



Adopted Budget FY 2018-19

Official Budget
April 17, 2018

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Board of **Education**



Patty Nashelsky	President
Deborah Aulfinger	Vice President
Allen Hodys	Trustee
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Rye Neck **Administration**

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

Rye Neck Administration

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

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 Guidance

Dr. Valerie Feit, Co-Director of Guidance

Than Harrington, Director of Facilities

Budget DATES

March 21

Presentation of the
Budget
9:00 am*

* (SNOW DATE

March 28, 9:00 am)

April 25

Budget Hearing
7:00 pm

April 11

Budget Hearing
7:00 pm

May 2

Final Budget
Hearing
9:00 am

April 17

Budget Adoption
9:00 am

May 15

Budget Vote
7 am – 9 pm
MS/HS Library



1.

Overview



2018-19
Official Budget

Dear Rye Neck Parents and Community Residents,

Crafting a school budget is a complex process, one that is driven by numerous state laws and mandates, contractual obligations, and other critical requirements. **Overall, we always keep three principles in mind: 1. Does the proposed budget provide adequate resources for students and staff? 2. Does the proposed budget demonstrate long-term financial thinking? 3. Does the proposed budget offer easily understood value for taxpayers?**

I have been a contributor in the creation of 28 consecutive Rye Neck school budgets and I firmly believe we have arrived at a financial plan for next year that meets the aforementioned goals.

The proposed budget for 2018-19 represents the seventh consecutive year in which the proposed budget falls below the New York State tax levy cap. In fact, to date, 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 concerns for Rye Neck's taxpayers.

Our proposed budget illustrates the district's commitment to comprehensive, student-focused instructional programs and preserves K-12 art and music programs, as well as athletic and extracurricular activities. Thanks to our community's support to approve the district's capital improvement referendum, we have allocated resources to expand our STEAM (science, technology, engineering, arts and mathematics) programs, which will provide students with additional tools and opportunities to succeed and thrive in a rapidly changing world. Additionally, we are committed to preserving schoolwide enrichment opportunities and providing cutting edge, research-based learning initiatives for students and staff.

The continuous support of our residents and the tireless efforts of our educators and families have helped to drive successful outcomes each year. Our students rank within the top tier of academic achievers in the state and receive local and regional recognition in the arts and athletics. Our graduates attend some of the most competitive schools in the nation, and our Class of 2018, which will be the 123rd graduating class since our school district was established, is poised to do the same.

Our staff and students' safety remains our highest priority, and this budget reflects these concerns. We have accounted for a full-time safety monitor at each elementary school and have made an ongoing investment in building and communication technology to enhance educational and security programs. The budget also maintains a favorable support staff ratio for nurses, guidance counselors and psychologists.

As your Superintendent, I believe this budget supports a full range of programs for all levels and meets the community's strong desire to preserve the excellent quality of instruction and student experience in our schools, while also addressing enrollment and program driven staffing needs.

Please mark your calendars and please remember to vote on Tuesday, May 15 from 7 a.m. to 9 p.m. at the Rye Neck Middle/High School Library.

Sincerely,

**Dr. Barbara Ferraro,
Superintendent of Schools**



The 2018-19 Budget Achieves the following **GOALS**

Tax Cap

The proposed levy for the budget is **below** the tax cap

Programs

Preserves & improves instructional programs

Staffing

Addresses enrollment and programmatic driven staffing needs



Budget **FACTS**

- ▶ Budget expenditures **increased** by \$1,254,222 in the 2018-19 proposed operating budget
- ▶ Overall spending is **increasing** by 3.13% over 2017-18
- ▶ The proposed tax levy increase of 3.11% will be **under the tax levy cap**



Continuing our **COMMITMENT**

- ▶ A broadly resourced, highly personalized K-12 program
- ▶ Comprehensive student focused instructional program
- ▶ Cutting edge, research-based learning initiatives for students & staff
- ▶ Efficient resource management
- ▶ Exceeding all state standards and mandates

Focus on Security Measures



Safety/Security Staff

Full-time safety monitor at each elementary school.

Technology

Investment in advanced building & communication technology.

Training

Security training & drills. Staff devt regarding student needs

Exterior Spaces

Gates, Access Control, Lighting, Fencing/Barriers



Planning for ENROLLMENT & PROGRAMMING needs

- ▶ Projected overall enrollment to decrease by 1% to 1,591 for the 18/19 school year.
- ▶ Projected MS/HS enrollment will **increase by 6%** for the 18/19 school year.
- ▶ This budget preserves favorable class size and provides comprehensive programs at all levels.
- ▶ Maintains favorable support staff ratio for nurses, guidance counselors and psychologists.



BUDGET GOALS



1

Provide opportunities for ALL students

2

Propose a budget that is at or below the tax cap

3

Invest in technology to enhance security and educational programs

This budget **PRESERVES**



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

2.

FINANCIAL



2018-19
Official Budget

\$ 41,374,222

2018-19 budget

\$ 1,254,222 increase

Budget change in \$ (from 2017-18 budget)

3.13% increase

Budget change in % (from 2017-18 budget)

Estimated **TAX LEVY & TAX RATE** Change

Tax Levy Change:

- ▶ \$1,125,115
- ▶ 3.11%

Est. Tax Rate Change:

- ▶ Rye Town -2.25%
- ▶ Rye City 1.58%

Tax Levy Limit Calculation Worksheet for School Year 2018-19

BASIC FORMULA		
Prior Year Tax Levy (2017-18)		36,205,473
Tax Base Growth Factor (ORPS)	x	<div style="border-bottom: 1px solid black; display: inline-block; margin-right: 10px;">1.0022</div>
		36,285,125
<u>Prior Year Exemptions:</u>		
Debt Service	1,465,825	
Building Aid	<div style="border-bottom: 1px solid black;">(359,462)</div>	
	1,106,363	- <div style="border-bottom: 1px solid black; display: inline-block; margin-right: 10px;">1,106,363</div>
Adjusted Prior Year Levy		35,178,762
Allowable Growth Factor (Lesser of CPI or 2%)	x	<div style="border-bottom: 1px solid black; display: inline-block; margin-right: 10px;">2.00%</div>
Tax Levy Limit Before Exclusions:		35,882,337
+ EXCLUSIONS		
Available Carryover (none for initial year)	+	-
<u>Current Year Exemptions (2018-19)</u>		
Debt Service	1,766,856	
Building Aid	<div style="border-bottom: 1px solid black;">(318,605)</div>	
	1,448,251	+ 1,448,251
Pensions – no exclusions		
Tax Levy Limit With Exclusions		37,330,588
Tax Cap Limit		1,125,115
Tax Cap Levy Percentage		3.11%



The Tax Levy Cap – how can it exceed 2% and still be under the cap?



Formula Exemptions

Debt Service

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

Prior Year's Levy Caps

Year	Taxy Levy Cap
2017-18	0.72%
2016-17	0.33%
2015-16	0.71%

REVENUE Chart

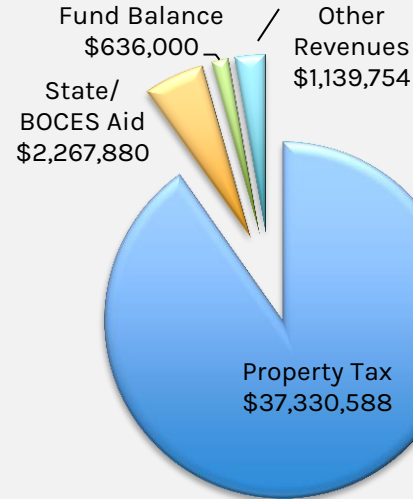


Category	2018-19 Proposed	Percentage of Total
Property Tax	37,330,588	90%
Estimated State Aid	1,974,336	5%
Appropriated Fund Balance	636,000	2%
Interfund Transfer	535,000	1%
County Sales Tax	450,000	1%
Federal/BOCES Aid	293,544	1%
Other Sources	154,754	<1%
Total	41,374,222	100%

REVENUE update

- ▶ State/BOCES aid is projected to increase by \$49K
- ▶ Debt Service reserve provides \$75K in support of the budget
- ▶ Use of ERS Reserve decreases by \$12K to match the projected ERS pension expense
- ▶ The allowable levy increase was 3.11% or \$1.1M

2018-19 Projected Revenues



District Reserve Funds

RESERVE FUNDS - Proposed Disposition Schedule

updated March 2018

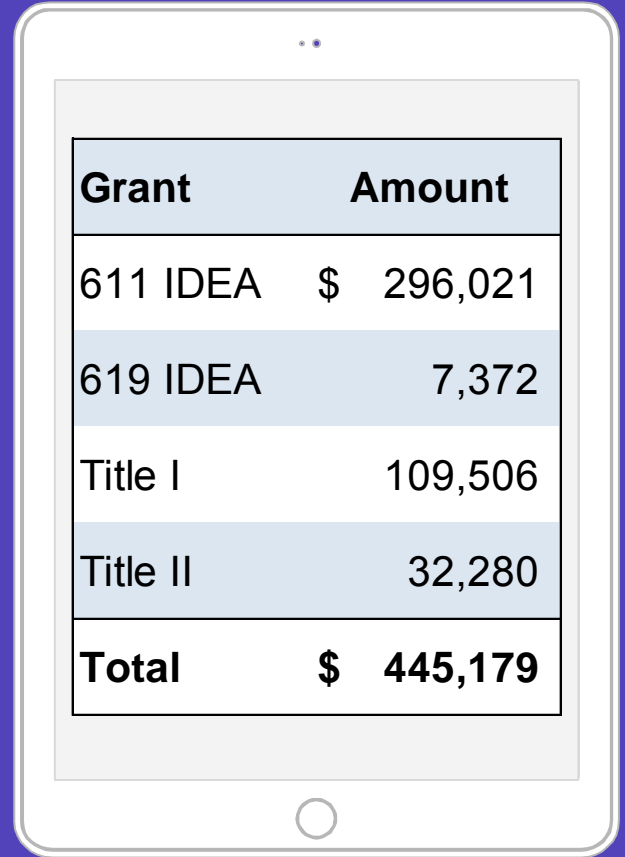
Transfer to General Fund Budget

Fund	Statutory Authorization	Balance at 6/30/2017	est. use for 2018-19 Budget	Year 1	Year 2	Year 3	Year 4	Year 5	Summary
				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	Estimated Balance 2023-24
Retirement Contribution (ERS)	GML § 6-r	3,458,718	460,000	500,000	500,000	510,000	510,000	510,000	468,718
Certiorari Reserve	Educ. Law, § 3651.1-a	1,771,950	300,000	300,000	300,000	300,000	300,000	270,000	1,950
Debt Service Fund *** *** est. @ 3/2018 - pending project completion	GML § 6-l	150,000	75,000	75,000	-	-	-	-	-
Transfer to General Fund		5,380,668	835,000	875,000	800,000	810,000	810,000	780,000	470,668
Reserves LESS amount transferred to General Fund (running balance in reserves)		5,380,668	4,545,668	3,670,668	2,870,668	2,060,668	1,250,668	470,668	



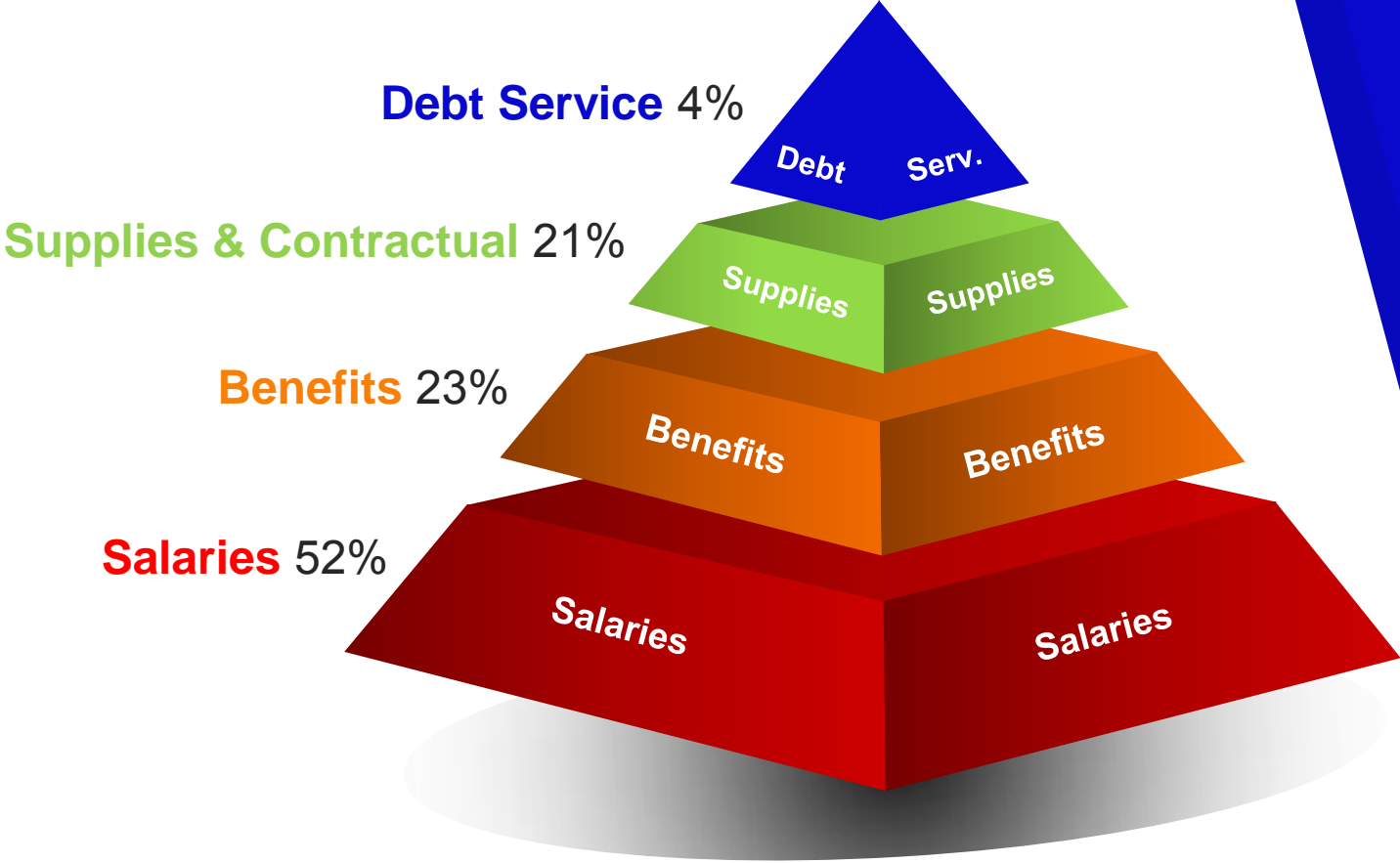
GRANT FUNDING FOR 2017-18

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



Grant	Amount
611 IDEA	\$ 296,021
619 IDEA	7,372
Title I	109,506
Title II	32,280
Total	\$ 445,179

EXPENSE Chart





Projected EXPENSES

Category	2018-19 Proposed	Percentage of the Total
Salaries	21,424,008	52%
Benefits	9,667,302	23%
Equip/Supplies/Services/Text	3,931,013	10%
BOCES	2,441,971	6%
Debt Service	1,766,855	4%
Transportation	936,307	2%
Utilities	684,000	2%
Special Accounts (legal, auditing, insurance)	522,766	1%
Total	41,374,222	100%

**Salaries +
Benefits =
75%**

Areas of Major Change in the Proposed 2018-19 Budget



Expenditure	Change in 2018-19 Proposed Budget
BOCES Services	418,019
Debt Service	301,030
Health Benefits	217,770
Pension (ERS & TRS)	173,555
Salaries	(100,662)

Projected **PERSONNEL** changes

School or Location	Position	Full or Part Time
Special Education	Teaching Assistants (DW)	2.00
Athletics	Modified Sports	0.50
Middle School	Special/Elective	0.33
Middle School	World Language Teacher	0.20
Various reductions	Clerical, FTE changes	(1.00)
New Staffing Total		2.03

Elementary Schools will both have full time safety personnel. This will be a re-allocation of existing personnel.

RyeNeck Schools

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Projected **ENROLLMENT**

School	2017-18 Actual	2018-19 Projected	Change
Daniel Warren	349	331	(18)
FE Bellows	391	339	(52)
Middle School *	416	448	32
High School *	457	473	16
Total	1,613	1,591	(22)

*** The MS/HS enrollment is increasing by 5.5%**



Projected **CLASS SIZE**

Estimates



Grade	17-18 Enrollment	17-18 Sections	17-18 Class size	18-19 Enrollment	18-19 Sections	18-19 Class size
K	99	5	19-21	100	5	19-21
1	132	6	21-23	99	5	19-20
2	118	6	19-21	132	6	21-23
3	109	5	20-22	118	6	19-20
4	112	6	18-20	109	5	22-23
5	170	7	24-26	112	6	19-20

3.

TAX INFORMATION

RyeNeck Schools
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2018-19
Official Budget



2018-19 Budget Facts

Projected Tax Levy Cap 3.11%
As per formula, with exemptions

Projected Spending Increase 3.13%
Preserves programs and present
student-teacher ratios

 **Under the cap**

Estimated Tax Rate Change

Rye Town	-2.25%	Rye City	1.58%
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2018-19 Budget – At A Glance

Spending

Budget Change
3.13%

Total Budget
\$41,374,222

Change in Budget
\$1,254,222

Tax Levy

Total Tax Levy
\$37,330,588

Change in Tax Levy
\$1,125,115

% change in tax levy
3.11%

Est Tax Rate Change

Rye Town
-2.25%

Rye City
1.58%

What **FACTORS** influence the tax rate change?

The proposed budget and changes in:

- Expenditures
- Revenues

Changes in equalization rate

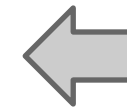
Rate is set each year by NYS Office of Real Property Services

Changes in assessments

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

Effects of Equalization & Assessment on the 2018/19 estimated tax rate change

Category	Rye Town	Rye City
Change in Equalization Rate	- 1.24%	2.64%
Change in Assessments	-4.11%	-4.17%
Sub-total: “Built-in” changes to the tax rate for 2018/19	-5.35%	-1.53%
Amount as a result of budget & revenue changes	3.10%	3.11%
Draft 2018/19 tax rate change	-2.25%	1.58%



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 **2017** and **2018**.

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

<http://admin.ryeneck.org/rn-webapplications/2018-taxcalculator/taxcalculator.htm>

4.

APPENDIX



2018-19 Proposed Budget

Comparison of **REVENUES**

<u>Category</u>	<u>Budget</u> <u>2017-18</u>	<u>Proposed</u> <u>2018-19</u>	<u>%</u> <u>Change</u>	<u>\$</u> <u>Change</u>
Fund Balance July 1	636,000	636,000	0%	-
Property Tax	36,205,473	37,330,588	3%	1,125,115
County Sales Tax	415,000	450,000	8%	35,000
Interfund Transfer-DS,ERS	567,387	560,000	-1%	(7,387)
Estimated State Aid	1,968,386	1,974,336	0%	5,950
Federal/BOCES Aid	250,000	293,544	17%	43,544
Other Sources*	77,754	129,754	67%	52,000
Total	40,120,000	41,374,222	3%	1,254,222

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

Analysis of State Aid Estimates for 2018-19 based on Executive Budget

Aid Category	Budgeted	Estimated	Gov. Proposal	Change
	2017-18	2017-18	2018-19	
Foundation	1,300,000	1,328,174	1,331,494	31,494
BOCES *	250,000	273,400	293,544	43,544
High Excess cost *	50,000	65,056	61,694	11,694
Private excess cost *	14,587	15,190	15,879	1,292
Hardware & Technology *	4,655	4,655	3,030	(1,625)
Software/Lib/Txtbk *	139,164	140,620	136,594	(2,570)
Transportation *	115,000	148,122	106,905	(8,095)
GAP elim Adj	-	-	-	-
GEA restoration	-	-	-	-
Subtotal	1,873,406	1,975,217	1,949,140	75,734
Building Aid	344,980	343,447	318,740	(26,240)
Total	2,218,386	2,318,664	2,267,880	49,494

Expenditures

<u>Category</u>	<u>2017-18</u>	<u>2018-19</u>	<u>18/19</u> <u>% Change</u>	<u>18/19</u> <u>\$ Change</u>
Salaries	21,531,020	21,424,009	< (1%)	(100,662)
Benefits	9,187,668	9,667,302	5%	479,634
Utilities	702,540	684,000	(3%)	(18,540)
Special Accounts*	487,692	522,766	7%	35,074
BOCES	2,023,952	2,441,971	21%	418,019
Debt Service	1,465,825	1,766,855	21%	301,030
Equip/Sup/Svs/Text	3,767,964	3,931,013	4%	163,050
Transportation	959,690	936,307	(2%)	(23,383)
Total	40,120,000	41,374,222	3%	1,254,222

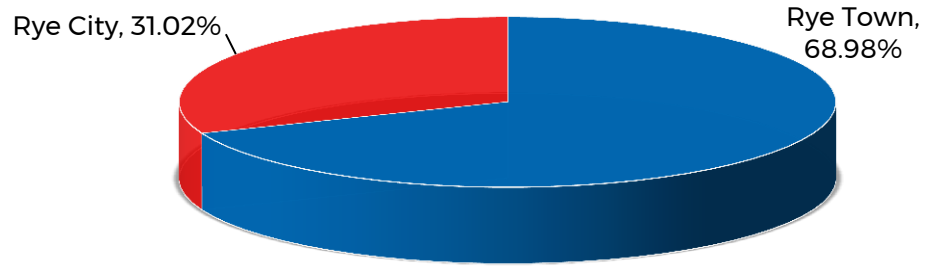
* Special accounts include: internal/external/claims auditing, legal, insurance, printing, sewer tax, bond services and transfer to special aid fund

The **LEVY** and the **TAX RATE** *(estimated)*

Municipality	Total Municipal Levy	Percentage of the Levy	Estimated Homestead Tax Rate*
Rye Town	25,750,640	69%	15.12
Rye City	11,579,948	31%	943.39
Total Levy	37,330,588	100%	

* Per \$1,000 of Assessed Value

2018-19 Percentage of the Levy Draft Estimate



The Tax Levy - 2018-19



History of Levy and Budget Changes

Fiscal Year	Change in Levy	Change in Budget
2009-10	1.47%	1.88%
2010-11	1.42%	1.08%
2011-12	3.63%	2.79%
2012-13	2.17%	2.28%
2013-14	3.59%	4.09%
2014-15	3.12%	4.54%
2015-16	0.71%	-0.70%
2016-17	0.33%	1.84%
2017-18	0.72%	-0.58%
2018-19	3.11%	3.13%

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



Item	Rye City	Rye Town
Home Value	789,500	777,000
Eq. Rate	0.0158	100%
Assessment	12,474	777,000
Tax Rate	943.39	15.12
Est. Taxes	11,764	11,748

**Similarly
valued homes
pay similar
taxes**



ESTIMATED TAXES with a range of assessment 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	15.12	6,804	5,402
550,000	15.12	8,316	6,914
650,000	15.12	9,828	8,426
750,000	15.12	11,340	9,938
850,000	15.12	12,852	11,450
950,000	15.12	14,364	12,962
1,050,000	15.12	15,876	14,474
1,150,000	15.12	17,388	15,986
2,000,000	15.12	30,240	28,838

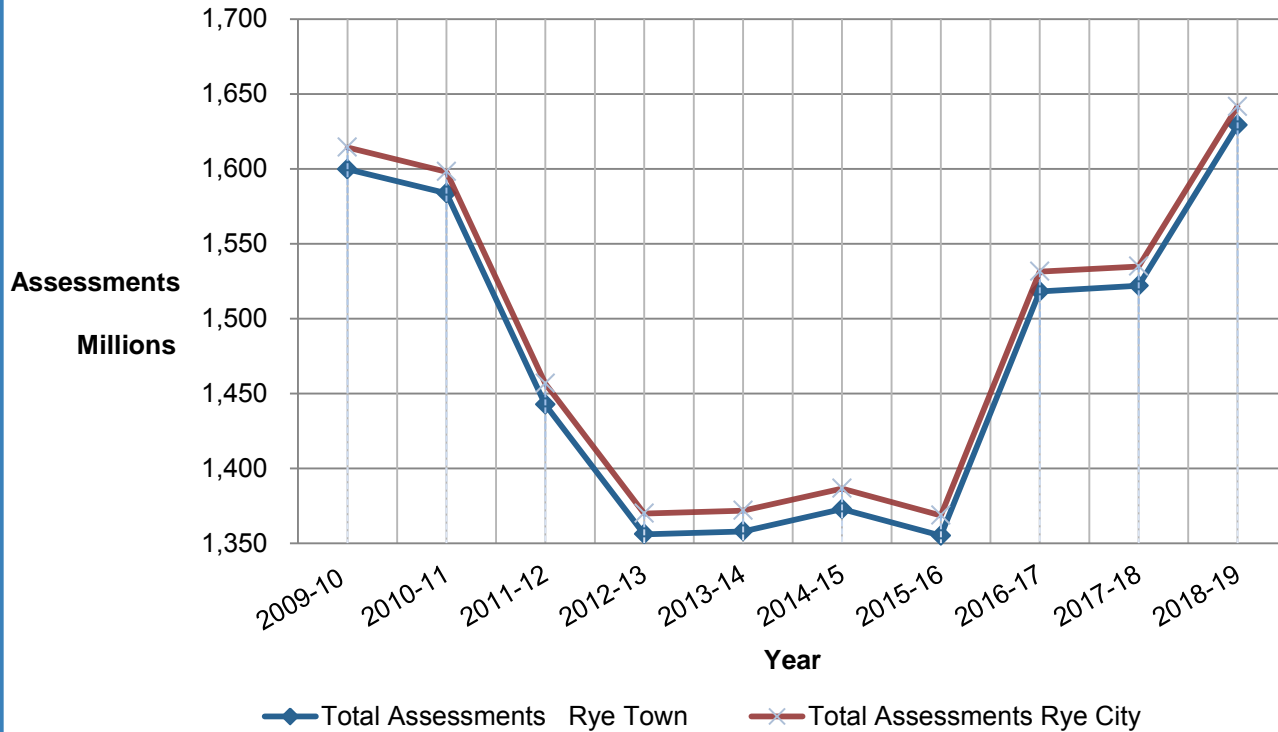
* STAR Maximum Basic exemption = \$1,402

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	1,219,512	943.39	18,868	17,409
25,000	1,524,390	943.39	23,585	22,126
30,000	1,829,268	943.39	28,302	26,843
35,000	2,134,146	943.39	33,019	31,560
40,000	2,439,024	943.39	37,736	36,277
45,000	2,743,902	943.39	42,453	40,994

* STAR Maximum Basic exemption = \$1,459, ** Rye City Equalization rate 1.58%

Total Assessed Valuation 2009 - 2019



The History of Tax Rate Changes

Year	Rye Town	Rye City
2000-01	9.91%	9.17%
2001-02	8.17%	13.87%
2002-03	12.00%	0.48%
2003-04	5.43%	9.45%
2004-05	8.13%	16.91%
2005-06	9.14%	5.35%
2006-07	6.54%	-0.11%
2007-08	-0.10%	8.91%
2008-09	-0.45%	8.83%
2009-10	3.42%	3.77%
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	-2.25%	1.58%

SCHEDULE OF DEBT OUTSTANDING

Issue Date	Issue Amount	Purpose	Interest Rate	Principal Outstanding 02/28/18
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%	1,320,000
5/15/2014	8,570,000	\$7.1M Capital Bond & \$1.47M District-Wide Security Bond	2.31%	7,065,000
6/18/2015	1,750,320	Energy Performance Contract	2.43%	1,614,119
Total Outstanding Principal				\$ 12,424,119

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

RyeNeck Schools
LEARN • ACHIEVE • LEAD

2018-19
Official Budget

“

We all know that **EDUCATION**,
more than anything else,
improves our chances of building
BETTER LIVES

- Nelson Mandela

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 to 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 in class enrichment opportunities (SEM)
- ▶ Comprehensive Music and Arts Education Programs
- ▶ Library Media Center and Makerspace
- ▶ Google Chrome charts on 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 for Grades 6-8
- ▶ Science Olympiad for Grades 6-8
- ▶ World languages for Grades 6-8
- ▶ Counseling and Guidance services:
 - ▶ Character education 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
- ▶ 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
- ▶ 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
- ▶ World language (Italian, Spanish, French) through AP Levels
- ▶ Independent Learner Program (SEM)
- ▶ TV Studio
- ▶ Annual Musical Production
- ▶ Annual Drama Production

ATHLETICS

- ▶ Over 85% of 7-12th graders participated in interscholastic athletics
- ▶ 23 sport offerings across 3 seasons
- ▶ 55 Interscholastic Teams 100% of Fall and Winter Varsity teams qualified for respective Sectional playoff tournaments
- ▶ Varsity Boys Soccer - Class B Section Champions
- ▶ Varsity Volleyball - League Champions
- ▶ 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 Mr. Ryan Pennell
- ▶ State-of-the Art Fitness Center
- ▶ Athletic Director's Honor Roll recognizing exceptional student-athletes
- ▶ Full-time Athletic Trainer
- ▶ Concussion Management program
- ▶ 100% of Coaching Staff in compliance with NYS Certification requirements
- ▶ End of year Varsity Sports Awards Ceremony

HEALTH & PHYSICAL EDUCATION

- ▶ High School Lifetime Fitness Elective Program
- ▶ Spin class, yoga, core training, weight and cardio training, spin class
- ▶ 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
- ▶ “Organ Donor, Abusive Relationship” & “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
- ▶ English Language Learner (ELL) Services (K-12)
- ▶ 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”



2018-19 Property Tax Report Card

661901 - Rye Neck UFSD

Contact Person: Dr. Kimberly Buoci

Telephone Number: 914-777-5210

	Budgeted 2017-18 (A)	Proposed Budget 2018-19 (B)
Total Budgeted Amount, not Including Separate Propositions	40,120,000	41,374,222
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	38,205,473	37,330,588
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)	38,205,473	37,330,588
F. Permissible Exclusions to the School Tax Levy Limit	1,106,383	1,448,251
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	35,099,110	35,882,337
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	35,099,110	35,882,337
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	0	0
Public School Enrollment	1,637	1,613
Consumer Price Index		2.13%

School District Property Tax Report Card

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

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

³ For 2018-19, includes any carryover from 2017-18 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2017-18 (D)	Estimated 2018-19 (E)
Adjusted Restricted Fund Balance	5,230,668	5,305,668
Assigned Appropriated Fund Balance	2,024,948	2,000,000
Adjusted Unrestricted Fund Balance	1,804,800	1,654,969
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 *	3/31/18 Actual Balance	6/30/18 Estimated Ending Balance	Intended Use of the Reserve in the 2018-2019 School Year
Mandatory Reserve for Debt Service	Debt Service	To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.	-	75,000	To pay principal and interest on district bonds.
Tax Certiorari	Tax Certiorari	To establish a reserve fund for tax certiorari settlements	1,771,950	1,771,950	To pay for any tax certiorari judgments received in the 18/19 year
Retirement Contribution	Retirement Contributions	To fund employer retirement contributions to the State and Local Employees' Retirement System	3,458,718	3,458,718	To fund the 18/19 ERS pension liability

School District Administrative Salary Disclosure

Administrative Compensation Disclosure

Compensation Disclosures required by Chapter 474 of the Laws of 1996

Superintendent of Schools

265,226 Annual Salary 2018-19

67,848 Annualized cost of benefits

Assistant Superintendent for Business

246,841 Annual Salary 2018-19

51,383 Annualized cost of benefits

Assistant Superintendent for Instruction

203,682 Annual Salary 2018-19

60,436 Annualized cost of benefits

Other Administrators

Salary Position

197,227 Administrator for Special Services

180,581 Director of Health, PE and Athletics

170,340 High School Principal

165,282 Director of Guidance

165,282 Director of Guidance/CIO

158,100 Elementary Principal

156,060 Elementary Principal

136,100 Director of Facilities II

Equalized Total Assessed Value 707,100

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	1,761,900	249.17
13500	TOWN - GENERALLY	RPTL 406(1)	2	571,300	80.79
13650	VG - GENERALLY	RPTL 406(1)	32	16,983,000	2401.78
13800	SCHOOL DISTRICT	RPTL 408	5	27,083,200	3830.18
19950	MUNICIPAL RAILROAD	RPTL 456	5	39,353,300	5565.45
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	638,400	90.28
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	5	13,275,000	1877.39
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	616,400	87.17
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	6	7,056,800	997.99
25600	NONPROFIT HEALTH MAINTENANCE O	RPTL 486-a	2	1,389,700	196.54
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	1,142,500	161.58
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	71	852,000	120.49
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	12	144,000	20.36
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	49	980,000	138.59
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	17	340,000	48.08
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	12	469,600	66.41
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	6	200,625	28.37
41400	CLERGY	RPTL 460	1	1,500	0.21
41800	PERSONS AGE 65 OR OVER	RPTL 467	72	17,952,860	2538.94
41834	ENHANCED STAR	RPTL 425	238	47,438,818	6708.93
41854	BASIC STAR 1999-2000	RPTL 425	960	93,761,678	13260.03
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	179,580	25.40
Total Exemptions Exclusive of System Exemptions:			1,509	272,192,161	38494.15
Total System Exemptions:			0	0	0.00
Totals:			1,509	272,192,161	38494.15

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.

SCHOOL REPORT CARDS

Information appears beginning on p. 82 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=2017&state=yes>

Link to Rye Neck Data:

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

Fiscal Accountability Summary:

<https://data.nysed.gov/fiscal.php?year=2017&instid=800000034983>

Comparisons with other school districts

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

Can be found here:

http://www.ryeneck.org/Assets/District_Documents/Comparisons_-_Budget_2018-19.pdf



FY 2018-19 Line Item Budget
April 17, 2018

RYE NECK UNION FREE SCHOOL DISTRICT

APC Code	Expenditure	Budget FY 2017-2018	Estimated FY 2017-2018	Proposed FY 2018-2019	Notes
BOARD OF EDUCATION					
1010	Board of Education				
400	Prof. Development	\$2,850	\$2,274	\$2,850	
400	Service	\$6,840	\$6,148	\$6,840	
450	Supplies	\$760	\$183	\$760	
		\$10,450	\$8,605	\$10,450	
	District Clerk				
1040 160	Salaries	\$10,493	\$10,493	\$10,598	
1060 400	Services	\$8,378	\$8,500	\$8,628	
		\$18,871	\$18,993	\$19,225	
1320	Auditing Services				
400	Financial Audit	\$40,000	\$40,000	\$40,000	
400	GASB 45	\$4,950	\$4,950	\$5,024	
400	Internal Auditor	\$13,341	\$13,000	\$13,341	
400	Claims Auditor	\$10,000	\$9,700	\$10,000	
1420	Legal Services				
400	General, Labor, Litigation	\$125,000	\$140,000	\$150,000	
1480	Negot. Clearinghouse				
490	BOCES - public info/webhosting	\$50,133	\$50,133	\$51,226	
1670	District Printing				
400	Newsletters, Value Educ.	\$11,400	\$11,400	\$11,400	
1910	Unallocated Items				
400	Insurance- property, casualty, GL, etc.	\$185,000	\$168,240	\$185,000	Experience Mod Factor
1920	School Bd. Policy Service				
400	New York State School Boards	\$14,000	\$13,855	\$14,000	
1950	Assessments				
400	Sewer tax	\$53,500	\$50,000	\$53,500	
1981	Administrative Charges				
490	BOCES Admin. & Capital	\$189,795	\$189,795	\$212,381	
	SUBTOTAL BOE:	\$726,440	\$718,670	\$775,548	

BOARD OF EDUCATION, CENTRAL OFFICE & DEBT SERVICE

9711	Bonded Indebtness				
	Debt Service	\$1,465,825	\$1,465,825	\$1,766,855	New Bonds
600	Principal	\$1,100,691	\$1,100,691	\$1,138,275	
700	Interest	\$365,134	\$365,134	\$330,487	
1240	Chief School Administrator				
150	Instructional	\$265,200	\$262,600	\$265,226	
160	Clerical Salaries	\$68,876	\$68,876	\$70,254	
400	Services	\$20,000	\$21,000	\$20,000	
400	Prof. Devt.	\$2,375	\$2,500	\$2,375	
450	Supplies	\$6,650	\$2,000	\$6,650	
490	BOCES Bold Election Svs	\$8,500	\$8,500	\$8,628	Election/Registration Software
		\$371,601	\$365,476	\$373,132	

APC Code	Expenditure	Budget FY 2017-2018	Estimated FY 2017-2018	Proposed FY 2018-2019	Notes
BOARD OF EDUCATION, CENTRAL OFFICE & DEBT SERVICE					
1430	<u>Personnel</u>				
160	Clerical Salaries	\$106,772	\$81,292	\$82,795	
400	Services	\$3,800	\$4,000	\$3,800	
450	Supplies	\$380	\$400	\$380	
490	BOCES Certification/Recruiting	\$9,178	\$9,178	\$9,178	
		\$120,130	\$94,870	\$96,153	
1310	<u>Business/Finance</u>				
150	Instructional	\$241,864	\$241,864	\$246,481	
160	Clerical Salaries	\$483,205	\$459,217	\$474,384	
400	Services	\$20,900	\$20,900	\$20,900	
450	Supplies	\$10,450	\$10,450	\$10,450	
490	State Aid Serv& Finance Software	\$46,955	\$46,955	\$48,170	
		\$803,374	\$779,386	\$800,385	
1380	<u>Bond Services</u>				
400	Fiscal Agent Services	\$10,500	\$7,600	\$20,500	Financial disclosures to capital markets, bonding
GRAND TOTAL: BD OF ED/CENT OFF/DEBT SERV		\$3,497,869	\$3,431,827	\$3,832,573	

EMPLOYEE BENEFITS

9010	<u>NYS Empl. Retirement System</u> (Retirement system for Clerical, CSEA, aides)	\$472,171	\$450,717	\$460,000	Contribution rate fell from 18.2% to 15.7%
9020	<u>NYS Teachers Retirement System</u> (Required contribution for all Teachers/new staff/)	\$1,806,055	\$1,769,883	\$1,991,781	Contribution rate increased from 9.8% to 10.63%
9030	<u>Social Security</u> (reflects contribution for new employees & contrib. for existing empl.)	\$1,504,985	\$1,449,942	\$1,587,046	Reflects new staffing
9040	<u>Workers Compensation</u> (is based on experience rating or number of claims)	\$126,300	\$127,477	\$130,000	
9050	<u>Unemployment Insurance</u> (Required payments to employees who have left, including subs, grant and leave positions)	\$12,000	\$10,000	\$12,000	
9060	<u>Hospital/Dental</u> (includes increases in premium, and new staff positions) <i>includes employee contribution toward health insurance</i>	\$3,678,477	\$3,648,677	\$3,815,782	4.00% on premiums, ACA req.
9060	<u>Retiree Health Insurance</u> (Health & Medicare Part B re-imb. for retirees.)	\$1,587,680	\$1,583,675	\$1,670,694	4.95% plus Medicare Part B
GRAND TOTAL: EMPLOYEE BENEFITS		\$9,187,668	\$9,040,371	\$9,667,302	

APC Code	Expenditure	Budget FY 2017-2018	Estimated FY 2017-2018	Proposed FY 2018-2019	Notes
<u>CLEANING, REPAIR & MAINTENANCE</u>					
1620-4000	<u>Supervisor of Buildings & Grounds</u>				
160	Salary	\$133,431	\$133,431	\$136,100	
<u>OT Related to Capital Project</u>					
160	Salary	\$18,000	\$18,000	\$18,000	
1620-4000	<u>Building Supervisors</u>				
160	Salaries	\$362,471	\$376,543	\$328,084	
1620-4000	<u>Groundsmen</u>				
160	Salaries	\$245,006	\$245,006	\$248,664	
1620-4100	<u>Cleaning Bellows</u>				
	Salaries	\$154,318	\$148,293	\$150,829	
1620-4200	<u>Cleaning MS/HS</u>				
	Salaries	\$297,739	\$195,709	\$271,073	
1620-4050	<u>Cleaning Daniel Warren</u>				
	Salaries	\$134,359	\$100,842	\$113,043	
SUBTOTAL: SALARIES- MAINTENANCE		\$1,345,324	\$1,217,824	\$1,265,792	Staff savings reflects recent retiremen
1620-4000	<u>Other Maintenance Costs</u>				
202	Vehicles and Machines	\$10,000	\$10,000	\$10,000	
203	Basic Build Furnishings	\$15,000	\$15,000	\$15,000	Desks, chairs, etc
		\$25,000	\$25,000	\$25,000	
400	<u>Services</u>				
401	District - General	\$65,000	\$65,000	\$65,000	
401	BOCES Services	\$14,200	\$24,200	\$20,000	
402	District Contracts-Other	\$190,000	\$195,920	\$190,000	
410	Wireless Communication (Safety/Security)	\$19,000	\$19,000	\$19,000	
411	Construction Projects	\$20,900	\$2,000	\$20,900	
403	Buildings and Grounds	\$30,000	\$30,000	\$30,000	
404	District Maintenance Contracts	\$165,000	\$150,000	\$172,500	
425	New Bond Expenses	\$30,200	\$30,000	\$30,200	Engineers, Testing, etc.
		\$534,300	\$516,120	\$547,600	
450	<u>Supplies</u>				
451	General	\$28,500	\$28,000	\$28,500	
457	Ground Treatment	\$35,000	\$30,000	\$35,000	
458	Fuel-Gas	\$3,000	\$2,000	\$3,000	
		\$66,500	\$60,000	\$66,500	
1620-4100	<u>Other Costs: Cleaning Bellows</u>				
400	Services	\$4,750	\$4,750	\$4,750	
450	Supplies	\$15,000	\$15,000	\$15,000	
		\$19,750	\$19,750	\$19,750	
1620-4200	<u>Other Costs: Cleaning MS/HS</u>				
200	Equipment	\$1,140	\$1,140	\$1,140	
400	Services	\$4,275	\$4,275	\$4,275	
450	Supplies	\$20,000	\$20,000	\$20,000	
		\$25,415	\$25,415	\$25,415	
1620-4050	<u>Other Costs: Cleaning Daniel Warren</u>				
400	Services	\$3,040	\$3,040	\$3,040	
450	Supplies	\$15,000	\$15,000	\$15,000	
		\$18,040	\$18,040	\$18,040	
GRAND TOTAL: MAINT/CLEANING		\$2,034,329	\$1,882,149	\$1,968,097	

APC Code	Expenditure	Budget FY 2017-2018	Estimated FY 2017-2018	Proposed FY 2018-2019	Notes
UTILITIES					
1620-4300 421	Oil Bellows,DW , MS/HS, increased energy costs	\$87,000	\$87,000	\$87,000	
1620-4300 422	Gas Bellows,DW , MS/HS increased energy costs	\$127,000	\$110,000	\$127,000	Weather dependent
1620-4300 425	Electricity Bellows,DW , MS/HS increased energy costs	\$250,000	\$250,000	\$250,000	
1620-4300 426	Water Bellows,DW , MS/HS	\$120,000	\$105,000	\$120,000	Actual costs
1620-4300 427	Telephone Bellows,DW , MS/HS T-1 lines, cable lines	\$118,540	\$80,684	\$100,000	Bidding savings and increased speed.
GRAND TOTAL: UTILITIES		\$702,540	\$632,684	\$684,000	Market drives pricing, weather dependent, EPC savings

CURRICULUM DEVELOPMENT

2010	Facilitators/Curriculum				
120	Professional Salaries	\$55,122	\$47,961	\$49,911	
200	Equipment	\$3,500	\$3,500	\$3,500	
400	Services (Prof. Devt)	\$2,850	\$2,850	\$2,850	
450	Supplies	\$5,000	\$5,000	\$5,000	
GRAND TOTAL: CURRICULUM DEV'T		\$66,472	\$59,311	\$61,261	

INSTRUCTIONAL SUPERVISION

2020 150	Principals Salaries	\$700,016	\$674,816	\$688,182	
2020 150	Team Leaders/Grade Advisors Salaries	\$33,425	\$31,565	\$32,942	
Student Management Office					
150	Chief Info. Officer/Co Dir of Guid	\$162,139	\$162,139	\$165,282	
150	Clerical/Support Salaries	\$66,282	\$66,282	\$68,206	
400	Services (incl. testing/scoring)	\$98,700	\$107,700	\$109,800	Mandated
450	Supplies	\$10,250	\$10,000	\$10,250	SED reporting
460	Software	\$3,675	\$3,675	\$3,675	
490	BOCES Data Warehousing	\$136,610	\$136,610	\$110,268	NYS required -includes test scoring
2850 150	Org. Advisors Salaries	\$15,437	\$15,594	\$15,723	
2110 140	Substitute Costs District-wide General	\$135,000	\$135,000	\$145,000	
SUBTOTAL: PRIN, TM LD, ADV, SUBS		\$1,361,534	\$1,343,381	\$1,349,328	

APC Code	Expenditure	Budget FY 2017-2018	Estimated FY 2017-2018	Proposed FY 2018-2019	Notes
<u>INSTRUCTIONAL SUPERVISION</u>					
2110	<u>Secretaries</u>				
160	Salaries	\$410,501	\$410,819	\$420,047	
2020	<u>Support Costs</u>				
200	Equipment	\$4,750	\$4,500	\$4,750	
400	Services	\$37,519	\$35,000	\$37,519	
401	APPR	\$23,750	\$23,750	\$23,750	Mandated reporting
490	BOCES Services	\$85,000	\$80,000	\$85,000	APPR costs
450	Supplies	\$59,850	\$55,000	\$59,850	
		\$210,869	\$198,250	\$210,869	
SUBTOTAL: SECR. & SUPPORT COSTS		\$621,370	\$609,069	\$630,916	
GRAND TOTAL: INSTR. SUPV.		\$1,982,904	\$1,952,450	\$1,980,244	
<u>TEACHING</u>					
2110	<u>Daniel Warren</u>				
150	Teacher Salaries	\$2,297,449	\$2,206,623	\$2,326,901	
160	Teaching Assts/Aides	\$155,352	\$135,631	\$140,983	
200	Equipment	\$8,721	\$8,300	\$8,721	
400	Services	\$13,723	\$10,575	\$13,723	
450	Supplies	\$40,290	\$39,846	\$40,290	
455	Software	\$3,705	\$500	\$3,705	
480	Textbooks	\$10,301	\$15,250	\$10,301	
GRAND TOTAL: TEACH - DANIEL WARREN		\$2,529,540	\$2,416,725	\$2,544,623	
2110	<u>F.E. Bellows</u>				
150	Teacher Salaries	\$2,732,589	\$2,573,409	\$2,491,169	Anticipated personnel movement
160	Teaching Assts/Aides	\$51,455	\$60,504	\$62,920	
200	Equipment	\$7,629	\$4,750	\$7,629	
400	Services	\$116,749	\$93,406	\$105,149	Curriculum prof. devt
450	Supplies	\$37,957	\$35,446	\$37,957	
455	Software	\$5,368	\$0	\$5,368	
480	Textbooks	\$28,001	\$21,909	\$28,001	
GRAND TOTAL: TEACHING - F. E. BELLOWS		\$2,979,747	\$2,789,424	\$2,738,191	
2110	<u>Middle School</u>				
150	Teacher Salaries	\$2,636,900	\$2,436,848	\$2,707,928	Includes new staff positions
160	Teaching Assts/Aides	\$169,847	\$166,931	\$176,320	Includes new staff positions
200	Equipment	\$8,788	\$4,278	\$8,788	
400	Services	\$21,145	\$20,779	\$21,145	
450	Supplies	\$32,714	\$28,665	\$32,714	
455	Software	\$3,012	\$185	\$3,012	
480	Textbooks	\$23,782	\$6,727	\$23,782	
GRAND TOTAL: TEACH - MIDDLE SCHOOL		\$2,896,187	\$2,664,413	\$2,973,688	
2110	<u>High School</u>				
150	Teacher Salaries	\$3,602,470	\$3,569,962	\$3,680,575	
160	Teach. Assts/Aides/Hall Monitor	\$122,062	\$83,218	\$90,684	
200	Equipment	\$31,554	\$23,264	\$31,554	
400	Services	\$53,101	\$61,756	\$53,101	
450	Supplies	\$72,785	\$88,837	\$72,785	
455	Software	\$9,405	\$7,160	\$9,405	
480	Textbooks	\$47,774	\$47,240	\$47,774	
GRAND TOTAL: TEACHING HIGH SCHOOL		\$3,939,150	\$3,881,437	\$3,985,877	

APC Code	Expenditure	Budget FY 2017-2018	Estimated FY 2017-2018	Proposed FY 2018-2019	Notes
OCCUPATIONAL EDUCATION					
BOCES					
Occ Ed. Regular Secondary Day					
8 Students @	\$16,445	\$130,192	\$130,192	\$131,560	
TASC AM/PM					
1 student @	\$10,960	\$10,960	\$10,960	\$10,960	
Alternative High School					
1 Student @	\$79,952	\$71,398	\$71,398	\$79,952	
iCDOS					
2-3 students @	\$20,698	\$61,731	\$61,731	\$41,396	
SUBTOTAL: OCC ED		\$274,281	\$274,281	\$263,868	
School-wide Enrichment (SEM)					
2110 400	District Gifted/Enrichment Program	\$18,580	\$18,580	\$18,580	
450	Supplies	\$2,375	\$2,375	\$2,375	
480	Textbooks	\$475	\$475	\$475	
490	Gifted/Enrichment BOCES	\$950	\$950	\$950	
SUBTOTAL: SEM		\$22,380	\$22,380	\$22,380	
Tuition Foster Care					
2110-1545 470	Tuition Mandated Services - foster care Students	\$33,250	\$33,250	\$33,250	
GRAND TOTAL: OCC. EDUCATION & S.E.M.		\$329,911	\$329,911	\$319,498	
SPECIAL SERVICES					
Special Ed Placement BOCES					
Full Time Programs					
2250-1520 490	Project AIIM (Autistic)	\$179,088	\$179,088	\$271,320	New students
1 @ \$90,440	AIIM/NYSAA/Icdos (So. West)	\$89,544	\$89,544	\$90,449	
1 @ \$73,275	Multiply Disabled (No. West) - Pinesbridge	\$73,275	\$73,275	\$73,275	
1 @ \$64,258	Aide	\$64,258	\$64,258	\$64,258	
1 @ \$84,923	Teaching Assistants	\$0	\$0	\$84,923	
7 @ \$88,846	Therapeutic Support	\$406,720	\$406,720	\$607,922	New students
10 @ \$4,500	Extended School Year (summer)	\$38,880	\$38,880	\$45,000	
1 @ \$3,700	Summer - Aide	\$0	\$0	\$3,700	
SUBTOTAL: BOCES PLACEMENTS		\$851,765	\$851,765	\$1,240,847	Increase reflects new students
Special Services					
2250-1520 400	Speech/Hear.	\$90,440	\$40,440	\$90,440	
	Behavioral Therapy	\$19,000	\$19,000	\$19,000	
	Psychiatric Eval.	\$7,600	\$7,600	\$10,000	
	Phys/Occup. Therapy	\$87,516	\$37,516	\$88,000	
	Nursing Services	\$0	\$0	\$10,000	
	Reading Services	\$73,198	\$43,198	\$93,198	
	Visually Impaired	\$13,525	\$13,525	\$13,525	
SUBTOTAL: SPECIAL SERVICES		\$291,279	\$161,279	\$324,163	Additional Services
Special Placement Private/12 Month Program Tuition					
2250-1520 400	Consortium (Mam'k, Byram Hills, PortChest)	\$168,000	\$168,000	\$240,000	
	Summit	\$0	\$0	\$70,000	
	Eastchester (Autistic)	\$74,647	\$74,647	\$74,647	Budget in this area
	Home/Hospital/St. Vincents	\$50,000	\$50,000	\$60,000	requiring
	Clearview	\$45,000	\$45,000	\$45,000	new students
	Expanded PASS Program I (Autistic Progr	\$84,420	\$84,420	\$84,420	
	Residential treatment facility	\$85,000	\$85,000	\$85,000	
	Outside placements	\$105,186	\$105,186	\$105,186	
	White Plains HS-STAR	\$70,585	\$70,585	\$70,585	
	Extended School Year	\$26,000	\$26,000	\$26,000	
SUBTOTAL: TUITION		\$708,838	\$708,838	\$860,838	Additional Placements

APC Code	Expenditure	Budget FY 2017-2018	Estimated FY 2017-2018	Proposed FY 2018-2019	Notes
<u>SPECIAL SERVICES</u>					
2240-2250	<u>SPECIAL SERVICES</u>				
150	Teacher Salaries	\$2,180,363	\$2,024,502	\$2,115,702	
160	Clerical	\$129,316	\$100,131	\$104,430	
160	Teaching Assistants/Aides	\$537,316	\$543,540	\$600,510	Includes new staffing
400	Services	\$41,539	\$46,539	\$41,539	
450	Supplies	\$15,689	\$15,689	\$15,689	
460	Software	\$1,354	\$1,000	\$1,354	
490	BOCES Services	\$9,373	\$9,373	\$10,075	
SUBTOTAL: SS COSTS		\$2,914,949	\$2,740,773	\$2,889,299	
9901.95	<u>Transfer To Special Aid</u> (Summer School Tuition/Transportation)	\$20,000	\$20,000	\$20,000	
GRAND TOTAL: SPECIAL SERVICES		\$4,786,831	\$4,482,655	\$5,335,147	
<u>LIBRARY/ INSTRUCTIONAL MEDIA</u>					
2610-2000					
150	Librarians	\$300,988	\$299,889	\$315,764	
160	Clerical	\$85,891	\$85,891	\$89,730	
<u>Library - Daniel Warren</u>					
400	General Services	\$3,400	\$3,000	\$3,400	
450	General Supplies	\$2,400	\$2,750	\$2,400	
450	Films/Video Library	\$9,200	\$9,200	\$9,200	
490	BOCES - OPALS	\$7,300	\$7,550	\$7,701	
521	Books	\$5,100	\$7,000	\$5,100	
<u>Library - Bellows</u>					
200	Equipment General	\$0	\$500	\$0	
400	General Services	\$4,900	\$4,900	\$4,900	
450	General Supplies	\$4,000	\$4,000	\$4,000	
450	Films/Video Library	\$9,300	\$9,300	\$9,300	
490	BOCES - OPALS	\$7,000	\$7,550	\$7,701	
521	Books	\$3,200	\$5,000	\$3,200	
<u>Library - MS/HS</u>					
400	Services	\$1,200	\$4,750	\$1,200	
450	Supplies	\$800	\$7,750	\$800	
460	Films/Video Library	\$15,600	\$22,100	\$15,600	
490/491	Video Streaming(BOCES)	\$58,000	\$58,000	\$59,160	
521	Books	\$4,220	\$5,000	\$4,220	
SUBTOTAL: LIBRARY/MEDIA		\$522,499	\$544,630	\$543,376	
<u>COMPUTER AIDED INSTRUCTION - DISTRICT-WIDE</u>					
2630					
150	Educational Tech Coordinator	\$55,250	\$55,250	\$56,079	
200	Equipment	\$185,000	\$185,000	\$185,000	Replacement cycle
200	Equipment - managed wireless	\$14,250	\$14,250	\$14,250	
400	Services - District IT Support	\$376,900	\$397,900	\$351,900	IT support
400	Services WEB updating	\$12,825	\$8,000	\$12,825	
400	Services- Maintenance	\$37,000	\$37,000	\$37,000	
450	Supplies	\$17,100	\$17,100	\$17,100	
480	Software Licenses/Agreements	\$76,000	\$55,000	\$76,000	Microsoft, Symantec
SUBTOTAL: COMPUTER AIDED INSTRUCTION		\$774,325	\$769,500	\$750,154	
GRAND TOTAL: INSTRUCTIONAL MEDIA		\$1,296,824	\$1,314,130	\$1,293,530	

APC Code	Expenditure	Budget FY 2017-2018	Estimated FY 2017-2018	Proposed FY 2018-2019	Notes
<u>PUPIL PERSONNEL</u>					
2810-2100	<u>Guidance Department</u>				
150	Co-Director of Guidance	\$162,139	\$162,139	\$165,282	
150	Guidance Counselors	\$531,223	\$530,391	\$551,521	
160	Clerical	\$111,822	\$111,822	\$113,989	
400	Services	\$5,700	\$8,752	\$5,700	
450	Supplies	\$9,175	\$6,350	\$9,175	
SUBTOTAL: GUIDANCE		\$820,059	\$819,454	\$845,667	
<u>Psychologists</u>					
150	Psychologists	\$463,054	\$440,369	\$459,441	
450	Supplies	\$903	\$903	\$903	
SUBTOTAL: PSYCHOLOGISTS		\$463,957	\$441,272	\$460,344	
<u>Nurses/Doctor</u>					
2815-2100	<u>Nurses/Doctor</u>				
160	Nurses	\$208,820	\$209,413	\$213,913	
160	Doctor	\$5,665	\$5,665	\$5,665	
400	Services	\$2,375	\$2,375	\$2,375	
401	Services (other schools)	\$155,000	\$150,000	\$155,000	Req. by law
450	Supplies	\$5,225	\$3,000	\$5,225	
SUBTOTAL: NURSES/DOCTOR		\$377,085	\$370,453	\$382,178	
GRAND TOTAL: PUPIL PERSONNEL		\$1,661,101	\$1,631,178	\$1,688,188	
<u>CO-CURRICULAR</u>					
2850-1410					
<u>Co-Curr Elem</u>					
150	Teachers/Coaches	\$2,146	\$1,987	\$2,004	
400	Services	\$48	\$50	\$48	
450	Supplies	\$95	\$100	\$95	
		\$2,289	\$2,137	\$2,147	
<u>Co-Curr M.S.</u>					
150	Teachers/Coaches	\$25,465	\$26,357	\$26,583	
400	Services	\$190	\$200	\$190	
450	Supplies	\$290	\$250	\$290	
		\$25,945	\$26,807	\$27,063	
<u>Co-Curr H.S.</u>					
150	Teachers/Coaches	\$100,448	\$101,490	\$102,320	
400	Services	\$18,311	\$18,311	\$18,311	
450	Supplies	\$176	\$176	\$176	
		\$118,935	\$119,977	\$120,807	
GRAND TOTAL CO-CURRICULAR		\$147,169	\$148,921	\$150,017	
<u>INTERSCHOLASTIC ATHLETICS</u>					
2855	<u>Interscholastic Athletics</u>				
150	Salaries	\$756,987	\$812,196	\$822,775	Increased supervision
200	Equipment	\$19,000	\$19,000	\$19,000	
400	Services	\$46,750	\$45,000	\$68,750	Merged teams
400	Field Security	\$9,500	\$9,500	\$9,500	
402	Transportation	\$169,000	\$170,000	\$170,000	
450	Supplies	\$38,000	\$38,000	\$38,000	
490	Athletic Scheduling on-line	\$32,833	\$32,833	\$36,905	
490	BOCES Athletic Sched./Officials	\$50,000	\$50,000	\$50,750	
GRAND TOTAL: ATHLETICS		\$1,122,070	\$1,176,529	\$1,215,680	

APC Code	Expenditure	Budget FY 2017-2018	Estimated FY 2017-2018	Proposed FY 2018-2019	Notes
TRANSPORTATION					
5540-1520	Transportation - Special Education Contracted *				
400	Ardsley (Project PASS) Concord Rd.	\$45,675	\$43,920	\$44,711	
	Clearview School	\$37,675	\$37,200	\$37,870	
	Consortium	\$30,000	\$0	\$30,000	
	Eagle Hill, Greenwich, CT	\$48,094	\$47,500	\$48,355	
	Falls Academy (PNW Boces)	\$56,000	\$0	\$0	
	Four Winds	\$4,000	\$0	\$4,000	
	Harrison	\$36,169	\$0	\$0	
	Irvington High School	\$33,495	\$33,000	\$33,594	
	Keratin	\$37,180	\$0	\$37,180	
	Mahopac	\$0	\$25,000	\$40,622	
	Mamaroneck Avenue School	\$0	\$18,640	\$18,976	
	Mamk High School	\$18,225	\$18,000	\$0	
	Midland School	\$30,172	\$29,800	\$30,336	
	Occ Ed BOCES (AM - Valhalla)	\$46,575	\$46,500	\$47,337	
	Occ Ed BOCES PM only (Valhalla)	\$28,420	\$19,980	\$20,340	
	Pinesbridge	\$50,625	\$50,000	\$50,900	
	Rye Lake (IDT)	\$31,593	\$45,900	\$31,762	
	Rye High School	\$23,000	\$6,534	\$23,000	
	St. Vincents (varies)	\$5,000	\$23,000	\$23,414	
	Summit School	\$0	\$25,000	\$42,044	
	Tappan Hill (AIM)	\$30,375	\$30,000	\$30,540	
	The Speech Academy, CT	\$53,663	\$53,000	\$53,954	
	Windward (upper & lower)	\$30,347	\$29,340	\$29,868	
	Winston Academy	\$52,650	\$0	\$0	
	Other Schools	\$18,000	\$30,555	\$31,105	
	Summer Schools w/monitors	\$37,087	\$43,346	\$44,126	
<i>*estimates</i>					
SUBTOTAL: TRANS SPEC ED/HANDICAPPED		\$784,020	\$656,215	\$754,033	New routes, increased cost
5540-1550	Contracted Transportation				
400	Private & Parochial Schools				
	Brunswick, Carmel, CSH, Greenwich	\$65,000	\$63,675	\$66,170	
	H Mann, Fieldston, Riverdale	\$26,000	\$30,000	\$30,540	
	Other schools	\$35,000	\$0	\$35,000	
	Public Carrier- Metro North	\$4,752	\$4,000	\$4,838	
	Public Carrier- Bee Line	\$9,400	\$5,000	\$9,569	
	Loop to Public Carrier	\$35,518	\$34,920	\$36,157	
SUBTOTAL: PRIVATE & PAROCHIAL		\$175,670	\$137,595	\$182,274	
GRAND TOTAL: TRANSPORTATION		\$959,690	\$793,810	\$936,307	
GRAND TOTAL: 2018-2019 BUDGET		\$40,120,000	\$38,627,927	\$41,374,222	

Summary of Budget by Categories

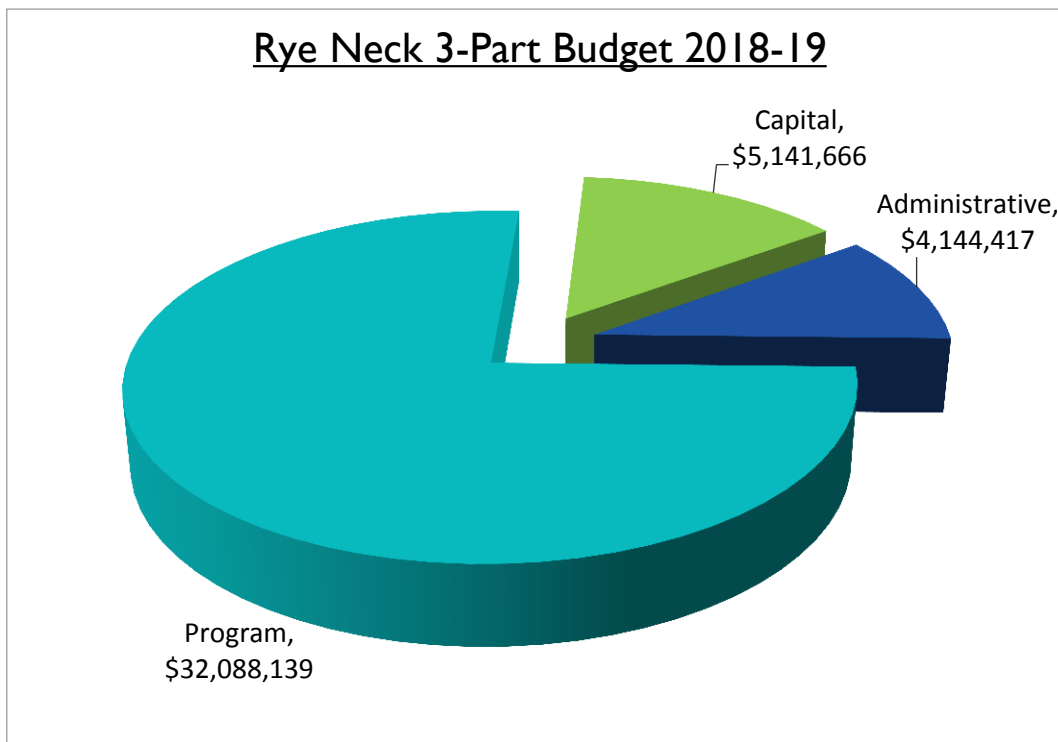
Category	Actual FY 2017- 2018	Estimated FY 2017- 2018	Draft FY 2018- 2019	Change
Total - Board of Education	\$10,450	\$8,605	\$10,450	\$0
Total - Central Administration	\$371,651	\$364,471	\$383,182	\$11,532
Total - Finance	\$803,374	\$779,386	\$800,385	(\$2,989)
Total - Legal	\$125,000	\$140,000	\$150,000	\$25,000
Total - Personnel	\$120,130	\$94,870	\$96,153	(\$23,977)
Total - Operations & Maintenance	\$2,736,869	\$2,514,833	\$2,652,097	(\$84,772)
Total - Special Items	\$601,440	\$578,670	\$625,548	\$24,108
Total - General Support	\$4,768,913	\$4,480,835	\$4,717,815	(\$51,098)
Total - Instruction (Adm. & Imp.)	\$2,049,376	\$2,011,761	\$2,041,505	(\$7,871)
Total - Reg. School Instruction	\$12,821,704	\$12,230,832	\$12,711,893	(\$109,810)
Total - Special Education	\$4,766,831	\$4,462,655	\$5,315,147	\$548,316
Total - Instructional Media	\$1,296,824	\$1,314,130	\$1,293,530	(\$3,294)
Total - Guidance	\$820,059	\$819,454	\$845,667	\$25,608
Total - Health Services	\$377,085	\$370,453	\$382,178	\$5,093
Total - Psychology	\$463,957	\$441,272	\$460,344	(\$3,613)
Total - Interscholastic Athletics	\$1,122,070	\$1,176,529	\$1,215,680	\$93,610
Total - Instruction	\$23,717,906	\$22,827,086	\$24,265,944	\$548,039
Total - Pupil Transportation	\$959,690	\$793,810	\$936,307	(\$23,383)
Total - Census & Community Services	\$0	\$0	\$0	\$0
Total - Employee Benefits	\$9,187,668	\$9,040,371	\$9,667,302	\$479,634
Total - Interfund Transfer	\$20,000	\$20,000	\$20,000	\$0
Total - Debt Service	\$1,465,825	\$1,465,825	\$1,766,855	\$301,030
Total- Undistributed Expenses	\$10,673,493	\$10,526,196	\$11,454,157	\$780,664
Grand Total Summary				
Total - General Support	\$4,768,913	\$4,480,835	\$4,717,815	(\$51,098)
Total - Instruction	\$23,717,906	\$22,827,086	\$24,265,944	\$548,039
Total - Pupil Transportation	\$959,690	\$793,810	\$936,307	(\$23,383)
Total - Community Services	\$0	\$0	\$0	\$0
Total - Undistributed Expenses	\$10,673,493	\$10,526,196	\$11,454,157	\$780,664
Grand Total	\$40,120,000	\$38,627,927	\$41,374,222	\$1,254,222

RyeNeck Schools

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2018-19 Three Part Budget

Category	Amount
Administrative	\$4,144,417
Program	\$32,088,139
Capital	\$5,141,666
Total	\$41,374,222



Three Part Budget

Category	Proposed FY 2018-2019	Administrative	Program	Capital
Total - Board of Education	\$10,450	\$10,450		
Total - Central Administration	\$383,182	\$383,182		
Total - Finance	\$800,385	\$800,385		
Total - Legal	\$150,000	\$75,000	\$75,000	
Total - Personnel	\$96,153	\$96,153		
Total - Operations & Maintenance	\$2,652,097			\$2,652,097
Total - Special Items	\$625,548	\$625,548		
Total - General Support	\$4,717,815	\$1,990,718	\$75,000	\$2,652,097
Total - Instruction (Adm. & Imp.)	\$2,041,505	\$914,725	\$1,126,780	
Total - Reg. School Instruction	\$12,711,893		\$12,711,893	
Total - Special Education	\$5,315,147	\$197,227	\$5,117,920	
Total - Instructional Media	\$1,293,530		\$1,293,530	
Total - Guidance	\$845,667		\$845,667	
Total - Health Services	\$382,178		\$382,178	
Total - Psychology	\$460,344		\$460,344	
Total - Interscholastic Athletics	\$1,215,680	\$180,581	\$1,035,099	
Total - Instruction	\$24,265,944	\$1,292,533	\$22,973,412	
Total - Pupil Transportation	\$936,307	\$0	\$936,307	\$0
Total - Census & Community Service	\$0	\$0	\$0	\$0
Total - Employee Benefits	\$9,667,302	\$861,167	\$8,103,421	\$702,714
Total - Interfund Transfer	\$20,000			\$20,000
Total - Debt Service	\$1,766,855			\$1,766,855
Total- Undistributed Expenses	\$11,454,157	\$861,167	\$8,103,421	\$2,489,569
Grand Total Summary				
Total - General Support	\$4,717,815	\$1,990,718	\$75,000	\$2,652,097
Total - Instruction	\$24,265,944	\$1,292,533	\$22,973,412	\$0
Total - Pupil Transportation	\$936,307	\$0	\$936,307	\$0
Total - Community Services	\$0	\$0	\$0	\$0
Total - Undistributed Expenses	\$11,454,157	\$861,167	\$8,103,421	\$2,489,569
Grand Total	\$41,374,222	\$4,144,417	\$32,088,139	\$5,141,666

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 ENROLLMENT (2016 - 17)

K-12 ENROLLMENT

1,620

ENROLLMENT BY GENDER

MALE

FEMALE

832

51%

788

49%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	4	0%
BLACK OR AFRICAN AMERICAN	53	3%
HISPANIC OR LATINO	302	19%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	125	8%
WHITE	1,049	65%
MULTIRACIAL	87	5%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

63

4%

167

10%

248

15%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	128	8%
1ST GRADE	118	7%
2ND GRADE	104	6%
3RD GRADE	109	7%
4TH GRADE	162	10%
5TH GRADE	135	8%
6TH GRADE	141	9%
7TH GRADE	134	8%
8TH GRADE	121	7%
9TH GRADE	101	6%
10TH GRADE	118	7%
11TH GRADE	122	8%
12TH GRADE	127	8%

AVERAGE CLASS SIZE (2016 - 17)

GROUP	CLASS SIZE
COMMON BRANCH	21
GRADE 8 ENGLISH	23
GRADE 8 MATHEMATICS	19
GRADE 8 SCIENCE	23
GRADE 8 SOCIAL STUDIES	24
GRADE 10 ENGLISH	22
GRADE 10 MATHEMATICS	20
GRADE 10 SCIENCE	22
GRADE 10 SOCIAL STUDIES	18

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
187	12%
32	2%

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE	97%
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STUDENT SUSPENSIONS (2015 - 16)

10	1%
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TEACHER TURNOVER RATE (2015-16 TO 2016-17)

TURNOVER RATE OF TEACHERS WITH FEWER THAN FIVE YEARS OF EXPERIENCE	TURNOVER RATE OF ALL TEACHERS
8%	9%

STAFF COUNTS (2016 - 17)

GROUP	STAFF
PRINCIPALS	4
ASSISTANT PRINCIPALS	0
OTHER PROFESSIONAL STAFF	19
PARAPROFESSIONALS	30

TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	127
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	9%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	8%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	21%
TOTAL NUMBER OF CLASSES	479
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	7%

HIGH SCHOOL COMPLETERS (2016 - 17)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA	
ALL STUDENTS	128	128	123	96%
GENERAL EDUCATION	112	112	112	100%
STUDENTS WITH DISABILITIES	16	16	11	69%

GROUP	REGENTS WITH ADVANCED DESIGNATION	REGENTS WITH CTE ENDORSEMENT	LOCAL DIPLOMAS	COMMENCEMENT CREDENTIALS
ALL STUDENTS	70	55%	0	0%
GENERAL EDUCATION	70	63%	0	0%
STUDENTS WITH DISABILITIES	0	0%	0	0%

HIGH SCHOOL NON-COMPLETERS (2016 - 17)

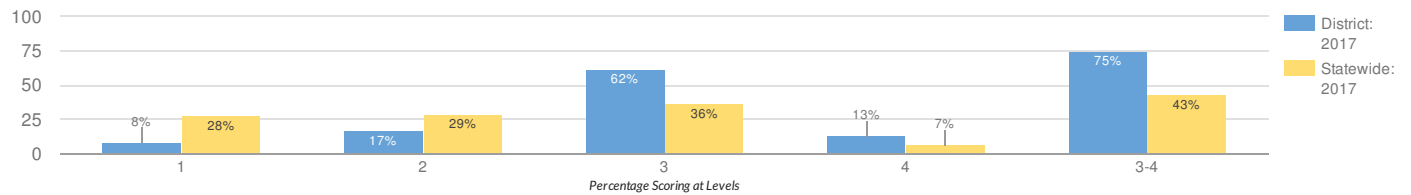
GROUP	DROPPED OUT	ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM	TOTAL NONCOMPLETERS
ALL STUDENTS	5	1%	0
GENERAL EDUCATION	-	-	-
STUDENTS WITH DISABILITIES	-	-	-

POST-GRADUATION PLANS OF COMPLETERS (2016 - 17)

GROUP	TO FOUR-YEAR COLLEGE	TO TWO-YEAR COLLEGE	TO OTHER POST-SECONDARY	TO THE MILITARY
ALL STUDENTS	107	84%	8	6%
GENERAL EDUCATION	99	88%	7	6%
STUDENTS WITH DISABILITIES	8	50%	1	6%

GROUP	TO EMPLOYMENT	TO ADULT SERVICES	TO OTHER KNOWN PLANS	PLANS UNKNOWN
ALL STUDENTS	4	3%	0	0%
GENERAL EDUCATION	1	1%	0	0%
STUDENTS WITH DISABILITIES	3	19%	0	0%

GRADE 3 ENGLISH LANGUAGE ARTS

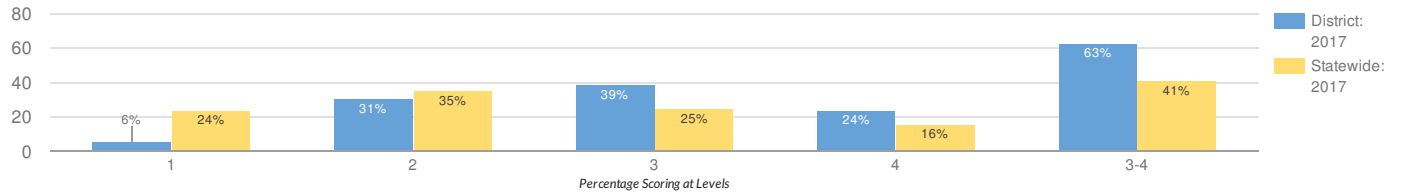


MEAN SCORE: 331

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	89	75%	7	8%	15	17%
GENERAL EDUCATION	82	80%	4	5%	12	15%
STUDENTS WITH DISABILITIES	7	14%	3	43%	3	43%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	6	67%	0	0%	2	33%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-
HISPANIC OR LATINO	18	67%	4	22%	2	11%
WHITE	59	80%	2	3%	10	17%
MULTIRACIAL	5	_%	-	-	-	-
SMALL GROUP TOTAL	6	67%	1	17%	1	17%
FEMALE	38	76%	3	8%	6	16%

MALE	51	75%	4	8%	9	18%	33	65%	5	10%
NON-ENGLISH LANGUAGE LEARNERS	87	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	10	50%	3	30%	2	20%	5	50%	0	0%
NOT ECONOMICALLY DISADVANTAGED	79	78%	4	5%	13	16%	50	63%	12	15%
NOT MIGRANT	89	75%	7	8%	15	17%	55	62%	12	13%

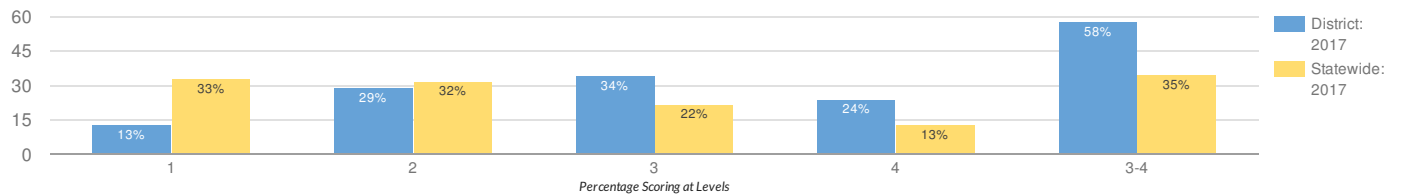
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 322

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	127	63%	8	6%	39	31%	49	39%	31	24%
GENERAL EDUCATION	119	67%	5	4%	34	29%	49	41%	31	26%
STUDENTS WITH DISABILITIES	8	0%	3	38%	5	63%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	12	67%	0	0%	4	33%	4	33%	4	33%
BLACK OR AFRICAN AMERICAN	5	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	29	41%	3	10%	14	48%	8	28%	4	14%
WHITE	70	70%	3	4%	18	26%	30	43%	19	27%
MULTIRACIAL	10	70%	0	0%	3	30%	3	30%	4	40%
SMALL GROUP TOTAL	6	67%	2	33%	0	0%	4	67%	0	0%
FEMALE	78	69%	2	3%	22	28%	31	40%	23	29%
MALE	49	53%	6	12%	17	35%	18	37%	8	16%
NON-ENGLISH LANGUAGE LEARNERS	124	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	21	33%	4	19%	10	48%	6	29%	1	5%
NOT ECONOMICALLY DISADVANTAGED	106	69%	4	4%	29	27%	43	41%	30	28%
NOT MIGRANT	127	63%	8	6%	39	31%	49	39%	31	24%

GRADE 5 ENGLISH LANGUAGE ARTS

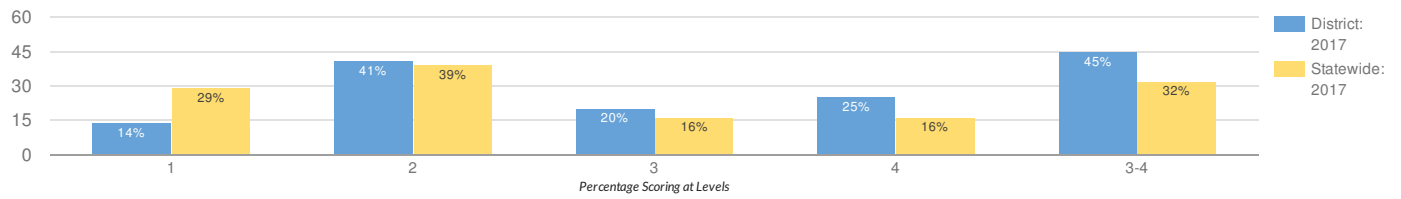


MEAN SCORE: 324

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	103	58%	13	13%	30	29%	35	34%	25	24%
GENERAL EDUCATION	97	62%	9	9%	28	29%	35	36%	25	26%
STUDENTS WITH DISABILITIES	6	0%	4	67%	2	33%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	11	82%	0	0%	2	18%	5	45%	4	36%
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-	-	-	-	-

HISPANIC OR LATINO	21	38%	4	19%	9	43%	7	33%	1	5%
WHITE	60	60%	8	13%	16	27%	20	33%	16	27%
MULTIRACIAL	7	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	64%	1	9%	3	27%	3	27%	4	36%
FEMALE	39	67%	1	3%	12	31%	13	33%	13	33%
MALE	64	53%	12	19%	18	28%	22	34%	12	19%
NON-ENGLISH LANGUAGE LEARNERS	101	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	16	31%	4	25%	7	44%	4	25%	1	6%
NOT ECONOMICALLY DISADVANTAGED	87	63%	9	10%	23	26%	31	36%	24	28%
NOT MIGRANT	103	58%	13	13%	30	29%	35	34%	25	24%

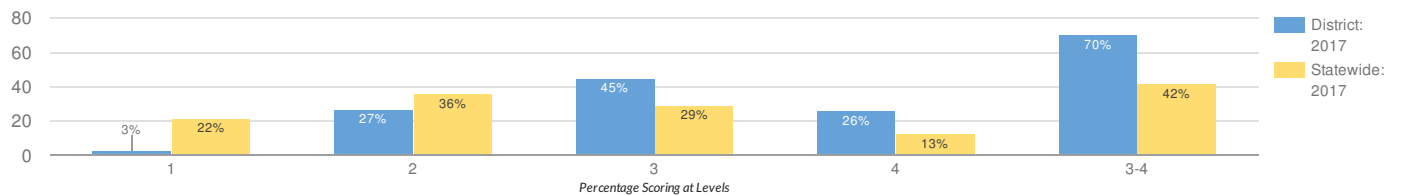
GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 311

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	105	45%	15	14%	43	41%	21	20%	26	25%
GENERAL EDUCATION	90	51%	6	7%	38	42%	20	22%	26	29%
STUDENTS WITH DISABILITIES	15	7%	9	60%	5	33%	1	7%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	50%	2	25%	2	25%	3	38%	1	13%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	25	32%	6	24%	11	44%	4	16%	4	16%
WHITE	62	48%	6	10%	26	42%	11	18%	19	31%
MULTIRACIAL	6	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	50%	1	10%	4	40%	3	30%	2	20%
FEMALE	47	51%	6	13%	17	36%	9	19%	15	32%
MALE	58	40%	9	16%	26	45%	12	21%	11	19%
NON-ENGLISH LANGUAGE LEARNERS	102	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	16	19%	4	25%	9	56%	2	13%	1	6%
NOT ECONOMICALLY DISADVANTAGED	89	49%	11	12%	34	38%	19	21%	25	28%
NOT MIGRANT	105	45%	15	14%	43	41%	21	20%	26	25%

GRADE 7 ENGLISH LANGUAGE ARTS

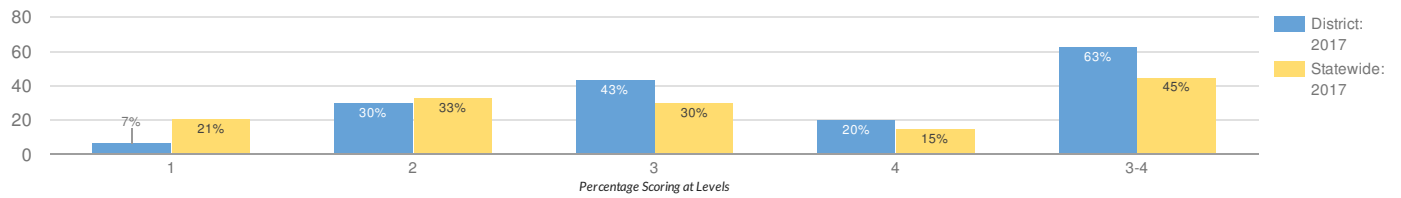


MEAN SCORE: 328

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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ALL STUDENTS	94	70%	3	3%	25	27%	42	45%	24	26%
GENERAL EDUCATION	87	75%	1	1%	21	24%	41	47%	24	28%
STUDENTS WITH DISABILITIES	7	14%	2	29%	4	57%	1	14%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	86%	1	14%	0	0%	5	71%	1	14%
BLACK OR AFRICAN AMERICAN	6	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	15	40%	2	13%	7	47%	4	27%	2	13%
WHITE	64	75%	0	0%	16	25%	28	44%	20	31%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	75%	0	0%	2	25%	5	63%	1	13%
FEMALE	54	72%	2	4%	13	24%	26	48%	13	24%
MALE	40	68%	1	3%	12	30%	16	40%	11	28%
NON-ENGLISH LANGUAGE LEARNERS	94	70%	3	3%	25	27%	42	45%	24	26%
ECONOMICALLY DISADVANTAGED	17	47%	2	12%	7	41%	7	41%	1	6%
NOT ECONOMICALLY DISADVANTAGED	77	75%	1	1%	18	23%	35	45%	23	30%
NOT MIGRANT	94	70%	3	3%	25	27%	42	45%	24	26%

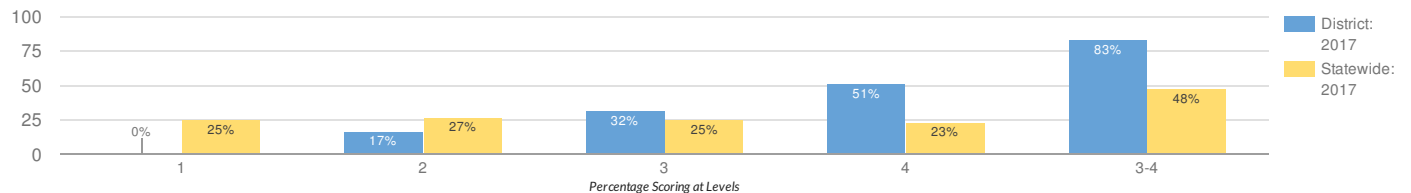
GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 320

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	54	63%	4	7%	16	30%	23	43%	11	20%
GENERAL EDUCATION	50	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	0%	2	40%	3	60%	0	0%	0	0%
WHITE	39	72%	1	3%	10	26%	18	46%	10	26%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	60%	1	10%	3	30%	5	50%	1	10%
FEMALE	20	65%	0	0%	7	35%	6	30%	7	35%
MALE	34	62%	4	12%	9	26%	17	50%	4	12%
NON-ENGLISH LANGUAGE LEARNERS	53	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	7	29%	3	43%	2	29%	2	29%	0	0%
NOT ECONOMICALLY DISADVANTAGED	47	68%	1	2%	14	30%	21	45%	11	23%
NOT MIGRANT	54	63%	4	7%	16	30%	23	43%	11	20%

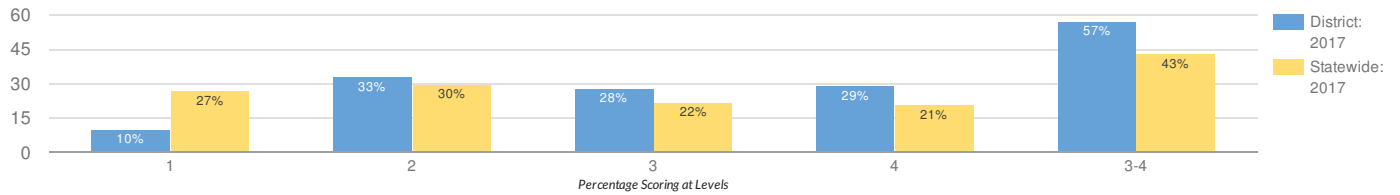
GRADE 3 MATHEMATICS



MEAN SCORE: 335

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	88	83%	0	0%	15	17%	28	32%	45	51%
GENERAL EDUCATION	80	86%	0	0%	11	14%	24	30%	45	56%
STUDENTS WITH DISABILITIES	8	50%	0	0%	4	50%	4	50%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	100%	0	0%	0	0%	1	14%	6	86%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	16	63%	0	0%	6	38%	5	31%	5	31%
WHITE	59	88%	0	0%	7	12%	21	36%	31	53%
MULTIRACIAL	5	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	67%	0	0%	2	33%	1	17%	3	50%
FEMALE	35	74%	0	0%	9	26%	11	31%	15	43%
MALE	53	89%	0	0%	6	11%	17	32%	30	57%
NON-ENGLISH LANGUAGE LEARNERS	85	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	8	38%	0	0%	5	63%	1	13%	2	25%
NOT ECONOMICALLY DISADVANTAGED	80	88%	0	0%	10	13%	27	34%	43	54%
NOT MIGRANT	88	83%	0	0%	15	17%	28	32%	45	51%

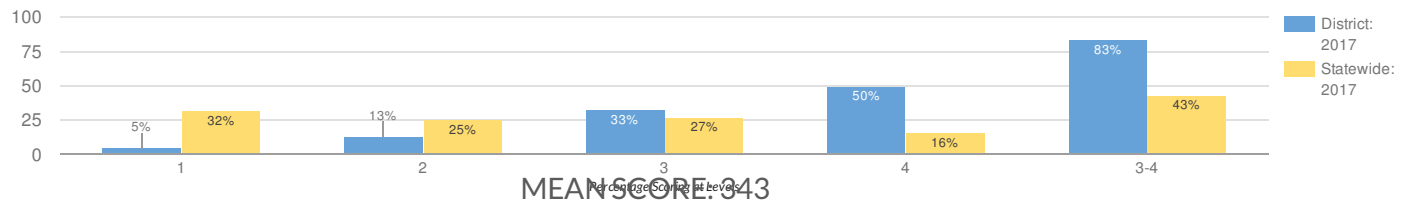
GRADE 4 MATHEMATICS



MEAN SCORE: 320

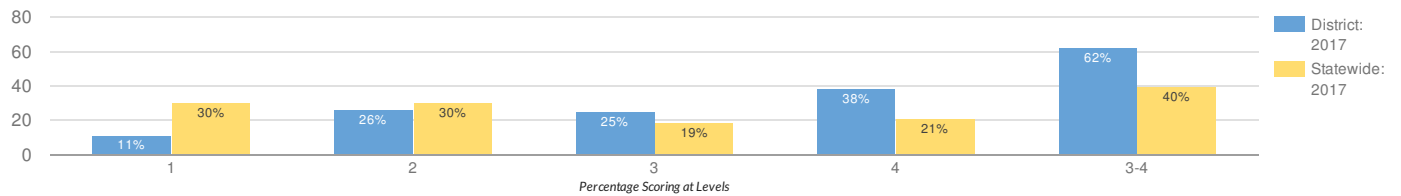
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	131	57%	13	10%	43	33%	37	28%	38	29%
GENERAL EDUCATION	124	59%	9	7%	42	34%	35	28%	38	31%
STUDENTS WITH DISABILITIES	7	29%	4	57%	1	14%	2	29%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	15	93%	0	0%	1	7%	4	27%	10	67%
BLACK OR AFRICAN AMERICAN	5	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	27	30%	6	22%	13	48%	6	22%	2	7%
WHITE	73	63%	3	4%	24	33%	25	34%	21	29%
MULTIRACIAL	10	50%	2	20%	3	30%	0	0%	5	50%
SMALL GROUP TOTAL	6	33%	2	33%	2	33%	2	33%	0	0%
FEMALE	81	59%	7	9%	26	32%	27	33%	21	26%
MALE	50	54%	6	12%	17	34%	10	20%	17	34%
NON-ENGLISH LANGUAGE LEARNERS	124	57%	13	10%	40	32%	33	27%	38	31%
ENGLISH LANGUAGE LEARNERS	7	57%	0	0%	3	43%	4	57%	0	0%
ECONOMICALLY DISADVANTAGED	18	22%	7	39%	7	39%	3	17%	1	6%
NOT ECONOMICALLY DISADVANTAGED	113	63%	6	5%	36	32%	34	30%	37	33%
NOT MIGRANT	131	57%	13	10%	43	33%	37	28%	38	29%

GRADE 5 MATHEMATICS



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	103	83%	5	5%	13	13%	34	33%	51	50%
GENERAL EDUCATION	96	86%	1	1%	12	13%	32	33%	51	53%
STUDENTS WITH DISABILITIES	7	29%	4	57%	1	14%	2	29%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	100%	0	0%	0	0%	1	10%	9	90%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	22	64%	2	9%	6	27%	9	41%	5	23%
WHITE	61	87%	2	3%	6	10%	21	34%	32	52%
MULTIRACIAL	7	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	80%	1	10%	1	10%	3	30%	5	50%
FEMALE	40	90%	1	3%	3	8%	16	40%	20	50%
MALE	63	78%	4	6%	10	16%	18	29%	31	49%
NON-ENGLISH LANGUAGE LEARNERS	100	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	17	47%	2	12%	7	41%	6	35%	2	12%
NOT ECONOMICALLY DISADVANTAGED	86	90%	3	3%	6	7%	28	33%	49	57%
NOT MIGRANT	103	83%	5	5%	13	13%	34	33%	51	50%

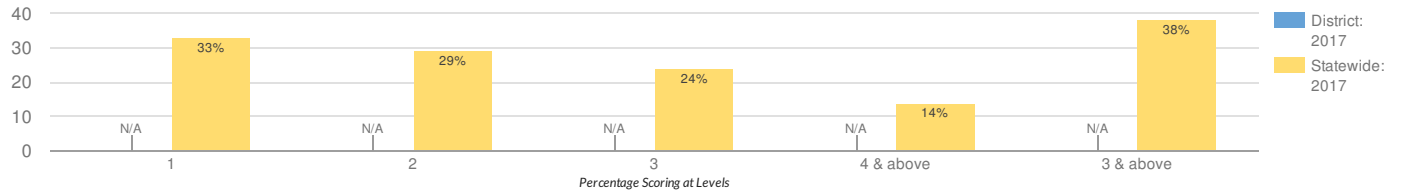
GRADE 6 MATHEMATICS



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	106	62%	12	11%	28	26%	26	25%	40	38%
GENERAL EDUCATION	93	70%	4	4%	24	26%	25	27%	40	43%
STUDENTS WITH DISABILITIES	13	8%	8	62%	4	31%	1	8%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	70%	1	10%	2	20%	2	20%	5	50%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	24	33%	8	33%	8	33%	2	8%	6	25%
WHITE	63	71%	2	3%	16	25%	21	33%	24	38%
MULTIRACIAL	7	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	67%	1	11%	2	22%	1	11%	5	56%
FEMALE	51	67%	7	14%	10	20%	18	35%	16	31%
MALE	55	58%	5	9%	18	33%	8	15%	24	44%
NON-ENGLISH LANGUAGE LEARNERS	98	63%	9	9%	27	28%	25	26%	37	38%
ENGLISH LANGUAGE LEARNERS	8	50%	3	38%	1	13%	1	13%	3	38%
ECONOMICALLY DISADVANTAGED	13	23%	3	23%	7	54%	2	15%	1	8%
NOT ECONOMICALLY DISADVANTAGED	93	68%	9	10%	21	23%	24	26%	39	42%
NOT MIGRANT	106	62%	12	11%	28	26%	26	25%	40	38%

GRADE 7 MATHEMATICS

Mean scores and data in the table for grade 7 math include only those for grade 7 students who took the Grade 7 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 7 students who took the Grade 7 NYSTP in Mathematics and grade 7 students who took a Regents math test in lieu of the NYSTP. For 2014 and earlier, data in the bar charts include only those for grade 7 students who took the Grade 7 NYSTP.



MEAN SCORE: 333

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	93	69%	8	9%	21	23%	31	33%	33	35%
GENERAL EDUCATION	86	73%	4	5%	19	22%	30	35%	33	38%
STUDENTS WITH DISABILITIES	7	14%	4	57%	2	29%	1	14%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	7	57%	1	14%	2	29%	2	29%	2	29%
HISPANIC OR LATINO	15	40%	2	13%	7	47%	4	27%	2	13%
WHITE	62	76%	4	6%	11	18%	23	37%	24	39%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	78%	1	11%	1	11%	2	22%	5	56%
FEMALE	54	67%	6	11%	12	22%	18	33%	18	33%
MALE	39	72%	2	5%	9	23%	13	33%	15	38%
NON-ENGLISH LANGUAGE LEARNERS	93	69%	8	9%	21	23%	31	33%	33	35%
ECONOMICALLY DISADVANTAGED	17	29%	5	29%	7	41%	4	24%	1	6%
NOT ECONOMICALLY DISADVANTAGED	76	78%	3	4%	14	18%	27	36%	32	42%
NOT MIGRANT	93	69%	8	9%	21	23%	31	33%	33	35%

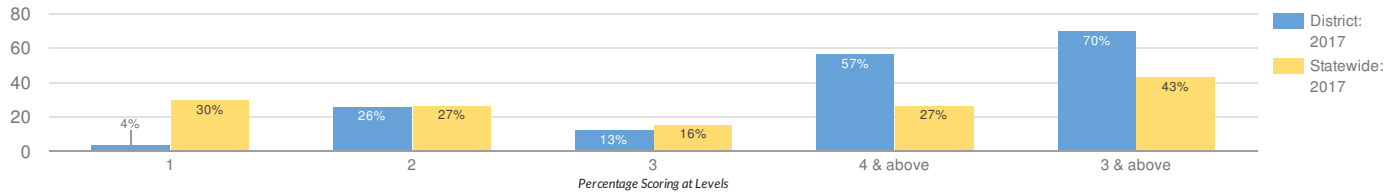
GRADE 7 STUDENTS TAKING A REGENTS MATH TEST

Accelerated grade 7 students who took a Regents math test in lieu of the Grade 7 NYSTP in Mathematics.

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE
ALL STUDENTS	1	-	-	-	-	-

GRADE 8 MATHEMATICS

Mean scores and data in the table for grade 8 math include only those for grade 8 students who took the Grade 8 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 8 students who took the Grade 8 NYSTP in Mathematics and grade 8 students who took a Regents math test in lieu of the NYSTP. For 2014 and earlier, data in the bar charts include only those for grade 8 students who took the Grade 8 NYSTP.



MEAN SCORE: 312

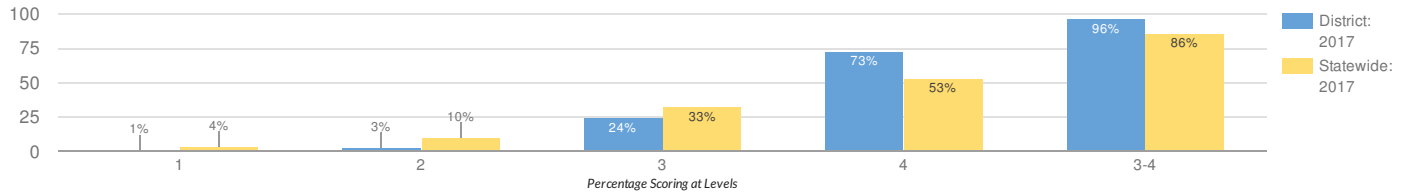
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	31	32%	3	10%	18	58%	9	29%	1	3%
GENERAL EDUCATION	27	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	0%	1	20%	4	80%	0	0%	0	0%
WHITE	21	43%	1	5%	11	52%	8	38%	1	5%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	20%	1	20%	3	60%	1	20%	0	0%
FEMALE	12	33%	0	0%	8	67%	4	33%	0	0%
MALE	19	32%	3	16%	10	53%	5	26%	1	5%
NON-ENGLISH LANGUAGE LEARNERS	27	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	6	17%	2	33%	3	50%	1	17%	0	0%
NOT ECONOMICALLY DISADVANTAGED	25	36%	1	4%	15	60%	8	32%	1	4%
NOT MIGRANT	31	32%	3	10%	18	58%	9	29%	1	3%

GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

Accelerated grade 8 students who took a Regents math test in lieu of the Grade 8 NYSTP in Mathematics.

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE					
ALL STUDENTS	38	0	0%	0	0%	0	0%	38	100%	38	100%

GRADE 4 SCIENCE

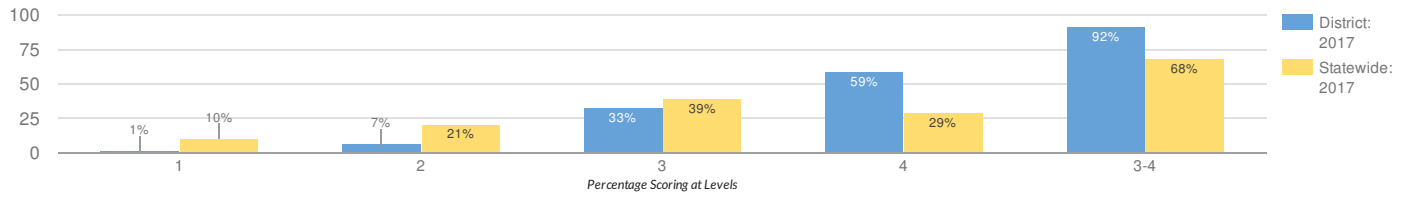


MEAN SCORE: 88

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	140	96%	1	1%	4	3%	33	24%	102	73%
GENERAL EDUCATION	130	98%	1	1%	2	2%	27	21%	100	77%
STUDENTS WITH DISABILITIES	10	80%	0	0%	2	20%	6	60%	2	20%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	15	100%	0	0%	0	0%	3	20%	12	80%
BLACK OR AFRICAN AMERICAN	5	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	29	90%	0	0%	3	10%	9	31%	17	59%
WHITE	79	99%	0	0%	1	1%	15	19%	63	80%
MULTIRACIAL	11	100%	0	0%	0	0%	4	36%	7	64%
SMALL GROUP TOTAL	6	83%	1	17%	0	0%	2	33%	3	50%
FEMALE	86	98%	0	0%	2	2%	21	24%	63	73%
MALE	54	94%	1	2%	2	4%	12	22%	39	72%
NON-ENGLISH LANGUAGE LEARNERS	133	97%	1	1%	3	2%	28	21%	101	76%
ENGLISH LANGUAGE LEARNERS	7	86%	0	0%	1	14%	5	71%	1	14%
ECONOMICALLY DISADVANTAGED	21	81%	1	5%	3	14%	7	33%	10	48%
NOT ECONOMICALLY DISADVANTAGED	119	99%	0	0%	1	1%	26	22%	92	77%
NOT MIGRANT	140	96%	1	1%	4	3%	33	24%	102	73%

GRADE 8 SCIENCE

Data in the bar charts include those for grade 8 students who took the New York State Grade 8 Science Test and grade 8 students who took a Regents science test in lieu of this test. Mean scores and data in the table for grade 8 science include only those for grade 8 students who took the New York State Grade 8 Science Test.



MEAN SCORE: 78

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	65	86%	1	2%	8	12%	36	55%	20	31%
GENERAL EDUCATION	54	91%	1	2%	4	7%	30	56%	19	35%
STUDENTS WITH DISABILITIES	11	64%	0	0%	4	36%	6	55%	1	9%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	5	80%	0	0%	1	20%	3	60%	1	20%
HISPANIC OR LATINO	10	70%	0	0%	3	30%	5	50%	2	20%
WHITE	42	90%	0	0%	4	10%	25	60%	13	31%
MULTIRACIAL	5	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	88%	1	13%	0	0%	3	38%	4	50%
FEMALE	26	88%	0	0%	3	12%	19	73%	4	15%
MALE	39	85%	1	3%	5	13%	17	44%	16	41%
NON-ENGLISH LANGUAGE LEARNERS	61	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	15	67%	0	0%	5	33%	8	53%	2	13%
NOT ECONOMICALLY DISADVANTAGED	50	92%	1	2%	3	6%	28	56%	18	36%
NOT MIGRANT	65	86%	1	2%	8	12%	36	55%	20	31%

GRADE 8 STUDENTS TAKING A REGENTS SCIENCE TEST

Accelerated grade 8 students who take a Regents science test in lieu of the New York State Grade 8 Science Test.

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	47	100%	0	0%	0	0%	1	2%	46	98%

RECENTLY ARRIVED ELL STUDENTS (2016 - 17)

GRADE

RECENTLY ARRIVED ELL STUDENTS TAKING NYSESAT IN LIEU OF NYSTP

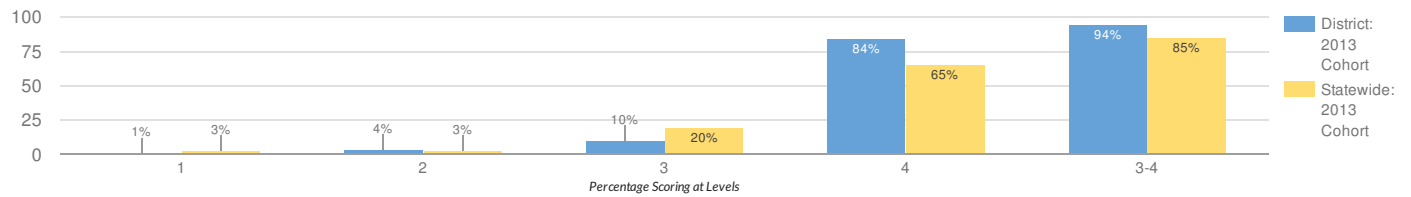
GRADE 3	1
GRADE 4	5
GRADE 5	1
GRADE 6	6
GRADE 8	3

GRADE

RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSESAT IN LIEU OF NYSTP

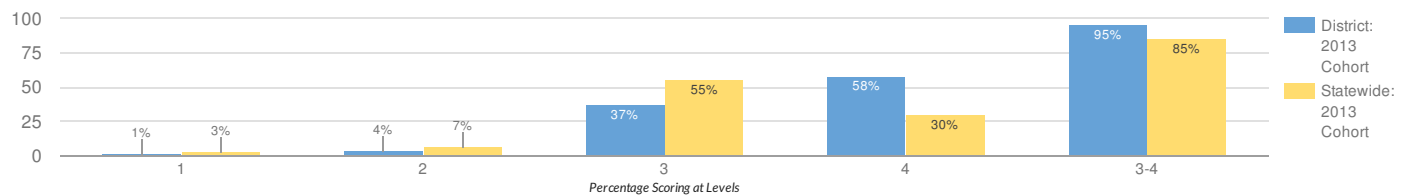
GRADE 3	1
GRADE 4	5
GRADE 5	1
GRADE 6	6
GRADE 8	3

TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	135	94%	1	1%	5	4%	14	10%	113	84%
GENERAL EDUCATION	116	99%	0	0%	0	0%	7	6%	108	93%
STUDENTS WITH DISABILITIES	19	63%	1	5%	5	26%	7	37%	5	26%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	100%	0	0%	0	0%	1	10%	9	90%
BLACK OR AFRICAN AMERICAN	7	86%	1	14%	0	0%	0	0%	6	86%
HISPANIC OR LATINO	20	80%	0	0%	2	10%	4	20%	12	60%
WHITE	93	97%	0	0%	3	3%	9	10%	81	87%
MULTIRACIAL	5	100%	0	0%	0	0%	0	0%	5	100%
FEMALE	62	95%	0	0%	2	3%	8	13%	51	82%
MALE	73	93%	1	1%	3	4%	6	8%	62	85%
NON-ENGLISH LANGUAGE LEARNERS	134	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	21	81%	0	0%	2	10%	5	24%	12	57%
NOT ECONOMICALLY DISADVANTAGED	114	96%	1	1%	3	3%	9	8%	101	89%
NOT MIGRANT	135	94%	1	1%	5	4%	14	10%	113	84%

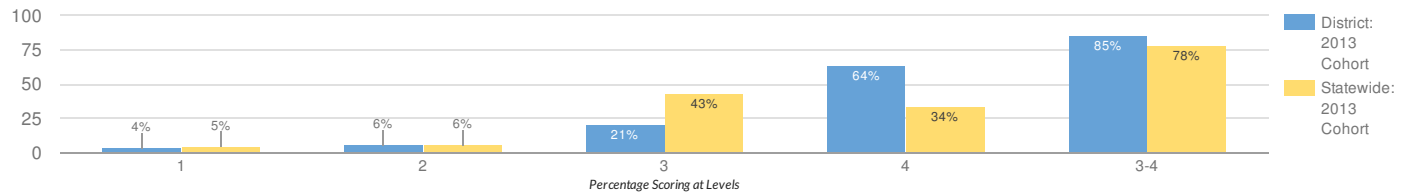
TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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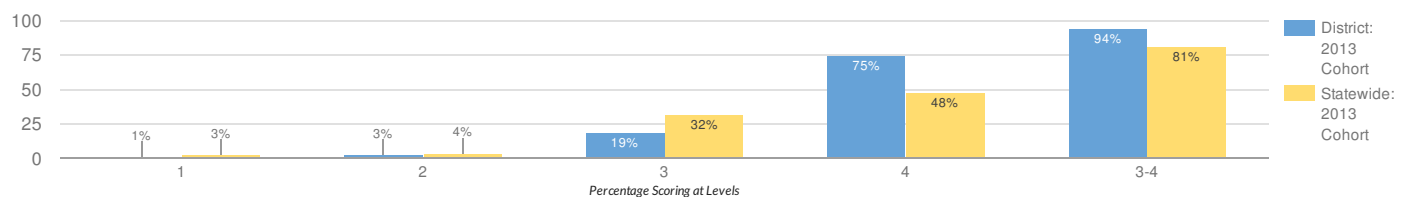
ALL STUDENTS	135	95%	1	1%	5	4%	50	37%	78	58%
GENERAL EDUCATION	116	99%	0	0%	0	0%	38	33%	77	66%
STUDENTS WITH DISABILITIES	19	68%	1	5%	5	26%	12	63%	1	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	100%	0	0%	0	0%	1	10%	9	90%
BLACK OR AFRICAN AMERICAN	7	86%	0	0%	1	14%	2	29%	4	57%
HISPANIC OR LATINO	20	80%	1	5%	2	10%	12	60%	4	20%
WHITE	93	98%	0	0%	2	2%	35	38%	56	60%
MULTIRACIAL	5	100%	0	0%	0	0%	0	0%	5	100%
FEMALE	62	95%	0	0%	3	5%	23	37%	36	58%
MALE	73	95%	1	1%	2	3%	27	37%	42	58%
NON-ENGLISH LANGUAGE LEARNERS	134	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	21	81%	1	5%	2	10%	10	48%	7	33%
NOT ECONOMICALLY DISADVANTAGED	114	97%	0	0%	3	3%	40	35%	71	62%
NOT MIGRANT	135	95%	1	1%	5	4%	50	37%	78	58%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION



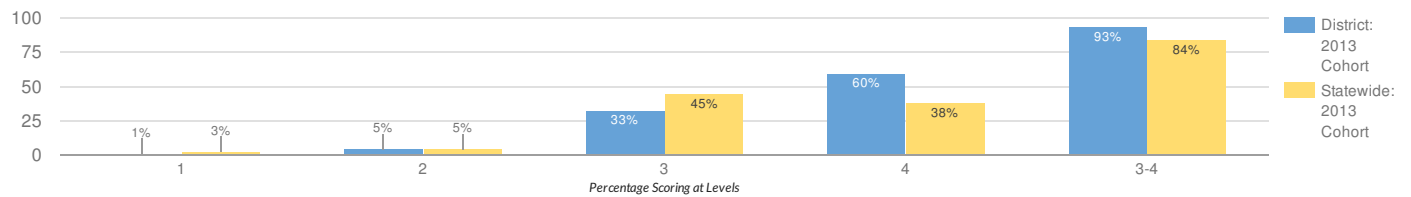
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	135	85%	5	4%	8	6%	29	21%	86	64%
GENERAL EDUCATION	116	91%	0	0%	6	5%	21	18%	85	73%
STUDENTS WITH DISABILITIES	19	47%	5	26%	2	11%	8	42%	1	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	90%	0	0%	0	0%	0	0%	9	90%
BLACK OR AFRICAN AMERICAN	7	71%	1	14%	1	14%	2	29%	3	43%
HISPANIC OR LATINO	20	70%	2	10%	2	10%	9	45%	5	25%
WHITE	93	88%	2	2%	5	5%	17	18%	65	70%
MULTIRACIAL	5	100%	0	0%	0	0%	1	20%	4	80%
FEMALE	62	84%	1	2%	4	6%	14	23%	38	61%
MALE	73	86%	4	5%	4	5%	15	21%	48	66%
NON-ENGLISH LANGUAGE LEARNERS	134	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	21	67%	2	10%	3	14%	10	48%	4	19%
NOT ECONOMICALLY DISADVANTAGED	114	89%	3	3%	5	4%	19	17%	82	72%
NOT MIGRANT	135	85%	5	4%	8	6%	29	21%	86	64%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	135	94%	1	1%	4	3%	26	19%	101	75%
GENERAL EDUCATION	116	98%	0	0%	0	0%	17	15%	97	84%
STUDENTS WITH DISABILITIES	19	68%	1	5%	4	21%	9	47%	4	21%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	100%	0	0%	0	0%	0	0%	10	100%
BLACK OR AFRICAN AMERICAN	7	100%	0	0%	0	0%	2	29%	5	71%
HISPANIC OR LATINO	20	80%	1	5%	1	5%	8	40%	8	40%
WHITE	93	96%	0	0%	3	3%	15	16%	74	80%
MULTIRACIAL	5	100%	0	0%	0	0%	1	20%	4	80%
FEMALE	62	97%	0	0%	1	2%	14	23%	46	74%
MALE	73	92%	1	1%	3	4%	12	16%	55	75%
NON-ENGLISH LANGUAGE LEARNERS	134	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	21	81%	1	5%	1	5%	11	52%	6	29%
NOT ECONOMICALLY DISADVANTAGED	114	96%	0	0%	3	3%	15	13%	95	83%
NOT MIGRANT	135	94%	1	1%	4	3%	26	19%	101	75%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL SCIENCE AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	135	93%	1	1%	7	5%	44	33%	81	60%
GENERAL EDUCATION	116	97%	0	0%	2	2%	32	28%	80	69%
STUDENTS WITH DISABILITIES	19	68%	1	5%	5	26%	12	63%	1	5%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	100%	0	0%	0	0%	1	10%	9	90%
BLACK OR AFRICAN AMERICAN	7	86%	0	0%	1	14%	2	29%	4	57%
HISPANIC OR LATINO	20	85%	1	5%	1	5%	14	70%	3	15%
WHITE	93	94%	0	0%	5	5%	27	29%	60	65%
MULTIRACIAL	5	100%	0	0%	0	0%	0	0%	5	100%
FEMALE	62	92%	0	0%	4	6%	21	34%	36	58%
MALE	73	93%	1	1%	3	4%	23	32%	45	62%
NON-ENGLISH LANGUAGE LEARNERS	134	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	21	81%	1	5%	2	10%	12	57%	5	24%
NOT ECONOMICALLY DISADVANTAGED	114	95%	0	0%	5	4%	32	28%	76	67%
NOT MIGRANT	135	93%	1	1%	7	5%	44	33%	81	60%

Regents Examination Results (2016 - 17)

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	141	4	3%	2	1%	15	11%	10	7%	110	78%

GENERAL EDUCATION	117	0	0%	0	0%	7	6%	7	6%	103	88%
STUDENTS WITH DISABILITIES	24	4	17%	2	8%	8	33%	3	13%	7	29%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	0	0%	0	0%	3	30%	0	0%	7	70%
BLACK OR AFRICAN AMERICAN	5	1	20%	0	0%	0	0%	1	20%	3	60%
HISPANIC OR LATINO	26	2	8%	1	4%	5	19%	4	15%	14	54%
WHITE	95	1	1%	1	1%	6	6%	5	5%	82	86%
MULTIRACIAL	5	0	0%	0	0%	1	20%	0	0%	4	80%
FEMALE	76	0	0%	0	0%	5	7%	5	7%	66	87%
MALE	65	4	6%	2	3%	10	15%	5	8%	44	68%
NON-ENGLISH LANGUAGE LEARNERS	140	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	30	2	7%	1	3%	6	20%	3	10%	18	60%
NOT ECONOMICALLY DISADVANTAGED	111	2	2%	1	1%	9	8%	7	6%	92	83%
NOT MIGRANT	141	4	3%	2	1%	15	11%	10	7%	110	78%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	1	-	-	-
GENERAL EDUCATION	1	-	-	-
WHITE	1	-	-	-
SMALL GROUP TOTAL	1	-	-	-
FEMALE	1	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	1	-	-	-
NOT ECONOMICALLY DISADVANTAGED	1	-	-	-
NOT MIGRANT	1	-	-	-

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	163	3	2%	5	3%	42	26%	36	22%	77	47%
GENERAL EDUCATION	142	1	1%	2	1%	30	21%	34	24%	75	53%
STUDENTS WITH DISABILITIES	21	2	10%	3	14%	12	57%	2	10%	2	10%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	0	0%	0	0%	1	14%	3	43%	3	43%
BLACK OR AFRICAN AMERICAN	5	0	0%	0	0%	0	0%	1	20%	4	80%
HISPANIC OR LATINO	36	1	3%	2	6%	15	42%	8	22%	10	28%
WHITE	108	1	1%	2	2%	24	22%	24	22%	57	53%
MULTIRACIAL	7	1	14%	1	14%	2	29%	0	0%	3	43%
FEMALE	80	2	3%	3	4%	20	25%	16	20%	39	49%
MALE	83	1	1%	2	2%	22	27%	20	24%	38	46%
NON-ENGLISH LANGUAGE LEARNERS	159	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	30	1	3%	1	3%	18	60%	6	20%	4	13%
NOT ECONOMICALLY DISADVANTAGED	133	2	2%	4	3%	24	18%	30	23%	73	55%
NOT MIGRANT	163	3	2%	5	3%	42	26%	36	22%	77	47%

COMMON CORE GEOMETRY

REGENTS COMMON CORE GEOMETRY

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	128	12	9%	19	15%	44	34%	19	15%	34	27%
GENERAL EDUCATION	113	10	9%	14	12%	37	33%	18	16%	34	30%
STUDENTS WITH DISABILITIES	15	2	13%	5	33%	7	47%	1	7%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	0	0%	0	0%	2	22%	1	11%	6	67%
BLACK OR AFRICAN AMERICAN	6	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	32	5	16%	6	19%	12	38%	3	9%	6	19%
WHITE	78	6	8%	13	17%	28	36%	10	13%	21	27%
MULTIRACIAL	3	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	1	11%	0	0%	2	22%	5	56%	1	11%
FEMALE	64	7	11%	9	14%	24	38%	11	17%	13	20%
MALE	64	5	8%	10	16%	20	31%	8	13%	21	33%
NON-ENGLISH LANGUAGE LEARNERS	126	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	23	4	17%	8	35%	7	30%	2	9%	2	9%
NOT ECONOMICALLY DISADVANTAGED	105	8	8%	11	10%	37	35%	17	16%	32	30%
NOT MIGRANT	128	12	9%	19	15%	44	34%	19	15%	34	27%

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	86	0	0%	0	0%	15	17%	30	35%	41	48%
GENERAL EDUCATION	85	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	0	0%	0	0%	0	0%	3	38%	5	63%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	0	0%	0	0%	0	0%	5	50%	5	50%
WHITE	61	0	0%	0	0%	13	21%	19	31%	29	48%
MULTIRACIAL	5	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	0	0%	0	0%	2	29%	3	43%	2	29%
FEMALE	49	0	0%	0	0%	7	14%	16	33%	26	53%
MALE	37	0	0%	0	0%	8	22%	14	38%	15	41%
NON-ENGLISH LANGUAGE LEARNERS	86	0	0%	0	0%	15	17%	30	35%	41	48%
ECONOMICALLY DISADVANTAGED	10	0	0%	0	0%	4	40%	3	30%	3	30%
NOT ECONOMICALLY DISADVANTAGED	76	0	0%	0	0%	11	14%	27	36%	38	50%
NOT MIGRANT	86	0	0%	0	0%	15	17%	30	35%	41	48%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	128	122	95%	108	84%	78	61%
GENERAL EDUCATION	103	101	98%	95	92%	74	72%
STUDENTS WITH DISABILITIES	25	21	84%	13	52%	4	16%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	11	11	100%	11	100%	9	82%
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	32	28	88%	23	72%	13	41%
WHITE	78	76	97%	68	87%	51	65%
MULTIRACIAL	3	-	-	-	-	-	-
SMALL GROUP TOTAL	7	7	100%	6	86%	5	71%
FEMALE	64	62	97%	56	88%	41	64%
MALE	64	60	94%	52	81%	37	58%
NON-ENGLISH LANGUAGE LEARNERS	126	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	26	22	85%	17	65%	8	31%
NOT ECONOMICALLY DISADVANTAGED	102	100	98%	91	89%	70	69%
NOT MIGRANT	128	122	95%	108	84%	78	61%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	134	130	97%	125	93%	91	68%
GENERAL EDUCATION	111	111	100%	111	100%	84	76%
STUDENTS WITH DISABILITIES	23	19	83%	14	61%	7	30%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	8	100%	8	100%	7	88%
BLACK OR AFRICAN AMERICAN	5	5	100%	5	100%	4	80%
HISPANIC OR LATINO	28	26	93%	22	79%	11	39%
WHITE	85	83	98%	82	96%	62	73%
MULTIRACIAL	8	8	100%	8	100%	7	88%
FEMALE	70	69	99%	67	96%	46	66%
MALE	64	61	95%	58	91%	45	70%
NON-ENGLISH LANGUAGE LEARNERS	133	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	34	32	94%	29	85%	15	44%
NOT ECONOMICALLY DISADVANTAGED	100	98	98%	96	96%	76	76%
NOT MIGRANT	134	130	97%	125	93%	91	68%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	114	108	95%	100	88%	53	46%
GENERAL EDUCATION	104	101	97%	96	92%	53	51%
STUDENTS WITH DISABILITIES	10	7	70%	4	40%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	4	80%	4	80%	3	60%
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	20	19	95%	17	85%	5	25%
WHITE	82	78	95%	73	89%	40	49%
MULTIRACIAL	3	-	-	-	-	-	-
SMALL GROUP TOTAL	7	7	100%	6	86%	5	71%
FEMALE	56	53	95%	48	86%	28	50%
MALE	58	55	95%	52	90%	25	43%
NON-ENGLISH LANGUAGE LEARNERS	112	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	15	15	100%	11	73%	3	20%
NOT ECONOMICALLY DISADVANTAGED	99	93	94%	89	90%	50	51%
NOT MIGRANT	114	108	95%	100	88%	53	46%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	109	106	97%	101	93%	73	67%
GENERAL EDUCATION	97	94	97%	89	92%	68	70%
STUDENTS WITH DISABILITIES	12	12	100%	12	100%	5	42%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	8	100%	8	100%	8	100%
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	28	27	96%	24	86%	13	46%
WHITE	66	64	97%	62	94%	46	70%
MULTIRACIAL	3	-	-	-	-	-	-
SMALL GROUP TOTAL	7	7	100%	7	100%	6	86%
FEMALE	49	47	96%	43	88%	28	57%
MALE	60	59	98%	58	97%	45	75%
NON-ENGLISH LANGUAGE LEARNERS	107	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	19	18	95%	14	74%	6	32%
NOT ECONOMICALLY DISADVANTAGED	90	88	98%	87	97%	67	74%
NOT MIGRANT	109	106	97%	101	93%	73	67%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	92	92	100%	87	95%	42	46%
GENERAL EDUCATION	89	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	8	100%	8	100%	5	63%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	13	13	100%	12	92%	4	31%
WHITE	65	65	100%	61	94%	32	49%
MULTIRACIAL	3	-	-	-	-	-	-
SMALL GROUP TOTAL	6	6	100%	6	100%	1	17%
FEMALE	54	54	100%	51	94%	21	39%
MALE	38	38	100%	36	95%	21	55%
NON-ENGLISH LANGUAGE LEARNERS	91	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	12	12	100%	11	92%	3	25%
NOT ECONOMICALLY DISADVANTAGED	80	80	100%	76	95%	39	49%
NOT MIGRANT	92	92	100%	87	95%	42	46%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	41	41	100%	40	98%	30	73%
GENERAL EDUCATION	40	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	4	-	-	-	-	-	-
WHITE	28	28	100%	27	96%	20	71%
MULTIRACIAL	4	-	-	-	-	-	-
SMALL GROUP TOTAL	13	13	100%	13	100%	10	77%
FEMALE	13	13	100%	13	100%	11	85%
MALE	28	28	100%	27	96%	19	68%
NON-ENGLISH LANGUAGE LEARNERS	41	41	100%	40	98%	30	73%
ECONOMICALLY DISADVANTAGED	5	5	100%	5	100%	4	80%
NOT ECONOMICALLY DISADVANTAGED	36	36	100%	35	97%	26	72%
NOT MIGRANT	41	41	100%	40	98%	30	73%

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 4 ELA	1	_%	-	-	-	-
GRADE 4 MATH	1	_%	-	-	-	-
GRADE 4 SCIENCE	1	_%	-	-	-	-
GRADE 5 ELA	1	_%	-	-	-	-
GRADE 5 MATH	1	_%	-	-	-	-
GRADE 7 ELA	1	_%	-	-	-	-
GRADE 7 MATH	1	_%	-	-	-	-
SECONDARY-LEVEL ELA	1	_%	-	-	-	-
SECONDARY-LEVEL MATH	1	_%	-	-	-	-
SECONDARY-LEVEL SCIENCE	1	_%	-	-	-	-
SECONDARY-LEVEL SOCIAL STUDIES	1	_%	-	-	-	-

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2016 - 17)

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	10	0%	10%	0%	60%	30%
GENERAL EDUCATION	7	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-

GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	11	0%	9%	45%	18%	27%
GENERAL EDUCATION	7	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-

GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	11	0%	9%	0%	9%	82%
GENERAL EDUCATION	10	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	3	-	-	-	-	-
GENERAL EDUCATION	3	-	-	-	-	-

GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	8	0%	0%	0%	75%	25%
GENERAL EDUCATION	8	0%	0%	0%	75%	25%

GRADE 5

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-

GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	9	0%	11%	44%	11%	33%
GENERAL EDUCATION	9	0%	11%	44%	11%	33%

GRADE 8

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-

GRADE 9

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-

GRADE 10

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
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ALL STUDENTS	2	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-

GRADE 11

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	1,584*	70%*	YES	566	155	106	106
AMERICAN INDIAN OR ALASKA NATIVE	—	—	2	—	—	2	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	31	—	—	20	—	—	—
HISPANIC OR LATINO	NO	NO	286*	77%*	YES	108	129	92	92
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	57	100%	YES	48	160	116	116
WHITE	NO	NO	1,026*	65%*	YES	354	162	118	118
MULTIRACIAL	NO	NO	88*	75%*	YES	34	168	95	95
STUDENTS WITH DISABILITIES	NO	NO	184*	52%*	YES	48†	71†	71	71
LIMITED ENGLISH PROFICIENT	—	—	27	—	—	11	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	211*	76%*	YES	85	114	91	91

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	1,578*	71%*	564	155
NOT BLACK OR AFRICAN AMERICAN	1,523*	71%*	546	155
NOT HISPANIC OR LATINO	1,298*	69%*	458	161
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	1,467*	68%*	518	154
NOT WHITE	558*	80%*	212	143
NOT MULTIRACIAL	1,496*	70%*	532	154
GENERAL EDUCATION	1,400*	73%*	520	162
ENGLISH PROFICIENT	1,535*	70%*	555	156
NOT ECONOMICALLY DISADVANTAGED	1,373*	70%*	481	162
MALE	836*	70%*	291	146
FEMALE	748*	71%*	275	164
MIGRANT	0	—	0	—
NOT MIGRANT	1,584*	70%*	566	155

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.
 *The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	1,582*	71%*	YES	582	164	104	104
AMERICAN INDIAN OR ALASKA NATIVE	—	—	2	—	—	1	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	31	—	—	21	—	—	—
HISPANIC OR LATINO	NO	NO	286*	73%*	YES	106	132	90	90
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	YES	YES	55	98%	YES	53	181	127	127
WHITE	NO	NO	1,026*	67%*	YES	368	174	115	115
MULTIRACIAL	NO	NO	88*	75%*	YES	33	158	89	89
STUDENTS WITH DISABILITIES	NO	NO	184*	50%*	YES	47†	94†	72	72
LIMITED ENGLISH PROFICIENT	—	—	27	—	—	23	—	—	—
ECONOMICALLY DISADVANTAGED	NO	NO	210*	70%*	YES	77	108	89	89

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	1,576*	71%*	581	165
NOT BLACK OR AFRICAN AMERICAN	1,521*	71%*	561	165
NOT HISPANIC OR LATINO	1,296*	70%*	476	172
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	1,467*	69%*	529	163
NOT WHITE	556*	78%*	214	148
NOT MULTIRACIAL	1,494*	71%*	549	165
GENERAL EDUCATION	1,398*	74%*	537	171
ENGLISH PROFICIENT	1,533*	70%*	559	165
NOT ECONOMICALLY DISADVANTAGED	1,372*	71%*	505	173
MALE	834*	69%*	292	165
FEMALE	748*	72%*	290	164
MIGRANT	0	—	0	—
NOT MIGRANT	1,582*	71%*	582	164

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.
 *The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.
 † Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	286	88%	YES	249	194	182	182
AMERICAN INDIAN OR ALASKA NATIVE	—	—	1	—	—	1	—	—	—

BLACK OR AFRICAN AMERICAN	—	—	13	—	—	13	—	—	—
HISPANIC OR LATINO	YES	YES	49	88%	YES	41	188	166	166
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	20	—	—	20	—	—	—
WHITE	YES	YES	183	86%	YES	156	197	187	187
MULTIRACIAL	—	—	20	—	—	18	—	—	—
STUDENTS WITH DISABILITIES	—	—	34	—	—	22	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	12	—	—	10	—	—	—
ECONOMICALLY DISADVANTAGED	YES	YES	41	93%	YES	36	175	167	167

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	285	88%	248	194
NOT BLACK OR AFRICAN AMERICAN	273	88%	236	195
NOT HISPANIC OR LATINO	237	89%	208	196
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	266	88%	229	195
NOT WHITE	103	92%	93	189
NOT MULTIRACIAL	266	88%	231	194
GENERAL EDUCATION	252	92%	227	196
ENGLISH PROFICIENT	274	88%	239	196
NOT ECONOMICALLY DISADVANTAGED	245	88%	213	198
MALE	134	87%	112	192
FEMALE	152	90%	137	196
MIGRANT	0	—	0	—
NOT MIGRANT	286	88%	249	194

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	130	100%	YES	133	177	169	169
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	7	—	—	7	—	—	—
HISPANIC OR LATINO	—	—	16	—	—	20	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	8	—	—	9	—	—	—
WHITE	YES	YES	93	100%	YES	92	184	176	176
MULTIRACIAL	—	—	6	—	—	5	—	—	—
STUDENTS WITH DISABILITIES	—	—	18	—	—	19	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	18	—	—	21	—	—	—

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2013 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	130	100%	133	177
NOT BLACK OR AFRICAN AMERICAN	123	100%	126	178
NOT HISPANIC OR LATINO	114	100%	113	184
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	122	100%	124	177
NOT WHITE	37	—	41	163
NOT MULTIRACIAL	124	100%	128	177
GENERAL EDUCATION	112	100%	114	192
ENGLISH PROFICIENT	130	100%	132	178
NOT ECONOMICALLY DISADVANTAGED	112	100%	112	185
MALE	70	100%	72	178
FEMALE	60	100%	61	177
MIGRANT	0	—	0	—
NOT MIGRANT	130	100%	133	177

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2013 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	130	100%	YES	133	161	156	156
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	7	—	—	7	—	—	—
HISPANIC OR LATINO	—	—	16	—	—	20	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	8	—	—	9	—	—	—
WHITE	YES	YES	93	100%	YES	92	168	165	165
MULTIRACIAL	—	—	6	—	—	5	—	—	—
STUDENTS WITH DISABILITIES	—	—	18	—	—	19	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	0	—	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	18	—	—	21	—	—	—

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2013 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	130	100%	133	161
NOT BLACK OR AFRICAN AMERICAN	123	100%	126	161
NOT HISPANIC OR LATINO	114	100%	113	171
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	122	100%	124	159
NOT WHITE	37	—	41	144
NOT MULTIRACIAL	124	100%	128	159
GENERAL EDUCATION	112	100%	114	175
ENGLISH PROFICIENT	130	100%	132	161

NOT ECONOMICALLY DISADVANTAGED	112	100%	112	169
MALE	70	100%	72	160
FEMALE	60	100%	61	162
MIGRANT	0	—	0	—
NOT MIGRANT	130	100%	133	161

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	155	164	177	161	164
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	129	132	—	—	131
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	160	181	—	—	171
WHITE	162	174	184	168	172
MULTIRACIAL	168	158	—	—	163
STUDENTS WITH DISABILITIES	71	94	—	—	83
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	114	108	—	—	111

— There were not enough students to determine a Performance Index.

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP
ALL STUDENTS	YES
AMERICAN INDIAN OR ALASKA NATIVE	—
BLACK OR AFRICAN AMERICAN	—
HISPANIC OR LATINO	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	—
WHITE	YES
MULTIRACIAL	—
STUDENTS WITH DISABILITIES	—
LIMITED ENGLISH PROFICIENT	—
ECONOMICALLY DISADVANTAGED	—

— There were not enough students to make an AYP determination.

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2012 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	105	97%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	3	—	—	—
HISPANIC OR LATINO	—	22	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	7	—	—	—
WHITE	YES	71	97%	80%	80%
MULTIRACIAL	—	2	—	—	—
STUDENTS WITH DISABILITIES	—	14	—	—	—
LIMITED ENGLISH PROFICIENT	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	22	—	—	—

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
NO Graduation rate is less than the State Standard and the group's Progress Target.
 — There were fewer than 30 students in the cohort.

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2011 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	106	96%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	2	—	—	—
HISPANIC OR LATINO	—	18	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	9	—	—	—
WHITE	YES	74	99%	80%	80%
MULTIRACIAL	—	3	—	—	—
STUDENTS WITH DISABILITIES	—	14	—	—	—
LIMITED ENGLISH PROFICIENT	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	—	17	—	—	—

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
NO Graduation rate is less than the State Standard and the group's Progress Target.
 — There were fewer than 30 students in the cohort.

GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

GROUP	FOUR-YEAR GRADUATION-RATE TOTAL COHORT		FIVE-YEAR GRADUATION-RATE TOTAL COHORT	
	2012 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
NOT AMERICAN INDIAN OR ALASKA NATIVE	105	97%	106	96%
NOT BLACK OR AFRICAN AMERICAN	102	97%	104	96%
NOT HISPANIC OR LATINO	83	96%	88	98%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	98	97%	97	96%
NOT WHITE	34	97%	32	91%
NOT MULTIRACIAL	103	98%	103	97%
GENERAL EDUCATION	91	99%	92	98%
ENGLISH PROFICIENT	105	97%	104	97%
NOT ECONOMICALLY DISADVANTAGED	83	96%	89	97%
MALE	46	100%	59	97%
FEMALE	59	95%	47	96%
MIGRANT	0	—	0	—
NOT MIGRANT	105	97%	106	96%

— There were fewer than 30 students in the cohort.

Graduation Rates for Regents with Advanced Designation and CTE Endorsement for Accountability

Percentage of 2012 Graduation-Rate Total Cohort members who graduated as of August 31, 2016 with:



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FISCAL ACCOUNTABILITY SUMMARY (2016 - 17)

INFORMATION ABOUT EXPENDITURE RATIOS (2015 - 16)

(Data are lagged a year.)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$22,994,089

PUPILS

1,576

EXPENDITURES PER PUPIL

\$14,590

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$6,415,946

PUPILS

183

EXPENDITURES PER PUPIL

\$35,060

SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$5,462,665,953

PUPILS

372,709

EXPENDITURES PER PUPIL

\$14,657

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$2,069,725,028

PUPILS

52,036

EXPENDITURES PER PUPIL

\$39,775

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES
\$33,423,609,457
PUPILS
2,649,519
EXPENDITURES PER PUPIL
\$12,615

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES
\$14,485,942,729
PUPILS
460,996
EXPENDITURES PER PUPIL
\$31,423

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

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

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

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

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

TOTAL EXPENDITURES PER PUPIL

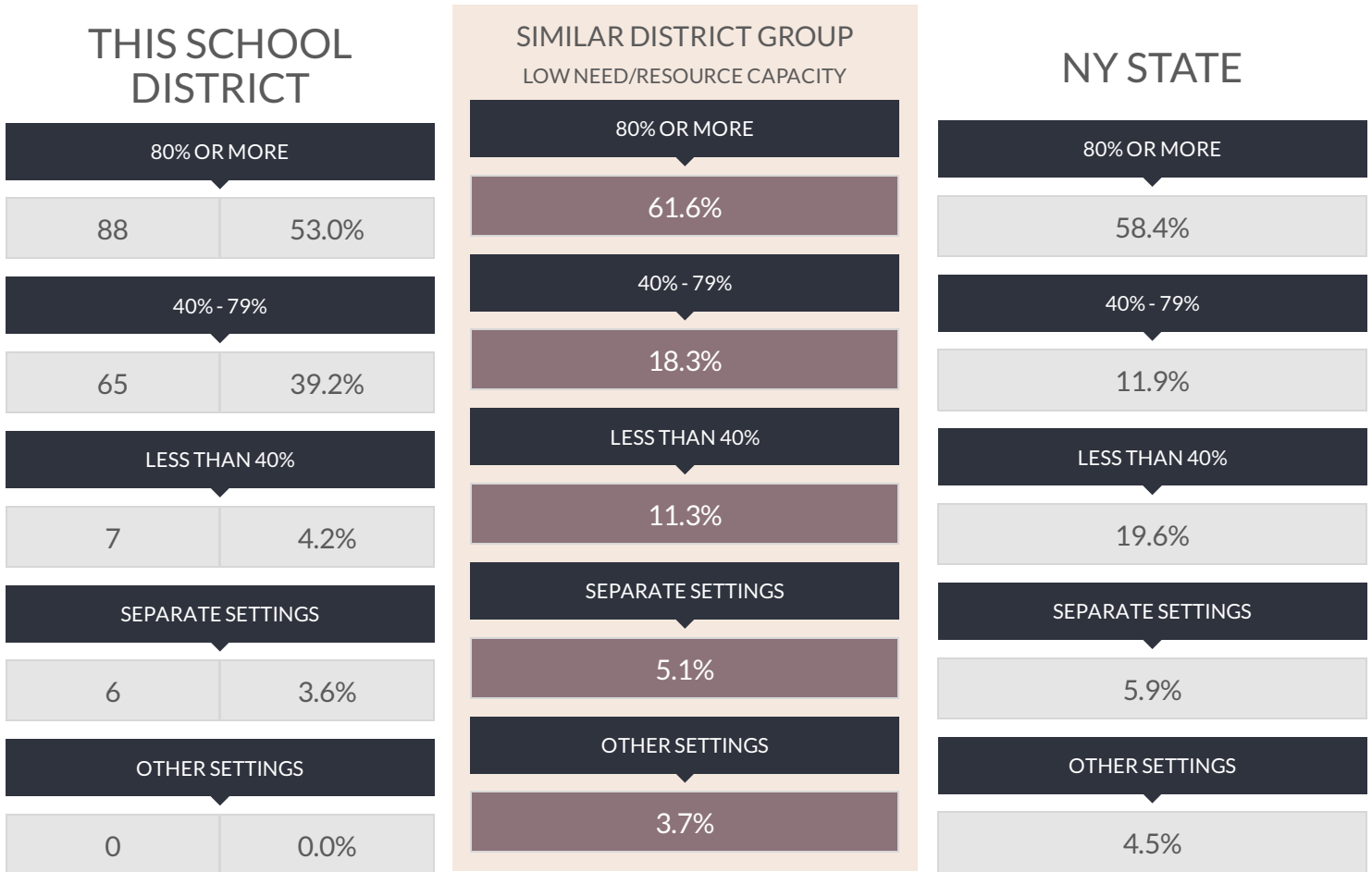
THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
\$23,853	\$26,819	\$23,361

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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2016 - 17)

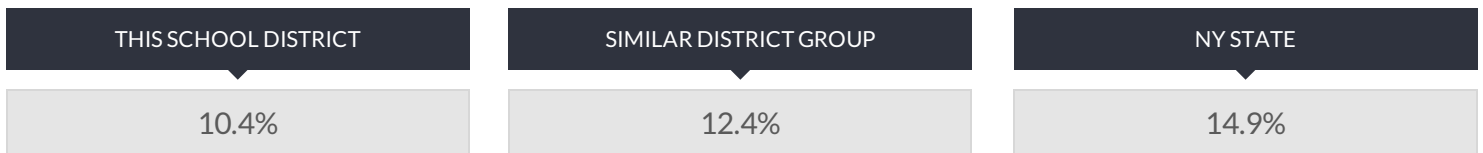
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)



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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



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

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