

Hudson City School District



Proposed Budget 2011-2012

BUDGET HEARING

MAY 9, 2011

- 1. PLEDGE OF ALLEGIANCE**
- Mr. Emil J. Meister, III, President

- 2. WELCOME AND FORMAT**

- 3. REVIEW OF TENTATIVE BUDGET FOR 2011-12**
- Mr. Emil J. Meister, III, President

- 4. QUESTIONS AND ANSWERS**
- Board and Staff

Hudson City School District
215 Harry Howard Avenue
Hudson, New York 12534-1606

▶ Home of the Bluehawks ◀
District Office
(518) 828-4360 Ext. 2101
Fax: (518) 697-8777

April 21, 2011

Dear Community Members:

The 2011-12 budget development process resulted in the adoption of a \$41,249,180 budget by the Board of Education on April 11th, 2011. The proposal includes a budget to budget increase in spending of \$316,302, a tax levy increase of 9.8% and the use of the \$500,000 fund balance and \$300,000 of reserve funds as projected revenues.

Several administrative meetings and budget workshops were held to gather and review information to build the budget according to the timeline adopted by the Board of Education. Members of the district community offered comments, ideas and suggestions during public workshops and online through the district website. The development process included a line by line review of district expenses, revenues, programs and services. The administration and Board of Education developed a budget that closed a \$3.6 million "budget gap" caused by a combination of projected increases in expenses and a \$1.3 million cut in New York State aid. Numerous cost savings measures were enacted across all areas of the budget including reductions in the following areas:

- ▶ Administration
- ▶ Teachers
- ▶ Aides
- ▶ Secretaries
- ▶ Custodians/maintenance
- ▶ Materials and supplies

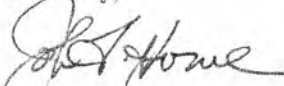
The collaborative efforts of the Board of Education, administration, faculty, staff and community members of the Hudson City School District resulted in a budget proposal that meets the challenges of educating all of our students during difficult economic times.

Please note that the ballot includes an additional proposition for consideration:

- ▶ Three vacancies on the Board of Education currently held by Mary Daly, Emil Meister and Peter Rice, Jr..

Please exercise your right to vote on Tuesday, May 17th.

Sincerely,



John F. Howe
Superintendent of Schools

**HUDSON CITY SCHOOLS
BOARD OF EDUCATION**

Mr. Emil J. Meister, III, President

Mr. Jeffrey Otty, Vice President

Mrs. Mary Daly

Ms. Elizabeth Fout

Mr. Peter D. Merante, Sr.

Mr. Peter Meyer

Mr. Peter A. Rice, Jr.

Miss Caroline Keeler, Student Member

HUDSON CITY SCHOOL DISTRICT

215 HARRY HOWARD AVE.
HUDSON, NY 12534
Phone: (518) 828-4360 ext. 2100
Fax: (518) 697-8315

April 21, 2011

Dear Community Members:


As you are well aware, this year's budget process was compromised by the State of New York and the Federal government's decision to cut aid to education. In addition to a normal increase in expenses we are facing an additional \$1.3 million loss in State Aid.

We are not alone; the impact across New York State is and will continue to be devastating. Your Board of Education has looked at every possible avenue to reduce spending and balance the budget for the 2011-2012 school year. Many of the decisions awaiting your approval are not popular. There are now nearly thirty staff members (administration down through the ranks), who will lose their positions. Unfortunately, modified sports, more materials and supplies and all equipment have also been cut from the 2011-2012 budget. It is heartbreaking for the Board of Education to have to propose these cuts. All aspects of the district's operation have been examined and no program has been spared this scrutiny. We believe the reductions are horrific but equitable.

As a result, the Board of Education is proposing a 9.8% increase in school taxes. If the budget is defeated in May the contingency budget, if it were to be adopted by the Board, would also be 9.8%. We certainly realize that none of this is good news but unfortunately it is our only news.

On behalf of the Hudson City School District Board of Education, I would like to thank you for your years of support for our students and staff and would encourage you to exercise the right to express your opinion at the polls on May 17, 2011.

Sincerely,


Emil J. Meister III
President, HCSD BOE

REVENUE SUMMARY

	<u>Budget</u> <u>2010-2011</u>	<u>Budget</u> <u>2011-2012</u>
Taxes	17,538,876	19,271,916
Fund Balance	500,000	500,000
Capital Reserve	-0-	300,000
In Lieu of Taxes	343,506	343,506
Tax Penalty	75,000	75,000
Utility Tax	900,000	750,000
Fees	15,000	15,000
Interest	190,000	50,000
Individual Rental	10,000	10,000
Building Rental	288,000	288,000
Medicaid Reimbursement	250,000	100,000
Medicare Part D	136,000	136,000
Refund of Prior Year Expenses – BOCES	-0-	100,000
E-Rate	100,000	100,000
Other	15,000	15,000
	<hr/> 2,322,506	<hr/> 2,782,506
Operating Aid	19,616,965	18,240,227
BOCES Aid	752,817	752,817
Computer Software Aid	28,938	28,938
Library Aid	11,936	11,936
Textbook Aid	129,593	129,593
Hardware/Other Aid	31,247	31,247
	<hr/> 20,571,496	<hr/> 19,194,758
Total Revenues	<hr/> 40,932,878	<hr/> 41,249,180

TAX LEVY INCREASE 9.8%

APPROPRIATION SUMMARY

		<u>Budget 2010-2011</u>	<u>Budget 2011-2012</u>
Administrative Component:	Page		
Board of Education	3	30,104	29,303
Chief School Officer	3	206,363	206,284
Finance	4	455,625	449,957
Staff	5	134,946	128,966
Central Services	6	127,388	127,388
Special Items	6	448,111	431,411
Instructional Administration	7	1,613,565	1,558,992
Employee Benefits	8	1,060,822	1,104,953
Total Administrative Component		<u>4,076,924</u>	<u>4,037,254</u>
 Program Component:			
Teaching Regular School	9-10	9,549,034	9,328,956
Special Schools	11	6,386,951	6,501,293
Instructional Media	12	562,912	553,062
Pupil Services	13-14	1,125,344	1,102,041
Pupil Transportation	15	2,014,675	2,017,102
Community & Recreation	16	32,000	31,800
Interfund Transfers	16	80,000	80,000
Employee Benefits	8	8,274,414	8,618,634
Total Program Component		<u>28,025,330</u>	<u>28,232,888</u>
 Capital Component:			
Operations & Maintenance	17	2,882,071	2,977,528
Special Items	18	70,000	70,000
Interfund Transfers	18	4,605,566	4,605,566
Employee Benefits	8	1,272,987	1,325,944
Total Capital Component		<u>8,830,624</u>	<u>8,979,038</u>
 Total Appropriations		<u>40,932,878</u>	<u>41,249,180</u>
 Budget Increase	\$316,302		
 Less Than 1%			

Board of Education

Contractual – Board member conference and travel, policy update service.

Supplies – Supplies for the board of education.

District Meeting

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

Chief School Officer & Staff

Administrative Salary – The salary of the superintendent is set by contract by the Board of Education. The Superintendent has turned down his raise for the 2010-2011 and 2011-2012 school year.

Clerical Salaries – 1 clerical position in the superintendent's office.

Contractual – Professional dues and publications, p.c. software, copier maintenance and other miscellaneous expenses, conference and travel expenditures for the superintendent.

Supplies – The various supplies used by the superintendent's office.

Administrative Component

	<u>Budget 2010-2011</u>	<u>Budget 2011-2012</u>
Board of Education		
Contractual	4,000	3,600
Supplies	415	373
	<hr/> 4,415	<hr/> 3,973
 District Meeting		
Clerk of the Board Salary	17,689	18,130
Contractual	8,000	7,200
	<hr/> 25,689	<hr/> 25,330
Total Board of Education	30,104	29,303
 Chief School Officer & Staff		
Administrative Salary	135,000	135,000
Clerical Salaries	61,363	62,284
Contractual	9,000	8,100
Supplies	1,000	900
	<hr/> 206,363	<hr/> 206,284
Total Chief School Officer & Staff	206,363	206,284

Business Office

Salaries – The business office staff includes the business manager,

1 accounts payable clerk, 1 payroll clerk, and a senior stenographer.

Contractual – Co-op bidding fees, equipment, maintenance agreements, professional dues and publications, legal library updates, postage meter rental and equipment repairs, copier rental, staff training and travel.

Supplies – Various supplies for the business office and copy paper.

BOCES – Co-op bidding, workers comp consultant, health insurance consultant, E-rate consultant and grant writer.

Auditing

Contractual – Annual independent audit fees.

Internal Auditor – Fee for the internal auditor.

Treasurer

Salary – Salary of the treasurer. (75% Treasurer salary)

Contractual – Costs associated with professional dues and publications, staff training and travel.

Supplies – The miscellaneous supplies for the treasurer.

Tax Collector

Salaries – Salary of the tax collector. (25% Tax Collector salary)

Contractual – Postage and printing of the school tax bills.

Supplies – Tax bill forms, envelopes and other supplies.

Purchasing

Contractual – Printing of purchase order forms and purchase requisitions.

Supplies – Miscellaneous office supplies

BOCES – Co-op with other districts to purchase items.

Administrative Component

FINANCE	<u>Budget 2010-2011</u>	<u>Budget 2011-2012</u>
Business Office		
Salaries	258,430	262,132
Contractual	50,000	45,000
Supplies	5,000	4,500
BOCES	33,218	33,218
	<hr/> 346,648	<hr/> 344,850
Auditing		
Contractual	22,000	22,000
Internal Auditor	18,000	14,000
	<hr/> 40,000	<hr/> 36,000
Treasurer		
Salary	37,977	38,547
Contractual	300	270
Supplies	150	135
	<hr/> 38,427	<hr/> 38,952
Tax Collector		
Salaries	17,000	17,255
Contractual	6,000	5,400
Supplies	500	450
	<hr/> 23,500	<hr/> 23,105
Purchasing		
Contractual	-0-	-0-
Supplies	-0-	-0-
BOCES	7,050	7,050
	<hr/> 7,050	<hr/> 7,050
Total Finance	455,625	449,957

Legal

Contractual – Legal expenditures.

Personnel

Clerical Salary – Clerical position

Contractual – Advertising, professional dues, publications etc.

Supplies – Supplies used for personnel.

BOCES – Cost of the cooperative recruitment program, OLAS.

Public Information

Contractual – Advertising

BOCES – District calendar, public newsletter, and website maintenance.

Administrative Component

STAFF	<u>Budget 2010-2011</u>	<u>Budget 2011-2012</u>
Legal		
Contractual	63,000	56,700
Personnel		
Clerical Salary	58,000	58,870
Contractual	2,000	1,800
Supplies	500	450
BOCES	-0-	-0-
	<hr/>	<hr/>
	60,500	61,120
Public Information		
Contractual	3,000	2,700
BOCES	8,446	8,446
	<hr/>	<hr/>
	11,446	11,146
Total Staff	134,946	128,966

Central Data Processing

BOCES Services – eSchool Data

Special Items

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

School Association Dues – Membership in the Small Cities, NYS School Boards Assoc., and Chamber of Commerce

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

Administrative Component

CENTRAL SERVICES

	<u>Budget 2010-2011</u>	<u>Budget 2011-2012</u>
Central Data Processing		
BOCES	127,388	127,388
	<hr/>	<hr/>
Total Central Services	127,388	127,388
Special Items		
Unallocated Insurance	150,000	135,000
School Association Dues	17,000	15,300
BOCES Assessment	281,111	281,111
	<hr/>	<hr/>
Total Special Items	448,111	431,411

Curriculum Development

Administrative Salaries – Assistant Superintendent for Curriculum & Instruction salary and contractual payments to teachers as a stipend for curriculum and professional development activities.

Clerical Salary – One clerical position in the curriculum office.

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

Supplies – Supplies used in the curriculum office.

Supervision – Regular School

Administrative Salaries – 1 High School Principal, 1 High School Associate Principal, 1 Jr. High School Principal, 1 Intermediate School Principal and 1 Elementary Principal.

Department Heads

Clerical Salaries – High School, Jr. High School, Intermediate School, John L. Edwards Elementary

School Safety & Security Officers – High School and Jr. High School, Intermediate and John L. Edwards.

Bus Supervision –

Contractual – Outside services provided to our buildings including equipment maintenance and repair, travel and conference expenditures of the building administrators.

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

In-Service

BOCES – Staff training provided by BOCES. Testing service provided by BOCES.

Administrative Component

INSTRUCTIONAL ADMINISTRATION	<u>Budget 2010-2011</u>	<u>Budget 2011-2012</u>
Curriculum Development		
Administrative Salaries	113,100	113,100
Clerical Salary	44,921	45,595
Contractual	10,473	9,426
Staff Development	10,000	9,000
Supplies	4,000	3,600
	<hr/> 182,494	<hr/> 180,721
 Supervision – Regular School		
Administrative Salaries	712,856	669,106
Department Heads	77,658	77,658
Clerical Salaries	365,401	370,883
Security Officers	55,252	56,358
Bus Supervision	32,000	32,000
Contractual	64,166	56,549
Supplies	44,214	36,193
	<hr/> 1,351,547	<hr/> 1,298,747
 In-Service		
BOCES	79,524	79,524
	<hr/>	<hr/>
Total Instructional Administration	<u>1,613,565</u>	<u>1,558,992</u>

Employee Benefits

Employees Retirement – District contribution into the state retirement system.

Teachers Retirement – District contribution into the teachers' retirement system.

Social Security – District contribution

Workers Compensation – Workers Compensation insurance premiums.

Unemployment Insurance – Unemployment benefits for district employees.

Health Insurance – Health insurance costs for district staff and retirees.

Dental & Vision Insurance – Dental and vision insurance cost per negotiated contracts.

Employee Benefits Allocation:

Administrative – Allocation of benefits for the Administrative Component.

Program – Allocation of benefits for the Program Component.

Capital – Allocation of benefits for the Capital Component.

Employee Benefits

	<u>Budget 2010-2011</u>	<u>Budget 2011-2012</u>
Employees Retirement	425,657	611,582
Teachers Retirement	1,519,515	1,701,878
Social Security	1,307,712	1,345,378
Workers Compensation	220,000	209,121
Unemployment Insurance	275,000	275,000
Health Insurance	6,720,339	6,774,972
Dental & Vision Insurance	140,000	131,600
	<hr/>	<hr/>
Total Employee Benefits	10,608,223	11,049,531

Employee Benefits Allocation:

Administrative	10%	1,060,822	1,104,953
Program	78%	8,274,414	8,618,634
Capital	12%	1,272,987	1,325,944
		<hr/>	<hr/>
		10,608,223	11,049,531

Teaching – Regular School

K-6 Teachers - Teaching positions funded by the general fund.

7-12 Teachers - Teaching positions funded by the general fund.

Substitute Teachers – Funds allocated for substitute teachers needed throughout the district.

Teaching Assistants & Aides – at the high school, junior high school, intermediate school and John L. Edwards elementary school.

Equipment - Instructional equipment purchases for all schools.

Program Component

Teaching – Regular School	<u>Budget 2010-2011</u>	<u>Budget 2011-2012</u>
K-6 Teachers	4,188,795	3,983,861
7-12 Teachers	4,215,694	4,174,074
Substitute Teachers	135,000	185,000
Teacher Aides	471,785	526,577
Equipment	-0-	-0-

Teaching – Regular School

Contractual – Outside services that include field trips, assemblies, graduation expenses, and all mailings done by the buildings, copier lease and maintenance agreements, instructional staff travel and conference expenditures.

Supplies

Supplies – All instructional supplies used by each building.

Tuition

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

Textbooks

Textbooks – This includes all textbooks, workbooks and periodicals for our students.

BOCES – Tech Valley High School

	Program Component	
	<u>Budget 2010-2011</u>	<u>Budget 2011-2012</u>
Teaching – Regular School		
Contractual	89,352	76,997
Supplies	160,455	110,409
Tuition	100,000	100,000
Textbooks		
Textbooks District-wide	144,898	128,983
BOCES	43,055	43,055
	<hr/>	<hr/>
Total Teaching Regular School	9,549,034	9,328,956

Special Education

Teaching Salaries - Special education teaching positions and Director of Student Services.

Paraprofessional Salaries – Teaching Assistants and Teacher Aides.

Contractual – Outside services including physical therapists, equipment repair, staff conferences and postage.

Supplies – Supplies used in the special education program.

Tuition – Tuition costs for students placed in public and private placements.

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

BOCES – Tuition costs for students placed at BOCES.

Occupational Education

BOCES – Tuition for students enrolled in the career and technical programs at BOCES.

Summer School

BOCES – Tuition for students in BOCES Summer School.

Program Component

SPECIAL SCHOOLS

	<u>Budget 2010-2011</u>	<u>Budget 2011-2012</u>
Special Education		
Teaching Salaries	2,546,706	2,512,500
Paraprofessional Salaries	665,305	713,853
Contractual	70,000	70,000
Supplies	9,450	9,450
Tuition	1,150,000	1,150,000
Textbooks	4,000	4,000
BOCES	1,504,344	1,604,344
	<hr/>	<hr/>
	5,949,805	6,064,147
 Occupational Education		
BOCES	362,596	362,596
 Summer School		
BOCES	74,550	74,550
	<hr/>	<hr/>
 Total Special Schools	6,386,951	6,501,293

Library & Media

Librarian Salaries – Salaries of 2 librarians.

Contractual – Outside services including equipment repair and maintenance.

Library Materials – Library materials for which the district will receive approximately \$13,000 in aid.

BOCES – BOCES school library system and model schools program.

Computer Assisted Instruction

Computer Salaries – Salary of the network administrator and 1 full-time computer technician.

Contractual – Support and upgrades on software, training and other outside services, plus lease on equipment.

Computer Supplies – District-wide computer supplies.

Software Instructional – Software purchases

Program Component

INSTRUCTIONAL MEDIA	<u>Budget 2010-2011</u>	<u>Budget 2011-2012</u>
Library & Media		
Librarian Salaries	182,433	186,082
Contractual	6,420	5,778
Library Materials	24,980	22,482
BOCES	19,598	19,598
	<hr/> 233,431	<hr/> 233,940
 Computer Assisted Instruction		
Computer Salaries	144,010	152,199
Contractual	89,965	80,968
Computer Supplies	66,983	60,285
Software Instructional	28,523	25,670
	<hr/> 329,481	<hr/> 319,122
 Total Instructional Media	 562,912	 553,062

Guidance

Counselors Salaries – 2 guidance counselors at the high school, 1 at the junior high school, and 1 at the intermediate school.

Clerical Salaries – 3 clerical positions: 1 at the high school, 1 at the junior high school, and 1 at the intermediate school.

Contractual – Outside services including equipment repair and maintenance.

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

Health Services

Nurse Salaries – 3 nursing positions.

Health Services – Health services paid to other school districts for district residents attending private schools.

Staff Development – Conference fees for nurse training.

Supplies – District-wide nursing supplies.

Psychological Services

Psychologists Salaries – Salaries of 5 psychologists.

Contractual – Mileage reimbursement for travel.

Supplies – Supplies for the psychologists.

Program Component

PUPIL SERVICES

	<u>Budget 2010-2011</u>	<u>Budget 2011-2012</u>
Guidance		
Counselors Salaries	221,390	229,773
Clerical Salaries	93,810	58,331
Contractual	3,500	3,150
Supplies	4,768	4,291
	<hr/>	<hr/>
	323,468	295,545
Health Services		
Nurse Salaries	109,463	111,652
Health Services	35,000	35,000
Contractual - Staff Development	2,868	2,581
Supplies	3,031	2,728
	<hr/>	<hr/>
	150,362	151,961
Psychological Services		
Psychologists Salaries	366,981	429,321
Contractual	40,000	2,000
Supplies	1,710	1,539
	<hr/>	<hr/>
	408,691	432,860

Co-Curricular Activities

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

Interscholastic Athletics

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

Contractual – Transportation, postage, awards, meet fees and association dues, and all official fees.

Supplies – Supplies for all interscholastic sports.

Program Component

	<u>Budget 2010-2011</u>	<u>Budget 2011-2012</u>
Co-Curricular Activities		
Co-Curricular Salaries	47,950	48,909
Interscholastic Athletics		
Salaries	145,250	128,105
Contractual	26,500	23,850
Supplies	23,123	20,811
	<hr/>	<hr/>
	194,873	172,766
Total Pupil Services	<hr/> 1,125,344	<hr/> 1,102,041

District Transportation

Transportation Salaries – 1 School Transportation Coordinator
Supplies – Supplies used in the transportation department

Contract Transportation

Contractual – Contractual bus costs to transport students

Program Component

PUPIL TRANSPORTATION	<u>Budget 2010-2011</u>	<u>Budget 2011-2012</u>
District Transportation		
Transportation Salaries	47,055	49,594
Contractual	420	378
Supplies	700	630
	<hr/>	<hr/>
	48,175	50,602
 Contract Transportation		
Contractual	1,966,500	1,966,500
	<hr/>	<hr/>
	1,966,500	1,966,500
	<hr/>	<hr/>
Total Pupil Transportation Program	2,014,675	2,017,102

Community Recreation – The cost of lifeguards and supplies to run our open swim program for the community.

Interfund Transfers

Special Aid Fund

Summer Special Ed – District 20% contribution to support the summer special education program.

Program Component

	<u>Budget 2010-2011</u>	<u>Budget 2011-2012</u>
Community & Recreation	32,000	31,800
 Interfund Transfers		
Special Aid Fund:		
Summer Special Ed.	80,000	80,000

Operations & Maintenance

Custodial & Maintenance Salaries – Maintenance, custodial positions, Superintendent of Building and Grounds, and 1 part-time secretary.

Electricity – Electricity allocation for the district.

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

Gas – Natural gas that is used to heat district buildings. The district has the ability to use either gas or oil to heat all schools.

Fuel Oil – Fuel oil that is used to heat district buildings.

Janitorial Supplies – Custodial cleaning supplies used throughout the district.

Repairs – District-wide repairs including maintenance contracts on equipment, fire alarm contracts for all buildings, pest control district-wide, HVAC systems.

Repair & Maintenance Supplies – Boiler supplies, electric supplies, plumbing supplies, glass supplies.

Gasoline Supplies – Gas and oil for all vehicles and equipment.

Vehicle Parts – Parts for repair of district vehicles.

Safety Management – Cost for district-wide asbestos, lead and air testing, staff training and district-wide safety program.

Capital Component

OPERATIONS & MAINTENANCE	<u>Budget 2010-2011</u>	<u>Budget 2011-2012</u>
Operations & Maintenance		
Custodial & Maintenance Salaries	1,379,803	1,376,587
Electricity	430,000	600,000
Telephone	230,000	230,000
Gas	143,500	143,500
Fuel Oil	143,500	143,500
Repairs	230,368	228,531
Repair & Maintenance Supplies	275,400	207,860
Gasoline Supplies	19,000	17,100
Vehicles Parts	500	450
Safety Management	30,000	30,000
	<hr/>	<hr/>
Total Operations & Maintenance	2,882,071	2,977,528

Special Items

Judgment and Claims – Provision for the refund of school taxes as a result of tax certiorari proceedings.

Interfund Transfers

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

Capital Component

	<u>Budget 2010-2011</u>	<u>Budget 2011-2012</u>
Special Items		
Judgment and Claims	70,000	70,000
Interfund Transfers		
Debt Service	4,605,566	4,605,566

Property Tax Report Card
101300 - HUDSON CITY SD

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Official - as of 04/21/2011 08:48 AM

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

Form Due - April 23, 2011

School District Contact Person: DANIEL P. BARRETT
School District Telephone Number: (518)828-4360

	Budgeted 2010-11 (A)	Budgeted 2011-12 (B)	Percent Change (C)
Total Spending	40,932,878	41,249,180	0.77 %
Total School Tax Levy	17,538,876	19,271,916	9.88 %
Public School Enrollment	1,963	1,923	-2.04 %
Consumer Price Index			1.6 %

	Actual 2010-11 (D)	Estimated 2011-12 (E)
Adjusted Restricted Fund Balance	302,821	2,821
Assigned Appropriated Fund Balance	500,000	800,000
Adjusted Unrestricted Fund Balance	628,126	128,126
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	1.53 %	0.31 %

Salary: Administrative Compensation Information
101300 - HUDSON CITY SD

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Official - as of 04/21/2011 09:03 AM

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

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	135,000	24,002	
Associate, Assistant and Deputy Superintendents (Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)			
2. ASSISTANT SUPERINTENDENT	107,100	38,372	
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Salary: Administrative Compensation Information
101300 - HUDSON CITY SD

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Title	Salary	Employee Benefits	Other Remuneration
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Salary: Administrative Compensation Information
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Other Supervisory and Administrative Employees Scheduled to Receive \$120,000 or More in Salary

71.	SECONDARY PRINCIPAL	128,368
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Salary: Administrative Compensation Information
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Salary: Administrative Compensation Information
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The New York State School Report Card Fiscal Accountability Supplement for Hudson City School District

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

2008-2009 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$23,175,987	\$8,983,264
	Pupils	1,961	421
	Expenditures Per Pupil	\$11,818	\$21,338
Similar District Group	Instructional Expenditures	\$1,536,856,907	\$550,923,687
	Pupils	164,940	25,394
	Expenditures Per Pupil	\$9,318	\$21,695
Total of All School Districts in NY State	Instructional Expenditures	\$29,417,505,672	\$10,926,323,899
	Pupils	2,705,290	411,516
	Expenditures Per Pupil	\$10,874	\$26,551
Similar District Group Description: High Need/Resource Capacity Rural			

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

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

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

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

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

2008-2009 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Total Expenditures Per Pupil	\$20,278	\$17,634	\$19,381

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

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

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

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

Student Counts as of October 7, 2009	This School District		Similar District Group	Total of All School Districts in NY State
Student Placement -- Percent of Time Inside Regular Classroom	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
80% or more	208	51.7%	55.3%	55.6%
40% to 79%	90	22.4%	21.6%	11.7%
Less than 40%	62	15.4%	21.0%	23.1%
Separate Settings	42	10.4%	1.6%	6.0%
Other Settings	0	0.0%	0.5%	3.7%

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

School-age Students with Disabilities Classification Rate

2009-10 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	19.71%	14.0%	13.2%

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

Similar District Group Description: High Need/Resource Capacity Rural

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



The New York State District Report Card

**Accountability
and Overview Report
2009 – 10**

District **HUDSON CITY SCHOOL DISTRICT**
District ID **10-13-00-01-0000**
Superintendent **JOHN HOWE**
Telephone **(518) 828-4360**
Grades **PK-12**

This District's Report Card

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

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

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

Use this report to:

- 1 Get District Profile information.**
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2010–11 accountability status.
- 4 Review an Overview of District Performance.**
This section has information about the district's performance on state assessments in English, mathematics, and science.

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

District Profile

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

Enrollment

	2007-08	2008-09	2009-10
Pre-K	36	50	49
Kindergarten	144	139	151
Grade 1	137	144	135
Grade 2	178	134	144
Grade 3	142	173	135
Grade 4	133	143	170
Grade 5	150	132	137
Grade 6	154	138	126
Ungraded Elementary	0	1	0
Grade 7	179	159	146
Grade 8	152	154	156
Grade 9	212	194	197
Grade 10	162	160	157
Grade 11	128	145	114
Grade 12	141	136	149
Ungraded Secondary	0	0	0
Total K-12	2012	1952	1917

Average Class Size

	2007-08	2008-09	2009-10
Common Branch	20	20	20
Grade 8			
English	14	22	16
Mathematics	20	18	16
Science	16	15	12
Social Studies	20	20	17
Grade 10			
English	20	17	17
Mathematics	14	18	9
Science	20	20	15
Social Studies	18	18	19

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 HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

Demographic Factors

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Eligible for Free Lunch	876	44%	892	46%	875	46%
Reduced-Price Lunch	187	9%	209	11%	217	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	110	5%	111	6%	103	5%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	1	0%
Black or African American	579	29%	570	29%	558	29%
Hispanic or Latino	191	9%	188	10%	181	9%
Asian or Native Hawaiian/Other Pacific Islander	140	7%	143	7%	142	7%
White	1102	55%	1051	54%	1035	54%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Annual Attendance Rate		95%		94%		94%
Student Suspensions	241	12%	293	15%	234	12%

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.

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

Teacher Qualifications

	2007-08	2008-09	2009-10
Total Number of Teachers	199	199	200
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer Than Three Years of Experience	7%	10%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	21%	20%	21%
Total Number of Core Classes	452	524	477
Percent Not Taught by Highly Qualified Teachers in This District	0%	1%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	638	717	700
Percent Taught by Teachers Without Appropriate Certification	2%	3%	2%

Teacher Turnover Rate

	2006-07	2007-08	2008-09
Turnover Rate of Teachers with Fewer than Five Years of Experience	N/A	17%	23%
Turnover Rate of All Teachers	12%	14%	31%

Staff Counts

	2007-08	2008-09	2009-10
Total Other Professional Staff	21	19	21
Total Paraprofessionals*	69	75	85
Assistant Principals	3	3	2
Principals	5	5	5

* Not available at the school level.

Teacher Qualifications Information

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

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

Teacher Turnover Rate Information

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

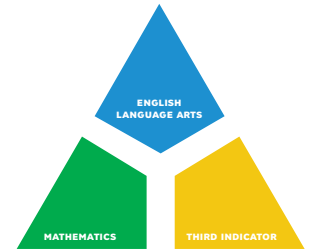
Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2006 Cohort

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

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

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

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

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

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

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

Progress Targets

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

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

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

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

Safe Harbor Targets

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

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2010–11)

▲ **Good Standing**

ELA	▲ Good Standing	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2008–09	2009–10	2010–11
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✗	✓	✗
Ethnicity						
American Indian or Alaska Native						
Black or African American	✗	✓		✗	✗	
Hispanic or Latino	✓	✓		–	–	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		–	–	
White	✓	✓		✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	✗	✓ ^{SH}		✗	✗	
Limited English Proficient	✓	✓		–	–	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✗ 6 of 8	✓ 8 of 8	✓ 1 of 1	✗ 1 of 5	✗ 2 of 5	✗ 0 of 1


AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ 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 (2010–11)  Good Standing




Accountability Measures 6 of 8 Student groups making AYP in English language arts
 Did not make AYP

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

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


Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (889:837)			100%		160	151	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (278:257)			100%		143	148	148 111
Hispanic or Latino (88:81)			100%		164	144	
Asian or Native Hawaiian/Other Pacific Islander (80:69)			100%		172	143	
White (443:430)			100%		167	150	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (191:189)			99%		120	147	124 82
Limited English Proficient (57:69)			100%		161	143	
Economically Disadvantaged (560:522)			100%		152	150	
Final AYP Determination	 6 of 8						
Non-Accountability Groups							
Female (400:377)			100%		167	149	
Male (489:460)			100%		154	150	
Migrant (0:0)							


Symbols

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

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


























Elementary/Middle-Level Mathematics

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




Accountability Measures 8 of 8 Student groups making AYP in mathematics
 Made AYP

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

How did students in each accountability group perform on elementary/middle-level 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 2009–10 2010–11
Accountability Groups							
All Students (887:835)			100%		165	131	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (277:257)			100%		147	128	
Hispanic or Latino (88:80)			99%		174	124	
Asian or Native Hawaiian/Other Pacific Islander (79:69)			100%		191	123	
White (443:429)			100%		170	130	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (190:187)			98%		120	127	114 82
Limited English Proficient (57:70)			100%		180	124	
Economically Disadvantaged (559:522)			100%		159	130	
Final AYP Determination	 8 of 8						
Non-Accountability Groups							
Female (399:376)			100%		167	129	
Male (488:459)			99%		164	130	
Migrant (0:0)							


Symbols

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

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















Elementary/Middle-Level Science

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



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

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

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


Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2009–10 2010–11
Accountability Groups								
All Students (326:310)		Qualified		99%		171	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (87:82)		Qualified		100%		154	100	
Hispanic or Latino (41:38)		Qualified		98%		176	100	
Asian or Native Hawaiian/Other Pacific Islander (24:21)		—	—	—	—	—	—	—
White (174:169)		Qualified		99%		176	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (66:65)		Qualified		98%		129	100	
Limited English Proficient (28:27)		—	—	—	—	—	—	—
Economically Disadvantaged (198:185)		Qualified		99%		163	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (142:134)				99%		167	100	
Male (184:176)				99%		174	100	
Migrant (0:0)								


Symbols

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

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

Secondary-Level English Language Arts















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

Accountability Measures 1 of 5 Student groups making AYP in English language arts
 Did not make AYP




Prospective Status

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

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


Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10	2010–11
Accountability Groups								
All Students (130:144)			100%		167	168	168 [‡]	170
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (32:38)		—	—		155	161	161 [‡]	160
Hispanic or Latino (12:10)	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (11:12)	—	—	—	—	—	—	—	—
White (75:84)			100%		170	166		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (19:34)		—	—		76	160	87 [‡]	88
Limited English Proficient (5:5)	—	—	—	—	—	—	—	—
Economically Disadvantaged (52:65)			100%		151	165	162 [‡]	156
Final AYP Determination	 1 of 5							
Non-Accountability Groups								
Female (63:68)			100%		165	165		
Male (67:76)			100%		168	166		
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  Good Standing
for This Subject
(2010–11)




Accountability Measures 2 of 5 Student groups making AYP in mathematics
 Did not make AYP

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

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


Student Group (12th Graders: 2006 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2009–10 2010–11
Accountability Groups							
All Students (130:144)			100%		166	164	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (32:38)		—	—		153	157	146 [‡] 158
Hispanic or Latino (12:10)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (11:12)	—	—	—	—	—	—	—
White (75:84)			100%		168	162	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (19:34)		—	—		97	156	102 [‡] 107
Limited English Proficient (5:5)	—	—	—	—	—	—	—
Economically Disadvantaged (52:65)			100%		151	161	151 [‡] 156
Final AYP Determination	 2 of 5						
Non-Accountability Groups							
Female (63:68)			100%		163	161	
Male (67:76)			100%		168	162	
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 (2010–11)  Good Standing



Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status A district that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this district fails to make AYP in 2010-11, the district will be District In Need of Improvement (Year 1) in 2011-12. If this district makes AYP in 2010-11, the district will be in good standing in 2011-12. [203]

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives		
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target	
					2009–10	2010–11
Accountability Groups						
All Students (169)			59%	80%	66%	63%
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (46)			46%	80%	66%	53%
Hispanic or Latino (13)		—	—	—		
Asian or Native Hawaiian/Other Pacific Islander (6)		—	—	—		
White (104)			64%	80%	66%	67%
Multiracial (0)						
Other Groups						
Students with Disabilities (50)			14%	80%	30%	27%
Limited English Proficient (2)		—	—	—		
Economically Disadvantaged (68)			49%	80%	59%	55%
Final AYP Determination	 0 of 1					
Non-Accountability Groups						
Female (88)			67%	80%		
Male (81)			51%	80%		
Migrant (0)						

Symbols

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

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

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **64%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

3 School Accountability Status

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

2010–11 Accountability Status of Schools in Your District

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

In Good Standing

1 school identified 33% of total

JOHN L EDWARDS PRIMARY SCHOOL

Improvement (year 1) Basic

1 school identified 33% of total

HUDSON JUNIOR/SENIOR HIGH SCHOOL

Corrective Action (year 2) Focused

1 school identified 33% of total

MONTGOMERY C SMITH INTERMEDIATE SCHOOL

4 Overview of District Performance

District HUDSON CITY SCHOOL DISTRICT

District ID 10-13-00-01-0000

Summary of 2009–10 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	46%			128
Grade 4	46%			160
Grade 5	38%			138
Grade 6	38%			130
Grade 7	38%			148
Grade 8	31%			159
Mathematics				
Grade 3	44%			130
Grade 4	41%			160
Grade 5	43%			138
Grade 6	47%			129
Grade 7	23%			151
Grade 8	19%			158
Science				
Grade 4	85%			163
Grade 8	70%			157

Secondary Level	Percentage of students that scored at or above Level 3			2006 Total Cohort
	0%	50%	100%	
English	64%			183
Mathematics	63%			183

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

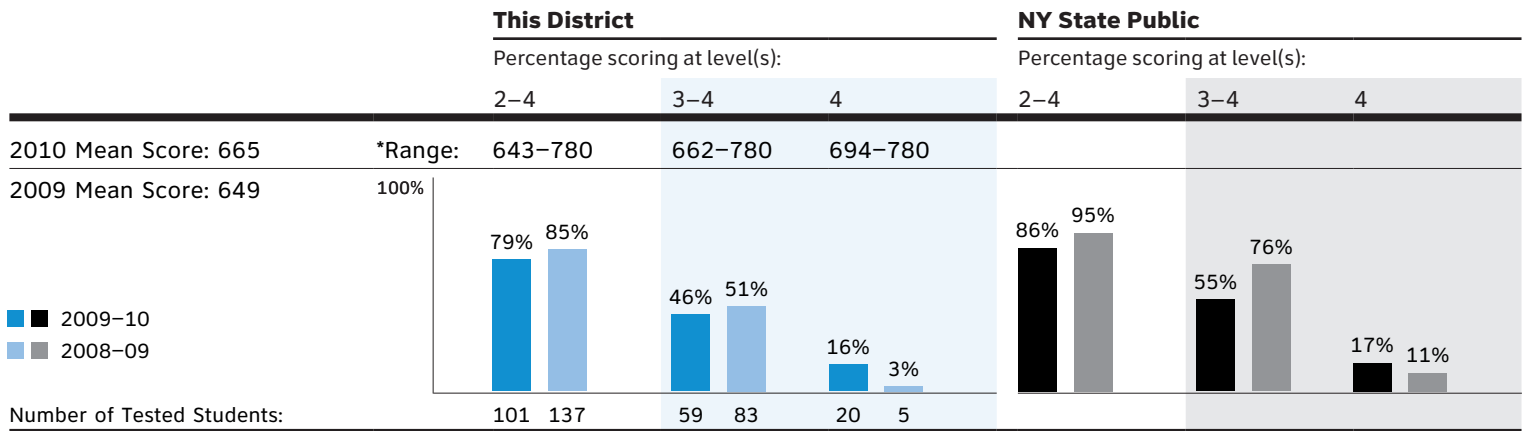
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

High Need/Resource Rural Districts

This is a rural school district with high student needs in relation to district resource capacity.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	128	79%	46%	16%	162	85%	51%	3%
Female	55	80%	53%	13%	68	85%	53%	1%
Male	73	78%	41%	18%	94	84%	50%	4%
American Indian or Alaska Native								
Black or African American	42	64%	24%	10%	50	72%	30%	0%
Hispanic or Latino	11	64%	36%	9%	20	75%	45%	0%
Asian or Native Hawaiian/Other Pacific Islander	13	85%	38%	15%	13	100%	85%	15%
White	62	90%	65%	21%	79	92%	61%	4%
Multiracial								
Small Group Totals								
General-Education Students	110	87%	51%	17%	139	91%	58%	4%
Students with Disabilities	18	28%	17%	6%	23	48%	9%	0%
English Proficient	117	79%	50%	17%	142	84%	51%	3%
Limited English Proficient	11	82%	9%	0%	20	90%	55%	5%
Economically Disadvantaged	84	70%	35%	17%	100	77%	46%	2%
Not Disadvantaged	44	95%	68%	14%	62	97%	60%	5%
Migrant								
Not Migrant	128	79%	46%	16%	162	85%	51%	3%

NOTES

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

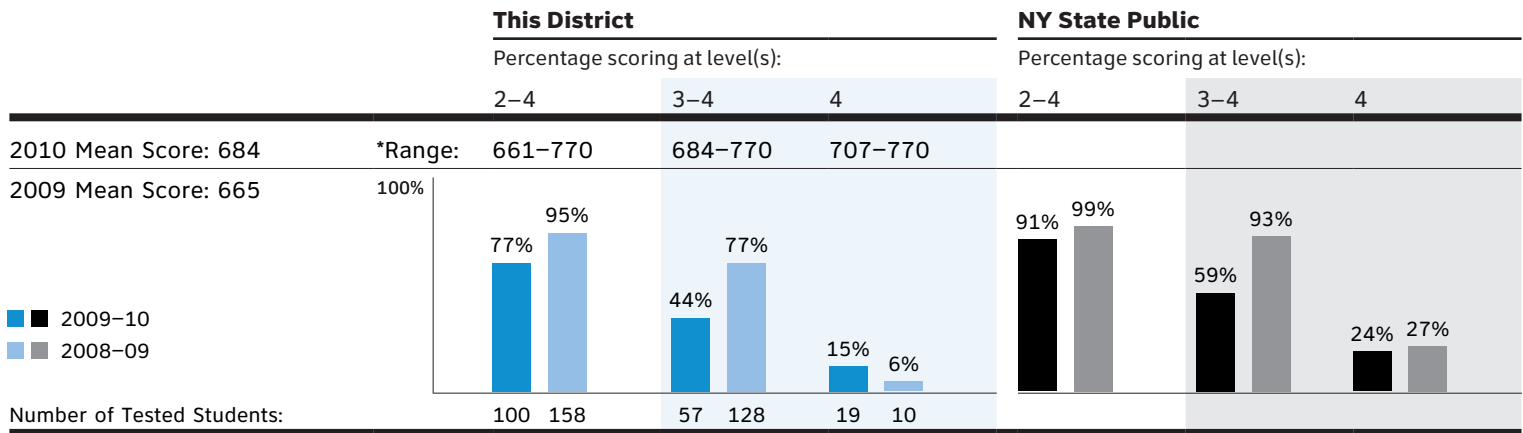
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

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

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	130	77%	44%	15%	166	95%	77%	6%
Female	55	75%	33%	7%	73	93%	77%	5%
Male	75	79%	52%	20%	93	97%	77%	6%
American Indian or Alaska Native								
Black or African American	42	62%	21%	5%	52	88%	63%	2%
Hispanic or Latino	11	73%	45%	9%	20	95%	65%	0%
Asian or Native Hawaiian/Other Pacific Islander	15	87%	60%	13%	16	100%	88%	19%
White	62	85%	55%	23%	78	99%	87%	8%
Multiracial								
Small Group Totals								
General-Education Students	112	85%	49%	16%	142	98%	85%	7%
Students with Disabilities	18	28%	11%	6%	24	79%	29%	0%
English Proficient	117	76%	44%	16%	142	95%	77%	7%
Limited English Proficient	13	85%	38%	0%	24	96%	75%	0%
Economically Disadvantaged	86	70%	36%	10%	105	92%	69%	3%
Not Disadvantaged	44	91%	59%	23%	61	100%	92%	11%
Migrant								
Not Migrant	130	77%	44%	15%	166	95%	77%	6%

NOTES

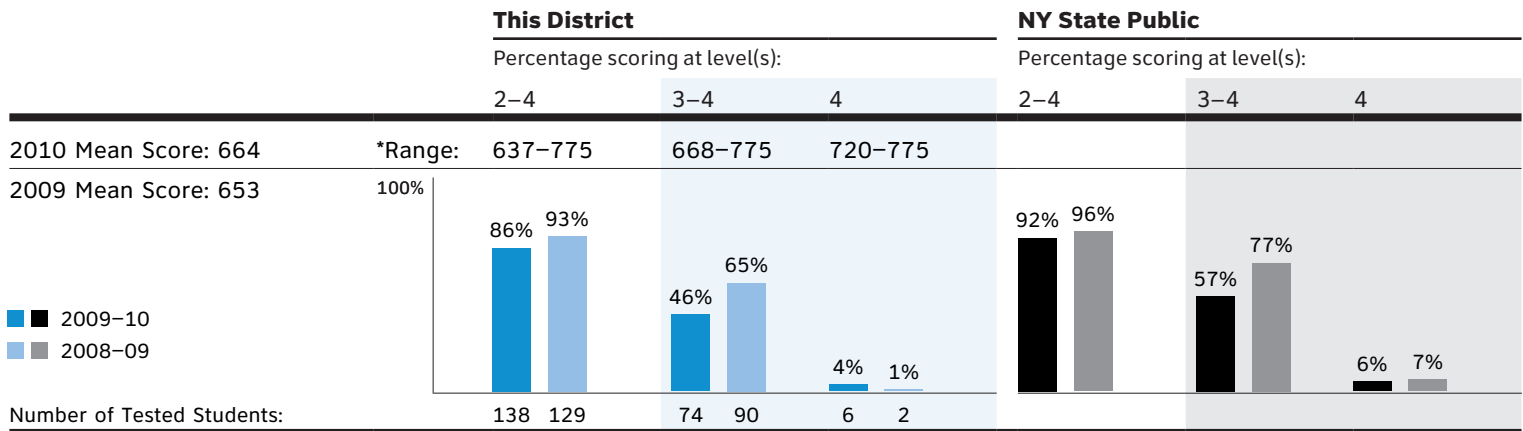
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

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

Other Assessments

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

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	160	86%	46%	4%	138	93%	65%	1%
Female	68	84%	49%	7%	71	94%	61%	0%
Male	92	88%	45%	1%	67	93%	70%	3%
American Indian or Alaska Native								
Black or African American	49	73%	27%	0%	48	92%	56%	0%
Hispanic or Latino	21	81%	52%	5%	19	100%	68%	0%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	73%	13%	10	100%	70%	0%
White	75	93%	52%	4%	61	92%	70%	3%
Multiracial								
Small Group Totals								
General-Education Students	135	93%	52%	4%	110	99%	78%	2%
Students with Disabilities	25	52%	16%	0%	28	71%	14%	0%
English Proficient	138	86%	46%	3%	128	94%	65%	2%
Limited English Proficient	22	91%	50%	9%	10	90%	70%	0%
Economically Disadvantaged	106	81%	35%	3%	102	92%	60%	1%
Not Disadvantaged	54	96%	69%	6%	36	97%	81%	3%
Migrant								
Not Migrant	160	86%	46%	4%	138	93%	65%	1%

NOTES

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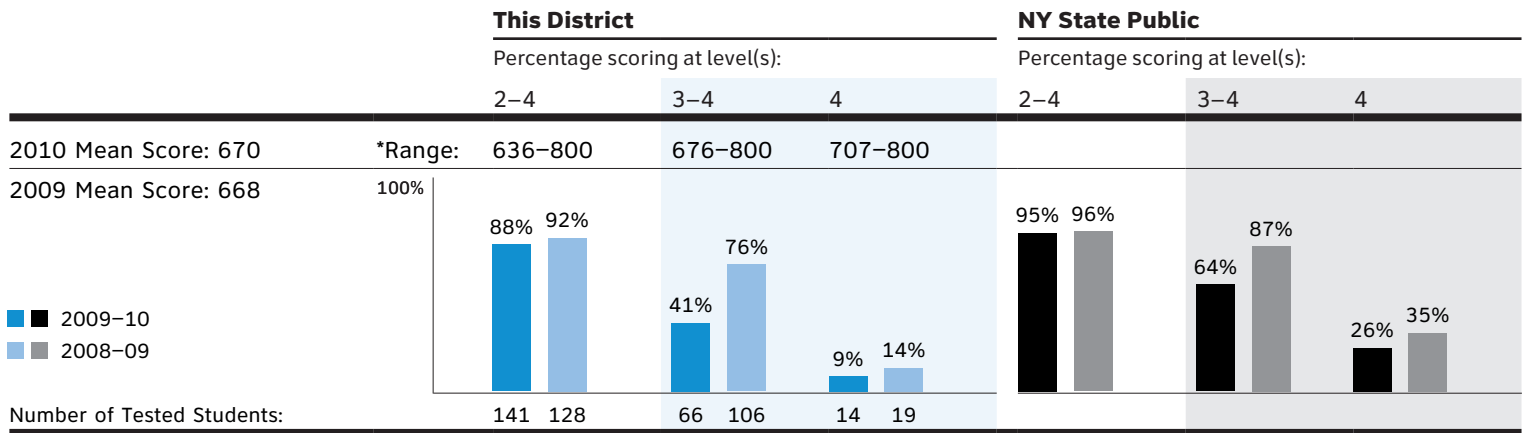
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	5	5	4	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	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 4	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	160	88%	41%	9%	139	92%	76%	14%
Female	68	85%	40%	10%	70	94%	74%	7%
Male	92	90%	42%	8%	69	90%	78%	20%
American Indian or Alaska Native								
Black or African American	49	78%	14%	0%	50	84%	64%	6%
Hispanic or Latino	21	81%	48%	14%	18	100%	89%	11%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	73%	40%	10	100%	100%	20%
White	75	95%	51%	7%	61	95%	79%	20%
Multiracial								
Small Group Totals								
General-Education Students	135	95%	47%	10%	110	97%	84%	16%
Students with Disabilities	25	52%	8%	4%	29	72%	48%	3%
English Proficient	138	88%	41%	9%	128	93%	76%	13%
Limited English Proficient	22	91%	45%	9%	11	82%	82%	18%
Economically Disadvantaged	106	83%	29%	8%	103	90%	74%	12%
Not Disadvantaged	54	98%	65%	9%	36	97%	83%	19%
Migrant								
Not Migrant	160	88%	41%	9%	139	92%	76%	14%

NOTES

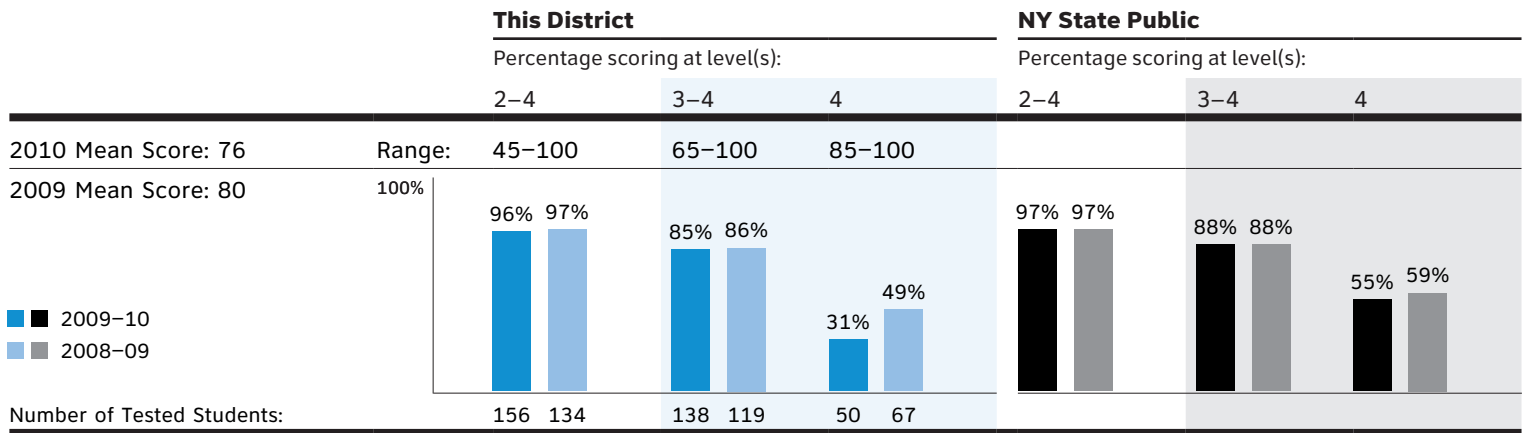
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	5	5	4	1

This District's Results in Grade 4 Science



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	163	96%	85%	31%	138	97%	86%	49%
Female	69	93%	78%	26%	69	97%	86%	45%
Male	94	98%	89%	34%	69	97%	87%	52%
American Indian or Alaska Native								
Black or African American	50	92%	72%	8%	49	94%	76%	37%
Hispanic or Latino	21	95%	81%	38%	18	100%	89%	56%
Asian or Native Hawaiian/Other Pacific Islander	15	100%	100%	53%	10	100%	100%	70%
White	77	97%	91%	39%	61	98%	92%	52%
Multiracial								
Small Group Totals								
General-Education Students	137	97%	91%	34%	110	99%	89%	55%
Students with Disabilities	26	88%	50%	12%	28	89%	75%	21%
English Proficient	141	96%	84%	31%	127	98%	87%	50%
Limited English Proficient	22	95%	91%	27%	11	91%	82%	36%
Economically Disadvantaged	109	94%	79%	21%	102	96%	84%	44%
Not Disadvantaged	54	98%	96%	50%	36	100%	92%	61%
Migrant								
Not Migrant	163	96%	85%	31%	138	97%	86%	49%

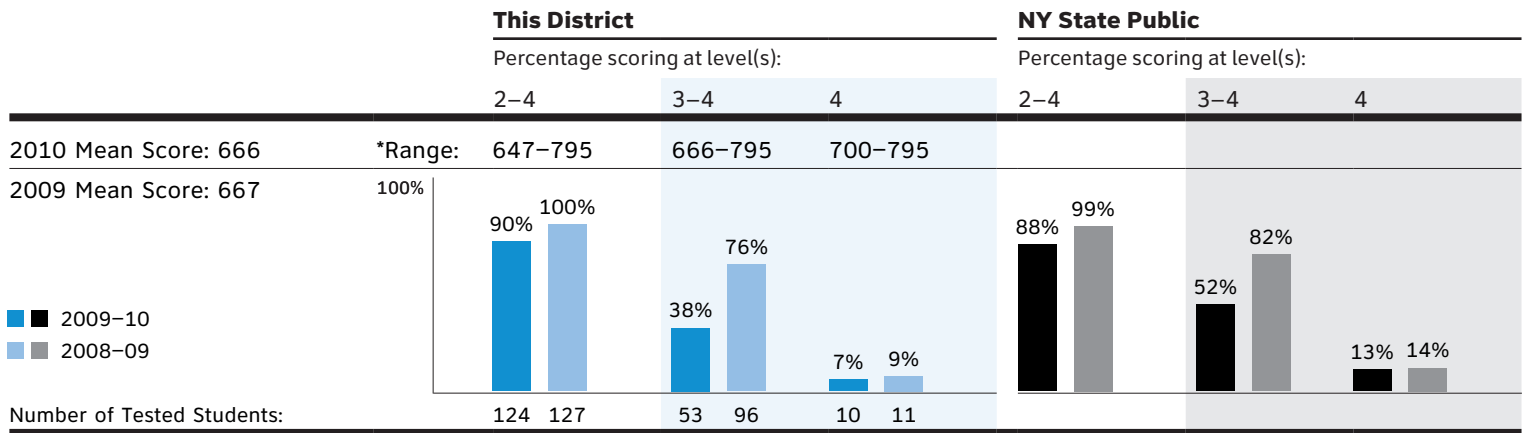
NOTES

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Other Assessments

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

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	138	90%	38%	7%	127	100%	76%	9%
Female	71	93%	35%	4%	53	100%	74%	6%
Male	67	87%	42%	10%	74	100%	77%	11%
American Indian or Alaska Native								
Black or African American	49	84%	33%	6%	43	100%	58%	7%
Hispanic or Latino	17	88%	29%	0%	7	100%	100%	14%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	50%	20%	13	100%	92%	8%
White	62	94%	44%	8%	64	100%	81%	9%
Multiracial								
Small Group Totals								
General-Education Students	108	95%	47%	9%	100	100%	84%	9%
Students with Disabilities	30	70%	7%	0%	27	100%	44%	7%
English Proficient	129	91%	40%	8%	121	100%	75%	8%
Limited English Proficient	9	78%	22%	0%	6	100%	83%	17%
Economically Disadvantaged	98	88%	32%	7%	81	100%	69%	6%
Not Disadvantaged	40	95%	55%	8%	46	100%	87%	13%
Migrant								
Not Migrant	138	90%	38%	7%	127	100%	76%	9%

NOTES

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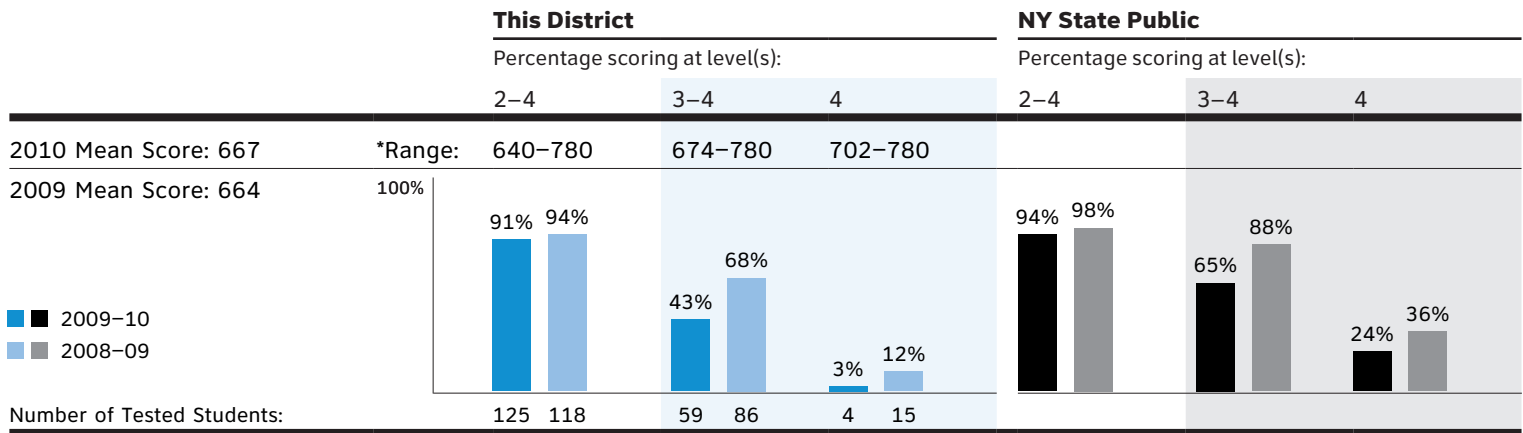
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	7	6	5	2	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	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 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	138	91%	43%	3%	126	94%	68%	12%
Female	71	92%	39%	1%	52	94%	65%	10%
Male	67	90%	46%	4%	74	93%	70%	14%
American Indian or Alaska Native								
Black or African American	49	84%	29%	0%	42	90%	52%	5%
Hispanic or Latino	17	94%	41%	0%	7	100%	86%	29%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	70%	10%	13	100%	77%	8%
White	62	94%	50%	5%	64	94%	75%	16%
Multiracial								
Small Group Totals								
General-Education Students	108	94%	51%	4%	99	98%	75%	14%
Students with Disabilities	30	80%	13%	0%	27	78%	44%	4%
English Proficient	129	91%	41%	3%	120	93%	69%	13%
Limited English Proficient	9	78%	67%	0%	6	100%	50%	0%
Economically Disadvantaged	98	91%	37%	2%	80	93%	61%	6%
Not Disadvantaged	40	90%	58%	5%	46	96%	80%	22%
Migrant								
Not Migrant	138	91%	43%	3%	126	94%	68%	12%

NOTES

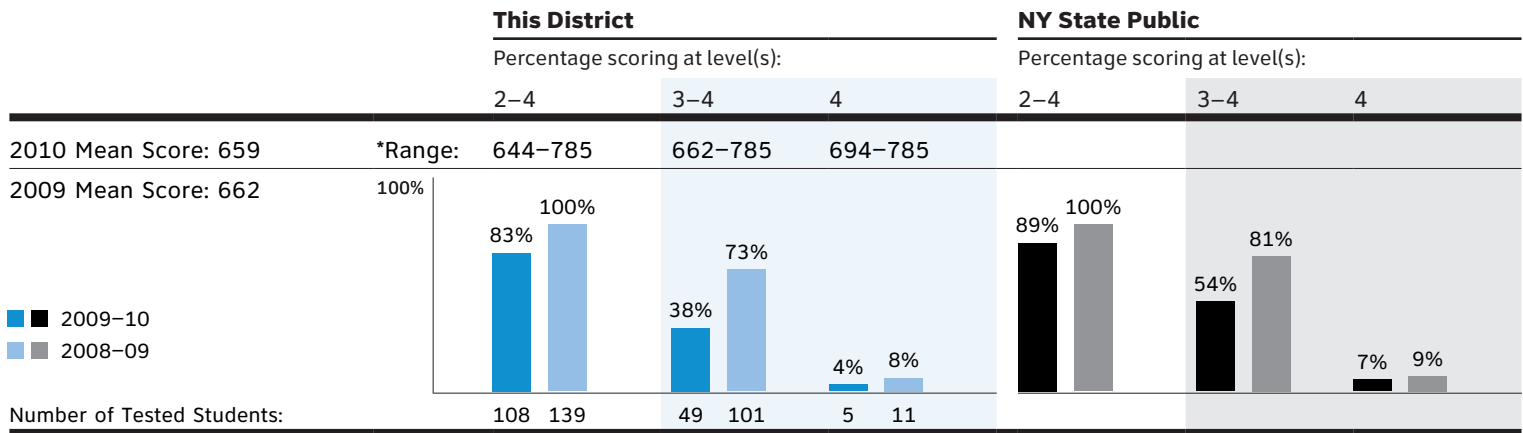
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Other Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	7	7	6	2	2	-	-	-

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	130	83%	38%	4%	139	100%	73%	8%
Female	57	81%	47%	5%	70	100%	79%	13%
Male	73	85%	30%	3%	69	100%	67%	3%
American Indian or Alaska Native								
Black or African American	46	72%	28%	0%	45	100%	53%	2%
Hispanic or Latino	7	100%	14%	0%	10	100%	100%	0%
Asian or Native Hawaiian/Other Pacific Islander	14	93%	57%	7%	12	100%	100%	8%
White	63	87%	43%	6%	72	100%	76%	13%
Multiracial								
Small Group Totals								
General-Education Students	102	93%	46%	5%	106	100%	86%	10%
Students with Disabilities	28	46%	7%	0%	33	100%	30%	0%
English Proficient	129	-	-	-	138	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	83	80%	33%	1%	77	100%	65%	3%
Not Disadvantaged	47	89%	47%	9%	62	100%	82%	15%
Migrant								
Not Migrant	130	83%	38%	4%	139	100%	73%	8%

NOTES

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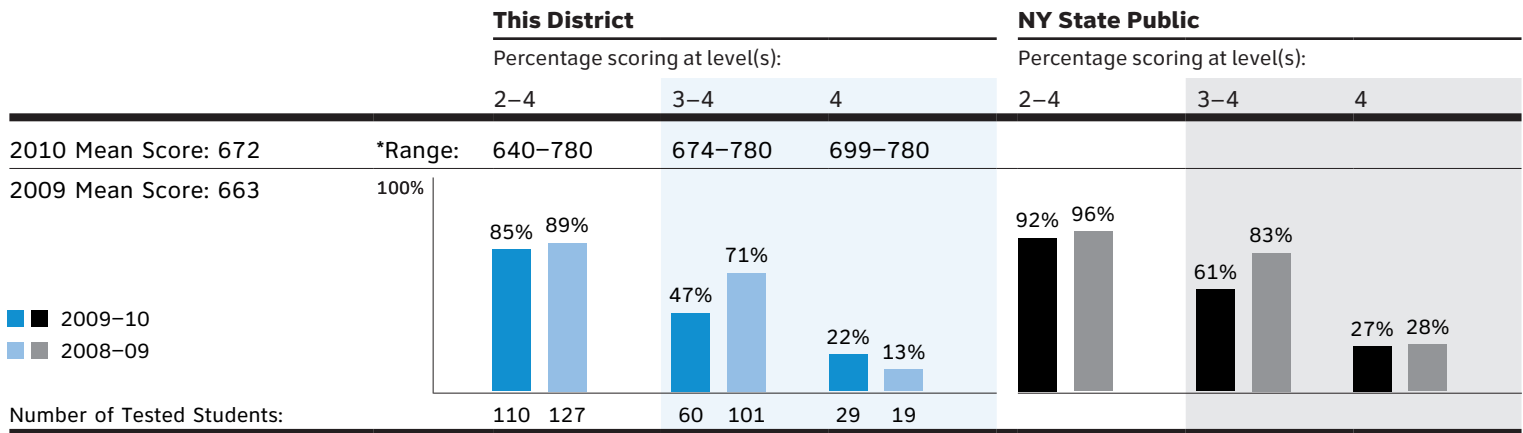
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	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	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	129	85%	47%	22%	142	89%	71%	13%
Female	57	88%	42%	21%	70	93%	76%	14%
Male	72	83%	50%	24%	72	86%	67%	13%
American Indian or Alaska Native								
Black or African American	46	74%	33%	11%	46	85%	50%	7%
Hispanic or Latino	6	100%	50%	33%	9	89%	56%	0%
Asian or Native Hawaiian/Other Pacific Islander	14	93%	57%	36%	14	86%	86%	14%
White	63	90%	54%	27%	73	93%	84%	19%
Multiracial								
Small Group Totals								
General-Education Students	102	95%	54%	26%	107	96%	87%	18%
Students with Disabilities	27	48%	19%	7%	35	69%	23%	0%
English Proficient	127	-	-	-	139	-	-	-
Limited English Proficient	2	-	-	-	3	-	-	-
Economically Disadvantaged	83	83%	36%	18%	78	88%	69%	9%
Not Disadvantaged	46	89%	65%	30%	64	91%	73%	19%
Migrant								
Not Migrant	129	85%	47%	22%	142	89%	71%	13%

NOTES

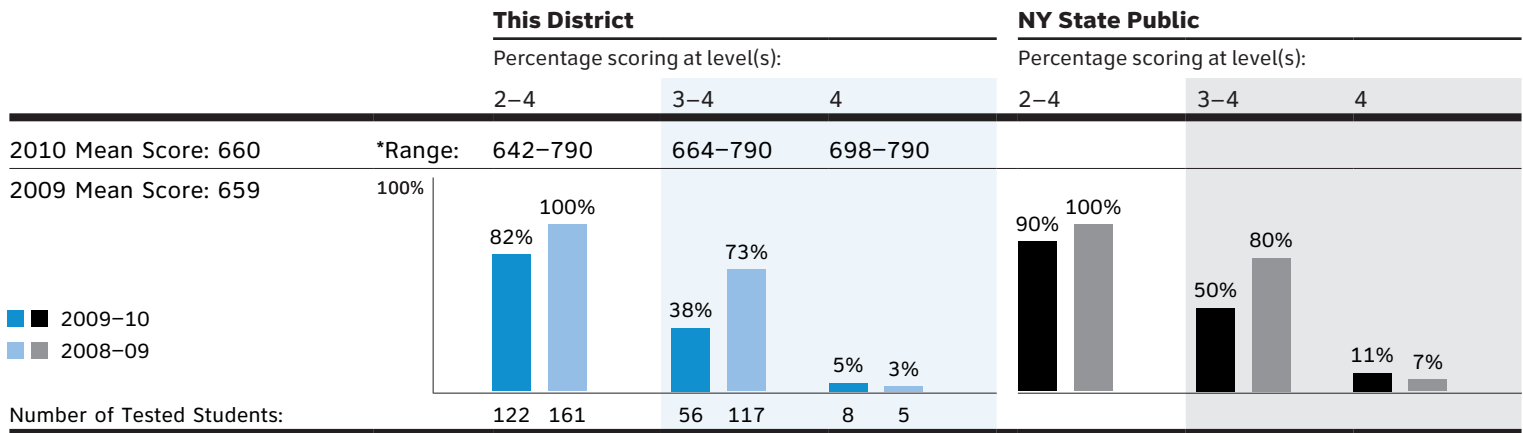
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Other Assessments

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

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	148	82%	38%	5%	161	100%	73%	3%
Female	68	88%	50%	7%	68	100%	85%	3%
Male	80	78%	28%	4%	93	100%	63%	3%
American Indian or Alaska Native					1	-	-	-
Black or African American	50	72%	26%	4%	36	100%	61%	3%
Hispanic or Latino	12	83%	8%	0%	18	100%	67%	0%
Asian or Native Hawaiian/Other Pacific Islander	12	92%	67%	8%	7	-	-	-
White	74	88%	46%	7%	99	100%	78%	3%
Multiracial								
Small Group Totals					8	100%	75%	13%
General-Education Students	113	92%	47%	7%	121	100%	84%	4%
Students with Disabilities	35	51%	9%	0%	40	100%	38%	0%
English Proficient	147	-	-	-	159	-	-	-
Limited English Proficient	1	-	-	-	2	-	-	-
Economically Disadvantaged	85	76%	24%	5%	89	100%	65%	2%
Not Disadvantaged	63	90%	57%	6%	72	100%	82%	4%
Migrant								
Not Migrant	148	82%	38%	5%	161	100%	73%	3%

NOTES

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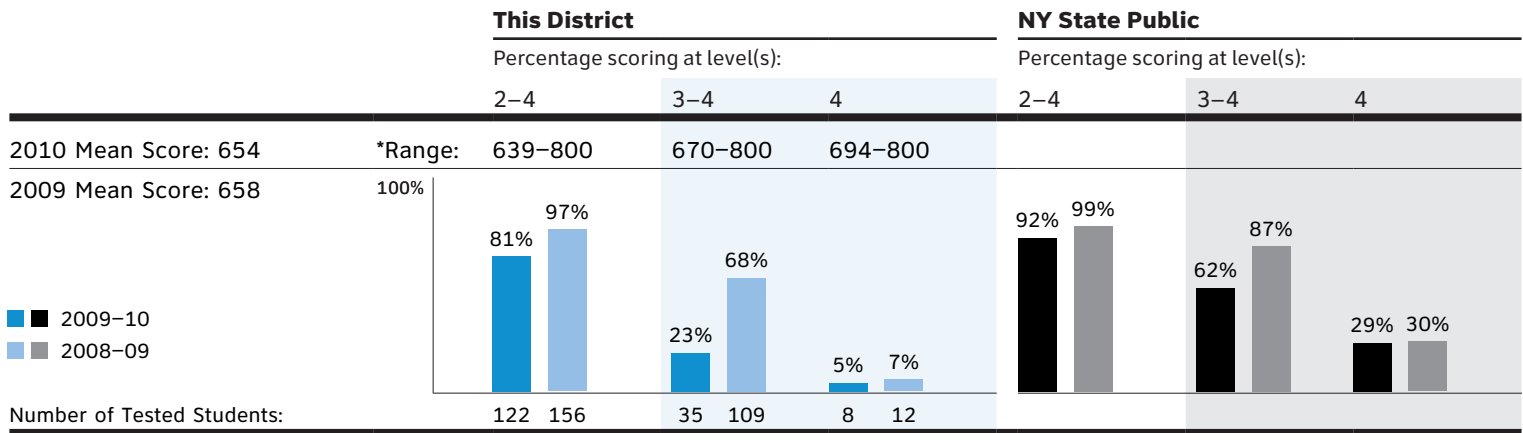
Other

Assessments

	2009-10 School Year				2008-09 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	3	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	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	151	81%	23%	5%	161	97%	68%	7%
Female	69	83%	30%	10%	66	98%	80%	8%
Male	82	79%	17%	1%	95	96%	59%	7%
American Indian or Alaska Native					1	-	-	-
Black or African American	50	68%	8%	4%	36	97%	61%	3%
Hispanic or Latino	12	83%	17%	0%	18	94%	67%	6%
Asian or Native Hawaiian/Other Pacific Islander	15	87%	53%	7%	8	-	-	-
White	74	88%	28%	7%	98	97%	71%	8%
Multiracial								
Small Group Totals					9	100%	56%	22%
General-Education Students	116	91%	30%	7%	122	100%	84%	10%
Students with Disabilities	35	49%	0%	0%	39	87%	15%	0%
English Proficient	147	-	-	-	157	-	-	-
Limited English Proficient	4	-	-	-	4	-	-	-
Economically Disadvantaged	88	75%	17%	5%	89	97%	56%	3%
Not Disadvantaged	63	89%	32%	6%	72	97%	82%	13%
Migrant								
Not Migrant	151	81%	23%	5%	161	97%	68%	7%

NOTES

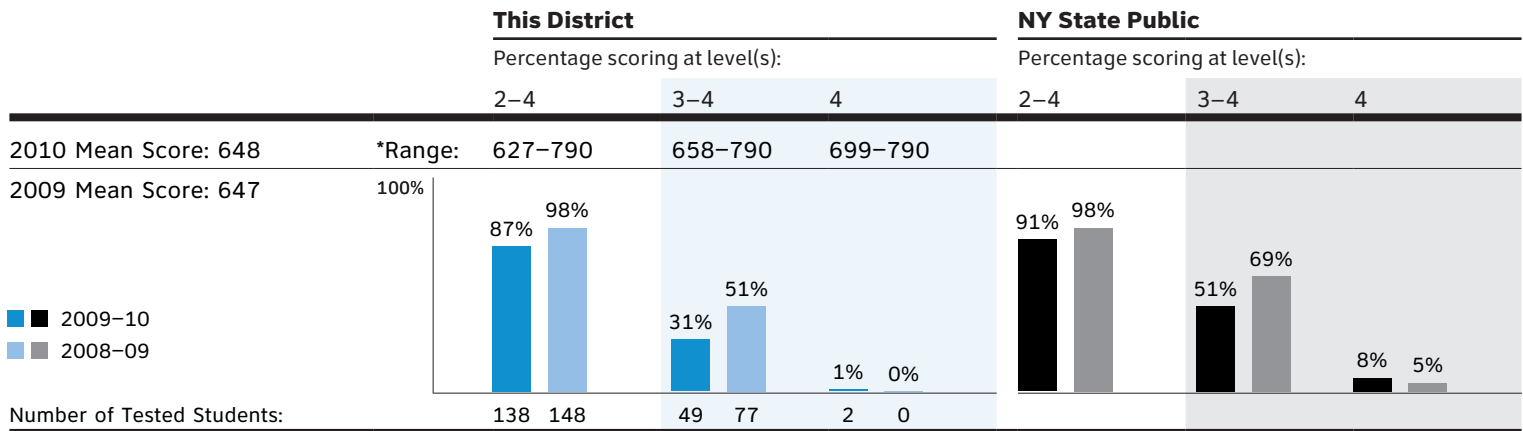
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Other Assessments

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

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	159	87%	31%	1%	151	98%	51%	0%
Female	71	92%	41%	1%	63	98%	63%	0%
Male	88	83%	23%	1%	88	98%	42%	0%
American Indian or Alaska Native								
Black or African American	38	79%	24%	0%	41	98%	44%	0%
Hispanic or Latino	19	84%	32%	0%	9	100%	33%	0%
Asian or Native Hawaiian/Other Pacific Islander	7	71%	29%	14%	7	100%	86%	0%
White	95	92%	34%	1%	94	98%	53%	0%
Multiracial								
Small Group Totals								
General-Education Students	124	94%	39%	2%	117	100%	65%	0%
Students with Disabilities	35	60%	3%	0%	34	91%	3%	0%
English Proficient	155	-	-	-	150	-	-	-
Limited English Proficient	4	-	-	-	1	-	-	-
Economically Disadvantaged	88	84%	23%	1%	76	96%	39%	0%
Not Disadvantaged	71	90%	41%	1%	75	100%	63%	0%
Migrant								
Not Migrant	159	87%	31%	1%	151	98%	51%	0%

NOTES

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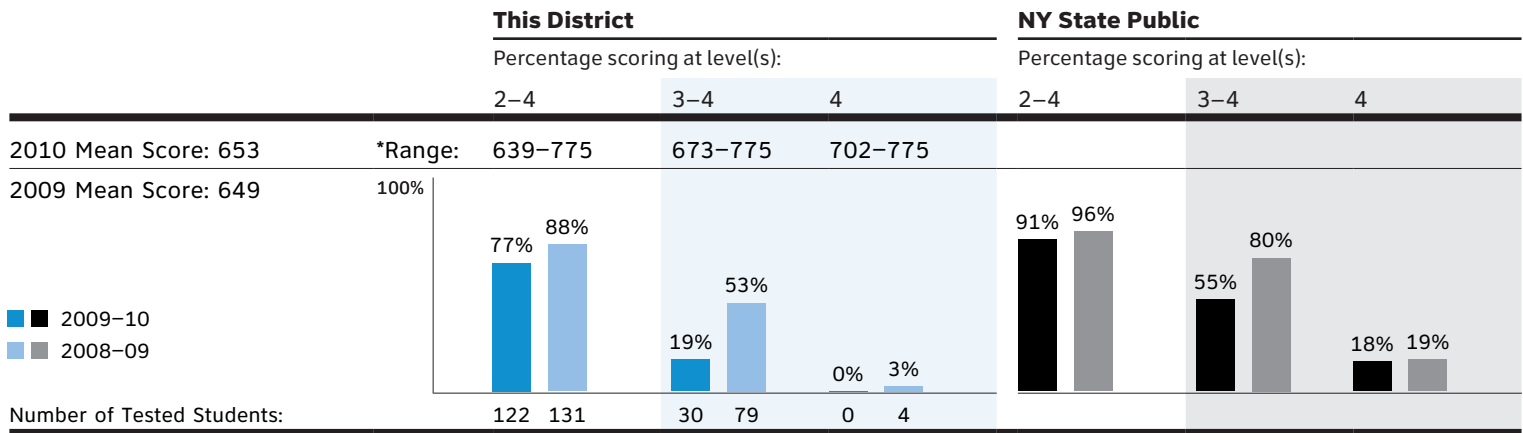
* These ranges are for 2009-10 data only. Ranges for the 2008-09 data are available in the 2008-09 *Accountability and Overview Reports*.

Other Assessments

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

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2009-10 School Year				2008-09 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	158	77%	19%	0%	149	88%	53%	3%
Female	71	80%	21%	0%	64	89%	58%	2%
Male	87	75%	17%	0%	85	87%	49%	4%
American Indian or Alaska Native								
Black or African American	38	71%	8%	0%	39	77%	31%	0%
Hispanic or Latino	19	79%	11%	0%	8	100%	50%	0%
Asian or Native Hawaiian/Other Pacific Islander	7	86%	29%	0%	9	100%	100%	11%
White	94	79%	24%	0%	93	90%	58%	3%
Multiracial								
Small Group Totals								
General-Education Students	124	86%	23%	0%	119	96%	65%	3%
Students with Disabilities	34	44%	3%	0%	30	57%	7%	0%
English Proficient	154	-	-	-	145	-	-	-
Limited English Proficient	4	-	-	-	4	-	-	-
Economically Disadvantaged	88	72%	13%	0%	77	81%	42%	3%
Not Disadvantaged	70	84%	27%	0%	72	96%	65%	3%
Migrant								
Not Migrant	158	77%	19%	0%	149	88%	53%	3%

NOTES

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

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

Other Assessments

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

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

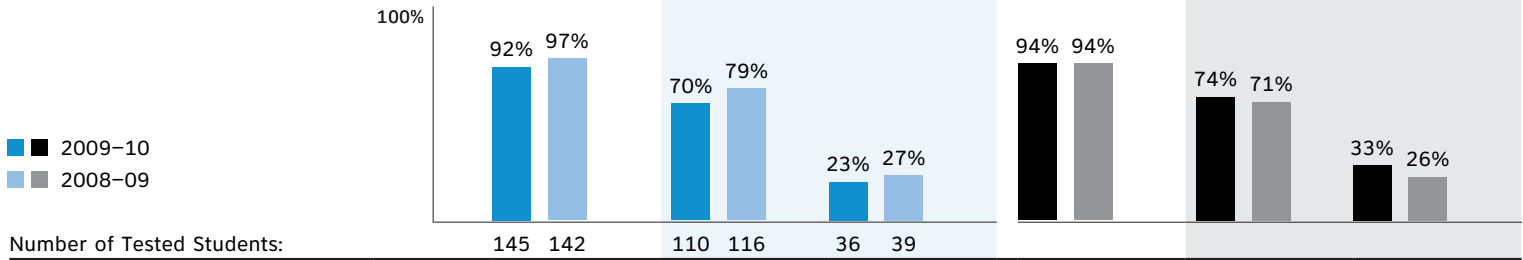
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Number of Tested Students:

145 142

110 116

36 39

Results by Student Group

2009-10 School Year

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

2008-09 School Year

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

	2009-10 School Year				2008-09 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	157	92%	70%	23%	147	97%	79%	27%
Female	69	96%	68%	20%	64	98%	77%	23%
Male	88	90%	72%	25%	83	95%	81%	29%
American Indian or Alaska Native								
Black or African American	37	92%	49%	11%	40	95%	65%	10%
Hispanic or Latino	18	94%	83%	17%	7	100%	86%	29%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	71%	29%	9	89%	89%	44%
White	95	92%	76%	28%	91	98%	84%	32%
Multiracial								
Small Group Totals								
General-Education Students	122	98%	79%	28%	118	99%	87%	32%
Students with Disabilities	35	74%	40%	6%	29	86%	45%	3%
English Proficient	153	-	-	-	143	-	-	-
Limited English Proficient	4	-	-	-	4	-	-	-
Economically Disadvantaged	86	92%	60%	15%	75	93%	73%	15%
Not Disadvantaged	71	93%	82%	32%	72	100%	85%	39%
Migrant								
Not Migrant	157	92%	70%	23%	147	97%	79%	27%

NOTES

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Other Assessments

2009-10 School Year

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

2008-09 School Year

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

New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	3	-	-	-
Regents Science	0				0			

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

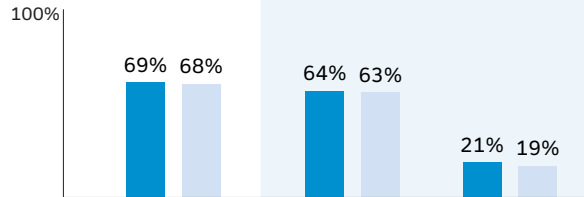
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2006 Cohort
■ 2005 Cohort

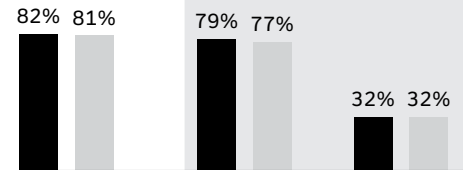
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	183	69%	64%	21%	169	68%	63%	19%
Female	90	68%	63%	28%	88	77%	72%	22%
Male	93	70%	66%	15%	81	58%	54%	16%
American Indian or Alaska Native								
Black or African American	54	56%	50%	7%	46	59%	52%	9%
Hispanic or Latino	13	69%	62%	38%	13	62%	62%	8%
Asian or Native Hawaiian/Other Pacific Islander	13	92%	85%	31%	6	100%	100%	67%
White	103	73%	70%	25%	104	71%	66%	22%
Multiracial								
Small Group Totals								
General-Education Students	140	81%	80%	28%	120	86%	85%	27%
Students with Disabilities	43	28%	14%	0%	49	24%	10%	0%
English Proficient	177	68%	64%	22%	167	-	-	-
Limited English Proficient	6	83%	67%	0%	2	-	-	-
Economically Disadvantaged	78	65%	56%	14%	68	62%	56%	13%
Not Disadvantaged	105	71%	70%	27%	101	72%	68%	23%
Migrant								
Not Migrant	183	69%	64%	21%	169	68%	63%	19%

NOTES

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

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

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

This District

Percentage scoring at level(s):

2-4

3-4

4

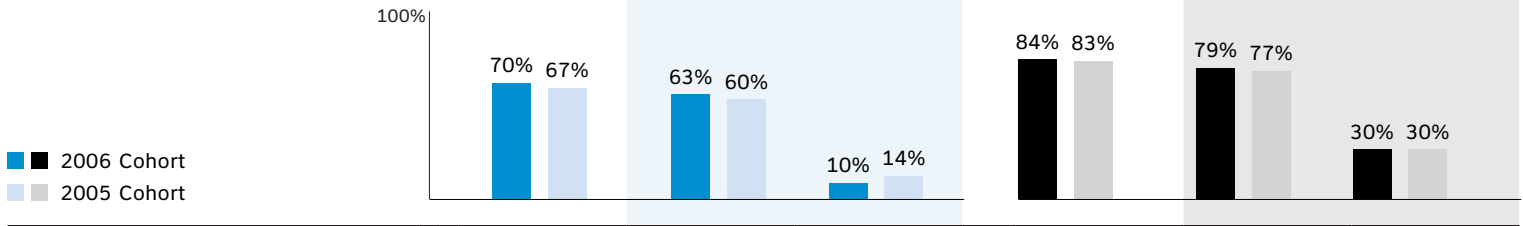
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2006 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

2005 Cohort**

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2006 Cohort			2005 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	183	70%	63%	10%	169	67%	60%	14%
Female	90	68%	61%	9%	88	75%	66%	14%
Male	93	73%	66%	11%	81	59%	53%	15%
American Indian or Alaska Native								
Black or African American	54	63%	48%	0%	46	54%	41%	4%
Hispanic or Latino	13	69%	69%	0%	13	62%	54%	8%
Asian or Native Hawaiian/Other Pacific Islander	13	92%	85%	23%	6	100%	100%	33%
White	103	72%	68%	15%	104	72%	66%	18%
Multiracial								
Small Group Totals								
General-Education Students	140	81%	76%	12%	120	84%	77%	19%
Students with Disabilities	43	37%	21%	2%	49	27%	18%	2%
English Proficient	177	70%	63%	10%	167	-	-	-
Limited English Proficient	6	83%	67%	17%	2	-	-	-
Economically Disadvantaged	78	67%	55%	6%	68	59%	51%	7%
Not Disadvantaged	105	73%	70%	12%	101	73%	65%	19%
Migrant								
Not Migrant	183	70%	63%	10%	169	67%	60%	14%

NOTES

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

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



The New York State District Report Card

Comprehensive Information Report 2009 – 10

District **HUDSON CITY SCHOOL DISTRICT**
 District ID **10-13-00-01-0000**
 Superintendent **JOHN HOWE**
 Telephone **(518) 828-4360**
 Grades **PK-12**

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
Comprehensive English	2009–10	142	83%	77%	24%	105	94%	92%	31%	37	51%	32%	3%
	2008–09	154	88%	82%	25%	126	98%	94%	31%	28	43%	29%	0%
	2007–08	129	92%	84%	24%	110	97%	95%	28%	19	63%	26%	0%
Mathematics B	2009–10	27	48%	37%	4%	26	—	—	—	1	—	—	—
	2008–09	62	50%	27%	3%	60	—	—	—	2	—	—	—
	2007–08	61	85%	74%	7%	61	85%	74%	7%	0	—	—	—
Integrated Algebra	2009–10	213	77%	60%	0%	175	87%	70%	1%	38	29%	16%	0%
	2008–09	170	81%	58%	1%	139	91%	65%	1%	31	35%	23%	0%
	2007–08	118	79%	58%	0%	110	80%	59%	0%	8	63%	50%	0%
Geometry	2009–10	90	91%	64%	9%	85	91%	66%	9%	5	100%	40%	0%
	2008–09	61	74%	48%	5%	57	—	—	—	4	—	—	—
	2007–08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Trigonometry	2009–10	60	60%	43%	5%	59	—	—	—	1	—	—	—
	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
	2007–08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History and Geography	2009–10	183	79%	61%	23%	148	84%	66%	27%	35	60%	40%	6%
	2008–09	185	75%	58%	12%	146	80%	63%	14%	39	54%	38%	5%
	2007–08	184	76%	63%	20%	159	80%	68%	23%	25	48%	28%	0%
U.S. History and Government	2009–10	145	87%	79%	25%	116	91%	86%	29%	29	69%	52%	7%
	2008–09	143	86%	75%	35%	120	91%	83%	40%	23	61%	30%	9%
	2007–08	135	93%	83%	36%	115	98%	90%	42%	20	60%	45%	0%
Living Environment	2009–10	147	84%	76%	30%	114	89%	82%	38%	33	67%	52%	3%
	2008–09	141	95%	90%	23%	127	95%	91%	26%	14	93%	79%	0%
	2007–08	148	91%	81%	21%	126	95%	86%	24%	22	68%	55%	5%
Physical Setting/Earth Science	2009–10	154	59%	44%	8%	122	69%	52%	10%	32	22%	13%	0%
	2008–09	146	66%	42%	3%	127	66%	43%	4%	19	63%	32%	0%
	2007–08	155	64%	43%	8%	132	70%	46%	9%	23	30%	26%	4%
Physical Setting/Chemistry	2009–10	40	90%	63%	10%	39	—	—	—	1	—	—	—
	2008–09	64	92%	77%	6%	61	—	—	—	3	—	—	—
	2007–08	53	92%	72%	6%	52	—	—	—	1	—	—	—
Physical Setting/Physics	2009–10	12	50%	50%	17%	12	50%	50%	17%	0	—	—	—
	2008–09	14	100%	86%	7%	14	100%	86%	7%	0	—	—	—
	2007–08	16	88%	75%	25%	16	88%	75%	25%	0	—	—	—

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Regents Exams in Languages Other Than English

District **HUDSON CITY SCHOOL DISTRICT**
 District ID **10-13-00-01-0000**

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
Comprehensive French	2009-10	0				0				0			
	2008-09	0				0				0			
	2007-08	0				0				0			
Comprehensive German	2009-10	0				0				0			
	2008-09	0				0				0			
	2007-08	0				0				0			
Comprehensive Hebrew	2009-10	0				0				0			
	2008-09	0				0				0			
	2007-08	0				0				0			
Comprehensive Italian	2009-10	16	94%	94%	44%	16	94%	94%	44%	0			
	2008-09	11	100%	100%	45%	11	100%	100%	45%	0			
	2007-08	11	100%	91%	27%	11	100%	91%	27%	0			
Comprehensive Latin	2009-10	0				0				0			
	2008-09	0				0				0			
	2007-08	0				0				0			
Comprehensive Spanish	2009-10	46	98%	96%	35%	43	—	—	—	3	—	—	—
	2008-09	41	100%	93%	61%	40	—	—	—	1	—	—	—
	2007-08	51	100%	100%	65%	50	—	—	—	1	—	—	—

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Regents Competency Tests

District **HUDSON CITY SCHOOL DISTRICT**
 District ID **10-13-00-01-0000**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2009-10	34	26%	0		34	26%
	2008-09	43	49%	0		43	49%
	2007-08	26	19%	0		26	19%
Science	2009-10	29	38%	0		29	38%
	2008-09	20	60%	1	—	19	—
	2007-08	25	48%	0		25	48%
Reading	2009-10	29	41%	0		29	41%
	2008-09	20	40%	1	—	19	—
	2007-08	25	44%	0		25	44%
Writing	2009-10	20	95%	0		20	95%
	2008-09	21	71%	0		21	71%
	2007-08	16	69%	0		16	69%
Global Studies	2009-10	28	32%	1	—	27	—
	2008-09	28	29%	0		28	29%
	2007-08	22	14%	0		22	14%
U.S. History and Government	2009-10	17	0%	1	—	16	—
	2008-09	14	29%	0		14	29%
	2007-08	12	33%	0		12	33%

NOTE

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Second Language Proficiency Examinations

District **HUDSON CITY SCHOOL DISTRICT**
 District ID **10-13-00-01-0000**

Second Language Proficiency Examinations

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
French	2009-10	0		0		0	
	2008-09	0		0		0	
	2007-08	0		0		0	
German	2009-10	0		0		0	
	2008-09	0		0		0	
	2007-08	0		0		0	
Italian	2009-10	63	68%	56	71%	7	43%
	2008-09	41	37%	37	—	4	—
	2007-08	30	67%	29	—	1	—
Latin	2009-10	0		0		0	
	2008-09	0		0		0	
	2007-08	0		0		0	
Spanish	2009-10	67	84%	58	86%	9	67%
	2008-09	71	54%	61	61%	10	10%
	2007-08	85	58%	75	59%	10	50%

NOTE

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English as a Second Language Achievement Test

District **HUDSON CITY SCHOOL DISTRICT**
District ID **10-13-00-01-0000**

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.
Listening and Speaking (Grades K-1)	2009-10	25	0%	20%	56%	24%	21	—	—	—	—	4	—	—	—	—
	2008-09	27	7%	15%	48%	30%	22	9%	14%	45%	32%	5	0%	20%	60%	20%
	2007-08	30	3%	20%	57%	20%	25	4%	20%	52%	24%	5	0%	20%	80%	0%
Reading and Writing (Grades K-1)	2009-10	25	40%	40%	8%	12%	21	—	—	—	—	4	—	—	—	—
	2008-09	27	52%	19%	26%	4%	22	41%	23%	32%	5%	5	100%	0%	0%	0%
	2007-08	29	38%	28%	31%	3%	24	29%	29%	38%	4%	5	80%	20%	0%	0%
Listening and Speaking (Grades 2-4)	2009-10	46	2%	7%	37%	54%	41	2%	5%	34%	59%	5	0%	20%	60%	20%
	2008-09	52	4%	8%	35%	54%	43	2%	5%	33%	60%	9	11%	22%	44%	22%
	2007-08	46	2%	7%	33%	59%	37	0%	0%	30%	70%	9	11%	33%	44%	11%
Reading and Writing (Grades 2-4)	2009-10	46	13%	24%	41%	22%	41	7%	24%	44%	24%	5	60%	20%	20%	0%
	2008-09	52	13%	25%	54%	8%	43	5%	26%	60%	9%	9	56%	22%	22%	0%
	2007-08	44	11%	36%	41%	11%	37	5%	41%	41%	14%	7	43%	14%	43%	0%
Listening and Speaking (Grades 5-6)	2009-10	11	9%	18%	18%	55%	9	—	—	—	—	2	—	—	—	—
	2008-09	9	11%	11%	11%	67%	7	—	—	—	—	2	—	—	—	—
	2007-08	15	20%	0%	20%	60%	13	—	—	—	—	2	—	—	—	—
Reading and Writing (Grades 5-6)	2009-10	11	27%	0%	45%	27%	9	—	—	—	—	2	—	—	—	—
	2008-09	9	11%	22%	0%	67%	7	—	—	—	—	2	—	—	—	—
	2007-08	15	27%	0%	27%	47%	13	—	—	—	—	2	—	—	—	—
Listening and Speaking (Grades 7-8)	2009-10	8	38%	0%	25%	38%	7	—	—	—	—	1	—	—	—	—
	2008-09	8	0%	25%	38%	38%	7	—	—	—	—	1	—	—	—	—
	2007-08	8	0%	13%	13%	75%	8	0%	13%	13%	75%	0	—	—	—	—
Reading and Writing (Grades 7-8)	2009-10	8	38%	25%	0%	38%	7	—	—	—	—	1	—	—	—	—
	2008-09	8	13%	38%	25%	25%	7	—	—	—	—	1	—	—	—	—
	2007-08	8	13%	25%	38%	25%	8	13%	25%	38%	25%	0	—	—	—	—
Listening and Speaking (Grades 9-12)	2009-10	15	13%	40%	27%	20%	15	13%	40%	27%	20%	0	—	—	—	—
	2008-09	16	6%	44%	25%	25%	16	6%	44%	25%	25%	0	—	—	—	—
	2007-08	16	13%	38%	25%	25%	16	13%	38%	25%	25%	0	—	—	—	—
Reading and Writing (Grades 9-12)	2009-10	14	21%	64%	14%	0%	14	21%	64%	14%	0%	0	—	—	—	—
	2008-09	16	19%	50%	13%	19%	16	19%	50%	13%	19%	0	—	—	—	—
	2007-08	16	13%	38%	25%	25%	16	13%	38%	25%	25%	0	—	—	—	—

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National Assessment of Educational Progress

District **HUDSON CITY SCHOOL DISTRICT**
 District ID **10-13-00-01-0000**

Statewide 2008–09 Results on the National Assessment of Educational Progress (NAEP)

	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4 Reading	29%	35%	27%	9%
Grade 8 Reading	25%	41%	30%	3%
Grade 4 Mathematics	17%	43%	35%	5%
Grade 8 Mathematics	27%	39%	26%	8%

Statewide 2008–09 NAEP Participation Rates for LEP Students and Students with Disabilities

Participation Rate	
Grade 4 Reading	
Limited English Proficient	78%
Students with Disabilities	69%
Grade 8 Reading	
Limited English Proficient	53%
Students with Disabilities	61%
Grade 4 Mathematics	
Limited English Proficient	90%
Students with Disabilities	88%
Grade 8 Mathematics	
Limited English Proficient	80%
Students with Disabilities	82%

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 **HUDSON CITY SCHOOL DISTRICT**
District ID **10-13-00-01-0000**

Elementary/Middle-Level Social Studies 2009–10

	All Students					General-Education Students					Students with Disabilities				
	Total Tested	Percentage of students scoring at level:				Total Tested	Percentage of students scoring at level:				Total Tested	Percentage of students scoring at level:			
		1	2	3	4		1	2	3	4		1	2	3	4
Elementary Level	131	8%	8%	70%	14%	100	2%	7%	73%	18%	31	29%	10%	61%	0%
Middle Level	156	8%	42%	38%	11%	122	3%	40%	43%	14%	34	26%	50%	24%	0%

2006 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
Global History and Geography	183	7%	41%	20%	140	6%	47%	26%	43	12%	21%	2%
U.S. History and Government	183	3%	34%	28%	140	3%	39%	36%	43	5%	19%	5%
Science	183	3%	49%	19%	140	1%	56%	24%	43	9%	26%	0%

New York State Alternate Assessments (NYSAA) 2009–10

	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
Elementary Level					
Social Studies	6	3	1	1	1
Middle Level					
Social Studies	2	—	—	—	—
Secondary Level					
English Language Arts	2	—	—	—	—
Mathematics	2	—	—	—	—
Social Studies	1	—	—	—	—
Science	1	—	—	—	—

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 NYSSA 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 **HUDSON CITY SCHOOL DISTRICT**
District ID **10-13-00-01-0000**

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
Total Graduates	2009-10	126		109		17	
	2008-09	110		100		10	
	2007-08	133		125		8	
Receiving a Regents Diploma	2009-10	105	83%	99	91%	6	35%
	2008-09	88	80%	84	84%	4	40%
	2007-08	104	78%	103	82%	1	13%
Receiving a Regents Diploma with Advanced Designation	2009-10	30	24%	29	27%	1	6%
	2008-09	23	21%	23	23%	0	0%
	2007-08	47	35%	47	38%	0	0%
Receiving an Individualized Education Program (IEP) Diploma	2009-10	16	N/A	0		16	N/A
	2008-09	19	N/A	0		19	N/A
	2007-08	13	N/A	0		13	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
Dropped Out	2009-10	34	4%	17	3%	17	8%
	2008-09	31	4%	21	3%	10	5%
	2007-08	34	4%	26	4%	8	4%
Entered Approved High School Equivalency Preparation Program	2009-10	15	2%	11	2%	4	2%
	2008-09	15	2%	12	2%	3	2%
	2007-08	11	1%	8	1%	3	2%
Total Noncompleters	2009-10	49	6%	28	5%	21	10%
	2008-09	46	6%	33	5%	13	7%
	2007-08	45	6%	34	5%	11	6%

Post-secondary Plans of 2009-10 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
To 4-year College	35	25%	32	29%	3	9%
To 2-year College	79	56%	66	61%	13	39%
To Other Post-secondary	1	1%	1	1%	0	0%
To the Military	1	1%	1	1%	0	0%
To Employment	19	13%	7	6%	12	36%
To Adult Services	4	3%	0	0%	4	12%
To Other Known Plans	3	2%	2	2%	1	3%
Plan Unknown	0	0%	0	0%	0	0%

More Information about the District

District **HUDSON CITY SCHOOL DISTRICT**
 District ID **10-13-00-01-0000**

Career and Technical Education Programs (CTE Programs)

	This District		Statewide Average
	Number of Students	Percentage of Students	
All CTE Programs			
Completed the CTE Program	16		
Completed and Passed Regents Exams	9	56%	76%
Completed and had Course Average of 75% or more			
Completed and Attained a HS Diploma or Equivalent	15	94%	78%
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Enrolled Members, Regardless of Gender, in 2009–10	22		
Enrolled Members of Historically Underrepresented Gender in 2009–10	9	41%	49%
Completers, Regardless of Gender, as of June 2009	5		
Completers of Historically Underrepresented Gender as of June 2009	5	100%	48%

Enrollment data are for the 2009–10 school year; completer data are as of June 2009.

Equalized Total Assessed Value 1,911,257,442

School District - 100600 Hudson

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	24	58,162,161	3.04
12350	PUBLIC AUTHORITY - STATE	RPTL 412	1	1,423,656	0.07
12440	NYS CULTURAL RESOURCES TRUST	GEN MUNY L 317	2	182,128	0.01
13100	CO - GENERALLY	RPTL 406(1)	27	37,733,812	1.97
13350	CITY - GENERALLY	RPTL 406(1)	86	13,183,793	0.69
13440	CITY O/S LIMITS - SEWER OR WAT	RPTL 406(3)	2	305,000	0.02
13500	TOWN - GENERALLY	RPTL 406(1)	45	15,448,859	0.81
13800	SCHOOL DISTRICT	RPTL 408	12	66,530,788	3.48
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	2	1,451,831	0.08
14100	USA - GENERALLY	RPTL 400(1)	2	1,532,840	0.08
14110	USA - SPECIFIED USES	STATE L 54	1	190,038	0.01
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	21	40,396,830	2.11
18060	URBAN REN: OWNER-MUN U R AGENC	GEN MUNY 555 & 560	13	425,157	0.02
18080	MUN HSG AUTH-FEDERAL/MUN AIDE	PUB HSG L 52(3)&(5)	5	3,161,297	0.17
18100	HOUSING: OWNER - MUNICIPALITY	P H F I L 36-a(2)	21	2,148,434	0.11
21100	IN TRUST BY CLERGY FOR CHURCH	RPTL 436	4	4,466,414	0.23
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	11	2,804,166	0.15
25110	NONPROF CORP - RELIG/CONST PRO	RPTL 420-a	51	29,103,044	1.52
25120	NONPROF CORP - EDUC/CONST PRC	RPTL 420-a	14	32,098,825	1.68
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	24	58,162,068	3.04
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	18	6,726,385	0.35
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	12	27,796,345	1.45
25400	FRATERNAL ORGANIZATION	RPTL 428	1	260,558	0.01
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	3	15,720,838	0.82
26050	AGRICULTURAL SOCIETY	RPTL 450	1	1,216,901	0.06
26100	VETERANS ORGANIZATION	RPTL 452	3	877,240	0.05
26200	BERKSHIRE FARM CTR FOR YOUTH	SOC SERV L 472-p	1	207,399	0.01
26250	HISTORICAL SOCIETY	RPTL 444	1	734,889	0.04
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	12	9,926,222	0.52
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	4	434,467	0.02
28520	NOT-FOR-PROFIT NURSING HOME CO	RPTL 422	25	4,305,180	0.23
29150	OPERA HOUSE	RPTL 426	1	1,161,639	0.06
41400	CLERGY	RPTL 460	4	7,433	0.00

Equalized Total Assessed Value 1,911,257,442

School District - 100600 Hudson

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41690	VOLUNTEER FIREFIGHTERS AND AME	RPTL 466-c,d,e,f,g,h&i	46	144,705	0.01
41700	AGRICULTURAL BUILDING	RPTL 483	14	1,628,511	0.09
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	191	31,684,305	1.66
41800	PERSONS AGE 65 OR OVER	RPTL 467	308	26,006,779	1.36
41804	PERSONS AGE 65 OR OVER	RPTL 467	95	6,071,311	0.32
41805	PERSONS AGE 65 OR OVER	RPTL 467	15	1,423,084	0.07
41806	PERSONS AGE 65 OR OVER	RPTL 467	29	1,929,385	0.10
41834	ENHANCED STAR	RPTL 425	877	58,330,745	3.05
41854	BASIC STAR 1999-2000	RPTL 425	2,211	83,012,102	4.34
41864	BASIC STAR, RENTED MOBILE HOME	RPTL 425	1	27,778	0.00
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	14	1,084,184	0.06
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	5	179,275	0.01
41935	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	171,150	0.01
41936	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	58,360	0.00
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	2	48,900	0.00
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	5	586,600	0.03
47610	BUSINESS INVESTMENT PROPERTY F	RPTL 485-b	3	125,757	0.01
47615	BUSINESS INVESTMENT PROPERTY F	RPTL 485-b	15	880,722	0.05
48690	REDEVELOPMENT CO - PHASE OUT	RPTL 423	1	136,636	0.01
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	2	179,827	0.01
Total Exemptions Exclusive of System Exemptions:				651,816,926	34.10
Total System Exemptions:				179,827	0.01
Totals:				651,996,753	34.11

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

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