



Pearl River School District
2019-20 Budget Book



Pearl River School District 2019-20 Budget Book Index

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Pearl River School District

Marco Pochintesta
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April 2019

Dear Pearl River School District Community,

This letter is an introduction to a comprehensive budget document prepared by the Business Office to accompany the budget proposed for our schools in the 2019-2020 school year. This document represents the work of our staff in developing a budget that aligns with the District's Mission, that all students can and will learn, as well as the District's core values: fiscal responsibility, improving student achievement, and improving the public's perception.

Anticipating a difficult budget year ahead, the District Administration entered the budget development process aided by guiding principles to support our decision making process. We have worked at identifying cost saving measures, and keeping losses and reductions to a minimum, while preserving and where possible advancing our academic programs.

This budget, through innovation and investment in essential elements for long term success, such as professional development, and curricular resources in literacy, mathematics, technology, and science supports student learning opportunities consistent with the 21st Century skills that are critically important for our current students and future graduating classes.

The Capital Projects are a continuing visible feature of the District's progress and we will see that work enter its second phase in the months ahead. In addition to the work addressed by the Capital Projects, the 2019-2020 budget also includes support for the District's physical infrastructure by providing funding for needed replacement of equipment, resurfacing of paved areas, painting, and smaller scale projects at each school that are not included in the Capital Projects work.

As always, we are grateful for the support of the Pearl River School District Community and the privilege of serving the educational needs of its children.

Sincerely,

A handwritten signature in black ink that reads "Marco F. Pochintesta". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Marco F. Pochintesta



Superintendent's Recommended 2019-20 Budget

April 16, 2019

District Mission

“Every Pearl River Student
Can and Will Learn”



District Goals

- #1** Improve academic performance
- #2** Improve the perception of the district by incorporating quality principles and values in all areas
- #3** Improve the district's financial stability and improve and maintain cost effectiveness

2019-20 Budget Process

MARCH 26	Workshop on Program Component
APRIL 2	Workshop on Administrative and Capital Components
APRIL 16	Budget Adoption by Board of Education
MAY 7	Budget Hearing
MAY 21	School Budget Vote

Guiding Principles

- Preserve and Advance Instructional Core
- Protect Investments
- Evaluate Needs vs. Wants
- Find Efficiencies and Savings
- Reduce Recurring Costs



2019-20 Program Highlights

CURRICULUM & INSTRUCTION INITIATIVES

CONTINUING

Literacy

- Summer Reading program
- K-7 Writing Workshop implementation &
- Training of all K-2 teachers on the Orton Gillingham multi-sensory approach to early literacy instruction

Mathematics

- Ongoing professional development and curriculum design

ADDITIONS

Literacy

- K-7 Reading Workshop model
- High School Literacy/Special Education teacher (1.0 FTE)

Mathematics

- Implementation of Next Generation Math Standards
- Summer Algebra Prep course (pending minimum enrollment)

2019-20 Program Highlights

CURRICULUM & INSTRUCTION INITIATIVES

CONTINUING

Science

- Ongoing professional development and curriculum design

Technology

- Expansion of 1-1 Chromebook initiative

ADDITIONS

Science

- New Science 21 (grades K-3)
- Pilot of grade 4 Science 21 program
- Implementation of Next Generation Science Standards

Technology

- Implementation of new K-7 Computer Science curriculum
- Implementation of managed IT platform

2019-20 Program Highlights

OTHER INITIATIVES

- Addition – New high school electives
- Addition – School Psychologist
- Addition – Music First Software K-12
- Added back to Budget – \$150,000 Equipment Budget for classrooms





Discussion on Cost Saving Measures Implemented

2019-20 Cost Saving Measures\Reductions

Description	Amount
Special Education Out of District Tuition	\$ 370,000
Teacher Retirements (3.0 FTEs)	362,500
HS Art Teacher (0.6 FTE)	88,141
Library Staff (ELF Clerks 5.5 hrs to 3.5 hrs, MS Clerk 1.0 FTE)	79,200
BOCES Behaviorist	78,000
BOCES CTECH Tuition	70,000
BOCES Speech (0.5 FTE)	60,000
Professional Development Sub Costs	45,000
Business Office Staff (1.0 FTE)	42,500

2019-20 Cost Saving Measures\Reductions

Description	Amount
1:1 Aide reduction	\$ 33,000
Teaching Assistant reduction (1.0 FTE)	26,750
Eliminate Weekend Parking Lot Security Patrol	20,000
Replace communication alert system	8,600
Eliminate Sunday marathon play rehearsals	8,000
Purchase scientific calculator class set only	6,500
Eliminate Sunday Athletic practices	6,300
Eliminate one Assistant Coach	6,000
Distribute Code of Conduct electronically	6,000
Total	\$1,321,500

Fiscal Challenges

- Tax Levy Limit
- State Budget
- Aging Facilities



2019-20 Recommended Budget

Total Budget \$ 69,240,850

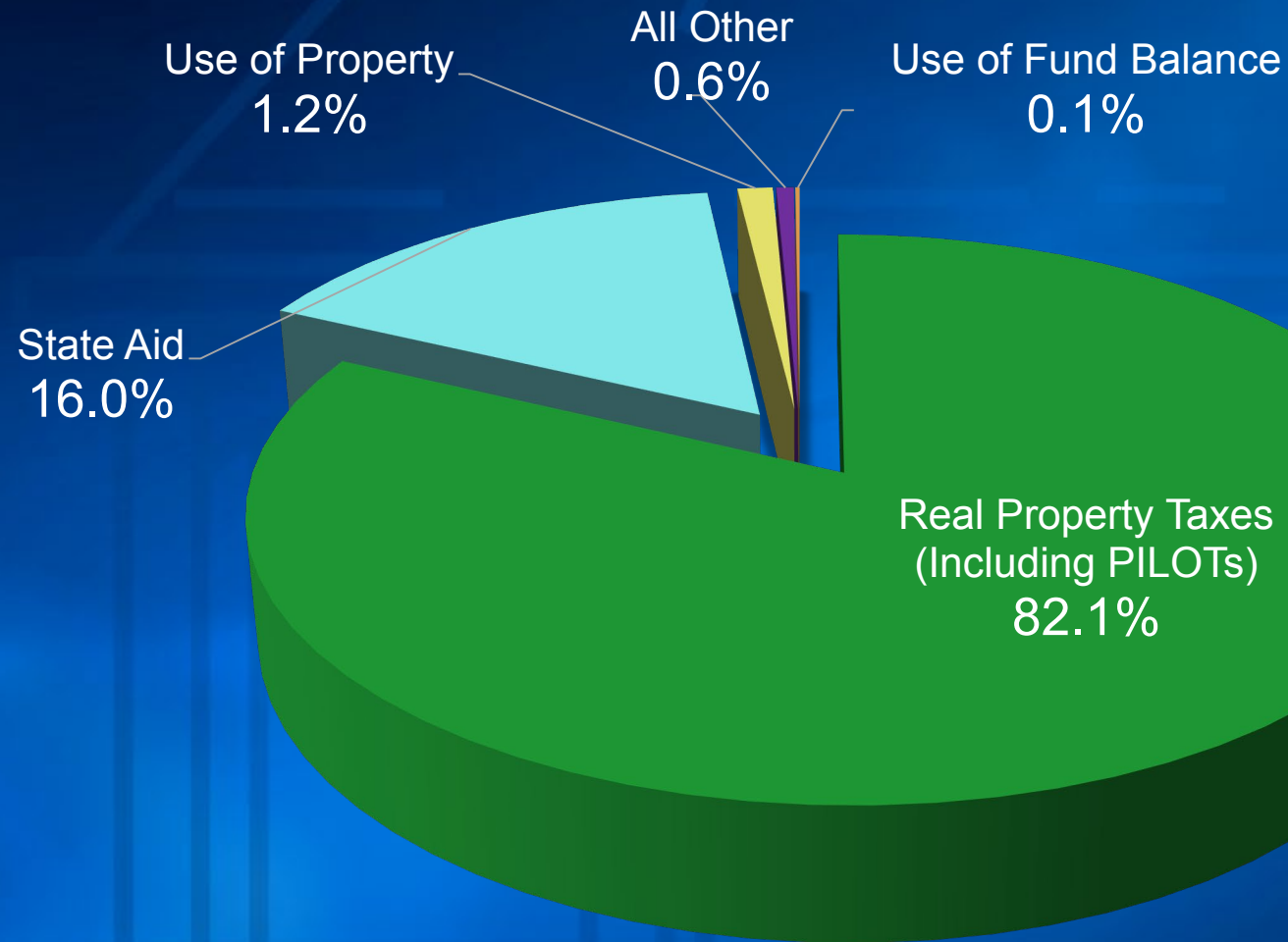
Total Budget to Budget Increase \$ 1,162,674 +1.71%

2018-19 Projected vs. Budget \$403,580 +0.59%

Tax Levy \$ 56,215,715

Tax Levy Increase \$841,706 +1.52%

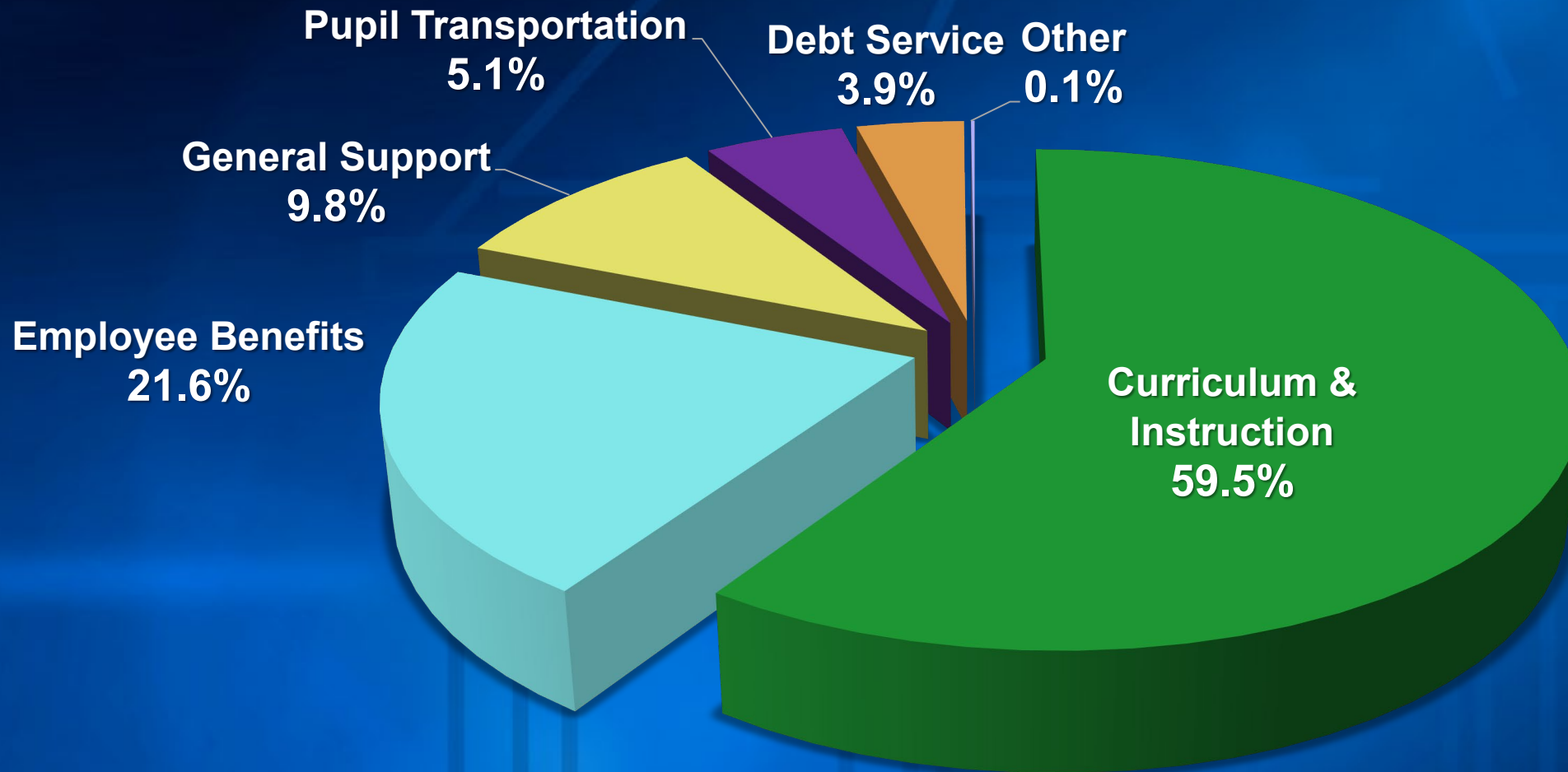
2019-20 Major Sources of Revenue



General Fund Revenues

	Actual 2017-18	Adopted Budget 2018-19	(A) Projected 2018-19	(B) Proposed 2019-20	(A)-(B) Dollar Change
Real Property Taxes	\$ 53,980,887	\$55,171,346	\$ 55,374,009	\$ 56,215,715	\$841,706
PILOTs	536,297	538,097	370,908	641,643	270,735
State Aid	10,313,856	10,773,872	10,646,023	11,060,276	339,064
Use of Property	888,488	580,000	800,000	800,000	0
All Other	442,283	441,000	1,284,185	437,178	(847,007)
Use of Reserves/ Fund Balance	754,476	573,861	362,145	86,038	(202,145)
Total Revenues	\$ 66,916,287	\$68,078,176	\$ 68,837,270	\$ 69,239,623	\$ 402,353

2019-20 Major Areas of Expense



General Fund Appropriations

	Actual 2017-18	Adopted Budget 2018-19	(A) Projected 2018-19	(B) Proposed 2019-20	(A)-(B) Dollar Change
General Support	\$ 6,635,480	6,556,604	\$ 6,667,510	\$ 6,786,815	\$ 119,305
Curriculum & Instruction	40,100,898	40,495,192	41,226,294	41,162,295	(63,999)
Pupil Transportation	3,135,459	3,375,339	3,373,523	3,489,667	116,145
Employee Benefits	14,141,445	14,858,465	15,082,266	15,016,268	(65,998)
Debt Service	2,395,677	2,392,576	2,382,677	2,669,577	286,900
Transfer to Other Funds	507,329	400,000	105,000	115,000	10,000
Total Appropriations	\$ 66,916,288	\$ 68,078,176	\$ 68,837,270	\$ 69,239,623	\$ 402,353



Questions?



PEARL RIVER SCHOOL DISTRICT

GENERAL FUND - REVENUES

Account	Description	Actual 2017-18	Adopted Budget 2018-19	Projected 2018-19	Proposed 2019-20	Dollar Change
A1001	Real Property Taxes (including STAR)	\$ 53,980,887	\$ 55,171,346	\$ 55,374,009	\$ 56,215,715	\$ 841,706
	Real Property Taxes	\$ 53,980,887	\$ 55,171,346	\$ 55,374,009	\$ 56,215,715	\$ 841,706
A1081	Payments in Lieu of Taxes (PILOTs)	536,297	538,097	370,908	641,643	270,735
	Other than Real Property Taxes	\$ 536,297	\$ 538,097	\$ 370,908	\$ 641,643	\$ 270,735
A1315	Adult Enrichment Fees	\$ 20,008	\$ 20,000	\$ 20,000	\$ 20,000	\$ -
A1335	Other Student Fees	10,766	5,000	1,178	1,178	-
A2280	Health Services - Other Districts	84,457	75,000	75,000	75,000	-
	Charges for Services	\$ 115,231	\$ 100,000	\$ 96,178	\$ 96,178	\$ -
A2401	Interest on Investments	\$ 209,670	\$ 140,000	\$ 300,000	\$ 300,000	\$ -
A241X	Real Property Rental	674,173	440,000	500,000	500,000	-
A2690	Other Compensation for Loss	4,645	-	-	-	-
	Use of Property	\$ 888,488	\$ 580,000	\$ 800,000	\$ 800,000	\$ -
A2701	Refund of Prior Year Expenses - BOCES	\$ 205,791	\$ 300,000	\$ 300,000	\$ 300,000	\$ -
A2703	Refund of Prior Year Expenses - Other	12,627	7,000	7,000	7,000	-
A2770	Other Unclassified Revenue	108,186	24,000	24,000	24,000	-
	Miscellaneous	\$ 326,604	\$ 331,000	\$ 331,000	\$ 331,000	\$ -
A3101	Basic Formula Aid	\$ 8,662,227	\$ 9,096,838	\$ 8,948,509	\$ 9,590,756	\$ 642,247
A3103	BOCES Aid	1,410,133	1,460,034	1,461,293	1,229,187	(232,106)
A3260	Software, Library & Textbook Aid	153,081	191,000	209,857	211,908	2,051
A3262	Computer Hardware Aid	65,503	26,000	26,364	28,425	2,061
A3289	Other State Aid	40,000	-	-	-	-
	State Aid	\$ 10,330,944	\$ 10,773,872	\$ 10,646,023	\$ 11,060,276	\$ 414,253
A4601	Federal Aid - Medicaid	\$ 448	\$ 10,000	\$ 20,017	\$ 10,000	\$ (10,017)
A5031	Transfer In From Capital	\$ -	\$ -	\$ 836,990	\$ -	\$ (836,990)
A5031	Appropriation of Reserves/Fund Balance	\$ 737,379	\$ 573,861	\$ 362,145	\$ 86,038	\$ (276,107)
	Total Revenue	\$ 66,916,278	\$ 68,078,176	\$ 68,837,270	\$ 69,240,850	\$ 403,580

EXPLANATORY NOTES:

Real Property Taxes - Maximum Allowable Tax Levy: Represents the allowable tax levy as prescribed by Chapter 97 of the Laws of 2011.

Payments in Lieu of Real Property Taxes (PILOTS): Represent organizations which have financial arrangements with the Rockland County Industrial Development Association. As a result of this arrangement, the assessments for these properties are removed from the tax rolls and the taxes are then paid directly to the school district based on these agreements.

Charges For Services: Includes health services charged for non-resident students attending the District from other public schools. Also included is fees collected for our Adult Enrichment Programs.

Interest Earnings & Rental of Real Property: Estimated interest earnings are based on cash balances and anticipated interest rates. Rental of Real Property represents charges to facility users in accordance with the Board's policy.

Refund of Prior Year's Expenditures: The majority of this revenue represents refunds from the Board of Cooperative Educational Services (BOCES) for fees/tuitions charged in excess of final program costs.

State Aid: Represents the Governor's Proposed Budget for 2019-20. The District is scheduled to receive \$414K additional in foundation aid - this is mainly due to an increase in Building Aid related to the Elementary School Capital Projects work completed last summer. All other aides are based on student enrollments and expense driven aid.

Medicaid Reimbursement: Reimbursement received from the Federal Government based on the services provided to special education students who qualify for reimbursement.

Transfer In From Capital: The \$836K recognized in 2018-19 represents unspent funds from previous Capital Projects.

PEARL RIVER SCHOOL DISTRICT

GENERAL FUND BUDGET APPROPRIATIONS SUMMARY

	Actual 2017-18	Adopted Budget 2018-19	Projected 2018-19	Proposed 2019-20	Dollar Change
GENERAL SUPPORT					
Board of Education	55,657	50,000	59,231	58,300	(931)
Central Administration	360,404	386,157	361,675	273,332	(88,343)
Finance	813,775	733,408	748,342	665,675	(82,667)
Staff	486,261	553,226	499,188	497,084	(2,104)
Central Services	4,241,632	4,168,813	4,320,478	4,514,918	194,440
Special Items	677,740	665,000	678,596	757,506	78,910
Sub-Total	\$ 6,635,470	\$ 6,556,604	\$ 6,667,510	\$ 6,766,815	\$ 99,305
INSTRUCTION					
Curriculum Development & Supervision	345,112	335,524	296,814	295,856	(958)
Supervision - Regular School	1,828,482	1,909,851	1,874,567	1,912,298	37,730
Staff Development	27,149	75,000	37,248	37,500	252
Teaching - Regular School	21,835,983	22,610,848	22,081,834	22,442,673	360,839
Special Education	10,255,413	10,033,739	11,122,871	10,700,544	(422,327)
Teaching - Special Schools	651,370	242,000	628,100	558,100	(70,000)
Instructional Media	2,063,414	2,202,899	2,030,676	2,068,972	38,296
Pupil Services	3,093,975	3,085,331	3,154,184	3,167,579	13,395
Sub-Total	\$ 40,100,898	\$ 40,495,192	\$ 41,226,294	\$ 41,183,522	\$ (42,772)
PUPIL TRANSPORTATION					
	\$ 3,135,459	\$ 3,375,339	\$ 3,373,523	\$ 3,489,667	\$ 116,145
UNDISTRIBUTED					
Employee Benefits	14,141,445	14,858,465	15,082,266	15,016,268	(65,998)
Debt Service	2,395,677	2,392,576	2,382,677	2,669,577	286,900
Transfer to Other Funds	507,329	400,000	105,000	115,000	10,000
Sub-Total	\$ 17,044,452	\$ 17,651,041	\$ 17,569,943	\$ 17,800,845	\$ 230,902
GENERAL FUND APPROPRIATIONS	\$ 66,916,278	\$ 68,078,176	\$ 68,837,270	\$ 69,240,850	\$ 403,580

Please Note: The Uniform System of Accounts for School Districts contained in this book is prescribed pursuant to Section 36 of the General Municipal Law for all school districts. This system of accounts is designed to provide uniformity with respect to classifications and summarization of data.

PEARL RIVER SCHOOL DISTRICT GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2017-18	Projected 2018-19	Proposed 2019-20	Dollar Change
A1010.4	Contractual and Other	\$ 28,746	\$ 27,800	\$ 27,800	\$ -
A1010.45	Materials and Supplies	6,915	9,000	9,000	-
1010	BOARD OF EDUCATION	35,660	36,800	36,800	-
A1040.16	Non Instructional Salaries	10,947	10,931	10,000	(931)
1040	DISTRICT CLERK	10,947	10,931	10,000	(931)
A1060.4	Contractual and Other	8,060	11,000	11,000	-
A1060.45	Materials and Supplies	990	500	500	-
1060	DISTRICT MEETING	9,049	11,500	11,500	-
BOARD OF EDUCATION TOTAL:		\$ 55,657	\$ 59,231	\$ 58,300	\$ (931)

EXPLANATORY NOTES:

Board of Education: The Board of Education are elected leaders and champions to provide for the education of the children of the district, establish policy, prepare and propose a budget, levy taxes, and meet all of the requirements under State law. Each of the five members of the Board are elected by the public for three-year terms and receives no salary. To keep abreast of new legislation and educational directions, the Board of Education holds memberships in several state and local organizations. The conferences and conventions sponsored by these organizations provide the means of keeping the Board of Education well informed.

District Clerk: The District Clerk is the officer appointed by the Board of Education to serve for a term of one year. It is the duty of the District Clerk to act as clerk of any district meeting or election held in the district and to attend all meeting of the voters of the district. The District Clerk is responsible for attending all public meetings of the Board of Education, keeping minutes of the proceedings of such meetings, handling all correspondence, and conducting the business of the Board of Education at all other times. The District Clerk also maintains the District Policy Manual and is the recipient of all legal documents.

District Meeting: State Education Law mandates that voters of a school district have the opportunity to vote on special issues. Funds are budgeted here for Chairpersons, Clerks and Inspectors, and other expenses needed to hold the Annual District Election/Budget Vote.

PEARL RIVER SCHOOL DISTRICT GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2017-18	Projected 2018-19	Proposed 2019-20	Dollar Change
A1240.15	Instructional Salaries	268,637	267,932	267,932	-
A1240.16	Non Instructional Salaries	87,899	87,979	-	(87,979)
A1240.4	Contractual and Other	-	4,864	4,500	(364)
A1240.45	Materials and Supplies	3,868	900	900	-
1240 CHIEF ADMINISTRATOR		360,404	361,675	273,332	(88,343)
CENTRAL ADMINISTRATION		TOTAL: \$ 360,404	\$ 361,675	\$ 273,332	\$ (88,343)

EXPLANATORY NOTES:

Chief School Administrator: The Superintendent of Schools serves as the Chief Executive Officer of the School District, works with the Board of Education to set annual priorities that are aligned with the District Mission Statement, provides the Board of Education with information that will enable the Board to make informed decisions regarding instructional programs, personnel and facilities, support the instructional programs, and advance improvements aimed toward excellence in education. There is also the charge to support instructional leadership, particularly at the building level, that encourages collaborative decision-making based upon sound educational principles, and to keep the Pearl River School District aligned with trends in education, and encourage professional growth and development to ensure that all staff obtain and/or maintain high-quality professional skills. 2019-20 reflects a reduction in staffing of 1.0 FTE clerical support due to retirement. As part of the District's efforts to reduce costs, this position will remain unfilled.

PEARL RIVER SCHOOL DISTRICT GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2017-18	Projected 2018-19	Proposed 2019-20	Dollar Change
A1310.16	Non Instructional Salaries	\$ 652,525	\$ 565,658	\$ 510,720	\$ (54,938)
A1310.4	Contractual and Other	46,422	52,984	47,500	(5,484)
A1310.45	Materials and Supplies	6,569	7,000	7,000	-
A1310.49	BOCES Services	42,924	10,000	10,000	-
1310 BUSINESS ADMINISTRATION		748,439	635,642	575,220	(60,422)
A1320.16	Non Instructional Salaries	3,734	4,500	-	(4,500)
A1320.4	Contractual and Other	38,500	88,000	70,000	(18,000)
1320 AUDITING		42,234	92,500	70,000	(22,500)
A1325.16	Non Instructional Salaries	13,024	10,200	10,455	255
A1325.45	Materials and Supplies	1,818	-	-	-
1325 TREASURER		14,842	10,200	10,455	255
A1380.4	Contractual and Other	8,261	10,000	10,000	-
1380 FISCAL AGENT		8,261	10,000	10,000	-
FINANCE	TOTAL:	\$ 813,775	\$ 748,342	\$ 665,675	\$ (82,667)

EXPLANATORY NOTES:

Business Administration: Business office staff includes the Assistant Superintendent for Business as well as all the accounting, accounts payable, purchasing, and payroll staff. Also included are the costs of general supplies and materials, attendance at professional workshops, actuarial services for GASB #45 Actuarial Valuation, and State Aid Planning services. 2019-20 reflects a reduction in staffing of 1.0 FTE as part of the District's efforts to reduce costs. The decrease in Contractual Expense for 2019-20 relates to the reduction in postage due to the elimination of the school calendar and code of conduct book mailings. Both of these documents will be available on the District website for community members to access.

Auditing: The New York State Education law requires that school district be audited annually by an independent auditor. The Board appoints the independent auditor annually. In addition, the Board of Education appoints an Internal Claims Auditor annually who is responsible for certifying that each claim listed on the warrant report was audited and payment was authorized. NYS Law requires all school districts to appoint an internal auditor to develop risk assessment and perform periodic testing and evaluation of internal controls. The Independent Auditor, Claims Auditor, and Internal Auditor report directly to the Board of Education and Audit Committee.

Treasurer: The District Treasurer stipend is recorded here. The Board of Education appoints a Treasurer who is the official custodian of all school district funds and prepares all financial reports.

Fiscal Agent: The District's Fiscal Agent fees are recorded here. The Board of Education appoints a Fiscal Agent who assists with the issuance of bonds. For 2018-19 and 2019-20 the expense relates to the \$3.4 million Bond Anticipation Note on the West Crooked Hill Road properties.

PEARL RIVER SCHOOL DISTRICT GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2017-18	Projected 2018-19	Proposed 2019-20	Dollar Change
A1420.4	Contractual and Other	88,385	100,000	100,000	-
1420 LEGAL		88,385	100,000	100,000	-
A1430.15	Instructional Salaries	\$ 195,541	\$ 193,680	\$ 197,480	\$ 3,800
A1430.16	Non Instructional Salaries	142,445	149,423	152,120	2,697
A1430.4	Contractual and Other	4,286	5,000	5,000	-
A1430.45	Materials and Supplies	163	400	400	-
A1430.49	BOCES Services	25,851	25,000	25,000	-
1430 PERSONNEL		368,287	373,503	379,999	6,496
A1480.4	Contractual and Other	15,345	10,685	10,685	-
A1480.49	BOCES Services	14,245	15,000	6,400	(8,600)
1480 PUBLIC INFORMATION		29,590	25,685	17,085	(8,600)
STAFF	TOTAL:	\$ 486,261	\$ 499,188	\$ 497,084	\$ (2,104)

EXPLANATORY NOTES:

Legal Services: This includes payment for professional services of legal counsel employed by the Board of Education to advise and review the district's affairs. Legal fees also include services provided for negotiations with the district's bargaining units and matters of litigation.

Human Resources: This provides for the Assistant Superintendent for Personnel and Community Affairs and clerical staff salaries, together with costs for recruiting and orienting professional staff members and maintaining personnel records. BOCES expenses include employee assistance program, regional certification, and school registry.

Public Information: The District considers itself responsible for keeping its residents informed. Highlights of information that is important to share include the student progress, programs, and plans; events and activities, and guides to assist community residents, parents, and students. This area of the budget includes payments for Website fees and fees for the Adult Education Spring and Fall catalogue mailer. BOCES charges are for the District's communication alert system. This budget line decrease of \$8.6K in 2019-20 is due to the fact that we are switching to a different but comparable BOCES communication alert system.

PEARL RIVER SCHOOL DISTRICT GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2017-18	Projected 2018-19	Proposed 2019-20	Dollar Change
A1620.16	Non Instructional Salaries	\$ 1,857,075	\$ 1,927,357	\$ 1,970,260	\$ 42,903
A1620.2	Equipment	6,412	-	-	-
A1620.4	Contractual and Other	716,114	793,099	793,099	-
A1620.45	Materials and Supplies	83,548	93,500	93,500	-
1620 OPERATION OF PLANT		2,663,149	2,813,956	2,856,859	42,903
A1621.16	Non Instructional Salaries	\$ 628,510	\$ 613,695	\$ 640,233	\$ 26,537
A1621.2	Equipment	30,934	25,000	70,000	45,000
A1621.4	Contractual and Other	550,917	471,026	551,026	80,000
A1621.45	Materials and Supplies	189,420	199,800	199,800	-
A1621.49	BOCES Services	140,270	152,000	152,000	-
1621 MAINTENANCE OF PLANT		1,540,051	1,461,521	1,613,059	151,537
A1680.4	Contractual and Other	38,432	45,000	45,000	-
1680 CENTRAL DATA PROCESSING		38,432	45,000	45,000	-
CENTRAL SERVICES		\$ 4,241,632	\$ 4,320,478	\$ 4,514,918	\$ 194,440
TOTAL:		\$ 4,241,632	\$ 4,320,478	\$ 4,514,918	\$ 194,440

EXPLANATORY NOTES:

Operations of Plant: This function records the cost of supervision, clerical support, custodians, and the cost of running and cleaning of all buildings. Expenses include utilities, equipment repair, refuse, cleaning contracted services, supplies, and materials to maintain the school buildings. In addition, the facilities office is responsible for coordination and billing of building use by outside and internal organizations.

Maintenance of Plant: This function records the cost of skilled maintenance workers (such as carpenters, electricians, plumbers) and grounds maintenance team. It also includes the cost of repairing and maintaining the facilities such as: maintenance contracts on the equipment in the buildings such as HVAC system, exterminating services, etc. BOCES services to assist the District with compliance of regulations dealing with toxic substances, asbestos, environmental testing, state emergency building plans, and a safe environment related to the "Right To Know" Laws. The increase in equipment cost for 2019-20 is for the replacement of an 18 year old pick up truck.

Central Data Processing: This area of the budget includes expenses related to Wincap Software System hosting, licensing and applications. In an effort to streamline workflow and reduce reliance on paper, the district is utilizing several new Wincap applications such as Employee Self Serve and Employee Payroll Vouchers and Timesheets online. The cost increases for 2018-19 and 2019-20 are mainly one time set up fees and are not ongoing costs.

PEARL RIVER SCHOOL DISTRICT GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2017-18	Projected 2018-19	Proposed 2019-20	Dollar Change
A1910	Unallocated Insurance	\$ 233,160	\$ 227,720	\$ 244,806	\$ 17,086
A1930	The Pines Apartments	52,465	68,864	70,000	1,136
A1950	Assessments on School Property	66,372	67,013	69,693	2,681
A1930	Refunds of Real Property Taxes	43,392	30,000	30,000	-
A1981	BOCES Administrative Charges	204,193	203,500	260,078	56,578
A1983	BOCES Capital Charges	78,159	81,500	82,929	1,429
SPECIAL ITEMS		677,740	678,596	757,506	78,910
GENERAL GOVERNMENT SUPPORT		TOTAL: \$ 6,635,469.71	\$ 6,667,510.02	\$ 6,766,815.38	\$ 99,305.36

EXPLANATORY NOTES:

Unallocated Insurance: To protect the assets of the district and to guard against liability actions, the Board of Education maintains a comprehensive insurance program. The district is a member of the New York Schools Insurance Reciprocal (NYSIR). There are 347 districts participating in the program that self-insures many potential liabilities. The rates for 2019-20 represent the district's share of the total operating expenses and expected claims. NYSIR's loss control programs and superior claims management have resulted in sizable premium reductions over the years.

The Pines Apartments: This District owned Rental Property is located at 119 W. Crooked Hill Road. Rental income offsets associated expenses.

Assessments on School Property: This line represents charges for sewer tax on school district owned properties levied by the Town of Orangetown.

Refunds of Real Property Taxes: Payments for Small Claim Assessment Reviews and tax certioraris are recorded here. The District also has a Reserve for Tax Certiorari to fund any large refunds.

BOCES Administrative and Capital Charges: The Administrative and Capital Budgets are allocated to component districts based on a Resident Weighted Average Daily Attendance (RWADA) calculation. Indirect cost revenues, miscellaneous revenues, and administrative charges imposed on non-components reduce the allocation to component districts. Expenses relating to retiree benefits are also mandated to be accounted for within the Administrative Budget, for 2019-20 this charge represents a \$55K increase over 2018-19.

PEARL RIVER SCHOOL DISTRICT GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2017-18	Projected 2018-19	Proposed 2019-20	Dollar Change
A2010.15	Instructional Salaries	\$ 214,723	\$ 193,574	\$ 189,800	\$ (3,774)
A2010.16	Non Instructional Salaries	42,226	44,590	47,886	3,296
A2010.4	Contractual and Other	16,182	3,500	3,500	-
A2010.45	Materials and Supplies	4,734	5,150	3,150	(2,000)
A2010.49	BOCES Services	67,247	50,000	51,520	1,520
2010 CURRICULUM DEVELOPMENT & SUPERVISION		345,112	296,814	295,856	(958)
A2020.15	Instructional Salaries	\$ 1,297,686	\$ 1,335,207	\$ 1,351,507	\$ 16,300
A2020.16	Non Instructional Salaries	506,714	500,439	528,408	27,969
A2020.4	Contractual and Other	1,071	2,100	1,725	(375)
A2020.45	Materials and Supplies	23,011	36,822	30,658	(6,164)
2020 SUPERVISION - REGULAR SCHOOL		1,828,482	1,874,567	1,912,298	37,730
A2070.4	Contractual and Other	-	7,248	7,500	252
A2070.49	BOCES Services	27,149	30,000	30,000	-
2070 STAFF DEVELOPMENT		27,149	37,248	37,500	252
INSTRUCTION, ADMINISTRATION & IMPROVEMENT					
TOTAL:		\$ 2,200,742	\$ 2,208,629	\$ 2,245,653	\$ 37,024

EXPLANATORY NOTES:

Curriculum Development and Supervision: provides professional staff coordination on curriculum improvement-related projects. They establish and maintain an instructional evaluation program; plan and administer programs of professional development and in-service education; secure and distribute instructional resources; and work with administrators and teachers to organize and coordinate District curricular and instructional efforts. They also prepare evaluation reports, help develop innovative projects, organize and administer the district-wide assessment program and support pupil personnel services. BOCES Services charges include state test scoring and reporting. 2019-20 reduction of \$2,000 in supplies is due to elimination of printing of the Code of Conduct book. This document will be available online.

Staff Development: This area of the budget is specifically associated with providing staff with instructional strategies and methodologies which have been proved to be the most effective. BOCES: Services includes support for My Learning Plan (software that tracks conferences and staff development), cultural awareness training for new teachers, and professional development and common core aligned workshops for teachers.

PEARL RIVER SCHOOL DISTRICT GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2017-18	Projected 2018-19	Proposed 2019-20	Dollar Change
A2110.12	Instructional Salaries K-6	\$ 9,023,561	\$ 9,302,328	\$ 9,457,783	\$ 155,455
A2110.13	Instructional Salaries 7-12	10,083,613	9,991,741	10,158,174	166,433
A2110.14	Substitute Teachers	543,088	557,384	518,500	(38,884)
A2110.148	Terminal Pay	279,353	363,474	399,316	35,842
					-
A2110.16	Non Instructional Salaries	1,129,724	1,104,515	1,108,603	4,089
A2110.2	Equipment	177,952	66,926	150,527	83,601
A2110.4	Contractual and Other	114,766	182,317	175,748	(6,569)
A2110.45	Materials and Supplies	126,554	131,256	124,653	(6,603)
A2110.471	Tuition Paid to Other Public Schools	8,351	5,000	5,000	-
A2110.48	Textbooks	134,503	172,893	146,369	(26,524)
A2110.49	BOCES Services	214,516	204,000	198,000	(6,000)
2110 TEACHING - REGULAR SCHOOL		21,835,983	22,081,834	22,442,673	360,839
TEACHING - REGULAR SCHOOL		TOTAL: \$ 21,835,983	\$ 22,081,834	\$ 22,442,673	\$ 360,839

EXPLANATORY NOTES:

Pearl River High School: Core curriculum in literacy, mathematics, science, social studies, art, music, health, world language, technology, and physical education. Support services for academic intervention, special education and English language learners are available to students. Advanced Placement and college level courses are offered in English, math, science, and social studies. Student enrollment is about 1,000 students.

Pearl River Middle School: Core curriculum in literacy, mathematics, science, social studies, art, music, health, family and consumer science, technology, and physical education. Support services are available for academic intervention, special education and English language learners. World language instruction begins in grade 6. Student enrollment is about 575 students, with an average class size of 25 students.

Elementary Schools: Kindergarten through Grade 4. Core curriculum in literacy, mathematics, science, social studies, art, music, and physical education. Support services for academic intervention, special education and English language learners.

Evans Park Elementary School: Enrollment of about 320 students, with three sections of each grade level. Average class size of 20-22 students. Special education services of primary instruction classes, resource room, and related services of speech, occupational therapy, and physical therapy are available to students. Evans Park

Lincoln Avenue Elementary School: Enrollment of about 210 students, with two sections of each grade level. Average class size 20-22 students. Special education services of resource room, and related services of speech, occupational therapy, and physical therapy are available to students.

Franklin Avenue Elementary School: Enrollment of about 290 students, with three sections of each grade level. Average class size of 20-22 students. Special education services of resource room, and related services of speech, occupational therapy, and physical therapy are available to students.

PEARL RIVER SCHOOL DISTRICT GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2017-18	Projected 2018-19	Proposed 2019-20	Dollar Change
A2250.15	Instructional Salaries	\$ 3,133,673	\$ 3,259,773	\$ 3,333,645	\$ 73,872
A2250.16	Non Instructional Salaries	238,384	319,727	294,399	(25,328)
A2250.4	Contractual and Other	162,132	256,451	260,300	3,849
A2250.45	Materials and Supplies	1,000	3,174	3,200	26
A2250.471	Tuition Paid to Other Public Schools	701,733	384,754	320,000	(64,754)
A2250.472	Tuition Paid to Private Schools	471,867	616,063	435,000	(181,063)
A2250.49	BOCES Services	5,546,624	6,282,930	6,054,000	(228,930)
2250 SPECIAL EDUCATION		10,255,413	11,122,871	10,700,544	(422,327)
SPECIAL EDUCATION TOTAL:		\$ 10,255,413	\$ 11,122,871	\$ 10,700,544	\$ (422,327)

EXPLANATORY NOTES:

Special Education - Students with disabilities are provided services to address their individual needs to facilitate achievement of competencies required to meet NY state Standards. Programs are developed to accommodate the educational needs of the students currently in district programs, those returning from out-of-district placements, and those entering from pre-school special classes, as well as to support students to attain the Regents standards. Teachers offer both inclusive and special education classes. Special Education programs and services comply with all federal and state mandates.

Contractual: The district contracts with service providers to address unique needs of individual students. Services include Occupational and Physical Therapy.

Tuition and BOCES: These costs reflect out-of-district placements for students with intensive needs requiring specialized programs. The district must plan for students who transfer to our district who require special services. Student placements are made with utmost care after detailed evaluations of each student being placed out of district. For the 2019-20 School Year, there will be a reduction in costs due to several students graduating from these programs plus a reduction of one Behaviorist and one non mandated Speech Therapist.

PEARL RIVER SCHOOL DISTRICT GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2017-18	Projected 2018-19	Proposed 2019-20	Dollar Change
A2280.49	BOCES Services	634,756	605,000	535,000	(70,000)
2280	OCCUPATIONAL EDUCATION	634,756	605,000	535,000	(70,000)
A2330.15	Instructional Salaries	17,520	15,000	15,000	-
A2330.4	Contractual and Other	(906)	8,100	8,100	-
2330	ADULT ENRICHMENT	16,614	23,100	23,100	-
SPECIAL SCHOOLS	TOTAL:	\$ 651,370	\$ 628,100	\$ 558,100	\$ (70,000)

EXPLANATORY NOTES:

Occupational Education: - This area of the budget captures cost for BOCES Career and Technical Programs attended by district HS Students. 2019-20 budget includes spots for 42-44 students (approximately 10 less than prior year).

Adult Enrichment: Pearl River School District has a robust adult enrichment program serving the community. Two sessions, fall and spring, provide the community with courses in healthy lifestyles and exercise, defensive driving, and general interest areas such as arts & crafts, finance, gardening, technology, and more. Each semester, local adults and senior citizens submit an average of over 600 registrations to participate in these courses. In addition, each semester also offers three charter-driven trips to Broadway Shows and other area venues, allowing approximately 150 individuals to enjoy a luncheon and show without the worry of arranging transportation and parking. Pearl River SD residents over the age of 60 are eligible for 'Gold Card' status which offers discounted rates of \$7-\$10 for most courses.

PEARL RIVER SCHOOL DISTRICT GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2017-18	Projected 2018-19	Proposed 2019-20	Dollar Change
A2610.15	Instructional Salaries	\$ 301,440	\$ 310,900	\$ 327,758	\$ 16,858
A2610.16	Non Instructional Salaries	213,388	181,276	97,477	(83,798)
A2610.4	Contractual and Other	3,496	4,599	4,601	2
A2610.45	Materials and Supplies	5,292	7,886	8,750	864
A2610.46	Library Materials	52,448	55,358	14,824	(40,534)
A2610.49	BOCES Services	20,363	31,519	30,000	(1,519)
2610 SCHOOL LIBRARY & AUDIO VISUAL		596,426	591,539	483,410	(108,128)
A2630.15	Instructional Salaries	\$ 92,892	\$ 93,956	\$ 95,551	\$ 1,595
A2630.16	Non Instructional Salaries	125,013	121,674	124,458	2,784
A2630.2	State Aided Computer Hardware	35,270	3,014	10,000	6,986
A2630.4	Contractual and Other	660	4,861	900	(3,961)
A2630.45	Materials and Supplies	44,986	73,207	55,000	(18,207)
A2630.46	State Aided Computer Software	15,139	22,425	19,500	(2,925)
A2630.49	BOCES Services	1,153,028	1,120,000	1,280,152	160,152
2630 COMPUTER ASSISTED INSTRUCTION		1,466,988	1,439,137	1,585,561	146,424
INSTRUCTIONAL MEDIA TOTAL:		\$ 2,063,414	\$ 2,030,676	\$ 2,068,972	\$ 38,296

EXPLANATORY NOTES:

School Library and Audio Visual: The media centers throughout the district provide resources to enhance and enrich the curriculum and instruction throughout our schools. They also provide human resources, as well as books, media, materials, and equipment. Overall, the library multimedia services contribute to the educational program in a number of ways including, but not limited, to the following: supporting and expanding learning and instruction, using media resources in all areas of the curriculum, and instructing students and assisting staff in the use of media for their respective needs. Reductions for the 2019-20 School Year include the reduction of the MS Library Clerk position and reduction from 1.0 to 0.5 FTE for Elementary School Library Clerk positions.

Instructional Media: The Long-Range Plan for Technology provides computer technology for all students, teachers, and staff through a local/wide area network to enhance teaching and learning, productivity, collaboration and communication. All classrooms are equipped with classroom computer clusters, Internet access and instructional software. Whiteboard technology, presentation systems and peripheral are also available in many classrooms and school libraries for student and teacher use.

PEARL RIVER SCHOOL DISTRICT

GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2017-18	Projected 2018-19	Proposed 2019-20	Dollar Change
A2805.16	Non Instructional Salaries	\$ 17,050	\$ 26,138	\$ 27,445	\$ 1,307
2805 ATTENDANCE		17,050	26,138	27,445	1,307
A2810.15	Instructional Salaries	\$ 801,734	\$ 823,172	\$ 863,235	\$ 40,063
A2810.16	Non Instructional Salaries	68,586	70,488	74,601	4,113
A2810.4	Contractual and Other	20,636	40,745	40,150	(595)
A2810.45	Materials and Supplies	700	2,305	2,000	(305)
2810 GUIDANCE		891,656	936,710	979,986	43,276
A2815.16	Non Instructional Salaries	\$ 449,909	\$ 440,828	\$ 474,220	\$ 33,392
A2815.4	Contractual and Other	72,896	67,650	67,200	(450)
A2815.45	Materials and Supplies	8,233	6,850	6,500	(350)
2815 HEALTH SERVICES		531,038	515,328	547,920	32,592
A2820.15	Instructional Salaries	\$ 469,490	\$ 423,484	\$ 436,024	\$ 12,540
2820 PSYCHOLOGICAL SERVICES		469,490	423,484	436,024	12,540
A2850.1	Instructional Salaries	\$ 5,850	\$ 6,000	\$ 6,000	\$ -
A2850.4	Contractual and Other	3,740	800	1,732	932
2850 CO-CURRICULAR ACTIVITIES		9,590	6,800	7,732	932
A2855.15	Instructional Salaries	\$ 168,828	\$ 233,090	\$ 154,180	\$ (78,910)
A2855.13	Coach Stipends	566,093	573,785	567,785	(6,000)
A2855.16	Non Instructional Salaries	127,911	134,119	136,776	2,658
A2855.2	Equipment	8,731	20,000	20,000	-
A2855.4	Contractual and Other	117,953	139,308	139,308	-
A2855.45	Materials and Supplies	55,398	40,422	40,422	-
A2855.49	BOCES Services	130,239	105,000	110,000	5,000
2855 INTERSCHOLASTIC ATHLETICS		1,175,151	1,245,724	1,168,472	(77,252)
PUPIL SERVICES	TOTAL:	\$ 3,093,975	\$ 3,154,184	\$ 3,167,579	\$ 13,395

PEARL RIVER SCHOOL DISTRICT

GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2017-18	Projected 2018-19	Proposed 2019-20	Dollar Change
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EXPLANATORY NOTES:

Attendance School: Daily attendance and period-by period attendance information is collected at the middle and high schools. Teachers collect student attendance each period for entry to our student information system, ESchool. The high school attendance clerk follows up with late notices, absent notes, and notification of cut classes. This information is given to the Administration for follow-up. This is done to assure adherence to attendance requirements set forth by NYSED.

Guidance: Counseling services begin at the middle school and continue through high school. Students receive counseling on both academic and social/emotional issues. School counselors work with students both individually and in groups and attend weekly meeting with academic teachers. Counselors act as a resource on the Response to Intervention (RTI) Team and on the Committee on Special Education (CSE). Counselors conduct evening workshops with parents and students on a myriad of issues, including scheduling, college planning, financial aid, college admissions for student athletes and transition planning. Transition strategies for students are developed and implemented by counselors for students who are moving into different schools or out to college and careers. The counselors participate in various workshops and professional development. Counselors are an integral part of the character education program in the district. In summary, counselors support students by serving as liaisons to parents, teachers and administrators to best serve the interest of the student.

Health Services: The department provides care to those students and staff who are injured or become ill, manages chronic medical conditions, including the administration of medications, maintains State mandated student health and immunization records. Additionally, the nurses at the middle and high schools mandate the medical requirements for athletic participation. The district provides nurses in all district schools and the private school in Pearl River, as mandated by Education Law. In addition, the District is required to pay for Health Services to other Districts for resident students attending their schools.

Psychological Services: provide a wide variety of services to all students. They identify student learning and socialization difficulties, collaborate with teachers in identifying effective instructional and behavioral interventions, and assist parents in supporting the efforts of their children.

Interscholastic Sports: Interscholastic sports for boys and girls are part of the educational program of the Pearl River School District. They supplement the work of the physical education program and that of the intramural program. They are intended to provide an outlet for the energies of those students whose physical development and interests steer them toward more strenuous sports and who benefit physically, socially, emotionally, and mentally by participating in such sports. They also provide life learning lessons that carry over into later years. The activities promote pride and tradition and impart knowledge of good habits, health, and safety. It offers the athlete an awareness of competition. The program nurtures strong school and community bonds. The Pearl River High School athletic program is highly competitive on the league and sectional levels, and our teams have a reputation for sportsmanship having earned the NYSPHAA scholar athlete team award numerous times. Stipends include funds for intramurals, announcers, timekeepers, scorekeeper, and chaperones. 2018-19 salaries were higher because it includes Former and Interim Athletic Directors' salaries. 2019-20 projected to have one new Athletic Director. In addition, 2019-20 shows a reduction in coach stipends of \$40K.

PEARL RIVER SCHOOL DISTRICT GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2017-18	Projected 2018-19	Proposed 2019-20	Dollar Change
A5510.16	Non Instructional Salaries	\$ 151,517	\$ 156,258	\$ 153,203	\$ (3,055)
A5510.4	Contractual and Other	13,845	24,254	25,428	1,174
A5540.4	Contract Transportation	2,578,813	2,720,818	2,815,234	94,416
A5581.49	BOCES Services	391,284	472,193	495,803	23,610
55XX PUPIL TRANSPORTATION		3,135,459	3,373,523	3,489,667	116,145
PUPIL TRANSPORTATION		\$ 3,135,459	\$ 3,373,523	\$ 3,489,667	\$ 116,145
TOTAL:		\$ 3,135,459	\$ 3,373,523	\$ 3,489,667	\$ 116,145

EXPLANATORY NOTES:

Transportation Office: The Transportation office includes the manager and one bus driver. The manager is responsible for overseeing district operations to assure that all of our students receive the safest possible transportation, offering a readily accessible means for transportation problems to be resolved, and ensuring compliance with NYSED, DMV, DOT regulations.

Contract Transportation: The Pearl River School District provides transportation through a contract bus company to all students in Kindergarten through fifth grade who reside more than one-half mile from their school and in sixth through eighth grade who reside more than one mile from their school. All special education and disabled students are provided transportation as required by their Individual Education Plan, as are students who attend BOCES Occupational Education programs. In accordance with state law, students who attend private and parochial schools located within Pearl River are transported according to Pearl River School District mileage requirements.

PEARL RIVER SCHOOL DISTRICT GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2017-18	Projected 2018-19	Proposed 2019-20	Dollar Change
A9010.8	State Retirement	\$ 789,482	\$ 917,094	\$ 877,236	\$ (39,858)
A9020.8	Teachers' Retirement	2,707,327	3,001,688	2,581,556	(420,131)
A9030.8	Social Security	2,447,225	2,633,090	2,653,970	20,881
A9040.8	Workers' Compensation	233,204	248,625	264,904	16,279
A9045.8	Life Insurance	5,786	9,000	9,000	-
A9050.8	Unemployment Insurance	4,183	10,000	10,000	-
A9055.8	Disability Insurance	3,000	3,000	3,000	-
A9060.8	Health Insurance	7,476,267	7,694,209	8,028,882	334,672
A9065.8	Dental Insurance	431,439	520,000	539,000	19,000
A9070.8	Union Welfare Benefits	37,960	38,840	42,000	3,160
A9089.8	Other Benefits	5,572	6,720	6,720	-
EMPLOYEE BENEFITS TOTAL:		\$ 14,141,445	\$ 15,082,266	\$ 15,016,268	\$ (65,998)

EXPLANATORY NOTES:

Employees' Retirement (ERS): The contribution to the New York State Employees' Retirement System is based on wages paid to non-certificated staff of the District. The average contribution rate for 2018-19 is 14.9% and the average contribution for 2019-20 is 14.6%, a 0.3% decrease in contribution rates.

Teachers' Retirement (TRS): The District's contribution to the New York State Teachers' Retirement System is based on wages paid to instructional/certificated personnel. The contribution level is determined annually by the Teachers' Retirement System. The District pays its contribution based on the current year's salaries. For 2018-19, the contribution rate was 10.62%. For 2019-20, the contribution rate is estimated to be 8.86%, which represents a 1.76% decrease.

Social Security/Medicare: A payroll tax in the form of a contribution shared by the employer and the employee is 7.65% on projected salaries.

Workers' Compensation: The district participates in the self-funded Rockland County Schools Cooperative Worker's Compensation Plan. The Plan provides coverage for the liability imposed upon the District for an actual injury sustained by an employee engaged in the work of the employer. Premiums for 2019-20 are based on factors determined in an actuarial study which includes: the District's loss experience, the group's loss experience, payroll, and benefit costs.

Life Insurance/Disability: This includes premium payments for insurance policies for certain staff based on contractual agreements.

Unemployment Insurance: This is an estimate based on the current year's expense.

Health Insurance: This includes coverage provided by the District for hospital and medical insurance, on an individual or family basis, in accordance with contractual agreements with employees and retirees at the time of retirement. For the 2019 calendar year, premiums only increased 1.5%. Based on an average of previous years, we are estimating the 2020 premium increase at 8.0%.

Dental Insurance: The District is self-insured and has a plan administrator. Estimate is based on trend analysis of utilization of the plan.

PEARL RIVER SCHOOL DISTRICT GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2017-18	Projected 2018-19	Proposed 2019-20	Dollar Change
A9711.6	Serial Bond Principal	\$ 1,565,000	\$ 1,630,000	\$ 1,935,000	\$ 305,000
A9711.7	Serial Bond Interest	306,119	234,269	180,269	(54,000)
9711	SERIAL BOND DEBT PAYMENTS	1,871,119	1,864,269	2,115,269	251,000
A9731.6	Bond Anticipation Note Principal	\$ 100,000	\$ 65,000	\$ -	\$ (65,000)
A9731.7	Bond Anticipation Note Interest	61,250	90,100	191,000	100,900
9731	BOND ANTICIPATION NOTE DEBT PAYMENTS	161,250	155,100	191,000	35,900
A9745.6	Energy Performance Contract Principal	\$ 266,833	\$ 275,887	\$ 285,249	\$ 9,362
A9745.7	Energy Performance Contract Interest	96,475	87,421	78,059	(9,362)
9745	ENERGY PERFORMANCE CONTRACT DEBT PAYMENTS	363,309	363,308	363,308	(0)
DEBT SERVICE	TOTAL:	\$ 2,395,677	\$ 2,382,677	\$ 2,669,577	\$ 286,900

EXPLANATORY NOTES:

Serial Bond School Construction Principal and Interest payments: This item represents the payments due on Serial Bonds issued by the District.

Bond Anticipation Notes Principal and Interest payments: For the 2018-19 School Year this includes payments due on a \$3.4 million BAN on the West Crooked Hill Road Property and a \$10 million Capital Construction BAN.

Energy Performance Capital Lease Principal and Interest payments: This represents the payments due on a 30 year lease Energy Performance Contract, as authorized by New York State Education Department.

PEARL RIVER SCHOOL DISTRICT
GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2017-18	Projected 2018-19	Proposed 2019-20	Dollar Change
A9901.95	Transfer to Special Aid Fund	\$ 107,329	\$ 105,000	\$ 115,000	\$ 10,000
A9950.9	Transfer to Capital Fund	400,000	-	-	-
TRANSFERS		\$ 507,329	\$ 105,000	\$ 115,000	\$ 10,000
UNDISTRIBUTED		\$ 17,044,452	\$ 17,569,943	\$ 17,800,845	\$ 230,902
GENERAL FUND APPROPRIATIONS		\$ 66,916,278	\$ 68,837,270	\$ 69,240,850	\$ 403,580

Salary: Administrative Compensation Information
500308 - PEARL RIVER UFSD
2018-2019 - Page 1
Official - as of 04/23/2019 12:46 PM
Form Due May 13, 2019
2019-2020 Salary Threshold =
\$138,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2019-2020.

If you will be sharing a Superintendent, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to EMSCMGTS@nysed.gov indicating the title of the staff persons(s) as well as the other district(s) involved in the cost-sharing.

*The salaries, benefits and other compensation reported in the form should reflect only the financial support or commitment that your district will be making. They should **not** reflect the total amounts budgeted to be paid by all participating districts over the school year.*

Report Estimated Salaries in the Budget for the 2019-2020 School Year

Sections 1608 and 1716 of the Education Law
(Please read the instructions and definitions before completing this form.)

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	264,620	45,756	8,500

Please list the district or districts with which you will be sharing a superintendent (if applicable):

Associate, Assistant and Deputy Superintendents

(Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)

2.	ASSISTANT SUPERINTENDENT FOR BUSINESS	170,000	52,874	1,180
3.	ASSISTANT SUPERINTENDENT FOR CURRICULUM	188,700	56,179	3,680
4.	ASSISTANT SUPERINTENDENT FOR HR & COMM	196,350	57,261	1,180
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Salary: Administrative Compensation Information
500308 - PEARL RIVER UFSD

2018-2019 - Page 2
Official - as of 04/23/2019 12:46 PM

Title	Salary	Employee Benefits	Other Remuneration
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68.			
69.			
70.			

Salary: Administrative Compensation Information
500308 - PEARL RIVER UFSD

2018-2019 Claim Year - Page 3
Official - as of 04/23/2019 12:46 PM

Other Supervisory and Administrative Employees Scheduled to Receive \$138,000 or More in Salary

71.	SECONDARY PRINCIPAL	211,974
72.	SECONDARY PRINCIPAL	174,214
73.	ELEMENTARY PRINCIPAL	187,335
74.	ELEMENTARY PRINCIPAL	175,606
75.	ELEMENTARY PRINCIPAL	150,971
76.	ASSISTANT PRINCIPAL	157,281
77.	ASSISTANT PRINCIPAL	149,278
78.	ASSISTANT PRINCIPAL	146,028
79.	DIRECTOR OF SPECIAL EDUCATION	206,096
80.	DIRECTOR OF ATHLETICS	154,180
81.		
82.		

PEARL RIVER SCHOOL DISTRICT
2019-20 PROPOSED BUDGET
ADMINISTRATIVE - PROGRAM - CAPITAL COMPONENTS

FUNCTION		PROPOSED BUDGET	2019-20 PROPOSED BUDGET		
			CATEGORY		
DESCRIPTION	CODE		ADMINISTRATION	PROGRAM	CAPITAL
Board of Education	1010	\$ 36,800	\$ 36,800		
District Clerk	1040	10,000	10,000		
District Meeting	1060	11,500	11,500		
Chief School Administrator	1240	273,332	273,332		
Business Administration	1310	575,220	575,220		
Auditing	1320	70,000	70,000		
Treasurer	1325	10,455	10,455		
Fiscal Agent	1980	10,000	10,000		
Legal Services	1420	100,000	100,000		
Personnel	1430	379,999	379,999		
Public Information	1480	17,085	17,085		
Operation of Plant	1620	2,856,859			2,856,859
Maintenance of Plant	1621	1,613,059			1,613,059
Central Data Processing	1680	45,000	45,000		
Unallocated Insurance	1910	244,806	19,695	202,975	22,136
The Pines Apartments	1930	70,000			70,000
Assessments on School Property	1950	69,693			69,693
Refunds of Real Property Taxes	1930	30,000			30,000
BOCES Administrative Charges	1981	260,078	260,078		
BOCES Capital Charges	1983	82,929	82,929		
Curriculum Dev. & Supervision	2010	295,856	295,856		
Supervision - Regular School	2020	1,912,298	1,912,298		
Staff Development	2070	37,500	37,500		
Teaching - Regular School	2110	22,442,673		22,442,673	
Special Education	2250	10,700,544		10,700,544	
Occupational Education	2280	535,000		535,000	
Adult Enrichment	2330	23,100		23,100	
School Library & Audio Visual	2610	483,410		483,410	
Computer Assisted Instruction	2630	1,585,561		1,585,561	
Attendance	2805	27,445		27,445	
Guidance	2810	979,986		979,986	
Health Services	2815	547,920		547,920	
Psychological Services	2820	436,024		436,024	
Co-Curricular Activities	2850	7,732		7,732	
Interscholastic Athletics	2855	1,168,472		1,168,472	
Transportation	55X0	3,489,667		3,489,667	
Employee Benefits	9000	15,016,268	1,208,101	12,450,354	1,357,813
Debt Service	9700	2,669,577			2,669,577
Interfund Transfers	9901	115,000		115,000	
Totals		\$ 69,240,850	\$ 5,355,847	\$ 55,195,865	\$ 8,689,137
Percent of Total		100.00%	7.74%	79.72%	12.55%

Administrative Ratio for 2019-20 Proposed Budget:

Administrative	\$ 5,355,847	=	8.85%
Administrative + Program	\$ 60,551,712		

The law requires school districts to prepare the annual budget in three components: administrative, program and capital. In a contingent budget, the administrative component must not exceed the lesser of the percent of the administrative component comprised in the prior year's budget (exclusive of the capital component) or the percent the administrative component in the last defeated budget (exclusive of the capital component).

Property Tax Report Card
500308 - PEARL RIVER UFSD

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Official - as of 04/18/2019 01:54 PM

****Please use Chrome or Firefox browsers when entering the Business Portal to complete the PTRC. Internet Explorer is NOT recommended.****

Note: Some data elements of the Property Tax Report Card have been revised or renamed to more closely follow the Property Tax Cap calculations districts complete on the Office of the State Comptroller website. Please see the Help text above for definitions. Additional guidance on the Property Tax Levy Limit is available on the Office of Educational Management Services website:

<http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2019-20 Budget Notice to: emscmgt@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Form Due - April 29, 2019

Form Preparer Name:
 Preparer's Telephone Number:

ANN MARIE TROMER
 845-620-3999

Shaded Fields Will Calculate	Budgeted 2018-19 (A)	Proposed Budget 2019-20 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	68,078,176	69,240,850	1.71 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	55,374,009	56,215,715	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	55,374,009	56,215,715	1.52 %
F. Permissible Exclusions to the School Tax Levy Limit	0	0	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	55,374,009	56,215,715	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	55,374,009	56,215,715	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	0	0	
Public School Enrollment	2,388	2,372	-0.67 %
Consumer Price Index			2.44 %

¹ Include any prior year reserve for excess tax levy, including interest.

² Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

³ For 2019-20, includes any carryover from 2018-19 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

Actual 2018-19 Estimated 2019-20
(D) (E)

Adjusted Restricted Fund Balance	6,549,547	6,211,979
Assigned Appropriated Fund Balance	451,290	86,038
Adjusted Unrestricted Fund Balance	1,313,966	1,123,351
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	1.93 %	1.62 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/19 Actual Balance	6/30/19 Estimated Ending Balance	Intended Use of the Reserve in the 2019-20 School Year (Limit 200 Characters)**
--------------	--------------	-----------------------	---------------------------	--	---

Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital	CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	2,812,227	2,812,227	Plan to use 2020-21
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation		For self-insured Workers Compensation and benefits.			
Unemployment Insurance		For reimbursement to the State Unemployment Insurance Fund.			
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service	DEBT SERVICE	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	14,136	14,136	No plans at this time
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			
Tax Certiorari	TAX CERT RESERVE	For tax certiorari settlements.	1,677,564	1,677,564	No plans at this time
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			

Employee Benefit Accrued Liability	EBLAR RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	<input type="text" value="635,934"/>	<input type="text" value="555,934"/>	Retirement Payouts
Retirement Contribution	RETIREMENT CONTR RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	<input type="text" value="1,152,118"/>	<input type="text" value="1,152,118"/>	No Plans at this time
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.	<input type="text"/>	<input type="text"/>	
Single Other Reserve + (add)			<input type="text"/>	<input type="text"/>	

* **NYSED Reserve Guidance:**

http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve_funds.pdf

OSC Reserve Guidance:

<http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservefunds>

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2019-20.
Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save	Reset	Save & Ready
------	-------	--------------

Equalized Total Assessed Value 2,880,370,088

School District - 392408 Pearl River Union

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	6	489,450	0.02
13500	TOWN - GENERALLY	RPTL 406(1)	44	46,131,324	1.60
13800	SCHOOL DISTRICT	RPTL 408	9	66,872,527	2.32
14110	USA - SPECIFIED USES	STATE L 54	1	772,088	0.03
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	237,802	0.01
19950	MUNICIPAL RAILROAD	RPTL 456	1	694,505	0.02
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	4	2,399,340	0.08
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	22	35,405,043	1.23
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	14	40,887,472	1.42
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	372,967	0.01
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	2	823,077	0.03
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	4,572,747	0.16
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	7	28,423,078	0.99
26100	VETERANS ORGANIZATION	RPTL 452	3	2,256,704	0.08
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	3,645,934	0.13
27200	RAILROAD - WHOLLY EXEMPT	RPTL 489-d&dd	1	1,516,484	0.05
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	4	187,253	0.01
28120	NOT-FOR-PROFIT HOUSING CO	RPTL 422	1	627,473	0.02
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	280	3,360,000	0.12
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	1	20,000	0.00
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	235	4,700,000	0.16
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	54	2,013,089	0.07
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	45,846	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	97	15,372,652	0.53
41834	ENHANCED STAR	RPTL 425	665	93,580,268	3.25
41854	BASIC STAR 1999-2000	RPTL 425	2,934	186,549,588	6.48
41900	PHYSICALLY DISABLED	RPTL 459	2	124,286	0.00
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	394,066	0.01
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	2	88,646	0.00
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	3	1,463,769	0.05
47614	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	3	18,781,978	0.65

Equalized Total Assessed Value 2,880,370,088

School District - 392408 Pearl River Union

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	3	1,307,253	0.05
Total Exemptions Exclusive of System Exemptions:			4,404	562,809,456	19.54
Total System Exemptions:			3	1,307,253	0.05
Totals:			4,407	564,116,709	19.58

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

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

The New York State School Report Card

Fiscal Accountability Supplement

for

PEARL RIVER UFSD

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

2016-2017 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$35,797,288	\$13,821,317
	Pupils	2,461	340
	Expenditures Per Pupil	\$14,546	\$40,651
Similar District Group	Instructional Expenditures	\$5,546,093,857	\$2,132,428,823
	Pupils	370,408	52,314
	Expenditures Per Pupil	\$14,973	\$40,762
Total of All School Districts in NY State	Instructional Expenditures	\$33,589,192,945	\$15,340,293,380
	Pupils	2,646,512	467,779
	Expenditures Per Pupil	\$12,692	\$32,794
Similar District Group Description: Low Need/Resource Capacity			

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

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

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

The pupil count for Special Education is a count of K-12 students with disabilities for the 2016-17 school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements and out-of-state placements are included.

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

2016-2017 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Total Expenditures Per Pupil	\$26,115	\$27,482	\$24,712

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

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

The New York State School Report Card

Information about Students with Disabilities

for

PEARL RIVER UFSD

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

Student Counts as of October 4, 2017	This School District		Similar District Group	Total of All School Districts in NY State
Student Placement -- Percent of Time Inside Regular Classroom	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
80% or more	212	62.17%	62.00%	58.68%
40% to 79%	35	10.26%	18.04%	11.47%
Less than 40%	55	16.13%	11.19%	19.09%
Separate Settings	34	9.97%	5.11%	5.34%
Other Settings	5	1.47%	3.66%	5.42%

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on October 4, 2017. The percentages represent the amount of time students with disabilities are in general-education classrooms, regardless of the amount and cost of special education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

School-age Students with Disabilities Classification Rate

2017-18 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	12.78%	12.53%	15.26%

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

Similar District Group Description: Low Need/Resource Capacity
--

PEARL RIVER UFSD GRADES 3-8 ELA ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

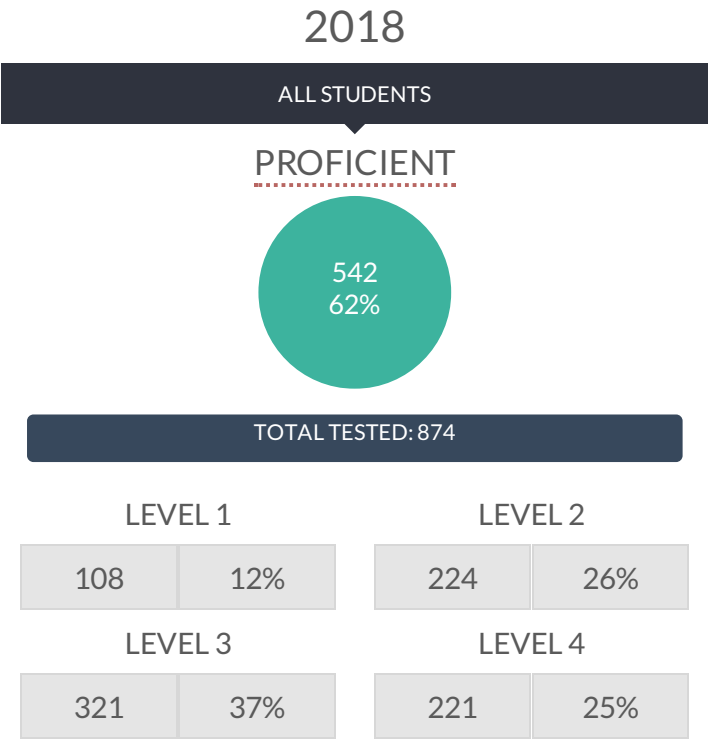
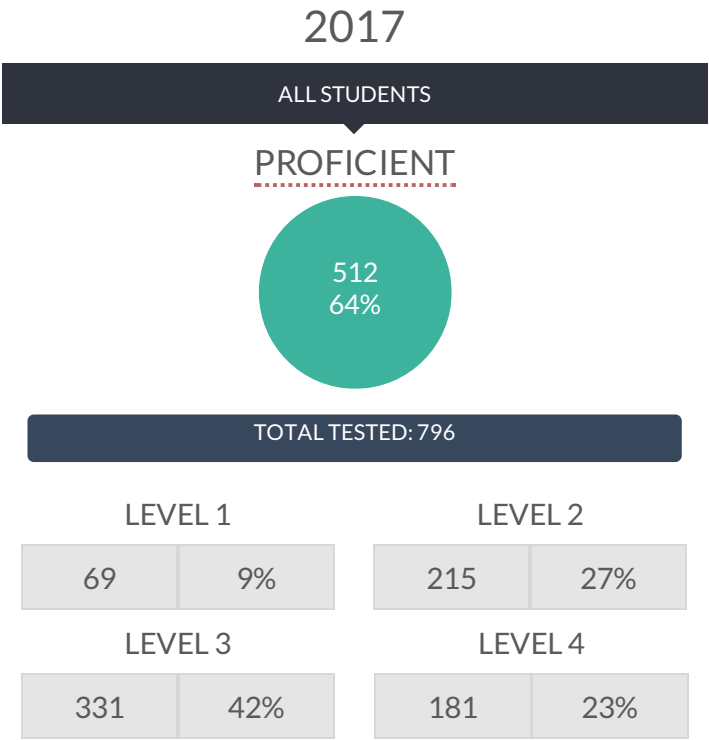
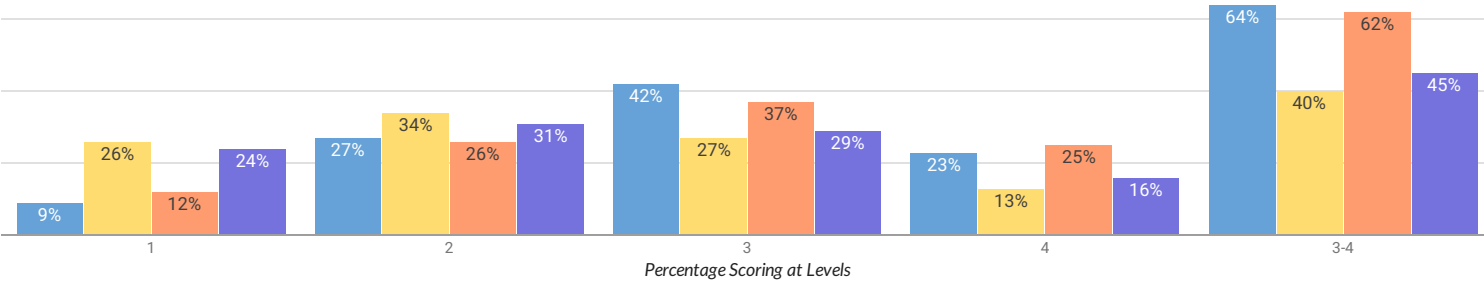
Data available on this site are based on those reported by schools and districts to the State as of August 22, 2018 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

For more information and additional files, please view the [NYSED press release](#)

Due to the State's new two-session test design and performance standards, the 2018 Grades 3-8 ELA and math results cannot be compared with prior-year results. The new baseline established this year will enable comparisons with student scores in 2019 and 2020

[Assessment Data - Glossary of Terms](#) | [Assessment Data - Business Rules](#)

PEARL RIVER UFSD (2017) NY STATE (2017) PEARL RIVER UFSD (2018) NY STATE (2018)



BY GENDER

FEMALE

PROFICIENT

278
70%

TOTAL TESTED: 395

LEVEL 1

21

5%

LEVEL 2

96

24%

LEVEL 3

161

41%

LEVEL 4

117

30%

MALE

PROFICIENT

234
58%

TOTAL TESTED: 401

LEVEL 1

48

12%

LEVEL 2

119

30%

LEVEL 3

170

42%

LEVEL 4

64

16%

FEMALE

PROFICIENT

295
71%

TOTAL TESTED: 414

LEVEL 1

29

7%

LEVEL 2

90

22%

LEVEL 3

152

37%

LEVEL 4

143

35%

MALE

PROFICIENT

247
54%

TOTAL TESTED: 460

LEVEL 1

79

17%

LEVEL 2

134

29%

LEVEL 3

169

37%

LEVEL 4

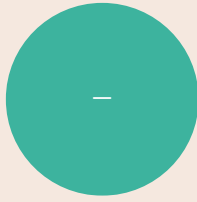
78

17%

BY ETHNICITY

MULTIRACIAL

PROFICIENT



TOTAL TESTED: —

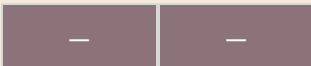
LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 0

LEVEL 1



LEVEL 2



LEVEL 3

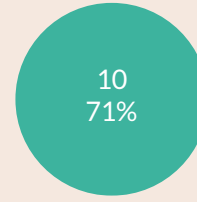


LEVEL 4



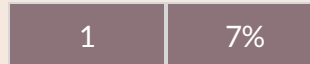
MULTIRACIAL

PROFICIENT



TOTAL TESTED: 14

LEVEL 1



LEVEL 2



LEVEL 3

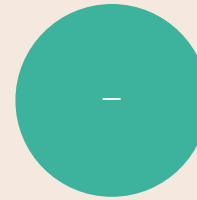


LEVEL 4



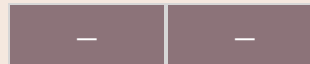
AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

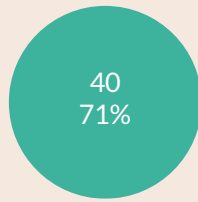


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 56

LEVEL 1



LEVEL 2



LEVEL 3

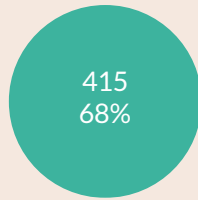


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 607

LEVEL 1



LEVEL 2



LEVEL 3

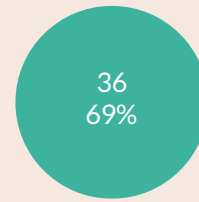


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 52

LEVEL 1



LEVEL 2



LEVEL 3

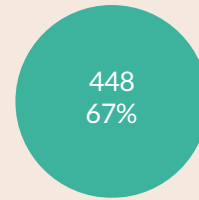


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 671

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

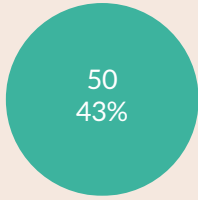


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 117

LEVEL 1



LEVEL 2



LEVEL 3

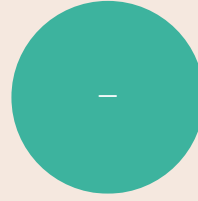


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

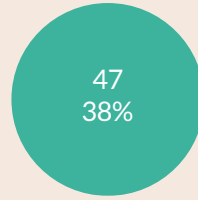


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 123

LEVEL 1



LEVEL 2



LEVEL 3



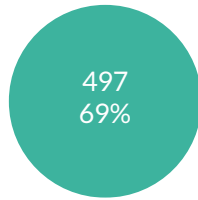
LEVEL 4



OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 716

LEVEL 1

36	5%
----	----

LEVEL 2

183	26%
-----	-----

LEVEL 3

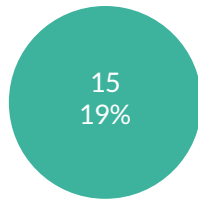
318	44%
-----	-----

LEVEL 4

179	25%
-----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 80

LEVEL 1

33	41%
----	-----

LEVEL 2

32	40%
----	-----

LEVEL 3

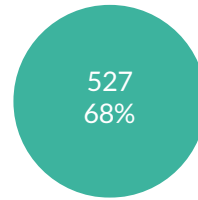
13	16%
----	-----

LEVEL 4

2	3%
---	----

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 776

LEVEL 1

54	7%
----	----

LEVEL 2

195	25%
-----	-----

LEVEL 3

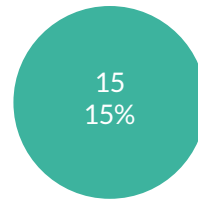
307	40%
-----	-----

LEVEL 4

220	28%
-----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 98

LEVEL 1

54	55%
----	-----

LEVEL 2

29	30%
----	-----

LEVEL 3

14	14%
----	-----

LEVEL 4

1	1%
---	----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 784

LEVEL 1



LEVEL 2



LEVEL 3

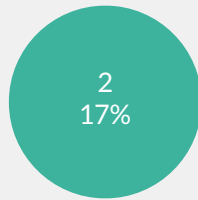


LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 12

LEVEL 1



LEVEL 2



LEVEL 3

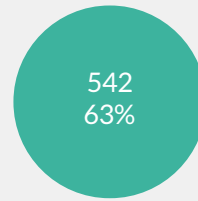


LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 854

LEVEL 1



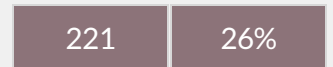
LEVEL 2



LEVEL 3

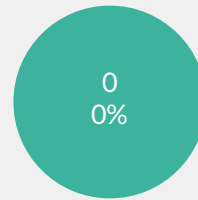


LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT

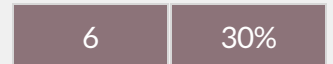


TOTAL TESTED: 20

LEVEL 1



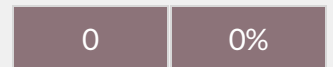
LEVEL 2



LEVEL 3

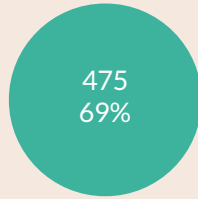


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 688

LEVEL 1

44	6%
----	----

LEVEL 2

169	25%
-----	-----

LEVEL 3

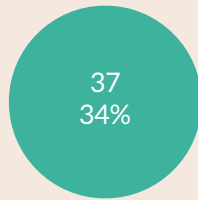
303	44%
-----	-----

LEVEL 4

172	25%
-----	-----

ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 108

LEVEL 1

25	23%
----	-----

LEVEL 2

46	43%
----	-----

LEVEL 3

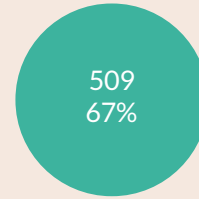
28	26%
----	-----

LEVEL 4

9	8%
---	----

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 758

LEVEL 1

74	10%
----	-----

LEVEL 2

175	23%
-----	-----

LEVEL 3

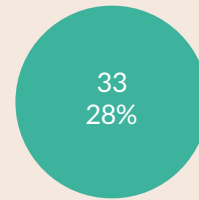
304	40%
-----	-----

LEVEL 4

205	27%
-----	-----

ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 116

LEVEL 1

34	29%
----	-----

LEVEL 2

49	42%
----	-----

LEVEL 3

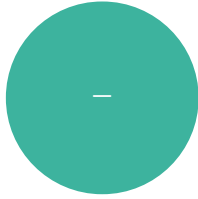
17	15%
----	-----

LEVEL 4

16	14%
----	-----

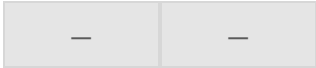
NOT MIGRANT

PROFICIENT

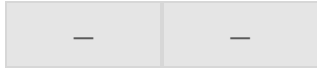


TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

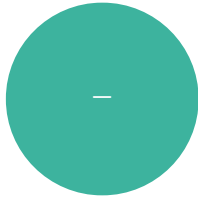


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

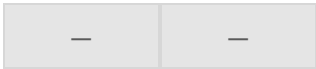
LEVEL 1



LEVEL 2



LEVEL 3

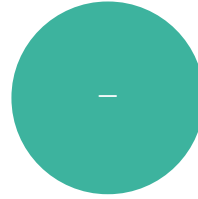


LEVEL 4



NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

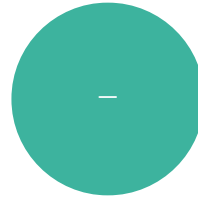


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



PEARL RIVER UFSD GRADES 3-8 MATHEMATICS ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

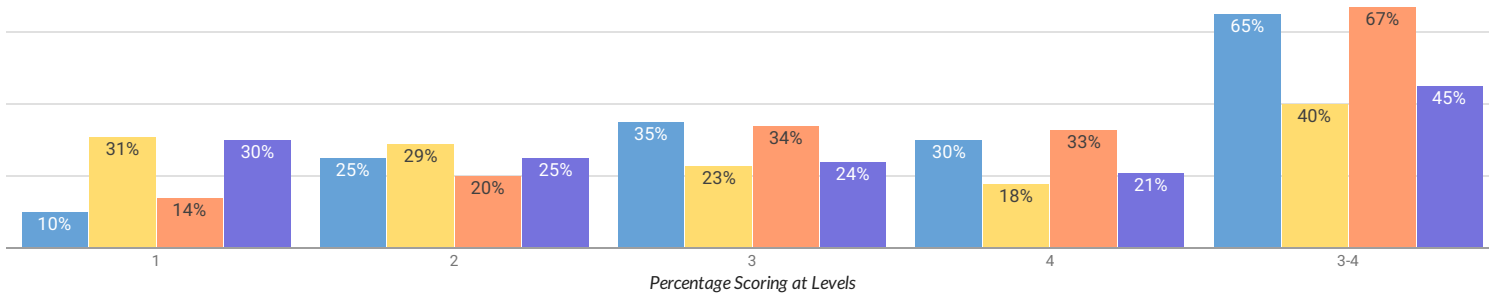
Data available on this site are based on those reported by schools and districts to the State as of August 22, 2018 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

For more information and additional files, please view the [NYSED press release](#)

Due to the State's new two-session test design and performance standards, the 2018 Grades 3-8 ELA and math results cannot be compared with prior-year results. The new baseline established this year will enable comparisons with student scores in 2019 and 2020

[Assessment Data - Glossary of Terms](#) | [Assessment Data - Business Rules](#)

PEARL RIVER UFSD (2017) NY STATE (2017) PEARL RIVER UFSD (2018) NY STATE (2018)



2017

ALL STUDENTS

PROFICIENT

468
65%

TOTAL TESTED: 716

LEVEL 1

69 10%

LEVEL 2

179 25%

LEVEL 3

251 35%

LEVEL 4

217 30%

2018

ALL STUDENTS

PROFICIENT

543
67%

TOTAL TESTED: 812

LEVEL 1

110 14%

LEVEL 2

159 20%

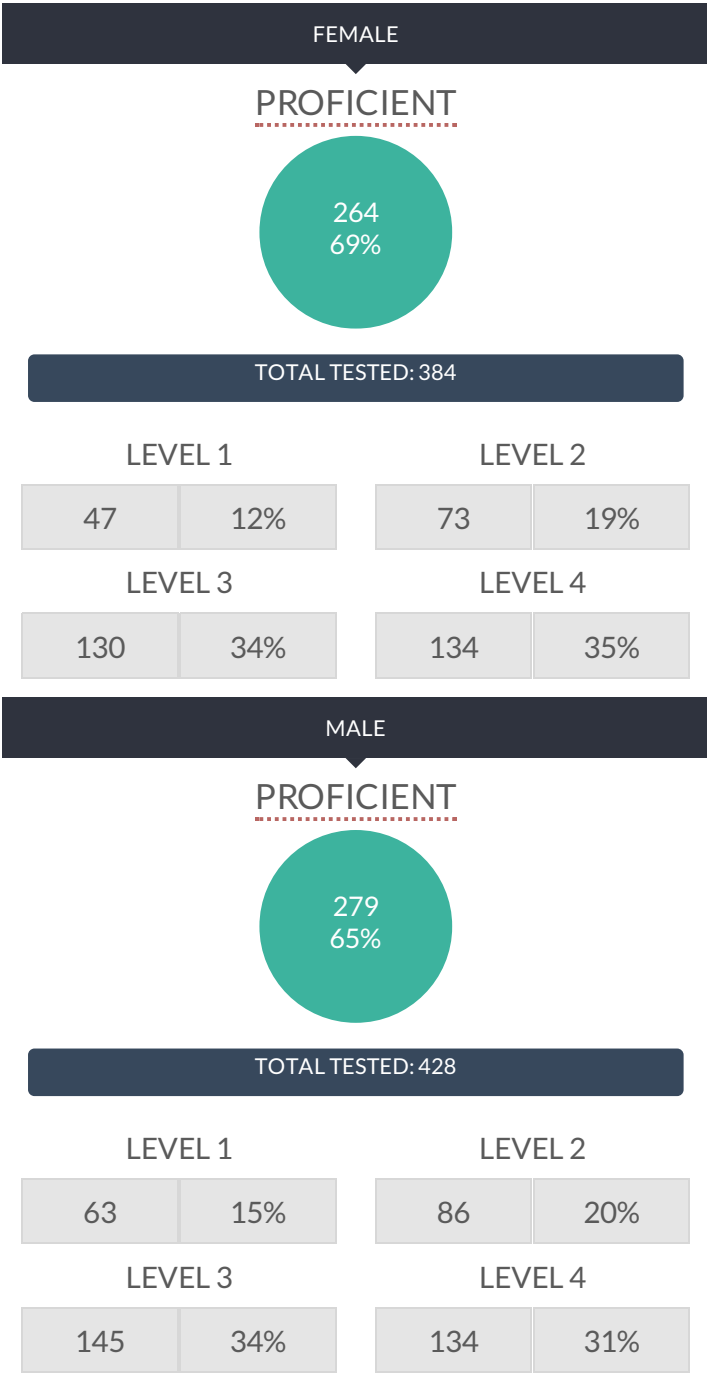
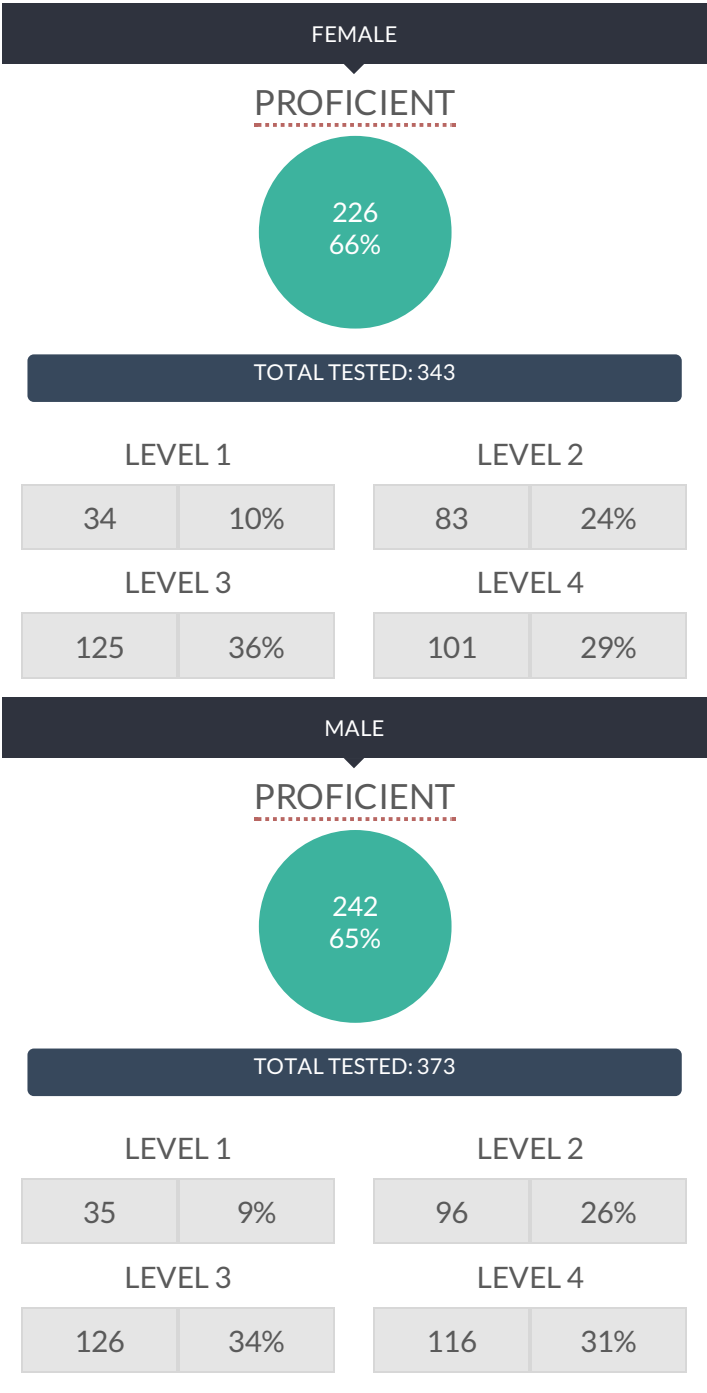
LEVEL 3

275 34%

LEVEL 4

268 33%

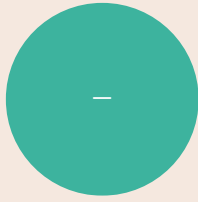
BY GENDER



BY ETHNICITY

MULTIRACIAL

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

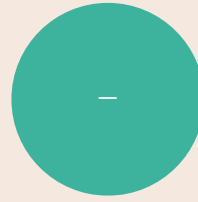


LEVEL 4



MULTIRACIAL

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

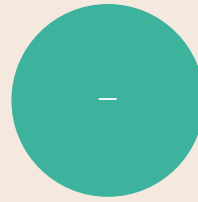


LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

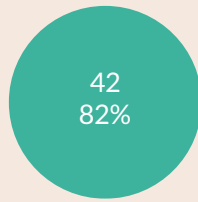


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 51

LEVEL 1



LEVEL 2



LEVEL 3

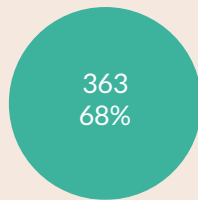


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 536

LEVEL 1



LEVEL 2



LEVEL 3

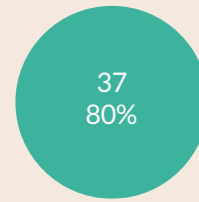


LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 46

LEVEL 1



LEVEL 2



LEVEL 3

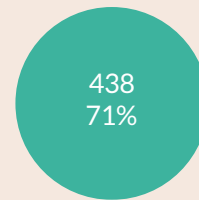


LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 620

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

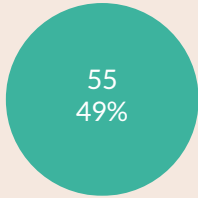


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 112

LEVEL 1



LEVEL 2



LEVEL 3

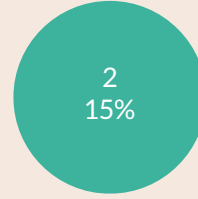


LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 13

LEVEL 1



LEVEL 2



LEVEL 3

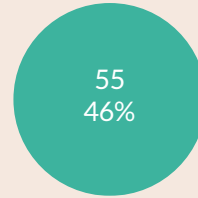


LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 120

LEVEL 1



LEVEL 2



LEVEL 3



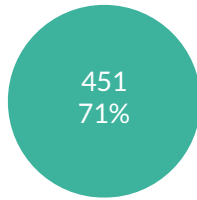
LEVEL 4



OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 637

LEVEL 1

34	5%
----	----

LEVEL 2

152	24%
-----	-----

LEVEL 3

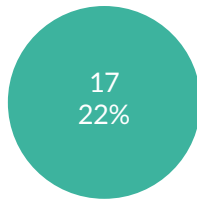
238	37%
-----	-----

LEVEL 4

213	33%
-----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 79

LEVEL 1

35	44%
----	-----

LEVEL 2

27	34%
----	-----

LEVEL 3

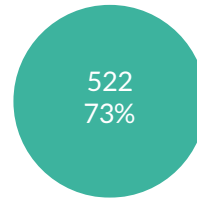
13	16%
----	-----

LEVEL 4

4	5%
---	----

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 716

LEVEL 1

57	8%
----	----

LEVEL 2

137	19%
-----	-----

LEVEL 3

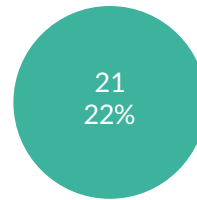
260	36%
-----	-----

LEVEL 4

262	37%
-----	-----

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 96

LEVEL 1

53	55%
----	-----

LEVEL 2

22	23%
----	-----

LEVEL 3

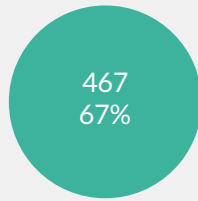
15	16%
----	-----

LEVEL 4

6	6%
---	----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 701

LEVEL 1



LEVEL 2



LEVEL 3

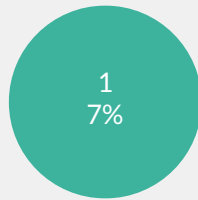


LEVEL 4



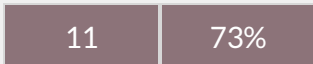
ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 15

LEVEL 1



LEVEL 2



LEVEL 3

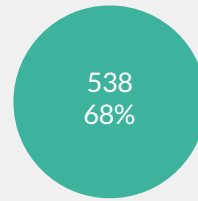


LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 792

LEVEL 1



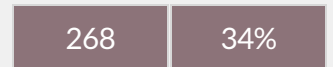
LEVEL 2



LEVEL 3

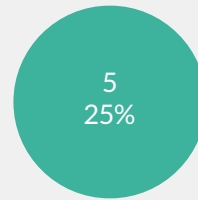


LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 20

LEVEL 1



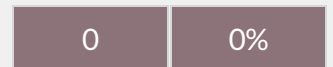
LEVEL 2



LEVEL 3

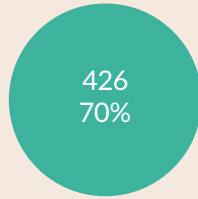


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 611

LEVEL 1



LEVEL 2



LEVEL 3

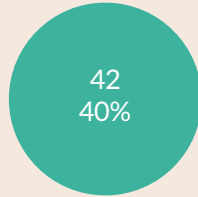


LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 105

LEVEL 1



LEVEL 2



LEVEL 3

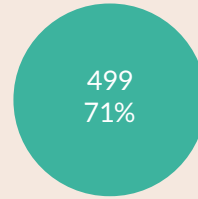


LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 701

LEVEL 1



LEVEL 2



LEVEL 3

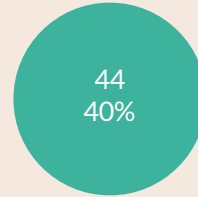


LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 111

LEVEL 1



LEVEL 2



LEVEL 3

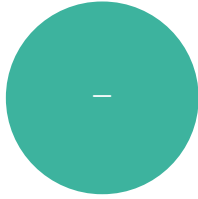


LEVEL 4



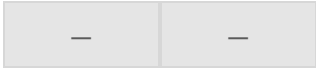
NOT MIGRANT

PROFICIENT

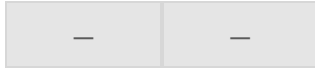


TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

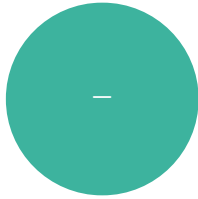


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

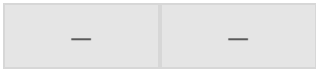
LEVEL 1



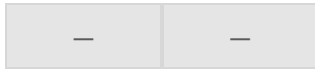
LEVEL 2



LEVEL 3

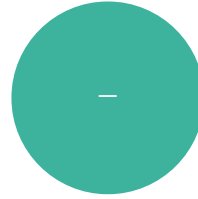


LEVEL 4



NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3

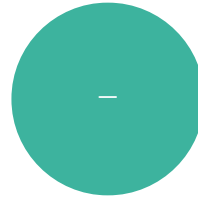


LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2017 - 18 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff information](#) on our Information and Reporting Services webpage.

PEARL RIVER UFSD ENROLLMENT (2017 - 18)

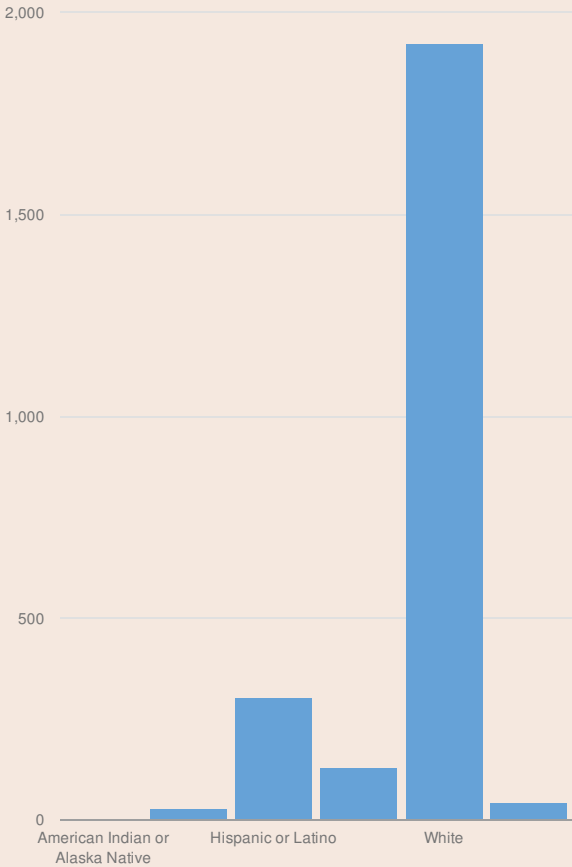
K-12 Enrollment: 2,432

ENROLLMENT BY GENDER

MALE	
1,248	51%
FEMALE	
1,184	49%



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE	
1	0%
BLACK OR AFRICAN AMERICAN	
30	1%
HISPANIC OR LATINO	
303	12%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
131	5%
WHITE	
1,924	79%
MULTIRACIAL	
43	2%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
50	2%	299	12%	333	14%
MIGRANT		HOMELESS		FOSTER CARE	
					PARENT IN ARMED FORCES

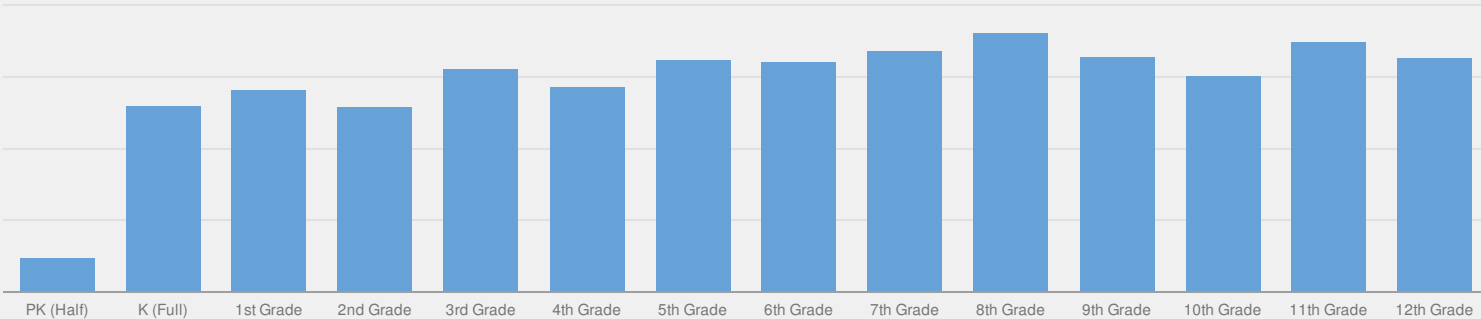
—	—

46	2%

—	—

—	—

ENROLLMENT BY GRADE



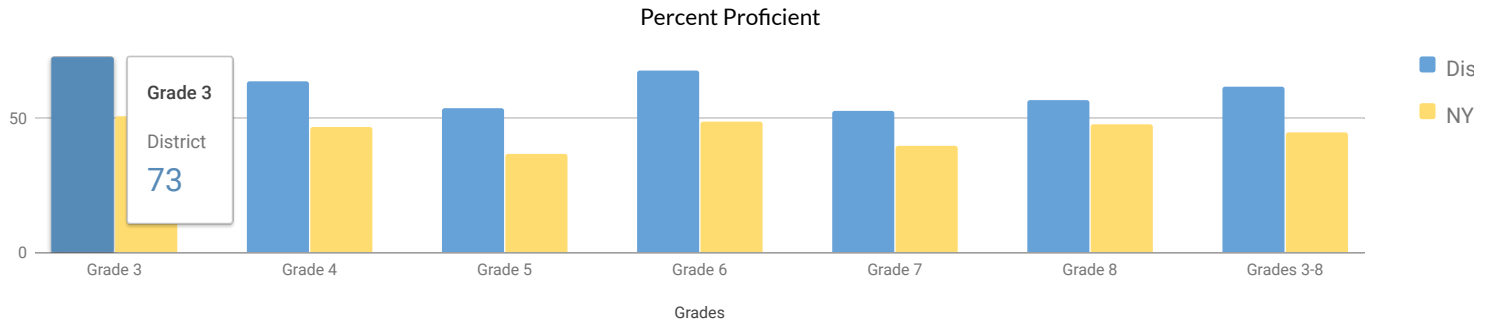
PRE-K (HALF DAY)		K (FULL DAY)		1ST GRADE		2ND GRADE	
29	1%	156	6%	169	7%	155	6%
3RD GRADE		4TH GRADE		5TH GRADE		6TH GRADE	
187	8%	172	7%	195	8%	193	8%
7TH GRADE		8TH GRADE		9TH GRADE		10TH GRADE	
203	8%	218	9%	197	8%	181	7%
11TH GRADE		12TH GRADE					
210	9%	196	8%				

PEARL RIVER UFSD - NEW YORK STATE REPORT CARD [2017 - 18]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

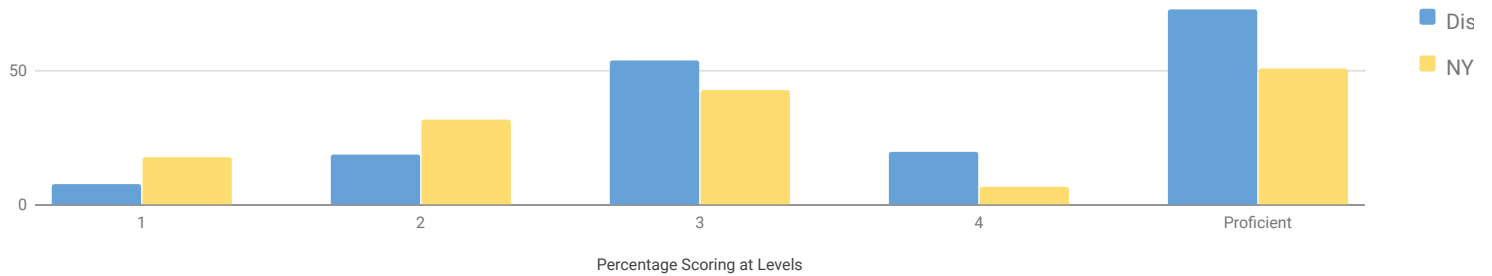
2017-18 Grades 3-8 ELA and Math results cannot be compared to those from previous years, as these tests were redesigned in 2017-18.

GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	28	166	13	8%	31	19%	89	54%	33	20%	122	73%
Grade 4	41	140	12	9%	38	27%	50	36%	40	29%	90	64%
Grade 5	48	149	22	15%	46	31%	45	30%	36	24%	81	54%
Grade 6	50	148	23	16%	25	17%	38	26%	62	42%	100	68%
Grade 7	79	128	22	17%	38	30%	49	38%	19	15%	68	53%
Grade 8	79	143	16	11%	46	32%	50	35%	31	22%	81	57%
Grades 3-8	325	874	108	12%	224	26%	321	37%	221	25%	542	62%

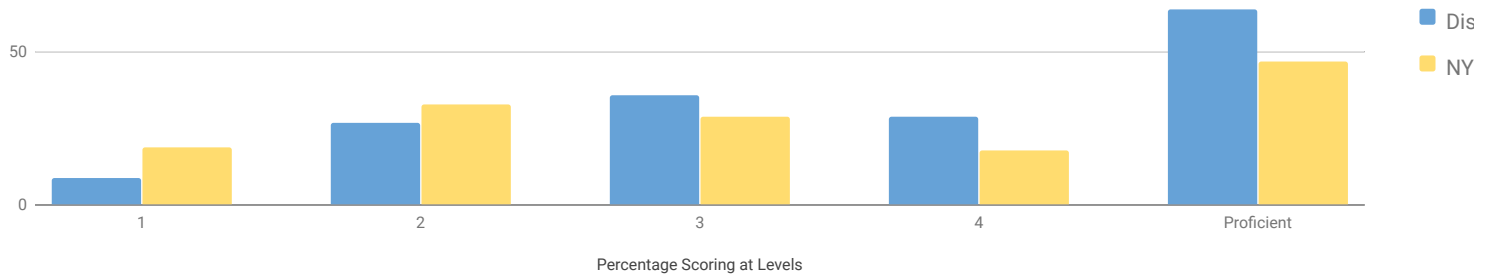
GRADE 3 ELA RESULTS



MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	28	166	13	8%	31	19%	89	54%	33	20%	122	73%
General Education	18	145	4	3%	23	16%	85	59%	33	23%	118	81%
Students with Disabilities	10	21	9	43%	8	38%	4	19%	0	0%	4	19%
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	19	3	16%	6	32%	8	42%	2	11%	10	53%
White	23	134	9	7%	22	16%	74	55%	29	22%	103	77%
Multiracial	0	6	0	0%	1	17%	3	50%	2	33%	5	83%
Small Group Total	0	7	1	14%	2	29%	4	57%	0	0%	4	57%
Female	12	75	3	4%	14	19%	35	47%	23	31%	58	77%
Male	16	91	10	11%	17	19%	54	59%	10	11%	64	70%
English Language Learners	—	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	162	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	8	27	5	19%	8	30%	9	33%	5	19%	14	52%
Not Economically Disadvantaged	20	139	8	6%	23	17%	80	58%	28	20%	108	78%
Not Migrant	28	166	13	8%	31	19%	89	54%	33	20%	122	73%
Homeless	—	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	163	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	28	166	13	8%	31	19%	89	54%	33	20%	122	73%
Parent Not in Armed Forces	28	166	13	8%	31	19%	89	54%	33	20%	122	73%

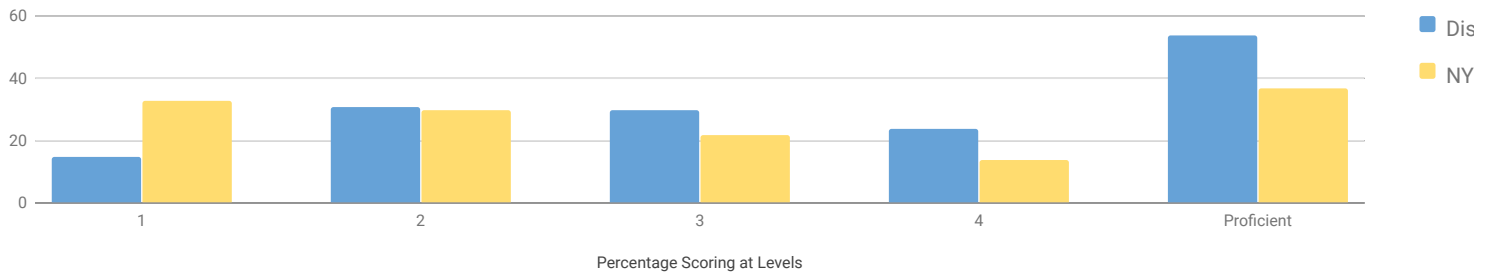
GRADE 4 ELA RESULTS



MEAN SCORE: 608

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	41	140	12	9%	38	27%	50	36%	40	29%	90	64%
General Education	25	124	7	6%	32	26%	45	36%	40	32%	85	69%
Students with Disabilities	16	16	5	31%	6	38%	5	31%	0	0%	5	31%
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	16	5	31%	9	56%	1	6%	1	6%	2	13%
White	34	112	7	6%	28	25%	42	38%	35	31%	77	69%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	12	0	0%	1	8%	7	58%	4	33%	11	92%
Female	15	63	4	6%	12	19%	23	37%	24	38%	47	75%
Male	26	77	8	10%	26	34%	27	35%	16	21%	43	56%
English Language Learners	—	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	136	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	10	12	4	33%	8	67%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	31	128	8	6%	30	23%	50	39%	40	31%	90	70%
Not Migrant	41	140	12	9%	38	27%	50	36%	40	29%	90	64%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	139	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	41	140	12	9%	38	27%	50	36%	40	29%	90	64%
Parent Not in Armed Forces	41	140	12	9%	38	27%	50	36%	40	29%	90	64%

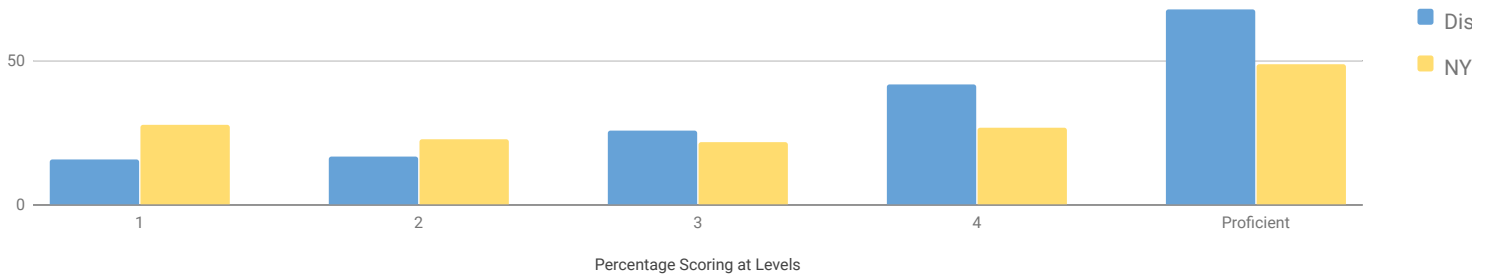
GRADE 5 ELA RESULTS



MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	48	149	22	15%	46	31%	45	30%	36	24%	81	54%
General Education	39	135	14	10%	44	33%	42	31%	35	26%	77	57%
Students with Disabilities	9	14	8	57%	2	14%	3	21%	1	7%	4	29%
Asian or Native Hawaiian/Other Pacific Islander	0	13	1	8%	5	38%	2	15%	5	38%	7	54%
Black or African American	—	6	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	27	6	22%	8	30%	11	41%	2	7%	13	48%
White	39	99	10	10%	30	30%	32	32%	27	27%	59	60%
Multiracial	—	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	10	5	50%	3	30%	0	0%	2	20%	2	20%
Female	12	79	8	10%	21	27%	26	33%	24	30%	50	63%
Male	36	70	14	20%	25	36%	19	27%	12	17%	31	44%
English Language Learners	0	5	5	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	48	144	17	12%	46	32%	45	31%	36	25%	81	56%
Economically Disadvantaged	13	27	6	22%	15	56%	3	11%	3	11%	6	22%
Not Economically Disadvantaged	35	122	16	13%	31	25%	42	34%	33	27%	75	61%
Not Migrant	48	149	22	15%	46	31%	45	30%	36	24%	81	54%
Homeless	—	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	146	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	48	149	22	15%	46	31%	45	30%	36	24%	81	54%
Parent Not in Armed Forces	48	149	22	15%	46	31%	45	30%	36	24%	81	54%

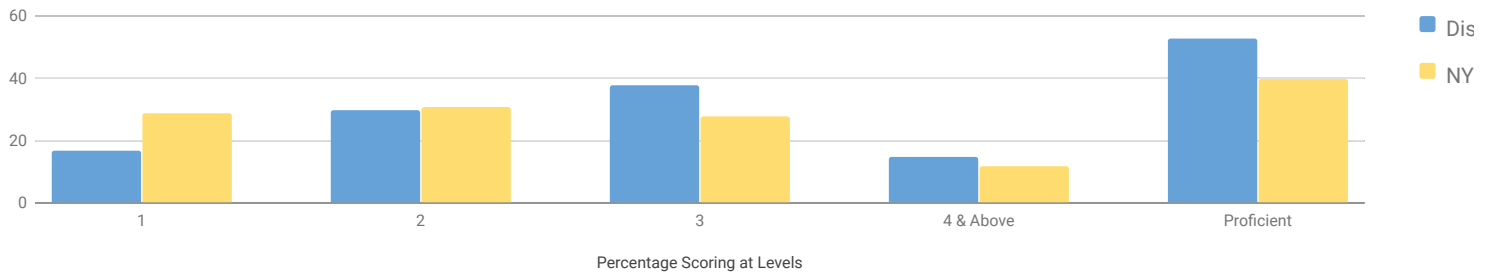
GRADE 6 ELA RESULTS



MEAN SCORE: 608

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	50	148	23	16%	25	17%	38	26%	62	42%	100	68%
General Education	35	134	13	10%	23	17%	36	27%	62	46%	98	73%
Students with Disabilities	15	14	10	71%	2	14%	2	14%	0	0%	2	14%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	25	9	36%	5	20%	5	20%	6	24%	11	44%
White	41	114	11	10%	19	17%	31	27%	53	46%	84	74%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	9	3	33%	1	11%	2	22%	3	33%	5	56%
Female	19	76	3	4%	13	17%	20	26%	40	53%	60	79%
Male	31	72	20	28%	12	17%	18	25%	22	31%	40	56%
English Language Learners	—	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	144	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	6	14	7	50%	2	14%	1	7%	4	29%	5	36%
Not Economically Disadvantaged	44	134	16	12%	23	17%	37	28%	58	43%	95	71%
Not Migrant	50	148	23	16%	25	17%	38	26%	62	42%	100	68%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	147	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	50	148	23	16%	25	17%	38	26%	62	42%	100	68%
Parent Not in Armed Forces	50	148	23	16%	25	17%	38	26%	62	42%	100	68%

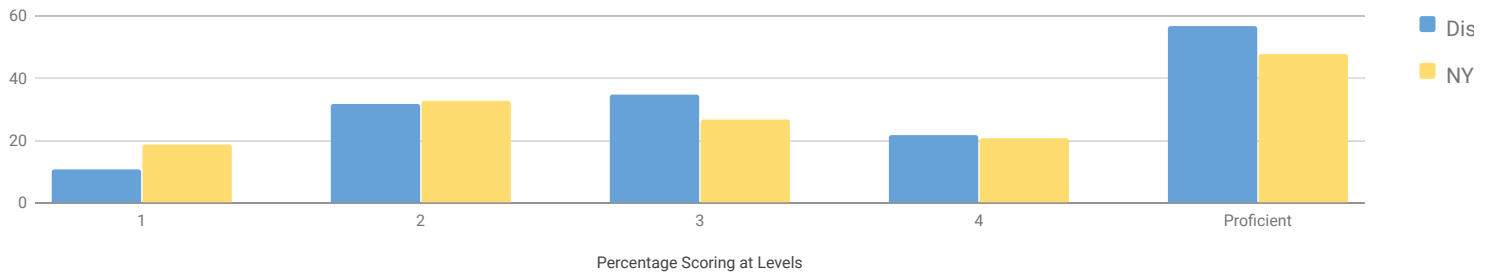
GRADE 7 ELA RESULTS



MEAN SCORE: 606

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	79	128	22	17%	38	30%	49	38%	19	15%	68	53%
General Education	61	111	8	7%	35	32%	49	44%	19	17%	68	61%
Students with Disabilities	18	17	14	82%	3	18%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—	—	—	—	—	—	—	—	—
Black or African American	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	21	9	43%	8	38%	2	10%	2	10%	4	19%
White	69	97	12	12%	27	28%	44	45%	14	14%	58	60%
Small Group Total	4	10	1	10%	3	30%	3	30%	3	30%	6	60%
Female	35	57	7	12%	14	25%	22	39%	14	25%	36	63%
Male	44	71	15	21%	24	34%	27	38%	5	7%	32	45%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	125	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	14	17	8	47%	5	29%	1	6%	3	18%	4	24%
Not Economically Disadvantaged	65	111	14	13%	33	30%	48	43%	16	14%	64	58%
Not Migrant	79	128	22	17%	38	30%	49	38%	19	15%	68	53%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	127	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	79	128	22	17%	38	30%	49	38%	19	15%	68	53%
Parent Not in Armed Forces	79	128	22	17%	38	30%	49	38%	19	15%	68	53%

GRADE 8 ELA RESULTS

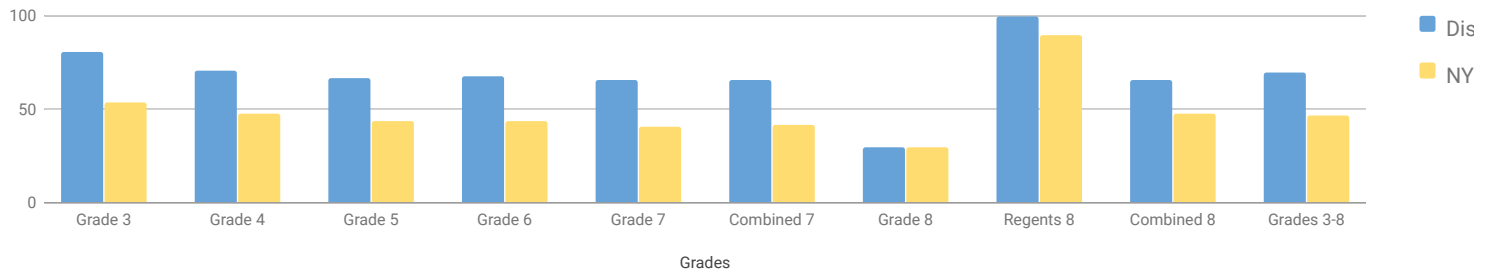


MEAN SCORE: 602

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	79	143	16	11%	46	32%	50	35%	31	22%	81	57%
General Education	57	127	8	6%	38	30%	50	39%	31	24%	81	64%
Students with Disabilities	22	16	8	50%	8	50%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	—	11	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	15	0	0%	8	53%	6	40%	1	7%	7	47%
White	70	115	15	13%	33	29%	39	34%	28	24%	67	58%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	13	1	8%	5	38%	5	38%	2	15%	7	54%
Female	42	64	4	6%	16	25%	26	41%	18	28%	44	69%
Male	37	79	12	15%	30	38%	24	30%	13	16%	37	47%
Non-English Language Learners	79	143	16	11%	46	32%	50	35%	31	22%	81	57%
Economically Disadvantaged	12	19	4	21%	11	58%	3	16%	1	5%	4	21%
Not Economically Disadvantaged	67	124	12	10%	35	28%	47	38%	30	24%	77	62%
Not Migrant	79	143	16	11%	46	32%	50	35%	31	22%	81	57%
Homeless	—	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	139	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	79	143	16	11%	46	32%	50	35%	31	22%	81	57%
Parent Not in Armed Forces	79	143	16	11%	46	32%	50	35%	31	22%	81	57%

GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2017-18)

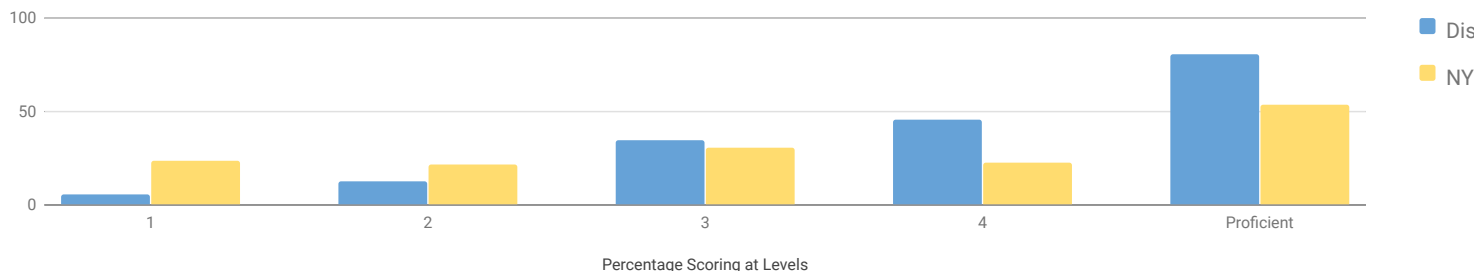
Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	33	161	10	6%	21	13%	56	35%	74	46%	130	81%
Grade 4	38	143	18	13%	23	16%	56	39%	46	32%	102	71%
Grade 5	41	155	17	11%	34	22%	53	34%	51	33%	104	67%
Grade 6	53	145	22	15%	25	17%	45	31%	53	37%	98	68%
Grade 7	77	131	19	15%	26	20%	46	35%	40	31%	86	66%
Combined 7	77	131	19	15%	26	20%	46	35%	40	31%	86	66%
Grade 8	145	77	24	31%	30	39%	19	25%	4	5%	23	30%
Regents 8	—	80	0	0%	0	0%	3	4%	77	96%	80	100%
Combined 8	145	157	24	15%	30	19%	22	14%	81	52%	103	66%
Grades 3-8	387	892	110	12%	159	18%	278	31%	345	39%	623	70%

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

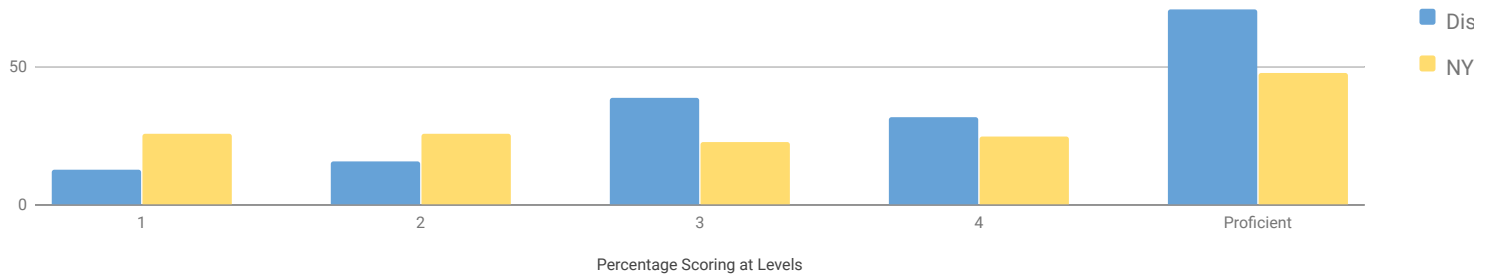
GRADE 3 MATH RESULTS



MEAN SCORE: 611

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	33	161	10	6%	21	13%	56	35%	74	46%	130	81%
General Education	23	140	1	1%	17	12%	49	35%	73	52%	122	87%
Students with Disabilities	10	21	9	43%	4	19%	7	33%	1	5%	8	38%
Asian or Native Hawaiian/Other Pacific Islander	0	5	0	0%	0	0%	1	20%	4	80%	5	100%
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	18	3	17%	3	17%	7	39%	5	28%	12	67%
White	26	131	6	5%	17	13%	47	36%	61	47%	108	82%
Multiracial	—	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	7	1	14%	1	14%	1	14%	4	57%	5	71%
Female	15	72	4	6%	8	11%	22	31%	38	53%	60	83%
Male	18	89	6	7%	13	15%	34	38%	36	40%	70	79%
English Language Learners	—	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	157	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	10	25	5	20%	6	24%	6	24%	8	32%	14	56%
Not Economically Disadvantaged	23	136	5	4%	15	11%	50	37%	66	49%	116	85%
Not Migrant	33	161	10	6%	21	13%	56	35%	74	46%	130	81%
Homeless	—	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	159	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	33	161	10	6%	21	13%	56	35%	74	46%	130	81%
Parent Not in Armed Forces	33	161	10	6%	21	13%	56	35%	74	46%	130	81%

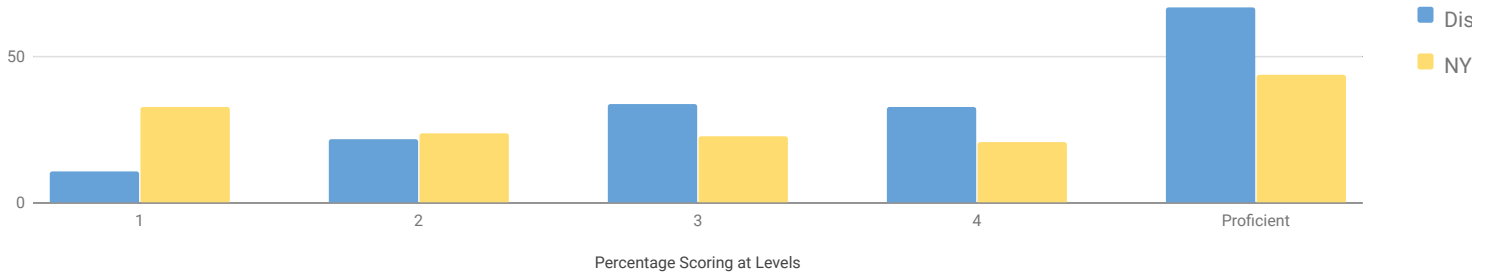
GRADE 4 MATH RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	38	143	18	13%	23	16%	56	39%	46	32%	102	71%
General Education	22	127	11	9%	19	15%	54	43%	43	34%	97	76%
Students with Disabilities	16	16	7	44%	4	25%	2	13%	3	19%	5	31%
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	17	7	41%	5	29%	4	24%	1	6%	5	29%
White	32	114	11	10%	15	13%	50	44%	38	33%	88	77%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	12	0	0%	3	25%	2	17%	7	58%	9	75%
Female	12	66	9	14%	9	14%	24	36%	24	36%	48	73%
Male	26	77	9	12%	14	18%	32	42%	22	29%	54	70%
English Language Learners	—	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	139	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	8	14	7	50%	4	29%	3	21%	0	0%	3	21%
Not Economically Disadvantaged	30	129	11	9%	19	15%	53	41%	46	36%	99	77%
Not Migrant	38	143	18	13%	23	16%	56	39%	46	32%	102	71%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	142	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	38	143	18	13%	23	16%	56	39%	46	32%	102	71%
Parent Not in Armed Forces	38	143	18	13%	23	16%	56	39%	46	32%	102	71%

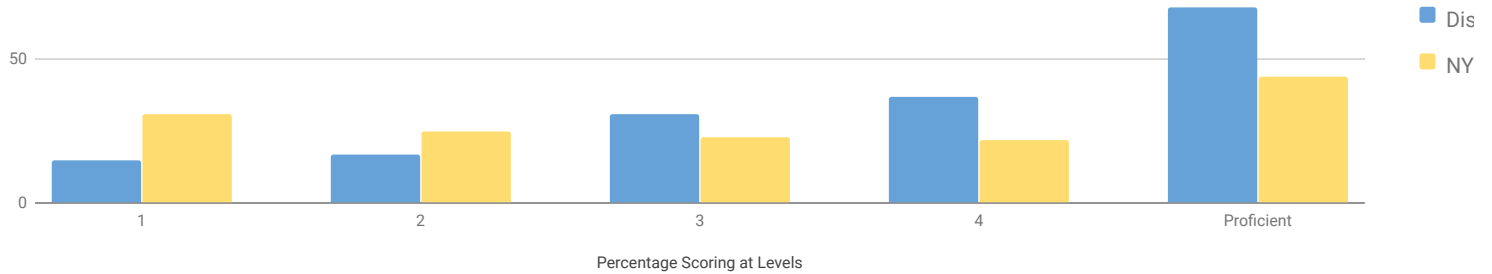
GRADE 5 MATH RESULTS



MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	41	155	17	11%	34	22%	53	34%	51	33%	104	67%
General Education	32	141	10	7%	31	22%	50	35%	50	35%	100	71%
Students with Disabilities	9	14	7	50%	3	21%	3	21%	1	7%	4	29%
Asian or Native Hawaiian/Other Pacific Islander	0	13	0	0%	2	15%	6	46%	5	38%	11	85%
Black or African American	—	6	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	28	7	25%	3	11%	11	39%	7	25%	18	64%
White	34	104	6	6%	25	24%	35	34%	38	37%	73	70%
Multiracial	—	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	10	4	40%	4	40%	1	10%	1	10%	2	20%
Female	11	80	10	13%	19	24%	27	34%	24	30%	51	64%
Male	30	75	7	9%	15	20%	26	35%	27	36%	53	71%
English Language Learners	0	5	4	80%	0	0%	1	20%	0	0%	1	20%
Non-English Language Learners	41	150	13	9%	34	23%	52	35%	51	34%	103	69%
Economically Disadvantaged	10	29	10	34%	7	24%	4	14%	8	28%	12	41%
Not Economically Disadvantaged	31	126	7	6%	27	21%	49	39%	43	34%	92	73%
Not Migrant	41	155	17	11%	34	22%	53	34%	51	33%	104	67%
Homeless	—	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	152	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	41	155	17	11%	34	22%	53	34%	51	33%	104	67%
Parent Not in Armed Forces	41	155	17	11%	34	22%	53	34%	51	33%	104	67%

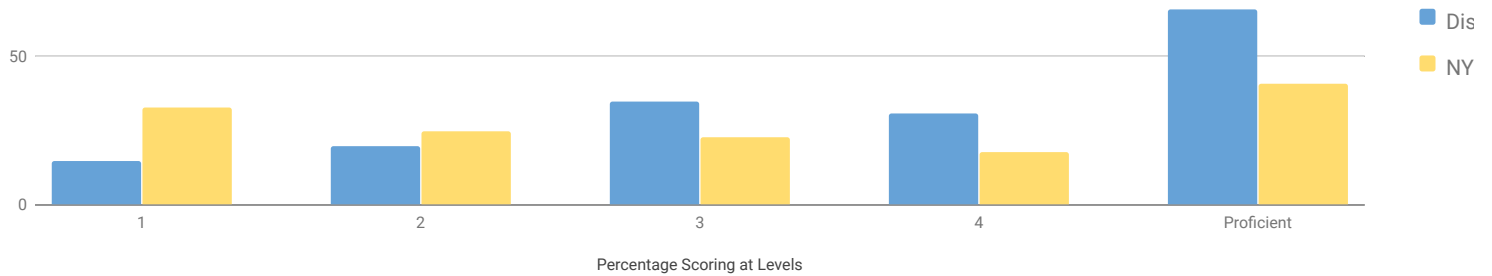
GRADE 6 MATH RESULTS



MEAN SCORE: 608

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	53	145	22	15%	25	17%	45	31%	53	37%	98	68%
General Education	35	134	13	10%	24	18%	44	33%	53	40%	97	72%
Students with Disabilities	18	11	9	82%	1	9%	1	9%	0	0%	1	9%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	24	7	29%	5	21%	7	29%	5	21%	12	50%
White	43	112	13	12%	20	18%	34	30%	45	40%	79	71%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	9	2	22%	0	0%	4	44%	3	33%	7	78%
Female	21	74	9	12%	13	18%	25	34%	27	36%	52	70%
Male	32	71	13	18%	12	17%	20	28%	26	37%	46	65%
English Language Learners	—	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	141	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	6	14	6	43%	2	14%	3	21%	3	21%	6	43%
Not Economically Disadvantaged	47	131	16	12%	23	18%	42	32%	50	38%	92	70%
Not Migrant	53	145	22	15%	25	17%	45	31%	53	37%	98	68%
Homeless	—	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	143	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	53	145	22	15%	25	17%	45	31%	53	37%	98	68%
Parent Not in Armed Forces	53	145	22	15%	25	17%	45	31%	53	37%	98	68%

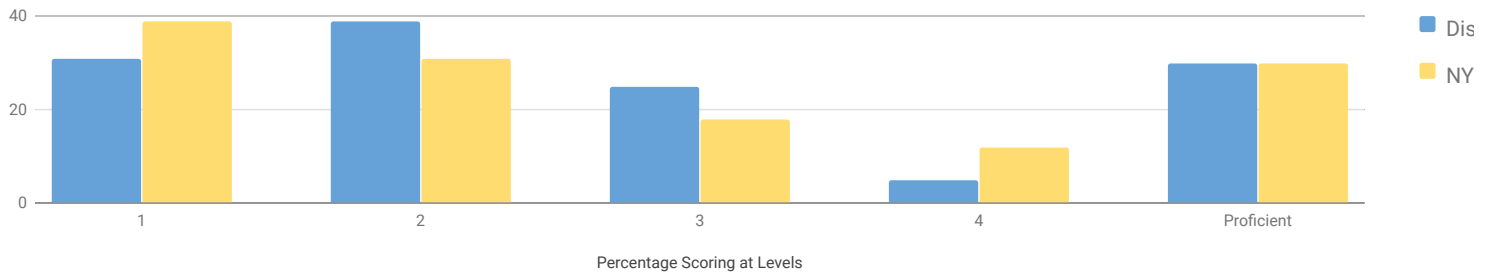
GRADE 7 MATH RESULTS



MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	77	131	19	15%	26	20%	46	35%	40	31%	86	66%
General Education	60	113	9	8%	20	18%	44	39%	40	35%	84	74%
Students with Disabilities	17	18	10	56%	6	33%	2	11%	0	0%	2	11%
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—	—	—	—	—	—	—	—
Black or African American	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	20	8	40%	7	35%	4	20%	1	5%	5	25%
White	66	100	9	9%	18	18%	40	40%	33	33%	73	73%
Small Group Total	3	11	2	18%	1	9%	2	18%	6	55%	8	73%
Female	35	57	8	14%	7	12%	22	39%	20	35%	42	74%
Male	42	74	11	15%	19	26%	24	32%	20	27%	44	59%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	128	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	16	16	6	38%	4	25%	6	38%	0	0%	6	38%
Not Economically Disadvantaged	61	115	13	11%	22	19%	40	35%	40	35%	80	70%
Not Migrant	77	131	19	15%	26	20%	46	35%	40	31%	86	66%
Not Homeless	73	131	19	15%	26	20%	46	35%	40	31%	86	66%
Not in Foster Care	77	131	19	15%	26	20%	46	35%	40	31%	86	66%
Parent Not in Armed Forces	77	131	19	15%	26	20%	46	35%	40	31%	86	66%

GRADE 8 MATH RESULTS

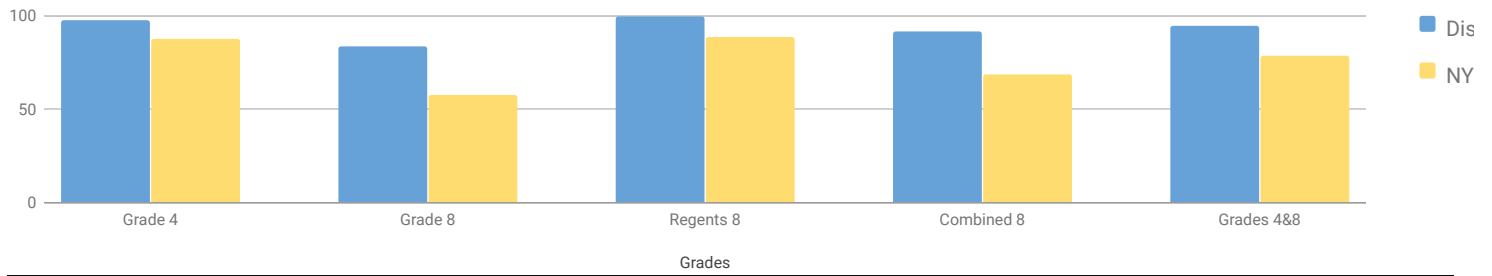


MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	145	77	24	31%	30	39%	19	25%	4	5%	23	30%
General Education	123	61	13	21%	26	43%	19	31%	3	5%	22	36%
Students with Disabilities	22	16	11	69%	4	25%	0	0%	1	6%	1	6%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	13	2	15%	8	62%	2	15%	1	8%	3	23%
White	126	59	21	36%	21	36%	14	24%	3	5%	17	29%
Small Group Total	9	5	1	20%	1	20%	3	60%	0	0%	3	60%
Female	71	35	7	20%	17	49%	10	29%	1	3%	11	31%
Male	74	42	17	40%	13	31%	9	21%	3	7%	12	29%
Non-English Language Learners	145	77	24	31%	30	39%	19	25%	4	5%	23	30%
Economically Disadvantaged	18	13	6	46%	4	31%	2	15%	1	8%	3	23%
Not Economically Disadvantaged	127	64	18	28%	26	41%	17	27%	3	5%	20	31%
Not Migrant	145	77	24	31%	30	39%	19	25%	4	5%	23	30%
Homeless	—	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	74	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	145	77	24	31%	30	39%	19	25%	4	5%	23	30%
Parent Not in Armed Forces	145	77	24	31%	30	39%	19	25%	4	5%	23	30%

GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2017-18)

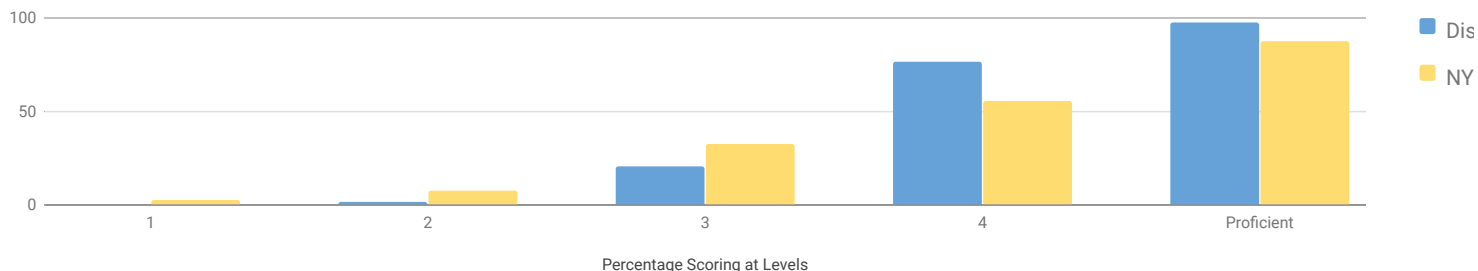
Percent Proficient



Grade	Not Tested	Tested	Grades									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	37	144	0	0%	3	2%	30	21%	111	77%	141	98%
Grade 8	141	81	6	7%	7	9%	42	52%	26	32%	68	84%
Regents 8	0	73	0	0%	0	0%	2	3%	71	97%	73	100%
Combined 8	141	154	6	4%	7	5%	44	29%	97	63%	141	92%
Grades 4&8	178	298	6	2%	10	3%	74	25%	208	70%	282	95%

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

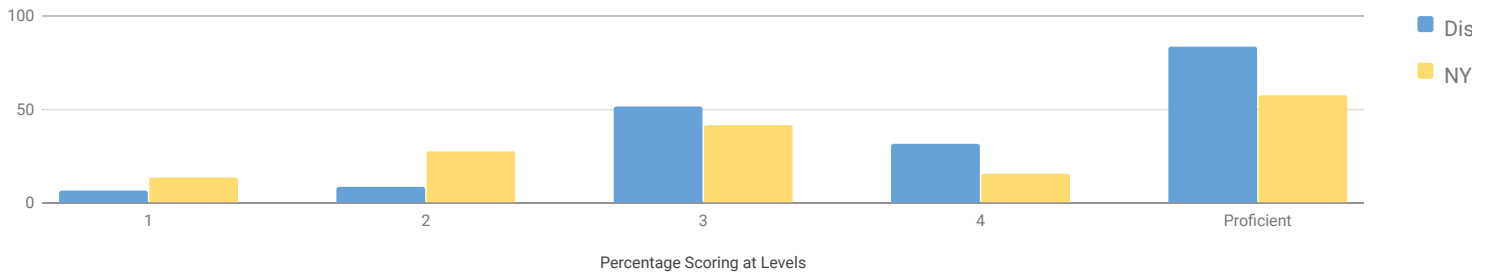
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 89

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	37	144	0	0%	3	2%	30	21%	111	77%	141	98%
General Education	21	128	0	0%	1	1%	24	19%	103	80%	127	99%
Students with Disabilities	16	16	0	0%	2	13%	6	38%	8	50%	14	88%
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	17	0	0%	1	6%	8	47%	8	47%	16	94%
White	31	115	0	0%	2	2%	20	17%	93	81%	113	98%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	12	0	0%	0	0%	2	17%	10	83%	12	100%
Female	12	66	0	0%	1	2%	13	20%	52	79%	65	98%
Male	25	78	0	0%	2	3%	17	22%	59	76%	76	97%
English Language Learners	—	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	140	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	8	14	0	0%	1	7%	9	64%	4	29%	13	93%
Not Economically Disadvantaged	29	130	0	0%	2	2%	21	16%	107	82%	128	98%
Not Migrant	37	144	0	0%	3	2%	30	21%	111	77%	141	98%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	143	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	37	144	0	0%	3	2%	30	21%	111	77%	141	98%
Parent Not in Armed Forces	37	144	0	0%	3	2%	30	21%	111	77%	141	98%

GRADE 8 SCIENCE RESULTS

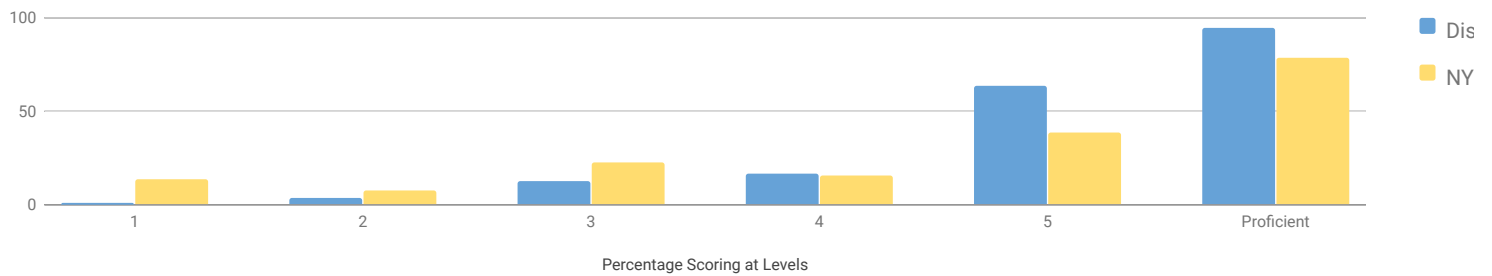


MEAN SCORE: 76

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	141	81	6	7%	7	9%	42	52%	26	32%	68	84%
General Education	117	67	2	3%	3	4%	36	54%	26	39%	62	93%
Students with Disabilities	24	14	4	29%	4	29%	6	43%	0	0%	6	43%
Asian or Native Hawaiian/Other Pacific Islander	8	5	0	0%	0	0%	3	60%	2	40%	5	100%
Hispanic or Latino	8	13	0	0%	1	8%	11	85%	1	8%	12	92%
White	122	63	6	10%	6	10%	28	44%	23	37%	51	81%
Female	70	36	0	0%	1	3%	23	64%	12	33%	35	97%
Male	71	45	6	13%	6	13%	19	42%	14	31%	33	73%
Non-English Language Learners	141	81	6	7%	7	9%	42	52%	26	32%	68	84%
Economically Disadvantaged	17	14	2	14%	1	7%	10	71%	1	7%	11	79%
Not Economically Disadvantaged	124	67	4	6%	6	9%	32	48%	25	37%	57	85%
Not Migrant	141	81	6	7%	7	9%	42	52%	26	32%	68	84%
Homeless	—	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	77	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	141	81	6	7%	7	9%	42	52%	26	32%	68	84%
Parent Not in Armed Forces	141	81	6	7%	7	9%	42	52%	26	32%	68	84%

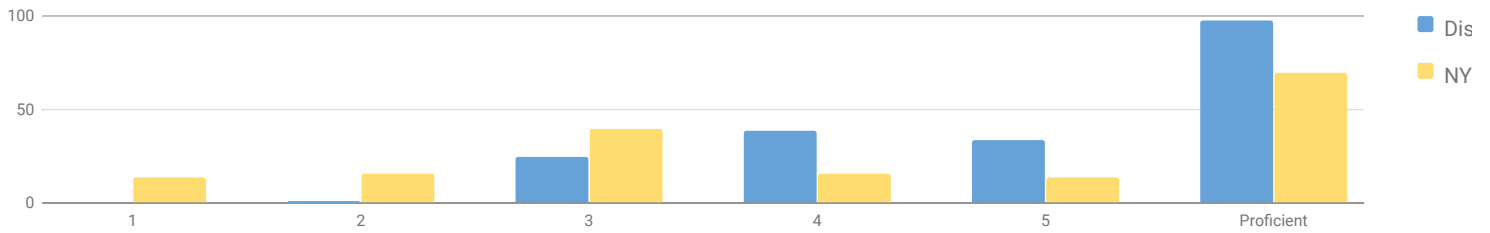
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS ENGLISH (2017-18)



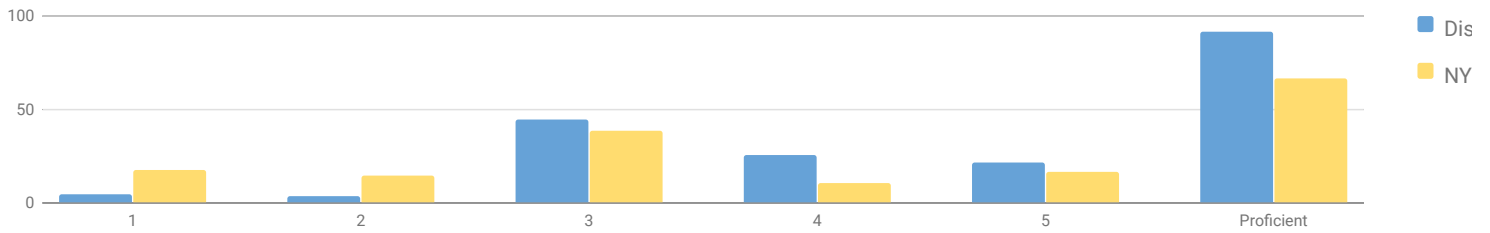
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	219	3	1%	8	4%	29	13%	38	17%	141	64%	208	95%
General Education	182	3	2%	3	2%	15	8%	27	15%	134	74%	176	97%
Students with Disabilities	37	0	0%	5	14%	14	38%	11	30%	7	19%	32	86%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	2	15%	1	8%	0	0%	10	77%	11	85%
Black or African American	5	0	0%	0	0%	3	60%	1	20%	1	20%	5	100%
Hispanic or Latino	15	1	7%	0	0%	3	20%	3	20%	8	53%	14	93%
White	186	2	1%	6	3%	22	12%	34	18%	122	66%	178	96%
Female	101	0	0%	4	4%	11	11%	14	14%	72	71%	97	96%
Male	118	3	3%	4	3%	18	15%	24	20%	69	58%	111	94%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	218	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	34	1	3%	2	6%	8	24%	5	15%	18	53%	31	91%
Not Economically Disadvantaged	185	2	1%	6	3%	21	11%	33	18%	123	66%	177	96%
Not Migrant	219	3	1%	8	4%	29	13%	38	17%	141	64%	208	95%
Homeless	7	1	14%	0	0%	3	43%	0	0%	3	43%	6	86%
Not Homeless	212	2	1%	8	4%	26	12%	38	18%	138	65%	202	95%
Not in Foster Care	219	3	1%	8	4%	29	13%	38	17%	141	64%	208	95%
Parent Not in Armed Forces	219	3	1%	8	4%	29	13%	38	17%	141	64%	208	95%

ANNUAL REGENTS ALGEBRA I (2017-18)



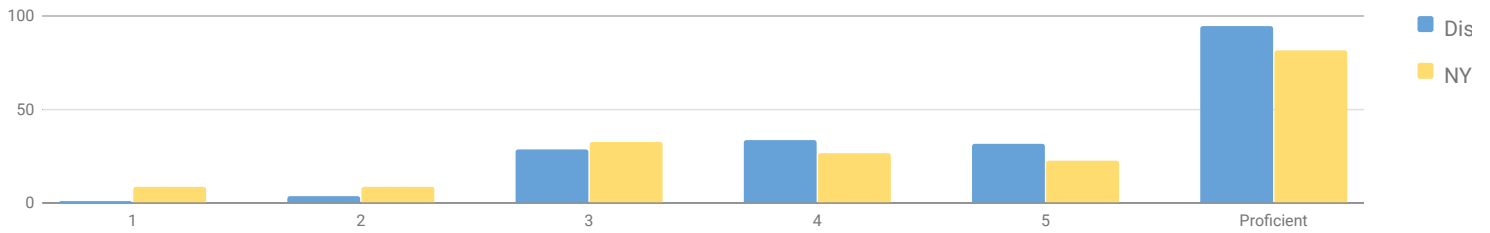
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	212	1	0%	3	1%	54	25%	82	39%	72	34%	208	98%
General Education	182	0	0%	2	1%	37	20%	75	41%	68	37%	180	99%
Students with Disabilities	30	1	3%	1	3%	17	57%	7	23%	4	13%	28	93%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	0	0%	0	0%	5	33%	10	67%	15	100%
Black or African American	8	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	0	0%	2	10%	10	50%	5	25%	3	15%	18	90%
White	167	0	0%	1	1%	37	22%	70	42%	59	35%	166	99%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	1	10%	0	0%	7	70%	2	20%	0	0%	9	90%
Female	106	0	0%	2	2%	26	25%	41	39%	37	35%	104	98%
Male	106	1	1%	1	1%	28	26%	41	39%	35	33%	104	98%
English Language Learners	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	208	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	33	0	0%	3	9%	15	45%	10	30%	5	15%	30	91%
Not Economically Disadvantaged	179	1	1%	0	0%	39	22%	72	40%	67	37%	178	99%
Not Migrant	212	1	0%	3	1%	54	25%	82	39%	72	34%	208	98%
Homeless	6	0	0%	1	17%	4	67%	1	17%	0	0%	5	83%
Not Homeless	206	1	0%	2	1%	50	24%	81	39%	72	35%	203	99%
Not in Foster Care	212	1	0%	3	1%	54	25%	82	39%	72	34%	208	98%
Parent Not in Armed Forces	212	1	0%	3	1%	54	25%	82	39%	72	34%	208	98%

ANNUAL REGENTS GEOMETRY (2017-18)



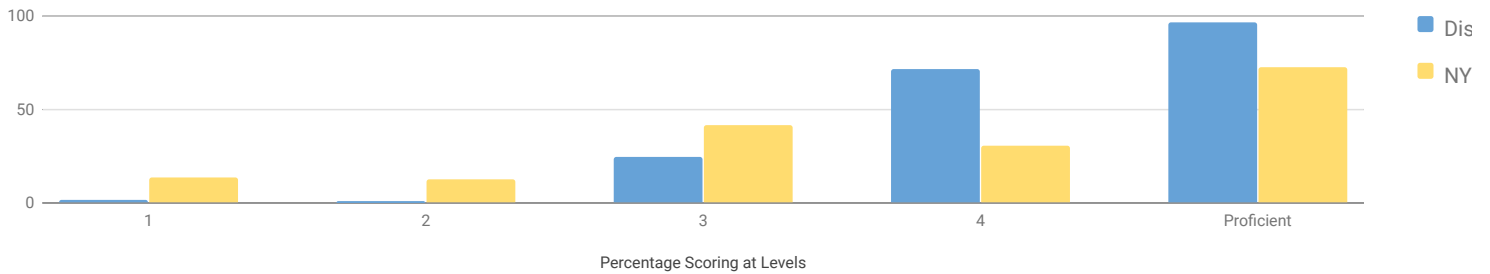
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	195	9	5%	7	4%	87	45%	50	26%	42	22%	179	92%
General Education	168	3	2%	3	2%	74	44%	46	27%	42	25%	162	96%
Students with Disabilities	27	6	22%	4	15%	13	48%	4	15%	0	0%	17	63%
Asian or Native Hawaiian/Other Pacific Islander	13	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	0	0%	2	15%	7	54%	4	31%	0	0%	11	85%
White	166	8	5%	5	3%	74	45%	43	26%	36	22%	153	92%
Small Group Total	16	1	6%	0	0%	6	38%	3	19%	6	38%	15	94%
Female	113	4	4%	1	1%	42	37%	34	30%	32	28%	108	96%
Male	82	5	6%	6	7%	45	55%	16	20%	10	12%	71	87%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	193	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	21	0	0%	3	14%	13	62%	5	24%	0	0%	18	86%
Not Economically Disadvantaged	174	9	5%	4	2%	74	43%	45	26%	42	24%	161	93%
Not Migrant	195	9	5%	7	4%	87	45%	50	26%	42	22%	179	92%
Homeless	5	0	0%	2	40%	3	60%	0	0%	0	0%	3	60%
Not Homeless	190	9	5%	5	3%	84	44%	50	26%	42	22%	176	93%
Not in Foster Care	195	9	5%	7	4%	87	45%	50	26%	42	22%	179	92%
Parent Not in Armed Forces	195	9	5%	7	4%	87	45%	50	26%	42	22%	179	92%

ANNUAL REGENTS ALGEBRA II (2017-18)



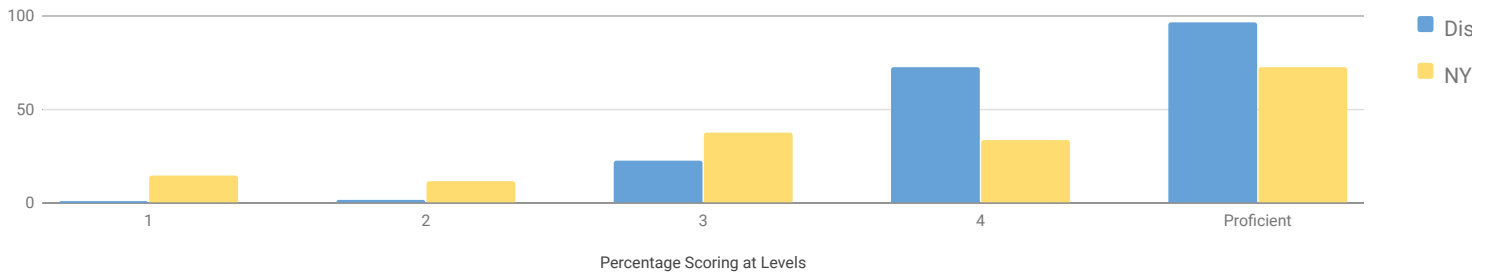
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	169	2	1%	6	4%	49	29%	58	34%	54	32%	161	95%
General Education	161	2	1%	6	4%	44	27%	55	34%	54	34%	153	95%
Students with Disabilities	8	0	0%	0	0%	5	63%	3	38%	0	0%	8	100%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	0	0%	0	0%	4	44%	3	33%	2	22%	9	100%
White	148	2	1%	6	4%	42	28%	53	36%	45	30%	140	95%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	0	0%	0	0%	3	25%	2	17%	7	58%	12	100%
Female	89	1	1%	3	3%	23	26%	34	38%	28	31%	85	96%
Male	80	1	1%	3	4%	26	33%	24	30%	26	33%	76	95%
Non-English Language Learners	169	2	1%	6	4%	49	29%	58	34%	54	32%	161	95%
Economically Disadvantaged	18	0	0%	1	6%	4	22%	9	50%	4	22%	17	94%
Not Economically Disadvantaged	151	2	1%	5	3%	45	30%	49	32%	50	33%	144	95%
Not Migrant	169	2	1%	6	4%	49	29%	58	34%	54	32%	161	95%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	168	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	169	2	1%	6	4%	49	29%	58	34%	54	32%	161	95%
Parent Not in Armed Forces	169	2	1%	6	4%	49	29%	58	34%	54	32%	161	95%

ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)



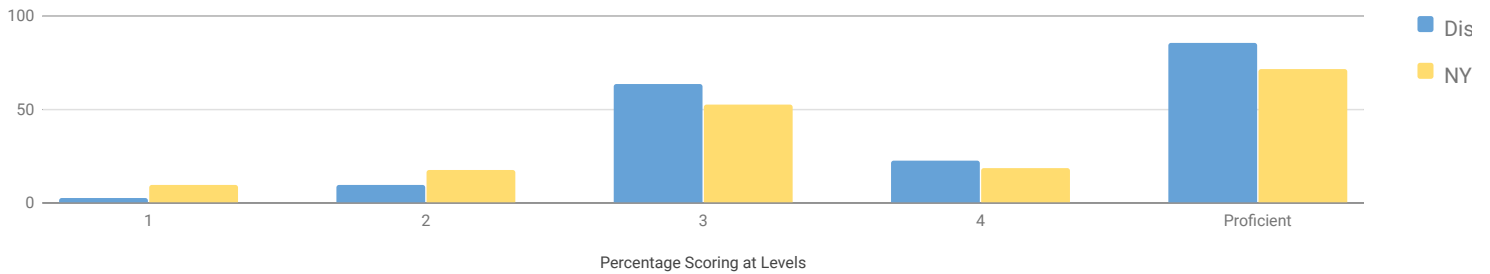
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	183	4	2%	1	1%	46	25%	132	72%	178	97%
General Education	154	3	2%	1	1%	26	17%	124	81%	150	97%
Students with Disabilities	29	1	3%	0	0%	20	69%	8	28%	28	97%
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	4	22%	1	6%	7	39%	6	33%	13	72%
White	149	0	0%	0	0%	36	24%	113	76%	149	100%
Small Group Total	16	0	0%	0	0%	3	19%	13	81%	16	100%
Female	104	1	1%	1	1%	21	20%	81	78%	102	98%
Male	79	3	4%	0	0%	25	32%	51	65%	76	96%
English Language Learners	7	4	57%	1	14%	2	29%	0	0%	2	29%
Non-English Language Learners	176	0	0%	0	0%	44	25%	132	75%	176	100%
Economically Disadvantaged	26	3	12%	1	4%	10	38%	12	46%	22	85%
Not Economically Disadvantaged	157	1	1%	0	0%	36	23%	120	76%	156	99%
Not Migrant	183	4	2%	1	1%	46	25%	132	72%	178	97%
Homeless	8	2	25%	1	13%	3	38%	2	25%	5	63%
Not Homeless	175	2	1%	0	0%	43	25%	130	74%	173	99%
Not in Foster Care	183	4	2%	1	1%	46	25%	132	72%	178	97%
Parent Not in Armed Forces	183	4	2%	1	1%	46	25%	132	72%	178	97%

ANNUAL REGENTS PHYSICAL SETTING/EARTH SCIENCE (2017-18)



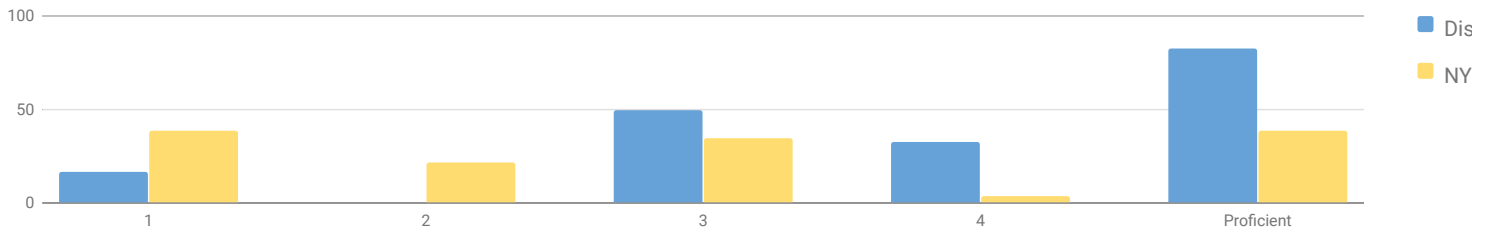
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	203	3	1%	4	2%	47	23%	149	73%	196	97%
General Education	179	2	1%	1	1%	36	20%	140	78%	176	98%
Students with Disabilities	24	1	4%	3	13%	11	46%	9	38%	20	83%
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	0	0%	2	13%	14	88%	16	100%
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	1	5%	2	11%	8	42%	8	42%	16	84%
White	162	2	1%	2	1%	35	22%	123	76%	158	98%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	0	0%	2	33%	4	67%	6	100%
Female	109	1	1%	1	1%	26	24%	81	74%	107	98%
Male	94	2	2%	3	3%	21	22%	68	72%	89	95%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	202	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	26	1	4%	1	4%	10	38%	14	54%	24	92%
Not Economically Disadvantaged	177	2	1%	3	2%	37	21%	135	76%	172	97%
Not Migrant	203	3	1%	4	2%	47	23%	149	73%	196	97%
Not Homeless	203	3	1%	4	2%	47	23%	149	73%	196	97%
Not in Foster Care	203	3	1%	4	2%	47	23%	149	73%	196	97%
Parent Not in Armed Forces	203	3	1%	4	2%	47	23%	149	73%	196	97%

ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)



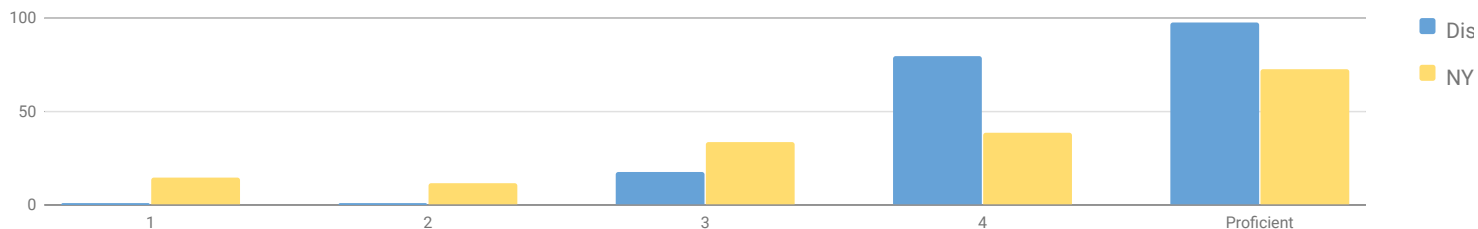
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	192	6	3%	20	10%	122	64%	44	23%	166	86%
General Education	178	4	2%	16	9%	115	65%	43	24%	158	89%
Students with Disabilities	14	2	14%	4	29%	7	50%	1	7%	8	57%
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	1	10%	1	10%	5	50%	3	30%	8	80%
White	169	5	3%	19	11%	110	65%	35	21%	145	86%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	13	0	0%	0	0%	7	54%	6	46%	13	100%
Female	102	3	3%	5	5%	68	67%	26	25%	94	92%
Male	90	3	3%	15	17%	54	60%	18	20%	72	80%
Non-English Language Learners	192	6	3%	20	10%	122	64%	44	23%	166	86%
Economically Disadvantaged	21	1	5%	3	14%	14	67%	3	14%	17	81%
Not Economically Disadvantaged	171	5	3%	17	10%	108	63%	41	24%	149	87%
Not Migrant	192	6	3%	20	10%	122	64%	44	23%	166	86%
Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	188	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	192	6	3%	20	10%	122	64%	44	23%	166	86%
Parent Not in Armed Forces	192	6	3%	20	10%	122	64%	44	23%	166	86%

ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)



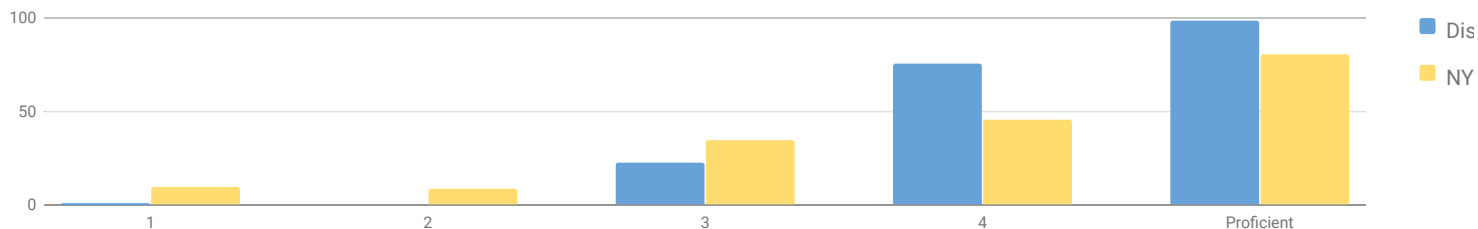
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	6	1	17%	0	0%	3	50%	2	33%	5	83%
General Education	1	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	1	17%	0	0%	3	50%	2	33%	5	83%
Female	2	—	—	—	—	—	—	—	—	—	—
Male	4	—	—	—	—	—	—	—	—	—	—
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	5	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Not Migrant	6	1	17%	0	0%	3	50%	2	33%	5	83%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	5	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	6	1	17%	0	0%	3	50%	2	33%	5	83%
Parent Not in Armed Forces	6	1	17%	0	0%	3	50%	2	33%	5	83%

ANNUAL REGENTS TRANSITION EXAM IN GLOBAL HISTORY & GEOGRAPHY (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	180	1	1%	2	1%	33	18%	144	80%	177	98%
General Education	156	1	1%	0	0%	21	13%	134	86%	155	99%
Students with Disabilities	24	0	0%	2	8%	12	50%	10	42%	22	92%
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	1	7%	1	7%	5	36%	7	50%	12	86%
White	148	0	0%	1	1%	27	18%	120	81%	147	99%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	18	0	0%	0	0%	1	6%	17	94%	18	100%
Female	106	0	0%	0	0%	16	15%	90	85%	106	100%
Male	74	1	1%	2	3%	17	23%	54	73%	71	96%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	178	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	25	1	4%	1	4%	6	24%	17	68%	23	92%
Not Economically Disadvantaged	155	0	0%	1	1%	27	17%	127	82%	154	99%
Not Migrant	180	1	1%	2	1%	33	18%	144	80%	177	98%
Homeless	5	1	20%	0	0%	2	40%	2	40%	4	80%
Not Homeless	175	0	0%	2	1%	31	18%	142	81%	173	99%
Not in Foster Care	180	1	1%	2	1%	33	18%	144	80%	177	98%
Parent Not in Armed Forces	180	1	1%	2	1%	33	18%	144	80%	177	98%

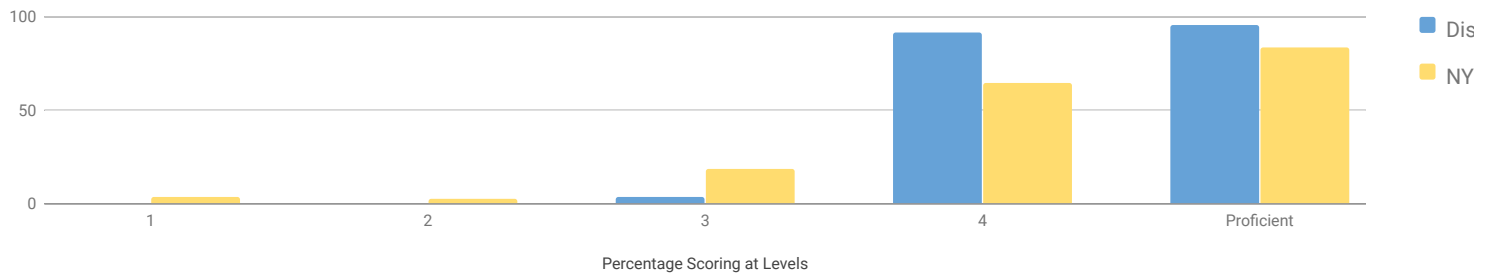
ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	217	2	1%	0	0%	49	23%	166	76%	215	99%
General Education	179	1	1%	0	0%	33	18%	145	81%	178	99%
Students with Disabilities	38	1	3%	0	0%	16	42%	21	55%	37	97%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	0	0%	2	17%	10	83%	12	100%
Black or African American	5	0	0%	0	0%	3	60%	2	40%	5	100%
Hispanic or Latino	20	1	5%	0	0%	8	40%	11	55%	19	95%
White	180	1	1%	0	0%	36	20%	143	79%	179	99%
Female	99	1	1%	0	0%	23	23%	75	76%	98	99%
Male	118	1	1%	0	0%	26	22%	91	77%	117	99%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	214	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	39	1	3%	0	0%	12	31%	26	67%	38	97%
Not Economically Disadvantaged	178	1	1%	0	0%	37	21%	140	79%	177	99%
Not Migrant	217	2	1%	0	0%	49	23%	166	76%	215	99%
Homeless	8	1	13%	0	0%	2	25%	5	63%	7	88%
Not Homeless	209	1	0%	0	0%	47	22%	161	77%	208	100%
Not in Foster Care	217	2	1%	0	0%	49	23%	166	76%	215	99%
Parent Not in Armed Forces	217	2	1%	0	0%	49	23%	166	76%	215	99%

2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS

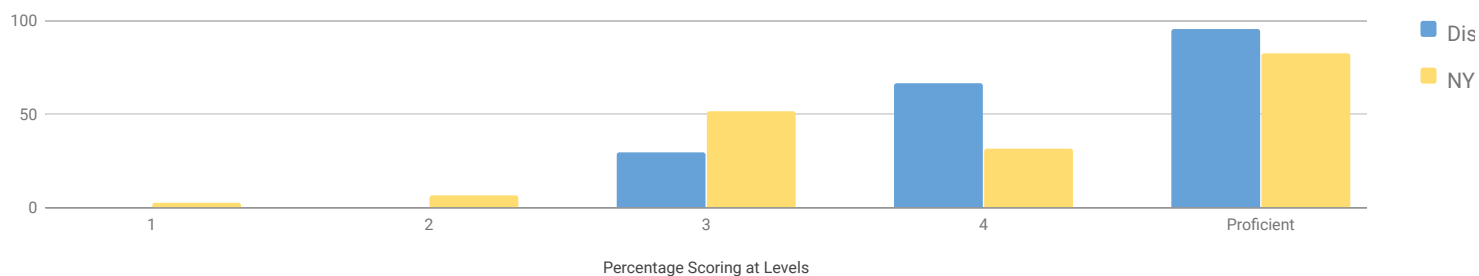
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	206	7	3%	199	97%	0	0%	1	0%	9	4%	189	92%	198	96%
General Education	176	2	1%	174	99%	0	0%	1	1%	4	2%	169	96%	173	98%
Students with Disabilities	30	5	17%	25	83%	0	0%	0	0%	5	17%	20	67%	25	83%
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	2	13%	14	88%	0	0%	1	6%	1	6%	12	75%	13	81%
White	177	5	3%	172	97%	0	0%	0	0%	8	5%	164	93%	172	97%
Small Group Total	13	0	0%	13	100%	0	0%	0	0%	0	0%	13	100%	13	100%
Female	107	1	1%	106	99%	0	0%	0	0%	4	4%	102	95%	106	99%
Male	99	6	6%	93	94%	0	0%	1	1%	5	5%	87	88%	92	93%
English Language Learners	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	202	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	26	6	23%	20	77%	0	0%	1	4%	3	12%	16	62%	19	73%
Not Economically Disadvantaged	180	1	1%	179	99%	0	0%	0	0%	6	3%	173	96%	179	99%
Not Migrant	206	7	3%	199	97%	0	0%	1	0%	9	4%	189	92%	198	96%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	203	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	206	7	3%	199	97%	0	0%	1	0%	9	4%	189	92%	198	96%
Parent Not in Armed Forces	206	7	3%	199	97%	0	0%	1	0%	9	4%	189	92%	198	96%

2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

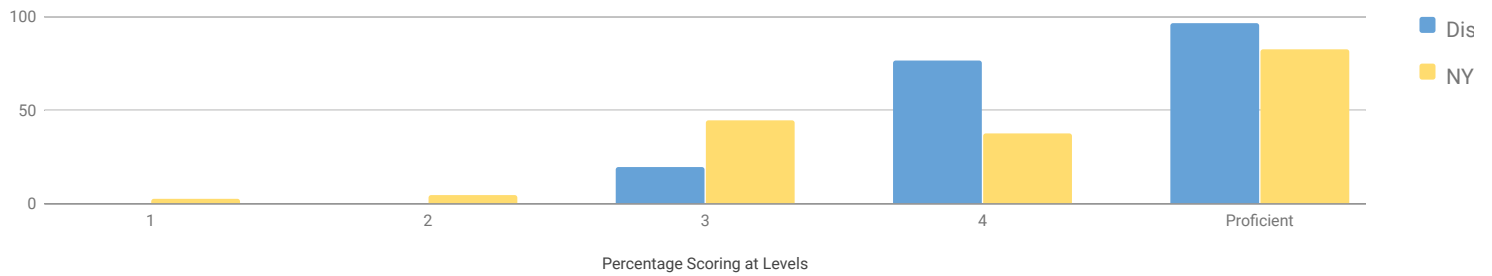
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	206	6	3%	200	97%	1	0%	1	0%	61	30%	137	67%	198	96%
General Education	176	1	1%	175	99%	1	1%	0	0%	50	28%	124	70%	174	99%
Students with Disabilities	30	5	17%	25	83%	0	0%	1	3%	11	37%	13	43%	24	80%
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	1	6%	15	94%	1	6%	1	6%	4	25%	9	56%	13	81%
White	177	5	3%	172	97%	0	0%	0	0%	54	31%	118	67%	172	97%
Small Group Total	13	0	0%	13	100%	0	0%	0	0%	3	23%	10	77%	13	100%
Female	107	0	0%	107	100%	1	1%	0	0%	38	36%	68	64%	106	99%
Male	99	6	6%	93	94%	0	0%	1	1%	23	23%	69	70%	92	93%
English Language Learners	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	202	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	26	5	19%	21	81%	1	4%	1	4%	6	23%	13	50%	19	73%
Not Economically Disadvantaged	180	1	1%	179	99%	0	0%	0	0%	55	31%	124	69%	179	99%
Not Migrant	206	6	3%	200	97%	1	0%	1	0%	61	30%	137	67%	198	96%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	203	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	206	6	3%	200	97%	1	0%	1	0%	61	30%	137	67%	198	96%
Parent Not in Armed Forces	206	6	3%	200	97%	1	0%	1	0%	61	30%	137	67%	198	96%

2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE

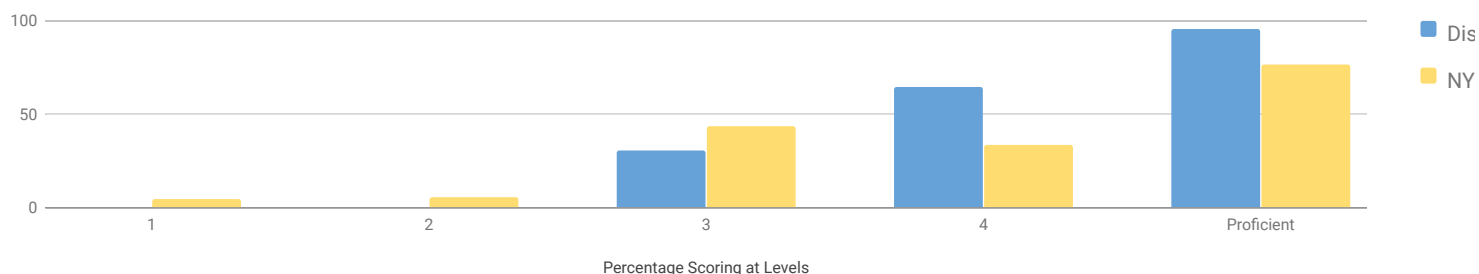
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Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	206	6	3%	200	97%	1	0%	0	0%	41	20%	158	77%	199	97%
General Education	176	2	1%	174	99%	0	0%	0	0%	24	14%	150	85%	174	99%
Students with Disabilities	30	4	13%	26	87%	1	3%	0	0%	17	57%	8	27%	25	83%
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	2	13%	14	88%	0	0%	0	0%	7	44%	7	44%	14	88%
White	177	4	2%	173	98%	1	1%	0	0%	32	18%	140	79%	172	97%
Small Group Total	13	0	0%	13	100%	0	0%	0	0%	2	15%	11	85%	13	100%
Female	107	1	1%	106	99%	0	0%	0	0%	19	18%	87	81%	106	99%
Male	99	5	5%	94	95%	1	1%	0	0%	22	22%	71	72%	93	94%
English Language Learners	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	202	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	26	5	19%	21	81%	1	4%	0	0%	11	42%	9	35%	20	77%
Not Economically Disadvantaged	180	1	1%	179	99%	0	0%	0	0%	30	17%	149	83%	179	99%
Not Migrant	206	6	3%	200	97%	1	0%	0	0%	41	20%	158	77%	199	97%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	203	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	206	6	3%	200	97%	1	0%	0	0%	41	20%	158	77%	199	97%
Parent Not in Armed Forces	206	6	3%	200	97%	1	0%	0	0%	41	20%	158	77%	199	97%

2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY

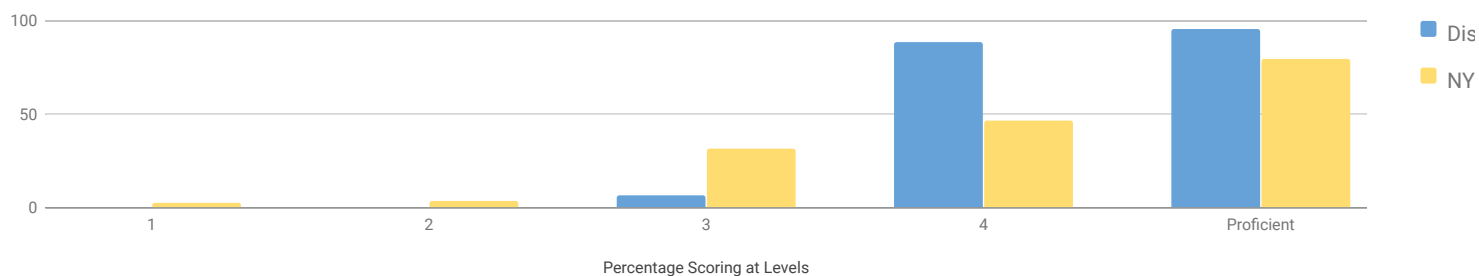
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Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	206	7	3%	199	97%	1	0%	1	0%	64	31%	133	65%	197	96%
General Education	176	2	1%	174	99%	0	0%	0	0%	49	28%	125	71%	174	99%
Students with Disabilities	30	5	17%	25	83%	1	3%	1	3%	15	50%	8	27%	23	77%
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	2	13%	14	88%	0	0%	0	0%	6	38%	8	50%	14	88%
White	177	5	3%	172	97%	1	1%	1	1%	55	31%	115	65%	170	96%
Small Group Total	13	0	0%	13	100%	0	0%	0	0%	3	23%	10	77%	13	100%
Female	107	1	1%	106	99%	1	1%	0	0%	34	32%	71	66%	105	98%
Male	99	6	6%	93	94%	0	0%	1	1%	30	30%	62	63%	92	93%
English Language Learners	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	202	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	26	6	23%	20	77%	0	0%	0	0%	10	38%	10	38%	20	77%
Not Economically Disadvantaged	180	1	1%	179	99%	1	1%	1	1%	54	30%	123	68%	177	98%
Not Migrant	206	7	3%	199	97%	1	0%	1	0%	64	31%	133	65%	197	96%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	203	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	206	7	3%	199	97%	1	0%	1	0%	64	31%	133	65%	197	96%
Parent Not in Armed Forces	206	7	3%	199	97%	1	0%	1	0%	64	31%	133	65%	197	96%

2014 TOTAL COHORT RESULTS IN REGENTS U.S. HISTORY AND GOVERNMENT

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	206	7	3%	199	97%	1	0%	0	0%	14	7%	184	89%	198	96%
General Education	176	2	1%	174	99%	1	1%	0	0%	4	2%	169	96%	173	98%
Students with Disabilities	30	5	17%	25	83%	0	0%	0	0%	10	33%	15	50%	25	83%
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	2	13%	14	88%	1	6%	0	0%	2	13%	11	69%	13	81%
White	177	5	3%	172	97%	0	0%	0	0%	11	6%	161	91%	172	97%
Small Group Total	13	0	0%	13	100%	0	0%	0	0%	1	8%	12	92%	13	100%
Female	107	1	1%	106	99%	1	1%	0	0%	6	6%	99	93%	105	98%
Male	99	6	6%	93	94%	0	0%	0	0%	8	8%	85	86%	93	94%
English Language Learners	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	202	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	26	6	23%	20	77%	1	4%	0	0%	4	15%	15	58%	19	73%
Not Economically Disadvantaged	180	1	1%	179	99%	0	0%	0	0%	10	6%	169	94%	179	99%
Not Migrant	206	7	3%	199	97%	1	0%	0	0%	14	7%	184	89%	198	96%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	203	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	206	7	3%	199	97%	1	0%	0	0%	14	7%	184	89%	198	96%
Parent Not in Armed Forces	206	7	3%	199	97%	1	0%	0	0%	14	7%	184	89%	198	96%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2017-18)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	5	20%	40%	0%	40%	0%
Grade 1	0	10	0%	10%	40%	50%	0%
Grade 2	0	5	0%	0%	20%	60%	20%
Grade 3	0	5	0%	20%	0%	80%	0%
Grade 4	0	6	0%	0%	17%	50%	33%
Grade 5	0	5	0%	0%	0%	80%	20%
Grade 6	0	5	20%	0%	20%	20%	40%
Grade 7	—	3	—	—	—	—	—
Grade 9	—	4	—	—	—	—	—
Grade 10	—	2	—	—	—	—	—
Grade 11	—	3	—	—	—	—	—
Grade 12	—	2	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2017-18)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4
Grade 3 ELA	—	3	—	—	—	—
Grade 3 Math	—	3	—	—	—	—
Grade 4 ELA	—	4	—	—	—	—
Grade 4 Math	—	4	—	—	—	—
Grade 4 Science	—	4	—	—	—	—
Grade 5 ELA	—	2	—	—	—	—
Grade 5 Math	—	2	—	—	—	—
Grade 6 ELA	—	2	—	—	—	—
Grade 6 Math	—	2	—	—	—	—
Grade 7 ELA	—	4	—	—	—	—
Grade 7 Math	—	4	—	—	—	—
Grade 8 ELA	—	1	—	—	—	—
Grade 8 Math	—	1	—	—	—	—
Grade 8 Science	—	1	—	—	—	—
Secondary-Level ELA	—	3	—	—	—	—
Secondary-Level Math	—	3	—	—	—	—
Secondary-Level Science	—	3	—	—	—	—

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