



Auburn

Enlarged City School District

2020-21

Budget Statement Genesee Elementary



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**Auburn Enlarged City School District
2020-2021
Proposed Budget Expenditures**

Program Component: 75.21% of Budget

The Program component provides funding for the instruction of and educational support services of district students, including regular, special, and occupational education, guidance and health services, and cocurricular and interscholastic activities. Also included are the costs of transporting students to and from the five elementary, one junior high, and one high school.

Program	2019/2020	2020/2021	Increase/(Decrease)
Legal	12,500	12,500	0
Teaching - Regular School	19,874,975	20,247,536	372,561
Programs - Students with Disabilities	12,132,676	12,636,486	503,812
Occupational Education	2,039,998	2,245,125	205,127
Teaching - Special Schools	310,500	321,500	11,000
School Library & Audiovisual	812,902	817,283	4,381
Computer Assisted Instruction	1,997,083	2,280,004	282,921
Guidance	724,513	771,255	46,742
Health Services	673,131	694,694	21,563
Co-Curricular Activities	188,914	193,802	4,888
Interscholastic Activities	588,938	600,951	12,013
District Transportation	198,930	212,332	13,402
Contract Transportation	2,574,932	2,516,023	(58,909)
Public Transportation	50	50	0
BOCES Contract Transportation	50,500	44,500	(6,000)
Employee Benefits	16,026,117	17,081,351	(934,766)
Interfund Transfers	15,000	17,500	2,500
Total Program Expense	\$80,221,889	\$80,712,884	491,235

Capital Component: 14.43% of Budget

The Capital component provides funding for the operation and maintenance of the district's buildings and grounds, as well as for the costs of natural gas and electricity, water, sewer, and telephone services. Also included is funding for debt service - principal and interest payments on capital projects, installment purchases, leases, and interfund transfers.

Capital	2019/2020	2020/2021	Increase/(Decrease)
Operation	3,039,438	3,138,657	100,219
Maintenance	1,105,772	1,146,063	40,291
Employee Benefits	1,708,060	1,575,094	(132,966)
Debt Service	4,585,563	5,886,480	1,100,907
Interfund Transfers	100,000	100,000 *	0
Total Capital Expense	\$10,538,853	\$11,647,304	1,108,451

* For Capital Project not to exceed \$100,000

Administrative Component: 10.36% of Budget

The administrative component provides funding for general support and management activities, including central administration and business office operations such as payroll, auditing, tax collection and purchasing, as well as legal and personnel functions. Also included in this component are the costs for administration and supervision at each of the district's schools.

Administration	2019/2020	2020/2021	Increase/(Decrease)
Board of Education	19,000	19,100	100
District Clerk	12,000	11,950	(50)
District Meeting	15,200	15,200	0
Central Administration	262,397	264,876	12,479
Business Administration	277,627	276,354	(2,273)
Auditing	43,500	41,000	(2,500)
Treasurer	124,434	125,999	4,565
Tax Collection	29,605	6,950	(22,655)
Purchasing	11,000	11,000	0
Fiscal Agent Fees	10,000	10,000	0
Legal	115,000	160,000	45,000
Personnel	704,751	743,700	38,949
Public Information & Service	15,000	66,115	51,115
Central Storeroom	40,230	41,424	1,194
Central Printing & Mailing	589,250	628,750	39,500
Central Data Processing	520,325	448,000	(72,325)
Unallocated Insurance	222,000	257,000	35,000
Board Membership Dues	28,000	28,000	0
Assessments on School Property	80,000	70,000	(10,000)
BOCES Admin. Charges	809,500	932,500	123,000
Curriculum Development, Supervision	414,632	385,931	(28,701)
Supervision - Reg. School	1,640,509	1,690,953	50,444
Research Planning & Evaluation	164,000	164,000	0
Inservice Training	23,000	40,000	17,000
Programs - Students with Disabilities	331,809	334,226	2,416
Health Services	91,957	94,205	2,248
Employee Benefits	1,585,323	1,495,129	(89,194)
Total Administrative Expense	\$8,179,049	\$8,365,351	186,312

Total Budgeted Expenses	\$78,930,681	\$80,725,559	\$1,794,999
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Auburn

Enlarged City School District 2020 - 2021 BUDGET



**DATE: TUESDAY, June 9, 2020
ABSENTEE BALLOT ONLY**

PLEASE VOTE

- The school budget vote and board election will be held by absentee ballot this year. There will be no in-person voting. Absentee ballots must be received in the Office of the District Clerk by 5:00 p.m. on June 9, 2020.
- In order to vote: you do not need to be a registered voter; you must be a citizen of the United States, at least 18 years old and a resident of the district for at least 30 days prior to June 9th.
- Absentee ballots will be mailed to each registered voter in the district.
- Additional absentee ballots may be requested by any qualified voters in the district by contacting the District Clerk, Shelly Major, by email at MichelleMajor@aecsd.education or by calling her at (315) 255-8850.

2020-21 Budget is \$80,725,559

- Budget is up 2.3% (or \$1.8 million) from 2019-2020
- No Increase in NYS Foundation Aid
- Use of \$1,047,897 of Reserves in this Budget

Staffing Changes in this Budget (Net Reduction = 21 Positions)

- Reductions:
 - 2 General Education Teachers – Elementary
 - 2 Special Education Teachers – Elementary
 - 1 Speech Therapist
 - 1 Administrator (Director of Curriculum & Professional Development)
 - 1 Building Maintenance Mechanic
 - 1 Custodian
 - 1 Network Administrator
 - 25 Teacher Aides
- Additions:
 - 7 Special Education Teachers
 - 6 Teaching Assistants

Educational Programs

- With this budget, we are able to maintain programs that our community values:
 - Six Instructional Teams at Auburn Junior High
 - *Project Lead the Way* Engineering and Biomedical Programs at Auburn High
 - *Project Lead the Way* Gateway at Auburn Junior High
 - Technology Instruction at the Elementary level
 - AP and Cayuga Advantage Courses at Auburn High
 - All Extracurricular Sports and Music Programs District-Wide
 - *Project Lead the Way*/AP Computer Science at Auburn High
 - Computer Literacy Instruction at Auburn Junior High
 - Expanded Reading Instruction and Support in all elementary schools

Tax levy increase of 1.67%

- Average Increase in Taxes, from last year, on a \$100,000 home:
 - No Star Exemption - \$31/year (or \$2.58/month)
 - Basic Star Exemption - \$32/year (or \$2.67/month)
 - Enhanced Star Exemption - \$31/year (or \$2.58/month)



Frequently Asked Questions

What is the "Tax Levy Limit" and why are taxes going up by less than 2%?

- NYS adopted a tax levy limit commonly referred to as "the 2% tax cap". Each district must calculate their individual tax levy limit by using a formula defined by NYS. Auburn's tax levy limit for 2020-21 is 1.67%.

Is the District exceeding the tax cap?

- No; the proposed budget includes a 1.67% tax levy increase, which is within the tax cap limit set by New York State, thus not requiring a super majority for approval.

What happens if we go to a Contingency Budget?

- NYS has not issued guidance on a re-vote if the proposed budget is voted down. In prior years, the Board of Education would decide whether to have a second vote on the same budget or a revised budget. If defeated a second time, NYS requires that the district adopt a Contingency Budget. If that happens, the proposed budget would be reduced by eliminating all unaided equipment expenditures (for example: plows, trucks, lawnmowers, athletic equipment, office computers), and fees for community use of buildings would be implemented. Additionally, there can be no increase in the district's tax levy from the prior year. That means \$533,000 in property tax revenue would have to be cut from the budget, as well as \$290,000 in non-aided equipment purchases.

Key Statistics

The Auburn Enlarged City School District does its best to ensure that it provides high-quality curriculum and instruction that meets the unique needs of each student while not overspending. The comparison below illustrates that:

	<u>Auburn</u>	<u>Similar Schools</u>	<u>NYS Average</u>
Total Expenditures per Pupil (per 2018-19 NYS Fiscal Accountability Summary)	\$17,746	\$22,630	\$25,853
Visit the NYS Property Tax Report Card at https://data.nysed.gov			
District Enrollment (2019-20)	4,119		
Students Receiving Free or Reduced-Price Meals (2019-20)	54%		
Number of Employees (General Fund budget only)			
	Faculty	2020-21 340.45	61.4%
	Support staff	192.30	34.6%
	Admin/Supervisors	22.25	4.0%
	Total	555.00	



Vote Tuesday, June 9, 2020

2020-21 Property Tax Report Card

090100 - Auburn Enlarged City School District
 Contact Person Lisa Green
 Telephone Number 315-555-8828

Item	2019-20	2020-21
Total Budgeted Amount, not including Separate Propositions	78,930,561	80,728,559
A. Proposed Tax Levy to Support the Total Budgeted Amount	31,873,586	32,508,722
B. Tax Levy to Support Library Debt, if Applicable		
C. Tax Levy for Non-Excludable Propositions, if Applicable		
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable		
E. Total Proposed School Year Tax Levy (A + B + C - D)	31,873,586	32,508,722
F. Permissible Exclusions to the School Tax Levy Limit	877,258	685,071
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	31,006,328	31,841,651
H. Total Proposed School Year Tax Levy Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - F + G)	31,006,328	31,841,651
I. Difference (G - H) (negative value requires 50.0% voter approval)	0	0
Public School Enrollment	4,052	4,119
Consumer Price Index		1.81%

Item	2019-20	2020-21
Adjusted Restricted Fund Balance	6,250,433	5,257,932
Assigned Appropriated Fund Balance	2,015,600	1,047,897
Adjusted Unrestricted Fund Balance	3,157,222	3,229,022
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

Schedule of Reserve Funds

Account Name	Reserve Name	Reserve Description	2019-20 Balance	2020-21 Balance
Capital	2018 Capital Reserve Fund	To pay the cost of any object or purpose for which bonds may be issued	700,000	None
Capital	2018 Tuff Capital Reserve Fund	To pay the cost of replacing the athletic field turf, for which bonds may be issued	250,180	None
Unemployment Insurance	Unemployment Insurance Reserve	To pay the cost of unemployment to the State Unemployment Insurance Fund	151,304	\$151,309 to pay 2020-2021 Unemployment Claims
Insurance	Insurance Reserve Fund	To pay liability, casualty, and other types of insurance claims	458,576	457,572 None
Liability	Liability Reserve Fund	To establish and maintain a program of reserves to cover liability claims incurred	488,142	500,140 None
Tax Contingent	Tax Contingent Reserve	To establish a reserve fund for tax collection settlements	1,950,075	\$121,367 appropriated for budget other than 2020-2021 amounts to pay Contingent Claims as they are Settled
Employee Benefit Accrued Liability	Employee Benefit Accrued Liability Reserve (EBALR) Fund	For the payment of accrued employee benefits due to employees upon termination of service	284,776	
Retirement Contribution Sub-Fund	Retirement Contribution Reserve Sub-Fund (TRS)	To fund employer retirement contributions to the State and Local Teachers' Retirement System	554,000	265,000 To pay Accrued Benefits as appropriate
Retirement Contribution	Retirement Contribution Reserve Fund	To fund employer retirement contributions to the State and Local Employees' Retirement System	1,464,353	\$775,000 to pay 2020-2021 Retirement Claim

GENESEE STREET ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

[Section 1003 School Improvement Funds Data \(54.71 kilobytes\)](#)

For information on the use of Title I School Improvement funds, see:

- [2017-18 Title I SIG 1003 Basic Application and Addendum for 2018-19 Extension](#)
- [2018-19 Title I SIG 1003 Basic Planning](#)
- [2019 NYSIP-PLC Phase II](#)
- [SIG Cohort 5, 6 and 7 Schools Funded with SIGA in 2018-19](#)

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
Multiracial	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	2	4	3	—	3	2
American Indian or Alaska Native	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—
Black or African American	2	4	3	—	3	1
Hispanic or Latino	2	4	3	—	3	1
Multiracial	2	4	3	—	3	1
White	2	4	3	—	2	3
English Language Learners	—	—	—	—	—	—
Students with Disabilities	2	2	2	—	2	1
Economically Disadvantaged	2	4	3	—	2	1

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

Subgroup	Level
All Students	2
Asian or Native Hawaiian/Other Pacific Islander	—
Black or African American	2
Hispanic or Latino	2
Multiracial	2
White	2
Students with Disabilities	2
Economically Disadvantaged	2

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	204	93	2
	Math	193	119	
	Science	39	206	
	Combined	436	114	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	-	-
	Math	1	-	
	Science	-	-	
	Combined	2	-	
Black or African American	ELA	50	74	2
	Math	50	114	
	Science	11	214	
	Combined	111	106	
Hispanic or Latino	ELA	39	96	2
	Math	38	100	
	Science	8	225	
	Combined	85	110	
Multiracial	ELA	34	97	2
	Math	34	131	
	Science	16	209	
	Combined	84	132	
White	ELA	125	94	2
	Math	115	115	
	Science	48	210	
	Combined	288	122	
Students with Disabilities	ELA	47	33	2
	Math	46	40	
	Science	20	180	
	Combined	113	62	
Economically Disadvantaged	ELA	179	88	2
	Math	171	113	
	Science	33	211	
	Combined	383	110	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	204	93	2
	Math	200	115	
	Science	43	187	
	Combined	447	112	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Science	—	—	
	Combined	2	—	
Black or African American	ELA	50	74	2
	Math	50	114	
	Science	11	214	
	Combined	111	106	
Hispanic or Latino	ELA	40	94	2
	Math	40	95	
	Science	9	200	
	Combined	89	105	
Multiracial	ELA	34	97	3
	Math	34	131	
	Science	17	197	
	Combined	85	131	
White	ELA	125	94	2
	Math	121	110	
	Science	50	202	
	Combined	296	119	
Students with Disabilities	ELA	48	32	2
	Math	48	39	
	Science	21	171	
	Combined	117	60	
Economically Disadvantaged	ELA	179	88	2
	Math	175	110	
	Science	36	193	
	Combined	390	108	

ELEMENTARY/MIDDLE GROWTH (2016-17, 2017-18, AND 2018-19)

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	39,254	705	55.7	4
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—
Black or African American	5,732	98	58.5	4
Hispanic or Latino	3,682	65	56.6	4
Multiracial	6,850	118	58.1	4
White	22,852	422	54.2	4
English Language Learners	—	0	—	—
Students with Disabilities	6,107	131	46.6	2
Economically Disadvantaged	33,074	595	55.6	4

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	3
Black or African American	3
Hispanic or Latino	3
Multiracial	3
White	3
Students with Disabilities	2
Economically Disadvantaged	3

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	45	204	93	58	105	122	161	—	Y	200	3	3
	Math	70	200	115	80	107	124	162	—	—	200	3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	1	—	—	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	43	50	74	55	98	116	158	—	Y	200	3	3
	Math	56	50	114	68	88	107	154	—	—	200	4	
Hispanic or Latino	ELA	43	40	94	56	95	113	157	—	Y	200	3	3
	Math	78	40	95	88	92	111	155	—	—	200	3	
Multiracial	ELA	25	34	97	39	102	119	159	—	Y	200	3	3
	Math	56	34	131	68	104	120	160	—	—	200	4	
White	ELA	52	125	94	64	102	119	160	—	N	200	2	2
	Math	75	121	110	85	110	126	163	—	N	200	2	
Students with Disabilities	ELA	7	48	32	22	61	85	142	—	Y	200	3	2
	Math	12	48	39	27	61	85	142	—	N	200	2	
Economically Disadvantaged	ELA	39	179	88	52	95	113	157	—	N	200	2	2
	Math	64	175	110	75	94	112	156	—	—	200	3	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	27	355	90	25.4%	25.2%	14.6%	12.8%	8.9%	Y	—	5%	2
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—	—	—	—	—	—	—	—
Black or African American	20	42	10	23.8%	19.4%	20.1%	17.7%	11.4%	N	—	5%	1
Hispanic or Latino	18.2	33	7	21.2%	17.2%	19.8%	17%	11%	N	—	5%	1
Multiracial	34.4	63	24	38.1%	32%	16.5%	14.5%	9.8%	N	—	5%	1
White	27.5	215	49	22.8%	25.7%	10.5%	9.3%	7.2%	—	Y	5%	3
Students with Disabilities	22.4	85	25	29.4%	21%	21.5%	18.5%	11.8%	N	—	5%	1
Economically Disadvantaged	28.4	312	88	28.2%	26.6%	19.9%	17.1%	11.1%	N	—	5%	1

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% in Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	220	96.8%	422	92.7%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
Black or African American	—	27	—	—	—
Hispanic or Latino	—	20	—	—	—
Multiracial	—	37	—	—	—
White	✓	135	97.8%	256	92.2%
English Language Learners	—	0	—	—	—
Students with Disabilities	X	46	93.5%	82	91.5%
Economically Disadvantaged	✓	194	96.9%	365	92.6%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% in Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	219	91.8%	421	90.7%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
Black or African American	—	27	—	—	—
Hispanic or Latino	—	20	—	—	—
Multiracial	—	37	—	—	—
White	X	134	90.3%	254	87.8%
English Language Learners	—	0	—	—	—
Students with Disabilities	X	46	91.3%	82	87.8%
Economically Disadvantaged	X	193	92.8%	363	91.2%

STAFF QUALIFICATIONS (2018-19)

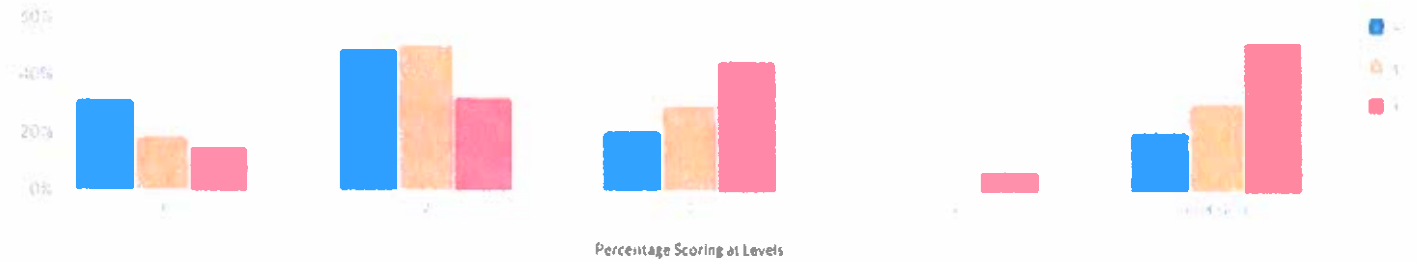
	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	5	16%	1	100%	1	4%
THIS DISTRICT	34	11%	3	43%	8	3%
STATEWIDE	32,551	16%	1,378	28%	23,318	11%
STATEWIDE HIGH-POVERTY SCHOOLS	11,966	25%	392	32%	10,750	23%
STATEWIDE LOW-POVERTY SCHOOLS	5,751	9%	262	21%	1,180	2%

GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	0	59	18	31%	29	49%	12	20%	0	0%	12	20%
Grade 4	3	46	12	26%	19	41%	15	33%	0	0%	15	33%
Grade 5	3	54	31	57%	16	30%	5	9%	2	4%	7	13%
Grade 6	2	54	14	26%	19	35%	15	28%	6	11%	21	39%
Grades 3-8	8	213	75	35%	83	39%	47	22%	8	4%	55	26%

GRADE 3 ELA RESULTS



MEAN SCORE: 587

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	0	59	18	31%	29	49%	12	20%	0	0%	12	20%
General Education	0	47	10	21%	25	53%	12	26%	0	0%	12	26%
Students with Disabilities	0	12	8	67%	4	33%	0	0%	0	0%	0	0%
Black or African American	0	8	5	63%	3	38%	0	0%	0	0%	0	0%
Hispanic or Latino	0	5	1	20%	3	60%	1	20%	0	0%	1	20%
White	0	35	11	31%	17	49%	7	20%	0	0%	7	20%
Multiracial	0	11	1	9%	6	55%	4	36%	0	0%	4	36%
Female	0	26	7	27%	12	46%	7	27%	0	0%	7	27%
Male	0	33	11	33%	17	52%	5	15%	0	0%	5	15%
Non-English Language Learners	0	59	18	31%	29	49%	12	20%	0	0%	12	20%
Economically Disadvantaged	0	54	16	30%	28	52%	10	19%	0	0%	10	19%
Not Economically Disadvantaged	0	5	2	40%	1	20%	2	40%	0	0%	2	40%
Not Migrant	0	59	18	31%	29	49%	12	20%	0	0%	12	20%
Homeless	0	1	-	-	-	-	-	-	-	-	-	-
Not Homeless	0	58	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	0	59	18	31%	29	49%	12	20%	0	0%	12	20%
Parent Not in Armed Forces	0	59	18	31%	29	49%	12	20%	0	0%	12	20%

GRADE 4 ELA RESULTS



MEAN SCORE: 592

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	46	12	26%	19	41%	15	33%	0	0%	15	33%
General Education	1	36	7	19%	15	42%	14	39%	0	0%	14	39%
Students with Disabilities	2	10	5	50%	4	40%	1	10%	0	0%	1	10%
Black or African American	1	4	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	6	2	33%	3	50%	1	17%	0	0%	1	17%
White	1	31	10	32%	9	29%	12	39%	0	0%	12	39%
Multiracial	0	5	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	9	0	0%	7	78%	2	22%	0	0%	2	22%
Female	1	23	2	9%	10	43%	11	48%	0	0%	11	48%
Male	2	23	10	43%	9	39%	4	17%	0	0%	4	17%
Non-English Language Learners	3	46	12	26%	19	41%	15	33%	0	0%	15	33%
Economically Disadvantaged	3	39	10	26%	17	44%	12	31%	0	0%	12	31%
Not Economically Disadvantaged	0	7	2	29%	2	29%	3	43%	0	0%	3	43%
Not Migrant	3	46	12	26%	19	41%	15	33%	0	0%	15	33%
Homeless	0	3	-	-	-	-	-	-	-	-	-	-
Not Homeless	3	43	-	-	-	-	-	-	-	-	-	-
In Foster Care	0	1	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	3	45	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	3	46	12	26%	19	41%	15	33%	0	0%	15	33%

GRADE 5 ELA RESULTS



Percentagen Scoring at Levels

MEAN SCORE: 590

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	54	31	57%	16	30%	5	9%	2	4%	7	13%
General Education	2	42	22	52%	14	33%	5	12%	1	2%	6	14%
Students with Disabilities	1	12	9	75%	2	17%	0	0%	1	8%	1	8%
Black or African American	0	8	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	2	-	-	-	-	-	-	-	-	-	-
White	1	32	19	59%	8	25%	3	9%	2	6%	5	16%
Multiracial	2	12	6	50%	4	33%	2	17%	0	0%	2	17%
Small Group Total	0	10	6	60%	4	40%	0	0%	0	0%	0	0%
Female	1	24	12	50%	9	38%	2	8%	1	4%	3	13%
Male	2	30	19	63%	7	23%	3	10%	1	3%	4	13%
Non-English Language Learners	3	54	31	57%	16	30%	5	9%	2	4%	7	13%
Economically Disadvantaged	2	50	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	1	4	-	-	-	-	-	-	-	-	-	-
Not Migrant	3	54	31	57%	16	30%	5	9%	2	4%	7	13%
Not Homeless	3	54	31	57%	16	30%	5	9%	2	4%	7	13%
Not in Foster Care	3	54	31	57%	16	30%	5	9%	2	4%	7	13%
Parent Not in Armed Forces	3	54	31	57%	16	30%	5	9%	2	4%	7	13%

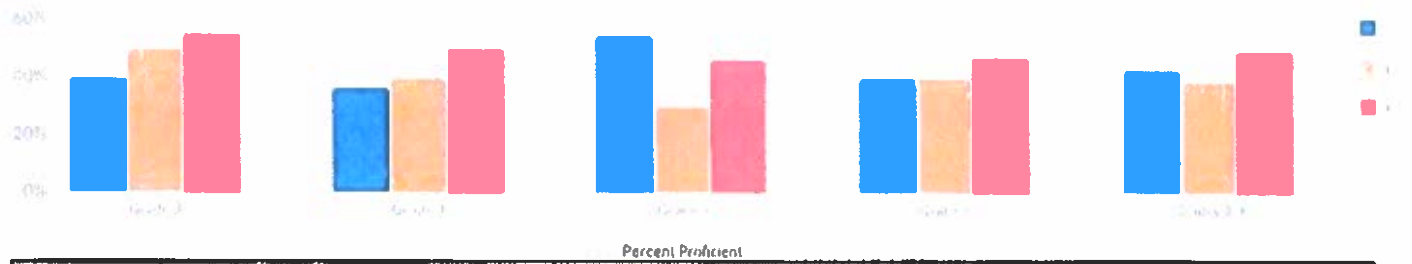
GRADE 6 ELA RESULTS



MEAN SCORE: 594

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	54	14	26%	19	35%	15	28%	6	11%	21	39%
General Education	1	45	5	11%	19	42%	15	33%	6	13%	21	47%
Students with Disabilities	1	9	9	100%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	7	1	14%	2	29%	3	43%	1	14%	4	57%
Hispanic or Latino	1	5	—	—	—	—	—	—	—	—	—	—
White	1	34	9	26%	12	35%	10	29%	3	9%	13	38%
Multiracial	0	7	3	43%	2	29%	0	0%	2	29%	2	29%
Small Group Total	1	6	1	17%	3	50%	2	33%	0	0%	2	33%
Female	2	31	8	26%	11	35%	9	29%	3	10%	12	39%
Male	0	23	6	26%	8	35%	6	26%	3	13%	9	39%
Non-English Language Learners	2	54	14	26%	19	35%	15	28%	6	11%	21	39%
Economically Disadvantaged	2	45	13	29%	17	38%	11	24%	4	9%	15	33%
Not Economically Disadvantaged	0	9	1	11%	2	22%	4	44%	2	22%	6	67%
Not Migrant	2	54	14	26%	19	35%	15	28%	6	11%	21	39%
Homeless	0	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	2	51	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	2	54	14	26%	19	35%	15	28%	6	11%	21	39%
Parent Not in Armed Forces	2	54	14	26%	19	35%	15	28%	6	11%	21	39%

GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	0	59	19	32%	17	29%	17	29%	6	10%	23	39%
Grade 4	3	44	19	43%	9	20%	13	30%	3	7%	16	36%
Grade 5	5	52	15	29%	9	17%	19	37%	9	17%	28	54%
Grade 6	10	46	16	35%	12	26%	8	17%	10	22%	18	39%
Grades 3-8	18	201	69	34%	47	23%	57	28%	28	14%	85	42%

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

GRADE 3 MATH RESULTS



Percentage Scoring at Levels

MEAN SCORE: 594

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	0	59	19	32%	17	29%	17	29%	6	10%	23	39%
General Education	0	47	12	26%	13	28%	16	34%	6	13%	22	47%
Students with Disabilities	0	12	7	58%	4	33%	1	8%	0	0%	1	8%
Black or African American	0	8	4	50%	2	25%	2	25%	0	0%	2	25%
Hispanic or Latino	0	5	1	20%	2	40%	2	40%	0	0%	2	40%
White	0	35	12	34%	11	31%	8	23%	4	11%	12	34%
Multiracial	0	11	2	18%	2	18%	5	45%	2	18%	7	64%
Female	0	26	8	31%	7	27%	10	38%	1	4%	11	42%
Male	0	33	11	33%	10	30%	7	21%	5	15%	12	36%
Non-English Language Learners	0	59	19	32%	17	29%	17	29%	6	10%	23	39%
Economically Disadvantaged	0	54	17	31%	17	31%	15	28%	5	9%	20	37%
Not Economically Disadvantaged	0	5	2	40%	0	0%	2	40%	1	20%	3	60%
Not Migrant	0	59	19	32%	17	29%	17	29%	6	10%	23	39%
Homeless	0	1	-	-	-	-	-	-	-	-	-	-
Not Homeless	0	58	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	0	59	19	32%	17	29%	17	29%	6	10%	23	39%
Parent Not in Armed Forces	0	59	19	32%	17	29%	17	29%	6	10%	23	39%

GRADE 4 MATH RESULTS



MEAN SCORE: 592

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	44	19	43%	9	20%	13	30%	3	7%	16	36%
General Education	2	34	12	35%	7	21%	12	35%	3	9%	15	44%
Students with Disabilities	1	10	7	70%	2	20%	1	10%	0	0%	1	10%
Black or African American	0	4	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	6	2	33%	3	50%	1	17%	0	0%	1	17%
White	2	29	13	45%	4	14%	10	34%	2	7%	12	41%
Multiracial	0	5	-	-	-	-	-	-	-	-	-	-
Small Group Total	0	9	4	44%	2	22%	2	22%	1	11%	3	33%
Female	1	23	8	35%	3	13%	10	43%	2	9%	12	52%
Male	2	21	11	52%	6	29%	3	14%	1	5%	4	19%
Non-English Language Learners	3	44	19	43%	9	20%	13	30%	3	7%	16	36%
Economically Disadvantaged	2	38	17	45%	8	21%	11	29%	2	5%	13	34%
Not Economically Disadvantaged	1	6	2	33%	1	17%	2	33%	1	17%	3	50%
Not Migrant	3	44	19	43%	9	20%	13	30%	3	7%	16	36%
Homeless	0	3	-	-	-	-	-	-	-	-	-	-
Not Homeless	3	41	-	-	-	-	-	-	-	-	-	-
In Foster Care	0	1	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	3	43	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	3	44	19	43%	9	20%	13	30%	3	7%	16	36%

GRADE 5 MATH RESULTS



Percentage Scoring at Levels

MEAN SCORE: 600

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	52	15	29%	9	17%	19	37%	9	17%	28	54%
General Education	4	40	6	15%	8	20%	18	45%	8	20%	26	65%
Students with Disabilities	1	12	9	75%	1	8%	1	8%	1	8%	2	17%
Black or African American	0	8	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	2	-	-	-	-	-	-	-	-	-	-
White	3	30	11	37%	4	13%	12	40%	3	10%	15	50%
Multiracial	2	12	3	25%	1	8%	4	33%	4	33%	8	67%
Small Group Total	0	10	1	10%	4	40%	3	30%	2	20%	5	50%
Female	2	23	6	26%	4	17%	9	39%	4	17%	13	57%
Male	3	29	9	31%	5	17%	10	34%	5	17%	15	52%
Non-English Language Learners	5	52	15	29%	9	17%	19	37%	9	17%	28	54%
Economically Disadvantaged	4	48	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	1	4	-	-	-	-	-	-	-	-	-	-
Not Migrant	5	52	15	29%	9	17%	19	37%	9	17%	28	54%
Not Homeless	5	52	15	29%	9	17%	19	37%	9	17%	28	54%
Not in Foster Care	5	52	15	29%	9	17%	19	37%	9	17%	28	54%
Parent Not in Armed Forces	5	52	15	29%	9	17%	19	37%	9	17%	28	54%

GRADE 6 MATH RESULTS



MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	10	46	16	35%	12	26%	8	17%	10	22%	18	39%
General Education	8	38	8	21%	12	32%	8	21%	10	26%	18	47%
Students with Disabilities	2	8	8	100%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	7	1	14%	3	43%	2	29%	1	14%	3	43%
Hispanic or Latino	2	4	—	—	—	—	—	—	—	—	—	—
White	8	27	9	33%	7	26%	5	19%	6	22%	11	41%
Multiracial	0	7	4	57%	1	14%	1	14%	1	14%	2	29%
Small Group Total	2	5	2	40%	1	20%	0	0%	2	40%	2	40%
Female	6	27	11	41%	7	26%	4	15%	5	19%	9	33%
Male	4	19	5	26%	5	26%	4	21%	5	26%	9	47%
Non-English Language Learners	10	46	16	35%	12	26%	8	17%	10	22%	18	39%
Economically Disadvantaged	8	39	15	38%	12	31%	6	15%	6	15%	12	31%
Not Economically Disadvantaged	2	7	1	14%	0	0%	2	29%	4	57%	6	86%
Not Migrant	10	46	16	35%	12	26%	8	17%	10	22%	18	39%
Homeless	1	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	9	44	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	10	46	16	35%	12	26%	8	17%	10	22%	18	39%
Parent Not in Armed Forces	10	46	16	35%	12	26%	8	17%	10	22%	18	39%

GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	6	41	1	2%	4	10%	18	44%	18	44%	36	88%
Grades 4&8	6	41	1	2%	4	10%	18	44%	18	44%	36	88%

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

GRADE 4 SCIENCE RESULTS



MEAN SCORE: 80

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	6	41	1	2%	4	10%	18	44%	18	44%	36	88%
General Education	5	31	0	0%	3	10%	11	35%	17	55%	28	90%
Students with Disabilities	1	10	1	10%	1	10%	7	70%	1	10%	8	80%
Black or African American	0	4	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	6	0	0%	0	0%	3	50%	3	50%	6	100%
White	4	27	1	4%	4	15%	11	41%	11	41%	22	81%
Multiracial	1	4	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	8	0	0%	0	0%	4	50%	4	50%	8	100%
Female	2	22	0	0%	0	0%	8	36%	14	64%	22	100%
Male	4	19	1	5%	4	21%	10	53%	4	21%	14	74%
Non-English Language Learners	6	41	1	2%	4	10%	18	44%	18	44%	36	88%
Economically Disadvantaged	5	35	1	3%	2	6%	16	46%	16	46%	32	91%
Not Economically Disadvantaged	1	6	0	0%	2	33%	2	33%	2	33%	4	67%
Not Migrant	6	41	1	2%	4	10%	18	44%	18	44%	36	88%
Homeless	1	2	-	-	-	-	-	-	-	-	-	-
Not Homeless	5	39	-	-	-	-	-	-	-	-	-	-
In Foster Care	0	1	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	6	40	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	6	41	1	2%	4	10%	18	44%	18	44%	36	88%

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)

National Assessment of Education Progress (NAEP) are reported for statewide (New York State) and national results only. District- and school-level results are not reported for NAEP.

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34	31	26	8	24	40	29	8
Students with Disabilities	73	18	7	1	61	30	7	2
American Indian or Alaska Native	•	•	•	•	•	•	•	•
Asian	21	27	34	17	8	23	43	26
Native Hawaiian/Other Pacific Islander	•	•	•	•	•	•	•	•
Black or African American	53	31	14	2	43	40	16	1
Hispanic or Latino	45	32	19	4	33	45	19	2
White	24	32	33	11	14	39	38	9
Multiracial	24	23	35	18	15	42	31	12
Limited English Proficient	78	17	4	•	51	40	8	1
Economically Disadvantaged	49	31	17	3	33	43	21	3

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30	38	28	4	34	32	22	11
Students with Disabilities	58	31	10	1	72	22	5	2
American Indian or Alaska Native	•	•	•	•	•	•	•	•
Asian	21	33	36	10	15	25	29	31
Native Hawaiian/Other Pacific Islander	•	•	•	•	•	•	•	•
Black or African American	43	38	17	1	55	30	12	3
Hispanic or Latino	41	38	19	2	49	35	14	3
White	20	39	35	6	23	33	29	15
Multiracial	•	•	•	•	•	•	•	•
Limited English Proficient	83	16	1	•	88	10	2	•
Economically Disadvantaged	40	38	20	2	47	32	16	5

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35	31	26	9	20	40	32	9
Students with Disabilities	70	18	9	2	51	33	14	3
American Indian or Alaska Native	50	30	17	3	32	43	22	4
Asian	18	25	35	22	7	23	41	29
Native Hawaiian/Other Pacific Islander	45	31	20	4	30	40	24	5
Black or African American	53	30	15	3	35	45	18	2
Hispanic or Latino	46	31	19	4	27	45	24	3
White	24	31	32	12	12	36	40	12
Multiracial	28	32	29	11	17	40	34	10
Limited English Proficient	65	25	8	1	41	43	15	1
Economically Disadvantaged	48	31	18	3	29	45	23	3

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	28	39	29	4	32	35	23	10
Students with Disabilities	64	27	8	1	68	23	7	2
American Indian or Alaska Native	40	41	19	1	48	37	13	3
Asian	13	30	43	13	12	24	31	33
Native Hawaiian/Other Pacific Islander	38	38	23	2	47	34	15	4
Black or African American	47	39	14	1	54	33	11	2
Hispanic or Latino	38	40	20	1	43	37	16	3
White	19	39	36	5	21	36	30	13
Multiracial	24	40	31	5	28	36	25	11
Limited English Proficient	73	24	3	*	73	22	4	1
Economically Disadvantaged	40	40	18	1	46	36	15	3

*There are not sufficient data for this subgroup.

CIVIL RIGHTS DATA COLLECTION (CRDC) (2015-16)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the CRDC homepage.

CRDC Data (13.06 megabytes)

Glossary of Terms

FISCAL ACCOUNTABILITY SUMMARY (2018 - 19)

INFORMATION ABOUT EXPENDITURE RATIOS (2017 - 18)

(Data are lagged a year.)

Commissioner's Regulations require that certain expenditure ratios for general-education and special-education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$39,215,982

PUPILS

4,100

EXPENDITURES PER PUPIL

\$9,565

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$18,681,625

PUPILS

622

EXPENDITURES PER PUPIL

\$30,035

SIMILAR DISTRICT GROUP
HIGH NEED/RESOURCE CAPACITY
URBAN OR SUBURBAN

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$2,607,418,443

PUPILS

215,052

EXPENDITURES PER PUPIL

\$12,125

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$1,144,010,444

PUPILS

35,167

EXPENDITURES PER PUPIL

\$32,531

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$35,536,250,285

PUPILS

2,658,466

EXPENDITURES PER PUPIL

\$13,367

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$15,830,085,081

PUPILS

489,198

EXPENDITURES PER PUPIL

\$32,359

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

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of district. Pupils resident in the district but attending a charter school are included. For districts in

which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

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

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

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

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT

\$17,746

SIMILAR DISTRICT GROUP

\$22,630

NY STATE

\$25,853

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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2018 - 19)

Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM) THIS SCHOOL DISTRICT

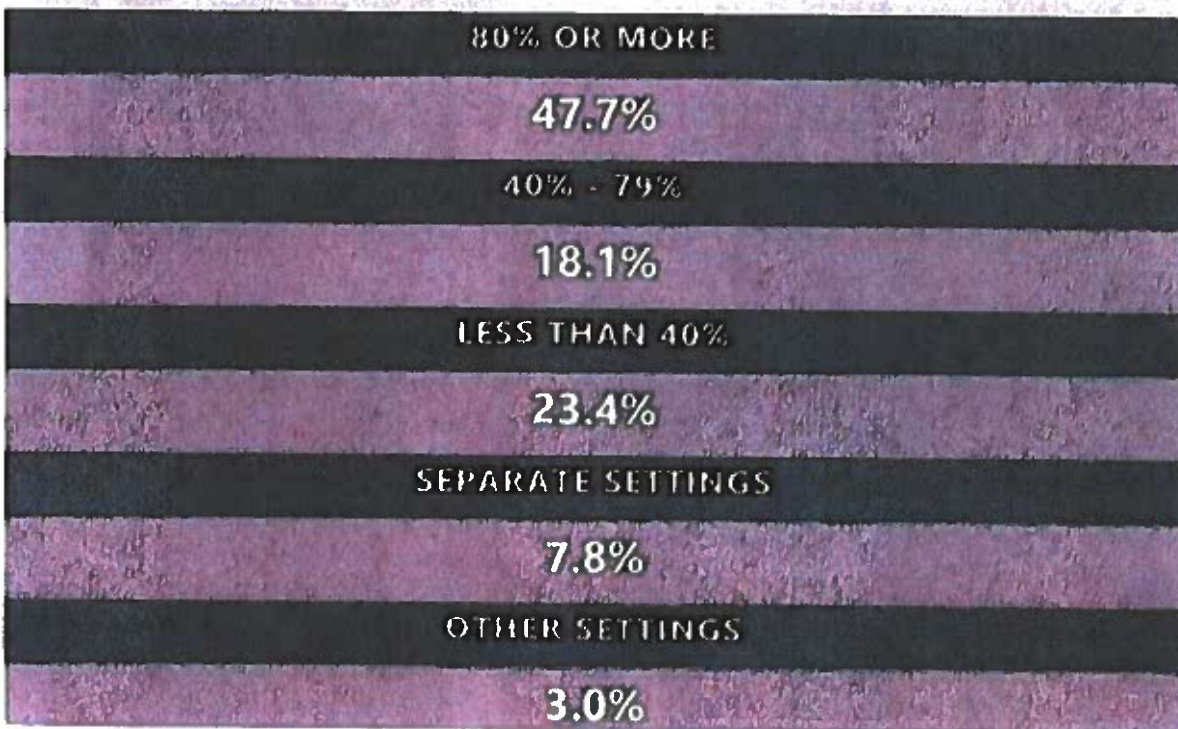
80% OR MORE
380
67.5%
40% - 79%
120
21.3%
LESS THAN 40%
44
7.8%
SEPARATE SETTINGS
3
0.5%
OTHER SETTINGS

16

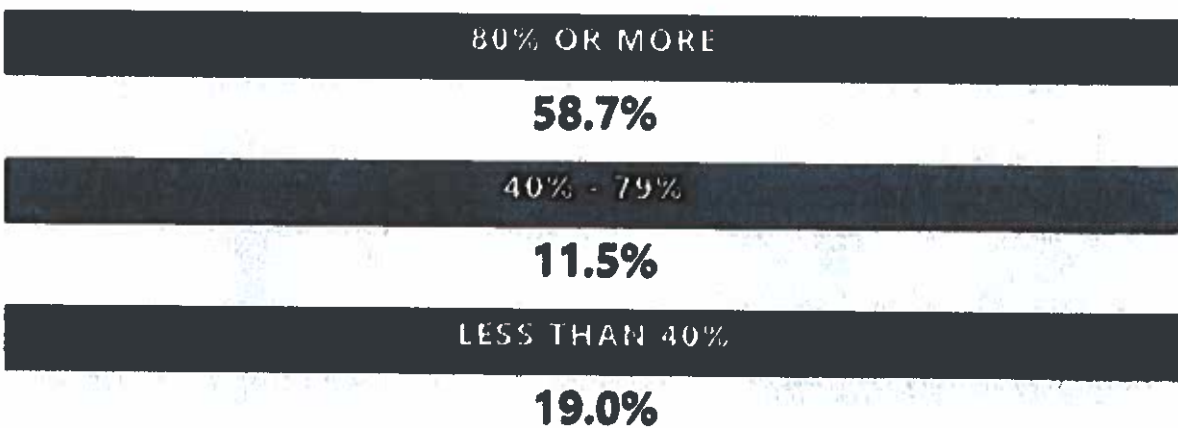
2.8%

SIMILAR DISTRICT GROUP

HIGH NEED/RESOURCE CAPACITY URBAN OR SUBURBAN



NY STATE



SEPARATE SETTINGS

5.3%

OTHER SETTINGS

5.6%

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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE

THIS SCHOOL DISTRICT

13.4%

SIMILAR DISTRICT GROUP

12.9%

NY STATE

15.6%

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

school district. Source data are drawn from the SIRS and from the Basic Education Data System (BEDS).

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

**AUBURN ENLARGED CITY SCHOOL DISTRICT
2020 - 2021 PROPOSED BUDGET
ADMINISTRATIVE COMPENSATION DISCLOSURE
PURSUANT TO EDUCATION LAW, AS AMENDED**

SUPERINTENDENT OF SCHOOLS - Jeffrey A. Pirozzole

Salary	\$180,891
Benefits (FICA, Teachers Retirement, Health/Dental Insurance, Workers' Compensation)	49,720
Life/Supplemental Insurance, Vehicle Use, Cell phone, Paid Vacation Days	15,405

Total Salary and Benefits	\$246,016

ASSISTANT SUPERINTENDENT - Sarah Cupelli

Salary	\$122,400
Benefits (FICA, Teachers Retirement, Health/Dental Insurance, Workers' Compensation)	41,589
Life Insurance, Paid Vacation Days	5,208

Total Salary and Benefits	\$169,198

ASSISTANT SUPERINTENDENT - Camille Johnson

Salary	\$148,396
Benefits (FICA, Teachers Retirement, Health/Dental Insurance, Workers' Compensation)	45,730
Life/Supplemental Insurance, Paid Vacation Days	7,863

Total Salary and Benefits	\$201,989

ASSISTANT SUPERINTENDENT - Jeffrey Evener

Salary	\$125,488
Benefits (FICA, Teachers Retirement, Health Insurance/Dental, Workers' Compensation)	42,160
Life Insurance, Paid Vacation Days	5,338

Total Salary and Benefits	\$172,986

Chapter 474 of the Laws of 1996 and Education Law section 1608 required that the State Education Department prepare a statewide compilation of the salaries and other personnel costs of certain school administrators and make it available to all interested parties. Listed here are data, provided by school districts, of salaries, employee benefits and other forms of remuneration for superintendents of schools (Type 1), deputy, assistant or associate superintendents (Type 2) the salaries of any other certified school administrators or supervisors (Type 3) who are budgeted to be paid at or above a certain level (\$141,000 for 2020-21). This listing refers to information budgeted in May 2020 and expected to be paid in 2020-21 and applies to a particular position in a school district, not necessarily a particular individual. In order to fully understand the meaning of the data, clarification from individual districts may be necessary.

Equalized Total Assessed Value 2,309,161,621

Wood District - 650100 Auburn

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
00	NYS - GENERALLY	RPTL 404(1)	22	49,557,962	2.15
00	CO - GENERALLY	RPTL 405(1)	33	41,096,574	1.78
50	CITY - GENERALLY	RPTL 406(1)	145	138,958,300	6.02
40	CITY OS LIMITS - SEWER OR WAT	RPTL 406(3)	3	2,024,843	0.09
00	TOWN - GENERALLY	RPTL 405(1)	25	4,424,105	0.19
40	VG OS LIMITS - SEWER OR WATER	RPTL 406(3)	1	75,497	0.00
00	SCHOOL DISTRICT	RPTL 408	12	46,232,500	2.00
50	BOCES	RPTL 408	1	336,000	0.01
70	REGIONAL OTB CORPORATION	RACING L 513	1	710,000	0.03
00	USA - GENERALLY	RPTL 400(1)	2	1,117,400	0.05
20	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	56	94,300,444	4.08
60	URBAN REN: OWNER-MUN U R AGENC	GEN MUNY 555 & 560	1	100	0.00
00	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	73,400	0.00
10	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	16	5,942,611	0.26
20	NONPROF CORP - EDUC(CONST PRC	RPTL 420-a	3	1,194,837	0.05
00	NONPROF CORP - SPECIFIED USES	RPTL 420-b	126	114,082,900	4.94
00	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	4	3,169,279	0.14
50	PRIVATELY OWNED CEMETERY LAND	RPTL 446	8	2,279,063	0.10
10	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	1,400,000	0.06
00	HOSP CORP FOR BENEFIT OF CITY	RPTL 438	7	28,444,100	1.23
50	COLD WAR VETERANS (10%)	RPTL 458-b	1	0	0.00
00	PARAPLEGIC VETS	RPTL 458(3)	1	144,000	0.01
00	CLERGY	RPTL 480	6	9,974	0.00
00	AGRICULTURAL BUILDING	RPTL 483	2	92,715	0.00
20	AGRICULTURAL DISTRICT	AG-MKTS L 305	127	13,725,559	0.59
00	PERSONS AGE 65 OR OVER	RPTL 467	16	1,194,090	0.05
04	PERSONS AGE 65 OR OVER	RPTL 467	167	5,523,280	0.24
06	PERSONS AGE 65 OR OVER	RPTL 467	6	297,620	0.01
34	ENHANCED STAR	RPTL 425	1,771	118,423,079	5.13
54	BASIC STAR 1989-2000	RPTL 425	3,884	116,889,311	5.06
66	HISTORIC PROPERTY	RPTL 444-a	8	438,803	0.02
00	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	1	4,593	0.00
10	HOME IMPROVEMENTS	RPTL 421-f	236	1,391,196	0.06

Equalized Total Assessed Value 2,309,161,621

Local District - 050100 Auburn

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
90	Mix-use Properties outside NYC	RPTL S485-a	4	1,509,302	0.07
10	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	26	2,859,311	0.12
50	LTD PROF HOUSING CO	P H F I L 33,555,654-a	1	7,500,000	0.32
60	HOUSING DEVELOPMENT FUND CO	P H F I L 577,654-a	2	11,599,900	0.50
00	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	15	115,553	0.01
00	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	1,325	0.00

all Exemptions Exclusive of item Exemptions:

all System Exemptions:
aka:

6,742	817,148,221	33.39
1	1,325	0.00
6,743	817,149,546	33.39

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

amount, if any, attributable to payments in lieu of taxes:

\$ 611,472