

POUGHKEEPSIE
CITY SCHOOL DISTRICT

Superintendent's
Recommended 2011-12
Budget

April 21, 2011





Board of Education

Ms. Ellen W. Staino, *President*

Ms. Sakima A. G. Brown, *Vice President*

Mr. Gregory S. Charter, *Member*

Mr. Raymond K. Duncan, *Member*

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Central Administration

Dr. Laval S. Wilson	Superintendent of Schools
Mr. José L. Carrion	Assistant Superintendent for Instruction
Dr. Hasna Muhammad	Assistant Superintendent for Human Resources
Dr. Lynne Pampel	Assistant Superintendent for Pupil Personnel Services
Mr. Kevin M. Sheldon	Assistant Superintendent for Business

Our Schools

Poughkeepsie High School <i>Mr. Edgar Glascott, Principal</i>	70 Forbus Street	845-451-4850
Poughkeepsie Middle School <i>Dr. Ronel Cook, Principal</i>	55 College Avenue	845-451-4800
Clinton Elementary School <i>Ms. Nadine Jackson-Ivey, Principal</i>	100 Montgomery Street	845-451-4600
Columbus Elementary School <i>Ms. Nadine Straughn, Principal</i>	12 South Perry Street	845-451-4630
Krieger Elementary School <i>Ms. Marva Clark, Interim Principal</i>	265 Hooker Avenue	845-451-4660
Morse Elementary School <i>Ms. Lisa Thompson, Principal</i>	101 Mansion Street	845-451-4690
Warring Elementary School <i>Mr. Thomas Hartford, Principal</i>	283 Mansion Street	845-451-4750

The Jane Bolin Administration Building, 11 College Avenue, Poughkeepsie, New York 12603

845-451-4900 Website: www.poughkeepsieschools.org

Message To Our Community

For the second consecutive year, the Poughkeepsie City School District faces deep cuts in State aid. For a small city school district such as ours, this is extremely painful because we depend upon State aid for nearly two-thirds of our funding. Some unavoidable costs, such as already negotiated salary and health benefits, continue to rise and make our problem worse.

These problems inevitably translate into cuts to what we are able to provide for our students. The Board of Education, the Superintendent, and District Senior Staff have worked together extensively to carefully study all of the options available to balance the budget. Our focus was to establish a budget that would provide the best possible academic program and experiences for the children of Poughkeepsie with the resources available to us.

We have tightened our belts, combined positions where it made sense, tapped into some savings from our District Reserves, and proposed a 2.49 percent increase to the tax levy.

Unfortunately, we have also made cuts none of us want to see happen. Clearly, we are not in the financial position to retain the programming and staffing levels we would like to provide.

The \$81,464,000 budget we are placing before the community for a vote on May 17 includes the elimination of 66 positions from all areas including administration, teaching staff, and support staff. It also decreases our kindergarten to a half-day program and closes the Alternative Program for disruptive middle school and high school students. These difficult choices were made after we received valuable input from the Budget Review Committee, PTA leaders, and community members who attended the Budget Forum and Budget Workshop meetings.

Several of their suggestions are included in this budget, including maintaining the Summer School Program and significantly reducing the number of Teaching Assistant positions cut.

These are difficult times, but we will persevere. We are confident we have in place a solid educational program to give our students what they need to succeed in school, college, work, and life. We feel we have balanced our student's needs and our community's ability to support our schools.

We are also pleased that significant physical improvements are soon to begin at all of our schools thanks to the construction referendum approved by our community in 2009. No additional taxes were needed to support this referendum due to special funding earmarked by the State for construction.

Every school will see much needed repairs and upgrades. Energy efficient lighting and windows will be installed, and our athletic fields and track will be refurbished. The investment in our schools and our children continues here in Poughkeepsie.

Ellen Staino

Laval S. Wilson

Mrs. Ellen W. Staino, Board of Education President

Dr. Laval S. Wilson, Superintendent of Schools

APPROPRIATIONS		Budget 2010-11	Projected 2010-11	Budget 2011-12
Administrative Component:				
Board of Education	Pg 3	70,228	74,022	74,850
Chief School Officer	3	427,274	413,411	447,605
Finance	4	781,698	699,731	762,352
Staff	5	714,690	811,191	727,325
Central Services	6	293,528	278,407	237,275
Special Items	6	1,149,266	1,117,716	1,171,924
Instructional Administration	7	3,635,776	3,545,158	3,242,919
Employee Benefits	8	<u>2,488,630</u>	<u>2,428,751</u>	<u>2,424,286</u>
Total Administrative Component		9,561,090	9,368,387	9,088,536
Program Component:				
Teaching Regular School	9-12	25,949,052	24,977,335	26,242,126
Special Schools	13	13,858,575	13,697,124	14,005,302
Instructional Media	14	1,116,874	1,083,146	1,177,229
Pupil Services	15-16	3,810,778	3,933,413	3,392,827
Pupil Transportation	17	2,224,646	2,286,147	2,497,177
Civic Activities	17	70,000	50,000	70,000
Interfund Transfers	17	242,545	175,000	242,545
Employee Benefits	8	<u>17,566,767</u>	<u>17,144,090</u>	<u>17,740,742</u>
Total Program Component		64,839,237	63,346,254	65,367,948
Capital Component:				
Operations & Maintenance	18	3,855,734	3,942,903	3,698,292
Special Items	19	95,000	119,102	95,000
Pupil Transportation	19	36,800	29,895	35,000
Debt Service	19	147,000	0	455,000
Interfund Transfers	19	1,736,000	1,736,000	1,740,000
Employee Benefits	8	<u>1,018,139</u>	<u>993,641</u>	<u>984,224</u>
Total Capital Component		6,888,673	6,821,541	7,007,516
Total Appropriations		81,289,000	79,536,182	81,464,000
Budget Amendments		<u>0</u>	<u>0</u>	<u>0</u>
		81,289,000	79,536,182	81,464,000

REVENUES

	Budget Code	Budget 2010-11	Projected 2010-11	Budget 2011-12
Taxes	1001	24,628,500	24,499,220	25,241,500
Additional Fund Balance	909	1,000,000	0	1,081,695
Fund Balance	909	1,250,000	0	2,250,000
In Lieu of Taxes	1081	300,000	335,000	300,000
Tax Penalty	1090	75,000	75,000	75,000
Fees	1335	1,173	37,508	1,664
Tuition	2230	65,000	40,000	40,000
Health Tuition	2280	85,000	85,000	85,000
Interest	2401	40,000	20,000	20,000
Building Rental	2410	92,000	110,000	92,000
Medicaid Reimbursement	4601	480,000	480,000	480,000
Medicare Part D	2700	30,000	29,781	30,000
MTA Tax Reimbursement	2730	160,000	257,070	160,000
Miscellaneous	2770	370,000	630,586	1,165,316
Interfund Transfer	5031	<u>53,000</u>	<u>56,545</u>	<u>53,000</u>
		4,001,173	2,156,489	5,833,675
Basic State Aid	3101	51,092,859	50,909,681	48,901,855
Additional Anticipated State Aid	3101	0	253,021	0
BOCES Aid	3103	1,161,216	1,288,739	1,094,582
Computer Software Aid	3262	73,207	70,207	68,501
Library Aid	3263	30,543	27,543	26,500
Textbook Aid	3260	<u>301,502</u>	<u>298,707</u>	<u>297,387</u>
		52,659,327	52,847,898	50,388,825
State-Aid as a Percentage of Budget		65.02%	66.45%	61.85%
Total Revenues		81,289,000	79,503,607	81,464,000
Budget Amendments		<u>0</u>	<u>0</u>	<u>0</u>
		81,289,000	79,503,607	81,464,000

Board Of Education

Contractual - Board member conference and travel, policy update and other services.

Supplies - Supplies for the Board of Education.

District Clerk

Salary - District clerk's salary.

Supplies - Supplies for the district clerk.

District Meeting

Contractual - District meeting costs including poll workers and voting machine rental.

Chief School Officer & Staff

Administrative Salary - The salary of the Superintendent is set by contract by the Board of Education.

Clerical Salaries - The receptionist and 1 secretary to the Superintendent.

Equipment - Replacement of existing equipment.

Contractual - Professional dues and publications, software and other miscellaneous expenses.

Staff Development - Conference and travel expenditures for the Superintendent and staff.

Superintendent's Initiative – Items to be determined by the Superintendent to support ongoing initiatives.

Supplies - The various supplies used by the Superintendent's office.

ADMINISTRATIVE COMPONENT

	Budget Code	Budget 2010-11	Projected 2010-11	Budget 2011-12
Board Of Education				
Contractual	1010.400.00	22,400	27,206	25,000
Supplies	1010.450.00	1,000	564	800
		<hr/>	<hr/>	<hr/>
		23,400	27,770	25,800
District Clerk				
Salary	1040.160.00	38,128	37,750	38,510
Supplies	1040.450.00	1,600	1,402	3,440
		<hr/>	<hr/>	<hr/>
		39,728	39,152	41,950
District Meeting				
Contractual	1060.400.00	7,100	7,100	7,100
		<hr/>	<hr/>	<hr/>
Total Board Of Education		70,228	74,022	74,850
Chief School Officer & Staff				
Administrative Salary	1240.150.00	228,917	225,958	233,105
Clerical Salaries	1240.160.00	136,479	140,969	153,022
Equipment	1240.200.00	2,700	1,630	2,500
Contractual	1240.400.00	5,800	5,800	6,500
Staff Development	1240.403.00	2,700	2,691	2,700
Superintendent's Initiatives	1240.404.00	41,678	27,638	41,678
Supplies	1240.450.00	9,000	8,724	8,100
		<hr/>	<hr/>	<hr/>
Total Chief School Officer & Staff		427,274	413,411	447,605

FINANCE

Business Office

Administrative Salary - 100% of the assistant superintendent for business' salary. A portion of this salary used to be budgeted in 5510.150 on page 17 of this document, which is now zero. The business office staff which includes a junior accountant, accountant, 2 account clerks, a payroll clerk, and an administrative school secretary.

Equipment - This allocation is to replace existing equipment as needed.

Contractual - Co-op bidding fees, equipment maintenance agreements, professional dues and publications, legal library updates, postage meter rental, equipment repairs and 403(b) compliance.

Postage - Postage used by the entire administration building.

Staff Development - Staff training and travel for the business office staff.

Supplies - Various supplies for the business office and copy paper for the entire administration building.

BOCES - Dutchess County co-op bidding and state aid planning services and support for financial management software. Also includes a new co-ser for SchoolMessenger, which is a notification system that can be used to send phone calls to cell phones, land lines, PDAs, pagers, Blackberries, IP phones, emails and more.

Auditing

Contractual - Annual independent audit fees.

Claims Auditor - Fee to have all invoices reviewed and approved by the claims auditor.

Internal Auditor - Fee for the internal auditor.

Treasurer

Salary - Salary of the treasurer and stipend for deputy treasurer.

Contractual - Costs associated with the issuance of the District's annual revenue anticipation note.

Supplies - The miscellaneous supplies for the treasurer.

Tax Collector

Salaries - Stipend for the tax collector and seasonal clerical support.

Contractual - Postage and printing of the school tax bills.

Tax Collection Fees - The fee paid to process District tax payments.

Supplies - Tax bill forms, envelopes and other supplies.

FINANCE	Budget Code	Budget 2010-11	Projected 2010-11	Budget 2011-12
Business Office				
Administrative Salary	1310.150.00	145,429	142,534	148,442
Other Salaries	1310.160.00	330,150	312,458	294,324
Equipment	1310.200.00	2,000	2,000	1,800
Contractual	1310.400.00	25,200	26,065	28,000
Postage	1310.401.00	18,000	17,987	18,000
Staff Development	1310.403.00	2,000	2,500	1,800
Supplies	1310.450.00	13,500	14,785	12,150
BOCES	1310.490.00	69,630	11,279	87,211
		605,909	529,607	591,727
Auditing				
Contractual	1320.400.00	23,000	23,000	23,000
Claims Auditor	1320.401.00	30,000	30,000	30,000
Internal Auditor	1320.402.00	12,000	12,000	12,000
		65,000	65,000	65,000
Treasurer				
Salary	1325.160.00	78,539	79,761	81,325
Contractual	1325.400.00	10,000	8,000	2,000
Supplies	1325.450.00	250	213	150
		88,789	87,974	83,475
Tax Collector				
Salaries	1330.160.00	12,000	10,995	12,000
Contractual	1330.400.00	3,000	2,441	3,150
Tax Collection Fees	1330.401.00	3,000	250	3,000
Supplies	1330.450.00	4,000	3,464	4,000
		22,000	17,150	22,150
Total Finance		781,698	699,731	762,352

STAFF

Legal

Contractual - Retainer and related legal expenditures.

Personnel

Administrative Salaries - This is the salary for the assistant superintendent for human resources.

Clerical Salaries - Includes a personnel assistant, and an administrative school secretary associated with the personnel office.

Equipment - Replacement of existing equipment.

Contractual - Advertising, professional dues, publications, etc.

Recruiting - This amount is to implement the district-wide recruitment plan.

Staff Development - Conference and travel for the personnel staff.

Fingerprinting - Mandatory fingerprinting costs of District employees.

Supplies - Supplies used by the personnel office.

BOCES - Cost of the cooperative recruitment program and associated advertising.

Records Management

Contractual - Microfilming and other costs to maintain District records.

Public Information

Contractual – Printing of the Poughkeepsie Pride, participation in the Dutchess County Regional Chamber of Commerce events and local Community services.

BOCES –All public information services for the District are provided through BOCES, which includes the use of BOCES staff, production equipment and document development.

STAFF	Budget Code	Budget 2010-11	Projected 2010-11	Budget 2011-12
Legal				
Contractual - Retainer	1420.400.00	189,000	189,000	189,000
Legal Expenditures	1420.402.00	25,000	85,162	35,000
Personnel				
Administrative Salary	1430.150.00	152,252	149,276	155,465
Clerical Salaries	1430.160.00	155,223	169,963	123,272
Equipment	1430.200.00	1,800	1,800	1,800
Contractual	1430.400.00	6,800	6,766	6,800
Staff Development / Travel	1430.403.00	1,000	669	900
Recruiting	1430.404.00	800	450	800
Fingerprinting	1430.405.00	5,000	4,004	6,000
Supplies	1430.450.00	3,240	3,184	2,916
BOCES	1430.490.00	70,875	99,750	98,467
		396,990	435,862	396,420
Records Management				
Contractual	1460.400.00	2,700	2,650	2,700
Public Information				
Contractual	1480.400.00	15,000	12,700	15,000
Supplies	1480.450.00	5,000	4,498	4,500
BOCES	1480.490.00	81,000	81,320	84,705
		101,000	98,518	104,205
Total Staff		714,690	811,191	727,325

CENTRAL SERVICES

Central Printing

Contractual – School calendar and other large printing jobs, which can no longer be produced at the District level.

BOCES – BOCES services used to produce large printing jobs, which can no longer be produced at the District level.

Central Data Processing

Salaries - A computer operator and part-time help.

Contractual - Software and hardware fees on the I-series computer and related equipment.

Supplies - Computer supplies and forms associated with the central data processing dept.

BOCES – I-series computer lease and maintenance.

Central Registration

Salaries - 1 clerical salary for central registration.

Contractual – Software, publications, etc.

Supplies - Supplies for the office.

Special Items

Unallocated Insurance - Insurance coverage for general liability, property, auto, school board legal liability and student accident.

School Association Dues - Membership in the D.C. School Boards Assoc. and NYS School Boards Assoc.

Assessment Water and Sewer - Water and sewer assessments paid to the city of Poughkeepsie.

BOCES Assessment - Administrative and capital construction costs associated with our membership in BOCES.

CENTRAL SERVICES	Budget Code	Budget 2010-11	Projected 2010-11	Budget 2011-12
Central Printing				
Contractual	1670.400.00	15,000	4,285	15,000
Supplies	1670.450.00	4,000	0	3,600
BOCES	1670.490.00	45,868	60,000	69,583
		64,868	64,285	88,183
Central Data Processing				
Salaries	1680.160.00	132,695	123,939	52,814
Contractual	1680.400.00	28,300	28,000	28,300
Supplies	1680.450.00	13,000	12,375	11,700
BOCES	1680.490.00	12,000	10,322	12,000
		185,995	174,636	104,814
Central Registration				
Salaries	1690.160.00	40,665	38,214	42,478
Contractual	1690.400.00	800	77	720
Supplies	1690.450.00	1,200	1,195	1,080
		42,665	39,486	44,278
Total Central Services		293,528	278,407	237,275
Special Items				
Unallocated Insurance	1910.400.00	409,200	385,000	409,200
School Association Dues	1920.400.00	11,000	4,525	11,000
Assessment Water and Sewer	1950.400.00	60,000	59,125	60,000
MTA Tax	1980.400.00	160,000	160,000	160,000
BOCES Assessment	1981.492.00	509,066	509,066	531,724
Total Special Items -Administrative		1,149,266	1,117,716	1,171,924

INSTRUCTIONAL ADMINISTRATION

Curriculum Development

Administrative Salaries – Salary for a portion of the salary for the assistant superintendent for instruction.

Clerical Salary - One administrative school secretary in the curriculum office.

Equipment - Replacement of existing equipment.

Curriculum Development - Contractual payments to teachers as a stipend for curriculum development.

Contractual - Expenses associated with superintendent's conference days, including presenter fees.

Staff Development - Staff development for curriculum including in-service courses.

Supplies - Supplies used in the curriculum office.

Supervision - Regular School

Administrative Salaries-Other - Directors of athletics, technology, and a portion of the Assistant Superintendent for Curriculum and Instruction salaries.

Administrative Salaries K-5 – 6 elementary principals.

Administrative Salaries 6-8 - Middle school principal and 3 assistant principals.

Administrative Salaries 9-12 - High school principal and 4 assistant principals.

Senior Security Monitors – 1 senior security monitor.

Clerical Salaries K-12 - 22 clerical positions and part-time office staff.

Equipment - Replacement of office equipment.

Contractual - Outside services provided to our buildings including equipment maintenance and repair.

Staff Development - Travel and conference expenditures of the building administrators.

Supplies - The various supplies used in the offices of each building.

In-Service

Contractual - In-service training as required per the contract with the teacher's unit.

BOCES - Staff training that will be provided by BOCES, including Science 21.

INSTRUCTIONAL ADMINISTRATION	Budget Code	Budget 2010-11	Projected 2010-11	Budget 2011-12
Curriculum Development				
Administrative Salaries	2010.150.00	199,771	252,560	151,889
Clerical Salary	2010.160.00	47,380	43,395	46,385
Equipment	2010.200.00	0	0	0
Curriculum Development	2010.400.00	63,000	3,500	1,700
Contractual	2010.401.00	3,000	0	3,000
Staff Development	2010.403.00	2,000	0	2,000
Supplies	2010.450.00	4,860	3,860	4,370
BOCES	2010.490.00	6,000	6,000	6,000
		326,011	309,315	215,344
Supervision - Regular School				
Administrative Salaries-Other	2020.150.00	541,813	521,951	295,189
Administrative Salaries K-5	2020.152.00	643,566	657,295	658,514
Administrative Salaries 6-8	2020.153.00	434,272	424,373	337,769
Administrative Salaries 9-12	2020.154.00	593,055	585,606	671,161
Clerical Salaries K-12	2020.160.00	865,094	860,854	861,179
Senior Security Monitor	2020.161.00	65,000	58,761	59,943
Equipment	2020.200.00	3,525	3,525	0
Contractual	2020.400.00	14,300	12,094	12,000
Staff Development	2020.403.00	7,300	4,075	7,400
Supplies	2020.450.00	15,500	14,624	9,780
		3,183,425	3,143,157	2,912,935
In-Service				
Contractual	2070.400.00	9,000	1,250	9,000
BOCES	2070.490.00	117,340	91,435	105,640
		126,340	92,685	114,640
Total Instructional Administration		3,635,776	3,545,158	3,242,919

Employee Benefits

Employees Retirement - District contribution into the state retirement system. Tier 3 and 4 employees contribute 3% of their salaries for the first ten years of their employment. The Budget for 2011-12 will increase from the budgeted total for 2010-11. The ERS rate used for 2011-12 is 15.9%.

Teachers Retirement - District contribution into the teachers' retirement system. Tier 3 and 4 employees contribute 3% of their salaries for the first ten years of their employment. The Budget for 2011-12 increased dramatically from the budgeted total for 2010-11. In addition, it is expected that these budgets will continue to increase. The TRS rate used for 2010-11 was 8.62% and for 2011-12 is 11.11%.

Social Security - District contribution of 6.2% for OASDI and 1.45% for Medicare of an employee's gross salary.

Workers Compensation - Workers Compensation insurance premiums will continue to increase as the state institutes changes in these coverages.

Life Insurance - Group term life insurance for administrators as per contract.

Unemployment Insurance - Unemployment benefits for District employees will increase during the 2010-11 school year and the District plans to use its Unemployment Reserve to fund claims that are in excess of the amount budgeted. Unemployment benefits are expected to increase dramatically from the amount budgeted in 2009-10 due to layoffs. These layoffs were a direct result of the economic slow down and reduced state-aid.

Health Insurance - Health insurance costs for District staff and retirees are increasing by an estimated 2.5%.

Dental & Vision Insurance - Dental and vision insurance costs per negotiated contracts.

Medicare Reimbursement - Payments to retired employees receiving social security.

PPSTA Welfare Fund - The contribution for 2010-11 is \$1,638.00 per teacher for additional benefits.

Employee Benefits Allocation:

The State Education Department (SED) requires that the District budget be presented in three parts: Administrative, Program and Capital. The District budgets the benefits for these three parts in an aggregate manner. Therefore, these aggregate budgets need to be separated (allocated) to conform to this SED requirement. This section presents the benefits in the prescribed format:

Administrative - Allocation of benefits for the Administrative Component.

Program - Allocation of benefits for the Program Component.

Capital - Allocation of benefits for the Capital Component.

EMPLOYEE BENEFITS

	Budget Code	Budget 2010-11	Projected 2010-11	Budget 2011-12
Employees Retirement	9010.800.00	682,602	695,847	872,938
Teachers Retirement	9020.800.00	3,177,042	3,177,042	3,879,191
Social Security	9030.800.00	3,277,595	3,109,117	3,125,444
Workers Compensation	9040.800.00	402,286	416,665	456,253
Life Insurance	9045.800.00	5,000	4,125	5,000
Unemployment Insurance	9050.800.00	232,355	373,958	232,355
Health Insurance	9060.800.00	12,274,986	11,817,250	11,619,560
Dental & Vision Insurance	9060.801.00	235,000	214,345	211,889
Medicare Reimbursement	9060.805.00	225,000	215,000	225,000
PPSTA Welfare Fund	9070.800.00	561,670	543,133	521,622
Total Employee Benefits		21,073,536	20,566,482	21,149,252
Employee Benefits Allocation:				
Administrative		2,488,630	2,428,751	2,424,286
Program		17,566,767	17,144,090	17,740,742
Capital		1,018,139	993,641	984,224
		21,073,536	20,566,482	21,149,252

Teaching - Regular School

K-6 Teachers - 113 teaching positions funded by the general fund.

LEP Teachers – 6 Limited English Proficiency (LEP) teaching positions.

7-12 Teachers – 117 teaching positions funded by the general fund, including teaching positions to support 4 academies.

Substitute Teachers - Funds allocated for substitute teachers needed throughout the District.

Homebound Teachers - Homebound tutoring services provided to students on suspension.

Paraprofessionals K-12 – 37 paraprofessional positions, for a total of 38 paraprofessional positions District wide.

School Security Monitors – 13.5 full time school monitors.

School Monitors – 8 school greeters, one at each school for security purposes.

Lunchroom Aides - Part-time help to supervise breakfast and lunch in all buildings.

Equipment - Instructional equipment purchases for all schools.

Contractual - Outside services that include field trips, assemblies and graduation expenditures.

PROGRAM COMPONENT

	Budget Code	Budget 2010-11	Projected 2010-11	Budget 2011-12
Teaching - Regular School				
K-6 Teachers	2110.120.00	10,423,338	10,065,705	10,233,870
LEP Teachers	2110.120.57	547,187	473,141	483,286
7-12 Teachers	2110.130.00	9,695,877	9,148,920	9,870,906
Retirement Incentives	2110.135.00	490,000	630,479	805,000
Substitute Teachers	2110.140.00	735,000	650,000	735,000
Homebound Teachers	2110.143.03	200,000	150,000	200,000
Paraprofessionals K-12	2110.160.00	1,386,825	1,489,583	1,627,182
School Security Monitors	2110.162.00	380,271	336,734	377,031
School Monitors	2110.163.00	120,600	120,600	125,000
Lunchroom Aides	2110.166.00	100,000	105,000	0
		24,079,098	23,170,162	24,457,275
Equipment				
District wide	2110.200.00	2,730	2,730	0
Krieger	2110.200.02	5,600	5,530	3,010
Warring	2110.200.02	3,200	3,200	1,910
PMS	2110.200.04	9,960	12,617	5,055
Morse	2110.200.05	5,000	5,000	2,921
PHS	2110.200.06	8,900	8,864	6,000
Clinton	2110.200.08	3,540	3,540	1,985
Columbus	2110.200.12	2,500	2,480	1,440
		41,430	43,961	22,321
Contractual				
District Wide	2110.400.00	3,500	5,475	63,500
Krieger	2110.400.01	1,000	1,000	1,000
Warring	2110.400.02	3,000	1,000	1,000
PMS	2110.400.04	3,631	3,694	1,419
Morse	2110.400.05	4,500	2,800	3,500
PHS	2110.400.06	27,435	28,882	29,450
Clinton	2110.400.08	0	0	0
Columbus	2110.400.12	450	447	500
		43,516	43,299	100,369

Teaching - Regular School

Postage - Postage for all mailings for each school.

Copy/Duplicator - Copier lease and maintenance agreements moved to BOCES 2110.490.00.

Staff Development - Instructional staff travel and conference expenditures.

Student Initiatives- Funding for approved student requested projects.

Field Trips – District-wide allocation for field trips.

Hearing Officers – Fees for hearing officers at superintendent hearings.

Teaching - Regular School**Budget
Code****Budget
2010-11****Projected
2010-11****Budget
2011-12****Postage**

District Wide	2110.401.00	1,000	995	1,000
Krieger	2110.401.01	1,000	1,000	1,000
Warring	2110.401.02	0	0	500
PMS	2110.401.04	10,000	9,950	10,000
Morse	2110.401.05	1,500	1,250	1,000
PHS	2110.401.06	16,000	15,950	16,000
Clinton	2110.401.08	1,000	0	1,000
Columbus	2110.401.12	300	299	300
		<hr/>	<hr/>	<hr/>
		30,800	29,444	30,800

Staff Development / Travel

District Wide	2110.403.00	1,000	2,995	1,000
Krieger	2110.403.01	3,000	2,000	3,000
Warring	2110.403.02	4,000	1,450	2,000
PMS	2110.403.04	8,000	7,935	8,000
Morse	2110.403.05	4,000	2,200	1,500
PHS	2110.403.06	2,200	1,229	2,200
Clinton	2110.403.08	500	0	0
Columbus	2110.403.12	700	200	400
		<hr/>	<hr/>	<hr/>
		23,400	18,009	18,100

Student Initiatives	2110.405.00	10,000	0	0
Field Trips	2110.407.00	13,495	13,495	15,000
Hearing Officers	2110.409.00	7,500	0	15,000

Teaching - Regular School

Supplies - All instructional supplies used by each building.

Science Supplies – Supplies for the middle and high school science programs including Science Olympiad.

District-wide Testing - Standardized tests that are given by the District.

Tuition -Tuition paid to other school districts for foster children placements.

Textbooks – District-wide – Textbook purchases to be coordinated through the office of the Assistant Superintendent for Curriculum and Instruction.

Textbooks Private-This is an allocation for the purchase of textbooks required by the textbook loan program to provide textbooks for our students that attend private and parochial schools.

BOCES

District-wide - BOCES services including: science kits, summer scholars, arts in education, NYS assessments, support for student management system, new software to increase efficiency of the current student management system, printer and copier maintenance and substitute teacher calling service.

Testing – Various standardized tests given throughout the District.

Copier purchases, maintenance agreements for support of those copiers and support personnel for these services for all schools.

Teaching - Regular School	Budget Code	Budget 2010-11	Projected 2010-11	Budget 2011-12
Supplies				
Districtwide	2110.450.00	34,467	33,659	18,000
Krieger	2110.450.01	34,445	36,445	32,132
Warring	2110.450.02	14,018	13,848	17,830
PMS	2110.450.04	52,581	54,388	60,406
Morse	2110.450.05	10,802	15,812	28,850
PHS	2110.450.06	75,107	87,010	65,198
Clinton	2110.450.08	23,915	25,980	16,820
Columbus	2110.450.12	8,246	8,246	13,400
Science	2110.456.06	10,000	10,000	8,000
		263,581	285,388	260,636
Districtwide Testing	2110.455.00	0	17,409	17,000
Tuition	2110.470.00	310,000	225,000	225,000
Textbooks				
Textbooks - Districtwide	2110.480.99	275,000	285,000	275,000
Textbooks - Private	2110.480.13	40,000	35,021	40,000
		315,000	320,021	315,000
BOCES				
Districtwide	2110.490.00	811,232	811,146	765,625
		811,232	811,146	765,625
Total Teaching Regular School		25,949,052	24,977,335	26,242,126

SPECIAL SCHOOLS

Special Education

Assistant Superintendent - Salary of the assistant superintendent for pupil services.

Administrative Salaries – Salaries of the directors for preschool education and special education.

Teaching Salaries – 63 special education teaching positions.

Paraprofessional Salaries - 1 special education paraprofessional position, 17 budgeted in 2110.

Clerical Salaries – 2.5 clerical positions in the special education office.

Equipment - This amount is for the purchase of instructional equipment.

Contractual - Outside services including nursing services, equipment repair, etc.

1:1 Aides - 1:1 aides for students in private placements.

Occupational Therapy – Fees paid for occupational therapy services.

Physical Therapy – Fees paid for physical therapy services.

Postage - Postage for all special education mailings.

Copy/Duplicator - Copier maintenance and supplies

Staff Development - Conference expenditures for the special education department.

Lease Expense - The cost of leasing the building at 160 Union Street.

Medicaid Reimbursement – The fee paid to file all District Medicaid reimbursement claims.

Supplies - Supplies used in the special education program for teachers, OT, and PT.

Tuition - Tuition costs for students placed by the CSE into private placements.

Maintenance - Mandated District contribution of 20% of room and board for residential student placements placed by the CSE.

Textbooks - This allocation is for textbooks, workbooks and periodicals.

BOCES - Tuition costs for students placed by the CSE into BOCES programs.

Occupational Education

BOCES - Tuition for students enrolled in the occupational programs at BOCES.

Summer School

Salaries - Administrator and teaching salaries for the summer school programs.

Salaries PMS Music Program – Salaries to run the middle school summer music program.

Clerical Salaries - Clerical staff for the summer school program.

Contractual - Outside services for summer program.

Supplies - Instructional supplies for the summer program.

SPECIAL SCHOOLS	Budget	Budget	Projected	Budget
Special Education	Code	2010-11	2010-11	2011-12
Assistant Superintendent	2250.153.03	142,052	142,052	146,112
Teaching Salaries	2250.150.03	6,003,983	5,138,627	5,356,988
Salaries Professional	2250.152.03	93,000	90,000	202,678
Paraprofessional Salaries	2250.160.03	139,778	62,404	34,515
Clerical Salaries	2250.161.03	142,367	109,790	142,159
Equipment	2250.200.03	3,000	3,000	3,000
Contractual	2250.400.03	200,000	300,000	300,000
1:1 Aides	2250.408.03	125,000	95,000	100,000
Occupational Therapy	2250.404.03	0	183,810	210,000
Physical Therapy	2250.405.03	0	94,111	170,000
Postage	2250.401.03	12,000	12,000	12,000
Staff Development	2250.403.03	5,000	8,000	2,000
Lease Expense	2250.406.03	520,000	520,000	520,000
Medicaid Reimbursement	2250.407.00	25,000	24,500	25,000
Supplies	2250.450.03	18,000	18,000	14,400
Tuition	2250.470.03	2,400,000	2,260,000	2,300,000
Maintenance	2250.473.03	125,000	125,000	125,000
Textbooks	2250.480.03	8,000	6,493	5,000
BOCES	2250.490.03	3,049,245	3,618,058	3,700,000
		13,011,425	12,810,845	13,368,852
Occupational Education				
BOCES	2280.490.00	639,000	639,000	409,950
Summer School				
Salaries	2330.150.22	185,000	212,564	200,000
Salaries - PMS Music Program	2330.151.22	7,150	8,475	0
Clerical Salaries	2330.160.22	15,000	15,916	15,000
Contractual	2330.400.22	500	0	0
Supplies	2330.450.22	500	0	0
BOCES	2330.490.00	0	10,325	11,500
		208,150	247,279	226,500
Total Special Schools		13,858,575	13,697,124	14,005,302

INSTRUCTIONAL MEDIA

Library & Media

Librarian Salaries - Salaries of 6 librarians.

Other Salaries - 3 full-time computer technicians.

Contractual - Outside services including equipment repair and maintenance.

Library Materials - Library materials for which the District will receive approximately \$30,000 in aid.

Library Materials Private - Library materials for students attending private schools located within the city.

BOCES - BOCES school library system and model schools program.

Computer Assisted Instruction

Network Administrator - Salary of the network analyst.

District-wide Technology Plan –Not able to be supported this year.

Equipment Instructional - Computer hardware purchases for which the District receives approximately \$65,000 in aid.

Contractual - Support and upgrades on software, training and other outside services.

Repairs/Parts - Parts and maintenance to repair all computer hardware in the District.

Internet Fees - Internet access, filtering, software, maintenance, etc.

Computer Supplies - District-wide computer supplies.

Software Instructional - Software purchases for which the District will receive approximately \$70,000 in aid.

Software Private - Software for students attending private schools located within the city.

BOCES - High speed access lines and instructional technology fees.

INSTRUCTIONAL MEDIA	Budget Code	Budget 2010-11	Projected 2010-11	Budget 2011-12
Library & Media				
Librarian Salaries	2610.150.09	531,574	492,484	500,865
Other Salaries	2610.160.09	140,189	99,956	141,866
Contractual	2610.400.09	8,000	5,000	7,200
Library Materials	2610.450.09	55,000	55,000	55,000
Library Materials Private	2610.461.09	2,700	2,700	2,700
BOCES	2610.490.09	30,400	25,195	30,700
		<u>767,863</u>	<u>680,335</u>	<u>738,331</u>
Computer Assisted Instruction				
Network Analyst	2630.160.09	65,011	86,171	73,642
Districtwide Technology Plan	2630.200.09	0	0	0
Equipment Instructional	2630.220.09	85,000	85,000	85,000
Contractual	2630.400.09	25,000	25,000	25,000
Repairs/Parts	2630.401.09	20,000	20,000	20,000
Internet Fees	2630.402.09	35,000	38,000	38,000
Computer Supplies	2630.450.09	25,000	32,500	25,000
Software Instructional	2630.461.09	76,000	76,000	84,000
Software Private	2630.461.09	8,000	8,000	0
BOCES	2630.490.09	10,000	32,140	88,256
		<u>349,011</u>	<u>402,811</u>	<u>438,898</u>
Total Instructional Media		<u>1,116,874</u>	<u>1,083,146</u>	<u>1,177,229</u>

PUPIL SERVICES

Attendance

Salaries - Delivery cost of suspension notices.

Contractual - Mileage reimbursement for travel.

Supplies - Supplies to improve district-wide attendance.

Guidance

Counselors Salaries – 4 guidance counselors at the high school and 2 counselors at the middle school.

Clerical Salaries - 3 clerical positions: 1 in the middle school and 2 in the high school.

Contractual - Outside services including equipment repair and maintenance.

Supplies - Supplies for the guidance offices at the middle school and high school.

BOCES - BOCES College programs, to assist students in making career decisions.

Health Services

Nurse Salaries – 8.4 nursing positions.

Health Aides - Cost of health aide services.

School Physician - The annual fee paid to the District's school physician.

Health Services - Health services paid to other school districts for city residents attending private schools.

Staff Testing - Fees for staff inoculations.

Staff Development - Conference fees for nurse training.

Supplies - District-wide nursing supplies.

Psychological Services

Psychologists Salaries - Salaries of 7 psychologists.

Contractual - Mileage reimbursement for travel.

Supplies - Supplies for the psychologists.

PUPIL SERVICES	Budget Code	Budget 2010-11	Projected 2010-11	Budget 2011-12
Attendance				
Salaries	2805.160.55	10,000	3,500	10,000
		<u>10,000</u>	<u>3,500</u>	<u>10,000</u>
Guidance				
Counselors Salaries	2810.150.00	668,945	692,453	649,052
Clerical Salaries	2810.160.00	121,855	119,243	126,485
Contractual				
PMS	2810.400.04	1,000	1,000	500
PHS	2810.400.06	800	698	800
Supplies				
PMS	2810.450.04	2,000	2,000	0
PHS	2810.450.06	1,200	1,202	1,200
BOCES	2810.490.00	0	0	0
		<u>795,800</u>	<u>816,597</u>	<u>778,037</u>
Health Services				
Nurse Salaries	2815.160.03	410,890	410,262	405,450
Health Aides	2815.161.03	170,000	290,881	56,934
School Physician	2815.400.03	52,000	47,604	52,000
Health Services	2815.401.03	145,000	145,000	145,000
Staff Testing	2815.402.03	800	800	800
Staff Development	2815.403.03	1,200	1,000	1,000
Supplies	2815.450.03	11,000	11,000	9,000
		<u>790,890</u>	<u>906,547</u>	<u>670,184</u>
Psychological Services				
Psychologists Salaries	2820.150.03	681,659	683,878	576,317
Contractual	2820.400.03	0	0	200
Supplies	2820.450.03	1,900	1,900	1,800
		<u>683,559</u>	<u>685,778</u>	<u>578,317</u>

PUPIL SERVICES

Social Work Services

Social Worker Salaries - Salaries of 5 social workers.

Staff Development - Mileage reimbursement for travel.

Supplies - Supplies for the social workers.

Speech Services

Speech Teacher Salaries - Salaries of 3 speech pathologists. District-wide there are 8 speech pathologists. The remaining 5 are budgeted under 2250.150.

Staff Development - Mileage reimbursement for travel.

Supplies - District-wide speech supplies.

Co-Curricular Activities

Co-Curricular Salaries - This allocation funds the costs of all after school clubs and activities.

Interscholastic Athletics

Salaries - Coaching salaries of both boys and girls interscholastic sports and related event salaries.

Aquatic Salaries - This includes the salaries of the aquatic director and lifeguards.

Equipment - Replacement of existing athletic equipment.

Pool Equipment - Replacement of existing equipment for the pool.

Contractual – A full-time trainer, security, postage, awards, meet fees and association dues, ambulance coverage, weight room reconditioning, reconditioning of athletic equipment, porta potty rentals, golf course rental, laundry services, field maintenance and applications and ice machine service. Service contract to maintain mandated AED's District-wide.

Transportation – Contractual transportation costs to attend the various events.

Crew Boathouse Lease – Annual fee for use of the Hudson River Rowing Association boathouse.

Pool Contractual - Repairs and maintenance on the District swimming pool.

Supplies - Supplies for all interscholastic sports.

Pool Supplies - Chemical supplies used in operating the District swimming pool.

Team Uniforms – Replacement of team uniforms.

BOCES - Official fees for all interscholastic sports.

PUPIL SERVICES	Budget Code	Budget 2010-11	Projected 2010-11	Budget 2011-12
Social Work Services				
Social Worker Salaries	2825.150.03	366,103	373,851	377,927
Staff Development	2825.403.03	700	643	400
Supplies	2825.450.03	400	400	500
		<hr/>	<hr/>	<hr/>
		367,203	374,894	378,827
Speech Services				
Speech Teacher Salaries	2830.150.03	332,869	328,583	343,479
Staff Development	2830.403.03	500	145	400
Supplies	2830.450.03	1,900	1,150	1,520
		<hr/>	<hr/>	<hr/>
		335,269	329,878	345,399
Co-Curricular Activities				
Co-Curricular Salaries	2850.150.00	225,000	236,000	150,000
Interscholastic Athletics				
Salaries	2855.150.15	254,000	231,446	129,000
Aquatic Salaries	2855.161.15	52,407	52,251	52,813
Equipment	2855.200.15	14,000	14,000	7,000
Pool Equipment	2855.201.15	2,000	2,000	1,200
Contractual	2855.400.15	78,550	84,427	91,550
Pool Contractual	2855.401.15	10,000	6,725	8,000
Transportation	2855.402.15	52,000	52,000	52,000
Security	2855.404.15	9,500	12,500	9,500
Crew Boathouse Lease	2855.405.15	13,000	10,760	13,000
Registration fees	2855.407.15	1,500	1,500	1,500
Supplies	2855.450.15	30,000	30,000	30,000
Pool Supplies	2855.451.15	11,100	11,100	11,500
Team Uniforms	2855.452.15	10,000	9,900	10,000
BOCES	2855.490.15	65,000	61,610	65,000
		<hr/>	<hr/>	<hr/>
		603,057	580,220	482,063
Total Pupil Services		<hr/>	<hr/>	<hr/>
		3,810,778	3,933,413	3,392,827

PUPIL TRANSPORTATION

District Transportation

Transportation Salaries - Salaries of 6 bus drivers, 1 mechanic and the head bus driver.

Clerical Salary - 50% of a clerical position shared with maintenance.

Bus Repairs - Repair and maintenance of the bus fleet.

Bridge Tolls - Tolls incurred by District buses.

Radio Fees - Fees for radio rental and maintenance.

Fleet Insurance - Insurance premiums on the bus fleet.

Legal Notices - Advertisement costs associated with District transportation.

Driver Testing - Includes the cost of alcohol & drug testing, and staff training.

Staff Development - Travel and conference expenditures.

Weather Service - Fee for weather alert and monitoring service.

Supplies - Supplies used in the transportation department.

Parts - Parts purchased to repair District buses, install radios and repair radios.

Gasoline & Oil - Gasoline, oil and antifreeze for District buses.

Tires - Tire replacement on the buses.

Physicals – New hire and annual.

Bus Garage

Utilities - All utilities associated with the bus garage.

Contract Transportation

Contractual - Contractual bus costs to transport special education, wheelchairs, and magnet school students.

BOCES Co-op - Dutchess County Co-op costs for transporting out-of-district special education students.

Civic Activities

District-wide overtime paid to custodians for facilities usage. This includes all after-school activities in our buildings including aftercare programs, district-wide concerts, PTA meetings, science fairs, graduations, AARP, etc. In addition, this amount includes overtime for use of District buildings and swimming pool by outside organizations that pay facilities use fee.

Interfund Transfers

Special Aid Fund

Summer Special Ed. – District's contribution to support the summer special education program. This percentage is proposed to be changed as based on Governor's state-aid proposal.

PUPIL TRANSPORTATION	Budget Code	Budget 2010-11	Projected 2010-11	Budget 2011-12
District Transportation				
Transportation Salaries	5510.160.00	297,555	312,247	343,330
Clerical Salary	5510.161.00	26,321	26,060	26,585
Bus Repairs	5510.400.00	2,700	2,700	2,700
Bridge Tolls	5510.401.00	200	200	250
Radio Fees	5510.402.00	2,400	2,300	2,400
Fleet Insurance	5510.403.00	35,000	33,500	35,000
Legal Notices	5510.404.00	3,500	3,231	2,000
Driver Testing	5510.406.00	1,000	982	3,000
Staff Development	5510.407.00	750	350	675
Weather Service	5510.408.00	2,500	2,299	2,500
Supplies	5510.450.00	720	565	648
Parts	5510.451.00	9,000	9,000	8,100
Gasoline & Oil	5510.452.00	30,000	29,550	30,000
Tires	5510.454.00	2,000	2,000	1,800
		413,646	424,983	458,988
Bus Garage				
Utilities	5530.450.00	21,000	16,246	18,900
Contract Transportation				
Contractual	5540.400.00	1,480,000	1,347,143	1,480,000
BOCES Co-op	5540.490.00	310,000	497,775	539,289
		1,790,000	1,844,918	2,019,289
Total Pupil Transportation-Program		2,224,646	2,286,147	2,497,177
Civic Activities	8060.160.00	70,000	50,000	70,000
Interfund Transfers				
Special Aid Fund:				
Summer Special Ed.	9901.951.00	242,545	175,000	242,545
Interfund Transfers - Program		242,545	175,000	242,545

OPERATIONS & MAINTENANCE

Operations

Custodial Salaries – 23 full-time, 6 part-time custodial positions.

Equipment - Replacement of existing custodial equipment.

Electricity - Electricity allocation for the District.

Telephone - Telephone charges and maintenance contract on the telephone system.

Gas - Natural gas that is used to heat District buildings and hot water service. The District has the ability to use either gas or oil to heat all schools except Circle of Courage and Administration Building.

Fuel Oil - Fuel oil that is used to heat District buildings.

Janitorial Supplies - Custodial “green” (environmentally safe) cleaning supplies used throughout the District.

Telephone BOCES – BOCES co-op telephone charges, including Intellipath and E-Rate consortium.

Maintenance

Maintenance Salaries - Salaries of the director of facilities and operations and the staff of 12 maintenance mechanics and helpers.

Clerical Salary - Clerical position is allocated 50% between maintenance and 50% for transportation.

Equipment - This amount is for the purchase of security cameras or security related equipment, lockers, buildings and grounds and other equipment as needed to maintain District facilities.

Grounds - Maintenance on the 46 acres of District owned grounds.

Repairs - District-wide repairs including maintenance contracts on equipment.

Rubbish Removal - Dump fees for rubbish and roll off containers, as needed.

Fire and Boiler Insurance - Insurance on all boilers.

Security - Security and fire alarm contracts for all buildings and other costs for the security department.

Staff Development - Staff training and travel for the maintenance and custodial staff.

Pest Control - District-wide pest control services.

Boiler Supplies - District-wide heating and cooling parts and supplies.

Electric Supplies - District-wide electric parts and supplies.

Plumbing Supplies - District-wide plumbing parts and supplies.

Glass Supplies - District-wide glass replacement supplies.

Gasoline Supplies - Gas and oil for all vehicles and equipment except the school buses.

Carpenter Supplies - District-wide carpenter supplies.

Vehicles Parts - Parts for repair of District maintenance vehicles.

Paint - District-wide paint and painting supplies.

Safety Management - Cost for district-wide asbestos, lead and air testing.

Office Supplies - Office supplies for the maintenance department.

BOCES – Safety and risk management services, AED training, and other safety training.

CAPITAL COMPONENT	Budget Code	Budget 2010-11	Projected 2010-11	Budget 2011-12
OPERATIONS & MAINTENANCE				
Operations				
Custodial Salaries	1620.160.00	1,102,228	1,148,852	940,966
Equipment	1620.200.00	5,000	4,987	5,000
Electricity	1620.400.00	560,000	481,366	570,000
Telephone	1620.401.00	61,000	56,500	67,500
Gas	1620.402.00	430,000	504,121	530,000
Fuel Oil	1620.403.00	10,000	25,188	30,000
Janitorial Supplies	1620.450.00	110,000	109,750	104,500
Telephone BOCES	1620.490.00	84,782	84,053	88,195
		2,363,010	2,414,817	2,336,161
Maintenance				
Maintenance Salaries	1621.160.00	735,170	744,028	721,822
Clerical Salary	1621.161.00	26,321	25,790	26,585
Equipment	1621.200.00	25,000	24,401	25,000
Grounds	1621.401.00	30,000	29,750	27,000
Repairs	1621.402.00	220,000	285,000	220,000
Rubbish Removal	1621.403.00	65,000	61,500	65,000
Fire and Boiler Insurance	1621.404.00	7,000	6,495	7,000
Security	1621.405.00	150,000	148,000	80,000
Staff Development	1621.406.00	3,000	2,975	2,400
Pest Control	1621.407.00	11,000	8,327	9,900
Boiler Supplies	1621.450.00	30,000	34,500	27,000
Electric Supplies	1621.451.00	23,000	23,000	20,700
Plumbing Supplies	1621.452.00	24,000	24,000	21,600
Glass Supplies	1621.453.00	10,000	9,000	9,000
Gasoline Supplies	1621.454.00	21,000	20,520	21,000
Carpenter Supplies	1621.455.00	20,000	19,125	18,000
Vehicles Parts	1621.456.00	14,000	13,850	12,600
Paint	1621.457.00	20,000	19,900	18,000
Safety Management	1621.458.00	3,000	2,900	4,000
Office Supplies	1621.459.00	1,000	935	800
BOCES	1621.490.00	54,233	24,091	24,724
		1,492,724	1,528,086	1,362,131
Total Operations & Maintenance		3,855,734	3,942,903	3,698,292

Special Items

Judgment and Claims - Costs associated with judgments and claims including fees for hearings.

Refund on Property Taxes - Provision for the refund of school taxes as a result of tax certiorari proceedings.

Pupil Transportation

Equipment - Replacement of equipment for the transportation department.

Bus Purchase - Replacement of one school bus van.

Debt Service

BAN Interest – Interest expenditure for Energy Performance Contract project. A bond anticipation note is used by the District to meet cash flow needs for the expected EPC with Johnson Controls. Inc.

RAN Interest – Interest expenditure for annual revenue anticipation note (RAN). A revenue anticipation note is used by the District to meet cash flow needs over the summer months when revenues are low.

Interfund Transfers

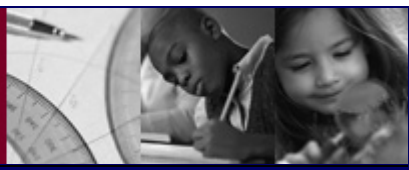
Debt Service – Principal and interest bond payments on the \$27 million district-wide capital projects.

	Budget Code	Budget 2010-11	Projected 2010-11	Budget 2011-12
Special Items				
Judgment and Claims	1930.400.00	45,000	25,156	45,000
Refund on Property Taxes	1964.400.00	50,000	93,946	50,000
Total Special Items - Capital		95,000	119,102	95,000
Pupil Transportation				
Equipment	5510.200.00	1,800	1,800	0
Bus Purchase	5510.210.00	35,000	28,095	35,000
		36,800	29,895	35,000
Debt Service				
BAN Interest	9731.700.00	0	0	308,000
RAN Interest	9770.700.00	147,000	0	147,000
Interfund Transfers				
Debt Service	9901.960.00	1,736,000	1,736,000	1,740,000
Total Appropriations		81,289,000	79,536,182	81,464,000
Dollar Change: Budget to Budget				175,000
Percentage Change: Budget to Budget				0.22%

Supplemental Information
to be included in the
2011-12
District Budget

- Property Tax Report Card
- Administrative Compensation Information
- School Academic Report Card
- District's Fiscal Accountability Summary
- Assessor's Report – 2010 –Prior Year File – S495
Exemption Impact Report School Summary

Entity Name:
 BEDS Code:
 Claim Year:



Welcome Laval Wilson (School Superintendent)

04/21/2011

District Name: District Code:
 Contact Person: Telephone: Ext:

Property Tax Report Card

Important Note: Changes in GAAP reporting requirements for fund balances affect NYS school district financial statements for periods ending June 30, 2011. Data elements for the Property Tax Report Card have been renamed and redefined in accordance with these changes. Please see <http://www.p12.nysed.gov/mgtserv/districtbudgetdata.html> for additional guidance.

Form Due - April 23, 2011

School District Contact Person:
 School District Telephone Number:

	Budgeted 2010-11 (A)	Budgeted 2011-12 (B)	Percent Change (C)
Total Spending	<input type="text" value="81,289,000"/>	<input type="text" value="81,464,000"/>	<input type="text" value="0.22"/> %
Total School Tax Levy	<input type="text" value="24,628,500"/>	<input type="text" value="25,241,500"/>	<input type="text" value="2.49"/> %
Public School Enrollment	<input type="text" value="4,569"/>	<input type="text" value="4,420"/>	<input type="text" value="-3.26"/> %
Consumer Price Index			<input type="text" value="1.6"/> %

	Actual 2010-11 (D)	Estimated 2011-12 (E)
Adjusted Restricted Fund Balance	<input type="text" value="3,099,656"/>	<input type="text" value="3,108,955"/>
Assigned Appropriated Fund Balance	<input type="text" value="2,250,000"/>	<input type="text" value="3,331,695"/>
Adjusted Unrestricted Fund Balance	<input type="text" value="2,791,756"/>	<input type="text" value="1,668,187"/>
Adjusted Unrestricted Fund Balance as a Percentage of the Total Budget	<input type="text" value="3.43"/> %	<input type="text" value="2.05"/> %

District Name:
 Contact Person:

District Code:
 Telephone: Ext:

Salary: Administrative Compensation Information

**Submittal Form for Estimated Salaries in the Budget for the 2011-2012 School Year
 (Form Due - May 9, 2011)**

Sections 1608 and 1716 of the Education Law
 (Please read the instructions and definitions before completing this form.)

	Title	Salary	Employee Benefits	Other Remuneration
1.	<input type="text" value="Superintendent of Schools"/>	<input type="text" value="233,104"/>	<input type="text" value="56,160"/>	<input type="text"/>

Associate, Assistant and Deputy Superintendents

(Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)

2.	<input type="text" value="ASST SUPT FOR INSTRUCTION"/>	<input type="text" value="157,790"/>	<input type="text" value="34,557"/>	<input type="text"/>
3.	<input type="text" value="ASST SUPT FOR HUMAN RESOURCES"/>	<input type="text" value="155,465"/>	<input type="text" value="44,082"/>	<input type="text"/>
4.	<input type="text" value="ASST SUPT FOR PUPIL PERSONNEL"/>	<input type="text" value="149,611"/>	<input type="text" value="25,688"/>	<input type="text"/>
5.	<input type="text" value="ASST SUPT FOR BUSINESS"/>	<input type="text" value="152,942"/>	<input type="text" value="27,668"/>	<input type="text"/>

Other Supervisory and Administrative Employees Scheduled to Receive \$120,000 or More in Salary

71.	<input type="text" value="PRINCIPAL"/>	<input type="text" value="133,381"/>
72.	<input type="text" value="PRINCIPAL"/>	<input type="text" value="132,869"/>
73.	<input type="text" value="PRINCIPAL"/>	<input type="text" value="130,114"/>
74.	<input type="text" value="PRINCIPAL"/>	<input type="text" value="128,040"/>
75.	<input type="text" value="PRINCIPAL"/>	<input type="text" value="126,519"/>
76.	<input type="text" value="PRINCIPAL"/>	<input type="text" value="122,000"/>



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **POUGHKEEPSIE CITY SCHOOL
DISTRICT**

District ID **13-15-00-01-0000**

Superintendent **LAVAL WILSON**

Telephone **(845) 451-4950**

Grades **PK-12**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.

3 View School Accountability Status.

This section lists all schools in your district by 2010–11 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2007-08	2008-09	2009-10
Pre-K	0	159	166
Kindergarten	418	416	393
Grade 1	410	415	409
Grade 2	369	398	383
Grade 3	382	351	368
Grade 4	380	366	345
Grade 5	376	348	361
Grade 6	351	365	321
Ungraded Elementary	0	1	0
Grade 7	334	322	357
Grade 8	334	313	318
Grade 9	347	432	302
Grade 10	410	339	324
Grade 11	286	275	320
Grade 12	210	215	299
Ungraded Secondary	0	3	0
Total K-12	4607	4559	4500

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	20	21	21
Grade 8			
English	17	19	19
Mathematics	17	18	21
Science	20	19	21
Social Studies	16	21	20
Grade 10			
English	19	21	21
Mathematics	19	15	17
Science	17	20	24
Social Studies	24	21	22

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**District ID **13-15-00-01-0000**

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	2917	63%	2777	61%	3062	68%
Reduced-Price Lunch	448	10%	492	11%	524	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	347	8%	409	9%	440	10%
Racial/Ethnic Origin						
American Indian or Alaska Native	6	0%	5	0%	9	0%
Black or African American	2883	63%	2800	61%	2724	61%
Hispanic or Latino	952	21%	1012	22%	1047	23%
Asian or Native Hawaiian/Other Pacific Islander	52	1%	47	1%	49	1%
White	714	15%	695	15%	671	15%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		91%		92%		91%
Student Suspensions	870	19%	756	16%	815	18%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	370	372	368
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	5%	1%	0%
Percent with Fewer Than Three Years of Experience	10%	5%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	15%	18%	18%
Total Number of Core Classes	932	1065	1031
Percent Not Taught by Highly Qualified Teachers in This District	7%	1%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	1148	1293	1283
Percent Taught by Teachers Without Appropriate Certification	6%	2%	1%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	N/A	12%	13%
Turnover Rate of All Teachers	14%	11%	14%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	52	35	24
Total Paraprofessionals*	108	118	105
Assistant Principals	7	8	8
Principals	9	10	9

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2009–10, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/irts/accountability/>.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2009–10 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2006 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2006 Cohort

The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2010, are not included in the 2006 school accountability cohort. The 2006 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irts.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at <http://www.p12.nysed.gov/irts/sirs>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irts.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}) \times 0.20] + \text{percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:
2008–09 PI + (200 – the 2008–09 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.p12.nysed.gov/irts/accountability/>.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

■ A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2010–11)

Improvement (Year 1)

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Improvement (Year 1)

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09	2009–10	2010–11
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	X	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American	X	✓		X	✓	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	—	—		—	—	
White	✓	✓		✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	X	X		✓ ^{SH}	X	
Limited English Proficient	X	✓		—	—	
Economically Disadvantaged	X	✓		✓ ^{SH}	✓ ^{SH}	
Student groups making AYP in each subject	X 2 of 7	X 6 of 7	✓ 1 of 1	X 5 of 6	X 5 of 6	✓ 1 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

- | Federal | State |
|---------------------------------------|--|
| Good Standing | Good Standing |
| Improvement (Year 1) | Requiring Academic Progress (Year 1) |
| Improvement (Year 2) | Requiring Academic Progress (Year 2) |
| Improvement (Year 3) | Requiring Academic Progress (Year 3) |
| Improvement (Year 4) | Requiring Academic Progress (Year 4) |
| Improvement (Year 5 & Above) | Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts























Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 2 of 7 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (2114:1998)			99%		149	153	153 116
Ethnicity							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (1280:1229)			100%		145	152	152 112
Hispanic or Latino (499:460)			100%		150	150	
Asian or Native Hawaiian/Other Pacific Islander (29:26)	—	—	—	—	—	—	—
White (303:280)			99%		165	149	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (469:484)			99%		115	150	124 74
Limited English Proficient (160:190)			99%		127	147	142 88
Economically Disadvantaged (1789:1692)			99%		146	152	152 112
Final AYP Determination	 2 of 7						
Non-Accountability Groups							
Female (998:944)			100%		156	151	
Male (1116:1054)			99%		143	152	
Migrant (7:7)			—		—	—	


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Mathematics























Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 6 of 7 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (2114:2005)			100%		164	133	
Ethnicity							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (1279:1228)			100%		159	132	
Hispanic or Latino (500:465)			100%		171	130	
Asian or Native Hawaiian/Other Pacific Islander (29:26)	—	—	—	—	—	—	—
White (303:283)			100%		171	129	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (470:486)			99%		128	130	130 88
Limited English Proficient (160:195)			99%		157	127	
Economically Disadvantaged (1789:1700)			100%		162	132	
Final AYP Determination	 6 of 7						
Non-Accountability Groups							
Female (996:944)			100%		164	131	
Male (1118:1061)			100%		164	132	
Migrant (7:7)			—		—	—	

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2011-12. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?


Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
Accountability Groups								
All Students (691:632)		Qualified		98%		168	100	
Ethnicity								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	—
Black or African American (420:392)		Qualified		98%		164	100	
Hispanic or Latino (162:145)		Qualified		97%		174	100	
Asian or Native Hawaiian/Other Pacific Islander (7:6)	—	—	—	—	—	—	—	—
White (101:88)		Qualified		99%		181	100	
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (155:156)		Qualified		97%		140	100	
Limited English Proficient (49:55)		Qualified		98%		162	100	
Economically Disadvantaged (570:520)		Qualified		98%		167	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (311:287)				98%		169	100	
Male (380:345)				98%		168	100	
Migrant (3:3)	—	—	—	—	—	—	—	—


Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level English Language Arts



















Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 5 of 6 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

How did students in each accountability group perform on secondary-level English language arts accountability measures?


Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (241:247)			98%		170	170	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (147:154)			99%		165	169	151 [‡] 169
Hispanic or Latino (35:34)		—	—		176	160	
Asian or Native Hawaiian/Other Pacific Islander (6:6)	—	—	—	—	—	—	—
White (53:53)			98%		177	164	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (100:51)			95%		120	164	108 128
Limited English Proficient (4:5)	—	—	—	—	—	—	—
Economically Disadvantaged (156:172)			99%		162	169	148 166
Final AYP Determination	 5 of 6						
Non-Accountability Groups							
Female (127:129)			98%		174	168	
Male (114:118)			98%		166	167	
Migrant (1:1)			—		—	—	


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level Mathematics



















Accountability Status  Good Standing
for This Subject
(2010–11)

Accountability Measures 5 of 6 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP at either the elementary/middle or secondary level in 2010-11, the district will be in good standing in 2011-12. [202]

How did students in each accountability group perform on secondary-level mathematics accountability measures?


Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (241:247)			99%		169	166	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (147:154)			99%		167	165	
Hispanic or Latino (35:34)		—	—		174	156	
Asian or Native Hawaiian/Other Pacific Islander (6:6)	—	—	—	—	—	—	—
White (53:53)			98%		170	160	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (43:51)			95%		106	160	113 115
Limited English Proficient (4:5)	—	—	—	—	—	—	—
Economically Disadvantaged (156:172)			99%		163	165	157 167
Final AYP Determination	 5 of 6						
Non-Accountability Groups							
Female (127:129)			98%		175	164	
Male (114:118)			99%		163	163	
Migrant (1:1)			—		—	—	


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.









Graduation Rate

Accountability Status for This Indicator (2010–11)  Improvement (Year 1)



Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2010-11, the district will be In Need of Improvement (Year 2) in 2011-12. If this district makes AYP in 2010-11, the district will be in good standing in 2011-12. [221]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
Accountability Groups						
All Students (334)			55%	80%	53%	60%
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (209)			54%	80%	55%	59%
Hispanic or Latino (50)			44%	80%	48%	51%
Asian or Native Hawaiian/Other Pacific Islander (3)		—	—	—		
White (72)			65%	80%	51%	68%
Multiracial (0)						
Other Groups						
Students with Disabilities (83)			43%	80%	37%	50%
Limited English Proficient (12)		—	—	—		
Economically Disadvantaged (205)			55%	80%	53%	60%
Final AYP Determination	 1 of 1					
Non-Accountability Groups						
Female (166)			57%	80%		
Male (168)			54%	80%		
Migrant (0)						

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **58%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

District ID **13-15-00-01-0000**

2010–11 Accountability Status of Schools in Your District

This section lists all schools in your district by 2010–11 accountability status.

In Good Standing

6 schools identified 75% of total

COLUMBUS SCHOOL
G W KRIEGER SCHOOL
GOV GEORGE CLINTON SCHOOL
MORSE YOUNG MAGNET SCHOOL
POUGHKEEPSIE MIDDLE SCHOOL
WARRING MAGNET ACADEMY OF SCIENCE AND TECHNOLOGY

Improvement (year 2) Comprehensive

1 school identified 13% of total

W W SMITH SCHOOL

Restructuring (year 2) Comprehensive

1 school identified 13% of total

POUGHKEEPSIE HIGH SCHOOL

4 Overview of District Performance

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

District ID **13-15-00-01-0000**

Summary of 2009–10 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	28%			369
Grade 4	31%			356
Grade 5	27%			356
Grade 6	28%			328
Grade 7	20%			352
Grade 8	29%			322
Mathematics				
Grade 3	29%			372
Grade 4	22%			357
Grade 5	28%			356
Grade 6	35%			331
Grade 7	28%			355
Grade 8	33%			326
Science				
Grade 4	76%			355
Grade 8	59%			259

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	63%			331
Mathematics	62%			331

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 653	*Range: 643-780	662-780	694-780			
2009 Mean Score: 650						
Number of Tested Students:	270	316	102	185	23	6

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	369	73%	28%	6%	347	91%	53%	2%
Female	156	77%	30%	6%	153	93%	54%	3%
Male	213	70%	26%	6%	194	89%	53%	1%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	220	71%	23%	4%	222	90%	52%	2%
Hispanic or Latino	89	69%	30%	3%	81	93%	49%	1%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	3	-	-	-
White	51	86%	45%	20%	40	-	-	-
Multiracial								
Small Group Totals	9	89%	11%	11%	44	93%	68%	2%
General-Education Students	302	81%	32%	7%	272	97%	61%	2%
Students with Disabilities	67	37%	7%	1%	75	69%	27%	0%
English Proficient	319	75%	30%	7%	302	91%	55%	2%
Limited English Proficient	50	62%	10%	0%	45	89%	42%	0%
Economically Disadvantaged	320	71%	25%	4%	301	91%	51%	2%
Not Disadvantaged	49	86%	45%	18%	46	93%	65%	2%
Migrant	1	-	-	-	4	-	-	-
Not Migrant	368	-	-	-	343	-	-	-

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

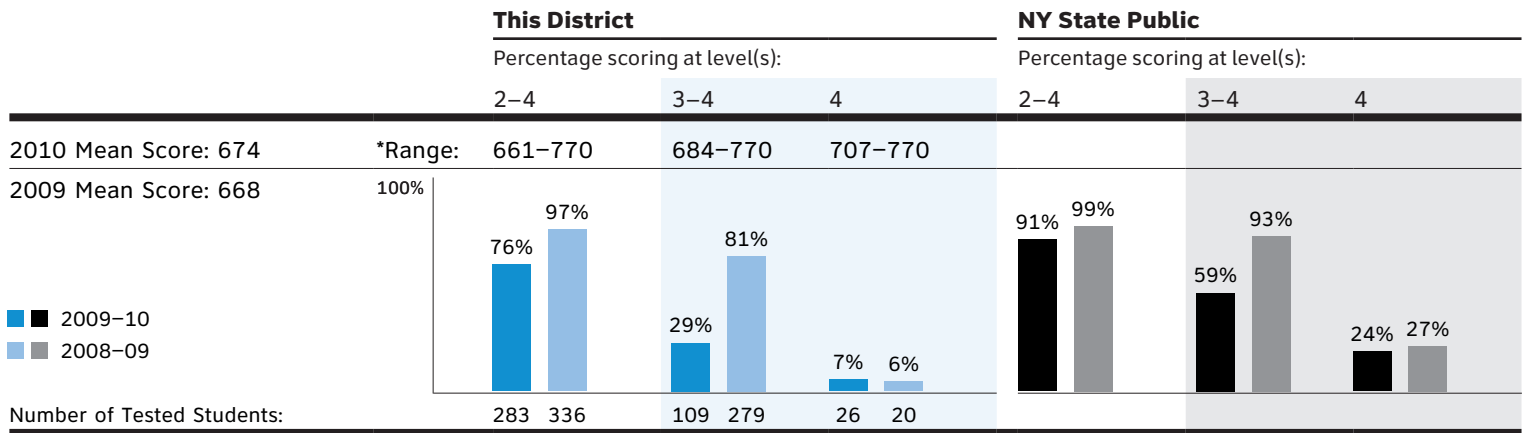
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	2	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 3 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	372	76%	29%	7%	346	97%	81%	6%
Female	157	73%	26%	6%	153	97%	77%	7%
Male	215	78%	32%	7%	193	97%	83%	5%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	220	74%	27%	6%	220	96%	75%	4%
Hispanic or Latino	91	76%	22%	4%	80	100%	93%	4%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	3	-	-	-
White	52	85%	50%	15%	42	-	-	-
Multiracial								
Small Group Totals	9	78%	44%	0%	46	98%	89%	17%
General-Education Students	305	82%	32%	8%	271	100%	88%	7%
Students with Disabilities	67	49%	16%	3%	75	88%	55%	0%
English Proficient	320	78%	33%	8%	299	97%	79%	6%
Limited English Proficient	52	65%	10%	4%	47	100%	89%	2%
Economically Disadvantaged	323	76%	26%	7%	300	97%	80%	5%
Not Disadvantaged	49	80%	51%	10%	46	100%	87%	11%
Migrant	1	-	-	-	4	-	-	-
Not Migrant	371	-	-	-	342	-	-	-

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	-	-	-	3	-	-	-

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 655	*Range: 637-775	668-775	720-775			
2009 Mean Score: 649						
Number of Tested Students:	282	337	110	214	3	1

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	356	79%	31%	1%	374	90%	57%	0%
Female	161	83%	39%	2%	193	91%	61%	1%
Male	195	76%	25%	0%	181	90%	54%	0%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	219	78%	28%	1%	226	88%	54%	0%
Hispanic or Latino	88	84%	27%	0%	83	94%	59%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	7	-	-	-
White	45	-	-	-	57	91%	65%	2%
Multiracial								
Small Group Totals	49	78%	51%	2%	8	100%	63%	0%
General-Education Students	282	89%	38%	1%	288	98%	69%	0%
Students with Disabilities	74	43%	4%	0%	86	63%	17%	0%
English Proficient	320	80%	33%	1%	345	91%	60%	0%
Limited English Proficient	36	72%	11%	0%	29	83%	24%	0%
Economically Disadvantaged	306	77%	28%	0%	321	89%	54%	0%
Not Disadvantaged	50	92%	50%	4%	53	94%	75%	2%
Migrant	2	-	-	-				
Not Migrant	354	-	-	-	374	90%	57%	0%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

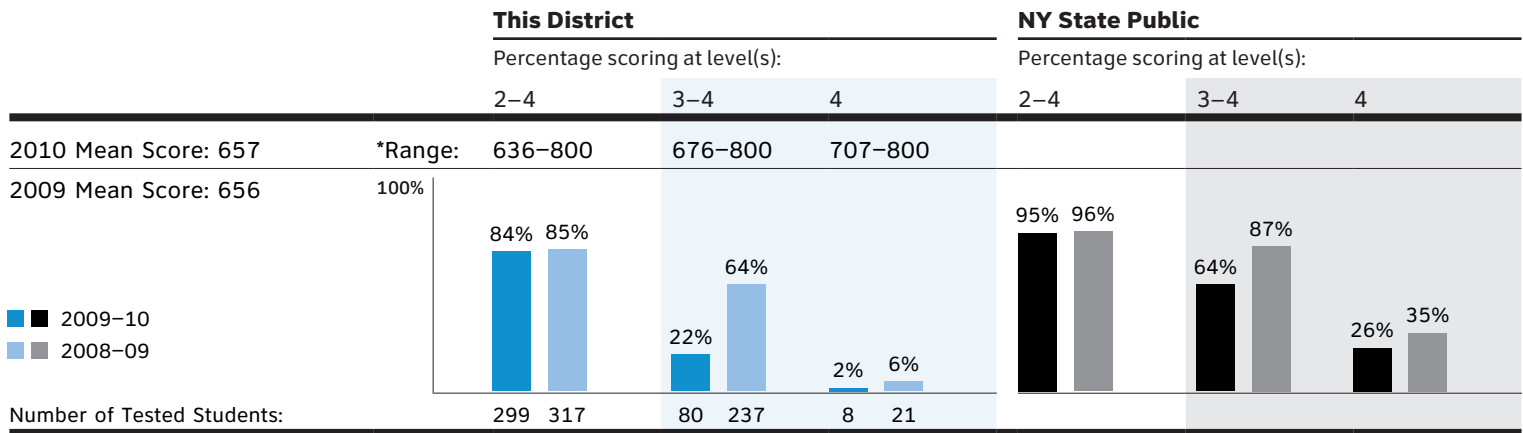
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 4 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	357	84%	22%	2%	371	85%	64%	6%
Female	162	81%	22%	2%	192	89%	69%	6%
Male	195	86%	23%	2%	179	82%	59%	5%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	218	82%	20%	3%	224	84%	60%	4%
Hispanic or Latino	89	88%	22%	0%	82	84%	65%	6%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	7	-	-	-
White	46	-	-	-	57	91%	74%	14%
Multiracial								
Small Group Totals	50	86%	32%	2%	8	100%	88%	0%
General-Education Students	283	89%	26%	3%	285	96%	76%	7%
Students with Disabilities	74	62%	8%	0%	86	51%	24%	0%
English Proficient	320	83%	24%	3%	342	87%	65%	6%
Limited English Proficient	37	86%	8%	0%	29	62%	45%	0%
Economically Disadvantaged	307	82%	19%	2%	317	85%	62%	4%
Not Disadvantaged	50	94%	44%	6%	54	91%	72%	13%
Migrant	2	-	-	-	1	-	-	-
Not Migrant	355	-	-	-	370	-	-	-

NOTES

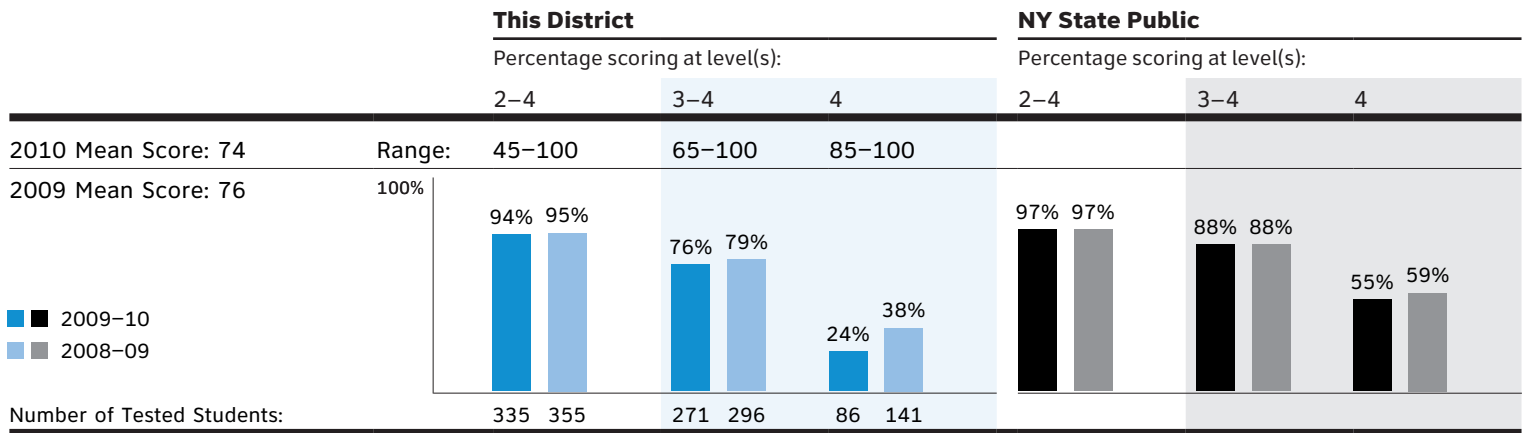
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	2	-	-	-

This District's Results in Grade 4 Science



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	355	94%	76%	24%	375	95%	79%	38%
Female	160	94%	77%	21%	194	97%	81%	37%
Male	195	94%	76%	27%	181	92%	76%	39%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	216	93%	73%	22%	227	93%	76%	32%
Hispanic or Latino	87	97%	79%	22%	83	98%	77%	36%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	7	-	-	-
White	48	-	-	-	57	96%	89%	60%
Multiracial								
Small Group Totals	52	96%	85%	38%	8	100%	100%	63%
General-Education Students	280	95%	81%	29%	288	99%	89%	44%
Students with Disabilities	75	91%	59%	5%	87	80%	46%	15%
English Proficient	318	95%	77%	26%	347	95%	80%	39%
Limited English Proficient	37	92%	68%	8%	28	93%	64%	14%
Economically Disadvantaged	302	94%	75%	21%	321	95%	78%	34%
Not Disadvantaged	53	98%	87%	42%	54	94%	87%	57%
Migrant	2	-	-	-	1	-	-	-
Not Migrant	353	-	-	-	374	-	-	-

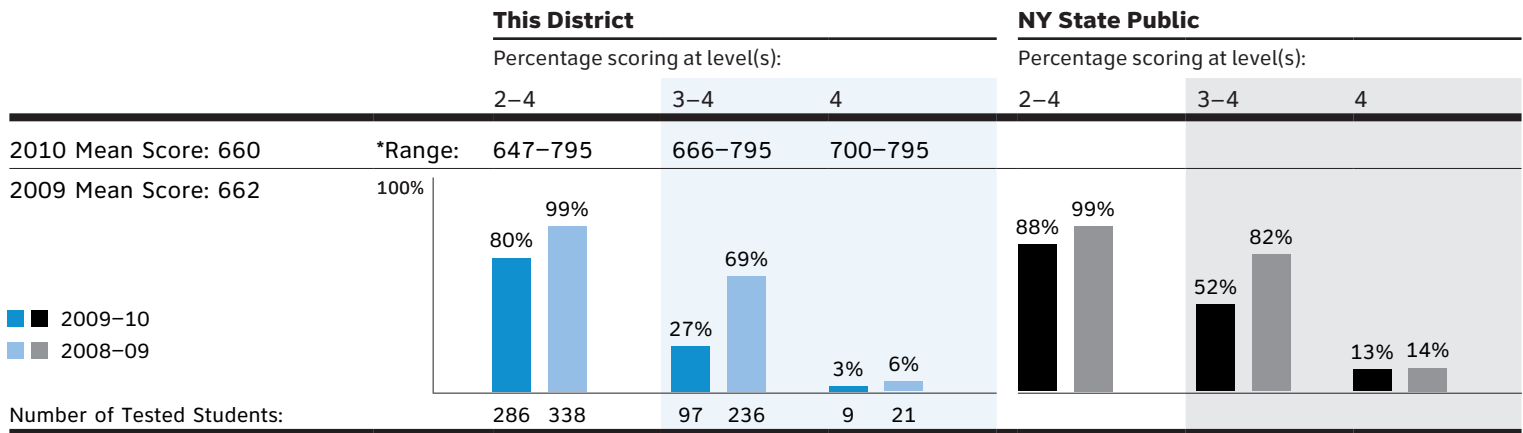
NOTES

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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	2	-	-	-

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	356	80%	27%	3%	342	99%	69%	6%
Female	187	83%	28%	2%	167	100%	75%	8%
Male	169	77%	26%	3%	175	98%	63%	5%
American Indian or Alaska Native	1	-	-	-				
Black or African American	212	80%	24%	1%	219	99%	67%	4%
Hispanic or Latino	87	78%	25%	1%	77	99%	66%	8%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	2	-	-	-
White	49	86%	45%	10%	44	-	-	-
Multiracial								
Small Group Totals	8	75%	25%	0%	46	100%	83%	13%
General-Education Students	279	91%	32%	3%	247	100%	83%	7%
Students with Disabilities	77	43%	9%	0%	95	96%	32%	3%
English Proficient	332	82%	28%	3%	319	99%	71%	6%
Limited English Proficient	24	63%	17%	0%	23	100%	39%	9%
Economically Disadvantaged	298	79%	22%	2%	296	99%	67%	5%
Not Disadvantaged	58	88%	52%	7%	46	100%	85%	15%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	355	-	-	-	341	-	-	-

NOTES

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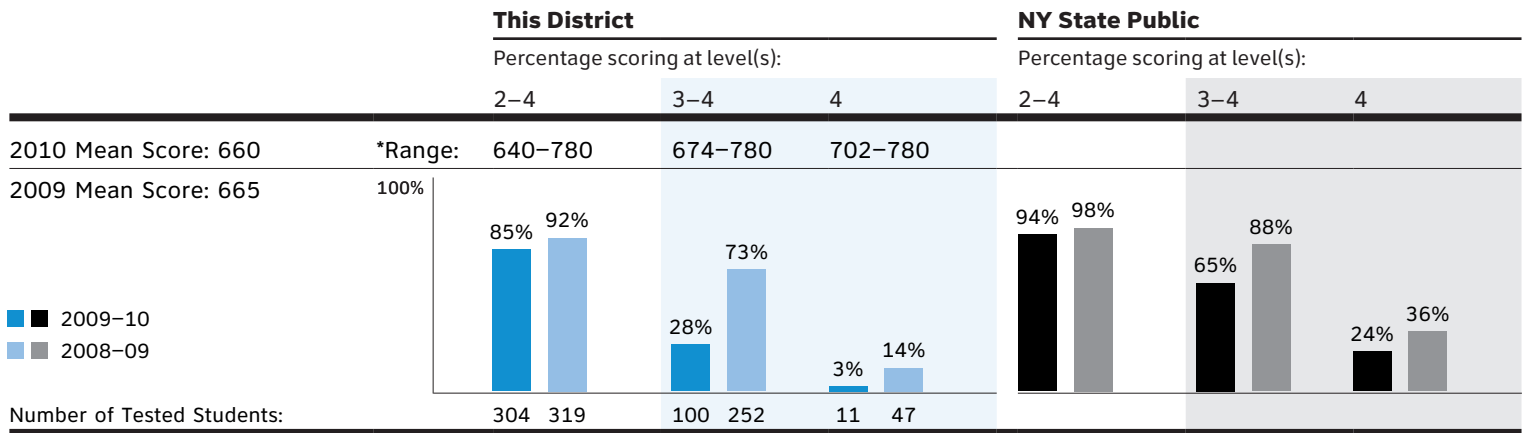
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	5	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 5 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	356	85%	28%	3%	345	92%	73%	14%
Female	187	87%	26%	2%	168	96%	77%	13%
Male	169	83%	30%	4%	177	89%	69%	15%
American Indian or Alaska Native	1	-	-	-				
Black or African American	211	84%	25%	2%	219	91%	69%	12%
Hispanic or Latino	88	88%	25%	2%	80	94%	79%	14%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	2	-	-	-
White	49	88%	45%	10%	44	-	-	-
Multiracial								
Small Group Totals	8	88%	50%	0%	46	98%	83%	22%
General-Education Students	279	92%	32%	4%	251	100%	86%	17%
Students with Disabilities	77	60%	14%	0%	94	73%	38%	5%
English Proficient	331	86%	30%	3%	317	92%	74%	14%
Limited English Proficient	25	76%	8%	0%	28	93%	61%	11%
Economically Disadvantaged	298	85%	25%	3%	298	91%	70%	11%
Not Disadvantaged	58	86%	43%	5%	47	100%	94%	30%
Migrant	1	-	-	-	2	-	-	-
Not Migrant	355	-	-	-	343	-	-	-

NOTES

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Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	-	-	-	2	-	-	-

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 654	*Range: 644-785	662-785	694-785			
2009 Mean Score: 654						
Number of Tested Students:	264	361	91	233	1	2

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	328	80%	28%	0%	361	100%	65%	1%
Female	160	84%	30%	1%	173	100%	65%	1%
Male	168	77%	26%	0%	188	100%	64%	0%
American Indian or Alaska Native								
Black or African American	210	79%	24%	0%	222	100%	60%	0%
Hispanic or Latino	79	81%	29%	0%	77	100%	73%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	38	-	-	-	59	-	-	-
Multiracial								
Small Group Totals	39	87%	44%	3%	62	100%	69%	3%
General-Education Students	249	90%	34%	0%	280	100%	71%	1%
Students with Disabilities	79	51%	8%	0%	81	100%	41%	0%
English Proficient	313	83%	29%	0%	349	100%	66%	1%
Limited English Proficient	15	33%	0%	0%	12	100%	25%	0%
Economically Disadvantaged	287	78%	23%	0%	309	100%	62%	0%
Not Disadvantaged	41	95%	61%	2%	52	100%	79%	2%
Migrant	2	-	-	-				
Not Migrant	326	-	-	-	361	100%	65%	1%

NOTES

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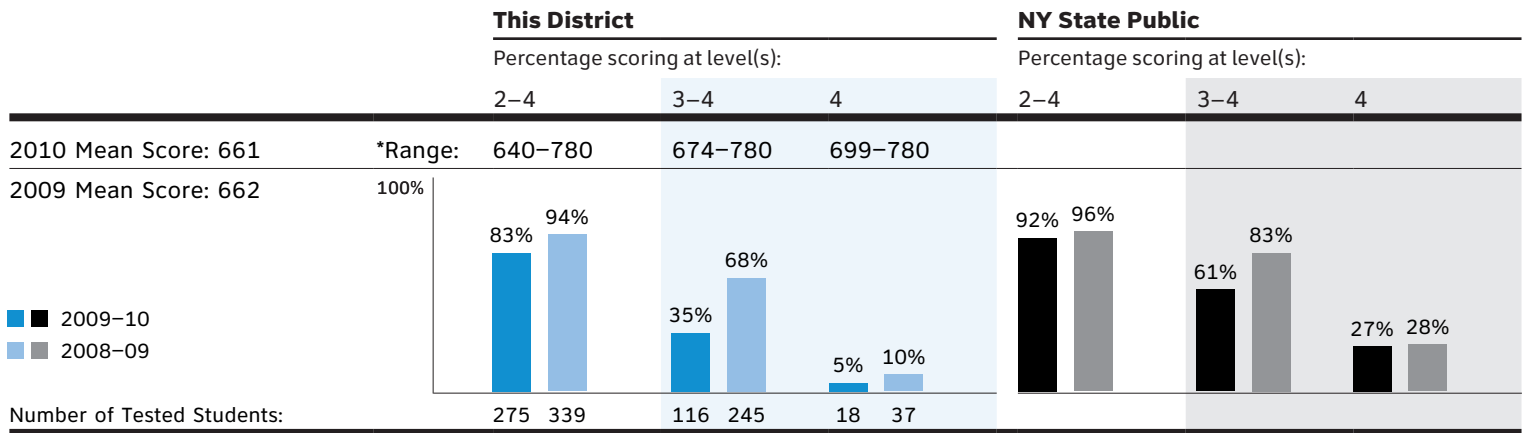
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	2	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	2	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 6 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	331	83%	35%	5%	360	94%	68%	10%
Female	160	84%	37%	4%	173	94%	68%	9%
Male	171	82%	33%	7%	187	94%	68%	11%
American Indian or Alaska Native								
Black or African American	211	80%	31%	4%	219	93%	63%	6%
Hispanic or Latino	80	89%	35%	8%	78	96%	69%	12%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	3	-	-	-
White	38	-	-	-	60	-	-	-
Multiracial								
Small Group Totals	40	90%	58%	10%	63	97%	86%	24%
General-Education Students	252	90%	40%	6%	278	97%	73%	12%
Students with Disabilities	79	62%	18%	3%	82	83%	51%	6%
English Proficient	314	85%	36%	6%	346	95%	70%	11%
Limited English Proficient	17	53%	12%	0%	14	86%	29%	0%
Economically Disadvantaged	290	82%	31%	4%	307	93%	66%	9%
Not Disadvantaged	41	88%	63%	12%	53	98%	81%	17%
Migrant	2	-	-	-				
Not Migrant	329	-	-	-	360	94%	68%	10%

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Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	-	-	-	1	-	-	-

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 652	*Range: 642-790	664-790	698-790			
2009 Mean Score: 656						
Number of Tested Students:	266	330	72	229	6	2

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	352	76%	20%	2%	330	100%	69%	1%
Female	177	77%	24%	3%	157	100%	76%	1%
Male	175	74%	17%	1%	173	100%	63%	0%
American Indian or Alaska Native								
Black or African American	210	76%	13%	0%	204	100%	65%	0%
Hispanic or Latino	79	71%	24%	1%	68	100%	68%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	4	-	-	-
White	60	-	-	-	54	-	-	-
Multiracial								
Small Group Totals	63	79%	41%	8%	58	100%	86%	2%
General-Education Students	269	87%	25%	2%	251	100%	80%	1%
Students with Disabilities	83	40%	5%	0%	79	100%	35%	0%
English Proficient	337	78%	21%	2%	322	100%	71%	1%
Limited English Proficient	15	20%	0%	0%	8	100%	0%	0%
Economically Disadvantaged	298	75%	20%	2%	268	100%	67%	1%
Not Disadvantaged	54	80%	20%	2%	62	100%	81%	0%
Migrant								
Not Migrant	352	76%	20%	2%	330	100%	69%	1%

NOTES

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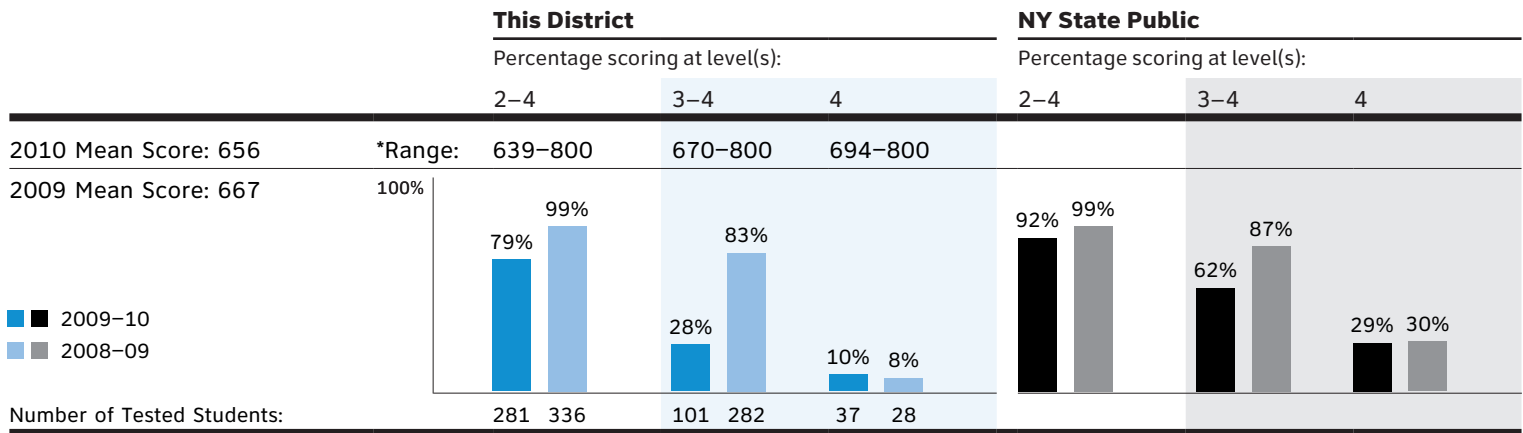
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	4	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	355	79%	28%	10%	340	99%	83%	8%
Female	176	80%	28%	12%	158	100%	87%	8%
Male	179	78%	29%	9%	182	98%	79%	9%
American Indian or Alaska Native								
Black or African American	210	79%	22%	4%	208	99%	80%	5%
Hispanic or Latino	80	75%	28%	11%	73	99%	82%	5%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	4	-	-	-
White	61	-	-	-	55	-	-	-
Multiracial								
Small Group Totals	65	86%	51%	29%	59	98%	93%	22%
General-Education Students	272	86%	36%	13%	259	99%	93%	11%
Students with Disabilities	83	55%	4%	1%	81	98%	49%	0%
English Proficient	338	80%	30%	11%	327	99%	85%	9%
Limited English Proficient	17	71%	0%	0%	13	92%	38%	0%
Economically Disadvantaged	302	80%	26%	7%	278	99%	81%	5%
Not Disadvantaged	53	75%	43%	28%	62	98%	90%	21%
Migrant					1	-	-	-
Not Migrant	355	79%	28%	10%	339	-	-	-

NOTES

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* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	-	-	-	2	-	-	-

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2010 Mean Score: 647	*Range: 627-790	658-790	699-790			
2009 Mean Score: 649						
Number of Tested Students:	280	307	92	154	2	3

Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	322	87%	29%	1%	313	98%	49%	1%
Female	146	92%	38%	1%	148	98%	54%	1%
Male	176	82%	21%	0%	165	98%	45%	1%
American Indian or Alaska Native								
Black or African American	196	88%	26%	0%	205	99%	44%	0%
Hispanic or Latino	69	84%	26%	0%	54	94%	54%	2%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	1	-	-	-
White	53	-	-	-	53	-	-	-
Multiracial								
Small Group Totals	57	88%	40%	4%	54	100%	63%	2%
General-Education Students	250	93%	36%	1%	230	100%	63%	1%
Students with Disabilities	72	67%	1%	0%	83	94%	10%	0%
English Proficient	312	89%	29%	1%	304	99%	51%	1%
Limited English Proficient	10	20%	0%	0%	9	67%	0%	0%
Economically Disadvantaged	258	86%	24%	0%	259	98%	44%	0%
Not Disadvantaged	64	89%	48%	2%	54	100%	76%	4%
Migrant	1	-	-	-				
Not Migrant	321	-	-	-	313	98%	49%	1%

NOTES

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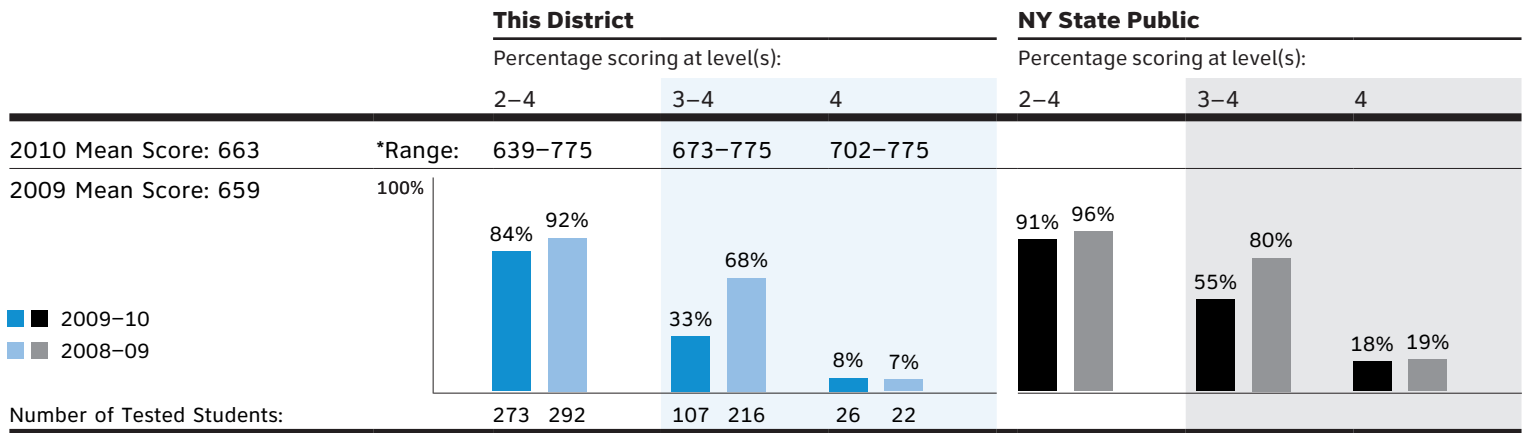
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 8 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	326	84%	33%	8%	318	92%	68%	7%
Female	147	90%	36%	7%	153	90%	67%	8%
Male	179	79%	30%	8%	165	93%	69%	6%
American Indian or Alaska Native								
Black or African American	199	82%	24%	6%	206	90%	65%	6%
Hispanic or Latino	70	89%	41%	3%	56	95%	66%	5%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	1	-	-	-
White	53	-	-	-	55	-	-	-
Multiracial								
Small Group Totals	57	82%	53%	23%	56	96%	80%	11%
General-Education Students	252	92%	39%	10%	236	97%	78%	9%
Students with Disabilities	74	55%	11%	0%	82	78%	39%	0%
English Proficient	315	84%	34%	8%	306	92%	70%	7%
Limited English Proficient	11	64%	0%	0%	12	75%	17%	0%
Economically Disadvantaged	262	83%	30%	4%	260	91%	65%	5%
Not Disadvantaged	64	86%	45%	23%	58	97%	81%	14%
Migrant	1	-	-	-				
Not Migrant	325	-	-	-	318	92%	68%	7%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	1	-	-	-

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

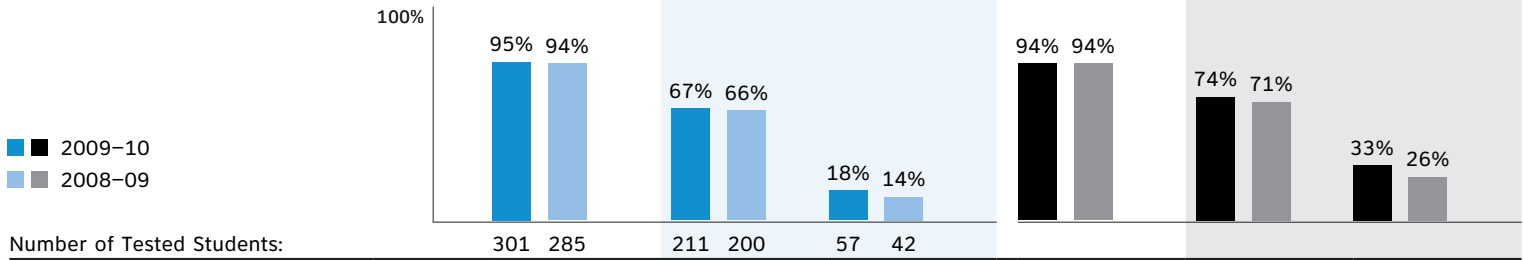
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2009-10 School Year

Total Tested	Percentage scoring at level(s):		
	2-4	3-4	4

2008-09 School Year

Total Tested	Percentage scoring at level(s):		
	2-4	3-4	4

	2009-10 School Year	2009-10 School Year			2008-09 School Year	2008-09 School Year		
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	259	94%	59%	9%	263	93%	61%	7%
Female	107	95%	57%	7%	127	93%	61%	5%
Male	152	93%	61%	11%	136	93%	61%	10%
American Indian or Alaska Native								
Black or African American	165	95%	56%	8%	176	93%	61%	4%
Hispanic or Latino	60	93%	63%	10%	47	91%	51%	13%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	1	-	-	-
White	31	-	-	-	39	-	-	-
Multiracial								
Small Group Totals	34	91%	65%	15%	40	95%	73%	15%
General-Education Students	190	96%	71%	13%	186	96%	67%	9%
Students with Disabilities	69	87%	28%	0%	77	86%	45%	3%
English Proficient	248	95%	60%	10%	252	94%	63%	8%
Limited English Proficient	11	73%	27%	0%	11	64%	9%	0%
Economically Disadvantaged	223	94%	60%	9%	221	93%	58%	6%
Not Disadvantaged	36	92%	53%	14%	42	95%	74%	14%
Migrant	1	-	-	-				
Not Migrant	258	-	-	-	263	93%	61%	7%

NOTES

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Other Assessments

2009-10 School Year

Total Tested	Number scoring at level(s):		
	2-4	3-4	4

2008-09 School Year

Total Tested	Number scoring at level(s):		
	2-4	3-4	4

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	1	-	-	-
Regents Science	58	58	58	33	40	40	40	23

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction

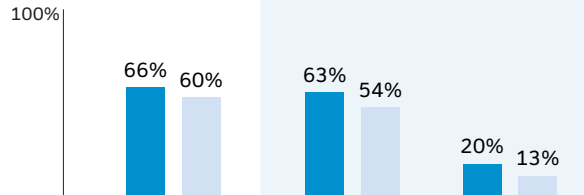
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort
■ 2005 Cohort

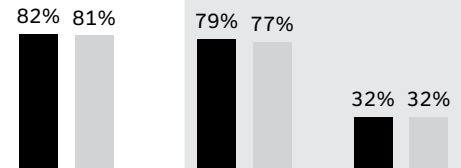
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	331	66%	63%	20%	336	60%	54%	13%
Female	174	68%	65%	23%	165	62%	56%	16%
Male	157	64%	62%	17%	171	58%	53%	10%
American Indian or Alaska Native								
Black or African American	210	63%	60%	12%	210	60%	53%	10%
Hispanic or Latino	47	66%	62%	13%	50	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	33%	3	–	–	–
White	68	74%	71%	49%	73	68%	64%	25%
Multiracial								
Small Group Totals					53	51%	47%	8%
General-Education Students	254	74%	72%	25%	250	67%	63%	17%
Students with Disabilities	77	42%	35%	4%	86	40%	29%	0%
English Proficient	326	66%	64%	21%	325	62%	56%	13%
Limited English Proficient	5	60%	40%	0%	11	18%	18%	0%
Economically Disadvantaged	216	67%	64%	13%	206	59%	51%	9%
Not Disadvantaged	115	65%	63%	33%	130	62%	60%	18%
Migrant	1	–	–	–				
Not Migrant	330	–	–	–	336	60%	54%	13%

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2005 cohort data are those reported in the 2008–09 *Accountability and Overview Report*.

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

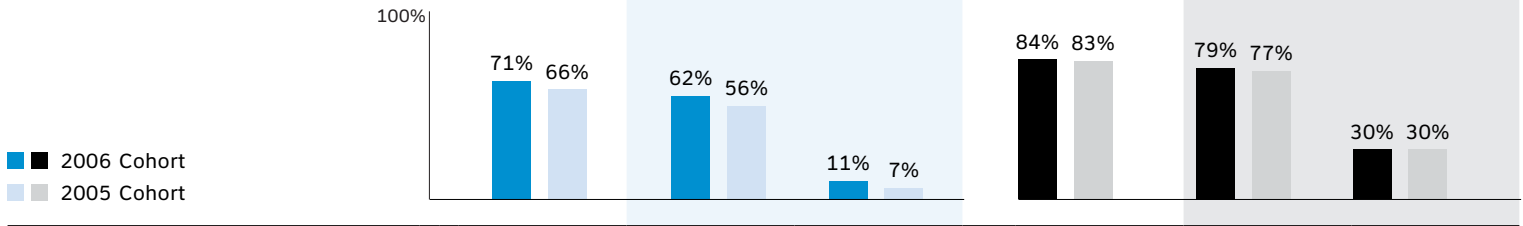
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	331	71%	62%	11%	336	66%	56%	7%
Female	174	74%	66%	10%	165	67%	57%	7%
Male	157	68%	58%	11%	171	65%	54%	8%
American Indian or Alaska Native								
Black or African American	210	68%	59%	5%	210	65%	52%	4%
Hispanic or Latino	47	77%	62%	6%	50	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	100%	100%	17%	3	-	-	-
White	68	75%	68%	29%	73	71%	66%	16%
Multiracial								
Small Group Totals					53	64%	57%	8%
General-Education Students	254	81%	72%	13%	250	76%	65%	9%
Students with Disabilities	77	40%	30%	3%	86	36%	28%	2%
English Proficient	326	71%	62%	11%	325	66%	56%	8%
Limited English Proficient	5	60%	40%	0%	11	55%	36%	0%
Economically Disadvantaged	216	71%	62%	7%	206	64%	53%	4%
Not Disadvantaged	115	71%	63%	17%	130	69%	60%	12%
Migrant	1	-	-	-				
Not Migrant	330	-	-	-	336	66%	56%	7%

NOTES

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* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2005 cohort data are those reported in the 2008-09 *Accountability and Overview Report*.

The New York State School Report Card Fiscal Accountability Supplement for Poughkeepsie City School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. The regulations require that certain expenditure ratios for general education and special education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

2008-2009 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$52,136,514	\$20,914,445
	Pupils	4,655	1,049
	Expenditures Per Pupil	\$11,200	\$19,938
Similar District Group	Instructional Expenditures	\$2,304,374,193	\$875,683,110
	Pupils	208,640	33,094
	Expenditures Per Pupil	\$11,045	\$26,460
Total of All School Districts in NY State	Instructional Expenditures	\$29,417,505,672	\$10,926,323,899
	Pupils	2,705,290	411,516
	Expenditures Per Pupil	\$10,874	\$26,551
Similar District Group Description: High Need/Resource Capacity Urban or Suburban			

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of students with disabilities in a general education setting. District expenditures, such as transportation, debt service, and district-wide administration, are not included.

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of district. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures. District expenditures, such as transportation, debt service, and district-wide administration, are not included.

The pupil count for Special Education is a count of K-12 students with disabilities as of October 1, 2008 plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements, and out-of-state placements are included.

Instructional Expenditures Per Pupil is the simple arithmetic ratio of Instructional Expenditures to Pupils. The total cost of instruction for students with disabilities may include both general and special education expenditures. Special education services provided in the general education classroom may benefit students not classified as having disabilities.

2008-2009 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Total Expenditures Per Pupil	\$17,752	\$19,179	\$19,381

Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total Expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in the Instructional Expenditure values for General Education and Special Education. As such, the sum of General Education and Special Education Instructional Expenditures does not equal the Total Expenditures.

The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, the School District Annual Financial Report (ST-3), and from the Student Information Repository System (SIRS).

The New York State School Report Card Information about Students with Disabilities for Poughkeepsie City School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. The regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

Student Counts as of October 7, 2009	This School District		Similar District Group	Total of All School Districts in NY State
Student Placement -- Percent of Time Inside Regular Classroom	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
80% or more	399	47.2%	47.9%	55.6%
40% to 79%	106	12.5%	17.7%	11.7%
Less than 40%	308	36.4%	25.9%	23.1%
Separate Settings	30	3.5%	5.7%	6.0%
Other Settings	3	0.4%	2.8%	3.7%

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on October 7, 2009. The percentages represent the amount of time students with disabilities are in general education classrooms, regardless of the amount and cost of special education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

School-age Students with Disabilities Classification Rate

2009-10 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	18.11%	12.7%	13.2%

This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the SIRS and from the Basic Education Data System (BEDS).

Similar District Group Description: High Need/Resource Capacity Urban or Suburban

Similar District Groups are identified according to the Need-to-Resource-Capacity Index defined and used in the Annual Report to the Governor and Legislature on the Educational Status of the State's Schools.

Equalized Total Assessed Value 2,850,017,593

School District - 131300 Poughkeepsie City S

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	9	54,922,800	1.93
13100	CO - GENERALLY	RPTL 406(1)	20	51,445,000	1.81
13350	CITY - GENERALLY	RPTL 406(1)	76	56,587,500	1.99
13500	TOWN - GENERALLY	RPTL 406(1)	2	154,000	0.01
13800	SCHOOL DISTRICT	RPTL 408	15	144,160,000	5.06
14100	USA - GENERALLY	RPTL 400(1)	2	3,100,000	0.11
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	6	54,445,000	1.91
18040	URBAN REN: OWNER-MUNICIPALITY	GEN MUNY 506	9	46,695,000	1.64
18060	URBAN REN: OWNER-MUN U R AGENC	GEN MUNY 555 & 560	12	6,549,500	0.23
19950	MUNICIPAL RAILROAD	RPTL 456	9	28,368,000	1.00
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	567,700	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	109	75,115,275	2.64
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	3	27,184,000	0.95
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	16	4,214,050	0.15
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	16	72,576,400	2.55
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	7	8,502,000	0.30
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	53	52,222,500	1.83
26100	VETERANS ORGANIZATION	RPTL 452	1	72,000	0.00
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	265,000	0.01
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	6	520,000	0.02
28120	NOT-FOR-PROFIT HOUSING CO	RPTL 422	6	26,160,000	0.92
29150	OPERA HOUSE	RPTL 426	1	980,000	0.03
33400	TAX SALE - CITY OWNED	RPTL 406(5)	87	6,307,400	0.22
41400	CLERGY	RPTL 460	11	16,500	0.00
41804	PERSONS AGE 65 OR OVER	RPTL 467	170	14,098,250	0.49
41834	ENHANCED STAR	RPTL 425	801	79,422,794	2.79
41854	BASIC STAR 1999-2000	RPTL 425	3,145	156,525,080	5.49
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	3,120,808	0.11
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	720,000	0.03

Equalized Total Assessed Value 2,850,017,593

School District - 131300 Poughkeepsie City S

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47670	PROPERTY IMPRVMT IN EMPIRE ZO	RPTL 485-e	172	58,422,410	2.05
Total Exemptions Exclusive of System Exemptions:			4,768	1,033,438,967	36.26
Total System Exemptions:			0	0	0.00
Totals:			4,768	1,033,438,967	36.26

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____