

DEPARTMENT OF EDUCATION



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 bold futures, 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, reflecting the rich diversity of New York City. This diversity is not only about who is in the room; it is also about the holistic school experience, including culturally responsive classrooms, exposure to a multitude of perspectives, and teaching that addresses the strengths and needs of all learners—including students with disabilities, English language learners, students in temporary housing and foster care, and more.

These commitments serve as the foundation for prioritizing the implementation of key initiatives aimed at enhancing student success:

- **NYC Reads** launched in the 2023–2024 School Year and is one of the most ambitious literacy improvement efforts in the country. NYC Reads aims to ensure that all NYCPS students will be literate and thriving readers and writers prepared to pursue their unique post-secondary and career goals through the adoption of one of three pre-approved, evidence-based literacy curricula to ensure that all students develop strong reading skills, a critical tool for educational, career, and lifetime success. Rooted in the Science of Reading, NYC Reads is more than a curriculum rollout. It's a systemwide investment in excellent instruction, responsive support, and lasting community engagement at scale. After successful implementation in pre-kindergarten and elementary schools, NYCPS continued to grow NYC Reads in the 2025–2026 School Year by expanding to middle schools while strengthening supports and interventions for existing schools. NYCPS continues to provide job-embedded coaching and intensive professional development to teachers, school leaders, and district staff to support implementation.
- **NYC Solves** was launched in the 2023–2024 School Year with the vision to disrupt inequities in mathematics education and ensure that all New York City students develop strong mathematical and critical thinking skills that are crucial for their education, career and lifetime 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. The goal of NYC Solves is that every student has access to quality research-based curricula that empowers them to become skilled mathematicians. Following the initial launch of NYC Solves in high schools citywide and middle schools in nine districts, NYCPS continues its expansion in the 2025–2026 School Year, reaching middle schools in six additional school districts that adopted one of the three approved curricula. NYCPS continues to provide job-embedded coaching as well as rigorous professional development to teachers, leaders, and district staff to support implementation.
- **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 pathways develop skills that are valued in and aligned with the modern workplace and job market and prepare them for specific high-growth career opportunities in sectors like technology, healthcare, education, human and social services, and heating, ventilation and air conditioning (HVAC) & decarbonization. Since 2022, students have earned over \$30 million from work-based learning opportunities, such as internships and apprenticeships. Over 75,000 9th–12th graders have participated in career exploration coursework and foundational career preparation experiences, and over 15,000 10th–12th graders have enrolled in coursework in labor market-aligned occupational pathways. 179 NYCPS high schools participate in FutureReadyNYC, representing about one in three public high schools bringing career-aligned coursework and experiences to NYC youth.

OUR SERVICES AND GOALS

SERVICE 1 Educate New York City's children.

- 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 services for infants and toddlers 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.
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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 transportation to and from school.
- Goal 4c Provide healthy, culturally inclusive, and nutritious meals to students.

HOW WE PERFORMED

- From the first four months of Fiscal 2025 to the same period in Fiscal 2026, average daily attendance declined from 92.0 to 91.6 percent, elementary/middle school attendance remained constant at 93.2 percent, and high school attendance declined from 89.6 percent to 88.5 percent. Students chronically absent, defined as an attendance rate below 90 percent, declined slightly to 25.2 percent over the comparative reporting periods.
- From Fiscal 2024 to Fiscal 2025, the percentage of students with a 65 to 100 passing score on the Regents Examination declined slightly across all subjects; the pass rate decreased over two percentage points to 72.1 percent for English, less than one percentage point to 75.0 percent for History, nearly three percentage points to 54.2 percent for Science, and less than one percentage point to 53.9 percent for Math. From June 2020 to July 2022, the New York State Education Department (NYSED) implemented Regents exam waivers in response to the COVID-19 pandemic disruptions and each subsequent class has had less access to these waivers, which has resulted in decreases in pass rates since Fiscal 2022.
- From Fiscal 2024 to Fiscal 2025, the four-year graduation rate for the entire graduating cohort decreased two percentage points to 81.2 percent. The phasing out of COVID-19 era Regents waivers impacted graduation rates as students are required to pass at least five Regents in order to graduate. The six-year graduation rate remained constant at 87.5 percent. The four-year dropout rate increased by half a percentage point to 5.2 percent and the six-year dropout rate remained constant at 8.1 percent.
- The average class size across all grade bands declined from the first four months of Fiscal 2025 to the first four months of Fiscal 2026. Average class size decreased 11 percent to 19.6 students for kindergarten to grade 3, seven percent to 22.0 for grades 4 to 5, six percent to 24.0 for grades 6 to 8, and five percent to 24.5 for grades 9 to 12. The percentage of classes subject to the 2022 New York State class size law at or below mandated class size caps increased significantly across all grade bands. Overall compliance improved from 47 percent in the first four months of Fiscal 2025 to 64 percent in the same period in 2026, surpassing the 60 percent compliance rate mandated for the end of the 2025-2026 School Year. For classes subject to the law in the highest Economic Need Index (ENI) quartile of schools, compliance improved from 67 percent to 78 percent of classes and the average class size declined from 22.0 to 20.6. 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. Progress towards bringing additional classes to levels at or below the mandated caps reflects the success of NYCPS' efforts to achieve compliance through a school-driven process. This approach engaged school communities across the City to design and propose implementation plans that requested teaching resources as well as room conversions, in which rooms that were previously not classrooms are converted into instructional spaces, at specific schools where targeted conversions could help the school reach compliance.
- In the first four months of Fiscal 2026 compared to the same period in Fiscal 2025, phone calls responded to by parent coordinator or parent engagement designee increased 10 percent to 5,492,000 and in-person consultations with parents by parent coordinators or parent engagement designee increased seven percent to 414,000. Parent coordinators are providing more individualized, case specific support, which tends to drive parents toward one on one interactions rather than larger group settings. Schools also report that families often prefer direct communication when they need immediate resolution, which naturally increases phone and walk in consultations.
- Across comparative reporting periods, the number of parents attending parent coordinator workshops declined 30 percent to 258,000. Attendance at these workshops is heavily influenced by usefulness of the topics, the timing of sessions, language access, and overall convenience for families. The number of parents attending Fall and Spring Parent-Teacher Conferences decreased six percent to 184,000, possibly attributable to a shift towards virtual conferences on teacher-managed platforms, at which attendance information is not available to parent coordinators who report data for this metric.
- From Fiscal 2024 to Fiscal 2025, the percentage of English Language Learners (ELL) testing out of ELL status improved nearly three percentage points to 17.3 percent, and the percentage of ELL enrollees testing out of ELL status who did so within three years declined one percentage point to 54.1 percent.

- From Fiscal 2024 to Fiscal 2025, graduation rates for English Language Learners decreased slightly while dropout rates increased slightly. The four-year graduation rate for students who are currently enrolled as ELL decreased three percentage points to 51.7 percent and the four-year graduation rate for students who have ever been enrolled as ELL decreased slightly to 91.6 percent. The four-year dropout rate for current ELL students increased four percentage points to 18.2 percent and the four-year dropout rate for students who have ever been enrolled as ELL increased slightly to 2.0 percent. The six-year graduation rate for current ELL students decreased four percentage points to 67.6 percent and the six-year dropout rate for current ELL students increased three percentage points to 24.0 percent.
- During the first four months of Fiscal 2026, the number of students with Individualized Education Programs (IEPs) increased by one percent to 298,842 compared to the same period in Fiscal 2025. Over the same period, the number of students newly recommended for special education services rose 22 percent to 8,063, while the number of students no longer in need of special education services decreased over one percent to 1,023.
- Across comparative reporting periods, pre-school special education enrollment declined nearly three percent to 21,899 students. Within this total, enrollment in New York State approved non-public schools declined by 10 percent to 7,185 students; these schools exclusively offer self-contained and integrated classrooms, and the decline in enrollment reflects a move towards less restrictive IEP recommendations and placements. In addition, pre-school special education enrollment in charter schools declined by 18 percent to 95 students and enrollment in private or home settings declined by nearly two percent to 8,512 students. There was a decline in overall referrals and IEPs last year, which likely led to reduced enrollment in these settings. However, the number of pre-school students receiving special education services in NYCPS settings increased nearly one percent to 4,594 students and enrollment in contracted (3-K, Pre-K) settings increased 34 percent to 1,513, related to NYCPS' priority on placing students in the least restrictive environment possible while meeting students' unique educational needs.
- From the first four months of Fiscal 2025 to the same period in Fiscal 2026, school-age special education enrollment increased over one percent to 276,943, with small increases across all settings except State approved non-public schools which decreased six percent to 4,487 due to the closure of six schools in Fiscal 2025, and non-State approved non-public schools which decreased less than one percent to 51,534. The percentage of students fully scheduled to receive their IEP-recommended special education programs increased two percentage points to 89 percent, while the percentage of related services mandates with full encounter recorded declined one percentage point to 88 percent.
- From Fiscal 2024 to Fiscal 2025, the four-year graduation rate for students with disabilities decreased five percentage points to 59.4 percent and the six-year graduation rate increased one percentage point to 72.7 percent. The four-year dropout rate for students with disabilities decreased slightly to 6.7 percent and the six-year dropout rate remained constant at 12.2 percent.
- From Fiscal 2024 to Fiscal 2025, the percent of students in the graduating high school cohort who graduate ready for college and careers increased over two percentage points to 54.2 percent, and the percent of students who successfully completed approved rigorous courses or assessments declined one percentage point to 60.7 percent. From Fiscal 2023 to Fiscal 2024, the percent of students in the high school cohort who graduated from high school and enrolled in a college or other post-secondary program within six months declined over half of a percentage point to 63.0 percent.
- From the first four months of Fiscal 2025 to the same period in Fiscal 2026, total Infant/Toddler student enrollment increased five percent to 5,608, and the number of unfilled Infant/Toddler seats increased nearly three percent to 5,582. Infant/Toddler Extended Day and Year (EDY) enrollment increased nearly four percent to 5,437, mirrored by a three percent decline in unfilled seats to 5,257. Infant/Toddler Early Head Start enrollment nearly doubled to 171 and unfilled seats increased from 41 to 325 since NYCPS is aging down the Head Start program to focus on serving younger children to meet demand. During this period, NYCPS transitioned former federally funded Head Start seats to a locally funded transitional model in order to maintain continuity of services. This shift resulted in changes in seat designations and reporting categories.

- Across comparative reporting periods, total 3-K student enrollment declined three percent to 39,622 and total 3-K unfilled seats increased slightly to 12,586. 3-K School Day and Year (SDY) program enrollment remained constant from the same period last year at 35,680 and unfilled seats decreased slightly to 7,699. 3-K EDY enrollment declined 11 percent to 3,303 and unfilled seats declined slightly to 3,169, and 3-K Head Start enrollment declined 61 percent to 639 and unfilled seats nearly doubled to 1,718.
- Total Pre-K student enrollment decreased four percent to 51,860 and unfilled seats decreased 13 percent to 15,398 as fewer seats were available for Fiscal 2026 due to the aging-down of the system. Pre-K SDY enrollment remained constant at 49,313 and unfilled seats declined 13 percent to 12,026, EDY enrollment decreased 15 percent to 1,890 and unfilled seats declined eight percent to 2,715, and Head Start enrollment declined 61 percent to 657 and unfilled seats declined 32 percent to 657.
- Total School Day and Year student enrollment remained constant at 84,993 while the number of unfilled seats decreased 10 percent to 19,725. Total Extended Day and Year enrollment increased 52 percent to 10,630, but unfilled seats grew 50 percent to 11,141. The enrollment and capacity changes reflect program reconfiguration and phased expansion during the reporting period. Total Head Start enrollment decreased 58 percent to 1,467 and unfilled seats increased 47 percent to 2,700.
- Fiscal year spending per child across all types of early childhood education programs remained constant across all programs from the first four months of Fiscal 2026 compared to the full Fiscal 2025 figures because the first four months of the fiscal year include summer enrollment fluctuations and mid-year program transitions so full-year cost projections have not yet been adjusted.
- 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. From the first four months of Fiscal 2025 to the same period in Fiscal 2026, the number of seven major felony crimes within schools decreased 17 percent to 90, the number of other criminal categories decreased 20 percent to 263, and the number of other incidents decreased 17 percent to 1,110. Accidents in schools involving students declined from 11,862 to 10,470 and accidents in schools involving members of the public increased from 60 to 65.
- Across comparative reporting periods, the percent of principals with four or more years of experience as principal increased three percentage points to 71.3 percent. The number of teachers increased five percent to 81,249 and the percent of teachers with five or more years of teaching experience declined over four percentage points to 69.9 percent. To meet compliance with the class size law, NYCPS has made a concerted effort to hire new teachers, resulting in a reduction in the percentage of teachers with five or more years teaching experience.
- The number of workplace injuries reported declined 17 percent from 647 in the first four months of Fiscal 2025, to 535 in the same period of Fiscal 2026.
- The amount of students residing in temporary housing or shelter during the school year increased from Fiscal 2024 to Fiscal 2025, with the percentage of students residing in temporary housing increasing from 13.4 percent to 14.1 percent and the percentage of students residing in shelter increasing from 5.9 percent to 6.2 percent. Students experiencing economic hardship remained constant over this period at 74 percent.

SERVICE 1 Educate New York City's children.

Goal 1a Improve academic achievement.

Performance Indicators	Actual			Target		4-Month Actual	
	FY23	FY24	FY25	FY26	FY27	FY25	FY26
Student enrollment as of October 31 in grades 3-K to 12 (000)	1,047.9	1,058.1	1,054.1	*	*	NA	NA
– District schools	907.0	912.1	906.2	*	*	NA	NA
– Charter schools	140.9	146.0	148.1	*	*	NA	NA
★ Average daily attendance (%)	89.4%	89.6%	89.8%	92.0%	92.0%	92.0%	91.6%
– Elementary/middle (%)	90.5%	90.8%	91.1%	92.1%	92.1%	93.2%	93.2%
– High school (%)	86.8%	87.0%	87.1%	87.7%	87.7%	89.6%	88.5%
Students chronically absent (%)	36.2%	34.8%	33.3%	29.0%	29.0%	25.5%	25.2%
Students in grades 3 to 8 below standards – English Language Arts (%)	22.9%	26.1%	20.3%	19.3%	19.7%	NA	NA
– Math	26.0%	22.8%	20.5%	19.5%	21.0%	NA	NA
★ 🌟 Students in grades 3 to 8 meeting or exceeding standards – English Language Arts (%)	51.7%	49.1%	56.3%	57.3%	57.3%	NA	NA
★ 🌟 – Math (%)	49.9%	53.4%	56.9%	58.0%	57.9%	NA	NA
Students in grades 3 to 8 progressing into a higher level – English Language Arts (%)	34.4%	30.0%	42.7%	*	*	NA	NA
– Math	39.7%	31.2%	31.2%	*	*	NA	NA
Students in grades 1 to 8 promoted to the next grade level (%)	99.0%	99.0%	99.1%	98.0%	98.0%	NA	NA
Students with a 65 to 100 passing score on the Regents Examination – English (%)	72.7%	74.5%	72.1%	73.1%	73.1%	NA	NA
– History (%)	71.8%	75.5%	75.0%	76.0%	77.0%	NA	NA
– Science (%)	55.9%	57.1%	54.2%	55.0%	56.0%	NA	NA
– Math (%)	46.2%	54.4%	53.9%	55.0%	56.0%	NA	NA
★ 🌟 Students in cohort graduating from high school in 4 years (%)	83.7%	83.3%	81.2%	84.0%	82.2%	NA	NA
★ Students in cohort graduating from high school in 6 years (%)	86.7%	87.5%	87.5%	↑	↑	NA	NA
★ Students in cohort dropping out from high school in 4 years (%)	5.4%	4.7%	5.2%	4.0%	4.2%	NA	NA
Students in cohort dropping out from high school in 6 years (%)	8.6%	8.1%	8.1%	*	*	NA	NA
Average class size – Kindergarten to Grade 3	22.1	22.6	21.9	*	*	21.9	19.6
– Grades 4 to 5	23.7	24.2	23.7	*	*	23.7	22.0
– Grades 6 to 8	NA	26.0	25.5	*	*	25.5	24.0
– Grades 6 to 8 core courses	24.9	24.9	NA	*	*	NA	NA
– Grades 9 to 12	NA	26.1	25.8	*	*	25.8	24.5
– Grades 9 to 12 core courses	23.7	23.7	NA	*	*	NA	NA
★ Classes subject to class size law at or below caps	42%	40%	47%	60%	80%	47%	64%
★ – Kindergarten to Grade 3 (%)	35%	31%	38%	↑	↑	38%	67%
★ – Grades 4 to 5 (%)	46%	42%	46%	↑	↑	46%	69%
★ – Grades 6 to 8 (%)	34%	33%	37%	↑	↑	37%	57%
★ – Grades 9 to 12 (%)	47%	45%	48%	↑	↑	48%	64%
Average class size in highest Economic Need Index quartile of schools	20.9	22.4	22.0	*	*	22.0	20.6
Classes subject to class size law at or below caps in highest Economic Need Index quartile of schools (%)	64%	62%	67%	*	*	67%	78%
★ Critical Indicator	🌟 Equity Indicator	“NA” Not Available	↑↓ Directional Target	* None			

Goal 1b Promote parental involvement in education.

Performance Indicators	Actual			Target		4-Month Actual	
	FY23	FY24	FY25	FY26	FY27	FY25	FY26
Phone calls responded to by parent coordinator or parent engagement designee (000)	16,809	23,555	30,918	10,000	10,000	5,010	5,492
In-person consultations with parents by parent coordinators or parent engagement designee (000)	1,358	1,831	2,021	1,400	1,400	388	414
School-based workshops offered to parents (000)	38	45	53	60	60	9	10
Parents attending parent coordinator workshops (000)	922	1,107	1,382	1,000	1,000	369	258
Parents attending Fall and Spring Parent-Teacher Conferences (000)	1,023	1,163	1,247	2,000	2,000	196	184
★ Families reporting that school staff regularly communicate with them about helping their children learn (%)	90%	91%	92%	95%	95%	NA	NA
Families reporting that their child's school communicates in a language that they can understand (%)	97%	97%	97%	95%	95%	NA	NA
Families reporting that they are greeted warmly when they call or visit the school (%)	96%	96%	97%	95%	95%	NA	NA
Families reporting that their child belongs at this school (%)	95%	95%	96%	95%	95%	NA	NA
★ 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.

Performance Indicators	Actual			Target		4-Month Actual	
	FY23	FY24	FY25	FY26	FY27	FY25	FY26
Students enrolled as English Language Learners (ELL) (000)	160	174	168	*	*	NA	NA
English Language Learners testing out of English Language Learner status (%)	16.1%	14.7%	17.3%	15.7%	18.3%	NA	NA
★ English Language Learners testing out of English Language Learner status who did so within 3 years (%)	42.7%	55.3%	54.1%	56.3%	55.1%	NA	NA
Current English Language Learner four-year graduation rate (%)	62.0%	54.9%	51.7%	60.0%	52.7%	NA	NA
Ever English Language Learner four-year graduation rate (%)	91.2%	91.9%	91.6%	92.0%	92.0%	NA	NA
Current English Language Learner four-year dropout rate (%)	17.0%	14.2%	18.2%	15.0%	17.8%	NA	NA
Ever English Language Learner four-year dropout rate (%)	2.4%	1.6%	2.0%	1.3%	1.7%	NA	NA
Current English Language Learner six-year graduation rate (%)	66.9%	71.8%	67.6%	*	*	NA	NA
Ever English Language Learner six year graduation rate (%)	93.3%	NA	94.1%	*	*	NA	NA
Current English Language Learner six year dropout rate (%)	24.2%	20.5%	24.0%	*	*	NA	NA
Ever English Language Learner six year dropout rate (%)	4.4%	NA	4.1%	*	*	NA	NA
★ Critical Indicator ● Equity Indicator "NA" Not Available ⇅ Directional Target * None							

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

Performance Indicators	Actual			Target		4-Month Actual	
	FY23	FY24	FY25	FY26	FY27	FY25	FY26
Students with Individualized Education Programs	289,654	298,347	305,806	*	*	295,701	298,842
Students newly recommended for special education services	36,316	36,392	38,712	*	*	6,612	8,063
Students no longer in need of special education services	5,087	5,228	5,224	*	*	1,040	1,023
★ Students with disabilities in cohort graduating from high school in 4 years (%)	65.6%	64.9%	59.4%	65.6%	60.4%	NA	NA
★ Students with disabilities in cohort graduating from high school in 6 years (%)	69.0%	71.6%	72.7%	↑	↑	NA	NA
★ Students with disabilities in cohort dropping out from high school in 4 years (%)	7.8%	7.4%	6.7%	7.2%	6.3%	NA	NA
Students with disabilities in cohort dropping out from high school in 6 years (%)	14.5%	12.4%	12.2%	*	*	NA	NA
Special education enrollment – Pre-school	29,005	31,542	32,334	*	*	22,470	21,899
– New York City Public Schools	5,119	5,792	6,239	*	*	4,552	4,594
– Non-public school – state approved	8,954	8,907	8,754	*	*	7,997	7,185
– Contracted (3K, Pre-K)	7,281	7,745	7,099	*	*	1,131	1,513
– Charter schools	90	121	128	*	*	116	95
– Private or home	7,561	8,977	10,114	*	*	8,674	8,512
Special education enrollment – School-age	260,649	266,805	273,472	*	*	273,231	276,943
– New York City Public Schools	182,192	185,363	190,770	*	*	187,655	192,498
– Charter schools	25,474	26,630	27,631	*	*	27,755	28,424
– Non-public school – state approved	5,209	5,002	4,835	*	*	4,779	4,487
– Non-public school – not state approved	47,774	49,810	50,236	*	*	51,687	51,534
★ Students with disabilities in grades 3 to 8 progressing into a higher level – English Language Arts (%)	25.6%	23.4%	34.1%	↑	↑	NA	NA
★ – Math (%)	30.7%	24.4%	24.6%	↑	↑	NA	NA
★ Students fully scheduled to receive their IEP-recommended special education programs (%)	91%	92%	93%	↑	↑	87%	89%
★ Related services mandates with full encounter recorded (%)	95%	95%	94%	↑	↑	89%	88%
★ 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.

Performance Indicators	Actual			Target		4-Month Actual	
	FY23	FY24	FY25	FY26	FY27	FY25	FY26
High school cohort taking the SAT at least once in 4 years of high school (%)	71.5%	70.9%	NA	71.9%	72.5%	NA	NA
★ ● High school cohort who graduate ready for college and careers (%)	NA	51.7%	54.2%	52.7%	55.2%	NA	NA
● High school cohort who graduated from high school and enrolled in a college or other post-secondary program within 6 months (%)	63.7%	63.0%	NA	64.0%	65.0%	NA	NA
★ 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.

Performance Indicators	Actual			Target		4-Month Actual	
	FY23	FY24	FY25	FY26	FY27	FY25	FY26
★ High school cohort taking at least 1 AP exam in 4 years of high school (%)	44.0%	44.9%	NA	45.9%	45.9%	NA	NA
High school cohort passing at least 1 AP exam in 4 years of high school (%)	23.7%	25.6%	NA	26.6%	27.6%	NA	NA
Students who successfully completed approved rigorous courses or assessments (%)	67.5%	61.9%	60.7%	63.0%	61.7%	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 services for infants and toddlers in communities of need and achieve maximum capacity.

Performance Indicators	Actual			Target		4-Month Actual	
	FY23	FY24	FY25	FY26	FY27	FY25	FY26
★ Total Infant/Toddler student enrollment	6,346	10,441	6,378	6,394	8,009	5,328	5,608
– Extended Day and Year	6,220	10,317	6,250	6,265	7,880	5,241	5,437
– Early Head Start	126	124	128	129	129	87	171
Total Infant/Toddler unfilled seats	2,148	438	4,105	4,089	5,181	5,440	5,582
– Extended Day and Year	2,146	434	4,092	4,077	4,814	5,399	5,257
– Early Head Start	2	4	0	0	367	41	325
Fiscal Year spending per child based on Infant/Toddler enrollment (\$)	\$39,883	\$38,706	\$24,192	\$24,192	\$24,192	\$35,710	NA
– Extended Day and Year	\$34,493	\$34,724	\$23,882	\$23,882	\$23,882	\$34,955	NA
– Early Head Start	\$45,273	\$42,687	\$39,334	\$39,334	\$39,334	\$43,422	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.

Performance Indicators	Actual			Target		4-Month Actual	
	FY23	FY24	FY25	FY26	FY27	FY25	FY26
★ Total 3-K student enrollment	32,361	43,957	44,729	45,454	46,818	40,925	39,622
– School Day and Year	26,320	37,636	37,462	37,636	38,436	35,566	35,680
– Extended Day and Year	4,160	4,261	5,259	5,758	6,209	3,704	3,303
– Head Start	1,881	2,060	2,008	2,060	2,174	1,655	639
Total 3-K unfilled seats	9,355	8,446	7,988	7,263	6,390	12,136	12,586
– School Day and Year	5,495	4,965	6,068	5,894	5,943	8,013	7,699
– Extended Day and Year	3,050	2,897	1,457	958	264	3,214	3,169
– Head Start	810	584	463	411	184	909	1,718
Fiscal Year spending per child based on 3-K enrollment (\$)	\$23,781	\$23,800	\$20,637	\$20,637	\$20,637	\$23,898	NA
– School Day and Year	\$18,095	\$18,007	\$19,314	\$19,314	\$19,314	\$18,071	NA
– Extended Day and Year	\$27,275	\$27,421	\$27,473	\$27,473	\$27,473	\$27,632	NA
– Head Start	\$25,974	\$25,973	\$27,402	\$27,402	\$27,402	\$25,990	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.

Performance Indicators	Actual			Target		4-Month Actual	
	FY23	FY24	FY25	FY26	FY27	FY25	FY26
★ Total Pre-K student enrollment	59,687	59,250	56,950	59,250	53,117	53,930	51,860
– School Day and Year	54,948	54,608	51,996	54,608	49,423	50,018	49,313
– Extended Day and Year	2,961	2,742	2,424	2,742	1,904	2,226	1,890
– Head Start	1,778	1,900	1,764	1,900	1,793	1,686	657
Total Pre-K unfilled seats	15,589	14,008	15,181	12,881	15,138	17,719	15,398
– School Day and Year	11,218	10,252	11,429	8,817	11,916	13,802	12,026
– Extended Day and Year	3,131	2,763	2,424	2,106	2,702	2,955	2,715
– Head Start	1,240	993	725	589	520	962	657
Fiscal Year spending per child based on Pre-K enrollment (\$)	\$19,600	\$19,696	\$18,032	\$18,032	\$18,032	\$19,771	NA
– School Day and Year	\$14,930	\$14,917	\$17,276	\$17,276	\$17,276	\$14,954	NA
– Extended Day and Year	\$22,817	\$22,850	\$34,458	\$34,458	\$34,458	\$22,978	NA
– Head Start	\$21,054	\$21,320	\$23,627	\$23,627	\$23,627	\$21,381	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.

Performance Indicators	Actual			Target		4-Month Actual	
	FY23	FY24	FY25	FY26	FY27	FY25	FY26
★ Total School Day and Year student enrollment	81,268	92,244	89,458	92,244	87,859	85,584	84,993
Total School Day and Year unfilled seats	16,713	15,217	17,497	14,711	17,859	21,817	19,725
Fiscal Year spending per child based on School Day and Year enrollment (\$)	\$16,513	\$16,462	\$18,130	\$18,130	\$18,130	\$16,505	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.

Performance Indicators	Actual			Target		4-Month Actual	
	FY23	FY24	FY25	FY26	FY27	FY25	FY26
★ Total Extended Day and Year student enrollment	13,341	17,320	14,090	14,765	15,992	6,977	10,630
Total Extended Day and Year unfilled seats	8,327	6,094	7,973	7,141	7,779	7,439	11,141
Fiscal Year spending per child based on Extended Day and Year enrollment (\$)	\$28,195	\$28,332	\$26,776	\$26,776	\$26,776	\$27,433	NA
★ 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.

Performance Indicators	Actual			Target		4-Month Actual	
	FY23	FY24	FY25	FY26	FY27	FY25	FY26
★ Total Head Start student enrollment	3,785	4,084	3,900	4,089	4,096	3,482	1,467
Total Head Start unfilled seats	2,052	1,581	1,188	1,000	1,071	1,843	2,700
Fiscal Year spending per child based on Head Start enrollment (\$)	\$30,767	\$29,993	\$26,086	\$26,086	\$26,086	\$25,197	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.

Performance Indicators	Actual			Target		4-Month Actual	
	FY23	FY24	FY25	FY26	FY27	FY25	FY26
★ School safety – Seven major felony crimes	402	404	368	↓	↓	109	90
★ – Other criminal categories	1,683	1,494	1,392	↓	↓	330	263
★ – Other incidents	6,779	5,792	5,111	↓	↓	1,333	1,110
Accidents in schools – Students	48,710	47,052	46,466	*	*	11,862	10,470
– Public	768	746	325	*	*	60	65
Students reporting feeling safe in the hallways, bathrooms, locker rooms, and cafeteria of their school (%)	82%	82%	83%	85%	84%	NA	NA
★ 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.

Performance Indicators	Actual			Target		4-Month Actual	
	FY23	FY24	FY25	FY26	FY27	FY25	FY26
Total new seats created	6,532	11,270	6,632	4,624	4,624	NA	NA
Schools that exceed capacity – Elementary schools (%)	34.0%	34.0%	32.0%	*	*	NA	NA
– Middle schools (%)	17.0%	17.0%	16.0%	*	*	NA	NA
– High schools (%)	29.0%	29.0%	28.0%	*	*	NA	NA
Students in schools that exceed capacity – Elementary/middle schools (%)	34.0%	35.0%	34.0%	*	*	NA	NA
– High schools (%)	43.0%	41.0%	43.0%	*	*	NA	NA
School building ratings – Good condition (%)	1.8%	1.6%	1.7%	*	*	NA	NA
★ – Fair to good condition (%)	28.9%	29.0%	32.8%	↑	↑	NA	NA
– Fair condition (%)	69.1%	69.2%	65.3%	*	*	NA	NA
★ – Fair to poor condition (%)	0.2%	0.3%	0.3%	↓	↓	NA	NA
– Poor condition (%)	0.0%	0.0%	0.0%	*	*	NA	NA
Rooftop solar installations on NYC Public School buildings	19	9	32	*	*	NA	NA
Total megawatt output of rooftop solar installations	5	2	7	*	*	NA	NA
★ Critical Indicator ● Equity Indicator "NA" Not Available ↑↓ Directional Target * None							

Goal 4b

Ensure safe and reliable transportation to and from school.

Performance Indicators	Actual			Target		4-Month Actual	
	FY23	FY24	FY25	FY26	FY27	FY25	FY26
Average number of students assigned to stop-to-school service (per month)	73,592	72,753	72,190	*	*	NA	NA
Average number of students assigned to curb-to-school service (per month)	56,359	56,271	61,405	*	*	NA	NA
Average number of stop-to-school routes (per month)	2,233	2,143	2,136	*	*	NA	NA
Average number of curb-to-school routes (per month)	5,596	5,711	5,979	*	*	NA	NA
Average number of service incidents (per month)	3,874	3,349	3,672	*	*	NA	NA
★ Average number of Students in Temporary Housing (STH) utilizing yellow school bus service	3,869	5,561	5,492	*	*	NA	NA
★ Average number of Students in Temporary Housing (STH) issued OMNY cards	5,374	6,109	6,550	*	*	NA	NA
★ Average number of Students in Temporary Housing (STH) parents/guardians utilizing caregiver OMNY cards	6,647	12,103	7,772	*	*	NA	NA
Average number of foster care students provided yellow school bus service	1,067	1,188	1,213	*	*	NA	NA
★ Critical Indicator ● Equity Indicator "NA" Not Available ↑↓ Directional Target * None							

Goal 4c

Provide healthy, culturally inclusive, and nutritious meals to students.

Performance Indicators	Actual			Target		4-Month Actual	
	FY23	FY24	FY25	FY26	FY27	FY25	FY26
★ Average breakfasts served daily	233,176	230,887	221,232	↑	↑	NA	NA
★ Average lunches served daily	533,953	557,596	549,064	↑	↑	NA	NA
Schools certified to serve halal and kosher meals	NA	116	119	*	*	NA	NA
Student satisfaction with Office of Food and Nutrition Services (%)	NA	72.1%	74.6%	*	*	NA	NA
★ Critical Indicator ● Equity Indicator "NA" Not Available ↑↓ Directional Target * None							

AGENCY-WIDE MANAGEMENT

Performance Indicators	Actual			Target		4-Month Actual	
	FY23	FY24	FY25	FY26	FY27	FY25	FY26
Payout (\$000)	\$520,836	\$502,034	\$295,839	*	*	\$47,812	\$31,992
Average expenditure per student (\$)	\$30,185	\$33,864	NA	*	*	NA	NA
– Elementary school (\$)	\$30,316	\$33,372	NA	*	*	NA	NA
– Middle school (\$)	\$28,917	\$31,866	NA	*	*	NA	NA
– High school (\$)	\$26,468	\$28,498	NA	*	*	NA	NA
– Full-time special education (District 75) (\$)	\$79,820	\$111,373	NA	*	*	NA	NA
Principals with 4 or more years experience as principal (%)	70.0%	69.8%	69.4%	*	*	68.6%	71.3%
Teachers	75,936	76,544	77,585	*	*	77,585	81,249
Teachers with 5 or more years teaching experience (%)	74.4%	74.6%	74.3%	*	*	74.3%	69.9%
Teachers absent 11 or more days (%)	18.8%	17.6%	16.4%	*	*	NA	NA
Teachers reporting that they usually look forward to each working day at their school (%)	85%	86%	88%	90%	89%	NA	NA
Teachers reporting that they would recommend this school to families seeking a place for their child (%)	84%	85%	87%	89%	88%	NA	NA
Workplace injuries reported	2,984	3,168	2,783	*	*	647	535
Students residing in temporary housing during the school year	105,963	131,351	135,344	*	*	NA	NA
Students residing in temporary housing during the school year (%)	10.9%	13.4%	14.1%	*	*	NA	NA
Students residing in shelter during the school year	38,862	57,319	59,618	*	*	NA	NA
Students residing in shelter during the school year (%)	4.0%	5.9%	6.2%	*	*	NA	NA
Students experiencing economic hardship (%)	72%	74%	74%	*	*	NA	NA

★ Critical Indicator ● Equity Indicator "NA" Not Available ⇅ Directional Target * None

AGENCY CUSTOMER SERVICE

Performance Indicators	Actual			Target		4-Month Actual	
	FY23	FY24	FY25	FY26	FY27	FY25	FY26
Customer Experience							
Completed requests for interpretation	293,432	347,496	428,840	*	*	NA	NA
Letters responded to within 14 days (%)	69.3%	70.2%	87.1%	75%	75%	NA	NA
E-mails responded to within 14 days (%)	69.3%	77.4%	79.2%	75%	75%	NA	NA
CORE facility rating	NA	100	99	90	90	NA	NA
Parents completing the NYC School Survey	416,396	415,651	438,365	*	*	NA	NA
Customers rating service good or better as applicable (%)	95%	95%	96%	97%	97%	NA	NA

★ Critical Indicator ● Equity Indicator "NA" Not Available ⇅ Directional Target * None

AGENCY RESOURCES

Resource Indicators	Actual			Sept. 2025 MMR Plan	Updated Plan	Plan	4-Month Actual	
	FY23	FY24	FY25	FY26	FY26 ¹	FY27 ¹	FY25	FY26
Expenditures (\$000,000) ²	\$31,505.5	\$33,367.6	\$34,672.3	\$34,996.6	\$36,897.6	\$38,029.9	\$14,052.1	\$14,099.5
Revenues (\$000,000)	\$46.3	\$49.2	\$25.0	\$52.7	\$29.2	\$52.7	\$8.9	\$12.5
Personnel	141,594	143,663	147,565	154,794	155,238	155,272	145,592	150,642
Overtime paid (\$000,000)	\$39.0	\$40.5	\$40.9	\$17.8	\$21.6	\$18.3	\$5.6	\$5.8
Human services contract budget (\$000,000)	\$1,872.4	\$1,952.3	\$1,971.2	\$1,969.7	\$2,232.6	\$2,210.6	\$624.8	\$606.7

¹February 2026 Financial Plan. ²Expenditures include all funds "NA" - Not Available

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)	February 2026 Financial Plan FY26 ² (\$000,000)	Applicable MMR Goals ³
Personal Services - Total	\$19,698.3	\$20,869.6	
401 - General Ed. Instruction and School Leadership	\$7,923.8	\$8,270.0	1a, 1b, 1c, 1d, 1e, 1f
403 - Special Ed. Instruction and School Leadership	\$2,557.1	\$2,901.9	1a, 1b, 1c, 1d, 1e, 1f
407 - Universal Pre-K	\$894.9	\$871.5	2b, 2c
409 - Early Childhood Programs	\$20.9	\$25.9	2a
415 - School Support Organization	\$361.2	\$338.5	1a, 1b, 1d
421 - Citywide Special Ed. Instr. and School Leadership	\$1,546.7	\$1,505.2	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	\$202.9	4a
437 - Pupil Transportation	\$9.2	\$114.0	4b
439 - School Food Services	\$258.5	\$294.7	4c
453 - Central Administration	\$260.6	\$116.7	All
461 - Fringe Benefits	\$4,226.7	\$4,756.3	All
481 - Categorical Programs	\$984.1	\$1,094.0	All
Other Than Personal Services - Total	\$14,974.0	\$16,028.0	
402 - General Ed. Instruction and School Leadership	\$1,043.1	\$1,010.6	1a, 1b, 1c, 1d, 1e, 1f
404 - Special Ed. Instruction and School Leadership	\$8.5	\$14.3	1a, 1b, 1c, 1d, 1e, 1f
406 - Charter Schools	\$3,358.1	\$3,548.3	All
408 - Universal Pre-K	\$1,043.3	\$974.5	2b, 2c
410 - Early Childhood Programs	\$522.2	\$577.1	2a
416 - School Support Organization	\$26.5	\$44.1	1a, 1b, 1d
422 - Citywide Special Ed. Instr. and School Leadership	\$36.0	\$38.9	1a, 1d
424 - Special Education Instructional Support	\$577.0	\$649.6	1a, 1d
434 - Division of Technology ⁴	NA	\$255.9	All
436 - School Facilities	\$1,207.9	\$1,277.3	4a
438 - Pupil Transportation	\$1,916.9	\$2,200.2	4b
440 - School Food Services	\$281.2	\$332.3	4c
442 - School Safety	\$343.2	\$397.8	3a
444 - Energy and Leases	\$813.9	\$830.6	All
454 - Central Administration	\$187.5	\$66.6	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	\$1,863.9	All
474 - NPS and FIT Payments	\$105.8	\$108.5	All
482 - Categorical Programs	\$1,148.1	\$875.9	All
Agency Total	\$34,672.3	\$36,897.6	

¹Comprehensive Annual Financial Report (CAFR) 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

- Goal 1a:
 - As a result of data finalization, the four-month actual Fiscal 2025 figures for several indicators were revised. The figure for 'Average daily attendance (%)' was changed from 91.7 percent to 92.0 percent, the figure for 'Elementary/middle school attendance (%)' was changed from 93.1 percent to 93.2 percent, the figure for 'High school attendance (%)' was changed from 88.9 percent to 89.6 percent, and the figure for 'Students chronically absent (%)' was changed from 25.8 percent to 25.5 percent.
 - The indicator 'Students with a 65 to 100 passing score on the Regents examination—Math (%)' replaced the previous indicator 'Students with a 65 to 100 passing score on the Regents examination—Algebra (%)' and the indicator 'Students with a 65 to 100 passing score on the Regents examination—Science (%)' replaced the previous indicator 'Students with a 65 to 100 passing score on the Regents examination—Living Environment (%)'. These indicators are composites of student test scores on all Math Regents (Common Core Algebra, Common Core Algebra 2, Common Core Geometry, Geometry, and Integrated Algebra) and all Science Regents (Biology, Chemistry, Earth Sciences, Earth Space Sciences, Living Environment, Physics), although the subject tests that make up this indicator data are subject to change over time as tests are phased out or introduced.
 - Fiscal 2025 data for the indicators 'Students with a 65 to 100 passing score on the Regents examination—English (%)', '—History (%)', '—Science (%)', and '—Math (%)' is now available. Previously published data for '—History (%)' was updated following identification of an error in the calculation; the figure for Fiscal 2023 was revised from 69.9 percent to 71.8 percent and the figure for Fiscal 2024 was revised from 73.4 percent to 75.5 percent. The previously published Fiscal 2026 target for '—English (%)' was updated from 77.3 percent to 73.1 percent to establish a more realistic target.
 - Fiscal 2025 data for indicators reporting four- and six-year graduation and dropout rates are now available. Fiscal 2024 data for the indicator 'Students in cohort graduating from high school in 6 years (%)' was revised from 87.4 percent to 87.5 percent.
- Goal 1b:
 - The four-month actual Fiscal 2025 figure for 'Phone calls responded to by parent coordinator or parent engagement designee (000)' was revised from 652 to 5,010, the figure for 'In-person consultations with parents by PC or parent engagement designee (000)' was revised from 46 to 388, the figure for 'School-based workshops offered to parents (000)' was revised from 1 to 9, the figure for 'Parents attending parent coordinator workshops (000)' was revised from 25 to 369, and the figure for 'Parents attending Fall and Spring Parent-Teacher Conferences (000)' was revised from 16 to 196.
- Goal 1c:
 - Fiscal 2025 data for indicators reporting four- and six-year graduation and dropout rates for students who are currently enrolled or who have ever been enrolled as English Language Learners are now available.
- Goal 1d:
 - The four-month actual Fiscal 2025 figure for the indicator 'Special education enrollment—School Age—Nonpublic school—not state approved' was revised from 53,042 to 51,687.
 - Fiscal 2025 data for indicators reporting four- and six-year graduation and dropout rates for students with disabilities are now available. Previously published Fiscal 2024 data for the indicator 'Students with disabilities in cohort graduating from high school in 6 years (%)' was revised from 71.4 percent to 71.6 percent and previously published Fiscal 2024 data for the indicator 'Students with disabilities in cohort dropping out from high school in 6 years (%)' was revised from 12.5 percent to 12.4 percent.

- Goal 1e:
 - Fiscal 2025 data for ‘High school cohort who graduate ready for college and careers (%)’ and Fiscal 2024 data for ‘High school cohort who graduated from high school and enrolled in a college or other post-secondary program within 6 months (%)’ are now available. Fiscal 2025 data for ‘High school cohort taking the SAT at least once in 4 years of high school’ will be available in the Fiscal 2026 Mayor’s Management Report.
 - The previously published Fiscal 2026 target for ‘High school cohort who graduated from high school and enrolled in a college or other post-secondary program within 6 months (%)’ was revised from 65 percent to 64 percent.
- Goal 1f:
 - Fiscal 2025 data for the indicators ‘High school cohort taking at least 1 AP exam in 4 years of high school’ and ‘High school cohort passing at least 1 AP exam in 4 years of high school’ will be available in the Fiscal 2026 Mayor’s Management Report. Fiscal 2025 data for ‘Students who successfully completed approved rigorous courses or assessments (%)’ is now available.
- Service 2:
 - Indicators in Goals 2a through 2f reporting Fiscal Year spending per child based on enrollment are now reported annually in the Mayor’s Management Report, rather than providing a four-month actual figure in the Preliminary Mayor’s Management Report. Beginning in Fiscal 2026, NYCPS shifted the Fiscal Year spending calculation from budgeted or contracted expenses to accrued expenses, and now reports spending as accrued cost at the end of the Fiscal Year, rather than budgeted cost projections for the first four months of the Fiscal Year, which represent the summer months in which enrollment is unstable.
- Goal 2b:
 - Previously published Fiscal 2025 four-month actual figure for 3-K unfilled seats were revised; ‘Total 3-K unfilled seats’ was revised from 6,761 to 12,136, ‘3-K unfilled seats—School Day and Year’ was revised from 2,656 to 8,013, ‘3-K unfilled seats—Extended Day and Year’ was revised from 3,211 to 3,214, and ‘3-K unfilled seats—Head Start’ was revised from 894 to 909.
- Goal 2c:
 - The previously published Fiscal 2025 four-month actual figure for the indicator ‘Pre-K unfilled seats—School Day and Year’ was previously reported as 2,955; the correct figure is 13,802.
- Goal 2f:
 - The Fiscal 2026 target for the indicator ‘Head Start unfilled seats’ was previously reported at 840; the target has been updated to 1,000 based on new data.
- Goal 4a:
 - The indicator ‘Total new seats created’ in Goal 4a will be reported annually going forward since all new seats are scheduled to open at the beginning of the school year in September. The full fiscal year figure will be reported in the Mayor’s Management Report and reflects the number of seats which are expected to open at the beginning of the upcoming school year.
- Agency-Wide Management:
 - The Fiscal 2025 figure for ‘Payout (\$000)’ was updated from \$108,704 to \$295,839. Preliminary data for this indicator was sourced from the Law Department for publication in the Fiscal 2025 Mayor’s Management Report, while this revised value was provided by the Office of Management and Budget.

- Expenditure data is not yet available for Fiscal 2025. Average spent per capita data is based on the New York State Every Student Succeeds Act (ESSA) report, which is not yet completed.
- Fiscal 2025 data for the following indicators are now available: ‘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’, and ‘Students residing in shelter during the school year (%)’.

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:
<http://equity.nyc.gov/>
- SY2025–2026 (FY2026) Class Size Reduction Plan for NYC Public Schools:
https://pwsblobprd.schools.nyc/prd-pws/docs/default-source/default-document-library/fy26-class-size-reduction-plan-final.pdf?sfvrsn=72fcdcc0_2

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