



YONKERS PUBLIC SCHOOLS

Impact of Cuts to Yonkers Public Schools

	Number of Positions				Positions Lost
	2008/09	2009/10	2010/11	2011/12	2011/12 vs 2008/09
Civil Service	1,651.00	1,600.00	1,441.00	1,431.00	(220)
Teamsters	24.00	23.00	21.00	20.00	(4)
Teachers	2,068.00	2,057.00	1,913.00	1,686.00	(382)
Building Administrators	102.00	105.00	95.00	95.00	(7)
Central Office Administrators	61.00	60.00	49.00	46.00	(15)
Total	3,906.00	3,845.00	3,519.00	3,278.00	(628)

Enrollment Growth (K-12)		
Year	K-12 (BEDS)	K-12 Enrollment Change
2007-2008	22,736	
2008-2009	22,894	158
2009-2010	23,381	487
2010-2011	24,002	621
2011-2012	24,241*	239
	Total	1,505

*Unofficial K-12 Enrollment, October 2011

2009/10 - 2011/12 Central Office: Reduction of Personnel Equates to Reduction of Services	
Data Processing	Reduction in staff compromises District's ability to process/analyze payroll and maintain student data
Facilities Management	Elimination of key positions leads to higher reliance on outside contractors
Finance	Reduction of personnel requires smaller staff to assume additional functions and delays turn-around time
Human Resources/Professional Development	Combining Organizational Development with Human Resources limits Professional Development to staff
Information Technology	Reduction in IT staff minimizes ability to address technological needs of District schools
Registration	Elimination of Parent Coordinators hampers parental outreach and navigation of registration process
Public Information	Elimination of three positions encumbers timely and effective crisis communication and outreach to stakeholders
Support Staff	Elimination of support positions burdens every department and negates the benefit of years of experience and institutional knowledge

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2009/10 - 2011/12	
Program/Department	Reduction/Elimination of Services
Arts Education	<ul style="list-style-type: none"> • Reduced to intermittent instruction of Art & Music (Elementary/Middle Years) • Elimination of Instrumental Music (Elementary/Middle Years) • Reduction in Arts & Music course offerings (High School)
Career & Technical Education	<ul style="list-style-type: none"> • Reduction in Trades, Vocational and Technical course offerings (High School/Middle Years) • Reduction in \$1.7 million New York State aid
Early Childhood & Elementary Education	<ul style="list-style-type: none"> • Reduction of Prekindergarten to a half-day of instruction • Increase in class size to capacity • Reduction in both remediation and enrichment of literacy skills • Reduction in clerical support
Food Services	<ul style="list-style-type: none"> • Reduction in Food Service Cooks and Helpers
Interscholastic Sports	<ul style="list-style-type: none"> • Intermittent instruction of Physical Education (Elementary/Middle Years) • Elimination of Intramural, Modified and Junior Varsity Sports • Reduction in Varsity Sports • Elimination of Athletic Directors
Library Media Services	<ul style="list-style-type: none"> • No Librarians in the elementary schools • PK-8 Schools reduced to Library 1 day a week • High Schools reduced to Library 2.5 days a week
Middle Years/High School Education	<ul style="list-style-type: none"> • Increase in class size to capacity results in the reduction in the number of core area sections • Electives and enrichment courses significantly reduced
Pupil Support	<ul style="list-style-type: none"> • 10 Psychologists service nearly 26,000 students – 2,600 to 1 ratio • High Schools reduced to 2 Guidance Counselors per building – 650 to 1 ratio • Elementary schools limited to once-a-week visits from Pupil Support staff (Psychologists, Social Workers, Guidance Counselors)
School Aides	<ul style="list-style-type: none"> • Reduction of School Aides in elementary schools • Elimination of full-time School Aides in Prekindergarten and Kindergarten classes
School Safety and Security	<ul style="list-style-type: none"> • Reduction in School Safety Officers (Elementary/Middle/High)
Special Education	<ul style="list-style-type: none"> • Classes combined to service students with similar classifications • District falls further behind in monitoring IEPs and testing and classifying students