

DEPARTMENT OF EDUCATION

Kamar H. Samuels, 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 81,000 teachers in approximately 1,600 schools in 32 school districts and District 75. 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 guide all students toward civically engaged and fulfilling careers, NYCPS applies an equity lens to ensure that all students, families, and communities receive the supports they need to thrive. Building on its work to transform literacy and math instruction and expand college and career pathways, NYCPS further commits to fostering safe learning environments, rigorous and high-quality academics, and truly integrated schools that reflect the rich diversity of New York City—including through culturally responsive classrooms, access to accelerated coursework, exposure to a multitude of perspectives, and teaching that addresses the strengths and needs of all learners, including students with disabilities, English Language Learners, and students in temporary housing and foster care. These commitments underpin several key initiatives:

- The 3-K for All initiative provides New York City families with free, full-day early childhood education that supports critical brain development and social skills for three-year-olds while delivering substantial financial relief from private child care costs. In the 2026–2027 School Year, the program will expand by 2,000 seats across 56 zip codes, prioritizing historically underserved neighborhoods to reduce child care costs and stabilize enrollment. In January 2026, the City announced a new 2-K initiative offering free child care for two-year-olds, with 2,000 seats planned for its launch in the 2026–2027 School Year.
- NYC Reads, launched in the 2023–2024 School Year, is one of the most ambitious literacy improvement efforts in the country, rooted in the Science of Reading and aimed at ensuring all NYCPS students become thriving readers and writers through one of three pre-approved, evidence-based curricula. It represents a systemwide investment in instruction, support, and community engagement. After successful implementation in pre-kindergarten and elementary schools, NYCPS expanded NYC Reads to middle schools in the 2025–2026 School Year while strengthening supports for existing schools. In the 2026–2027 School Year, it will expand to additional middle school districts and begin its first phase of high school expansion in four districts, backed by continued job-embedded coaching and professional development.
- NYC Solves, launched in the 2023–2024 School Year, aims to disrupt inequities in math education by standardizing research-based curricula citywide, giving every student access to a more level playing field. Following its initial launch in high schools citywide and middle schools in nine districts, NYC Solves expanded to middle schools in six additional districts in the 2025–2026 School Year. In the 2026–2027 School Year, it will expand to more middle school districts and begin its first phase of elementary school expansion in four districts, supported by the same coaching and professional development model as NYC Reads.
- FutureReadyNYC (FRNYC) prepares students for post-secondary success through career-connected pathways, apprenticeships, internships, and early college opportunities in fields like technology, healthcare, education, human and social services, and HVAC/decarbonization. Since Fiscal 2022, students have earned over \$30 million through work-based learning opportunities. More than 75,000 9th–12th graders have completed career exploration coursework, and over 15,000 10th–12th graders have enrolled in labor market-aligned coursework. FRNYC students show increased engagement, reflected in lower chronic absenteeism, higher attendance, and improved GPAs. As of Fiscal 2026, 190 NYCPS high schools—about one in three—participate in FRNYC.

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.
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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 CTL Transitional programming in communities of need and achieve maximum capacity.
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SERVICE 3 Coordinate with NYPD to maintain safe schools.

- Goal 3a Ensure a safe and secure learning environment for all students and staff.
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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 2026

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

Goal 1a Improve academic achievement.

Overall student enrollment decreased two percent from 1,054,300 in the 2024–2025 School Year to 1,035,500 in the 2025–2026 School Year. District school enrollment declined from 906,200 to 884,600 while charter school enrollment increased from 148,100 to 150,900.

Attendance rates decreased slightly across all categories between the 2024–2025 School Year and the 2025–2026 School Year—overall average daily attendance decreased from 89.8 percent to 89.5 percent, elementary and middle school attendance decreased from 91.1 percent to 90.9 percent, and high school attendance decreased from 87.1 percent to 86.5 percent.

For English Language Arts, the percent of students in grades 3 to 8 below standards increased four percentage points from 20.3 percent in the 2024–2025 School Year to 24.3 percent in the 2025–2026 School Year, students meeting or exceeding standards decreased six percentage points from 56.3 percent to 50.3 percent, and students progressing into a higher level decreased nearly 18 percentage points from 42.7 percent to 24.9 percent. These declines mirror trends in other school districts across New York State. Given the unprecedented year-to-year fluctuations in student proficiency and concerns over major scoring gains and losses across a short period of time, NYCPS has begun a deeper analysis of the results. For math, the percent of students in grades 3 to 8 below standards increased just over half a percentage point from 20.5 percent to 21.1 percent, students meeting or exceeding standards remained mostly stable at 57.0 percent, and students progressing into a higher level decreased four percentage points from 31.2 percent to 27.2 percent.

From the 2024–2025 School Year to the 2025–2026 School Year, average class size decreased across all grade bands and the proportion of classes subject to the 2023 New York State class size law at or below mandated class size caps increased across all grade bands. For Kindergarten to Grade 3, average class size decreased from 21.9 to 19.6 and State law compliance increased from 38 percent to 67 percent. For Grades 4 to 5, average class size decreased from 23.7 to 22.0 and compliance increased from 46 percent to 69 percent. For Grades 6 to 8, average class size decreased from 25.5 to 24.0 and compliance increased from 37 percent to 57 percent. For Grades 9 to 12, average class size decreased from 25.8 to 24.5 and compliance increased from 48 percent to 64 percent. For schools in the highest Economic Need Index quartile, average class size decreased from 22.0 to 20.6 and compliance increased from 67 percent to 78 percent. Overall compliance with the class size law increased from 46 percent in the 2024–2025 School Year to 64 percent in the 2025–2026 School Year, surpassing the 60 percent compliance mandated by the end of the 2025–2026 School Year. These counts reflect the number of non-exempted classes. Exemptions were determined in collaboration with the United Federation of Teachers (UFT) and the Council for School Supervisors and Administrators (CSA), in alignment with the law, and granted to schools meeting criteria outlined within the July 2025 Class Size Reduction Plan. The significant increase in compliance is the direct result of work undertaken to invest over \$450 million in schools, which directly funded around 3,700 teaching positions, allowing for progress in class size reduction across all grade bands.

Performance Indicators	Actual					Target		Trend	
	FY22	FY23	FY24	FY25	FY26	FY26	FY27	5-Year	Desired Direction
Student enrollment as of October 31 in grades 3-K to 12 (000)	1,058.9	1,047.9	1,058.1	1,054.3	1,035.5	*	*	Neutral	*
– District schools (000)	919.1	907.0	912.1	906.2	884.6	*	*	Neutral	*
– Charter schools (000)	139.8	140.9	146.0	148.1	150.9	*	*	Neutral	*
★ Average daily attendance (%)	88.1%	89.4%	89.6%	89.8%	89.5%	92.0%	92.0%	Neutral	Up
– Elementary/middle (%)	89.7%	90.5%	90.8%	91.1%	90.9%	92.1%	92.1%	Neutral	Up
– High school (%)	84.6%	86.8%	87.0%	87.1%	86.5%	87.7%	87.7%	Neutral	Up
Students chronically absent (%)	40.7%	36.2%	34.8%	33.3%	33.5%	29.0%	29.0%	Down	Down
Students in grades 3 to 8 below standards – English Language Arts (%)	22.5%	22.9%	26.1%	20.3%	24.3%	19.3%	23.3%	Neutral	Down
– Math (%)	38.5%	26.0%	22.8%	20.5%	21.1%	19.5%	21.0%	Down	Down
★ 🌟 Students in grades 3 to 8 meeting or exceeding standards – English Language Arts (%)	49.0%	51.7%	49.1%	56.3%	50.3%	57.3%	51.3%	Neutral	Up
★ 🌟 – Math (%)	37.9%	49.9%	53.4%	56.9%	57.0%	58.0%	57.9%	Up	Up
Students in grades 3 to 8 progressing into a higher level – English Language Arts (%)	NA	34.4%	30.0%	42.7%	24.9%	*	*	NA	Up
– Math (%)	NA	39.7%	31.2%	31.2%	27.2%	*	*	NA	Up
Students in grades 1 to 8 promoted to the next grade level (%)	97.9%	99.0%	99.0%	99.1%	99.1%	*	*	Neutral	Up
Students with a 65 to 100 passing score on the Regents Examination – English (%)	73.7%	72.7%	74.5%	72.1%	NA	73.1%	73.1%	NA	Up
– History (%)	74.8%	71.8%	75.5%	75.0%	NA	76.0%	77.0%	NA	Up
– Science (%)	65.8%	55.9%	57.1%	54.2%	NA	55.0%	56.0%	NA	Up
– Math (%)	58.2%	46.2%	54.4%	53.9%	NA	55.0%	56.0%	NA	Up
★ 🌟 Students in cohort graduating from high school in 4 years (%)	83.7%	83.7%	83.3%	81.2%	NA	84.0%	82.2%	NA	Up
★ Students in cohort graduating from high school in 6 years (%)	85.1%	86.7%	87.5%	87.5%	NA	↑	↑	NA	Up
★ Students in cohort dropping out from high school in 4 years (%)	5.4%	5.4%	4.7%	5.2%	NA	4.0%	4.2%	NA	Down
Students in cohort dropping out from high school in 6 years (%)	9.7%	8.6%	8.1%	8.1%	NA	*	*	NA	Down
Average class size – Kindergarten to Grade 3	21.2	22.1	22.6	21.9	19.6	*	*	Neutral	Down
– Grades 4 to 5	22.5	23.7	24.2	23.7	22.0	*	*	Neutral	Down
– Grades 6 to 8	NA	NA	26.0	25.5	24.0	*	*	NA	Down
– Grades 6 to 8 core courses	24.6	24.9	24.9	NA	NA	*	*	NA	Down
– Grades 9 to 12	NA	NA	26.1	25.8	24.5	*	*	NA	Down
– Grades 9 to 12 core courses	25.0	23.7	23.7	NA	NA	*	*	NA	Down
★ Classes subject to class size law at or below caps	NA	42%	40%	46%	64%	60%	70%	NA	Up
★ – Kindergarten to Grade 3 (%)	NA	35%	31%	38%	67%	↑	↑	NA	Up
★ – Grades 4 to 5 (%)	NA	46%	42%	46%	69%	↑	↑	NA	Up
★ – Grades 6 to 8 (%)	NA	34%	33%	37%	57%	↑	↑	NA	Up
★ – Grades 9 to 12 (%)	NA	47%	45%	48%	64%	↑	↑	NA	Up
Average class size in highest Economic Need Index quartile of schools	NA	20.9	22.4	22.0	20.6	*	*	NA	Down
Classes subject to class size law at or below caps in highest Economic Need Index quartile of schools (%)	NA	64%	62%	67%	78%	*	*	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. From the 2024–2025 School Year to the 2025–2026 School Year, phone calls responded to by parent coordinator or parent engagement designee increased nine percent, in-person consultations with parents increased 12 percent, and parents attending parent coordinator workshops decreased six percent. The number of school-based workshops offered to parents increased from 53,000 to 54,000 over the reporting period. Additionally, parents attending Fall and Spring Parent-Teacher Conferences decreased slightly from 1,247,000 to 1,219,000 after several years of sustained increases from 934,000 in the 2021–2022 School Year.

The annual NYC School 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 2025–2026 School Year, the survey captured that family sentiment regarding school communication and belonging remained constant or improved slightly, with affirmative responses for several key questions ranging from 93 percent to 97 percent.

Performance Indicators	Actual					Target		Trend	
	FY22	FY23	FY24	FY25	FY26	FY26	FY27	5-Year	Desired Direction
Phone calls responded to by parent coordinator or parent engagement designee (000)	11,613	16,809	23,555	30,918	33,827	10,000	35,000	Up	Up
In-person consultations with parents by parent coordinators or parent engagement designee (000)	1,058	1,358	1,831	2,021	2,264	1,400	1,400	Up	Up
School-based workshops offered to parents (000)	50	38	45	53	54	60	60	Up	Up
Parents attending parent coordinator workshops (000)	723	922	1,107	1,382	1,293	1,000	1,000	Up	Up
Parents attending Fall and Spring Parent-Teacher Conferences (000)	934	1,023	1,163	1,247	1,219	2,000	2,000	Up	Up
★ Families reporting that school staff regularly communicate with them about helping their children learn (%)	91%	90%	91%	92%	93%	95%	95%	Neutral	*
Families reporting that their child's school communicates in a language that they can understand (%)	97%	97%	97%	97%	97%	95%	97%	Neutral	*
Families reporting that they are greeted warmly when they call or visit the school (%)	96%	96%	96%	97%	97%	95%	97%	Neutral	*
Families reporting that their child belongs at this school (%)	96%	95%	95%	96%	96%	95%	96%	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.

Students enrolled as English Language Learners (ELL) decreased 13 percent from 168,000 in the 2024–2025 School Year to 146,000 in the 2025–2026 School Year. ELL enrollment has now declined for two consecutive school years after peaking at 174,000 in the 2023–2024 School Year, following steady growth from 149,000 in the 2021–2022 School Year.

Performance Indicators	Actual					Target		Trend	
	FY22	FY23	FY24	FY25	FY26	FY26	FY27	5-Year	Desired Direction
Students enrolled as English Language Learners (ELL) (000)	149	160	174	168	146	*	*	Neutral	*
English Language Learners testing out of English Language Learner status (%)	16.1%	16.1%	14.7%	17.3%	NA	15.7%	18.3%	NA	Up
★ English Language Learners testing out of English Language Learner status who did so within 3 years (%)	37.9%	42.7%	55.3%	54.1%	NA	56.3%	55.1%	NA	Up
Current English Language Learner four-year graduation rate (%)	67.0%	62.0%	54.9%	51.7%	NA	60.0%	52.7%	NA	Up
Ever English Language Learner four-year graduation rate (%)	91.0%	91.2%	91.3%	91.6%	NA	92.0%	92.0%	NA	Up
Current English Language Learner four-year dropout rate (%)	15.4%	17.0%	14.2%	18.2%	NA	15.0%	17.8%	NA	Down
Ever English Language Learner four-year dropout rate (%)	2.2%	2.4%	2.2%	2.0%	NA	1.3%	1.7%	NA	Down
Current English Language Learner six-year graduation rate (%)	55.8%	66.9%	71.8%	67.6%	NA	*	*	NA	Up
Ever English Language Learner six year graduation rate (%)	93.3%	93.3%	93.8%	94.1%	NA	*	*	NA	Up
Current English Language Learner six year dropout rate (%)	32.7%	24.2%	20.5%	24.0%	NA	*	*	NA	Down
Ever English Language Learner six year dropout rate (%)	4.2%	4.4%	4.2%	4.1%	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 two percent from 305,806 in the 2024–2025 School Year to 312,315 in the 2025–2026 School Year; over the same reporting period, the number of students newly recommended for special education services decreased five percent to 36,801 and the number of students no longer recommended increased four percent to 5,453.

Pre-school special education enrollment increased two percent to 32,996 in the 2025–2026 School Year, with increases in enrollment at NYCPS, contracted providers, and private or home settings and decreases in enrollment at State-approved non-public schools and charter schools, the latter declining 20 percent to 102 students. School-age special education enrollment similarly increased two percent to 279,319, with slight increases across all categories except State-approved non-public schools, which declined five percent to 4,577.

From the 2024–2025 School Year to the 2025–2026 School Year, students with disabilities in grades 3 to 8 progressing into a higher level in English Language Arts declined over 15 percentage points from 34.1 percent to 18.9 percent, mirroring the overall decline in ELA proficiency rates. Students progressing into a higher level in math declined over three percentage points from 24.6 percent to 21.0 percent.

Due Process Complaints (DPCs) and Ten-Day Notices (TDNs) are tracked by filings, settlements, and costs. A DPC is a formal request for an impartial hearing to resolve a dispute concerning a student's special education program, services, placement, evaluation, or educational rights. A TDN is a parent's written notice to NYCPS that they reject the student's current special education program and intend to secure private services or placement at NYCPS's expense unless the dispute is resolved.

The total number of Due Process Complaints filed decreased 19 percent from 19,511 in the 2024–2025 School Year to 15,767 in the 2025–2026 School Year, declining across all categories except pre-school. The overall decrease was driven primarily by private schools, which comprised the largest setting type for complaints and decreased 21 percent from 17,552 to 13,855. Due Process Complaints settled decreased 21 percent across the same reporting period, from 1,127 to 895. Cases can be settled in years subsequent to their initial filing. Since imposing controls associated with Due Process Complaints, including enforcement of the Parental Notice of Intent, NYCPS has seen a significant decrease in the number of complaints filed. In addition, the Enhanced Rate Equitable Services (ERES) Unit, established in Fiscal 2024 under the Office of General Counsel, has provided a pathway for families to obtain services in lieu of filing a Due Process Complaint where NYCPS has not provided services directly.

The number of Ten-Day Notices filed decreased seven percent from 11,818 in the 2024–2025 School Year to 11,003 in the 2025–2026 School Year. Ten Day Notices settled decreased eight percent over the same reporting period, from 3,878 to 3,553. Similarly to Due Process Complaints, additional control and enforcement measures have driven a decrease in the number of Ten Day Notices filed.

NYCPS began tracking average settlement costs for Due Process Complaints and Ten-Day Notices in Fiscal 2026 to provide greater visibility into the financial impact of special education disputes. Average settlement cost for both filing types increased eight percent from \$101,424 to \$109,859; average settlement cost for Due Process Complaints increased from \$98,840 to \$104,881 and average settlement cost for Ten Day Notices increased from \$102,175 to \$111,113.

Performance Indicators	Actual					Target		Trend	
	FY22	FY23	FY24	FY25	FY26	FY26	FY27	5-Year	Desired Direction
Students with Individualized Education Programs	288,163	289,654	298,347	305,806	312,315	*	*	Neutral	*
Students newly recommended for special education services	32,099	36,316	36,392	38,712	36,801	*	*	Up	*
Students no longer in need of special education services	4,668	5,087	5,228	5,224	5,453	*	*	Up	*
★ Students with disabilities in cohort graduating from high school in 4 years (%)	64.1%	65.6%	64.9%	59.4%	NA	65.6%	60.4%	NA	Up
★ Students with disabilities in cohort graduating from high school in 6 years (%)	66.7%	69.0%	71.6%	72.7%	NA	↑	↑	NA	Up
★ Students with disabilities in cohort dropping out from high school in 4 years (%)	7.7%	7.8%	7.4%	6.7%	NA	7.2%	6.3%	NA	Down
Students with disabilities in cohort dropping out from high school in 6 years (%)	16.3%	14.5%	12.4%	12.2%	NA	*	*	NA	Down
Special education enrollment – Pre-school	25,935	29,005	31,542	32,334	32,996	*	*	Up	*
– New York City Public Schools	3,859	5,119	5,792	6,239	6,441	*	*	Up	*
– Non-public school – state approved	9,047	8,954	8,907	8,754	8,560	*	*	Neutral	*
– Contracted (3K, Pre-K)	5,492	7,281	7,745	7,099	7,468	*	*	Up	*
– Charter schools	61	90	121	128	102	*	*	Up	*
– Private or home	7,476	7,561	8,977	10,114	10,425	*	*	Up	*
Special education enrollment – School-age	262,228	260,649	266,805	273,472	279,319	*	*	Neutral	*
– New York City Public Schools	182,464	182,192	185,363	190,770	196,104	*	*	Neutral	*
– Charter schools	24,441	25,474	26,630	27,631	28,242	*	*	Up	*
– Non-public school – state approved	5,452	5,209	5,002	4,835	4,577	*	*	Down	*
– Non-public school – not state approved	49,871	47,774	49,810	50,236	50,396	*	*	Neutral	*
★ Students with disabilities in grades 3 to 8 progressing into a higher level – English Language Arts (%)	NA	25.6%	23.4%	34.1%	18.9%	↑	↑	NA	Up
★ – Math (%)	NA	30.7%	24.4%	24.6%	21.0%	↑	↑	NA	Up
★ Students fully scheduled to receive their IEP-recommended special education programs (%)	88%	91%	92%	93%	93%	↑	↑	Neutral	Up
★ Related services mandates with full encounter recorded (%)	95%	95%	95%	94%	93%	↑	↑	Neutral	Up
Autism specialized program enrollment	NA	NA	NA	NA	4,577	*	*	NA	*
Due Process Complaints filed	17,883	22,063	26,221	19,511	15,767	*	*	Down	*
– Private School	16,740	20,267	24,004	17,552	13,855	*	*	Down	*
– Public School	902	1,279	1,241	979	895	*	*	Down	*
– Pre-School	98	315	765	811	912	*	*	Up	*
– Other	143	202	211	169	105	*	*	Down	*
Ten Day Notices filed	11,508	14,425	17,317	11,818	11,003	*	*	Down	*
Due Process Complaints settled	973	1,273	1,072	1,127	895	*	*	Down	*
Ten Day Notices settled	2,787	3,654	3,951	3,878	3,553	*	*	Up	*
Average settlement cost (\$)	\$77,853	\$83,254	\$93,377	\$101,424	\$109,859	*	*	Up	*
– Due Process Complaints	\$80,592	\$84,800	\$94,309	\$98,840	\$104,881	*	*	Up	*
– Ten Day Notices	\$76,897	\$82,715	\$93,124	\$102,175	\$111,113	*	*	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.

The percent of the high school cohort taking the SAT at least once in four years of high school decreased over two percentage points from 70.9 percent in the 2023–2024 School Year to 68.2 percent in the 2024–2025 School Year. The Fiscal 2027 PMMR will include data for the 2025–2026 School Year and post-secondary enrollment data for the 2024–2025 School Year.

Performance Indicators	Actual					Target		Trend	
	FY22	FY23	FY24	FY25	FY26	FY26	FY27	5-Year	Desired Direction
High school cohort taking the SAT at least once in 4 years of high school (%)	58.4%	71.5%	70.9%	68.2%	NA	71.9%	72.5%	NA	Up
★ 🌟 High school cohort who graduate ready for college and careers (%)	NA	NA	51.7%	54.2%	NA	52.7%	55.2%	NA	Up
🌟 High school cohort who graduated from high school and enrolled in a college or other post-secondary program within 6 months (%)	61.5%	63.7%	63.0%	NA	NA	64.0%	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.

From the 2023–2024 School Year to the 2024–2025 School Year, the percent of the high school cohort taking at least one Advanced Placement (AP) exam in four years of high school decreased one percentage point from 44.9 percent to 43.9 percent and the percent of the cohort passing at least one AP exam increased two percentage points from 25.6 percent to 27.5 percent. The Fiscal 2027 PMMR will include data for the 2025–2026 School Year.

Performance Indicators	Actual					Target		Trend	
	FY22	FY23	FY24	FY25	FY26	FY26	FY27	5-Year	Desired Direction
★ High school cohort taking at least 1 AP exam in 4 years of high school (%)	40.7%	44.0%	44.9%	43.9%	NA	45.9%	45.9%	NA	Up
High school cohort passing at least 1 AP exam in 4 years of high school (%)	22.8%	23.7%	25.6%	27.5%	NA	26.6%	27.6%	NA	Up
Students who successfully completed approved rigorous courses or assessments (%)	73.2%	67.5%	61.9%	60.7%	NA	63.0%	61.7%	NA	Up
Students attempting at least one Career and Technical Education course for credit	46,198	54,719	55,122	54,779	NA	*	*	NA	*
★ 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 enrollment increased 17 percent from 6,378 in the 2024–2025 School Year to 7,449 in the 2025–2026 School Year, with enrollment increasing more than fourfold in Early City Tax Levy (CTL) Transitional seats from 128 to 545. An increase in awareness of Infant/Toddler services could have contributed to enrollment increases. Additionally, NYCPS now accepts vouchers issued by the Administration for Children’s Services (ACS) to enroll in an NYCPS-contracted seat, leading to a greater number of families accessing these services. Unfilled seats decreased 16 percent from 4,105 to 3,462. In Fiscal 2025, many severely underenrolled sites closed, leading to decreases in unfilled seats and therefore increases in utilization. The overall utilization rate increased seven percentage points from 61 percent to 68 percent but decreased for Early CTL Transitional settings from 100 percent to 86 percent due to unfilled seats increasing from 0 to 87. Fiscal Year spending per child for Infant/Toddler programs increased 39 percent from \$24,192 to \$33,523, growing by nearly 47 percent for Extended Day and Year settings from \$23,882 to \$34,995 but decreasing five percent for Early CTL Transitional settings from \$39,334 to \$37,443. Increases in per child spending for Infant/Toddler seats are due to increased enrollment in the 2025–2026 School Year, particularly as these seats are higher cost. Minimum rates are also embedded in vendor’s multi-year contracts.

Performance Indicators	Actual					Target		Trend	
	FY22	FY23	FY24	FY25	FY26	FY26	FY27	5-Year	Desired Direction
★ Total Infant/Toddler student enrollment	NA	6,346	10,441	6,378	7,449	6,394	8,009	NA	Up
– Extended Day and Year	NA	6,220	10,317	6,250	6,904	6,265	7,880	NA	Up
– Early CTL Transitional	NA	126	124	128	545	129	129	NA	Up
Total Infant/Toddler unfilled seats	NA	2,148	438	4,105	3,462	4,089	5,181	NA	Down
– Extended Day and Year	NA	2,146	434	4,092	3,375	4,077	4,814	NA	Down
– Early CTL Transitional	NA	2	4	0	87	0	0	NA	Down
Total Infant/Toddler utilization rate (%)	NA	75%	96%	61%	68%	61%	61%	NA	*
– Extended Day and Year (%)	NA	74%	96%	60%	67%	61%	62%	NA	*
– Early CTL Transitional (%)	NA	98%	97%	100%	86%	100%	100%	NA	*
Fiscal Year spending per child based on Infant/Toddler enrollment (\$)	NA	\$39,883	\$38,706	\$24,192	\$33,523	\$24,192	\$24,192	NA	*
– Extended Day and Year (\$)	NA	\$34,493	\$34,724	\$23,882	\$34,995	\$23,882	\$23,882	NA	*
– Early CTL Transitional (\$)	NA	\$45,273	\$42,687	\$39,334	\$37,443	\$39,334	\$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 enrollment decreased from 44,729 in the 2024–2025 School Year to 43,678 in the 2025–2026 School Year and decreased across all categories, most notably for CTL3 Transitional settings which declined 14 percent to 1,729. These small shifts are most likely due to normal fluctuations in enrollment. Unfilled seats increased from 7,988 to 8,132 but decreased for Extended Day and Year and CTL3 Transitional. The overall utilization rate decreased slightly from 85 percent to 84 percent and overall Fiscal Year spending per child for 3-K remained largely stable at \$20,523 in Fiscal 2026.

Performance Indicators	Actual					Target		Trend	
	FY22	FY23	FY24	FY25	FY26	FY26	FY27	5-Year	Desired Direction
★ Total 3-K student enrollment	NA	32,361	43,957	44,729	43,678	45,454	46,818	NA	Up
– School Day and Year	NA	26,320	37,636	37,462	36,735	37,636	38,436	NA	Up
– Extended Day and Year	NA	4,160	4,261	5,259	5,214	5,758	6,209	NA	Up
– CTL3 Transitional	NA	1,881	2,060	2,008	1,729	2,060	2,174	NA	Up
Total 3-K unfilled seats	NA	9,355	8,446	7,988	8,132	7,263	6,390	NA	Down
– School Day and Year	NA	5,495	4,965	6,068	6,526	5,894	5,943	NA	Down
– Extended Day and Year	NA	3,050	2,897	1,457	1,164	958	264	NA	Down
– CTL3 Transitional	NA	810	584	463	442	411	184	NA	Down
Total 3-K utilization rate (%)	NA	78%	84%	85%	84%	86%	88%	NA	*
– School Day and Year (%)	NA	83%	88%	86%	85%	87%	87%	NA	*
– Extended Day and Year (%)	NA	58%	60%	78%	82%	86%	96%	NA	*
– CTL3 Transitional (%)	NA	70%	78%	81%	80%	83%	92%	NA	*
Fiscal Year spending per child based on 3-K enrollment (\$)	NA	\$23,781	\$23,800	\$20,637	\$20,523	\$20,637	\$20,637	NA	*
– School Day and Year (\$)	NA	\$18,095	\$18,007	\$19,314	\$18,364	\$19,314	\$19,314	NA	*
– Extended Day and Year (\$)	NA	\$27,275	\$27,421	\$27,473	\$27,602	\$27,473	\$27,473	NA	*
– CTL3 Transitional (\$)	NA	\$25,974	\$25,973	\$27,402	\$25,904	\$27,402	\$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 enrollment decreased from 56,950 in the 2024–2025 School Year to 55,042 in the 2025–2026 School Year with slight declines across all categories. These small shifts are most likely due to normal fluctuations in enrollment and fewer eligible children due to decreased birthrates and families leaving the City. Unfilled seats decreased 17 percent due to the Fiscal 2025 closing of sites that had been severely underenrolled and seats that were converted to 3-K and Infant/Toddler seats to address need in saturated areas, causing the utilization rate to increase two percentage points from 79 percent to 81 percent. Fiscal Year spending per child for Pre-K declined seven percent from \$18,032 to \$16,704. This decline was driven by a 14 percent decline in spending per child for School Day and Year settings, from \$17,276 to \$14,903, and a 33 percent decline for Extended Day and Year settings, from \$34,458 to \$22,960.

Performance Indicators	Actual					Target		Trend	
	FY22	FY23	FY24	FY25	FY26	FY26	FY27	5-Year	Desired Direction
★ Total Pre-K student enrollment	NA	59,687	59,250	56,950	55,042	59,250	53,117	NA	Up
– School Day and Year	NA	54,948	54,608	51,996	51,089	54,608	49,423	NA	Up
– Extended Day and Year	NA	2,961	2,742	2,424	2,355	2,742	1,904	NA	Up
– CTL4 Transitional	NA	1,778	1,900	1,764	1,598	1,900	1,793	NA	Up
Total Pre-K unfilled seats	NA	15,589	14,008	15,181	12,609	12,881	15,138	NA	Down
– School Day and Year	NA	11,218	10,252	11,429	9,964	8,817	11,916	NA	Down
– Extended Day and Year	NA	3,131	2,763	2,424	2,138	2,106	2,702	NA	Down
– CTL4 Transitional	NA	1,240	993	725	507	589	520	NA	Down
Total Pre-K utilization rate (%)	NA	79%	81%	79%	81%	82%	78%	NA	*
– School Day and Year (%)	NA	83%	84%	82%	84%	86%	81%	NA	*
– Extended Day and Year (%)	NA	49%	50%	50%	52%	57%	41%	NA	*
– CTL4 Transitional (%)	NA	59%	66%	71%	76%	76%	78%	NA	*
Fiscal Year spending per child based on Pre-K enrollment (\$)	NA	\$19,600	\$19,696	\$18,032	\$16,704	\$18,032	\$18,032	NA	*
– School Day and Year (\$)	NA	\$14,930	\$14,917	\$17,276	\$14,903	\$17,276	\$17,276	NA	*
– Extended Day and Year (\$)	NA	\$22,817	\$22,850	\$34,458	\$22,960	\$34,458	\$34,458	NA	*
– CTL4 Transitional (\$)	NA	\$21,054	\$21,320	\$23,627	\$22,101	\$23,627	\$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 from 89,458 in the 2024–2025 School Year to 87,824 in the 2025–2026 School Year while total School Day and Year unfilled seats decreased six percent from 17,497 to 16,490. The utilization rate remained constant at 84 percent. Fiscal Year spending per child based on School Day and Year enrollment dropped eight percent, from \$18,130 in Fiscal 2025 to \$16,712 in Fiscal 2026.

Performance Indicators	Actual					Target		Trend	
	FY22	FY23	FY24	FY25	FY26	FY26	FY27	5-Year	Desired Direction
★ Total School Day and Year student enrollment	NA	81,268	92,244	89,458	87,824	92,244	87,859	NA	Up
Total School Day and Year unfilled seats	NA	16,713	15,217	17,497	16,490	14,711	17,859	NA	Down
Total School Day and Year utilization rate (%)	NA	83%	86%	84%	84%	86%	83%	NA	*
Fiscal Year spending per child based on School Day and Year enrollment (\$)	NA	\$16,513	\$16,462	\$18,130	\$16,712	\$18,130	\$18,130	NA	*
★ 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 increased from 14,090 in the 2024–2025 School Year to 14,473 in the 2025–2026 School Year. Total Extended Day and Year unfilled seats dropped 16 percent from 7,973 to 6,677 due to the closing of underenrolled sites, which led the utilization rate to increase by four percentage points from 64 percent to 68 percent. Fiscal Year spending per child based on Extended Day and Year enrollment increased 24 percent from \$26,776 in Fiscal 2025 to \$33,194 in Fiscal 2026.

Performance Indicators	Actual					Target		Trend	
	FY22	FY23	FY24	FY25	FY26	FY26	FY27	5-Year	Desired Direction
★ Total Extended Day and Year student enrollment	NA	13,341	17,320	14,090	14,473	14,765	15,992	NA	Up
Total Extended Day and Year unfilled seats	NA	8,327	6,094	7,973	6,677	7,141	7,779	NA	Down
Total Extended Day and Year utilization rate (%)	NA	62%	74%	64%	68%	67%	67%	NA	*
Fiscal Year spending per child based on Extended Day and Year enrollment (\$)	NA	\$28,195	\$28,332	\$26,776	\$33,194	\$26,776	\$26,776	NA	*
★ Critical Indicator 🌟 Equity Indicator "NA" Not Available ↕ Directional Target * None									

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

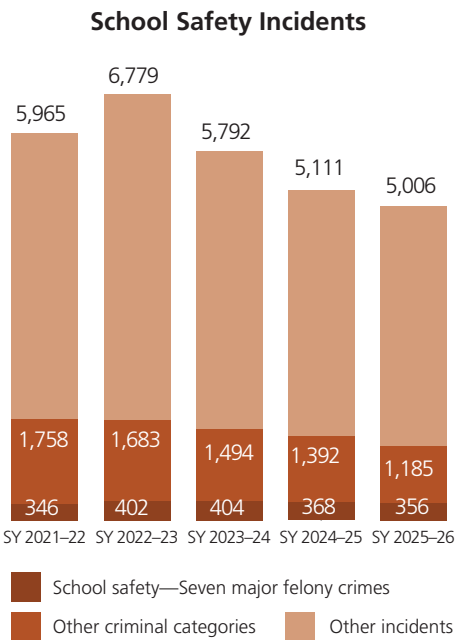
CTL Transitional programs, which provide similar hours as Extended Day and Year programs but are funded through City Tax Levy dollars with support from federal grants, mandates that families of children in the programs meet eligibility requirements including income limits, living in temporary housing, or receiving public benefits. Total CTL Transitional student enrollment remained consistent in the 2025–2026 School Year at 3,872. Total unfilled seats declined 13 percent from 1,188 in the 2024–2025 School Year to 1,036 in the 2025–2026 School Year, causing the utilization rate to increase two percentage points from 77 percent to 79 percent. Similar to Extended Day and Year programming, the closing of underenrolled sites contributed to the decrease in unfilled seats and an increase in utilization. Actual seat counts fluctuate slightly from year to year. Fiscal Year spending per child based on CTL Transitional enrollment decreased four percent from \$26,086 in Fiscal 2025 to \$25,086 in Fiscal 2026.

Performance Indicators	Actual					Target		Trend	
	FY22	FY23	FY24	FY25	FY26	FY26	FY27	5-Year	Desired Direction
Total CTL Transitional student enrollment	NA	3,785	4,084	3,900	3,872	4,089	4,096	NA	Up
Total CTL Transitional unfilled seats	NA	2,052	1,581	1,188	1,036	1,000	1,071	NA	Down
Total CTL Transitional utilization rate (%)	NA	65%	72%	77%	79%	80%	79%	NA	*
Fiscal Year spending per child based on CTL Transitional enrollment (\$)	NA	\$30,767	\$29,993	\$26,086	\$25,086	\$26,086	\$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’s Office of Safety and Prevention Partnerships 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. School safety incidents decreased across all categories between the 2024–2025 School Year and the 2025–2026 School Year. The number of seven major felony crimes decreased three percent from 368 to 356, other criminal categories decreased 15 percent from 1,392 to 1,185, and other incidents decreased two percent from 5,111 to 5,006. The number of youth arrested in schools remained largely stable, increasing slightly from 524 to 526. Safety has consistently been a top priority for NYCPS, and the Department continues to work in lockstep with its partners in the NYPD School Safety Division to provide a safe and secure learning environment in every school building. The reduction in the number of safety incidents over the past school year reflects that sustained focus.



Over the same reporting period, accidents in schools involving students decreased slightly from 46,466 to 46,008 and accidents involving members of the public increased 10 percent from 325 to 357. Data for this indicator from the 2024–2025 School Year onwards is much lower than historic levels due to enhancements made to the reporting system to verify employees, rather than having schools manually enter the data and select the most appropriate title from the dropdown list, which led to teachers and school staff potentially being included in prior year’s counts when they should not have been.

In the 2025–2026 School Year, the percent of students who reported feeling safe in the hallways and cafeterias of their school was 87 percent and the percent of students who reported feeling safe in the locker rooms and bathrooms of their school was 84 percent. These questions were newly introduced in the 2026 NYC School Survey; as such, there is no corresponding historic data.

Performance Indicators	Actual					Target		Trend	
	FY22	FY23	FY24	FY25	FY26	FY26	FY27	5-Year	Desired Direction
★ School safety – Seven major felony crimes	346	402	404	368	356	↕	↕	Neutral	Down
★ – Other criminal categories	1,758	1,683	1,494	1,392	1,185	↕	↕	Down	Down
★ – Other incidents	5,965	6,779	5,792	5,111	5,006	↕	↕	Down	Down
Accidents in schools – Students	42,450	48,710	47,052	46,466	46,008	*	*	Neutral	Down
– Public	736	768	746	325	357	*	*	Down	Down
Students reporting feeling safe in the hallways and cafeteria of their school (%)	NA	NA	NA	NA	87%	*	87%	NA	Up
Students reporting feeling safe in the locker rooms and bathrooms of their school (%)	NA	NA	NA	NA	84%	*	85%	NA	Up
Youth arrested in schools	359	354	474	524	526	*	*	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.

The number of new seats created declined 30 percent from 6,632 in Fiscal 2025 to 4,656 in Fiscal 2026. The number of seats created fluctuates year-to-year based on the Five-Year Capital Plan, which projected a higher number of seats to be created in Fiscal 2025 than in the subsequent year. The percentage of schools that exceed capacity and students in schools that exceed capacity declined slightly across every category, most notably for middle schools, where the share of schools exceeding capacity fell from 16.0 percent to 12.0 percent, and for elementary schools, where the share of schools exceeding capacity fell from 32.0 percent to 27.0 percent. School building ratings shifted modestly from Fiscal 2025 to Fiscal 2026, with a slight increase in the percent of schools rated 'Fair to good condition,' a slight decrease in 'Fair condition,' and a small decline in the percent rated 'Good condition.'

Rooftop solar installations on NYC Public School buildings decreased from 32 in the 2024–2025 School Year to 13 in the 2025–2026 School Year, and the total megawatt output of these installations similarly declined from seven to three over the same reporting period. There were more solar installation projects completed than originally planned in Fiscal 2025, which resulted in fewer projects completed in Fiscal 2026.

Performance Indicators	Actual					Target		Trend	
	FY22	FY23	FY24	FY25	FY26	FY26	FY27	5-Year	Desired Direction
Total new seats created	8,934	6,532	11,270	6,632	4,656	4,624	3,657	Down	*
Schools that exceed capacity – Elementary schools (%)	35.0%	34.0%	34.0%	32.0%	27.0%	*	*	Down	Down
– Middle schools (%)	17.0%	17.0%	17.0%	16.0%	12.0%	*	*	Down	Down
– High schools (%)	24.0%	29.0%	29.0%	28.0%	27.0%	*	*	Neutral	Down
Students in schools that exceed capacity – Elementary/middle schools (%)	34.0%	34.0%	35.0%	34.0%	28.0%	*	*	Down	Down
– High schools (%)	36.0%	43.0%	41.0%	43.0%	42.0%	*	*	Up	Down
School building ratings – Good condition (%)	1.6%	1.8%	1.6%	1.7%	1.3%	*	*	Down	Up
★ – Fair to good condition (%)	29.7%	28.9%	29.0%	32.8%	34.6%	↑	↑	Up	Up
– Fair condition (%)	68.6%	69.1%	69.2%	65.3%	63.6%	*	*	Neutral	*
★ – Fair to poor condition (%)	0.1%	0.2%	0.3%	0.3%	0.5%	↓	↓	Up	Down
– Poor condition (%)	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	Neutral	Down
Rooftop solar installations on NYC Public School buildings	10	19	9	32	13	*	*	Up	*
Total megawatt output of rooftop solar installations	3	5	2	7	3	*	*	Up	*
★ Critical Indicator ● Equity Indicator "NA" Not Available ↑↓ Directional Target * None									

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

From the 2024–2025 School Year to the 2025–2026 School Year, the average number of students assigned stop-to-school bus service decreased five percent from 72,190 to 68,333 and the average number of stop-to-school routes dropped slightly from 2,136 to 2,122. Over the same reporting period, the average number of students assigned curb-to-school bus service increased nearly 12 percent from 61,405 to 68,466, now surpassing the number of students assigned stop-to-school service. The average number of curb-to-school routes increased seven percent from 5,979 to 6,393. In the 2025–2026 School Year, there were more students being assigned curb-to-school routes on their IEPs due to increased need. Since curb-to-school routes are mostly used by students with IEPs, this resulted in an increase in curb-to-school assignments.

The average number of Students in Temporary Housing (STH) utilizing yellow school bus service decreased from 5,492 in the 2024–2025 School Year to 4,986 in the 2025–2026 School Year and the number of foster care students utilizing yellow school bus service increased from 1,213 to 1,271. Between the two School Years, the average number of STH issued OMNY cards increased from 6,550 to 6,853 and the number of STH parents/guardians utilizing caregiver OMNY cards decreased from 7,772 to 7,168.

Performance Indicators	Actual					Target		Trend	
	FY22	FY23	FY24	FY25	FY26	FY26	FY27	5-Year	Desired Direction
Average number of students assigned to stop-to-school service (per month)	73,031	73,592	72,753	72,190	68,333	*	*	Neutral	*
Average number of students assigned to curb-to-school service (per month)	54,661	56,359	56,271	61,405	68,466	*	*	Up	*
Average number of stop-to-school routes (per month)	2,352	2,233	2,143	2,136	2,122	*	*	Neutral	*
Average number of curb-to-school routes (per month)	5,786	5,596	5,711	5,979	6,393	*	*	Up	*
Average number of service incidents (per month)	2,395	3,874	3,349	3,672	3,706	*	*	Up	*
★ Average number of Students in Temporary Housing (STH) utilizing yellow school bus service	2,798	3,869	5,561	5,492	4,986	*	*	Up	*
★ Average number of Students in Temporary Housing (STH) issued OMNY cards	5,560	5,374	6,109	6,550	6,853	*	*	Up	*
★ Average number of Students in Temporary Housing (STH) parents/guardians utilizing caregiver OMNY cards	4,673	6,647	12,441	8,029	7,168	*	*	Up	*
Average number of foster care students provided yellow school bus service	1,375	1,067	1,188	1,213	1,271	*	*	Neutral	*
★ Critical Indicator 🌟 Equity Indicator "NA" Not Available ⬆️⬆️ Directional Target * None									

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

From the 2024–2025 School Year to the 2025–2026 School Year, the average number of breakfasts served daily remained stable at 222,338 and the average cost of breakfasts increased slightly from \$3.39 to \$3.58. The average number of lunches served daily similarly remained stable at 551,809 and the average cost of lunches increased slightly from \$5.23 to \$5.51.

Performance Indicators	Actual					Target		Trend	
	FY22	FY23	FY24	FY25	FY26	FY26	FY27	5-Year	Desired Direction
★ Average breakfasts served daily	272,369	234,377	230,887	221,232	222,338	⬆️	⬆️	Down	Up
★ Average lunches served daily	542,294	539,629	557,596	549,064	551,809	⬆️	⬆️	Neutral	Up
Schools certified to serve halal and kosher meals	NA	NA	116	119	115	*	*	NA	Up
Student satisfaction with Office of Food and Nutrition Services (%)	NA	NA	72.1%	74.6%	75.1%	*	*	NA	Up
Average cost of breakfasts served (\$)	\$2.75	\$3.19	\$3.26	\$3.39	\$3.58	*	*	Up	*
Average cost of lunches served (\$)	\$4.23	\$4.19	\$5.02	\$5.23	\$5.51	*	*	Up	*
★ Critical Indicator 🌟 Equity Indicator "NA" Not Available ⬆️⬆️ Directional Target * None									

AGENCY-WIDE MANAGEMENT

The number of teachers increased nearly five percent from 77,585 in the 2024–2025 School Year to 81,249 in the 2025–2026 School Year due to NYCPS's enhanced hiring efforts as part of their strategy to lower class sizes to meet compliance with the State class size law. As a result of this increase in new hires, the percentage of teachers with five or more years teaching experience declined more than four percentage points from 74.3 percent to 69.4 percent over the same reporting period.

Performance Indicators	Actual					Target		Trend	
	FY22	FY23	FY24	FY25	FY26	FY26	FY27	5-Year	Desired Direction
Payout (\$000)	NA	\$520,836	\$502,034	\$295,839	NA	*	*	NA	Down
Average expenditure per student (\$)	\$30,472	\$30,185	\$33,864	\$35,498	NA	*	*	NA	*
– Elementary school (\$)	\$30,391	\$30,316	\$33,372	\$35,141	NA	*	*	NA	*
– Middle school (\$)	\$29,437	\$28,917	\$31,866	\$33,328	NA	*	*	NA	*
– High school (\$)	\$26,539	\$26,468	\$28,498	\$29,628	NA	*	*	NA	*
– Full-time special education (District 75) (\$)	\$86,011	\$79,820	\$111,373	\$114,759	NA	*	*	NA	*
Principals with 4 or more years experience as principal (%)	71.5%	70.0%	69.4%	69.4%	70.4%	*	*	Neutral	Up
Teachers	77,998	75,936	76,562	77,585	81,249	*	*	Neutral	*
Teachers with 5 or more years teaching experience (%)	73.2%	74.4%	74.6%	74.3%	69.9%	*	*	Neutral	*
Teachers absent 11 or more days (%)	16.3%	18.8%	17.3%	16.4%	15.8%	*	*	Neutral	Down
Teachers reporting that they usually look forward to each working day at their school (%)	86%	85%	86%	88%	88%	90%	89%	Neutral	Up
Teachers reporting that they would recommend this school to families seeking a place for their child (%)	86%	84%	85%	87%	86%	89%	88%	Neutral	Up
Workplace injuries reported	2,438	2,987	3,173	2,870	2,913	*	*	Up	Down
Students residing in temporary housing during the school year	88,119	105,963	131,351	135,344	NA	*	*	NA	*
Students residing in temporary housing during the school year (%)	9.0%	10.9%	13.4%	14.1%	NA	*	*	NA	*
Students residing in shelter during the school year	26,258	38,862	57,319	59,618	NA	*	*	NA	*
Students residing in shelter during the school year (%)	2.7%	4.0%	5.9%	6.2%	NA	*	*	NA	*
Students experiencing economic hardship (%)	69%	72%	74%	74%	73%	*	*	Neutral	*
★ Critical Indicator ● Equity Indicator "NA" Not Available ⇅ Directional Target * None									

AGENCY CUSTOMER SERVICE

Completed requests for interpretation increased 13 percent from 428,840 in the 2024–2025 School Year to 483,159 in the 2025–2026 School Year. NYCPS has made a concerted effort in raising awareness of available language assistance services to staff and communities, which may have contributed to these increases. Letters responded to within 14 days increased four percentage points to 91.4 percent and e-mails responded to within 14 days increased nearly one percentage point to 80.0 percent over the same reporting period.

Performance Indicators	Actual					Target		Trend	
	FY22	FY23	FY24	FY25	FY26	FY26	FY27	5-Year	Desired Direction
Customer Experience									
Completed requests for interpretation	287,687	293,432	347,496	428,840	483,159	*	*	Up	*
Letters responded to within 14 days (%)	87.7%	69.3%	70.2%	87.1%	91.4%	75%	77%	Up	Up
E-mails responded to within 14 days (%)	74.1%	69.3%	77.4%	79.2%	80.0%	75.0%	77.0%	Up	Up
CORE facility rating	100	NA	100	99	100	90	90	NA	Up
Parents completing the NYC School Survey	478,750	416,396	415,651	438,365	446,743	*	*	Neutral	*
Customers rating service good or better as applicable (%)	96%	95%	95%	96%	96%	97%	97%	Neutral	Up
★ Critical Indicator ● Equity Indicator "NA" Not Available ⇅ Directional Target * None									

AGENCY RESOURCES

Resource Indicators	Actual ¹					Plan ²		5yr Trend
	FY22	FY23	FY24	FY25	FY26	FY26	FY27	
Expenditures (\$000,000) ³	\$31,558.0	\$31,505.5	\$33,367.6	\$34,672.3	\$37,709.6	\$36,897.6	\$38,603.8	Up
Revenues (\$000,000)	\$51.0	\$46.3	\$49.2	\$25.0	\$26.7	\$29.2	\$29.2	Neutral
Personnel	141,748	141,594	143,663	147,565	152,698	155,238	156,156	Neutral
Overtime paid (\$000,000)	\$32.0	\$39.0	\$40.5	\$40.9	\$21.8	\$21.6	\$23.2	Up
Human services contract budget (\$000,000)	\$1,684.5	\$1,872.4	\$1,952.3	\$1,971.2	\$2,443.5	\$2,232.6	\$1,834.6	Up
¹Actual financial amounts for the current fiscal year are not yet final. Final fiscal year actuals, from the Annual Comprehensive Financial Reports, 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 * 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 FY25 ¹ (\$000,000)	Modified Budget FY26 ² (\$000,000)	Applicable MMR Goals ³
Personal Services - Total	\$19,698.3	\$20,941.7	
401 - General Ed. Instruction and School Leadership	\$7,923.8	\$8,227.2	1a, 1b, 1c, 1d, 1e, 1f
403 - Special Ed. Instruction and School Leadership	\$2,557.1	\$2,899.7	1a, 1b, 1c, 1d, 1e, 1f
407 - Universal Pre-K	\$894.9	\$870.5	2b, 2c
409 - Early Childhood Programs	\$20.9	\$26.1	2a
415 - School Support Organization	\$361.2	\$338.5	1a, 1b, 1d
421 - Citywide Special Ed. Instr. and School Leadership	\$1,546.7	\$1,502.8	1a, 1d
423 - Special Education Instructional Support	\$461.2	\$423.2	1a, 1d
433 - Division of Technology ⁴	NA	\$57.2	All
435 - School Facilities	\$193.4	\$202.5	4a
437 - Pupil Transportation	\$9.2	\$114.0	4b
439 - School Food Services	\$258.5	\$294.1	4c
453 - Central Administration	\$260.6	\$116.7	All
461 - Fringe Benefits	\$4,226.7	\$4,967.7	All
481 - Categorical Programs	\$984.1	\$1,004.0	All
Other Than Personal Services - Total	\$14,974.0	\$16,767.9	
402 - General Ed. Instruction and School Leadership	\$1,043.1	\$1,276.4	1a, 1b, 1c, 1d, 1e, 1f
404 - Special Ed. Instruction and School Leadership	\$8.5	\$17.9	1a, 1b, 1c, 1d, 1e, 1f
406 - Charter Schools	\$3,358.1	\$3,593.1	All
408 - Universal Pre-K	\$1,043.3	\$975.3	2b, 2c
410 - Early Childhood Programs	\$522.2	\$630.5	2a
416 - School Support Organization	\$26.5	\$44.3	1a, 1b, 1d
422 - Citywide Special Ed. Instr. and School Leadership	\$36.0	\$41.4	1a, 1d
424 - Special Education Instructional Support	\$577.0	\$649.6	1a, 1d
434 - Division of Technology ⁴	NA	\$195.9	All
436 - School Facilities	\$1,207.9	\$1,255.0	4a
438 - Pupil Transportation	\$1,916.9	\$2,200.2	4b
440 - School Food Services	\$281.2	\$372.1	4c
442 - School Safety	\$343.2	\$377.8	3a
444 - Energy and Leases	\$813.9	\$921.7	All
454 - Central Administration	\$187.5	\$71.5	All
470 - Special Education Pre-K Contract Payments	\$816.8	\$961.7	1d, 2a, 2b, 2c, 2d, 2e, 2f
472 - Charter & Contract Schools and Foster Care Placements	\$1,538.0	\$1,918.1	All
474 - NPS and FIT Payments	\$105.8	\$117.1	All
482 - Categorical Programs	\$1,148.1	\$1,148.2	All
Agency Total	\$34,672.3	\$37,709.6	

¹Annual Comprehensive Financial Reports (ACFR) for the Fiscal Year ended June 30, 2025. Includes all funds. ²Includes all funds. ³Refer to agency goals listed at front of chapter. ⁴This UA originated in Fiscal 2026. "NA" Not Available

NOTEWORTHY CHANGES, ADDITIONS OR DELETIONS

- Kamar Samuels was appointed as Chancellor of New York City Public Schools in January 2026.
- Goal 1a:
 - The 2024–2025 School Year value for ‘Student enrollment as of October 31 in grades 3-K to 12 (000)’ was revised from 1,054.1 to 1,054.3 to correct for an error in the previous calculation.
 - The Fiscal 2027 target for ‘Students in grades 3 to 8 below standards—English Language Arts (%)’ was revised from 19.7 percent to 23.3 percent and the Fiscal 2027 target for ‘Students in grades 3 to 8 meeting or exceeding standards—English Language Arts (%)’ was revised from 57.9 percent to 51.3 percent following a review of recent data.
 - The 2024–2025 School Year value for ‘Classes subject to class size law at or below caps (%)’ was revised from 47 percent to 46 percent to correct for a previous rounding error. The Fiscal 2027 target has been revised to reflect updated State law compliance targets—the target is now to reach 70 percent compliance by the end of the 2026–2027 School Year, rather than 80 percent.
 - Graduation and dropout rate data as well as Regents pass rates for the 2025–2026 School Year will be available in the Fiscal 2027 Preliminary Mayor’s Management Report.
 - The previously reported target of 98 percent for the indicator ‘Students in grades 1 to 8 promoted’ was removed as recent data for this indicator has continued to exceed 99 percent.
- Goal 1b:
 - The Fiscal 2027 targets for the following indicators have been updated based on a review of recent data:
 - » ‘Phone calls responded to by parent coordinator or parent engagement designee (000)’ was changed from 10,000 to 35,000.
 - » ‘Families reporting that their child’s school communicates in a language that they can understand (%)’ was changed from 95 percent to 97 percent.
 - » ‘Families reporting that they are greeted warmly when they call or visit the school (%)’ was changed from 95 percent to 97 percent.
 - » ‘Families reporting that their child belongs at this school (%)’ was changed from 95 percent to 96 percent.
- Goal 1c:
 - 2025–2026 School Year data for ‘English Language Learners testing out of English Language Learner status (%)’ and ‘English Language Learners testing out of English Language Learner status who did so within 3 years (%)’ as well as graduation and dropout rate indicators for English Language Learners will be available in the Fiscal 2027 Preliminary Mayor’s Management Report.
 - Previously published 2023–2024 School Year data for ‘Ever English Language Learner four-year graduation rate (%)’ was revised from 91.9 percent to 91.3 percent and previously published 2023–2024 School Year data for ‘Ever English Language Learner four-year dropout rate (%)’ was revised from 1.6 percent to 2.2 percent after discovery of errors in the initial reporting.

- Goal 1d:
 - 2025–2026 School Year data for graduation and dropout rate indicators for students with disabilities will be available in the Fiscal 2027 Preliminary Mayor’s Management Report.
 - ‘Autism specialized program enrollment,’ ‘Due Process Complaints filed’ and associated sub-indicators, ‘Ten Day Notices filed,’ ‘Due Process Complaints settled,’ ‘Ten Day Notices settled,’ and ‘Average settlement cost’ and associated sub-indicators are new indicators. Historic data is not available for ‘Autism specialized program enrollment.’
- Goal 1e:
 - 2024–2025 School Year data is newly available for the indicators ‘High school cohort taking the SAT at least once in 4 years of high school (%)’.
 - 2025–2026 School Year data will be available in the Fiscal 2027 Preliminary Mayor’s Management Report for all indicators in Goal 1e.
 - 2024–2025 School Year data will be available in the Fiscal 2027 Preliminary Mayor’s Management Report for the indicator ‘High school cohort who graduated from high school and enrolled in a college or other post-secondary program within 6 months (%)’.
- Goal 1f:
 - 2025–2026 School Year data will be available in the Fiscal 2027 Preliminary Mayor’s Management Report for all indicators in Goal 1f.
 - ‘Students attempting at least one Career and Technical Education course for credit’ is a new indicator. This indicator does not have data for the 2025–2026 School Year because CTE reporting for the previous year is not public until April of the following year.
- Service 2:
 - As of Fiscal 2025, Head Start programs are no longer administered by NYCPS following the loss of federal funding. NYCPS managed Early Childhood services are now operated through a City Tax Levy-funded model. As a result, Head Start indicators across Service 2 were renamed from ‘Head Start’ to ‘CTL Transitional’ to reflect the program’s transition to a City Tax Levy-funded model. Affected indicators are as follows:
 - » Goal 2a: ‘Infant/Toddler student enrollment—Early CTL Transitional,’ ‘Infant/Toddler unfilled seats—Early CTL Transitional,’ and ‘Fiscal Year spending per child based on Infant/Toddler enrollment (\$)—Early CTL Transitional.’
 - » Goal 2b: ‘3-K student enrollment—CTL3 Transitional,’ ‘3-K unfilled seats—Head Start CTL3 Transitional,’ and ‘Fiscal Year spending per child based on 3-K enrollment (\$)—CTL3 Transitional.’
 - » Goal 2c: ‘Pre-K student enrollment—CTL4 Transitional,’ ‘Pre-K unfilled seats—CTL4 Transitional,’ and ‘Fiscal Year spending per child based on Pre-K enrollment (\$)—CTL4 Transitional.’
 - » Goal 2f: The goal name ‘Ensure access to quality Head Start CTL programming in communities of need and achieve maximum capacity’ was changed to ‘Ensure access to quality CTL Transitional programming in communities of need and achieve maximum capacity’. The indicators ‘Total Head Start CTL student enrollment,’ ‘Total CTL Transitional unfilled seats,’ and ‘Fiscal Year spending per child based on CTL Transitional enrollment (\$)’ were renamed accordingly.
 - The desired direction for ‘Total Infant/Toddler unfilled seats,’ ‘Total 3-K unfilled seats,’ and ‘Total Pre-K unfilled seats,’ ‘Total School Day and Year unfilled seats,’ ‘Total Extended Day and Year unfilled seats,’ ‘Total Head Start CTL unfilled seats,’ and associated sub-indicators was previously erroneously published as ‘Up.’ The correct desired direction is ‘Down.’

- ‘Total Infant/Toddler utilization rate (%)’, ‘Total 3-K utilization rate (%)’, and ‘Total Pre-K utilization rate (%)’ and their associated sub-indicators and ‘Total School Day and Year utilization rate (%)’, ‘Total Extended Day and Year utilization rate’, and ‘Total Head Start CTL utilization rate (%)’ are new indicators.
- The Fiscal 2027 target for ‘Infant/Toddler unfilled seats—Early CTL Transitional’ was revised from 367 to 0.
- Goal 3a:
 - The previous indicator ‘Students reporting feeling safe in the hallways, bathrooms, locker rooms, and cafeteria of their school (%)’ was retired and split into two separate indicators ‘Students reporting feeling safe in the hallways and cafeteria of their school (%)’ and ‘Students reporting feeling safe in the locker rooms and bathrooms of their school (%)’. Data for these indicators comes from the annual NYC School Survey, which split the survey question into two separate questions beginning in the 2026 survey. Since these questions were introduced in the most recent survey, there is no comparable historic data. Fiscal 2027 targets were established for this indicator: 87 percent for the survey question about hallways and cafeterias, and 85 percent for the question about locker rooms and bathrooms.
 - ‘Youth arrested in schools’ is a new indicator. This indicator reports the number of people 21 or younger arrested on school grounds.
- Goal 4a:
 - The Fiscal 2027 target for ‘Total new seats created’ was revised from 4,624 to 3,657 due to updated estimates in the School Construction Authority’s Five-Year Capital Plan.
- Goal 4b:
 - The previously published Fiscal 2024 value for ‘Average number of Students in Temporary Housing (STH) parents/guardians utilizing caregiver OMNY cards’ was revised from 12,103 to 12,441 and the Fiscal 2025 value was revised from 7,772 to 8,029.
- Goal 4c:
 - The Fiscal 2023 value for ‘Average breakfasts served daily’ was changed from 233,176 to 234,377 and the Fiscal 2023 value for ‘Average lunches served daily’ was changed from 533,953 to 539,629.
 - ‘Average cost of breakfasts served’ and ‘Average cost of lunches served’ are new indicators.
- Agency-Wide Management:
 - The value for ‘Payout’ is not available because starting in Fiscal 2026, values will only be reported annually as final audited data in the Preliminary Mayor’s Management Report (PMMR) rather than as an initial estimate in the Mayor’s Management Report (MMR). Historically, initial figures for this indicator were provided by the Law Department in the MMR, while final audited data was provided by the Office of Management and Budget (OMB) in the following PMMR. OMB uses a different process and timeline to determine the finalized audited amount disbursed by the City, prompting this change to clarify reporting.
 - Fiscal 2025 data is newly available for ‘Average expenditure per student (\$)’ and associated sub-indicators. Fiscal 2026 data will be available in the Fiscal 2027 Preliminary Mayor’s Management Report.
 - Fiscal 2024 values for the following indicators were revised due to updated data:
 - » ‘Principals with 4 or more years experience as principal (%)’ was changed from 69.8 percent to 69.4 percent.
 - » ‘Teachers’ was changed from 76,544 to 76,562.
 - » ‘Teachers absent 11 or more days (%)’ was changed from 17.6 percent to 17.3 percent.

- Fiscal 2026 data will be available in the Fiscal 2027 Preliminary Mayor’s Management Report for the following indicators:
 - » ‘Students residing in temporary housing during the school year’
 - » ‘Students residing in temporary housing during the school year (%)’
 - » ‘Students residing in shelter during the school year’
 - » ‘Students residing in shelter during the school year (%)’
- Previously reported data for ‘Workplace injuries reported’ were revised due to new cases filed or received in subsequent years:
 - » Fiscal 2022 data was changed from 2,434 to 2,438.
 - » Fiscal 2023 data was changed from 2,984 to 2,987.
 - » Fiscal 2024 data was changed from 3,168 to 3,173.
 - » Fiscal 2025 data was changed from 2,783 to 2,870.
- Agency Customer Service:
 - The Fiscal 2027 target for ‘Letters responded to within 14 days (%)’ was changed from 75 percent to 77 percent.
 - The Fiscal 2027 target for ‘E-mails responded to within 14 days (%)’ was changed from 75 percent to 77 percent.

ADDITIONAL RESOURCES

For additional information, go to:

- 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:
<https://equity.nyc.gov/>

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

