



WHAT WE DO

As the nation's largest school system, the Department of Education (DOE), also referred to as New York City Public Schools (NYCPS), provides primary and secondary education to over one million students, from early childhood to grade 12. NYCPS employs over 76,000 teachers in over 1,600 district schools working in 32 school districts. NYCPS prepares its students to meet grade-level standards in reading, writing, and math, with the goal of graduating on a pathway to a rewarding career, long-term economic security, and with the skills to be a positive force for change. The School Construction Authority (SCA), reported separately, coordinates the development of NYCPS's Five-Year Capital Plan, selects and acquires sites for new schools, leases buildings for schools, and supervises conversion of administrative space for classroom use.

FOCUS ON EQUITY

To provide all students with bright starts leading to bold futures, NYCPS partners with families to build a system that is truly responsive to diverse communities of the City. Consistent with parental input and guidance, NYCPS has reimagined the student experience across all five boroughs by taking such steps as:

- Launching NYC Reads in the 2023–2024 School Year. The goal of this initiative is to ensure that all New York City students become strong readers, which is the single most important skill required for educational, career, and lifetime success. Based on extensive research, NYC Reads will ensure that pre-K and elementary school students receive the most effective reading instruction materials and methods. Phasing in over two years, K-5 schools will choose one of three pre-approved, phonics-based reading curricula that have proven to be effective. The new literacy program was implemented in 15 community school districts in the 2023–2024 School Year, with all districts adopting it in the 2024–2025 School Year.
- Extending learning beyond the four walls of the classroom with regular visits to local museums, parks, and all the incredible resources New York City has to offer. Simultaneously, NYCPS is embracing the transformative possibilities of new technology, upgrading digital experiences across the system to tailor learning to each student's needs and preferences.
- Setting New York City students up for post-secondary success in today's economy by creating new career-connected pathways, expanding apprenticeship programs, and broadening early college opportunities. NYCPS will support students as future leaders by ensuring that they develop skills that are valued in the modern workplace, including through new science, technology, engineering, arts and mathematics (STEAM) centers and expanded career-focused classrooms.

An example that illustrates the school system's commitment to serving community needs is its central role in Project Open Arms, the City's interagency effort to effectively welcome and support migrant and asylum-seeking families and students. Starting in spring 2022, New York City has experienced a surge in individuals arriving from border states who are seeking asylum in the United States. Many have entered the City's shelter system, while others have found housing through family members, friends, or sponsors. From the moment these families arrived in the City, NYCPS has helped to facilitate student enrollment and support families' immediate needs. To start, NYCPS set up an enrollment office at the Asylum-Seeker Arrival Center, where enrollment counselors help families connect to schools while providing backpacks, books, and school supplies. Many of these families are residing at shelters across the City where NYCPS has staff on-site to assist them. The students in temporary housing (STH) staff, including STH Regional Manager, Family Assistants, and some school-based STH Community Coordinators, are working at shelters to support families with such issues as enrollment, transportation, wellness, and more. NYCPS staff, both at the Arrival Center and on-site at shelters, are working to identify schools with available seats that are closest to the shelters and which offer support to multilingual learners, mitigating linguistic and geographic barriers to education.

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 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 IN FISCAL 2024

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

Goal 1a Improve academic achievement.

Student enrollment in NYCPS district schools increased for the first time in eight years from approximately 907,000 in Fiscal Year 2023 to approximately 912,100 in Fiscal Year 2024. The daily overall attendance rate improved from 89.4 percent in Fiscal 2023 to 89.6 percent in Fiscal 2024 and the proportion of students chronically absent, or absent for over 10 percent of the school year, decreased slightly, from 36.2 percent to 34.8 percent. Throughout Fiscal 2024, schools conducted extensive outreach, collaborated with community partners, and followed up on daily with students and families to increase attendance.

Students in grades 3 to 8 meeting or exceeding standards in English Language Arts decreased just under three percentage-points from 51.7 percent to 49.1 percent, while students in grades 3 to 8 meeting or exceeding standards in math increased over four percent from 49.9 percent to 53.4 percent.

Fiscal 2024 data for 'Students with a 65 to 100 passing score on the Regents Examination—English (%)', 'Algebra (%)', 'Living Environment (%)', and 'History (%)' will be available in the Fiscal 2025 Preliminary Management Report.

Under a new New York State class size law passed in 2022, NYCPS is required to ensure all classes subject to the State law are at or below class size caps determined by grade bands; 20 students per class for kindergarten to grade 3, 23 for grades 4 to 8, and 25 for grades 9 to 12. The law will be phased into implementation from September 2023 to September 2028. It will start with 20 percent compliance at the end of the 2023–2024 School Year, and an additional 20 percent of classrooms are required to comply with the law each year until the end of the 2027–2028 School Year, when 100 percent of classrooms are mandated to be at or below the determined class size caps. To report progress on State law compliance, NYCPS now reports average class size by grade band and the percent of classes subject to the State law that are at or below the mandated caps. Overall, average class sizes remained constant from Fiscal 2023 to Fiscal 2024 in grades 6 through 12 and increased slightly in grades kindergarten through 5. The percentage of classes at or below the caps newly mandated under the class size law decreased slightly. This reflects increasing enrollment system-wide. Please see the "Noteworthy Changes, Additions, and Deletions" section for a thorough explanation of reporting changes, the new caps, and the phase-in targets.

Performance Indicators	Actual					Target		Trend	
	FY20	FY21	FY22	FY23	FY24	FY24	FY25	5-Year	Desired Direction
Student enrollment as of October 31 in grades 3-K to 12 (000)	1,132.0	1,094.1	1,058.9	1,047.9	1,058.1	*	*	Neutral	*
– District schools	1,002.2	955.5	919.1	907.0	912.1	*	*	Neutral	*
– Charter schools	129.7	138.6	139.8	140.9	146.0	*	*	Up	*
★ Average daily attendance (%)	91.8%	89.5%	88.1%	89.4%	89.6%	92.0%	92.0%	Neutral	Up
– Elementary/middle (%)	93.5%	91.7%	89.7%	90.6%	90.8%	92.6%	92.6%	Neutral	Up
– High school (%)	88.3%	85.2%	84.6%	86.9%	87.0%	87.7%	87.7%	Neutral	Up
Students chronically absent (%)	24.6%	29.7%	40.6%	36.2%	34.8%	29.0%	29.0%	Up	Down
Students in grades 3 to 8 below standards – English Language Arts (%)	NA	NA	22.5%	22.9%	26.1%	*	20.0%	NA	Down
– Math	NA	NA	38.5%	26.0%	22.8%	*	20.0%	NA	Down
★ ● Students in grades 3 to 8 meeting or exceeding standards – English Language Arts (%)	NA	NA	49.0%	51.7%	49.1%	55.0%	57.0%	NA	Up
★ ● – Math (%)	NA	NA	37.9%	49.9%	53.4%	47.0%	55.0%	NA	Up
Students in grades 3 to 8 progressing into a higher level – English Language Arts (%)	NA	NA	NA	34.9%	30.4%	*	*	NA	Up
– Math	NA	NA	NA	40.2%	31.7%	*	*	NA	Up
Students in grades 1 to 8 promoted to the next grade level (%)	97.5%	98.1%	97.9%	99.0%	99.0%	98.0%	98.0%	Neutral	Up
Students with a 65 to 100 passing score on the Regents Examination - English (%)	NA	NA	73.7%	72.3%	NA	75.7%	77.3%	NA	Up
– Algebra (%)	NA	NA	58.2%	58.2%	NA	63.2%	66.2%	NA	Up
– Living Environment (%)	NA	NA	65.8%	57.8%	NA	68.8%	62.8%	NA	Up
– History (%)	NA	NA	74.8%	69.7%	NA	76.8%	74.7%	NA	Up
★ ● Students in cohort graduating from high school in 4 years (%)	79.8%	82.6%	83.7%	83.7%	NA	84.7%	85.7%	NA	Up
★ Students in cohort graduating from high school in 6 years (%)	82.1%	83.8%	85.1%	86.7%	NA	↑	↑	NA	Up
★ Students in cohort dropping out from high school in 4 years (%)	5.9%	4.9%	5.4%	5.4%	NA	6.7%	4.0%	NA	Down
Students in cohort dropping out from high school in 6 years (%)	12.7%	10.3%	9.7%	8.6%	NA	*	*	NA	Down
Average class size – Kindergarten to Grade 3	23.7	NA	21.2	22.1	22.6	*	*	NA	Down
– Grades 4 to 5	25.6	NA	22.5	23.7	24.2	*	*	NA	Down
– Grades 6 to 8	NA	NA	NA	NA	26.0	*	*	NA	Down
– Grades 6 to 8 core courses	26.6	NA	24.6	24.9	24.9	*	*	NA	Down
– Grades 9 to 12	NA	NA	NA	NA	26.1	*	*	NA	Down
– Grades 9 to 12 core courses	26.1	NA	25.0	23.7	23.7	*	*	NA	Down
★ Classes subject to class size law at or below caps – Kindergarten to Grade 3 (%)	NA	NA	NA	35%	31%	20%	40%	NA	Up
★ – Grades 4 to 5 (%)	NA	NA	NA	46%	42%	20%	40%	NA	Up
★ – Grades 6 to 8 (%)	NA	NA	NA	34%	33%	20%	40%	NA	Up
★ – Grades 9 to 12 (%)	NA	NA	NA	47%	45%	20%	40%	NA	Up
Average class size in highest Economic Need Index quartile of schools	NA	NA	NA	NA	22.4	*	*	NA	Down
Classes subject to class size law at or below caps in highest Economic Need Index quartile of schools (%)	NA	NA	NA	64%	62%	20%	40%	NA	Up
★ Critical Indicator	● Equity Indicator	“NA” Not Available		↑↓ Directional Target	* None				

Goal 1b Promote parental involvement in education.

Due to issues with how parent engagement data was collected in Fiscal 2024, the most recent parent engagement data reported is from Fiscal 2023. NYCPS plans to re-establish data collection Fiscal 2025 in time for the Fiscal 2025 Mayor’s Management Report to better capture the work of parent coordinators and school staff in engaging with families with phone calls, regular online and in person meetings, and special parent workshops.

Performance Indicators	Actual					Target		Trend	
	FY20	FY21	FY22	FY23	FY24	FY24	FY25	5-Year	Desired Direction
Phone calls responded to by parent coordinator or parent engagement designee (000)	8,863	12,800	11,613	16,809	NA	10,000	10,000	NA	Up
In-person consultations with parents by parent coordinators or parent engagement designee (000)	1,204	523	1,058	1,358	NA	1,400	1,400	NA	Up
School-based workshops offered to parents (000)	35	58	50	38	NA	60	60	NA	Up
Parents attending parent coordinator workshops (000)	864	819	723	922	NA	1,000	1,000	NA	Up
Parents attending Fall and Spring Parent-Teacher Conferences (000)	1,384	814	934	1,023	NA	2,000	2,000	NA	Up
★ Families reporting that school staff regularly communicate with them about helping their children learn (%)	NA	91%	91%	90%	91%	*	95%	NA	*
Families reporting that their child’s school communicates in a language that they can understand (%)	NA	NA	97%	97%	97%	*	95%	NA	*
Families reporting that they are greeted warmly when they call or visit the school (%)	NA	95%	96%	96%	96%	*	95%	NA	*
Families reporting that their child belongs at this school (%)	96%	96%	96%	95%	95%	95%	95%	Neutral	Up
★ Critical Indicator ● Equity Indicator “NA” Not Available ↑↓ Directional Target * None									

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

The number of English Language Learners (ELLs) increased from approximately 160,000 in Fiscal 2023 to approximately 174,000 in Fiscal 2024, a nine percent increase. The largest increase in enrollment was newcomers, who are students identified as ELLs and who have received ELL service for three years or less. The percentage of ELLs who tested out of the ELL status for Fiscal 2024 will be reported in the Fiscal 2025 Preliminary Mayor’s Management Report. The four-year graduation rate for Current English Language Learners, or students currently designated as ELLs, decreased in Fiscal 2023 compared to Fiscal 2022 from 67 percent to 62 percent, and the four-year dropout rate for Current ELLs increased from 15 percent to 17 percent. Meanwhile, the six-year graduation rate for Current ELLs increased from 56 percent to 67 percent, while the six-year dropout rate decreased from 33 percent in Fiscal 2022 to 24 percent in Fiscal 2023. The four-year and six-year graduation and dropout rates for Ever English Language Learners, who were previously designated ELL and placed out within the past two school years, remained constant from Fiscal 2022 to Fiscal 2023.

Performance Indicators	Actual					Target		Trend	
	FY20	FY21	FY22	FY23	FY24	FY24	FY25	5-Year	Desired Direction
Students enrolled as English Language Learners (ELL) (000)	142	147	149	160	174	*	*	Up	*
English Language Learners testing out of English Language Learner status (%)	NA	12.0%	16.1%	16.1%	NA	17.1%	17.1%	NA	Up
★ English Language Learners testing out of English Language Learner status who did so within 3 years (%)	NA	44.3%	37.9%	42.7%	NA	38.9%	43.7%	NA	Up
Current English Language Learner four-year graduation rate (%)	46%	60%	67%	62%	NA	*	64%	NA	Up
Ever English Language Learner four-year graduation rate (%)	89%	90%	91%	91%	NA	*	92%	NA	Up
Current English Language Learner four-year dropout rate (%)	23%	16%	15%	17%	NA	*	16%	NA	Down
Ever English Language Learner four-year dropout rate (%)	2%	2%	2%	2%	NA	*	2%	NA	Down
Current English Language Learner six-year graduation rate (%)	46%	54%	56%	67%	NA	*	*	NA	Up
Ever English Language Learner six year graduation rate (%)	91%	92%	93%	93%	NA	*	*	NA	Up
Current English Language Learner six year dropout rate (%)	41%	34%	33%	24%	NA	*	*	NA	Down
Ever English Language Learner six year dropout rate (%)	7%	5%	4%	4%	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.

After decreased enrollment during the COVID-19 pandemic, special education enrollment in Fiscal 2024 marked a return to pre-pandemic levels. The number of students with an Individualized Education Plan (IEP) increased three percent from 289,654 in Fiscal 2023 to 298,347 in Fiscal 2024. School-age special education enrollment increased over two percent from 260,649 in Fiscal 2023 to 266,805 in Fiscal 2024; the biggest increases were seen in charter schools which experienced a five percent increase and non-public non-state approved schools which experienced a four percent increase. Pre-school special education enrollment increased nearly nine percent from 29,005 in Fiscal 2023 to 31,542 in Fiscal 2024; the biggest increases were seen in charter schools which experienced a 34 percent increase, private or home school which experienced a 19 percent increase, and NYCPS which experienced a 13 percent increase. Students newly recommended for special education services stayed relatively constant from 36,316 students in Fiscal 2023 compared to 36,392 in Fiscal 2024, while students no longer in need of special education services increased three percent from 5,087 in Fiscal 2023 to 5,228 in Fiscal 2024.

Performance Indicators	Actual					Target		Trend	
	FY20	FY21	FY22	FY23	FY24	FY24	FY25	5-Year	Desired Direction
★ Students with disabilities in cohort graduating from high school in 4 years (%)	56.5%	61.7%	64.1%	65.6%	NA	65.1%	66.6%	NA	Up
★ Students with disabilities in cohort graduating from high school in 6 years (%)	59.7%	62.5%	66.7%	69.0%	NA	↑	↑	NA	Up
★ Students with disabilities in cohort dropping out from high school in 4 years (%)	9.1%	7.7%	7.7%	7.8%	NA	6.5%	6.8%	NA	Down
Students with disabilities in cohort dropping out from high school in 6 years (%)	20.7%	18.2%	16.3%	14.5%	NA	*	*	NA	Down
Students with Individualized Education Programs	304,683	295,102	288,163	289,654	298,347	*	*	Neutral	*
Special education enrollment – School-age	273,966	269,820	262,228	260,649	266,805	*	*	Neutral	*
– New York City Public Schools	198,512	192,678	182,464	182,192	185,363	*	*	Neutral	*
– Charter schools	22,444	24,561	24,441	25,474	26,630	*	*	Up	*
– Non-public school – state approved	6,358	6,050	5,452	5,209	5,002	*	*	Down	*
– Non-public school – not state approved	46,671	46,531	49,871	47,774	49,810	*	*	Neutral	*
Special education enrollment – Pre-school	30,717	25,282	25,935	29,005	31,542	*	*	Neutral	*
– New York City Public Schools	4,417	3,137	3,859	5,119	5,792	*	*	Up	*
– Non-public school – state approved	11,165	9,856	9,047	8,954	8,907	*	*	Down	*
– Contracted (3K, Pre-K)	4,441	3,777	5,492	7,281	7,745	*	*	Up	*
– Charter schools	52	57	61	90	121	*	*	Up	*
– Private or home	10,642	8,455	7,476	7,561	8,977	*	*	Down	*
Students newly recommended for special education services	24,840	22,904	32,099	36,316	36,392	*	*	Up	*
Students no longer in need of special education services	6,914	4,128	4,668	5,087	5,228	*	*	Down	*
★ Students with disabilities in grades 3 to 8 progressing into a higher level – English Language Arts (%)	NA	NA	NA	25.6%	23.9%	↑	↑	NA	Up
★ – Math (%)	NA	NA	NA	30.9%	25.0%	↑	↑	NA	Up
★ Students fully scheduled to receive their IEP-recommended special education programs (%)	83%	87%	88%	91%	92%	↑	↑	Up	Up
★ Related services mandates with full encounter recorded (%)	95%	92%	95%	95%	95%	↑	↑	Neutral	Up
★ Critical Indicator	● Equity Indicator	“NA” Not Available			↑↓ Directional Target	* None			

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

The Department is committed to ensuring that all students graduate on a pathway to a rewarding career and long-term economic security, equipped to be a positive force for change. Post-secondary school enrollment increased slightly to 61.5 percent for the cohort that graduated in the 2021–2022 School Year. The Fiscal 2025 Preliminary Mayor’s Management Report will include data on college and career readiness and SAT participation for the 2023–2024 School Year and post-secondary enrollment data for the 2022–2023 School Year.

Performance Indicators	Actual					Target		Trend	
	FY20	FY21	FY22	FY23	FY24	FY24	FY25	5-Year	Desired Direction
High school cohort taking the SAT at least once in 4 years of high school (%)	78.3%	76.1%	58.4%	71.5%	NA	80.0%	80.0%	NA	Up
★ ● High school cohort who graduate ready for college and careers (%)	57.7%	NA	NA	NA	NA	58.7%	58.7%	NA	Up
● High school cohort who graduated from high school and enrolled in a college or other post-secondary program within 6 months (%)	61.1%	58.8%	61.5%	NA	NA	68.0%	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.

Students who successfully completed approved rigorous courses or assessments decreased from 73.2 percent in Fiscal 2022 to 67.5 in Fiscal 2023. The Fiscal 2025 Preliminary Mayor’s Management Report will include data for the high school cohort taking or passing at least one AP exam in the 2022–2023 School Year.

Performance Indicators	Actual					Target		Trend	
	FY20	FY21	FY22	FY23	FY24	FY24	FY25	5-Year	Desired Direction
★ High school cohort taking at least 1 AP exam in 4 years of high school (%)	41.0%	39.7%	40.7%	NA	NA	41.7%	41.7%	NA	Up
High school cohort passing at least 1 AP exam in 4 years of high school (%)	24.4%	23.8%	22.8%	NA	NA	24.8%	24.8%	NA	Up
Students who successfully completed approved rigorous courses or assessments (%)	62.0%	69.1%	73.2%	67.5%	NA	75.0%	75.0%	NA	Up
★ Critical Indicator ● Equity Indicator “NA” Not Available ↑↓ Directional Target * None									

SERVICE 2 Deliver early childhood education services

Goal 2a Ensure access to quality services for infants and toddlers in communities of need and achieve maximum capacity.

The total number of Infant/Toddler students enrolled in early childhood education services increased 65 percent from 6,346 in Fiscal 2023 to 10,441 in Fiscal 2024 driven by growth in Extended Day and Year (EDY) enrollment which rose from 6,220 to 10,317. The total number of unfilled seats declined 80 percent from 2,148 in Fiscal 2023 to 438 in Fiscal 2024.

Performance Indicators	Actual					Target		Trend	
	FY20	FY21	FY22	FY23	FY24	FY24	FY25	5-Year	Desired Direction
Total Infant/Toddler student enrollment	NA	NA	NA	6,346	10,441	*	10,883	NA	Up
– Extended Day and Year	NA	NA	NA	6,220	10,317	*	10,755	NA	Up
– Early Head Start	NA	NA	NA	126	124	*	128	NA	Up
Total Infant/Toddler unfilled seats	NA	NA	NA	2,148	438	*	0	NA	Up
– Extended Day and Year	NA	NA	NA	2,146	434	*	0	NA	Up
– Early Head Start	NA	NA	NA	2	4	*	0	NA	Up
Fiscal Year spending per child based on Infant/Toddler enrollment (\$)	NA	NA	NA	\$39,883	\$38,706	*	\$38,706	NA	*
– Extended Day and Year	NA	NA	NA	\$34,493	\$34,724	*	\$34,724	NA	*
– Early Head Start	NA	NA	NA	\$45,273	\$42,687	*	\$42,687	NA	*
Total Head Start unfilled seats	NA	NA	NA	2,052	1,581	*	1,379	NA	Up

★ 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.

The total number of 3-K students enrolled in early childhood education services increased 36 percent from 32,361 in Fiscal 2023 to 43,957 in Fiscal 2024, with the largest increase seen in School Day and Year (SDY) enrollment, which grew 43 percent from 26,320 to 37,636. The total number of unfilled seats declined ten percent from 9,355 to 8,446.

Performance Indicators	Actual					Target		Trend	
	FY20	FY21	FY22	FY23	FY24	FY24	FY25	5-Year	Desired Direction
★ Total 3-K student enrollment	NA	NA	NA	32,361	43,957	⇅	47,156	NA	Up
– School Day and Year	NA	NA	NA	26,320	37,636	*	40,647	NA	Up
– Extended Day and Year	NA	NA	NA	4,160	4,261	*	4,346	NA	Up
– Head Start	NA	NA	NA	1,881	2,060	*	2,163	NA	Up
Total 3-K unfilled seats	NA	NA	NA	9,355	8,446	*	5,247	NA	Up
– School Day and Year	NA	NA	NA	5,495	4,965	*	1,954	NA	Up
– Extended Day and Year	NA	NA	NA	3,050	2,897	*	2,812	NA	Up
– Head Start	NA	NA	NA	810	584	*	481	NA	Up
Fiscal Year spending per child based on 3-K enrollment (\$)	NA	NA	NA	\$23,781	\$23,800	*	\$23,800	NA	*
– School Day and Year	NA	NA	NA	\$18,095	\$18,007	*	\$18,007	NA	*
– Extended Day and Year	NA	NA	NA	\$27,275	\$27,421	*	\$27,421	NA	*
– Head Start	NA	NA	NA	\$25,974	\$25,973	*	\$25,973	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.

The total number of Pre-K students enrolled in early childhood education services increased from 56,687 in Fiscal 2023 to 59,250 in Fiscal 2024, while the total number of unfilled seats declined from 15,589 to 14,008.

Performance Indicators	Actual					Target		Trend	
	FY20	FY21	FY22	FY23	FY24	FY24	FY25	5-Year	Desired Direction
★ Total Pre-K student enrollment	NA	NA	NA	59,687	59,250	↑	61,038	NA	Up
– School Day and Year	NA	NA	NA	54,948	54,608	*	56,246	NA	Up
– Extended Day and Year	NA	NA	NA	2,961	2,742	*	2,797	NA	Up
– Head Start	NA	NA	NA	1,778	1,900	*	1,995	NA	Up
Total Pre-K unfilled seats	NA	NA	NA	15,589	14,008	*	12,220	NA	Up
– School Day and Year	NA	NA	NA	11,218	10,252	*	8,614	NA	Up
– Extended Day and Year	NA	NA	NA	3,131	2,763	*	2,708	NA	Up
– Head Start	NA	NA	NA	1,240	993	*	898	NA	Up
Fiscal Year spending per child based on Pre-K enrollment (\$)	NA	NA	NA	\$19,600	\$19,696	*	\$19,696	NA	*
– School Day and Year	NA	NA	NA	\$14,930	\$14,917	*	\$14,917	NA	*
– Extended Day and Year	NA	NA	NA	\$22,817	\$22,850	*	\$22,850	NA	*
– Head Start	NA	NA	NA	\$21,054	\$21,320	*	\$21,320	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.

The total number of students enrolled in SDY programs increased 14 percent from 81,268 in Fiscal 2023 to 92,244 in Fiscal 2024, while the total number of unfilled seats declined nine percent from 16,713 to 15,217.

Performance Indicators	Actual					Target		Trend	
	FY20	FY21	FY22	FY23	FY24	FY24	FY25	5-Year	Desired Direction
★ Total School Day and Year student enrollment	NA	NA	NA	81,268	92,244	↑	96,893	NA	Up
Total School Day and Year unfilled seats	NA	NA	NA	16,713	15,217	*	10,568	NA	Up
Fiscal Year spending per child based on School Day and Year enrollment (\$)	NA	NA	NA	\$16,513	\$16,462	*	\$16,462	NA	Up
★ Critical Indicator ● Equity Indicator “NA” Not Available ↑↓ Directional Target * None									

Goal 2e

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

The total number of students enrolled in EDY programs increased 30 percent from 13,341 in Fiscal 2023 to 17,330 in Fiscal 2024, while the total number of unfilled seats declined 27 percent from 8,327 to 6,094.

Performance Indicators	Actual					Target		Trend	
	FY20	FY21	FY22	FY23	FY24	FY24	FY25	5-Year	Desired Direction
★ Total Extended Day and Year student enrollment	NA	NA	NA	13,341	17,320	↑	17,898	NA	Up
Total Extended Day and Year unfilled seats	NA	NA	NA	8,327	6,094	*	5,520	NA	Up
Fiscal Year spending per child based on Extended Day and Year enrollment (\$)	NA	NA	NA	\$28,195	\$28,332	*	\$28,332	NA	Up
★ Critical Indicator ● Equity Indicator “NA” Not Available ↑↓ Directional Target * None									

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

The total number of students enrolled in Head Start programs increased eight percent from 3,785 in Fiscal Year 2023 to 4,084 in Fiscal Year 2024, while the total number of unfilled seats declined 23 percent from 2,052 to 1,581.

Performance Indicators	Actual					Target		Trend	
	FY20	FY21	FY22	FY23	FY24	FY24	FY25	5-Year	Desired Direction
★ Total Head Start student enrollment	NA	NA	NA	3,785	4,084	↑	4,286	NA	Up
Fiscal Year spending per child based on Head Start enrollment (\$)	NA	NA	NA	\$30,767	\$29,993	*	\$29,993	NA	*

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

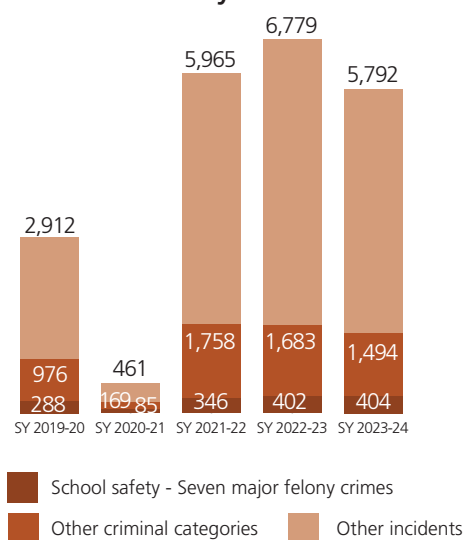
SERVICE 3 Coordinate with NYPD to maintain safe schools.

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

The Department 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, the Department’s 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.

Major felony crime in schools stayed stable from 402 in Fiscal 2023 compared to 404 in Fiscal 2024 after increasing for several years. The incidence of other criminal categories decreased 11 percent from 1,683 in Fiscal 2023 to 1,494 in Fiscal 2024, and non-criminal incidents decreased 15 percent from 6,789 in Fiscal 2023 to 5,792 in Fiscal 2024.

School Safety Incidents



Performance Indicators	Actual					Target		Trend	
	FY20	FY21	FY22	FY23	FY24	FY24	FY25	5-Year	Desired Direction
★ School safety – Seven major felony crimes	288	85	346	402	404	↓	↓	Up	Down
★ – Other criminal categories	976	169	1,758	1,683	1,494	↓	↓	Up	Down
★ – Other incidents	2,912	461	5,965	6,779	5,792	↓	↓	Up	Down
Accidents in schools – Students	33,144	5,463	42,450	48,710	47,052	*	*	Up	Down
– Public	500	165	736	768	746	*	*	Up	Down
Students reporting feeling safe in the hallways, bathrooms, locker rooms, and cafeteria of their school (%)	84%	91%	85%	82%	82%	95%	95%	Neutral	Up

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

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

Goal 4a

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

The School Construction Authority (SCA) completed 11,270 new seats during the 2023–2024 School Year, 73 percent more than the 6,532 new seats created during the 2021–2022 School Year. The number of seats created varies year-to-year based on the Capital Plan.

Performance Indicators	Actual					Target		Trend	
	FY20	FY21	FY22	FY23	FY24	FY24	FY25	5-Year	Desired Direction
Total new seats created	6,961	4,003	8,934	6,532	11,270	10,222	10,222	Up	*
Schools that exceed capacity – Elementary schools (%)	46.0%	46.0%	35.0%	34.0%	34.0%	*	*	Down	Down
– Middle schools (%)	27.0%	27.0%	17.0%	17.0%	17.0%	*	*	Down	Down
– High schools (%)	32.0%	32.0%	24.0%	29.0%	29.0%	*	*	Down	Down
Students in schools that exceed capacity – Elementary/middle schools (%)	46.0%	46.0%	34.0%	34.0%	35.0%	*	*	Down	Down
– High schools (%)	45.0%	45.0%	36.0%	43.0%	41.0%	*	*	Neutral	Down
School building ratings – Good condition (%)	2.3%	2.5%	1.6%	1.8%	1.6%	*	*	Down	Up
★ – Fair to good condition (%)	33.2%	28.8%	29.7%	28.9%	29.0%	↑	↑	Down	Up
– Fair condition (%)	64.4%	68.6%	68.6%	69.1%	69.2%	*	*	Neutral	*
★ – Fair to poor condition (%)	0.1%	0.1%	0.1%	0.2%	0.3%	↓	↓	Up	Down
– Poor condition (%)	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	Neutral	Down
Rooftop solar installations on NYC Public School buildings	0	15	10	19	9	*	*	Up	*
Total megawatt output of rooftop solar installations	0	3	3	5	2	*	*	Up	*
★ Critical Indicator ● Equity Indicator "NA" Not Available ↑↓ Directional Target * None									

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

The monthly average number of students assigned to stop-to-school service and to curb-to-school service as well as the number of routes stayed relatively constant from Fiscal 2023 to Fiscal 2024. The monthly average number of service incidents reported, which includes those incidents related to bus service timeliness and reliability, decreased 14 percent to 3,349 in Fiscal 2024 compared to 3,874 in Fiscal 2023.

The average number of Students in Temporary Housing (STH) utilizing yellow school bus service increased 44 percent from 3,869 in Fiscal 2023 to 5,561 in Fiscal 2024. The average number of STH issued Metrocards increased 14 percent from 5,374 to 6,109 and the average number of parents or guardians of STH utilizing caregiver Metrocards nearly doubled from 6,647 to 12,103.

Performance Indicators	Actual					Target		Trend	
	FY20	FY21	FY22	FY23	FY24	FY24	FY25	5-Year	Desired Direction
Average number of students assigned to stop-to-school service (per month)	NA	NA	73,031	73,592	72,753	*	*	NA	*
Average number of students assigned to curb-to-school service (per month)	NA	NA	54,661	56,359	56,271	*	*	NA	*
Average number of stop-to-school routes (per month)	NA	NA	2,352	2,233	2,143	*	*	NA	*
Average number of curb-to-school routes (per month)	NA	NA	5,786	5,596	5,711	*	*	NA	*
Average number of service incidents (per month)	NA	NA	2,395	3,874	3,349	*	*	NA	*
★ Average number of Students in Temporary Housing (STH) utilizing yellow school bus service	NA	NA	2,798	3,869	5,561	*	*	NA	*
★ Average number of Students in Temporary Housing (STH) issued Metrocards	NA	NA	5,560	5,374	6,109	*	*	NA	*
★ Average number of Students in Temporary Housing (STH) parents/guardians utilizing caregiver Metrocards	NA	NA	4,673	6,647	12,103	*	*	NA	*
Average number of foster care students provided yellow school bus service	NA	NA	1,375	1,067	1,188	*	*	NA	*
★ Critical Indicator ● Equity Indicator "NA" Not Available ⇅ Directional Target * None									

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

One percent fewer breakfasts were served daily from 233,176 in Fiscal 2023 to 230,887 in Fiscal 2024, while over four percent more lunches were served daily from 533,953 to 557,596.

Performance Indicators	Actual					Target		Trend	
	FY20	FY21	FY22	FY23	FY24	FY24	FY25	5-Year	Desired Direction
★ Average breakfasts served daily	274,354	176,419	272,369	233,176	230,887	⇅	⇅	Neutral	Up
★ Average lunches served daily	618,789	228,866	542,294	533,953	557,596	⇅	⇅	Up	Up
Schools certified to serve halal and kosher meals	NA	NA	NA	NA	137	*	*	NA	Up
Student satisfaction with Office of Food and Nutrition Services (%)	NA	NA	NA	NA	72.1%	*	*	NA	Up
★ Critical Indicator ● Equity Indicator "NA" Not Available ⇅ Directional Target * None									

AGENCY-WIDE MANAGEMENT

Performance Indicators	Actual					Target		Trend	
	FY20	FY21	FY22	FY23	FY24	FY24	FY25	5-Year	Desired Direction
Payout (\$000)	NA	NA	NA	\$520,836	\$141,599	*	*	NA	Down
Average expenditure per student (\$)	\$25,809	\$26,291	\$30,472	\$30,185	NA	*	*	NA	*
– Elementary school (\$)	\$25,599	\$26,489	\$30,391	\$30,316	NA	*	*	NA	*
– Middle school (\$)	\$24,171	\$24,816	\$29,437	\$28,917	NA	*	*	NA	*
– High school (\$)	\$22,573	\$22,674	\$26,539	\$26,468	NA	*	*	NA	*
– Full-time special education (District 75) (\$)	\$82,487	\$78,440	\$86,011	\$79,820	NA	*	*	NA	*
Principals with 4 or more years experience as principal (%)	70.1%	73.2%	71.5%	70.0%	69.8%	*	*	Neutral	Up
Teachers	78,732	77,609	77,998	75,936	76,544	*	*	Neutral	*
Teachers with 5 or more years teaching experience (%)	69.3%	73.4%	73.2%	74.4%	74.6%	*	*	Neutral	*
Teachers absent 11 or more days (%)	7.3%	5.5%	16.3%	18.8%	17.6%	*	*	Up	Down
Teachers reporting that they usually look forward to each working day at their school (%)	86%	90%	86%	85%	86%	90%	90%	Neutral	Up
Teachers reporting that they would recommend this school to families seeking a place for their child (%)	85%	90%	86%	84%	85%	90%	90%	Neutral	Up
Workplace injuries reported	2,254	761	2,419	2,840	3,068	*	*	Up	Down
Students residing in temporary housing during the school year	97,943	87,170	88,119	105,963	NA	*	*	NA	*
Students residing in temporary housing during the school year (%)	9.4%	8.8%	9.0%	10.9%	NA	*	*	NA	*
Students residing in shelter during the school year	30,459	26,950	26,258	38,862	NA	*	*	NA	*
Students residing in shelter during the school year (%)	2.9%	2.7%	2.7%	4.0%	NA	*	*	NA	*
Students experiencing economic hardship (%)	72%	72%	69%	72%	74%	*	*	Neutral	*

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

AGENCY CUSTOMER SERVICE

Performance Indicators	Actual					Target		Trend	
	FY20	FY21	FY22	FY23	FY24	FY24	FY25	5-Year	Desired Direction
Customer Experience									
Total completed requests for interpretation	232,538	350,518	287,687	293,432	347,496	*	*	Up	*
Letters responded to in 14 days (%)	72.7%	77.4%	87.7%	69.3%	70.2%	70.8%	72%	Neutral	Up
E-mails responded to in 14 days (%)	61.7%	82.5%	74.1%	69.3%	77.4%	70.8%	72%	Up	Up
CORE facility rating	96	NA	100	NA	100	90	90	NA	Up
Parents completing the NYC School Survey	302,713	269,357	478,750	416,396	415,651	*	*	Up	*
Customers rating service good or better as applicable (%)	96%	92%	96%	95%	95%	90%	90%	Neutral	Up

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

AGENCY RESOURCES

Resource Indicators	Actual ¹					Plan ²		5yr Trend
	FY20	FY21	FY22	FY23	FY24	FY24	FY25	
Expenditures (\$000,000) ³	\$28,066.5	\$28,545.1	\$31,558.0	\$31,505.5	\$33,112.2	\$32,570.2	\$32,682.1	Up
Revenues (\$000,000)	\$88.1	\$26.0	\$51.0	\$46.3	\$49.1	\$52.7	\$52.7	Down
Personnel	147,792	144,323	141,748	141,594	143,663	152,385	152,736	Neutral
Overtime paid (\$000,000)	\$22.6	\$18.0	\$32.0	\$39.0	\$19.2	\$17.7	\$17.8	Up
Human services contract budget (\$000,000)	\$1,377.6	\$1,298.4	\$1,684.5	\$1,872.4	\$1,995.4	\$1,911.6	\$1,471.1	Up

¹Actual financial amounts for the current fiscal year are not yet final. Final fiscal year actuals, from the Comptroller's Comprehensive Annual Financial Report, will be reported in the next PMMR. Refer to the "Indicator Definitions" at nyc.gov/mmr for details. 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 FY23 ¹ (\$000,000)	Modified Budget FY24 ² (\$000,000)	Applicable MMR Goals ³
Personal Services - Total	\$17,587.6	\$18,404.6	
401 - General Ed. Instruction and School Leadership	\$6,951.3	\$7,440.9	1a, 1b, 1c, 1d, 1e, 1f
403 - Special Ed. Instruction and School Leadership	\$2,162.6	\$2,409.4	1a, 1b, 1c, 1d, 1e, 1f
407 - Universal Pre-K	\$755.0	\$720.9	1a, 1b, 1c, 1d
409 - Early Childhood Programs	\$23.5	\$29.0	2a
415 - School Support Organization	\$304.8	\$247.9	1a, 1b, 1d
421 - Citywide Special Ed. Instr. and School Leadership	\$1,311.9	\$1,417.8	1a, 1d
423 - Special Education Instructional Support	\$389.0	\$434.3	1a, 1d
435 - School Facilities	\$173.7	\$183.8	1a, 4a
437 - Pupil Transportation	NA	\$11.2	4b
439 - School Food Services	\$248.0	\$287.1	4c
453 - Central Administration	\$239.2	\$123.2	All
461 - Fringe Benefits	\$3,729.4	\$3,902.7	All
481 - Categorical Programs	\$1,299.3	\$1,196.4	All
Other Than Personal Services - Total	\$13,917.8	\$14,707.6	
402 - General Ed. Instruction and School Leadership	\$869.9	\$878.3	1a, 1b, 1c, 1d, 1e, 1f
404 - Special Ed. Instruction and School Leadership	\$6.3	\$9.8	1a, 1b, 1c, 1d, 1e, 1f
406 - Charter Schools	\$2,911.9	\$3,152.2	All
408 - Universal Pre-K	\$929.2	\$945.3	1a, 1b, 1c, 1d
410 - Early Childhood Programs	\$531.6	\$512.9	1a, 1b, 1c, 1d
416 - School Support Organization	\$24.0	\$20.4	1a, 1b, 1d
422 - Citywide Special Ed. Instr. and School Leadership	\$33.2	\$55.3	1a, 1d
424 - Special Education Instructional Support	\$278.7	\$416.4	1a, 1d
436 - School Facilities	\$1,314.7	\$1,262.9	1a, 4a
438 - Pupil Transportation	\$1,703.4	\$1,724.6	4b
440 - School Food Services	\$271.0	\$320.3	4c
442 - School Safety	\$342.6	\$368.9	3a
444 - Energy and Leases	\$763.2	\$754.1	All
454 - Central Administration	\$152.7	\$165.5	All
470 - Special Education Pre-K Contract Payments	\$788.5	\$929.2	1d, 2a
472 - Charter & Contract Schools and Foster Care Placements	\$1,430.3	\$1,550.2	All
474 - NPS and FIT Payments	\$90.2	\$176.0	All
482 - Categorical Programs	\$1,476.5	\$1,465.2	All
Agency Total	\$31,505.5	\$33,112.2	

¹Comprehensive Annual Financial Report (CAFR) for the Fiscal Year ended June 30, 2023. Includes all funds. ²City of New York Adopted Budget for Fiscal 2024, as of June 2024. Includes all funds. ³Refer to agency goals listed at front of chapter. "NA" Not Available * None

NOTEWORTHY CHANGES, ADDITIONS OR DELETIONS

- In Fiscal 2024, NYCPS completed a comprehensive review of the services, goals, and indicators, resulting in significant updates to the Agency chapter. Changes include the creation of new services and goals, full retirement of indicators, replacement of previously published indicators to ensure the data reflects the new scope of work or improved methodology, renaming to accurately reflect what is captured by the indicator, and the addition of entirely new performance indicators. The changes are listed below by goal.
- Service and Goal changes:
 - Previous Service 1 ‘Educate New York City’s children’, Service 2 ‘Support English Language Learners and students with disabilities’, and Service 3 ‘Prepare children to become productive, engaged adults’, and their associated goals, were merged under Service 1 to include all academic-oriented goals in one service. Service 1 was renamed ‘Educate New York City’s children to become productive, engaged adults.’
 - Previous Service 4 ‘Deliver early childhood education services’ is now Service 2. New goals ‘Ensure access to quality services for infants and toddlers in communities of need and achieve maximum capacity,’ ‘Ensure access to quality 3-K services in communities of need and achieve maximum capacity,’ ‘Ensure access to quality Pre-K services in communities of need and achieve maximum capacity,’ ‘Ensure access to quality School Day/Year programming in communities of need and achieve maximum capacity,’ ‘Ensure access to quality Extended Day/Year programming in communities of need and achieve maximum capacity,’ and ‘Ensure access to quality Head Start programming in communities of need and achieve maximum capacity’ were created.
 - Previous Service 7 ‘Coordinate with NYPD to maintain safe schools’ is now Service 3.
 - New Service 4 ‘Provide essential, non-academic services to all eligible New York City students in public, charter, and non-public schools’ was created through merging previous Service 5 ‘Maintain and enhance the City’s educational facilities’ and Service 6 ‘Provide transportation to all eligible New York City students in public, charter, and non-public schools’ and their associated goals. New Goal 4c ‘Provide healthy, culturally inclusive, and nutritious meals to students’ was added.
- Goal 1a:
 - The indicator ‘Student enrollment as of October 31 in grades pre-kindergarten to 12 (000)’ was renamed to ‘Student enrollment as of October 31 in grades 3-K to 12 (000)’. The reporting frequency of this indicator was changed from bi-annual to annual as the preliminary figure previously reported in the Preliminary Mayor’s Management Report (PMMR) does not accurately reflect enrollment figures. Data for this indicator will be reported in the Mayor’s Management Report (MMR) only.
 - Indicators ‘Student enrollment as of October 31 in grades 3-K to 12 (000),’ ‘—District schools’ and ‘—Charter schools’ were added to Goal 1a.
 - ‘Student enrollment as of October 31 in full day pre-kindergarten (000)’ was retired. Pre-kindergarten enrollment breakdowns by age category and setting type are available in Service 2.
 - ‘Students with higher than 90% attendance rate’ was removed and replaced with ‘Students chronically absent (%)’ to align with existing public reporting at the local and State levels. ‘Students chronically absent (%)’ reports the proportion of students with lower than 90 percent attendance. The previously published Fiscal 2023 value for ‘Students with higher than 90% attendance rate’ was revised from 63.9 to 63.8 after a review of historic data; the corresponding rate of ‘Students chronically absent (%)’ is 36.2.
 - The previously published Fiscal 2025 target for ‘Students in grades 3 to 8 meeting or exceeding standards—English Language Arts (%)’ was revised from 59 percent to 57 percent. The previously published Fiscal 2025 target for ‘Students in grades 3 to 8 meeting or exceeding standards—Math (%)’ was revised from 52 percent to 55 percent.
 - ‘Students in grades 3 to 8 scoring below standards progressing into a higher level—English Language Arts (%)’ and ‘—Math (%)’, as well as ‘Students in grades 3 to 8 progressing from below standards to meeting standards—English

Language Arts (%)’ and ‘—Math (%)’ were removed and replaced with ‘Students in grades 3 to 8 progressing into a higher level—English Language Arts (%)’ and ‘—Math (%)’ to track student improvement regardless of starting point.

- ‘Students in grades 3 to 8 below standards—English Language Arts (%)’ and ‘—Math (%)’ as well as ‘Students in grades 3 to 8 progressing into a higher level—English Language Arts (%)’ and ‘—Math (%)’ are new indicators.
- Fiscal 2024 data for ‘Students with a 65 to 100 passing score on the Regents Examination –English (%)’ ‘—Algebra (%)’ ‘—Living Environment (%)’ and ‘—History (%)’ will be available in the Fiscal 2025 Preliminary Mayor’s Management Report (PMMR).
- Cohort graduation and dropout rate indicator names were revised to remove ‘NYSED’ from the indicator name. Definitions for these indicators were updated to clarify that the data is reported by NYSED (New York State Education Department). Fiscal 2024 data for these indicators will be available in the Fiscal 2025 PMMR.
- Fiscal 2023 data is now available for ‘Students in cohort graduating from high school in 4 years (%)’ and ‘Students in cohort dropping out from high school in 4 years (%)’; Fiscal 2021, 2022, and 2023 data is now available for ‘Students in cohort graduating from high school in 6 years (%)’ and ‘Students in cohort dropping out from high school in 6 years (%)’ Fiscal 2024 data will be available in the Fiscal 2025 MMR.
- The Fiscal 2025 target for ‘Students in cohort graduating from high school in 4 years (%)’ was revised from 84.7 percent to 85.7 percent based on updated projections. The Fiscal 2025 target for ‘Students in cohort dropping out from high school in 4 years (%)’ was revised from 7.0 percent to 4.0 percent based on updated projections.
- Previously published Fiscal 2020 data for ‘Students in cohort graduating from high school in 6 years (%)’ was revised from 85.1 percent to 82.1 percent and Fiscal 2020 data for ‘Students in cohort dropping out from high school in 6 years (%)’ was updated from 9.7 percent to 12.7 percent because NYCPS pushed forward the 6-year graduation cohorts to reflect the year of graduation, rather than their starting year.
- To align with the requirements of the new New York State class size law, NYCPS made the following changes to the class size indicators:
 - » Individual grade ‘Average class size’ indicators were removed and replaced with class size indicators grouped by grade band: ‘Average class size—Kindergarten to Grade 3,’ ‘—Grades 4 to 5,’ ‘—Grades 6 to 8,’ and ‘—Grades 9 to 12’ to report on progress made in accordance with the New York State class size law, which mandates class size caps of 20 students per class for grades Kindergarten through 3, 23 for grades 4 to 8, and 25 for grades 9 to 12. NYCPS chose to create separate indicators for grades 4 to 5 and grades 6 to 8 because of differences in how these grades are operated in New York City compared to the rest of the State. Data for average class size by individual grade level remains available on the NYCPS website.
 - » Previously published Fiscal 2021 data for ‘Average class size’ across all grade bands were removed. This data was collected during the 2020–2021 School Year when data collection was unreliable due to the hybrid learning model at the time.
 - » Data prior to Fiscal 2024 for ‘Average class size –Grades 6 to 8’, and ‘—Grades 9 to 12’, and ‘Average class size in highest Economic Need Index quartile of schools’ is not available because NYCPS used a different method for average class size before Fiscal 2024 that, among other things, did not include non-core courses.
 - » Previous indicator ‘Average class size—Middle school core courses’ was renamed to ‘Average class size—Grades 6 to 8 core courses’ and ‘Average class size—High school core courses’ was renamed to ‘Average class size—Grades 9 to 12 core courses.’ The previously published Fiscal 2021 values (23.5 for ‘—Grades 6 to 8 core courses’ and 25.8 for ‘—Grades 9 to 12 core courses’) have been retracted. This data was collected during a 2020–2021 School Year when data collection was unreliable due to the hybrid learning model at the time.
 - » Data prior to Fiscal 2024 for ‘Average class size –Grades 6 to 8’, ‘—Grades 9 to 12’, and ‘Average class size in highest Economic Need Index quartile of schools’ is not available because NYCPS used a different method for average class size before Fiscal 2024 that, among other things, did not include non-core courses.

- » Previous indicator 'Average class size—Middle school core courses' was renamed to 'Average class size—Grades 6 to 8 core courses' and 'Average class size—High school core courses' was renamed to 'Average class size—Grades 9 to 12 core courses.' The previously published Fiscal 2021 values (23.5 for '—Grades 6 to 8 core courses' and 25.8 for '—Grades 9 to 12 core courses') have been retracted. This data was collected during a 2020–2021 School Year when data collection was unreliable due to the hybrid learning model at the time.
 - » 'Classes subject to class size law at or below caps—Kindergarten to Grade 3 (%)', '—Grades 4 to 5 (%)', '—Grades 6 to 8 (%)', and '—Grades 9 to 12 (%)' are new critical indicators created to track progress on fulfilling the new State class size law. Starting with 20 percent at the end of the 2023–2024 School Year, an additional 20 percent of classrooms are required to comply with the law each year until the end of the 2027–2028 School Year, when 100 percent of classrooms are mandated to be at or below the class size caps.
 - » 'Average class size in highest Economic Need Index quartile of schools' and 'Classes subject to class size law at or below caps in highest Economic Need Index quartile of schools (%)' are new indicators.
- Goal 1b:
 - The indicator 'Families reporting that school staff regularly communicate with them about helping their children learn (%)', 'Families reporting that their child's school communicates in a language that they can understand (%)', and 'Families reporting that they are greeted warmly when they call or visit the school (%)' are new indicators. 'Families reporting that school staff regularly communicate with me them about helping their children learn (%)' was designated a critical indicator.
 - The indicator 'Families reporting that their child belongs at this school (%)' was moved from Goal 3a to Goal 1b to be reported alongside other indicators from the NYC Schools Survey.
 - 'Families satisfied with the response they get when they contact their child's school (%)' was removed since this question on the NYC Schools Survey was consolidated with 'Families reporting that they are greeted warmly when they call or visit the school (%)' which was added as a new indicator.
 - Goal 1c:
 - The indicator 'Students enrolled as English Language Learners (ELL) (000)' was renamed to include the abbreviation for English Language Learners.
 - The indicator name 'English Language Learners testing out of English Language Learner programs (%)' was revised to 'English Language Learners testing out of English Language Learner status (%)' to match 'English Language Learners testing out of English Language Learner status who did so within 3 years (%)'.
 - Fiscal 2024 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 (%)' will be available in the Fiscal 2025 PMMR.
 - 'Current English Language Learner four-year graduation rate (%)', 'Ever English Language Learner four-year graduation rate (%)', 'Current English Language Learner four-year dropout rate (%)', 'Ever English Language Learner four-year dropout rate (%)', 'Current English Language Learner six-year graduation rate (%)', 'Ever English Language Learner six-year graduation rate (%)', 'Current English Language Learner six-year dropout rate (%)', and 'Ever English Language Learner six-year dropout rate (%)' are new indicators. Fiscal 2024 data for these indicators will be available in the Fiscal 2025 PMMR.
 - Goal 1d:
 - Students with disabilities cohort graduation and dropout rate indicator names were revised to remove 'NYSED' from the indicator name. Definitions for these indicators have been updated to clarify that the data is reported by NYSED (New York State Education Department).
 - Fiscal 2023 data is now available for 'Students with disabilities in cohort graduating from high school in 4 years (%)' and 'Students with disabilities in cohort dropping out from high school in 4 years (%)'. Fiscal 2021, 2022, and

2023 data is now available for 'Students with disabilities in cohort graduating from high school in 6 years (%)' and 'Students with disabilities in cohort dropping out from high school in 6 years (%)'. Fiscal 2024 data for these indicators will be available in the Fiscal 2025 PMMR.

- The Fiscal 2020 value for 'Students with disabilities in cohort graduating from high school in 6 years (%)' was revised from 66.7 percent to 59.7 percent and the Fiscal 2020 value for 'Students with disabilities in cohort dropping out from high school in 6 years (%)' was revised from 16.3 percent to 20.7 percent. NYCPS pushed forward the 6-year graduation cohorts to reflect the year of graduation, rather than their starting year.
- The Fiscal 2025 target for 'Students with disabilities in cohort graduating from high school in 4 years (%)' was revised from 65.0 percent to 66.6 percent and the Fiscal 2025 target for 'Students with disabilities in cohort dropping out from high school in 4 years (%)' was revised from 6.5 percent to 6.8 percent.
- 'Students receiving special education services (preliminary unaudited)' was renamed to 'Students with Individualized Education Programs (IEPs)' because it is possible that students without an IEP, such as those with 504 accommodations, may receive special education services. There are also students with IEPs who may not be receiving the required services, so students with an IEP better captures the number of students identified with a disability. Historical metrics for this indicator for Fiscal 2020 onward have been revised due to a new source for enrollment data:
 - » Fiscal 2020 was revised from 305,429 to 304,683
 - » Fiscal 2021 was revised from 295,623 to 295,102
 - » Fiscal 2022 was revised from 288,818 to 288,163
 - » Fiscal 2023 was revised from 290,427 to 289,654
- The indicator 'Special education enrollment—School-age' now includes sub-indicators by school type, including New York City Public Schools, charter schools, non-public school—state approved, and non-public school—not state approved.
- The indicator 'Special education enrollment—Pre-school' now includes sub-indicators setting, including New York City Public Schools, non-public school—state approved, contracted (3-K, Pre-K), charter schools, and private or home.
- 'Special education enrollment—Pre-school' historical metrics for Fiscal 2020 onward are restated revised due to a new source for enrollment data:
 - » Fiscal 2020 was revised from 31,463 to 30,717
 - » Fiscal 2021 was revised from 25,803 to 25,282
 - » Fiscal 2022 was revised from 26,590 to 25,935
 - » Fiscal 2023 was revised from 29,778 to 29,005
- 'Students newly recommended for special education services' historical metrics for Fiscal 2020 onward are restated revised due to a new source for enrollment data:
 - » Fiscal 2020 was revised from 23,117 to 24,840
 - » Fiscal 2021 was revised from 18,699 to 22,904
 - » Fiscal 2022 was revised from 27,298 to 32,099
 - » Fiscal 2023 was revised from 30,566 to 36,316

- ‘Students with disabilities scoring below standards progressing into a higher level—English Language Arts (%)’ and ‘—Math (%)’ were removed and replaced with ‘Students with disabilities progressing into a higher level—English Language Arts (%)’ and ‘—Math (%)’ to track student improvement regardless of starting point.
- ‘Students fully scheduled to receive their IEP-recommended special education programs (%)’ and ‘Related services mandates with full encounter recorded (%)’ are new indicators.
- Goal 1e:
 - The Fiscal 2024 value for ‘High school cohort taking the SAT at least once in 4 years of high school (%)’ will be available for the Fiscal 2025 PMMR.
 - The indicator ‘High school cohort who graduate ready for college and careers (%)’ was designated critical.
 - The Fiscal 2025 target for ‘High school cohort who graduated from high school and enrolled in a college or other post-secondary program within 6 months (%)’ was changed from 68 percent to 65 percent to reflect re-evaluation of the data. The Fiscal 2022 value for this indicator is now available.
- Goal 1f:
 - ‘High school cohort taking at least 1 AP exam in 4 years of high school (%)’ was changed to a critical indicator to reflect its importance to the Department’s goals. Fiscal 2023 data for ‘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 2025 PMMR.
 - Fiscal 2023 data for ‘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 2025 PMMR.
 - The Fiscal 2023 value for ‘Students who successfully completed approved rigorous courses or assessments (%)’ is now available.
- Goal 2a:
 - Service 2a was overhauled in the chapter review process ahead of the Fiscal 2024 MMR. Data was not collected prior to Fiscal 2023. All of the previous indicators were removed and replaced with the following indicators:
 - » ‘Infant/Toddler student enrollment,’ ‘—Extended Day and Year,’ and ‘—Early Head Start’
 - » ‘Infant/Toddler unfilled seats,’ ‘—Extended Day and Year,’ and ‘—Early Head Start’
 - » ‘Fiscal Year spending per child based on Infant/Toddler enrollment,’ ‘—Extended Day and Year,’ and ‘—Early Head Start’
 - » ‘3-K student enrollment,’ ‘—School Day and Year,’ ‘—Extended Day and Year,’ ‘—Head Start’
 - » ‘3-K unfilled seats,’ ‘—School Day and Year,’ ‘—Extended Day and Year,’ ‘—Head Start’
 - » ‘Fiscal Year spending per child based on 3-K enrollment,’ ‘—School Day and Year,’ ‘—Extended Day and Year,’ ‘—Head Start’
 - » ‘Pre-K student enrollment,’ ‘—School Day and Year,’ ‘—Extended Day and Year,’ ‘—Head Start’
 - » ‘Pre-K unfilled seats,’ ‘—School Day and Year,’ ‘—Extended Day and Year,’ ‘—Head Start’
 - » ‘Fiscal Year spending per child based on Pre-K enrollment,’ ‘—School Day and Year,’ ‘—Extended Day and Year,’ ‘—Head Start’
 - » ‘Total School Day and Year student enrollment’
 - » ‘Total School Day and Year unfilled seats’

- » 'Fiscal Year spending per child based on School Day and Year enrollment'
- » 'Total Extended Day and Year student enrollment'
- » 'Total Extended Day and Year unfilled seats'
- » 'Fiscal Year spending per child based on Extended and Day Year enrollment'
- » 'Total Head Start student enrollment'
- » 'Total Head Start unfilled seats'
- » 'Fiscal Year spending per child based on Head Start enrollment'
- Goal 3a:
 - The indicator 'Families reporting that their child belongs at this school (%)' was moved from Goal 3a to Goal 1b to be reported alongside other indicators from the NYC Schools Survey.
- Goal 4a:
 - 'Hazardous buildings violations total backlog' was retired because this metric is no longer the best indicator of either the safety of buildings, or collective efforts to improve them. Ongoing situations that may never be remediated, such as when the condition is stabilized/safe, and is not a good use of public funds (e.g.—issues related to certificates of occupancy, parapet heights, etc.) The school building rating metrics better capture the status of NYCPS buildings.
 - 'Rooftop solar installations on NYC Public School buildings' and 'Total megawatt output of rooftop solar installations' are new indicators.
- Goal 4b:
 - Goal 6a was renamed from 'Ensure safe and reliable bus transportation to and from school' to 'Ensure safe and reliable transportation to and from school' since new indicators regarding public transportation were added.
 - 'Average number of Students in Temporary Housing (STH) utilizing yellow school bus service,' 'Average number of Students in Temporary Housing (STH) issued Metrocards,' 'Average number of Students in Temporary Housing (STH) parents/guardians utilizing caregiver Metrocards' are new critical indicators. 'Average number of foster care students provided yellow school bus service' is a new indicator.
- Goal 4c:
 - 'Average lunches served daily' and 'Average breakfasts served daily' were moved from Agency-Wide Management to Goal 4c and designated as critical. Previously published Fiscal 2023 values for these indicators have been revised based on updated data:
 - » 'Average breakfasts served' was revised from 272,369 to 233,176
 - » 'Average lunches served' was revised from 539,629 to 533,953
 - 'Schools certified to serve halal and kosher meals' and 'Student satisfaction with Office of Food and Nutrition Services' are new indicators. There is not reliable historical data for these indicators and data will be reported from Fiscal 2024 onward.
- Agency-Wide Management:
 - Fiscal 2023 data for 'Average expenditure per student (\$),' '—Elementary school (\$),' '—Middle school (\$),' and '—High school (\$)' is now available. Fiscal 2024 data for these indicators will be available in the Fiscal 2025 PMMR.

- ‘Teachers hired to fill projected vacancies (%)’ was retired because NYCPS has always achieved 100 percent and the value of this indicator to capture progress over time is limited.
- ‘Students residing in temporary housing during the school year,’ ‘Students residing in shelter during the school year,’ ‘Students residing in temporary housing during the school year (%)’ and ‘Students residing in shelter during the school year (%)’ are new indicators. Fiscal 2024 data for these indicators will be available in the Fiscal 2025 PMMR.
- Customer Service:
 - Fiscal 2025 targets for ‘Letters responded to in 14 days (%)’ and ‘E-mails responded to in 14 days (%)’ were revised from 71 percent to 72 percent to reflect a re-evaluation of the data and staff capacity.
- Fiscal 2023 expenditures for ‘Personal Services—Total’ published in the Fiscal 2024 PMMR were erroneously reported due to a clerical error. The correct value is \$17,587.6, not \$10,197.1.

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/>

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

