

Supplemental Information  
to be included in the  
2012-13  
District Budget

- Property Tax Report Card
- Administrative Compensation Information
- School Academic Report Card
- District's Fiscal Accountability Summary
- Assessor's Report – 2011 –Prior Year File – S495  
Exemption Impact Report School Summary

Property Tax Report Card  
131500 - POUGHKEEPSIE CITY SD

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**Important Note:** Chapter 97 of the Laws of 2011 requires school districts to report data elements necessary to calculate a Property Tax Levy Limit. 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/propertytax/taxcap/> for additional guidance.

Form Due - April 21, 2012

School District Contact Person: KEVIN M SHELDON  
School District Telephone Number: 845-451-4960

	Budgeted 2011-12 (A)	Proposed Budget 2012-13 (B)	Percent Change (C)
Total Proposed Spending	81,464,000	83,063,000	1.96 %
School Tax Levy Limit <sup>1</sup>		25,892,281	
Permissible Exclusions to the School Tax Levy Limit <sup>1</sup>		31,840	
Proposed School Year Tax Levy (not including Permissible Exclusions to the School Tax Levy Limit) <sup>1</sup>		25,746,000	
Proposed School Year Tax Levy (including Permissible Exclusions to the School Tax Levy Limit <sup>1</sup> )	25,241,500	25,746,000 <sup>2</sup>	2.00 %
Public School Enrollment	4,513	4,345	-3.72 %
Consumer Price Index			3.2 %

<sup>1</sup> Note that these items apply only to Column (B) - Proposed Budget 2012-13 for this year.

<sup>2</sup> If the Proposed School Year Tax Levy in 2012-13 (including Permissible Exclusions to the School Tax Levy Limit in 2012-13) exceeds the sum of the School Tax Levy Limit for 2012-13 and Permissible Exclusions to the School Tax Levy Limit in 2012-13, approval of 60% or more of the qualified voters present and voting is required.

	Actual 2011-12 (D)	Estimated 2012-13 (E)
Adjusted Restricted Fund Balance	3,099,656	3,112,611
Assigned Appropriated Fund Balance	3,331,695	2,111,000
Adjusted Unrestricted Fund Balance	1,551,249	820,375
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	1.90 %	0.99 %

Salary: Administrative Compensation Information  
131500 - POUGHKEEPSIE CITY SD

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Submittal Form for Estimated Salaries in the Budget for the 2012-2013 School Year  
(Form Due - May 7, 2012)

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. Superintendent of Schools	242,292	59,461	
Associate, Assistant and Deputy Superintendents (Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)			
2. ASSISTANT SUPERINTENDENT FOR HUMAN R	155,465	46,311	
3. ASSISTANT SUPERINTENDENT FOR CURRICU	157,790	36,135	
4. ASSISTANT SUPERINTENDENT FOR BUSINES	152,942	28,781	
5. ASSISTANT SUPERINTENDENT FOR HUMAN R	149,611	26,775	
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Salary: Administrative Compensation Information  
131500 - POUGHKEEPSIE CITY SD

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	Title	Salary	Employee Benefits	Other Remuneration
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Salary: Administrative Compensation Information  
131500 - POUGHKEEPSIE CITY SD

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Other Supervisory and Administrative Employees Scheduled to Receive \$123,000 or More in Salary

71.	PRINCIPAL	133,381
72.	PRINCIPAL	132,869
73.	PRINCIPAL	128,875
74.	PRINCIPAL	128,040
75.	PRINCIPAL	126,519
76.	PRINCIPAL	123,377
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# The New York State District Report Card

## Accountability and Overview Report 2010 – 11

District **POUGHKEEPSIE CITY SCHOOL  
DISTRICT**

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

Superintendent **LAVAL WILSON**

Telephone **(845) 451-4950**

Grades **PK-12, US**

## 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.

### 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](mailto:dataquest@mail.nysed.gov)

## 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 2011–12 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.

## 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

	2008-09	2009-10	2010-11
Pre-K	159	166	162
Kindergarten	416	393	388
Grade 1	415	409	388
Grade 2	398	383	396
Grade 3	351	368	373
Grade 4	366	345	359
Grade 5	348	361	353
Grade 6	365	321	336
Ungraded Elementary	1	0	0
Grade 7	322	357	339
Grade 8	313	318	342
Grade 9	432	302	299
Grade 10	339	324	313
Grade 11	275	320	298
Grade 12	215	299	264
Ungraded Secondary	3	0	3
<b>Total K-12</b>	<b>4559</b>	<b>4500</b>	<b>4451</b>

### Average Class Size

	2008-09	2009-10	2010-11
<b>Common Branch</b>	21	21	23
<b>Grade 8</b>			
English	19	19	18
Mathematics	18	21	18
Science	19	21	18
Social Studies	21	20	22
<b>Grade 10</b>			
English	21	21	21
Mathematics	15	17	18
Science	20	24	20
Social Studies	21	22	20

### 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

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	2777	61%	3062	68%	2782	63%
Reduced-Price Lunch	492	11%	524	12%	500	11%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	409	9%	440	10%	474	11%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	5	0%	9	0%	9	0%
Black or African American	2800	61%	2724	61%	2645	59%
Hispanic or Latino	1012	22%	1047	23%	1109	25%
Asian or Native Hawaiian/Other Pacific Islander	47	1%	49	1%	49	1%
White	695	15%	671	15%	607	14%
Multiracial	0	0%	0	0%	32	1%

\* Available only at the school level.

## Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate	92%		91%		92%	
Student Suspensions	756	16%	815	18%	676	15%

## 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

	2008-09	2009-10	2010-11
<b>Total Number of Teachers</b>	372	368	342
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	0%	0%
Percent with Fewer Than Three Years of Experience	5%	5%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	18%	18%	17%
<b>Total Number of Core Classes</b>	1065	1031	894
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
<b>Total Number of Classes</b>	1293	1283	1145
Percent Taught by Teachers Without Appropriate Certification	2%	1%	0%

## Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	12%	13%	23%
Turnover Rate of All Teachers	11%	14%	19%

## Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	35	24	19
Total Paraprofessionals*	118	105	99
Assistant Principals	8	8	7
Principals	10	9	8

\* 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.

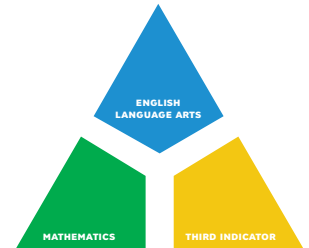
## Staff Counts Information

*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 2010–11, 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/irs/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 2010–11 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 2007 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 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 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 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### 12<sup>th</sup> Graders

The count of 12<sup>th</sup> graders enrolled during the 2010–11 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.

### 2007 Cohort

The count of students in the 2007 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 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 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, 2011, are not included in the 2007 school accountability cohort. The 2007 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/irs](http://www.p12.nysed.gov/irs).

### Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

### 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 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total 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, 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 [www.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs).

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 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 12<sup>th</sup> 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 2010–11, the participation enrollment (“Total” or “12<sup>th</sup> Graders”) shown in the tables is the sum of 2009–10 and 2010–11 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/irs](http://www.p12.nysed.gov/irs).

### 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 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 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 2010–11 Graduation-Rate Progress Target =  $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$ .

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 2010–11 safe harbor targets are calculated using the following equation:

$$2009-10 \text{ PI} + (200 - \text{the } 2009-10 \text{ PI}) \times 0.10$$

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 2010–11 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 2010–11, 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 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, 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/irs/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 (2011–12)

#### Improvement (Year 2)

ELA	Improvement (Year 1)	Science	Good Standing
Math	Improvement (Year 1)	Graduation Rate	Improvement (Year 2)

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	X	X	✓	X	X	X
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—				
Black or African American	X	X		X	X	
Hispanic or Latino	X	X		✓	X	
Asian or Native Hawaiian/Other Pacific Islander	—	—		—	—	
White	✓	✓		✓	✓	
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	X	X		X	X	
Limited English Proficient	X	✓ <sup>SH</sup>		—	—	
Economically Disadvantaged	X	X		X	X	
<b>Student groups making AYP in each subject</b>	X 1 of 7	X 2 of 7	✓ 1 of 1	X 2 of 6	X 1 of 6	X 0 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> 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 for This Subject (2011–12)



Improvement (Year 1)

### Accountability Measures

1 of 7

Student groups making AYP in English language arts



Did not make AYP

### Prospective Status

To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

### 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	
Accountability Groups								
All Students (2109:1988)	✗	✓	100%	✗	105	120	116	115
Ethnicity								
American Indian or Alaska Native (6:3)	–	–	–	–	–	–	–	
Black or African American (1283:1211)	✗	✓	100%	✗	100	119	112	110
Hispanic or Latino (520:484)	✗	✓	99%	✗	106	117	115	115
Asian or Native Hawaiian/Other Pacific Islander (31:29)	–	–	–	–	–	–	–	
White (269:261)	✓	✓	100%	✓	128	115		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (426:447)	✗	✓	99%	✗	53	117	74	68
Limited English Proficient (203:242)	✗	✓	100%	✗	85	115	88	97
Economically Disadvantaged (1836:1728)	✗	✓	100%	✗	101	119	112	111
Final AYP Determination	✗ 1 of 7							
Non-Accountability Groups								
Female (996:946)			100%		114	118		
Male (1113:1042)			99%		97	119		
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 for This Subject (2011–12)



Improvement (Year 1)

### Accountability Measures

2 of 7

Student groups making AYP in mathematics



Did not make AYP

### Prospective Status

To be removed from improvement status in mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

### How did students in each accountability group perform on elementary/middle-level mathematics 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	
							2010–11	2011–12
Accountability Groups								
All Students (2108:1993)	✗	✓	100%	✗	110	135	121	119
Ethnicity								
American Indian or Alaska Native (6:3)	–	–	–	–	–	–	–	
Black or African American (1282:1211)	✗	✓	100%	✗	104	134	115	114
Hispanic or Latino (520:489)	✗	✓	100%	✗	110	132	124	119
Asian or Native Hawaiian/Other Pacific Islander (31:29)	–	–	–	–	–	–	–	
White (269:261)	✓	✓	100%	✓	132	130		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (424:446)	✗	✓	99%	✗	70	132	88	83
Limited English Proficient (203:245)	✓ <sup>SH</sup>	✓	100%	✓ <sup>SH</sup>	103	130	102	113
Economically Disadvantaged (1835:1733)	✗	✓	100%	✗	106	134	117	115
Final AYP Determination	✗ 2 of 7							
Non-Accountability Groups								
Female (997:949)			100%		110	133		
Male (1111:1044)			99%		110	134		
Migrant (7:7)			–		–	–		

#### Symbols

- ✓** Made AYP
- ✓<sup>SH</sup>** Made AYP Using Safe Harbor Target
- X** 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 for This Subject (2011–12)



Good Standing

### Accountability Measures

1 of 1

Student groups making AYP in science



Made AYP

### Prospective Status

This district will be in good standing in 2012-13. [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 2010–11	2011–12
<b>Accountability Groups</b>									
<b>All Students</b> (708:647)	✓	Qualified	✓	98%	✓	165	100		
<b>Ethnicity</b>									
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—		—
Black or African American (432:391)		Qualified	✓	98%	✓	160	100		
Hispanic or Latino (163:147)		Qualified	✓	98%	✓	169	100		
Asian or Native Hawaiian/Other Pacific Islander (13:13)	—	—	—	—	—	—	—		—
White (99:95)		Qualified	✓	99%	✓	181	100		
Multiracial (0:0)									
<b>Other Groups</b>									
Students with Disabilities (138:135)		Qualified	✓	96%	✓	134	100		
Limited English Proficient (68:73)		Qualified	✓	99%	✓	159	100		
Economically Disadvantaged (610:557)		Qualified	✓	98%	✓	165	100		
<b>Final AYP Determination</b>	✓ 1 of 1								
<b>Non-Accountability Groups</b>									
Female (328:303)				98%		160	100		
Male (380:344)				98%		170	100		
Migrant (1:1)				—		—	—		

#### 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**  Improvement (Year 1)  
**for This Subject**  
**(2011–12)**




**Accountability Measures** 2 of 6 Student groups making AYP in English language arts  
 Did not make AYP

**Prospective Status** To be removed from improvement status in English language arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
2010–112011–12								
Accountability Groups								
All Students (241:249)	✗	✓	99%	✗	172	176	173#	175
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (163:165)	✗	✓	99%	✗	173	175	169#	176
Hispanic or Latino (39:43)	✓	–	–	✓	170	168		
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–		–
White (38:40)	✓	–	–	✓	173	168		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (33:63)	✗	–	–	✗	111	171	128#	120
Limited English Proficient (11:11)	–	–	–	–	–	–		–
Economically Disadvantaged (161:175)	✗	✓	99%	✗	169	175	166#	172
Final AYP Determination	✗ 2 of 6							
Non-Accountability Groups								
Female (117:118)			99%		177	173		
Male (124:131)			99%		168	174		
Migrant (0:0)								


#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- <sup>‡</sup> 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**  Improvement (Year 1)  
**for This Subject**  
**(2011–12)**




**Accountability Measures** 1 of 6 Student groups making AYP in mathematics  
 Did not make AYP

**Prospective Status** To be removed from improvement status in mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
<div>2010–112011–12</div>								
Accountability Groups								
All Students (241:249)	✗	✓	100%	✗	167	173	172‡	170
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (163:165)	✗	✓	100%	✗	167	172	170‡	170
Hispanic or Latino (39:43)	✗	–	–	✗	160	165	165‡	164
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–		–
White (38:40)	✓	–	–	✓	175	165		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (33:63)	✗	–	–	✗	116	168	115‡	124
Limited English Proficient (11:11)	–	–	–	–	–	–		–
Economically Disadvantaged (161:175)	✗	✓	100%	✗	162	172	167‡	166
Final AYP Determination	✗ 1 of 6							
Non-Accountability Groups								
Female (117:118)			100%		170	170		
Male (124:131)			99%		164	171		
Migrant (0:0)								

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> 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 (2011–12)

Improvement (Year 2)

### Accountability Measures

0 of 1

Student groups making AYP in graduation rate

✗

Did not make 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 2011-12, the district will be In Need of Improvement (Year 3) in 2012-13. If this district makes AYP in 2011-12, the district will remain In Need of Improvement (Year 2) in 2012-13. [212]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
<b>Accountability Groups</b>					
<b>All Students</b> (332)	✗	✗	57%	80%	60%
<b>Ethnicity</b>					
American Indian or Alaska Native (0)					
Black or African American (211)		✗	54%	80%	59%
Hispanic or Latino (47)		✗	49%	80%	51%
Asian or Native Hawaiian/Other Pacific Islander (6)		—	—	—	
White (68)		✓	69%	80%	68%
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (77)		✗	43%	80%	50%
Limited English Proficient (5)		—	—	—	
Economically Disadvantaged (217)		✗	58%	80%	60%
<b>Final AYP Determination</b>	✗ 0 of 1				
<b>Non-Accountability Groups</b>					
Female (174)			59%	80%	
Male (158)			56%	80%	
Migrant (1)			—	—	

### 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 2006 total cohort through June 2011 (after 5 years) for this district is **63%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

## 2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

---

**In Good Standing**

4 schools identified 57% of total

COLUMBUS SCHOOL

G W KRIEGER SCHOOL

MORSE YOUNG MAGNET SCHOOL

WARRING MAGNET ACADEMY OF SCIENCE AND TECHNOLOGY

---

**Improvement (year 1) Comprehensive**

2 schools identified 29% of total

GOV GEORGE CLINTON SCHOOL

POUGHKEEPSIE MIDDLE SCHOOL

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**Restructuring (advanced) Comprehensive**

1 school identified 14% of total







POUGHKEEPSIE HIGH SCHOOL

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

## Summary of 2010–11 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.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	34%			362
Grade 4	26%			359
Grade 5	26%			355
Grade 6	27%			340
Grade 7	26%			325
Grade 8	20%			338

### Mathematics

Grade 3	35%		362
Grade 4	29%		361
Grade 5	37%		354
Grade 6	20%		339
Grade 7	27%		327
Grade 8	25%		340

### Science

Grade 4	75%		361
Grade 8	58%		290

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	66%			320
Mathematics	63%			320

## About the Performance Level Descriptors

### English Language Arts

#### Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

#### Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

#### Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

#### Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

### Mathematics

#### Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

#### Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

#### Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

#### Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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/irs](http://www.p12.nysed.gov/irs).

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

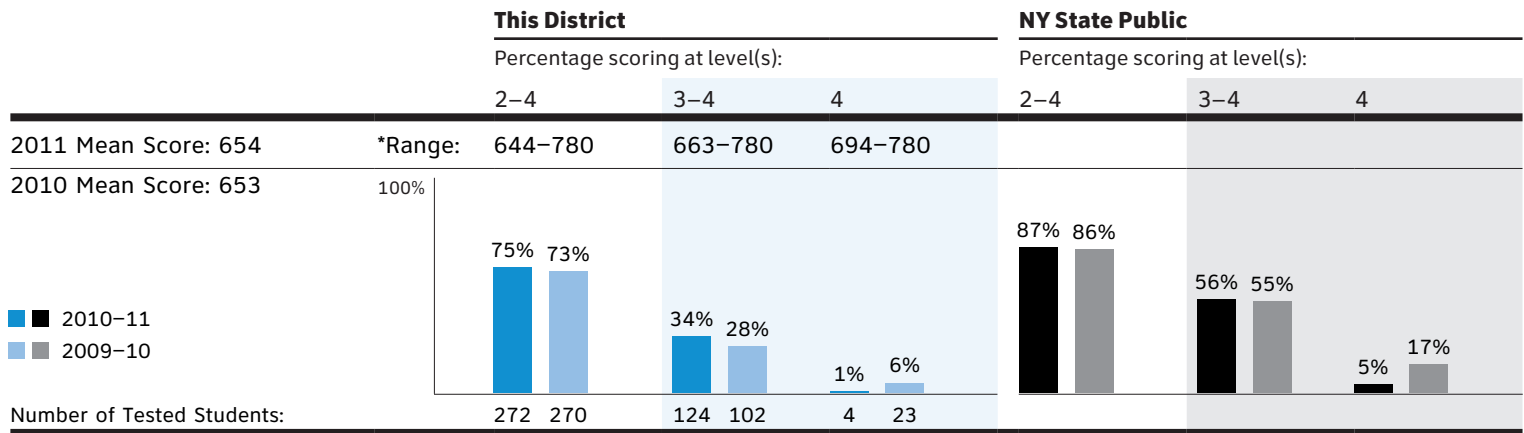
This is an urban or suburban school district with high student needs in relation to district resource capacity.

# 4 Overview of District Performance

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

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

## This District's Results in Grade 3 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 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
<b>All Students</b>	<b>362</b>	<b>75%</b>	<b>34%</b>	<b>1%</b>	<b>369</b>	<b>73%</b>	<b>28%</b>	<b>6%</b>
Female	170	83%	44%	2%	156	77%	30%	6%
Male	192	68%	26%	1%	213	70%	26%	6%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	201	76%	33%	1%	220	71%	23%	4%
Hispanic or Latino	116	71%	28%	0%	89	69%	30%	3%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	8	-	-	-
White	39	90%	54%	3%	51	86%	45%	20%
Multiracial								
Small Group Totals	6	50%	50%	17%	9	89%	11%	11%
General-Education Students	301	86%	41%	1%	302	81%	32%	7%
Students with Disabilities	61	21%	2%	0%	67	37%	7%	1%
English Proficient	293	80%	39%	1%	319	75%	30%	7%
Limited English Proficient	69	55%	14%	0%	50	62%	10%	0%
Economically Disadvantaged	318	74%	31%	1%	320	71%	25%	4%
Not Disadvantaged	44	82%	59%	0%	49	86%	45%	18%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	361	-	-	-	368	-	-	-

#### 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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	6	5	4	4	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	2	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	2	N/A	N/A	N/A

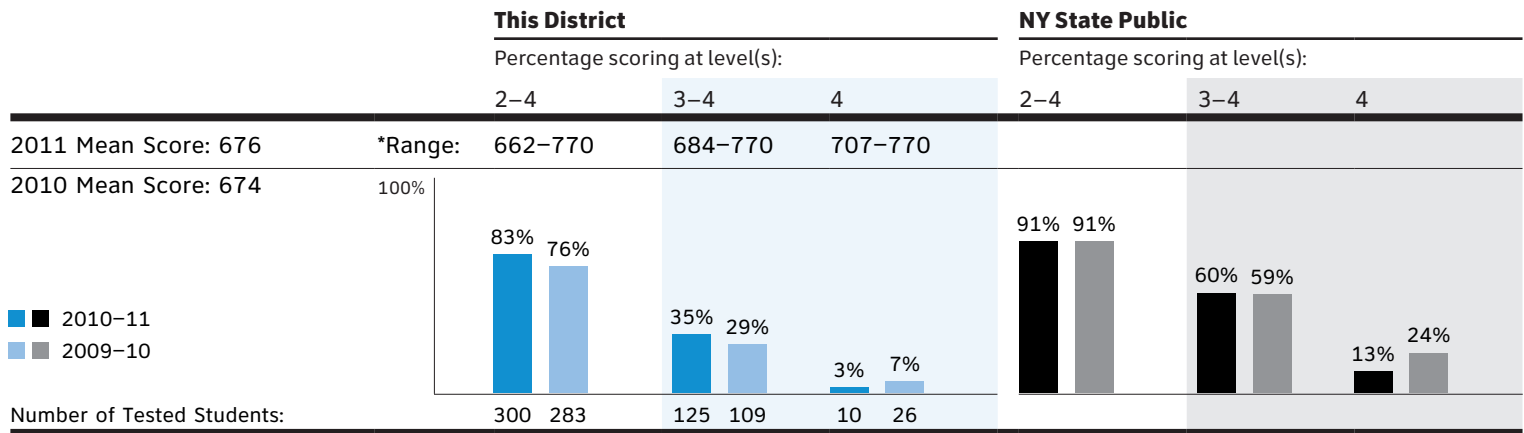
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

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

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2010-11 School Year				2009-10 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
<b>All Students</b>	<b>362</b>	<b>83%</b>	<b>35%</b>	<b>3%</b>	<b>372</b>	<b>76%</b>	<b>29%</b>	<b>7%</b>
Female	170	88%	36%	2%	157	73%	26%	6%
Male	192	78%	33%	3%	215	78%	32%	7%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	200	84%	33%	3%	220	74%	27%	6%
Hispanic or Latino	117	78%	30%	1%	91	76%	22%	4%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	8	—	—	—
White	39	92%	54%	5%	52	85%	50%	15%
Multiracial								
Small Group Totals	6	83%	67%	17%	9	78%	44%	0%
General-Education Students	301	91%	40%	3%	305	82%	32%	8%
Students with Disabilities	61	44%	8%	0%	67	49%	16%	3%
English Proficient	293	86%	37%	3%	320	78%	33%	8%
Limited English Proficient	69	68%	23%	0%	52	65%	10%	4%
Economically Disadvantaged	318	81%	33%	3%	323	76%	26%	7%
Not Disadvantaged	44	93%	45%	2%	49	80%	51%	10%
Migrant	1	—	—	—	1	—	—	—
Not Migrant	361	—	—	—	371	—	—	—

### 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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

## Other Assessments

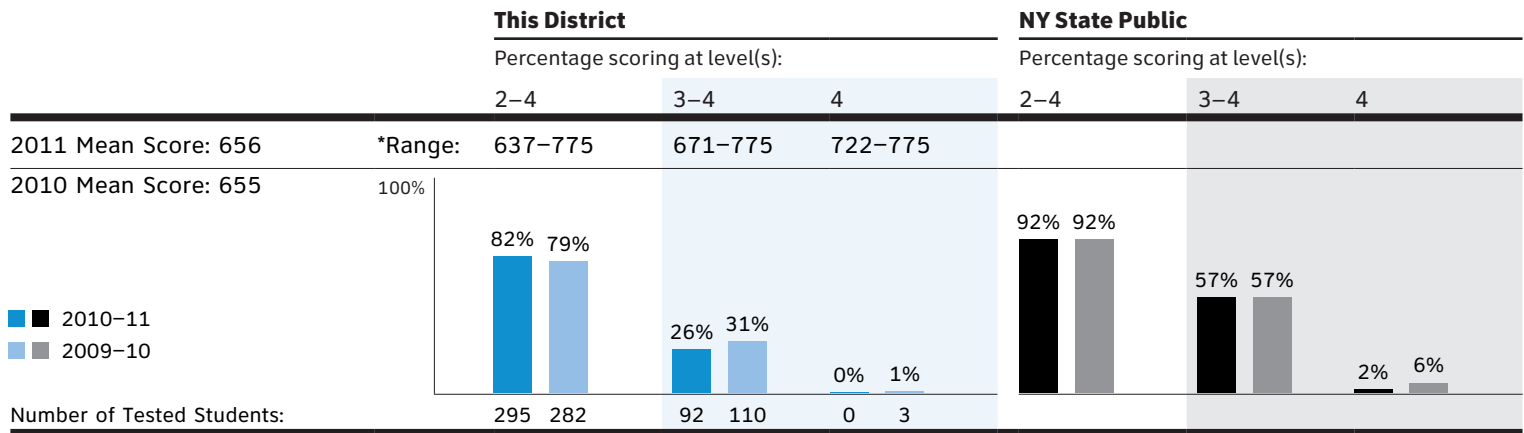
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	6	5	3	2	—	—	—

# 4 Overview of District Performance

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

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

## This District's Results in Grade 4 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 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
<b>All Students</b>	<b>359</b>	<b>82%</b>	<b>26%</b>	<b>0%</b>	<b>356</b>	<b>79%</b>	<b>31%</b>	<b>1%</b>
Female	151	85%	26%	0%	161	83%	39%	2%
Male	208	80%	25%	0%	195	76%	25%	0%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	215	82%	21%	0%	219	78%	28%	1%
Hispanic or Latino	90	83%	30%	0%	88	84%	27%	0%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	3	-	-	-
White	46	83%	37%	0%	45	-	-	-
Multiracial								
Small Group Totals	8	75%	38%	0%	49	78%	51%	2%
General-Education Students	298	89%	31%	0%	282	89%	38%	1%
Students with Disabilities	61	51%	2%	0%	74	43%	4%	0%
English Proficient	306	83%	28%	0%	320	80%	33%	1%
Limited English Proficient	53	77%	13%	0%	36	72%	11%	0%
Economically Disadvantaged	317	81%	23%	0%	306	77%	28%	0%
Not Disadvantaged	42	88%	48%	0%	50	92%	50%	4%
Migrant	1	-	-	-	2	-	-	-
Not Migrant	358	-	-	-	354	-	-	-

#### 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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	3	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	2	N/A	N/A	N/A	2	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	2	N/A	N/A	N/A	2	N/A	N/A	N/A

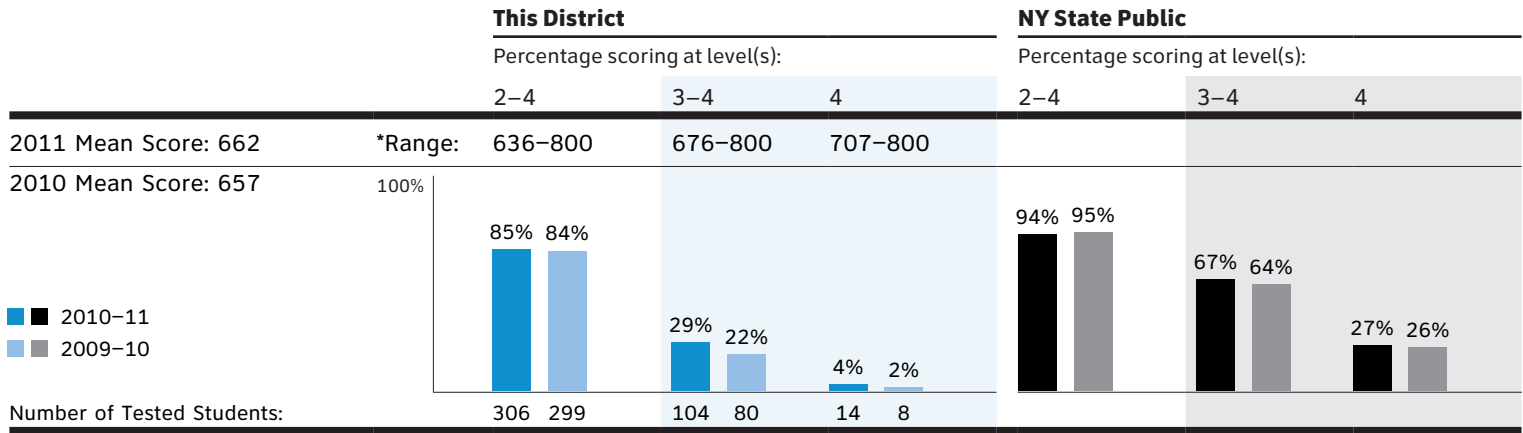
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

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

## This District's Results in Grade 4 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 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
<b>All Students</b>	<b>361</b>	<b>85%</b>	<b>29%</b>	<b>4%</b>	<b>357</b>	<b>84%</b>	<b>22%</b>	<b>2%</b>
Female	152	84%	28%	5%	162	81%	22%	2%
Male	209	86%	29%	3%	195	86%	23%	2%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	215	83%	27%	2%	218	82%	20%	3%
Hispanic or Latino	92	85%	28%	3%	89	88%	22%	0%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	3	-	-	-
White	46	93%	39%	11%	46	-	-	-
Multiracial								
Small Group Totals	8	88%	38%	13%	50	86%	32%	2%
General-Education Students	300	90%	33%	5%	283	89%	26%	3%
Students with Disabilities	61	57%	8%	0%	74	62%	8%	0%
English Proficient	306	85%	30%	5%	320	83%	24%	3%
Limited English Proficient	55	85%	24%	0%	37	86%	8%	0%
Economically Disadvantaged	319	84%	26%	3%	307	82%	19%	2%
Not Disadvantaged	42	88%	50%	7%	50	94%	44%	6%
Migrant	1	-	-	-	2	-	-	-
Not Migrant	360	-	-	-	355	-	-	-

#### 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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

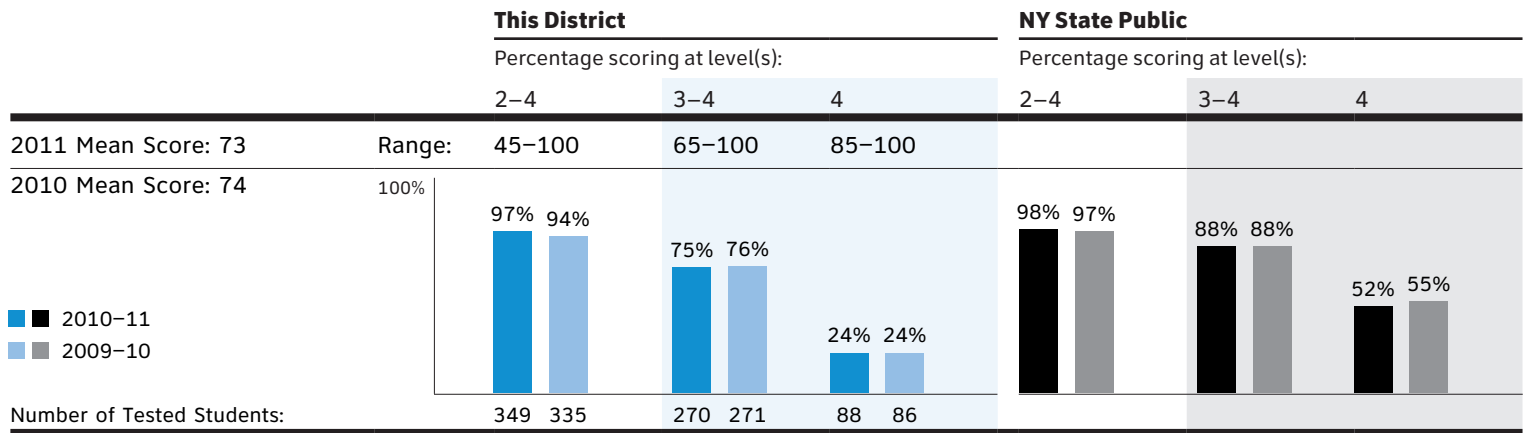
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	2	-	-	-

# 4 Overview of District Performance

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

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

## This District's Results in Grade 4 Science



## Results by Student Group

	2010-11 School Year				2009-10 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
<b>All Students</b>	<b>361</b>	<b>97%</b>	<b>75%</b>	<b>24%</b>	<b>355</b>	<b>94%</b>	<b>76%</b>	<b>24%</b>
Female	153	97%	71%	21%	160	94%	77%	21%
Male	208	97%	77%	27%	195	94%	76%	27%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	216	96%	72%	20%	216	93%	73%	22%
Hispanic or Latino	92	98%	78%	24%	87	97%	79%	22%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	3	-	-	-
White	45	98%	80%	44%	48	-	-	-
Multiracial								
Small Group Totals	8	100%	75%	25%	52	96%	85%	38%
General-Education Students	300	99%	80%	27%	280	95%	81%	29%
Students with Disabilities	61	85%	49%	11%	75	91%	59%	5%
English Proficient	306	96%	76%	27%	318	95%	77%	26%
Limited English Proficient	55	98%	69%	9%	37	92%	68%	8%
Economically Disadvantaged	318	97%	74%	21%	302	94%	75%	21%
Not Disadvantaged	43	93%	81%	47%	53	98%	87%	42%
Migrant	1	-	-	-	2	-	-	-
Not Migrant	360	-	-	-	353	-	-	-

### 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.

## Other Assessments

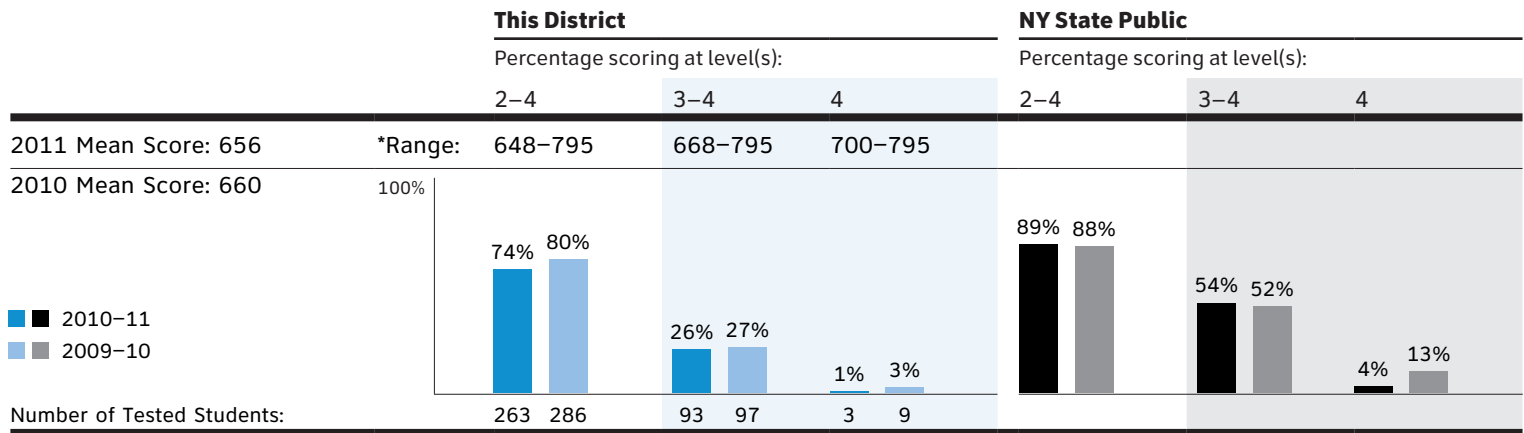
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	2	-	-	-

# 4 Overview of District Performance

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

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

## This District's Results in Grade 5 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 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
<b>All Students</b>	<b>355</b>	<b>74%</b>	<b>26%</b>	<b>1%</b>	<b>356</b>	<b>80%</b>	<b>27%</b>	<b>3%</b>
Female	158	76%	28%	1%	187	83%	28%	2%
Male	197	73%	24%	1%	169	77%	26%	3%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	223	71%	25%	0%	212	80%	24%	1%
Hispanic or Latino	82	80%	28%	2%	87	78%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	7	—	—	—
White	44	82%	30%	0%	49	86%	45%	10%
Multiracial								
Small Group Totals	6	33%	17%	0%	8	75%	25%	0%
General-Education Students	279	85%	32%	1%	279	91%	32%	3%
Students with Disabilities	76	36%	4%	0%	77	43%	9%	0%
English Proficient	321	74%	28%	1%	332	82%	28%	3%
Limited English Proficient	34	71%	12%	0%	24	63%	17%	0%
Economically Disadvantaged	314	73%	24%	1%	298	79%	22%	2%
Not Disadvantaged	41	85%	41%	0%	58	88%	52%	7%
Migrant	2	—	—	—	1	—	—	—
Not Migrant	353	—	—	—	355	—	—	—

#### 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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	3	—	—	—	4	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	1	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	1	N/A	N/A	N/A

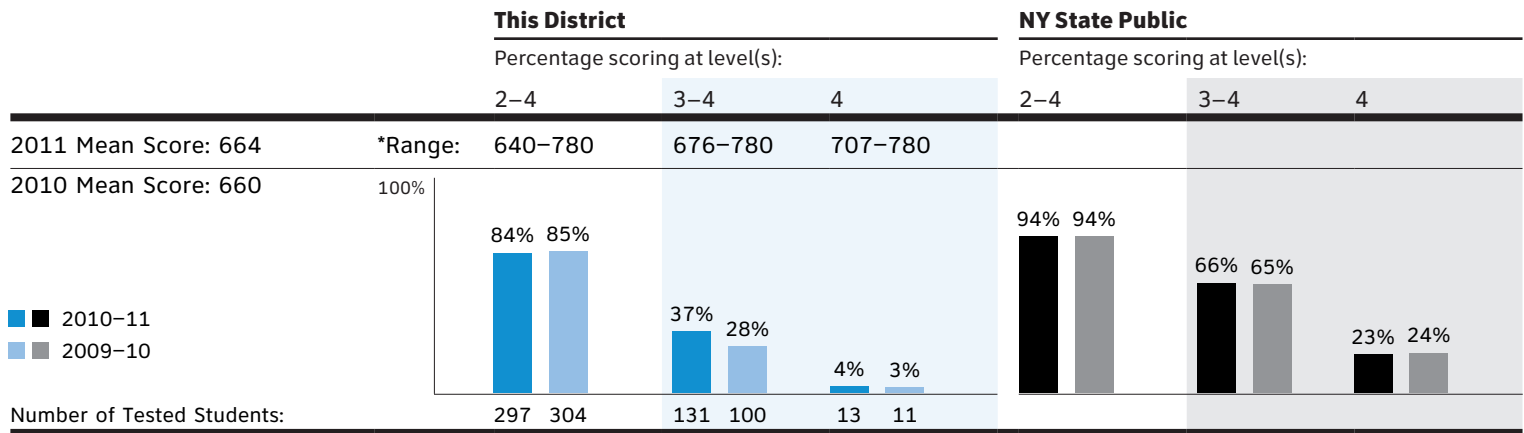
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

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

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2010-11 School Year				2009-10 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
<b>All Students</b>	<b>354</b>	<b>84%</b>	<b>37%</b>	<b>4%</b>	<b>356</b>	<b>85%</b>	<b>28%</b>	<b>3%</b>
Female	158	86%	36%	4%	187	87%	26%	2%
Male	196	82%	38%	4%	169	83%	30%	4%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	221	83%	33%	4%	211	84%	25%	2%
Hispanic or Latino	83	86%	39%	1%	88	88%	25%	2%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	7	-	-	-
White	44	86%	50%	7%	49	88%	45%	10%
Multiracial								
Small Group Totals	6	67%	50%	17%	8	88%	50%	0%
General-Education Students	280	90%	43%	5%	279	92%	32%	4%
Students with Disabilities	74	59%	15%	0%	77	60%	14%	0%
English Proficient	320	84%	39%	4%	331	86%	30%	3%
Limited English Proficient	34	85%	21%	0%	25	76%	8%	0%
Economically Disadvantaged	313	83%	35%	3%	298	85%	25%	3%
Not Disadvantaged	41	88%	49%	10%	58	86%	43%	5%
Migrant	2	-	-	-	1	-	-	-
Not Migrant	352	-	-	-	355	-	-	-

### NOTES

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## Other Assessments

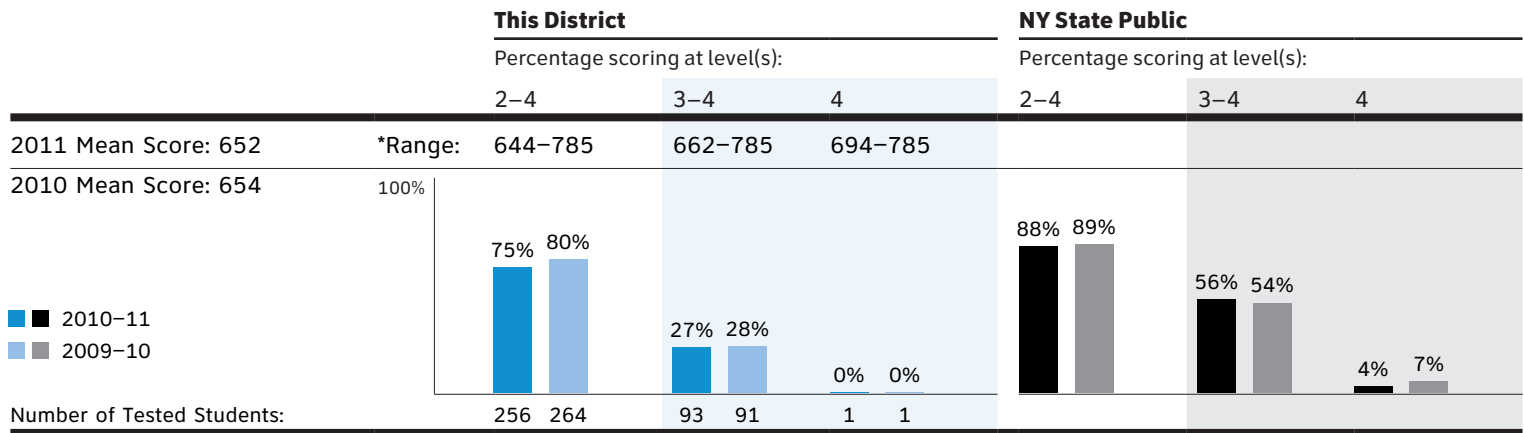
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	-	-	-	4	-	-	-

# 4 Overview of District Performance

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

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

## This District's Results in Grade 6 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 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
<b>All Students</b>	<b>340</b>	<b>75%</b>	<b>27%</b>	<b>0%</b>	<b>328</b>	<b>80%</b>	<b>28%</b>	<b>0%</b>
Female	175	79%	29%	0%	160	84%	30%	1%
Male	165	71%	25%	1%	168	77%	26%	0%
American Indian or Alaska Native	1	-	-	-				
Black or African American	208	71%	22%	0%	210	79%	24%	0%
Hispanic or Latino	79	81%	27%	0%	79	81%	29%	0%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	1	-	-	-
White	45	84%	49%	2%	38	-	-	-
Multiracial								
Small Group Totals	8	75%	50%	0%	39	87%	44%	3%
General-Education Students	271	85%	34%	0%	249	90%	34%	0%
Students with Disabilities	69	36%	3%	0%	79	51%	8%	0%
English Proficient	320	77%	29%	0%	313	83%	29%	0%
Limited English Proficient	20	55%	0%	0%	15	33%	0%	0%
Economically Disadvantaged	299	74%	24%	0%	287	78%	23%	0%
Not Disadvantaged	41	85%	49%	2%	41	95%	61%	2%
Migrant	1	-	-	-	2	-	-	-
Not Migrant	339	-	-	-	326	-	-	-

#### NOTES

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\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	4	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	2	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	2	N/A	N/A	N/A

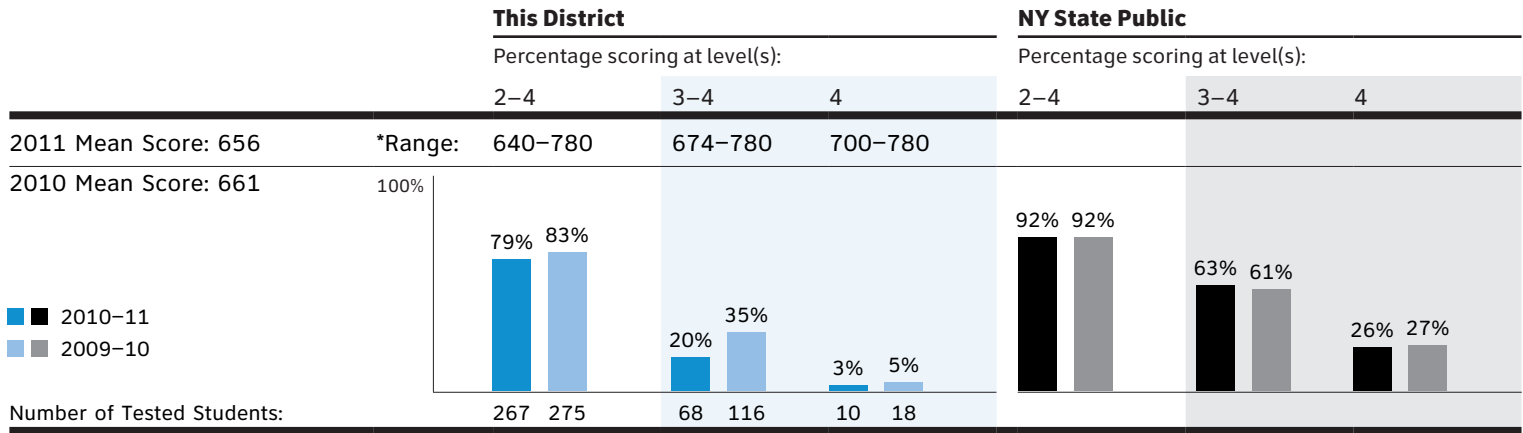
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

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

## This District's Results in Grade 6 Mathematics



### Results by Student Group

	2010-11 School Year				2009-10 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
<b>All Students</b>	<b>339</b>	<b>79%</b>	<b>20%</b>	<b>3%</b>	<b>331</b>	<b>83%</b>	<b>35%</b>	<b>5%</b>
Female	175	80%	16%	2%	160	84%	37%	4%
Male	164	77%	24%	4%	171	82%	33%	7%
American Indian or Alaska Native	1	-	-	-				
Black or African American	207	77%	15%	1%	211	80%	31%	4%
Hispanic or Latino	79	77%	18%	0%	80	89%	35%	8%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	2	-	-	-
White	45	87%	42%	16%	38	-	-	-
Multiracial								
Small Group Totals	8	100%	50%	0%	40	90%	58%	10%
General-Education Students	271	87%	24%	4%	252	90%	40%	6%
Students with Disabilities	68	47%	4%	0%	79	62%	18%	3%
English Proficient	319	81%	21%	3%	314	85%	36%	6%
Limited English Proficient	20	45%	10%	0%	17	53%	12%	0%
Economically Disadvantaged	298	78%	17%	2%	290	82%	31%	4%
Not Disadvantaged	41	85%	39%	12%	41	88%	63%	12%
Migrant	1	-	-	-	2	-	-	-
Not Migrant	338	-	-	-	329	-	-	-

#### 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.

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### Other Assessments

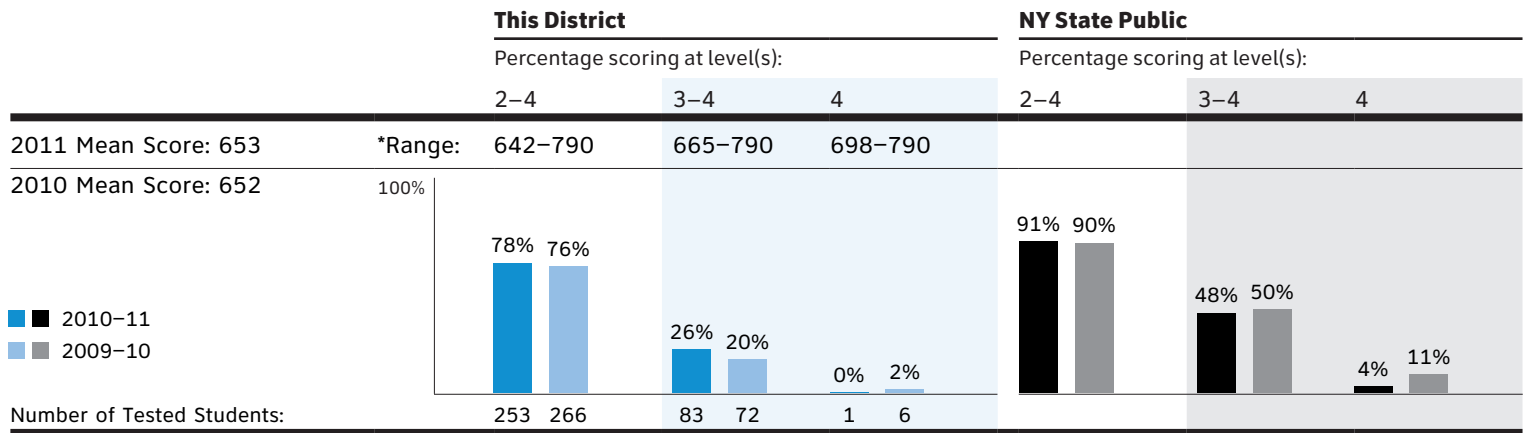
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	1	-	-	-

# 4 Overview of District Performance

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

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

## This District's Results in Grade 7 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 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
<b>All Students</b>	<b>325</b>	<b>78%</b>	<b>26%</b>	<b>0%</b>	<b>352</b>	<b>76%</b>	<b>20%</b>	<b>2%</b>
Female	162	86%	31%	1%	177	77%	24%	3%
Male	163	69%	20%	0%	175	74%	17%	1%
American Indian or Alaska Native								
Black or African American	211	75%	23%	0%	210	76%	13%	0%
Hispanic or Latino	76	82%	28%	0%	79	71%	24%	1%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	3	-	-	-
White	36	-	-	-	60	-	-	-
Multiracial								
Small Group Totals	38	87%	37%	0%	63	79%	41%	8%
General-Education Students	257	88%	31%	0%	269	87%	25%	2%
Students with Disabilities	68	41%	4%	0%	83	40%	5%	0%
English Proficient	313	80%	27%	0%	337	78%	21%	2%
Limited English Proficient	12	33%	0%	0%	15	20%	0%	0%
Economically Disadvantaged	284	76%	23%	0%	298	75%	20%	2%
Not Disadvantaged	41	90%	44%	0%	54	80%	20%	2%
Migrant	2	-	-	-				
Not Migrant	323	-	-	-	352	76%	20%	2%

#### 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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

### Other Assessments

	2010-11 School Year				2009-10 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	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	1	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	1	N/A	N/A	N/A

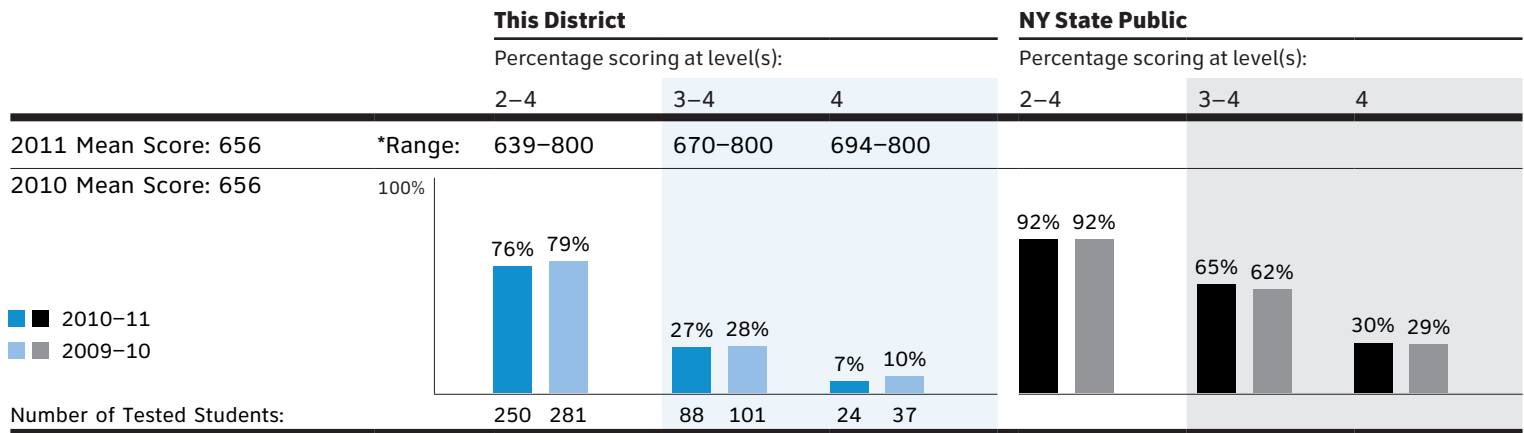
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

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

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2010-11 School Year				2009-10 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
<b>All Students</b>	<b>327</b>	<b>76%</b>	<b>27%</b>	<b>7%</b>	<b>355</b>	<b>79%</b>	<b>28%</b>	<b>10%</b>
Female	164	80%	28%	7%	176	80%	28%	12%
Male	163	72%	26%	7%	179	78%	29%	9%
American Indian or Alaska Native								
Black or African American	213	73%	23%	6%	210	79%	22%	4%
Hispanic or Latino	76	84%	33%	8%	80	75%	28%	11%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	4	-	-	-
White	36	-	-	-	61	-	-	-
Multiracial								
Small Group Totals	38	79%	37%	16%	65	86%	51%	29%
General-Education Students	259	84%	32%	9%	272	86%	36%	13%
Students with Disabilities	68	49%	6%	1%	83	55%	4%	1%
English Proficient	315	77%	28%	8%	338	80%	30%	11%
Limited English Proficient	12	67%	0%	0%	17	71%	0%	0%
Economically Disadvantaged	286	75%	23%	5%	302	80%	26%	7%
Not Disadvantaged	41	88%	54%	27%	53	75%	43%	28%
Migrant	2	-	-	-				
Not Migrant	325	-	-	-	355	79%	28%	10%

### 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 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

## Other Assessments

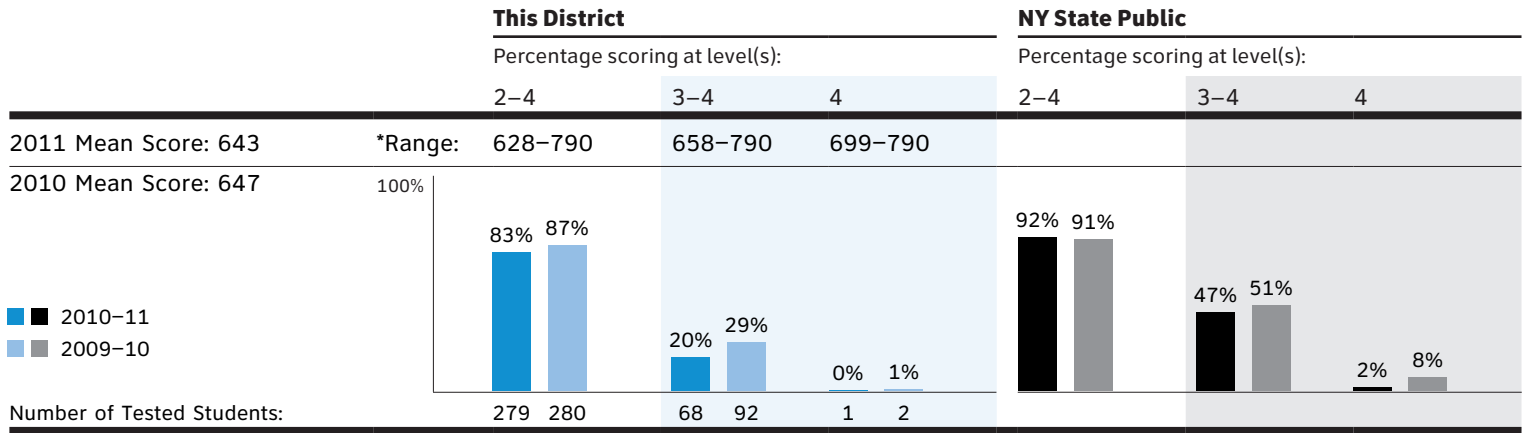
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	-	-	-	1	-	-	-

# 4 Overview of District Performance

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

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

## This District's Results in Grade 8 English Language Arts



### Results by Student Group

	2010-11 School Year				2009-10 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
<b>All Students</b>	<b>338</b>	<b>83%</b>	<b>20%</b>	<b>0%</b>	<b>322</b>	<b>87%</b>	<b>29%</b>	<b>1%</b>
Female	171	86%	25%	1%	146	92%	38%	1%
Male	167	79%	16%	0%	176	82%	21%	0%
American Indian or Alaska Native								
Black or African American	212	82%	15%	0%	196	88%	26%	0%
Hispanic or Latino	67	79%	22%	0%	69	84%	26%	0%
Asian or Native Hawaiian/Other Pacific Islander	5	60%	20%	0%	4	-	-	-
White	54	93%	39%	2%	53	-	-	-
Multiracial								
Small Group Totals					57	88%	40%	4%
General-Education Students	268	91%	25%	0%	250	93%	36%	1%
Students with Disabilities	70	50%	0%	0%	72	67%	1%	0%
English Proficient	327	84%	21%	0%	312	89%	29%	1%
Limited English Proficient	11	27%	0%	0%	10	20%	0%	0%
Economically Disadvantaged	287	82%	18%	0%	258	86%	24%	0%
Not Disadvantaged	51	84%	33%	2%	64	89%	48%	2%
Migrant					1	-	-	-
Not Migrant	338	83%	20%	0%	321	-	-	-

#### NOTES

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\* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

### Other Assessments

	2010-11 School Year				2009-10 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	1	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	2	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	2	N/A	N/A	N/A	0	N/A	N/A	N/A

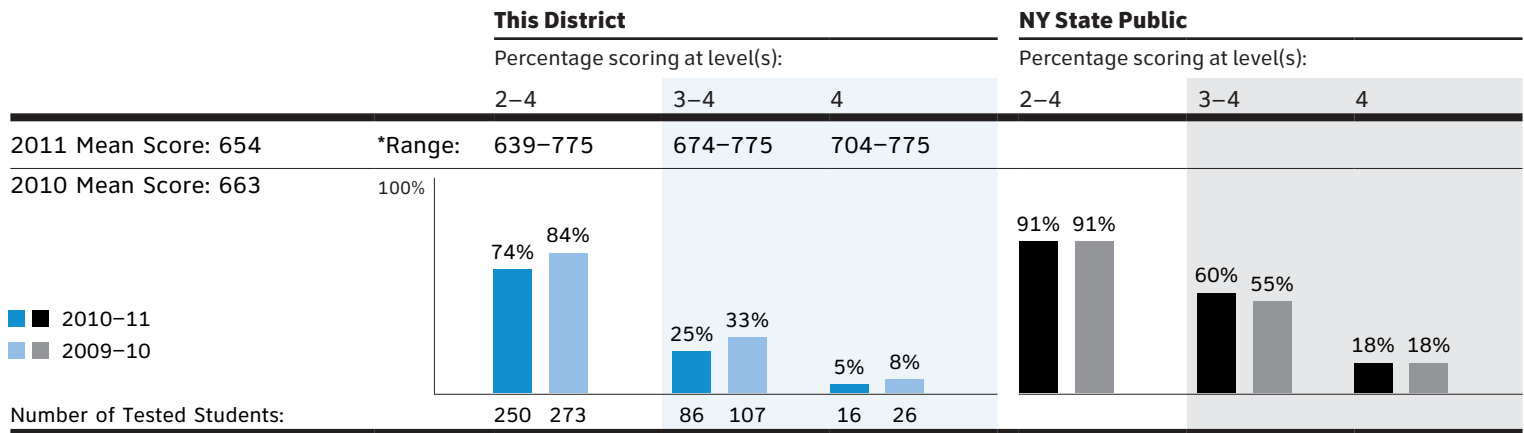
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 4 Overview of District Performance

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

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

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2010-11 School Year				2009-10 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
<b>All Students</b>	<b>340</b>	<b>74%</b>	<b>25%</b>	<b>5%</b>	<b>326</b>	<b>84%</b>	<b>33%</b>	<b>8%</b>
Female	172	72%	26%	6%	147	90%	36%	7%
Male	168	76%	24%	4%	179	79%	30%	8%
American Indian or Alaska Native								
Black or African American	212	71%	18%	1%	199	82%	24%	6%
Hispanic or Latino	69	71%	30%	3%	70	89%	41%	3%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	40%	20%	4	-	-	-
White	54	85%	46%	20%	53	-	-	-
Multiracial								
Small Group Totals					57	82%	53%	23%
General-Education Students	270	79%	30%	6%	252	92%	39%	10%
Students with Disabilities	70	53%	7%	0%	74	55%	11%	0%
English Proficient	327	74%	26%	5%	315	84%	34%	8%
Limited English Proficient	13	69%	15%	0%	11	64%	0%	0%
Economically Disadvantaged	289	73%	23%	3%	262	83%	30%	4%
Not Disadvantaged	51	75%	39%	12%	64	86%	45%	23%
Migrant					1	-	-	-
Not Migrant	340	74%	25%	5%	325	-	-	-

### 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.

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## Other Assessments

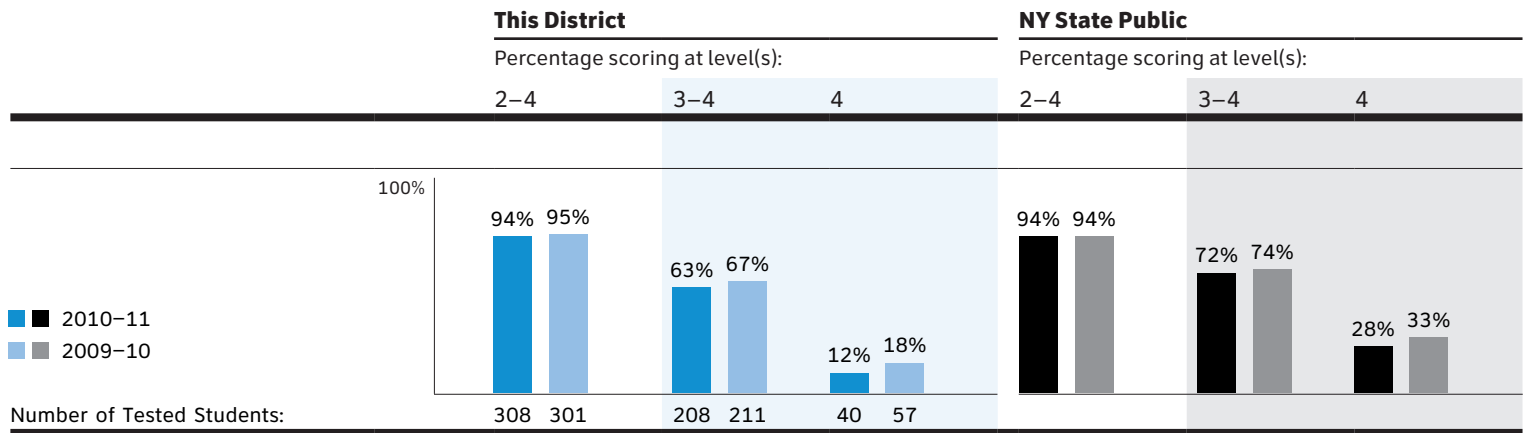
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	2	-	-	-

# 4 Overview of District Performance

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

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

## This District's Results in Grade 8 Science



### Results by Student Group

	2010-11 School Year				2009-10 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
<b>All Students</b>	<b>290</b>	<b>93%</b>	<b>58%</b>	<b>6%</b>	<b>259</b>	<b>94%</b>	<b>59%</b>	<b>9%</b>
Female	143	91%	55%	4%	107	95%	57%	7%
Male	147	95%	61%	7%	152	93%	61%	11%
American Indian or Alaska Native								
Black or African American	191	92%	54%	6%	165	95%	56%	8%
Hispanic or Latino	59	93%	59%	3%	60	93%	63%	10%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	3	—	—	—
White	36	—	—	—	31	—	—	—
Multiracial								
Small Group Totals	40	98%	78%	10%	34	91%	65%	15%
General-Education Students	223	95%	64%	6%	190	96%	71%	13%
Students with Disabilities	67	87%	39%	4%	69	87%	28%	0%
English Proficient	278	93%	60%	6%	248	95%	60%	10%
Limited English Proficient	12	83%	25%	0%	11	73%	27%	0%
Economically Disadvantaged	255	93%	59%	6%	223	94%	60%	9%
Not Disadvantaged	35	89%	51%	3%	36	92%	53%	14%
Migrant					1	—	—	—
Not Migrant	290	93%	58%	6%	258	—	—	—

#### NOTES

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### Other Assessments

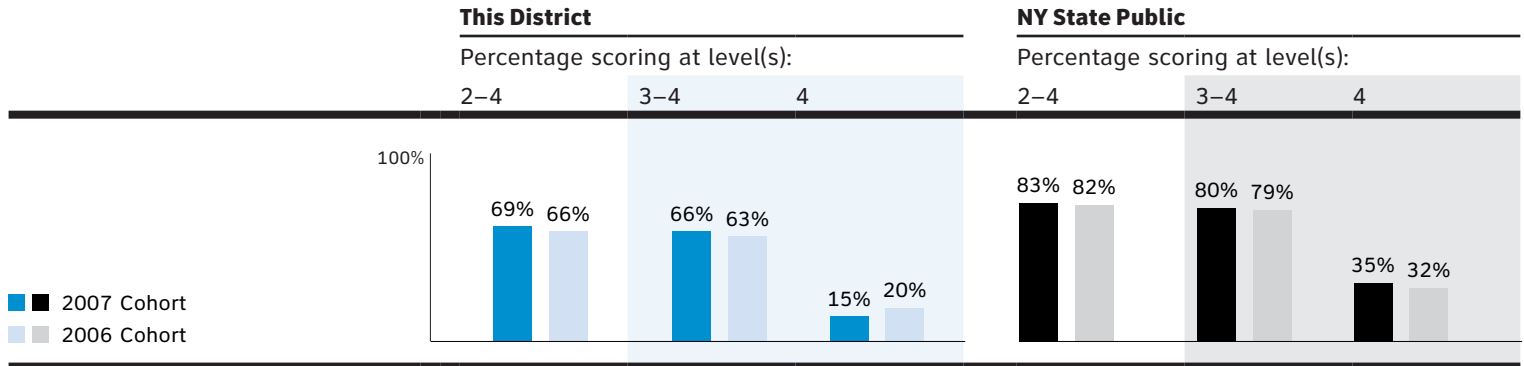
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	—	—	—	2	—	—	—
Regents Science	39	39	39	23	58	58	58	33

# 4 Overview of District Performance

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

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

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



## Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>320</b>	<b>69%</b>	<b>66%</b>	<b>15%</b>	<b>331</b>	<b>66%</b>	<b>63%</b>	<b>20%</b>
Female	151	72%	70%	17%	174	68%	65%	23%
Male	169	67%	62%	13%	157	64%	62%	17%
American Indian or Alaska Native								
Black or African American	213	70%	66%	12%	210	63%	60%	12%
Hispanic or Latino	53	70%	64%	11%	47	66%	62%	13%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	6	100%	100%	33%
White	53	—	—	—	68	74%	71%	49%
Multiracial								
Small Group Totals	54	67%	67%	30%				
General-Education Students	241	78%	76%	20%	254	74%	72%	25%
Students with Disabilities	79	42%	33%	0%	77	42%	35%	4%
English Proficient	306	69%	66%	16%	326	66%	64%	21%
Limited English Proficient	14	71%	64%	0%	5	60%	40%	0%
Economically Disadvantaged	220	71%	66%	9%	216	67%	64%	13%
Not Disadvantaged	100	66%	65%	29%	115	65%	63%	33%
Migrant	1	—	—	—	1	—	—	—
Not Migrant	319	—	—	—	330	—	—	—

### 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.

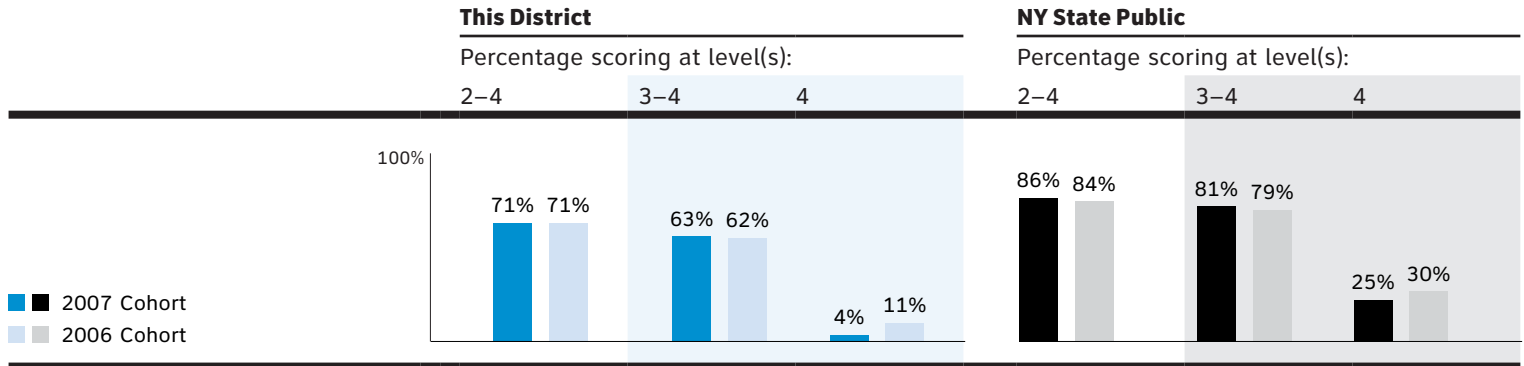
\*\* 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.

# 4 Overview of District Performance

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

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

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



### Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>320</b>	<b>71%</b>	<b>63%</b>	<b>4%</b>	<b>331</b>	<b>71%</b>	<b>62%</b>	<b>11%</b>
Female	151	75%	66%	4%	174	74%	66%	10%
Male	169	67%	60%	5%	157	68%	58%	11%
American Indian or Alaska Native								
Black or African American	213	71%	62%	2%	210	68%	59%	5%
Hispanic or Latino	53	70%	62%	2%	47	77%	62%	6%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	6	100%	100%	17%
White	53	—	—	—	68	75%	68%	29%
Multiracial								
Small Group Totals	54	72%	67%	15%				
General-Education Students	241	82%	73%	6%	254	81%	72%	13%
Students with Disabilities	79	39%	30%	0%	77	40%	30%	3%
English Proficient	306	71%	62%	4%	326	71%	62%	11%
Limited English Proficient	14	71%	64%	7%	5	60%	40%	0%
Economically Disadvantaged	220	71%	61%	2%	216	71%	62%	7%
Not Disadvantaged	100	71%	66%	9%	115	71%	63%	17%
Migrant	1	—	—	—	1	—	—	—
Not Migrant	319	—	—	—	330	—	—	—

#### 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.

\*\* 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.



# The New York State District Report Card

## Comprehensive Information Report 2010 – 11

District **POUGHKEEPSIE CITY SCHOOL  
DISTRICT**

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

Superintendent **LAVAL WILSON**

Telephone **(845) 451-4950**

Grades **PK-12, US**

## Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
<b>Comprehensive English</b>	2010–11	274	89%	81%	18%	216	96%	91%	22%	58	64%	45%	2%
	2009–10	278	88%	75%	17%	221	95%	82%	21%	57	63%	46%	0%
	2008–09	253	91%	82%	28%	207	94%	87%	33%	46	76%	59%	7%
<b>Integrated Algebra</b>	2010–11	530	79%	58%	4%	424	87%	64%	5%	106	48%	35%	0%
	2009–10	487	72%	50%	4%	390	77%	54%	5%	97	51%	35%	0%
	2008–09	313	71%	49%	3%	266	79%	54%	3%	47	28%	19%	0%
<b>Geometry</b>	2010–11	323	57%	31%	4%	282	59%	32%	4%	41	41%	24%	0%
	2009–10	206	61%	33%	2%	187	61%	34%	2%	19	53%	16%	0%
	2008–09	88	83%	51%	2%	84	—	—	—	4	—	—	—
<b>Algebra 2/Trigonometry</b>	2010–11	105	40%	25%	3%	102	—	—	—	3	—	—	—
	2009–10	71	52%	38%	4%	69	—	—	—	2	—	—	—
	2008–09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Global History and Geography</b>	2010–11	392	74%	49%	7%	322	75%	52%	9%	70	70%	37%	1%
	2009–10	378	74%	48%	9%	299	79%	51%	10%	79	56%	35%	4%
	2008–09	367	74%	49%	14%	305	75%	48%	16%	62	65%	53%	3%
<b>U.S. History and Government</b>	2010–11	243	86%	72%	21%	197	90%	76%	22%	46	65%	57%	15%
	2009–10	277	91%	82%	28%	229	93%	86%	33%	48	77%	63%	6%
	2008–09	271	87%	77%	32%	219	92%	79%	38%	52	67%	67%	10%
<b>Living Environment</b>	2010–11	395	82%	64%	8%	312	86%	66%	10%	83	67%	53%	2%
	2009–10	431	84%	61%	10%	334	89%	68%	12%	97	66%	39%	2%
	2008–09	328	89%	67%	11%	278	90%	68%	12%	50	82%	60%	4%
<b>Physical Setting/ Earth Science</b>	2010–11	186	74%	48%	13%	176	74%	47%	14%	10	80%	60%	10%
	2009–10	167	71%	53%	13%	161	70%	52%	13%	6	83%	67%	0%
	2008–09	157	71%	54%	11%	146	71%	54%	12%	11	82%	55%	0%
<b>Physical Setting/Chemistry</b>	2010–11	132	54%	23%	1%	127	55%	24%	1%	5	20%	0%	0%
	2009–10	90	71%	30%	2%	86	—	—	—	4	—	—	—
	2008–09	86	83%	44%	3%	84	—	—	—	2	—	—	—
<b>Physical Setting/Physics</b>	2010–11	19	79%	63%	11%	18	—	—	—	1	—	—	—
	2009–10	18	78%	44%	6%	17	—	—	—	1	—	—	—
	2008–09	37	57%	49%	8%	36	—	—	—	1	—	—	—

### NOTE

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# Regents Exams in Languages Other Than English

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

## Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
<b>Comprehensive French</b>	2010–11	0				0				0			
	2009–10	15	87%	87%	20%	15	87%	87%	20%	0			
	2008–09	15	100%	93%	60%	15	100%	93%	60%	0			
<b>Comprehensive Italian</b>	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
<b>Comprehensive Spanish</b>	2010–11	135	88%	76%	36%	132	—	—	—	3	—	—	—
	2009–10	123	94%	80%	41%	121	—	—	—	2	—	—	—
	2008–09	83	90%	81%	41%	82	—	—	—	1	—	—	—

### NOTE

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# Regents Competency Tests

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

## Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
<b>Mathematics</b>	2010–11	23	22%	0		23	22%
	2009–10	14	29%	0		14	29%
	2008–09	103	49%	1	—	102	—
<b>Science</b>	2010–11	27	30%	0		27	30%
	2009–10	25	36%	0		25	36%
	2008–09	45	31%	0		45	31%
<b>Reading</b>	2010–11	14	29%	0		14	29%
	2009–10	21	57%	0		21	57%
	2008–09	19	47%	0		19	47%
<b>Writing</b>	2010–11	14	29%	0		14	29%
	2009–10	20	60%	0		20	60%
	2008–09	15	53%	0		15	53%
<b>Global Studies</b>	2010–11	11	45%	0		11	45%
	2009–10	26	42%	0		26	42%
	2008–09	29	34%	0		29	34%
<b>U.S. History and Government</b>	2010–11	10	10%	0		10	10%
	2009–10	12	25%	0		12	25%
	2008–09	11	36%	1	—	10	—

### NOTE

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# English as a Second Language Achievement Test

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

## New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students					General-Education Students					Students with Disabilities				
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
<b>Listening and Speaking (Grades K–1)</b>	2010–11	171	1%	16%	42%	40%	147	1%	14%	42%	44%	24	4%	33%	42%	21%
	2009–10	160	2%	17%	51%	31%	144	2%	13%	51%	34%	16	0%	50%	50%	0%
	2008–09	168	2%	17%	47%	34%	143	2%	14%	45%	38%	25	0%	36%	56%	8%
<b>Reading and Writing (Grades K–1)</b>	2010–11	171	27%	32%	19%	22%	147	23%	33%	21%	23%	24	54%	25%	4%	17%
	2009–10	160	26%	38%	18%	18%	144	24%	38%	19%	20%	16	44%	44%	13%	0%
	2008–09	168	29%	31%	20%	20%	143	23%	31%	22%	24%	25	64%	28%	8%	0%
<b>Listening and Speaking (Grades 2–4)</b>	2010–11	169	0%	5%	35%	60%	134	0%	4%	28%	69%	35	0%	9%	63%	29%
	2009–10	165	2%	2%	33%	63%	128	2%	1%	25%	73%	37	3%	5%	62%	30%
	2008–09	135	0%	4%	36%	59%	111	0%	4%	32%	64%	24	0%	8%	54%	38%
<b>Reading and Writing (Grades 2–4)</b>	2010–11	169	6%	29%	42%	23%	134	4%	23%	45%	28%	35	14%	51%	31%	3%
	2009–10	165	10%	38%	36%	16%	128	6%	33%	40%	21%	37	24%	54%	22%	0%
	2008–09	135	8%	25%	51%	16%	111	6%	22%	53%	19%	24	17%	42%	42%	0%
<b>Listening and Speaking (Grades 5–6)</b>	2010–11	51	2%	2%	51%	45%	35	0%	3%	49%	49%	16	6%	0%	56%	38%
	2009–10	42	2%	10%	36%	52%	28	4%	14%	25%	57%	14	0%	0%	57%	43%
	2008–09	37	3%	14%	54%	30%	29	3%	14%	52%	31%	8	0%	13%	63%	25%
<b>Reading and Writing (Grades 5–6)</b>	2010–11	51	4%	14%	49%	33%	35	3%	9%	54%	34%	16	6%	25%	38%	31%
	2009–10	42	7%	31%	55%	7%	28	11%	25%	54%	11%	14	0%	43%	57%	0%
	2008–09	37	11%	24%	49%	16%	29	14%	14%	52%	21%	8	0%	63%	38%	0%
<b>Listening and Speaking (Grades 7–8)</b>	2010–11	27	7%	11%	15%	67%	22	9%	14%	9%	68%	5	0%	0%	40%	60%
	2009–10	27	4%	11%	33%	52%	22	5%	14%	32%	50%	5	0%	0%	40%	60%
	2008–09	24	21%	46%	29%	4%	20	—	—	—	—	4	—	—	—	—
<b>Reading and Writing (Grades 7–8)</b>	2010–11	27	19%	52%	26%	4%	22	23%	41%	32%	5%	5	0%	100%	0%	0%
	2009–10	27	19%	37%	37%	7%	22	18%	36%	36%	9%	5	20%	40%	40%	0%
	2008–09	23	65%	30%	4%	0%	20	—	—	—	—	3	—	—	—	—
<b>Listening and Speaking (Grades 9–12)</b>	2010–11	33	3%	6%	15%	76%	31	—	—	—	—	2	—	—	—	—
	2009–10	41	12%	15%	7%	66%	37	—	—	—	—	4	—	—	—	—
	2008–09	30	13%	40%	20%	27%	27	—	—	—	—	3	—	—	—	—
<b>Reading and Writing (Grades 9–12)</b>	2010–11	33	3%	48%	39%	9%	31	—	—	—	—	2	—	—	—	—
	2009–10	41	17%	44%	24%	15%	37	—	—	—	—	4	—	—	—	—
	2008–09	30	20%	40%	27%	13%	27	—	—	—	—	3	—	—	—	—

### NOTE

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.

# National Assessment of Educational Progress

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

## Statewide 2010–11 Results on the National Assessment of Educational Progress (NAEP)

	% Below Basic	% Basic	% Proficient	% Advanced
<b>Grade 4 Reading</b>	32%	33%	26%	9%
<b>Grade 8 Reading</b>	24%	41%	31%	4%
<b>Grade 4 Mathematics</b>	20%	44%	31%	5%
<b>Grade 8 Mathematics</b>	30%	40%	23%	7%

## Statewide 2010–11 NAEP Participation Rates for LEP Students and Students with Disabilities

Participation Rate	
<b>Grade 4 Reading</b>	
Limited English Proficient	84%
Students with Disabilities	85%
<b>Grade 8 Reading</b>	
Limited English Proficient	77%
Students with Disabilities	84%
<b>Grade 4 Mathematics</b>	
Limited English Proficient	91%
Students with Disabilities	90%
<b>Grade 8 Mathematics</b>	
Limited English Proficient	92%
Students with Disabilities	91%

### NOTE

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States.

# Other Assessments

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

## 2007 Total Cohort Performance on Regents Exams After Four Years

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
<b>Global History and Geography</b>	320	10%	44%	15%	241	9%	48%	19%	79	14%	33%	1%
<b>U.S. History and Government</b>	320	6%	38%	23%	241	5%	40%	29%	79	8%	33%	4%
<b>Science</b>	320	8%	56%	7%	241	6%	67%	8%	79	14%	23%	3%

## New York State Alternate Assessments (NYSAA) 2010-11

	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
<b>Secondary Level</b>					
English Language Arts	2	—	—	—	—
Mathematics	2	—	—	—	—
Social Studies	2	—	—	—	—
Science	2	—	—	—	—

### NOTE

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.

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the *Accountability and Overview Report* part of *The New York State Report Card*.

# High School Information

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

## High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
<b>Total Graduates</b>	2010–11	216		184		32	
	2009–10	206		167		39	
	2008–09	226		178		48	
<b>Receiving a Regents Diploma</b>	2010–11	164	76%	151	82%	13	41%
	2009–10	149	72%	132	79%	17	44%
	2008–09	135	60%	118	66%	17	35%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2010–11	29	13%	29	16%	0	0%
	2009–10	31	15%	30	18%	1	3%
	2008–09	28	12%	28	16%	0	0%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2010–11	13	N/A	0		13	N/A
	2009–10	16	N/A	0		16	N/A
	2008–09	14	N/A	0		14	N/A

**NOTE** Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

## High School Noncompleters

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>Dropped Out</b>	2010–11	76	5%	52	4%	24	7%
	2009–10	153	10%	115	10%	38	10%
	2008–09	130	8%	92	8%	38	9%
<b>Entered Approved High School Equivalency Preparation Program</b>	2010–11	3	0%	0	0%	3	1%
	2009–10	0	0%	0	0%	0	0%
	2008–09	2	0%	1	0%	1	0%
<b>Total Noncompleters</b>	2010–11	79	5%	52	4%	27	8%
	2009–10	153	10%	115	10%	38	10%
	2008–09	132	8%	93	8%	39	9%

## Post-secondary Plans of 2010–11 Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>To 4-year College</b>		91	40%	80	43%	11	24%
<b>To 2-year College</b>		89	39%	73	40%	16	36%
<b>To Other Post-secondary</b>		0	0%	0	0%	0	0%
<b>To the Military</b>		3	1%	2	1%	1	2%
<b>To Employment</b>		16	7%	11	6%	5	11%
<b>To Adult Services</b>		0	0%	0	0%	0	0%
<b>To Other Known Plans</b>		29	13%	17	9%	12	27%
<b>Plan Unknown</b>		1	0%	1	1%	0	0%

# 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.

2009-2010 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$52,584,198	\$21,803,470
	Pupils	4,529	945
	<b>Expenditures Per Pupil</b>	<b>\$11,611</b>	<b>\$23,072</b>
Similar District Group	Instructional Expenditures	\$2,263,608,524	\$913,362,654
	Pupils	210,182	32,782
	<b>Expenditures Per Pupil</b>	<b>\$10,770</b>	<b>\$27,862</b>
Total of All School Districts in NY State	Instructional Expenditures	\$30,088,158,593	\$11,362,166,093
	Pupils	2,709,505	422,576
	<b>Expenditures Per Pupil</b>	<b>\$11,105</b>	<b>\$26,888</b>
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 for the 2009-10 school year 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.

2009-2010 School Year	This School District	Similar District Group	Total of All School Districts in NY State
<b>Total Expenditures Per Pupil</b>	<b>\$18,855</b>	<b>\$19,416</b>	<b>\$19,921</b>

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 6, 2010	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	381	49.7%	48.7%	56.2%
40% to 79%	104	13.6%	16.4%	11.9%
Less than 40%	246	32.1%	26.3%	23.0%
Separate Settings	32	4.2%	5.7%	6.0%
Other Settings	3	0.4%	2.9%	2.9%

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 6, 2010. 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

2010-11 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	16.9%	12.7%	13.0%

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
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Similar District Groups are identified according to the Need-to-Resource-Capacity Index. More information about this categorization is on the Internet at: <http://www.p12.nysed.gov/irs/accountability/2011-12/NeedResourceCapacityIndex.pdf>

Equalized Total Assessed Value 2,657,143,458

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	53,820,600	2.03
13100	CO - GENERALLY	RPTL 406(1)	20	44,145,000	1.66
13350	CITY - GENERALLY	RPTL 406(1)	76	49,790,700	1.87
13500	TOWN - GENERALLY	RPTL 406(1)	2	154,000	0.01
13800	SCHOOL DISTRICT	RPTL 408	15	90,259,100	3.40
14100	USA - GENERALLY	RPTL 400(1)	2	3,100,000	0.12
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	6	54,430,100	2.05
18040	URBAN REN: OWNER-MUNICIPALITY	GEN MUNY 506	9	43,094,100	1.62
18060	URBAN REN: OWNER-MUN U R AGENC	GEN MUNY 555 & 560	12	6,499,100	0.24
19950	MUNICIPAL RAILROAD	RPTL 456	9	28,362,300	1.07
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	450,000	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	105	64,739,575	2.44
25120	NONPROF CORP - EDUC(L(CONST PRC	RPTL 420-a	3	26,500,000	1.00
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	16	4,214,050	0.16
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	16	72,444,000	2.73
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	7	7,202,000	0.27
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	48	48,354,600	1.82
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	20,957,800	0.79
29150	OPERA HOUSE	RPTL 426	1	980,000	0.04
33400	TAX SALE - CITY OWNED	RPTL 406(5)	84	5,888,200	0.22
41400	CLERGY	RPTL 460	10	15,000	0.00
41804	PERSONS AGE 65 OR OVER	RPTL 467	174	13,741,370	0.52
41834	ENHANCED STAR	RPTL 425	858	83,456,910	3.14
41854	BASIC STAR 1999-2000	RPTL 425	3,055	148,728,164	5.60
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	3,111,862	0.12
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	2	2,370,000	0.09

Equalized Total Assessed Value 2,657,143,458

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	159	51,753,005	1.95
Total Exemptions Exclusive of System Exemptions:			4,714	929,418,536	34.98
Total System Exemptions:			0	0	0.00
Totals:			4,714	929,418,536	34.98

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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.

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