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

New York State Education Law and the Commissioner's Regulations require the attachment of school report card information to the public school district budget proposal. These requirements refer to certain expenditure ratios for both general education and special education students. The State Education Department has computed values for these ratios and has used the computed values to produce the required comparison statistics. This report contains the computed values for this district, along with comparison statistics.

Items on lines marked with an asterisk (*) must be included in the school district report card.

2000-2001		General Education	Special Education [1]
This School District	Instructional Expenditures	$15,485,141	$4,334,528
	Pupils	2,287	388
	Expenditures Per Pupil *	**$6,771**	**$11,171**
Similar District Group	Instructional Expenditures	$5,630,987,288	$1,710,588,284
	Pupils	872,522	118,299
	Expenditures Per Pupil *	**$6,454**	**$14,460**
All Public Schools in NY State	Instructional Expenditures	$19,119,327,401	$6,041,342,603
	Pupils	2,864,479	403,322
	Expenditures Per Pupil *	**$6,675**	**$14,979**
Similar District Group Description: Average Need/Resource Capacity			

1 Please note that Pupil values for Special Education are counts as of December 1 of the school year plus students for whom the district received tuition from another school district.

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of pupils with disabilities in a regular education setting.

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

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures.

The pupil count for Special Education is a count of K-12 students with disabilities as of December 1, 2000 plus students for whom the district receives tuition from another district.

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

District expenditures such as transportation, debt service, and district-wide administration are not included in these values. The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, and the School District Annual Financial Report (ST-3).

Similar District Groups are identified according to the Need-to-Resource-Capacity Index defined and used in the Annual Report to the Governor and Legislature on the Educational Status of the State's Schools.

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

New York State Education Law and the Commissioner's Regulations require the attachment of school report card information to the public school district budget proposal. These requirements refer to the percentage of students with disabilities receiving services outside of general classroom settings and to the classification rate of students with disabilities for the district. The State Education Department has computed values for these statistics for each district and for the State. This report contains these required values for this district and statewide comparison values.

Items in columns marked with an asterisk (*) must be included in the district report card.

Student Counts as of December 1, 2001	**This District**		**Statewide**
Student Placement -- Time Outside a Regular Classroom	**Count of Students with Disabilities ***	**Percentage of Students with Disabilities ***	**Percentage of Students with Disabilities ***
20% or less	**209**	**51.6%**	**51.5%**
21% to 60%	**117**	**28.9%**	**13.0%**
More than 60%	**71**	**17.5%**	**29.0%**
Separate Settings	**8**	**2.0%**	**6.5%**

The source data for the statistics in this table were reported on the Required Report of the Number of Students with Disabilities Provided Special Education in Regular School-based Programs and in Separate Settings (PD-4). The counts are numbers of students reported in the several placements for school-age programs (ages 6-21) on December 1, 2001. The PD-4 reports the proportions of time students are outside general education classrooms, regardless of the amount and cost of special education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

School-age Students with Disabilities Classification Rate

2001-02	**This District ***	**Statewide ***
Resident Classification Rate	**16.5%**	**11.7%**

This rate is the ratio of the count of school-age (4-21) residents in the district who are classified as having disabilities, divided by a computed measure of the total district-resident school-age population (including public school students, nonpublic school students, and students receiving home instruction). Source data are drawn from the School District Report of the Number of Students with Disabilities (PD-1) and the Basic Education Data System (BEDS).