DEPARTMENT OF EDUCATION Melissa Aviles-Ramos, Chancellor

WHAT WE DO

As the nation's largest public school system, the Department of Education (DOE), also referred to as New York City Public Schools (NYCPS), provides primary and secondary education to nearly one million students, from early childhood through grade 12. NYCPS employs over 77,000 teachers in over 1,800 district schools in 32 school districts. NYCPS prepares its students to meet grade-level standards in reading, writing, and math, with the goal of ensuring that all students graduate with the knowledge, skills, and confidence to succeed in their careers and communities. The School Construction Authority (SCA), reported separately, coordinates the development of NYCPS'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

To provide all students with bright starts leading to bold futures, NYCPS partners with families to reimagine the student experience across the City's five boroughs and build a system that is truly responsive to the City's diverse communities. Building on its commitment to transform literacy and math instruction and expand college and career pathways, NYCPS further commits to fostering safe, supportive, and healthy learning environments, supporting educators to provide rigorous and inclusive instruction, and empowering families to actively engage in their children's education. These commitments serve as the foundation for prioritizing the implementation of key initiatives aimed at enhancing student success:

- **NYC Reads** utilizes three pre-approved, phonics-based reading curricula supported by effective evidence-based materials and methods to ensure that all students develop strong reading skills, a critical tool for educational, career, and lifetime success. After successful implementation in pre-kindergarten and elementary schools, NYCPS will continue to grow NYC Reads in the 2025–2026 School Year by expanding to middle schools for the first time, while strengthening supports and interventions for existing schools. NYCPS will continue to provide job-embedded coaching and intensive professional development to teachers to support implementation.

- **NYC Solves** uses comprehensive, research-based curricula taught by well-trained and coached teachers to enable all students to develop strong mathematical and critical thinking skills that set them up for success. As demonstrated with NYC Reads, standardizing curriculum options across all school districts ensures that instruction is consistent citywide, offering the City's students a more level playing field. After launching the program in high schools citywide and in middle schools in nine districts, in the 2025–2026 School Year NYCPS will continue its expansion, reaching middle schools in six additional school districts that will adopt one of three approved curricula and receive professional learning and implementation support.

- **FutureReadyNYC** aims to set students up for post-secondary success by creating new career-connected pathways, expanding apprenticeship and internship programs, and broadening early college opportunities. NYCPS supports students to become future leaders by disrupting persistent inequities in college and career pathways, so students graduate with a foundation of academic excellence integrated with real-world skills. Students in these initiatives develop skills that are valued in the modern workplace and prepare them for specific high-growth career paths like technology, healthcare, education, human and social services, heating, ventilation and air conditioning (HVAC), and decarbonization. Over 15,000 students will participate in FutureReadyNYC each school year.

- **NYCPS Cares** was born out of the Five Borough Listening Tour that Chancellor Melissa Aviles-Ramos conducted in late Calendar 2024. The Chancellor met with over 1,000 New York City parents, students, educators, and community members to hear their thoughts on topics that mattered most to them. In spring 2025, NYCPS announced a suite of signature initiatives designed to address systemic inequities, promote safer and more supportive school communities, and improve families' access to City resources. Beginning in the 2025-2026 School Year, NYCPS Cares will launch two of these initiatives in select school districts:
  - The Family Connectors initiative will train over 1,600 trusted community members to provide families with information, resources, and referrals to other City agencies and community organizations.
  - New student-led anti-bullying and anti-vaping campaigns will be developed that empower students to play an active role in championing a safe and healthy lifestyle for themselves and their peers.

OUR SERVICES AND GOALS

SERVICE 1 Educate New York City's children to become productive, engaged adults.

Goal 1a Improve academic achievement.

Goal 1b Promote parental involvement in education.

Goal 1c Improve the ability of English Language Learners to learn English and improve academic progress.

Goal 1d Improve the ability of students with disabilities to progress academically and socially.

Goal 1e Increase the percentage of high school graduates enrolling in post-secondary education or training.

Goal 1f Increase the percentage of elementary, middle and high school students taking coursework that prepares them for future success.

SERVICE 2 Deliver early childhood education services.

Goal 2a Ensure access to quality early child care services in communities of need and achieve maximum capacity.

Goal 2b Ensure access to quality 3-K services in communities of need and achieve maximum capacity.

Goal 2c Ensure access to quality Pre-K services in communities of need and achieve maximum capacity.

Goal 2d Ensure access to quality School Day and Year programming in communities of need and achieve maximum capacity.

Goal 2e Ensure access to quality Extended Day and Year programming in communities of need and achieve maximum capacity.

Goal 2f Ensure access to quality Head Start programming in communities of need and achieve maximum capacity.

SERVICE 3 Coordinate with NYPD to maintain safe schools.

Goal 3a Ensure a safe and secure learning environment for all students and staff.

SERVICE 4 Provide essential, non-academic services to all eligible New York City students in public, charter, and non-public schools.

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

Goal 4b Ensure safe and reliable bus transportation to and from school.

Goal 4c Provide healthy, culturally inclusive, and nutritious meals to students.

HOW WE PERFORMED IN FISCAL 2025

SERVICE 1 Educate New York City’s children to become productive, engaged adults.

Goal 1a Improve academic achievement.

Total student enrollment in grades 3-K to 12 decreased slightly from 1,058,100 in the 2023–2024 School Year to 1,054,100 in the 2024–2025 School Year. Student enrollment in NYCPS schools declined from 912,100 to 906,200 and student enrollment in charter schools increased from 146,000 to 148,100.

The average daily attendance rate improved from 89.6 percent in the 2023–2024 School Year to 89.8 percent in the 2024–2025 School Year and the proportion of students chronically absent decreased from 34.8 percent to 33.3 percent. Throughout the latest school year, schools continued to conduct extensive outreach, collaborated with community partners, and followed up daily with students and families to increase attendance.

Students below standards in English Language Arts (ELA) and math in grades 3 through 8 declined in the 2024–2025 School Year by six percentage points and two percentage points, respectively. Students meeting or exceeding standards in ELA increased by seven percentage points from 49.1 percent to 56.3 percent, while students meeting or exceeding standards in math increased by over three percentage points from 53.4 percent to 56.9 percent. ELA and math proficiency rates for New York City students are the highest since the 2011–2012 School Year and continue to exceed overall New York State proficiency rates. These improvements are testaments to the success of NYC Reads and NYC Solves, which aim to ensure that every student in every classroom has access to quality, research-based curricula selected through collaboration between superintendent and principals that is supported by deep, intensive training and support.

Students progressing into a higher grade level in English Language Arts rose 13 percentage points from 30.0 percent to 42.7 percent over the last year, attributable to the expansion of NYC Reads to additional schools in the 2024–2025 School Year Students progressing into a higher grade level in Math remained unchanged at 31.2 percent.

Fiscal 2025 data for students passing Regents Examinations will be available in the Fiscal 2026 Preliminary Mayor’s Management Report (PMMR).

The four-year graduation rate decreased slightly to 83.3 percent in the 2023–2024 School Year compared to 83.7 in the prior school year, falling below the target of 85.7 percent. The six-year graduation rate improved to 87.4 percent, up from 86.7 the prior school year. Four-year and six-year dropout rates both declined across the school years, to 4.7 percent and 8.1 percent, respectively. Due to extended data availability lag time, graduation and drop-out rates for the 2023–2024 School Year are newly available; 2024–2025 School Year data will be reported in the Fiscal 2026 Mayor’s Management Report (MMR).

Class sizes decreased slightly in the 2024–2025 School Year across all grade bands. The percentage of classes underneath the caps mandated under the New York State class size law increased seven percentage-points to 46.5 percent compliance across all grade bands, above the target of 40 percent.

Performance Indicators	Actual					Target		Trend	
	FY21	FY22	FY23	FY24	FY25	FY25	FY26	5-Year	Desired Direction
Student enrollment as of October 31 in grades 3-K to 12 (000)	1,094.1	1,058.9	1,047.9	1,058.1	1,054.1	*	*	Neutral	*
– District schools	955.5	919.1	907.0	912.1	906.2	*	*	Neutral	*
– Charter schools	138.6	139.8	140.9	146.0	148.1	*	*	Neutral	*
★ Average daily attendance (%)	89.5%	88.1%	89.4%	89.6%	89.8%	92.0%	92.0%	Neutral	Up
– Elementary/middle (%)	91.7%	89.7%	90.5%	90.8%	91.1%	92.6%	92.1%	Neutral	Up
– High school (%)	85.2%	84.6%	86.8%	87.0%	87.1%	87.7%	87.7%	Neutral	Up
Students chronically absent (%)	29.7%	40.7%	36.2%	34.8%	33.3%	29.0%	29.0%	Neutral	Down
Students in grades 3 to 8 below standards – English Language Arts (%)	NA	22.5%	22.9%	26.1%	20.3%	20.0%	19.3%	NA	Down
– Math	NA	38.5%	26.0%	22.8%	20.5%	23.0%	19.5%	NA	Down
★ ✹ Students in grades 3 to 8 meeting or exceeding standards – English Language Arts (%)	NA	49.0%	51.7%	49.1%	56.3%	59.0%	57.3%	NA	Up
★ ✹ – Math (%)	NA	37.9%	49.9%	53.4%	56.9%	52.0%	58.0%	NA	Up
Students in grades 3 to 8 progressing into a higher level – English Language Arts (%)	NA	NA	34.4%	30.0%	42.7%	*	*	NA	Up
– Math	NA	NA	39.7%	31.2%	31.2%	*	*	NA	Up
Students in grades 1 to 8 promoted to the next grade level (%)	98.1%	97.9%	99.0%	99.0%	99.1%	98.0%	98.0%	Neutral	Up
Students with a 65 to 100 passing score on the Regents Examination – English (%)	NA	73.7%	72.7%	74.5%	NA	77.3%	77.3%	NA	Up
– Algebra (%)	NA	58.2%	57.6%	52.2%	NA	66.2%	66.2%	NA	Up
– Living Environment (%)	NA	65.8%	57.6%	55.6%	NA	62.8%	62.8%	NA	Up
– History (%)	NA	74.8%	69.9%	73.4%	NA	74.7%	74.7%	NA	Up
★ ✹ Students in cohort graduating from high school in 4 years (%)	82.6%	83.7%	83.7%	83.3%	NA	85.7%	84.0%	NA	Up
★ Students in cohort graduating from high school in 6 years (%)	83.8%	85.1%	86.7%	87.4%	NA	⇧	⇧	NA	Up
★ Students in cohort dropping out from high school in 4 years (%)	4.9%	5.4%	5.4%	4.7%	NA	4.0%	4.0%	NA	Down
Students in cohort dropping out from high school in 6 years (%)	10.3%	9.7%	8.6%	8.1%	NA	*	*	NA	Down
Average class size – Kindergarten to Grade 3	NA	21.2	22.1	22.6	21.9	*	*	NA	Down
– Grades 4 to 5	NA	22.5	23.7	24.2	23.7	*	*	NA	Down
– Grades 6 to 8	NA	NA	NA	26.0	25.5	*	*	NA	Down
– Grades 6 to 8 core courses	NA	24.6	24.9	24.9	NA	*	*	NA	Down
– Grades 9 to 12	NA	NA	NA	26.1	25.8	*	*	NA	Down
– Grades 9 to 12 core courses	NA	25.0	23.7	23.7	NA	*	*	NA	Down
★ Classes subject to class size law at or below caps	NA	NA	42%	40%	47%	40%	60%	NA	Up
★ – Kindergarten to Grade 3 (%)	NA	NA	35%	31%	38%	⇧	⇧	NA	Up
★ – Grades 4 to 5 (%)	NA	NA	46%	42%	46%	⇧	⇧	NA	Up
★ – Grades 6 to 8 (%)	NA	NA	34%	33%	37%	⇧	⇧	NA	Up
★ – Grades 9 to 12 (%)	NA	NA	47%	45%	48%	⇧	⇧	NA	Up
Average class size in highest Economic Need Index quartile of schools	NA	NA	20.9	22.4	22.0	*	*	NA	Down
Classes subject to class size law at or below caps in highest Economic Need Index quartile of schools (%)	NA	NA	64%	62%	67%	*	*	NA	Up

★ Critical Indicator ✹ Equity Indicator "NA" Not Available ⇧⇩ Directional Target * None

Goal 1b Promote parental involvement in education.

Parent Coordinators empower family involvement in the school community through outreach and planning, create a welcoming school environment for parents, support school principals in addressing parents' concerns, and guide parent leadership in schools. They offer virtual workshops via video conferencing and use social media, e-newsletters, and school websites to share parent engagement opportunities. In the 2024–2025 School Year, Parent Coordinators increased their outreach to parents, demonstrated by the 31 percent increase in the number of phone calls responded to by Parent Coordinators or parent engagement designees and the 10 percent increase in the number of in-person consultations with parents. The number of school-based workshops offered to parents increased from 45 in the 2023–2024 School Year to 53 in the 2024–2025 School Year. Parental involvement in parent coordinator workshops and Fall and Spring Parent-Teacher Conferences also increased, by 25 percent and seven percent, respectively.

The annual NYC Schools Survey polls families, teachers, staff, and students to support dialogue among all members of school communities about how to make their school a better place to learn. School leaders use the feedback from the survey to reflect and improve schools and programs. In the 2024–2025 School Year, the survey captured that family sentiment regarding school communication and belonging improved slightly, with affirmative responses for several key questions ranging from 92 percent to 97 percent.

	Actual					Target		Trend	
Performance Indicators	FY21	FY22	FY23	FY24	FY25	FY25	FY26	5-Year	Desired Direction
Phone calls responded to by parent coordinator or parent engagement designee (000)	12,800	11,613	16,809	23,555	30,918	10,000	10,000	Up	Up
In-person consultations with parents by parent coordinators or parent engagement designee (000)	523	1,058	1,358	1,831	2,021	1,400	1,400	Up	Up
School-based workshops offered to parents (000)	58	50	38	45	53	60	60	Down	Up
Parents attending parent coordinator workshops (000)	819	723	922	1,107	1,382	1,000	1,000	Up	Up
Parents attending Fall and Spring Parent-Teacher Conferences (000)	814	934	1,023	1,163	1,247	2,000	2,000	Up	Up
★ Families reporting that school staff regularly communicate with them about helping their children learn (%)	91%	91%	90%	91%	92%	95%	95%	Neutral	*
Families reporting that their child's school communicates in a language that they can understand (%)	NA	97%	97%	97%	97%	95%	95%	NA	*
Families reporting that they are greeted warmly when they call or visit the school (%)	95%	96%	96%	96%	97%	95%	95%	Neutral	*
Families reporting that their child belongs at this school (%)	96%	96%	95%	95%	96%	95%	95%	Neutral	Up

★ Critical Indicator ✹ Equity Indicator "NA" Not Available ⇧⇩ Directional Target * None

Goal 1c Improve the ability of English Language Learners to learn English and improve academic progress.

The number of students enrolled as English Language Learners (ELLs) decreased from 174,000 in the 2023–2024 School Year to 168,000 in the 2024–2025 School Year. The largest decrease in enrollment was newcomers, who are students identified as ELLs and have received ELL service for three years or less. The percentage of ELLs testing out for 2024–2025 School Year will be reported in the Fiscal 2026 PMMR.

From the 2022–2023 School Year to the 2023–2024 School Year, the four-year graduation rate for students ever enrolled as ELLs, including students no longer enrolled as ELLs, improved slightly from 91.2 percent to 91.9 percent, while the four-year graduation rate for students currently enrolled as ELLs declined seven percentage points to 54.9 percent. The six-year graduation rate for students currently enrolled as ELLs improved five percentage points to 71.8 percent over the school year. Four- and six-year dropout rates for students ever or currently enrolled as ELLs declined in the 2023–2024 School Year.

	Actual					Target		Trend	
Performance Indicators	FY21	FY22	FY23	FY24	FY25	FY25	FY26	5-Year	Desired Direction
Students enrolled as English Language Learners (ELL) (000)	147	149	160	174	168	*	*	Up	*
English Language Learners testing out of English Language Learner status (%)	12.0%	16.1%	16.1%	14.7%	NA	17.1%	15.7%	NA	Up
★ English Language Learners testing out of English Language Learner status who did so within 3 years (%)	44.3%	37.9%	42.7%	55.3%	NA	43.7%	56.3%	NA	Up
Current English Language Learner four-year graduation rate (%)	60.3%	67.0%	62.0%	54.9%	NA	64.0%	60.0%	NA	Up
Ever English Language Learner four-year graduation rate (%)	90.3%	91.0%	91.2%	91.9%	NA	92.0%	92.0%	NA	Up
Current English Language Learner four-year dropout rate (%)	15.7%	15.4%	17.0%	14.2%	NA	16.0%	15.0%	NA	Down
Ever English Language Learner four-year dropout rate (%)	1.9%	2.2%	2.4%	1.6%	NA	2.0%	1.3%	NA	Down
Current English Language Learner six-year graduation rate (%)	54.1%	55.8%	66.9%	71.8%	NA	*	*	NA	Up
Ever English Language Learner six year graduation rate (%)	92.4%	93.3%	93.3%	NA	NA	*	*	NA	Up
Current English Language Learner six year dropout rate (%)	34.0%	32.7%	24.2%	20.5%	NA	*	*	NA	Down
Ever English Language Learner six year dropout rate (%)	4.7%	4.2%	4.4%	NA	NA	*	*	NA	Down

★ Critical Indicator ✹ Equity Indicator "NA" Not Available ⇧⇩ Directional Target * None

Goal 1d Improve the ability of students with disabilities to progress academically and socially.

Students with Individualized Education Programs increased nearly three percent in the 2024–2025 School Year to 305,806. Students newly recommended for special education services increased six percent to 38,712 in the 2024–2025 School Year, while students no longer in need of services remained constant at 5,224.

The four-year graduation rate for students with disabilities declined slightly by one percentage-point to 64.9 percent in the 2024–2025 School Year, while the six-year graduation rate increased over two percentage-points to 71.4 percent. Both four- and six-year dropout rates declined over the school year.

Pre-school special education enrollment increased from 31,542 in the 2023–2024 School Year to 32,334 in the 2024–2025 School Year, with enrollment increases of eight percent at NYCPS, six percent in charter schools, and 13 percent in private or home schools, and decreases of three percent at non-public state approved schools and eight percent at contracted (3-K, Pre-K) schools. School-age special education enrollment increased from 266,805 to 273,472 across the two most recent school years and increased across every setting except non-public state approved schools.

	Actual					Target		Trend	
Performance Indicators	FY21	FY22	FY23	FY24	FY25	FY25	FY26	5-Year	Desired Direction
Students with Individualized Education Programs	295,102	288,163	289,654	298,347	305,806	*	*	Neutral	*
Students newly recommended for special education services	22,904	32,099	36,316	36,392	38,712	*	*	Up	*
Students no longer in need of special education services	4,128	4,668	5,087	5,228	5,224	*	*	Up	*
★ Students with disabilities in cohort graduating from high school in 4 years (%)	61.7%	64.1%	65.6%	64.9%	NA	66.6%	65.6%	NA	Up
★ Students with disabilities in cohort graduating from high school in 6 years (%)	62.5%	66.7%	69.0%	71.4%	NA	⇧	⇧	NA	Up
★ Students with disabilities in cohort dropping out from high school in 4 years (%)	7.7%	7.7%	7.8%	7.4%	NA	6.8%	7.2%	NA	Down
Students with disabilities in cohort dropping out from high school in 6 years (%)	18.2%	16.3%	14.5%	12.5%	NA	*	*	NA	Down
Special education enrollment – Pre-school	25,282	25,935	29,005	31,542	32,334	*	*	Up	*
– New York City Public Schools	3,137	3,859	5,119	5,792	6,239	*	*	Up	*
– Non-public school – state approved	9,856	9,047	8,954	8,907	8,754	*	*	Neutral	*
– Contracted (3K, Pre-K)	3,777	5,492	7,281	7,745	7,099	*	*	Up	*
– Charter schools	57	61	90	121	128	*	*	Up	*
– Private or home	8,455	7,476	7,561	8,977	10,114	*	*	Up	*
Special education enrollment – School-age	269,820	262,228	260,649	266,805	273,472	*	*	Neutral	*
– New York City Public Schools	192,678	182,464	182,192	185,363	190,770	*	*	Neutral	*
– Charter schools	24,561	24,441	25,474	26,630	27,631	*	*	Up	*
– Non-public school – state approved	6,050	5,452	5,209	5,002	4,835	*	*	Down	*
– Non-public school – not state approved	46,531	49,871	47,774	49,810	50,236	*	*	Neutral	*
★ Students with disabilities in grades 3 to 8 progressing into a higher level – English Language Arts (%)	NA	NA	25.6%	23.4%	34.1%	⇧	⇧	NA	Up
★ – Math (%)	NA	NA	30.7%	24.4%	24.6%	⇧	⇧	NA	Up
★ Students fully scheduled to receive their IEP-recommended special education programs (%)	87%	88%	91%	92%	93%	⇧	⇧	Neutral	Up
★ Related services mandates with full encounter recorded (%)	92%	95%	95%	95%	94%	⇧	⇧	Neutral	Up

★ Critical Indicator ✹ Equity Indicator "NA" Not Available ⇧⇩ Directional Target * None

Goal 1e Increase the percentage of high school graduates enrolling in post-secondary education or training.

NYCPS is committed to ensuring that all students graduate ready for future success in college and careers. The percent of the graduating high school cohort taking the SAT at least once remained consistent in the 2023–2024 School Year at 70.9 percent. Post-secondary school enrollment increased two percentage points to 63.7 percent for the cohort that graduated in the 2022–2023 School Year. The Fiscal 2026 PMMR will include data for the 2024–2025 School Year and post-secondary enrollment data for the 2023–2024 School Year.

Performance Indicators	Actual					Target		Trend	
	FY21	FY22	FY23	FY24	FY25	FY25	FY26	5-Year	Desired Direction
High school cohort taking the SAT at least once in 4 years of high school (%)	76.1%	58.4%	71.5%	70.9%	NA	80.0%	71.9%	NA	Up
★ ✹ High school cohort who graduate ready for college and careers (%)	NA	NA	NA	51.7%	NA	58.7%	52.7%	NA	Up
✹ High school cohort who graduated from high school and enrolled in a college or other post-secondary program within 6 months (%)	58.8%	61.5%	63.7%	NA	NA	65.0%	65.0%	NA	Up

★ Critical Indicator ✹ Equity Indicator "NA" Not Available ⇧⇩ Directional Target * None

Goal 1f Increase the percentage of elementary, middle and high school students taking coursework that prepares them for future success.

In the 2024–2025 School Year, the percent of high school students taking at least one Advanced Placement (AP) exam increased one percentage point to 44.9 percent, and students passing at least one AP exam increased two percentage points to 25.6 percent. The Fiscal 2026 PMMR will include data for the 2024–2025 School Year.

Students who successfully completed approved rigorous courses or assessments declined from 67.5 in the 2022–2023 School Year to 61.9 in the 2023–2024 School Year. This indicator reflects the percentage of students in the four-year cohort who successfully completed approved rigorous courses and assessments like International Baccalaureate (IB), AP or Regents exams. A Regents waiver policy was introduced in the 2019–2020 School Year due to exam cancellation caused by the COVID-19 pandemic, allowing students to exempt themselves from the exams while still being considered as having achieved successful completion. With the end of this policy in the 2021–2022 School Year, the graduating class of 2024 had less access to these waivers, leading to a decrease in advanced course and assessment completion for this cohort.

Performance Indicators	Actual					Target		Trend	
	FY21	FY22	FY23	FY24	FY25	FY25	FY26	5-Year	Desired Direction
★ High school cohort taking at least 1 AP exam in 4 years of high school (%)	39.7%	40.7%	44.0%	44.9%	NA	41.7%	45.9%	NA	Up
High school cohort passing at least 1 AP exam in 4 years of high school (%)	23.8%	22.8%	23.7%	25.6%	NA	23.8%	26.6%	NA	Up
Students who successfully completed approved rigorous courses or assessments (%)	69.1%	73.2%	67.5%	61.9%	NA	75.0%	63.0%	NA	Up

★ Critical Indicator ✹ Equity Indicator "NA" Not Available ⇧⇩ Directional Target * None

SERVICE 2 Deliver early childhood education services

Goal 2a Ensure access to quality early child care services in communities of need and achieve maximum capacity.

Total Infant/Toddler student enrollment declined 39 percent from 10,441 in the 2023–2024 School Year to 6,378 in the 2024–2025 School Year, while total Infant/Toddler unfilled seats surged from 438 to 4,105. Most Infant/Toddler seats are provided by Family Child Care Networks (FCCNs). In Fiscal 2024, NYCPS lost a major FCCN partner, leading to a significant decline in Infant/Toddler program enrollment. Decreases in enrollment are reflected earlier in the data than decreases in capacity, which is continually reevaluated based on partnerships with contracted providers to ensure that the number of program seats both meets community needs and the ability of providers to offer seats. Fiscal year spending per child based on Infant/Toddler enrollment dropped 38 percent from $38,706 in Fiscal 2024 to $24,192 in Fiscal 2025 due to NYCPS shifting to reporting fiscal year spending as the effective cost per child beginning in Fiscal 2025, as opposed to the contractual cost per child as was previously reported.

	Actual					Target		Trend	
Performance Indicators	FY21	FY22	FY23	FY24	FY25	FY25	FY26	5-Year	Desired Direction
★ Total Infant/Toddler student enrollment	NA	NA	6,346	10,441	6,378	10,883	6,394	NA	Up
– Extended Day and Year	NA	NA	6,220	10,317	6,250	10,755	6,265	NA	Up
– Early Head Start	NA	NA	126	124	128	128	129	NA	Up
Total Infant/Toddler unfilled seats	NA	NA	2,148	438	4,105	0	4,089	NA	Up
– Extended Day and Year	NA	NA	2,146	434	4,092	0	4,077	NA	Up
– Early Head Start	NA	NA	2	4	0	0	0	NA	Up
Fiscal Year spending per child based on Infant/Toddler enrollment ($)	NA	NA	$39,883	$38,706	$24,192	$38,706	$24,192	NA	*
– Extended Day and Year	NA	NA	$34,493	$34,724	$23,882	$34,724	$23,882	NA	*
– Early Head Start	NA	NA	$45,273	$42,687	$39,334	$42,687	$39,334	NA	*

★ Critical Indicator ✹ Equity Indicator "NA" Not Available ⇧⇩ Directional Target * None

Goal 2b Ensure access to quality 3-K services in communities of need and achieve maximum capacity.

Total 3-K student enrollment increased nearly two percent from 43,957 in the 2023–2024 School Year to 44,729 in the 2024–2025 School Year. Extended Day and Year 3-K enrollment grew 23 percent from 4,261 to 5,459, while School Day and Year enrollment remained consistent at 37,462, and Head Start enrollment declined over two percent to 2,008. Total 3-K unfilled seats decreased over five percent from 8,446 in the 2023–2024 School Year to 7,988 in the 2024–2025 School Year. School Day and Year 3-K unfilled seats increased 22 percent to 6,068, while Extended Day and Year and Head Start 3-K unfilled seats dropped 50 percent and 21 percent, respectively. Fiscal year spending per child based on 3-K enrollment dropped 13 percent from $23,800 in Fiscal 2024 to $20,637 in Fiscal 2025.

	Actual					Target		Trend	
Performance Indicators	FY21	FY22	FY23	FY24	FY25	FY25	FY26	5-Year	Desired Direction
★ Total 3-K student enrollment	NA	NA	32,361	43,957	44,729	47,156	45,454	NA	Up
– School Day and Year	NA	NA	26,320	37,636	37,462	40,647	37,636	NA	Up
– Extended Day and Year	NA	NA	4,160	4,261	5,259	4,346	5,758	NA	Up
– Head Start	NA	NA	1,881	2,060	2,008	2,163	2,060	NA	Up
Total 3-K unfilled seats	NA	NA	9,355	8,446	7,988	5,247	7,263	NA	Up
– School Day and Year	NA	NA	5,495	4,965	6,068	1,954	5,984	NA	Up
– Extended Day and Year	NA	NA	3,050	2,897	1,457	2,812	958	NA	Up
– Head Start	NA	NA	810	584	463	481	411	NA	Up
Fiscal Year spending per child based on 3-K enrollment ($)	NA	NA	$23,781	$23,800	$20,637	$23,800	$20,637	NA	*
– School Day and Year	NA	NA	$18,095	$18,007	$19,314	$18,007	$19,314	NA	*
– Extended Day and Year	NA	NA	$27,275	$27,421	$27,473	$27,421	$27,473	NA	*
– Head Start	NA	NA	$25,974	$25,973	$27,402	$25,973	$27,402	NA	*

★ Critical Indicator ✹ Equity Indicator "NA" Not Available ⇧⇩ Directional Target * None

Goal 2c Ensure access to quality Pre-K services in communities of need and achieve maximum capacity.

Total Pre-K student enrollment decreased four percent from 59,250 in the 2023–2024 School Year to 56,950 in the 2024–2025 School Year. School Day and Year Pre-K enrollment decreased five percent to 51,996, Extended Day and Year Pre-K enrollment decreased 12 percent to 2,424, and Head Start Pre-K enrollment decreased seven percent to 1,764. Total Pre-K unfilled seats increased eight percent from 14,008 in the 2023–2024 School Year to 15,181 in the 2024–2025 School Year. The declines in Pre-K enrollment reflect the growing need to age down the early childhood education system. Fiscal year spending per child based on Pre-K enrollment dropped eight percent from $19,696 in Fiscal 2024 to $18,032 in Fiscal 2025.

	Actual					Target		Trend	
Performance Indicators	FY21	FY22	FY23	FY24	FY25	FY25	FY26	5-Year	Desired Direction
★ Total Pre-K student enrollment	NA	NA	59,687	59,250	56,950	61,038	59,250	NA	Up
– School Day and Year	NA	NA	54,948	54,608	51,996	56,246	54,608	NA	Up
– Extended Day and Year	NA	NA	2,961	2,742	2,424	2,797	2,742	NA	Up
– Head Start	NA	NA	1,778	1,900	1,764	1,995	1,900	NA	Up
Total Pre-K unfilled seats	NA	NA	15,589	14,008	15,181	12,220	12,881	NA	Up
– School Day and Year	NA	NA	11,218	10,252	11,429	8,614	8,817	NA	Up
– Extended Day and Year	NA	NA	3,131	2,763	2,424	2,708	2,106	NA	Up
– Head Start	NA	NA	1,240	993	725	898	589	NA	Up
Fiscal Year spending per child based on Pre-K enrollment ($)	NA	NA	$19,600	$19,696	$18,032	$19,696	$18,032	NA	*
– School Day and Year	NA	NA	$14,930	$14,917	$17,276	$14,917	$17,276	NA	*
– Extended Day and Year	NA	NA	$22,817	$22,850	$34,458	$22,850	$34,458	NA	*
– Head Start	NA	NA	$21,054	$21,320	$23,627	$21,320	$23,627	NA	*

★ Critical Indicator ✹ Equity Indicator "NA" Not Available ⇧⇩ Directional Target * None

Goal 2d Ensure access to quality School Day and Year programming in communities of need and achieve maximum capacity.

School Day and Year programs mirror NYCPS district schools' schedules and calendars. Total School Day and Year student enrollment declined three percent from 92,244 in the 2023–2024 School Year to 89,458 in the 2024–2025 School Year while total School Day and Year unfilled seats rose 15 percent from 15,217 to 17,497. Fiscal year spending per child based on School Day and Year enrollment rose 10 percent, from $16,462 in Fiscal 2024 to $18,130 in Fiscal 2025.

	Actual					Target		Trend	
Performance Indicators	FY21	FY22	FY23	FY24	FY25	FY25	FY26	5-Year	Desired Direction
★ Total School Day and Year student enrollment	NA	NA	81,268	92,244	89,458	96,893	92,244	NA	Up
Total School Day and Year unfilled seats	NA	NA	16,713	15,217	17,497	10,568	14,711	NA	Up
Fiscal Year spending per child based on School Day and Year enrollment ($)	NA	NA	$16,513	$16,462	$18,130	$16,462	$18,130	NA	Up

★ Critical Indicator ✹ Equity Indicator "NA" Not Available ⇧⇩ Directional Target * None

Goal 2e — Ensure access to quality Extended Day and Year programming in communities of need and achieve maximum capacity.

Extended Day and Year programs provide year-round care and learning for up to 10 hours a day. Total Extended Day and Year student enrollment declined 19 percent from 17,320 in the 2023–2024 School Year to 14,090 in the 2024–2025 School Year while total Extended Day and Year unfilled seats rose 31 percent from 6,094 to 17,497. Fiscal year spending per child based on Extended Day and Year enrollment declined six percent from $28,332 in Fiscal 2024 to $26,776 in Fiscal 2025.

	Actual					Target		Trend	
Performance Indicators	FY21	FY22	FY23	FY24	FY25	FY25	FY26	5-Year	Desired Direction
★ Total Extended Day and Year student enrollment	NA	NA	13,341	17,320	14,090	17,898	14,765	NA	Up
Total Extended Day and Year unfilled seats	NA	NA	8,327	6,094	7,973	5,520	7,141	NA	Up
Fiscal Year spending per child based on Extended Day and Year enrollment ($)	NA	NA	$28,195	$28,332	$26,776	$28,332	$26,776	NA	Up

★ Critical Indicator ✹ Equity Indicator "NA" Not Available ⇧⇩ Directional Target * None

Goal 2f — Ensure access to quality Head Start programming in communities of need and achieve maximum capacity.

Head Start, which provides similar hours to is similar to Extended Day and Year programs but is funded by federal grants, mandates that families of children in the programs meet eligibility requirements including income limits, living in temporary housing, or receiving public benefits. Total Head Start student enrollment declined five percent from 4,084 in the 2023–2024 School Year to 3,900 in the 2024–2025 School Year while total Head Start unfilled seats decreased 25 percent from 1,581 to 1,188. Fiscal year spending per child based on Head Start enrollment decreased 13 percent from $29,993 in Fiscal 2024 to $26,086 in Fiscal 2025.

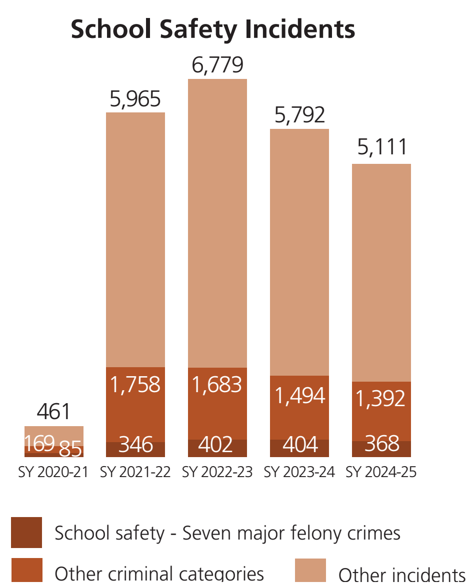
	Actual					Target		Trend	
Performance Indicators	FY21	FY22	FY23	FY24	FY25	FY25	FY26	5-Year	Desired Direction
★ Total Head Start student enrollment	NA	NA	3,785	4,084	3,900	4,286	4,089	NA	Up
Total Head Start unfilled seats	NA	NA	2,052	1,581	1,188	1,379	1,000	NA	Up
Fiscal Year spending per child based on Head Start enrollment ($)	NA	NA	$30,767	$29,993	$26,086	$29,993	$26,086	NA	*

★ Critical Indicator ✹ Equity Indicator "NA" Not Available ⇧⇩ Directional Target * None

SERVICE 3 Coordinate with NYPD to maintain safe schools.

Goal 3a — Ensure a safe and secure learning environment for all students and staff.

NYCPS has a long-established collaborative partnership with the New York Police Department's (NYPD) School Safety Division, which works to provide a safe and secure learning environment in every school building. NYCPS's work with the School Safety Division includes establishing safety protocols and procedures in schools, developing school safety and emergency preparedness plans and maintaining a safe environment for students and staff. In addition, NYCPS' Office of Safety and Youth Development works closely with schools to provide a safe, supportive and inclusive environment by investing in and expanding successful school climate programs—including restorative trainings, mental health programs and social-emotional supports. When warranted, School Safety Agents are called upon to intervene and mitigate non-criminal incidents on school grounds. In the 2024–2025 School Year, school safety incidents declined across all categories; major felony incidents decreased nine percent to 368, incidents in other criminal categories decreased seven percent to 1,392, and other incidents decreased 12 percent to 5,111.



Reported accidents incurred by students decreased to 46,466 in the 2024–2025 School Year, down from 47,052 the prior School Year. Accidents in schools incurred by members of the public declined 56 percent from 746 to 325 across comparative reporting periods. This decline can be attributed to enhancements made to the reporting system that now verifies employees, whereas in the past schools would manually enter the data and select the most appropriate title from the dropdown which led to teachers and school staff potentially being included in prior year's counts when they should not have been. Additionally, visitor protocols in schools included the installation of additional door cameras in elementary and middle schools which could have also limited public interactions inside schools and therefore decreased accidents. Students reporting feeling safe in the hallways, bathrooms, locker rooms, and cafeteria of their school increased one percentage point to 83 percent in the 2024–2025 School Year.

	Actual					Target		Trend	
Performance Indicators	FY21	FY22	FY23	FY24	FY25	FY25	FY26	5-Year	Desired Direction
★ School safety – Seven major felony crimes	85	346	402	404	368	⇩	⇩	Up	Down
★ – Other criminal categories	169	1,758	1,683	1,494	1,392	⇩	⇩	Up	Down
★ – Other incidents	461	5,965	6,779	5,792	5,111	⇩	⇩	Up	Down
Accidents in schools – Students	5,463	42,450	48,710	47,052	46,466	*	*	Up	Down
– Public	165	736	768	746	325	*	*	Up	Down
Students reporting feeling safe in the hallways, bathrooms, locker rooms, and cafeteria of their school (%)	91%	85%	82%	82%	83%	95%	85%	Neutral	Up

★ Critical Indicator ✹ Equity Indicator "NA" Not Available ⇧⇩ Directional Target * None

SERVICE 4 Provide essential, non-academic services to all eligible New York City students in public, charter, and non-public schools.

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

Total new seats created declined 41 percent from 11,270 in the 2023–2024 School Year to 6,632 in the 2024–2025 School Year. The number of seats created fluctuates year-to-year based on NYCPS' Five-Year Capital Plan, managed by SCA, which projected a significantly higher number of seats to be created in the 2023–2024 School Year than in the preceding and subsequent years.

In Fiscal 2025, the percentage of schools that exceed capacity declined across all school types; elementary schools that exceed capacity decreased two percentage points to 32 percent, middle schools that exceed capacity decreased one percentage point to 16 percent, and high schools that exceed capacity decreased one percentage point to 28 percent. Students in elementary/middle schools that exceed capacity decreased one percentage point to 34 percent and students in high schools that exceed capacity increased two percentage points to 43 percent.

Improvements were made across all school building ratings categories. Schools rated 'Good condition' increased slightly to 1.7 percent in Fiscal 2025, while schools rated 'Fair to good condition' rose nearly four percentage points to 32.8 percent and schools rated 'Fair condition' decreased four percentage points to 65.3 percent. Schools rated 'Fair to poor condition' or 'Poor condition' remained consistent at 0.3 percent and 0.0 percent, respectively.

Rooftop solar installations more than tripled from nine in the 2023–2024 School Year to 32 in the 2024–2025 School Year. The total megawatt output of these installations rose 227 percent accordingly, to seven over the past school year.

Performance Indicators	Actual FY21	FY22	FY23	FY24	FY25	Target FY25	FY26	Trend 5-Year	Desired Direction
Total new seats created	4,003	8,934	6,532	11,270	6,632	6,254	4,624	Up	*
Schools that exceed capacity – Elementary schools (%)	46.0%	35.0%	34.0%	34.0%	32.0%	*	*	Down	Down
– Middle schools (%)	27.0%	17.0%	17.0%	17.0%	16.0%	*	*	Down	Down
– High schools (%)	32.0%	24.0%	29.0%	29.0%	28.0%	*	*	Neutral	Down
Students in schools that exceed capacity – Elementary/middle schools (%)	46.0%	34.0%	34.0%	35.0%	34.0%	*	*	Down	Down
– High schools (%)	45.0%	36.0%	43.0%	41.0%	43.0%	*	*	Neutral	Down
School building ratings – Good condition (%)	2.5%	1.6%	1.8%	1.6%	1.7%	*	*	Down	Up
★ – Fair to good condition (%)	28.8%	29.7%	28.9%	29.0%	32.8%	⇧	⇧	Up	Up
– Fair condition (%)	68.6%	68.6%	69.1%	69.2%	65.3%	*	*	Neutral	*
★ – Fair to poor condition (%)	0.1%	0.1%	0.2%	0.3%	0.3%	⇩	⇩	Up	Down
– Poor condition (%)	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	Neutral	Down
Rooftop solar installations on NYC Public School buildings	15	10	19	9	32	*	*	Up	*
Total megawatt output of rooftop solar installations	3	3	5	2	7	*	*	Up	*

★ Critical Indicator ✹ Equity Indicator "NA" Not Available ⇧⇩ Directional Target * None

Goal 4b Ensure safe and reliable bus transportation to and from school.

In the 2024–2025 School Year, the monthly average number of students assigned to curb-to-school service increased nine percent to 61,405 and the number of routes also increased five percent to 5,979 over the school year. Stop-to-school service as well as the number of routes stayed relatively consistent with 72,190 students assigned along 2,136 routes. The number of service incidents per month rose 10 percent, from 3,349 to 3,672.

The average number of students in temporary housing (STH) issued OMNY cards increased seven percent to 6,550 in the 2024–2025 School Year, and the average number of parents or guardians of STH utilizing caregiver OMNY cards decreased 36 percent to 7,772. The average number of STH utilizing yellow school bus service declined modestly to 5,492 during the school year.

Performance Indicators	Actual FY21	FY22	FY23	FY24	FY25	Target FY25	FY26	Trend 5-Year	Desired Direction
Average number of students assigned to stop-to-school service (per month)	NA	73,031	73,592	72,753	72,190	*	*	NA	*
Average number of students assigned to curb-to-school service (per month)	NA	54,661	56,359	56,271	61,405	*	*	NA	*
Average number of stop-to-school routes (per month)	NA	2,352	2,233	2,143	2,136	*	*	NA	*
Average number of curb-to-school routes (per month)	NA	5,786	5,596	5,711	5,979	*	*	NA	*
Average number of service incidents (per month)	NA	2,395	3,874	3,349	3,672	*	*	NA	*
★ Average number of Students in Temporary Housing (STH) utilizing yellow school bus service	NA	2,798	3,869	5,561	5,492	*	*	NA	*
★ Average number of Students in Temporary Housing (STH) issued OMNY cards	NA	5,560	5,374	6,109	6,550	*	*	NA	*
★ Average number of Students in Temporary Housing (STH) parents/guardians utilizing caregiver OMNY cards	NA	4,673	6,647	12,103	7,772	*	*	NA	*
Average number of foster care students provided yellow school bus service	NA	1,375	1,067	1,188	1,213	*	*	NA	*

★ Critical Indicator ✹ Equity Indicator "NA" Not Available ⇧⇩ Directional Target * None

Goal 4c Provide healthy, culturally inclusive, and nutritious meals to students.

Average breakfasts served decreased four percent to 221,232 in the 2024–2025 School Year and average lunches served declined over one percent to 549,064. The percentage of students who were satisfied with the Office of Food and Nutrition Services increased over two percentage points from 72.1 percent in Fiscal 2024 to 74.6 percent in the 2024–2025 School Year.

	Actual					Target		Trend	
Performance Indicators	FY21	FY22	FY23	FY24	FY25	FY25	FY26	5-Year	Desired Direction
★ Average breakfasts served daily	176,419	272,369	233,176	230,887	221,232	⇧	⇧	Neutral	Up
★ Average lunches served daily	228,866	542,294	533,953	557,596	549,064	⇧	⇧	Up	Up
Schools certified to serve halal and kosher meals	NA	NA	NA	116	119	*	*	NA	Up
Student satisfaction with Office of Food and Nutrition Services (%)	NA	NA	NA	72.1%	74.6%	*	*	NA	Up

★ Critical Indicator ✹ Equity Indicator "NA" Not Available ⇧⇩ Directional Target * None

AGENCY-WIDE MANAGEMENT

	Actual					Target		Trend	
Performance Indicators	FY21	FY22	FY23	FY24	FY25	FY25	FY26	5-Year	Desired Direction
Payout ($000)	NA	NA	$520,836	$502,034	$108,704	*	*	NA	Down
Average expenditure per student ($)	$26,291	$30,472	$30,185	$33,864	NA	*	*	NA	*
– Elementary school ($)	$26,489	$30,391	$30,316	$33,372	NA	*	*	NA	*
– Middle school ($)	$24,816	$29,437	$28,917	$31,866	NA	*	*	NA	*
– High school ($)	$22,674	$26,539	$26,468	$28,498	NA	*	*	NA	*
– Full-time special education (District 75) ($)	$78,440	$86,011	$79,820	$111,373	NA	*	*	NA	*
Principals with 4 or more years experience as principal (%)	73.2%	71.5%	70.0%	69.8%	69.4%	*	*	Neutral	Up
Teachers	77,609	77,998	75,936	76,544	77,585	*	*	Neutral	*
Teachers with 5 or more years teaching experience (%)	73.4%	73.2%	74.4%	74.6%	74.3%	*	*	Neutral	*
Teachers absent 11 or more days (%)	5.5%	16.3%	18.8%	17.6%	16.4%	*	*	Up	Down
Teachers reporting that they usually look forward to each working day at their school (%)	90%	86%	85%	86%	88%	90%	90%	Neutral	Up
Teachers reporting that they would recommend this school to families seeking a place for their child (%)	90%	86%	84%	85%	87%	90%	89%	Neutral	Up
Workplace injuries reported	762	2,434	2,984	3,168	2,783	*	*	Up	Down
Students residing in temporary housing during the school year	87,170	88,119	105,963	131,351	NA	*	*	NA	*
Students residing in temporary housing during the school year (%)	8.8%	9.0%	10.9%	13.4%	NA	*	*	NA	*
Students residing in shelter during the school year	26,950	26,258	38,862	57,319	NA	*	*	NA	*
Students residing in shelter during the school year (%)	2.7%	2.7%	4.0%	5.9%	NA	*	*	NA	*
Students experiencing economic hardship (%)	72%	69%	72%	74%	74%	*	*	Neutral	*

★ Critical Indicator ✹ Equity Indicator "NA" Not Available ⇧⇩ Directional Target * None

AGENCY CUSTOMER SERVICE

Performance Indicators	Actual					Target		Trend	
Customer Experience	FY21	FY22	FY23	FY24	FY25	FY25	FY26	5-Year	Desired Direction
Completed requests for interpretation	350,518	287,687	293,432	347,496	428,840	*	*	Up	*
Letters responded to within 14 days (%)	77.4%	87.7%	69.3%	70.2%	87.1%	72%	75%	Neutral	Up
E-mails responded to within 14 days (%)	82.5%	74.1%	69.3%	77.4%	79.2%	72%	75%	Neutral	Up
CORE facility rating	NA	100	NA	100	99	90	90	NA	Up
Parents completing the NYC School Survey	269,357	478,750	416,396	415,651	438,365	*	*	Up	*
Customers rating service good or better as applicable (%)	92%	96%	95%	95%	96%	90%	97%	Neutral	Up

★ Critical Indicator   ✹ Equity Indicator   "NA" Not Available   ⇧⇩ Directional Target   * None

AGENCY RESOURCES

	Actual[1]					Plan[2]		
Resource Indicators	FY21	FY22	FY23	FY24	FY25	FY25	FY26	5yr Trend
Expenditures ($000,000)[3]	$28,545.1	$31,558.0	$31,505.5	$33,367.6	$34,117.5	$33,651.9	$34,996.6	Up
Revenues ($000,000)	$26.0	$51.0	$46.3	$49.2	$25.0	$52.7	$52.7	Neutral
Personnel	144,323	141,748	141,594	143,663	147,565	152,819	154,794	Neutral
Overtime paid ($000,000)	$18.0	$32.0	$39.0	$40.5	$17.8	$17.8	$17.8	Up
Human services contract budget ($000,000)	$1,298.4	$1,684.5	$1,872.4	$1,952.3	$2,161.2	$1,914.5	$1,969.7	Up

[1]Actual financial amounts for the 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. [2]Authorized Budget Level [3]Expenditures include all funds "NA" Not Available
* None

SPENDING AND BUDGET INFORMATION

Where possible, the relationship between an agency's goals and its expenditures and planned resources, by budgetary unit of appropriation (UA), is shown in the 'Applicable MMR Goals' column. Each relationship is not necessarily exhaustive or exclusive. Any one goal may be connected to multiple UAs, and any UA may be connected to multiple goals.

Unit of Appropriation	Expenditures FY24[1] ($000,000)	Modified Budget FY25[2] ($000,000)	Applicable MMR Goals[3]
Personal Services - Total	$18,734.7	$18,748.3	
401 - General Ed. Instruction and School Leadership	$7,499.3	$7,626.6	1a, 1b, 1c, 1d, 1e, 1f
403 - Special Ed. Instruction and School Leadership	$2,394.4	$2,509.3	1a, 1b, 1c, 1d, 1e, 1f
407 - Universal Pre-K	$816.5	$688.2	1a, 1b, 1c, 1d
409 - Early Childhood Programs	$24.9	$25.0	2a
415 - School Support Organization	$324.3	$294.4	1a, 1b, 1d
421 - Citywide Special Ed. Instr. and School Leadership	$1,445.4	$1,447.9	1a, 1d
423 - Special Education Instructional Support	$430.5	$440.7	1a, 1d
435 - School Facilities	$191.4	$201.2	1a, 4a
437 - Pupil Transportation	$9.0	$11.2	4b
439 - School Food Services	$247.1	$273.5	4c
453 - Central Administration	$252.0	$171.3	All
461 - Fringe Benefits	$3,917.8	$4,061.7	All
481 - Categorical Programs	$1,182.0	$997.3	All
Other Than Personal Services - Total	$14,633.0	$15,369.2	
402 - General Ed. Instruction and School Leadership	$930.7	$1,107.2	1a, 1b, 1c, 1d, 1e, 1f
404 - Special Ed. Instruction and School Leadership	$7.1	$9.8	1a, 1b, 1c, 1d, 1e, 1f
406 - Charter Schools	$3,144.9	$3,370.1	All
408 - Universal Pre-K	$966.6	$1,022.0	1a, 1b, 1c, 1d
410 - Early Childhood Programs	$467.5	$471.8	1a, 1b, 1c, 1d
416 - School Support Organization	$9.6	$40.8	1a, 1b, 1d
422 - Citywide Special Ed. Instr. and School Leadership	$40.0	$38.7	1a, 1d
424 - Special Education Instructional Support	$401.8	$569.1	1a, 1d
436 - School Facilities	$1,395.1	$1,184.7	1a, 4a
438 - Pupil Transportation	$1,721.8	$1,916.2	4b
440 - School Food Services	$286.5	$329.4	4c
442 - School Safety	$362.3	$346.5	3a
444 - Energy and Leases	$751.9	$805.0	All
454 - Central Administration	$168.1	$226.7	All
470 - Special Education Pre-K Contract Payments	$835.3	$897.7	1d, 2a
472 - Charter & Contract Schools and Foster Care Placements	$1,565.9	$1,713.2	All
474 - NPS and FIT Payments	$104.1	$162.8	All
482 - Categorical Programs	$1,473.6	$1,157.5	All
Agency Total	$33,367.6	$34,117.5	

[1]Comprehensive Annual Financial Report (CAFR) for the Fiscal Year ended June 30, 2024. Includes all funds. [2] City of New York Adopted Budget for Fiscal 2025, as of June 2025. Includes all funds. [3] Refer to agency goals listed at front of chapter. "NA" Not Available * None

NOTEWORTHY CHANGES, ADDITIONS OR DELETIONS

- Goal 1a:
  - Previously published data for school attendance indicators in Goal 1a were revised after routine data review. Fiscal 2023 data for 'Elementary/Middle School attendance (%)' was changed from 90.6 to 90.5; 'High School attendance (%)' was changed from 86.9 to 86.8; and 'Students chronically absent (%)' was changed from 36.1 to 36.2. Fiscal 2022 data for 'Students chronically absent (%)' was revised from 40.6 to 40.7. The Fiscal 2026 target for 'Elementary/Middle School attendance (%)' was revised from 92.6 to 92.1 after a review of recent data.
  - The Fiscal 2026 targets for the following indicators were updated in response to recent trends and to establish more audacious targets. 'Students in grades 3 to 8 below standards – English Language Arts (%)' was revised from 24.0 to 19.3; 'Students in grades 3 to 8 below standards – Math (%)' was revised from 20.0 to 19.5; 'Students in grades 3 to 8 meeting or exceeding standards – English Language Arts (%)' was revised from 54.0 to 57.3; and 'Students in grades 3 to 8 meeting or exceeding standards – Math (%)' was revised from 56.0 to 58.0.
  - Previously published Fiscal 2023 and 2024 data for 'Students in grades 3 to 8 progressing into a higher level—English Language Arts (%)' and '– Math (%)' were revised after a reporting error was identified. The Fiscal 2023 rate for 'English Language Learners' was revised from 34.9 to 34.4, and the Fiscal 2024 rate was revised from 30.4 to 30.0. The Fiscal 2023 rate for 'Math' was revised from 40.2 to 39.7, and the Fiscal 2024 rate was revised from 31.7 to 31.2.
  - Previously published Fiscal 2023 data for 'Students with a 65 to 100 passing score on the Regents Examination (%)' were revised for all subject areas after a reporting error was identified. The pass rate for '– English (%)' was updated from 72.3 to 72.7; for '– Algebra I (%)' from 58.2 to 57.6; for '– Living Environment (%)' from 57.8 to 57.6; and for '– History (%)' from 69.7 to 69.9.
  - The Fiscal 2026 target 'Students in cohort graduating from high school in 4 years (%)' was revised from 85.7 to 84.0 to establish a more realistic target based on recent data.
  - Targets for 'Classes subject to class size law at or below caps – Kindergarten to Grade 3 (%)', '– Grades 4 to 5 (%)', '– Grades 6 to 8 (%)', '– Grades 9 to 12 (%)', and '– in highest Economic Need Index quartile of schools (%)' were removed. The New York State class size law passed in Fiscal 2022 established class size caps for distinctive grade bands and mandated that classrooms in all grades citywide meet compliance requirements, beginning at 20% at the end of the 2023–2024 School Year and increasing by 20% every year until full compliance is achieved by September 2028. There are not mandated compliance requirements for individual grade bands; compliance is measured by the percentage of classes subject to the law across the City at or below the new caps. While this report shares average class size to demonstrate an understanding of the sizes of classes across the system, targets in accordance with the class size law remain for 'Classes subject to class size law at or below caps', which measures citywide compliance across all grade levels. NYCPS is not evaluated on average class sizes for the purposes of the law.
  - Fiscal 2023 data for 'Average Class Size in Highest Economic Need Quartile of Schools' and Fiscal 2024 data for student cohort graduation and dropout rates are now available.
- Goal 1b:
  - Fiscal 2024 data for parent engagement indicators is newly available.
  - Fiscal 2024 data for 'Families reporting that their child belongs at this school (%)' was revised from 98 to 95 because it was originally reported erroneously.

- Goal 1c:
  - Data for indicators related to English Language Learners' graduation and dropout rates were reformatted to show one decimal column to match the other cohort graduation and dropout rate indicators.
  - Fiscal 2026 targets for the following indicators were revised to establish more realistic targets based on recent data. 'Current English Language Learner four-year graduation rate (%)' was revised from 64.0 to 60.0; 'Current English Language Learner four-year dropout rate (%)' was revised from 16.0 to 15.0; and 'Ever English Language Learner four-year dropout rate (%)' was revised from 2.0 to 1.3.
- Goal 1d:
  - Previously reported data was erroneously published for 'Students with disabilities progressing into a higher level—English Language Arts (%)' and '– Math (%)'. For '– English Language Arts', the correct Fiscal 2024 value is 23.4, not 23.9. For '– Math', the correct Fiscal 2023 value is 30.7, not 30.9, and the correct Fiscal 2024 value is 24.4, not 25.0
  - In response to recent data trends, the Fiscal 2026 target for 'Students with disabilities in cohort graduating from high school in 4 years (%)' was revised from 66.6 to 65.6. The Fiscal 2025 target was erroneously published as 67.6 in the Fiscal 2025 Preliminary Mayor's Management Report. The Fiscal 2026 target for 'Students with disabilities in cohort dropping out from high school in 4 years (%)' was also revised from 6.8 to 7.2.
- Goal 1e:
  - Fiscal 2026 targets for the following indicators were revised to establish more realistic targets: 'High school cohort taking the SAT at least once in 4 years of high school (%)' was changed from 80.0 to 71.9; 'High school cohort who graduate ready for college and careers (%)' was changed from 58.7 to 52.7; and 'Students who successfully completed approved rigorous courses or assessments (%)' was revised from 75.0 to 63.0.
  - The indicator 'High school cohort who graduate ready for college and careers (%)' began using the College and Career Readiness (CCR) index this year, a switch from the College Readiness Index (CRI) that was previously used in the methodology. The CCR metric rates each student and school on a scale of 0 to 100. Exams results, course grades, and advanced courses all contribute to a student's readiness score. The level of contribution that the exams and courses make to the overall CCR metric is based on how predictive they are of students' GPAs at the City University of New York (CUNY).
- Goal 1f:
  - Fiscal 2026 targets for the following indicators were revised in response to recent data trends: 'High school cohort taking at least 1 AP exam in 4 years of high school (%)' was revised from 41.7 to 45.9 and 'High school cohort passing at least 1 AP exam in 4 years of high school (%)' was revised from 23.8 to 26.6. The Fiscal 2025 target for the AP pass rate is 23.8, which was erroneously previously reported as 24.8.
- Goal 2a:
  - Previously published Fiscal 2026 targets for the following indicators were revised based on recent data: 'Total Infant/Toddler student enrollment' changed from 10,755 to 6,394; 'Infant/Toddler student enrollment – Extended Day and Year' changed from 10,627 to 6,265; 'Infant/Toddler student enrollment – Early Head Start' changed from 128 to 129; 'Total Infant/Toddler unfilled seats' changed from 0 to 4,089; 'Infant/Toddler unfilled seats – Extended Day and Year' changed from 0 to 4,077; 'Fiscal Year spending per child based on Infant/Toddler enrollment ($)' changed from 38,706 to 24,192; 'Fiscal Year spending per child based on Infant/Toddler enrollment – Extended Day and Year ($)' changed from 34,724 to 23,882; and 'Fiscal Year spending per child based on Infant/Toddler enrollment – Early Head Start ($)' changed from 42,687 to 39,334.
  - Beginning in Fiscal 2025, Fiscal Year spending indicators for early childhood education are now calculated based on effective cost per child, rather than contractual cost per child as was previously reported.

- Goal 2b:
  - Previously published Fiscal 2026 targets for the following indicators were revised based on recent data: 'Total 3-K student enrollment' changed from 50,285 to 45,454; '3-K student enrollment – School Day and Year' changed from 43,581 to 37,636; '3-K student enrollment – Extended Day and Year' changed from 4,433 to 5,758; '3-K student enrollment – Head Start' changed from 2,271 to 2,060; 'Total 3-K unfilled seats' changed from 2,778 to 7,263; '3-K unfilled seats – School Day and Year' changed from 0 to 5,894; '3-K unfilled seats – Extended Day and Year' changed from 2,485 to 958; '3-K unfilled seats – Head Start' changed from 293 to 411; 'Fiscal Year spending per child based on 3-K enrollment ($)' changed from 23,800 to 20,637; 'Fiscal Year spending per child based on 3-K enrollment – School Day and Year ($)' changed from 18,007 to 19,314; 'Fiscal Year spending per child based on 3-K enrollment – Extended Day and Year ($)' changed from 27,421 to 27,473; and 'Fiscal Year spending per child based on 3-K enrollment – Head Start ($)' changed from 25,973 to 27,402.
- Goal 2c:
  - Previously published Fiscal 2026 targets for the following indicators were revised based on recent data: 'Total Pre-K student enrollment' changed from 62,881 to 59,250; 'Pre-K student enrollment – School Day and Year' changed from 57,934 to 54,608; 'Pre-K student enrollment – Extended Day and Year' changed from 2,853 to 2,742; 'Pre-K student enrollment – Head Start' changed from 2,095 to 1,900; 'Total Pre-K unfilled seats' changed from 8,793 to 12,881; 'Pre-K unfilled seats – School Day and Year' changed from 5,912 to 8,817; 'Pre-K unfilled seats – Extended Day and Year' changed from 2,328 to 2,106; 'Pre-K unfilled seats – Head Start' changed from 898 to 589; 'Fiscal Year spending per child based on Pre-K enrollment ($)' changed from 19,696 to 18,032; 'Fiscal Year spending per child based on Pre-K enrollment – School Day and Year ($)' changed from 14,917 to 17,276; 'Fiscal Year spending per child based on Pre-K enrollment – Extended Day and Year ($)' changed 22,850 to 34,458; and 'Fiscal Year spending per child based on Pre-K enrollment – Head Start ($)' changed from 21,320 to 23,627.
- Goal 2d:
  - Previously published Fiscal 2026 targets for the following indicators were revised based on recent data: 'Total School Day and Year student enrollment' changed from 101,738 to 92,244; 'Total School Day and Year unfilled seats' changed from 2,711 to 14,711; and 'Fiscal Year spending per child based on School Day and Year enrollment ($)' changed from 16,462 to 18,130.
- Goal 2e:
  - Previously published Fiscal 2026 targets for the following indicators were revised based on recent data: 'Total Extended Day and Year student enrollment' changed from 18,256 to 14,765; 'Total Extended Day and Year unfilled seats' changed from 4,483 to 7,141; and 'Fiscal Year spending per child based on Extended Day and Year enrollment ($)' changed from 28,332 to 26,776.
- Goal 2f:
  - Previously published Fiscal 2026 targets for the following indicators were revised based on recent data: 'Total Head Start student enrollment' changed from 4,500 to 4,089; 'Total Head Start unfilled seats' changed from 840 to 1,000; and 'Fiscal Year spending per child based on Head Start enrollment ($)' changed from 29,993 to 26,086.
- Goal 3a:
  - The Fiscal 2026 target for 'Students reporting feeling safe in the hallways, bathrooms, locker rooms, and cafeteria of their school (%)' was changed from 95 to 85 to establish more realistic targets based on recent data.
- Goal 4a:
  - The Fiscal 2025 target for 'Total new seats created' was previously published as 10,222 but the actual target is 6,254. The Fiscal 2026 target was revised from 10,222 to 4,624. Targets are based on the number of seats projected in NYCPS' Five-Year Capital Plan, managed by SCA.

- Goal 4c:
  - The Fiscal 2024 value for 'Schools serving halal and kosher meals in schools' was revised from 137 to 116 because it was originally reported erroneously.
- Agency-Wide Management:
  - Fiscal 2021-2024 data for 'Workplace injuries reported' was revised due to late submissions that were filed or received in subsequent years. Fiscal 2021 data was changed from 761 to 762; Fiscal 2022 data was changed from 2,430 to 2,434; Fiscal 2023 data was changed from 2,980 to 2,984; and Fiscal 2024 data was changed from 3,135 to 3,168.
  - The Fiscal 2026 target for 'Teachers reporting that they would recommend this school to families seeking a place for their child (%)' was changed from 90 to 89 to more closely reflect recent data.
  - The Fiscal 2024 value for 'Students experiencing economic hardship (%)' was changed from 73.5 to 74.4 after data was revised for accuracy.
- Customer Service:
  - Fiscal 2026 targets for the following indicators were revised due to improvements in recent years. 'Letters responded to in 14 days (%)' was changed from 72 to 75 and 'E-mails responded to in 14 days (%) was changed from 72 to 75.
  - Fiscal 2024 data for 'Customers rating service good or better as applicable (%)' was revised from 98 to 95 because it was previously reported in error. The Fiscal 2026 target was changed from 90 to 97 to establish a bolder target based on a review of recent data.

ADDITIONAL RESOURCES

For additional information, go to:

- Five Borough Listening Tour Report:
  https://www.schools.nyc.gov/about-us/vision-and-mission/chancellor-s-five-borough-listening-tour
- Performance Data:
  https://www.schools.nyc.gov/about-us/reports
- School Quality Report Data:
  https://www.schools.nyc.gov/about-us/reports/school-quality
- School Survey Information and Results:
  https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey
- School Quality Review Information and Reports:
  https://www.schools.nyc.gov/about-us/reports/school-quality/quality-review
- The Social Indicators and Equity Report, EquityNYC:
  http://equity.nyc.gov/

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