

**A REPORT FROM THE OFFICE OF THE
BRONX BOROUGH PRESIDENT**



MORE THAN CHILD'S PLAY

*The Need for Improved Physical Education Policy and
Infrastructure in Bronx Public Schools*

**Bronx Borough President Adolfo Carrion, Jr.
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EXECUTIVE SUMMARY

Far too many Bronx students are denied the level of adequate physical education the Department of Education (DOE) is required to provide, according to New York State law. The DOE has both a legal and moral obligation to ensure that students have access to sufficient physical education programs and facilities; however, too many Bronx public schools are failing to meet their obligations. In order to assure a healthy future for our youth, the DOE must take a proactive role in addressing the lack of adequate physical education in our public schools.

The inadequacy of physical education programs in the Bronx is of great concern because the borough has the highest rate of obesity in New York City. Approximately 40% of the borough's elementary students are overweight or obese. National, state and city health officials all agree that physical activity is critical to maintain good health and prevent or treat obesity. The DOE can play a significant role in addressing this borough's obesity crisis because the physical education offered during school hours is often the only opportunity for many Bronx students to engage in any meaningful level of exercise.

This report was undertaken by the Office of the Bronx Borough President to ensure that the DOE's 2010-2014 Capital Plan includes appropriate funding to upgrade or create adequate gym and recreation space in all Bronx public schools. In addition, the Office hopes to call attention to the continued neglect of physical education in school curricula. Physical education is a vital component of a child's education and has become even more critical as obesity rates and their associated health complications have dramatically increased among our youth and general populations.

To understand the current state of physical education in Bronx public schools, the Office created and administered a survey to all of the Principals in the borough. Based on the responses of principals and school administrators from over 200 schools, our office identified areas in need of improvement and made recommendations for the DOE to implement. In addition to the survey, our office also conducted numerous site visits to Bronx public schools and interviews with school administrators and officials.

Our research found that Bronx schools need additional support for their physical education programs such as improved physical education facilities, better implementation of the physical education curriculum and more certified physical education teachers. Specifically, too many Bronx public schools do not have a sufficient amount of adequate physical education space, are not offering enough hours of physical education programs, are not properly implementing the physical education curriculum and do not have the appropriate number of certified physical education teachers. This is largely due to the fact that their schools either do not have any physical education facilities or the facilities that they have are inadequate or too overcrowded. As a result, many students do not receive the physical activity they need to maintain healthy lives, leaving them more susceptible to obesity and the other resulting diseases.

SELECTED FINDINGS

Bronx Students Exhibit High Levels of Obesity

- 24% of Bronx students in kindergarten through fifth grade are obese.¹
- Another 18% of Bronx students in kindergarten through fifth grade are overweight.²

The DOE does not Comply with New York State Physical Education Requirements

- Over 4,000 Bronx students, in at least ten schools, do not have any physical education programs.
- 70% of Bronx schools surveyed reported that physical education hours did not meet the class time required by New York State.
- 91% of the elementary schools surveyed reported that they did not provide enough physical education hours to meet New York State requirements.
- 49% of secondary schools surveyed reported that they did not provide enough physical education hours to meet New York State requirements.
- 47% of the schools surveyed reported that students only meet for physical education once a week.
- Only 20% of elementary schools surveyed, that primarily serve kindergarten through third grade, reported providing the required amount of daily physical education.
- Only 8% of elementary schools surveyed, serving students from fourth grade through sixth grade, reported providing the required amount of daily physical education.

Physical Education Facilities in Bronx Schools are Inadequate

- 23% of schools surveyed reported not having a gymnasium
- 22% of the schools surveyed reported that they did not have any outdoor physical education facilities.
- 70% of schools surveyed, without gyms, reported using multipurpose rooms as an alternative and in the absence of a gymnasium.

¹ Department of Education, Office of Fitness and Health Education, "FITNESSGRAM DATA;" 2007. (This data was given, upon request, to the Bronx Borough President's Office by the Office of Fitness and Health Education.)

² Department of Education, Office of Fitness and Health Education, "FITNESSGRAM DATA;" 2007.

- 59% of school principals surveyed, with physical education programs held in multipurpose rooms, did not feel that these programs meet their students' health needs.
- 75% of the schools surveyed with multipurpose rooms reported that the condition of these rooms is less than adequate.
- 61% of the schools surveyed reported that they have to share gyms with other schools.
- 39% of the schools surveyed, that share their gyms with other schools, reported that their shared gyms do not meet their scheduling requirements.
- 82% of schools surveyed that share gyms reported having over 50 students in a gym for physical education class at one time.

Inadequate Number of Certified Physical Education Teachers

- 21% of the schools surveyed reported not having certified physical education teachers.
- 43% of schools surveyed, without gyms, reported not having a certified physical education teacher.

SELECTED RECOMMENDATIONS

- The DOE must include adequate funds in the 2010-2014 Capital Plan to build gyms for schools with overcrowded facilities and schools that lack gyms altogether.
- The DOE must hire certified physical education teachers for all schools.
- The DOE must provide all schools with the recommended physical education curriculum.
- The DOE policy on physical education must be changed to reflect New York State standards.
- The DOE must ensure that all schools are meeting the hourly requirements for physical education mandated by the New York State Department of Education "Regulations of the Commissioner".

1. INTRODUCTION

Too many Bronx youth are overweight or obese, which can lead to many negative lifelong consequences for their health and quality of life. A recent New York City Department of Education survey revealed that the obesity rate for Bronx students from kindergarten through fifth grade is 24%. Another 18% of students in these grades were overweight.³ Generations of children are at risk to suffer the lifelong consequences of unhealthy weight. Fortunately, the best preventive measures and the most effective treatment for obesity are simple: physical activity and healthy eating habits.⁴

A large portion (29%) of the Bronx's population is under the age of 18 – approximately 406,000 youth out of the total population of 1.4 million.⁵ The DOE can play a significant role in decreasing the level of obesity among these youth by ensuring that schools have the resources to provide their students with physical education. These resources include certified physical education teachers, a comprehensive physical education curriculum, and most importantly, sufficient gym space to ensure that children maintain an active lifestyle and learn good health habits. The DOE has a legal and moral obligation to ensure that all schools are well equipped to provide physical education to every student.

An adequate level of physical education is vital to providing a well-rounded education and to addressing the growing obesity epidemic in the Bronx. Despite the best efforts of school leaders, many Bronx schools do not have the necessary space to provide even a minimal level of physical education. By denying New York City youth a proper physical education, we are putting their current and future physical health in serious danger.

This report analyzes the state of physical education in Bronx public schools from data collected through a survey the Office issued to over 200 principals in the borough. Based on the results and analysis of this survey, the Office has made several recommendations to the DOE to improve physical education in the Bronx.

The first goal of this report is to provide information about the state of physical education in the borough that will influence the DOE's current capital plan process, resulting in the creation of more physical education facilities in Bronx schools. The implementation of the anticipated multibillion dollar 2010-2014 DOE Capital Plan, provides the city with an enormous opportunity to address many of the short-comings in our physical education curriculum that have been ignored for decades. Though some reforms may take months or years to implement, the city and the DOE must make the provision of adequate facilities a priority.

The second and long term goal is to use this report to eventually help improve the quality and quantity of physical education in the Bronx. Adequate facilities and appropriate curricula for a comprehensive physical education should not be an afterthought. All current and future schools must have the gym facilities and curriculums that the DOE is required to provide by law. We will

³ Department of Education, Office of Fitness and Health Education, "FITNESSGRAM DATA;" 2007.

⁴ Center for Disease Control and Prevention. "Physical Activity and Good Nutrition: Essential Elements to Prevent Chronic Disease and Obesity." <<http://www.cdc.gov/nccdphp/publications/aag/dnpa.htm>> accessed 12/11/2007.

⁵ "Bronx County Quick Facts from the US Census Bureau." USA Quick Facts. 2005. Bureau of the Census. <<http://quickfacts.census.gov/qfd/states/36/36005.html>>

continue to work with the DOE to ensure that they are addressing the critical lack of gym space in the Bronx until every Bronx public school student has the necessary level and quality of physical education that they need to develop into healthy adults.

During the past six years in office, Bronx Borough President Adolfo Carrion has collaborated with many organizations to fight the causes of obesity. In May of 2006, the Borough President partnered with Group Health Incorporated (GHI), a health insurance company, to launch a pilot program for 800 Bronx middle schools students designed to encourage exercise and proper diet. The program educated students about healthy diets, the abundance of culturally-diverse healthy food available in the Bronx, and the importance of monitoring calories. In June 2007, the Borough President gathered over 80 Bronx principals to discuss how to address obesity in schools. A small survey of principals taken at the gathering revealed a lack of physical education space and activities in many local schools. In the fall of 2007, a more comprehensive survey was sent out to all principals to examine physical education programs and the facilities that support those programs. This report details an analysis of the survey's findings, along with recommendations to the New York City Department of Education to improve physical education in Bronx schools.

2. NEGATIVE CONSEQUENCES OF THE OBESITY CRISIS ON OUR BRONX YOUTH

New York City youth are experiencing an obesity crisis.⁶ Over the past two decades, national rates of obesity for children ages 6 through 11 have more than doubled from 7% to 16%. New York City child obesity rates greatly exceed these averages. Obesity usually begins very early in life. Currently 21% of our kindergarten children are obese. Among two-year-old Head Start participants, the obesity rate is 24%, and by age four the rate increases to almost 30%. In addition, 15% of Head Start participants are overweight, leaving only a little over half of the students at a healthy weight.⁷ By fifth grade, two out of every five Bronx students are not at a healthy weight.⁸ The Bronx has the highest adult obesity rate of the city. Overall, 22% of adult Bronx residents are obese,⁹ while certain areas, such as the Central Bronx region, have obesity rates of 28%.¹⁰

The negative impacts of obesity on a person's health and quality of life are immense. This preventable illness puts many New Yorkers at risk of premature death due to related illnesses. In addition to the physical consequences, there are also serious economic consequences to this preventable illness because much of the recent increase in health care spending can be attributed

⁶ Obesity means weighing more than the healthy norms based on sex, age, and height. According to the CDC, The established classification for obesity is having a body mass index (BMI) – a measure of body fat – of over 30.

⁷ NYC Department of Mental Health and Hygiene, "NYC Vital Signs: Obesity in early Childhood." March 2006, vol. 5, no. 2.

⁸ Department of Education, Office of Fitness and Health Education, "FITNESSGRAM DATA;" 2007.

⁹ New York City Department of Health and Mental Hygiene, "Presentations: Health of the Bronx" <<http://www.nyc.gov/html/doh/html/community/community.shtml>> accessed May 8, 2008.

¹⁰ New York City Department of Health and Mental Hygiene, "Browse Profiles and Presentations by Borough: Bronx." <<http://www.nyc.gov/html/doh/html/data/data.shtml#bx>>

to rising rates of obesity. Because of obesity, many New York City students are also at risk of suffering from low self esteem, social isolation, violence from peers and even lower academic achievement.

Obesity Causes Serious Health Problems

Obesity increases the risk of premature death by 50% to 100%.¹¹ It can cause hypertension, high cholesterol levels, stroke, arthritis, gallbladder disease, some forms of cancer, and diabetes.¹² In addition to all these health consequences, obese youth often develop conditions that are generally seen only in middle age and older adults, such as back, hip and knee pain or degenerative joint diseases.¹³ These complications are likely to persist throughout a young person's life as obesity among adolescents is the best single predictor of adult obesity.¹⁴

In addition, the Bronx is experiencing an epidemic of diabetes often induced by obesity. The likelihood that an obese eighteen year old male will become diabetic ranges from 57% to 70%.¹⁵ Currently, twelve percent of Bronx residents suffer from diabetes – the highest rate in New York City.¹⁶ Diabetes can lead to much more serious health problems, such as kidney disease, blindness, depression, amputations, and even premature death. Sixty five percent of diabetics die of heart attacks or strokes, often exacerbated by high blood pressure or cholesterol.¹⁷

Obesity Places a Financial Burden on Our Healthcare System

There are huge economic ramifications to this preventable disease. Thirty percent of the increase in national health care spending over the past two decades can be attributed to the rising rate of obesity.¹⁸ Estimated yearly medical expenditures for New York State residents due to obesity are over six billion dollars. New York State's yearly Medicaid expenses related to obesity are over 3 and a half billion dollars.¹⁹ Since obesity is avoidable, this spending is essentially unnecessary. Public health programs that focus on preventing obesity, particularly focusing on children, have the potential to offset these medical costs.²⁰

¹¹ "Obesity." Nutrition and Well-being A-Z. Ed. Delores C.S. James. New York: MacMillan Reference USA, 2004. 2 vols.

¹² Center for Disease Control and Prevention; "Overweight and Obesity: Health Consequences," <<http://www.cdc.gov/nccdphp/dnpa/obesity/consequences.htm>> accessed April 14, 2008.

¹³ "Childhood Obesity." Nutrition and Well-being A-Z. Ed. Delores C.S. James. New York: MacMillan Reference USA, 2004. 2 vols.

¹⁴ Whitaker RC, Pepe MS, Whight JA, Seidell KD, Dietz WH. "Predicting obesity in young adulthood from childhood and parental obesity." New England Journal of Medicine; 1997; 337:869-73.

¹⁵ CUNY Campaign against Diabetes; Public Health Association of New York City. "Reversing the Diabetes and Obesity Epidemics in New York City." September, 2007.

¹⁶ New York City Department of Health and Mental Hygiene, "Browse Profiles and Presentations by Borough: Bronx." <<http://www.nyc.gov/html/doh/html/data/data.shtml#bx>>

¹⁷ American Diabetes Association, "All About Diabetes." <<http://www.diabetes.org/type-2-diabetes/well-being/heart-disease-and-stroke.jsp>> accessed 3/24/2008.

¹⁸ Thopre, KE; "Factors accounting for the rise in health-care spending in the United States: the role of rising disease prevalence and treatment intensity," Public Health; 2006; 1120; p1002-7.

¹⁹ Finkelstein, EA, Fiebelkorn, IC, Wang, G. State-level estimates of annual medical expenditures attributable to obesity. Obesity Research 2004;12(1):18-24.

²⁰ Organization for Economic Cooperation and Development (2005) Health at a glance. Paris: OECD.

Obesity has Negative Psychological and Social Impacts

Obesity can be the cause of many psychological and social problems, such as low self-esteem and isolation from one's peers. Americans tend to stigmatize overweight individuals, generally categorizing them as unattractive, lazy and dumb.²¹ Unfortunately, those who are overweight generally accept these views and assume that they fit this negative stereotype.²² The stigma often causes obese youth to be ostracized and even bullied. These social repercussions of obesity can lead some adolescents to take drugs or abuse alcohol.²³

Obesity Negatively Impacts Academic Achievement

Studies have revealed that obesity is as much of an "academic risk factor" as behavioral or cognitive handicaps. Obese students generally attain lower grades than their healthy classmates. A recent study conducted by California's Department of Education revealed a strong relationship between physical fitness and academic achievement.²⁴ Obesity alone can deter a student from reaching their academic and socio-economic potential.²⁵

3. PHYSICAL EDUCATION CAN COMBAT THE OBESITY CRISIS

Physical education gives students the opportunity to fight obesity. According to the Center for Disease Control and Prevention (CDC), physical activity is an "essential" method of curing and evading obesity. The benefits of a physically active lifestyle go far beyond the prevention of obesity; it also can reduce blood pressure, arthritis pain, even anxiety and depression.²⁶ Exercise and positive dietary changes are also more effective than medication for preventing and treating Type II diabetes.²⁷ In order for students to gain the benefits of physical activity, physical education programs must give students the appropriate time and space for rigorous exercise.

The recommended amount of exercise for adults is a half hour each day, but youth ages six through eleven need an hour of daily physical activity.²⁸ Physical education is a time when students can receive some, if not all, of this necessary exercise. The Institute of Medicine recommends that schools provide at least half of this daily rigorous activity.²⁹ The length and

²¹ Allon, Natalie. "The stigma of overweight individuals in everyday life." Psychological Aspects of Obesity: A Handbook; 1981, p130-174.

²² Puhl R. M., and K. D. Bownell. "Psychosocial Origins of Obesity Stigma: A change towards a powerful and pervasive bias." Obesity Reviews, 1997, v4, p213-27.

²³ Crosnoe, R. "Gender, Obesity, and Education," Sociology of Education, July 2007, v80, p241-260.

²⁴ California Department of Education, "California Physical Fitness Test: A Study of the Relationship Between Physical Fitness and Academic Achievement in California Using 2004 Test Result;" April 2005.

²⁵ Ball; Kylie; Crawford; Kenardy; "Longitudinal Relationships Among Overweight, Life Satisfaction, and Aspiration to in Yong Women," Obesity Research, 2004, v12, p1019-1030.

²⁶ Center for Disease Control and Prevention. "Physical Activity and Good Nutrition: Essential Elements to Prevent Chronic Disease and Obesity." <<http://www.cdc.gov/nccdphp/publications/aag/dnpa.htm>> accessed 12/11/2007.

²⁷ American Diabetes Association; National Institute of Diabetes, Digestive and Kidney Diseases. "The Prevention or Delay of Type 2 Diabetes" Diabetes Care; April 2002v25, n4.

²⁸ Parsad, Basmat; Lewis, Laurie; Greene, Bernard; "Calories In, Calories Out: Food & Exercise in Public Elementary Schools" National Center for Education Statistics; 2005.

²⁹ Jeffrey Koplan, Catharyn T. Liverman, Vivica I. Kraak, "Preventing Childhood Obesity: Health in the Balance" Institute of Medicine, Committee on Prevention of Obesity in Children and Youth, 2005.

Institute of Medicine, Committee on Prevention of Obesity in Children and Youth, 2005.

frequency of physical education classes should reflect these recommendations so that students have the opportunity to pursue healthy lives. Rigorous physical activity can range from running, to playing volley ball. For younger children, activities like playing tag, jumping rope and running for at least an hour a day are critical to maintaining a healthy weight. An adequate level of diversity in exercise and physical education curriculums are also important because variety allows children to choose which activities they enjoy, so that these activities can become lifelong habits.³⁰

4. THE DOE'S ROLE IN PROVIDING PHYSICAL EDUCATION AND COMBATING OBESITY

The New York City Department of Education (DOE) operates the largest school system in the United States, with over 1.1 million students in approximately 1,400 public schools.³¹ Of the 80,000 teachers in the public school system, slightly more than 3,000 are physical education teachers. The New York State Department of Education (SED) requires that the DOE develop and implement a school district plan that ensures every student receives appropriate physical education. This plan must provide appropriate facilities, personnel and curriculum for physical education.³²

New York State Department of Education Physical Education Standards

The New York State Department of Education (SED) defines appropriate physical education by outlining specific hourly requirements that all students must receive. From kindergarten through third grade, students must have physical education daily. From fourth grade through sixth grade, schools are required to provide physical education classes at least three times a week. For kindergarten through sixth grade, the time spent in physical education must amount to at least 120 minutes per week, not including time for dressing and showering. Secondary schools (both middle and high schools) must provide physical education to students no less than three times a week for one semester and two times a week for another semester.³³

New York City Department of Education Physical Education Standards

Over the past decade, the DOE has made many changes to the school system to improve the delivery of services and the quality of education. As a part of Chancellor Joel Klein's *Children First Initiative*, physical education was standardized throughout the city. Previous to this, physical education was addressed by the district offices.³⁴ Now, physical education is administered by the DOE's Office of Fitness and Health Education (OFHE). The OFHE is charged with assisting principals in meeting physical education standards by providing

³⁰ Center for Disease Control and Prevention, "Physical Activity for Everyone," <<http://www.cdc.gov/nccdphp/dnpa/physical/everyone/recommendations/children.htm>> accessed April 21, 2008.

³¹ D'Angelo, Amy and Peter Sipe, "Why Do Fellows Stick Around?" <<http://www.teach-now.org/Why%20Do%20Fellows%20Stick%20Around.pdf>>

³² New York State Education Department, "Regulations of the Commissioner of Education," New York; Chapter 11, Part 135.4. <<http://www.emsc.nysed.gov/ciai/physed.html>>

³³ New York State Education Department, "Regulations of the Commissioner of Education," New York; Chapter 11, Part 135.4. <<http://www.emsc.nysed.gov/ciai/physed.html>>

³⁴ The City Council of New York, Committee on Education; "Fair or Fail?" June 21, 2004.

curriculum, training, and school-based assistance to “ensure that all students receive the high-quality instruction they need.”³⁵ OFHE has worked to standardize physical education by providing the *Physical Best* curriculum to schools and by implementing *Fitness Gram* testing.³⁶ The OFHE encourages schools to use this curriculum and testing, as well as to provide daily physical education to all students.³⁷

Physical Education Curriculum and Physical Fitness Assessments

The OFHE recommends the *Physical Best: Physical Education for Lifelong Fitness* physical education curriculum. The curriculum was created by the American Alliance for Health, Physical Education, Recreation and Dance, and the National Association of Sport and Physical Education.²⁹ This curriculum was selected by an independent board of physical education and health professionals. The curriculum materials have been purchased for physical educators citywide.³⁸ The OFHE has also recommended alternates to *Physical Best* for elementary school teachers, including the incorporation of fitness activities into the academic curriculum.

The OFHE implemented physical fitness assessments called, *Fitness Gram*, in schools throughout the city. Fitness Gram tests measure students’ aerobic endurance, muscular strength and endurance, flexibility, and body fat composition.³⁹ The *Fitness Gram* initiative produces individualized reports of students’ health and fitness as well as suggestions for improvement. These reports were given to student’s parents at parent-teacher conferences in March and June of 2007.⁴⁰ During the 2006-2007 school year, approximately 500,000 New York City students were tested. Over one hundred Bronx schools participated in this testing. The OFHE’s goal is to test 700,000 students during the 2007-2008 school year.

These achievements have gained the acclamation of the National Association for Sports and Physical Education (NASPE). In 2007, NASPE honored Chancellor Klein with the Ross Merrick National Recognition Award and Lori Rose Benson, Director of the Office of Fitness and Health Education, with the Channing Mann K-12 Physical Education Administrator of the Year Award for their leadership in creating New York City’s physical education program. These awards specifically were conferred in recognition of the DOE’s progressive professional development programs for physical education teachers, the implementation of *Fitness Gram* data, and the use of a comprehensive physical education curriculum.

³⁵ New York City Department of Education, “Chancellor Klein Announces New Office to Support Fitness and Health Instruction,” October 18, 2007.

³⁶ Department of Education, “Fitness and Health: Standards and Curriculum,” <<http://print.nycenet.edu/Academics/FitnessandHealth/StandardsCurriculum/default.htm>> accessed April 21, 2008.

³⁷ New York City Department of Education “Wellness Policies on Physical Activity and Nutrition,” November 2006.

³⁸ “Testimony of Lori Benson, Director, Office of Fitness and Health Education.” Oversight – The Department of Education’s New Health Education Curriculum; City Council’s Committees on Education and Health; November 7, 2007.

³⁹ New York City Department of Education; “Physical Best Health-Related Fitness Education Curriculum,” <<http://print.nycenet.edu/Academics/FitnessandHealth/StandardsCurriculum/default.htm>> accessed April 16, 2008.

⁴⁰ Department of Education, Office of Fitness and Health Education, “FITNESSGRAM DATA,” 2007.

5. RESEARCH AND SURVEY FINDINGS

The *School Facility and Wellness Survey* was created and administered by the Office of the Bronx Borough President to assess the current status of physical education and health related programs in Bronx public schools. The results of the survey revealed a critical lack of physical education in Bronx public schools either due to lack of adequate physical space and/or certified instructors, and poor implementation of the physical education curriculum.

Methodology

In the fall of 2007, the Office of the Bronx Borough President contacted 370⁴¹ public schools in the Bronx to ask the schools to participate in our *School Facility and Wellness Survey*. In response, 363 schools provided their principals' email addresses. Principals from the 363 schools were sent an email with a link to our survey through the online survey software provider, SurveyMonkey.com. The survey data was collected between November of 2007 and January of 2008.

The survey had an exceptionally high response rate of 63%. A total of 230 schools responded and 205 schools completed the survey. A majority of the respondents were principals (208), but some principals delegated the task of responding to other school administrators. The schools that responded represented all grades levels: 3 elementary/secondary schools; 95 elementary schools; 15 elementary/intermediate schools; and 113 secondary intermediate or high schools. The responses represented all geographical districts of the Bronx.

The survey consisted of 49 questions, which served two purposes. First, to gather information about the prevalence of health related programs in Bronx schools and second, to assemble data about school facility needs. While the survey covered a wide variety of health programs and school facilities, this report is only presenting information related to physical education. The information from this survey regarding individual schools' compliance with state regulations is confidential, so school specific detail on compliance will not be presented in this report.

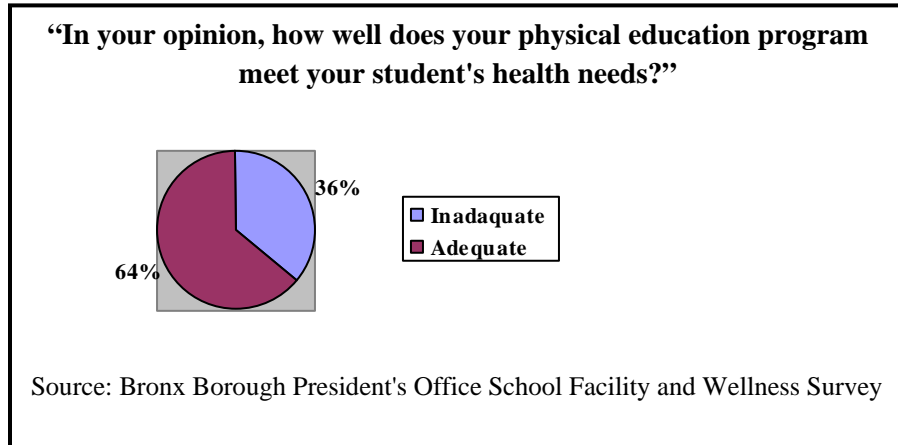
After completing the survey, many schools contacted this office to express concerns about their physical education programs and facilities. In order to gather more information, a representative from this office visited ten of these schools and observed the state of their physical education facilities. During these visits, interviews were completed with principals, school administrators and physical education instructors to gather more background information, and physical education classes were observed.

⁴¹ This is the total number of schools in the Bronx at the beginning of the 2007-2007 school year. The list was provided by the DOE.

Findings from the Bronx Borough President's Office School Facility and Wellness Survey:

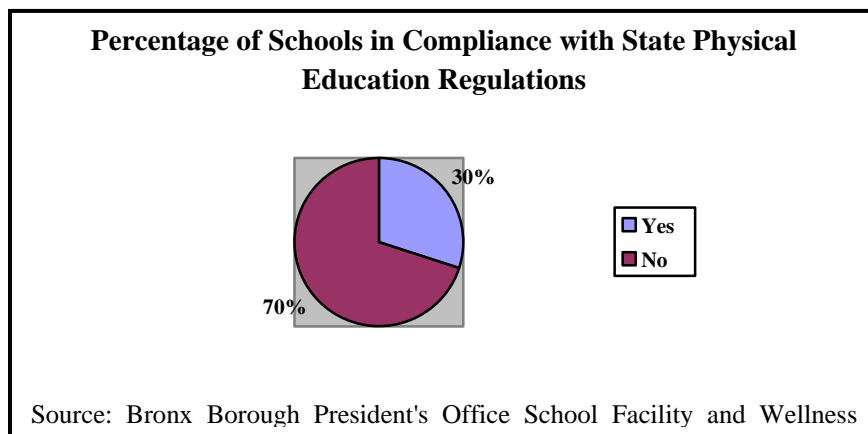
Finding 1: Many Bronx principals say their physical education programs do not meet student health needs.

- 36% of respondents indicated that their physical education programs did not adequately meet their students health needs.



Finding 2: The majority of Bronx schools are not in compliance with the New York State Education Department’s “Regulations of the Commissioner” on physical education.

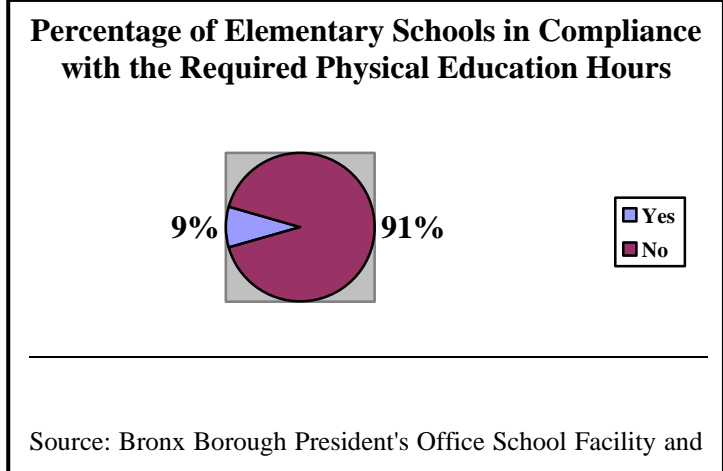
- Overall, 70% of respondents reported that students did not participate in enough physical education hours to meet the required class time.
- Ten schools, serving over 4,000 students, reported not having any physical education programs.



Elementary Schools:

91% of the elementary schools surveyed reported that they did not provide enough physical education hours to meet New York State Education Department requirements.

- Five elementary schools surveyed had no physical education program, leaving over 2,500 students in kindergarten through fifth grade without structured physical activity during their school hours.

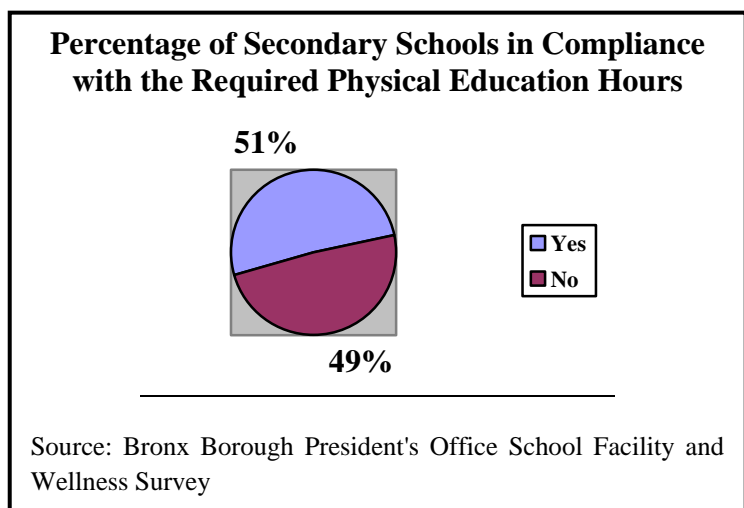


- 47% of the schools surveyed reported that they only meet for physical education once a week, resulting in their students receiving, depending on the grade, only one third or less of the physical education required. This generally amounts to 45 minutes of class time per week, which is less than the daily-suggested amount of time for children of this age.
- Only 2 schools that primarily teach kindergarten through third grade reported that they provide the required daily physical education.
- Only 6 schools serving students from fourth grade through sixth grade reported providing the required amount of physical education three days a week and a total of 120 minutes.

Secondary Schools:

Almost half (49%) of the secondary schools⁴² that responded to the survey did not meet the state required number of physical education hours.

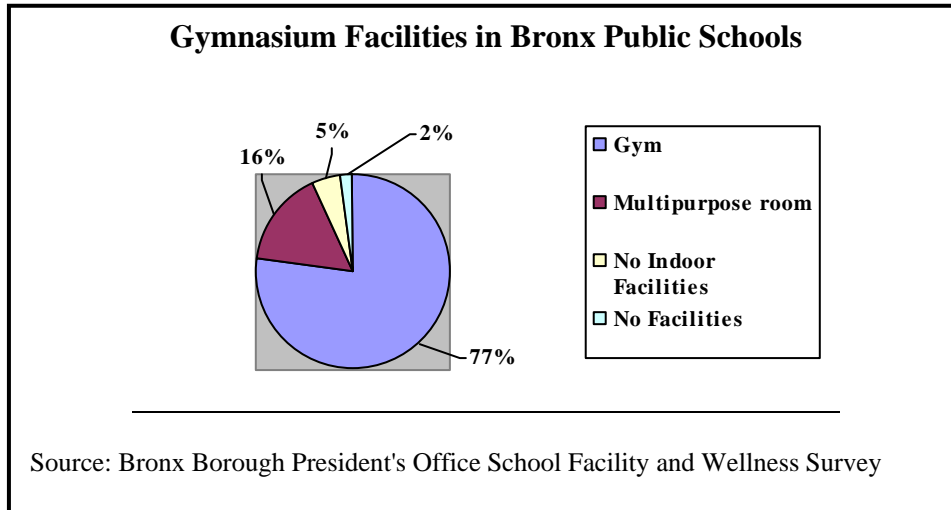
- 17% reported that physical education classes only meet once a week.
- One school reported not having physical education at all.



⁴² Secondary schools include both middle and high schools.

Finding 3: *Many Bronx schools do not have a gymnasium.*

Over one fifth (23%) of schools reported not having a gymnasium. This leaves over 17,000 Bronx students without a gym.



Finding 4: *Many Bronx schools use multipurpose rooms as an alternative to gym space.*

The majority (71%) of schools without gyms indicated having multipurpose rooms as an alternative to a gymnasium.

- Almost one fifth of schools with multipurpose rooms did not have a physical education program. Survey respondents expressed concerns that multipurpose rooms were not safe enough for physical education.
- 59% of principals in schools with physical education programs held in multipurpose rooms did not feel that these programs meet their students' health needs.
- 75% of the schools with multipurpose rooms reported that the conditions of these rooms are less than adequate.
- 51% of the principals indicated that the multipurpose rooms did not meet the scheduling requirements of the school.

PS 178 does not have access to a gym. The school is adjacent to Truman High School and, according to the DOE, should use its gym. Truman already shares its gym with two other schools. PS 178's only alternative is a large classroom. This room has problems with air quality. There are no windows in the room and the ceilings are quite low, which restricts a variety of activities; students cannot play any games that require throwing a ball. Running activities are also restricted because the room is so small.

New World High School and Bronx High school of the Visual Arts share a building without a gym; instead, the schools share a multipurpose room for physical education. The room resembles a cafeteria with poor lighting and ventilation. A centrally located column and low ceilings restrict activity. Since the space is crowded – an average of 50 students use the room at one time – less competitive students often sit off to the side and do not participate.

Finding 5: *Many Bronx schools have no indoor fitness facilities at all*

Almost one third (29%) of the schools without gyms also reported not having multipurpose rooms.

- Only 1 of these schools was able to meet the hourly requirements for physical education.
- 29% of these schools did not offer any physical education.
- 21% of these schools also lacked outdoor recreation space.

Finding 6: *Gym space is overcrowded and over utilized in many Bronx Schools*

Unfortunately, students without access to gyms are not the only ones that are left without adequate environments for physical activity. Principals reported many inadequacies such as overcrowded gym space.

- 28% of survey respondents reported that the condition of their gyms was less than adequate.
- 57% of survey respondents reported having physical education classes with over 50 students in a gym at one time.
- 61% of the schools that have gyms share them with other schools.
- 39% of the schools which share their gyms reported that their gyms do not meet their scheduling requirements.
- 82% of schools which share gyms reported having over 50 students at one time in a gym for physical education class.

Finding 7: *Many Bronx schools lack outdoor recreation space and facilities*

Over one fifth (22%) of the schools reported that they did not have outdoor physical education facilities

- 4 of these schools reported that portable classrooms had been placed in the space formerly occupied by their outdoor recreation facilities.
- 15 of these schools also lack any gym space.
- 55% of the schools with outdoor recreation space reported that their fitness facilities were less than adequate.

Finding 8: *Some schools do not have physical education teachers or adequately trained physical education teachers*

One fifth (21%) of the schools reported not having certified physical education teachers.

- 43% of schools without gyms reported not having a certified physical education teacher.
- 30% of schools reported that none of their teachers have received physical education professional development within the past year.

PS 59 had a gym at one time, but decades ago the gym was turned into classroom space due to widespread overcrowding. The school is forced to use a portion of their cafeteria as an improvised basketball court. The noise caused by the placement of the court at this location can be so loud that students can't hear their instructor. The school has also experienced a high turnover of physical education teachers. At this time, the school is without a certified instructor.

6. ANALYSIS AND DISCUSSION

The findings reveal that many schools are not able to provide the quality and quantity of physical education required by New York State law for the following reasons:

- 1) The majority of physical education facilities throughout the Bronx are inadequate as they are either overcrowded or inappropriate for physical education.
- 2) The quality of physical education programs is often undercut by the lack of certified physical education teachers and curriculum materials.
- 3) The DOE does not ensure that schools use physical education curriculums that meet the state's regulations.
- 4) The increased use of standardized academic testing has deemphasized the importance of physical education.

5) There is a lack of oversight and enforcement of state regulations.

The following section will examine the reasons why Bronx public school students do not have the appropriate facilities, physical education curriculum, teachers and time in gym class to maintain a healthy lifestyle.

Facilities for Physical Education are Often Inadequate or Nonexistent

Inadequate facilities are the principal barriers preventing Bronx schools from providing appropriate instruction and sufficient class time for physical education. Facility needs differ from school to school. Some schools are without any facilities for physical education, while others use multipurpose rooms, many of which were not designed for physical education activities. Many other schools share gyms and therefore do not have the needed access to provide their students with the required physical education to meet the state's hourly requirements. Often, these gyms are overcrowded, which hinders physical educators' ability to provide appropriate instruction.

Lack of School District Plans for Physical Education

The use of inadequate facilities for physical education is partly caused by the absence of a school district plan that manages physical education. The DOE is required to create school district plans, which ensure that all New York City students receive appropriate physical education. According to the New York State Department of Education "Regulation of the Commissioner", the plan must provide all schools with adequate indoor and outdoor facilities.⁴³ Since the DOE has not implemented a plan that provides these spaces, principals must decide between using inadequate spaces or cutting their physical education programs altogether.

Multipurpose Rooms are Poor Substitutes for Gyms

To address the need for classroom and gym space, the DOE has encouraged the use of multipurpose rooms as a substitute for a gym. This is often due to the increased use of non-school buildings for schools, whose conversions often do not include a gymnasium in the renovation plans. Multipurpose rooms were generally not constructed for exercise and their use for physical education comes only of necessity. As a part of the Chancellor's *Children First* reforms, principals were given more control over their schools, including how they use their space. Principals in schools without gyms often chose to use cafeterias, auditoriums, or even classrooms as spaces for physical education. Some of these schools had gyms at one time, but in past decades, these spaces were permanently converted into classrooms in order to address overcrowding. As a result, schools lost fitness facilities and sometimes ended physical education programs.⁴⁴

According to the DOE, these multipurpose rooms are appropriate because physical education programs "do not necessarily require a gymnasium for the implementation of high-quality, effective, physical education instruction." DOE states that high quality physical education can be

⁴³ New York State Education Department, "Regulations of the Commissioner of Education," New York; Chapter 11, Part 135.4. < <http://www.emsc.nysed.gov/ciai/physed.html>>

⁴⁴ Campaign for Fiscal Equity, "Sound Basic Education Task Force Part II: Adequate Facilities for All," April 13, 2004.

given “regardless of space”.⁴⁵ However, our research has also found that multipurpose rooms are inadequate substitutes for gyms. School principals and administrators expressed dissatisfaction with these facilities as they do not meet many schools’ scheduling needs, are often in poor condition, and are not conducive to physical activity.

Our research found that there is a significant difference between the quantity of physical education that can be provided in a multipurpose room compared with a traditional gym. Schools with gyms were able to provide a wide variety of physical activity for the students. For example, at PS 140 (grades K-5) physical education courses focused on cardiovascular health. Children engaged in basketball, baseball, soccer, volleyball and track and field programs. At MS 101 (grades 6-8), the physical education curriculum focused on several key areas of physical fitness such as muscular strength with weight lifting, cardiovascular strength with activities such as aerobic exercise, and flexibility with stretching exercises. The students also engage in traditional team sports such as basketball. Gyms allow schools to offer many different rigorous activities that can accommodate for students’ various interests and their health needs.

Schools that use multipurpose rooms are limited in their ability to provide an adequate physical education because of the physical constraints inherent in these rooms. Multipurpose rooms are often just traditional classrooms, cafeterias or other spaces that are used for physical activity. These rooms usually have lower ceilings, poor ventilation, and are smaller than gyms. Due to the physical constraints, students cannot engage in the necessary activities needed to maintain healthy lives; often activities that involve running are limited. Team sports, which interest many students, are often not feasible in these spaces. These restrictions limit the activities on which physical educators can focus, such as dance, simple aerobics and stretching. While these activities do provide some exercise they by no means can constitute a comprehensive physical education. In addition, due to the cramped quarters, over utilization, and poor ventilation, even simpler exercises can be a challenge to engage in.

Gyms are Often Overcrowded and Over utilized

There is not enough gym space in the Bronx for all schools to schedule the required physical education hours. Almost one third (29%) of the schools surveyed reported that their gyms did not meet their scheduling requirements and over half (57%) of the schools with gyms have over 50 students at one time in a gym for physical education. This large number of students in a gymnasium at one time takes away from valuable instruction, because it forces teachers to focus on managing students.⁴⁶ More gym space is needed in order for schools to be able to meet the hourly requirements of physical education, while providing the quality instruction students need.

Gym overcrowding often occurs because schools share gym space. Sharing facilities is often a byproduct of the small schools movement. Larger schools have been broken down into smaller ones; these new schools are housed in the same buildings and must share facilities. Almost two thirds (61%) of the schools with gyms reported sharing this facility with other schools. This can cause scheduling problems between the schools for gym time. Sharing gyms can also cause

⁴⁵ New York City Department of Education, “No Gym, No Problem,” CHAMPS. <<http://schools.nyc.gov/Academics/FitnessandHealth/CHAMPS/ProfessionalDevelopment/default.htm>> Accessed 12/28/2007

⁴⁶ Lederman, Nancy, “Hit or Miss: Fitness and Sports Opportunities in the New York City Public Schools,” Educational Frameworks Inc., 2000.

overcrowding of physical education classes. 82% of the schools that shared gyms reported having over 50 students in a gym at one time for physical education, compared with 57% of all schools with gyms.

Many Schools Lack Outdoor Recreation Space

Over one fifth (22%) of schools surveyed reported that they did not have outdoor physical education facilities, which would allow students to experience a wider variety of sports and activities. This is often due to the use of portable classrooms or “trailers” that are placed in school yards to address classroom overcrowding. It is also due to the conversion of many non-school buildings to school use. Often times these conversions do not include space for outdoor recreational use. Even if a school did have a school yard, 55% of principals and administrators surveyed reported that the yard or outdoor recreation space was not adequate for physical education.

The Bronx has a Shortage of Physical Education Instructors

One fifth (21%) of the schools surveyed reported not having certified physical education teachers. Physical education teachers are an essential component to a high quality physical education. The SED requires the DOE to provide schools with appropriate personnel for physical education. At the secondary level, all physical education teachers must be certified. At the elementary level, classroom teachers can conduct physical education classes under the “direction and supervision of a certified physical education teacher.”⁴⁷ Ideally, every school needs at least one physical education teacher, whether to instruct or supervise physical education. Depending upon the student population, some secondary schools will need more teachers.

Schools do not have physical education teachers for a variety of reasons. Even though it is the DOE’s role to hire physical education personnel, when a school does not have a certified physical education instructor, the principal must work to find a teacher. There are constraints to this process. Recent school budget cuts may force principals to spend money on other needs. Many principals express that it is hard to find teachers willing to teach in a school without a gym. Over two fifths (43%) of schools without gyms reported not having a certified physical education teacher. Ultimately, as a part of the school district plan, the DOE must ensure that schools have these teachers.⁴⁸

The lack of physical education teachers has an effect on the quality of physical education instruction students receive. Research has shown that certified physical educators offer superior lessons when teaching physical education than classroom teachers.⁴⁹ The Centers for Disease Control and Prevention emphasizes the importance of physical education specialists over classroom teachers because they provide programs with more rigorous physical activity.⁵⁰

⁴⁷ New York State Education Department, “Regulations of the Commissioner of Education,” New York; Chapter 11, Part 135.4. <<http://www.emsc.nysed.gov/ciai/phised.html>>

⁴⁸ New York State Education Department, “Regulations of the Commissioner of Education,” New York; Chapter 11, Part 135.4. <<http://www.emsc.nysed.gov/ciai/phised.html>>

⁴⁹ Lederman, Nancy, “Hit or Miss: Fitness and Sports Opportunities in the New York City Public Schools,” Educational Frameworks Inc., 2000.

⁵⁰ Center for Disease Control and Prevention, “Physical Activities for Health Professionals,” <http://www.cdc.gov/nccdphp/dnpa/physical/health_professionals/training/#Publications> accessed April 28, 2008.

The Use of the Physical Education Curriculum is not Effectively Implemented or Enforced

Although OFHE has selected and purchased the physical education curriculum, *Physical Best*, for all schools, our interviews with principals during school visits have revealed that many schools are unaware of this curriculum. The DOE only recommends the use of *Physical Best* and does not require it.⁵¹ The SED requires the DOE to provide curriculum in their school district plan.

Because the DOE does not ensure that schools have or use the curriculum that meets the state's learning standards, too many students are receiving substandard physical education instruction. The lack of a good physical education curriculum can affect the quality of instruction. Without the curriculum, classes are often guided by random activities.⁵² This can leave students without an adequate level of exercise and a cohesive understanding of the importance of an active life.

The Increased Use of Standardized Academic Testing Deemphasizes the Importance of Physical Education

Accountability, enforced both by *No Child Left Behind* and the DOE's *Children First* initiative, has affected the prevalence of physical education in New York City schools. A national study has revealed that 44% of school districts have cut time spent on subjects that are not tested, such as science, music, and physical education, since the implementation of *No Child Left Behind*. This is more common in districts with schools that are "in need of improvement."⁵³ Unfortunately, physical education has been deemphasized and is often even terminated to make scheduling space for activities that are considered more likely to boost test scores.

Principal accountability from the DOE has also pressured schools to focus on academic subjects. Since physical education has not been represented on the schools' report card and there is currently no system to monitor whether schools provide their students with appropriate physical education, a school in need of improvement could either cut back on or end their physical education program. Recently, the OFHE has said that physical education will be represented on the principal's report card, but this will not affect compliance until it is implemented.

Lack of Oversight and Enforcement of State Regulations

A major cause of noncompliance is lack of enforcement of physical education hourly requirements. While the SED requires that the DOE's school district plan ensures all students receive physical education that meets these hourly requirements,⁵⁴ this has not been done. In fact, the DOE's *Wellness Policy* takes the requirements of the *Regulations of the Commissioner* and turns them into recommendations; the policy encourages schools to provide daily physical education.⁵⁵ The DOE has not tracked New York City schools' compliance with these

⁵¹ New York City Department of Education; "Wellness Policies on Physical Activity and Nutrition," November 2006.

⁵² Lederman, Nancy, "Hit or Miss: Fitness and Sports Opportunities in the New York City Public Schools," Educational Frameworks Inc., 2000.

⁵³ Buchanan, B; "Beyond the Basics," American School Board Journal; May 2008, Vol. 195 Issue 5, p36-40, 4p, 2c

⁵⁴ New York State Education Department, "Regulations of the Commissioner of Education," New York; Chapter 11, Part 135.4. < <http://www.emsc.nysed.gov/ciai/physed.html>>

⁵⁵ New York City Department of Education; "Wellness Policies on Physical Activity and Nutrition," November 2006.

regulations⁵⁶ and the SED has not reviewed the city's compliance with physical education regulations.⁵⁷ Since neither of these entities, which oversee the New York City school district, have enforced these mandates, many schools have not complied with these regulations, leaving students without a service to which they are legally entitled.

7. RECOMMENDATION

The following recommendations are made by the Office of the Bronx Borough President and are based on the findings from our Office's School Facility and Wellness Survey, site visits to schools in the Bronx, and interviews with school principals, administrators and DOE officials. It is our hope that the implementation of these recommendations will increase the quantity and quality of physical education in the Bronx and improve the health of our youth.

1. The Department of Education must include specific funds in the 2010-2014 Capital Plan to assure that every school has an adequate gymnasium.

As a part of the creation of a school district plan, the DOE is responsible for ensuring that schools have the facilities needed for physical education. Since many schools lack appropriate facilities, some do not have physical education programs while others use multipurpose rooms which cannot accommodate students' health needs.

2. The Department of Education must build more physical education facilities for schools whose gyms do not allow them to provide the required class time or reasonable class sizes for physical education.

Although most schools have access to a gym, many share those gyms. Often these gyms do not meet school scheduling requirements, making it impossible to meet the state's physical education requirements. In order for schools to provide their students with the opportunity to participate in physical education, the DOE should build more physical education facilities into schools with over utilized gyms.

3. The Department of Education must hire certified physical education teachers for all schools.

In order to provide quality physical education, which meets state regulations and the requirements of the school district plan, the DOE must hire certified physical education teachers for all schools that don't have them.

4. The Department of Education should provide scholarships to teachers who would like to receive physical education certification.

As there are a limited number of certified physical education teachers, the DOE should create opportunities for schools without physical education teachers to have teachers certified. This

⁵⁶ New York City Council, Committees on Education and Health, "Oversight – The Department of Education's New Health Education Curriculum," transcript, November 27, 2007.

⁵⁷ New York State Assembly, Committee on education, "Public Hearing: Compliance with Required Physical Education Classes," transcript, January 31, 2008.

would allow teachers who already work in the schools to receive subsidized education and come back to work with students they already know and in a familiar environment.

5. The Department of Education should approve various curriculums for physical education.

In order to ensure that physical education teachers are able to choose a curriculum that meets the needs of their students, while still meeting the New York State Education Department's learning standards, there must be a variety of curriculum options made available. The DOE should review various curriculums and provide teachers with appropriate choices.

6. The Department of Education must ensure all schools use approved physical education curriculum.

Although the Office of Fitness and Health Education (OFHE) has purchased and recommended a standard physical education curriculum for every physical education teacher in the city, some still are unaware of this curriculum's existence. These materials must be disseminated to all schools and use of this curriculum must be enforced.

7. The Department of Education's policy on physical education must be changed to reflect the SED's standards.

Currently the DOE's wellness policy encourages daily physical education and use of the recommended curriculum, rather than mandating that schools meet the New York State Education Department's physical education learning standards and provide the required instruction. This policy must be changed to reflect a commitment to upholding these regulations.

8. The Department of Education must ensure that all schools are meeting the hourly requirements for physical education mandated by the New York State Department of Education "Regulations of the Commissioner".

Without a system that monitors compliance, the current regulations cannot truly support a healthy life-style for students in our schools. It is important that these mandates are adhered to in order that the youth in the Bronx are given every opportunity to live healthy lives. A level of commitment to appropriate physical education that goes beyond "encouragement" should be emphasized in the DOE's Wellness Policy.

8. CONCLUSION

The results from our research reveal that despite the best efforts of many school officials and educators, the DOE is not fulfilling its state mandated obligation to provide all students in the Bronx with the well rounded physical education they need to lead healthy lives and combat obesity. The policy changes and capital infrastructure development that are described in our recommendations are needed to equip schools with the necessary resources to fight the causes of obesity.

Throughout the borough, many school administrators and teachers are working diligently to incorporate physical activity into the school day, but they are fighting against environments that have and will continue to sustain sedentary lifestyles for their students. While the Department of Education has developed a physical education program, it has not ensured that it is implemented in every school. In order to reclaim healthy and active lifestyles for our youth, we must provide schools with improved policies and suitable facilities, which will allow students to live healthy lives and lower obesity rates in the borough. It is imperative that we ensure all students have an adequate level of physical education during schools hours. This can be a major factor in preventing the obesity that currently burdens many young people's lives and will continue to impede their progress in the future. The New York City Department of Education must provide the facilities, personnel, curriculum and a plan that guarantees all students receive a well rounded physical education.

The presence of a gymnasium in a school where students have the required amount of physical education can positively impact their health and lower obesity rates. Without addressing the need for upgraded facilities, it is unlikely that current efforts will successfully curb the obesity crisis. Currently, the DOE is encouraging Bronx schools to offer physical education to their students, without providing the necessary resources. Little can come of these efforts if schools do not have the facilities that allow students to participate in the exercise they need for a healthy life.

Along with the capital improvements to our gymnasiums that must occur beginning in this current capital plan, policy changes must be implemented that ensure all students have and are using the appropriate physical education curriculum. In addition, every school needs a certified gym instructor to implement the curriculum and help instill healthy, lifelong exercise habits in our children. After providing these resources, the DOE must monitor schools to ensure that all students receive physical education services. The implementation of these policy changes, along with the needed facility upgrades, will work towards a well rounded education that serves Bronx students' bodies and minds. It is our hope that this report will help continue the conversation between the DOE and the Office of the Bronx Borough President, to improve the invaluable services that the DOE provides to our children and provide them with the best future possible.

OFFICE OF THE BRONX BOROUGH PRESIDENT

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Program, New York City DOH; School Health Program, Montefiore Medical Center;**

APPENDIX

Survey Questions

The original survey had 49 questions. Information from these 15 questions was used in this report.

1. School Name...
2. Name of respondent...
3. Number of certified physical education teachers:
4. Have any of your staff been involved in physical education professional development courses within the past year?
5. In your opinion, how well does your physical education program meet your student's health needs?
6. How long is a physical education class in your school?
7. Is there a gym on campus?
8. Is there a multipurpose room on campus?
9. How would you describe the condition of your gym or multipurpose room?
10. Is your gym or multipurpose room shared?
11. Does the gym or multipurpose room meet the school's scheduling requirements?
12. Amount of students in the gym at a time for physical education:
13. Are there any fields, schoolyards, playgrounds or other outdoor facilities used for physical education on your campus?
14. How you describe the condition are these outdoor fitness facilities?
15. Are there any classroom trailers that interfere with outdoor recreation space?

Survey results

- 363 schools were emailed
- 230 schools responded
- 209 schools completed the survey

Number of certified physical education teachers:

- | | | |
|-------|------|-------|
| • 45 | None | 21.3% |
| • 166 | Yes | 78.7% |

Have any of your staff been involved in physical education professional development courses within the past year?

- | | | |
|-------|-----|-------|
| • 64 | No | 30.2% |
| • 148 | Yes | 69.8% |

In your opinion, how well does your physical education program meet your student's health needs?

- | | | |
|-------|--------------------|-------|
| • 76 | less than adequate | 36.0% |
| • 137 | adequate or better | 64.3% |

Compliance with State PE Regulations

All schools:

- 146 not in compliance 69.8%
- 63 complying 30.1%
- 10 schools reported not having physical education programs

Elementary schools:

- 78 not in compliance 90.7%
- 8 complying 9.3%

Elementary/Secondary schools:

- 14 not in compliance 93.3%
- 1 complying 6.6%

Secondary schools:

- 52 not in compliance 48.6%
- 55 complying 51.4%

Physical education facilities

Is there a gym on campus?

- 160 Yes 76.5%
- 49 No 23.4%

Schools with Gyms: (163 total)

How would you describe the condition of your gym?

- 46 less than adequate 28.4%
- 116 adequate 71.6%

Is your gym room shared?

- 96 Yes 61%
- 62 No 39%

Does the gym meet the school's scheduling requirements?

- 115 Yes 71.0%
- 47 No 29.0%

Amount of students in the gym at a time for physical education

- 65 Under 50 students 43.3%
- 60 50 to 100 students 40.0%
- 25 Over 100 students 16.7%

Schools without Gyms: (49 total)

Is there a multipurpose room on campus?

- 14 No 29.8% 6.7% (out of total schools)
- 35 Yes 70.2% 15.7% (out of total schools)

Out of the 47 schools without gyms, 35 schools that have multipurpose rooms:

- 16 PE is less than adequate 59.3%
- 11 PE is adequate 40.7%
- 6 (17.1%) do not offer PE.
- 18 (51.4%) reported that the multipurpose room did not meet the schools scheduling requirements.
- 15 (42.9%) have multipurpose rooms that are used as academic space
- None of the schools have PLA Sports
- 20 (57.1%) do not have intramural sports
- 18 (54.5%) of multipurpose rooms did not meet the schools scheduling requirements.

Out of the 47 schools without gyms, 14 (30%) schools were without a gym or multipurpose room:

- 3 lack outdoor fitness facilities either
- 4 do not offer PE
- Only one complied with the states hourly requirements

Outdoor facilities

Are there any fields, schoolyards, playgrounds or other outdoor facilities used for physical education on your campus?

- 164 Yes 79.2%
- 43 No 20.8%

How you describe the condition are these outdoor fitness facilities?

- 90 Inadequate 54.9%
- 74 Adequate 45.1%

Are there any classroom trailers that interfere with outdoor recreation space?

- 26 Yes 12.9%
- 175 No 87.1%