



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.

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.

For more information:

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

District Profile

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

Enrollment

	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
Total K-12	4559	4500	4451

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	21	21	23
Grade 8			
English	19	19	18
Mathematics	18	21	18
Science	19	21	18
Social Studies	21	20	22
Grade 10			
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%
Racial/Ethnic Origin						
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
Total Number of Teachers	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%
Total Number of Core Classes	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%
Total Number of Classes	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

12th Graders

The count of 12th 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.

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.

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 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th 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.

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 PI + (200 – the 2009–10 PI) × 0.10

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

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 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			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	X	X	✓	X	X	X
Ethnicity						
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						
Other Groups						
Students with Disabilities	X	X		X	X	
Limited English Proficient	X	✓ ^{SH}		—	—	
Economically Disadvantaged	X	X		X	X	
Student groups making AYP in each subject	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
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)

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 2010–11 2011–12	
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  Improvement (Year 1)
for This Subject
(2011–12)

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)			100%		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
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

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

Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2011–12)

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	
Accountability Groups									
All Students (708:647)		Qualified		98%		165	100		
Ethnicity									
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)									
Other Groups									
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		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
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 2010–11 2011–12	
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 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

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

Secondary-Level Mathematics

Accountability Status  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 2010–11 2011–12	
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 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

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

Graduation Rate

Accountability Status for This Indicator (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
Accountability Groups					
All Students (332)			57%	80%	60%
Ethnicity					
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)					
Other Groups					
Students with Disabilities (77)			43%	80%	50%
Limited English Proficient (5)		—	—	—	
Economically Disadvantaged (217)			58%	80%	60%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
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

Restructuring (advanced) Comprehensive

1 school identified 14% of total

POUGHKEEPSIE HIGH SCHOOL

4 Overview of District Performance

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	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
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	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
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.

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

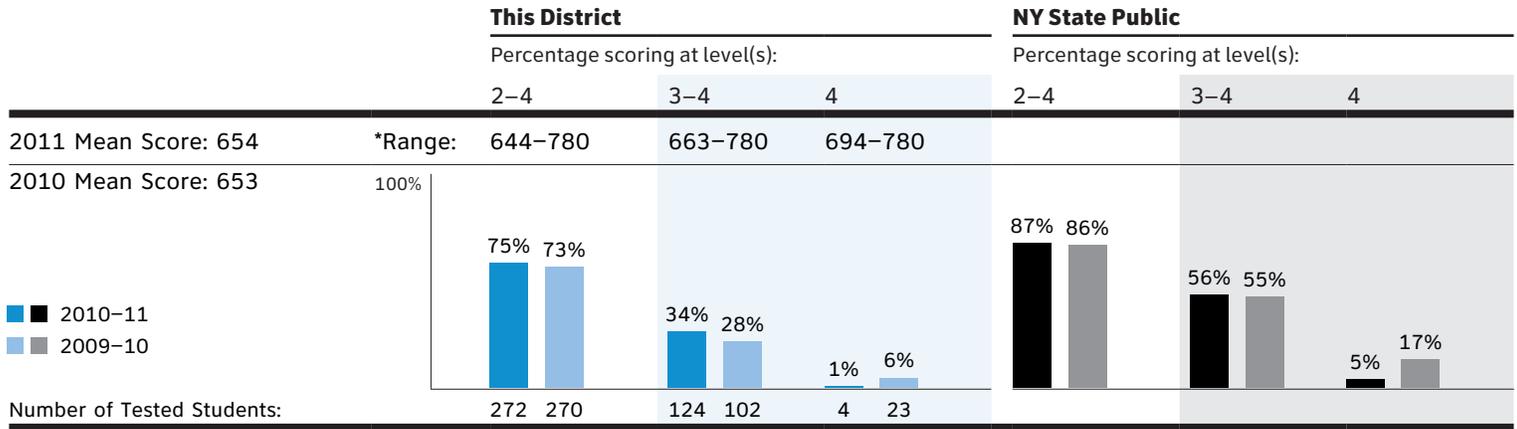
This is an urban or suburban school district with high student needs in relation to district resource capacity.

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
All Students	362	75%	34%	1%	369	73%	28%	6%
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
Total					Total			
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

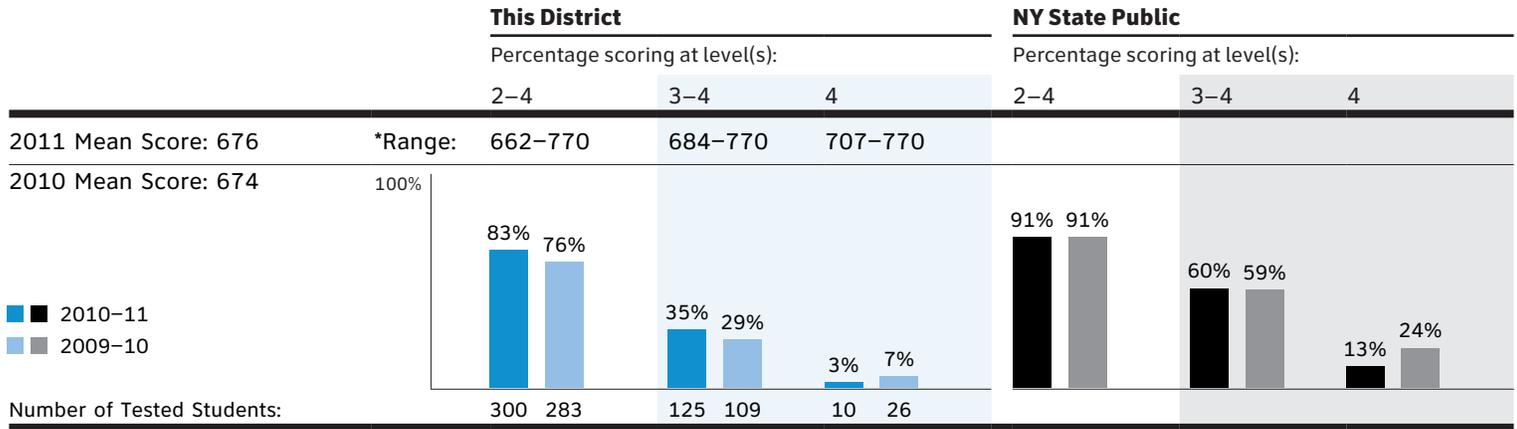
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

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
All Students	362	83%	35%	3%	372	76%	29%	7%
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

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Other Assessments

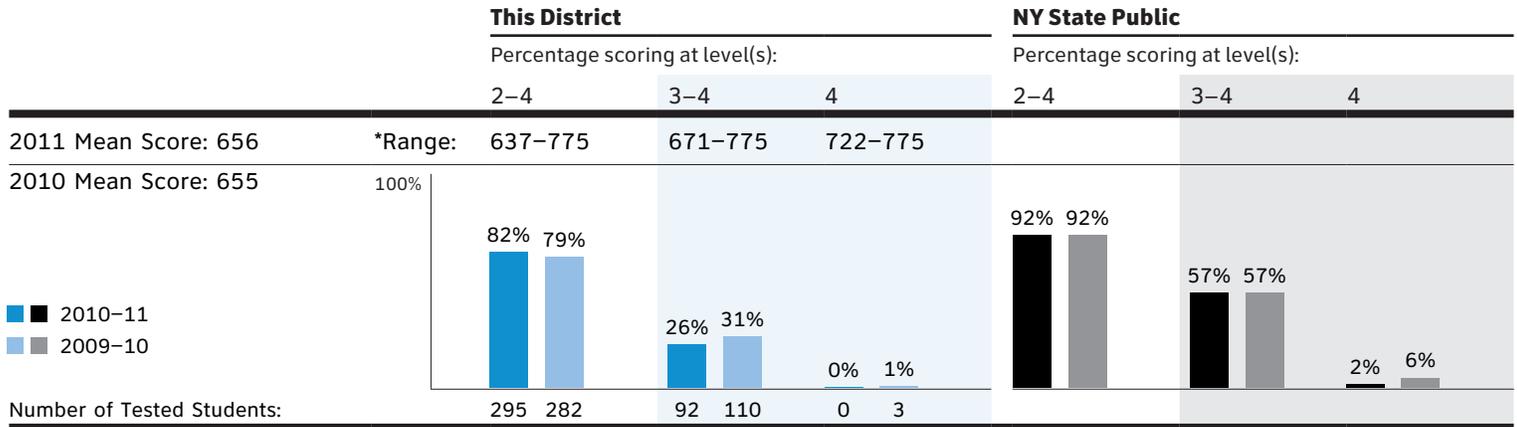
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	6	5	3	2	-	-	-

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
All Students	359	82%	26%	0%	356	79%	31%	1%
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
Total					Total			
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

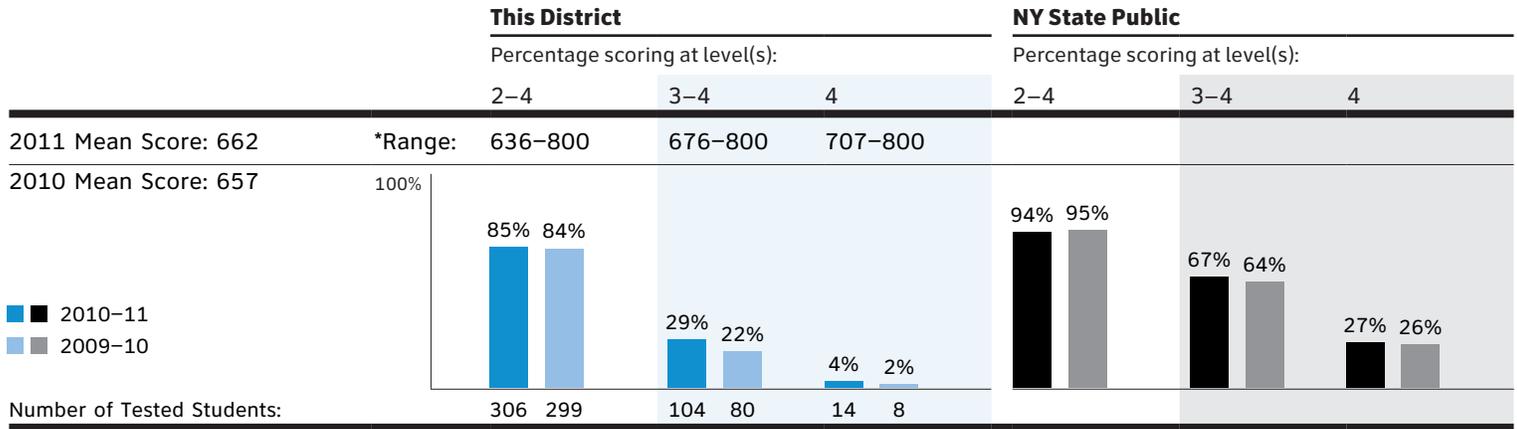
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

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
All Students	361	85%	29%	4%	357	84%	22%	2%
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

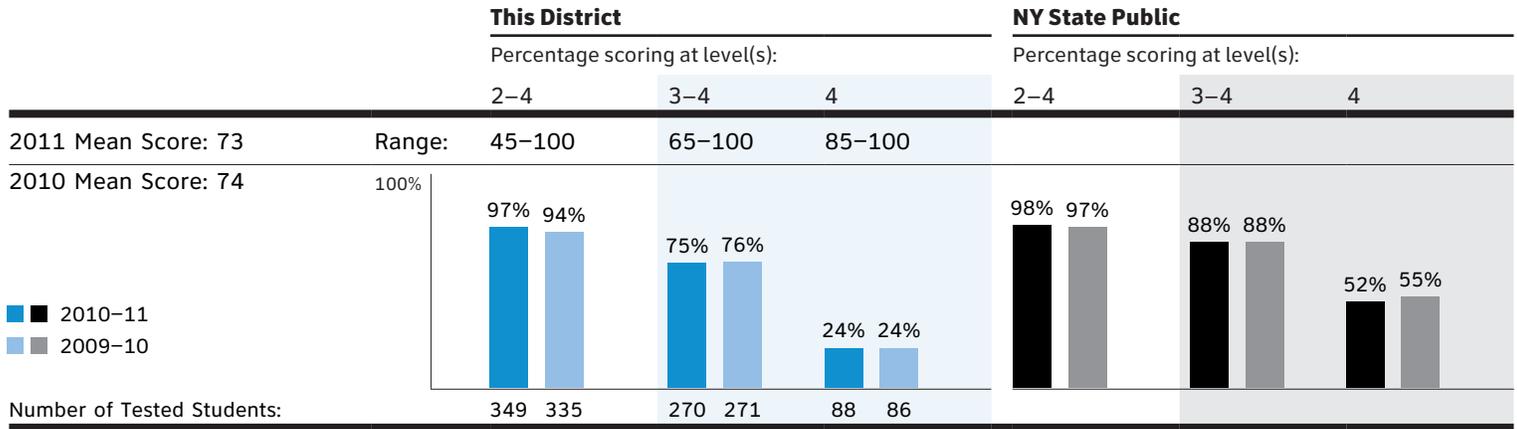
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	2	-	-	-

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
All Students	361	97%	75%	24%	355	94%	76%	24%
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
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Other Assessments

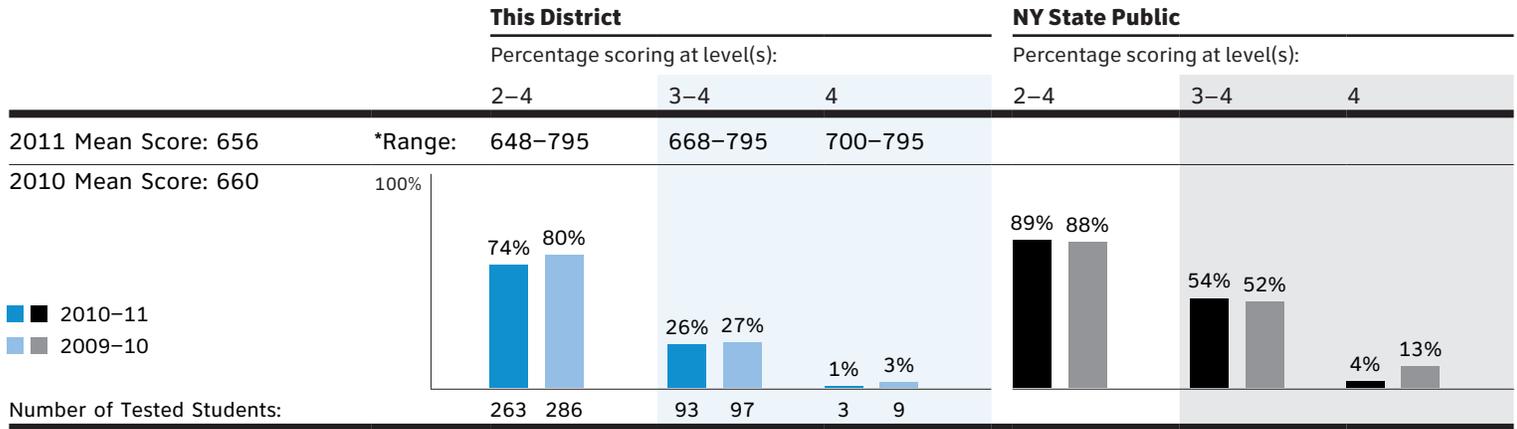
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	2	-	-	-

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
All Students	355	74%	26%	1%	356	80%	27%	3%
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

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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	-	-	-
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
Total					Total			
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

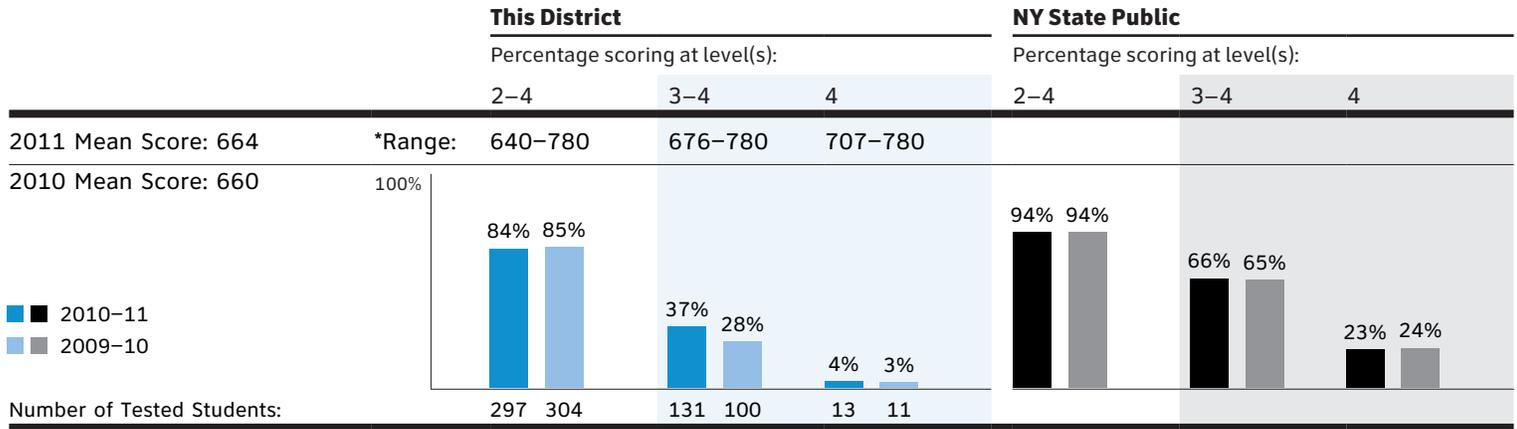
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

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
All Students	354	84%	37%	4%	356	85%	28%	3%
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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 652	*Range: 644-785	662-785	694-785			
2010 Mean Score: 654						
Number of Tested Students:	256	264	93	91	1	1

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
All Students	340	75%	27%	0%	328	80%	28%	0%
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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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
Total					Total			
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

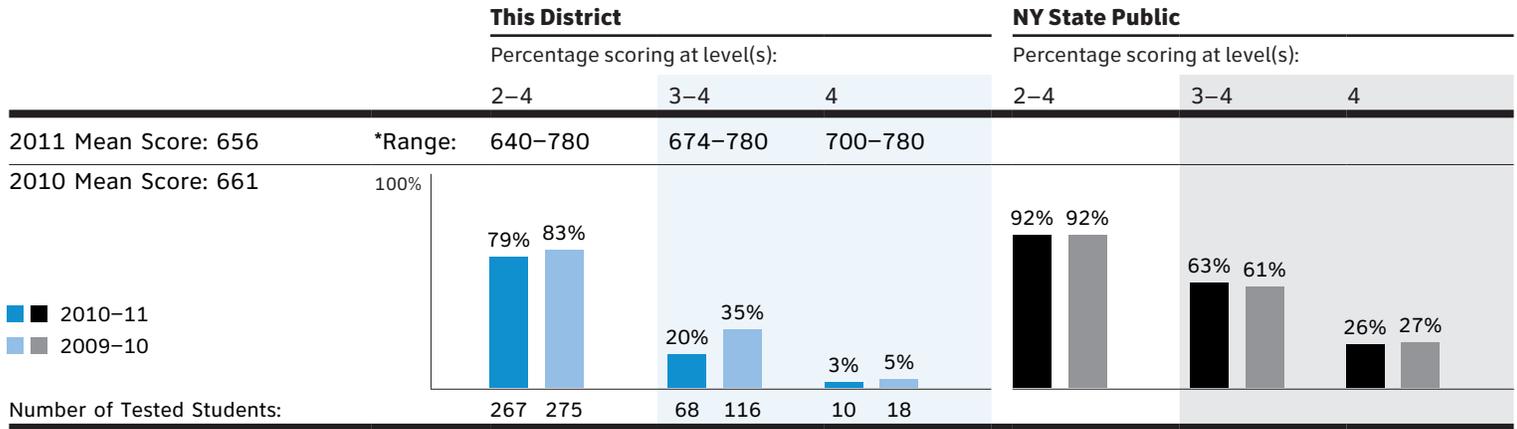
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

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
All Students	339	79%	20%	3%	331	83%	35%	5%
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

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Other Assessments

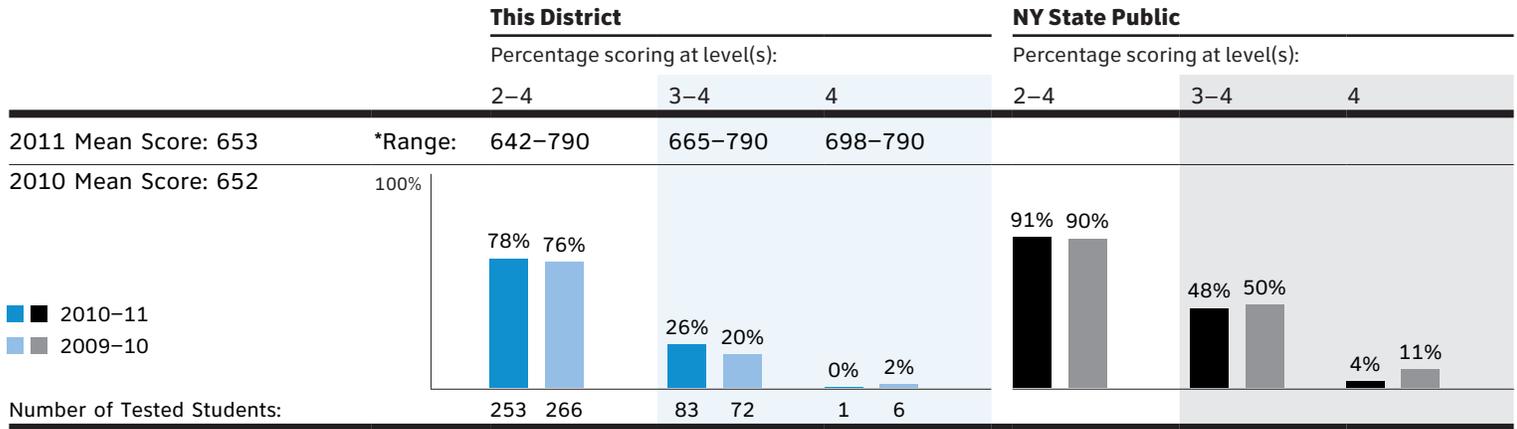
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	1	-	-	-

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
All Students	325	78%	26%	0%	352	76%	20%	2%
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

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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 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
Total					Total			
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

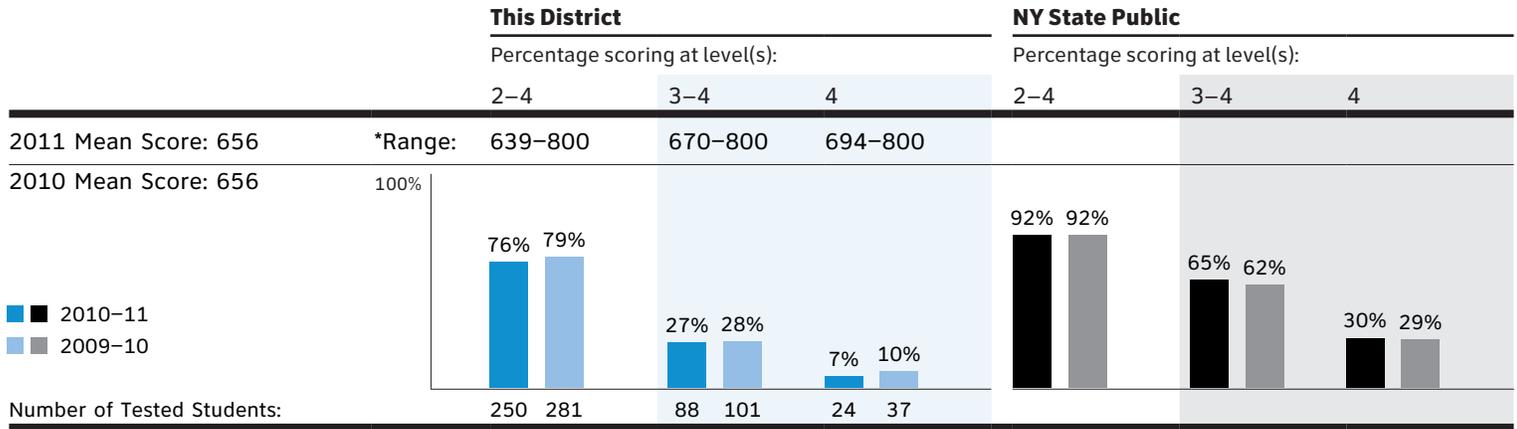
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

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
All Students	327	76%	27%	7%	355	79%	28%	10%
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

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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 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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 643	*Range: 628-790	658-790	699-790			
2010 Mean Score: 647						
Number of Tested Students:	279	280	68 92	1 2		

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
All Students	338	83%	20%	0%	322	87%	29%	1%
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
Total					Total			
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

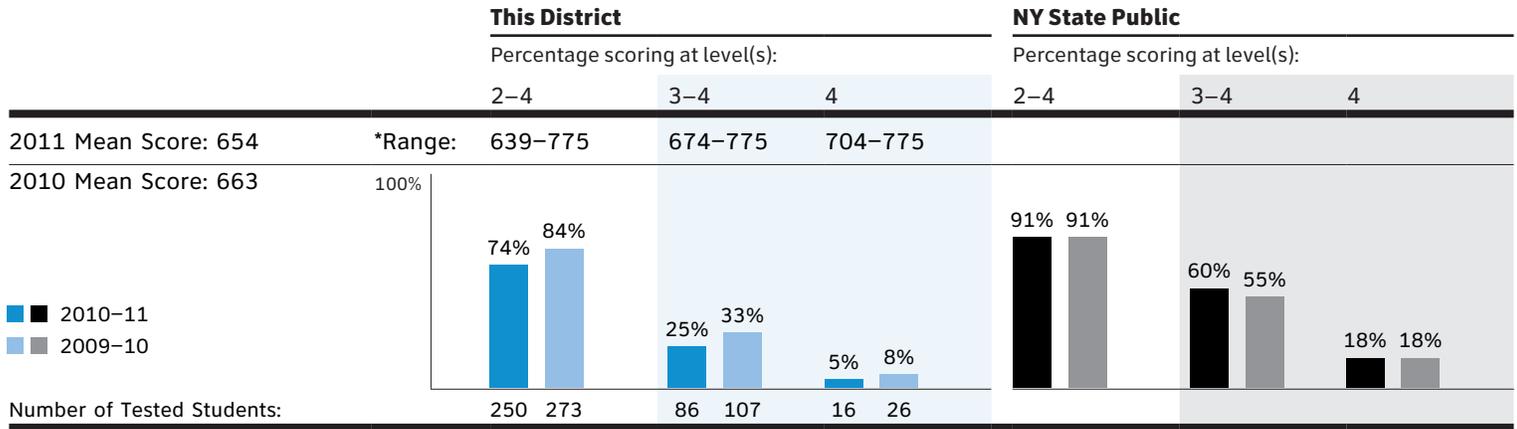
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

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
All Students	340	74%	25%	5%	326	84%	33%	8%
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

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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

This District

Percentage scoring at level(s):

2-4

3-4

4

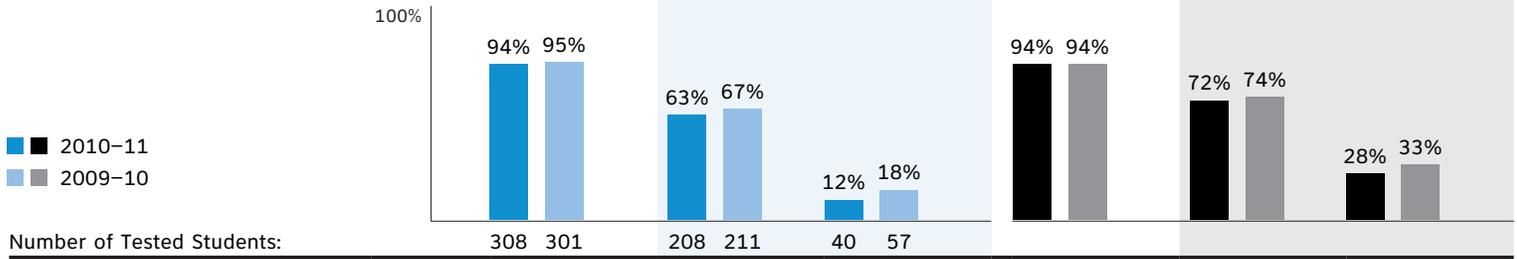
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

308 301

208 211

40 57

Results by Student Group

2010-11 School Year

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

2009-10 School Year

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

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	290	93%	58%	6%	259	94%	59%	9%
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

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

2009-10 School Year

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

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	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**

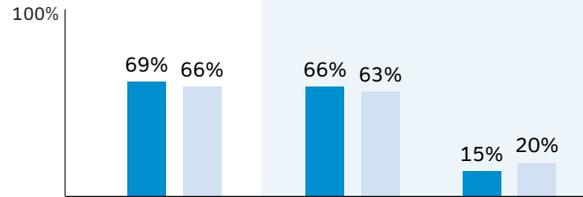
District ID **13-15-00-01-0000**

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

This District

Percentage scoring at level(s):

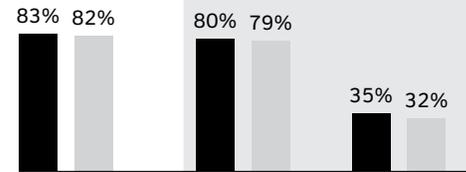
2-4 3-4 4



NY State Public

Percentage scoring at level(s):

2-4 3-4 4



■ 2007 Cohort
■ 2006 Cohort

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
All Students	320	69%	66%	15%	331	66%	63%	20%
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	-	-	-

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

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

4 Overview of District Performance

District **POUGHKEEPSIE CITY SCHOOL DISTRICT**

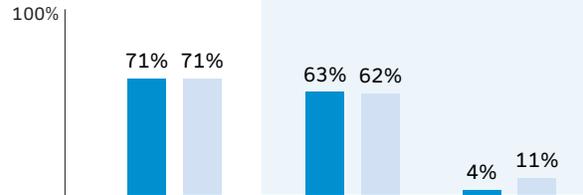
District ID **13-15-00-01-0000**

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

This District

Percentage scoring at level(s):

2-4 3-4 4

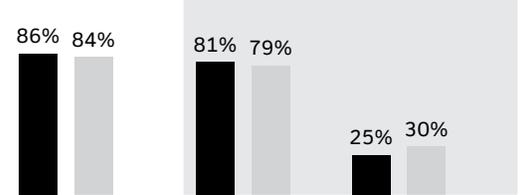


■ 2007 Cohort
■ 2006 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



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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	-	-	-

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