

Official Budget Document

Rye Neck UFSD

Proposed Budget

FY 2022-2023

RyeNeck Schools
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Superintendent's Message

Dear Rye Neck Families,

The Rye Neck operating budget for the 2022-23 school year continues our practice of proposing budgets to our community that do not exceed the New York State tax levy cap.

Our guiding principles for creating the annual budget are straightforward. Schools are “people” organizations that don’t manufacture or sell products: they match well-qualified, trained, and supported staff with students to provide maximum opportunity. By focusing on efficient structure and investment in staff we can provide an environment that gives each student everything they need to succeed. Additionally, we want our taxpayers to be confident that our budget is a sustainable plan that provides value and enriches the district community. This simple guidance helps us remain focused on what’s important while navigating the complexities and competing realities of the process.

Some of the specific goals of this year’s budget include a commitment to favorable class size; making smart use of our shared buildings, schedules, and staff; and the preservation of those elements of education that enhance our students' days, such as the arts, athletics, clubs, and enrichment activities. Lessons from the pandemic reinforced the value of technology, leading to an investment in both our infrastructure and our eye on the future through a new Director of Technology position.

Another positive byproduct of the last few years has been a fresh perspective on the value of outdoor space. While our High School Collaborative Science Center and Middle School Gymnasium have been completed and used by our students, we are turning our attention to improving external instructional and activity areas.

By making use of an increase in state aid and pandemic-related federal funds, we will be able to integrate feedback from community surveys into our plan. That feedback included the desire for additional mental health and emotional support for students, academic support for all students, summer programs, and staff development.

I am confident that this budget allows us to fulfill our responsibilities to both our students and our residents by upholding the reputation for excellence and personalized education that characterizes our Rye Neck Community.

Please remember to vote on Tuesday, May 17 from 7 a.m. to 9 p.m. at the Rye Neck Middle/High School Community Room.

Sincerely,

Dr. Eric Lutinski,
Superintendent of Schools



Board of Education

Jennifer Rubin

President

Gloria Golle

Vice President

Patty Nashelsky

Trustee

Pietro Fasolino

Trustee

Devina O'Reilly

Trustee

Rebecca Mansell

Trustee



Administration

Eric Lutinski, Ed. D., Superintendent of Schools

Carolyn Mahar, Assistant Superintendent for Business and Finance

Corinne Ryan, Assistant Superintendent for Curriculum and Instruction

Tina Wilson, Ed. D., Principal, High School

Dulce Barker, Ed. D., Principal, Middle School

Michael Scarantino, Principal, F.E. Bellows Elementary School

Tara Goldberg, Principal, Daniel Warren Elementary School

Diane Santangelo, Administrator for Special Services

Joseph Ceglia, Director of Health, Physical Education & Athletics



Budget Dates

February 16

Public Budget
Discussion

7:00 pm



March 16

Public Budget
Discussion

7:00 pm



April 20

Public Budget
Discussion &
Adoption

7:00 pm



May 4

Budget Hearing
9:00 am (DW)

May 17

Budget Vote

7:00 am – 9:00 pm

MS/HS Community Room

1.

Overview

2022-2023 Proposed Budget



2022-23 Budget Goals

- Propose a tax cap compliant budget for the **11th year in a row**
- Continue **breadth** and **depth** of core course offerings
- Commitment to **favorable class size**
- **Maximize efficiencies** in scheduling and personnel
- Offer **extra-curricular opportunities** that support a comprehensive educational program
- Capitalize on increase in state aid funding to provide additional **mental health** and **social emotional resources** for all students



Proposed Budget Facts

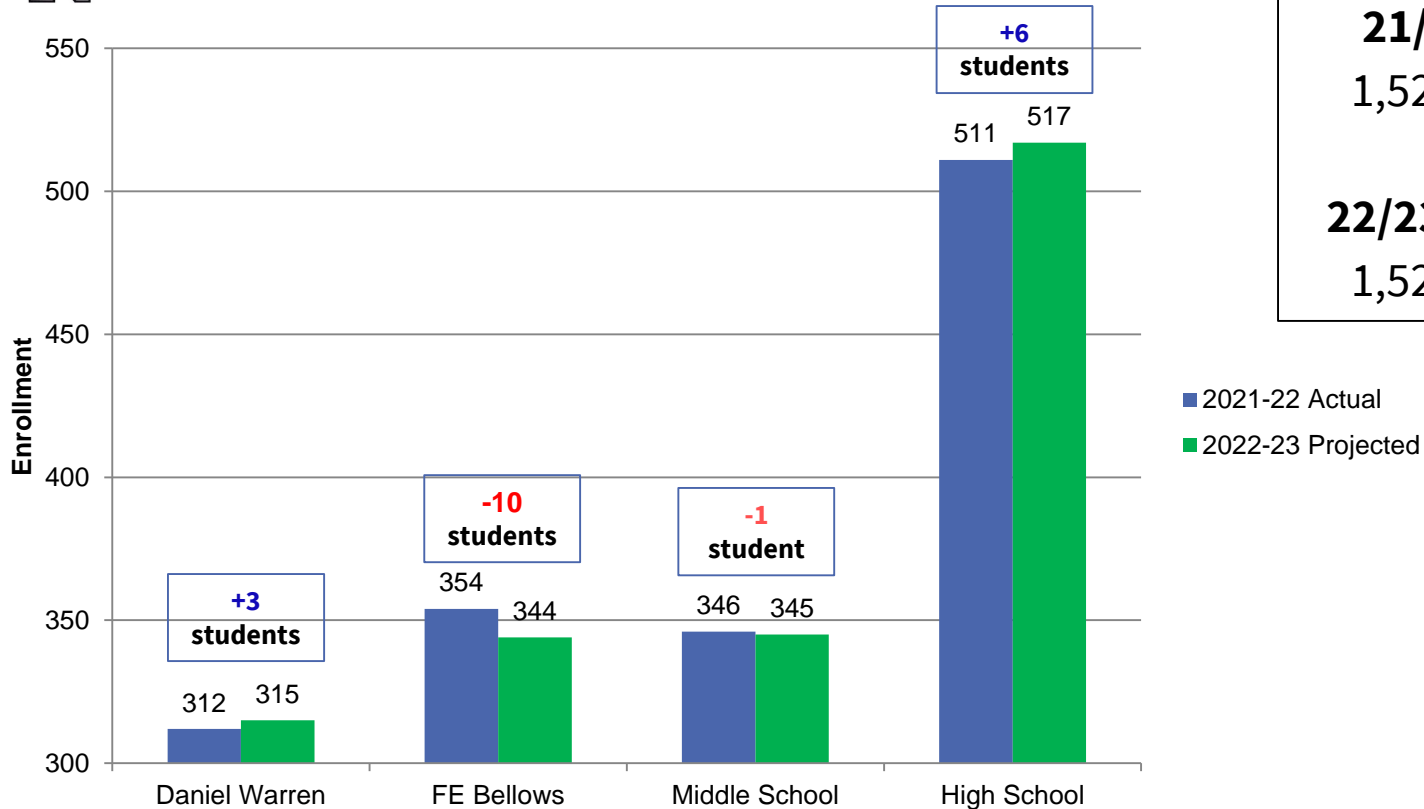
Budget expenditures are increasing by \$1.5M in the 2022-23 operating budget

Overall spending is increasing by 3.26% over 2021-22

The tax levy increase of 1.84% will be at the tax levy cap



District Enrollment Chart



21/22 Actual:
1,523 Students

22/23 Projected:
1,521 Students



This Budget Provides

**Full-Day
Kindergarten**

**Favorable
Class Size**

**Student
Support**

**Arts & Music
Programs**

**Safety and
Security
Measures at all
Schools**

**Athletics &
Extracurricular
Activities**

2.

Financial Information

2022-2023 Proposed Budget

\$ 47,570,139

2022-23 Proposed Budget

\$ 1,500,145

Budget change in \$ (from 2021-22 budget)

3.26%

Budget change in % (from 2021-22 budget)



Estimated Tax Levy & Tax Rate Change

Tax Levy Change:

\$ 752,451

+1.84%

*Estimated Tax Rate
Changes:*

Rye Town +2.23%

Rye City -1.48%



Tax Cap Formula

School Year 2022-23

Prior year tax levy limit, 2021-22	\$ 38,565,422
x Allowable growth factor (lesser of 2% or CPI)	2.00%
Current tax levy limit	39,336,730
+ Capital tax levy (Debt service, net of building aid and debt service reserve usage)	2,252,513
+ BOCES Capital Exclusion	29,593
Allowable tax levy, 2022-23	\$ 41,618,836
Prior year levy, including exclusions	\$ 40,866,385
Tax cap compliant increase in the levy	\$ 752,451

The tax cap compliant allowable levy increase for 2022-23 is 1.84%



Tax Cap Levy & Budget History

Year	Change in Levy	Change in Budget
2022-23 (proposed)	1.84%	3.26%
2021-22	2.17%	3.42%
2020-21	3.68%	3.37%
2019-20	3.35%	4.16%
2018-19	3.11%	3.13%
2017-18	0.72%	-0.58%
2016-17	0.33%	1.84%
2015-16	0.71%	-0.70%
2014-15	3.12%	4.54%
2013-14	3.59%	4.09%
2012-13	2.17%	2.28%



**11 Consecutive
Years of Tax Cap
Compliant
Budgets**

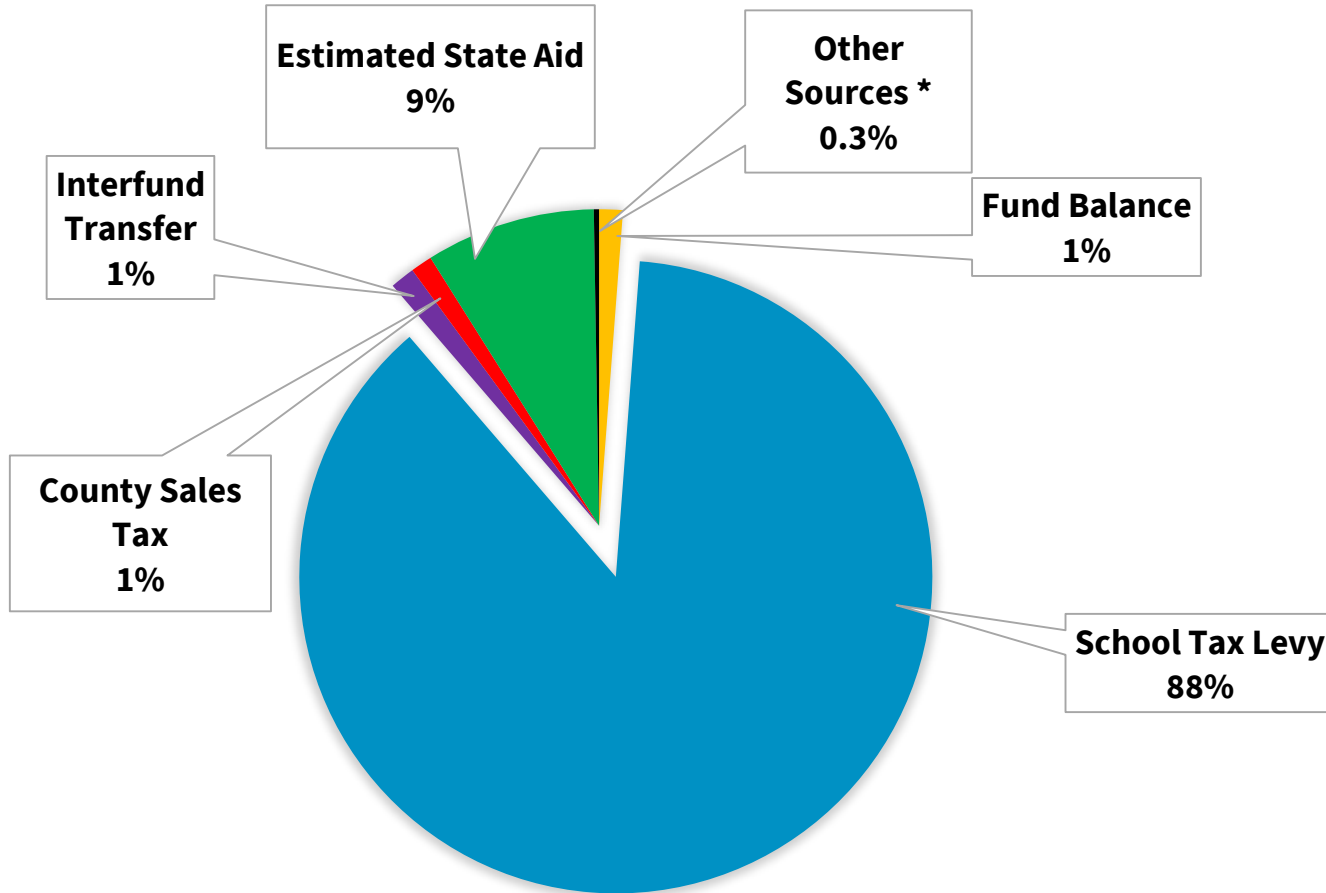


Revenues

Category	Proposed 2022-23	Budget 2021-22	Change (\$)	Change (%)	% of Total Revenues
School Tax Levy	\$41,618,836	\$40,866,385	\$752,451	1.84%	87.50%
Estimated State Aid	4,125,803	3,386,609	739,194	21.83%	8.67%
County Sales Tax	600,000	525,000	75,000	14.29%	1.26%
Appropriated Fund Balance	575,000	615,000	-40,000	-6.50%	1.21%
Interfund Transfer	525,000	550,000	-25,000	-4.55%	1.10%
Other Sources	125,500	127,000	-1,500	-1.18%	0.26%
Total	\$47,570,139	\$46,069,994	\$1,500,145	3.26%	100.00%



Revenue Update



* Other sources includes interest, fees, refunds of prior year costs



Analysis of State Aid Estimates for 2022-2023



Aid Category	Budget 2021-22	State Aid Actual 2021-22	State Aid Run 2022-23	Budget 2022-23	Change (\$)
Foundation	\$ 2,079,285	\$ 2,078,757	\$ 2,710,012	\$ 2,710,012	\$ 630,727
BOCES	255,055	310,400	346,696	306,250	51,195
Materials	135,400	135,570	134,264	134,264	(1,136)
Transportation	175,000	210,608	253,490	226,971	51,971
High/Private Excess Cost	205,043	215,200	179,262	179,262	(25,781)
Subtotal	\$ 2,849,783	\$ 2,950,535	\$ 3,623,724	\$ 3,556,759	\$ 706,976
Building Aid	536,826	490,987	524,777	569,044	32,218
Total	\$ 3,386,609	\$ 3,441,522	\$ 4,148,501	\$ 4,125,803	\$ 739,194



Grant Funding

- The District pursues and obtains a number of state and federal grants each year.
- The chart shows grant funding for the 2021-22 school year.

Grant	Amount
611 IDEA	\$318,967
619 IDEA	8,198
Title IA	59,750
Title IIA	25,299
Title IIIA	77,888
Title IV	10,000
TOTAL	\$500,102



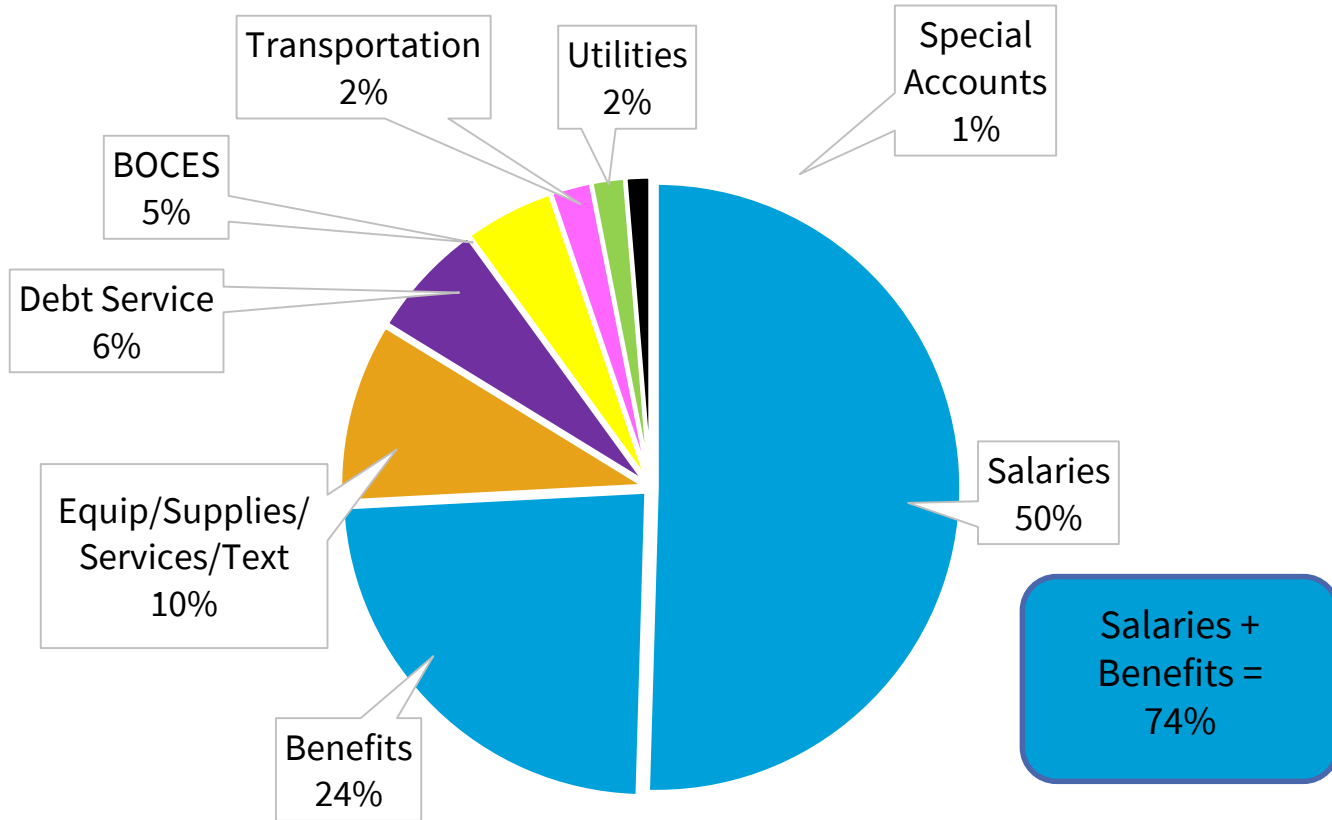
Expenses

Category	Proposed 2022-2023	Budget 2021-2022	Change (\$)	Change (%)	% of Total Expenses
Salaries	\$24,005,568	\$23,159,721	\$845,847	3.65%	50.45%
Benefits	11,276,597	10,732,693	543,904	5.07%	23.71%
Equip/Supplies/Services/Text	4,563,161	4,286,201	276,960	6.46%	9.59%
Debt Service	2,971,557	3,047,812	-76,255	-2.50%	6.25%
BOCES	2,268,967	2,408,464	-139,497	-5.79%	4.77%
Transportation	1,021,289	1,076,103	-54,814	-5.09%	2.15%
Utilities	840,000	760,000	80,000	10.53%	1.77%
Special Accounts *	623,000	599,000	24,000	4.01%	1.31%
Total	\$47,570,139	\$46,069,994	\$1,500,145	3.26%	100.00%

* Special accounts include legal, audit and insurance expenses



Expense Update





Expense Changes

Increase to technology budget for equipment, services and supplies

Technology
+\$371K

Pension Funds
+\$68K

Increase in Teachers Retirement Fund (TRS), partially offset by a decrease in Employees Retirement Fund (ERS) Contribution Rates

Increases in support staff, teaching, and one new administrator

New Staffing
(7.1 FTE)
+\$391K

Health Related Benefits
+\$397K

Health insurance premiums will increase by 1.50% and Medicare Part B rates will increase by 14.5%

Allocation for security upgrades, immediate facilities needs

Districtwide Project Work
+\$266K

Special Ed Outside Placements
-\$488K

Decrease in the outside special education placements due to graduations and move-outs



Estimated New Staffing

Building	Position	Full Time Equivalent (FTE)
Districtwide	Social Worker	1.0
Districtwide	ENL Teacher	1.0
DW/FEB	Elementary School Counselor	1.0
DW/FEB	Academic Intervention Services (AIS) Teacher	1.0
FEB	Special Services Teacher	0.3
HS	Monitor	1.0
HS	Freshman Seminar Teacher(s)	0.4
HS	World Language Teacher	0.2
HS	Social Studies Teacher	0.2
MS/HS	Assistant Principal	1.0
TOTAL		7.1



2022-23 Staffing Changes

- Our **Schoolwide Enrichment Model** features elements at each building level, and will continue in a more decentralized fashion.
- The **Director of Pupil Personnel Services (PPS Director)** oversees the Special Education Department and will coordinate our mental health efforts.
- **School Counseling Department Chair** will work with the PPS Director and building principals on mental health and academic, respectively.
- The **Director of Technology and Communications** develops our Tech Plan, conducts professional development, and maintains our new website.



Federal Stimulus Funds Update

- The District was allocated several rounds of one-time federal stimulus money.
- Each round of funding has specific parameters related to reopening and operating schools.
- CARES Act money was fully expended in the 2020-21 school year.
- We anticipate that the CRRSA funds will be fully utilized by June 30, 2022.

Stimulus Fund Name	Amount (\$)
Coronavirus Aid, Relief and Economic Security Act (CARES)	\$ 72,580
Coronavirus Relief Response Supplemental Act (CRRSA)	211,266
American Rescue Plan (ARP)	474,817
American Rescue Plan (ARP) – Homeless Children and Youth and IDEA Part B, 611	73,311
Total	\$ 831,974



ARP and Foundation Aid Use Survey Results

- 43% of respondents wanted funds to be used for additional mental health and emotional support for students.
- Other answers included:
 - Academic support for all students
 - More social and extracurricular opportunities
 - Summer programs and additional tutoring services
 - Additional staffing and staff development
 - Investments in technology



2022-23 Planned Use of Funding

Foundation Aid Increase

- Elementary Guidance Counselor (DW/FEB)
- AIS Teacher (DW/FEB)
- Assistant Principal (MS/HS)
- IT Equipment and Services
- Intramurals (6th grade)

American Rescue Plan

- Summer 2022 programming (districtwide)
- Additional staffing to support students
- Outdoor learning spaces



Capital Project Timeline

Project	Description	Timeline
A	Roof replacement at FEB Annex and Admin Building	COMPLETE
B	Roof replacement at DW, FEB, MS/HS	COMPLETE
C	MS Gymnasium	Construction of new gym - COMPLETE Replacement of oil tank - estimated completion, spring 2022
D	Eight classroom Science Center addition at MS/HS and interior renovation work	Science Center - COMPLETE Renovations - COMPLETE

[Rye Neck Capital Bond Information](#)



Capital Bond 2018 – Then and Now – MS Gymnasium



2021



2022



Capital Bond 2018 – Then and Now – Collaborative Science Center



2021



2022



Capital Project Borrowing Update 2022

- Total Proposition II (New MS Gymnasium and Science Center) authorized borrowing capacity is \$24,225,000.

Total borrowing capacity under Proposition II	\$ 24,225,000
Bond - June 2020	(12,000,000)
Bond - March 2021	(10,000,000)
<u>Bond Anticipation Note (BAN) Renewal- March 2022</u>	<u>(1,225,000)</u>
Remaining unused borrowing capacity	\$ 1,000,000

- The 2022-23 budget includes a BAN principal repayment of \$300,000.
- The use of the BAN will allow the District to repay the funds not needed when project work is complete.

3.

Tax Information

2022-2023 Proposed Budget



2022-23 Budget FACTS

**Projected
Tax Levy
Cap
1.84%**

*As per formula,
with exemptions*

**Projected
Spending
Increase
3.26%**

*Preserves programs
and student-teacher
ratios*



TAX CAP COMPLIANT



2022-23 Budget – at a Glance

TAX LEVY

Total Tax Levy

\$ 41,618,836

Change in Tax Levy

\$ 752,451

+1.84%

SPENDING

Total Budget

\$ 47,570,139

Budget Change

\$ 1,500,145 +3.26%

ESTIMATED TAX RATE CHANGE

Rye Town +2.23%

Rye City -1.48%



What FACTORS influence the tax rate change?

Changes in **BUDGET**

Movement in expenditures and revenues

Changes in **EQUALIZATION**

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 2022/23 Tax Rate Change

Category	Rye City	Rye Town
Change in Equalization Rate	-2.57%	1.12%
Change in Assessments	-0.75%	-0.73%
Sub-total: “Built-in” changes to the tax rate for 2022-23	-3.32%	0.39%
Amount as a result of budget & revenue changes	1.84%	1.84%
Draft 2022-23 tax rate change	-1.48%	2.23%





Calculate your Estimated School Taxes

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

You will need your assessment for **2020** and **2021**.

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

<http://admin.ryeneck.org/rn-webapplications/2022-taxcalculator/taxcalculator.htm>

4.

Capital Reserve Fund



Reserve Funds

- » Reserve funds provide a mechanism for:
 - » Saving for future projects, acquisitions and other allowable purposes which is an important planning consideration for school districts.
 - » Provide a degree of financial stability by utilizing reserves as a budgetary option to help mitigate the need to cut services or to raise taxes.
 - » Saving money to finance all or part of future infrastructure, equipment or other requirements.
 - » Reducing reliance on indebtedness to finance capital projects.



Capital Reserve Fund

A Capital Reserve Fund can be used to pay the cost of any object or purpose for which bonds may be issued.

- » Capital Reserve Funds allow schools to **save for major expenses**, both planned and unplanned.
- » Establishing a capital reserve fund now allows the district to **plan for the long-term needs** of the district.

The reserve is intended to reduce the impact of capital projects on District residents.

- » Money would only be added to the capital reserve fund if there is excess money left at the end of the fiscal year. If there is no excess, then no money is added to the capital reserve fund.
- » **The budget does not include an allocation for this reserve fund.** The fund only accrues a balance if there is an excess of money at the end of the fiscal year.



Capital Reserve Fund – Establishment Process

- » The creation of a capital reserve fund is **subject to voter approval**.
- » The capital reserve fund proposition includes the maximum amount that can be transferred into the reserve, the purpose of the reserve, and the probable duration of the reserve.
- » **Voter approval is also required to spend funds** from the reserve.
- » In order to create a capital reserve fund, there will be a **proposition for voter approval on the May 17, 2022 ballot**.



Capital Reserve Fund Proposition

- » Maximum Amount: \$ 6,000,000
- » Duration: 10 years
- » Purpose: To finance site work, construction, reconstruction and equipping of school buildings and facilities, as well as to defray the cost of the construction and reconstruction of School District buildings and facilities, including original equipment, machinery, apparatus, appurtenances, furnishings and other incidental improvements and expenses in connection therewith, and to defray the cost of, in whole or in part, and in order to accomplish the same; such capital costs being of a type that would be eligible for financing under the local finance law.



Capital Reserve Fund – why now?

- Rye Neck's current reserve funds are well funded, so the district is in a position to be able to create a new reserve.
- Rye Neck had two instances of projects this school year that could have been paid with funds from a capital reserve fund.
- Rye Neck's buildings will have future infrastructure needs.
- The district has its Building Condition Survey (BCS), which is required by New York State, scheduled for this summer.
- The BCS will identify immediate and future project needs.

THANKS!

Any questions?

Find more budget information

at www.ryeneck.org

and link to full budget development calendar

at [Budget Development Calendar 2022-23](#)

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Additional Information

2022-2023 Proposed Budget



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
- Google Chromebook carts & iPad cart integrated into classroom instruction
- High Interest Classroom Libraries and Instructional Materials
- Specialty Classes- Physical Education, Library Media Center, Music, Art, Wonder Studio

F.E. BELLOWS ELEMENTARY SCHOOL

Grades 3-5

- Balanced Literacy Approach to Reading and Writing
- Rigorous, research based mathematics curriculum
- Math Olympiad Enrichment (Grades 4 and 5)
- Continental Math & RedBird Math Enrichment (Grade 3)
- Science Expo (Grades 3-5)
- Tiered Enrichment Model including Seekers & Solvers program in Grade 5
- “Second Step” anti-violence/anti-bullying program & RULER approach to Social-Emotional Learning
- Data-driven Academic Intervention Services (ELA & Math)
- ENL Homework Help & After-School Club
- Comprehensive Music and Arts Education Programs
- Library Media Center and Idea Lab with a focus on STEAM learning opportunities
- 1:1 Google Chromebook Initiative
- Semi-departmentalized 5th grade model to support transition to Middle School
- Sports Education Model in Physical Education
- STEAM and Cultural Arts Events/Opportunities aligned to Science & Social Studies curriculums

MIDDLE SCHOOL

Grades 6-8

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

HIGH SCHOOL

Grades 9-12

- Award-winning Arts programs in music, art and theater (NYSSMA, All State Band, Roger Rees, and Metro)
- Art Gallery
- TV Studio
- Annual Fall Play and Winter Musical Production
- Regionally competitive academic teams (Mock Trial, Model UN and Science Olympiad)
- Twenty-four (24) Advanced Placement offerings
- Dual enrollment partnerships with colleges and universities
- SUNY (Level IV languages, Social Inequality, College Algebra, Pre-calculus, Calculus, Science Research)
- Manhattanville (Advanced Acting)
- Dedicated Collaborative Science Center
- STEAM electives (Intro to Programming, Engineering, Robotics, Anatomy, Physiology)
- World language offerings in Italian, Spanish, French through AP Levels
- Comprehensive College Placement & Career Planning including transition programs
- Senior Internship Program (SIP)

ATHLETICS

- Over 70% of 7-12th graders participate in interscholastic athletics
- 26 sport offerings across three seasons
- 56 Interscholastic Teams
- Participation in Section 1 Playoff Structures
- State-of-the Art Fitness Center
- Athletic Director's Honor Roll recognizing over 100 exceptional student-athletes
- All Varsity programs recognized by NYSPHSAA as Scholar Athlete Teams
- Full-time Athletic Trainer
- Concussion Management program
- Merged athletic programs of Boys/Girls Ice Hockey and Boys/Girls swimming with neighboring schools
- 100% of Coaching Staff in compliance with NYS Certification requirements
- End of year Varsity Sports Awards Ceremony
- Full 6th grade intramural program
- Existence of Rye Neck Athletic Hall of Fame
- Host ceremonies for athletes who sign N.L.I. to continue their career in college as well as recognize non-scholarship collegiate athletes

HEALTH & PHYSICAL EDUCATION

Grades K-12

- High School Lifetime Fitness Elective Program
- Spin class, yoga, core training, weight and cardio training
- Google Chrome Technology integration
- Utilization of the Sport Education Program
- Sports Management Elective for High School
- State-of-the art Gymnasium sound system
- “Abusive Relationships” & “Drugs and the Law” Guest Speaker presentations to High School health classes
- Participation in the Southern Westchester BOCES Physical Education/Health Consortium Workshop Series

SPECIAL SERVICES

- Emphasis on prevention and early remediation support services
- Continuum of special education services and programs for classified students with emphasis on least restrictive placements
- Special classes and co-taught classes aligned with higher standards
- Technological supports for students with disabilities
- 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”



Actual and Projected Enrollment

	ACTUAL							<i>Projected</i>
Grade	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	126	131	99	113	103	89	105	103
1	102	119	132	99	121	107	97	112
2	111	104	118	136	101	118	110	100
3	146	110	109	117	135	107	117	109
4	136	161	112	116	118	130	113	122
5	132	134	170	118	116	112	124	113
6	134	144	132	160	121	109	115	124
7	121	133	146	130	163	115	107	114
8	101	122	138	143	124	157	124	107
9	115	101	124	132	140	119	152	120
10	117	120	92	119	121	131	114	144
11	127	124	119	91	117	108	138	115
12	106	129	122	120	92	116	107	138
TOTAL	1,574	1,632	1,613	1,594	1,572	1,518	1,523	1,521



Rye Neck UFSD Enrollment by School

	ACTUAL							<i>Projected</i>
By School	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Daniel Warren	339	354	349	348	325	314	312	315
FE Bellows	414	405	391	351	369	349	354	344
MS	356	399	416	433	408	381	346	345
HS	465	474	457	462	470	474	511	517
Total	1,574	1,632	1,613	1,594	1,572	1,518	1,523	1,521



Class size, Elementary Schools

Grade	Actual Average Class Size 2021-22	Estimated Average Class Size 2022-23
Kindergarten	21-22	19-21
Grade 1	19-20	19-22
Grade 2	18-19	20-22
Grade 3	16-19	19-21
Grade 4	17-20	20-22
Grade 5	19-23	19-21



2022-2023

Estimated Revenues

Source of Revenue	Budgeted FY 21-22	Proposed FY 22-23	% of the budget	Change in funding	% Change
<u>Appropriated Fund Balance, July 1</u> (funds used to reduce tax rate)	615,000	575,000	1.21%	(40,000)	-6.50%
<u>Local Sources</u>					
School Tax Levy	40,866,385	41,618,836	87.49%	752,451	1.84%
Westchester County Sales Tax	525,000	600,000	1.26%	75,000	14.29%
<u>State Sources</u>					
Estimated State Aid	3,386,609	4,125,803	8.67%	739,194	21.83%
<u>Interfund Transfer</u>					
Debt Service Reserve	75,000	150,000	0.32%	75,000	100.00%
ERS Reserve	475,000	375,000	0.79%	(100,000)	-21.05%
<u>Other Sources</u>					
Interest on deposits	25,000	25,000	0.05%	-	0.00%
Refund of PY Costs (BOCES, etc.)	80,000	80,000	0.17%	-	0.00%
Student Fees & Charges	2,000	500	0.00%	(1,500)	-75.00%
Miscellaneous	20,000	20,000	0.04%	-	0.00%
Total - Other Sources	127,000	125,500	0.26%	(1,500)	-1.18%
Grand Total	46,069,994	47,570,139	100.00%	1,500,145	3.26%



2022-2023

Estimated Expenditures

	Budget	Proposed	%	\$
	FY 2021-2022	FY 2022-2023	Change	Change
Board of Education/Central Office	\$ 5,261,199	\$ 5,249,223	-0.23%	\$ (11,976)
Employee benefits <i>(mandated benefits for employees and retirees)</i>	10,732,693	11,276,597	5.07%	543,904
Cleaning/Repair & Maintenance <i>(increased allocation for facilities projects as well as fees associated with building condition survey)</i>	2,356,494	2,545,251	8.01%	188,757
Safety & Security <i>(staffing, services and supplies)</i>	169,587	180,317	6.33%	10,730
Utilities <i>(water, telephone/data, heating and electric costs)</i>	767,000	847,000	10.43%	80,000
Curriculum Development <i>(curriculum department chairs & professional devt supplies, new enrichment program stipend)</i>	58,013	114,069	96.63%	56,056
Instructional Supervision <i>(student mgmt & test scoring, security, new AP, reallocation of BOCES costs)</i>	2,011,947	2,266,415	12.65%	254,468
Teaching <i>(includes new staffing, contractual agreements)</i>	13,063,051	13,319,535	1.96%	256,484
Occupational Education & Placements <i>(will fluctuate based on out of district placements)</i>	309,774	346,456	11.84%	36,682
Special Education <i>(will fluctuate based on out of district placements)</i>	5,737,344	5,288,787	-7.82%	(448,557)
Library/Media <i>(district wide library media services)</i>	574,695	587,245	2.18%	12,550
Computer Media <i>(increase in equipment, services, software, supplies)</i>	777,546	1,192,695	53.39%	415,149
Pupil Personnel <i>(Guidance, psychologists, nursing, student mgmt, new social worker and elementary counselor partially offset by retirement of Director of Enrichment)</i>	1,721,881	1,798,872	4.47%	76,991
Co-Curricular <i>(clubs, extracurricular)</i>	157,445	168,591	7.08%	11,146
Interscholastic athletics <i>(equipment, coaches, teams, mergers, livestreaming)</i>	1,273,762	1,345,849	5.66%	72,087
Transportation <i>(special ed, private & parochial route costs, will fluctuate based on out of district placements)</i>	1,097,563	1,043,237	-4.95%	(54,326)
Grand Total	\$ 46,069,994	\$ 47,570,139	3.26%	\$ 1,500,145

FY 2022-2023 Line Item Budget



RYE NECK UNION FREE SCHOOL DISTRICT

2022-2023 Line Item Budget

APC Code	Expenditure	BUDGET FY 2021-2022	Proposed FY 2022-2023	Notes	
BOARD OF EDUCATION					
<u>Board of Education</u>					
1010	400	Prof. Development	\$2,400	\$2,400	
1010	400	Service	\$7,300	\$7,300	
1010	450	Supplies	\$750	\$750	
			\$10,450	\$10,450	
<u>District Clerk</u>					
1040	160	Salaries	\$11,358	\$11,728	
1060	400	Services	\$8,500	\$8,500	
			\$19,858	\$20,228	
<u>Auditing Services</u>					
1320	400	Financial Audit	\$45,000	\$45,000	
1320	490	GASB 75	\$6,000	\$6,000	
1320	400	Internal Auditor	\$19,000	\$19,000	
1320	400	Claims Auditor	\$10,000	\$10,000	
<u>Legal Services</u>					
1420	400	General, Labor, Litigation	\$150,000	\$150,000	
<u>Public Information and Services</u>					
1480	150	Director of Technology and Communications	\$0	\$45,000	New position
1480	400	Communications consultant	\$60,000	\$0	Reclassification of role
1480	490	BOCES - public info/webhosting	\$52,341	\$0	No longer needed
<u>District Printing</u>					
1670	400	Newsletters, Value Educ.	\$15,000	\$15,000	
<u>Unallocated Items</u>					
1910	400	Insurance- property, casualty, GL, etc.	\$230,000	\$260,000	Increase in policy limits
<u>School Bd. Policy Service</u>					
1920	400	New York State School Boards	\$15,000	\$15,000	
<u>Assessments</u>					
1950	400	Sewer tax	\$54,000	\$54,000	
<u>Administrative Charges</u>					
1981	490	BOCES Admin. & Capital	\$274,750	\$279,800	1.8% increase
SUBTOTAL BOE:			\$961,399	\$929,478	

RYE NECK UNION FREE SCHOOL DISTRICT

2022-2023 Line Item Budget

APC Code	Expenditure	BUDGET FY 2021-2022	Proposed FY 2022-2023	Notes
<u>BOARD OF EDUCATION, CENTRAL OFFICE & DEBT SERVICE</u>				
<u>Bonded Indebtness</u>				
9711	600/700 Debt Service	\$3,047,812	\$2,971,557	Retirement of debt partially offset by repayment of BAN
9711	600 Principal	\$2,061,411	\$2,045,507	
9711	700 Interest	\$720,762	\$926,050	
<u>Chief School Administrator</u>				
1240	150 Instructional	\$250,000	\$255,000	
1240	160 Clerical Salaries	\$77,513	\$81,683	
1240	400 Services	\$12,000	\$12,000	
1240	400 Prof. Devt.	\$11,375	\$11,375	
1240	450 Supplies	\$6,650	\$6,650	
1240	490 BOCES Election Svcs	\$10,710	\$10,710	Election/Registration Software
		\$368,248	\$377,418	
<u>Personnel</u>				
1430	160 Clerical Salaries	\$75,433	\$110,906	Civil service reclassification
1430	400 Services	\$3,800	\$3,800	
1430	450 Supplies	\$380	\$380	
1430	490 BOCES Certification/Recruiting	\$15,000	\$15,000	
		\$94,613	\$130,085	
<u>Business/Finance</u>				
1310	150 Instructional	\$204,000	\$210,120	
1310	160 Clerical Salaries	\$468,900	\$494,337	
1310	400 Services	\$15,900	\$15,900	
1310	450 Supplies	\$15,450	\$15,450	
1310	490 State Aid Serv& Finance Software	\$59,878	\$79,878	New Forecast5 software
		\$764,127	\$815,685	
<u>Bond Services</u>				
1380	400 Fiscal Agent Services	\$25,000	\$25,000	Financial disclosures to capital markets, bonding
GRAND TOTAL: BD OF ED/CENT OFF/DEBT SERV		\$5,261,199	\$5,249,223	

RYE NECK UNION FREE SCHOOL DISTRICT

2022-2023 Line Item Budget

APC Code	Expenditure	BUDGET FY 2021-2022	Proposed FY 2022-2023	Notes
<u>EMPLOYEE BENEFITS</u>				
9010	<u>NYS Empl. Retirement System</u> (Retirement system for Clerical, CSEA, aides)	\$475,000	\$375,000	16.2% --> 11.6% avg
9020	<u>NYS Teachers Retirement System</u> (Required contribution for all Teachers/new staff)	\$1,961,032	\$2,129,243	9.80% --> 10.29%
9030	<u>Social Security</u> (Reflects contribution for new & existing employees)	\$1,740,891	\$1,820,045	Reflects new staffing
9040	<u>Workers Compensation</u> (Based on experience rating or number of claims)	\$132,000	\$132,000	
9050	<u>Unemployment Insurance</u> (Required payments to employees who have left, including subs, grant and leave positions)	\$12,000	\$12,000	
9060	<u>Hospital/Dental</u> (includes increases in premium, and new staff positions) <i>includes employee contribution toward health insurance</i>	\$4,731,914	\$5,085,039	Premium increase of 1.5% + increased participants and new staffing
9060	<u>Retiree Health Insurance</u> (Health & Medicare Part B reimb. for retirees) <i>includes retiree contribution toward health insurance</i>	\$1,679,856	\$1,723,270	Premium increase of 1.5% plus 15% increase in Medicare Part B
GRAND TOTAL: EMPLOYEE BENEFITS		\$10,732,693	\$11,276,597	
<u>CLEANING, REPAIR & MAINTENANCE</u>				
1620	160 <u>Supervisor of Buildings & Grounds</u> Salary	\$125,000	\$99,455	Position change
1620	160 <u>Supervisor OT</u> Salary	\$8,000	\$8,000	
1620	160 <u>Building Supervisors</u> Salaries	\$386,390	\$382,259	
1620	160 <u>Groundsmen</u> Salaries	\$258,748	\$264,118	
1620	160 <u>Cleaning Bellows</u> Salaries	\$156,836	\$159,938	
1620	160 <u>Cleaning MS/HS</u> Salaries	\$357,236	\$375,009	
1620	160 <u>Cleaning Daniel Warren</u> Salaries	\$123,523	\$141,311	Position change
SUBTOTAL: SALARIES- MAINTENANCE		\$1,415,733	\$1,430,090	

RYE NECK UNION FREE SCHOOL DISTRICT

2022-2023 Line Item Budget

APC Code	Expenditure	BUDGET FY 2021-2022	Proposed FY 2022-2023	Notes	
<u>CLEANING, REPAIR & MAINTENANCE (CONTINUED)</u>					
<u>Other Maintenance Costs</u>					
1620	200	Equipment	\$0	\$12,000	
1620	201	General Tools	\$0	\$0	
1620	202	Vehicles and Machines	\$9,000	\$10,000	
1620	203	Basic Build Furnishings	\$13,500	\$13,500	Desks, chairs, etc
			\$22,500	\$35,500	
<u>District Services and Supplies</u>					
1620	400	District - Services	\$200,000	\$282,000	New facilities consultant and building condition survey
1620	409	Wireless Communication	\$20,900	\$23,500	
1620	410	Construction Projects	\$59,000	\$325,000	New construction projects
1620	450	District - Supplies	\$25,650	\$25,650	
1620	459	Pandemic Related Expenditures	\$250,000	\$25,000	Reallocated
			\$555,550	\$681,150	
<u>Other Costs: Grounds</u>					
1620	400	Grounds - Services	\$55,000	\$64,375	
1620	450	Grounds - Supplies	\$31,500	\$31,500	
1620	458	Fuel-Gas	\$2,700	\$3,000	
			\$89,200	\$98,875	
<u>Other Costs: Cleaning Bellows</u>					
1620	200	Equipment	\$0	\$0	
1620	400	Services	\$59,275	\$68,650	
1620	450	Supplies	\$13,500	\$13,500	
			\$72,775	\$82,150	
<u>Other Costs: Cleaning MS/HS</u>					
1620	200	Equipment	\$2,000	\$0	
1620	400	Services	\$102,500	\$111,875	
1620	450	Supplies	\$25,000	\$25,000	
			\$129,500	\$136,875	
<u>Other Costs: Cleaning Daniel Warren</u>					
1620	200	Equipment	\$0	\$0	
1620	400	Services	\$57,736	\$67,111	
1620	450	Supplies	\$13,500	\$13,500	
			\$71,236	\$80,611	
GRAND TOTAL: MAINT/CLEANING			\$2,356,494	\$2,545,251	
<u>SAFETY & SECURITY</u>					
1622	160	Salaries	\$163,787	\$174,517	
1622	400	Services	\$2,950	\$2,950	
1622	450	Supplies	\$2,850	\$2,850	
GRAND TOTAL: SAFETY & SECURITY			\$169,587	\$180,317	

RYE NECK UNION FREE SCHOOL DISTRICT

2022-2023 Line Item Budget

APC Code	Expenditure	BUDGET FY 2021-2022	Proposed FY 2022-2023	Notes
UTILITIES				
1620 421	<u>Oil</u> Bellows,DW, MS/HS,	\$80,000	\$90,000	Inc. in fuel costs and usage
1620 422	<u>Gas</u> Bellows,DW, MS/HS	\$100,000	\$165,000	Inc. in natural gas rates
1620 425	<u>Electricity</u> Bellows,DW, MS/HS	\$370,000	\$405,000	Inc. in rates
1620 426	<u>Water</u> Bellows,DW, MS/HS	\$110,000	\$80,000	Dec. based on historical trends
1620 427	<u>Communications</u> Bellows,DW, MS/HS (Internet, telephone, fax)	\$100,000	\$100,000	
1680 490	Districtwide (BOCES telephone)	\$7,000	\$7,000	
GRAND TOTAL: UTILITIES		\$767,000	\$847,000	
CURRICULUM DEVELOPMENT				
<u>Facilitators/Curriculum</u>				
2010 150	Department Chairs	\$52,463	\$98,519	New enrichment stipend
2010 150	Assistant Superintendent for Curriculum and Instruction	\$0	\$213,500	Position change
2010 200	Equipment	\$0	\$0	
2010 400	Services (Prof. Devt)	\$3,500	\$3,500	
2010 450	Supplies	\$2,050	\$12,050	DEI
GRAND TOTAL: CURRICULUM DEV'T		\$58,013	\$327,569	
INSTRUCTIONAL SUPERVISION				
<u>Principals</u>				
2020 150	Salaries	\$712,357	\$878,038	New Assistant Principal MS/HS
<u>Team Leaders/Grade Advisors</u>				
2020 150	Salaries	\$35,025	\$35,441	
<u>Student Management Office</u>				
2818 150	Chief Info. Officer/Co Dir of Sch. Counseling	\$177,592	\$0	Position change
2818 150	Clerical/Support Salaries	\$72,051	\$72,051	
2818 400	Services (Edutek)	\$123,217	\$125,625	
2818 450	Supplies	\$11,250	\$11,250	
2818 460	Software	\$3,859	\$3,859	
2818 490	BOCES (Data Warehousing, Test Scoring, eSchool, etc.)	\$136,750	\$176,631	Reallocation of BOCES costs
<u>Org. Advisors</u>				
2850 150	Salaries	\$16,176	\$16,373	
<u>Substitute Costs District-wide</u>				
2110 140	General	\$135,000	\$135,000	
SUBTOTAL: PRIN, TM LD, ADV, SUBS		\$1,423,277	\$1,454,268	

RYE NECK UNION FREE SCHOOL DISTRICT

2022-2023 Line Item Budget

APC Code	Expenditure	BUDGET FY 2021-2022	Proposed FY 2022-2023	Notes	
<u>INSTRUCTIONAL SUPERVISION (CONTINUED)</u>					
<u>Secretaries</u>					
2110	160	Salaries	\$426,920	\$431,898	
<u>Support Costs</u>					
2020	200	Equipment	\$4,750	\$4,750	
2020	400	Services	\$25,000	\$25,000	
2020	401	APPR	\$22,000	\$22,000	
2110/2070	490	BOCES Services	\$60,000	\$65,000	Increased staff trainings
2020	450	Supplies	\$50,000	\$50,000	
			\$161,750	\$166,750	
SUBTOTAL: SECR. & SUPPORT COSTS			\$588,670	\$598,648	
GRAND TOTAL: INSTR. SUPV.			\$2,011,947	\$2,052,915	
<u>TEACHING</u>					
<u>Daniel Warren</u>					
2110	150	Teacher Salaries	\$2,296,182	\$2,233,870	Two retirements
2110	160	Teaching Assts/Aides	\$154,993	\$163,054	
2110	200	Equipment	\$7,849	\$7,849	
2110	400	Services	\$13,865	\$13,865	
2110	450	Supplies	\$39,608	\$39,608	
2110	455	Software	\$3,668	\$3,668	
2110	480	Textbooks	\$10,198	\$10,198	
GRAND TOTAL: TEACH - DANIEL WARREN			\$2,526,361	\$2,472,110	
<u>F.E. Bellows</u>					
2110	150	Teacher Salaries	\$2,612,773	\$2,648,377	One retirement
2110	160	Teaching Assts/Aides	\$71,790	\$73,878	
2110	200	Equipment	\$6,775	\$6,775	
2110	400	Services	\$35,732	\$35,732	
2110	450	Supplies	\$46,068	\$46,068	
2110	455	Software	\$1,617	\$1,617	
2110	480	Textbooks	\$28,421	\$28,421	
GRAND TOTAL: TEACHING - F. E. BELLOWS			\$2,803,176	\$2,840,868	
<u>Middle School</u>					
2110	150	Teacher Salaries	\$2,983,881	\$2,947,179	Reallocation of staffing to HS
2110	160	Teaching Assts/Aides	\$88,212	\$87,784	
2110	200	Equipment	\$7,878	\$7,878	
2110	400	Services	\$22,243	\$22,243	
2110	450	Supplies	\$28,715	\$28,715	
2110	455	Software	\$2,981	\$2,981	
2110	480	Textbooks	\$25,531	\$25,531	
GRAND TOTAL: TEACH - MIDDLE SCHOOL			\$3,159,441	\$3,122,311	

RYE NECK UNION FREE SCHOOL DISTRICT

2022-2023 Line Item Budget

APC Code	Expenditure	BUDGET FY 2021-2022	Proposed FY 2022-2023	Notes	
<u>TEACHING (CONTINUED)</u>					
<u>High School</u>					
2110	150	Teacher Salaries	\$4,173,712	\$4,461,694	Reallocation of staffing from MS partially offset by one retirement
2110	160	Teach. Assts/Aides	\$190,729	\$212,920	Includes new staff positions
2110	200	Equipment	\$28,399	\$28,399	
2110	400	Services	\$52,570	\$52,570	
2110	450	Supplies	\$72,056	\$72,056	
2110	455	Software	\$9,311	\$9,311	
2110	480	Textbooks	\$47,296	\$47,296	
GRAND TOTAL: TEACHING HIGH SCHOOL			\$4,574,073	\$4,884,246	
<u>OCCUPATIONAL EDUCATION</u>					
<u>BOCES</u>					
<u>Occ Ed. Regular Secondary Day</u>					
2280	490	10-->12 Students	\$172,230	\$208,776	
<u>TASC AM/PM</u>					
2280	490	1 student	\$11,508	\$10,960	
<u>Alternative High School</u>					
2280	490	1 Student	\$75,000	\$75,000	
<u>iCDOS</u>					
2280	490	2 students	\$42,918	\$43,602	
SUBTOTAL: OCC ED			\$301,656	\$338,338	
<u>School-wide Enrichment (SEM)</u>					
2110	200	Equipment	\$0	\$0	
2110	400	District Gifted/Enrichment Program	\$4,983	\$4,983	
2110	450	Supplies	\$2,613	\$2,613	
2110	480	Textbooks	\$523	\$523	
SUBTOTAL: SEM			\$8,118	\$8,118	
<u>Tuition Foster Care</u>					
2110	470	Tuition Mandated Services - foster care students	\$0	\$0	
GRAND TOTAL: OCC. EDUCATION & S.E.M.			\$309,774	\$346,456	
<u>SPECIAL SERVICES</u>					
SUBTOTAL: BOCES PLACEMENTS			\$1,163,582	\$972,013	Fluctuates based on out of district placements
<u>Special Services</u>					
2250	490	Speech/Hear.	\$50,000	\$50,000	
2250	400	Behavioral Therapy	\$19,000	\$19,000	
2250	400	Psychiatric Eval.	\$10,000	\$10,000	
2250	490	Phys/Occup. Therapy	\$50,000	\$50,000	
2250	400	Nursing Services	\$15,000	\$25,000	Inc. in services
2250	400	Reading Services	\$50,000	\$50,000	
2250	490	Visually Impaired	\$10,000	\$10,000	
SUBTOTAL: SPECIAL SERVICES			\$204,000	\$214,000	
SUBTOTAL: PRIVATE PLACEMENTS			\$909,464	\$612,652	Fluctuates based on out of district placements

RYE NECK UNION FREE SCHOOL DISTRICT

2022-2023 Line Item Budget

APC Code	Expenditure	BUDGET FY 2021-2022	Proposed FY 2022-2023	Notes
<u>SPECIAL SERVICES (CONTINUED)</u>				
<u>SPECIAL SERVICES</u>				
2240-2250	150 Teacher Salaries	\$2,477,866	\$2,503,878	New staffing partially offset by two retirements
2240-2250	160 Clerical	\$121,909	\$125,086	
2240-2250	160 Teaching Assistants/Aides	\$670,591	\$665,714	
2240-2250	200 Equipment	\$0	\$0	
2240-2250	400 Services	\$110,000	\$115,000	
2240-2250	450 Supplies	\$36,664	\$36,664	
2240-2250	460 Software	\$1,354	\$1,354	
2240-2250	480 Textbooks	\$0	\$0	
2240-2250	490 BOCES Services	\$11,914	\$12,426	
SUBTOTAL: SS COSTS		\$3,430,298	\$3,460,122	
9901.95	Transfer To Special Aid	\$30,000	\$30,000	
GRAND TOTAL: SPECIAL SERVICES		\$5,737,344	\$5,288,787	
<u>LIBRARY/ INSTRUCTIONAL MEDIA</u>				
2610	150 Librarians	\$343,758	\$353,523	
2610	160 Teaching Assisant	\$36,054	\$36,983	
2610	160 Clerical	\$58,266	\$60,121	
<u>Library - Daniel Warren</u>				
2610	200 Equipment General	\$0	\$0	
2610	400 General Services	\$3,029	\$3,029	
2610	450 General Supplies	\$2,138	\$2,138	
2610	490 Films/Video Library	\$8,197	\$8,197	
2610	490 BOCES	\$8,488	\$13,000	Reallocation of cost between schools
2610	521 Books	\$4,544	\$4,544	
<u>Library - Bellows</u>				
2610	200 Equipment General	\$0	\$0	
2610	400 General Services	\$4,366	\$4,366	
2610	450 General Supplies	\$3,564	\$3,564	
2610	460 Films/Video Library	\$8,286	\$8,286	
2610	490 BOCES	\$8,488	\$10,500	Reallocation of cost between schools
2610	521 Books	\$2,851	\$2,851	
<u>Library - MS/HS</u>				
2610	200 Equipment	\$0	\$0	
2610	250 Audio Visual Equipment	\$0	\$0	
2610	400 Services	\$1,069	\$1,069	
2610	450 Supplies	\$713	\$713	
2610	460 Films/Video Library	\$13,900	\$13,900	
2610	490 BOCES	\$63,224	\$56,700	Reallocation of cost between schools
2610	521 Books	\$3,760	\$3,760	
SUBTOTAL: LIBRARY/MEDIA		\$574,695	\$587,245	

RYE NECK UNION FREE SCHOOL DISTRICT

2022-2023 Line Item Budget

APC Code	Expenditure		BUDGET FY 2021-2022	Proposed FY 2022-2023	Notes
COMPUTER AIDED INSTRUCTION - DISTRICTWIDE					
2630	150	Director of Technology and Communications	\$60,357	\$105,000	Position change
2630	160	Teaching Assistants	\$0	\$0	
2630	200	Equipment	\$185,786	\$370,000	Inc. in budget
2630	400	Services - District IT Support	\$387,578	\$395,329	
2630	400	Services - Other	\$37,000	\$173,043	Inc. in budget
2630	490	BOCES - Blackboard Website	\$0	\$13,323	New
2630	400	Services WEB updating	\$12,825	\$0	No longer needed
2630	450	Supplies	\$18,000	\$60,000	Inc. in budget
2630	460	Software Licenses/Agreements	\$76,000	\$76,000	
SUBTOTAL: COMPUTER AIDED INSTRUCTION			\$777,546	\$1,192,695	
GRAND TOTAL: INSTRUCTIONAL MEDIA			\$1,352,241	\$1,779,940	
PUPIL PERSONNEL					
<u>School Counseling Department</u>					
2810	150	Co-Director of School Counseling	\$140,874	\$0	Retired/appointment change New elementary counselor and Advisory Counsel
2810	150	School Counseling Counselors	\$571,349	\$678,466	
2810	160	Clerical	\$123,866	\$127,143	
2810	200	Equipment	\$0	\$0	
2810	400	Services	\$15,700	\$15,700	
2810	450	Supplies	\$9,175	\$9,175	
SUBTOTAL: SCHOOL COUNSELING			\$860,965	\$830,484	
<u>Nurses/Doctor</u>					
2815	160	Nurses	\$218,738	\$224,216	
2815	400	Doctor	\$7,000	\$7,000	
2815	200	Equipment	\$0	\$0	
2815	400	Services	\$15,000	\$25,000	
2815	401	Services (other schools)	\$165,000	\$165,000	Req. by law
2815	450	Supplies	\$15,000	\$15,000	
SUBTOTAL: NURSES/DOCTOR			\$420,738	\$436,216	
<u>Psychologists</u>					
2820	150	Psychologists	\$439,275	\$459,752	
2820	200	Equipment	\$0	\$0	
2820	400	Services	\$0	\$0	
2820	450	Supplies	\$903	\$903	
SUBTOTAL: PSYCHOLOGISTS			\$440,178	\$460,654	
<u>Social Work</u>					
2825	150	Social Worker	\$0	\$70,006	New
2825	150	McKinney-Vento Coordinator	\$0	\$1,511	New
SUBTOTAL: SOCIAL WORK			\$0	\$71,517	
GRAND TOTAL: PUPIL PERSONNEL			\$1,721,881	\$1,798,872	

RYE NECK UNION FREE SCHOOL DISTRICT

2022-2023 Line Item Budget

APC Code	Expenditure	BUDGET FY 2021-2022	Proposed FY 2022-2023	Notes	
<u>CO-CURRICULAR</u>					
<u>Co-Curr Elem</u>					
2850	150	Teachers/Coaches	\$2,061	\$2,086	
2850	200	Equipment	\$0	\$0	
2850	400	Services	\$48	\$48	
2850	450	Supplies	\$95	\$95	
			\$2,204	\$2,229	
<u>Co-Curr M.S.</u>					
2850	150	Teachers/Coaches	\$34,204	\$39,478	
2850	200	Equipment	\$0	\$0	
2850	400	Services	\$190	\$190	
2850	450	Supplies	\$290	\$290	
			\$34,684	\$39,958	
<u>Co-Curr H.S.</u>					
2850	150	Teachers/Coaches	\$102,070	\$107,917	
2850	200	Equipment	\$0	\$0	
2850	400	Services	\$18,311	\$18,311	
2850	450	Supplies	\$176	\$176	
			\$120,557	\$126,404	
GRAND TOTAL CO-CURRICULAR			\$157,445	\$168,591	
<u>INTERSCHOLASTIC ATHLETICS</u>					
<u>Interscholastic Athletics</u>					
2855	150	Salaries	\$868,573	\$899,784	
2855	200	Equipment	\$17,100	\$17,100	
2855	400	Services	\$77,250	\$112,116	New livestreaming service
2855	402	Transportation	\$180,000	\$180,000	
2855	450	Supplies	\$34,200	\$34,200	
2855	490	Athletic Scheduling on-line	\$40,688	\$41,810	
2855	490	BOCES Athletic Sched./Officials	\$55,951	\$60,839	
GRAND TOTAL: ATHLETICS			\$1,273,762	\$1,345,849	
<u>TRANSPORTATION</u>					
<u>Transportation</u>					
5540	150	Salaries	\$21,460	\$21,948	
SUBTOTAL: TRANS SALARIES			\$21,460	\$21,948	
Total Contracted Transportation - BOCES *			\$13,428	\$13,858	
<i>*estimates</i>					
Total Contracted Transportation - Special Education *			\$884,997	\$799,948	Fluctuates based on out of district placements
<i>*estimates</i>					
Total Contracted Transportation - Private & Parochial Schools *			\$177,678	\$207,483	Fluctuates based on out of district placements
<i>*estimates</i>					
GRAND TOTAL: TRANSPORTATION			\$1,097,563	\$1,043,237	
GRAND TOTAL:			\$46,069,994	\$47,570,139	



Tax Cap Levy & Budget History

The Tax Levy Cap

How can the tax cap be 2.00% and the proposed levy increase be 1.84% and still be at the cap?

Exemptions, and the movement in exemptions, year over year:

Debt service (principal and interest on the district's bonds) less building aid and use of the debt service reserve cause the levy increase to be above or below 2.00% and still be tax cap compliant.

Historical Levy Caps

Year	Tax Levy Cap
2022-23 (proposed)	1.84%
2021-22	2.17%
2020-21	3.68%
2019-20	3.35%
2018-19	3.11%
2017-18	0.72%

All tax cap compliant



The Levy and the Tax Rates (*estimated*)

Municipality	Total Municipal Levy	Percentage of the Levy	Estimated Homestead Tax Rate*
Rye Town	\$ 30,189,456	72.54%	16.25
Rye City	<u>11,429,380</u>	<u>27.46%</u>	968.37
Total Levy	\$ 41,618,836	100.00%	

* Per \$1,000 of Assessed Value



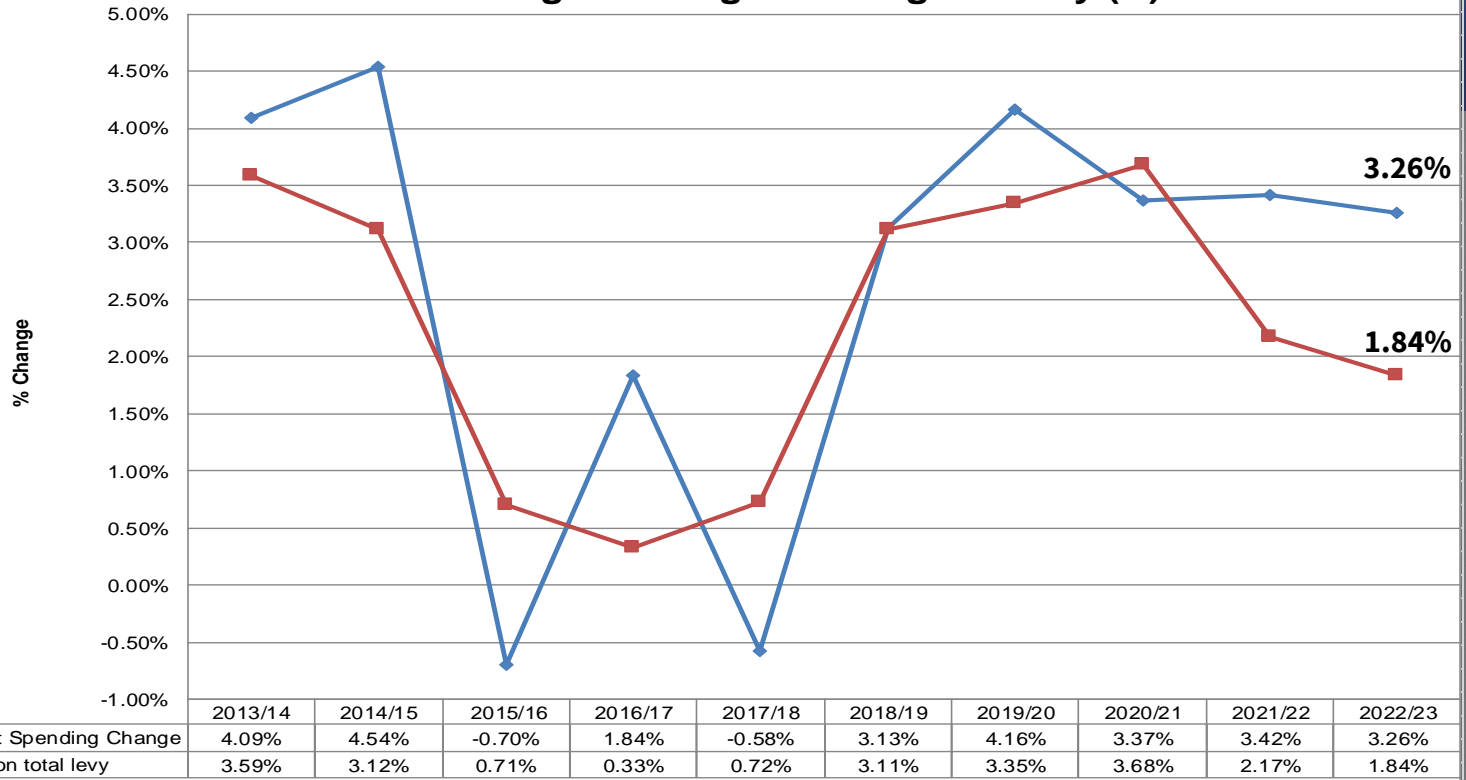
10-Year Budget Comparison

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
										<i>DRAFT</i>
Expenses										
Budget Spending Change	4.09%	4.54%	-0.70%	1.84%	-0.58%	3.13%	4.16%	3.37%	3.42%	3.26%
Total Budget	38,170,464	39,903,298	39,623,723	40,353,985	40,120,000	41,374,222	43,095,212	44,545,814	46,069,994	47,570,139
Change in Spending	1,500,244	1,732,834	(279,576)	730,262	(233,985)	1,254,222	1,720,990	1,450,602	1,524,180	1,500,145
To drop 1% on expense	381,705	399,032	396,237	403,540	401,200	413,742	430,952	445,458	460,700	475,701
Tax Levy										
Total Tax Levy	34,499,679	35,577,519	35,828,846	35,945,945	36,205,473	37,330,588	38,580,261	39,999,300	40,866,385	41,618,836
Change in Aggregate Tax Levy	1,194,447	1,077,840	251,327	117,099	259,528	1,125,115	1,249,673	1,419,039	867,085	752,451
% increase on total levy	3.59%	3.12%	0.71%	0.33%	0.72%	3.11%	3.35%	3.68%	2.17%	1.84%
% change in Homestead rate:										
Rye Town	1.55%	1.25%	0.99%	-9.84%	0.35%	-2.04%	1.96%	3.59%	-0.75%	2.23%
Rye City	7.95%	6.51%	3.69%	0.52%	4.74%	1.79%	5.27%	1.75%	-3.13%	-1.48%
1% on the taxes =	344,997	355,775	358,288	359,459	362,055	373,306	385,803	399,993	408,664	416,188
Revenues:										
Appropriated FB	766,000	1,261,336	650,000	1,164,957	636,000	636,000	561,000	761,000	615,000	575,000
Transfers from Reserve Funds	688,727	575,000	426,396	535,000	567,387	535,000	505,000	847,424	550,000	525,000



History of Levy and Budget Changes

Change in Budget / Change in Levy (%)



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



Estimated Taxes for a Range of Home Values

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

Market Value – Assessed Valuation	Rye Town Homestead Tax Rate	Estimated Tax	Estimated Tax After STAR*
450,000	16.25	7,312	6,033
550,000	16.25	8,937	7,658
650,000	16.25	10,562	9,283
750,000	16.25	12,187	10,908
850,000	16.25	13,812	12,533
950,000	16.25	15,437	14,158
1,050,000	16.25	17,061	15,782
1,150,000	16.25	18,686	17,407
2,000,000	16.25	32,498	31,219

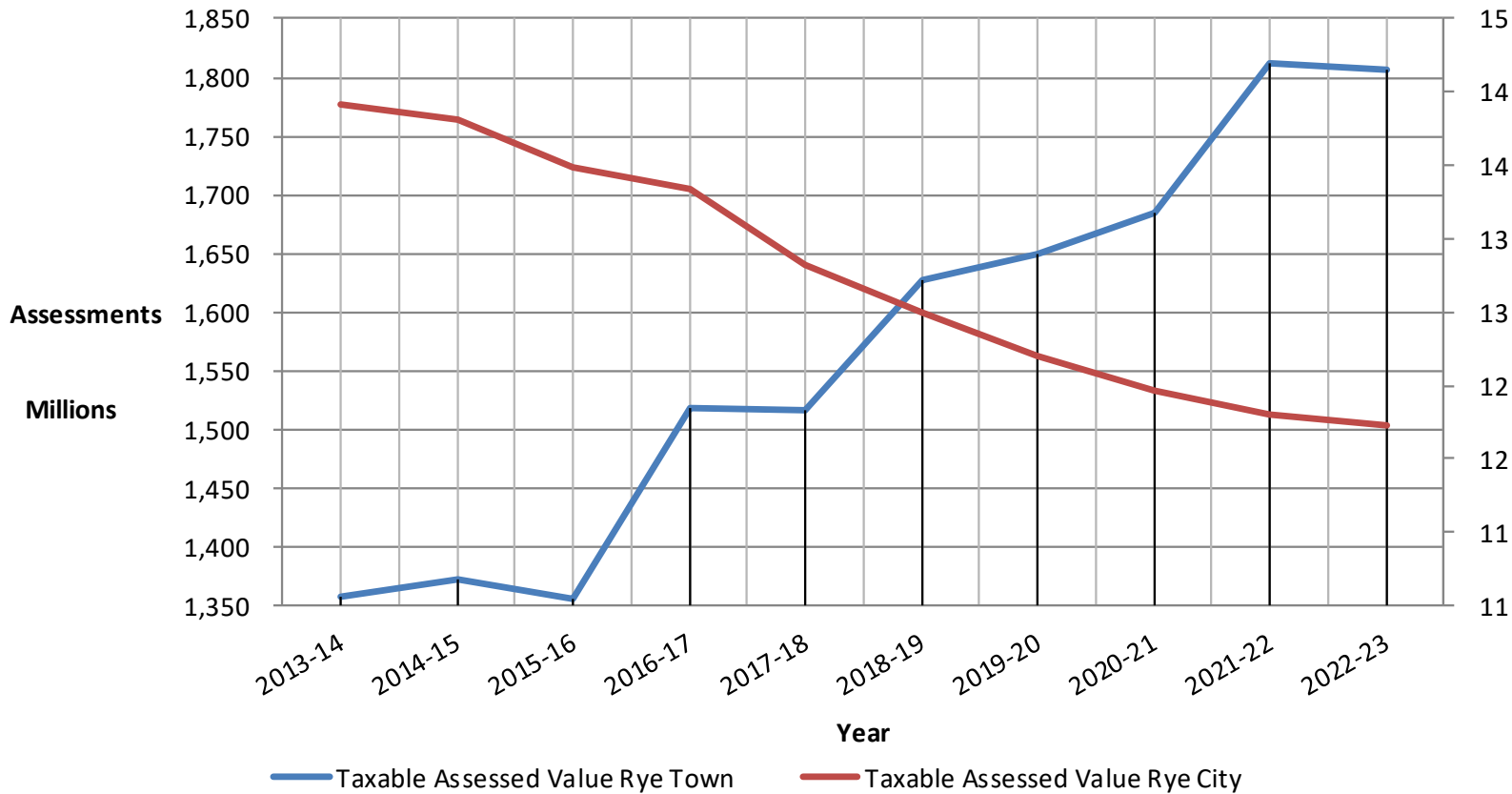
* STAR Maximum Basic exemption = \$1,279

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*
10,000	602,410	968.37	9,684	8,446
15,000	903,614	968.37	14,525	13,287
20,000	1,204,819	968.37	19,367	18,129
25,000	1,506,024	968.37	24,209	22,971
30,000	1,807,229	968.37	29,051	27,813
35,000	2,108,434	968.37	33,893	32,655

* STAR Maximum Basic exemption = \$1,238, ** Rye City Equalization rate 1.66%

Total Assessed Valuation



The History of TAX RATE CHANGES

Year	Rye Town	Rye City
2013-14	1.55%	7.95%
2014-15	1.25%	6.51%
2015-16	0.99%	3.69%
2016-17	-9.84%	0.52%
2017-18	0.35%	4.74%
2018-19	-2.04%	1.79%
2019-20	1.96%	5.27%
2020-21	3.59%	1.75%
2021-22	-0.75%	-3.13%
2022-23 (draft)	2.23%	-1.48%



District Reserve Funds and Disposition Schedule

RESERVE FUNDS - Proposed Disposition Schedule

updated April 2022

Fund	Statutory Authorization	Balance at 6/30/2021	Known additions to reserve fund	Year 1		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Summary
				Est. use in 2021-22	Est use for 2022-23 Budget	Est use for 2023-24 Budget	Est use for 2024-25 Budget	Est use for 2025-26 Budget	Est use for 2026-27 Budget	Est use for 2027-28 Budget	Est use for 2028-29 Budget	Estimated Balance at 6/30/2029
Retirement Contribution (ERS)	GML § 6-r	4,000,204	-	451,492	375,000	400,000	450,000	500,000	550,000	600,000	650,000	23,712
Retirement Contribution (TRS)	GML § 6-r	1,073,347	-	-	-	200,000	250,000	300,000	300,000	23,347	-	-
Certiorari Reserve	Educ. Law, § 3651.1-a	3,459,783	-	505,000	325,000	375,000	400,000	425,000	445,000	465,000	495,000	24,783
Insurance Reserve	GML § 6-n	2,065,768	-	-	-	-	-	-	-	-	-	2,065,768
Debt Service Fund	GML § 6-l	603,147	442,436	75,000	150,000	150,000	150,000	150,000	150,000	110,000	110,000	583
Transfer to General Fund		11,202,249	442,436	1,031,492	850,000	1,125,000	1,250,000	1,375,000	1,445,000	1,198,347	1,255,000	2,114,846
Reserves LESS amount transferred to General Fund (running balance in reserves)		11,202,249	11,644,685	10,613,193	9,763,193	8,638,193	7,388,193	6,013,193	4,568,193	3,369,846	2,114,846	-

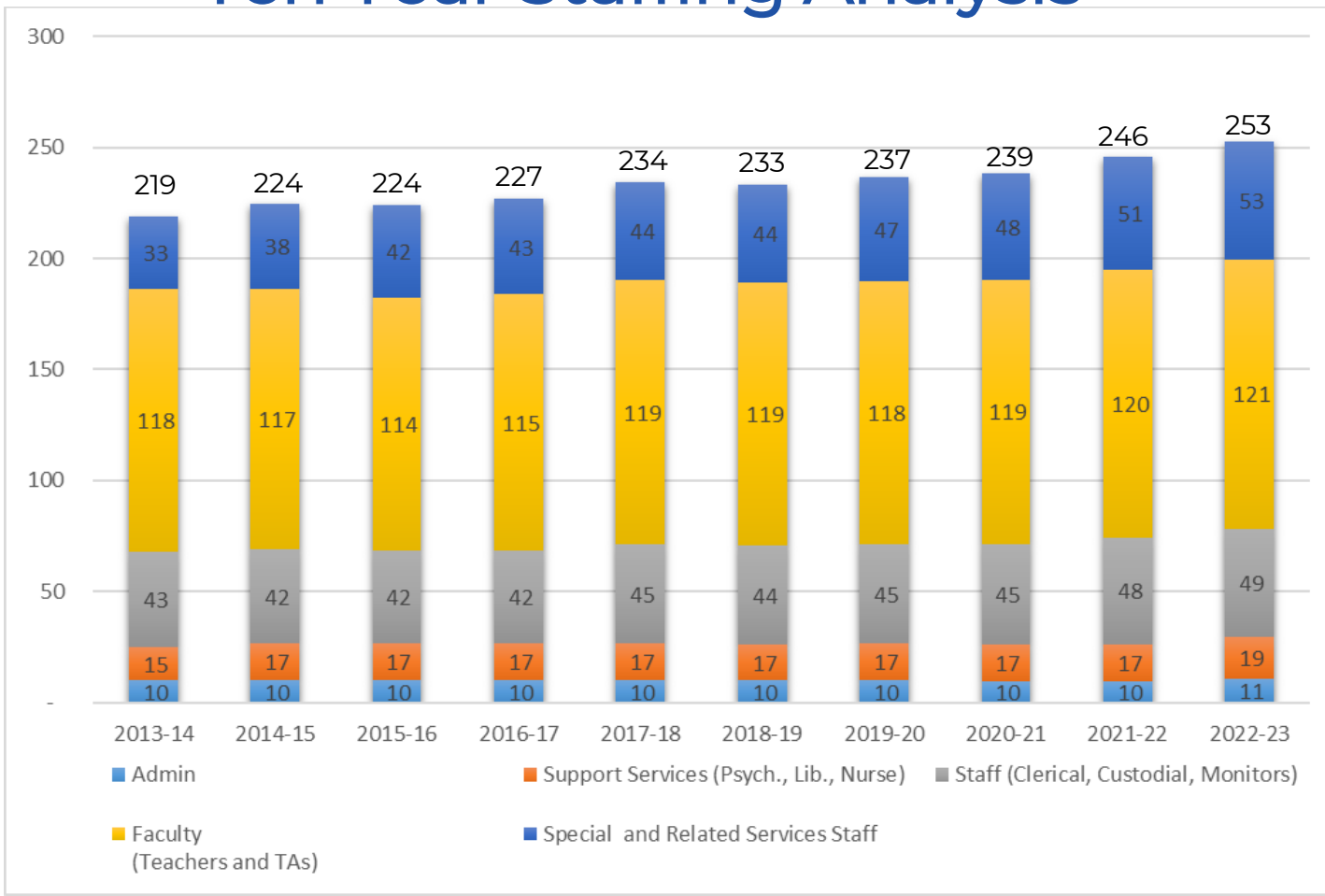
Schedule of Debt Outstanding

Issue Date	Issue Amount	Issue Type	Purpose	Interest Rate	Principal Outstanding 03/31/2022
5/15/2014	8,570,000	Serial Bond	\$7.1M Capital Bond & \$1.47M District-Wide Security Bond	2.31%	4,945,000
6/18/2015	1,750,320	Installment Debt	Energy Performance Contract	2.43%	1,111,714
5/31/2019	6,280,000	Serial Bond	2018 Cap Bond: Roof Replacements, Science Center, Gym	2.08%	5,190,000
6/16/2020	12,000,000	Serial Bond	2018 Cap Bond: Science Center, Gym	2.28%	11,335,000
3/16/2021	10,000,000	Serial Bond	2018 Cap Bond: Science Center, Gym	1.95%	9,375,000
3/25/2021	1,615,000	Serial Bond	Refunding Bond	0.62%	1,380,000
3/15/2022	1,225,000	BAN Renewal	2018 Cap Bond: Science Center	0.93%	1,225,000
Total Outstanding Principal					\$ 34,561,714

- The community approved two capital bond propositions for a total borrowing capacity of \$30,505,000.
- The debt for the first proposition was issued in May 2019 and totaled \$6.28M. The debt for the second proposition was issued in June 2020 and March 2021 and totaled \$12M and \$11.225M, respectively. The original BAN which was issued in March 2021 was renewed in March 2022.



Ten Year Staffing Analysis



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 Change:

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 and 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.

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.

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.

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.

Phase-In of State Aid Foundation Aid:

The state aid category Foundation Aid was created in 2007 and takes school district wealth and student need into account to create an equitable distribution of state funding to schools. However, New York State has never fully funded Foundation Aid. New York State has committed to phase-in, or fully fund, Foundation Aid by the FY 2024 budget. In the FY 2022 Enacted State Budget, the Executive and Legislature agreed to fully fund Foundation Aid by the FY 2024 budget and enshrined this commitment into law.

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.

Reserve Fund Balance:

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

Retirement Reserves:

Reserves set up to specifically offset the increasing employer contributions to the N.Y.S. Employee Retirement System (ERS) and N.Y.S. Teachers Retirement System (TRS).

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 wherein the major revenue source is state taxes (e.g. income, and sales). Of the balance of state support for public schools, approximately less than 10% comes from STAR and the balance comes from a Special Revenue Fund account supported by state lottery, video lottery terminal, and commercial gaming receipts (*source: NYS Ed. Dept 2021-22 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 supplies.

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.

2022-23 Property Tax Report Card

661901 - Rye Neck Union Free School District			
Contact Person:	Carolyn Mahar	Budgeted 2021-22	Proposed Budget 2022-23
Telephone Number:	914-777-5210	(A)	(B)
			Percent Change (C)
Total Budgeted Amount, not Including Separate Propositions	46,069,994	47,570,139	3.26%
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	40,866,385	41,618,836	
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)	40,866,385	41,618,836	1.84%
F. Permissible Exclusions to the School Tax Levy Limit	2,468,516	2,282,106	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	38,397,869	39,336,730	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	38,397,869	39,336,730	
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	0	0	
Public School Enrollment	1,512	1,521	0.60%
Consumer Price Index			4.70%

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 2022-23, include any carryover from 2021-22 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2021-22 (D)	Estimated 2022-23 (E)
Adjusted Restricted Fund Balance	12,617,300	11,613,193
Assigned Appropriated Fund Balance	615,000	575,000
Adjusted Unrestricted Fund Balance	1,842,799	1,902,806
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 *	3/31/22 Actual Balance	6/30/22 Estimated Ending Balance	Intended Use of the Reserve in the 2022-23 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	603,147	970,583	To pay principal and interest on district bonds and BANS
Insurance	Insurance Reserve	To pay liability, casualty, and other types of uninsured losses	2,065,768	2,065,768	To pay for any costs related to uninsured losses, claims, actions, or judgments.
Tax Certiorari	Tax Certiorari	To establish a reserve fund for tax certiorari settlements	2,956,743	2,954,783	To pay for any tax certiorari judgments received in the 22/23 year
Retirement Contribution	Retirement Contribution - ERS	To fund employer retirement contributions to the State and Local Employees' Retirement System (ERS)	4,000,204	3,548,712	To fund the 22/23 ERS pension liability
Other Reserve	Retirement Contribution - TRS	To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS)	1,073,347	1,073,347	To fund the 22/23 TRS pension liability

Budget Notice 2022-2023

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

Rye Neck Union Free School District Budget Notice
Rye Neck Escuela Libre de Unión Notificación del Presupuesto del Distrito

Overall Budget Proposal Propuesta del Presupuesto Global	Budget Adopted for the 2021-22 School Year Presupuesto Aprobado para el año escolar 2021-22	Budget Proposed for the 2022-23 School Year Presupuesto Propuesto para el año escolar 2022-23	Contingency Budget for the 2022-23 School Year * Presupuesto para Eventualidades del año escolar 2022-23
Total Budgeted Amount, Not Including Separate Propositions Presupuesto total, No incluyendo las propuestas independientes	\$ 46,069,994	\$ 47,570,139	\$ 46,219,902
Increase/Decrease for the 2022-23 School Year Aumento / Reducción para el año escolar 2022-23		\$ 1,500,145	\$ 149,908
Percentage Increase/Decrease in Proposed Budget Porcentaje de aumento / reducción del presupuesto propuesto		3.26%	0.33%
Change in the Consumer Price Index Cambio en el índice de Precios al Consumo		4.70%	
A. Proposed Levy to Support the Total Budgeted Amount A. Recaudación de impuestos propuesta para respaldar la cantidad del presupuesto total	\$ 40,866,385	\$ 41,618,836	
B. Levy to Support Library Debt, if Applicable B. Recaudación de impuestos para respaldar la deuda de la biblioteca, si procede	\$ 0	\$ 0	
C. Levy for Non-Excludable Propositions, if Applicable ** C. Recaudación de impuestos para proposiciones no excluyentes, si procede**	\$ 0	\$ 0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy D. Cantidad reservada total de impuestos usada para reducir la recaudación de impuestos de este año	\$ 0	\$ 0	
E. Total Proposed School Year Tax Levy (A + B + C - D) E. Propuesta total para la recaudación de impuestos para el año escolar (A + B + C - D)	\$ 40,866,385	\$ 41,618,836	\$ 40,866,385
F. Total Permissible Exclusions F. Exclusiones totales permitidas	\$ 2,468,516	\$ 2,282,106	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions G. Límite de recaudación de impuestos escolares, excluyendo el impuesto por las exclusiones permitidas	\$ 38,397,869	\$ 39,336,730	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D) H. Impuesto fiscal total propuesto para el año escolar, excluyendo la recaudación para respaldar la deuda de la biblioteca y / o las exclusiones permitidas (E - B - F + D)	\$ 38,397,869	\$ 39,336,730	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) ** I. Diferencia: G - H (el valor negativo requiere el 60,00% de la aprobación de los votantes - Vea la nota a continuación con respecto a las proposiciones separadas) **	\$ 0	\$ 0	
Administrative Component Componente Administrativo	\$ 4,550,147	\$ 5,169,709	\$ 4,539,070
Program Component Componente del Programa	\$ 34,534,042	\$ 35,142,270	\$ 34,458,172
Capital Component Componente de Capital	\$ 6,985,805	\$ 7,258,160	\$ 7,222,660
<p>*If the proposed budget is not approved by the required margin, the District may resubmit the original budget or submit a revised budget to the voters on the third Tuesday in June (or an alternate date set by New York State) or adopt a contingency budget that levies a tax no greater than that of the prior year. If the resubmitted/revised budget proposal is not approved by the required margin, the Board of Education must adopt a budget that requires a tax levy no greater than that of the prior year (0% increase in the tax levy). Cuts to the proposed budget would be made by the Board of Education pursuant to Section 2023 of Education Law. * Si el presupuesto propuesto no es aprobado por el margen requerido, el Distrito puede volver a presentar el presupuesto original o presentar un presupuesto revisado a los votantes el tercer Martes de Junio (o una fecha alternativa establecida por el Estado de Nueva York) o adoptar un presupuesto de contingencia que grava un impuesto no mayor que el del año anterior. Si la propuesta de presupuesto reenviada / revisada no es aprobada por el margen requerido, la Junta de Educación debe adoptar un presupuesto que requiera un gravamen fiscal no mayor que el del año anterior (aumento del 0% en el gravamen fiscal). La Junta de Educación haría recortes al presupuesto propuesto de conformidad con la Sección 2023 de la Ley de Educación.</p> <p>** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements) ** Enumere Propuestas separadas que no estén incluidas en el monto total presupuestado: (La recaudación de impuestos asociada a presupuestos de educación o de transporte no son elegibles para la exclusión y pueden afectar a los requisitos de aprobación de los votantes)</p>			
Description Descripción	Amount Cantidad		
NONE / NADA			

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

ATENCIÓN : Por favor envíe una versión electrónica (Word o PDF) de este formulario completado a: emscmgts@nysed.gov

Under the Budget Proposed for the 2022-23 School Year
Bajo el Presupuesto Propuesto para el año escolar 2022-23

Estimated Basic STAR Exemption Savings ¹ Estimación básica de los ahorros de exención de STAR ¹	\$ 1,238
--	----------

The annual budget vote for the fiscal year 2022-23 by the qualified voters of the Rye Neck Union Free School District, Westchester County, New York, will be held at Rye Neck MS/HS in said district on Tuesday, May 17, 2022 between the hours of 7:00am and 9:00pm, prevailing time in the Rye Neck MS/HS Community Room, at which time the polls will be opened to vote by voting ballot or machine.
 La votación anual del presupuesto para el año fiscal 2022-23 por los votantes cualificados de Rye Neck Escuela Libre de Unión, Condado de Westchester, Nueva York, se celebrará en la escuela de Rye Neck MS/HS para dicho distrito el martes, 17 de mayo 2022 entre las horas de 7:00 de la mañana a 9:00 de la noche, horario efectivo el Salón Comunitario de Rye Neck MS/HS, en el que las urnas se abrirán para la votación por sufragio o máquina.

1. The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.
 1. La exención del impuesto escolar básico (STAR) está autorizada por la sección 425 de la Ley del Impuesto sobre Bienes Inmuebles.

Three-Part Budget

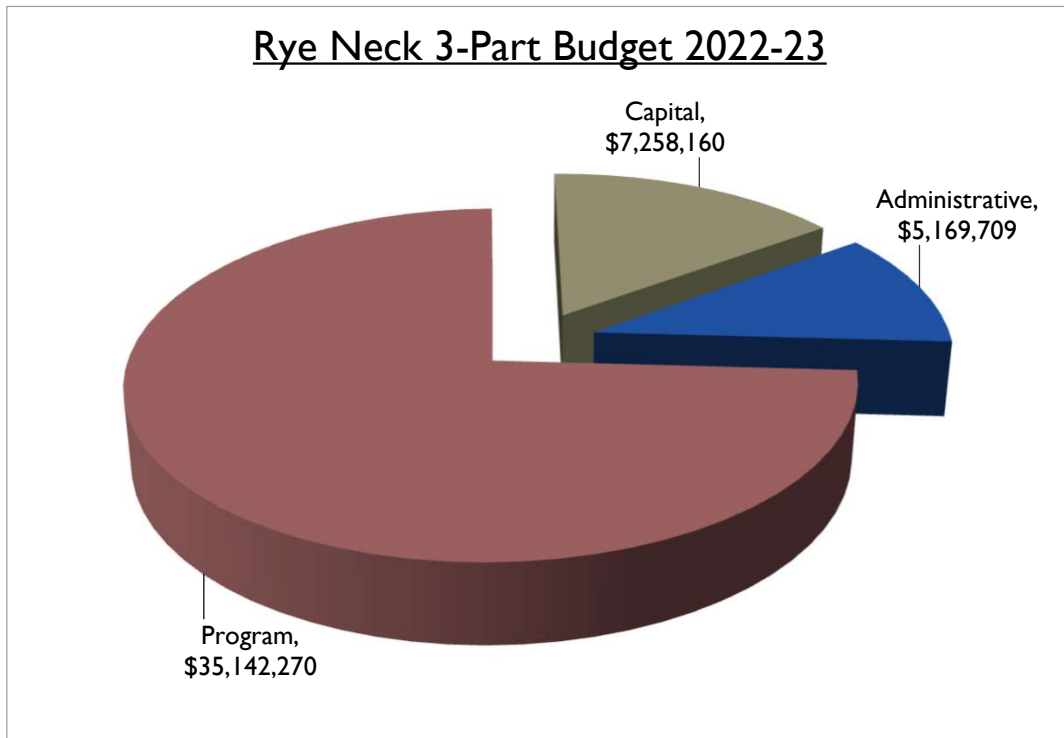
Category	Proposed FY 2022-2023	Administrative	Program	Capital
Total - Board of Education	\$10,450	\$10,450		
Total - Central Administration	\$391,968	\$391,968		
Total - Finance	\$815,685	\$815,685		
Total - Legal	\$150,000	\$150,000		
Total - Personnel	\$130,085	\$130,085		
Total - Operations & Maintenance	\$3,572,568			\$3,572,568
Total - Special Items	\$779,478	\$779,478		
Total - General Support	\$5,850,234	\$2,277,666	\$0	\$3,572,568
Total - Instruction (Adm. & Imp.)	\$2,380,484	\$1,205,607	\$1,174,878	
Total - Reg. School Instruction	\$13,834,583		\$13,834,583	
Total - Special Education	\$5,258,787	\$175,000	\$5,083,787	
Total - Instructional Media	\$1,779,940	\$105,000	\$1,674,940	
Total - Guidance	\$830,484		\$830,484	
Total - Health Services	\$436,216		\$436,216	
Total - Psychology	\$460,654		\$460,654	
Total - Social Work	\$71,517		\$71,517	
Total - Interscholastic Athletics	\$1,345,849	\$197,779	\$1,148,070	
Total - Instruction	\$26,398,514	\$1,683,386	\$24,715,129	\$0
Total - Pupil Transportation	\$1,043,237	\$21,948	\$1,021,289	\$0
Total - Employee Benefits	\$11,276,597	\$1,186,710	\$9,375,853	\$714,035
Total - Interfund Transfer	\$30,000		\$30,000	
Total - Debt Service	\$2,971,557			\$2,971,557
Total- Undistributed Expenses	\$14,278,154	\$1,186,710	\$9,405,853	\$3,685,592
Grand Total Summary				
Total - General Support	\$5,850,234	\$2,277,666	\$0	\$3,572,568
Total - Instruction	\$26,398,514	\$1,683,386	\$24,715,129	\$0
Total - Pupil Transportation	\$1,043,237	\$21,948	\$1,021,289	\$0
Total - Undistributed Expenses	\$14,278,154	\$1,186,710	\$9,405,853	\$3,685,592
Grand Total	\$47,570,139	\$5,169,709	\$35,142,270	\$7,258,160

RyeNeck Schools

LEARN • ACHIEVE • LEAD

2022-2023 Three-Part Budget

Category	Amount
Administrative	\$5,169,709
Program	\$35,142,270
Capital	\$7,258,160
Total	\$47,570,139



Administrative Compensation Disclosure
 2022-2023 Salary Threshold = \$150,000
Compensation Disclosures required by Chapter 474 of the Laws of 1996

Title	Salary	Employee Benefits	Other Remuneration
Superintendent of Schools	\$ 255,000	\$ 68,828	\$ -
Associate, Assistant and Deputy Superintendents:			
Assistant Superintendent for Curriculum & Instruction	213,500	66,857	-
Assistant Superintendent for Business	210,120	66,460	-
Other Supervisory and Administrative Employees Scheduled to Receive \$150,000 or More in Salary:			
Director of Health, P.E. & Athletics	197,779		
High School Principal	197,547		
Elementary Principal	178,810		
Elementary Principal	176,580		
Middle School Principal	175,100		
Director for Pupil Personnel Services	175,000		
Middle and High School Assistant Principal	150,000		
Director of Technology and Communications	150,000		

Equalized Total Assessed Value 807,900

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)	6	1,465,700	181.42
13500	TOWN - GENERALLY	RPTL 406(1)	2	467,000	57.80
13650	VG - GENERALLY	RPTL 406(1)	32	16,013,300	1982.09
13800	SCHOOL DISTRICT	RPTL 408	5	35,985,000	4454.14
19950	MUNICIPAL RAILROAD	RPTL 456	5	49,378,400	6111.94
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	749,700	92.80
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	8	16,113,900	1994.54
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	695,100	86.04
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	10	6,052,600	749.18
25600	NONPROFIT HEALTH MAINTENANCE O	RPTL 486-a	2	2,298,500	284.50
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	1,073,100	132.83
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	66	792,000	98.03
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	9	143,697	17.79
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	41	820,000	101.50
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	13	312,908	38.73
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	15	566,065	70.07
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	3	115,961	14.35
41400	CLERGY	RPTL 460	1	1,500	0.19
41800	PERSONS AGE 65 OR OVER	RPTL 467	57	14,883,690	1842.27
41834	ENHANCED STAR	RPTL 425	212	44,077,112	5455.76
41854	BASIC STAR 1999-2000	RPTL 425	557	55,017,346	6809.92
Total Exemptions Exclusive of System Exemptions:			1,049	247,022,579	30575.89
Total System Exemptions:			0	0	0.00
Totals:			1,049	247,022,579	30575.89

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

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

Exemption Impact Report

Assessment Year: 2021

County: WESTCHESTER
 SWIS Code: 551400

School Value Report (554801)

Municipality: RYE
 Total Assessed Val: 13,919,830
 Uniform Percentage: 1.66

Equalized Total Assessed Value = 838,543,975

Exempt Code	Description	Statutory Authority	# of Exempts	Total Equalized Value of EX	% of Value Exempted
13100	CTY OWNED	RPTL 406(1)	2	68,951,807	8.22
13350	CITY OWNED	RPTL 406(1)	3	1,753,012	0.21
13800	SCHOOL DIS	RPTL 408	1	52,641,566	6.28
21600	RS REL PRP	RPTL 462	1	7,551,204	0.90
27350	CEMETERIES	RPTL 446	2	310,240	0.04
41120	WAR VET CTS	RPTL 458-a	4	47,951	0.01
41124	WAR VET S	RPTL 458-a	1	11,987	0.00
41130	COMBAT CTS	RPTL 458-a	3	60,000	0.01
41134	COMBAT S	RPTL 458-a	1	20,000	0.00
41140	DIS. VET CTS	RPTL 458-a	1	40,000	0.00
41144	DIS. VET S	RPTL 458-a	2	80,000	0.01
41800	AGED C/T/S	RPTL 467	1	640,060	0.08
Total Exemptions (No System EX's)			22	132,107,827	15.75
Total Exemptions (with System EX's)			22	132,107,827	15.75

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

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

SCHOOL REPORT CARDS

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/>

Link to Rye Neck Data:

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

Financial Transparency :

<https://data.nysed.gov/expenditures.php?year=2020&instid=800000034983>

Civil Rights Data Collection (CRDC):

<https://ocrdata.ed.gov/profile/9/district/31249/summary>

RYE NECK UFSD - NEW YORK STATE REPORT CARD [2020 - 21]

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

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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

[Section 1003 School Improvement Funds Data \(58.87 kilobytes\)](#)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

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

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	974	26	2.7%
American Indian or Alaska Native	1	—	—
Asian or Native Hawaiian/Other Pacific Islander	91	0	0%
Black or African American	22	—	—
Hispanic or Latino	200	15	7.5%
Multiracial	68	3	4.4%
White	592	7	1.2%
English Language Learners	100	6	6%
Students with Disabilities	96	4	4.2%
Economically Disadvantaged	151	13	8.6%

SECONDARY STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

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

SECONDARY GRADUATION RATE

Accountability graduation rate data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	94	88	93.6%
	5-Year	127	120	94.5%
	6-Year	121	117	96.7%
American Indian or Alaska Native	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	17	—	—
	5-Year	19	—	—
	6-Year	17	—	—
Black or African American	4-Year	7	—	—
	5-Year	9	—	—
	6-Year	11	—	—
Hispanic or Latino	4-Year	50*	46	92%
	5-Year	31	28	90.3%
	6-Year	43*	38	88.4%
Multiracial	4-Year	5	—	—
	5-Year	12	—	—
	6-Year	14	—	—
White	4-Year	65	61	93.8%
	5-Year	76	72	94.7%
	6-Year	78	76	97.4%
English Language Learners	4-Year	4	—	—
	5-Year	5	—	—
	6-Year	0	—	—

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
Students with Disabilities	4-Year	31*	23	74.2%
	5-Year	38*	30	78.9%
	6-Year	38*	32	84.2%
Economically Disadvantaged	4-Year	39*	38	97.4%
	5-Year	56*	52	92.9%
	6-Year	30	28	93.3%

*Not enough students were in this subgroup in the current reporting year, so data for the current and the previous reporting year were combined.

SECONDARY CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

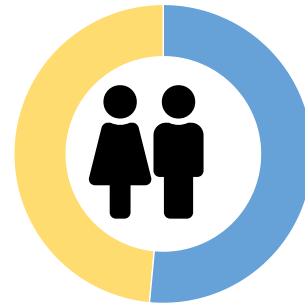
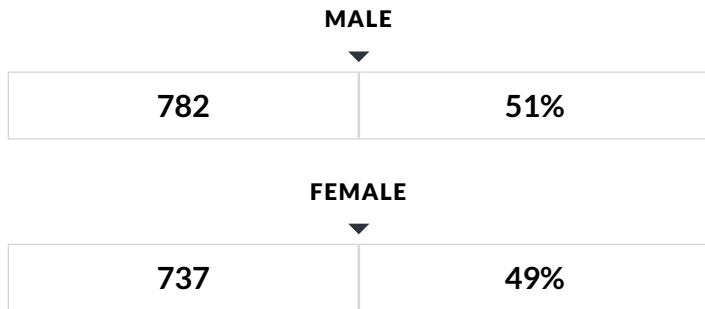
Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	486	5	1%
Asian or Native Hawaiian/Other Pacific Islander	27	—	—
Black or African American	18	—	—
Hispanic or Latino	111	4	3.6%
Multiracial	22	—	—
White	308	1	.3%
English Language Learners	17	—	—
Students with Disabilities	62	3	4.8%
Economically Disadvantaged	84	4	4.8%

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

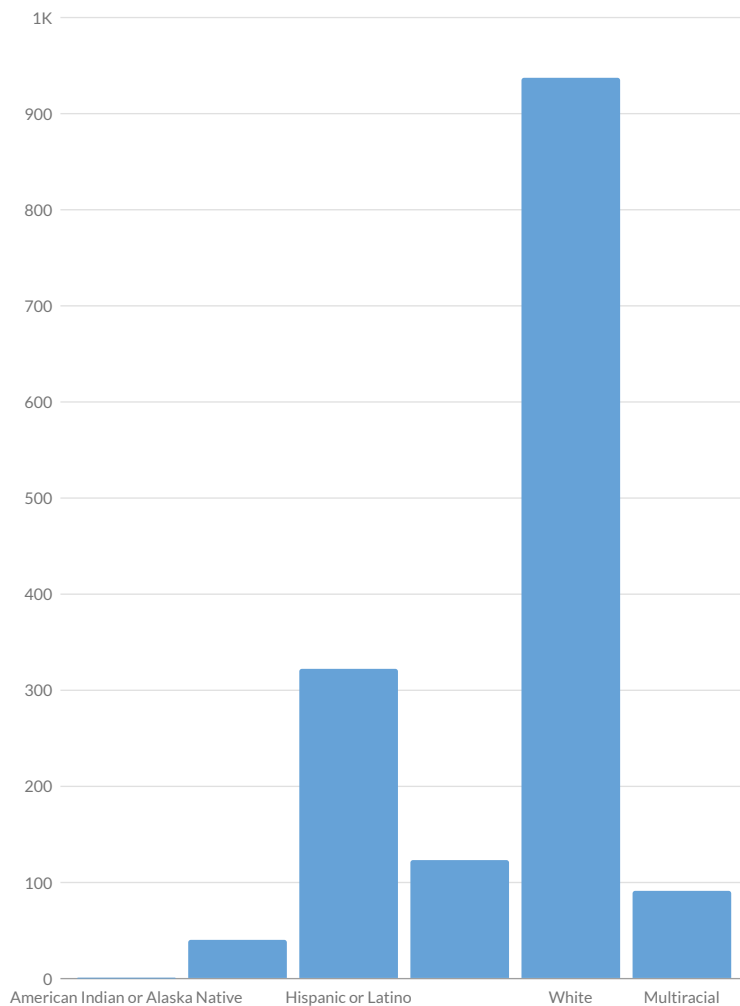
RYE NECK UFSD ENROLLMENT (2020 - 21)

K-12 Enrollment: 1,519

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



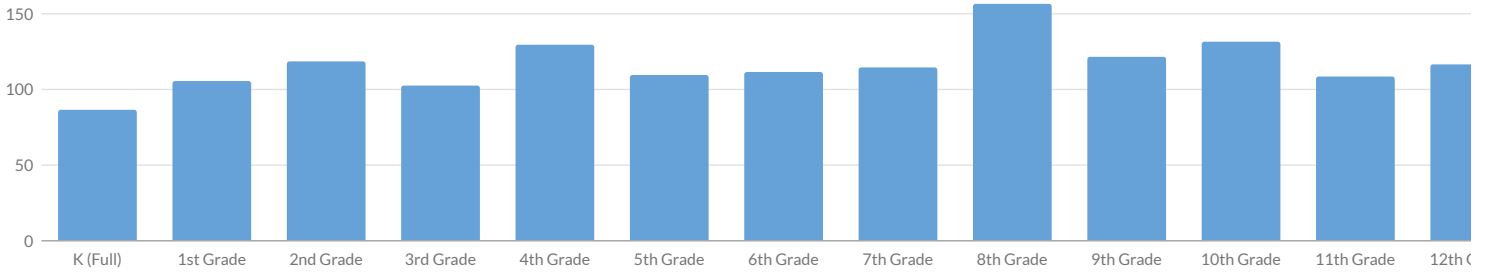
MULTIRACIAL



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
95	6%	144	9%	239	16%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
				—	—

ENROLLMENT BY GRADE



K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
87	6%	106	7%	119	8%	103	7%
4TH GRADE		5TH GRADE		6TH GRADE		7TH GRADE	
130	9%	110	7%	112	7%	115	8%
8TH GRADE		9TH GRADE		10TH GRADE		11TH GRADE	
157	10%	122	8%	132	9%	109	7%
12TH GRADE							
117	8%						

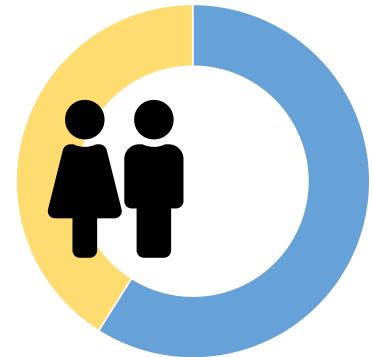
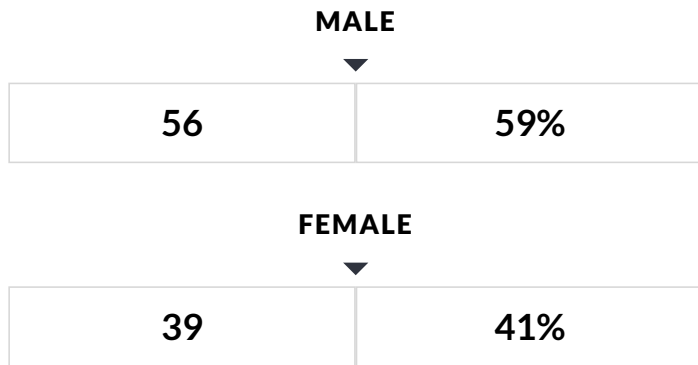
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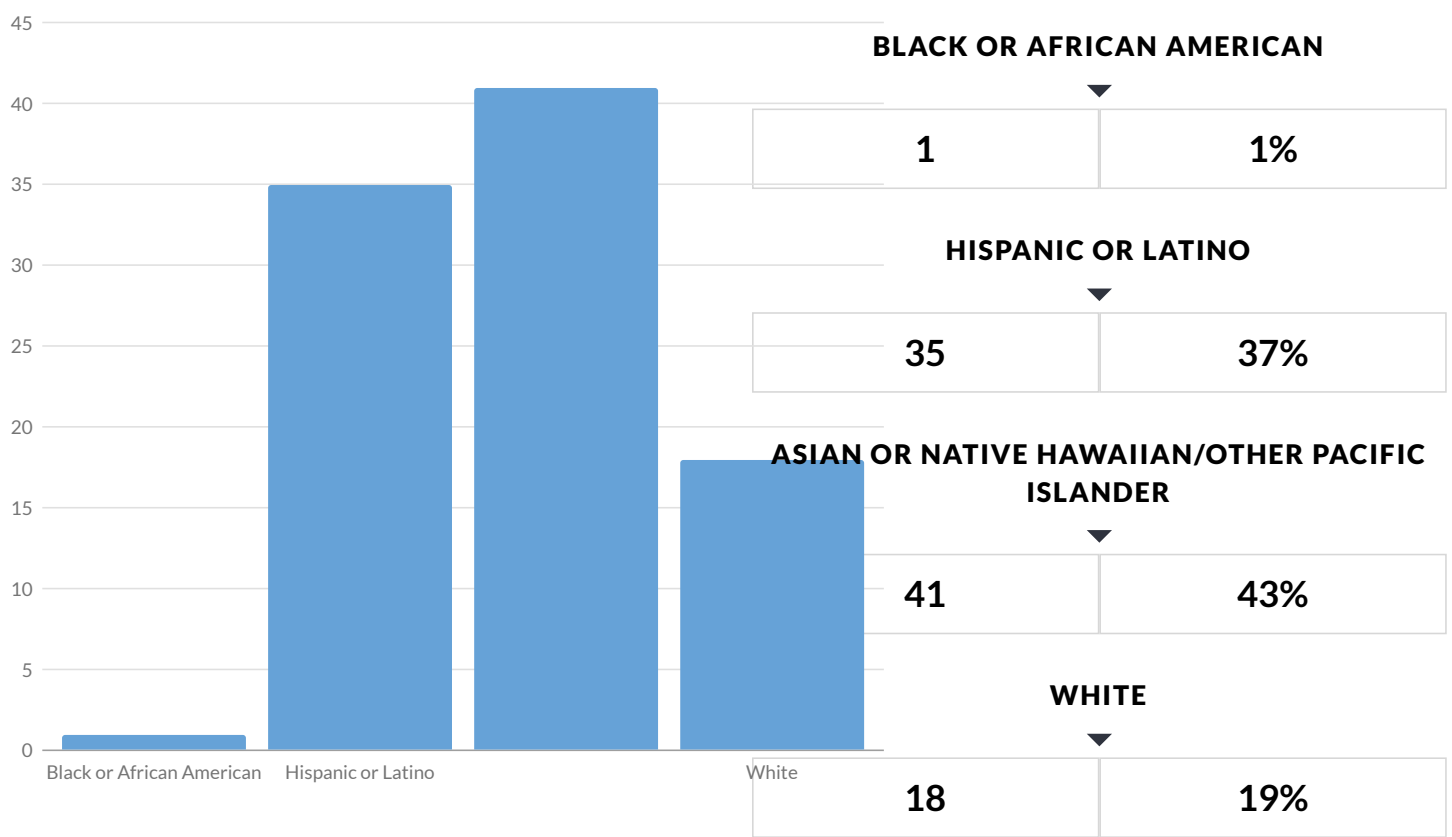
RYE NECK UFSD ENGLISH LANGUAGE LEARNERS ENROLLMENT (2020 - 21)

K-12 ELL Enrollment: 95
K-12 Former ELL Enrollment: 32

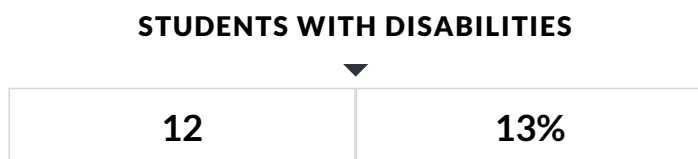
ELL ENROLLMENT BY GENDER



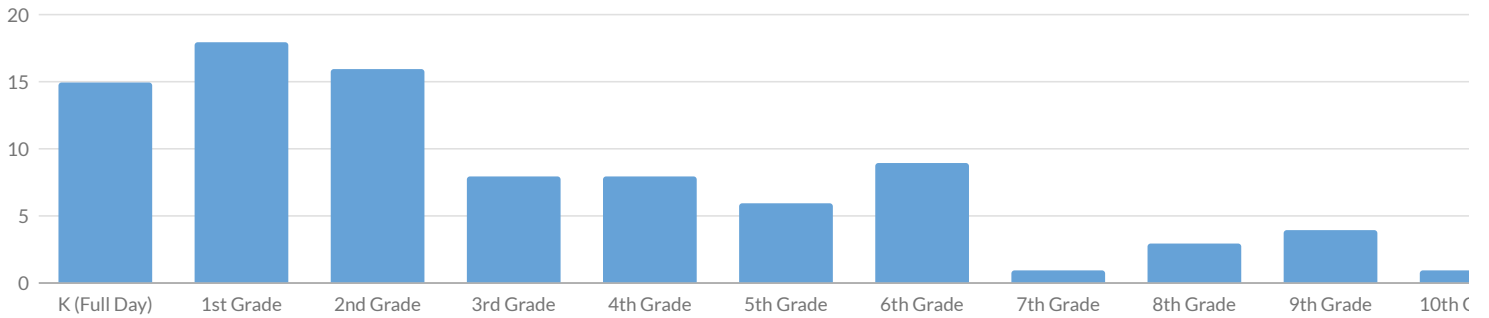
ELL ENROLLMENT BY ETHNICITY



OTHER GROUPS



ELL ENROLLMENT BY GRADE



K (FULL DAY) ▼	1ST GRADE ▼	2ND GRADE ▼	3RD GRADE ▼
15 16%	18 19%	16 17%	8 8%
4TH GRADE ▼	5TH GRADE ▼	6TH GRADE ▼	7TH GRADE ▼
8 8%	6 6%	9 9%	1 1%
8TH GRADE ▼	9TH GRADE ▼	10TH GRADE ▼	11TH GRADE ▼
3 3%	4 4%	1 1%	3 3%
12TH GRADE ▼			
3 3%			

Data used to generate the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs tables differs from the rest of the report. Students included in the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs were those students who were identified as ELL during the school year. The rest of the report includes students who were ELL as of BEDS day.

HOME LANGUAGES

- 1 Japanese
- 2 Spanish
- 3 English
- 4 French
- 5 Portuguese

ENGLISH LANGUAGE LEARNERS BREAKDOWN

NEWCOMERS	DEVELOPING	LONG TERM	SIFE
▼	▼	▼	▼
88	18	1	1

ENGLISH LANGUAGE LEARNERS PROGRAMS

ENGLISH AS A NEW LANGUAGE	ONE WAY/ TWO WAY DUAL LANGUAGE PROGRAM	TRANSITIONAL BILINGUAL EDUCATION PROGRAM
▼	▼	▼
107	0	0

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RYE NECK UFSD GRADES 3-8 ELA ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

2021 English Language Arts Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	107	100%	97	91%	10	9%
Female	60	56%	53	88%	7	12%
Male	47	44%	44	94%	3	6%
General Education Students	96	90%	89	93%	7	7%
Students with Disabilities	11	10%	8	73%	3	27%
Asian or Native Hawaiian/Other Pacific Islander	11	10%	11	100%	0	0%
Black or African American	1	1%	1	100%	0	0%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Hispanic or Latino	16	15%	16	100%	0	0%
White	68	64%	58	85%	10	15%
Multiracial	11	10%	11	100%	0	0%
Economically Disadvantaged	13	12%	13	100%	0	0%
Not Economically Disadvantaged	94	88%	84	89%	10	11%
English Language Learner	9	8%	8	89%	1	11%
Non-English Language Learner	98	92%	89	91%	9	9%
Not in Foster Care	107	100%	97	91%	10	9%
Not Homeless	107	100%	97	91%	10	9%
Not Migrant	107	100%	97	91%	10	9%
Parent Not in Armed Forces	107	100%	97	91%	10	9%

2021 English Language Arts Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	131	100%	110	84%	21	16%
Female	68	52%	58	85%	10	15%
Male	63	48%	52	83%	11	17%
General Education Students	116	89%	99	85%	17	15%
Students with Disabilities	15	11%	11	73%	4	27%
American Indian or Alaska Native	1	1%	0	0%	1	100%
Asian or Native Hawaiian/Other Pacific Islander	19	15%	17	89%	2	11%
Black or African American	2	2%	2	100%	0	0%
Hispanic or Latino	27	21%	21	78%	6	22%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
White	77	59%	66	86%	11	14%
Multiracial	5	4%	4	80%	1	20%
Economically Disadvantaged	21	16%	15	71%	6	29%
Not Economically Disadvantaged	110	84%	95	86%	15	14%
English Language Learner	10	8%	6	60%	4	40%
Non-English Language Learner	121	92%	104	86%	17	14%
Not in Foster Care	131	100%	110	84%	21	16%
Not Homeless	131	100%	110	84%	21	16%
Not Migrant	131	100%	110	84%	21	16%
Parent Not in Armed Forces	131	100%	110	84%	21	16%

2021 English Language Arts Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	112	100%	89	79%	23	21%
Female	55	49%	37	67%	18	33%
Male	57	51%	52	91%	5	9%
General Education Students	100	89%	82	82%	18	18%
Students with Disabilities	12	11%	7	58%	5	42%
Asian or Native Hawaiian/Other Pacific Islander	10	9%	9	90%	1	10%
Black or African American	1	1%	1	100%	0	0%
Hispanic or Latino	24	21%	21	88%	3	13%
White	73	65%	55	75%	18	25%
Multiracial	4	4%	3	75%	1	25%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Economically Disadvantaged	16	14%	13	81%	3	19%
Not Economically Disadvantaged	96	86%	76	79%	20	21%
English Language Learner	6	5%	6	100%	0	0%
Non-English Language Learner	106	95%	83	78%	23	22%
Not in Foster Care	112	100%	89	79%	23	21%
Not Homeless	112	100%	89	79%	23	21%
Not Migrant	112	100%	89	79%	23	21%
Parent Not in Armed Forces	112	100%	89	79%	23	21%

2021 English Language Arts Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	109	100%	81	74%	28	26%
Female	50	46%	39	78%	11	22%
Male	59	54%	42	71%	17	29%
General Education Students	98	90%	76	78%	22	22%
Students with Disabilities	11	10%	5	45%	6	55%
Asian or Native Hawaiian/Other Pacific Islander	10	9%	7	70%	3	30%
Black or African American	5	5%	4	80%	1	20%
Hispanic or Latino	21	19%	16	76%	5	24%
White	60	55%	43	72%	17	28%
Multiracial	13	12%	11	85%	2	15%
Economically Disadvantaged	21	19%	16	76%	5	24%
Not Economically Disadvantaged	88	81%	65	74%	23	26%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
English Language Learner	8	7%	3	38%	5	63%
Non-English Language Learner	101	93%	78	77%	23	23%
Not in Foster Care	109	100%	81	74%	28	26%
Not Homeless	109	100%	81	74%	28	26%
Not Migrant	109	100%	81	74%	28	26%
Parent Not in Armed Forces	109	100%	81	74%	28	26%

2021 English Language Arts Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	115	100%	90	78%	25	22%
Female	46	40%	36	78%	10	22%
Male	69	60%	54	78%	15	22%
General Education Students	107	93%	86	80%	21	20%
Students with Disabilities	8	7%	4	50%	4	50%
Asian or Native Hawaiian/Other Pacific Islander	4	3%	4	100%	0	0%
Black or African American	2	2%	0	0%	2	100%
Hispanic or Latino	25	22%	17	68%	8	32%
White	78	68%	65	83%	13	17%
Multiracial	6	5%	4	67%	2	33%
Economically Disadvantaged	17	15%	12	71%	5	29%
Not Economically Disadvantaged	98	85%	78	80%	20	20%
English Language Learner	1	1%	1	100%	0	0%
Non-English Language Learner	114	99%	89	78%	25	22%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not in Foster Care	115	100%	90	78%	25	22%
Not Homeless	115	100%	90	78%	25	22%
Not Migrant	115	100%	90	78%	25	22%
Parent Not in Armed Forces	115	100%	90	78%	25	22%

2021 English Language Arts Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	156	100%	87	56%	69	44%
Female	84	54%	51	61%	33	39%
Male	72	46%	36	50%	36	50%
General Education Students	138	88%	84	61%	54	39%
Students with Disabilities	18	12%	3	17%	15	83%
Asian or Native Hawaiian/Other Pacific Islander	10	6%	8	80%	2	20%
Black or African American	7	4%	5	71%	2	29%
Hispanic or Latino	36	23%	17	47%	19	53%
White	94	60%	54	57%	40	43%
Multiracial	9	6%	3	33%	6	67%
Economically Disadvantaged	25	16%	13	52%	12	48%
Not Economically Disadvantaged	131	84%	74	56%	57	44%
English Language Learner	3	2%	1	33%	2	67%
Non-English Language Learner	153	98%	86	56%	67	44%
Not in Foster Care	156	100%	87	56%	69	44%
Not Homeless	156	100%	87	56%	69	44%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not Migrant	156	100%	87	56%	69	44%
Parent Not in Armed Forces	156	100%	87	56%	69	44%

2021 English Language Arts Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	97	2	2%	13	13%	40	41%	42	43%	82	85%
Female	53	1	2%	9	17%	21	40%	22	42%	43	81%
Male	44	1	2%	4	9%	19	43%	20	45%	39	89%
General Education Students	89	1	1%	11	12%	37	42%	40	45%	77	87%
Students with Disabilities	8	1	13%	2	25%	3	38%	2	25%	5	63%
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	0	0%	3	19%	10	63%	3	19%	13	81%
White	58	1	2%	7	12%	22	38%	28	48%	50	86%
Multiracial	11	0	0%	2	18%	3	27%	6	55%	9	82%
Economically Disadvantaged	13	1	8%	5	38%	7	54%	0	0%	7	54%
Not Economically Disadvantaged	84	1	1%	8	10%	33	39%	42	50%	75	89%
English Language Learner	8	0	0%	1	13%	5	63%	2	25%	7	88%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Non-English Language Learner	89	2	2%	12	13%	35	39%	40	45%	75	84%
Not in Foster Care	97	2	2%	13	13%	40	41%	42	43%	82	85%
Not Homeless	97	2	2%	13	13%	40	41%	42	43%	82	85%
Not Migrant	97	2	2%	13	13%	40	41%	42	43%	82	85%
Parent Not in Armed Forces	97	2	2%	13	13%	40	41%	42	43%	82	85%

2021 English Language Arts Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	110	6	5%	16	15%	23	21%	65	59%	88	80%
Female	58	3	5%	5	9%	15	26%	35	60%	50	86%
Male	52	3	6%	11	21%	8	15%	30	58%	38	73%
General Education Students	99	3	3%	12	12%	21	21%	63	64%	84	85%
Students with Disabilities	11	3	27%	4	36%	2	18%	2	18%	4	36%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	17	0	0%	2	12%	3	18%	12	71%	15	88%
Black or African American	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	21	3	14%	5	24%	4	19%	9	43%	13	62%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
White	66	3	5%	9	14%	15	23%	39	59%	54	82%
Multiracial	4	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	15	2	13%	4	27%	6	40%	3	20%	9	60%
Not Economically Disadvantaged	95	4	4%	12	13%	17	18%	62	65%	79	83%
English Language Learner	6	1	17%	2	33%	2	33%	1	17%	3	50%
Non-English Language Learner	104	5	5%	14	13%	21	20%	64	62%	85	82%
Not in Foster Care	110	6	5%	16	15%	23	21%	65	59%	88	80%
Not Homeless	110	6	5%	16	15%	23	21%	65	59%	88	80%
Not Migrant	110	6	5%	16	15%	23	21%	65	59%	88	80%
Parent Not in Armed Forces	110	6	5%	16	15%	23	21%	65	59%	88	80%

2021 English Language Arts Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	89	6	7%	16	18%	17	19%	50	56%	67	75%
Female	37	3	8%	8	22%	6	16%	20	54%	26	70%
Male	52	3	6%	8	15%	11	21%	30	58%	41	79%
General Education Students	82	4	5%	13	16%	16	20%	49	60%	65	79%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Students with Disabilities	7	2	29%	3	43%	1	14%	1	14%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	4	19%	6	29%	5	24%	6	29%	11	52%
White	55	2	4%	7	13%	12	22%	34	62%	46	84%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	13	3	23%	4	31%	4	31%	2	15%	6	46%
Not Economically Disadvantaged	76	3	4%	12	16%	13	17%	48	63%	61	80%
English Language Learner	6	2	33%	2	33%	0	0%	2	33%	2	33%
Non-English Language Learner	83	4	5%	14	17%	17	20%	48	58%	65	78%
Not in Foster Care	89	6	7%	16	18%	17	19%	50	56%	67	75%
Not Homeless	89	6	7%	16	18%	17	19%	50	56%	67	75%
Not Migrant	89	6	7%	16	18%	17	19%	50	56%	67	75%
Parent Not in Armed Forces	89	6	7%	16	18%	17	19%	50	56%	67	75%

2021 English Language Arts Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	81	4	5%	11	14%	18	22%	48	59%	66	81%
Female	39	2	5%	3	8%	8	21%	26	67%	34	87%
Male	42	2	5%	8	19%	10	24%	22	52%	32	76%
General Education Students	76	4	5%	9	12%	15	20%	48	63%	63	83%
Students with Disabilities	5	0	0%	2	40%	3	60%	0	0%	3	60%
Asian or Native Hawaiian/Other Pacific Islander	7	–	–	–	–	–	–	–	–	–	–
Black or African American	4	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	16	0	0%	7	44%	2	13%	7	44%	9	56%
White	43	1	2%	4	9%	11	26%	27	63%	38	88%
Multiracial	11	1	9%	0	0%	3	27%	7	64%	10	91%
Economically Disadvantaged	16	2	13%	5	31%	6	38%	3	19%	9	56%
Not Economically Disadvantaged	65	2	3%	6	9%	12	18%	45	69%	57	88%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	78	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	81	4	5%	11	14%	18	22%	48	59%	66	81%
Not Homeless	81	4	5%	11	14%	18	22%	48	59%	66	81%
Not Migrant	81	4	5%	11	14%	18	22%	48	59%	66	81%
Parent Not in Armed Forces	81	4	5%	11	14%	18	22%	48	59%	66	81%

2021 English Language Arts Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	90	2	2%	12	13%	45	50%	31	34%	76	84%
Female	36	1	3%	5	14%	19	53%	11	31%	30	83%
Male	54	1	2%	7	13%	26	48%	20	37%	46	85%
General Education Students	86	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	4	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	17	1	6%	2	12%	8	47%	6	35%	14	82%
White	65	1	2%	9	14%	30	46%	25	38%	55	85%
Multiracial	4	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	12	1	8%	2	17%	8	67%	1	8%	9	75%
Not Economically Disadvantaged	78	1	1%	10	13%	37	47%	30	38%	67	86%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	89	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	90	2	2%	12	13%	45	50%	31	34%	76	84%
Not Homeless	90	2	2%	12	13%	45	50%	31	34%	76	84%
Not Migrant	90	2	2%	12	13%	45	50%	31	34%	76	84%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Parent Not in Armed Forces	90	2	2%	12	13%	45	50%	31	34%	76	84%

2021 English Language Arts Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	87	4	5%	11	13%	27	31%	45	52%	72	83%
Female	51	2	4%	5	10%	15	29%	29	57%	44	86%
Male	36	2	6%	6	17%	12	33%	16	44%	28	78%
General Education Students	84	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	2	25%	3	38%	3	38%	6	75%
Black or African American	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	2	12%	1	6%	5	29%	9	53%	14	82%
White	54	2	4%	5	9%	16	30%	31	57%	47	87%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	13	1	8%	3	23%	4	31%	5	38%	9	69%
Not Economically Disadvantaged	74	3	4%	8	11%	23	31%	40	54%	63	85%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Non-English Language Learner	86	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	87	4	5%	11	13%	27	31%	45	52%	72	83%
Not Homeless	87	4	5%	11	13%	27	31%	45	52%	72	83%
Not Migrant	87	4	5%	11	13%	27	31%	45	52%	72	83%
Parent Not in Armed Forces	87	4	5%	11	13%	27	31%	45	52%	72	83%

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THIS DOCUMENT WAS CREATED ON: APRIL 25, 2022, 12:00 PM EST

RYE NECK UFSD GRADES 3-8 MATHEMATICS ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

2021 Mathematics Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	108	100%	98	91%	10	9%
Female	60	56%	52	87%	8	13%
Male	48	44%	46	96%	2	4%
General Education Students	97	90%	90	93%	7	7%
Students with Disabilities	11	10%	8	73%	3	27%
Asian or Native Hawaiian/Other Pacific Islander	11	10%	11	100%	0	0%
Black or African American	1	1%	1	100%	0	0%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Hispanic or Latino	16	15%	16	100%	0	0%
White	69	64%	59	86%	10	14%
Multiracial	11	10%	11	100%	0	0%
Economically Disadvantaged	13	12%	13	100%	0	0%
Not Economically Disadvantaged	95	88%	85	89%	10	11%
English Language Learner	9	8%	9	100%	0	0%
Non-English Language Learner	99	92%	89	90%	10	10%
Not in Foster Care	108	100%	98	91%	10	9%
Not Homeless	108	100%	98	91%	10	9%
Not Migrant	108	100%	98	91%	10	9%
Parent Not in Armed Forces	108	100%	98	91%	10	9%

2021 Mathematics Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	132	100%	111	84%	21	16%
Female	69	52%	57	83%	12	17%
Male	63	48%	54	86%	9	14%
General Education Students	117	89%	100	85%	17	15%
Students with Disabilities	15	11%	11	73%	4	27%
American Indian or Alaska Native	1	1%	0	0%	1	100%
Asian or Native Hawaiian/Other Pacific Islander	19	14%	18	95%	1	5%
Black or African American	2	2%	2	100%	0	0%
Hispanic or Latino	27	20%	21	78%	6	22%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
White	78	59%	66	85%	12	15%
Multiracial	5	4%	4	80%	1	20%
Economically Disadvantaged	21	16%	15	71%	6	29%
Not Economically Disadvantaged	111	84%	96	86%	15	14%
English Language Learner	10	8%	8	80%	2	20%
Non-English Language Learner	122	92%	103	84%	19	16%
Not in Foster Care	132	100%	111	84%	21	16%
Not Homeless	132	100%	111	84%	21	16%
Not Migrant	132	100%	111	84%	21	16%
Parent Not in Armed Forces	132	100%	111	84%	21	16%

2021 Mathematics Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	112	100%	86	77%	26	23%
Female	55	49%	34	62%	21	38%
Male	57	51%	52	91%	5	9%
General Education Students	100	89%	79	79%	21	21%
Students with Disabilities	12	11%	7	58%	5	42%
Asian or Native Hawaiian/Other Pacific Islander	10	9%	9	90%	1	10%
Black or African American	1	1%	1	100%	0	0%
Hispanic or Latino	24	21%	20	83%	4	17%
White	73	65%	53	73%	20	27%
Multiracial	4	4%	3	75%	1	25%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Economically Disadvantaged	16	14%	12	75%	4	25%
Not Economically Disadvantaged	96	86%	74	77%	22	23%
English Language Learner	6	5%	6	100%	0	0%
Non-English Language Learner	106	95%	80	75%	26	25%
Not in Foster Care	112	100%	86	77%	26	23%
Not Homeless	112	100%	86	77%	26	23%
Not Migrant	112	100%	86	77%	26	23%
Parent Not in Armed Forces	112	100%	86	77%	26	23%

2021 Mathematics Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	109	100%	83	76%	26	24%
Female	50	46%	39	78%	11	22%
Male	59	54%	44	75%	15	25%
General Education Students	98	90%	78	80%	20	20%
Students with Disabilities	11	10%	5	45%	6	55%
Asian or Native Hawaiian/Other Pacific Islander	10	9%	9	90%	1	10%
Black or African American	5	5%	4	80%	1	20%
Hispanic or Latino	21	19%	15	71%	6	29%
White	60	55%	44	73%	16	27%
Multiracial	13	12%	11	85%	2	15%
Economically Disadvantaged	21	19%	13	62%	8	38%
Not Economically Disadvantaged	88	81%	70	80%	18	20%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
English Language Learner	8	7%	6	75%	2	25%
Non-English Language Learner	101	93%	77	76%	24	24%
Not in Foster Care	109	100%	83	76%	26	24%
Not Homeless	109	100%	83	76%	26	24%
Not Migrant	109	100%	83	76%	26	24%
Parent Not in Armed Forces	109	100%	83	76%	26	24%

2021 Mathematics Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	115	100%	82	71%	33	29%
Female	46	40%	33	72%	13	28%
Male	69	60%	49	71%	20	29%
General Education Students	107	93%	77	72%	30	28%
Students with Disabilities	8	7%	5	63%	3	38%
Asian or Native Hawaiian/Other Pacific Islander	4	3%	4	100%	0	0%
Black or African American	2	2%	0	0%	2	100%
Hispanic or Latino	25	22%	17	68%	8	32%
White	78	68%	57	73%	21	27%
Multiracial	6	5%	4	67%	2	33%
Economically Disadvantaged	17	15%	12	71%	5	29%
Not Economically Disadvantaged	98	85%	70	71%	28	29%
English Language Learner	1	1%	1	100%	0	0%
Non-English Language Learner	114	99%	81	71%	33	29%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not in Foster Care	115	100%	82	71%	33	29%
Not Homeless	115	100%	82	71%	33	29%
Not Migrant	115	100%	82	71%	33	29%
Parent Not in Armed Forces	115	100%	82	71%	33	29%

2021 Mathematics Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	156	100%	35	22%	121	78%
Female	84	54%	17	20%	67	80%
Male	72	46%	18	25%	54	75%
General Education Students	138	88%	33	24%	105	76%
Students with Disabilities	18	12%	2	11%	16	89%
Asian or Native Hawaiian/Other Pacific Islander	10	6%	4	40%	6	60%
Black or African American	7	4%	4	57%	3	43%
Hispanic or Latino	36	23%	9	25%	27	75%
White	94	60%	17	18%	77	82%
Multiracial	9	6%	1	11%	8	89%
Economically Disadvantaged	25	16%	7	28%	18	72%
Not Economically Disadvantaged	131	84%	28	21%	103	79%
English Language Learner	3	2%	3	100%	0	0%
Non-English Language Learner	153	98%	32	21%	121	79%
Not in Foster Care	156	100%	35	22%	121	78%
Not Homeless	156	100%	35	22%	121	78%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not Migrant	156	100%	35	22%	121	78%
Parent Not in Armed Forces	156	100%	35	22%	121	78%

2021 Mathematics Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	98	6	6%	9	9%	41	42%	42	43%	83	85%
Female	52	4	8%	5	10%	18	35%	25	48%	43	83%
Male	46	2	4%	4	9%	23	50%	17	37%	40	87%
General Education Students	90	4	4%	9	10%	36	40%	41	46%	77	86%
Students with Disabilities	8	2	25%	0	0%	5	63%	1	13%	6	75%
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	3	19%	4	25%	5	31%	4	25%	9	56%
White	59	1	2%	5	8%	29	49%	24	41%	53	90%
Multiracial	11	1	9%	0	0%	3	27%	7	64%	10	91%
Economically Disadvantaged	13	6	46%	1	8%	3	23%	3	23%	6	46%
Not Economically Disadvantaged	85	0	0%	8	9%	38	45%	39	46%	77	91%
English Language Learner	9	1	11%	1	11%	2	22%	5	56%	7	78%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Non-English Language Learner	89	5	6%	8	9%	39	44%	37	42%	76	85%
Not in Foster Care	98	6	6%	9	9%	41	42%	42	43%	83	85%
Not Homeless	98	6	6%	9	9%	41	42%	42	43%	83	85%
Not Migrant	98	6	6%	9	9%	41	42%	42	43%	83	85%
Parent Not in Armed Forces	98	6	6%	9	9%	41	42%	42	43%	83	85%

2021 Mathematics Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	111	15	14%	21	19%	25	23%	50	45%	75	68%
Female	57	7	12%	9	16%	12	21%	29	51%	41	72%
Male	54	8	15%	12	22%	13	24%	21	39%	34	63%
General Education Students	100	8	8%	18	18%	24	24%	50	50%	74	74%
Students with Disabilities	11	7	64%	3	27%	1	9%	0	0%	1	9%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	18	1	6%	3	17%	2	11%	12	67%	14	78%
Black or African American	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	21	5	24%	6	29%	7	33%	3	14%	10	48%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
White	66	9	14%	11	17%	15	23%	31	47%	46	70%
Multiracial	4	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	15	5	33%	4	27%	5	33%	1	7%	6	40%
Not Economically Disadvantaged	96	10	10%	17	18%	20	21%	49	51%	69	72%
English Language Learner	8	2	25%	1	13%	1	13%	4	50%	5	63%
Non-English Language Learner	103	13	13%	20	19%	24	23%	46	45%	70	68%
Not in Foster Care	111	15	14%	21	19%	25	23%	50	45%	75	68%
Not Homeless	111	15	14%	21	19%	25	23%	50	45%	75	68%
Not Migrant	111	15	14%	21	19%	25	23%	50	45%	75	68%
Parent Not in Armed Forces	111	15	14%	21	19%	25	23%	50	45%	75	68%

2021 Mathematics Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	86	7	8%	13	15%	21	24%	45	52%	66	77%
Female	34	4	12%	8	24%	8	24%	14	41%	22	65%
Male	52	3	6%	5	10%	13	25%	31	60%	44	85%
General Education Students	79	5	6%	11	14%	19	24%	44	56%	63	80%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Students with Disabilities	7	2	29%	2	29%	2	29%	1	14%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	1	11%	2	22%	6	67%	8	89%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	4	20%	6	30%	6	30%	4	20%	10	50%
White	53	2	4%	6	11%	11	21%	34	64%	45	85%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	12	3	25%	4	33%	4	33%	1	8%	5	42%
Not Economically Disadvantaged	74	4	5%	9	12%	17	23%	44	59%	61	82%
English Language Learner	6	1	17%	1	17%	2	33%	2	33%	4	67%
Non-English Language Learner	80	6	8%	12	15%	19	24%	43	54%	62	78%
Not in Foster Care	86	7	8%	13	15%	21	24%	45	52%	66	77%
Not Homeless	86	7	8%	13	15%	21	24%	45	52%	66	77%
Not Migrant	86	7	8%	13	15%	21	24%	45	52%	66	77%
Parent Not in Armed Forces	86	7	8%	13	15%	21	24%	45	52%	66	77%

2021 Mathematics Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	83	8	10%	14	17%	24	29%	37	45%	61	73%
Female	39	5	13%	7	18%	13	33%	14	36%	27	69%
Male	44	3	7%	7	16%	11	25%	23	52%	34	77%
General Education Students	78	7	9%	13	17%	21	27%	37	47%	58	74%
Students with Disabilities	5	1	20%	1	20%	3	60%	0	0%	3	60%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	2	13%	3	20%	6	40%	4	27%	10	67%
White	44	2	5%	9	20%	14	32%	19	43%	33	75%
Multiracial	11	3	27%	1	9%	2	18%	5	45%	7	64%
Economically Disadvantaged	13	2	15%	5	38%	5	38%	1	8%	6	46%
Not Economically Disadvantaged	70	6	9%	9	13%	19	27%	36	51%	55	79%
English Language Learner	6	1	17%	0	0%	2	33%	3	50%	5	83%
Non-English Language Learner	77	7	9%	14	18%	22	29%	34	44%	56	73%
Not in Foster Care	83	8	10%	14	17%	24	29%	37	45%	61	73%
Not Homeless	83	8	10%	14	17%	24	29%	37	45%	61	73%
Not Migrant	83	8	10%	14	17%	24	29%	37	45%	61	73%
Parent Not in Armed Forces	83	8	10%	14	17%	24	29%	37	45%	61	73%

2021 Mathematics Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	82	3	4%	12	15%	33	40%	34	41%	67	82%
Female	33	2	6%	5	15%	13	39%	13	39%	26	79%
Male	49	1	2%	7	14%	20	41%	21	43%	41	84%
General Education Students	77	0	0%	11	14%	32	42%	34	44%	66	86%
Students with Disabilities	5	3	60%	1	20%	1	20%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	17	0	0%	3	18%	7	41%	7	41%	14	82%
White	57	3	5%	8	14%	21	37%	25	44%	46	81%
Multiracial	4	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	12	0	0%	4	33%	4	33%	4	33%	8	67%
Not Economically Disadvantaged	70	3	4%	8	11%	29	41%	30	43%	59	84%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	81	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	82	3	4%	12	15%	33	40%	34	41%	67	82%
Not Homeless	82	3	4%	12	15%	33	40%	34	41%	67	82%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not Migrant	82	3	4%	12	15%	33	40%	34	41%	67	82%
Parent Not in Armed Forces	82	3	4%	12	15%	33	40%	34	41%	67	82%

2021 Mathematics Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	35	5	14%	22	63%	7	20%	1	3%	8	23%
Female	17	3	18%	11	65%	2	12%	1	6%	3	18%
Male	18	2	11%	11	61%	5	28%	0	0%	5	28%
General Education Students	33	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–
Black or African American	4	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	9	3	33%	3	33%	3	33%	0	0%	3	33%
White	17	1	6%	12	71%	3	18%	1	6%	4	24%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	7	1	14%	4	57%	2	29%	0	0%	2	29%
Not Economically Disadvantaged	28	4	14%	18	64%	5	18%	1	4%	6	21%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	32	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	35	5	14%	22	63%	7	20%	1	3%	8	23%
Not Homeless	35	5	14%	22	63%	7	20%	1	3%	8	23%
Not Migrant	35	5	14%	22	63%	7	20%	1	3%	8	23%
Parent Not in Armed Forces	35	5	14%	22	63%	7	20%	1	3%	8	23%

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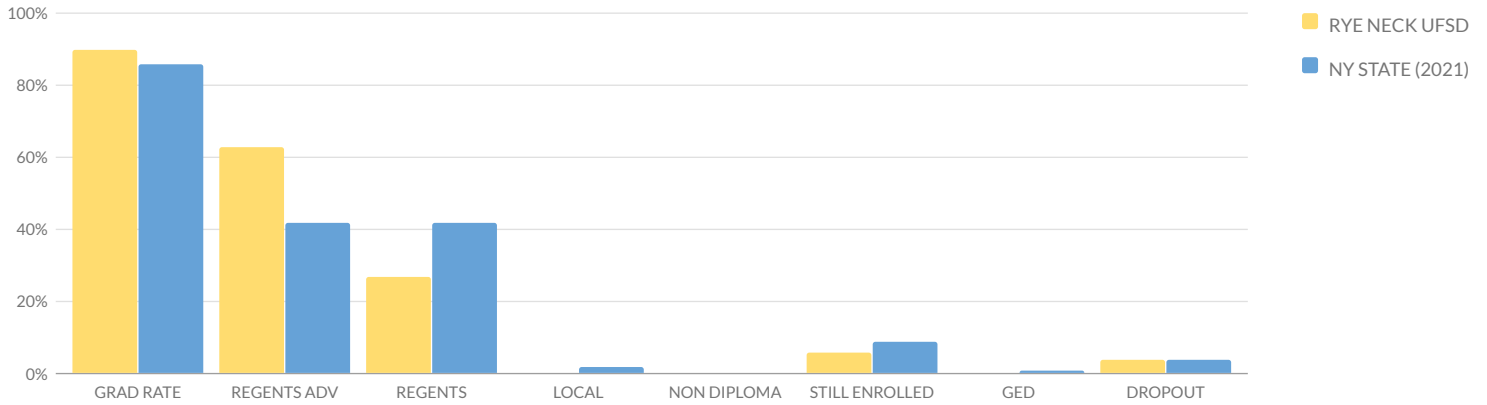
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RYE NECK UFSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2021

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	111	90%	78	63%	33	27%	0	0%	0	0%	7	6%	0	0%	5	4%
Female	56	53	95%	38	68%	15	27%	0	0%	0	0%	1	2%	0	0%	2	4%
Male	67	58	87%	40	60%	18	27%	0	0%	0	0%	6	9%	0	0%	3	4%
General Education Students	111	104	94%	76	68%	28	25%	0	0%	0	0%	3	3%	0	0%	4	4%
Students with Disabilities	12	7	58%	2	17%	5	42%	0	0%	0	0%	4	33%	0	0%	1	8%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	5	100%	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	6	5	83%	3	50%	2	33%	0	0%	0	0%	0	0%	0	0%	1	17%
Hispanic or Latino	23	18	78%	6	26%	12	52%	0	0%	0	0%	2	9%	0	0%	3	13%
White	81	76	94%	60	74%	16	20%	0	0%	0	0%	4	5%	0	0%	1	1%
Multiracial	8	7	88%	4	50%	3	38%	0	0%	0	0%	1	13%	0	0%	0	0%
Economically Disadvantaged	18	15	83%	4	22%	11	61%	0	0%	0	0%	1	6%	0	0%	2	11%
Not Economically Disadvantaged	105	96	91%	74	70%	22	21%	0	0%	0	0%	6	6%	0	0%	3	3%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	120	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	123	111	90%	78	63%	33	27%	0	0%	0	0%	7	6%	0	0%	5	4%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	122	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	123	111	90%	78	63%	33	27%	0	0%	0	0%	7	6%	0	0%	5	4%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	123	111	90%	78	63%	33	27%	0	0%	0	0%	7	6%	0	0%	5	4%

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THIS DOCUMENT WAS CREATED ON: APRIL 25, 2022, 12:03 PM EST

RYE NECK UFSD

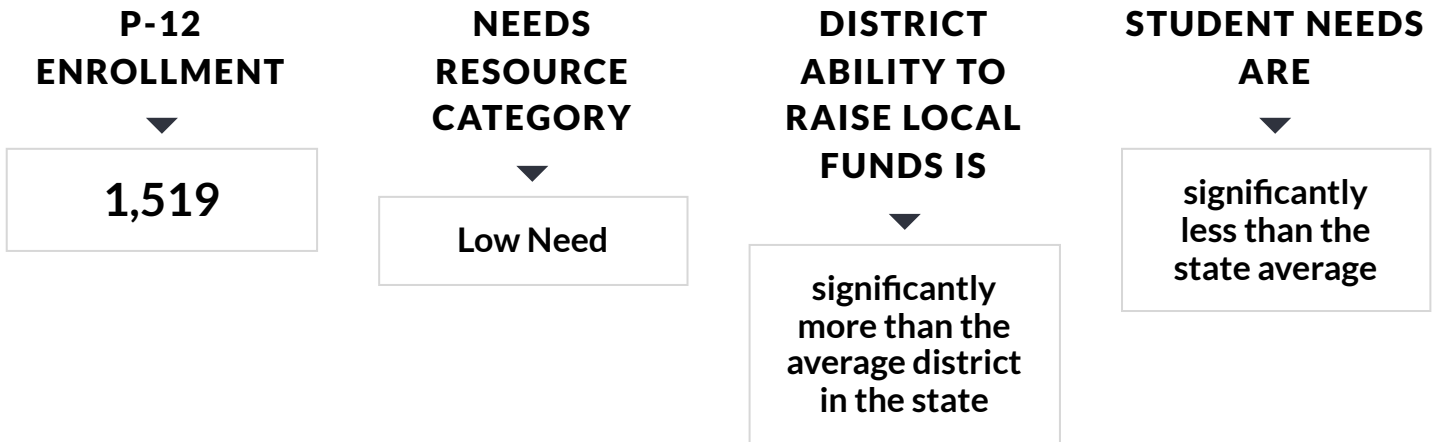
2020-21 School Year Financial Transparency Report

The tables below display per pupil expenditures for charter schools, traditional public schools, as well as district averages that may be higher or lower than an individual school.

All amounts shown on this report (except exclusions) are per pupil of the entire school or district, unless otherwise noted.

| Business Rules

Economic and Student Characteristics



Student Demographics

Enrollment	RYE NECK UFSD
All Students	1,519
Economically Disadvantaged	16%
Students with Disabilities	9%
English Language Learners	6%
» Race/Ethnicity	

Staffing Profile	RYE NECK UFSD
Student-to-Teacher Ratio	12
Teachers with Fewer than 4 years of Experience %	10%
Teachers with 4-20 Years of Experience %	58%
Teachers with 21+ Years of Experience %	32%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$24,885.30	\$26,194.71	\$23,470.91

Report View One: How Much is Being Spent on Instruction and Administration?

For traditional school districts, school level data (entries A through D) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the particular charter school only. Entries E through H reflect central expenditures.

Total spending (entry I) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

Report View One Per Pupil Expenditure Categories	RYE NECK UFSD
» A. Instruction (A1 + A2 + A3 + A4)	\$14,931.41
» B. Administration (B1 + B2 + B3)	\$703.40
» C. All Other Spending (C1 + C2 + C3)	\$1,770.29

Report View One Per Pupil Expenditure Categories	RYE NECK UFSD
D. Total School Level (A + B + C)	\$17,405.10
» E. Central Instruction (E1 + E2 + E3 + E4)	\$269.86
» F. Central Administration (F1 + F2 + F3)	\$2,639.87
» G. All Other Central Spending (G1 + G2 + G3)	\$4,570.47
H. Total Central Costs	\$7,480.20
I. Total Spending (D + H)	\$24,885.30

Report View Two: How are the Local/State and Federal Funds Spent?

Report View Two presents the same expenditures reported in View One, but disaggregates that spending by local/state/federal/other revenue source.

For traditional school districts, school level data (entries J and K) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the charter school. Entries L and M reflect central expenditures.

Total spending (entry N) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

Report View Two Per Pupil Expenditure Categories	RYE NECK UFSD
J. Total School Level Local/State Spending	\$17,173.07
» K. Total School Level Federal Spending	\$232.03
L. Total Central Level Local/State Spending	\$7,082.87
M. Total Central Level Federal Spending	\$397.33
N. Total Spending (J + K + L + M)	\$24,885.30

Detailed Spending: How Much is Spent Per Pupil in Selected Program Areas?

Program Area Details in entries O through Z represent subsets of spending in Report View One and Report View Two. Five program areas are broken out. To calculate per pupil expenditures P-12 enrollment is used for pupil services, community schools programs, and BOCES services. Enrollments for the program areas are used for special education, ELL services, and prekindergarten.

Entries O through T represent school level expenditures. For charter schools, data represents per pupil expenditures in each of category in the selected school. For traditional school districts, data under the district column represent the district average of all schools in each of these categories.

Entries U through Z represent central expenditures.

»	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)

Exclusions: What Other Spending is not Included in the Per Pupil Amounts Shown Above?

The final section represents total expenditures, with the following exclusions that were not included in the per pupil expenditure calculations above: transportation, tuition, debt service, and other.

“Other Exclusions” include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

Excluded Expenditures	RYE NECK UFSD
1. Transportation	\$863,701.00
2. Charter School Tuition	\$0.00
3. Other Tuition	\$1,725,386.00
4. Debt Service	\$2,593,989.00
5. Other	\$16,034,326.00
Percent Excluded from Total	36%
Total Expenditures	\$59,018,166.00