

GOUVERNEUR CENTRAL SCHOOL DISTRICT

PROPOSED BUDGET *2012-2013*

FOR PRESENTATION TO THE VOTERS OF THE GOUVERNEUR CENTRAL SCHOOL DISTRICT



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

BUDGET HEARING
TUESDAY
MAY 8, 2012
7:30 PM, EDT
(HIGH SCHOOL
AUDITORIUM)

VOTE
TUESDAY,
MAY 15, 2012
1 PM TO 9 PM, EDT
(HS AUDITORIUM LOBBY,
REAR ENTRANCE)

ADMINISTRATION

LAUREN F. FRENCH
SUPERINTENDENT OF SCHOOLS
(315) 287-4870

CAMMY J. MORRISON
ASSISTANT SUPERINTENDENT
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BUSINESS MANAGER
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GOVERNEUR CENTRAL SCHOOL DISTRICT

**133 East Barney Street
Gouverneur, New York 13642**

**FAX: (315) 287-4736
<http://gouverneurcentralschool.org>
*A Child-Centered District of Excellence***

BOARD OF EDUCATION

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PRESIDENT
BARRY R. SMITH
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RANDY SLATE

To the Residents of Gouverneur Central School District:

On April 16, 2012, the Gouverneur Board of Education unanimously adopted a proposed budget for the 2012-2013 school year in the amount of \$31,372,044. The budget represents an increase of \$375,621 over last year and reflects a 1.21% increase in expenditures and a 2.00% increase in the tax levy. Looking at a typical \$60,000 home, the estimated cost will be an increase of \$7.00 from the tax in 2011.

In 2010-2011, the Board of Education, along with the previous Superintendent, set priorities, establishing a multi-year plan and a conservative budget that would meet four criteria: maintain programs and services for students; adjust for enrollment and needs; save jobs; and address the financial needs of the community. With that plan in mind, the Board of Education remained focused on those priorities. In developing the budget for the 2012-2013 school year, every effort was made to continue following the multi-year plan previously established. We have reviewed all areas of the budget, the manner of offering programs, and the allocation of resources while continuing to provide programs and opportunities that will prepare our students to reach state standards and be prepared for career or college readiness.

The development of a budget continues to be a difficult challenge. Gouverneur Central School District falls into the category of a small-school, high-needs rural district. The three-year average of elementary students receiving free or reduced lunch approaches 52%. Over the last three years our district has experienced a loss of \$3,812,844 in state aid. To state this very simply, we have many students who need our support yet the level of our state aid is greatly reduced. To maintain our programs we have to trim costs and find ways to operate in a more efficient manner. For the previous three budget years, we have been able to control costs by restructuring programs or through the retirement of staff. Due to these changes, layoffs were not necessary. This year, we do not have that opportunity. The budget reflects the following reductions: one Social Studies position, one Spanish position, one elementary Speech position, one Reading position, a .4 elementary Counselor position, and a .5 Music position – a total of 4.9 positions. We have reconfigured the CSE office, moving it to Fowler Elementary where Mrs. Neaton, our CSE chairperson, will also serve as the building principal. Our Assistant Superintendent, Mrs. Morrison, will assist at Fowler with teacher evaluations and curriculum. The Middle School Principal's position will be reduced to an eleven-month position. The Athletic Director's position will be reconfigured to include the Community Based Work program and Coordination of Unique Occupations. We will also open an additional Life Skills program in the secondary building and return our students to their home district, which will enable the district to prevent additional layoffs in teacher aides and special education employees. Finally, through a retirement in clerical staff, the reduction of one clerical position will occur through attrition and some of our existing staff will be relocated within the district.

We are pleased to report that our students continue to do well academically. The district is rated in Good Standing with regards to the State and Federal accountability measures under No Child Left Behind. These reports do indicate that we have work to do and our staff members have been addressing these needs through changes in curriculum. Our students continue to demonstrate excellence through their active involvement in music, art, athletics and theater. Special events such as the CHAMPS dinners, FFA Maple Syrup Expo, Odyssey of the Mind, Family Book Fair Night and Bear Club, Zumbatomic and Grandparents breakfast continue to provide opportunities for our students and families to spend time together in our schools.

The last four months have provided me with the opportunity to see the district from another perspective. After fifteen years in the classroom and twelve years as the Middle School Principal, stepping into the Superintendent's Office has been both rewarding and challenging. I have always enjoyed the strong sense of teamwork that exists in our district and I am proud to be a member of this community. My husband and I raised our boys here and we continue to value the quality of life offered in Northern New York. Due to the fiscal situation of New York, circumstances exist that are beyond the control of Gouverneur Central School. Without the support of our community, we would find the challenge of educating our students much more difficult. I, along with the Board of Education, staff and our students, sincerely appreciate the community support demonstrated in a variety of ways. While this budget was certainly a challenge, working with a team of dedicated professionals resulted in a budget that limits the changes in programs for our students, provides a fiscally responsible budget to the tax payers and limits the number employees to be laid off. Please take the time to review this budget document, feel welcome to attend the Budget hearing on May 8th, and cast an informed vote on May 15th.

If you would like additional information, please feel free to call me or contact any member of the Board of Education.

Lauren F. French

Lauren F. French, Superintendent of Schools



GOUVERNEUR CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION

(Listed Alphabetically)

Mrs. Pamela L. Adle
Term Expires 6/2014

Mrs. Nancy J. Cappellino
Term Expires 6/2012

Mrs. Carla A. Gates
Term Expires 6/2014

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 6/2014

Mr. Randy Slate
Term Expires 6/2012

BOARD OF EDUCATION VACANCIES

For the 2012-2013 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, 2012.

Petitions were filed in the School District Office on or before April 16, 2012.

The following petitions have been received:

(Listed Alphabetically)

Lisa
DUNKELBERG

Lisa M.
McGREGOR

Edward C.
SIEBELS

Randy
SLATE

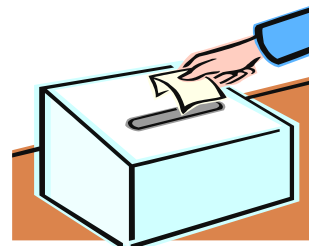
QUALIFICATIONS OF VOTERS

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 15th*



*HS Auditorium Lobby
1 p.m.—9 p.m.*

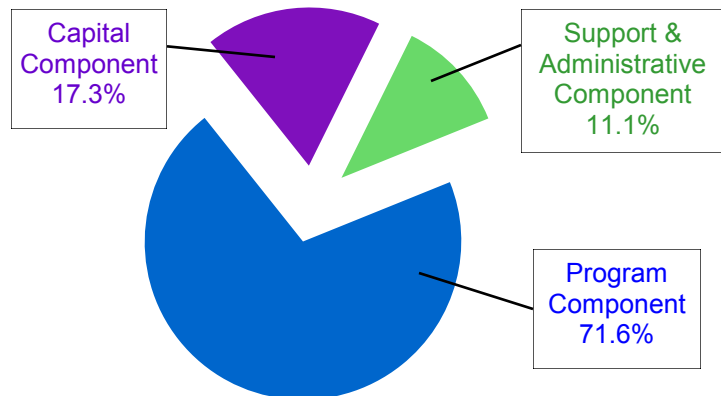
Gouverneur Central School District Three-Part 2012-2013 Proposed General Fund Budget

The 2012-2013 proposed General Fund budget is presented in three parts: Support & Administrative Services; Capital Services; and Program Services.

Totals for these parts are:

Support & Administrative:	\$ 3,495,467
Capital:	\$ 5,411,500
Program:	\$ 22,465,077

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. Last year the District took 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. Salaries have decreased as a result of the elimination of one principal position and the retirement of two principals.

Employee Benefits: related to all personnel costs incorporated in the Support and Administrative Services budget. The total cost for employee benefits for this component decreased 3.32% because of the elimination of one principal position and the retirement of two principals. The District continues to pay for unemployment insurance through a reserve fund set up to take care of these costs. State Retirement for support staff increased 9.98% and the district covered this expense through the Reserve Fund for Retirement Contribution; therefore, no tax dollars are being raised for this additional appropriation.

This component makes up 11.1% 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 2012-2013 Proposed Appropriations
In Comparison with the 2011-2012 Actual Appropriations

SUPPORT AND ADMINISTRATIVE SERVICES BUDGET

	Actual 2011-2012	Proposed 2012-2013	Increase or (Decrease)
	Budget	Budget	(Decrease)
BOARD OF EDUCATION			
B.O.E., Contractual Expense	13,000	13,000	0
B.O.E., BOCES Services	7,000	7,000	0
B.O.E., Supplies & Materials	525	525	0
District Clerk, Non-instr. Salary	1,152	1,152	0
District Clerk, Supplies & Mat'l's	300	300	0
District Meeting, Contract Exp.	1,000	1,800	800
Total Board of Education	\$22,977	\$23,777	\$800

CENTRAL ADMINISTRATION			
C.S.A., Salaries	144,483	125,800	(18,683)
C.S.A., Non-Instructional Salary	48,695	49,435	740
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
Total Central Administration	\$201,978	\$184,035	(\$17,943)

FINANCE			
B.A., Non-Instructional Salary	228,500	235,740	7,240
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	22,500	22,500	0
Auditing, BOCES Services	5,750	5,750	0
Treasurer, Non-Instructional Salary	96,000	103,400	7,400
Treasurer, Equipment	500	500	0
Treasurer, Contractual Expense	1,600	1,600	0
Treasurer, Supplies & Materials	900	900	0
Tax Collector, Contract Expense	8,000	8,000	0
Purchasing, Contract Expense	1,000	1,000	0
Purchasing, BOCES Services	5,171	5,171	0
Total Finance	\$380,831	\$395,471	\$14,640

STAFF			
Legal, Contractual Expense	14,000	14,000	0
Personnel, Contractual Expense	10,450	10,450	0
Personnel, BOCES Services	21,880	23,080	1,200
Total Staff	\$46,330	\$47,530	\$1,200

CENTRAL SERVICES			
Cent. Print & Mail., Non-Instr Sal	14,187	14,610	423
Cent. Printing & Mail., Equip	38,978	0	(38,978)
Cent. Printing & Mail., Contr Exp	44,000	44,000	0
Cent. Print & Mail, Supp & Mat'l's	43,000	43,000	0
Cent. Data Process, Contr Exp	200	200	0
Cent. Data Process, BOCES	335,138	346,665	11,527
Cent Data Process, Supp&Matls	3,500	3,500	0
Total Central Services	\$479,003	\$451,975	(\$27,028)

SPECIAL ITEMS			
Unallocated Insurance	110,250	110,250	0
School Association Dues	7,000	7,000	0
Administrative Charges, BOCES	567,500	610,005	42,505
Total Special Items	\$684,750	\$727,255	\$42,505

	Actual 2011-2012	Proposed 2012-2013	Increase or (Decrease)
	Budget	Budget	(Decrease)
CURRICULUM DEVELOPMENT, INSTRUCTION & ADMINISTRATION			
Curriculum Develop, Contr. Exp.	4,500	4,500	0
Curriculum Dev, Supp & Mat'l's	2,500	2,500	0
Supervision Reg. Sch., Instr Sal	547,551	444,574	(102,977)
Superv. Reg. Sch., Non-Instr Sal	321,933	296,951	(24,982)
Superv. Reg. Sch., Equip K-12	3,700	4,300	600
Superv Reg Sch, Contr.Exp. K-12	14,679	6,975	(7,704)
Suprv Reg Sch Supp & Mat'l K-12	8,324	10,842	2,518
Superv. Spec. Schs, Instr. Sal.	8,163	8,358	195
Superv. Spec. Schs, Contr. Exp.	350	350	0

Total Curriculum Develop., Instruction & Administration	\$911,700	\$779,350	(\$132,350)
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EMPLOYEE BENEFITS			
State Retirement	128,074	140,859	12,785
Teacher Retirement	83,811	74,827	(8,984)
Social Security	108,355	96,970	(11,385)
Worker's Compensation	13,844	13,288	(556)
Unemployment Benefits	0	0	0
Hospital/Med/Dental Insurance	572,813	551,364	(21,449)
Other Benefits	9,632	8,766	(866)
Total Employee Benefits	\$916,529	\$886,074	(\$30,455)

TOTAL SUPPORT & ADMINISTRATIVE SERVICES	\$3,644,098	\$3,495,467	(\$148,631)
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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: listed under Legal Services in the Program budget represents 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: expected by the Board of Education that the District 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, teaching 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 1.0 Social Studies, .5 Music, and 1.0 Spanish Teacher and moved a Reading position to grant funding.

Special Apportionment Programs: mandated by the State of New York, this portion of the program budget is for students with disabilities. Salaries have decreased as we have cut 1.0 Speech Improvement and .40 Counselor, as well as transferring classroom aides to grant funding. Tuition has increased as we have students placed in residential care facilities. BOCES services have decreased because we are bringing 12:1:1 students back into our buildings and will no longer be contracting with BOCES for these services.

Occupational Education: is provided by the St. Lawrence-Lewis BOCES. BOCES offers many 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. Our BOCES costs in this area have increased as we will be hosting our servers at BOCES and leasing additional copiers for our Print Shop, which will generate BOCES aid.

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. Expenses have increased as we transferred a Counselor from grant funding to this area.

Pupil Transportation: budget has increased because the cost of diesel fuel. Contract Transportation has increased in line with the Consumer Price Index (CPI).

Census: will be conducted in 2012-13.

Employee Benefits: related to all personnel costs incorporated in the Program component. Retirement costs are escalating due to the decline in the assets of the NYS Retirement Systems. As indicated before, the additional costs for State Retirement for support staff will be covered by the Reserve Fund for Retirement Contributions; therefore, no tax dollars are being raised for this additional appropriation. Unemployment costs here, as in other components, are covered by the Unemployment Insurance Reserve Fund. Health insurance premiums increased 6.7% in this component as the plan is now covering a series of Federal Mandates under "The Patient Protection and Affordable Care Act" and "The Federal Mental Health Parity Act." All employees are now contributing towards their health insurance premiums.

Interfund Transfer: proposed budget covers summer special education programs.

This component makes up 71.6% of the total budget.



GOUVERNEUR CENTRAL SCHOOL DISTRICT
Detailed 2012-2013 Proposed Appropriations
In Comparison with the 2011-2012 Actual Appropriations

PROGRAM BUDGET

	Actual 2011-2012 Budget	Proposed 2012-2013 Budget	Increase or (Decrease)		Actual 2011-2012 Budget	Proposed 2012-2013 Budget	Increase or (Decrease)
STAFF				INSTRUCTIONAL MEDIA			
Legal, Contractual Expense	6,000	6,000	0	School Library & AV, Instr. Salary	123,059	126,246	3,187
Total Staff	\$6,000	\$6,000	\$0	School Lib. & AV, Non-Instr. Sal.	21,042	21,042	0
IMPROVEMENT				School Lib. & AV, Equip., K-12	778	0	(778)
Inservice Training, Instr Salary	2,000	2,000	0	School Lib & AV, Contr Exp K-12	2,950	2,750	(200)
Inservice Train, Instr, Contr Exp.	13,377	15,450	2,073	School Library, Lib. Loan Prog.	12,176	13,119	943
Inservice Training, BOCES	51,188	68,738	17,550	School Library & AV, BOCES	117,200	107,200	(10,000)
Inservice Training, Supp & Mat'ls	3,000	4,150	1,150	School Lib.&AV, Supp/Mat, K-12	16,327	11,775	(4,552)
Total Improvement	\$69,565	\$90,338	\$20,773	Computer Assist Instr., Inst Sal.	28,107	28,732	625
TEACHING REGULAR SCHOOL				Computer Assist Instr, Hardware	50,000	50,000	0
Teacher Salaries, K-12	5,085,100	4,972,423	(112,677)	Computer Assist Instr, Contr Exp	2,500	2,500	0
Substitute Teacher Salaries	178,200	183,546	5,346	Computer Assisted Instr, BOCES	424,127	526,194	102,067
Non-Instructional Salaries	142,250	146,518	4,268	Computer Assist Instr, Software	27,905	27,905	0
Equipment, K-12	42,743	26,025	(16,718)	Computer Assist Instr, Supp/Mat	8,750	8,900	150
Contractual Expense, K-12	37,190	34,765	(2,425)	Total Instructional Media	\$834,921	\$926,363	\$91,442
Tuition, K-12	30,000	30,000	0	PUPIL SERVICES			
Textbooks, K-12	114,984	114,984	0	Attendance, Non-Instruct. Salary	28,088	28,088	0
BOCES Services	287,072	300,035	12,963	Guidance, Instructional Salary	301,043	301,553	510
Supplies & Materials, K-12	72,847	86,525	13,678	Guidance, Non-Instruct Salary	59,325	60,988	1,663
Total Teaching Regular School	\$5,990,386	\$5,894,821	(\$95,565)	Guidance, Equipment	4,000	0	(4,000)
SPECIAL APPORTIONMENT PROGRAMS				Guidance, Contractual Expense	2,000	2,300	300
Students With Disabilities (S W D)				Guidance, Supp & Mat'ls, K-12	10,500	9,000	(1,500)
S W D, Instructional Salary	1,495,785	1,460,664	(35,121)	Health Services, Non-Instr Salary	290,938	299,000	8,062
S W D, Non-Instructional Salary	698,943	668,356	(30,587)	Health Services, Equipment	2,500	2,500	0
S W D, Equipment	19,120	13,502	(5,618)	Health Services, Contr Expense	43,000	44,290	1,290
S W D, Contractual Expense	30,400	29,700	(700)	Health Serv Student Accident Ins	25,000	30,100	5,100
S W D, Tuition	300,000	400,000	100,000	Health Services, Supp & Mat.	10,000	10,000	0
SWD, Textbooks	130	467	337	Diagnostic & Screening, Instr Sal	5,000	0	(5,000)
S W D, BOCES Services	1,906,879	1,845,598	(61,281)	Diagnostic & Screen,Non-Inst Sal	1,475	0	(1,475)
S W D, Supplies & Materials	28,479	29,526	1,047	Psychological Services, Instr Sal	73,008	118,032	45,024
Total Special Apportionment Programs	\$4,479,736	\$4,447,813	(\$31,923)	Psychological Serv, Contr Exp	1,000	1,000	0
OCCUPATIONAL EDUCATION				Psychological Serv, Supp & Mat	1,400	1,400	0
Occupational Ed., BOCES	1,445,963	1,460,005	14,042	Co-Curricular, Instr. Salaries	59,236	61,015	1,779
Total Occupational Education	\$1,445,963	\$1,460,005	\$14,042	Co-Curricular, Non-Instr. Sal	2,000	2,000	0
TEACHING SPECIAL SCHOOLS				Co-Curricular, Contr Expense	7,590	2,050	(5,540)
Continuing Ed., Instruct. Salary	0	0	0	Co-Curricular, Supp & Materials	9,945	8,750	(1,195)
Continuing Ed., Non-Instr. Salary	5,200	8,500	3,300	Interscholastic Ath, Instr. Sal	158,602	186,710	28,108
Continuing Ed., Contractual Exp.	8,000	10,000	2,000	Interscholastic Athletics, Equip	16,460	16,460	0
Continuing Ed., Supp & Materials	1,250	1,000	(250)	Interscholastic Ath, Contr. Exp.	75,675	77,000	1,325
Summer School, Instruct. Salary	25,000	25,000	0	Interscholastic Athletics, BOCES	20,544	20,544	0
Summer School, Non-Instr. Sal	5,850	5,850	0	Interscholastic Ath, Supp & Mat'ls	38,000	40,000	2,000
Summer School, Contract Exp.	3,000	3,000	0	Total Pupil Services	\$1,246,329	\$1,322,780	\$76,451
Summer School, Supp & Mat'ls	2,000	2,000	0				
Total Teaching Special Schools	\$50,300	\$55,350	\$5,050				



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 2011-2012 Budget	Proposed 2012-2013 Budget	Increase or (Decrease)
PUPIL TRANSPORTATION			
Transportation, Non-Instr Salaries	21,424	21,853	429
Transportation, Equipment	8,000	8,000	0
Transportation, Contr Expense	30,000	40,000	10,000
Transportation, Insurance, Fleet	43,680	36,330	(7,350)
Transportation, Supplies -Misc.	10,000	10,000	0
Transportation, Supp -Diesel Fuel	301,025	332,590	31,565
Transportation, Supplies -Tires	14,000	14,000	0
Bus Garage, Natural Gas	27,200	27,200	0
Bus Garage, Electricity	23,460	23,460	0
Bus Garage, Telephone	2,100	2,100	0
Bus Garage, Insurance	5,655	5,940	285
Bus Garage, Water & Sewer	10,868	10,868	0
Bus Garage, Supplies & Materials	2,000	5,000	3,000
Contract Transportation	1,691,543	1,745,803	54,260
Total Transportation	\$2,190,955	\$2,283,144	\$92,189
CENSUS A complete student census is optional every two (2) years.			
Census, Non-Instruct Salaries	0	5,400	5,400
Census, Contractual Expense	0	1,000	1,000
Total Census	\$0	\$6,400	\$6,400
EMPLOYEE BENEFITS			
State Retirement	230,132	264,118	33,986
Teacher Retirement	901,995	965,884	63,889
Social Security	676,786	671,332	(5,454)
Worker's Compensation	86,387	91,996	5,609
Unemployment Benefits	0	0	0
Hospital/Med/Dental Insurance	3,577,523	3,817,136	239,613
Other Benefits	60,036	60,687	651
Total Employee Benefits	\$5,532,859	\$5,871,153	\$338,294
INTERFUND TRANSFERS			
Transfer to Special Aid	100,910	100,910	0
Total Interfund Transfers	\$100,910	\$100,910	\$0
TOTAL PROGRAM	\$21,947,924	\$22,465,077	\$517,153

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: include the Operations and Maintenance programs, which provide cleaning and maintenance services for all of our buildings and grounds within the District. Natural Gas has decreased as improvements throughout the buildings have helped with heating costs. Electricity has decreased as we have installed new lighting in the gyms throughout the District. The District has budgeted to purchase two plow blades and a mower deck.

Pupil Transportation: has increased as we have budgeted for two (2) 66-passenger buses and one (1) 35-passenger bus. Last year we purchased two (2) 66-passenger buses.

Debt Service: is decreasing as the District will be issuing Serial Bonds to pay off the Bond Anticipation Notes for the Capital Project that is expected to be completed soon. 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 17.3% 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 2012-2013 Proposed Appropriations
In Comparison with the 2011-2012 Actual Appropriations

CAPITAL BUDGET

	Actual 2011-2012 Budget	Proposed 2012-2013 Budget	Increase or (Decrease)
CENTRAL SERVICES			
Operations, Non-Instruct Salary	698,543	691,526	(7,017)
Operations, Equipment	2,000	5,500	3,500
Operations, Natural Gas	390,620	382,692	(7,928)
Operations, Electricity	443,220	402,300	(40,920)
Operations, Telephone	10,500	11,025	525
Operations, Water & Sewer	84,590	84,590	0
Operations, Contr. Exp., Other	41,000	44,000	3,000
Operations, Insurance, Vehicles	8,035	10,000	1,965
Operations, BOCES Service	43,000	44,500	1,500
Operations, Supplies & Materials	103,200	107,700	4,500
Maintenance, Non-Instr. Salary	320,789	342,000	21,211
Maintenance, Equipment	51,000	15,000	(36,000)
Maintenance, Contract. Exp.	157,500	171,000	13,500
Maintenance, BOCES Services	7,000	7,000	0
Maintenance, Supp & Materials	77,200	78,200	1,000
Total Central Services	\$2,438,197	\$2,397,033	(\$41,164)
SPECIAL ITEMS			
Refund of Real Property Tax	1,000	1,000	0
Total Special Items	\$1,000	\$1,000	\$0
PUPIL TRANSPORTATION			
Transportation, Bus Purchase	213,000	265,000	52,000
Total Pupil Transportation	\$213,000	\$265,000	\$52,000
EMPLOYEE BENEFITS			
State Retirement	183,790	212,554	28,764
Social Security	78,270	79,340	1,070
Worker's Compensation	10,000	10,872	872
Unemployment Benefits	0	0	0
Hospital/Med/Dental Insurance	413,774	451,116	37,342
Other Benefits	6,957	7,172	215
Total Employee Benefits	\$692,791	\$761,054	\$68,263
DEBT SERVICE			
Princip, Serial Bond, Sch. Constr.	800,000	1,455,000	655,000
Principal, B.A.N., Sch. Constr.	880,000	0	(880,000)
Interest, Serial Bond, Sch. Constr.	174,788	512,413	337,625
Interest, B.A.N., Sch. Constr.	184,625	0	(184,625)
Interest, R.A.N	20,000	20,000	0
Total Debt Service	\$2,059,413	\$1,987,413	(\$72,000)
TOTAL CAPITAL	\$5,404,401	\$5,411,500	\$7,099
TOTAL BUDGET :	\$30,996,423	\$31,372,044	\$375,621

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

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

PROPOSED GENERAL FUND REVENUES FOR FISCAL YEAR 2012-2013

SOURCE

LOCAL SOURCES

Real Property Tax Items (excludes levy)	\$36,097
Charges for Services	43,350
Use of Money and Property	36,250
Sale of Property & Compensation for Loss	1,000
Miscellaneous & Interfund Revenues	115,000
Total Local & Misc. Sources	\$231,697

STATE, FEDERAL & INTERFUND SOURCES

Foundation, Excess Cost, Lottery Aids	\$17,203,338
B.O.C.E.S. Aid	1,800,000
Other Aids	190,000
Interfund Transfer for Debt Service	171,761
Total State, Federal & Interfund Sources	\$19,365,099

APPROPRIATED FUNDS TO REDUCE LEVY

Unappropriated Fund Balance	\$5,969,975
Appropriated Reserves	582,273
Total Appropriated Funds to Reduce Levy	\$6,552,248

TOTAL REVENUES BEFORE TAXES **\$26,149,044**

REAL PROPERTY TAX LEVY (2.00% Increase) **\$5,223,000**

TOTAL ESTIMATED REVENUES **\$31,372,044**

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.

The Property Tax Levy Cap is 2.53%. We have utilized monies from our reserves and unappropriated fund balance to keep the tax levy increase (2%) as low as possible and still maintain a high-quality curriculum for our students.

Gouverneur Central School Belief Statement

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

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

Budgeted 2012 Tax Levy Increase	2.0%
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Estimated Tax on Residential Property



	With full value of	
	<u>\$60,000</u>	<u>\$100,000</u>
With Maximum Basic Exemption (as established by New York State)	\$365.00	\$851.00
<u>Annual Increase in Tax from 2011</u>	\$7.00	\$17.00
<u>Annual Increase With Maximum Enhanced Exemption</u>		
(as established by New York State)	\$0.00	\$10.00

GOUVERNEUR CENTRAL SCHOOL DISTRICT ESTIMATED 2012 TAX RATES

The tax levy for 2012 will increase by no more than 2.0%. The following table **estimates** the 2012-13 rates for individual townships, however, if changes occur in equalization rates and assessments, the tax rates for townships will vary.

<u>Town</u>	2011-2012 Actual Tax on Assessed <u>Value per \$1000</u>	2012-2013 Estimated Tax on Assessed <u>Value per \$1000</u>	2012-2013 Estimated TAX Change on <u>Assessed Value per \$1000</u>
Antwerp	\$ 11.91	\$ 12.15	\$ + .24
DeKalb	11.91	12.15	+ .24
Edwards	12.28	12.52	+ .24
Fowler	82.12	83.76	+ 1.64
Gouverneur	12.53	12.78	+ .25
Hermon	13.23	13.49	+ .26
Macomb	21.26	21.69	+ .43
Pitcairn	11.91	12.15	+ .24
Rossie	11.91	12.15	+ .24

Gouverneur Central School District - 511101

2012-13 Property Tax Report Card

School District Contact Person: Connie J. Timmerman

School District Telephone Number: 315-287-4989

	Budgeted 2011-12	Budgeted 2012-13	Percent Change
Total Spending	\$30,996,423	\$31,372,044	1.21%
Total School Tax Levy	\$5,120,600	\$5,223,000	2.00%
Public School Enrollment	1,661	1,693	1.93%
Consumer Price Index			3.20%
Property Tax Levy Cap			2.53%

	Actual 2011-12	Estimated 2012-13
Adjusted Restricted Fund Balance	\$1,943,022	\$1,915,411
Adjusted Appropriated Fund Balance	\$6,450,576	\$6,552,248
Adjusted Unrestricted Fund Balance	\$2,780,361	\$1,254,882
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	8.97%	4.00%

Salary: Administrative Compensation Information

Title	Salary	Employee Benefits	Other Remuneration
Superintendent of Schools	\$123,500	\$35,509	\$0
Asst. Superintendent for Instruction	\$102,000	\$36,809	\$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.

2009-2010 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$12,762,648	\$6,250,531
	Pupils	1,662	297
	Expenditures Per Pupil	\$7,679	\$21,046
Similar District Group	Instructional Expenditures	\$1,481,223,830	\$557,598,918
	Pupils	161,588	24,572
	Expenditures Per Pupil	\$9,167	\$22,692
Total of All School Districts in NY State	Instructional Expenditures	\$30,088,158,593	\$11,362,166,093
	Pupils	2,709,505	422,576
	Expenditures Per Pupil	\$11,105	\$26,888
Similar District Group Description: High Need/Resource Capacity Rural			

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

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

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

The pupil count for Special Education is a count of K-12 students with disabilities for the 2009-10 school year 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.

2009-2010 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Total Expenditures Per Pupil	\$16,832	\$18,515	\$19,921

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 6, 2010	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	133	48.0%	56.1%	56.2%
40% to 79%	47	17.0%	20.6%	11.9%
Less than 40%	93	33.6%	21.1%	23.0%
Separate Settings	2	0.7%	1.6%	6.0%
Other Settings	2	0.7%	0.5%	2.9%

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 6, 2010. The percentages represent the amount of time students with disabilities are in general education class-rooms, 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

2010-11 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	15.5%	13.9%	13.0%

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

Similar District Group Description: High Need/Resource Capacity Rural
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Similar District Groups are identified according to the Need-to-Resource-Capacity Index. More information about this categorization is on the Internet at: <http://www.p12.nysed.gov/irs/accountability/2011-12/NeedResourceCapacityIndex.pdf>



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **GOUVERNEUR 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.

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.

3 View School Accountability Status.

This section lists all schools in your district by 2011–12 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science.

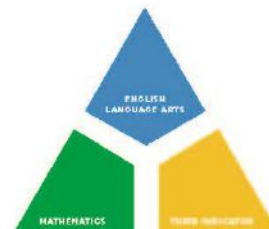
For more information:

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

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



1 English Language Arts (ELA)

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

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

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

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

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

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

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

Progress Targets

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

Science: The current year's Science Progress Target is calculated by adding one point to the previous year's Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year's graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

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

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
 $2009-10 \text{ PI} + (200 - \text{the } 2009-10 \text{ PI}) \times 0.10$

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

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

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

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

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


Understanding Your District Accountability Status

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

Federal Title I Status

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

District in Good Standing

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

District in Need of Improvement (Year 1)

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

District in Need of Improvement (Year 2)

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

District in Need of Improvement (Year 3)

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

District in Need of Improvement (Year 4)

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

District in Need of Improvement (Year 5 and above)

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

New York State Status

(Applies to New York State districts)

District Requiring Academic Progress (Year 1)

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

District Requiring Academic Progress (Year 2)

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

District Requiring Academic Progress (Year 3)

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

District Requiring Academic Progress (Year 4)

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

District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2011-12)

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

2009-10	2010-11	2011-12
YES	YES	YES

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

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

AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

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




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 2012-13. [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 2010–11	2011–12
Accountability Groups								
All Students (731:688)	✓	✓	100%	✓	137	118		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (9:7)	–	–	–	–	–	–		–
Hispanic or Latino (16:14)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (7:3)	–	–	–	–	–	–		–
White (696:661)	✓	✓	100%	✓	137	118		
Multiracial (3:3)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (159:156)	✗	✓	100%	✗	85	114	107	97
Limited English Proficient (0:0)								
Economically Disadvantaged (380:357)	✓	✓	100%	✓	122	116		
Final AYP Determination	✗ 3 of 4							
Non-Accountability Groups								
Female (353:331)			100%		147	116		
Male (378:357)			100%		127	116		
Migrant (6:6)			–		–	–		


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
(2011–12)




Accountability Measures 3 of 4 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2012-13. [201]

How did students in each accountability group perform on elementary/middle-level 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	
Accountability Groups								
All Students (729:686)	✓	✓	100%	✓	147	133		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (9:7)	—	—	—	—	—	—	—	
Hispanic or Latino (15:13)	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander (7:3)	—	—	—	—	—	—	—	
White (695:660)	✓	✓	100%	✓	147	133		
Multiracial (3:3)	—	—	—	—	—	—	—	
Other Groups								
Students with Disabilities (158:155)	✗	✓	99%	✗	103	129	120	113
Limited English Proficient (0:0)								
Economically Disadvantaged (378:355)	✓	✓	100%	✓	134	131		
Final AYP Determination	✗ 3 of 4							
Non-Accountability Groups								
Female (351:329)			100%		152	131		
Male (378:357)			100%		143	131		
Migrant (6:6)			—		—	—		

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 for This Subject (2011-12)



Good Standing

Accountability Measures

1 of 1

Student groups making AYP in science



Made AYP

Prospective Status

This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010-11 2011-12
Accountability Groups								
All Students (230:212)	✓	Qualified	✓	97%	✓	181	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (5:4)	—		—	—	—	—	—	—
Hispanic or Latino (2:2)	—		—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (3:2)	—		—	—	—	—	—	—
White (218:202)		Qualified	✓	97%	✓	180	100	
Multiracial (2:2)	—		—	—	—	—	—	—
Other Groups								
Students with Disabilities (42:41)		Qualified	✓	98%	✓	161	100	
Limited English Proficient (0:0)								
Economically Disadvantaged (132:120)		Qualified	✓	95%	✓	177	100	
Final AYP Determination	✓	1 of 1						
Non-Accountability Groups								
Female (107:99)				96%		180	100	
Male (123:113)				98%		181	100	
Migrant (2:2)				—		—	—	

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 for This Subject (2011-12)



Good Standing

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 2012-13. [201]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2010–11	2011–12
Accountability Groups								
All Students (135:135)	✓	✓	99%	✓	184	174		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (2:1)	–	–	–	–	–	–		–
Hispanic or Latino (0:0)								
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–		–
White (132:133)	✓	✓	99%	✓	184	174		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (16:17)	–	–	–	–	–	–		–
Limited English Proficient (0:0)								
Economically Disadvantaged (55:58)	✓	✓	98%	✓	172	170		
Final AYP Determination	✓ 3 of 3							
Non-Accountability Groups								
Female (56:54)			98%		189	170		
Male (79:81)			100%		181	172		
Migrant (1:1)			–		–	–		


Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ⊛ Did not qualify for Safe Harbor

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

Secondary-Level Mathematics

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




Accountability Measures 3 of 3 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (135:135)	✓	✓	100%	✓	191	171	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (2:1)	–	–	–	–	–	–	–
Hispanic or Latino (0:0)							
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–	–
White (132:133)	✓	✓	100%	✓	191	171	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (16:17)	–	–	–	–	–	–	–
Limited English Proficient (0:0)							
Economically Disadvantaged (55:58)	✓	✓	100%	✓	188	167	
Final AYP Determination	✓ 3 of 3						
Non-Accountability Groups							
Female (56:54)			100%		189	167	
Male (79:81)			100%		193	169	
Migrant (1:1)			–		–	–	


Symbols

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

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

Graduation Rate

Accountability Status for This Indicator (2011–12)  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 2012-13. [201]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target
					2010–11
Accountability Groups					
All Students (150)	✓	✓	80%	80%	
Ethnicity					
American Indian or Alaska Native (1)		–	–	–	
Black or African American (2)		–	–	–	
Hispanic or Latino (1)		–	–	–	
Asian or Native Hawaiian/Other Pacific Islander (0)					
White (146)		✓	81%	80%	
Multiracial (0)					
Other Groups					
Students with Disabilities (25)		–	–	–	
Limited English Proficient (0)					
Economically Disadvantaged (67)		✗	76%	80%	78%
Final AYP Determination	✓ 1 of 1				
Non-Accountability Groups					
Female (84)			80%	80%	
Male (66)			80%	80%	
Migrant (0)					

Symbols

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

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

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **83%** 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 (2011–12)

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

2009–10

2010–11

2011–12

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
All Students	✓	✓	✓			
Ethnicity						
American Indian or Alaska Native						
Black or African American	—	—				
Hispanic or Latino	—	—				
Asian or Native Hawaiian/Other Pacific Islander						
White	✓	✓				
Multiracial						
Other Groups						
Students with Disabilities	✗	✗				
Limited English Proficient						
Economically Disadvantaged	✓	✓				
Student groups making AYP in each subject	✗ 3 of 4	✗ 3 of 4	✓ 1 of 1			

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

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

District **GOUVERNEUR CENTRAL SCHOOL DISTRICT**

Summary

Overall Accountability Status (2011–12)	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		
	2009–10	2010–11	2011–12
	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
All Students	✓	✓	✓			
Ethnicity						
American Indian or Alaska Native						
Black or African American	—	—				
Hispanic or Latino	—	—				
Asian or Native Hawaiian/Other Pacific Islander						
White	✓	✓				
Multiracial	—	—				
Other Groups						
Students with Disabilities	—	—				
Limited English Proficient						
Economically Disadvantaged	—	—				
Student groups making AYP in each subject	✓ 2 of 2	✓ 2 of 2	✓ 1 of 1			

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

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

District **GOUVERNEUR CENTRAL SCHOOL DISTRICT**

Summary

Overall Accountability Status (2011-12)

Improvement (year 1) Basic

Elementary/Middle Level

Secondary Level

ELA	Improvement (year 1) Basic	ELA	In Good Standing
Math	In Good Standing	Math	In Good Standing
Science	In Good Standing	Graduation Rate	In Good Standing

Title I Part A Funding

Years the School Received Title I Part A Funding

2009-10

2010-11

2011-12

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
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—
White	✓	✓	✓	✓	✓	✓
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✗	✗	—	—	—	—
Limited English Proficient	—	—	—	—	—	—
Economically Disadvantaged	✓	✓	✓	✓	✓	✓
Student groups making AYP in each subject	✗ 3 of 4	✗ 3 of 4	✓ 1 of 1	✓ 3 of 3	✓ 3 of 3	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

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

District **GOUVERNEUR CENTRAL SCHOOL DISTRICT**

Summary

Overall Accountability Status (2011-12)

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

2009-10

2010-11

2011-12

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
All Students	✓	✓	✓			
Ethnicity						
American Indian or Alaska Native						
Black or African American	—	—				
Hispanic or Latino	—	—				
Asian or Native Hawaiian/Other Pacific Islander	—	—				
White	✓	✓				
Multiracial	—	—				
Other Groups						
Students with Disabilities	✗	✗				
Limited English Proficient						
Economically Disadvantaged	✓	✗				
Student groups making AYP in each subject	✗ 3 of 4	✗ 2 of 4	✓ 1 of 1			

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Equalized Total Assessed Value 2,712,805

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	62,460	2.30
41834	ENHANCED STAR	RPTL 425	8	588,040	21.68
41854	BASIC STAR 1999-2000	RPTL 425	10	394,700	14.55
Total Exemptions Exclusive of System Exemptions:			22	1,324,500	48.82
Total System Exemptions:			0	0	0.00
Totals:			22	1,324,500	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: _____

Equalized Total Assessed Value 14,724,443

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	0.71
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	71,000	0.48
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	1	8,900	0.06
41700	AGRICULTURAL BUILDING	RPTL 483	2	17,600	0.12
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	10	16,131	0.11
41834	ENHANCED STAR	RPTL 425	24	1,303,300	8.85
41854	BASIC STAR 1999-2000	RPTL 425	70	2,100,000	14.26
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	8	36,455	0.25
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	926,692	6.29
Total Exemptions Exclusive of System Exemptions:			122	4,593,368	31.20
Total System Exemptions:			0	0	0.00
Totals:			122	4,593,368	31.20

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 - 2011 - Prior Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 3/20/2012 15:13:12
Total Assessed Value 8,524,978
Uniform Percentage 100.00

Equalized Total Assessed Value 8,524,978

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	1.90
13660	VG - CEMETERY LAND	RPTL 446	3	13,300	0.16
14100	USA - GENERALLY	RPTL 400(1)	1	105,900	1.24
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	4	240,900	2.83
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	1	578,200	6.78
41690	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	7	21,000	0.25
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	2	4,775	0.06
41834	ENHANCED STAR	RPTL 425	16	844,600	9.91
41854	BASIC STAR 1999-2000	RPTL 425	70	2,093,700	24.56
Total Exemptions Exclusive of System Exemptions:			109	4,063,975	47.67
Total System Exemptions:			0	0	0.00
Totals:			109	4,063,975	47.67

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 - 2011 - Prior Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 3/20/2012 15:13:12
Total Assessed Value 4,721,362
Uniform Percentage 97.00

Equalized Total Assessed Value 4,867,384

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: _____

NYS - Real Property System
County of St Lawrence
Town of Fowler
SWIS Code - 403800

Assessor's Report - 2011 - Prior Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 3/20/2012 15:13:12
Total Assessed Value 20,730,368
Uniform Percentage 14.50

Equalized Total Assessed Value 142,968,055

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	413,793	0.29
13500	TOWN - GENERALLY	RPTL 406(1)	13	1,040,001	0.73
13510	TOWN - CEMETERY LAND	RPTL 446	4	2,760	0.00
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	1,034,483	0.72
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	6	241,379	0.17
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	2	5,168,966	3.62
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	124,138	0.09
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	3,104	0.00
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	1,724,138	1.21
41695	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	1	3,103	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	3	3,648	0.00
41834	ENHANCED STAR	RPTL 425	150	7,842,082	5.49
41854	BASIC STAR 1999-2000	RPTL 425	549	17,003,402	11.89
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	8	362,069	0.25
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	4	3,852,917	2.69
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	27,586	0.02
Total Exemptions Exclusive of System Exemptions:			747	38,847,569	27.17
Total System Exemptions:			0	0	0.00
Totals:			747	38,847,569	27.17

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: \$2,802.48

NYS - Real Property System
County of St Lawrence
Town of Gouverneur
SWIS Code - 404089

Assessor's Report - 2011 - Prior Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 3/20/2012 15:13:12
Total Assessed Value 139,707,956
Uniform Percentage 95.00

Equalized Total Assessed Value 147,061,006

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)	6	45,117,663	30.68
13100	CO - GENERALLY	RPTL 406(1)	1	1,041,895	0.71
13500	TOWN - GENERALLY	RPTL 406(1)	7	1,544,421	1.05
13510	TOWN - CEMETERY LAND	RPTL 446	2	19,684	0.01
13650	VG - GENERALLY	RPTL 406(1)	1	26,947	0.02
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	3	137,789	0.09
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	204,843	0.14
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	2	14,737	0.01
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	842,105	0.57
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	60,105	0.04
41690	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	1	3,063	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	3	334,210	0.23
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	48	168,760	0.11
41834	ENHANCED STAR	RPTL 425	156	8,699,534	5.92
41854	BASIC STAR 1999-2000	RPTL 425	445	13,744,177	9.35
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	51	372,682	0.25
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	3	2,887,388	1.96
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	228,421	0.16
50006	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	0	0.00
Total Exemptions Exclusive of System Exemptions:			736	75,448,444	51.30
Total System Exemptions:			1	0	0.00
Totals:			737	75,448,444	51.30

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: \$15,693.30

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

Assessor's Report - 2011 - Prior Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 3/20/2012 15:13:12
Total Assessed Value 137,092,651
Uniform Percentage 95.00

Equalized Total Assessed Value 144,308,054

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	737	0.00
13650	VG - GENERALLY	RPTL 406(1)	22	3,664,527	2.54
14100	USA - GENERALLY	RPTL 400(1)	1	396,632	0.27
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	3	837,427	0.58
18080	MUN HSNG AUTH-FEDERAL/MUN AIDE	PUB HSNG L 52(3)&(5)	1	3,583,179	2.48
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	4	367,895	0.25
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	15	1,834,948	1.27
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	5	9,903,726	6.86
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	10	4,921,580	3.41
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	10	724,631	0.50
26100	VETERANS ORGANIZATION	RPTL 452	3	277,369	0.19
26250	HISTORICAL SOCIETY	RPTL 444	1	120,842	0.08
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	159,158	0.11
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	6	1,601,368	1.11
41400	CLERGY	RPTL 460	1	1,579	0.00
41834	ENHANCED STAR	RPTL 425	207	11,312,802	7.84
41854	BASIC STAR 1999-2000	RPTL 425	618	18,868,045	13.07
41864	BASIC STAR, RENTED MOBILE HOME	RPTL 425	1	11,579	0.01
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	804,760	0.56
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	2	120,421	0.08
Total Exemptions Exclusive of System Exemptions:			914	59,513,205	41.24
Total System Exemptions:			0	0	0.00
Totals:			914	59,513,205	41.24

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 - 2011 - Prior Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 3/20/2012 15:13:12
Total Assessed Value 5,721,414
Uniform Percentage 90.00

Equalized Total Assessed Value 6,357,127

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	1.73
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	3,000	0.05
41700	AGRICULTURAL BUILDING	RPTL 483	1	9,000	0.14
41834	ENHANCED STAR	RPTL 425	3	180,300	2.84
41854	BASIC STAR 1999-2000	RPTL 425	31	841,556	13.24
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	2	6,666	0.10
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	285,703	4.49
50005	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	0	0.00
Total Exemptions Exclusive of System Exemptions:			41	1,439,003	22.64
Total System Exemptions:			1	0	0.00
Totals:			42	1,439,003	22.64

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 - 2011 - Prior Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 3/20/2012 15:13:12
Total Assessed Value 21,901,186
Uniform Percentage 56.00

Equalized Total Assessed Value 39,109,261

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	471,607	1.21
13500	TOWN - GENERALLY	RPTL 406(1)	3	378,750	0.97
13510	TOWN - CEMETERY LAND	RPTL 446	6	75,537	0.19
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	3	194,285	0.50
41700	AGRICULTURAL BUILDING	RPTL 483	5	127,856	0.33
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	21	442,544	1.13
41834	ENHANCED STAR	RPTL 425	32	1,892,959	4.84
41854	BASIC STAR 1999-2000	RPTL 425	119	3,824,389	9.78
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	2	42,858	0.11
Total Exemptions Exclusive of System Exemptions:			196	7,450,785	19.05
Total System Exemptions:			0	0	0.00
Totals:			196	7,450,785	19.05

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 Plitcairn
SWIS Code - 407200

Assessor's Report - 2011 - Prior Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 3/20/2012 15:13:12
Total Assessed Value 1,140,067
Uniform Percentage 100.00

Equalized Total Assessed Value 1,140,067

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	2.11
41854	BASIC STAR 1999-2000	RPTL 425	4	120,000	10.53
50006	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	0	0.00
Total Exemptions Exclusive of System Exemptions:			5	144,000	12.63
Total System Exemptions:			1	0	0.00
Totals:			6	144,000	12.63

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 20,416,362

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	34,200	0.17
13500	TOWN - GENERALLY	RPTL 406(1)	1	30,000	0.15
13510	TOWN - CEMETERY LAND	RPTL 446	1	3,900	0.02
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	1	4,200	0.02
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	10	59,198	0.29
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	2	57,165	0.28
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	53,366	0.26
41834	ENHANCED STAR	RPTL 425	40	2,105,865	10.31
41854	BASIC STAR 1999-2000	RPTL 425	95	2,741,400	13.43
41864	BASIC STAR, RENTED MOBILE HOME	RPTL 425	1	12,000	0.06
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	8	53,004	0.26
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	884,499	4.33
50005	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	0	0.00
Total Exemptions Exclusive of System Exemptions:			162	6,038,797	29.58
Total System Exemptions:			1	0	0.00
Totals:			163	6,038,797	29.58

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*

