



Rye Neck UFSD Official Budget FY 2019-20

May 8, 2019

RyeNeck Schools
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2019 NY State Budget Details

Highlights of the 2019 New York
state budget are as follows:

\$618M increase in Foundation Aid



Tax cap made **permanent**



Districts authorized to establish
TRS reserve funds



April 2019 BUDGET Update



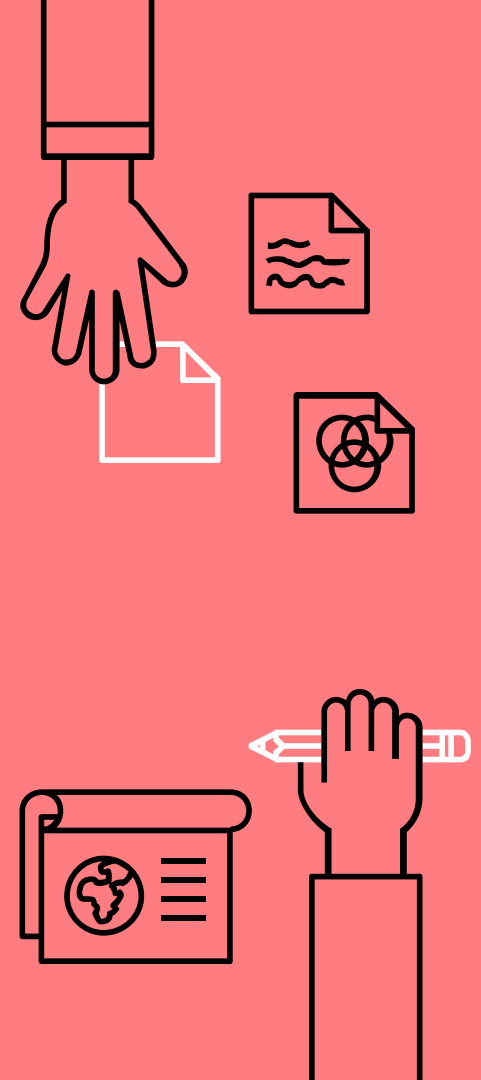
- In the March 30, 2019 state aid estimates, Rye Neck's estimated Foundation Aid **increased** by approximately **\$200K** (compared to the initial estimates in January 2019).
- The \$200K increase in estimated state aid revenues resulted in **reinstated program expenses (\$125K)** and a **reduction in the appropriated fund balance (\$75K)**.
- The \$125K increase in program expenses was allocated to **Special Services placements** for the 19-20 school year.
- These changes **do not affect** the 19-20 budget's tax cap compliance.

Board of **EDUCATION**

Pietro Fasolino	President
Jennifer Rubin	Vice President
Deborah Aulfinger	Trustee
Patty Nashelsky	Trustee
Dan Wice	Trustee
Steven Silva	Trustee

Rye Neck **ADMINISTRATION**

Dr. Barbara Ferraro	Superintendent of Schools
Dr. Kimberly Bucci	Asst. Superintendent for Business



Rye Neck **ADMINISTRATION**

Dr. Eric Lutinski, Assistant Superintendent for Instruction,
Principal, Middle School

Dr. Tina Wilson, Principal, High School

Michael Scarantino, Principal, F.E. Bellows School

Tara Goldberg, Principal, Daniel Warren School

Diane Santangelo, Administrator for Special Services

Joseph Ceglia, Director of Athletics

Corinne Ryan, Chief Information Officer,
Co-Director of School Counseling Services

Dr. Valerie Feit, Co-Director of School Counseling Services

Than Harrington, Director of Facilities



Budget DATES

FEBRUARY 13

Presentation of
the Budget
9:00 am

MARCH 20

Budget Hearing
7:00 pm

APRIL 3

Budget Hearing
& Adoption
7:00 pm

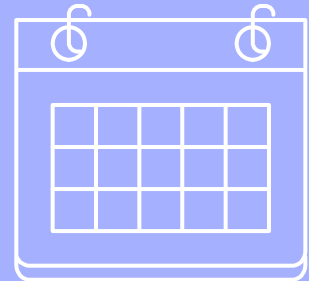
MAY 8

Final Budget
Hearing
9:00 am

MAY 21

Budget Vote
7 am – 9pm
MS/HS Library

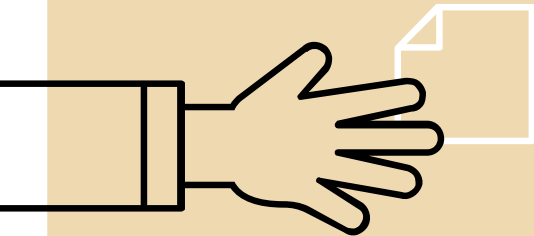
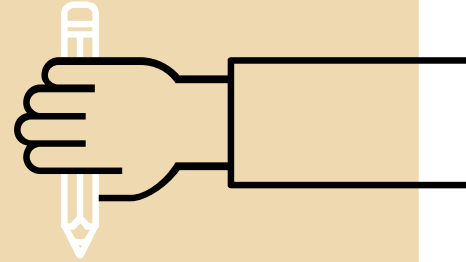
[Rye Neck UFSD Budget Development Calendar](#)



1.

Overview

2019-20 Official Budget



Dear Rye Neck Parents and Community Residents,

Wednesday, May 21, is the NYS date of the annual school district budget vote for the 2019-20 school year. The Board of Education and our administrative leadership team are pleased to note that the proposed budget represents the 8th consecutive year in which a proposed budget has fallen below the New York State tax levy cap, and in fact, our district has never attempted to exceed the tax levy cap limit. While this may not always be possible, achievement of this goal reflects our overriding concern for balancing the needs of our school district with that of Rye Neck's taxpayers.

The school budget is a reflection of the community's priorities for its students. The proposal for 2019-20 continues our commitment to comprehensive, student-focused instructional programs. It maximizes efficiencies in scheduling and personnel, and preserves K-12 art, music, and enrichment programs, as well as athletic and extracurricular activities. The Rye Neck UFSD that you know – one that is keenly focused on favorable class size, the breadth and depth of course offerings, and innovative use of instructional space and technology – is fully supported in this budget.

As always, staff and student safety remains our highest priority. Resources are devoted in this budget to a maintain a full-time Director of Security and full-time safety monitors at each school, along with infrastructure improvements and ongoing training that will

further secure our physical plant. The issue of safety is always in the forefront of our thinking, and we continue to maintain an excellent partnership with law enforcement, which helps us understand, plan and react to all manner of security concerns.

I am proud of the work of our leadership team to craft a budget that I believe meets the expectations of our community. In the end, we are always asking ourselves if we are doing all we can to prepare our graduating students for the next stop on their life's journey. Our Class of 2019 will be the 124th graduating class since our school district was established. These students will attend some of the most competitive schools in the nation because they, their families, and their teachers have worked hard to meet laudable personal goals in academic achievement, the arts, athletics, science, and other areas of development. Rye Neck's success as a school district is built upon this collaborative foundation in the interest of each student: a powerful sentiment and a productive reality.

Please mark your calendars and please remember to vote on Tuesday, May 21 from 7 a.m. to 9 p.m. at the Rye Neck Middle/High School Library.

Sincerely,
Dr. Barbara Ferraro,
Superintendent of Schools



TAX CAP

The levy for the budget is **tax cap compliant**



PROGRAMS

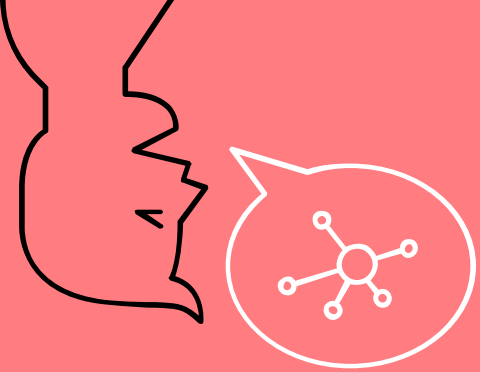
Preserves & **improves** instructional programs



STAFFING

Addresses enrollment and **programmatic driven** staffing needs

The 2019-20
Adopted
Budget
achieves the
following
GOALS



Budget **FACTS**

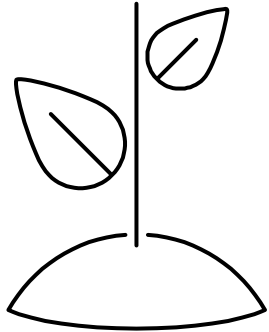
Budget expenditures are **increasing** by **\$1.7M** in the 2019-20 operating budget

Overall spending is **increasing** by **4.16%** over 2018-19

The tax levy increase of **3.35%** will be **at the tax levy cap**



Continuing our **COMMITMENT**



- ▷ **Maintain & enhance** core educational programs
- ▷ Foster **innovative program development** that meets the needs of our student learners
- ▷ Commitment to staffing levels supportive of **favorable class size** and student programmatic requirements
- ▷ Provide a school environment that is **safe** and **supportive** of social, emotional, educational and physical health and well-being

Rye Neck Security & Safety Measures

Infrastructure:

- Visitor management security kiosks at each school entrance
- Key card access at exterior doors
- Security cameras in all schools
- Use of fencing/gates
- District-wide lock-down/panic system
- Continuous security training & drills



Personnel:

- Full time Director of Security
- Full time safety monitors at each school
- District Safety Team comprised of members of each building
- On-going safety and security training for all staff
- Excellent communication with local law enforcement
- **NEW supervision for students and construction site**

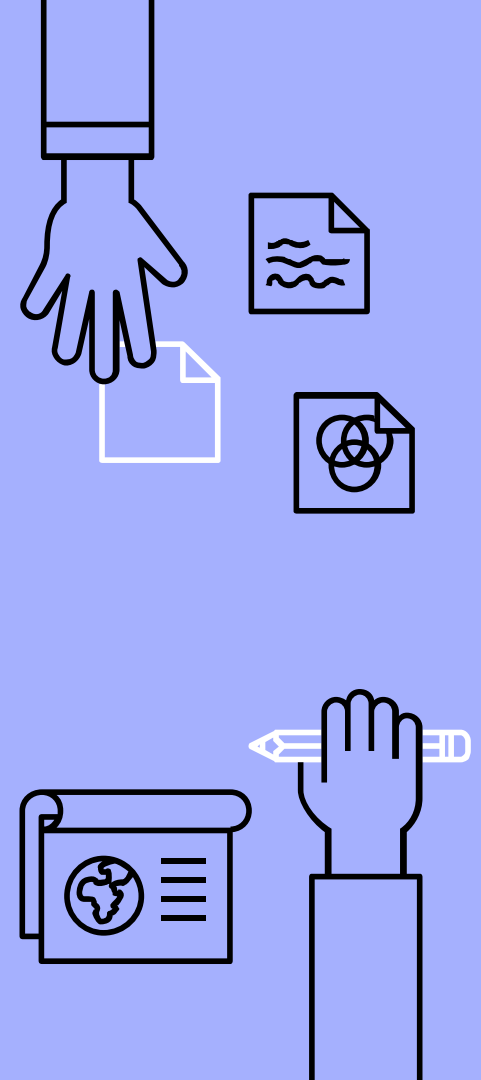
Planning for **ENROLLMENT & PROGRAMMING** needs

Projected HS enrollment will **increase** by **5%** for the 19/20 school year.

Projected overall enrollment to **decrease** by **0.3%** to **1,589** for the 19/20 school year.

This budget preserves **favorable class size** and provides comprehensive programs at all levels.

Maintains **favorable support staff ratio** for nurses, school counselors and psychologists.



19-20 Budget GOALS

Propose a tax cap compliant budget **for the 8th year in a row**

Maintain breadth and depth of core course offerings

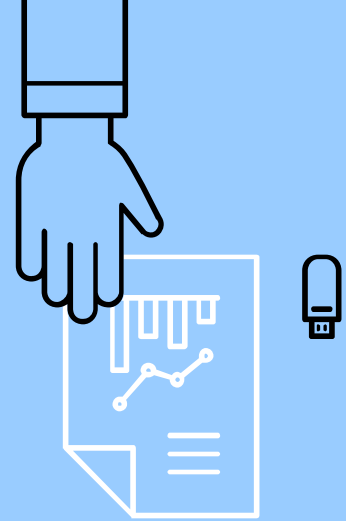
Continue our commitment to favorable class size

Construction:
Provide personnel to supervise active work areas and safeguard our students, staff, community members and visitors

Offer extra-curricular opportunities that support a comprehensive educational program

Maximize efficiencies in scheduling and personnel

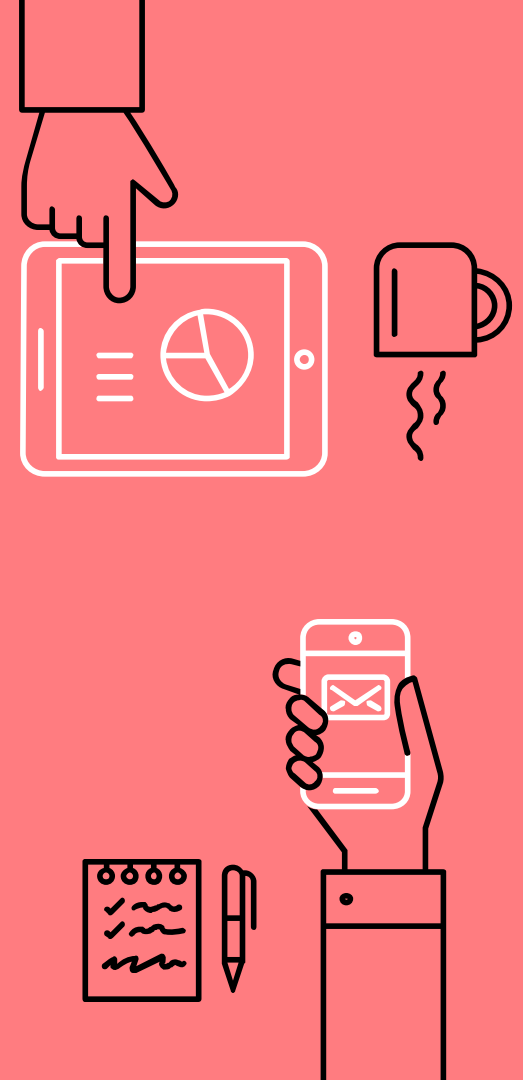
Support innovative use of instructional space & technology



2018 CAPITAL BOND PROJECT UPDATE

Project	Description	Timeline
A	Roofing at FEB Annex and Admin Building	100% complete, pending final inspection in Spring 2019
B	District-Wide Roofing Replacement	Spring 2019 – Fall 2019
C	MS Gymnasium Addition	Summer 2019 - Spring 2020
D	8 Classroom STEAM Addition and Renovations at MS/HS	Summer 2020 - Winter 2021

[Rye Neck Capital Bond Information](#)



Project A - New Roof Installation at F.E. Bellows Annex



Project A - New Roof Installation at Administration Office



Capital Bond 2018 – New Construction Renderings



Project D:
Rye Neck High School STEAM Wing

Anticipated completion date:
Winter 2021

Project C:
Rye Neck Middle School Gym

Anticipated completion date:
Spring 2020



This Budget **PRESERVES**

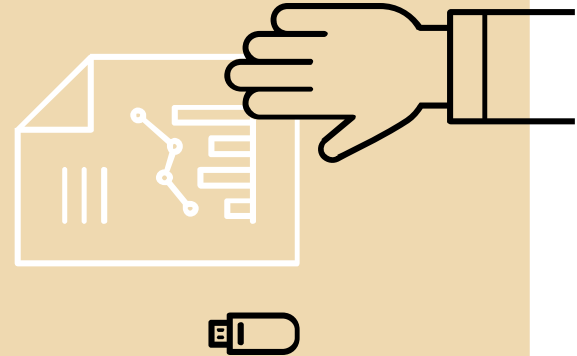
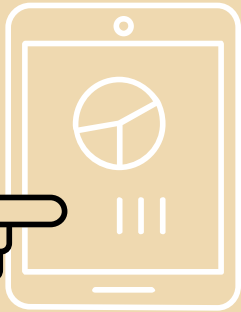


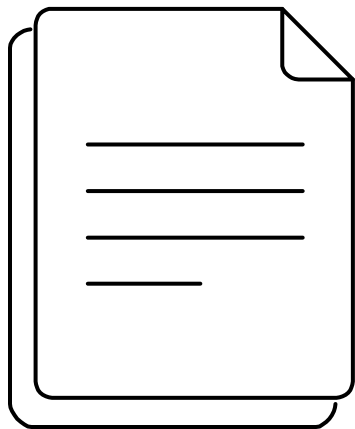
- Full-day Kindergarten
- Favorable class size
- **Expansion of STEAM** (Science, Technology, Engineering, Arts & Math) through the approved bond vote in February 2018
- **Arts & Music programs**
- **Expanded Safety and Security measures at all schools**
- **Athletics & Extracurricular activities**

2.

Financial

2019-20 Official Budget





\$43,095,212

2019-20 budget

\$1,720,990 increase

Budget change in \$ (from 2018-19 budget)

4.16% increase

Budget change in % (from 2018-19 budget)

Estimated TAX LEVY & TAX RATE Change

Tax Levy Change:

\$1,249,673

3.35%

Est. Tax Rate Change:

Rye Town 1.96%

Rye City 5.27%

Tax Levy Limit Calculation Worksheet for School Year 2019-20

BASIC FORMULA		
Prior Year Tax Levy (2018-19)		\$ 37,330,588
Tax Base Growth Factor (ORPS)	x	1.0070
		\$ 37,591,902
 <u>Prior Year Exemptions:</u>		
Debt Service		1,766,856
Building Aid and transfers		(318,605)
		1,448,251
	-	1,448,251
Adjusted Prior Year Levy		\$ 36,143,651
Allowable Growth Factor (Lesser of CPI or 2%)	x	2.00%
Tax Levy Limit Before Exclusions:		\$ 36,866,524
+ EXCLUSIONS		
Available Carryover (none for initial year)	+	-
 <u>Current Year Exemptions (2019-20)</u>		
Debt Service		2,167,950
Building Aid and transfers		(454,213)
		1,713,737
	+	1,713,737
 Pensions – no exclusions		
Tax Levy Limit With Exclusions		\$ 38,580,261
Tax Cap Limit		\$ 1,249,673
Tax Cap Levy Percentage		3.35%



Tax Levy Limit Calculation Worksheet

School Year 2019-20

The Tax Levy Cap

How can the 19-20 budget increase exceed 2.0% and still be under the cap?

Tax Cap Formula Exemption

Debt Service

*With Rye Neck's planned borrowing for the new bonds, the **new debt service** (principal and interest) is **exempt** under the formula*

Prior Year's Levy Caps

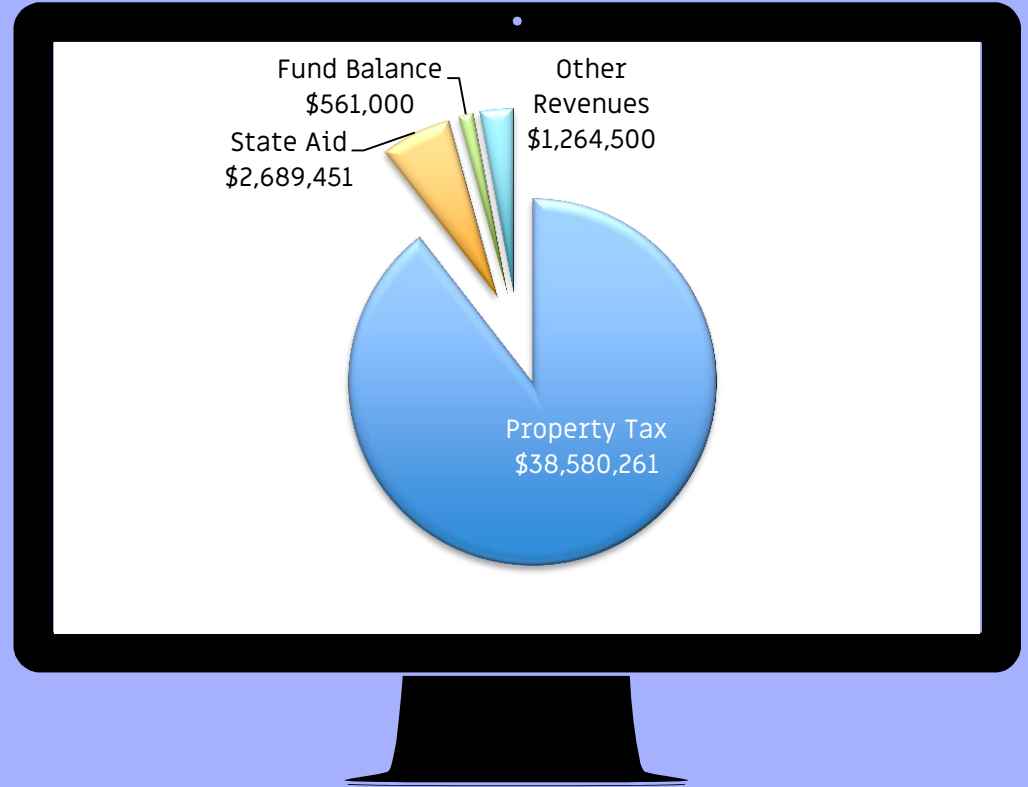
Year	Taxy Levy Cap
2018-19	3.11%
2017-18	0.72%
2016-17	0.33%

Projected REVENUES

Category	2019-20 Budget	Percentage of Total
Property Tax	\$ 38,580,261	89.5%
Estimated State Aid	2,421,465	5.6%
Appropriated Fund Balance	561,000	1.3%
Interfund Transfer	505,000	1.2%
County Sales Tax	500,000	1.2%
Federal/BOCES Aid	267,986	0.6%
Other Sources	259,500	0.6%
Total	\$ 43,095,212	100.0%

REVENUE update

- ▷ State/BOCES aid is projected to increase by \$422K
- ▷ Debt Service reserve provides \$75K in support of the budget
- ▷ Use of ERS Reserve decreases by \$30K to match the projected ERS pension expense
- ▷ The allowable levy increase was 3.35% or \$1.25M



District Reserve Funds

RESERVE FUNDS - Proposed Disposition Schedule

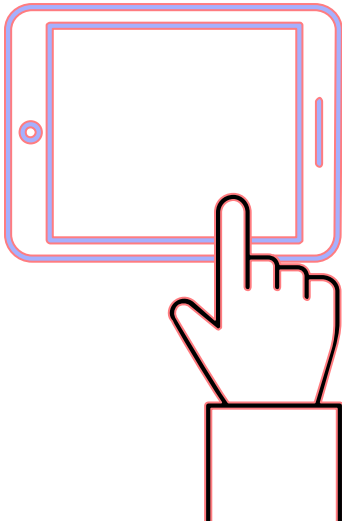
updated January 2019

Fund	Statutory Authorization	Balance at 6/30/2018	Year					Summary	
			Est. use in 2018-19	Est. use for 2019-20 Budget	Est. use for 2020-21 Budget	Est use for 2021-22 Budget	Est use for 2022-23 Budget		Est use for 2023-24 Budget
Retirement Contribution (ERS)	GML § 6-r	3,458,718	460,000	430,000	500,000	500,000	510,000	510,000	548,718
Certiorari Reserve	Educ. Law, § 3651.1-a	1,771,950	300,000	300,000	300,000	300,000	300,000	270,000	1,950
Insurance Reserve	GML § 6-n	1,603,244	-	-	-	-	-	-	1,603,244
Debt Service Fund	GML § 6-l	150,000	75,000	75,000	-	-	-	-	-
Transfer to General Fund		6,983,912	835,000	805,000	800,000	800,000	810,000	780,000	2,153,912
Reserves LESS amount transferred to General Fund (running balance in reserves)		6,983,912	6,148,912	5,343,912	4,543,912	3,743,912	2,933,912	2,153,912	-

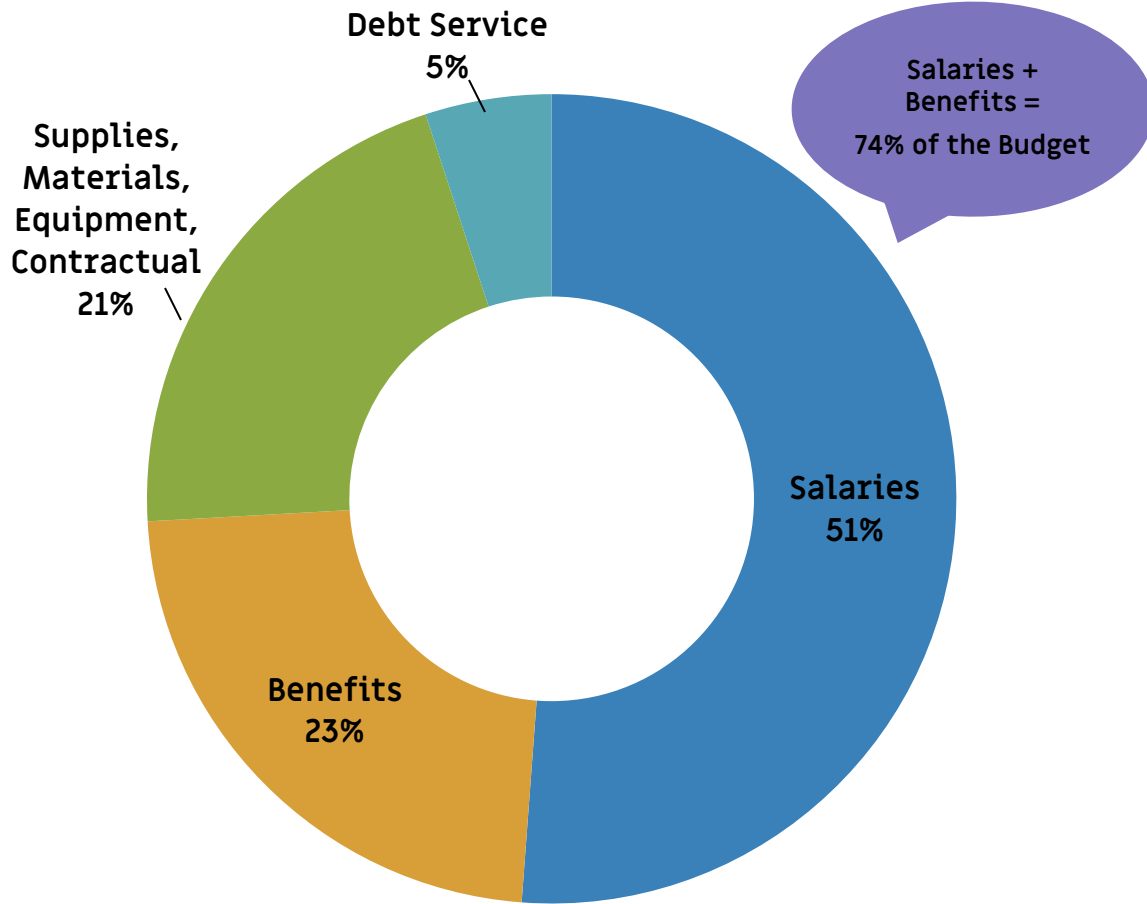
GRANT FUNDING

for 2018-2019

The District pursues and obtains a number of state and federal grants each year.



Grant	Amount
611 IDEA	\$ 354,787
619 IDEA	7,757
Title I	106,464
Title II	32,834
Title IV	10,000
Total	\$ 511,842



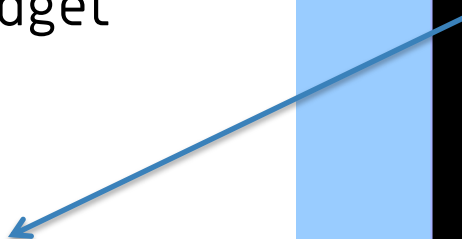
EXPENSE Chart

Category	2019-20 Adopted Budget	Percentage of the Total
Salaries	\$ 21,992,934	51.2%
Benefits	9,853,417	22.9%
Equip/Supplies/Services/Text	4,227,698	9.6%
BOCES	2,639,745	6.1%
Debt Service	2,167,950	5.0%
Transportation	1,003,569	2.3%
Utilities	674,000	1.6%
Special Accounts (legal, auditing, insurance)	535,901	1.3%
Total	\$ 43,095,212	100.0%

Projected EXPENSES

AREAS OF MAJOR CHANGE

in the Projected
2019-20 Budget

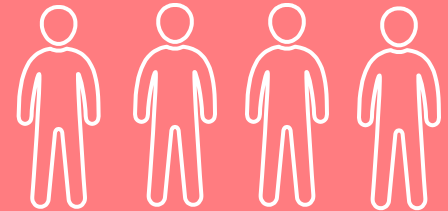


Capital Project Related	Amount
Debt Service	\$ 401,000
Construction Manager	150,000
Construction related security	80,000
Total	\$ 631,000

Expenditure	Change in 2019-20 Adopted Budget
Capital Project Related (Includes debt service, construction manager and construction-related security costs)	+\$631K
Special Education	+\$484K
Health Benefits	+\$448K
New Staffing	+\$175K

School	Position	Details	FTE
High School	Teacher	Math, Science, Language	1.8
High School	Teaching Assistant	Math/Science Tutorials	1.0
Middle School	Teaching Assistant	Supervision	0.5
High School	Psychologist		0.1
Total			3.4

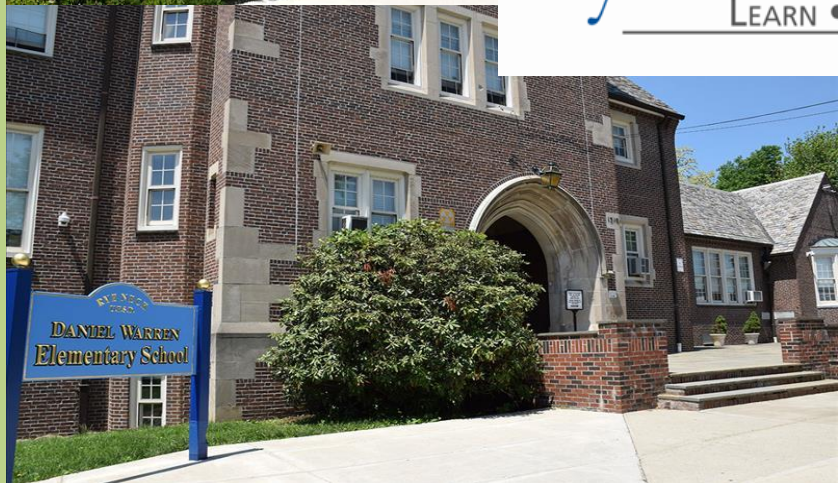
Projected NEW PERSONNEL





RyeNeck Schools

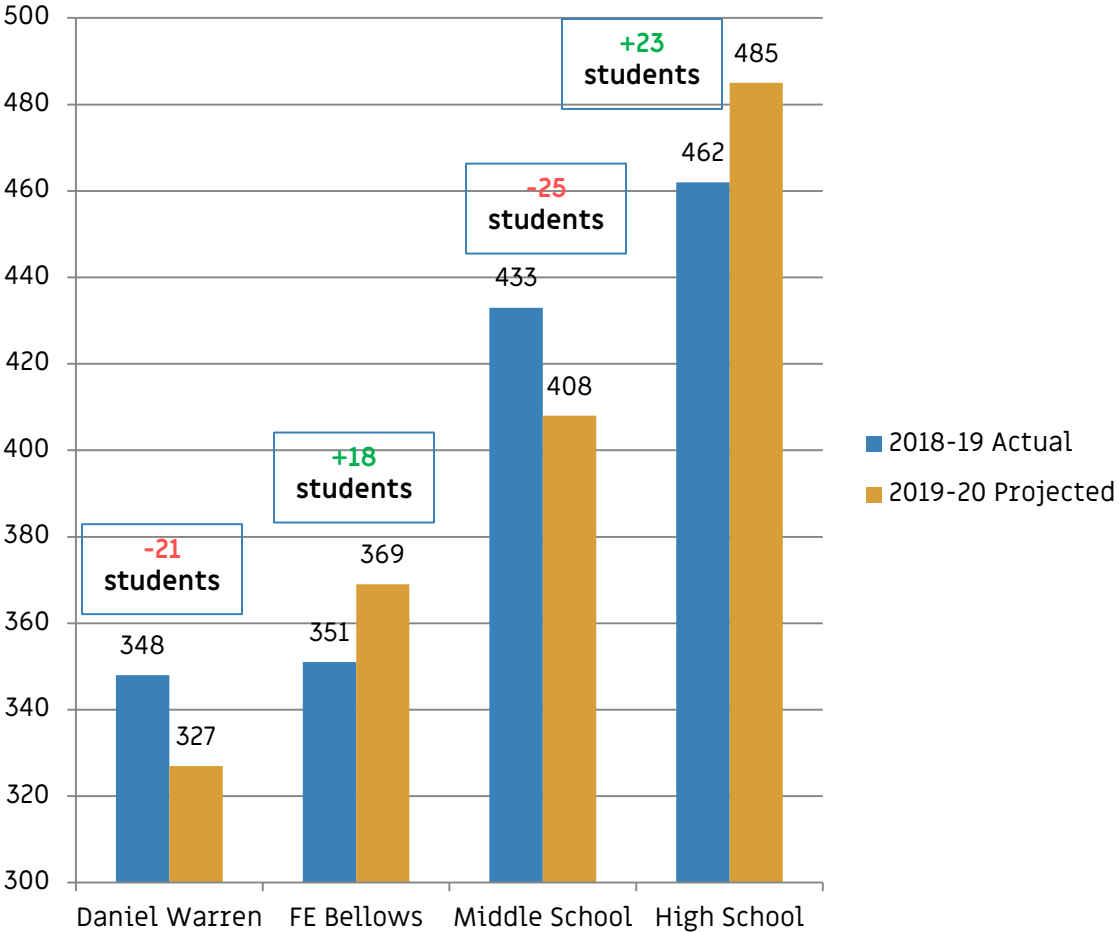
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Projected ENROLLMENT

18/19 Actual:
1,594

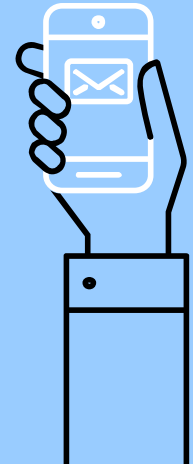
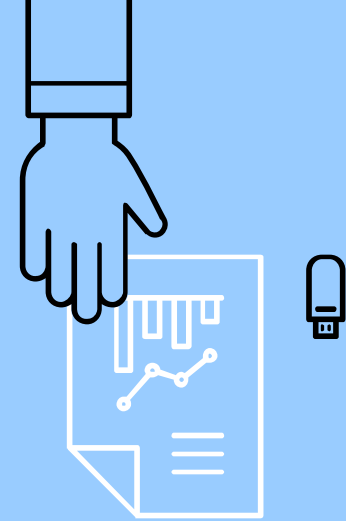
19/20 Projected:
1,589



Projected **CLASS SIZE**

Estimates

Grade	18-19 Enrollment	18-19 Sections	18-19 Class size	19-20 Enrollment	19-20 Sections	19-20 Class size
K	113	5	22-24	115	5	20-24
1	99	6	19-20	113	6	18-20
2	136	5	22-23	99	5	19-21
3	117	6	19-20	136	6	21-23
4	116	5	23-24	117	6	19-21
5	118	6	19-21	116	5	23-24





3. Tax Information

2019-20 Official Budget



2019-20 Budget **FACTS**

Projected
Tax Levy Cap

3.35%

*As per formula,
with exemptions*

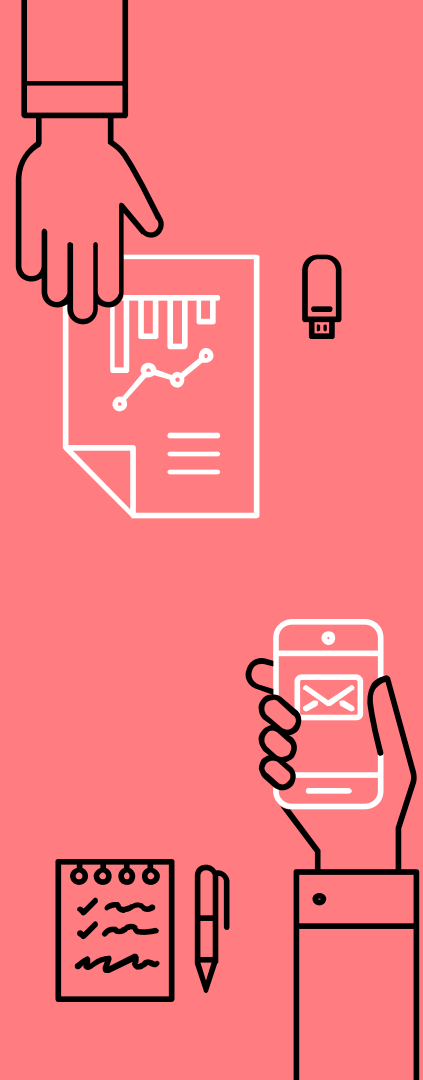
Projected
Spending Increase

4.16%

*Preserves programs and
student-teacher ratios*



UNDER THE CAP



Meeting the Tax Cap for 2019-20

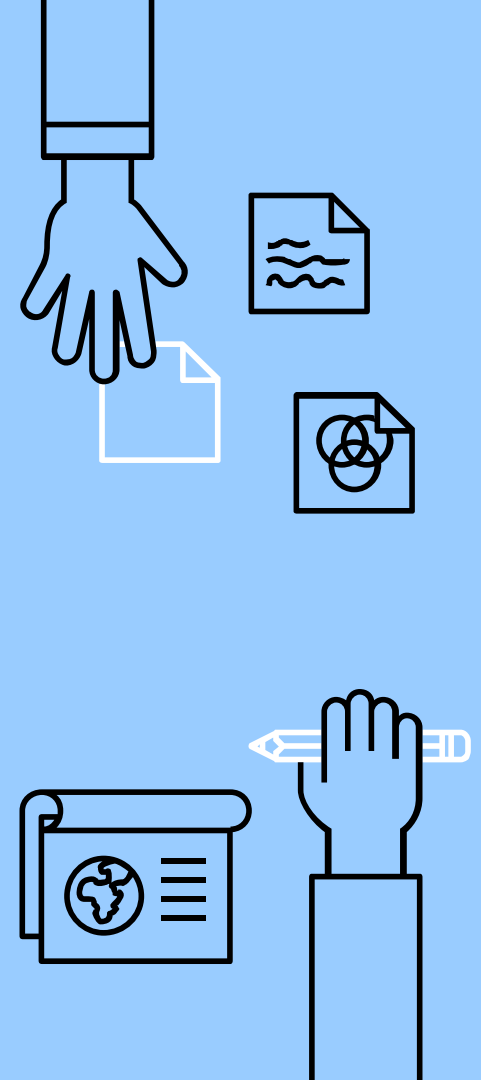
Achieved through **cuts** & **additional revenues**

Reducing Expenses

- ▶ 10% district-wide cut to materials, supplies & services (-\$84K)
- ▶ Reduce placeholder slots for special education & occupational ed. programs, transport, (-\$39K)
- ▶ Reduction of tuition for foster placements (-\$33K)
- ▶ Cuts to BOCES programs (-\$20K)

Maximizing Revenues

- ▶ Increased state aid (+\$447K)
 - ✓ Foundation aid
 - ✓ Building aid
 - ✓ Transportation aid
- ▶ Other revenues (+\$104K)
 - ✓ Interest earnings
 - ✓ Prior year refunds
 - ✓ Health services (The French American School)



2019-20 Budget – At a Glance

TAX LEVY

Total Tax Levy
\$38,580,261

Change in Tax Levy
\$1,249,673
3.35%

SPENDING

Total Budget
\$43,095,212

Budget Change
4.16%
\$1,720,990

ESTIMATED TAX RATE CHANGE

Rye Town 1.96%

Rye City 5.27%

What
FACTORS
influence
the tax rate
change?

Changes in **BUDGET COMPONENTS**

Movement in expenditures and revenues

Changes in **EQUALIZATION RATE**

Rate is set each year by NYS Office of Real Property Services

Changes in **ASSESSMENTS**

Assessment levels are furnished by the municipal assessors to the school each year



Effects of Equalization & Assessment on the 2019/20 Estimated Tax Rate Change

Category	Rye Town	Rye City
Change in Equalization Rate	-1.02%	2.25%
Change in Assessments	-0.30%	-0.28%
Sub-total: "Built-in" changes to the tax rate for 2019/20	-1.32%	1.97%
Amount as a result of budget & revenue changes	3.28%	3.30%
Draft 2019/20 tax rate change	1.96%	5.27%



Calculate your Estimated School Taxes

Click on the link below to see your **estimated** SCHOOL taxes and change from last year.

You will need your assessment for **2018** and **2019**.

Be sure to click the correct **TAB** at the top, **Rye Town** or **Rye City**

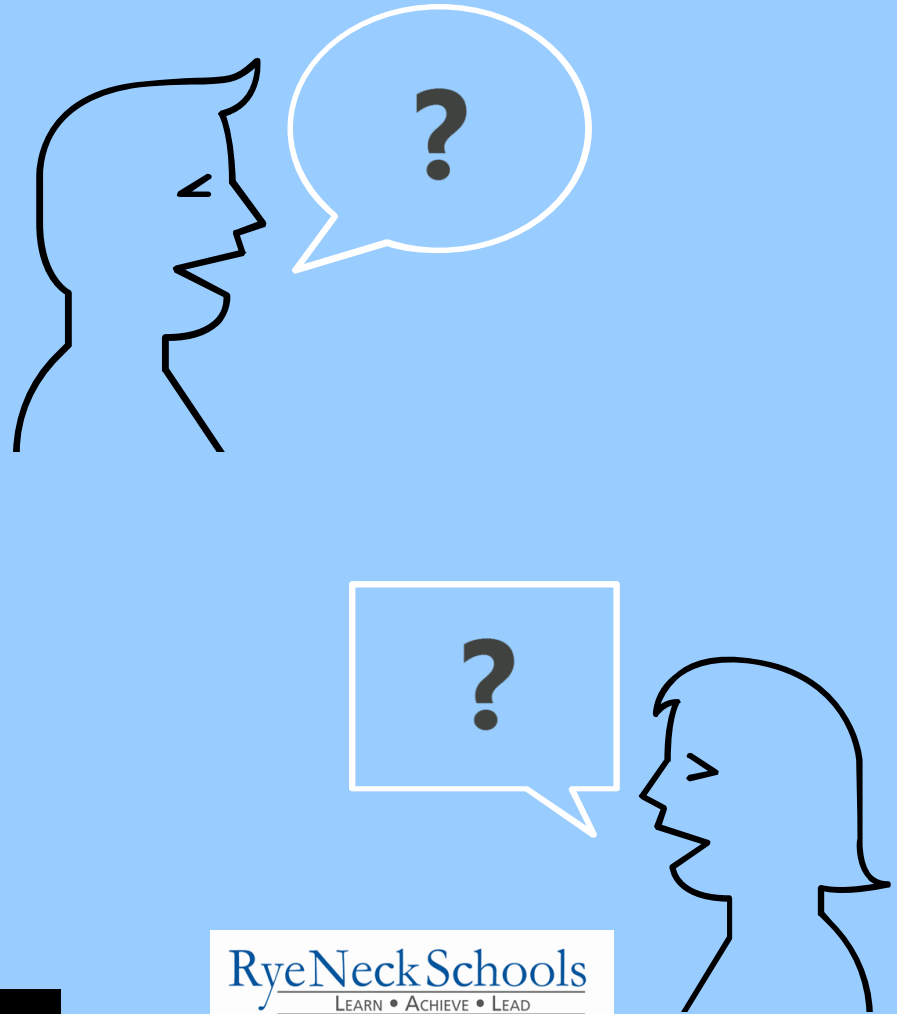
<http://admin.ryeneck.org/rn-webapplications/2019-taxcalculator/taxcalculator.htm>



THANKS!

Any questions?

Find more budget
information at
www.ryeneck.org



4. Appendix

2019-20 Official Budget



Comparison of Revenues

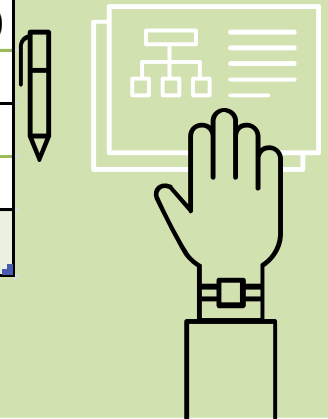
Item	Budget 18-19	Adopted 19-20	\$ Change	% Change
Property Tax	\$ 37,330,588	\$ 38,580,261	\$ 1,249,673	3.35%
Estimated State Aid	1,974,336	2,421,465	447,129	22.65%
Fund Balance July 1	636,000	561,000	-75,000	-11.79%
Interfund Transfer-DS,ERS	535,000	505,000	-30,000	-6.52%
County Sales Tax	450,000	500,000	50,000	11.11%
Federal/BOCES Aid	293,544	267,986	-25,558	-8.71%
Other Sources*	154,754	259,500	104,746	67.69%
Total	\$ 41,374,222	\$ 43,095,212	\$ 1,720,990	4.16%

**Other sources: tuition received, interest, insurance, e-rate revenues
State Aid and BOCES aid shown separately*

Analysis of State Aid Estimates for 2019-20

Aid Category	Budgeted 2018-19	Adopted Budget 2019-20	Change
Foundation	\$ 1,341,713	\$ 1,634,276	\$ 292,563
BOCES *	293,544	267,986	(25,558)
High Excess cost *	61,694	85,400	23,706
Private excess cost *	15,879	16,020	141
Hardware & Technology	3,030	5,494	2,464
Software/Lib/Txtbk *	136,594	135,012	(1,582)
Transportation *	106,905	166,050	59,145
Subtotal	\$ 1,959,359	\$ 2,310,238	\$ 350,879
Building Aid	308,521	379,213	70,692
Total	\$ 2,267,880	\$ 2,689,451	\$ 421,571

* Expense driven aids



Comparison of Expenditures

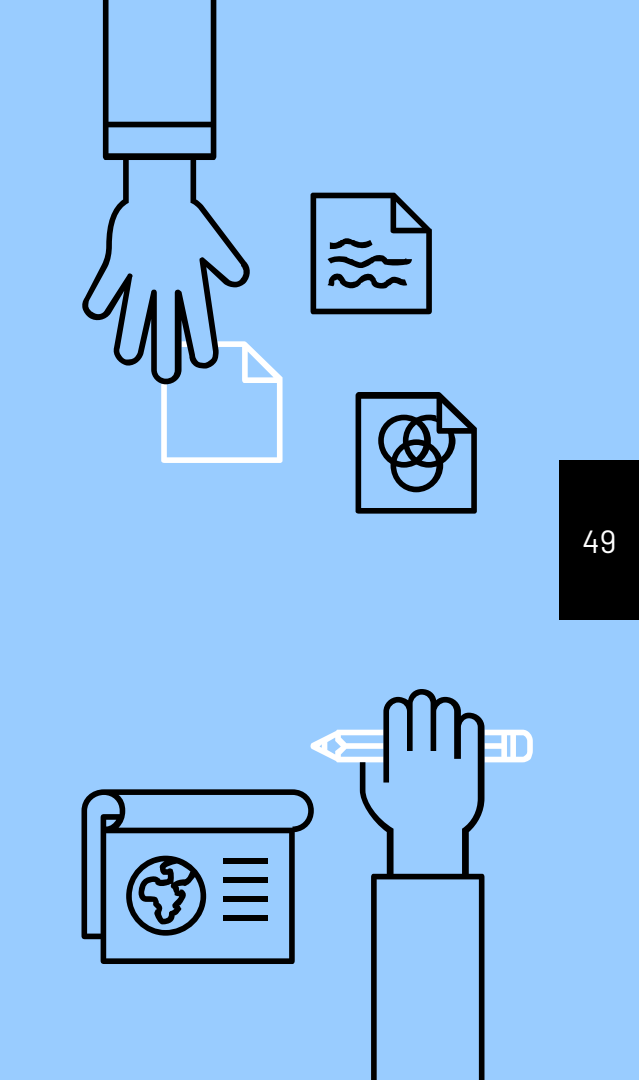
<u>Category</u>	<u>Budget 2018-19</u>	<u>Adopted 2019-20</u>	<u>\$ Change</u>	<u>% Change</u>
Salaries	\$21,424,009	\$21,992,934	\$568,925	2.66%
Benefits	9,667,302	9,853,417	186,115	1.93%
Equipment/Supplies/ Services/ Textbooks	3,931,013	4,227,698	298,185	7.59%
BOCES	2,441,971	2,639,745	197,774	8.10%
Debt Service	1,766,855	2,167,950	401,095	22.70%
Transportation	936,307	1,003,569	67,262	7.18%
Utilities	684,000	674,000	-10,000	-1.46%
Special Accounts*	522,766	535,901	13,135	2.51%
Total	\$41,374,222	\$43,095,212	\$1,720,990	4.16%

* Special Accounts: auditing, legal, insurance premiums, printing expenses, sewer tax, bond services and transfer to the special aid fund

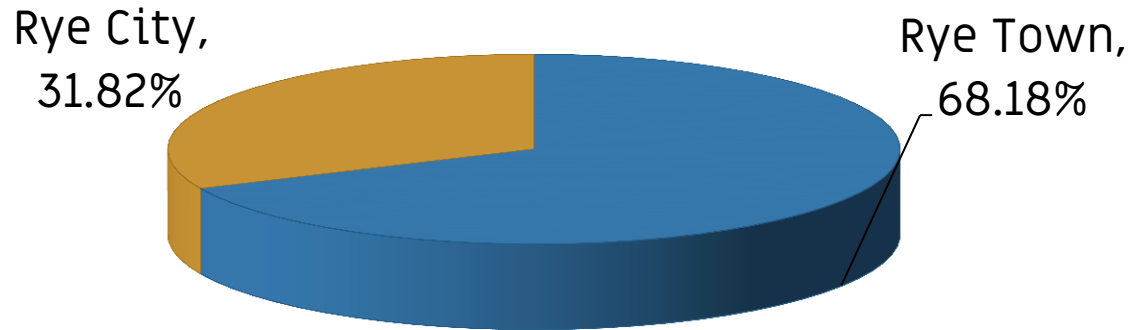
The LEVY and the TAX RATE *(estimated)*

Municipality	Total Municipal Levy	Percentage of the Levy	Estimated Homestead Tax Rate*
Rye Town	\$ 26,304,989	68.18%	15.45
Rye City	<u>12,275,272</u>	<u>31.82%</u>	995.19
Total Levy	\$ 38,580,261	100%	

* Per \$1,000 of Assessed Value

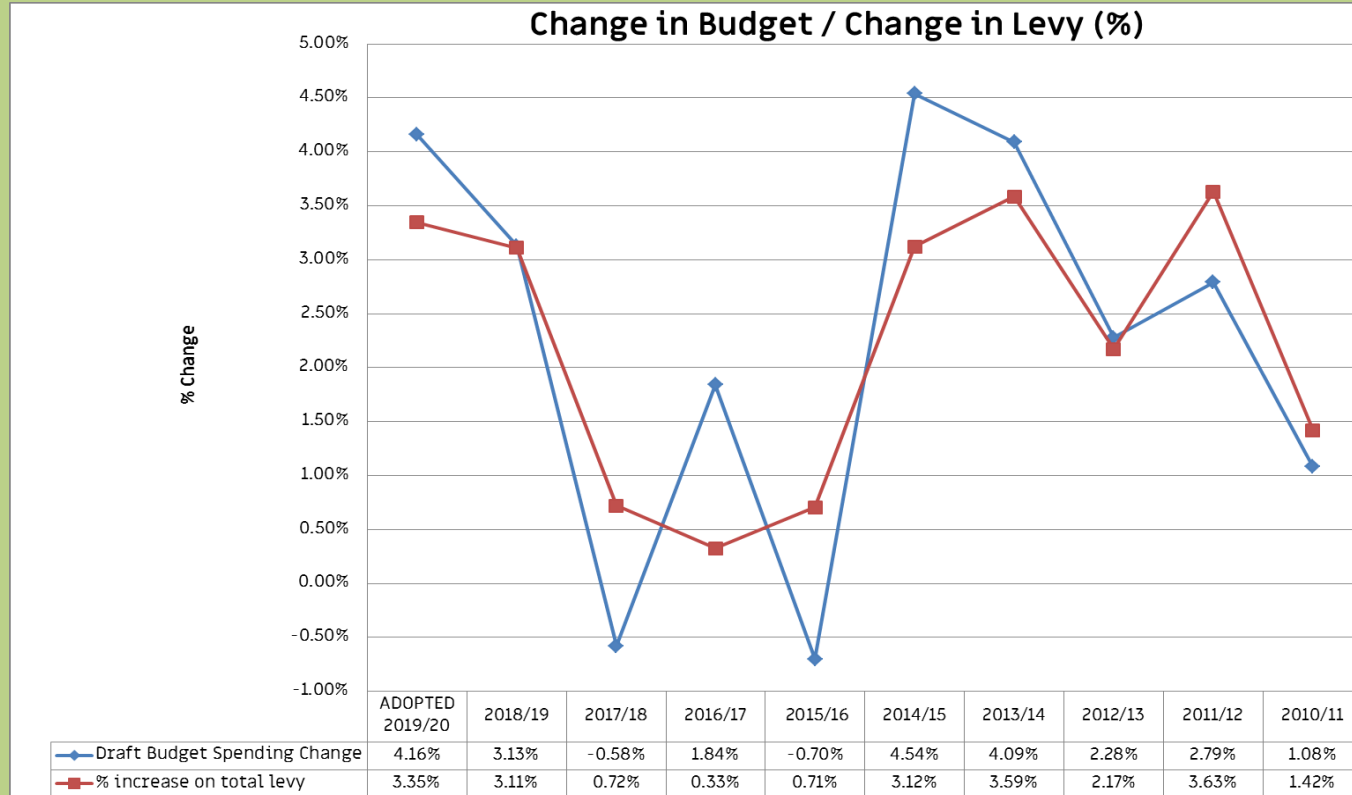


2019-20 Percentage of the Levy - Estimate



The Tax Levy 2019-20

History of Levy and Budget Changes



The **tax levy** is the total amount of property taxes raised (or "levied") annually by the district. The levy takes into account revenues such as state aid.

How EQUALIZATION Works

Similarly
valued homes
pay similar
taxes



Item	Rye City	Rye Town
Home Value	789,500	777,000
x Eq. Rate	.0153	100%
Assessment	12,079	777,000
x Tax Rate	995.19	15.45
Est. Taxes	12,021	12,005



ESTIMATED TAXES for a Range of Home Values

Rye Town, Homestead (residential), Tax rate per \$1,000 of assessed value

Market Value – Assessed Valuation	Rye Town Homestead Tax Rate	Estimated Tax	Estimated Tax After STAR*
450,000	15.45	6,953	5,611
550,000	15.45	8,498	7,156
650,000	15.45	10,043	8,701
750,000	15.45	11,588	10,246
850,000	15.45	13,133	11,791
950,000	15.45	14,678	13,336
1,050,000	15.45	16,223	14,881
1,150,000	15.45	17,768	16,426
2,000,000	15.45	30,900	29,558

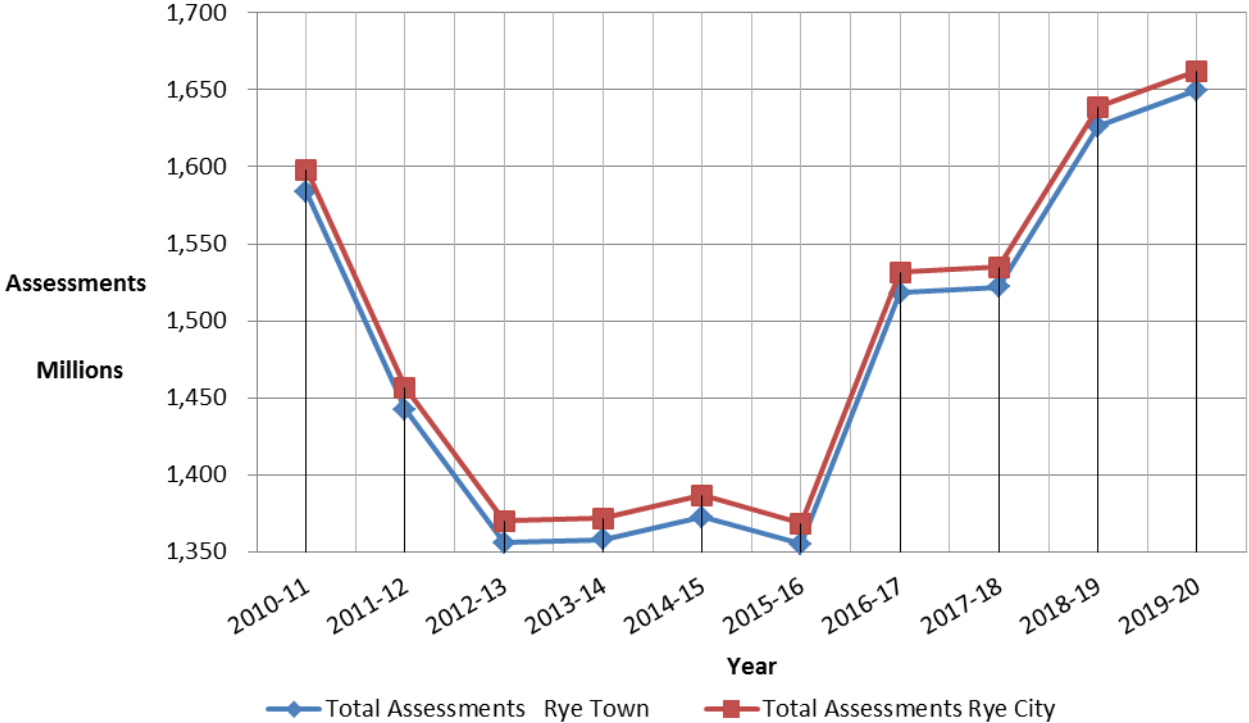
* STAR Maximum Basic exemption = \$1,342

Rye City Homestead (residential), Tax rate per \$1,000 of assessed value

Assessed Valuation	Estimated Market Value *	Rye City Homestead Tax Rate	Estimated Tax	Estimated Tax After STAR*
20,000	1,307,190	995.19	19,904	18,533
25,000	1,633,987	995.19	24,880	23,509
30,000	1,960,784	995.19	29,856	28,485
35,000	2,287,582	995.19	34,832	33,461
40,000	2,614,379	995.19	39,808	38,437
45,000	2,941,176	995.19	44,784	43,413

* STAR Maximum Basic exemption = \$1,371, ** Rye City Equalization rate 1.53%

Total Assessed Valuation 2010-2020



The History of Tax Rate Changes



Year	Rye Town	Rye City
2010-11	2.04%	3.88%
2011-12	15.25%	3.56%
2012-13	7.21%	5.87%
2013-14	1.55%	7.95%
2014-15	1.25%	6.51%
2015-16	0.99%	3.69%
2016-17	-9.84%	0.52%
2017-18	0.35%	4.74%
2018-19	-2.04%	1.79%
2019-20	1.96%	5.27%

Schedule of Debt Outstanding

Issue Date	Issue Amount	Purpose	Interest Rate	Principal Outstanding 12/31/2018
1/15/2008	3,924,978	DW New Wing, MS/HS Renovations	3.77%	2,425,000
4/14/2011	5,780,000	Refunding Bond	2.34%	1,015,000
5/15/2014	8,570,000	\$7.1M Capital Bond & \$1.47M District-Wide Security Bond	2.31%	6,550,000
6/18/2015	1,750,320	Energy Performance Contract	2.43%	1,507,145
Total Outstanding Principal				\$ 11,497,145

On February 13, 2018, the community approved two capital bond propositions for a total of \$27,605,000. Debt is expected to be issued for these projects over the course of the next two years





5. Program Highlights

2019-20 Official Budget



" **EDUCATION** is the passport to the future, for tomorrow belongs to those who **PREPARE** for it today.

-Malcolm X



DANIEL WARREN ELEMENTARY SCHOOL

Grades K-2



- Full day kindergarten
- Interactive whiteboard technology in all classrooms with full internet access
- Early Intervention Reading
- School-Wide Enrichment Model (SEM)
- Research based Math and Balanced Literacy approach
- Academic Support Services in Math and Language Arts
- Project-based learning- Wonder Studio
- Experiential Science program (STEAM)
- Outdoor garden classroom- Peace Garden
- Salt water aquarium /oceanography study
- Google Chromebook carts & iPad cart integrated into classroom instruction
- High Interest Classroom Libraries and Instructional Materials
- Specialty Classes- Physical Education, Library Media Center, Music, Art

F.E. BELLOWS ELEMENTARY SCHOOL

Grades 3-5



- Balanced Literacy Approach to Reading and Writing
- Rigorous, research based mathematics curriculum
- Digital Media Tools for students (“Bellows Times”)
- Focus on STEAM education
- Math Olympiad (Grades 4 and 5)
- Continental Math (Grades 3)
- Science Expo (Grades 3-5)
- “Second Step” anti-violence/anti-bullying program
- Data- driven Academic Intervention Services
- Extended Day ELA program (Grades 3 and 4)
- ENL Homework Help After-School Club
- Expanded Seekers and Solvers workshops to include class enrichment opportunities (SEM)
- Comprehensive Music and Arts Education Programs
- Library Media Center and The Idea Lab
- Google Chrome charts at each grade level supporting technology in the classroom
- Grade level lunch and recess periods
- Semi-departmentalized 5th grade model to support transition to Middle School
- Sports Education Model in Physical Education (Grades 3-5)

MIDDLE SCHOOL

Grades 6-8

- Regents level science and math coursework for Grade 8
- Science and Technology Fair
- Science Olympiad
- World languages beginning in Grade 6
- Counseling services:
 - Character education class in Grade 6
 - Interdisciplinary & developmental guidance in Grades 6-8
 - College & Careers Awareness Program
- School wide anti-bullying program, including the Anti-Defamation League's No Place for Hate program, RNMS is a Gold Star School
- MS Olympics: year-long team building and leadership events
- School-Wide Enrichment Model (SEM)
- Extracurricular options:
 - Music program that includes band, strings and chorus for all grades
 - Theater productions for all grades
 - After-school clubs for all grades
 - Modified sports for Grades 7 & 8 in all three seasons
- Academic Intervention Services
- Extended day and after school assistance



HIGH SCHOOL

Grades 9-12



- Award winning Arts Program, Mock Trial and Academic Challenge Teams
- Science Olympiads
- Independent Learner Program, Action Research and TEDxRyeNeckHigh (SEM)
- Engineering courses
- Nineteen (19) Advanced Placement offerings
- Coding and Robotics
- Science Research opportunities
- World language (Italian, Spanish, French) through AP Levels
- Comprehensive College Placement & Career Planning:
 - Freshman Seminar
 - Sophomore Career Exploration
 - Junior Year – Planning Your Future
- College and University partnerships
- Senior Internship Program (SIP)
- Art Gallery highlighting various genres
- All-State Band recognition
- Cultural Exchanges
- Independent Learner Program (SEM)
- TV Studio
- Annual Musical Production
- Annual Drama Production

ATHLETICS

- Over 85% of 7-12th graders participate in interscholastic athletics
- 23 sport offerings across three seasons
- 55 Interscholastic Teams
- Varsity Boys Soccer - League Champions
- Varsity Football - Independent Bowl Runners Up
- Varsity Girls Swimmers qualified for the State Championships in Ithaca, NY
- Homecoming weekend with outstanding school spirit demonstration
- Merged athletic programs of Ice Hockey and Boys/Girls swimming with neighboring schools
- Athletic Hall of Fame induction ceremony held for Ms. Natalie Tanner
- State-of-the Art Fitness Center
- Athletic Director's Honor Roll recognizing exceptional student-athletes
- Full-time Athletic Trainer
- Concussion Management program
- Natural Turf Management Program
- Reconstructed baseball infield
- 100% of Coaching Staff in compliance with NYS Certification requirements
- End of year Varsity Sports Awards Ceremony



HEALTH & PHYSICAL EDUCATION

Grades K-12

- High School Lifetime Fitness Elective Program
- Spin class, yoga, core training, weight and cardio training
- Google Chrome Technology integration and portable projection & white board technology implementation
- Cardiovascular, flexibility, body composition, muscular strength and endurance assessments
- Adventure Education Program
- Sports Management Elective for High School and Middle School
- State-of-the art Gymnasium sound system
- “Abusive Relationships” & “Drugs and the Law” Guest Speaker presentations to High School health classes
- Participation in the Southern Westchester BOCES Physical Education Consortium Workshop Series – Consortium serves Westchester, Rockland, Putnam, and Dutchess Counties





SPECIAL SERVICES

- Emphasis on prevention and early remediation support services
- Continuum of special education services and programs for classified students
- K-12 special classes aligned with higher standards
- Technological supports for students with disabilities, progress monitoring and 21st century learning
- Competitive State and Federal grants to support District initiatives
- Extensive preparation for state and Regents exams (tutorials, extended day services)
- Emphasis on research-based “best practices”



RYE NECK UFSD ACTUAL & PROJECTED ENROLLMENT

	ACTUAL							<i>Estimated</i>
Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
K	134	118	94	126	131	99	113	115
1	123	143	109	102	119	132	99	113
2	133	130	151	111	104	118	136	99
3	133	134	133	146	110	109	117	136
4	123	135	128	136	161	112	116	117
5	103	125	139	132	134	170	118	116
6	121	105	122	134	144	132	160	118
7	123	121	105	121	133	146	130	160
8	127	126	120	101	122	138	143	130
9	107	129	123	115	101	124	132	143
10	98	116	126	117	120	92	119	132
11	109	98	105	127	124	119	91	119
12	98	103	101	106	129	122	120	91
TOTAL	1,532	1,583	1,556	1,574	1,632	1,613	1,594	1,589



RYE NECK UFSD ENROLLMENT BY SCHOOL

By School	ACTUAL							<i>Estimated</i>
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Daniel Warren	390	391	354	339	354	349	348	327
FE Bellows	359	394	400	414	405	391	351	369
MS	371	352	347	356	399	416	433	408
HS	412	446	455	465	474	457	462	485
Total	1,532	1,583	1,556	1,574	1,632	1,613	1,594	1,589



6. Additional Information

2019-20 Official Budget



2019-20 Property Tax Report Card

661901 - Rye Neck Union Free School District

Contact Person: Dr. Kimberly Buccì
Telephone Number: 914-777-5210

	Budgeted 2018-19 (A)	Proposed Budget 2019-20 (B)	Percent Change (C)
Total Budgeted Amount, not Including Separate Propositions	41,374,222	43,095,212	4.16%
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	37,330,588	38,580,261	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	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)	37,330,588	38,580,261	3.35%
F. Permissible Exclusions to the School Tax Levy Limit	1,448,251	1,713,737	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	35,882,337	36,866,524	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	35,882,337	36,866,524	
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	0	0	
Public School Enrollment	1,613	1,589	-1.49%
Consumer Price Index			2.44%

¹ Include any prior year reserve for excess tax levy, including interest. - none

² Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements. - none

³ For 2019-20, includes any carryover from 2017-18 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest. - none

	Actual 2018-19 (D)	Estimated 2019-20 (E)
Adjusted Restricted Fund Balance	7,049,249	6,448,912
Assigned Appropriated Fund Balance	1,208,336	1,661,000
Adjusted Unrestricted Fund Balance	1,654,969	1,723,808
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/19 Actual Balance	6/30/19 Estimated Ending Balance	Intended Use of the Reserve in the 2019-20 School Year
Mandatory Reserve for Debt Service	Debt Service	Principal/Interest service payments on outstanding obligations (bonds, BANS)	150,000	75,000	To pay principal and interest on district bonds
Insurance	Insurance Reserve	To pay liability, casualty, and other types of uninsured losses.	1,603,244	1,603,244	To pay for any costs related to uninsured losses, claims, actions, or judgments.
Tax Certiorari	Tax Certiorari	To provide funding for property tax certiorari settlements/refunds	1,803,046	1,803,046	To pay for any tax certiorari judgments received in the 19/20 year
Retirement Contribution	Retirement Contribution	To fund employer retirement contributions to the State and Local Employees' Retirement System (ERS)	3,492,959	3,032,959	To fund the 19/20 ERS pension liability

Property Tax Report Card 2019-20

This notice is available at

www.ryeneck.org



Rye Neck Union Free School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2018-19 School Year	Budget Proposed for the 2019-20 School Year	Contingency Budget for the 2019-20 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$ 41,374,222	\$ 43,095,212	\$ 41,830,322
Increase/Decrease for the 2019-20 School Year		\$ 1,720,990	\$ 456,100
Percentage Increase/Decrease in Proposed Budget		4.16 %	1.10 %
Change in the Consumer Price Index		2.44 %	
A. Proposed Levy to Support the Total Budgeted Amount	\$ 37,330,588	\$ 38,580,261	
B. Levy to Support Library Debt, if Applicable	\$ 0	\$ 0	
C. Levy for Non-Excludable Propositions, if Applicable **	\$ 0	\$ 0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$ 0	\$ 0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$ 37,330,588	\$ 38,580,261	\$ 37,330,588
F. Total Permissible Exclusions	\$ 1,448,251	\$ 1,713,737	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 35,882,337	\$ 36,866,524	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$ 35,822,337	\$ 35,866,524	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$ 0	\$ 0	
Administrative Component	\$ 4,142,917	\$ 4,216,600	\$ 4,094,604
Program Component	\$ 32,089,639	\$ 33,142,871	\$ 32,168,753
Capital Component	\$ 5,141,666	\$ 5,735,741	\$ 5,566,965

**If the proposed budget is not approved by the required margin, the District may resubmit the original budget or submit a revised budget to the voters on the third Tuesday in June or adopt a contingency budget that levies a tax no greater than that of the prior year. If the resubmitted/revised budget proposal is not approved by the required margin, the Board of Education must adopt a budget that requires a tax levy no greater than that of the prior year (0% increase in the tax levy). Cuts to the proposed budget would be made by the Board of Education pursuant to Section 2023 of Education Law.

** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)

Description	Amount
NONE	

NOTE: Please submit an electronic version (Word or PDF) of this completed form to: emscmgt@nysed.gov

	Under the Budget Proposed for the 2019-20 School Year
Estimated Basic STAR Exemption Savings ¹	\$ 1,342

The annual budget vote for the fiscal year 2019-20 by the qualified voters of the Rye Neck Union Free school district, Westchester County, New York, will be held at Rye Neck MS/HS school in said district on Tuesday, May 21, 2019 between the hours of 7:00am and 9:00pm, prevailing time in the Rye Neck Middle/High School Library, at which time the polls will be opened to vote by voting ballot or machine.

1. The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.

Budget Notice 2019-20

This notice is available at www.ryeneck.org and will be mailed home to all Rye Neck residents.



Administrative Compensation Disclosure

Compensation Disclosures required by Chapter 474 of the Laws of 1996

Superintendent of Schools

\$ 270,531 Annual Salary 2019-20
65,490 Annualized cost of benefits

Breakdown: Annualized Cost of Benefits

23,969 Mandatory TRS Contribution @ 8.86 % of annual salary
25,785 Contribution to Health Plan
1,550 Contribution to Dental Plan
2,024 Life Insurance/Optical
12,162 Req. Federal Social Security contribution @ 6.2% district portion
based on max FICA wages of \$132,900, MED FICA @ 1.45%

Assistant Superintendent

\$ 252,191 Annual Salary 2019-20
48,735 Annualized cost of benefits

Breakdown: Annualized Cost of Benefits

22,344 Mandatory TRS Contribution @ 8.86 % of annual salary
12,168 Contribution to Health Plan
1,550 Contribution to Dental Plan
776 Life Insurance/Optical
11,897 Required Federal Social Security contribution @ 6.2% district portion
based on max FICA wages of \$132,900, MED FICA @ 1.45%

Assistant Superintendent

\$ 210,126 Annual Salary 2019-20
59,861 Annualized cost of benefits

Breakdown: Annualized Cost of Benefits

18,617 Mandatory TRS Contribution @ 8.86 % of annual salary
27,631 Contribution to Health Plan
1,550 Contribution to Dental Plan
776 Life Insurance/Optical
11,287 Req. Federal Social Security contribution @ 6.2% district portion
based on max FICA wages of \$132,900, MED FICA @ 1.45%

Other Administrators

<u>Position</u>	<u>Salary</u>
High School Principal	173,747
Administrator for Special Services	201,981
Athletic Director	185,063
Elementary Principal	161,262
Elementary Principal	159,181
Director of School Counseling	169,487
Director of School Counseling/Chief Information Officer	169,487
Director of Facilities	138,822

Equalized Total Assessed Value 1,780,256,163

School District - 554801 Rye Neck

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	7	1,767,900	0.10
13500	TOWN - GENERALLY	RPTL 406(1)	2	571,800	0.03
13650	VG - GENERALLY	RPTL 406(1)	32	17,172,400	0.96
13800	SCHOOL DISTRICT	RPTL 408	5	27,092,100	1.52
19950	MUNICIPAL RAILROAD	RPTL 456	5	39,353,300	2.21
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	643,500	0.04
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	5	13,284,000	0.75
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	626,300	0.04
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	6	7,102,500	0.40
25600	NONPROFIT HEALTH MAINTENANCE O	RPTL 486-a	2	1,395,100	0.08
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	1,154,800	0.06
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	74	888,000	0.05
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	13	215,702	0.01
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	49	980,000	0.06
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	18	420,000	0.02
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	12	469,870	0.03
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	6	179,290	0.01
41400	CLERGY	RPTL 460	1	1,500	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	70	17,060,225	0.96
41834	ENHANCED STAR	RPTL 425	249	48,989,222	2.75
41854	BASIC STAR 1999-2000	RPTL 425	916	85,532,131	4.80
Total Exemptions Exclusive of System Exemptions:			1,477	264,899,640	14.88
Total System Exemptions:			0	0	0.00
Totals:			1,477	264,899,640	14.88

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

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

SCHOOL REPORT CARDS

Information appears beginning on p. 93 of this document.
The latest information on school data and report cards can also be
found using the links below:

NYS Education Department Report Card Data:

<https://data.nysed.gov/reportcard.php?year=2018&state=yes>

Link to Rye Neck Data:

<https://data.nysed.gov/profile.php?instid=800000034983>

Fiscal Accountability Supplement:

Please see attachment at page 127

Comparisons with other School Districts

- Per pupil cost
- Instructional cost
- Supervision
- Total teaching
- True value tax rates
- Debt service

The comparison can be found here:

http://www.ryeneck.org/Assets/1920_Budget/Comparisons_2019-20.pdf?v=17



FY 2019-20 Line Item Budget
May 8, 2019



RYE NECK UNION FREE SCHOOL DISTRICT

2019-20 Line Item Budget

APC Code	Expenditure		Budget FY 2018-2019	Proposed FY 2019-2020	Notes
BOARD OF EDUCATION					
<u>Board of Education</u>					
1010	400	Prof. Development	\$2,850	\$2,850	
1010	400	Service	\$6,840	\$6,840	
1010	450	Supplies	\$760	\$760	
			\$10,450	\$10,450	
<u>District Clerk</u>					
1040	160	Salaries	\$10,598	\$10,917	
1060	400	Services	\$8,628	\$8,500	
			\$19,225	\$19,417	
<u>Auditing Services</u>					
1320	400	Financial Audit	\$40,000	\$36,000	
1320	400	GASB 45	\$5,024	\$5,800	
1320	400	Internal Auditor	\$13,341	\$14,000	
1320	400	Claims Auditor	\$10,000	\$10,000	
<u>Legal Services</u>					
1420	400	General, Labor, Litigation	\$150,000	\$150,000	
<u>Negot. Clearinghouse</u>					
1480	490	BOCES - public info/webhosting	\$51,226	\$52,339	
<u>District Printing</u>					
1670	400	Newsletters, Value Educ.	\$11,400	\$11,400	
<u>Unallocated Items</u>					
1910	400	Insurance- property, casualty, GL, etc.	\$185,000	\$185,000	
<u>School Bd. Policy Service</u>					
1920	400	New York State School Boards	\$14,000	\$14,200	
<u>Assessments</u>					
1950	400	Sewer tax	\$53,500	\$54,000	
<u>Administrative Charges</u>					
1981	490	BOCES Admin. & Capital	\$212,381	\$240,106	Reflects runoff of BOCES re
SUBTOTAL BOE:			\$775,548	\$802,712	
BOARD OF EDUCATION, CENTRAL OFFICE & DEBT SERVICE					
<u>Bonded Indebtness</u>					
9711	600/700	Debt Service	\$1,766,855	\$2,167,950	Reflects Principal/Interest or
9711	600	Principal	\$1,138,275	\$1,175,922	
9711	700	Interest	\$330,487	\$294,465	
<u>Trans. To Capital Fund</u>					
9950.9		Maintenance Projects - large	\$0	\$0	
<u>Chief School Administrator</u>					
1240	150	Instructional	\$265,226	\$270,531	
1240	160	Clerical Salaries	\$70,254	\$71,659	
1240	400	Services	\$20,000	\$20,000	
1240	400	Prof. Devt.	\$2,375	\$2,375	
1240	450	Supplies	\$6,650	\$6,650	
1240	490	BOCES Bold Election Svs	\$8,628	\$10,710	Election/Registration Softwa
			\$373,132	\$381,924	

APC Code	Expenditure	Budget FY 2018-2019	Proposed FY 2019-2020	Notes
BOARD OF EDUCATION, CENTRAL OFFICE & DEBT SERVICE				
<u>Personnel</u>				
1430	150			Non-contract salary adjustment
1430	160	\$82,795	\$69,812	Clerical Salaries
1430	400	\$3,800	\$3,800	Services
1430	450	\$380	\$380	Supplies
1430	490	\$9,178	\$9,660	BOCES Certification/Recruiting
		\$96,153	\$83,652	
<u>Business/Finance</u>				
1310	150	\$246,481	\$252,191	Instructional
1310	160	\$474,384	\$476,162	Clerical Salaries
1310	400	\$20,900	\$20,900	Services
1310	450	\$10,450	\$10,450	Supplies
1310	490	\$48,170	\$48,329	State Aid Serv& Finance Software
		\$800,385	\$808,031	
<u>Bond Services</u>				
1380	400	\$20,500	\$20,500	Fiscal Agent Services
				Financial disclosures to capital markets. bonding
GRAND TOTAL: BD OF ED/CENT OFF/DEBT SERV		\$3,832,573	\$4,264,769	
<u>EMPLOYEE BENEFITS</u>				
9010	<u>NYS Empl. Retirement System</u> (Retirement system for Clerical, CSEA, aides)	\$460,000	\$430,000	Contribution rate fell from 14.9% to 14.6%
9020	<u>NYS Teachers Retirement System</u> (Required contribution for all Teachers/new staff/)	\$1,991,781	\$1,722,621	Contribution rate decreased from 10.63% to 8.86%
9030	<u>Social Security</u> (reflects contribution for new employees & contrib. for existing empl.)	\$1,587,046	\$1,624,478	Also reflects new staffing
9040	<u>Workers Compensation</u> (is based on experience rating or number of claims)	\$130,000	\$130,000	
9050	<u>Unemployment Insurance</u> (Required payments to employees who have left, including subs, grant and leave positions)	\$12,000	\$12,000	
9060	<u>Hospital/Dental</u> (includes increases in premium, and new staff positions) <i>includes employee contribution toward health insurance</i>	\$3,815,782	\$4,240,609	6.95% on premiums
9060	<u>Retiree Health Insurance</u> (Health & Medicare Part B re-imb. for retirees.)	\$1,670,694	\$1,693,709	Avg. 3.5% plus Medicare Part B
GRAND TOTAL: EMPLOYEE BENEFITS		\$9,667,302	\$9,853,417	

APC Code	Expenditure	Budget FY 2018-2019	Proposed FY 2019-2020	Notes
<u>CLEANING, REPAIR & MAINTENANCE</u>				
	<u>Supervisor of Buildings & Grounds</u>			
1620	160 Salary	\$136,100	\$138,822	
	<u>Supervisor OT</u>			
1620	160 Salary	\$18,000	\$8,000	OT Reduction
	<u>Building Supervisors</u>			
1620	160 Salaries	\$328,084	\$360,393	
	<u>Groundsmen</u>			
1620	160 Salaries	\$248,664	\$245,114	
	<u>Cleaning Bellows</u>			
1620	160 Salaries	\$150,829	\$150,914	
	<u>Cleaning MS/HS</u>			
1620	160 Salaries	\$271,073	\$231,258	OT Reduction
	<u>Cleaning Daniel Warren</u>			
1620	160 Salaries	\$113,043	\$116,742	
SUBTOTAL: SALARIES- MAINTENANCE		\$1,265,792	\$1,251,244	
	<u>Other Maintenance Costs</u>			
1620	200 Equipment	\$0	\$0	
1620	201 General Tools	\$0	\$0	
1620	202 Vehicles and Machines	\$10,000	\$9,000	
1620	203 Basic Build Furnishings	\$15,000	\$13,500	Desks, chairs, etc
		\$25,000	\$22,500	
	<u>Services</u>			
1620	400 District - General	\$65,000	\$75,000	
1620	401 BOCES Services	\$20,000	\$7,500	
1620	402 District Contracts-Other	\$190,000	\$190,000	
1620	410 Wireless Communication (Safety/Security)	\$19,000	\$19,000	
1620	411 Construction Projects	\$20,900	\$20,900	
1620	410 Construction Manager, - Capital Bond	\$0	\$150,000	New
1620	410 Construction Security	\$0	\$80,000	New
1620	403 Buildings and Grounds	\$30,000	\$30,000	
1620	404 District Maintenance Contracts	\$172,500	\$172,500	
1620	425 New Bond Expenses	\$30,200	\$0	
		\$547,600	\$744,900	Reflects construction related
	<u>Supplies</u>			
450	450 General	\$28,500	\$25,650	
451	451 Ground Treatment	\$35,000	\$31,500	
457	457 Fuel-Gas	\$3,000	\$2,700	
458	458			
		\$66,500	\$59,850	
	<u>Other Costs: Cleaning Bellows</u>			
1620	200 Equipment	\$0	\$0	
1620	400 Services	\$4,750	\$4,275	
1620	450 Supplies	\$15,000	\$13,500	
		\$19,750	\$17,775	
	<u>Other Costs: Cleaning MS/HS</u>			
1620	200 Equipment	\$1,140	\$1,026	
1620	400 Services	\$4,275	\$3,848	
1620	450 Supplies	\$20,000	\$18,000	
		\$25,415	\$22,874	
	<u>Other Costs: Cleaning Daniel Warren</u>			
1620	200 Equipment	\$0	\$0	
1620	400 Services	\$3,040	\$2,736	
1620	450 Supplies	\$15,000	\$13,500	
		\$18,040	\$16,236	
GRAND TOTAL: MAINT/CLEANING		\$1,968,097	\$2,135,378	

APC Code		Expenditure	Budget FY 2018-2019	Proposed FY 2019-2020	Notes
<u>UTILITIES</u>					
1620	421	<u>Oil</u> Bellows,DW, MS/HS, increased energy costs	\$87,000	\$80,000	
1620	422	<u>Gas</u> Bellows,DW, MS/HS increased energy costs	\$127,000	\$27,000	Reallocation to electric
1620	425	<u>Electricity</u> Bellows,DW, MS/HS increased energy costs	\$250,000	\$340,000	Reallocation from gas line
1620	426	<u>Water</u> Bellows,DW, MS/HS	\$120,000	\$120,000	
1620	427	<u>Telephone</u> Bellows,DW, MS/HS T-1 lines, cable lines	\$100,000	\$107,000	
GRAND TOTAL: UTILITIES			\$684,000	\$674,000	market drives pricing, weather dependent, EPC pricing
<u>CURRICULUM DEVELOPMENT</u>					
<u>Facilitators/Curriculum</u>					
2010	150	Department Chairs	\$41,656	\$42,008	
2010	160	Safety and Security	\$8,255	\$8,612	
2010	200	Equipment	\$3,500	\$0	
2010	400	Services (Prof. Devt)	\$2,850	\$6,450	
2010	450	Supplies	\$5,000	\$4,900	
GRAND TOTAL: CURRICULUM DEV'T			\$61,261	\$61,970	
<u>INSTRUCTIONAL SUPERVISION</u>					
<u>Principals</u>					
2020	150	Salaries	\$688,182	\$704,316	
<u>Team Leaders/Grade Advisors</u>					
2020	150	Salaries	\$32,942	\$33,700	
<u>Student Management Office</u>					
2818	150	Chief Info. Officer/Co Dir of Sch. Counselin	\$165,282	\$169,487	
2818	150	Clerical/Support Salaries	\$68,206	\$69,316	
2818	400	Services (incl. testing/scoring)	\$109,800	\$112,077	Mandated
2818	450	Supplies	\$10,250	\$11,250	SED reporting
2818	460	Software	\$3,675	\$3,859	
2818	490	BOCES Data Warehousing	\$110,268	\$130,171	NYS required -includes test
<u>Safety & Security</u>					
2020	160	Salaries	\$108,886	\$143,567	FEB Sec. Mon. reallocated-
<u>Org. Advisors</u>					
2850	150	Salaries	\$15,723	\$15,858	
<u>Substitute Costs District-wide</u>					
2110	140	General	\$145,000	\$145,000	
SUBTOTAL: PRIN, TM LD, ADV, SUBS			\$1,458,214	\$1,538,600	

APC Code	Expenditure		Budget FY 2018-2019	Proposed FY 2019-2020	Notes
<u>INSTRUCTIONAL SUPERVISION</u>					
<u>Secretaries</u>					
2110	160	Salaries	\$420,047	\$412,302	
<u>Support Costs</u>					
2020	200	Equipment	\$4,750	\$4,750	
2020	400	Services	\$37,519	\$29,919	Reduction of some services
2020	401	APPR	\$23,750	\$24,938	SED Mandated reporting
2020	490	BOCES Services	\$85,000	\$77,000	APPR costs (Code 2110)
2020	450	Supplies	\$59,850	\$59,850	
			\$210,869	\$196,457	
SUBTOTAL: SECR. & SUPPORT COSTS			\$630,916	\$608,759	
GRAND TOTAL: INSTR. SUPV.			\$2,089,130	\$2,147,359	
<u>TEACHING</u>					
<u>Daniel Warren</u>					
2110	150	Teacher Salaries	\$2,326,901	\$2,305,720	
2110	160	Teaching Assts/Aides	\$140,983	\$130,918	
2110	200	Equipment	\$8,721	\$7,849	
2110	400	Services	\$13,723	\$12,350	
2110	450	Supplies	\$40,290	\$36,261	
2110	455	Software	\$3,705	\$3,335	
2110	480	Textbooks	\$10,301	\$9,271	
GRAND TOTAL: TEACH - DANIEL WARREN			\$2,544,623	\$2,505,704	
<u>F.E. Bellows</u>					
2110	150	Teacher Salaries	\$2,430,652	\$2,608,499	
2110	160	Teaching Assts/Aides	\$62,920	\$42,995	
2110	200	Equipment	\$7,629	\$6,866	
2110	400	Services	\$105,149	\$90,359	Curriculum prof. devt
2110	450	Supplies	\$37,957	\$38,436	
2110	455	Software	\$5,368	\$4,831	
2110	480	Textbooks	\$28,001	\$25,201	
GRAND TOTAL: TEACHING - F. E. BELLOWS			\$2,677,674	\$2,817,187	
<u>Middle School</u>					
2110	150	Teacher Salaries	\$2,768,445	\$2,909,753	
2110	160	Teaching Assts/Aides	\$67,434	\$70,354	Includes new staff positions
2110	200	Equipment	\$8,788	\$7,909	
2110	400	Services	\$21,145	\$19,031	
2110	450	Supplies	\$32,714	\$29,443	
2110	455	Software	\$3,012	\$2,710	
2110	480	Textbooks	\$23,782	\$21,404	
GRAND TOTAL: TEACH - MIDDLE SCHOOL			\$2,925,319	\$3,060,603	
<u>High School</u>					
2110	150	Teacher Salaries	\$3,680,575	\$3,843,777	Includes new staff positions
2110	160	Teach. Assts/Aides/Hall Monitor	\$90,684	\$112,308	Includes new staff positions
2110	200	Equipment	\$31,554	\$28,399	
2110	400	Services	\$53,101	\$47,790	
2110	450	Supplies	\$72,785	\$65,506	
2110	455	Software	\$9,405	\$8,465	
2110	480	Textbooks	\$47,774	\$42,996	
GRAND TOTAL: TEACHING HIGH SCHOOL			\$3,985,877	\$4,149,241	

APC Code	Expenditure	Budget FY 2018-2019	Proposed FY 2019-2020	Notes
<u>OCCUPATIONAL EDUCATION</u>				
	<u>BOCES</u>			
	<u>Occ Ed. Regular Secondary Day</u>			
	8 Students	\$131,560	\$108,138	Reduction in slots
	<u>TASC AM/PM</u>			
	1 student	\$10,960	\$11,508	
	<u>Alternative High School</u>			
	1 Student	\$79,952	\$73,950	
	<u>iCDOS</u>			
	2-3 students	\$41,396	\$21,036	Reduction in slots
SUBTOTAL: OCC ED		\$263,868	\$214,632	
	<u>School-wide Enrichment (SEM)</u>			
2110 200	Equipment	\$0	\$0	
2110 400	District Gifted/Enrichment Program	\$18,580	\$3,580	Salaries moved to program
2110 450	Supplies	\$2,375	\$2,375	
2110 480	Textbooks	\$475	\$475	
2110 490	Gifted/Enrichment BOCES	\$950	\$950	
SUBTOTAL: SEM		\$22,380	\$7,380	
	<u>Tuition Foster Care</u>			
2110 470	Tuition	\$33,250	\$0	Remove slot
	Mandated Services - foster care Students			
GRAND TOTAL: OCC. EDUCATION & S.E.M.		\$319,498	\$222,012	
<u>SPECIAL SERVICES</u>				
2250-1520 490	<u>Special Ed Placement BOCES</u>			
	<u>Full Time Programs</u>			
	Project AIIM (Autistic)	\$271,320	\$452,245	New students
	AIIM/NYSAA/Icdos (So. West)	\$90,449	\$55,170	
	Multiply Disabled (No. West) - Pinesbridge	\$73,275	\$80,000	
	Aide	\$64,258	\$70,000	
	Teaching Assistants	\$84,923	\$84,926	
	Therapeutic Support	\$607,922	\$657,105	New student
	Extended School Year (summer)	\$45,000	\$80,000	Additional students
	Summer - Aide	\$3,700	\$7,770	
SUBTOTAL: BOCES PLACEMENTS		\$1,240,847	\$1,487,216	Increase reflects new student
	<u>Special Services</u>			
2250 400	Speech/Hear.	\$90,440	\$60,000	Reduction in needed service
2250 400	Behavioral Therapy	\$19,000	\$19,000	
2250 400	Psychiatric Eval.	\$10,000	\$10,000	
2250 400	Phys/Occup. Therapy	\$88,000	\$68,000	Reduction in needed service
2250 400	Nursing Services	\$10,000	\$10,000	
2250 400	Reading Services	\$93,198	\$85,000	
2250 400	Visually Impaired	\$13,525	\$14,000	
SUBTOTAL: SPECIAL SERVICES		\$324,163	\$266,000	
	<u>Special Placement Private/12 Month Program Tuition</u>			
2250 400	Consortium (Mam'k, Byram Hills,PortChest	\$240,000	\$180,000	Reduction in slots
2250 400	Summit (Residential)	\$70,000	\$235,250	Additional placements
2250 400	Eastchester (Autistic)	\$74,647	\$78,379	
2250 400	Home/Hospital/St. Vincents	\$60,000	\$50,000	As needed
2250 400	The Bridge School - Cerebral Palsey of We	\$0	\$45,000	New student
2250 400	Clearview	\$45,000	\$141,750	New student
2250 400	Expanded PASS Program I (Autistic Progr	\$84,420	\$88,641	
2250 400	Green Chimneys (Residential)	\$85,000	\$89,250	
2250 400	Bronxville Skills w/Aide	\$105,186	\$110,000	
2250 400	Westchester Exceptional School	\$70,585	\$45,000	
2250 400	Extended School Year	\$26,000	\$27,300	
SUBTOTAL: TUITION		\$860,838	\$1,090,570	Additional placements

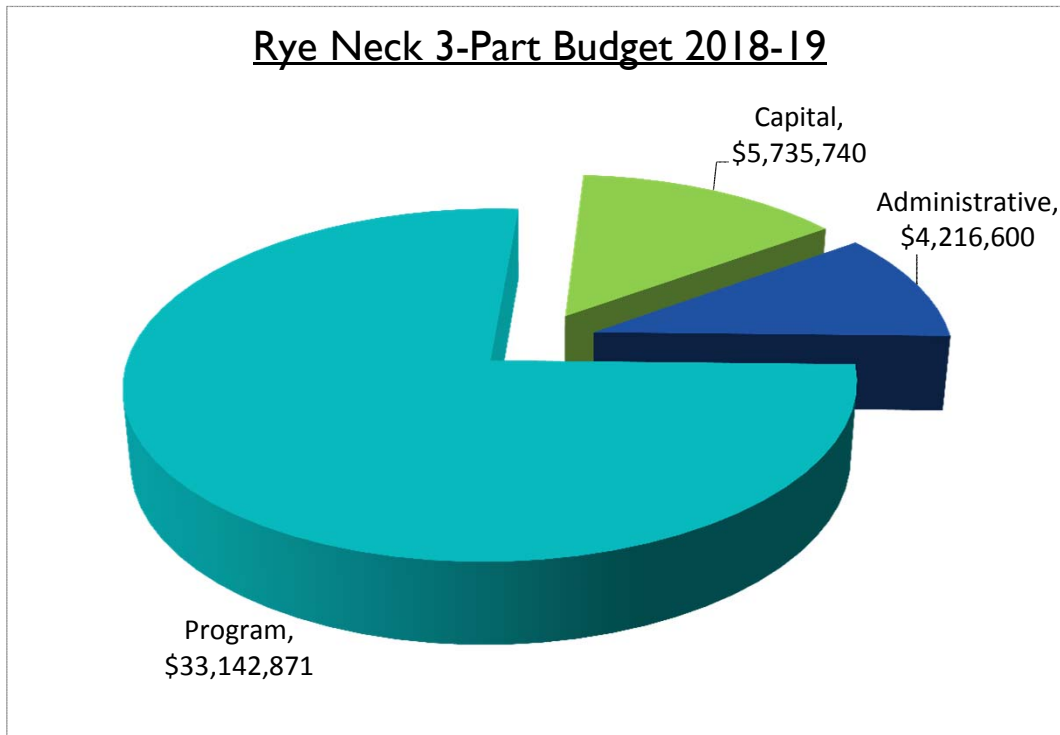
APC Code	Expenditure		Budget FY 2018-2019	Proposed FY 2019-2020	Notes
<u>SPECIAL SERVICES</u>					
<u>SPECIAL SERVICES</u>					
2240-2250	150	Teacher Salaries	\$2,115,702	\$2,168,767	
2240-2250	160	Clerical	\$104,430	\$110,454	
2240-2250	160	Teaching Assistants/Aides	\$600,510	\$592,645	
2240-2250	400	Services	\$41,539	\$41,539	
2240-2250	450	Supplies	\$15,689	\$15,689	
2240-2250	460	Software	\$1,354	\$1,354	
2240-2250	490	BOCES Services	\$10,075	\$10,075	
SUBTOTAL: SS COSTS			\$2,889,299	\$2,940,523	
9901.95		Transfer To Special Aid (Summer School Tuition/Transportation)	\$20,000	\$35,000	Inc. in summer services
GRAND TOTAL: SPECIAL SERVICES			\$5,335,147	\$5,819,309	
<u>LIBRARY/ INSTRUCTIONAL MEDIA</u>					
2610	150	Librarians	\$315,764	\$326,442	
2610	160	Clerical	\$89,730	\$90,668	
<u>Library - Daniel Warren</u>					
2610	200	Equipment General	\$0	\$0	
2610	400	General Services	\$3,400	\$3,060	
2610	450	General Supplies	\$2,400	\$2,160	
2610	490	Films/Video Library	\$9,200	\$8,280	
2610	490	BOCES - OPALS	\$7,701	\$7,701	
2610	521	Books	\$5,100	\$4,590	
<u>Library - Bellows</u>					
2610	200	Equipment General	\$0	\$0	
2610	400	General Services	\$4,900	\$4,410	
2610	450	General Supplies	\$4,000	\$3,600	
2610	0	Films/Video Library	\$9,300	\$8,370	
2610	490	BOCES - OPALS	\$7,701	\$7,701	
2610	521	Books	\$3,200	\$2,880	
<u>Library - MS/HS</u>					
2610	200	Equipment	\$0	\$0	
2610	250	Audio Visual Equipment	\$0	\$0	
2610	400	Services	\$1,200	\$1,080	
2610	450	Supplies	\$800	\$720	
2610	460	Films/Video Library	\$15,600	\$14,040	
2610	490/491	Video Streaming(BOCES)	\$59,160	\$62,118	
2610	521	Books	\$4,220	\$3,798	
SUBTOTAL: LIBRARY/MEDIA			\$543,376	\$551,618	
<u>COMPUTER AIDED INSTRUCTION - DISTRICT-WIDE</u>					
2630	150	Educational Tech Coordinator	\$56,079	\$53,993	
2630	200	Equipment	\$185,000	\$171,536	
2630	200	Equipment - managed wireless	\$14,250	\$14,250	
2630	400	Services - District IT Support	\$351,900	\$358,938	
2630	400	Services WEB updating	\$12,825	\$12,825	
2630	400	Services- Maintenance	\$37,000	\$37,000	
2630	450	Supplies	\$17,100	\$18,000	
2630	480	Software Licenses/Agreements	\$76,000	\$76,000	Microsoft, Symantec
SUBTOTAL: COMPUTER AIDED INSTRUCTION			\$750,154	\$742,542	
GRAND TOTAL: INSTRUCTIONAL MEDIA			\$1,293,530	\$1,294,160	

APC Code	Expenditure	Budget FY 2018-2019	Proposed FY 2019-2020	Notes
<u>PUPIL PERSONNEL</u>				
<u>School Counseling Department</u>				
2810 150	Co-Director of School Counseling	\$165,282	\$169,487	
2810 150	School Counseling Counselors	\$551,521	\$564,447	
2810 160	Clerical	\$113,989	\$117,518	
2810 400	Services	\$5,700	\$5,700	
2810 450	Supplies	\$9,175	\$9,175	
SUBTOTAL: School Counseling		\$845,667	\$866,327	
<u>Psychologists</u>				
2810 150	Psychologists	\$459,441	\$444,893	
2810 450	Supplies	\$903	\$903	
SUBTOTAL: PSYCHOLOGISTS		\$460,344	\$445,796	
<u>Nurses/Doctor</u>				
2815 160	Nurses	\$213,913	\$210,424	
2815 160	Doctor	\$5,665	\$5,665	
2815 400	Services	\$2,375	\$2,375	
2815 401	Services (other schools)	\$155,000	\$155,000	Req. by law
2815 450	Supplies	\$5,225	\$5,225	
SUBTOTAL: NURSES/DOCTOR		\$382,178	\$378,689	
GRAND TOTAL: PUPIL PERSONNEL		\$1,688,188	\$1,690,812	
<u>CO-CURRICULAR</u>				
<u>Co-Curr Elem</u>				
2850 150	Teachers/Coaches	\$2,004	\$2,021	
2850 400	Services	\$48	\$48	
2850 450	Supplies	\$95	\$95	
		\$2,147	\$2,164	
<u>Co-Curr M.S.</u>				
2850 150	Teachers/Coaches	\$26,583	\$26,808	
2850 400	Services	\$190	\$190	
2850 450	Supplies	\$290	\$290	
		\$27,063	\$27,288	
<u>Co-Curr H.S.</u>				
2850 150	Teachers/Coaches	\$102,320	\$102,562	
2850 400	Services	\$18,311	\$18,311	
2850 450	Supplies	\$176	\$176	
		\$120,807	\$121,049	
GRAND TOTAL CO-CURRICULAR		\$150,017	\$150,501	
<u>INTERSCHOLASTIC ATHLETICS</u>				
<u>Interscholastic Athletics</u>				
2855 150	Salaries	\$824,275	\$835,136	
2855 200	Equipment	\$19,000	\$17,100	
2855 400	Services	\$67,250	\$77,250	Inc costs related to MS gym
2855 400	Merged Services	\$0	\$0	
2855 400	Field Security	\$9,500	\$9,500	
2855 402	Transportation	\$170,000	\$180,000	Inc costs related to MS gym
2855 450	Supplies	\$38,000	\$34,200	
2855 490	Athletic Scheduling on-line	\$36,905	\$38,750	
2855 490	BOCES Athletic Sched./Officials	\$50,750	\$53,288	
GRAND TOTAL: ATHLETICS		\$1,215,680	\$1,245,223	

APC Code	Expenditure	Budget FY 2018-2019	Proposed FY 2019-2020	Notes
TRANSPORTATION				
5540-1510				
490				
	Transportation Occ Ed - BOCES			
	RN 8 SW BOCES	\$0	\$13,010	New students
		\$0	\$13,010	
TRANSPORTATION				
	Transportation - Special Education Contracted *			
5540 400	Ardsley (Project PASS) Concord Rd.	\$44,711	\$44,711	
5540 400	BOCES - Valhalla	\$0	\$17,306	New students
5540 400	Bronxville HS	\$0	\$35,579	New students
5540 400	CP of Westchester	\$0	\$48,000	New students
5540 400	Clearview School	\$37,870	\$37,870	
5540 400	Consortium	\$30,000	\$30,000	
5540 400	Eagle Hill, Greenwich, CT	\$48,355	\$48,000	
5540 400	Four Winds	\$4,000	\$5,090	
5540 400	Harvey School	\$0	\$10,180	New students
5540 400	Irvington High School	\$33,594	\$33,594	
5540 400	Karafin	\$37,180	\$0	No longer attending program
5540 400	Mahopac	\$40,622	\$40,542	
5540 400	Mamaroneck Avenue School	\$18,976	\$20,000	
5540 400	Midland School	\$30,336	\$30,336	
5540 400	Occ Ed BOCES (AM - Valhalla)	\$47,337	\$46,523	
5540 400	Occ Ed BOCES PM only (Valhalla)	\$20,340	\$13,560	
5540 400	Pinesbridge	\$50,900	\$50,900	
5540 400	Riverview HS	\$0	\$49,831	New students
5540 400	Rye Lake (IDT)	\$31,762	\$30,601	
5540 400	Rye High School	\$23,000	\$22,172	
5540 400	St. Vincents (varies)	\$23,414	\$5,090	
5540 400	Summit School	\$42,044	\$0	No longer attending program
5540 400	Tappan Hill (AIM)	\$30,540	\$30,540	
5540 400	The Speech Academy, CT	\$53,954	\$0	No longer attending program
5540 400	West. Exception School	\$0	\$49,108	New students
5540 400	Windward (upper & lower)	\$29,868	\$29,868	
5540 400	Other Schools	\$31,105	\$15,000	
5540 400	Summer Schools w/monitors	\$44,126	\$65,000	
<i>*estimates</i>				
SUBTOTAL: TRANS SPEC ED/HANDICAPPED		\$754,033	\$809,401	New routes, increased c
	Contracted Transportation Private & Parochial Schools			
5540 400	Brunswick, Carmel, CSH, Greenwich	\$66,170	\$67,570	
5540 400	H Mann, Fieldston, Riverdale	\$30,540	\$30,540	
5540 400	The Ursuline School	\$0	\$20,000	New students
5540 400	Other schools	\$35,000	\$15,000	
5540 400	Public Carrier- Metro North	\$4,838	\$5,000	
5540 400	Public Carrier- Bee Line	\$9,569	\$7,500	
5540 400	Loop to Public Carrier	\$36,157	\$35,549	
SUBTOTAL: PRIVATE & PAROCHIAL		\$182,274	\$181,158	
GRAND TOTAL: TRANSPORTATION		\$936,307	\$1,003,569	
GRAND TOTAL:		\$41,374,222	\$43,095,212	

2019-20 Three Part Budget

Category	Amount
Administrative	\$4,216,600
Program	\$33,142,871
Capital	\$5,735,740
Total	\$43,095,212



Three Part Budget

Category	Proposed FY 2019-2020	Administrative	Program	Capital
Total - Board of Education	\$10,450	\$10,450		
Total - Central Administration	\$391,974	\$391,974		
Total - Finance	\$808,031	\$808,031		
Total - Legal	\$150,000	\$75,000	\$75,000	
Total - Personnel	\$83,652	\$83,652		
Total - Operations & Maintenance	\$2,809,378			\$2,809,378
Total - Special Items	\$652,712	\$652,712		
Total - General Support	\$4,906,197	\$2,021,819	\$75,000	\$2,809,378
Total - Instruction (Adm. & Imp.)	\$2,209,329	\$935,773	\$1,273,556	
Total - Reg. School Instruction	\$12,905,247		\$12,905,247	
Total - Special Education	\$5,784,309	\$201,981	\$5,582,327	
Total - Instructional Media	\$1,294,160		\$1,294,160	
Total - Guidance	\$866,327		\$866,327	
Total - Health Services	\$378,689		\$378,689	
Total - Psychology	\$445,796		\$445,796	
Total - Interscholastic Athletics	\$1,245,223	\$185,063	\$1,060,161	
Total - Instruction	\$25,129,079	\$1,322,817	\$23,806,262	
Total - Pupil Transportation	\$1,003,569	\$0	\$1,003,569	\$0
Total - Census & Community Service	\$0	\$0	\$0	\$0
Total - Employee Benefits	\$9,853,417	\$871,964	\$8,258,040	\$723,412
Total - Interfund Transfer	\$35,000			\$35,000
Total - Debt Service	\$2,167,950			\$2,167,950
Total- Undistributed Expenses	\$12,056,367	\$871,964	\$8,258,040	\$2,926,362
Grand Total Summary				
Total - General Support	\$4,906,197	\$2,021,819	\$75,000	\$2,809,378
Total - Instruction	\$25,129,079	\$1,322,817	\$23,806,262	\$0
Total - Pupil Transportation	\$1,003,569	\$0	\$1,003,569	\$0
Total - Community Services	\$0	\$0	\$0	\$0
Total - Undistributed Expenses	\$12,056,367	\$871,964	\$8,258,040	\$2,926,362
Grand Total	\$43,095,212	\$4,216,600	\$33,142,871	\$5,735,740

Budgetary Definitions

Administrative Budget Component: One of three categories that school districts must show in the proposed budget (other categories are the Capital Budget Component and the Program Budget Component). These expenditures include:

- Office and administrative costs
- Salaries and benefits for certified school administrators who spend 50 percent or more of their time performing supervisory duties
- Data processing
- Supplies
- Legal fees
- Property insurance
- School board expenses

Adopted Budget:

The budget proposal adopted by the Board of Education and presented to the voters at the Annual Meeting and Budget Vote.

Appropriated Fund Balance

The portion of a district's fund balance from the previous fiscal year that is applied as revenue to the District's following year's budget. This reduces the amount of revenue that must be raised by property taxes.

Approved Budget:

A budget approved by voters at the Annual Budget Vote. If voters do not approve the Board's adopted budget, the District may try one more time to win approval of the same budget or a revised budget. After two defeated proposals, the Board must adopt a contingency budget.

Assessed Value:

The value of a residential or commercial property as determined by the local property assessor. This value can change based on the municipality's equalization rate, the market, or in the event of a municipal revaluation. The assessment is used to determine the amount of taxes paid and the eligible amount of STAR exemption.

Assessment Roll:

A list of properties and their assessed value in each municipality. This is a public document and can be accessed at the local assessor's office or on online.

Budget

A plan of financial operation expressing the estimates of proposed expenditures for a fiscal year and the proposed means of financing them.

Budget-to-Budget Increase:

The amount the budget increases/decreases from one year to the next. This is commonly expressed as a percentage increase or decrease. The budget to budget change or spending plan change is separate from the projected tax rate change.

Budget Calendar:

The schedule of key dates that the school district, Board of Education and administrators follow in preparation, adoption, and administration of the budget.

Capital Budget Component:

One of three categories that school districts must show in their proposed budgets (other categories are the Administrative Budget Component and the Program Budget Component). These expenditures include:

- Custodial and all facility costs including service contracts, supplies, utilities, maintenance, repairs, construction, renovation
- Debt service and lease expenditures
- Legal judgments and settled claims

Consumer Price Index (CPI):

As defined by the Bureau of Labor Statistics, the Consumer Price Index (CPI) is a measure of the average change over time in the prices paid by urban consumers for a market basket of consumer goods and services. It is also called cost-of-living index. The CPI is designed to measure the experience of relevant households and does not factor into account many of the items that cause school district budgets to rise, such as the cost of retirement contributions, group health insurance costs and district property and liability insurance.

Contingent Budget:

Under NYS law, school boards can submit a budget to voters a maximum of two (2) times. If the proposed budget is defeated twice, the board must adopt a contingency budget, which would put a cap on new spending. The contingent budget is limited to a 0% tax levy increase.

Employee Benefits

Amounts paid by the District on behalf of employees. These amounts are not included in the gross salary. While not paid directly to employees, these benefits are part of the cost of employees. Employee benefits include the District cost for health insurance premiums, life and disability insurance, Medicare, retirement and social security.

Employee Benefits Reserve:

This reserve known as (EBALR) is for expenditures related to contractual obligations for retirees, such as the payment of unused sick and personal days that is due upon separation from employment. Rye Neck does not make these payments to employees, and therefore does not maintain this particular reserve.

Encumbrance Reserve

This account allows the District to pay for budget items that carry from one fiscal year into the next. It is a reservation of funds set aside for goods or work that have been contracted for but have not yet been received. This payment is held over until the next budget season—literally, a “promise to pay for work that is in progress.” Expenses for these items can be paid from the Encumbrance Reserve without affecting the next year’s school budget.

Equalization Rate

Represents the State’s judgment of how closely assess values in a town match the “true market value” of the properties. It is a ratio of a municipality’s total assessed value to its market value. In the case of school taxes, the equalization rate helps determine how the school tax levy is shared among a district’s municipalities. A municipality that has an equalization rate of 100 percent means that municipality is assessing property at full market value. Rye Town has an equalization rate of 100% and Rye City’s equalization rate is 1.64%.

Equipment

Consumable materials used in the operation of the school district that are \$5,000 or more.

Expenditure:

Expense. Payment for the purpose of acquiring goods or services.

Fiscal Year:

A fiscal year is the accounting period on which a budget is based. The fiscal year for all NYS school districts is July 1 through June 30.

Full Time Equivalent (FTE):

A unit of measure which is equal to one filled, full time, annual-salaried position.

Fund Balance:

A fund balance is created when the school district has money left over at the end of its fiscal year resulting from less than anticipated expenditures or greater than projected revenues. Part of the fund balance (called appropriated fund balance)

may be applied as revenue to the District's following year budget. A portion, up to 4% of the succeeding year's budget may also be set aside (unappropriated fund balance) to pay for emergencies or other unforeseen expenses.

Gap Elimination Assessment (GEA):

The Gap Elimination Adjustment (GEA) law was first introduced in 2009-10 and as a way to help close New York's then \$10 billion budget deficit at the expense of local school districts. Under legislation, a portion of the funding shortfall at the state level is divided among all school districts throughout the state and reflected as a reduction in school district state aid. In 2014-15, Rye Neck will lose \$219,665 as a result of GEA. Since its inception 4 years ago, the total GEA reduction in school aid for Rye Neck totals \$1.1 million.

General Fund

This is the major operating fund of the District. It receives all income not earmarked for a particular program or activity and not specified by law to be deposited in another fund. The budget voted on by the voters is the spending plan for the district for the year.

Mandates

Mandated items are required primarily by NYS law or court-ordered decisions. Mandated items have increased tremendously over the past 25 years and account directly or indirectly for about three-quarters of the budget. Currently there are over 150 unfunded or underfunded mandates, equivalent to between 17-20% of a district's budget.

Maximum Allowable Levy

Determined by formula, the Tax Levy Limit (commonly known as Tax Cap or 2% Tax Cap) plus allowable exemptions results in the maximum allowable tax levy, which is the highest tax levy a district can propose and still require a simple majority to pass.

Program Budget Component:

One of three categories that school districts must show in their proposed budgets (other categories are the Administrative Budget Component and the Capital Budget Component).

Program expenditures include:

- Salaries and benefits of teachers and supervisors who spend the majority of their time teaching
- Instructional costs such as supplies, equipment, and textbooks

Proposed Budget:

The budget is a spending plan developed by the superintendent of schools with the input of school administrators prior to Board of Education adoption.

Reassessment:

A reassessment or re-valuation is a systematic analysis undertaken by municipalities, of all locally assessed properties (both commercial and residential) to achieve a stated uniform percentage of value. The goal of a reassessment is to assure that each assessment reflects current market prices and that each property owner pays only their fair share of the tax burden. Rye Town was reassessed in 2006.

Reserve Fund Balance:

The portion of fund balance set aside for specific purposes. Each reserve fund has certain establishment and use requirements.

Retirement Reserve:

A reserve set up to specifically offset the increasing employer contributions to the N.Y.S. Employee Retirement System (ERS).

Revenue:

Sources of income to finance the operation of the school district.

Salaries:

The total amount paid to an individual, before deductions, for services rendered while on the District's payroll.

STAR:

The New York State School Tax Relief (STAR) Program provides exemption for school taxes for owner-occupied, primary residents. Basic STAR is available to homeowners earning less than \$500,000. Enhanced STAR is available to seniors ages 65 and older who meet a certain income requirement.

State Aid:

State aid for public schools comes primarily from the State General Fund (approximately 74%) wherein the major revenue source is state taxes (e.g. income and sales). Of the balance, approximately 14% comes from STAR and 12% comes from a Special Revenue Fund account supported by lottery receipts. (*source: NYS Ed. Dept 2013-14 State Aid Handbook*) Until the State passes its budget, the District does not know exactly how much to expect in State Aid, however school districts are still required to present their budgets to voters on the third Tuesday in May.

Supplies:

Consumable materials used in the operation of the school district including, textbooks, paper, pencils, office supplies, custodial supplies, materials used in maintenance activities and computer software.

Support Services:

The personnel, activities, and programs that enhance instruction and provide for the general operation of the school district. This includes attendance, guidance, and health programs; library personnel and services; special education services provided by speech and language pathologists, physical therapists and occupation therapists; professional development programs, buildings and grounds operations, and security.

Tax Base:

The total Assessed Value of local real estate that a school district may tax for yearly operational monies.

Tax Cap

See Tax Levy Limit.

Tax Certiorari:

The legal process by which a property owner can challenge the real estate tax assessment on a residential or commercial property in attempt to reduce the property's assessment and real estate taxes.

Tax Certiorari Reserve:

This reserve is to provide for expenditures that arise when property owners file lawsuits, successfully challenge the assessments of their property and are granted a reduction. In many cases the settlements cover several years and, as such, can lead to large judgments against the District.

Tax Levy:

The total sum to be raised by the school district in the form of property taxes after subtracting all other revenues such as State Aid. The tax levy determines the tax rate for property owners in each of the two towns (Rye Town and Rye City) that make up the Rye Neck School District. Each municipality within the District is assigned a share of the total levy. Equalization rates, set each year by New York State, are applied to take into account different assessment practices.

Tax Levy Limit:

Also known as the Tax Cap. The threshold dictated by an 8-step NYS formula that determines the highest tax levy BEFORE exemptions that a school district can propose and still need a simple majority (50% plus 1 voter approval) to pass (Also see Maximum Allowable Levy). This may be greater or less than 2%. Under the tax cap law, a super majority (approval by at least 60% of those who voted in the election) would be required if the tax levy exceeds the Maximum Allowable Limit.

Tax Rate:

The actual amount per thousand that is multiplied by an individual's property assessment to determine the amount each taxpayer will pay.

Three-part Budget:

School districts must, by NYS law, divide their budgets into three components: Administrative, Capital and Program. Districts must also show how much each portion has increased in relation to the whole budget (Also see Administrative Budget Component, Capital Budget Component and Program Budget Component).

Unreserved Fund Balance:

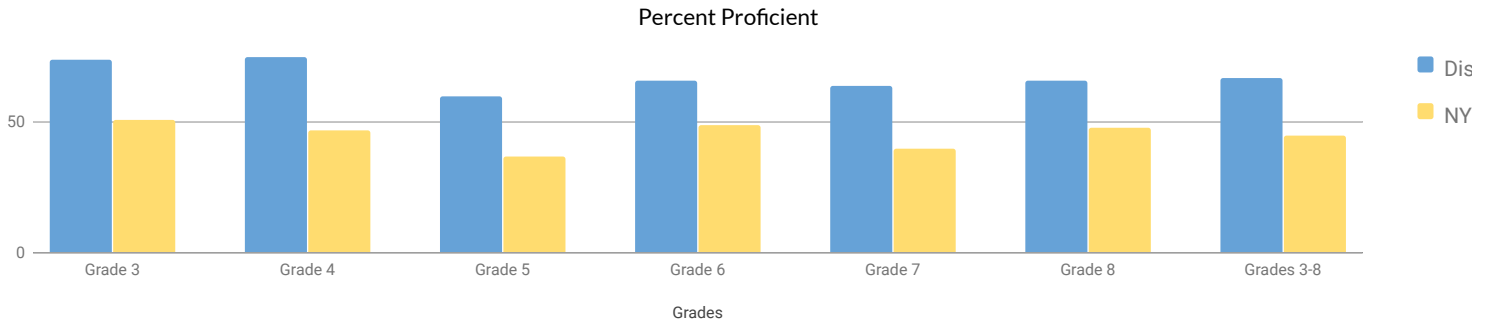
Unreserved fund balance consists of appropriated (designated) fund balance and unappropriated (undesignated) fund balance. Appropriated fund balance is the portion of unreserved fund balance that has been used to reduce taxes in the subsequent fiscal year. Unappropriated fund balance is limited by Real Property Tax Law Section 1318 to an amount not to exceed four percent of the succeeding year's budget. This money may be used to pay for emergency repairs and other unforeseen occurrences.

RYE NECK UFSD - NEW YORK STATE REPORT CARD [2017 - 18]

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

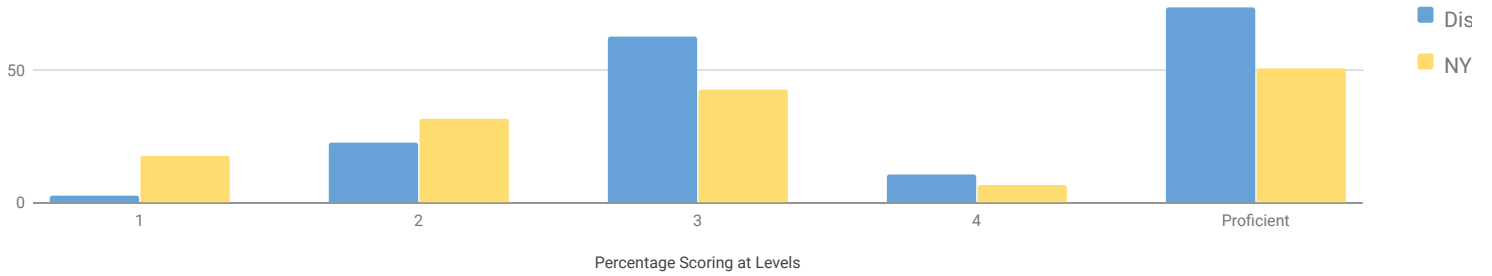
2017-18 Grades 3-8 ELA and Math results cannot be compared to those from previous years, as these tests were redesigned in 2017-18.

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



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	12	97	3	3%	22	23%	61	63%	11	11%	72	74%
Grade 4	17	95	4	4%	20	21%	44	46%	27	28%	71	75%
Grade 5	34	137	21	15%	34	25%	48	35%	34	25%	82	60%
Grade 6	20	111	10	9%	28	25%	32	29%	41	37%	73	66%
Grade 7	33	112	20	18%	20	18%	46	41%	26	23%	72	64%
Grade 8	34	103	5	5%	30	29%	44	43%	24	23%	68	66%
Grades 3-8	150	655	63	10%	154	24%	275	42%	163	25%	438	67%

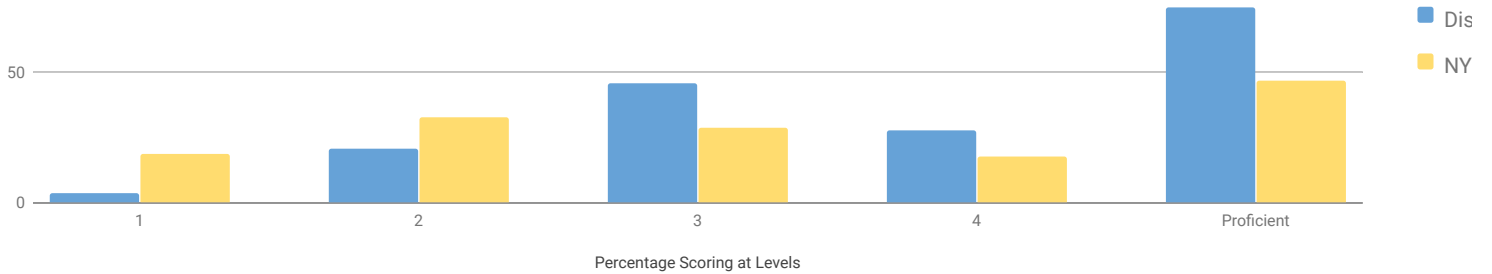
GRADE 3 ELA RESULTS



MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	12	97	3	3%	22	23%	61	63%	11	11%	72	74%
General Education	—	93	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	20	2	10%	7	35%	10	50%	1	5%	11	55%
White	8	55	0	0%	13	24%	34	62%	8	15%	42	76%
Multiracial	1	12	0	0%	1	8%	10	83%	1	8%	11	92%
Small Group Total	1	10	1	10%	1	10%	7	70%	1	10%	8	80%
Female	4	51	2	4%	3	6%	38	75%	8	16%	46	90%
Male	8	46	1	2%	19	41%	23	50%	3	7%	26	57%
English Language Learners	—	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	95	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	14	2	14%	8	57%	4	29%	0	0%	4	29%
Not Economically Disadvantaged	9	83	1	1%	14	17%	57	69%	11	13%	68	82%
Not Migrant	12	97	3	3%	22	23%	61	63%	11	11%	72	74%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	96	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	12	97	3	3%	22	23%	61	63%	11	11%	72	74%
Parent Not in Armed Forces	12	97	3	3%	22	23%	61	63%	11	11%	72	74%

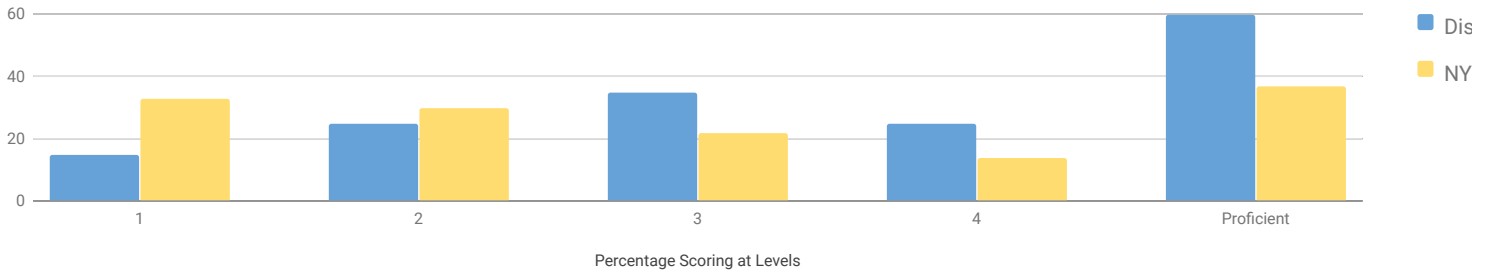
GRADE 4 ELA RESULTS



MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	17	95	4	4%	20	21%	44	46%	27	28%	71	75%
General Education	15	87	2	2%	15	17%	43	49%	27	31%	70	80%
Students with Disabilities	2	8	2	25%	5	63%	1	13%	0	0%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	1	5	0	0%	2	40%	3	60%	0	0%	3	60%
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	20	2	10%	5	25%	9	45%	4	20%	13	65%
White	10	65	2	3%	12	18%	30	46%	21	32%	51	78%
Multiracial	—	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	5	0	0%	1	20%	2	40%	2	40%	4	80%
Female	9	35	0	0%	8	23%	14	40%	13	37%	27	77%
Male	8	60	4	7%	12	20%	30	50%	14	23%	44	73%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	94	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	11	1	9%	4	36%	4	36%	2	18%	6	55%
Not Economically Disadvantaged	14	84	3	4%	16	19%	40	48%	25	30%	65	77%
Not Migrant	17	95	4	4%	20	21%	44	46%	27	28%	71	75%
Not Homeless	17	95	4	4%	20	21%	44	46%	27	28%	71	75%
Not in Foster Care	17	95	4	4%	20	21%	44	46%	27	28%	71	75%
Parent Not in Armed Forces	17	95	4	4%	20	21%	44	46%	27	28%	71	75%

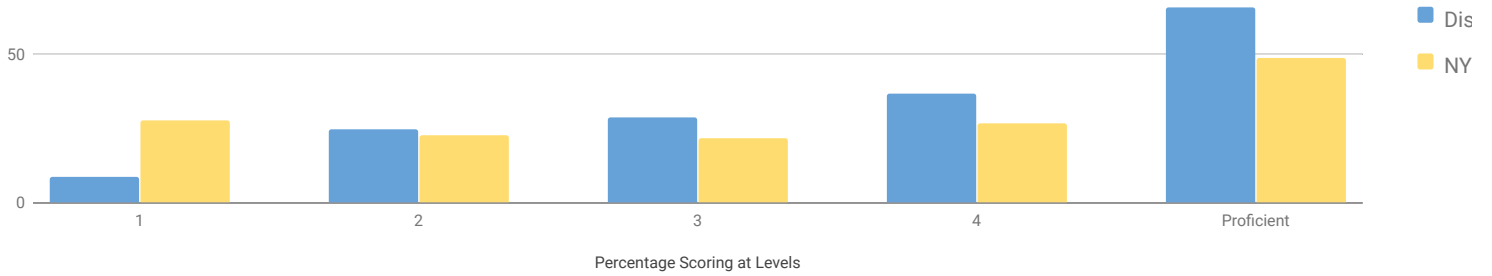
GRADE 5 ELA RESULTS



MEAN SCORE: 611

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	34	137	21	15%	34	25%	48	35%	34	25%	82	60%
General Education	24	128	15	12%	32	25%	47	37%	34	27%	81	63%
Students with Disabilities	10	9	6	67%	2	22%	1	11%	0	0%	1	11%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	12	4	33%	1	8%	5	42%	2	17%	7	58%
Black or African American	—	7	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	27	7	26%	8	30%	8	30%	4	15%	12	44%
White	21	79	6	8%	18	23%	33	42%	22	28%	55	70%
Multiracial	2	11	1	9%	4	36%	0	0%	6	55%	6	55%
Small Group Total	0	8	3	38%	3	38%	2	25%	0	0%	2	25%
Female	16	84	11	13%	17	20%	32	38%	24	29%	56	67%
Male	18	53	10	19%	17	32%	16	30%	10	19%	26	49%
English Language Learners	—	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	133	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	21	8	38%	7	33%	5	24%	1	5%	6	29%
Not Economically Disadvantaged	31	116	13	11%	27	23%	43	37%	33	28%	76	66%
Not Migrant	34	137	21	15%	34	25%	48	35%	34	25%	82	60%
Not Homeless	34	137	21	15%	34	25%	48	35%	34	25%	82	60%
Not in Foster Care	34	137	21	15%	34	25%	48	35%	34	25%	82	60%
Parent Not in Armed Forces	34	137	21	15%	34	25%	48	35%	34	25%	82	60%

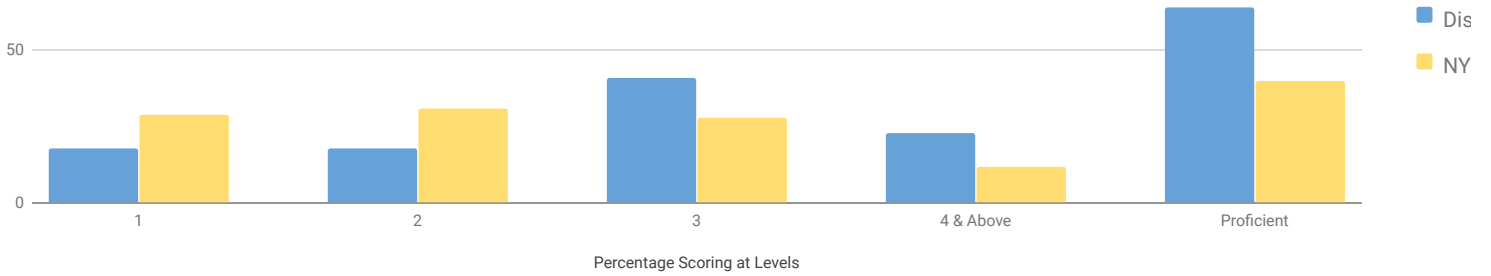
GRADE 6 ELA RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	20	111	10	9%	28	25%	32	29%	41	37%	73	66%
General Education	15	104	4	4%	27	26%	32	31%	41	39%	73	70%
Students with Disabilities	5	7	6	86%	1	14%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—	—	—	—	—	—	—	—
Black or African American	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	22	3	14%	8	36%	6	27%	5	23%	11	50%
White	14	72	3	4%	17	24%	23	32%	29	40%	52	72%
Multiracial	0	9	3	33%	1	11%	1	11%	4	44%	5	56%
Small Group Total	4	8	1	13%	2	25%	2	25%	3	38%	5	63%
Female	12	39	2	5%	7	18%	11	28%	19	49%	30	77%
Male	8	72	8	11%	21	29%	21	29%	22	31%	43	60%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	110	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	15	4	27%	7	47%	3	20%	1	7%	4	27%
Not Economically Disadvantaged	17	96	6	6%	21	22%	29	30%	40	42%	69	72%
Not Migrant	20	111	10	9%	28	25%	32	29%	41	37%	73	66%
Not Homeless	19	111	10	9%	28	25%	32	29%	41	37%	73	66%
Not in Foster Care	20	111	10	9%	28	25%	32	29%	41	37%	73	66%
Parent Not in Armed Forces	20	111	10	9%	28	25%	32	29%	41	37%	73	66%

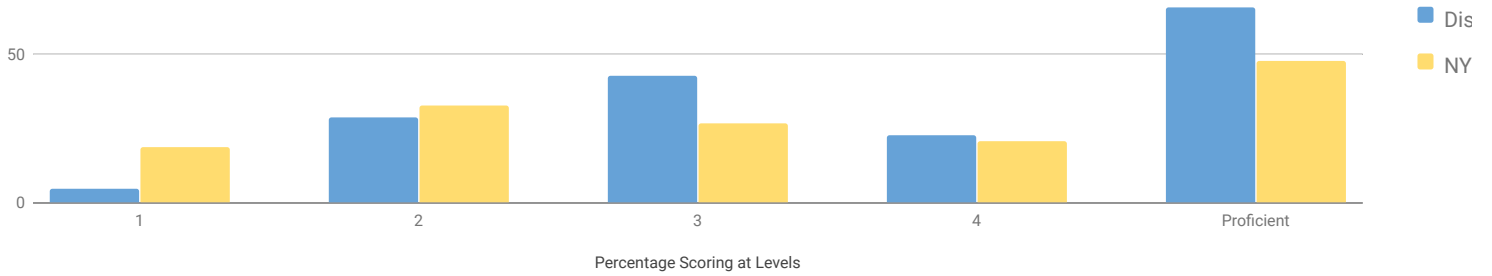
GRADE 7 ELA RESULTS



MEAN SCORE: 608

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	33	112	20	18%	20	18%	46	41%	26	23%	72	64%
General Education	29	97	10	10%	18	19%	43	44%	26	27%	69	71%
Students with Disabilities	4	15	10	67%	2	13%	3	20%	0	0%	3	20%
Asian or Native Hawaiian/Other Pacific Islander	0	8	2	25%	2	25%	2	25%	2	25%	4	50%
Black or African American	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	25	5	20%	9	36%	10	40%	1	4%	11	44%
White	19	69	10	14%	8	12%	31	45%	20	29%	51	74%
Multiracial	—	7	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	10	3	30%	1	10%	3	30%	3	30%	6	60%
Female	16	50	7	14%	5	10%	24	48%	14	28%	38	76%
Male	17	62	13	21%	15	24%	22	35%	12	19%	34	55%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	109	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	9	12	1	8%	5	42%	6	50%	0	0%	6	50%
Not Economically Disadvantaged	24	100	19	19%	15	15%	40	40%	26	26%	66	66%
Not Migrant	33	112	20	18%	20	18%	46	41%	26	23%	72	64%
Not Homeless	33	112	20	18%	20	18%	46	41%	26	23%	72	64%
Not in Foster Care	33	112	20	18%	20	18%	46	41%	26	23%	72	64%
Parent Not in Armed Forces	33	112	20	18%	20	18%	46	41%	26	23%	72	64%

GRADE 8 ELA RESULTS

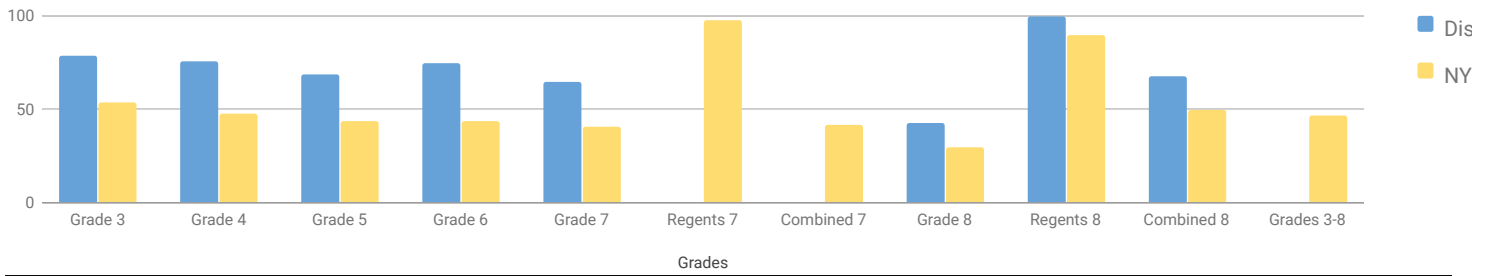


MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	34	103	5	5%	30	29%	44	43%	24	23%	68	66%
General Education	25	94	2	2%	25	27%	43	46%	24	26%	67	71%
Students with Disabilities	9	9	3	33%	5	56%	1	11%	0	0%	1	11%
Asian or Native Hawaiian/Other Pacific Islander	3	7	0	0%	1	14%	4	57%	2	29%	6	86%
Black or African American	—	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	18	1	6%	7	39%	8	44%	2	11%	10	56%
White	21	71	4	6%	18	25%	30	42%	19	27%	49	69%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	7	0	0%	4	57%	2	29%	1	14%	3	43%
Female	17	57	1	2%	15	26%	26	46%	15	26%	41	72%
Male	17	46	4	9%	15	33%	18	39%	9	20%	27	59%
English Language Learners	—	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	101	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	7	13	0	0%	6	46%	4	31%	3	23%	7	54%
Not Economically Disadvantaged	27	90	5	6%	24	27%	40	44%	21	23%	61	68%
Not Migrant	34	103	5	5%	30	29%	44	43%	24	23%	68	66%
Not Homeless	32	103	5	5%	30	29%	44	43%	24	23%	68	66%
Not in Foster Care	34	103	5	5%	30	29%	44	43%	24	23%	68	66%
Parent Not in Armed Forces	34	103	5	5%	30	29%	44	43%	24	23%	68	66%

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

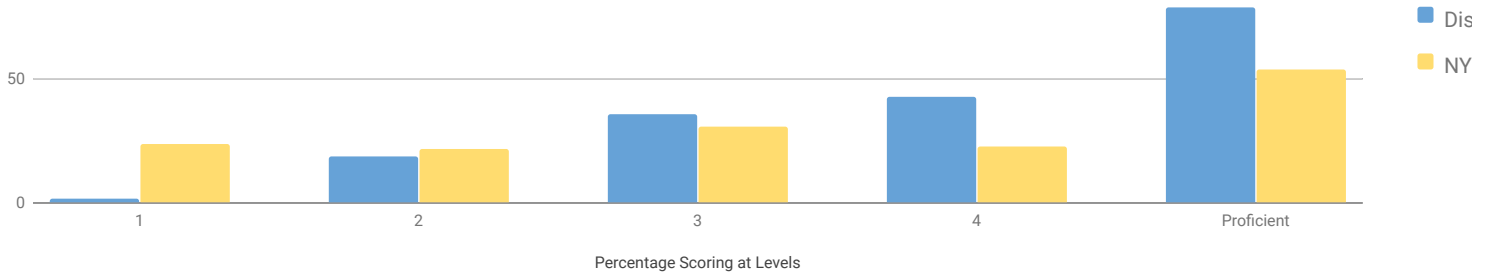
Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
			Grade 3	13	96	2	2%	18	19%	35	36%	41
Grade 4	23	90	5	6%	17	19%	26	29%	42	47%	68	76%
Grade 5	38	132	14	11%	27	20%	43	33%	48	36%	91	69%
Grade 6	28	103	6	6%	20	19%	32	31%	45	44%	77	75%
Grade 7	45	100	16	16%	19	19%	27	27%	38	38%	65	65%
Regents 7	-	4	-	-	-	-	-	-	-	-	-	-
Combined 7	-	104	-	-	-	-	-	-	-	-	-	-
Grade 8	77	60	13	22%	21	35%	20	33%	6	10%	26	43%
Regents 8	-	46	0	0%	0	0%	0	0%	46	100%	46	100%
Combined 8	77	106	13	12%	21	20%	20	19%	52	49%	72	68%
Grades 3-8	-	631	-	-	-	-	-	-	-	-	-	-

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

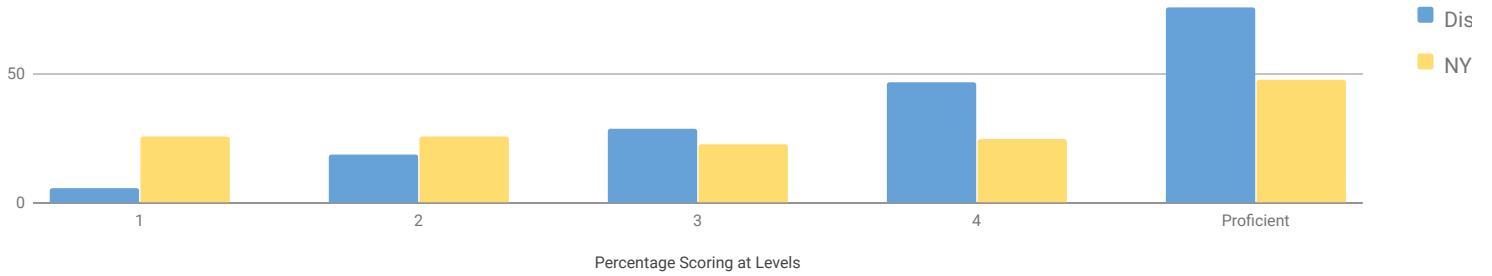
GRADE 3 MATH RESULTS



MEAN SCORE: 611

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	13	96	2	2%	18	19%	35	36%	41	43%	76	79%
General Education	—	92	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	20	0	0%	6	30%	11	55%	3	15%	14	70%
White	10	53	1	2%	8	15%	18	34%	26	49%	44	83%
Multiracial	1	12	1	8%	2	17%	4	33%	5	42%	9	75%
Small Group Total	0	11	0	0%	2	18%	2	18%	7	64%	9	82%
Female	4	51	1	2%	10	20%	19	37%	21	41%	40	78%
Male	9	45	1	2%	8	18%	16	36%	20	44%	36	80%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	93	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	14	1	7%	5	36%	8	57%	0	0%	8	57%
Not Economically Disadvantaged	10	82	1	1%	13	16%	27	33%	41	50%	68	83%
Not Migrant	13	96	2	2%	18	19%	35	36%	41	43%	76	79%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	95	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	13	96	2	2%	18	19%	35	36%	41	43%	76	79%
Parent Not in Armed Forces	13	96	2	2%	18	19%	35	36%	41	43%	76	79%

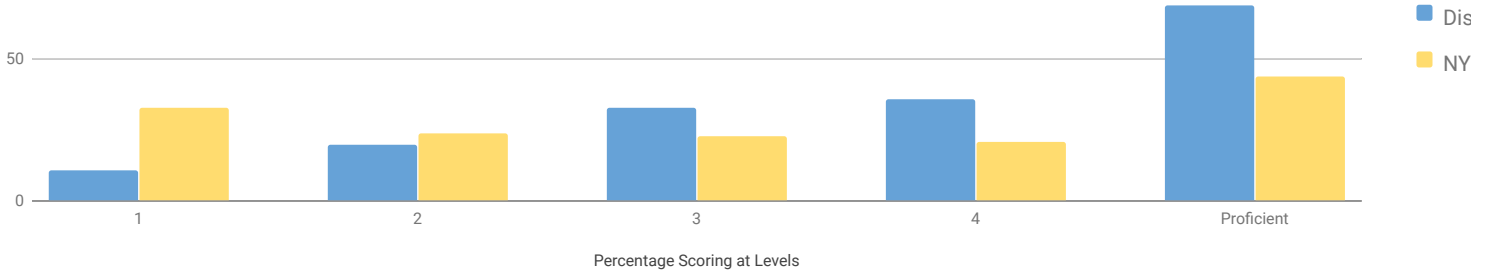
GRADE 4 MATH RESULTS



MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	23	90	5	6%	17	19%	26	29%	42	47%	68	76%
General Education	21	82	3	4%	13	16%	24	29%	42	51%	66	80%
Students with Disabilities	2	8	2	25%	4	50%	2	25%	0	0%	2	25%
Asian or Native Hawaiian/Other Pacific Islander	0	6	0	0%	0	0%	4	67%	2	33%	6	100%
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	17	3	18%	4	24%	3	18%	7	41%	10	59%
White	15	61	2	3%	11	18%	17	28%	31	51%	48	79%
Multiracial	—	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	6	0	0%	2	33%	2	33%	2	33%	4	67%
Female	10	34	2	6%	7	21%	11	32%	14	41%	25	74%
Male	13	56	3	5%	10	18%	15	27%	28	50%	43	77%
English Language Learners	—	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	88	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	9	2	22%	2	22%	1	11%	4	44%	5	56%
Not Economically Disadvantaged	18	81	3	4%	15	19%	25	31%	38	47%	63	78%
Not Migrant	23	90	5	6%	17	19%	26	29%	42	47%	68	76%
Not Homeless	23	90	5	6%	17	19%	26	29%	42	47%	68	76%
Not in Foster Care	23	90	5	6%	17	19%	26	29%	42	47%	68	76%
Parent Not in Armed Forces	23	90	5	6%	17	19%	26	29%	42	47%	68	76%

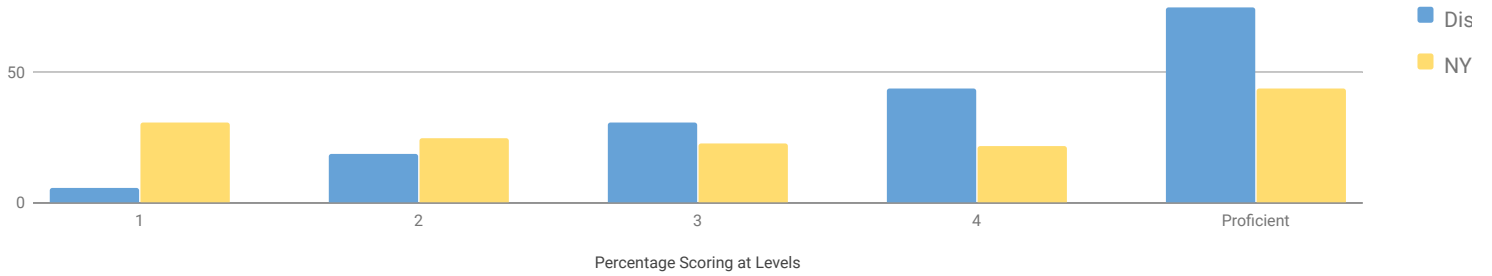
GRADE 5 MATH RESULTS



MEAN SCORE: 610

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	38	132	14	11%	27	20%	43	33%	48	36%	91	69%
General Education	26	125	10	8%	24	19%	43	34%	48	38%	91	73%
Students with Disabilities	12	7	4	57%	3	43%	0	0%	0	0%	0	0%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	13	0	0%	0	0%	5	38%	8	62%	13	100%
Black or African American	—	7	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	26	5	19%	10	38%	7	27%	4	15%	11	42%
White	26	74	2	3%	16	22%	25	34%	31	42%	56	76%
Multiracial	2	11	2	18%	1	9%	3	27%	5	45%	8	73%
Small Group Total	0	8	5	63%	0	0%	3	38%	0	0%	3	38%
Female	20	80	8	10%	17	21%	28	35%	27	34%	55	69%
Male	18	52	6	12%	10	19%	15	29%	21	40%	36	69%
English Language Learners	0	6	0	0%	1	17%	5	83%	0	0%	5	83%
Non-English Language Learners	38	126	14	11%	26	21%	38	30%	48	38%	86	68%
Economically Disadvantaged	3	20	8	40%	5	25%	4	20%	3	15%	7	35%
Not Economically Disadvantaged	35	112	6	5%	22	20%	39	35%	45	40%	84	75%
Not Migrant	38	132	14	11%	27	20%	43	33%	48	36%	91	69%
Not Homeless	38	132	14	11%	27	20%	43	33%	48	36%	91	69%
Not in Foster Care	38	132	14	11%	27	20%	43	33%	48	36%	91	69%
Parent Not in Armed Forces	38	132	14	11%	27	20%	43	33%	48	36%	91	69%

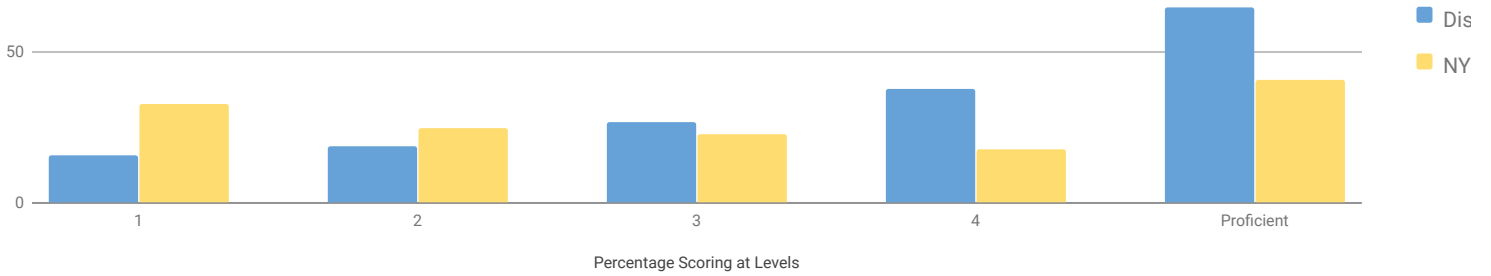
GRADE 6 MATH RESULTS



MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	28	103	6	6%	20	19%	32	31%	45	44%	77	75%
General Education	23	96	1	1%	18	19%	32	33%	45	47%	77	80%
Students with Disabilities	5	7	5	71%	2	29%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	—	6	—	—	—	—	—	—	—	—	—	—
Black or African American	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	20	2	10%	6	30%	8	40%	4	20%	12	60%
White	21	65	1	2%	12	18%	19	29%	33	51%	52	80%
Multiracial	0	9	3	33%	0	0%	3	33%	3	33%	6	67%
Small Group Total	3	9	0	0%	2	22%	2	22%	5	56%	7	78%
Female	14	37	0	0%	6	16%	12	32%	19	51%	31	84%
Male	14	66	6	9%	14	21%	20	30%	26	39%	46	70%
English Language Learners	—	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	99	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	15	3	20%	8	53%	4	27%	0	0%	4	27%
Not Economically Disadvantaged	25	88	3	3%	12	14%	28	32%	45	51%	73	83%
Not Migrant	28	103	6	6%	20	19%	32	31%	45	44%	77	75%
Not Homeless	27	103	6	6%	20	19%	32	31%	45	44%	77	75%
Not in Foster Care	28	103	6	6%	20	19%	32	31%	45	44%	77	75%
Parent Not in Armed Forces	28	103	6	6%	20	19%	32	31%	45	44%	77	75%

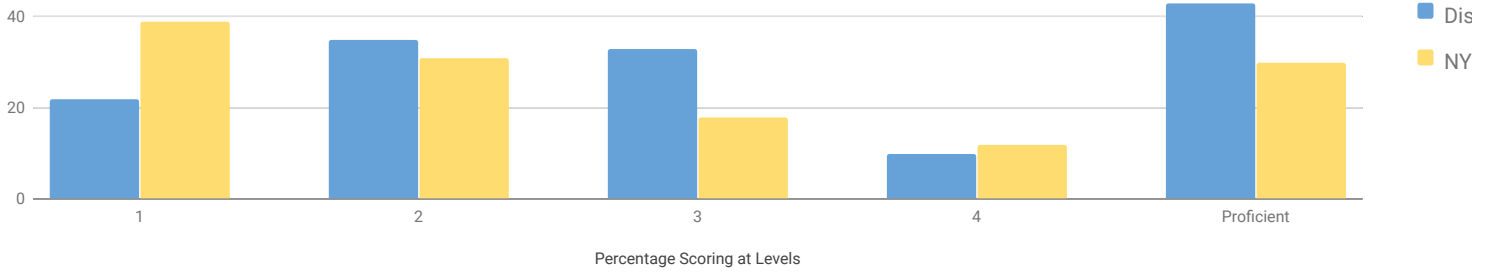
GRADE 7 MATH RESULTS



MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	45	100	16	16%	19	19%	27	27%	38	38%	65	65%
General Education	41	85	6	7%	15	18%	27	32%	37	44%	64	75%
Students with Disabilities	4	15	10	67%	4	27%	0	0%	1	7%	1	7%
Asian or Native Hawaiian/Other Pacific Islander	1	7	0	0%	2	29%	1	14%	4	57%	5	71%
Black or African American	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	24	8	33%	4	17%	8	33%	4	17%	12	50%
White	29	59	4	7%	12	20%	18	31%	25	42%	43	73%
Multiracial	—	7	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	10	4	40%	1	10%	0	0%	5	50%	5	50%
Female	23	43	6	14%	7	16%	15	35%	15	35%	30	70%
Male	22	57	10	18%	12	21%	12	21%	23	40%	35	61%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	97	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	10	11	3	27%	4	36%	3	27%	1	9%	4	36%
Not Economically Disadvantaged	35	89	13	15%	15	17%	24	27%	37	42%	61	69%
Not Migrant	45	100	16	16%	19	19%	27	27%	38	38%	65	65%
Not Homeless	45	100	16	16%	19	19%	27	27%	38	38%	65	65%
Not in Foster Care	45	100	16	16%	19	19%	27	27%	38	38%	65	65%
Parent Not in Armed Forces	45	100	16	16%	19	19%	27	27%	38	38%	65	65%

GRADE 8 MATH RESULTS

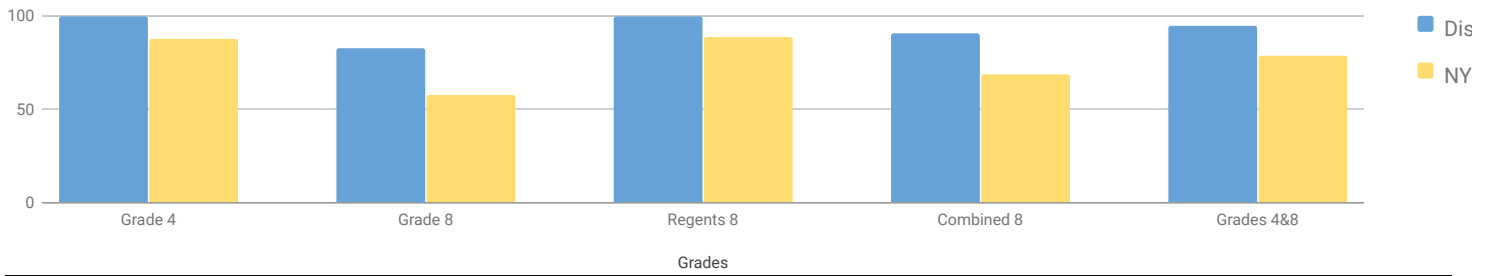


MEAN SCORE: 605

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	77	60	13	22%	21	35%	20	33%	6	10%	26	43%
General Education	67	52	8	15%	18	35%	20	38%	6	12%	26	50%
Students with Disabilities	10	8	5	63%	3	38%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—	—	—	—	—	—	—	—
Black or African American	—	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	15	6	40%	6	40%	3	20%	0	0%	3	20%
White	55	37	5	14%	12	32%	16	43%	4	11%	20	54%
Small Group Total	9	8	2	25%	3	38%	1	13%	2	25%	3	38%
Female	43	31	9	29%	10	32%	11	35%	1	3%	12	39%
Male	34	29	4	14%	11	38%	9	31%	5	17%	14	48%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	57	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	9	11	5	45%	3	27%	3	27%	0	0%	3	27%
Not Economically Disadvantaged	68	49	8	16%	18	37%	17	35%	6	12%	23	47%
Not Migrant	77	60	13	22%	21	35%	20	33%	6	10%	26	43%
Not Homeless	75	60	13	22%	21	35%	20	33%	6	10%	26	43%
Not in Foster Care	77	60	13	22%	21	35%	20	33%	6	10%	26	43%
Parent Not in Armed Forces	77	60	13	22%	21	35%	20	33%	6	10%	26	43%

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

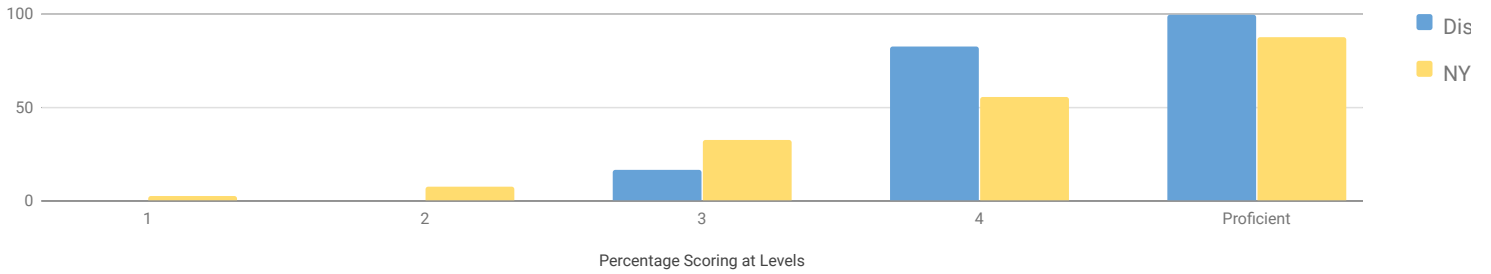
Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
			Grade 4	7	106	0	0%	0	0%	18	17%	88
Grade 8	66	71	4	6%	8	11%	45	63%	14	20%	59	83%
Regents 8	0	61	0	0%	0	0%	1	2%	60	98%	61	100%
Combined 8	66	132	4	3%	8	6%	46	35%	74	56%	120	91%
Grades 4&8	73	238	4	2%	8	3%	64	27%	162	68%	226	95%

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

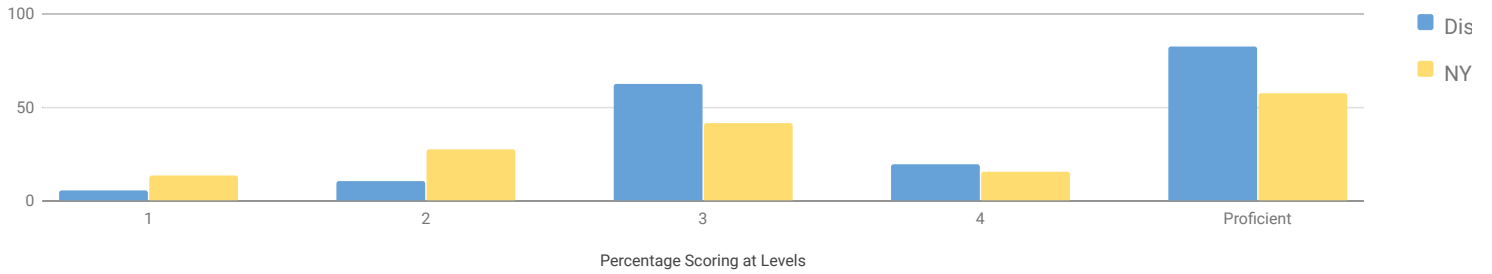
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 90

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	106	0	0%	0	0%	18	17%	88	83%	106	100%
General Education	5	98	0	0%	0	0%	15	15%	83	85%	98	100%
Students with Disabilities	2	8	0	0%	0	0%	3	38%	5	63%	8	100%
Asian or Native Hawaiian/Other Pacific Islander	0	6	0	0%	0	0%	1	17%	5	83%	6	100%
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	22	0	0%	0	0%	6	27%	16	73%	22	100%
White	5	71	0	0%	0	0%	11	15%	60	85%	71	100%
Multiracial	—	6	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	7	0	0%	0	0%	0	0%	7	100%	7	100%
Female	2	42	0	0%	0	0%	6	14%	36	86%	42	100%
Male	5	64	0	0%	0	0%	12	19%	52	81%	64	100%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	103	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	13	0	0%	0	0%	3	23%	10	77%	13	100%
Not Economically Disadvantaged	6	93	0	0%	0	0%	15	16%	78	84%	93	100%
Not Migrant	7	106	0	0%	0	0%	18	17%	88	83%	106	100%
Not Homeless	7	106	0	0%	0	0%	18	17%	88	83%	106	100%
Not in Foster Care	7	106	0	0%	0	0%	18	17%	88	83%	106	100%
Parent Not in Armed Forces	7	106	0	0%	0	0%	18	17%	88	83%	106	100%

GRADE 8 SCIENCE RESULTS

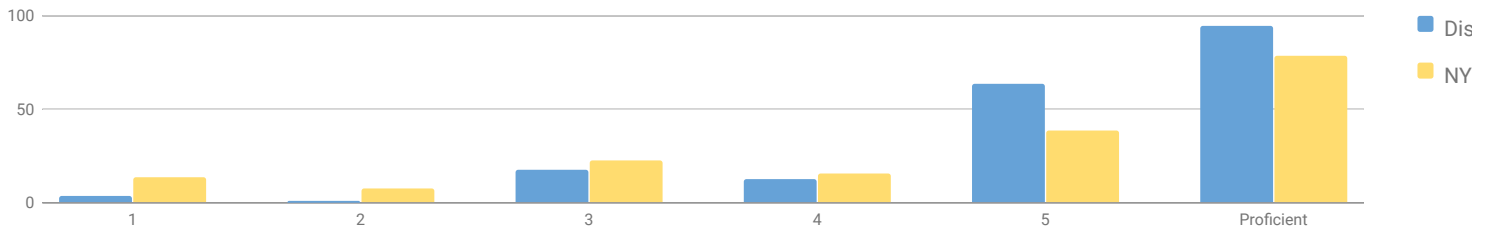


MEAN SCORE: 75

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	66	71	4	6%	8	11%	45	63%	14	20%	59	83%
General Education	63	56	1	2%	5	9%	37	66%	13	23%	50	89%
Students with Disabilities	3	15	3	20%	3	20%	8	53%	1	7%	9	60%
Asian or Native Hawaiian/Other Pacific Islander	5	5	1	20%	1	20%	1	20%	2	40%	3	60%
Black or African American	1	6	0	0%	2	33%	4	67%	0	0%	4	67%
Hispanic or Latino	5	21	2	10%	0	0%	15	71%	4	19%	19	90%
White	53	39	1	3%	5	13%	25	64%	8	21%	33	85%
Female	37	37	2	5%	7	19%	25	68%	3	8%	28	76%
Male	29	34	2	6%	1	3%	20	59%	11	32%	31	91%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	68	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	4	16	3	19%	4	25%	7	44%	2	13%	9	56%
Not Economically Disadvantaged	62	55	1	2%	4	7%	38	69%	12	22%	50	91%
Not Migrant	66	71	4	6%	8	11%	45	63%	14	20%	59	83%
Homeless	—	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	69	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	66	71	4	6%	8	11%	45	63%	14	20%	59	83%
Parent Not in Armed Forces	66	71	4	6%	8	11%	45	63%	14	20%	59	83%

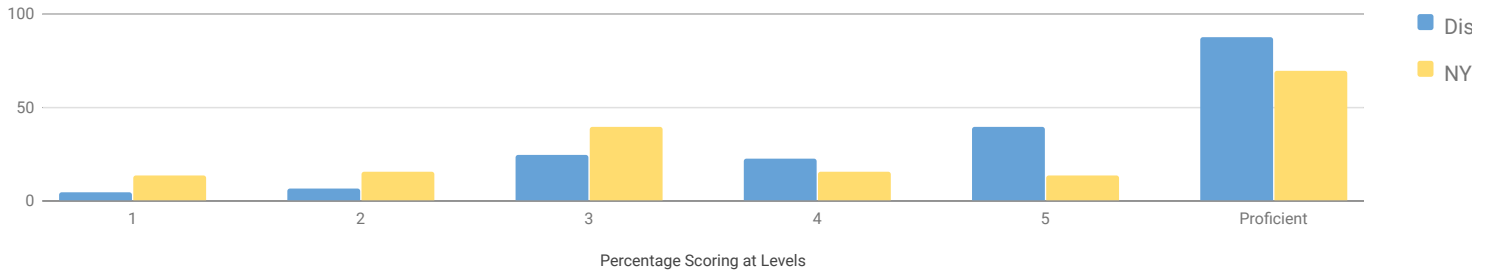
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS ENGLISH (2017-18)



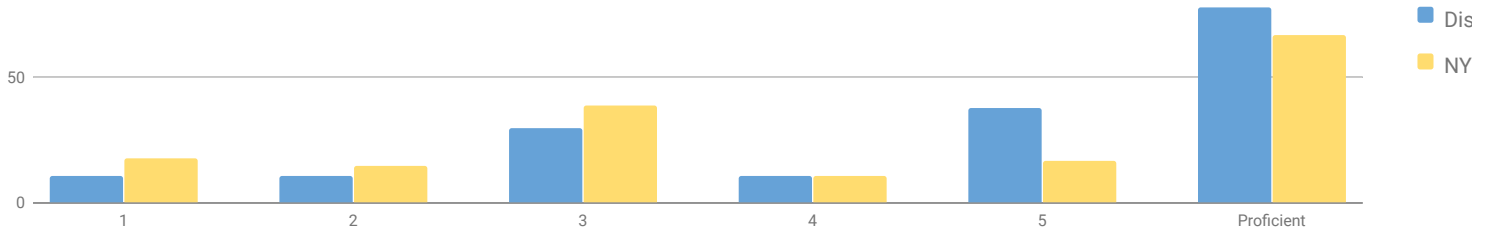
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	5	4%	1	1%	21	18%	15	13%	74	64%	110	95%
General Education	94	2	2%	1	1%	10	11%	12	13%	69	73%	91	97%
Students with Disabilities	22	3	14%	0	0%	11	50%	3	14%	5	23%	19	86%
Asian or Native Hawaiian/Other Pacific Islander	10	2	20%	0	0%	2	20%	1	10%	5	50%	8	80%
Black or African American	6	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	32	1	3%	1	3%	8	25%	7	22%	15	47%	30	94%
White	65	1	2%	0	0%	9	14%	6	9%	49	75%	64	98%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	1	11%	0	0%	2	22%	1	11%	5	56%	8	89%
Female	50	2	4%	1	2%	6	12%	7	14%	34	68%	47	94%
Male	66	3	5%	0	0%	15	23%	8	12%	40	61%	63	95%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	114	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	23	1	4%	0	0%	6	26%	5	22%	11	48%	22	96%
Not Economically Disadvantaged	93	4	4%	1	1%	15	16%	10	11%	63	68%	88	95%
Not Migrant	116	5	4%	1	1%	21	18%	15	13%	74	64%	110	95%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	115	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	116	5	4%	1	1%	21	18%	15	13%	74	64%	110	95%
Parent Not in Armed Forces	116	5	4%	1	1%	21	18%	15	13%	74	64%	110	95%

ANNUAL REGENTS ALGEBRA I (2017-18)



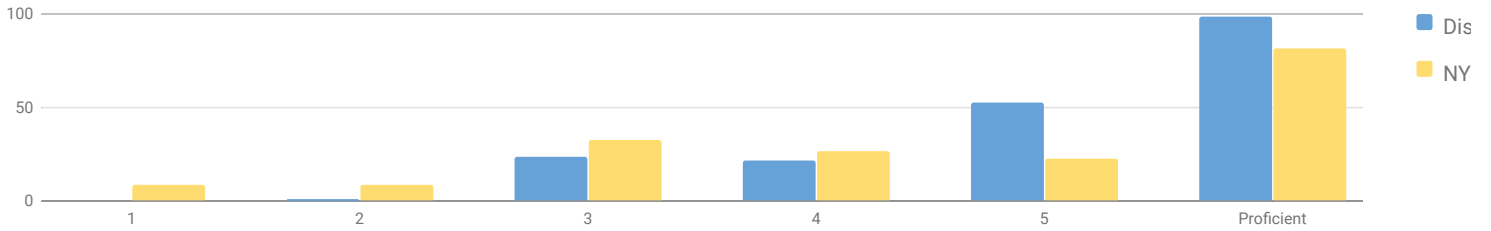
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	181	9	5%	13	7%	45	25%	41	23%	73	40%	159	88%
General Education	155	4	3%	6	4%	36	23%	37	24%	72	46%	145	94%
Students with Disabilities	26	5	19%	7	27%	9	35%	4	15%	1	4%	14	54%
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	0	0%	2	18%	2	18%	7	64%	11	100%
Black or African American	7	1	14%	0	0%	1	14%	3	43%	2	29%	6	86%
Hispanic or Latino	39	4	10%	7	18%	14	36%	10	26%	4	10%	28	72%
White	116	4	3%	5	4%	25	22%	26	22%	56	48%	107	92%
Multiracial	8	0	0%	1	13%	3	38%	0	0%	4	50%	7	88%
Female	89	2	2%	6	7%	24	27%	20	22%	37	42%	81	91%
Male	92	7	8%	7	8%	21	23%	21	23%	36	39%	78	85%
English Language Learners	7	1	14%	0	0%	3	43%	2	29%	1	14%	6	86%
Non-English Language Learners	174	8	5%	13	7%	42	24%	39	22%	72	41%	153	88%
Economically Disadvantaged	37	4	11%	6	16%	13	35%	11	30%	3	8%	27	73%
Not Economically Disadvantaged	144	5	3%	7	5%	32	22%	30	21%	70	49%	132	92%
Not Migrant	181	9	5%	13	7%	45	25%	41	23%	73	40%	159	88%
Homeless	3	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	178	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	181	9	5%	13	7%	45	25%	41	23%	73	40%	159	88%
Parent Not in Armed Forces	181	9	5%	13	7%	45	25%	41	23%	73	40%	159	88%

ANNUAL REGENTS GEOMETRY (2017-18)



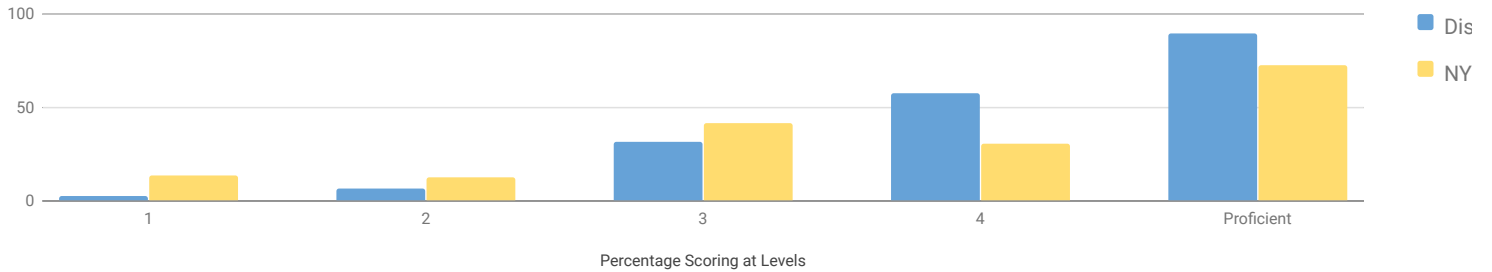
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	114	12	11%	13	11%	34	30%	12	11%	43	38%	89	78%
General Education	104	10	10%	9	9%	30	29%	12	12%	43	41%	85	82%
Students with Disabilities	10	2	20%	4	40%	4	40%	0	0%	0	0%	4	40%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	5	1	20%	1	20%	0	0%	1	20%	2	40%	3	60%
Hispanic or Latino	24	4	17%	5	21%	10	42%	1	4%	4	17%	15	63%
White	80	6	8%	6	8%	24	30%	10	13%	34	43%	68	85%
Multiracial	3	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	1	20%	1	20%	0	0%	0	0%	3	60%	3	60%
Female	53	5	9%	5	9%	18	34%	4	8%	21	40%	43	81%
Male	61	7	11%	8	13%	16	26%	8	13%	22	36%	46	75%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	112	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	19	4	21%	7	37%	6	32%	2	11%	0	0%	8	42%
Not Economically Disadvantaged	95	8	8%	6	6%	28	29%	10	11%	43	45%	81	85%
Not Migrant	114	12	11%	13	11%	34	30%	12	11%	43	38%	89	78%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	113	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	114	12	11%	13	11%	34	30%	12	11%	43	38%	89	78%
Parent Not in Armed Forces	114	12	11%	13	11%	34	30%	12	11%	43	38%	89	78%

ANNUAL REGENTS ALGEBRA II (2017-18)



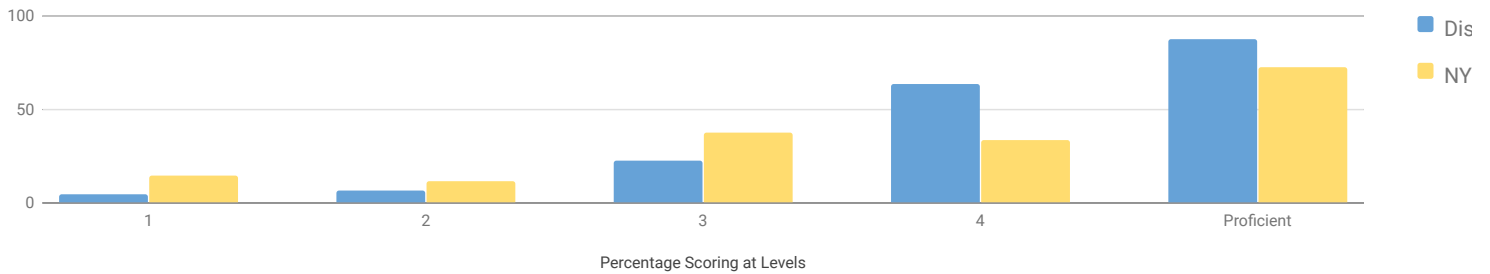
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	76	0	0%	1	1%	18	24%	17	22%	40	53%	75	99%
General Education	73	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	1	11%	1	11%	7	78%	9	100%
Black or African American	6	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	13	0	0%	0	0%	3	23%	5	38%	5	38%	13	100%
White	47	0	0%	1	2%	13	28%	9	19%	24	51%	46	98%
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	7	0	0%	0	0%	1	14%	2	29%	4	57%	7	100%
Female	37	0	0%	1	3%	11	30%	7	19%	18	49%	36	97%
Male	39	0	0%	0	0%	7	18%	10	26%	22	56%	39	100%
English Language Learners	1	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	75	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	8	0	0%	0	0%	4	50%	2	25%	2	25%	8	100%
Not Economically Disadvantaged	68	0	0%	1	1%	14	21%	15	22%	38	56%	67	99%
Not Migrant	76	0	0%	1	1%	18	24%	17	22%	40	53%	75	99%
Not Homeless	76	0	0%	1	1%	18	24%	17	22%	40	53%	75	99%
Not in Foster Care	76	0	0%	1	1%	18	24%	17	22%	40	53%	75	99%
Parent Not in Armed Forces	76	0	0%	1	1%	18	24%	17	22%	40	53%	75	99%

ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)



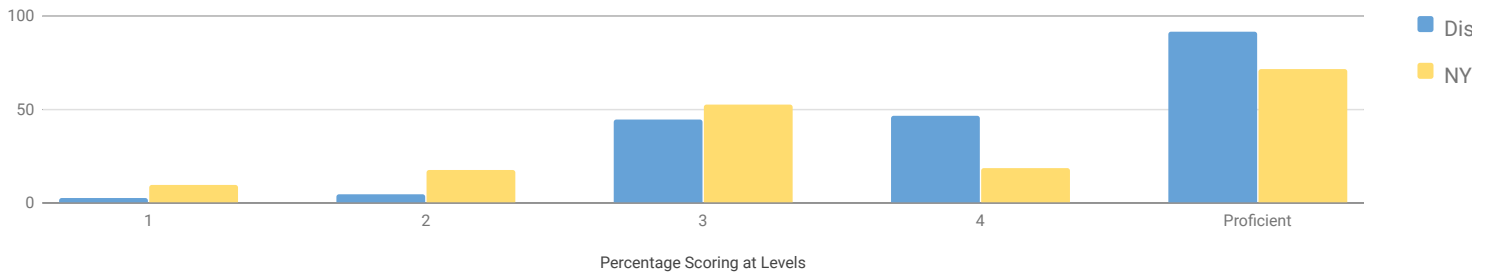
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	145	5	3%	10	7%	46	32%	84	58%	130	90%
General Education	121	0	0%	1	1%	40	33%	80	66%	120	99%
Students with Disabilities	24	5	21%	9	38%	6	25%	4	17%	10	42%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	2	33%	4	67%	6	100%
Black or African American	5	0	0%	1	20%	1	20%	3	60%	4	80%
Hispanic or Latino	17	3	18%	3	18%	5	29%	6	35%	11	65%
White	110	2	2%	6	5%	34	31%	68	62%	102	93%
Multiracial	7	0	0%	0	0%	4	57%	3	43%	7	100%
Female	72	3	4%	5	7%	24	33%	40	56%	64	89%
Male	73	2	3%	5	7%	22	30%	44	60%	66	90%
English Language Learners	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	144	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	22	3	14%	5	23%	7	32%	7	32%	14	64%
Not Economically Disadvantaged	123	2	2%	5	4%	39	32%	77	63%	116	94%
Not Migrant	145	5	3%	10	7%	46	32%	84	58%	130	90%
Homeless	1	-	-	-	-	-	-	-	-	-	-
Not Homeless	144	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	145	5	3%	10	7%	46	32%	84	58%	130	90%
Parent Not in Armed Forces	145	5	3%	10	7%	46	32%	84	58%	130	90%

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



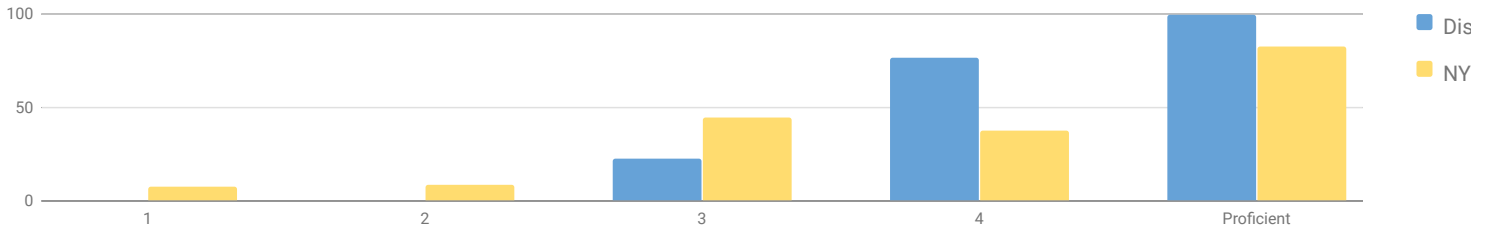
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	107	5	5%	8	7%	25	23%	69	64%	94	88%
General Education	101	4	4%	6	6%	22	22%	69	68%	91	90%
Students with Disabilities	6	1	17%	2	33%	3	50%	0	0%	3	50%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—
Black or African American	5	0	0%	1	20%	0	0%	4	80%	4	80%
Hispanic or Latino	25	4	16%	5	20%	7	28%	9	36%	16	64%
White	69	1	1%	1	1%	17	25%	50	72%	67	97%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	1	13%	1	13%	6	75%	7	88%
Female	52	2	4%	5	10%	10	19%	35	67%	45	87%
Male	55	3	5%	3	5%	15	27%	34	62%	49	89%
English Language Learners	5	2	40%	0	0%	2	40%	1	20%	3	60%
Non-English Language Learners	102	3	3%	8	8%	23	23%	68	67%	91	89%
Economically Disadvantaged	17	1	6%	5	29%	7	41%	4	24%	11	65%
Not Economically Disadvantaged	90	4	4%	3	3%	18	20%	65	72%	83	92%
Not Migrant	107	5	5%	8	7%	25	23%	69	64%	94	88%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	106	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	107	5	5%	8	7%	25	23%	69	64%	94	88%
Parent Not in Armed Forces	107	5	5%	8	7%	25	23%	69	64%	94	88%

ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)



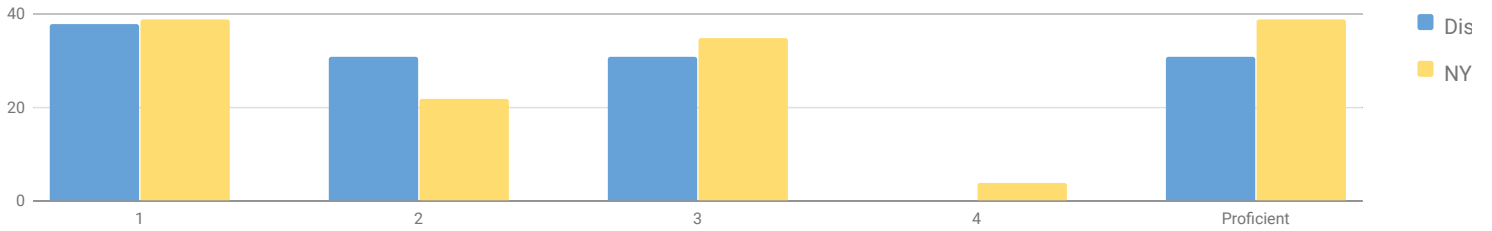
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	74	2	3%	4	5%	33	45%	35	47%	68	92%
General Education	68	1	1%	3	4%	30	44%	34	50%	64	94%
Students with Disabilities	6	1	17%	1	17%	3	50%	1	17%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	0	0%	2	29%	5	71%	7	100%
Black or African American	4	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	19	1	5%	3	16%	10	53%	5	26%	15	79%
White	43	1	2%	1	2%	18	42%	23	53%	41	95%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	5	0	0%	0	0%	3	60%	2	40%	5	100%
Female	31	1	3%	2	6%	17	55%	11	35%	28	90%
Male	43	1	2%	2	5%	16	37%	24	56%	40	93%
Non-English Language Learners	74	2	3%	4	5%	33	45%	35	47%	68	92%
Economically Disadvantaged	11	0	0%	2	18%	6	55%	3	27%	9	82%
Not Economically Disadvantaged	63	2	3%	2	3%	27	43%	32	51%	59	94%
Not Migrant	74	2	3%	4	5%	33	45%	35	47%	68	92%
Not Homeless	74	2	3%	4	5%	33	45%	35	47%	68	92%
Not in Foster Care	74	2	3%	4	5%	33	45%	35	47%	68	92%
Parent Not in Armed Forces	74	2	3%	4	5%	33	45%	35	47%	68	92%

ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	64	0	0%	0	0%	15	23%	49	77%
General Education	63	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	0	0%	1	14%	6	86%	7	100%
Black or African American	3	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	7	0	0%	0	0%	2	29%	5	71%	7	100%
White	45	0	0%	0	0%	9	20%	36	80%	45	100%
Multiracial	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	0	0%	0	0%	3	60%	2	40%	5	100%
Female	32	0	0%	0	0%	9	28%	23	72%	32	100%
Male	32	0	0%	0	0%	6	19%	26	81%	32	100%
English Language Learners	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	63	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	7	0	0%	0	0%	2	29%	5	71%	7	100%
Not Economically Disadvantaged	57	0	0%	0	0%	13	23%	44	77%	57	100%
Not Migrant	64	0	0%	0	0%	15	23%	49	77%	64	100%
Not Homeless	64	0	0%	0	0%	15	23%	49	77%	64	100%
Not in Foster Care	64	0	0%	0	0%	15	23%	49	77%	64	100%
Parent Not in Armed Forces	64	0	0%	0	0%	15	23%	49	77%	64	100%

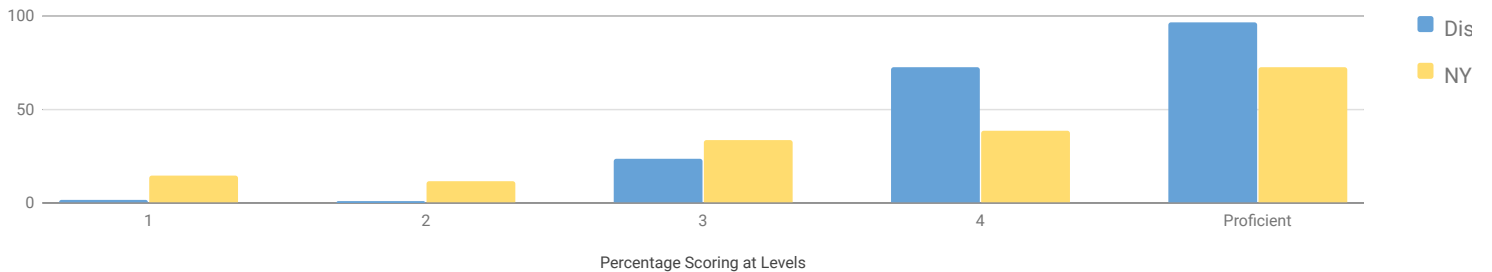
ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)



Percentage Scoring at Levels

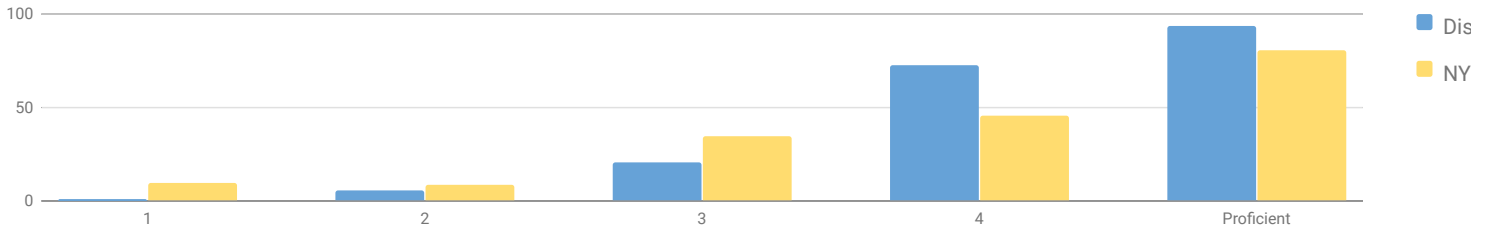
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	13	5	38%	4	31%	4	31%	0	0%	4	31%
General Education	6	2	33%	2	33%	2	33%	0	0%	2	33%
Students with Disabilities	7	3	43%	2	29%	2	29%	0	0%	2	29%
Black or African American	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	8	5	63%	2	25%	1	13%	0	0%	1	13%
White	4	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	0	0%	2	40%	3	60%	0	0%	3	60%
Female	7	2	29%	3	43%	2	29%	0	0%	2	29%
Male	6	3	50%	1	17%	2	33%	0	0%	2	33%
Non-English Language Learners	13	5	38%	4	31%	4	31%	0	0%	4	31%
Economically Disadvantaged	7	4	57%	2	29%	1	14%	0	0%	1	14%
Not Economically Disadvantaged	6	1	17%	2	33%	3	50%	0	0%	3	50%
Not Migrant	13	5	38%	4	31%	4	31%	0	0%	4	31%
Not Homeless	13	5	38%	4	31%	4	31%	0	0%	4	31%
Not in Foster Care	13	5	38%	4	31%	4	31%	0	0%	4	31%
Parent Not in Armed Forces	13	5	38%	4	31%	4	31%	0	0%	4	31%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	99	2	2%	1	1%	24	24%	72	73%
General Education	90	2	2%	0	0%	18	20%	70	78%	88	98%
Students with Disabilities	9	0	0%	1	11%	6	67%	2	22%	8	89%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	-	-	-	-	-	-	-
Black or African American	3	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	20	1	5%	0	0%	5	25%	14	70%	19	95%
White	70	1	1%	1	1%	17	24%	51	73%	68	97%
Multiracial	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	9	0	0%	0	0%	2	22%	7	78%	9	100%
Female	41	0	0%	0	0%	13	32%	28	68%	41	100%
Male	58	2	3%	1	2%	11	19%	44	76%	55	95%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	97	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	17	1	6%	0	0%	9	53%	7	41%	16	94%
Not Economically Disadvantaged	82	1	1%	1	1%	15	18%	65	79%	80	98%
Not Migrant	99	2	2%	1	1%	24	24%	72	73%	96	97%
Homeless	1	-	-	-	-	-	-	-	-	-	-
Not Homeless	98	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	99	2	2%	1	1%	24	24%	72	73%	96	97%
Parent Not in Armed Forces	99	2	2%	1	1%	24	24%	72	73%	96	97%

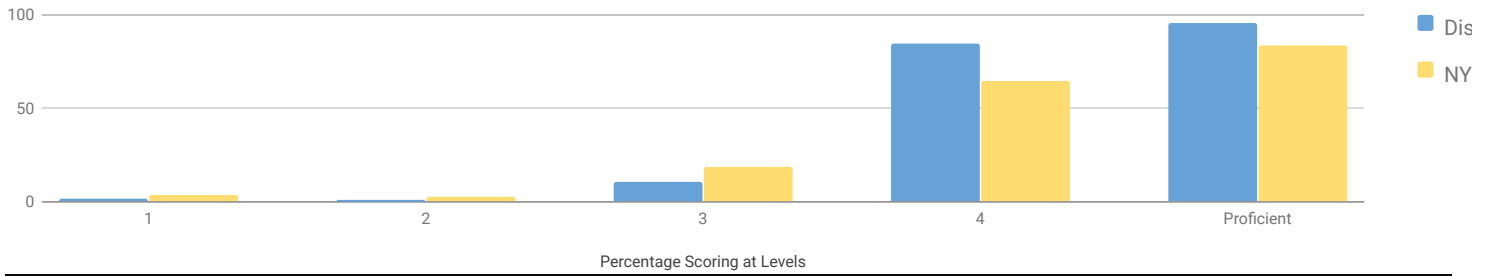
ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	124	1	1%	7	6%	26	21%	90	73%
General Education	101	0	0%	4	4%	15	15%	82	81%	97	96%
Students with Disabilities	23	1	4%	3	13%	11	48%	8	35%	19	83%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	1	8%	2	17%	9	75%	11	92%
Black or African American	5	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	34	1	3%	3	9%	11	32%	19	56%	30	88%
White	70	0	0%	3	4%	10	14%	57	81%	67	96%
Multiracial	3	-	-	-	-	-	-	-	-	-	-
Small Group Total	8	0	0%	0	0%	3	38%	5	63%	8	100%
Female	63	0	0%	1	2%	16	25%	46	73%	62	98%
Male	61	1	2%	6	10%	10	16%	44	72%	54	89%
English Language Learners	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	123	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	25	1	4%	2	8%	8	32%	14	56%	22	88%
Not Economically Disadvantaged	99	0	0%	5	5%	18	18%	76	77%	94	95%
Not Migrant	124	1	1%	7	6%	26	21%	90	73%	116	94%
Homeless	1	-	-	-	-	-	-	-	-	-	-
Not Homeless	123	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	124	1	1%	7	6%	26	21%	90	73%	116	94%
Parent Not in Armed Forces	124	1	1%	7	6%	26	21%	90	73%	116	94%

2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS

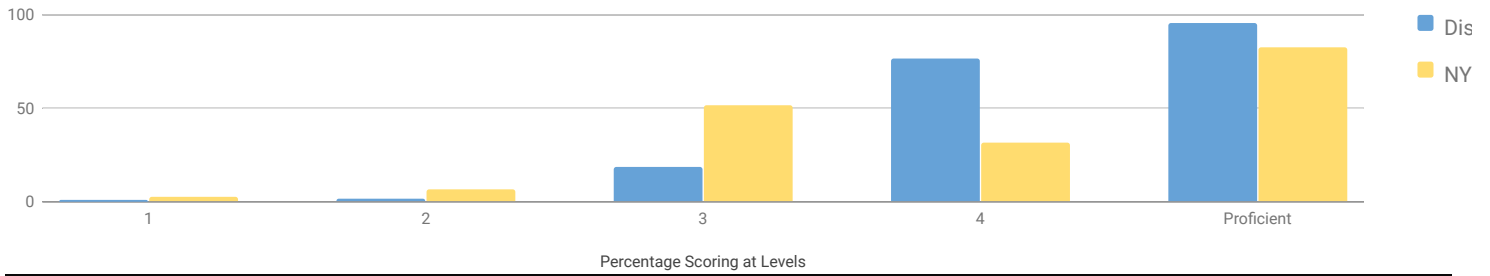
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Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	122	1	1%	121	99%	3	2%	1	1%	13	11%	104	85%	117	96%
General Education	103	0	0%	103	100%	0	0%	1	1%	6	6%	96	93%	102	99%
Students with Disabilities	19	1	5%	18	95%	3	16%	0	0%	7	37%	8	42%	15	79%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	24	0	0%	24	100%	1	4%	1	4%	5	21%	17	71%	22	92%
White	78	1	1%	77	99%	1	1%	0	0%	5	6%	71	91%	76	97%
Multiracial	9	0	0%	9	100%	1	11%	0	0%	1	11%	7	78%	8	89%
Small Group Total	11	0	0%	11	100%	0	0%	0	0%	2	18%	9	82%	11	100%
Female	61	0	0%	61	100%	1	2%	1	2%	3	5%	56	92%	59	97%
Male	61	1	2%	60	98%	2	3%	0	0%	10	16%	48	79%	58	95%
Non-English Language Learners	122	1	1%	121	99%	3	2%	1	1%	13	11%	104	85%	117	96%
Economically Disadvantaged	31	1	3%	30	97%	1	3%	0	0%	6	19%	23	74%	29	94%
Not Economically Disadvantaged	91	0	0%	91	100%	2	2%	1	1%	7	8%	81	89%	88	97%
Not Migrant	122	1	1%	121	99%	3	2%	1	1%	13	11%	104	85%	117	96%
Not Homeless	122	1	1%	121	99%	3	2%	1	1%	13	11%	104	85%	117	96%
Not in Foster Care	122	1	1%	121	99%	3	2%	1	1%	13	11%	104	85%	117	96%
Parent Not in Armed Forces	122	1	1%	121	99%	3	2%	1	1%	13	11%	104	85%	117	96%

2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

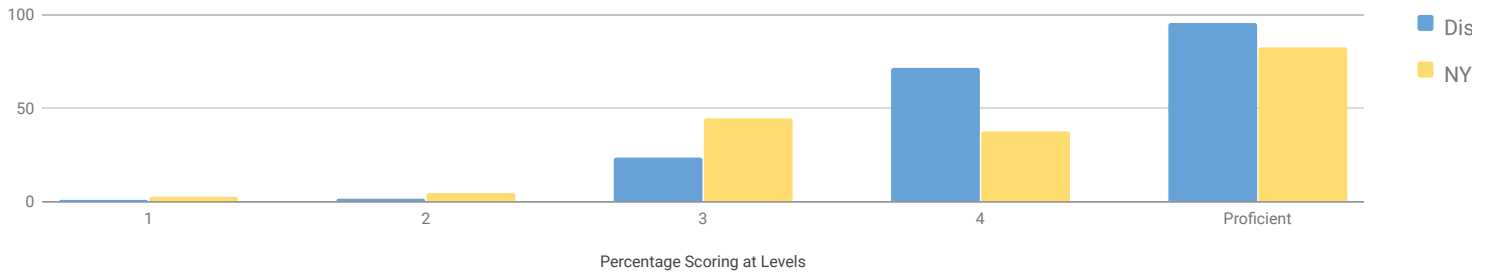
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Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	122	2	2%	120	98%	1	1%	2	2%	23	19%	94	77%	117	96%
General Education	103	0	0%	103	100%	0	0%	0	0%	12	12%	91	88%	103	100%
Students with Disabilities	19	2	11%	17	89%	1	5%	2	11%	11	58%	3	16%	14	74%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	24	0	0%	24	100%	0	0%	1	4%	10	42%	13	54%	23	96%
White	78	2	3%	76	97%	0	0%	1	1%	11	14%	64	82%	75	96%
Multiracial	9	0	0%	9	100%	1	11%	0	0%	1	11%	7	78%	8	89%
Small Group Total	11	0	0%	11	100%	0	0%	0	0%	1	9%	10	91%	11	100%
Female	61	0	0%	61	100%	1	2%	0	0%	11	18%	49	80%	60	98%
Male	61	2	3%	59	97%	0	0%	2	3%	12	20%	45	74%	57	93%
Non-English Language Learners	122	2	2%	120	98%	1	1%	2	2%	23	19%	94	77%	117	96%
Economically Disadvantaged	31	1	3%	30	97%	0	0%	1	3%	12	39%	17	55%	29	94%
Not Economically Disadvantaged	91	1	1%	90	99%	1	1%	1	1%	11	12%	77	85%	88	97%
Not Migrant	122	2	2%	120	98%	1	1%	2	2%	23	19%	94	77%	117	96%
Not Homeless	122	2	2%	120	98%	1	1%	2	2%	23	19%	94	77%	117	96%
Not in Foster Care	122	2	2%	120	98%	1	1%	2	2%	23	19%	94	77%	117	96%
Parent Not in Armed Forces	122	2	2%	120	98%	1	1%	2	2%	23	19%	94	77%	117	96%

2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE

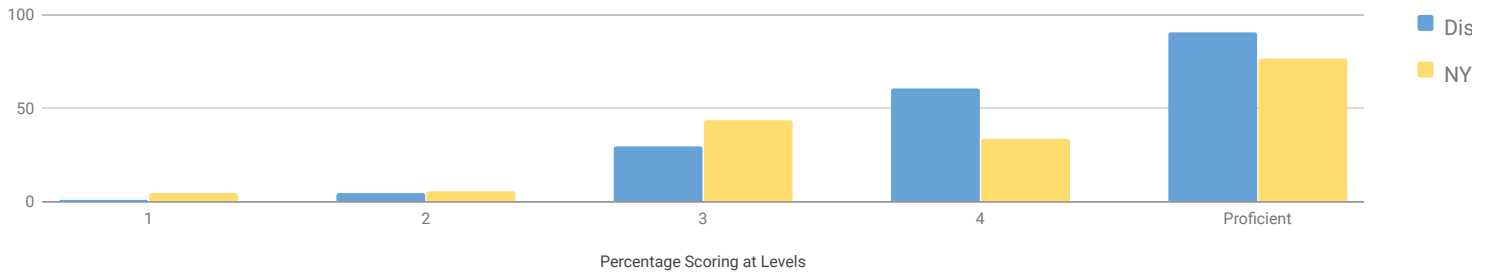
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Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	122	1	1%	121	99%	1	1%	3	2%	29	24%	88	72%
General Education	103	0	0%	103	100%	0	0%	0	0%	19	18%	84	82%	103	100%
Students with Disabilities	19	1	5%	18	95%	1	5%	3	16%	10	53%	4	21%	14	74%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	0	0%	24	100%	0	0%	1	4%	12	50%	11	46%	23	96%
White	78	1	1%	77	99%	0	0%	2	3%	14	18%	61	78%	75	96%
Multiracial	9	0	0%	9	100%	1	11%	0	0%	1	11%	7	78%	8	89%
Small Group Total	11	0	0%	11	100%	0	0%	0	0%	2	18%	9	82%	11	100%
Female	61	0	0%	61	100%	1	2%	0	0%	19	31%	41	67%	60	98%
Male	61	1	2%	60	98%	0	0%	3	5%	10	16%	47	77%	57	93%
Non-English Language Learners	122	1	1%	121	99%	1	1%	3	2%	29	24%	88	72%	117	96%
Economically Disadvantaged	31	1	3%	30	97%	0	0%	1	3%	15	48%	14	45%	29	94%
Not Economically Disadvantaged	91	0	0%	91	100%	1	1%	2	2%	14	15%	74	81%	88	97%
Not Migrant	122	1	1%	121	99%	1	1%	3	2%	29	24%	88	72%	117	96%
Not Homeless	122	1	1%	121	99%	1	1%	3	2%	29	24%	88	72%	117	96%
Not in Foster Care	122	1	1%	121	99%	1	1%	3	2%	29	24%	88	72%	117	96%
Parent Not in Armed Forces	122	1	1%	121	99%	1	1%	3	2%	29	24%	88	72%	117	96%

2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY

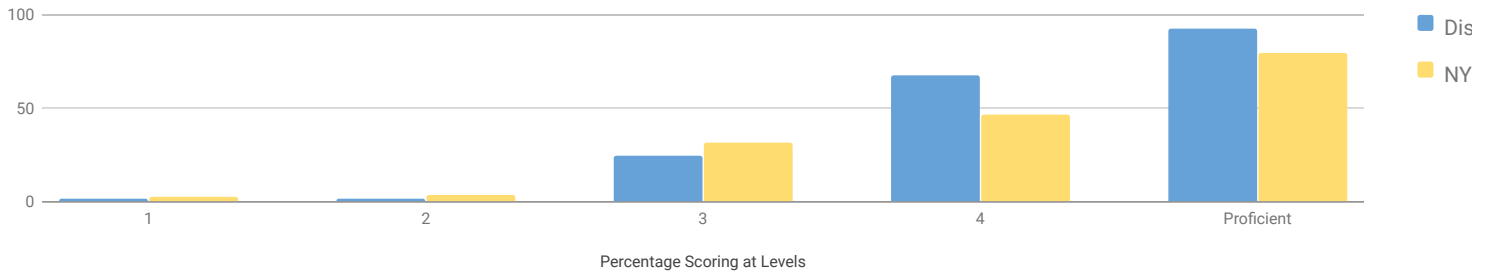
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Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	122	4	3%	118	97%	1	1%	6	5%	37	30%	74	61%	111	91%
General Education	103	1	1%	102	99%	0	0%	1	1%	29	28%	72	70%	101	98%
Students with Disabilities	19	3	16%	16	84%	1	5%	5	26%	8	42%	2	11%	10	53%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	24	0	0%	24	100%	1	4%	3	13%	13	54%	7	29%	20	83%
White	78	2	3%	76	97%	0	0%	3	4%	19	24%	54	69%	73	94%
Multiracial	9	1	11%	8	89%	0	0%	0	0%	1	11%	7	78%	8	89%
Small Group Total	11	1	9%	10	91%	0	0%	0	0%	4	36%	6	55%	10	91%
Female	61	2	3%	59	97%	0	0%	2	3%	20	33%	37	61%	57	93%
Male	61	2	3%	59	97%	1	2%	4	7%	17	28%	37	61%	54	89%
Non-English Language Learners	122	4	3%	118	97%	1	1%	6	5%	37	30%	74	61%	111	91%
Economically Disadvantaged	31	1	3%	30	97%	1	3%	3	10%	13	42%	13	42%	26	84%
Not Economically Disadvantaged	91	3	3%	88	97%	0	0%	3	3%	24	26%	61	67%	85	93%
Not Migrant	122	4	3%	118	97%	1	1%	6	5%	37	30%	74	61%	111	91%
Not Homeless	122	4	3%	118	97%	1	1%	6	5%	37	30%	74	61%	111	91%
Not in Foster Care	122	4	3%	118	97%	1	1%	6	5%	37	30%	74	61%	111	91%
Parent Not in Armed Forces	122	4	3%	118	97%	1	1%	6	5%	37	30%	74	61%	111	91%

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	122	4	3%	118	97%	2	2%	3	2%	30	25%	83	68%	113	93%
General Education	103	0	0%	103	100%	0	0%	1	1%	24	23%	78	76%	102	99%
Students with Disabilities	19	4	21%	15	79%	2	11%	2	11%	6	32%	5	26%	11	58%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	24	1	4%	23	96%	1	4%	2	8%	9	38%	11	46%	20	83%
White	78	2	3%	76	97%	1	1%	1	1%	17	22%	57	73%	74	95%
Multiracial	9	1	11%	8	89%	0	0%	0	0%	1	11%	7	78%	8	89%
Small Group Total	11	0	0%	11	100%	0	0%	0	0%	3	27%	8	73%	11	100%
Female	61	1	2%	60	98%	1	2%	1	2%	18	30%	40	66%	58	95%
Male	61	3	5%	58	95%	1	2%	2	3%	12	20%	43	70%	55	90%
Non-English Language Learners	122	4	3%	118	97%	2	2%	3	2%	30	25%	83	68%	113	93%
Economically Disadvantaged	31	2	6%	29	94%	1	3%	1	3%	12	39%	15	48%	27	87%
Not Economically Disadvantaged	91	2	2%	89	98%	1	1%	2	2%	18	20%	68	75%	86	95%
Not Migrant	122	4	3%	118	97%	2	2%	3	2%	30	25%	83	68%	113	93%
Not Homeless	122	4	3%	118	97%	2	2%	3	2%	30	25%	83	68%	113	93%
Not in Foster Care	122	4	3%	118	97%	2	2%	3	2%	30	25%	83	68%	113	93%
Parent Not in Armed Forces	122	4	3%	118	97%	2	2%	3	2%	30	25%	83	68%	113	93%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	7	0%	0%	0%	100%	0%
Grade 1	0	8	0%	0%	63%	38%	0%
Grade 2	0	9	0%	0%	44%	11%	44%
Grade 3	—	3	—	—	—	—	—
Grade 4	—	3	—	—	—	—	—
Grade 5	0	6	0%	17%	0%	50%	33%
Grade 6	—	4	—	—	—	—	—
Grade 7	—	3	—	—	—	—	—
Grade 8	—	4	—	—	—	—	—
Grade 9	—	4	—	—	—	—	—
Grade 10	—	2	—	—	—	—	—
Grade 11	—	2	—	—	—	—	—
Grade 12	—	1	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2017-18)

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

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

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The New York State School Report Card Fiscal Accountability Supplement for RYE NECK UFSD

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

2016-2017 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$23,344,508	\$7,296,818
	Pupils	1,597	176
	Expenditures Per Pupil	\$14,618	\$41,459
Similar District Group	Instructional Expenditures	\$5,546,093,857	\$2,132,428,823
	Pupils	370,408	52,314
	Expenditures Per Pupil	\$14,973	\$40,762
Total of All School Districts in NY State	Instructional Expenditures	\$33,589,192,945	\$15,340,293,380
	Pupils	2,646,512	467,779
	Expenditures Per Pupil	\$12,692	\$32,794
Similar District Group Description: Low Need/Resource Capacity			

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

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

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

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

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

2016-2017 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Total Expenditures Per Pupil	\$24,384	\$27,482	\$24,712

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

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

The New York State School Report Card Information about Students with Disabilities for RYE NECK UFSD

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

Student Counts as of October 4, 2017	This School District		Similar District Group	Total of All School Districts in NY State
	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
80% or more	101	60.84%	62.00%	58.68%
40% to 79%	54	32.53%	18.04%	11.47%
Less than 40%	6	3.61%	11.19%	19.09%
Separate Settings	5	3.01%	5.11%	5.34%
Other Settings	0	0.00%	3.66%	5.42%

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

School-age Students with Disabilities Classification Rate

2017-18 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	10.57%	12.53%	15.26%

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

Similar District Group Description: Low Need/Resource Capacity