



# DEPARTMENT OF EDUCATION

Joel I. Klein, Chancellor

## Key Public Service Areas

- ✓ Improve academic performance.
- ✓ Ensure principal and teacher quality.
- ✓ Promote parental involvement in education.
- ✓ Ensure school safety.
- ✓ Ensure adequate and well-maintained classroom space.

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## Scope of Agency Operations

The Department of Education (DOE) provides primary and secondary education to over 1 million pre-kindergarten to grade 12 students in 32 school districts and nearly 1,500 schools, and employs approximately 79,000 teachers. DOE prepares students to meet grade level standards in reading, writing and math, and prepares high school students to pass Regents exams and to meet graduation requirements. The School Construction Authority (SCA) coordinates the development of DOE's Five-Year Capital Plan, selects and acquires sites for new schools, leases buildings for schools and supervises conversion of administrative space for classroom use.

## Critical Objectives

- Increase student attendance.
- Improve performance on standardized English Language Arts and Math tests.
- Improve performance on Regents examinations.
- Increase graduation rates and decrease dropout rates for high school students.
- Improve the ability of non-English speaking students to learn English and improve academic progress.
- Ensure students are appropriately placed in special education.
- Ensure resources to support student academic performance.
- Increase the proportion of certified teachers and overall principal and teacher qualifications.
- Increase parent involvement in school programs.
- Address crime in schools.
- Improve building conditions.
- Work with the School Construction Authority to design, construct, modernize and repair durable, functional and attractive educational facilities, on schedule and within budget.

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## Preliminary Performance Highlights

- The percent of schools receiving an A on the school Progress Report increased by 15 percentage points over the previous school year, from 23 to 38 percent. The percent of schools receiving a B increased by two percentage points, from 39 to 41 percent; while the percent of schools receiving a C, D, or F all declined. Fifty-eight percent of schools moved up by at least one letter grade or received an A for the second year in a row, and no school that received an F last year received an F this year.
- The percentage of students with a 90% or better attendance rate rose two points from the reporting period of September 2007 through October 2007 to the reporting period of September 2008 through October 2008. The average daily attendance rate increased 0.4 percentage points as compared to the same time period last year.
- The number of students newly recommended for special education services has decreased as compared to last year, as a result of improvement in assessment practices and the provision of academic interventions in general education. The number of students receiving special education services as of October 2008 has increased 10 percent compared to the same time last year. This increase is a result of improvements in the timeliness of arranging special education programs and services, the expansion of the available pool of special education providers and improvement in the timeliness of data entry.
- The number of teachers with 5 or more years of experience increased by approximately 3 percentage points between the reporting period of July 2007 through October 2007 and the reporting period of July 2008 through October 2008.
- The number of phone calls responded to by parent coordinators increased by 23 percent from the reporting period of July 2007 through October 2007 to the reporting period of July 2008 through October 2008.



- During the first four months of Fiscal 2009 major felony crime in the City's public schools increased 16 percent. However, during the first six months of the fiscal year major felony crime in schools decreased 4 percent, from 463 to 444 crimes. During the same period major felony crime in Impact Schools decreased 50 percent, from 24 to 12 crimes.
- The number of hazardous building violations total backlog increased 22.1 percent from the reporting period of July 2007 through October 2007 to the reporting period of July 2008 through October 2008. The increase was due to a one-time reconciliation between the Department of Buildings and the Department of Education to ensure both agencies were using the proper reporting methodology. With the reconciliation completed, a downward trend continues. The hazardous building violations backlog has declined from a June 2008 high of 260 violations to 221 violations through October 2008.

## Performance Report

### ✓ Improve academic performance.

	A c t u a l			T a r g e t		4-Month Actual	4-Month Actual
	FY06	FY07	FY08	Updated FY09 <sup>1</sup>	FY10 <sup>1</sup>		
<i>Performance Statistics</i>							
★ Percent of schools with scores of Outstanding on School Quality Reviews	NA	NA	1.7%	*	*	NA	NA
★ Percent of schools with scores of Well Developed on School Quality Reviews	NA	NA	60.6%	*	*	NA	NA
★ Percent of schools with scores of Proficient on School Quality Reviews	NA	NA	35.4%	*	*	NA	NA
★ Percent of schools with scores of Underdeveloped with Proficient Features on School Quality Reviews	NA	NA	1.7%	*	*	NA	NA
★ Percent of schools with scores of Underdeveloped on School Quality Reviews	NA	NA	0.4%	*	*	NA	NA
★ Percent of schools receiving an A on school Progress Report	NA	23.0%	38.0%	*	*	NA	NA
★ Percent of schools receiving a B on school Progress Report	NA	39.0%	41.0%	*	*	NA	NA
★ Percent of schools receiving a C on school Progress Report	NA	26.0%	15.0%	*	*	NA	NA
★ Percent of schools receiving a D on school Progress Report	NA	8.0%	4.0%	*	*	NA	NA
★ Percent of schools receiving an F on school Progress Report	NA	4.0%	2.0%	*	*	NA	NA
Student enrollment as of October 31 in grades pre-kindergarten to 12 (000) (Preliminary unaudited)	1,055.9	1,042.1	1,035.3	*	*	1,040.5	1,031.5
★ Average daily attendance (%)	88.4%	89.0%	89.8%	90%	90%	90.8%	91.2%
- Elementary/middle (%)	91.5%	91.1%	92.6%	92.3%	92.3%	93.9%	94.2%
- High school (%)	81.2%	82.1%	83.4%	83%	83%	83.9%	84.6%
Students with 90% or better attendance rate (%)	66.0%	69.1%	70.2%	72%	72%	74.1%	76.1%
★ Students in grades 3 to 8 meeting or exceeding standards							
- English Language Arts (%)	50.7%	50.8%	57.6%	60%	62%	NA	NA
★ - Math (%)	57.0%	65.1%	74.3%	76%	78%	NA	NA
Students in grades 3 to 8 scoring below standards progressing into a higher level							
- English Language Arts (%)	44.7%	61.6%	64.8%	*	*	NA	NA
- Math (%)	42.2%	50.0%	59.2%	*	*	NA	NA
Students in grades 3 to 8 progressing from below standards to meeting standards							
- English Language Arts (%)	16.1%	20.3%	27.3%	*	*	NA	NA
- Math (%)	18.1%	23.9%	31.3%	*	*	NA	NA
Students in grades 1 to 9 promoted (%)	96.3%	96.6%	NA	98%	98%	NA	NA
Students in the graduating class taking required Regents examinations	42,005	43,747	NA	45,000	45,000	NA	NA
Students passing required Regents examinations (%)	62.1%	63.1%	NA	65%	66%	NA	NA

★ Critical Indicator <sup>1</sup> Numeric Target "NA" - means Not Available in this report



	Actual			Target		4-Month Actual FY08	4-Month Actual FY09
	FY06	FY07	FY08	Updated FY09	FY10		
<b>Performance Statistics</b>							
<i>Students in graduating class with a 65 to 100 passing score on the Regents Examination</i>							
- English (%)	74.4%	79.5%	NA	81%	82%	NA	NA
- Math (%)	76.1%	77.8%	NA	78%	79%	NA	NA
- United States history and government (%)	75.0%	77.4%	NA	75%	76%	NA	NA
- Global history (%)	69.6%	68.7%	NA	70%	71%	NA	NA
- Science (%)	72.4%	72.8%	NA	75%	76%	NA	NA
<i>Students in graduating class with a 55 to 100 passing score on the Regents Examination</i>							
- English (%)	88.3%	91.0%	NA	92%	93%	NA	NA
- Math (%)	91.5%	93.2%	NA	95%	96%	NA	NA
- United States history and government (%)	89.7%	92.6%	NA	95%	96%	NA	NA
- Global history (%)	85.8%	87.6%	NA	89%	90%	NA	NA
- Science (%)	88.0%	90.1%	NA	91%	92%	NA	NA
★ <i>General education students graduating</i>							
- Within 4 years of entry into high school (%)	59.7%	62.0%	NA	68%	70%	NA	NA
- Within 7 years of entry into high school (%)	69.5%	72.2%	NA	78%	80%	NA	NA
<i>Students graduating high school within 4 years or still enrolled in school for a fifth year (%)</i>	85.3%	86.2%	NA	87%	88%	NA	NA
<i>Special education students graduating</i>							
- Within 4 years of entry into high school (%)	10.4%	8.6%	NA	15%	17%	NA	NA
★ - Within 7 years of entry into high school (%)	43.7%	43.5%	NA	50%	52%	NA	NA
★ <i>General education students dropping out</i>							
- Within 4 years of entry into high school (%)	14.6%	13.8%	NA	13%	12%	NA	NA
- Within 7 years of entry into high school (%)	30.5%	27.8%	NA	24%	23%	NA	NA
<i>Special education students dropping out</i>							
- Within 4 years of entry into high school (%)	19.1%	17.4%	NA	15%	14%	NA	NA
★ - Within 7 years of entry into high school (%)	49.8%	48.8%	NA	44%	43%	NA	NA
<i>Students enrolled as English Language Learners (000)</i>	141	140	148	*	*	NA	NA
<i>English Language Learners testing out of ELL Programs (%)</i>	16.7%	12.0%	13.4%	15%	17%	NA	NA
★ <i>English Language Learners testing out of ELL programs within 3 years (%)</i>	50.4%	50.8%	52.5%	55%	57%	NA	NA
<i>Students receiving special education services (Preliminary Unaudited)</i>	180,890	182,730	195,201	*	*	167,354	184,087
<i>Special education enrollment</i>							
- school-age	NA	162,714	173,856	*	*	153,557	168,553
- Public school	146,681	148,040	154,881	*	*	144,609	154,444
- Non-public school	NA	14,674	18,975	*	*	8,948	14,109
<i>Special education enrollment</i>							
- pre-school	NA	20,016	21,345	*	*	13,797	15,534
- Public school	763	787	772	*	*	326	549
- Non-public school	NA	19,229	20,573	*	*	13,471	14,985
<i>Students recommended for special education services</i>	24,593	24,404	24,077	*	*	5,117	4,956
<i>Students no longer in need of special education services</i>	5,304	5,054	5,943	*	*	2,458	2,566
★ <i>Students in special education scoring below standards progressing into a higher level</i>							
- English Language Arts (%)	27.9%	47.1%	55.3%	*	*	NA	NA
★ - Math (%)	25.9%	35.8%	45.9%	*	*	NA	NA
<i>Schools Under Registration Review</i>	40	35	32	*	*	NA	NA
<i>Average lunches served daily</i>	628,362	627,915	624,266	*	*	648,788	639,832
<i>Average breakfasts served daily</i>	182,935	189,804	198,990	*	*	193,381	199,691

★ Critical Indicator `Numeric Target "NA" - means Not Available in this report



Performance Statistics	A c t u a l			T a r g e t		4-Month Actual	4-Month Actual
	FY06	FY07	FY08	Updated			
				FY09	FY10		
Average expenditure per student (\$)	\$15,144	NA	NA	*	*	NA	NA
- Elementary school (\$)	\$15,406	NA	NA	*	*	NA	NA
- Middle school (\$)	\$14,700	NA	NA	*	*	NA	NA
- High school (\$)	\$13,085	NA	NA	*	*	NA	NA
- Full-time special education (District 75) (\$)	\$57,615	NA	NA	*	*	NA	NA
Average direct services to schools expenditure per student (\$)	\$13,119	NA	NA	*	*	NA	NA

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✓ **Ensure principal and teacher quality.**

Performance Statistics	A c t u a l			T a r g e t		4-Month Actual	4-Month Actual
	FY06	FY07	FY08	Updated			
				FY09	FY10		
Teachers	76,167	77,160	79,109	*	*	79,109	79,021
Certified Teachers (%)	100.0%	100.0%	100.0%	100%	100%	100.0%	100.0%
Teachers with 5 or more years teaching experience (%)	60.0%	62.2%	61.5%	*	*	61.8%	64.4%
Teachers hired to fill projected vacancies (%)	100.0%	100.0%	100.0%	100%	100%	100.0%	100.0%
Principals with more than 3 years experience as principal (%)	53.7%	53.5%	62.2%	*	*	NA	NA
Teachers absent more than 10 days (%)	14.4%	18.0%	13.4%	*	*	1.2%	1.5%

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✓ **Promote parental involvement in education.**

Performance Statistics	A c t u a l			T a r g e t		4-Month Actual	4-Month Actual
	FY06	FY07	FY08	Updated			
				FY09	FY10		
Phone calls responded to by parent coordinator (000)	1,379	1,353	1,572	1,379	1,379	298	366
Parent walk-ins receiving parent coordinator assistance (000)	757	775	778	759	759	180	186
Parent coordinator workshops held for parents (000)	24	21	38	28	28	6	4
Parents attending parent coordinator workshops (000)	473	426	706	515	515	189	171
Parents attending parent-teacher conferences (000)	924	826	1,152	1,282	1,282	137	118

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✓ **Ensure school safety.**

Performance Statistics	A c t u a l			T a r g e t		4-Month Actual	4-Month Actual
	FY06	FY07	FY08	Updated			
				FY09	FY10		
★ School safety - Seven Major Crimes	1,187	1,164	1,042	*	*	242	281
★ - Other criminal categories	4,659	4,635	4,533	430	430	930	821
★ - Other incidents	9,288	8,687	7,456	*	*	1,639	1,310

★ Critical Indicator `Numeric Target "NA" - means Not Available in this report

✓ Ensure adequate and well-maintained classroom space.



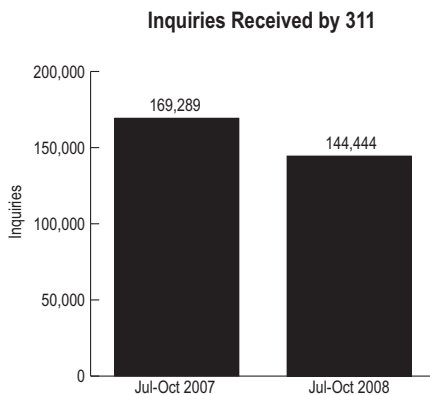
	Actual			Target		4-Month Actual	4-Month Actual
	FY06	FY07	FY08	Updated			
<i>Performance Statistics</i>				FY09	FY10	FY08	FY09
★ Average class size (end of October) (Preliminary Unaudited)							
- Kindergarten	20.9	20.7	20.6	*	*	20.6	20.8
★ - Grade 1	21.2	21.3	21.1	*	*	21.1	21.3
★ - Grade 2	21.1	21.1	21.1	*	*	21.1	21.4
★ - Grade 3	21.4	21.3	21.0	*	*	21.0	21.9
★ - Grade 4	24.0	23.9	23.5	*	*	23.5	23.4
★ - Grade 5	25.5	25.0	24.1	*	*	24.1	24.2
★ - Grade 6	26.4	26.0	25.5	*	*	25.5	25.7
★ - Grade 7	27.3	27.2	26.2	*	*	26.3	26.5
★ - Grade 8	27.3	27.2	26.6	*	*	26.6	26.8
<i>Schools that exceed capacity</i>							
- Elementary schools (%)	24.3%	27.0%	26.0%	*	*	NA	NA
- Middle schools (%)	14.5%	13.0%	14.0%	*	*	NA	NA
- High schools (%)	47.5%	38.0%	40.0%	*	*	NA	NA
<i>Students in schools that exceed capacity</i>							
- Elementary/middle schools (%)	22.0%	20.0%	20.0%	*	*	NA	NA
- High schools (%)	66.9%	59.0%	57.0%	*	*	NA	NA
Total new seats created	5,436	5,556	12,932	14,182	17,046	0	0
Hazardous building violations total backlog	354	238	260	*	*	181	221
★ School building ratings							
- Good condition (%)	2.8%	2.9%	2.4%	*	*	NA	NA
★ - Fair to good condition (%)	28.4%	32.4%	37.1%	*	*	NA	NA
★ - Fair condition (%)	68.6%	64.6%	60.3%	*	*	NA	NA
★ - Fair to poor condition (%)	0.2%	0.2%	0.1%	*	*	NA	NA
★ - Poor condition (%)	0.0%	0.0%	0.0%	*	*	NA	NA

★ Critical Indicator 'Numeric Target "NA" - means Not Available in this report

## Inquiries Received by the 311 Customer Service Center



The 311 Customer Service Center received 144,444 DOE-related inquiries from July through October 2008.



<b>Top 5 DOE - related inquiries:</b>	Total	% of DOE Inquiries
<i>Find a School</i>	31,154	21.6%
<i>Find a School Zone</i>	8,760	6.1%
<i>Public School Calendar</i>	8,041	5.6%
<i>Find a School District by Location</i>	6,907	4.8%
<i>Find a School District by Name</i>	5,796	4.0%



## Agency Resources

Agency Resources	A c t u a l			September	Updated		4-Month	4-Month
	FY06	FY07	FY08	2008 MMR FY09	FY09 <sup>1</sup>	FY10 <sup>1</sup>	Actual FY08	Actual FY09
Expenditures (\$ millions) <sup>2</sup>	\$14,959.3	\$15,844.4	\$16,977.0	\$17,755.7	\$17,605.5	\$17,315.4	\$4,808.7	\$5,656.3
Revenues (\$ millions)	\$65.3	\$61.1	\$69.9	\$57.9	\$57.9	\$57.9	\$11.4	\$17.0
Personnel	137,067	137,678	140,268	139,590	139,114	124,175	139,756	140,499
Overtime paid (\$000)	\$14,391	\$12,727	\$14,637	*	*	*	\$2,573	\$2,356
Work Experience Program (WEP) participants assigned	220	216	212	*	*	*	143	117

<sup>1</sup>January 2009 Financial Plan

**"NA"** - Not Available in this report

<sup>2</sup>Expenditures include all funds. January Plan figures reflect modifications in Federal, State, and other non-City funding since the adoption of the 2009 budget.

## Noteworthy Changes, Additions or Deletions

- The high school attendance rate for the PMMR reporting period (that is, the beginning of the 2008-09 School Year through October 31) has been recalculated from 84.0 percent to 83.9 percent.
- The targets for Regents, Graduation/Dropout rate, and ELL indicators have been updated to keep with the general trend of the indicators. DOE has updated the Fiscal 2006 value for 'General education students dropping out within 7 years of entry into high school' from 29.1% to 30.5%.
- Fiscal 2006 and Fiscal 2008 figures for the percent of English Language Learners testing out of ELL programs have been updated, as have the figures for Fiscal 2006, Fiscal 2007 and Fiscal 2008 for English Language Learners testing out of ELL programs within 3 years.
- Fiscal 2008 figures for students no longer in need of special education services have been updated.
- Data is now available for the PMMR reporting periods in both Fiscal 2008 and 2009 for 'Teachers with 5 or more years teaching experience (%)', 'Teachers hired to fill projected vacancies,' and 'Teachers absent more than 10 days (%)'.
- The school food indicators have been updated for Fiscal 2007 and Fiscal 2008.
- The average class size figures reported here are based on the active registers in schools as of 10/31/2008. Because the register snapshot data includes non-attending students, this preliminary class size data has limited analytical or comparative power. Updated class size figures reflecting the final audited registers for the 2008-2009 school year will be available for the Fiscal 2009 Mayor's Management Report.
- The total new seats created indicator has been updated to include room conversions that provided additional capacity during the 2007-2008 School Year.