

PERU CENTRAL SCHOOL DISTRICT

EDUCATIONAL PLAN AND PROPOSED BUDGET 2012-2013

FOR VOTER CONSIDERATION MAY 15, 2012

AT THE ANNUAL ELECTION & VOTE, NOON UNTIL 9 PM, HIGH SCHOOL GYMNASIUM



BUDGET DEVELOPMENT ROSTER

WINTER/SPRING 2012

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TABLE OF CONTENTS

Budget Development Roster.....	page 2
Table of Contents.....	page 3
Public Service Emphasis for 2012-2013	attachment A
Peru CSD Community Report May 2012 Budget Edition	attachment B
Key Points Regarding the 2012-2013 Budget	attachment C
District Goals for 2012-2013	attachment D
Peru CSD Spring 2012 Budget Questions & Responses	attachment E
Weathering the Storm: Snapshot on America’s Public Schools	attachment F
Peru CSD Snapshot on Expenditures & Revenues	attachment G
Peru CSD Fiscal Accountability Structure.....	attachment H
New York State Fiscal Accountability Report for Peru CSD	attachment I
Q&A on the New York State Property Tax Cap	attachment J
Peru CSD Tax Levy.....	attachment K
Peru CSD Property Tax Rate.....	attachment L
Peru CSD Proposed Budget Revenue Forecasts	attachment M
Peru CSD Proposed Budget Estimated Expenditures	attachment N
Peru CSD Annual Property Tax Report Card	attachment O
Annotated Budget Summary	attachment P
Proposed Budget Plan Detail	attachment Q
Salary Disclosure Statement	attachment R
Superintendent’s One-Page Summary of the Annual Report Card	attachment S
New York State Annual School Report Card on Peru CSD	attachment T

PERU CENTRAL

PUBLIC SERVICE EMPHASIS

FOR 2012-2013

1. Deliver support operations, instructional programs & scheduling of class sections & course sections even more efficiently than 2011-2012, to help sustain instructional programs to the full extent possible, due to a particularly challenging fiscal climate.
2. Expect more of our students, in regard to high expectations for quality of academic schoolwork completed during school hours.
3. Celebrate student & staff success in public fashion.
4. Model the habit of civility through our interactions with Peru CSD colleagues and others we engage with as part of our public service as employees or volunteers.
5. Expect more of ourselves, in regard to using to best advantage whatever time and resources we can put together among ourselves for professional development and continued improvement of programs & services, as part of 'Race to the Top' engagement.
6. Expect more of ourselves, in regard to boosting the percent of lesson time we actively engage students via consistent, thoughtful use of our 'cross-campus toolkit' of practical, proven, research-based instructional strategies.
7. Bolster our efforts to actively engage parents via phone, at home and school.
8. De-clutter our workspaces, our file cabinets and our shelves, as part of de-cluttering our curriculum, our practices and our work lives for now and our future.

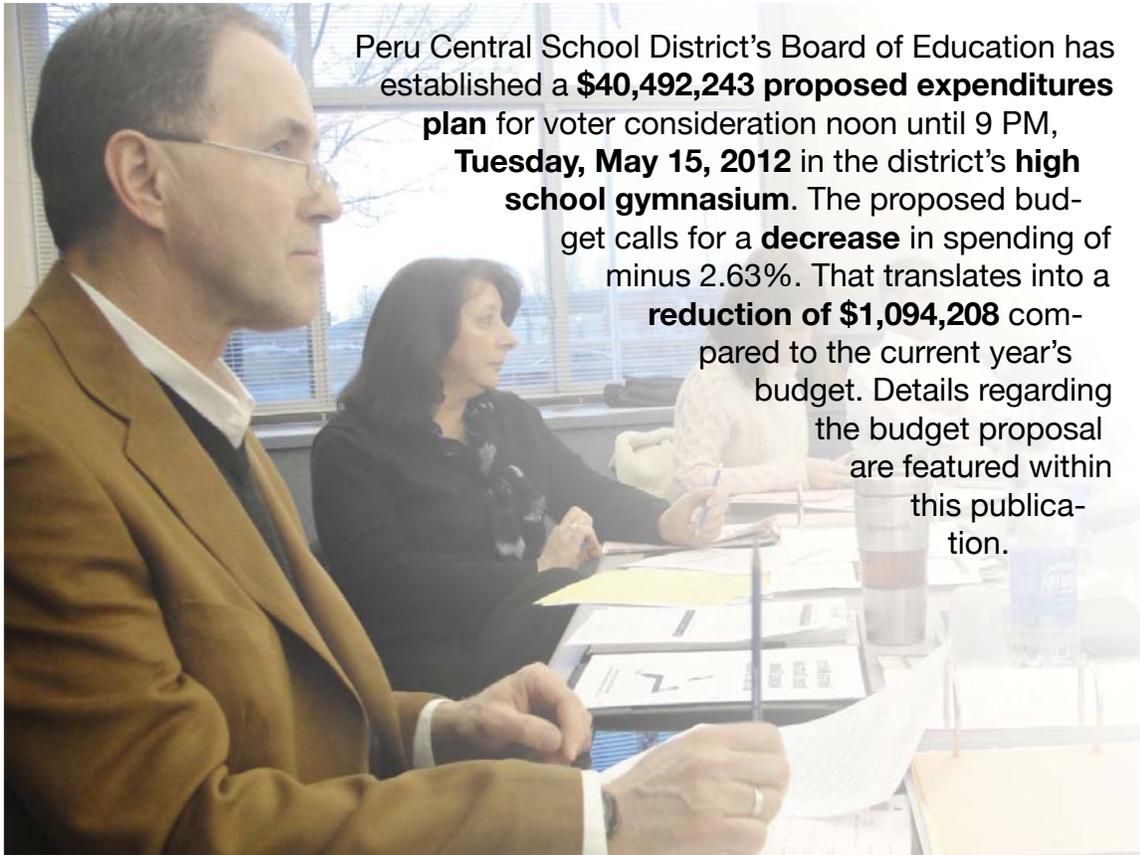
Proposed Budget Slated for May 15, 2012 Vote

Peru Central School District's Board of Education has established a **\$40,492,243 proposed expenditures plan** for voter consideration noon until 9 PM, **Tuesday, May 15, 2012** in the district's **high school gymnasium**. The proposed budget calls for a **decrease** in spending of minus 2.63%. That translates into a **reduction of \$1,094,208** compared to the current year's budget. Details regarding the budget proposal are featured within this publication.

Budget Vote & School Board Election
Tuesday, May 15th

Peru Central High School Gymnasium

12-9 p.m.



School Board President Rod Driscoll, above, will retire this year after 10 years of public service. Most of that time has been spent as board president.

\$1.05M in Budget Cuts & Reductions

The range of instructional programs and support services provided on campus this school year will be sustained into next school year, in a more cost-efficient manner in order to provide such programs and services with fewer district employees July 1st

forward.

Roughly \$1,050,600 in cost reductions were enacted by the Board as a result of the winter/spring budget development process. Cost reductions for July 1st forward are distributed

Please Turn to Page 2

Also in this issue

Proposed 2012-13 Budget	2
Estimated Tax Increases.....	2
Return on Investment.....	3
Budget Hearing Information	4

\$1.05M in Budget Cuts & Reductions

From Page 1

across all support operations, instructional program areas. Examples of cost reductions slated for July 1st forward:

1. Employ one less Assistant Principal, via attrition.
2. Employ one less operations supervisor, via retirement.
3. Further reduce the number of school bus runs, thereby employing fewer drivers.

4. Increase class sizes closer to statewide averages at the high school, thereby requiring fewer class sections and somewhat reduced staffing for each content area.
5. Decrease the current roster of 47 grades K-6 class sections by three, resulting in 44 grades K-6 elementary grades class sections, thereby requiring three fewer K-6 teachers.

6. Further reduce the number of clerical positions and buildings & grounds positions.
7. Further reduce special education expenditures across campus.

The scope of cost reductions for July 1st includes eleven (11) full-time positions and three part-time positions. In addition, at least nine full-time positions will be reduced to part-time positions. Some of these job reductions will be through retirement of long-serving employees.

Estimated School Tax Bill Increase

Assessed Value of Home	Enhanced STAR	Basic STAR
\$200,000	\$72.80	\$88.60
\$150,000	\$46.80	\$62.40
\$100,000	\$20.80	\$36.40
\$80,000	\$10.40	\$26.00

Based on the state budget plan enacted by the Governor and Legislature, the school board estimates a 2.84% increase of the school district's total property tax levy for 2012-2013. The proposal calls for an estimated tax rate increase of 2.84%, from \$18.29 to \$18.81 per assessed

\$1,000 of property value. The adoption of this budget requires a tax levy increase equal to the statutory tax levy increase limit of this fiscal year and therefore does not exceed the state tax cap and must be approved by a simple majority of the qualified voters present and voting.

Providing the Community With A Solid Return on Investment

Peru Central intends to continue our focus on balancing student needs within budgetary constraints, and providing the community with good 'return on investment.' Next school year, reflecting employee and other stakeholder suggestions, the school district will continue:

- Delivering support operations, instructional programs & scheduling of class sections & course sections even more efficiently, to help sustain instructional programs to the full extent possible, in the face of diminishing revenues and an annual property tax cap threshold.
- Expecting more of our students, in regard to quality of academic schoolwork completed during school hours.
- Celebrating student & staff success.
- Using whatever time and resources we can put together among ourselves for professional development and continued improvement of programs & services.



Pictured are the Top 10 percent of the 2012 graduating class, as measured by grade point average. These students are slated for county-wide recognition and Peru school board recognition this spring, prior to graduation.

- Boosting the percent of lesson time we actively engage students via consistent, thoughtful use of our 'cross-campus toolkit' of practical, proven, research-based instructional strategies.
- Bolstering our efforts to actively engage parents via phone, at home and school.
- Implementing new federal & state mandates for annual teacher and Principal evaluation.
- Sustaining Peru Central's emphasis on student achievement & continuous improvement.

EXCEL Capital Project Budget & General Fund Budget

Funding for voter-authorized capital projects must be kept separate and apart from general operating monies that fund instructional programs and associated personnel. Peru Central can't transfer & use capital project state aid for day-to-day expenditures.



Details regarding the proposed budget are available at the district clerk's office at 643-6002, the school district's Web site at www.perucsd.org and at school offices.

Annual Budget Hearing Tuesday, May 8, 2012 7 p.m., Community Room

Details on the proposed budget are available via school offices, the district clerk's office at 643-6002 and the school district's Web site at www.perucsd.org.



COMMUNITY REPORT

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Randolph B. Sapp

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Mrs. Donna LaRocque, VP
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Key Points

Regarding the 2012-2013 Budget

Function or Program	2012-2013 School Year Planning and Forecast
Reduced Costs & Expenditures	Planned \$1.05M of reduced costs & expenditures July 1 st forward
Sustain Advanced HS Courses	By following through on each of the key points highlighted below
Sustain Extra-Curricular Activities	By following through on each of the key points highlighted below
Ingenuity in the Face of Adversity	Provide solid programs during this time of diminished revenues
Public Service	Emphasize the importance of public service role
Class Sizes Across Campus	Modestly increase class sizes as whenever feasible & suitable
Extra-Curricular & Athletics	All such student activities to be trimmed to the extent feasible
Instructional Programs	Continue increasing cost efficiency so as to sustain programs
Attrition	Preferred method of reduced employment, over layoff method
Particular Courses & Programs	All programs sustained, all programs even more efficient
Support Operations	All key support operations sustained, all operations are trimmed

Thank you!



A. Paul Scott, Interim Superintendent of Schools

PERU CENTRAL SCHOOL DISTRICT

2012-2013 DISTRICT GOALS

1. Continuing to strengthen student achievement and instructional programs.

- 1.1. Continue moving ahead with the Peru CSD 'Race to the Top' scope of work to advance student achievement, advance professional practice and update staff evaluation protocols.
- 1.2. Continue the progress evident in recent years with increasing the graduation rate.
- 1.3. Actively promote expanded high school student engagement with our SUNY dual-enrollment academic partnership with Clinton Community College as part of this region's 'cradle to career' constellation of inter-agency partnerships to promote student success.
- 1.4. Re-establish the monthly set of public reports from student club presidents & officers.

2. Updating school procedures and practices to reflect increased expectations among stakeholders for accountability and service, in consultation with those who will implement such practices.

- 2.1. Engage with first-year implementation of the state-mandated 'Dignity for All Students' Act.
- 2.2. Commission each school's shared decision making committee with focusing collective school-based efforts among stakeholders at least two student achievement goals and at least two conduct goals for the 2012-2013 school year.
- 2.3. Engage the governing team [Board and new Superintendent of Schools] in fall 2012 strategic examination of the Peru CSD policy handbook's key policies in section 1000 [community relations], 2000 [governance], 3000 [administration] and 4000 [instruction].

3. Providing quality support services as necessary to meet the district's mission and to maintain good stewardship of district facilities and grounds.

- 3.1. Complete by October 2012 the grades cross-campus renovations & modernization within the scope of the voter-approved EXCEL capital project.
- 3.2. Move ahead with various information technology plan priorities, including a revised Web site home page to encourage & support school community use of the Peru CSD Web site.

4. Ensuring fiscal responsibility and cost-effectiveness associated with expenditure of funds to support the goals above.

- 4.1. Sustain the school district's multi-year approach to budgeting and continuous improvement.
- 4.2. Engage with other area Boards of Education and this region's BOCES to move ahead with regional discussions on public education's future in the Champlain Valley region.

PERU CSD MAY 2012

BUDGET QUESTIONS & RESPONSES

To: Interested Employees & Residents of Peru Central School District

From: A. Paul Scott, Interim Superintendent of Schools

The school district receives many questions regarding budget development and prospective budget reduction plans. This set of 'budget questions and responses' provides responses to some of the more common questions received.

Does New York State provide school districts with a viable option for a four-day school week?

No. State aid is based on a 180-day school calendar. Also, regional career-technical education programs and regional special education programs are scheduled in this region on a five-day per week basis.

Lots of suggestions were offered this year and last year. Does the district consider those suggestions?

Yes. Suggestions received are examined and considered, as part of budget development. Some suggestions will almost certainly be implemented. Other suggestions may be impractical or would be more costly than our current methods. **Example:** Transporting all students to and from school on a single bus run in prior years would certainly have required more school buses, and would result in many of our 'full time' school bus driver positions being cut to 'part-time' bus driver positions. The cost of adding more school buses to our fleet, coupled with the associated increases in school bus maintenance budgets, along with the likely shortage of available part-time bus drivers had made that suggestion impractical. It's normal in rural school districts of our size to have multiple bus runs. That's a more efficient method than having all students transported on a 'single run' basis.

However, recent changes in State Education Department guidelines for how school districts should structure school bus routing transportation resulted in the school board commissioning a state-aided comprehensive study of transportation services at Peru CSD. The school district expects to receive the study results and recommendations sometime during May or June 2012. How the school district goes about establishing bus runs September 2012 forward may change as a result of that comprehensive study of transportation services. The intent of the study is to determine how transportation can be provided even more cost efficiently, in a safe manner.

Why is this an exceptionally difficult budget year for school districts?

We're still impacted by the after-effects of the 'Great Recession', which was the worst overall decline in the economy at the national & state levels since the Great Depression.

In addition, the recovery from this recessionary period has been – and is forecasted to continue being – relatively 'jobless', particularly for local governments and essential public services such as public education, emergency services and law enforcement, when compared with recessions of the 20th Century.

Federal stimulus monies were used the past three years to help 'prop up' state budgets across the nation. Those stimulus monies are mostly spent. The near-term future for the nation's states is formidable: A few years ahead of reduced state revenues, at the very time when demand for public services is increasing [unemployment insurance, health care funding, public education and higher education].

For rural school districts like Peru Central, the lion's share of revenues is in the form of state aid. When Albany freezes or cuts state aid, Peru Central has a more difficult budget year than normal. It's expected state aid will be exceptionally scarce for the coming school years.

Additional evidence of state aid scarcity is found in an April 20th New York State Education Department memorandum that included the following two statements regarding financial forecasts for New York State public education:

1. There is strong evidence that the financial crisis facing school districts will not be alleviated to any significant degree in the future.
2. Many of our school districts may have difficulty meeting financial obligations and will risk cutting programs and personnel to the point of not being able to provide a sound, basic education to our students.

Does Peru CSD look at each and every budget item, in addition to reducing employment?

Yes. Peru CSD examines each and every budget – on a regular basis. During the past several school years, Peru CSD has reduced expenditures across all programs and support services. Overall, Peru CSD has reduced planned expenditures by several millions of dollars since year 2009, which includes the \$1.05M of cost reductions slated for July 1, 2012 forward. That's part of striving to stretch every available dollar, and operating even more efficiently.

Did the school district ask for cost reductions and operations efficiency suggestions?

Yes. In fact, during February 2010, February 2011, and yet again winter 2012, Peru CSD employees and various other school community members contributed dozens of ideas focused on consolidating, streamlining and operating even more efficiently.

Many district employees and various other members of the school community submitted ideas via the voluntary stakeholder budget suggestions survey process.

What are those cost reductions?

Well over 150 different suggestions have been received across the past three years. In short, suggestions have included reducing staffing whenever possible, cutting back on overtime, consolidating bus runs, increasing class size and many dozens of other suggestions.

Does the district have guidelines for class size?

Yes. Our collective bargaining agreement specifies average class sizes for each of the elementary grade levels, and for each of the subject areas in middle school and in high school. Generally, particularly in the primary grades, we do not maximize average class sizes.

The school district and the faculty association agreed years ago on maximum average class sizes as follows:

Grade Level	Average Class Size	Grade Level	Average Class Size
Kindergarten	22.9	Grades 7	22
Grade 1	23.9	Grade 8	22
Grade 2	24.9	7-8 Art, Health, Music	26
Grade 3	24.9	Most English & Social Studies	26
Grade 4	24.9	Most Math & Science	26
Grade 5	26.9	Art, Music and Business	26
Grade 6	26.9	Industrial Technology	20

The school district will continue to use attrition as the preferred method for moving ahead with any staffing reductions, to the extent there is sufficient attrition to do so. It's anticipated the scope of cost reductions for July 1st forward will be beyond the reductions available exclusively via attrition.

Are other New York State public school districts making budget reductions similar to what Peru CSD has taken action on this budget season?

Yes, particularly among the state's less wealthy school districts and rural school districts. Nationally, almost every one of the nation's fifty states face substantial revenue shortages for public education.

Most school districts nationwide are facing a tough budget season this year, and likely the next several school years, too.

What are examples of non-mandated classes/programs K-12?

- A. Kindergarten is not mandated. Neither are athletics or after-school clubs.
- B. Information technology instruction is non-mandatory, although use of such technology is imbedded in state standards and core curricula.
- C. Dual-credit coursework via academic partnerships with Clinton Community College, Advanced Placement [AP] courses, advanced science classes, advanced math classes, business education classes, the Model UN class section, advanced LOTE classes such as

French 5 and Spanish 5, art electives such as sculpture or photography, are non-mandatory yet typical of what has been customary at Peru Central and other public school districts, regionally, statewide and nationally.

To paraphrase what one former State Legislator said to me five or six years ago:

*'New York State has not mandated what communities **would** choose on their own, it mandates what communities **might not** choose to provide on their own.'*

Why does the district office provide residents who come to budget development meetings with extensive print copies of the documents associated with the agenda?

To advance the interests of open access to updated information for residents who choose to attend, offer comment and otherwise engage with the school board's public session budget development process. Such an open access approach was piloted in 2005, in cooperation with the school board. The extent of such open access has been expanded each year since. The school board and administration appreciate the encouraging comments from school community members regarding this open access initiative.

Did the school district reduce administrative staffing?

Yes. One administrative position is eliminated as of July 1st forward. Also, last school year, one of the administrative positions was reduced from full-time to part-time, similar to what is being done with some teaching positions. The school district needs to consider any and all potential cost reductions for our programs and support services. All positions and functions are 'on the line', as part of diligently considering cost reductions. When Peru CSD benchmarked our school district with our nearby school districts, here are the facts we discovered:

- A. Peru CSD continues to have the largest student enrollment of any school district in our BOCES region.
- B. Peru CSD continues to have the leanest administrative staffing pattern among our bordering school districts enrolling more than 1,500 students, based on the number of administrators and based on administrator-to-student ratio. That number **includes** the Superintendent of Schools and the School Business Administrator.

How do I get additional information regarding budget matters at Peru CSD?

The school district publishes a community report twice per year. In addition, there's extensive information available via the school district's Web site at www.perucsd.org.

Peru Central School District

Weathering the Storm: America's Public Schools and the Recession



The American Association of School Administrators [AASA] is the national-level professional association of school superintendents.

During March 2012, the AASA published the results of a February 2012 national survey of how the Great Recession impacted on current school year budgets and spending, and the forecast for next school year. That survey engaged 528 public school districts across the nation. AASA reports that while national economic indicators demonstrate the recession ended, the reality is that public school districts “continue to feel the effects of the longest recession in our nation’s history.” AASA reports that the impending across-the-board cuts [9.1%] within the federal budget would decimate and significantly undermine what fragile economic stability has recently been reported at the state and local level. The cuts mentioned by AASA stem from last summer’s Budget Control Act, which among other things created a joint Congressional Committee tasked with identifying \$1.2 trillion in savings over ten years.

AASA stated that the results of this year’s survey demonstrate that school administrators across the nation remain committed to providing the best educational opportunities they can, given limited available resources. AASA stated this report “illustrates that the economic recovery taking hold at the federal level has yet to resonate as loudly at the state and local level.”

AASA reported this study made evident that school administrators support Congress taking action to avoid the blunt action of automatic, across-the-board cuts. Nationwide, the two rounds of one-time ‘stimulus’ monies enacted by the federal government, ARRA monies and Education Jobs Act monies, will come to an end this school year. That is what is causing a “funding cliff” for America’s public school districts in 2012-2013.

Two tables summarizing various data from the AASA report are attached. Thanks!

May 2012 by A. Paul Scott, Interim Superintendent of Schools

Table 1: Categories of Reduced Employment: Percent of Districts Nationwide

Category	2010-2011	2011-2012	2012-2013*	Reduced at Peru CSD 2010, 2011 or 2012?
Teacher Aides & Assistants	49.1%	51.0%	35.8%	<input checked="" type="checkbox"/>
Core Subject Classroom Teachers	45.7%	40.9%	35.6%	<input checked="" type="checkbox"/>
Buildings & Transportation Staff	37.3%	33.4%	23.5%	<input checked="" type="checkbox"/>
Administration	31.9%	27.0%	22.2%	<input checked="" type="checkbox"/>
Art, Music, Phys. Ed. Teachers	23.8%	25.3%	17.4%	<input checked="" type="checkbox"/>
Clerical Staff	18.2%	18.6%	14.6%	<input checked="" type="checkbox"/>
Library Media Specialists	16.8%	14.3%	10.4%	<input checked="" type="checkbox"/>
Special Education Teachers	15.3%	12.0%	9.5%	<input checked="" type="checkbox"/>
Foreign Language Teachers	11.3%	12.7%	8.1%	<input checked="" type="checkbox"/>
Nurses	8.4%	9.8%	4.9%	

* This column refers to the percent of districts forecasting reduced employment. More than three-quarters [81.4%] of the school districts responding to the February 2012 survey described their district as inadequately funded. 65.5% of the school districts forecasted reductions in force [eliminating positions] for 2012-2013.

Table 2: Categories of Forecasted Budget Cuts: Percent of Districts Nationwide

Category	
Reduced support personnel positions for 2012-2013 school year	58%
Increased class sizes for the 2012-2013 school year	57.2%
Deferred school maintenance for the 2012-2013 school year	55.5%
Reduced instructional materials for the 2012-2013 school year	54%
Field Trips Eliminated for the 2012-2013 school year	43.2%
Reduced extra-curricular activities for the 2012-2013 school year	39.4%
New transportation efficiencies for the 2012-2013 school year	38.4%

PERU CENTRAL SCHOOL DISTRICT

SPRING 2012 SNAPSHOT ON EXPENDITURES & REVENUES

1990's – Air base closure and phase-out of federal impact aid reduce revenues.

2001 – Consolidation of all programs and operations on our central campus, along with reductions in staffing, programs and operations.

2002 THRU 2005 – Multi-year statewide fiscal storm. State aid share of costs erodes annually. Programs, services and employment are trimmed annually. A streamlined and strengthened 'core' of programs and services remains. NYSSBA longer-term finance study of Peru CSD is authorized, examined and becomes a reference tool.

2006 THRU MAY 2012: Peru CSD 'stays the course' with a multi-year balanced approach to revenues and expenditures, in keeping with recommendations of the NYS School Boards Association's fall 2004 longer-term finance study of Peru CSD. This strategy has been yielding a more stable fiscal climate for students, residents, programs and services.

K-12 PROGRAMS AND SERVICES

[1] Peru CSD continues to compare favorably with bordering school districts in regard to fiscal accountability, as evidenced in annual benchmarking studies. Top priorities for programs, support services and continuous improvement are the focus throughout each year's budget cycle. All programs and services are examined thoughtfully by administration and the school board with an eye toward program effectiveness and efficiency, increased student success and conduct, enhanced efficiency of day-to-day support operations, and more effectively promoting a safe, secure learning environment.

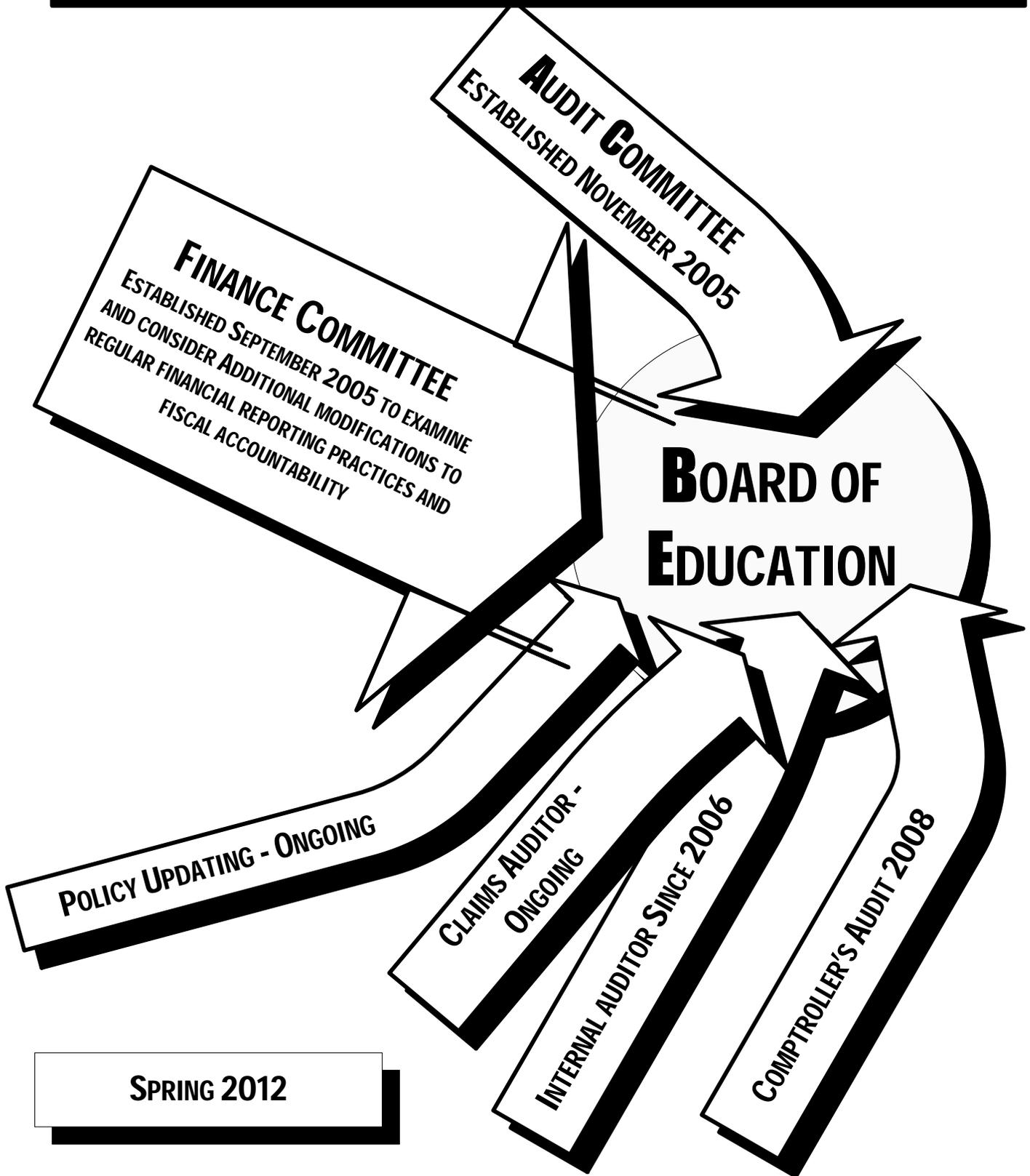
[2] The relatively 'jobless' economic recovery from the Great Recession we're experiencing nationally and statewide is a reason why the Board of Education and the administration are focused on sustaining Peru CSD's multi-year approach to revenues and expenditures.

[3] Federal and state reports make very clear the increasing importance of strong public education programs to the future of our nation, our children, our community, our regional economy, and the region's workforce development initiatives.

[4] Peru CSD intends to 'stay the course' with our conservative approach to budgeting revenues and our conservative approach to budgeting expenditures. That's intended to better position our school district & our taxpayers to continue 'weathering the storm' associated with this period of extraordinary fiscal adversity.

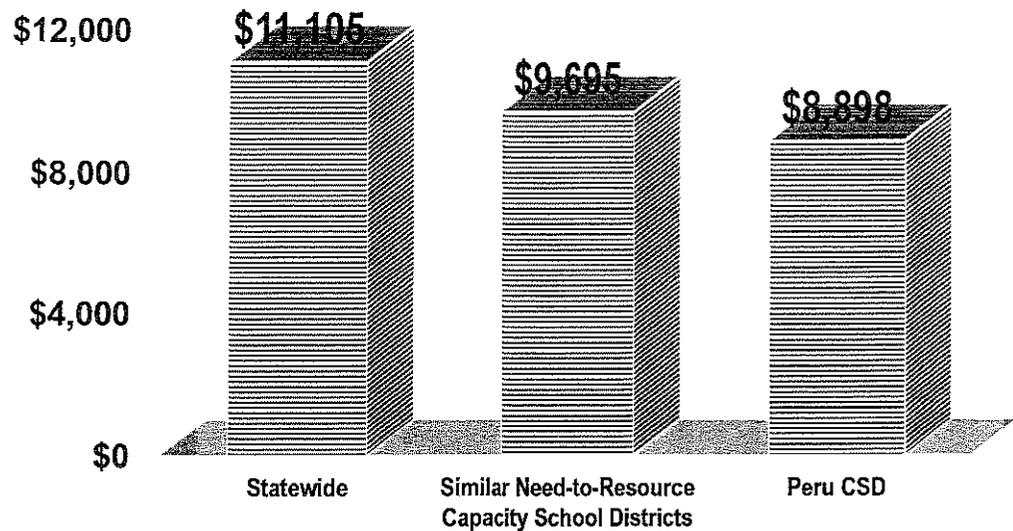
PERU CENTRAL SCHOOL DISTRICT

FISCAL ACCOUNTABILITY STRUCTURE



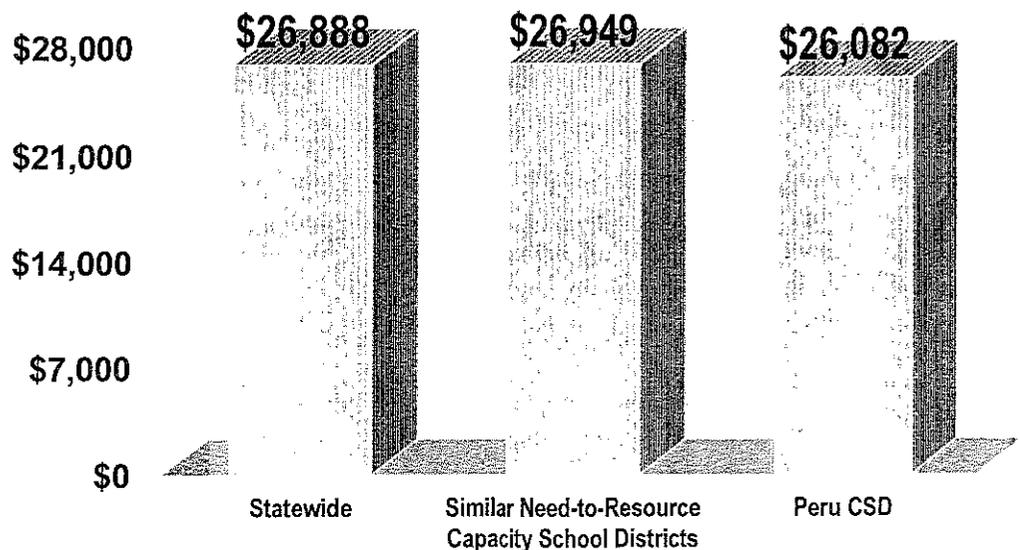
SPRING 2012

NYS 2012 Fiscal Accountability Report: General Education Per Pupil Spending



State's 2012 report uses state-wide data from the 2009-2010 school year.

NYS 2012 Fiscal Accountability Report: Special Education Per Pupil Spending



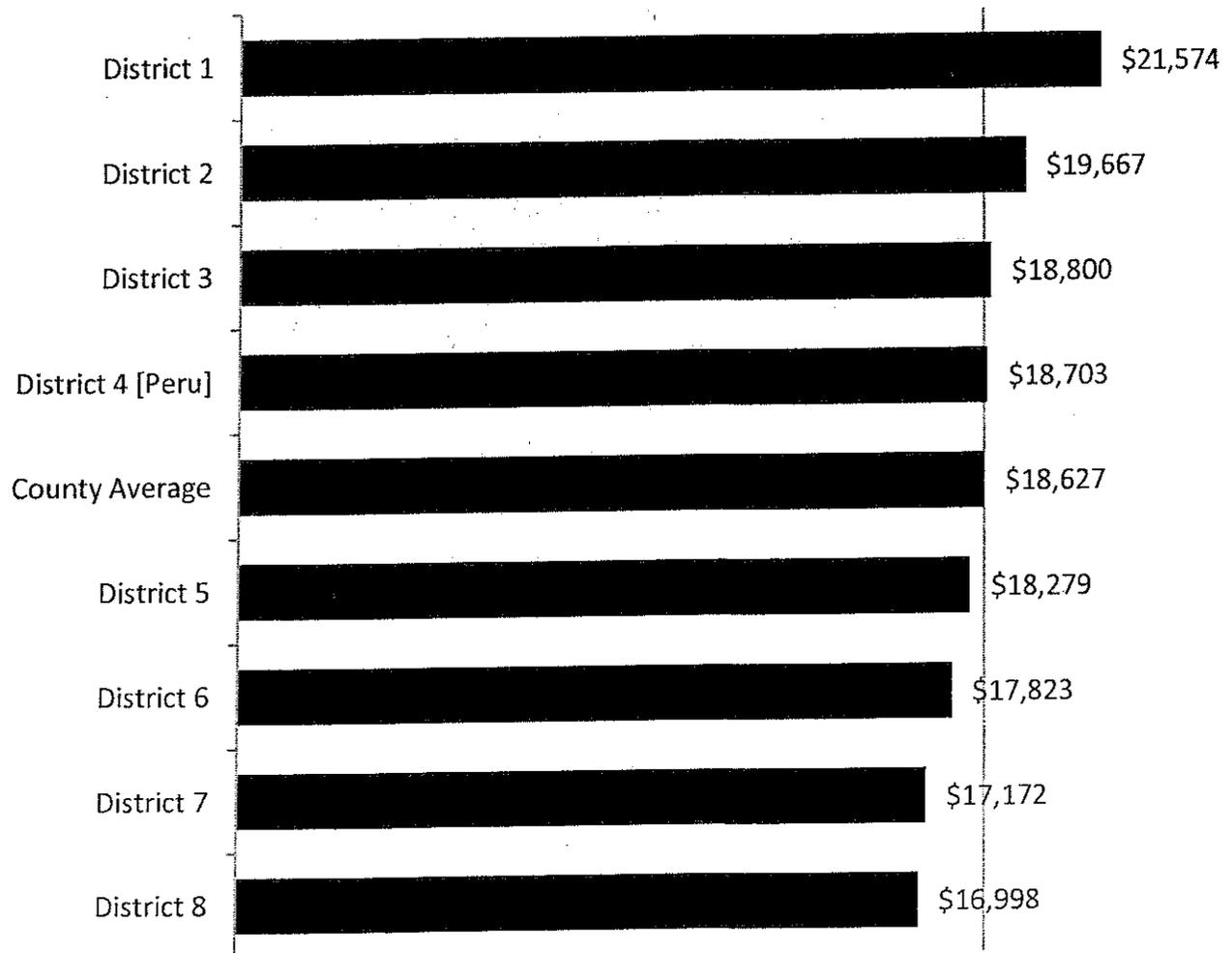
State's 2012 report uses state-wide data from the 2009-2010 school year.

Total Expenditures Per Student Clinton County School Districts

March 27, 2012 NYSED School Report Card Fiscal Accountability Supplement
Snapshot Summary by A. Paul Scott, Interim Superintendent, Peru CSD

Includes Transportation, Debt Service and District-Level Administration
NYSED's 2012 Report Card Uses 2009-2010 Expenditures Data

The eight public school districts in Clinton County enroll roughly 11,235 students. District enrollment in those eight school districts ranges from a low of roughly 470 students at Chazy Rural School to roughly 2,000 students at Peru Central School District. Peru CSD [district 4 below] is at the county-wide mid-point of per-student total expenditures.



The New York State School Report Card Fiscal Accountability Supplement for Peru Central School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. The regulations require that certain expenditure ratios for general education and special education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

2009-2010 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$18,934,829	\$9,337,486
	Pupils	2,128	358
	Expenditures Per Pupil	\$8,898	\$26,082
Similar District Group	Instructional Expenditures	\$7,931,685,291	\$3,040,144,023
	Pupils	818,103	112,811
	Expenditures Per Pupil	\$9,695	\$26,949
Total of All School Districts in NY State	Instructional Expenditures	\$30,088,158,593	\$11,362,166,093
	Pupils	2,709,505	422,576
	Expenditures Per Pupil	\$11,105	\$26,888
Similar District Group Description: Average Need/Resource Capacity			

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

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

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

The pupil count for Special Education is a count of K-12 students with disabilities for the 2009-10 school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements, and out-of-state placements are included.

Instructional Expenditures Per Pupil is the simple arithmetic ratio of Instructional Expenditures to Pupils. The total cost of instruction for students with disabilities may include both general and special education expenditures. Special education services provided in the general education classroom may benefit students not classified as having disabilities.

2009-2010 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Total Expenditures Per Pupil	\$18,703	\$18,262	\$19,921

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

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

The New York State School Report Card Information about Students with Disabilities for Peru Central School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. The regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

Student Counts as of October 6, 2010	This School District		Similar District Group	Total of All School Districts in NY State
Student Placement -- Percent of Time Inside Regular Classroom	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
80% or more	197	63.8%	57.3%	56.2%
40% to 79%	47	15.2%	19.8%	11.9%
Less than 40%	62	20.1%	16.8%	23.0%
Separate Settings	1	0.3%	3.8%	6.0%
Other Settings	2	0.6%	2.3%	2.9%

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on October 6, 2010. The percentages represent the amount of time students with disabilities are in general education class-rooms, regardless of the amount and cost of special education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

School-age Students with Disabilities Classification Rate

2010-11 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	14.1%	12.3%	13.0%

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

Similar District Group Description: Average Need/Resource Capacity

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

Q&A:

The Property Tax Cap

Although New York State now has what is commonly called a “2 percent property tax cap,” the law does not necessarily restrict proposed tax levy increases to 2 percent. Rather, its main purpose is to determine the level of voter support that is needed for a school budget to pass.

The New York State School Boards Association has provided the answers to some FAQs to help explain the tax cap law.

Q: Does the tax cap mean my annual property tax can't increase more than 2 percent?

A: Not necessarily. New York's property tax cap law establishes a tax levy limit for each school district. The tax levy limit allows school districts to increase their property tax levy from one year to the next by 2 percent or the rate of inflation, whichever is less, based on a multi-step formula. School districts are then allowed to take certain exemptions that may boost their tax levy limits to more than 2 percent or the inflation rate.

If a school district's proposed tax levy increase is within its limit, a simple majority of voters is needed for budget approval. If a school district's proposed tax levy increase exceeds the tax levy limit, a supermajority of voters – 60 percent or more – would be required for budget passage.

Q: What may school districts exempt from their tax levy limit?

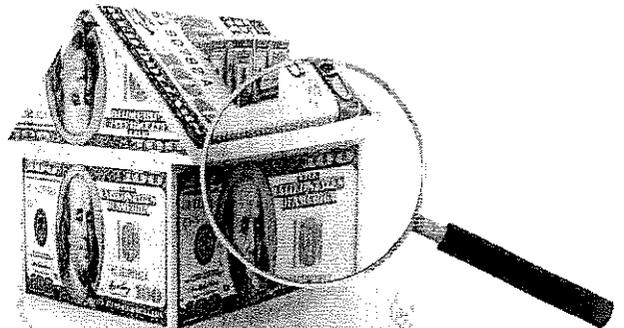
A: There are a limited number of specific exemptions to the tax cap that school districts may take. They include growth in “brick and mortar” development that increases the value of a school district's full taxable property, contributions toward employee pensions above a certain amount, expenditures for some court orders, and the local portion of capital expenditures.

Q: Does the tax levy indicate how much my taxes will rise?

A: No. The tax levy is the amount of money the school district can raise through property taxes. The amount an individual will pay to contribute to the levied amount is the tax rate. Tax rates paid by individual taxpayers may differ greatly from one household to another, based on such things as equalization rates and assessed property values, and may exceed 2 percent.

Q: What if voters reject the proposed tax levy?

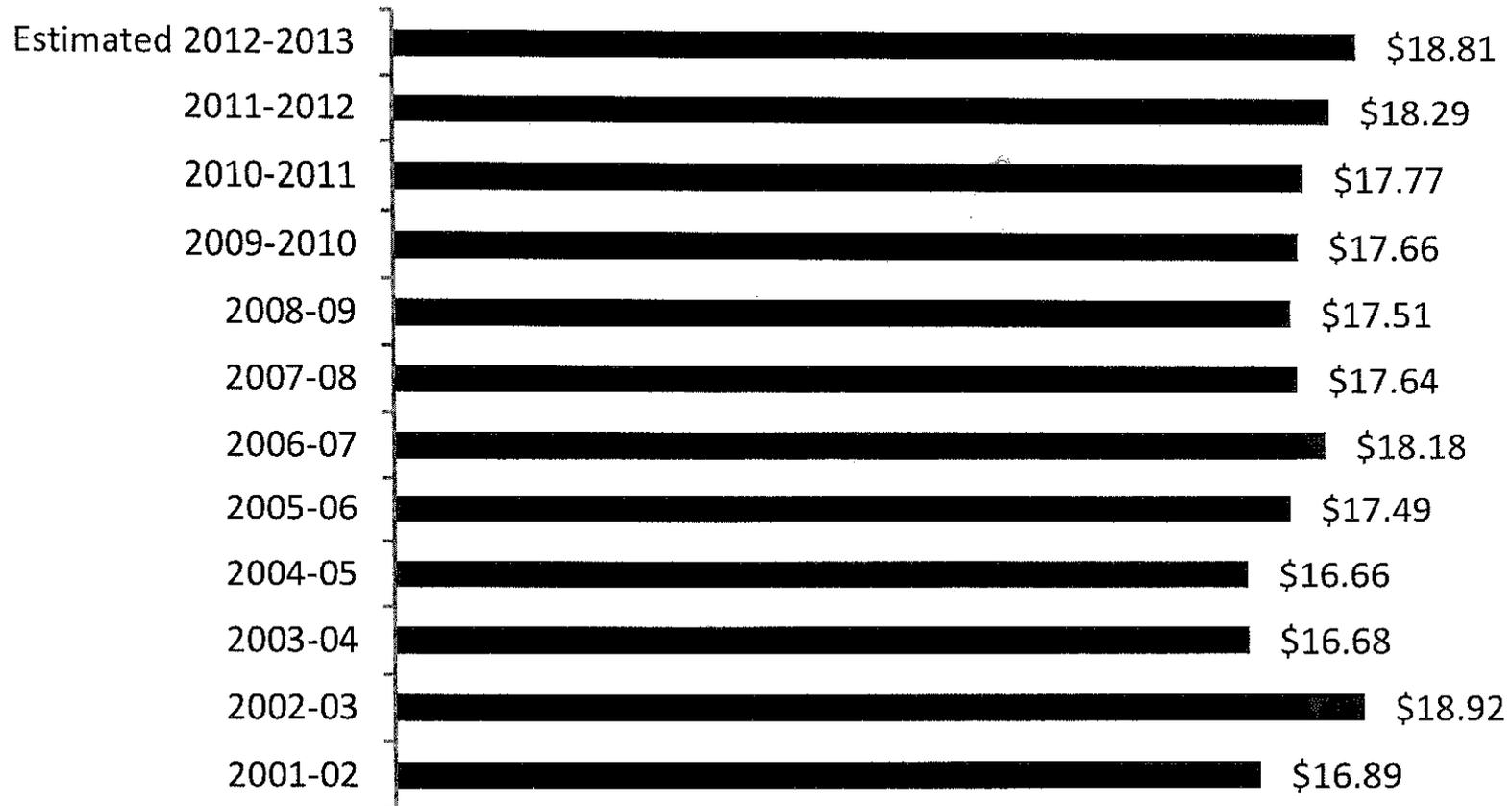
A: If voters in the district reject the proposed budget, the school board may put up the same or a revised budget for a second vote, or adopt a contingency budget with a tax levy no greater than what was levied the previous year. If voters reject the spending plan twice, schools must adopt a budget with the same tax levy as the prior year – essentially a zero percent cap.



Peru CSD Tax Levy Chart of May 1, 2012



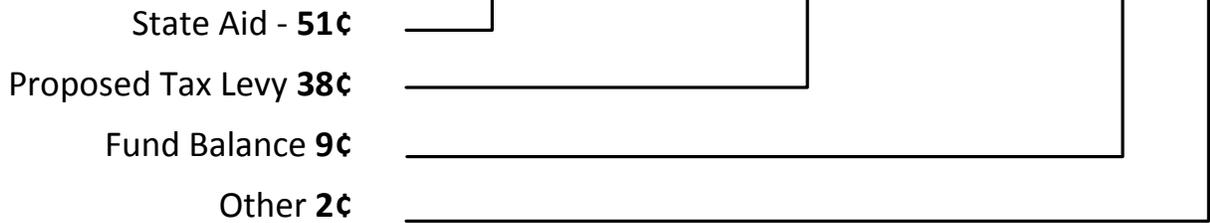
Peru CSD Tax Rates Chart of May 1, 2012



PERU CENTRAL SCHOOL DISTRICT

MAY 2012 PROPOSED BUDGET

REVENUE FORECASTS



Peru CSD credits the St. Louis, Missouri Public School District's 2003-2004 annual report for the design concept associated with this chart, rather than the customary 'pie charts' associated with expenditures & revenues.

Proposed 2012-13 Revenue

	Budget 2009-10	Actual 2010-11 Budget	Actual 2011-12 Budget	Proposed 2012-13 Budget	% Chg		
Real Property Taxes & Tax Items							
1	Real Property Tax Levy	\$14,006,759	\$14,489,598	\$15,009,858	\$15,436,620	2.84%	1
2	Other Payments in Lieu of Taxes	\$225,300	\$275,300	\$177,800	\$28,000	-84.25%	2
3	Interest & Penalties	\$4,000	\$4,000	\$4,000	\$4,000	0.00%	3
4		\$14,236,059	\$14,768,898	\$15,191,658	\$15,468,620	1.82%	4
Charges for Services							
6	Admissions	\$10,000	\$10,000	\$10,000	\$10,000	0.00%	6
7		\$10,000	\$10,000	\$10,000	\$10,000	0.00%	7
8							8
9	Other Districts & Governments						9
10	Tuitions - Other Districts	\$25,000	\$25,000	\$25,000	\$25,000	0.00%	10
11	Health Services - Other Districts	\$75,000	\$75,000	\$75,000	\$75,000	0.00%	11
12	Transportation for BOCES	\$100,000	\$100,000	\$100,000	\$0	-100.00%	12
13	Youth Services, Other Governments	\$5,800	\$5,800	\$5,800	\$5,800	0.00%	13
14		\$205,800	\$205,800	\$205,800	\$105,800	-48.59%	14
15							15
Use of Money and Property							
17	Interest and Earnings	\$200,000	\$200,000	\$100,000	\$75,000	-25.00%	17
18	Rental of Real Property	\$200,000	\$200,000	\$100,000	\$75,000	-25.00%	18
19							19
Sale of Property & Compensation for Loss							
21	Sale of Scrap and Excess Materials	\$500	\$500	\$500	\$500	0.00%	21
22	Sale of Transportation Equipment						22
23	Insurance Recoveries	\$7,500	\$7,500	\$7,500	\$7,500	0.00%	23
24		\$8,000	\$8,000	\$8,000	\$8,000	0.00%	24
25							25
Miscellaneous							
27	Refund of Prior Year Expenses	\$150,000	\$150,000	\$150,000	\$150,000	0.00%	27
28	Gifts and Donations	\$6,000	\$6,000	\$6,000	\$6,000	0.00%	28
29	Other	\$250,000	\$250,000	\$250,000	\$250,000	0.00%	29
30		\$406,000	\$406,000	\$406,000	\$406,000	0.00%	30
31							31
Interfund							
32		\$18,000	\$18,000	\$18,000	\$18,000	0.00%	32
33		\$18,000	\$18,000	\$18,000	\$18,000	0.00%	33
34							34
State Aid							
36	Basic Formula						36
37	Foundation	\$16,290,799	\$16,290,799	\$16,290,799	\$16,388,543	0.60%	37
38	Building	\$3,017,494	\$3,246,164	\$4,119,312	\$3,700,277	-10.17%	38
39	Excess Cost						39
40	Private/High Cost	\$475,900	\$482,777	\$742,670	\$777,727	4.72%	40
41	BOCES	\$1,070,130	\$1,171,591	\$1,166,013	\$1,070,781	-8.17%	41
42	Sound Basic						42
43	Textbook						43
44	Software,Library,Textbook	\$185,391	\$177,731	\$171,202	\$168,208	-1.75%	44
45	Computer	\$44,869	\$43,414	\$40,745	\$39,371	-3.37%	45
46	Transportation	\$2,028,180	\$2,036,866	\$2,074,791	\$2,094,672	0.96%	46
47	Other	\$2,222	\$2,222	\$2,222	\$2,222	0.00%	47
48	Additional State Aid - Job Stabilization Funds		\$37,176	\$842,275	\$0	-100.00%	48
49	GAP Elimination Adjustment Restoration		\$0	\$130,893	\$168,636	28.84%	49
50	GAP Elimination Adjustment		-\$2,044,001	-\$4,308,897	-\$3,859,614	-10.43%	50
51		\$23,114,985	\$21,444,739	\$21,272,025	\$20,550,823	-3.39%	51
52							52
Federal Aid							
54	Medicaid Assistance	\$150,000	\$200,000	\$150,000	\$150,000	0.00%	54
55		\$150,000	\$200,000	\$150,000	\$150,000	0.00%	55
56							56
Appropriated Fund Balance							
58	Employee Benefit Reserve Fund			\$500,000	\$500,000	0.00%	58
59	Appropriated Fund Balance	\$3,799,719	\$5,089,676	\$3,724,968	\$3,000,000	-19.46%	59
60		\$3,799,719	\$5,089,676	\$4,224,968	\$3,500,000	-17.16%	60
61							61
Interfund Transfer							
63	Interfund Transfer - Debt Service				\$200,000		63
64							64
65							65
66	Total Revenue	\$42,148,563	\$42,351,113	\$41,586,451	\$40,492,243	-2.63%	66

PERU CENTRAL SCHOOL DISTRICT

MAY 2012 PROPOSED BUDGET

ESTIMATED EXPENDITURES



Program Budget – 73%
 Capital Budget – 18%
 Administrative Budget – 9%

PROGRAM	CAPITAL	ADMINISTRATIVE
Includes materials, supplies and staffing costs for instructional programs.	Includes debt service, tax bill adjustments due to county or court proceedings, maintenance, construction, and improvement of school buildings & grounds.	Includes all business office and district office functions, and staffing costs of administrators and supervisors.

Peru CSD credits the St. Louis, Missouri Public School District's 2003-2004 annual report for the design concept associated with this chart, rather than the customary 'pie charts' associated with expenditures & revenues.

Peru Central School District 2012-13 Property Tax Report Card

Peru Central School District

School District Contact Person: Randolph B. Sapp

School District Telephone Number: 518-643-6004

	Budgeted 2011-12 (A)	Proposed Budget 2012-13 (B)	Percent Change (C)
Total Proposed Spending	41,586,451	40,492,243	-2.63%
School Tax Levy Limit ¹		15,414,892	
Permissible Exclusions to the School Tax Levy Limit ¹		21,728	
Proposed School Year Tax Levy (not including Permissible Exclusions to the School Tax Levy Limit) ¹		15,414,892	
Proposed School Year Tax Levy (including Permissible Exclusions to the School Tax Levy Limit ¹)	15,009,858	15,436,620	2.84%
Public School Enrollment	2,054	2,000	-2.63%
Consumer Price Index			3.2%

¹ Note that these items apply only to Column (B) - Proposed Budget 2012-13 for this year.

² If the Proposed School Year Tax Levy in 2012-13 (including Permissible Exclusions to the School Tax Levy Limit in 2012-13) exceeds the sum of the School Tax Levy Limit for 2012-13 and Permissible Exclusions to the School Tax Levy Limit in 2012-13, approval of 60% or more of the qualified voters present and voting is required.

	Actual 2011-12 (D)	Estimated 2012-13 (E)
Adjusted Restricted Fund Balance	1,363,242	1,250,000
Assigned Appropriated Fund Balance	3,794,062	3,000,000
Adjusted Unrestricted Fund Balance	1,082,635	936,755
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	2.60%	2.31%

	<u>2011-12</u>	<u>2012-13</u>
Board of Education		
Board of Education 1010 School board travel, workshops and conference registration fees at association meetings, along with school law handbooks and other publications published by NYSSBA and NYS Bar Association.	\$7,610	\$7,610
District Clerk 1040 Attends regular and special meetings to record school board actions and prepares meeting minutes. Prepares legal notices, advertisements and oversees voting associated with annual and special meetings.	\$5,720	\$5,720
District Meetings 1060 Hourly pay for individuals providing service at annual and special votes, supplies and materials and any other appropriate expenditures associated with the voting process.	\$3,643	\$3,643
Total Board of Education	\$16,973	\$16,973
Central Administration		
Chief School Administrator 1240 Salaries associated with Superintendent of Schools and the Secretary to the Superintendent of Schools, along with chief school officer materials, supplies, publications, travel and registration fees for the Superintendent's engagement with local and regional workshops and conferences sponsored by the state school boards association, state council of school superintendents and the BOCES. Includes negotiated increases in compensation and potential salary of new Superintendent of Schools.	\$225,175	\$226,331
Total Central Administration	\$225,175	\$226,331
Finance		
Business Administration 1310 Salaries for the School Business Administrator and business office staff, excluding the treasurer, along with materials, supplies, contractual costs and BOCES services. Projected increase reflects the increase in BOCES services associated 0.5 FTE personnel position. The cost associated with this position is offset with BOCES aid. The District currently shares the individual in this position with the Saranac Central School District.	\$314,407	\$343,587
Auditing 1320 Costs associated with services of an external, independent auditor to examine and assess school district financial practices. Includes monies to establish the state-mandated function of 'internal auditor' for each public school district, as part of enhanced fiscal accountability.	\$26,764	\$26,764
District Treasurer 1325 Salary of the district's treasurer, along with conference expense and appropriated supplies and materials to support the treasurer's receiving, recording and reporting of district accounts. Includes negotiated increase in compensation.	\$49,853	\$51,051
Tax Collection 1330 Salary and appropriate supplies and materials associated with the individual who accepts, records and provides receipts for payment of school property tax bills.	\$13,361	\$14,608
Total Finance	\$404,385	\$436,010
Staff		
Legal Services 1420 Contractual costs for the full range of normal legal research and counsel and representation at arbitration, negotiations and legal proceedings.	\$120,845	\$120,845
Personnel 1430 BOCES-provided services associated with the recruitment, administration and monitoring of certification and other regulatory aspects of school employment.	\$52,000	\$52,000

2011-12 2012-13

Record Management 1460		
Stipend for essential services to maintain the district's records from year to year. Includes the cost of supplies and materials associated with proper filing and organizing of district records in designated records storage spaces.	\$13,101	\$13,101
Public Information & Services 1480		
Publication of quarterly and special edition 'Community Report' documents, along with other key public information documents such as district goals booklets and reports on progress toward district goals.	\$6,695	\$6,695
Total Staff	\$192,641	\$192,641
Central Services		
Operation of Plant 1620		
Salaries contractual, supplies, equipment and utilities costs associated with heating, lighting, cleaning, mowing, plowing, and other custodial aspects of campus buildings and grounds. Reflects a decrease of a 1.0 FTE position within department.	\$1,674,228	\$1,667,853
Maintenance of Plant 1621		
Salaries and contractual supplies and materials cost associated with day-to-day repair, updating and monitoring of heating, cooling, plumbing, electrical, safety and ventilation systems across our campus.	\$453,123	\$458,425
Central Printing and Mailing 1670		
Printing, mailing and vendor payments associated with student report cards, progress reports and other school-related publications such as the district's code of conduct. Increase partially related to increase in mailing rates.	\$26,632	\$31,632
Central Data Processing 1680		
Contract services via BOCES for essential data processing tasks such as our K-12 student data management system that are more cost effective via a shared basis through BOCES than if done independently.	\$108,514	\$108,514
Total Central Services	\$2,262,497	\$2,266,424
Special Items		
Unallocated Insurance 1910	\$157,573	\$166,749
Insurance coverage such as liability and motor vehicle, school district association dues, water district tax bills, BOCES capital project and administrative charges, along with monies available for immediate response to crises or unplanned events.		
School Association Dues 1920	\$7,650	\$8,950
Assessment on School Property 1950		
Payment associated with fixed costs of water and sewer district.	\$60,000	\$60,000
Refund of Real Property Taxes 1964		
Capacity to address changes in commercial/residential assessments.	\$65,000	\$65,000
BOCES Admin Cost 1981	\$411,364	\$436,553
Unclassified 1989		
Fees charged by banks to handle bond coupons when the district makes principal and interest payments on previously borrowed monies.	\$3,000	\$3,000

	<u>2011-12</u>	<u>2012-13</u>
Total Special Items	\$704,587	\$740,252
Total General Support	\$3,806,258	\$3,878,631
Instructional Administration & Improvement		
Supervision - Regular School K-12 2020		
Salaries for administrators who directly supervise staff associated with the district's K-12 instructional program, along with salaries of the various school office clerical staff employed by the district. This budget includes school office materials, supplies and contractual monies. The decrease in this budget is largely attributed to the decrease of a vice-principal position in the Middle School.	\$1,128,365	\$1,095,102
In-service Training - Instruction 2070		
District monies to supplement federal and state grants, focused on in-service training that strengthens professional practice on campus. Our school district subscribes to the CVES professional development cooperative service, sharing the costs with other school districts throughout the BOCES region, to provide the teachers of our children with appropriate and necessary staff training for state-mandated curriculum and many new state tests. The training costs are part of the district's federal and state obligation to set conditions for annual yearly progress of students and employees, as measured by student achievement on state tests.	\$77,583	\$77,583
Total Administration & Improvement	\$1,205,948	\$1,172,685
Teaching		
Regular School 2110		
K-12 instructional staff salaries. Also includes instructional equipment, supplies, materials, salaries for teacher aides and school monitors, along with contractual expenses, such as leases on copiers. A significant number of FTE's (7.8) were reduced in this area as a result of decreased revenue.	\$9,313,954	\$9,407,274
Program for Students with Disabilities 2250		
Includes salaries, equipment, supplies, materials, and out-of-district tuitions for students identified via the Committee on Special Education as eligible and in need of special education services. Reductions in this area can be attributed to projected decreases in BOCES related services.	\$5,613,233	\$5,541,321
Occupational Education Grades 10-12 2280		
Tuition payments for occupational education course subscriptions via Champlain Valley Education Services, this region's BOCES.	\$721,093	\$749,936
Total Teaching	\$15,648,280	\$15,698,531
Instructional Media		
School Library & Audiovisual 2610		
Salaries for school library media specialists and clerical staff of our three school library media centers, along with monies for library books, materials and contractual services. Decrease associated with the reduction of a 0.4 FTE Library Media Specialist and a part-time clerical position within the District's libraries.	\$340,675	\$311,072
Computer-Assisted Instruction 2630		
State-aided computer hardware and software to provide instructional support throughout the K-12 campus. Includes instructional salaries, BOCES/NERIC services, supplies and materials and contract expenses associated with this function on campus.	\$603,781	\$638,181
Total Instructional Media	\$944,456	\$949,253
Pupil Services		
Guidance - Regular School 2810		

	<u>2011-12</u>	<u>2012-13</u>
Salaries of guidance counselors and the clerical staff associated with guidance offices. Also included are the supplies, materials and contractual expenses associated with K-12 guidance services. Decrease associated with the retirement of a senior counselor who's position will not be filled and the retirement of two (2) senior clerical members early in the 2011-12 school year.	\$637,094	\$469,987
Health Services - Regular School 2815		
Salaries of school nurses and associated clerical assistants in the health offices. Also included are the supplies, materials and contractual expenses such as school physician services associated with this district function.	\$380,031	\$396,400
Psychological Services - Regular School 2820		
Salaries for school psychologist services beyond what is required for the special education program. Also included are key supplies and materials. Decrease related to salary being coded to another budget code - no reduction in Psychologist.	\$49,050	\$4,268
Social Services - Regular School 2825		
Contractual expense for the on-campus services of a social worker employed by an outside agency. Budget adjustment to better reflect actual expenditure.	\$6,924	\$10,024
Co-Curricular Services 2850		
Stipends and associated expenses for high school class advisors and the advisors of the various clubs associated with our elementary and secondary grades extra-curricular activities. Increase associated with stipend adjustment related to recently negotiated personnel agreement.	\$56,819	\$66,121
Interscholastic Athletics 2855		
Stipends for coaches and assistance coaches of the district's athletic teams. Also budgeted are priority athletic equipment, materials, supplies and contractual expenses such as fees for referees and other officials.	\$233,798	\$234,222
Total Pupil Services	\$1,363,716	\$1,181,022
Total Instruction	\$19,162,400	\$19,001,491
Pupil Transportation		
District Transportation Services 5510		
Salaries of transportation supervisor, bus dispatcher, drivers, bus monitors, head mechanic, mechanics and essential supplies, training, materials, and contractual items necessary to provide reasonably dependable and safe transportation for the students we serve. Projected decreases related to the reduction of a 1.0 FTE supervisor position, the consolidation of bus runs and reduction in field	\$1,912,413	\$1,745,451
Garage Building 5530		
Supplies, materials, heat, utilities and other essential purchases associated with maintaining a well organized and reasonably clean transportation garage and work area for members of the district's transportation services team.	\$51,400	\$51,400
Total Pupil Transportation	\$1,963,813	\$1,796,851
Community Services		
Youth Program 7310		
Cost of transportation associated with the annual summer swim recreation program, a school-town partnership.	\$1,800	\$1,800
Census 8070		
The district census is generally a biennial procedure to update demographic and enrollment information.	\$6,371	\$0

	<u>2011-12</u>	<u>2012-13</u>
Total Community Services	\$8,171	\$1,800
Undistributed		
Employee Benefits		
Payroll-related payments such as employee health insurance, retirement systems, social security, workers' compensation, unemployment insurance, prescription insurance and vision insurance.		
State Retirement 9010	\$654,149	\$711,761
Teachers Retirement 9020		
Adjustment associated with an improved alignment of appropriation with projected expenditure.	\$1,890,308	\$1,648,550
Social Security 9030	\$1,378,064	\$1,235,841
Worker's Compensation 9040	\$127,298	\$127,298
Life Insurance 9045	\$4,439	\$4,439
Unemployment Insurance 9050	\$163,969	\$163,969
Hospital & Medical Insurance 9060		
Adjustment associated with an improved alignment of appropriation with projected expenditure.	\$7,858,474	\$7,695,163
Other Benefits 9089	\$178,347	\$178,347
Total Employee Benefits	\$12,255,048	\$11,765,368
Debt Service		
Capital construction bonds, bond anticipation notes for motor vehicle purchases, revenue anticipation notes and other aspects of administering and managing the district's debt services.		
Serial Bonds 9711		
Projected principal payments associated with voter approved capital project work. The decrease is associated with refinancing our long term debt at improved interest rates and obtaining an outstanding rate on our newly issued long term debt. This can be partially attributed to the District's improved Standard & Poor's credit rating.	\$4,071,324	\$3,782,376
Statutory Bonds - School Buses 9722	\$167,598	\$116,085
BAN - Capital Project 2008		
Increase with the District moving back to using BANs to finance school bus purchases.	\$0	\$46,641
Revenue Anticipation Notes 9770	\$50,000	\$50,000
Other Long Term Debt 9789		
Debt associated with this budget line has been retired.	\$48,839	\$0
Total Debt Service	\$4,337,761	\$3,995,102
Total Undistributed	\$16,592,809	\$15,760,470
Transfers to Other Funds		
Projected Transfer to Special Aid Fund and School Lunch Service Fund.	\$53,000	\$53,000
Grand Total	\$41,586,451	\$40,492,243

DETAIL APPROPRIATION BUDGET REPORT BY FUNCTION WITH COMPONENT ANALYSIS

ACCOUNT	DESCRIPTION	2011-12 BUDGET	2012-13 NEW BUDGET
***** ADMINISTRATIVE COMPONENT *****			
A 1010.400-08-0000	Contractual	1,000	1,000
A 1010.401-08-0000	Dues/Memberships	900	900
A 1010.402-08-0000	Publications/Subscriptions	500	500
A 1010.403-08-0000	Travel & Conference	1,735	1,735
A 1010.450-08-0000	Materials/Supplies	875	875
A 1010.490-08-0000	BOCES Services	2,100	2,100
A 1010.491-08-0000	BOCES Services - Nonaidable	500	500
	1010....BOARD OF EDUCATION *	7,610	7,610
A 1040.160-08-0000	District Clerk Salary	4,660	4,660
A 1040.400-08-0000	Contractual	200	200
A 1040.403-08-0000	Travel & Conference	500	500
A 1040.450-08-0000	Materials/Supplies	360	360
	1040....DISTRICT CLERK *	5,720	5,720
A 1060.160-08-0000	Poll Workers Salary	1,000	1,000
A 1060.400-08-0000	Contractual	2,400	2,400
A 1060.450-08-0000	Materials/Supplies	243	243
	1060....DISTRICT MEETING *	3,643	3,643
	10....BOARD OF EDUCATION **	16,973	16,973
A 1240.150-08-0000	Superintendent's Salary	165,000	165,000
A 1240.160-08-0000	Superintendent's Secretary Salar	46,235	47,391
A 1240.160-08-0901	Superintendent's Secretary O/T	750	750
A 1240.400-08-0000	Contractual	3,600	3,600
A 1240.401-08-0000	Dues/Memberships	3,670	3,670
A 1240.402-08-0000	Publications/Subscriptions	1,200	1,200
A 1240.403-08-0000	Travel & Conference	3,180	3,180
A 1240.406-08-0000	Service Contracts	1,000	1,000
A 1240.450-08-0000	Materials/Supplies	540	540
	1240....CHIEF SCHOOL ADMINISTRATOR *	225,175	226,331
	12....CENTRAL ADMINISTRATION **	225,175	226,331
A 1310.150-08-0000	School Business Administrator	99,456	99,456
A 1310.150-08-0902	Health Insurance Buyout	6,728	6,728
A 1310.160-08-0000	Business Office Salaries	127,220	130,400
A 1310.160-08-0901	Salaries - Overtime	1,388	1,388
A 1310.160-08-0904	Prescription Drug Allocation	1,600	1,600
A 1310.160-08-0905	Medicaid Salary	2,500	2,500
A 1310.200-08-0000	Equipment	3,265	3,265
A 1310.400-08-0000	Contractual	3,190	3,190
A 1310.401-08-0000	Dues/Memberships	800	800
A 1310.403-08-0000	Travel & Conference	2,000	2,000
A 1310.404-08-0000	Software Maintenance/Updates	8,000	8,000
A 1310.406-08-0000	Service Contracts	1,060	1,060
A 1310.450-08-0000	Materials/Supplies	7,200	7,200
A 1310.490-08-0000	BOCES Services	50,000	76,000
	1310....BUSINESS ADMINISTRATION *	314,407	343,587
A 1320.160-08-0000	Internal Claims Auditor Salary	2,764	2,764
A 1320.400-08-0000	Contractual	24,000	24,000
	1320....AUDITING *	26,764	26,764
A 1325.160-08-0000	Treasurer's Salary	47,901	49,099
A 1325.160-08-0904	Prescription Drug Allocation	400	400
A 1325.400-08-0000	Contractual	500	500
A 1325.403-08-0000	Travel & Conference	800	800
A 1325.450-08-0000	Materials/Supplies	252	252

DETAIL APPROPRIATION BUDGET REPORT BY FUNCTION WITH COMPONENT ANALYSIS

ACCOUNT	DESCRIPTION		2011-12 BUDGET	2012-13 NEW BUDGET
1325....	TREASURER	*	49,853	51,051
A 1330.160-08-0000	Tax Collector Salary		8,008	8,008
A 1330.400-08-0000	Contractual		4,338	4,600
A 1330.404-08-0000	Software Maintenance/Updates		745	1,500
A 1330.450-08-0000	Materials/Supplies		270	500
1330....	TAX COLLECTOR	*	13,361	14,608
13....	FINANCE	**	404,385	436,010
A 1420.400-21-0000	Legal Fees - Administration		83,805	83,805
1420....	LEGAL	*	83,805	83,805
A 1430.400-08-0000	Contractual		18,000	18,000
A 1430.490-08-0000	BOCES Services		34,000	34,000
1430....	PERSONNEL	*	52,000	52,000
A 1460.160-08-0000	Records Management Salary		2,488	6,988
A 1460.160-08-0906	Custodial Salaries		500	500
A 1460.400-08-0000	Contractual		9,465	4,965
A 1460.450-08-0000	Materials/Supplies		648	648
1460....	RECORDS MANAGEMENT OFFICER	*	13,101	13,101
A 1480.400-08-0000	Contractual		3,517	3,517
A 1480.450-08-0000	Materials/Supplies		178	178
A 1480.490-08-0000	BOCES Services Printing		2,000	2,000
A 1480.491-08-0000	BOCES Printing - Non Aideable		1,000	1,000
1480....	PUBLIC INFORMATION & SERVIC	*	6,695	6,695
14....	STAFF	**	155,601	155,601
A 1670.400-08-0000	Contractual		3,000	8,000
A 1670.450-08-0000	Materials/Supplies		23,632	23,632
1670....	CENTRAL PRINTING & MAILING	*	26,632	31,632
A 1680.404-08-0000	Software Maintenance/Updates		3,514	6,814
A 1680.490-08-0000	BOCES Services		105,000	101,700
1680....	CENTRAL DATA PROCESSING	*	108,514	108,514
16....	CENTRAL SERVICES	**	135,146	140,146
A 1910.400-08-0000	Unallocated Insurance		131,015	138,632
A 1910.401-08-0000	Uninsured Student Deductible		26,558	28,117
1910....	UNALLOCATED INSURANCE	*	157,573	166,749
A 1920.400-08-0000	School Association Dues		7,650	8,950
1920....	SCHOOL ASSOCIATION DUES	*	7,650	8,950
A 1950.400-08-0000	Property Assessments Water Distr		60,000	60,000
1950....	ASSESSMENTS ON SCHOOL PROPE	*	60,000	60,000
A 1981.490-08-0000	BOCES Services		411,364	436,553
1981....	BOCES ADMINISTRATIVE COSTS	*	411,364	436,553
A 1989.400-08-0000	Unclassified Reimbursements Ins.		3,000	3,000
1989....	UNCLASSIFIED	*	3,000	3,000
19....	SPECIAL ITEMS	**	639,587	675,252
1....	GENERAL SUPPORT	***	1,576,867	1,650,313
A 2020.150-08-0000	Administrators Salaries		652,109	568,675

DETAIL APPROPRIATION BUDGET REPORT BY FUNCTION WITH COMPONENT ANALYSIS

ACCOUNT	DESCRIPTION	2011-12 BUDGET	2012-13 NEW BUDGET
A 2020.150-08-0902	Health Insurance Buyout	33,635	33,635
A 2020.150-08-0903	Retirement Benefits	50,000	50,000
A 2020.150-08-0904	Prescription Drug Allocation	1,200	1,200
A 2020.150-08-0908	Summer Salaries	9,000	9,000
A 2020.150-09-0913	PM School	0	8,100
A 2020.160-08-0000	Support Staff Salaries	251,100	293,171
A 2020.160-08-0901	Overtime	5,400	5,400
A 2020.160-08-0902	Health Insurance Buyout	20,000	20,000
A 2020.160-08-0903	Retirement Benefits	51,281	51,281
A 2020.160-08-0904	Prescription Drug Allocation	3,200	3,200
A 2020.160-08-0909	Student Workers	2,000	2,000
A 2020.400-01-0000	Contractual - Primary	4,000	4,000
A 2020.400-04-0000	Contractual - Intermediate	5,860	5,860
A 2020.400-05-0000	Contractual - High School	3,500	3,500
A 2020.400-07-0000	Contractual - Middle School	6,000	6,000
A 2020.400-08-0000	Contractual - SAANYS	4,000	4,000
A 2020.450-01-0000	Materials/Supplies - Primary	3,508	3,508
A 2020.450-04-0000	Materials/Supplies - Intermediat	2,160	2,160
A 2020.450-05-0000	Materials/Supplies - High School	5,040	5,040
A 2020.450-07-0000	Materials/Supplies - Middle Scho	1,872	1,872
A 2020.490-01-0000	BOCES Copier Lease & Svc Contrac	4,500	4,500
A 2020.490-04-0000	BOCES Copier Lease & Svc Contrac	4,500	4,500
A 2020.490-07-0000	BOCES Copier Lease & Svc Contrac	4,500	4,500
	2020....SUPERVISION-REGULAR SCHOOL *	1,128,365	1,095,102
	20....ADMIN & IMPROVEMENT **	1,128,365	1,095,102
	2....INSTRUCTION ***	1,128,365	1,095,102
A 9010.800-21-0000	NYS ERS - Admin	85,236	74,023
9010....STATE RETIREMENT *		85,236	74,023
A 9020.800-21-0000	NYS TRS - Admin	145,743	171,449
9020....TEACHERS' RETIREMENT *		145,743	171,449
A 9030.800-21-0000	Social Security - Admin	125,404	128,527
9030....SOCIAL SECURITY *		125,404	128,527
A 9040.800-21-0000	Workers Comp - Admin	5,450	7,383
9040....WORKERS' COMPENSATION *		5,450	7,383
A 9045.800-21-0000	Life Insurance - Admin	4,401	4,401
9045....LIFE INSURANCE *		4,401	4,401
A 9050.800-21-0000	Unemployment Ins - Admin	14,183	14,183
9050....UNEMPLOYMENT INSURANCE *		14,183	14,183
A 9060.800-21-0000	Hospital Insurance - Admin	553,237	512,889
A 9060.802-21-0000	Medicare Reimbursement - Admin	0	41,542
9060....HOSPITAL, MEDICAL & DENTAL *		553,237	554,431
A 9089.800-21-0000	Drug Prescription - Admin	40,698	93,988
A 9089.801-21-0000	Vision - Admin	6,453	2,496
A 9089.812-21-0000	Section 125 Administration Fee -	750	750
A 9089.812-22-0000	Section 125 Administration Fee -	1,500	1,500
A 9089.812-23-0000	Section 125 Administration Fee -	750	750
9089....OTHER *		50,151	99,484
	90....EMPLOYEE BENEFITS **	983,805	1,053,881
	9....INTERFUND TRANSFERS ***	983,805	1,053,881

DETAIL APPROPRIATION BUDGET REPORT BY FUNCTION WITH COMPONENT ANALYSIS

ACCOUNT	DESCRIPTION	2011-12 BUDGET	2012-13 NEW BUDGET

TOTAL ADMINISTRATION COMPONENT		3,689,037	3,799,296
***** PROGRAM COMPONENT *****			
A 1420.400-22-0000	Legal Fees - Program	37,040	37,040
	1420...LEGAL *	37,040	37,040
	14...STAFF **	37,040	37,040
	1...GENERAL SUPPORT ***	37,040	37,040
A 2070.150-08-0000	Instructional Salaries	1,613	1,613
A 2070.151-08-0000	In-Service Training Salaries	5,500	5,500
A 2070.400-05-0805	Travel & Conf. - CPES Adirondack	1,500	1,500
A 2070.403-09-0000	Travel and Conference - PAT Reti	100	100
A 2070.403-11-6000	Travel and Conference - HPEAR	850	850
A 2070.450-08-0000	Materials & Supplies	7,020	7,020
A 2070.490-08-0000	BOCES Services	61,000	61,000
	2070...INSERVICE TRAINING-INSTRUCT *	77,583	77,583
	20...ADMIN & IMPROVEMENT **	77,583	77,583
A 2110.120-06-0000	Teacher Salaries K-3	2,083,622	2,022,095
A 2110.120-06-0902	Health Insurance Buyout - K-3	77,000	77,000
A 2110.120-06-0903	Retirement Benefits - K-3	100,000	100,000
A 2110.120-06-0910	Salaries Homebound - K-3	1,000	1,000
A 2110.121-06-0000	Teacher Salaries 4-6	1,433,987	1,610,821
A 2110.121-06-0902	Health Insurance Buyout - 4-6	47,350	47,350
A 2110.121-06-0903	Retirement Benefits - 4-6	100,000	100,000
A 2110.121-06-0910	Salaries Homebound - 4-6	1,000	2,500
A 2110.130-09-0000	Teacher Salaries 7-12	4,055,380	4,031,382
A 2110.130-09-0902	Health Insurance Buyout - 7-12	70,000	70,000
A 2110.130-09-0903	Retirement Benefits - 7-12	100,000	100,000
A 2110.130-09-0910	Salaries 7-12 Homebound	56,414	56,414
A 2110.130-09-0913	Salaries 7-12 PM School	50,000	41,900
A 2110.140-08-0000	Substitutes - District Wide	365,600	346,400
A 2110.140-10-0000	Substitutes - Parochial	1,050	1,050
A 2110.140-11-0000	Substitutes - Health Services	10,000	10,000
A 2110.160-08-0000	Support Staff Salaries	252,468	258,779
A 2110.160-08-0901	Support Staff O/T	900	900
A 2110.160-08-0902	Health Insurance Buyout	27,163	27,163
A 2110.160-08-0904	Prescription Drug Allocation	2,000	2,000
A 2110.161-08-0000	Substitute Salaries	20,000	20,000
A 2110.200-08-0000	Equipment & Furniture K-12 Repla	25,000	25,000
A 2110.400-01-0000	Contractual - Primary	3,800	3,800
A 2110.400-04-0000	Contractual - Intermediate	3,638	3,638
A 2110.400-04-0050	Contractual - Intermediate Music	888	888
A 2110.400-05-0000	Contractual - High School	1,500	1,500
A 2110.400-05-0050	Contractual - HS Music	2,400	2,400
A 2110.400-05-0058	Contractual - HS Student Trips	6,500	500
A 2110.400-05-0503	Contractual - HS Graduation	3,500	3,500
A 2110.400-05-0802	Contractual - Freshmen Transiti	3,500	3,500
A 2110.400-05-0805	Contractual - CPES Adirondack Sc	9,000	9,000
A 2110.400-07-0000	Contractual - Middle School	2,150	2,150
A 2110.400-08-0000	Contractual - District Wide	22,500	20,100
A 2110.400-08-0804	Contractual - Gifted & Talented	5,000	5,000
A 2110.400-11-0100	Contractual Primary PE	200	200
A 2110.400-11-0400	Contractual Intermediate PE	200	200
A 2110.400-11-0500	Contractual - HS Phys. Ed.	1,400	1,400
A 2110.400-11-0700	Contractual - MS Phys. Ed.	300	300
A 2110.406-01-0000	Service Contracts - Primary	5,750	5,750
A 2110.406-04-0000	Service Contracts - Intermediate	5,555	5,555

DETAIL APPROPRIATION BUDGET REPORT BY FUNCTION WITH COMPONENT ANALYSIS

ACCOUNT	DESCRIPTION	2011-12 BUDGET	2012-13 NEW BUDGET
A 2110.406-05-0000	Service Contracts - High School	30,250	30,250
A 2110.406-07-0000	Service Contracts - Middle Schoo	3,950	3,950
A 2110.450-01-0000	Materials/Supplies - Primary	16,415	16,415
A 2110.450-01-0010	Materials/Supplies - Primary Art	724	724
A 2110.450-01-0050	Materials/Supplies - Primary Mus	1,323	1,323
A 2110.450-01-0803	Materials/Supplies - Primary BLT	0	1,250
A 2110.450-04-0000	Materials/Supplies - Intermediat	17,847	17,847
A 2110.450-04-0010	Materials/Supplies - Int. Art	1,260	1,260
A 2110.450-04-0050	Materials/Supplies - Int. Music	700	700
A 2110.450-04-0803	Materials/Supplies - Int. BLT	0	1,250
A 2110.450-05-0000	Materials/Supplies - High School	10,800	10,800
A 2110.450-05-0010	Materials/Supplies - HS Art	3,600	3,600
A 2110.450-05-0022	Materials/Supplies - HS Reading	504	504
A 2110.450-05-0050	Materials/Supplies - HS Music	2,160	2,160
A 2110.450-05-0055	Materials/Supplies - HS English	1,440	1,440
A 2110.450-05-0060	Materials/Supplies - HS Health	180	180
A 2110.450-05-0065	Materials/Supplies - HS Language	630	630
A 2110.450-05-0070	Materials/Supplies - HS Math	1,012	1,012
A 2110.450-05-0075	Materials/Supplies - HS Science	5,580	5,580
A 2110.450-05-0080	Materials/Supplies - HS Soc. Stu	1,980	1,980
A 2110.450-05-0093	Materials/Supplies - HS Business	324	324
A 2110.450-05-0098	Materials/Supplies - HS Tech.	2,700	2,700
A 2110.450-05-0802	Materials/Supplies Freshmen Tran	4,996	4,996
A 2110.450-05-0803	Materials/Supplies - HS BLT	0	3,000
A 2110.450-05-0805	Mat/Supplies- CFES Adirondack Sc	1,350	1,350
A 2110.450-07-0000	Materials/Supplies - Middle Scho	8,172	8,172
A 2110.450-07-0010	Materials/Supplies - MS Art	1,228	1,228
A 2110.450-07-0050	Materials/Supplies - MS Music	945	945
A 2110.450-07-0055	Materials/Supplies - MS English	630	630
A 2110.450-07-0060	Materials/Supplies - MS Health	378	378
A 2110.450-07-0065	Materials/Supplies - MS Language	567	567
A 2110.450-07-0070	Materials/Supplies - MS Math	504	504
A 2110.450-07-0075	Materials/Supplies - MS Science	1,260	1,260
A 2110.450-07-0080	Materials/Supplies - MS Soc. Stu	1,008	1,008
A 2110.450-07-0095	Materials/Supplies - MS Family &	882	882
A 2110.450-07-0098	Materials/Supplies - MS Tech.	945	945
A 2110.450-07-0706	Materials/Supplies - MS Grade 6	1,701	1,701
A 2110.450-07-0803	Materials/Supplies - MS BLT	0	2,000
A 2110.450-08-0000	Districtwide	13,608	13,608
A 2110.450-11-0100	Materials/Supplies - Primary Phy	614	614
A 2110.450-11-0400	Materials/Supplies - Int. Phys.	535	535
A 2110.450-11-0500	Materials/Supplies - HS Phys. Ed	882	882
A 2110.450-11-0700	Materials/Supplies - MS Phys. Ed	562	562
A 2110.471-08-0000	Tuition Paid to NYS Public Distr	26,000	26,000
A 2110.472-08-0000	Tuition - All Other	3,772	3,772
A 2110.480-01-0000	Textbooks - Primary	25,002	25,002
A 2110.480-04-0000	Textbooks - Intermediate	28,201	28,201
A 2110.480-05-0000	Textbooks - High School	52,067	52,067
A 2110.480-07-0000	Textbooks - Middle School	27,000	27,000
A 2110.480-10-1700	Textbooks - Seton Catholic 7-12	4,000	4,000
A 2110.480-10-1900	Textbooks - Seton Academy	6,000	6,000
A 2110.480-15-0000	Textbooks - Special Ed	4,562	4,562
A 2110.490-05-0000	BOCES Copier Lease & Svc Contrac	0	2,400
A 2110.490-08-0000	BOCES Services	32,989	32,989
A 2110.490-08-4900	Arts in Education	0	20,000
A 2110.491-08-0000	BOCES Non Aideable Instruct Prin	2,500	2,500
2110....TEACHING-REGULAR SCHOOL	*	9,313,954	9,407,274
21....TEACHING	**	9,313,954	9,407,274
A 2250.150-15-0000	Teacher Salaries	2,376,663	2,389,183
A 2250.150-15-0902	Health Insurance Buyout	77,000	62,000

DETAIL APPROPRIATION BUDGET REPORT BY FUNCTION WITH COMPONENT ANALYSIS

ACCOUNT	DESCRIPTION	2011-12 BUDGET	2012-13 NEW BUDGET
A 2250.150-15-0903	Retirement Benefits	30,000	30,000
A 2250.150-15-0910	Home Bound	6,000	6,000
A 2250.150-15-0911	Unforeseen Teaching Positions	62,564	62,564
A 2250.160-15-0000	Support Staff Salaries	423,199	364,878
A 2250.160-15-0902	Health Insurance Buyout	50,000	35,000
A 2250.160-15-0904	Prescription Drug Allocation	2,800	2,800
A 2250.161-15-0000	Support Staff Substitutes	2,500	2,500
A 2250.400-15-0000	Contractual	3,550	3,550
A 2250.401-15-0000	Contractual - Medicaid	1,275	1,275
A 2250.406-15-0000	Service Contracts	6,500	6,500
A 2250.450-15-0000	Materials/Supplies - Districtwid	8,190	8,190
A 2250.451-15-0000	Materials/Supplies - District Me	414	414
A 2250.471-15-0000	Tuition Paid to NYS Public Distr	40,000	40,000
A 2250.472-15-0000	Tuition - All Other	450,000	450,000
A 2250.490-08-0000	BOCES Sp Ed Services	1,932,578	1,936,467
A 2250.492-08-0000	BOCES Occ. Ed. Training	140,000	140,000
2250....PROGRAMS-STUDENTS W/ DISABI	*	5,613,233	5,541,321
A 2280.492-08-0000	BOCES Occ. Ed. Program	721,093	749,936
2280....OCCUPATIONAL EDUCATION	*	721,093	749,936
22....SPECIAL APPORTIONMENT PROGRAM	**	6,334,326	6,291,257
A 2610.150-08-0000	Librarian Salaries	251,077	234,764
A 2610.150-08-0902	Health Insurance Buyout	3,500	3,500
A 2610.160-08-0000	Support Staff Salaries	13,290	0
A 2610.160-08-0901	Salaries - Overtime	500	500
A 2610.160-08-0902	Health Insurance Buyout	6,789	6,789
A 2610.160-08-0904	Prescription Drug Allocation	800	800
A 2610.400-04-0000	Contractual - Intermediate	903	903
A 2610.400-05-0000	Contractual - High School	100	100
A 2610.400-12-0000	Contractual - Peru Free Library	5,000	5,000
A 2610.406-05-0000	Service Contracts - High School	800	800
A 2610.450-01-0000	Materials/Supplies - Primary	90	90
A 2610.450-04-0000	Materials/Supplies - Intermediat	90	90
A 2610.451-01-0000	Materials/Supplies - Primary AV	765	765
A 2610.451-04-0000	Materials/Supplies - Int. AV	742	742
A 2610.451-05-0000	Materials/Supplies - HS AV	216	216
A 2610.451-07-0000	Materials/Supplies - MS A/V	2,160	2,160
A 2610.452-01-0000	Materials/Supplies - Primary Lib	900	900
A 2610.452-04-0000	Materials/Supplies - Int. Librar	900	900
A 2610.452-05-0000	Materials/Supplies - HS Library	2,250	2,250
A 2610.453-05-0000	Materials/Supplies - HS AV Repai	270	270
A 2610.460-01-0000	Library Loan Prog. - Primary	2,742	2,742
A 2610.460-04-0000	Library Loan Prog. - Intermediat	3,128	3,128
A 2610.460-05-0000	Library Loan Prog. - High School	4,722	4,722
A 2610.460-07-0000	Library Loan Prog. - MS	3,500	3,500
A 2610.460-10-0000	Library Loan Prog. - Parochial	800	800
A 2610.490-08-0000	BOCES Services	34,641	34,641
2610....SCHOOL LIBRARY & AUDIOVISUA	*	340,675	311,072
A 2630.150-08-0000	Computer Instruction Salaries	87,866	87,866
A 2630.150-08-0902	Health Insurance Buyout	3,500	3,500
A 2630.220-08-0000	State Aided Equipment	75,943	75,943
A 2630.400-08-0000	Contractual	1,144	1,144
A 2630.450-01-0000	Computer Supplies - Primary	4,297	4,297
A 2630.450-04-0000	Computer Supplies Intermediate	4,297	4,297
A 2630.450-05-0000	Computer Supplies - High School	4,320	4,320
A 2630.450-07-0000	Computer Supplies Middle School	3,217	3,217
A 2630.450-08-0000	Materials/Supplies	12,895	12,895
A 2630.460-08-0000	State Aided Software	34,980	34,980
A 2630.460-10-0000	State Aided Software - Parochial	3,500	3,500

DETAIL APPROPRIATION BUDGET REPORT BY FUNCTION WITH COMPONENT ANALYSIS

ACCOUNT	DESCRIPTION	2011-12 BUDGET	2012-13 NEW BUDGET
A 2630.490-08-0000	BOCES On-Site Coordinators	161,520	227,820
A 2630.491-08-0000	BOCES Non-Aideable	40,380	8,480
A 2630.495-08-0000	BOCES Internet Services	5,095	5,095
A 2630.496-08-0000	BOCES Server Fees	27,500	27,500
A 2630.497-08-0000	BOCES On-Site Training	80,327	80,327
A 2630.498-08-0000	BOCES Tel/Communications Equip &	20,000	20,000
A 2630.499-08-0000	BOCES Computer Equip Repair & Ma	33,000	33,000
	2630....COMPUTER ASSISTED INSTRUCTI *	603,781	638,181
	26....INSTRUCTIONAL MEDIA **	944,456	949,253
A 2810.150-08-0000	Counselor Salaries	371,842	341,272
A 2810.150-08-0902	Health Insurance Buyout	3,500	3,500
A 2810.150-08-0908	Summer Salaries	30,000	30,000
A 2810.151-08-0000	ERSSA Salaries	39,159	0
A 2810.160-08-0000	Support Staff Salaries	139,975	42,597
A 2810.160-08-0901	Over-time Salaries	4,700	4,700
A 2810.160-08-0904	Prescription Drug Allocation	1,200	1,200
A 2810.400-05-0000	Contractual - High School	1,100	1,100
A 2810.400-07-0000	Contractual - Middle School	621	621
A 2810.400-08-0000	Contractual - Districtwide Testi	20,850	20,850
A 2810.406-05-0000	Service Contracts - High School	450	450
A 2810.450-05-0000	Materials/Supplies - High School	1,170	1,170
A 2810.450-06-0000	Materials/Supplies - Elementary	2,267	2,267
A 2810.450-07-0000	Materials/Supplies - Middle Scho	1,260	1,260
A 2810.490-08-0000	BOCES Services	19,000	19,000
	2810....GUIDANCE-REGULAR SCHOOL *	637,094	469,987
A 2815.140-11-0000	Substitute Nurses	18,000	18,000
A 2815.150-11-0000	SNT Salaries	63,327	66,276
A 2815.150-11-0801	Salaries Health Svcs. Other Dist	1,200	1,200
A 2815.150-11-0902	Health Insurance Buyout	3,500	3,500
A 2815.150-11-0908	Summer Salaries	1,600	1,600
A 2815.160-11-0000	Support Staff Salaries	46,172	47,326
A 2815.160-11-0902	Health Insurance Buyout	3,500	3,500
A 2815.160-11-0904	Prescription Drug Allocation	400	400
A 2815.161-11-0000	RN Salary	164,918	172,184
A 2815.161-11-0908	Salary Summer Work	4,100	4,100
A 2815.200-11-0000	Equipment	3,284	3,284
A 2815.400-11-0100	Contractual - Primary	125	125
A 2815.400-11-0400	Contractual - Intermediate	250	250
A 2815.400-11-0500	Contractual - High School	2,350	2,350
A 2815.400-11-0700	Contractual - Middle School	250	250
A 2815.400-11-0801	Contractual - Health Svcs. Other	22,755	27,755
A 2815.401-11-0000	Contractual - AED Training	1,500	1,500
A 2815.402-11-0000	Contractual - School Physician	40,535	40,535
A 2815.450-11-0100	Materials/Supplies - Primary	261	261
A 2815.450-11-0400	Materials/Supplies - Intermediat	286	286
A 2815.450-11-0500	Materials/Supplies - High School	216	216
A 2815.450-11-0700	Materials/Supplies - Middle Scho	315	315
A 2815.450-11-0810	Materials/Supplies - Parochial H	287	287
A 2815.451-11-0000	Materials/Supplies AED	900	900
	2815....HEALTH SERVICES-REGULAR SCH *	380,031	396,400
A 2820.150-15-0000	Psychologist Salary	44,782	0
A 2820.150-15-0902	Health Insurance Buyout	3,500	3,500
A 2820.450-15-0000	Materials/Supplies	768	768
	2820....PSYCHOLOGICAL SRVC-REG SCHO *	49,050	4,268
A 2825.400-08-0000	Contractual	6,924	10,024
	2825....SOCIAL WORK SRVC-REG SCHOOL *	6,924	10,024

DETAIL APPROPRIATION BUDGET REPORT BY FUNCTION WITH COMPONENT ANALYSIS

ACCOUNT	DESCRIPTION	2011-12 BUDGET	2012-13 NEW BUDGET
A 2850.150-08-0000	Faculty Salaries	48,995	58,062
A 2850.160-08-0000	Support Staff Salaries	2,824	3,059
A 2850.400-08-0000	Contractual - Yearbook	5,000	5,000
	2850....CO-CURRICULAR ACTIV-REG SCH *	56,819	66,121
A 2855.150-11-0000	Teaching Salaries	88,618	106,857
A 2855.160-11-0000	Non Instructional Salaries	57,815	40,000
A 2855.200-11-0000	Equipment	3,284	3,284
A 2855.400-11-0000	Contractual	57,858	57,858
A 2855.450-11-0000	Materials/Supplies	26,223	26,223
	2855....INTERSCHOL ATHLETICS-REG SC *	233,798	234,222
	28....PUPIL SERVICES **	1,363,716	1,181,022
	2....INSTRUCTION ***	18,034,035	17,906,389
A 5510.160-13-0000	Salaries Snowplowing	1,000	1,000
A 5510.160-13-0906	Cleaner Salary	21,341	21,874
A 5510.160-14-0000	Bus Drivers & Mechanics Salary	1,128,252	1,047,575
A 5510.160-14-0902	Health Insurance Buyout	40,744	40,744
A 5510.160-14-0903	Retirement Benefits	30,000	30,000
A 5510.160-14-0904	Prescription Drug Allocation	20,000	20,000
A 5510.160-14-0913	Salaries - Regular Trip PM Schoo	26,845	26,845
A 5510.160-14-0915	Salaries - Monitors	36,138	36,138
A 5510.160-14-0917	Salaries - Sports Trips	24,774	18,774
A 5510.160-14-0920	Salaries - Sub Bus Drivers & Mec	85,000	72,000
A 5510.161-14-0915	Salaries - Substitute Monitors	17,000	17,000
A 5510.162-14-0000	Transportation Supervisor's Offi	148,414	80,596
A 5510.162-14-0901	Trans Supervisor's Office O/T	500	500
A 5510.200-14-0000	Equipment	20,000	20,000
A 5510.400-14-0000	Contractual	2,000	2,000
A 5510.401-14-0000	Insurance on Buses	24,000	24,000
A 5510.403-14-0000	Travel & Conference	1,800	1,800
A 5510.404-14-0000	Software Maintenance/Agreement	8,000	8,000
A 5510.405-14-0000	Bus Repairs	19,500	19,500
A 5510.450-14-0000	Materials/Supplies	5,355	5,355
A 5510.451-14-0000	Diesel Fuel	189,000	189,000
A 5510.452-14-0000	Gasoline	4,500	4,500
A 5510.453-14-0000	Tires and Tubes	9,000	9,000
A 5510.454-14-0000	Accessories and Parts	31,500	31,500
A 5510.455-14-0000	Oil and Lubricants	6,750	6,750
A 5510.490-14-0000	BOCES Services	10,000	10,000
A 5510.491-14-0000	BOCES Services Non-Aideable	1,000	1,000
	5510....DISTRICT TRANSPORT-MEDICAID *	1,912,413	1,745,451
A 5530.200-14-0000	Equipment	2,000	2,000
A 5530.400-14-0000	Contractual	2,300	2,300
A 5530.401-14-0000	Natural Gas	14,000	12,750
A 5530.402-14-0000	Electricity	14,000	12,750
A 5530.403-14-0000	Telephone	1,000	1,000
A 5530.404-14-0000	Water Usage	600	600
A 5530.405-14-0000	Sewage	800	800
A 5530.406-14-0000	Insurance on Garage	8,000	8,000
A 5530.407-14-0000	Uniform Rental	1,500	1,500
A 5530.450-14-0000	Materials/Supplies	7,200	7,200
A 5530.451-14-0000	Road/Walkway Maint Mat/Supplies	0	2,500
	5530....GARAGE BUILDING *	51,400	51,400
	55....PUPIL TRANSPORTATION **	1,963,813	1,796,851
	5....TRANSPORTATION ***	1,963,813	1,796,851

DETAIL APPROPRIATION BUDGET REPORT BY FUNCTION WITH COMPONENT ANALYSIS

ACCOUNT	DESCRIPTION		2011-12 BUDGET	2012-13 NEW BUDGET
A 7310.160-08-0000	Support Staff Salaries		1,800	1,800
	7310....YOUTH PROGRAM	*	1,800	1,800
	73....	**	1,800	1,800
	7.....	***	1,800	1,800
A 8070.160-08-0000	Census Salaries		6,240	0
A 8070.400-08-0000	Contractual		41	0
A 8070.450-08-0000	Materials/Supplies		90	0
	8070....CENSUS	*	6,371	0
	80....	**	6,371	0
	8....COMMUNITY SERVICES	***	6,371	0
A 9010.800-22-0000	NYS ERS - Program		413,618	587,203
	9010....STATE RETIREMENT	*	413,618	587,203
A 9020.800-22-0000	NYS TRS - Program		1,744,565	1,477,101
	9020....TEACHERS' RETIREMENT	*	1,744,565	1,477,101
A 9030.800-22-0000	Social Security - Program		1,169,976	1,019,569
	9030....SOCIAL SECURITY	*	1,169,976	1,019,569
A 9040.800-22-0000	Workers Comp - Program		91,892	79,307
	9040....WORKERS' COMPENSATION	*	91,892	79,307
A 9045.800-14-0000	Life Insurance - Bus Garage		38	38
	9045....LIFE INSURANCE	*	38	38
A 9050.800-14-0000	Unemployment Insurance - Bus Gar		20,000	20,000
A 9050.800-22-0000	Unemployment Ins - Program		120,407	120,407
	9050....UNEMPLOYMENT INSURANCE	*	140,407	140,407
A 9060.800-14-0000	Hospital Insurance - Bus Garage		358,228	656,615
A 9060.800-22-0000	Hospital Insurance - Program		5,788,646	5,362,356
A 9060.802-22-0000	Medicare Reimbursement - Program		403,949	329,539
	9060....HOSPITAL, MEDICAL & DENTAL	*	6,550,823	6,348,510
A 9089.800-22-0000	Drug Prescription - Program		75,039	6,811
A 9089.801-14-0000	Vision - Bus Garage		4,000	2,160
A 9089.801-22-0000	Vision - Program		7,898	17,637
	9089....OTHER	*	86,937	26,608
	90....EMPLOYEE BENEFITS	**	10,198,256	9,678,743
A 9901.930-08-0000	Transfer to Food Service Fund		33,000	33,000
A 9901.950-08-0000	Transfer to Special Aid Fund		20,000	20,000
	9901....TRANSFER TO SPECIAL AID	*	53,000	53,000
	99....INTERFUND TRANSFERS	**	53,000	53,000
	9....INTERFUND TRANSFERS	***	10,251,256	9,731,743
	TOTAL PROGRAM COMPONENT		30,294,315	29,473,823
***** CAPITAL COMPONENT *****				
A 1620.160-13-0000	Custodial Salaries		719,674	713,299
A 1620.160-13-0901	Salaries - Overtime		17,500	17,500
A 1620.160-13-0902	Health Insurance Buyout		13,456	13,456

DETAIL APPROPRIATION BUDGET REPORT BY FUNCTION WITH COMPONENT ANALYSIS

ACCOUNT	DESCRIPTION	2011-12 BUDGET	2012-13 NEW BUDGET
A 1620.160-13-0903	Retirement Benefits	40,000	40,000
A 1620.160-13-0904	Prescription Drug Allocation	5,600	5,600
A 1620.160-13-0907	Salaries - Outside Org.	2,200	2,200
A 1620.161-13-0000	Substitute Salaries	22,500	22,500
A 1620.200-13-0000	Equipment	6,000	6,000
A 1620.400-13-0000	Contractual	1,000	1,000
A 1620.403-13-0000	Travel and Conference	1,000	1,000
A 1620.405-13-0000	Inspections	1,500	1,500
A 1620.406-13-0000	Service Contracts	11,255	11,255
A 1620.407-13-0000	Cleaning Access. & Equip. Rental	12,000	15,000
A 1620.408-13-0000	Uniform & Safety Shoes Allowance	3,600	3,600
A 1620.410-13-0000	Electricity	263,603	263,603
A 1620.411-13-0000	Natural Gas	334,245	334,245
A 1620.412-13-0000	Telephone	70,120	70,120
A 1620.413-13-0000	Water Usage	14,000	12,850
A 1620.414-13-0000	Sewage Usage	19,150	16,150
A 1620.415-13-0000	Refuse Collection	42,950	42,950
A 1620.416-13-0000	Fuel Oil	7,850	4,000
A 1620.417-13-0000	Gasoline	0	5,000
A 1620.450-13-0000	Materials & Supplies	65,025	65,025
1620....OPERATION OF PLANT	*	1,674,228	1,667,853
A 1621.160-13-0000	Maintenance Salaries	212,110	217,412
A 1621.160-13-0901	Salaries - Overtime	2,750	2,750
A 1621.160-13-0902	Health Insurance Buyout	13,456	13,456
A 1621.160-13-0904	Prescription Drug Allocation	1,200	1,200
A 1621.161-13-0000	Substitute Salaries	7,000	7,000
A 1621.201-13-0000	Grounds Equipment	7,500	7,500
A 1621.202-13-0000	Building Equipment	7,000	7,000
A 1621.400-13-0000	Contractual	8,000	8,000
A 1621.401-13-0000	Dues/Memberships	150	150
A 1621.404-13-0000	Software Maintenance/Updates	1,000	1,000
A 1621.405-13-0000	Inspections	6,310	6,310
A 1621.406-13-0000	Service Contracts	65,212	65,212
A 1621.407-13-0000	Equipment Rental	3,000	3,000
A 1621.408-13-0000	Fire & Safety	8,000	8,000
A 1621.409-13-0000	Elevator Repairs	3,120	3,120
A 1621.410-13-0000	Roof Repairs	1,800	1,800
A 1621.411-13-0000	HVAC Maintenance	12,700	12,700
A 1621.412-13-0000	Electrical Repairs	5,000	5,000
A 1621.413-13-0000	Plumbing Repairs	2,575	2,575
A 1621.414-13-0000	Grounds	8,775	8,775
A 1621.415-13-0000	Building Repairs	16,900	16,900
A 1621.416-13-0000	Kitchen/Cafeteria Repairs	5,440	5,440
A 1621.418-13-0000	Freight Charges	800	800
A 1621.450-13-0000	Materials & Supplies	4,050	4,050
A 1621.451-13-0000	HVAC Supplies	7,110	7,110
A 1621.452-13-0000	Electrical Supplies	6,885	6,885
A 1621.453-13-0000	Plumbing Supplies	3,150	3,150
A 1621.454-13-0000	Grounds Supplies	9,630	9,630
A 1621.455-13-0000	Building Supplies	16,650	16,650
A 1621.456-13-0000	Kitchen/Cafeteria Supplies	450	450
A 1621.457-13-0000	Fire and Safety Supplies	2,700	2,700
A 1621.458-13-0000	Auto Parts	2,700	2,700
1621....MAINTENANCE OF PLANT	*	453,123	458,425
16....CENTRAL SERVICES	**	2,127,351	2,126,278
A 1964.400-08-0000	Refund of Real Property Taxes	65,000	65,000
1964....REFUND ON REAL PROPERTY TAX	*	65,000	65,000

DETAIL APPROPRIATION BUDGET REPORT BY FUNCTION WITH COMPONENT ANALYSIS

ACCOUNT	DESCRIPTION		2011-12 BUDGET	2012-13 NEW BUDGET
	19...SPECIAL ITEMS	**	65,000	65,000
	1...GENERAL SUPPORT	***	2,192,351	2,191,278
A 9010.800-23-0000	NYS ERS - Capital		155,295	50,535
	9010...STATE RETIREMENT	*	155,295	50,535
A 9030.800-23-0000	Social Security - Capital		82,684	87,745
	9030...SOCIAL SECURITY	*	82,684	87,745
A 9040.800-23-0000	Workers Comp - Capital		29,956	40,608
	9040...WORKERS' COMPENSATION	*	29,956	40,608
A 9050.800-23-0000	Unemployment - Capital		9,379	9,379
	9050...UNEMPLOYMENT INSURANCE	*	9,379	9,379
A 9060.800-23-0000	Hospital Insurance - Capital		754,414	763,862
A 9060.802-23-0000	Medicare Reimbursement - Capital		0	28,360
	9060...HOSPITAL, MEDICAL & DENTAL	*	754,414	792,222
A 9089.800-23-0000	Drug Prescription - Capital		35,613	50,551
A 9089.801-23-0000	Vision - Capital		5,646	1,704
	9089...OTHER	*	41,259	52,255
	90...EMPLOYEE BENEFITS	**	1,072,987	1,032,744
A 9711.600-08-0000	Principal - Serial Bonds		2,674,732	2,880,000
A 9711.700-08-0000	Interest - Serial Bonds		1,396,592	902,376
	9711....	*	4,071,324	3,782,376
A 9722.600-08-0000	Principal - Statutory Bonds		152,430	106,753
A 9722.700-08-0000	Interest - Statutory Bonds		15,168	9,332
	9722....	*	167,598	116,085
A 9731.600-08-0000	Principal Bond Anticipation Note		0	43,186
A 9731.700-08-0000	Interest - BAN's		0	3,455
	9731....	*	0	46,641
A 9770.700-08-0000	Interest - RAN's		50,000	50,000
	9770....	*	50,000	50,000
A 9789.600-08-0000	Principal - Performance Contract		48,158	0
A 9789.700-08-0000	Interest - Performance Contract		681	0
	9789....	*	48,839	0
	97....	**	4,337,761	3,995,102
	9...INTERFUND TRANSFERS	***	5,410,748	5,027,846
	TOTAL CAPITAL COMPONENT		7,603,099	7,219,124
	GRAND TOTALS	***	41,586,451	40,492,243

CHIEF SCHOOL OFFICER

SALARY DISCLOSURE STATEMENT

Successor Superintendent to Start July 1, 2012: Salary and Employer Contributions

As of July 1st, Dr. Patrick Brimstein becomes Superintendent of Schools. Dr. Brimstein will pay 15% of his insurance coverage costs.

Salary for Dr. Brimstein for 2012-2013	\$145,000.00
Social Security	\$11,093
NYS Teacher's Retirement System	\$17,400
Workers' Compensation	\$431.66
85% of Health Insurance Plan	\$16,818
85% of Vision Insurance	\$250
Reimbursement for disability, life or annuity upon substantiation of payment	\$3,000
Total of 2012-2013 salary and employer contributions	\$193,992.66

PERU CENTRAL SCHOOL DISTRICT

MAY 2012 SNAPSHOT REPORT

FROM THE INTERIM SUPERINTENDENT OF SCHOOLS

The New York State Education Department 2012 School District Report Card for Peru CSD is a **thirty-three page** document, plus dozens of **school-specific detail sheets** for each of our four grade spans [Primary, Intermediate, Middle and High School]. The snapshot report is **below**.

**Intermediate
School**

**Middle
School**

**High
School**

Overall Accountability Status:

Good Standing.

**Top Priority for
Strengthening:**

Increase achievement among students with disabilities, particularly in English language arts, as measured by NYS ELA tests.

Overall Accountability Status:

Improvement Year 1 Basic.

**Top Priority for
Strengthening:**

Increase achievement among students with disabilities, particularly in English language arts, as measured by NYS ELA tests.

Overall Accountability Status:

Improvement Year 1 Basic.

Priorities for Strengthening:

1. Continue increasing our graduation rate.
2. Increase achievement among students identified by New York State as being economically disadvantaged, particularly on the State English language arts Regents examination.

**No state tests in
Primary School**

This snapshot report is intended to provide interested individuals with a summary of the state's Spring 2012 report on student achievement at Peru CSD during the 2010-2011 school year, as measured by state tests published by or contracted through the New York State Education Department.

This snapshot report was
constructed by
A. Paul Scott,
Interim Superintendent of
Schools



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **PERU CENTRAL SCHOOL DISTRICT**
District ID **09-11-01-06-0000**
Superintendent **A. PAUL SCOTT**
Telephone **(518) 643-6002**
Grades **K-12, UE, US**

This District's Report Card

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

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

Use this report to:

- 1 Get District Profile information.**
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**
This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2011–12 accountability status.
- 4 Review an Overview of District Performance.**
This section has information about the district's performance on state assessments in English, mathematics, and science.

For more information:

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

District PERU CENTRAL SCHOOL DISTRICT

District ID 09-11-01-06-0000

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2008-09	2009-10	2010-11
Pre-K	0	0	0
Kindergarten	145	146	150
Grade 1	148	141	144
Grade 2	144	144	146
Grade 3	171	145	143
Grade 4	163	166	152
Grade 5	151	159	177
Grade 6	167	145	160
Ungraded Elementary	33	37	8
Grade 7	160	157	151
Grade 8	179	163	163
Grade 9	193	187	170
Grade 10	175	150	177
Grade 11	159	156	150
Grade 12	130	160	156
Ungraded Secondary	28	23	2
Total K-12	2146	2079	2049

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	21	20	21
Grade 8			
English	16	16	20
Mathematics	17	16	18
Science	18	17	21
Social Studies	18	16	20
Grade 10			
English	20	18	21
Mathematics	19	17	20
Science	20	18	22
Social Studies	19	19	21

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

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.

District PERU CENTRAL SCHOOL DISTRICT

District ID 09-11-01-06-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	558	26%	461	22%	505	25%
Reduced-Price Lunch	238	11%	182	9%	160	8%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	3	0%	4	0%	6	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	4	0%	2	0%	1	0%
Black or African American	47	2%	45	2%	44	2%
Hispanic or Latino	22	1%	23	1%	24	1%
Asian or Native Hawaiian/Other Pacific Islander	30	1%	27	1%	26	1%
White	2041	95%	1977	95%	1950	95%
Multiracial	2	0%	5	0%	4	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate	95%		95%		94%	
Student Suspensions	114	5%	101	5%	87	4%

Demographic Factors Information

Eligible for Free Lunch and 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. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were 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 schools were open during the school year. *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.

Email Received by Peru CSD Friday, April 27, 2012

Dear Colleagues,

I regret to inform you of an error discovered within the release of our School Report Cards from a few weeks ago. The 2010-11 values under the "Percent with No Valid Teaching Certificate" and "Percent Teaching out of Certification" rows (found on page 4 of the Accountability and Overview Report) need to be switched with one another. All other data reported within the School Report Cards remains unchanged. I apologize for the error.

The email was sent by Jeff Baker, Data Director for the Northeastern Regional Information Center.

[The email also stated the corrected report cards would be available by noon on Wednesday, May 2nd. The Web edition of this Budget Detail Book will be updated to reflect the information in the text of that email message]

District PERU CENTRAL SCHOOL DISTRICT

District ID 09-11-01-06-0000

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	196	196	185
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	2%	0%	0%
Percent with Fewer Than Three Years of Experience	7%	6%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	27%	28%	30%
Total Number of Core Classes	486	447	408
Percent Not Taught by Highly Qualified Teachers in This District	1%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	718	717	650
Percent Taught by Teachers Without Appropriate Certification	1%	0%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	16%	19%	19%
Turnover Rate of All Teachers	12%	11%	15%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	22	21	16
Total Paraprofessionals*	54	60	58
Assistant Principals	2	2	1
Principals	4	4	4

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. 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 HOUSSE 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. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

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.

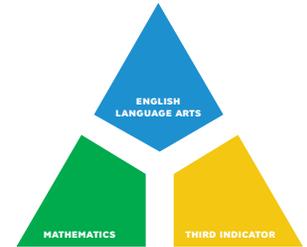
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

12th Graders

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

2007 Cohort

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

Accountability Cohort for English and Mathematics

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuous Enrollment

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation Rate

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

Graduation-Rate Total Cohort

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

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

Limited English Proficient

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

Non-Accountability Groups

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

Useful Terms for Understanding Accountability (continued)

Participation

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

Performance Index (PI)

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

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

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

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

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

Progress Targets

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

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

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

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

Safe Harbor Targets

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

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

▲ District in Need of Improvement (Year 5 and above)

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2011-12)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	-	-				
Black or African American	-	-		-	-	
Hispanic or Latino	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-		-	-	
White						
Multiracial	-	-				
Other Groups						
Students with Disabilities				-	-	
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	3 of 4	3 of 4	1 of 1	2 of 3	3 of 3	1 of 1

AYP Status

- Made AYP
- Made AYP Using Safe Harbor Target
- Did not make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

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

Elementary/Middle-Level English Language Arts

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

Accountability Measures 3 of 4 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (956:925)			100%		143	118	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (24:21)	—	—	—	—	—	—	—
Hispanic or Latino (15:14)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (13:12)	—	—	—	—	—	—	—
White (902:877)			100%		143	118	
Multiracial (1:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (166:167)			98%		69	114	94 82
Limited English Proficient (0:0)							
Economically Disadvantaged (381:360)			100%		118	116	
Final AYP Determination	 3 of 4						
Non-Accountability Groups							
Female (447:432)			100%		152	117	
Male (509:493)			100%		135	117	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

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

Elementary/Middle-Level Mathematics

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

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

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

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (956:921)			99%		156	133	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (24:21)	—	—	—	—	—	—	—
Hispanic or Latino (15:14)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (13:12)	—	—	—	—	—	—	—
White (902:873)			99%		157	133	
Multiracial (1:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (166:165)			96%		101	129	105 111
Limited English Proficient (0:0)							
Economically Disadvantaged (381:357)			99%		133	131	
Final AYP Determination	 3 of 4						
Non-Accountability Groups							
Female (447:430)			99%		159	132	
Male (509:491)			99%		155	132	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

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

Elementary/Middle-Level Science

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

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

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

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	AYP Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11 2011–12
Accountability Groups								
All Students (320:303)		Qualified		97%		187	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (10:8)		—	—	—	—	—	—	—
Hispanic or Latino (2:2)		—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (4:3)		—	—	—	—	—	—	—
White (304:290)		Qualified		97%		189	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (58:55)		Qualified		93%		144	100	
Limited English Proficient (0:0)								
Economically Disadvantaged (122:111)		Qualified		95%		172	100	
Final AYP Determination		1 of 1						
Non-Accountability Groups								
Female (155:145)				95%		188	100	
Male (165:158)				98%		187	100	
Migrant (0:0)								

Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

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

Secondary-Level English Language Arts

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

Accountability Measures 2 of 3 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English language arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (150:149)			99%		187	174	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (1:2)	–	–	–	–	–	–	–
Hispanic or Latino (0:0)							
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–	–
White (148:146)			99%		188	174	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (15:18)	–	–	–	–	–	–	–
Limited English Proficient (0:0)							
Economically Disadvantaged (42:42)			100%		167	168	167 [‡] 170
Final AYP Determination	 2 of 3						
Non-Accountability Groups							
Female (75:70)			100%		193	172	
Male (75:79)			99%		181	172	
Migrant (0:0)							

Symbols

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

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

Secondary-Level Mathematics

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

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

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

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (150:149)			99%		187	171	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (1:2)	–	–	–	–	–	–	–
Hispanic or Latino (0:0)							
Asian or Native Hawaiian/Other Pacific Islander (1:1)	–	–	–	–	–	–	–
White (148:146)			99%		188	171	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (15:18)	–	–	–	–	–	–	–
Limited English Proficient (0:0)							
Economically Disadvantaged (42:42)			98%		167	165	
Final AYP Determination	 3 of 3						
Non-Accountability Groups							
Female (75:70)			99%		191	169	
Male (75:79)			100%		182	169	
Migrant (0:0)							

Symbols

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

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

Graduation Rate

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

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

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

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (200)			78%	80%	75%
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (4)		—	—	—	
Hispanic or Latino (1)		—	—	—	
Asian or Native Hawaiian/Other Pacific Islander (2)		—	—	—	
White (193)			77%	80%	76%
Multiracial (0)					
Other Groups					
Students with Disabilities (48)			48%	80%	53%
Limited English Proficient (0)					
Economically Disadvantaged (66)			62%	80%	64%
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (98)			85%	80%	
Male (102)			71%	80%	
Migrant (0)					

Symbols

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

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

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **80%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

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

In Good Standing

2 schools identified 50% of total

PERU INTERMEDIATE SCHOOL

PRIMARY BUILDING SCHOOL

Improvement (year 1) Basic

2 schools identified 50% of total

PERU MIDDLE SCHOOL

PERU SENIOR HIGH SCHOOL

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

Summary of 2010–11 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	58%			142
Grade 4	57%			150
Grade 5	51%			173
Grade 6	59%			161
Grade 7	43%			154
Grade 8	47%			164

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	54%			142
Grade 4	52%			149
Grade 5	51%			173
Grade 6	77%			159
Grade 7	69%			154
Grade 8	64%			163

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	89%			149
Grade 8	91%			156

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	80%			173
Mathematics	80%			173

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/irs.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

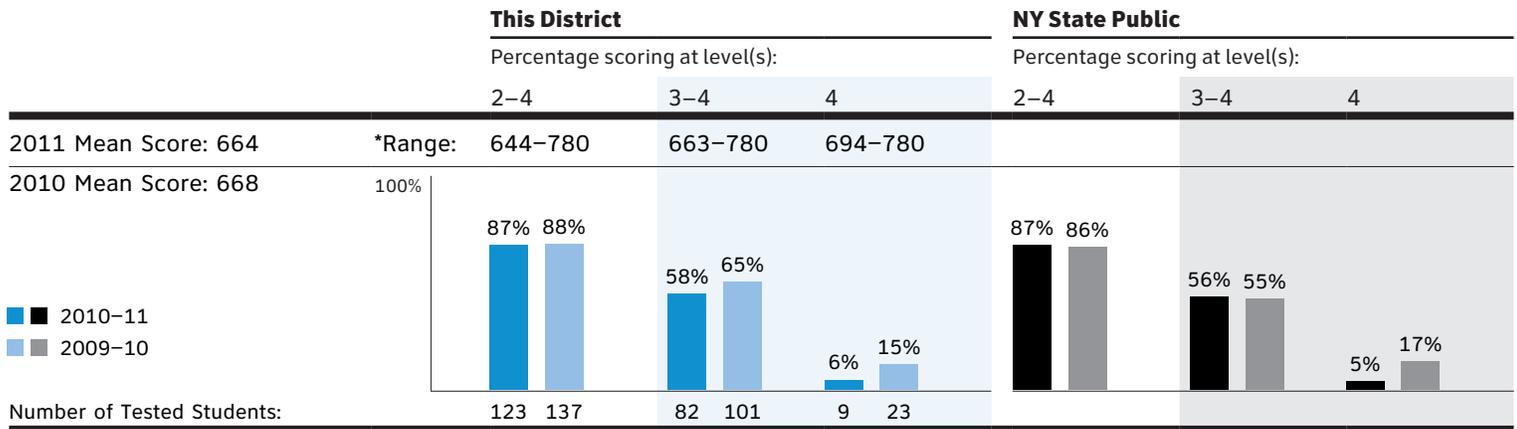
This is a school district with average student needs in relation to district resource capacity.

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	142	87%	58%	6%	156	88%	65%	15%
Female	71	90%	63%	11%	77	92%	64%	18%
Male	71	83%	52%	1%	79	84%	66%	11%
American Indian or Alaska Native					1	-	-	-
Black or African American					3	-	-	-
Hispanic or Latino	2	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	135	87%	58%	5%	149	88%	64%	14%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	7	86%	57%	29%	7	86%	71%	29%
General-Education Students	122	96%	66%	7%	135	97%	72%	16%
Students with Disabilities	20	30%	10%	0%	21	29%	19%	5%
English Proficient	142	87%	58%	6%	155	-	-	-
Limited English Proficient					1	-	-	-
Economically Disadvantaged	60	83%	43%	2%	65	77%	49%	8%
Not Disadvantaged	82	89%	68%	10%	91	96%	76%	20%
Migrant								
Not Migrant	142	87%	58%	6%	156	88%	65%	15%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

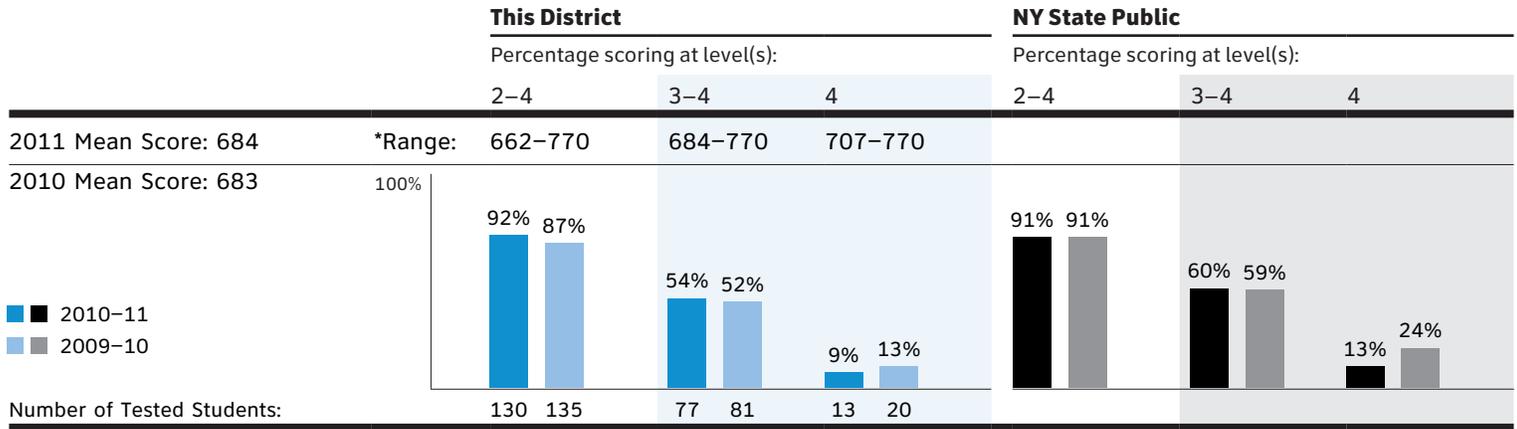
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	142	92%	54%	9%	156	87%	52%	13%
Female	71	94%	56%	11%	77	87%	49%	12%
Male	71	89%	52%	7%	79	86%	54%	14%
American Indian or Alaska Native					1	-	-	-
Black or African American					3	-	-	-
Hispanic or Latino	2	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	135	93%	55%	8%	149	87%	53%	13%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	7	71%	43%	29%	7	86%	29%	0%
General-Education Students	122	97%	60%	11%	135	94%	57%	14%
Students with Disabilities	20	60%	20%	0%	21	38%	19%	5%
English Proficient	142	92%	54%	9%	155	-	-	-
Limited English Proficient					1	-	-	-
Economically Disadvantaged	60	87%	37%	3%	65	74%	28%	3%
Not Disadvantaged	82	95%	67%	13%	91	96%	69%	20%
Migrant								
Not Migrant	142	92%	54%	9%	156	87%	52%	13%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				1	-	-	-

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 666	*Range: 637-775	671-775	722-775			
2010 Mean Score: 668						
Number of Tested Students:	130	152	85	101	0	5

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	150	87%	57%	0%	176	86%	57%	3%
Female	73	90%	58%	0%	84	89%	63%	2%
Male	77	83%	56%	0%	92	84%	52%	3%
American Indian or Alaska Native								
Black or African American	4	-	-	-	5	-	-	-
Hispanic or Latino	2	-	-	-	5	100%	40%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	143	86%	55%	0%	164	86%	58%	3%
Multiracial								
Small Group Totals	7	100%	86%	0%	7	86%	57%	0%
General-Education Students	127	96%	65%	0%	143	96%	69%	3%
Students with Disabilities	23	35%	9%	0%	33	45%	9%	0%
English Proficient	150	87%	57%	0%	176	86%	57%	3%
Limited English Proficient								
Economically Disadvantaged	61	77%	36%	0%	74	77%	38%	1%
Not Disadvantaged	89	93%	71%	0%	102	93%	72%	4%
Migrant								
Not Migrant	150	87%	57%	0%	176	86%	57%	3%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

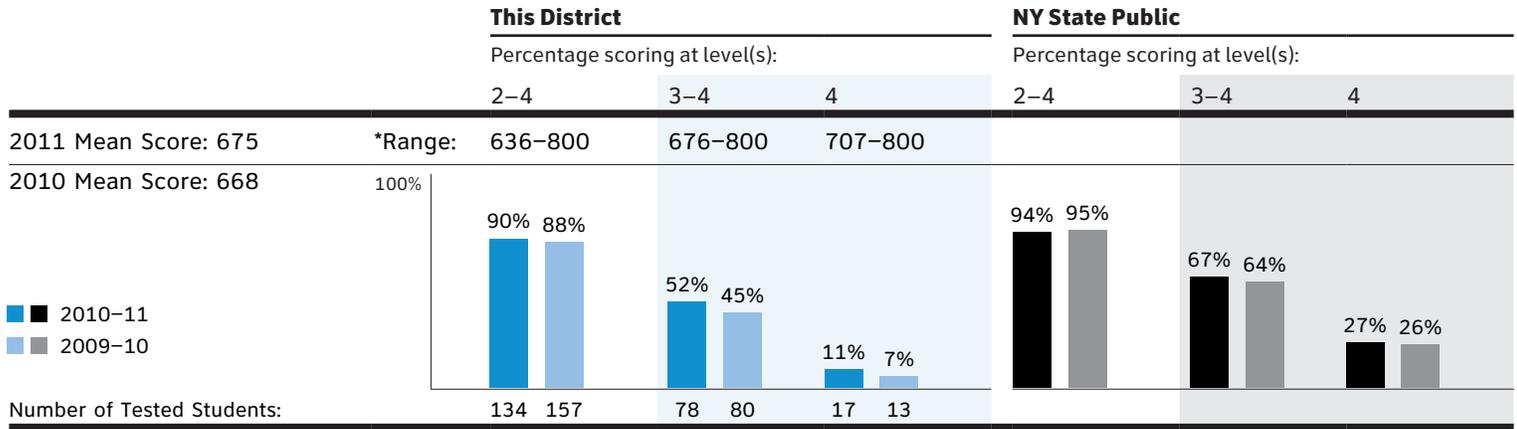
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	149	90%	52%	11%	178	88%	45%	7%
Female	72	90%	54%	11%	84	89%	44%	6%
Male	77	90%	51%	12%	94	87%	46%	9%
American Indian or Alaska Native								
Black or African American	4	-	-	-	5	-	-	-
Hispanic or Latino	2	-	-	-	5	80%	60%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	142	89%	51%	11%	166	89%	45%	8%
Multiracial								
Small Group Totals	7	100%	71%	14%	7	71%	43%	0%
General-Education Students	126	98%	60%	13%	145	96%	52%	9%
Students with Disabilities	23	43%	9%	4%	33	55%	12%	0%
English Proficient	149	90%	52%	11%	178	88%	45%	7%
Limited English Proficient								
Economically Disadvantaged	61	80%	30%	7%	76	80%	30%	5%
Not Disadvantaged	88	97%	68%	15%	102	94%	56%	9%
Migrant								
Not Migrant	149	90%	52%	11%	178	88%	45%	7%

NOTES

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Other Assessments

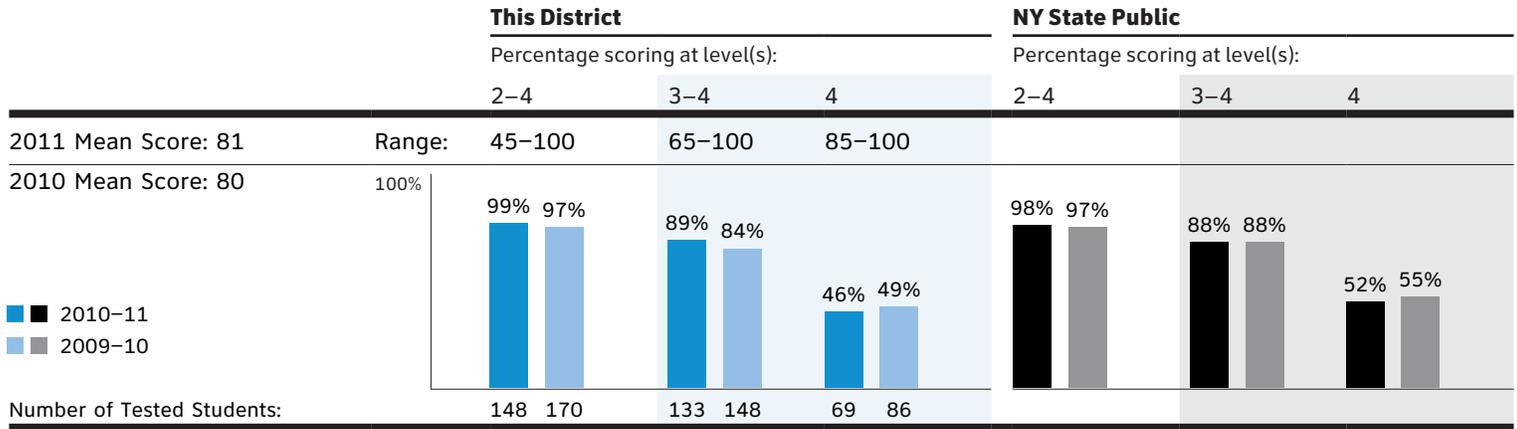
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	0			

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	149	99%	89%	46%	176	97%	84%	49%
Female	72	99%	89%	44%	83	96%	84%	52%
Male	77	100%	90%	48%	93	97%	84%	46%
American Indian or Alaska Native								
Black or African American	4	-	-	-	5	-	-	-
Hispanic or Latino	2	-	-	-	5	80%	80%	60%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	142	100%	89%	46%	164	98%	85%	49%
Multiracial								
Small Group Totals	7	86%	86%	43%	7	86%	71%	43%
General-Education Students	126	99%	97%	53%	144	99%	89%	58%
Students with Disabilities	23	100%	48%	9%	32	88%	63%	9%
English Proficient	149	99%	89%	46%	176	97%	84%	49%
Limited English Proficient								
Economically Disadvantaged	61	98%	77%	25%	75	97%	75%	31%
Not Disadvantaged	88	100%	98%	61%	101	96%	91%	62%
Migrant								
Not Migrant	149	99%	89%	46%	176	97%	84%	49%

NOTES

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Other Assessments

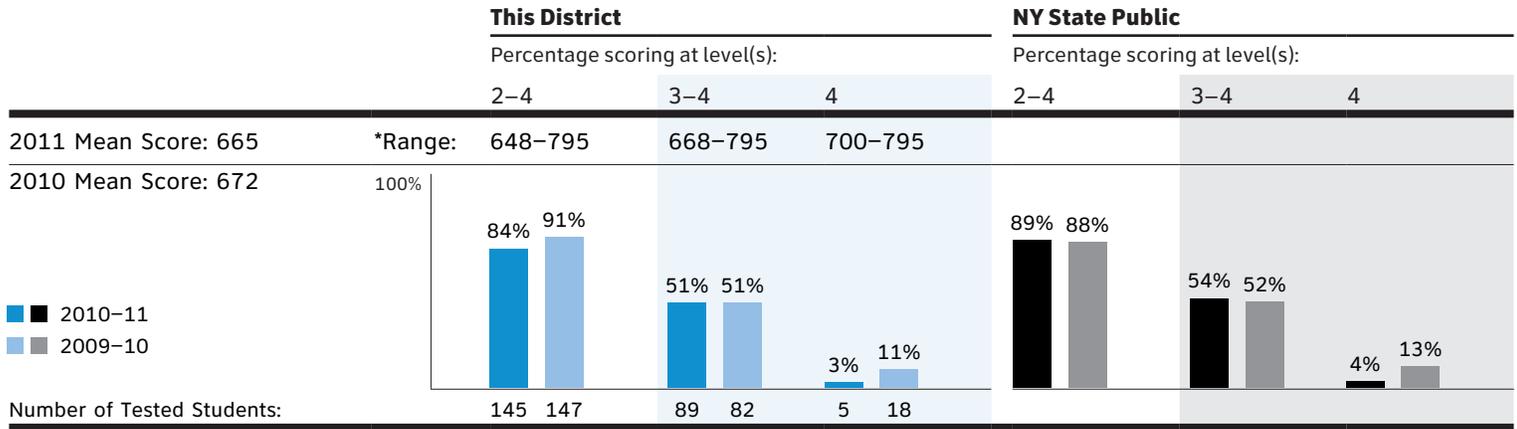
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	0			

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	173	84%	51%	3%	161	91%	51%	11%
Female	83	89%	53%	2%	75	92%	52%	17%
Male	90	79%	50%	3%	86	91%	50%	6%
American Indian or Alaska Native								
Black or African American	4	-	-	-	2	-	-	-
Hispanic or Latino	4	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	164	84%	54%	3%	153	91%	50%	10%
Multiracial					1	-	-	-
Small Group Totals	9	89%	11%	0%	8	100%	63%	25%
General-Education Students	139	96%	61%	4%	134	98%	58%	13%
Students with Disabilities	34	32%	12%	0%	27	59%	15%	0%
English Proficient	173	84%	51%	3%	160	-	-	-
Limited English Proficient					1	-	-	-
Economically Disadvantaged	75	71%	25%	0%	56	82%	36%	5%
Not Disadvantaged	98	94%	71%	5%	105	96%	59%	14%
Migrant								
Not Migrant	173	84%	51%	3%	161	91%	51%	11%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

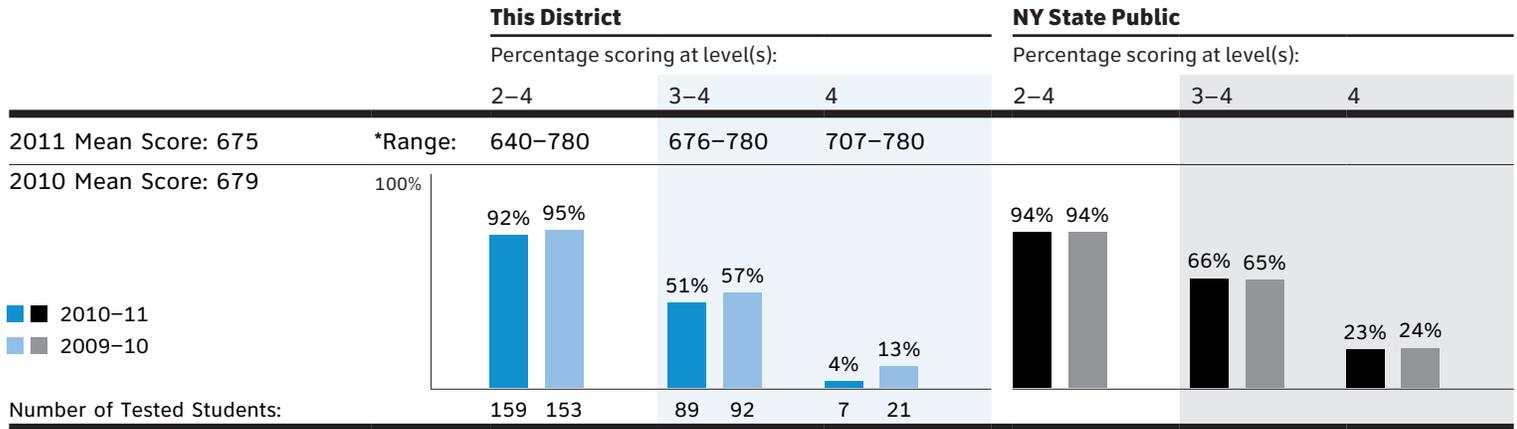
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	173	92%	51%	4%	161	95%	57%	13%
Female	83	90%	49%	5%	75	96%	56%	12%
Male	90	93%	53%	3%	86	94%	58%	14%
American Indian or Alaska Native								
Black or African American	4	-	-	-	2	-	-	-
Hispanic or Latino	4	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	164	93%	54%	4%	153	95%	56%	12%
Multiracial					1	-	-	-
Small Group Totals	9	78%	11%	0%	8	100%	75%	25%
General-Education Students	139	98%	60%	5%	134	100%	65%	15%
Students with Disabilities	34	68%	15%	0%	27	70%	19%	4%
English Proficient	173	92%	51%	4%	160	-	-	-
Limited English Proficient					1	-	-	-
Economically Disadvantaged	75	85%	32%	1%	56	86%	38%	5%
Not Disadvantaged	98	97%	66%	6%	105	100%	68%	17%
Migrant								
Not Migrant	173	92%	51%	4%	161	95%	57%	13%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

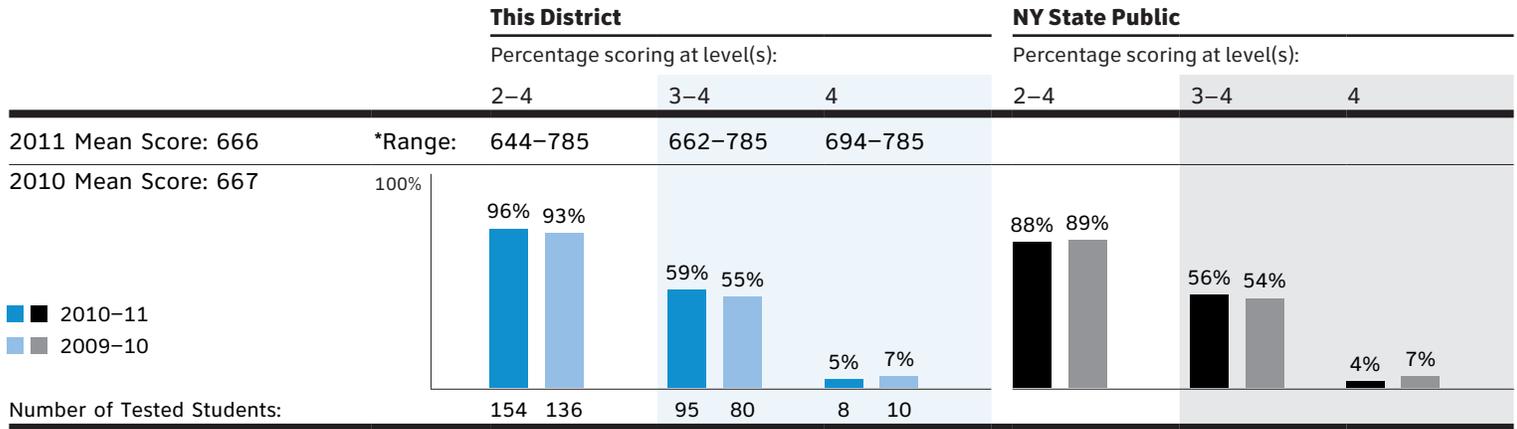
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	-	-	-	1	-	-	-

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	161	96%	59%	5%	146	93%	55%	7%
Female	75	97%	69%	5%	60	100%	60%	10%
Male	86	94%	50%	5%	86	88%	51%	5%
American Indian or Alaska Native					1	-	-	-
Black or African American	4	-	-	-	4	-	-	-
Hispanic or Latino	3	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	1	-	-	-
White	151	95%	59%	4%	138	93%	54%	7%
Multiracial								
Small Group Totals	10	100%	60%	20%	8	100%	75%	13%
General-Education Students	138	100%	66%	6%	125	98%	61%	8%
Students with Disabilities	23	70%	17%	0%	21	67%	19%	0%
English Proficient	161	96%	59%	5%	146	93%	55%	7%
Limited English Proficient								
Economically Disadvantaged	56	89%	46%	2%	61	89%	38%	0%
Not Disadvantaged	105	99%	66%	7%	85	96%	67%	12%
Migrant								
Not Migrant	161	96%	59%	5%	146	93%	55%	7%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

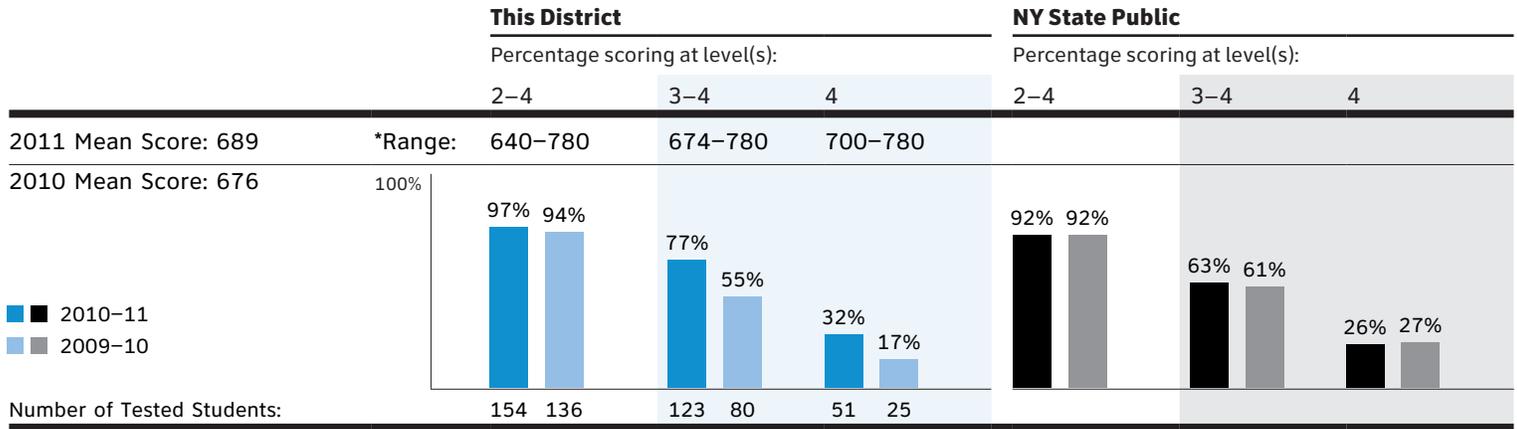
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	159	97%	77%	32%	145	94%	55%	17%
Female	75	96%	81%	32%	60	98%	55%	17%
Male	84	98%	74%	32%	85	91%	55%	18%
American Indian or Alaska Native					1	-	-	-
Black or African American	4	-	-	-	4	-	-	-
Hispanic or Latino	3	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	1	-	-	-
White	149	97%	78%	31%	137	93%	55%	18%
Multiracial								
Small Group Totals	10	90%	70%	50%	8	100%	63%	13%
General-Education Students	138	99%	83%	36%	124	98%	62%	20%
Students with Disabilities	21	81%	43%	10%	21	71%	14%	0%
English Proficient	159	97%	77%	32%	145	94%	55%	17%
Limited English Proficient								
Economically Disadvantaged	54	93%	65%	13%	60	93%	33%	7%
Not Disadvantaged	105	99%	84%	42%	85	94%	71%	25%
Migrant								
Not Migrant	159	97%	77%	32%	145	94%	55%	17%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

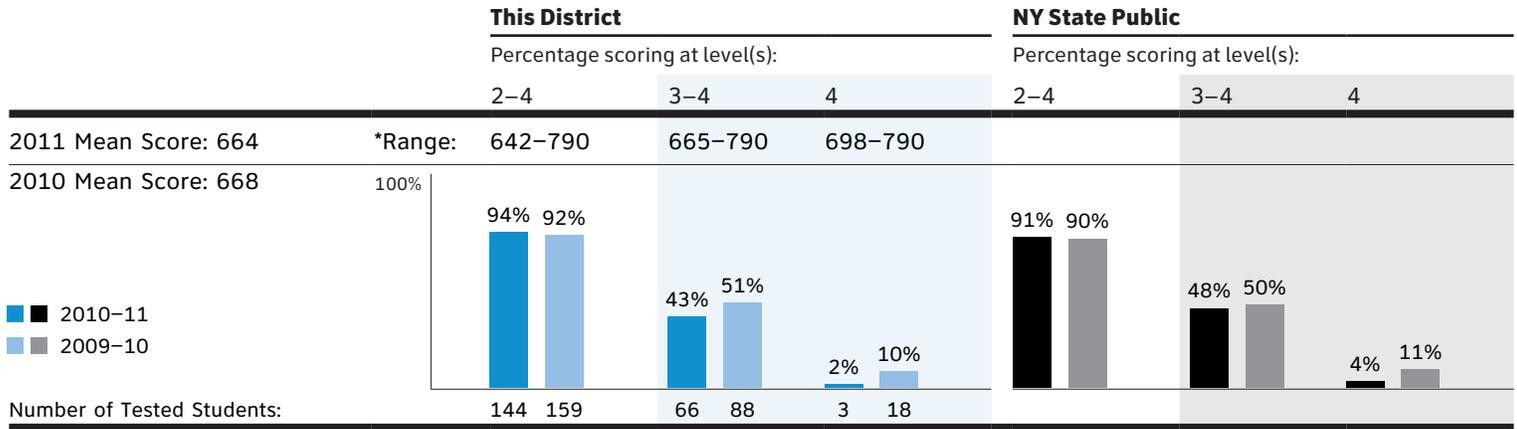
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	-	-	-	1	-	-	-

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	154	94%	43%	2%	172	92%	51%	10%
Female	62	100%	52%	2%	84	92%	54%	12%
Male	92	89%	37%	2%	88	93%	49%	9%
American Indian or Alaska Native	1	-	-	-				
Black or African American	6	100%	33%	0%	5	-	-	-
Hispanic or Latino	3	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	143	93%	43%	2%	163	93%	53%	11%
Multiracial								
Small Group Totals	5	100%	40%	0%	9	78%	22%	0%
General-Education Students	129	100%	51%	2%	138	99%	62%	13%
Students with Disabilities	25	60%	0%	0%	34	65%	9%	0%
English Proficient	154	94%	43%	2%	172	92%	51%	10%
Limited English Proficient								
Economically Disadvantaged	65	89%	25%	0%	62	82%	37%	3%
Not Disadvantaged	89	97%	56%	3%	110	98%	59%	15%
Migrant								
Not Migrant	154	94%	43%	2%	172	92%	51%	10%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

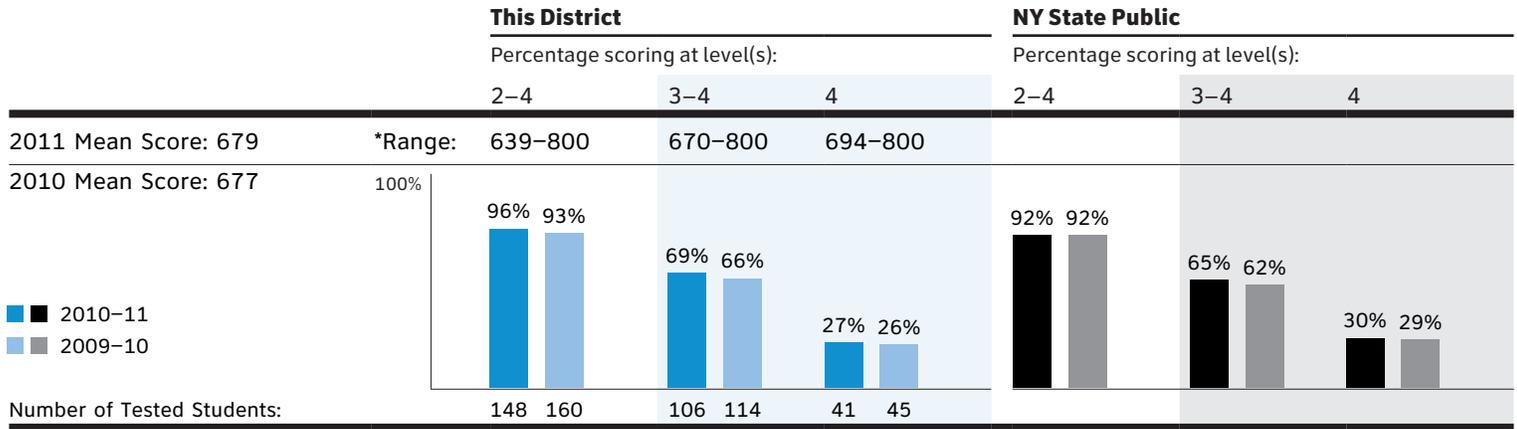
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	154	96%	69%	27%	172	93%	66%	26%
Female	62	98%	77%	27%	84	92%	65%	25%
Male	92	95%	63%	26%	88	94%	67%	27%
American Indian or Alaska Native	1	-	-	-				
Black or African American	6	100%	83%	33%	5	-	-	-
Hispanic or Latino	3	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	143	96%	68%	27%	163	94%	67%	26%
Multiracial								
Small Group Totals	5	100%	80%	20%	9	78%	44%	22%
General-Education Students	129	99%	78%	31%	138	99%	75%	31%
Students with Disabilities	25	80%	20%	4%	34	71%	29%	6%
English Proficient	154	96%	69%	27%	172	93%	66%	26%
Limited English Proficient								
Economically Disadvantaged	65	94%	49%	9%	62	82%	48%	15%
Not Disadvantaged	89	98%	83%	39%	110	99%	76%	33%
Migrant								
Not Migrant	154	96%	69%	27%	172	93%	66%	26%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

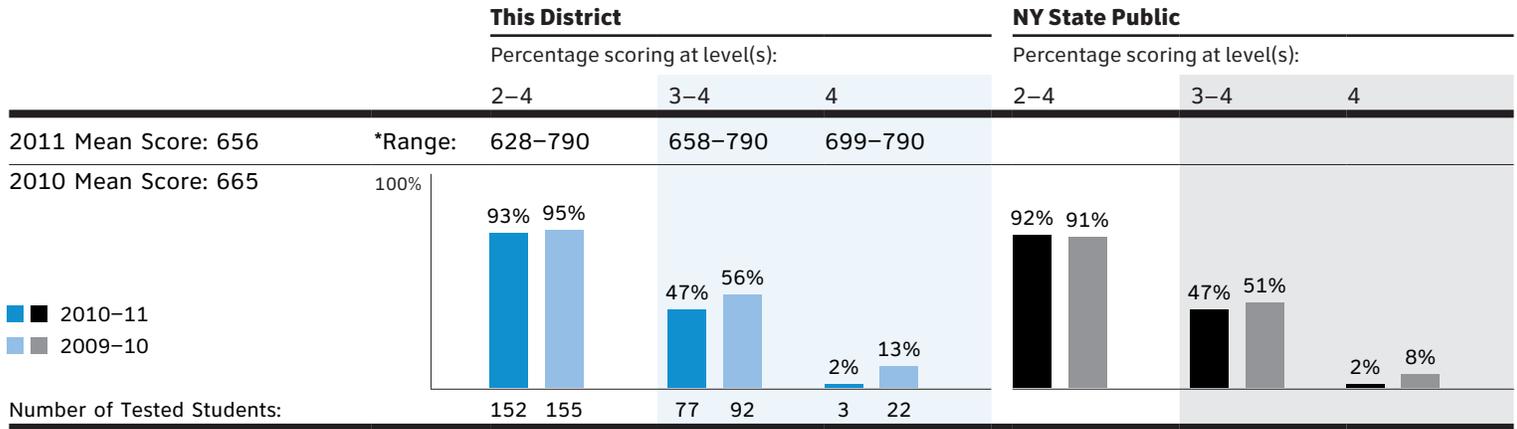
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	-	-	-	3	-	-	-

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	164	93%	47%	2%	163	95%	56%	13%
Female	79	92%	54%	0%	70	99%	66%	23%
Male	85	93%	40%	4%	93	92%	49%	6%
American Indian or Alaska Native								
Black or African American	5	-	-	-	1	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	156	93%	47%	2%	158	95%	56%	13%
Multiracial					1	-	-	-
Small Group Totals	8	88%	50%	0%	5	100%	60%	20%
General-Education Students	135	99%	55%	2%	131	100%	66%	17%
Students with Disabilities	29	66%	10%	0%	32	75%	19%	0%
English Proficient	164	93%	47%	2%	163	95%	56%	13%
Limited English Proficient								
Economically Disadvantaged	59	90%	32%	0%	51	86%	24%	2%
Not Disadvantaged	105	94%	55%	3%	112	99%	71%	19%
Migrant								
Not Migrant	164	93%	47%	2%	163	95%	56%	13%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

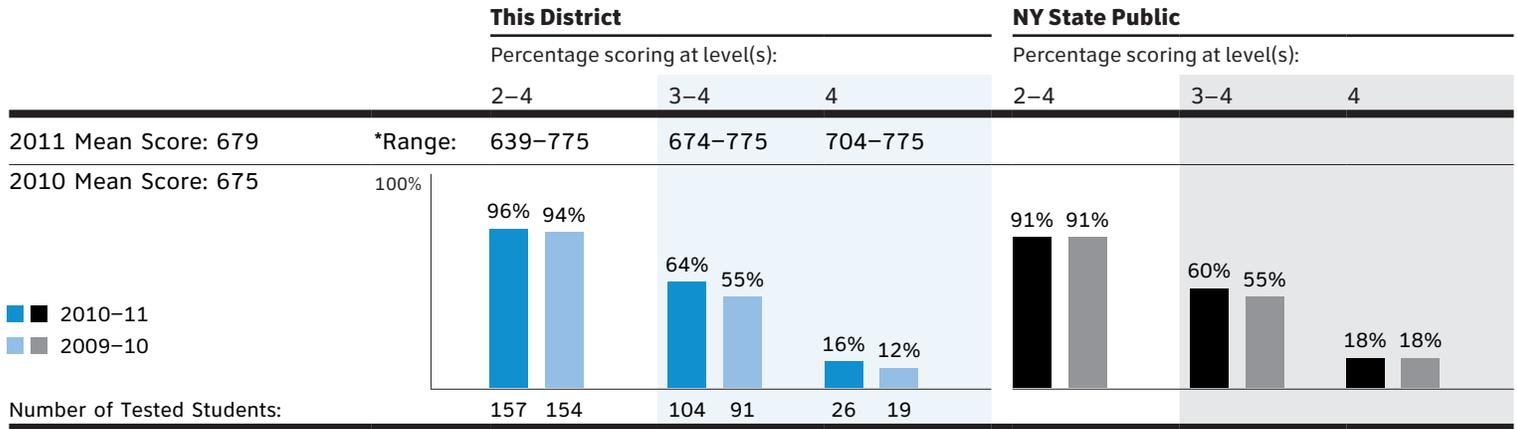
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	163	96%	64%	16%	164	94%	55%	12%
Female	78	96%	63%	14%	71	96%	61%	14%
Male	85	96%	65%	18%	93	92%	52%	10%
American Indian or Alaska Native								
Black or African American	5	-	-	-	1	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	155	97%	65%	16%	159	94%	55%	11%
Multiracial					1	-	-	-
Small Group Totals	8	88%	50%	13%	5	100%	60%	20%
General-Education Students	134	100%	71%	19%	132	98%	61%	14%
Students with Disabilities	29	79%	31%	0%	32	75%	31%	3%
English Proficient	163	96%	64%	16%	164	94%	55%	12%
Limited English Proficient								
Economically Disadvantaged	58	90%	50%	7%	52	81%	31%	2%
Not Disadvantaged	105	100%	71%	21%	112	100%	67%	16%
Migrant								
Not Migrant	163	96%	64%	16%	164	94%	55%	12%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	-	-	-	1	-	-	-

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

This District's Results in Grade 8 Science

This District

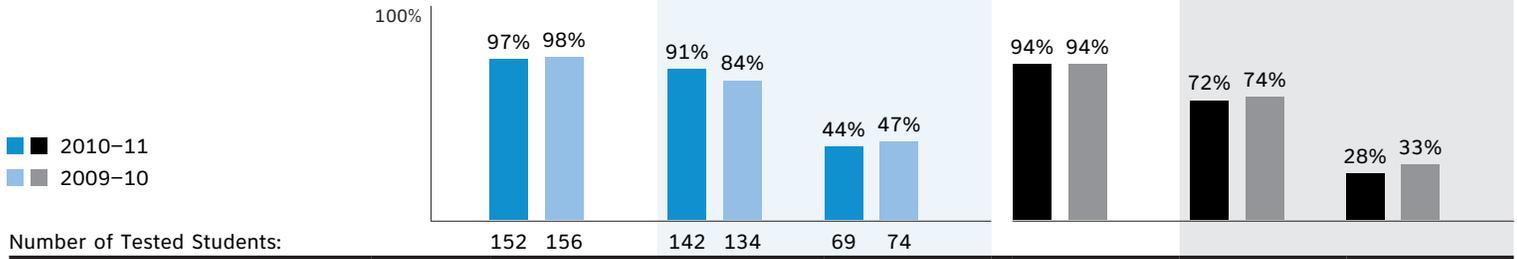
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2010-11 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	156	97%	91%	44%	159	98%	84%	47%
Female	74	97%	91%	42%	70	100%	80%	39%
Male	82	98%	91%	46%	89	97%	88%	53%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	5	-	-	-	1	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	148	98%	92%	45%	154	98%	84%	47%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	8	88%	75%	38%	5	100%	80%	40%
General-Education Students	129	100%	98%	51%	132	100%	89%	52%
Students with Disabilities	27	85%	56%	11%	27	89%	63%	19%
English Proficient	156	97%	91%	44%	159	98%	84%	47%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	53	92%	81%	19%	48	94%	65%	17%
Not Disadvantaged	103	100%	96%	57%	111	100%	93%	59%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	156	97%	91%	44%	159	98%	84%	47%

NOTES

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Other Assessments

2010-11 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

2009-10 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

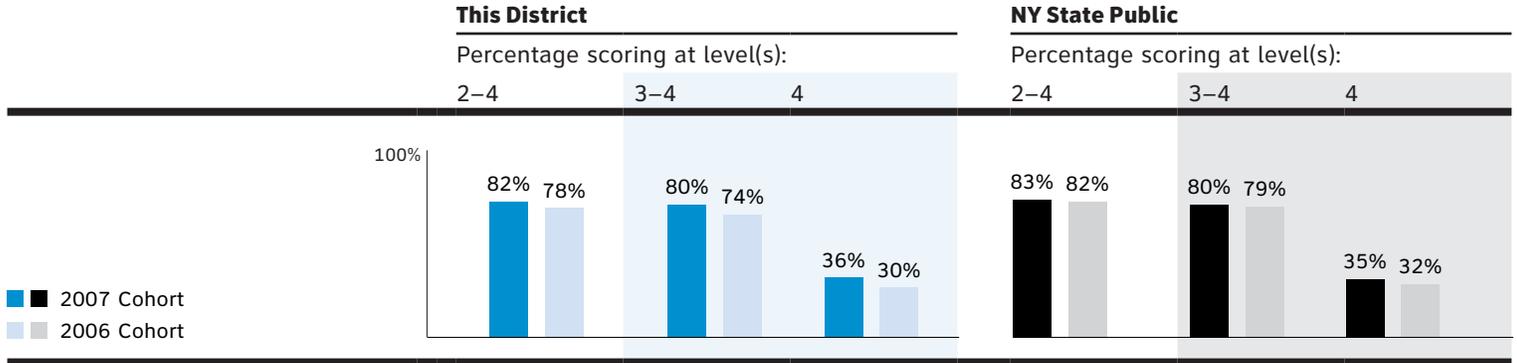
	2010-11 School Year	2009-10 School Year
	Total Tested	Total Tested
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	1
Regents Science	0	0

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	173	82%	80%	36%	200	78%	74%	30%
Female	81	86%	85%	47%	98	84%	80%	36%
Male	92	78%	75%	27%	102	73%	69%	24%
American Indian or Alaska Native								
Black or African American	2	-	-	-	4	-	-	-
Hispanic or Latino					1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	170	-	-	-	193	77%	74%	29%
Multiracial								
Small Group Totals	173	82%	80%	36%	7	100%	71%	43%
General-Education Students	148	91%	90%	43%	154	86%	86%	37%
Students with Disabilities	25	32%	20%	0%	46	50%	33%	4%
English Proficient	173	82%	80%	36%	200	78%	74%	30%
Limited English Proficient								
Economically Disadvantaged	51	78%	75%	14%	66	68%	61%	20%
Not Disadvantaged	122	84%	82%	46%	134	83%	81%	34%
Migrant								
Not Migrant	173	82%	80%	36%	200	78%	74%	30%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

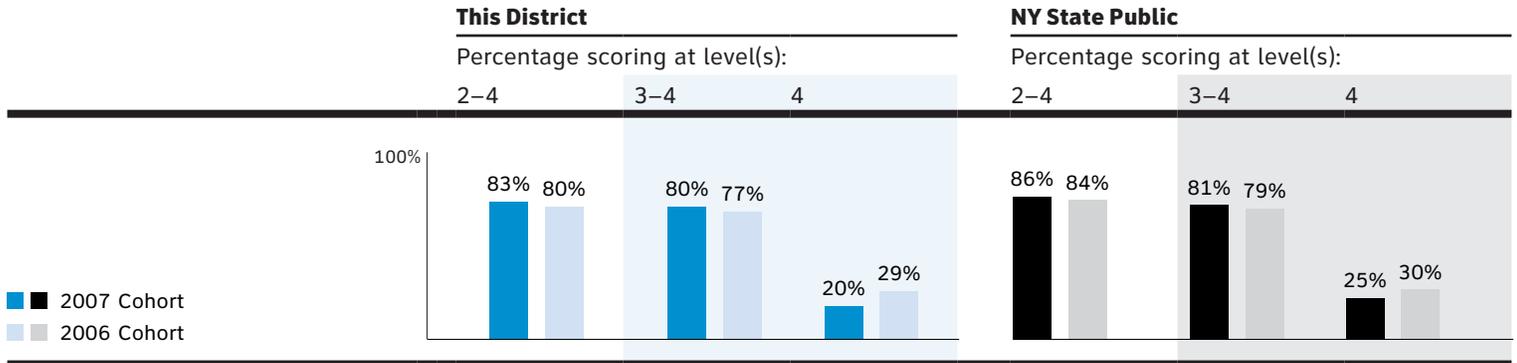
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **PERU CENTRAL SCHOOL DISTRICT**

District ID **09-11-01-06-0000**

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2007 Cohort				2006 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	173	83%	80%	20%	200	80%	77%	29%
Female	81	89%	88%	20%	98	86%	82%	33%
Male	92	77%	74%	21%	102	74%	72%	25%
American Indian or Alaska Native								
Black or African American	2	-	-	-	4	-	-	-
Hispanic or Latino					1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	170	-	-	-	193	79%	76%	28%
Multiracial								
Small Group Totals	173	83%	80%	20%	7	100%	86%	57%
General-Education Students	148	91%	91%	24%	154	88%	86%	36%
Students with Disabilities	25	32%	20%	0%	46	52%	43%	7%
English Proficient	173	83%	80%	20%	200	80%	77%	29%
Limited English Proficient								
Economically Disadvantaged	51	80%	76%	8%	66	74%	67%	20%
Not Disadvantaged	122	84%	82%	25%	134	82%	81%	34%
Migrant								
Not Migrant	173	83%	80%	20%	200	80%	77%	29%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.