

DEPARTMENT OF EDUCATION

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:	Student Enrollment as of October 31 in full-day pre-kindergarten
Description:	The number of pre-kindergarten 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. Includes District 75. Elementary/middle and high school breakouts are calculated by grade level.
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. Includes District 75.
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

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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 percentage of students in the graduating class taking the required Regents exams for graduation and Regents diploma. Data is reported annually in the PMMR.
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. Data is reported annually in the PMMR.
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. Data is reported annually in the PMMR.
Source:	Division of Assessment and Accountability.

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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. Data is reported annually in the PMMR.
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. Data is reported annually in the PMMR.
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. Data is reported annually in the PMMR.
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. Data is reported annually in the PMMR.
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. Data is reported annually in the PMMR.
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. Data is reported annually in the PMMR.
Source:	Division of Assessment and Accountability.

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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. Data is reported annually in the PMMR.
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. Data is reported annually in the PMMR.
Source:	Division of Assessment and Accountability.
Indicator name:	Average Class Size (January, audited)
	- Kindergarten
	- Grade 1
	- Grade 2
	- Grade 3
	- Grade 4
	- Grade 5
	- Grade 6
	- Grade 7
	- Grade 8
Description:	The average class size as of October 31 in grades kindergarten to eight.
Source:	Automate the School 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 (000)
Description:	The citywide total number of parents who attended parent-teacher conferences.
Source:	Office of Parent Engagement.

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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.
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. Data is reported annually in the PMMR.
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. Data is reported annually in the PMMR.
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. Data is reported annually in the PMMR.
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. Data is reported annually in the PMMR.
Source:	Division of Assessment and Accountability.
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.

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Indicator name:	Special Education Enrollment <ul style="list-style-type: none">- 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 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 <ul style="list-style-type: none">- 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 <ul style="list-style-type: none">- 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:	Percent of high school cohort taking the SAT at least once in 4 years of high school
Description:	Percent of 9th grade cohort taking the SAT exam at least once in 4 years of high school. Data is reported annually in the PMMR.
Source:	Division of Teaching and Learning

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Indicator name:	Percent of high school cohort who graduate ready for college and careers
Description:	The College Readiness Index (CRI) calculated by NYC is a rich measure of a student's college readiness that aligns to the standards for passing out of remedial coursework set by the City University of New York (CUNY). The CRI includes students who: <ul style="list-style-type: none">- Graduated by August with a diploma, and- Earned a 75+ on the English Regents or scored 480+ on the Critical Reading SAT or scored a 20+ on the ACT English or scored a 70+ on the CUNY Reading Assessment and a 56+ on the CUNY Writing Assessment, and- Scored an 80+ on a math Regents or 70+ on a Common Core Algebra Regents and completed coursework in Algebra II/Trigonometry or higher, or scored 480+ on the math SAT, or scored a 20+ on the ACT Math, or scored a 40+ on the CUNY Math Assessment, or scored an 80+ on the PBAT and completed required coursework. Data is reported annually in the PMMR.
Source:	Division of Teaching and Learning
Indicator name:	Percent of high school cohort who graduated from high school and enrolled in a college or other postsecondary program within 6 months
Description:	The percentage who graduated from high school and enrolled in a college or other postsecondary program within 6 months includes students who graduated from high school and enrolled in college, a vocational program, or public service within 6 months of their scheduled graduation date, out of all the school's students who entered 9th grade 4 years earlier. Data is reported annually in the PMMR.
Source:	Division of Teaching and Learning
Indicator name:	Percent of high school cohort taking at least 1 AP exam in 4 years of high school.
Description:	Percent of 9th grade cohort taking at least 1 Advanced Placement exam in 4 years of high school. Data is reported annually in the PMMR.
Source:	Division of Teaching and Learning
Indicator name:	Percent of high school cohort passing at least 1 AP exam in 4 years of high school
Description:	Percent of 9th grade cohort passing at least 1 Advanced Placement exam with a score of 3 or higher in 4 years of high school. Data is reported annually in the PMMR.
Source:	Division of Teaching and Learning
Indicator name:	Percentage of students who successfully completed approved rigorous courses or assessments
Description:	The percentage of students who successfully completed approved college preparatory courses and assessments shows the percentage of students who accomplished any of the following achievements within four years after entering 9th grade: <ul style="list-style-type: none">- scored 65 or above on the Regents exams in Algebra II, Math B, Chemistry, or Physics- scored 3 or above on an Advanced Placement exam- scored 4 or above on an International Baccalaureate exam- earned a grade of C or higher in a college course- passed a course certified by the NYC DOE as college-and career-ready- earned a diploma with a Career and Technical Education endorsement- earned a diploma with an Arts endorsement- passed an industry-recognized technical assessment Data is reported annually in the PMMR.
Source:	Division of Teaching and Learning
Indicator name:	Average EarlyLearn contract enrollment
Description:	Average number of children being served by EarlyLearn contractors in center-based (group) and home-based (family child care) settings.
Source:	Division of Early Care & Education

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Indicator name:	EarlyLearn—Average center-based enrollment
Description:	Average number of children being served by EarlyLearn contractors in center-based (group) settings.
Source:	Division of Early Care & Education
Indicator name:	EarlyLearn—Average family child care enrollment
Description:	Average number of children being served by EarlyLearn contractors in home-based (family child care) settings.
Source:	Division of Early Care & Education
Indicator name:	Average EarlyLearn Utilization (%)
Description:	The percent of contracted center-based and home-based care seats available for which children are enrolled.
Source:	Division of Early Care & Education
Indicator name:	Average EarlyLearn Utilization—Center-based (%)
Description:	The percent of contracted center-based seats available for which children are enrolled.
Source:	Division of Early Care & Education
Indicator name:	Average EarlyLearn Utilization—Family child care (%)
Description:	The percent of contracted home-based care seats available for which children are enrolled.
Source:	Division of Early Care & Education
Indicator name:	EarlyLearn—Fiscal year spending per child based on average enrollment in Contract Family Child Care
Description:	Fiscal year spending per child based on average enrollment in Contract Family Child Care.
Source:	Division of Early Care & Education
Indicator name:	EarlyLearn—Budget per slot in contract family child care
Description:	Budget per slot in contract family child care.
Source:	Division of Early Care & Education
Indicator name:	EarlyLearn—Fiscal year spending per child based on average enrollment in Contract Family Child Care
Description:	Fiscal year spending per child based on average enrollment in Contract Family Child Care.
Source:	Division of Early Care & Education
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. Data is reported annually in the PMMR.
Source:	Division of School Facilities through Fiscal 2002, School Construction Authority beginning Fiscal 2003.

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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. Data is reported annually in the PMMR.
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 ratings - 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. Data is reported annually in the PMMR.
Source:	Department of Education Division of School Facilities through Fiscal 2002; School Construction Authority beginning Fiscal 2003.
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.

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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 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). Data is reported annually in the PMMR.
Source:	School Based Expenditures Reports.
Indicator name:	Teachers
Description:	The number of active teachers system-wide, 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 4 or more 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.

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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)
Indicator name:	Parents completing the NYC School Survey
Description:	The number of parents that respond to the Department's annual NYC School Survey.
Source:	NYC School Survey
Indicator name:	Customers rating service good or better (%) (as applicable)
Description:	Parent satisfaction rating to the statement 'the response I get when I contact my child's school', that were 'satisfied' or 'very satisfied'; showing parents level of satisfaction with schools.
Source:	NYC School Survey
Indicator name:	Completed requests for interpretation
Description:	The sum of all requests for interpretation using a language other than English fulfilled by the agency via telephone (including Language Line, call centers, offices/reception desks and 311 transfer calls) and via face-to-face interaction with bilingual employees or contracted interpreters.
Source:	Department of Education
Indicator name:	Letters responded to in 14 days (%)
Description:	The percentage of letters answered in 14 calendar days or less. Responses should be substantive and adequately address the question/issue raised by the customer. A simple acknowledgement is not considered an adequate response. However, for more complex inquiries that require research and action on the part of the agency, an acknowledgement which includes a description of the next step (either on the agency's behalf, or the customer's), as well as an estimated time frame for completion, is considered acceptable and can be reported as part of the 14 day response. Agencies must internally track the additional time until a customer has a complete and full response.
Source:	Department of Education
Indicator name:	Emails responded to in 14 days (%)
Description:	The percentage of e-mails answered in 14 calendar days or less. Responses should be substantive and adequately address the question/issue raised by the customer. A simple acknowledgement is not considered an adequate response. However, for more complex inquiries that require research and action on the part of the agency, an acknowledgement which includes a description of the next step (either on the agency's behalf, or the customer's), as well as an estimated time frame for completion, is considered acceptable and can be reported as part of the 14 day response. Agencies must internally track the additional time until a customer has a complete and full response.
Source:	Department of Education

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Indicator name: CORE facility rating
Description: An average CORE (Customers Observing and Reporting Experiences) score based on the rating of 24 conditions, including physical conditions (e.g., cleanliness, litter, seating) and customer service conditions (e.g. wait time, professionalism), for all agency walk-in facilities inspected, divided by the number of walk-in facilities inspected. Facilities are rated by trained City inspectors.
Source: Mayor's Office of Operations