

Jacqueline Edwards
President

James Salamy
Vice President



Gary Markowicz, Sr.
Dr. Gary W. Porcelli
Richard Radomski
Gail Rice
Janet Wroblecki

**BOARD OF EDUCATION MEETING
TUESDAY, JUNE 5, 2012
JR./SR. HIGH SCHOOL LIBRARY – 6:00 P.M.**

1. Meeting Call to Order

- 1.1 Pledge to the Flag
- 1.2 Acceptance of Agenda
- 1.3 Teacher/Leader Reports
 - a. School Resource Officer End of the Year Report – Deputy Nicholl
 - b. Special Education Annual Report – K. Zogby

2. Communications

- 2.1 From the Floor
- 2.2 President's Messages
 - a. Order of the Orange & Blue
 - b. Summer Retreat
 - c. Board Calendar
 - d. Proposed Meeting Dates for 2012-13
 - e. Committee Report
 - f. BOCES Representative Report

3. Consent Agenda

- 3.1 Board of Education Minutes
 - a. Meeting held May 1, 2012
 - b. May 15, 2012 Election Minutes
- 3.2 Business Office Reports for Month ending April 2012
 - a. Internal Claims Auditor Report – C. Radomski
- 3.3 CSE Reports
 - a. Minutes of meetings held 4/30/12
 - b. Minutes of meetings held 5/1/12
 - c. Minutes of meetings held 5/2/12
 - d. Minutes of meetings held 5/3/12
 - e. Minutes of meetings held 5/4/12
 - f. Minutes of meetings held 5/7/12
 - g. Minutes of meetings held 5/8/12
 - h. Minutes of meetings held 5/10/12
 - i. Minutes of meeting held 5/11/12
 - j. Minutes of meetings held 5/14/12
 - k. Minutes of meetings held 5/15/12
 - l. Minutes of meetings held 5/16/12

- m. Minutes of meetings held 5/17/12
- n. Minutes of meetings held 5/21/12
- o. Minutes of meetings held 5/22/12
- p. Minutes of meetings held 5/23/12
- q. Minutes of meetings held 5/30/12

4. Old Business

5. New Business

- 5.1 Personnel Report – Action
- 5.2 Resolution for Reorganizational Meeting Date – Action
- 5.3 Resolution for Garbage Services
- 5.4 Appoint M & T Bank as the Official Bank Depository to facilitate Conversion
- 5.5 Resolution for Rental of Facilities
- 5.6 Broad Street Warehouse Resolution
- 5.7 1st reading of Policy #3020, Job Description Superintendent of Schools; Regulation #6100.1, Job Description: School Nurse; #6100.2 Job Description: Athletic Director; #6100.3 Job Description Guidance Counselor; Delete #61004, Job Description Guidance/Student Affairs Counselor; #6100.5, Resource Room/Consultant Teacher; #6100.6, Special Education 12:1:1 Teacher; #6100.7, Job Description: Library Media Specialist; #6100.8, Class Advisors Grades 7, 8 & 9; #6100.9, Class Advisor, Grade 10; #6100.10, Class Advisor, Grade 11; #6100.11, Class Advisor Grade 12; #6100.12, School Yearbook Advisor; #6100.13, School Newspaper Advisor; #6100.14, National Honor Society Advisor; #6100.16, Class Advisor Grade 6; #6100.17, Job Description Student Council Advisor; #6100.18, Job Description School Principal; #6100.23, Job Description: Chairperson of committee on Special Education (CSE); #6100.24, Job Description: Department Coordinator; #6100.25, Job Description: Teacher; Civil Service Job Descriptions: School District Treasurer, School District Clerk, Confidential Secretary to the District Superintendent, , Office Specialist I, Library Aide School Monitor, School Physician Part-Time, Transportation Supervisor, Bus Dispatcher, Bus Driver, Bus Driver – Laborer, Custodian-Bus Driver, School Bus Mechanic, Building Maintenance Supervisor, Building Maintenance Mechanic, Building Maintenance Worker, Groundswoker, Custodian, Cleaner, and Laundry Worker

6. Building Reports

- 6.1 Elementary Building Report
 - a. PTSO Book Fair
 - b. Report Card
- 6.2 Secondary Building Report
 - a. Prom
 - b. Report Card

7. Superintendent's Report

- 7.1 District Report Card
- 7.2 External Audit
- 7.3 Regents Reform Agenda Update
- 7.4 Enrollment Update

7.5 End of Year Ceremonies

8. Board Discussion

9. Visitors Comments

10. Executive Session – to discuss Potential Litigation, Confidential/Supervisory Contracts, NYMTA Negotiations, Pending Litigation, Superintendent’s Contract

11. Adjournment

CONFIDENTIAL

New York Mills Board of Education

Deputy Nancy Nicholl

Topic: Updates thus far to the District Safety Plan as of June 5, 2012:

1. Red Folders are updated and located in each room that has a staff member present. They will be collected at the end of the year. Old rosters removed and new inserted before the start of the 2012-2013 school year.
2. A contract was signed again this year with a neighboring school as a secondary location for an emergency evacuation location.
3. A Lockdown – Take Cover Drill was conducted in May. After the drill, Ms. Houghton e-mailed the staff to ask for feedback comments. About a week later, Ms. Houghton, Dr. Wilson, Mr. Hadfield and myself met and went over details and problems from the Lock Down. We are going to do a full Lockdown- Take Cover- Evacuation Drill in the fall, where we will move everyone to our primary emergency evacuation location. This is to see how well this area works and practice setting up a command post and parent pick up.
4. “Emergency To Go Totes” were updated and will be again at the start of the 2012-2013 school year. Three(3) of these exist and are located (1) Elementary Office (2) High School Office and the (3) Bus Garage.
5. Staff was reminded to please wear their name tags and if they lost it to see Paula May in the district office for a new one.
6. In case of an emergency in the building, a Playground Red Folder was created, with a carrier and a location to move the students to if necessary.
7. We are working on suitcases for Nurses office’s to put emergency medicine in and take with nurse in the event of a move to our primary or secondary emergency evacuation location.
8. I am working with Mr. Lachut to get radios for the Gym Teachers, if they are outside and situation is inside, they can be told not to enter the building but head to an emergency evacuation location.
9. I checked with Fire Codes to get two roll out ladders for second floor exits. This is ok, but would have to be practiced, this part still needs to be discussed.
10. Ms. Houghton and Deputy Nicholl are updating the District Emergency Plan. This work will be completed by July 2012.
11. Our Phone Trees are also being updated.
12. I am working with the District Crisis Team and Health & Safety Committee to address safety related policy and procedural issues.



**2011-12 SPECIAL
EDUCATION PROGRAM
REPORT**

**Kim Zogby, Special Education
Chairperson**

**Special education
provides all students
with the opportunity to
learn and demonstrate
growth.**

Special Education Census

Classification and Placement of New York Mills Disabled Students

SPECIAL EDUCATION CENSUS

Program	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012
NY Mills Placements	72	71	84	68	66	60
BOCES/Other Public Schools	20/2	16/2	17/2	20/2	17/2	17/1
United Cerebral Palsy	1	1	1	0	0	0
House of the Good Shepherd	6	0	0	0	0	0
Totals	95	90	103	90	85	78

Distribution of New York Mills Additional Students for 2011-12

New Referrals from New York Mills Parents/Staff	6
Students Transferred in Already Classified	5
New Students from House of Good Shepherd	0
TOTAL	11

Additional Information

- De-Classified students 4
- Students who no longer qualify for services and/or parents who request to discontinue services

2011-12 CLASSIFICATIONS

Classification:	Number of Students:
Learning Disabled	46
Other Health Impaired	13
Speech Impaired	2
Multiply Disabled	7
Emotionally Disturbed	4
Intellectual Disability	1
Hearing/Vision Impaired	1
Autistic	7
Traumatic Brain Injury	0
Orthopedic Impairment	0
TOTAL:	81

STUDENTS WITH 504 PLANS

Placement:	Number of Students:
Jr.-Sr. High School	11
Elementary School	12
Outside Placements	0
TOTAL:	23

Pre-School Census

2006	2007	2008	2009	2010	2011
-	-	-	-	-	-
2007	2008	2009	2010	2011	2012
9	11	4	3	7	7

Special Education

Continuum of Services

Number of Students Graduating in June 2012

**Students Classified through
CSE = 5**

Students with 504 Plans = 0

Students in District Receiving Related Services

- **Speech/Language Therapy = 15**
- **Occupational Therapy = 16**
- **Physical Therapy = 8**
- **Counseling (Individual/Group) = 7**
- **Teacher of the Deaf/Visually Impaired = 2**

Students Attending Outside Programs Receiving Related Services

- **Speech/Language Therapy = 7**
- **Occupational Therapy = 5**
- **Physical Therapy = 3**
- **Counseling (Individual/Group) = 17**
- **Teacher of the Deaf/Visually Impaired = 3**
- **1:1 Teaching Assistant = 2**

Consultant Teacher Services

- **Least restrictive service model**
- **Indirect services – assist classroom teacher**
- **Direct services – 120 minutes/week**
- **Provide modifications/assist with classroom strategies**
- **Students receiving service = 8**

Students in District with 1:1 Aides

Full-time	2
Part-time or Shared	9

Resource Room Services

- **Direct small-group services**
- **1 – 3 periods per day**
- **Direct instruction of IEP goals**
- **Assist student with classroom skills/concepts (Acceleration/Preview)**
- **Students receiving = 45**

Primary Instruction In-District

- **12:1:1 school-based (12 student, 1 teacher, 1 paraprofessional)**
- **1-3 periods per day (not including specials/electives, activities)**
- **Students instructed at pace/level appropriate for their special needs**
- **Students receiving = 5**

Out-of-District Placements

- **12:1:1 School-based (Sauquoit, Waterville, New Hartford, Westmoreland) = 11**
- **8:1:1, 6:1:1 School-based (Waterville, Westmoreland) = 3**
- **12:1:1, 12:1:3, 8:1:5, 8:1:3 Center-Based, (BOCES) = 6**
- **Pinefield, HGS, UCP = 0**
- **State Schools (Deaf/Blind) = 1**
- **Other Public School Placements = 0**

Home/Hospital-Bound, Incarcerated Students

- **Individualized instruction at student's home, hospital, or while incarcerated**
- **Concurrent with school curriculum**
- **Focused on IEP goals/skill development**
- **District students have right to services wherever they are.**
- **Students receiving = 0**

**All children can learn,
but not in the same way
at the same time.**

Questions or Comments?

**SCHEDULE OF THE REGULAR MEETINGS
OF THE NEW YORK MILLS UNION FREE SCHOOL DISTRICT
2011-2012**

- All Board members are expected to attend.
- * All Board members are encouraged to attend.
- Designated Board member(s) or alternate will attend.
- R Register in advance.

June 2012

S	M	Tu	W	Th	F	S
					1	2
3	4	■ 5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June 17 – Father’s Day

June 22 – Regents Rating Day

- June 1 Local Legislative Lobbying Initiative: (Sites: TBD)
- June 5 Board of Education Meeting, Cafeteria, 6:00 p.m.
- June 7 [BOCES Career and Technical Education Awards Ceremony, 9:30 a.m.](#)
- June 7 Oneida-Madison-Herkimer School Boards Institute, Executive Committee meeting. Business Meeting & Election of Officers, 6:00 p.m. Oneida BOCES, The Learning Center, (Light dinner will be served.)
- June 7 School Foundation Meeting, 6:30 p.m.
- June 8 [BOCES Alternative Education Graduation, 11:30 a.m.](#)
- June 10 [Spring Athletic Recognition Ceremony, Auditorium, 7 p.m.](#)
- June 11 [BOCES Special Education Graduation, 11:30 a.m.](#)
- June 11 Junior & Senior Awards Ceremony, 7:00 p.m.
- June 13 [Kindergarten Orientation, 6:00 p.m.](#)
- June 19 PTSO Meeting, H.S. Library, 7:00 p.m.
- June 20 Grade 6 Promotion Ceremony, Auditorium, 7:00 p.m.
- June 20 [K-2 Moving Up Ceremony, 9:00 a.m.](#)
- June 22 Class of 2012 Graduation, 7:00 p.m.



1 Marauder Boulevard
New York Mills, NY 13417

**BOARD OF EDUCATION
MEETING DATES 2012-2013**

July 10, 2012 – Reorganizational and Business 6:30 p.m.
August, 2012 - TBD to set Tax Levy
Tuesday, September 4, 2012
Tuesday, October 2, 2012
Tuesday, November 6, 2012 (Election Day)
Tuesday, December 4, 2012
Tuesday, January 8, 2013
Tuesday, February 5, 2013
Tuesday, March 5, 2013 – Budget Workshop (NYSCOSS Winter Institute)
Tuesday, March 19, 2013 – Budget Workshop
Tuesday, April 2, 2013 – Adopt Budget for Vote
Tuesday, April 23, 2013 – Vote for BOCES Budget & Board Members
Tuesday, May 7, 2013 – Public Budget Hearing
Tuesday, May 21, 2013 – Budget Vote and Board Election – Noon – 9:00 p.m.
Tuesday, June 4, 2013

All meetings begin at 6 p.m. unless otherwise noted

Jacqueline Edwards
President

James Salamy
Vice President



3.1 a

Gail Rice
Janet Wroblecki

**BOARD OF EDUCATION PUBLIC BUDGET HEARING
TUESDAY, MAY 1, 2012
JR./SR. HIGH SCHOOL LIBRARY – 6:00 P.M.**

PRESENT: Ms. Jacqueline Edwards, President, Mr. James Salamy, Vice President, Mr. Gary Markowicz, Dr. Gary W. Porcelli, Mr. Richard Radomski, Mrs. Gail Rice, and Mrs. Janet Wroblecki

ALSO PRESENT: Ms. Kathy Houghton, Mr. Gary Hadfield, Dr. Rene Wilson, Mrs. Lisa Stamboly, Mr. William Lachut, Mr. Michael Klenotiz, Mrs. Paula Ann May and 12 visitors and guests.

1. Meeting Call to Order

Ms. Edwards called the meeting to order at 6 p.m.

1.1 Pledge to the Flag

Mr. Salamy led the Pledge of Allegiance.

1.2 Acceptance of Agenda

Mr. Radomski made the motion to accept the agenda seconded by Mr. Markowicz.

Yes 7 No 0
Motion carried.

1.3 Teacher/Leader Report – The New York Mills Medical Olympiad Team – S. Gates w/Alyssa Boccardo, George Albert, Jack Lin, and Victoria Vanderwood

Mrs. Gates said that our students participated in the Central New York Health Care Olympiad Team. There were 18 schools that competed and we were the only school from our area. Students were assigned a task to identify a health care problem in their area and come up with a solution.

1.4 MARCH Associates – C. Crolius

Mr. Crolius from MARCH Associates reported the generator the issue will be resolved this summer. The gas pressure will be raised and additional regulators will be installed with no additional cost to the district.

Mr. Crolius also reported to the Board that they are working with a variety of individual on the Bus Lift Problem and coordinating with Total Tool. Option 1 would be a complete removal and replacement of the sliding cover plates and reassemble costing at least \$40,000. Option 2 would address the sliding plate condition. That is the real issue and cost is approximately \$7,500.

2. Communications

2.1 From the Floor

Mrs. Porcelli asked about the breakdown of the budget how much information was in the newsletter.

Mrs. Despina said that she spread the word the best she could that our budget is in good shape. Thursday night MAD Boosters sponsored a Zumba Fund Raiser for a district resident that had a double lung and liver transplant five years ago. That individual is also running the Book Fair and is active in the PTSO. May 11th is our Elementary Arts Fest/Special Persons Day as well as a K-12 Talent Show in the evening.

2.2 President's Messages

Ms. Edwards mention that the Memorial Day Parade is May 28th.

Mr. Radomski presented a card from the students thanking the Board of Education for Arbor Day.

- a. Committee Report(s)
 1. Policy Committee – J. Wroblecki
 2. Health & Safety Committee – J. Salamy

The final 2011-12 Health & Safety Committee Meeting was held on April 16th. Reports were presented from the BOCES Safety Office, the Health Office, the School Social Worker, Buildings & Grounds, Transportation, Athletics, Elementary and Jr. – Sr. High School, the School Resource Officer and the Village of New York Mills. 2011-12 responsibilities were completed.

- b. Board Calendar
- c. BOCES Representative Report

Dr. Porcelli said he attended the Kindergarten Arbor Day Ceremony. The kids did a fantastic job. The BOCES Board honored several students. The Regional Program is on May 9th. There will also be a international distance learning link-up with our sister school in China. BOCES was awarded a Titanium Safety Award from Utica National and Dr. Porcelli said that in April he attended the National School Boards Convention in Boston where he visited a wide variety of vendors. He said that he tried soliciting from vendors for Board evaluations and other things. He did attend a workshop on Google shortcuts. Copies were passed out.

3. Consent Agenda

Mrs. Rice made the motion to approve the Consent Agenda which includes:

- 3.1 Board of Education Minutes for meeting held April 24, 2012

- 3.2 Business Office Reports for Month ending March 31, 2012
- 3.3 CSE Reports
 - a. Minutes of meeting held 3/30/12
 - b. Minutes of meetings held 4/2/12
 - c. Minutes of meetings held 4/3/12
 - d. Minutes of meetings held 4/4/12
 - e. Minutes of meeting held 4/5/12
 - f. Minutes of meetings held 4/16/12
 - g. Minutes of meetings held 4/17/12
 - h. Minutes of meetings held 4/20/12
 - i. Minutes of meetings held 4/23/12
 - j. Minutes of meetings held 4/24/12
 - k. Minutes of meeting held 4/25/12
 - l. Minutes of meetings held 4/26/12

Mrs. Wroblecki seconded the motion.

Yes 6 No 1
 Dr. Porcelli voting nay on 3.2 for the continuing reason
 Motion carried.

4. Old Business – N/A

5. New Business

5.1 Personnel Report

Dr. Porcelli made the motion to approve the Personnel Report seconded by Mr. Markowicz. Mr. Salamy questioned the long-term substitute appointments. Dr. Porcelli amended his motion approve the personnel report but exclude the long term substitute appointments seconded by Mr. Salamy.

EMPLOYEE	CERTIFICATION AREA	CERT	SALARY	EFFECTIVE DATE	TENURE APPT.
I. Tenure Appointments					
Burgess, Thomas S.	Library Media Specialist	Y			9/1/2012
Viel, Aileen K.	English 7-12	Y			9/1/2012

II. Substitute Appointment

Tuttle, Jason	Nurse RN	Y	\$13.00/hour	4/24/2012	
Lasek, Audrey	Childhood Education (Grades 1-6)	Y	\$80.00	5/2/2012	
Flisnik, Amanda	Childhood Education (Grades 1-6)	N	\$80.00	5/2/2012	

Yes 7 No 0
Motion carried.

5.2 Excess list for bid, sale, or disposal of

Mr. Salamy made the motion to excess the list of computer equipment for bid, sale, or disposal of seconded by Mr. Radomski. Dr. Gary recommend we contact Mr. Ford to see if the technical program need something to practice on.

Yes 7 No 0
Motion carried.

5.3 Rental of Facilities to Oneida BOCES from July 9 – August 2, 2012

Dr. Porcelli made the motion to approve the following resolution for the Rental of Facilities seconded by Mrs. Rice:

Be It Resolved that the New York Mills Board of Education authorize the Superintendent of Schools to enter into an agreement with the board of cooperative Education Services, Sole Supervisory district of Oneida, Herkimer and Madison Counties to lease 16 classrooms at an ancillary services rate of \$150 for a total amount of \$2,400 for elementary summer school classes from July 9 – August 2, 2012.

Yes 7 No 0
Motion carried.

5.4 Resolution to Refund Taxes

Mr. Salamy made the motion to approve the following resolution to Refund Taxes seconded by Mr. Markowicz:

WHEREAS, the New York Mills Historical Society (the “Taxpayer”) instituted a proceeding under Sec, 554 or 556 of the Real Property Tax Law against the Town of Whitestown (the “Town”) in order to obtain refund of taxes on real property owned located in the Town and commonly known as Tax Map Numbers 305.019-5-11 and

WHEREAS, the Taxpayer has requested that the 2010-11 tax assessment be refunded from and

WHEREAS, the proposed settlement will result in a refund of School District taxes of \$767.95, without interest if paid within thirty (30) days.

Yes 7 No 0
Motion carried.

5.5 Resolution for Extension of Pneumatic Services

Mr. Salamy made the motion to approve the following resolution seconded by Mrs. Wroblecki.

BE IT RESOLVED that the New York Mills Board of Education authorize the Superintendent of Schools to enter into a five year extension of services with Siemens Industry Inc for:

Boiler Preventative Maintenance, Air conditioning Start up, Pneumatic Environment Controls Maintenance at an annual cost of:

- Year 1 – 2012-13 - \$22,580
- Year 2 – 2013-14 - \$23,031
- Year 3 – 2014-15 - \$23,492
- Year 4 – 2015-16 - \$23,692
- Year 5 – 2016-17 - \$24,441

And

Energy Management System at an annual cost of:

- Year 1 – 2012-13 - \$20,214
- Year 2 – 2013-14 - \$20,618
- Year 3 – 2014-15 - \$21,031
- Year 4 – 2015-16 - \$21,451
- Year 5 – 2016-17 - \$21,880

Yes 7 No 0
Motion carried.

5.6 List of Poll Inspectors for the May 15, 2012 Budget Vote and Board Member Election

Mrs. Rice made the motion to approve the following individuals as Poll Inspectors for the May 15, 2012 Budget Vote and Board Member Election seconded by Mrs. Wroblecki:

Mary Ritz
Gerald Porcelli
Victoria Argen
Patricia Thomas
Maryanne Vanderpool

Yes 6 Abstained 1
Dr. Porcelli abstained
Motion carried.

6. Building Reports

6.1 Elementary Building Report a. Kindergarten Screening

Dr. Wilson said that Kindergarten Screening will be occurring on the 16 and 17th of May. This year we will be including Kristin Lints from the Community Health and Behavioral Services (CHBS) which received a grant and offers early recognition for students ranging in ages from 3-21 years of age. We will be offering this service for all of our students; however Kristin will be personally available during screening to work with parents to identify if their child has emotional needs. She will use an online screening tool right on location to identify need and then work families to provide connections to local supports that would benefit the child and/or family, to apply further comprehensive assessments to indentify needs and strengths of both the child and family, and then suggest and provide evidence based interventions.

b. Elementary Arts Fest and Special Person's Day

Dr. Wilson said that we are excited once again to welcome clinicians and special people into our building on May 11th. This is a wonderful day that celebrates all of the arts, including the spoken word, the written word, theater, and fine arts including painting, crafting, sculpture, music, and movement. Some of the workshops throughout the day include calligraphy, sidewalk art, magic, beading, improve, and dance. This is just an amazing opportunity to build bridges between our school and the community, and also between the elementary school and the high school, as many of our special people and clinicians are our talented high school students. She thanked the small but strong M.A.D. Boosters team, especially Kate Despina for without all of her hard work, resourcefulness, and dedication not only would this day not occur, but many other activities that support imagination, originality and creativity.

6.2 Secondary Building Report

a. Stop DWI Assembly

The High School had an assembly that was paid for by the Oneida County Stop DWI. It was presented by the Oneida County Youth Bureau and its focus was on students making good choices and good decisions. It was much more than DWI.

b. Prom/After Prom

The Prom is scheduled for May 19th at the Ramada Inn. The After Prom planning is moving along well according to Brad Frankland who is heading up the group again this year. Signups for students is progressing.

7. Superintendent's Report

7.1 Enrollment

Ms. Houghton presented the K-12 enrollment figures to the Board. Our special education numbers have gone down during the last month, which has reduced our enrollment. She cautioned the Board that these numbers tend to fluctuate throughout the year due to student transiency and changes in placement.

7.2 School District Foundation

The next School District Foundation meeting will be held on Thursday, May 3rd at 6:30 p.m. The group is considering several fundraising projects and they hope to make a decision on their first big fundraiser prior to the end of this school year. Also, they are planning to reach out to alumni to assist with fundraising and membership. Ms. Houghton will talk to the seniors about this effort when she visits the Participation in Government classes to administer 12th grade exit surveys in June.

7.3 Regents Reform Agenda

The current central focus of our Regents Reform Agenda efforts in the Annual Professional Performance Review of teachers and principals. The Professional Education Committee (PEC) meets each month to work on the teacher plan. Ms. Houghton is working with the principals on their APPR. Ms. Houghton shared that teachers will be using the NYSUT Rubric and at our last PEC meeting there was excellent discussion about the 60 points of the 100-point teacher total that is not tied to student assessments. We are considering using announced administrator observation for 20 points, unannounced administrator observation for 20 points, and peer observation or structured review of lesson plans, student portfolios, and/or other teacher artifacts for 20 points.

7.4 Utica College Education Consortium

Ms. Houghton commended Dr. Wilson for her work on the Co-Teaching Internship Pilot Subcommittee of the Education Consortium. We now have an excellent co-teaching internship pilot program ready to implement, thanks to the work of this group. Ms. Houghton is also working with the Consortium to finalize plans for an enhanced Field Experience pilot that would provide local schools with certified volunteers who are hoping to enter the field but have not yet found a teaching position. The volunteers would not be able to take charge of a class in lieu of the regular teacher or substitute. They would, instead assist in the classroom and give extra attention to students at-risk.

7.5 Emergency Preparedness Planning

We have completed our annual lockdown drill and we are in the process of finishing our spring fire drills. We have also addressed emergency preparedness at Health & Safety Committee and Crisis Team meetings. Deputy Nancy Nicholl, our School Resource Officer will be here at next month's meeting to talk to the board about her role in these efforts.

8. Board Discussion

9. Visitors Comments

Mrs. Porcelli mentioned that one of our high school students has been chosen for the Saratoga Summer Dance Program.

Mr. King thanked the PTSO for being a sponsor of the After Prom Party.

Mrs. Despina said 13 high school students are presenting workshops for Arts Fest.

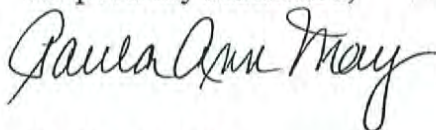
10. Executive Session – to discuss Confidential/Supervisory Contracts and a particular person

Mrs. Wroblecki made the motion at 7:22 p.m. to go into Executive Session after taking a 5-minute break to discuss Confidential/Supervisory Contracts and a particular person as well as the long-term substitute appointments on the personnel report. Mr. Salamy seconded the motion.

Yes 7 No 0
Motion carried.

Ms. Edwards appointed Ms. Houghton, Clerk Pro-tem.

Respectfully submitted,



Paula Ann May
District Clerk

Ms. Edwards called the meeting back into regular session at 8:25 p.m.

Mr. Salamy made the motion to approve the following long term substitute teachers at a rate of \$80 per day and on their 20th consecutive day in this assignment 1/200th of the B4 schedule (as per Board Policy 6032, Substitute Teachers) . The motion was seconded by Dr. Porcelli.

EMPLOYEE	CERTIFICATION AREA	CERT	SALARY	EFFECTIVE DATE	TENURE APPT.
Salvatore, Nicole	Literacy Birth-Grade 6)	Y	\$80.00/day on 20 th day 1/200 of B4 schedule	5/2/2012	
Buckley, Nickolas	Mathematics 7-12	Y	\$80.00/day on 20 th day 1/200 of B4 schedule	5/4/2012	

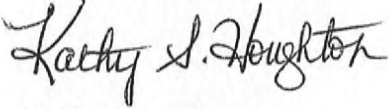
Yes 7 No 0
Motion carried.

11. Adjournment

Mr. Salamy made the motion to adjourn at 8:27 p.m. seconded by Mrs. Wroblecki.

Yes 7 No 0
Motion carried.

Respectfully submitted,



Kathy Houghton
Clerk Pro-tem

DRAFT

Jacqueline Edwards
President

James Salamy
Vice President



Gary Markowicz, Sr.

3.1 b

rcelli
mski
Rice
plicki

**ANNUAL MEETING MINUTES
TUESDAY, MAY 15, 2012**

The polls were declared open at 12 noon by Mrs. Paula Ann May, District Clerk and Meeting chairperson. Mrs. May stated that the legal notice was published in the Utica Observer Dispatch on March 30, April 3, 10, and 13, 2012. The inspectors were: Ms. Victoria Argen, Mr. Jerry Porcelli, Mrs. Patricia Thomas, and Ms. Maryanne Vanderpool. Ms. Mary Ritz was appointed the Chief Inspector. The Machine Inspector was Mr. James Staffo.

Mrs. May declared the polls closed at 9 p.m.

Proposition # 1 - Budget - \$12,555,038

To vote upon the adoption of the Budget of the New York Mills U.F.S.D. authorizing the expenditures of \$12,555,038 for the Fiscal year ending June 30, 2013, which will include two (2) five (5) year leases of up to \$35,592.30 yearly for two (2) seventy-two passenger bus, for which the required funds shall be appropriated and the necessary real property taxes shall be raised by a tax on taxable property in the District.

Yes 331 No 130

Proposition #1- Budget - \$12,555,038 passed.

Board of Education Member

One (1) candidate for the Board of Education to serve one (1) five year term.

James R. Salamy - 228
Richard A. Ross - 239

Mr. Ross was declared the winner.

NEW YORK MILLS SCHOOL

SPECIAL EDUCATION

84 Students classified as of 4/26/12
1 Elementary Classified
2 De-classified

83 Total Classified Students as of 5/31/12

NEW YORK MILLS UNION FREE SCHOOL DISTRICT

**RESOLUTION TO SET DATE OF
REORGANIZATIONAL MEETING**

BE IT RESOLVED that the New York Mills Board of Education cannot meet on Tuesday, July 3, 2012.

THEREFORE, they have set the date for Tuesday, July 10, 2012.

- Motion:
- Second:
- Yes:
- No:

NEW YORK MILLS SCHOOL DISTRICT

RESOLUTION FOR GARBAGE SERVICES

BE IT RESOLVED that the New York Mills Board of Education awards the bid for garbage services for the 2012-13 school year to the low bidder, Feher Rubbish Removal, Inc. at an annual cost of \$7,150.00.

Motion:

Second:

Yes:

No:

NEW YORK MILLS UNION FREE SCHOOL DISTRICT**RENTAL OF FACILITIES**

BE IT RESOLVED that the New York Mills Board of Education authorize the Superintendent of Schools to enter into an agreement with the Board of Cooperative Education Services, Sole Supervisory District of Oneida, Herkimer and Madison Counties to rent one (1) 770 square foot classroom from July 1, 2012 through June 30, 2013 for \$1,000.

RESOLUTION

At a regular meeting of the Board of Education of the New York Mills Union Free School District held on June 5, 2012, at New York Mills School Jr. – Sr. High School, New York Mills, New York.

Upon the motion of _____, seconded by _____.

IT IS HEREBY RESOLVED that the November 1, 2011 Resolution of this Board of Education approving the prior Settlement Proposal for the pending tax certiorari proceedings filed by BROAD STREET WAREHOUSE, LLC against the TOWN OF WHITESTOWN, et al, for tax years 2010 and 2011 (Index Nos. 2010-1896 and 2011-1734) is hereby rescinded, and vacated as null and void, and furthermore

IT IS HEREBY RESOLVED that the Settlement Proposal of the pending tax certiorari proceedings filed by BROAD STREET WAREHOUSE, LLC against the TOWN OF WHITESTOWN, et al., for tax years 2010 and 2011 (Index Nos. 2010-1896 and 2011-1734), which provides that the assessment for tax parcels 317.010-1-53.2 and 317.010-1-48 will be set by the Town Assessor at \$1,260,000 (FMV of \$1,800,000), with refunds being paid as credits (in one third increments) against the 2012, 2013 and 2014 School Tax Bills is approved and that the School District's attorneys are hereby authorized to execute said Agreement on behalf of the Board of Education.

The question of adoption of the foregoing resolution was duly put to a vote, which resulted as follows:

Ayes: _____ Nays: _____ Abstentions: _____

The resolution was thereupon declared adopted.

Dated: June 5, 2012

School District Clerk
New York Mills Union Free School District

Policy

Draft 05/16/2012

3020

PERSONNEL

JOB DESCRIPTION SUPERINTENDENT OF SCHOOLS

I. Superintendent of Schools

The Superintendent shall conduct his/her duties under the direct supervision of the Board of Education, and shall carry out his/her administrative functions in accordance with New York statutory law, requirements presented by the New York State Department of Education and the adopted policies of the Board of Education.

A. Qualification

The Superintendent of Schools shall hold such valid certification as required by the State of New York.

B. Powers of the Superintendent

1. He/She shall be the Chief Executive Officer of the School District and shall have the right to speak on all matters before the Board, but not to vote.
2. He/She shall execute all decisions made by the Board concerning the internal operation of the school system. He/She shall have the authority to act in situations where the Board has provided no policy guides for administrative action.
3. He/She shall have sole responsibility for implementing the budget when approved by the Board, and shall organize and arrange the administrative and supervisory staff, which in his/her judgment, best serves the School District.
4. He/She shall have the power to control and manage the schools by initiating, granting, or withholding approval of rules and regulations prepared by staff.

C. Duties of the Superintendent

POLICY

Draft 05/16/2012

PERSONNEL

3020

JOB DESCRIPTION
SUPERINTENDENT OF SCHOOLS

1. He/She shall prepare agendas and associated materials, and attend all meeting of the Board and such meetings of Board committees as he/she may deem desirable, except when his/her own efficiency or salary is under consideration.
2. He/She shall have the responsibility for the formation of school policies, plans and programs; and the preparation and presentation of the annual budget.
3. He/She shall adhere to and enforce all provisions of law and the policies, rules and regulations of the Board; submit for adoption by the Board the annual school calendar; make a continuous study of the development and needs of the schools; and prepare reports to the Board and other local, state, and federal agencies on the condition and development of the schools.
4. He/She shall be responsible for the recruitment, selection, recommendation of appointment, assignment, professional development, evaluation, transfer, suspension and recommendation for promotion or dismissal of any professional or non-professional employee of the Board.
5. He/She shall be ultimately responsible for the supervision of the instructional program; curriculum development and preparation of courses of study, and recommendations of appropriate textbooks and instructional materials; supervision and direction over the enforcement and observance of courses of study; the examination and promotion of pupils; and overall other school programs under the management, direction and control of the Board.
6. He/She shall maintain a continuous study of the problems confronting the schools; evaluate the quality and efficiency of all departments; and report in writing to the Board as required.
7. He/She shall work closely with other school districts and agencies for the promotion and institution of programs that will be beneficial to the

POLICY

Draft 05/16/2012

PERSONNEL

3020

JOB DESCRIPTION
SUPERINTENDENT OF SCHOOLS

education of students, staff and the school community. He/She shall also acquaint the public with the activities and needs of the schools.

8. He/She shall attend local, regional, state and national educational meetings, workshops, conferences and conventions as a representative of the school system. He/She is expected to participate in committee activities at the local, regional state and national levels for the improvement of education and the profession.
9. He/She shall assume any other duties assigned by the Board which will be of assistance to the Board in fulfilling its legislative and policy functions to the School District.

New York Mills Union Free School District

Adopted: 10/09/75

Revised: 09/14/82, 06/11/85, 12/13/88, _____

Regulation

Draft 05/16/2012
6100.1

PERSONNEL

JOB DESCRIPTION: SCHOOL NURSE

The National Association of School Nurses Board of Directors defines school nursing as a specialized practice of professional nursing that advances the well-being, academic success, and life-long achievements of students. The primary role of the school nurse is to support student learning. The school nurse must be a Registered Professional Nurse. The school nurse works under the direct supervision of the Building Principal.

The School nurse:

1. Provides nursing care to students and staff within the scope of nursing practice.
2. Intervenes with actual and potential health problems and provides case management to support student growth and learning.
3. Uses the nursing process to identify, assess, plan, implement, and evaluate care for students with health concerns, chronic or acute, to positively impact learning.
4. Provides health counseling, assesses mental and physical health needs, provides interventions and refers as appropriate to school staff or community agencies.
5. Promotes health through disease prevention by monitoring immunizations and assuring appropriate compliance with NYS Education Law.
6. Reports communicable diseases as required by NYS Law and ensures control measures by consulting with Public Health to ensure optimal health.
7. Provides leadership in implementing precautions and training for blood borne pathogens and other infections diseases.
8. Administers medication and skilled nursing services within the scope of nursing practice and Guidelines from NYS Education Dept. & NYS Law.
9. Assists the school physician with state mandated student physicals, special assessments, and bus driver physicals.
10. Reviews preliminary team lists and notifies the Athletic Director of athletes who are in need of a current physical.
11. Performs state mandated screenings such as vision, hearing and scoliosis and assesses factors impacting student education.

REGULATION

Draft 05/16/2012
6100.1

PERSONNEL

JOB DESCRIPTION: SCHOOL NURSE

12. Impacts disease prevention and management through student, family and staff instruction, referrals, collaboration with family, students, health care professionals and community agencies.
13. Provides illness and injury assessments and interventions for students and staff within the scope of nursing practice. Contacts parents as necessary for illness, injury or other conditions as warranted. As needed, coordinates transportation home in conjunction with parents, bus garage or EMS.
14. Carries out the district's emergency care policies and procedures.
15. Communicates significant incidents and significant health information on a need to know basis to administrators, faculty, staff ~~building principals, the Health Services Department Chairperson, employees, and parents.~~
16. Manages the Health Office by ordering supplies, maintaining confidential health records, and complying with state regulations and guidelines.
17. Acts as a resource for students and employees on health concerns and disease prevention and monitoring.
18. Serves on various school committees such as Crisis Team, Health & Safety Committee and Shared Decision Making Team(s), Concussion Management Teams, and others as appropriate.
19. Is a mandated child abuse reporter.
20. Promotes wellness through prevention programs such as vaccine administration to employees such as flu and Hepatitis B.
21. Assess the physical environment to improve health and safety.
22. He/she will adhere to and enforce all applicable provisions of the law and the policies and regulations of the Board.
23. Performs other duties as required by the Superintendent or Building Principals.

New York Mills Union Free School District

Adopted: 09/12/89

Revised: _____

Regulation

Draft 05/16/2012

3025 6100.2

ADMINISTRATION PERSONNEL

JOB DESCRIPTION:
ATHLETIC DIRECTOR

The Athletic Director is directly responsible to the Junior-Senior High School Principal for the following duties:

1. Providing for the health and safety of all participants in the ~~inter-school~~ interscholastic athletic programs including reviewing medical examination dates with the school nurse, insurance and accurate accident reporting and record keeping.
2. Recommending, in writing, to the building principals work needed to maintain indoor and outdoor athletic facilities and equipment.
3. Administering and ensuring adherence to the policies and rules and regulations pertaining to ~~inter-school~~ interscholastic athletics established by the New York State Public High School Athletic Association, Center State Conference and the Board of Education.
4. Preparing a master schedule of all athletic events.
5. Supervising or providing for supervision of home athletic contests.
6. Coordinating arrangements for officials for home athletic contests.
7. Arranging for transportation and supervision of ~~players and school transported spectators when applicable~~ teams to all away athletic contests.
8. Coordinating the recruitment and selection and delineating the responsibilities of staff personnel for the ~~inter-school~~ interscholastic athletic program under the direction of the Jr.-Sr. High School Principal.
9. Evaluating staff members assigned to the ~~inter-school~~ interscholastic athletic program and making recommendations to the Jr.-Sr. High School Principal with regard to continuing employment.
10. Attending and participating in league, conference and section meetings as approved by the Jr.-Sr.- High School Principal.
11. He/she will adhere to and enforce all applicable provisions of the law and the policies rules regulations of the Board.
12. Other duties as required by the Superintendent or Building Principal.

New York Mills Union Free School District

Adopted: 06/01/99, 03/19/02

Revised: _____

Regulation

Draft 05/16/2012

6100.3

PERSONNEL

JOB DESCRIPTION GUIDANCE COUNSELOR

The Guidance Counselor is directly responsible to the Building Principal for the following duties:

1. Coordinating, Supervising and administering under direction of the Building Principal, the provision of all pupil personnel services.
2. Providing students with counseling services on a timely basis related to personal, educational, occupational and career decision-making.
3. Providing students with timely and accurate materials and information regarding educational decision-making, e.g. course selection, college enrollment, BOCES program enrollment, job opportunities.
4. Coordinating, under direction of the Building Principal, professional staff discussions and decisions regarding the provision of instructional programs and services to individual students to allow for maximum flexibility.
5. Serving as a member of the District's Committee on Special Education as directed and coordinating Child Study Team meeting regarding individual students as needed.
6. Maintaining necessary student and student-related records and information in a manner consistent with state and federal laws and policies of the Board of Education.
7. Preparing reports as requested by the Building Principal.
8. Maintaining information and materials related to financial aid for post secondary education and providing students and parents with appropriate and timely counseling services related thereto.
9. Conducting parent and student orientation meetings, under direction of the Building Principal, dealing with the entire spectrum of pupil personnel and instructional services.
10. Assisting the Building Principal in the development of a master schedule and testing schedules.
11. Developing individual class schedules for students.
12. Maintaining an accurate and up-to-date listing of available employment opportunities and coordinating appropriate student placements.

REGULATION

Draft 05/16/2012
6100.3

PERSONNEL

JOB DESCRIPTION
GUIDANCE COUNSELOR

13. Developing and administering a district-wide testing program.
14. Preparing and submitting guidance program budget materials to the Building Principal.
15. Keeping abreast of developments related to pupil personnel services through study and attendance at workshops, conferences, and conventions.
16. Organizing and implementing programs such as, but not limited to, Junior National Honor Society, Career Exploration Day, Colgate Seminar, and special awards ceremonies.
17. Meeting with staff and or parents as necessary to ascertain specific approaches in meeting the social, emotional, academic, and behavioral needs of students.
18. Utilizing community agencies and resources to further the understanding of student issues.
19. Performing other related duties as may be assigned by the Building Principal or are deemed necessary to fulfill the responsibilities of the position.
20. He/she will adhere to and enforce all applicable provisions of the law and the policies and regulations of the Board.

New York Mills Union Free School District

Adopted: 02/08/77

Draft: _____

Regulation

Delete 05/16/2012
6100.4

PERSONNEL

JOB DESCRIPTION GUIDANCE/STUDENT AFFAIRS COUNSELOR

(through BOCES 60% - K-8)

The Guidance/Student Affairs Counselor is directly responsible to the Superintendent and Assistant Superintendent of Schools for the following duties:

1. Coordinating and implementing the Elementary School Guidance Program pursuant to Board Policy 400-406 and the District's Guidance Plans.
2. Arranging individual and group counseling sessions for students to develop an understanding of their academic and social strengths, aptitudes and behaviors appropriate to their grade level.
3. Meeting with professional staff as necessary to ascertain specific approaches in meeting the developmental needs of students.
4. Meeting with parents as necessary to review specific concerns associated with their child's overall academic and social development in school.
5. Utilizing community agencies and resources to further the understanding of student academic and/or behavioral adjustment concerns
6. Establishing a functional student council at the Grade 5 & 6 level
7. Meeting with elected 5th and 6th grade student class officers at least on a monthly basis to organize and implement appropriate class activities and to develop group leadership skills.
8. To coordinate and implement a Jr. Sr. High Student Council.
9. Assisting in-student discipline as needed during recess, cafeteria in-house suspension and detention period at the elementary level.
10. To monitor/supervise Jr. Sr. High School students in a detention setting with the intent of providing counseling to reduce incidence of unacceptable behavior.
11. To facilitate or act as a liaison with the Jr. Sr. High School classroom teachers for students placed on in-school suspension.
12. To facilitate small group workshops dealing with the development of appropriate study skills for grade seven students.

REGULATION

Delete 05/16/2012
6100.4

PERSONNEL

JOB DESCRIPTION
GUIDANCE/STUDENT AFFAIRS COUNSELOR

(through BOCES 60% - K-8)

13. Implementing the guidelines of Board Policy 1030 Code of Conduct. 400-503 in Student Bill of Rights and Responsibilities.
14. Performing other related duties as may be assigned by the Superintendent and Assistant Superintendent of Schools as are deemed necessary to fulfill the responsibilities of the position.

New York Mills Union Free School District
Adopted: 10/14/89

Regulation

Draft 05/16/2012
6100.5

PERSONNEL

RESOURCE ROOM/CONSULTANT TEACHER

- I. A. The Resource Room Consultant teacher will develop appropriate individualized curriculum for all students assigned on an annual basis.
- B. He/she will complete academic assessments as needed. He/she will provide data necessary to complete ~~the Phase I and II of the Individual Education Plans programs~~ for each student.
- C. The Resource Room teacher will provide an Annual Review of each student's progress.
- D. He/she will communicate and plan cooperatively with classroom regular education teachers, related service providers and Pupil Personnel Services Team members, guidance counselor.
- E. The Resource Room/Consultant Teacher will conduct conferences with parents. will These include the Annual Review as well as any other conferences on an "as needed" basis during the school year.
- F. He/she will adhere to and enforce all applicable provisions of the law and the policies and regulations of the Board.
- G. He/she will perform other duties as assigned by the building and CSE Chairperson, appropriate administrator.

New York Mills Union Free School District

Adopted: 09/11/91

Revised: _____

Regulation

Draft 05/16/2012
6100.6

PERSONNEL

SPECIAL EDUCATION 12:1:1 TEACHER/TRANSITION

- I.
 - A. The 12:1:1 transition teacher will provide a special class program consistent with the Commissioners Part 200 Regulations for all assigned students.
 - B. He/she will provide an Annual Review of progress for each student.
 - C. The 12:1:1 transition teacher will conference with student's parents on an "as needed basis".
 - D. The teacher will provide an approved curriculum consistent with the needs of the assigned students.
 - E. The teacher will meet with the District Committee on Special Education as necessary to review pending cases.
 - F. He/she will meet on an as needed basis with teachers of courses in which assigned students are registered, mainstreamed.
 - G. The 12:1:1 transition teacher will perform all other duties and responsibilities as assigned by the building principal and CSE chairperson ~~assistant superintendent.~~
- II.
 - A. He/she will adhere to and enforce all applicable provisions of the law and the policies and regulations of the Board.
 - B. Other duties as required by the Superintendent or Building Principal.

New York Mills Union Free School District

Adopted: 09/11/91

Revised: _____

Regulation

Draft 05/16/2012

PERSONNEL

6100.7

JOB DESCRIPTION: LIBRARY MEDIA SPECIALIST

~~The basic function of~~ The Library Media Specialist serves under the leadership of the Building Principal. The Library Media Specialist shall work with the administrative, supervisory, and teaching staff members, and with the citizens of the community when appropriate, to ensure that all of the above are effective users of ideas and information. The Library Media Specialist shall also serve as a teacher, consultant, and a resource person who supports the mission, goals, objectives and continuous improvement of the school.

The Library Media Specialist shall:

1. Maintain a well organized and well balanced media collection in each school for which he/she is responsible and establish an easily administered system for loaning materials to students and teachers;
2. Become thoroughly familiar with the curriculum and be acquainted with what is being taught in each grade level;
3. Keep abreast of new knowledge, including trends in education, necessary to maintain up-to-date libraries, through familiarizing him/herself with Read professional literature, book reviews, books, periodicals, ~~childrens' books and~~ reviewing examine book catalogs and lists;
4. Select, evaluate and order new instructional and non-instructional materials within budgetary limits and discard worn or outdated materials with approval or consent of the building principal;
5. Establish each library as a resource center to include relevant materials both print and non-print (i.e. electronic resources), which adhere to the district selection policy;
6. Supervise Library ~~teaching assistants and clerical~~ Aide (see respective job descriptions);
7. Keep staff members informed of all new library books and materials available to them and provide library orientation for new teachers and student teachers;
8. Gather materials, books and bibliographies for teachers upon request;
9. Request suggestions from teachers in regard to the purchase of instructional materials;
10. Conduct lessons for classes and offer other services as approved by outlined in the Board of Education and included in the New York Sate Standards ~~approved~~ "Standards and

REGULATION

Draft 05/16/2012
6100.7

PERSONNEL

JOB DESCRIPTION: LIBRARY MEDIA SPECIALIST

Benchmarks", including, but not limited to, computer related internet search techniques and databases;

11. Work closely with building principals to further the aims and purposes of the school and school library.
12. Work with the administrator and Board of Education Library Department in establishing cooperative library policies on a district-wide basis for the continual improvement of the total instruction media program.
13. Maintain effective relationships with the libraries in the community at-large.
14. Perform other related duties as assigned by the Building Principal(s).
15. He/she will adhere to and enforce all applicable provisions of the law and the policies and regulations of the Board.

New York Mills Union Free School District

Adopted: 02/08/77

Revised: 08/09/83, 08/08/89, _____

Regulation

Draft 05/16/2012
6100.8

PERSONNEL

CLASS ADVISORS

Grades 7, 8, 9

1. Supervise election of officers.
2. Teach proper meeting/organizational procedure.
3. Responsible for financial activities.
4. Oversee and supervise fund raising.
5. Meet with officers to plan class meetings.
6. Supervise class meetings and have written minutes taken.
7. Provide direction to class officers in regard to any activities affecting the class.
8. Keep the building principal informed of all class activities.
9. Other class related activities as assigned by the principal.
10. He/she will adhere to and enforce all applicable provisions of the law and the policies and regulations of the Board.

New York Mills Union Free School District
Adopted: 09/15/81, 08/08/89
Revised: _____

Regulation

Draft 05/16/2012
6100.9

PERSONNEL

CLASS ADVISOR

Grade 10

1. Supervise election of officers.
2. Teach proper meeting/organizational procedure.
3. Responsible for financial activities.
4. Oversee and supervise fund raising.
5. Meet with officers to plan class meetings.
6. Supervise class meetings and have minutes taken.
7. Provide direction to class officers in regard to any activities affecting the class.
8. Keep the building principal informed of all class meetings.
9. Other class related activities as assigned by the building principal.
10. Supervise the purchase of class-rings including:
 - a. Communication to parents and students
 - b. Monitoring contacts between class officers and ring company salespersons, purchasing, and other related activities.
11. He/she will adhere to and enforce all applicable provisions of the law and the policies and regulations of the Board.
12. Other duties as required by the Superintendent or Building Principal.

New York Mills Union Free School District

Adopted: 09/15/81

Revised: 08/08/89, _____

Regulation

Draft 05/16/2012
6100.10

PERSONNEL

CLASS ADVISOR

Grade 11

1. Set up committee of students for year's activities:
 - a. Appoint chairpersons, outline their duties
 - b. Meet with appropriate committees on a regular basis to monitor activities
2. Oversee class treasury:
 - a. Monitor all monies received/spent
 - b. Approve fund raising events, make sure fund raising monies and goods are accounted for
3. Supervise class meetings:
 - a. Meet with class president to approve agendas
 - b. Be present at meetings to assure meeting is conducted orderly
 - c. Have written minutes
4. Supervise Junior Prom activities:
 - a. Be present to supervise preparation of the prom site. ~~gym~~
 - b. See that students obtain comparable costs from various vendors, bands, etc.
5. Keep the building principal informed of all class activities.
6. Other class related activates as assigned by the building principal.
7. He/she will adhere to and enforce all applicable provisions of the law and the policies and regulations of the Board.

New York Mills Union Free School District
Adopted: 09/15/81
Revised: 08/08/89, _____

Regulation

Draft 05/16/2012
6100.11

PERSONNEL

CLASS ADVISOR

Grade 12

1. Set-up committee of students for year's activities:
 - a. Appoint chairpersons, outline their duties
 - b. Meet with appropriate committees on a regular basis to monitor activities
 - c. Be present at major activities including Junior-Senior Prom and other special activities, i.e. dance, fund raiser etc.
2. Oversee class treasury:
 - a. Monitor all monies received/spent
 - b. Approve fund raising events, make sure fund raising monies and goods are accounted for
3. Coordinate graduation:
 - a. Organize purchase of graduation items, i.e. caps, gowns, announcements, etc.
 - b. See graduation program is completed
 - c. Coordinate rehearsal
 - d. Oversee ceremony
4. Supervise class meetings:
 - a. Meet with class president to approve agendas
 - b. Be present at meetings to assure meeting is conducted orderly
 - c. Have written minutes
5. Supervise Junior-Senior Prom activities:
 - a. Visit possible locations with prom committee
 - b. See that students obtain comparable costs from various restaurants, bands, etc.
6. Organize and chaperone the senior class trip.
7. Keep the building principal informed of all class activities.
8. Other class related activities as assigned by the building principal.
9. He/she will adhere to and enforce all applicable provisions of the law and the policies and regulations of the Board.

New York Mills Union Free School District

Adopted: 09/15/81

Revised: 08/08/89, _____

Regulation

Draft 05/16/2012

6100.12

PERSONNEL

SCHOOL YEARBOOK ADVISOR

1. Supervise staff in gathering information, fund raising, sales and distribution of yearbooks.
2. Organize and schedule all school pictures.
3. Consult with building administrator for final approval of student submissions.
4. Communicate with vendor/printer to facilitate timely arrival of yearbooks.
5. Arrange for distribution of yearbooks.
6. He/she will adhere to and enforce all applicable provisions of the law and the policies and regulations of the Board.
7. Other duties as required by the Superintendent or Building Principal.

New York Mills Union Free School District

Adopted: 09/15/81

Revised: 08/08/89, _____

Regulation

Draft 05/16/2012
6100.13

PERSONNEL

SCHOOL NEWSPAPER ADVISOR

1. Supervise staff in gathering articles.
2. Read, do final editing, approve stories.
3. Consult with building administrator for final approval of stories.
4. Direct typing, printing and distribution of papers.
5. He/she will adhere to and enforce all applicable provisions of the law and the policies and regulations of the Board.
6. Other duties as required by the Superintendent or Building Principal.

New York Mills Union Free School District

Adopted: 09/15/81

Revised: 08/08/89, _____

Regulation

Draft 05/16/2012
6100.14

PERSONNEL

NATIONAL HONOR SOCIETY ADVISOR

1. Meeting with faculty selection committee.
2. Gathering information on students who meet scholastic requirements for membership.
3. Help present members, prepare and present at induction ceremony.
4. ~~Help members plan formal tea for new members, faculty and parents after induction ceremony.~~
4. Work with students on projects such as student tutoring program.
5. If the group raises funds, help students plan educational trip or an induction dinner in the spring.
6. Fill out an end of the year report for NASSP.
7. Other related activities as assigned by the building principal.
8. He/she will adhere to and enforce all applicable provisions of the law and the policies and regulations of the Board.

New York Mills Union Free School District

Adopted: 09/15/81

Revised: 08/08/89, _____

Regulation

Draft 05/16/2012
6100.16

PERSONNEL

CLASS ADVISOR

Grade 6

1. Oversee class treasury:
 - a. Monitor all monies received and spent.
 - b. Approve fund raising events, make sure fund raising monies and goods are accounted for.
2. Meet with 6th grade parent group to plan, coordinate, and chaperone extra 6th grade field trip and related fundraising activities.
3. Coordinate sixth grade promotional exercises:
 - a. Organize purchase of items for ceremony (certificates, pins, etc.).
 - b. Work with 6th grade parent group to plan for reception, decorations, etc.
 - c. Develop program for promotion to be distributed at the ceremony.
 - d. Coordinate rehearsals.
 - e. Oversee ceremony.
4. Keep the building principal informed of all class activities.
5. Other class related activities as assigned by the principal.
6. He/she will adhere to and enforce all applicable provisions of the law and the policies and regulations of the Board.

New York Mills Union Free School District

Adopted: 07/19/01

Revised: 09/03/02, _____

Regulation

Draft 05/16/2012
6100.17

PERSONNEL

JOB DESCRIPTION STUDENT COUNCIL ADVISOR

1. Supervise election of officers.
2. Supervise student council meetings:
 - a. Meet with council president to approve agendas.
 - b. Be present at meetings to assure meeting is conducted orderly.
 - c. Have written minutes.
3. Set up committee of students for years activities:
 - a. Appoint chairpersons, outline their duties.
 - b. Meet with appropriate committees on a regular basis to monitor activities
 - c. Be present at major activities, i.e. homecoming dance, fund raisers, other dances, etc.
4. Oversee student council treasury:
 - a. Monitor all monies received/spent.
 - b. Approve fund raising events, make sure fund raising monies and goods are accounted for.
5. Coordinate/approve all grades 7 – 12 fun raising activities.
6. Keep the building principal informed of all student council activities.
7. Other student council activities as assigned by the building principal.
8. He/she will adhere to and enforce all applicable provisions of the law and the policies and regulations of the Board.

New York Mills Union Free School District

Adopted: 09/04/01

Revised: _____

Regulation

Draft 05/16/2012
3023-6100.18

ADMINISTRATION PERSONNEL

JOB DESCRIPTION
JUNIOR-SENIOR-HIGH-SCHOOL PRINCIPAL

The Building Principal shall serve under the direct supervision of the Superintendent and shall be responsible for the following duties:

1. Administering of the programs, services and personnel of the junior-senior-high school building.
2. Providing creative leadership in program and curricular development, implementation and instructional improvement.
3. Under the direction of the Superintendent, providing for coordination and articulation of the various junior-senior-high school programs.
4. Developing meaningful and timely in-service education programs.
5. Assisting the Superintendent in the recruitment and selection of instructional and non-instructional personnel.
6. Providing leadership in staff development including orientation, evaluation and instructional improvement.
7. Making recommendations to the Superintendent relative to the continuing employment of instructional staff members.
8. Providing leadership in the interpretation of school policies and programs to parents and community.
9. Coordinating and supervising the preparation of budget proposals for the junior-senior-high school building.
10. Providing leadership in the development and implementation of a successful public relations program.
11. Attending and participating in professional association conferences and educational meetings.
12. Adhering to/enforcing all provisions of the law and policies and regulations of the Board of Education as they relate to the junior-senior-high school program.
13. Establishing procedures and regulations for the implementation of board policies designed to produce an efficient and effective educational program.

REGULATION

Draft 05/16/2012

3023-6100.18

ADMINISTRATION-PERSONNEL

JOB DESCRIPTION

JUNIOR-SENIOR-HIGH-SCHOOL PRINCIPAL

14. Maintaining student discipline of the ~~junior-senior-high~~ school on a day-to-day basis.
15. Performing such other duties as may be assigned by the Superintendent or are deemed necessary to fulfill the responsibilities of the position.

New York Mills Union Free School District

Adopted: 6/11/74

Revised: 6/1/99, _____

Regulation

Draft 05/16/2012
6100.23

PERSONNEL

JOB DESCRIPTION: CHAIRPERSON OF COMMITTEE ON SPECIAL EDUCATION (CSE)

The Chairperson of Committee on Special Education (CSE) shall serve under the direct supervision of the Superintendent and shall be responsible for the following duties:

1. Coordinates, schedules, and chairs all meetings of the CSE and CPSE (preschool) in the area of special education.
2. Acts as a resource to the Superintendent, Building Principals, Supervisor of Transportation and School District Treasurer.
3. Reports to the Board of Education, as needed, on the status of all district children who receive special education services.
4. Reports to the Board of Education on status of programs, services and other information as requested.
5. Assists in coordination and evaluation of all district special education programs and services.
6. ~~Responsible to~~ Assures that district is in compliance with New York State Education Department special education regulations.
7. ~~Responsible to~~ Keeps CSE members, Superintendent, and Principals updated on changes in New York State special education regulations.
8. Develops and updates district-wide plan on status of special education including programs, services, budget, enrollment, and space allocation.
9. Works with BOCES personnel (administrators, teachers, social workers and psychologists) to coordinate and assure appropriate placement of district students who attend BOCES special education programs.
10. Attends Oneida-Herkimer-Madison BOCES CSE chairpersons meetings to provide input on special education services provided by BOCES.

REGULATION

DRAFT 05/16/2012
6100.23

PERSONNEL

JOB DESCRIPTION: CHAIRPERSON OF COMMITTEE ON SPECIAL EDUCATION (CSE)

11. Responsible for special education planning Plans and researches special education projects of concerns as assigned by the Superintendent.
12. Work with School District Treasurer and/or BOCES staff to complete System to Track and Account for Children (STAC) forms used to generate funding for children receiving special education services.
13. Complete all other special education reports as required by New York State Education Department, BOCES and the school district.
14. He/she will adhere to and enforce all applicable provisions of the law and the policies and regulations of the Board.
15. Performs other duties as required by the Superintendent or Building Principals.

New York Mills Union Free School District
Adopted: _____

Regulation

Draft 05/16/2012

ADMINISTRATION PERSONNEL

6100.24 -3024

JOB DESCRIPTION: DEPARTMENT COORDINATOR

Department coordinators are directly responsible to the Junior-Senior High School Principal for fulfillment of the following duties within their discipline:

1. Providing leadership in the development, revision and implementation of courses of study.
2. Providing for vertical and horizontal articulation among courses of study.
3. Providing members of their department with instructional assistance relative to both method and content.
4. Assisting in the ~~interpretation~~ communication of enforcement of school policies, procedures and programs ~~with~~ to students and parents.
5. Assisting in the recruitment, selection, orientation and supervision of instructional staff members.
6. Making recommendations to the Junior-Senior High Principal relative to all aspects of the instructional program.
7. Conducting an annual inventory of departmental equipment, supplies and textbooks and keeping necessary associated records.
8. Coordinating and supervising the development of departmental budgets and administration of departmental budgets once adopted.
9. Assisting in the development of a master schedule and the scheduling of students for various courses of study.
10. Assisting in the development of junior-senior high school policies concerning instruction, curriculum and student affairs.
11. Maintaining records and preparing reports as required by the Junior-Senior High School Principal.
12. Performing other related duties as may be assigned by the Junior-Senior High School Principal or are deemed necessary to fulfill the responsibilities of the position.
13. He/she will adhere to and enforce all applicable provisions of the law and the policies and regulations of the Board.

New York Mills Union Free School District

Adopted: 8/13/74, 12/13/88

Revised: _____

Regulations

Draft 05/16/2012
6100.25

PERSONNEL

JOB DESCRIPTION: TEACHER

- I. The Teacher reports directly to the Principal assigned by the District Superintendent.
- II. The Teacher shall perform the following duties and responsibilities:
 - A. The Teacher is responsible for the conduct of the instructional program and all activities in support of the instructional program of the School District as outlined by the Superintendent and Principal.
 - B. The Teacher will perform the following:
 1. Direct Services to Students:
 - a. Develops and implements course curriculum designed to assure student learning.
 - b. Evaluates student performance through formal and informal measures.
 - c. Maintains performance standards.
 - d. Maintains and insures the security of permanent records.
 - e. Assures safety and emergency first-aid prior to the school nurses intervention.
 - f. Maintains official attendance records.
 - g. Prepares, renews and revises the Section 504 Plan Individualized Education Plan (IEP) for each student in cooperation with the special education teacher and Committee on Special Education.
 - h. Prepares and presents instruction designed to meet objectives of the Individual Education Plans or Section 504 Plan.
 - i. Provides classroom intervention and differentiated instruction as appropriate.
 - j. Conducts student and/or parent conferences as required.

REGULATION

Draft 05/16/2012
6100.25

PERSONNEL

JOB DESCRIPTION: TEACHER

- k. Provides effective classroom management conducive to learning and safety.
2. Indirect Services
- a. Consults with other professional staff.
 - b. Develops courses of study, revises/adapts curriculum.
 - c. Orders supplies and equipment.
 - d. Maintains inventories.
 - f. Maintains the security of supplies.
 - g. Directs and supervises School Monitors assigned to their students or classroom.
 - h. Serves on committees as requested by the Principal or District Superintendent.
 - i. Attends Committee on Special Education and Child Study Team meetings.
3. The Teacher will perform any additional duties as assigned by the appropriate administrator.
- III. Qualifications: The Teacher will hold the certificate appropriate to the assigned subject area.
- IV. A. He/she will adhere to and enforce all applicable provisions of the law and the policies and regulations of the Board.
- B. Other duties as required by the Superintendent or Building Principal.

New York Mills Union Free School District
Adopted: _____

Jurisdiction: School Districts & BOCES
Jurisdictional Class: Exempt
Revised: 6/25/98

SCHOOL DISTRICT TREASURER

DISTINGUISHING FEATURES OF THE CLASS: This is responsible work calling for exercise of mature business judgment in carrying out an established clerical routine. Incumbents are responsible for keeping an accurate record of the finances of a school district. Employees in this class are under the general supervision of the Board of Trustees or Board of Education, which formulates policy and checks on work by means of periodic reports. Employees in this class must be bonded. Does related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Receives money from School Tax Collector and makes deposits;
Draws checks;
Discusses accounting and financial problems with superiors;
Files posting media and miscellaneous accounting documents;
Prepares reports and statements concerning district finances;
Performs a wide variety of clerical account-keeping tasks.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS: Some knowledge of methods used in keeping financial accounts and records; some knowledge of the laws, regulations, procedures and policies as they relate to school district finances; ability to follow oral and written directions and to prepare correspondence, reports and other materials; integrity; good accounting judgment; good address.

MINIMUM QUALIFICATIONS: Graduation from high school or the possession of a high school equivalency diploma and three (3) years of business experience, of which one (1) shall have involved keeping or auditing financial records; OR

An equivalent combination of training and experience as defined above.

Jurisdiction: Schools & BOCES
Jurisdictional Class: Exempt
Revised: 6/24/92

SCHOOL DISTRICT CLERK

DISTINGUISHING FEATURES OF THE CLASS: This work calls for the exercise of mature business judgment in carrying out an established routine. The incumbent is responsible for performing a variety of clerical duties in connection with the business management of a school district. Employees in this class are under general supervision of the Trustees or Board of Education, which formulates policy and checks on the work by means of periodic reports. This work may involve the use of stenographic skill in taking and transcribing minutes of board meetings. In common school districts this position is elective and therefore not subject to Civil Service. In most districts the position is part-time. Does related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Records proceedings of all meetings of voters;
Gives notices of time and place of district meetings;
Attends all meeting of Trustees or Board of Education and keeps a record of their proceedings;
Sorts, indexes, and files material alphabetically and numerically;
Posts to ledger accounts from expense and appropriation records;
Writes vouchers and checks;
Keeps a record of all contracts and other legal forms.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL

CHARACTERISTICS: Good knowledge of elementary account-keeping procedures; some knowledge of modern business administration procedures, public personnel practices, and governmental budgetary procedures; familiarity with the laws, regulations, practices and policies of the New York State school system; tact and courtesy, good judgment, ability to present oral and written opinions clearly and concisely; thoroughness and dependability; physical condition commensurate to do the job.

MINIMUM QUALIFICATIONS: Graduation from high school or possession of a high school equivalency diploma and three (3) years of clerical experience, of which one (1) shall have involved keeping or auditing accounts or an equivalent combination of training and experience as defined above.

Civil Division: Madison-Oneida BOCES; Oneida-Herkimer BOCES;
Adirondack CSD; Clinton CSD; Holland Patent CSD
Jurisdictional Class: Exempt
EEO Category: Administrative Support
Revised: 09/24/09

CONFIDENTIAL SECRETARY TO THE DISTRICT SUPERINTENDENT

DISTINGUISHING FEATURES OF THE CLASS: Employees in this class perform highly difficult, complex and responsible office work for the District Superintendent. The work of employees in this class is distinguished by the level of responsibility involved for independently performing complex clerical operations and for relieving the Superintendent of various administrative details. This position involves independent judgment regarding policies and practices and in planning office activities. Employees receive detailed instructions only for work where policies have not been determined. The duties involve public contact and work of a confidential nature. The work is performed using both micro-computers and typewriters. The incumbent serves at the pleasure of the Superintendent, because of the exempt classification of this position. Work is performed under general direction of the Superintendent. Supervision is exercised over subordinate clerical personnel. The incumbent performs related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Serves as confidential secretary to the Superintendent;
Facilitates and coordinates the activities of the Office of the Superintendent;
Prepares data and layouts for brochures, reports, calendars, newsletters and other publications;
Types letters, news releases, speeches, and other correspondence and reports dealing with defined administrative activities;
Has access to sensitive reports, documents and correspondence;
Works independently with all administrators and building principals;
Takes dictation, transcribes and types correspondence, reports and other written materials for the Superintendent and the Board of Education;
Opens, reads, sorts and distributes mail to the Superintendent;
Reroutes material at the direction of the Superintendent;
Maintains pending file of routed material requiring response;
Receives visitors and answers phones, responding to inquiries and referring to appropriate department;
Maintains calendar of Superintendent, including meetings and appointments;
Arranges travel, hotel accommodations, registration fees and conference arrangements for the Superintendent and Board of Education;
Files and makes copies of material, including those of a highly confidential nature, such as negotiations and grievance material, legal briefs, and similar documents;
Deals directly with the Superintendent in all matters dealing with the collective bargaining units in the District;
Oversees collection of information and records data, as directed by the Superintendent;
Schedules meetings and oversees duplication and distribution of all Board of Education agendas and administrative meeting agendas;
Maintains confidential personnel records for teaching and administrative staff;
Coordinates and records minutes of Superintendent's Hearings and other legal hearings;
Operates micro-computer, typewriter, copier and other office machines.

continued...
page two

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS: Thorough knowledge of office terminology, practices and equipment; thorough knowledge of the rules, regulations, procedures and policies of the Superintendent's office; ability to handle routine administrative details independently, including the composition of letters and memoranda; ability to plan, assign and supervise the work of clerical assistants; ability to establish and maintain good working relationships with others; ability to deal effectively and courteously with the public; ability to type accurately at an acceptable rate of speed; ability to take and transcribe dictation; clerical aptitude; tact and courtesy; accuracy; confidentiality; initiative; resourcefulness.

MINIMUM QUALIFICATIONS: Appointed on the basis of administrative secretarial experience and other such qualifications, as the Superintendent may determine appropriate.

Adopted: 11/21/97
Revised: 09/24/09

Civil Division: Oneida County Government, BOCES, Schools, Towns, Villages
Jurisdictional Class: Competitive
Non-Competitive (part-time)
EEO Category: Administrative Support
Revised: 04/02/07

OFFICE SPECIALIST I

DISTINGUISHING FEATURES OF THE CLASS: The incumbent in this entry level class performs routine office and clerical functions. Detailed instructions are provided for new or difficult assignments and accuracy of work is reviewed in process or upon completion. Duties of this class may involve public contact and/or work of a confidential nature. The work is performed under the direct supervision of a higher level supervisor. Supervision is not a responsibility of this class. The incumbent performs related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Types, sorts, processes and files correspondence, forms, rosters, payrolls, bills, invoices, vouchers, records, purchase orders, catalog cards, reports, index cards, memoranda, clinic reports, and other material;

Prepares from copy, rough draft and/or dictating machine, office documents which include but are not limited to: letters, memoranda, contracts, leases, vouchers, etc.;

Operates various office equipment;

Answers telephone, takes messages and furnishes routine information;

Receives, sorts and processes mail;

Orders, inventories and issues supplies;

Prepares file folders containing office documents;

Receives, greets and provides information and assistance to the general public.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL

CHARACTERISTICS: Working knowledge of office terminology, procedures and equipment; working knowledge of basic arithmetic and English; ability to learn word processing programs to type letters, reports, documents, etc. on a computer; ability to understand and follow oral and written directions; ability to get along well with others; possess a positive and friendly attitude.

MINIMUM QUALIFICATIONS:

Graduation from high school or possession of a high school equivalency diploma.

Title change from "Typist": 04/02/07

"Typist" Adopted: 02/09/82
Revised: 05/17/91, 05/28/93, 12/13/95, 03/22/01

Title in promotional series: Office Specialist I, Office Specialist II, Senior Office Specialist I, Senior Office Specialist II, Principal Office Specialist, Head Office Specialist

Civil Division: Libraries, Schools
Jurisdictional Class: Competitive
Non-Competitive (Full and Part-time) - Schools
Non-Competitive (Part-time) - Libraries
EEO Category: Administrative Support
Revised: 04/21/06

LIBRARY AIDE

DISTINGUISHING FEATURES OF THE CLASS: Employees in this class work under continual supervision, primarily in the shelving of books and in the performing of minor clerical tasks. Duties may include, at the discretion of the Library Director or higher ranking employee, the operation of the circulation desk for short periods of time. This work requires no prior knowledge of library work as employees are trained on the job. Incumbents perform related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Get books from the shelves;
Sorts and shelves books;
Reads and straightens shelves;
Shifts books and library materials;
Clears tables and keeps library rooms in order;
Runs errands and distributes mail;
Performs simple clerical tasks;
May operate the circulation desk for short periods of time at the discretion of the library director.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS: Ability to understand and carry out oral and written directions; accuracy; industrious; mental alertness; neatness; tact, willingness to follow a prescribed routine; ability to get along well with others.

MINIMUM QUALIFICATIONS: Either:

- (A) Graduation from high school or possession of a high school equivalency diploma;
OR
- (B) One (1) year of clerical experience.

NOTE: Verifiable part-time and/or volunteer experience as defined in (B) above will be pro-rated toward meeting full-time experience requirements.

Adopted: 03/20/87
Revised: 06/22/92, 10/21/94, 02/03/95, 04/21/06

Jurisdiction: School & BOCES
Jurisdictional Class: Labor
Revised: 6/16/92

SCHOOL MONITOR

DISTINGUISHING FEATURES OF THE CLASS: This is responsible work calling for the exercise of good judgment and special ability to get along well with children. Employees in these positions guide children safely across streets and intersections; oversees students in corridors, locker rooms and as passengers on school district buses. A school monitor must be firm, yet courteous and congenial, in exercising his/her influence on students. Work is performed under supervision of a teacher or the principal. Does related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Guides children safely across streets and intersections;

If traffic light is in operation, directs children to cross only when light is favorable;

Oversees students passing between classes and in locker rooms and on premises immediately before and after school;

Performs miscellaneous clerical duties as assigned;

In some cases, has charge of supplies and equipment for locker rooms and swimming pools;

Helping children in lower grades with wearing apparel;

Help maintain order in classrooms;

Have charge of rest periods;

Assist teachers with play supervision and with lunches;

(May) act as monitor on school district buses.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL

CHARACTERISTICS: Good general intelligence; ability to be firm, yet courteous, with the public; ability to get along well with children; some knowledge of first aid methods; good powers of observation; physical condition commensurate to do the job.

MINIMUM QUALIFICATIONS:

None required, but experience with children is desirable.

SPECIAL REQUIREMENTS: A person appointed to this position does not have the authority to direct traffic. This is a function of a police officer only.

Jurisdiction: Schools & BOCES
Jurisdictional Class: Non-Competitive
Revised: 7/8/92

SCHOOL PHYSICIAN PART-TIME

DISTINGUISHING FEATURES OF THE CLASS: The incumbent in this position performs professional medical services in the examination and care of school children. The professional work is performed with considerable leeway for the exercise of independent judgment in the examination and treatment of individual students according to established medical procedures and objectives outlined by school authorities. A School Physician assumes final responsibility for all professional medical work done. Does related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Makes periodic examinations of school children to detect the presence of contagious diseases and physical defects;
Advises parents and other physicians regarding the correction of such defects;
Advises teachers on the teaching of general public health courses;
Handles emergency cases arising in school children;
Conducts school clinics.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL

CHARACTERISTICS: Thorough knowledge of the principles and practices of medicine; good knowledge of the principles and practices of public health, epidemiology, and child health; ability to get along well with children; ability to establish and maintain cooperative relations with teachers and the general public; conscientiousness and thoroughness; neatness; interest in maintaining a high standard of professional ethics; physical condition commensurate to do the job.

MINIMUM QUALIFICATIONS:

A license to practice medicine in New York State.

Civil Division: BOCES, Schools
Jurisdiction Class: Competitive
EEO Category: Administrative support
Revised: 05/03/11

TRANSPORTATION SUPERVISOR

DISTINGUISHING FEATURES OF THE CLASS: This is a supervisory position involving responsibility for the safe and efficient operation and maintenance of the transportation system of a school district. Because the transporting of children is involved, the safety factor is of utmost importance. Consequently, the incumbent must be aware at all times of the need to observe special cautionary measures in overseeing the transportation program and related repair and maintenance activities. This class differs from Head Bus Driver, Head Automotive Mechanic or other equivalent titles because of the overall direction of the transportation program including the supervision of maintenance and repair staff as well as Bus Drivers. The work is performed under general supervision of the Superintendent of Assistant Superintendent for Business or other school administrative official, allowing considerable leeway for the exercise of independent judgment. Supervision is exercised over the work of all subordinate transportation personnel. The incumbent performs related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Oversees the establishment of routes to be followed and preparation of time schedules for buses for public and non-public pupils in the school district;

Supervises service, maintenance, cleaning, and repair of school district vehicles and insures vehicles meet all accepted safety standards and requirements;

Prepares periodic reports which include routine data information, mileage usage, bus utilization, repair costs, inspections, and employee payrolls;

Recommends appointment and dismissal of transportation employees and sets standards of performance;

May assign substitute bus drivers for extracurricular trips including those for athletic teams;

Establishes a preventive maintenance schedule and insures adherence by drivers and mechanics;

Supervises loading and recommends stopping places for buses;

Purchases or oversees the purchase of bus supplies including gasoline, tires, lubricants, anti-freeze, and repair parts;

Directs the preparation of accident reports and the filling of necessary insurance forms and department of transportation records;

Processes complaints regarding bus routine and scheduling, designation of bus stops, transportation personnel and student bus discipline;

May participate on negotiation committee and handle formal grievances from transportation employees;

Coordinates in-service training programs for transportation staff required by State Education Department and school district;

Assures there are adequate trained substitute bus drivers available when needed;

Prepares the annual transportation budget;

continued....

TRANSPORTATION SUPERVISOR

page two

TYPICAL WORK ACTIVITIES-(Cont'd)

Insures that transportation personnel comply with policies of the School Board as they relate to safety, courtesy, reporting, and self responsibility;
Monitors and records transportation personnel work hours for payroll purposes;
May prepare specifications for new vehicles and equipment;
Prepares a variety of records and reports related to the work;
Maintains safety standards in conformance with state and insurance regulations and develops a district program of preventive safety;
Advises the Superintendent on road hazards for decision on school closing during inclement weather;
Acts as liaison with Town Highway Superintendent for consultation on road hazards for decision on school closing during inclement weather;
Develops recommendations for future equipment and personnel needs based on accurate and accountable data.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS: Thorough knowledge of standard transportation methods and the operation of buses; thorough knowledge of the geography of the district; good knowledge of automotive repair methods and of the terminology and tools of the trade; good knowledge of safe driving practices; good knowledge of the New York State Motor Vehicle Law and applicable regulations of the Public Service Commission; ability to plan and supervise the work of others; ability to prepare and maintain written reports; ability to get along well with others.

MINIMUM QUALIFICATIONS: Graduation from high school or possession of a high school equivalency diploma AND either:

- (A) Four (4) years of experience in the operation of multi- passenger vehicles and the dispatching of motor vehicles AND two (2) years of supervisory experience;
OR
- (B) Five (5) years of experience in the maintenance and repair of automotive equipment AND two (2) years of supervisory experience.

NOTE: Verifiable part-time and/or volunteer experience as stated in (A) above will be pro-rated toward meeting full-time experience requirements.

SPECIAL REQUIREMENTS: Eligibility for the Class B or higher level New York State commercial driver's license with passenger endorsement and without airbrake restriction. Possession of a valid CDL license at time of appointment. This license must be maintained throughout appointment. Candidates must be at least 21 years of age.

Adopted: 03/23/87

Revised: 05/23/95, 05/03/11

Civil Division: Oneida County Government, Schools
Jurisdictional Class: Competitive (FT)
Non-Competitive (PT)
EEO Category: Service/Maintenance
Revised: 04/19/11

BUS DISPATCHER

DISTINGUISHING FEATURES OF THE CLASS: The primary duty of employees in this class is to provide continuous bus service to a large number of students or the community by maintaining bus schedules involving a large number of buses and drivers. Employees in this class are responsible for the operation of telephone and two-way radio equipment to dispatch buses and drivers to their assigned routes. Employees must be able to function calmly in emergencies and to take appropriate action. The work is performed under established policies and under the general direction of an administrative official. The work involves the supervision of a large number of bus drivers. The incumbent performs related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Prepares bus routes and assigns bus drivers to routes;
Operates radio equipment to dispatch buses and drivers to assigned routes;
Maintains continuous status and location records of all buses and drivers;
Instructs bus drivers on the safety precautions which must be observed, and prepares orientation and training courses for new bus drivers;
Makes necessary arrangements to provide transportation services for special projects and special occasions;
Prepares drivers daily bulletins containing information on changes in assignments, as well as, new driving assignments;
Records and files complaints and accident reports;
Periodically checks correct operation of radio and telephone equipment to ensure continuity of service;
Performs a variety of tasks related to the transportation program;
Keeps records on bus drivers for payroll purposes;
May operate a variety of office machines and performs clerical tasks in connection with the work of the department;
May operate a bus in an emergency or on a regular schedule.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS: Good knowledge of driving safety practices and traffic laws and regulations; good knowledge of the operation and maintenance of radio and telephone equipment; good knowledge of the geography of the transportation routes; ability to perform calmly and efficiently in emergency situations; ability to understand and follow oral and written directions; ability to maintain records and prepare reports; ability to assign work to subordinates; good hearing and clear dictation; good judgement; courtesy.

continued...

BUS DISPATCHER

page two

MINIMUM QUALIFICATIONS: Either:

- (A) Graduation from high school or possession of a high school equivalency diploma;
OR
- (B) Two (2) years of experience in the operation of buses.

NOTE: Verifiable part-time experience as stated in (B) above will be pro-rated toward meeting full-time experience requirements.

SPECIAL REQUIREMENT: If the jurisdiction requires bus driving, candidate must possess a valid Class B CDL with passenger endorsement at time of appointment and throughout appointment.

SPECIAL REQUIREMENT: If the jurisdiction requires the possession of a 19A certification, candidate must possess a 19A certification at time of appointment and throughout appointment.

10/25/02

The following School Districts
require Bus Dispatchers to drive buses:

Adirondack Central School
Camden Central School
Oriskany Central School
Waterville Central School
New York Mills Union Free School

10/25/02

School districts requiring a 19A
certification:

New York Mills Union Free School

Adopted: 1980's

Revised: 04/24/92, 11/21/95, 04/30/99, 06/07/99, 01/08/02, 10/28/02, 05/09/03, 04/19/11

Civil Division: Oneida County Government, Schools, Towns, Villages
Jurisdictional Class: Non-Competitive
EEO Category: Service/Maintenance
Revised: 03/24/11

BUS DRIVER

DISTINGUISHING FEATURES OF THE CLASS: The incumbent in this position is responsible for the operation of a bus or mini-van on an assigned route. In addition, the incumbent is expected to perform minor maintenance tasks on vehicles to which he or she is assigned, as well as, to ensure the safety and proper conduct of passengers boarding, riding and departing from the bus. The work is performed under the general supervision of the department head, immediate supervisor or other official, permitting leeway in carrying out the details of the work. The incumbent performs related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Operates a bus or mini-van on a regular schedule or on special occasions, picking up and transporting passengers to designated locations;
Checks the operating condition of the van or bus before starting on a trip;
Reports any operational defect to immediate superior;
Encourages passengers to utilize seat belts;
Assists elderly passengers in getting on and off vehicle;
Keeps interior and exterior of vehicle clean and neat;
Maintains records of mileage, routes, times and incidents;
Prepares and maintains maps of routes and pick-up points;
Attends staff and training meetings and sessions;
May apply first aid and/or CPR techniques in an emergency with passengers;
May be required to perform minor maintenance tasks and gas vehicle.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS: Good knowledge of driving safety practices and traffic laws and regulations; ability to operate a bus or multi-passenger van under all driving and road conditions; ability to understand and follow simple oral and written directions; ability to get along well with the elderly and others; mental alertness; dependability.

continued...

MINIMUM QUALIFICATIONS: Graduation from high school or possession of a high school equivalency diploma.

ADDITIONAL QUALIFICATIONS: In accordance with New York State Vehicle and Traffic Law, Article 19-A, § 509-b. Qualifications of bus drivers. Notwithstanding any other provision of law, a person shall be qualified to operate a bus only if such person:

- (1) is at least twenty-one years old (at least eighteen years old, with restrictions – no Interstate commerce, cannot transport hazardous materials, and cannot operate a school bus);
- (2) has been issued a currently valid driver's license or permit which is valid for the operation of the bus in this state;
- (3) has passed the bus driver physical examination administered pursuant to regulations established by the commissioner; and
- (4) is not disqualified to drive a motor vehicle pursuant to section five hundred nine-c or any other provision of this article.

NOTE: Applicants must be able to maintain eligibility and certification under New York State Department of Motor Vehicles Article 19A of the Vehicle and Traffic Law. In addition, candidates may be required to complete or present data indicating completion of basic first aid and CPR courses during the probationary period upon appointment.

Adopted: 01/28/82
Revised: 01/21/86, 02/09/87, 04/18/96, 03/03/97, 09/04/07, 03/24/11

Civil Division: Schools
Jurisdictional Class: Non-Competitive
EEO Category: Service/Maintenance
Revised: 09/04/07

BUS DRIVER - LABORER

DISTINGUISHING FEATURES OF THE CLASS: The incumbent in this position is responsible for the safe transportation of school children on an assigned bus route. The incumbent performs routine manual work involving responsibility for assisting in various maintenance operations. The work is performed under general supervision in accordance with established policies and procedures, but allows some leeway for independent judgment. The incumbent performs related work as required.

TYPICAL WORK ACTIVITIES (Illustrative Only)

Operates a school bus on a regular schedule or on special occasions;
Loads and unloads trucks, excavates and backfills for new construction and repairs;
Collects and disposes of rubbish;
Performs unskilled work in connection with painting and maintenance;
Digs and refills trenches for water and sewer pipelines;
Works on refuse collection route, lifting cans from curb to truck, or emptying cans in truck;
Cuts grass, trims shrubs, rakes leaves, spades flower beds and assists in ground maintenance activities;
Oversees and participates in ash dumping, dump cleaning and leveling;
Performs general building and grounds cleaning tasks.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS: Good knowledge of the operation of a bus and of traffic safety practices and regulations; willingness to perform routine manual work; ability to lift heavy weights; willingness to work under all weather conditions; physical endurance; dependability; good moral character; mechanical aptitude; mental alertness.

MINIMUM QUALIFICATIONS: Graduation from high school or possession of a high school equivalency diploma.

ADDITIONAL QUALIFICATIONS: In accordance with New York State Vehicle and Traffic Law, Article 19-A, § 509-b. Qualifications of bus drivers. Notwithstanding any other provision of law, a person shall be qualified to operate a bus only if such person:

- (1) is at least eighteen years old;
- (2) has been issued a currently valid driver's license or permit which is valid for the operation of the bus in this state;
- (3) has passed the bus driver physical examination administered pursuant to regulations established by the commissioner; and
- (4) is not disqualified to drive a motor vehicle pursuant to section five hundred nine-c or any other provision of this article.

SPECIAL REQUIREMENT: Applicants must be able to maintain eligibility and certification under New York State Department of Motor Vehicles Article 19A of the Vehicle and Traffic Law.

Adopted: 1980's
Revised: 06/12/92, 03/03/97, 09/04/07

Civil Division: Schools
Jurisdiction Class: Competitive
EEO Category: Service/Maintenance
Revised: 04/20/11

CUSTODIAN-BUS DRIVER

DISTINGUISHING FEATURES OF THE CLASS: This position involves manual work calling for the efficient and economical performance of building cleaning and occasional minor maintenance tasks and for the operation of a large motor vehicle in the safe transportation of school children on an assigned bus route. Cleaning and maintenance tasks are performed according to a well established routine. An incumbent may be responsible for cleanliness and minor maintenance in a small school building or work under supervision of a higher ranking employee at a larger school. Supervision may be exercised over the work of cleaners or helpers. The incumbent performs related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Sweeps, mops and waxes floors, washes walls, windows and blackboards, cleans erasers, dusts and performs other cleaning duties;
Cleans and mops lavatories and locker rooms and replaces soap and towels;
Dusts desks, woodwork, furniture, and other equipment;
Operates a school bus on a regular schedule or on special occasions;
Makes minor repairs to furniture, electrical fixtures, windows and window shades, locks, faucets, heating system and other equipment;
Reports any vehicle operational defect to immediate superior;
Empties waste baskets, collects, and disposes of rubbish;
Mows lawns, trims shrubs, rakes leaves, removes snow and ice from walks and driveways and performs a variety of other grounds keeping tasks as assigned;
May operate an oil or gas fired low-pressure steam, hot water or hot air heating system;
May change oil, refill gasoline tanks, put on chains, replace tires and perform a variety of similar tasks on the school bus;
Receives, moves, and stores incoming school supplies;
Arranges chairs and tables and other equipment for special use of school building;
May be required to operate a station wagon or other similar vehicle;
Maintains orderly conduct of children on bus;
Maintains records of mileage, routes, times, and incidents.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL

CHARACTERISTICS: Working knowledge of driving safety practices, traffic laws and regulations; working knowledge of building cleaning practices, supplies and equipment, and ability to use them economically and efficiently; ability to acquire knowledge of the operation and maintenance of school building heating and ventilating equipment; ability to operate a bus under difficult driving and road conditions; ability to make minor plumbing, electrical, carpentry, and mechanical repairs and perform a variety of routine maintenance tasks; ability to understand and carry out simple oral and written directions; ability to get along well with others; willingness to perform custodial and other manual tasks.

continued...

CUSTODIAN-BUS DRIVER

page two

MINIMUM QUALIFICATIONS: Either:

- (A) Graduation from high school or possession of a high school equivalency diploma;
OR
- (B) One (1) year of experience in building cleaning or minor building maintenance activities; or other work of a similar nature.

SPECIAL REQUIREMENT: Eligibility for the appropriate level New York State Driver's License at the time of application. Possession of a valid New York State Driver's License at time of appointment. This license must be maintained throughout appointment. Drivers must be at least 21 years of age.

NOTE: Verifiable part-time and/or volunteer experience as stated in (B) above will be pro-rated toward meeting full-time experience requirements.

PLEASE NOTE: Candidates must satisfy the requirements for School Bus Driver set forth in the Rules and Regulations of the New York State Commissioner of Education.

Adopted: 1985

Revised: 12/18/87, 06/21/89, 07/14/94, 04/11/95, 05/24/96, 03/17/04, 04/20/11

Civil Division: Schools
Jurisdictional Class: Competitive
EEO Category: Skilled Worker
Revised: 12/05/08

SCHOOL BUS MECHANIC

DISTINGUISHING FEATURES OF THE CLASS: This is skilled work involving responsibility for the efficient and workmanlike performance of a variety of school bus repair tasks, requiring a thorough knowledge of the trade. General instructions are received from a foreman or supervisor regarding tasks to perform, permitting considerable leeway for planning the details of each assignment. Supervision may be exercised over other skilled or unskilled workers as required. The incumbent performs skilled operations in the repair and overhaul of gasoline and diesel motor equipment, including school busses, trucks and tractors. The incumbent performs related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Repairs or replaces motor pumps, fuel pumps, generators, carburetors, shock absorbers and other school bus parts;
Repairs ignition systems, transmissions, brake systems, clutches, and front and rear axles;
Adjusts connecting rods and bearings;
Adjusts steering mechanisms and aligns wheels;
Makes minor welding repairs to school bus equipment;
Greases vehicles and changes oil and oil filters;
Tunes engines and sets the timing;
Inspects for damage or deterioration and straightens, repairs and finishes damaged bus bodies or parts;
Operates a variety of equipment such as sanders, paint sprayers, pneumatic hammers and jacks, hand tools, welding torch, metal blocks, forming tools, steam cleaners and other tools applicable to the repair and replacement of damaged equipment;
Prepares surfaces for painting; paints bus bodies;
Mends and repairs bus body interiors such as seats and cushions;
Makes estimates of work costs and prepares requisitions for materials;
Keeps records on supplies and equipment that is used.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS: Thorough knowledge of standard automotive repair methods, and of the terminology and tools of the trade; demonstrated ability to make difficult repairs to light and at times heavy automotive and other mechanical equipment; familiarity with welding techniques; ability to work from plans and specifications, and to follow rough draft sketches and oral instructions; good motor and hand and eye coordination; manual dexterity; physical condition commensurate with the demands of the position.

MINIMUM QUALIFICATIONS: Either:

- (A) One (1) year of experience as a skilled School Bus Mechanic; OR
- (B) Two (2) years of experience as a skilled Automotive Mechanic.

Adopted: 08/26/93
Revised: 12/05/08

Civil Division: Oneida County Government; Schools
Jurisdictional Class: Competitive
EEO Category: Skilled Craft
Revised: 08/30/06

BUILDING MAINTENANCE SUPERVISOR

DISTINGUISHING FEATURES OF THE CLASS: This position involves responsibility for the operation and maintenance of a large public building and related grounds and equipment. Although similar in many respects, an incumbent works under somewhat closer technical supervision and directs a program of more limited scope, than does an employee in the class of Building Superintendent. However, an incumbent does have considerable leeway in planning work programs, establishing operating standards, and in keeping buildings and equipment up to approved standards of operation. Supervision is exercised over a number of custodial and maintenance personnel. When employed at the Oneida County Airport, the incumbent may be required to complete in-house training in fire and rescue techniques in order to assist fire and rescue crews in an emergency. The incumbent performs related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Supervises and inspects the maintenance, repair and operations of a building or buildings and also the grounds connected thereto;
Supervises the operation and maintenance of the heating plant and related equipment;
Oversees the maintenance of varied services, such as heat, light, gas, water supply and refuse disposal;
Assigns and reassigns operation and maintenance personnel to specific jobs;
Determines the necessity for, and supervises repair work on buildings and equipment;
Oversees the care and maintenance of lawns, walks, shrubs, trees and grounds;
Plans, schedules and determines the priority of repairs, requisitions, equipment and supplies, and frequently makes purchases independently on the open market;
Estimates the cost of labor, maintenance and repair projects;
Inspects and otherwise exercises control over repair and alteration work performed by outside contractors;
Interviews and recommends the appointment of applicants for positions;
Prepares annual operating budget, maintains appropriate records on operations and compiles periodic reports;
When employed at the Oneida County Airport, the employee may assist fire and rescue crews in an emergency.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

Thorough knowledge of modern large scale buildings and grounds operation and maintenance practices; thorough knowledge of practices, tools and equipment used in the maintenance and repair of buildings; good knowledge of the principles and practices of operating and maintaining high pressure boilers and auxiliary equipment; good knowledge of tools, terminology and practices of one or more of the mechanical or construction trades; good knowledge of high pressure boiler operating safety precautions; ability to supervise the work of others; ability to read blueprints; mechanical aptitude; when employed at the Oneida County Airport, ability to learn aircraft rescue, fire rescue, and disaster techniques.

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BUILDING MAINTENANCE SUPERVISOR

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MINIMUM QUALIFICATIONS: Either:

- (A) Graduation from high school or possession of high school equivalency diploma AND three (3) years of experience in either building maintenance, building construction or building trades work such as carpentry, electrical work, operation and maintenance of either high or low pressure oil or gas-fired boilers and distribution systems or related fields including, but not limited to, plumbing, masonry, painting or building repair; OR
- (B) Five (5) years of experience, as defined in (A) above.

NOTE: Verifiable part-time and/or volunteer experience as defined in (A) above will be pro-rated toward meeting full-time experience requirements.

Title change from "Building Maintenance Foreman":
Revised:

08/03/94
05/23/95, 08/30/06

Civil Division: Oneida County Government; Schools; Town of Whitestown
Jurisdictional Class: Competitive
EEO Category: Skilled Worker
Revised: 03/09/10

BUILDING MAINTENANCE MECHANIC

DISTINGUISHING FEATURES OF THE CLASS: This position involves a variety of building maintenance and repair tasks of a skilled or semiskilled nature. Employees in this class are required to work in various mechanical trades as the occasion demands. In this respect, the class differs from such classes as Painter, Carpenter, Plumber, etc., which limit incumbents to a single trade. The duties of this class differ from Maintenance Worker due to the more skilled nature of the work involved. Incumbents perform their duties with some latitude for independent planning or laying out of the work details. In those cases where supervisory responsibilities are involved, the incumbent acts as supervisor of a number of workers, who perform maintenance and repair jobs of a semiskilled nature. The incumbent performs related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Supervises or leads in repairs to plumbing, steam lines, electric wiring and equipment, furniture, doors and windows, hardware, and varied mechanical equipment and machinery;

Installs shelving, storage cabinets and new hardware;

Does skilled painting work;

Oversees and takes part in ordinary building cleaning operations;

Oversees the operation of a central heating system;

Makes inspections of property to ascertain repair needs;

Estimates material required for repairs;

Supervises and participates in a general grounds maintenance program.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS: Thorough knowledge of the practices, processes, materials and tools of the principal trade to which assigned; good knowledge of one or more additional trades; good knowledge of modern buildings and grounds maintenance and repair practices; familiarity with the operation and maintenance of high pressure heating systems; ability to plan and supervise the work of others; ability to understand oral and written directions; mechanical aptitude.

MINIMUM QUALIFICATIONS: Two (2) years of experience in either building construction or building trades work in one or more of the standard trades such as carpentry, plumbing or electrical work.

NOTE: Verifiable part-time experience as described above will be pro-rated toward meeting full-time experience requirements.

Jurisdiction: Oneida County, Schools,
Towns, Villages & Libraries
Jurisdiction Class: Non-Competitive
Revised: 5/7/97

BUILDING MAINTENANCE WORKER

DISTINGUISHING FEATURES OF THE CLASS: This is semi-skilled work involving responsibility for independently performing a variety of mechanical and other building maintenance tasks or for serving as a helper to a journeyman tradesman. In either case, although a working knowledge of one or more trades is usual, a maintenance worker does not utilize the more skilled journeyman techniques for any considerable portion of his time. In addition, the work may involve the part-time operation of a truck, automobile, or other automotive equipment or supervision of others. General instructions are received and work is performed under immediate or general supervision depending upon the nature of the task. When employed at the Oneida County Airport, the incumbent may be required to complete in-house training in fire and rescue techniques in order to assist fire and rescue crews in an emergency. Does related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Performs general building and grounds maintenance and housekeeping duties;
Serves as general handyman performing a variety of semi-skilled duties;
Supervises other employees as directed;
Performs semi-skilled work in masonry, carpentry, electrical and painting operations;
Helps to install and repair wiring systems and electric fixtures and equipment;
Repairs windows, doors, floors, walls and other parts of buildings;
Does interior and exterior painting where quantity rather than fine quality of work performed is the principle object;
Helps to install and repair general plumbing equipment, such as sinks and baths;
Assists in cleaning and repairing boilers, pumps, heaters, pipe lines, valves and traps;
Mixes plaster and concrete and assists in laying brick, plastering walls, finishing concrete work, etc.;
Operates trucks, automobiles, air compressors, and other motorized equipment;
When employed at the Oneida County Airport, the employee may assist fire and rescue crews in an emergency.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS: Good knowledge of modern buildings and grounds maintenance and repair practices; working knowledge of the practices and techniques of one or more of the standard trades; mechanical aptitude, industry; dependability; manual dexterity; when employed at the Oneida County Airport, ability to learn aircraft rescue, fire rescue and disaster techniques.

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BUILDING MAINTENANCE WORKER

page two

MINIMUM QUALIFICATIONS:

Two (2) years of experience in either general building maintenance, maintenance and repair of roads or streets, OR in building trades work which has involved one or more of the standard trades, such as carpentry, plumbing or electrical.

NOTE: Verifiable part-time and/or volunteer experience will be pro-rated toward meeting full-time experience requirements.

Jurisdiction: County, Towns & Villages
Schools & BOCES
Jurisdictional Class: Labor
Revised: 6/16/92

GROUNDWORKER
(Formerly Groundsman)

DISTINGUISHING FEATURES OF THE CLASS: This is routine manual work requiring some knowledge of grounds maintenance activities. The work is performed under general supervision in accordance with established policies and procedures but allowing some leeway for the exercise of independent judgment. Does related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Mows, rakes and cuts grass;
Keeps grounds free of litter;
Prepares graves, and is responsible for the upkeep of burial plots;
Plants and cares for trees, shrubs and plants;
Removes snow and ice from walks, pathways and steps;
May perform minor maintenance tasks;
When not working as a Groundworker, does other routine manual work.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS: Working knowledge of grounds maintenance activities; willingness to perform routine manual work; physical condition commensurate to do the job.

MINIMUM QUALIFICATIONS: None required, but some experience in park or grounds maintenance activities is desirable.

Civil Division: Schools, BOCES
Jurisdiction Class: Competitive
EEO Category: Service/Maintenance
Revised: 01/23/06

CUSTODIAN

DISTINGUISHING FEATURES OF THE CLASS: This position involves manual work calling for the efficient and economical performance of building cleaning and occasional minor maintenance tasks. Cleaning and maintenance tasks are performed according to a well established routine. An incumbent may be responsible for the cleanliness and minor maintenance in a small school building or work under supervision of a higher ranking employee at a larger school. Supervision may be exercised over the work of cleaners or helpers. Incumbent performs related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Sweeps, mops and waxes floors, washes walls, windows and blackboards, cleans erasers, dusts, and performs other cleaning duties;
Cleans and mops lavatories and locker rooms;
Dusts desks, woodwork, furniture, and other equipment;
Makes minor repairs to furniture, electrical fixtures, windows, and window shades, locks, faucets, heating system, and other equipment;
Empties waste baskets, collects, and disposes of rubbish;
Replaces soap, towels, light bulbs, and other supplies;
Keeps simple clerical records related to cleaning and maintenance tasks;
Mows lawns, trims shrubs, rakes leaves, removes snow and ice from walks and driveways, and performs a variety of other groundskeeping tasks as assigned;
Receives, moves, and stores incoming school supplies;
Arranges chairs and tables and other equipment for special use of school buildings;
May operate oil or gas fired low-pressure steam, hot water or hot air heating system;
May operate a light motor vehicle in transporting supplies, equipment, food, and mail;
May maintain, set up and tear down athletic fields for athletic events;
May operate a computer to receive, maintain, manage and disperse information as required;
Performs a variety of errands and related custodial tasks.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS: Working knowledge of building cleaning practices, supplies, and equipment, and ability to use them economically and efficiently; ability to acquire knowledge of the operation and maintenance of school building heating and ventilation equipment; ability to make minor plumbing, electrical, carpentry and mechanical repairs, and perform a variety of routine maintenance tasks; ability to understand and carry out simple oral and written directions; ability to operate a computer; ability to get along well with others; willingness to perform custodian and other manual tasks.

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CUSTODIAN

page two

MINIMUM QUALIFICATIONS: Either:

- (A) Graduation from high school or possession of a high school equivalency diploma;
OR
- (B) One (1) year of experience in building cleaning or minor building maintenance activities; or other work of a similar nature.

NOTE: Verifiable part-time and/or volunteer experience will be pro-rated toward meeting full-time experience requirements.

SPECIAL REQUIREMENT: If the position requires the operation of a motor vehicle, the following applies:

Eligibility for an appropriate level New York State Driver's License at time of application.
Possession of a valid New York State Driver's License at time of appointment.
Incumbent must maintain license throughout appointment.

Adopted: 1980s
Revised: 12/18/87, 07/14/94, 04/11/95, 05/24/96, 02/08/01, 01/23/06

Title in promotional series: Custodian, Custodian-Bus Driver, Senior Custodian, Head Custodian

Jurisdiction: Oneida County, Towns, SWMA,
Villages, Schools, Libraries
Jurisdictional Class: Labor
Revised: 5/7/97

CLEANER

DISTINGUISHING FEATURES OF THE CLASS: A Cleaner performs routine building cleaning duties under supervision. The work of employees in this class involves only the execution of tasks which follow a well-established routine. Does related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Washes windows, walls, woodwork, toilets, tubs and bowls;
Picks up laundry and garbage;
Dusts chairs, tables, desks and other furniture;
Sweeps, mops and washes floors and other minor custodial duties;
Gathers and disposes of refuse;
Cleans and polishes furniture and brass.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL

CHARACTERISTICS: Working knowledge of cleaning methods, materials and equipment; ability to understand and follow simple oral and written directions; ability to get along well with others; ability to read and write.

MINIMUM QUALIFICATIONS: None required.

Jurisdiction: Oneida County &
Schools
Jurisdictional Class: Labor
Revised: 01/02/97

LAUNDRY WORKER

DISTINGUISHING FEATURES OF THE CLASS: This is routine work involving responsibility for the operation of automatic laundry machines and appliances, and familiarity with the uses of laundry materials and equipment. Work is performed under the supervision of a Laundry Supervisor or other superior. Does related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

Sorts incoming and outgoing laundry;
Sterilizes incoming soiled clothes;
Operates flat work ironers, extractors and dry tumblers;
Folds and checks finished laundry;
Finishes laundry with hand irons and presses;
Makes soap, blueing and starch;
May perform minor custodial duties.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL

CHARACTERISTICS: Some knowledge of laundry methods and operation such as washing, ironing and folding of articles by hand or machine; some knowledge of the use of common laundry cleaning appliances and materials; skill in the performance of simple laundry and possible custodial tasks; ability to understand and follow simple oral and written directions.

MINIMUM QUALIFICATIONS: None.



The New York State School Report Card

Accountability
and Overview Report
2010 - 11

School **NEW YORK MILLS ELEMENTARY
SCHOOL**
District **NEW YORK MILLS UNION FREE
SCHOOL DISTRICT**
School ID **41-15-04-02-0003**
Principal **RENE WILSON**
Telephone **(315) 768-8129**
Grades **K-6**

This School's Report Card

The New York State School 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 school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school'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 School Profile information.**
This section shows comprehensive data relevant to this school's learning environment.
- 2 Review School Accountability Status.**
This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.
- 3 Review an Overview of School Performance.**
This section has information about the school'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

School **NEW YORK MILLS ELEMENTARY SCHOOL**
School ID **41-15-04-02-0003**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

School Profile

This section shows comprehensive data relevant to this school'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	60	42	43
Grade 1	56	51	45
Grade 2	52	61	52
Grade 3	35	48	54
Grade 4	52	32	49
Grade 5	49	49	35
Grade 6	49	45	44
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K-12	353	328	322

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	19	19	20
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

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 school'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 school's enrollment. Students classified by schools 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.

1 School Profile

School **NEW YORK MILLS ELEMENTARY SCHOOL**
School ID **41-15-04-02-0003**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	75	21%	66	20%	83	26%
Reduced-Price Lunch	57	16%	44	13%	25	8%
Student Stability*		94%		98%		100%
Limited English Proficient	6	2%	2	1%	5	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	8	2%	7	2%	0	0%
Hispanic or Latino	13	4%	15	5%	5	2%
Asian or Native Hawaiian/Other Pacific Islander	7	2%	7	2%	6	2%
White	325	92%	299	91%	298	93%
Multiracial	0	0%	0	0%	13	4%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	6	2%	2	1%	2	1%

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. *Student Stability* is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6-8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school was 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.

School **NEW YORK MILLS ELEMENTARY SCHOOL**
School ID **41-15-04-02-0003**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	24	23	23
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	4%	4%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	8%	13%	13%
Total Number of Core Classes	32	53	54
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	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	63	83	81
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	33%	0%	0%
Turnover Rate of All Teachers	8%	8%	4%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	1	1	1
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

* 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 HOUSS 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.

School **NEW YORK MILLS ELEMENTARY SCHOOL**
School ID **41-15-04-02-0003**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

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.

School **NEW YORK MILLS ELEMENTARY SCHOOL**
School ID **41-15-04-02-0003**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

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 <http://www.p12.nysed.gov/irs/sirs/>.

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.

School **NEW YORK MILLS ELEMENTARY SCHOOL**
School ID **41-15-04-02-0003**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

Understanding Your School Accountability Status

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing,

see http://www.p12.nysed.gov/accountability/APA/Differentiated_Accountability/DA_home.html.

Understanding Your School Accountability Status (continued)

Phase	Phase/Category
<p>Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.</p>	
<p>Improvement (year 1) A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing.</p> <p>Improvement (year 2) A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.</p>	<p>Improvement/Basic: A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate.</p> <p>Improvement/Focused: A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures.</p> <p>Improvement/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.</p>
<p>Corrective Action (year 1) A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified measure.</p> <p>Corrective Action (year 2) A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.</p>	<p>Corrective Action or Restructuring/Focused: A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math.</p> <p>Corrective Action or Restructuring/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.</p>
<p>Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure.</p> <p>Restructuring (year 2) A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure.</p> <p>Restructuring (Advanced) A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the identified measure.</p>	<p>SURR: A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as Restructuring (year 1)/Comprehensive.</p>

School **NEW YORK MILLS ELEMENTARY SCHOOL**
School ID **41-15-04-02-0003**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

Summary

Overall Accountability Status (2011–12)

In Good Standing

Elementary/Middle Level

ELA In Good Standing

Math In Good Standing

Science In Good Standing

Secondary Level

ELA

Math

Graduation Rate

Title I Part A Funding

Years the School Received Title I Part A Funding

2009–10

2010–11

2011–12

YES

YES

YES

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

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

AYP Status

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

School **NEW YORK MILLS ELEMENTARY SCHOOL**
School ID **41-15-04-02-0003**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2011-12)

In Good Standing

Accountability Measures

3 of 3 Student groups making AYP in English language arts
✓ Made AYP

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 (184:173)	✓	✓	99%	✓	154	114	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (0:0)							
Hispanic or Latino (4:3)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—
White (174:164)	✓	✓	99%	✓	154	114	
Multiracial (5:5)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (26:23)	—	—	—	—	—	—	—
Limited English Proficient (0:0)							
Economically Disadvantaged (71:62)	✓	✓	100%	✓	139	110	
Final AYP Determination	✓ 3 of 3						
Non-Accountability Groups							
Female (103:97)			99%		161	112	
Male (81:76)			100%		145	111	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} 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.

School **NEW YORK MILLS ELEMENTARY SCHOOL**
School ID **41-15-04-02-0003**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2011-12)

In Good Standing

Accountability Measures

3 of 3 Student groups making AYP in mathematics
✓ Made AYP

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 (184:174)	✓	✓	100%	✓	161	129	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (0:0)							
Hispanic or Latino (4:3)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—
White (174:165)	✓	✓	100%	✓	162	129	
Multiracial (5:5)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (26:23)	—	—	—	—	—	—	—
Limited English Proficient (0:0)							
Economically Disadvantaged (71:62)	✓	✓	100%	✓	144	125	
Final AYP Determination	✓ 3 of 3						
Non-Accountability Groups							
Female (103:98)			100%		163	127	
Male (81:76)			100%		158	126	
Migrant (0:0)							

Symbols

- ✓ Made AYP
- ✓^{SH} 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.

School **NEW YORK MILLS ELEMENTARY SCHOOL**
School ID **41-15-04-02-0003**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level Science

Accountability Status for This Subject (2011-12)

In Good Standing

Accountability Measures

1 of 1 Student groups making AYP in science
✓ Made AYP

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010-11 2011-12
Accountability Groups								
All Students (53:47)	✓	Qualified	✓	98%	✓	200	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (0:0)								
Hispanic or Latino (2:1)								
Asian or Native Hawaiian/Other Pacific Islander (1:1)								
White (50:45)		Qualified	✓	98%	✓	200	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (5:4)								
Limited English Proficient (0:0)								
Economically Disadvantaged (21:16)								
Final AYP Determination	✓	1 of 1						
Non-Accountability Groups								
Female (32:29)								
Male (21:18)								
Migrant (0:0)								

Symbols

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







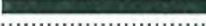


NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

School **NEW YORK MILLS ELEMENTARY SCHOOL**
School ID **41-15-04-02-0003**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

Summary of 2010–11 School 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.

	Percentage of students that scored at or above Level 3		Total Tested
	0%	50%	100%
English Language Arts			
Grade 3	56%		50
Grade 4	58%		53
Grade 5	63%		35
Grade 6	53%		45
Mathematics			
Grade 3	56%		50
Grade 4	75%		53
Grade 5	72%		36
Grade 6	51%		45
Science			
Grade 4	98%		52

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?

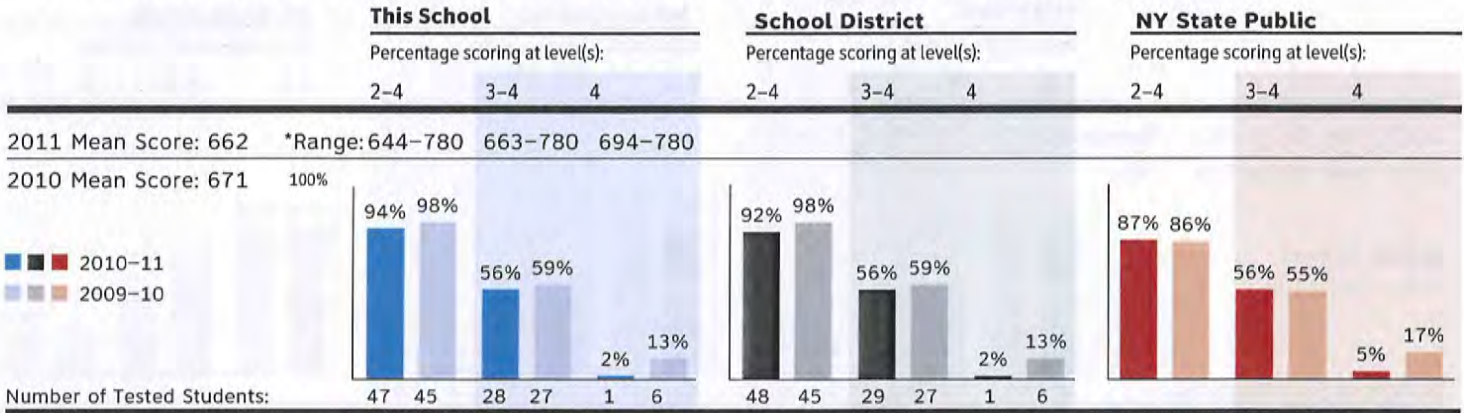
Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square 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 school's performance is compared with that of the school district and public schools Statewide.

School **NEW YORK MILLS ELEMENTARY SCHOOL**
School ID **41-15-04-02-0003**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

This School'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	50	94%	56%	2%	46	98%	59%	13%
Female	26	100%	73%	4%	29	97%	59%	17%
Male	24	88%	38%	0%	17	100%	59%	6%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White	47	-	-	-	45	-	-	-
Multiracial	3	-	-	-				
Small Group Totals	50	94%	56%	2%	46	98%	59%	13%
General-Education Students	42	98%	62%	2%	42	-	-	-
Students with Disabilities	8	75%	25%	0%	4	-	-	-
English Proficient	50	94%	56%	2%	46	98%	59%	13%
Limited English Proficient								
Economically Disadvantaged	20	95%	40%	0%	18	94%	39%	0%
Not Disadvantaged	30	93%	67%	3%	28	100%	71%	21%
Migrant								
Not Migrant	50	94%	56%	2%	46	98%	59%	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				0			
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								
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.

School **NEW YORK MILLS ELEMENTARY SCHOOL**
School ID **41-15-04-02-0003**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

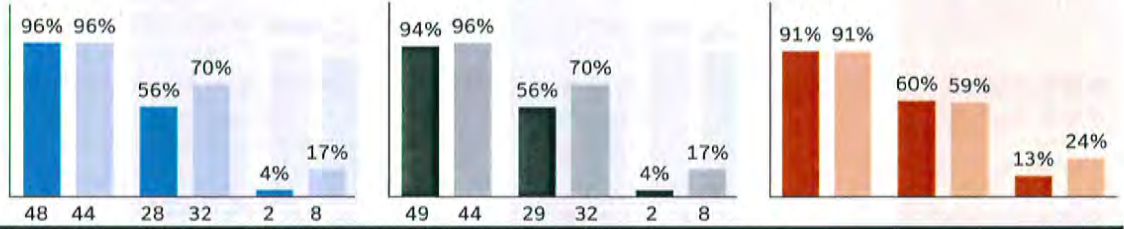
This School's Results in Grade 3 Mathematics

This School				School District				NY State Public			
Percentage scoring at level(s):				Percentage scoring at level(s):				Percentage scoring at level(s):			
2-4	3-4	4		2-4	3-4	4		2-4	3-4	4	

2011 Mean Score: 683 *Range: 662-770 684-770 707-770

2010 Mean Score: 693 100%

■ 2010-11
■ 2009-10



Number of Tested Students:

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	50	96%	56%	4%	46	96%	70%	17%
Female	26	96%	62%	8%	29	93%	76%	14%
Male	24	96%	50%	0%	17	100%	59%	24%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	1	-	-	-
White	47	-	-	-	45	-	-	-
Multiracial	3	-	-	-	-	-	-	-
Small Group Totals	50	96%	56%	4%	46	96%	70%	17%
General-Education Students	42	95%	62%	5%	42	-	-	-
Students with Disabilities	8	100%	25%	0%	4	-	-	-
English Proficient	50	96%	56%	4%	46	96%	70%	17%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	20	90%	35%	0%	18	94%	67%	6%
Not Disadvantaged	30	100%	70%	7%	28	96%	71%	25%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	50	96%	56%	4%	46	96%	70%	17%

NOTES

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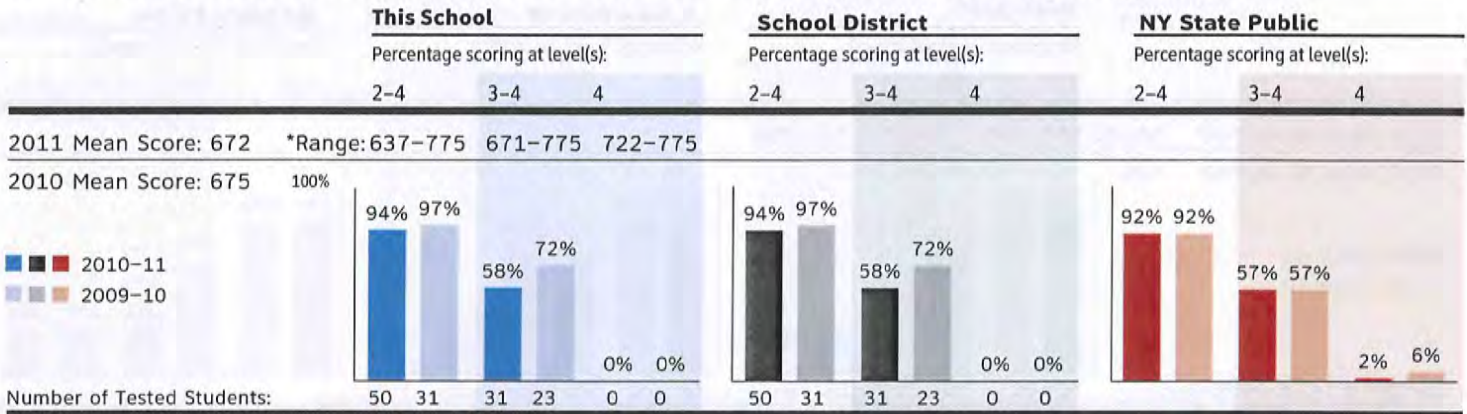
Other Assessments

	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 3 Equivalent	0	-	-	-	0	-	-	-

School **NEW YORK MILLS ELEMENTARY SCHOOL**
School ID **41-15-04-02-0003**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

This School's Results in Grade 4 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	53	94%	58%	0%	32	97%	72%	0%
Female	32	97%	59%	0%	16	100%	75%	0%
Male	21	90%	57%	0%	16	94%	69%	0%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	2	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	50	-	-	-	32	97%	72%	0%
Multiracial								
Small Group Totals	53	94%	58%	0%				
General-Education Students	48	98%	65%	0%	30	-	-	-
Students with Disabilities	5	60%	0%	0%	2	-	-	-
English Proficient	53	94%	58%	0%	32	97%	72%	0%
Limited English Proficient								
Economically Disadvantaged	21	90%	38%	0%	10	90%	60%	0%
Not Disadvantaged	32	97%	72%	0%	22	100%	77%	0%
Migrant								
Not Migrant	53	94%	58%	0%	32	97%	72%	0%

NOTES

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Other Assessments

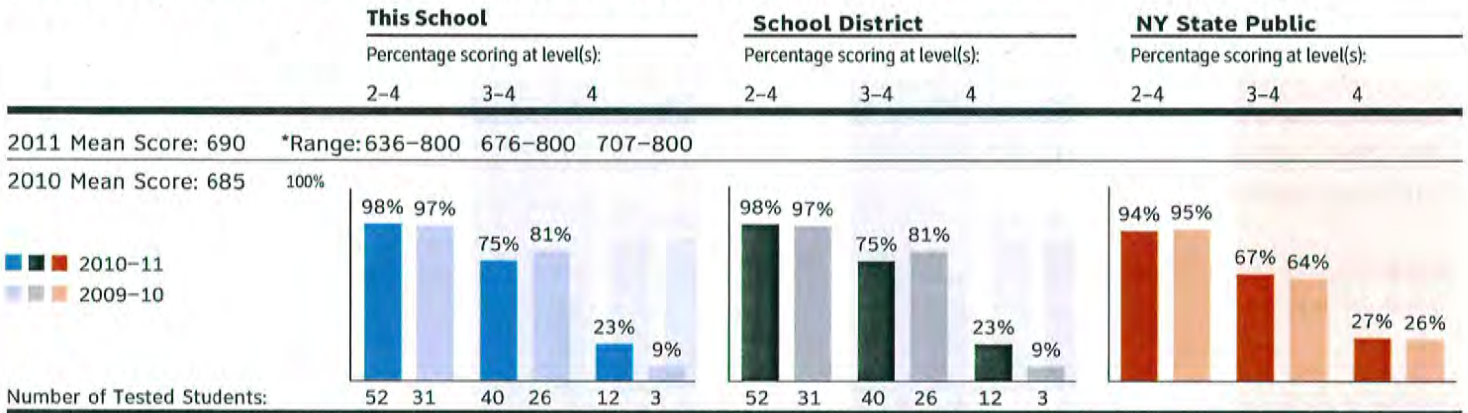
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT): 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.

School **NEW YORK MILLS ELEMENTARY SCHOOL**
School ID **41-15-04-02-0003**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

This School'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	53	98%	75%	23%	32	97%	81%	9%
Female	32	100%	75%	19%	16	100%	81%	0%
Male	21	95%	76%	29%	16	94%	81%	19%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-
White	50	-	-	-	32	97%	81%	9%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	53	98%	75%	23%				
General-Education Students	48	100%	79%	25%	30	-	-	-
Students with Disabilities	5	80%	40%	0%	2	-	-	-
English Proficient	53	98%	75%	23%	32	97%	81%	9%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	21	95%	62%	19%	10	90%	70%	10%
Not Disadvantaged	32	100%	84%	25%	22	100%	86%	9%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	53	98%	75%	23%	32	97%	81%	9%

NOTES

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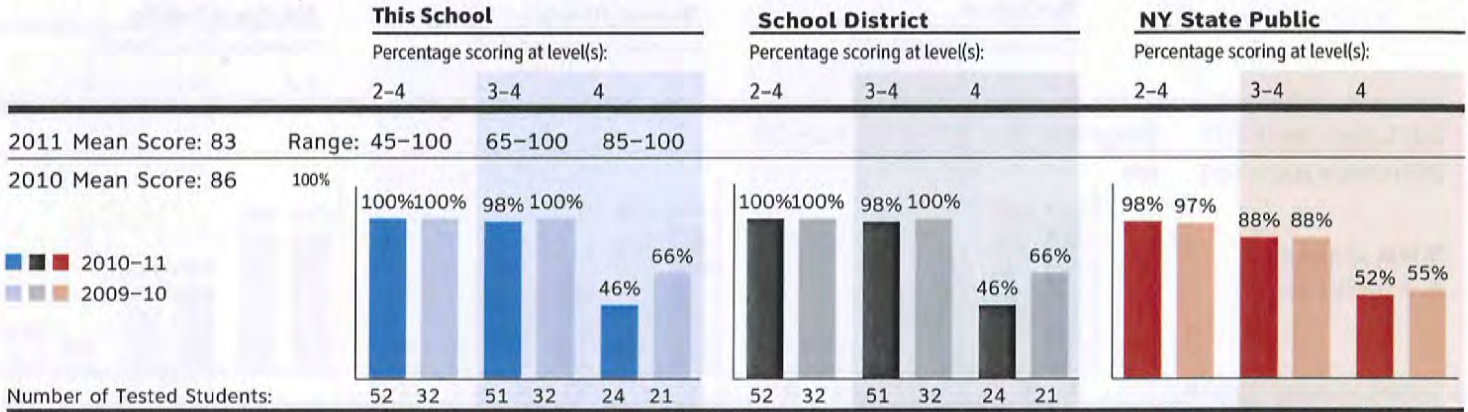
Other Assessments

	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	0				0			

School **NEW YORK MILLS ELEMENTARY SCHOOL**
School ID **41-15-04-02-0003**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

This School'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	52	100%	98%	46%	32	100%	100%	66%
Female	31	100%	100%	45%	16	100%	100%	69%
Male	21	100%	95%	48%	16	100%	100%	63%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	2	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	49	-	-	-	32	100%	100%	66%
Multiracial								
Small Group Totals	52	100%	98%	46%				
General-Education Students	47	100%	100%	47%	30	-	-	-
Students with Disabilities	5	100%	80%	40%	2	-	-	-
English Proficient	52	100%	98%	46%	32	100%	100%	66%
Limited English Proficient								
Economically Disadvantaged	21	100%	95%	33%	10	100%	100%	70%
Not Disadvantaged	31	100%	100%	55%	22	100%	100%	64%
Migrant								
Not Migrant	52	100%	98%	46%	32	100%	100%	66%

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.

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	0				0			

School **NEW YORK MILLS ELEMENTARY SCHOOL**
School ID **41-15-04-02-0003**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

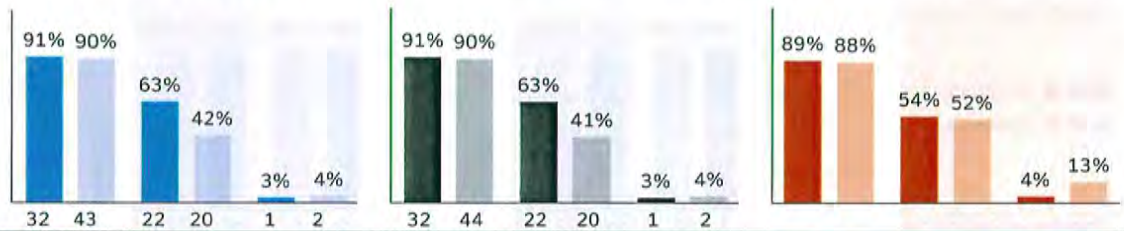
This School's Results in Grade 5 English Language Arts

This School				School District				NY State Public			
Percentage scoring at level(s):				Percentage scoring at level(s):				Percentage scoring at level(s):			
2-4	3-4	4		2-4	3-4	4		2-4	3-4	4	

2011 Mean Score: 671 *Range: 648-795 668-795 700-795

2010 Mean Score: 668 100%

■ 2010-11
■ 2009-10



Number of Tested Students:

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	35	91%	63%	3%	48	90%	42%	4%
Female	18	100%	67%	0%	27	89%	56%	7%
Male	17	82%	59%	6%	21	90%	24%	0%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-
White	33	-	-	-	46	-	-	-
Multiracial	2	-	-	-	-	-	-	-
Small Group Totals	35	91%	63%	3%	48	90%	42%	4%
General-Education Students	30	100%	67%	3%	38	92%	53%	5%
Students with Disabilities	5	40%	40%	0%	10	80%	0%	0%
English Proficient	35	91%	63%	3%	48	90%	42%	4%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	11	82%	64%	0%	18	89%	33%	6%
Not Disadvantaged	24	96%	63%	4%	30	90%	47%	3%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	35	91%	63%	3%	48	90%	42%	4%

NOTES

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Other Assessments

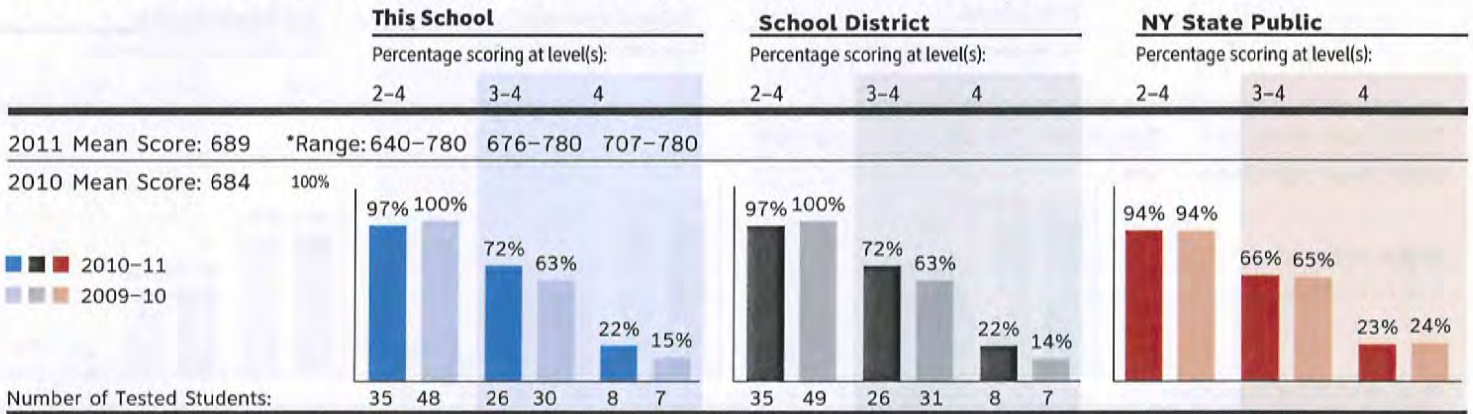
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0	-	-	-	0	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: 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.

School **NEW YORK MILLS ELEMENTARY SCHOOL**
School ID **41-15-04-02-0003**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

This School'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	36	97%	72%	22%	48	100%	63%	15%
Female	19	100%	68%	21%	27	100%	63%	19%
Male	17	94%	76%	24%	21	100%	62%	10%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino					2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	34	-	-	-	46	-	-	-
Multiracial	2	-	-	-				
Small Group Totals	36	97%	72%	22%	48	100%	63%	15%
General-Education Students	31	100%	77%	26%	38	100%	74%	18%
Students with Disabilities	5	80%	40%	0%	10	100%	20%	0%
English Proficient	36	97%	72%	22%	48	100%	63%	15%
Limited English Proficient								
Economically Disadvantaged	11	91%	73%	18%	18	100%	56%	11%
Not Disadvantaged	25	100%	72%	24%	30	100%	67%	17%
Migrant								
Not Migrant	36	97%	72%	22%	48	100%	63%	15%

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 5 Equivalent	0				0			

Overview of School Performance

School **NEW YORK MILLS ELEMENTARY SCHOOL**
School ID **41-15-04-02-0003**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

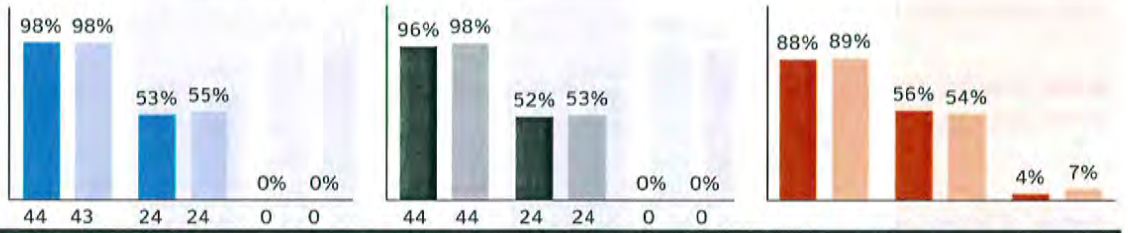
This School's Results in Grade 6 English Language Arts

This School					School District					NY State Public				
Percentage scoring at level(s):					Percentage scoring at level(s):					Percentage scoring at level(s):				
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

2011 Mean Score: 662 *Range: 644-785 662-785 694-785

2010 Mean Score: 664 100%

■ 2010-11
■ 2009-10



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	45	98%	53%	0%	44	98%	55%	0%
Female	26	96%	50%	0%	25	100%	56%	0%
Male	19	100%	58%	0%	19	95%	53%	0%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	2	-	-	-
White	43	-	-	-	41	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	45	98%	53%	0%	44	98%	55%	0%
General-Education Students	37	100%	59%	0%	40	-	-	-
Students with Disabilities	8	88%	25%	0%	4	-	-	-
English Proficient	45	98%	53%	0%	44	98%	55%	0%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	19	95%	42%	0%	14	100%	36%	0%
Not Disadvantaged	26	100%	62%	0%	30	97%	63%	0%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	45	98%	53%	0%	44	98%	55%	0%

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 6 Equivalent	0	-	-	-	0	-	-	-
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.

School **NEW YORK MILLS ELEMENTARY SCHOOL**
School ID **41-15-04-02-0003**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

This School's Results in Grade 6 Mathematics

This School

Percentage scoring at level(s):

2-4 3-4 4

School District

Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

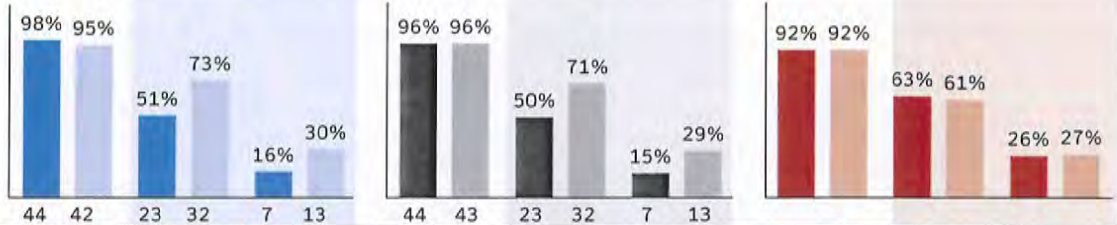
2-4 3-4 4

2011 Mean Score: 676 *Range: 640-780 674-780 700-780

2010 Mean Score: 683

100%

■ 2010-11
■ 2009-10



Number of Tested Students:

44 42 23 32 7 13

44 43 23 32 7 13

44 43 23 32 7 13

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	45	98%	51%	16%	44	95%	73%	30%
Female	26	100%	50%	15%	25	96%	76%	32%
Male	19	95%	53%	16%	19	95%	68%	26%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	2	-	-	-
White	43	-	-	-	41	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	45	98%	51%	16%	44	95%	73%	30%
General-Education Students	37	100%	59%	19%	40	-	-	-
Students with Disabilities	8	88%	13%	0%	4	-	-	-
English Proficient	45	98%	51%	16%	44	95%	73%	30%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	19	100%	42%	11%	14	86%	57%	43%
Not Disadvantaged	26	96%	58%	19%	30	100%	80%	23%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	45	98%	51%	16%	44	95%	73%	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.

* 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

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
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0	0



The New York State School Report Card

**Accountability
and Overview Report
2010 - 11**

School **NEW YORK MILLS JUNIOR-SENIOR
HIGH SCHOOL**
District **NEW YORK MILLS UNION FREE
SCHOOL DISTRICT**
School ID **41-15-04-02-0001**
Principal **GARY HADFIELD**
Telephone **(315) 768-8124**
Grades **7-12**

This School's Report Card

The New York State School 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 school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school'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 School Profile information.**
This section shows comprehensive data relevant to this school's learning environment.
- 2 Review School Accountability Status.**
This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.
- 3 Review an Overview of School Performance.**
This section has information about the school'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

School **NEW YORK MILLS JUNIOR-SENIOR HIGH SCHOOL**
School ID **41-15-04-02-0001**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

School Profile

This section shows comprehensive data relevant to this school'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	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	42	48	42
Grade 8	51	39	44
Grade 9	52	47	35
Grade 10	40	46	48
Grade 11	27	38	46
Grade 12	37	28	38
Ungraded Secondary	0	0	0
Total K-12	249	246	253

Average Class Size

	2008-09	2009-10	2010-11
Common Branch			
Grade 8			
English	26	26	
Mathematics			24
Science			22
Social Studies	26	26	
Grade 10			
English	20	20	24
Mathematics	18	18	
Science	20	20	13
Social Studies			

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 school'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 school's enrollment. Students classified by schools 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.

School **NEW YORK MILLS JUNIOR-SENIOR HIGH SCHOOL**
School ID **41-15-04-02-0001**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	50	20%	49	20%	39	15%
Reduced-Price Lunch	22	9%	22	9%	20	8%
Student Stability*	100%		100%		97%	
Limited English Proficient	1	0%	0	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	1	0%	2	1%
Black or African American	3	1%	5	2%	4	2%
Hispanic or Latino	10	4%	6	2%	8	3%
Asian or Native Hawaiian/Other Pacific Islander	6	2%	5	2%	6	2%
White	228	92%	229	93%	229	91%
Multiracial	1	0%	0	0%	4	2%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate	95%		96%		96%	
Student Suspensions	3	1%	3	1%	4	2%

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. *Student Stability* is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6-8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school was 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.

School **NEW YORK MILLS JUNIOR-SENIOR HIGH SCHOOL**
School ID **41-15-04-02-0001**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	20	23	23
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	0%	0%	17%
Percentage with Master's Degree Plus 30 Hours or Doctorate	40%	39%	43%
Total Number of Core Classes	61	82	75
Percent Not Taught by Highly Qualified Teachers in This School	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District	0%	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	85	111	113
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	50%	0%	0%
Turnover Rate of All Teachers	22%	5%	22%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	2	2	2
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	0	0
Principals	1	1	1

* 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 <http://www.p12.nysed.gov/irs/sirs/>.

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.

School **NEW YORK MILLS JUNIOR-SENIOR HIGH SCHOOL**
School ID **41-15-04-02-0001**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

Understanding Your School Accountability Status

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing,

see http://www.p12.nysed.gov/accountability/APA/Differentiated_Accountability/DA_home.html.

Understanding Your School Accountability Status (continued)

Phase	Phase/Category
Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.	
<p>Improvement (year 1) A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing.</p> <p>Improvement (year 2) A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.</p>	<p>Improvement/Basic: A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate.</p> <p>Improvement/Focused: A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures.</p> <p>Improvement/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.</p>
<p>Corrective Action (year 1) A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified measure.</p> <p>Corrective Action (year 2) A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.</p>	<p>Corrective Action or Restructuring/Focused: A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math.</p> <p>Corrective Action or Restructuring/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.</p>
<p>Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure.</p> <p>Restructuring (year 2) A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure.</p> <p>Restructuring (Advanced) A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the identified measure.</p>	<p>SURR: A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as Restructuring (year 1)/Comprehensive.</p>

School **NEW YORK MILLS JUNIOR-SENIOR HIGH SCHOOL**
School ID **41-15-04-02-0001**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

Summary

Overall Accountability Status (2011-12)

In Good Standing

Elementary/Middle Level

ELA In Good Standing

Math In Good Standing

Science In Good Standing

Secondary Level

ELA In Good Standing

Math In Good Standing

Graduation Rate In Good Standing

Title I Part A Funding

Years the School Received Title I Part A Funding

2009-10

2010-11

2011-12

NO

NO

NO

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

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

AYP Status

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

School **NEW YORK MILLS JUNIOR-SENIOR HIGH SCHOOL**
School ID **41-15-04-02-0001**


District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts








Accountability Status for This Subject (2011-12)

In Good Standing




Accountability Measures

2 of 2 Student groups making AYP in English language arts
 Made AYP

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 (89:84)			98%		142	111	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (1:1)	—	—	—	—	—	—	—
Hispanic or Latino (3:2)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—
White (84:80)			99%		141	111	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (11:9)	—	—	—	—	—	—	—
Limited English Proficient (0:0)							
Economically Disadvantaged (29:25)	—	—	—	—	—	—	—
Final AYP Determination	 2 of 2						
Non-Accountability Groups							
Female (38:37)			—		154	106	
Male (51:47)			98%		132	108	
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.

School **NEW YORK MILLS JUNIOR-SENIOR HIGH SCHOOL**
School ID **41-15-04-02-0001**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

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

Accountability Measures 2 of 2 Student groups making AYP in mathematics
✓ Made AYP

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 (89:85)	✓	✓	99%	✓	151	126	
Ethnicity							
American Indian or Alaska Native (0:0)	—	—	—	—	—	—	—
Black or African American (1:1)	—	—	—	—	—	—	—
Hispanic or Latino (3:3)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:1)	—	—	—	—	—	—	—
White (84:80)	✓	✓	99%	✓	151	126	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (11:9)	—	—	—	—	—	—	—
Limited English Proficient (0:0)	—	—	—	—	—	—	—
Economically Disadvantaged (29:25)	—	—	—	—	—	—	—
Final AYP Determination	✓ 2 of 2						
Non-Accountability Groups							
Female (38:38)			—		166	121	
Male (51:47)			98%		138	123	
Migrant (0:0)			—		—	—	—

Symbols

- ✓ Made AYP
- ✓ SH 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.

School **NEW YORK MILLS JUNIOR-SENIOR HIGH SCHOOL**
School ID **41-15-04-02-0001**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

Elementary/Middle-Level Science

Accountability Status for This Subject (2011-12)

In Good Standing

Accountability Measures

1 of 1 Student groups making AYP in science
✓ Made AYP

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010-11 2011-12
Accountability Groups								
All Students (45:42)	✓	Qualified	✓	96%	✓	183	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (0:0)								
Hispanic or Latino (1:0)	-		-		-		-	
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (44:42)		Qualified	✓	98%	✓	183	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (8:6)			-		-		-	
Limited English Proficient (0:0)								
Economically Disadvantaged (15:13)			-		-		-	
Final AYP Determination	✓	1 of 1						
Non-Accountability Groups								
Female (15:14)								
Male (30:28)								
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.

School **NEW YORK MILLS JUNIOR-SENIOR HIGH SCHOOL**
School ID **41-15-04-02-0001**




District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

Secondary-Level English Language Arts




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

Accountability Measures 1 of 1 Student groups making AYP in English language arts
 Made AYP

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

Student Group	AYP Status	Participation		Test Performance		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11 2011-12
(12th Graders: 2007 Cohort)							
Accountability Groups							
All Students (37:36)		–	–		194	167	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (3:3)	–	–	–	–	–	–	–
Hispanic or Latino (4:2)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (2:2)	–	–	–	–	–	–	–
White (28:29)	–	–	–	–	–	–	–
Multiracial (0:0)							
Other Groups							
Students with Disabilities (3:4)	–	–	–	–	–	–	–
Limited English Proficient (0:0)							
Economically Disadvantaged (11:11)	–	–	–	–	–	–	–
Final AYP Determination	 1 of 1						
Non-Accountability Groups							
Female (18:18)							
Male (19:18)							
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.

School **NEW YORK MILLS JUNIOR-SENIOR HIGH SCHOOL**
School ID **41-15-04-02-0001**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

Secondary-Level Mathematics

Accountability Status for This Subject (2011-12)

In Good Standing

Accountability Measures

1 of 1 Student groups making AYP in mathematics
✓ Made AYP

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 (37:36)	✓	-	-	✓	194	164	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (3:3)	-	-	-	-	-	-	-
Hispanic or Latino (4:2)	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander (2:2)	-	-	-	-	-	-	-
White (28:29)	-	-	-	-	-	-	-
Multiracial (0:0)							
Other Groups							
Students with Disabilities (3:4)	-	-	-	-	-	-	-
Limited English Proficient (0:0)							
Economically Disadvantaged (11:11)	-	-	-	-	-	-	-
Final AYP Determination	✓ 1 of 1						
Non-Accountability Groups							
Female (18:18)							
Male (19:18)							
Migrant (0:0)							

Symbols

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

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

School **NEW YORK MILLS JUNIOR-SENIOR HIGH SCHOOL**
School ID **41-15-04-02-0001**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

Graduation Rate

Accountability Status for This Indicator (2011–12)

In Good Standing

Accountability Measures

1 of 1

Student groups making AYP in graduation rate



Made AYP

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 (65)	✓	✓	92%	80%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (1)		—	—	—	
Hispanic or Latino (2)		—	—	—	
Asian or Native Hawaiian/Other Pacific Islander (0)					
White (61)		✓	92%	80%	
Multiracial (0)					
Other Groups					
Students with Disabilities (9)		—	—	—	
Limited English Proficient (0)					
Economically Disadvantaged (16)		—	—	—	
Final AYP Determination	✓ 1 of 1				
Non-Accountability Groups					
Female (33)			96%	80%	
Male (32)			87%	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 school is **97%** and, therefore, this school **did** meet this goal. The aspirational goal does not impact accountability.

School **NEW YORK MILLS JUNIOR-SENIOR HIGH SCHOOL**
School ID **41-15-04-02-0001**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

Summary of 2010–11 School 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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 7	55%			44
Grade 8	33%			43
Mathematics				
Grade 7	66%			44
Grade 8	41%			44
Science				
Grade 8	84%			43
	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
Secondary Level				
English	90%			39
Mathematics	95%			39

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?

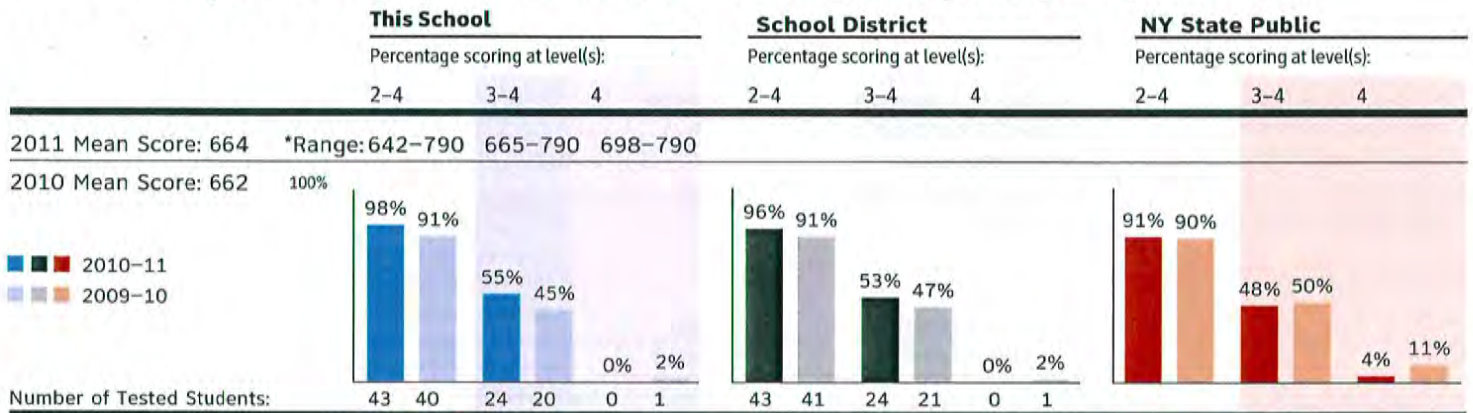
Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square 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 school's performance is compared with that of the school district and public schools Statewide.

School **NEW YORK MILLS JUNIOR-SENIOR HIGH SCHOOL**
School ID **41-15-04-02-0001**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

This School'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	44	98%	55%	0%	44	91%	45%	2%
Female	23	96%	57%	0%	15	100%	60%	7%
Male	21	100%	52%	0%	29	86%	38%	0%
American Indian or Alaska Native								
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	2	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	40	-	-	-	43	-	-	-
Multiracial								
Small Group Totals	44	98%	55%	0%	44	91%	45%	2%
General-Education Students	41	-	-	-	34	94%	50%	3%
Students with Disabilities	3	-	-	-	10	80%	30%	0%
English Proficient	44	98%	55%	0%	44	91%	45%	2%
Limited English Proficient								
Economically Disadvantaged	14	100%	71%	0%	15	93%	27%	0%
Not Disadvantaged	30	97%	47%	0%	29	90%	55%	3%
Migrant								
Not Migrant	44	98%	55%	0%	44	91%	45%	2%

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

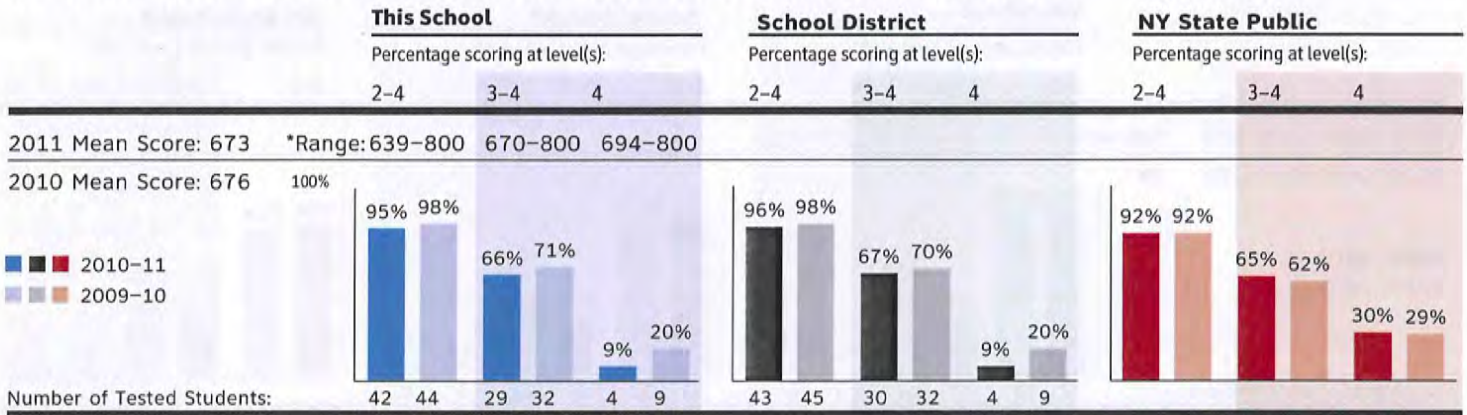
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total								
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.

School **NEW YORK MILLS JUNIOR-SENIOR HIGH SCHOOL**
School ID **41-15-04-02-0001**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

This School'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	44	95%	66%	9%	45	98%	71%	20%
Female	23	96%	70%	13%	15	100%	93%	47%
Male	21	95%	62%	5%	30	97%	60%	7%
American Indian or Alaska Native								
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	2	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	40	-	-	-	44	-	-	-
Multiracial								
Small Group Totals	44	95%	66%	9%	45	98%	71%	20%
General-Education Students	41	-	-	-	35	100%	77%	26%
Students with Disabilities	3	-	-	-	10	90%	50%	0%
English Proficient	44	95%	66%	9%	45	98%	71%	20%
Limited English Proficient								
Economically Disadvantaged	14	100%	86%	14%	15	93%	67%	20%
Not Disadvantaged	30	93%	57%	7%	30	100%	73%	20%
Migrant								
Not Migrant	44	95%	66%	9%	45	98%	71%	20%

NOTES

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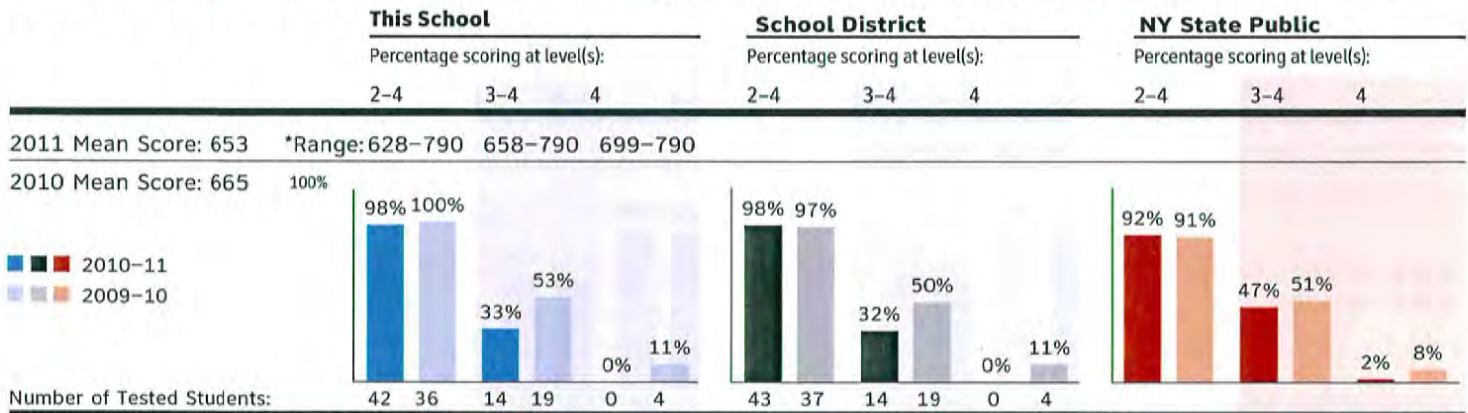
Other Assessments

	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 7 Equivalent	0				0			

School **NEW YORK MILLS JUNIOR-SENIOR HIGH SCHOOL**
School ID **41-15-04-02-0001**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

This School'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	43	98%	33%	0%	36	100%	53%	11%
Female	14	100%	57%	0%	17	100%	47%	12%
Male	29	97%	21%	0%	19	100%	58%	11%
American Indian or Alaska Native								
Black or African American					1	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander					3	-	-	-
White	43	98%	33%	0%	32	-	-	-
Multiracial								
Small Group Totals					36	100%	53%	11%
General-Education Students	36	100%	39%	0%	34	-	-	-
Students with Disabilities	7	86%	0%	0%	2	-	-	-
English Proficient	43	98%	33%	0%	36	100%	53%	11%
Limited English Proficient								
Economically Disadvantaged	14	100%	14%	0%	6	100%	33%	17%
Not Disadvantaged	29	97%	41%	0%	30	100%	57%	10%
Migrant								
Not Migrant	43	98%	33%	0%	36	100%	53%	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.

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Other Assessments

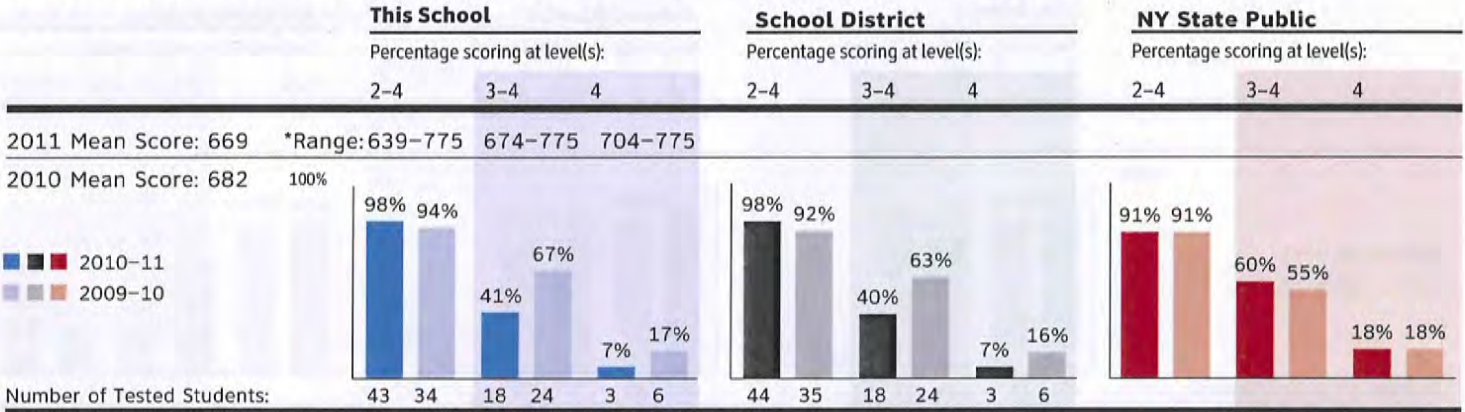
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: 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.

School **NEW YORK MILLS JUNIOR-SENIOR HIGH SCHOOL**
School ID **41-15-04-02-0001**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

This School'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	44	98%	41%	7%	36	94%	67%	17%
Female	15	100%	67%	13%	17	88%	53%	6%
Male	29	97%	28%	3%	19	100%	79%	26%
American Indian or Alaska Native					1	-	-	-
Black or African American								
Hispanic or Latino	1	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander					3	-	-	-
White	43	-	-	-	32	-	-	-
Multiracial								
Small Group Totals	44	98%	41%	7%	36	94%	67%	17%
General-Education Students	37	100%	46%	8%	34	-	-	-
Students with Disabilities	7	86%	14%	0%	2	-	-	-
English Proficient	44	98%	41%	7%	36	94%	67%	17%
Limited English Proficient								
Economically Disadvantaged	14	93%	50%	0%	6	83%	33%	17%
Not Disadvantaged	30	100%	37%	10%	30	97%	73%	17%
Migrant								
Not Migrant	44	98%	41%	7%	36	94%	67%	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.

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Other Assessments

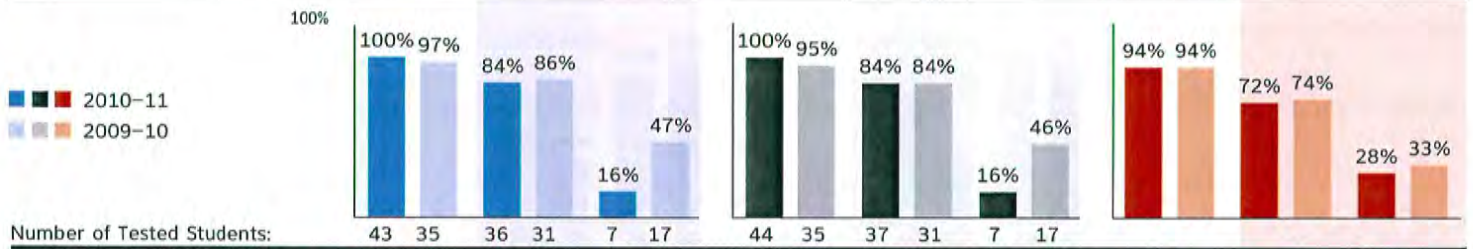
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			

School **NEW YORK MILLS JUNIOR-SENIOR HIGH SCHOOL**
 School ID **41-15-04-02-0001**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

This School's Results in Grade 8 Science

This School				School District				NY State Public			
Percentage scoring at level(s):				Percentage scoring at level(s):				Percentage scoring at level(s):			
2-4	3-4	4		2-4	3-4	4		2-4	3-4	4	



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	43	100%	84%	16%	36	97%	86%	47%
Female	14	100%	93%	21%	17	94%	82%	29%
Male	29	100%	79%	14%	19	100%	89%	63%
American Indian or Alaska Native					1	-	-	-
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander					3	-	-	-
White	43	100%	84%	16%	32	-	-	-
Multiracial								
Small Group Totals					36	97%	86%	47%
General-Education Students	36	100%	83%	17%	34	-	-	-
Students with Disabilities	7	100%	86%	14%	2	-	-	-
English Proficient	43	100%	84%	16%	36	97%	86%	47%
Limited English Proficient								
Economically Disadvantaged	14	100%	79%	14%	6	83%	67%	17%
Not Disadvantaged	29	100%	86%	17%	30	100%	90%	53%
Migrant								
Not Migrant	43	100%	84%	16%	36	97%	86%	47%

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.

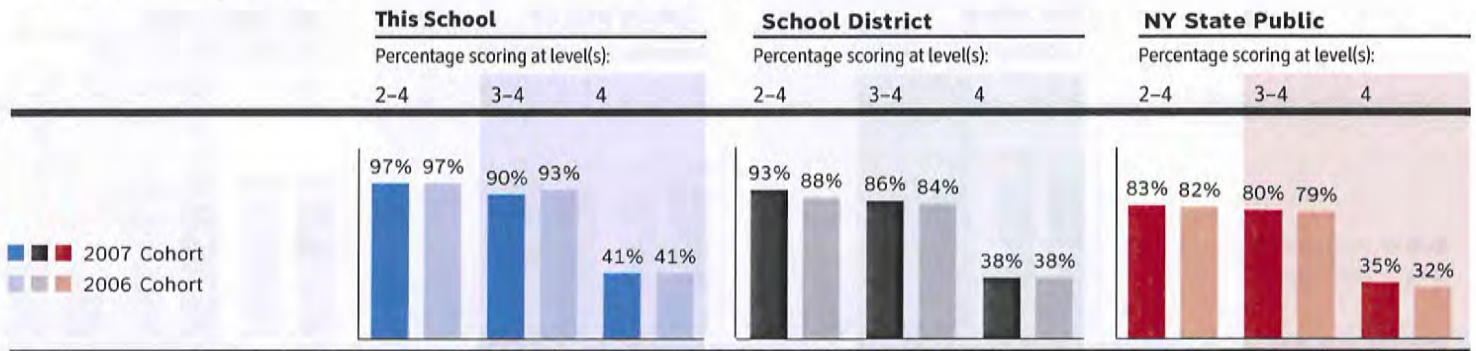
Other Assessments

	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	0				0			
Regents Science	0				0			

School **NEW YORK MILLS JUNIOR-SENIOR HIGH SCHOOL**
School ID **41-15-04-02-0001**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

This School'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	39	97%	90%	41%	29	97%	93%	41%
Female	21	95%	90%	38%	15	100%	93%	53%
Male	18	100%	89%	44%	14	93%	93%	29%
American Indian or Alaska Native								
Black or African American	3	-	-	-	1	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native								
Hawaiian/Other Pacific Islander	2	-	-	-				
White	32	97%	91%	41%	27	-	-	-
Multiracial								
Small Group Totals	7	100%	86%	43%	29	97%	93%	41%
General-Education Students	34	97%	94%	47%	25	-	-	-
Students with Disabilities	5	100%	60%	0%	4	-	-	-
English Proficient	39	97%	90%	41%	29	97%	93%	41%
Limited English Proficient								
Economically Disadvantaged	12	100%	83%	25%	8	100%	100%	38%
Not Disadvantaged	27	96%	93%	48%	21	95%	90%	43%
Migrant								
Not Migrant	39	97%	90%	41%	29	97%	93%	41%

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.

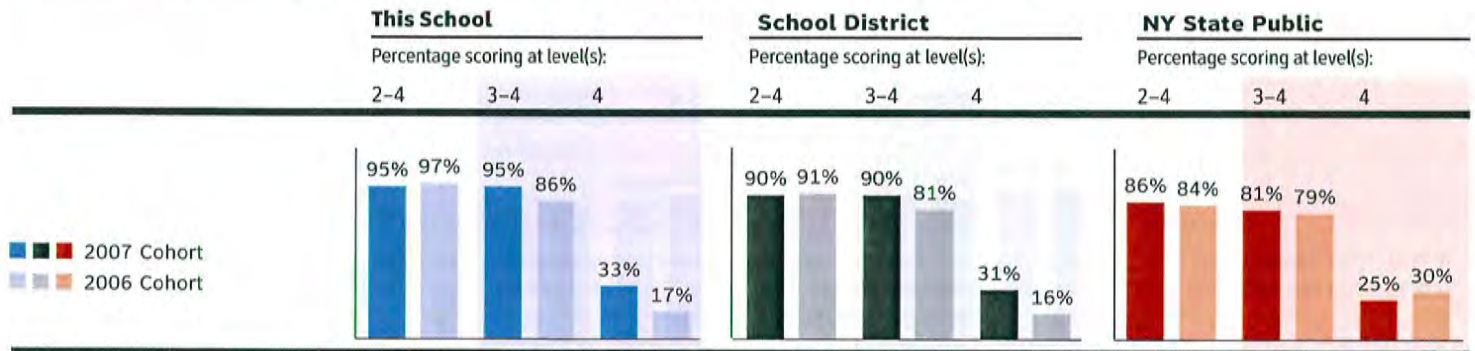
* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred 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*.

School **NEW YORK MILLS JUNIOR-SENIOR HIGH SCHOOL**
School ID **41-15-04-02-0001**

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

This School'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	39	95%	95%	33%	29	97%	86%	17%
Female	21	95%	95%	24%	15	100%	93%	20%
Male	18	94%	94%	44%	14	93%	79%	14%
American Indian or Alaska Native								
Black or African American	3	–	–	–	1	–	–	–
Hispanic or Latino	2	–	–	–	1	–	–	–
Asian or Native								
Hawaiian/Other Pacific Islander	2	–	–	–				
White	32	94%	94%	31%	27	–	–	–
Multiracial								
Small Group Totals	7	100%	100%	43%	29	97%	86%	17%
General-Education Students	34	94%	94%	35%	25	–	–	–
Students with Disabilities	5	100%	100%	20%	4	–	–	–
English Proficient	39	95%	95%	33%	29	97%	86%	17%
Limited English Proficient								
Economically Disadvantaged	12	92%	92%	25%	8	100%	88%	0%
Not Disadvantaged	27	96%	96%	37%	21	95%	86%	24%
Migrant								
Not Migrant	39	95%	95%	33%	29	97%	86%	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.

* 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*.



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW YORK MILLS UNION FREE
SCHOOL DISTRICT**

District ID **41-15-04-02-0000**

Superintendent **KATHY HOUGHTON**

Telephone **(315) 768-8127**

Grades **K-12**

This District's Report Card

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

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

For more information:

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

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.

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	60	42	43
Grade 1	56	51	45
Grade 2	52	61	52
Grade 3	35	48	54
Grade 4	52	32	49
Grade 5	49	49	35
Grade 6	49	45	44
Ungraded Elementary	0	0	0
Grade 7	42	48	42
Grade 8	51	39	44
Grade 9	52	47	35
Grade 10	40	46	48
Grade 11	27	38	46
Grade 12	37	28	38
Ungraded Secondary	0	0	0
Total K-12	602	574	575

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

	2008-09	2009-10	2010-11
Common Branch	19	20	20
Grade 8			
English	26	20	
Mathematics		18	24
Science			22
Social Studies	26	20	
Grade 10			
English	20	15	24
Mathematics	18	9	
Science	20	23	13
Social Studies		24	

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.

1 District Profile

District **NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

District ID **41-15-04-02-0000**

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	125	21%	115	20%	122	21%
Reduced-Price Lunch	79	13%	66	11%	45	8%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	7	1%	2	0%	5	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	1	0%	2	0%
Black or African American	11	2%	12	2%	4	1%
Hispanic or Latino	23	4%	21	4%	13	2%
Asian or Native Hawaiian/Other Pacific Islander	13	2%	12	2%	12	2%
White	553	92%	528	92%	527	92%
Multiracial	1	0%	0	0%	17	3%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate	96%		96%		96%	
Student Suspensions	9	2%	5	1%	6	1%

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.

District NEW YORK MILLS UNION FREE SCHOOL DISTRICT

District ID 41-15-04-02-0000

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	49	50	50
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	2%
Percent with Fewer Than Three Years of Experience	2%	2%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	27%	28%	32%
Total Number of Core Classes	93	145	138
Percent Not Taught by Highly Qualified Teachers in This District	0%	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	151	207	208
Percent Taught by Teachers Without Appropriate Certification	1%	0%	1%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	40%	0%	0%
Turnover Rate of All Teachers	13%	8%	14%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	8	6	7
Total Paraprofessionals*	16	18	10
Assistant Principals	0	0	0
Principals	2	2	2

* 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:
 $2009-10 \text{ PI} + (200 - \text{the } 2009-10 \text{ PI}) \times 0.10$

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

Safe Harbor Qualification (*)

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

State Standard

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

Students with Disabilities

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

Test Performance

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

Total

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

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2011-12)

▲ Good Standing

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

Title I Part A Funding

Years the District Received Title I Part A Funding

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			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 2	✓ 2 of 2	✓ 1 of 1

AYP Status

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

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 for This Subject (2011-12) Good Standing

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

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

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


Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11	2011-12
Accountability Groups								
All Students (280:262)			98%		148	115		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (2:2)	-	-	-	-	-	-	-	-
Hispanic or Latino (8:6)	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander (2:2)	-	-	-	-	-	-	-	-
White (263:247)			98%		149	115		
Multiracial (5:5)	-	-	-	-	-	-	-	-
Other Groups								
Students with Disabilities (83:43)			96%		93	107	107	104
Limited English Proficient (0:0)								
Economically Disadvantaged (100:87)			99%		140	111		
Final AYP Determination	3 of 4							
Non-Accountability Groups								
Female (142:134)			98%		159	113		
Male (138:128)			99%		137	113		
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 (280:264)			99%		156	130	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (2:2)	—	—	—	—	—	—	—
Hispanic or Latino (8:7)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (2:2)	—	—	—	—	—	—	—
White (263:248)			99%		158	130	
Multiracial (5:5)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (83:43)			96%		109	122	121 118
Limited English Proficient (0:0)							
Economically Disadvantaged (100:87)			99%		151	126	
Final AYP Determination	 3 of 4						
Non-Accountability Groups							
Female (142:136)			99%		164	128	
Male (138:128)			99%		148	128	
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		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010-11 2011-12	
Accountability Groups									
All Students (100:90)		Qualified		96%		192	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (1:1)	-		-	-	-	-	-	-	
Hispanic or Latino (3:1)	-		-	-	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander (1:1)	-		-	-	-	-	-	-	
White (95:87)		Qualified		97%		192	100		
Multiracial (0:0)									
Other Groups									
Students with Disabilities (15:11)	-		-	-	-	-	-	-	
Limited English Proficient (0:0)									
Economically Disadvantaged (36:29)	-		-	-	-	-	-	-	
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (48:43)				94%		198	100		
Male (52:47)				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 2 Student groups making AYP in English language arts
 Made AYP

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

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (37:38)		–	–		189	167	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (3:3)	–	–	–	–	–	–	–
Hispanic or Latino (4:2)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (2:2)	–	–	–	–	–	–	–
White (28:31)		–	–		190	166	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (3:6)	–	–	–	–	–	–	–
Limited English Proficient (0:0)							
Economically Disadvantaged (11:11)	–	–	–	–	–	–	–
Final AYP Determination	 2 of 2						
Non-Accountability Groups							
Female (18:19)			–		–	–	
Male (19:19)			–		–	–	
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 for This Subject (2011–12)  Good Standing




Accountability Measures 2 of 2 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 (37:38)		–	–		189	164	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (3:3)	–	–	–	–	–	–	–
Hispanic or Latino (4:2)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (2:2)	–	–	–	–	–	–	–
White (28:31)		–	–		187	163	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (3:6)	–	–	–	–	–	–	–
Limited English Proficient (0:0)							
Economically Disadvantaged (11:11)	–	–	–	–	–	–	–
Final AYP Determination	 2 of 2						
Non-Accountability Groups							
Female (18:19)			–		–	–	
Male (19:19)			–		–	–	
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 (32)			91%	80%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (1)		—	—	—	
Hispanic or Latino (1)		—	—	—	
Asian or Native Hawaiian/Other Pacific Islander (0)					
White (30)			90%	80%	
Multiracial (0)					
Other Groups					
Students with Disabilities (7)		—	—	—	
Limited English Proficient (0)					
Economically Disadvantaged (8)		—	—	—	
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (16)			—	—	
Male (16)			—	—	
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 **94%** 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 100% of total

NEW YORK MILLS ELEMENTARY SCHOOL

NEW YORK MILLS JUNIOR-SENIOR HIGH SCHOOL

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	56%			52
Grade 4	58%			53
Grade 5	63%			35
Grade 6	52%			46
Grade 7	53%			45
Grade 8	32%			44

Mathematics

Grade 3	56%			52
Grade 4	75%			53
Grade 5	72%			36
Grade 6	50%			46
Grade 7	67%			45
Grade 8	40%			45

Science

Grade 4	98%			52
Grade 8	84%			44

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	86%			42
Mathematics	90%			42

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.

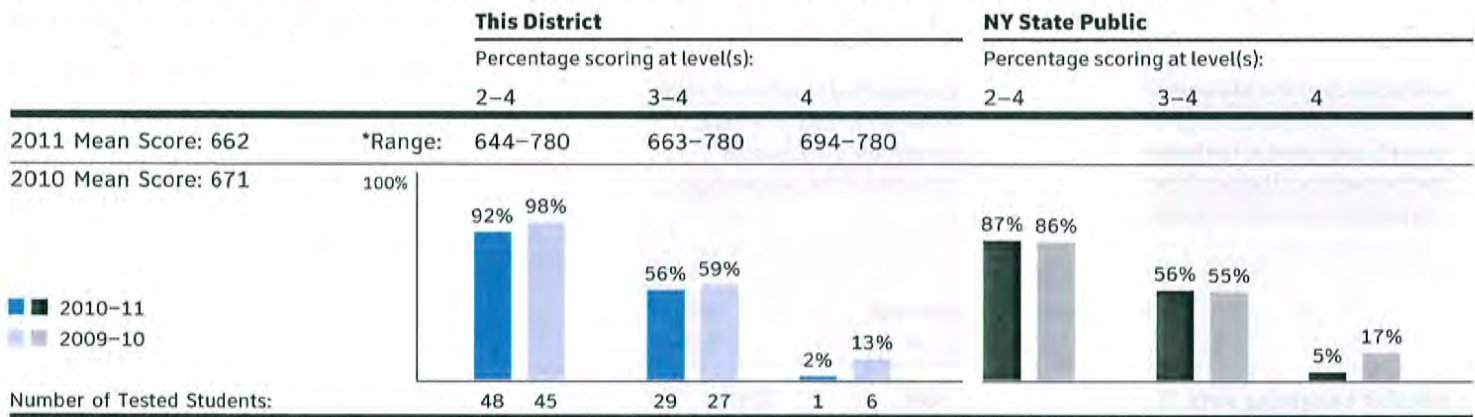
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

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

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	52	92%	56%	2%	46	98%	59%	13%
Female	26	100%	73%	4%	29	97%	59%	17%
Male	26	85%	38%	0%	17	100%	59%	6%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White	49	-	-	-	45	-	-	-
Multiracial	3	-	-	-				
Small Group Totals	52	92%	56%	2%	46	98%	59%	13%
General-Education Students	42	98%	62%	2%	42	-	-	-
Students with Disabilities	10	70%	30%	0%	4	-	-	-
English Proficient	52	92%	56%	2%	46	98%	59%	13%
Limited English Proficient								
Economically Disadvantaged	20	95%	40%	0%	18	94%	39%	0%
Not Disadvantaged	32	91%	66%	3%	28	100%	71%	21%
Migrant								
Not Migrant	52	92%	56%	2%	46	98%	59%	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*.

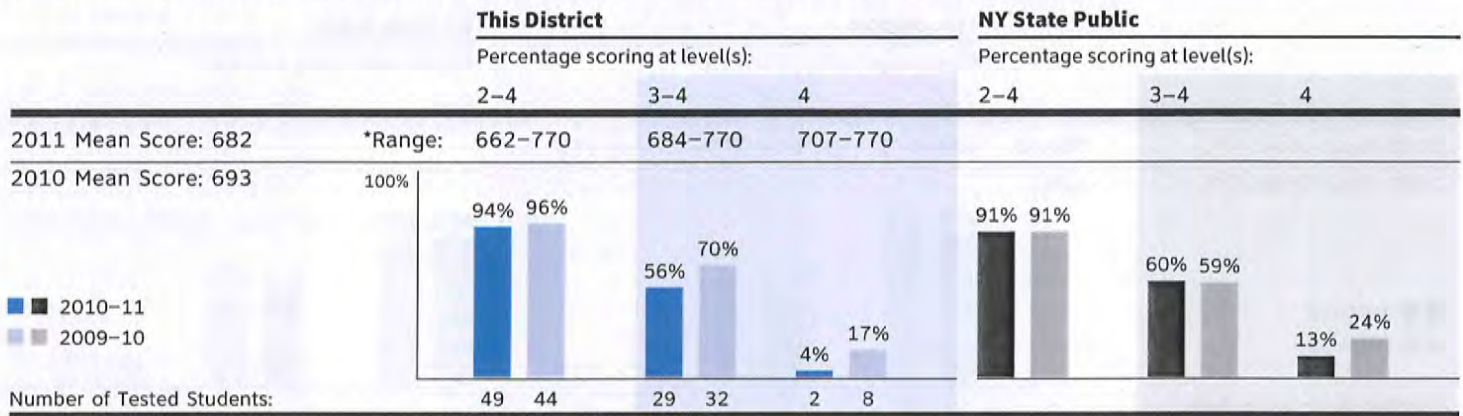
Other

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				0			
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.

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	52	94%	56%	4%	46	96%	70%	17%
Female	26	96%	62%	8%	29	93%	76%	14%
Male	26	92%	50%	0%	17	100%	59%	24%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White	49	-	-	-	45	-	-	-
Multiracial	3	-	-	-				
Small Group Totals	52	94%	56%	4%	46	96%	70%	17%
General-Education Students	42	95%	62%	5%	42	-	-	-
Students with Disabilities	10	90%	30%	0%	4	-	-	-
English Proficient	52	94%	56%	4%	46	96%	70%	17%
Limited English Proficient								
Economically Disadvantaged	20	90%	35%	0%	18	94%	67%	6%
Not Disadvantaged	32	97%	69%	6%	28	96%	71%	25%
Migrant								
Not Migrant	52	94%	56%	4%	46	96%	70%	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.

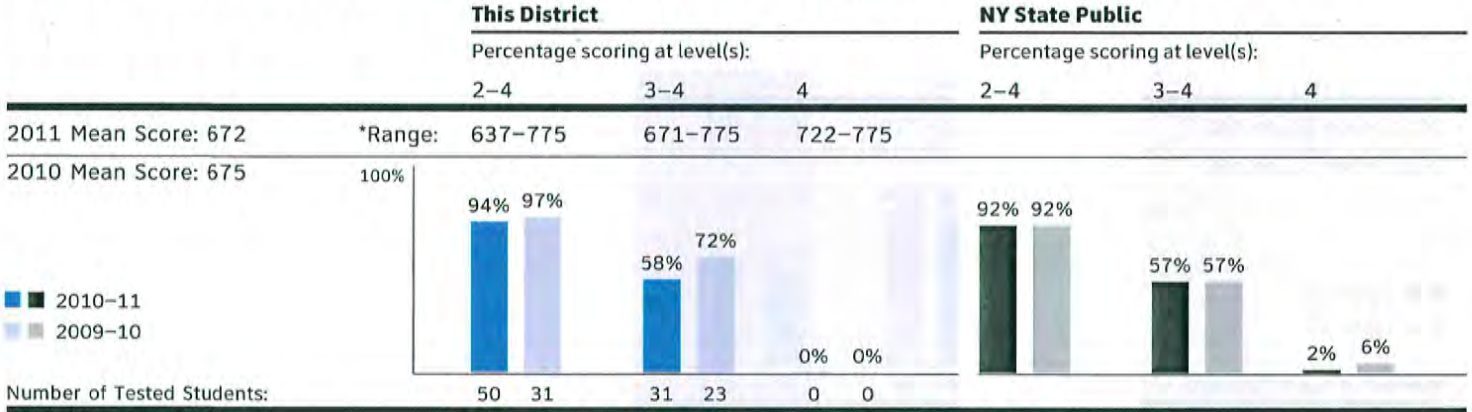
* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

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 3 Equivalent	0				0			

This District's Results in Grade 4 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	53	94%	58%	0%	32	97%	72%	0%
Female	32	97%	59%	0%	16	100%	75%	0%
Male	21	90%	57%	0%	16	94%	69%	0%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-
White	50	-	-	-	32	97%	72%	0%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	53	94%	58%	0%	32	97%	72%	0%
General-Education Students	48	98%	65%	0%	30	-	-	-
Students with Disabilities	5	60%	0%	0%	2	-	-	-
English Proficient	53	94%	58%	0%	32	97%	72%	0%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	21	90%	38%	0%	10	90%	60%	0%
Not Disadvantaged	32	97%	72%	0%	22	100%	77%	0%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	53	94%	58%	0%	32	97%	72%	0%

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.

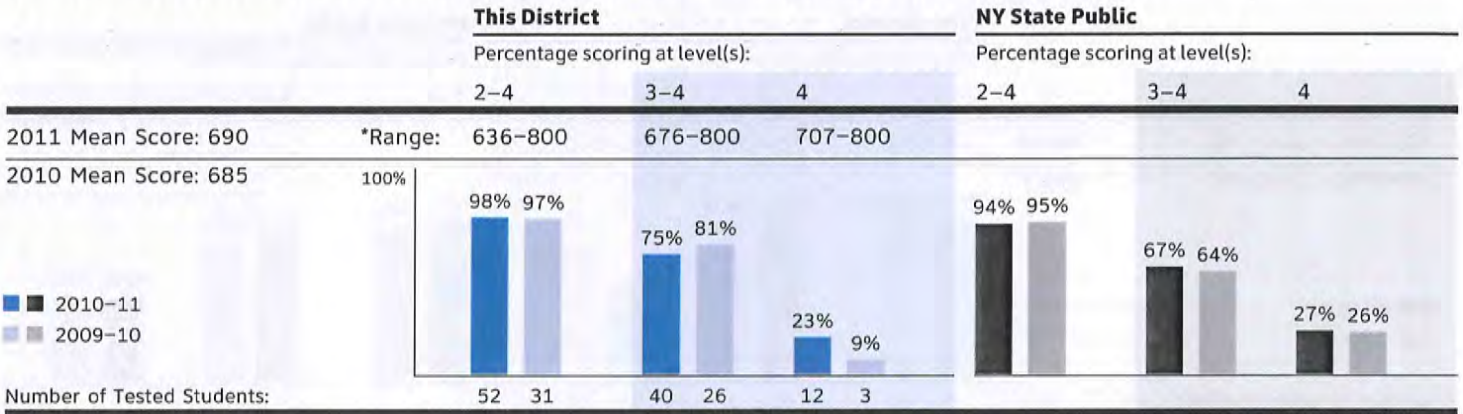
* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

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	0	-	-	-	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	0	N/A	N/A	N/A	0	N/A	N/A	N/A
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

¹ These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

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	53	98%	75%	23%	32	97%	81%	9%
Female	32	100%	75%	19%	16	100%	81%	0%
Male	21	95%	76%	29%	16	94%	81%	19%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-
White	50	-	-	-	32	97%	81%	9%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	53	98%	75%	23%	-	-	-	-
General-Education Students	48	100%	79%	25%	30	-	-	-
Students with Disabilities	5	80%	40%	0%	2	-	-	-
English Proficient	53	98%	75%	23%	32	97%	81%	9%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	21	95%	62%	19%	10	90%	70%	10%
Not Disadvantaged	32	100%	84%	25%	22	100%	86%	9%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	53	98%	75%	23%	32	97%	81%	9%

NOTES

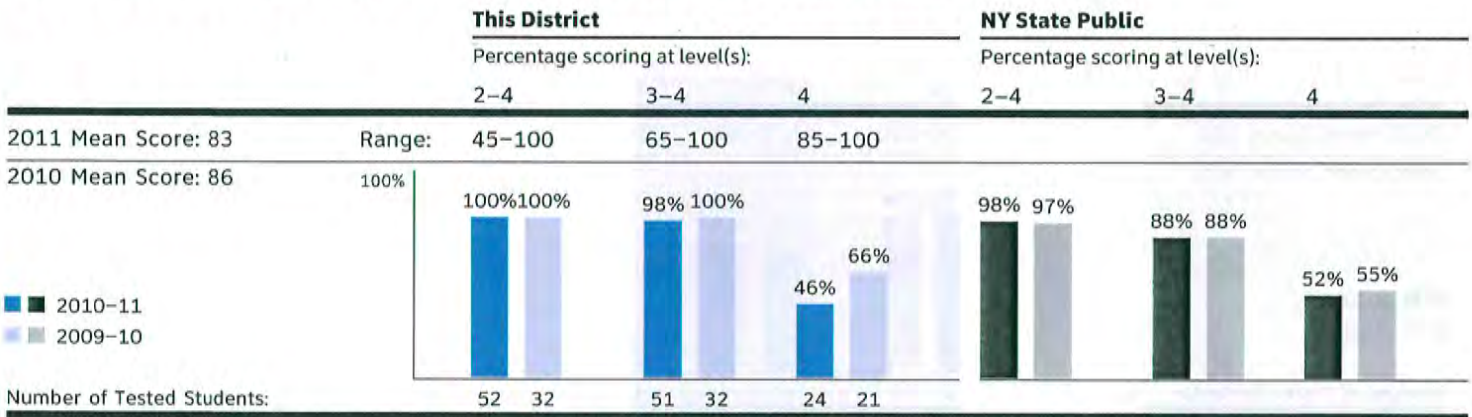
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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

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 4 Equivalent	0	-	-	-	0	-	-	-

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	52	100%	98%	46%	32	100%	100%	66%
Female	31	100%	100%	45%	16	100%	100%	69%
Male	21	100%	95%	48%	16	100%	100%	63%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-
White	49	-	-	-	32	100%	100%	66%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	52	100%	98%	46%	32	100%	100%	66%
General-Education Students	47	100%	100%	47%	30	-	-	-
Students with Disabilities	5	100%	80%	40%	2	-	-	-
English Proficient	52	100%	98%	46%	32	100%	100%	66%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	21	100%	95%	33%	10	100%	100%	70%
Not Disadvantaged	31	100%	100%	55%	22	100%	100%	64%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	52	100%	98%	46%	32	100%	100%	66%

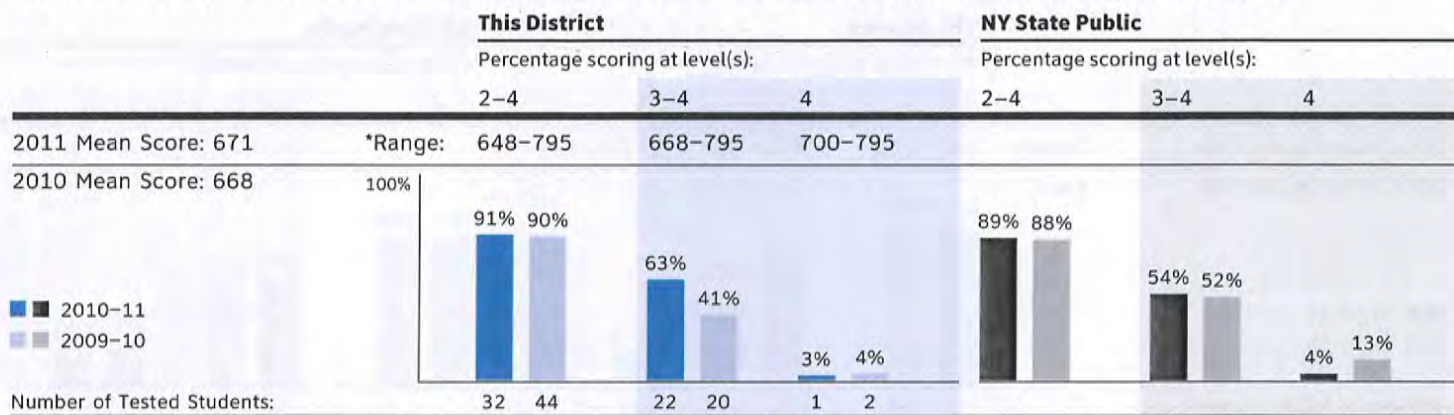
NOTES

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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	0	-	-	-	0	-	-	-

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	35	91%	63%	3%	49	90%	41%	4%
Female	18	100%	67%	0%	27	89%	56%	7%
Male	17	82%	59%	6%	22	91%	23%	0%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino					2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	33	-	-	-	47	-	-	-
Multiracial	2	-	-	-				
Small Group Totals	35	91%	63%	3%	49	90%	41%	4%
General-Education Students	30	100%	67%	3%	38	92%	53%	5%
Students with Disabilities	5	40%	40%	0%	11	82%	0%	0%
English Proficient	35	91%	63%	3%	49	90%	41%	4%
Limited English Proficient								
Economically Disadvantaged	11	82%	64%	0%	18	89%	33%	6%
Not Disadvantaged	24	96%	63%	4%	31	90%	45%	3%
Migrant								
Not Migrant	35	91%	63%	3%	49	90%	41%	4%

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.

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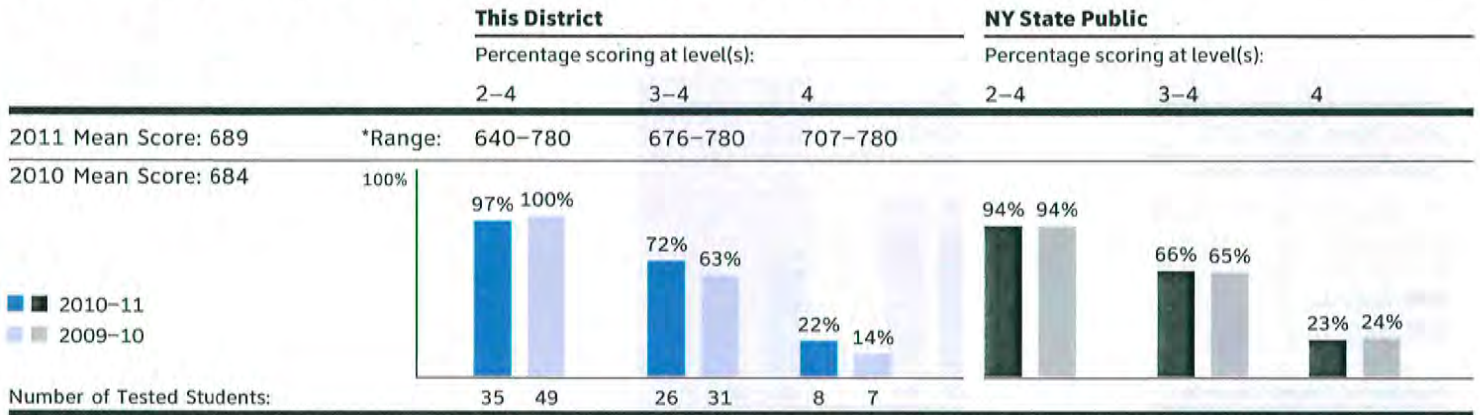
Other

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 5 Equivalent	0				0			
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

¹ These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

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	36	97%	72%	22%	49	100%	63%	14%
Female	19	100%	68%	21%	27	100%	63%	19%
Male	17	94%	76%	24%	22	100%	64%	9%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino					2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	34	-	-	-	47	-	-	-
Multiracial	2	-	-	-				
Small Group Totals	36	97%	72%	22%	49	100%	63%	14%
General-Education Students	31	100%	77%	26%	38	100%	74%	18%
Students with Disabilities	5	80%	40%	0%	11	100%	27%	0%
English Proficient	36	97%	72%	22%	49	100%	63%	14%
Limited English Proficient								
Economically Disadvantaged	11	91%	73%	18%	18	100%	56%	11%
Not Disadvantaged	25	100%	72%	24%	31	100%	68%	16%
Migrant								
Not Migrant	36	97%	72%	22%	49	100%	63%	14%

NOTES

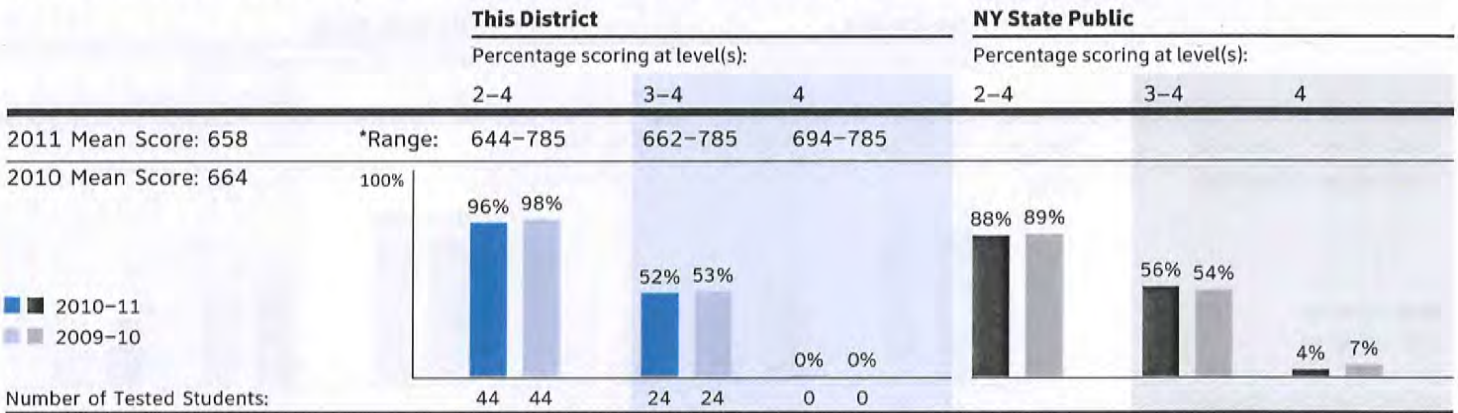
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Other Assessments

	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 5 Equivalent	0				0			

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	46	96%	52%	0%	45	98%	53%	0%
Female	26	96%	50%	0%	25	100%	56%	0%
Male	20	95%	55%	0%	20	95%	50%	0%
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino	3	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					2	-	-	-
White	43	-	-	-	42	-	-	-
Multiracial								
Small Group Totals	46	96%	52%	0%	45	98%	53%	0%
General-Education Students	37	100%	59%	0%	40	100%	60%	0%
Students with Disabilities	9	78%	22%	0%	5	80%	0%	0%
English Proficient	46	96%	52%	0%	45	98%	53%	0%
Limited English Proficient								
Economically Disadvantaged	19	95%	42%	0%	14	100%	36%	0%
Not Disadvantaged	27	96%	59%	0%	31	97%	61%	0%
Migrant								
Not Migrant	46	96%	52%	0%	45	98%	53%	0%

NOTES

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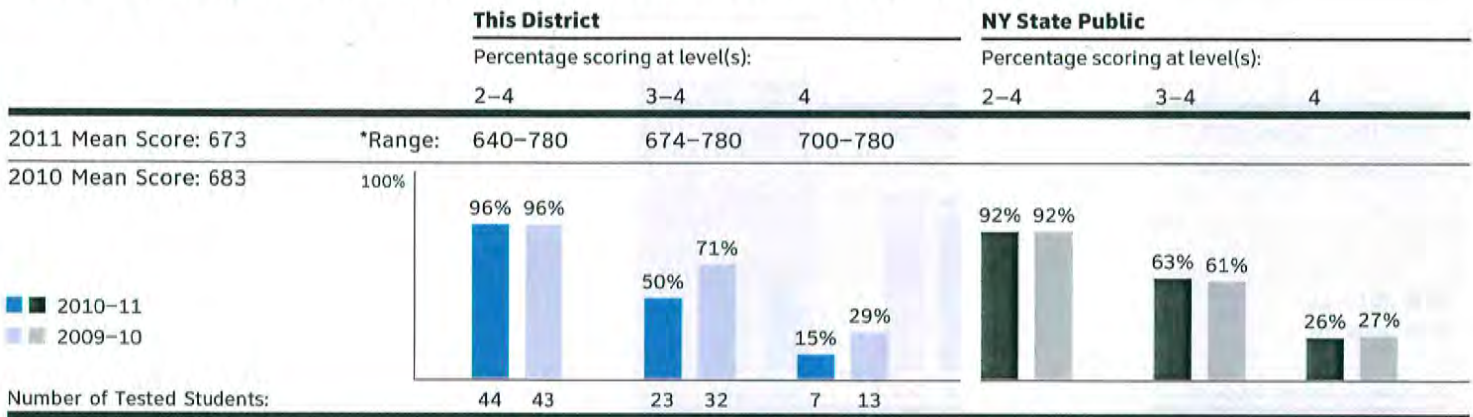
* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

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 6 Equivalent	0				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.

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	46	96%	50%	15%	45	96%	71%	29%
Female	26	100%	50%	15%	25	96%	76%	32%
Male	20	90%	50%	15%	20	95%	65%	25%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-
Hispanic or Latino	3	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	2	-	-	-
White	43	-	-	-	42	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	46	96%	50%	15%	45	96%	71%	29%
General-Education Students	37	100%	59%	19%	40	98%	78%	33%
Students with Disabilities	9	78%	11%	0%	5	80%	20%	0%
English Proficient	46	96%	50%	15%	45	96%	71%	29%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	19	100%	42%	11%	14	86%	57%	43%
Not Disadvantaged	27	93%	56%	19%	31	100%	77%	23%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	46	96%	50%	15%	45	96%	71%	29%

NOTES

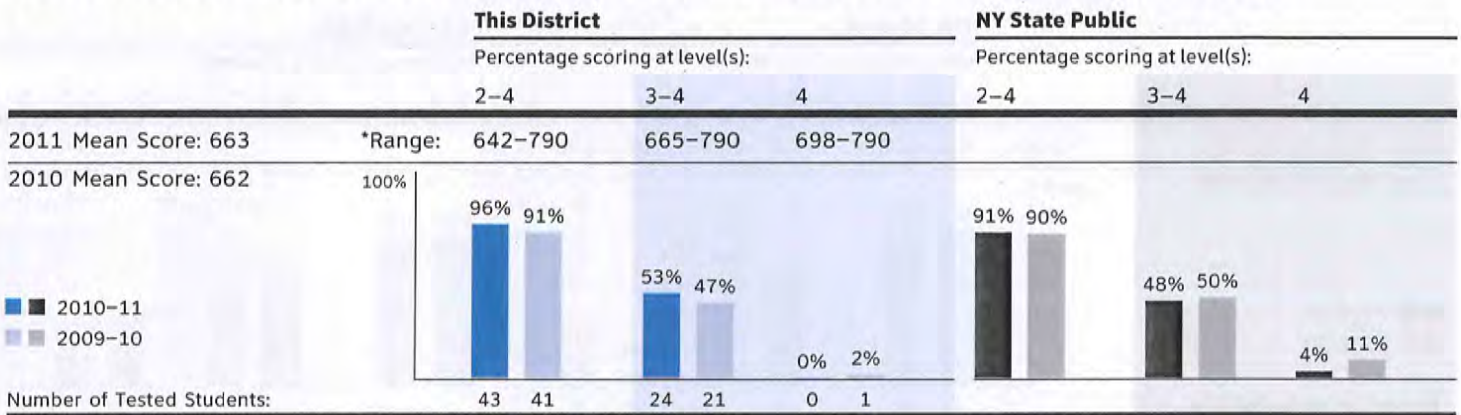
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Other Assessments

	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 6 Equivalent	0	-	-	-	1	-	-	-

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	45	96%	53%	0%	45	91%	47%	2%
Female	23	96%	57%	0%	15	100%	60%	7%
Male	22	95%	50%	0%	30	87%	40%	0%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	2	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-
White	41	-	-	-	43	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	45	96%	53%	0%	45	91%	47%	2%
General-Education Students	41	-	-	-	34	94%	50%	3%
Students with Disabilities	4	-	-	-	11	82%	36%	0%
English Proficient	45	96%	53%	0%	45	91%	47%	2%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	14	100%	71%	0%	15	93%	27%	0%
Not Disadvantaged	31	94%	45%	0%	30	90%	57%	3%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	45	96%	53%	0%	45	91%	47%	2%

NOTES

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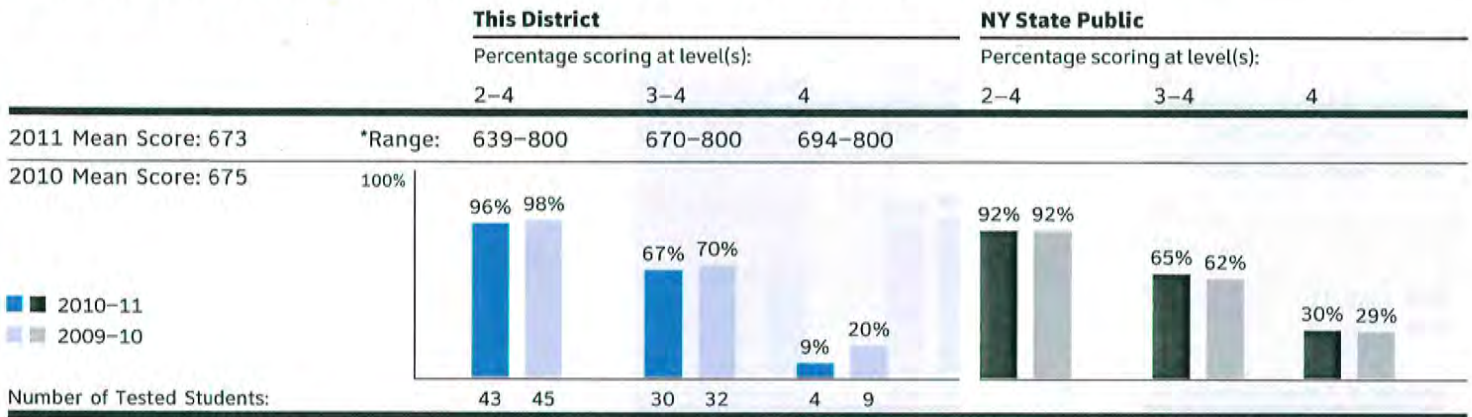
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Other Assessments

	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 7 Equivalent	0	-	-	-	1	-	-	-
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.

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	45	96%	67%	9%	46	98%	70%	20%
Female	23	96%	70%	13%	15	100%	93%	47%
Male	22	95%	64%	5%	31	97%	58%	6%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	2	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-
White	41	-	-	-	44	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	45	96%	67%	9%	46	98%	70%	20%
General-Education Students	41	-	-	-	35	100%	77%	26%
Students with Disabilities	4	-	-	-	11	91%	45%	0%
English Proficient	45	96%	67%	9%	46	98%	70%	20%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	14	100%	86%	14%	15	93%	67%	20%
Not Disadvantaged	31	94%	58%	6%	31	100%	71%	19%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	45	96%	67%	9%	46	98%	70%	20%

NOTES

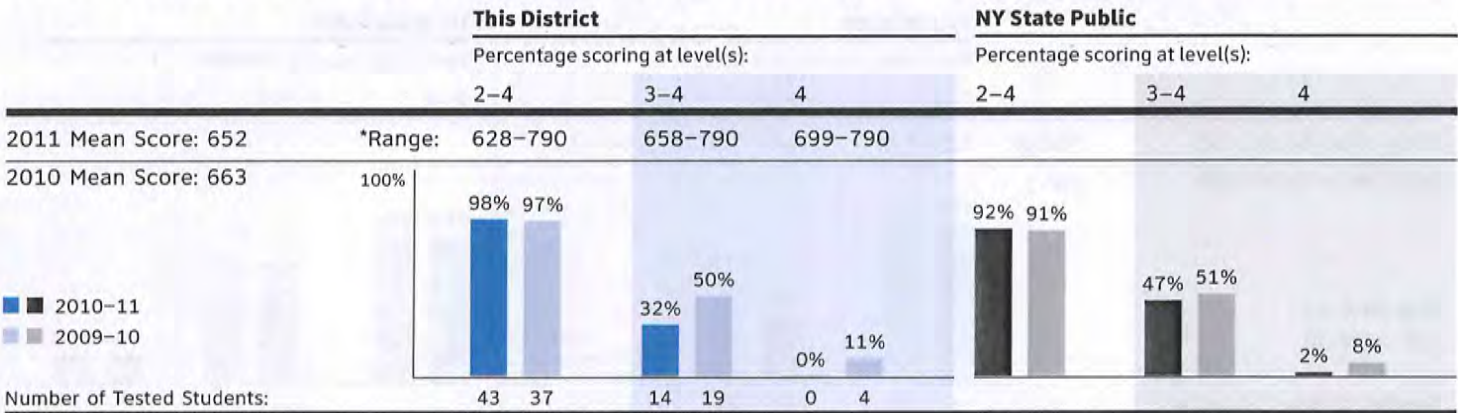
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Other Assessments

	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 7 Equivalent	0	-	-	-	1	-	-	-

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	44	98%	32%	0%	38	97%	50%	11%
Female	14	100%	57%	0%	17	100%	47%	12%
Male	30	97%	20%	0%	21	95%	52%	10%
American Indian or Alaska Native								
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander					3	-	-	-
White	43	-	-	-	34	-	-	-
Multiracial								
Small Group Totals	44	98%	32%	0%	38	97%	50%	11%
General-Education Students	36	100%	39%	0%	34	-	-	-
Students with Disabilities	8	88%	0%	0%	4	-	-	-
English Proficient	44	98%	32%	0%	38	97%	50%	11%
Limited English Proficient								
Economically Disadvantaged	14	100%	14%	0%	6	100%	33%	17%
Not Disadvantaged	30	97%	40%	0%	32	97%	53%	9%
Migrant								
Not Migrant	44	98%	32%	0%	38	97%	50%	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.

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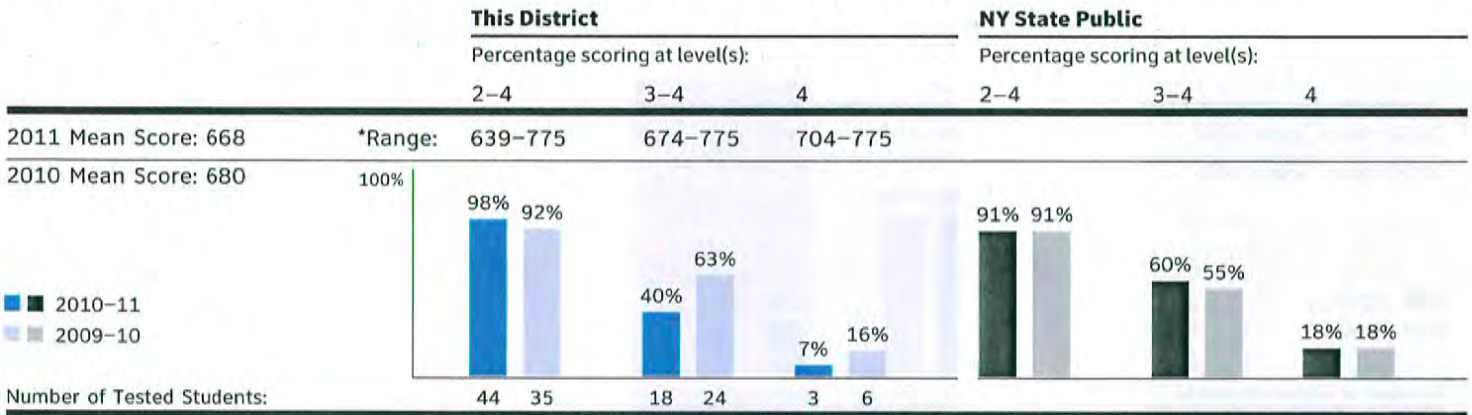
Other

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 8 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT) ¹ : 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

¹ These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

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	45	98%	40%	7%	38	92%	63%	16%
Female	15	100%	67%	13%	17	88%	53%	6%
Male	30	97%	27%	3%	21	95%	71%	24%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	3	-	-	-
White	43	-	-	-	34	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	45	98%	40%	7%	38	92%	63%	16%
General-Education Students	37	100%	46%	8%	34	-	-	-
Students with Disabilities	8	88%	13%	0%	4	-	-	-
English Proficient	45	98%	40%	7%	38	92%	63%	16%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	14	93%	50%	0%	6	83%	33%	17%
Not Disadvantaged	31	100%	35%	10%	32	94%	69%	16%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	45	98%	40%	7%	38	92%	63%	16%

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 8 Equivalent	0				0			

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

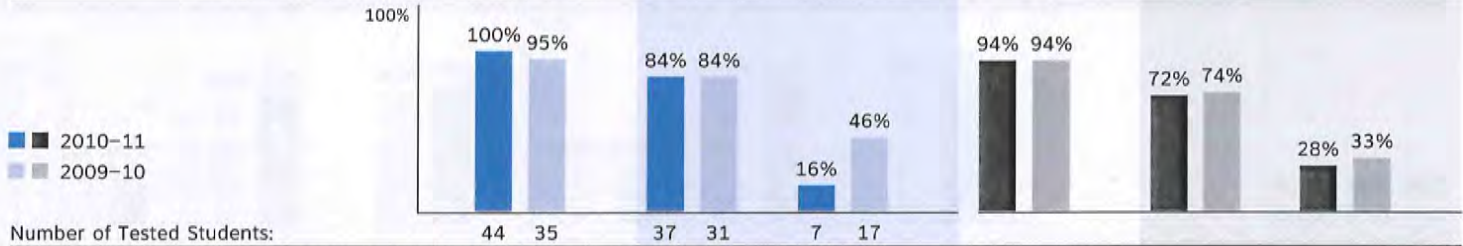
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2010-11 School Year

Total Tested: 44
 Percentage scoring at level(s):
 2-4: 100%
 3-4: 84%
 4: 16%

2009-10 School Year

Total Tested: 37
 Percentage scoring at level(s):
 2-4: 95%
 3-4: 84%
 4: 46%

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	44	100%	84%	16%	37	95%	84%	46%
Female	14	100%	93%	21%	17	94%	82%	29%
Male	30	100%	80%	13%	20	95%	85%	60%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	3	-	-	-
White	43	-	-	-	33	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	44	100%	84%	16%	37	95%	84%	46%
General-Education Students	36	100%	83%	17%	34	-	-	-
Students with Disabilities	8	100%	88%	13%	3	-	-	-
English Proficient	44	100%	84%	16%	37	95%	84%	46%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	14	100%	79%	14%	6	83%	67%	17%
Not Disadvantaged	30	100%	87%	17%	31	97%	87%	52%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	44	100%	84%	16%	37	95%	84%	46%

NOTES

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Other Assessments

2010-11 School Year

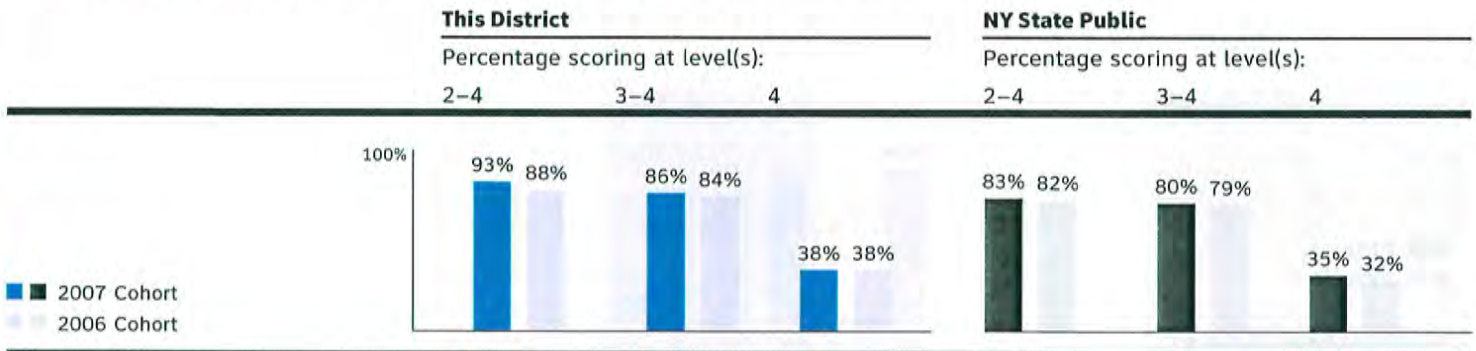
Total Tested: 0
 Number scoring at level(s):
 2-4: 0
 3-4: 0
 4: 0

2009-10 School Year

Total Tested: 0
 Number scoring at level(s):
 2-4: 0
 3-4: 0
 4: 0

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

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	42	93%	86%	38%	32	88%	84%	38%
Female	22	91%	86%	36%	16	94%	88%	50%
Male	20	95%	85%	40%	16	81%	81%	25%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	3	-	-	-	1	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-	-	-
White	35	91%	86%	37%	30	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	7	100%	86%	43%	32	88%	84%	38%
General-Education Students	35	97%	94%	46%	25	100%	96%	44%
Students with Disabilities	7	71%	43%	0%	7	43%	43%	14%
English Proficient	42	93%	86%	38%	32	88%	84%	38%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	12	100%	83%	25%	8	100%	100%	38%
Not Disadvantaged	30	90%	87%	43%	24	83%	79%	38%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	42	93%	86%	38%	32	88%	84%	38%

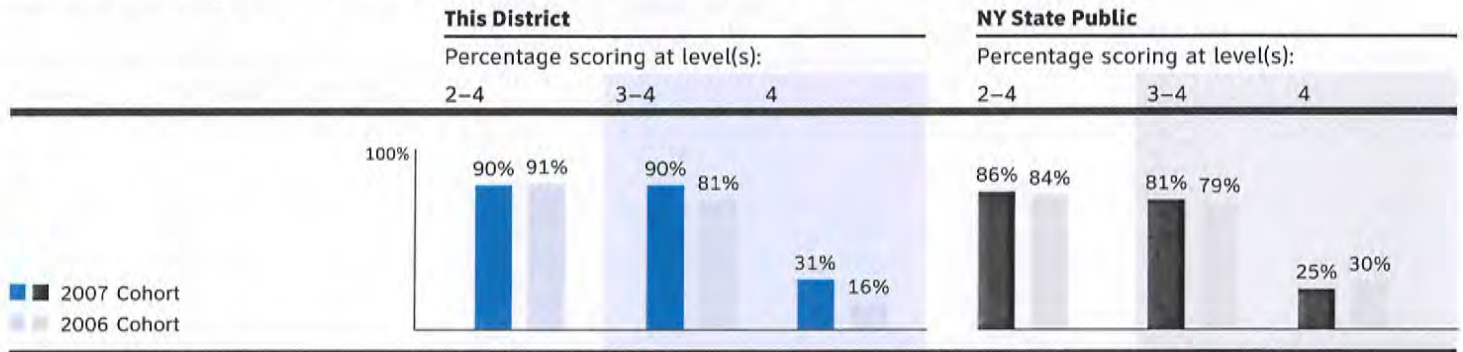
NOTES

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* 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*.

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	42	90%	90%	31%	32	91%	81%	16%
Female	22	91%	91%	23%	16	100%	94%	19%
Male	20	90%	90%	40%	16	81%	69%	13%
American Indian or Alaska Native								
Black or African American	3	-	-	-	1	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other								
Pacific Islander	2	-	-	-				
White	35	89%	89%	29%	30	-	-	-
Multiracial								
Small Group Totals	7	100%	100%	43%	32	91%	81%	16%
General-Education Students	35	94%	94%	34%	25	96%	84%	20%
Students with Disabilities	7	71%	71%	14%	7	71%	71%	0%
English Proficient	42	90%	90%	31%	32	91%	81%	16%
Limited English Proficient								
Economically Disadvantaged	12	92%	92%	25%	8	100%	88%	0%
Not Disadvantaged	30	90%	90%	33%	24	88%	79%	21%
Migrant								
Not Migrant	42	90%	90%	31%	32	91%	81%	16%

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*.

Enrollment

7.4

NY Mills UFSD : 2011-2012 (6/1/2012)

Grade	Male	Female	Total
Elementary			
K ad	27	19	46
1	24	20	44
2	25	23	48
3	26	28	54
4	23	29	52
5	23	33	56
6	16	19	35
13	0	0	0
PS	0	0	0
Elementary Total:	164	171	335
High School			
7	23	25	48
8	22	26	48
9	28	15	43
10	20	17	37
11	22	25	47
12	27	19	46
14	0	0	0
High School Total:	142	127	269
NY Mills UFSD Total:	306	298	604
Outside Sp. Ed (K-6) Placements			4
Outside Sp. Ed (7-12) Placements			19
Alternative Ed. Placements			3
Incarcerated Youth			0
NY Mills Total Enrollment			<u>630</u>

TEACHERLOAD 2011-2012 SCHOOL YEAR

<u>Teacher</u>	<u>Grade</u>	<u># of Students</u>	<u>Grade Total</u>
Davis	K	23	
Kohn	K	23	46
<hr/>			
Pearsall	1	22	
Robertson	1	22	44
<hr/>			
Goodfriend	2	25	
Zbytniewski	2	23	48
<hr/>			
Dunn	3	19	
Massoud	3	17	
Steffen	3	18	54
<hr/>			
Schmidt	4	26	
Sroka	4	26	52
<hr/>			
Hall	5	28	
Hamarowicz	5	28	56
<hr/>			
Kuhn	6	19	
Sacco	6	16	35
<hr/>			

Total Students:

335

6/1/2012