

Education Law §3614 School Funding Allocation Report
Part F - Narrative Description

1. Describe the local methodology/approach used to allocate funds to each school in the district. If schools are allocated funds—either in part or in full—through a formula, outline the nature/mechanics of the formula and the elements impacting each school’s allocation.

Cohoes City School District approach to allocating general fund monies, as well as NYS and federal grant monies, is based on three main criteria:

- Student Enrollment by Building
- Individual Building Needs
- Specialized Programs by Building

NYSED and Federal Grant Monies are specific according to the Title requirements, following a formula. Other grants, competitive in nature, are specified according to the requirements of the grant.

- Title I, Part A - allocated according to student poverty - Free and Reduced Price Lunch - to provide academic support at our three elementary schools and one middle school. All four schools are school-wide Title I schools.
- Title II A- allocated to reduce class sizes in our earliest grades at our elementary schools with the highest rates of Free and Reduced Price Lunch: Harmony Hill and Abram Lansing
- Title IVA - allocated according to academic enrichment needs of economically disadvantaged students - Free and Reduced Price Lunch - and to support programs that create well-rounded students. These funds are used at our two elementary schools with the highest number of FRPL students to promote mentoring, restorative justice at the middle school and a summer performing arts program during the summer for elementary and middle school students
- Smart Transfer Early College in the High School - 4 year NYSED grant to support selected students in accruing 60 college credits before high school graduation at Cohoes HS.
- UPK, 3PK, Expanded Pre K for 4 Year Olds - Priority is given to Economically Disadvantaged students. After they are accepted a lottery system is used for remaining spots if needed.
- McKinney-Vento to support homeless students districtwide.

2. If applicable, is there anything unique about certain schools which explain why per pupil spending at these locations may be significantly higher/lower than the district average?

Van Schaick Grade School is our smallest school, which serves students on an Island located at the confluence of the Mohawk and Hudson Rivers, is cut off from the rest of the city by 787. Since elementary students are NOT bussed in Cohoes, the district has continued to keep this school open, which may contribute to a higher than average per pupil spending. The district’s elementary Special Education functional skills classrooms are housed at Van Schaick, Additionally, the most senior special educators in the district work at Van Schaick - 7 in total. All of which may contribute to a higher than average per pupil spending.

Harmony Hill Elementary School houses the district’s ENL program for students in grades K-5. The district’s elementary Special Education behavior support classrooms are also housed at Harmony Hill. These programs are contributing factors in this school’s average per pupil spending.

Abram Lansing Elementary School is the elementary school with the highest rate of Free and Reduced Price Lunch at 61.06%. This school also has the highest number of staff (teachers and building principal -

14 in all) with the greatest number of years of service to the school district, which translates into higher salaries and contributes to a higher than average per pupil spending.

Cohoes Middle School has the highest Free and Reduced Price Lunch rate in the district at 72%.

- **Combating Chronic Absenteeism:** Programs to encourage regular attendance, including a parent liaison and assistant principal for attendance to reach out to families. There is also a partnership with Capital District Transit Authority (CDTA) to provide students with a safe and reliable way to and from school.
- **Special Education:** The district's priority is to maintain students with significant needs in-district whenever possible. The Middle School hosts our Special Class Functional Skills & Special Class Behavior Support rooms.
- **Instruction and Curriculum:** The CCSD strives to be one of the top performing schools in the area & is committed to supporting students & staff in the all areas. The Middle School supports content areas with Teacher Leaders and professional development in instructional delivery and curriculum alignment
- **Promoting Positive Student Behavior (PBIS):** Programs to reduce student misbehavior and train teachers in trauma sensitivity. Examples include: Restorative Justice, Northern Rivers Behavioral Health Center, 3 Dedicated Building Administrators, 2 Guidance Counselors.

Cohoes High School has a graduation rate of 74% (below the State average of 80%). The administrators and teachers are committed to increasing that rate and positioning our students for success in tomorrow's world - the district's mission statement. To that end, the high school offers a number of different programs to improve student outcomes and to meet New York State Education Department requirements. All of these programs together, along with the need to promote college/career and graduation from high school, may contribute to a higher than average per pupil spending.

- **Operation Graduation:** Through alternative programs we provide a more personalized and individualized support for learning. The Page Program – a school within our school, with smaller class sizes for struggling students, ASAP – An after school that is offered from 3 – 5 pm. The program enables students to continue to accrue credits toward graduation. BOCES CTE Alternative Education Program – off site program developed last year for students at risk.
- **College and Careers:** Exposure to careers and certificate programs through BOCES Career and Technical Education (CTE), Career Coordinator & 3 Guidance Counselors dedicated to the High School, Advanced Placement Courses, Future Ready Pathways Grant – partnership with SUNY Albany & Hudson Valley Community Colleges to enable eligible students to accrue college credits (up to the equivalent of an Associate Degree) at no cost to the student.
- **Combating Chronic Absenteeism:** Programs to encourage regular attendance, including a partnership with Capital District Transit Authority (CDTA) to provide students with a safe and reliable way to and from school.
- **Promoting Positive Student Behavior:** Programs to reduce student misbehavior and train teachers in trauma sensitivity. Examples include: Restorative Justice, 3 Dedicated Building Administrators (including a Dean of Students) & Mentoring Programs.
- **Instructional and curriculum** support in the content areas through teacher leaders and professional development in instructional delivery and curriculum alignment.

3. If applicable, describe any items which the district feels are anomalous in nature and require additional description beyond the Excel entry. n/a