



## 2024 NYCPS School Opening Hiring Report: Adelphi University

### Overview & Purpose

The Office of Teacher Recruitment and Quality (TRQ) is releasing the first annual school opening hiring report for 2024. This report provides data on the nature and scale of **Adelphi University's** contributions to the new teacher pipeline, and specifically how graduates from **Adelphi University** are transitioning into the new teacher workforce in New York City Public Schools.

**86** graduates of your teacher preparation program(s) were hired through traditional pathways in the 2024-2025 hiring season, out of a total of **~5000** new hires in district schools. By comparison, **83** were hired in the 2023-2024 hiring season, out of **~4800** total new hires in district schools in the 2023-2024 hiring season. Please note that this data reflects new hires up until the close of each hiring season on October 31st, to account for additional hires that are made after the first day of school.

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For support with reviewing the data in the report and planning next steps, please contact **Benjamin Zipf, TRQ's Senior Director for Teacher Preparation**, at [Bzipf@schools.nyc.gov](mailto:Bzipf@schools.nyc.gov).

### SY 24-25 Hiring Data

#### Traditional New Hire Data

The data below illustrates the degree to which graduates from your institution contributed to the new teacher pipeline in the 2024-2025 hiring season. The data is broken down by districts and subjects to show the distribution of your graduates within the new hire pool. We have indicated "priority" districts, which are the districts TRQ has identified for prioritized support based on scale of their hiring needs and vacancy rates at school opening. Our priority districts also include those that have seen increased student enrollment as a result of Project Open Arms. In keeping with our commitment to diversify the teacher workforce, we have also provided data on the percentage of new teachers who are graduates of your institution and identify as persons of color.\*

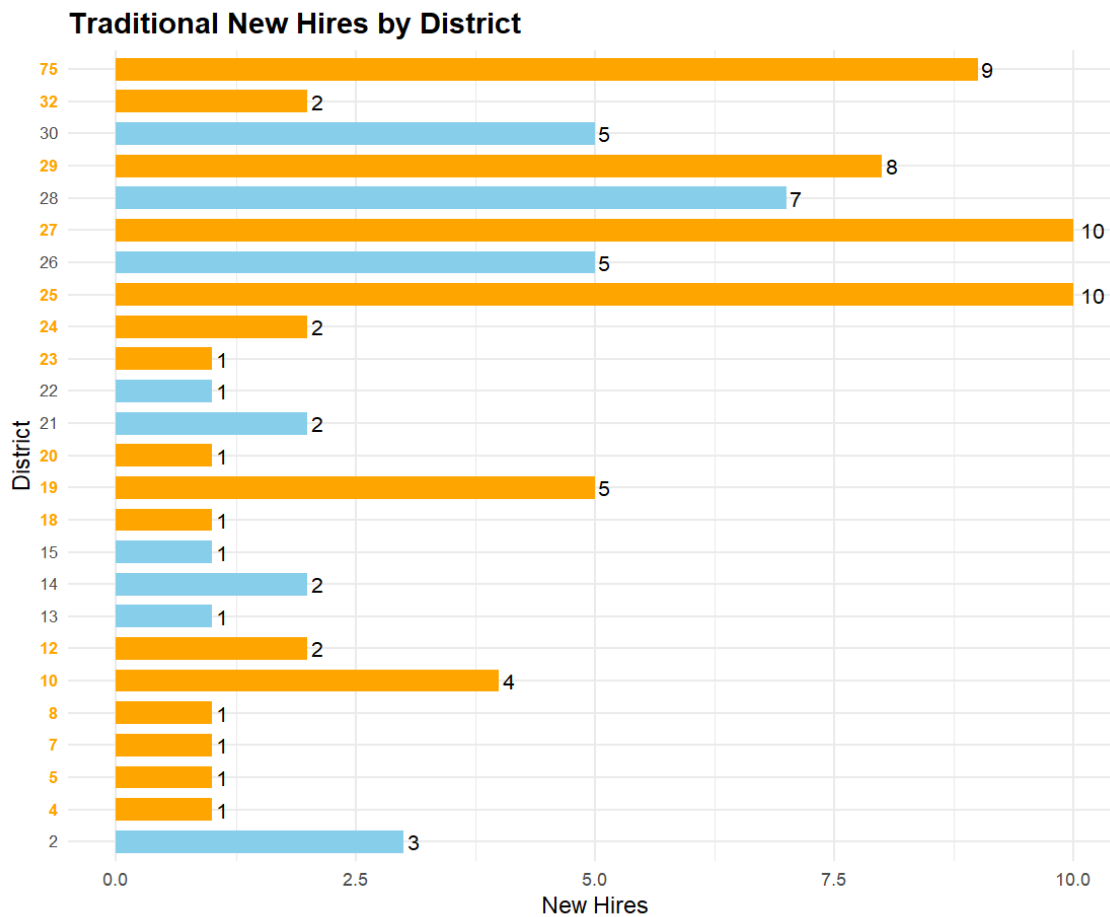
\*In this report, a person of color (POC) refers to anyone with a self reported ethnicity that is not white or unknown.

\*\*Secondary grade level is determined by category of school at which the teacher is hired to teach.

## Traditional New Hires:

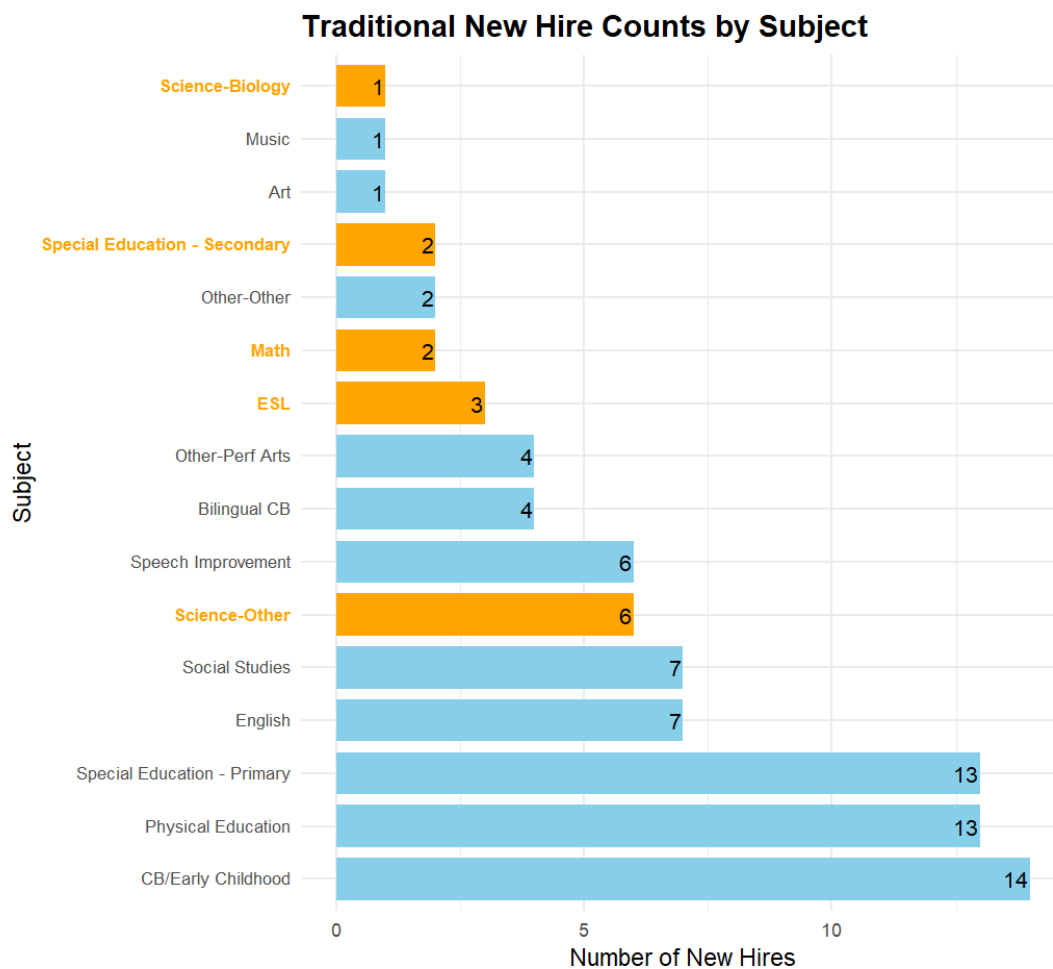
- Figure 1: New Hires by district with priority districts indicated
- Figure 2: New Hires by subject with shortage subjects indicated
- Figure 3: Percent New Hires Priority district vs not
- Figure 4: Percent New Hires shortage subject vs not
- Figure 5: Percent New Hires POC vs not

**Figure 1**



**\*\*Priority Districts Indicated in Orange**

**Figure 2**



**\*\*Shortage Subjects Indicated in Orange**

**Figure 3**

*Percentage of New Hires in Priority vs. Non-Priority Districts*

District Type	New Hire Count	Percentage
Non-Priority District	27	31
Priority District	59	69

**Figure 4**

*Percentage of New Hires in Shortage vs. Non-Shortage Subjects*

Subject Type	New Hire Count	Percentage
Non-Shortage Subject	72	84
Shortage Subject	14	16

**Figure 5**

*Percentage of POC vs. Non-POC New Hires*

New Hire Type	New Hire Count	Percentage
Non-POC	63	73
POC	23	27

## Recent Graduate Traditional Application Data

The data below illustrates the number of applicants who identified as recent graduates from your institution, and how they progressed through the stages of the New Teacher Application for NYCPS in the 2024-2025 hiring season. This data further clarifies the subset of graduates from your institution that was pursuing a career in NYCPS and eligible for hire. NYCPS determines hiring eligibility based on evidence that the candidate is on track to hold teacher certification in New York State by the start of school.

**\*\*Recent Graduates** by our definition is anyone with a graduation date within 2 years of the start of school.

### Recent Graduate Traditional Application Data:

- Figure 6: Conversion Rates (i.e. recent graduate teacher applications that converted into new hires)
- Figure 7: Percentage of Shortage Subject vs Not of Applicants Eligible for Hire
- Figure 8: Percentage POC vs Not of Applicants Eligible for Hire

\*Please note subject application data is duplicative as an applicant can have more than one subject.

**Figure 6**

*Summary of Recent Graduate Teacher Applications*

Total Applicants	Started Application (%)	Submitted Application (%)	Eligible for Hire (%)
137	100	86.9	77.4

**Figure 7**

*Percentage of POC and Non-POC Recent Graduate Applications Eligible for Hire*

Applicant Type	Applicant Count	Percentage
Non-POC	82	77
POC	24	23

**Figure 8**

*Percentage of Recent Graduate Applications for Shortage Subjects Eligible for Hire*

Subject Type	Applicant Count	Percentage
Non-Shortage Subject	37	26
Shortage Subject	105	74

## Student Teacher Data

NYCPS is pleased to host clinical experiences for student teachers that serve as effective onboarding experiences into the profession. Effective clinical preparation allows student teachers to gradually assume responsibilities that mirror the expectations of first-year teachers. As such, TRQ and our district partners strongly value clinical experiences in or near the schools and districts where student teachers are most likely to be hired, so that the experience also allows students to become acclimated to the unique characteristics of the communities they will serve.

**Below is a report back of the data you provided TRQ on the student teachers you have placed in NYCPS in the Fall 2024 semester.**

### Student Teacher (from University Roster)

- Figure 9: Unique number of student teachers from university roster
- Figure 10: Percent of Student Teacher Placements in Priority Districts
- Figure 11: Student Teacher Placements by District

\*Please note that a Student Teacher can have more than one placement.

**Figure 9**

*Total Student Teachers on University Roster*

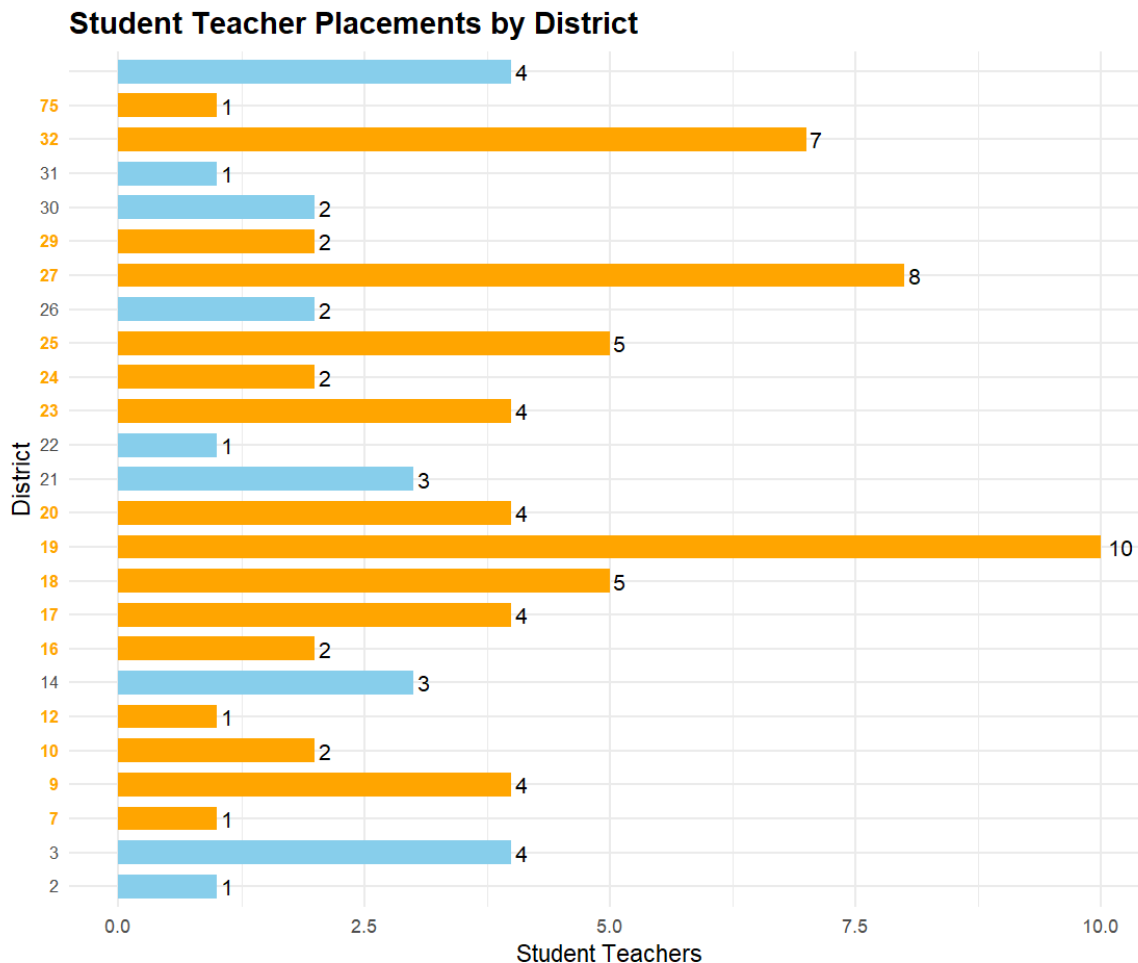
Student Teachers
83

**Figure 10**

*Percentage of Student Teacher Placements in Priority vs. Non-Priority Districts*

District Type	Number of Student Teachers	Percentage
Non-Priority District	22	27
Priority District	61	73

**Figure 11**



**\*\* Priority Districts Indicated in Orange**

## New Teacher Survey

The New Teacher Survey is a bi-annual survey sent to first year teachers to better understand and improve their experiences and preparation. This year, survey respondents could opt-in to express the degree to which they found student teaching and university coursework experiences helpful in their preparation on a scale of not useful, useful and very useful.

- Figure 12: How useful was student teaching in first year teachers' preparation?

- Figure 13: How useful was university coursework in first year teachers' preparation?

## Figure 12

*How useful was student teaching in preparing you for your current role?*

Useful_Scale	Count
Very Useful	10
Useful	5
Blank	2

## Figure 13

*How useful was university coursework in preparing for your current role?*

Useful_Scale	Count
Useful	18
Very Useful	9
Blank	8
Not Useful	2

## Guiding Questions for Reflection

We greatly appreciate your thoughtful review of the data contained in this report and hope that it facilitates ongoing reflection on how graduates from your institution are transitioning into the new teacher workforce in NYC Public Schools.

- Which districts hired more of your graduates than others, and how are you currently partnering with those districts? What opportunities does this present for further collaboration? (Figure 1)
- Where do you see alignment or misalignment between the placement of student teachers, and where they are ultimately hired? Are at least 40% of student teachers placed in priority districts? (Figures 1, 10 & 11)
- How are graduates from your institution contributing to the diversification of the teacher workforce? Are diverse graduates from your institution applying to teach in NYCPS and becoming eligible for hire? How do these numbers compare to your knowledge of your own student body? (Figures 5 & 7)
- How does the number of applications started compare to your knowledge of the scale of your graduates and their degree of interest in teaching in NYCPS?

- Are applicants successful in completing applications in becoming eligible for hire? For those that are not successful, at what point in the process are they getting stuck? (Figure 6)
- Does the pool of applicants reflect NYCPS priorities in terms of subject area? (Figures 2 & 4)
- What opportunities does the data in this report present for further collaboration that will support your graduates in finding a fulfilling career in NYCPS?

## Next Steps

For support with reviewing the data in the report and planning next steps, please contact Benjamin Zipf, TRQ's Senior Director for Teacher Preparation at [Bzipf@schools.nyc.gov](mailto:Bzipf@schools.nyc.gov).