

THE INEQUITABLE DISTRIBUTION OF SPORTS FUNDING BY THE PSAL
AND ITS DISPROPORTIONATE IMPACT BY BOROUGH, RACE, SCHOOL SIZE, AND ECONOMIC CLASS

A REPORT

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INTRODUCTION TO UPDATE

This report has been updated using data from the 2012-2013 school year. For this update, daily registers from the NYC DOE statistics page were used to get a more accurate student population. The “NYC DOE demographic snapshot 2012” was used to eliminate 7th and 8th graders from the daily register total. This brought the sum totals down, but all of the trends discussed in the original report remained the same.

The previous report relied on the “NYC DOE Directory of High Schools” book to determine which schools were on a campus. It has become clear that many schools share a facility, but do not report being a part of a campus in this book. For this update, school addresses were used to determine which schools were on a campus or in a shared facility.

This update also includes a district based analysis which was not included in the original report. The district data reinforces the reports original findings that the inequitable distribution of PSAL funds is disproportionately and negatively impacting small school students, students who receive free/reduced lunch, and students of color.

INTRODUCTION

The Public School Athletic League (PSAL) is responsible for providing funding to New York City public high schools to field interscholastic sports teams. Their mission, as stated on the PSAL website, is to “coordinate interscholastic competition for all New York City public high schools”. The PSAL coordinates these competitions by granting and funding interscholastic sports teams to public high schools.

This report examines the distribution of interscholastic sports teams throughout New York City. The findings show that the distribution of teams, and thus funding, is inequitable. It also reveals that students of color and students from lower economic classes are being neglected by the PSAL. This inequitable distribution of PSAL funds is likely a result of the proliferation of small schools over the past decade and the PSAL’s inaction in responding to the new landscape of public high school education in New York City.

This report presents data that supports the findings and provides recommendations to bring interscholastic sports opportunities to all students in NYC public schools. It also discusses the role the Small Schools Athletic League (SSAL) has played over the past three years in bringing interscholastic sports opportunities to the small schools of New York City.

METHODOLOGY

Definitions of Terms Used in This Report

Small School – A New York City public high school with 600 or less students not located on a campus.

Regular School – A New York City public high school with more than 600 students or a campus with a total population of more than 600 students.

Not Funded – A New York City public high school with 0 PSAL funded teams

Underfunded – A New York City Public High School with less than six PSAL funded teams. This figure is used, because at these schools either Boys and/or Girls have no opportunity to participate in interscholastic sports at some point during the school year.

Thriving Sport Program - A New York City Public High School with 20 or more PSAL funded teams.

Data Sources and Methodology

All data were collected from May 2013 - June 2013. The PSAL official website was used to determine which schools had PSAL funded teams. The “NYC DOE Directory of High Schools” book was used to determine the name and address of all New York City Public High Schools. The New York City Department of Education website’s “daily register” feature was used for enrollment and percentage of white, ELL, and Special Education students. The NYC DOE “Demographic Snapshot 2012” was used for free/reduced lunch data and to subtract 7th and 8th graders from the school’s enrollment.

Enrollments for all of the campus schools were combined to create a campus enrollment total. All schools found to be on a campus were deleted from the spreadsheet and only included as part of the campus total. These schools were deleted, because they compete in the PSAL under the campus name. Schools that share a facility, but compete separately were not tabulated as a campus.

FINDINGS

PSAL Funding and Small Schools

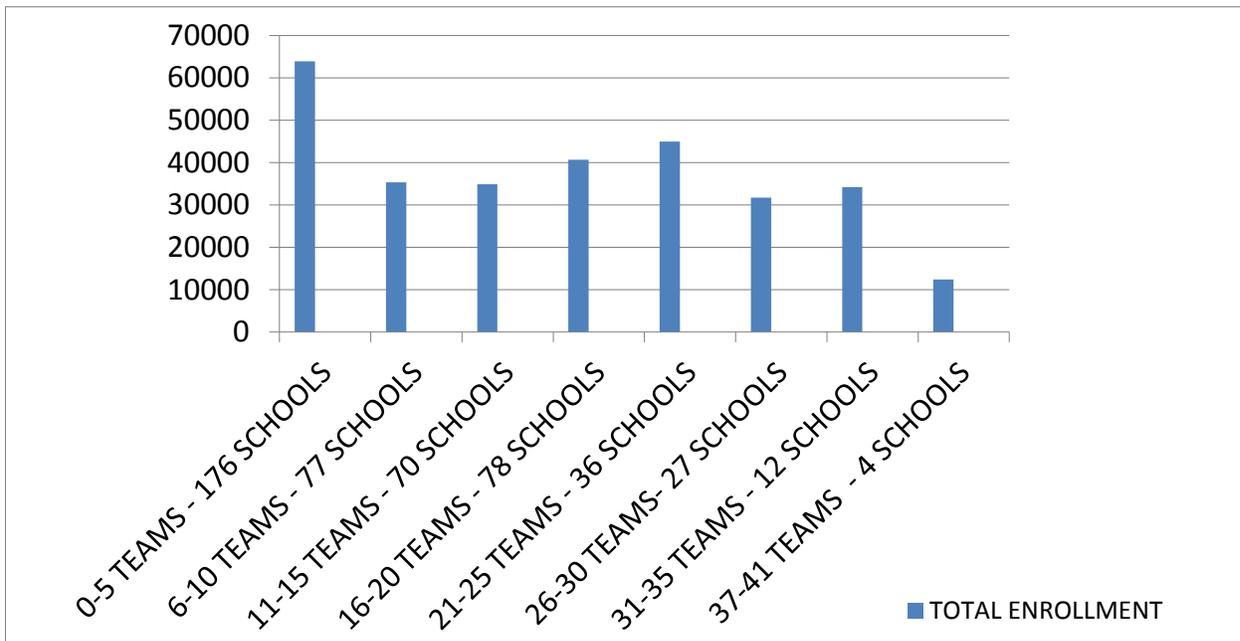
The PSAL is not meeting the interscholastic sports needs of the majority of small schools. *Table 1* compares small schools to regular schools and shows that the PSAL neglects small school students at a much higher rate than regular school students. 31.86% of small school students attend schools that are not funded by the PSAL, and 79.33% attend schools that are underfunded by the PSAL. It is alarming that 10.11% of regular school students go to underfunded schools, but it is indefensible that 79.33% of small school students are enrolled in underfunded schools.

Table 1 – PSAL FUNDING AT SMALL SCHOOLS AND REGULAR SCHOOLS

	SMALL SCHOOL STUDENTS	REGULAR SCHOOLS STUDENTS
	48,789 STUDENTS	249,147 STUDENTS
NOT FUNDED (0 TEAMS)	31.86 PERCENT 15,546 STUDENTS	2.47 PERCENT 6,150 STUDENTS
UNDER FUNDED (LESS THAN 6 TEAMS)	79.33 PERCENT 38,704 STUDENTS	10.11 PERCENT 25,187 STUDENTS

The PSAL has created flourishing sports programs at some schools at the expense of others. *Table 2* illustrates the number of students attending schools and the number of teams those schools have. It is disheartening that the PSAL has chosen to fund dozens of teams for some schools while not funding 71 schools and underfunding 105 schools. A total of 63,891 students attend schools that are either not funded or underfunded. 81.69% of the schools that are not funded are small schools and 71.02% of the underfunded schools are small schools. It is clear that the PSAL has made inadequate adjustments to meet the needs of the continually expanding pool of small high school students.

Table 2 – Number of Students Enrolled at Schools With X Number of PSAL Funded Teams

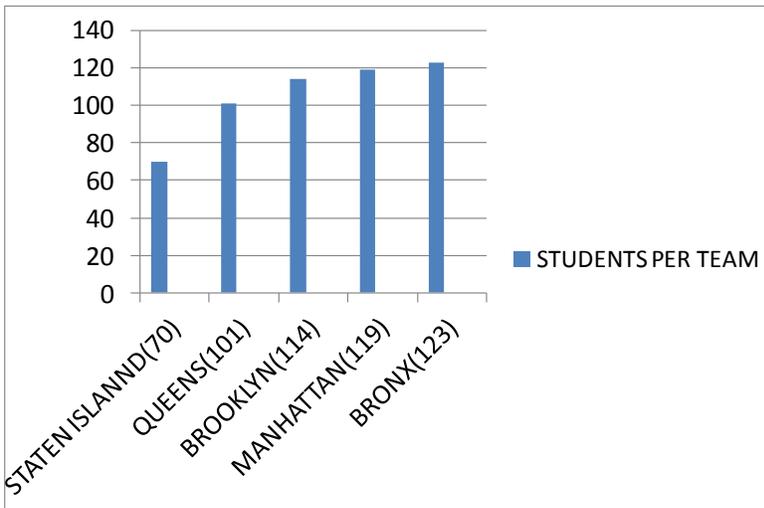


Students who go to small high schools should not be denied the opportunity to participate in interscholastic sports. Funding and expanding the Small Schools Athletic League will remedy this inequity and bring interscholastic sports opportunities to students at small public high schools.

PSAL Funding By Borough

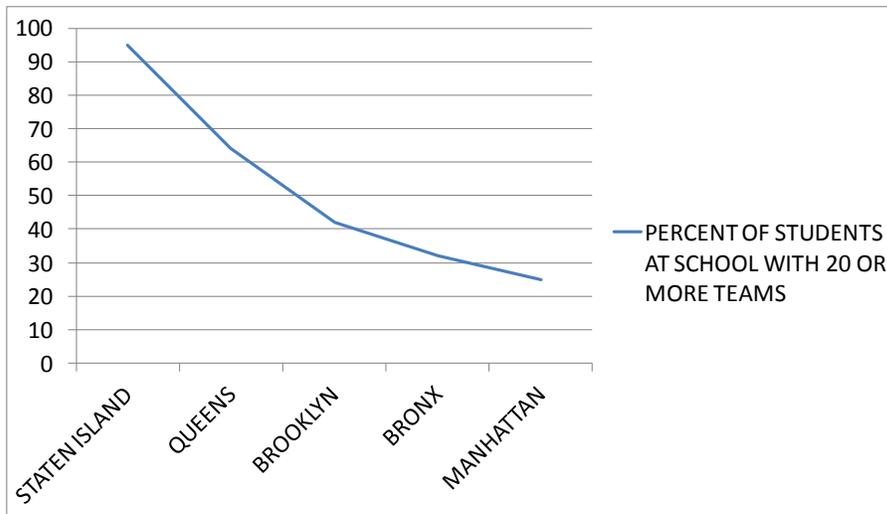
There is an unequal distribution of PSAL funding for interscholastic sports teams between boroughs. The easiest way to quantify this is to calculate how many students there are for each team that is funded, by borough (see Table 3). In the Bronx, there are 123 students for each team funded by the PSAL. Conversely, in Staten Island, there are only 70 students for each team funded by the PSAL. This means that it is nearly twice as difficult for a student in the Bronx to find a spot on a sports team than it is for a student in Staten Island. The number of students per team in Manhattan, Brooklyn, and Queens is also dramatically higher than Staten Island.

Table 3 - Number of Students Per Team Funded By The PSAL by Borough



The percent of students who attend schools with thriving sports programs varies dramatically from borough to borough as well. Table 4 shows that nearly one hundred percent of students in Staten Island attend a school with 20 or more teams, but in the other boroughs, that figure drops dramatically. In Manhattan, only 20.88% of students attend a school with a thriving sports program, and in the Bronx, only thirty-five percent do.

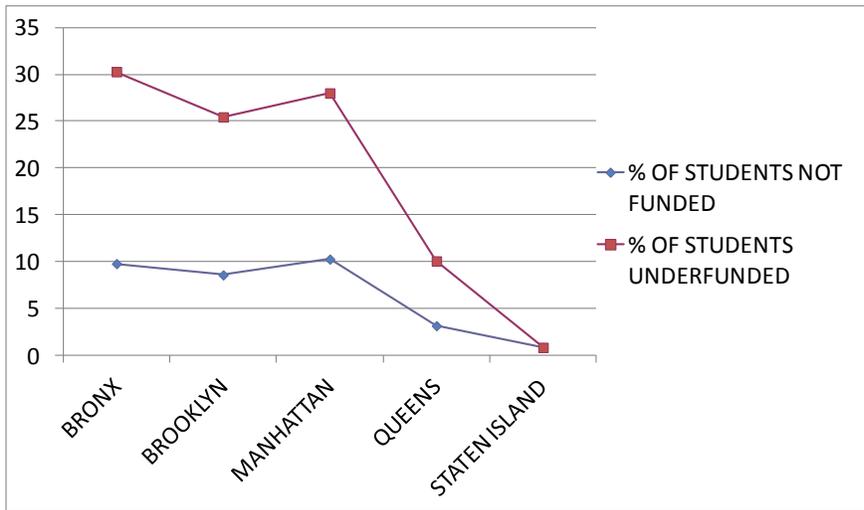
Table 4 – Percent of Students Attending Schools With Thriving Sports Programs by Borough



At the other extreme, the percentage of students being underfunded or not funded also varies widely from borough to borough (see Table 5). In the Bronx and Manhattan, nearly one out of every three students attend a school where, at some point during the school year, there is no interscholastic sports being offered to either boys or girls. In Brooklyn, one out every four students finds him or herself in the same situation, and in Queens, one out of ten does. However, in Staten Island, only 147 students are attending a school that is being underfunded or not funded. Therefore, Staten Island is the only borough where nearly all students have the opportunity to participate in interscholastic sports all year.

The New York City Department of Education (NYC DOE) needs to develop a new funding formula for interscholastic sports to make sure that all students in New York City are afforded the same opportunities as the students of Staten Island.

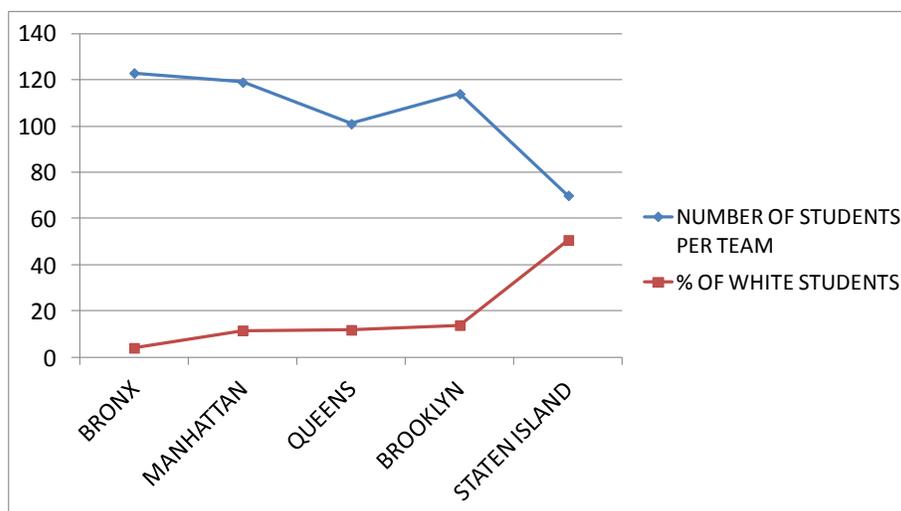
Table 5- Percent of Students Not Funded and Under Funded by Borough



PSAL Funding and Race

An inadvertent result of the PSAL's inequitable funding of interscholastic sports programs has been that students of color have been disproportionately and negatively impacted. *Table 6* shows the number of students for each team the PSAL funds, per borough, and compares it to the percentage of white students in each borough. In the Bronx, there are 123 students for every team funded by the PSAL. On the other hand, there are only 70 students for every team funded by the PSAL in Staten Island. This correlates directly with the percentage of white students in each borough. In the Bronx, only 4.01% of the students are white, opposed to 50.74% in Staten Island. The PSAL is providing more sports opportunities in the boroughs with the highest concentrations of white students (See *Table 6*).

Table 6 – Number of Student Per Team Vs Average Number of White Students by Borough



A comparison between the 40 schools with the lowest percent of white students and the 40 schools with the highest white populations also illustrates the effect inequitable sports funding is having on students of color (see *Table 7*). Students who go to schools with larger white populations receive more funding from the PSAL than those that attend schools with almost no white students. At schools with very few white students, there are 122 students for each team funded by the PSAL, opposed to 95 students for each team at the schools with the highest white populations. In addition, 70.96% of students in the schools with few white students are underfunded and 30.73% are not funded, opposed to only 11.04% and 2.07% at the schools with the highest white enrollments.

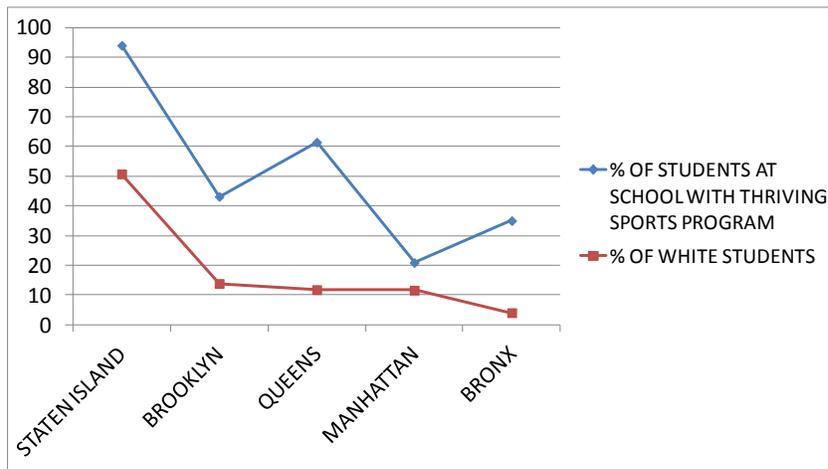
Table 7 – Schools with the Highest White Population vs. the Lowest

	40 SCHOOLS WITH LOWEST PERCENTAGE OF WHITE STUDENTS	40 SCHOOLS WITH HIGHEST PERCENTAGE OF WHITE STUDENTS
% OF WHITE STUDENTS	.40	40.01
NUMBER OF STUDENTS	17,346	60,386
NUMBER OF PSAL FUNDED TEAMS	142	630
NUMBER OF STUDENTS PER TEAM	122	95
PERCENT OF STUDENTS BEING UNDERFUNDED	70.96	11.04
PERCENT OF STUDENTS NOT FUNDED	30.73	2.07
PERCENT OF STUDENTS AT THRIVING SCHOOL	16.32	69.23

The variable of race is also significant when looking at schools that have thriving sports programs. *Table 8* shows the percentage of students that attend a school with a thriving sports program, by borough, and contrasts it with the percentage of white students at those schools. Once again, a clear correlation is established between the percentage of white students at a school and the amount of funding they receive from the PSAL. In Staten Island, where 50.74% of the students are white, 94.04% of the students go to a school with a thriving sports program. However, in Manhattan (11.59% white), only 20.88% of the students go to a school with 20 or more teams funded by the PSAL, and in the Bronx (3.77% white) only thirty-five percent of the students go to a school with 20 or more teams. The PSAL has clearly

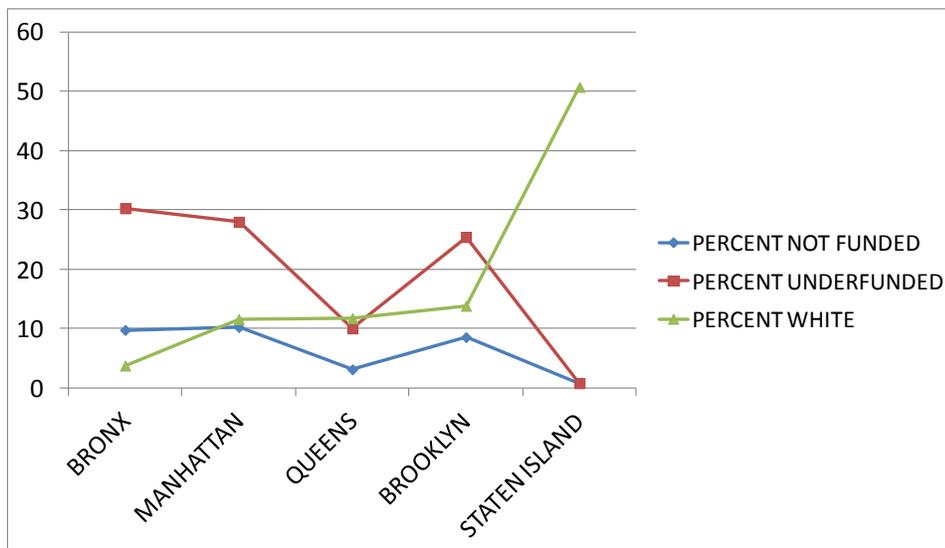
focused on maintaining thriving sports programs in areas of the city with the highest populations of white students.

Table 8 – Schools with Thriving Sports Programs Compared to Race



Once again, when looking at schools that are being underfunded or not funded by the PSAL, the data shows a correlation between race and PSAL funding. Almost every student in Staten Island goes to a school where interscholastic sports are offered year-round. However, in the Bronx and Manhattan, nearly one out of every three students goes to a school where at some point during the year, sports are not being offered to either boys or girls. *Table 9* clearly shows that the Bronx has the lowest percentage of white students and the highest percentage of students attending school with limited to no interscholastic sports. At the other extreme Staten Island has the highest percentage of white students with only .81% of their students attending an underfunded school.

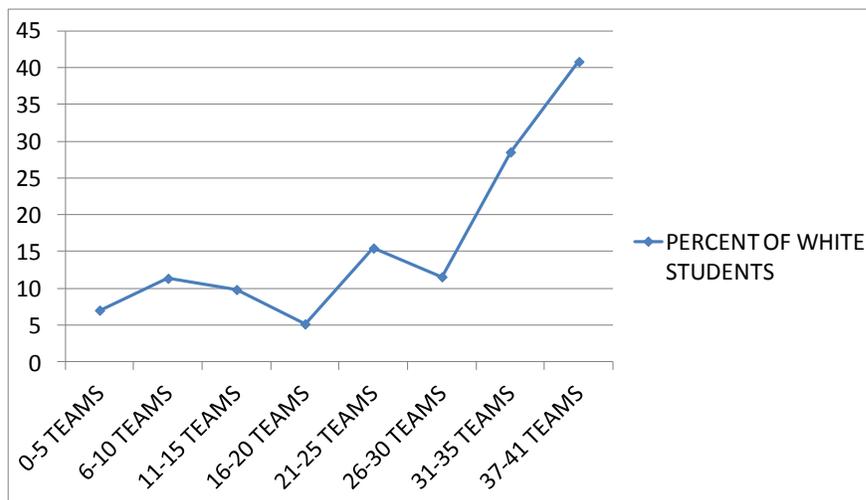
Table 9 – Percent of Students Attending Schools with Limited or No Sports Opportunities and Average Percent of White Students by Borough



The distribution of teams from school to school varies greatly, with some schools having as many as 41 teams funded by the PSAL and others having 0 teams funded. A closer look at which schools have the most teams funded reveals that the schools with the most teams also have the highest percentage of

white students (see *Table 10*). The schools with 0-5 teams have an average of 7.02% white students, while the schools with 37-41 teams have an average of 40.83% white students. A clear correlation exists between the percentage of white students a school has and the number of teams the PSAL funds

Table 10 - Number of Teams a School Has and Race



An analysis of the districts with the highest and lowest white populations provides further confirmation that a correlation exists between PSAL funding and race (*Table 11*). 34.25% of the students in districts 31R, 22K, 20K, 21K, and 03M are white. In these five districts, 78.6% of the students attend a school with a thriving sports program. However, in the 5 districts where .69% of the students are white, only 17.56% of the students attend a school with 20 or more teams funded by the PSAL. In the districts with the most white students, one out of ten students attend an underfunded school, opposed to one out of two in the districts with almost no white students. The unfortunate conclusion of the data is that students of color are being neglected by the PSAL’s current funding system.

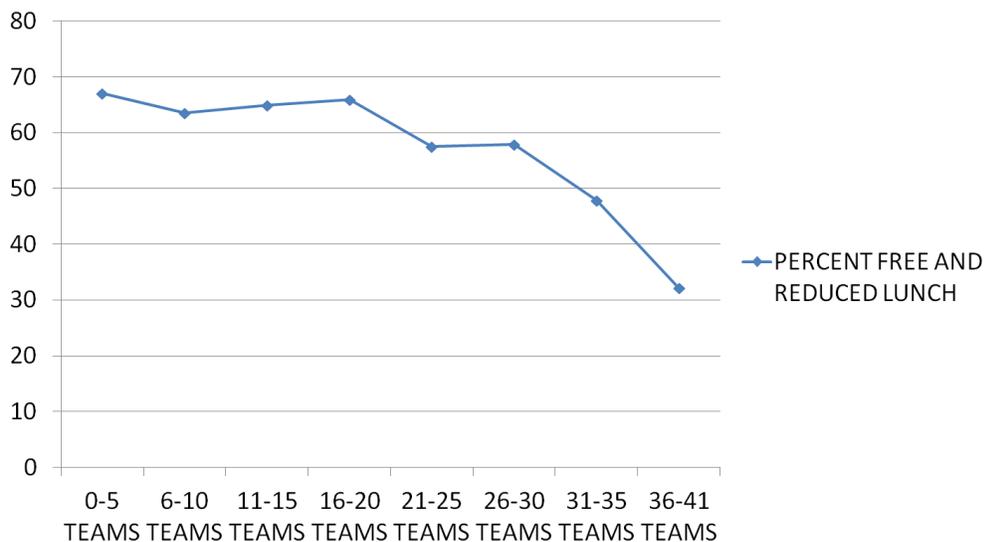
Table 11 – Districts with the Highest White Populations vs. the Lowest

	DISTRICTS WITH HIGHEST WHITE POPULATIONS	DISTRICTS WITH LOWEST WHITE POPULATIONS
DISTRICTS	31R, 22K, 20K, 21K, 03M	09X, 16K, 23K, 07X, 32K
% WHITE	34.25	.69
% OF STUDENTS AT NOT FUNDED SCHOOL	1.39	13.88
% OF STUDENTS AT UNDER FUNDED SCHOOL	10.32	52.11
% OF STUDENTS AT THRIVING SCHOOL	78.60	17.56
STUDENTS PER TEAM	96	110

PSAL Funding and Economic Class

Another inadvertent effect of the PSAL's current system of sports funding is that students from lower economic classes are being negatively impacted. *Table 12* shows a graph of the average percentage of students receiving free and reduced lunch at schools with the varying numbers of teams funded by the PSAL. The data reveals that schools with 0-5 teams have a much higher percentage of students receiving free/reduced lunch than schools with more teams. The schools that have 0-5 teams have an average of 67.03% of their students receiving free/reduced lunch. However, at schools that have 36-41 teams, only 32.07 of students are receiving free/reduced lunch.

Table 12 – Number of Teams a School Has and Economic Class



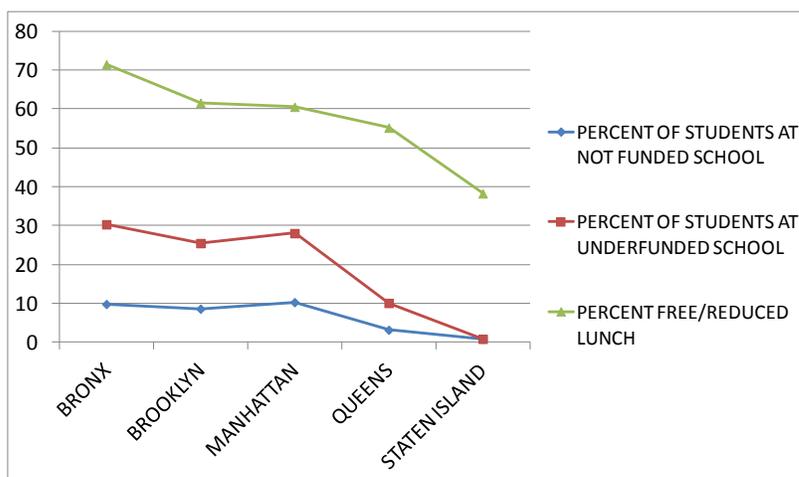
A comparison of the 40 schools with the lowest percentage of free/reduced lunch with the 40 schools with the highest percentage reveals an alarming trend (*see Table 13*). Students who attend schools where the students are from a higher economic class are provided with more sports funding by the PSAL. At the schools with the highest rates of free and reduced lunch, 125 students have to compete for a spot on a sports team. Conversely, only 94 students have to compete for a spot at the schools with the lowest rates of free/reduced lunch. At the schools with the highest rates of free and reduced lunch, 39.52% of the students are underfunded and 16.63% are not funded by the PSAL. However, only 11.25% of students are underfunded at the schools that service the wealthiest student populations. These wealthier students are also much more likely to be at a school that has a thriving sports program, with 71.86% of them attending schools that have 20 or more teams. However, at the schools serving poorer student populations, only 11.69% of students go to schools with thriving sports programs.

Table 13 – Schools With the Highest Free/Reduced Lunch Vs. Lowest

	38 SCHOOLS WITH LOWEST PERCENTAGE OF FREE/REDUCED LUNCH	38 SCHOOLS WITH HIGHEST PERCENTAGE OF FREE/REDUCED LUNCH
NUMBER OF STUDENTS	63,606	26,820
PERCENT OF FREE/REDUCED LUNCH	33.64	83.99
NUMBER OF PSAL FUNDED TEAMS	675	215
STUDENTS PER TEAM	94	125
PERCENT OF STUDENTS GOING TO A UNDERFUNDED SCHOOL	11.25	39.52
PERCENT OF STUDENT GOING TO A NOT FUNDED SCHOOL	2.46	16.63
PERCENT OF STUDENTS GOING TO A SCHOOL WITH 20 OR MORE TEAMS	71.86	11.69

Further research confirms the correlation between economic class and the sports opportunities provided by the PSAL (see Table 14). The boroughs that have a higher percentage of free/reduced lunch also have a larger percentage of students attending schools that are underfunded or not funded at all by the PSAL.

Table 14 – Students Attending Underfunded and Not Funded Schools and Free/Reduced Lunch



An analysis by district provides additional evidence that students who attend schools with high rates of poverty are not being given an equal opportunity to participate in interscholastic sports. Table 15 compares the five districts with the highest and lowest percent of their students receiving free/reduced lunch. The five wealthiest districts have 83.58% of their students attending a school with a thriving sports program and only 3.66% attending an underfunded school. The situation at the five poorest districts is much different. In the districts with the highest percent of free/reduced lunch only 13.69% of the students attend a school with twenty or more teams, and 53.47% attend a school that at some point during the year has no interscholastic sports for boys and/or girls. The unfortunate conclusion drawn from the data is that the PSAL's current funding system is neglecting students of lower economic classes.

Table 15 - Districts with the Highest Free/Reduced Lunch Vs. Lowest

	DISTRICTS WITH HIGHEST PERCENTAGE OF FREE/REDUCED LUNCH	DISTRICTS WITH LOWEST PERCENTAGE OF FREE/REDUCED LUNCH
DISTRICTS	09X, 12X, 07X, 32K, 06M	29Q, 31R, 26Q, 03M, 22K
% FREE/REDUCED LUNCH	78.76	40.49
% OF STUDENTS AT NOT FUNDED SCHOOL	17.99	.27
% OF STUDENTS AT UNDERFUNDED SCHOOL	53.47	3.66
% OF STUDENTS AT THRIVING SCHOOL	13.69	83.58
STUDENTS PER TEAM	125	86

BENEFITS OF PLAYING SPORTS

A plethora of research has shown that participation in sports has a positive impact on the student-athlete's academic, social, emotional, and physical development. A 2001 study of North Carolina High School students investigated the impact of sports participation on the GPA's, disciplinary records, dropout rates, and graduation rates of the students-athletes (see Table 16). The results of this study show that participation in High School sports had a direct correlation to improved outcomes (North Carolina High School Athletic Association Bulletin, 2001).

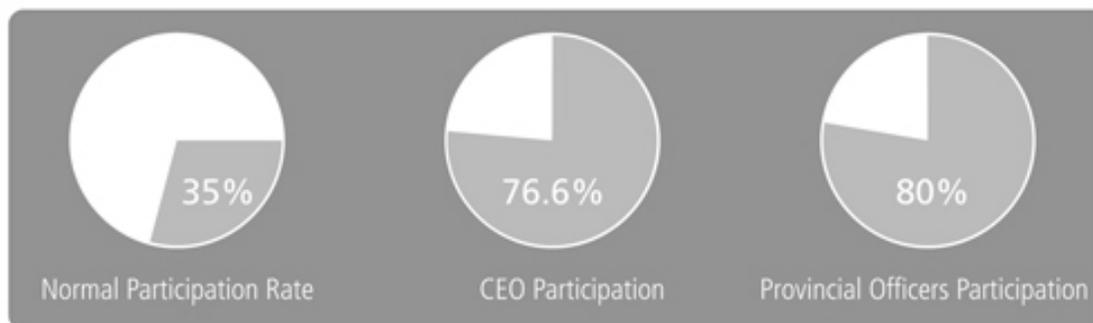
Table 16 – 2001 Study of North Carolina Student-Athletes

	ATHLETES	NON ATHLETES
GRADE POINT AVERAGE	2.98	2.17
DISCIPLINE REFERRALS	33%	41.8%
DROPOUT RATE	0.6%	10.32%
GRADUATION RATE	99.4%	93.51%

In the study, student-athletes had substantially higher Grade Point Averages and significantly lower dropout rates. A survey of 300 Minnesota high schools showed similar results. The student-athletes in that study had better GPA's and attendance than non-athletes (Born, 2007).

The National Federation of State High School Associations (NFHS) released a report called, "The Case for High School Activities" which lists numerous studies that mirror these results (retrieved on 1/24/13 from <http://www.nfhs.org/content.aspx?id=3262>). The NFHS report includes a study of Alberta Canada CEO's and members of the Legislative Assembly (see Table 17), which found that 76.6% of CEO's and 80 percent of provincial officers participated in interscholastic sports, as compared to the normal thirty-five percent participation rate. Eighty percent of these CEO's said that sports "significantly, extensively, or moderately complemented their career development and/or academic pursuits."

Table 17 – Alberta Canada CEO's and Provincial Officers Participation in HS Sports



Numerous studies have shown that participation in sports improves the health of students and reduces obesity. An October, 2008 report by the New York Office of the State Comptroller reported that twenty-five percent of New Yorkers under the age of 18 are obese (Dinapoli, 2008). It is clear that one way to address this is to increase sports opportunities for students in New York City Public High Schools. A

2002 study by the University of Memphis found that sports participation could be an important component of obesity prevention programs (Alfano CM, Klesges RC, Murray DM, Beech BM, McClanahan BS 2002). A special report from the NYC Health Dept. and the NYC Dept. of Education found that, "... physical activity has many health benefits including preventing obesity and losing weight" ("Childhood obesity is," 2009). The same report indicated that, "Standardized test score performance increases consistently with increasing NYC FITNESSGRAM scores across all weight groups." A study from the American Journal of Health Behavior found that, "students participating in organized sports were twenty-five percent less likely to be current cigarette smokers (retrieved on 1/24/13 from <http://www.nfhs.org/content.aspx?id=3262>).

RECOMMENDATIONS (Updated 11/1/13)

- The New York City Schools Chancellor mandates that the PSAL implement all cost savings measures outlined by the SSAL, by September of 2014 (Table 18).** The \$3,735,778 savings will then be put into an annual budget for the SSAL to continue providing innovative interscholastic sports programming tailored to the needs of small schools and to expand rapidly to meet the needs of the small high schools throughout New York City. *Table 19* compares the population the PSAL is serving with the population the SSAL is serving, and shows that the SSAL serves the exact population that the PSAL is neglecting. (See *appendix 1* for a full description of the SSAL.)

Table 18 – PSAL Cost Savings Actions

CHANCELLOR'S ACTION	ESTIMATED SAVINGS	POTENTIAL # OF NEW SSAL TEAMS FUNDED BY THESE SAVINGS	POTENTIAL NUMBER OF NEW STUDENT ATHLETES
Mandate that schools can only receive PSAL funding for a maximum of 30 teams.	\$1,736,000	217	4340
Mandate that schools with more than 20 teams pay for %50 of their coaches per session hours for Baseball, Basketball, and Soccer	\$1,029,769	129	2580
Give each PSAL coach 5 hours less of per session	\$575,545	72	1440
Reduce each teams varsity baseball schedule from 16 games to 14 games	\$61,097	8	160
Reduce each teams varsity soccer schedule from 14 games to 12 games	\$64,877	8	160
Reduce each teams varsity basketball schedule to 12 games	\$268,490	34	680
TOTALS	\$3,735,778 SAVED	468 NEW TEAMS	9360 NEW STUDENT-ATHLETES

Table 19 – Populations Served by the SSAL and the PSAL

	SSAL	PSAL
AVERAGE ENROLLMENT	407	1217
% OF WHITE STUDENTS	5.6	13.77
% OF FREE AND REDUCED LUNCH	70.93	58.81
% OF ELLS	22.98	12.22

- **The New York City Schools Chancellor mandates that all student-athletes in New York City Public High Schools must have equal access to NYC DOE courts and fields.** A central permitting system similar to the one used by the parks department should be used to bring equity to the use of NYC DOE athletic assets.
- **An independent audit of the PSAL to find additional areas of efficiency. The savings to be allocated to the SSAL to expand access to sports opportunities for the communities being neglected by the PSAL.**

APPENDIX A – A Brief History of the Small Schools Athletic League

The Small Schools Athletic League (SSAL) was formed in the spring of 2011 and had its first competitions in September 2011. The Dean of International Community High School, David Garcia-Rosen, had an idea to create a new league that would provide interscholastic sports opportunities to the small public high schools in New York City. With the support of his principal, Berena Cabarcas, he reached out to small school principals in the Bronx to gauge the demand for a small schools league. Eight principals committed to fielding boys' soccer teams in the fall and with the clearance of the New York City Department of Education's Legal Department, competitions began in September of 2011.

David Garcia-Rosen administers the league with the support of his principal, Berena Cabarcas. The principals of each school allocate money from their own budget to pay for coaches, certified officials, uniforms, and equipment. None of the schools in the league have their own outdoor fields, and only two have competition ready volleyball courts. Mr. Garcia-Rosen acquires permits from the NYC Parks Department for all games, creates schedules, and administers the day-to-day functioning of the league.

The league has expanded rapidly and currently includes 8-12 game seasons for Girls Volleyball, Co-Ed Soccer, Boys Baseball, Girls Soccer, Boys Soccer, and Girls Softball (See *Table 20 and 21*). The SSAL serves over 1000 student-athletes from 37 schools annually.

In the spring of 2012, Mr. Garcia-Rosen reached out to the Executive Director, Donald Douglas, of the PSAL to discuss the needs of small high schools and the SSAL. Mr. Douglas asked for more information about the SSAL and the needs of small high schools. It was at that point that this research project began and became a major part of the SSAL.

The original intention of this research was simply to prove that small schools were not being provided with interscholastic sports opportunities. The scope of the research then expanded to include an analysis of sports opportunities by borough, race, and economic class. As the data collection and analysis moved into its final stages in the winter of 2013, meetings were held with the PSAL to look at the data and discuss its implications for interscholastic sports in New York City.

The New York City Department of Education has completely changed the landscape of public education in New York City over the past fifteen years. The Small Schools Athletic League is an innovative design that was created to meet the unique needs of this new landscape. Schools in the SSAL are able to compete on a level playing field with other schools that have similar populations. Administrators and coaches have had opportunities to think outside the box and come up with better ways to use sports to motivate students and keep them engaged in school. Students who would be declared ineligible by the PSAL, are now playing interscholastic sports and improving behaviorally and academically as a direct result of their participation in the league.

The SSAL is at the forefront of expanding interscholastic sports opportunities in New York City with a design that is adaptable to the changing needs of New York City public high schools. Through the rapid expansion and funding of the SSAL, all students in New York City will have the opportunity to participate in interscholastic sports.

Table 20 – History and Future of the SSAL

SPORT	TEAMS	APPROXIMATE # OF STUDENT-ATHLETES	CHAMPION
2011 BOYS SOCCER	8	160	BRONX INTERNATIONAL HS
2012 CO-ED SOCCER	10	200	INTERNATIONAL COMMUNITY HS
2012 GIRLS VOLLEYBALL	6	120	BRONX INTERNATIONAL HS
2012 BOYS BASEBALL	10	200	METROPOLITAN HS
2012 BOYS SOCCER	16	320	EXPLORATIONS HS
2013 CO-ED SOCCER	13	260	INTERNATIONAL COMMUNITY HS
2013 GIRLS VOLLEYBALL	12	120	BRONX INTERNATIONAL HS
2013 BOYS BASEBALL	14	280	INTERNATIONAL COMMUNITY HS
2013 BOYS SOCCER	21	420	BRONX INTERNATIONAL HS(A) LEADERSHIP INSTITUTE HS(B)
2013 GIRLS SOCCER	6	120	BARD HS QUEENS
2014 BOYS BASEBALL	16	320	-----
2014 GIRLS SOFTBALL	10	200	-----
2014 CO-ED SOCCER	13	260	-----
2014 GIRLS VOLLEYBALL	14	280	-----
TOTALS	169	3260	-----

Table 21 – Small Schools Athletic League as of 11/1/13

SCHOOL	DBN	# OF TEAMS
EAST SIDE COMMUNITY HIGH SCHOOL	01M450	4
MARTA VALLE HS	01M509	1
LOWER EAST SIDE PREP	01M515	1
URBAN ASSEMBLY SCHOOL OF BUSINESS FOR YOUNG WOMEN	02M316	1
BUSINESS OF SPORTS HS	02M393	1
INSTITUTE FOR COLLABORATIVE EDUCATION	02M407	2
MANHATTAN VILLAGE ACADEMY	02M439	2
LIBERTY HS	02M550	1
LIFE SCIENCES SECONDARY SCHOOL	02M655	5
FREDERICK DOUGLAS ACADEMY II	03M860	1
COLUMBIA SECONDARY SCHOOL FOR MATH, SCI, AND ENG.	05M362	2
THRUGOOD MARSHALL ACADEMY HARLEM	05M670	1
CITY COLLEGE ACADEMY OF THE ARTS	06M293	2
COMMUNITY HEALTH ACADEMY OF THE HEIGHTS	06M346	1
WASHINGTON HEIGHTS EXPEDITIONARY LEARNING SCHOOL	06M346	4
INTERNATIONAL COMMUNITY HIGH SCHOOL	07X334	5
BRONX ACADEMY OF LETTERS	07X551	1
HOLCOMBE L. RUCKER HS	08X332	3
ARCHIMEDES ACADEMY	08X367	2
BRONX BRIDGES HS	08X432	3
EAGLE ACADEMY	09X231	1
BRONX CENTER FOR SCIENCE AND MATH MORRISANIA	09X260	1
LEADERSHIP INSTITUTE HS	09X276	4
BRONX EARLY COLLEGE ACADEMY	09X324	4
BRONX INTERNATIONAL HS	09X403	5
FDA III	09X517	1
BRONX LEADERSHIP ACADEMY	09X525	4
MARIE CURIE HIGH SCHOOL	10X237	2
ELLIS ACADEMY	10X397	1
CROTONA INTERNATIONAL	10X524	1
METROPOLITAN HIGH SCHOOL	12X248	4
EXPLORATIONS ACADEMY	12X251	5
BRONX LATIN	12X267	2
EAST BRONX ACADEMY	12X271	2
BRONX ENVISION ACADEMY	12X511	1
BARD HS QUEENS	24Q299	3
FLUSHING INTERNATIONAL	25Q263	2

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SSAL

SMALL SCHOOLS ATHLETIC LEAGUE

MISSION

The Small Schools Athletic League's mission is to improve student-athlete's academic performance, behavioral outcomes, and attendance by facilitating interscholastic sports competitions tailored to the unique needs of small schools, bringing increased opportunities to the 64,000 New York City public high school students who currently have little to no access to interscholastic sports.

VISION

The SSAL is building an interscholastic sports model that will provide year round athletics and twelve month wrap around services including life coaches and academic tutors. The SSAL will bring access to interscholastic sports to all students in New York City by expanding to 600 teams, 150 schools, and 12,000 student-athletes.

WHO WE ARE

We are a grassroots league and movement within the New York City Department of Education (NYC DOE) that facilitates interscholastic competitions in volleyball, soccer, baseball, and softball for 1,500 student-athletes from 37 NYC DOE high schools.

WHAT WE DO

- ✓ Facilitate interscholastic sports competitions tailored to the unique needs of small high schools.
- ✓ Develop innovative and evolving student-athlete eligibility systems that improve academic performance, behavioral outcomes, and attendance.
- ✓ Extensive ongoing research about the Public School Athletic League's (PSAL) distribution of NYC DOE sports funds.
- ✓ Advocate internally and externally to bring equitable access to interscholastic sports for students of small schools, students of color, students of lower economic classes, English Language Learners, and Special Education students.

KEY FACTS ABOUT THE CURRENT FUNDING OF INTERSCHOLASTIC SPORTS IN NYC DOE SCHOOLS

- ✓ The NYC DOE gives 100 percent of high school interscholastic sports funds to the PSAL to facilitate sports competitions.
- ✓ 22,000 students attend a public high school with no interscholastic sports.
- ✓ High schools with less than 6 PSAL teams have 67.03 percent of their students receiving free/reduced lunch. High schools with over 36 PSAL teams have 32.07 percent of their students receiving free/reduced lunch
- ✓ 92.98 percent of students at high schools with less than 6 PSAL teams are students of color.
- ✓ Districts with the highest rates of poverty have 53.47 percent of their students attending a school with little to no access to interscholastic sports. Districts with the lowest rates of poverty have 3.66 percent of their students attending a school with little to no access to interscholastic sports.

NEEDS

- ✓ An annual budget to pay for
 - coaches, referees, athletic directors, academic tutors, life coaches, and administrative staff.
 - equipment, uniforms, and transportation.
- ✓ Increased access to NYC DOE fields and courts, and NYC Parks Department fields.
- ✓ Funds to build and rehabilitate athletic fields and courts.

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