



## WHAT WE DO

The Department of Education (DOE) provides primary and secondary education to over one million students, from prekindergarten to grade 12, 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.

## FOCUS ON EQUITY

The DOE promotes equitable opportunities for all students to graduate college- and career-ready through access to early education, high quality afterschool programs, emphasis on family engagement and exposure to the arts. The City's massive grassroots effort to reach families in every neighborhood has enrolled an unprecedented number of children in high-quality full-day Pre-K programs. To further engage parents, the DOE will increase the number of community schools and there will be longer one-on-one parent-teacher conferences and workshops for parents beginning this school year. In addition to other curriculum initiatives, the DOE will hire more art teachers at schools that are underserved, improve arts facilities and foster exciting partnerships with some of the City's renowned cultural institutions.

## OUR SERVICES AND GOALS

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### 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 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.

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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 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.

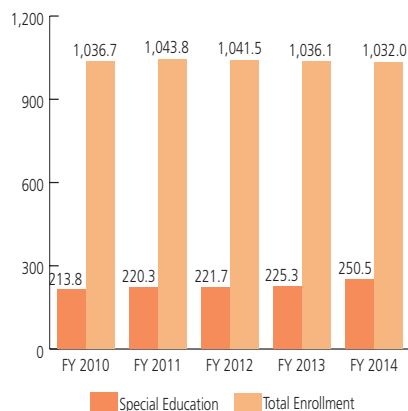
# HOW WE PERFORMED IN FISCAL 2014

## SERVICE 1 Educate New York City's children.

### Goal 1a Improve academic achievement.

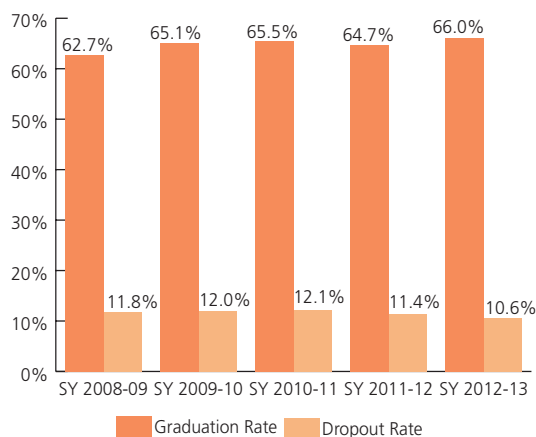
To raise achievement—not just in testing but across multiple performance measures—the administration has invested in after-school academic enrichment, pre-K for every child, more community schools and additional professional development for teachers to ensure educators master new standards and can effectively teach students to meet them. The latest State test results indicate that a larger percentage of students scored proficient in both math and English in 2014 compared to 2013, reflecting progress in the continued shift to Common Core-oriented instruction. In 2014, 34.2 percent of students in grades 3 to 8 met proficiency standards in math, up from 29.6 percent last year, while 28.4 percent of students met the standards in English, up from 26.4 percent last year. New York City students improved across all ethnic groups, supporting the goals of equity, equality and opportunity for all New York City residents.

Student Enrollment (000)



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

4-Year Graduation and Dropout Rates



Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY10	FY11	FY12	FY13	FY14	FY14	FY15		
★ Schools with scores of Well Developed on Quality Reviews (%)	43.8%	14.3%	9.0%	6.9%	17.9%	9.0%	17.9%	Up	Down
★ Schools with scores of Proficient on Quality Reviews (%)	50.9%	45.3%	47.0%	51.4%	62.5%	*	62.5%	Neutral	Up
★ Schools with scores of Developing on Quality Reviews (%)	3.3%	35.4%	41.0%	40.3%	19.4%	41.0%	19.4%	Up	Up
★ Schools with scores of Underdeveloped on Quality Reviews (%)	2.0%	5.0%	2.0%	1.5%	0.3%	2.0%	0.3%	Down	Down
Student enrollment as of October 31 in grades pre-kindergarten to 12 (000) (preliminary unaudited)	1,036.7	1,043.8	1,041.5	1,036.1	1,032.0	*	*	Neutral	Neutral
★ Average daily attendance (%)	90.7%	90.5%	91.6%	91.3%	91.3%	90.0%	91.7%	Up	Neutral
- Elementary/middle (%)	93.3%	93.1%	93.8%	93.6%	93.2%	92.0%	93.9%	Up	Neutral
- High school (%)	86.9%	86.5%	86.7%	87.2%	87.8%	83.0%	87.9%	Up	Neutral
Students with 90% or better attendance rate (%)	74.3%	73.9%	77.3%	75.0%	74.7%	72.0%	76.0%	Up	Neutral
★ Students in grades 3 to 8 meeting or exceeding standards - English language arts (%)	42.4%	43.9%	46.9%	26.4%	28.4%	29.1%	29.4%	Up	Down
★ - Math (%)	54.0%	57.3%	60.0%	29.6%	34.2%	32.6%	35.2%	Up	Down
Students in grades 3 to 8 scoring below standards progressing into a higher level - English language arts (%)	25.7%	50.3%	46.2%	7.7%	28.0%	*	*	Up	Down
- Math (%)	30.5%	54.9%	52.1%	7.4%	27.9%	*	*	Up	Down
Students in grades 3 to 8 progressing from below standards to meeting standards - English language arts (%)	5.9%	18.4%	17.7%	2.9%	11.0%	*	*	Up	Down
- Math (%)	4.3%	24.3%	24.8%	1.7%	12.7%	*	*	Up	Down

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

Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY10	FY11	FY12	FY13	FY14	FY14	FY15		
Students in grades 1 to 9 promoted (%)	93.2%	93.7%	94.6%	94.5%	94.7%	98.0%	98.0%	Up	Neutral
Students in the graduating class taking required Regents examinations	55,378	58,396	60,204	61,062	NA	45,000	60,000	Up	NA
Students passing required Regents examinations (%)	70.8%	70.3%	68.7%	70.4%	NA	66.0%	80.0%	Up	NA
Students in graduating class with a 65 to 100 passing score on the Regents Examination - English (%)	87.4%	89.8%	89.8%	88.7%	NA	82.0%	80.0%	Up	NA
- Math (%)	82.2%	84.6%	87.2%	87.2%	NA	79.0%	80.0%	Up	NA
- United States history and government (%)	83.6%	86.4%	88.0%	87.8%	NA	76.0%	80.0%	Up	NA
- Global history (%)	76.7%	82.6%	85.0%	83.8%	NA	71.0%	80.0%	Up	NA
- Science (%)	80.6%	86.6%	88.4%	88.0%	NA	76.0%	80.0%	Up	NA
★ Students in cohort graduating from high school in 4 years (%) (NYSESED)	65.1%	65.5%	64.7%	66.0%	NA	64.7%	66.0%	Up	NA
★ Students in cohort graduating from high school in 6 years (%) (NYSESED)	73.2%	73.0%	NA	NA	NA	↑	↑	Up	NA
★ Students in cohort dropping out from high school in 4 years (%) (NYSESED)	12.0%	12.1%	11.4%	10.6%	NA	11.4%	10.6%	Down	NA
Students in cohort dropping out from high school in 6 years (%) (NYSESED)	18.7%	19.0%	NA	NA	NA	*	*	Down	NA
★ Average class size - Kindergarten (end of October)(preliminary unaudited)	21.7	22.1	22.8	23.1	22.8	22.8	23.1	Down	Neutral
★ - Grade 1	22.0	22.9	23.9	24.6	25.1	23.9	24.6	Down	Up
★ - Grade 2	22.2	23.2	24.2	24.7	25.3	24.2	24.7	Down	Up
★ - Grade 3	22.5	23.7	24.5	25.2	25.5	24.5	25.2	Down	Up
★ - Grade 4	24.4	25.0	25.3	25.5	25.9	25.3	25.5	Down	Neutral
★ - Grade 5	24.8	25.4	25.8	25.9	26.0	25.8	25.9	Down	Neutral
★ - Grade 6	26.1	26.2	27.0	26.8	26.6	27.0	26.8	Down	Neutral
★ - Grade 7	26.8	27.1	27.2	27.6	27.1	27.2	27.6	Down	Neutral
★ - Grade 8	27.5	27.3	27.4	27.6	27.8	27.4	27.6	Down	Neutral

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

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

Parent coordinators (PCs) connect families to their schools and drive engagement by creating opportunities for parent participation in schools and by keeping families informed of important events and resources. Through mailings, social media and in-person conferences, parent coordinators update families on their child's progress, DOE policies and parent leadership opportunities. The indicators of parent coordinator efforts and parental engagement increased or remained high due to the DOE's emphasis on collaborating with parents in every aspect of school life. In the citywide rollout of Pre-K For All, parent coordinators serve as a school-based source of information on enrollment and other areas. While the number of and attendance at parent workshops declined slightly, parent coordinators responded to more phone calls than ever and conducted more in-person consultations with parents. Additionally, more parents attended parent-teacher conferences during the school year. Attendance at parent workshops may have been impacted by an effort this spring to drive attendance at the Chancellor's three citywide parent conferences.

Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY10	FY11	FY12	FY13	FY14	FY14	FY15		
Phone calls responded to by parent coordinator or parent engagement designee (000)	1,973	1,613	1,792	3,682	3,910	1,500	1,500	Up	Up
In-person consultations with parents by PC or parent engagement designee (000)	857	735	698	1,129	1,275	759	759	Up	Up
School-based workshops offered to parents (000)	26	34	20	33	31	25	25	Up	Up
Parents attending school-based workshops (000)	595	459	461	793	785	600	600	Up	Up
Parents attending Fall and Spring Parent-Teacher Conferences (000)	792	639	849	1,416	1,437	1,282	1,282	Up	Up

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## SERVICE 2 Support children with special needs.

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

The number of English Language Learners (ELLs) remained stable between the 2012-13 and 2013-14 school years at approximately 154,000 students. Despite the fact that the new NY State English as a Second Language Achievement Test (NYSESLAT) was administered for only the second time in spring 2014, the percentage of ELLs testing out overall increased to 17.4 percent; however, the percentage of ELLs testing out within three years declined by one percentage point to 53 percent. This new exam now contains some Common Core-aligned questions with a greater emphasis on academic language and a more challenging speaking section.

Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY10	FY11	FY12	FY13	FY14	FY14	FY15		
Students enrolled as English Language Learners (000)	165	164	159	160	154	*	*	Neutral	Neutral
English language learners testing out of ELL Programs (%)	15.4%	16.4%	16.5%	16.3%	17.4%	17.0%	17.0%	Up	Neutral
★ English language learners testing out of ELL programs within 3 years (%)	54.1%	51.5%	54.6%	54.0%	53.0%	55.0%	55.0%	Up	Neutral

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

There were more students with Individualized Education Plans (SwIEP) during the 2013-2014 school year, an overall increase of 11 percent from 225,325 to 250,509 students. The increase is seen in virtually all categories including: school-aged public school students; school-aged non-public school students; and pre-K students. This increase is a combined result of actual year-over-year increases in the number of Individualized Education Plans (IEPs) developed as well as a change in data systems that resulted in improved reporting. During the last school year, DOE transitioned to a new web-based tracking system, the Special Education Student Information System (SEIS) - to record all school-aged SwIEP information. The existing Child Assistance Program database remains the system of record for pre-school special education.

Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY10	FY11	FY12	FY13	FY14	FY14	FY15		
★ Students with disabilities in cohort graduating from high school in 4 years (%) (NYSESED)	30.7%	31.0%	30.5%	37.5%	NA	30.5%	37.5%	Up	NA
★ Students with disabilities in cohort graduating from high school in 6 years (%) (NYSESED)	38.1%	39.4%	NA	NA	NA	↑	↑	Up	NA
★ Students with disabilities in cohort dropping out from high school in 4 years (%) (NYSESED)	20.8%	20.8%	19.9%	17.6%	NA	19.9%	17.6%	Down	NA
Students with disabilities in cohort dropping out from high school in 6 years (%) (NYSESED)	31.7%	30.8%	NA	NA	NA	*	*	Down	NA
Students receiving special education services (preliminary unaudited)	213,831	220,289	221,661	225,325	250,509	*	*	Neutral	Up
Special education enrollment - School-age	190,092	194,503	194,073	199,302	223,975	*	*	Neutral	Up
- Public school	166,761	169,948	169,503	176,360	194,232	*	*	Neutral	Up
- Non-public school	23,331	25,253	24,570	22,942	29,743	*	*	Neutral	Up
Special education enrollment - Pre-school	23,739	25,786	27,588	26,023	26,534	*	*	Neutral	Neutral
- Public school	748	699	703	648	600	*	*	Neutral	Down
- Non-public school	22,991	25,087	26,885	25,375	25,934	*	*	Neutral	Up
Students recommended for special education services	22,967	15,528	15,653	15,259	18,849	*	*	Neutral	Down
Students no longer in need of special education services	6,469	6,438	6,689	7,119	5,615	*	*	Neutral	Neutral
★ Students in special education scoring below standards progressing into a higher level - English Language Arts (%)	20.0%	36.4%	32.0%	3.4%	6.7%	20.0%	20.0%	Up	Down
★ - Math (%)	23.2%	42.0%	38.2%	3.6%	11.4%	23.2%	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.

The Department is committed to ensuring that all students graduate ready for college and careers. These annual measures are under development and prior years through Fiscal 2014 will be available in the Preliminary Fiscal 2015 Mayor's Management Report. These measures include SAT participation rates and the percentage of students who graduate meeting CUNY's remediation standards through high scores on the Regents, SAT, ACT or CUNY's placement tests. Additional metrics will track the percentage of students enrolling in college or career training programs immediately after high school.

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

The Department is committed to using multiple measures of student success beyond test scores. These annual measures are under development and prior years through Fiscal 2014 will be available in the Preliminary Fiscal 2015 Mayor's Management Report. The measures under development include but are not limited to advanced coursework participation, student attainment of technical or other career-oriented diplomas and certifications, student internship participation and professional development activities for teachers.

## 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.

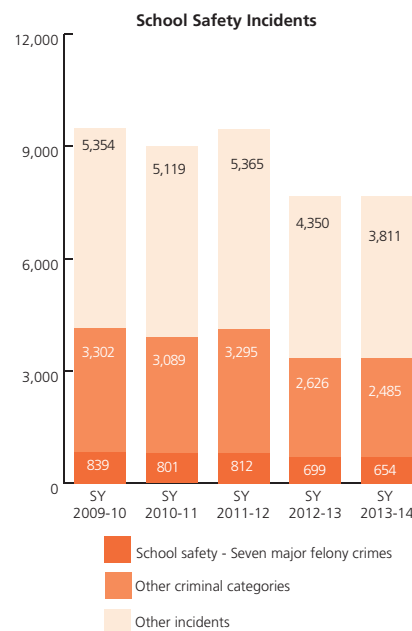
The proportion of schools that exceeded capacity during the 2013-14 school year increased by one percentage point for elementary schools, was stable for middle schools and declined by two percentage points for high schools, from 33 percent to 31 percent. During the same period, the proportion of elementary and middle school students in schools that exceeded capacity increased slightly, while it declined four percentage points for high school students, from 48 percent to 44 percent. Fewer seats were created in DOE schools in Fiscal 2014 compared to Fiscal 2013, but the number of new seats surpassed the 2014 target. The number of seats created varies year to year based on the capital plan.

Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY10	FY11	FY12	FY13	FY14	FY14	FY15		
Schools that exceed capacity - Elementary schools (%)	31.0%	32.0%	33.0%	32.0%	33.0%	*	*	Down	Neutral
- Middle schools (%)	9.0%	12.0%	12.0%	13.0%	13.0%	*	*	Down	Up
- High schools (%)	37.0%	37.0%	32.0%	33.0%	31.0%	*	*	Down	Down
Students in schools that exceed capacity - Elementary/middle schools (%)	24.0%	26.0%	28.0%	29.0%	31.0%	*	*	Down	Up
- High schools (%)	53.0%	55.0%	48.0%	48.0%	44.0%	*	*	Down	Down
Total new seats created	18,525	5,593	10,766	10,061	5,380	3,885	9,579	Neutral	Down
Hazardous building violations total backlog	204	108	103	123	119	*	*	Down	Down
★ School building ratings - Good condition (%)	1.7%	1.3%	1.1%	0.9%	0.6%	1.3%	1.3%	Up	Down
★ - Fair to good condition (%)	47.2%	50.0%	49.2%	43.4%	43.8%	50.0%	50.0%	Up	Down
★ - Fair condition (%)	51.0%	48.5%	48.9%	55.5%	55.6%	*	*	Neutral	Up
★ - Fair to poor condition (%)	0.1%	0.1%	0.3%	0.3%	0.0%	0.1%	0.1%	Down	Neutral
- Poor condition (%)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	Down	Neutral

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## AGENCY-WIDE MANAGEMENT

The Department has a long-established collaborative partnership with 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 Department's Office of Safety and Youth Development works closely with schools to promote positive school culture, implement progressive discipline and provide supportive services to students who need additional assistance. During the 2013-14 school year, there were fewer school safety incidents in nearly all categories. Felony incidents declined six percent from 699 to 654; incidents in other criminal categories declined five percent from 2,626 to 2,485; and the number of non-criminal incidents declined by 12 percent, from 4,350 to 3,811.



Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY10	FY11	FY12	FY13	FY14	FY14	FY15		
★ School safety - Seven major felony crimes	839	801	812	699	654	↓	↓	Down	Down
★ - Other criminal categories	3,302	3,089	3,295	2,626	2,485	↓	↓	Down	Down
★ - Other incidents	5,354	5,119	5,365	4,350	3,811	↓	↓	Down	Down
Average lunches served daily	642,264	648,141	642,957	625,231	NA	*	*	Up	NA
Average breakfasts served daily	220,923	224,623	232,149	221,519	NA	*	*	Up	NA
Average expenditure per student (\$)	\$18,419	\$18,598	\$18,623	NA	NA	*	*	Neutral	NA
- Elementary school (\$)	\$18,617	\$18,272	\$18,589	NA	NA	*	*	Neutral	NA
- Middle school (\$)	\$17,972	\$17,716	\$18,087	NA	NA	*	*	Neutral	NA
- High school (\$)	\$16,152	\$17,182	\$16,327	NA	NA	*	*	Neutral	NA
- Full-time special education (District 75) (\$)	\$72,718	\$74,686	\$78,631	NA	NA	*	*	Neutral	NA
Average direct services to schools expenditure per student (\$)	\$16,541	\$16,557	\$16,728	NA	NA	*	*	Neutral	NA
Teachers	76,795	74,958	72,787	73,844	74,103	*	*	Neutral	Neutral
Teachers with 5 or more years teaching experience (%)	69.2%	72.2%	75.0%	75.8%	75.3%	*	*	Neutral	Neutral
Teachers hired to fill projected vacancies (%)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	Up	Neutral
Principals with 4 or more years experience as principal (%)	59.7%	61.3%	61.6%	61.0%	59.5%	*	*	Up	Neutral
Teachers absent 11 or more days (%)	12.6%	12.8%	11.4%	11.8%	16.0%	*	*	Down	Up
Collisions involving City vehicles	NA	NA	NA	64	45	*	*	Down	NA
Workplace injuries reported	NA	NA	2,942	2,981	2,822	*	*	Down	NA
Accidents in schools - students	NA	36,954	39,947	40,526	40,025	*	*	Down	NA
Accidents in schools - public	NA	476	493	513	631	*	*	Down	NA

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

## AGENCY CUSTOMER SERVICE

Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY10	FY11	FY12	FY13	FY14	FY14	FY15		
Customer Experience									
Completed requests for interpretation	12,840	11,164	9,489	20,265	32,267	*	*	Neutral	Up
Letters responded to in 14 days (%)	85.42%	NA	92.9%	NA	79%	93%	85%	Up	NA
E-mails responded to in 14 days (%)	73.68%	NA	74.9%	NA	62%	75%	75%	Up	NA
Average wait time to speak with a customer service agent (minutes)	15	15	15	15	NA	16	16	Down	NA
CORE facility rating	87	92	88	92	97	88	88	Up	Neutral
Calls answered in 30 seconds (%)	73.4%	73%	NA	NA	NA	*	*	Up	NA
Customers rating service good or better (%) (as applicable)	94%	94%	94%	96%	95%	90%	90%	Up	Neutral

## AGENCY RESOURCES

Resource Indicators	Actual					Plan <sup>1</sup>		5-year Trend
	FY10	FY11	FY12	FY13	FY14	FY14	FY15	
Expenditures (\$000,000) <sup>2</sup>	\$18,498.5	\$18,938.9	\$19,283.3	\$19,232.4	\$19,992.1	\$19,704.5	\$20,749.3	Neutral
Revenues (\$000,000)	\$68.1	\$68.3	\$68.0	\$69.5	\$88.8	\$59.2	\$55.9	Up
Personnel	136,368	134,209	132,273	132,469	134,426	133,044	135,234	Neutral
Overtime paid (\$000,000)	\$13.3	\$14.7	\$15.0	\$17.0	\$9.6	\$9.5	\$9.3	Down
Human services contract budget (\$000,000)	\$837.2	\$938.9	\$1,110.7	\$766.0	\$802.6	\$930.9	\$842.8	Down
Work Experience Program (WEP) participants assigned	238	296	210	115	126	*	*	Down
<sup>1</sup> Authorized Budget Level	"NA" - Not Available in this report		<sup>2</sup> Expenditures include all funds.					

## NOTEWORTHY CHANGES, ADDITIONS OR DELETIONS

- The indicator 'teachers absent 11 or more days' now includes teacher absences for the September to June period due to improved data availability. In the past, this measure reported absences from only September to May due to reporting lags.
- Charter school enrollment has been increasing over time and the numbers in this report do not include charter school enrollment. In 2013-14, there were 71,905 students enrolled in charter schools.
- The Department no longer reports data for the five Regents indicators related to 'students in graduating class with a 55 to 100 passing score on the Regents Examination' because 55 is no longer a passing score. Indicators reporting passage rates of 65 or better remain in this report.
- The Department no longer reports data on 'School Progress Report' indicators because the letter grades (A-F) are no longer assigned to schools.
- The Department revised Fiscal 2015 performance targets for several student achievement-related indicators.

## ADDITIONAL RESOURCES

For additional information, go to:

- Performance data: <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: [www.nyc.gov/schools](http://www.nyc.gov/schools).