

DEPARTMENT OF EDUCATION

David Banks, Chancellor



WHAT WE DO

As the nation's largest school system, the Department of Education (DOE), also referred to as New York City Public Schools (NYCPS), provides primary and secondary education to over one million students, from early childhood to grade 12, in 32 school districts, and in over 1,800 schools, while employing approximately 77,000 teachers. NYCPS prepares our students to meet grade-level standards in reading, writing, and math, with the goal of graduating on a pathway to a rewarding career, long-term economic security, and with the skills to be a positive force for change. The School Construction Authority (SCA), reported separately, coordinates the development of NYCPS'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.

FOCUS ON EQUITY

To provide all students with bright starts leading to bold futures, NYCPS partners with families to build a system that is truly responsive to our diverse communities. Consistent with parental input and guidance, NYCPS has reimagined the student experience across all five boroughs by taking such steps as:

- Investing in the foundational building block of all learning: literacy. With the launch of NYC Reads, NYCPS will bring science-of-reading and phonics-based learning methods to all public-school students, starting with early childhood programs and elementary schools students through high school graduation. Students who are struggling will receive the attention and support they need to succeed thanks to universal screening for dyslexia and state-of-the-art interventions.
- Extending learning beyond the four walls of the classroom with regular visits to local museums, parks, and all the incredible resources New York City has to offer. Simultaneously, NYCPS is embracing the transformative possibilities of new technology, upgrading digital experiences across the system to tailor learning to each student's needs and preferences.
- Setting New York City students up for post-secondary success in today's economy by creating new career-connected pathways, expanding apprenticeship programs, and broadening early college opportunities. NYCPS will support students as future leaders by ensuring that they develop skills that are valued in the modern workplace, including through new science, technology, engineering, arts and mathematics (STEAM) centers and expanded career-focused classrooms.

An example that illustrates the school system's commitment to serving community needs is its central role in Project Open Arms, the City's interagency effort to effectively welcome and support our migrant and asylum-seeking families and students. Starting in the summer 2022, New York City has experienced a surge in individuals arriving from border states who are seeking asylum in the United States. Many have entered the City's shelter system, while others have found housing through family members, friends, or sponsors. From the moment these families arrived in the City, NYCPS has helped to facilitate student enrollment and support families' immediate needs. To start, NYCPS set up an enrollment office at the Asylum-Seeker Navigation Center, where enrollment counselors help families connect to schools while providing backpacks, books, and school supplies. Many of these families are residing at shelters across the City where NYCPS has staff on-site to assist them. The students in temporary housing (STH) staff, including STH Regional Manager, Family Assistants, and some school-based STH Community Coordinators, are working at shelters to support families with such issues as enrollment, transportation, wellness, and more. NYCPS staff, both at the Navigation Center and on-site at shelters, are working to identify schools with available seats that are closest to the shelters and which offer support to multilingual learners, mitigating linguistic and geographic barriers to education.

OUR SERVICES AND GOALS

SERVICE 1 Educate New York City's children.

- Goal 1a Improve academic achievement.
 - Goal 1b Promote parental involvement in education.
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SERVICE 2 Support English Language Learners and students with disabilities.

- Goal 2a Improve the ability of English Language Learners to learn English and improve academic progress.
 - Goal 2b Improve the ability of students with disabilities to progress academically and socially.
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SERVICE 3 Prepare children to become productive, engaged adults.

- Goal 3a Increase the percentage of high school graduates enrolling in post-secondary education or training.
 - Goal 3b Increase the percentage of elementary, middle and high school students taking coursework that prepares them for future success.
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SERVICE 4 Deliver early childhood education services.

- Goal 4a Ensure access to quality early child care services in communities of need and achieve maximum capacity.
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SERVICE 5 Maintain and enhance the City's educational facilities.

- Goal 5a Work with SCA to design, construct, modernize and repair durable, functional and attractive educational facilities, on schedule and within budget.
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SERVICE 6 Provide transportation to all eligible New York City students in public, charter, and non-public schools.

- Goal 6a Ensure safe and reliable bus transportation to and from school.
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SERVICE 7 Coordinate with NYPD to maintain safe schools.

- Goal 7a Ensure a safe and secure learning environment for all students and staff.

HOW WE PERFORMED IN FISCAL 2023

SERVICE 1 Educate New York City's children.

Goal 1a Improve academic achievement.

The daily overall attendance rate improved from 88.1 percent in Fiscal 2022 to 89.4 percent in Fiscal 2023, and the proportion of students achieving better than 90 percent attendance increased 4.5 percentage points, from 59.4 percent to 63.9 percent. Throughout Fiscal 2023, schools conducted extensive outreach, collaborated with community partners, and followed up daily with students and families to increase attendance.

For the 2021–2022 School Year, the New York City four-year high school graduation rate increased to 83.7, an increase of 1.1 percentage points from the previous school year. The dropout rate increased slightly to 5.4 percent in Fiscal 2023 from 4.9 percent in Fiscal 2022. New York State exams for grades 3 through 8 and the Regents examinations were reinstated in the 2021–2022 School Year after COVID-19 pandemic related suspension in the 2020-2021 School Year. The Fiscal 2024 Preliminary Mayor's Management Report will include data for the 2022–2023 School Year.

Performance Indicators	Actual					Target		Trend	
	FY19	FY20	FY21	FY22	FY23	FY23	FY24	5-Year	Desired Direction
Student enrollment as of October 31 in grades pre-kindergarten to 12 (000)	1,126.5	1,132.0	1,094.1	1,058.9	1,047.9	*	*	Neutral	*
Student enrollment as of October 31 in full day pre-kindergarten	67,886	67,589	58,469	56,045	58,376	*	*	Down	*
★ Average daily attendance (%)	91.5%	91.8%	89.5%	88.1%	89.4%	90.0%	92.0%	Neutral	Up
– Elementary/middle (%)	93.3%	93.5%	91.7%	89.7%	90.6%	92.0%	92.6%	Neutral	Up
– High school (%)	87.7%	88.3%	85.2%	84.6%	86.9%	86.3%	87.7%	Neutral	Up
● Students with higher than 90% attendance rate (%)	73.5%	75.4%	70.3%	59.4%	63.9%	70.0%	71.0%	Down	Up
★ ● Students in grades 3 to 8 meeting or exceeding standards - English language arts (%)	47.4%	NA	NA	49.0%	NA	49.4%	55.0%	NA	Up
★ ● – Math (%)	45.6%	NA	NA	37.9%	NA	47.6%	50.0%	NA	Up
Students in grades 3 to 8 scoring below standards progressing into a higher level - English language arts (%)	32.2%	NA	NA	NA	NA	*	*	NA	Up
– Math (%)	27.0%	NA	NA	NA	NA	*	*	NA	Up
Students in grades 3 to 8 progressing from below standards to meeting standards - English language arts (%)	19.2%	NA	NA	NA	NA	*	*	NA	Up
– Math (%)	15.0%	NA	NA	NA	NA	*	*	NA	Up
Students in grades 1 to 8 promoted to the next grade level (%)	97.2%	97.5%	98.1%	97.9%	99.0%	98.0%	98.0%	Neutral	Up
Students with a 65 to 100 passing score on the Regents Examination - English (%)	80.1%	NA	NA	73.7%	NA	85.4%	78.7%	NA	Up
– Algebra I (%)	65.0%	NA	NA	58.2%	NA	*	63.2%	NA	Up
– Living Environment (%)	65.3%	NA	NA	65.8%	NA	*	70.8%	NA	Up
– History (%)	69.6%	NA	NA	74.8%	NA	*	79.8%	NA	Up
★ ● Students in cohort graduating from high school in 4 years (%) (NYSED)	77.3%	79.8%	82.6%	83.7%	NA	82.7%	85.5%	NA	Up
★ Students in cohort graduating from high school in 6 years (%) (NYSED)	83.8%	85.1%	NA	NA	NA	↑	↑	NA	Up
★ Students in cohort dropping out from high school in 4 years (%) (NYSED)	7.8%	5.9%	4.9%	5.4%	NA	4.3%	4.0%	NA	Down
Students in cohort dropping out from high school in 6 years (%) (NYSED)	10.3%	9.7%	NA	NA	NA	*	*	NA	Down
★ Average class size - Kindergarten	21.6	21.7	16.9	20.1	20.3	19.6	19.8	Neutral	Down
★ – Grade 1	24.3	24.0	18.3	21.2	22.7	20.7	22.2	Down	Down
★ – Grade 2	24.7	24.7	18.6	21.5	22.7	21.0	22.2	Down	Down
★ – Grade 3	25.1	24.9	19.1	22.1	22.8	21.6	22.3	Down	Down
★ – Grade 4	25.6	25.5	19.5	22.3	23.5	21.8	23.0	Down	Down
★ – Grade 5	25.7	25.6	19.9	22.7	23.9	22.2	23.4	Down	Down
★ – Grade 6	26.9	26.6	19.9	23.9	24.6	23.4	24.1	Down	Down
★ – Grade 7	27.2	27.3	20.6	25.1	25.5	24.6	25.0	Neutral	Down
★ – Grade 8	27.5	27.5	21.0	25.5	26.0	25.0	25.5	Neutral	Down
– Middle school core courses	27.2	26.6	23.5	24.6	24.9	24.1	24.4	Neutral	Down
– High school core courses	26.2	26.1	25.8	25.0	23.7	24.5	23.2	Neutral	Down

★ Critical Indicator ● Equity Indicator "NA" Not Available ↑↓ Directional Target * None

Goal 1b Promote parental involvement in education.

Parent Coordinators empower family involvement in the school community through outreach and planning. They create a welcoming school environment for parents, support their school principal in addressing parents’ concerns, and guide parent leadership in schools. Though the impact of the COVID-19 pandemic caused a significant disruption to in-person parental involvement, Parent Coordinators have managed to increase their outreach to parents, particularly through the use of virtual technology, and in-person involvement rates have begun recovering from the steep dropoff they saw in 2020. The number of phone calls responded to by Parent Coordinators or parent engagement designees grew again in Fiscal 2023, to nearly 17,000, an increase of 45 percent from Fiscal 2022. The number of parents attending in-person consultations grew by 28 percent and fall and spring parent-teacher conferences attendance increased 9.5 percent from Fiscal 2022 to Fiscal 2023, but still remains below pre-pandemic levels. Parent Coordinators continue to offer virtual workshops via video conferencing, and use social media, e-newsletters, and school websites to share parent engagement opportunities.

Performance Indicators	Actual					Target		Trend	
	FY19	FY20	FY21	FY22	FY23	FY23	FY24	5-Year	Desired Direction
Phone calls responded to by parent coordinator or parent engagement designee (000)	9,077	8,863	12,800	11,613	16,809	10,000	10,000	Up	Up
In-person consultations with parents by PC or parent engagement designee (000)	1,803	1,204	523	1,058	1,358	1,400	1,400	Down	Up
School-based workshops offered to parents (000)	42	35	58	50	38	60	60	Neutral	Up
Parents attending parent coordinator workshops (000)	1,182	864	819	723	922	1,000	1,000	Down	Up
Parents attending Fall and Spring Parent-Teacher Conferences (000)	1,698	1,384	814	934	1,023	2,000	2,000	Down	Up
Percent of families satisfied with the response they get when they contact their child’s school	96%	96%	96%	96%	96%	95%	95%	Neutral	Up

★ Critical Indicator ● Equity Indicator “NA” Not Available ↑↓ Directional Target * None

SERVICE 2 Support English Language Learners and students with disabilities.

Goal 2a Improve the ability of English Language Learners to learn English and improve academic progress.

The number of English Language Learners (ELLs) increased from 149,000 to 160,000. The largest increase in enrollment was newcomers, who are students identified as ELLs and have received ELL service for three years or less. In the school year 2022–2023 School Year, there was an increase in enrollment of English Language Learners (ELLs) in all grade bands, but particularly elementary and middle school grades (kindergarten to eighth grade). The percentage of ELLs testing out for 2022–2023 School Year will be reported in the Fiscal 2024 Preliminary Mayor’s Management Report.

Performance Indicators	Actual					Target		Trend	
	FY19	FY20	FY21	FY22	FY23	FY23	FY24	5-Year	Desired Direction
Students enrolled as English Language Learners (ELL) (000)	154	142	147	149	160	*	*	Neutral	*
English Language Learners testing out of ELL programs (%)	20.7%	NA	12.0%	16.1%	NA	21.7%	17.1%	NA	Up
★ English Language Learners testing out of ELL status who did so within 3 years (%)	48.9%	NA	44.3%	37.9%	NA	49.9%	38.9%	NA	Up

★ Critical Indicator ● Equity Indicator “NA” Not Available ↑↓ Directional Target * None

Goal 2b

Improve the ability of students with disabilities to progress academically and socially.

For the 2022–2023 School Year, the total number of students receiving special education services rose slightly for the first time since the COVID-19 pandemic began, with the biggest gain coming in pre-school special education enrollment which increased by 12 percent. There was also a 12 percent increase in the number of students recommended for special education services which can be attributed to NYCPS’s commitment to ensuring that students requiring a special education evaluation are promptly identified and evaluated so that recommended services can be put in place as quickly as possible.

Performance Indicators	Actual					Target		Trend	
	FY19	FY20	FY21	FY22	FY23	FY23	FY24	5-Year	Desired Direction
★ Students with disabilities in cohort graduating from high school in 4 years (%) (NYSESED)	52.6%	56.5%	61.7%	64.1%	NA	58.8%	65.1%	NA	Up
★ Students with disabilities in cohort graduating from high school in 6 years (%) (NYSESED)	62.5%	66.7%	NA	NA	NA	↑	↑	NA	Up
★ Students with disabilities in cohort dropping out from high school in 4 years (%) (NYSESED)	13.2%	9.1%	7.7%	7.7%	NA	6.5%	6.5%	NA	Down
Students with disabilities in cohort dropping out from high school in 6 years (%) (NYSESED)	18.2%	16.3%	NA	NA	NA	*	*	NA	Down
Students receiving special education services (preliminary unaudited)	301,860	305,429	295,623	288,818	290,427	*	*	Neutral	*
Special education enrollment - School-age	270,358	273,966	269,820	262,228	260,649	*	*	Neutral	*
– Public school	218,384	220,956	217,239	206,905	207,666	*	*	Neutral	*
– Non-public school	51,974	53,010	52,581	55,323	52,983	*	*	Neutral	*
Special education enrollment - Pre-school	31,502	31,463	25,803	26,590	29,778	*	*	Down	*
– Public school	3,699	4,434	3,195	3,934	5,223	*	*	Up	*
– Non-public school	27,803	27,029	22,608	22,656	24,555	*	*	Down	*
Students recommended for special education services	29,284	23,117	18,699	27,298	30,566	*	*	Up	*
Students no longer in need of special education services	7,303	6,914	4,128	4,668	5,087	*	*	Down	*
★ Students with disabilities scoring below standards progressing into a higher level - English Language Arts (%)	22.5%	NA	NA	NA	NA	23.5%	23.5%	NA	Up
★ – Math (%)	17.2%	NA	NA	NA	NA	18.2%	18.2%	NA	Up
★ Critical Indicator	● Equity Indicator	“NA” Not Available			↑↓ Directional Target	* None			

SERVICE 3 Prepare children to become productive, engaged adults.

Goal 3a

Increase the percentage of high school graduates enrolling in post-secondary education or training.

The Department is committed to ensuring that all students graduate ready for future success in college and careers. Amidst the COVID-19 pandemic, post-secondary school enrollment declined slightly to 58.8 percent for the cohort that graduated in the 2020–2021 School Year. The Fiscal 2024 Preliminary Mayor’s Management Report will include data for the 2022–2023 School Year and post-secondary enrollment data for the 2021–2022 School Year.

Performance Indicators	Actual					Target		Trend	
	FY19	FY20	FY21	FY22	FY23	FY23	FY24	5-Year	Desired Direction
Percent of high school cohort taking the SAT at least once in 4 years of high school	78.4%	78.3%	76.1%	NA	NA	80.0%	80.0%	NA	Up
● Percent of high school cohort who graduate ready for college and careers	54.9%	57.7%	NA	NA	NA	58.7%	58.7%	NA	Up
Percent of high school cohort who graduated from high school and enrolled in a college or other post-secondary program within 6 months	62.8%	61.1%	58.8%	NA	NA	68.0%	68.0%	NA	Up
★ Critical Indicator	● Equity Indicator	“NA” Not Available			↑↓ Directional Target	* None			

Goal 3b Increase the percentage of elementary, middle and high school students taking coursework that prepares them for future success.

The percentage of students who successfully completed approved rigorous courses and assessments increased in the 2021–2022 School Year to 73.2 percent in Fiscal 2022, from 69.1 percent in Fiscal 2021. During the 2021–2022 School Year, the percentage of students in the ninth grade cohort who took at least one AP exam in four years of high school increased slightly from the prior school year to 40.7 percent. During the same period, the percentage of students in the ninth grade cohort passing at least one AP exam in four years of high school decreased slightly from the prior year to 22.8 percent though was still higher compared to the pre-pandemic level of 21.1 percent.

Performance Indicators	Actual					Target		Trend	
	FY19	FY20	FY21	FY22	FY23	FY23	FY24	5-Year	Desired Direction
Percent of high school cohort taking at least 1 AP exam in 4 years of high school	38.9%	41.0%	39.7%	40.7%	NA	40.7%	42.7%	NA	Up
Percent of high school cohort passing at least 1 AP exam in 4 years of high school	21.1%	24.4%	23.8%	22.8%	NA	24.8%	24.8%	NA	Up
Percent of students who successfully completed approved rigorous courses or assessments	51.5%	62.0%	69.1%	73.2%	NA	70.0%	75.0%	NA	Up
★ Critical Indicator ● Equity Indicator "NA" Not Available ⇅ Directional Target * None									

SERVICE 4 Deliver early childhood education services.

Goal 4a Ensure access to quality early child care services in communities of need and achieve maximum capacity.

In Fiscal 2023, average overall EarlyLearn contract enrollment remained steady after substantial declines during the COVID-19 pandemic, declining slightly from 15,213 in Fiscal 2022 to 15,046 in Fiscal 2023. The sustained enrollment in Fiscal 2022 and Fiscal 2023 may reflect the gradual shift back to in-person work and activities, after pandemic related hesitancy to use in-person care. The EarlyLearn budget and spending indicators continued to fluctuate because of increases in pay parity for early childhood educators and entry-rate NYCPS salaries.

Performance Indicators	Actual					Target		Trend	
	FY19	FY20	FY21	FY22	FY23	FY23	FY24	5-Year	Desired Direction
★ Average EarlyLearn contract enrollment	27,781	23,841	18,199	15,213	15,046	25,040	25,040	Down	Up
EarlyLearn - Fiscal Year Spending per child based on Average Enrollment in Contract Centers	\$21,282	\$19,190	\$25,734	\$24,583	\$14,940	*	*	Down	*
Average EarlyLearn Utilization - Family child care (%)	83.0%	79.0%	40.2%	46.3%	61.0%	68.0%	68.0%	Down	Up
★ Average EarlyLearn Utilization - Center-based (%)	73.3%	72.0%	58.2%	52.7%	44.7%	68.0%	68.0%	Down	Up
Average EarlyLearn Utilization (%)	75.6%	71.1%	51.6%	49.5%	52.9%	68.0%	68.0%	Down	Up
★ EarlyLearn - Average family child care enrollment	7,137	6,798	5,175	4,665	6,201	6,000	6,000	Down	Up
EarlyLearn - Budget per slot in contract family child care	\$10,107	\$9,772	\$10,948	\$14,168	\$12,877	*	*	Up	*
EarlyLearn - Fiscal year spending per child based on average enrollment in Contract Family Child Care	\$9,006	\$10,309	\$13,734	\$16,343	\$20,824	*	*	Up	*
EarlyLearn - Average center-based enrollment	20,644	17,043	13,024	10,549	8,755	19,040	19,040	Down	Up
★ Critical Indicator ● Equity Indicator "NA" Not Available ⇅ Directional Target * None									

SERVICE 5 Maintain and enhance the City's educational facilities.

Goal 5a

Work with SCA to design, construct, modernize and repair durable, functional and attractive educational facilities, on schedule and within budget.

The School Construction Authority (SCA) completed 6,532 new seats during the 2022–2023 School Year, 27 percent fewer than the 8,934 new seats created during the 2021–2022 School Year. The number of seats created varies year-to-year based on the Capital Plan. School capacity data for the 2022–2023 School Year will appear in the Fiscal 2024 Preliminary Mayor's Management Report.

Performance Indicators	Actual					Target		Trend	
	FY19	FY20	FY21	FY22	FY23	FY23	FY24	5-Year	Desired Direction
Schools that exceed capacity - Elementary schools (%)	49.0%	46.0%	46.0%	35.0%	NA	*	*	NA	Down
– Middle schools (%)	28.0%	27.0%	27.0%	17.0%	NA	*	*	NA	Down
– High schools (%)	35.0%	32.0%	32.0%	24.0%	NA	*	*	NA	Down
Students in schools that exceed capacity - Elementary/middle schools (%)	48.0%	46.0%	46.0%	34.0%	NA	*	*	NA	Down
– High schools (%)	46.0%	45.0%	45.0%	36.0%	NA	*	*	NA	Down
Total new seats created	4,045	6,961	4,003	8,934	6,532	6,517	10,507	Up	*
Hazardous building violations total backlog	155	110	160	191	171	*	*	Up	Down
School building ratings - Good condition (%)	2.1%	2.3%	2.5%	1.6%	1.8%	*	*	Down	Up
★ – Fair to good condition (%)	42.2%	33.2%	28.8%	29.7%	28.9%	↑	↑	Down	Up
– Fair condition (%)	55.6%	64.4%	68.6%	68.6%	69.1%	*	*	Up	*
★ – Fair to poor condition (%)	0.1%	0.1%	0.1%	0.1%	0.2%	↓	↓	Up	Down
– Poor condition (%)	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	Neutral	Down

★ Critical Indicator ● Equity Indicator "NA" Not Available ↑↓ Directional Target * None

SERVICE 6 Provide transportation to all eligible New York City students in public, charter, and non-public

Goal 6a

Ensure safe and reliable bus transportation to and from school.

The monthly average numbers of students assigned to stop-to-school service and to curb-to-school service increased by one percent and three percent, respectively, from Fiscal 2022 to Fiscal 2023. The monthly average number of stop-to-school service routes declined by five percent, from 2,352 in Fiscal 2022 to 2,233 in Fiscal 2023, and curb-to-school service routes decreased by three percent, from 5,786 to 5,596 in the same period. While students assigned to these transportation services increased, the decrease in routes is reflective of ongoing efforts to utilize resources more efficiently. The monthly average number of service incidents reported, which includes those incidents related to bus service timeliness and reliability, increased to 3,874 in Fiscal 2023 compared to 2,395 in Fiscal 2022. This increase partly reflects improved documentation and data entry of incidents into central systems in Fiscal 2023.

Performance Indicators	Actual					Target		Trend	
	FY19	FY20	FY21	FY22	FY23	FY23	FY24	5-Year	Desired Direction
Customer Experience									
Average number of students assigned to stop-to-school service per month	NA	NA	NA	73,031.0	73,592.0	*	*	NA	*
Average number of students assigned to curb-to-school service per month	NA	NA	NA	54,661.0	56,359.0	*	*	NA	*
Average number of stop-to-school routes per month	NA	NA	NA	2,352.0	2,233.0	*	*	NA	*
Average number of curb-to-school routes per month	NA	NA	NA	5,786.0	5,596.0	*	*	NA	*
Average number of service incidents per month	NA	NA	NA	2,395.0	3,874.0	*	*	NA	*

★ Critical Indicator ● Equity Indicator "NA" Not Available ↑↓ Directional Target * None

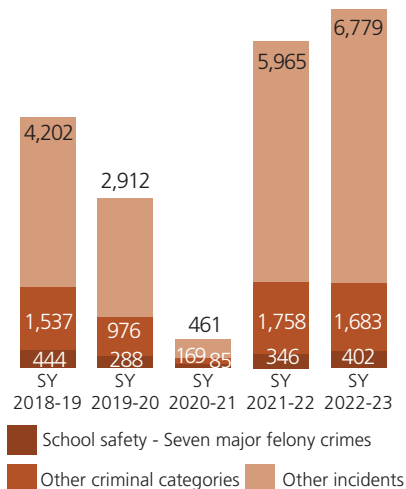
SERVICE 7 Coordinate with NYPD to maintain safe schools.

Goal 7a Ensure a safe and secure learning environment for all students and staff.

The Department has a long-established collaborative partnership with the NYPD’s School Safety Division, which works to provide a safe and secure learning environment in every school building. NYCPS’s work with the School Safety Division includes establishing safety protocols and procedures in schools, developing school safety and emergency preparedness plans and maintaining a safe environment for students and staff. In addition, the Department’s Office of Safety and Youth Development works closely with schools to provide a safe, supportive and inclusive environment by investing in and expanding successful school climate programs—including restorative trainings, mental health programs and social-emotional supports. When warranted, School Safety Agents are called upon to intervene and mitigate non-criminal incidents on school grounds.

Major felony crime in schools increased 16 percent, from 346 in Fiscal 2022 compared to 402 in Fiscal 2023. Notably, burglary in school increased by 76 percent and grand larceny in schools increased by 53 percent in Fiscal 2023. After experiencing three years of a lower incidence due to COVID-19 pandemic related closures, this increase is parallel to pre-pandemic levels. Other criminal incidents decreased by four percent, from 1758 in Fiscal 2022 to 1683 in Fiscal 2023. Non-criminal incidents increased 14 percent in Fiscal 2023 when compared to Fiscal 2022.

School Safety Incidents



Performance Indicators	Actual					Target		Trend	
	FY19	FY20	FY21	FY22	FY23	FY23	FY24	5-Year	Desired Direction
Customer Experience									
★ School safety - Seven major felony crimes	444	288	85	346	402	↓	↓	Neutral	Down
★ – Other criminal categories	1,537	976	169	1,758	1,683	↓	↓	Up	Down
★ – Other incidents	4,202	2,912	461	5,965	6,779	↓	↓	Up	Down
Accidents in schools - students	44,245	33,144	5,463	42,450	48,710	*	*	Up	Down
Accidents in schools - public	735	500	165	736	768	*	*	Up	Down
Percent of students reporting feeling safe in the hallways, bathrooms, locker rooms, and cafeteria of their school	84%	84%	91%	85%	82%	95%	95%	Neutral	Up
Percent of families reporting that their child belongs at this school	96%	96%	96%	96%	95%	95%	95%	Neutral	Up
★ Critical Indicator	● Equity Indicator	“NA” Not Available	↑↓ Directional Target	* None					

AGENCY-WIDE MANAGEMENT

Performance Indicators	Actual					Target		Trend	
	FY19	FY20	FY21	FY22	FY23	FY23	FY24	5-Year	Desired Direction
Customer Experience									
Average lunches served daily	604,577	618,789	228,866	542,294	539,629	*	*	Down	Up
Average breakfasts served daily	269,459	274,354	176,419	272,369	234,377	*	*	Down	Up
Average expenditure per student (\$)	\$25,399	\$25,809	\$26,291	NA	NA	*	*	NA	*
– Elementary school (\$)	\$25,034	\$25,599	\$26,489	NA	NA	*	*	NA	*
– Middle school (\$)	\$23,797	\$24,171	\$24,816	NA	NA	*	*	NA	*
– High school (\$)	\$22,464	\$22,573	\$22,674	NA	NA	*	*	NA	*
– Full-time special education (District 75) (\$)	\$82,659	\$82,487	\$78,440	NA	NA	*	*	NA	*
Principals with 4 or more years experience as principal (%)	68.8%	70.1%	73.2%	71.5%	70.0%	*	*	Neutral	Up
Teachers	78,761	78,732	77,609	77,998	75,936	*	*	Neutral	*
Teachers with 5 or more years teaching experience (%)	67.3%	69.3%	73.4%	73.2%	74.4%	*	*	Up	*
Teachers hired to fill projected vacancies (%)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	Neutral	*
Teachers absent 11 or more days (%)	13.1%	7.3%	5.5%	16.3%	18.8%	*	*	Up	Down
Percent of teachers reporting that they usually look forward to each working day at their school	85%	86%	90%	86%	85%	90%	90%	Neutral	Up
Percent of teachers reporting that they would recommend this school to families seeking a place for their child	83%	85%	90%	86%	84%	90%	90%	Neutral	Up
Workplace injuries reported	3,371	2,254	761	2,419	2,840	*	*	Down	Down

★ Critical Indicator ● Equity Indicator "NA" Not Available ↑↓ Directional Target * None

AGENCY CUSTOMER SERVICE

Performance Indicators	Actual					Target		Trend	
	FY19	FY20	FY21	FY22	FY23	FY23	FY24	5-Year	Desired Direction
Customer Experience									
Completed requests for interpretation	144,962	232,538	350,518	287,687	293,432	*	*	Up	*
Letters responded to in 14 days (%)	69%	72.7%	77.4%	87.7%	69.3%	73.3%	73.3%	Neutral	Up
E-mails responded to in 14 days (%)	63.4%	61.7%	82.5%	74.1%	69.3%	62.1%	62.1%	Up	Up
CORE facility rating	NA	96	NA	100	NA	90	90	NA	Up
Parents completing the NYC School Survey	509,298	302,713	269,357	478,750	416,396	*	*	Neutral	*
Customers rating service good or better (%) (as applicable)	96%	96%	92%	96%	95%	90%	90%	Neutral	Up

★ Critical Indicator ● Equity Indicator "NA" Not Available ↑↓ Directional Target * None

AGENCY RESOURCES

Resource Indicators	Actual ¹					Plan ²		5yr Trend
	FY19	FY20	FY21	FY22	FY23	FY23	FY24	
Expenditures (\$000,000) ³	\$27,066.8	\$28,066.5	\$28,545.1	\$31,558.0	\$31,377.9	\$31,247.4	\$31,499.1	Up
Revenues (\$000,000)	\$91.2	\$88.1	\$26.0	\$51.0	\$46.4	\$52.7	\$52.7	Down
Personnel	146,776	147,792	144,323	141,748	141,594	153,725	152,971	Neutral
Overtime paid (\$000,000)	\$29.0	\$22.6	\$18.0	\$32.0	\$15.3	\$15.3	\$17.7	Down
Human services contract budget (\$000,000)	\$875.3	\$1,377.6	\$1,298.4	\$1,684.5	\$1,388.7	\$1,291.0	\$1,426.2	Up

¹Actual financial amounts for the current fiscal year are not yet final. Final fiscal year actuals, from the Comptroller's Comprehensive Annual Financial Report, will be reported in the next PMMR. Refer to the "Indicator Definitions" at nyc.gov/mmr for details. ²Authorized Budget Level ³Expenditures include all funds "NA" - Not Available
* None

SPENDING AND BUDGET INFORMATION

Where possible, the relationship between an agency's goals and its expenditures and planned resources, by budgetary unit of appropriation (UA), is shown in the 'Applicable MMR Goals' column. Each relationship is not necessarily exhaustive or exclusive. Any one goal may be connected to multiple UAs, and any UA may be connected to multiple goals.

Unit of Appropriation	Expenditures FY22 ¹ (\$000,000)	Modified Budget FY23 ² (\$000,000)	Applicable MMR Goals ³
Personal Services - Total	\$17,850.8	\$17,711.4	
401 - General Ed. Instruction and School Leadership	\$7,215.4	\$7,012.0	1a, 1b, 2a, 2b, 3a, 3b
403 - Special Ed. Instruction and School Leadership	\$2,158.4	\$2,377.7	1a, 1b, 2a, 2b, 3a, 3b
407 - Universal Pre-K	\$747.4	\$763.0	1a, 1b, 2a, 2b
409 - Early Childhood Programs	\$71.0	\$54.0	1a, 1b, 2a, 2b
415 - School Support Organization	\$312.0	\$265.4	1a, 1b, 2b
421 - Citywide Special Ed. Instr. and School Leadership	\$1,311.2	\$1,317.5	1a, 2b
423 - Special Education Instructional Support	\$388.5	\$421.0	1a, 2b
435 - School Facilities	\$172.9	\$172.9	1a, 2b, 4a
439 - School Food Services	\$220.4	\$258.1	1a, 2b
453 - Central Administration	\$243.7	\$235.3	All
461 - Fringe Benefits	\$3,656.2	\$3,567.1	All
481 - Categorical Programs	\$1,353.6	\$1,267.6	All
Other Than Personal Services - Total	\$13,707.2	\$13,666.5	
402 - General Ed. Instruction and School Leadership	\$942.8	\$863.3	1a, 1b, 2a, 2b, 3a, 3b
404 - Special Ed. Instruction and School Leadership	\$8.1	\$9.8	1a, 1b, 2a, 2b, 3a, 3b
406 - Charter Schools	\$2,749.0	\$2,958.0	All
408 - Universal Pre-K	\$820.6	\$912.8	1a, 1b, 2a, 2b
410 - Early Childhood Programs	\$506.6	\$517.9	1a, 1b, 2a, 2b
416 - School Support Organization	\$15.0	\$24.6	1a, 1b, 2b
422 - Citywide Special Ed. Instr. and School Leadership	\$23.8	\$35.7	1a, 2b
424 - Special Education Instructional Support	\$229.3	\$303.2	1a, 2b
436 - School Facilities	\$1,294.1	\$1,179.5	1a, 2b, 4a
438 - Pupil Transportation	\$1,752.9	\$1,715.2	1a, 2b
440 - School Food Services	\$233.2	\$295.3	1a, 2b
442 - School Safety	\$351.7	\$356.3	1a, 2b
444 - Energy and Leases	\$751.9	\$761.7	All
454 - Central Administration	\$154.6	\$153.3	All
470 - Special Education Pre-K Contract Payments	\$693.5	\$829.7	1a, 2b
472 - Charter & Contract Schools and Foster Care Placements	\$1,309.4	\$1,175.4	All
474 - NPS and FIT Payments	\$79.4	\$92.9	All
482 - Categorical Programs	\$1,791.5	\$1,481.6	All
Agency Total	\$31,558.0	\$31,377.9	

¹Comprehensive Annual Financial Report (CAFR) for the Fiscal Year ended June 30, 2022. Includes all funds. ²City of New York Adopted Budget for Fiscal 2023, as of June 2023. Includes all funds. ³Refer to agency goals listed at front of chapter. "NA" Not Available *None

NOTEWORTHY CHANGES, ADDITIONS OR DELETIONS

- Previously published Fiscal 2022 data for 'Average daily attendance (%)' was corrected from 88.2 percent to 88.1 percent, and Fiscal 2022 data for 'High school attendance (%)' was corrected from 85.1 percent to 84.6 percent, due to previous calculation error.
- 'Students with 90 percent or better attendance (%)' was renamed to 'Students with higher than 90 percent attendance (%)' and Fiscal 2022 data was adjusted from 59.2 percent to 59.4 percent, to accurately reflect the attendance rate captured in the historic reporting of this indicator.
- Previously published Fiscal 2024 targets for 'Elementary/middle school attendance (%)', 'High school attendance (%)', and 'Students with higher than 90 percent attendance (%)' were revised based on most current data.
- 'Students in the graduating class taking required Regents examinations (%)' and 'Students passing required Regents examinations (%)' were retired from Goal 1a.
- 'Students in graduating class with a 65 to 100 passing score on the Regents Examination—English (%)' was renamed to 'Students with a 65 to 100 passing score on the Regents examination—English (%)' to reflect students in various grade levels completing the examination.
- 'Students in graduating class with a 65 to 100 passing score on the Regents Examination—Math (%)' was retired and replaced with 'Students with a 65 to 100 passing score on the Regents examination—Algebra I (%)'.
- 'Students in graduating class with a 65 to 100 passing score on the Regents Examination—United States history and government (%)' and 'Students in graduating class with a 65 to 100 passing score on the Regents Examination—Global History (%)' were retired and replaced with 'Students with a 65 to 100 passing score on the Regents examination—History (%)'. The new indicator includes both U.S. History and Government and Global History scores.
- 'Students in graduating class with a 65 to 100 passing score on the Regents Examination—Science (%)' retired and replaced with 'Students with 65 to 100 passing score on the Regents Examination—Living Environment (%)'.
- Previously published data for 'Percent of all students in cohort graduating from high school in 4 years (NYSED)' was corrected. Fiscal 2020 data was correct from 78.8 percent to 79.8 percent, Fiscal 2021 from 81.2 percent to 82.6 percent. Fiscal 2022 data is now available.
- Fiscal 2020 data for 'Percent of all students in cohort graduating from high school in 6 years (NYSED)' and 'Percent of all students in cohort dropping out from high school in 6 years (NYSED)' is now available.
- Previously published Fiscal 2024 targets for 'Average class size' in all categories and 'Average class size—high school core courses' and 'Average class size—middle school core courses' were revised based on most current data.
- Previously published Fiscal 2020 and Fiscal 2021 data for 'Percent of students with disabilities in cohort graduating from high school in 4 years (NYSED)' was adjusted to reflect corrected out-of-district placement (OODP) data. Fiscal 2020 was adjusted from 52.8 percent to 56.5 percent and Fiscal 2021 from 57.8 percent to 61.7 percent. Fiscal 2022 data is now available. Previously published Fiscal 2024 target this indicator was revised based on most current data.
- Previously published Fiscal 2020 and Fiscal 2021 data for 'Percent of students with disabilities in cohort dropping out from high school in 4 years (NYSED)' was adjusted to reflect corrected OODP data. Fiscal 2020 was adjusted from 5.8 percent to 5.9 percent and Fiscal 2021 from 4.8 percent to 4.9 percent. Fiscal 2022 data is now available.

- ‘Percent of high school cohort taking the SAT at least once in 4 years of high school’ remains NA due to reduce staffing capacity to provide this metric.
- Fiscal 2021 data for ‘Percent of high school cohort who graduated from high school and enrolled in a college or other postsecondary program within 6 months’ is now available.
- Fiscal 2022 data for ‘Percent of high school cohort taking at least 1 AP exam in 4 years of high school,’ ‘Percent of high school cohort passing at least 1 AP exam in 4 years of high school,’ ‘Percentage of students who successfully completed approved rigorous courses and assessments’ is now available. Previously published Fiscal 2024 target for this indicator was revised based on most current data.
- Previously published Fiscal 2019, Fiscal 2020, Fiscal 2021, and Fiscal 2022 data for ‘Workplace injuries reported’ was adjusted to reflect additional data. Fiscal 2019 was adjusted from 3271 to 3371, Fiscal 2020 from 2195 to 2254, Fiscal 2021 from 709 to 761, and Fiscal 2022 from 2324 to 2419.
- Performance data is unavailable for ‘CORE facility rating’ as no NYCPS service centers were visited in Fiscal 2023.
- ‘Payout (\$000),’ the amount paid out in judgments and claims against an agency, was added to the ‘Agency-wide Management’ table.

ADDITIONAL RESOURCES

For additional information, go to:

- Performance data:
<https://www.schools.nyc.gov/about-us/reports>
- School Quality report data:
<https://www.schools.nyc.gov/about-us/reports/school-quality>
- School survey information and results:
<https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>
- School quality review information and reports:
<https://www.schools.nyc.gov/about-us/reports/school-quality/quality-review>
- The Social Indicators and Equity Report, EquityNYC:
<http://equity.nyc.gov/>

For more information on the agency, please visit: www.nyc.gov/schools.