

# **GOUVERNEUR CENTRAL SCHOOL DISTRICT**

## ***PROPOSED BUDGET 2011-2012***

### **FOR PRESENTATION TO THE VOTERS OF THE GOUVERNEUR CENTRAL SCHOOL DISTRICT**



*Preparing  
Today's  
Students  
For  
Tomorrow's  
World*

**BUDGET HEARING  
TUESDAY  
MAY 10, 2011  
7:30 PM, EDT  
(HIGH SCHOOL  
AUDITORIUM)**

**VOTE  
TUESDAY,  
MAY 17, 2011  
1 PM TO 9 PM, EDT  
(HS AUDITORIUM LOBBY,  
REAR ENTRANCE)**

**ADMINISTRATION**

CHRISTINE J. LAROSE  
SUPERINTENDENT OF SCHOOLS  
(315) 287-4870

CAMMY MORRISON  
ASSISTANT SUPERINTENDENT  
(315) 287-4870

CONNIE TIMMERMAN  
BUSINESS MANAGER  
(315) 287-4836

**GOUVERNEUR CENTRAL  
SCHOOL DISTRICT**

133 East Barney Street  
Gouverneur, New York 13642  
FAX: (315) 287-4736

**BOARD OF EDUCATION**

PRESIDENT  
DAYLE B. BURGESS  
VICE-PRESIDENT  
BARRY SMITH

PAM ADLE  
NANCY CAPPELLINO  
ROGER B. COOK, DVM  
CARLA GATES  
CLARK PORTER  
LAURIE ROBERTS  
RANDY SLATE

To the Residents of the Gouverneur Central School District:

On April 18, 2011, the Gouverneur Central Board of Education unanimously adopted a proposed budget for the 2011-12 school year in the amount of \$30,996,423. The budget represents a 1.59% increase in expenditures and a minimal tax levy increase of 3%.

For a typical \$60,000 home, the estimated cost will be an increase of \$11.60 a year.

The priority of the Board of Education was to develop a multi-year plan and a conservative budget that would maintain programs and services for students, adjust for enrollment and need, save jobs, and address the financial needs of the community. Every effort was made to minimize costs while continuing to provide programs that will allow our students to reach state standards and prepare for college and the work force.

This has been another very difficult year for school districts to build a budget. There has not been an increase in State Foundation Aid for the past three years. In addition, our district state aid was cut \$1,795,801 as a result of the Governor's Gap Elimination Adjustment. With this reduction in aid and estimated increases in costs, we started the budget process with a deficit of \$2,131,805. It has only been through multi-year financial planning, budget reductions, and the use of our carefully built up reserves that we are able to maintain all programs and services for students and reduce the impact on taxes.

Cost reductions in this budget include the elimination of an elementary teaching position, Reading position, .5 Art, .5 Music, and a teaching assistant position to adjust for a decline in enrollment. Due to retirements and transfers, there will be no layoffs necessary. In addition, CPSE coordination, the Community-based Work Program, and print shop services previously contracted through BOCES will now be provided by the district. Building and department budgets will not be increased for the coming year.

We are pleased to report that our students continue to do well academically. All schools in the district are rated in Good Standing with regards to the State and Federal accountability measures under *No Child Left Behind*. In addition, events attended by the community all through the year showcase the talents of our terrific athletes, musicians, and artists.

I would like to take this opportunity along with the Board of Education, staff, and students to let you know how much we greatly appreciate the support the community has offered in the past. I have always been so proud to be a part of the Gouverneur Central School District and the community. Please take the time to review this document, attend the Budget Hearing on May 10th, and cast an informed vote on May 17th.

If you desire additional information, please feel free to call the Superintendent's office or contact a member of the Board of Education.



Christine J. LaRose  
Superintendent of Schools

**GOUVERNEUR CENTRAL SCHOOL DISTRICT**

**BOARD OF EDUCATION**

(Listed Alphabetically)

**Mrs. Pamela L. Adle**  
Term Expires 6/2011

**Mrs. Nancy J. Cappellino**  
Term Expires 6/2012

**Mrs. Carla A. Gates**  
Term Expires 6/2011

**Mrs. Laurie M. Roberts**  
Term Expires 6/2013

**Mr. Barry R. Smith**  
Term Expires 6/2013

**Mrs. Dayle B. Burgess**  
Term Expires 6/2012

**Dr. Roger B. Cook**  
Term Expires 6/2013

**Mr. Clark R. Porter**  
Term Expires 6/2011

**Mr. Randy Slate**  
Term Expires 6/2012

**BOARD OF EDUCATION VACANCIES**

For the 2011-2012 school year, three vacancies will occur on the Board of Education. These vacancies are each for three-year (3-year) terms.

Vacancies for positions on the Board of Education are not considered separate, specific offices and the nominating petition does not describe any specific vacancy upon the Board of Education for which the candidate is nominated. Therefore, those three candidates getting the most votes from the entire field of candidates will be elected to fill the three 3-year term vacancies on the Board of Education, effective July 1, 2011.

Petitions were filed in the School District Office on or before April 18, 2011.

**The following petitions have been received:**

Clark R.  
**PORTER**

Pamela L.  
**ADLE**

Carla A.  
**GATES**

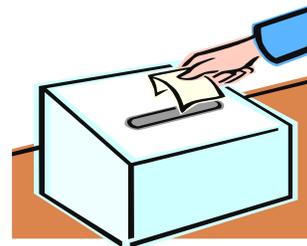
**QUALIFICATIONS OF VOTERS**

To vote in the Gouverneur Central School District election, a voter must have **ALL** of the following qualifications.

1. A citizen of the United States.
2. At least eighteen (18) years of age.
3. A resident within the District for period of at least thirty (30) days preceding the meeting at which he or she offers to vote.

There is no pre-registration requirement.

*Please take a moment  
To Vote on May 17<sup>th</sup>*



*HS Auditorium Lobby  
1 p.m.—9 p.m.*

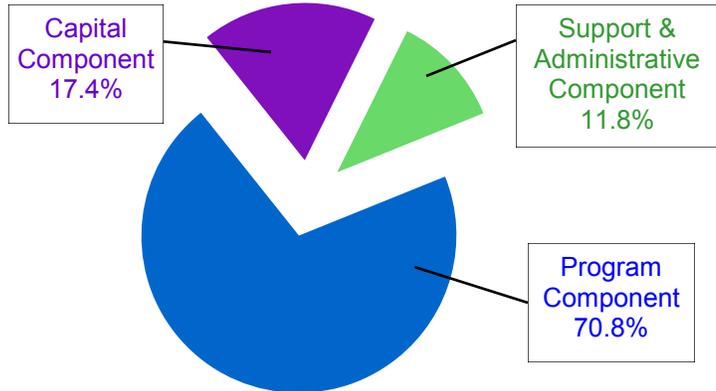
# Gouverneur Central School District Three-Part 2011-2012 Proposed General Fund Budget

The 2011-2012 proposed General Fund budget is presented in three parts: Support & Administrative Services; Capital Services; and Program Services.

Totals for these parts are:

Support & Administrative:	\$ 3,644,098
Capital:	\$ 5,404,401
Program:	\$ 21,947,924

The Chart at the right shows a breakout of the component parts as percentages of the total proposed budget.



*The first section of the budget, **Support and Administrative Services**, reflects the State's definition of all those costs which are necessary to support and maintain instructional services for our students.*

Board of Education: reflects costs that are directly attributable to the Board and include primarily the cost of membership to the New York State School Board Association and a Board Policy Development and Maintenance service. Both Federal and State regulations and statutes require policies and procedures to be developed and maintained by the Board of Education.

Central Administration: includes the cost of operating the office of the Superintendent of Schools and reflects the Superintendent's salary and that of the one secretary in the Superintendent's office.

Finance: reflects the cost of operating the Business Office, including the salaries for Business Office staff, necessary supplies and contracted services, cooperative purchasing services, and state aid planning services purchased from the local BOCES. Auditing services are to meet the NYS requirement for an internal public auditor, an external public auditor, as well as the claims auditor.

Staff: includes the cost of independent legal counsel services, as well as a contract management and negotiation service purchased from the local BOCES.

Central Services: includes central printing, data processing, and mailing operations. This year the District is taking back the central printing operation from our local BOCES. The central data processing component is a shared service program through our local BOCES, which allows the District to obtain BOCES aid for personnel and equipment. This component includes items such as financial and student management applications. It also includes the communications costs related to internet access, as well as various computers throughout the district to provide a completely networked system for use by our staff and primarily our students.

Special Items: includes unallocated insurance, such as our district multiperil (fire insurance), as well as the administrative and rental charges for the local BOCES.

Curriculum Development, Instruction and Administration: includes primarily the cost of the various building principals and their office staff at our three elementary schools, as well as the middle school and high school.

Employee Benefits: related to all prior personnel costs incorporated in the Support and Administrative Services budget. The total cost for employee benefits for the entire district have increased 5.6% for 2011-12. The District continues to pay for unemployment insurance through a reserve fund set up to take care of these costs. Health insurance premiums increased less than 1%, primarily due to a change in the plan for support staff. Workers' Compensation Insurance costs have risen only 1% in response to our low loss ratio. The Teacher Retirement and Employee Retirement rates have increased for the 2011-12 fiscal year due to the continued decline in the investment market.

**This component makes up 11.8% of the total budget.**

### *Gouverneur Central School Belief Statement*

*We believe that a strong foundation of learning, based on a rigorous and relevant curriculum, is crucial if students are to successfully meet higher standards and have skills to achieve future success.*

**GOUVERNEUR CENTRAL SCHOOL DISTRICT**  
 Detailed 2011-2012 Proposed Appropriations  
 In Comparison with the 2010-2011 Actual Appropriations

**SUPPORT AND ADMINISTRATIVE SERVICES BUDGET**

	Actual 2010-2011 Budget	Proposed 2011-2012 Budget	Increase or (Decrease)
<b>BOARD OF EDUCATION</b>			
B.O.E., Contractual Expense	13,000	13,000	0
B.O.E., BOCES Services	9,342	7,000	(2,342)
B.O.E., Supplies & Materials	525	525	0
District Clerk, Non-instructional Sal	1,108	1,152	44
District Clerk, Supplies & Materials	300	300	0
District Meeting, Contractual Exp	500	1,000	500
<b>Total Board of Education</b>	<b>\$24,775</b>	<b>\$22,977</b>	<b>(\$1,798)</b>
<b>CENTRAL ADMINISTRATION</b>			
C.S.A., Salaries	140,275	144,483	4,208
C.S.A., Non-Instructional Salary	47,648	48,695	1,047
C.S.A., Equipment	500	500	0
C.S.A., Contractual Expense	7,000	7,000	0
C.S.A., Supplies & Materials	1,300	1,300	0
<b>Total Central Administration</b>	<b>\$196,723</b>	<b>\$201,978</b>	<b>\$5,255</b>
<b>FINANCE</b>			
B.A., Non-Instructional Salary	223,227	228,500	5,273
B.A., Equipment	500	500	0
B.A., Contractual Expense	5,600	5,600	0
B.A., Supplies & Materials	1,500	1,500	0
B.A., BOCES Services	3,310	3,310	0
Auditing, Contractual Expense	25,000	22,500	(2,500)
Auditing, BOCES Services	5,750	5,750	0
Treasurer, Non-Instructional Salary	93,662	96,000	2,338
Treasurer, Equipment	500	500	0
Treasurer, Contractual Expense	1,150	1,600	450
Treasurer, Supplies & Materials	900	900	0
Tax Collector, Contractual Expense	10,000	8,000	(2,000)
Purchasing, Contractual Expense	1,000	1,000	0
Purchasing, BOCES Services	5,171	5,171	0
Fiscal Agent Fees	1,000	0	(1,000)
<b>Total Finance</b>	<b>\$378,270</b>	<b>\$380,831</b>	<b>\$2,561</b>
<b>STAFF</b>			
Legal, Contractual Expense	12,640	14,000	1,360
Personnel, Contractual Expense	10,450	10,450	0
Personnel, BOCES Services	18,880	21,880	3,000
<b>Total Staff</b>	<b>\$41,970</b>	<b>\$46,330</b>	<b>\$4,360</b>
<b>CENTRAL SERVICES</b>			
Cent. Printing & Mail., Non-Instr. Sal.	11,128	14,187	3,059
Cent. Printing & Mail., Equipment	0	38,978	38,978
Cent. Printing & Mail., Contract. Exp.	7,000	7,000	0
Cent. Print & Mail., Contr., Post&Ship	37,000	37,000	0
Cent. Printing & Mail., BOCES Serv.	118,557	0	(118,557)
Cent. Printing & Mail., Supp. & Mat'ls	43,000	43,000	0
Cent. Data Processing, Contr. Exp.	200	200	0
Cent. Data Process., BOCES Serv.	292,050	335,138	43,088
Cent. Data Process., Supp. & Mat'ls	3,500	3,500	0
<b>Total Central Services</b>	<b>\$512,435</b>	<b>\$479,003</b>	<b>(\$33,432)</b>
<b>SPECIAL ITEMS</b>			
Unallocated Insurance	110,250	110,250	0
School Association Dues	7,000	7,000	0
Admin. Charges, BOCES (Other)	577,500	567,500	(10,000)
<b>Total Special Items</b>	<b>\$694,750</b>	<b>\$684,750</b>	<b>(\$10,000)</b>

	Actual 2010-2011 Budget	Proposed 2011-2012 Budget	Increase or (Decrease)
<b>CURRICULUM DEVELOPMENT, INSTRUCTION &amp; ADMINISTRATION</b>			
Curriculum Develop., Contr. Exp.	4,500	4,500	0
Curriculum Dev., Supplies and Mat'ls	2,500	2,500	0
Supervision Reg. Sch., Instruct. Sal.	543,045	547,551	4,506
Superv. Reg. Sch., Non-Instruct. Sal.	310,698	321,933	11,235
Superv. Reg. Sch., Equipment K-12	3,800	3,700	(100)
Superv. Reg. Sch., Contr. Exp. K-12	14,240	14,679	439
Superv. Reg. Sch., Supp/Mat. K-12	11,719	8,324	(3,395)
Supervision Special Sch., Instr. Sal.	7,925	8,163	238
Superv. Special Sch., Contr. Exp.	350	350	0
<b>Total Curriculum Development, Instruction &amp; Administration</b>	<b>\$898,777</b>	<b>\$911,700</b>	<b>\$12,923</b>
<b>EMPLOYEE BENEFITS</b>			
State Retirement	92,138	128,074	35,936
Teacher Retirement	67,288	83,811	16,523
Social Security	107,141	108,355	1,214
Worker's Compensation	13,756	13,844	88
Unemployment Benefits	0	0	0
Hospital/Medical/Dental Insurance	575,136	572,813	(2,323)
Other Benefits	9,670	9,632	(38)
<b>Total Employee Benefits</b>	<b>\$865,129</b>	<b>\$916,529</b>	<b>\$51,400</b>
<b>TOTAL SUPPORT &amp; ADMINISTRATIVE SERVICES</b>	<b>\$3,612,829</b>	<b>\$3,644,098</b>	<b>\$31,269</b>



**Gouverneur Central School Mission Statement**

*We, the Gouverneur Central School District, are a child-centered school district dedicated to the mission of preparing today's students for tomorrow's world. We are committed to providing the opportunity for all students to develop the skills they will need academically, socially, and emotionally to be happy, successful, and productive members of our society. We are committed to continuous improvement. As a welcoming school community, we share our strengths, skills, and talents as we work together for the benefit of each and every child.*



# Program Budget Highlights

*This section of the budget, **Program**, reflects the State's definition of all those costs which are necessary to provide instructional services for our students.*

Staff: Legal Services listed under the Program budget represent the cost of attorneys representing the District when dealing specifically with students, generally in petitions to Family Courts involving pupils in need of supervision.

Improvement: The Board of Education expects that it will continue to provide significant emphasis on in-service training and staff development opportunities for our teaching staff.

Teaching Regular School: represents the largest category in the budget (regular instruction in kindergarten through grade 12). Salaries for regular school (K-12) are reflected here along with supplies, materials, textbooks, and equipment to conduct the activities in a regular school operation. Also included in this code are the salaries of substitute teachers, support staff (teacher aides, teacher assistants), and supervisors. The school district also contracts with BOCES to provide services in this area for Distance Learning Courses, instructional workshops, extracurricular activities, video conferencing, exploratory enrichment, etc. Salaries have decreased as we have cut a .5 Music, .5 Art and 1.0 Reading Teacher and have had two teachers retire in 2010-11.

Special Apportionment Programs: mandated by the State of New York, this portion of the program budget is for students with disabilities. We have an increased number of students who are placed in residential care. The placement of these students is decided by the Committee on Special Education. The district is responsible for the tuition and part of the maintenance for these students.

Occupational Education: is provided by the St. Lawrence-Lewis BOCES. Our enrollment in this area has increased. BOCES offers 16 different Career and Technical Education Programs for students at the high school level. We currently have 166 students participating in these programs.

Teaching Special Schools: reflects the cost of our Continuing (Adult) Education Program, as well as our Summer School Program for our regular education students. Again this year we will be contracting with BOCES for a Regional Summer School Program to generate aid in 2012-13.

Instructional Media: portion of our budget, which includes school library and computer assisted instruction, has been reorganized in past years. Our computer assisted instruction program continues to be an important component of our student instruction. Over the past two years, we have made excellent progress in the technology area.

Pupil Services: portion of the budget represents primarily services of professional staff directly to students which are not part of the regular classroom. These include guidance counselors, nurses, psychologists, and related services counselors, in addition to the co-curricular and interscholastic sports activities.

Pupil Transportation: budget has decreased because the cost of diesel fuel has stabilized and our new bus routing software has made our bus routes more efficient.

Census: will not be necessary in 2011-12.

Employee Benefits: related to all prior personnel costs incorporated in the Support and Administrative Services budget. The total cost for employee benefits for the entire district have increased 5.6% for 2011-12. The District continues to pay for unemployment insurance through a reserve fund set up to take care of these costs. Health insurance premiums increased less than 1%, primarily due to a change in the plan for support staff. Workers' Compensation Insurance costs have risen only 1% in response to our low loss ratio. The Teacher Retirement and Employee Retirement rates have increased for the 2011-12 fiscal year due to the continued decline in the investment market.

Interfund Transfer: proposed budget covers summer special education programs.

**This component makes up 70.8% of the total budget.**



## ***Gouverneur Central School Belief Statement***

*We believe that providing a safe, respectful, positive learning environment fosters to a lifelong passion for learning.*

**GOUVERNEUR CENTRAL SCHOOL DISTRICT**  
*Detailed 2011-2012 Proposed Appropriations*  
*In Comparison with the 2010-2011 Actual Appropriations*

**PROGRAM BUDGET**

	Actual 2010-2011 Budget	Proposed 2011-2012 Budget	Increase or (Decrease)
<b>STAFF</b>			
Legal, Contractual Expense	5,360	6,000	640
<b>Total Staff</b>	<b>\$5,360</b>	<b>\$6,000</b>	<b>\$640</b>
<b>IMPROVEMENT</b>			
Inservice Training, Instructional Sal.	2,000	2,000	0
Inservice Train., Instr., Contr. Exp.	17,167	13,377	(3,790)
Inservice Training, BOCES	42,300	51,188	8,888
Inservice Training, Supp. & Mat'ls	3,000	3,000	0
<b>Total Improvement</b>	<b>\$64,467</b>	<b>\$69,565</b>	<b>\$5,098</b>
<b>TEACHING REGULAR SCHOOL</b>			
Teacher Salaries, K-12	5,092,089	5,085,100	(6,989)
Substitute Teacher Salaries	165,000	178,200	13,200
Non-Instructional Salaries	132,995	142,250	9,255
Equipment, K-12	32,695	42,743	10,048
Contractual Expense, K-12	20,587	37,190	16,603
Tuition, K-12	30,000	30,000	0
Textbooks, K-12	163,239	114,984	(48,255)
BOCES Services	264,212	287,072	22,860
Supplies & Materials, K-12	81,037	72,847	(8,190)
<b>Total Teaching Regular School</b>	<b>\$5,981,854</b>	<b>\$5,990,386</b>	<b>\$8,532</b>
<b>SPECIAL APPORTIONMENT PROGRAMS</b>			
<u>Students With Disabilities (S W D)</u>			
S W D, Instructional Salary	1,311,037	1,495,785	184,748
S W D, Non-Instructional Salary	710,000	698,943	(11,057)
S W D, Equipment	36,859	19,120	(17,739)
S W D, Contractual Expense	33,282	30,400	(2,882)
S W D, Tuition	270,000	300,000	30,000
SWD, Textbooks	3,981	130	(3,851)
S W D, BOCES Services	1,974,042	1,906,879	(67,163)
S W D, Supplies & Materials	38,875	28,479	(10,396)
<b>Total Special Apportion. Prog.</b>	<b>\$4,378,076</b>	<b>\$4,479,736</b>	<b>\$101,660</b>
<b>OCCUPATIONAL EDUCATION</b>			
Occupational Ed., BOCES Services	1,418,713	1,445,963	27,250
<b>Total Occupational Education</b>	<b>\$1,418,713</b>	<b>\$1,445,963</b>	<b>\$27,250</b>
<b>TEACHING SPECIAL SCHOOLS</b>			
Continuing Education, Instruct. Sal.	12,000	0	(12,000)
Continuing Education, Non-Instr. Sal.	5,000	5,200	200
Continuing Education, Contract. Exp.	7,000	8,000	1,000
Continuing Education, Supp. & Mat'ls	1,250	1,250	0
Summer School, Instructional Sal.	0	25,000	25,000
Summer School, Non-Instruct. Sal.	5,850	5,850	0
Summer School, Contractual Exp.	3,000	3,000	0
Summer School, Supp. & Materials	1,600	2,000	400
<b>Total Teaching Special Schools</b>	<b>\$35,700</b>	<b>\$50,300</b>	<b>\$14,600</b>

	Actual 2010-2011 Budget	Proposed 2011-2012 Budget	Increase or (Decrease)
<b>INSTRUCTIONAL MEDIA</b>			
School Library & AV, Instruct. Salary	118,412	123,059	4,647
School Library & AV, Non-Instr. Sal.	20,880	21,042	162
School Library & AV, Equip., K-12	1,210	778	(432)
School Lib. & AV, Contr. Exp., K-12	2,500	2,950	450
School Library, Library Loan Prog.	14,000	12,176	(1,824)
School Library & AV, BOCES Serv.	119,343	117,200	(2,143)
School Lib. & AV, Supp./Mat'ls, K-12	17,990	16,327	(1,663)
Computer Assist. Instruct., Inst. Sal.	27,115	28,107	992
Computer Assist. Instruct., Hardware	50,000	50,000	0
Computer Assist. Instr., Contr. Exp.	2,500	2,500	0
Computer Assist. Instruct., BOCES	381,145	424,127	42,982
Computer Assist. Instruct., Software	30,000	27,905	(2,095)
Computer Assist. Instr., Supp./Mat.	15,612	8,750	(6,862)
<b>Total Instructional Media</b>	<b>\$800,707</b>	<b>\$834,921</b>	<b>\$34,214</b>
<b>PUPIL SERVICES</b>			
Attendance, Non-Instruct. Salary	28,088	28,088	0
Guidance, Instructional Salary	287,908	301,043	13,135
Guidance, Non-Instructional Salary	41,645	59,325	17,680
Guidance, Equipment	6,000	4,000	(2,000)
Guidance, Contractual Expense	2,000	2,000	0
Guidance, BOCES Services	1,215	0	(1,215)
Guidance, Supp. & Materials, K-12	10,500	10,500	0
Health Services, Non-Instruct. Sal.	277,489	290,938	13,449
Health Services, Equipment	5,000	2,500	(2,500)
Health Services, Contractual Exp.	41,630	43,000	1,370
Health Serv., Student Accident Ins.	22,115	25,000	2,885
Health Services, Supplies & Mat.	10,000	10,000	0
Diagnostic & Screen., Instruct. Sal.	8,000	5,000	(3,000)
Diagnostic & Screen., Non-Instr. Sal.	1,475	1,475	0
Psychological Services, Instruct Sal.	67,329	73,008	5,679
Psychological Serv., Contract. Exp.	1,000	1,000	0
Psychological Serv., Supp. & Mat'ls	1,400	1,400	0
Co-Curricular, Instructional Sal.	56,300	59,236	2,936
Co-Curricular, Non-Instruct. Sal.	0	2,000	2,000
Co-Curricular, Contractual Expense	7,000	7,590	590
Co-Curricular, Suppl. & Materials	5,795	9,945	4,150
Interscholastic Athletics, Instr. Sal.	153,587	158,602	5,015
Interscholastic Athletics, Equipment	7,000	16,460	9,460
Interscholastic Ath., Contractual Exp.	71,200	75,675	4,475
Interscholastic Athletics, BOCES	20,544	20,544	0
Interscholastic Ath., Supp. & Mat'ls	29,000	38,000	9,000
<b>Total Pupil Services</b>	<b>\$1,163,220</b>	<b>\$1,246,329</b>	<b>\$83,109</b>



***Gouverneur Central School Belief Statement***

*We believe that effective teachers are the greatest single factor in improving student achievement, students need to be exposed to highly qualified and high performing personnel..*

***Gouverneur Central School Belief Statement***

*We believe that dedicated parental and community involvement has a significant impact on student achievement and the success of our students.*

**PROGRAM BUDGET  
(CONTINUED)**

	Actual 2010-2011 Budget	Proposed 2011-2012 Budget	Increase or (Decrease)
<b>PUPIL TRANSPORTATION</b>			
Transportation, Non-Instruct. Sal.	20,600	21,424	824
Transportation, Equipment	8,000	8,000	0
Transportation, Contractual Exp.	20,000	30,000	10,000
Transportation, Insurance, Fleet	43,680	43,680	0
Transportation, Supplies -Misc.	10,000	10,000	0
Transportation, Supp. -Diesel Fuel	331,220	301,025	(30,195)
Transportation, Supplies -Tires	14,000	14,000	0
Bus Garage, Natural Gas	27,200	27,200	0
Bus Garage, Electricity	22,133	23,460	1,327
Bus Garage, Telephone	2,100	2,100	0
Bus Garage, Insurance	5,655	5,655	0
Bus Garage, Water & Sewer	10,868	10,868	0
Bus Garage, Supplies & Materials	2,000	2,000	0
Contract Transportation	1,674,061	1,691,543	17,482
<b>Total Transportation</b>	<b>\$2,191,517</b>	<b>\$2,190,955</b>	<b>(\$562)</b>
<b>CENSUS</b> A complete student census is optional every two (2) years.			
Census, Non-Instructional Salaries	5,200	0	(5,200)
Census, Contractual Expense	950	0	(950)
<b>Total Census</b>	<b>\$6,150</b>	<b>\$0</b>	<b>(\$6,150)</b>
<b>EMPLOYEE BENEFITS</b>			
State Retirement	167,425	230,132	62,707
Teacher Retirement	710,607	901,995	191,388
Social Security	664,580	676,786	12,206
Worker's Compensation	85,325	86,387	1,062
Unemployment Benefits	0	0	0
Hospital/Medical/Dental Insurance	3,567,485	3,577,523	10,038
Other Benefits	59,982	60,036	54
<b>Total Employee Benefits</b>	<b>\$5,255,404</b>	<b>\$5,532,859</b>	<b>\$277,455</b>
<b>INTERFUND TRANSFERS</b>			
Transfer to Special Aid	100,910	100,910	0
<b>Total Interfund Transfers</b>	<b>\$100,910</b>	<b>\$100,910</b>	<b>\$0</b>
<b>TOTAL PROGRAM</b>	<b>\$21,402,078</b>	<b>\$21,947,924</b>	<b>\$545,846</b>

## Capital Budget Highlights

*This section of the budget, **Capital**, reflects the State's definition of all those costs which are necessary to provide building and transportation services for our students.*

**Central Services:** The Operations and Maintenance programs provide cleaning and maintenance services for all of our buildings and grounds within the District. This budget includes, as well, major utilities, including natural gas, electricity, and telephones.

**Pupil Transportation:** The transportation expense for buses has been reduced as we will be replacing only two buses this year.

**Debt Service:** reflects principal and interest payments on serial bonds dated 2004. This code also reflects an interest payment on \$10.5 million bond anticipation notes for the current building project. The District continues to enjoy a 95% Building Aid Ratio on the current building project, and combined with State Aid, Excel Aid and the Debt Service Reserve Fund, there continues to be a -0- financial impact on the tax levy.

**Employee Benefits:** As stated previously these benefits cover the employees associated with this component of the budget.

**This component makes up 17.4% of the total budget.**



### **Gouverneur Central School Belief Statement**

*We believe high standards encourage high achievement and there is a direct relationship between expectations and performance.*

### **Gouverneur Central School Belief Statement**

*We believe that our students are the future of our community and all students deserve the opportunity to develop their full potential.*

**GOUVERNEUR CENTRAL SCHOOL DISTRICT**  
*Detailed 2011-2012 Proposed Appropriations*  
*In Comparison with the 2010-2011 Actual Appropriations*

**PROPOSED GENERAL FUND REVENUES**  
**FOR FISCAL YEAR 2011-**

**CAPITAL BUDGET**

	Actual 2010-2011 Budget	Proposed 2011-2012 Budget	Increase or (Decrease)
<b>CENTRAL SERVICES</b>			
Operations, Non-Instructional Salary	673,215	698,543	25,328
Operations, Equipment	10,410	2,000	(8,410)
Operations, Natural Gas	417,250	390,620	(26,630)
Operations, Electricity	443,220	443,220	0
Operations, Telephone	8,200	10,500	2,300
Operations, Water & Sewer	84,590	84,590	0
Operations, Contractual Exp., Other	79,500	41,000	(38,500)
Operations, Insurance, Vehicles	8,035	8,035	0
Operations, BOCES Service	38,000	43,000	5,000
Operations, Supplies & Materials	103,200	103,200	0
Maintenance, Non-Instructional Sal.	320,460	320,789	329
Maintenance, Equipment	0	51,000	51,000
Maintenance, Contractual Expense	158,100	157,500	(600)
Maintenance, BOCES Services	6,773	7,000	227
Maintenance, Supplies & Materials	70,000	77,200	7,200
<b>Total Central Services</b>	<b>\$2,420,953</b>	<b>\$2,438,197</b>	<b>\$17,244</b>
<b>SPECIAL ITEMS</b>			
Refund of Real Property Tax	1,000	1,000	0
<b>Total Special Items</b>	<b>\$1,000</b>	<b>\$1,000</b>	<b>\$0</b>
<b>PUPIL TRANSPORTATION</b>			
Transportation, Bus Purchase	400,000	213,000	(187,000)
<b>Total Pupil Transportation</b>	<b>\$400,000</b>	<b>\$213,000</b>	<b>(\$187,000)</b>
<b>EMPLOYEE BENEFITS</b>			
State Retirement	133,178	183,790	50,612
Social Security	77,257	78,270	1,013
Worker's Compensation	9,919	10,000	81
Unemployment Benefits	0	0	0
Hospital/Medical/Dental Insurance	414,718	413,774	(944)
Other Benefits	6,973	6,957	(16)
<b>Total Employee Benefits</b>	<b>\$642,045</b>	<b>\$692,791</b>	<b>\$50,746</b>
<b>DEBT SERVICE</b>			
Principal, Serial Bond, Sch. Constr.	940,000	800,000	(140,000)
Principal, B.A.N., Sch. Construction	520,000	880,000	360,000
Interest, Serial Bond, Sch. Constr.	204,638	174,788	(29,850)
Interest, B.A.N., Sch. Construction	349,200	184,625	(164,575)
Interest, R.A.N	20,000	20,000	0
<b>Total Debt Service</b>	<b>\$2,033,838</b>	<b>\$2,059,413</b>	<b>\$25,575</b>
<b>TOTAL CAPITAL</b>	<b>\$5,497,836</b>	<b>\$5,404,401</b>	<b>(\$93,435)</b>
<b>TOTAL BUDGET :</b>	<b>\$30,512,743</b>	<b>\$30,996,423</b>	<b>\$483,680</b>

**SOURCE**

**LOCAL SOURCES**

Real Property Tax Items (excludes levy)	\$20,000	
Charges for Services	43,350	
Use of Money and Property	30,250	
Sale of Property & Compensation for Loss	1,000	
Miscellaneous & Interfund Revenues	105,000	
<b>Total Local &amp; Misc. Sources</b>		<b>\$199,600</b>

**STATE, FEDERAL & INTERFUND SOURCES**

Foundation, Excess Cost, Lottery Aids, Etc.	\$16,991,886	
B.O.C.E.S. Aid	1,800,000	
Other Aids	190,000	
Interfund Transfer for Debt Service	243,761	
<b>Total State, Federal &amp; Interfund Sources</b>		<b>\$19,225,647</b>

**APPROPRIATED FUNDS TO REDUCE LEVY**

Unappropriated Fund Balance	\$5,961,991	
Appropriated Reserves	488,585	
<b>Total Appropriated Funds to Reduce Levy</b>		<b>\$6,450,576</b>

**TOTAL REVENUES BEFORE TAXES** **\$25,875,823**

**REAL PROPERTY TAX LEVY**  
(3.0% Increase) **\$5,120,600**

**TOTAL ESTIMATED REVENUES** **\$30,996,423**

**In Summary**

We are designated as a high needs district, meaning that 65% of our revenue comes from state and federal aid. Recognizing the necessity to provide students in high needs districts with quality educational programs and opportunities, every effort has been made by the administration, staff and board of education to minimize cost in this budget year.

Every effort has also been made to propose programs which are needed by our students that are affordable and sustainable by our taxpayers.

As outlined in the Superintendent's letter in the front of this document, the administration, staff and board of education have all been instrumental in keeping costs down.

There was a \$1.8 million decrease in state aid. We have utilized monies from our reserves and unappropriated fund balance to keep the tax levy increase (3%) as low as possible and still maintain a high-quality curriculum for our students.

*Thank you for your consideration of our proposed budget.*

*If you have any questions, please call the district office at 287-4870.*

# Tax Highlights

You will receive, a separately mailed postcard entitled "Gouverneur Central School District Budget Notice." This report card is required by New York State statute, the contents of which are also specifically required by statute

<b>Budgeted 2011 Tax Levy Increase</b>	<b>3.0%</b>
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## Estimated Tax on Residential Property



	<u>With full value of \$60,000</u>	<u>\$100,000</u>
<b>With Basic Exemption</b> (based on 2010-11 Basic Exemption of -\$27,610)	\$386.60	\$889.96
<b><u>Annual Increase in Tax from 2010</u></b>	<b>\$11.60</b>	<b>\$25.92</b>
<b><u>Annual Increase With Enhanced Exemption</u></b> (based on 2010-11 Enhanced Exemption of -\$55,310)	<b>\$1.68</b>	<b>\$16.00</b>

## GOUVERNEUR CENTRAL SCHOOL DISTRICT ESTIMATED 2011 TAX RATES

The tax levy for 2011 will increase by no more than 3.0%. The following table **estimates** the 2011-12 rates for individual townships, however, if changes occur in equalization rates and assessments, the tax rates for townships will vary.

<u>Town</u>	<u>2010-2011 Actual Tax on Assessed Value per \$1000</u>	<u>2011-2012 Estimated Tax on Assessed Value per \$1000</u>	<u>2011-2012 Estimated TAX <b>Change</b> on Assessed Value per \$1000</u>
Antwerp	\$ 11.94	\$ 12.30	\$ + .36
DeKalb	11.94	12.30	+ .36
Edwards	12.31	12.68	+ .37
Fowler	79.57	81.96	+ 2.39
Gouverneur	12.31	12.68	+ .37
Hermon	13.26	13.66	+ .40
Macomb	19.64	20.23	+ .59
Pitcairn	11.94	12.30	+ .36
Rossie	14.38	14.81	+ .43

**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:   
School District Telephone Number:

	Budgeted 2010-11 (A)	Budgeted 2011-12 (B)	Percent Change (C)	
Total Spending	<input type="text" value="30,512,743"/>	<input type="text" value="30,996,423"/>	1.59	%
Total School Tax Levy	<input type="text" value="4,971,457"/>	<input type="text" value="5,120,600"/>	3.00	%
Public School Enrollment	<input type="text" value="1,703"/>	<input type="text" value="1,661"/>	-2.47	%
Consumer Price Index			<input type="text" value="1.6"/>	%

	Actual 2010-11 (D)	Estimated 2011-12 (E)		
Adjusted Restricted Fund Balance	<input type="text" value="2,035,235"/>	<input type="text" value="1,800,000"/>		
Assigned Appropriated Fund Balance	<input type="text" value="5,505,459"/>	<input type="text" value="6,450,576"/>		
Adjusted Unrestricted Fund Balance	<input type="text" value="2,441,019"/>	<input type="text" value="1,239,857"/>		
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	8.00	%	4.00	%

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. <input type="text" value="Superintendent of Schools"/>	<input type="text" value="143,024"/>	<input type="text" value="35,654"/>	<input type="text" value="0"/>
Associate, Assistant and Deputy Superintendents (Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)			
2. <input type="text" value="ASST. SUPERINTENDENT FOR INSTRUCTION"/>	<input type="text" value="99,517"/>	<input type="text" value="39,089"/>	<input type="text" value="0"/>

# The New York State School Report Card Fiscal Accountability Supplement for Gouverneur Central 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	\$13,732,914	\$6,121,049
	Pupils	1,676	322
	<b>Expenditures Per Pupil</b>	<b>\$8,194</b>	<b>\$19,009</b>
Similar District Group	Instructional Expenditures	\$1,536,856,907	\$550,923,687
	Pupils	164,940	25,394
	<b>Expenditures Per Pupil</b>	<b>\$9,318</b>	<b>\$21,695</b>
Total of All School Districts in NY State	Instructional Expenditures	\$29,417,505,672	\$10,926,323,899
	Pupils	2,705,290	411,516
	<b>Expenditures Per Pupil</b>	<b>\$10,874</b>	<b>\$26,551</b>
<b>Similar District Group Description: High Need/Resource Capacity Rural</b>			

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
<b>Total Expenditures Per Pupil</b>	<b>\$16,145</b>	<b>\$17,634</b>	<b>\$19,381</b>

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

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

# The New York State School Report Card Information about Students with Disabilities for Gouverneur Central 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	120	42.1%	55.3%	55.6%
40% to 79%	57	20.0%	21.6%	11.7%
Less than 40%	97	34.0%	21.0%	23.1%
Separate Settings	9	3.2%	1.6%	6.0%
Other Settings	2	0.7%	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	15.64%	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).

<b>Similar District Group Description: High Need/Resource Capacity Rural</b>
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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 **GOVERNEUR CENTRAL SCHOOL  
DISTRICT**

District ID **51-11-01-06-0000**

Superintendent **CHRISTINE LAROSE**

Telephone **(315) 287-4870**

Grades **PK-12, UE, US**

## This District's Report Card

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

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

### For more information:

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

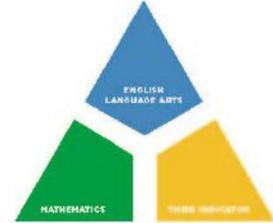
## Use this report to:

- 1 Get District Profile information.**  
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**  
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.
- 3 View School Accountability Status.**  
This section lists all schools in your district by 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.

## 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

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

The count of 12<sup>th</sup> 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](http://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 12<sup>th</sup> graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment (“Total” or “12<sup>th</sup> 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](http://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 Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—
White			—			—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities			—	—	—	—
Limited English Proficient	—	—	—	—	—	—
Economically Disadvantaged			—			—
<b>Student groups making AYP in each subject</b>	 3 of 4	 4 of 4	 1 of 1	 3 of 3	 3 of 3	 1 of 1

#### AYP Status

-  Made AYP
-  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**  Good Standing  
for This Subject  
(2010-11)

**Accountability Measures** 3 of 4 Student groups making AYP in English language arts  
 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 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
<b>Accountability Groups</b>							
<b>All Students</b> (749:709)			100%		173	151	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (10:9)	—	—	—	—	—	—	—
Hispanic or Latino (9:8)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (6:5)	—	—	—	—	—	—	—
White (718:684)			100%		173	151	
Multiracial (4:1)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (163:163)			99%		142	147	147 107
Limited English Proficient (0:0)							
Economically Disadvantaged (415:388)			100%		164	149	
<b>Final AYP Determination</b>	 3 of 4						
<b>Non-Accountability Groups</b>							
Female (360:342)			100%		175	149	
Male (389:367)			99%		171	149	
Migrant (3:0)			—		—	—	

#### 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** 4 of 4 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
<b>Accountability Groups</b>							
<b>All Students</b> (745:707)			100%		186	131	
<b>Ethnicity</b>							
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—
Black or African American (9:8)	—	—	—	—	—	—	—
Hispanic or Latino (9:8)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (6:5)	—	—	—	—	—	—	—
White (715:683)			100%		186	131	
Multiracial (4:1)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities (162:161)			99%		157	127	
Limited English Proficient (0:0)							
Economically Disadvantaged (414:388)			100%		180	129	
<b>Final AYP Determination</b>	 4 of 4						
<b>Non-Accountability Groups</b>							
Female (358:342)			100%		187	129	
Male (387:365)			99%		185	129	
Migrant (3:0)			—		—	—	

#### 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
<b>Accountability Groups</b>								
<b>All Students</b> (257:243)		Qualified		100%		184	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (2:2)	-	-	-	-	-	-	-	-
Black or African American (5:3)	-	-	-	-	-	-	-	-
Hispanic or Latino (3:3)	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander (1:0)	-	-	-	-	-	-	-	-
White (244:235)		Qualified		100%		184	100	
Multiracial (2:0)	-	-	-	-	-	-	-	-
<b>Other Groups</b>								
Students with Disabilities (54:55)		Qualified		98%		155	100	
Limited English Proficient (0:0)	-	-	-	-	-	-	-	-
Economically Disadvantaged (130:122)		Qualified		99%		176	100	
<b>Final AYP Determination</b>		1 of 1						
<b>Non-Accountability Groups</b>								
Female (125:118)				100%		187	100	
Male (132:125)				99%		181	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** 3 of 3 Student groups making AYP in English language arts  
 Made 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 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
<b>Accountability Groups</b>							
<b>All Students</b> (133:128)			100%		185	168	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (3:2)	—	—	—	—	—	—	—
Hispanic or Latino (0:0)							
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (129:125)			100%		186	168	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (15:18)	—	—	—	—	—	—	—
Limited English Proficient (0:0)							
Economically Disadvantaged (58:54)			100%		181	164	
<b>Final AYP Determination</b>	 3 of 3						
<b>Non-Accountability Groups</b>							
Female (73:71)			100%		186	166	
Male (60:57)			100%		184	164	
Migrant (0:0)							

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

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

## Secondary-Level Mathematics

**Accountability Status**  Good Standing  
for This Subject  
(2010-11)

**Accountability Measures** 3 of 3 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 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
<b>Accountability Groups</b>							
<b>All Students</b> (133:128)			100%		186	164	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	-	-	-	-	-	-	-
Black or African American (3:2)	-	-	-	-	-	-	-
Hispanic or Latino (0:0)							
Asian or Native Hawaiian/Other Pacific Islander (0:0)							
White (129:125)			100%		188	164	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (15:18)	-	-	-	-	-	-	-
Limited English Proficient (0:0)							
Economically Disadvantaged (58:54)			100%		178	160	
<b>Final AYP Determination</b>	 3 of 3						
<b>Non-Accountability Groups</b>							
Female (73:71)			100%		185	162	
Male (60:57)			100%		188	160	
Migrant (0:0)							

#### Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12<sup>th</sup> Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

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

## Graduation Rate

**Accountability Status for This Indicator (2010–11)**  Good Standing

**Accountability Measures** 1 of 1 Student groups making AYP in graduation rate  
 Made AYP

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

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

Student Group (2005 Graduation-Rate Total Cohort)	Graduation			Objectives State Standard	Progress Target	
	AYP	Met Criterion	Graduation Rate		2009-10	2010-11
<b>Accountability Groups</b>						
All Students (160)			83%	80%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (1)		—	—	—		
Hispanic or Latino (1)		—	—	—		
Asian or Native Hawaiian/Other Pacific Islander (0)						
White (158)			84%	80%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (28)		—	—	—		
Limited English Proficient (0)						
Economically Disadvantaged (47)			77%	80%	62%	78%
<b>Final AYP Determination</b>	 1 of 1					
<b>Non-Accountability Groups</b>						
Female (73)			89%	80%		
Male (87)			78%	80%		
Migrant (1)						

#### Symbols

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

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

#### Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this district is **86%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

School **EAST SIDE ELEMENTARY SCHOOL**  
School ID **51-11-01-06-0006**

District **GOUVERNEUR CENTRAL SCHOOL DISTRICT**

## Summary

### Overall Accountability Status (2010–11)

#### In Good Standing

##### Elementary/Middle Level

ELA In Good Standing

Math In Good Standing

Science In Good Standing

##### Secondary Level

ELA

Math

Graduation Rate

### Title I Part A Funding

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

2008–09

2009–10

2010–11

YES

YES

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓			
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino	—	—				
Asian or Native Hawaiian/Other Pacific Islander						
White	✓	✓				
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	✓	✓				
Limited English Proficient						
Economically Disadvantaged	✓	✓				
<b>Student groups making AYP in each subject</b>	✓ 4 of 4	✓ 4 of 4	✓ 1 of 1			

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

School **FOWLER ELEMENTARY SCHOOL**  
School ID **51-11-01-06-0004**

District **GOUVERNEUR CENTRAL SCHOOL DISTRICT**

## Summary

### Overall Accountability Status (2010–11)

#### In Good Standing

##### Elementary/Middle Level

ELA In Good Standing

Math In Good Standing

Science In Good Standing

##### Secondary Level

ELA

Math

Graduation Rate

### Title I Part A Funding

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

2008–09

2009–10

2010–11

YES

YES

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓			
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino	—	—				
Asian or Native Hawaiian/Other Pacific Islander						
White	✓	✓				
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	—	—				
Limited English Proficient						
Economically Disadvantaged	✓	✓				
<b>Student groups making AYP in each subject</b>	✓ 3 of 3	✓ 3 of 3	✓ 1 of 1			

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

School **GOVERNEUR JUNIOR-SENIOR HIGH SCHOOL**  
School ID **51-11-01-06-0005**

District **GOVERNEUR CENTRAL SCHOOL DISTRICT**

## Summary

### Overall Accountability Status (2010–11)

#### In Good Standing

##### Elementary/Middle Level

ELA In Good Standing

Math In Good Standing

Science In Good Standing

##### Secondary Level

ELA In Good Standing

Math In Good Standing

Graduation Rate In Good Standing

### Title I Part A Funding

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

2008–09

2009–10

2010–11

NO

NO

NO

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✗	✓	—	—	—	—
Limited English Proficient	—	—	—	—	—	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
<b>Student groups making AYP in each subject</b>	✗ 3 of 4	✓ 4 of 4	✓ 1 of 1	✓ 3 of 3	✓ 3 of 3	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

School **WEST SIDE ELEMENTARY SCHOOL**  
School ID **51-11-01-06-0007**

District **GOVERNEUR CENTRAL SCHOOL DISTRICT**

## Summary

Overall Accountability Status (2010–11)	In Good Standing	
	Elementary/Middle Level	Secondary Level
	ELA In Good Standing	ELA
	Math In Good Standing	Math
	Science In Good Standing	Graduation Rate

Title I Part A Funding	Years the School Received Title I Part A Funding		
	2008–09	2009–10	2010–11
	YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓			
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American	—	—				
Hispanic or Latino	—	—				
Asian or Native Hawaiian/Other Pacific Islander	—	—				
White	✓	✓				
Multiracial	—	—				
<b>Other Groups</b>						
Students with Disabilities	✓	✓				
Limited English Proficient						
Economically Disadvantaged	✓	✓				
<b>Student groups making AYP in each subject</b>	✓ 4 of 4	✓ 4 of 4	✓ 1 of 1			

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Equalized Total Assessed Value 2,714,375

School District - 404001 Gouverneur

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	1	217,100	8.00
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	1	62,200	2.29
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	0	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	69,400	2.56
41834	ENHANCED STAR	RPTL 425	4	321,280	11.84
41854	BASIC STAR 1999-2000	RPTL 425	14	620,900	22.87
Total Exemptions Exclusive of System Exemptions:			22	1,290,880	47.56
Total System Exemptions:			0	0	0.00
Totals:			22	1,290,880	47.56

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: \_\_\_\_\_

Equalized Total Assessed Value 13,975,707

School District - 404001 Gouverneur 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13510	TOWN - CEMETERY LAND	RPTL 446	2	8,150	0.06
14100	USA - GENERALLY	RPTL 400(1)	2	105,140	0.75
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	71,000	0.51
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	1	8,900	0.06
41700	AGRICULTURAL BUILDING	RPTL 483	2	21,400	0.15
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	10	32,663	0.23
41834	ENHANCED STAR	RPTL 425	22	1,157,900	8.29
41854	BASIC STAR 1999-2000	RPTL 425	71	2,129,400	15.24
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	8	36,455	0.26
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&ddd	1	992,438	7.10
Total Exemptions Exclusive of System Exemptions:			121	4,563,446	32.65
Total System Exemptions:			0	0	0.00
Totals:			121	4,563,446	32.65

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: \_\_\_\_\_

NYS - Real Property System  
 County of St Lawrence  
 Town of Dekalb - 4030  
 Village of Richville  
 SWIS Code - 403001

Assessor's Report - 2010 - Prior Year File  
 S495 Exemption Impact Report  
 School Detail Report

RPS221/V04/L001  
 Date/Time - 3/29/2011 13:29:23  
 Total Assessed Value 8,217,968  
 Uniform Percentage 100.00

Equalized Total Assessed Value 8,217,968

School District - 404001 Gouverneur 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13650	VG - GENERALLY	RPTL 406(1)	5	161,600	1.97
13660	VG - CEMETERY LAND	RPTL 446	3	13,300	0.16
14100	USA - GENERALLY	RPTL 400(1)	1	105,900	1.29
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	4	240,900	2.93
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	1	578,200	7.04
41690	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	7	21,000	0.26
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	2	4,672	0.06
41834	ENHANCED STAR	RPTL 425	14	743,600	9.05
41854	BASIC STAR 1999-2000	RPTL 425	72	2,142,900	26.08
Total Exemptions Exclusive of System Exemptions:			109	4,012,072	48.82
Total System Exemptions:			0	0	0.00
Totals:			109	4,012,072	48.82

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: \_\_\_\_\_

NYS - Real Property System  
 County of St Lawrence  
 Town of Edwards  
 SWIS Code - 403489

Assessor's Report - 2010 - Prior Year File  
 S495 Exemption Impact Report  
 School Detail Report

RPS221/V04/L001  
 Date/Time - 3/29/2011 13:29:23  
 Total Assessed Value 4,721,637  
 Uniform Percentage 97.00

Equalized Total Assessed Value 4,867,667

School District - 404001 Gouverneur 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
Total Exemptions Exclusive of System Exemptions:			0	0	0.00
Total System Exemptions:			0	0	0.00
Totals:			0	0	0.00

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: \_\_\_\_\_

Equalized Total Assessed Value 137,779,533

School District - 404001 Gouverneur 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	1	400,000	0.29
13500	TOWN - GENERALLY	RPTL 406(1)	13	1,005,333	0.73
13510	TOWN - CEMETERY LAND	RPTL 446	4	2,668	0.00
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	1,000,000	0.73
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	7	167,334	0.12
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	2	4,636,666	3.37
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	80,000	0.06
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	3,000	0.00
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	1,666,667	1.21
41695	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	1	3,893	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	3	3,200	0.00
41834	ENHANCED STAR	RPTL 425	127	6,719,723	4.88
41854	BASIC STAR 1999-2000	RPTL 425	569	18,911,328	13.73
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	9	396,667	0.29
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	4	3,744,180	2.72
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	26,667	0.02
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>746</b>	<b>38,767,326</b>	<b>28.14</b>
<b>Total System Exemptions:</b>			<b>0</b>	<b>0</b>	<b>0.00</b>
<b>Totals:</b>			<b>746</b>	<b>38,767,326</b>	<b>28.14</b>

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: \$ 2,584

Equalized Total Assessed Value 143,666,862

School District - 404001 Gouverneur 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	5	43,960,103	30.60
13100	CO - GENERALLY	RPTL 406(1)	1	1,020,412	0.71
13500	TOWN - GENERALLY	RPTL 406(1)	7	1,512,577	1.05
13510	TOWN - CEMETERY LAND	RPTL 446	2	19,279	0.01
13650	VG - GENERALLY	RPTL 406(1)	1	26,392	0.02
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	3	134,948	0.09
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	200,619	0.14
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	2	14,433	0.01
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	824,742	0.57
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	58,866	0.04
41700	AGRICULTURAL BUILDING	RPTL 483	2	18,041	0.01
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	36	328,415	0.23
41834	ENHANCED STAR	RPTL 425	133	6,889,767	4.80
41854	BASIC STAR 1999-2000	RPTL 425	462	13,336,995	9.28
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	51	365,001	0.25
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	3	2,999,283	2.09
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	2	261,102	0.18
50005	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	0	0.00
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>716</b>	<b>71,970,975</b>	<b>50.10</b>
<b>Total System Exemptions:</b>			<b>1</b>	<b>0</b>	<b>0.00</b>
<b>Totals:</b>			<b>717</b>	<b>71,970,975</b>	<b>50.10</b>

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: \$ 14,968

NYS - Real Property System  
 County of St Lawrence  
 Town of Gouverneur - 4040  
 Village of Gouverneur  
 SWIS Code - 404001

Assessor's Report - 2010 - Prior Year File  
 S495 Exemption Impact Report  
 School Detail Report

RPS221/V04/L001  
 Date/Time - 3/29/2011 13:29:23  
 Total Assessed Value 137,860,194  
 Uniform Percentage 97.00

Equalized Total Assessed Value 142,123,911

School District - 404001 Gouverneur 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	1	722	0.00
13650	VG - GENERALLY	RPTL 406(1)	22	3,588,967	2.53
14100	USA - GENERALLY	RPTL 400(1)	1	388,454	0.27
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	3	820,160	0.58
18080	MUN HSNG AUTH-FEDERAL/MUN AIDE	PUB HSNG L 52(3)&(5)	1	3,509,299	2.47
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	4	360,309	0.25
25110	NONPROF CORP - RELIG/CONST PRO	RPTL 420-a	15	1,797,114	1.26
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	5	9,699,526	6.82
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	10	4,820,104	3.39
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	10	709,690	0.50
26100	VETERANS ORGANIZATION	RPTL 452	2	264,330	0.19
26250	HISTORICAL SOCIETY	RPTL 444	1	118,351	0.08
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	155,876	0.11
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	6	1,568,350	1.10
41400	CLERGY	RPTL 460	1	1,546	0.00
41834	ENHANCED STAR	RPTL 425	188	9,784,219	6.88
41854	BASIC STAR 1999-2000	RPTL 425	636	18,044,866	12.70
41864	BASIC STAR, RENTED MOBILE HOME	RPTL 425	1	11,340	0.01
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	922,422	0.65
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	3	161,762	0.11
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>913</b>	<b>56,727,407</b>	<b>39.91</b>
<b>Total System Exemptions:</b>			<b>0</b>	<b>0</b>	<b>0.00</b>
<b>Totals:</b>			<b>913</b>	<b>56,727,407</b>	<b>39.91</b>

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: \_\_\_\_\_

NYS - Real Property System  
 County of St Lawrence  
 Town of Hermon  
 SWIS Code - 404489

Assessor's Report - 2010 - Prior Year File  
 S495 Exemption Impact Report  
 School Detail Report

RPS221/V04/L001  
 Date/Time - 3/29/2011 13:29:23  
 Total Assessed Value 5,603,440  
 Uniform Percentage 90.00

Equalized Total Assessed Value 6,226,044

School District - 404001 Gouverneur 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	1	110,222	1.77
13500	TOWN - GENERALLY	RPTL 406(1)	1	2,556	0.04
41690	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	1	3,233	0.05
41834	ENHANCED STAR	RPTL 425	3	194,334	3.12
41854	BASIC STAR 1999-2000	RPTL 425	31	896,354	14.40
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	2	6,666	0.11
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	286,971	4.61
50005	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	2,367	0.04
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>40</b>	<b>1,500,336</b>	<b>24.10</b>
<b>Total System Exemptions:</b>			<b>1</b>	<b>2,367</b>	<b>0.04</b>
<b>Totals:</b>			<b>41</b>	<b>1,502,703</b>	<b>24.14</b>

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: \_\_\_\_\_

NYS - Real Property System  
 County of St Lawrence  
 Town of Macomb  
 SWIS Code - 405400

Assessor's Report - 2010 - Prior Year File  
 S495 Exemption Impact Report  
 School Detail Report

RPS221/V04/L001  
 Date/Time - 3/29/2011 13:29:23  
 Total Assessed Value 21,453,774  
 Uniform Percentage 65.00

Equalized Total Assessed Value 33,005,806

School District - 404001 Gouverneur 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	5	406,308	1.23
13500	TOWN - GENERALLY	RPTL 406(1)	3	326,308	0.99
13510	TOWN - CEMETERY LAND	RPTL 446	6	65,077	0.20
25110	NONPROF CORP - RELIG/CONST PRO	RPTL 420-a	3	167,385	0.51
41700	AGRICULTURAL BUILDING	RPTL 483	4	39,384	0.12
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	18	368,681	1.12
41834	ENHANCED STAR	RPTL 425	24	1,284,098	3.89
41854	BASIC STAR 1999-2000	RPTL 425	125	3,833,024	11.61
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	2	36,923	0.11
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>190</b>	<b>6,527,188</b>	<b>19.78</b>
<b>Total System Exemptions:</b>			<b>0</b>	<b>0</b>	<b>0.00</b>
<b>Totals:</b>			<b>190</b>	<b>6,527,188</b>	<b>19.78</b>

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: \_\_\_\_\_

NYS - Real Property System  
 County of St Lawrence  
 Town of Pitcairn  
 SWIS Code - 407200

Assessor's Report - 2010 - Prior Year File  
 S495 Exemption Impact Report  
 School Detail Report

RPS221/V04/L001  
 Date/Time - 3/29/2011 13:29:23  
 Total Assessed Value 1,117,396  
 Uniform Percentage 100.00

Equalized Total Assessed Value 1,117,396

School District - 404001 Gouverneur 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41700	AGRICULTURAL BUILDING	RPTL 483	1	24,000	2.15
41854	BASIC STAR 1999-2000	RPTL 425	3	94,800	8.48
50006	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	0	0.00
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>4</b>	<b>118,800</b>	<b>10.63</b>
<b>Total System Exemptions:</b>			<b>1</b>	<b>0</b>	<b>0.00</b>
<b>Totals:</b>			<b>5</b>	<b>118,800</b>	<b>10.63</b>

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: \_\_\_\_\_

Equalized Total Assessed Value 20,292,734

School District - 404001 Gouverneur 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	1	22,892	0.11
13500	TOWN - GENERALLY	RPTL 406(1)	1	37,349	0.18
13510	TOWN - CEMETERY LAND	RPTL 446	1	4,699	0.02
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	1	5,060	0.02
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	10	36,320	0.18
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	26,970	0.13
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	53,358	0.26
41834	ENHANCED STAR	RPTL 425	38	2,042,962	10.07
41854	BASIC STAR 1999-2000	RPTL 425	97	3,025,208	14.91
41864	BASIC STAR, RENTED MOBILE HOME	RPTL 425	2	29,157	0.14
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	8	63,858	0.31
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	1,154,105	5.69
50005	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	0	0.00
Total Exemptions Exclusive of System Exemptions:			162	6,501,938	32.04
Total System Exemptions:			1	0	0.00
Totals:			163	6,501,938	32.04

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: \_\_\_\_\_

## *Gouverneur High School Alma Mater*

*Among the hills of Old St. Lawrence  
Stands the school we love so well.  
Where we spent so many bright and happy days;  
Its fond memories will linger  
In our hearts to cheer and bless  
As we toil along life's rough and rugged ways.*

*Then her praises we will sing  
Till the echoes 'round us ring  
And we'll sing them with a will forever more,  
For we're singing of the glories  
Of our dear old G.H.S.  
May they echo from the mountains to the shore.*



*Gouverneur High School 113 East Barney Street*

*Gouverneur Central School District  
Gouverneur New York  
<http://gouverneurcentralschool.org>  
A Child-Centered District of Excellence*



*Gouverneur Middle School 133 East Barney Street*



*Gouverneur East Side Elementary School  
School & Gleason Streets*



*Gouverneur West Side Elementary School  
25 Wilson Street*



*Gouverneur Fowler Elementary School  
3845 State Highway 58*

