



Rye Neck UFSD Official Budget

2024-25

Adopted April 17, 2024





Table of Contents

Board of Education	3
Administration	4
Budget Hearing & Vote Dates	5
OVERVIEW	6
Budget Goals & Facts	7-8
District Enrollment	9
FINANCIAL	10
Budget Facts	11
Revenues	12
Budget - Tax Cap Components	13
Property Tax Levy Cap Calculation	14
Tax Cap Levy & Budget History	15
Tax Levy & Tax Rate Change	16
State Aid	17
Foundation Aid History	18
Grant Funding	19
Expenses	20-24

TAX INFORMATION	25
Budget at a Glance	26
Factors Influencing the Tax Rate	27-28
Calculate Estimated School Taxes	29
PROPOSITION II: USE OF CAPITAL RESERVE FUND	30-39
PROGRAM HIGHLIGHTS	41-50
FINANCIAL INFORMATION	51-76
ADDITIONAL INFORMATION	77
School Budget Definitions	78-82
School District Required Disclosures	
Property Tax Report Card	83
Budget Notice and Three -Part Budget	84-86
Administrative Salary Disclosure	87
Tax Exempt Impact Reports	88-90
School District Report Card	91-170
Financial Accountability Summary	171-175



Board of Education

Rebecca Mansell, President

Erica Wagner, Vice President

Patty Nashelsky, Trustee

Gloria Golle, Trustee

Elizabeth Yong, Trustee

Jason Carmel, Trustee



Administration

Eric Lutinski, Ed. D., Superintendent of Schools

Carolyn Mahar, Assistant Superintendent for Business and Finance

Corinne Ryan, Assistant Superintendent for Curriculum and Instruction

Melinda Folchetti, Interim Principal, High School

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

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

Tara Goldberg, Principal, Daniel Warren Elementary School

Jason Doerr, Assistant Principal for Middle/High School

H. William Siegel, Director of Pupil Personnel Services

Joseph Ceglia, Director of Health, Physical Education & Athletics

Mary Lanza, Director of Technology and Communications



Budget Dates

February 14

Public Budget Discussion

7:00pm, MS/HS
Community Room

March 13

Public Budget Discussion

7:00pm, MS/HS
Community Room

April 17

**Public Budget Discussion &
Adoption**

7:00pm, MS/HS
Community Room

May 8

Final Budget Hearing

9:00am, Daniel Warren
Auditorium

May 21

BUDGET & PROPOSITION VOTE and TRUSTEE ELECTION
7:00am - 9:00pm, MS/HS Community Room



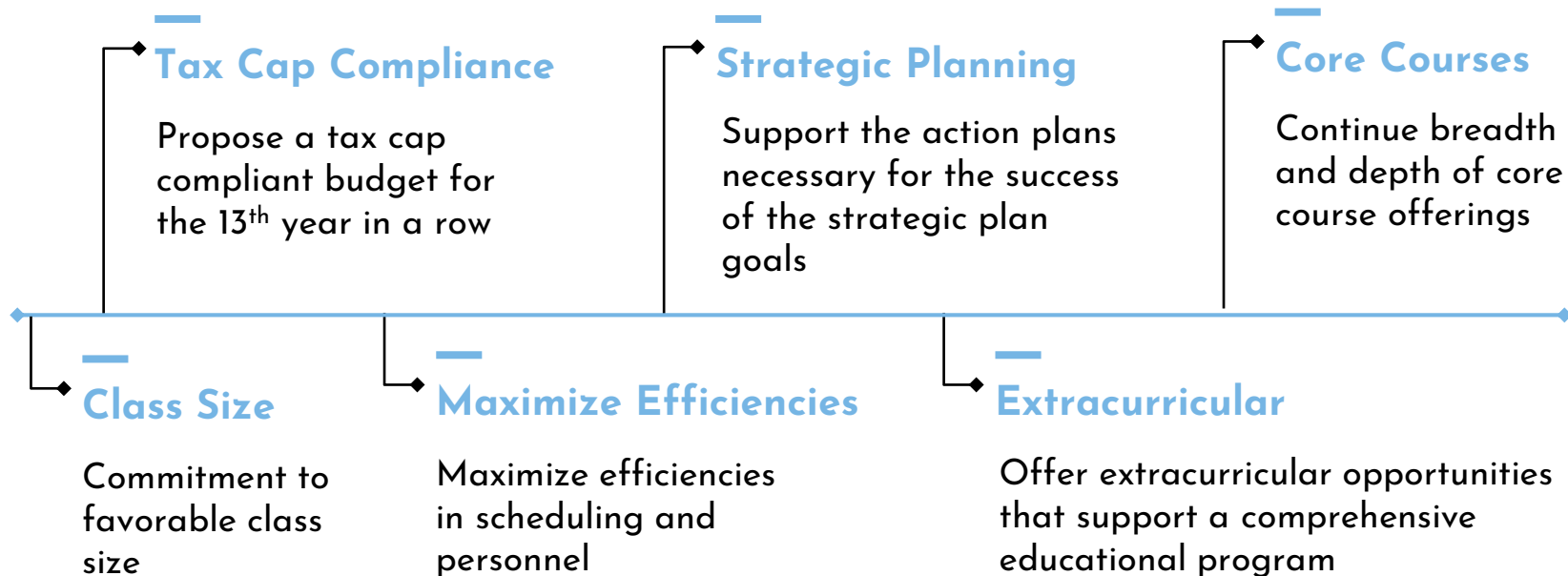
01

Overview

2024-2025 Proposed Budget



2024-25 Budget Goals





2024-25 Draft Proposed Budget Facts



2.19%

The tax levy increase of 2.19% will be at the tax levy cap



2.97%

% spending is increasing over the 2023-24 school year



\$ 51,127,223

Total budget for the 2024-25 school year

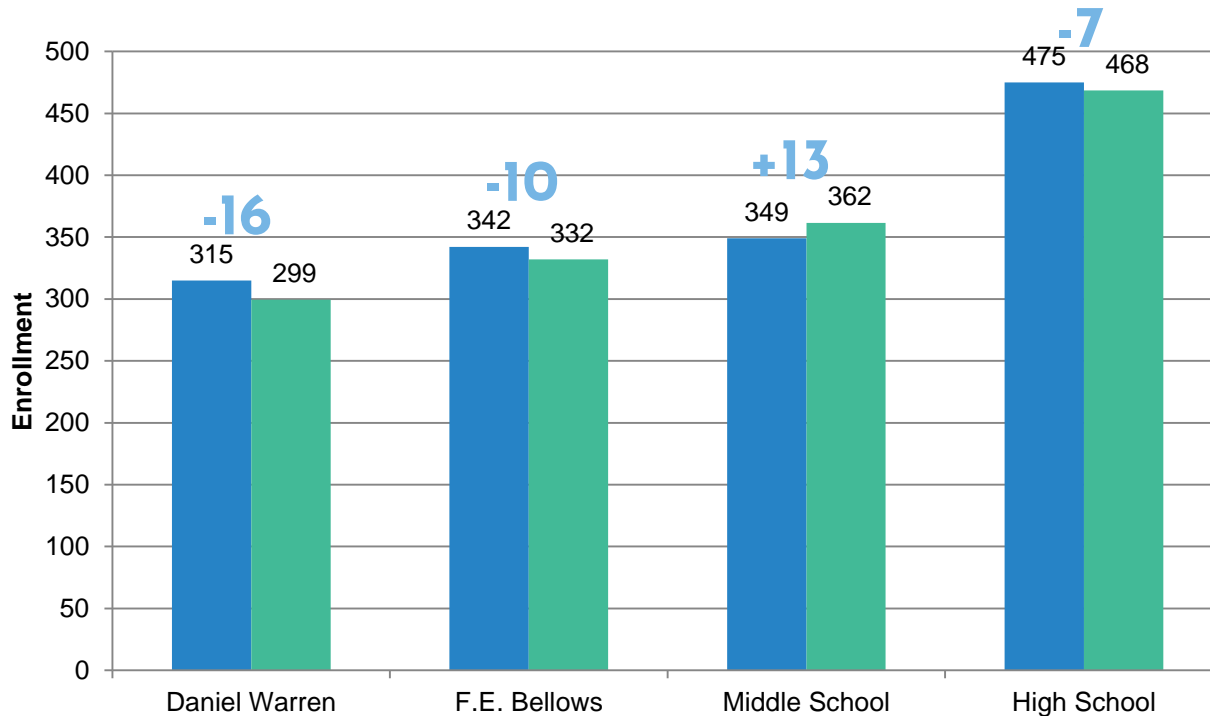


\$ 1,475,703

\$ spending is increasing over the 2023-24 school year



District Enrollment Chart



2023-24 Actual Enrollment
1,481

2024-25 Projected Enrollment
1,461



02

Financial Information

2024-2025 Proposed Budget



2024-25 Budget Facts

\$ 51,127,223

2024-25 Proposed Budget

\$ 1,475,703

Budget change in \$ (from 2023-24 budget)

2.97%

Budget change in % (from 2023-24 budget)



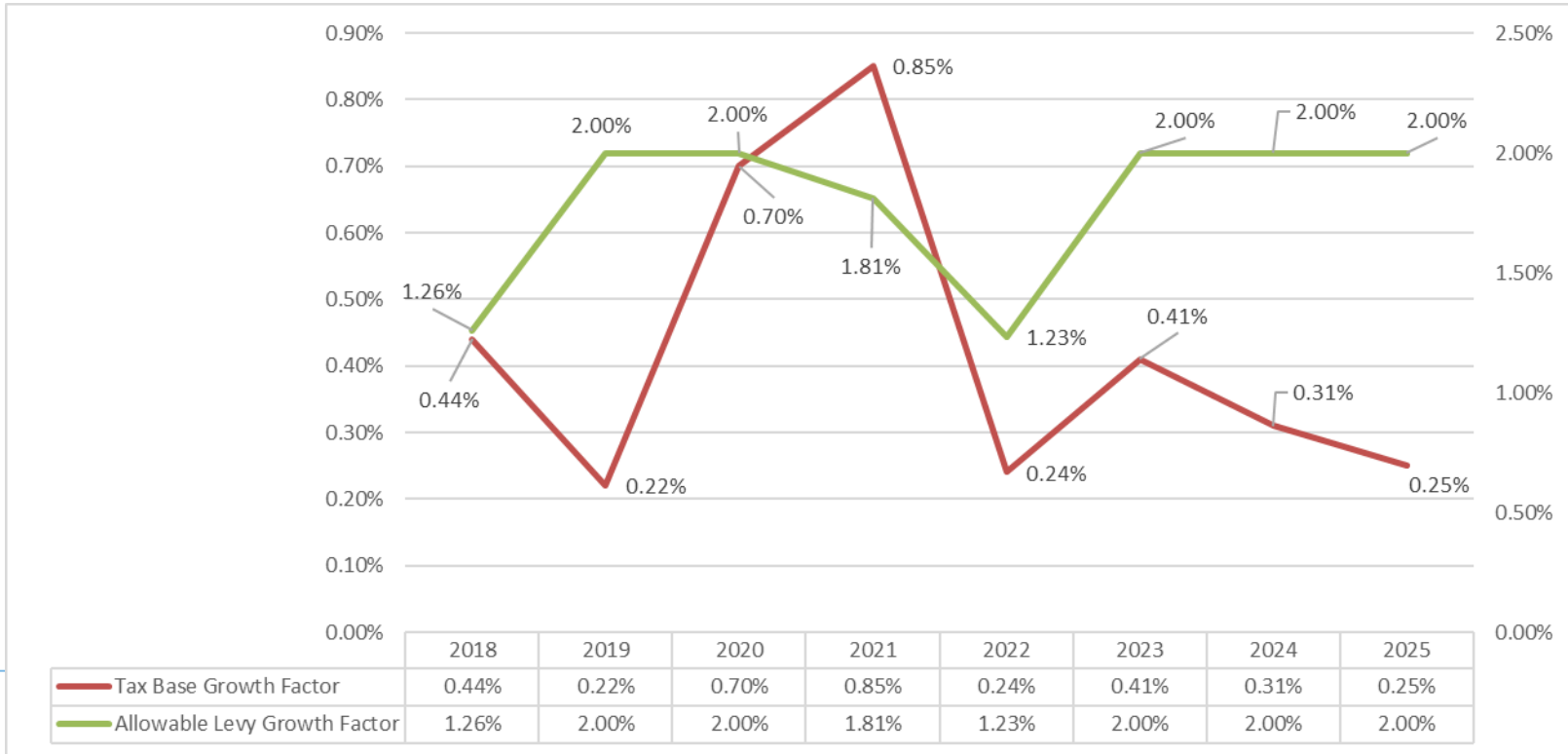
Revenues

<u>Source of Revenue</u>	<u>Budgeted FY 23-24</u>	<u>Proposed FY 24-25</u>	<u>% of the budget</u>	<u>Change in funding</u>	<u>% Change</u>
Appropriated Fund Balance, July 1 (funds used to reduce tax rate)	575,000	575,000	1.12%	-	0.00%
<u>Local Sources</u>					
Property Tax *	42,526,808	43,459,590	85.00%	932,782	2.19%
Westchester County Sales Tax	625,000	750,000	1.47%	125,000	20.00%
<u>State Sources</u>					
Estimated State Aid	5,084,712	5,192,633	10.16%	107,921	2.12%
<u>Transfers in</u>					
Debt Service Reserve	150,000	150,000	0.29%	-	0.00%
ERS Reserve	375,000	470,000	0.92%	95,000	25.33%
TRS Reserve	-	100,000	0.20%	100,000	NM
<u>Other Sources</u>					
Interest on deposits	225,000	320,000	0.63%	95,000	42.22%
Refund of PY Costs (BOCES, etc.)	70,000	70,000	0.14%	-	0.00%
Miscellaneous	20,000	40,000	0.08%	20,000	100.00%
Total - Other Sources	315,000	430,000	0.84%	115,000	36.51%
Grand Total	49,651,520	51,127,223	100.00%	1,475,703	2.97%

* Includes STAR



2024-25 Budget - Tax Cap Components





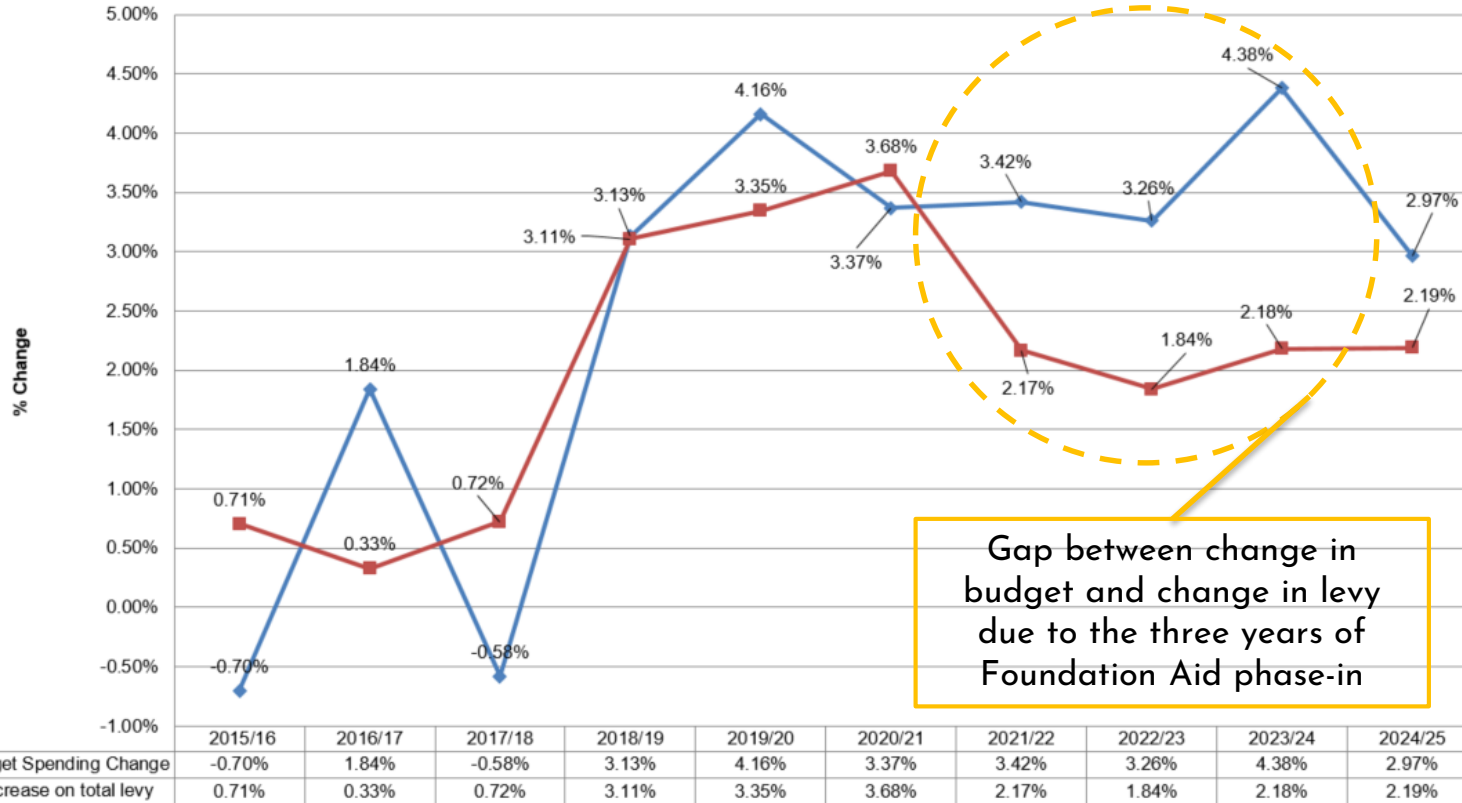
Tax Cap Calculation 2024-25

- The 2024-25 tax cap is calculated at **2.19%**
 - Small exemption for ERS pension contribution
 - Estimated Building Aid of \$572K, a slight decrease from the prior year estimate of \$583K
 - Use of Debt Service Reserve \$150,000 (same as prior year)

	2023-24 Approved Actual Tax Levy	\$42,526,808	
(times)	Tax Base Growth Factor (ORPS)	1.0025	
	Total	\$42,633,125	
	2023-24 Exemptions (Prior Year)		
(subtract)	Capital Tax Levy (including debt service) (less building aid)	\$2,244,139	
(subtract)	BOCES Capital Exclusion	\$27,606	
	Prior Year Tax Levy Limit	\$40,361,379	
	Prior Year Tax Levy Limit	\$40,361,379	
(times)	Allowable Levy Growth Factor (lesser of 2% or CPI)	2.00%	
	Current Year Tax Levy Limit	\$41,168,607	\$807,228
	(to be submitted to State Comptroller, Commissioner of Tax & Finance & Commissioner of Education by March 1st)		
	Current Year Tax Levy Limit	\$41,168,607	
	2024-25 Exemptions (Current Year)		
(add)	ERS contribution increase greater than 2 percentage points	\$3,621	
(add)	Capital Tax Levy (including debt service) (less building aid)	\$2,259,995	
(add)	BOCES Capital Exclusion	\$27,366	
	Allowable tax levy prescribed by Chapter 97 of the Laws of 2011	\$43,459,590	\$932,782
	(with a simple majority vote)		
			2.19%



Tax Cap Levy & Budget History



13 Consecutive Years of Tax Cap Compliant Budgets

Gap between change in budget and change in levy due to the three years of Foundation Aid phase-in



Estimated Tax Levy & Tax Rate Change

Tax Levy Change

\$ 932,782

+ 2.19%

*Estimated Tax Rate
Changes*

Rye Town: -5.43%

Rye City: +7.99%

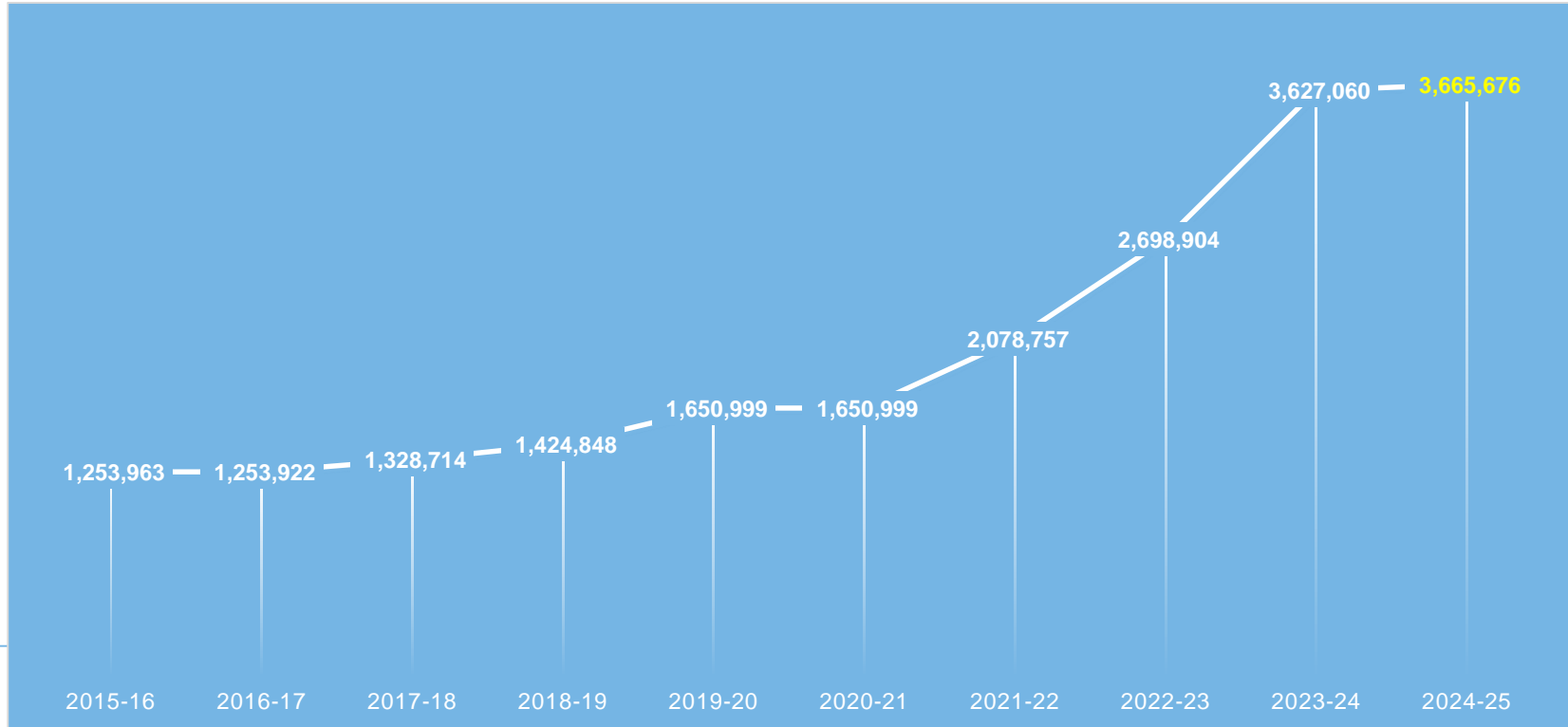


State Aid Estimates for 2024-25

Aid Category	Budget 2023-24	Budget 2024-25	Change (\$)
→ Foundation	\$ 3,624,382	\$ 3,665,676	\$ 41,294
→ BOCES	352,047	397,290	45,243
→ Materials	138,500	142,292	3,792
→ Transportation	274,240	254,554	(19,686)
→ High/Private Excess Cost	111,946	161,195	49,249
Subtotal	\$ 4,501,115	\$ 4,621,007	\$ 119,892
→ Building Aid	583,597	571,626	(11,971)
Total	\$ 5,084,712	\$ 5,192,633	\$ 107,921



Rye Neck Ten Year Foundation Aid History





Grant Funding 2023-24

Grant	Amount
611 IDEA	332,715
619 IDEA	8,940
Title IA	64,512
Title IIA	24,953
Title IIIA	53,539
Title IV	10,000
Total	494,659

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

The chart shows grant funding for the 2023-24 school year.



Expenses

Expense Category	Proposed 2024-2025	Budget 2023-2024	\$ Change	% Change	% of 2024-25 Budget
Board of Education/Central Office	\$ 2,451,376	\$ 2,344,510	106,866	4.56%	4.79%
Employee Benefits	12,522,448	11,754,922	767,526	6.53%	24.49%
Cleaning/Repair, Maintenance & Storeroom	2,391,568	2,233,741	157,827	7.07%	4.68%
Supervision & Security	529,328	234,714	294,614	125.52%	1.04%
Utilities	912,800	915,800	(3,000)	-0.33%	1.79%
Curriculum Development & Instructional Supervision	2,364,320	2,353,961	10,359	0.44%	4.62%
Regular School Instruction	13,999,716	14,186,481	(186,765)	-1.32%	27.38%
Special Education	5,867,696	5,724,751	142,945	2.50%	11.48%
Library & Media	527,429	600,325	(72,896)	-12.14%	1.03%
Technology	1,322,251	1,235,580	86,671	7.01%	2.59%
Counseling, Health Services, Psychology & Social Work	2,023,365	1,983,280	40,085	2.02%	3.96%
Co-Curricular & Interscholastic Athletics	1,684,879	1,587,329	97,550	6.15%	3.30%
Transportation	1,084,313	1,059,148	25,165	2.38%	2.12%
Debt Service	3,060,734	3,056,978	3,756	0.12%	5.99%
Interfund Transfers	385,000	380,000	5,000	1.32%	0.75%
TOTAL	51,127,223	49,651,520	1,475,703	2.97%	100.00%

Salaries and Benefits are 73.39% of the budget

Total Salaries	\$ 25,001,203	\$ 24,820,266	\$ 180,937	0.73%	48.90%
-----------------------	----------------------	----------------------	-------------------	--------------	---------------



Expense Changes: Benefits



Health Insurance

Active and Medicare health insurance rates are increasing by a composite rate of 10.05%

- Active rates +11.00%,
- Retiree Medicare rates +0.00% to +11.00%



Employer Retirement System Contributions

TRS: 9.76% → 10.02%

ERS: 13.10% → 15.20%

Expenses: Safety & Security, Facilities and Capital



Transfer to Capital

Allocation for capital improvements, renovations and upgrades to the high school entrance and the temporary parking lot and bike/walking path at the MS/HS Campus. Current funding level of \$350,000 (same as prior year).



Increase to Safety Services for Window Film

\$80,000 allocation for installation of window security film.



Daniel Warren Lower Level Ceiling Replacement

As identified in the 2022 BCS, replacement of the ceiling in the DW lower level, \$59,000.



Staffing Changes

School	Area/Grade	Position	FTE *	Budget Impact
F.E. Bellows	ENL	TA	1.0	\$ 28,571
MS/HS	All areas	Sub Teacher	1.0	0
MS/HS	Monitor	Monitor	1.0	20,483
F.E. Bellows	Special Services	1:1 Aide	0.5	11,571
District	Support Services	Psychologist	0.2	25,164
DW/FEB	AIS → Special Services	Teacher	0.0	(1,639)
HS	Social Studies	Teacher	-0.2	(15,059)
HS	English	TA	-0.5	(13,362)
MS/HS	Special Services	TA	-1.0	(27,374)
DW/FEB/MS/HS	Supervision	Monitor **	-3.0	0
Total FTE changes for 2024-25 budget			-1.0	\$ 28,355

* FTE = Full Time Equivalent

** These positions were replaced with hired security guards



Supporting the Strategic Plan

- Equip all learners to approach problems by asking questions, exploring solutions, taking action, and reflecting on outcomes.
- Build transformative environments that foster empathy, compassion, and connection to the world. Create learning experiences that instill a sense of purpose inside and outside of the classroom.
- Design systems for our professional learning community to develop practices and expertise that lead to transformational experiences for themselves and their students.

Professional Development

New \$30K budget line to support additional professional development opportunities for staff.

Substitute Coverage Capacity

Addition of a permanent building sub position will allow teachers to attend professional development opportunities during the school day.



03

Tax Information

2024-2025 Proposed Budget



2024-25 Budget - at a Glance

TAX LEVY

Total Tax Levy

\$ 43,459,590

Change in Tax Levy

\$ 932,782

+2.19%

SPENDING

Total Budget

\$ 51,127,223

Budget Change

\$1,475,703 +2.97%

ESTIMATED TAX RATE CHANGES

Rye Town -5.43%

Rye City +7.99%



What factors influence the tax rate change?

Changes in **BUDGET**

Movement in expenditures and revenues

Changes in **EQUALIZATION**

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

Changes in **ASSESSMENTS**

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



Effects of Equalization & Assessment on the 2024-25 Tax Rate Change

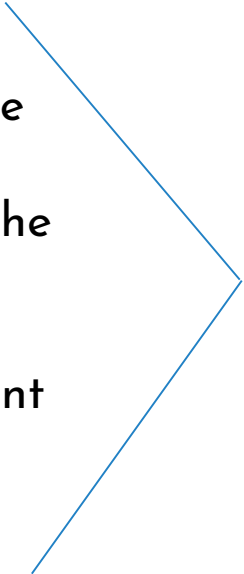
Category	Rye City	Rye Town
Change in the Equalization Rate	+9.42%	-3.96%
Change in Assessments	-3.62%	-3.66%
Subtotal: "Built-In" changes to the tax rate for 2024-25	+5.80%	-7.62%
Amount as a result of budget & revenue changes	+2.19%	+2.19%
Draft 2024-25 tax rate change	+7.99%	-5.43%



Calculate your Estimated School Taxes

Click on the link to calculate your estimated SCHOOL taxes and the change from the prior year.

You will need your assessment for 2022 and 2023.



[2024-25 Tax Rate Calculator](#)

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



04

Proposition II: Use of 2022 Capital Reserve Fund

2024-2025 Proposed Budget



Proposition II: Use of Capital Reserve Fund

- In May 2022, the community authorized the creation of a Capital Reserve Fund.
- We anticipate that the balance in the Capital Reserve Fund will be \$2.7M at June 30, 2024.
- Use of the Capital Reserve Fund does not require any additional levying of taxes, but to use the money in the fund for project work, we must have voter authorization.
- In the summer of 2022, our architects performed the state mandated “Building Condition Survey” which identified all immediate and future building and site work.



Proposed use of 2022 CRF: MS/HS

- Replacement of the original gymnasium low asphalt roof, HS gym skylights, leader work (the only remaining roof in the district that has not been replaced since 2019)





Proposed use of 2022 CRF: Daniel Warren

- Repaving, fence repair and replacement, foundation remediation work



Proposed use of 2022 CRF: Daniel Warren

- Envelope work, repointing, exterior masonry repairs



Proposed use of 2022 CRF: F.E. Bellows

- Repaving, curb and sidewalk repair

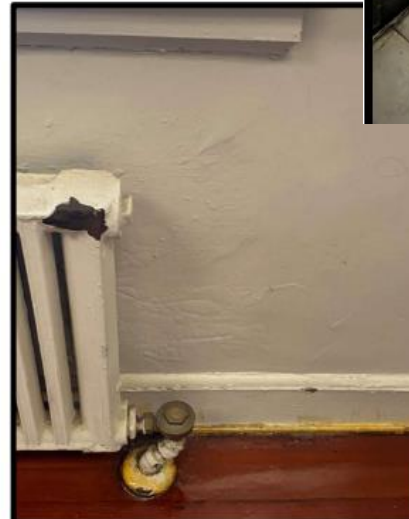




Proposed use of 2022 CRF: F.E. Bellows



- Envelope work, including masonry, repointing, and sill repairs





Proposed use of 2022 CRF: Other items

Looking ahead:

- Engage the architect to perform the following studies:
 - Athletic field study to assess the current layout of the fields at the MS/HS
 - Analysis of adding additional HVAC capacity at Daniel Warren and F.E. Bellows
 - Architect, engineer and related fees to explore an energy performance contract to update district lighting, electrical panels, and end-of-life HVAC units



Estimated costs for proposed work

MS/HS	\$200,000
Daniel Warren	\$1,400,000
F.E. Bellows	\$600,000
Soft costs	\$200,000
<u>Contingency</u>	<u>\$300,000</u>
TOTAL	\$2,700,000



Matches anticipated Capital Reserve Fund Balance at 6/30/24



Proposition II: Use of Capital Reserve Fund

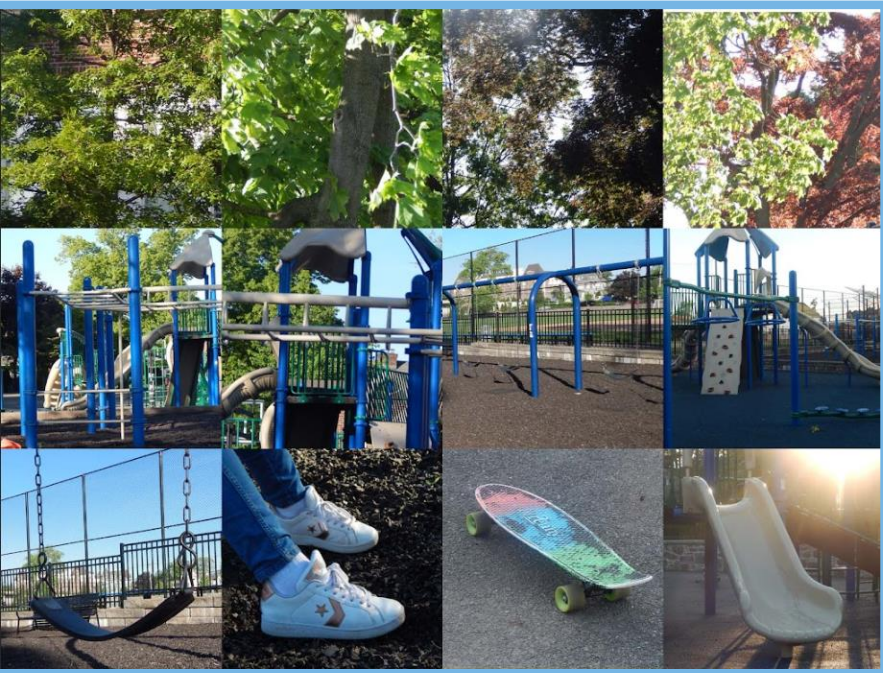
Shall the Board of Education of the Rye Neck Union Free School District (the “District”) be authorized to appropriate funds from the District's “2022 Capital Reserve Fund” in the maximum amount of \$2,700,000, and to expend these funds for the following purposes: (1) paving, fencing and masonry repairs at the District’s elementary schools; (2) a new roof for the lower roof of the High School gymnasium; and (3) architect fees to explore: the athletic field layout at the MS/HS, analysis of adding additional capacity for HVAC at the elementary schools, and a potential energy performance contract?

Thanks!

Any questions?

Find more budget information at www.ryeneck.org
→ Our District → Budget 2024-25





05

Appendix - Program Highlights

2024-2025 Proposed Budget



DANIEL WARREN ELEMENTARY SCHOOL

Grades K-2

- Full day kindergarten
- Interactive whiteboard technology in all classrooms with full internet access
- Schoolwide Enrichment
- Research based Math and Literacy approach
- Academic Intervention Support - All Areas
- Project-based learning - Wonder Studio
- Experiential science program (STEAM)
- Outdoor garden classroom - Peace Garden
- Google Chromebook carts integrated into classroom instruction
- High Interest Classroom Libraries and Instructional Materials
- Specialty Classes - Physical Education, Library Media Center, Music, Art, Wonder Studio, Technology



F.E. BELLOWS ELEMENTARY SCHOOL

Grades 3-5

- Next Generation Standards-aligned Reading, Writing and Mathematics curricula
- Science 21 curriculum aligned to P-12 NYS Science Learning Standards
- BOCES Integrated Social Studies curriculum aligned to P-12 NYS Social Studies Learning Standards
- Math Olympiad Enrichment (Grades 4 and 5)
- Continental Math Enrichment (Grade 3)
- RedBird Math Enrichment (Grade 3 & 4)
- Science Expo (Grades 3-5)
- Student Council (Grades 3-5)
- Enrichment Learning Pathways for all students (in and out of the classroom)
- RULER approach to Social Emotional Learning with a focus on the 7 Habits of Happy Kids
- Data-driven Academic Intervention Services (ELA & Math)
- ENL Homework Help & After-School Club
- Music and Arts Education Programs
- Library Media and Idea Lab with a focus on STEAM learning opportunities
- 1:1 Google Chromebook Initiative
- Sports Education Model in Physical Education
- STEAM and Cultural Arts Events/Opportunities that enrich and enhance learning across all subject areas
- Departmentalized instructional model in Science & Social Studies (grades 3-5) for 2024-25



MIDDLE SCHOOL

Grades 6-8

- Regents level science and math coursework for Grade 8
- Science Olympiad
- World languages beginning in Grade 6
- Academic Intervention Services
- Extended day and after school assistance
- Counseling services
- Interdisciplinary & developmental guidance in Grades 6-8
- Orientation/Transition programs
- School wide anti-bullying program, including the Anti-Defamation League's No Place for Hate program, RNMS is a Gold Star School
- Character education class in Grade 6
- 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
- After-school clubs for all grades
- Intramurals for Grade 6
- Modified sports for Grades 7 & 8 in all three seasons



HIGH SCHOOL

Grades 9-12

- Award-winning Arts programs in music, art and theatre (NYSSMA, All State Band, Roger Rees, Metro, Palace Theatre Ernie DiMattia Emerging Young Artist Awards)
- 29 Student-interest generated co-curricular club offerings (9 new offerings in 2023-24)
- STEM electives (Intro to Programming, Engineering, Robotics, Anatomy, Physiology, Bioethics, Game Design, Statistics, Intro to Architecture, Digital Media & Art)
- Arts, Humanities, Social Science Electives: Fashion design, ceramics, sociology, psychology, business principles, video/film making, theater tech, broadcasting, graphic design, history of and history through film, journalism, music theory, strings)
- World language offerings in Italian, Spanish, French through AP Levels
- Comprehensive College Placement & Career Planning including transition programs
- Enquiry based ILP, Research and Science Research Programs
- Annual Fall Play and Winter Musical Production
- Regionally competitive academic teams (HOSA, Mock Trial, Model UN and Science Olympiad)
- 24 Advanced Placement course offerings
- Dual enrollment partnerships with local colleges and universities (SUNY, Manhattanville)
- New State-of-the-Art Collaborative Science Center
- Senior Internship Program (SIP)
- Community service requirement for graduation
- Art Gallery
- TV Studio



ATHLETICS

- Over 70% of 7-12th graders participate in interscholastic athletics
- 27 sport offerings across three seasons
- 57 Interscholastic Teams
- Participation in Section 1 and NYS postseason championships
- State-of-the-Art Fitness Center with strength and conditioning programming
- Athletic Director's Honor Roll recognizing over 100 exceptional student-athletes each semester
- Full-time Athletic Trainer
- Special programming including Homecoming, Holiday Basketball Tournament, Panther Palooza, & Springfest
- Concussion Management program
- Merged athletic programs of Boys/Girls Ice Hockey, Boys/Girls swimming and wrestling with neighboring schools
- 100% of Coaching Staff is in compliance with NYS Certification requirements
- End of year Varsity Sports Awards Ceremony
- Full 6th grade intramural program
- Virtual Athletic Hall of Fame and Record Holders
- Host ceremonies for Hall of Fame Inductions, athletes who sign N.L.I. to continue their career in college as well as recognize non-scholarship collegiate athletes
- Livestreaming of Varsity and Junior Varsity contests



HEALTH & PHYSICAL EDUCATION

Grades K-12

- High School Lifetime Fitness and Activities Elective Program
- Yoga, core training, weight and cardio training
- Google Chrome Technology integration
- Utilization of the Sport Education Model in MS PE Program
- Sport Management Elective for High School
- State-of-the art Middle and High School Gymnasiums with sound systems
- “Abusive Relationships”, “Reducing Our Adolescent Drunk/Drugged Driving”, “Dangers of Gambling” and “Drugs and the Law” Guest Speaker presentations to High School health classes
- Participation in the Southern Westchester BOCES Physical Education/Health Consortium Workshop Series



SPECIAL SERVICES

- Program development and professional learning to increase the effectiveness of identifying Students With Disabilities transitioning from CPSE to CSE services
- Advancing the knowledge of all Special Services providers in the recommendation and administration of Test Accommodations
- Developing a collaborative monthly Teaching Assistant training and resource meeting protocol for the Middle School and High School
- Expansion of the Middle School and High School test Center
- Investment to expand Mental Wellness services and professional development for faculty and families at all grade levels presented in multiple home languages
- Continued dedication to a Least Restrictive Environment for students at all grade levels
- Maintaining Integrated Co-teaching at Daniel Warren Elementary School with existing faculty
- Renewed emphasis on services for Students With Disabilities to target ELA and Math skills at F.E. Bellows Elementary School
- Incorporation of intense mental wellness services for students at the Rye Neck Middle and High School to reduce absenteeism, hospitalizations, and Out Of District placements
- Strategic scheduling at the Rye Neck Middle and High School to effectively utilize available faculty resources
- Engaging all Students With Disabilities in high-quality Regents diploma bound classes
- Student driven post-secondary discussions and preparation for competitive instructional and employment opportunities
- Continued professional coaching for teachers' best practices in Integrated Co-teaching and Integrated Special Class programs
- Applications for Federal and State Grants for Students With Disabilities, as well as district wide social-emotional services
- Development of a Multi Tier Support Services (MTSS) Playbook for all district social emotional programs and services



Actual And Projected Enrollment

Grade	ACTUAL	ESTIMATED						
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
K	90	85	90	95	95	95	95	95
1	115	96	91	96	102	102	102	102
2	110	118	99	93	99	105	105	105
3	103	109	118	99	93	99	105	105
4	115	108	115	124	104	98	104	110
5	124	115	108	115	124	104	98	104
6	116	125	115	108	115	124	104	98
7	118	117	126	116	109	116	125	105
8	115	120	119	128	118	111	118	127
9	106	108	113	112	121	111	105	111
10	106	102	104	109	108	116	107	101
11	151	108	104	106	111	110	118	109
12	112	150	108	104	106	111	110	118
TOTAL	1,481	1,461	1,410	1,405	1,405	1,402	1,396	1,390

School	ACTUAL	ESTIMATED						
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Daniel Warren	315	299	280	284	296	302	302	302
F.E. Bellows	342	332	341	338	321	301	307	319
Middle	349	362	360	352	342	351	347	330
High	475	468	429	431	446	448	440	439
TOTAL	1,481	1,461	1,410	1,405	1,405	1,402	1,396	1,390



Class Size, Elementary Schools

Grade	Average Class Size 2023-24	Estimated Class Size Range 2024-25
Kindergarten	18	16-18
Grade 1	19	18-20
Grade 2	22	19-21
Grade 3	18	18-20
Grade 4	23	19-22
Grade 5	20	18-20



06

Appendix - Financial Information

2024-2025 Proposed Budget



2024-25

Estimated Revenues

<u>Source of Revenue</u>	<u>Budgeted FY 23-24</u>	<u>Proposed FY 24-25</u>	<u>% of the budget</u>	<u>Change in funding</u>	<u>% Change</u>
<u>Appropriated Fund Balance, July 1</u> (funds used to reduce tax rate)	575,000	575,000	1.12%	-	0.00%
<u>Local Sources</u>					
Property Tax *	42,526,808	43,459,590	85.00%	932,782	2.19%
Westchester County Sales Tax	625,000	750,000	1.47%	125,000	20.00%
<u>State Sources</u>					
Estimated State Aid	5,084,712	5,192,633	10.16%	107,921	2.12%
<u>Transfers in</u>					
Debt Service Reserve	150,000	150,000	0.29%	-	0.00%
ERS Reserve	375,000	470,000	0.92%	95,000	25.33%
TRS Reserve	-	100,000	0.20%	100,000	NM
<u>Other Sources</u>					
Interest on deposits	225,000	320,000	0.63%	95,000	42.22%
Refund of PY Costs (BOCES, etc.)	70,000	70,000	0.14%	-	0.00%
Miscellaneous	20,000	40,000	0.08%	20,000	100.00%
Total - Other Sources	315,000	430,000	0.84%	115,000	36.51%
Grand Total	49,651,520	51,127,223	100.00%	1,475,703	2.97%



2024-25 Estimated Expenditures

Expense Category	Proposed 2024-2025	Budget 2023-2024	\$ Change	% Change	% of 2024-25 Budget
Board of Education/Central Office	\$ 2,451,376	\$ 2,344,510	106,866	4.56%	4.79%
Employee Benefits	12,522,448	11,754,922	767,526	6.53%	24.49%
Cleaning/Repair, Maintenance & Storeroom	2,391,568	2,233,741	157,827	7.07%	4.68%
Supervision & Security	529,328	234,714	294,614	125.52%	1.04%
Utilities	912,800	915,800	(3,000)	-0.33%	1.79%
Curriculum Development & Instructional Supervision	2,364,320	2,353,961	10,359	0.44%	4.62%
Regular School Instruction	13,999,716	14,186,481	(186,765)	-1.32%	27.38%
Special Education	5,867,696	5,724,751	142,945	2.50%	11.48%
Library & Media	527,429	600,325	(72,896)	-12.14%	1.03%
Technology	1,322,251	1,235,580	86,671	7.01%	2.59%
Counseling, Health Services, Psychology & Social Work	2,023,365	1,983,280	40,085	2.02%	3.96%
Co-Curricular & Interscholastic Athletics	1,684,879	1,587,329	97,550	6.15%	3.30%
Transportation	1,084,313	1,059,148	25,165	2.38%	2.12%
Debt Service	3,060,734	3,056,978	3,756	0.12%	5.99%
Interfund Transfers	385,000	380,000	5,000	1.32%	0.75%
TOTAL	51,127,223	49,651,520	1,475,703	2.97%	100.00%
Total Salaries	\$ 25,001,203	\$ 24,820,266	\$ 180,937	0.73%	48.90%



Tax Cap Levy & Budget History

The Tax Levy Cap

How can the tax cap be 2.00% and the proposed levy increase be 2.19% and still be at the cap?

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

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

Historical Levy Caps

Year	Tax Levy Cap
2024-25 (proposed)	2.19%
2023-24	2.18%
2022-23	1.84%
2021-22	2.17%
2020-21	3.68%
2019-20	3.35%

All tax cap compliant



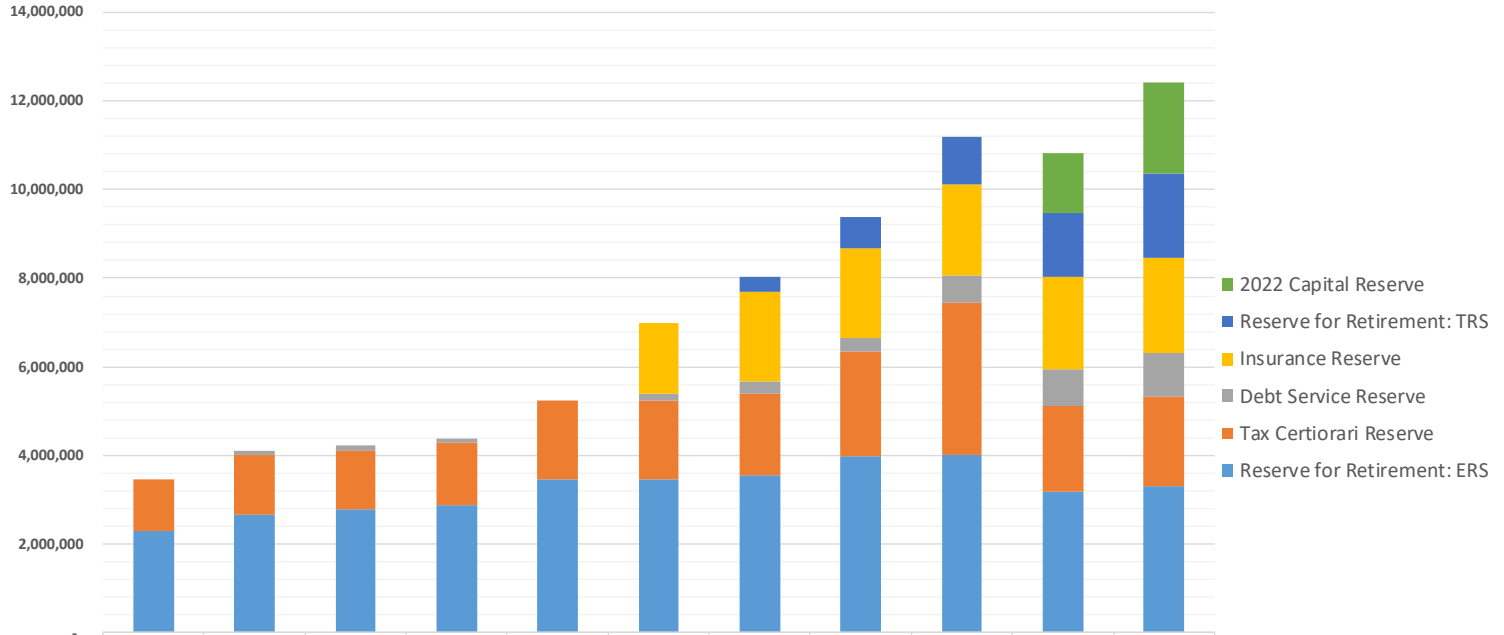
The 2024-25 Levy and Tax Rates (*estimated*)

Municipality	Total Municipal Levy	Percentage of the Levy	Estimated Homestead Tax Rate*
Rye Town	30,287,201	69.69%	14.31
Rye City	<u>13,172,389</u>	<u>30.31%</u>	1,101.79
Total Levy	43,459,590	100.00%	

* Per \$1,000 of Assessed Value



Rye Neck Ten Year Reserve Fund Analysis



	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
2022 Capital Reserve	-	-	-	-	-	-	-	-	-	1,360,359	2,052,367
Reserve for Retirement: TRS	-	-	-	-	-	-	346,000	706,690	1,073,347	1,450,976	1,892,512
Insurance Reserve	-	-	-	-	-	1,603,244	1,998,044	2,025,125	2,065,768	2,069,436	2,150,533
Debt Service Reserve	-	95,216	95,216	95,216	-	150,000	295,453	299,458	603,147	821,436	991,435
Tax Certiorari Reserve	1,136,523	1,344,598	1,346,381	1,406,381	1,771,950	1,771,950	1,834,275	2,359,136	3,459,783	1,952,343	2,007,189
Reserve for Retirement: ERS	2,312,285	2,662,285	2,775,889	2,880,889	3,458,718	3,458,718	3,553,458	3,999,036	4,000,204	3,179,400	3,313,939

TOTALS **3,448,808** **4,102,099** **4,217,486** **4,382,486** **5,230,668** **6,983,912** **8,027,230** **9,389,445** **11,202,249** **10,833,950** **12,407,975**



History of TAX RATE CHANGES

Year	Rye Town	Rye City
2015-16	0.99%	3.69%
2016-17	-9.84%	0.52%
2017-18	0.35%	4.74%
2018-19	-2.04%	1.79%
2019-20	1.96%	5.27%
2020-21	3.59%	1.75%
2021-22	-0.75%	-3.13%
2022-23	2.23%	-1.48%
2023-24	-6.86%	5.36%
2024-25 (draft)	-5.43%	7.99%



10-Year Budget Comparison

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Expenses										
Budget Spending Change	-0.70%	1.84%	-0.58%	3.13%	4.16%	3.37%	3.42%	3.26%	4.38%	2.97%
Total Budget	39,623,723	40,353,985	40,120,000	41,374,222	43,095,212	44,545,814	46,069,994	47,570,139	49,651,520	51,127,223
Change in Spending	(279,576)	730,262	(233,985)	1,254,222	1,720,990	1,450,602	1,524,180	1,500,145	2,081,381	1,475,703
To drop 1% on expense	396,237	403,540	401,200	413,742	430,952	445,458	460,700	475,701	496,515	511,272
Tax Levy										
Total Tax Levy	35,828,846	35,945,945	36,205,473	37,330,588	38,580,261	39,999,300	40,866,385	41,618,836	42,526,808	43,459,590
Change in Aggregate Tax Levy	251,327	117,099	259,528	1,125,115	1,249,673	1,419,039	867,085	752,451	907,972	932,782
% increase on total levy	0.71%	0.33%	0.72%	3.11%	3.35%	3.68%	2.17%	1.84%	2.18%	2.19%
% change in Homestead rate:										<i>Estimated</i>
Rye Town	0.99%	-9.84%	0.35%	-2.04%	1.96%	3.59%	-0.75%	2.23%	-6.86%	-5.43%
Rye City	3.69%	0.52%	4.74%	1.79%	5.27%	1.75%	-3.13%	-1.48%	5.36%	7.99%
1% on the taxes =	358,288	359,459	362,055	373,306	385,803	399,993	408,664	416,188	425,268	434,596
Revenues:										
Appropriated FB	650,000	1,164,957	636,000	636,000	561,000	761,000	615,000	575,000	575,000	575,000
Transfers from Reserve Funds (as per disposition schedule)	426,396	535,000	567,387	535,000	505,000	847,424	550,000	525,000	525,000	720,000
Estimated State Aid change	301,990	89,336	15,303	49,494	421,571	(398,361)	1,095,519	739,194	958,909	107,921



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

Estimated Taxes for a Range of Home Values

Market Value -- Assessed Valuation	Rye Town Homestead Tax Rate	Estimated School Tax	Estimated Tax After STAR*
750,000	14.31	10,734	9,455
850,000	14.31	12,166	10,887
950,000	14.31	13,597	12,318
1,000,000	14.31	14,312	13,033
1,100,000	14.31	15,744	14,465
1,200,000	14.31	17,175	15,896
1,300,000	14.31	18,606	17,327
1,400,000	14.31	20,037	18,758
1,500,000	14.31	21,469	20,190

* STAR Maximum Basic exemption = \$1,279

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

Assessed Valuation	Estimated Market Value **	Rye City Homestead Tax Rate	Estimated School Tax	Estimated Tax After STAR*
9,675	750,000	1,101.79	10,660	9,422
10,965	850,000	1,101.79	12,081	10,843
12,255	950,000	1,101.79	13,502	12,264
12,900	1,000,000	1,101.79	14,213	12,975
14,190	1,100,000	1,101.79	15,634	14,396
15,480	1,200,000	1,101.79	17,056	15,818
16,770	1,300,000	1,101.79	18,477	17,239
18,060	1,400,000	1,101.79	19,898	18,660
19,350	1,500,000	1,101.79	21,320	20,082

** Rye City Equalization Rate = 1.29%

STAR Maximum Basic exemption = \$1,238



Taxable Assessed Value, 10 Year History

		TXAV-RT	TXAV-RC	EQR	(TXAV-RC)/(EQR/100)
	Assessment	Taxable	Taxable	Rye City	
School Year	Year	Assessed Value	Assessed	Equalization	Taxable Full Value
		Rye Town	Value Rye City	Rate	Rye City
2015-16	2014	1,355,080,152	13,486,988	1.91	706,125,026
2016-17	2015	1,518,114,417	13,335,176	1.71	779,834,854
2017-18	2016	1,516,225,229	12,826,438	1.64	782,099,878
2018-19	2017	1,626,518,826	12,492,003	1.58	790,633,101
2019-20	2018	1,649,614,823	12,206,780	1.53	797,828,758
2020-21	2019	1,684,334,136	11,965,425	1.56	767,014,423
2021-22	2020	1,812,522,969	11,801,825	1.60	737,614,063
2022-23	2021	1,806,853,459	11,726,840	1.66	706,436,145
2023-24	2022	1,944,661,766	11,877,544	1.47	807,996,190
2024-25	2023	2,064,823,417	11,847,752	1.29	918,430,388



District Reserve Funds and Disposition Schedule

Fund	Statutory Authorization	Balance at 6/30/2023	Year 1		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Summary
			Est. net additions/(use) 2023-24	Est. use for 2024-25 Budget	Est. use for 2025-26 Budget	Est. use for 2026-27 Budget	Est. use for 2027-28 Budget	Est. use for 2028-29 Budget	Est. use for 2029-30 Budget	Est. use for 2030-31 Budget	Estimated Balance at 6/30/2031
Retirement Contribution (ERS)	GML § 6-r	3,313,939	(178,973)	(470,000)	(425,000)	(425,000)	(450,000)	(450,000)	(450,000)	(450,000)	14,966
Retirement Contribution (TRS)	GML § 6-r	1,892,512	94,504	(100,000)	(225,000)	(250,000)	(275,000)	(275,000)	(300,000)	(300,000)	262,016
Tax Certiorari Reserve	Educ. Law, § 3651.1-a	2,007,189	(45,793)	(50,000)	(275,000)	(275,000)	(275,000)	(275,000)	(275,000)	(275,000)	261,396
Insurance Reserve	GML § 6-n	2,150,533	114,277	-	-	-	-	-	-	-	2,264,810
2022 Capital Reserve	GML § 6-c, 6-g	2,052,367	574,000	(825,000)	(1,775,000)	-	-	-	-	-	26,367
Debt Service Fund	GML § 6-l	991,435	(69,674)	(150,000)	(150,000)	(150,000)	(150,000)	(100,000)	(100,000)	(100,000)	21,761
		12,407,975	488,341	(1,595,000)	(2,850,000)	(1,100,000)	(1,150,000)	(1,100,000)	(1,125,000)	(1,125,000)	2,851,316



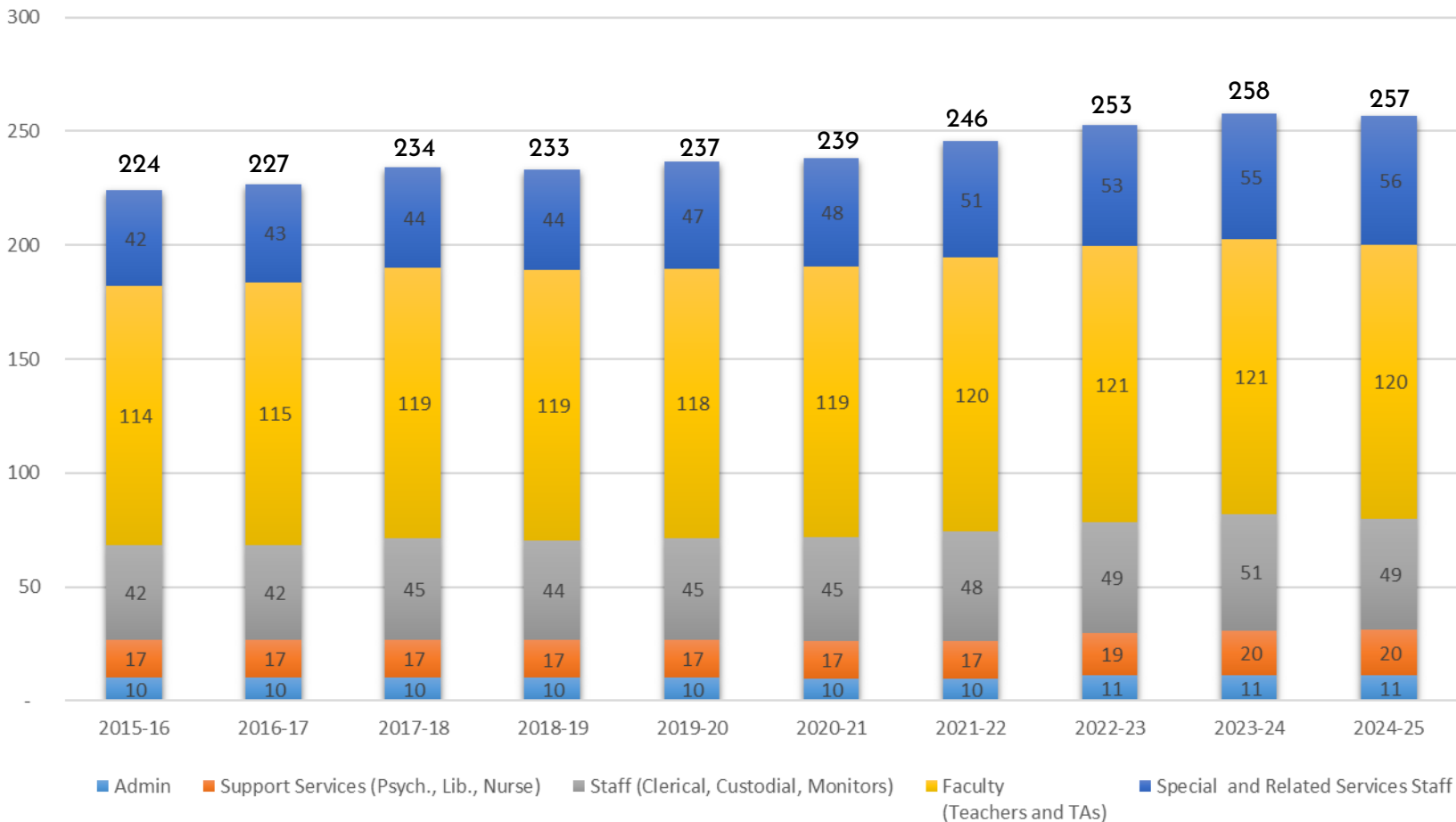
Schedule of Debt Outstanding

Issue Date	Issue Amount	Issue Type	Purpose	Interest Rate	Principal Outstanding 04/1/2024
5/15/2014	8,570,000	Serial Bond	\$7.1M Capital Bond & \$1.47M District-Wide Security Bond	2.31%	3,815,000
6/18/2015	1,750,320	Installment Debt	Energy Performance Contract	2.43%	870,283
5/31/2019	6,280,000	Serial Bond	2018 Cap Bond: Roof Replacements, Science Center, Gym	2.08%	4,450,000
6/16/2020	12,000,000	Serial Bond	2018 Cap Bond: Science Center, Gym	2.28%	10,865,000
3/16/2021	10,000,000	Serial Bond	2018 Cap Bond: Science Center, Gym	1.95%	8,905,000
3/25/2021	1,615,000	Serial Bond	Refunding Bond	0.62%	965,000
3/14/2023	925,143	Serial Bond	2018 Cap Bond: Science Center	3.84%	627,902
Total Outstanding Principal					\$ 30,498,185

The community approved two capital bond propositions for a total borrowing capacity of \$30,505,000 in 2018 and 2020. Of this amount \$1.0M remains unissued.



Ten Year Budgeted Staffing Analysis





07

FY 2024-2025

Line Item Budget

Function	Object	Expenditure Description	BUDGET	* ACTUAL	BUDGET	** ESTIMATED	PROPOSED	\$ Change	% Change	Notes
			2022-2023	2022-2023	2023-2024	2023-2024	BUDGET			
<p>* ACTUAL 2022-2023: The data in this column includes expensed and encumbered costs at June 30, 2023. The data also includes non-recurring one-time expenditures. ** ESTIMATED 2023-2024: The data provided in this column is estimated and subject to revision. Actual expenditures may differ due to factors including, but not limited to, changes in staffing, programming and enrollment, adjustments in state funding, and unforeseen expenses during the fiscal year. The data also includes non-recurring one-time expenditures.</p>										
BOARD OF EDUCATION										
<u>Board of Education</u>										
1010	401	Prof. Development	\$2,400	\$1,190	\$2,400	\$1,750	\$2,400	\$0	0.00%	
1010	400	Service	\$7,300	\$7,220	\$7,300	\$12,300	\$12,300	\$5,000	68.49%	NYSSBA policy services
1010	450	Supplies	\$750	\$741	\$750	\$500	\$750	\$0	0.00%	
1010	490	BOCES Services	\$0	\$4,421	\$3,500	\$25,100	\$4,500	\$1,000	28.57%	Super Eval subscription
			\$10,450	\$13,572	\$13,950	\$39,650	\$19,950	\$6,000	43.01%	
<u>District Clerk</u>										
1040	160	Salaries	\$11,728	\$11,613	\$11,845	\$11,961	\$12,320	\$475	4.01%	
1060	400	Services	\$8,500	\$6,518	\$8,500	\$8,000	\$8,500	\$0	0.00%	
1060	490	BOCES Services	\$10,710	\$10,788	\$11,000	\$10,857	\$11,000	\$0	0.00%	
			\$30,938	\$28,919	\$31,345	\$30,818	\$31,820	\$475	1.51%	
<u>Auditing Services</u>										
1320	400	Financial Audit	\$45,000	\$38,250	\$40,000	\$38,250	\$40,000	\$0	0.00%	
1320	490	GASB 75	\$6,000	\$5,830	\$6,000	\$5,976	\$6,095	\$95	1.58%	
1320	400	Internal Auditor	\$19,000	\$16,790	\$19,000	\$19,000	\$19,000	\$0	0.00%	
1320	400	Claims Auditor	\$10,000	\$7,406	\$10,000	\$8,500	\$10,000	\$0	0.00%	
<u>Legal Services</u>										
1420	400	General, Labor, Litigation	\$150,000	\$79,878	\$150,000	\$133,600	\$145,000	(\$5,000)	-3.33%	
<u>Public Information and Services</u>										
1480	150	Director of Technology and Communications Salaries	\$45,000	\$46,500	\$47,430	\$47,430	\$48,379	\$949	2.00%	
<u>District Printing</u>										
1670	400	Newsletters, Value Educ.	\$15,000	\$12,493	\$15,000	\$20,000	\$19,000	\$4,000	26.67%	
<u>Unallocated Items</u>										
1910	400	Insurance- property, casualty, GL, etc.	\$260,000	\$260,448	\$281,284	\$289,323	\$335,615	\$54,331	19.32%	16% estimated increase to insurance
<u>Refund of Real Property Taxes</u>										
1920	400	Taxes due to other districts	\$0	\$73,886	\$0	\$45,608	\$2,500	\$2,500	NM	
1930	400	Tax cert payments	\$0	\$26,015	\$0	\$150,224	\$0	\$0	NM	Paid from tax cert fund
<u>School Bd. Policy Service</u>										
1920	400	New York State School Boards	\$15,000	\$14,550	\$15,000	\$14,861	\$16,000	\$1,000	6.67%	
<u>Assessments</u>										
1950	400	Sewer tax	\$54,000	\$56,131	\$54,000	\$57,724	\$58,000	\$4,000	7.41%	
<u>Administrative Charges</u>										
1981	490	BOCES Admin. & Capital	\$279,800	\$279,800	\$282,638	\$282,638	\$286,284	\$3,646	1.29%	
SUBTOTAL BOE:			\$940,188	\$960,468	\$965,647	\$1,183,602	\$1,037,642	\$71,995	7.46%	

Function	Object	Expenditure Description	BUDGET	* ACTUAL	BUDGET	** ESTIMATED	PROPOSED	\$ Change	% Change	Notes
			2022-2023	2022-2023	2023-2024	2023-2024	BUDGET 2024-2025			
<p>* ACTUAL 2022-2023: The data in this column includes expensed and encumbered costs at June 30, 2023. The data also includes non-recurring one-time expenditures. ** ESTIMATED 2023-2024: The data provided in this column is estimated and subject to revision. Actual expenditures may differ due to factors including, but not limited to, changes in staffing, programming and enrollment, adjustments in state funding, and unforeseen expenses during the fiscal year. The data also includes non-recurring one-time expenditures.</p>										
CENTRAL OFFICE & DEBT SERVICE										
<u>Debt Service (Indebtedness)</u>										
9711	600	Principal	\$2,045,507	\$1,813,161	\$2,160,459	\$2,160,459	\$2,243,639	\$83,180	3.85%	
9711	700	Interest	\$926,050	\$942,118	\$896,519	\$873,141	\$817,096	(\$79,424)	-8.86%	
<u>Chief School Administrator</u>										
1240	150	Instructional Salaries	\$255,000	\$255,000	\$262,650	\$260,100	\$267,903	\$5,253	2.00%	
1240	160	Clerical Salaries	\$81,683	\$85,518	\$84,953	\$84,953	\$87,481	\$2,528	2.98%	
1240	400	Services	\$12,000	\$18,045	\$12,000	\$25,000	\$25,000	\$13,000	108.33%	Reallocation
1240	400	Prof. Devt.	\$11,375	\$4,730	\$11,375	\$5,000	\$7,000	(\$4,375)	-38.46%	Reallocation
1240	450	Supplies	\$6,650	\$522	\$6,650	\$1,500	\$2,000	(\$4,650)	-69.92%	Reallocation
1240	490	BOCES Services	\$0	\$330	\$0	\$330	\$330	\$330	NM	
			\$3,338,265	\$3,119,425	\$3,434,606	\$3,410,482	\$3,450,448	\$15,842	0.46%	
<u>Personnel</u>										
1430	160	Clerical Salaries	\$110,906	\$100,124	\$121,336	\$103,128	\$106,222	(\$15,114)	-12.46%	Prior year budget includes estimate
1430	400	Services	\$3,800	\$1,602	\$3,800	\$2,200	\$2,800	(\$1,000)	-26.32%	To align with actual spending
1430	450	Supplies	\$380	\$276	\$380	\$300	\$380	\$0	0.00%	
1430	490	BOCES Certification/Recruiting	\$15,000	\$14,058	\$15,000	\$25,167	\$25,000	\$10,000	66.67%	
			\$130,085	\$116,060	\$140,515	\$130,795	\$134,402	(\$6,114)	-4.35%	
<u>Business Office</u>										
1310	150	Instructional Salaries	\$210,120	\$208,080	\$212,242	\$212,242	\$221,487	\$9,245	4.36%	
1310	160	Clerical Salaries	\$494,337	\$479,763	\$512,406	\$506,261	\$532,047	\$19,641	3.83%	
1310	400	Services	\$15,900	\$12,807	\$15,900	\$13,000	\$14,500	(\$1,400)	-8.81%	Reallocation
1310	450	Supplies	\$15,450	\$16,347	\$15,450	\$17,000	\$17,000	\$1,550	10.03%	Reallocation
1310	490	State Aid Services & Finance Software	\$79,878	\$73,418	\$79,722	\$76,373	\$80,085	\$363	0.45%	
			\$815,685	\$790,415	\$835,720	\$824,876	\$865,119	\$29,399	3.52%	
<u>Bond Services</u>										
1380	400	Fiscal Agent Services	\$25,000	\$8,275	\$25,000	\$4,400	\$24,500	(\$500)	-2.00%	Financial disclosures to capital markets, bonding
GRAND TOTAL: BD OF ED/CENTRAL OFFICE/DEBT SERVICE			\$5,249,223	\$4,994,643	\$5,401,488	\$5,554,154	\$5,512,110	\$110,622	2.05%	

Function	Object	Expenditure Description	BUDGET	* ACTUAL	BUDGET	** ESTIMATED	PROPOSED	\$ Change	% Change	Notes
			2022-2023	2022-2023	2023-2024	2023-2024	BUDGET			
<p>* ACTUAL 2022-2023: The data in this column includes expensed and encumbered costs at June 30, 2023. The data also includes non-recurring one-time expenditures. ** ESTIMATED 2023-2024: The data provided in this column is estimated and subject to revision. Actual expenditures may differ due to factors including, but not limited to, changes in staffing, programming and enrollment, adjustments in state funding, and unforeseen expenses during the fiscal year. The data also includes non-recurring one-time expenditures.</p>										
EMPLOYEE BENEFITS										
9010	800	<u>NYS Empl. Retirement System</u> (Retirement system for Clerical, CSEA, aides)	\$375,000	\$373,828	\$425,000	\$414,060	\$520,000	\$95,000	22.35%	Rate increase to 15.2%
9020	800	<u>NYS Teachers Retirement System</u> (Required contribution for all Teachers/new staff)	\$2,129,243	\$2,050,374	\$2,079,871	\$2,056,629	\$2,150,771	\$70,900	3.41%	Rate increase to 10.02%
9030	800	<u>Social Security</u> (Reflects contribution for new & existing employees)	\$1,820,045	\$1,717,433	\$1,895,557	\$1,800,000	\$1,900,077	\$4,520	0.24%	
9040	800	<u>Workers Compensation</u> (Based on experience rating or number of claims)	\$132,000	\$118,554	\$132,000	\$125,472	\$131,141	(\$859)	-0.65%	
9045	800	<u>Life</u> (Reflects contribution for administration)	\$5,000	\$5,188	\$5,500	\$5,188	\$5,500	\$0	0.00%	
9050	800	<u>Unemployment Insurance</u> (Required payments to employees who have left, including subs, grant and leave positions)	\$12,000	\$112	\$12,000	\$20,702	\$20,000	\$8,000	66.67%	To align with actual spending
9060	800	<u>Medical/Vision</u> (includes increases in premium and new staff positions) <i>includes employee contribution toward health insurance</i>	\$4,676,839	\$4,153,687	\$5,033,787	\$4,601,528	\$5,440,867	\$407,080	8.09%	10% composite rate increase
9060	800	<u>Retiree Health Insurance</u> (Health & Medicare Part B reimb. for retirees) <i>includes retiree contribution toward health insurance</i>	\$1,723,270	\$1,679,970	\$1,796,208	\$1,801,991	\$1,954,092	\$157,885	8.79%	10% composite rate increase
9070	800	<u>Union Welfare Benefits</u> (Reflects contribution for new & existing employees)	\$403,200	\$388,824	\$375,000	\$384,467	\$400,000	\$25,000	6.67%	
GRAND TOTAL: EMPLOYEE BENEFITS			\$11,276,597	\$10,487,970	\$11,754,922	\$11,210,037	\$12,522,448	\$767,526	6.53%	

Function	Object	Expenditure Description	BUDGET	* ACTUAL	BUDGET	** ESTIMATED	PROPOSED	\$ Change	% Change	Notes
			2022-2023	2022-2023	2023-2024	2023-2024	BUDGET 2024-2025			
<p>* ACTUAL 2022-2023: The data in this column includes expensed and encumbered costs at June 30, 2023. The data also includes non-recurring one-time expenditures. ** ESTIMATED 2023-2024: The data provided in this column is estimated and subject to revision. Actual expenditures may differ due to factors including, but not limited to, changes in staffing, programming and enrollment, adjustments in state funding, and unforeseen expenses during the fiscal year. The data also includes non-recurring one-time expenditures.</p>										
CUSTODIAL & GROUNDS										
		<u>Supervisor of Buildings & Grounds</u>								
1620	160	Salary & OT	\$107,455	\$97,046	\$113,699	\$110,199	\$114,704	\$1,005	0.88%	
		<u>Building Supervisors</u>								
1620	160	Salary & OT	\$382,259	\$374,687	\$386,792	\$366,098	\$367,780	(\$19,012)	-4.92%	One retirement
		<u>Groundsmen</u>								
1620	160	Salary & OT	\$264,118	\$218,134	\$243,635	\$255,850	\$249,230	\$5,595	2.30%	
		<u>Daniel Warren</u>								
1620	160	Salary & OT	\$141,311	\$100,154	\$125,043	\$120,543	\$130,305	\$5,262	4.21%	
		<u>F.E. Bellows</u>								
1620	160	Salary & OT	\$159,938	\$164,830	\$162,075	\$161,575	\$166,102	\$4,028	2.48%	
		<u>MS/HS</u>								
1620	160	Salary & OT	\$375,009	\$362,463	\$408,998	\$403,253	\$425,321	\$16,323	3.99%	
SUBTOTAL: SALARIES- CUSTODIAL AND GROUNDS			\$1,430,090	\$1,317,313	\$1,440,241	\$1,417,517	\$1,453,442	\$13,201	0.92%	

Function	Object	Expenditure Description	BUDGET	* ACTUAL	BUDGET	** ESTIMATED	PROPOSED	\$ Change	% Change	Notes
			2022-2023	2022-2023	2023-2024	2023-2024	BUDGET 2024-2025			
<p>* ACTUAL 2022-2023: The data in this column includes expensed and encumbered costs at June 30, 2023. The data also includes non-recurring one-time expenditures. ** ESTIMATED 2023-2024: The data provided in this column is estimated and subject to revision. Actual expenditures may differ due to factors including, but not limited to, changes in staffing, programming and enrollment, adjustments in state funding, and unforeseen expenses during the fiscal year. The data also includes non-recurring one-time expenditures.</p>										
CUSTODIAL & GROUNDS (CONTINUED)										
<u>Districtwide: Equipment, Services and Supplies</u>										
1620	200	Equipment	\$12,000	\$0	\$12,000	\$5,000	\$12,000	\$0	0.00%	
1620	202	Vehicles and Machines	\$10,000	\$68,102	\$10,000	\$10,000	\$17,946	\$7,946	79.46%	
1620	203	Furniture	\$13,500	\$34,046	\$20,000	\$40,098	\$20,000	\$0	0.00%	
1620	400/404	District - Services	\$282,000	\$261,138	\$180,000	\$220,000	\$218,500	\$38,500	21.39%	To align with actual spending and water testing 24-25
1620	409	Wireless Communication	\$23,500	\$16,436	\$23,500	\$20,400	\$23,500	\$0	0.00%	
1620	410	Construction Projects	\$325,000	\$198,329	\$30,000	\$71,800	\$25,000	(\$5,000)	-16.67%	
1620	450	District - Supplies	\$25,650	\$6,356	\$46,000	\$70,000	\$49,000	\$3,000	6.52%	
1620	459	Pandemic Related Expenditures	\$25,000	\$0	\$0	\$0	\$0	\$0	NM	
			\$716,650	\$584,407	\$321,500	\$437,298	\$365,946	\$44,446	13.82%	
<u>Districtwide: Grounds</u>										
1620	400	Grounds - Services	\$64,375	\$55,406	\$50,000	\$70,000	\$50,000	\$0	0.00%	
1620	450	Grounds - Supplies	\$31,500	\$24,139	\$31,500	\$35,000	\$31,500	\$0	0.00%	
1620	458	Fuel - Gas	\$3,000	\$2,988	\$3,000	\$2,000	\$3,000	\$0	0.00%	
			\$98,875	\$82,533	\$84,500	\$107,000	\$84,500	\$0	0.00%	
<u>Bellows: Custodial</u>										
1620	200	Equipment	\$0	\$0	\$0	\$0	\$0	\$0	NM	
1620	400	Services	\$68,650	\$164,809	\$80,000	\$60,000	\$80,000	\$0	0.00%	
1620	450	Supplies	\$13,500	\$43,593	\$25,000	\$18,000	\$25,000	\$0	0.00%	
			\$82,150	\$208,402	\$105,000	\$78,000	\$105,000	\$0	0.00%	
<u>MS/HS: Custodial</u>										
1620	200	Equipment	\$0	\$14,163	\$10,000	\$10,000	\$10,000	\$0	0.00%	
1620	400	Services	\$111,875	\$512,215	\$119,500	\$390,518	\$127,500	\$8,000	6.69%	To align with actual spending
1620	450	Supplies	\$25,000	\$269,826	\$60,000	\$70,000	\$60,000	\$0	0.00%	
			\$136,875	\$796,204	\$189,500	\$470,518	\$197,500	\$8,000	4.22%	
<u>Daniel Warren: Custodial</u>										
1620	200	Equipment	\$0	\$0	\$0	\$0	\$0	\$0	NM	
1620	400	Services	\$67,111	\$129,326	\$62,000	\$115,000	\$120,780	\$58,780	94.81%	
1620	450/451	Supplies	\$13,500	\$92,175	\$31,000	\$20,900	\$31,000	\$0	0.00%	
			\$80,611	\$221,501	\$93,000	\$135,900	\$151,780	\$58,780	63.20%	
GRAND TOTAL: CUSTODIAL AND GROUNDS			\$2,545,251	\$3,210,360	\$2,233,741	\$2,646,233	\$2,358,168	\$124,427	5.57%	

PROPOSED

Function	Object	Expenditure Description	BUDGET	* ACTUAL	BUDGET	** ESTIMATED	PROPOSED	\$ Change	% Change	Notes
			2022-2023	2022-2023	2023-2024	2023-2024	BUDGET 2024-2025			
<p>* ACTUAL 2022-2023: The data in this column includes expensed and encumbered costs at June 30, 2023. The data also includes non-recurring one-time expenditures. ** ESTIMATED 2023-2024: The data provided in this column is estimated and subject to revision. Actual expenditures may differ due to factors including, but not limited to, changes in staffing, programming and enrollment, adjustments in state funding, and unforeseen expenses during the fiscal year. The data also includes non-recurring one-time expenditures.</p>										
CENTRAL STOREROOM: DISTRICTWIDE										
1660	450	Supplies	\$0	\$0	\$0	\$32,200	\$33,400	\$33,400		NM Central storeroom and paper, districtwide reallocated from supervision
INTERFUND TRANSFERS										
9901	930	Transfer to Cafeteria	\$0	\$5,592	\$0	\$5,000	\$5,000	\$5,000		NM Funding of uncollectible meal account debt
9901	950	Transfer to Special Aid	\$30,000	\$18,089	\$30,000	\$27,200	\$30,000	\$0	0.00%	Summer School Tuition/Transportation
9950	900	Transfer to Capital	\$0	\$299,857	\$350,000	\$350,000	\$350,000	\$0	0.00%	To support MS/HS parking lot and HS vestibule
GRAND TOTAL: INTERFUND TRANSFERS			\$30,000	\$323,538	\$380,000	\$382,200	\$385,000	\$5,000	1.32%	
SUPERVISION & SECURITY										
1622	160	Salaries	\$174,517	\$179,359	\$182,658	\$229,856	\$249,921	\$67,263	36.82%	Reclass of monitors from teaching
1622	200	Equipment	\$0	\$18,489	\$0	\$0	\$0	\$0		NM
1622	400	Services	\$2,950	\$29,372	\$500	\$156,700	\$236,148	\$235,648		NM Briger Security services + security window film (one-time)
1622	450	Supplies	\$2,850	\$73,675	\$5,500	\$5,000	\$7,500	\$2,000	36.36%	To align with actual spending
1622	490	BOCES	\$0	\$32,002	\$46,056	\$34,718	\$35,759	(\$10,297)	-22.36%	Altaris security consultant
GRAND TOTAL: SUPERVISION & SECURITY			\$180,317	\$332,897	\$234,714	\$426,274	\$529,328	\$294,614	125.52%	
UTILITIES										
1620	421	Oil	\$90,000	\$83,437	\$100,000	\$50,000	\$97,000	(\$3,000)	-3.00%	Fuel costs and usage
1620	422	Gas	\$165,000	\$140,752	\$160,000	\$150,000	\$160,000	\$0	0.00%	
1620	425	Electricity	\$405,000	\$387,125	\$485,000	\$375,000	\$465,000	(\$20,000)	-4.12%	Based on projected rates
1620	426	Water	\$80,000	\$97,106	\$85,000	\$85,000	\$105,000	\$20,000	23.53%	Increase based on historical trends
1620	427	Communications (Internet, VoiP telephone, fax)	\$100,000	\$70,996	\$79,800	\$60,204	\$79,800	\$0	0.00%	
1680	490	BOCES Services	\$7,000	\$4,482	\$6,000	\$5,500	\$6,000	\$0	0.00%	
GRAND TOTAL: UTILITIES			\$847,000	\$783,898	\$915,800	\$725,704	\$912,800	(\$3,000)	-0.33%	

Function	Object	Expenditure Description	BUDGET	* ACTUAL	BUDGET	** ESTIMATED	PROPOSED	\$ Change	% Change	Notes
			2022-2023	2022-2023	2023-2024	2023-2024	BUDGET 2024-2025			
<p>* ACTUAL 2022-2023: The data in this column includes expensed and encumbered costs at June 30, 2023. The data also includes non-recurring one-time expenditures. ** ESTIMATED 2023-2024: The data provided in this column is estimated and subject to revision. Actual expenditures may differ due to factors including, but not limited to, changes in staffing, programming and enrollment, adjustments in state funding, and unforeseen expenses during the fiscal year. The data also includes non-recurring one-time expenditures.</p>										
CURRICULUM DEVELOPMENT										
<u>Facilitators/Curriculum</u>										
2010	150	Department Chairs	\$98,519	\$91,233	\$98,453	\$90,366	\$109,124	\$10,671	10.84%	
2010	153	Assistant Superintendent for Curriculum and Instruction	\$213,500	\$211,500	\$215,580	\$215,580	\$219,742	\$4,162	1.93%	
2010	400	Services	\$3,500	\$12,041	\$26,500	\$8,185	\$5,500	(\$21,000)	-79.25%	To align with actual spending
2010	401	Professional Learning	\$0	\$0	\$0	\$0	\$15,000	\$15,000		NM New - to align with strategic plan goals
2010/2070	490	Professional Learning (BOCES)	\$65,000	\$47,267	\$32,600	\$34,290	\$55,600	\$23,000	70.55%	Increased to align with strategic plan goals
2010	450	Supplies	\$12,050	\$402	\$16,550	\$0	\$2,550	(\$14,000)	-84.59%	To align with actual spending
2010	480	Textbooks	\$0	\$0	\$500	\$0	\$0	(\$500)	-100.00%	To align with actual spending
GRAND TOTAL: CURRICULUM DEVELOPMENT			\$392,569	\$362,444	\$390,183	\$348,421	\$407,516	\$17,333	4.44%	
INSTRUCTIONAL SUPERVISION										
<u>Principals</u>										
2020	150	Salaries	\$878,038	\$865,145	\$882,088	\$908,563	\$899,003	\$16,915	1.92%	
<u>Team Leaders</u>										
2020	150	Salaries	\$35,441	\$35,441	\$35,777	\$35,777	\$36,117	\$340	0.95%	
<u>Student Management Office</u>										
2818	150	Clerical/Support Salaries	\$72,051	\$74,118	\$73,004	\$73,004	\$74,207	\$1,203	1.65%	
2818	400	Services	\$125,625	\$115,774	\$142,964	\$141,164	\$146,017	\$3,053	2.14%	
2818	450	Supplies	\$11,250	\$537	\$11,250	\$2,000	\$5,000	(\$6,250)	-55.56%	To align with actual spending
2818	460	Software	\$3,859	\$150	\$3,859	\$150	\$0	(\$3,859)	-100.00%	To align with actual spending
1680	490	BOCES (Data Warehousing, Test Scoring, eSchool, etc.)	\$176,631	\$130,281	\$140,991	\$139,212	\$143,000	\$2,009	1.42%	
<u>Class Advisors</u>										
2850	151	Salaries	\$16,373	\$16,373	\$16,526	\$16,526	\$16,683	\$157	0.95%	
2110	140	<u>Substitute Costs Districtwide</u>	\$135,000	\$51,042	\$135,000	\$132,283	\$140,759	\$5,759	4.27%	
SUBTOTAL: PRIN, TM LD, ADV, SUBS			\$1,454,268	\$1,288,861	\$1,441,459	\$1,448,679	\$1,460,787	\$19,328	1.34%	
<u>Secretaries</u>										
2110	160	Salaries	\$431,898	\$414,107	\$442,569	\$419,591	\$456,018	\$13,449	3.04%	
<u>Support Costs</u>										
2020	200	Equipment	\$4,750	\$0	\$4,750	\$0	\$5,000	\$250	5.26%	
2020	400	Services	\$47,000	\$422	\$25,000	\$5,000	\$5,000	(\$20,000)	-80.00%	To align with actual spending
2020	450	Supplies	\$50,000	\$40,400	\$50,000	\$30,000	\$30,000	(\$20,000)	-40.00%	To align with actual spending
SUBTOTAL: SECR. & SUPPORT COSTS			\$533,648	\$454,929	\$522,319	\$454,591	\$496,018	(\$26,301)	-5.04%	
GRAND TOTAL: INSTRUCTIONAL SUPERVISION			\$1,987,916	\$1,743,790	\$1,963,777	\$1,903,270	\$1,956,804	(\$6,973)	-0.36%	

Function	Object	Expenditure Description	BUDGET	* ACTUAL	BUDGET	** ESTIMATED	PROPOSED	\$ Change	% Change	Notes
			2022-2023	2022-2023	2023-2024	2023-2024	BUDGET 2024-2025			
<p>* ACTUAL 2022-2023: The data in this column includes expensed and encumbered costs at June 30, 2023. The data also includes non-recurring one-time expenditures. ** ESTIMATED 2023-2024: The data provided in this column is estimated and subject to revision. Actual expenditures may differ due to factors including, but not limited to, changes in staffing, programming and enrollment, adjustments in state funding, and unforeseen expenses during the fiscal year. The data also includes non-recurring one-time expenditures.</p>										
TEACHING										
<u>Daniel Warren</u>										
2110/2259	150	Teacher Salaries	\$2,233,870	\$2,237,892	\$2,310,659	\$2,306,715	\$2,381,622	\$70,963	3.07%	
2110	160	Teaching Assistants/Aides Salaries	\$163,054	\$144,045	\$192,662	\$222,286	\$199,641	\$6,979	3.62%	
2110	200	Equipment	\$7,849	\$5,632	\$7,800	\$5,000	\$5,650	(\$2,150)	-27.56%	
2110	400	Services	\$13,865	\$6,556	\$13,900	\$11,700	\$18,000	\$4,100	29.50%	Increase for math curriculum PD
2110	450	Supplies	\$39,608	\$40,121	\$79,600	\$87,705	\$63,050	(\$16,550)	-20.79%	To align math curriculum costs with actual spending
2110	455	Software	\$3,668	\$2,047	\$3,650	\$0	\$0	(\$3,650)	-100.00%	Reclassified to technology
2110	480	Textbooks	\$10,198	\$9,735	\$10,150	\$6,500	\$10,000	(\$150)	-1.48%	
2110	490	BOCES (Science Curriculum)	\$0	\$10,954	\$13,000	\$11,461	\$12,100	(\$900)	-6.92%	
GRAND TOTAL: TEACHING DANIEL WARREN			\$2,472,110	\$2,456,982	\$2,631,421	\$2,651,367	\$2,690,063	\$58,642	2.23%	
<u>F.E. Bellows</u>										
2110/2259	150	Teacher Salaries	\$2,648,377	\$2,574,162	\$2,709,010	\$2,619,935	\$2,618,604	(\$90,405)	-3.34%	
2110	160	Teaching Assistants/Aides Salaries	\$73,878	\$109,591	\$150,133	\$179,024	\$183,623	\$33,491	22.31%	
2110	200	Equipment	\$6,775	\$792	\$6,775	\$0	\$5,000	(\$1,775)	-26.20%	
2110	400	Services	\$35,732	\$12,373	\$35,750	\$20,584	\$33,850	(\$1,900)	-5.31%	Cost reallocated to grant partially offset by increase for math curriculum
2110	450	Supplies	\$46,068	\$41,817	\$86,100	\$73,520	\$71,000	(\$15,100)	-17.54%	To align math curriculum costs with actual spending
2110	455	Software	\$1,617	\$940	\$1,650	\$3,577	\$0	(\$1,650)	-100.00%	Reclassified to technology
2110	480	Textbooks	\$28,421	\$41,012	\$28,450	\$28,150	\$28,000	(\$450)	-1.58%	
2110	490	BOCES Services	\$0	\$0	\$0	\$0	\$1,060	\$1,060	NM	
2110	490	BOCES (Science Curriculum)	\$0	\$19,448	\$22,650	\$19,522	\$21,000	(\$1,650)	-7.28%	
GRAND TOTAL: TEACHING F. E. BELLOWES			\$2,840,868	\$2,800,135	\$3,040,518	\$2,944,312	\$2,962,138	(\$78,380)	-2.58%	
<u>Middle School</u>										
2110/2259	150	Teacher Salaries	\$2,947,179	\$2,996,406	\$3,127,318	\$3,187,127	\$3,228,409	\$101,091	3.23%	
2110	160	Teaching Assistants/Aides Salaries	\$87,784	\$90,011	\$117,154	\$62,089	\$64,612	(\$52,542)	-44.85%	Reclass of monitors from teaching to security and supervision
2110	200	Equipment	\$7,878	\$0	\$7,900	\$6,400	\$0	(\$7,900)	-100.00%	Reallocation
2110	400	Services	\$22,243	\$19,470	\$22,270	\$22,600	\$26,125	\$3,855	17.31%	Reallocation
2110	450	Supplies	\$28,715	\$14,535	\$28,650	\$32,500	\$33,825	\$5,175	18.06%	Reallocation
2110	455	Software	\$2,981	\$0	\$2,950	\$0	\$0	(\$2,950)	-100.00%	Reclassified to technology
2110	480	Textbooks	\$25,531	\$4,910	\$25,600	\$7,900	\$19,420	(\$6,180)	-24.14%	Reallocation
2110	490	BOCES Services	\$0	\$0	\$0	\$0	\$583	\$583	NM	
GRAND TOTAL: TEACHING MIDDLE SCHOOL			\$3,122,311	\$3,125,331	\$3,331,842	\$3,318,617	\$3,372,974	\$41,132	1.23%	
<u>High School</u>										
2110/2259	150	Teacher Salaries	\$4,461,694	\$4,344,205	\$4,452,120	\$4,149,735	\$4,283,664	(\$168,456)	-3.78%	One retirement
2110	160	Teaching Assistants/Aides Salaries	\$212,920	\$175,212	\$191,661	\$120,469	\$124,110	(\$67,551)	-35.25%	Reclass of monitors from teaching to security and supervision
2110	200	Equipment	\$28,399	\$6,329	\$28,450	\$7,900	\$10,000	(\$18,450)	-64.85%	Reallocation
2110	400	Services	\$60,688	\$76,677	\$56,600	\$63,495	\$69,550	\$12,950	22.88%	Reallocation
2110	450	Supplies	\$72,056	\$95,551	\$72,300	\$87,731	\$93,775	\$21,475	29.70%	Reallocation
2110	460	Software	\$9,311	\$954	\$9,350	\$3,000	\$0	(\$9,350)	-100.00%	Reclassified to technology
2110	480	Textbooks	\$47,296	\$26,685	\$47,325	\$37,545	\$51,900	\$4,575	9.67%	Reallocation partially offset by increase for electives
2110	490	BOCES Services	\$0	\$0	\$0	\$0	\$583	\$583	NM	
GRAND TOTAL: TEACHING HIGH SCHOOL			\$4,892,364	\$4,725,613	\$4,857,807	\$4,469,876	\$4,633,582	(\$224,225)	-4.62%	

Function	Object	Expenditure Description	BUDGET	* ACTUAL	BUDGET	** ESTIMATED	PROPOSED	\$ Change	% Change	Notes
			2022-2023	2022-2023	2023-2024	2023-2024	BUDGET 2024-2025			
<p>* ACTUAL 2022-2023: The data in this column includes expensed and encumbered costs at June 30, 2023. The data also includes non-recurring one-time expenditures. ** ESTIMATED 2023-2024: The data provided in this column is estimated and subject to revision. Actual expenditures may differ due to factors including, but not limited to, changes in staffing, programming and enrollment, adjustments in state funding, and unforeseen expenses during the fiscal year. The data also includes non-recurring one-time expenditures.</p>										
OCCUPATIONAL EDUCATION										
BOCES										
2280	490	Occupational Education Regular Secondary Day	\$208,776	\$151,363	\$195,019	\$157,788	\$232,622	\$37,603	19.28%	Increase in slots
2280	490	Test Assessing Secondary Completion (TASC) AM/PM	\$10,960	\$8,768	\$10,960	\$10,960	\$10,960	\$0	0.00%	
2280	490	Alternative High School	\$75,000	\$0	\$75,000	\$0	\$75,000	\$0	0.00%	
2280	490	iCDOS	\$43,602	\$0	\$43,914	\$0	\$22,376	(\$21,538)	-49.05%	Reduction in slots
GRAND TOTAL: OCCUPATIONAL EDUCATION			\$338,338	\$160,131	\$324,893	\$168,748	\$340,958	\$16,065	4.94%	
SPECIAL SERVICES										
2250	490	Special Ed Placement BOCES Full Time Programs	\$972,013	\$338,524	\$619,718	\$304,390	\$737,959	\$118,241	19.08%	Fluctuates based on out of district placements
2250	471/472	Special Placement Private/12 Month Program Tuition	\$612,652	\$510,807	\$1,025,681	\$871,321	\$919,829	(\$105,852)	-10.32%	Fluctuates based on out of district placements
Special Services										
2250	400/401/403/40	Related Services	\$219,000	\$118,668	\$249,000	\$165,176	\$278,900	\$29,900	12.01%	To align with actual spending
2250	490	Related Services: BOCES	\$110,000	\$65,692	\$90,000	\$66,669	\$80,000	(\$10,000)	-11.11%	To align with actual spending
2250	420	In-House Therapeutic Support: Effective School Solutions (ESS)	\$0	\$0	\$274,400	\$274,400	\$229,000	(\$45,400)	-16.55%	Per contract
2250	450	Supplies	\$36,664	\$11,013	\$36,650	\$17,950	\$26,650	(\$10,000)	-27.29%	To align with actual spending
2250	460	Software	\$1,354	\$0	\$1,350	\$0	\$0	(\$1,350)	-100.00%	Reclassified to technology
2250	480	Textbooks	\$0	\$0	\$0	\$0	\$0	\$0	NM	
2250	490	BOCES: IEP Direct and STAC	\$12,426	\$13,926	\$16,528	\$16,797	\$17,247	\$720	4.35%	
SUBTOTAL: SPECIAL SERVICES			\$379,444	\$209,299	\$667,928	\$540,992	\$631,797	(\$36,131)	-5.41%	
2240	150/151	Administration for Special Services and CPSE Chairperson	\$227,382	\$222,382	\$228,672	\$228,672	\$261,442	\$32,769	14.33%	Reallocation of FTE
2250/2255/2260/2270	150	Teacher Salaries	\$2,276,496	\$2,247,670	\$2,396,043	\$2,363,567	\$2,551,416	\$155,373	6.48%	New staffing
2250	160	Clerical Salaries	\$125,086	\$125,086	\$129,057	\$129,057	\$132,060	\$3,003	2.33%	
2250	160	Teaching Assistants/Aides Salaries	\$665,714	\$630,817	\$657,653	\$560,807	\$633,193	(\$24,460)	-3.72%	Reduction in staffing
SUBTOTAL: SPECIAL SERVICES SALARIES			\$3,294,677	\$3,225,955	\$3,411,425	\$3,282,103	\$3,578,110	\$166,686	4.89%	
GRAND TOTAL: SPECIAL SERVICES			\$5,258,786	\$4,284,585	\$5,724,751	\$4,998,805	\$5,867,696	\$142,944	2.50%	

Function	Object	Expenditure Description	BUDGET	* ACTUAL	BUDGET	** ESTIMATED	PROPOSED	\$ Change	% Change	Notes
			2022-2023	2022-2023	2023-2024	2023-2024	BUDGET 2024-2025			
* ACTUAL 2022-2023: The data in this column includes expensed and encumbered costs at June 30, 2023. The data also includes non-recurring one-time expenditures. ** ESTIMATED 2023-2024: The data provided in this column is estimated and subject to revision. Actual expenditures may differ due to factors including, but not limited to, changes in staffing, programming and enrollment, adjustments in state funding, and unforeseen expenses during the fiscal year. The data also includes non-recurring one-time expenditures.										
LIBRARY/ INSTRUCTIONAL MEDIA										
2610	150	Librarians Salaries	\$353,523	\$353,523	\$364,783	\$364,783	\$296,386	(\$68,397)	-18.75%	One retirement
2610	160	Teaching Assisant Salaries	\$36,983	\$36,983	\$37,683	\$37,683	\$38,049	\$366	0.97%	
2610	160	Clerical Salaries	\$60,121	\$60,121	\$61,159	\$61,159	\$63,494	\$2,335	3.82%	
Daniel Warren										
2610	400	Services	\$3,029	\$931	\$3,050	\$1,000	\$2,000	(\$1,050)	-34.43%	To align with actual spending
2610	450	Supplies	\$2,138	\$4,584	\$2,150	\$5,500	\$5,000	\$2,850	132.56%	To align with actual spending
2610	460	Digital Resources	\$8,197	\$0	\$8,200	\$2,500	\$6,000	(\$2,200)	-26.83%	To align with actual spending
2610	490	BOCES	\$13,000	\$8,967	\$13,000	\$13,000	\$13,000	\$0	0.00%	To align with actual spending
2610	521	Books	\$4,544	\$5,297	\$4,500	\$7,000	\$6,500	\$2,000	44.44%	To align with actual spending
Bellows										
2610	400	Services	\$4,366	\$4,704	\$4,350	\$4,000	\$5,000	\$650	14.94%	To align with actual spending
2610	450	Supplies	\$3,564	\$5,662	\$3,550	\$4,000	\$7,000	\$3,450	97.18%	To align with actual spending
2610	460	Digital Resources	\$8,286	\$5,833	\$8,300	\$3,000	\$7,000	(\$1,300)	-15.66%	To align with actual spending
2610	490	BOCES	\$10,500	\$5,254	\$10,500	\$7,000	\$7,000	(\$3,500)	-33.33%	To align with actual spending
2610	521	Books	\$2,851	\$2,272	\$2,850	\$3,000	\$3,000	\$150	5.26%	To align with actual spending
MS/HS										
2610	400	Services	\$1,069	\$1,402	\$1,050	\$1,300	\$1,500	\$450	42.86%	To align with actual spending
2610	450	Supplies	\$713	\$226	\$700	\$2,500	\$500	(\$200)	-28.57%	To align with actual spending
2610	460	Digital Resources	\$13,900	\$20,858	\$23,900	\$11,500	\$22,000	(\$1,900)	-7.95%	To align with actual spending
2610	490	BOCES	\$56,700	\$37,286	\$46,700	\$35,000	\$40,000	(\$6,700)	-14.35%	To align with actual spending
2610	521	Books	\$3,760	\$3,405	\$3,900	\$4,000	\$4,000	\$100	2.56%	To align with actual spending
SUBTOTAL: LIBRARY/MEDIA			\$587,245	\$557,307	\$600,325	\$567,925	\$527,429	(\$72,896)	-12.14%	
COMPUTER AIDED INSTRUCTION - DISTRICTWIDE										
2630	150	Director of Technology and Communications Salary	\$105,000	\$108,500	\$110,670	\$110,670	\$112,883	\$2,213	2.00%	
2630	200	Equipment	\$370,000	\$725,888	\$370,000	\$66,579	\$175,000	(\$195,000)	-52.70%	
2630	400	Services - District IT Support	\$395,329	\$391,474	\$423,802	\$423,802	\$432,278	\$8,476	2.00%	
2630	400	Services - Other	\$173,043	\$560,298	\$178,234	\$310,449	\$268,000	\$89,766	50.36%	To align with actual spending
2630	490	BOCES - Website and Online Info Services	\$13,323	\$16,378	\$16,873	\$19,080	\$18,389	\$1,516	8.98%	
2630	450	Supplies	\$60,000	\$109,041	\$60,000	\$225,000	\$225,000	\$165,000	275.00%	To align with actual spending
2630	460	Software Licenses/Agreements	\$76,000	\$44,795	\$76,000	\$80,000	\$90,700	\$14,700	19.34%	Reallocation from instructional
SUBTOTAL: COMPUTER AIDED INSTRUCTION			\$1,192,695	\$1,956,374	\$1,235,580	\$1,235,580	\$1,322,251	\$86,671	7.01%	
GRAND TOTAL: INSTRUCTIONAL MEDIA			\$1,779,940	\$2,513,681	\$1,835,904	\$1,803,505	\$1,849,680	\$13,776	0.75%	

Function	Object	Expenditure Description	BUDGET	* ACTUAL	BUDGET	** ESTIMATED	PROPOSED	\$ Change	% Change	Notes
			2022-2023	2022-2023	2023-2024	2023-2024	BUDGET 2024-2025			
<p>* ACTUAL 2022-2023: The data in this column includes expensed and encumbered costs at June 30, 2023. The data also includes non-recurring one-time expenditures. ** ESTIMATED 2023-2024: The data provided in this column is estimated and subject to revision. Actual expenditures may differ due to factors including, but not limited to, changes in staffing, programming and enrollment, adjustments in state funding, and unforeseen expenses during the fiscal year. The data also includes non-recurring one-time expenditures.</p>										
<u>PUPIL PERSONNEL</u>										
<u>School Counseling Department</u>										
2810	150	School Counseling Counselors Salaries	\$678,466	\$651,528	\$769,914	\$752,837	\$786,498	\$16,584	2.15%	
2810	160	Clerical Salaries	\$127,143	\$127,969	\$131,844	\$132,744	\$135,854	\$4,010	3.04%	
2810	400	Services	\$15,700	\$12,585	\$15,700	\$13,000	\$15,700	\$0	0.00%	
2810	450	Supplies	\$9,175	\$720	\$9,200	\$2,000	\$3,350	(\$5,850)	-63.59%	To align with actual spending
SUBTOTAL: SCHOOL COUNSELING			\$830,484	\$792,802	\$926,658	\$900,581	\$941,402	\$14,744	1.59%	
<u>Nurses/Doctor</u>										
2815	160	Nurses Salaries	\$224,216	\$276,030	\$254,845	\$276,347	\$276,723	\$21,878	8.58%	To align with actual spending
2815	400	Doctor (non-employee)	\$7,000	\$5,550	\$7,000	\$6,000	\$7,000	\$0	0.00%	
2815	400	Services	\$25,000	\$33,414	\$50,000	\$40,000	\$40,000	(\$10,000)	-20.00%	To align with actual spending
2815	401	Health Services (other schools)	\$165,000	\$159,705	\$180,000	\$160,000	\$180,000	\$0	0.00%	Req. by law
2815	450	Supplies	\$15,000	\$7,971	\$15,000	\$10,000	\$15,000	\$0	0.00%	
SUBTOTAL: NURSES/DOCTOR			\$436,216	\$482,670	\$506,845	\$492,347	\$518,723	\$11,878	2.34%	
<u>Psychologists</u>										
2820	150	Psychologists Salaries	\$459,752	\$460,325	\$474,370	\$484,589	\$484,788	\$10,418	2.20%	
2820	450	Supplies	\$903	\$2,788	\$900	\$850	\$900	\$0	0.00%	
SUBTOTAL: PSYCHOLOGISTS			\$460,655	\$463,113	\$475,270	\$485,439	\$485,688	\$10,418	2.19%	
<u>Social Work</u>										
2825	150	Social Worker Salaries	\$70,006	\$70,006	\$72,981	\$72,981	\$76,012	\$3,031	4.15%	
2825	150	McKinney-Vento Coordinator Salaries	\$1,511	\$0	\$1,526	\$1,526	\$1,540	\$15	0.96%	
SUBTOTAL: SOCIAL WORK			\$71,517	\$70,006	\$74,507	\$74,507	\$77,552	\$3,046	4.09%	
GRAND TOTAL: PUPIL PERSONNEL			\$1,798,872	\$1,808,591	\$1,983,280	\$1,952,874	\$2,023,366	\$40,086	2.02%	
<u>CO-CURRICULAR</u>										
<u>Co-Curricular Elem</u>										
2850	150	Salaries	\$2,086	\$5,839	\$6,052	\$5,999	\$6,056	\$4	0.07%	
2850	400	Services	\$48	\$0	\$50	\$125	\$150	\$100	200.00%	To align with actual spending
2850	450	Supplies	\$95	\$0	\$90	\$0	\$0	(\$90)	-100.00%	To align with actual spending
			\$2,229	\$5,839	\$6,192	\$6,124	\$6,206	\$14	0.23%	
<u>Co-Curricular MS</u>										
2850	150	Salaries	\$39,478	\$33,403	\$39,856	\$38,386	\$43,828	\$3,972	9.97%	
2850	400	Services	\$190	\$2,780	\$1,000	\$5,600	\$3,200	\$2,200	220.00%	To align with actual spending
2850	450	Supplies	\$290	\$512	\$290	\$375	\$400	\$110	37.93%	To align with actual spending
			\$39,958	\$36,695	\$41,146	\$44,361	\$47,428	\$6,282	15.27%	
<u>Co-Curricular HS</u>										
2850	150	Salaries	\$107,917	\$96,434	\$119,473	\$122,069	\$142,473	\$23,000	19.25%	To align with actual spending
2850	400	Services	\$18,311	\$21,687	\$26,050	\$28,500	\$26,050	\$0	0.00%	
2850	450	Supplies	\$176	\$3,575	\$200	\$5,500	\$4,000	\$3,800	NM	
			\$126,404	\$121,697	\$145,723	\$156,069	\$172,523	\$26,800	18.39%	
GRAND TOTAL CO-CURRICULAR			\$168,591	\$164,231	\$193,061	\$206,554	\$226,157	\$33,096	17.14%	

Function	Object	Expenditure Description	BUDGET	* ACTUAL	BUDGET	** ESTIMATED	PROPOSED	\$ Change	% Change	Notes
			2022-2023	2022-2023	2023-2024	2023-2024	BUDGET			
<p>* ACTUAL 2022-2023: The data in this column includes expensed and encumbered costs at June 30, 2023. The data also includes non-recurring one-time expenditures. ** ESTIMATED 2023-2024: The data provided in this column is estimated and subject to revision. Actual expenditures may differ due to factors including, but not limited to, changes in staffing, programming and enrollment, adjustments in state funding, and unforeseen expenses during the fiscal year. The data also includes non-recurring one-time expenditures.</p>										
INTERSCHOLASTIC ATHLETICS										
<u>Interscholastic Athletics</u>										
2855	150	Salaries	\$899,784	\$840,783	\$915,610	\$880,197	\$920,307	\$4,697	0.51%	
2855	200	Equipment	\$17,100	\$12,600	\$17,100	\$12,600	\$17,100	\$0	0.00%	
2855	400/401	Services	\$112,116	\$93,047	\$78,150	\$90,100	\$91,833	\$13,683	17.51%	To align with actual spending
2855	402	Transportation	\$180,000	\$231,600	\$210,000	\$232,000	\$240,000	\$30,000	14.29%	To align with actual spending
2855	450/452	Supplies	\$34,200	\$88,488	\$34,200	\$45,250	\$52,500	\$18,300	53.51%	To align with actual spending
2855	491	BOCES Athletics Services	\$41,810	\$62,277	\$75,327	\$66,127	\$73,101	(\$2,226)	-2.96%	
2855	490	BOCES Athletics Officials	\$60,839	\$69,663	\$63,881	\$55,870	\$63,881	\$0	0.00%	
GRAND TOTAL: ATHLETICS			\$1,345,849	\$1,398,458	\$1,394,268	\$1,382,143	\$1,458,722	\$64,454	4.62%	
TRANSPORTATION										
5540	150	Salaries	\$21,948	\$21,948	\$22,600	\$22,600	\$23,061	\$460	2.04%	
SUBTOTAL: TRANSPORTATION SALARIES			\$21,948	\$21,948	\$22,600	\$22,600	\$23,061	\$460	2.04%	
Contracted Transportation - BOCES: Occupational Education			\$13,858	\$4,590	\$10,600	\$4,680	\$0	(\$10,600)	-100.00%	Route no longer needed
Contracted Transportation - Special Education			\$799,948	\$567,402	\$757,759	\$609,601	\$850,257	\$92,498	12.21%	Fluctuates based on out of district placements
Contracted Transportation - Private & Parochial Schools			\$207,483	\$207,462	\$268,189	\$156,518	\$210,996	(\$57,193)	-21.33%	Fluctuates based on requests for transportation
GRAND TOTAL: TRANSPORTATION			\$1,043,237	\$801,402	\$1,059,148	\$793,399	\$1,084,313	\$25,165	2.38%	
GRAND TOTAL:			\$47,570,139	\$46,478,677	\$49,651,520	\$47,918,692	\$51,127,223	\$1,475,703	2.97%	



08

Additional Information

2024-2025 Proposed Budget

Budgetary Definitions

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

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

Adopted Budget:

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

Appropriated Fund Balance:

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

Approved Budget:

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

Assessed Value:

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

Assessment Roll:

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

Budget:

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

Budget-to-Budget Change:

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

Budget Calendar:

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

Capital Budget Component:

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

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

Consumer Price Index (CPI):

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

Contingent Budget:

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

Employee Benefits:

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

Employee Benefits Reserve:

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

Encumbrance Reserve:

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

Equalization Rate:

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

Equipment:

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

Expenditure:

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

Fiscal Year:

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

Full Time Equivalent (FTE):

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

Fund Balance:

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

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

General Fund:

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

Mandates:

Mandated items are required primarily by NYS law or court-ordered decisions.

Maximum Allowable Levy:

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

Phase-In of State Aid Foundation Aid:

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

Program Budget Component:

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

Program expenditures include:

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

Proposed Budget:

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

Reassessment:

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

Reserve Fund Balance:

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

Retirement Reserves:

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

Revenue:

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

Salaries:

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

STAR:

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

State Aid:

State Aid for public schools comes primarily from the State General Fund wherein the major revenue source is state taxes (e.g. income, and sales). Of the balance of state support for public schools, approximately less than 10% comes from STAR and the balance comes from a Special Revenue Fund account supported by state lottery, video lottery terminal, and commercial gaming receipts (*source: NYS Ed. Dept 2021-22 State Aid Handbook*). Until the State passes its budget, the District does not know exactly how much to expect in State Aid, however school districts are still required to present their budgets to voters on the third Tuesday in May.

Supplies:

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

Support Services:

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

Tax Base:

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

Tax Cap:

See Tax Levy Limit.

Tax Certiorari:

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

Tax Certiorari Reserve:

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

Tax Levy:

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

Tax Levy Limit:

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

Tax Rate:

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

Three-part Budget:

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

Unreserved Fund Balance:

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

2024-25 Property Tax Report Card

661901 - Rye Neck Union Free School District				
Contact Person:	Carolyn Mahar	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Telephone Number:	914-777-5210			
Total Budgeted Amount, not Including Separate Propositions	49,651,520	51,127,223	2.97%	
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	42,526,808	43,459,590		
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)	42,526,808	43,459,590	2.19%	
F. Permissible Exclusions to the School Tax Levy Limit	2,271,745	2,290,983		
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	40,255,063	41,168,607		
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	40,255,063	41,168,607		
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	0	0		
Public School Enrollment	1,532	1,461	-4.63%	
Consumer Price Index			4.12%	

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

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

³ For 2024-25, include any carryover from 2023-24 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	14,541,839	15,141,317
Assigned Appropriated Fund Balance	575,000	575,000
Adjusted Unrestricted Fund Balance	1,986,061	2,045,089
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 *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year
Capital	2022 Capital Reserve	To pay the cost of any object or purpose for which bonds may be issued.	2,124,842	2,626,367	\$825,000 planned use in 2024-25 school year
Mandatory Reserve for Debt Service	Debt Service	To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.	1,206,697	1,071,761	\$150,000 planned use in 2024-25 school year
Insurance	Insurance Reserve	To pay liability, casualty, and other types of uninsured losses.	2,236,886	2,264,810	No planned use in 2024-25 school year
Tax Certiorari	Tax Certiorari	To establish a reserve fund for tax certiorari settlements	2,050,032	1,961,397	To fund the cost of court orders for tax certioraris
Retirement Contribution	Retirement Contribution - ERS	To fund employer retirement contributions to the State and Local Employees' Retirement System	3,837,066	3,509,965	\$470,000 planned use in 2024-25 school year
Other Reserve	Retirement Contribution - TRS	To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS)	1,962,518	1,987,017	\$100,000 planned use in 2024-25 school year

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 2023-24 School Year Presupuesto Aprobado para el año escolar 2023-24	Budget Proposed for the 2024-25 School Year Presupuesto Propuesto para el año escolar 2024-25	Contingency Budget for the 2024-25 School Year * Presupuesto para Eventualidades del año escolar 2024-25
Total Budgeted Amount, Not Including Separate Propositions Presupuesto total, No incluyendo las propuestas independientes	\$ 49,651,520	\$ 51,127,223	\$ 50,017,264
Increase/Decrease for the 2024-25 School Year Aumento / Reducción para el año escolar 2024-25		\$ 1,475,703	\$ 365,744
Percentage Increase/Decrease in Proposed Budget Porcentaje de aumento / reducción del presupuesto propuesto		2.97%	0.74%
Change in the Consumer Price Index Cambio en el índice de Precios al Consumo		4.1%	
A. Proposed Levy to Support the Total Budgeted Amount A. Recaudación de impuestos propuesta para respaldar la cantidad del presupuesto total	\$ 42,526,808	\$ 43,459,590	
B. Levy to Support Library Debt, if Applicable B. Recaudación de impuestos para respaldar la deuda de la biblioteca, si procede	\$ 0	\$ 0	
C. Levy for Non-Excludable Propositions, if Applicable ** C. Recaudación de impuestos para proposiciones no excluyentes, si procede**	\$ 0	\$ 0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy D. Cantidad reservada total de impuestos usada para reducir la recaudación de impuestos de este año	\$ 0	\$ 0	
E. Total Proposed School Year Tax Levy (A + B + C - D) E. Propuesta total para la recaudación de impuestos para el año escolar (A + B + C - D)	\$ 42,526,808	\$ 43,459,590	\$ 932,782
F. Total Permissible Exclusions F. Exclusiones totales permitidas	\$ 2,271,745	\$ 2,290,983	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions G. Límite de recaudación de impuestos escolares, excluyendo el impuesto por las exclusiones permitidas	\$ 40,255,063	\$ 41,168,607	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D) H. Impuesto fiscal total propuesto para el año escolar, excluyendo la recaudación para respaldar la deuda de la biblioteca y / o las exclusiones permitidas (E – B – F + D)	\$ 40,255,063	\$ 41,168,607	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) ** I. Diferencia: G - H (el valor negativo requiere el 60,00% de la aprobación de los votantes - Vea la nota a continuación con respecto a las proposiciones separadas) **	\$ 0	\$ 0	
Administrative Component Componente Administrativo	\$ 5,462,832	\$ 5,715,633	\$ 5,508,736
Program Component Componente del Programa	\$ 36,615,278	\$ 37,278,718	\$ 36,916,999
Capital Component Componente de Capital	\$ 7,573,410	\$ 8,132,872	\$ 7,591,529
<p>*If the proposed budget is not approved by the required margin, the District may resubmit the original budget or submit a revised budget to the voters on the third Tuesday in June (or an alternate date set by New York State) or adopt a contingency budget that levies a tax no greater than that of the prior year. If the resubmitted/revised budget proposal is not approved by the required margin, the Board of Education must adopt a budget that requires a tax levy no greater than that of the prior year (0% increase in the tax levy). Cuts to the proposed budget would be made by the Board of Education pursuant to Section 2023 of Education Law.</p> <p>* Si el presupuesto propuesto no es aprobado por el margen requerido, el Distrito puede volver a presentar el presupuesto original o presentar un presupuesto revisado a los votantes el tercer Martes de Junio (o una fecha alternativa establecida por el Estado de Nueva York) o adoptar un presupuesto de contingencia que grava un impuesto no mayor que el del año anterior. Si la propuesta de presupuesto reenviada / revisada no es aprobada por el margen requerido, la Junta de Educación debe adoptar un presupuesto que requiera un gravamen fiscal no mayor que el del año anterior (aumento del 0% en el gravamen fiscal). La Junta de Educación haría recortes al presupuesto propuesto de conformidad con la Sección 2023 de la Ley de Educación.</p> <p>** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)</p> <p>** Enumere Propuestas separadas que no estén incluidas en el monto total presupuestado: (La recaudación de impuestos asociada a presupuestos de educación o de transporte no son elegibles para la exclusión y pueden afectar a los requisitos de aprobación de los votantes)</p>			
Description Descripción			Amount Cantidad
Shall the Board of Education of the Rye Neck Union Free School District (the "District") be authorized to appropriate funds from the District's "2022 Capital Reserve Fund" in the maximum amount of \$2,700,000, and to expend these funds for the following purposes: (1) paving, fencing and masonry repairs at the District's elementary schools; (2) a new roof for the lower roof of the High School gymnasium; and (3) architect fees to explore: the athletic field layout at the MS/HS, analysis of adding additional capacity for HVAC at the elementary schools, and a potential energy performance contract? ¿Se autoriza a la Junta de Educación del Distrito Escolar Libre de Rye Neck Union (el "Distrito") a asignar fondos del "Fondo de Reserva de Capital 2022" del Distrito por un monto máximo de \$2,700,000 y gastar estos fondos para los siguientes propósitos? (1) pavimentación, cercas y reparaciones de mampostería en las escuelas primarias del Distrito; (2) un nuevo techo para el techo inferior del gimnasio de la Escuela Secundaria; y (3) los honorarios de los arquitectos a explorar: ¿el diseño del campo de atletismo en el MS/HS, el análisis de la adición de capacidad adicional para HVAC en las escuelas primarias y un posible contrato de rendimiento energético?			\$ 0
*NOTE TO SCHOOL DISTRICT BUSINESS OFFICIALS: Please submit an electronic version (Word or PDF) of this completed form to: emscmgts@nysed.gov ATENCIÓN : Por favor envíe una versión electrónica (Word o PDF) de este formulario completado a: emscmgts@nysed.gov		Under the Budget Proposed for the 2024-25 School Year Bajo el Presupuesto Propuesto para el año escolar 2024-25	
Estimated Basic STAR Exemption Savings ¹ Estimación básica de los ahorros de exención de STAR ¹		\$	1,213

The annual budget vote for the fiscal year 2024-25 by the qualified voters of the Rye Neck Union Free School District, Westchester County, New York, will be held at Rye Neck MS/HS in said district on Tuesday, May 21, 2024 between the hours of 7:00am and 9:00pm, prevailing time in the Rye Neck MS/HS Community Room, at which time the polls will be opened to vote by voting ballot or machine.

La votación anual del presupuesto para el año fiscal 2024-25 por los votantes cualificados de Rye Neck Escuela Libre de Unión, Condado de Westchester, Nueva York, se celebrará en la escuela de Rye Neck MS/HS para dicho distrito el martes, 21 de mayo 2024 entre las horas de 7:00 de la mañana a 9:00 de la noche, horario efectivo el Salón Comunitario de Rye Neck MS/HS, en el que las urnas se abrirán para la votación por sufragio o máquina

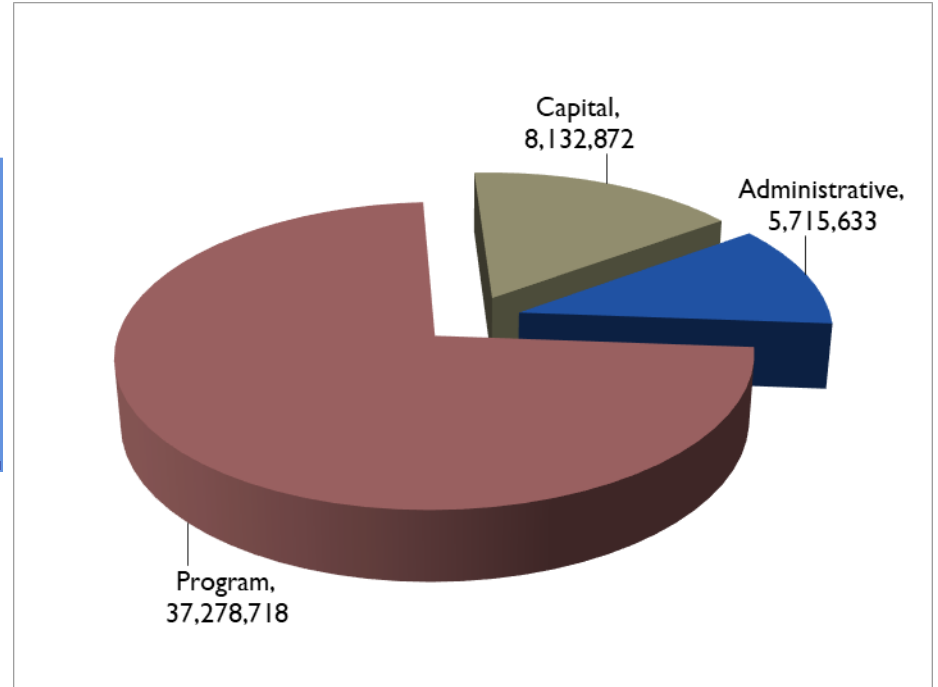
1. The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.

1. La exención del impuesto escolar básico (STAR) está autorizada por la sección 425 de la Ley del Impuesto sobre Bienes Inmuebles.



2024-25 Three Part Budget

Category	Amount
Administrative	5,715,633
Program	37,278,718
Capital	8,132,872
Total	\$ 51,127,223



2024-25 Three-Part Budget

	A + B + C	A	B	C
Category	Proposed FY 2024-2025	Administrative	Program	Capital
Total - Board of Education	\$19,950	\$19,950		
Total - Central Administration	\$249,263	\$249,263		
Total - Finance	\$865,119	\$865,119		
Total - Legal	\$145,000	\$145,000		
Total - Personnel	\$134,402	\$134,402		
Total - Security & Supervision	\$529,328			\$529,328
Total - Operations & Maintenance	\$3,304,368			\$3,304,368
Total - Special Items	\$1,037,642	\$1,037,642		
Total - General Support	\$6,285,072	\$2,451,376	\$0	\$3,833,696
<hr/>				
Total - Instruction (Adm. & Imp.)	\$2,223,561	\$1,346,519	\$877,042	
Total - Reg. School Instruction	\$14,366,632		\$14,366,632	
Total - Special Education	\$5,867,696	\$176,868	\$5,690,828	
Total - Library	\$527,429		\$527,429	
Total - Technology	\$1,322,251	\$128,543	\$1,193,708	
Total - Guidance	\$941,402		\$941,402	
Total - Health Services	\$518,723		\$518,723	
Total - Psychology & Social Work	\$563,240		\$563,240	
Total - Interscholastic Athletics	\$1,458,722	\$205,044	\$1,253,678	
Total - Instruction	\$27,789,656	\$1,856,974	\$25,932,682	\$0
<hr/>				
Total - Pupil Transportation	\$1,084,313	\$0	\$1,084,313	\$0
<hr/>				
Total - Employee Benefits	\$12,522,448	\$1,407,283	\$10,226,723	\$888,442
Total - Interfund Transfer	\$385,000		\$35,000	\$350,000
Total - Debt Service	\$3,060,734			\$3,060,734
Total- Undistributed Expenses	\$15,968,182	\$1,407,283	\$10,261,723	\$4,299,176
<hr/>				
Grand Total Summary				
Total - General Support	\$6,285,072	\$2,451,376	\$0	\$3,833,696
Total - Instruction	\$27,789,656	\$1,856,974	\$25,932,682	\$0
Total - Pupil Transportation	\$1,084,313	\$0	\$1,084,313	\$0
Total - Undistributed Expenses	\$15,968,182	\$1,407,283	\$10,261,723	\$4,299,176
Grand Total	\$51,127,223	\$5,715,633	\$37,278,718	\$8,132,872

Administrative Compensation Disclosure
 2024-2025 Salary Threshold = \$169,000
Compensation Disclosures required by Chapter 474 of the Laws of 1996

Title	Salary	Employee Benefits	Other Remuneration
Superintendent of Schools	\$ 267,903	\$ 74,101	\$ -
Associate, Assistant and Deputy Superintendents:			
Assistant Superintendent for Curriculum & Instruction	219,742	74,301	-
Assistant Superintendent for Business	221,487	74,502	-
Other Supervisory and Administrative Employees Scheduled to Receive \$169,000 or More in Salary:			
Director of Health, P.E. & Athletics	205,044		
High School Principal	198,390		
Middle School Principal	185,000		
Elementary Principal	184,046		
Elementary Principal	181,749		
Director for Pupil Personnel Services	176,868		

Exemption Impact Report

Assessment Year: 2023

County: WESTCHESTER
 SWIS Code: 551400

School Value Report (554801)

Municipality: RYE
 Total Assessed Val: 14,040,195
 Uniform Percentage: 1.29

Equalized Total Assessed Value = 1,088,387,209

Exempt Code	Description	Statutory Authority	# of Exempts	Total Equalized Value of EX	% of Value Exempted
13100	CTY OWNED	RPTL 406(1)	2	88,728,682	8.15
13350	CITY OWNED	RPTL 406(1)	3	2,255,813	0.21
13800	SCHOOL DIS	RPTL 408	1	67,740,310	6.22
21600	RS REL PRP	RPTL 462	1	9,717,054	0.89
27350	CEMETERIES	RPTL 446	2	399,224	0.04
41120	WAR VET CTS	RPTL 458-a	5	60,077	0.01
41124	WAR VET S	RPTL 458-a	1	12,015	0.00
41130	COMBAT CTS	RPTL 458-a	2	39,999	0.00
41134	COMBAT S	RPTL 458-a	1	19,999	0.00
41140	DIS. VET CTS	RPTL 458-a	2	79,999	0.01
41144	DIS. VET S	RPTL 458-a	2	79,999	0.01
41800	AGED C/T/S	RPTL 467	1	823,643	0.08
Total Exemptions (No System EX's)			23	169,956,814	15.62
Total Exemptions (with System EX's)			23	169,956,814	15.62

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

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

Equalized Total Assessed Value 2,211,181,218

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	6	1,465,700	0.07
13500	TOWN - GENERALLY	RPTL 406(1)	2	467,000	0.02
13650	VG - GENERALLY	RPTL 406(1)	32	16,013,300	0.72
13800	SCHOOL DISTRICT	RPTL 408	5	35,985,000	1.63
19950	MUNICIPAL RAILROAD	RPTL 456	5	49,378,400	2.23
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	858,100	0.04
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	8	16,244,800	0.73
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	795,600	0.04
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	10	6,143,800	0.28
25600	NONPROFIT HEALTH MAINTENANCE C	RPTL 486-a	2	2,425,800	0.11
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	1,073,100	0.05
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	60	720,000	0.03
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	4	48,000	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	36	720,000	0.03
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	6	120,000	0.01
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	13	494,065	0.02
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	4	156,985	0.01
41400	CLERGY	RPTL 460	1	1,500	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	30	11,031,630	0.50
41804	PERSONS AGE 65 OR OVER	RPTL 467	12	2,003,600	0.09
41834	ENHANCED STAR	RPTL 425	206	44,529,263	2.01
41854	BASIC STAR 1999-2000	RPTL 425	420	35,856,537	1.62

Equalized Total Assessed Value 2,211,181,218

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	96,030	0.00
Total Exemptions Exclusive of System Exemptions:			868	226,628,210	10.25
Total System Exemptions:			0	0	0.00
Totals:			868	226,628,210	10.25

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: _____

RYE NECK UFSD - NEW YORK STATE REPORT CARD [2022 - 23]

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.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 – Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	4	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
Black or African American	—	—	—	—
Hispanic or Latino	3	4	4	4
Multiracial	4	4	—	4
White	4	4	—	4
English Language Learner	4	4	4	4
Students with Disabilities	4	4	—	4
Economically Disadvantaged	4	4	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	615	190.2	4
	Math	612	197	
	Combined	1,227	193.6	
American Indian or Alaska Native	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	56	195.5	4
	Math	60	235	
	Combined	116	215.9	
Black or African American	ELA	11	113.6	–
	Math	10	125	
	Combined	21	–	
Hispanic or Latino	ELA	123	156.1	3
	Math	121	157	
	Combined	244	156.6	
Multiracial	ELA	53	203.8	4
	Math	52	210.6	
	Combined	105	207.1	
White	ELA	371	201.2	4
	Math	368	203.9	
	Combined	739	202.6	
English Language Learner	ELA	33	92.4	4
	Math	74	173	
	Combined	107	148.1	
Students with Disabilities	ELA	67	109.7	4
	Math	64	122.7	
	Combined	131	116	
Economically Disadvantaged	ELA	91	128	4
	Math	85	125.9	
	Combined	176	127	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	651	179.6	4
	Math	656	183.8	
	Combined	1,307	181.7	
American Indian or Alaska Native	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	56	195.5	4
	Math	60	235	
	Combined	116	215.9	
Black or African American	ELA	12	104.2	–
	Math	12	104.2	
	Combined	24	–	
Hispanic or Latino	ELA	128	150	4
	Math	132	143.9	
	Combined	260	146.9	
Multiracial	ELA	53	203.8	4
	Math	52	210.6	
	Combined	105	207.1	
White	ELA	405	184.3	4
	Math	403	186.2	
	Combined	808	185.3	
English Language Learner	ELA	33	92.4	4
	Math	74	173	
	Combined	107	148.1	
Students with Disabilities	ELA	85	86.5	4
	Math	85	92.4	
	Combined	170	89.4	
Economically Disadvantaged	ELA	99	117.7	4
	Math	101	105.9	
	Combined	200	111.8	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	62	53%	82%	1.6	4
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	21	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	34	46%	70%	1.5	4
Multiracial	0	–	–	–	–
White	7	–	–	–	–
English Language Learner	62	53%	82%	1.6	4
Students with Disabilities	9	–	–	–	–
Economically Disadvantaged	29	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	930	84	9%	4
American Indian or Alaska Native	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	105	7	6.7%	4
Black or African American	15	–	–	–
Hispanic or Latino	185	26	14.1%	4
Multiracial	66	5	7.6%	4
White	558	44	7.9%	4
English Language Learner	131	13	9.9%	4
Students with Disabilities	98	14	14.3%	4
Economically Disadvantaged	140	20	14.3%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	707	90.1%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	65	98.5%
Black or African American	—	13	—
Hispanic or Latino	X	146	91.8%
Multiracial	✓	53	100%
White	X	429	87.2%
English Language Learner	✓	52	98.1%
Students with Disabilities	X	87	75.9%
Economically Disadvantaged	X	110	88.2%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	707	88.5%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	65	98.5%
Black or African American	—	13	—
Hispanic or Latino	X	146	87.7%
Multiracial	✓	53	98.1%
White	X	429	86.5%
English Language Learner	✓	52	96.2%
Students with Disabilities	X	88	71.6%
Economically Disadvantaged	X	110	80.9%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 4	—
Grade 5	—
Grade 6	—
Grade 7	—
Grade 8	—

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	4	–	4
American Indian or Alaska Native	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	4
Black or African American	–	–	–	–	–
Hispanic or Latino	3	3	2	–	4
Multiracial	–	–	–	–	–
White	4	4	4	–	4
English Language Learner	–	–	–	–	4
Students with Disabilities	3	4	3	–	4
Economically Disadvantaged	4	4	3	–	4

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	139	206.8	177.5	4
	Math	112	135.7		
	Science	102	196.1		
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	233.3	–	–
	Math	9	172.2		
	Science	9	222.2		
Black or African American	ELA	6	166.7	–	–
	Math	3	–		
	Science	3	–		
Hispanic or Latino	ELA	37	178.4	156.4	3
	Math	25	122		
	Science	24	175		
Multiracial	ELA	5	220	–	–
	Math	5	40		
	Science	4	–		
White	ELA	82	218.9	186.8	4
	Math	70	144.3		
	Science	62	202.4		
English Language Learner	ELA	3	–	–	–
	Math	2	–		
	Science	5	130		
Students with Disabilities	ELA	18	111.1	92.6	3
	Math	8	50		
	Science	7	128.6		
Economically Disadvantaged	ELA	25	152	142.4	4
	Math	16	118.8		
	Science	15	163.3		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	140	205.4	156.8	4
	Math	136	111.8		
	Science	132	151.5		
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	233.3	–	–
	Math	9	172.2		
	Science	9	222.2		
Black or African American	ELA	6	166.7	–	–
	Math	5	60		
	Science	4	–		
Hispanic or Latino	ELA	38	173.7	126.1	3
	Math	36	84.7		
	Science	36	116.7		
Multiracial	ELA	5	220	–	–
	Math	5	40		
	Science	5	120		
White	ELA	82	218.9	169.1	4
	Math	81	124.7		
	Science	78	160.9		
English Language Learner	ELA	7	64.3	–	–
	Math	7	78.6		
	Science	7	92.9		
Students with Disabilities	ELA	18	111.1	69.8	4
	Math	16	25		
	Science	12	75		
Economically Disadvantaged	ELA	25	152	114.6	4
	Math	23	82.6		
	Science	23	106.5		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	114	109	95.6%	95.2%	4
	5-year	119	112	94.1%		
	6-year	95	91	95.8%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	6	—	—	—	—
	5-year	5	—	—		
	6-year	5	—	—		
Black or African American	4-year	4	—	—	—	—
	5-year	6	—	—		
	6-year	2	—	—		
Hispanic or Latino	4-year	26	23	88.5%	89.7%	2
	5-year	21	18	85.7%		
	6-year	20	19	95%		
Multiracial	4-year	2	—	—	—	—
	5-year	8	—	—		
	6-year	2	—	—		
White	4-year	76	74	97.4%	96.4%	4
	5-year	79	76	96.2%		
	6-year	66	63	95.5%		
English Language Learner	4-year	3	—	—	—	—
	5-year	3	—	—		
	6-year	1	—	—		
Students with Disabilities	4-year	17	14	82.4%	82.4%	3
	5-year	11	—	—		
	6-year	11	—	—		
Economically Disadvantaged	4-year	25	21	84%	88.5%	3
	5-year	17	15	88.2%		
	6-year	15	14	93.3%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	10	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	5	–	–	–	–
Multiracial	0	–	–	–	–
White	1	–	–	–	–
English Language Learner	10	–	–	–	–
Students with Disabilities	0	–	–	–	–
Economically Disadvantaged	5	–	–	–	–

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	527	19	3.6%	4
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	34	1	2.9%	4
Black or African American	20	–	–	–
Hispanic or Latino	135	7	5.2%	4
Multiracial	22	–	–	–
White	316	9	2.8%	4
English Language Learner	31	2	6.5%	4
Students with Disabilities	61	3	4.9%	4
Economically Disadvantaged	90	6	6.7%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	141	98.6%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	11	–
Black or African American	–	6	–
Hispanic or Latino	–	37	–
Multiracial	–	5	–
White	✓	82	100%
English Language Learner	–	2	–
Students with Disabilities	–	18	–
Economically Disadvantaged	–	26	–

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	136	83.1%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	10	–
Black or African American	–	5	–
Hispanic or Latino	–	35	–
Multiracial	–	5	–
White	✗	81	86.4%
English Language Learner	–	2	–
Students with Disabilities	–	16	–
Economically Disadvantaged	–	23	–

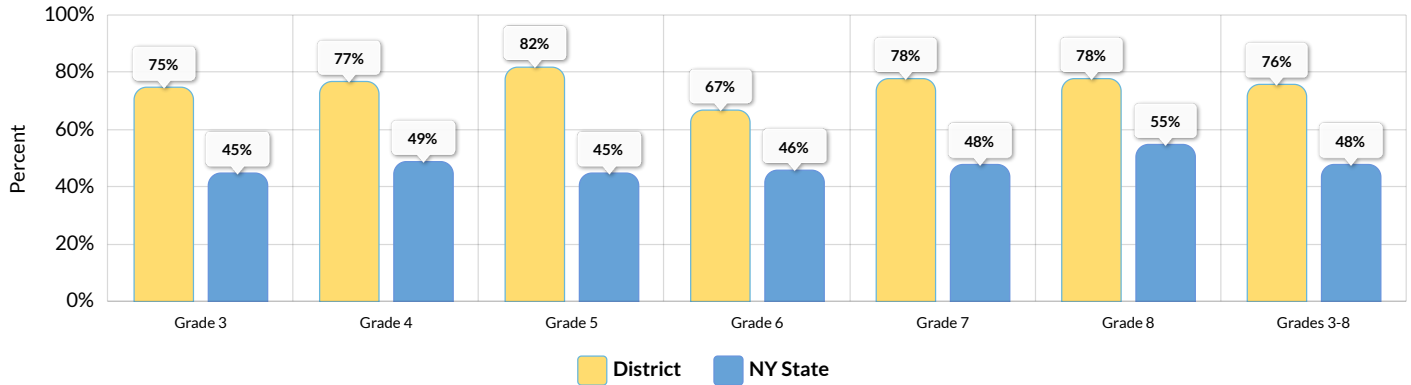
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS



Percent Scoring Proficient by Grade



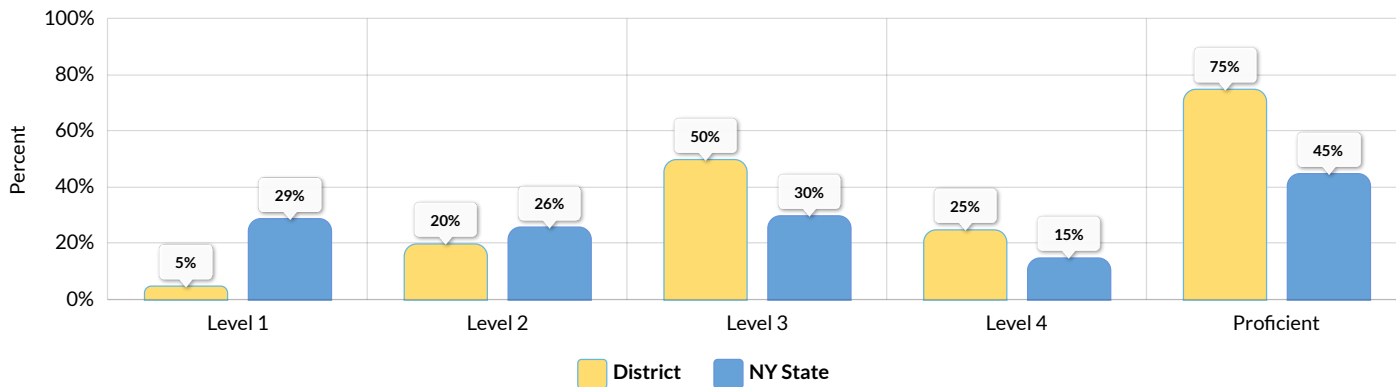
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	113	11	10%	102	90%	5	5%	20	20%	51	50%	26	25%	77	75%
Grade 4	123	8	7%	115	93%	5	4%	21	18%	40	35%	49	43%	89	77%
Grade 5	118	11	9%	107	91%	7	7%	12	11%	42	39%	46	43%	88	82%
Grade 6	121	6	5%	115	95%	12	10%	26	23%	33	29%	44	38%	77	67%
Grade 7	124	26	21%	98	79%	5	5%	17	17%	30	31%	46	47%	76	78%
Grade 8	112	30	27%	82	73%	2	2%	16	20%	38	46%	26	32%	64	78%
Grades 3-8	711	92	13%	619	87%	36	6%	112	18%	234	38%	237	38%	471	76%

GRADE 3 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



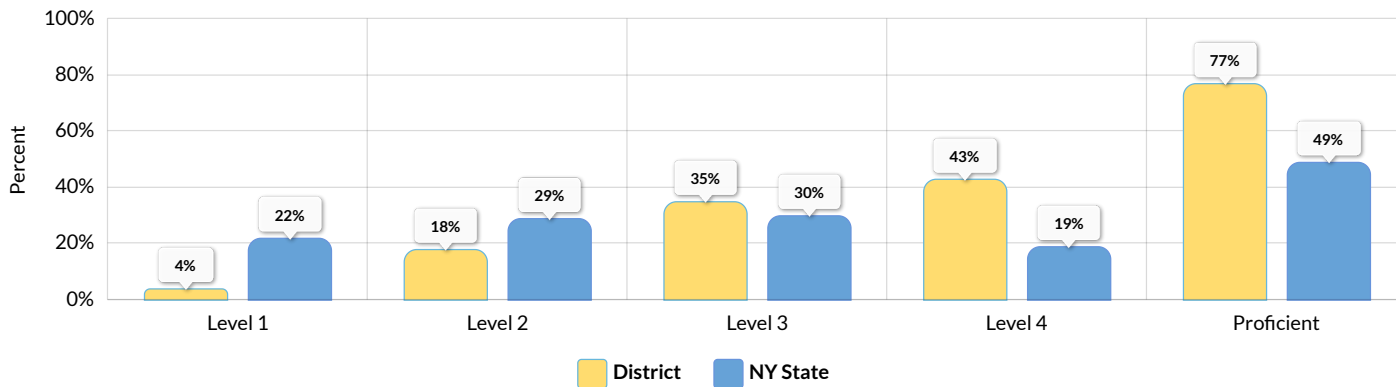
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	113	11	10%	102	90%	5	5%	20	20%	51	50%	26	25%	77	75%
Female	54	6	11%	48	89%	1	2%	11	23%	23	48%	13	27%	36	75%
Male	59	5	8%	54	92%	4	7%	9	17%	28	52%	13	24%	41	76%
General Education Students	98	6	6%	92	94%	2	2%	15	16%	50	54%	25	27%	75	82%
Students with Disabilities	15	5	33%	10	67%	3	30%	5	50%	1	10%	1	10%	2	20%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	–	–	–	–	–	–	–	–	–	–
Black or African American	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	21	0	0%	21	100%	1	5%	7	33%	9	43%	4	19%	13	62%
White	66	8	12%	58	88%	3	5%	11	19%	28	48%	16	28%	44	76%
Multiracial	15	0	0%	15	100%	0	0%	2	13%	9	60%	4	27%	13	87%
Small Group Total: Race & Ethnicity	11	3	27%	8	73%	1	13%	0	0%	5	63%	2	25%	7	88%
Economically Disadvantaged	17	0	0%	17	100%	3	18%	7	41%	6	35%	1	6%	7	41%
Not Economically Disadvantaged	96	11	11%	85	89%	2	2%	13	15%	45	53%	25	29%	70	82%
English Language Learner	11	2	18%	9	82%	2	22%	4	44%	2	22%	1	11%	3	33%
Non-English Language Learner	102	9	9%	93	91%	3	3%	16	17%	49	53%	25	27%	74	80%
Not in Foster Care	113	11	10%	102	90%	5	5%	20	20%	51	50%	26	25%	77	75%
Not Homeless	113	11	10%	102	90%	5	5%	20	20%	51	50%	26	25%	77	75%
Not Migrant	113	11	10%	102	90%	5	5%	20	20%	51	50%	26	25%	77	75%
Parent Not in Armed Forces	113	11	10%	102	90%	5	5%	20	20%	51	50%	26	25%	77	75%

GRADE 4 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



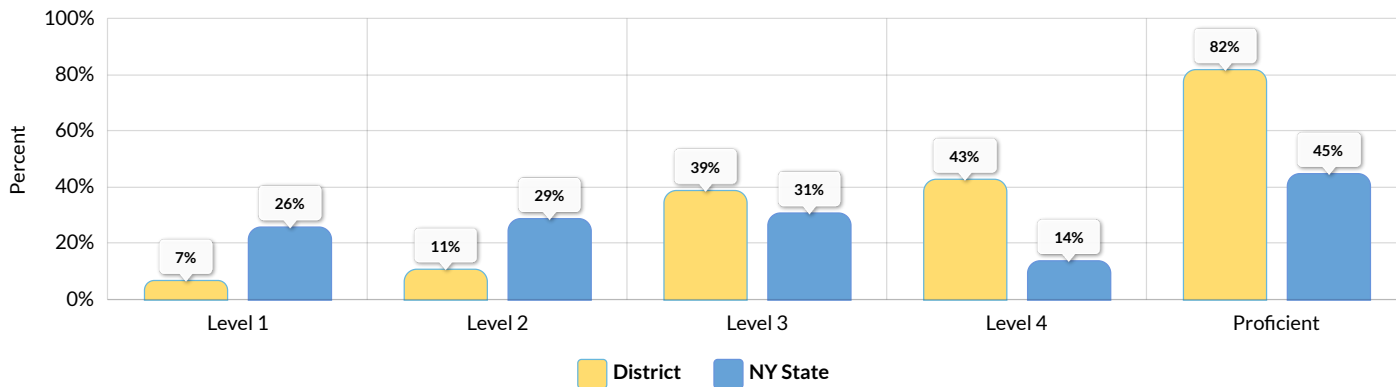
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	8	7%	115	93%	5	4%	21	18%	40	35%	49	43%	89	77%
Female	64	4	6%	60	94%	3	5%	9	15%	21	35%	27	45%	48	80%
Male	59	4	7%	55	93%	2	4%	12	22%	19	35%	22	40%	41	75%
General Education Students	107	4	4%	103	96%	2	2%	15	15%	38	37%	48	47%	86	83%
Students with Disabilities	16	4	25%	12	75%	3	25%	6	50%	2	17%	1	8%	3	25%
Asian or Native Hawaiian/Other Pacific Islander	11	1	9%	10	91%	1	10%	2	20%	3	30%	4	40%	7	70%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	29	3	10%	26	90%	2	8%	11	42%	5	19%	8	31%	13	50%
White	74	4	5%	70	95%	0	0%	7	10%	30	43%	33	47%	63	90%
Multiracial	7	0	0%	7	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	2	22%	1	11%	2	22%	4	44%	6	67%
Economically Disadvantaged	22	3	14%	19	86%	3	16%	8	42%	6	32%	2	11%	8	42%
Not Economically Disadvantaged	101	5	5%	96	95%	2	2%	13	14%	34	35%	47	49%	81	84%
English Language Learner	10	2	20%	8	80%	2	25%	6	75%	0	0%	0	0%	0	0%
Non-English Language Learner	113	6	5%	107	95%	3	3%	15	14%	40	37%	49	46%	89	83%
Not in Foster Care	123	8	7%	115	93%	5	4%	21	18%	40	35%	49	43%	89	77%
Not Homeless	123	8	7%	115	93%	5	4%	21	18%	40	35%	49	43%	89	77%
Not Migrant	123	8	7%	115	93%	5	4%	21	18%	40	35%	49	43%	89	77%
Parent Not in Armed Forces	123	8	7%	115	93%	5	4%	21	18%	40	35%	49	43%	89	77%

GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



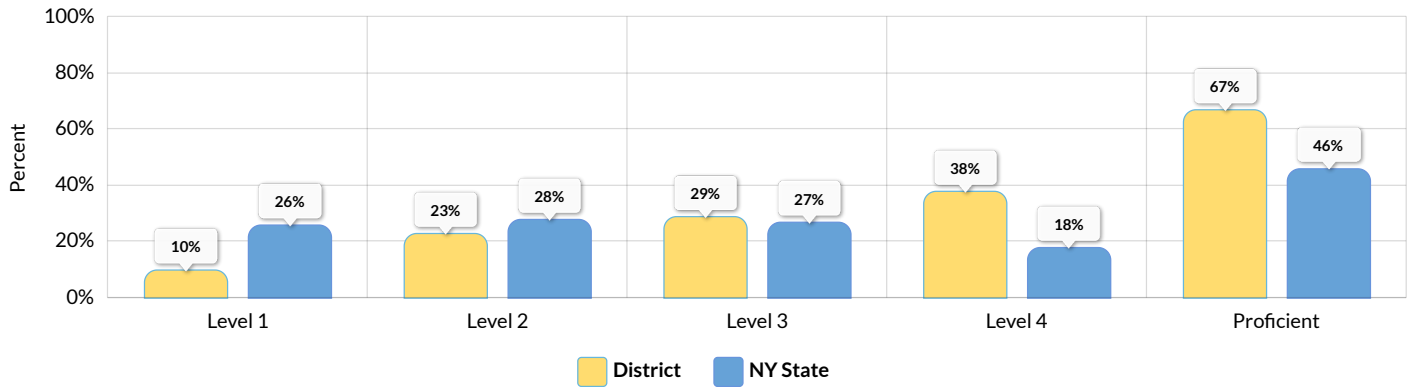
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	11	9%	107	91%	7	7%	12	11%	42	39%	46	43%	88	82%
Female	64	9	14%	55	86%	4	7%	4	7%	24	44%	23	42%	47	85%
Male	54	2	4%	52	96%	3	6%	8	15%	18	35%	23	44%	41	79%
General Education Students	107	8	7%	99	93%	2	2%	11	11%	41	41%	45	45%	86	87%
Students with Disabilities	11	3	27%	8	73%	5	63%	1	13%	1	13%	1	13%	2	25%
Asian or Native Hawaiian/Other Pacific Islander	14	2	14%	12	86%	2	17%	1	8%	4	33%	5	42%	9	75%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	20	1	5%	19	95%	2	11%	4	21%	8	42%	5	26%	13	68%
White	72	8	11%	64	89%	2	3%	7	11%	23	36%	32	50%	55	86%
Multiracial	11	0	0%	11	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	0	0%	12	100%	1	8%	0	0%	7	58%	4	33%	11	92%
Economically Disadvantaged	13	2	15%	11	85%	2	18%	3	27%	4	36%	2	18%	6	55%
Not Economically Disadvantaged	105	9	9%	96	91%	5	5%	9	9%	38	40%	44	46%	82	85%
English Language Learner	8	3	38%	5	63%	2	40%	0	0%	3	60%	0	0%	3	60%
Non-English Language Learner	110	8	7%	102	93%	5	5%	12	12%	39	38%	46	45%	85	83%
Not in Foster Care	118	11	9%	107	91%	7	7%	12	11%	42	39%	46	43%	88	82%
Not Homeless	118	11	9%	107	91%	7	7%	12	11%	42	39%	46	43%	88	82%
Not Migrant	118	11	9%	107	91%	7	7%	12	11%	42	39%	46	43%	88	82%
Parent Not in Armed Forces	118	11	9%	107	91%	7	7%	12	11%	42	39%	46	43%	88	82%

GRADE 6 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



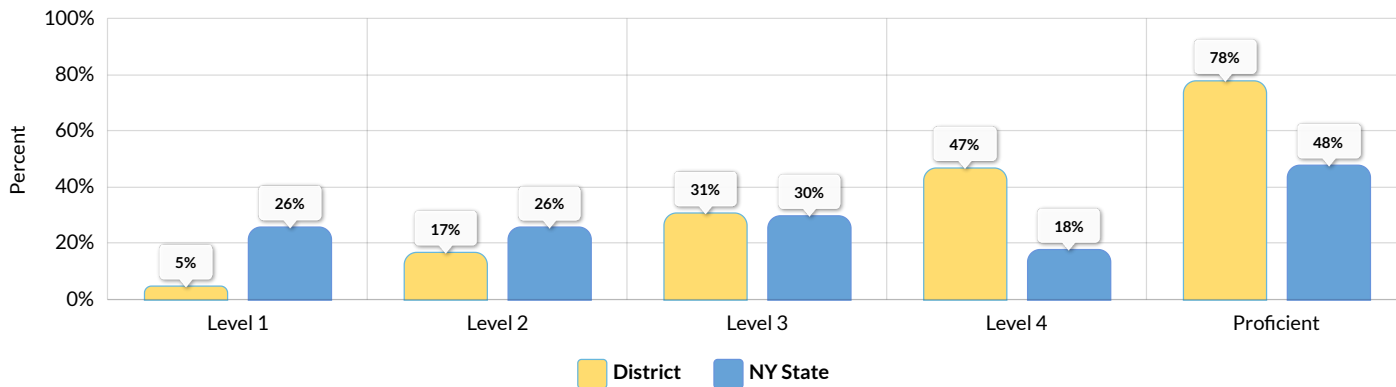
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	121	6	5%	115	95%	12	10%	26	23%	33	29%	44	38%	77	67%
Female	65	4	6%	61	94%	7	11%	11	18%	17	28%	26	43%	43	70%
Male	56	2	4%	54	96%	5	9%	15	28%	16	30%	18	33%	34	63%
General Education Students	102	5	5%	97	95%	5	5%	20	21%	29	30%	43	44%	72	74%
Students with Disabilities	19	1	5%	18	95%	7	39%	6	33%	4	22%	1	6%	5	28%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	13	2	15%	11	85%	0	0%	2	18%	5	45%	4	36%	9	82%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	26	4	15%	22	85%	7	32%	6	27%	5	23%	4	18%	9	41%
White	74	0	0%	74	100%	4	5%	17	23%	23	31%	30	41%	53	72%
Multiracial	6	0	0%	6	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	1	13%	1	13%	0	0%	6	75%	6	75%
Economically Disadvantaged	20	2	10%	18	90%	6	33%	7	39%	3	17%	2	11%	5	28%
Not Economically Disadvantaged	101	4	4%	97	96%	6	6%	19	20%	30	31%	42	43%	72	74%
English Language Learner	9	2	22%	7	78%	3	43%	3	43%	1	14%	0	0%	1	14%
Non-English Language Learner	112	4	4%	108	96%	9	8%	23	21%	32	30%	44	41%	76	70%
Not in Foster Care	121	6	5%	115	95%	12	10%	26	23%	33	29%	44	38%	77	67%
Not Homeless	121	6	5%	115	95%	12	10%	26	23%	33	29%	44	38%	77	67%
Not Migrant	121	6	5%	115	95%	12	10%	26	23%	33	29%	44	38%	77	67%
Parent Not in Armed Forces	121	6	5%	115	95%	12	10%	26	23%	33	29%	44	38%	77	67%

GRADE 7 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



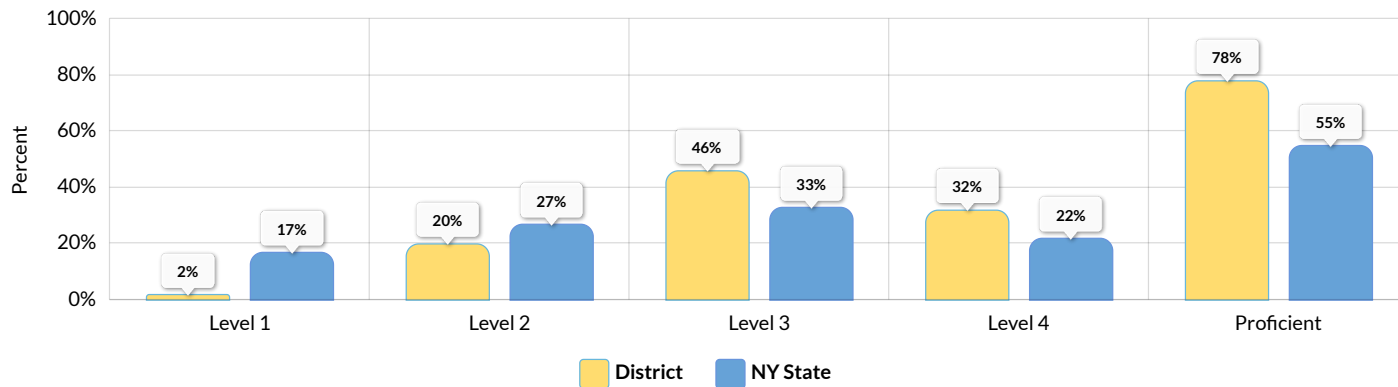
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	124	26	21%	98	79%	5	5%	17	17%	30	31%	46	47%	76	78%
Female	62	19	31%	43	69%	3	7%	8	19%	13	30%	19	44%	32	74%
Male	62	7	11%	55	89%	2	4%	9	16%	17	31%	27	49%	44	80%
General Education Students	111	19	17%	92	83%	3	3%	15	16%	29	32%	45	49%	74	80%
Students with Disabilities	13	7	54%	6	46%	2	33%	2	33%	1	17%	1	17%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	0	0%	0	0%	3	43%	4	57%	7	100%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	27	5	19%	22	81%	4	18%	6	27%	6	27%	6	27%	12	55%
White	83	20	24%	63	76%	0	0%	9	14%	20	32%	34	54%	54	86%
Multiracial	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	1	17%	2	33%	1	17%	2	33%	3	50%
Economically Disadvantaged	19	4	21%	15	79%	3	20%	3	20%	7	47%	2	13%	9	60%
Not Economically Disadvantaged	105	22	21%	83	79%	2	2%	14	17%	23	28%	44	53%	67	81%
English Language Learner	8	4	50%	4	50%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	116	22	19%	94	81%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	124	26	21%	98	79%	5	5%	17	17%	30	31%	46	47%	76	78%
Not Homeless	124	26	21%	98	79%	5	5%	17	17%	30	31%	46	47%	76	78%
Not Migrant	124	26	21%	98	79%	5	5%	17	17%	30	31%	46	47%	76	78%
Parent Not in Armed Forces	124	26	21%	98	79%	5	5%	17	17%	30	31%	46	47%	76	78%

GRADE 8 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	112	30	27%	82	73%	2	2%	16	20%	38	46%	26	32%	64	78%
Female	50	16	32%	34	68%	0	0%	2	6%	19	56%	13	38%	32	94%
Male	62	14	23%	48	77%	2	4%	14	29%	19	40%	13	27%	32	67%
General Education Students	96	24	25%	72	75%	2	3%	12	17%	33	46%	25	35%	58	81%
Students with Disabilities	16	6	38%	10	63%	0	0%	4	40%	5	50%	1	10%	6	60%
Asian or Native Hawaiian/Other Pacific Islander	11	1	9%	10	91%	0	0%	3	30%	5	50%	2	20%	7	70%
Black or African American	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	25	9	36%	16	64%	1	6%	4	25%	8	50%	3	19%	11	69%
White	62	19	31%	43	69%	1	2%	6	14%	20	47%	16	37%	36	84%
Multiracial	10	0	0%	10	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	14	1	7%	13	93%	0	0%	3	23%	5	38%	5	38%	10	77%
Economically Disadvantaged	21	8	38%	13	62%	2	15%	7	54%	4	31%	0	0%	4	31%
Not Economically Disadvantaged	91	22	24%	69	76%	0	0%	9	13%	34	49%	26	38%	60	87%
English Language Learner	6	4	67%	2	33%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	106	26	25%	80	75%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	112	30	27%	82	73%	2	2%	16	20%	38	46%	26	32%	64	78%
Not Homeless	112	30	27%	82	73%	2	2%	16	20%	38	46%	26	32%	64	78%
Not Migrant	112	30	27%	82	73%	2	2%	16	20%	38	46%	26	32%	64	78%
Parent Not in Armed Forces	112	30	27%	82	73%	2	2%	16	20%	38	46%	26	32%	64	78%

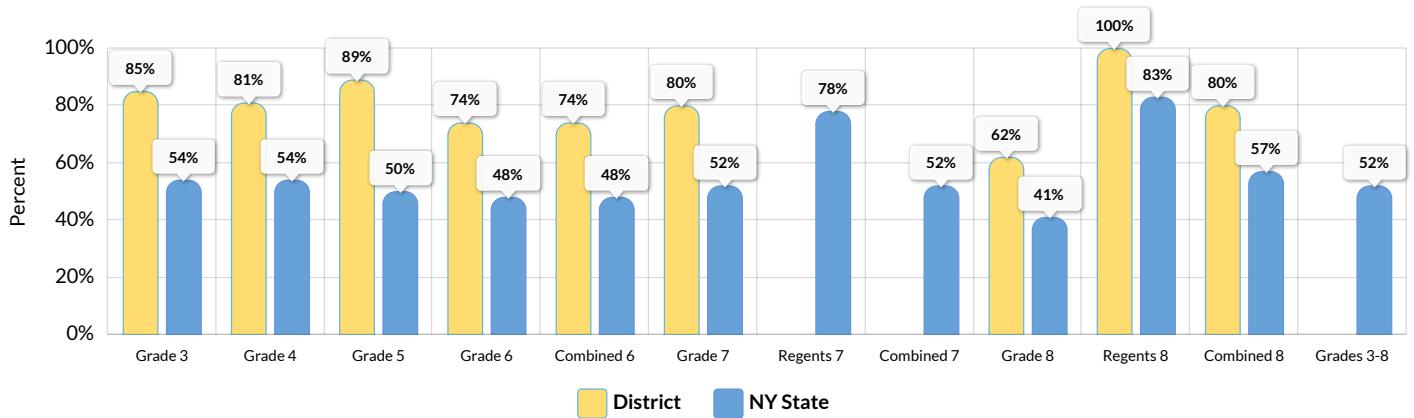
GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS



Percent Scoring Proficient by Grade



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	113	12	11%	101	89%	3	3%	12	12%	44	44%	42	42%	86	85%
Grade 4	123	6	5%	117	95%	10	9%	12	10%	66	56%	29	25%	95	81%
Grade 5	118	9	8%	109	92%	1	1%	11	10%	47	43%	50	46%	97	89%
Grade 6	121	4	3%	117	97%	16	14%	15	13%	39	33%	47	40%	86	74%
Combined 6	121	4	3%	117	97%	16	14%	15	13%	39	33%	47	40%	86	74%
Grade 7	123	27	22%	96	78%	5	5%	14	15%	32	33%	45	47%	77	80%
Regents 7	-	-	-	1	1%	-	-	-	-	-	-	-	-	-	-
Combined 7	123	26	21%	97	79%	-	-	-	-	-	-	-	-	-	-
Grade 8	111	66	59%	45	41%	6	13%	11	24%	23	51%	5	11%	28	62%
Regents 8	-	-	-	38	34%	0	0%	0	0%	0	0%	38	100%	38	100%
Combined 8	111	28	25%	83	75%	6	7%	11	13%	23	28%	43	52%	66	80%
Grades 3-8	709	85	12%	624	88%	-	-	-	-	-	-	-	-	-	-

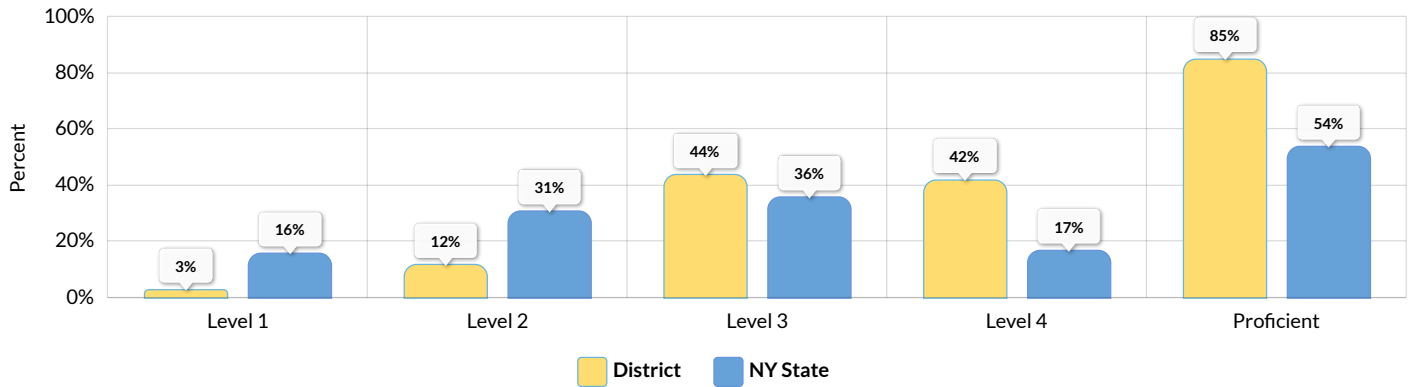
See report card Glossary and Guide for criteria used to include students in this table.

GRADE 3 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



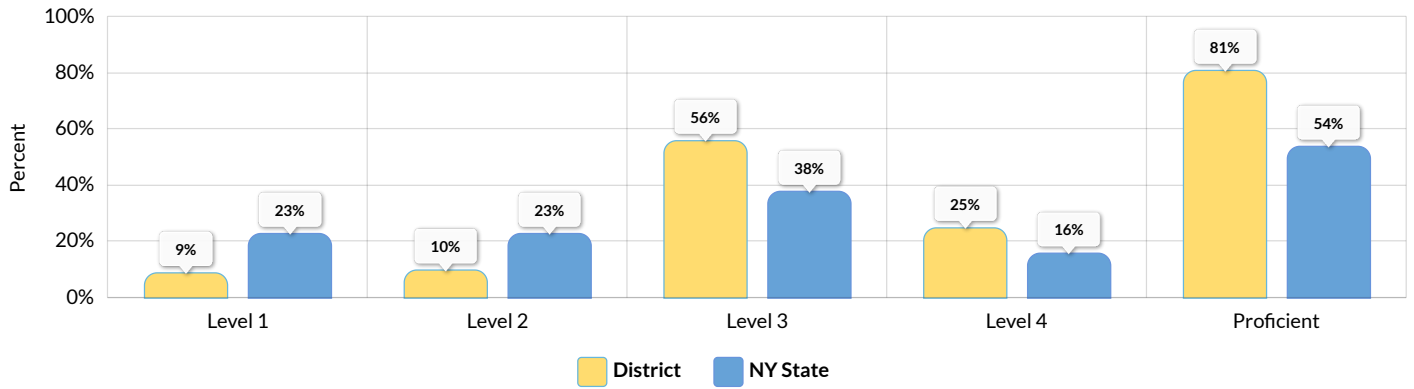
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	113	12	11%	101	89%	3	3%	12	12%	44	44%	42	42%	86	85%
Female	54	7	13%	47	87%	1	2%	10	21%	20	43%	16	34%	36	77%
Male	59	5	8%	54	92%	2	4%	2	4%	24	44%	26	48%	50	93%
General Education Students	98	5	5%	93	95%	2	2%	8	9%	41	44%	42	45%	83	89%
Students with Disabilities	15	7	47%	8	53%	1	13%	4	50%	3	38%	0	0%	3	38%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	21	2	10%	19	90%	2	11%	4	21%	9	47%	4	21%	13	68%
White	66	8	12%	58	88%	1	2%	5	9%	29	50%	23	40%	52	90%
Multiracial	15	0	0%	15	100%	0	0%	2	13%	4	27%	9	60%	13	87%
Small Group Total: Race & Ethnicity	11	2	18%	9	82%	0	0%	1	11%	2	22%	6	67%	8	89%
Economically Disadvantaged	17	2	12%	15	88%	3	20%	4	27%	7	47%	1	7%	8	53%
Not Economically Disadvantaged	96	10	10%	86	90%	0	0%	8	9%	37	43%	41	48%	78	91%
English Language Learner	11	1	9%	10	91%	2	20%	2	20%	3	30%	3	30%	6	60%
Non-English Language Learner	102	11	11%	91	89%	1	1%	10	11%	41	45%	39	43%	80	88%
Not in Foster Care	113	12	11%	101	89%	3	3%	12	12%	44	44%	42	42%	86	85%
Not Homeless	113	12	11%	101	89%	3	3%	12	12%	44	44%	42	42%	86	85%
Not Migrant	113	12	11%	101	89%	3	3%	12	12%	44	44%	42	42%	86	85%
Parent Not in Armed Forces	113	12	11%	101	89%	3	3%	12	12%	44	44%	42	42%	86	85%

GRADE 4 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



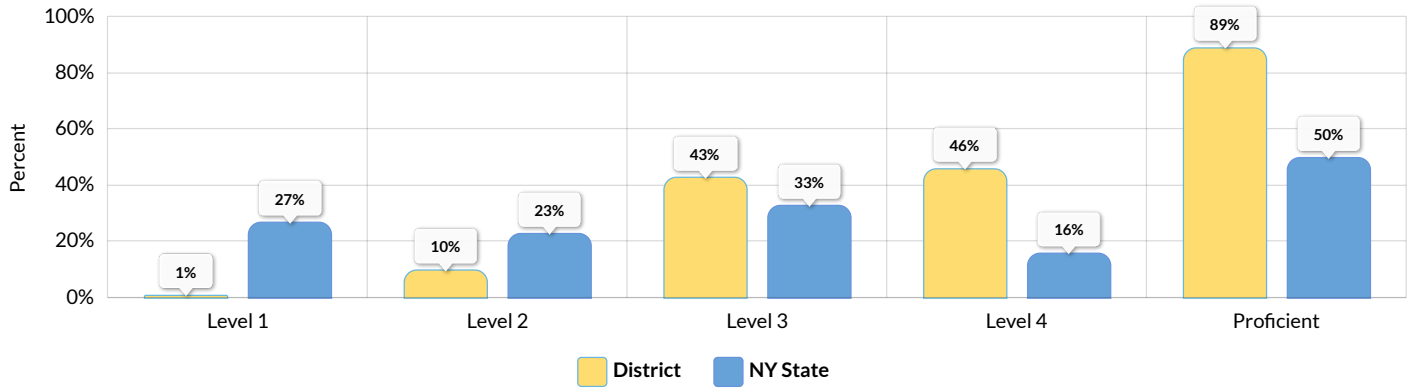
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	6	5%	117	95%	10	9%	12	10%	66	56%	29	25%	95	81%
Female	64	3	5%	61	95%	8	13%	7	11%	36	59%	10	16%	46	75%
Male	59	3	5%	56	95%	2	4%	5	9%	30	54%	19	34%	49	88%
General Education Students	107	2	2%	105	98%	6	6%	8	8%	63	60%	28	27%	91	87%
Students with Disabilities	16	4	25%	12	75%	4	33%	4	33%	3	25%	1	8%	4	33%
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	11	100%	0	0%	0	0%	7	64%	4	36%	11	100%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	29	2	7%	27	93%	6	22%	6	22%	12	44%	3	11%	15	56%
White	74	4	5%	70	95%	2	3%	5	7%	43	61%	20	29%	63	90%
Multiracial	7	0	0%	7	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	2	22%	1	11%	4	44%	2	22%	6	67%
Economically Disadvantaged	22	2	9%	20	91%	6	30%	6	30%	6	30%	2	10%	8	40%
Not Economically Disadvantaged	101	4	4%	97	96%	4	4%	6	6%	60	62%	27	28%	87	90%
English Language Learner	10	0	0%	10	100%	3	30%	2	20%	4	40%	1	10%	5	50%
Non-English Language Learner	113	6	5%	107	95%	7	7%	10	9%	62	58%	28	26%	90	84%
Not in Foster Care	123	6	5%	117	95%	10	9%	12	10%	66	56%	29	25%	95	81%
Not Homeless	123	6	5%	117	95%	10	9%	12	10%	66	56%	29	25%	95	81%
Not Migrant	123	6	5%	117	95%	10	9%	12	10%	66	56%	29	25%	95	81%
Parent Not in Armed Forces	123	6	5%	117	95%	10	9%	12	10%	66	56%	29	25%	95	81%

GRADE 5 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



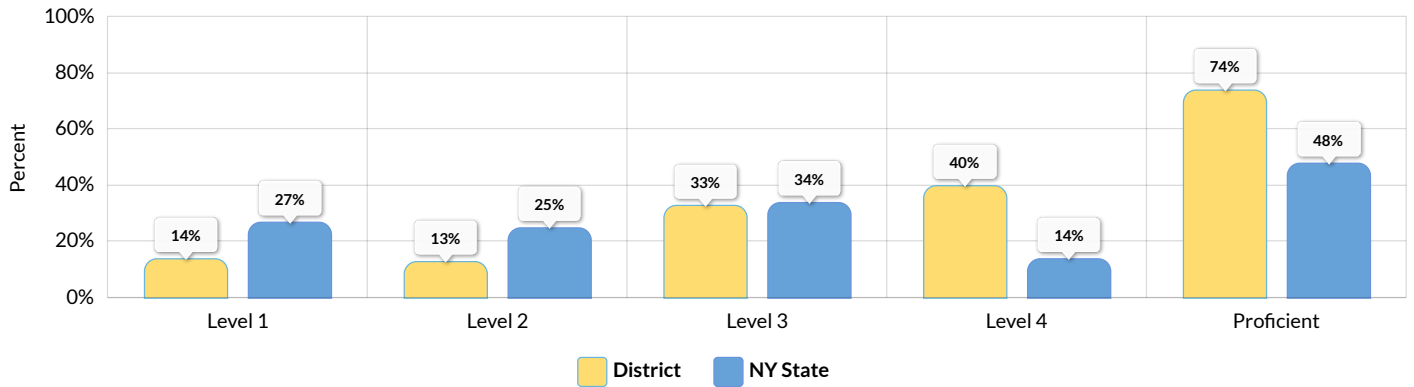
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	9	8%	109	92%	1	1%	11	10%	47	43%	50	46%	97	89%
Female	64	7	11%	57	89%	0	0%	8	14%	25	44%	24	42%	49	86%
Male	54	2	4%	52	96%	1	2%	3	6%	22	42%	26	50%	48	92%
General Education Students	107	6	6%	101	94%	1	1%	9	9%	43	43%	48	48%	91	90%
Students with Disabilities	11	3	27%	8	73%	0	0%	2	25%	4	50%	2	25%	6	75%
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	14	100%	0	0%	0	0%	4	29%	10	71%	14	100%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	20	2	10%	18	90%	1	6%	1	6%	9	50%	7	39%	16	89%
White	72	7	10%	65	90%	0	0%	9	14%	30	46%	26	40%	56	86%
Multiracial	11	0	0%	11	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	0	0%	12	100%	0	0%	1	8%	4	33%	7	58%	11	92%
Economically Disadvantaged	13	4	31%	9	69%	0	0%	2	22%	6	67%	1	11%	7	78%
Not Economically Disadvantaged	105	5	5%	100	95%	1	1%	9	9%	41	41%	49	49%	90	90%
English Language Learner	8	0	0%	8	100%	1	13%	0	0%	3	38%	4	50%	7	88%
Non-English Language Learner	110	9	8%	101	92%	0	0%	11	11%	44	44%	46	46%	90	89%
Not in Foster Care	118	9	8%	109	92%	1	1%	11	10%	47	43%	50	46%	97	89%
Not Homeless	118	9	8%	109	92%	1	1%	11	10%	47	43%	50	46%	97	89%
Not Migrant	118	9	8%	109	92%	1	1%	11	10%	47	43%	50	46%	97	89%
Parent Not in Armed Forces	118	9	8%	109	92%	1	1%	11	10%	47	43%	50	46%	97	89%

GRADE 6 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



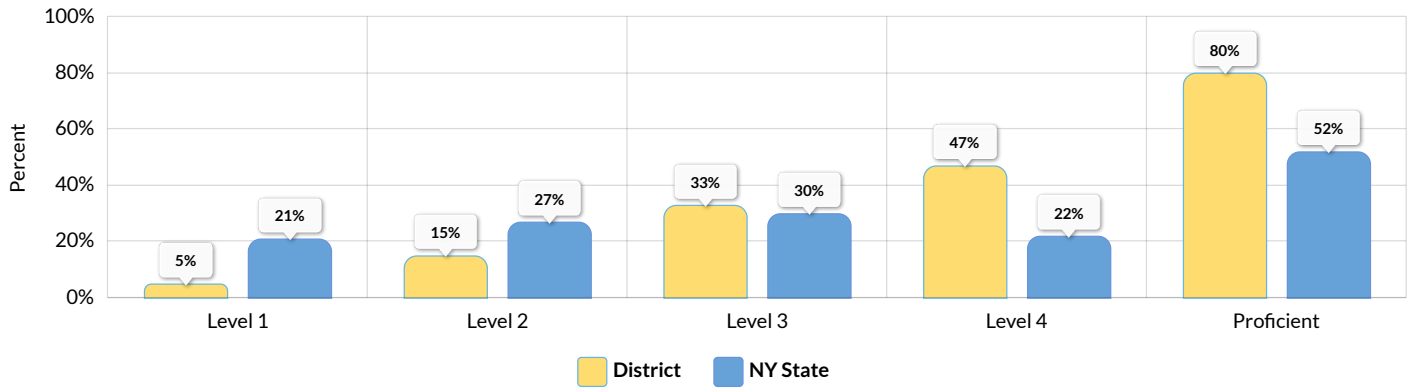
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	121	4	3%	117	97%	16	14%	15	13%	39	33%	47	40%	86	74%
Female	65	3	5%	62	95%	8	13%	8	13%	22	35%	24	39%	46	74%
Male	56	1	2%	55	98%	8	15%	7	13%	17	31%	23	42%	40	73%
General Education Students	102	3	3%	99	97%	7	7%	10	10%	37	37%	45	45%	82	83%
Students with Disabilities	19	1	5%	18	95%	9	50%	5	28%	2	11%	2	11%	4	22%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	13	1	8%	12	92%	0	0%	0	0%	4	33%	8	67%	12	100%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	26	2	8%	24	92%	8	33%	6	25%	5	21%	5	21%	10	42%
White	74	0	0%	74	100%	7	9%	9	12%	28	38%	30	41%	58	78%
Multiracial	6	0	0%	6	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	1	14%	0	0%	2	29%	4	57%	6	86%
Economically Disadvantaged	20	1	5%	19	95%	7	37%	6	32%	5	26%	1	5%	6	32%
Not Economically Disadvantaged	101	3	3%	98	97%	9	9%	9	9%	34	35%	46	47%	80	82%
English Language Learner	9	0	0%	9	100%	4	44%	3	33%	1	11%	1	11%	2	22%
Non-English Language Learner	112	4	4%	108	96%	12	11%	12	11%	38	35%	46	43%	84	78%
Not in Foster Care	121	4	3%	117	97%	16	14%	15	13%	39	33%	47	40%	86	74%
Not Homeless	121	4	3%	117	97%	16	14%	15	13%	39	33%	47	40%	86	74%
Not Migrant	121	4	3%	117	97%	16	14%	15	13%	39	33%	47	40%	86	74%
Parent Not in Armed Forces	121	4	3%	117	97%	16	14%	15	13%	39	33%	47	40%	86	74%

GRADE 7 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



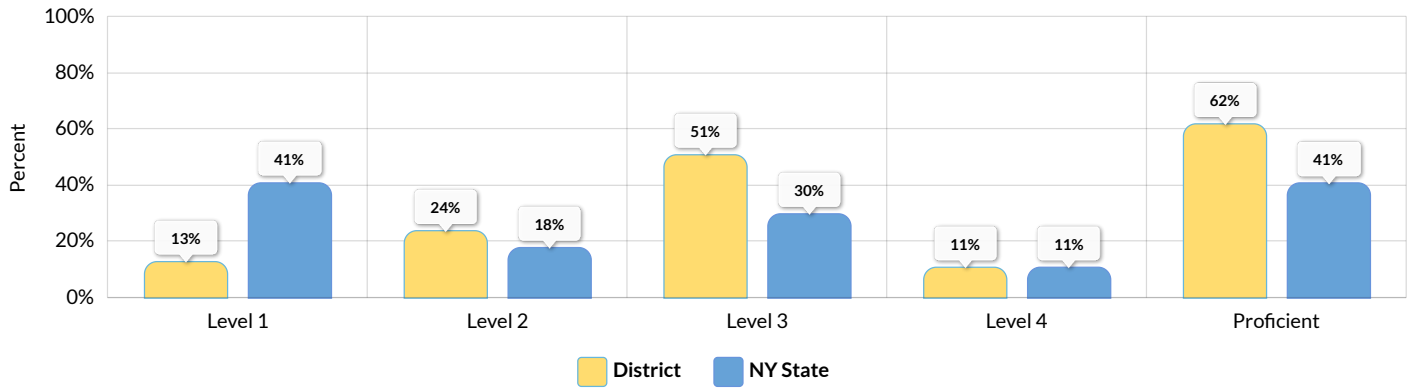
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	27	22%	96	78%	5	5%	14	15%	32	33%	45	47%	77	80%
Female	61	20	33%	41	67%	3	7%	8	20%	15	37%	15	37%	30	73%
Male	62	7	11%	55	89%	2	4%	6	11%	17	31%	30	55%	47	85%
General Education Students	110	20	18%	90	82%	3	3%	12	13%	31	34%	44	49%	75	83%
Students with Disabilities	13	7	54%	6	46%	2	33%	2	33%	1	17%	1	17%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	0	0%	0	0%	2	29%	5	71%	7	100%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	27	5	19%	22	81%	3	14%	6	27%	10	45%	3	14%	13	59%
White	82	20	24%	62	76%	1	2%	7	11%	19	31%	35	56%	54	87%
Multiracial	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	1	20%	1	20%	1	20%	2	40%	3	60%
Economically Disadvantaged	19	5	26%	14	74%	2	14%	5	36%	7	50%	0	0%	7	50%
Not Economically Disadvantaged	104	22	21%	82	79%	3	4%	9	11%	25	30%	45	55%	70	85%
English Language Learner	8	0	0%	8	100%	3	38%	2	25%	3	38%	0	0%	3	38%
Non-English Language Learner	115	27	23%	88	77%	2	2%	12	14%	29	33%	45	51%	74	84%
Not in Foster Care	123	27	22%	96	78%	5	5%	14	15%	32	33%	45	47%	77	80%
Not Homeless	123	27	22%	96	78%	5	5%	14	15%	32	33%	45	47%	77	80%
Not Migrant	123	27	22%	96	78%	5	5%	14	15%	32	33%	45	47%	77	80%
Parent Not in Armed Forces	123	27	22%	96	78%	5	5%	14	15%	32	33%	45	47%	77	80%

GRADE 8 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	111	66	59%	45	41%	6	13%	11	24%	23	51%	5	11%	28	62%
Female	49	29	59%	20	41%	2	10%	4	20%	12	60%	2	10%	14	70%
Male	62	37	60%	25	40%	4	16%	7	28%	11	44%	3	12%	14	56%
General Education Students	95	57	60%	38	40%	4	11%	10	26%	20	53%	4	11%	24	63%
Students with Disabilities	16	9	56%	7	44%	2	29%	1	14%	3	43%	1	14%	4	57%
Asian or Native Hawaiian/Other Pacific Islander	11	7	64%	4	36%	–	–	–	–	–	–	–	–	–	–
Black or African American	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	25	11	44%	14	56%	4	29%	2	14%	6	43%	2	14%	8	57%
White	61	41	67%	20	33%	2	10%	6	30%	12	60%	0	0%	12	60%
Multiracial	10	5	50%	5	50%	0	0%	2	40%	3	60%	0	0%	3	60%
Small Group Total: Race & Ethnicity	15	9	60%	6	40%	0	0%	1	17%	2	33%	3	50%	5	83%
Economically Disadvantaged	21	10	48%	11	52%	5	45%	2	18%	4	36%	0	0%	4	36%
Not Economically Disadvantaged	90	56	62%	34	38%	1	3%	9	26%	19	56%	5	15%	24	71%
English Language Learner	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	105	64	61%	41	39%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	111	66	59%	45	41%	6	13%	11	24%	23	51%	5	11%	28	62%
Not Homeless	111	66	59%	45	41%	6	13%	11	24%	23	51%	5	11%	28	62%
Not Migrant	111	66	59%	45	41%	6	13%	11	24%	23	51%	5	11%	28	62%
Parent Not in Armed Forces	111	66	59%	45	41%	6	13%	11	24%	23	51%	5	11%	28	62%

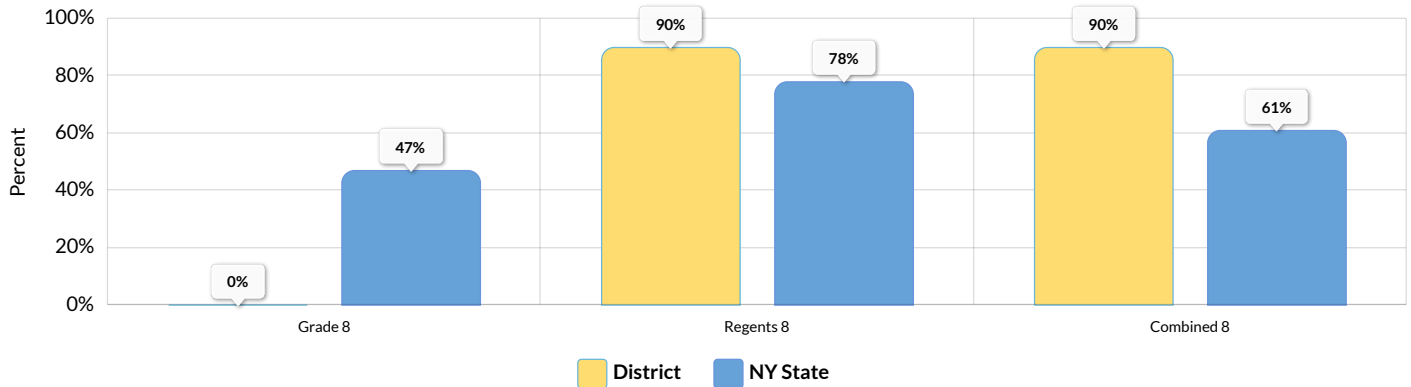
GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Percent Scoring Proficient by Grade



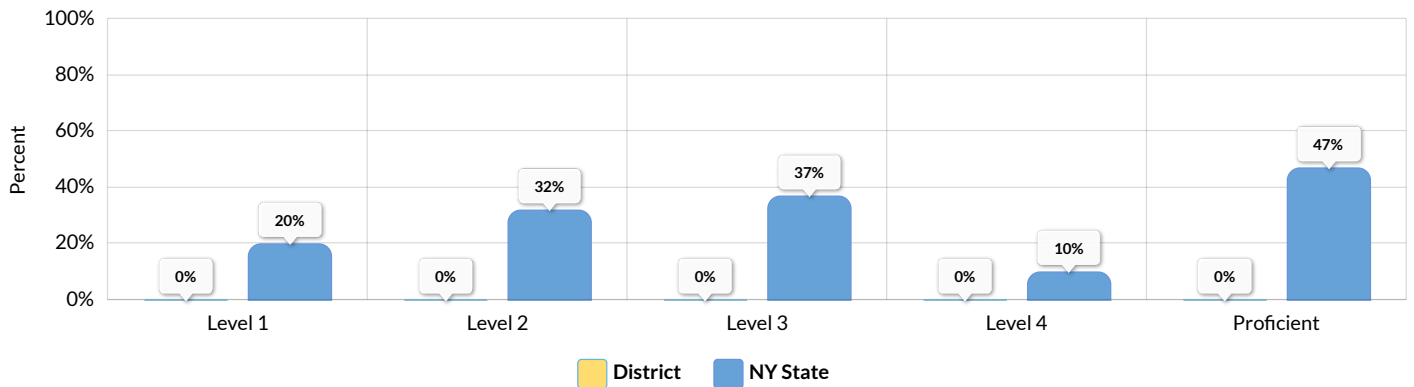
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	111	111	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents 8	—	—	—	105	95%	4	4%	7	7%	39	37%	55	52%	94	90%
Combined 8	111	6	5%	105	95%	4	4%	7	7%	39	37%	55	52%	94	90%

See report card Glossary and Guide for criteria used to include students in this table.

GRADE 8 SCIENCE RESULTS



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	111	111	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	49	49	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	62	62	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	95	95	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	16	16	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	25	25	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	61	61	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	21	21	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	90	90	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	105	105	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	111	111	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	111	111	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	111	111	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	111	111	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

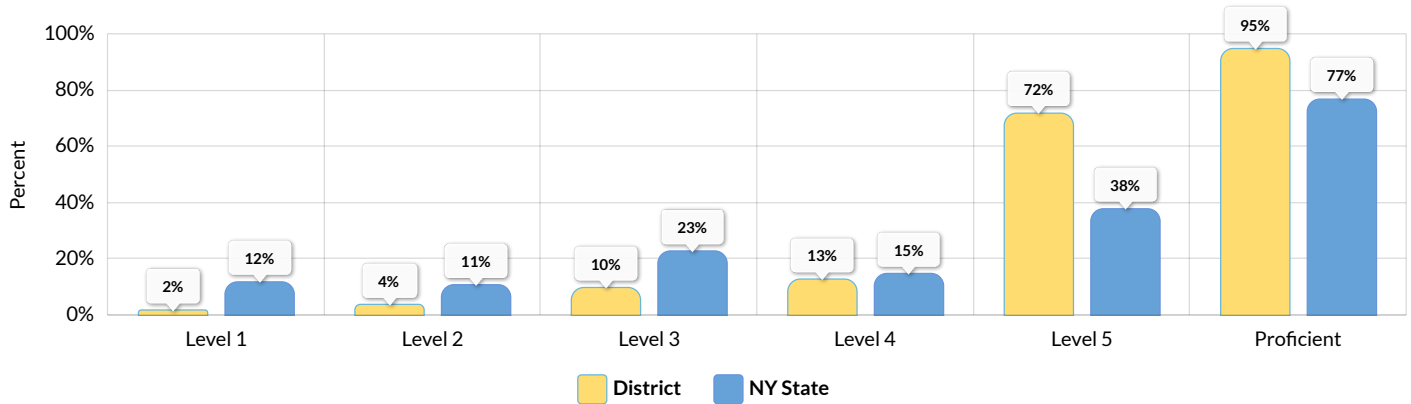
ANNUAL REGENTS EXAMINATIONS (2022 - 23)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework).

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Percent Scoring at Levels for All Students

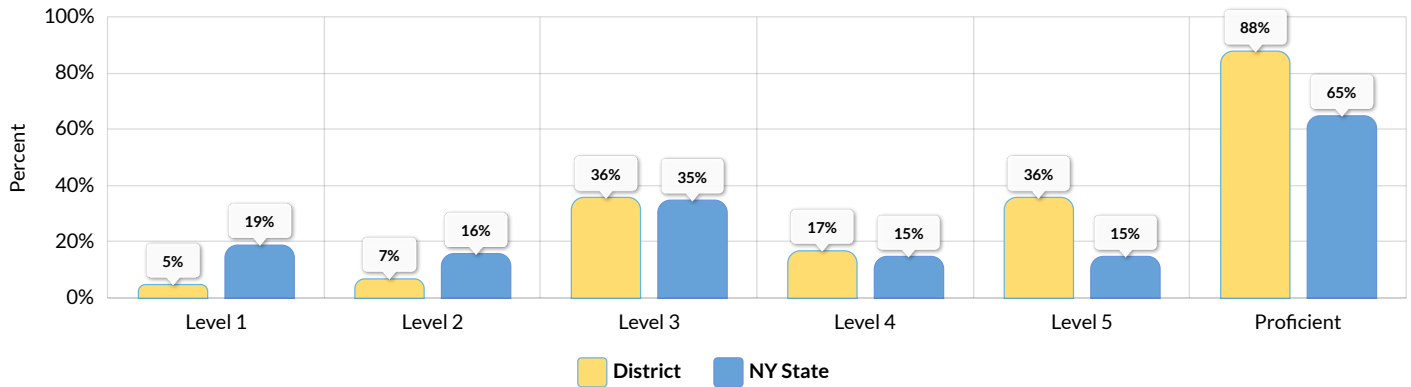


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	2	2%	5	4%	13	10%	17	13%	93	72%	123	95%
Female	66	0	0%	1	2%	7	11%	9	14%	49	74%	65	98%
Male	64	2	3%	4	6%	6	9%	8	13%	44	69%	58	91%
General Education Students	113	2	2%	1	1%	9	8%	12	11%	89	79%	110	97%
Students with Disabilities	17	0	0%	4	24%	4	24%	5	29%	4	24%	13	76%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	1	17%	0	0%	5	83%	6	100%
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	30	2	7%	1	3%	5	17%	8	27%	14	47%	27	90%
White	87	0	0%	4	5%	6	7%	8	9%	69	79%	83	95%
Multiracial	5	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	1	14%	1	14%	5	71%	7	100%
Economically Disadvantaged	23	2	9%	0	0%	4	17%	6	26%	11	48%	21	91%
Not Economically Disadvantaged	107	0	0%	5	5%	9	8%	11	10%	82	77%	102	95%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	127	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	130	2	2%	5	4%	13	10%	17	13%	93	72%	123	95%
Not Homeless	130	2	2%	5	4%	13	10%	17	13%	93	72%	123	95%
Not Migrant	130	2	2%	5	4%	13	10%	17	13%	93	72%	123	95%
Parent Not in Armed Forces	130	2	2%	5	4%	13	10%	17	13%	93	72%	123	95%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percent Scoring at Levels for All Students

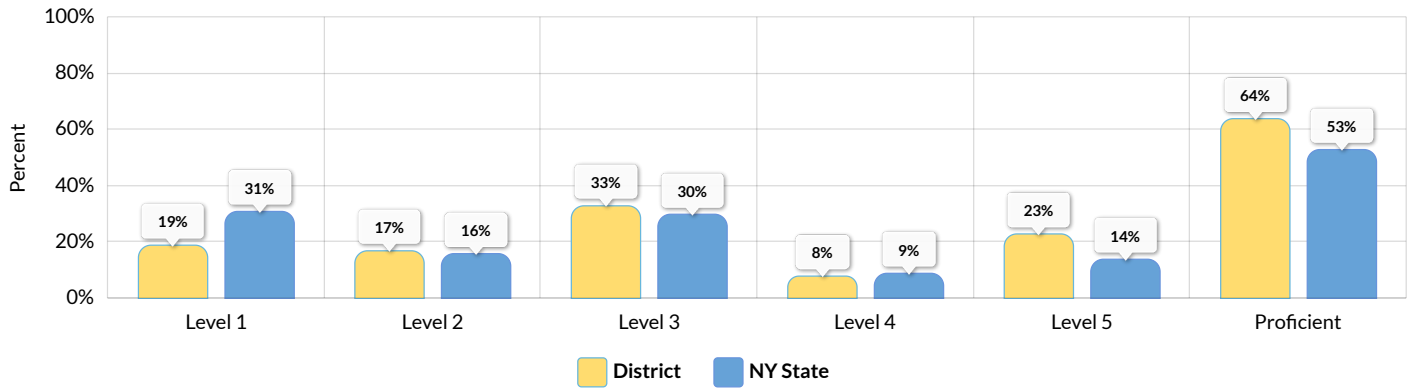


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	6	5%	8	7%	42	36%	20	17%	42	36%	104	88%
Female	56	2	4%	5	9%	18	32%	10	18%	21	38%	49	88%
Male	62	4	6%	3	5%	24	39%	10	16%	21	34%	55	89%
General Education Students	99	4	4%	4	4%	32	32%	19	19%	40	40%	91	92%
Students with Disabilities	19	2	11%	4	21%	10	53%	1	5%	2	11%	13	68%
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	0	0%	2	14%	2	14%	10	71%	14	100%
Black or African American	5	1	20%	2	40%	2	40%	0	0%	0	0%	2	40%
Hispanic or Latino	28	5	18%	5	18%	10	36%	5	18%	3	11%	18	64%
White	63	0	0%	1	2%	26	41%	12	19%	24	38%	62	98%
Multiracial	8	0	0%	0	0%	2	25%	1	13%	5	63%	8	100%
Economically Disadvantaged	19	3	16%	6	32%	7	37%	3	16%	0	0%	10	53%
Not Economically Disadvantaged	99	3	3%	2	2%	35	35%	17	17%	42	42%	94	95%
English Language Learner	8	1	13%	0	0%	4	50%	2	25%	1	13%	7	88%
Non-English Language Learner	110	5	5%	8	7%	38	35%	18	16%	41	37%	97	88%
Not in Foster Care	118	6	5%	8	7%	42	36%	20	17%	42	36%	104	88%
Not Homeless	118	6	5%	8	7%	42	36%	20	17%	42	36%	104	88%
Not Migrant	118	6	5%	8	7%	42	36%	20	17%	42	36%	104	88%
Parent Not in Armed Forces	118	6	5%	8	7%	42	36%	20	17%	42	36%	104	88%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Percent Scoring at Levels for All Students

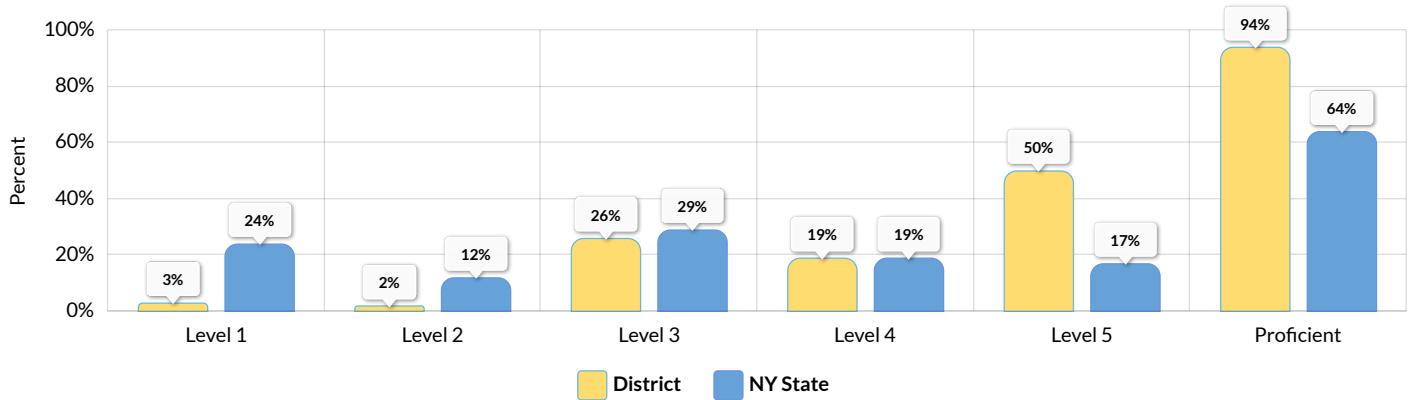


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	138	26	19%	24	17%	45	33%	11	8%	32	23%	88	64%
Female	70	10	14%	13	19%	23	33%	5	7%	19	27%	47	67%
Male	68	16	24%	11	16%	22	32%	6	9%	13	19%	41	60%
General Education Students	125	22	18%	21	17%	39	31%	11	9%	32	26%	82	66%
Students with Disabilities	13	4	31%	3	23%	6	46%	0	0%	0	0%	6	46%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	2	17%	4	33%	1	8%	5	42%	10	83%
Black or African American	8	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	36	7	19%	6	17%	16	44%	3	8%	4	11%	23	64%
White	79	13	16%	14	18%	23	29%	7	9%	22	28%	52	66%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	6	55%	2	18%	2	18%	0	0%	1	9%	3	27%
Economically Disadvantaged	26	8	31%	4	15%	12	46%	0	0%	2	8%	14	54%
Not Economically Disadvantaged	112	18	16%	20	18%	33	29%	11	10%	30	27%	74	66%
English Language Learner	4	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	134	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	138	26	19%	24	17%	45	33%	11	8%	32	23%	88	64%
Not Homeless	138	26	19%	24	17%	45	33%	11	8%	32	23%	88	64%
Not Migrant	138	26	19%	24	17%	45	33%	11	8%	32	23%	88	64%
Parent Not in Armed Forces	138	26	19%	24	17%	45	33%	11	8%	32	23%	88	64%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Percent Scoring at Levels for All Students

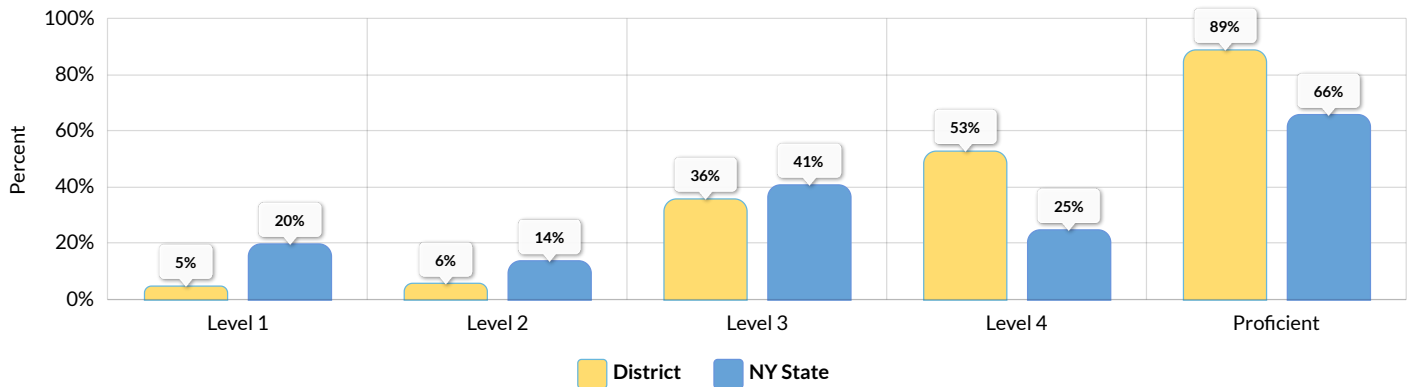


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	3	3%	2	2%	22	26%	16	19%	43	50%	81	94%
Female	46	1	2%	1	2%	15	33%	6	13%	23	50%	44	96%
Male	40	2	5%	1	3%	7	18%	10	25%	20	50%	37	93%
General Education Students	86	3	3%	2	2%	22	26%	16	19%	43	50%	81	94%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	0	0%	0	0%	1	20%	4	80%	5	100%
Black or African American	4	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	11	0	0%	0	0%	6	55%	2	18%	3	27%	11	100%
White	61	2	3%	1	2%	14	23%	12	20%	32	52%	58	95%
Multiracial	5	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	1	11%	1	11%	2	22%	1	11%	4	44%	7	78%
Economically Disadvantaged	7	0	0%	0	0%	5	71%	0	0%	2	29%	7	100%
Not Economically Disadvantaged	79	3	4%	2	3%	17	22%	16	20%	41	52%	74	94%
Non-English Language Learner	86	3	3%	2	2%	22	26%	16	19%	43	50%	81	94%
Not in Foster Care	86	3	3%	2	2%	22	26%	16	19%	43	50%	81	94%
Not Homeless	86	3	3%	2	2%	22	26%	16	19%	43	50%	81	94%
Not Migrant	86	3	3%	2	2%	22	26%	16	19%	43	50%	81	94%
Parent Not in Armed Forces	86	3	3%	2	2%	22	26%	16	19%	43	50%	81	94%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percent Scoring at Levels for All Students

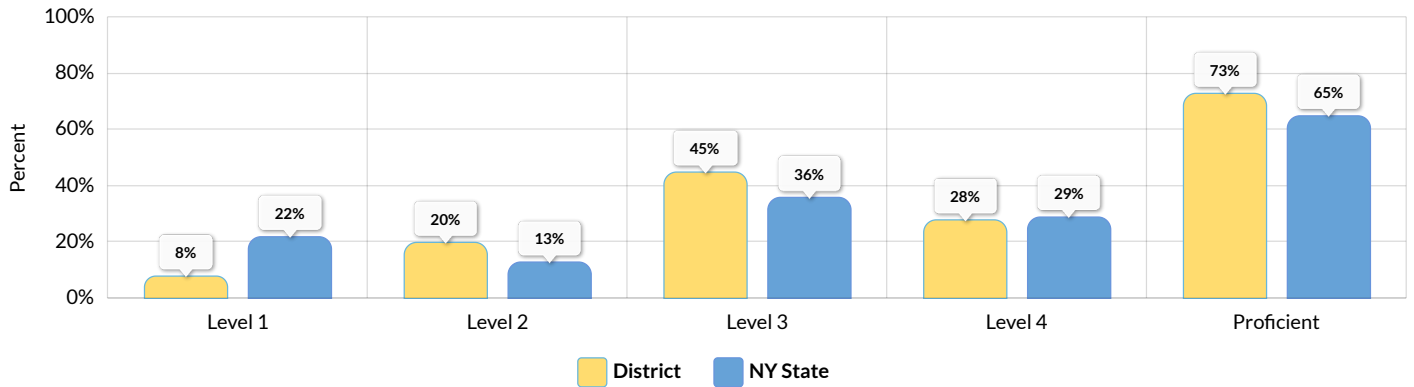


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	176	8	5%	11	6%	63	36%	94	53%	157	89%
Female	78	3	4%	4	5%	28	36%	43	55%	71	91%
Male	98	5	5%	7	7%	35	36%	51	52%	86	88%
General Education Students	153	6	4%	10	7%	51	33%	86	56%	137	90%
Students with Disabilities	23	2	9%	1	4%	12	52%	8	35%	20	87%
Asian or Native Hawaiian/Other Pacific Islander	20	2	10%	0	0%	6	30%	12	60%	18	90%
Black or African American	6	1	17%	2	33%	2	33%	1	17%	3	50%
Hispanic or Latino	40	2	5%	4	10%	20	50%	14	35%	34	85%
White	98	3	3%	5	5%	33	34%	57	58%	90	92%
Multiracial	12	0	0%	0	0%	2	17%	10	83%	12	100%
Economically Disadvantaged	31	2	6%	5	16%	21	68%	3	10%	24	77%
Not Economically Disadvantaged	145	6	4%	6	4%	42	29%	91	63%	133	92%
English Language Learner	8	1	13%	2	25%	4	50%	1	13%	5	63%
Non-English Language Learner	168	7	4%	9	5%	59	35%	93	55%	152	90%
Not in Foster Care	176	8	5%	11	6%	63	36%	94	53%	157	89%
Not Homeless	176	8	5%	11	6%	63	36%	94	53%	157	89%
Not Migrant	176	8	5%	11	6%	63	36%	94	53%	157	89%
Parent Not in Armed Forces	176	8	5%	11	6%	63	36%	94	53%	157	89%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Percent Scoring at Levels for All Students

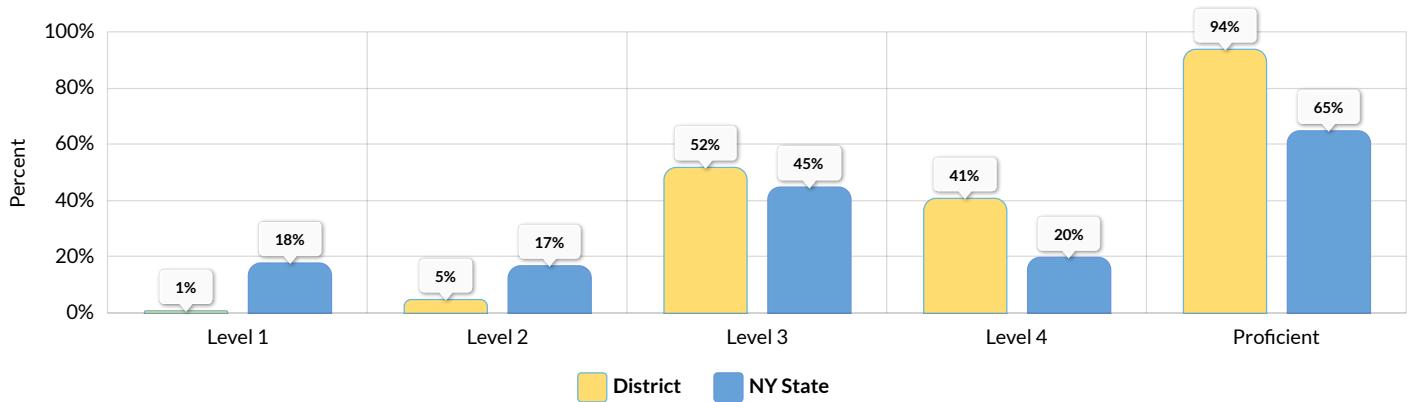


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	133	10	8%	26	20%	60	45%	37	28%	97	73%
Female	61	2	3%	17	28%	27	44%	15	25%	42	69%
Male	72	8	11%	9	13%	33	46%	22	31%	55	76%
General Education Students	117	8	7%	21	18%	51	44%	37	32%	88	75%
Students with Disabilities	16	2	13%	5	31%	9	56%	0	0%	9	56%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	—	—	—	—	—
Black or African American	9	2	22%	4	44%	3	33%	0	0%	3	33%
Hispanic or Latino	38	5	13%	11	29%	15	39%	7	18%	22	58%
White	76	2	3%	9	12%	38	50%	27	36%	65	86%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	2	20%	4	40%	3	30%	7	70%
Economically Disadvantaged	28	4	14%	8	29%	13	46%	3	11%	16	57%
Not Economically Disadvantaged	105	6	6%	18	17%	47	45%	34	32%	81	77%
English Language Learner	7	3	43%	3	43%	0	0%	1	14%	1	14%
Non-English Language Learner	126	7	6%	23	18%	60	48%	36	29%	96	76%
Not in Foster Care	133	10	8%	26	20%	60	45%	37	28%	97	73%
Not Homeless	133	10	8%	26	20%	60	45%	37	28%	97	73%
Not Migrant	133	10	8%	26	20%	60	45%	37	28%	97	73%
Parent Not in Armed Forces	133	10	8%	26	20%	60	45%	37	28%	97	73%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2022-23)



Percent Scoring at Levels for All Students

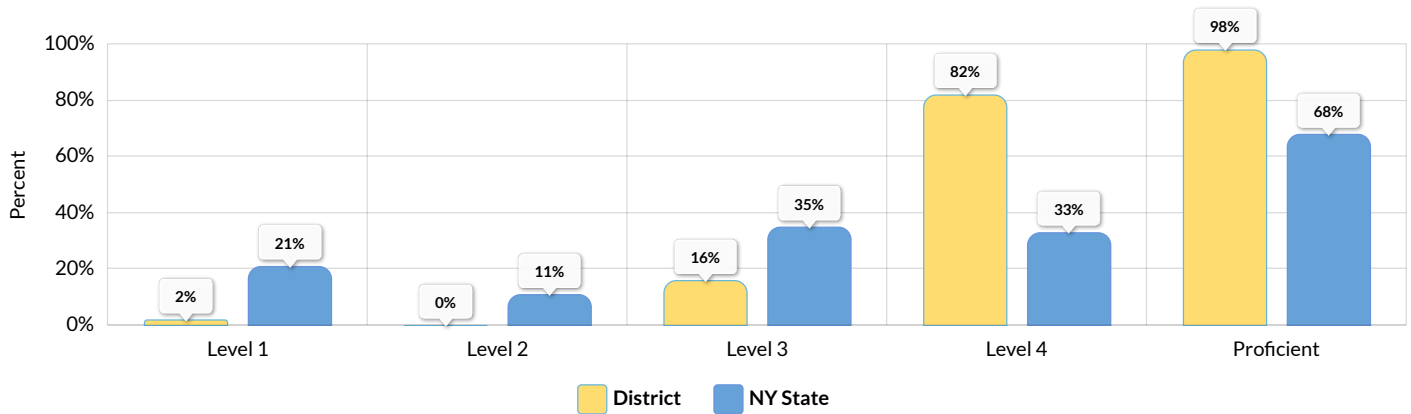


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	82	1	1%	4	5%	43	52%	34	41%	77	94%
Female	45	0	0%	3	7%	25	56%	17	38%	42	93%
Male	37	1	3%	1	3%	18	49%	17	46%	35	95%
General Education Students	82	1	1%	4	5%	43	52%	34	41%	77	94%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	0	0%	2	40%	3	60%	5	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	1	9%	0	0%	7	64%	3	27%	10	91%
White	60	0	0%	4	7%	30	50%	26	43%	56	93%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	4	67%	2	33%	6	100%
Economically Disadvantaged	7	1	14%	0	0%	3	43%	3	43%	6	86%
Not Economically Disadvantaged	75	0	0%	4	5%	40	53%	31	41%	71	95%
Non-English Language Learner	82	1	1%	4	5%	43	52%	34	41%	77	94%
Not in Foster Care	82	1	1%	4	5%	43	52%	34	41%	77	94%
Not Homeless	82	1	1%	4	5%	43	52%	34	41%	77	94%
Not Migrant	82	1	1%	4	5%	43	52%	34	41%	77	94%
Parent Not in Armed Forces	82	1	1%	4	5%	43	52%	34	41%	77	94%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2022-23)



Percent Scoring at Levels for All Students

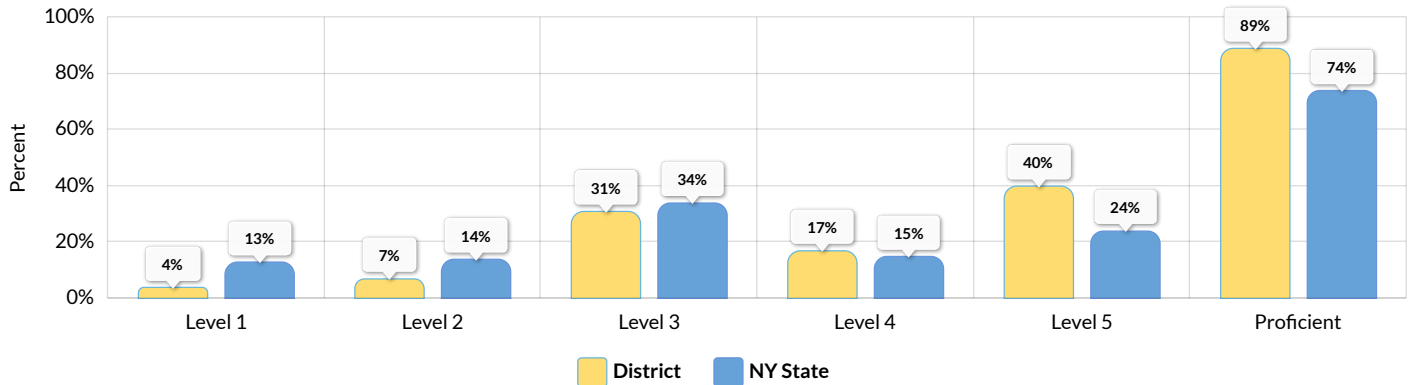


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	44	1	2%	0	0%	7	16%	36	82%	43	98%
Female	15	0	0%	0	0%	2	13%	13	87%	15	100%
Male	29	1	3%	0	0%	5	17%	23	79%	28	97%
General Education Students	44	1	2%	0	0%	7	16%	36	82%	43	98%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	8	0	0%	0	0%	1	13%	7	88%	8	100%
White	29	1	3%	0	0%	6	21%	22	76%	28	97%
Multiracial	4	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	0	0%	7	100%	7	100%
Economically Disadvantaged	3	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	41	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	44	1	2%	0	0%	7	16%	36	82%	43	98%
Not in Foster Care	44	1	2%	0	0%	7	16%	36	82%	43	98%
Not Homeless	44	1	2%	0	0%	7	16%	36	82%	43	98%
Not Migrant	44	1	2%	0	0%	7	16%	36	82%	43	98%
Parent Not in Armed Forces	44	1	2%	0	0%	7	16%	36	82%	43	98%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2022-23)



Percent Scoring at Levels for All Students

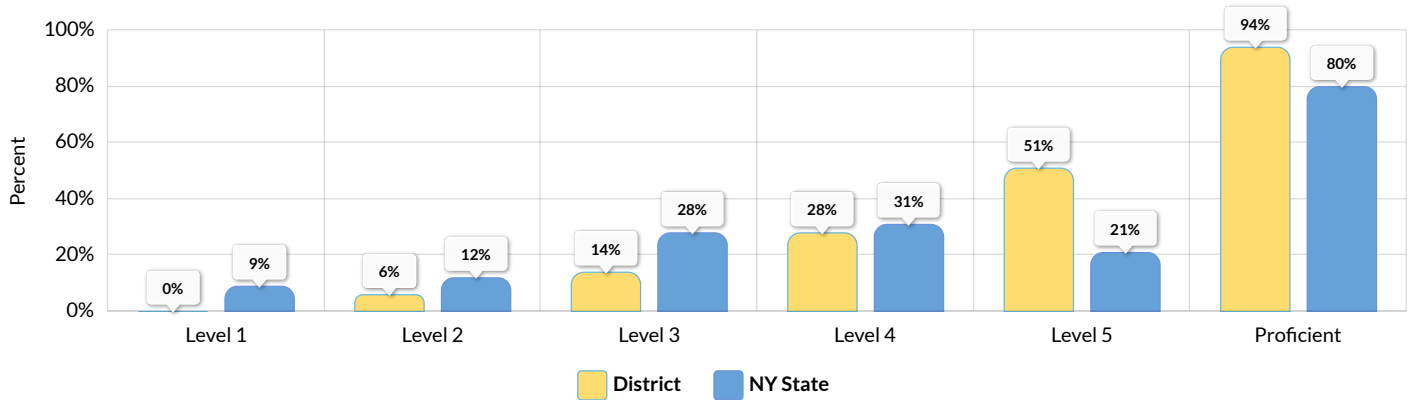


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	151	6	4%	11	7%	47	31%	26	17%	61	40%	134	89%
Female	83	2	2%	4	5%	27	33%	16	19%	34	41%	77	93%
Male	68	4	6%	7	10%	20	29%	10	15%	27	40%	57	84%
General Education Students	129	4	3%	7	5%	35	27%	23	18%	60	47%	118	91%
Students with Disabilities	22	2	9%	4	18%	12	55%	3	14%	1	5%	16	73%
Asian or Native Hawaiian/Other Pacific Islander	9	1	11%	0	0%	1	11%	1	11%	6	67%	8	89%
Black or African American	9	1	11%	1	11%	5	56%	2	22%	0	0%	7	78%
Hispanic or Latino	39	3	8%	5	13%	16	41%	9	23%	6	15%	31	79%
White	89	1	1%	5	6%	25	28%	13	15%	45	51%	83	93%
Multiracial	5	0	0%	0	0%	0	0%	1	20%	4	80%	5	100%
Economically Disadvantaged	30	4	13%	5	17%	9	30%	7	23%	5	17%	21	70%
Not Economically Disadvantaged	121	2	2%	6	5%	38	31%	19	16%	56	46%	113	93%
English Language Learner	5	2	40%	2	40%	0	0%	0	0%	1	20%	1	20%
Non-English Language Learner	146	4	3%	9	6%	47	32%	26	18%	60	41%	133	91%
Not in Foster Care	151	6	4%	11	7%	47	31%	26	17%	61	40%	134	89%
Not Homeless	151	6	4%	11	7%	47	31%	26	17%	61	40%	134	89%
Not Migrant	151	6	4%	11	7%	47	31%	26	17%	61	40%	134	89%
Parent Not in Armed Forces	151	6	4%	11	7%	47	31%	26	17%	61	40%	134	89%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	111	0	0%	7	6%	16	14%	31	28%	57	51%	104	94%
Female	48	0	0%	4	8%	6	13%	15	31%	23	48%	44	92%
Male	63	0	0%	3	5%	10	16%	16	25%	34	54%	60	95%
General Education Students	100	0	0%	3	3%	10	10%	30	30%	57	57%	97	97%
Students with Disabilities	11	0	0%	4	36%	6	55%	1	9%	0	0%	7	64%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	4	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	26	0	0%	2	8%	6	23%	7	27%	11	42%	24	92%
White	69	0	0%	4	6%	9	13%	19	28%	37	54%	65	94%
Multiracial	7	0	0%	0	0%	1	14%	2	29%	4	57%	7	100%
Small Group Total: Race & Ethnicity	9	0	0%	1	11%	0	0%	3	33%	5	56%	8	89%
Economically Disadvantaged	17	0	0%	4	24%	5	29%	5	29%	3	18%	13	76%
Not Economically Disadvantaged	94	0	0%	3	3%	11	12%	26	28%	54	57%	91	97%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	110	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	111	0	0%	7	6%	16	14%	31	28%	57	51%	104	94%
Not Homeless	111	0	0%	7	6%	16	14%	31	28%	57	51%	104	94%
Not Migrant	111	0	0%	7	6%	16	14%	31	28%	57	51%	104	94%
Parent Not in Armed Forces	111	0	0%	7	6%	16	14%	31	28%	57	51%	104	94%

ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	1	1	100	0	0
Female	1	1	100	0	0
General Education Students	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	1	1	100	0	0
Not in Foster Care	1	1	100	0	0
Not Homeless	1	1	100	0	0
Not Migrant	1	1	100	0	0
Parent Not in Armed Forces	1	1	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

TOTAL COHORT REGENTS EXAMINATION RESULTS

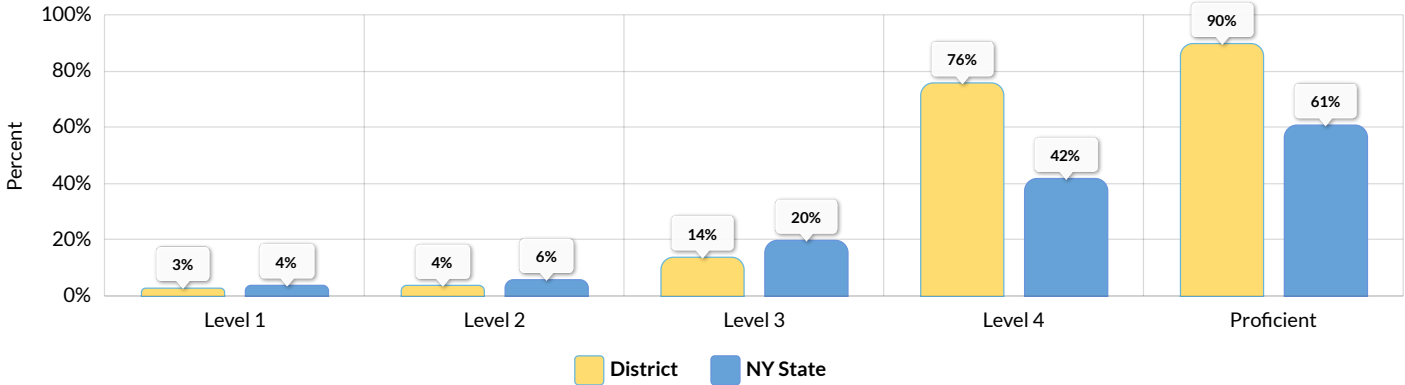
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination from June 2022 through January 2023 was also canceled.

2019 TOTAL COHORT REGENTS IN ELA



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	143	4	3%	139	97%	4	3%	6	4%	20	14%	109	76%	129	90%
Female	66	2	3%	64	97%	1	2%	1	2%	10	15%	52	79%	62	94%
Male	77	2	3%	75	97%	3	4%	5	6%	10	13%	57	74%	67	87%
General Education Students	123	2	2%	121	98%	2	2%	2	2%	14	11%	103	84%	117	95%
Students with Disabilities	20	2	10%	18	90%	2	10%	4	20%	6	30%	6	30%	12	60%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	1	11%	8	89%	9	100%
Black or African American	6	0	0%	6	100%	0	0%	0	0%	3	50%	3	50%	6	100%
Hispanic or Latino	40	2	5%	38	95%	3	8%	2	5%	8	20%	25	63%	33	83%
White	83	2	2%	81	98%	1	1%	4	5%	6	7%	70	84%	76	92%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
Economically Disadvantaged	25	0	0%	25	100%	2	8%	2	8%	9	36%	12	48%	21	84%
Not Economically Disadvantaged	118	4	3%	114	97%	2	2%	4	3%	11	9%	97	82%	108	92%
English Language Learner	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	139	3	—	136	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	143	4	3%	139	97%	4	3%	6	4%	20	14%	109	76%	129	90%
Not Homeless	143	4	3%	139	97%	4	3%	6	4%	20	14%	109	76%	129	90%
Not Migrant	143	4	3%	139	97%	4	3%	6	4%	20	14%	109	76%	129	90%
Parent Not in Armed Forces	143	4	3%	139	97%	4	3%	6	4%	20	14%	109	76%	129	90%

2019 TOTAL COHORT EXEMPTIONS IN ELA

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

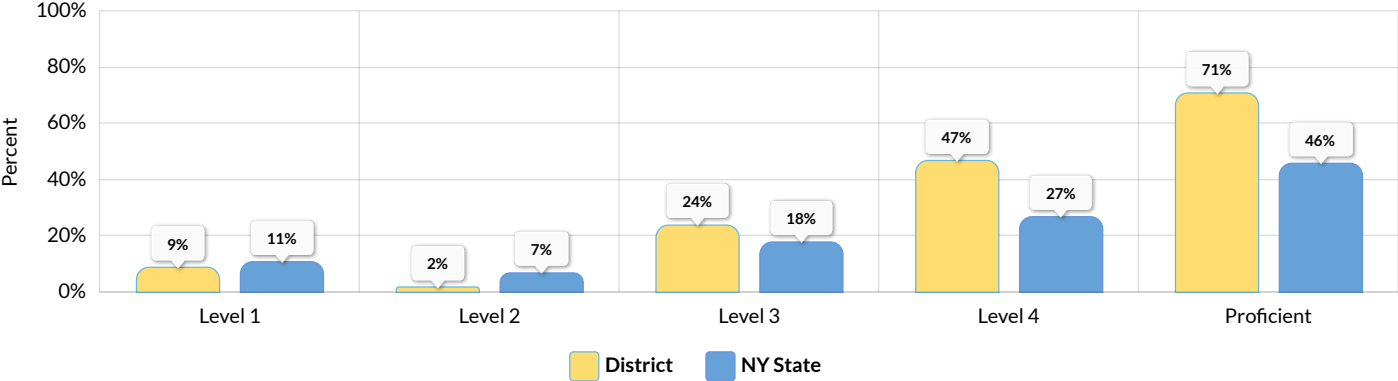
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	44	0	0	44	100
Female	29	0	0	29	100
Male	15	0	0	15	100
General Education Students	44	0	0	44	100
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	1	0	0	1	100
Hispanic or Latino	6	0	0	6	100
White	34	0	0	34	100
Multiracial	2	0	0	2	100
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged	43	0	0	43	100
Non-English Language Learner	44	0	0	44	100
Not in Foster Care	44	0	0	44	100
Not Homeless	44	0	0	44	100
Not Migrant	44	0	0	44	100
Parent Not in Armed Forces	44	0	0	44	100

See report card Glossary and Guide for criteria used to include students in this table.

2019 TOTAL COHORT REGENTS IN MATH



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	143	26	18%	117	82%	13	9%	3	2%	34	24%	67	47%	101	71%
Female	66	10	15%	56	85%	3	5%	0	0%	18	27%	35	53%	53	80%
Male	77	16	21%	61	79%	10	13%	3	4%	16	21%	32	42%	48	62%
General Education Students	123	15	12%	108	88%	8	7%	2	2%	32	26%	66	54%	98	80%
Students with Disabilities	20	11	55%	9	45%	5	25%	1	5%	2	10%	1	5%	3	15%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	3	33%	6	67%	9	100%
Black or African American	6	3	50%	3	50%	1	17%	0	0%	1	17%	1	17%	2	33%
Hispanic or Latino	40	13	33%	27	68%	5	13%	0	0%	10	25%	12	30%	22	55%
White	83	10	12%	73	88%	6	7%	3	4%	18	22%	46	55%	64	77%
Multiracial	5	0	0%	5	100%	1	20%	0	0%	2	40%	2	40%	4	80%
Economically Disadvantaged	25	9	36%	16	64%	2	8%	1	4%	8	32%	5	20%	13	52%
Not Economically Disadvantaged	118	17	14%	101	86%	11	9%	2	2%	26	22%	62	53%	88	75%
English Language Learner	4	2	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	139	24	—	115	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	143	26	18%	117	82%	13	9%	3	2%	34	24%	67	47%	101	71%
Not Homeless	143	26	18%	117	82%	13	9%	3	2%	34	24%	67	47%	101	71%
Not Migrant	143	26	18%	117	82%	13	9%	3	2%	34	24%	67	47%	101	71%
Parent Not in Armed Forces	143	26	18%	117	82%	13	9%	3	2%	34	24%	67	47%	101	71%

2019 TOTAL COHORT EXEMPTIONS IN MATH

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

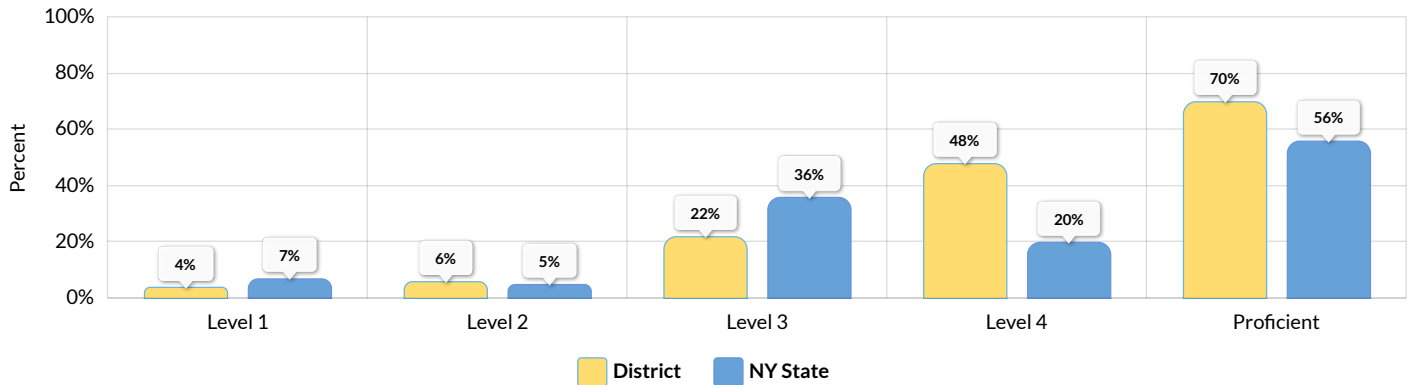
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	134	25	19	109	81
Female	62	10	16	52	84
Male	72	15	21	57	79
General Education Students	114	14	12	100	88
Students with Disabilities	20	11	55	9	45
Asian or Native Hawaiian/Other Pacific Islander	8	0	0	8	100
Black or African American	6	3	50	3	50
Hispanic or Latino	36	12	33	24	67
White	79	10	13	69	87
Multiracial	5	0	0	5	100
Economically Disadvantaged	22	9	41	13	59
Not Economically Disadvantaged	112	16	14	96	86
English Language Learner	1	1	100	0	0
Non-English Language Learner	133	24	18	109	82
Not in Foster Care	134	25	19	109	81
Not Homeless	134	25	19	109	81
Not Migrant	134	25	19	109	81
Parent Not in Armed Forces	134	25	19	109	81

See report card Glossary and Guide for criteria used to include students in this table.

2019 TOTAL COHORT REGENTS IN SCIENCE



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	143	29	20%	114	80%	6	4%	8	6%	31	22%	69	48%	100	70%
Female	66	15	23%	51	77%	2	3%	2	3%	13	20%	34	52%	47	71%
Male	77	14	18%	63	82%	4	5%	6	8%	18	23%	35	45%	53	69%
General Education Students	123	17	14%	106	86%	2	2%	8	7%	29	24%	67	54%	96	78%
Students with Disabilities	20	12	60%	8	40%	4	20%	0	0%	2	10%	2	10%	4	20%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	1	11%	1	11%	7	78%	8	89%
Black or African American	6	3	50%	3	50%	0	0%	0	0%	2	33%	1	17%	3	50%
Hispanic or Latino	40	12	30%	28	70%	4	10%	3	8%	9	23%	12	30%	21	53%
White	83	14	17%	69	83%	1	1%	4	5%	17	20%	47	57%	64	77%
Multiracial	5	0	0%	5	100%	1	20%	0	0%	2	40%	2	40%	4	80%
Economically Disadvantaged	25	9	36%	16	64%	2	8%	3	12%	7	28%	4	16%	11	44%
Not Economically Disadvantaged	118	20	17%	98	83%	4	3%	5	4%	24	20%	65	55%	89	75%
English Language Learner	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	139	28	—	111	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	143	29	20%	114	80%	6	4%	8	6%	31	22%	69	48%	100	70%
Not Homeless	143	29	20%	114	80%	6	4%	8	6%	31	22%	69	48%	100	70%
Not Migrant	143	29	20%	114	80%	6	4%	8	6%	31	22%	69	48%	100	70%
Parent Not in Armed Forces	143	29	20%	114	80%	6	4%	8	6%	31	22%	69	48%	100	70%

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

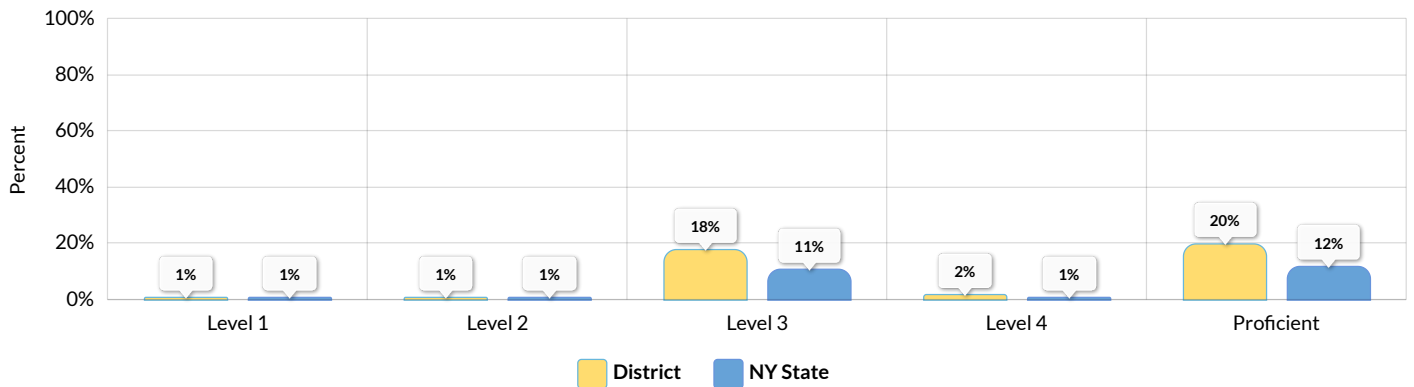
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	130	26	20	104	80
Female	59	13	22	46	78
Male	71	13	18	58	82
General Education Students	111	15	14	96	86
Students with Disabilities	19	11	58	8	42
Asian or Native Hawaiian/Other Pacific Islander	8	0	0	8	100
Black or African American	5	3	60	2	40
Hispanic or Latino	34	10	29	24	71
White	78	13	17	65	83
Multiracial	5	0	0	5	100
Economically Disadvantaged	21	9	43	12	57
Not Economically Disadvantaged	109	17	16	92	84
English Language Learner	1	0	0	1	100
Non-English Language Learner	129	26	20	103	80
Not in Foster Care	130	26	20	104	80
Not Homeless	130	26	20	104	80
Not Migrant	130	26	20	104	80
Parent Not in Armed Forces	130	26	20	104	80

See report card Glossary and Guide for criteria used to include students in this table.

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	143	111	78%	32	22%	1	1%	2	1%	26	18%	3	2%	29	20%
Female	66	46	70%	20	30%	0	0%	1	2%	18	27%	1	2%	19	29%
Male	77	65	84%	12	16%	1	1%	1	1%	8	10%	2	3%	10	13%
General Education Students	123	93	76%	30	24%	0	0%	2	2%	25	20%	3	2%	28	23%
Students with Disabilities	20	18	90%	2	10%	1	5%	0	0%	1	5%	0	0%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	9	6	67%	3	33%	0	0%	0	0%	3	33%	0	0%	3	33%
Black or African American	6	5	83%	1	17%	0	0%	0	0%	1	17%	0	0%	1	17%
Hispanic or Latino	40	35	88%	5	13%	1	3%	1	3%	3	8%	0	0%	3	8%
White	83	61	73%	22	27%	0	0%	1	1%	18	22%	3	4%	21	25%
Multiracial	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Economically Disadvantaged	25	19	76%	6	24%	0	0%	2	8%	4	16%	0	0%	4	16%
Not Economically Disadvantaged	118	92	78%	26	22%	1	1%	0	0%	22	19%	3	3%	25	21%
English Language Learner	4	2	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	139	109	—	30	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	143	111	78%	32	22%	1	1%	2	1%	26	18%	3	2%	29	20%
Not Homeless	143	111	78%	32	22%	1	1%	2	1%	26	18%	3	2%	29	20%
Not Migrant	143	111	78%	32	22%	1	1%	2	1%	26	18%	3	2%	29	20%
Parent Not in Armed Forces	143	111	78%	32	22%	1	1%	2	1%	26	18%	3	2%	29	20%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

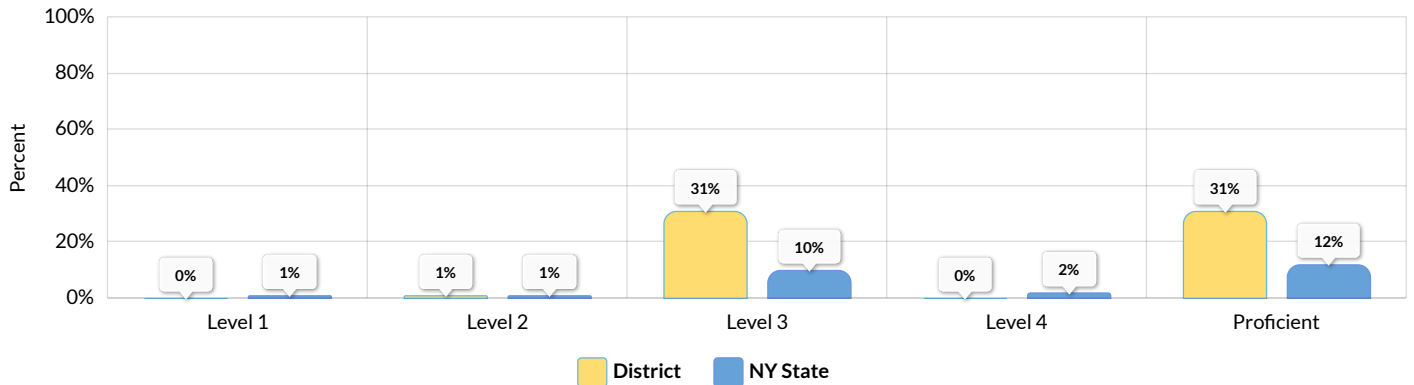
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	124	106	85	18	15
Female	59	44	75	15	25
Male	65	62	95	3	5
General Education Students	107	89	83	18	17
Students with Disabilities	17	17	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	8	6	75	2	25
Black or African American	5	5	100	0	0
Hispanic or Latino	32	31	97	1	3
White	74	60	81	14	19
Multiracial	5	4	80	1	20
Economically Disadvantaged	19	18	95	1	5
Not Economically Disadvantaged	105	88	84	17	16
Non-English Language Learner	124	106	85	18	15
Not in Foster Care	124	106	85	18	15
Not Homeless	124	106	85	18	15
Not Migrant	124	106	85	18	15
Parent Not in Armed Forces	124	106	85	18	15

See report card Glossary and Guide for criteria used to include students in this table.

2019 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	143	97	68%	46	32%	0	0%	2	1%	44	31%	0	0%	44	31%
Female	66	38	58%	28	42%	0	0%	1	2%	27	41%	0	0%	27	41%
Male	77	59	77%	18	23%	0	0%	1	1%	17	22%	0	0%	17	22%
General Education Students	123	79	64%	44	36%	0	0%	1	1%	43	35%	0	0%	43	35%
Students with Disabilities	20	18	90%	2	10%	0	0%	1	5%	1	5%	0	0%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	9	8	89%	1	11%	0	0%	0	0%	1	11%	0	0%	1	11%
Black or African American	6	5	83%	1	17%	0	0%	0	0%	1	17%	0	0%	1	17%
Hispanic or Latino	40	34	85%	6	15%	0	0%	0	0%	6	15%	0	0%	6	15%
White	83	47	57%	36	43%	0	0%	2	2%	34	41%	0	0%	34	41%
Multiracial	5	3	60%	2	40%	0	0%	0	0%	2	40%	0	0%	2	40%
Economically Disadvantaged	25	23	92%	2	8%	0	0%	2	8%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	118	74	63%	44	37%	0	0%	0	0%	44	37%	0	0%	44	37%
English Language Learner	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	139	94	—	45	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	143	97	68%	46	32%	0	0%	2	1%	44	31%	0	0%	44	31%
Not Homeless	143	97	68%	46	32%	0	0%	2	1%	44	31%	0	0%	44	31%
Not Migrant	143	97	68%	46	32%	0	0%	2	1%	44	31%	0	0%	44	31%
Parent Not in Armed Forces	143	97	68%	46	32%	0	0%	2	1%	44	31%	0	0%	44	31%

2019 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	134	90	67	44	33
Female	61	35	57	26	43
Male	73	55	75	18	25
General Education Students	116	74	64	42	36
Students with Disabilities	18	16	89	2	11
Asian or Native Hawaiian/Other Pacific Islander	9	8	89	1	11
Black or African American	6	5	83	1	17
Hispanic or Latino	35	29	83	6	17
White	79	45	57	34	43
Multiracial	5	3	60	2	40
Economically Disadvantaged	23	22	96	1	4
Not Economically Disadvantaged	111	68	61	43	39
English Language Learner	1	1	100	0	0
Non-English Language Learner	133	89	67	44	33
Not in Foster Care	134	90	67	44	33
Not Homeless	134	90	67	44	33
Not Migrant	134	90	67	44	33
Parent Not in Armed Forces	134	90	67	44	33

See report card Glossary and Guide for criteria used to include students in this table.

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

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	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	14	0	0%	14	100%	2	14%	1	7%	5	36%	2	14%	4	29%
Grade 1	11	0	0%	11	100%	1	9%	2	18%	6	55%	2	18%	0	0%
Grade 2	17	0	0%	17	100%	1	6%	1	6%	1	6%	4	24%	10	59%
Grade 3	11	0	0%	11	100%	0	0%	0	0%	1	9%	7	64%	3	27%
Grade 4	10	1	10%	9	90%	0	0%	0	0%	2	22%	3	33%	4	44%
Grade 5	8	0	0%	8	100%	0	0%	1	13%	1	13%	3	38%	3	38%
Grade 6	9	0	0%	9	100%	1	11%	0	0%	1	11%	1	11%	6	67%
Grade 7	8	0	0%	8	100%	0	0%	1	13%	2	25%	2	25%	3	38%
Grade 8	6	0	0%	6	100%	0	0%	2	33%	0	0%	1	17%	3	50%
Grade 9	5	0	0%	5	100%	0	0%	1	20%	1	20%	3	60%	0	0%
Grade 10	6	0	0%	6	100%	2	33%	1	17%	1	17%	1	17%	1	17%
Grade 11	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 12	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 3 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 4 ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 4 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 6 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 7 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level ELA	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

See report card Glossary and Guide for criteria used to include students in this table.

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

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	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	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%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

STAFF QUALIFICATIONS (2022-23) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	139	9	6%	4	1	25%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	137	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	143	136	95%	91	64%	45	31%	0	0%	0	0%	3	2%	1	1%	3	2%
Female	66	64	97%	44	67%	20	30%	0	0%	0	0%	1	2%	0	0%	1	2%
Male	77	72	94%	47	61%	25	32%	0	0%	0	0%	2	3%	1	1%	2	3%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	123	119	97%	89	72%	30	24%	0	0%	0	0%	2	2%	0	0%	2	2%
Students with Disabilities	20	17	85%	2	10%	15	75%	0	0%	0	0%	1	5%	1	5%	1	5%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	9	100%	7	78%	2	22%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	6	6	100%	2	33%	4	67%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	40	35	88%	18	45%	17	43%	0	0%	0	0%	2	5%	1	3%	2	5%
White	83	81	98%	60	72%	21	25%	0	0%	0	0%	1	1%	0	0%	1	1%
Multiracial	5	5	100%	4	80%	1	20%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	25	24	96%	7	28%	17	68%	0	0%	0	0%	1	4%	0	0%	0	0%
Not Economically Disadvantaged	118	112	95%	84	71%	28	24%	0	0%	0	0%	2	2%	1	1%	3	3%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	139	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	143	136	95%	91	64%	45	31%	0	0%	0	0%	3	2%	1	1%	3	2%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	143	136	95%	91	64%	45	31%	0	0%	0	0%	3	2%	1	1%	3	2%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	143	136	95%	91	64%	45	31%	0	0%	0	0%	3	2%	1	1%	3	2%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	143	136	95%	91	64%	45	31%	0	0%	0	0%	3	2%	1	1%	3	2%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

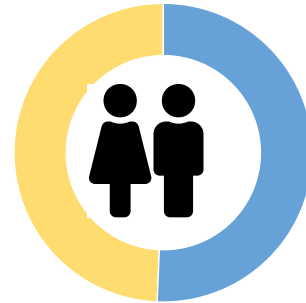
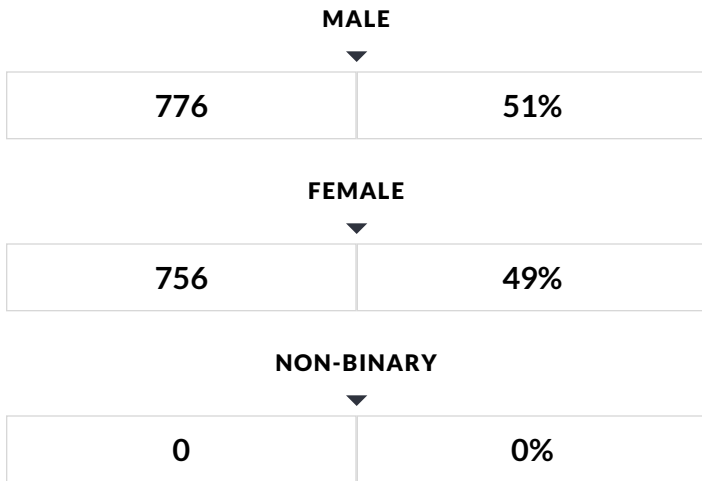
THIS DOCUMENT WAS CREATED ON: APRIL 15, 2024, 12:40 PM EST

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

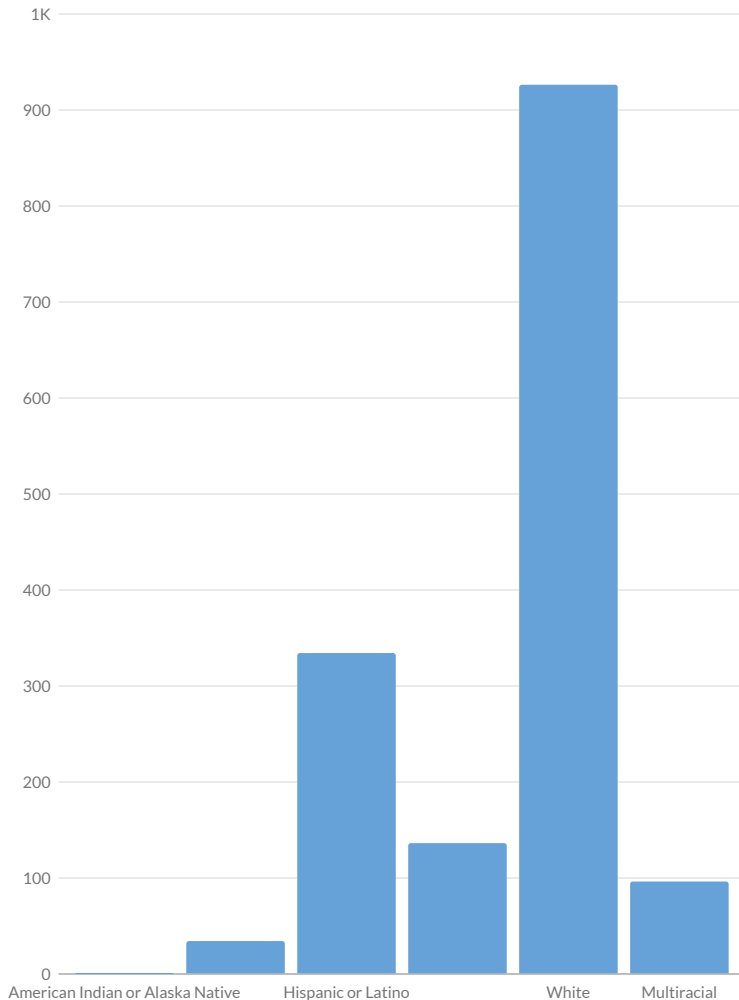
RYE NECK UFSD ENROLLMENT (2022 - 23)

K-12 Enrollment: 1,532

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



MULTIRACIAL

97	6%
-----------	-----------

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

98	6%
----	----

MIGRANT

—	—
---	---

STUDENTS WITH DISABILITIES

154	10%
-----	-----

HOMELESS

—	—
---	---

FOSTER CARE

—	—
---	---

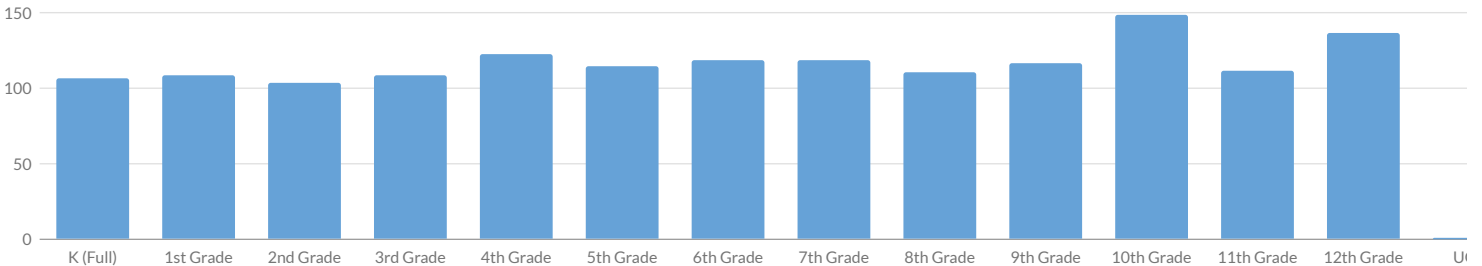
ECONOMICALLY DISADVANTAGED

242	16%
-----	-----

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



K (FULL DAY)

107	7%
-----	----

1ST GRADE

109	7%
-----	----

2ND GRADE

104	7%
-----	----

3RD GRADE

109	7%
-----	----

4TH GRADE

123	8%
-----	----

5TH GRADE

115	8%
-----	----

6TH GRADE

119	8%
-----	----

7TH GRADE

119	8%
-----	----

8TH GRADE

111	7%
-----	----

9TH GRADE

117	8%
-----	----

10TH GRADE

149	10%
-----	-----

11TH GRADE

112	7%
-----	----

12TH GRADE

137	9%
-----	----

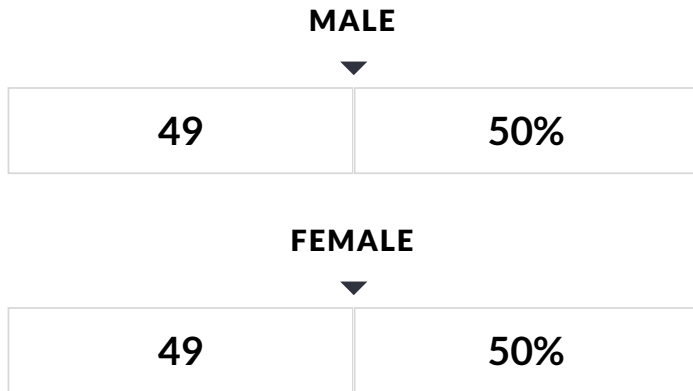
UNGRADED SECONDARY

1	0%
---	----

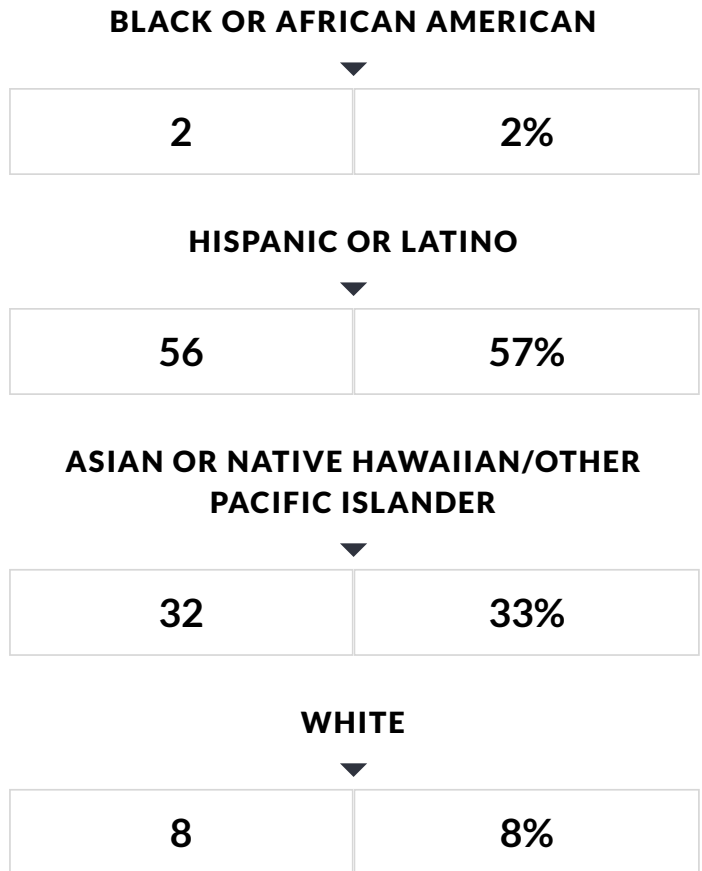
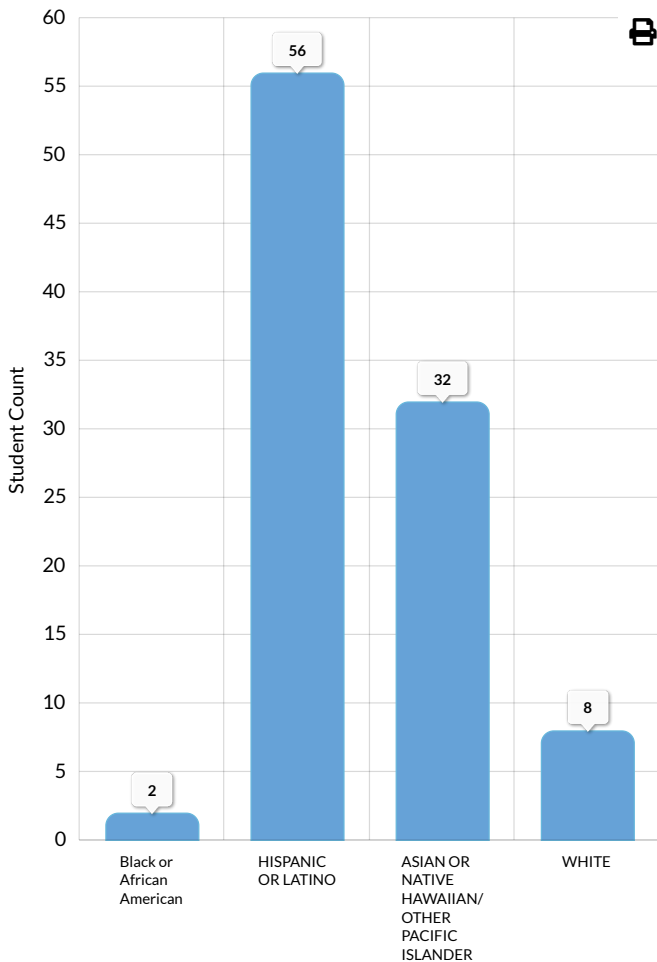
RYE NECK UFSD ENGLISH LANGUAGE LEARNERS ENROLLMENT (2022 - 23)

K-12 ELL Enrollment: 98
K-12 Former ELL Enrollment: 57

ELL ENROLLMENT



ELL ENROLLMENT BY ETHNICITY



OTHER GROUPS

STUDENTS WITH DISABILITIES

12	12%
----	-----

ECONOMICALLY DISADVANTAGED

50	51%
----	-----

ELL ENROLLMENT BY GRADE



K (FULL DAY)

13	13%
----	-----

1ST GRADE

9	9%
---	----

2ND GRADE

19	19%
----	-----

3RD GRADE

10	10%
----	-----

4TH GRADE

9	9%
---	----

5TH GRADE

7	7%
---	----

6TH GRADE

8	8%
---	----

7TH GRADE

4	4%
---	----

8TH GRADE

5	5%
---	----

9TH GRADE

6	6%
---	----

10TH GRADE

4	4%
---	----

11TH GRADE

2	2%
---	----

12TH GRADE



2	2%
---	----

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

HOME LANGUAGES

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

ENGLISH LANGUAGE LEARNERS BREAKDOWN

NEWCOMERS	DEVELOPING	LONG TERM	SIFE
▼	▼	▼	▼
99	21	7	9

ENGLISH LANGUAGE LEARNERS PROGRAMS

ENGLISH AS A NEW LANGUAGE	ONE WAY/ TWO WAY DUAL LANGUAGE PROGRAM	TRANSITIONAL BILINGUAL EDUCATION PROGRAM
▼	▼	▼
127	0	0

RYE NECK UFSD

2021-22 School Year Financial Transparency Report

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

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

| Business Rules

Economic and Student Characteristics

DISTRICT P-12 ENROLLMENT



1,511

NEEDS RESOURCE CATEGORY



Low Need

DISTRICT ABILITY TO RAISE LOCAL FUNDS IS



significantly more than the average district in the state

DISTRICT STUDENT NEEDS ARE



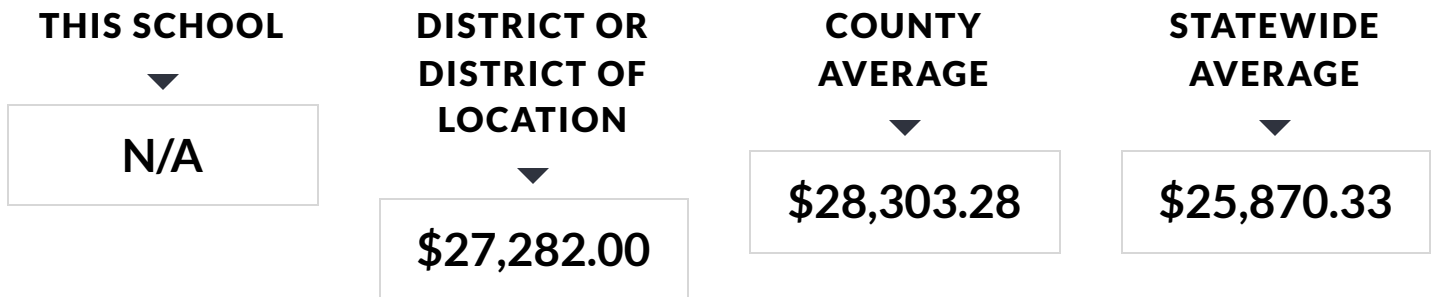
significantly less than the state average

Student Demographics

Enrollment	RYE NECK UFSD
All Students	1,511
Economically Disadvantaged	16%
Students with Disabilities	10%
English Language Learners	5%
» Race/Ethnicity	

Staffing Profile	RYE NECK UFSD
Student-to-Teacher Ratio	11
Teachers with Fewer than 4 years of Experience %	6%
Teachers with 4-20 Years of Experience %	62%
Teachers with 21+ Years of Experience %	32%

Comparison: How do per pupil expenditures compare?



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

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

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

School Cost(A-D)

Central Cost(E-H)

Combined Cost(I)

Report View One Per Pupil Expenditure Categories	RYE NECK UFSD
» A. Instruction (A1 + A2 + A3 + A4)	\$15,955.14

Report View One Per Pupil Expenditure Categories	RYE NECK UFSD
» B. Administration (B1 + B2 + B3)	\$697.86
» C. All Other Spending (C1 + C2 + C3)	\$2,075.65
D. Total School Level (A + B + C)	\$18,728.65
» E. Central Instruction (E1 + E2 + E3 + E4)	\$171.24
» F. Central Administration (F1 + F2 + F3)	\$2,986.68
» G. All Other Central Spending (G1 + G2 + G3)	\$5,395.31
H. Total Central Costs	\$8,553.23
I. Total Spending (D + H)	\$27,281.88

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

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

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

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

School Cost(Pre-J—K)

Central Cost(Pre-L—M)

Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	RYE NECK UFSD
J. Total School Level Local/State Spending	\$18,251.20
» K. Total School Level Federal Spending	\$477.45
L. Total Central Level Local/State Spending	\$8,310.53
M. Total Central Level Federal Spending	\$242.69
N. Total Spending (J + K + L + M)	\$27,281.88

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

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

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

Entries U through Z represent central expenditures.

School Cost(O-T)

Central Cost(U-Z)

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

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

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

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

Central Cost(1-5 & Percent Excluded from Total)

Combined Cost(Total Expenditures)

Excluded Expenditures	RYE NECK UFSD
1. Transportation	\$1,041,752.00
2. Charter School Tuition	\$0.00
3. Other Tuition	\$1,239,306.00

Excluded Expenditures	RYE NECK UFSD
4. Debt Service	\$3,122,626.00
5. Other	\$8,859,573.00
Percent Excluded from Total	26%
Total Expenditures	\$55,486,179.00

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 15, 2024, 12:27 PM EST