



**Pearl River School District**  
**2020-21 Budget Book**



# **Pearl River School District 2020-21 Budget Book Index**

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# Pearl River School District

## 2020-21 Budget Book

### **Board of Education**

Thomas DePrisco, President  
Robert Davis, Vice President  
Bruce Bond  
Jackie Dubil Craig  
Christine Reddy

### **Administration**

Marco Pochintesta, Superintendent of Schools  
Diana Musich, Assistant Superintendent for Human Resources &  
Community Services  
Robert Roelle, Assistant Superintendent for Curriculum & Instruction  
Ann Marie Tromer, Assistant Superintendent for Business

### **Budget Vote**

June 9, 2020  
By Absentee Ballot until 5pm

If you have any questions, please call the District Clerk at 845-620-3922



# *Pearl River School District*

Marco Pochintesta  
Superintendent of Schools  
135 West Crooked Hill Road  
Pearl River, New York 10965-2730  
PochintestaM@pearlriver.org  
Phone: 845-620-3900

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May 2020

Dear Pearl River School District Community,

This letter introduces the comprehensive budget document prepared by the Business Office. The document provides details on the budget proposed for our schools for the 2020-2021 school year. We have been careful to develop a budget that is considerate of the difficult economic situation that we all face due to the COVID-19 pandemic. As with previous years, this budget 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.

Cognizant of a difficult budget year ahead, the District Administration has prepared a conservative budget that meets state mandates, and maintains all of the district's valuable student programs. This budget makes possible the continuation of critical professional development for our staff so that we remain current with changes in curriculum and new learning standards.

The Capital Projects are poised to move into a next phase that will transform the interiors of Pearl River High School and Middle School. Once realized the designs for the library media center, science labs, music and art wings, will offer remarkable 21st Century learning environments for our students, and future classes of Pearl River High School. Pearl River Middle School will see a full-scale renovation of music classrooms, a redesigned health office, and guidance counseling suite, as well as the expansion of the gymnasium with handicapped accessibility.

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,

Marco F. Pochintesta



# **2020-21 Adopted Budget**

**May 13, 2020**

# **2020-21 Budget Timeline**

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- MAY 12** Budget Adoption by Board of Education
- MAY 22** Absentee Ballots mailed to all eligible voters
- JUNE 1** Budget Hearing
- JUNE 9** School Budget Vote – Absentee Ballots must be received by 5pm at 135 West Crooked Hill Road

# **Key Elements of 2020-21 Budget**

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**Tax Levy Increase - \$1,587,705 (2.82%)**

**Budget to Budget Increase - \$1,751,358 (2.53%)**

**Total Proposed Budget – \$70,992,208**

**Proposition #2 asks voters to approve \$7.0 million increase in Bond Capacity for District Capital Project**

**This proposed budget:**

- ☐ **Maintains all current programs and initiatives**
- ☐ **Continues all the good work we have been doing**

# **Current State Budget Concerns**

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**2020-21 Enacted State Budget authorizes a reassessment at three measurement periods (April 30, June 30 and December 31) whereby State Aid can be reduced:**

**10% reduction in State Aid = \$540,000**

**20% reduction in State Aid = \$1,080,000**

**How are we preparing to handle this possible range of cuts?**

- 1. Significant unspent 2019-20 Budget as a result of school closure can be used to balance 2020-21 Budget (\$0.8 - \$1.3 million)**
- 2. Reduce spending on non-mandated expenses (Equipment, Prof. Dev., certain Transportation)**
- 3. Possible savings re: Summer School (Transportation & Aides)**

# **2020-21 Program Highlights**

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- Additional 2.0 FTE Special Education teachers at the HS
- Continued support of School Guidance Counseling Services at the Elementary Schools
- Ongoing Professional Development and Curriculum Design in all subjects
- Continued implementation of next generation standards in all subjects
- Continued Implementation of the Science 21 Program in grades K-5
- Continued support of 1:1 chromebook initiative
- Commencement of K-7 Reading Workshop model

# Budget Information Summary

	Adopted Budget 2019-20	Proposed Budget 2020-21	Dollar Change	% Change
Property Taxes	\$56,215,715	\$57,803,420	\$1,587,705	2.82%
PILOTs	641,643	861,034	219,391	34.19%
State Aid	11,060,276	10,954,290	(105,986)	(0.96%)
All Other	1,237,178	1,373,464	136,286	11.02%
Use of Reserve/ Fund Balance	86,038	-	(86,038)	NA
Total Revenues	\$69,240,850	\$70,992,208	\$ 1,751,358	2.53%

**Tax Levy Limit**

**New PILOT**

**State Aid  
down due to  
COVID-19**

**Decrease in  
Interest Income  
(\$100K) offset by  
Increase in  
Medicaid Revenue  
(\$90K) + Rental  
Income**

# General Fund Appropriations

	<b>Adopted Budget 2019-20</b>	<b>Proposed Budget 2020-21</b>	<b>Dollar Change</b>	<b>% of Total Budget</b>
<b>General Support</b>	\$6,777,243	\$ 6,895,662	\$ 118,419	0.18%
<b>Curriculum &amp; Instruction</b>	41,173,099	42,446,730	1,273,631	1.81%
<b>Pupil Transportation</b>	3,489,669	3,572,756	83,087	0.13%
<b>Employee Benefits</b>	15,016,261	15,470,056	453,795	0.65%
<b>Debt Service</b>	2,669,578	2,394,004	(275,574)	(0.38%)
<b>Transfer to Other Funds</b>	115,000	213,000	98,000	0.14%
<b>Total Appropriations</b>	<b>\$ 69,240,850</b>	<b>\$ 70,992,208</b>	<b>\$ 1,751,358</b>	<b>2.53%</b>

# Proposition #2

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## Asks Voters to approve \$7.0 million in additional Bond Capacity to complete Capital Project

(a) That the Board of Education of the Pearl River Union Free School District, in the County of Rockland, New York, is hereby authorized to expend the amount of not to exceed \$7,000,000 in addition to the amount heretofore approved by the voters on May 16, 2017 for the construction of improvements and alterations to all school buildings and/or sites, such additional amount needed on account of unanticipated increases in the costs thereof; (b) that a tax is hereby voted therefor in the amount of not to exceed \$7,000,000 to finance such additional cost, such tax to be levied and collected in installments in such years and in such amounts as shall be determined by said Board of Education; and (c) that the Board of Education may authorize the issuance of an additional not to exceed \$7,000,000 serial bonds and a tax is hereby voted to pay the interest on said bonds as the same shall become due and payable.

# If Voters Approve

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- HS & MS project will be completed as designed
- Project will move forward without further delay
- No need to rebid the project at a reduced scope
  - ☐ Reducing scope would require a major redesign since all components are connected. For example, eliminating the HS Art Room addition would mean Math could not move out of Music wing .
  - ☐ Certain Alternate projects will need to be done eventually (HS Furnace and HS Locker Room Roofs), completing these items later would most likely cost more.

# 2020 Supplemental Bond Proposal

## Bond Details:

**\$49/Annually:** Past tax impact of \$29.0 million Bond approved in May 2017

**\$7.0 million:** June 2020 Supplemental Bond to complete Capital Improvements

**\$36.0 million:** Total Capital Project Financing

## The Cost:

**\$98 annually**

**Estimated *additional* cost to the average homeowner with a home assessed at \$200,000 (starting with 2021-22 school year)**





**Questions?**



# PEARL RIVER SCHOOL DISTRICT

## GENERAL FUND - REVENUES

Account	Description	Actual 2018-19	Budget 2019-20	Proposed 2020-21	Dollar Change
A1001	Real Property Taxes (including STAR)	\$ 55,374,009	\$ 56,215,715	\$ 57,803,420	\$ 1,587,705
	<b>Real Property Taxes</b>	<b>\$ 55,374,009</b>	<b>\$ 56,215,715</b>	<b>\$ 57,803,420</b>	<b>\$ 1,587,705</b>
A1081	Payments in Lieu of Taxes (PILOTs)	370,908	641,643	861,034	219,391
	<b>Other than Real Property Taxes</b>	<b>\$ 370,908</b>	<b>\$ 641,643</b>	<b>\$ 861,034</b>	<b>\$ 219,391</b>
A1315	Adult Enrichment Fees	\$ 28,144	\$ 20,000	\$ 20,000	\$ -
A1335	Other Student Fees	3,893	1,178	2,000	822
A2280	Health Services - Other Districts	86,503	75,000	60,000	(15,000)
	<b>Charges for Services</b>	<b>\$ 118,540</b>	<b>\$ 96,178</b>	<b>\$ 82,000</b>	<b>\$ (14,178)</b>
A2401	Interest on Investments	\$ 512,137	\$ 300,000	\$ 200,000	\$ (100,000)
A241X	Real Property Rental	658,314	500,000	634,264	134,264
A2690	Other Compensation for Loss	836	-	-	-
	<b>Use of Property</b>	<b>\$ 1,171,287</b>	<b>\$ 800,000</b>	<b>\$ 834,264</b>	<b>\$ 34,264</b>
A2701	Refund of Prior Year Expenses - BOCES	\$ 356,968	\$ 300,000	\$ 300,000	\$ -
A2703	Refund of Prior Year Expenses - Other	44,866	7,000	7,000	-
A2770	Other Unclassified Revenue	75,958	24,000	50,200	26,200
	<b>Miscellaneous</b>	<b>\$ 477,792</b>	<b>\$ 331,000</b>	<b>\$ 357,200</b>	<b>\$ 26,200</b>
A3101	Basic Formula Aid	\$ 8,972,006	\$ 9,619,125	\$ 9,600,283	\$ (18,842)
A3103	BOCES Aid	1,460,972	1,207,803	1,125,320	(82,483)
A3260	Software, Library & Textbook Aid	169,261	205,878	202,215	(3,663)
A3262	Computer Hardware and Technology	66,960	27,470	26,472	(998)
A3289	Other State Aid	-	-	-	-
	<b>State Aid</b>	<b>\$ 10,669,199</b>	<b>\$ 11,060,276</b>	<b>\$ 10,954,290</b>	<b>\$ (105,986)</b>
A4601	<b>Federal Aid - Medicaid</b>	<b>\$ 73,316</b>	<b>\$ 10,000</b>	<b>\$ 100,000</b>	<b>\$ 90,000</b>
A5031	<b>Transfer In From Capital</b>	<b>\$ 836,990</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
A5031	<b>Appropriation of Reserves/Fund Balance</b>	<b>\$ 2,338,350</b>	<b>\$ 86,038</b>	<b>\$ -</b>	<b>\$ (86,038)</b>
	<b>Total Revenue</b>	<b>\$ 71,430,391</b>	<b>\$ 69,240,850</b>	<b>\$ 70,992,208</b>	<b>\$ 1,751,358</b>

**EXPLANATORY NOTES:**

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**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 2020-21. 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 2018-19	Budget 2019-20	Proposed 2020-21	Dollar Change
<b>GENERAL SUPPORT</b>				
Board of Education	55,075	58,300	56,800	(1,500)
Central Administration	381,667	273,332	305,151	31,819
Finance	708,373	665,675	654,093	(11,582)
Staff	492,691	497,085	541,080	43,995
Central Services	4,165,349	4,525,345	4,462,405	(62,940)
Special Items	765,331	757,506	876,133	118,627
<b>Sub-Total</b>	<b>\$ 6,568,486</b>	<b>\$ 6,777,243</b>	<b>\$ 6,895,662</b>	<b>\$ 118,419</b>
<b>INSTRUCTION</b>				
Curriculum Development & Supervision	296,975	295,856	332,020	36,164
Supervision - Regular School	1,870,862	1,912,298	1,937,214	24,916
Staff Development	72,266	37,500	37,500	-
Teaching - Regular School	22,351,976	22,432,246	23,378,502	946,256
Special Education	10,845,908	10,700,545	10,696,493	(4,052)
Teaching - Special Schools	688,085	558,100	573,100	15,000
Instructional Media	2,060,005	2,068,973	2,103,662	34,689
Pupil Services	3,219,018	3,167,581	3,388,239	220,658
<b>Sub-Total</b>	<b>\$ 41,405,095</b>	<b>\$ 41,173,099</b>	<b>\$ 42,446,730</b>	<b>\$ 1,273,631</b>
<b>PUPIL TRANSPORTATION</b>	<b>\$ 3,285,005</b>	<b>\$ 3,489,669</b>	<b>\$ 3,572,756</b>	<b>\$ 83,087</b>
<b>UNDISTRIBUTED</b>				
Employee Benefits	14,906,209	15,016,261	15,470,056	453,795
Debt Service	2,382,677	2,669,578	2,394,004	(275,574)
Transfer to Other Funds	2,882,919	115,000	213,000	98,000
<b>Sub-Total</b>	<b>\$ 20,171,805</b>	<b>\$ 17,800,839</b>	<b>\$ 18,077,060</b>	<b>\$ 276,221</b>
<b>GENERAL FUND APPROPRIATIONS</b>	<b>\$ 71,430,391</b>	<b>\$ 69,240,850</b>	<b>\$ 70,992,208</b>	<b>\$ 1,751,358</b>

**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 2018-19	Budget 2019-20	Proposed 2020-21	Dollar Change
A1010.4	Contractual and Other	\$ 25,577	\$ 27,800	\$ 27,800	\$ -
A1010.45	Materials and Supplies	9,577	9,000	9,000	-
<b>1010</b>	<b>BOARD OF EDUCATION</b>	<b>35,154</b>	<b>36,800</b>	<b>36,800</b>	<b>-</b>
A1040.16	Non Instructional Salaries	10,932	10,000	8,500	(1,500)
<b>1040</b>	<b>DISTRICT CLERK</b>	<b>10,932</b>	<b>10,000</b>	<b>8,500</b>	<b>(1,500)</b>
A1060.4	Contractual and Other	8,963	11,000	11,000	-
A1060.45	Materials and Supplies	26	500	500	-
<b>1060</b>	<b>DISTRICT MEETING</b>	<b>8,989</b>	<b>11,500</b>	<b>11,500</b>	<b>-</b>
<b>BOARD OF EDUCATION</b>	<b>TOTAL:</b>	<b>\$ 55,075</b>	<b>\$ 58,300</b>	<b>\$ 56,800</b>	<b>\$ (1,500)</b>

### 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 2018-19	Budget 2019-20	Proposed 2020-21	Dollar Change
A1240.15	Instructional Salaries	273,828	267,932	284,751	16,819
A1240.16	Non Instructional Salaries	101,929	-	-	-
A1240.4	Contractual and Other	5,010	4,500	19,500	15,000
A1240.45	Materials and Supplies	900	900	900	-
<b>1240 CHIEF ADMINISTRATOR</b>		<b>381,667</b>	<b>273,332</b>	<b>305,151</b>	<b>31,819</b>
<b>CENTRAL ADMINISTRATION</b>		<b>TOTAL:</b>	<b>\$ 381,667</b>	<b>\$ 273,332</b>	<b>\$ 305,151</b>
			<b>\$ 31,819</b>		

### 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. 2020-21 Contractual expenses includes funds budget for the TriState visit.

## PEARL RIVER SCHOOL DISTRICT

### GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2018-19	Budget 2019-20	Proposed 2020-21	Dollar Change
A1310.16	Non Instructional Salaries	\$ 561,289	\$ 510,720	\$ 509,150	\$ (1,570)
A1310.4	Contractual and Other	31,881	47,500	46,518	(982)
A1310.45	Materials and Supplies	7,626	7,000	7,121	121
A1310.49	BOCES Services	(3,845)	10,000	10,000	-
<b>1310</b>	<b>BUSINESS ADMINISTRATION</b>	<b>596,951</b>	<b>575,220</b>	<b>572,789</b>	<b>(2,431)</b>
A1320.16	Non Instructional Salaries	2,306	-	-	-
A1320.4	Contractual and Other	73,760	70,000	69,140	(860)
<b>1320</b>	<b>AUDITING</b>	<b>76,066</b>	<b>70,000</b>	<b>69,140</b>	<b>(860)</b>
A1325.16	Non Instructional Salaries	10,200	10,455	10,664	209
<b>1325</b>	<b>TREASURER</b>	<b>10,200</b>	<b>10,455</b>	<b>10,664</b>	<b>209</b>
A1380.4	Contractual and Other	25,156	10,000	1,500	(8,500)
<b>1380</b>	<b>FISCAL AGENT</b>	<b>25,156</b>	<b>10,000</b>	<b>1,500</b>	<b>(8,500)</b>
<b>FINANCE</b>	<b>TOTAL:</b>	<b>\$ 708,373</b>	<b>\$ 665,675</b>	<b>\$ 654,093</b>	<b>\$ (11,582)</b>

#### 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.

**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 2018-19	Budget 2019-20	Proposed 2020-21	Dollar Change
A1420.4	Contractual and Other	85,949	100,000	100,000	-
<b>1420</b>	<b>LEGAL</b>	<b>85,949</b>	<b>100,000</b>	<b>100,000</b>	<b>-</b>
A1430.15	Instructional Salaries	\$ 199,580	\$ 197,480	\$ 208,678	\$ 11,198
A1430.16	Non Instructional Salaries	151,616	152,120	162,002	9,882
A1430.4	Contractual and Other	2,099	5,000	5,000	-
A1430.45	Materials and Supplies	345	400	400	-
A1430.49	BOCES Services	26,903	25,000	30,000	5,000
<b>1430</b>	<b>PERSONNEL</b>	<b>380,543</b>	<b>380,000</b>	<b>406,080</b>	<b>26,080</b>
A1480.4	Contractual and Other	11,877	10,685	25,000	14,315
A1480.49	BOCES Services	14,322	6,400	10,000	3,600
<b>1480</b>	<b>PUBLIC INFORMATION</b>	<b>26,199</b>	<b>17,085</b>	<b>35,000</b>	<b>17,915</b>
<b>STAFF</b>	<b>TOTAL:</b>	<b>\$ 492,691</b>	<b>\$ 497,085</b>	<b>\$ 541,080</b>	<b>\$ 43,995</b>

### 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, school registry and attendance management.

**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.

## PEARL RIVER SCHOOL DISTRICT

### GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2018-19	Budget 2019-20	Proposed 2020-21	Dollar Change
A1620.16	Non Instructional Salaries	\$ 1,944,993	\$ 1,970,260	\$ 2,065,122	\$ 94,862
A1620.2	Equipment	-	-	-	-
A1620.4	Contractual and Other	700,632	793,100	810,932	17,832
A1620.45	Materials and Supplies	120,582	93,500	95,000	1,500
<b>1620 OPERATION OF PLANT</b>		<b>2,766,207</b>	<b>2,856,860</b>	<b>2,971,054</b>	<b>114,194</b>
A1621.16	Non Instructional Salaries	\$ 605,613	\$ 640,232	\$ 571,929	\$ (68,303)
A1621.2	Equipment	13,200	80,427	30,000	(50,427)
A1621.4	Contractual and Other	415,929	551,026	502,422	(48,604)
A1621.45	Materials and Supplies	164,470	199,800	200,000	200
A1621.49	BOCES Services	153,534	152,000	137,000	(15,000)
<b>1621 MAINTENANCE OF PLANT</b>		<b>1,352,746</b>	<b>1,623,485</b>	<b>1,441,351</b>	<b>(182,134)</b>
A1680.4	Contractual and Other	46,396	45,000	50,000	5,000
<b>1680 CENTRAL DATA PROCESSING</b>		<b>46,396</b>	<b>45,000</b>	<b>50,000</b>	<b>5,000</b>
<b>CENTRAL SERVICES</b>		<b>\$ 4,165,349</b>	<b>\$ 4,525,345</b>	<b>\$ 4,462,405</b>	<b>\$ (62,940)</b>
<b>TOTAL:</b>		<b>\$ 4,165,349</b>	<b>\$ 4,525,345</b>	<b>\$ 4,462,405</b>	<b>\$ (62,940)</b>

#### 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.

## PEARL RIVER SCHOOL DISTRICT GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2018-19	Budget 2019-20	Proposed 2020-21	Dollar Change
A1910	Unallocated Insurance	\$ 227,720	\$ 244,806	\$ 275,000	\$ 30,194
A1930	The Pines Apartments	55,402	70,000	87,000	17,000
A1950	Assessments on School Property	67,013	69,693	70,000	307
A1964	Refunds of Real Property Taxes	119,065	30,000	40,000	10,000
A1981	BOCES Administrative Charges	217,972	261,507	321,204	59,697
A1983	BOCES Capital Charges	78,159	81,500	82,929	1,429
<b>SPECIAL ITEMS</b>		<b>765,331</b>	<b>757,506</b>	<b>876,133</b>	<b>118,627</b>
<b>GENERAL GOVERNMENT SUPPORT</b>		<b>\$ 6,568,486</b>	<b>\$ 6,777,243</b>	<b>\$ 6,895,662</b>	<b>\$ 118,419</b>
<b>TOTAL:</b>		<b>\$ 6,568,486</b>	<b>\$ 6,777,243</b>	<b>\$ 6,895,662</b>	<b>\$ 118,419</b>

### 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. 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 2020-21 this charge represents a \$61K increase over 2019-20.

## PEARL RIVER SCHOOL DISTRICT GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2018-19	Budget 2019-20	Proposed 2020-21	Dollar Change
A2010.15	Instructional Salaries	\$ 193,574	\$ 189,800	\$ 195,992	\$ 6,192
A2010.16	Non Instructional Salaries	44,590	47,886	49,978	2,092
A2010.4	Contractual and Other	3,159	3,500	6,050	2,550
A2010.45	Materials and Supplies	5,056	3,150	5,000	1,850
A2010.49	BOCES Services	50,596	51,520	75,000	23,480
<b>2010 CURRICULUM DEVELOPMENT &amp; SUPERVISION</b>		<b>296,975</b>	<b>295,856</b>	<b>332,020</b>	<b>36,164</b>
A2020.15	Instructional Salaries	\$ 1,342,097	\$ 1,351,507	\$ 1,382,039	\$ 30,532
A2020.16	Non Instructional Salaries	496,311	528,408	521,317	(7,091)
A2020.4	Contractual and Other	884	1,725	1,575	(150)
A2020.45	Materials and Supplies	31,570	30,658	32,283	1,625
<b>2020 SUPERVISION - REGULAR SCHOOL</b>		<b>1,870,862</b>	<b>1,912,298</b>	<b>1,937,214</b>	<b>24,916</b>
A2070.4	Contractual and Other	16,538	7,500	6,614	(886)
A2070.49	BOCES Services	55,728	30,000	30,886	886
<b>2070 STAFF DEVELOPMENT</b>		<b>72,266</b>	<b>37,500</b>	<b>37,500</b>	<b>-</b>
<b>INSTRUCTION, ADMINISTRATION &amp; IMPROVEMENT</b>					
<b>TOTAL:</b>		<b>\$ 2,240,103</b>	<b>\$ 2,245,654</b>	<b>\$ 2,306,734</b>	<b>\$ 61,080</b>

### 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.

**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 2018-19	Budget 2019-20	Proposed 2020-21	Dollar Change
A2110.12	Instructional Salaries K-6	\$ 9,215,257	\$ 9,371,569	\$ 10,799,645	\$ 1,428,076
A2110.13	Instructional Salaries 7-12	10,200,253	10,251,380	9,928,643	(322,737)
A2110.14	Substitute Teachers	614,492	512,170	533,000	20,830
A2110.148	Terminal Leave Pay	483,792	399,315	145,025	(254,290)
A2110.16	Non Instructional Salaries	1,111,253	1,107,941	1,150,431	42,490
A2110.2	Equipment	85,012	140,100	114,000	(26,100)
A2110.4	Contractual and Other	174,216	175,748	223,854	48,106
A2110.45	Materials and Supplies	133,795	124,653	135,640	10,987
A2110.471	Tuition Paid to Other Public Schools	-	5,000	5,000	-
A2110.48	Textbooks	144,005	146,370	145,264	(1,106)
A2110.49	BOCES Services	189,901	198,000	198,000	-
<b>2110 TEACHING - REGULAR SCHOOL</b>		<b>22,351,976</b>	<b>22,432,246</b>	<b>23,378,502</b>	<b>946,256</b>
<b>TEACHING - REGULAR SCHOOL TOTAL:</b>		<b>\$ 22,351,976</b>	<b>\$ 22,432,246</b>	<b>\$ 23,378,502</b>	<b>\$ 946,256</b>

#### 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 310 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.

**Lincoln Avenue Elementary School:** Enrollment of about 200 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 285 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. Franklin Avenue also provides instruction to English language learners.

## PEARL RIVER SCHOOL DISTRICT

### GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2018-19	Budget 2019-20	Proposed 2020-21	Dollar Change
A2250.15	Instructional Salaries	\$ 3,329,200	\$ 3,333,646	\$ 3,368,327	\$ 34,681
A2250.16	Non Instructional Salaries	320,721	294,399	335,150	40,751
A2250.4	Contractual and Other	185,120	260,300	255,800	(4,500)
A2250.45	Materials and Supplies	4,058	3,200	7,826	4,626
A2250.471	Tuition Paid to Other Public Schools	602,362	320,000	730,000	410,000
A2250.472	Tuition Paid to Private Schools	400,021	435,000	105,000	(330,000)
A2250.49	BOCES Services	6,004,426	6,054,000	5,894,390	(159,610)
<b>2250 SPECIAL EDUCATION</b>		<b>10,845,908</b>	<b>10,700,545</b>	<b>10,696,493</b>	<b>(4,052)</b>
<b>SPECIAL EDUCATION TOTAL:</b>		<b>\$ 10,845,908</b>	<b>\$ 10,700,545</b>	<b>\$ 10,696,493</b>	<b>\$ (4,052)</b>

#### **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.

## PEARL RIVER SCHOOL DISTRICT GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2018-19	Budget 2019-20	Proposed 2020-21	Dollar Change
A2280.49	BOCES Services	663,080	535,000	550,000	15,000
<b>2280</b>	<b>OCCUPATIONAL EDUCATION</b>	<b>663,080</b>	<b>535,000</b>	<b>550,000</b>	<b>15,000</b>
A2330.15	Instructional Salaries	9,303	15,000	15,000	-
A2330.4	Contractual and Other	15,702	8,100	8,100	-
<b>2330</b>	<b>ADULT ENRICHMENT</b>	<b>25,005</b>	<b>23,100</b>	<b>23,100</b>	<b>-</b>
<b>SPECIAL SCHOOLS</b>	<b>TOTAL:</b>	<b>\$ 688,085</b>	<b>\$ 558,100</b>	<b>\$ 573,100</b>	<b>\$ 15,000</b>

### 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 approx. 40 students.

**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 2018-19	Budget 2019-20	Proposed 2020-21	Dollar Change
A2610.15	Instructional Salaries	\$ 313,400	\$ 327,758	\$ 252,003	\$ (75,755)
A2610.16	Non Instructional Salaries	181,276	97,478	150,577	53,099
A2610.4	Contractual and Other	2,728	4,600	4,600	-
A2610.45	Materials and Supplies	8,904	8,750	16,500	7,750
A2610.46	Library Materials	55,015	14,826	14,708	(118)
A2610.49	BOCES Services	30,613	30,000	32,000	2,000
<b>2610 SCHOOL LIBRARY &amp; AUDIO VISUAL</b>		<b>591,936</b>	<b>483,412</b>	<b>470,388</b>	<b>(13,024)</b>
A2630.15	Instructional Salaries	\$ 93,956	\$ 95,551	\$ 154,494	\$ 58,943
A2630.16	Non Instructional Salaries	123,474	124,458	103,180	(21,278)
A2630.2	State Aided Computer Hardware	3,014	10,000	10,000	-
A2630.4	Contractual and Other	751	900	8,100	7,200
A2630.45	Materials and Supplies	46,406	55,000	30,500	(24,500)
A2630.46	State Aided Computer Software	15,658	19,500	17,000	(2,500)
A2630.49	BOCES Services	1,184,810	1,280,152	1,310,000	29,848
<b>2630 COMPUTER ASSISTED INSTRUCTION</b>		<b>1,468,069</b>	<b>1,585,561</b>	<b>1,633,274</b>	<b>47,713</b>
<b>INSTRUCTIONAL MEDIA</b>		<b>\$ 2,060,005</b>	<b>\$ 2,068,973</b>	<b>\$ 2,103,662</b>	<b>\$ 34,689</b>
<b>TOTAL:</b>		<b>\$ 2,060,005</b>	<b>\$ 2,068,973</b>	<b>\$ 2,103,662</b>	<b>\$ 34,689</b>

#### 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.

**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 2018-19	Budget 2019-20	Proposed 2020-21	Dollar Change
A2805.16	Non Instructional Salaries	\$ 26,138	\$ 27,445	\$ 33,941	\$ 6,496
<b>2805</b>	<b>ATTENDANCE</b>	<b>26,138</b>	<b>27,445</b>	<b>33,941</b>	<b>6,496</b>
A2810.15	Instructional Salaries	\$ 840,927	\$ 863,235	\$ 721,298	\$ (141,937)
A2810.16	Non Instructional Salaries	70,488	74,601	125,492	50,891
A2810.4	Contractual and Other	21,331	40,150	150	(40,000)
A2810.45	Materials and Supplies	633	2,000	2,000	-
<b>2810</b>	<b>GUIDANCE</b>	<b>933,379</b>	<b>979,986</b>	<b>848,940</b>	<b>(131,046)</b>
A2815.16	Non Instructional Salaries	\$ 450,282	\$ 474,222	\$ 468,716	\$ (5,506)
A2815.4	Contractual and Other	71,554	66,750	57,914	(8,836)
A2815.45	Materials and Supplies	5,483	6,950	7,550	600
<b>2815</b>	<b>HEALTH SERVICES</b>	<b>527,319</b>	<b>547,922</b>	<b>534,180</b>	<b>(13,742)</b>
A2820.15	Instructional Salaries	\$ 426,821	\$ 436,024	\$ 494,304	\$ 58,280
<b>2820</b>	<b>PSYCHOLOGICAL SERVICES</b>	<b>426,821</b>	<b>436,024</b>	<b>494,304</b>	<b>58,280</b>
A2825.15	Instructional Salaries	\$ -	\$ -	\$ 196,670	\$ 196,670
<b>2825</b>	<b>SOCIAL WORKER SERVICES</b>	<b>-</b>	<b>-</b>	<b>196,670</b>	<b>196,670</b>
A2850.1	Instructional Salaries	\$ 3,832	\$ 6,000	\$ -	\$ (6,000)
A2850.4	Contractual and Other	-	1,732	-	(1,732)
<b>2850</b>	<b>CO-CURRICULAR ACTIVITIES</b>	<b>3,832</b>	<b>7,732</b>	<b>-</b>	<b>(7,732)</b>
A2855.15	Instructional Salaries	\$ 233,310	\$ 154,180	\$ 180,635	\$ 26,455
A2855.13	Coach Stipends	607,674	567,785	645,000	77,215
A2855.16	Non Instructional Salaries	130,668	136,776	144,424	7,648
A2855.2	Equipment	18,994	20,000	18,000	(2,000)
A2855.4	Contractual and Other	104,447	139,489	131,903	(7,586)
A2855.45	Materials and Supplies	78,903	40,242	40,242	-
A2855.49	BOCES Services	127,533	110,000	120,000	10,000
<b>2855</b>	<b>INTERSCHOLASTIC ATHLETICS</b>	<b>1,301,529</b>	<b>1,168,472</b>	<b>1,280,204</b>	<b>111,732</b>
<b>PUPIL SERVICES</b>	<b>TOTAL:</b>	<b>\$ 3,219,018</b>	<b>\$ 3,167,581</b>	<b>\$ 3,388,239</b>	<b>\$ 220,658</b>

## PEARL RIVER SCHOOL DISTRICT

### GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2018-19	Budget 2019-20	Proposed 2020-21	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 elementary schools 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.

## PEARL RIVER SCHOOL DISTRICT GENERAL FUND - APPROPRIATIONS

Account	Description	Actual 2018-19	Budget 2019-20	Proposed 2020-21	Dollar Change
A5510.16	Non Instructional Salaries	\$ 153,324	\$ 153,203	\$ 157,945	\$ 4,742
A5510.4	Contractual and Other	15,793	19,828	19,500	(328)
A5510.45	Materials and Supplies	5,828	5,600	5,200	(400)
A5540.4	Contract Transportation	2,641,500	2,815,234	2,884,391	69,157
A5581.49	BOCES Services	468,560	495,804	505,720	9,916
<b>55XX PUPIL TRANSPORTATION</b>		<b>3,285,005</b>	<b>3,489,669</b>	<b>3,572,756</b>	<b>83,087</b>
<b>PUPIL TRANSPORTATION TOTAL:</b>		<b>\$ 3,285,005</b>	<b>\$ 3,489,669</b>	<b>\$ 3,572,756</b>	<b>\$ 83,087</b>

### 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 2018-19	Budget 2019-20	Proposed 2020-21	Dollar Change
A9010.8	State Retirement	\$ 778,184	\$ 877,236	\$ 850,000	\$ (27,236)
A9020.8	Teachers' Retirement	3,005,547	2,581,556	2,950,000	368,444
A9030.8	Social Security	2,551,256	2,653,970	2,799,665	145,695
A9040.8	Workers' Compensation	233,206	264,904	260,000	(4,904)
A9045.8	Life Insurance	5,780	9,000	8,000	(1,000)
A9050.8	Unemployment Insurance	414	10,000	10,000	-
A9055.8	Disability Insurance	3,000	3,000	3,000	-
A9060.8	Health Insurance	7,727,386	8,028,875	7,979,991	(48,884)
A9065.8	Dental Insurance	555,234	539,000	560,000	21,000
A9070.8	Union Welfare Benefits	38,840	42,000	42,000	-
A9089.8	Other Benefits	7,362	6,720	7,400	680
<b>EMPLOYEE BENEFITS TOTAL:</b>		<b>\$ 14,906,209</b>	<b>\$ 15,016,261</b>	<b>\$ 15,470,056</b>	<b>\$ 453,795</b>

#### **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.

**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 2018-19	Budget 2019-20	Proposed 2020-21	Dollar Change
A9710.6	Serial Bond - Taxable - Principal	\$ -	\$ 250,000	\$ 120,000	\$ (130,000)
A9710.7	Serial Bond - Taxable - Interest	-	-	116,726	116,726
<b>9710</b>	<b>SERIAL BOND TAXABLE DEBT PAYMENTS</b>	<b>-</b>	<b>250,000</b>	<b>236,726</b>	<b>(13,274)</b>
A9711.6	Serial Bond Principal	\$ 1,630,000	\$ 1,685,000	\$ 1,265,000	\$ (420,000)
A9711.7	Serial Bond Interest	234,269	180,269	133,969	(46,300)
<b>9711</b>	<b>SERIAL BOND DEBT PAYMENTS</b>	<b>1,864,269</b>	<b>1,865,269</b>	<b>1,398,969</b>	<b>(466,300)</b>
A9731.6	Bond Anticipation Note Principal	\$ 65,000	\$ -	\$ -	\$ -
A9731.7	Bond Anticipation Note Interest	90,100	191,000	395,000	204,000
<b>9731</b>	<b>BOND ANTICIPATION NOTE DEBT PAYMENTS</b>	<b>155,100</b>	<b>191,000</b>	<b>395,000</b>	<b>204,000</b>
A9745.6	Energy Performance Contract Principal	\$ 275,887	\$ 285,249	\$ 294,928	\$ 9,679
A9745.7	Energy Performance Contract Interest	87,421	78,060	68,381	(9,679)
<b>9745</b>	<b>ENERGY PERFORMANCE CONTRACT DEBT PAYMENTS</b>	<b>363,308</b>	<b>363,309</b>	<b>363,309</b>	<b>-</b>
<b>DEBT SERVICE</b>	<b>TOTAL:</b>	<b>\$ 2,382,677</b>	<b>\$ 2,669,578</b>	<b>\$ 2,394,004</b>	<b>\$ (275,574)</b>

### EXPLANATORY NOTES:

**Serial Bond - Taxable - Principal and Interest payments:** This item is the principal and interest cost for the West Crooked Hill Road properties owned by the District (Administration Offices and The Pines Apartments).

**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. The remaining years represent P&I on the Capital Construction BANs.

**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 2018-19	Budget 2019-20	Proposed 2020-21	Dollar Change
A9901.93	Transfer to Food Service Fund	\$ 2,108	\$ -	\$ 3,000	\$ 3,000
A9901.95	Transfer to Special Aid Fund	84,238	115,000	110,000	(5,000)
A9950.9	Transfer to Capital Fund	2,796,573	-	100,000	100,000
<b>TRANSFERS</b>		<b>\$ 2,882,919</b>	<b>\$ 115,000</b>	<b>\$ 213,000</b>	<b>\$ 98,000</b>
<b>UNDISTRIBUTED</b>		<b>\$ 20,171,805</b>	<b>\$ 17,800,839</b>	<b>\$ 18,077,060</b>	<b>\$ 276,221</b>
<b>GENERAL FUND APPROPRIATIONS</b>		<b>\$ 71,430,391</b>	<b>\$ 69,240,850</b>	<b>\$ 70,992,208</b>	<b>\$ 1,751,358</b>

**Salary: Administrative Compensation Information**  
**500308 - PEARL RIVER UFSD**

**2019-2020 - Page 1**  
**Revision - as of 05/26/2020 11:50 AM**

**Form Due May 11, 2020**

**2020-2021 Salary Threshold =**  
**\$141,000**

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 2020-2021.

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](mailto: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 2020-2021 School Year**

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

	<b>Title</b>	<b>Salary</b>	<b>Employee Benefits</b>	<b>Other Remuneration</b>
1.	Superintendent of Schools	267,276	45,152	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.	ASST. SUPT. FOR HR & COMMUNITY SERVICES	195,738	57,351	3,680
3.	ASST. SUPT. FOR CURRICULUM & INSTRUCTION	186,466	31,634	7,680
4.	ASST. SUPT. FOR BUSINESS	171,700	53,157	1,180
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**Salary: Administrative Compensation Information**  
**500308 - PEARL RIVER UFSD**

**2019-2020 - Page 2**  
**Revision - as of 05/26/2020 11:50 AM**

Title	Salary	Employee Benefits	Other Remuneration
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**Salary: Administrative Compensation Information**  
**500308 - PEARL RIVER UFSD**

**2019-2020 Claim Year - Page 3**  
**Revision - as of 05/26/2020 11:50 AM**

Other Supervisory and Administrative Employees Scheduled to Receive \$141,000 or More in Salary

71.	SECONDARY PRINCIPAL	170,287
72.	SECONDARY PRINCIPAL	206,836
73.	ELEMENTARY PRINCIPAL	180,973
74.	ELEMENTARY PRINCIPAL	171,466
75.	ELEMENTARY PRINCIPAL	152,038
76.	ASSISTANT PRINCIPAL	143,218
77.	DIRECTOR OF TECHNOLOGY	153,314
78.	DIRECTOR OF ATHLETICS	170,617
79.	DIRECTOR OF PPS	198,825
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**Salary: Administrative Compensation Information**  
**500308 - PEARL RIVER UFSD**

**2019-2020 Claim Year - Page 4**  
**Revision - as of 05/26/2020 11:50 AM**

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**Salary: Administrative Compensation Information 2019-2020 - Page 5**

**500308 - PEARL RIVER UFSD**

**Revision - as of 05/26/2020 11:50 AM**

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**Property Tax Report Card**  
**500308 - PEARL RIVER UFSD**

**2019-2020 - Page 1**  
**Official - as of 05/14/2020 04:42**  
**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 2020-21 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.**

**Notice: The Enacted Budget allows school districts to establish a reserve fund for NYS Teachers' Retirement System Contributions, effective immediately. This reserve, if applicable, should be reported in the Schedule of Reserves under 'Other Reserve' and with a description that says: "To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS)."**

**Form Due - April 27, 2020**

Form Preparer Name:  
 Preparer's Telephone Number:

ANN MARIE TROMER  
 (845) 620-3999

<b>Shaded Fields Will Calculate</b>	<b>Budgeted 2019-20 (A)</b>	<b>Proposed Budget 2020-21 (B)</b>	<b>Percent Change (C)</b>
Total Budgeted Amount, not including Separate Propositions	69,240,850	70,992,208	2.53 %
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	56,215,715	57,803,420	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	56,215,715	57,803,420	2.82 %
F. Permissible Exclusions to the School Tax Levy Limit	642,022	808,739	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	55,573,693	56,994,681	
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)	55,573,693	56,994,681	
I. Difference: (G-H);(negative value requires 60.0% voter approval) <sup>2</sup>	0	0	
Public School Enrollment	2,372	2,353	-0.80 %
Consumer Price Index			1.81 %

<sup>1</sup> Include any prior year reserve for excess tax levy, including interest.

<sup>2</sup> 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.

<sup>3</sup> For 2020-21, includes any carryover from 2019-20 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2019-20 (D)	Estimated 2020-21 (E)
Adjusted Restricted Fund Balance	612,029	612,000
Assigned Appropriated Fund Balance	655,091	612,000
Adjusted Unrestricted Fund Balance	1,752,420	2,800,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	2.53 %	3.94 %

### Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/20 Actual Balance	6/30/20 Estimated Ending Balance	Intended Use of the Reserve in the 2020-21 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.	0	0	Expired
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	For 2021-22 school year only
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.	<input type="text" value="1,737,423"/>	<input type="text" value="1,754,797"/>	To be used for any large tax refunds
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.	<input type="text"/>	<input type="text"/>	
Employee Benefit Accrued Liability	EBLAR RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	<input type="text" value="666,198"/>	<input type="text" value="672,860"/>	To be used for retiree payments
Retirement Contribution	RETIREMENT CONT. RES.	For employer retirement contributions to the State and Local Employees' Retirement System.	<input type="text" value="1,193,749"/>	<input type="text" value="1,205,686"/>	Not scheduled to be used for 2020-21
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 <a href="#">+ (add)</a>			<input type="text"/>	<input type="text"/>	

\* **NYSED Reserve Guidance:**
[http://www.p12.nysed.gov/mgt/serv/accounting/docs/reserve\\_funds.pdf](http://www.p12.nysed.gov/mgt/serv/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 2020-21. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save

Reset

Save &amp; Ready

Equalized Total Assessed Value 3,025,705,052

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	510,898	0.02
13500	TOWN - GENERALLY	RPTL 406(1)	44	48,152,681	1.59
13800	SCHOOL DISTRICT	RPTL 408	9	69,802,707	2.31
14110	USA - SPECIFIED USES	STATE L 54	1	805,919	0.03
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	248,222	0.01
19950	MUNICIPAL RAILROAD	RPTL 456	1	724,937	0.02
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	4	2,504,473	0.08
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	23	37,629,492	1.24
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	14	42,679,055	1.41
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	389,309	0.01
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	2	859,142	0.03
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	4,773,113	0.16
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	7	29,770,818	0.98
26100	VETERANS ORGANIZATION	RPTL 452	3	2,355,586	0.08
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	3,805,689	0.13
27200	RAILROAD - WHOLLY EXEMPT	RPTL 489-d&dd	1	1,582,932	0.05
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	4	195,458	0.01
28120	NOT-FOR-PROFIT HOUSING CO	RPTL 422	1	654,967	0.02
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	4	48,000	0.00
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	266	3,192,000	0.11
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	4	80,000	0.00
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	220	4,400,000	0.15
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	9	277,862	0.01
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	52	1,944,180	0.06
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	318,640	0.01
41800	PERSONS AGE 65 OR OVER	RPTL 467	88	13,787,545	0.46
41834	ENHANCED STAR	RPTL 425	633	88,411,568	2.92
41854	BASIC STAR 1999-2000	RPTL 425	2,526	154,725,078	5.11
41900	PHYSICALLY DISABLED	RPTL 459	2	129,731	0.00
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	411,332	0.01
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	4	1,529,892	0.05
47614	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	4	29,750,057	0.98

Equalized Total Assessed Value 3,025,705,052

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	1,364,533	0.05
Total Exemptions Exclusive of System Exemptions:			3,941	546,451,283	18.06
Total System Exemptions:			3	1,364,533	0.05
Totals:			3,944	547,815,816	18.11

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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.

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



# FISCAL ACCOUNTABILITY SUMMARY (2018 - 19)

## INFORMATION ABOUT EXPENDITURE RATIOS (2017 - 18)

(Data are lagged a year.)

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

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

### THIS SCHOOL DISTRICT

#### GENERAL EDUCATION

##### INSTRUCTIONAL EXPENDITURES

\$36,657,147

##### PUPILS

2,427

##### EXPENDITURES PER PUPIL

#### SPECIAL EDUCATION

##### INSTRUCTIONAL EXPENDITURES

\$14,878,661

##### PUPILS

354

##### EXPENDITURES PER PUPIL

\$15,104

\$42,030

SIMILAR DISTRICT GROUP  
LOW NEED/RESOURCE CAPACITY

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$5,629,457,432

PUPILS

365,552

EXPENDITURES PER PUPIL

\$15,400

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$2,181,788,127

PUPILS

52,736

EXPENDITURES PER PUPIL

\$41,372

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$35,199,223,413

PUPILS

2,632,781

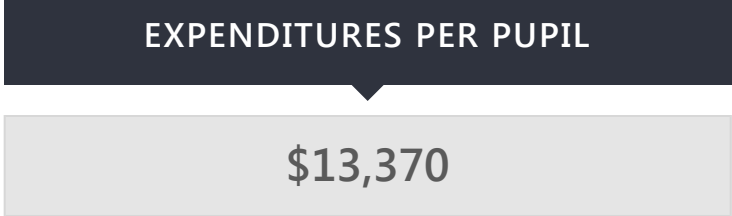
SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$15,660,696,162

PUPILS

485,151



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

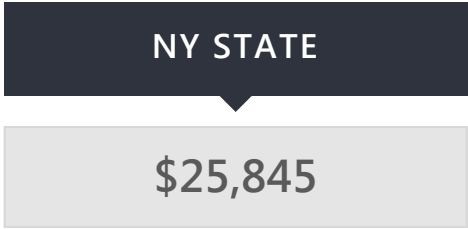
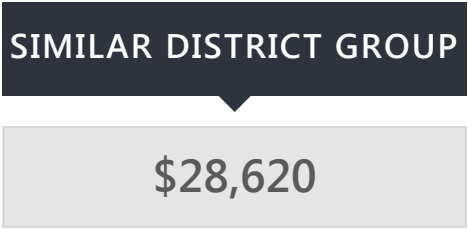
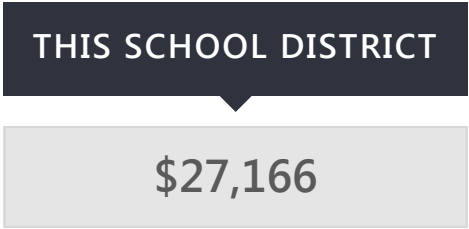
The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities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

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

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

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

## TOTAL EXPENDITURES PER PUPIL

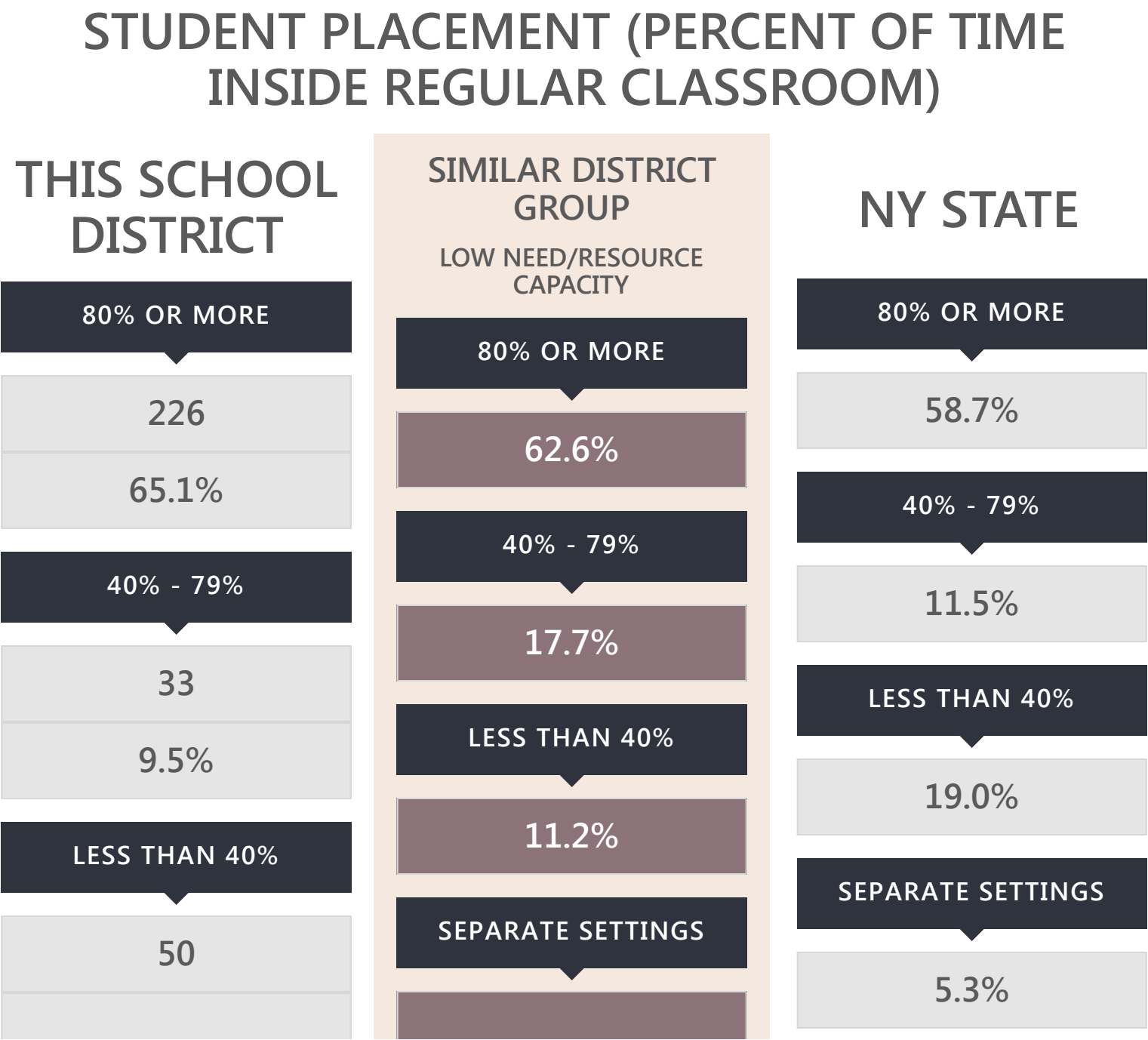


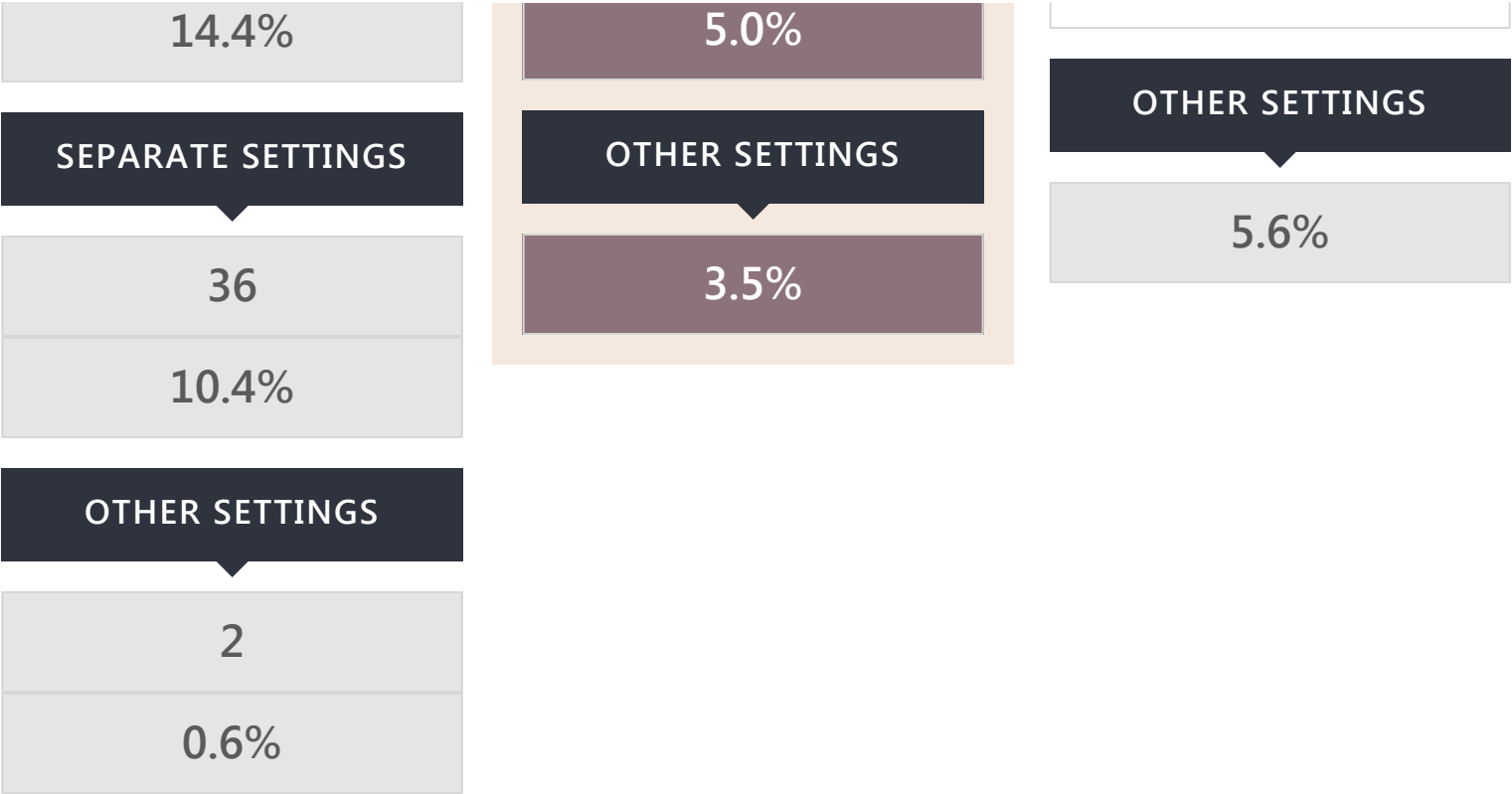
Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total

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

## INFORMATION ABOUT STUDENTS WITH DISABILITIES (2018 - 19)

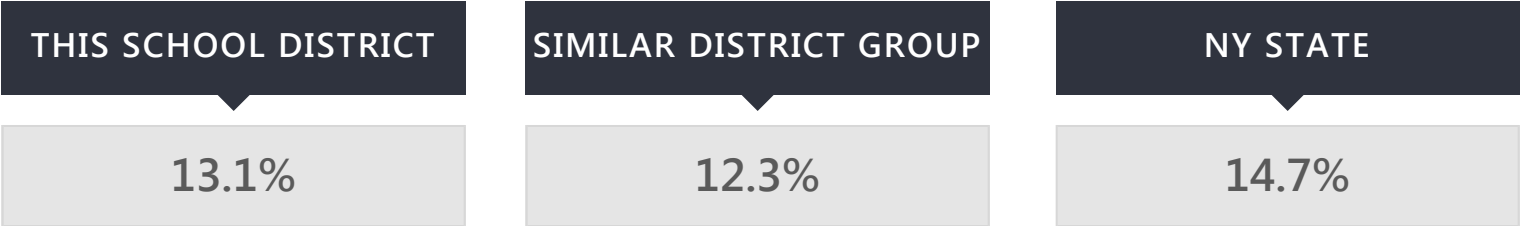
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required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





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

# SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



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

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

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

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## PEARL RIVER UFSD - NEW YORK STATE REPORT CARD [2018 - 19]

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

### 2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

## GOOD STANDING

### MADE PROGRESS

NA

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

### ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Asian or Native Hawaiian/Other Pacific Islander	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
Multiracial	Good Standing	NA
White	Good Standing	NA
English Language Learners	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

**ELEMENTARY/MIDDLE INDICATOR LEVELS**

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

**ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE**

Subgroup	Level
All Students	4
American Indian or Alaska Native	—
Asian or Native Hawaiian/Other Pacific Islander	4
Black or African American	1
Hispanic or Latino	3
Multiracial	4
White	4
English Language Learners	4
Students with Disabilities	4
Economically Disadvantaged	4

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	918	170	4
	Math	915	178	
	Science	343	221	
	Combined	2,176	182	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Science	—	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	47	206	4
	Math	46	226	
	Science	35	240	
	Combined	128	223	
Black or African American	ELA	24	73	1
	Math	23	74	
	Science	5	210	
	Combined	52	87	
Hispanic or Latino	ELA	138	137	3
	Math	132	142	
	Science	42	187	
	Combined	312	146	
Multiracial	ELA	34	171	4
	Math	32	183	
	Science	9	239	
	Combined	75	184	
White	ELA	702	175	4
	Math	707	184	
	Science	277	226	
	Combined	1,686	187	
English Language Learners	ELA	34	99	4
	Math	34	107	
	Science	15	170	
	Combined	83	115	
Students with Disabilities	ELA	129	86	4
	Math	124	83	
	Science	60	170	
	Combined	313	101	
Economically Disadvantaged	ELA	134	137	4

Subgroup	Subject	Cohort	Index	Level
	Math	131	140	
	Science	50	188	
	Combined	315	146	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,078	145	4
	Math	1,082	151	
	Science	382	199	
	Combined	2,542	155	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Science	—	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	48	202	4
	Math	48	217	
	Science	36	233	
	Combined	132	216	
Black or African American	ELA	24	73	2
	Math	25	68	
	Science	7	150	
	Combined	56	80	
Hispanic or Latino	ELA	158	120	3
	Math	157	119	
	Science	48	164	
	Combined	363	125	
Multiracial	ELA	34	171	4
	Math	34	172	
	Science	10	215	
	Combined	78	177	
White	ELA	842	146	4
	Math	846	153	
	Science	309	202	
	Combined	1,997	158	
English Language Learners	ELA	37	91	4
	Math	39	94	
	Science	15	170	
	Combined	91	105	
Students with Disabilities	ELA	175	63	4
	Math	174	59	
	Science	74	138	
	Combined	423	75	
Economically Disadvantaged	ELA	163	112	4

Subgroup	Subject	Cohort	Index	Level
	Math	165	111	
	Science	60	157	
	Combined	388	119	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	169,864	3,570	47.6	2
American Indian or Alaska Native	—	3	—	—
Asian or Native Hawaiian/Other Pacific Islander	11,444	231	49.5	2
Black or African American	2,912	62	47	2
Hispanic or Latino	25,304	538	47	2
Multiracial	1,921	37	51.9	3
White	128,078	2,699	47.5	2
English Language Learners	3,990	80	49.9	2
Students with Disabilities	18,580	390	47.6	2
Economically Disadvantaged	23,705	505	46.9	2

**ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED**

Subgroup	Level
All Students	3
Asian or Native Hawaiian/Other Pacific Islander	4
Black or African American	1
Hispanic or Latino	2
Multiracial	4
White	3
English Language Learners	3
Students with Disabilities	3
Economically Disadvantaged	3

**ELEMENTARY/MIDDLE ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	39	42%	38%	0.9	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	36	42%	39%	0.9	2
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learners	39	42%	38%	0.9	2
Students with Disabilities	16	—	—	—	—
Economically Disadvantaged	35	42%	40%	1.0	2

**ELEMENTARY/MIDDLE PROGRESS**

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	117	1,078	145	124	105	122	161	—	—	200	4	4
	Math	121	1,082	151	128	107	124	162	—	—	200	4	
American Indian or Alaska Native	ELA	—	2	—	—	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	172	48	202	174	157	164	182	—	—	200	4	4
	Math	190	48	217	191	174	179	189	—	—	200	4	
Black or African American	ELA	—	24	—	—	—	—	—	—	—	—	—	—
	Math	—	25	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	103	158	120	110	95	113	157	—	—	200	4	4
	Math	106	157	119	114	92	111	155	—	—	200	4	
Multiracial	ELA	—	34	—	—	—	—	—	—	—	—	—	—
	Math	—	34	—	—	—	—	—	—	—	—	—	
White	ELA	117	842	146	124	102	119	160	—	—	200	4	4
	Math	119	846	153	126	110	126	163	—	—	200	4	
English Language Learners	ELA	44	37	91	56	67	90	145	—	—	200	4	3
	Math	47	39	94	59	83	103	152	—	—	200	3	
Students with Disabilities	ELA	55	175	63	67	61	85	142	—	N	200	2	1
	Math	58	174	59	70	61	85	142	N	—	200	1	
Economically Disadvantaged	ELA	86	163	112	95	95	113	157	—	—	200	3	3
	Math	89	165	111	98	94	112	156	—	—	200	3	

**ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM**

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	6.5	1,477	61	4.1%	6.3%	14.6%	12.8%	8.9%	—	—	5%	4
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3.8	72	5	6.9%	3.8%	8.2%	7.4%	6.2%	—	—	5%	3
Black or African American	12.1	33	1	3%	11.8%	20.1%	17.7%	11.4%	—	—	5%	4
Hispanic or Latino	6.2	226	11	4.9%	6.2%	19.8%	17%	11%	—	—	5%	4
Multiracial	3.1	37	2	5.4%	3.1%	16.5%	14.5%	9.8%	—	—	5%	4
White	6.5	1,123	42	3.7%	6.3%	10.5%	9.3%	7.2%	—	—	5%	4
English Language Learners	5.9	70	9	12.9%	5.9%	17.6%	15.2%	10.1%	—	—	5%	3
Students with Disabilities	9.1	200	7	3.5%	8.7%	21.5%	18.5%	11.8%	—	—	5%	4
Economically Disadvantaged	10.8	218	19	8.7%	10.4%	19.9%	17.1%	11.1%	—	—	5%	4

**ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	1,156	81%	2,353	77.7%
American Indian or Alaska Native	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	X	52	92.3%	110	90.9%
Black or African American	—	14	—	—	—
Hispanic or Latino	X	174	83.3%	335	81.2%
Multiracial	—	19	—	—	—
White	X	896	79.2%	1,842	75.7%
English Language Learners	—	39	—	—	—
Students with Disabilities	X	177	69.5%	364	65.1%
Economically Disadvantaged	X	182	78.6%	360	74.2%

**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	1,157	80%	2,354	77.9%
American Indian or Alaska Native	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	X	52	90.4%	110	91.8%
Black or African American	—	14	—	—	—
Hispanic or Latino	X	173	79.2%	334	78.1%
Multiracial	—	19	—	—	—
White	X	898	79.2%	1,844	76.6%
English Language Learners	—	38	—	—	—
Students with Disabilities	X	176	67.1%	363	63.6%
Economically Disadvantaged	X	181	74%	359	71%

**RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA**

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 5	—
Grade 6	—
Grade 7	—

**SECONDARY STATUSES BY SUBGROUP**

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Asian or Native Hawaiian/Other Pacific Islander	Good Standing	NA
Hispanic or Latino	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

## SECONDARY INDICATOR LEVELS

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

**SECONDARY COMPOSITE PERFORMANCE**

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	216	214	208	4
	Math	216	180		
	Science	216	229		
	Social Studies	216	237		
Asian or Native Hawaiian/Other Pacific Islander	ELA	24	223	216	4
	Math	24	196		
	Science	24	225		
	Social Studies	24	233		
Black or African American	ELA	6	167	—	—
	Math	6	158		
	Science	6	217		
	Social Studies	6	225		
Hispanic or Latino	ELA	32	184	184	3
	Math	32	156		
	Science	32	206		
	Social Studies	32	220		
White	ELA	181	220	212	4
	Math	181	181		
	Science	181	232		
	Social Studies	181	239		
English Language Learners	ELA	5	60	—	—
	Math	5	60		
	Science	5	100		
	Social Studies	5	100		
Students with Disabilities	ELA	40	160	167	4
	Math	40	136		
	Science	40	199		
	Social Studies	40	214		
Economically Disadvantaged	ELA	38	183	187	4
	Math	38	166		
	Science	38	208		
	Social Studies	38	224		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	97.6%	206	95.1%	95%	82.8%	85%	90%	—	—	95%	4	4
	5-Year	95.3%	186	96.2%	95.3%	85%	86.8%	91.4%	—	—	96%	4	
	6-Year	97.3%	208	98.1%	97%	85.1%	87.3%	92.2%	—	—	97%	4	
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	95%	19	94.7%	95%	88.3%	89.5%	92.3%	—	—	95%	4	4
	5-Year	94.4%	20	95%	94.6%	90.2%	91%	93.5%	—	—	96%	4	
	6-Year	100%	20	95%	97%	89.7%	91.1%	94.1%	—	—	97%	4	
Black or African American	4-Year	—	3	—	—	—	—	—	—	—	—	—	—
	5-Year	—	4	—	—	—	—	—	—	—	—	—	
	6-Year	—	6	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	4-Year	92%	26	84.6%	92.2%	73.2%	76.8%	85.9%	—	—	95%	3	4
	5-Year	93.8%	23	91.3%	94%	75.7%	79.1%	87.6%	—	—	96%	4	
	6-Year	92.9%	25	92%	93.3%	76.1%	79.7%	88.4%	—	—	97%	4	
Multiracial	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
White	4-Year	98.3%	177	96.6%	95%	90.2%	91%	93%	—	—	95%	4	4
	5-Year	96.3%	167	96.4%	96%	91.5%	92.3%	94.2%	—	—	96%	4	
	6-Year	97.9%	180	98.9%	97%	91.2%	92.4%	94.7%	—	—	97%	4	
English Language Learners	4-Year	—	4	—	—	—	—	—	—	—	—	—	—
	5-Year	—	2	—	—	—	—	—	—	—	—	—	
	6-Year	—	3	—	—	—	—	—	—	—	—	—	
Students with Disabilities	4-Year	71.7%	31	80.6%	73.5%	59.7%	66.1%	80.6%	—	—	95%	4	4
	5-Year	75.8%	45	80%	77.4%	63%	69%	82.5%	—	—	96%	4	
	6-Year	79.4%	51	80.4%	80.8%	61.4%	67.8%	82.4%	—	—	97%	3	
Economically Disadvantaged	4-Year	81.5%	44	72.7%	82.5%	76.9%	79.9%	87.5%	N	—	95%	1	1
	5-Year	87.1%	29	75.9%	87.9%	80.4%	83%	89.5%	N	—	96%	1	
	6-Year	95.8%	28	82.1%	95.8%	80.7%	83.5%	90.3%	—	N	97%	2	

**SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED**

Subgroup	Level
All Students	4
Asian or Native Hawaiian/Other Pacific Islander	4
Hispanic or Latino	3
White	4
Students with Disabilities	4
Economically Disadvantaged	2

**SECONDARY ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	5	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	5	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learners	5	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	4	—	—	—	—

**SECONDARY PROGRESS**

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	233	216	214	215	191	194	204	—	—	215	4	4
	Math	205	216	180	200	151	158	179	—	—	200	4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	24	—	—	—	—	—	—	—	—	—	—
	Math	—	24	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	6	—	—	—	—	—	—	—	—	—	—
	Math	—	6	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	—	32	—	—	—	—	—	—	—	—	—	—
	Math	—	32	—	—	—	—	—	—	—	—	—	
White	ELA	235	181	220	215	208	209	212	—	—	215	4	3
	Math	204	181	181	200	168	172	186	—	—	200	3	
English Language Learners	ELA	—	5	—	—	—	—	—	—	—	—	—	—
	Math	—	5	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	171	40	160	175	120	133	174	—	—	215	3	3
	Math	143	40	136	148	91	105	153	—	—	200	3	
Economically Disadvantaged	ELA	184	38	183	185	171	177	196	—	—	215	3	3
	Math	147	38	166	149	131	140	170	—	—	200	4	

**SECONDARY CHRONIC ABSENTEEISM**

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	6.8	811	48	5.9%	6.6%	22.6%	19.8%	12.4%	—	—	5%	4
Asian or Native Hawaiian/Other Pacific Islander	7.1	53	4	7.5%	6.9%	14%	12.4%	8.7%	—	—	5%	4
Black or African American	—	30	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18.3	76	5	6.6%	17.3%	31.6%	27.2%	16.1%	—	—	5%	4
Multiracial	—	7	—	—	—	—	—	—	—	—	—	—
White	5.7	664	38	5.7%	5.7%	15.6%	14%	9.5%	—	—	5%	4
English Language Learners	—	24	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	10	114	8	7%	9.6%	32.8%	28%	16.5%	—	—	5%	4
Economically Disadvantaged	24.1	116	17	14.7%	22.5%	30.2%	25.8%	15.4%	—	—	5%	4

**SECONDARY CCCR LEVELS**

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	174.1	162.2	174.1	130.2	137.8	156.4	—	—	175	4
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—	—	—	—
White	173.2	166.2	173.4	149.7	154.1	164.6	—	—	175	4
English Language Learners	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	101.2	96.3	107.2	76.5	93.5	134.3	—	—	175	3
Economically Disadvantaged	119.3	139.7	121.5	112.9	123.7	149.4	—	—	175	4

**SECONDARY CCCR COUNTS**

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight
All Students	218	0	146	1	60	0	11
Asian or Native Hawaiian/Other Pacific Islander	25	0	—	—	—	—	—
Black or African American	6	0	—	—	—	—	—
Hispanic or Latino	34	0	—	—	—	—	—
White	182	0	128	1	45	0	8
English Language Learners	7	0	—	—	—	—	—
Students with Disabilities	40	0	7	1	23	0	9
Economically Disadvantaged	39	0	20	1	13	0	5

**SECONDARY ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	215	100%	416	99.5%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	13	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	—	17	—	—	—
Multiracial	—	0	—	—	—
White	✓	180	100%	353	100%
English Language Learners	—	2	—	—	—
Students with Disabilities	—	35	—	—	—
Economically Disadvantaged	—	35	—	—	—

**SECONDARY MATHEMATICS PARTICIPATION RATE**

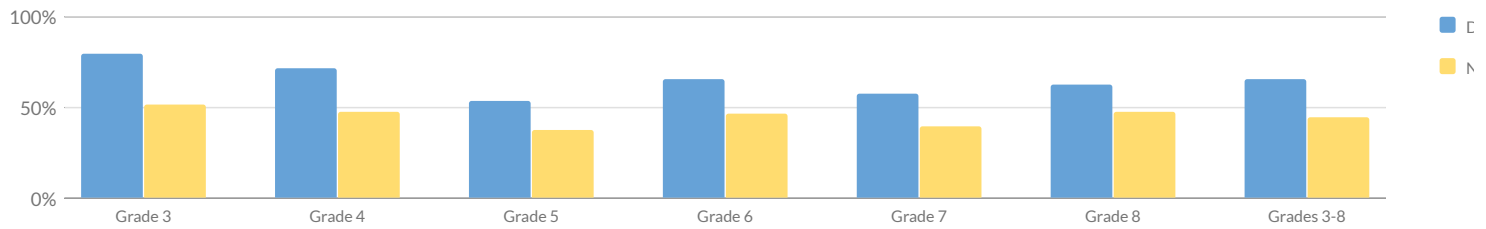
Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	215	99.5%	416	99.5%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	13	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	—	17	—	—	—
Multiracial	—	0	—	—	—
White	✓	180	99.4%	353	99.7%
English Language Learners	—	2	—	—	—
Students with Disabilities	—	35	—	—	—
Economically Disadvantaged	—	35	—	—	—

**STAFF QUALIFICATIONS (2018-19)**

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	8	5%	0	0%	0	0%
STATEWIDE	32,551	16%	1,378	28%	23,318	11%
STATEWIDE HIGH-POVERTY SCHOOLS	11,966	25%	392	32%	10,750	23%
STATEWIDE LOW-POVERTY SCHOOLS	5,751	9%	262	21%	1,180	2%

## GRADUATION RATE

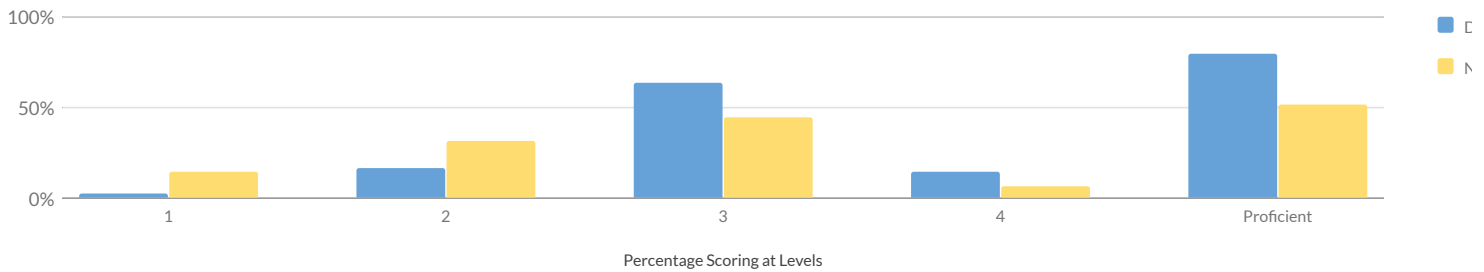
Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	218	207	95%	135	62%	71	33%	1	0%	1	0%	10	5%	0	0%	0	0%
Female	103	100	97%	74	72%	25	24%	1	1%	1	1%	2	2%	0	0%	0	0%
Male	115	107	93%	61	53%	46	40%	0	0%	0	0%	8	7%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	13	12	92%	7	54%	5	38%	0	0%	0	0%	1	8%	0	0%	0	0%
White	182	174	96%	119	65%	54	30%	1	1%	1	1%	7	4%	0	0%	0	0%
Black or African American	5	5	100%	1	20%	4	80%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	18	16	89%	8	44%	8	44%	0	0%	0	0%	2	11%	0	0%	0	0%
General-Education Students	179	177	99%	129	72%	48	27%	0	0%	0	0%	2	1%	0	0%	0	0%
Students with Disabilities	39	30	77%	6	15%	23	59%	1	3%	1	3%	8	21%	0	0%	0	0%
Non-English Language Learners	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	179	174	97%	118	66%	55	31%	1	1%	0	0%	5	3%	0	0%	0	0%
Economically Disadvantaged	39	33	85%	17	44%	16	41%	0	0%	1	3%	5	13%	0	0%	0	0%
Not Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents not in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	209	199	95%	131	63%	67	32%	1	0%	1	0%	9	4%	0	0%	0	0%
Homeless	9	8	89%	4	44%	4	44%	0	0%	0	0%	1	11%	0	0%	0	0%
Not in Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

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

Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	22	143	5	3%	24	17%	92	64%	22	15%	114	80%
Grade 4	29	166	10	6%	36	22%	58	35%	62	37%	120	72%
Grade 5	38	149	30	20%	39	26%	38	26%	42	28%	80	54%
Grade 6	43	159	19	12%	35	22%	31	19%	74	47%	105	66%
Grade 7	58	142	25	18%	34	24%	53	37%	30	21%	83	58%
Grade 8	55	154	13	8%	44	29%	56	36%	41	27%	97	63%
Grades 3-8	245	913	102	11%	212	23%	328	36%	271	30%	599	66%

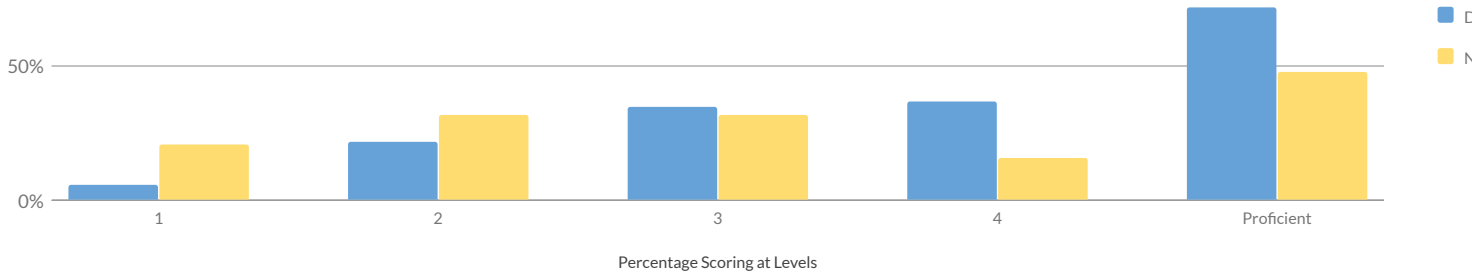
## GRADE 3 ELA RESULTS



## MEAN SCORE: 610

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	22	143	5	3%	24	17%	92	64%	22	15%	114	80%
General Education	18	133	3	2%	21	16%	87	65%	22	17%	109	82%
Students with Disabilities	4	10	2	20%	3	30%	5	50%	0	0%	5	50%
Asian or Native Hawaiian/Other Pacific Islander	1	9	0	0%	0	0%	6	67%	3	33%	9	100%
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	26	1	4%	11	42%	12	46%	2	8%	14	54%
White	18	102	4	4%	10	10%	71	70%	17	17%	88	86%
Multiracial	0	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	6	0	0%	3	50%	3	50%	0	0%	3	50%
Female	7	79	2	3%	10	13%	51	65%	16	20%	67	85%
Male	15	64	3	5%	14	22%	41	64%	6	9%	47	73%
English Language Learners	1	6	0	0%	5	83%	1	17%	0	0%	1	17%
Non-English Language Learners	21	137	5	4%	19	14%	91	66%	22	16%	113	82%
Economically Disadvantaged	4	23	1	4%	10	43%	10	43%	2	9%	12	52%
Not Economically Disadvantaged	18	120	4	3%	14	12%	82	68%	20	17%	102	85%
Not Migrant	22	143	5	3%	24	17%	92	64%	22	15%	114	80%
Homeless	0	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	22	140	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	22	143	5	3%	24	17%	92	64%	22	15%	114	80%
Parent Not in Armed Forces	22	143	5	3%	24	17%	92	64%	22	15%	114	80%

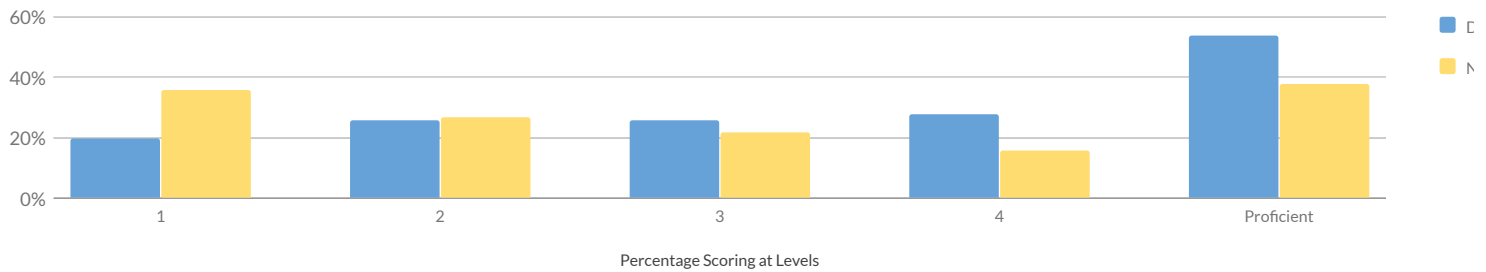
## GRADE 4 ELA RESULTS



## MEAN SCORE: 611

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	29	166	10	6%	36	22%	58	35%	62	37%	120	72%
General Education	15	140	2	1%	24	17%	54	39%	60	43%	114	81%
Students with Disabilities	14	26	8	31%	12	46%	4	15%	2	8%	6	23%
Asian or Native Hawaiian/Other Pacific Islander	0	5	—	—	—	—	—	—	—	—	—	—
Black or African American	0	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	17	3	18%	7	41%	5	29%	2	12%	7	41%
White	23	136	6	4%	28	21%	48	35%	54	40%	102	75%
Multiracial	0	6	0	0%	0	0%	4	67%	2	33%	6	100%
Small Group Total	0	7	1	14%	1	14%	1	14%	4	57%	5	71%
Female	16	71	1	1%	14	20%	22	31%	34	48%	56	79%
Male	13	95	9	9%	22	23%	36	38%	28	29%	64	67%
English Language Learners	0	8	2	25%	4	50%	2	25%	0	0%	2	25%
Non-English Language Learners	29	158	8	5%	32	20%	56	35%	62	39%	118	75%
Economically Disadvantaged	10	27	5	19%	9	33%	11	41%	2	7%	13	48%
Not Economically Disadvantaged	19	139	5	4%	27	19%	47	34%	60	43%	107	77%
Not Migrant	29	166	10	6%	36	22%	58	35%	62	37%	120	72%
Homeless	0	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	29	162	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	29	166	10	6%	36	22%	58	35%	62	37%	120	72%
Parent Not in Armed Forces	29	166	10	6%	36	22%	58	35%	62	37%	120	72%

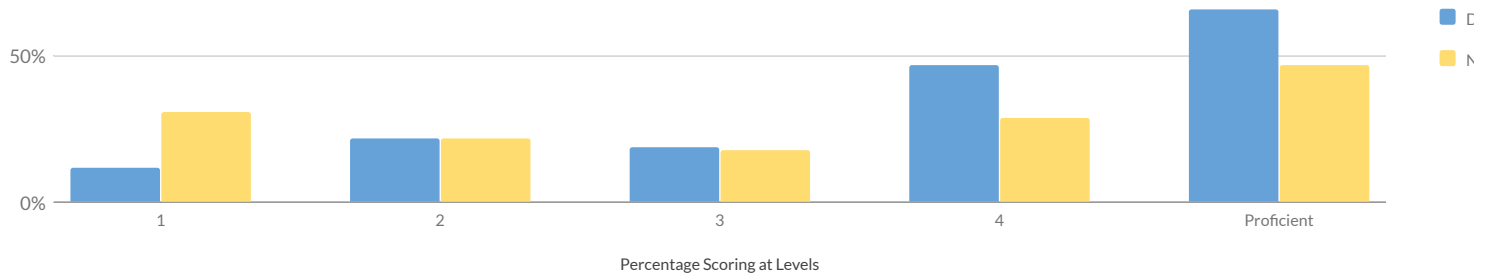
## GRADE 5 ELA RESULTS



## MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	38	149	30	20%	39	26%	38	26%	42	28%	80	54%
General Education	25	125	14	11%	32	26%	37	30%	42	34%	79	63%
Students with Disabilities	13	24	16	67%	7	29%	1	4%	0	0%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	1	8	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	21	8	38%	7	33%	5	24%	1	5%	6	29%
White	33	118	22	19%	30	25%	27	23%	39	33%	66	56%
Multiracial	0	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	10	0	0%	2	20%	6	60%	2	20%	8	80%
Female	12	67	8	12%	16	24%	19	28%	24	36%	43	64%
Male	26	82	22	27%	23	28%	19	23%	18	22%	37	45%
English Language Learners	4	5	4	80%	1	20%	0	0%	0	0%	0	0%
Non-English Language Learners	34	144	26	18%	38	26%	38	26%	42	29%	80	56%
Economically Disadvantaged	11	20	9	45%	6	30%	2	10%	3	15%	5	25%
Not Economically Disadvantaged	27	129	21	16%	33	26%	36	28%	39	30%	75	58%
Not Migrant	38	149	30	20%	39	26%	38	26%	42	28%	80	54%
Homeless	0	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	38	146	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	38	149	30	20%	39	26%	38	26%	42	28%	80	54%
Parent Not in Armed Forces	38	149	30	20%	39	26%	38	26%	42	28%	80	54%

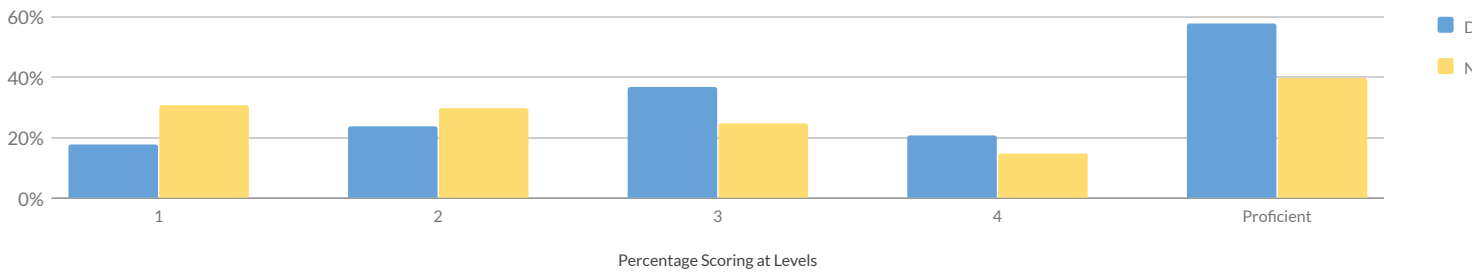
## GRADE 6 ELA RESULTS



## MEAN SCORE: 608

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	43	159	19	12%	35	22%	31	19%	74	47%	105	66%
General Education	34	144	9	6%	33	23%	29	20%	73	51%	102	71%
Students with Disabilities	9	15	10	67%	2	13%	2	13%	1	7%	3	20%
Asian or Native Hawaiian/Other Pacific Islander	0	11	0	0%	3	27%	1	9%	7	64%	8	73%
Black or African American	1	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	30	5	17%	8	27%	8	27%	9	30%	17	57%
White	35	109	11	10%	21	19%	21	19%	56	51%	77	71%
Multiracial	1	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	9	3	33%	3	33%	1	11%	2	22%	3	33%
Female	12	80	7	9%	14	18%	11	14%	48	60%	59	74%
Male	31	79	12	15%	21	27%	20	25%	26	33%	46	58%
English Language Learners	3	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	40	155	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	10	31	5	16%	7	23%	7	23%	12	39%	19	61%
Not Economically Disadvantaged	33	128	14	11%	28	22%	24	19%	62	48%	86	67%
Not Migrant	43	159	19	12%	35	22%	31	19%	74	47%	105	66%
Homeless	1	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	42	156	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	43	159	19	12%	35	22%	31	19%	74	47%	105	66%
Parent Not in Armed Forces	43	159	19	12%	35	22%	31	19%	74	47%	105	66%

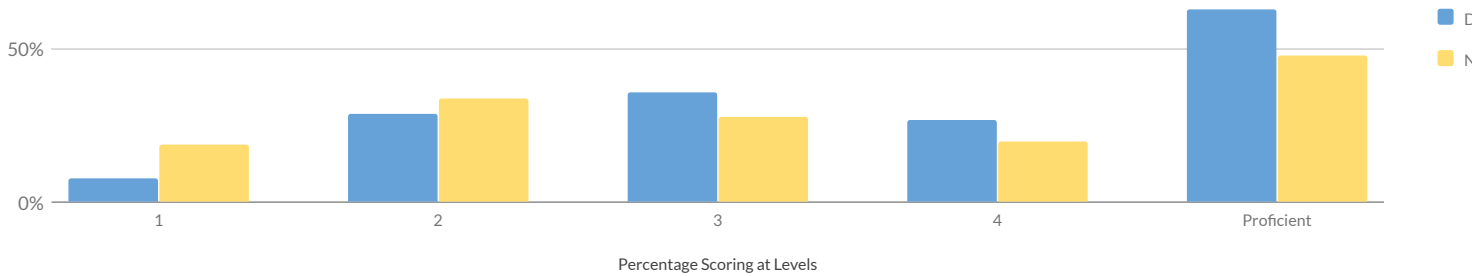
## GRADE 7 ELA RESULTS



## MEAN SCORE: 607

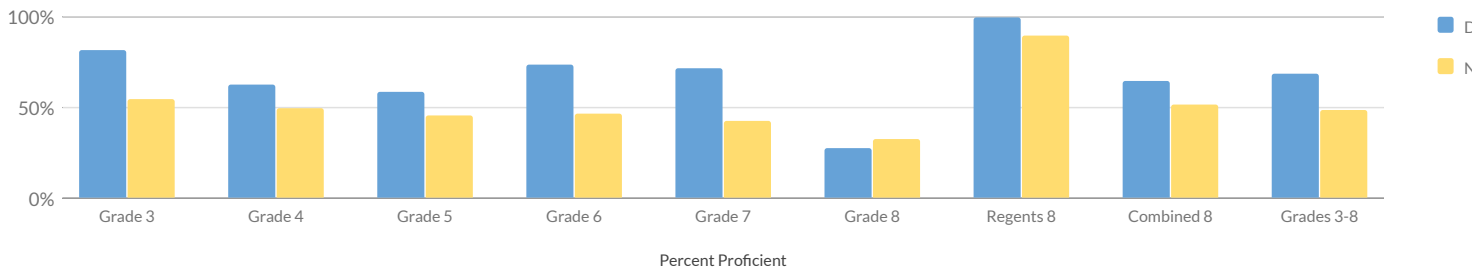
Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	58	142	25	18%	34	24%	53	37%	30	21%	83	58%
General Education	44	129	16	12%	32	25%	51	40%	30	23%	81	63%
Students with Disabilities	14	13	9	69%	2	15%	2	15%	0	0%	2	15%
American Indian or Alaska Native	0	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	6	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	22	7	32%	2	9%	9	41%	4	18%	13	59%
White	45	112	16	14%	32	29%	41	37%	23	21%	64	57%
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	8	2	25%	0	0%	3	38%	3	38%	6	75%
Female	24	71	5	7%	18	25%	31	44%	17	24%	48	68%
Male	34	71	20	28%	16	23%	22	31%	13	18%	35	49%
English Language Learners	4	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	54	141	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	9	11	2	18%	2	18%	4	36%	3	27%	7	64%
Not Economically Disadvantaged	49	131	23	18%	32	24%	49	37%	27	21%	76	58%
Not Migrant	58	142	25	18%	34	24%	53	37%	30	21%	83	58%
Homeless	2	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	56	141	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	58	142	25	18%	34	24%	53	37%	30	21%	83	58%
Parent Not in Armed Forces	58	142	25	18%	34	24%	53	37%	30	21%	83	58%

## GRADE 8 ELA RESULTS



## MEAN SCORE: 607

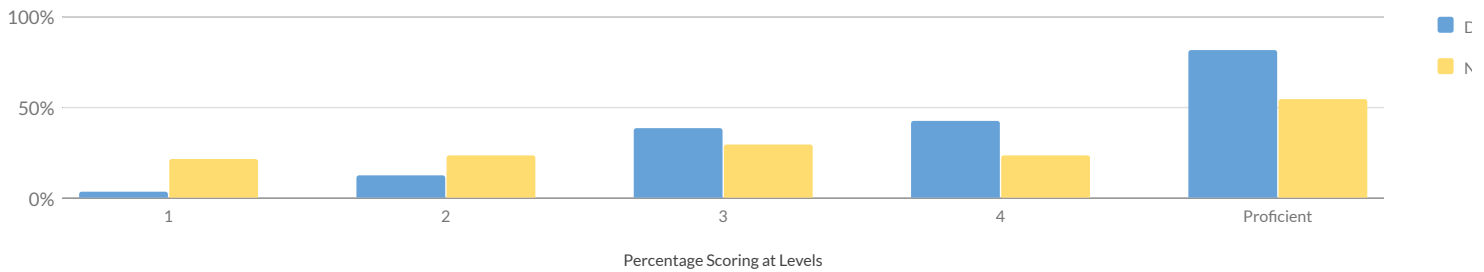
Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	55	154	13	8%	44	29%	56	36%	41	27%	97	63%
General Education	39	135	4	3%	35	26%	55	41%	41	30%	96	71%
Students with Disabilities	16	19	9	47%	9	47%	1	5%	0	0%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	1	9	—	—	—	—	—	—	—	—	—	—
Black or African American	0	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	24	4	17%	10	42%	7	29%	3	13%	10	42%
White	50	117	8	7%	30	26%	47	40%	32	27%	79	68%
Small Group Total	1	13	1	8%	4	31%	2	15%	6	46%	8	62%
Female	21	70	2	3%	14	20%	32	46%	22	31%	54	77%
Male	34	84	11	13%	30	36%	24	29%	19	23%	43	51%
English Language Learners	0	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	55	151	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	8	18	4	22%	9	50%	4	22%	1	6%	5	28%
Not Economically Disadvantaged	47	136	9	7%	35	26%	52	38%	40	29%	92	68%
Not Migrant	55	154	13	8%	44	29%	56	36%	41	27%	97	63%
Homeless	1	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	54	152	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	55	154	13	8%	44	29%	56	36%	41	27%	97	63%
Parent Not in Armed Forces	55	154	13	8%	44	29%	56	36%	41	27%	97	63%

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

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	23	142	6	4%	19	13%	56	39%	61	43%	117	82%
Grade 4	29	166	14	8%	48	29%	37	22%	67	40%	104	63%
Grade 5	39	148	24	16%	36	24%	36	24%	52	35%	88	59%
Grade 6	42	160	18	11%	24	15%	60	38%	58	36%	118	74%
Grade 7	61	139	13	9%	26	19%	51	37%	49	35%	100	72%
Grade 8	133	76	20	26%	35	46%	20	26%	1	1%	21	28%
Regents 8	—	79	0	0%	0	0%	2	3%	77	97%	79	100%
Combined 8	133	155	20	13%	35	23%	22	14%	78	50%	100	65%
Grades 3-8	327	910	95	10%	188	21%	262	29%	365	40%	627	69%

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.

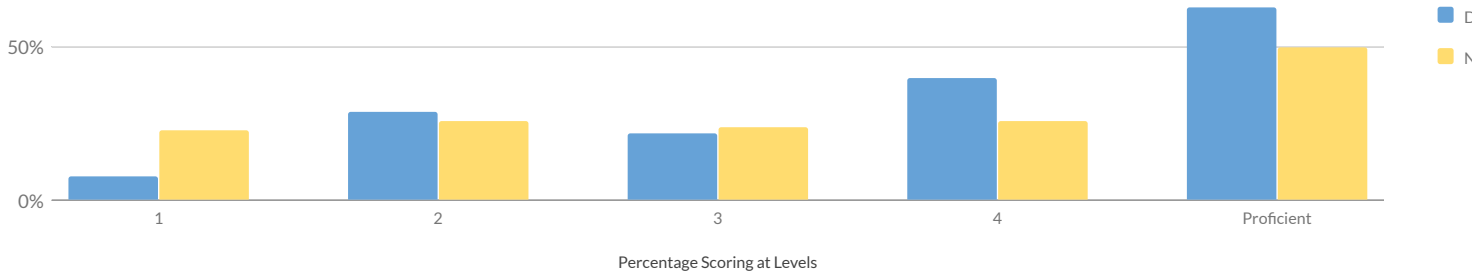
## GRADE 3 MATH RESULTS



## MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	23	142	6	4%	19	13%	56	39%	61	43%	117	82%
General Education	18	133	4	3%	19	14%	51	38%	59	44%	110	83%
Students with Disabilities	5	9	2	22%	0	0%	5	56%	2	22%	7	78%
Asian or Native Hawaiian/Other Pacific Islander	1	9	0	0%	0	0%	2	22%	7	78%	9	100%
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	26	4	15%	2	8%	16	62%	4	15%	20	77%
White	19	101	2	2%	14	14%	35	35%	50	50%	85	84%
Multiracial	0	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	6	0	0%	3	50%	3	50%	0	0%	3	50%
Female	6	80	3	4%	8	10%	31	39%	38	48%	69	86%
Male	17	62	3	5%	11	18%	25	40%	23	37%	48	77%
English Language Learners	1	6	1	17%	1	17%	4	67%	0	0%	4	67%
Non-English Language Learners	22	136	5	4%	18	13%	52	38%	61	45%	113	83%
Economically Disadvantaged	4	23	3	13%	3	13%	12	52%	5	22%	17	74%
Not Economically Disadvantaged	19	119	3	3%	16	13%	44	37%	56	47%	100	84%
Not Migrant	23	142	6	4%	19	13%	56	39%	61	43%	117	82%
Homeless	0	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	23	139	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	23	142	6	4%	19	13%	56	39%	61	43%	117	82%
Parent Not in Armed Forces	23	142	6	4%	19	13%	56	39%	61	43%	117	82%

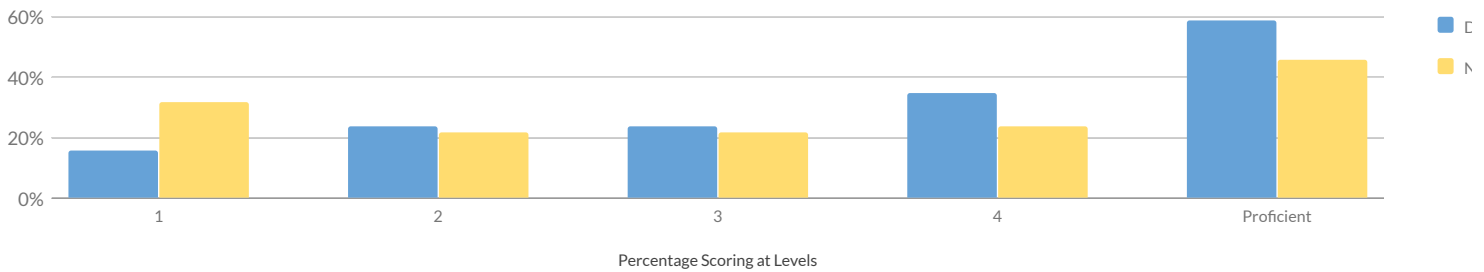
## GRADE 4 MATH RESULTS



## MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	29	166	14	8%	48	29%	37	22%	67	40%	104	63%
General Education	15	140	4	3%	34	24%	35	25%	67	48%	102	73%
Students with Disabilities	14	26	10	38%	14	54%	2	8%	0	0%	2	8%
Asian or Native Hawaiian/Other Pacific Islander	0	5	0	0%	1	20%	1	20%	3	60%	4	80%
Black or African American	0	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	17	3	18%	5	29%	6	35%	3	18%	9	53%
White	22	137	10	7%	41	30%	29	21%	57	42%	86	63%
Multiracial	1	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	7	1	14%	1	14%	1	14%	4	57%	5	71%
Female	17	70	3	4%	20	29%	16	23%	31	44%	47	67%
Male	12	96	11	11%	28	29%	21	22%	36	38%	57	59%
English Language Learners	1	7	1	14%	4	57%	1	14%	1	14%	2	29%
Non-English Language Learners	28	159	13	8%	44	28%	36	23%	66	42%	102	64%
Economically Disadvantaged	9	28	6	21%	8	29%	8	29%	6	21%	14	50%
Not Economically Disadvantaged	20	138	8	6%	40	29%	29	21%	61	44%	90	65%
Not Migrant	29	166	14	8%	48	29%	37	22%	67	40%	104	63%
Homeless	2	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	27	164	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	29	166	14	8%	48	29%	37	22%	67	40%	104	63%
Parent Not in Armed Forces	29	166	14	8%	48	29%	37	22%	67	40%	104	63%

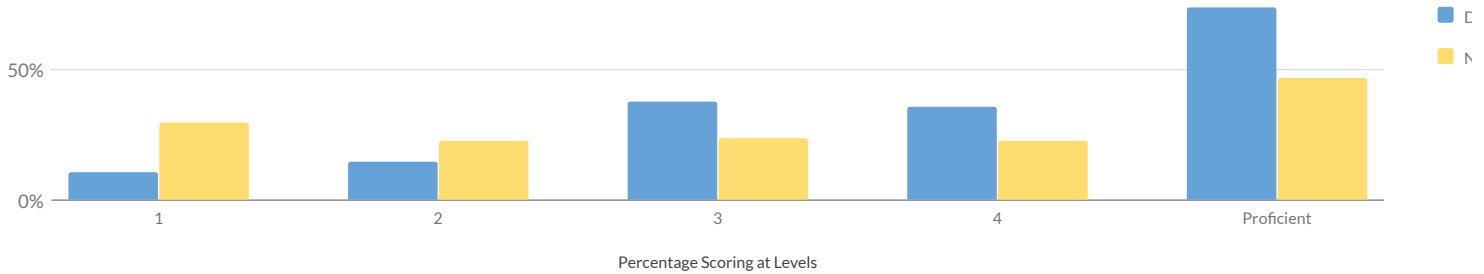
## GRADE 5 MATH RESULTS



## MEAN SCORE: 606

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	39	148	24	16%	36	24%	36	24%	52	35%	88	59%
General Education	24	126	11	9%	29	23%	35	28%	51	40%	86	68%
Students with Disabilities	15	22	13	59%	7	32%	1	5%	1	5%	2	9%
Asian or Native Hawaiian/Other Pacific Islander	1	8	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	19	8	42%	5	26%	3	16%	3	16%	6	32%
White	33	118	15	13%	31	26%	32	27%	40	34%	72	61%
Multiracial	0	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	11	1	9%	0	0%	1	9%	9	82%	10	91%
Female	14	65	8	12%	16	25%	17	26%	24	37%	41	63%
Male	25	83	16	19%	20	24%	19	23%	28	34%	47	57%
English Language Learners	3	6	4	67%	0	0%	2	33%	0	0%	2	33%
Non-English Language Learners	36	142	20	14%	36	25%	34	24%	52	37%	86	61%
Economically Disadvantaged	11	20	9	45%	2	10%	7	35%	2	10%	9	45%
Not Economically Disadvantaged	28	128	15	12%	34	27%	29	23%	50	39%	79	62%
Not Migrant	39	148	24	16%	36	24%	36	24%	52	35%	88	59%
Homeless	1	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	38	146	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	39	148	24	16%	36	24%	36	24%	52	35%	88	59%
Parent Not in Armed Forces	39	148	24	16%	36	24%	36	24%	52	35%	88	59%

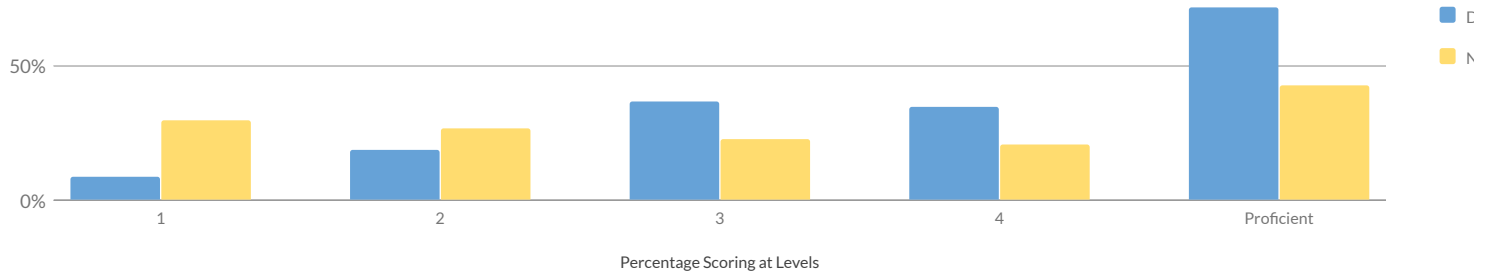
## GRADE 6 MATH RESULTS



## MEAN SCORE: 610

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	42	160	18	11%	24	15%	60	38%	58	36%	118	74%
General Education	33	145	6	4%	23	16%	58	40%	58	40%	116	80%
Students with Disabilities	9	15	12	80%	1	7%	2	13%	0	0%	2	13%
Asian or Native Hawaiian/Other Pacific Islander	0	11	0	0%	0	0%	5	45%	6	55%	11	100%
Black or African American	1	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	28	6	21%	4	14%	12	43%	6	21%	18	64%
White	32	112	9	8%	18	16%	40	36%	45	40%	85	76%
Multiracial	1	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	9	3	33%	2	22%	3	33%	1	11%	4	44%
Female	14	78	9	12%	9	12%	28	36%	32	41%	60	77%
Male	28	82	9	11%	15	18%	32	39%	26	32%	58	71%
English Language Learners	3	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	39	156	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	10	31	8	26%	4	13%	12	39%	7	23%	19	61%
Not Economically Disadvantaged	32	129	10	8%	20	16%	48	37%	51	40%	99	77%
Not Migrant	42	160	18	11%	24	15%	60	38%	58	36%	118	74%
Homeless	1	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	41	157	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	42	160	18	11%	24	15%	60	38%	58	36%	118	74%
Parent Not in Armed Forces	42	160	18	11%	24	15%	60	38%	58	36%	118	74%

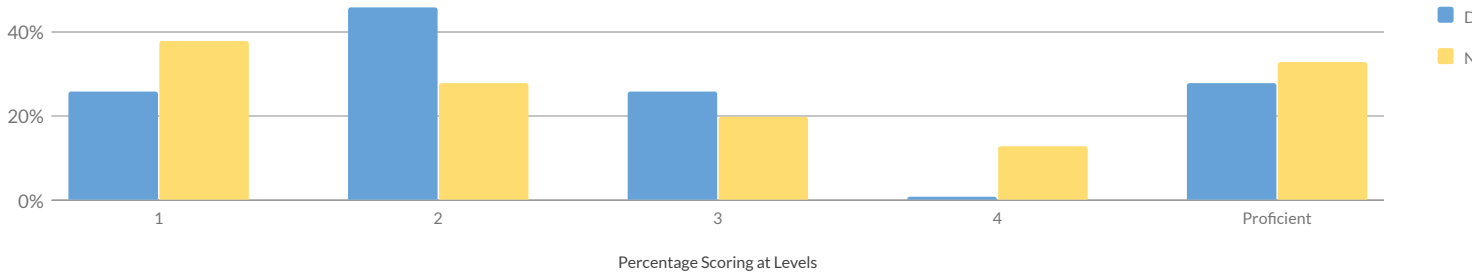
## GRADE 7 MATH RESULTS



## MEAN SCORE: 612

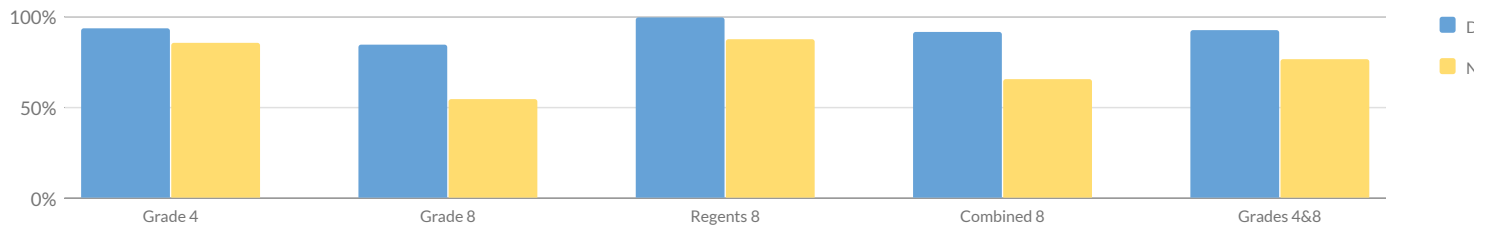
Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	61	139	13	9%	26	19%	51	37%	49	35%	100	72%
General Education	47	126	5	4%	23	18%	49	39%	49	39%	98	78%
Students with Disabilities	14	13	8	62%	3	23%	2	15%	0	0%	2	15%
American Indian or Alaska Native	0	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	6	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	22	4	18%	6	27%	7	32%	5	23%	12	55%
White	48	109	8	7%	20	18%	40	37%	41	38%	81	74%
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	8	1	13%	0	0%	4	50%	3	38%	7	88%
Female	25	70	3	4%	11	16%	29	41%	27	39%	56	80%
Male	36	69	10	14%	15	22%	22	32%	22	32%	44	64%
English Language Learners	3	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	58	137	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	9	11	3	27%	1	9%	3	27%	4	36%	7	64%
Not Economically Disadvantaged	52	128	10	8%	25	20%	48	38%	45	35%	93	73%
Not Migrant	61	139	13	9%	26	19%	51	37%	49	35%	100	72%
Homeless	2	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	59	138	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	61	139	13	9%	26	19%	51	37%	49	35%	100	72%
Parent Not in Armed Forces	61	139	13	9%	26	19%	51	37%	49	35%	100	72%

## GRADE 8 MATH RESULTS



## MEAN SCORE: 603

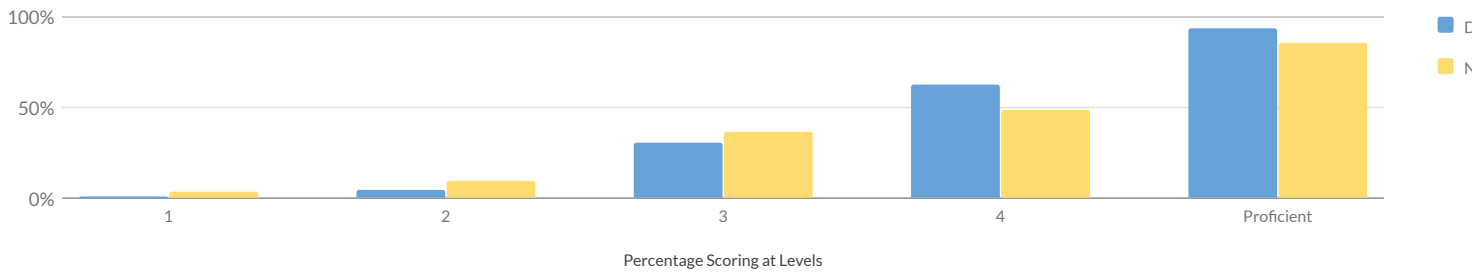
Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	133	76	20	26%	35	46%	20	26%	1	1%	21	28%
General Education	115	59	7	12%	33	56%	18	31%	1	2%	19	32%
Students with Disabilities	18	17	13	76%	2	12%	2	12%	0	0%	2	12%
Asian or Native Hawaiian/Other Pacific Islander	7	3	—	—	—	—	—	—	—	—	—	—
Black or African American	1	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	20	8	40%	7	35%	4	20%	1	5%	5	25%
White	117	50	12	24%	25	50%	13	26%	0	0%	13	26%
Small Group Total	8	6	0	0%	3	50%	3	50%	0	0%	3	50%
Female	62	29	7	24%	16	55%	6	21%	0	0%	6	21%
Male	71	47	13	28%	19	40%	14	30%	1	2%	15	32%
English Language Learners	0	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	133	73	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	13	13	6	46%	5	38%	2	15%	0	0%	2	15%
Not Economically Disadvantaged	120	63	14	22%	30	48%	18	29%	1	2%	19	30%
Not Migrant	133	76	20	26%	35	46%	20	26%	1	1%	21	28%
Not Homeless	130	76	20	26%	35	46%	20	26%	1	1%	21	28%
Not in Foster Care	133	76	20	26%	35	46%	20	26%	1	1%	21	28%
Parent Not in Armed Forces	133	76	20	26%	35	46%	20	26%	1	1%	21	28%

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

Grade	Not Tested	Tested	Percent Proficient									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	20	175	2	1%	9	5%	54	31%	110	63%	164	94%
Grade 8	124	86	2	2%	11	13%	47	55%	26	30%	73	85%
Regents 8	—	77	0	0%	0	0%	8	10%	69	90%	77	100%
Combined 8	124	163	2	1%	11	7%	55	34%	95	58%	150	92%
Grades 4&8	144	338	4	1%	20	6%	109	32%	205	61%	314	93%

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.

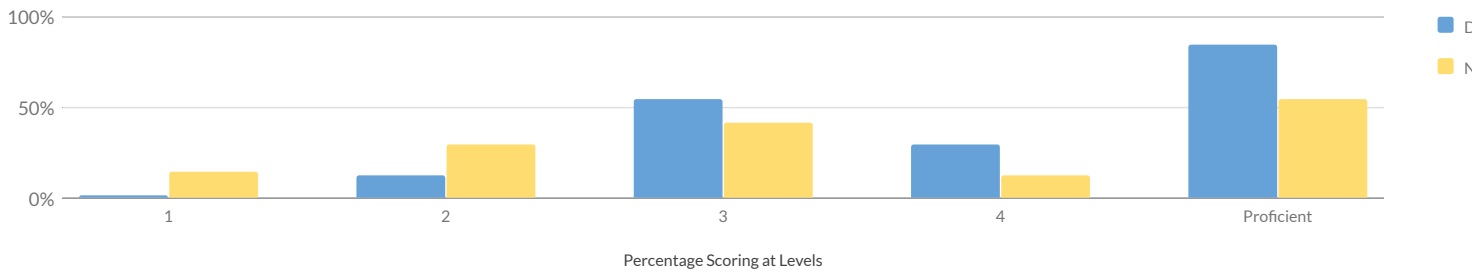
## GRADE 4 SCIENCE RESULTS



## MEAN SCORE: 85

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	20	175	2	1%	9	5%	54	31%	110	63%	164	94%
General Education	11	144	0	0%	2	1%	39	27%	103	72%	142	99%
Students with Disabilities	9	31	2	6%	7	23%	15	48%	7	23%	22	71%
Asian or Native Hawaiian/Other Pacific Islander	0	5	—	—	—	—	—	—	—	—	—	—
Black or African American	0	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	19	1	5%	3	16%	9	47%	6	32%	15	79%
White	16	143	1	1%	6	4%	40	28%	96	67%	136	95%
Multiracial	0	6	0	0%	0	0%	2	33%	4	67%	6	100%
Small Group Total	0	7	0	0%	0	0%	3	43%	4	57%	7	100%
Female	11	76	0	0%	2	3%	21	28%	53	70%	74	97%
Male	9	99	2	2%	7	7%	33	33%	57	58%	90	91%
English Language Learners	0	8	0	0%	2	25%	4	50%	2	25%	6	75%
Non-English Language Learners	20	167	2	1%	7	4%	50	30%	108	65%	158	95%
Economically Disadvantaged	5	32	2	6%	5	16%	13	41%	12	38%	25	78%
Not Economically Disadvantaged	15	143	0	0%	4	3%	41	29%	98	69%	139	97%
Not Migrant	20	175	2	1%	9	5%	54	31%	110	63%	164	94%
Homeless	0	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	20	171	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	20	175	2	1%	9	5%	54	31%	110	63%	164	94%
Parent Not in Armed Forces	20	175	2	1%	9	5%	54	31%	110	63%	164	94%

## GRADE 8 SCIENCE RESULTS

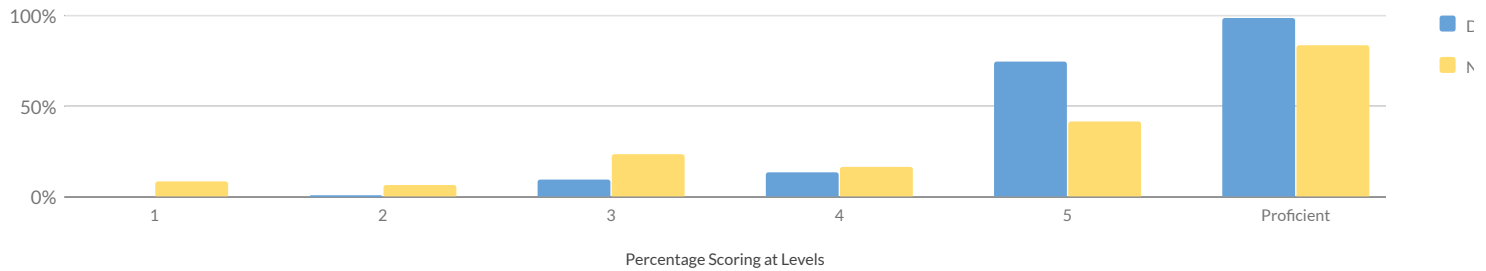


## MEAN SCORE: 77

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	124	86	2	2%	11	13%	47	55%	26	30%	73	85%
General Education	108	67	0	0%	4	6%	39	58%	24	36%	63	94%
Students with Disabilities	16	19	2	11%	7	37%	8	42%	2	11%	10	53%
Asian or Native Hawaiian/Other Pacific Islander	6	5	—	—	—	—	—	—	—	—	—	—
Black or African American	1	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	21	1	5%	5	24%	10	48%	5	24%	15	71%
White	110	57	1	2%	6	11%	33	58%	17	30%	50	88%
Small Group Total	7	8	0	0%	0	0%	4	50%	4	50%	8	100%
Female	57	35	1	3%	6	17%	22	63%	6	17%	28	80%
Male	67	51	1	2%	5	10%	25	49%	20	39%	45	88%
English Language Learners	0	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	124	82	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	13	14	1	7%	3	21%	8	57%	2	14%	10	71%
Not Economically Disadvantaged	111	72	1	1%	8	11%	39	54%	24	33%	63	88%
Not Migrant	124	86	2	2%	11	13%	47	55%	26	30%	73	85%
Not Homeless	121	86	2	2%	11	13%	47	55%	26	30%	73	85%
Not in Foster Care	124	86	2	2%	11	13%	47	55%	26	30%	73	85%
Parent Not in Armed Forces	124	86	2	2%	11	13%	47	55%	26	30%	73	85%

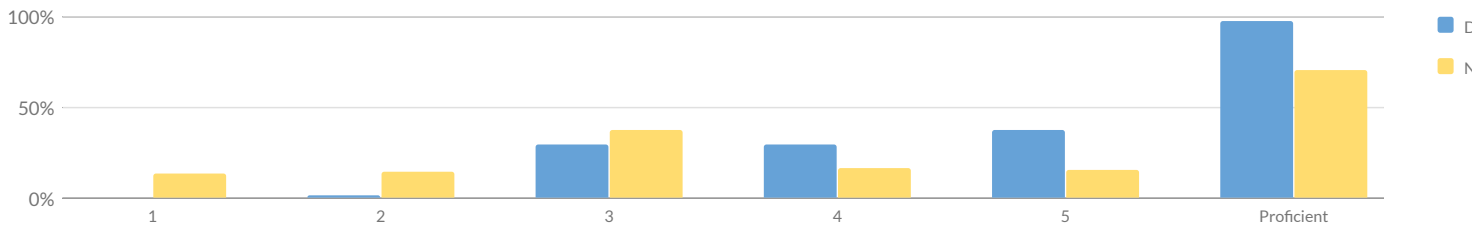
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

### ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



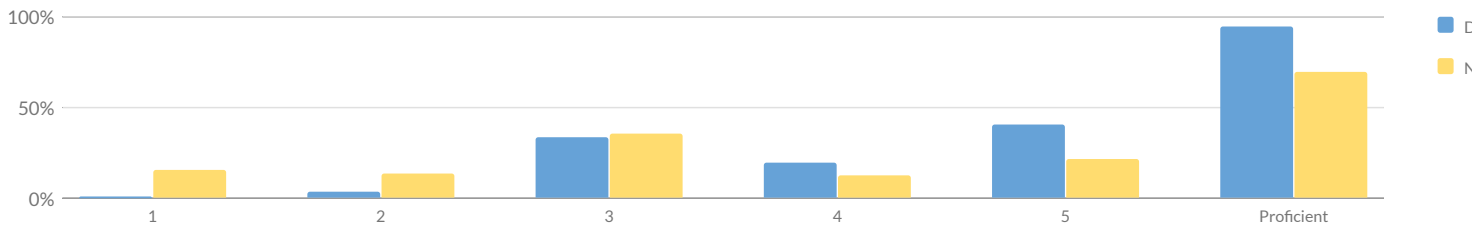
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	195	0	0%	2	1%	19	10%	27	14%	147	75%	193	99%
General Education	164	0	0%	1	1%	9	5%	20	12%	134	82%	163	99%
Students with Disabilities	31	0	0%	1	3%	10	32%	7	23%	13	42%	30	97%
Asian or Native Hawaiian/Other Pacific Islander	15	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	0	0%	2	12%	7	41%	1	6%	7	41%	15	88%
White	159	0	0%	0	0%	11	7%	24	15%	124	78%	159	100%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	19	0	0%	0	0%	1	5%	2	11%	16	84%	19	100%
Female	110	0	0%	0	0%	6	5%	12	11%	92	84%	110	100%
Male	85	0	0%	2	2%	13	15%	15	18%	55	65%	83	98%
English Language Learners	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	191	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	28	0	0%	2	7%	7	25%	5	18%	14	50%	26	93%
Not Economically Disadvantaged	167	0	0%	0	0%	12	7%	22	13%	133	80%	167	100%
Not Migrant	195	0	0%	2	1%	19	10%	27	14%	147	75%	193	99%
Homeless	6	0	0%	1	17%	3	50%	0	0%	2	33%	5	83%
Not Homeless	189	0	0%	1	1%	16	8%	27	14%	145	77%	188	99%
Not in Foster Care	195	0	0%	2	1%	19	10%	27	14%	147	75%	193	99%
Parent Not in Armed Forces	195	0	0%	2	1%	19	10%	27	14%	147	75%	193	99%

## ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



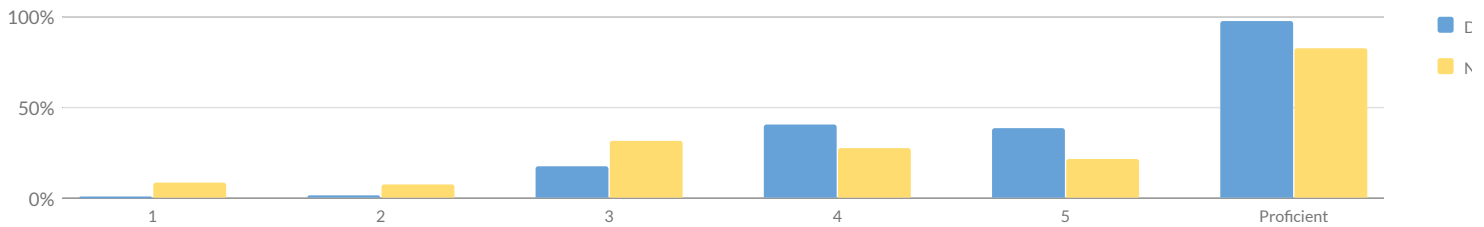
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	218	1	0%	4	2%	65	30%	66	30%	82	38%	213	98%
General Education	188	1	1%	2	1%	45	24%	60	32%	80	43%	185	98%
Students with Disabilities	30	0	0%	2	7%	20	67%	6	20%	2	7%	28	93%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	0	0%	2	7%	15	54%	7	25%	4	14%	26	93%
White	180	0	0%	2	1%	48	27%	57	32%	73	41%	178	99%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	1	10%	0	0%	2	20%	2	20%	5	50%	9	90%
Female	116	0	0%	2	2%	34	29%	37	32%	43	37%	114	98%
Male	102	1	1%	2	2%	31	30%	29	28%	39	38%	99	97%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	216	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	28	1	4%	2	7%	12	43%	9	32%	4	14%	25	89%
Not Economically Disadvantaged	190	0	0%	2	1%	53	28%	57	30%	78	41%	188	99%
Not Migrant	218	1	0%	4	2%	65	30%	66	30%	82	38%	213	98%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	214	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	218	1	0%	4	2%	65	30%	66	30%	82	38%	213	98%
Parent Not in Armed Forces	218	1	0%	4	2%	65	30%	66	30%	82	38%	213	98%

## ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)

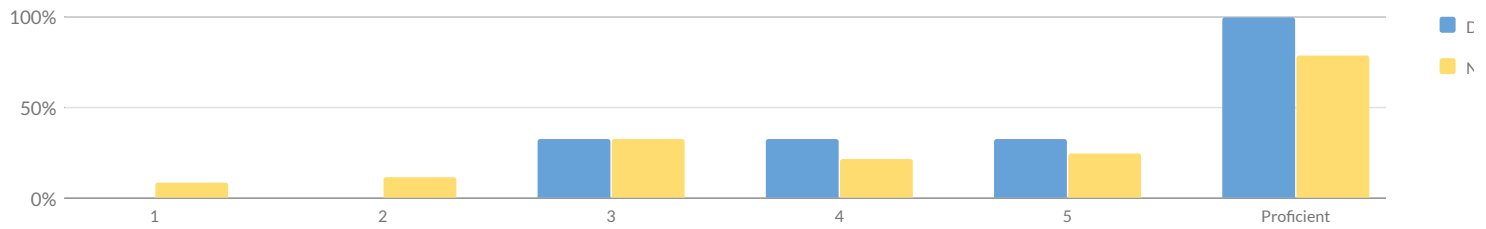


Percentage Scoring at Levels														
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)		
		#	%	#	%	#	%	#	%	#	%	#	%	
All Students	199	2	1%	8	4%	68	34%	40	20%	81	41%	189	95%	
General Education	179	1	1%	4	2%	59	33%	38	21%	77	43%	174	97%	
Students with Disabilities	20	1	5%	4	20%	9	45%	2	10%	4	20%	15	75%	
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	0	0%	4	29%	2	14%	8	57%	14	100%	
Black or African American	7	—	—	—	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	14	0	0%	0	0%	6	43%	4	29%	4	29%	14	100%	
White	162	2	1%	7	4%	52	32%	32	20%	69	43%	153	94%	
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—	
Small Group Total	9	0	0%	1	11%	6	67%	2	22%	0	0%	8	89%	
Female	99	1	1%	4	4%	35	35%	22	22%	37	37%	94	95%	
Male	100	1	1%	4	4%	33	33%	18	18%	44	44%	95	95%	
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—	
Non-English Language Learners	198	—	—	—	—	—	—	—	—	—	—	—	—	
Economically Disadvantaged	24	1	4%	1	4%	13	54%	6	25%	3	13%	22	92%	
Not Economically Disadvantaged	175	1	1%	7	4%	55	31%	34	19%	78	45%	167	95%	
Not Migrant	199	2	1%	8	4%	68	34%	40	20%	81	41%	189	95%	
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—	
Not Homeless	196	—	—	—	—	—	—	—	—	—	—	—	—	
Not in Foster Care	199	2	1%	8	4%	68	34%	40	20%	81	41%	189	95%	
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—	—	—	
Parent Not in Armed Forces	198	—	—	—	—	—	—	—	—	—	—	—	—	

## ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)

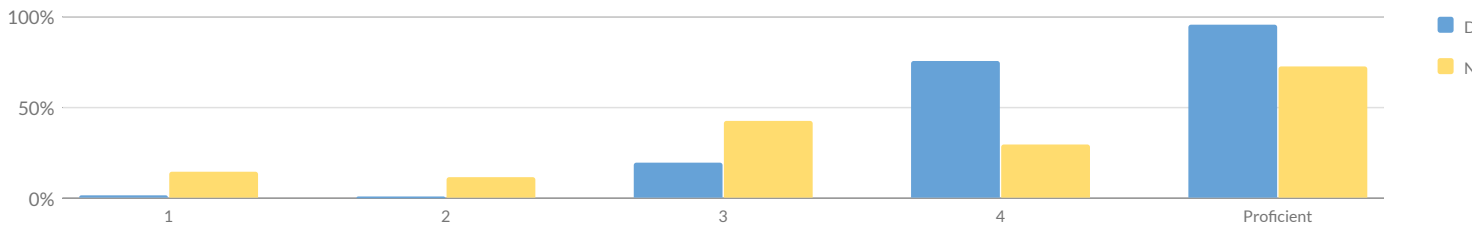


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	161	1	1%	3	2%	29	18%	66	41%	62	39%	157	98%
General Education	151	0	0%	3	2%	25	17%	64	42%	59	39%	148	98%
Students with Disabilities	10	1	10%	0	0%	4	40%	2	20%	3	30%	9	90%
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	0	0%	2	13%	4	25%	10	63%	16	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	—	—	—	—	—	—	—	—	—	—	—	—
White	135	1	1%	2	1%	25	19%	55	41%	52	39%	132	98%
Small Group Total	10	0	0%	1	10%	2	20%	7	70%	0	0%	9	90%
Female	106	1	1%	2	2%	17	16%	44	42%	42	40%	103	97%
Male	55	0	0%	1	2%	12	22%	22	40%	20	36%	54	98%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	160	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	20	1	5%	1	5%	6	30%	8	40%	4	20%	18	90%
Not Economically Disadvantaged	141	0	0%	2	1%	23	16%	58	41%	58	41%	139	99%
Not Migrant	161	1	1%	3	2%	29	18%	66	41%	62	39%	157	98%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	157	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	161	1	1%	3	2%	29	18%	66	41%	62	39%	157	98%
Parent Not in Armed Forces	161	1	1%	3	2%	29	18%	66	41%	62	39%	157	98%

**ANNUAL REGENTS EXAMINATION NEW FRAMEWORK GLOBAL HISTORY & GEOGRAPHY II (2018-19)**

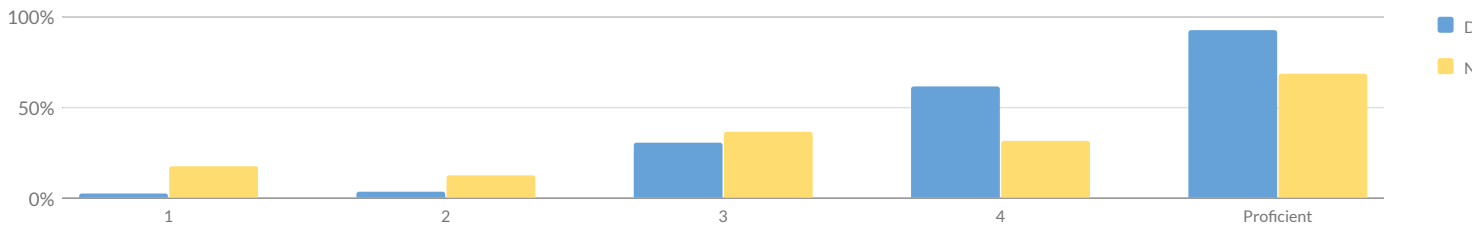
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	6	0	0%	0	0%	2	33%	2	33%	2	33%	6	100%
General Education	2	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	0	0%	2	33%	2	33%	2	33%	6	100%
Female	3	—	—	—	—	—	—	—	—	—	—	—	—
Male	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	6	0	0%	0	0%	2	33%	2	33%	2	33%	6	100%
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	6	0	0%	0	0%	2	33%	2	33%	2	33%	6	100%
Not Homeless	6	0	0%	0	0%	2	33%	2	33%	2	33%	6	100%
Not in Foster Care	6	0	0%	0	0%	2	33%	2	33%	2	33%	6	100%
Parent Not in Armed Forces	6	0	0%	0	0%	2	33%	2	33%	2	33%	6	100%

## ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	206	5	2%	3	1%	41	20%	157	76%	198	96%
General Education	179	2	1%	1	1%	28	16%	148	83%	176	98%
Students with Disabilities	27	3	11%	2	7%	13	48%	9	33%	22	81%
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	0	0%	0	0%	16	100%	16	100%
Black or African American	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	2	10%	2	10%	8	40%	8	40%	16	80%
White	163	3	2%	1	1%	30	18%	129	79%	159	98%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	0	0%	3	43%	4	57%	7	100%
Female	107	1	1%	0	0%	19	18%	87	81%	106	99%
Male	99	4	4%	3	3%	22	22%	70	71%	92	93%
English Language Learners	5	1	20%	2	40%	1	20%	1	20%	2	40%
Non-English Language Learners	201	4	2%	1	0%	40	20%	156	78%	196	98%
Economically Disadvantaged	32	5	16%	1	3%	12	38%	14	44%	26	81%
Not Economically Disadvantaged	174	0	0%	2	1%	29	17%	143	82%	172	99%
Not Migrant	206	5	2%	3	1%	41	20%	157	76%	198	96%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	203	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	206	5	2%	3	1%	41	20%	157	76%	198	96%
Parent Not in Armed Forces	206	5	2%	3	1%	41	20%	157	76%	198	96%

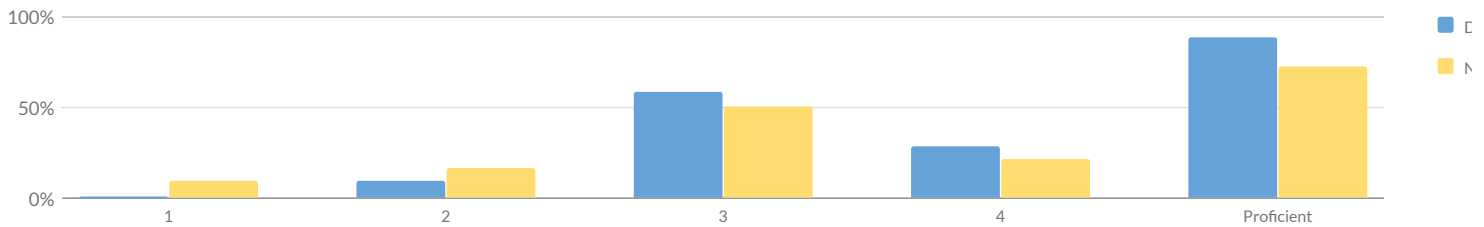
## ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/EARTH SCIENCE (2018-19)



Percentage Scoring at Levels

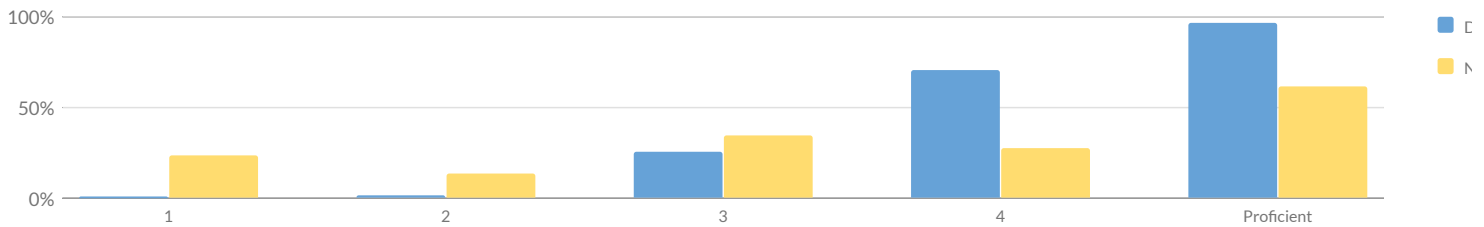
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	225	7	3%	9	4%	70	31%	139	62%	209	93%
General Education	190	1	1%	5	3%	52	27%	132	69%	184	97%
Students with Disabilities	35	6	17%	4	11%	18	51%	7	20%	25	71%
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	1	4%	2	8%	10	42%	11	46%	21	88%
White	189	6	3%	7	4%	56	30%	120	63%	176	93%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	0	0%	0	0%	4	33%	8	67%	12	100%
Female	109	0	0%	3	3%	42	39%	64	59%	106	97%
Male	116	7	6%	6	5%	28	24%	75	65%	103	89%
Non-English Language Learners	225	7	3%	9	4%	70	31%	139	62%	209	93%
Economically Disadvantaged	30	2	7%	1	3%	15	50%	12	40%	27	90%
Not Economically Disadvantaged	195	5	3%	8	4%	55	28%	127	65%	182	93%
Not Migrant	225	7	3%	9	4%	70	31%	139	62%	209	93%
Homeless	6	0	0%	0	0%	2	33%	4	67%	6	100%
Not Homeless	219	7	3%	9	4%	68	31%	135	62%	203	93%
Not in Foster Care	225	7	3%	9	4%	70	31%	139	62%	209	93%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	224	—	—	—	—	—	—	—	—	—	—

## ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/CHEMISTRY (2018-19)



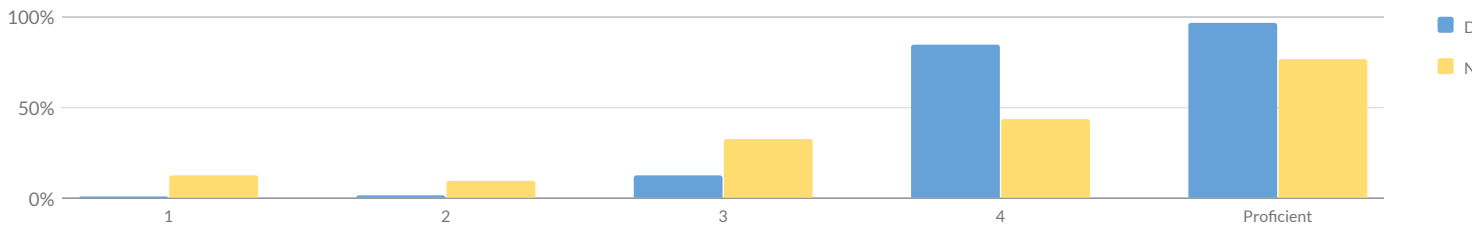
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	158	2	1%	16	10%	94	59%	46	29%	140	89%
General Education	147	1	1%	11	7%	89	61%	46	31%	135	92%
Students with Disabilities	11	1	9%	5	45%	5	45%	0	0%	5	45%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	0	0%	6	46%	7	54%	13	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	—	—	—	—	—	—	—	—	—	—
White	134	2	1%	15	11%	79	59%	38	28%	117	87%
Small Group Total	11	0	0%	1	9%	9	82%	1	9%	10	91%
Female	93	1	1%	7	8%	52	56%	33	35%	85	91%
Male	65	1	2%	9	14%	42	65%	13	20%	55	85%
Non-English Language Learners	158	2	1%	16	10%	94	59%	46	29%	140	89%
Economically Disadvantaged	13	0	0%	2	15%	10	77%	1	8%	11	85%
Not Economically Disadvantaged	145	2	1%	14	10%	84	58%	45	31%	129	89%
Not Migrant	158	2	1%	16	10%	94	59%	46	29%	140	89%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	156	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	158	2	1%	16	10%	94	59%	46	29%	140	89%
Parent Not in Armed Forces	158	2	1%	16	10%	94	59%	46	29%	140	89%

## ANNUAL REGENTS TRANSITIONAL EXAM IN GLOBAL HISTORY &amp; GEOGRAPHY (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	201	2	1%	4	2%	53	26%	142	71%	195	97%
General Education	179	1	1%	1	1%	42	23%	135	75%	177	99%
Students with Disabilities	22	1	5%	3	14%	11	50%	7	32%	18	82%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	0	0%	1	7%	14	93%	15	100%
Black or African American	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	2	11%	1	5%	9	47%	7	37%	16	84%
White	161	0	0%	3	2%	43	27%	115	71%	158	98%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	0	0%	0	0%	6	100%	6	100%
Female	107	0	0%	2	2%	33	31%	72	67%	105	98%
Male	94	2	2%	2	2%	20	21%	70	74%	90	96%
English Language Learners	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	197	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	28	1	4%	1	4%	11	39%	15	54%	26	93%
Not Economically Disadvantaged	173	1	1%	3	2%	42	24%	127	73%	169	98%
Not Migrant	201	2	1%	4	2%	53	26%	142	71%	195	97%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	200	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	201	2	1%	4	2%	53	26%	142	71%	195	97%
Parent Not in Armed Forces	201	2	1%	4	2%	53	26%	142	71%	195	97%

## ANNUAL REGENTS EXAMINATION U.S. HISTORY &amp; GOVERNMENT (2018-19)

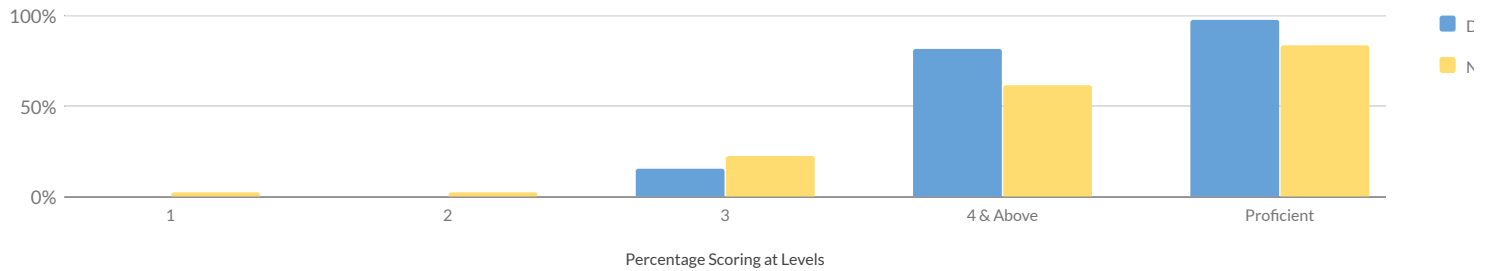


Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	182	2	1%	3	2%	23	13%	154	85%	177	97%
General Education	158	2	1%	1	1%	17	11%	138	87%	155	98%
Students with Disabilities	24	0	0%	2	8%	6	25%	16	67%	22	92%
Asian or Native Hawaiian/Other Pacific Islander	13	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	1	7%	1	7%	4	29%	8	57%	12	86%
White	151	1	1%	2	1%	17	11%	131	87%	148	98%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	0	0%	0	0%	2	12%	15	88%	17	100%
Female	105	0	0%	2	2%	14	13%	89	85%	103	98%
Male	77	2	3%	1	1%	9	12%	65	84%	74	96%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	180	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	23	1	4%	2	9%	6	26%	14	61%	20	87%
Not Economically Disadvantaged	159	1	1%	1	1%	17	11%	140	88%	157	99%
Not Migrant	182	2	1%	3	2%	23	13%	154	85%	177	97%
Homeless	5	1	20%	1	20%	1	20%	2	40%	3	60%
Not Homeless	177	1	1%	2	1%	22	12%	152	86%	174	98%
Not in Foster Care	182	2	1%	3	2%	23	13%	154	85%	177	97%
Parent Not in Armed Forces	182	2	1%	3	2%	23	13%	154	85%	177	97%

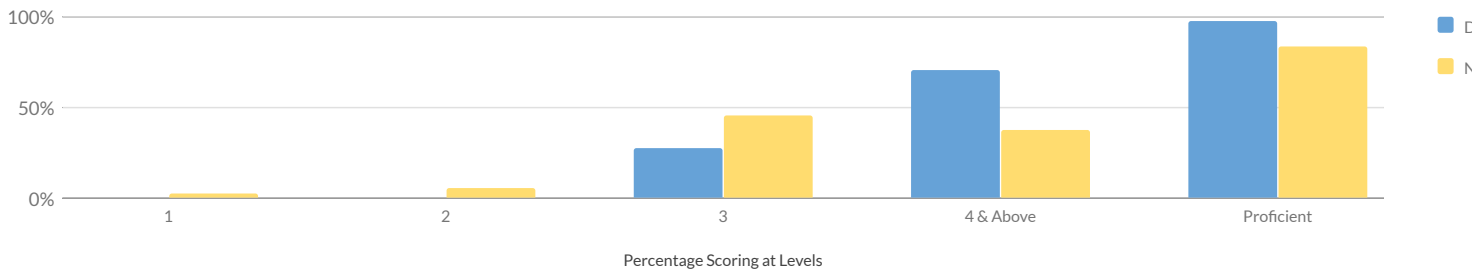
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

### 2015 TOTAL COHORT REGENTS EXAMINATION IN ELA



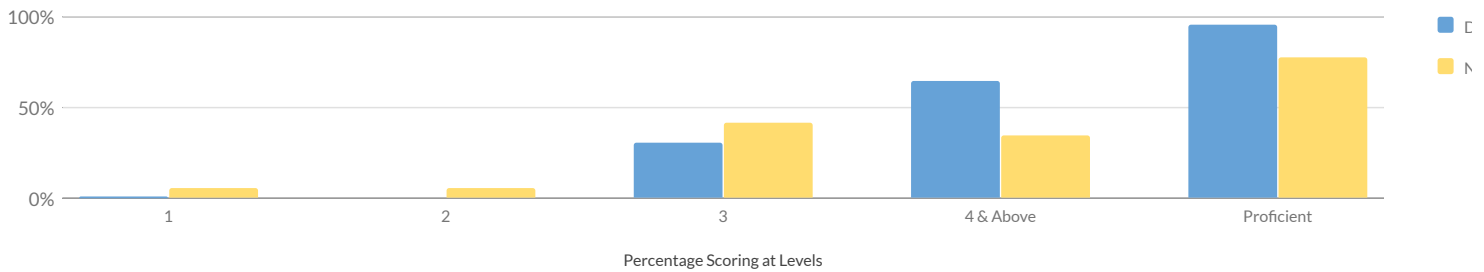
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	218	5	2%	213	98%	0	0%	0	0%	34	16%	179	82%	213	98%
General Education	179	0	0%	179	100%	0	0%	0	0%	19	11%	160	89%	179	100%
Students with Disabilities	39	5	13%	34	87%	0	0%	0	0%	15	38%	19	49%	34	87%
Asian or Native Hawaiian/Other Pacific Islander	13	1	8%	12	92%	0	0%	0	0%	2	15%	10	77%	12	92%
Black or African American	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Hispanic or Latino	18	1	6%	17	94%	0	0%	0	0%	6	33%	11	61%	17	94%
White	182	3	2%	179	98%	0	0%	0	0%	23	13%	156	86%	179	98%
Female	103	2	2%	101	98%	0	0%	0	0%	12	12%	89	86%	101	98%
Male	115	3	3%	112	97%	0	0%	0	0%	22	19%	90	78%	112	97%
Non-English Language Learners	215	5	—	210	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	39	4	10%	35	90%	0	0%	0	0%	12	31%	23	59%	35	90%
Not Economically Disadvantaged	179	1	1%	178	99%	0	0%	0	0%	22	12%	156	87%	178	99%
Not Migrant	218	5	2%	213	98%	0	0%	0	0%	34	16%	179	82%	213	98%
Homeless	9	0	0%	9	100%	0	0%	0	0%	5	56%	4	44%	9	100%
Not Homeless	209	5	2%	204	98%	0	0%	0	0%	29	14%	175	84%	204	98%
Not in Foster Care	218	5	2%	213	98%	0	0%	0	0%	34	16%	179	82%	213	98%
Parent Not in Armed Forces	218	5	2%	213	98%	0	0%	0	0%	34	16%	179	82%	213	98%

## 2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



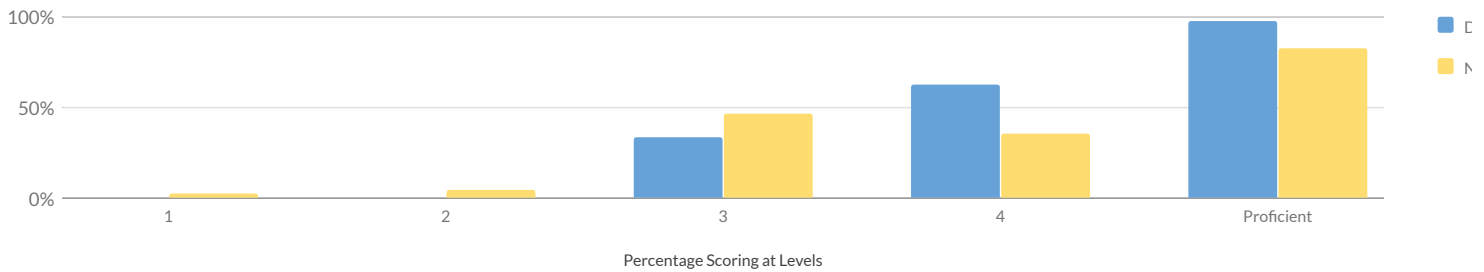
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	218	4	2%	214	98%	0	0%	0	0%	60	28%	154	71%	214	98%
General Education	179	0	0%	179	100%	0	0%	0	0%	37	21%	142	79%	179	100%
Students with Disabilities	39	4	10%	35	90%	0	0%	0	0%	23	59%	12	31%	35	90%
Asian or Native Hawaiian/Other Pacific Islander	13	1	8%	12	92%	0	0%	0	0%	3	23%	9	69%	12	92%
Black or African American	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Hispanic or Latino	18	0	0%	18	100%	0	0%	0	0%	7	39%	11	61%	18	100%
White	182	3	2%	179	98%	0	0%	0	0%	47	26%	132	73%	179	98%
Female	103	2	2%	101	98%	0	0%	0	0%	22	21%	79	77%	101	98%
Male	115	2	2%	113	98%	0	0%	0	0%	38	33%	75	65%	113	98%
Non-English Language Learners	215	4	—	211	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	39	3	8%	36	92%	0	0%	0	0%	16	41%	20	51%	36	92%
Not Economically Disadvantaged	179	1	1%	178	99%	0	0%	0	0%	44	25%	134	75%	178	99%
Not Migrant	218	4	2%	214	98%	0	0%	0	0%	60	28%	154	71%	214	98%
Homeless	9	0	0%	9	100%	0	0%	0	0%	4	44%	5	56%	9	100%
Not Homeless	209	4	2%	205	98%	0	0%	0	0%	56	27%	149	71%	205	98%
Not in Foster Care	218	4	2%	214	98%	0	0%	0	0%	60	28%	154	71%	214	98%
Parent Not in Armed Forces	218	4	2%	214	98%	0	0%	0	0%	60	28%	154	71%	214	98%

## 2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY &amp; GEOGRAPHY



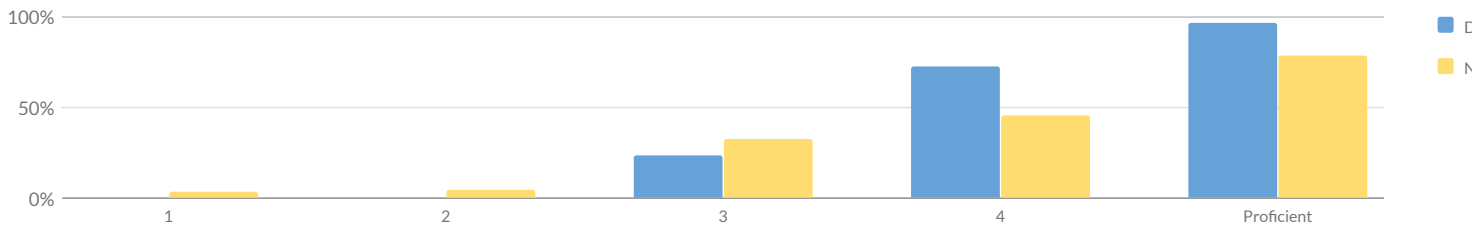
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	218	6	3%	212	97%	3	1%	0	0%	68	31%	141	65%	209	96%
General Education	179	2	1%	177	99%	2	1%	0	0%	44	25%	131	73%	175	98%
Students with Disabilities	39	4	10%	35	90%	1	3%	0	0%	24	62%	10	26%	34	87%
Asian or Native Hawaiian/Other Pacific Islander	13	2	15%	11	85%	0	0%	0	0%	3	23%	8	62%	11	85%
Black or African American	5	0	0%	5	100%	0	0%	0	0%	5	100%	0	0%	5	100%
Hispanic or Latino	18	0	0%	18	100%	2	11%	0	0%	5	28%	11	61%	16	89%
White	182	4	2%	178	98%	1	1%	0	0%	55	30%	122	67%	177	97%
Female	103	3	3%	100	97%	1	1%	0	0%	29	28%	70	68%	99	96%
Male	115	3	3%	112	97%	2	2%	0	0%	39	34%	71	62%	110	96%
Non-English Language Learners	215	6	—	209	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	39	4	10%	35	90%	2	5%	0	0%	13	33%	20	51%	33	85%
Not Economically Disadvantaged	179	2	1%	177	99%	1	1%	0	0%	55	31%	121	68%	176	98%
Not Migrant	218	6	3%	212	97%	3	1%	0	0%	68	31%	141	65%	209	96%
Homeless	9	0	0%	9	100%	2	22%	0	0%	1	11%	6	67%	7	78%
Not Homeless	209	6	3%	203	97%	1	0%	0	0%	67	32%	135	65%	202	97%
Not in Foster Care	218	6	3%	212	97%	3	1%	0	0%	68	31%	141	65%	209	96%
Parent Not in Armed Forces	218	6	3%	212	97%	3	1%	0	0%	68	31%	141	65%	209	96%

## 2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	218	4	2%	214	98%	0	0%	1	0%	75	34%	138	63%	213	98%
General Education	179	0	0%	179	100%	0	0%	1	1%	48	27%	130	73%	178	99%
Students with Disabilities	39	4	10%	35	90%	0	0%	0	0%	27	69%	8	21%	35	90%
Asian or Native Hawaiian/Other Pacific Islander	13	1	8%	12	92%	0	0%	0	0%	5	38%	7	54%	12	92%
Black or African American	5	0	0%	5	100%	0	0%	0	0%	4	80%	1	20%	5	100%
Hispanic or Latino	18	0	0%	18	100%	0	0%	1	6%	10	56%	7	39%	17	94%
White	182	3	2%	179	98%	0	0%	0	0%	56	31%	123	68%	179	98%
Female	103	2	2%	101	98%	0	0%	0	0%	31	30%	70	68%	101	98%
Male	115	2	2%	113	98%	0	0%	1	1%	44	38%	68	59%	112	97%
Non-English Language Learners	215	4	—	211	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	39	3	8%	36	92%	0	0%	1	3%	20	51%	15	38%	35	90%
Not Economically Disadvantaged	179	1	1%	178	99%	0	0%	0	0%	55	31%	123	69%	178	99%
Not Migrant	218	4	2%	214	98%	0	0%	1	0%	75	34%	138	63%	213	98%
Homeless	9	0	0%	9	100%	0	0%	1	11%	5	56%	3	33%	8	89%
Not Homeless	209	4	2%	205	98%	0	0%	0	0%	70	33%	135	65%	205	98%
Not in Foster Care	218	4	2%	214	98%	0	0%	1	0%	75	34%	138	63%	213	98%
Parent Not in Armed Forces	218	4	2%	214	98%	0	0%	1	0%	75	34%	138	63%	213	98%

## 2015 TOTAL COHORT REGENTS EXAMINATION IN U.S. HISTORY &amp; GOVERNMENT



Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	218	4	2%	214	98%	1	0%	1	0%	52	24%	160	73%	212	97%
General Education	179	0	0%	179	100%	0	0%	1	1%	36	20%	142	79%	178	99%
Students with Disabilities	39	4	10%	35	90%	1	3%	0	0%	16	41%	18	46%	34	87%
Asian or Native Hawaiian/Other Pacific Islander	13	1	8%	12	92%	0	0%	0	0%	3	23%	9	69%	12	92%
Black or African American	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Hispanic or Latino	18	0	0%	18	100%	0	0%	1	6%	8	44%	9	50%	17	94%
White	182	3	2%	179	98%	1	1%	0	0%	38	21%	140	77%	178	98%
Female	103	2	2%	101	98%	1	1%	0	0%	25	24%	75	73%	100	97%
Male	115	2	2%	113	98%	0	0%	1	1%	27	23%	85	74%	112	97%
Non-English Language Learners	215	4	—	211	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	39	3	8%	36	92%	0	0%	1	3%	12	31%	23	59%	35	90%
Not Economically Disadvantaged	179	1	1%	178	99%	1	1%	0	0%	40	22%	137	77%	177	99%
Not Migrant	218	4	2%	214	98%	1	0%	1	0%	52	24%	160	73%	212	97%
Homeless	9	0	0%	9	100%	0	0%	1	11%	2	22%	6	67%	8	89%
Not Homeless	209	4	2%	205	98%	1	0%	0	0%	50	24%	154	74%	204	98%
Not in Foster Care	218	4	2%	214	98%	1	0%	1	0%	52	24%	160	73%	212	97%
Parent Not in Armed Forces	218	4	2%	214	98%	1	0%	1	0%	52	24%	160	73%	212	97%

**NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2018-19)**

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	9	33%	11%	11%	44%	0%
Grade 1	0	4	—	—	—	—	—
Grade 2	0	13	0%	15%	23%	54%	8%
Grade 3	0	7	14%	0%	14%	57%	14%
Grade 4	3	5	0%	0%	0%	60%	40%
Grade 5	3	7	0%	29%	14%	57%	0%
Grade 6	2	5	0%	20%	20%	40%	20%
Grade 7	1	4	—	—	—	—	—
Grade 8	1	3	—	—	—	—	—
Grade 9	0	4	—	—	—	—	—
Grade 10	0	3	—	—	—	—	—
Grade 11	1	2	—	—	—	—	—
Grade 12	2	1	—	—	—	—	—

**NEW YORK STATE ALTERNATE ASSESSMENT (2018-19)**

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 4 ELA	0	3	—	—	—	—	—	—	—	—
Grade 4 Math	0	3	—	—	—	—	—	—	—	—
Grade 4 Science	0	3	—	—	—	—	—	—	—	—
Grade 5 ELA	0	4	—	—	—	—	—	—	—	—
Grade 5 Math	0	4	—	—	—	—	—	—	—	—
Grade 6 ELA	0	2	—	—	—	—	—	—	—	—
Grade 6 Math	0	2	—	—	—	—	—	—	—	—
Grade 7 ELA	0	3	—	—	—	—	—	—	—	—
Grade 7 Math	0	3	—	—	—	—	—	—	—	—
Grade 8 ELA	0	4	—	—	—	—	—	—	—	—
Grade 8 Math	0	4	—	—	—	—	—	—	—	—
Grade 8 Science	0	4	—	—	—	—	—	—	—	—
Secondary-Level ELA	15	2	—	—	—	—	—	—	—	—
Secondary-Level Math	15	2	—	—	—	—	—	—	—	—
Secondary-Level Science	15	2	—	—	—	—	—	—	—	—

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

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

**NEW YORK STATE NAEP GRADE 4**

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

**NEW YORK STATE NAEP GRADE 8**

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

**NATIONAL NAEP GRADE 4**

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

**NATIONAL NAEP GRADE 8**

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

\*There are not sufficient data for this subgroup.

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

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

CRDC Data (13.06 megabytes)

Glossary of Terms

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