

RYE NECK UFSD

Proposed Budget

FY 2020-21

May 13, 2020

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Superintendent's Message

Dear Rye Neck Families,

I will plainly tell you that I have struggled to find a way to share these thoughts on the proposed school budget for the next school year. How does one convey a context for a proposed school budget in the wake of unspeakable local, national and global tragedy and ongoing uncertainty? In normal times our schools function as a source of strength for the residents of Rye Neck; yet our isolation has robbed us of this core reflex. How do we pick ourselves up?

Forcing ourselves to contemplate a fall return to school may represent a source of hope, albeit with a lot of work that needs to be done by our school personnel before reopening in the Fall. That is because now, more than I've ever imagined in my many decades as an educator, we will need to give our children the greatest sense of stability and normalcy. Schools are generally a safe haven for students. Recapturing the ordinariness of classroom routines and participation in programs such as the arts and athletics is vitally important. To do so, our counselors, administrators and psychologists are working together on a re-entry plan to support the mental health needs of the student body.

Establishing a school budget that is ultimately supported by Rye Neck's voters is also integral to this re-entry. Thus, the Board of Education has adopted a state tax cap-compliant budget for the ninth year in a row, again demonstrating the district's history of

fiscal responsibility. Yet it was no small task this year, as we are projecting a cut in state aid of more than \$500,000, a need to address a 6.8% higher high school enrollment with additional staffing, and the roll-in of higher debt service due to the ongoing community-approved construction project at the middle school and high school.

To help offset some of these expenditure increases and revenue losses we have applied reserve funding and reduced projected new spending by about \$364,000 in a manner that will not impact the core community values for its schools nor actual services and programs for students. This includes preservation of desirable class size, especially at the elementary school, along with the districtwide music, arts, and athletic programs that students and families recognize as indispensable to our school district identity.

As always, our Board of Education worked tirelessly to help produce and authorize a spending plan that it feels is in alignment with community needs and desires. Doing so again within the bounds of the tax levy limit is a source of pride for them and for our school administrators. Together, we stand ready to help our community fully understand the proposed budget. Please do not hesitate to call or write with your questions.

Sincerely,

Dr. Barbara Ferraro,
Superintendent of Schools

Board of EDUCATION

Pietro Fasolino	President
Jennifer Rubin	Vice President
Deborah Aufinger	Trustee
Patty Nashelsky	Trustee
Steven Silva	Trustee
Gloria Golle	Trustee

Rye Neck ADMINISTRATION

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

Rye Neck **ADMINISTRATION**

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

Dr. Tina Wilson, Principal, High School

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

Tara Goldberg, Principal, Daniel Warren Elementary School

Diane Santangelo, Administrator for Special Services

Dr. Valerie Feit, Co-Director of School Counseling Services,
K-12 Enrichment

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

Joseph Ceglia, Dir. of Health, Physical Education & Athletics

Budget DATES



February 12

Budget Hearing
9:00 am

March 18

Budget Hearing
7:00 pm

~~**April 15**~~ **Postponed
until May 6th**

~~Budget Hearing
7:00 pm~~

May 6

Budget Hearing
9:00 am

May 13 **NEW**

Final Budget
Hearing &
Adoption
9:00 am

May 27 **NEW**

Final Budget
Presentation
7:00 pm

June 9 **NEW**

Budget Vote
via Absentee
Ballot

All ballots due
back by **5pm** to
Rye Neck
Administration
Office

1. OVERVIEW

2020-2021 Proposed Budget

2020-2021 Budget Challenges

- The budget election day was delayed in NYS as a result of the Covid-19 pandemic
- As a result of pandemic related economic issues in NYS, Governor Cuomo announced an anticipated 20% cut in school state aid.
- A 20% cut would result in an estimated **\$564,000 reduction in state aid revenues** for Rye Neck for the 2020-21 budget year.

How did we close the budget gap caused by the state aid reduction?

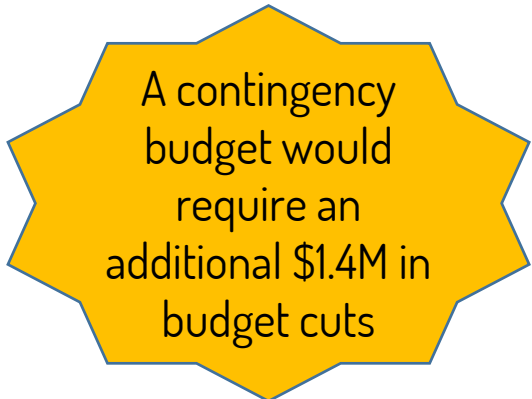
- To close the \$564,000 gap, the following budget adjustments were made:
 - Increased appropriated fund balance (revenues) by \$200,000
 - Expenditure cuts totaling \$364,000 across the district, including:
 - Special services placements
 - Decreased new staff positions (0.4 FTE)
 - Fiscally responsible labor settlements
 - Benefits savings
 - ½ year MS and HS clubs

What did we **preserve**?

- In the 2020-21 budget, we preserved:
 - **Class size** in the elementary schools
 - District-wide **music and art classes**
 - **Sports** programs (Varsity, Junior Varsity and Modified)
 - **Theater productions** in the Middle and High Schools

What does Contingency Mean?

When the voters of a school district fail to approve a school budget, the district is required by law to operate under what is called a “contingency budget”.



A contingency budget would require an additional \$1.4M in budget cuts

- The school district is restricted to what are defined as “ordinary contingent expenses”; expenditures that are:
 - **Necessary** to operate the regular instructional program,
 - **Preserve** the health and safety of students and staff, and
 - **Protect** the district's property.
- When voters reject a school budget, the Board of Education has three options under the law:
 - 1) submit the same budget for a second vote;
 - 2) submit a revised budget for a second vote; or
 - 3) adopt a contingency budget.

If the budget is rejected a second time, the board *must* adopt a contingency budget.

The 2020-2021 Proposed Budget achieves the following **GOALS**

⚙️ **TAX CAP**

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

⚙️ **PROGRAMS**

Preserves & improves instructional programs

⚙️ **STAFFING**

Addresses enrollment and **programmatic driven** staffing needs

Proposed Budget **FACTS**

Budget expenditures are increasing by \$1.45M in the 2020-21 operating budget

Overall spending is increasing by 3.37% over 2019-20

The tax levy increase of 3.68% will be at the tax levy cap

Continuing our COMMITMENT

LEARN • ACHIEVE • LEAD

Maintain & enhance core educational programs

Foster innovative program development that meets the needs of our student learners

Commitment to staffing levels supportive of favorable class size and student programmatic requirements

Provide a school environment that is safe and supportive of social, emotional, educational and physical health and well-being

Planning for **ENROLLMENT & PROGRAMMING** needs

- ⚙️ Projected HS enrollment will **increase** by **6.8%** for the 20/21 school year.
- ⚙️ Projected overall enrollment to **increase** by **0.5%** to **1,580** for the 20/21 school year.

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

This budget also maintains **favorable support staff ratio** for nurses, school counselors and psychologists.

2020-21 Budget GOALS

Propose a tax cap compliant budget for the 9th year in a row

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

Maximize efficiencies in scheduling and personnel

Maintain a depth of core course offerings as well as extra-curricular activities that support a comprehensive educational program

Continue our commitment to favorable class size

2018 CAPITAL BOND PROJECT UPDATE

Project	Description	Timeline
A	Roof Replacements at FEB Annex and Admin Building	100% complete
B	Roof Replacements at Daniel Warren, FEB Main, MS/HS	100% complete
C	MS Gymnasium Addition	March 2020- 2022
D	8 Classroom STEAM Addition and Renovations at MS/HS	March 2020 - 2022

[Rye Neck UFSD Capital Bond Information](#)

Capital Bond 2018 – New Construction Renderings



Project D:
Rye Neck High School STEAM Wing



Project C:
Rye Neck Middle School Gym



Capital Project Groundbreaking Ceremony – March 10, 2020



STEAM Wing
Construction,
April 2020



MS Gym
Construction,
April 2020



This Budget **PRESERVES**

Full-Day Kindergarten	Favorable Class Size	Expansion of STEAM through 2018 Bond
Arts & Music Programs	Safety and Security Measures at all Schools	Athletics & Extracurricular Activities

2. Financial

2020-2021 Proposed Budget

\$44,545,814

2020-21 Proposed Budget

\$1,450,602 increase

Budget change in \$ (from 2019-20 budget)

3.37% increase

Budget change in % (from 2019-20 budget)

Estimated TAX LEVY & TAX RATE Change

Tax Levy Change:
\$1,419,039
3.68%

Est. Tax Rate Change:
Rye Town 3.48%
Rye City 1.64%

Tax Levy Limit Calculation Worksheet

School Year 2020-21

Tax Levy Limit Calculation Worksheet for School Year 2020-21

BASIC FORMULA

Prior Year Tax Levy (2019-20)		\$ 38,580,261
Tax Base Growth Factor (ORPS)	x	<u>1.0085</u>
		\$ 38,908,193

<u>Prior Year Exemptions**:</u>		
Debt Service and other	2,204,909	
Building Aid and transfers	<u>(459,387)</u>	
	1,745,522	- <u>1,745,522</u>

** 19/20 exemptions have increased by \$31,785 in accordance with state guidance on the BOCES capital exclusion

Adjusted Prior Year Levy **\$ 37,162,672**

Allowable Growth Factor (Lesser of CPI or 2%)	x	<u>1.81%</u>
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Tax Levy Limit Before Exclusions: **\$ 37,835,316**

+ EXCLUSIONS

Available Carryover (none for initial year)	+	-
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Current Year Exemptions (2020-21)

Debt Service and other	2,625,357	
Building Aid and transfers	<u>(461,373)</u>	
	2,163,984	+ 2,163,984

Pensions – no exclusions

Tax Levy Limit With Exclusions **\$ 39,999,300**

Tax Cap Limit **\$ 1,419,039**

Tax Cap Levy Percentage **3.68%**

Tax Cap Formula Exemption

Debt Service

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

Historical Levy Caps

Year	Taxy Levy Cap
2020-21 (proposed)	3.68%
2019-20	3.35%
2018-19	3.11%
2017-18	0.72%



The Tax Levy Cap

How can the 20-21 levy increase at 3.68% exceed 2.00% and still be under the cap?

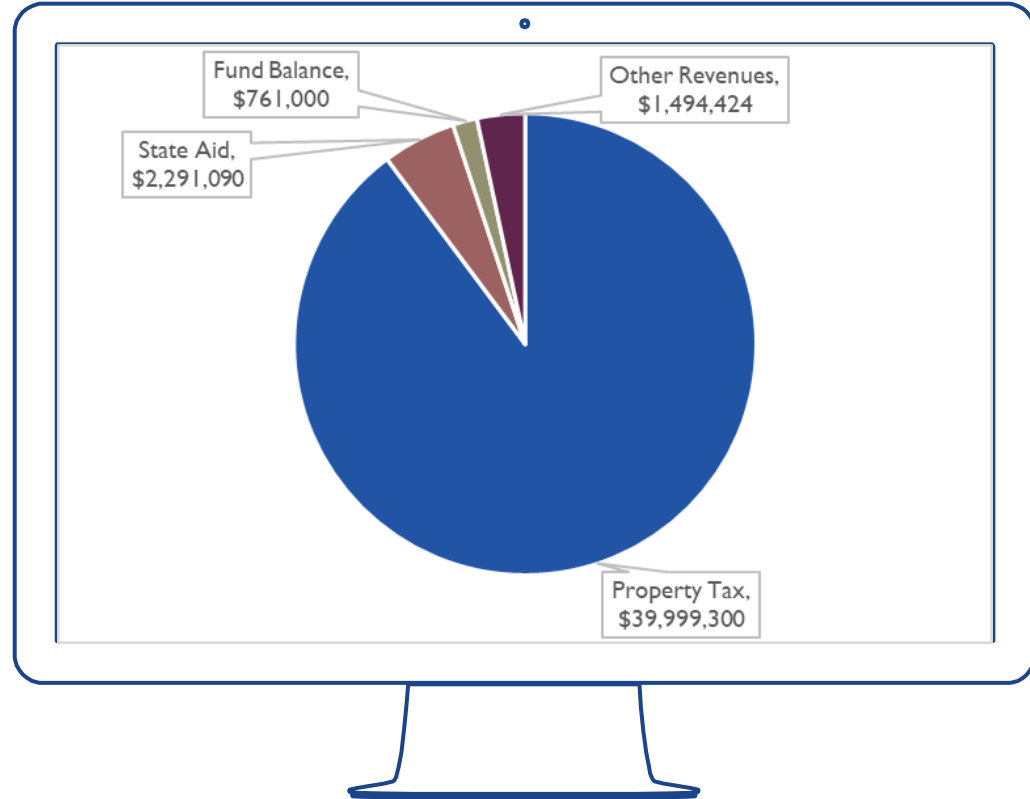
Projected REVENUES

Category	2020-21 Budget	Percentage of Total
Property Tax	\$ 39,999,300	89.8%
Estimated State/BOCES Aid *	2,291,090	5.1%
Interfund Transfer	847,424	1.9%
Appropriated Fund Balance	761,000	1.7%
County Sales Tax	475,000	1.1%
Other Sources	172,000	0.4%
Total	\$44,545,814	100.0%

*State Aid reflects anticipated 20% reduction

Revenue Update

- Appropriated fund balance increases by \$200K to partially offset anticipated decrease in state aid revenues.
- Debt Service reserve provides \$75K in support of the budget
- TRS Reserve use totals \$327K and the use of ERS Reserve increases by \$15K to match the projected ERS pension expense
- The allowable levy increase was 3.68% or \$1.4M



District Reserve Funds

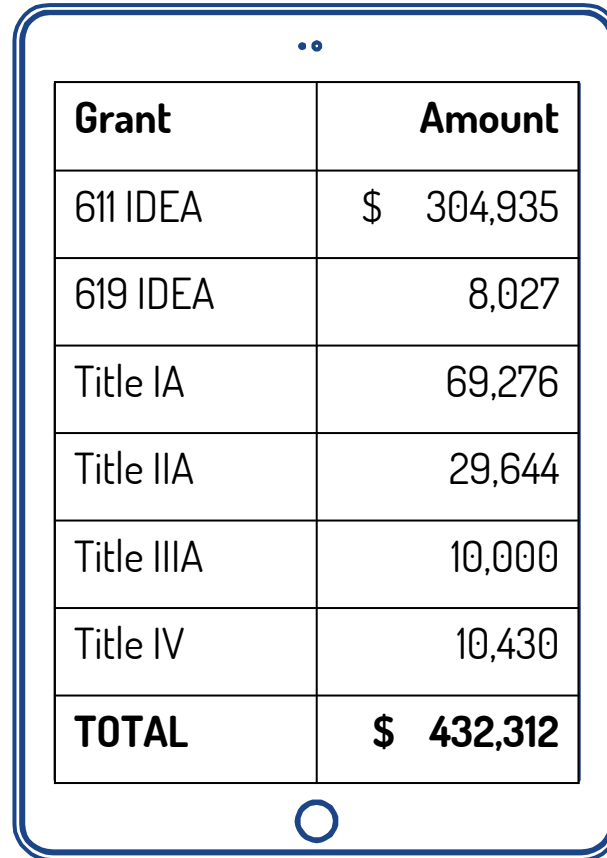
RESERVE FUNDS - Proposed Disposition Schedule

updated March 2020

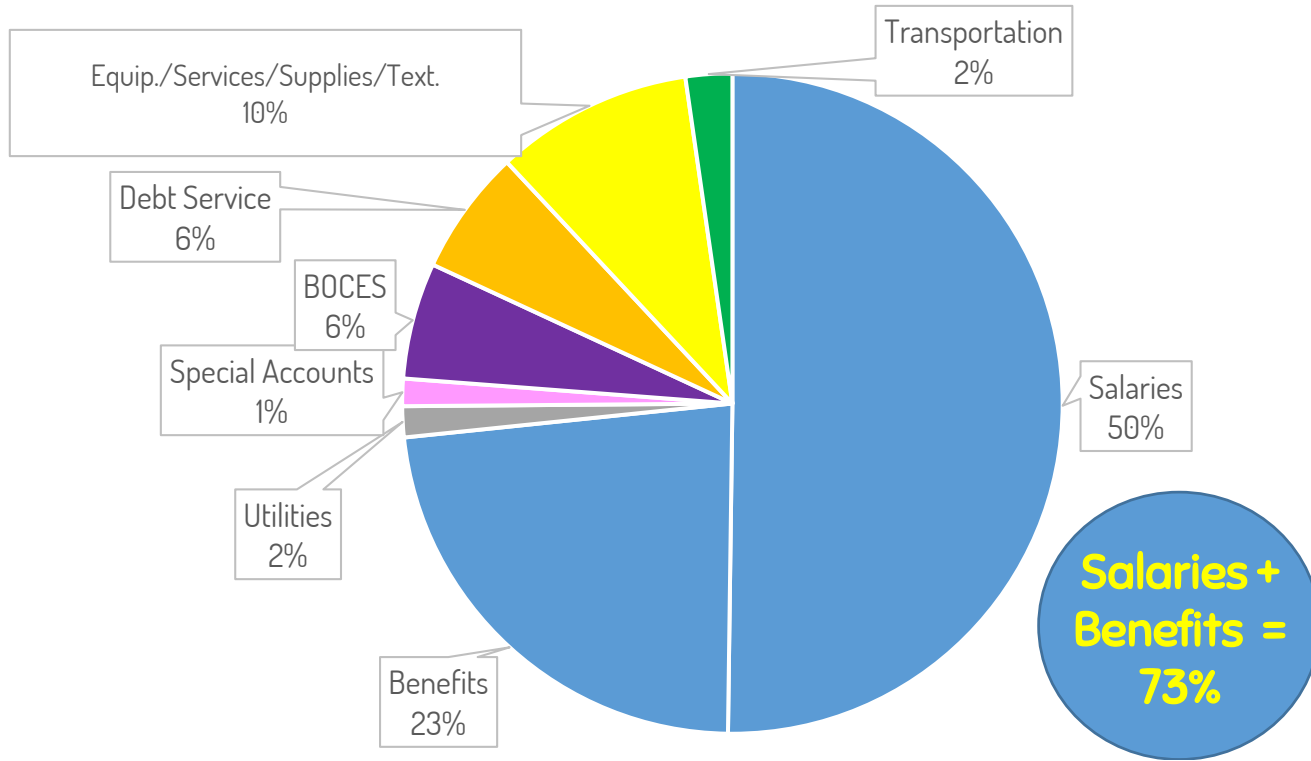
Fund	Statutory Authorization	Balance at 6/30/2019	Year 1		Year 2	Year 3	Year 4	Year 5	Summary
			Est. use in 2019-20	Est. use for 2020-21 Budget	Est use for 2021-22 Budget	Est use for 2022-23 Budget	Est use for 2023-24 Budget	Est use for 2024-25 Budget	Estimated Balance 2025-26
Retirement Contribution (ERS)	GML § 6-r	3,553,458	430,000	445,000	500,000	550,000	600,000	650,000	378,458
Retirement Contribution (TRS)	GML § 6-r	346,000	-	327,424	-	-	-	-	18,576
Certiorari Reserve	Educ. Law, § 3651.1-a	1,834,275	310,000	310,000	310,000	300,000	300,000	300,000	4,275
Insurance Reserve	GML § 6-n	1,998,044	-	-	-	-	-	-	1,998,044
Debt Service Fund	GML § 6-l	295,453	75,000	75,000	75,000	70,453	-	-	0
Transfer to General Fund		8,027,230	815,000	1,157,424	885,000	920,453	900,000	950,000	2,399,353
Reserves LESS amount transferred to General Fund (running balance in reserves)		8,027,230	7,212,230	6,054,806	5,169,806	4,249,353	3,349,353	2,399,353	-

Grant Funding for 2019-2020

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



Grant	Amount
611 IDEA	\$ 304,935
619 IDEA	8,027
Title IA	69,276
Title IIA	29,644
Title IIIA	10,000
Title IV	10,430
TOTAL	\$ 432,312



2020-21 Expense Chart

Projected EXPENSES

Category	2020-21 Budget	Percentage of the Total
Salaries	\$22,368,577	50.2%
Benefits	10,308,860	23.1%
Equip/Supplies/Services/Text	4,311,843	9.7%
Debt Service	2,731,503	6.1%
BOCES	2,537,999	5.7%
Transportation	1,016,334	2.3%
Utilities	674,000	1.5%
Special Accounts (legal, auditing, insurance)	596,700	1.3%
Total	\$44,545,814	100.00%

Expense Drivers

in the Projected 2020-21 Budget

What would the budget increase
be without mandated costs:

Spending Increase 3.37%

Debt Service (1.31%)

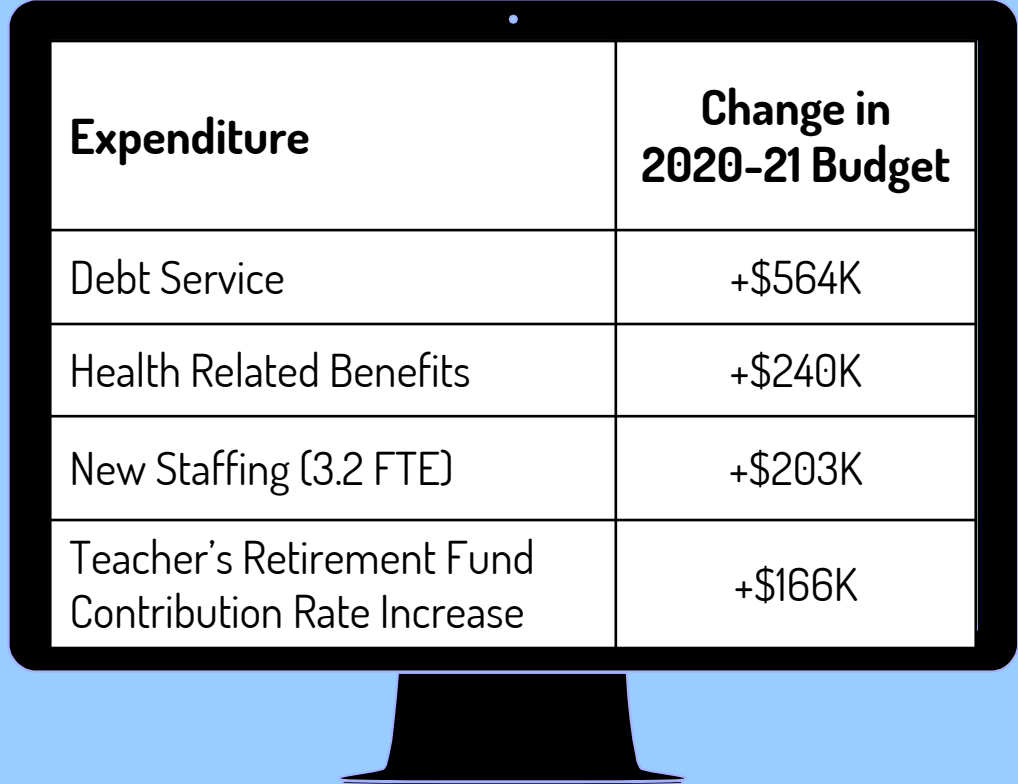
Benefits (0.56%)

TRS (0.39%)

Salaries (0.40%)

What would the spending increase
be without mandated costs:

0.71%

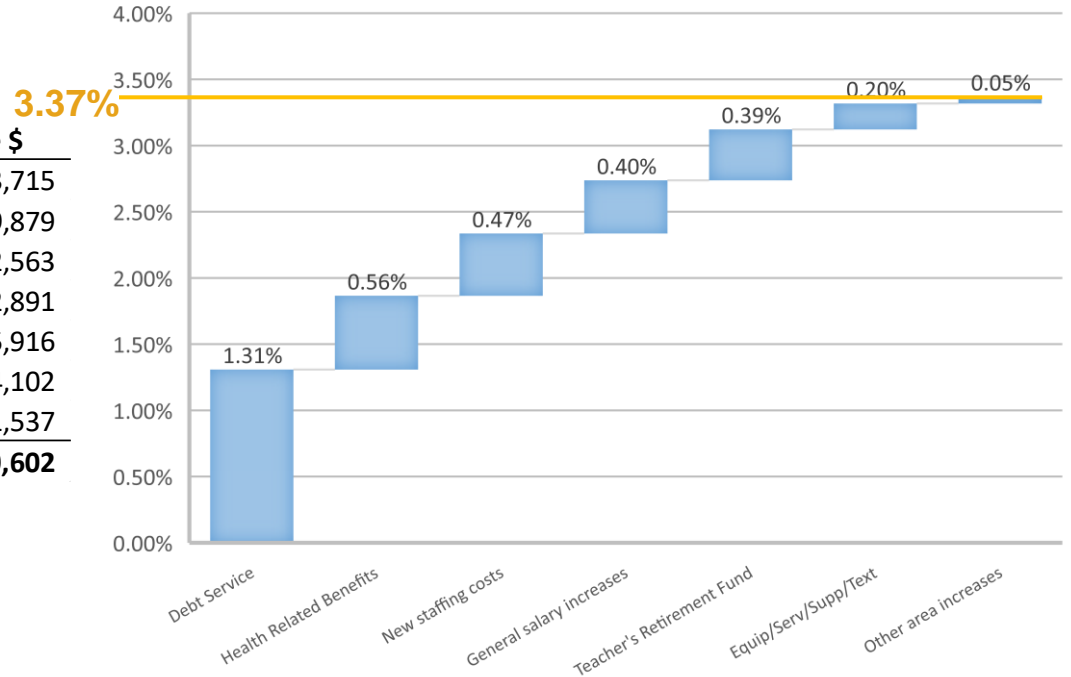


Expenditure	Change in 2020-21 Budget
Debt Service	+\$564K
Health Related Benefits	+\$240K
New Staffing (3.2 FTE)	+\$203K
Teacher's Retirement Fund Contribution Rate Increase	+\$166K

Components of the Budget Increase

Expense Area	Increase %	Increase \$
Debt Service	1.31%	\$ 563,715
Health Related Benefits	0.56%	239,879
New staffing costs	0.47%	202,563
General salary increases	0.40%	172,891
Teacher's Retirement Fund	0.39%	165,916
Equip/Serv/Supp/Text	0.20%	84,102
Other area increases	0.05%	21,537
TOTAL	3.37%	\$ 1,450,602

*Other areas include district-wide insurance policies and student accident insurance



Projected New Personnel

Grade	Position	Full Time Equivalent (FTE)
F.E. Bellows	ELA Teaching Assistant	0.50
Middle School	Supervision Teaching Assistant	0.50
High School	Science Teacher	0.90
High School	Math Teacher	0.60
High School	Social Studies Teacher	0.50
High School	English Teacher	0.20
Total		3.20

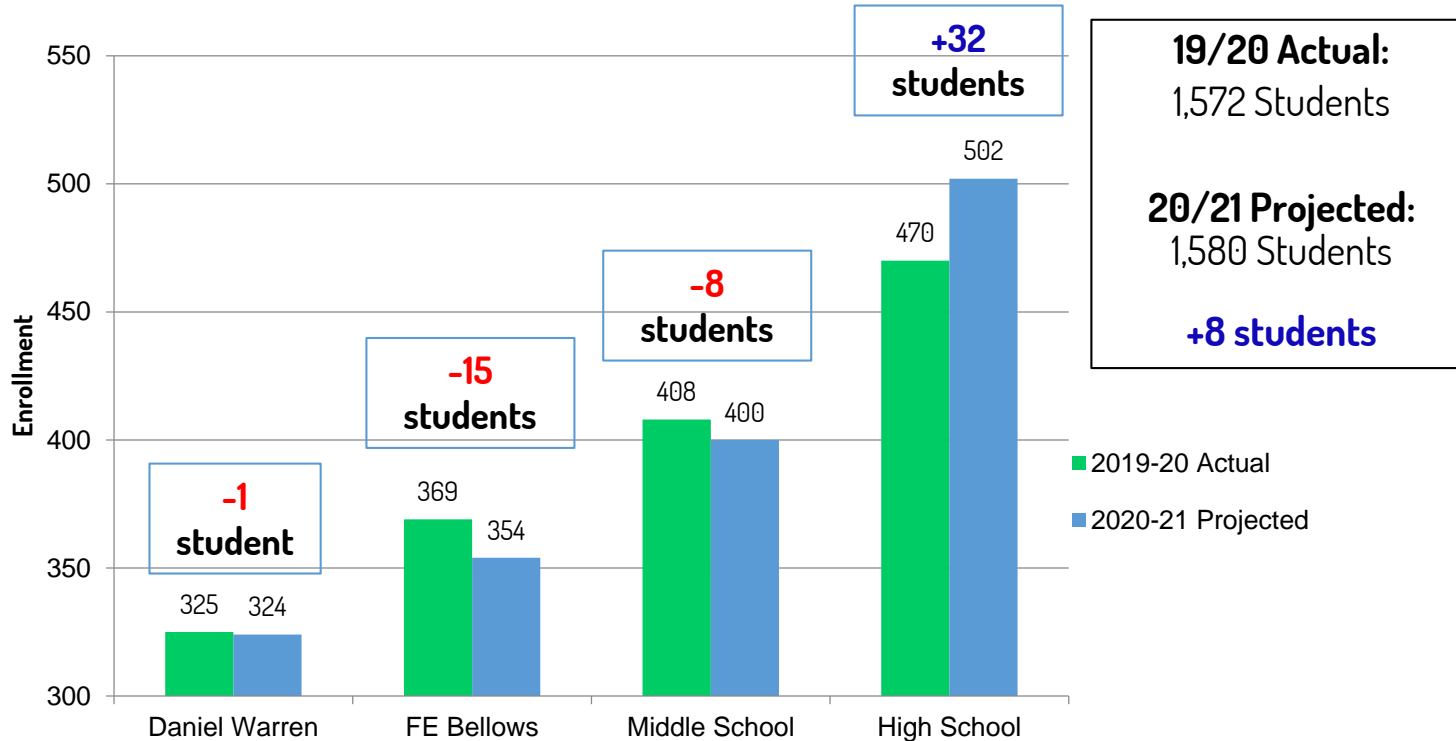


RyeNeck Schools

LEARN • ACHIEVE • LEAD



Projected ENROLLMENT



Elementary Projected **Class Size**

Estimates

Grade	19-20 Enrollment	19-20 Sections	19-20 Class size	20-21 Enrollment	20-21 Sections	20-21 Class size
K	103	5	19-21	100	5	19-21
1	121	6	19-21	103	5	19-22
2	101	5	19-21	121	6	20-22
3	135	6	22-24	101	5	19-21
4	118	6	19-21	136	7	19-21
5	116	5	22-24	117	5	22-24

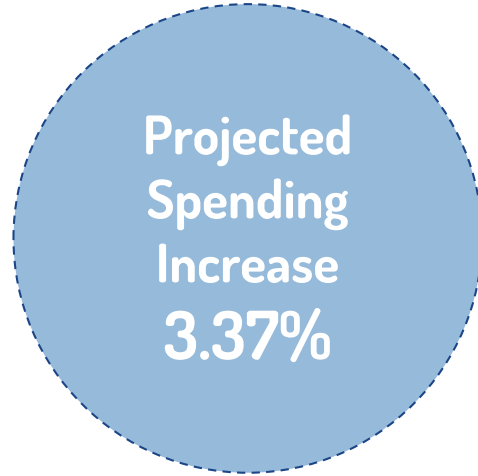
3. Tax Information

2020-2021 Proposed Budget

2020-21 Budget **FACTS**



*As per formula,
with exemptions*



*Preserves programs and
student-teacher ratios*



UNDER THE CAP

2020-21 **Budget** – At a Glance

TAX LEVY

Total Tax Levy
\$39,999,300

Change in Tax Levy
\$1,419,039
3.68%

SPENDING

Total Budget
\$44,545,814

Budget Change
\$1,450,602 3.37%

ESTIMATED TAX RATE CHANGE

Rye Town 3.48%
Rye City 1.64%

What
FACTORS
influence
the tax
rate
change?

Changes in **BUDGET COMPONENTS**

Movement in expenditures and revenues

Changes in **EQUALIZATION RATE**

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

Changes in **ASSESSMENTS**

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



Effects of Equalization & Assessment on the 2020/21 Tax Rate Change

Category	Rye Town	Rye City
Change in Equalization Rate	0.70%	-1.31%
Change in Assessments	-0.90%	-0.73%
Sub-total: "Built-in" changes to the tax rate for 2020/21	-0.20%	-2.04%
Amount as a result of budget & revenue changes	3.68%	3.68%
Draft 2020/21 tax rate change	3.48%	1.64%



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 **2019** and **2020**.

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

<http://admin.ryeneck.org/rn-webapplications/2020-taxcalculator/taxcalculator.htm>

THANKS!

Any questions?

Find more budget information
at www.ryeneck.org

4. Appendix

2020-2021 Proposed Budget

Comparison of REVENUES

Item	Budget 19-20	Proposed 20-21	\$ Change	% Change
Property Tax	\$ 38,580,261	\$ 39,999,300	\$ 1,419,039	3.68%
Estimated State Aid	2,689,451	2,291,090	(398,361)	-14.81%
Interfund Transfer- DS,ERS,TRS	505,000	847,424	342,424	67.81%
Fund Balance July 1	561,000	761,000	200,000	35.65%
County Sales Tax	500,000	475,000	(25,000)	-5.00%
Other Sources*	259,500	172,000	(87,500)	-33.72%
Total	\$ 43,095,212	\$ 44,545,814	\$ 1,450,602	3.37%
<i>*Other sources: tuition received, interest, insurance, e-rate revenues, State Aid and BOCES aid shown separately</i>				

Analysis of State Aid Estimates for 2020-21

Aid Category	BUDGET 2020-21				
	Budgeted 2019-20	State Aid Run 2020-21	State Aid Run 2020-21 (adj for est cuts)	Change, vs. Prior Year	Change, for est State Aid Red.
Foundation	\$ 2,042,768	\$ 2,108,009	\$ 1,544,009	\$ (498,759)	\$ (564,000)
High excess cost *	85,400	123,092	123,092	37,692	-
Private excess cost *	16,020	64,751	64,751	48,731	-
Transportation *	166,050	178,382	178,382	12,332	-
Subtotal	\$ 2,310,238	\$ 2,474,234	\$ 1,910,234	\$ (405,498)	\$ (564,000)
Building Aid	379,213	380,856	380,856	1,643	-
Total	\$ 2,689,451	\$ 2,855,090	\$ 2,291,090	\$ (403,855)	\$ (564,000)

* Expense driven aids

Comparison of Expenditures

Category	Budget 2019-20	Proposed 2020-21	\$ Change	% Change
Salaries	\$ 21,992,934	\$ 22,368,577	\$ 375,643	1.7%
Benefits	9,853,417	10,308,860	445,422	4.6%
Equipment/Supplies/ Services/ Textbooks	4,227,698	4,311,843	84,145	2.0%
Debt Service	2,167,950	2,731,503	563,553	25.99%
BOCES	2,639,745	2,537,999	(101,746)	-3.9%
Transportation	1,003,569	1,016,334	12,765	1.27%
Utilities	674,000	674,000	-	0.00%
Special Accounts	535,901	596,700	60,799	11.35%
Total	\$ 43,095,212	\$ 44,545,814	\$ 1,450,602	3.37%

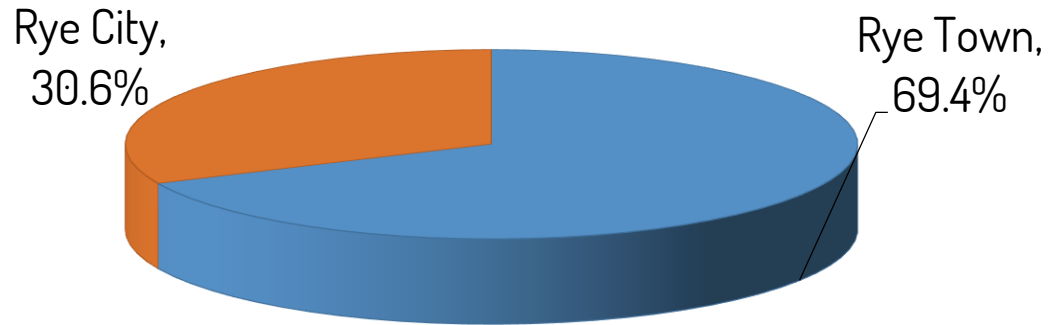
The **LEVY** and the **TAX RATE** (*estimated*)

Municipality	Total Municipal Levy	Percentage of the Levy	Estimated Homestead Tax Rate*
Rye Town	\$ 27,762,258	69.41%	16.00
Rye City	<u>12,237,042</u>	<u>30.59%</u>	1,013.69
Total Levy	\$ 39,999,300	100.00%	

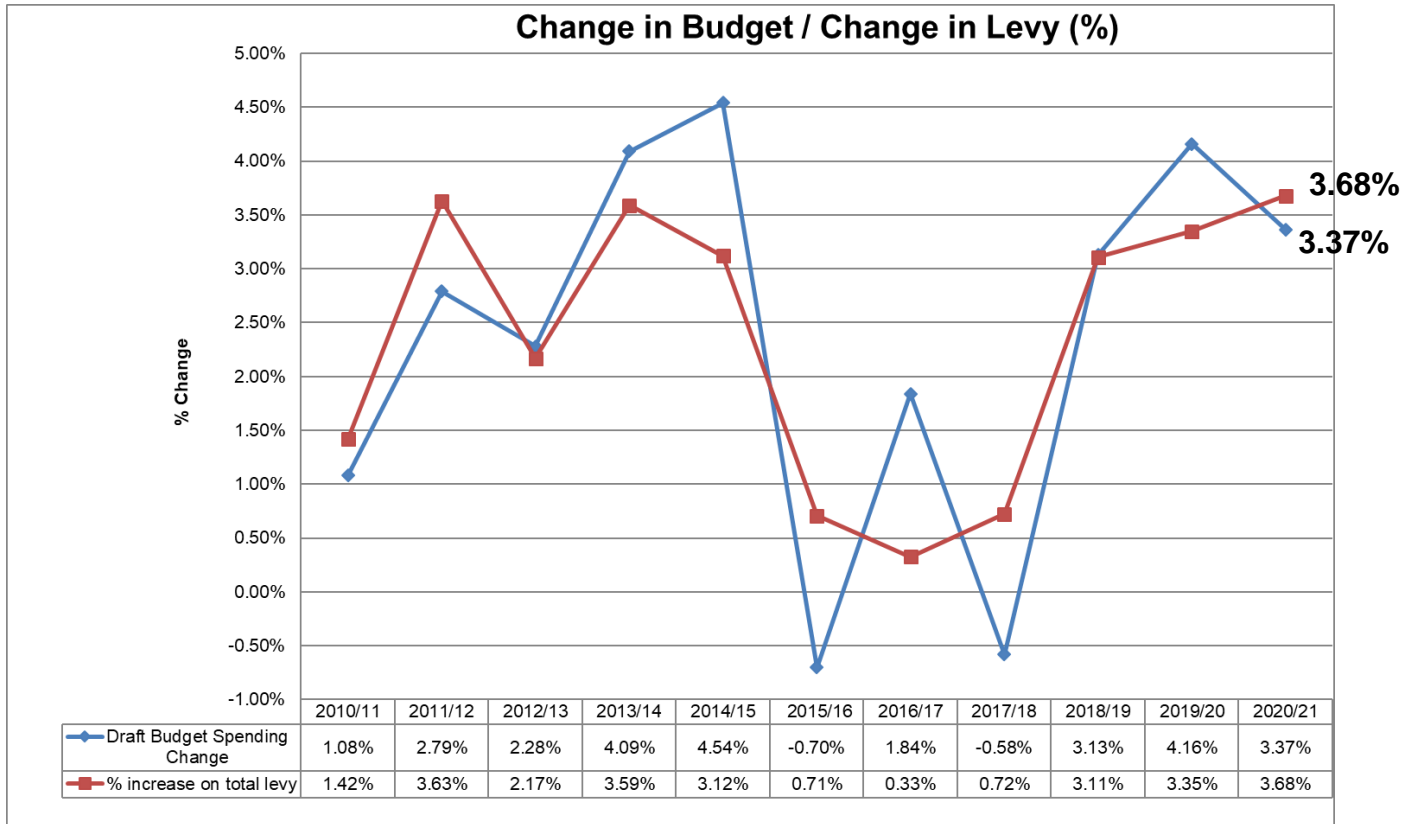
** Per \$1,000 of Assessed Value*

The TAX LEVY 2020-21

2019-20 Percentage of the Levy - Estimate



History of LEVY and BUDGET Changes



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

How EQUALIZATION Works

Similarly valued
homes pay
similar taxes

<u>Item</u>	<u>Rye City</u>	<u>Rye Town</u>
Home Value	789,500	769,500
<u>x Eq. Rate</u>	<u>0.0156</u>	<u>1.0000</u>
Assessment	12,316	769,500
<u>x Tax Rate</u>	<u>1,013.69</u>	<u>16.00</u>
Est. Taxes	12,484	12,312

↑ ↑

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	16.00	7,200	5,858
550,000	16.00	8,800	7,458
650,000	16.00	10,400	9,058
750,000	16.00	12,000	10,658
850,000	16.00	13,600	12,258
950,000	16.00	15,200	13,858
1,050,000	16.00	16,800	15,458
1,150,000	16.00	18,400	17,058
2,000,000	16.00	32,000	30,658

* STAR Maximum Basic Exemption = \$1,342

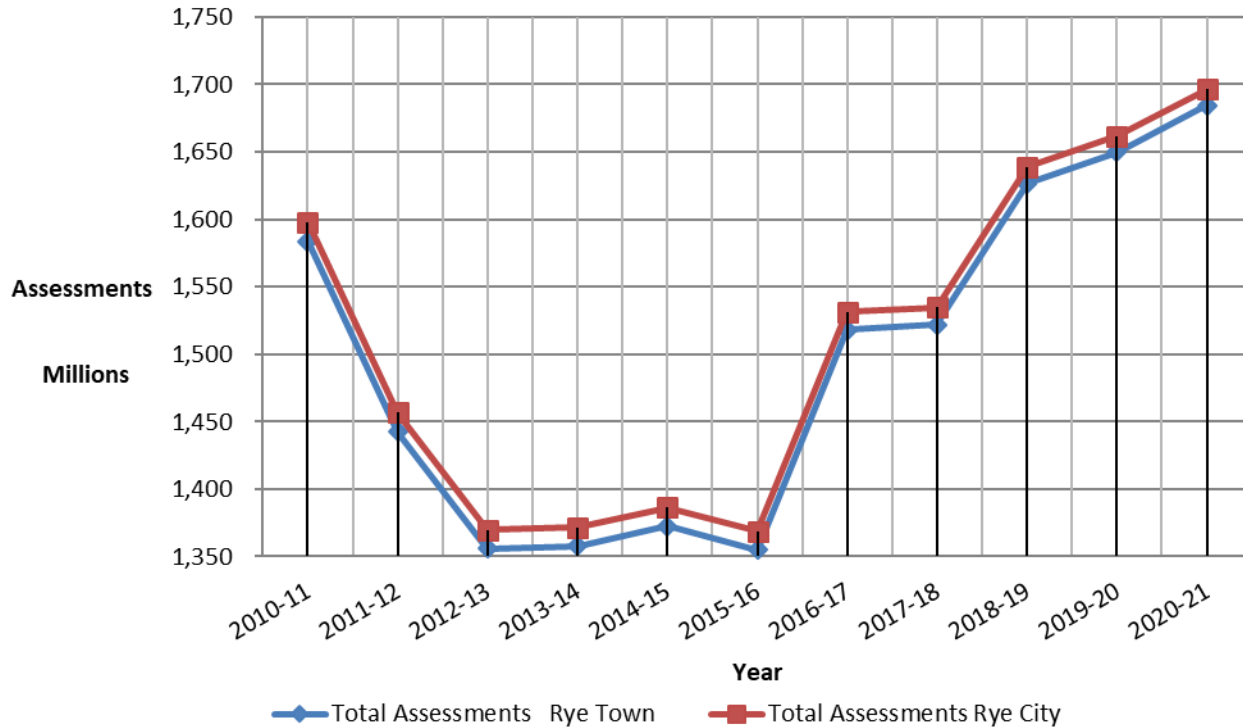
Rye City, Homestead (residential). Tax rate per \$1,000 of assessed value

Assessed Valuation	Estimated Market Value **	Rye Town - Homestead Tax Rate	Estimated Tax	Estimated Tax after STAR
20,000	1,282,051	1,013.69	20,274	18,903
25,000	1,602,564	1,013.69	25,342	23,971
30,000	1,923,077	1,013.69	30,411	29,040
35,000	2,243,590	1,013.69	35,479	34,108
40,000	2,564,103	1,013.69	40,548	39,177
45,000	2,884,615	1,013.69	45,616	44,245
50,000	3,205,128	1,013.69	50,685	49,314

* STAR Maximum Basic Exemption = \$1,371

** Rye City equalization rate = 1.56%

Total Assessed Valuation 2010-2021



The History of TAX RATE CHANGES



Year	Rye Town	Rye City
2011-12	15.25%	3.56%
2012-13	7.21%	5.87%
2013-14	1.55%	7.95%
2014-15	1.25%	6.51%
2015-16	0.99%	3.69%
2016-17	-9.84%	0.52%
2017-18	0.35%	4.74%
2018-19	-2.04%	1.79%
2019-20	1.96%	5.27%
2020-21	3.48%	1.64%

Schedule of Debt Outstanding

Issue Date	Issue Amount	Purpose	Interest Rate	Principal Outstanding 03/31/2020
1/15/2008	3,924,978	DW New Wing, MS/HS Renovations	3.77%	2,015,000
4/14/2011	5,780,000	Refunding Bond	2.34%	695,000
5/15/2014	8,570,000	\$7.1M Capital Bond & \$1.47M District-Wide Security Bond	2.31%	6,025,000
6/18/2015	1,750,320	Energy Performance Contract	2.43%	1,341,759
5/31/2019	6,280,000	2018 Cap Bond: Roof Replacements, STEAM Wing, Gym	2.08%	5,920,000
Total Outstanding Principal				\$ 15,996,759

The community has 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. A portion of the debt for the second proposition is planned to be issued in Spring 2020.

5. Program Highlights

2020-2021 Proposed Budget

“

The beautiful thing
about learning is that no one
can take it away from you.

-B.B. King

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

F.E. BELLOWS ELEMENTARY SCHOOL

Grades 3-5



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

MIDDLE SCHOOL

Grades 6–8



- Regents level science and math coursework for Grade 8
- Science and Technology Fair & Science Olympiad
- World languages beginning in Grade 6
- Counseling services:
 - Character education class in Grade 6
 - Interdisciplinary & developmental guidance in Grades 6–8
 - College & Careers Awareness Program
- School wide anti-bullying program, including the Anti-Defamation League's No Place for Hate program, RNMS is a Gold Star School
- 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
 - Modified sports for Grades 7 & 8 in all three seasons
- Academic Intervention Services
- Extended day and after school assistance

HIGH SCHOOL

Grades 9–12

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



ATHLETICS

- Over 70% of 7-12th graders participate in interscholastic athletics
- 26 sport offerings across three seasons
- 56 Interscholastic Teams
- Varsity Volleyball, Boys Cross Country, Girls Tennis and Shot Putter, Evan DiNome, captured League Championships
- Varsity Girls Tennis player, Lucy Friedman, qualified for State Championships in Latham, NY
- Varsity Girls Swimmer, Grace Kujawski qualified for the State Championships in Ithaca, NY and committed to swim for Bucknell University
- Homecoming weekend with outstanding school spirit demonstration
- Soccer standout, Luke Masciopinto captured the prestigious Con Ed Scholar-Athlete Award
- State-of-the Art Fitness Center
- Athletic Director's Honor Roll recognizing exceptional student-athletes
- Full-time Athletic Trainer
- Concussion Management program
- Natural Turf Management Program
- Merged athletic programs of 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

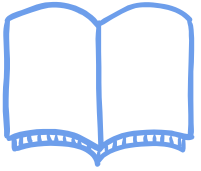


HEALTH & PHYSICAL EDUCATION

Grades K-12



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



SPECIAL SERVICES

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



RYE NECK UFSD ACTUAL & PROJECTED ENROLLMENT

ACTUAL							<i>Estimated</i>
Grade	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
K	94	126	131	99	113	103	100
1	109	102	119	132	99	121	103
2	151	111	104	118	136	101	121
3	133	146	110	109	117	135	101
4	128	136	161	112	116	118	136
5	139	132	134	170	118	116	117
6	122	134	144	132	160	121	116
7	105	121	133	146	130	163	121
8	120	101	122	138	143	124	163
9	123	115	101	124	132	140	124
10	126	117	120	92	119	121	140
11	105	127	124	119	91	117	121
12	101	106	129	122	120	92	117
TOTAL	1,556	1,574	1,632	1,613	1,594	1,572	1,580
% INC	-1.71%	1.16%	3.68%	-1.16%	-1.18%	-1.38%	0.51%

RYE NECK UFSD ENROLLMENT BY SCHOOL

	ACTUAL						<i>Estimated</i>
By School	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Daniel Warren	354	339	354	349	348	325	324
FE Bellows	400	414	405	391	351	369	354
MS	347	356	399	416	433	408	400
HS	455	465	474	457	462	470	502
Total	1,556	1,574	1,632	1,613	1,594	1,572	1,580
MS/HS Total	802	821	873	873	895	878	902
MS/HS C change	0.50%	2.37%	6.33%	0.00%	2.52%	-1.90%	2.73%

6. Additional Information

2020-2021 Proposed Budget

2020-21 Property Tax Report Card

661901 - Rye Neck Union Free School District

Contact Person: Dr. Kimberly Buccil

Telephone Number: 914-777-5210

	Budgeted 2019-20 (A)	Proposed Budget 2020-21 (B)	Percent Change (C)
Total Budgeted Amount, not Including Separate Propositions	43,095,212	44,545,814	3.37%
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	38,580,261	39,999,300	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	38,580,261	39,999,300	3.68%
F. Permissible Exclusions to the School Tax Levy Limit	1,713,737	2,163,984	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	36,866,524	37,835,316	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	36,866,524	37,835,316	
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	0	0	
Public School Enrollment	1,572	1,580	0.51%
Consumer Price Index			1.81%

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

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

³ For 2020-21, includes any carryover from 2019-20 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest. - none

	Actual 2019-20 (D)	Estimated 2020-21 (E)
Adjusted Restricted Fund Balance	8,128,079	7,623,079
Assigned Appropriated Fund Balance	1,610,921	1,761,000
Adjusted Unrestricted Fund Balance	1,723,808	1,781,833
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	3/31/20 Actual Balance	6/30/20 Estimated Ending Balance	Intended Use of the Reserve in the 2020-21 School Year
Mandatory Reserve for Debt Service	Debt Service	Principal/interest service payments on outstanding obligations (bonds, SANNs)	299,260	224,260	To pay principal and interest on district bonds
Insurance	Insurance Reserve	To pay liability, casualty, and other types of uninsured losses.	2,023,789	2,023,789	To pay for any costs related to uninsured losses, claims, actions, or judgments.
Tax Certiorari	Tax Certiorari	To provide funding for property tax certiorari settlements/refunds	1,857,910	1,857,910	To pay for any tax certiorari judgments received in the 20/21 year
Retirement Contribution	Retirement Contribution - TRS	To fund employer retirement contributions to the Teachers' Retirement System (TRS)	360,458	360,458	To fund the 20/21 TRS pension liability
Retirement Contribution	Retirement Contribution - ERS	To fund employer retirement contributions to the State and Local Employees' Retirement System (ERS)	3,596,663	3,166,663	To fund the 20/21 ERS pension liability

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 2019-20 School Year Presupuesto Aprobado para el año escolar 2019-2020	Budget Proposed for the 2020-21 School Year Presupuesto Propuesto para el año escolar 2020-2021	Contingency Budget for the 2020-21 School Year** Presupuesto para Emergencias del año escolar 2020-2021
Total Budgeted Amount, Not Including Separate Propositions Presupuesto Global, No Incluyendo de propuestas independientes	\$ 43,090,272	\$ 43,045,874	\$ 43,128,775
Proposed Increase for the 2020-21 School Year Aumento / Reducción para el año escolar 2020-21		\$ 1,450,902	\$ 37,983
Percentage Increase/Decrease in Proposed Budget Porcentaje de aumento / reducción de presupuesto propuesto		3.37%	0.07%
Change in the Contingent Fund total Cambio en el total de Fondo al Contingente		1.87%	
A. Proposed Levy to Reconstitute the Total Reconstituted Amount A. Reconstitución de Escondite, incluido para reconstituir la cantidad del presupuesto total	\$ 38,583,281	\$ 38,669,303	
B. Levy to Support Library, EMS, & Application B. Recaudación de Escondite para reconstituir la deuda de la biblioteca, el EMS	\$ 0	\$ 0	
C. Reconstitution of Expenses for Propositions to be included, as provided** C. Reconstitución de Gastos para propuestas a incluirse, si procede**	\$ 0	\$ 0	
D. Total Tax Levy (Includes Amount Levied to Reconstitute Total Tax Levy) D. Cantidad recaudada total de impuestos, incluida para reconstituir el presupuesto de este año	\$ 0	\$ 0	\$ 0
E. Total Proposed School Year Tax Levy (A + B + C + D) E. Presupuesto total para la recaudación de impuestos para el año escolar (A + B + C + D)	\$ 38,583,281	\$ 38,669,303	\$ 38,583,281
F. Total Proposed Taxation F. Impuestos sobre bienes personales	\$ 1,710,757	\$ 2,100,884	
G. School Tax Levy (EMS, Reconstituted Levy for Propositional Reconstitution) G. Límite de recaudación de impuestos escolares, incluido el impuesto por las propuestas independientes	\$ 38,669,303	\$ 37,805,219	
H. Total Proposed School Year Tax Levy (Includes Levy to Reconstitute EMS and/or Propositional Reconstitution) - B + F + G H. Presupuesto total incluido para el año escolar, incluyendo la reconstitución para reconstituir la deuda de la biblioteca y / o los escondites (incluyendo B, F, G, H + I)	\$ 38,669,303	\$ 37,805,219	
I. Difference (I = H) (Negative Value Requires EMS, Voter Approval - See Vote Notice Regarding Separate Propositions)** I. Diferencia (I = H) (Valor negativo requiere el EMS, de la aprobación de los votantes - Ver el folio a continuación con respecto a las propuestas independientes)**	\$ 0	\$ 0	\$ 0
Administrative Component Componente Administrativo	\$ 4,276,880	\$ 4,403,880	\$ 4,170,170
Program Component Componente del Programa	\$ 20,142,871	\$ 20,787,880	\$ 20,817,521
Capital Component Componente de Capital	\$ 5,780,741	\$ 6,343,908	\$ 6,139,583

If the proposed budget is not approved by the required majority, the District may reconstitute the original budget or submit a revised budget to the voters in the next 120 days to allow for an alternate vote on the issue. If there is no vote a Contingent Budget may be adopted which is a plan for the next year that is subject to the next budget proposal to be approved by the required majority. The Board of Education must adopt a budget that requires no new levy greater than that of the prior year (EMS included in the election). Within the proposed budget must be made up to the Board of Education pursuant to Section 2022 of Municipal Law.

If no approved proposal is in compliance with the required majority, a District could submit a proposal to the voters at a special or emergency election to be held on or after the date of the election. A proposal that is not approved at the election may be submitted to the voters at a special or emergency election on or after the date of the election. If a proposal is approved at the election, the Board of Education must submit a proposal to the voters on or after the date of the election. If a proposal is approved at the election, the Board of Education must submit a proposal to the voters on or after the date of the election. If a proposal is approved at the election, the Board of Education must submit a proposal to the voters on or after the date of the election.

Modificación Description	Aumento Amount	Reducción Amount
NINGUNA MODIFICACIÓN		

NOTE: Please submit an electronic version (Word or PDF) of this completed form to: admin@ryeneck.org.

ATENCIÓN: Por favor envíe una versión electrónica (Word o PDF) de este formulario completado a: admin@ryeneck.org.

Administración: 3749 Montclair Heights
Edificio de la Unión Libre de Rye Neck, Nueva Jersey 07068

Under the Budget Proposed for the 2020-21 School Year
Bajo el Presupuesto Propuesto para el año escolar 2020-21

\$ 1,382

The annual budget vote for the fiscal year 2020-21 by the qualified voters of the Rye Neck Union Free School District, Westchester County, New York, will be held by absentee ballot. An absentee ballot will be mailed to all qualified voters. All ballots must be received by the Office of the District Clerk at 3749 Montclair Heights, Montclair, NY 07068 by 5:00pm on June 9, 2020. Voters may mail their ballots or they may drop off their ballots at the district election office at the address of the Rye Neck Administration Building at 3749 Montclair Heights, Montclair, NY 07068 on either June 8, 2020 or June 9, 2020 between the hours of 9:00am and 5:00pm. The collection of ballots will occur after the fiscal year 2020-21 per the schedule published on the District Election Line de la Unión Libre de Rye Neck, Condado de Westchester, Nueva York, será por correo o en persona. Los electores pueden enviar sus boletines por correo a la oficina central de la Unión Libre de Rye Neck, Montclair, NY 07068 antes de las 5:00 pm del día de Junio de 2020. Los electores pueden enviar sus boletines por correo o en persona del 8 al 9 de Junio de 2020 entre las 9:00 a.m. y las 5:00 p.m.

1. The local school law (NYAR) exemption is authorized by section 405 of the Real Property Tax Law.
1. La exención del impuesto escolar (NYAR) está autorizada por la sección 405 de la Ley del Impuesto sobre Bienes Personales.

Budget Notice 2020-21

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

Administrative Compensation Disclosure

Compensation Disclosures required by Chapter 474 of the Laws of 1996

Superintendent of Schools

\$ 270,000 Annual Salary 2020-21
69,498 Annualized cost of benefits

Breakdown: Annualized Cost of Benefits

25,731 Mandatory TRS Contribution @ 9.53 % of annual salary
26,743 Contribution to Health Plan
1,600 Contribution to Dental Plan
2,972 Life Insurance/Optical
12,452 Required Federal Social Security contribution @ 6.2% district portion
based on max FICA wages of \$137,700, MED FICA @ 1.45%

Assistant Superintendent

\$ 210,126 Annual Salary 2020-21
62,642 Annualized cost of benefits

Breakdown: Annualized Cost of Benefits

20,025 Mandatory TRS Contribution @ 9.53 % of annual salary
28,657 Contribution to Health Plan
1,600 Contribution to Dental Plan
776 Life Insurance/Optical
11,584 Required Federal Social Security contribution @ 6.2% district portion
based on max FICA wages of \$137,700, MED FICA @ 1.45%

Assistant Superintendent

\$ 200,000 Annual Salary 2020-21
61,530 Annualized cost of benefits

Breakdown: Annualized Cost of Benefits

19,060 Mandatory TRS Contribution @ 9.53 % of annual salary
28,657 Contribution to Health Plan
1,600 Contribution to Dental Plan
776 Life Insurance/Optical
11,437 Required Federal Social Security contribution @ 6.2% district portion
based on max FICA wages of \$137,700, MED FICA @ 1.45%

Other Administrators

<u>Position</u>	<u>Salary</u>
Administrator for Special Services	205,811
Director of Health, P.E. & Athletics	188,614
High School Principal	182,332
Director of School Counseling/Chief Information Officer	168,365
Elementary Principal	164,487

Equalized Total Assessed Value 10,968,262

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
Total Exemptions Exclusive of System Exemptions:			0	0	0.00
Total System Exemptions:			0	0	0.00
Totals:			0	0	0.00

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

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

SCHOOL REPORT CARDS

Information appears beginning on [p. 82](#) of this document.

The latest information on school data and report cards can also be found using the links below:

NYS Education Department Report Card Data:

<https://data.nysed.gov/>

Link to Rye Neck Data:

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

Fiscal Accountability Summary:

<https://data.nysed.gov/fiscal.php?year=2019&instid=800000034983>



FY 2020-21 Line Item Budget
May 13, 2020

RYE NECK UNION FREE SCHOOL DISTRICT

2020-21 Line Item Budget

APC Code	Expenditure		BUDGET FY 2019-2020	Proposed FY 2020-2021	Notes
BOARD OF EDUCATION					
<u>Board of Education</u>					
1010	400	Prof. Development	\$2,850	\$2,400	
1010	400	Service	\$6,840	\$7,300	
1010	450	Supplies	\$760	\$750	
			\$10,450	\$10,450	
<u>District Clerk</u>					
1040	160	Salaries	\$10,917	\$11,135	
1060	400	Services	\$8,500	\$8,500	
			\$19,417	\$19,635	
<u>Auditing Services</u>					
1320	400	Financial Audit	\$36,000	\$38,500	
1320	400	GASB 45	\$5,800	\$6,000	
1320	400	Internal Auditor	\$14,000	\$19,000	
1320	400	Claims Auditor	\$10,000	\$10,000	
<u>Legal Services</u>					
1420	400	General, Labor, Litigation	\$150,000	\$150,000	
<u>Negot. Clearinghouse</u>					
1480	490	BOCES - public info/webhosting	\$52,339	\$53,134	
<u>District Printing</u>					
1670	400	Newsletters, Value Educ.	\$11,400	\$15,000	
<u>Unallocated Items</u>					
1910	400	Insurance- property, casualty, GL, etc.	\$185,000	\$225,000	Inc. in student accident insurance cost
<u>School Bd. Policy Service</u>					
1920	400	New York State School Boards	\$14,200	\$14,200	
<u>Assessments</u>					
1950	400	Sewer tax	\$54,000	\$54,000	
<u>Administrative Charges</u>					
1981	490	BOCES Admin. & Capital	\$240,106	\$257,019	7.2% increase
SUBTOTAL BOE:			\$802,712	\$871,939	
BOARD OF EDUCATION, CENTRAL OFFICE & DEBT SERVICE					
<u>Bonded Indebtness</u>					
9711	600/700	Debt Service	\$2,167,950	\$2,731,503	Reflects Principal/Int. on New Bonds
9711	600	Principal	\$1,175,922	\$1,697,267	
9711	700	Interest	\$294,465	\$486,385	
9950.9		<u>Trans. To Capital Fund</u>			
		Maintenance Projects - large	\$0	\$0	
<u>Chief School Administrator</u>					
1240	150	Instructional	\$270,531	\$270,000	
1240	160	Clerical Salaries	\$71,659	\$74,531	
1240	400	Services	\$20,000	\$20,000	
1240	400	Prof. Devt.	\$2,375	\$2,375	
1240	450	Supplies	\$6,650	\$6,650	
1240	490	BOCES Election Svs	\$10,710	\$10,710	Election/Registration Software
			\$381,924	\$384,266	

BOARD OF EDUCATION, CENTRAL OFFICE & DEBT SERVICE

		<u>Personnel</u>		
1430	160	Clerical Salaries	\$69,812	\$71,406
1430	400	Services	\$3,800	\$3,800
1430	450	Supplies	\$380	\$380
1430	490	BOCES Certification/Recruiting	\$9,660	\$15,000
			\$83,652	\$90,586
		<u>Business/Finance</u>		
1310	150	Instructional	\$252,191	\$206,343
1310	160	Clerical Salaries	\$476,162	\$485,587
1310	400	Services	\$20,900	\$15,900
1310	450	Supplies	\$10,450	\$15,450
1310	490	State Aid Serv& Finance Software	\$48,329	\$59,153
			\$808,031	\$782,433
		<u>Bond Services</u>		
1380	400	Fiscal Agent Services	\$20,500	\$25,000
				Financial disclosures to capital markets, bonding
GRAND TOTAL: BD OF ED/CENT OFF/DEBT SERV			\$4,264,769	\$4,885,728

EMPLOYEE BENEFITS

9010		<u>NYS Empl. Retirement System</u> (Retirement system for Clerical, CSEA, aides)	\$430,000	\$445,000	Avg. 14.2%
9020		<u>NYS Teachers Retirement System</u> (Required contribution for all Teachers/new staff/)	\$1,722,621	\$1,870,869	8.86% --> 9.53%
9030		<u>Social Security</u> (reflects contribution for new employees & contrib. for existing empl.)	\$1,624,478	\$1,674,484	Also reflects new staffing
9040		<u>Workers Compensation</u> (is based on experience rating or number of claims)	\$130,000	\$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>	\$4,240,609	\$4,465,367	1.7% on premiums + new staffing
9060		<u>Retiree Health Insurance</u> (Health & Medicare Part B re-imb. for retirees.)	\$1,693,709	\$1,709,139	Avg. 0.85% plus Medicare Part B
GRAND TOTAL: EMPLOYEE BENEFITS			\$9,853,417	\$10,308,860	

CLEANING, REPAIR & MAINTENANCE

		<u>Supervisor of Buildings & Grounds</u>			
1620	160	Salary	\$138,822	\$125,000	
		<u>Supervisor OT</u>			
1620	160	Salary	\$8,000	\$8,000	
		<u>Building Supervisors</u>			
1620	160	Salaries	\$360,393	\$389,397	District supervision responsibilities
		<u>Groundsmen</u>			
1620	160	Salaries	\$245,114	\$255,942	
		<u>Cleaning Bellows</u>			
1620	160	Salaries	\$150,914	\$153,484	
		<u>Cleaning MS/HS</u>			
1620	160	Salaries	\$231,258	\$257,158	
		<u>Cleaning Daniel Warren</u>			
1620	160	Salaries	\$116,742	\$120,522	
SUBTOTAL: SALARIES- MAINTENANCE			\$1,251,244	\$1,309,503	

		<u>Other Maintenance Costs</u>			
1620	200	Equipment	\$0	\$0	
1620	201	General Tools	\$0	\$0	
1620	202	Vehicles and Machines	\$9,000	\$9,000	
1620	203	Basic Build Furnishings	\$13,500	\$13,500	Desks, chairs, etc
			<u>\$22,500</u>	<u>\$22,500</u>	
		<u>Services</u>			
1620	400	District - General	\$75,000	\$90,000	
1620	401	BOCES Services	\$7,500	\$7,000	
1620	402	District Contracts-Other	\$190,000	\$190,000	
1620	410	Wireless Communication (Safety/Security)	\$19,000	\$19,000	
1620	411	Construction Projects	\$20,900	\$20,900	
1620	410	Construction Manager, - Capital Bond	\$230,000	\$190,000	
1620	403	Buildings and Grounds	\$30,000	\$30,000	
1620	404	District Maintenance Contracts	\$172,500	\$152,500	
			<u>\$744,900</u>	<u>\$699,400</u>	
		<u>Supplies</u>			
450	450	General	\$25,650	\$25,650	
451	451	Ground Treatment	\$31,500	\$31,500	
457	457	Fuel-Gas	\$2,700	\$2,700	
458	458		<u>\$59,850</u>	<u>\$59,850</u>	
		<u>Other Costs: Cleaning Bellows</u>			
1620	200	Equipment	\$0	\$0	
1620	400	Services	\$4,275	\$4,275	
1620	450	Supplies	\$13,500	\$13,500	
			<u>\$17,775</u>	<u>\$17,775</u>	
		<u>Other Costs: Cleaning MS/HS</u>			
1620	200	Equipment	\$1,026	\$1,026	
1620	400	Services	\$3,848	\$3,848	
1620	450	Supplies	\$18,000	\$18,000	
			<u>\$22,874</u>	<u>\$22,874</u>	
		<u>Other Costs: Cleaning Daniel Warren</u>			
1620	200	Equipment	\$0	\$0	
1620	400	Services	\$2,736	\$2,736	
1620	450	Supplies	\$13,500	\$13,500	
			<u>\$16,236</u>	<u>\$16,236</u>	
GRAND TOTAL: MAINT/CLEANING			\$2,135,378	\$2,148,138	
<u>UTILITIES</u>					
1620	421	<u>Oil</u>			
		Bellows,DW, MS/HS, increased energy costs	\$80,000	\$60,000	Reallocation based on historical costs
1620	422	<u>Gas</u>			
		Bellows,DW, MS/HS increased energy costs	\$27,000	\$89,000	Reallocation based on historical costs
1620	425	<u>Electricity</u>			
		Bellows,DW, MS/HS increased energy costs	\$340,000	\$325,000	Reallocation based on historical costs
1620	426	<u>Water</u>			
		Bellows,DW, MS/HS	\$120,000	\$100,000	Reallocation based on historical costs
1620	427	<u>Telephone</u>			
		Bellows,DW, MS/HS T-1 lines, cable lines	\$107,000	\$100,000	Reallocation based on historical costs
GRAND TOTAL: UTILITIES			\$674,000	\$674,000	Market drives pricing, weather dependent, EPC savings

CURRICULUM DEVELOPMENT

		<u>Facilitators/Curriculum</u>		
2010	150	Department Chairs	\$42,008	\$47,665
2010	200	Equipment	\$8,612	\$0
2010	400	Services (Prof. Devt)	\$6,450	\$3,500
2010	450	Supplies	\$4,900	\$2,050
GRAND TOTAL: CURRICULUM DEV'T			\$61,970	\$53,215

INSTRUCTIONAL SUPERVISION

		<u>Principals</u>		
2020	150	Salaries	\$704,316	\$725,300
		<u>Team Leaders/Grade Advisors</u>		
2020	150	Salaries	\$33,700	\$34,678
		<u>Student Management Office</u>		
2818	150	Chief Info. Officer/Co Dir of Sch. Counselin	\$169,487	\$172,757
2818	150	Clerical/Support Salaries	\$69,316	\$70,426
2818	400	Services (incl. testing/scoring)	\$112,077	\$114,262 Mandated
2818	450	Supplies	\$11,250	\$11,250 SED reporting
2818	460	Software	\$3,859	\$3,859
2818	490	BOCES Data Warehousing	\$130,171	\$136,750 NYS required -includes test scoring
		<u>Safety & Security</u>		
2020	160	Salaries	\$143,567	\$158,795
2020	400	Services	\$0	\$2,950
2020	450	Supplies	\$0	\$2,850
		<u>Org. Advisors</u>		
2850	150	Salaries	\$15,858	\$16,016
		<u>Substitute Costs District-wide</u>		
2110	140	General	\$145,000	\$135,000
SUBTOTAL: PRIN, TM LD, ADV, SUBS			\$1,538,601	\$1,584,892

INSTRUCTIONAL SUPERVISION

		<u>Secretaries</u>		
2110	160	Salaries	\$412,302	\$424,613
		<u>Support Costs</u>		
2020	200	Equipment	\$4,750	\$4,750
2020	400	Services	\$29,919	\$25,000 Reduction of some services, memberships
2020	401	APPR	\$24,938	\$22,000 SED Mandated reporting
2020	490	BOCES Services	\$77,000	\$75,000 APPR costs (Code 2110)
2020	450	Supplies	\$59,850	\$50,000
			\$196,457	\$176,750
SUBTOTAL: SECR. & SUPPORT COSTS			\$608,759	\$601,363

GRAND TOTAL: INSTR. SUPV.**\$2,147,359****\$2,186,255****TEACHING**

		<u>Daniel Warren</u>		
2110	150	Teacher Salaries	\$2,305,720	\$2,289,354
2110	160	Teaching Assts/Aides	\$130,918	\$143,836
2110	200	Equipment	\$7,849	\$7,849
2110	400	Services	\$12,350	\$12,604
2110	450	Supplies	\$36,261	\$36,007
2110	455	Software	\$3,335	\$3,335
2110	480	Textbooks	\$9,271	\$9,271
GRAND TOTAL: TEACH - DANIEL WARREN			\$2,505,704	\$2,502,255

		<u>F.E. Bellows</u>		
2110	150	Teacher Salaries	\$2,608,499	\$2,612,417
2110	160	Teaching Assts/Aides	\$42,995	\$57,344
2110	200	Equipment	\$6,866	\$6,866
2110	400	Services	\$90,360	\$39,341 Reduction of interns budget
2110	450	Supplies	\$38,436	\$41,880
2110	455	Software	\$4,831	\$1,470
2110	480	Textbooks	\$25,202	\$25,837
GRAND TOTAL: TEACHING - F. E. BELLOWS			\$2,817,188	\$2,785,156

<u>Middle School</u>					
2110	150	Teacher Salaries	\$2,909,753	\$2,902,941	
2110	160	Teaching Assts/Aides	\$70,354	\$83,367	Includes new staff positions
2110	200	Equipment	\$7,909	\$7,878	
2110	400	Services	\$19,031	\$20,512	
2110	450	Supplies	\$29,443	\$26,164	
2110	455	Software	\$2,710	\$2,710	
2110	480	Textbooks	\$21,404	\$23,232	
GRAND TOTAL: TEACH - MIDDLE SCHOOL			\$3,060,603	\$3,066,804	
<u>High School</u>					
2110	150	Teacher Salaries	\$3,843,777	\$3,924,308	Includes new staff positions
2110	160	Teach. Assts/Aides/Hall Monitor	\$112,308	\$116,705	
2110	200	Equipment	\$28,399	\$28,399	
2110	400	Services	\$47,790	\$47,791	
2110	450	Supplies	\$65,506	\$65,505	
2110	455	Software	\$8,465	\$8,465	
2110	480	Textbooks	\$42,996	\$42,996	
GRAND TOTAL: TEACHING HIGH SCHOOL			\$4,149,241	\$4,234,169	
<u>OCCUPATIONAL EDUCATION</u>					
<u>BOCES</u>					
<u>Occ Ed. Regular Secondary Day</u>					
		8 Students	\$108,138	\$137,784	Inc. in slots
<u>TASC AM/PM</u>					
		1 student	\$11,508	\$12,083	
<u>Alternative High School</u>					
		1 Student	\$73,950	\$75,000	
<u>iCDOS</u>					
		2-3 students	\$21,036	\$64,377	Inc. in slots
SUBTOTAL: OCC ED			\$214,632	\$289,244	
<u>School-wide Enrichment (SEM)</u>					
2110	200	Equipment	\$0	\$0	
2110	400	District Gifted/Enrichment Program	\$3,580	\$3,580	
2110	450	Supplies	\$2,375	\$2,375	
2110	480	Textbooks	\$475	\$475	
2110	490	Gifted/Enrichment BOCES	\$950	\$950	
SUBTOTAL: SEM			\$7,380	\$7,380	
GRAND TOTAL: OCC. EDUCATION & S.E.M.			\$222,012	\$296,624	
<u>SPECIAL SERVICES</u>					
2250-1520		<u>Special Ed Placement BOCES</u>			
490		<u>Full Time Programs</u>			
		Project AIIM (Autistic)	\$537,171	\$534,637	
		CAD Program	\$55,170	\$56,618	
		Multiply Disabled (No. West) - Pinesbridge	\$80,000	\$80,000	
		Aide	\$70,000	\$64,525	
		PNW Programs	\$0	\$73,549	Formerly with T.S.
		Therapeutic Support	\$657,105	\$458,952	
		Extended School Year (summer)	\$80,000	\$67,461	
		Summer - Aide	\$7,770	\$0	No longer needed
SUBTOTAL: BOCES PLACEMENTS			\$1,487,216	\$1,335,743	
<u>Special Services</u>					
2250	400	Speech/Hear.	\$60,000	\$50,000	Reallocation of budget funds to services line
2250	400	Behavioral Therapy	\$19,000	\$19,000	
2250	400	Psychiatric Eval.	\$10,000	\$10,000	
2250	400	Phys/Occup. Therapy	\$68,000	\$50,000	Reallocation of budget funds to services line
2250	400	Nursing Services	\$10,000	\$15,000	
2250	400	Reading Services	\$85,000	\$50,000	Reallocation of budget funds to services line
2250	400	Visually Impaired	\$14,000	\$10,000	
SUBTOTAL: SPECIAL SERVICES			\$266,000	\$204,000	

Special Placement Private/12 Month Program Tuition					
2250	400	Consortium (Mam'k, Byram Hills, Port Chester)	\$180,000	\$320,000	
2250	400	Summit (Residential, Tuition)	\$235,250	\$150,000	
2250	400	Eastchester (Autistic)	\$78,379	\$0	No longer needed
2250	400	Home/Hospital/St. Vincents	\$50,000	\$50,000	As needed
2250	400	Karafin	\$0	\$29,000	New placement
2250	400	The Bridge School - Cerebral Palsy of Westchester	\$45,000	\$0	No longer needed
2250	400	Clearview	\$141,750	\$164,345	New student
2250	400	Expanded PASS Program I (Autistic Program)	\$88,641	\$0	No longer needed
2250	400	Green Chimneys (Residential, Tuition)	\$89,250	\$140,269	Inc. in maintenance costs
2250	400	Bronxville Skills w/Aide	\$110,000	\$138,830	
2250	400	Westchester Exceptional School	\$45,000	\$41,000	
2250	400	Extended School Year/Summer	\$27,300	\$163,174	Inc. in summer programming
SUBTOTAL: TUITION			\$1,090,570	\$1,196,619	
SPECIAL SERVICES					
SPECIAL SERVICES					
2240-2250	150	Teacher Salaries	\$2,168,767	\$2,400,493	
2240-2250	160	Clerical	\$110,454	\$119,520	
2240-2250	160	Teaching Assistants/Aides	\$592,645	\$580,558	
2240-2250	400	Services	\$41,539	\$110,000	Reallocation of budget funds from related services
2240-2250	450	Supplies	\$15,689	\$36,664	
2240-2250	460	Software	\$1,354	\$1,354	
2240-2250	490	BOCES Services	\$10,075	\$11,350	
SUBTOTAL: SS COSTS			\$2,940,523	\$3,259,939	
Pre-school Special Education Svcs			\$0	\$0	
(15% transfer from State & County)					
9901.95		Transfer To Special Aid	\$35,000	\$40,000	Inc. in summer services
(Summer School Tuition/Transportation)					
GRAND TOTAL: SPECIAL SERVICES			\$5,819,309	\$6,036,300	
LIBRARY/ INSTRUCTIONAL MEDIA					
2610	150	Librarians	\$326,442	\$335,794	
2610	160	Clerical	\$90,668	\$93,582	
Library - Daniel Warren					
2610	400	General Services	\$3,060	\$2,754	
2610	450	General Supplies	\$2,160	\$1,944	
2610	490	Films/Video Library	\$8,280	\$7,452	
2610	490	BOCES - OPALS	\$7,701	\$7,716	
2610	521	Books	\$4,590	\$4,131	
Library - Bellows					
2610	400	General Services	\$4,410	\$3,969	
2610	450	General Supplies	\$3,600	\$3,240	
2610	0	Films/Video Library	\$8,370	\$7,533	
2610	490	BOCES - OPALS	\$7,701	\$7,716	
2610	521	Books	\$2,880	\$2,592	
Library - MS/HS					
2610	400	Services	\$1,080	\$972	
2610	450	Supplies	\$720	\$648	
2610	460	Films/Video Library	\$14,040	\$12,636	
2610	490/491	Video Streaming(BOCES)	\$62,118	\$57,477	
2610	521	Books	\$3,798	\$3,418	
SUBTOTAL: LIBRARY/MEDIA			\$551,618	\$553,575	

COMPUTER AIDED INSTRUCTION - DISTRICT-WIDE

2630 150	Educational Tech Coordinator	\$53,993	\$57,339	
2630 160	Teaching Assistants			
2630 200	Equipment	\$171,536	\$171,536	
2630 200	Equipment - managed wireless	\$14,250	\$14,250	
2630 400	Services - District IT Support	\$358,938	\$366,117	
2630 400	Services WEB updating	\$12,825	\$12,825	
2630 400	Services- Maintenance	\$37,000	\$37,000	
2630 450	Supplies	\$18,000	\$18,000	
2630 480	Software Licenses/Agreements	\$76,000	\$76,000	Microsoft, Symantec
SUBTOTAL: COMPUTER AIDED INSTRUCTION		\$742,542	\$753,067	

GRAND TOTAL: INSTRUCTIONAL MEDIA **\$1,294,160** **\$1,306,641**

PUPIL PERSONNEL**School Counseling Department**

2810 150	Co-Director of School Counseling	\$169,487	\$138,206	
2810 150	School Counseling Counselors	\$564,447	\$589,743	
2810 160	Clerical	\$117,518	\$120,767	
2810 400	Services	\$5,700	\$5,700	
2810 450	Supplies	\$9,175	\$9,175	
SUBTOTAL: School Counseling		\$866,327	\$863,590	

Psychologists

2810 150	Psychologists	\$444,893	\$425,540	
2810 450	Supplies	\$903	\$903	
SUBTOTAL: PSYCHOLOGISTS		\$445,796	\$426,442	

Nurses/Doctor

2815 160	Nurses	\$210,424	\$215,279	
2815 160	Doctor	\$5,665	\$5,700	
2815 400	Services	\$2,375	\$2,375	
2815 401	Services (other schools)	\$155,000	\$165,000	Req. by law
2815 450	Supplies	\$5,225	\$5,225	
SUBTOTAL: NURSES/DOCTOR		\$378,689	\$393,579	

GRAND TOTAL: PUPIL PERSONNEL **\$1,690,812** **\$1,683,612**

CO-CURRICULAR**Co-Curr Elem**

2850 150	Teachers/Coaches	\$2,021	\$2,041	
2850 400	Services	\$48	\$48	
2850 450	Supplies	\$95	\$95	
		\$2,164	\$2,184	

Co-Curr M.S.

2850 150	Teachers/Coaches	\$30,062	\$18,865	
2850 400	Services	\$190	\$190	
2850 450	Supplies	\$290	\$290	
		\$30,542	\$19,345	

Co-Curr H.S.

2850 150	Teachers/Coaches	\$99,308	\$64,633	
2850 400	Services	\$18,311	\$18,311	
2850 450	Supplies	\$176	\$176	
		\$117,795	\$83,120	

GRAND TOTAL CO-CURRICULAR **\$150,501** **\$104,648**

INTERSCHOLASTIC ATHLETICS

<u>Interscholastic Athletics</u>			
2855 150	Salaries	\$844,636	\$856,491
2855 200	Equipment	\$17,100	\$17,100
2855 400	Services	\$77,250	\$77,250
2855 402	Transportation	\$180,000	\$180,000
2855 450	Supplies	\$34,200	\$34,200
2855 490	Athletic Scheduling on-line	\$38,750	\$38,750
2855 490	BOCES Athletic Sched./Officials	\$53,288	\$53,287
GRAND TOTAL: ATHLETICS		\$1,245,223	\$1,257,078

TRANSPORTATION

5540-1510

490

<u>Transportation Occ Ed - BOCES</u>			
	RN 8 SW BOCES	\$13,010	\$13,010
SUBTOTAL: TRANS SPEC ED/BOCES		\$13,010	\$13,010

TRANSPORTATION

<u>Transportation - Special Education Contracted *</u>			
5540 400	Ardley (Project PASS) Concord Rd.	\$44,711	\$44,711
5540 400	BOCES - Valhalla	\$17,306	\$17,306
5540 400	Bronxville HS	\$35,579	\$35,579
5540 400	CP of Westchester	\$48,000	\$48,000
5540 400	Clearview School	\$37,870	\$38,000
5540 400	Consortium	\$30,000	\$30,000
5540 400	Karafin	\$48,000	\$48,960
5540 400	Four Winds	\$5,090	\$5,090
5540 400	Harvey School	\$10,180	\$10,180
5540 400	Irvington High School	\$33,594	\$33,600
5540 400	Mahopac	\$40,542	\$43,605
5540 400	Tuckahoe Park and Rec	\$20,000	\$20,400
5540 400	Fox Meadow	\$30,336	\$40,545
5540 400	Occ Ed BOCES (AM - Valhalla)	\$46,523	\$48,042
5540 400	Occ Ed BOCES PM only (Valhalla)	\$13,560	\$13,600
5540 400	Pinesbridge	\$50,900	\$51,000
5540 400	Riverview HS	\$49,831	\$50,000
5540 400	Rye Lake (IDT)	\$30,601	\$31,212
5540 400	Rye High School	\$22,172	\$27,724
5540 400	St. Vincents (varies)	\$5,090	\$5,100
5540 400	Tappan Hill (AIM)	\$30,540	\$30,500
5540 400	West. Exception School	\$49,108	\$49,000
5540 400	Windward (upper & lower)	\$29,868	\$30,000
5540 400	Other Schools	\$15,000	\$15,000
5540 400	Summer Schools w/monitors	\$65,000	\$65,000
*estimates			
SUBTOTAL: TRANS SPEC ED/HANDICAPPED		\$809,401	\$832,154

<u>Contracted Transportation Private & Parochial Schools</u>			
5540 400	Brunswick, Carmel, CSH, Greenwich	\$67,570	\$67,570
5540 400	H Mann, Fieldston, Riverdale	\$30,540	\$30,500
5540 400	The Ursuline School	\$20,000	\$10,000
5540 400	Other schools	\$15,000	\$15,000
5540 400	Public Carrier- Metro North	\$5,000	\$5,000
5540 400	Public Carrier- Bee Line	\$7,500	\$7,500
5540 400	Loop to Public Carrier	\$35,549	\$35,600
SUBTOTAL: PRIVATE & PAROCHIAL		\$181,158	\$171,170

GRAND TOTAL: TRANSPORTATION	\$1,003,569	\$1,016,334
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GRAND TOTAL:	\$43,095,212	\$44,545,814
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Three Part Budget

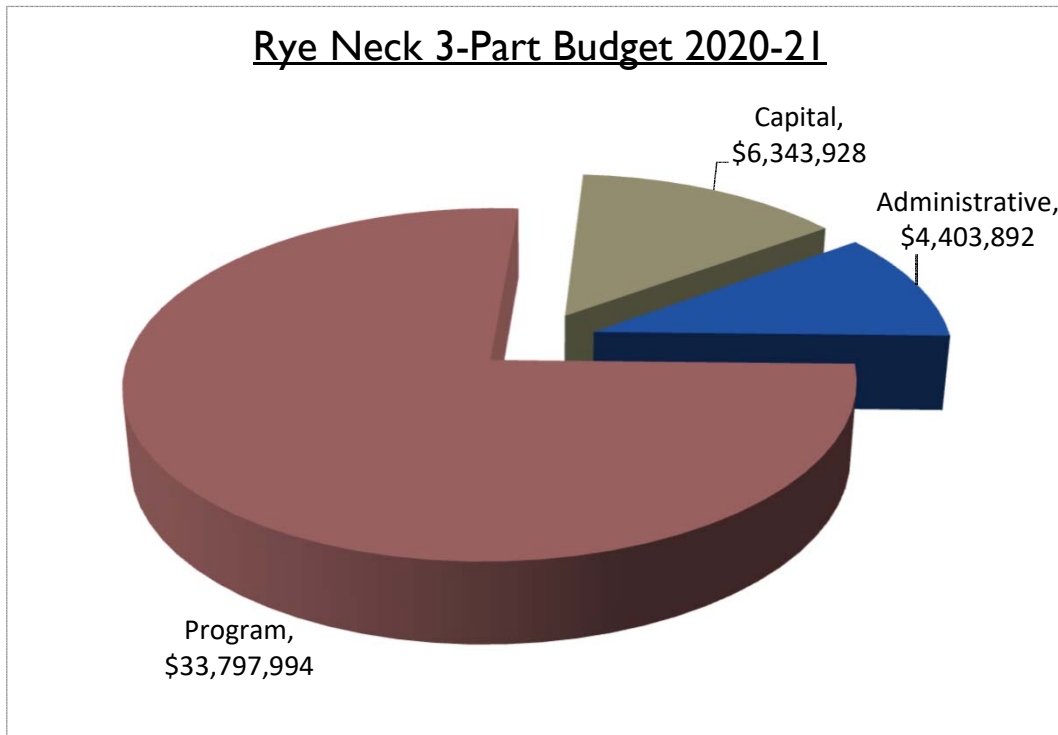
Category	Proposed FY 2020-2021	Administrative	Program	Capital
Total - Board of Education	\$10,450	\$10,450		
Total - Central Administration	\$398,816	\$398,816		
Total - Finance	\$782,433	\$782,433		
Total - Legal	\$150,000	\$125,000	\$25,000	
Total - Personnel	\$90,586	\$90,586		
Total - Operations & Maintenance	\$2,822,138			\$2,822,138
Total - Special Items	\$721,939	\$721,939		
Total - General Support	\$4,976,362	\$2,129,224	\$25,000	\$2,822,138
Total - Instruction (Adm. & Imp.)	\$2,239,470	\$968,700	\$1,270,770	
Total - Reg. School Instruction	\$12,989,656		\$12,989,656	
Total - Special Education	\$5,996,300	\$205,811	\$5,790,489	
Total - Instructional Media	\$1,306,641		\$1,306,641	
Total - Guidance	\$863,590		\$863,590	
Total - Health Services	\$393,579		\$393,579	
Total - Psychology	\$426,442		\$426,442	
Total - Interscholastic Athletics	\$1,257,078	\$188,614	\$1,068,464	
Total - Instruction	\$25,472,757	\$1,363,125	\$24,109,631	
Total - Pupil Transportation	\$1,016,334	\$0	\$1,016,334	\$0
Total - Census & Community Service	\$0	\$0	\$0	\$0
Total - Employee Benefits	\$10,308,860	\$911,542	\$8,647,029	\$750,288
Total - Interfund Transfer	\$40,000			\$40,000
Total - Debt Service	\$2,731,503			\$2,731,503
Total- Undistributed Expenses	\$13,080,363	\$911,542	\$8,647,029	\$3,521,791
Grand Total Summary				
Total - General Support	\$4,976,362	\$2,129,224	\$25,000	\$2,822,138
Total - Instruction	\$25,472,757	\$1,363,125	\$24,109,631	\$0
Total - Pupil Transportation	\$1,016,334	\$0	\$1,016,334	\$0
Total - Community Services	\$0	\$0	\$0	\$0
Total - Undistributed Expenses	\$13,080,363	\$911,542	\$8,647,029	\$3,521,791
Grand Total	\$44,545,814	\$4,403,892	\$33,797,994	\$6,343,928

RyeNeck Schools

LEARN • ACHIEVE • LEAD

2020-21 Three Part Budget

Category	Amount
Administrative	\$4,403,892
Program	\$33,797,994
Capital	\$6,343,928
Total	\$44,545,814



Budgetary Definitions

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

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

Adopted Budget:

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

Appropriated Fund Balance

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

Approved Budget:

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

Assessed Value:

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

Assessment Roll:

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

Budget

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

Budget-to-Budget Increase:

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

Budget Calendar:

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

Capital Budget Component:

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

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

Consumer Price Index (CPI):

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

Contingent Budget:

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

Employee Benefits

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

Employee Benefits Reserve:

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

Encumbrance Reserve

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

Equalization Rate

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

Equipment

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

Expenditure:

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

Fiscal Year:

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

Full Time Equivalent (FTE):

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

Fund Balance:

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

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

Gap Elimination Assessment (GEA):

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

General Fund

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

Mandates

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

Maximum Allowable Levy

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

Program Budget Component:

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

Program expenditures include:

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

Proposed Budget:

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

Reassessment:

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

Reserve Fund Balance:

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

Retirement Reserve:

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

Revenue:

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

Salaries:

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

STAR:

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

State Aid:

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

Supplies:

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

Support Services:

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

Tax Base:

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

Tax Cap

See Tax Levy Limit.

Tax Certiorari:

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

Tax Certiorari Reserve:

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

Tax Levy:

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

Tax Levy Limit:

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

Tax Rate:

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

Three-part Budget:

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

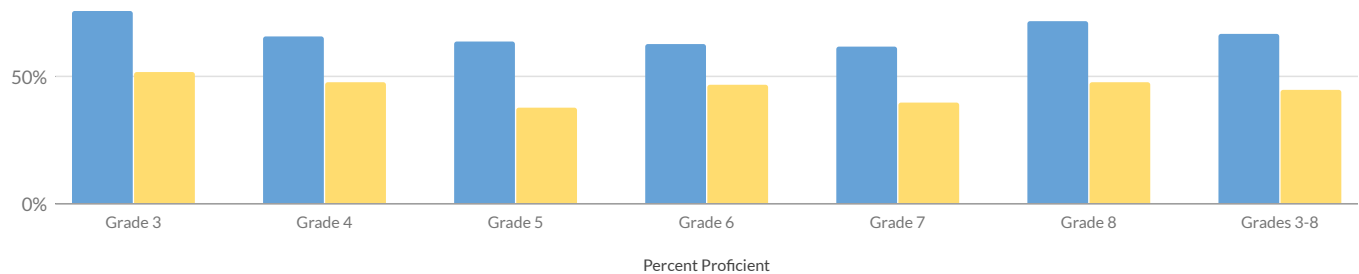
Unreserved Fund Balance:

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

RYE NECK UFSD - NEW YORK STATE REPORT CARD [2018 - 19]

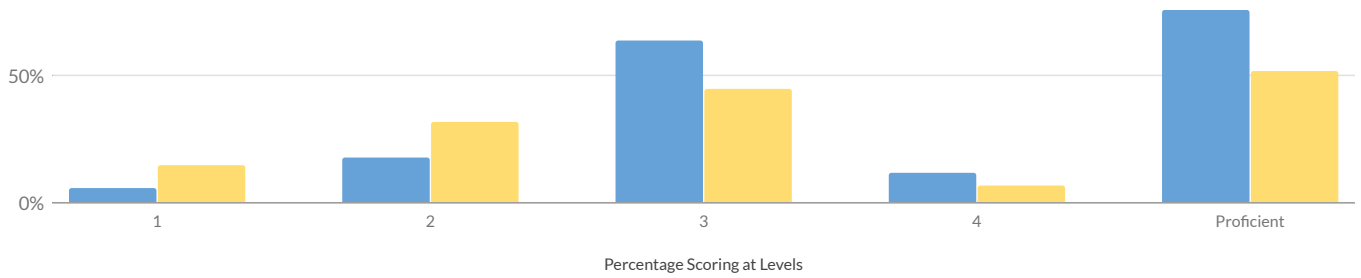
The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to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

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



Grade	Not Tested	Tested	Percent Proficient									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	16	100	6	6%	18	18%	64	64%	12	12%	76	76%
Grade 4	20	98	3	3%	30	31%	43	44%	22	22%	65	66%
Grade 5	23	95	13	14%	21	22%	33	35%	28	29%	61	64%
Grade 6	28	131	25	19%	23	18%	28	21%	55	42%	83	63%
Grade 7	37	94	13	14%	23	24%	30	32%	28	30%	58	62%
Grade 8	48	94	10	11%	16	17%	31	33%	37	39%	68	72%
Grades 3-8	172	612	70	11%	131	21%	229	37%	182	30%	411	67%

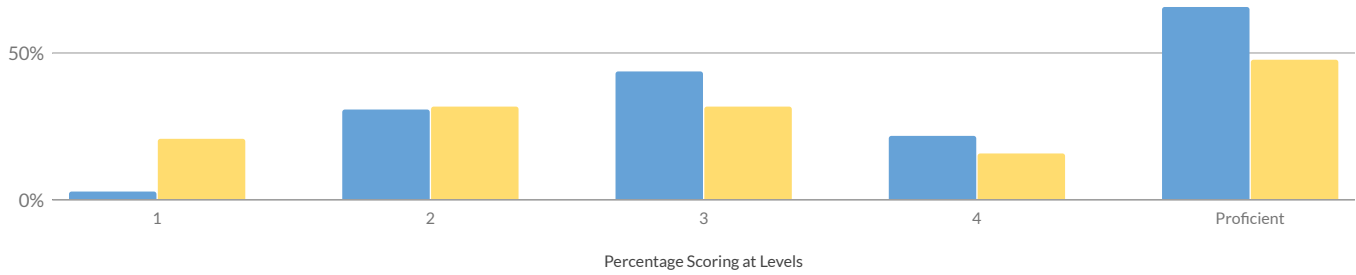
GRADE 3 ELA RESULTS



MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	16	100	6	6%	18	18%	64	64%	12	12%	76	76%
General Education	12	92	1	1%	15	16%	64	70%	12	13%	76	83%
Students with Disabilities	4	8	5	63%	3	38%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	10	-	-	-	-	-	-	-	-	-	-
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	22	4	18%	9	41%	9	41%	0	0%	9	41%
White	15	64	2	3%	8	13%	45	70%	9	14%	54	84%
Multiracial	0	3	-	-	-	-	-	-	-	-	-	-
Small Group Total	0	14	0	0%	1	7%	10	71%	3	21%	13	93%
Female	12	43	3	7%	7	16%	27	63%	6	14%	33	77%
Male	4	57	3	5%	11	19%	37	65%	6	11%	43	75%
English Language Learners	2	4	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	14	96	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	3	16	2	13%	7	44%	7	44%	0	0%	7	44%
Not Economically Disadvantaged	13	84	4	5%	11	13%	57	68%	12	14%	69	82%
Not Migrant	16	100	6	6%	18	18%	64	64%	12	12%	76	76%
Not Homeless	16	100	6	6%	18	18%	64	64%	12	12%	76	76%
Not in Foster Care	16	100	6	6%	18	18%	64	64%	12	12%	76	76%
Parent Not in Armed Forces	16	100	6	6%	18	18%	64	64%	12	12%	76	76%

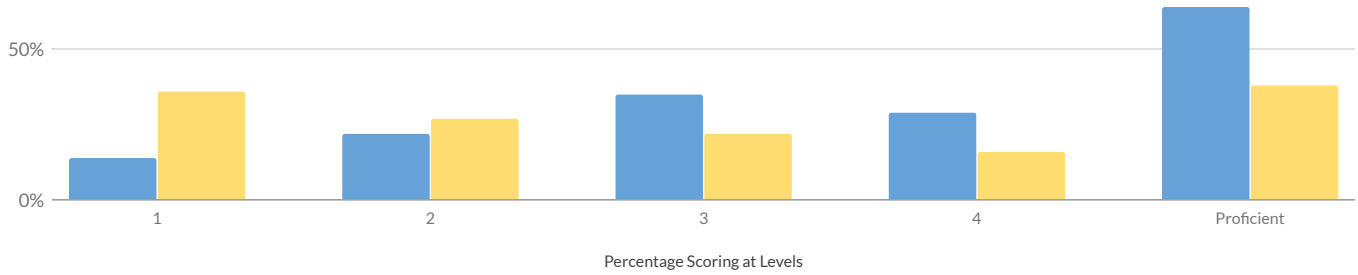
GRADE 4 ELA RESULTS



MEAN SCORE: 606

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	20	98	3	3%	30	31%	43	44%	22	22%	65	66%
General Education	15	92	3	3%	24	26%	43	47%	22	24%	65	71%
Students with Disabilities	5	6	0	0%	6	100%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	8	-	-	-	-	-	-	-	-	-	-
Black or African American	1	4	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	4	21	2	10%	9	43%	8	38%	2	10%	10	48%
White	11	54	0	0%	17	31%	22	41%	15	28%	37	69%
Multiracial	1	11	0	0%	2	18%	5	45%	4	36%	9	82%
Small Group Total	4	12	1	8%	2	17%	8	67%	1	8%	9	75%
Female	6	53	3	6%	11	21%	27	51%	12	23%	39	74%
Male	14	45	0	0%	19	42%	16	36%	10	22%	26	58%
English Language Learners	6	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	14	96	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	2	18	1	6%	12	67%	5	28%	0	0%	5	28%
Not Economically Disadvantaged	18	80	2	3%	18	23%	38	48%	22	28%	60	75%
Not Migrant	20	98	3	3%	30	31%	43	44%	22	22%	65	66%
Not Homeless	20	98	3	3%	30	31%	43	44%	22	22%	65	66%
Not in Foster Care	20	98	3	3%	30	31%	43	44%	22	22%	65	66%
Parent Not in Armed Forces	20	98	3	3%	30	31%	43	44%	22	22%	65	66%

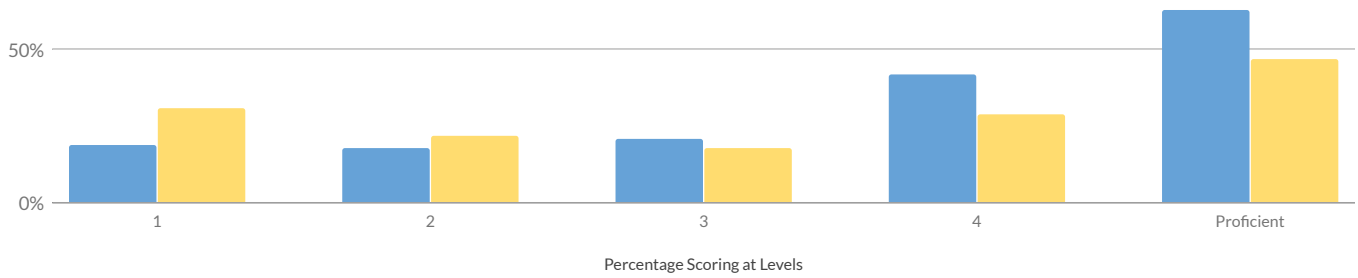
GRADE 5 ELA RESULTS



MEAN SCORE: 611

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	23	95	13	14%	21	22%	33	35%	28	29%	61	64%
General Education	20	90	9	10%	20	22%	33	37%	28	31%	61	68%
Students with Disabilities	3	5	4	80%	1	20%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	6	1	17%	1	17%	2	33%	2	33%	4	67%
Black or African American	1	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	19	3	16%	6	32%	6	32%	4	21%	10	53%
White	13	64	8	13%	13	20%	23	36%	20	31%	43	67%
Multiracial	1	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	6	1	17%	1	17%	2	33%	2	33%	4	67%
Female	10	35	2	6%	8	23%	14	40%	11	31%	25	71%
Male	13	60	11	18%	13	22%	19	32%	17	28%	36	60%
English Language Learners	2	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	21	93	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	11	2	18%	4	36%	4	36%	1	9%	5	45%
Not Economically Disadvantaged	18	84	11	13%	17	20%	29	35%	27	32%	56	67%
Not Migrant	23	95	13	14%	21	22%	33	35%	28	29%	61	64%
Not Homeless	23	95	13	14%	21	22%	33	35%	28	29%	61	64%
Not in Foster Care	23	95	13	14%	21	22%	33	35%	28	29%	61	64%
Parent Not in Armed Forces	23	95	13	14%	21	22%	33	35%	28	29%	61	64%

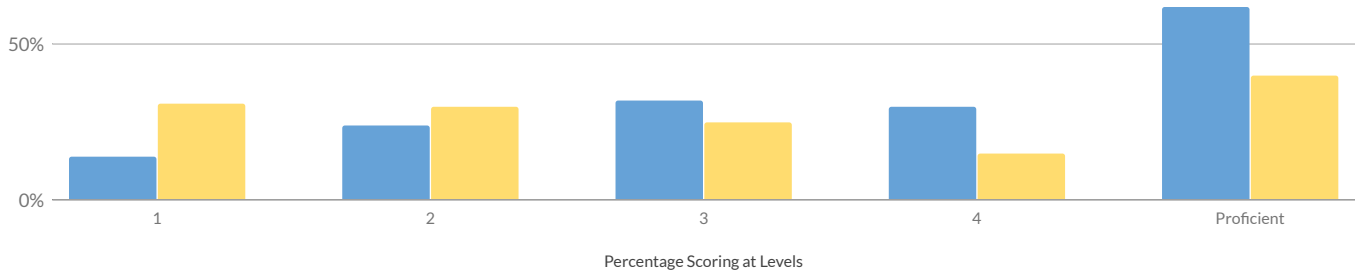
GRADE 6 ELA RESULTS



MEAN SCORE: 606

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	28	131	25	19%	23	18%	28	21%	55	42%	83	63%
General Education	18	121	18	15%	20	17%	28	23%	55	45%	83	69%
Students with Disabilities	10	10	7	70%	3	30%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	10	1	10%	3	30%	3	30%	3	30%	6	60%
Black or African American	0	7	3	43%	1	14%	2	29%	1	14%	3	43%
Hispanic or Latino	6	30	13	43%	7	23%	5	17%	5	17%	10	33%
White	20	75	8	11%	9	12%	16	21%	42	56%	58	77%
Multiracial	2	9	0	0%	3	33%	2	22%	4	44%	6	67%
Female	11	78	14	18%	14	18%	16	21%	34	44%	50	64%
Male	17	53	11	21%	9	17%	12	23%	21	40%	33	62%
English Language Learners	2	3	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	26	128	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	4	23	10	43%	6	26%	5	22%	2	9%	7	30%
Not Economically Disadvantaged	24	108	15	14%	17	16%	23	21%	53	49%	76	70%
Not Migrant	28	131	25	19%	23	18%	28	21%	55	42%	83	63%
Not Homeless	28	131	25	19%	23	18%	28	21%	55	42%	83	63%
Not in Foster Care	28	131	25	19%	23	18%	28	21%	55	42%	83	63%
Parent Not in Armed Forces	28	131	25	19%	23	18%	28	21%	55	42%	83	63%

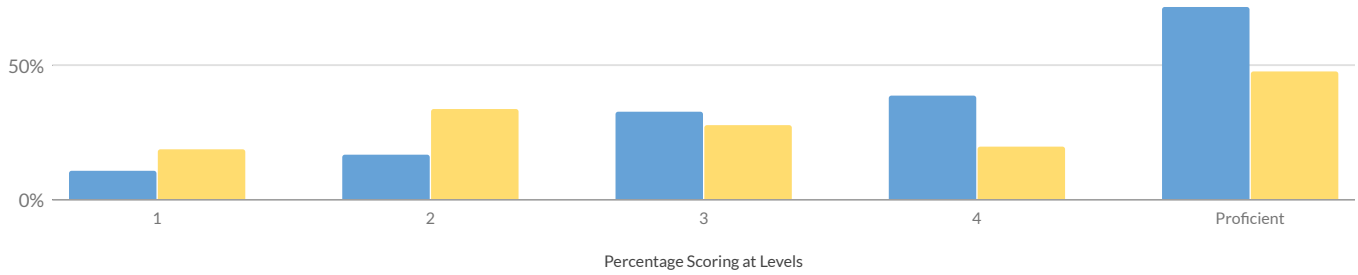
GRADE 7 ELA RESULTS



MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	37	94	13	14%	23	24%	30	32%	28	30%	58	62%
General Education	31	87	7	8%	22	25%	30	34%	28	32%	58	67%
Students with Disabilities	6	7	6	86%	1	14%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	7	—	—	—	—	—	—	—	—	—	—
Black or African American	2	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	16	3	19%	5	31%	4	25%	4	25%	8	50%
White	26	59	6	10%	15	25%	22	37%	16	27%	38	64%
Multiracial	1	8	2	25%	1	13%	1	13%	4	50%	5	63%
Small Group Total	4	11	2	18%	2	18%	3	27%	4	36%	7	64%
Female	15	37	3	8%	7	19%	15	41%	12	32%	27	73%
Male	22	57	10	18%	16	28%	15	26%	16	28%	31	54%
English Language Learners	1	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	36	91	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	7	10	3	30%	3	30%	2	20%	2	20%	4	40%
Not Economically Disadvantaged	30	84	10	12%	20	24%	28	33%	26	31%	54	64%
Not Migrant	37	94	13	14%	23	24%	30	32%	28	30%	58	62%
Not Homeless	37	94	13	14%	23	24%	30	32%	28	30%	58	62%
Not in Foster Care	37	94	13	14%	23	24%	30	32%	28	30%	58	62%
Parent Not in Armed Forces	37	94	13	14%	23	24%	30	32%	28	30%	58	62%

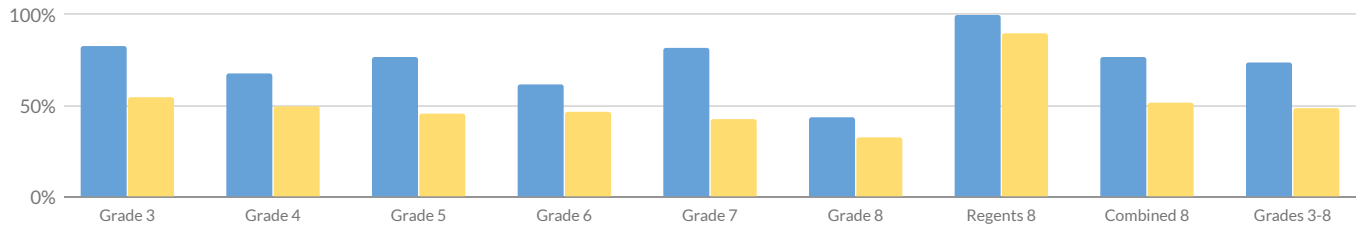
GRADE 8 ELA RESULTS



MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	48	94	10	11%	16	17%	31	33%	37	39%	68	72%
General Education	40	82	5	6%	11	13%	30	37%	36	44%	66	80%
Students with Disabilities	8	12	5	42%	5	42%	1	8%	1	8%	2	17%
Asian or Native Hawaiian/Other Pacific Islander	0	8	1	13%	0	0%	5	63%	2	25%	7	88%
Black or African American	3	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	17	4	24%	5	29%	4	24%	4	24%	8	47%
White	25	60	5	8%	9	15%	21	35%	25	42%	46	77%
Multiracial	1	7	—	—	—	—	—	—	—	—	—	—
Small Group Total	4	9	0	0%	2	22%	1	11%	6	67%	7	78%
Female	21	43	2	5%	6	14%	15	35%	20	47%	35	81%
Male	27	51	8	16%	10	20%	16	31%	17	33%	33	65%
English Language Learners	0	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	48	92	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	15	8	3	38%	1	13%	2	25%	2	25%	4	50%
Not Economically Disadvantaged	33	86	7	8%	15	17%	29	34%	35	41%	64	74%
Not Migrant	48	94	10	11%	16	17%	31	33%	37	39%	68	72%
Not Homeless	48	94	10	11%	16	17%	31	33%	37	39%	68	72%
Not in Foster Care	48	94	10	11%	16	17%	31	33%	37	39%	68	72%
Parent Not in Armed Forces	48	94	10	11%	16	17%	31	33%	37	39%	68	72%

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

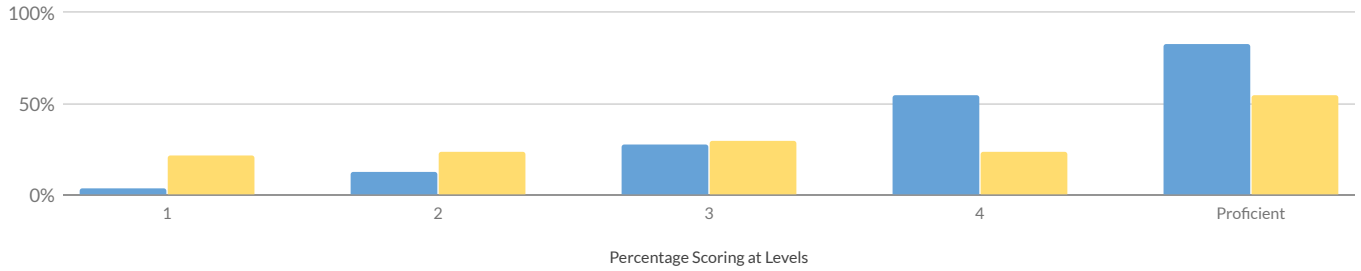


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	13	102	4	4%	13	13%	29	28%	56	55%	85	83%
Grade 4	14	103	7	7%	26	25%	26	25%	44	43%	70	68%
Grade 5	22	96	5	5%	17	18%	25	26%	49	51%	74	77%
Grade 6	32	127	13	10%	35	28%	37	29%	42	33%	79	62%
Grade 7	36	96	5	5%	12	13%	33	34%	46	48%	79	82%
Grade 8	100	43	11	26%	13	30%	14	33%	5	12%	19	44%
Regents 8	–	61	0	0%	0	0%	0	0%	61	100%	61	100%
Combined 8	100	104	11	11%	13	13%	14	13%	66	63%	80	77%
Grades 3-8	217	628	45	7%	116	18%	164	26%	303	48%	467	74%

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

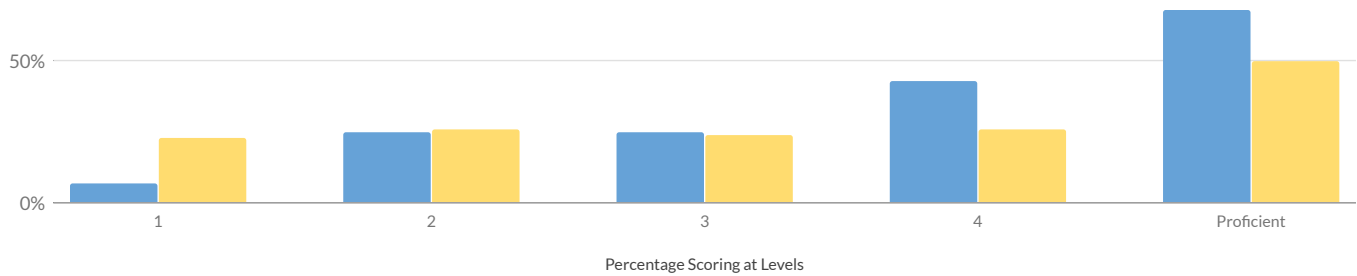
GRADE 3 MATH RESULTS



MEAN SCORE: 614

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	13	102	4	4%	13	13%	29	28%	56	55%	85	83%
General Education	9	94	0	0%	11	12%	28	30%	55	59%	83	88%
Students with Disabilities	4	8	4	50%	2	25%	1	13%	1	13%	2	25%
Asian or Native Hawaiian/Other Pacific Islander	0	10	-	-	-	-	-	-	-	-	-	-
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	21	2	10%	7	33%	7	33%	5	24%	12	57%
White	11	67	1	1%	6	9%	20	30%	40	60%	60	90%
Multiracial	0	3	-	-	-	-	-	-	-	-	-	-
Small Group Total	0	14	1	7%	0	0%	2	14%	11	79%	13	93%
Female	12	42	3	7%	7	17%	10	24%	22	52%	32	76%
Male	1	60	1	2%	6	10%	19	32%	34	57%	53	88%
English Language Learners	0	6	2	33%	3	50%	0	0%	1	17%	1	17%
Non-English Language Learners	13	96	2	2%	10	10%	29	30%	55	57%	84	88%
Economically Disadvantaged	4	15	3	20%	2	13%	5	33%	5	33%	10	67%
Not Economically Disadvantaged	9	87	1	1%	11	13%	24	28%	51	59%	75	86%
Not Migrant	13	102	4	4%	13	13%	29	28%	56	55%	85	83%
Not Homeless	13	102	4	4%	13	13%	29	28%	56	55%	85	83%
Not in Foster Care	13	102	4	4%	13	13%	29	28%	56	55%	85	83%
Parent Not in Armed Forces	13	102	4	4%	13	13%	29	28%	56	55%	85	83%

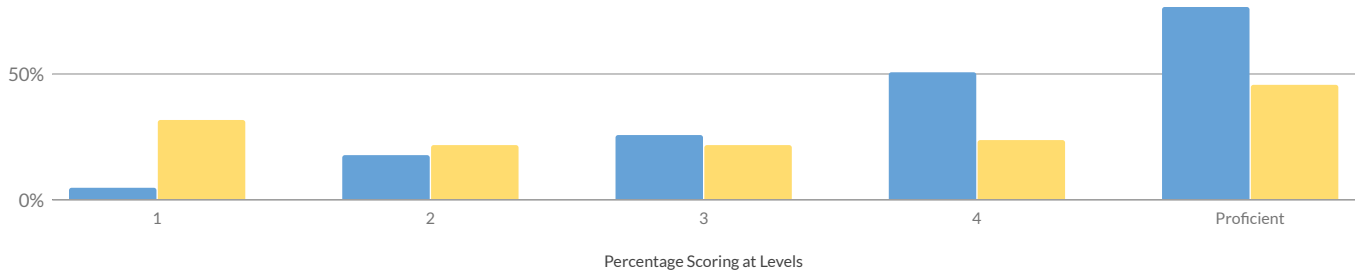
GRADE 4 MATH RESULTS



MEAN SCORE: 610

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	14	103	7	7%	26	25%	26	25%	44	43%	70	68%
General Education	10	96	5	5%	24	25%	25	26%	42	44%	67	70%
Students with Disabilities	4	7	2	29%	2	29%	1	14%	2	29%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	0	11	0	0%	0	0%	2	18%	9	82%	11	100%
Black or African American	1	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	22	3	14%	12	55%	3	14%	4	18%	7	32%
White	9	55	2	4%	11	20%	18	33%	24	44%	42	76%
Multiracial	1	11	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	15	2	13%	3	20%	3	20%	7	47%	10	67%
Female	5	54	5	9%	10	19%	17	31%	22	41%	39	72%
Male	9	49	2	4%	16	33%	9	18%	22	45%	31	63%
English Language Learners	0	7	1	14%	0	0%	1	14%	5	71%	6	86%
Non-English Language Learners	14	96	6	6%	26	27%	25	26%	39	41%	64	67%
Economically Disadvantaged	2	18	3	17%	10	56%	4	22%	1	6%	5	28%
Not Economically Disadvantaged	12	85	4	5%	16	19%	22	26%	43	51%	65	76%
Not Migrant	14	103	7	7%	26	25%	26	25%	44	43%	70	68%
Not Homeless	14	103	7	7%	26	25%	26	25%	44	43%	70	68%
Not in Foster Care	14	103	7	7%	26	25%	26	25%	44	43%	70	68%
Parent Not in Armed Forces	14	103	7	7%	26	25%	26	25%	44	43%	70	68%

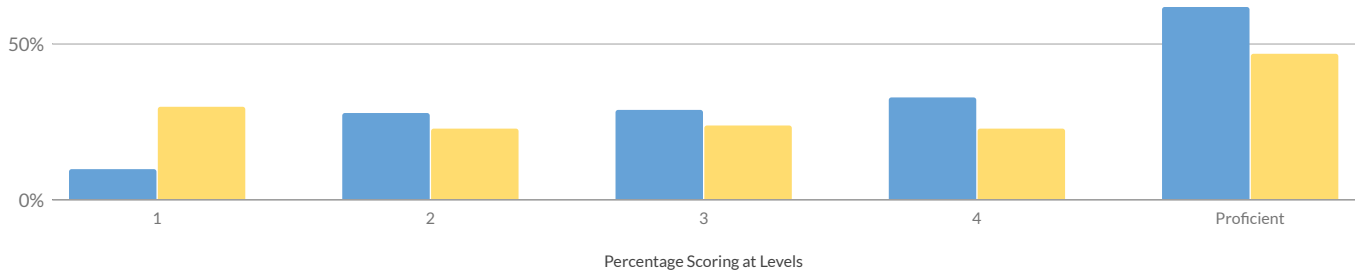
GRADE 5 MATH RESULTS



MEAN SCORE: 615

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	22	96	5	5%	17	18%	25	26%	49	51%	74	77%
General Education	20	90	4	4%	14	16%	23	26%	49	54%	72	80%
Students with Disabilities	2	6	1	17%	3	50%	2	33%	0	0%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	0	7	0	0%	1	14%	2	29%	4	57%	6	86%
Black or African American	1	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	20	1	5%	6	30%	3	15%	10	50%	13	65%
White	14	63	3	5%	9	14%	18	29%	33	52%	51	81%
Multiracial	1	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	6	1	17%	1	17%	2	33%	2	33%	4	67%
Female	12	33	3	9%	6	18%	9	27%	15	45%	24	73%
Male	10	63	2	3%	11	17%	16	25%	34	54%	50	79%
English Language Learners	0	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	22	92	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	6	10	1	10%	4	40%	1	10%	4	40%	5	50%
Not Economically Disadvantaged	16	86	4	5%	13	15%	24	28%	45	52%	69	80%
Not Migrant	22	96	5	5%	17	18%	25	26%	49	51%	74	77%
Not Homeless	22	96	5	5%	17	18%	25	26%	49	51%	74	77%
Not in Foster Care	22	96	5	5%	17	18%	25	26%	49	51%	74	77%
Parent Not in Armed Forces	22	96	5	5%	17	18%	25	26%	49	51%	74	77%

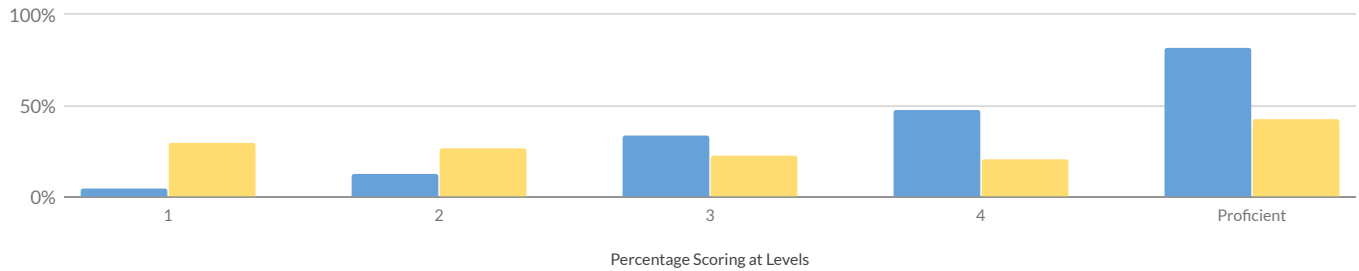
GRADE 6 MATH RESULTS



MEAN SCORE: 608

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	32	127	13	10%	35	28%	37	29%	42	33%	79	62%
General Education	19	120	7	6%	35	29%	36	30%	42	35%	78	65%
Students with Disabilities	13	7	6	86%	0	0%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	0	10	0	0%	1	10%	2	20%	7	70%	9	90%
Black or African American	0	7	2	29%	2	29%	3	43%	0	0%	3	43%
Hispanic or Latino	8	28	7	25%	12	43%	8	29%	1	4%	9	32%
White	22	73	4	5%	16	22%	24	33%	29	40%	53	73%
Multiracial	2	9	0	0%	4	44%	0	0%	5	56%	5	56%
Female	17	72	7	10%	21	29%	22	31%	22	31%	44	61%
Male	15	55	6	11%	14	25%	15	27%	20	36%	35	64%
English Language Learners	0	5	1	20%	1	20%	1	20%	2	40%	3	60%
Non-English Language Learners	32	122	12	10%	34	28%	36	30%	40	33%	76	62%
Economically Disadvantaged	6	21	4	19%	10	48%	4	19%	3	14%	7	33%
Not Economically Disadvantaged	26	106	9	8%	25	24%	33	31%	39	37%	72	68%
Not Migrant	32	127	13	10%	35	28%	37	29%	42	33%	79	62%
Not Homeless	32	127	13	10%	35	28%	37	29%	42	33%	79	62%
Not in Foster Care	32	127	13	10%	35	28%	37	29%	42	33%	79	62%
Parent Not in Armed Forces	32	127	13	10%	35	28%	37	29%	42	33%	79	62%

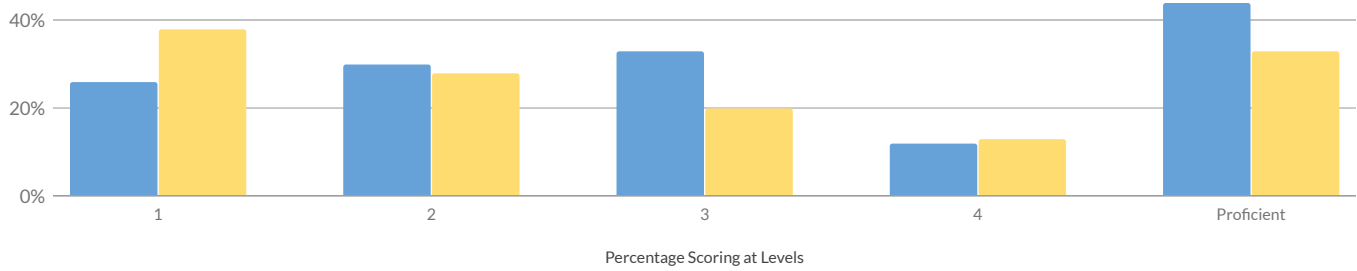
GRADE 7 MATH RESULTS



MEAN SCORE: 617

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	36	96	5	5%	12	13%	33	34%	46	48%	79	82%
General Education	29	90	2	2%	10	11%	32	36%	46	51%	78	87%
Students with Disabilities	7	6	3	50%	2	33%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	2	8	0	0%	0	0%	3	38%	5	63%	8	100%
Black or African American	3	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	19	1	5%	4	21%	8	42%	6	32%	14	74%
White	27	58	2	3%	7	12%	19	33%	30	52%	49	84%
Multiracial	1	8	—	—	—	—	—	—	—	—	—	—
Small Group Total	4	11	2	18%	1	9%	3	27%	5	45%	8	73%
Female	14	38	0	0%	5	13%	12	32%	21	55%	33	87%
Male	22	58	5	9%	7	12%	21	36%	25	43%	46	79%
English Language Learners	1	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	35	92	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	4	13	2	15%	5	38%	3	23%	3	23%	6	46%
Not Economically Disadvantaged	32	83	3	4%	7	8%	30	36%	43	52%	73	88%
Not Migrant	36	96	5	5%	12	13%	33	34%	46	48%	79	82%
Not Homeless	36	96	5	5%	12	13%	33	34%	46	48%	79	82%
Not in Foster Care	36	96	5	5%	12	13%	33	34%	46	48%	79	82%
Parent Not in Armed Forces	36	96	5	5%	12	13%	33	34%	46	48%	79	82%

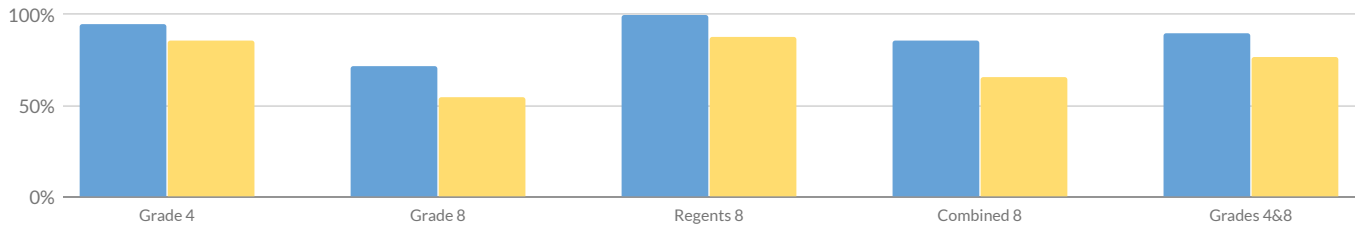
GRADE 8 MATH RESULTS



MEAN SCORE: 602

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	100	43	11	26%	13	30%	14	33%	5	12%	19	44%
General Education	92	31	4	13%	9	29%	13	42%	5	16%	18	58%
Students with Disabilities	8	12	7	58%	4	33%	1	8%	0	0%	1	8%
Asian or Native Hawaiian/Other Pacific Islander	7	1	-	-	-	-	-	-	-	-	-	-
Black or African American	4	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	22	14	-	-	-	-	-	-	-	-	-	-
White	61	25	3	12%	9	36%	9	36%	4	16%	13	52%
Multiracial	6	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	39	18	8	44%	4	22%	5	28%	1	6%	6	33%
Female	47	17	3	18%	4	24%	8	47%	2	12%	10	59%
Male	53	26	8	31%	9	35%	6	23%	3	12%	9	35%
English Language Learners	1	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	99	42	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	15	8	3	38%	2	25%	3	38%	0	0%	3	38%
Not Economically Disadvantaged	85	35	8	23%	11	31%	11	31%	5	14%	16	46%
Not Migrant	100	43	11	26%	13	30%	14	33%	5	12%	19	44%
Not Homeless	100	43	11	26%	13	30%	14	33%	5	12%	19	44%
Not in Foster Care	100	43	11	26%	13	30%	14	33%	5	12%	19	44%
Parent Not in Armed Forces	100	43	11	26%	13	30%	14	33%	5	12%	19	44%

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

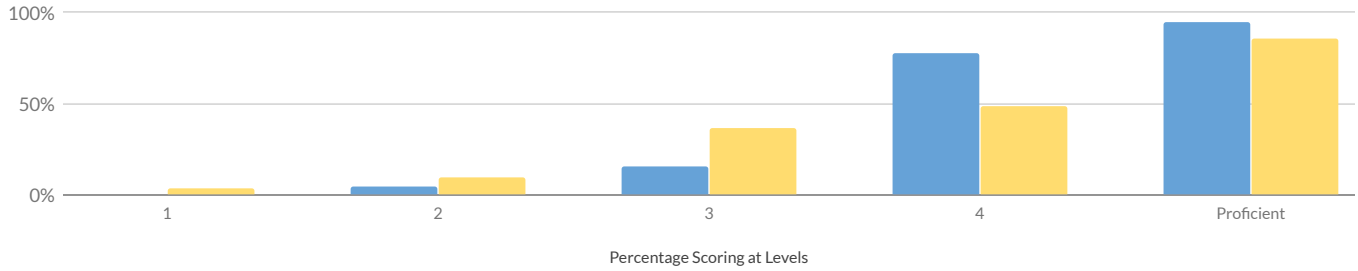


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	7	110	0	0%	6	5%	18	16%	86	78%	104	95%
Grade 8	71	72	5	7%	15	21%	38	53%	14	19%	52	72%
Regents 8	—	66	0	0%	0	0%	3	5%	63	95%	66	100%
Combined 8	71	138	5	4%	15	11%	41	30%	77	56%	118	86%
Grades 4&8	78	248	5	2%	21	8%	59	24%	163	66%	222	90%

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

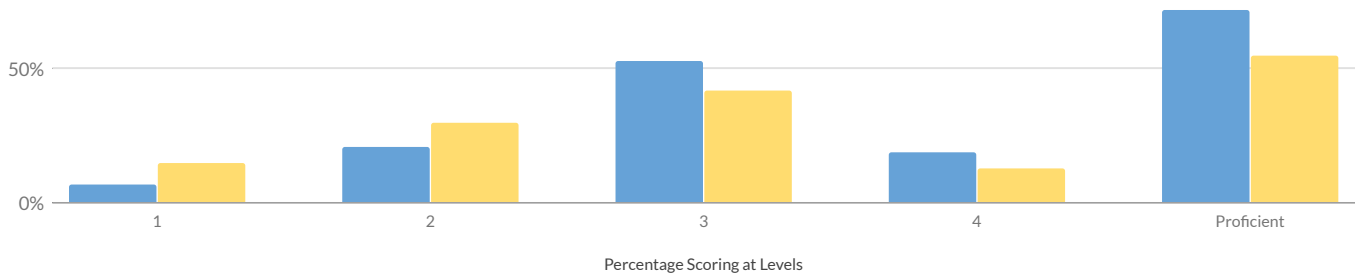
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 88

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	110	0	0%	6	5%	18	16%	86	78%	104	95%
General Education	6	100	0	0%	4	4%	15	15%	81	81%	96	96%
Students with Disabilities	1	10	0	0%	2	20%	3	30%	5	50%	8	80%
Asian or Native Hawaiian/Other Pacific Islander	0	11	0	0%	0	0%	2	18%	9	82%	11	100%
Black or African American	0	5	0	0%	2	40%	1	20%	2	40%	3	60%
Hispanic or Latino	2	23	0	0%	2	9%	8	35%	13	57%	21	91%
White	4	60	0	0%	2	3%	6	10%	52	87%	58	97%
Multiracial	1	11	0	0%	0	0%	1	9%	10	91%	11	100%
Female	3	56	0	0%	4	7%	7	13%	45	80%	52	93%
Male	4	54	0	0%	2	4%	11	20%	41	76%	52	96%
English Language Learners	1	6	0	0%	1	17%	2	33%	3	50%	5	83%
Non-English Language Learners	6	104	0	0%	5	5%	16	15%	83	80%	99	95%
Economically Disadvantaged	1	19	0	0%	1	5%	7	37%	11	58%	18	95%
Not Economically Disadvantaged	6	91	0	0%	5	5%	11	12%	75	82%	86	95%
Not Migrant	7	110	0	0%	6	5%	18	16%	86	78%	104	95%
Not Homeless	7	110	0	0%	6	5%	18	16%	86	78%	104	95%
Not in Foster Care	7	110	0	0%	6	5%	18	16%	86	78%	104	95%
Parent Not in Armed Forces	7	110	0	0%	6	5%	18	16%	86	78%	104	95%

GRADE 8 SCIENCE RESULTS

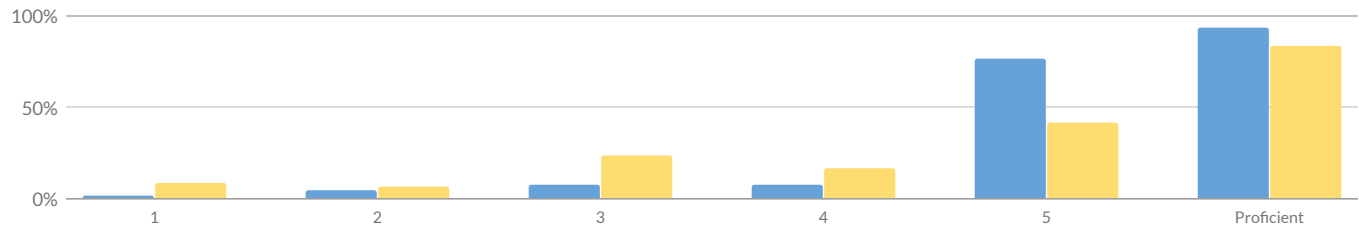


MEAN SCORE: 72

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	71	72	5	7%	15	21%	38	53%	14	19%	52	72%
General Education	69	54	2	4%	7	13%	32	59%	13	24%	45	83%
Students with Disabilities	2	18	3	17%	8	44%	6	33%	1	6%	7	39%
Asian or Native Hawaiian/Other Pacific Islander	3	5	0	0%	0	0%	3	60%	2	40%	5	100%
Black or African American	1	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	23	3	13%	7	30%	11	48%	2	9%	13	57%
White	49	37	2	5%	5	14%	21	57%	9	24%	30	81%
Multiracial	5	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	7	0	0%	3	43%	3	43%	1	14%	4	57%
Female	37	27	1	4%	8	30%	14	52%	4	15%	18	67%
Male	34	45	4	9%	7	16%	24	53%	10	22%	34	76%
English Language Learners	0	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	71	70	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	21	2	10%	7	33%	10	48%	2	10%	12	57%
Not Economically Disadvantaged	69	51	3	6%	8	16%	28	55%	12	24%	40	78%
Not Migrant	71	72	5	7%	15	21%	38	53%	14	19%	52	72%
Not Homeless	71	72	5	7%	15	21%	38	53%	14	19%	52	72%
Not in Foster Care	71	72	5	7%	15	21%	38	53%	14	19%	52	72%
Parent Not in Armed Forces	71	72	5	7%	15	21%	38	53%	14	19%	52	72%

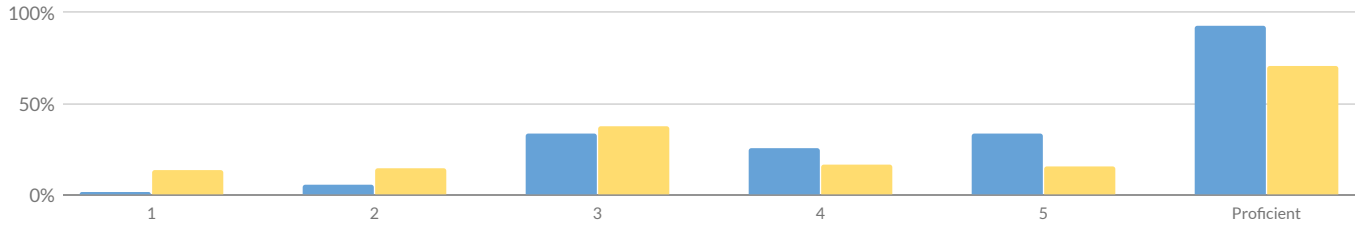
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



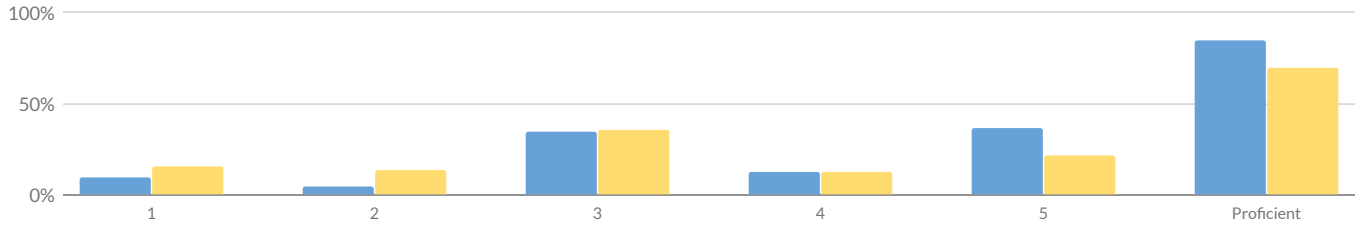
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	108	2	2%	5	5%	9	8%	9	8%	83	77%	101	94%
General Education	93	1	1%	2	2%	4	4%	6	6%	80	86%	90	97%
Students with Disabilities	15	1	7%	3	20%	5	33%	3	20%	3	20%	11	73%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	1	20%	0	0%	0	0%	3	60%	3	60%
Black or African American	5	0	0%	0	0%	0	0%	0	0%	5	100%	5	100%
Hispanic or Latino	20	0	0%	2	10%	1	5%	2	10%	15	75%	18	90%
White	73	1	1%	2	3%	7	10%	7	10%	56	77%	70	96%
Multiracial	5	0	0%	0	0%	1	20%	0	0%	4	80%	5	100%
Female	53	2	4%	2	4%	1	2%	5	9%	43	81%	49	92%
Male	55	0	0%	3	5%	8	15%	4	7%	40	73%	52	95%
English Language Learners	2	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	106	–	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	17	0	0%	1	6%	4	24%	3	18%	9	53%	16	94%
Not Economically Disadvantaged	91	2	2%	4	4%	5	5%	6	7%	74	81%	85	93%
Not Migrant	108	2	2%	5	5%	9	8%	9	8%	83	77%	101	94%
Not Homeless	108	2	2%	5	5%	9	8%	9	8%	83	77%	101	94%
Not in Foster Care	108	2	2%	5	5%	9	8%	9	8%	83	77%	101	94%
Parent Not in Armed Forces	108	2	2%	5	5%	9	8%	9	8%	83	77%	101	94%

ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



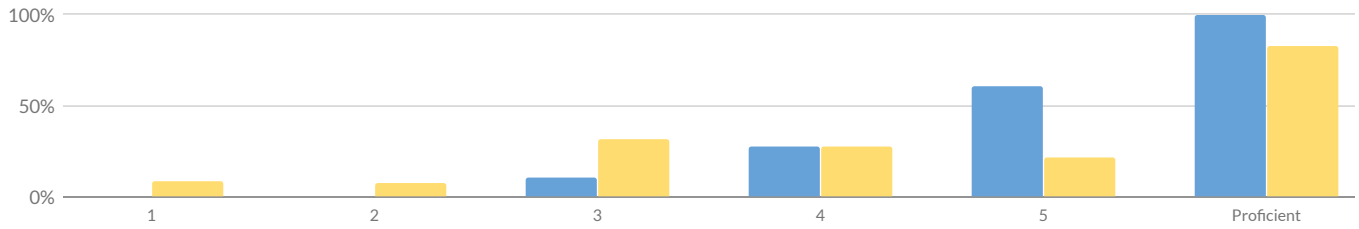
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	191	3	2%	11	6%	64	34%	49	26%	64	34%	177	93%
General Education	162	1	1%	8	5%	44	27%	46	28%	63	39%	153	94%
Students with Disabilities	29	2	7%	3	10%	20	69%	3	10%	1	3%	24	83%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	0	0%	1	8%	3	25%	8	67%	12	100%
Black or African American	7	0	0%	0	0%	6	86%	0	0%	1	14%	7	100%
Hispanic or Latino	50	1	2%	7	14%	22	44%	10	20%	10	20%	42	84%
White	112	1	1%	4	4%	31	28%	36	32%	40	36%	107	96%
Multiracial	10	1	10%	0	0%	4	40%	0	0%	5	50%	9	90%
Female	91	2	2%	4	4%	30	33%	23	25%	32	35%	85	93%
Male	100	1	1%	7	7%	34	34%	26	26%	32	32%	92	92%
English Language Learners	5	0	0%	1	20%	1	20%	2	40%	1	20%	4	80%
Non-English Language Learners	186	3	2%	10	5%	63	34%	47	25%	63	34%	173	93%
Economically Disadvantaged	36	1	3%	4	11%	20	56%	6	17%	5	14%	31	86%
Not Economically Disadvantaged	155	2	1%	7	5%	44	28%	43	28%	59	38%	146	94%
Not Migrant	191	3	2%	11	6%	64	34%	49	26%	64	34%	177	93%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	190	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	191	3	2%	11	6%	64	34%	49	26%	64	34%	177	93%
Parent Not in Armed Forces	191	3	2%	11	6%	64	34%	49	26%	64	34%	177	93%

ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



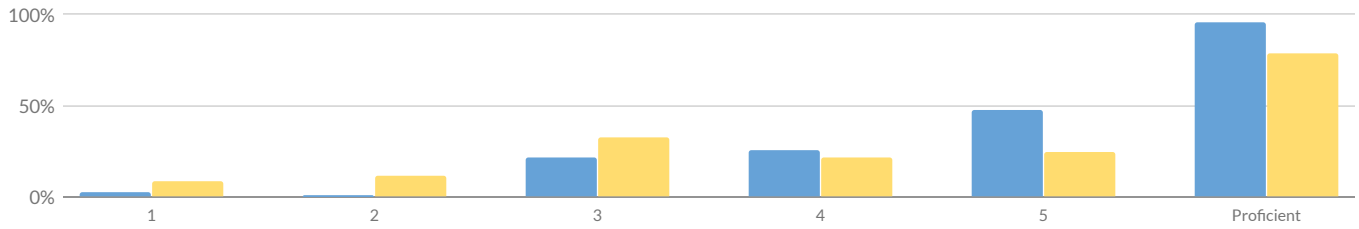
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	13	10%	7	5%	45	35%	17	13%	48	37%	110	85%
General Education	122	12	10%	5	4%	41	34%	16	13%	48	39%	105	86%
Students with Disabilities	8	1	13%	2	25%	4	50%	1	13%	0	0%	5	63%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	0	0%	1	13%	7	88%	8	100%
Black or African American	4	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	16	3	19%	3	19%	8	50%	1	6%	1	6%	10	63%
White	94	8	9%	4	4%	33	35%	12	13%	37	39%	82	87%
Multiracial	8	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	12	2	17%	0	0%	4	33%	3	25%	3	25%	10	83%
Female	64	8	13%	2	3%	22	34%	8	13%	24	38%	54	84%
Male	66	5	8%	5	8%	23	35%	9	14%	24	36%	56	85%
English Language Learners	1	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	129	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	15	4	27%	3	20%	7	47%	0	0%	1	7%	8	53%
Not Economically Disadvantaged	115	9	8%	4	3%	38	33%	17	15%	47	41%	102	89%
Not Migrant	130	13	10%	7	5%	45	35%	17	13%	48	37%	110	85%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	129	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	130	13	10%	7	5%	45	35%	17	13%	48	37%	110	85%
Parent Not in Armed Forces	130	13	10%	7	5%	45	35%	17	13%	48	37%	110	85%

ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)



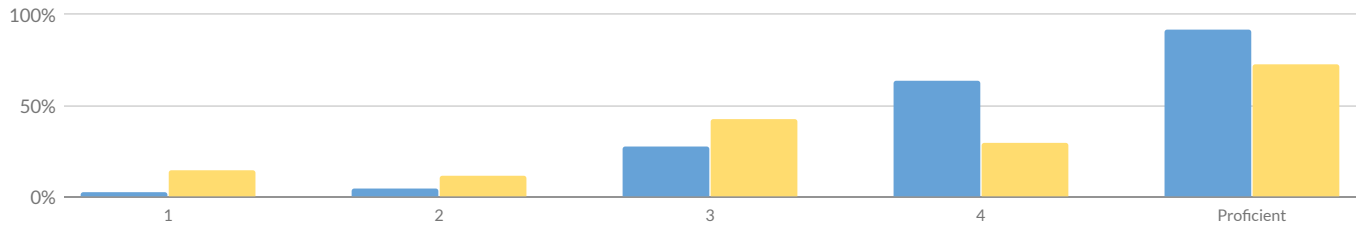
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	74	0	0%	0	0%	8	11%	21	28%	45	61%	74	100%
General Education	73	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	3	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	10	0	0%	0	0%	3	30%	2	20%	5	50%	10	100%
White	55	0	0%	0	0%	4	7%	18	33%	33	60%	55	100%
Multiracial	2	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	9	0	0%	0	0%	1	11%	1	11%	7	78%	9	100%
Female	35	0	0%	0	0%	4	11%	12	34%	19	54%	35	100%
Male	39	0	0%	0	0%	4	10%	9	23%	26	67%	39	100%
Non-English Language Learners	74	0	0%	0	0%	8	11%	21	28%	45	61%	74	100%
Economically Disadvantaged	4	-	-	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	70	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	74	0	0%	0	0%	8	11%	21	28%	45	61%	74	100%
Not Homeless	74	0	0%	0	0%	8	11%	21	28%	45	61%	74	100%
Not in Foster Care	74	0	0%	0	0%	8	11%	21	28%	45	61%	74	100%
Parent Not in Armed Forces	74	0	0%	0	0%	8	11%	21	28%	45	61%	74	100%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	4	3%	1	1%	25	22%	30	26%	56	48%	111	96%
General Education	100	1	1%	0	0%	20	20%	26	26%	53	53%	99	99%
Students with Disabilities	16	3	19%	1	6%	5	31%	4	25%	3	19%	12	75%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	1	6%	0	0%	7	39%	6	33%	4	22%	17	94%
White	81	2	2%	1	1%	16	20%	18	22%	44	54%	78	96%
Multiracial	9	1	11%	0	0%	1	11%	4	44%	3	33%	8	89%
Small Group Total	8	0	0%	0	0%	1	13%	2	25%	5	63%	8	100%
Female	56	3	5%	0	0%	13	23%	11	20%	29	52%	53	95%
Male	60	1	2%	1	2%	12	20%	19	32%	27	45%	58	97%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	115	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	12	1	8%	0	0%	7	58%	3	25%	1	8%	11	92%
Not Economically Disadvantaged	104	3	3%	1	1%	18	17%	27	26%	55	53%	100	96%
Not Migrant	116	4	3%	1	1%	25	22%	30	26%	56	48%	111	96%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	115	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	116	4	3%	1	1%	25	22%	30	26%	56	48%	111	96%
Parent Not in Armed Forces	116	4	3%	1	1%	25	22%	30	26%	56	48%	111	96%

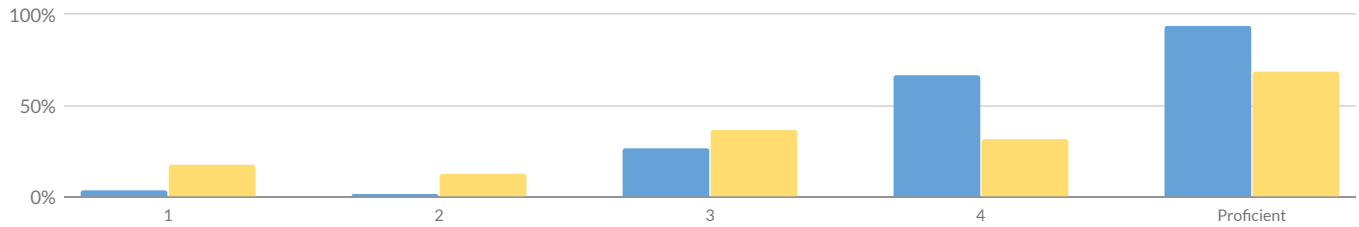
ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	147	5	3%	7	5%	41	28%	94	64%	135	92%
General Education	122	2	2%	0	0%	28	23%	92	75%	120	98%
Students with Disabilities	25	3	12%	7	28%	13	52%	2	8%	15	60%
Asian or Native Hawaiian/Other Pacific Islander	9	1	11%	1	11%	1	11%	6	67%	7	78%
Black or African American	6	0	0%	1	17%	3	50%	2	33%	5	83%
Hispanic or Latino	38	1	3%	2	5%	17	45%	18	47%	35	92%
White	88	3	3%	2	2%	20	23%	63	72%	83	94%
Multiracial	6	0	0%	1	17%	0	0%	5	83%	5	83%
Female	78	4	5%	4	5%	20	26%	50	64%	70	90%
Male	69	1	1%	3	4%	21	30%	44	64%	65	94%
English Language Learners	3	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	144	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	20	1	5%	5	25%	10	50%	4	20%	14	70%
Not Economically Disadvantaged	127	4	3%	2	2%	31	24%	90	71%	121	95%
Not Migrant	147	5	3%	7	5%	41	28%	94	64%	135	92%
Not Homeless	147	5	3%	7	5%	41	28%	94	64%	135	92%
Not in Foster Care	147	5	3%	7	5%	41	28%	94	64%	135	92%
Parent Not in Armed Forces	147	5	3%	7	5%	41	28%	94	64%	135	92%

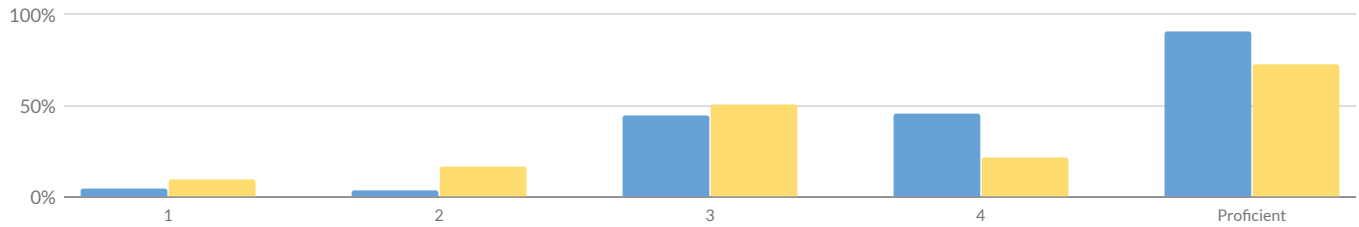
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/EARTH SCIENCE (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	132	5	4%	3	2%	36	27%	88	67%	124	94%
General Education	118	3	3%	2	2%	29	25%	84	71%	113	96%
Students with Disabilities	14	2	14%	1	7%	7	50%	4	29%	11	79%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	3	15%	2	10%	8	40%	7	35%	15	75%
White	93	0	0%	1	1%	23	25%	69	74%	92	99%
Multiracial	8	2	25%	0	0%	2	25%	4	50%	6	75%
Small Group Total	11	0	0%	0	0%	3	27%	8	73%	11	100%
Female	63	2	3%	2	3%	20	32%	39	62%	59	94%
Male	69	3	4%	1	1%	16	23%	49	71%	65	94%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	130	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	23	3	13%	2	9%	11	48%	7	30%	18	78%
Not Economically Disadvantaged	109	2	2%	1	1%	25	23%	81	74%	106	97%
Not Migrant	132	5	4%	3	2%	36	27%	88	67%	124	94%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	131	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	132	5	4%	3	2%	36	27%	88	67%	124	94%
Parent Not in Armed Forces	132	5	4%	3	2%	36	27%	88	67%	124	94%

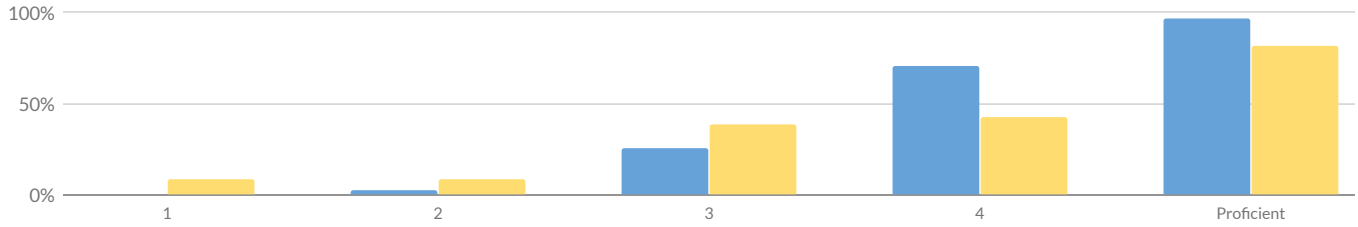
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/CHEMISTRY (2018-19)



Percentage Scoring at Levels

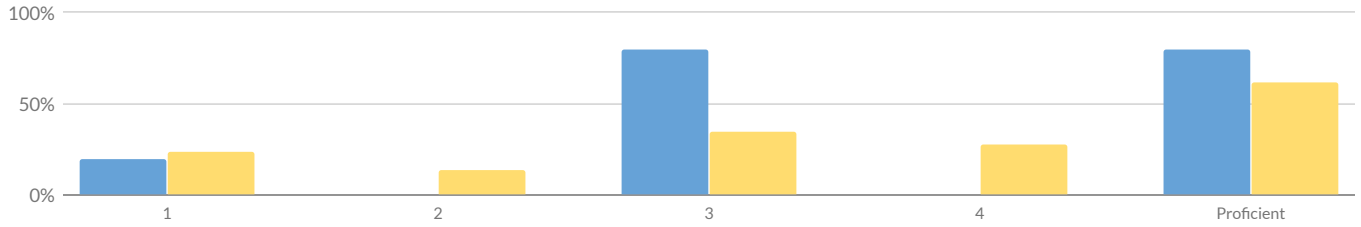
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	74	4	5%	3	4%	33	45%	34	46%	67	91%
General Education	74	4	5%	3	4%	33	45%	34	46%	67	91%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	0	0%	3	60%	2	40%	5	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	1	9%	1	9%	7	64%	2	18%	9	82%
White	52	3	6%	2	4%	19	37%	28	54%	47	90%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	0	0%	4	67%	2	33%	6	100%
Female	40	4	10%	1	3%	18	45%	17	43%	35	88%
Male	34	0	0%	2	6%	15	44%	17	50%	32	94%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	73	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	1	20%	2	40%	2	40%	0	0%	2	40%
Not Economically Disadvantaged	69	3	4%	1	1%	31	45%	34	49%	65	94%
Not Migrant	74	4	5%	3	4%	33	45%	34	46%	67	91%
Not Homeless	74	4	5%	3	4%	33	45%	34	46%	67	91%
Not in Foster Care	74	4	5%	3	4%	33	45%	34	46%	67	91%
Parent Not in Armed Forces	74	4	5%	3	4%	33	45%	34	46%	67	91%

ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/PHYSICS (2018-19)



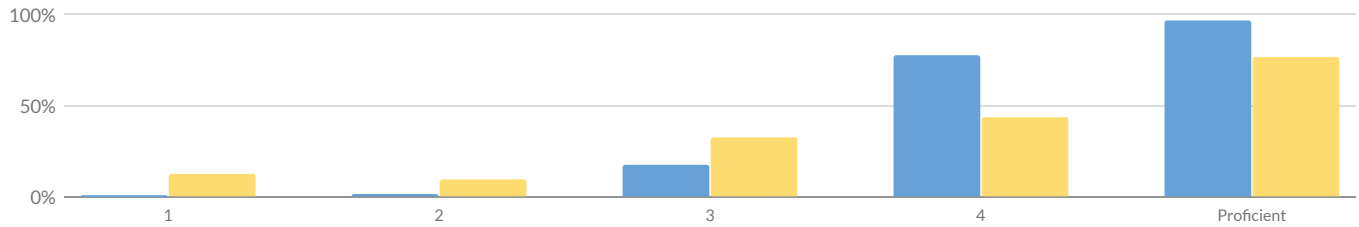
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	34	0	0%	1	3%	9	26%	24	71%	33	97%
General Education	32	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-	-	-	-	-	-
Black or African American	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	7	-	-	-	-	-	-	-	-	-	-
White	23	0	0%	0	0%	6	26%	17	74%	23	100%
Small Group Total	11	0	0%	1	9%	3	27%	7	64%	10	91%
Female	13	0	0%	0	0%	4	31%	9	69%	13	100%
Male	21	0	0%	1	5%	5	24%	15	71%	20	95%
Non-English Language Learners	34	0	0%	1	3%	9	26%	24	71%	33	97%
Economically Disadvantaged	1	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	33	-	-	-	-	-	-	-	-	-	-
Not Migrant	34	0	0%	1	3%	9	26%	24	71%	33	97%
Not Homeless	34	0	0%	1	3%	9	26%	24	71%	33	97%
Not in Foster Care	34	0	0%	1	3%	9	26%	24	71%	33	97%
Parent Not in Armed Forces	34	0	0%	1	3%	9	26%	24	71%	33	97%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	5	1	20%	0	0%	4	80%	0	0%	4	80%
General Education	3	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-
White	2	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	1	20%	0	0%	4	80%	0	0%	4	80%
Female	1	-	-	-	-	-	-	-	-	-	-
Male	4	-	-	-	-	-	-	-	-	-	-
English Language Learners	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	4	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	1	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	4	-	-	-	-	-	-	-	-	-	-
Not Migrant	5	1	20%	0	0%	4	80%	0	0%	4	80%
Not Homeless	5	1	20%	0	0%	4	80%	0	0%	4	80%
Not in Foster Care	5	1	20%	0	0%	4	80%	0	0%	4	80%
Parent Not in Armed Forces	5	1	20%	0	0%	4	80%	0	0%	4	80%

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

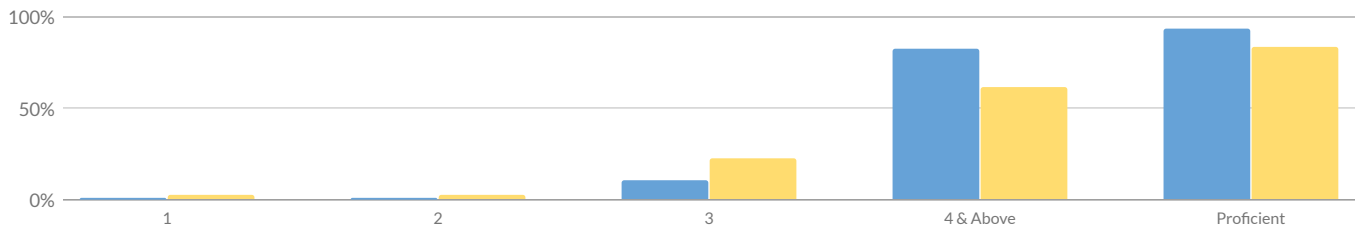


Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	93	1	1%	2	2%	17	18%	73	78%	90	97%
General Education	84	0	0%	1	1%	13	15%	70	83%	83	99%
Students with Disabilities	9	1	11%	1	11%	4	44%	3	33%	7	78%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	0	0%	2	40%	3	60%	5	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	0	0%	1	5%	5	26%	13	68%	18	95%
White	64	1	2%	0	0%	10	16%	53	83%	63	98%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	1	20%	0	0%	4	80%	4	80%
Female	41	0	0%	1	2%	10	24%	30	73%	40	98%
Male	52	1	2%	1	2%	7	13%	43	83%	50	96%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	91	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	16	1	6%	1	6%	4	25%	10	63%	14	88%
Not Economically Disadvantaged	77	0	0%	1	1%	13	17%	63	82%	76	99%
Not Migrant	93	1	1%	2	2%	17	18%	73	78%	90	97%
Not Homeless	93	1	1%	2	2%	17	18%	73	78%	90	97%
Not in Foster Care	93	1	1%	2	2%	17	18%	73	78%	90	97%
Parent Not in Armed Forces	93	1	1%	2	2%	17	18%	73	78%	90	97%

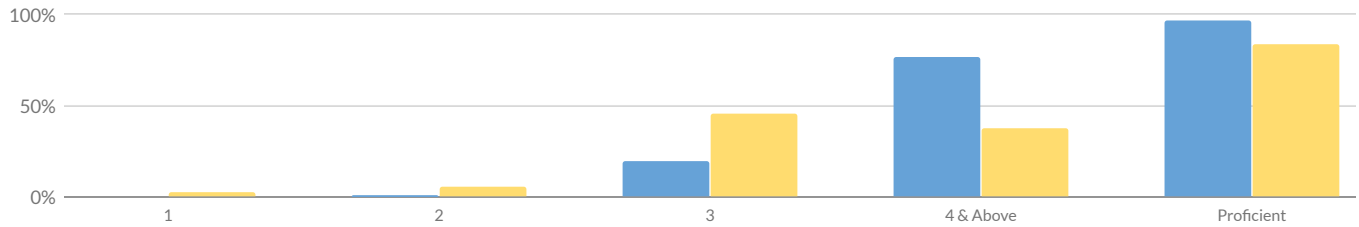
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

2015 TOTAL COHORT REGENTS EXAMINATION IN ELA



Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	126	5	4%	121	96%	1	1%	1	1%	14	11%	105	83%	119	94%
General Education	107	3	3%	104	97%	1	1%	1	1%	6	6%	96	90%	102	95%
Students with Disabilities	19	2	11%	17	89%	0	0%	0	0%	8	42%	9	47%	17	89%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	12	100%	1	8%	1	8%	1	8%	9	75%	10	83%
Black or African American	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	30	2	7%	28	93%	0	0%	0	0%	5	17%	23	77%	28	93%
White	76	3	4%	73	96%	0	0%	0	0%	7	9%	66	87%	73	96%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	8	100%	0	0%	0	0%	1	13%	7	88%	8	100%
Female	66	1	2%	65	98%	1	2%	0	0%	5	8%	59	89%	64	97%
Male	60	4	7%	56	93%	0	0%	1	2%	9	15%	46	77%	55	92%
Non-English Language Learners	123	4	—	119	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	25	1	4%	24	96%	0	0%	0	0%	5	20%	19	76%	24	96%
Not Economically Disadvantaged	101	4	4%	97	96%	1	1%	1	1%	9	9%	86	85%	95	94%
Not Migrant	126	5	4%	121	96%	1	1%	1	1%	14	11%	105	83%	119	94%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	125	5	—	120	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	126	5	4%	121	96%	1	1%	1	1%	14	11%	105	83%	119	94%
Parent Not in Armed Forces	126	5	4%	121	96%	1	1%	1	1%	14	11%	105	83%	119	94%

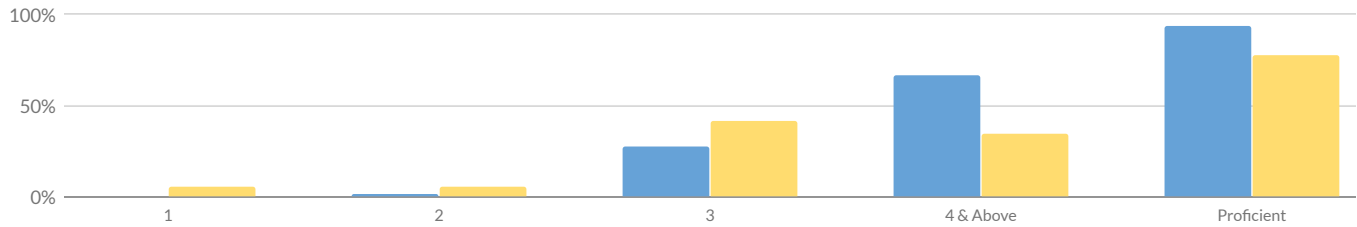
2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	126	3	2%	123	98%	0	0%	1	1%	25	20%	97	77%	122	97%
General Education	107	1	1%	106	99%	0	0%	0	0%	16	15%	90	84%	106	99%
Students with Disabilities	19	2	11%	17	89%	0	0%	1	5%	9	47%	7	37%	16	84%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	12	100%	0	0%	0	0%	2	17%	10	83%	12	100%
Black or African American	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	30	1	3%	29	97%	0	0%	0	0%	10	33%	19	63%	29	97%
White	76	2	3%	74	97%	0	0%	0	0%	12	16%	62	82%	74	97%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	8	100%	0	0%	1	13%	1	13%	6	75%	7	88%
Female	66	0	0%	66	100%	0	0%	1	2%	12	18%	53	80%	65	98%
Male	60	3	5%	57	95%	0	0%	0	0%	13	22%	44	73%	57	95%
Non-English Language Learners	123	2	—	121	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	25	0	0%	25	100%	0	0%	0	0%	10	40%	15	60%	25	100%
Not Economically Disadvantaged	101	3	3%	98	97%	0	0%	1	1%	15	15%	82	81%	97	96%
Not Migrant	126	3	2%	123	98%	0	0%	1	1%	25	20%	97	77%	122	97%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	125	3	—	122	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	126	3	2%	123	98%	0	0%	1	1%	25	20%	97	77%	122	97%
Parent Not in Armed Forces	126	3	2%	123	98%	0	0%	1	1%	25	20%	97	77%	122	97%

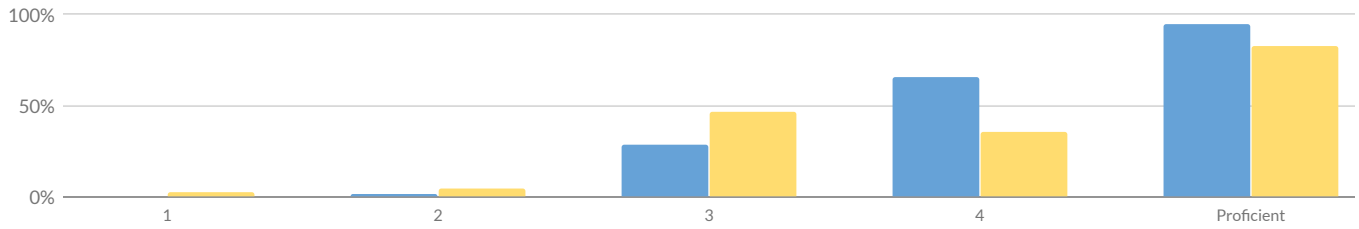
2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



Percentage Scoring at Levels

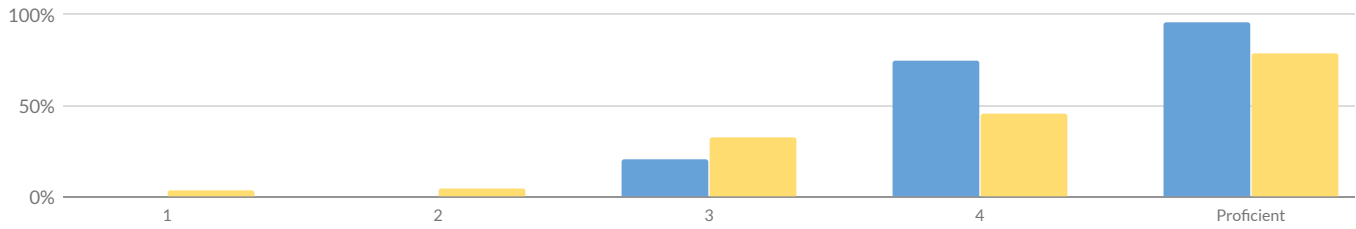
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	126	5	4%	121	96%	0	0%	2	2%	35	28%	84	67%	119	94%
General Education	107	3	3%	104	97%	0	0%	0	0%	25	23%	79	74%	104	97%
Students with Disabilities	19	2	11%	17	89%	0	0%	2	11%	10	53%	5	26%	15	79%
Asian or Native Hawaiian/Other Pacific Islander	12	1	8%	11	92%	0	0%	0	0%	2	17%	9	75%	11	92%
Black or African American	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	30	2	7%	28	93%	0	0%	1	3%	11	37%	16	53%	27	90%
White	76	2	3%	74	97%	0	0%	0	0%	20	26%	54	71%	74	97%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	8	100%	0	0%	1	13%	2	25%	5	63%	7	88%
Female	66	1	2%	65	98%	0	0%	2	3%	19	29%	44	67%	63	95%
Male	60	4	7%	56	93%	0	0%	0	0%	16	27%	40	67%	56	93%
Non-English Language Learners	123	3	—	120	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	25	1	4%	24	96%	0	0%	1	4%	12	48%	11	44%	23	92%
Not Economically Disadvantaged	101	4	4%	97	96%	0	0%	1	1%	23	23%	73	72%	96	95%
Not Migrant	126	5	4%	121	96%	0	0%	2	2%	35	28%	84	67%	119	94%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	125	5	—	120	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	126	5	4%	121	96%	0	0%	2	2%	35	28%	84	67%	119	94%
Parent Not in Armed Forces	126	5	4%	121	96%	0	0%	2	2%	35	28%	84	67%	119	94%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE



Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	126	4	3%	122	97%	0	0%	2	2%	37	29%	83	66%	120	95%
General Education	107	2	2%	105	98%	0	0%	1	1%	25	23%	79	74%	104	97%
Students with Disabilities	19	2	11%	17	89%	0	0%	1	5%	12	63%	4	21%	16	84%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	12	100%	0	0%	0	0%	3	25%	9	75%	12	100%
Black or African American	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	30	2	7%	28	93%	0	0%	0	0%	13	43%	15	50%	28	93%
White	76	2	3%	74	97%	0	0%	1	1%	19	25%	54	71%	73	96%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	8	100%	0	0%	1	13%	2	25%	5	63%	7	88%
Female	66	0	0%	66	100%	0	0%	1	2%	22	33%	43	65%	65	98%
Male	60	4	7%	56	93%	0	0%	1	2%	15	25%	40	67%	55	92%
Non-English Language Learners	123	3	—	120	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	25	1	4%	24	96%	0	0%	0	0%	12	48%	12	48%	24	96%
Not Economically Disadvantaged	101	3	3%	98	97%	0	0%	2	2%	25	25%	71	70%	96	95%
Not Migrant	126	4	3%	122	97%	0	0%	2	2%	37	29%	83	66%	120	95%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	125	4	—	121	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	126	4	3%	122	97%	0	0%	2	2%	37	29%	83	66%	120	95%
Parent Not in Armed Forces	126	4	3%	122	97%	0	0%	2	2%	37	29%	83	66%	120	95%

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



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	126	5	4%	121	96%	0	0%	0	0%	26	21%	95	75%	121	96%
General Education	107	3	3%	104	97%	0	0%	0	0%	18	17%	86	80%	104	97%
Students with Disabilities	19	2	11%	17	89%	0	0%	0	0%	8	42%	9	47%	17	89%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	12	100%	0	0%	0	0%	3	25%	9	75%	12	100%
Black or African American	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	30	2	7%	28	93%	0	0%	0	0%	9	30%	19	63%	28	93%
White	76	3	4%	73	96%	0	0%	0	0%	11	14%	62	82%	73	96%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	8	100%	0	0%	0	0%	3	38%	5	63%	8	100%
Female	66	1	2%	65	98%	0	0%	0	0%	16	24%	49	74%	65	98%
Male	60	4	7%	56	93%	0	0%	0	0%	10	17%	46	77%	56	93%
Non-English Language Learners	123	4	—	119	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	25	1	4%	24	96%	0	0%	0	0%	8	32%	16	64%	24	96%
Not Economically Disadvantaged	101	4	4%	97	96%	0	0%	0	0%	18	18%	79	78%	97	96%
Not Migrant	126	5	4%	121	96%	0	0%	0	0%	26	21%	95	75%	121	96%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	125	5	—	120	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	126	5	4%	121	96%	0	0%	0	0%	26	21%	95	75%	121	96%
Parent Not in Armed Forces	126	5	4%	121	96%	0	0%	0	0%	26	21%	95	75%	121	96%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	13	0%	15%	8%	54%	23%
Grade 1	0	8	0%	0%	25%	50%	25%
Grade 2	0	12	8%	0%	17%	42%	33%
Grade 3	0	6	0%	0%	67%	17%	17%
Grade 4	0	7	14%	14%	0%	29%	43%
Grade 5	0	4	–	–	–	–	–
Grade 6	0	5	0%	0%	20%	0%	80%
Grade 7	0	5	0%	0%	20%	40%	40%
Grade 8	0	2	–	–	–	–	–
Grade 9	0	4	–	–	–	–	–
Grade 10	0	2	–	–	–	–	–
Grade 11	0	1	–	–	–	–	–
Grade 12	0	1	–	–	–	–	–

NEW YORK STATE ALTERNATE ASSESSMENT (2018-19)

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

Grade/Subject	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4	
			#	%	#	%	#	%	#	%
Grade 6 ELA	0	1	–	–	–	–	–	–	–	–
Grade 6 Math	0	1	–	–	–	–	–	–	–	–
Grade 7 ELA	0	1	–	–	–	–	–	–	–	–
Grade 7 Math	0	1	–	–	–	–	–	–	–	–
Secondary-Level ELA	5	1	–	–	–	–	–	–	–	–
Secondary-Level Math	5	1	–	–	–	–	–	–	–	–
Secondary-Level Science	5	1	–	–	–	–	–	–	–	–

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

FISCAL ACCOUNTABILITY SUMMARY (2018 - 19)

INFORMATION ABOUT EXPENDITURE RATIOS (2017 - 18)

(Data are lagged a year.)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

INSTRUCTIONAL EXPENDITURES



\$23,142,920

\$7,501,858

PUPILS

PUPILS



1,607

177

EXPENDITURES PER PUPIL

EXPENDITURES PER PUPIL



\$14,401

\$42,383

SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY

GENERAL EDUCATION

SPECIAL EDUCATION



INSTRUCTIONAL EXPENDITURES



\$5,629,457,432

PUPILS



365,552

EXPENDITURES PER PUPIL



\$15,400

INSTRUCTIONAL EXPENDITURES



\$2,181,788,127

PUPILS



52,736

EXPENDITURES PER PUPIL



\$41,372



ALL SCHOOL DISTRICTS**GENERAL EDUCATION****SPECIAL EDUCATION****INSTRUCTIONAL EXPENDITURES****INSTRUCTIONAL EXPENDITURES**▼
\$35,199,223,413▼
\$15,660,696,162**PUPILS****PUPILS**▼
2,632,781▼
485,151**EXPENDITURES PER PUPIL****EXPENDITURES PER PUPIL**▼
\$13,370▼
\$32,280

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

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

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



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

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

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
▼	▼	▼
\$24,100	\$28,620	\$25,845

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



INFORMATION ABOUT STUDENTS WITH DISABILITIES (2018 - 19)

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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

THIS SCHOOL DISTRICT

80% OR MORE	
98	59.8%
40% - 79%	
52	31.7%
LESS THAN 40%	
4	2.4%
SEPARATE SETTINGS	
10	6.1%
OTHER SETTINGS	
0	0.0%

SIMILAR DISTRICT GROUP

LOW NEED/RESOURCE CAPACITY	
80% OR MORE	
62.6%	
40% - 79%	
17.7%	
LESS THAN 40%	
11.2%	
SEPARATE SETTINGS	
5.0%	
OTHER SETTINGS	

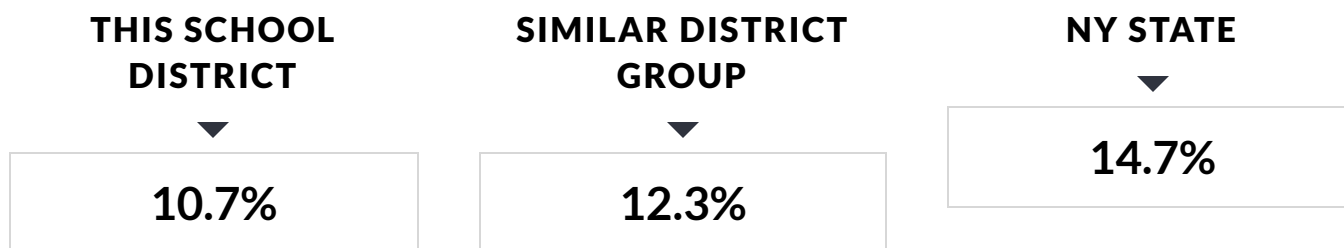
NY STATE

80% OR MORE	
58.7%	
40% - 79%	
11.5%	
LESS THAN 40%	
19.0%	
SEPARATE SETTINGS	
5.3%	
OTHER SETTINGS	
5.6%	

3.5%

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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



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

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

