# DEPARTMENT OF EDUCATION
**Melissa Aviles-Ramos, Chancellor**

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

- **NYC Reads:** NYCPS continues to roll out NYC Reads in the 2024–2025 School Year to ensure that all New York City students develop strong reading skills, a critical tool required for educational, career, and lifetime success. NYC Reads will ensure that pre-kindergarten and elementary school students receive the most effective evidence-based reading instruction materials and methods, selected by their school from a set of three pre-approved, phonics-based reading curricula. NYCPS continues to provide job-embedded coaching and intensive professional development to teachers to support implementation.

- **NYC Solves:** NYCPS launched NYC Solves during the 2023–2024 School Year and expanded the program in the 2024–2025 School Year to all high schools citywide and middle schools in nine school districts that have already adopted the Illustrative Mathematics curriculum that NYC Solves utilizes. The goal of this program is to ensure that all New York City students develop strong mathematical and critical thinking skills to set them up for future success. NYC Solves ensures that students use high-quality, research-based curricula taught by well-trained and coached teachers. As demonstrated with NYC Reads, standardizing curriculum options across all NYCPS districts ensures that instruction is consistent from grade to grade and school to school, offering the City's students a more level playing field.

- **FutureReadyNYC and the Career Readiness Modern Youth Apprenticeship:** These initiatives aim to set students up for post-secondary success in today's economy by creating new career-connected pathways, expanding apprenticeship and internship programs, and broadening early college opportunities. NYCPS supports students to become future leaders by disrupting persistent inequities in college and career pathways so students graduate with a foundation of academic excellence integrated with real-world skills. Students in these initiatives develop skills that are valued in the modern workplace and prepare them for specific high-growth career paths like technology, healthcare, education, human and social services, heating, ventilation and air conditioning (HVAC), and decarbonization.

NYCPS remains committed to serving community needs through its central role in Project Open Arms, the City's interdepartmental effort to effectively welcome and support newcomer families and students in temporary housing. From the moment these families arrived in the City, NYCPS has helped facilitate student enrollment and supported families' immediate needs. To start, NYCPS set up an enrollment office at the Asylum-Seeker Arrival Center (Arrival Center) where enrollment counselors continue to help families connect to schools while providing backpacks, books, and school supplies. NYCPS has also hired Students in Temporary Housing (STH) staff, including STH Regional Manager, Family Assistants, and school-based STH Community Coordinators, to support families on-site at shelters with issues such as enrollment, transportation, emotional wellness, and more. NYCPS staff at the Arrival Center, family welcome centers, and on-site at shelters, are working to identify schools with available seats that are closest to the shelters and that offer support to multilingual learners, mitigating linguistic and geographic barriers to education. Through Project Open Arms, NYCPS coordinates with sister agencies to ensure that every newcomer family and family in temporary housing has access to the information and resources needed for their children to enroll and thrive in New York City Public Schools.

# OUR SERVICES AND GOALS

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

Goal 1a    Improve academic achievement.

Goal 1b    Promote parental involvement in education.

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

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

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

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

**SERVICE 2    Deliver early childhood education services.**

Goal 2a    Ensure access to quality 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.

**SERVICE 3    Coordinate with NYPD to maintain safe schools.**

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

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

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

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

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

# HOW WE PERFORMED

- Through October of the 2024–2025 School Year, average daily attendance remained stable or increased slightly across all grade bands compared to the reporting period in the 2023–2024 School Year. Chronic absenteeism decreased by nearly two percentage points from 27.6 percent to 25.8 percent across comparative reporting periods.

- In the reporting period of the 2024–2025 School Year, 47 percent of classes in NYCPS subject to Section 211-d of New York State Education Law were at or below the class size caps imposed by the law, exceeding the 40 percent target for the proportion of classes that are required to be at such caps. This is an improvement in compliance across every grade band compared to the end of the 2023–2024 School Year. Progress towards bringing additional classes to levels at or below the newly mandated caps this year reflects NYCPS' efforts to bring more classrooms into compliance, including distributing over $180 million to schools, beginning room conversions at specific schools where targeted conversions could help the school reach compliance, asking all districts across the City to target a three percent increase in compliance by implementing a recommended set of strategies, and improving data collection and analysis to inform future planning.

- Parent Coordinators empower family involvement in the school community through outreach and planning. They create a welcoming school environment for parents, support their school principal in addressing parents' concerns, and guide parent leadership in schools. The impact of the COVID-19 pandemic caused a significant disruption to in-person parental involvement that remains today. While Parent Coordinators have continued their outreach to parents, particularly by using virtual technology, NYCPS seeks to prioritize opportunities for in-person interactions in response to families' preferences. Due to issues with how parent engagement data was collected in the 2023–2024 School Year, the most recent parent engagement data reported is from the end of the 2022–2023 School Year. Through October of the 2024–2025 School Year, there were 46,000 in-person consultations between parents and parent coordinators and 25,000 family members attended parent coordinator workshops, a decrease from 275,000 and 216,000, respectively, that occurred through the first four months of the 2022–2023 School Year. Parent engagement indicators can fluctuate year over year depending on how holidays fall at the start of the school year and when schools schedule family engagement interactions.

- After substantial disruptions during the COVID-19 pandemic, special education enrollment through October of the 2024–2025 School Year shows a return to pre-pandemic levels. The number of students with Individualized Education Plans (IEPs) increased modestly from 285,398 in the first four months of the 2023–2024 School Year to 295,701 in the same period in the 2024–2025 School Year. Pre-school special education enrollment increased from 22,139 to 22,470 across comparative reporting periods, driven largely by a 10 percent increase in NYCPS enrollment. School-age special education enrollment grew from 263,259 to 273,231 across comparative reporting periods, driven by increases in charter school, NYCPS, and non-State approved non-public school enrollment.

- Historically, early childhood education enrollment is low in the beginning of the School Year as the Division of Early Childhood Education works with provider sites to enter and approve their current enrollments. The Division expects enrollment to more accurately reflect previous trends by the end of the 2024–2025 School Year. Additionally, data reported through October of the 2024–2025 School Year for unfilled seats is point-in-time and is subject to change during throughout the School Year as sites may enter in or out operating status. In the first four months of Fiscal 2025, total Infant/Toddler student enrollment was 5,328, total 3-K student enrollment was 40,925, and total pre-K student enrollment was 53,930. Total School Day and Year student enrollment was 85,584, total Extended Day and Year was 6,977, and total Head Start enrollment was 3,482 during the same reporting period.

- NYC Public Schools has a long-established collaborative partnership with the Police Department's (NYPD) School Safety Division, which works to provide a safe and supportive learning environment. NYCPS' 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 Prevention Partnerships works closely with schools to provide a safe, supportive and inclusive environment by investing in and expanding successful school climate programs, including restorative trainings, mental health programs and social emotional supports. NYPD reported fewer school safety incidents this School Year across all categories, with felony incidents decreasing slightly from 111 through October of the 2023–2024 School Year to 109 in the same period of the 2024–2025 School Year, incidents in other criminal categories decreasing from 357 to 330 between comparative reporting periods, and non-criminal incidents decreasing from 1,519 to 1,333 between comparative reporting periods.

- There was a 75 percent decrease in reported accidents incurred by members of the public, likely a result of more stringent visitor protocols that limited public interactions in schools as well as enhancements to NYCPS' reporting system that now verifies employees in accident reports, reduced data entry errors that led to school staff incorrectly being included in the count in previous reporting periods. Accidents in schools involving students increased 12 percent between comparative reporting periods, possibly attributable to increased reporting due to an enhancement to the reporting system that made it accessible via any smart device over the Internet while it was previously only available on the Intranet on a Windows-based computer.

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

**Goal 1a**   Improve academic achievement.

| Performance Indicators | Actual | | | Target | | 4-Month Actual | |
|---|---|---|---|---|---|---|---|
| | FY22 | FY23 | FY24 | FY25 | FY26 | FY24 | FY25 |
| Student enrollment as of October 31 in grades 3-K to 12 (000) | 1,058.9 | 1,047.9 | 1,058.1 | * | * | NA | NA |
| – District schools | 919.1 | 907.0 | 912.1 | * | * | NA | NA |
| – Charter schools | 139.8 | 140.9 | 146.0 | * | * | NA | NA |
| ★ Average daily attendance (%) | 88.1% | 89.4% | 89.6% | 92.0% | 92.0% | 91.5% | 91.7% |
| – Elementary/middle (%) | 89.7% | 90.6% | 90.8% | 92.6% | 92.6% | 92.6% | 93.1% |
| – High school (%) | 84.6% | 86.9% | 87.0% | 87.7% | 87.7% | 89.2% | 88.9% |
| Students chronically absent (%) | 40.6% | 36.2% | 34.8% | 29.0% | 29.0% | 27.6% | 25.8% |
| Students in grades 3 to 8 below standards – English Language Arts (%) | 22.5% | 22.9% | 26.1% | 20.0% | 24.0% | NA | NA |
| – Math | 38.5% | 26.0% | 22.8% | 23.0% | 20.0% | NA | NA |
| ★ ✻ Students in grades 3 to 8 meeting or exceeding standards – English Language Arts (%) | 49.0% | 51.7% | 49.1% | 59.0% | 54.0% | NA | NA |
| ★ ✻ – Math (%) | 37.9% | 49.9% | 53.4% | 52.0% | 56.0% | NA | NA |
| Students in grades 3 to 8 progressing into a higher level – English Language Arts (%) | NA | 34.9% | 30.4% | * | * | NA | NA |
| – Math | NA | 40.2% | 31.7% | * | * | NA | NA |
| Students in grades 1 to 8 promoted to the next grade level (%) | 97.9% | 99.0% | 99.0% | 98.0% | 98.0% | NA | NA |
| Students with a 65 to 100 passing score on the Regents Examination – English (%) | 73.7% | 72.3% | 74.5% | 77.3% | 78.0% | NA | NA |
| – Algebra (%) | 58.2% | 58.2% | 52.2% | 66.2% | 59.0% | NA | NA |
| – Living Environment (%) | 65.8% | 57.8% | 55.6% | 62.8% | 63.0% | NA | NA |
| – History (%) | 74.8% | 69.7% | 73.4% | 74.7% | 76.0% | NA | NA |
| ★ ✻ Students in cohort graduating from high school in 4 years (%) | 83.7% | 83.7% | NA | 85.7% | 85.7% | NA | NA |
| ★ Students in cohort graduating from high school in 6 years (%) | 85.1% | 86.7% | NA | ⇧ | ⇧ | NA | NA |
| ★ Students in cohort dropping out from high school in 4 years (%) | 5.4% | 5.4% | NA | 4.0% | 4.0% | NA | NA |
| Students in cohort dropping out from high school in 6 years (%) | 9.7% | 8.6% | NA | * | * | NA | NA |
| Average class size – Kindergarten to Grade 3 | 21.2 | 22.1 | 22.6 | * | * | NA | 21.9 |
| – Grades 4 to 5 | 22.5 | 23.7 | 24.2 | * | * | NA | 23.7 |
| – Grades 6 to 8 | NA | NA | 26.0 | * | * | NA | 25.5 |
| – Grades 6 to 8 core courses | 24.6 | 24.9 | 24.9 | * | * | NA | NA |
| – Grades 9 to 12 | NA | NA | 26.1 | * | * | NA | 25.8 |
| – Grades 9 to 12 core courses | 25.0 | 23.7 | 23.7 | * | * | NA | NA |
| ★ Classes subject to class size law at or below caps | NA | 42% | 40% | 40% | 60% | NA | 47% |
| ★ – Kindergarten to Grade 3 (%) | NA | 35% | 31% | 40% | 60% | NA | 38% |
| ★ – Grades 4 to 5 (%) | NA | 46% | 42% | 40% | 60% | NA | 46% |
| ★ – Grades 6 to 8 (%) | NA | 34% | 33% | 40% | 60% | NA | 37% |
| ★ – Grades 9 to 12 (%) | NA | 47% | 45% | 40% | 60% | NA | 48% |
| Average class size in highest Economic Need Index quartile of schools | NA | NA | 22.4 | * | * | NA | 22.0 |
| Classes subject to class size law at or below caps in highest Economic Need Index quartile of schools (%) | NA | 64% | 62% | 40% | 60% | NA | 67% |

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

## Goal 1b — Promote parental involvement in education.

| Performance Indicators | Actual | | | Target | | 4-Month Actual | |
|---|---|---|---|---|---|---|---|
| | FY22 | FY23 | FY24 | FY25 | FY26 | FY24 | FY25 |
| Phone calls responded to by parent coordinator or parent engagement designee (000) | 11,613 | 16,809 | NA | 10,000 | 10,000 | NA | 652 |
| In-person consultations with parents by parent coordinators or parent engagement designee (000) | 1,058 | 1,358 | NA | 1,400 | 1,400 | NA | 46 |
| School-based workshops offered to parents (000) | 50 | 38 | NA | 60 | 60 | NA | 1 |
| Parents attending parent coordinator workshops (000) | 723 | 922 | NA | 1,000 | 1,000 | NA | 25 |
| Parents attending Fall and Spring Parent-Teacher Conferences (000) | 934 | 1,023 | NA | 2,000 | 2,000 | NA | 16 |
| ★ Families reporting that school staff regularly communicate with them about helping their children learn (%) | 91% | 90% | 91% | 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% | 96% | 95% | 95% | NA | NA |
| Families reporting that their child belongs at this school (%) | 96% | 95% | 98% | 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 | |
|---|---|---|---|---|---|---|---|
| | FY22 | FY23 | FY24 | FY25 | FY26 | FY24 | FY25 |
| Students enrolled as English Language Learners (ELL) (000) | 149 | 160 | 174 | * | * | NA | NA |
| English Language Learners testing out of English Language Learner status (%) | 16.1% | 16.1% | 14.7% | 17.1% | 15.7% | NA | NA |
| ★ English Language Learners testing out of English Language Learner status who did so within 3 years (%) | 37.9% | 42.7% | 55.3% | 43.7% | 56.3% | NA | NA |
| Current English Language Learner four-year graduation rate (%) | 67% | 62% | NA | 64% | 64% | NA | NA |
| Ever English Language Learner four-year graduation rate (%) | 91% | 91% | NA | 92% | 92% | NA | NA |
| Current English Language Learner four-year dropout rate (%) | 15% | 17% | NA | 16% | 16% | NA | NA |
| Ever English Language Learner four-year dropout rate (%) | 2% | 2% | NA | 2% | 2% | NA | NA |
| Current English Language Learner six-year graduation rate (%) | 56% | 67% | NA | * | * | NA | NA |
| Ever English Language Learner six year graduation rate (%) | 93% | 93% | NA | * | * | NA | NA |
| Current English Language Learner six year dropout rate (%) | 33% | 24% | NA | * | * | NA | NA |
| Ever English Language Learner six year dropout rate (%) | 4% | 4% | NA | * | * | 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 FY22 | Actual FY23 | Actual FY24 | Target FY25 | Target FY26 | 4-Month Actual FY24 | 4-Month Actual FY25 |
|---|---|---|---|---|---|---|---|
| ★ Students with disabilities in cohort graduating from high school in 4 years (%) | 64.1% | 65.6% | NA | 67.6% | 67.6% | NA | NA |
| ★ Students with disabilities in cohort graduating from high school in 6 years (%) | 66.7% | 69.0% | NA | ⇧ | ⇧ | NA | NA |
| ★ Students with disabilities in cohort dropping out from high school in 4 years (%) | 7.7% | 7.8% | NA | 6.8% | 6.8% | NA | NA |
| Students with disabilities in cohort dropping out from high school in 6 years (%) | 16.3% | 14.5% | NA | * | * | NA | NA |
| Students with Individualized Education Programs | 288,163 | 289,654 | 298,347 | * | * | 285,398 | 295,701 |
| Special education enrollment – Pre-school | 25,935 | 29,005 | 31,542 | * | * | 22,139 | 22,470 |
| – New York City Public Schools | 3,859 | 5,119 | 5,792 | * | * | 4,149 | 4,552 |
| – Non-public school – state approved | 9,047 | 8,954 | 8,907 | * | * | 8,085 | 7,997 |
| – Contracted (3K, Pre-K) | 5,492 | 7,281 | 7,745 | * | * | 1,129 | 1,131 |
| – Charter schools | 61 | 90 | 121 | * | * | 115 | 116 |
| – Private or home | 7,476 | 7,561 | 8,977 | * | * | 8,661 | 8,674 |
| Special education enrollment – School-age | 262,228 | 260,649 | 266,805 | * | * | 263,259 | 273,231 |
| – New York City Public Schools | 182,464 | 182,192 | 185,363 | * | * | 182,319 | 187,655 |
| – Charter schools | 24,441 | 25,474 | 26,630 | * | * | 26,389 | 27,755 |
| – Non-public school – state approved | 5,452 | 5,209 | 5,002 | * | * | 4,940 | 4,779 |
| – Non-public school – not state approved | 49,871 | 47,774 | 49,810 | * | * | 49,611 | 53,042 |
| Students newly recommended for special education services | 32,099 | 36,316 | 36,392 | * | * | 6,539 | 6,612 |
| Students no longer in need of special education services | 4,668 | 5,087 | 5,228 | * | * | 955 | 1,040 |
| ★ Students with disabilities in grades 3 to 8 progressing into a higher level – English Language Arts (%) | NA | 25.6% | 23.9% | ⇧ | ⇧ | NA | NA |
| ★ – Math (%) | NA | 30.9% | 25.0% | ⇧ | ⇧ | NA | NA |
| ★ Students fully scheduled to receive their IEP-recommended special education programs (%) | 88% | 91% | 92% | ⇧ | ⇧ | 87% | 87% |
| ★ Related services mandates with full encounter recorded (%) | 95% | 95% | 95% | ⇧ | ⇧ | 90% | 89% |

★ 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 FY22 | Actual FY23 | Actual FY24 | Target FY25 | Target FY26 | 4-Month Actual FY24 | 4-Month Actual FY25 |
|---|---|---|---|---|---|---|---|
| High school cohort taking the SAT at least once in 4 years of high school (%) | 58.4% | 71.5% | NA | 80.0% | 80.0% | NA | NA |
| ★ ● High school cohort who graduate ready for college and careers (%) | NA | NA | NA | 58.7% | 58.7% | NA | NA |
| ● High school cohort who graduated from high school and enrolled in a college or other post-secondary program within 6 months (%) | 61.5% | NA | NA | 65.0% | 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 FY22 | Actual FY23 | Actual FY24 | Target FY25 | Target FY26 | 4-Month Actual FY24 | 4-Month Actual FY25 |
|---|---|---|---|---|---|---|---|
| ★ High school cohort taking at least 1 AP exam in 4 years of high school (%) | 40.7% | NA | NA | 41.7% | 41.7% | NA | NA |
| High school cohort passing at least 1 AP exam in 4 years of high school (%) | 22.8% | NA | NA | 24.8% | 24.8% | NA | NA |
| Students who successfully completed approved rigorous courses or assessments (%) | 73.2% | 67.5% | NA | 75.0% | 75.0% | 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 | |
|---|---|---|---|---|---|---|---|
| | FY22 | FY23 | FY24 | FY25 | FY26 | FY24 | FY25 |
| ★ Total Infant/Toddler student enrollment | NA | 6,346 | 10,441 | 10,883 | 10,755 | NA | 5,328 |
| – Extended Day and Year | NA | 6,220 | 10,317 | 10,755 | 10,627 | NA | 5,241 |
| – Early Head Start | NA | 126 | 124 | 128 | 128 | NA | 87 |
| Total Infant/Toddler unfilled seats | NA | 2,148 | 438 | 0 | 0 | NA | 5,440 |
| – Extended Day and Year | NA | 2,146 | 434 | 0 | 0 | NA | 5,399 |
| – Early Head Start | NA | 2 | 4 | 0 | 0 | NA | 41 |
| Fiscal Year spending per child based on Infant/Toddler enrollment ($) | NA | $39,883 | $38,706 | $38,706 | $38,706 | NA | $35,710 |
| – Extended Day and Year | NA | $34,493 | $34,724 | $34,724 | $34,724 | NA | $34,955 |
| – Early Head Start | NA | $45,273 | $42,687 | $42,687 | $42,687 | NA | $43,422 |

★ 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 | |
|---|---|---|---|---|---|---|---|
| | FY22 | FY23 | FY24 | FY25 | FY26 | FY24 | FY25 |
| ★ Total 3-K student enrollment | NA | 32,361 | 43,957 | 47,156 | 50,285 | NA | 40,925 |
| – School Day and Year | NA | 26,320 | 37,636 | 40,647 | 43,581 | NA | 35,566 |
| – Extended Day and Year | NA | 4,160 | 4,261 | 4,346 | 4,433 | NA | 3,704 |
| – Head Start | NA | 1,881 | 2,060 | 2,163 | 2,271 | NA | 1,655 |
| Total 3-K unfilled seats | NA | 9,355 | 8,446 | 5,247 | 2,778 | NA | 6,761 |
| – School Day and Year | NA | 5,495 | 4,965 | 1,954 | 0 | NA | 2,656 |
| – Extended Day and Year | NA | 3,050 | 2,897 | 2,812 | 2,485 | NA | 3,211 |
| – Head Start | NA | 810 | 584 | 481 | 293 | NA | 894 |
| Fiscal Year spending per child based on 3-K enrollment ($) | NA | $23,781 | $23,800 | $23,800 | $23,800 | NA | $23,898 |
| – School Day and Year | NA | $18,095 | $18,007 | $18,007 | $18,007 | NA | $18,071 |
| – Extended Day and Year | NA | $27,275 | $27,421 | $27,421 | $27,421 | NA | $27,632 |
| – Head Start | NA | $25,974 | $25,973 | $25,973 | $25,973 | NA | $25,990 |

★ 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 | |
|---|---|---|---|---|---|---|---|
| | FY22 | FY23 | FY24 | FY25 | FY26 | FY24 | FY25 |
| ★ Total Pre-K student enrollment | NA | 59,687 | 59,250 | 61,038 | 62,881 | NA | 53,930 |
| – School Day and Year | NA | 54,948 | 54,608 | 56,246 | 57,934 | NA | 50,018 |
| – Extended Day and Year | NA | 2,961 | 2,742 | 2,797 | 2,853 | NA | 2,226 |
| – Head Start | NA | 1,778 | 1,900 | 1,995 | 2,095 | NA | 1,686 |
| Total Pre-K unfilled seats | NA | 15,589 | 14,008 | 12,220 | 8,793 | NA | 17,719 |
| – School Day and Year | NA | 11,218 | 10,252 | 8,614 | 5,912 | NA | 2,955 |
| – Extended Day and Year | NA | 3,131 | 2,763 | 2,708 | 2,328 | NA | 2,955 |
| – Head Start | NA | 1,240 | 993 | 898 | 898 | NA | 962 |
| Fiscal Year spending per child based on Pre-K enrollment ($) | NA | $19,600 | $19,696 | $19,696 | $19,696 | NA | $19,771 |
| – School Day and Year | NA | $14,930 | $14,917 | $14,917 | $14,917 | NA | $14,954 |
| – Extended Day and Year | NA | $22,817 | $22,850 | $22,850 | $22,850 | NA | $22,978 |
| – Head Start | NA | $21,054 | $21,320 | $21,320 | $21,320 | NA | $21,381 |

★ 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.

| | Actual | | | Target | | 4-Month Actual | |
|---|---|---|---|---|---|---|---|
| Performance Indicators | FY22 | FY23 | FY24 | FY25 | FY26 | FY24 | FY25 |
| ★ Total School Day and Year student enrollment | NA | 81,268 | 92,244 | 96,893 | 101,738 | NA | 85,584 |
| Total School Day and Year unfilled seats | NA | 16,713 | 15,217 | 10,568 | 2,711 | NA | 21,817 |
| Fiscal Year spending per child based on School Day and Year enrollment ($) | NA | $16,513 | $16,462 | $16,462 | $16,462 | NA | $16,505 |

★ 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.

| | Actual | | | Target | | 4-Month Actual | |
|---|---|---|---|---|---|---|---|
| Performance Indicators | FY22 | FY23 | FY24 | FY25 | FY26 | FY24 | FY25 |
| ★ Total Extended Day and Year student enrollment | NA | 13,341 | 17,320 | 17,898 | 18,256 | NA | 6,977 |
| Total Extended Day and Year unfilled seats | NA | 8,327 | 6,094 | 5,520 | 4,483 | NA | 7,439 |
| Fiscal Year spending per child based on Extended Day and Year enrollment ($) | NA | $28,195 | $28,332 | $28,332 | $28,332 | NA | $27,433 |

★ 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.

| | Actual | | | Target | | 4-Month Actual | |
|---|---|---|---|---|---|---|---|
| Performance Indicators | FY22 | FY23 | FY24 | FY25 | FY26 | FY24 | FY25 |
| ★ Total Head Start student enrollment | NA | 3,785 | 4,084 | 4,286 | 4,500 | NA | 3,482 |
| Total Head Start unfilled seats | NA | 2,052 | 1,581 | 1,379 | 840 | NA | 1,843 |
| Fiscal Year spending per child based on Head Start enrollment ($) | NA | $30,767 | $29,993 | $29,993 | $29,993 | NA | $25,197 |

★ 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.

| | Actual | | | Target | | 4-Month Actual | |
|---|---|---|---|---|---|---|---|
| Performance Indicators | FY22 | FY23 | FY24 | FY25 | FY26 | FY24 | FY25 |
| ★ School safety – Seven major felony crimes | 346 | 402 | 404 | ⇩ | ⇩ | 111 | 109 |
| ★ – Other criminal categories | 1,758 | 1,683 | 1,494 | ⇩ | ⇩ | 357 | 330 |
| ★ – Other incidents | 5,965 | 6,779 | 5,792 | ⇩ | ⇩ | 1,519 | 1,333 |
| Accidents in schools – Students | 42,450 | 48,710 | 47,052 | * | * | 10,579 | 11,862 |
| – Public | 736 | 768 | 746 | * | * | 235 | 60 |
| Students reporting feeling safe in the hallways, bathrooms, locker rooms, and cafeteria of their school (%) | 85% | 82% | 82% | 95% | 95% | 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 | |
|---|---|---|---|---|---|---|---|
| | FY22 | FY23 | FY24 | FY25 | FY26 | FY24 | FY25 |
| Total new seats created | 8,934 | 6,532 | 11,270 | 10,222 | 10,222 | 0 | 0 |
| Schools that exceed capacity – Elementary schools (%) | 35.0% | 34.0% | 34.0% | * | * | NA | NA |
| – Middle schools (%) | 17.0% | 17.0% | 17.0% | * | * | NA | NA |
| – High schools (%) | 24.0% | 29.0% | 29.0% | * | * | NA | NA |
| Students in schools that exceed capacity – Elementary/middle schools (%) | 34.0% | 34.0% | 35.0% | * | * | NA | NA |
| – High schools (%) | 36.0% | 43.0% | 41.0% | * | * | NA | NA |
| School building ratings – Good condition (%) | 1.6% | 1.8% | 1.6% | * | * | NA | NA |
| ★ – Fair to good condition (%) | 29.7% | 28.9% | 29.0% | ⇧ | ⇧ | NA | NA |
| – Fair condition (%) | 68.6% | 69.1% | 69.2% | * | * | NA | NA |
| ★ – Fair to poor condition (%) | 0.1% | 0.2% | 0.3% | ⇩ | ⇩ | NA | NA |
| – Poor condition (%) | 0.0% | 0.0% | 0.0% | * | * | NA | NA |
| Rooftop solar installations on NYC Public School buildings | 10 | 19 | 9 | * | * | NA | NA |
| Total megawatt output of rooftop solar installations | 3 | 5 | 2 | * | * | 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 | |
|---|---|---|---|---|---|---|---|
| | FY22 | FY23 | FY24 | FY25 | FY26 | FY24 | FY25 |
| Average number of students assigned to stop-to-school service (per month) | 73,031 | 73,592 | 72,753 | * | * | NA | NA |
| Average number of students assigned to curb-to-school service (per month) | 54,661 | 56,359 | 56,271 | * | * | NA | NA |
| Average number of stop-to-school routes (per month) | 2,352 | 2,233 | 2,143 | * | * | NA | NA |
| Average number of curb-to-school routes (per month) | 5,786 | 5,596 | 5,711 | * | * | NA | NA |
| Average number of service incidents (per month) | 2,395 | 3,874 | 3,349 | * | * | NA | NA |
| ★ Average number of Students in Temporary Housing (STH) utilizing yellow school bus service | 2,798 | 3,869 | 5,561 | * | * | NA | NA |
| ★ Average number of Students in Temporary Housing (STH) issued OMNY cards | 5,560 | 5,374 | 6,109 | * | * | NA | NA |
| ★ Average number of Students in Temporary Housing (STH) parents/guardians utilizing caregiver OMNY cards | 4,673 | 6,647 | 12,103 | * | * | NA | NA |
| Average number of foster care students provided yellow school bus service | 1,375 | 1,067 | 1,188 | * | * | 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 | |
|---|---|---|---|---|---|---|---|
| | FY22 | FY23 | FY24 | FY25 | FY26 | FY24 | FY25 |
| ★ Average breakfasts served daily | 272,369 | 233,176 | 230,887 | ⇧ | ⇧ | NA | NA |
| ★ Average lunches served daily | 542,294 | 533,953 | 557,596 | ⇧ | ⇧ | NA | NA |
| Schools certified to serve halal and kosher meals | NA | NA | 137 | * | * | NA | NA |
| Student satisfaction with Office of Food and Nutrition Services (%) | NA | NA | 72.1% | * | * | NA | NA |

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

# AGENCY-WIDE MANAGEMENT

| Performance Indicators | Actual | | | Target | | 4-Month Actual | |
|---|---|---|---|---|---|---|---|
| | FY22 | FY23 | FY24 | FY25 | FY26 | FY24 | FY25 |
| Payout ($000) | NA | $520,836 | $502,034 | * | * | $34,074 | $47,812 |
| Average expenditure per student ($) | $30,472 | $30,185 | NA | * | * | NA | NA |
| – Elementary school ($) | $30,391 | $30,316 | NA | * | * | NA | NA |
| – Middle school ($) | $29,437 | $28,917 | NA | * | * | NA | NA |
| – High school ($) | $26,539 | $26,468 | NA | * | * | NA | NA |
| – Full-time special education (District 75) ($) | $86,011 | $79,820 | NA | * | * | NA | NA |
| Principals with 4 or more years experience as principal (%) | 71.5% | 70.0% | 69.8% | * | * | 69.8% | 68.6% |
| Teachers | 77,998 | 75,936 | 76,544 | * | * | 76,562 | 77,585 |
| Teachers with 5 or more years teaching experience (%) | 73.2% | 74.4% | 74.6% | * | * | 74.6% | 74.3% |
| Teachers absent 11 or more days (%) | 16.3% | 18.8% | 17.6% | * | * | NA | NA |
| Teachers reporting that they usually look forward to each working day at their school (%) | 86% | 85% | 86% | 90% | 90% | NA | NA |
| Teachers reporting that they would recommend this school to families seeking a place for their child (%) | 86% | 84% | 85% | 90% | 90% | NA | NA |
| Workplace injuries reported | 2,430 | 2,980 | 3,135 | * | * | 806 | 647 |
| Students residing in temporary housing during the school year | 88,119 | 105,963 | 131,351 | * | * | NA | NA |
| Students residing in temporary housing during the school year (%) | 9.0% | 10.9% | 13.4% | * | * | NA | NA |
| Students residing in shelter during the school year | 26,258 | 38,862 | 57,319 | * | * | NA | NA |
| Students residing in shelter during the school year (%) | 2.7% | 4.0% | 5.9% | * | * | NA | NA |
| Students experiencing economic hardship (%) | 69% | 72% | 74% | * | * | NA | NA |

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

# AGENCY CUSTOMER SERVICE

| Performance Indicators | Actual | | | Target | | 4-Month Actual | |
|---|---|---|---|---|---|---|---|
| Customer Experience | FY22 | FY23 | FY24 | FY25 | FY26 | FY24 | FY25 |
| Completed requests for interpretation | 287,687 | 293,432 | 347,496 | * | * | NA | NA |
| Letters responded to within 14 days (%) | 87.7% | 69.3% | 70.2% | 72% | 72% | NA | NA |
| E-mails responded to within 14 days (%) | 74.1% | 69.3% | 77.4% | 72% | 72% | NA | NA |
| CORE facility rating | 100 | NA | 100 | 90 | 90 | NA | NA |
| Parents completing the NYC School Survey | 478,750 | 416,396 | 415,651 | * | * | NA | NA |
| Customers rating service good or better as applicable (%) | 96% | 95% | 98% | 90% | 90% | NA | NA |

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

# AGENCY RESOURCES

| Resource Indicators | Actual | | | Sept. 2024 MMR Plan | Updated Plan | Plan | 4-Month Actual | |
|---|---|---|---|---|---|---|---|---|
| | FY22 | FY23 | FY24 | FY25 | FY25[1] | FY26[1] | FY24 | FY25 |
| Expenditures ($000,000)[2] | $31,558.0 | $31,505.5 | $33,367.6 | $32,682.1 | $33,651.9 | $33,498.7 | $14,164.9 | $14,052.1 |
| Revenues ($000,000) | $51.0 | $46.3 | $49.2 | $52.7 | $52.7 | $52.7 | $15.9 | $8.9 |
| Personnel | 141,748 | 141,594 | 143,663 | 152,736 | 152,819 | 150,438 | 142,531 | 145,592 |
| Overtime paid ($000,000) | $32.0 | $39.0 | $40.5 | $17.8 | $17.8 | $17.7 | $6.5 | $5.6 |
| Human services contract budget ($000,000) | $1,684.5 | $1,872.4 | $1,952.3 | $1,471.1 | $1,914.5 | $1,739.0 | $564.2 | $624.8 |

[1]January 2025 Financial Plan.　　[2]Expenditures 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 FY24[1] ($000,000) | January 2025 Financial Plan FY25[2] ($000,000) | Applicable MMR Goals[3] |
|---|---|---|---|
| Personal Services - Total | $18,734.7 | $19,269.3 | |
| 401 - General Ed. Instruction and School Leadership | $7,499.3 | $7,760.6 | 1a, 1b, 2a, 2b, 3a, 3b |
| 403 - Special Ed. Instruction and School Leadership | $2,394.4 | $2,596.6 | 1a, 1b, 2a, 2b, 3a, 3b |
| 407 - Universal Pre-K | $816.5 | $809.5 | 1a, 1b, 2a, 2b |
| 409 - Early Childhood Programs | $24.9 | $25.0 | 1a, 1b, 2a, 2b |
| 415 - School Support Organization | $324.3 | $282.1 | 1a, 1b, 2b |
| 421 - Citywide Special Ed. Instr. and School Leadership | $1,445.4 | $1,447.9 | 1a, 2b |
| 423 - Special Education Instructional Support | $430.5 | $440.7 | 1a, 2b |
| 435 - School Facilities | $191.4 | $200.9 | 1a, 2b, 4a |
| 437 - Pupil Transportation | $9.0 | $112.2 | 6a |
| 439 - School Food Services | $247.1 | $290.9 | 1a, 2b |
| 453 - Central Administration | $252.0 | $156.6 | All |
| 461 - Fringe Benefits | $3,917.8 | $4,175.0 | All |
| 481 - Categorical Programs | $1,182.0 | $1,072.3 | All |
| Other Than Personal Services - Total | $14,633.0 | $14,382.6 | |
| 402 - General Ed. Instruction and School Leadership | $930.7 | $931.0 | 1a, 1b, 2a, 2b, 3a, 3b |
| 404 - Special Ed. Instruction and School Leadership | $7.1 | $9.8 | 1a, 1b, 2a, 2b, 3a, 3b |
| 406 - Charter Schools | $3,144.9 | $3,311.6 | All |
| 408 - Universal Pre-K | $966.6 | $825.7 | 1a, 1b, 2a, 2b |
| 410 - Early Childhood Programs | $467.5 | $456.8 | 1a, 1b, 2a, 2b |
| 416 - School Support Organization | $9.6 | $40.8 | 1a, 1b, 2b |
| 422 - Citywide Special Ed. Instr. and School Leadership | $40.0 | $25.2 | 1a, 2b |
| 424 - Special Education Instructional Support | $401.8 | $568.9 | 1a, 2b |
| 436 - School Facilities | $1,395.1 | $1,210.4 | 1a, 2b, 4a |
| 438 - Pupil Transportation | $1,721.8 | $1,882.7 | 6a |
| 440 - School Food Services | $286.5 | $329.6 | 1a, 2b |
| 442 - School Safety | $362.3 | $339.8 | 1a, 2b |
| 444 - Energy and Leases | $751.9 | $835.8 | All |
| 454 - Central Administration | $168.1 | $227.3 | All |
| 470 - Special Education Pre-K Contract Payments | $835.3 | $922.7 | 1a, 2b |
| 472 - Charter & Contract Schools and Foster Care Placements | $1,565.9 | $1,443.9 | All |
| 474 - NPS and FIT Payments | $104.1 | $162.2 | All |
| 482 - Categorical Programs | $1,473.6 | $858.3 | All |
| Agency Total | $33,367.6 | $33,651.9 | |

[1]Comprehensive Annual Financial Report (CAFR) for the Fiscal Year ended June 30, 2024.  Includes all funds.    [2]Includes all funds.    [3]Refer to agency goals listed at front of chapter.

# NOTEWORTHY CHANGES, ADDITIONS OR DELETIONS ✎

- For most of the reporting period, David Banks served as Chancellor of NYC Public Schools. Melissa Aviles-Ramos was appointed Chancellor on October 16th, 2024.

- Fiscal 2024 four-month actual data for the following indicators was revised because the attendance data, as per norm, were clean up and updated throughout the year and now reflect more accurate numbers:

  - 'Average daily attendance' Fiscal 2024 four-month actual changed from 91.2 to 91.5.

  - 'Elementary/middle attendance' Fiscal 2024 four-month actual changed from 92.5 to 92.6.

  - 'High school attendance' Fiscal 2024 four-month actual changed from 88.5 to 89.2.

- Fiscal 2025 targets for the following indicators have been revised to align with our targets set based on our initiatives and historical trends of the state tests:

  - 'Students in grades 3 to 8 below standards — Math (%)' was revised from 20 percent to 23 percent.

  - 'Students in grades 3 to 8 meeting or exceeding standards — English Language Arts (%)' was revised from 57 percent to 59 percent.

  - 'Students in grades 3 to 8 meeting or exceeding standards — Math (%)' was revised from 55 percent to 52 percent.

- Fiscal 2024 data for 'Students with a 65 to 100 passing score on the Regents examination — English (%),' 'Algebra (%),' Living Environment (%),' and 'History' is now available.

- Fiscal 2024 data for student cohort graduation and dropout rates will be available in the Fiscal 2025 Mayor's Management Report.

- The indicator 'Classes subject to class size law below caps' was added to Goal 1a to report citywide compliance with the new New York State class size law.

- The Fiscal 2025 target for 'Students with disabilities in cohort graduating from high school in 4 years (%)' was revised from 66.6 to 67.6 to better reflect NYCPS projections based on historical trends..

- Fiscal 2023 data for 'High school cohort who graduate ready for college and careers (%),' 'High school cohort who graduated from high school and enrolled in a college or other post-secondary program within 6 months (%),' '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 Mayor's Management Report.

- Fiscal 2024 four-month actual data for early education indicators is unavailable as these indicators were added in the Fiscal 2024 Mayor's Management Report and historic data cannot be calculated.

- The indicator 'Total Head Start unfilled seats' was incorrectly reported in Goal 2a in the Fiscal 2024 Mayor's Management Report; it is now reported in its correct goal, Goal 2f.

- The previously published Fiscal 2024 four-month actual value for 'School safety — Seven major felony crimes' was revised from 112 to 111 after the New York Police Department reverified the data and corrected 'School safety — Felonious assault' in this period from 33 to 32, leading the total for seven major felony crimes to decrease by one.

- The indicator 'Average number of Students in Temporary Housing (STH) issued Metrocards' was renamed 'Average number of Students in Temporary Housing (STH) issued OMNY Cards' and the indicator 'Average number of Students in Temporary Housing (STH) parents/guardians utilizing caregiver Metrocards' was revised to 'Average number of Students in Temporary Housing (STH) parents/guardians utilizing caregiver OMNY Cards.' Metrocards were replaced by OMNY Cards in September 2024, and the transit program continues to be the same as it was prior to this shift, so previously published data remains accurate.

- Expenditure data is not yet available for Fiscal 2024. Average spent per capita data is based on the New York State Every Student Succeeds Act (ESSA) report, which will not be completed until February 2025.

- Fiscal 2024 data for 'Customer service rated good or better' was revised from 95 percent to 98 percent.

- Previously published Fiscal 2022, 2023, and 2024 data for 'Workplace injuries' were revised to reflect current data:

    – Fiscal 2022 was changed from 2,419 to 2,430.

    – Fiscal 2023 was changed from 2,840 to 2,980.

    – Fiscal 2024 was changed from 3,068 to 3,135.

- Fiscal 2024 data for 'Students residing in temporary housing' and 'Students residing in shelters' is now available.

- Preceding the Fiscal 2025 Preliminary Mayor's Management Report, the Mayor's Office of Operations continued to standardize indicator names, implementing changes in the Customer Experience section. Indicator definitions and historic data were not changed.

- The unit of appropriation 'Contract Schools, Extended School Year, and Foster Care Placement' was erroneously published in the Fiscal 2024 Mayor's Management Report Spending and Budget table as 'Charter & Contract Schools and Foster Care Placement'.

## 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.