

# **GOUVERNEUR CENTRAL SCHOOL DISTRICT**

## ***PROPOSED BUDGET 2015-2016***

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

#### **Budget Hearing**

Tuesday  
May 12, 2015  
7:00 PM  
High School Cafeteria

#### **Vote**

Tuesday  
May 19, 2015  
1 PM to 8 PM  
High School Auditorium  
(Rear Entrance)



**ADMINISTRATION**

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

DONNA M. BUSHEY  
ASSISTANT SUPERINTENDENT  
(315) 287-4870

CAROL L. LASALA  
BUSINESS MANAGER  
(315) 287-4836



## **GOVERNEUR CENTRAL SCHOOL DISTRICT**

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

**FAX: (315) 287-4736**

**<http://www.gcsk12.org>**

***Delivering the Promise of a Brighter Future***

**BOARD OF EDUCATION**

BARRY R. SMITH  
PRESIDENT  
LAURIE M. ROBERTS  
VICE-PRESIDENT  
JEREMY BARTHOLOMEW  
LISA DUNKELBERG  
DAVID FENLONG  
LISA M. MCGREGOR  
CLARK R. PORTER  
EDWARD C. SIEBELS  
RANDY SLATE

To the Residents of Gouverneur Central School District:

On April 20, 2015, the Board of Education unanimously adopted the proposed budget for the 2015-2016 school year in the amount of \$34,372,530. This budget represents an increase of \$649,092 over last year, reflecting a 1.92% increase in expenditures and a 2.90% increase in the tax levy. Looking at a typical \$60,000 home, the estimated cost will be an increase of \$10.66 from 2014.

The calculation for the 2015-2016 Tax Cap limit for Gouverneur Central School is 3.6%. To continue to qualify for the Tax Credit Rebate for taxpayers, our district must propose a levy at or below that amount. In addition, New York State now requires school districts to complete an Efficiency Plan to demonstrate a 1% savings through shared services, cooperative purchasing or negotiated contracts. Our efficiency plan is complete and ready to submit to the State Division of Budget by the June 1 deadline. Since Gouverneur Central School has met both obligations, resident taxpayers will once again qualify for the rebate automatically issued by the State of New York in the fall of 2015.

In developing the budget for the 2015-2016 school year, we continued to follow the goals established in our Strategic Plan: improve programs and services for all students; increase instructional opportunities for all students; adjust for enrollment; and address the financial needs of the community. We reviewed all areas of the budget, the manner of offering programs, and the allocation of resources. We continue to research areas for efficiencies and have negotiated contracts with three bargaining units that contain cost saving measures related to benefits. We continue to add resources in the area of personnel to provide improved programs and opportunities that will better assist all students in reaching state standards and being prepared for career or college readiness.

The development of a budget continues to be a challenge. Gouverneur Central School District falls into the category of a small-school, high-needs rural district. We rely heavily on State Aid which comprises 70% of our total revenue. The total number of elementary students receiving free or reduced lunch is now above 65%.

The approval from the community for the Capital Project was overwhelming. I join the Board of Education in thanking district residents for supporting the next generation of students attending Gouverneur Central School. I also appreciate the difficult questions that helped me understand the concerns and needs of our community. The Capital Project, presently scheduled to be completed by 2018, was factored into the following budget. We made very calculated decisions to allocate funds to those areas that would optimally position all our resources (staff, materials, professional development and technology) for the realignment of buildings in 2018. Over the next few years, our efforts have to be aligned to maximize the potential that exists with the changes we are undertaking.



We continue to remain focused on what we believe is best for all students. The proposed budget includes the addition of a secondary English teacher, a secondary STEM (Science, Technology, Engineering, Mathematics) teacher, an LPN position, and an Integrated Technology Specialist for the District. These positions were specifically included to target the identified needs of students and improve student opportunities. Strong lines of communication between the school and community will continue to foster mutual respect. We need and want community input. Often the word "change" is interpreted as a loss. We are looking at change as the *potential that exists to improve the programs and resources* we can offer to every single young person who enters through our doors each day. Each person has unique goals, dreams and ideas. Each person has unique life experiences and interests. It is our duty to capitalize on these talents and offer opportunities to enrich and empower. "Youth – The Trustees of a Nation's Posterity" is the motto displayed over the Dean-Dolan Auditorium in the 1936 wing of Gouverneur High School. We continue to uphold that belief and actively focus our efforts on our vision: *Delivering the Promise of a Brighter Future*.

Please take the time to review this budget document, feel welcome to attend the Budget Hearing on May 12, and cast an informed vote on May 19.

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



Lauren F. French  
Superintendent of Schools

## GOUVERNEUR CENTRAL SCHOOL DISTRICT

### 2015-2016 PROPOSED BUDGET

This budget is presented in three parts, as per Sections 207 and 2601-a of the Education Law and as amended by Section 15 of Chapter 171 of the Laws of 1996.

#### Administrative Component Includes:

Board of Education; district clerk; district meeting; chief school administrator; business administration; auditing; treasurer; tax collector; purchasing; fiscal agent fees; legal services, except those relating to the program component; personnel services; records management; public information services; curriculum development and supervision; research; planning and evaluation; supervision – regular school; supervision – special schools; central data processing; central printing and mailing; central storeroom; special items; judgments and claims; and employee benefits attributable to salaries included in this component.

#### Capital Component Includes:

Operation and maintenance of buildings; school bus purchase; debt service; transfers to capital and debt service funds; tax certiorari; judgments and claims; and employee benefits attributable to salaries included in this component.

#### Program Component Includes:

In-service training instruction; teaching – regular school; programs for students with disabilities; occupational education; teaching – special schools; school library and audiovisual; educational television; computer-assisted instruction; attendance; guidance; health services; psychological services; social work services; pupil personnel services; co-curricular activities; interscholastic athletics; district transportation services (excluding bus purchase); contract transportation; recreation; youth programs; civic activities; employee benefits attributable to salaries included in this component; transfers to school lunch and special aid funds; and legal services relating to the program component. The 2015–16 fiscal year is the second year of a five year transportation contract with First Student, Inc., the total cost is estimated at \$9,285,225 for the five year period.

#### Summary of Components for the 2015-2016 Proposed Budget:

	2014-2015	2015-2016	Increase or
	<u>Actual Budget</u>	<u>Proposed Budget</u>	<u>(Decrease)</u>
Administrative	\$3,756,177	\$3,961,287	\$205,110
Program	24,315,119	24,757,340	442,221
Capital	<u>5,652,142</u>	<u>5,653,903</u>	<u>1,761</u>
Totals	\$33,723,438	\$34,372,530	\$649,092



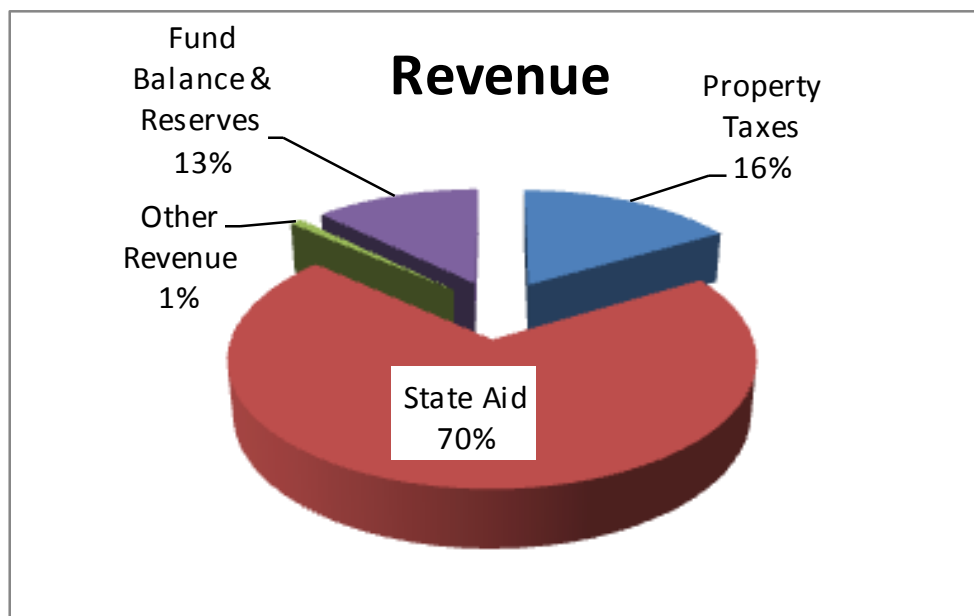
	2014-2015 <u>Budget</u>	2015-2016 <u>Budget</u>	Increase or <u>Decrease</u>
<b>ADMINISTRATIVE COMPONENT</b>			
Board of Education	\$29,375	\$32,805	\$3,430
Central Administration	194,360	203,313	8,953
Finance	359,012	360,875	1,863
Staff	49,180	90,000	40,820
Central Services	473,651	635,275	161,624
Special Items	811,250	902,150	90,900
Curric. Dev., Instr. & Admin	835,289	888,188	52,899
Employee Benefits	1,004,060	848,681	(155,379)
<b>TOTAL SUPPORT &amp; ADMIN.</b>	<b><u>\$3,756,177</u></b>	<b><u>\$3,961,287</u></b>	<b><u>\$205,110</u></b>
<b>PROGRAM COMPONENT</b>			
Staff	\$6,000	\$6,000	\$0
Improvement	121,333	232,138	110,805
Teaching Reg. Schools	6,512,367	6,755,287	242,920
Students w/Disabilities	4,351,983	4,655,876	303,893
Occupational Education	1,328,766	1,275,000	(53,766)
Teaching Spec. Schools	59,600	60,675	1,075
Instructional Media	1,066,611	963,609	(103,002)
Pupil Services	1,187,692	1,277,628	89,936
Pupil Transportation	2,523,264	2,721,658	198,394
Census	6,400	6,400	0
Employee Benefits	7,041,103	6,693,069	(348,034)
Transfers to Special Aid	110,000	110,000	0
<b>TOTAL PROGRAM</b>	<b><u>\$24,315,119</u></b>	<b><u>\$24,757,340</u></b>	<b><u>\$442,221</u></b>
<b>CAPITAL COMPONENT</b>			
Central Services	\$2,336,852	\$2,386,075	\$49,223
Special Items	1,000	1,000	0
Pupil Transportation	330,000	330,000	0
Employee Benefits	989,290	968,828	(20,462)
Debt Service	1,895,000	1,868,000	(27,000)
Transfer to Capital Fund	100,000	100,000	0
<b>TOTAL CAPITAL</b>	<b><u>\$5,652,142</u></b>	<b><u>\$5,653,903</u></b>	<b><u>\$1,761</u></b>
<b>TOTAL GENERAL FUND</b>	<b><u>\$33,723,438</u></b>	<b><u>\$34,372,530</u></b>	<b><u>\$649,092</u></b>

We are designated as a high needs district. 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 3.60%. We have utilized monies from our reserves and unappropriated fund balance to keep the tax levy increase below the tax cap and still maintain a high-quality curriculum for our students.



Revenue Summary						
REVENUE DESCRIPTION		2014-15		2015-16		Difference
Property Taxes	\$	5,498,816	\$	5,658,282	\$	159,466
State Aid	\$	22,888,855	\$	24,088,297	\$	1,199,442
Other Revenue	\$	308,227	\$	311,945	\$	3,718
Fund Balance & Reserves	\$	5,027,540	\$	4,314,006	\$	(713,534)
TOTAL	\$	33,723,438	\$	34,372,530	\$	649,092

**PROPOSED GENERAL FUND REVENUES  
FOR FISCAL YEAR 2015-2016**

**SOURCE**

**LOCAL SOURCES**

Real Property Tax Items (excludes levy)	\$35,195	
Charges for Services	48,750	
Use of Money and Property	27,000	
Sale of Property & Compensation for Loss	1,000	
Miscellaneous & Interfund Revenues	<u>125,000</u>	
<b>Total Local &amp; Misc. Sources</b>		<b>\$236,945</b>

**STATE, FEDERAL & INTERFUND SOURCES**

Foundation, Excess Cost, Lottery Aids	\$21,828,497	
B.O.C.E.S. Aid	2,100,000	
Other Aids	159,800	
Interfund Transfer for Debt Service	<u>75,000</u>	
<b>Total State, Federal &amp; Interfund Sources</b>		<b>\$24,163,297</b>

**APPROPRIATED FUNDS TO REDUCE LEVY**

Appropriated Fund Balance	\$3,445,636	
Reserve Fund for ERS Retirement Contribution	632,145	
Reserve Fund for Liability	25,000	
Reserve Fund for Insurance	25,000	
Reserve Fund for Employee Benefits	10,000	
Reserve for Unemployment Insurance	40,000	
Reserve Fund for Workers Compensation	<u>136,225</u>	
<b>Total Appropriated Funds to Reduce Levy</b>		<b><u>\$4,314,006</u></b>

<b>TOTAL REVENUES BEFORE TAXES</b>	<b>\$28,714,248</b>
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<b>REAL PROPERTY TAX LEVY (2.90% Increase)</b>	<b><u>\$5,658,282</u></b>
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<b>TOTAL ESTIMATED REVENUES</b>	<b><u>\$34,372,530</u></b>
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# Tax Highlights

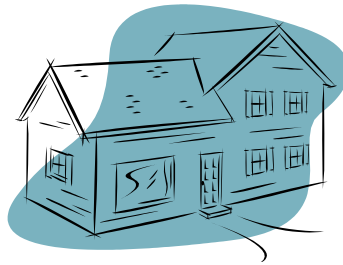
You will receive a separately mailed letter entitled “Gouverneur Central School District Budget Notice.” This is required by New York State statute, the contents of which are also specifically required by statute.

<b>Budgeted 2015 Tax Levy Increase</b>	<b>2.90%</b>
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## Estimated Tax on Residential Property

With full value of

	<u><b>\$60,000</b></u>	<u><b>\$100,000</b></u>
<b>With Maximum Basic Exemption (as established by New York State)</b>	<b>\$378</b>	<b>\$882</b>
<b><u>Annual Increase in Tax from 2014</u></b>	<b>\$11</b>	<b>\$25</b>
<b><u>Annual Increase With Maximum Enhanced Exemption (as established by New York State)</u></b>	<b>\$0</b>	<b>\$13</b>



## TAX CREDIT REBATE

The 2015 –16 Gouverneur Central School District budget complies with all criteria to once again qualify resident taxpayers for the rebate automatically issued by the State of New York.

# **GOUVERNEUR CENTRAL SCHOOL DISTRICT**

## **BOARD OF EDUCATION**

(Listed Alphabetically)

**Mr. Jeremy Bartholomew**

**Term Expires 6/2017**

**Mrs. Lisa Dunkelberg**

**Term Expires 6/2015**

**Mr. David Fenlong**

**Term Expires 6/2017**

**Mrs. Lisa McGregor**

**Term Expires 6/2016**

**Mr. Clark R. Porter**

**Term Expires 6/2017**

**Mrs. Laurie M. Roberts**

**Term Expires 6/2016**

**Mr. Edward Siebels**

**Term Expires 6/2015**

**Mr. Randy Slate**

**Term Expires 6/2015**

**Mr. Barry R. Smith**

**Term Expires 6/2016**

***Gouverneur Central School District***

***Gouverneur New York***

***<http://www.gcsk12.org>***

***Delivering the Promise of a Brighter Future***

## **BOARD OF EDUCATION VACANCIES**

For the 2015-2016 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, 2015.

### **CANDIDATES FOR THE BOARD OF EDUCATION**

(Listed Alphabetically)



**Lisa Dunkelberg**

Lisa Dunkelberg lives in Gouverneur with her husband, Bob. They have three teenage children: Luke, Mark and Gabriella. Her husband and children have lived in Gouverneur their entire lives and have all

grown up in the Gouverneur School District. Mrs. Dunkelberg is originally from Canada and came to work at the local hospital in 1992. She currently works at Potsdam Middle School as a science teacher. Her oldest son is in his first year of college and her youngest son and daughter will begin their senior year in September. Her children have received a solid education thanks to the dedicated teachers and staff from Gouverneur Central School.

Mrs. Dunkelberg has served on the Gouverneur Central School District Board of Education since July 2012.

“I would like to volunteer to be a board of education member for Gouverneur Central School. I have children in the district and have a vested interest in education. I am a teacher and am current with education issues. I would like to maintain a positive relationship between the Board of Education and the community.”



**Michael J. McQuade**

Michael McQuade is married to Jamiee McQuade and has three children, Emery, Ellie and Emerson.

Mr. McQuade graduated from Gouverneur Central School and then began his working class career. He is currently employed with the Town of Gouverneur and enjoys his job working with and for the public. In his spare time he enjoys coaching his children in their sports programs and spending time at “Camp McQuade.”

“I am interested in sitting on the school board with all the changes that are going on in the educational system and the current renovation of the schools themselves. I also plan on being able to attend all the meetings and answer questions when asked.”



## CANDIDATES FOR THE BOARD OF EDUCATION

(Listed Alphabetically)



**Nickolas Ormasen**

Nickolas Ormasen graduated from Gouverneur Central School in 1999. He continued his education at St. Lawrence University majoring in Computer Science and Math. In 2012 he completed his Masters in Information Technology at Clarkson University. After graduating

from SLU Mr. Ormasen held several positions within the University's IT department, including his current position as the Manager of Office Services.

Mr. Ormasen is married to Amber Ormasen who has been the middle school art teacher at GHS for 9 years. They have two daughters, Taylor (12) and Audrey (6). They enjoy country life with their two puppies, Sampson and Delilah. During the summer they run a family concession stand at local events serving cotton candy and sno-kones.

"As a lifelong Wildcat and parent I have a vested interest in the success of our school. I want my children and yours to be as prepared for the challenges they will face throughout their lives as I have been. Many teachers and coaches that have been influential in my life are still dedicated to GHS and I will take pride in giving back as a trusted contributor to the board."

"The perspective gained from my career in higher education will be an asset in matters that implicate the skills needed to be successful at the college level. I also recognize that college is not everyone's chosen path and it's important we provide high quality programming to all students to ensure each can reach their highest potential."

"I think we have dedicated people that with the adequate resources and support can transform GCS into the highest achieving school in our region. The capital project will be a milestone in the journey that will reinvigorate our community to achieve this goal. It's an exciting time to be a Wildcat and for these reasons I am running for the school board. Go Cats!"



**Edward C. Siebels**

Edward Siebels resides in the Town of Fowler with his wife Beth and three children, Cole, Owen and Lilah. His children attend East Side Elementary School and participate in many extra-curricular activities including academic clubs and sports. Mr.

Siebels graduated from Gouverneur High School in 1994, served in the US Army from 1994 to 1998 and earned a B.L.S. In Historic Preservation from Mary Washington College in 2003. In 2004, as a member of the Virginia National Guard, he served as a Task Force Engineer and Engineer Platoon Leader in support of Operation Enduring Freedom, Afghanistan. His previous work experience includes Plans and Subdivision Review Specialist for the Virginia Department of Transportation, Project Manager for Beezer Construction, and Director of Facilities for Carthage Central School. He is currently the Director of Maintenance for Fort Drum Mountain Community Homes where he has been employed for the past 9 years.

Mr. Siebels has served on the Gouverneur Central School Board of Education for three years and is currently running for his second term.

"I believe in service to community through volunteering. As a parent of three young children attending school, I have a vested interest in the decisions that effect the educational direction of the Gouverneur Central School District. Drawing from previous experience and my current skillset, I am able to bring a broad perspective to the Board of Education that will benefit the district in an effort to provide a sound education to all children.

**Gouverneur Central School District**  
**2015-16 Property Tax Report Card**

	Budgeted 2014-15	Budgeted 2015-16	Percent Change
Total Spending	\$33,723,438	\$34,372,530	1.92%
<b>Proposed School Tax Levy</b>	\$5,498,816	\$5,658,282	<b>2.90%</b>
Permissible Exclusions	\$0	\$76,746	
School Tax Levy Limit, Excluding Permissible Exclusions	\$5,498,816	\$5,620,023	
Total Proposed Tax Levy Excluding Permissible Exclusions	\$5,498,816	\$5,581,536	
Difference: (if negative value requires 60.0% voter approval)	\$0	\$38,487	
Public School Enrollment	1,608	1,603	-0.31%
Consumer Price Index			1.62%
Property Tax Levy Cap			<b>3.60%</b>

	Actual 2014-15	Estimated 2015-16
Adjusted Restricted Fund Balance	\$5,968,000	\$5,900,000
Adjusted Appropriated Fund Balance	\$3,445,000	\$3,250,000
Adjusted Unrestricted Fund Balance	\$1,350,000	\$1,300,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	3.78%

Per Education Law and Commissioner's Regulations:  
Adoption by Board of Education 4/20/2015  
Submission to State Education Department by 4/21/2015

**Salary: Administrative Compensation Information**

Title	Salary	Employee Benefits	Other Remuneration
Superintendent of Schools	\$139,013	\$39,129	\$1,200
Asst. Superintendent for Instruction	\$102,961	\$25,786	\$1,200

## Fiscal Accountability Summary

Commissioner's 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.

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). These data are from the 2012-13 school year.

<b>This School District</b>	<b>General Education</b>	<b>Special Education</b>
<b>Instructional Expenditures</b>	\$12,892,753	\$6,484,575
<b>Pupils</b>	1,596	297
<b>Expenditures Per Pupil</b>	\$8,078	\$21,834
<b>Similar District Group (Rural High Needs)</b>	<b>General Education</b>	<b>Special Education</b>
<b>Instructional Expenditures</b>	\$1,451,591,555	\$573,278,046
<b>Pupils</b>	151,169	22,609
<b>Expenditures Per Pupil</b>	\$9,602	\$25,356
<b>All School Districts</b>	<b>General Education</b>	<b>Special Education</b>
<b>Instructional Expenditures</b>	\$30,025,916,685	\$12,279,242,539
<b>Pupils</b>	2,666,629	410,379
<b>Expenditures Per Pupil</b>	\$11,260	\$29,922

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. Pupils resident in the district but attending a charter school are included. 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 2012-13 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.

### **Total Expenditures Per Pupil**

<b>This School District</b>	<b>Similar District Group</b>	<b>NY State</b>
<b>\$17,971</b>	<b>\$20,204</b>	<b>\$21,118</b>

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

### **Information about Students with Disabilities (2013 - 14)**

Commissioner's 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 Placement (Percent of Time Inside Regular Classroom)	This School District		Similar District Group (Rural High Needs)	NY State
	Number of Students	Percent of Students	Percent of Students	Percent of Students
80% or more	202	66.7%	58.0%	58.4%
40% - 79%	33	10.9%	19.5%	11.8%
Less than 40%	63	20.8%	20.1%	21.5%
Separate Settings	3	1.0%	1.8%	5.7%
Other Settings	2	0.7%	0.6%	2.5%

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 BEDS Day, which is the first Wednesday of the reporting year. The percentages represent the amount of time students with disabilities are in general-education classrooms, regardless of the amount and cost of special-education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

### School-age Students with Disabilities Classification Rate

This School District	Similar District Group	NY State
18.2%	14.2%	13.2%

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

Similar District Groups are identified according to the Need-to-Resource-Capacity Index. More information is available on our [NRC capacity categories](#) page.



## **The New York State School Report Card [2013 - 14]**

**NAME:** GOUVERNEUR CSD

**BEDS Code:** 511101060000

**ADDRESS:** 133 E BARNEY ST, GOUVERNEUR, NY 13642

**PHONE:** (315) 287-4870

The New York State 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 school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

**GOUVERNEUR CSD Enrollment (2013 - 14)****K-12 Enrollment: 1,582**

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2013 - 14 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

**Students by Gender**

Male		Female	
812	51%	770	49%

**Students by Ethnicity**

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
1	17	29	5	1,526	4
0%	1%	2%	0%	96%	0%

**Other Groups**

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
—	—	304	19%	815	52%

\*Fields with dashes have data suppressed in order to prevent reporting personally identifiable information.

**Students by Grade**

Pre-K (Half Day)	Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade
74	119	124	133	101	121
5th Grade	6th Grade	Ungraded Elementary	7th Grade	8th Grade	9th Grade
96	126	8	117	120	123
10th Grade	11th Grade	12th Grade	Ungraded Secondary		
138	98	123	35		

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

### Average Class Size (2013 - 14)

Common Branch			
20			
Grade 8 English	Grade 8 Mathematics	Grade 8 Science	Grade 8 Social Studies
20	20	18	20
Grade 10 English	Grade 10 Mathematics	Grade 10 Science	Grade 10 Social Studies
17	18	17	19

### Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
649	41%	121	8%

### Attendance and Suspensions (2012 - 13)

Annual Attendance Rate	Student Suspensions	
93%	81	5%

### Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
16%	12%

### Staff Counts (2013 - 14)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
4	1	21	41



**Teacher Qualifications (2011-12 through 2013-14)**

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	125	120	119
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	2%	1%	1%
Percent with Fewer Than Three Years of Experience	10%	6%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	15%	14%	13%
Total Number of Core Classes	324	304	297
Percent Not Taught by Highly Qualified Teachers in This District	2%	1%	1%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	499	485	468
Percent Taught by Teachers Without Appropriate Certification	1%	1%	1%

**High School Completers (2013 - 14)**

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	124	116	106	91%	22	19%
General Education	101	101	98	97%	22	22%
Students with Disabilities	23	15	8	53%	0	0%

Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Commencement Credentials	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	36	31%	10	9%	8	6%
General Education	32	32%	3	3%	0	0%
Students with Disabilities	4	27%	7	47%	8	35%

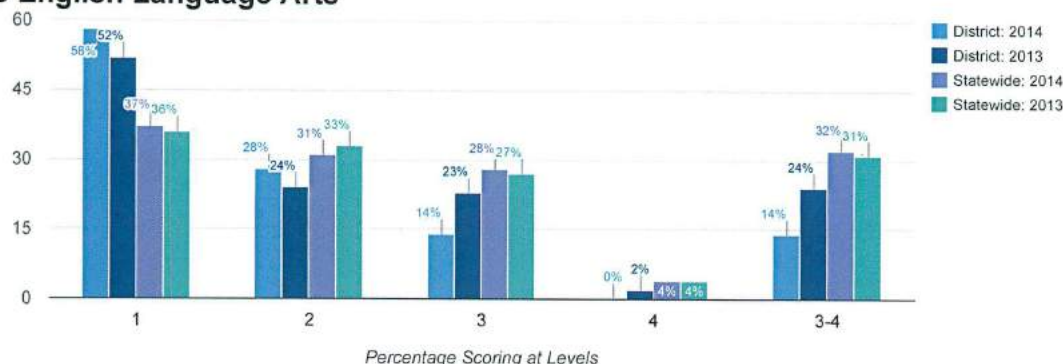
## High School Non-completers (2013 - 14)

Results by Student Group	Dropped Out		Entered Approved High School Equivalency Preparation Program		Total Noncompleters	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
All Students	14	3%	1	0%	15	3%
General Education	7	2%	1	0%	8	2%
Students with Disabilities	7	6%	0	0%	7	6%

**Post-graduation Plans of Completers (2013 - 14)**

Results by Student Group	To Four-Year College		To Two-Year College		To Other Post-Secondary		To the Military	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	42	34%	41	33%	3	2%	4	3%
General Education	39	39%	37	37%	3	3%	3	3%
Students with Disabilities	3	13%	4	17%	0	0%	1	4%

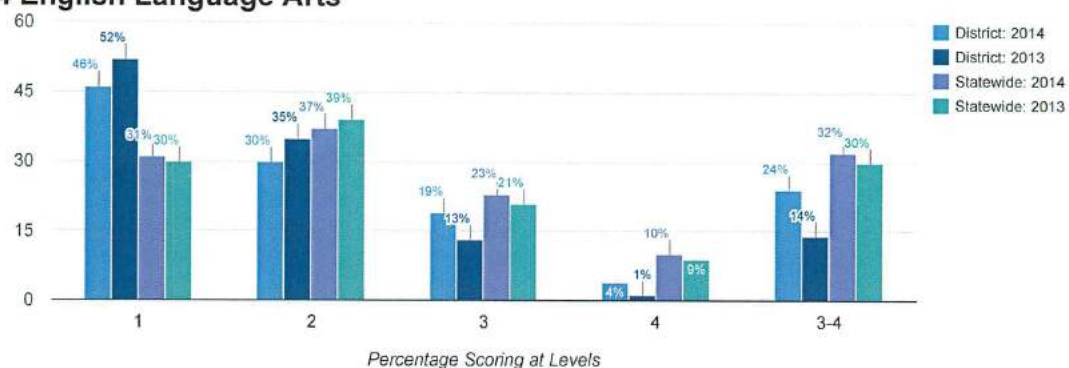
Results by Student Group	To Employment		To Adult Services		To Other Known Plans		Plan Unknown	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	22	18%	6	5%	1	1%	5	4%
General Education	17	17%	0	0%	0	0%	2	2%
Students with Disabilities	5	22%	6	26%	1	4%	3	13%

**Grade 3 English Language Arts****Mean Score**

	2014						2013					
	277						286					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
All Students	102	58	28	14	0	14	124	52	24	23	2	24
General Education	81	52	31	17	0	17	102	42	29	26	2	28
Students with Disabilities	21	81	19	0	0	0	22	95	0	5	0	5
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	2	—	—	—	—	—	1	—	—	—	—	—
White	98	—	—	—	—	—	123	—	—	—	—	—
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	102	58	28	14	0	14	124	52	24	23	2	24
Female	52	46	35	19	0	19	53	43	23	30	4	34
Male	50	70	22	8	0	8	71	58	25	17	0	17
English Proficient	102	58	28	14	0	14	124	52	24	23	2	24
Economically Disadvantaged	63	68	25	6	0	6	65	65	23	12	0	12
Not Economically Disadvantaged	39	41	33	26	0	26	59	37	25	34	3	37
Migrant	3	—	—	—	—	—	1	—	—	—	—	—
Not Migrant	99	—	—	—	—	—	123	—	—	—	—	—



# Grade 4 English Language Arts

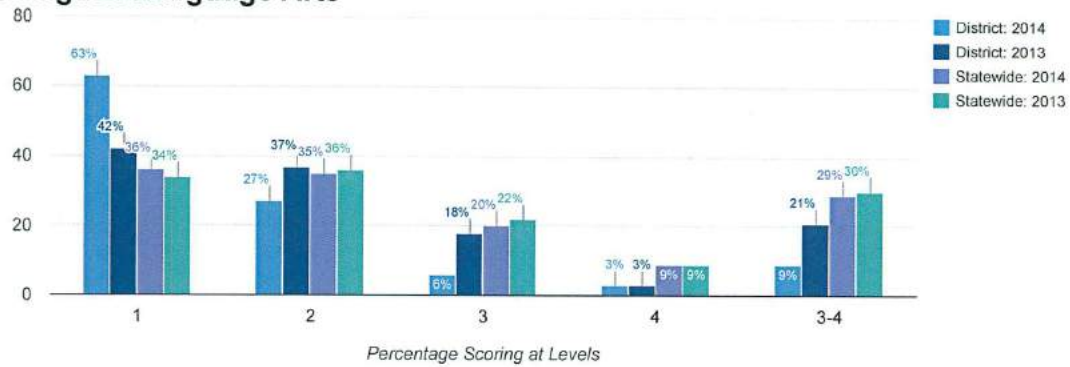


## Mean Score

	2014						2013					
	287						282					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	119	46	30	19	4	24	95	52	35	13	1	14
General Education	97	36	35	24	5	29	73	40	42	16	1	18
Students with Disabilities	22	91	9	0	0	0	22	91	9	0	0	0
Black or African American	0	0	0	0	0	0	3	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	2	—	—	—	—	—
White	119	46	30	19	4	24	89	49	36	13	1	15
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	6	83	17	0	0	0
Female	52	29	35	31	6	37	49	51	33	14	2	16
Male	67	60	27	10	3	13	46	52	37	11	0	11
English Proficient	119	46	30	19	4	24	95	52	35	13	1	14
Economically Disadvantaged	59	66	19	12	3	15	50	74	22	4	0	4
Not Economically Disadvantaged	60	27	42	27	5	32	45	27	49	22	2	24
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	119	46	30	19	4	24	94	—	—	—	—	—



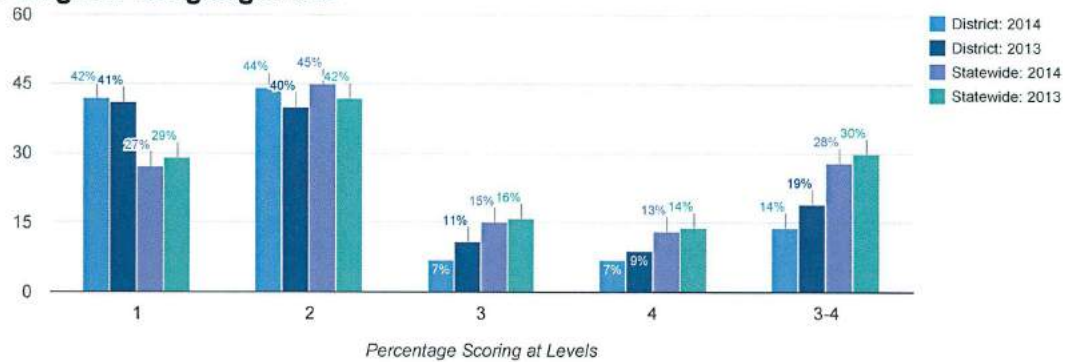
## Grade 5 English Language Arts



### Mean Score

	2014						2013					
	274						292					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	95	63	27	6	3	9	119	42	37	18	3	21
General Education	71	55	32	8	4	13	98	31	44	21	4	26
Students with Disabilities	24	88	13	0	0	0	21	95	5	0	0	0
Black or African American	3	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	2	—	—	—	—	—
White	90	63	27	7	3	10	115	—	—	—	—	—
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	5	60	40	0	0	0	119	42	37	18	3	21
Female	46	61	30	4	4	9	55	38	36	18	7	25
Male	49	65	24	8	2	10	64	45	38	17	0	17
English Proficient	95	63	27	6	3	9	119	42	37	18	3	21
Economically Disadvantaged	46	72	26	2	0	2	66	53	33	9	5	14
Not Economically Disadvantaged	49	55	29	10	6	16	53	28	42	28	2	30
Migrant	1	—	—	—	—	—	4	—	—	—	—	—
Not Migrant	94	—	—	—	—	—	115	—	—	—	—	—

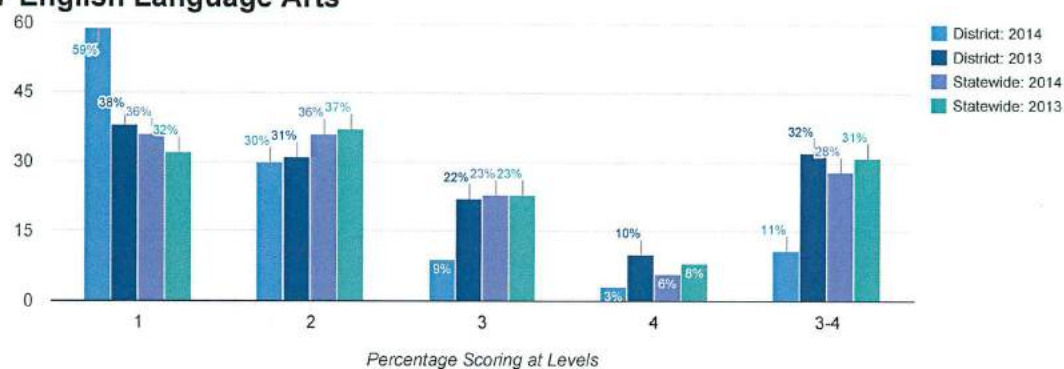
## Grade 6 English Language Arts



## Mean Score

	2014						2013					
	286						290					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	123	42	44	7	7	14	113	41	40	11	9	19
General Education	101	32	51	9	8	17	89	30	45	13	11	25
Students with Disabilities	22	91	9	0	0	0	24	79	21	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	2	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	1	—	—	—	—	—
White	118	42	43	8	7	14	106	41	40	11	8	20
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	5	40	60	0	0	0	7	43	43	0	14	14
Female	57	25	54	9	12	21	56	29	45	11	16	27
Male	66	58	35	6	2	8	57	53	35	11	2	12
English Proficient	123	42	44	7	7	14	113	41	40	11	9	19
Economically Disadvantaged	65	46	42	6	6	12	63	48	37	10	6	16
Not Economically Disadvantaged	58	38	47	9	7	16	50	32	44	12	12	24
Migrant	1	—	—	—	—	—	3	—	—	—	—	—
Not Migrant	122	—	—	—	—	—	110	—	—	—	—	—

## Grade 7 English Language Arts



## Mean Score

2014

2013

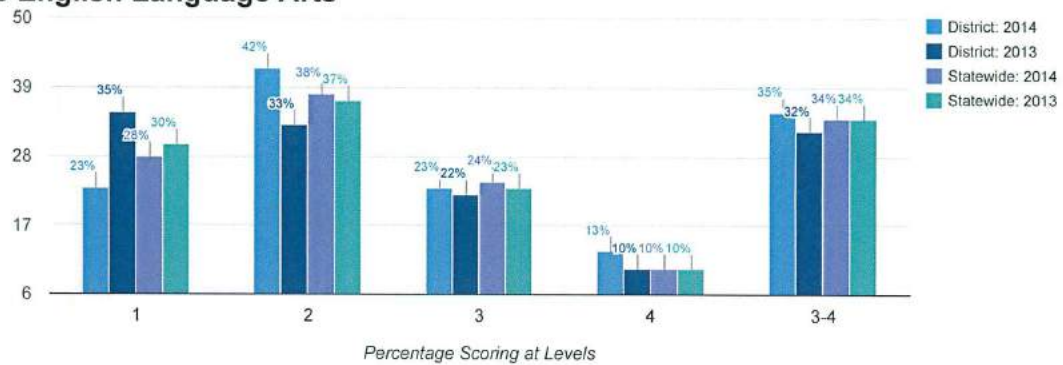
278

298

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	115	59	30	9	3	11	120	38	31	22	10	32
General Education	89	49	36	11	3	15	97	27	34	27	12	39
Students with Disabilities	26	92	8	0	0	0	23	83	17	0	0	0
Black or African American	3	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	5	—	—	—	—	—
White	111	—	—	—	—	—	114	38	31	21	11	32
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	115	59	30	9	3	11	6	33	33	33	0	33
Female	58	48	40	9	3	12	62	23	29	31	18	48
Male	57	70	19	9	2	11	58	53	33	12	2	14
English Proficient	115	59	30	9	3	11	120	38	31	22	10	32
Economically Disadvantaged	51	59	33	8	0	8	56	55	36	9	0	9
Not Economically Disadvantaged	64	59	27	9	5	14	64	22	27	33	19	52
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	114	—	—	—	—	—	120	38	31	22	10	32

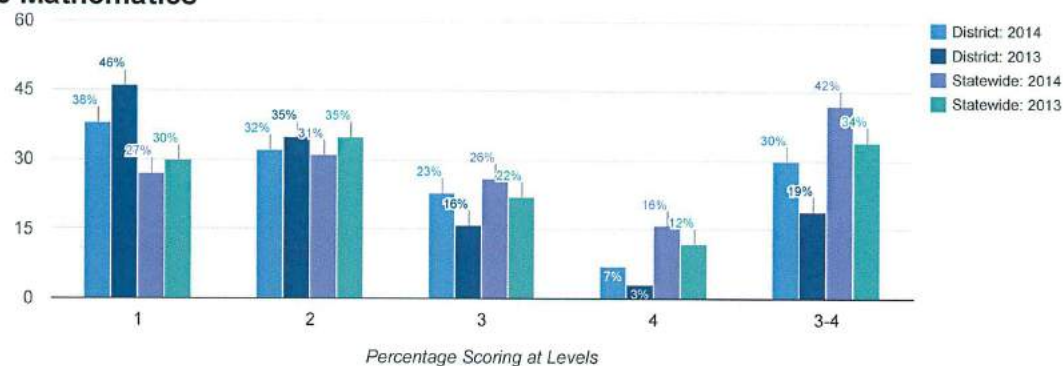


### Grade 8 English Language Arts

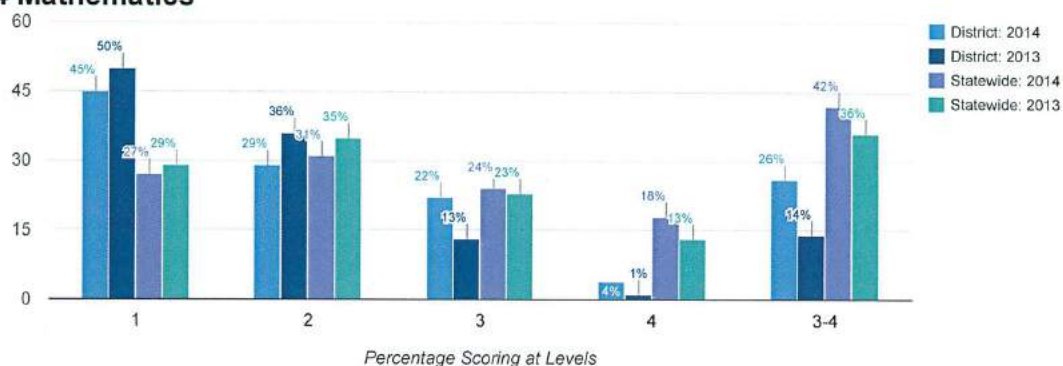


### Mean Score

2014							2013					
302							298					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	120	23	42	23	13	35	112	35	33	22	10	32
General Education	101	16	44	26	15	41	91	23	37	27	12	40
Students with Disabilities	19	63	32	5	0	5	21	86	14	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	2	—	—	—	—	—
White	115	24	40	23	13	36	108	—	—	—	—	—
Small Group Total	5	0	80	20	0	20	112	35	33	22	10	32
Female	64	8	41	33	19	52	52	29	33	27	12	38
Male	56	41	43	11	5	16	60	40	33	18	8	27
English Proficient	120	23	42	23	13	35	112	35	33	22	10	32
Economically Disadvantaged	55	35	49	16	0	16	55	51	29	15	5	20
Not Economically Disadvantaged	65	14	35	28	23	51	57	19	37	30	14	44
Migrant	0	0	0	0	0	0	2	—	—	—	—	—
Not Migrant	120	23	42	23	13	35	110	—	—	—	—	—

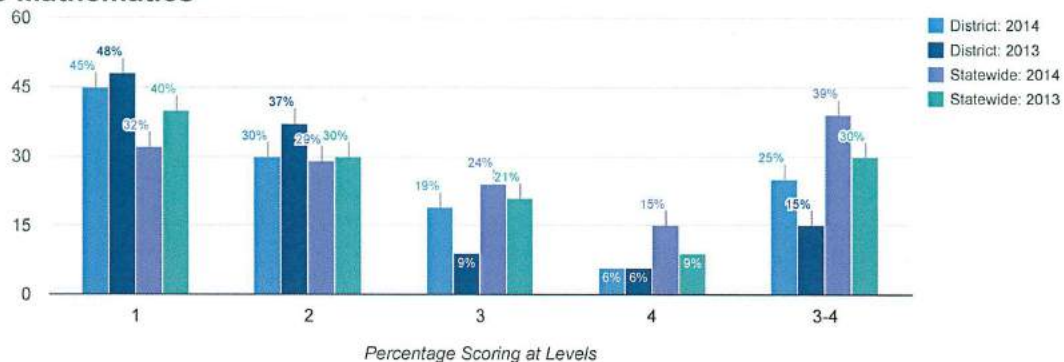
**Grade 3 Mathematics****Mean Score**

	2014						2013					
	291						285					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
All Students	103	38	32	23	7	30	124	46	35	16	3	19
General Education	81	25	40	28	7	36	102	38	40	18	4	22
Students with Disabilities	22	86	5	5	5	9	22	82	9	9	0	9
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	2	—	—	—	—	—	1	—	—	—	—	—
White	99	—	—	—	—	—	123	—	—	—	—	—
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	103	38	32	23	7	30	124	46	35	16	3	19
Female	52	27	35	33	6	38	53	43	38	11	8	19
Male	51	49	29	14	8	22	71	48	32	20	0	20
English Proficient	103	38	32	23	7	30	124	46	35	16	3	19
Economically Disadvantaged	63	46	32	17	5	22	65	65	28	6	2	8
Not Economically Disadvantaged	40	25	33	33	10	43	59	25	42	27	5	32
Migrant	3	—	—	—	—	—	1	—	—	—	—	—
Not Migrant	100	—	—	—	—	—	123	—	—	—	—	—

**Grade 4 Mathematics****Mean Score**

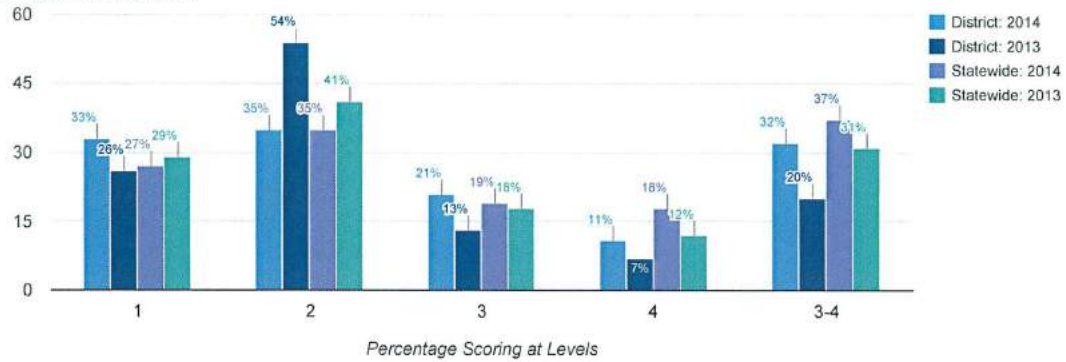
2014							2013					
286							280					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	120	45	29	22	4	26	94	50	36	13	1	14
General Education	97	37	32	26	5	31	73	40	44	15	1	16
Students with Disabilities	23	78	17	4	0	4	21	86	10	5	0	5
Black or African American	0	0	0	0	0	0	2	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	2	—	—	—	—	—
White	120	45	29	22	4	26	89	48	37	13	1	15
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	5	80	20	0	0	0
Female	54	43	35	19	4	22	48	54	40	6	0	6
Male	66	47	24	24	5	29	46	46	33	20	2	22
English Proficient	120	45	29	22	4	26	94	50	36	13	1	14
Economically Disadvantaged	57	63	23	12	2	14	49	63	33	4	0	4
Not Economically Disadvantaged	63	29	35	30	6	37	45	36	40	22	2	24
Migrant	0	0	0	0	0	0	1	—	—	—	—	—
Not Migrant	120	45	29	22	4	26	93	—	—	—	—	—



**Grade 5 Mathematics****Mean Score**

2014							2013					
295							292					
Results by Student Group												
	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
	1	2	3	4			1	2	3	4		
All Students	97	45	30	19	6	25	120	48	37	9	6	15
General Education	73	34	34	23	8	32	99	39	43	10	7	17
Students with Disabilities	24	79	17	4	0	4	21	90	5	5	0	5
Black or African American	3	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	2	—	—	—	—	—
White	92	46	28	20	7	26	116	—	—	—	—	—
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	5	40	60	0	0	0	120	48	37	9	6	15
Female	48	52	31	13	4	17	55	45	38	11	5	16
Male	49	39	29	24	8	33	65	51	35	8	6	14
English Proficient	96	—	—	—	—	—	120	48	37	9	6	15
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	46	57	30	11	2	13	67	54	34	9	3	12
Not Economically Disadvantaged	51	35	29	25	10	35	53	42	40	9	9	19
Migrant	2	—	—	—	—	—	4	—	—	—	—	—
Not Migrant	95	—	—	—	—	—	116	—	—	—	—	—

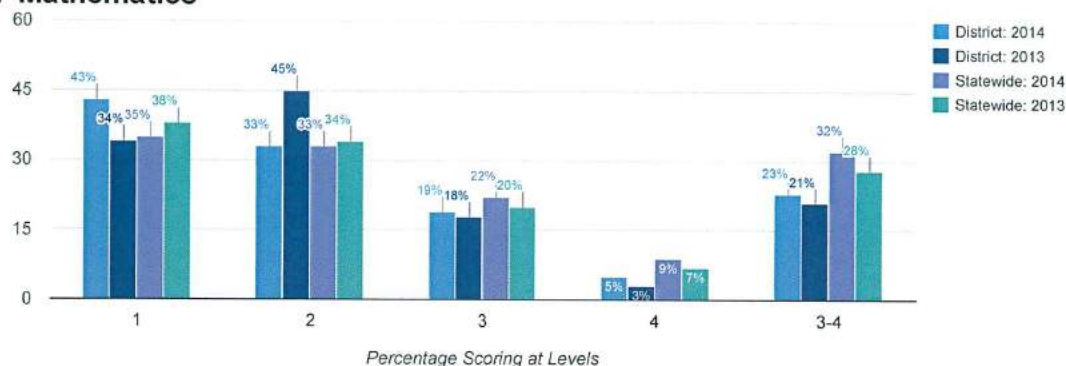
## Grade 6 Mathematics



### Mean Score

	2014						2013					
	296						297					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	124	33	35	21	11	32	114	26	54	13	7	20
General Education	101	22	39	26	14	40	90	21	57	13	9	22
Students with Disabilities	23	83	17	0	0	0	24	46	42	13	0	13
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	2	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	1	—	—	—	—	—
White	119	33	34	22	11	33	107	26	52	14	7	21
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	5	40	40	0	20	20	7	29	71	0	0	0
Female	58	29	36	24	10	34	57	21	61	12	5	18
Male	66	36	33	18	12	30	57	32	46	14	9	23
English Proficient	124	33	35	21	11	32	114	26	54	13	7	20
Economically Disadvantaged	65	37	35	18	9	28	63	32	52	11	5	16
Not Economically Disadvantaged	59	29	34	24	14	37	51	20	55	16	10	25
Migrant	1	—	—	—	—	—	3	—	—	—	—	—
Not Migrant	123	—	—	—	—	—	111	—	—	—	—	—

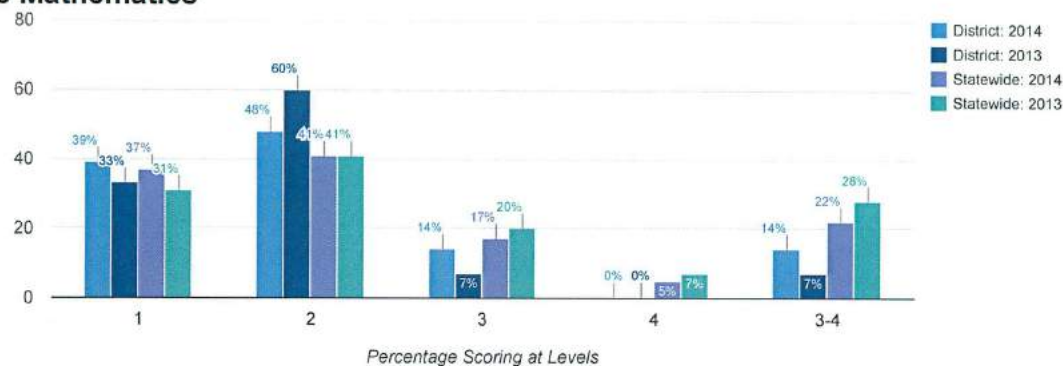
# Grade 7 Mathematics



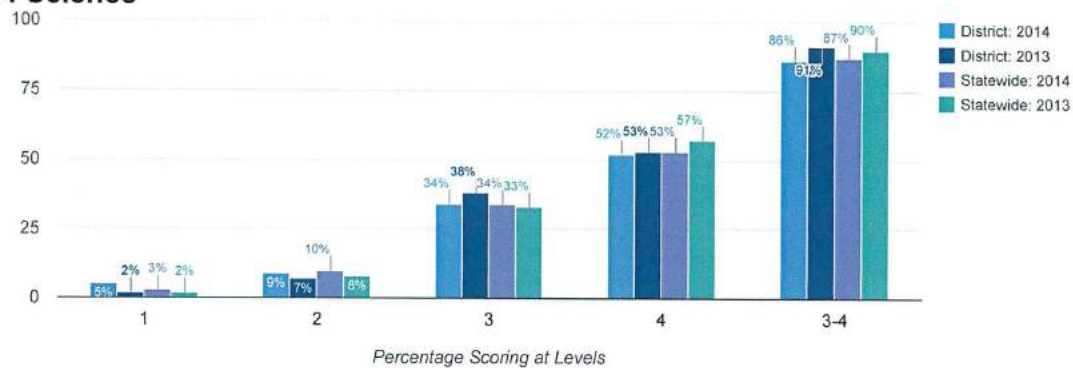
## Mean Score

	2014						2013					
	295						300					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	111	43	33	19	5	23	120	34	45	18	3	21
General Education	86	36	34	24	6	30	96	25	49	23	3	26
Students with Disabilities	25	68	32	0	0	0	24	71	29	0	0	0
Black or African American	3	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	5	—	—	—	—	—
White	107	—	—	—	—	—	114	33	46	18	3	21
Multiracial	1	—	—	—	—	—	0	0	0	0	0	0
Small Group Total	111	43	33	19	5	23	6	50	33	17	0	17
Female	55	42	35	22	2	24	61	28	44	25	3	28
Male	56	45	32	16	7	23	59	41	46	12	2	14
English Proficient	111	43	33	19	5	23	120	34	45	18	3	21
Economically Disadvantaged	48	42	40	17	2	19	57	47	49	4	0	4
Not Economically Disadvantaged	63	44	29	21	6	27	63	22	41	32	5	37
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	110	—	—	—	—	—	120	34	45	18	3	21



**Grade 8 Mathematics****Mean Score**

	2014						2013					
	290						293					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	103	39	48	14	0	14	110	33	60	7	0	7
General Education	86	31	52	16	0	16	89	20	71	9	0	9
Students with Disabilities	17	76	24	0	0	0	21	86	14	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	1	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	2	—	—	—	—	—
White	99	—	—	—	—	—	106	—	—	—	—	—
Small Group Total	103	39	48	14	0	14	110	33	60	7	0	7
Female	49	39	47	14	0	14	50	24	68	8	0	8
Male	54	39	48	13	0	13	60	40	53	7	0	7
English Proficient	101	—	—	—	—	—	110	33	60	7	0	7
Limited English Proficient	2	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	54	43	48	9	0	9	54	44	52	4	0	4
Not Economically Disadvantaged	49	35	47	18	0	18	56	21	68	11	0	11
Migrant	2	—	—	—	—	—	2	—	—	—	—	—
Not Migrant	101	—	—	—	—	—	108	—	—	—	—	—

**Grade 4 Science****Mean Score**

2014

2013

80

82

**Results by Student Group**

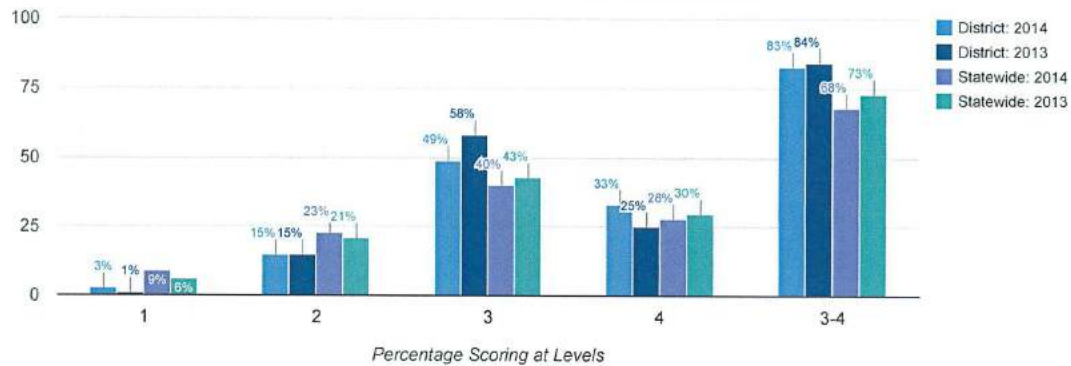
2014

2013

	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	124	5	9	34	52	86	98	2	7	38	53	91
General Education	100	3	6	32	59	91	75	1	7	29	63	92
Students with Disabilities	24	13	21	42	25	67	23	4	9	65	22	87
Black or African American	0	0	0	0	0	0	3	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	2	—	—	—	—	—
White	124	5	9	34	52	86	92	2	8	37	53	90
Multiracial	0	0	0	0	0	0	1	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	6	0	0	50	50	100
Female	55	4	5	33	58	91	51	4	12	35	49	84
Male	69	6	12	35	48	83	47	0	2	40	57	98
English Proficient	124	5	9	34	52	86	97	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	59	8	14	47	31	78	52	2	13	40	44	85
Not Economically Disadvantaged	65	2	5	22	72	94	46	2	0	35	63	98
Migrant	0	0	0	0	0	0	4	—	—	—	—	—
Not Migrant	124	5	9	34	52	86	94	—	—	—	—	—

## Grade 8 Science

Data in the bar charts include those for grade 8 students who took the New York State Grade 8 Science Test and grade 8 students who took a Regents science test in lieu of this test. Mean scores and data in the table for grade 8 science include only those for grade 8 students who took the New York State Grade 8 Science Test.



### Mean Score

	2014						2013					
	72						73					
Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	95	3	19	62	16	78	95	1	18	65	16	81
General Education	78	1	13	67	19	86	74	0	9	72	19	91
Students with Disabilities	17	12	47	41	0	41	21	5	48	43	5	48
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	1	—	—	—	—	—
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	3	—	—	—	—	—	2	—	—	—	—	—
White	91	—	—	—	—	—	92	—	—	—	—	—
Small Group Total	95	3	19	62	16	78	95	1	18	65	16	81
Female	43	2	19	60	19	79	45	0	18	73	9	82
Male	52	4	19	63	13	77	50	2	18	58	22	80
English Proficient	95	3	19	62	16	78	95	1	18	65	16	81
Economically Disadvantaged	54	4	20	67	9	76	52	0	29	54	17	71
Not Economically Disadvantaged	41	2	17	56	24	80	43	2	5	79	14	93
Migrant	0	0	0	0	0	0	2	—	—	—	—	—
Not Migrant	95	3	19	62	16	78	93	—	—	—	—	—



### Grade 8 Students Taking a Regents Science Test

Accelerated grade 8 students who take a Regents science test in lieu of the New York State Grade 8 Science Test.

Results by Student Group	2014					2013						
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	25	0	0	0	100	100	15	0	0	13	87	100

**Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 5**

2014	2013
1	0

**Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5**

2014	2013
1	0

**Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 8**

2014	2013
2	0

**Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8**

2014	2013
2	0

## Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

### NAEP Grade 4 Reading

	% Below Basic	% Basic	% Proficient	% Advanced
All Students	30	33	28	9
American Indian or Alaska Native	*	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	19	27	36	18
Black or African American	45	34	18	3
Hispanic or Latino	44	35	17	4
White	20	33	35	12
Multiracial	*	*	*	*
Students with Disabilities	69	22	7	2
Limited English Proficient	75	21	4	*
Economically Disadvantaged	43	34	19	4

### NAEP Grade 4 Mathematics

	% Below Basic	% Basic	% Proficient	% Advanced
All Students	18	42	33	7
American Indian or Alaska Native	*	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	6	25	48	21
Black or African American	33	50	16	1
Hispanic or Latino	27	49	22	2
White	9	41	42	8
Multiracial	*	*	*	*
Students with Disabilities	43	42	14	1
Limited English Proficient	54	36	10	*
Economically Disadvantaged	26	48	23	3

\*Reporting standards not met.

## Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

### NAEP Grade 8 Reading

	% Below Basic	% Basic	% Proficient	% Advanced
All Students	24	41	30	5
American Indian or Alaska Native	*	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	17	33	38	12
Black or African American	37	45	17	1
Hispanic or Latino	36	45	18	1
White	14	40	40	6
Multiracial	*	*	*	*
Students with Disabilities	56	36	8	*
Limited English Proficient	80	19	1	*
Economically Disadvantaged	35	44	20	1

### NAEP Grade 8 Mathematics

	% Below Basic	% Basic	% Proficient	% Advanced
All Students	28	40	24	8
American Indian or Alaska Native	*	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	14	27	33	26
Black or African American	50	38	11	1
Hispanic or Latino	44	42	12	2
White	15	41	34	10
Multiracial	*	*	*	*
Students with Disabilities	66	27	6	1
Limited English Proficient	75	21	3	1
Economically Disadvantaged	42	39	15	4

\*Reporting standards not met.

## Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

### NAEP Participation Rates

#### Grade 4 Reading

#### Participation Rate

Students with Disabilities

94

Limited English Proficient

93

#### Grade 4 Mathematics

#### Participation Rate

Students with Disabilities

94

Limited English Proficient

93

#### Grade 8 Reading

#### Participation Rate

Students with Disabilities

97

Limited English Proficient

91

#### Grade 8 Mathematics

#### Participation Rate

Students with Disabilities

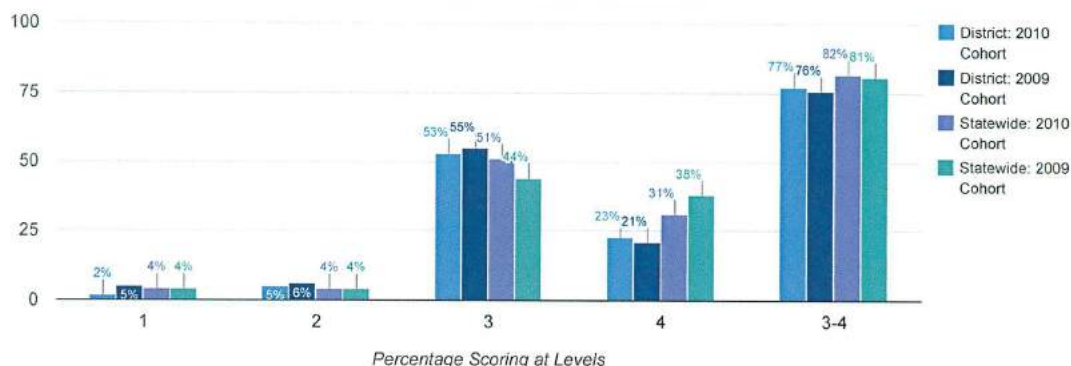
89

Limited English Proficient

94

## Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction

Total cohort results are those for New York State Regents and alternatives to Regents examinations only.

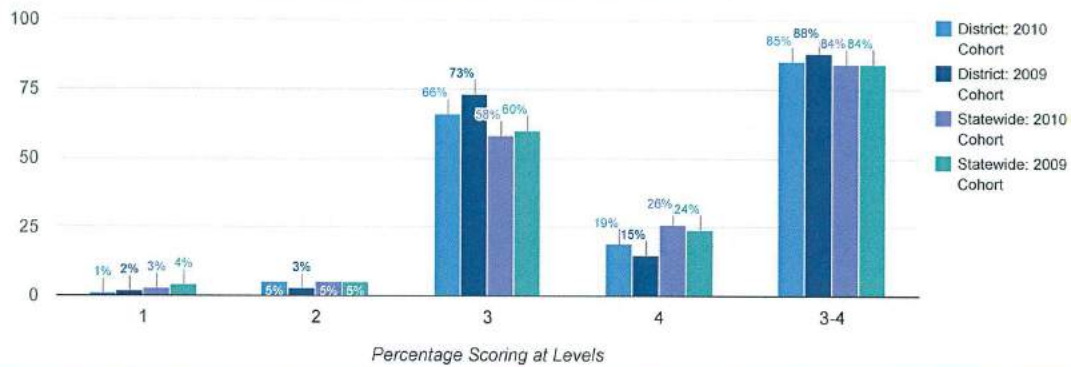


Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
All Students	145	2	5	53	23	77	128	5	6	55	21	76
General Education	114	0	4	59	30	89	107	1	5	59	25	84
Students with Disabilities	31	10	6	32	0	32	21	24	14	33	0	33
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	5	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	2	—	—	—	—	—
White	140	2	5	51	24	76	119	5	7	55	22	77
Small Group Total	5	0	0	100	0	100	9	0	0	44	11	56
Female	70	1	4	53	27	80	59	7	5	56	29	85
Male	75	3	5	53	20	73	69	3	7	54	14	68
English Proficient	145	2	5	53	23	77	128	5	6	55	21	76
Economically Disadvantaged	63	5	6	41	19	60	22	9	23	9	0	9
Not Economically Disadvantaged	82	0	4	62	27	89	106	4	3	64	25	90
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	144	—	—	—	—	—	128	5	6	55	21	76



## Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

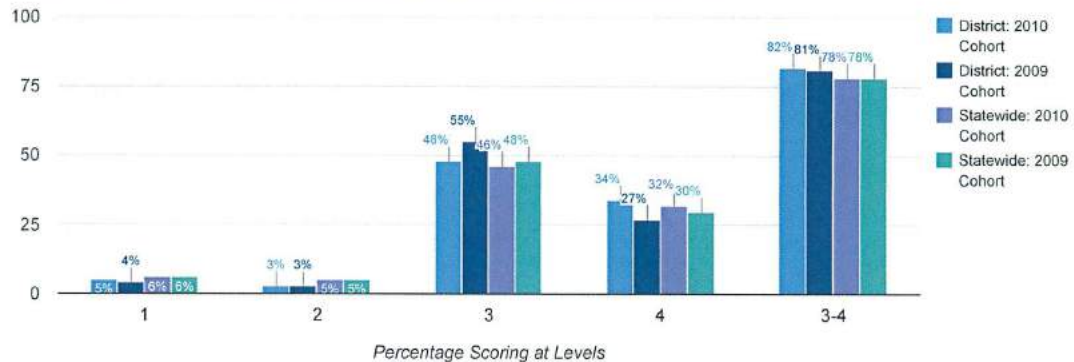
Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	145	1	5	66	19	85	128	2	3	73	15	88
General Education	114	1	2	74	24	97	107	1	1	77	18	94
Students with Disabilities	31	0	16	39	0	39	21	10	14	52	0	52
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	5	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	2	—	—	—	—	—
White	140	1	5	65	19	84	119	2	3	73	15	88
Small Group Total	5	0	0	100	0	100	9	11	0	67	11	78
Female	70	0	7	67	17	84	59	2	5	75	19	93
Male	75	1	3	65	20	85	69	3	1	71	12	83
English Proficient	145	1	5	66	19	85	128	2	3	73	15	88
Economically Disadvantaged	63	2	8	63	11	75	22	0	5	55	9	64
Not Economically Disadvantaged	82	0	2	68	24	93	106	3	3	76	16	92
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	144	—	—	—	—	—	128	2	3	73	15	88

## Total Cohort Results in Secondary-Level Global History and Geography after Four Years of Instruction

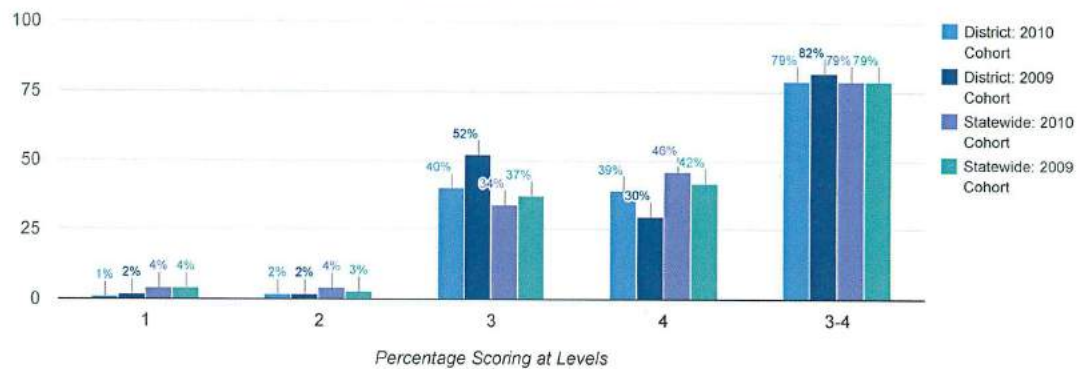
Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	145	5	3	48	34	82	128	4	3	55	27	81
General Education	114	4	2	52	41	93	107	1	1	56	32	88
Students with Disabilities	31	10	10	35	6	42	21	19	14	48	0	48
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	5	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	2	—	—	—	—	—
White	140	5	4	46	35	81	119	4	3	55	28	82
Small Group Total	5	0	0	100	0	100	9	0	0	56	11	67
Female	70	4	4	54	29	83	59	2	5	54	32	86
Male	75	5	3	43	39	81	69	6	1	55	22	77
English Proficient	145	5	3	48	34	82	128	4	3	55	27	81
Economically Disadvantaged	63	11	5	46	24	70	22	14	5	45	0	45
Not Economically Disadvantaged	82	0	2	50	41	91	106	2	3	57	32	89
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	144	—	—	—	—	—	128	4	3	55	27	81

## Total Cohort Results in Secondary-Level U.S. History and Government after Four Years of Instruction

Total cohort results are those for New York State Regents and alternatives to Regents examinations only.

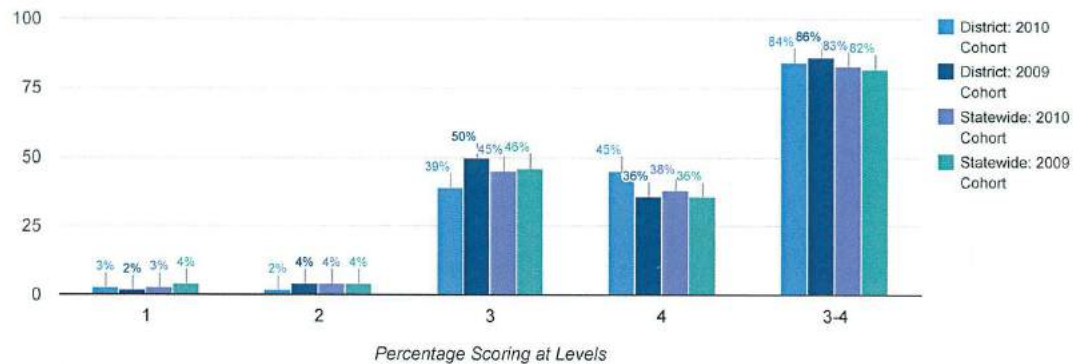


Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
All Students	145	1	2	40	39	79	128	2	2	52	30	82
General Education	114	0	2	42	47	89	107	1	2	51	36	87
Students with Disabilities	31	6	3	32	6	39	21	5	5	57	0	57
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	5	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	2	—	—	—	—	—
White	140	1	2	40	38	78	119	2	3	54	30	84
Small Group Total	5	0	0	40	60	100	9	0	0	33	22	56
Female	70	3	4	43	33	76	59	3	3	59	32	92
Male	75	0	0	37	44	81	69	0	1	46	28	74
English Proficient	145	1	2	40	39	79	128	2	2	52	30	82
Economically Disadvantaged	63	2	2	41	24	65	22	5	14	18	0	18
Not Economically Disadvantaged	82	1	2	39	50	89	106	1	0	59	36	95
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	144	—	—	—	—	—	128	2	2	52	30	82



## Total Cohort Results in Secondary-Level Science after Four Years of Instruction

Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	145	3	2	39	45	84	128	2	4	50	36	86
General Education	114	1	1	41	55	96	107	0	2	50	43	93
Students with Disabilities	31	10	6	32	6	39	21	10	14	52	0	52
American Indian or Alaska Native	1	—	—	—	—	—	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	2	—	—	—	—	—
Black or African American	2	—	—	—	—	—	5	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	2	—	—	—	—	—
White	140	3	2	39	44	84	119	2	3	51	36	87
Small Group Total	5	0	0	40	60	100	9	0	22	33	33	67
Female	70	1	4	41	41	83	59	2	2	49	44	93
Male	75	4	0	37	48	85	69	1	6	51	29	80
English Proficient	145	3	2	39	45	84	128	2	4	50	36	86
Economically Disadvantaged	63	6	3	37	35	71	22	5	5	50	5	55
Not Economically Disadvantaged	82	0	1	41	52	94	106	1	4	50	42	92
Migrant	1	—	—	—	—	—	0	0	0	0	0	0
Not Migrant	144	—	—	—	—	—	128	2	4	50	36	86

**Regents Examination Results (2013 - 14)**

Results by Student Group	Comprehensive English				Integrated Algebra			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	107	94	72	21	136	96	90	13
General Education	92	98	77	24	111	96	92	15
Students with Disabilities	15	73	40	0	25	92	84	0
American Indian or Alaska Native	1	—	—	—	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	1	—	—	—
Black or African American	2	—	—	—	0	0	0	0
Hispanic or Latino	4	—	—	—	5	—	—	—
White	98	95	71	22	130	95	90	12
Small Group Total	9	89	78	0	6	100	100	17
Female	50	98	76	24	62	97	94	21
Male	57	91	68	18	74	95	88	5
English Proficient	107	94	72	21	136	96	90	13
Economically Disadvantaged	48	90	63	19	62	94	89	3
Not Economically Disadvantaged	59	98	80	22	74	97	92	20
Migrant	0	0	0	0	0	0	0	0
Not Migrant	107	94	72	21	136	96	90	13

**Regents Examination Results (2013 - 14)**

Results by Student Group	English Language Arts (Common Core)						Algebra I (Common Core)					
	Total Tested	Percent of students scoring at					Total Tested	Percent of students scoring at				
		Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
All Students	89	13	18	36	20	12	100	6	16	59	18	1
General Education	77	8	17	38	23	14	93	6	16	58	18	1
Students with Disabilities	12	50	25	25	0	0	7	0	14	71	14	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	1	—	—	—	—	—
Black or African American	2	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	4	—	—	—	—	—	5	—	—	—	—	—
White	81	15	16	35	22	12	94	6	16	59	18	1
Small Group Total	8	0	38	50	0	13	6	0	17	67	17	0
Female	42	17	12	31	24	17	51	2	14	59	24	2
Male	47	11	23	40	17	9	49	10	18	59	12	0
English Proficient	89	13	18	36	20	12	100	6	16	59	18	1
Economically Disadvantaged	41	22	20	37	17	5	38	13	13	63	11	0
Not Economically Disadvantaged	48	6	17	35	23	19	62	2	18	56	23	2
Migrant	0	0	0	0	0	0	0	0	0	0	0	0
Not Migrant	89	13	18	36	20	12	100	6	16	59	18	1



**Regents Examination Results (2013 - 14)**

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	89	92	81	25	61	61	41	7
General Education	83	93	81	25	60	—	—	—
Students with Disabilities	6	83	83	17	1	—	—	—
American Indian or Alaska Native	0	0	0	0	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	1	—	—	—
Black or African American	0	0	0	0	1	—	—	—
Hispanic or Latino	0	0	0	0	1	—	—	—
White	88	—	—	—	57	—	—	—
Small Group Total	89	92	81	25	61	61	41	7
Female	59	88	75	20	37	62	38	3
Male	30	100	93	33	24	58	46	13
English Proficient	89	92	81	25	61	61	41	7
Economically Disadvantaged	26	85	69	15	19	42	37	5
Not Economically Disadvantaged	63	95	86	29	42	69	43	7
Migrant	1	—	—	—	0	0	0	0
Not Migrant	88	—	—	—	61	61	41	7

**Regents Examination Results (2013 - 14)**

Results by Student Group	Global History and Geography				U.S. History & Government			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	156	84	69	20	103	91	83	41
General Education	126	90	76	25	86	98	91	48
Students with Disabilities	30	60	37	0	17	59	47	6
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	2	—	—	—
Black or African American	1	—	—	—	2	—	—	—
Hispanic or Latino	0	0	0	0	5	100	60	60
White	153	—	—	—	93	90	84	41
Small Group Total	156	84	69	20	5	100	100	20
Female	88	88	69	15	50	94	88	40
Male	68	79	68	26	53	89	79	42
English Proficient	156	84	69	20	103	91	83	41
Economically Disadvantaged	70	77	57	10	47	83	72	34
Not Economically Disadvantaged	86	90	78	28	56	98	93	46
Migrant	1	—	—	—	0	0	0	0
Not Migrant	155	—	—	—	103	91	83	41

**Regents Examination Results (2013 - 14)**

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	116	96	90	50	116	85	72	22
General Education	99	98	95	56	98	90	78	24
Students with Disabilities	17	82	59	18	18	61	39	6
American Indian or Alaska Native	0	0	0	0	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	4	—	—	—	1	—	—	—
White	111	95	89	50	114	—	—	—
Small Group Total	5	100	100	60	116	85	72	22
Female	66	95	89	53	60	87	72	15
Male	50	96	90	46	56	84	71	29
English Proficient	116	96	90	50	116	85	72	22
Economically Disadvantaged	45	96	82	33	42	79	52	7
Not Economically Disadvantaged	71	96	94	61	74	89	82	30
Migrant	0	0	0	0	0	0	0	0
Not Migrant	116	96	90	50	116	85	72	22

**Regents Examination Results (2013 - 14)**

Results by Student Group	Physical Setting/Chemistry				Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	44	89	70	9	15	73	60	20
General Education	43	—	—	—	15	73	60	20
Students with Disabilities	1	—	—	—	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	1	—	—	—	1	—	—	—
White	43	—	—	—	14	—	—	—
Small Group Total	44	89	70	9	15	73	60	20
Female	30	87	67	7	5	100	60	20
Male	14	93	79	14	10	60	60	20
English Proficient	44	89	70	9	15	73	60	20
Economically Disadvantaged	14	93	71	0	3	—	—	—
Not Economically Disadvantaged	30	87	70	13	12	—	—	—
Migrant	0	0	0	0	0	0	0	0
Not Migrant	44	89	70	9	15	73	60	20



# Regents Competency Test Results (2013 - 14)

Results by Student Group	Reading		Writing		Math	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	1	—	0	0	1	—
General Education	0	0	0	0	1	—
Students with Disabilities	1	—	0	0	0	0
White	1	—	0	0	1	—
Small Group Total	1	—	0	0	1	—
Female	0	0	0	0	1	—
Male	1	—	0	0	0	0
English Proficient	1	—	0	0	1	—
Economically Disadvantaged	1	—	0	0	1	—
Not Migrant	1	—	0	0	1	—

**Regents Competency Test Results (2013 - 14)**

Results by Student Group	Global Studies		U.S. History & Government		Science	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	2	—	2	—	1	—
General Education	1	—	0	0	1	—
Students with Disabilities	1	—	2	—	0	0
White	2	—	2	—	1	—
Small Group Total	2	—	2	—	1	—
Female	1	—	1	—	1	—
Male	1	—	1	—	0	0
English Proficient	2	—	2	—	1	—
Economically Disadvantaged	2	—	2	—	1	—
Not Migrant	2	—	2	—	1	—

**New York State Alternate Assessment (NYSAA) Results (2013 - 14)**

Grade/Subject	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4	
Grade 3 ELA	1	—	—	—	—	—
Grade 3 Math	1	—	—	—	—	—
Grade 4 ELA	2	—	—	—	—	—
Grade 4 Math	2	—	—	—	—	—
Grade 4 Science	2	—	—	—	—	—
Grade 5 ELA	3	—	—	—	—	—
Grade 5 Math	3	—	—	—	—	—
Grade 6 ELA	2	—	—	—	—	—
Grade 6 Math	2	—	—	—	—	—
Grade 7 ELA	2	—	—	—	—	—
Grade 7 Math	2	—	—	—	—	—
Grade 8 ELA	4	—	—	—	—	—
Grade 8 Math	4	—	—	—	—	—
Grade 8 Science	4	—	—	—	—	—
Secondary-Level ELA	7	0	2	5	0	71
Secondary-Level Math	7	1	1	5	0	71
Secondary-Level Science	7	0	3	4	0	57
Secondary-Level Social Studies	7	0	2	5	0	71

## New York State English as a Second Language Achievement Test (NYSESLAT) Results (2013 - 14)

Kindergarten	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—

Grade 2	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—

Grade 5	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—

Grade 8	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	—	—	—	—
General Education	2	—	—	—	—



## Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: NO

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	X	✓	707	98%	X	654	75	85	85
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	9	—	—	9	—	—	—
Hispanic or Latino	—	—	11	—	—	11	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	1	—	—	1	—	—	—
White	X	✓	683	98%	X	630	74	105	98
Multiracial	—	—	3	—	—	3	—	—	—
Students With Disabilities	X	✓	150	99%	X	145 †	32 †	39	39
Limited English Proficient	—	—	3	—	—	0	—	—	—
Economically Disadvantaged	X	✓	352	99%	X	343	57	69	69

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	707	98%	654	75
Not Black or African American	698	98%	645	75
Not Hispanic or Latino	696	98%	643	74
Not Asian or Native Hawaiian/Other Pacific Islander	706	98%	653	75
Not White	24	—	24	—
Not Multiracial	704	98%	651	75
General Education	557	97%	514	87
English Proficient	704	98%	654	75
Not Economically Disadvantaged	355	96%	311	95
Male	362	99%	339	55
Female	345	97%	315	96
Migrant	10	—	6	—
Not Migrant	697	98%	648	75

✓ Yes

X No

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

## Elementary/Middle-Level Mathematics Results for Accountability

All accountability groups made AYP: NO

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	712	97%	✓	649	91	82	82
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	9	—	—	9	—	—	—
Hispanic or Latino	—	—	11	—	—	11	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	1	—	—	1	—	—	—
White	✗	✓	688	97%	✗	625	91	101	93
Multiracial	—	—	3	—	—	3	—	—	—
Students With Disabilities	✓	✓	153	97%	✓	142 †	41 †	40	40
Limited English Proficient	—	—	3	—	—	3	—	—	—
Economically Disadvantaged	✓	✓	356	97%	✓	335	74	66	66

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	712	97%	649	91
Not Black or African American	703	97%	640	91
Not Hispanic or Latino	701	97%	638	90
Not Asian or Native Hawaiian/Other Pacific Islander	711	97%	648	91
Not White	24	—	24	—
Not Multiracial	709	97%	646	91
General Education	559	97%	512	105
English Proficient	709	97%	646	91
Not Economically Disadvantaged	356	97%	314	109
Male	366	97%	334	87
Female	346	97%	315	95
Migrant	10	—	9	—
Not Migrant	702	97%	640	91

✓ Yes

✗ No

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

## Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: NO

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	256	98%	✓	234	183	176	176
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	1	—	—	1	—	—	—
Hispanic or Latino	—	—	4	—	—	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✗	✓	251	98%	✗	229	183	185	185
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	✓	✓	50	94%	✓	46 †	152 †	148	148
Limited English Proficient	—	—	2	—	—	0	—	—	—
Economically Disadvantaged	✓	✓	120	98%	✓	113	174	164	164

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	256	98%	234	183
Not Black or African American	255	98%	233	183
Not Hispanic or Latino	252	98%	230	183
Not Asian or Native Hawaiian/Other Pacific Islander	256	98%	234	183
Not White	5	—	5	—
Not Multiracial	256	98%	234	183
General Education	206	99%	190	190
English Proficient	254	98%	234	183
Not Economically Disadvantaged	136	97%	121	191
Male	133	99%	121	179
Female	123	97%	113	188
Migrant	2	—	0	—
Not Migrant	254	98%	234	183

✓ Yes

✗ No

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.



## Secondary-Level English Language Arts Results for Accountability

All accountability groups made AYP: YES

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	123	100%	✓	123	146	157	143
American Indian or Alaska Native	—	—	1	—	—	0	—	—	—
Black or African American	—	—	2	—	—	2	—	—	—
Hispanic or Latino	—	—	2	—	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	✓	✓	118	100%	✓	119	145	168	142
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	15	—	—	17	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✓	✓	45	100%	✓	51	125	139	20

Results for the following groups are NOT used to determine AYP.

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	122	100%	123	146
Not Black or African American	121	100%	121	145
Not Hispanic or Latino	121	100%	121	146
Not Asian or Native Hawaiian/Other Pacific Islander	123	100%	123	146
Not White	5	—	4	—
Not Multiracial	123	100%	123	146
General Education	108	100%	106	157
English Proficient	123	100%	123	146
Not Economically Disadvantaged	78	100%	72	161
Male	63	100%	62	140
Female	60	100%	61	152
Migrant	0	—	0	—
Not Migrant	123	100%	123	146

✓ Yes

✗ No

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2010 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

## Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: NO

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	X	✓	123	100%	X	123	136	139	139
American Indian or Alaska Native	—	—	1	—	—	0	—	—	—
Black or African American	—	—	2	—	—	2	—	—	—
Hispanic or Latino	—	—	2	—	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	0	—	—	0	—	—	—
White	X	✓	118	100%	X	119	135	152	142
Multiracial	—	—	0	—	—	0	—	—	—
Students With Disabilities	—	—	15	—	—	17	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	✓	✓	45	100%	✓	51	124	118	20

Results for the following groups are NOT used to determine AYP.

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	122	100%	123	136
Not Black or African American	121	100%	121	136
Not Hispanic or Latino	121	100%	121	136
Not Asian or Native Hawaiian/Other Pacific Islander	123	100%	123	136
Not White	5	—	4	—
Not Multiracial	123	100%	123	136
General Education	108	100%	106	144
English Proficient	123	100%	123	136
Not Economically Disadvantaged	78	100%	72	144
Male	63	100%	62	140
Female	60	100%	61	131
Migrant	0	—	0	—
Not Migrant	123	100%	123	136

✓ Yes

X No

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2010 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.



**Unweighted Combined ELA and Math PIs**

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	75	91	146	136	112
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	74	91	145	135	111
Multiracial	—	—	—	—	—
Students With Disabilities	32	41	—	—	37
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	57	74	125	124	95

— There were not enough students to determine a Performance Index.

## Overall Graduation Rate for Accountability

All accountability groups made AYP: YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination.

**Four-Year Graduation-Rate Total Cohort for Accountability**

Student Group	Met Graduation-Rate Criterion	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	128	80%	80%	76%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
White	✓	119	82%	80%	76%
Multiracial	—	0	—	—	—
Students With Disabilities	—	21	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	22	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

**Five-Year Graduation-Rate Total Cohort for Accountability**

Student Group	Met Graduation-Rate Criterion	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	151	77%	80%	74%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✓	144	77%	80%	74%
Multiracial	—	0	—	—	—
Students With Disabilities	—	27	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	72	72%	80%	67%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

## Graduation Rates for Non-AYP Groups for Accountability

Results for the following groups are NOT used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	128	80%	150	77%
Not Black or African American	123	80%	146	77%
Not Hispanic or Latino	126	80%	150	77%
Not Asian or Native Hawaiian/Other Pacific Islander	126	80%	151	77%
Not White	9	—	7	—
Not Multiracial	128	80%	151	77%
General Education	107	86%	124	84%
English Proficient	128	80%	151	77%
Not Economically Disadvantaged	106	94%	79	82%
Male	69	71%	74	69%
Female	59	90%	77	86%
Migrant	0	—	0	—
Not Migrant	128	80%	151	77%

— There were fewer than 30 students in the cohort.

## Graduation Rates for Regents with Advanced Designation and CTE Endorsement for Accountability

Percentage of 2009 Graduation-Rate Total Cohort members who graduated as of August 31, 2013 with:

Regents Diploma with an Advanced Designation (This District)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This District Exceeded Statewide
19%	31%	NO
Regents Diploma with CTE Endorsement (This District)	Regents Diploma with CTE Endorsement (Statewide)	Percentage in This District Exceeded Statewide
21%	4%	YES



## Glossary of Terms - Report Cards Data

### Alternative High School Equivalency Preparation Program (AHSEPP)

A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

### Attendance Rate

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

### Average Class Size

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

### Completers

Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).

### Core Classes

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.

### Disability Status

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

### Dropouts

Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

### Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

### Free and Reduced-Price Lunch (FRPL)

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

### Gender

Gender of the student being reported, as identified by the parent/guardian.

### Grade Level

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts.

Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

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**Graduates**

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

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**High School Completers**

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

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**Highly Qualified Teachers**

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as Highly Qualified if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered Highly Qualified if they meet all remaining criteria.

High-poverty and low-poverty schools used for highly qualified teacher categorization are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

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**Limited English Proficiency**

Limited English proficient students are those who, by reason of foreign birth or ancestry, speak a language other than English and (1) either understand and speak little or no English or (2) score below a State-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) for initial identification or are identified as such using the New York State Identification Test for English Language Learners (NYSITELL) or, for subsequent years, score below a State-designated level of proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT).

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**National Assessment of Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results. For more information about NAEP, see the National Center for Education Statistics web site at <http://nces.ed.gov/nationsreportcard/>.

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**New York State Alternate Assessment (NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with



disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only. Students identified by their district's Committee on Special Education as eligible to take the New York State Alternate Assessment (NYSAA) may use this assessment to fulfill the participation and performance criteria for elementary/middle- and secondary-level English language arts and mathematics and elementary/middle-level science for accountability.

**New York State English as a Second Language Achievement Test (NYSESLAT)**

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

**New York State Testing Program (NYSTP)**

The New York State Testing Program (NYSTP) assessments are administered annually in English language arts (ELA) and mathematics in grades 3 through 8.

**Non-completers**

Non-completers is the sum of dropouts and students who entered an Alternative High School Equivalency Preparation Program (AHSEPP). The number of enrolled students used as the denominator for determining the percentage of noncompleters is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

**Out of Certification**

The Percent with No Valid Teaching Certificate is the percent of teachers without a valid teaching certificate.

The Percent Teaching out of Certification is the percent teaching out of certification on more than an incidental basis (more than one assignment).

The Percent Taught by Teachers Without Appropriate Certification is the percent of all teachers teaching one or more assignments outside of certification.

**Performance Levels**

Descriptors of performance levels for the Grades 3-8 New York State Testing Program Assessments in English language arts (ELA) and Mathematics are available at <http://www.p12.nysed.gov/irs/ela-math/> in the "Scale Score to Performance Level Conversion Charts" section.

Descriptors of performance levels for Grades 4 and 8 Science Tests are available in the Rating Guides at <http://www.p12.nysed.gov/assessment/science/science-ei.html>.

**Race/Ethnicity**

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

**Recently Arrived LEP Students**

Recently arrived LEP students are limited English proficient (LEP) students (including those from Puerto Rico) who on April 1 of the reporting year will have been attending school in the United States for less than one year. These students may use the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the 3-8 New York State Testing Program (NYSTP) in English language arts (ELA) to

meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.

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**Regents Competency Tests**

Annual Regents Competency Test (RCT) results include those from August, January, and June of the reporting year. If a student takes the same RCT multiple times during the reporting year, only the highest score is included in the annual results.

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**Regents Examinations**

Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in the annual results.

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**Staff Counts**

Principals and assistant principals include full- and part-time. Other professional staff include administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Paraprofessionals include full- and part-time supplementary school personnel.

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**Suspensions**

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Suspension data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

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**Teacher Turnover Rate**

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teachers who in year one were reported as providing instruction in one building, but in year two were reported under the district code or another building within the same district are included in the turnover rate.

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**Total Cohort**

A secondary-level total cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. For more detailed information on cohort definitions, see the [SIRS Manual](#).

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### Overview of Accountability Data in New York State Report Cards

Accountability data in the New York State Report Cards includes participation rates, performance data (Performance Indices), and graduation rates. Performance Indices (PIs) and Adequate Yearly Progress (AYP) determinations are used to assist in identifying districts and schools as Reward, Focus, and Priority under the Elementary and Secondary Education Act (ESEA) waiver. District/school identifications are available on our [ESEA Accountability Designations page](#). Explanations of how data are used to make identification are available on our [Accountability Designation Materials](#) page. For more information, contact the [Office of Accountability](#).

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see the [ESEA Flexibility Waiver](#).

### Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

1. Elementary/middle-level (grades 3-8) English Language Arts (ELA)
2. Elementary/middle-level (grades 3-8) Mathematics
3. Elementary/middle-level (grades 4 and 8) Science
4. Secondary-level (grades 9-12) ELA
5. Secondary-level (grades 9-12) Mathematics
6. Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

### Standards for English Language Arts, Mathematics, and Science

**Participation:** In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

**Performance:** In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

### Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see [Understanding Accountability in New York State](#).



<b>BEDS Day</b>	Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year.
<b>Cohort</b>	<p>A cohort consists of all students who first entered grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year (i.e., the 2008 cohort consists of students who entered grade 9 and ungraded students with disabilities who reached their seventeenth birthday between July 1, 2008 and June 30, 2009). A more detailed definition of cohort is available in the <a href="#">SIRS Manual</a>.</p> <p><b>Accountability Cohort:</b> Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.</p> <p><b>Graduation-Rate Total Cohort:</b> Results for students in the four-year graduation-rate total cohort are captured as of August 31 four years after they first enter grade 9. Results for students in the five-year graduation-rate total cohort are captured as of August 31 five years after they first enter grade 9.</p>
<b>Effective Annual Measurable Objective (EAMO)</b>	The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available on the <a href="#">New York State Accountability</a> page under the header "Annual Measurable Objectives."
<b>Graduation Rate</b>	<p>The graduate rate for the four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 four years after entering grade 9.</p> <p>The graduate rate for the five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 five years after entering grade 9.</p>
<b>Medically Excused</b>	Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in elementary/middle-level calculations.
<b>Performance Index (PI)</b>	<p>A PI 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).</p> <p><b>Elementary/middle-level ELA/math:</b> Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: <math display="block">\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100</math></p> <p><b>Elementary/middle-level science:</b> Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: <math display="block">\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100</math></p> <p><b>Secondary-level ELA/math:</b> Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: <math display="block">\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100</math></p>
<b>Progress Target</b>	<p><b>Elementary/middle-level science:</b> A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The Progress Target is calculated by adding 1 point to the previous year's PI.</p> <p><b>Four-year Graduation Rate:</b> The Progress Target for the current four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the previous year's four-year graduation-rate total cohort. The following equation is used to determine the current four-year graduation-rate total cohort progress target: <math display="block">[(80 - \text{the graduation rate of the previous year's four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the previous year's four-year graduation-rate total cohort}</math></p> <p><b>Five-year Graduation Rate:</b> The Progress Target for the current five-year graduation-rate total cohort is</p>

a 20% gap reduction in the graduation rate of the previous year's five-year graduation-rate total cohort. The following equation is used to determine the current five-year graduation-rate total cohort progress target:  $[(80 - \text{the graduation rate of the previous year's five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the previous year's five-year graduation-rate total cohort}$ .

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### **Safe Harbor Target**

Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs in elementary/middle- and secondary-level ELA and mathematics. The current year's Safe Harbor Target is calculated using the following formula:  $\text{Previous Year's PI} + (200 - \text{the Previous Year's PI}) \times 0.10$ .

(Note: Due to modifications to the 2012-13 elementary/middle-level ELA and math assessments, 2012-13 Safe Harbor Targets for these measures were determined using alternate methods.)

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### **Unweighted Combined PI**

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160:  $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$ .

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NYS - Real Property System  
County of Jefferson  
Town of Antwerp  
SWIS Code - 222489

Assessor's Report - 2014 - Prior Year File  
S495 Exemption Impact Report  
School Detail Report

RPS221/V04/L001  
Date/Time - 4/8/2015 08:32:26  
Total Assessed Value 2,738,273  
Uniform Percentage 100.00

Equalized Total Assessed Value 2,738,273

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	7.93
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	1	62,200	2.27
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	0	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	62,460	2.28
41834	ENHANCED STAR	RPTL 425	7	449,400	16.41
41854	BASIC STAR 1999-2000	RPTL 425	8	240,000	8.76
Total Exemptions Exclusive of System Exemptions:			19	1,031,160	37.66
Total System Exemptions:			0	0	0.00
Totals:			19	1,031,160	37.66

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 - 2014 - Prior Year File  
S495 Exemption Impact Report  
School Detail Report

RPS221/V04/L001  
Date/Time - 3/31/2015 11:31:58  
Total Assessed Value 9,340,843  
Uniform Percentage 100.00

Equalized Total Assessed Value 9,340,843

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)	6	227,650	2.44
13660	VG - CEMETERY LAND	RPTL 446	3	23,000	0.25
14100	USA - GENERALLY	RPTL 400(1)	1	105,900	1.13
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	4	330,100	3.53
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	10	92,390	0.99
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	5	79,833	0.85
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	2	16,280	0.17
41690	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	7	21,000	0.22
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	3	28,186	0.30
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	6,981	0.07
41834	ENHANCED STAR	RPTL 425	17	1,026,505	11.01
41854	BASIC STAR 1999-2000	RPTL 425	61	2,081,270	22.28
Total Exemptions Exclusive of System Exemptions:			120	4,041,065	43.26
Total System Exemptions:			0	0	0.00
Totals:			120	4,041,065	43.26

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  
SWIS Code - 403089

Assessor's Report - 2014 - Prior Year File  
S495 Exemption Impact Report  
School Detail Report

RPS221/V04/L001  
Date/Time - 3/31/2015 11:31:58  
Total Assessed Value 19,941,229  
Uniform Percentage 100.00

Equalized Total Assessed Value 19,941,229

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	0.04
14100	USA - GENERALLY	RPTL 400(1)	2	105,140	0.53
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	114,600	0.57
25120	NONPROF CORP - EDUC(CONST PRO	RPTL 420-a	1	8,900	0.04
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	8	81,741	0.41
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	4	80,000	0.40
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	2	80,000	0.40
41700	AGRICULTURAL BUILDING	RPTL 483	2	17,600	0.09
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	58	1,956,187	9.81
41834	ENHANCED STAR	RPTL 425	24	1,538,335	7.71
41854	BASIC STAR 1999-2000	RPTL 425	63	2,167,125	10.87
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	7	30,050	0.15
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	740,836	3.72
Total Exemptions Exclusive of System Exemptions:			176	6,328,664	34.75
Total System Exemptions:			0	0	0.00
Totals:			176	6,328,664	34.75

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 - 403400

Assessor's Report - 2014 - Prior Year File  
S495 Exemption Impact Report  
School Detail Report

RPS221/V04/L001  
Date/Time - 3/31/2015 11:31:58  
Total Assessed Value 5,326,619  
Uniform Percentage 100.00

Equalized Total Assessed Value 5,326,619

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 - 2014 - Prior Year File  
S495 Exemption Impact Report  
School Detail Report

RPS221/V04/L001  
Date/Time - 3/31/2015 11:31:58  
Total Assessed Value 21,037,970  
Uniform Percentage 14.00

Equalized Total Assessed Value 150,271,214

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	428,571	0.29
13500	TOWN - GENERALLY	RPTL 406(1)	13	1,077,143	0.72
13510	TOWN - CEMETERY LAND	RPTL 446	4	2,856	0.00
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	642,857	0.43
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	5	246,429	0.16
25120	NONPROF CORP - EDUC(CONST PRO	RPTL 420-a	2	5,353,572	3.56
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	128,571	0.09
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	3,214	0.00
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	1,785,714	1.19
41125	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	37	367,268	0.24
41135	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	35	553,441	0.37
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	3	86,429	0.06
41145	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	10	195,278	0.13
41695	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	1	3,057	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	3	3,443	0.00
41834	ENHANCED STAR	RPTL 425	175	9,446,326	6.29
41854	BASIC STAR 1999-2000	RPTL 425	485	14,667,587	9.76
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	8	374,999	0.25
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	4	3,749,735	2.50
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	2	142,857	0.10
Total Exemptions Exclusive of System Exemptions:			793	39,259,347	26.13
Total System Exemptions:			0	0	0.00
Totals:			793	39,259,347	26.13

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: 21,884.06

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

Assessor's Report - 2014 - Prior Year File  
S495 Exemption Impact Report  
School Detail Report

RPS221/V04/L001  
Date/Time - 3/31/2015 11:31:58  
Total Assessed Value 8,097,540  
Uniform Percentage 100.00

Equalized Total Assessed Value 8,097,540

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	217,600	2.69
13500	TOWN - GENERALLY	RPTL 406(1)	1	2,800	0.03
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	8,910	0.11
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	3	54,975	0.68
41690	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	1	3,000	0.04
41700	AGRICULTURAL BUILDING	RPTL 483	1	9,600	0.12
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	7	367,475	4.54
41834	ENHANCED STAR	RPTL 425	7	414,600	5.12
41854	BASIC STAR 1999-2000	RPTL 425	30	865,100	10.68
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	2	6,000	0.07
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	242,220	2.99
50005	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	0	0.00
Total Exemptions Exclusive of System Exemptions:			55	2,192,080	27.07
Total System Exemptions:			1	0	0.00
Totals:			56	2,192,080	27.07

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 Gouverneur - 4040  
Village of Gouverneur  
SWIS Code - 404001

Assessor's Report - 2014 - Prior Year File  
S495 Exemption Impact Report  
School Detail Report

RPS221/V04/L001  
Date/Time - 3/31/2015 11:31:58  
Total Assessed Value 144,110,107  
Uniform Percentage 92.50

Equalized Total Assessed Value 155,794,710

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	757	0.00
12350	PUBLIC AUTHORITY - STATE	RPTL 412	1	95,784	0.06
13650	VG - GENERALLY	RPTL 406(1)	23	3,798,704	2.44
14100	USA - GENERALLY	RPTL 400(1)	1	407,351	0.26
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	2	261,681	0.17
18080	MUN HSNQ AUTH-FEDERAL/MUN AIDE	PUB HSNQ L 52(3)&(5)	1	3,680,022	2.36
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	4	377,838	0.24
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	15	1,884,542	1.21
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	5	10,171,394	6.53
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	10	11,541,081	7.41
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	10	744,216	0.48
26100	VETERANS ORGANIZATION	RPTL 452	3	284,865	0.18
26250	HISTORICAL SOCIETY	RPTL 444	1	124,108	0.08
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	163,459	0.10
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	6	1,644,649	1.06
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	50	487,232	0.31
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	76	1,342,757	0.86
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	27	544,998	0.35
41400	CLERGY	RPTL 460	1	1,622	0.00
41834	ENHANCED STAR	RPTL 425	195	10,738,146	6.89
41854	BASIC STAR 1999-2000	RPTL 425	540	16,090,772	10.33
41864	Basic STAR (land belongs to ot	RPTL 425	1	11,892	0.01
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	538,057	0.35
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	3	185,222	0.12

Total Exemptions Exclusive of System Exemptions:	979	65,121,149	41.80
Total System Exemptions:	0	0	0.00
Totals:	979	65,121,149	41.80

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

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

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

Assessor's Report - 2014 - Prior Year File  
S495 Exemption Impact Report  
School Detail Report

RPS221/V04/L001  
Date/Time - 3/31/2015 11:31:58  
Total Assessed Value 1,770,015  
Uniform Percentage 100.00

Equalized Total Assessed Value 1,770,015

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	14,300	0.81
41854	BASIC STAR 1999-2000	RPTL 425	3	96,300	5.44
50005	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	448,670	25.35
50006	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	154,600	8.73

Total Exemptions Exclusive of System Exemptions:	4	110,600	6.25
Total System Exemptions:	2	603,270	34.08
Totals:	6	713,870	40.33

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 Gouverneur  
SWIS Code - 404089

Assessor's Report - 2014 - Prior Year File  
S495 Exemption Impact Report  
School Detail Report

RPS221/V04/L001  
Date/Time - 3/31/2015 11:31:58  
Total Assessed Value 141,974,158  
Uniform Percentage 92.50

Equalized Total Assessed Value 153,485,576

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	46,337,081	30.19
13100	CO - GENERALLY	RPTL 406(1)	1	1,070,054	0.70
13500	TOWN - GENERALLY	RPTL 406(1)	7	1,586,162	1.03
13510	TOWN - CEMETERY LAND	RPTL 446	2	20,216	0.01
13650	VG - GENERALLY	RPTL 406(1)	1	27,676	0.02
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	3	141,513	0.09
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	210,379	0.14
25120	NONPROF CORP - EDUC(CONST PRO	RPTL 420-a	2	15,135	0.01
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	2	880,865	0.57
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	61,730	0.04
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	32	317,548	0.21
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	43	761,350	0.50
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	16	391,090	0.25
41690	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	1	3,000	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	5	380,000	0.25
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	54	146,183	0.10
41834	ENHANCED STAR	RPTL 425	155	8,609,049	5.61
41854	BASIC STAR 1999-2000	RPTL 425	405	12,166,139	7.93
41864	Basic STAR (land belongs to ot	RPTL 425	1	30,000	0.02
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	49	345,892	0.23
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	3	2,544,916	1.66
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	164,216	0.11
50006	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	0	0.00
Total Exemptions Exclusive of System Exemptions:			794	76,210,194	49.65
Total System Exemptions:			1	0	0.00
Totals:			795	76,210,194	49.65

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

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

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

Assessor's Report - 2014 - Prior Year File  
S495 Exemption Impact Report  
School Detail Report

RPS221/V04/L001  
Date/Time - 3/31/2015 11:31:58  
Total Assessed Value 21,938,396  
Uniform Percentage 56.00

Equalized Total Assessed Value 39,175,707

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	1.20
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
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	6	63,428	0.16
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	11	205,848	0.53
41700	AGRICULTURAL BUILDING	RPTL 483	4	99,285	0.25
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	38	509,085	1.30
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	15,089	0.04
41834	ENHANCED STAR	RPTL 425	41	2,332,156	5.95
41854	BASIC STAR 1999-2000	RPTL 425	105	3,088,326	7.88
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	2	42,858	0.11
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	1	21,154	0.05
Total Exemptions Exclusive of System Exemptions:			226	7,497,408	19.14
Total System Exemptions:			0	0	0.00
Totals:			226	7,497,408	19.14

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 Rossie  
SWIS Code - 407600

Assessor's Report - 2014 - Prior Year File  
S495 Exemption Impact Report  
School Detail Report

RPS221/V04/L001  
Date/Time - 3/31/2015 11:31:58  
Total Assessed Value 20,846,420  
Uniform Percentage 97.00

Equalized Total Assessed Value 21,491,155

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	35,258	0.16
13500	TOWN - GENERALLY	RPTL 406(1)	1	30,928	0.14
13510	TOWN - CEMETERY LAND	RPTL 446	1	4,021	0.02
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	1	4,330	0.02
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	8	61,323	0.29
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	16	303,148	1.41
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	6	142,221	0.66
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	10	17,923	0.08
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	2	33,522	0.16
41800	PERSONS AGE 65 OR OVER	RPTL 467	2	75,377	0.35
41834	ENHANCED STAR	RPTL 425	42	2,276,025	10.59
41854	BASIC STAR 1999-2000	RPTL 425	77	2,318,413	10.79
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	6	50,010	0.23
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	771,839	3.59
50005	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	773	0.00
Total Exemptions Exclusive of System Exemptions:			174	6,124,338	28.50
Total System Exemptions:			1	773	0.00
Totals:			175	6,125,111	28.50

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: \_\_\_\_\_

## **YOU MAY VOTE ON....**

### **2015-16 BUDGET PROPOSITION**

To adopt the annual budget of the Gouverneur Central School District for the fiscal year 2015-2016 and to authorize the requisite thereof to be raised by taxation on the taxable property of the District \$34,372,530

### **Election of Three Members to the Board of Education**

**Candidates for the Board of Education: (as placed on ballot determined by random drawing)**

**Michael J. McQuade  
Nickolas Ormasen  
Edward C. Siebels  
Lisa Dunkelberg**

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### ***ABSENTEE BALLOT***

If a voter wishes to receive an absentee ballot by mail, a written application must be submitted to Tatia Kennedy, District Clerk by Tuesday, May 12, 2015. If a voter wishes to pick up an absentee ballot personally, the application must be received by the clerk at least one day before the election. Persons designated by the St. Lawrence County Board of Elections as “permanently disabled” pursuant to the provisions of the election law will automatically receive an absentee ballot.

The absentee ballot must be filed with the District Clerk by 4 PM on the day of the vote, Tuesday, May 19, 2015.

### ***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.

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**VOTE: TUESDAY, MAY 19  
1 PM—8 PM  
HIGH SCHOOL AUDITORIUM**

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