Indicator name: Percent of schools with scores of Well Developed on School Quality Reviews
Description: The number of schools with scores of "well developed" divided by the total number of schools that have had reviews.
Source: Division of Assessment and Accountability

Indicator name: Percent of schools with scores of Proficient on School Quality Reviews
Description: The number of schools with scores of "proficient" divided by the total number of schools that have had reviews.
Source: Division of Assessment and Accountability

Indicator name: Percent of schools with scores of Developing on School Quality Reviews
Description: The number of schools with scores of "developing" divided by the total number of schools that have had reviews.
Source: Division of Assessment and Accountability

Indicator name: Percent of schools with scores of Undeveloped on School Quality Reviews
Description: The number of schools with scores of "undeveloped" divided by the total number of schools that have had reviews.
Source: Division of Assessment and Accountability

Indicator name: Student enrollment as of October 31 in grades pre-kindergarten to 12 (000)
Description: The number of students on the October 31st audited register, not including charter school students, for a given school year. By February DOE completes an audit of schools to verify October 31st enrollment data.
Source: Automate the School system.

Indicator name: Average daily attendance (%)
- Elementary/middle (%)
- High school (%)
Description: The percentage of students present as calculated by the number of students present divided by the number of students present and absent, not including charter school students, for each school day.
Source: Automate the School system.

Indicator name: Students with 90% or better attendance rate (%)
Description: The percentage of students whose attendance rate for the year is 90% or better, as calculated by the number of students with an attendance rate of 90% or more divided by the number of students on register, not including charter school students.
Source: Automate the School system.

Indicator name: Students in grades 3 to 8 meeting or exceeding standards
- English Language Arts (%)
Description: The percent of general and special education students who meet the learning standard in English Language Arts (ELA) for their grade by performing at Level 3 (Proficient) or higher. Scores are on a scale ranging from Level 1, below basic proficiency level, through Level 4, the advanced level. Fiscal 2002 year's grade 7 scores were excluded as results of the test appeared inconsistent with other available information and were not released. Other years include all grades, 3-8.
Source: Division of Assessment and Accountability.

Indicator name: Students in grades 3 to 8 meeting or exceeding standards
- Math (%)
Description: The percent of general and special education students who meet the learning standard in math for their grade by performing at Level 3 (Proficient) or higher. Scores are on a scale ranging from Level 1, below basic proficiency level, through Level 4, the advanced level.
Source: Division of Assessment and Accountability.

Indicator name: Students in grades 3 to 8 scoring below standards progressing into a higher level - English Language Arts (%)
Description: The percent of students who scored at Level 1 or 2 on the English Language Arts (ELA) test in a given year and showed progress the following year by moving into a higher proficiency level. Scores are on a scale ranging from Level 1, below basic proficiency level, through Level 4, the advanced level. Fiscal 2002 year's grade 7 scores were excluded as results of the test appeared inconsistent with other available information and were not released. Other years include all grades, 3-8.
Source: Division of Assessment and Accountability

Indicator name: Students in grades 3 to 8 scoring below standards progressing into a higher level - Math (%)
Description: The percent of students who scored at Level 1 or 2 on the math test in a given year and showed progress the following year by moving into a higher proficiency level. Scores are on a scale ranging from Level 1, below basic proficiency level, through Level 4, the advanced level.
Source: Division of Assessment and Accountability.

Indicator name: Students in grades 3 to 8 progressing from below standards to meeting standards - English Language Arts (%)
Description: The percent of students who scored at Level 1 or 2 on the English Language Arts (ELA) test in a given year and showed progress the following year by moving into Level 3 or 4. Scores are on a scale ranging from Level 1, below basic proficiency level, through Level 4, the advanced level. Fiscal 2002 year's grade 7 scores were excluded as results of the test appeared inconsistent with other available information and were not released. Other years include all grades, 3-8.
Source: Division of Assessment and Accountability.

Indicator name: Students in grades 3 to 8 progressing from below standards to meeting standards - Math (%)
Description: The percent of students who scored at Level 1 or 2 on the math test in a given year and showed progress the following year by moving into Level 3 or 4. Scores are on a scale ranging from Level 1, below basic proficiency level, through Level 4, the advanced level.
Source: Division of Assessment and Accountability.

Indicator name: Students in grades 1 to 9 promoted (%)
Description: The percent of all students in grades 1 to 9 who were promoted into the next grade level after meeting promotion criteria, which includes passing standardized tests, attendance and classwork except for grade 3 and 5. Grade 3 and 5 promotion rates include all third grade general education students held to the new promotion policy adopted in 2003-2004 for grade 3 and in 2004-2005 for grade 5 as well as English language learners and special education students who were promoted based on multiple promotion criteria. Grade 9 includes middle schools only.
Source: Division of Assessment and Accountability.

Indicator name: Students in the graduating class taking required Regents examinations
Description: The number of students in the graduating class taking the required Regents exams for graduation and Regents diploma.
Source: Division of Assessment and Accountability.

Indicator name: Students passing required Regents examinations (%)
Description: The percent of students in the graduating class who take the Regents examinations and who meet graduation and Regents diploma requirements by passing the required Regents examinations.
Source: Division of Assessment and Accountability.

Indicator name: Students in graduating class with a 65 to 100 passing score on the Regents Examination - English (%)
Description: The percent of students in the graduating class who take the Regents examinations and who meet New York State Education Department (NYSED) graduation requirements in English. Students passing all required Regents exams with a score of 65 or higher graduate with a Regents diploma.
Source: Division of Assessment and Accountability.

Indicator name: Students in graduating class with a 65 to 100 passing score on the Regents Examination - Math (%)
Description: The percent of students in the graduating class who take the Regents examinations and who meet New York State Education Department graduation requirements in math. Students passing all required Regents exams with a score of 65 or higher graduate with a Regents diploma.
Source: Division of Assessment and Accountability.

Indicator name: Students in graduating class with a 65 to 100 passing score on the Regents Examination - United States history and government (%)
Description: The percent of students in the graduating class who take the Regents examinations and who meet New York State Education Department graduation requirements in United States history and government. Students passing all required Regents exams with a score of 65 or higher graduate with a Regents diploma.
Source: Division of Assessment and Accountability.

Indicator name: Students in graduating class with a 65 to 100 passing score on the Regents Examination - Global history (%)
Description: The percent of students in the graduating class who take the Regents examinations and who meet New York State Education Department graduation requirements in global history. Students passing all required Regents exams with a score of 65 or higher graduate with a Regents diploma.
Source: Division of Assessment and Accountability.

Indicator name: Students in graduating class with a 65 to 100 passing score on the Regents Examination - Science (%)
Description: The percent of students in the graduating class who take the Regents examinations and who meet New York State Education Department graduation requirements in science. Students passing all required Regents exams with a score of 65 or higher graduate with a Regents diploma.
Source: Division of Assessment and Accountability.

Indicator name: Percent of all students in cohort graduating from high school in 4 years (NYSED)
Description: The percent of a graduating class of students, who entered the public school system in September of a given year and graduated within four years. The New York State calculation, instituted in 2005, includes Local and Regents Diplomas and all disabled students. It does not include students receiving GEDs or special education diplomas. For the cohort of 2004, students who graduate in August are also reported separately. This rate does not include GEDs and Special Education diplomas.
Source: Division of Assessment and Accountability.

Indicator name: Percent of all students in cohort graduating from high school in 6 years (NYSED)
Description: The percent of a graduating class of students, who entered the public school system in September of a given year and graduated within six years. The New York State calculation, instituted in 2005, includes Local and Regents Diplomas and all disabled students. It does not include students receiving GEDs or special education diplomas. For the cohort of 2004, students who graduate in August are also reported separately. This rate does not include GEDs and Special Education diplomas.
Source: Division of Assessment and Accountability.

Indicator name: Percent of students with disabilities in cohort graduating from high school in 4 years (NYSED)
Description: The percent of a graduating class of students with disabilities, who entered the public school system in September of a given year and graduated within four years. The New York State calculation, instituted in 2005, includes Local and Regents Diplomas and all disabled students. It does not include students receiving GEDs or special education diplomas. For the cohort of 2004, students who graduate in August are also reported separately. This rate does not include GEDs and Special Education diplomas.
Source: Division of Assessment and Accountability.

Indicator name: Percent of students with disabilities in cohort graduating from high school in 6 years (NYSED)
Description: The percent of a graduating class of students with disabilities, who entered the public school system in September of a given year and graduated within six years. The New York State calculation, instituted in 2005, includes Local and Regents Diplomas and all disabled students. It does not include students receiving GEDs or special education diplomas. For the cohort of 2004, students who graduate in August are also reported separately. This rate does not include GEDs and Special Education diplomas.
Source: Division of Assessment and Accountability.

Indicator name: Percent of all students in cohort dropping out from high school in 4 years (NYSED)
Description: The percent of students, who entered ninth grade public school in September of a given year and dropped out by June 30th of their fourth year.
Source: Division of Assessment and Accountability.

Indicator name: Percent of all students in cohort dropping out from high school in 6 years (NYSED)
Description: The percent of students, who entered ninth grade public school in September of a given year and dropped out by June 30th of their sixth year.
Source: Division of Assessment and Accountability.

Indicator name: Percent of students with disabilities in cohort dropping out from high school in 4 years (NYSED)
Description: The percent of students with disabilities, who entered ninth grade public school in September of a given year and dropped out by June 30th of their fourth year.
Source: Division of Assessment and Accountability.

Indicator name: Percent of students with disabilities in cohort dropping out from high school in 6 years (NYSED)
Description: The percent of students with disabilities, who entered ninth grade public school in September of a given year and dropped out by June 30th of their sixth year.
Source: Division of Assessment and Accountability.

Indicator name: Students enrolled as English Language Learners (000)
Description: The number of students identified who require a bilingual or English as a Second Language (ESL) program.
Source: Bilingual Education Student Information Survey.

Indicator name: English Language Learners testing out of ELL programs (%)
Description: The percent of students who score at the proficient level on the New York State English as a Second Language Achievement Test (NYSESLAT). This test was redesigned by the New York State Education Department in Fiscal 2005.
Source: Division of Assessment and Accountability.

Indicator name: English Language Learners testing out of ELL programs within 3 years (%)
Description: The percent of students who score at the proficient level on the New York State English as a Second Language Achievement Test (NYSESLAT) within 3 years. This test was redesigned by the New York State Education Department in Fiscal 2005.
Source: Division of Assessment and Accountability.

Department of Education

Indicator name: Students receiving special education services
- School age
- Public Schools
- Non-Public Schools
- Pre-school
- Public Schools
- Non-Public Schools

Description: The number of students who have been classified as disabled by the Committee on Special Education and have an Individualized Education Program, which outlines special education services for each child. Subtotals are included to show the different settings in which students receive special services through the Department of Education, including settings outside the public school system.

Source: Office of Special Education Initiatives/Children Assistance Program.

Indicator name: Students receiving special education services (000)

Description: The number of students who have been classified as disabled by the Committee on Special Education and have an Individualized Education Program, which outlines special education services for each child.

Source: Office of Special Education Initiatives/Children Assistance Program.

Indicator name: Students recommended for special education services

Description: The number of new students who have been found to have a disability and require special education services.

Source: Office of Special Education Initiatives/Children Assistance Program.

Indicator name: Students no longer in need of special education services

Description: The number of students who have been determined by the Committee on Special Education to no longer require special education services and are returned to full-time general education services.

Source: Office of Special Education Initiatives/Children Assistance Program

Indicator name: Students in special education scoring below standards progressing into a higher level
- English Language Arts (%)

Description: The percent of special education students who scored in Level 1 on the English Language Arts test in a given year and showed progress the following year by moving into a higher level. Scores are on a scale ranging from Level 1, below basic proficiency level, through Level 4, the advanced level.

Source: Division of Assessment and Accountability.

Indicator name: Students in special education scoring below standards progressing into a higher level
- Math (%)

Description: The percent of special education students who scored in Level 1 on the math test in a given year and showed progress the following year by moving into a higher level. Scores are on a scale ranging from Level 1, below basic proficiency level, through Level 4, the advanced level.

Source: Division of Assessment and Accountability.

Indicator name: Average lunches served daily

Description: Lunches served by School Food in which claims are submitted for State Education reimbursement divided by service days. The denominator is a composite of the site (both public and non-public schools) service days citywide due to all sites not having the same number of service days.

Source: School Food Report of Meals Served (Management Information Evaluation) form.

Indicator name: Average breakfasts served daily
Description: Breakfasts served by School Food in which claims are submitted for State Education reimbursement divided by service days. The denominator is a composite of the site (both public and non-public schools) service days citywide due to all sites not having the same number of service days.
Source: School Food Report of Meals Served (Management Information Evaluation) form.

Indicator name: Average expenditure per student ($)
- Elementary school ($)
- Middle school ($)
- High school ($)
- Full-time special education (District 75) ($)

Description: Total school expenditures, including direct services to schools, regional costs, and systemwide costs and obligations, divided by school enrollment (official audited registers).
Source: School Based Expenditures Reports.

Indicator name: Average direct services to schools expenditure per student ($)
Description: Dollars spent directly on services provided to public school students and staff, taking place primarily in the school building during the school day, during the school year, divided by school enrollment (official audited registers). Cost categories feature classroom instruction; student support; leadership and supervision; building services; and food, transportation, computers and school safety. Also includes funds for after school and summer school programs.
Source: School Based Expenditure Reports.

Indicator name: Teachers
Description: The number of active teachers systemwide, which does not include teachers on approved unpaid leaves of absence and teachers in charter schools.
Source: Human Resources System.

Indicator name: Teachers with 5 or more years teaching experience (%)
Description: The percent of teachers, not including charter school teachers, with five or more years of classroom experience.
Source: Human Resources System.

Indicator name: Teachers hired to fill projected vacancies (%)
Description: The percent of teacher vacancies that were filled by teachers hired for the new school year.
Source: Enterprise Data Warehouse Human Resources System.

Indicator name: Principals with more than 3 years experience as principal (%)
Description: The percent of principals that have been in the NYC public school system as principal for three or more years.
Source: Enterprise Data Warehouse Human Resources System.

Indicator name: Teachers absent 11 or more days (%)
Description: The percent of active teachers (excludes teachers on approved leave) who have been absent (as defined under the teachers' contract) beyond the 10 days allowed under the teachers' contract.
Source: Enterprise Data Warehouse Human Resources System.

Indicator name: Phone calls responded to by parent coordinator or parent engagement designee (000)
Description: The citywide total number of phone calls responded to by parent coordinators is a measure of how many parents have their issues and concerns addressed by parent coordinators.
Source: Office of Parent Engagement.

Indicator name: In-person consultations with parents by PC or parent engagement designee (000)
Description: The citywide total number of parents who were seen by parent coordinators as walk-ins to the school is a measure of how many parents have their issues and concerns addressed by parent coordinators.
Source: Office of Parent Engagement.

Indicator name: School-based workshops offered to parents (000)
Description: Key functions of parent coordinators are to increase parents' involvement with their children's education and to help parents support their children's learning. The number of workshops held by parent coordinators is a measure of the opportunities parents are provided at the school level to accomplish these goals.
Source: Office of Parent Engagement.

Indicator name: Parents attending school-based workshops (000)
Description: Key functions of Parent Coordinators are to increase parents' involvement with their children's education and to help parents support their children's learning. The number of parents who attended workshops organized by Parent Coordinators is a measure of how many parents participated and benefited from parent coordinators' efforts to accomplish the above goals.
Source: Office of Parent Engagement.

Indicator name: Parents attending Fall and Spring Parent-Teacher Conferences
Description: The citywide total number of parents who attended parent-teacher conferences.
Source: Office of Parent Engagement.

Indicator name: School safety
- Seven Major Crimes
Description: All crimes categorized as a major index crime (murder and non-negligent manslaughter, forcible rape, robbery, felonious assault, burglary, grand larceny and grand larceny auto) occurring within City public schools.
Source: NYPD School Safety Division.
Indicator name: School safety
- Other criminal categories
Description: Summary of all other reported felonies and misdemeanors occurring within City public schools.
Source: NYPD School Safety Division.

Indicator name: School safety
- Other incidents
Description: All serious non-criminal incidents occurring within City public schools.
Source: NYPD School Safety Division.

Indicator name: Average Class Size (End of October)
- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9 (not high schools)
Description: The average class size as of October 31 in grades kindergarten to nine, not including high schools.
Source: Automate the School system.

Indicator name: Schools that exceed capacity
- Elementary schools (%)
- Middle schools (%)
- High schools (%)

Description: The percent of schools, not including charter schools located in private buildings, where student enrollment is at 100 percent or more of a school's functional capacity. Capacity is determined using a formula that reflects instructional needs, student population and building size. The formula is devised by the School Construction Authority in consultation with instructional and operational staff.

Source: Division of School Facilities through Fiscal 2002, School Construction Authority beginning Fiscal 2003.

Indicator name: Students in schools that exceed capacity
- Elementary/middle schools (%)
- High schools (%)

Description: The percent of the enrolled student population that attend schools, not including charter schools located in private buildings, where enrollment is 100 percent or more of functional capacity. Capacity is determined using a formula that reflects instructional needs, student population and building size. The formula is devised by the School Construction Authority in consultation with instructional and operational staff.

Source: Division of School Facilities through Fiscal 2002, School Construction Authority beginning Fiscal 2003.

Indicator name: Total new seats created

Description: The number of new student seats created through the efforts of the Department of Education and the School Construction Authority, including construction of new buildings, construction of school additions, room portioning, room conversions, and leasing.

Source: Division of School Facilities and School Construction Authority.

Indicator name: Hazardous building violations total backlog

Description: The number of hazardous Department of Buildings (DOB) violations pending against Department of Education facilities. These include violations that need corrective work, and violations for which work has been completed but which are awaiting official dismissal by DOB.

Source: Division of School Facilities.

Indicator name: School building rating
- Good condition (%)
- Fair to good condition (%)
- Fair condition (%)
- Fair to poor condition (%)
- Poor condition (%)

Description: School building conditions are rated annually, with each major infrastructure component of each building rated on a scale of 1 to 5, 1 being Good and 5 being Poor. A Good rating means that infrastructure is sound and is performing its function. A Fair rating means that infrastructure is still performing adequately at this time, but may require preventive maintenance to prevent further deterioration and restore it to good condition. A Poor rating means that infrastructure cannot continue to perform its original function without repairs, or is in such condition that its failure is imminent.

Source: Department of Education Division of School Facilities through Fiscal 2002; School Construction Authority beginning Fiscal 2003.

Indicator name:	Collision involving City vehicles”
Description:	Number of DOE-vehicle involved collision reports involving injury or property damage for the DOE fleet. New York State MV-104 reports are required whenever a collision occurs involving death, or other personal injury, or property damage.
Source:	Department of Citywide Administrative Services (DCAS)

Indicator name:	Workplace injuries reported”
Description:	All incidents resulting in a workers’ compensation or line of duty injury claim regardless of whether or not time is lost.
Source:	New York City Law Department

Indicator name:	Accidents in schools - -Students (#); -The public (#)
Description:	All accidents that involve students or the public logged into the department’s Online Occurrence Reporting System (OORS).
Source:	DOE Online Occurrence Reporting System (OORS)