



WHAT WE DO

The Department of Education (DOE) provides primary and secondary education to over one million students, from pre-kindergarten to grade 12, in 32 school districts in 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 graduate ready for college and careers. 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

DOE is committed to putting every student—from pre-kindergarten through twelfth grade—on a path to college and a meaningful career. In fall 2015, Mayor Bill de Blasio and Chancellor Carmen Fariña announced an ambitious set of goals for New York City schools: By 2026, 80 percent of students will graduate high school on time, and two-thirds will be college ready. To reach these goals, DOE is focusing on ensuring a strong foundation for students through its Pre-K for All and Universal Second Grade Literacy programs; building the capacity of teachers through increased opportunities for professional development; increasing student access to the courses they need to succeed; engaging students and families; and ensuring programming and support is tailored to the needs of each community. The eight initiatives that comprise the Equity and Excellence agenda will ensure all students receive a world-class education and have the opportunity to reach their full potential.

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 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.

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 2016

SERVICE 1 Educate New York City's children.

Goal 1a Improve academic achievement.

The latest State test results indicate a larger percentage of students scored proficient in both math and English in 2016 compared to 2015, reflecting progress in the continued shift to Common Core-oriented instruction. In 2016, 36.4 percent of students in grades 3 to 8 met proficiency standards in math, up from 35.2 percent last year, while 38.0 percent of students met the standards in English, up from 30.4 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. To raise achievement—not just in testing but across multiple performance measures—the Department has enacted reforms to increase accountability, improve instruction and raise achievement. Under this administration, all superintendents were required to re-apply for their jobs to ensure they were the strongest community and instructional leaders. The City has provided educators with unprecedented support to strengthen instruction and improve student achievement. In addition to 80 minutes of high-quality professional development each week for teachers across all subjects, efforts have focused on improving literacy instruction and intervention in early elementary years, particularly in the critical second-grade year. These have included new vocabulary resources; citywide professional development sessions attended by thousands of educators; as well as tools to identify struggling students and target supports for them.

Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY12	FY13	FY14	FY15	FY16	FY16	FY17		
Student enrollment as of October 31 in grades pre-kindergarten to 12 (000)	1,041.5	1,094.9	1,104.5	1,122.8	1,134.0	*	*	Neutral	Neutral
Student Enrollment as of October 31 in full day pre-kindergarten	15,834	15,917	19,287	53,120	68,547	*	*	Neutral	Up
★ Average daily attendance (%)	91.6%	91.3%	91.1%	91.7%	91.9%	91.7%	92.9%	Up	Neutral
- Elementary/middle (%)	93.8%	93.3%	92.9%	93.4%	93.6%	93.9%	94.6%	Up	Neutral
- High school (%)	86.7%	86.8%	87.0%	87.9%	88.6%	87.9%	89.6%	Up	Neutral
Students with 90% or better attendance rate (%)	74.4%	72.7%	72.4%	74.5%	75.0%	76.0%	76.0%	Up	Neutral
★ Students in grades 3 to 8 meeting or exceeding standards - English language arts (%)	46.9%	26.4%	28.4%	30.4%	38.0%	31.4%	39.0%	Up	Down
★ - Math (%)	60.0%	29.6%	34.2%	35.2%	36.4%	36.2%	37.4%	Up	Down
Students in grades 3 to 8 scoring below standards progressing into a higher level - English language arts (%)	46.2%	7.7%	28.0%	29.5%	38.3%	*	*	Up	Neutral
- Math (%)	52.1%	7.4%	27.9%	23.3%	24.0%	*	*	Up	Down
Students in grades 3 to 8 progressing from below standards to meeting standards - English language arts (%)	17.7%	2.9%	11.0%	12.2%	18.4%	*	*	Up	Up
- Math (%)	24.8%	1.7%	12.7%	9.7%	9.9%	*	*	Up	Down
Students in grades 1 to 9 promoted (%)	94.6%	94.5%	94.7%	96.0%	96.3%	98.0%	98.0%	Up	Neutral
Students in the graduating class taking required Regents examinations	60,204	61,062	58,897	57,314	NA	60,000	60,000	Up	NA
Students passing required Regents examinations (%)	68.7%	70.4%	71.0%	70.6%	NA	80.0%	80.0%	Up	NA
Students in graduating class with a 65 to 100 passing score on the Regents Examination - English (%)	89.8%	88.7%	88.5%	88.9%	NA	85.0%	88.0%	Up	NA
- Math (%)	87.2%	87.2%	87.4%	87.5%	NA	85.0%	88.0%	Up	NA
- United States history and government (%)	88.0%	87.8%	88.2%	88.0%	NA	85.0%	88.0%	Up	NA
- Global history (%)	85.0%	83.8%	84.4%	83.5%	NA	85.0%	88.0%	Up	NA
- Science (%)	88.4%	88.0%	88.4%	87.8%	NA	85.0%	88.0%	Up	NA
★ Students in cohort graduating from high school in 4 years (%) (NYSED)	64.7%	66.0%	68.4%	70.5%	NA	68.4%	71.5%	Up	NA
★ Students in cohort graduating from high school in 6 years (%) (NYSED)	72.7%	74.7%	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
	FY12	FY13	FY14	FY15	FY16	FY16	FY17		
★ Students in cohort dropping out from high school in 4 years (%) (NYSESED)	11.4%	10.6%	9.7%	9.0%	NA	9.7%	8.0%	Down	NA
Students in cohort dropping out from high school in 6 years (%) (NYSESED)	17.1%	16.4%	NA	NA	NA	*	*	Down	NA
★ Average class size - Kindergarten (end of January) (Audited)	22.8	23.1	22.8	22.9	22.6	22.8	22.1	Down	Neutral
★ - Grade 1	23.9	24.6	25.1	24.9	24.9	25.1	24.4	Down	Neutral
★ - Grade 2	24.2	24.7	25.3	25.3	25.2	25.3	24.7	Down	Neutral
★ - Grade 3	24.5	25.2	25.5	25.6	25.7	25.5	25.2	Down	Neutral
★ - Grade 4	25.3	25.5	25.9	26.1	26.1	25.9	25.6	Down	Neutral
★ - Grade 5	25.8	25.9	26.0	26.0	26.3	26.0	25.8	Down	Neutral
★ - Grade 6	27.0	26.8	26.6	26.4	26.7	26.6	26.2	Down	Neutral
★ - Grade 7	27.2	27.6	27.1	27.3	27.1	27.1	26.6	Down	Neutral
★ - Grade 8	27.4	27.6	27.8	27.3	27.4	27.8	26.9	Down	Neutral

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

Goal 1b Promote parental involvement in education.

Parent coordinators connect families to their school communities and create opportunities for parent participation. Throughout the year, parent coordinators facilitate parent workshops, support the resolution of individual issues, and keep families informed with news from the school, DOE, and the City. During the 2015-16 school year, measures of family engagement increased in every category. These increases reflect a shared commitment across DOE, its schools, and district and field offices to creating meaningful family engagement opportunities. Of particular note are increases in both the number of school-based parent workshops and workshop attendance, reflecting efforts by parent coordinators to facilitate learning experiences of relevance to families, as well as DOE initiatives to inform and develop family engagement staff. These initiatives include the introduction of a new training series for family leadership coordinators to expand their capacity to support parent coordinators and districtwide engagement, which ran from August 2015 to June 2016. The Department also offered borough- and district-based family events and parent coordinator trainings, diverse options for the 40 minutes of weekly parent engagement time, as well as a new parent volunteer trainings series, which ran from November 2015 to June 2016.

Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY12	FY13	FY14	FY15	FY16	FY16	FY17		
Phone calls responded to by parent coordinator or parent engagement designee (000)	1,792	3,682	3,910	5,458	6,060	1,500	5,000	Up	Up
In-person consultations with parents by PC or parent engagement designee (000)	698	1,129	1,275	1,450	1,593	759	1,400	Up	Up
School-based workshops offered to parents (000)	20	33	31	39	41	25	37	Up	Up
Parents attending school-based workshops (000)	461	793	785	976	1,036	600	1,037	Up	Up
Parents attending Fall and Spring Parent-Teacher Conferences (000)	849	1,416	1,437	1,910	1,983	1,282	1,984	Up	Up

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

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) increased to approximately 151,000 students between the 2014-15 and 2015-16 school years. Starting in 2014-15, the New York State English as a Second Language Achievement Test (NYSESLAT) was fully aligned to the Common Core Learning Standards and new Bilingual Common Core Progressions. There are five levels of proficiency on this exam: Entering, Emerging, Transitioning, Expanding and Commanding. Students place out of ELL

status through the NYSESLAT exam when they score at the highest level of Commanding, or Expanding and demonstrate proficiency on another exam.

In the 2015-16 school year, 13.1 percent of students tested out of ELL status – a decrease of 5.1 percentage points compared to the previous year. Additionally, the number of ELLs testing out within three years decreased by 3.6 percentage points to 57.7 percent. While the percentage of students placing out of ELL status declined from last year, the percentage of students scoring in the mid-range on the NYSESLAT increased with score of Emerging proficiency up by 2 percentage points, Transitioning up by 13 percentage points and Expanding up by nearly 3 points. This indicates that though ELLs may not have tested out at higher rates, they did make some progress in acquiring English in 2015-16.

Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY12	FY13	FY14	FY15	FY16	FY16	FY17		
Students enrolled as English Language Learners (000)	159	160	154	150	151	*	*	Neutral	Neutral
English language learners testing out of ELL Programs (%)	16.5%	16.3%	17.4%	18.2%	13.1%	17.0%	14.1%	Up	Down
★ English language learners testing out of ELL programs within 3 years (%)	54.6%	54.0%	53.0%	61.3%	57.7%	55.0%	58.7%	Up	Up

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

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

For the 2015-16 school year, overall enrollment of students receiving special education services increased by 4.5 percent year-over-year, growth that is in line with recent trends. Of note is a 49.6 percent increase in the number of preschool students receiving their special education services in public school settings.

Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY12	FY13	FY14	FY15	FY16	FY16	FY17		
★ Students with disabilities in cohort graduating from high school in 4 years (%) (NYSESED)	30.5%	37.5%	40.5%	41.1%	NA	37.5%	42.1%	Up	NA
★ Students with disabilities in cohort graduating from high school in 6 years (%) (NYSESED)	40.0%	48.2%	NA	NA	NA	↑	↑	Up	NA
★ Students with disabilities in cohort dropping out from high school in 4 years (%) (NYSESED)	19.9%	17.6%	15.8%	15.4%	NA	15.8%	14.4%	Down	NA
Students with disabilities in cohort dropping out from high school in 6 years (%) (NYSESED)	26.0%	25.6%	NA	NA	NA	*	*	Down	NA
Students receiving special education services (preliminary unaudited)	221,661	225,325	260,791	270,722	283,017	*	*	Neutral	Up
Special education enrollment - School-age	194,073	199,302	230,928	239,619	251,755	*	*	Neutral	Up
- Public school	169,503	176,360	192,110	200,259	206,839	*	*	Neutral	Up
- Non-public school	24,570	22,942	38,818	39,360	44,916	*	*	Neutral	Up
Special education enrollment - Pre-school	27,588	26,023	29,863	31,103	31,262	*	*	Neutral	Up
- Public school	703	648	1,502	1,420	2,124	*	*	Neutral	Up
- Non-public school	26,885	25,375	28,361	29,683	29,138	*	*	Neutral	Up
Students recommended for special education services	15,653	15,259	27,651	28,995	29,179	*	*	Neutral	Up
Students no longer in need of special education services	6,689	7,119	5,464	5,726	5,864	*	*	Neutral	Down
★ Students in special education scoring below standards progressing into a higher level - English Language Arts (%)	32.0%	3.4%	6.7%	16.4%	21.7%	20.0%	22.7%	Up	Down
★ - Math (%)	38.2%	3.6%	11.4%	13.5%	14.7%	23.2%	15.7%	Up	Down

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

SERVICE 3 Prepare children to become productive, engaged adults.

Goal 3a

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

The Department is committed to ensuring that all students graduate ready for future success in college and careers. New York City's College Readiness Index indicates the percentage of 9th graders who meet CUNY's standards for placing out of remediation. To meet this standard, students must achieve target scores in mathematics and English on the Regents, SAT, ACT or CUNY assessments. During the 2014-15 school year, the percentage of students meeting the standard rose to 35.7 percent, a gain of 2.3 percentage points over the previous year. Data for the 2015-16 school year will be reported in the Preliminary Fiscal 2017 Mayor's Management Report.

Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY12	FY13	FY14	FY15	FY16	FY16	FY17		
Percent of high school cohort taking the SAT at least once in 4 years of high school	52.3%	53.6%	54.7%	56.4%	NA	55.7%	57.4%	Up	NA
Percent of high school cohort who graduate ready for college and careers	28.6%	31.4%	32.6%	34.6%	NA	33.6%	35.6%	Up	NA
Percent of high school cohort who graduated from high school and enrolled in a college or other postsecondary program within 6 months	50.0%	51.0%	53.0%	NA	NA	51.0%	54.0%	Up	NA

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

Goal 3b

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

During the 2014-15 school year, the percentage of students in the 9th grade cohort who took at least one Advanced Placement (AP) exam in four years of high school increased 2 percentage points from the prior year to 28.1 percent. During the same period, the percentage of students in the 9th grade cohort passing at least one AP exam in four years of high school increased 0.7 percentage points to 15.6 percent. Data for the 2015-16 school year will be reported in the Preliminary Fiscal 2017 Mayor's Management Report.

Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY12	FY13	FY14	FY15	FY16	FY16	FY17		
Percent of high school cohort taking at least 1 AP exam in 4 years of high school	21.1%	23.9%	26.1%	28.1%	NA	27.1%	29.1%	Up	NA
Percent of high school cohort passing at least 1 AP exam in 4 years of high school	11.7%	13.5%	14.9%	15.6%	NA	15.9%	16.6%	Up	NA
Percent of students who successfully completed approved rigorous courses or assessments	40.0%	44.0%	46.0%	46.0%	NA	46.0%	47.0%	Up	NA

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

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.

SCA completed construction of 5,692 seats in Fiscal 2016, fewer than in Fiscal 2015 and short of the annual target. The number of schools constructed and seats created varies year-to-year based on the capital plan. In April 2014 DOE and SCA began revising school space planning and maintenance evaluation programs and new standards were set. In Fiscal 2015, the percentage of schools that exceeded capacity increased at every school level. During the same period, the proportion of school buildings rated good or fair to good increased slightly to 49.9 percent.

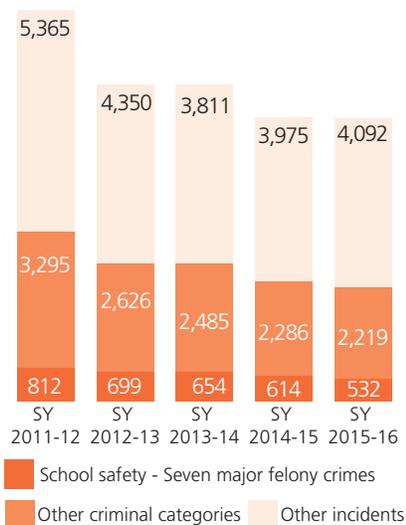
Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY12	FY13	FY14	FY15	FY16	FY16	FY17		
Schools that exceed capacity - Elementary schools (%)	33.0%	32.0%	33.0%	65.0%	NA	*	*	Down	NA
- Middle schools (%)	12.0%	13.0%	13.0%	24.5%	NA	*	*	Down	NA
- High schools (%)	32.0%	33.0%	31.0%	48.7%	NA	*	*	Down	NA
Students in schools that exceed capacity - Elementary/middle schools (%)	28.0%	29.0%	31.0%	54.0%	NA	*	*	Down	NA
- High schools (%)	48.0%	48.0%	44.0%	48.7%	NA	*	*	Down	NA
Total new seats created	10,766	10,061	5,380	15,210	5,692	5,932	8,297	Neutral	Down
Hazardous building violations total backlog	103	123	119	109	94	*	*	Down	Down
★ School building ratings - Good condition (%)	1.1%	0.9%	0.6%	0.7%	NA	↑	↑	Up	NA
★ - Fair to good condition (%)	49.2%	43.4%	43.8%	49.2%	NA	↑	↑	Up	NA
★ - Fair condition (%)	48.9%	55.5%	55.6%	50.0%	NA	*	*	Neutral	NA
★ - Fair to poor condition (%)	0.3%	0.3%	0.0%	0.1%	NA	↓	↓	Down	NA
- Poor condition (%)	0.0%	0.0%	0.0%	0.0%	NA	*	*	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 NYPD's School Safety Division, which has resulted in a reduction in crime in our schools. Our work with the School Safety Division includes establishing 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 2015-16 school year, there were fewer school safety incidents in two of the three categories. Felony incidents declined thirteen percent from 614 to 532; incidents in other criminal categories declined three percent from 2,286 to 2,219. The number of non-criminal incidents increased by three percent, from 3,975 to 4,092.

School Safety Incidents



Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY12	FY13	FY14	FY15	FY16	FY16	FY17		
★ School safety - Seven major felony crimes	812	699	654	614	532	↓	↓	Down	Down
★ - Other criminal categories	3,295	2,626	2,485	2,286	2,219	↓	↓	Down	Down
★ - Other incidents	5,365	4,350	3,811	3,975	4,092	↓	↓	Down	Down
Average lunches served daily	642,957	625,231	614,698	619,718	599,920	*	*	Up	Neutral
Average breakfasts served daily	232,149	221,519	224,377	226,572	244,666	*	*	Up	Neutral
Average expenditure per student (\$)	\$18,623	\$19,878	\$20,814	NA	NA	*	*	Neutral	NA
- Elementary school (\$)	\$18,589	\$19,701	\$20,398	NA	NA	*	*	Neutral	NA
- Middle school (\$)	\$18,087	\$19,256	\$20,107	NA	NA	*	*	Neutral	NA
- High school (\$)	\$16,327	\$17,669	\$18,658	NA	NA	*	*	Neutral	NA
- Full-time special education (District 75) (\$)	\$78,631	\$79,964	\$85,549	NA	NA	*	*	Neutral	NA
Average direct services to schools expenditure per student (\$)	\$16,728	\$16,869	\$17,615	NA	NA	*	*	Neutral	NA
Teachers	72,787	73,844	74,103	74,922	76,351	*	*	Neutral	Neutral
Teachers with 5 or more years teaching experience (%)	75.0%	75.8%	75.3%	71.2%	68.5%	*	*	Neutral	Neutral
Teachers hired to fill projected vacancies (%)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	Neutral	Neutral
Principals with 4 or more years experience as principal (%)	61.6%	61.0%	59.5%	60.0%	59.9%	*	*	Up	Neutral
Teachers absent 11 or more days (%)	13.8%	14.3%	15.9%	14.1%	13.6%	*	*	Down	Neutral
Collisions involving City vehicles	NA	64	45	55	52	*	*	Down	NA
Workplace injuries reported	3,076	3,091	2,986	3,120	2,997	*	*	Down	Neutral
Accidents in schools - students	39,947	40,526	40,025	41,235	42,314	*	*	Down	Neutral
Accidents in schools - public	493	513	631	669	730	*	*	Down	Up

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

AGENCY CUSTOMER SERVICE

Performance Indicators	Actual					Target		Desired Direction	5yr Trend
	FY12	FY13	FY14	FY15	FY16	FY16	FY17		
Customer Experience									
Completed requests for interpretation	9,489	20,265	32,267	49,922	54,626	*	*	Neutral	Up
Letters responded to in 14 days (%)	92.9%	NA	79%	75.1%	72.5%	85%	73.5%	Up	NA
E-mails responded to in 14 days (%)	74.9%	NA	62%	64.3%	60.4%	75%	61.4%	Up	NA
CORE facility rating	88	92	97	94	94	88	90	Up	Neutral
Parents completing the NYC School Survey	476,567	486,536	485,696	459,929	497,331	*	*	Neutral	Neutral
Customers rating service good or better (%) (as applicable)	94%	96%	95%	95%	95%	90%	90%	Up	Neutral

AGENCY RESOURCES

Resource Indicators	Actual ¹					Plan ²		5yr Trend
	FY12	FY13	FY14	FY15	FY16	FY16	FY17	
Expenditures (\$000,000) ³	\$19,283.3	\$19,232.4	\$20,085.3	\$20,999.4	\$22,242.6	\$21,972.5	\$23,189.5	Up
Revenues (\$000,000)	\$68.0	\$69.5	\$88.8	\$77.6	\$75.6	\$55.9	\$55.9	Up
Personnel	132,273	132,469	134,426	137,078	141,311	138,601	140,930	Neutral
Overtime paid (\$000,000)	\$15.0	\$17.0	\$16.6	\$19.2	\$12.1	\$10.0	\$11.9	Neutral
Human services contract budget (\$000,000)	\$1,110.7	\$766.0	\$762.9	\$765.9	\$771.3	\$751.0	\$863.0	Down

¹Actual financial amounts for the most current fiscal year are not yet final. Final fiscal year actuals, from the Comptroller's Comprehensive Annual Financial Report, will be reported in the next PMMR. Refer to the "Indicator Definitions" at nyc.gov/mmr for details. ²Authorized Budget Level ³Expenditures include all funds
 "NA" - Not Available in this report

NOTEWORTHY CHANGES, ADDITIONS OR DELETIONS

- Expenditure figures for the 2014-15 school year will be available in the Preliminary Fiscal 2017 Mayor's Management Report.
- The Department no longer participates in the Work Experience Program. As a result, agency resources data for 'Work Experience Program (WEP) participants assigned' is no longer reported.
- The Department revised Fiscal 2017 targets for indicators related to student achievement in English and math, 4-year graduation and dropout rates, class size indicators for all grades, family engagement indicators, English Language Learners and customer service correspondence response indicators.
- Previously published figures for 'Students with 90% or better attendance' for previous years have been updated after a review of the programs that pull attendance data from DOE student information system. The updated data reflects a school-level aggregate.
- Fiscal 2016 data for Customers Observing and Reporting Experiences (CORE) ratings represents a change in methodology. For agencies with multiple service centers, inspectors focused on sites that had historically lower scores, specifically sites that received an average overall site score of 85 or lower over the last three years and sites that received a score of 85 or lower in Fiscal 2015. If all agency service centers scored above 85 last year, the service center with the lowest overall score was inspected.

ADDITIONAL RESOURCES

For additional information, go to:

- Performance data:
<http://schools.nyc.gov/Accountability>
- School Quality report data:
<http://schools.nyc.gov/Accountability/tools/report>
- School survey information and results:
<http://schools.nyc.gov/Accountability/tools/survey>
- School quality review information and reports:
<http://schools.nyc.gov/Accountability/tools/review>

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