



Public Advocate for the City of New York

Making the Team: Gender Inequality in New York City PSAL Sports Teams

**A REPORT BY PUBLIC ADVOCATE BETSY GOTBAUM
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EXECUTIVE SUMMARY

Introduction

Numerous studies have confirmed the benefits for young women who participate in sports: the reduction of obesity and type 2 diabetes, higher self-esteem and self-confidence and increased academic success. New York City public high school girls, however, have fewer opportunities to play sports than boys. This despite the guidelines set forth by Title IX and New York State statutes mandating that women and men receive equal opportunities to participate in sports.

While this report does not ultimately draw a conclusion as to whether or not schools are in violation of state or federal law, this report finds that there are not equal opportunities for boys and girls to participate in the Public Schools Athletic League (PSAL) sports in New York City public high schools.

PSAL athletes, unlike intramural or club athletes, represent their school during competitions and may be recruited for collegiate sports. Since PSAL is a part of the New York City Department of Education (NYC DOE), PSAL is obligated to provide equitable sports opportunities for boys and girls. According to the PSAL's website (www.psal.org), the mission of the PSAL is to "provide opportunities for educating students in physical fitness, character development and socialization skills through an athletic program that fosters teamwork, discipline and sportsmanship." Thus, the PSAL is a vital resource to help students gain valuable life skills.

Methodology

The Public Advocate's Office gathered data from the PSAL and NYC DOE websites to determine if girls had the same opportunity as boys to participate in PSAL sports. The report examined all 2,376 PSAL teams at 185 high schools: 59 low-enrollment schools (schools with 600 students or less), 19 campus schools (low-enrollment schools located at the same physical address that combine their student bodies to form campus teams) and 107 high-enrollment schools (schools with more than 600 students). Teams include varsity, junior varsity, co-ed and developmental teams, i.e., new sports teams in their first year of practice.

The sports opportunities for girls were calculated by comparing the percentage of girls enrolled in a school to the percentage of girls sports teams in the school. By comparing these percentages, the Office was able to discern which schools provided sports opportunities that were substantially proportionate to the make-up of the student body and which schools provided disproportionately few opportunities for girls to play sports. For example, in a school where 50 percent of students enrolled are girls but only 40 percent of teams are girls teams, the disparity will be described in this report as a 10 percentage-point bias against girls. Boys account for 50 percent of the student body, but are offered participation in 60 percent of all PSAL sports in that school. A disparity of this sort will be described in this report as a 10 percentage-point bias in favor of boys' sports opportunities.

Findings

Although most schools had approximately equal numbers of boys and girls, all types of high schools favored boys sports team opportunities. The bias appears to be most common in schools with a total enrollment of 600 students or less. The PSAL sports schedule discriminated against

girls by scheduling some girls sports in the off-season while boys teams for these sports played during the regular season.

- Overall breakdown of teams:
 - 43.6 percent, or 1,037 of 2,376 teams, are girls teams.
 - 54.7 percent, or 1,299 of 2,376 teams, are boys teams.
 - 1.7 percent, or 40 of 2,376 teams, are co-ed teams.
- Almost one in five schools (34 of 185) included in this study had a bias of 20 percentage points or more in favor of boys' sports opportunities.
- More than one-third (65 of 185) of the schools included in this study had a greater than 10 percentage-point bias in favor of boys' sports opportunities, while only eight schools had a greater than 10 percentage-point bias in favor of girls' sports opportunities.
- The PSAL sports schedule discriminated against girls: girls fencing, soccer, golf and swimming were scheduled in the off-season, while the boys teams for these sports played during the regular season.
- Fourteen schools fielded only boys teams.
- For the 2005-2006 school year, close to an equal number of boys and girls developmental teams were added, 48 and 44, respectively. However, low-enrollment schools added significantly more boys teams than girls teams, 22 and 14, respectively.
- Of 59 low-enrollment schools (schools that have 600 students or less), more than half (31) had a 10 or more percentage-point bias in favor of boys' sports opportunities.
- More than 40 percent of campus schools (at which sports teams are comprised of students from two or more low-enrollment schools located at the same physical address) had a bias in favor of boys' sports opportunities.
- Of 107 high-enrollment schools (schools that have more than 600 students), 24 percent (or 26) had a 10 or more percentage-point bias in favor of boys' sports opportunities.

Recommendations to the PSAL, NYC DOE and school officials to improve gender equity in sports opportunities

The PSAL, the NYC DOE and school officials must continue to create sports opportunities for both boys and girls and must work to ensure equity of opportunity for both sexes. Eliminating sports opportunities for boys should never be seen as a method of decreasing the inequity that exists in many of the City's public high schools.

- Develop and implement a plan to create more girls teams to correct gender inequities. When the creation of girls teams is not possible because of resource limitations, create more co-ed teams, which help to ensure that both girls and boys have the opportunity to play sports. As

funds become available, single sex teams can be offered instead of or in addition to co-ed teams.

- Ensure equitable scheduling for girls teams. Scheduling a girls sport in a season in which it is not normally played discriminates against girls, sends the message that girls sports are second-class and puts those female athletes who seek collegiate athletic scholarships at a disadvantage.
- Create “community teams” drawn from low-enrollment schools, by allowing low-enrollment schools that are located near each other to form teams, similar to the current model of “campus teams.”
- Partner with the Department of Health and Mental Hygiene on its *Take Care New York* media campaign, to include messages that address the benefits to girls of playing sports and incorporate women of color athletes to raise recognition of girls and women in sports.
- Research, monitor and disclose sports opportunities disparities at each high school.

INTRODUCTION

Numerous studies indicate that high school sports teams create foundations for healthy lifestyles and disease prevention while facilitating positive choices among adolescent girls. Girls who play sports graduate at a significantly higher rate than female students in general (68 percent and 58 percent, respectively).¹ Valuable life skills, such as leadership, teamwork, and comfort in a competitive environment, can be gained by playing competitive sports. It is not coincidental that 82 percent of successful executive business women played on organized sports teams as young women.² When girls attend a school with fewer opportunities to participate in competitive sports, they graduate with a disadvantage.

Pursuant to the New York City Charter, the Public Advocate is charged with reviewing and investigating the programs, operations, and activities of City agencies.³ In accordance with this responsibility, the Office of the Public Advocate initiated an investigation to assess whether available opportunities are equitable for boys and girls in Public Schools Athletic League (PSAL)⁴ sports teams.

As PSAL is a part of the New York City Department of Education (NYC DOE), PSAL is obligated to provide equal sports opportunities for boys and girls. PSAL athletes, unlike intramural or club athletes, represent their school during competitions and may be recruited for collegiate sports. According to the PSAL's website (www.psal.org), the mission of the PSAL is to "provide opportunities for educating students in physical fitness, character development and socialization skills through an athletic program that fosters teamwork, discipline and sportsmanship." Thus, the PSAL is a vital resource to help students gain valuable life skills.

While this report briefly examines Title IX⁵ and its impact on sports opportunities in New York City public high schools, it does not ultimately draw a conclusion as to whether schools are in violation of federal or state law.⁶ This report finds that there are not equal opportunities for boys and girls to participate in PSAL sports in New York City public high schools, regardless of the type of high school or type of sports team, and offers recommendations to PSAL, school officials and the NYC DOE.

¹ 1997 Division I NCAA Study on Graduation Rates, 1997.

² Oppenheimer Mass Mutual Financial Group, *Successful Women Business Executives Don't Just Talk a Good Game – They Play(ed) One*, from Girls Incorporated, "Girls and Sports," www.girlsinc.org/ic/content/GirlsandSports.pdf; Internet; accessed 20 April 2006.

³ See NYC Charter Section 24.

⁴ PSAL is the NYC DOE's high school sports program. The PSAL is staffed and funded by the NYC DOE. As of the May 2006 Financial Status Report for the NYC DOE, there were 7 full-time NYC DOE employees working on PSAL. As of October 28, 2005, the OTPS (Other Than Personal Services) budget was \$247,228, according to a NYC DOE Office of the Chief Financial Officer memo, "School Allocation Memorandum No. 79 FY06."

⁵ 20 USC Sections 1681-1688. Title IX of the Educational Amendment Act of 1972 prohibits sex discrimination in schools and other educational programs (including sports programs) that receive federal funding.

⁶ A Title IX compliance analysis utilizes a three-pronged test which examines whether male and female students are participating in athletics in numbers roughly proportional to their enrollment, whether a school has a history and continuing practice of increasing athletic opportunities for the underrepresented sex, and whether a school's athletic opportunities meet the interests and abilities of the underrepresented sex. Because the data for a full Title IX analysis was unavailable, this report examines only the opportunity to participate on a sports team.

BENEFITS OF PLAYING SPORTS

Physical activity, such as playing a sport, can help reduce obesity and one's risk for certain diseases, such as type 2 diabetes and heart disease. One study found that almost 24 percent of New York City's elementary school students are obese,⁷ and nearly one-third of New York City high school students are overweight.⁸ Obese and inactive children and adolescents are at greater risk for type 2 diabetes, a disease that was once only diagnosed in adults, but has become increasingly common among youth, usually between the ages of 10 and 19.^{9, 10} Although exercise can reduce one's risk for these diseases, only 55 percent of high school students participate in school sports teams, with greater participation among male students than female students, 62 percent and 48 percent, respectively.¹¹

Women who lead active lifestyles during adolescence are less likely to develop osteoporosis, breast cancer and diabetes as adults, and are more likely to adopt long-term exercise routines.¹² In addition, young women who participate in sports have higher self-esteem and are more likely to have a positive self-image than girls who do not.¹³ Adolescent female athletes are less likely than non-athletes to become pregnant, use illicit drugs, smoke cigarettes, or be suicidal.¹⁴

Participation in high school sports helps to ensure academic and professional success. Girls who play sports are more likely to excel in science¹⁵ and graduate at a significantly higher rate than female students in general (68 percent and 58 percent, respectively).¹⁶ Principals, teachers, and parents say that physical education bolsters students' motivation, encourages discipline and focus, and generally leads to positive feelings about school.¹⁷ Finally, girls' participation in high school sports teams may lead them to success later in life. Especially talented athletes are eligible for a variety of sports-related scholarships and recruitment to colleges and universities, which can lead to more lucrative careers.¹⁸ Girls who participate in sports develop higher-than-average levels of self-confidence, an essential attribute for success.

⁷ Lorna E. Thorpe, Deborah G. List, Terry Marx, Linda May, Steven D. Helgerson and Thomas R. Frieden, "Childhood Obesity in New York City Elementary School Students," *American Journal of Public Health Association*, 94, no. 9 (2004): 1496-1500.

⁸ New York State Department of Health, *Activ8Kids! - Childhood Obesity Prevention Program*, www.health.state.ny.us/prevention/obesity/activ8kids/#statistics; Internet; accessed 2 May 2006.

⁹ P. Fardy, A. Azzollini, J.R. Magel, R.E. White, M.K. Schmitz, D. Agin, L.T. Clark, M. Bayne-Smith, S. Kohn and L. Tekyerk, "Gender and ethnic differences in health behaviors and risk factors for coronary disease among urban teenagers: The PATH Program," *The Journal of Gender Specific Medicine*, 3, no. 2 (2000): 59-68.

¹⁰ National Center for Chronic Disease Prevention and Health Promotion, *Diabetes Projects*, www.cdc.gov/diabetes/projects/cda2/htm; Internet; accessed 20 June 2006.

¹¹ Centers for Disease Control and Prevention, *Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People*, www.cdc.gov/mmwr/preview/mmwrhtml/00046823.htm; Internet; accessed 2 May 2006.

¹² Craig Stoltz and January W. Payne, A Prevent Defense: You Can Greatly Reduce Risk of Most Aging-Related Disease by . . . Well, You Already Know, *Washington Post*, January 11, 2005; and Francois Trudeau, Louis Laurencelle, Janie Tremblay, Mirjana Rajic and Roy J. Shephard, "Daily primary school physical education: effects on physical activity during adult life," *Medicine & Science in Sports & Exercise*, 31, no. 1 (1999): 111-117.

¹³ Kathleen E. Miller, Donald F. Sabo, Merril J. Melnick, Michael P. Farrell, and Grace M. Barnes, *The Women's Sports Foundation Report: Health Risks and the Teen Athlete* (East Meadow, New York: Women's Sports Foundation, 2000).

¹⁴ *Ibid.* See also Don Sabo, Kathleen Miller, Michael Farrell, Grace Barnes, and Merrill Melnick, *The Women's Sports Foundation Report: Sport and the Teen Pregnancy* (East Meadow, New York: Women's Sports Foundation, 1998).

¹⁵ Sandra L. Hanson and Rebecca S. Kraus, "Women, Sports, and Science: Do Female Athletes Have an Advantage?" *Sociology of Education*, 71, no. 2 (1998): 93-110.

¹⁶ See 1.

¹⁷ Educational Frameworks, Inc., *Hit or Miss: Fitness & Sports Opportunities in the New York City Public Schools*, 2000.

¹⁸ Women's Sports Foundation lists several grants available for matriculating female high school athletes. List is available at www.womenssportsfoundation.org/cgi-bin/iowa/funding/results.html. NCAA provides scholarships for women and ethnic minorities. Complete list available at www.ncaa.org/about/scholarships.html.

TITLE IX

Title IX provides that schools must present equitable opportunities for boys and girls to participate in sports. Title IX also mandates that schools must provide comparable resources to boys and girls teams in the following areas: equipment, facilities, coaching, travel allowances, publicity, as well as the scheduling of games and playing season.¹⁹

According to the courts, under Title IX, it is ineffective to determine the numbers and types of sports teams based upon students' expressed demand. In 2004, the Federal Second Circuit in *McCormick and Geldwert v. The School District of Mamaroneck and the School District of Pelham*, stated²⁰:

To assert that Title IX permits institutions to provide fewer athletics participation opportunities for women than for men, based upon the premise that women are less interested in sports than are men, is (among other things) to ignore the fact that Title IX was enacted in order to remedy discrimination that results from stereotyped notions of women's interests and abilities. Interest and ability rarely develop in a vacuum; they evolve as a function of opportunity and experience. To allow a numbers-based lack-of-interest (sic) defense to become the instrument of further discrimination against the underrepresented gender would pervert the remedial purpose of Title IX.²¹

Despite this ruling, in March of 2005, the Office of Civil Rights of the United States Department of Education issued a guide explaining that schools can comply with Title IX by demonstrating that they are meeting students' interests by surveying the students at the school.²² This interpretation of the law has proved to be extremely controversial and has been rejected by most colleges and universities because survey results could conceal discrimination, as surveys may be unable to accurately predict what the actual level of interest and participation would be when non-discriminatory opportunities are made available.²³

For example, a hearing at the 2003 Commission on Opportunities in Athletics provided the following story. The Illinois High School Athletic Association surveyed students to determine if girls would be interested in playing volleyball. The survey results, by a large margin, indicated that the girls of Illinois were not interested in this opportunity. Despite the results, the athletic association went ahead and started volleyball teams for high school girls, and now there are more than 300 high school girls volleyball teams in the state, which makes volleyball one of the state's most popular girls sports.²⁴ As evidenced by the Illinois volleyball example, interest can be accurately measured only after opportunities have been created.

¹⁹ *About Title IX*; <http://bailiwick.lib.uiowa.edu/ge/aboutRE.html>; Internet; accessed 16 June 2006.

²⁰ 370 F.3d 275 (2004).

²¹ *Ibid.*

²² "Additional Clarification of Intercollegiate Athletics Policy: Three-Part Test – Part Three," Office of Civil Rights, www.ed.gov/about/offices/list/ocr/docs/title9guidanceadditional.html; Internet; accessed 4 May 2006.

²³ "Questions and Answers on the Department of Education's "Clarification" of Title IX Policy," *Save Title IX*, www.savetitleix.com/questions.html; Internet; accessed 4 May 2006.

²⁴ Christine Brennan, "Survey Says: E-mails no way to judge Title IX," *USA Today*, March 24, 2005.

Because the Office of the Public Advocate does not believe that surveys provide a fair and accurate way of determining interest nor reduce the responsibility of schools to plan and provide sports opportunities for its students, the Office did not consider whether or not school officials surveyed their students in order to determine which teams to add and drop.

TITLE IX, NEW YORK STATE EDUCATION REGULATIONS, AND PSAL

The passage of Title IX in 1972 has positively affected the participation of girls on sports teams in New York City public high schools. Since 1979, the number of girls teams has increased from 493²⁵ to 1,037,²⁶ an increase of over 100 percent.

In addition to abiding by Title IX rules, New York City schools must comply with New York State's education regulations, which state that, "There must be equal opportunity for females and males to participate on athletic teams, either on separate teams or on a co-ed team."²⁷

In 1983, the NYC Board of Education²⁸ formed the Chancellor of Education's Task Force on Sex Equity in New York Schools (the Task Force) to monitor gender equity.²⁹ According to Barbara Rochman, co-chair of the Task Force from 1984 to 1991 and sole chair until 1994, the Task Force found that "almost twice as many boys as girls were participating in the PSAL, that nearly twice as many boys teams were fielded and that almost twice as much money was spent on boys sports."³⁰ Rochman said that although high school principals requested that 180 new girls sports teams be added, only a few new girls teams were added.³¹ In 1995, despite findings that girls sports offered numerous benefits, the NYC Board of Education refused to approve \$500,000 to fund junior varsity sports for girls.³² The Task Force later disbanded, and despite Title IX and New York State education regulations, girls sports are still denied equal treatment.³³

BARRIERS TO GIRLS' PARTICIPATION IN SPORTS

Involving high school girls in sports teams and maintaining their on-going participation is a difficult task. Aside from the lack of opportunities, there are many barriers preventing New York City public high school girls from participating in sports. One reason young women do not play sports is insecurity about their physical skills—the fear that they are not good enough to play on a competitive high school team.^{34, 35} In addition, stereotypical gender roles, history, and physiology have all been cited as reasons why many young women do not participate in sports.³⁶ Generally, research indicates that girls have a lower perception of their physical abilities than

²⁵ Educational Frameworks, Inc.

²⁶ www.psal.org

²⁷ 8 NYCRR §135.4.

²⁸ The NYC Board of Education was renamed the NYC Department of Education in 2003.

²⁹ Valorie K. Vojdik, "Girls Schools After VMI: Do They Make the Grade?," *Duke Journal of Gender Law & Policy* 4, no.69, www.law.duke.edu/journals/djglp/articles/gen4p69.htm#F287; Internet; accessed 14 March 2006.

³⁰ Barbara T. Rochman, "New York Girls Are Kept on the Sidelines," *New York Times*, June 19, 1997.

³¹ *Ibid.*

³² Vojdik.

³³ This report does not ultimately draw a conclusion whether or not NYC public high schools are in violation of Title IX.

³⁴ Child and Family Canada, "Yes We Can" – *Girls and Sports*, www.cfc-efc.ca/docs/vocfc/00000812.htm; Internet; accessed 1 June 2006.

³⁵ Robert B. Everhart and Cynthia Lee A. Pemberton, "The institutionalization of a Gender Biased Sport Value System," *Advancing Women in Leadership Journal*, Winter 2001, www.advancingwomen.com/awl/winter2001/everhart_pemberton.html; Internet; accessed 2 May 2006.

³⁶ *Ibid.*

boys.³⁷ Moreover, female athletes face stereotypes that not only debase their femininity³⁸ but are also rife with homophobia because athletic women are often perceived as lesbians.³⁹

In some minority communities with strict gender roles, girls may be discouraged from participating in sports.⁴⁰ In Latino communities, cultural gender expectations for girls, such as caring for younger siblings and performing extra household chores, may limit their opportunities to play sports.⁴¹ One study found that nationally only about 36 percent of Hispanic sophomore girls played sports as compared to 52 percent of non-Hispanics girls.⁴² Asian American students have low sports participation rates, regardless of sex, although the number has begun to increase in recent years.⁴³ Two reasons commonly cited for the traditionally low sports participation rate in the Asian American community are the emphasis on academic achievement and the lack of Asian American athlete role models.⁴⁴

Low-income communities also experience low female sports participation rates. Even if an opportunity to play sports exists, issues such as access to safe transportation, familial obligations, or monetary limitations might deter potential players.⁴⁵

METHODOLOGY

Definitions of Types of Schools and Sports Teams Used in this Report

High-enrollment school: A New York City public high school with student enrollment of more than 600 students.

Low-enrollment school: A New York City public high school with student enrollment of 600 students or less.

Campus school: Two or more low-enrollment schools, located at the same physical address, which combine their student bodies to form a campus team.

High-enrollment team: A sports team representing a high-enrollment school in the PSAL.

Low-enrollment team: A sports team representing a low-enrollment school in the PSAL.

³⁷ Anne Klomsten and Espnes Skaalvik, "Physical self-concept and sports: do gender differences still exist?" *Sex Roles: A Journal of Research*, 50, no. 1-2 (2004): 119-127.

³⁸ Thomas R. Alley and Catherine M. Hicks, "Peer attitudes towards adolescent participants in male- and female-oriented sports," *Adolescence*, 40, no. 158 (2005): 273-80, www.findarticles.com/p/articles/mi_m2248/is_158_40/ai_n14815095/; Internet; accessed 2 May 2006.

³⁹ Adam de Jong, "Fighting an Image: Female athletes must face lesbian stereotype in so-called masculine sports," *The Daily Bruin*, April 13, 2005, www.dailybruin.ucla.edu/news/articles.asp?id=32759; Internet; accessed 20 June 2006.

⁴⁰ Everhart et al.

⁴¹ MaryJo Sylwester, "Culture, family play role in sports for Latina girls," *USA Today*, March 29, 2005; and Lena Williams, "Hispanic Female Athletes Few and Far Between," *New York Times*, November 6, 2002.

⁴² Sylwester.

⁴³ Richard E. Lapchick, "Asian American Athletes: The Past, Current and Future," www.northeastern.edu/csss/rel-article26.pdf; Internet; accessed 16 May 2006.

⁴⁴ *Ibid.*

⁴⁵ Doreen L. Greenberg, "Urban Girls and Sports," *Women's Sports Foundation*, www.womenssportsfoundation.org/cgi-bin/iowa/issues/disc/article.html?record=774; Internet; accessed 16 May 2006.

Campus team: A sports team representing two or more low-enrollment schools that are located at the same physical address, a campus school.

Co-ed team: A team with both male and female participants.

Developmental team:⁴⁶ A new team in its first year of practice.

Data Sources and Methodology

The Public Advocate's Office gathered data from two websites to examine sports team availability for girls in New York City public high schools. On April 5, 7, and 11 of 2006 and May 2 of 2006, the Public Advocate's Office recorded the sports teams listed on the PSAL website⁴⁷ for the last school year (2005-2006).⁴⁸ The Public Advocate's Office recorded the number of teams available for boys and girls, including varsity, junior varsity, developmental and co-ed teams.^{49, 50} The report examined all 2,376 PSAL teams at 185 schools (low-enrollment schools, campus schools and high-enrollment schools). There were 59 low-enrollment schools in this study, with an average of 4.37 teams per school. There were 107 high-enrollment schools, with an average of 17.61 teams per school. There were 19 campus schools⁵¹ consisting of four low-enrollment schools each on average, with an average of nearly 13 teams per campus school. (See Appendix A for a list of all the schools included in this report).

The Public Advocate's Office recorded the total number of students enrolled at the high schools included in this report, and the sex breakdown of the student body at those schools, obtained from the NYC DOE website.⁵² According to the NYC DOE website, this information is updated

⁴⁶ According to a conversation with Donald Douglas, the director of the PSAL, on May 26, 2006, the 'developmental' label is used for teams that are in their first year of practice.

⁴⁷ www.psal.org. The site lists everything from game schedules to individual athletic profiles and statistics for a school with a PSAL sports team.

⁴⁸ The data exclude ACORN Community, Concord, and Williamsburg Charter High School because they had no teams competing in the PSAL during the school year studied.

⁴⁹ This report did not examine intramural or club sports at New York City public high schools. Because intramural sports are recreational sports (from The National Intramural-Recreational Sports Association, *About NIRSA*, www.nirsa.org/about/index.htm; Internet; accessed 22 June 2006), they are not under the PSAL, which has academic requirements for its athletes and is monitored by the NYC DOE. Intramural sports, although they can be beneficial for girls, do not offer opportunities for collegiate athletic scholarships and are not considered to be formal sports. It is noteworthy that a 1994 report by the Chancellor of Education's Task Force on Sex Equity also utilized PSAL data to conduct research on gender inequality in schools.

⁵⁰ This report did not examine the number of positions available on each team since the data were not available on the PSAL website.

⁵¹ There are 22 campus schools in the PSAL which are comprised of multiple low-enrollment schools that are located on the same campus and whose students compete on teams together. In total, 91 low-enrollment schools make up these 22 campus schools. These schools were contacted directly (using the telephone number provided on the PSAL website) in order to verify which schools participated on the campus teams. However, this report considers 19 campus schools, including a total of 78 low-enrollment schools. Because of incomplete data on the NYC DOE website some schools were omitted from the sample. The Public Advocate's Office was unable to obtain student enrollment information for Lower Manhattan Arts Academy and the Urban Assembly Academy of Government and Law, two of the six schools comprising the Seward Park campus school. Data was also unavailable for the Urban Assembly School of Business for Young Women, which is one of the schools in the East Side Community High School campus school. Data was unavailable for the Queens Preparatory Academy, one of four schools comprising the Springfield Gardens campus school. Due to the incomplete data for these campus schools, they, and by extension all of the participating low-enrollment schools within those campus schools, were excluded from the research findings.

⁵² www.nycenet.edu. Due to unavailable enrollment information on the NYC DOE website, the Public Advocate's Office obtained the breakdown of sex enrollment for Dr. Susan McKinney School of Art and the Renaissance Charter School by

monthly, and each school lists the date that the data was reported to the NYC DOE.⁵³ For the majority of the schools, the data was listed as being accurate as of March 21, 2006. Other schools listed were accurate as of either February 6, 2006, or April 23, 2006. The sex breakdown of the schools examined in this report is roughly 49 percent male and 51 percent female.

A comparison between the percentage of sports teams for each sex to the percentage of each sex in a school reveals whether or not a school provides substantially proportional sports opportunities for both girls and boys. For example, if total enrollment of a school is 200 students, 100 females and 100 males, the percentage of girls and boys enrolled is 50 percent (100 divided by 200 total students) for both boys and girls. Of these students, if there are 4 girls teams and 6 boys teams, the percentage of girls teams is 40 percent (4 teams for girls divided by 10, the total number of teams) and the percentage of boys teams is 60 percent (6 teams for boys divided by 10, the total number of teams). A comparison of the percentage of girls teams and the female enrollment percentage (40 percent versus 50 percent, respectively) shows a bias of 10 percentage points against girls and a bias of 10 percentage points in favor of boys' sports opportunities at such a school.

For this report, a co-ed team was counted as half of a team for each sex. Campus teams, although comprised of students from multiple low-enrollment schools, were counted as one unit by combining the participating student bodies and calculating the sex ratio accordingly. The schools that make up campus teams were not considered individually in this report, but rather as part of the campus school. The Public Advocate's Office identified schools with disparities of 10 percentage points or greater as substantially disproportionate, which meant that the school favored one sex over the other in the provision of sports team opportunities.⁵⁴ This report also examined whether or not girls or boys sports teams were scheduled to play when most high schools and colleges play these sports.

FINDINGS

Findings for All Schools and Teams

- Overall breakdown of teams:
 - 43.6 percent, or 1,037 of 2,376 teams, are girls teams.
 - 54.7 percent, or 1,299 of 2,376 teams, are boys teams.
 - 1.7 percent, or 40 of 2,376 teams, are co-ed teams.
- Almost one in five schools (34 of 185) included in this study had a bias of 20 percentage points or more in favor of boys' sports opportunities.

telephoning them directly on May 4, 2006. The Public Advocate's Office obtained data for the Facing History School, which is part of the Park West campus school, by contacting New Visions for Public Schools.

⁵³ The data set excludes five schools with PSAL teams due to unique conditions. Hunter College High School is not under the auspices of the NYC DOE, and was therefore excluded. Eagle Academy for Young Men and Young Women's Leadership Academy were excluded because they are single-sex institutions. High School of Sports Management and Wildcat Academy Charter High School did not have the necessary information when the data were being compiled, and were therefore excluded.

⁵⁴ A 10 percentage-point margin was chosen as a conservative marker to determine if sports opportunities for boys and girls were substantially proportionate.

- More than one-third (65 of 185) of the schools included in this study had a greater than 10 percentage-point bias in favor of boys' sports opportunities. Only eight schools had a greater than 10 percentage-point bias in favor of girls' sports opportunities.
- Sixty-six schools had developmental teams (new teams added during the 2005-2006 school year).
 - In total, there were 96 developmental teams in the PSAL. Of these teams, four teams were co-ed, 48 (or 50 percent) provided new sports opportunities for boys, while 44 (or 46 percent) provided new sports opportunities for girls.
- Fourteen schools fielded only boys teams.
- Thirty-three schools had at least one co-ed team.

Low-Enrollment School Findings⁵⁵

- Of 59 low-enrollment schools, more than half (31) favored boys' sports opportunities by at least 10 percentage points.
- Only five of the 59 low-enrollment schools, or eight percent, favored girls' sports opportunities by more than 10 percentage points.⁵⁶
- In the 2005-2006 school year, 25 of the 59 low-enrollment schools added developmental teams. Twenty-two developmental teams were added for boys, 14 for girls, and two co-ed teams.
- Ten low-enrollment schools have boys teams only, despite the fact that the average student body of those schools is 48.7 percent male and 51.6 percent female.⁵⁷

The proportion of female enrollment to male enrollment does not appear to be a factor when many low-enrollment schools establish sports teams. Low-enrollment schools are more likely to offer boys teams than girls teams.

Campus School Findings

- Of the 19 campus schools considered in this report, eight of them, or just over 40 percent, had a bias of 10 or more percentage points in favor of boys' sports opportunities.^{58, 59}
- Six campus schools added developmental teams, five boys teams and six girls teams.⁶⁰

⁵⁵ The following results do not include campus schools. The data results for campus schools are in the next section.

⁵⁶ These five schools are: Hostos Lincoln Academy, Choir Academy of Harlem, High School for Math, Science, and Engineering at CCNY, Manhattan High School, and Park East.

⁵⁷ The 10 schools are: American Sign Language and English High School, Brooklyn College Academy, Brooklyn Collegiate, Central Park East, El Puente Academy for Peace and Justice, Fredrick Douglass Academy III, Marta Valle Secondary, New School for Arts and Sciences, School of Career Development, and Urban Assembly School for Media Studies.

⁵⁸ These eight campus schools are: Erasmus Hall Campus, James Monroe Campus, Lab Museum United, Marcy Avenue Campus, Secondary School for Law/Journalism, George Washington, Morris, and Park West.

⁵⁹ See 51.

⁶⁰ These six campus schools are: Erasmus Hall Campus, High School of Global and International Studies, Lab Museum United, Roosevelt Educational Campus, William H. Taft, and Morris.

High-Enrollment School Findings

- Of the 107 high-enrollment schools, 26 (or 24 percent) had a bias of 10 or more percentage points in favor of boys' sports opportunities.
- Twenty-five high-enrollment schools had a two percentage point or less disparity in the proportionality between their sports teams and student body.⁶¹
- Thirty-five high-enrollment schools added developmental teams for a total of 21 developmental teams added for boys, 24 developmental teams added for girls and two developmental co-ed teams.

Findings for Sports Scheduling for Girls and Boys Teams in the PSAL

Currently, the PSAL schedules girls and boys sports during these seasons:

PSAL Season Schedule for Girls and Boys Sports

Girls Spring Sports							
Softball*	Crew	Handball	Lacrosse	Outdoor Track	Tennis	Fencing (OFF) ¹	Soccer (OFF) ¹
Boys Spring Sports							
Baseball*	Crew	Handball	Lacrosse	Outdoor Track	Tennis	Golf	Volleyball
Girls Fall Sports							
Bowling	Cross Country		Swimming (OFF) ¹			Golf (OFF) ¹	Volleyball
Boys Fall Sports							
Bowling	Cross Country	Football ²				Fencing	Soccer
Girls Winter Sports							
Basketball	Gymnastics	Indoor Track					
Boys Winter Sports							
Basketball	Gymnastics	Indoor Track	Swimming	Wrestling ³			

* Softball is considered the equivalent of baseball for girls.

¹ Girls' competition in these sports is scheduled in the off-season while the boys' competition is scheduled during the regular season.

² There is no football team for girls; however, girls are not excluded from participation.

³ There is no wrestling team for girls; however, girls are not excluded from participation.

For PSAL teams, girls golf, soccer, swimming, and fencing are played in the off-season, while boys golf, soccer, swimming and fencing are played during the regular season.⁶² Federal courts have determined that off-season sports' schedules may be discriminatory against girls.⁶³ Off-

⁶¹ The 25 schools are: Bayard Rustin Educational Complex, Carnarsie, Chelsea, City-As-School, Flushing, Forest Hills, Francis Lewis, Fredrick Douglas Academy, Grover Cleveland, High School of Art and Design, High School of Economics and Finance, High School for Info and Network Technology, Information Technology High School, James Madison, Manhattan Center for Science and Math, New Dorp, New Utrecht, Petrides, Queens High School for Teaching, Samuel J. Tilden, School of the Future, South Shore, Stuyvesant, Susan Wagner and William C. Bryant.

⁶² The National Collegiate Athletic Association (NCAA) categorizes sports for certain seasons: soccer (fall), golf (spring), swimming (winter) and fencing (fall). The Online Resource for the National Collegiate Athletic Association, *Sports Championships Administration*, www.ncaa.org/wps/; Internet; accessed 26 June 2006.

⁶³ *Communities for Equity et. al v. Michigan High School Athletic Association, Inc.*, 377 F.3d 504 (2004).

season athletes may have fewer opportunities for collegiate recruitment, given that most collegiate athletic scholarships are awarded in late fall and early spring. If college recruiters primarily draft during a sport's regular playing season, girls who participate in soccer, golf, swimming, and fencing during the off-season will not receive equal opportunities to showcase their talents as the athletes who play in the normal season for these sports. Thus, the NYC DOE and PSAL must solve this scheduling issue in order to ensure that girls are not given second-class treatment.⁶⁴

RECOMMENDATIONS

The PSAL, the NYC DOE and school officials must continue to create sports opportunities for both boys and girls and must work to ensure equity of opportunity for both sexes. Eliminating sports opportunities for boys should never be seen as a method of decreasing the inequity that exists in many of the City's public high schools.

Develop and Implement a Plan to Create More Girls Teams

To correct gender inequities and provide more opportunities for girls to play sports, the PSAL and the NYC DOE should immediately develop and begin to implement a plan to create more girls teams. By having a disproportionate number of boys teams, schools send the message that girls sports are second-class and that athletics are less valuable to girls than to boys. In low-enrollment schools where resources may not permit offering more than one team, school officials should consider establishing a co-ed team so that all students will have an opportunity to participate in a sport. As funds become available, single-sex teams can be offered instead of or in addition to co-ed teams.

Ensure Equitable Scheduling

The PSAL, the NYC DOE and school officials should ensure that the scheduling for girls sports teams are equitable to boys sports teams. The girls soccer, swimming, fencing and golf teams should not be scheduled to play off-season since it puts those athletes who seek collegiate athletic scholarships at a disadvantage and sends the message that girls sports are second-class.

Create "Community" Teams

If not part of a campus school, low-enrollment schools should collaborate with other low-enrollment schools in their communities so that more sports opportunities can be provided for students attending those schools. Currently, a campus team represents two or more low-enrollment schools located at the same address. Low-enrollment schools located within close proximity should consider the creation of a "community team," which could function like a campus team. For example, three low-enrollment Brooklyn high schools are located within a few blocks of each other: Freedom Academy (116 Nassau Street), Urban Assembly School for Law and Justice (50 Navy Street) and Pacific High School (112 Schermerhorn Street). See the map below for the locations of the schools.

⁶⁴ *Ibid.*



Between the three schools, there are currently six teams: four boys and two girls teams. Perhaps if these low-enrollment schools' resources were combined, more teams could be created and both boys and girls of these low-enrollment schools would have more options to participate in sports.

Launch a Media Campaign that Promotes Girls' Participation in Sports

The NYC DOE should consider partnering with the Department of Health and Mental Hygiene on its *Take Care New York* media campaign, to include messages that address the benefits to girls of playing sports and incorporate women of color athletes in order to raise recognition of girls and women in sports. As well as highlighting the benefits for girls who play sports, such as academic success and higher self-confidence and self-esteem, the ads should encourage parents to support their daughters' sports activities. In addition, the ads should focus on female athletes as role models, especially Latina and Asian American female athletes. Finally, the schools and the PSAL should actively publicize high school girls' sporting events and draw attention to star female student athletes, to convey the message that girls sports are important.

Research, Monitor and Disclose Disparities

Finally, the NYC DOE should monitor the disparities at each school and add the availability of boys' and girls' sports opportunities to the Annual School Reports to better relay information to parents and students selecting a high school. The PSAL website should provide detailed data regarding the number of positions on individual teams for both girls and boys. Having this information easily accessible will allow parents and students to make informed decisions. In addition, further research and monitoring is needed to ensure that girls teams receive equal resources. This must include an evaluation of budgets, facilities, equipment, scheduling, coaching and publicity for boys and girls sports.

Appendix A-1

High Enrollment Schools Examined in this Report, by Borough

School	Borough	% Boys Registered	%Girls Registered	% Boys Teams	% Girls Teams	% Boys Teams (inc Dev Teams)	% Girls Teams (inc Dev Teams)
Adlai Stevenson	Bronx	50.43	49.57	41.66	58.33	41.66	58.33
Alfred E. Smith	Bronx	85.78	14.22	94.12	5.88	94.12	5.88
Bronx HS of Science	Bronx	54.9	45.1	50	50	50	50
Christopher Columbus	Bronx	59.02	40.98	56	44	56	44
Dewitt Clinton	Bronx	44.91	55.09	55.17	44.83	55.17	44.83
Evander Childs	Bronx	55.73	44.27	64.71	35.29	64.71	35.29
Grace Dodge	Bronx	38.14	61.86	42.86	57.14	42.86	57.14
Harry S. Truman	Bronx	56.97	43.03	63.16	36.84	65	35
Herbert Lehman	Bronx	55.19	44.81	58.33	41.67	58.33	41.67
HS of Info and Network Technology	Bronx	51.97	48.03	0	0	50	50
Jane Addams	Bronx	35.49	64.51	57.14	42.86	57.14	42.86
Riverdale/ Kingsbridge Academy	Bronx	51.98	48.02	57.14	42.86	57.14	42.86
Samuel Gompers	Bronx	76.59	23.41	83.33	16.67	83.33	16.67
Walton	Bronx	51.42	48.58	60	40	60	40
Abraham Lincoln	Brooklyn	56.46	43.54	59.26	40.74	59.26	40.74
ACORN High School for Social Justice	Brooklyn	44.67	55.33	100	0	100	0
Automotive	Brooklyn	93.01	6.99	100	0	100	0
Benjamin Banneker Academy	Brooklyn	41.13	58.87	50	50	50	50
Boys & Girls	Brooklyn	53.11	46.89	61.9	38.09	61.9	38.09
Brooklyn HS of the Arts	Brooklyn	41.2	58.8	0	0	100	0
Brooklyn Studio Secondary School	Brooklyn	52.19	47.81	66.67	33.33	80	20
Brooklyn Technical	Brooklyn	59.53	40.47	51.67	48.33	50	50
Canarsie	Brooklyn	56.33	43.67	56.52	43.48	56.52	43.48
Cobble Hill School of American Studies	Brooklyn	50.12	49.88	60	40	60	40
East New York Transit Tech	Brooklyn	79.52	20.48	62.5	37.5	60	40
EBC/ Bushwick	Brooklyn	42.81	57.19	40	60	40	60
Fort Hamilton	Brooklyn	55.44	44.56	48.15	51.85	48.15	51.85
Franklin D. Roosevelt	Brooklyn	54.06	45.94	58.82	41.18	58.82	41.18
Franklin K. Lane	Brooklyn	53.23	46.77	62.5	37.5	64.71	35.29
George Westinghouse HS of	Brooklyn	57.59	42.41	66.67	33.33	66.67	33.33
Telecommunication Arts & Technology	Brooklyn	52.27	47.73	50	50	50	50
James Madison	Brooklyn	54.47	45.53	55.17	44.83	55.17	44.83
Juan Morel Campos Secondary School	Brooklyn	52.25	47.75	0	0	50	50
Lafayette	Brooklyn	49.53	50.47	52.38	47.62	54.55	45.55

School	Borough	% Boys Registered	%Girls Registered	% Boys Teams	% Girls Teams	% Boys Teams (inc Dev Teams)	% Girls Teams (inc Dev Teams)
Leon M. Goldstein HS for Science	Brooklyn	51.66	48.34	53.85	46.15	53.85	46.15
Middle College @ Medgar Evers	Brooklyn	42.43	57.57	55.56	44.44	55.56	44.44
Midwood	Brooklyn	45.16	54.84	61.29	38.71	61.29	38.71
New Utrecht	Brooklyn	54.05	45.95	54.55	45.45	54.55	45.45
Paul Robeson	Brooklyn	56.93	43.07	66.67	33.33	66.67	33.33
Samuel J. Tilden	Brooklyn	54.23	45.77	56.52	43.48	54.17	45.83
Sheepshead Bay	Brooklyn	50.81	49.19	55.17	44.83	55.17	44.83
South Shore	Brooklyn	54.93	45.07	55	45	54.69	45.31
Thomas Jefferson	Brooklyn	56.78	43.22	62.5	37.5	58.82	41.18
William E. Grady	Brooklyn	79.75	20.25	66.67	33.33	66.67	33.33
William H. Maxwell	Brooklyn	31.78	68.22	50	50	50	50
Academy Environmental Science	Manhattan	53.93	46.07	100	0	100	0
AP Randolph	Manhattan	56.44	43.56	47.83	52.17	48	52
Bayard Rustin Educational Complex	Manhattan	50.44	49.56	50	50	50	50
Beacon School	Manhattan	44.21	55.79	55.26	44.74	52.5	47.5
Chelsea	Manhattan	60.38	39.62	58.82	41.18	58.82	41.18
City-As-School	Manhattan	48.58	51.42	50	50	50	50
Clara Barton	Manhattan	25.74	74.26	46.15	53.85	46.15	53.85
Fiorrello H. Laguardia Academy	Manhattan	28.53	71.47	42.5	57.5	43.18	56.82
HS Economics & Finance	Manhattan	46.82	53.18	50	50	46.88	53.12
HS Environmental Studies	Manhattan	48.76	51.24	50	50	50	50
HS Fashion Industries	Manhattan	47.91	52.09	50	50	50	50
HS for Graphic Communication Arts	Manhattan	10.93	89.07	27.27	72.73	33.33	66.67
HS for Leadership and Public Service	Manhattan	58.3	41.7	63.64	36.36	66.67	33.33
HS for Leadership and Public Service	Manhattan	41.62	58.38	50	50	50	50
HS Health Profession & Human Services	Manhattan	29.83	70.17	50	50	53.85	46.15
HS of Art and Design	Manhattan	60.62	39.38	61.11	38.89	61.11	38.89
Jacqueline K. Onassis Inter Careers	Manhattan	36.26	63.74	50	50	50	50
Life Science Secondary	Manhattan	43.42	56.58	57.14	42.86	57.14	42.86
Louis Brandeis	Manhattan	46.44	53.56	57.14	42.86	57.14	42.86
Manhattan Center for Science / Math	Manhattan	51.37	48.63	52.38	47.62	50	50
Murry Bergtraum	Manhattan	49.62	50.38	44.44	55.56	44.44	55.56
New Explorations into Science Tech & Math	Manhattan	43.3	56.7	66.67	33.33	66.67	33.33
Norman Thomas	Manhattan	49.06	50.94	53.33	46.67	56.25	43.75
Richard Green HS of Teaching	Manhattan	30.54	69.46	33.33	66.67	50	50

School	Borough	% Boys Registered	%Girls Registered	% Boys Teams	% Girls Teams	% Boys Teams (inc Dev Teams)	% Girls Teams (inc Dev Teams)
Satellite Academy	Manhattan	46.34	53.66	75	25	75	25
School of the Future	Manhattan	48.13	51.87	71.43	28.57	50	50
Stuyvesant	Manhattan	56.76	43.24	57.81	42.19	56.06	43.94
Wadleigh	Manhattan	48.52	51.48	75	25	75	25
Washington Irving	Manhattan	44.59	55.41	55.45	45.55	55.45	45.55
August Martin	Queens	54.91	45.09	75	25	75	25
Aviation	Queens	87.43	12.57	81.25	18.75	81.25	18.75
Bayside	Queens	48.69	51.31	53.33	46.66	53.33	46.66
Beach Channel	Queens	55.47	45.53	63.04	36.96	63.04	36.96
Benjamin Cardozo	Queens	45.84	54.16	51.67	48.33	50	50
Far Rockaway/ FDA IV	Queens	52.66	47.34	57.89	42.11	57.89	42.11
Flushing	Queens	52.56	47.44	52.94	47.06	52.94	47.06
Forest Hills	Queens	49.05	50.95	50	50	50	50
Francis Lewis	Queens	49.07	50.93	51.79	48.21	50	50
Grover Cleveland	Queens	52.7	47.3	54.17	45.83	54.17	45.83
Hillcrest	Queens	41.61	58.39	50	50	50	50
HS for Arts and Business Information Technology HS	Queens	46.15	53.85	57.14	42.86	57.14	42.86
Jamaica	Queens	56.69	43.31	50	50	55.55	45.55
John Adams	Queens	52.46	47.54	59.62	40.38	59.62	40.38
John Bowne	Queens	54.38	45.62	52	48	50	50
John Bowne	Queens	49.31	50.69	61.9	38.1	61.9	38.1
Long Island City	Queens	49.31	50.69	51.92	48.08	53.7	46.3
Martin Van Buren	Queens	51.61	48.39	51.92	48.08	53.7	46.3
Newcomers	Queens	50.94	49.06	45.45	54.55	45.45	54.55
Newtown	Queens	50.84	49.16	60	40	60	40
Newtown	Queens	55.12	44.88	58.33	41.67	58.33	41.67
Queens HS for Teaching	Queens	55.12	44.88	58.33	41.67	58.33	41.67
Queens Vocational Tech	Queens	45.04	54.96	44.12	55.88	44.74	55.26
Richmond Hill	Queens	59.62	40.38	75	25	66.67	33.33
Thomas Edison	Queens	51.15	48.85	47.83	52.17	47.83	52.17
Thomas Edison	Queens	51.15	48.85	47.83	52.17	47.83	52.17
Townsend Harris	Queens	65.52	34.48	56.25	43.75	56.25	43.75
Townsend Harris	Queens	30.61	69.39	43.75	56.25	42	58
William C. Bryant	Queens	53.59	46.41	53.57	46.43	53.57	46.43
Curtis	Staten Island	48.47	51.53	51.52	48.48	51.52	48.48
Ralph R. McKee Career and Technical HS	Staten Island	48.47	51.53	51.52	48.48	51.52	48.48
Ralph R. McKee Career and Technical HS	Staten Island	62.52	37.48	53.33	46.67	51.56	48.44
New Dorp	Staten Island	50.33	49.67	50	50	50	50
Petrides	Staten Island	50.33	49.67	50	50	50	50
Petrides	Staten Island	51.76	48.24	50	50	50	50
Port Richmond	Staten Island	51.76	48.24	50	50	50	50
Port Richmond	Staten Island	50.85	49.15	53.12	46.88	53.12	46.88
Susan Wagner	Staten Island	50.85	49.15	53.12	46.88	53.12	46.88
Susan Wagner	Staten Island	50.81	49.19	51.52	48.48	51.52	48.48
Tottenville	Staten Island	50.81	49.19	51.52	48.48	51.52	48.48
Tottenville	Staten Island	49.9	50.1	53.95	46.05	52.56	47.44

Appendix A-2

Low Enrollment Schools Examined in this Report, by Borough

School	Borough	% Boys Registered	% Girls Registered	% Boys Teams	% Girls Teams	% Boys Teams (inc Dev Teams)	% Girls Teams (inc Dev Teams)
Bronx Academy of Letters	Bronx	32.89	67.11	50	50	60	40
Bronx Leadership Academy	Bronx	38.77	61.23	41.67	58.33	41.67	58.33
Bronx Regional	Bronx	43.13	56.87	50	50	50	50
Bronx School/ Law, Govn't, Justice	Bronx	39.64	60.36	50	50	50	50
Fannie Lou Hamer	Bronx	48.47	51.53	66.67	33.33	50	50
Fredrick Douglass Academy III	Bronx	44.04	55.96	0	0	100	0
HS for American Studies @ Lehman College	Bronx	46.75	53.25	50	50	50	50
Hostos Lincoln Academy	Bronx	39.41	60.59	0	100	0	100
New School for Arts and Sciences	Bronx	43.8	56.2	100	0	100	0
South Bronx Preparatory	Bronx	47.68	52.32	0	0	50	50
University Heights	Bronx	46.78	53.22	75	25	75	25
Wings Academy	Bronx	50.74	49.26	50	50	50	50
All City Leadership Academy	Brooklyn	49.79	50.21	62.5	37.5	55.56	44.44
Bedford Academy	Brooklyn	47.4	52.6	60	40	50	50
Brooklyn College Academy	Brooklyn	33.33	66.67	0	0	100	0
Brooklyn Collegiate	Brooklyn	45.33	54.67	0	0	100	0
Brooklyn International	Brooklyn	48.46	51.54	55.55	44.44	55.55	44.44
Dr. Susan McKinney School of Art	Brooklyn	39.94	60.06	60	40	60	40
East New York Family Academy	Brooklyn	42.13	57.87	66.67	33.33	57.14	42.86
EBC/ ENY	Brooklyn	47.97	52.03	50	50	50	50
El Puente Academy For Peace and Justice	Brooklyn	42.38	57.62	0	0	100	0
Freedom Academy	Brooklyn	44.24	55.76	66.67	33.33	66.67	33.33
*George Wingate	Brooklyn	58.96	41.04	50	50	50	50
*Harry Van Arsdale	Brooklyn	54.03	45.97	57.14	42.86	57.14	42.86
Pacific	Brooklyn	51.15	48.85	75	25	75	25
Teachers Preparatory HS/ FDA VII	Brooklyn	39.56	60.44	0	0	50	50
Urban Assembly School for Law & Justice	Brooklyn	32.88	67.12	0	0	50	50
American Sign Language & English HS	Manhattan	49.1	50.9	100	0	100	0

* George Wingate has closed and Harry Van Arsdale will only operate for another 2 years.

School	Borough	% Boys Registered	% Girls Registered	% Boys Teams	% Girls Teams	% Boys Teams (inc Dev Teams)	% Girls Teams (inc Dev Teams)
Bard High School	Manhattan	25.24	74.76	50	50	50	50
Baruch College Campus	Manhattan	35.78	64.22	50	50	50	50
Bread and Roses HS	Manhattan	47.78	52.22	60	40	60	40
Central Park East Choir Academy of Harlem	Manhattan	53	47	100	0	100	0
Coalition for Social Change	Manhattan	36.35	63.65	0	100	0	100
Edward A. Reynolds West Side	Manhattan	41.27	58.73	66	33	66	33
Eleanor Roosevelt HS	Manhattan	44.68	55.32	50	50	50	50
HS for Math, Science, Engineering @ CCNY	Manhattan	36.99	63.01	50	50	57.14	42.86
Institute for Collaborative Education	Manhattan	63.41	36.59	50	50	50	50
Landmark School	Manhattan	52.74	47.26	50	50	50	50
Liberty	Manhattan	53.27	46.73	50	50	50	50
Lower East Side Prep	Manhattan	56.28	43.72	75	25	66.67	33.33
Manhattan High School	Manhattan	52.16	47.84	75	25	75	25
Manhattan Village Academy	Manhattan	76.19	23.81	50	50	50	50
Marta Valle Secondary	Manhattan	37.12	62.88	50	50	50	50
Millennium HS	Manhattan	52.83	47.17	100	0	100	0
Pace HS	Manhattan	41.28	58.72	0	100	50	50
Park East	Manhattan	52.66	47.34	0	0	50	50
Thurgood Marshall Academy	Manhattan	44.6	55.4	33.33	66.67	25	75
University Neighborhood	Manhattan	43.8	56.2	50	50	60	40
Urban Assembly School for Media Studies	Manhattan	51.09	48.91	42.86	57.14	42.86	57.14
Urban Peace Academy	Manhattan	48.79	51.21	0	0	100	0
Academy of Am. Studies	Queens	50.48	49.52	66.67	33.33	66.67	33.33
Frank Sinatra School of the Arts	Queens	43.55	56.45	60	40	60	40
HS for Law Enforcement & Public Safety	Queens	31.32	68.68	28.57	71.43	28.57	71.43
Queens HS for Science @ York College	Queens	42.98	57.02	33.33	66.67	50	50
Renaissance	Queens	50.54	49.46	100	0	75	25
Robert F. Kennedy	Queens	45.88	54.12	40	60	40	60
Robert F. Wagner Jr	Queens	47.31	52.69	50	50	50	50
School of Career Development	Queens	43.57	56.43	45.45	54.55	50	50
	Queens	71.5	28.5	100	0	100	0

Appendix A-3

Campus Schools Examined in this Report, by Borough

School	Borough	% Boys Registered	% Girls Registered	% Boys Teams	% Girls Teams	% Boys Teams (inc Dev Teams)	% Girls Teams (inc Dev Teams)
James Monroe Campus	Bronx	55.91	44.09	70	30	70	30
Academy Visual Arts and Design							
Business and Law							
World Cultures							
Bronx Tech							
John F. Kennedy	Bronx	54.79	45.21	51.72	48.28	51.72	48.28
Marble Hill							
Law and Finance							
Bronx Engineering and Technology							
Bronx Theater							
Roosevelt Educational Campus	Bronx	52.67	47.33	65.38	34.62	60.71	39.29
Roosevelt High School							
Belmont Prep							
High School for the Arts							
High School for Law and Community Service							
Leadership School for Business and Technology							
West Bronx School of the Future							
South Bronx	Bronx	58.39	41.61	60.87	39.13	60.87	39.13
New Explorers							
Mott Haven							
Academy for Sports							
William H. Taft	Bronx	51.97	48.03	66.67	33.33	61.54	38.46
Bronx High School of Business							
High School for Medical Science							
Jonathan Levin High School							
Taft High School							
Bronx Expeditionary							
Urban Academy							
Morris	Bronx	39.96	60.04	60	40	57.14	42.86
Morris							
Bronx International							
Excellence							
Leadership Academy II							
Violin and Dance							

School	Borough	% Boys Registered	% Girls Registered	% Boys Teams	% Girls Teams	% Boys Teams (inc Dev Teams)	% Girls Teams (inc Dev Teams)
Erasmus Hall Campus	Brooklyn	53.5	46.5	68.42	31.58	66.67	33.33
Business and Technology							
Humanities							
Math and Science							
Star High School							
YCD High School							
Service and Learning							
Grand St Campus	Brooklyn	48.67	51.33	52.63	47.37	52.63	47.37
Enterprise Business Tech							
Legal Studies							
Professional Careers							
HS of Global and International Studies	Brooklyn	52.99	47.01	66.67	33.33	50	50
Brooklyn School for Global Studies							
School of International Studies							
Marcy Avenue Campus	Brooklyn	41.13	58.87	66.67	33.33	66.67	33.33
Bedford-Stuyesant Prep							
Brooklyn Academy							
Prospect Heights	Brooklyn	42.65	57.35	50	50	50	50
Global Citizenship							
Prospect Heights High School							
Brooklyn Academy of Music and Theater							
Brooklyn Academy of Science and Environment (BASE)							
International High School							
Secondary School for Law/ Journalism	Brooklyn	45.5	54.5	66.67	33.33	66.67	33.33
Journalism							
Law							
Research							
Bushwick	Brooklyn	52.79	47.21	50	50	50	50
Bushwick HS							
Academy of Urban Planning							
Bushwick School for Social Justice							
NY Harbor							
Julia Richman Educational Center	Manhattan	42.41	57.59	50	50	50	50
Urban Academy							
Manhattan International							

School	Borough	% Boys Registered	% Girls Registered	% Boys Teams	% Girls Teams	% Boys Teams (inc Dev Teams)	% Girls Teams (inc Dev Teams)
Talent Unlimited							
Vanguard							
Ella Baker							
Lab Museum United Lab Museum	Manhattan	44.03	55.97	50	50	54.55	45.55
George Washington International Business and Finance Media and Communications Law and Public Services High School for Healthcare	Manhattan	53.9	46.1	66.67	33.33	66.67	33.33
Martin Luther King Jr. HS for Arts, Imagination and Inquiry HS for Law, Advocacy and Community Service HS of Arts and Technology Manhattan/Hunter Science HS	Manhattan	49.07	50.93	56.25	43.75	56.25	43.75
Park West Park West High School Manhattan Bridges High School Facing History High School of Hospitality Management Food and Finance Urban Assembly of Design Construction	Manhattan	48.17	51.83	61.54	38.46	61.54	38.46
Campus Magnet Humanities and the Arts Math and Science Law & Government Business and Computer Applications	Queens	52.2	47.8	52.38	47.62	52.38	47.62