



## What We Do

The Department of Education (DOE) provides primary and secondary education to over 1 million prekindergarten to grade 12 students in 32 school districts over 1,800 schools, and employs approximately 75,000 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), reported separately, 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.

## Our Services and Goals

### Service 1: Educate New York City's children.

- Goal 1a: Improve academic achievement.
- Goal 1b: Promote parental involvement in education.

### Service 2: Support children with special needs.

- 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.

### Service 3: Prepare children to become productive, engaged adults.

- Goal 3a: Increase the percentage of high school students graduating college and career ready.
- Goal 3b: Increase the percentage of elementary, middle and high school students taking coursework that prepares them for future success.

### Service 4: Maintain and enhance the City's educational facilities.

- Goal 4a: Work with SCA to design, construct, modernize and repair durable, functional and attractive educational facilities, on schedule and within budget.

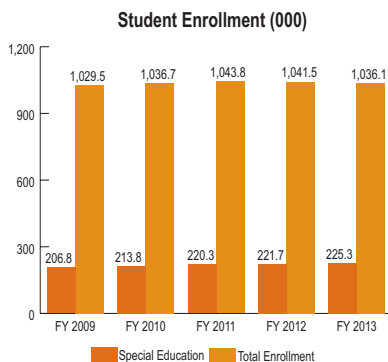
## How We Performed in Fiscal 2013

### Service 1: Educate New York City's children.

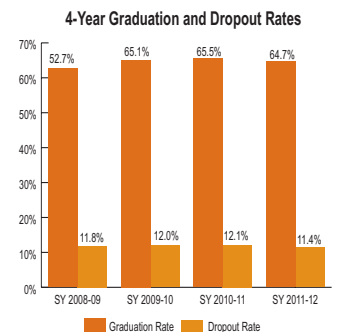
#### Goal 1a: Improve academic achievement.

As part of New York City public schools' work to prepare students for future opportunities, students were challenged by the new Common Core standards. These learning standards describe what all students need to know and be able to do to graduate from high school ready for college and careers. For the first time in spring 2013, the 3rd-to-8th-grade State tests assessed the skills students are learning based on the Common Core standards, which measure student proficiency with respect to goals of college and career readiness. Since Common Core achievement standards are higher than those for previous tests, achievement results for the 2012-13 School Year are not comparable to prior years. This year's results form the baseline for student progress going forward and highlight opportunities for improvement in the coming school year.

For the Class of 2012, New York City's graduation rate held steady at 64.7 percent as students met new graduation requirements – the most rigorous in State history. For the first time, students were required to pass all five Regents exams by earning a 65 or higher to graduate. Using the 2011 graduation requirements, the City's graduation rate for the class of 2012 would have been 1.4 points



\*Special Education enrollment includes all students receiving special education services.



higher at 66.1 percent, demonstrating continued progress of our students on comparable standards. New York City also continued to outperform the Big Four, the four other largest cities in the State. In 2005, the City's graduation rate - 47 percent - was the same as the Big Four, but for the 2012-2013 School Year, the City graduation rate - 65 percent - is 11 percentage points higher than these other cities. Dropout rates have also decreased since 2009, from 13.5 percent to 11.4 percent in 2012. As more students remain in school, more are completing high school diploma requirements with six-year graduation rates increasing from 70.9 percent to 73.2 percent in one year.

Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY09	FY10	FY11	FY12	FY13	FY13	FY14		
★ Schools with scores of Well Developed on Quality Reviews (%)	48.1%	43.8%	14.3%	9.0%	6.9%	*	9.0%	Up	Down
★ Schools with scores of Proficient on Quality Reviews (%)	44.8%	50.9%	45.3%	47.0%	51.4%	*	*	Neutral	Neutral
★ Schools with scores of Developing on Quality Reviews (%)	4.8%	3.3%	35.4%	41.0%	40.3%	*	41.0%	Up	Up
★ Schools with scores of Underdeveloped on Quality Reviews (%)	2.2%	2.0%	5.0%	2.0%	1.5%	*	2.0%	Down	Down
★ Schools receiving an A on school Progress Report (%)	75.1%	28.8%	27.2%	27.7%	NA	*	27.7%	Neutral	NA
★ Schools receiving a B on school Progress Report (%)	17.0%	33.5%	34.2%	36.0%	NA	*	36.0%	Neutral	NA
★ Schools receiving a C on school Progress Report (%)	5.7%	32.0%	28.6%	38.1%	NA	*	*	Neutral	NA
★ Schools receiving a D on school Progress Report (%)	1.9%	4.7%	7.1%	6.3%	NA	*	6.3%	Neutral	NA
★ Schools receiving an F on school Progress Report (%)	0.2%	1.0%	2.9%	2.0%	NA	*	2.0%	Neutral	NA
Student enrollment as of October 31 in grades pre-kindergarten to 12 (000) (preliminary unaudited)	1,029.5	1,036.7	1,043.8	1,041.5	1,036.1	*	*	Neutral	Neutral
★ Average daily attendance (%)	90.0%	90.7%	90.5%	91.6%	91.3%	90.0%	90.0%	Up	Neutral
- Elementary/middle (%)	92.4%	93.3%	93.1%	93.8%	93.6%	92.0%	92.0%	Up	Neutral
- High school (%)	84.3%	86.9%	86.5%	86.7%	87.2%	83.0%	83.0%	Up	Neutral
Students with 90% or better attendance rate (%)	69.8%	74.3%	73.9%	77.3%	75.0%	72.0%	72.0%	Up	Neutral
★ Students in grades 3 to 8 meeting or exceeding standards - English language arts (%)	68.8%	42.4%	43.9%	46.9%	26.4%	62.0%	29.1%	Up	Down
★ - Math (%)	81.8%	54.0%	57.3%	60.0%	29.6%	78.0%	32.6%	Up	Down
Students in grades 3 to 8 scoring below standards progressing into a higher level - English language arts (%)	78.8%	25.7%	50.3%	46.2%	7.7%	*	*	Up	Down
- Math (%)	68.6%	30.5%	54.9%	52.1%	7.4%	*	*	Up	Down
Students in grades 3 to 8 progressing from below standards to meeting standards - English language arts (%)	37.9%	5.9%	18.4%	17.7%	2.9%	*	*	Up	Down
- Math (%)	38.6%	4.3%	24.3%	24.8%	1.7%	*	*	Up	Down
Students in grades 1 to 9 promoted (%)	97.7%	93.2%	93.7%	94.6%	94.5%	98.0%	98.0%	Up	Neutral
Students in the graduating class taking required Regents examinations	53,087	55,378	58,396	60,204	NA	45,000	45,000	Up	NA
Students passing required Regents examinations (%)	66.4%	70.8%	70.3%	68.7%	NA	66.0%	66.0%	Up	NA
Students in graduating class with a 65 to 100 passing score on the Regents Examination - English (%)	84.6%	87.4%	89.8%	89.8%	NA	82.0%	82.0%	Up	NA
- Math (%)	80.6%	82.2%	84.6%	87.2%	NA	79.0%	79.0%	Up	NA
- United States history and government (%)	82.1%	83.6%	86.4%	88.0%	NA	76.0%	76.0%	Up	NA
- Global history (%)	72.5%	76.7%	82.6%	85.0%	NA	71.0%	71.0%	Up	NA
- Science (%)	76.1%	80.6%	86.6%	88.4%	NA	76.0%	76.0%	Up	NA
Students in graduating class with a 55 to 100 passing score on the Regents Examination - English (%)	91.2%	91.8%	94.2%	93.8%	NA	93.0%	93.0%	Up	NA
- Math (%)	92.3%	91.9%	93.3%	93.9%	NA	96.0%	96.0%	Up	NA
- United States history and government (%)	92.0%	91.7%	93.2%	92.7%	NA	96.0%	96.0%	Up	NA
- Global history (%)	87.0%	87.9%	90.6%	90.5%	NA	90.0%	90.0%	Up	NA
- Science (%)	91.0%	91.6%	93.9%	93.9%	NA	92.0%	92.0%	Up	NA
★ Students in cohort graduating from high school in 4 years (%) (NYSEd)	62.7%	65.1%	65.5%	64.7%	NA	*	64.7%	Up	NA
★ Students in cohort graduating from high school in 6 years (%) (NYSEd)	70.9%	73.2%	NA	NA	NA	*	↑	Up	NA

★ Critical Indicator "NA" - means Not Available in this report ↓ ↑ shows desired direction

Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY09	FY10	FY11	FY12	FY13	FY13	FY14		
★ Students in cohort dropping out from high school in 4 years (%) (NYSESED)	11.8%	12.0%	12.1%	11.4%	NA	*	11.4%	Down	NA
Students in cohort dropping out from high school in 6 years (%) (NYSESED)	19.3%	18.7%	NA	NA	NA	*	*	Down	NA
★ Average class size - Kindergarten (end of October)(preliminary unaudited)	20.7	21.7	22.1	22.8	23.1	*	22.8	Down	Up
★ - Grade 1	21.3	22.0	22.9	23.9	24.6	*	23.9	Down	Up
★ - Grade 2	21.4	22.2	23.2	24.2	24.7	*	24.2	Down	Up
★ - Grade 3	21.9	22.5	23.7	24.5	25.2	*	24.5	Down	Up
★ - Grade 4	23.4	24.4	25.0	25.3	25.5	*	25.3	Down	Neutral
★ - Grade 5	24.2	24.8	25.4	25.8	25.9	*	25.8	Down	Neutral
★ - Grade 6	25.6	26.1	26.2	27.0	26.8	*	27.0	Down	Neutral
★ - Grade 7	26.5	26.8	27.1	27.2	27.6	*	27.2	Down	Neutral
★ - Grade 8	26.8	27.5	27.3	27.4	27.6	*	27.4	Down	Neutral
Schools under registration review	20	14	NA	NA	NA	*	*	Down	NA

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### Goal 1b: Promote parental involvement in education.

Parent coordinators keep the school community informed. In response to Hurricane Sandy, parent coordinators were in constant communication with parents and families to update them on school closures, re-locations, and changes to transportation arrangements. Similarly, during the school bus strike, parent coordinators reached out to families regarding transportation alternatives and to answer questions. Due in part to exceptional circumstances encountered during the 2012-13 school year, indicators of parent coordinator efforts and parental engagement show large increases across the board. Additionally, improvements in the DOE's data collection tools and processes enabled more schools to report on the parent engagement work. In particular, during Fiscal 2013, the DOE provided monthly reports to Cluster teams and increased the frequency of communication with parent coordinators through weekly updates. The DOE also disseminated detailed instructions on using the data collection system and provided technical support via the Helpdesk and the Office of Family and Community Engagement (FACE) to resolve access issues in a timely manner.

Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY09	FY10	FY11	FY12	FY13	FY13	FY14		
Phone calls responded to by parent coordinator or parent engagement designee (000)	2,006	1,973	1,613	1,792	3,682	1,500	1,500	Up	Up
In-person consultations with parents by PC or parent engagement designee (000)	794	857	735	698	1,129	759	759	Up	Up
School-based workshops offered to parents (000)	35	26	34	20	33	35	25	Up	Down
Parents attending school-based workshops (000)	670	595	459	461	793	600	600	Up	Neutral
Parents attending Fall and Spring Parent-Teacher Conferences	1,167	792	639	849	1,415	1,282	1,282	Up	Up

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

The number of English language learners increased slightly between the 2011-12 and 2012-13 school years, by approximately 1,000. The percentage of ELLs testing out overall and within 3 years remained relatively flat at 16.3 percent and 54 percent, respectively, despite the fact that the new NY State English as a Second Language Achievement Test (NYSESLAT) was administered for the first time in spring 2013. This new exam now contains some Common Core-aligned questions, with greater emphasis on academic language, and a more challenging speaking section.

Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY09	FY10	FY11	FY12	FY13	FY13	FY14		
Students enrolled as English Language Learners (000)	149	165	164	159	160	*	*	Neutral	Neutral
English language learners testing out of ELL Programs (%)	15.1%	15.4%	16.4%	16.5%	16.3%	17.0%	17.0%	Up	Neutral
★ English language learners testing out of ELL programs within 3 years (%)	50.6%	54.1%	51.5%	54.6%	54.0%	55.0%	55.0%	Up	Neutral

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### Goal 2b: Improve the ability of students with disabilities to progress academically and socially.

School-age special education enrollment increased by 2.7 percent to 199,302 from School Year 2011-12 to School Year 2012-13, driven by an increase in school-age public school enrollment of students with disabilities, which increased from 169,503 to 176,360. Reduced parental placements and State-approved non-public school enrollments may have contributed to higher public school enrollment, since parental placements are affected by economic issues, declining when fewer families can send their children to private or parochial school at their own expense. Reducing non-public-school placements is part of DOE's special education reform, known as Shared Path to Success, and a New York State Education (NYSED) priority. DOE schools are providing parents with more and better options for children with disabilities in order to best support this population in public school.

Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY09	FY10	FY11	FY12	FY13	FY13	FY14		
★ Students with disabilities in cohort graduating from high school in 4 years (%) (NYSED)	26.6%	30.7%	31.0%	30.5%	NA	*	30.5%	Up	NA
★ Students with disabilities in cohort graduating from high school in 6 years (%) (NYSED)	35.9%	31.7%	NA	NA	NA	*	↕	Up	NA
★ Students with disabilities in cohort dropping out from high school in 4 years (%) (NYSED)	21.0%	20.8%	20.8%	19.9%	NA	*	19.9%	Down	NA
Students with disabilities in cohort dropping out from high school in 6 years (%) (NYSED)	31.3%	31.7%	NA	NA	NA	*	*	Down	NA
Students receiving special education services (preliminary unaudited)	206,760	213,831	220,289	221,661	225,325	*	*	Neutral	Neutral
Special education enrollment - School-age	184,020	190,092	194,503	194,073	199,302	*	*	Neutral	Neutral
- Public school	162,034	166,761	169,948	169,503	176,360	*	*	Neutral	Neutral
- Non-public school	21,986	23,331	25,253	24,570	22,942	*	*	Neutral	Neutral
Special education enrollment - Pre-school	22,740	23,739	25,786	27,588	26,023	*	*	Neutral	Up
- Public school	781	748	699	703	648	*	*	Neutral	Down
- Non-public school	21,959	22,991	25,087	26,885	25,375	*	*	Neutral	Up
Students recommended for special education services	23,050	22,967	15,528	15,653	15,259	*	*	Neutral	Down
Students no longer in need of special education services	6,183	6,469	6,438	6,689	7,119	*	*	Neutral	Up
★ Students in special education scoring below standards progressing into a higher level - English Language Arts (%)	73.2%	20.0%	36.4%	32.0%	3.4%	*	20.0%	Up	Down
★ - Math (%)	60.1%	23.2%	42.0%	38.2%	3.6%	*	23.2%	Up	Down

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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.

Performance indicators under development.

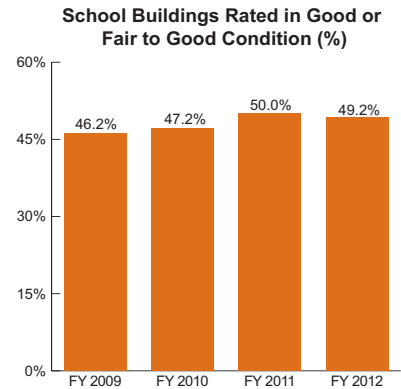
#### Goal 3b: Increase the percentage of elementary, middle and high school students taking coursework that prepares them for future success.

Performance indicators under development.

**Service 4: Maintain and enhance the City's educational facilities.**

**Goal 4a: Work with the School Construction Authority to design, construct, modernize and repair durable, functional and attractive educational facilities, on schedule and within budget.**

The proportion of schools that exceeded capacity during the Fiscal 2011-12 School Year was stable for elementary and middle schools compared to the prior year, while the proportion of high schools that exceeded capacity declined five percentage points, from 37 percent to 32 percent. During the same period, the proportion of elementary and middle school students in schools that exceeded capacity increased slightly, while it declined seven percentage points for high school students, from 55 percent to 48 percent. Fewer seats were created in DOE schools in Fiscal 2013 compared to Fiscal 2012, but the number of new seats surpassed the Fiscal 2013 target. The number of seats created varies year to year based on the capital plan.

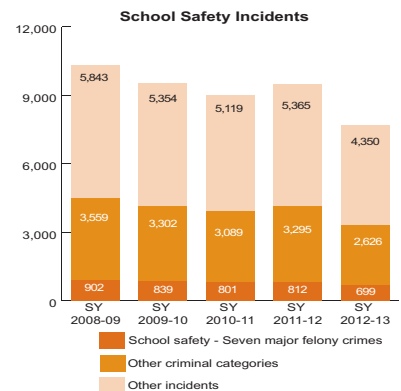


Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY09	FY10	FY11	FY12	FY13	FY13	FY14		
Schools that exceed capacity - Elementary schools (%)	28.0%	31.0%	32.0%	33.0%	NA	*	*	Down	NA
- Middle schools (%)	12.0%	9.0%	12.0%	12.0%	NA	*	*	Down	NA
- High schools (%)	37.0%	37.0%	37.0%	32.0%	NA	*	*	Down	NA
Students in schools that exceed capacity - Elementary/middle schools (%)	22.0%	24.0%	26.0%	28.0%	NA	*	*	Down	NA
- High schools (%)	52.0%	53.0%	55.0%	48.0%	NA	*	*	Down	NA
Total new seats created	14,329	18,525	5,593	10,766	9,356	9,137	3,885	Neutral	Down
Hazardous building violations total backlog	163	204	108	103	123	*	*	Down	Down
★ School building ratings - Good condition (%)	1.7%	1.7%	1.3%	1.1%	NA	*	1.3%	Up	NA
★ - Fair to good condition (%)	46.2%	47.2%	50.0%	49.2%	NA	*	50.0%	Up	NA
★ - Fair condition (%)	52.0%	51.0%	48.5%	48.9%	NA	*	*	Neutral	NA
★ - Fair to poor condition (%)	0.2%	0.1%	0.1%	0.3%	NA	*	0.1%	Down	NA
- Poor condition (%)	0.0%	0.0%	0.0%	0.0%	NA	*	0.0%	Down	NA

★ Critical Indicator "NA" - means Not Available in this report ↓ ↑ shows desired direction

**Agency-wide Management**

The Department has a long-established collaborative partnership with the NYPD's School Safety Division, which has resulted in a significant reduction in crime in our schools. Our work with the School Safety Division includes establishment of safety protocols and procedures in schools, school safety and emergency preparedness plans and conflict resolution training for school safety agents. In addition, the Office of Safety and Youth Development (OSYD) works closely with schools to promote positive school culture, implement progressive discipline and provide supportive services to students who need additional assistance.



Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY09	FY10	FY11	FY12	FY13	FY13	FY14		
★ School safety - Seven major felony crimes	902	839	801	812	699	*	↓	Down	Down
★ - Other criminal categories	3,559	3,302	3,089	3,295	2,626	*	↓	Down	Down
★ - Other incidents	5,843	5,354	5,119	5,365	4,350	*	↓	Down	Down
Average breakfasts served daily	205,317	220,923	224,623	224,641	221,519	*	*	Neutral	Neutral
Average expenditure per student (\$)	\$17,929	\$18,419	\$18,598	NA	NA	*	*	Neutral	NA
- Elementary school (\$)	\$18,265	\$18,617	\$18,272	NA	NA	*	*	Neutral	NA
- Middle school (\$)	\$17,582	\$17,972	\$17,716	NA	NA	*	*	Neutral	NA

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Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY09	FY10	FY11	FY12	FY13	FY13	FY14		
- High school (\$)	\$15,648	\$16,152	\$17,182	NA	NA	*	*	Neutral	NA
- Full-time special education (District 75) (\$)	\$69,376	\$72,718	\$74,686	NA	NA	*	*	Neutral	NA
Average direct services to schools expenditure per student (\$)	\$16,510	\$16,541	\$16,557	NA	NA	*	*	Neutral	NA
Teachers	79,021	76,795	74,958	72,787	73,844	*	*	Neutral	Neutral
Teachers with 5 or more years teaching experience (%)	64.4%	69.2%	72.2%	75.0%	75.8%	*	*	Neutral	Up
Teachers hired to fill projected vacancies (%)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	Up	Neutral
Principals with more than 3 years experience as principal (%)	53.5%	59.7%	61.3%	61.6%	61.0%	*	*	Up	Up
Teachers absent more than 10 days (%)	12.9%	12.6%	12.8%	11.4%	11.8%	*	*	Down	Down
Accidents involving city vehicles	NA	NA	NA	NA	64	*	*	Down	NA
Workplace injuries reported	NA	NA	NA	2,942	2,981	*	*	Down	NA
Accidents in schools - students	NA	NA	36,954	39,947	40,526	*	*	Down	NA
Accidents in schools - public	NA	NA	476	493	513	*	*	Down	NA

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## Agency Customer Service

The DOE uses parent responses on the annual school survey for the indicator 'customer rating service good or better (%)'. In Fiscal 2013, 96 percent of parents responded that they were satisfied or very satisfied with "the response I get when I contact my child's school", showing that parents continue to indicate high levels of satisfaction with schools.

Performance Indicators	Actual					Target		5yr Trend
	FY09	FY10	FY11	FY12	FY13	FY13	FY14	
Customer Experience								
E-mails responded to in 14 days (%)	72	74	NA	74.9	NA	75	75	NA
Letters responded to in 14 days (%)	NA	85	NA	92.9	NA	93	93	NA
Calls answered in 30 seconds (%)	NA	73	NA	NA	NA	NA	NA	NA
Average customer in-person wait time (minutes)	15	15	15	15	15	15	16	Neutral
Completed customer requests for interpretation	11,044	14,141	15,988	21,511	20,265	NA	NA	Up
CORE customer experience rating (0-100)	NA	87	92	88	92	88	88	NA
Customers rating service good or better (%) (As applicable)	NA	94	94	94	96	90	90	NA

## Agency Resources

Resource Indicators	Actual					Plan <sup>1</sup>		5yr Trend
	FY09	FY10	FY11	FY12	FY13	FY13	FY14	
Expenditures (\$000,000) <sup>2</sup>	\$17,903.1	\$18,498.5	\$18,938.9	\$19,283.3	\$19,222.8	\$19,222.8	\$19,864.7	Neutral
Revenues (\$000,000)	\$59.7	\$68.1	\$68.3	\$68.0	\$69.3	\$57.9	\$59.2	Up
Personnel	139,208	136,368	134,209	132,273	132,469	131,121	134,044	Neutral
Overtime paid (\$000,000)	\$12.3	\$13.3	\$14.7	\$15.0	\$9.4	\$9.4	\$9.4	Down
Human services contract budget (\$000,000)	\$758.7	\$837.2	\$938.9	\$1,110.7	\$982.4	\$1,056.7	\$1,059.7	Up
Work Experience Program (WEP) participants assigned	139	238	296	210	115	*	*	Down

<sup>1</sup>Authorized Budget Level

<sup>2</sup>Expenditures include all funds.

"NA" - Not Available in this report

## Noteworthy Changes, Additions or Deletions

- Fiscal 2014 targets for student achievement were revised to reflect Common Core testing results.
- Data for indicators for 4-year graduation and drop-out rates has been revised to reflect rates as of August of the graduation year. Previous reports included June-based data.
- Indicators for parent engagement were renamed to clarify the role of parent coordinators/designees in the field and more accurately reflect business practice.
- The Fiscal 2014 target for the indicator 'School-based workshops offered to parents (000)' was revised to reflect the Department's goal that each school hold at least two workshops per month.
- The Department added the following indicators: 'Accidents involving City vehicles,' 'Workplace injuries reported,' 'Accidents in schools - students' and 'Accidents in schools - public.'

For additional agency performance statistics, please visit:

Performance and Accountability: <http://schools.nyc.gov/Accountability/default.htm>

Progress report data: <http://schools.nyc.gov/Accountability/tools/report/default.htm>

School survey information and results: <http://schools.nyc.gov/Accountability/tools/survey/default.htm>

School quality review information and reports: <http://schools.nyc.gov/Accountability/tools/review/default.htm>

For more information on the agency, please visit: <http://schools.nyc.gov>.

