



THE 2024-2025 BUDGET BOOK

Blind Brook-Rye UFSD

Rye Brook, New York

www.blindbrook.org

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

2024-2025 SCHOOL BUDGET MESSAGE

The 2024-2025 Blind Brook-Rye School District Budget has been adopted by the Board of Education in the amount of \$59,976,049, an increase of \$2,897,198 or 5.08% over the amount of the 2023-2024 Budget. The major drivers of this increase are double digit increases in healthcare and general liability insurance and increased student needs in both special education instruction and emotional support.

For the last several months, the Superintendent of Schools and Board of Education have publicly discussed the development of a school district budget for next year. While this has been a challenging undertaking, they are pleased to announce that the 2024-2025 Adopted Budget meets the Board's two longstanding budget goals:

- adopt a budget that maintains all core instructional programs and school activities, and
- adopt a budget with a tax levy that is at or below the maximum allowable levy limit.

If the proposed budget adopted by the Board of Education is not approved by District voters on May 21st, the Board would have the option of either resubmitting the original or revised budget for a second vote at a later date; or the Board may, at that point, adopt a Contingency Budget. If the Board decides to submit either the original or a revised budget to the voters for a second time, and the voters do not approve the second budget submittal, the Board must adopt a Contingency Budget and the 2024-2025 tax levy cannot exceed the total tax levy of the prior year.

In summary, the Superintendent of Schools and Board of Education believe the Adopted 2024-2025 Budget will appropriately support the District's educational program ensuring that every student continues to receive an excellent education. It also provides the necessary funding to pay all District financial obligations next year. In the days ahead, Blind Brook residents are encouraged to review the financial plan and ask any questions that may arise. Please feel free to contact the Superintendent of Schools at cbyrne@blindbrook.org or the District's Business Official at lbaum@blindbrook.org.

BOARD OF EDUCATION

Jeffrey Mensch, President
Samantha Smith, Vice-President
Danny Fung
Katherine Hallissy Ayala
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SUPERINTENDENT OF SCHOOLS

Dr. Colin Byrne

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

EXECUTIVE SUMMARY

This document contains a budget prepared by the Superintendent of Schools and with modification, was adopted by the Board of Education on April 16, 2024. After six months of development and weeks of discussions at several public meetings, it now is the final budget to be presented to resident voters on May 21st, 2024.

Since the 2012-2013 fiscal year a property tax cap mandate now exists in New York State. The property tax cap law was enacted when Chapter 97 of the Laws of 2011 passed both the Senate and Assembly and Governor Cuomo signed it on June 24, 2011. The legislation establishes a limit on the annual growth of property taxes levied by local governments and school districts. The cap applies to all independent school districts, including Blind Brook. The tax levy cannot exceed the cap unless 60% of voters in a school district approve such an increase. If voters reject the spending plan twice, school districts must adopt a budget with the same tax levy as the prior year – a zero percent cap. **The 2024-2025 budget results in a tax cap compliant levy and requires a 50% plus one vote to pass.**

Budget Proposition

The total dollar value of this budget is \$59,976,049 and represents an increase of 5.08% over the 2023-2024 Adopted Budget. This budget continues to advance an instructional agenda that places students first. It includes an increase of \$2,897,198 over the prior year's budget. The tax levy is projected to be \$52,059,564, slightly less than 87% of budget revenues. This is a **4.54% levy** increase. The non-property tax revenue stream of \$7,916,485 brings the budget into balance. Noteworthy is the amount appropriated from general fund and Employee Retirement System reserves - \$1,907,476. With the proposed revenue plan, the estimated tax levy increase is 4.54%, \$2,261,141 more than the prior year. **This achieves the first of two primary budget goals – “keep the tax levy at or below the cap.”**

The Budget adopted by the Board not only maintains all current staffing and instructional programs but adds several positions to further support the instructional program. **Thus, the second budget goal is achieved – “to preserve the core instructional program.”**

The 2024-2025 Adopted Budget aggressively advances an instructional agenda that continues to place students first. The largest section of the budget is dedicated to direct instruction and instructional support services at 50.8%. Instructional staff salaries, contractual costs, equipment, supplies/materials, and textbooks are in this section of the budget. Undistributed costs, such as fringe benefits, debt service and interfund transfer payments are the next largest section at 34.2%. General support services, which include facilities and administrative costs associated with the operation of the District, represent 11.7% of the budget. Pupil transportation costs comprise the final 3.3% of the total spending plan.

In New York State, K-12 public education funding typically comes from three sources: approximately 3% from federal sources, 40% from state foundation aid and other aids/grants, and 57% from revenues raised locally. For the Blind Brook schools, these percentages do not apply as the District's property wealth is significantly high. No federal aid is included in its 2024-2025 revenue budget and less than 1% is expected to be received in federal grants accounted in a separate fund. Total estimated state aid flowing to Blind Brook in 2024-2025 is now estimated to be slightly less than \$4.66 million or 7.7% of the adopted budget, with the remaining funds coming from the tax levy and other non-property tax revenue sources.

Even with rising educational costs, and anticipated reductions in several revenue sources, the District will continue to deliver high quality services to all students. While this year's financial plan is now set for a public vote, the Board is mindful that its limited reserves, its aging infrastructure and the continuation of many unfunded/unknown mandates, will continue to put pressure on the District's financial operations in the years ahead.

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

EXECUTIVE SUMMARY

Impact of Budget Proposition on School Taxes

Assessed valuation is defined as the value of real property for the purpose of levying taxes. In the Blind Brook community there are 2,492 taxable parcels that yield a total district-wide full value assessment of \$2,727,938,030 as of March 2024, an increase of \$189,585,175, or 7.5% from the prior year. For the 2024-2025 budget, the homestead/non-homestead breakdown is:

Homestead Valuation:	\$2,504,775,989	# Taxable Parcels	2,401
Non-Homestead Valuation:	\$ 223,162,041	# Taxable Parcels	91

The district-wide assessed valuation is one of two main factors influencing the school tax rate in 2024-2025. The other is the actual tax levy. To calculate the homestead and non-homestead tax rates the New York State Office for Real Property Services (ORPS) sets homestead and non-homestead percentages which are used to establish the tax burden and portion of assessment to be carried by each class. The Board sets the amount of tax levy. Once this is accomplished the homestead and non-homestead tax (millage) rates are computed using a basic arithmetic formula: tax burden divided by portion of assessment multiplied by 1000. For the 2024-2025 budget, with a district-wide assessed valuation of \$2,727,938,030 and an anticipated \$52,059,564 tax levy, the respective tax rates would be as follows:

Homestead (Residential):

Percentage: 87.682841%

Tax Burden: \$45,67,305

Portion of Assessment: \$2,504,775,989

Tax Rate: \$18.224107 per \$1000

Decrease 2.50%

Non-Homestead (Commercial):

Percentage: 12.317159%

Tax Burden: \$6,412,259

Portion of Assessment: \$ 223,162,041

Tax Rate: \$28.733647 per \$1000

Decrease: 3.62%

Since 2018, the savings resulting from the Basic or Enhanced STAR exemptions are limited to a 2% increase over the prior year. The maximum STAR savings for each school district is now calculated by the Office of Real Property Tax Services (ORPTS) and available [online](#). For 2024-2025 the basic STAR savings is \$1,360 and the enhanced STAR savings is \$3,091 for Blind Brook. Therefore, 2024-2025 school taxes on the \$931,422 single family home, given the adopted budget and assuming continued eligibility for either the Basic or

Enhanced STAR exemption, are as follows:

Estimated Homestead School Tax Computation with Maximum Basic Star Savings:

Assessed valuation of property =	\$931,422
<i>divided by</i>	\$1,000
<i>multiplied by</i>	\$18.224107 (the estimated homestead tax rate)
<i>less</i>	\$1,360 (Basic STAR savings for 2023-2024)
<i>equals</i>	(\$931,422/ \$1000 * \$18.224107) - \$1,360 = \$15,614

It is important for community members to remember that their home is assessed at full value and the *actual*

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

EXECUTIVE SUMMARY

cost of school taxes in Blind Brook is best explained because of an increase or decrease in a number of factors. In the final analysis the community must know that taxes in support of schools generally increase or decrease because of several factors most important of which are:

- the school tax levy
- the ORPS base percentages
- the increase or decrease in a property's assessed valuation determined by the Town of Rye Assessor
- eligibility of the property owner for the STAR exemption

The final school tax rate is determined by the Town of Rye Receiver of Taxes in August.

Summary

The 2024-2025 Adopted Budget represents the programmatic and financial expression of the educational philosophy of the Board of Education. After careful analysis the Superintendent of Schools and Board believe the plan, as set forth, will obtain anticipated results with the projected resources needed to implement the educational program, achieve goals and objectives, and ensure that every student receives an excellent education. More than ever, this financial plan is an investment in our future. We will educate students today to enable them to solve the formidable problems they are sure to face in the years ahead and to preserve the way of life we all have come to expect as citizens of the United States. We will accomplish this understanding the need for fiscal prudence and our duty to balance the wants and needs of all community members.

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

EXECUTIVE SUMMARY

BALLOT INFORMATION

PROPOSITION 1: APPROVAL OF 2024-2025 BUDGET

Shall the proposed budget or estimate of expenditures for the ensuing fiscal year (July 1, 2024 – June 30, 2025) presented by the Board of Education in the amount of \$59,976,049 be approved and the taxes in the necessary amount therefore be levied?

☐

YES

☐

NO

PROPOSITION 2: APPROVAL OF LEASE/PURCHASE OF ONE(1) BUS

Shall the Board of Education of the Blind Brook-Rye Union Free School District ("District") be authorized to lease-purchase or purchase by installment contract one (1) 72-passenger school buses at a cost not to exceed \$151,275, plus interest, for a five (5) year term, commencing July 1, 2024 and terminating on June 30, 2029, and to levy the necessary tax therefor?

☐

YES

☐

NO

PROPOSITION 3: EXPEND CAPITAL FUND AND AUTHORIZE TURF FIELD REPLACEMENT

Shall the Board of Education of the Blind Brook-Rye Union Free School District be authorized, to expend from the Capital Reserve Fund, which was established on May 16, 2023 ("Reserve Fund") pursuant to Section 3651 of the Education Law, and the general fund, for the following capital improvement projects: replacing the turf field carpet at Blind Brook High School in the approximate amount of \$1,200,000, and other work required in connection therewith; and to expend from the Reserve Fund and General Fund therefore, including preliminary costs and costs incidental thereto an amount not to exceed the estimated total cost of \$1,200,000?

☐

YES

☐

NO

VOTE FOR UP TO TWO MEMBERS OF THE BOARD OF EDUCATION (3-year term ending 6/30/2027)

☐

CORREY STEPHENSON

☐

JEFF MENSCH

BLANK SPACE IS PROVIDED BELOW FOR THE PURPOSE OF VOTING FOR A CANDIDATE NOT NOMINATED ABOVE FOR THE VACANCY ON THE BOARD OF EDUCATION. THE WRITING IN OF A NAME IS TO BE BY BLACK LEAD PENCIL OR BLACK INK PEN.

Write-in candidate #1 _____ Write-in candidate #2 _____

The whole ballot is void if the voter does any act extrinsic to the ballot such as enclosing any paper or other article in the folded ballot, or defaces or tears the ballot or makes an erasure thereon or makes any mark thereon other than a single cross mark in pen or pencil, or a single check mark in pen or pencil, in a voting square, or other than writes in a name for the purposes of voting. The voter's vote must be indicated clearly.

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

VOTING INFORMATION FOR ALL RESIDENTS

Absentee & Early Mail Ballots

Any registered, qualified voter may vote by mail. Traditional Absentee Ballot Applications require a qualifying reason whereas the new Early Mail Voter Ballot Application does not. To vote by mail, you must submit an application for either an Absentee Ballot or the new Early Mail Voter Ballot.

Applications are available on the district website, <http://www.blindbrook.org> or by contacting the District Clerk at 914-937-3600x1001, vgroccia@blindbrook.org to have an application sent to you.

Application must be printed, ink signed by the voter and returned either in person or by mail to the office of the District Clerk (application cannot be submitted via email):

Vivian Groccia, 390 North Ridge Street, Rye Brook, NY 10573

Application must be received by 2:00 PM on May 16, 2024 if the ballot will be mailed or by 4:00 PM on Monday, May 20, 2024 if ballot will be delivered personally.

Qualified Voter

A qualified voter must be 18 years old by May 21, 2021, a citizen of the United States and a resident within the Blind Brook-Rye School District for 30 days immediately preceding the vote, and not otherwise prohibited from voting.

Registering to Vote

Register online with the [New York Department of Motor Vehicles](#).

Register by mail by submitting the [Westchester County Board of Elections](#) registration form to 25 Quarropas Street, White Plains, NY 10601.

Check to see if you are registered to vote [HERE](#).

Register to Vote (for school district elections only) with the District Clerk, any school business day prior to May 16, 2024 between the hours of 8:30 am and 3:30 pm at the District Clerk's office, located at Bruno M. Ponterio Ridge Street School, 390 North Ridge Street, Rye Brook, NY.

Evening registration will take place on May 15, 2024, **by appointment only**; vgroccia@blindbrook.org, 914-937-3600 x1001.

School Budget & Finance Information

To become more familiar with the school budgets and taxes please read [School Budget 101](#).

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

FINANCIAL PLAN AND SCHOOL BUDGET 2024-2025

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

GENERAL FUND BUDGET SUMMARY

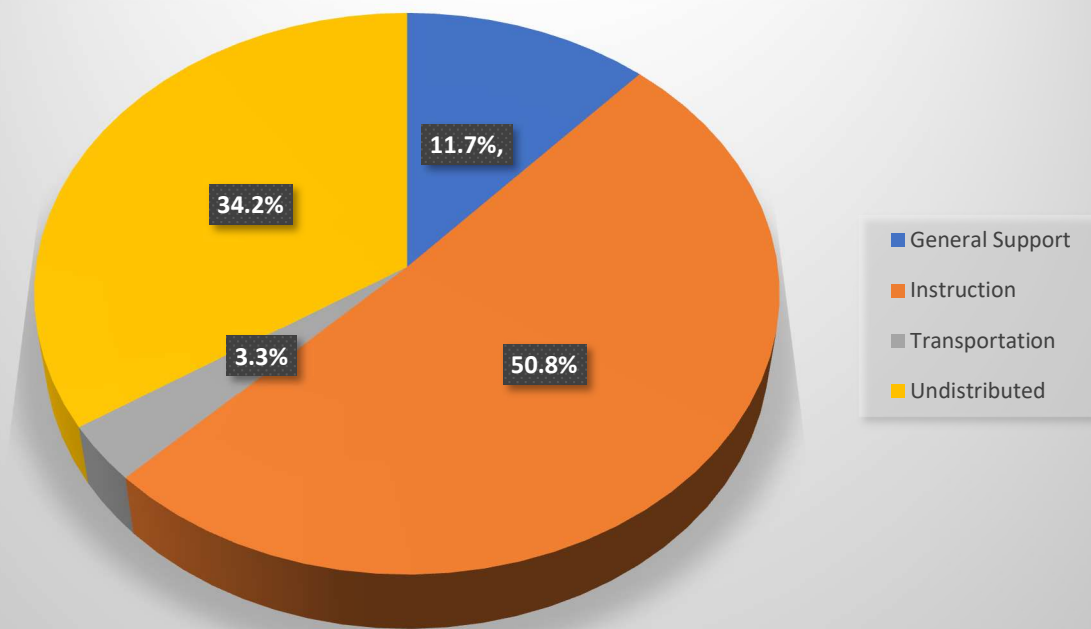
The school budget is a *financial estimate* of the operating funds required to achieve all goals and objectives of the District's educational program. The adopted 2024-2025 Budget is \$59,976,049, \$2,897,198 over the 2023-2024 budget. The budget-to-budget expenditure increase is 5.08%.

Anticipated non-property revenues (NPR) of \$7,916,485, an increase of 8.7% from last year, result in a total estimated tax levy of \$52,059,564 (before STAR deduction). The increase in NPR results from an increase in the amount being appropriated from fund balance and reserves, a total of \$394,418 more than last year as well as an increase in sales tax revenue and interest earnings. The estimated tax levy increase is 4.54%, is at the calculated tax levy cap of 4.54% for the 2024-2025 school year. The estimated tax rate is projected to **decrease** 2.50% for homestead properties and **decrease** by 3.62% for non-homestead properties.

The March 2023 tax roll reflects adjustments to assessments of residential and commercial properties in Blind Brook to what is perceived as current market value. As a result, the March 2023 district-wide assessed valuation is now \$2,727,938,030 an increase of \$189,585,175, or 7.47% from the prior year. Based on the recent New York State Office for Real Property Services adjustment to the homestead and non-homestead base percentages for Blind Brook, the estimated tax rates for residential and commercial properties are as follows:

Homestead properties:	\$18.224107/ \$1000 A.V.
Non-Homestead properties:	\$28.733647/ \$1000 A.V.

Major Budget Sections 2024-2025



BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

GENERAL FUND BUDGET

General Fund Budget	2024-2025 Adopted Budget	2023-2024 Budget	Dollar Change	Percent Change
Total Expenditures	59,976,049	57,078,851	2,897,198	5.08 %
Non-Property Tax Revenues	7,916,485	7,280,428	636,057	8.74%
Total Tax Levy	52,059,564	49,798,423	2,261,141	4.54%
Projected Tax Rate per \$1,000 Assessed Value: Homestead			\$18.224107	(2.50)%
Projected Tax Rate per \$1,000 Assessed Value: Non-Homestead			\$28.733647	(6.07)%

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

APPROPRIATION SUMMARY

With a proposed budget of \$59,976,049, the year-to-year expenditure increase is \$2,897,198 or 5.08% for the 2024-2025 school year.

Functional Area	2024-25 Proposed	23 - 24 Budget	Dollar Change	Percent Change	23 - 24 Projected Expenditures
Board of Education	69,195	71,199	-2,004	-2.82%	63,824
Central Office	1,220,891	1,242,869	-21,978	-1.77%	1,123,044
Public Info & Legal	476,610	362,252	114,358	31.57%	388,189
Operations & Maintenance	3,123,954	3,148,629	-24,675	-0.78%	2,902,463
Central Services	814,901	744,180	70,721	9.50%	664,348
Curriculum Development	338,014	329,553	8,461	2.57%	322,405
Supervision & Inservice Training	1,794,450	1,734,133	60,317	3.48%	1,658,927
Instructional Services	15,906,206	15,726,552	179,654	1.14%	15,389,290
Special & Pupil Services	8,379,478	7,889,932	489,546	6.21%	7,760,850
Library & Technology	3,010,650	2,972,061	38,589	1.30%	2,999,963
Guidance & Health	1,979,718	1,915,036	64,682	3.38%	1,970,179
Co-curricular & Athletics	1,205,599	1,244,909	-39,310	-3.16%	1,177,066
Pupil Transportation	1,992,982	1,869,117	123,865	6.63%	1,833,948
Employee Benefits	13,711,094	12,554,037	1,157,057	9.22%	12,215,538
Debt Service	5,245,380	5,235,392	9,988	0.19%	5,236,796
Interfund Transfers	706,927	39,000	667,927	1712.63%	23,378
Total Expenditures	59,976,049	57,078,851	2,897,198	5.08%	55,730,208

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

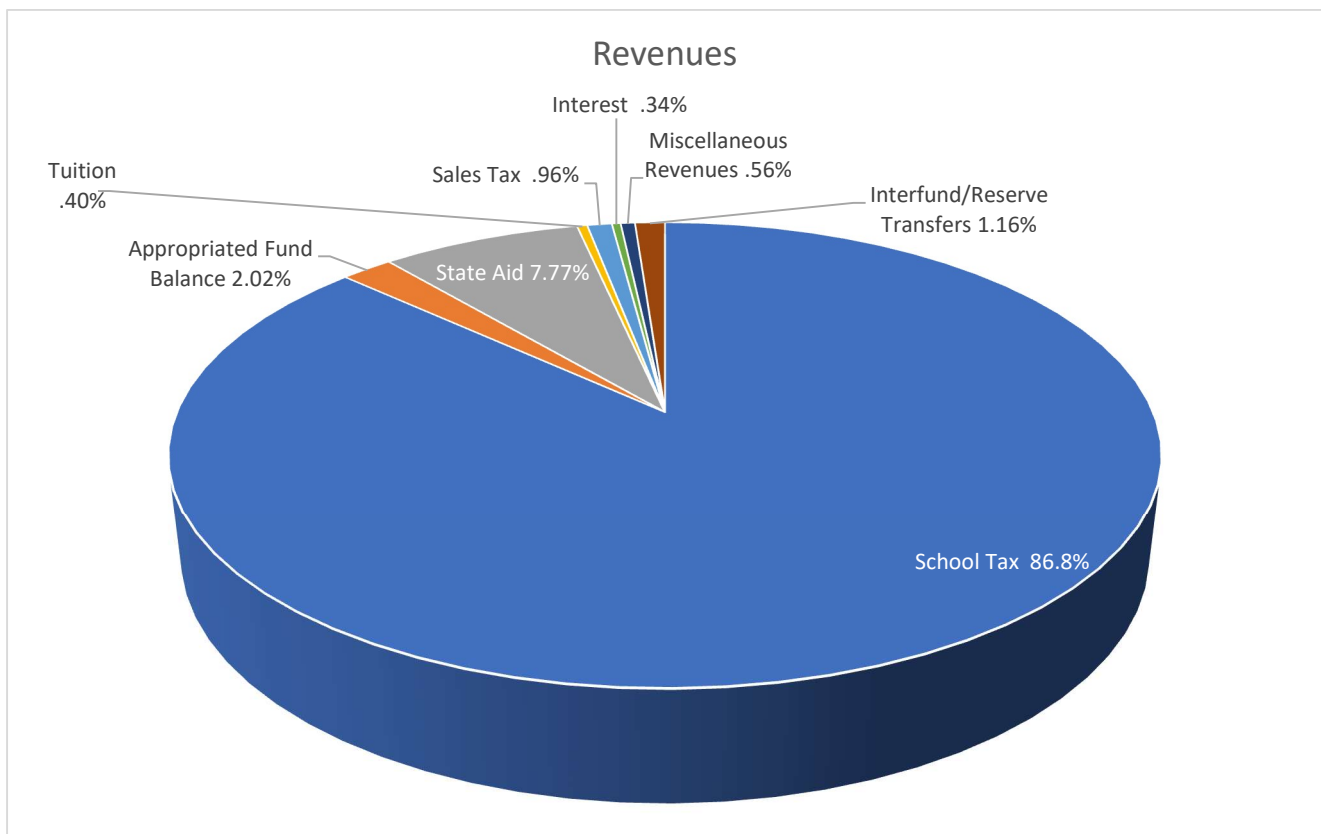
REVENUE SUMMARY

The single greatest source of budget revenue is the District's tax levy which represents 86.8% of the budget. The proposed budget has a 4.54% tax levy increase over last year. Non-property revenues are estimated at \$7,916,485 or 13.2% of the total budget, a small increase of \$636,057 from the prior year.

The major sources of non-property revenues for 2024-2025 are as follows:

1. State aid totaling \$4,658,989
2. County sales tax revenue estimated at \$575,000
3. Interest earnings revenue estimated at \$205,000
4. A transfer into the general fund of \$1,208,884 from the District's unassigned fund balances.
5. Nonresident tuition revenue estimated at \$236,982, a figure that is \$33,228 less than that is budgeted in 2023-2024
6. Split lots revenue collected from neighboring school districts estimated at \$251,879.
7. The ERS (Employee Retirement System) Reserve will transfer \$698,592 into the general fund

Since the 2012-2013 school year, Blind Brook's ability to increase annual property tax levies is constrained by the NYS property tax cap law. **The proposed 2024-2025 budget reflects an estimated tax levy that is tax cap compliant requiring a simple majority of 50% plus one.**



BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

<u>Description</u>	2024-25 Proposed Budget	2023-24 Budget	Budget to Budget	% Difference
School Tax	52,059,564	49,798,423	2,261,141	4.54%
Appropriated Fund Balance	1,208,884	1,000,000	208,884	20.89%
Sales Tax	575,000	550,000	25,000	4.55%
Non-Resident Tuition	236,982	270,210	(33,228)	-12.30%
Split Lot Payments	251,879	265,000	(13,121)	-4.95%
Interest Earnings	205,000	180,000	25,000	13.89%
Rental of Facilities- Individual	20,000	-	20,000	100.00%
Refund Prior Year - BOCES	26,500	26,500	-	0.00%
Refund Prior Year - Other	22,659	22,659	-	0.00%
Gifts & Donations	-	25,000	(25,000)	-100.00%
Unclassified Revenue	12,000	12,000	-	0.00%
State Aid	3,742,615	3,654,217	88,398	2.42%
BOCES Aid	803,718	647,716	156,002	24.08%
Textbook Aid	82,567	79,462	3,105	3.91%
Software Aid	21,231	20,433	798	3.91%
Library Materials Aid	8,858	8,525	333	3.91%
Other State Aid	-	5,648	-5,648	-100.00%
Reserve Transfers	698,592	-	698,592	100.00%
Interfund Transfers - Debt Service	-	513,058	(513,058)	-100.00%
SCHOOL TAX LEVY	52,059,564	49,798,423	2,261,141	4.54%
NON-PROPERTY REVENUE	7,916,485	7,280,428	636,057	8.74%
TOTAL REVENUE	59,976,049	57,078,851	713,402	5.08%

**COMPONENT BUDGET
SUMMARY**

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

THREE-PART COMPONENT BUDGET

Per the Commissioner of Education, the District must report its budget to the public on the basis of administrative, capital and program costs. This provides community residents with a general view of how the annual Blind Brook School District budget is allocated. A description of these components follows below.

Administrative Component: includes appropriations for the following administrative accounts and functions: board of education; district clerk; district meeting; chief school administrator; business administration; auditing; treasurer; purchasing; legal services except those relating directly to a function included in the program component; personnel services; records management; public information services; curriculum development and supervision; research, planning, and evaluation; supervision-regular school; central data processing; central printing and mailing; special items excluding tax certiorari, judgments and compromised claims, employee benefits attributable to salaries included in other accounts and functions in the administrative component.

Program Component: includes appropriations for the following programmatic accounts and functions: in-service training-instruction; teaching-regular school; programs for students with disabilities; occupational education; school library and audio-visual; educational technology; computer assisted instruction; attendance-regular school; guidance-regular school; health services; psychological services-regular school; social work services-regular school; pupil personnel services-special schools; co-curricular activities-regular school; interscholastic athletics-regular school; district transportation services excluding school bus purchases; garage building; contract transportation; recreation; youth programs; civic activities; employee benefits attributable to salaries included in other accounts and functions in the program component; transfers to special aid funds; legal services relating directly to other accounts and functions in the program component.

Capital Component: includes appropriations for the following capital accounts and functions: operation of plant; maintenance of plant; school bus lease purchase; debt service; transfers to capital and debt service funds; tax certiorari; judgments and compromised claims; employee benefits attributable to salaries included in other accounts and functions in the capital component. The capital component shall also contain a supplemental schedule displaying total outstanding bond and note principal for capital purposes as well as base cost per square foot, the operation and maintenance per square feet.

2024-2025 Component Breakdown		2023-2024 Component Breakdown	
Administrative Component	10.33%	Administrative Component	10.25%
Program Component	70.28%	Program Component	71.10%
Capital Component	19.39%	Capital Component	18.65%
Administrative Cap	10.25%	Administrative Cap	10.03%

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

Function	Code	Total	Admin	Program	Capital
TOTAL BOARD OF EDUCATION	10	69,195	69,195		
TOTAL SUPERINTENDENT & FINANCE		1,199,432	1,199,432		
TOTAL LEGAL, PERSONNEL & PUBLIC INFO	14	498,069	498,069		
TOTAL O & M AND CENTRAL SERVICES	16	3,123,954	167,344		2,956,610
TOTAL INSURANCE, DUES & TAXES	19	814,901	714,901		100,000
TOTAL CURR DEVEL & SUPERVISON	20	2,132,464	2,132,464		
TOTAL REGULAR INSTRUCTION	21	15,906,206		15,906,206	
TOTAL SPECIAL & OCCUPATIONAL EDUCATION	22	8,379,478		8,379,478	
TOTAL LIBRARY & TECHNOLOGY	26	3,010,650		3,010,650	
TOTAL STUDENT SERVICES	28	3,185,317		3,185,317	
TOTAL TRANSPORTATION	55	1,992,982		1,992,982	
TOTAL EMPLOYEE BENEFITS	80	13,711,094	1,417,018	9,635,749	2,658,327
TOTAL DEBT	60 & 70	5,245,380			5,245,380
TOTAL INTERFUND TRANSFERS	95	706,927		39,000	667,927
TOTAL BUDGET		59,976,049	6,198,424	42,149,382	11,628,244
			10.33%	70.28%	19.39%

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

ASSESSED VALUATION & SCHOOL TAXES

Assessed valuation is defined as the value of real property for the purpose of levying taxes. In the Blind Brook community there are 2,492 taxable parcels that yield a total district-wide full value assessment of \$2,727,938 as of March 2021, an increase of \$189,585,175, or 7.47% from the prior year. For the 2024-2025 budget, the homestead/non-homestead breakdown is:

Homestead Valuation:	\$2,504,775,989
# Taxable Parcels	2,401
Non-Homestead Valuation:	\$223,162,041
# Taxable Parcels	91

It is important to note that a property's assessed valuation is now its true market value. The 2024-2025 school tax rates are computed for Homestead (residential) and Non-Homestead (commercial) properties using special percentages provided to the District by the Town's Assessor.

ESTIMATED 2024-2025 TAX RATE CALCULATIONS

School Tax Rate Homestead Computation:

$(\text{TAX LEVY} * \text{HOMESTEAD \%}) / (\text{PORTION OF ASSESSMENT}) * \1000

$(\$52,059,564 * .87682841) / 2,504,775,989 * \$1000 = \mathbf{\$18.224107 \text{ per } \$1000 \text{ of AV}}$

School Tax Rate Non-Homestead Computation:

$(\text{TAX LEVY} * \text{NON-HOMESTEAD \%}) / (\text{PORTION OF ASSESSMENT}) * \1000

$(\$52,059,564 * .14104310) / (\$247,524,622) * \$1000 = \mathbf{\$28.733647 \text{ per } \$1000 \text{ of AV}}$

ESTIMATED HOMESTEAD 2024-2025 SCHOOL TAX FOR AN \$931,422 HOME

Calculation of Your Residential School Tax with Basic Star Savings

Assessed valuation of property
divided by \$1000
multiplied by the estimated school tax rate
Less \$1,360

Example of School Tax Computation

$\$931,422 / \$1000 * \$18.224107 - \$1,360$

= \$15,614 for the average parcel

Calculation of Your Residential School Tax with Enhanced Star Savings

Assessed valuation of property
divided by \$1000
multiplied by the estimated school tax rate
Less \$3,091

Example of School Tax Computation

$\$931,422 / \$1000 * \$18.224107 - \$3,091$

= \$13,883 for the average parcel

Account	Description	2024 - 25 Proposed Budget	2023 - 24 Budget	Dollar Change	Percent Change
Program Components					
A 2110.120-02-0000	INSTRUCTIONAL SALARIES- RSS (K-3)	3,680,688.00	3,819,765.00	-139,077.00	-3.64%
A 2110.121-02-0000	INSTRUCTIONAL SALARIES- RSS (4-5)	2,112,379.00	1,809,463.00	302,916.00	16.74%
A 2110.125-05-0000	INSTRUCTIONAL SALARIES- MS (6)	1,044,088.00	1,038,844.00	5,244.00	0.51%
A 2110.126-05-0000	INSTRUCTIONAL SALARIES- MS (7-8)	2,613,898.00	2,462,103.00	151,795.00	6.17%
A 2110.130-03-0000	INSTRUCTIONAL SALARIES- HS (9-12)	4,807,097.00	4,692,395.00	114,702.00	2.44%
A 2110.135-02-0000	TEACHERS STIPEND- RSS	41,417.00	37,843.00	3,574.00	9.44%
A 2110.135-03-0000	TEACHERS STIPEND- HS	95,192.00	128,721.00	-33,529.00	-26.05%
A 2110.135-05-0000	TEACHERS STIPEND- MS	45,274.00	58,837.00	-13,563.00	-23.05%
A 2110.140-02-0000	SUB. TEACHERS SAL. - RSS	115,000.00	105,000.00	10,000.00	9.52%
A 2110.140-03-0000	SUB. TEACHERS SAL- HS	105,000.00	100,000.00	5,000.00	5.00%
A 2110.140-05-0000	SUB. TEACHERS SAL- MS	100,000.00	100,000.00	0.00	0.00%
A 2110.145-02-0000	SCHOOL MONITORS SAL- RSS	134,544.00	156,990.00	-22,446.00	-14.30%
A 2110.145-03-0000	SCHOOL MONITORS SAL- HS	143,716.00	101,311.00	42,405.00	41.86%
A 2110.145-05-0000	SCHOOL MONITORS SAL- MS	150,058.00	137,914.00	12,144.00	8.81%
A 2110.150-01-0000	Professional Lane Changes	75,000.00	75,000.00	0.00	0.00%
A 2110.160-01-0001	CLERICAL SUBS	3,122.00	3,122.00	0.00	0.00%
A 2110.160-02-0000	K- AIDES SAL- RSS	221,109.00	218,531.00	2,578.00	1.18%
A 2110.200-02-0000	BMPRSS EQUIPMENT	0.00	4,852.00	-4,852.00	-100.00%
A 2110.200-03-0000	BBHS-EQUIPMENT	5,483.00	29,071.00	-23,588.00	-81.14%
A 2110.200-03-0010	BBHS PHYS ED EQUIPMENT	1,500.00	1,500.00	0.00	0.00%
A 2110.200-05-0000	BBMS - EQUIPMENT	5,000.00	8,400.00	-3,400.00	-40.48%
A 2110.200-05-0010	BBMS PHYS ED EQUIPMENT	2,700.00	1,100.00	1,600.00	145.46%
A 2110.400-01-0000	HOME TUTORING	20,000.00	20,000.00	0.00	0.00%
A 2110.400-01-0001	ACADEMIC TRIPS	0.00	9,000.00	-9,000.00	-100.00%
A 2110.400-02-0000	RSS - CONTRACTUAL	7,760.00	4,176.00	3,584.00	85.82%
A 2110.400-02-0001	Field Trips- RSS	22,740.00	9,039.00	13,701.00	151.58%
A 2110.400-03-0000	BBHS - CONTRACTUAL	5,842.00	7,906.00	-2,064.00	-26.11%
A 2110.400-03-0001	ACADEMIC TRIPS-HS	2,000.00		2,000.00	<N/A>
A 2110.400-05-0000	BBMS - CONTRACTUAL	10,320.00	12,773.00	-2,453.00	-19.21%
A 2110.450-02-0000	RSS MATERIALS & SUPPLIES	145,003.00	181,881.00	-36,878.00	-20.28%
A 2110.450-02-0010	RSS PHYS ED SUPPLIES	3,592.00		3,592.00	<N/A>
A 2110.450-03-0000	BBHS MATERIALS & SUPPLIES	5,000.00	5,000.00	0.00	0.00%
A 2110.450-03-0005	BBHS LANGUAGES MATERIALS & SUPPLIES	2,970.00	4,000.00	-1,030.00	-25.75%

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

HISTORY OF ASSESSED VALUATION AND TAX RATES									
TXPYR TYPE	SCHOOL YEAR		ASSESSED VALUATION	CHANGE IN VALUATION		TAX RATE PER \$1,000	CHANGE IN		
				AMOUNT	%	BUDGET	MOUNT		%
H	12	13	\$1,948,633,813	(76,958,118)	-3.80%	39,960,322	\$16.17	\$0.76	4.91%
NH	12	13					\$26.16	\$1.86	7.65%
H	13	14	\$1,910,128,309	(38,505,504)	-2.00%	41,252,239	\$17.25	\$1.08	6.68%
NH	13	14					\$26.09	(\$0.07)	-0.27%
H	14	15	\$1,910,481,659	353,350	0.00%	42,267,793	\$17.51	\$0.26	1.52%
NH	14	15					\$26.69	\$0.60	2.32%
H	15	16	\$2,011,252,369	100,770,710	5.30%	42,635,896	\$17.04	(\$0.47)	-2.68%
NH	15	16					\$26.89	\$0.20	0.75%
H	16	- 17	\$2,172,992,897	161,740,528	8.00%	43,226,703	\$15.80	(\$1.33)	-7.81%
NH	16	- 17					\$25.61	(\$1.28)	-4.76%
H	17	- 18	\$2,190,441,713	17,448,816	0.80%	43,915,067	\$16.22	\$0.42	2.67%
NH	17	- 18					\$23.41	(\$2.20)	-8.60%
H	18	- 19	\$2,208,143,412	17,701,699	0.80%	45,190,924	\$15.67	(\$0.55)	-3.39%
NH	18	- 19					\$33.91	\$10.50	44.85%
H	19	- 20	\$2,242,458,081	34,314,669	1.60%	46,289,618	\$16.00	\$0.33	2.11%
NH	19	- 20					\$34.29	\$0.38	1.12%
H	20	- 21	\$2,303,170,091	60,712,010	2.70%	50,995,999	\$17.96	\$1.96	12.50%
NH							\$29.53	\$4.76	-14.03%
H	21	- 22	\$2,376,544,042	73,373,951	3.20%	51,169,419	\$17.77	(\$0.19)	1.06%
NH							\$25.10	(\$4.43)	-15.00%
H	22	- 23	\$2,373,594,777	(2,949,265)	-0.12%	52,567,594	\$18.09	\$0.32	1.80%
NH							\$31.36	\$31.36	24.90%
H	23	- 24	\$2,320,974,695	(52,620,082)	-2.22%	57,078,851	\$18.69	\$0.60	3.32%
NH							\$29.81	(\$1.55)	-4.94%
H	24	- 25	\$2,504,775,989	\$183,801,294	7.92%	59,308,122	\$18.22	(\$0.47)	-2.50%
NH							\$28.73	(\$1.08)	-3.62%

PERSONNEL SUMMARY & ENROLLMENT HISTORY 2024-2025

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
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PERSONNEL SUMMARY

The 2024-2025 includes all current staffing as well as the addition of 1 FTE. The projected staffing changes are delineated below.

	<u>2023-2024</u>	<u>2024-2025</u>
Instructional	157	158
School-Related Personnel	67	67
Administrative Personnel	13	13
Managerial/Confidential	3	3
Part-time	51	51

ENROLLMENT HISTORY

Based on projections as of today, the 2024-2025 in-district K-12 overall enrollment is expected to increase by 4 students from 1,316 to an estimated 1,320, or 0.3%. At BMPRSS the K-5 enrollment is expected to decrease by 17 students to 605. At the MS we are expecting 299 students, an increase of 7. At the HS we are expecting 416 students, a decrease of 14.

	Actual	Projected
Grade	2023-2024	2024-2025
K	110	100
1	106	108
2	90	106
3	104	90
4	97	104
5	115	97
Ridge Street	622	605
6	77	115
7	107	77
8	108	107
Middle School	292	299
9	110	108
10	96	110
11	102	96
12	94	102
High School	402	416
Total	1316	1320

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
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EMPLOYEE BENEFITS SUMMARY

Retirement (Pension) Contribution Costs:

Teachers' Retirement System:

In 2024-2025, the District's employer contribution rate to the [NYS Teachers' Retirement System](#) (TRS) is estimated to increase to 10.02% of payroll, from 9.76% used in the 2023-2024 school year. This ECR increase will cause TRS employer contribution costs to increase by \$199,951, or 8.73% for 2024-2025. Future pensions for faculty members and administrators are covered by this system.

Employees' Retirement System:

In 2024-2025, the District's employer contribution rate to the [NYS Employees' Retirement System](#) (ERS) is estimated to be 14.5% of payroll, an increase of 2% over the 2023-24 year. The ECR increase will cause ERS employer contribution costs to increase by \$155,535, or 28.64% for 2024-2025. Future pensions for non-certified employees are covered by this system.

Social Security/FICA:

The Social Security/Medicare employer contribution rate is 7.65% of payroll. The District's employer costs will increase by 7.5% in 2024-2025 due to contractual salary obligations and increase in the ceiling for contributions.

Workers' Compensation Insurance Costs:

The District's workers' compensation insurance cost is a function of total payroll, loss experience, and the investment markets. The District's cost in this area will increase by \$3,372 or 2.06% in 2024-2025.

Unemployment Insurance:

The District's unemployment insurance costs are anticipated to remain stable and the amount budgeted of \$30,000 remains unchanged from the 2023-2024 year.

Health Insurance:

Health insurance costs are expected to increase \$513,867 or 7.94% from the current year. This is a result of [NYSHIP Empire Plan](#) expected rate increases for 2024 and anticipated in 2025 for both active employees and retirees receiving these benefits. The District's cost for providing health insurance benefits for its active employees in 2024-2025 is estimated at \$42,021 per employee for family plan benefits while the individual rate is expected to be \$18,042 per employee (before employee contributions). The District also pays for retiree health insurance coverage per established guidelines. Employee and retiree contribution rates do exist and follow provisions in collective bargaining agreements.

Welfare Fund (Dental & Vision Insurance):

Total payments made to the [Federation Welfare Fund](#) for dental and vision benefits in 2024-2025 will be significantly higher than prior year payments. The employer contribution next year is \$1,600 per employee or an aggregate of \$398,400 in 2024-2025. In the 2023-2024 budget, the Teacher's Union agreed to a one-year premium reduction of \$100,000 to assist the District in its budget. Note that the Welfare Fund provides dental/vision benefits for all eligible employees per collective bargaining agreements.

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

EXPENDITURES: EMPLOYEE BENEFITS

Expenditures - Employee Benefits	2024-25 Proposed Budget	2023-24 Budget	Budget to Budget	% Difference
NYS Retirement Costs				
NYS ERS	698,592	543,057	155,535	28.64%
NYS TRS	2,489,725	2,289,774	199,951	8.73%
Social Security & Medicare Costs				
Employers Payments - 7.65%	2,335,929	2,173,064	162,865	7.50%
Workers Compensation	167,416	164,044	3,372	2.06%
Unemployment Insurance	30,000	30,000	0	0.00%
Health/Dental/Vision Benefits				
Health Insurance	6,989,385	6,475,518	513,867	7.94%
Welfare Fund - Dental & Vision	398,400	297,600	100,800	33.87
Health Waivers	601,647	580,980	20,667	3.557%
Total Employee Benefits	13,711,094	12,554,037	1,157,057	9.22%

Account	Description	2024 - 25 Proposed Budget	2023 - 24 Budget	Dollar Change	Percent Change
Undistributed Employee Benefits					
A 9010.800-01-0000	EMPLOYEE RETIREMENT	698,592.00	543,057.00	155,535.00	28.64%
9010	STATE RETIREMENT *	698,592.00	543,057.00	155,535.00	28.64%
A 9020.800-01-0000	TEACHER RETIREMENT	2,489,725.00	2,289,774.00	199,951.00	8.73%
9020	TEACHERS' RETIREMENT *	2,489,725.00	2,289,774.00	199,951.00	8.73%
A 9030.800-01-0000	SOCIAL SECURITY	2,335,929.00	2,173,064.00	162,865.00	7.50%
9030	SOCIAL SECURITY *	2,335,929.00	2,173,064.00	162,865.00	7.50%
A 9040.800-01-0000	WORKER COMPENSATION	167,416.00	164,044.00	3,372.00	2.06%
9040	WORKERS' COMPENSATION *	167,416.00	164,044.00	3,372.00	2.06%
A 9050.800-01-0000	UNEMPLOYMENT INSURANCE	30,000.00	30,000.00	0.00	0.00%
9050	UNEMPLOYMENT INSURANCE *	30,000.00	30,000.00	0.00	0.00%
A 9060.800-01-0000	HOSPITAL AND MEDICAL	6,501,340.00	5,999,620.00	501,720.00	8.36%
A 9060.800-01-0003	RETIRES MEDICARE REIMBURSEMENT	488,045.00	475,898.00	12,147.00	2.55%
9060	HOSPITAL, MEDICAL & DENTAL INS *	6,989,385.00	6,475,518.00	513,867.00	7.94%
A 9070.800-01-0000	UNION WELFARE BENEFITS	398,400.00	297,600.00	100,800.00	33.87%
9070	UNION WELFARE BENEFITS *	398,400.00	297,600.00	100,800.00	33.87%
A 9089.800-01-0000	OTHER - HEALTH WAIVERS	601,647.00	580,980.00	20,667.00	3.56%
9089	OTHER *	601,647.00	580,980.00	20,667.00	3.56%
90	**	13,711,094.00	12,554,037.00	1,157,057.00	9.22%

Component Percentage Analysis

Administrative	10.33	10.25	0.08	0.78%
Capital	19.39	18.65	0.74	3.97%
Program	70.28	71.10	-0.82	-1.15%
Totals:	100.000%	100.000%	0.00	0.00%

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
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ADMINISTRATIVE BUDGET SECTION

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
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BOARD OF EDUCATION SUMMARY

The Blind Brook-Rye Union Free School District Board of Education is a corporate body consisting of five (5) members who are elected by residents of the District and serve three (3) year terms. Members are volunteers and therefore do not receive a salary nor any District funded fringe benefits. One member is elected by the Board at its re-organizational meeting held in July to serve as president and one member as vice president. The president is chief spokesperson for the Board. The vice president exercises the duties of the president in case of that officer's absence or disability. The Board oversees and manages the District's affairs, personnel and property, and is ultimately responsible for the education of children residing in the District.

This year's school board election features a vote on two, three-year terms expiring June 30, 2024, to fill the expiring terms of incumbents Jeff Mensch and Scott Jaffee. The new terms commence on the date of the 2024-2025 Board of Education Reorganization Meeting in July.

Funds for the Board of Education are allocated to support Board-sponsored activities, annual district meeting, budget vote and school elections as well as the District Clerk costs. In 2024-2025, expenses are expected to decrease by \$2,004.

School districts in New York are the only governmental units required to place their annual budgets up for a public vote. This is an unfunded mandate thus the administrative expense to facilitate an annual budget vote and school board member election must be absorbed by the general fund of the school district.

Obtain more information at the [Board of Education](#) link.

Video footage of Board of Education Meetings and other important school meetings and events can be accessed at this [link](#)

CENTRAL OFFICE SUMMARY

The Blind Brook-Rye Union Free School District central office consists of the Office of the Superintendent of Schools and the School Finance Office.

The Superintendent of Schools is the chief executive officer of the School District and its educational system. The Superintendent is granted broad powers with respect to the day-to-day operation and management of the District and its affairs.

The District's school finance office has responsibility for all financial and non-instructional management operations. The Department's primary functions include budget development and administration, auditing and accounting services, payroll and benefits, purchasing, accounts payable, cash/investment management, purchasing, facilities maintenance & school construction, pupil transportation, food service and non-instructional human resources.

Obtain more information at the District's website, www.blindbrook.org.

In 2024-2025, there is an overall increase in this area in the amount of \$40,437 or an increase of 3.49% over the

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

2023-2024 budget.

LEGAL, PERSONNEL AND PUBLIC INFORMATION SUMMARY

Contained in this functional area are costs related to the following areas of school business:

- Legal counsel
- Personnel and recruitment
- District-wide videographer
- BOCES records management services

Included in this budget are funds to support District communications via its website, cable television and electronic mail.

Overall, costs are expected to increase by \$51,943 or 11.64% in 2024-2025. This is due to an expected increase in legal fees that is partially offset by the elimination of the personnel assistant position that was not filled during the 2023-24 year.

CENTRAL SERVICES SUMMARY

Central services include assessments that relate to the District's general and legal liability insurance, public water service, refunds of real property taxes and BOCES administrative and capital charges.

Overall, central services costs will increase by \$70,721, or 9.50% in 2024-2025.

The District's general and legal liability insurance costs are expected to increase by 77,779 or 25.79% next year. The 2023-24 year's budget was insufficient to capture the increase due to the addition of the District's completed capital project to inventory and the premium increase. The District is a member of the New York Schools Insurance Reciprocal and experiences some measure of insulation from the high cost exposure in the commercial insurance market. However, nationwide insurance losses due to climate change and the large amount of claims due to the change in NYS statute of limitations has resulted in a tightening of the secondary insurance market and a substantial reduction of insurance reserves.

BOCES administrative and capital costs are decreasing by \$4,011 or 1.63%. These costs are determined by the Southern Westchester BOCES and are a function of BOCES' internal costs (non-program, retiree and capital) and the Blind Brook-Rye School District's enrollment (RWADA).

CURRICULUM & INSTRUCTION

The area of curriculum and instruction reflects a commitment by the District to the development and support of a rigorous academic curricula as well as an investment in the administrative support necessary to ensure diligent program implementation and supervision.

The increased accountability of every school district for student achievement required by federal and state mandates gives rise to costs to support the NYS Testing in Grades 3-8 in English Language Arts and Math, District participation in NYS Reporting and Data Warehousing and the development of [NYSED Next Generation Learning Standards](#).

The curriculum and instruction budget supports the following:

- Salary for the Assistant Superintendent for Curriculum, Instruction & Assessment
- Procurement of professional materials related to curriculum development
- BOCES expenses related to testing, data compilation and reporting
- Providing of professional development to enhance instruction

The combined 2024-2025 budget for this area is \$338,014, a increase of \$8,461 or 2.57% over the prior school year.

Maintaining the District-wide commitment to standards-based curriculum, project- and problem-based learning and development of data-driven instruction will continue to be the focus of building-level leaders and faculty during the school year under the general supervision of the Assistant Superintendent for Curriculum, Instruction & Assessment.

SUPERVISION & IN-SERVICE TRAINING

Supervision: This functional area includes salaries and expenditures of all administrative directors, building principals, assistant principals and secretarial support for the District's school buildings and offices. The building administration provides overall support for students' academic achievement and success. Building administrators are instructional leaders responsible for each and every student. Together with administrative directors they translate the overall District mission into school programs thus integrating them into the District's overarching goals.

The building administration focuses upon students, first and foremost; coordinates school activities; supervises staff; provides support for curriculum and instruction; ensures appropriate student safety, discipline, and guidance; maintains records; involves parents in their children's education; promotes positive school-community relations; and allocates building resources. Directors oversee specific areas including technology, pupil and special services, and health and physical education.

In-service Training: Faculty and staff development costs are budgeted here. Central office and building-level administration provide leadership for curriculum development projects and staff development. Together they establish and maintain a program of evaluation of instruction; plan and administer programs of professional

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

development, mentoring, and in-service education; secure and distribute instructional resources, and work with teachers and staff in organizing and coordinating grade-level, departmental, and District curricular and instructional efforts through implementation of professional learning communities.

Supervision costs show a increase of \$60,482 or 3.91% in 2024-2025.

In-service training costs are projected to decrease by \$165 or .01% in 2024-2025. The district remains committed to its ongoing professional development to support its initiatives in literacy, math and higher learning.

The combined budget for these areas will increase by a net of \$60,317 or 3.48% in 2024-2025.

Administrative

Account	Description	2024 - 25 Proposed Budget	2023 - 24 Budget	Dollar Change	Percent Change
Administrative Components					
A 1010.400-01-0000	CONTRACTUAL EXPENDITURES	6,500.00	7,825.00	-1,325.00	-16.93%
A 1010.401-01-0000	STRATEGIC PLANNING	0.00	3,000.00	-3,000.00	-100.00%
A 1010.450-01-0000	MATERIALS & SUPPLIES	8,463.00	7,965.00	498.00	6.25%
A 1010.490-01-0000	BOCES-SERVICES	10,207.00	9,849.00	358.00	3.64%
1010	BOARD OF EDUCATION *	25,170.00	28,639.00	-3,469.00	-12.11%
A 1040.160-01-0000	SALARY-DISTRICT CLERK	12,500.00	12,500.00	0.00	0.00%
A 1040.400-01-0000	CONTRACTUAL EXPENDITURES	3,460.00	2,460.00	1,000.00	40.65%
A 1040.450-01-0000	DISTRICT CLERK-SUP&MAT	250.00	250.00	0.00	0.00%
1040	DISTRICT CLERK *	16,210.00	15,210.00	1,000.00	6.58%
A 1060.400-01-0000	CONTRACTUAL EXPENDITURES	8,525.00	10,500.00	-1,975.00	-18.81%
A 1060.400-01-0001	LEGAL ADVERTISING	15,500.00	14,200.00	1,300.00	9.16%
A 1060.450-01-0000	MATERIALS & SUPPLIES	3,790.00	2,650.00	1,140.00	43.02%
1060	DISTRICT MEETING *	27,815.00	27,350.00	465.00	1.70%
10	**	69,195.00	71,199.00	-2,004.00	-2.82%
A 1240.150-01-0000	SUPERINTENDENT SALARY	281,139.00	275,350.00	5,789.00	2.10%
A 1240.160-01-0000	SUPT SECRETARY SALARY	103,022.00	100,038.00	2,984.00	2.98%
A 1240.200-01-0000	EQUIPMENT	2,000.00	2,000.00	0.00	0.00%
A 1240.400-01-0000	CONTRACTUAL EXPENDITURES	4,590.00	4,490.00	100.00	2.23%
A 1240.450-01-0000	MATERIALS & SUPPLIES	9,905.00	6,918.00	2,987.00	43.18%
1240	CHIEF SCHOOL ADMINISTRATOR *	400,656.00	388,796.00	11,860.00	3.05%
12	**	400,656.00	388,796.00	11,860.00	3.05%
A 1310.150-01-0000	ASST SUPERINTENDENT SALARY	246,291.00	240,284.00	6,007.00	2.50%
A 1310.160-01-0000	STAFF SALARIES	221,482.00	217,518.00	3,964.00	1.82%
A 1310.200-01-0000	EQUIPMENT	3,597.00	5,250.00	-1,653.00	-31.49%
A 1310.400-01-0000	CONTRACTUAL EXPENDITURES	10,555.00	13,648.00	-3,093.00	-22.66%
A 1310.400-01-0001	PROFESSIONAL DUES	1,030.00	1,000.00	30.00	3.00%
A 1310.400-01-0002	FINANCIAL SERVICES	17,952.00	7,000.00	10,952.00	156.46%
A 1310.450-01-0000	MATERIALS & SUPPLIES	4,400.00	4,400.00	0.00	0.00%
A 1310.490-01-0000	BOCES SERVICES	100,279.00	85,454.00	14,825.00	17.35%
1310	BUSINESS ADMINISTRATION *	605,586.00	574,554.00	31,032.00	5.40%
A 1320.400-01-0000	AUDIT SERVICES EXPENDITURES	39,850.00	39,000.00	850.00	2.18%
A 1320.401-01-0000	Internal Claims Auditor	6,000.00	18,000.00	-12,000.00	-66.67%

Account	Description	2024 - 25 Proposed Budget	2023 - 24 Budget	Dollar Change	Percent Change
1320	AUDITING *	45,850.00	57,000.00	-11,150.00	-19.56%
A 1325.160-01-0000	TREASURER - SALARY	140,000.00	133,000.00	7,000.00	5.26%
1325	TREASURER *	140,000.00	133,000.00	7,000.00	5.26%
A 1345.400-01-0000	CONTRACTUAL EXPENDITURES (ED-DATA)	6,840.00	4,645.00	2,195.00	47.26%
A 1345.490-01-0000	BOCES SERVICES	500.00	1,000.00	-500.00	-50.00%
1345	PURCHASING *	7,340.00	5,645.00	1,695.00	30.03%
13	**	798,776.00	770,199.00	28,577.00	3.71%
A 1420.400-01-0000	CONTRACTUAL LEGAL RETAINER	58,000.00	58,000.00	0.00	0.00%
A 1420.400-01-0001	OTHER LEGAL SERVICES	300,000.00	190,760.00	109,240.00	57.27%
1420	LEGAL *	358,000.00	248,760.00	109,240.00	43.91%
A 1430.160-01-0000	PERSONNEL CLERK SALARY	0.00	70,172.00	-70,172.00	-100.00%
A 1430.450-01-0000	SUPPLIES & MATERIALS	0.00	2,500.00	-2,500.00	-100.00%
A 1430.490-01-0000	BOCES SERVICES	21,459.00	11,202.00	10,257.00	91.56%
1430	PERSONNEL *	21,459.00	83,874.00	-62,415.00	-74.42%
A 1480.160-01-0000	SALARY VIDEOGRAPHER	65,463.00	62,345.00	3,118.00	5.00%
A 1480.200-01-0000	EQUIPMENT	2,525.00	1,250.00	1,275.00	102.00%
A 1480.400-01-0000	CONTRACTUAL EXPENDITURES	1,000.00	1,000.00	0.00	0.00%
A 1480.450-01-0000	MATERIAL & SUPPLIES			0.00	<N/A>
A 1480.490-01-0000	BOCES EXPENDITURES	49,622.00	48,897.00	725.00	1.48%
1480	PUBLIC INFORMATION & SERVICES *	118,610.00	113,492.00	5,118.00	4.51%
14	**	498,069.00	446,126.00	51,943.00	11.64%
A 1622.400-01-0000	SECURITY -CONTRACTUAL-DW	13,153.00	6,535.00	6,618.00	101.27%
A 1622.400-02-0000	SECURITY -CONTRACTUAL-RSS	1,397.00	1,347.00	50.00	3.71%
A 1622.400-03-0000	SECURITY -CONTRACTUAL-HS	9,114.00	8,789.00	325.00	3.70%
A 1622.400-05-0000	SECURITY -CONTRACTUAL-MS	2,793.00	2,694.00	99.00	3.68%
A 1622.450-01-0000	SECURITY -SUPPLIES & MATERIALS-DW	834.00	150.00	684.00	456.00%
1622	*	27,291.00	19,515.00	7,776.00	39.85%
A 1670.400-01-0000	CONTRACTUAL- PRINTING & MAILING	1,175.00	1,570.00	-395.00	-25.16%
A 1670.400-01-0005	COPIER SERVICE	33,124.00	53,124.00	-20,000.00	-37.65%
A 1670.450-01-0000	POSTAGE & SUPPLIES	16,650.00	18,399.00	-1,749.00	-9.51%
A 1670.490-01-0000	BOCES SERVICES	89,104.00	86,104.00	3,000.00	3.48%
1670	CENTRAL PRINTING & MAILING *	140,053.00	159,197.00	-19,144.00	-12.03%
16	**	167,344.00	178,712.00	-11,368.00	-6.36%
A 1910.400-01-0000	UNALLOCATED INSURANCE	359,860.00	286,081.00	73,779.00	25.79%

Account	Description	2024 - 25 Proposed Budget	2023 - 24 Budget	Dollar Change	Percent Change
1910	UNALLOCATED INSURANCE *	359,860.00	286,081.00	73,779.00	25.79%
A 1920.400-01-0000	SCHOOL ASSOCIATION DUES	24,291.00	23,338.00	953.00	4.08%
1920	SCHOOL ASSOCIATION DUES *	24,291.00	23,338.00	953.00	4.08%
A 1950.400-01-0000	ASSESS WATER TAX	33,000.00	33,000.00	0.00	0.00%
1950	ASSESSMENTS ON SCHOOL PROPERTY *	33,000.00	33,000.00	0.00	0.00%
A 1981.490-01-0000	BOCES ADMINISTRATION	201,642.00	205,243.00	-3,601.00	-1.76%
1981	BOCES ADMINISTRATIVE COSTS *	201,642.00	205,243.00	-3,601.00	-1.76%
A 1983.490-01-0000	BOCES CAPITAL EXPENSES	41,108.00	41,518.00	-410.00	-0.99%
1983	*	41,108.00	41,518.00	-410.00	-0.99%
A 1989.400-01-0000	UNCLASSIFIED	55,000.00	55,000.00	0.00	0.00%
1989	UNCLASSIFIED *	55,000.00	55,000.00	0.00	0.00%
19	**	714,901.00	644,180.00	70,721.00	10.98%
1	***	2,648,941.00	2,499,212.00	149,729.00	5.99%
A 2010.150-01-0000	ASST SUPERINTENDENT - CURRICULUM	246,291.00	240,284.00	6,007.00	2.50%
A 2010.150-01-0002	CURRICULUM DEVELOPMENT SALARIES	25,000.00	30,000.00	-5,000.00	-16.67%
A 2010.200-01-0000	EQUIPMENT	0.00	1,200.00	-1,200.00	-100.00%
A 2010.450-01-0000	CURRICULUM MATERIALS & SUPPLIES	500.00	500.00	500.00	<N/A>
A 2010.490-01-0000	BOCES TESTING & REPORTING	66,223.00	58,069.00	8,154.00	14.04%
2010	CURRICULUM DEVEL & SUPERVISION *	338,014.00	329,553.00	8,461.00	2.57%
A 2020.150-02-0000	SUPERVISION- INSTR. SALARIES- RSS	367,544.00	349,384.00	18,160.00	5.20%
A 2020.150-03-0000	SUPERVISION- INSTR. SALARIES- HS	401,066.00	381,744.00	19,322.00	5.06%
A 2020.150-05-0000	SUPERVISION- INSTR. SALARIES- MS	344,359.00	339,095.00	5,264.00	1.55%
A 2020.160-02-0000	CLERICAL STAFFS- RSS	210,151.00	197,165.00	12,986.00	6.59%
A 2020.160-02-0001	CLERICAL OVERTIME- RSS	3,000.00	2,000.00	1,000.00	50.00%
A 2020.160-03-0000	CLERICAL STAFFS- HS	154,794.00	147,049.00	7,745.00	5.27%
A 2020.160-03-0001	CLERICAL OVERTIME- HS	2,000.00	2,000.00	0.00	0.00%
A 2020.160-05-0000	CLERICAL STAFFS- MS	85,956.00	82,481.00	3,475.00	4.21%
A 2020.160-05-0001	CLERICAL OVERTIME- MS	2,000.00	2,000.00	0.00	0.00%
A 2020.200-03-0000	BBHS - EQUIPMENT	1,000.00	1,000.00	0.00	0.00%
A 2020.400-02-0000	RSS-CONTRACTUAL	5,951.00	5,925.00	26.00	0.44%
A 2020.400-03-0000	BBHS - CONTRACTUAL	16,900.00	25,500.00	-8,600.00	-33.73%
A 2020.400-05-0000	BBMS - CONTRACTUAL	1,719.00	2,000.00	-281.00	-14.05%
A 2020.450-02-0000	BMPRSS MATERIALS & SUPPLIES	6,500.00	5,100.00	1,400.00	27.45%
A 2020.450-03-0000	BBHS MATERIALS & SUPPLIES	2,000.00	2,000.00	0.00	0.00%

Account	Description	2024 - 25 Proposed Budget	2023 - 24 Budget	Dollar Change	Percent Change
A 2020.450-05-0000	BBMS MATERIALS & SUPPLIES	2,785.00	2,800.00	-15.00	-0.54%
2020	SUPERVISION-REGULAR SCHOOL *	1,607,725.00	1,547,243.00	60,482.00	3.91%
A 2070.400-01-0000	STAFF DEV.CONTRACTUAL	39,250.00	30,000.00	9,250.00	30.83%
A 2070.400-01-0001	TEACHER EXCELLENCE-FUND	6,500.00	6,500.00	0.00	0.00%
A 2070.400-01-0002	STAFF DEVEL - SRP	4,000.00	4,000.00	0.00	0.00%
A 2070.400-01-0003	SUPT CONFERENCE DAY	3,000.00	6,000.00	-3,000.00	-50.00%
A 2070.400-01-0004	CONSULTANT SERVICES	91,625.00	98,870.00	-7,245.00	-7.33%
A 2070.490-01-0000	BOCES SERVICES	42,350.00	41,520.00	830.00	2.00%
2070	INSERVICE TRAINING-INSTRUCTION *	186,725.00	186,890.00	-165.00	-0.09%
20	**	2,132,464.00	2,063,686.00	68,778.00	3.33%
2	***	2,132,464.00	2,063,686.00	68,778.00	3.33%
Sub-Totals for Administrative Components:		4,781,405.00	4,562,898.00	233,603.00	5.14%
Allocation for Undistributed Employee Benefits		1,417,018.00	1,286,536.00	130,482.00	10.14%
Totals for Administrative Components:		6,198,423.00	5,849,434.00	364,085.00	6.22%

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
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PROGRAM BUDGET SECTION

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
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INSTRUCTIONAL SUMMARY

This category includes salaries for faculty and staff dedicated to regular instruction and student success. Other instructional expenses necessary to support mandated common core curriculum requirements across all grade levels and disciplines are also include here.

The Blind Brook Public Schools will employ 146 faculty members allocated across grades K-12 in 2024-2025. Class sizes will remain within the Board-supported mandates set to ensure appropriate education and allocation of human resources. The District's goal is to ensure that each child receives instruction that meets or exceeds New York State Learning Standards by curriculum and grade level.

Elementary students develop critical thinking and analytical skills. Through literacy instruction in language arts, mathematics, social studies, science, health, technology and physical education each child's curriculum is enriched, and each student develops cultural and creative skills through art, music, and supplemental programs.

At the secondary level, New York State Learning Standards are being met or exceeded throughout the District. AP courses, electives, art, music and physical education programs as well as academic intervention services and Regents preparation at all levels, are embedded throughout the curriculum.

Included for budget purposes are payroll projections for K-12 faculty, substitute personnel, school monitors, teacher aides and stipends paid to these personnel for additional instructional assignments within the school.

Other instructional costs absorbed in this category are building-level expenses related to equipment/furniture, supplies and materials, textbooks and contractual obligations. These costs represent the building principals' per-pupil requests for 2024-2025 and in several instances are reduced yet again this year.

Other financial obligations of the District contained in this category are:

- Home tutoring
- Academic field trips
- BOCES instructional services

Total instructional area costs will increase by \$179,654 or 1.14% in 2024-2025.

You can obtain more information about each of the District's schools at the following links:

[Bruno m. Ponterio Ridge Street School](#)

[Blind Brook Middle School](#)

[Blind Brook High School](#)

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
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SPECIAL SERVICES & PUPIL SERVICES SUMMARY

The education of children with disabilities is governed by the following statutes and regulations:

- The **Reauthorized Individuals with Disabilities Education Act (IDEA 2004)** which imposes on school districts, among other mandates, an obligation to provide all children with disabilities a free and appropriate public education in the least restrictive environment.
- **Section 504 of the Rehabilitation Act of 1973** and the **Americans with Disabilities Act (ADA) of 1990** which prohibit discrimination on the basis of disability.
- **Article 89 of the New York State Education Law and Part 200 of the Commissioner's Regulations** which are also the vehicles that implement federal law governing the rights of children with disabilities in New York State.

The Blind Brook-Rye Union Free School District must provide all eligible resident children with disabilities a free and appropriate public education in the least restrictive environment that meets their needs as set forth in the child's individualized education program (IEP). The District has met its obligation to comply with these laws and has/will have served the following numbers of school-age children with disabilities (CSE/CPSE).

For 2024-2025, it is anticipated that 184 students or about 13.93% of the total District's student body will be classified with special needs as identified by committees on special education (CSE/CPSE). Of the 184 students it is anticipated that 18 students will be attending out-of-district schools.

Overall the expected costs for special/pupil services programs will increase by \$489,546, or 6.21% in 2024-2025. This is the result of an increase in special education staffing in this budget and an increase in the number of district students with disabilities needing instructional and emotional support.

Obtain more information about the District's special/pupil services programs at the [Pupil Services](#) link.

LIBRARY/TECHNOLOGY SUMMARY

The primary objective of the instructional technology plan in the Blind Brook-Rye Public Schools is to support the continued integration of technology and information literacy into curriculum, instruction, professional development, and information management to impact and expand the scope, quality, and richness of all educational programs.

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The Technology Department is supervised by the technology director and consists of (2) technology staff developers, (1) computer aide, (2) network technicians (outsourced), (1) data clerk and (1) office clerk. The Lower Hudson Regional Information Center (LHRIC), the technology arm of the local BOCES, provides engineering support. A Board-appointed technology planning committee consisting of administrators, teachers, community members and a board representative meet monthly to construct the District technology plan, establish goals, and evaluate the District's progress in meeting those goals. Every building within the District is fully networked, allowing users to efficiently share data and applications. The District's website, student information management systems and instructional software are hosted offsite by third-party vendors. Secured, dedicated servers house library software, cafeteria point-of-sale systems, instructional programs, and finance databases. All computers in the district are connected to the Internet through filtered access in keeping with CIPA (Child Internet Protection Act) regulations. Additionally, a fully managed wireless networking environment has been implemented.

The District libraries are supervised by building administration. The library staff consists of (2) library media specialists and (1) library clerk. Libraries in the District promote effective research strategies as well as information literacy. There has been an increase in the use of digital books and databases over the last few years.

The combined library/technology budget for 2024-2025 is projected to increase by \$38,589, or 1.30%. Included in this budget are the following for 2024-2025:

- Continued use of the SWBOCES LHRIC for tech support services
- Library equipment, books, and supplies
- Installation on a new PA system in the MS/HS

These budget items will assist in supporting the stated goals of the instructional technology plan: to provide an adequate and reliable infrastructure; timely resolution of technical problems; equitable access to hardware and software resources; well-designed ongoing professional development; and technology integration throughout the District. The proposed technology budget will advance efforts to integrate technology to extend and enrich curricula, and improve the manner in which instruction is delivered.

Obtain more information about the technology and instructional media/library programs at the [Technology](#) and [Library](#) links.

GUIDANCE/HEALTH SERVICES SUMMARY

The elementary, middle, and high school counselors in the guidance and counseling department address the academic, personal/social and career development needs of all HS students by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes student success. Counselors provide proactive leadership that engages all stakeholders in the delivery of programs and services to assist and work with students to support their goals and maximize success as they prepare for their role in the ever-changing 21st century.

The guidance program is delivered through:

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
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- A school guidance curriculum designed to help students achieve desired competencies and to provide students with developmentally appropriate knowledge and skills.
- Individual student planning to help students establish personal, academic and career goals to include the understanding of self and others, and assessment of strengths, weaknesses, talents, and skills.
- Academic planning that aligns with post high school and career goals.
- Responsive services that consist of prevention, intervention, and advocacy at the systemic level.
- Consultation with parents, teachers, other educators, and community resources.

In addition, counselors work with students to overcome the barriers they face in learning, help students build self-confidence, to build upon their strengths, to appreciate and celebrate individual differences and to develop healthy relationships that will contribute to academic and personal success. Counselors facilitate educational evening programs and in-school seminars related to developmental needs and college and career planning. The department is responsible for assisting students in registering for college-related exams and assisting students with disabilities in acquiring accommodations for college related exams. Counselors monitor compliance of 504 policies and procedures and work with special education faculty to ensure student plans are adhered to.

The guidance portion of the budget will increase by \$38,262, or 3.79% in 2024-2025. This is a result of contractual salary increases to support guidance services in all three of the District's school buildings.

The health services portion of the budget is projected to increase by \$6,673, or 1.75%. The net increase is a result of contractual salary increases programmed for school nurses in 2024-2025 combined with a reduction in equipment of \$1,100.

The guidance/health services 2024-2025 combined budget is projected to increase by \$64,682 or 3.38%.

Obtain more information at the District's K-12 [Guidance Services](#) link and [School Nurse](#).

INTERSCHOLASTIC ATHLETICS AND CO-CURRICULAR SUMMARY

The co-curricular and interscholastic athletics programs are important parts of the overall education program for Blind Brook's young men and women. All students are encouraged to take advantage of these exciting programs. An investment in these programs enhances school spirit and student morale. It does this by allowing students to work and play harmoniously with others, by promoting constructive use of their leisure time, by developing leadership traits and by furthering their athletic and vocational interests as well as developing new ones.

The 2024-2025 Athletic budget assumes full return of all of our sports programs.

The co-curricular activities budget is decreasing by \$51,834 or -14.10% as a result of careful budgeting in the upcoming year. It is anticipated that expenditures related to stage productions will be reduced due smaller sets.

Information concerning the many Co-curricular activities available to our students can be found at each of the individual school's websites.

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
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The interscholastic athletics budget is increasing by \$12,524, or 1.43% for 2024-2025.

Obtain more information about the interscholastic athletics program at the [Athletics](#) link.

PUPIL TRANSPORTATION SUMMARY

The Blind Brook-Rye Union Free School District provides pupil transportation for all resident children who legally attend public, private or parochial schools that are between .75 to 15 miles from their homes, as specified by the current Board of Education Policy #5720 amended 5/18/04 (by voter referendum). Any student in kindergarten through 5th grade will be eligible if he or she lives more than $\frac{3}{4}$ of a mile from school and a student in grades 6-12 will be eligible if he or she lives more than 1½ miles from school. Any resident, now living in the District, who applies for out-of-district transportation for their child/ren on or before April 1 of each year will be provided with transportation (within mileage limits); the District does not accept late applications unless it is submitted by a new resident within 30 days of the date of residency.

The District provides in-district transportation services using its own school buses driven by its own employees (7.0 FTE bus drivers). Private bus companies provide out-of-district transportation services and are more costly than in-district transportation services. The transportation budget is influenced by several variables, including but not limited to the following:

- In 2024-2025, the District is anticipating providing transportation for approximately 990 resident students to in-district schools and 84 students attending 41 private and special education schools. It also handles almost all of its afternoon sports trips using District buses.
- The District will continue to own and operate 12 large school buses and one school van that are inspected and maintained by the SWBOCES.
- The District must meet all NYSED (training), NYSDMV (drivers) and NYSDOT (buses) requirements for school bus operators. Two District staff members are 19A Certified Examiner and additionally one is a School Bus Driver Instructor that can provide the NYDMV & NYSED required training.

Budget projections assume:

- The current school board transportation policy will remain unchanged.
- Procurement of one new school bus as presented to voters via a separate proposition.
- The number of students requesting out of district transportation will remain stable.
- The price of fuel will not increase exorbitantly.
- The District shares some services to out-of-district schools thus saving money each year.
- Insurance as well as inspection and maintenance costs will experience no dramatic increases.

The Pupil Transportation budget for 2024-2025 is projected to increase by \$123,865, or 6.63% overall. This increase is mostly a result of increased need for bus matrons and contract transportation costs in 2024-2025.

Next year, the District must provide transportation for an estimated 84 resident students attending 41 different

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
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private and special education schools located outside of the District. It will do this by contracting with private school bus companies. The estimated cost for this contract transportation is \$1,119,942 or \$13,333 per pupil. By contrast, the District expects to transport 910 eligible students to in-district schools using its own school buses next year at a cost estimated to be \$848,350 or \$932 per pupil. The \$932 per pupil in-district transportation cost is far more (14x) cost-effective than the \$13,333 per pupil cost to transport children requesting service to out-of-district schools. Services provided to students attending out-of-district schools located with 15 miles of their residence are mandated by state education law.

Obtain more information at the [Pupil Transportation](#) link.

BOCES SERVICES SUMMARY

In literature sent to component school districts the Southern Westchester BOCES proclaims that its mission is:

***"To support the work being done in schools by providing services
and supports they are not able to provide for themselves."***

The Blind Brook-Rye Union Free School District's use of Southern Westchester BOCES services represents about 5.45% of its total proposed 2024-2025 Budget. The five areas of services that the District subscribes to are:

- Special educational services for students
- Technology support services including student data and financial management services
- Cooperative school bus inspection and maintenance services
- Athletic services including Section 1 and competition official costs
- Various cross-contracts with other BOCES through the Southern Westchester BOCES

The District's decision to purchase these services from SWBOCES represents its belief that it is obtaining the highest quality service in these areas at a more reasonable cost than if it provided the services themselves or through outside vendors.

At this time it is projected that the District is likely to subscribe to \$3,268,244 in BOCES services during the 2024-2025 school year. This represents a lower level of spending than was budgeted in 2023-2024 by \$410,970, or 11.17%. This reflects changes in special education placements, reallocating non-instructional software and services to administration and a decrease in some cosers.

More information about these cooperative services can be obtained at the [SWBOCES](#) link.

Account	Description	2024 - 25 Proposed Budget	2023 - 24 Budget	Dollar Change	Percent Change
A 2110.450-03-0006	BBHS MATH MATERIALS & SUPPLIES	2,043.00	2,500.00	-457.00	-18.28%
A 2110.450-03-0007	BBHS SCIENCE MATERIALS & SUPPLIES	14,941.00	15,903.00	-962.00	-6.05%
A 2110.450-03-0008	BBHS SOCIAL STUDIES MATERIALS & SUPPLIES	1,568.00	2,600.00	-1,032.00	-39.69%
A 2110.450-03-0009	BBHS MUSIC & ARTS MATERIALS & SUPPLIES	17,602.00	13,968.00	3,634.00	26.02%
A 2110.450-03-0010	BBHS PHYS ED SUPPLIES	1,500.00	1,500.00	0.00	0.00%
A 2110.450-03-0017	BBHS HEALTH MATERIALS & SUPPLIES	1,500.00	1,500.00	0.00	0.00%
A 2110.450-05-0000	BBMS MATERIALS & SUPPLIES	21,104.00	24,150.00	-3,046.00	-12.61%
A 2110.450-05-0001	BBMS- MATERIAL & SUPPLIES- ENGLISH	2,400.00	3,900.00	-1,500.00	-38.46%
A 2110.450-05-0005	BBMS LANGUAGES MATERIALS & SUPPLIES	1,000.00	1,580.00	-580.00	-36.71%
A 2110.450-05-0006	BBMS MATH MATERIALS & SUPPLIES	750.00	998.00	-248.00	-24.85%
A 2110.450-05-0007	BBMS SCIENCE MATERIALS & SUPPLIES	4,100.00	2,600.00	1,500.00	57.69%
A 2110.450-05-0008	BBMS SOCIAL STUDIES MATERIALS & SUPPLIES	1,025.00	940.00	85.00	9.04%
A 2110.450-05-0009	BBMS MATERIALS & SUPPLIES - ART	6,000.00	7,840.00	-1,840.00	-23.47%
A 2110.450-05-0010	BBMS PHYS ED SUPPLIES	1,050.00	1,100.00	-50.00	-4.55%
A 2110.450-05-0011	BBMS MATERIALS & SUPPLIES - INSTRUMENTAL MI	4,000.00	4,050.00	-50.00	-1.24%
A 2110.450-05-0012	BBMS VOCAL MUS. MATERIALS & SUPPLIES	0.00	560.00	-560.00	-100.00%
A 2110.450-05-0014	BBMS TECHNOLOGY MATERIALS & SUPPLIES	6,500.00	13,600.00	-7,100.00	-52.21%
A 2110.450-05-0015	BBMS FAMILY & CS MATERIALS & SUPPLIES	0.00	7,400.00	-7,400.00	-100.00%
A 2110.480-01-0000	TEXTBOOKS - SPEC			0.00	<N/A>
A 2110.480-02-0000	TEXTBOOKS RSS	26,682.00	165,410.00	-138,728.00	-83.87%
A 2110.480-03-0000	BBHS TEXTBOOKS	24,700.00	27,343.00	-2,643.00	-9.67%
A 2110.480-05-0000	BBMS - TEXTBOOKS	2,000.00	9,120.00	-7,120.00	-78.07%
A 2110.480-05-0001	BBMS TEXTBOOKS ENGLISH	7,200.00	7,500.00	-300.00	-4.00%
A 2110.480-05-0005	BBMS TEXTBOOKS WORLD LANGUAGES	0.00	35,621.00	-35,621.00	-100.00%
A 2110.480-05-0007	BBMS TEXTBOOKS SCIENCE	2,400.00	2,400.00	0.00	0.00%
A 2110.490-01-0000	BOCES SERVICES	24,589.00	23,872.00	717.00	3.00%
A 2110.490-02-0000	BOCES ELEMENTARY SCIENCE PROGRAM	4,060.00	4,060.00	0.00	0.00%
2110	TEACHING-REGULAR SCHOOL *	15,906,206.00	15,726,552.00	179,654.00	1.14%
21	**	15,906,206.00	15,726,552.00	179,654.00	1.14%
A 2250.150-01-0000	ADMINSTRATOR SALARIES	371,220.00	350,544.00	20,676.00	5.90%
A 2250.150-05-0000	INSTRUCTIONAL SALARIES- MS	1,163,091.00	988,350.00	174,741.00	17.68%
A 2250.151-01-0000	INSTRUCTIONAL SALARIES	224,869.00	252,722.00	-27,853.00	-11.02%
A 2250.151-02-0000	INTRUCTIONAL SALARIES- RSS	1,747,698.00	1,613,367.00	134,331.00	8.33%
A 2250.151-03-0000	INSTRUCTIONAL SALARIES- HS	914,196.00	936,030.00	-21,834.00	-2.33%

Account	Description	2024 - 25 Proposed Budget	2023 - 24 Budget	Dollar Change	Percent Change
A 2250.160-01-0001	CLERICAL SUPPORT	118,231.00	109,445.00	8,786.00	8.03%
A 2250.160-02-0000	NON. INSTRUC. SAL. - RSS (TEACH AIDE)	946,084.00	800,345.00	145,739.00	18.21%
A 2250.160-05-0000	NON. INSTRUC. SAL- MS (TEACH AIDE)	100,072.00	94,878.00	5,194.00	5.47%
A 2250.200-01-0000	EQUIPMENT	15,000.00	15,000.00	0.00	0.00%
A 2250.400-01-0000	CONTRACTUAL EXPENDITURES	495,055.00	466,440.00	28,615.00	6.14%
A 2250.450-01-0000	MATERIALS & SUPPLIES	8,600.00	8,600.00	0.00	0.00%
A 2250.470-01-0000	TUITION	1,321,078.00	1,127,667.00	193,411.00	17.15%
A 2250.490-01-0000	BOCES TUITION	724,425.00	915,667.00	-191,242.00	-20.89%
A 2250.490-01-0001	BOCES - RELATED SERVICES	185,107.00	175,037.00	10,070.00	5.75%
2250	PROGRAMS-STUDENTS W/ DISABIL *	8,334,726.00	7,854,092.00	480,634.00	6.12%
A 2280.490-01-0000	BOCES SERVICES- OCC ED	44,752.00	35,840.00	8,912.00	24.87%
2280	OCCUPATIONAL EDUCATION *	44,752.00	35,840.00	8,912.00	24.87%
22	**	8,379,478.00	7,889,932.00	489,546.00	6.21%
A 2610.150-02-0000	INSTRUC. SALARIES- RSS (IMC)	148,349.00	147,186.00	1,163.00	0.79%
A 2610.150-03-0000	INSTRUC. SALARIES- HS (IMC)	89,169.00	85,570.00	3,599.00	4.21%
A 2610.160-03-0000	NON-INSTRUC. SALARIES- HS (IMC)	44,991.00	42,853.00	2,138.00	4.99%
A 2610.400-03-0000	BBMS/HS CONTRACTUAL	3,000.00	3,000.00	0.00	0.00%
A 2610.450-03-0000	BBMS/HS MATERIALS & SUPPLIES	1,000.00	1,000.00	0.00	0.00%
A 2610.460-02-0000	BMPRSS LIBRARY-BOOKS	3,000.00	4,000.00	-1,000.00	-25.00%
A 2610.460-03-0000	BBMS/HS LIBRARY BOOKS	5,000.00	6,000.00	-1,000.00	-16.67%
A 2610.465-03-0000	PERIODICALS - BBMHS	1,700.00	1,700.00	0.00	0.00%
A 2610.490-01-0000	BOCES SERVICES	68,000.00	68,000.00	0.00	0.00%
2610	SCHOOL LIBRARY & AUDIOVISUAL *	364,209.00	359,309.00	4,900.00	1.36%
A 2630.150-01-0000	INSTRUCTIONAL SALARIES	400,301.00	380,323.00	19,978.00	5.25%
A 2630.160-01-0000	NONINSTRUCTIONAL SALARIES	170,921.00	160,412.00	10,509.00	6.55%
A 2630.160-02-0000	NON-INSTRUC. SALARIES- RSS	71,016.00	69,623.00	1,393.00	2.00%
A 2630.161-01-0000	CLERICAL OVERTIME	1,500.00	1,500.00	0.00	0.00%
A 2630.200-01-0000	EQUIPMENT--DO	4,100.00	7,150.00	-3,050.00	-42.66%
A 2630.200-02-0000	EQUIPMENT--BMPRSS	9,630.00	10,725.00	-1,095.00	-10.21%
A 2630.200-03-0000	EQUIPMENT--BBHS	197,165.00	9,525.00	187,640.00	1969.97%
A 2630.200-05-0000	EQUIPMENT--BBMS	2,875.00	21,574.00	-18,699.00	-86.67%
A 2630.400-01-0000	CONTRACTUAL EXPENDITURES	236,300.00	101,700.00	134,600.00	132.35%
A 2630.450-01-0000	MATERIALS & SUPPLIES--DO	6,355.00	10,930.00	-4,575.00	-41.86%
A 2630.450-02-0000	MATERIALS & SUPPLIES--BMPRSS	3,640.00	3,650.00	-10.00	-0.27%

Account	Description	2024 - 25 Proposed Budget	2023 - 24 Budget	Dollar Change	Percent Change
A 2630.450-03-0000	MATERIALS & SUPPLIES--BBHS	26,013.00	18,010.00	8,003.00	44.44%
A 2630.450-05-0000	MATERIALS & SUPPLIES--BBMS	2,800.00	2,950.00	-150.00	-5.09%
A 2630.460-01-0000	STATE AID COMP.SOFTWARE	146,477.00	151,952.00	-5,475.00	-3.60%
A 2630.490-01-0000	BOCES SERVICES	1,367,348.00	1,662,728.00	-295,380.00	-17.77%
2630	COMPUTER ASSISTED INSTRUCTION *	2,646,441.00	2,612,752.00	33,689.00	1.29%
26	**	3,010,650.00	2,972,061.00	38,589.00	1.30%
A 2810.151-02-0000	RSS COUNSELORS SALARIES	119,563.00	115,765.00	3,798.00	3.28%
A 2810.151-03-0000	HS COUNSELORS SALARIES	592,267.00	568,819.00	23,448.00	4.12%
A 2810.151-05-0000	MS COUNSELORS SALARIES	266,463.00	258,306.00	8,157.00	3.16%
A 2810.160-03-0000	NON-INSTRUC. SALARIES- HS	67,523.00	60,664.00	6,859.00	11.31%
A 2810.400-03-0000	BBHS CONTRACTUAL	1,000.00	5,000.00	-4,000.00	-80.00%
A 2810.450-03-0000	BBHS MATERIALS & SUPPLIES	1,000.00	1,000.00	0.00	0.00%
2810	GUIDANCE-REGULAR SCHOOL *	1,047,816.00	1,009,554.00	38,262.00	3.79%
A 2815.160-01-0000	NURSES SALARIES - FLOATER	114,537.00	86,104.00	28,433.00	33.02%
A 2815.160-02-0000	NURSES SALARIES- RSS	89,735.00	86,104.00	3,631.00	4.22%
A 2815.160-03-0000	NURSES SALARIES- HS	76,351.00	72,248.00	4,103.00	5.68%
A 2815.160-05-0000	NURSES SALARIES- MS	0.00	25,894.00	-25,894.00	-100.00%
A 2815.161-02-0000	RSS NURSE OVERTIME	1,000.00	1,000.00	0.00	0.00%
A 2815.161-03-0000	HS NURSE OVERTIME	4,500.00	3,500.00	1,000.00	28.57%
A 2815.161-05-0000	MS NURSE OVERTIME	0.00	3,500.00	-3,500.00	-100.00%
A 2815.200-02-0000	EQUIPMENT- PRSS	750.00	1,300.00	-550.00	-42.31%
A 2815.200-03-0000	EQUIPMENT - MS/HS	750.00	1,300.00	-550.00	-42.31%
A 2815.400-01-0000	CONTRACTUAL - REG STUDENTS	30,000.00	30,000.00	0.00	0.00%
A 2815.400-01-0001	CONTRACTUAL PRIVATE/PAROCHIAL	65,000.00	65,000.00	0.00	0.00%
A 2815.400-01-0002	CONTRACTUAL - SUB SERVICES	2,000.00	2,000.00	0.00	0.00%
A 2815.450-01-0000				0.00	<N/A>
A 2815.450-02-0000	RSS MATERIALS AND SUPPLIES	2,400.00	2,400.00	0.00	0.00%
A 2815.450-03-0000	MS/HS MATERIALS & SUPPLIES	1,400.00	1,400.00	0.00	0.00%
2815	HEALTH SERVICES-REGULAR SCHOOL *	388,423.00	381,750.00	6,673.00	1.75%
A 2820.150-02-0000	PSYCH SALARIES- RSS	211,986.00	208,881.00	3,105.00	1.49%
A 2820.150-03-0000	PSYCH SALARIES- HS	100,977.00	97,319.00	3,658.00	3.76%
2820	PSYCHOLOGICAL SRVC-REG SCHOOL *	312,963.00	306,200.00	6,763.00	2.21%
A 2825.150-05-0000	SOCIAL WORKER SALARIES- MS	230,516.00	217,532.00	12,984.00	5.97%
2825	SOCIAL WORK SRVC-REG SCHOOL *	230,516.00	217,532.00	12,984.00	5.97%

Account	Description	2024 - 25 Proposed Budget	2023 - 24 Budget	Dollar Change	Percent Change
A 2850.135-02-0000	ADVISOR STIPENDS- RSS	37,165.00	37,165.00	0.00	0.00%
A 2850.135-03-0000	ADVISOR STIPENDS- HS	128,739.00	128,739.00	0.00	0.00%
A 2850.135-05-0000	ADVISOR STIPENDS- MS	44,704.00	39,704.00	5,000.00	12.59%
A 2850.161-02-0000	CHAPERON STIPENDS- RSS	10,201.00	10,000.00	201.00	2.01%
A 2850.161-03-0000	CHAPERON STIPENDS- HS	42,000.00	72,000.00	-30,000.00	-41.67%
A 2850.161-05-0000	CHAPERONE STIPENDS- MS	10,920.00	10,755.00	165.00	1.53%
A 2850.400-02-0000	CONTRACTUAL EXPENDITURES - RSS	4,350.00	4,350.00	0.00	0.00%
A 2850.400-03-0000	CONTRACTUAL EXPENDITURES - BBHS	29,000.00	39,500.00	-10,500.00	-26.58%
A 2850.400-05-0000	CONTRACTUAL EXPENDITURES - BBMS	1,300.00	7,000.00	-5,700.00	-81.43%
A 2850.450-02-0000	MATERIALS AND SUPPLIES - RSS	500.00	500.00	0.00	0.00%
A 2850.450-03-0000	MATERIALS AND SUPPLIES - BBHS	7,000.00	18,000.00	-11,000.00	-61.11%
2850	CO-CURRICULAR ACTIV-REG SCHL *	315,879.00	367,713.00	-51,834.00	-14.10%
A 2855.150-01-0000	ADMINISTRATOR SALARY	166,363.00	163,160.00	3,203.00	1.96%
A 2855.160-01-0000	CLERICAL - ATHLETICS	64,665.00	57,239.00	7,426.00	12.97%
A 2855.160-03-0000	COACHES STIPEND- HS	258,770.00	251,647.00	7,123.00	2.83%
A 2855.160-05-0000	COACHES STIPEND- MS	82,027.00	72,875.00	9,152.00	12.56%
A 2855.161-03-0000	CHAPERON STIPENDS- HS	51,262.00	38,000.00	13,262.00	34.90%
A 2855.161-05-0000	CHAPERON STIPENDS- MS	11,000.00	13,000.00	-2,000.00	-15.39%
A 2855.200-01-0000	EQUIPMENT	2,700.00	21,550.00	-18,850.00	-87.47%
A 2855.200-01-0001	EQUIPMENT RECONDITIONING	10,000.00	16,500.00	-6,500.00	-39.39%
A 2855.400-01-0000	CONTRACTUAL EXPENDITURES	82,200.00	88,500.00	-6,300.00	-7.12%
A 2855.400-01-0001	CONTRACTUAL MERGERS	35,325.00	24,725.00	10,600.00	42.87%
A 2855.400-01-0002	CONTRACTUAL DUES	10,600.00	12,400.00	-1,800.00	-14.52%
A 2855.400-01-0003	CONTRACTUAL - UNIFORMS	6,500.00	15,050.00	-8,550.00	-56.81%
A 2855.400-01-0004	CONTRACTUAL - STAFF DEVELOP	0.00	1,000.00	-1,000.00	-100.00%
A 2855.450-01-0000	MATERIALS AND SUPPLIES	15,900.00	22,595.00	-6,695.00	-29.63%
A 2855.490-01-0000	BOCES SERVICES	92,408.00	78,955.00	13,453.00	17.04%
2855	INTERSCHOL ATHLETICS-REG SCHL *	889,720.00	877,196.00	12,524.00	1.43%
28	**	3,185,317.00	3,159,945.00	25,372.00	0.80%
2	***	30,481,651.00	29,748,490.00	733,161.00	2.47%
A 5510.160-01-0000	BUS DRIVER SALARIES	511,426.00	498,469.00	12,957.00	2.60%
A 5510.161-01-0000	BUS DRIVER - OVERTIME	68,650.00	68,850.00	-200.00	-0.29%
A 5510.162-01-0000	BUS MONITORS/ATTENDANTS	62,675.00		62,675.00	<N/A>
A 5510.200-01-0000	EQUIPMENT	7,750.00	2,500.00	5,250.00	210.00%

Account	Description	2024 - 25 Proposed Budget	2023 - 24 Budget	Dollar Change	Percent Change
A 5510.400-01-0000	CONTRACTUAL EXPENDITURES	37,823.00	49,814.00	-11,991.00	-24.07%
A 5510.450-01-0000	MATERIALS & SUPPLIES	10,010.00	1,650.00	8,360.00	506.67%
A 5510.450-01-0001	FUEL	43,000.00	43,000.00	0.00	0.00%
A 5510.490-01-0000	BOCES SERVICES	92,700.00	90,000.00	2,700.00	3.00%
5510	DISTRICT TRANSPORT *	834,034.00	754,283.00	79,751.00	10.57%
A 5530.400-01-0000	CONTRACTUAL EXPENDITURES	0.00		0.00	<N/A>
A 5530.450-01-0001	MATERIAL & SUPPLIES-HEAT OIL	14,316.00	16,000.00	-1,684.00	-10.53%
5530	GARAGE BUILDING *	14,316.00	16,000.00	-1,684.00	-10.53%
A 5540.400-01-0000	CONTRACT TRANSPORTATION	1,119,942.00	1,074,144.00	45,798.00	4.26%
A 5540.400-01-0001	Contract Trans.- Sports	12,410.00	19,410.00	-7,000.00	-36.06%
A 5540.410-01-0001	Contract Trans.- Field Trips	12,280.00	5,280.00	7,000.00	132.58%
5540	CONTRACT TRANSPORT *	1,144,632.00	1,098,834.00	45,798.00	4.17%
55	**	1,992,982.00	1,869,117.00	123,865.00	6.63%
5	***	1,992,982.00	1,869,117.00	123,865.00	6.63%
A 9901.950-01-0000	INTERFUND TRANSFER SPECIAL AID FUND	39,000.00	39,000.00	0.00	0.00%
9901	TRANSFER TO SPECIAL AID *	39,000.00	39,000.00	0.00	0.00
99	**	39,000.00	39,000.00	0.00	0.00
Sub-Totals for Program Components:		32,513,633.00	31,656,607.00	857,026.00	2.71%
Allocation for Undistributed Employee Benefits		9,635,749.00	8,925,769.00	709,980.00	7.95%
Totals for Program Components:		42,149,382.00	40,582,376.00	1,567,006.00	3.86%
Grand Total		59,976,049.00	57,078,851.00	2,897,198.00	5.08%

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

CAPITAL BUDGET SECTION

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

OPERATIONS & MAINTENANCE SUMMARY

The Operations & Maintenance (O&M) budget for 2024-2025 is projected to decrease by \$24,675 or .78%. The decrease is due to a reduction in utilities mitigated by increases in service contracts and contractual expenditures.

The budget projections are a result of estimates in staffing, utilities costs, service agreement costs and the number of ordinary and long-range maintenance projects paid out of the general fund next year.

Day shift custodians do set-ups, internal deliveries, building repairs, cleaning, grounds work and landscaping during the school day. Night custodians and cleaners do cleaning and set-ups as well as breakdowns. All custodial and cleaning work is performed to Level 2 standard.

DEBT SERVICE SUMMARY

In order to build facilities and purchase fixed equipment the District borrows money to pay for these large expenditures over time. It also borrows money in certain instances when tax refunds to non-homestead taxpayers become necessary as a result of court orders. Consequently, debt service is part of the budget which includes funds for the payment of principal and interest on these outstanding borrowings.

The total cost of the District's outstanding debt service for 2024-2025 is \$5,245,380, an increase of \$9,988 from the prior year, a .19% increase.

In addition to bonds for construction projects, the district has debt for property tax refunds, EPC payments and the purchase of new buses.

INTER-FUND TRANSFERS

The School District maintains seven individual governmental funds; General Fund, Special Aid Fund, School Lunch Fund, Special Purpose Fund, Debt Service Fund, Capital Projects Fund and Permanent Fund. The

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

General, Special Aid and the Capital Projects Funds, are considered major funds.

The District typically budgets for two types of interfund transfers from the General Fund to the:

1. Special Aid Fund
2. Capital Projects Fund

The Special Aid Fund is used to account for revenues and expenditures in connection with federally supported programs and State funded grants operated by the School District. At Blind Brook, the General Fund supports only one of these programs. Each year the estimated costs of providing extended year (summer) school services is determined and 20% of this amount is budgeted as a transfer to the Special Aid Fund. The remaining 80% of funding is provided by the State Education Department.

The Capital Projects Fund is provided for school districts to account for capital improvements and acquisitions. Capital projects are budgeted on an individual project basis since legal and contractual requirements will vary from one project to another. The initiation and implementation of a capital project generally requires voter authorization of the funding that may take the form of either obligations or current budgeted funds.

Included in the 2024-2025 budget are two interfund transfers. One transfer is to the Special Aid Fund in the amount of \$39,00 providing a 20% offset to summer school special education expenditures anticipated in July and August of 2024. The remaining 80% of funding is provided by the State Education Department and accounted for in the Special Aid Fund.

The transfer to the Capital Projects Fund is for the planned repair of the MS/HS athletic field. In addition to the budget the public will be asked to approve the replacement of artificial turf in Proposition # 3. Currently this field is closed for all use until such repairs are made to ensure the safety of our student athletes.

Account	Description	2024 - 25 Proposed Budget	2023 - 24 Budget	Dollar Change	Percent Change
Capital Components					
A 1620.400-01-0001	TELEPHONE SERVICE	14,940.00	15,096.00	-156.00	-1.03%
A 1620.400-01-0002	ENERGY (GAS)	185,400.00	210,779.00	-25,379.00	-12.04%
A 1620.400-01-0003	WATER SERVICE	25,770.00	27,120.00	-1,350.00	-4.98%
A 1620.400-01-0004	ELECTRICAL SERVICE	498,960.00	544,598.00	-45,638.00	-8.38%
A 1620.490-01-0000	BOCES SERVICES	0.00	36,199.00	-36,199.00	-100.00%
1620	OPERATION OF PLANT *	725,070.00	833,792.00	-108,722.00	-13.04%
A 1621.160-01-0000	CUSTODIAL SALARIES	1,070,208.00	1,011,574.00	58,634.00	5.80%
A 1621.160-01-0002	CUSTODIAL OVERTIME	81,800.00	90,000.00	-8,200.00	-9.11%
A 1621.160-01-0003	NIGHT CLEANERS	316,490.00	343,050.00	-26,560.00	-7.74%
A 1621.200-01-0000	EQUIPMENT	51,534.00	48,451.00	3,083.00	6.36%
A 1621.400-01-0001	ORDINARY MAINTENANCE	79,528.00	79,692.00	-164.00	-0.21%
A 1621.400-01-0002	SERVICE AGREEMENTS	190,019.00	182,758.00	7,261.00	3.97%
A 1621.400-01-0003	LONG RANGE MAINTENANCE	176,150.00	176,150.00	0.00	0.00%
A 1621.400-01-0005	UNIFORMS	8,250.00	7,250.00	1,000.00	13.79%
A 1621.450-01-0000	MATERIALS & SUPPLIES	215,200.00	197,200.00	18,000.00	9.13%
A 1621.490-01-0000	BOCES SERVICES	42,361.00		42,361.00	<N/A>
1621	MAINTENANCE OF PLANT *	2,231,540.00	2,136,125.00	95,415.00	4.47%
16	**	2,956,610.00	2,969,917.00	-13,307.00	-0.45%
A 1964.400-01-0000	REFUND ON REAL PROPERTY TAXES	100,000.00	100,000.00	0.00	0.00%
1964	REFUND ON REAL PROPERTY TAXES *	100,000.00	100,000.00	0.00	0.00%
19	**	100,000.00	100,000.00	0.00	0.00%
1	***	3,056,610.00	3,069,917.00	-13,307.00	-0.43%
A 9711.600-01-0000	SERIAL BONDS-SCHOOL CONSTRUCTION-P	3,310,000.00	3,220,000.00	90,000.00	2.80%
A 9711.700-01-0000	SERIAL BONDS-SCHOOL CONSTRUCTION-I	1,109,169.00	1,217,031.00	-107,862.00	-8.86%
9711	*	4,419,169.00	4,437,031.00	-17,862.00	-0.40%
A 9714.600-01-0000	PRINCIPAL - REAL PROPERTY TAX REFUND	210,000.00	205,000.00	5,000.00	2.44%
A 9714.700-01-0000	INTEREST - REAL PROPERTY TAX REFUND	111,044.00	117,194.00	-6,150.00	-5.25%
9714	*	321,044.00	322,194.00	-1,150.00	-0.36%
A 9787.600-01-0000	INSTALLMENT PURCHASE DEBT-BUS-PRINCIPAL	44,264.00	43,828.00	436.00	1.00%
A 9787.600-01-0001	CAPITAL LEASE- BUS PURCHASES 2022	92,294.00	87,092.00	5,202.00	5.97%
A 9787.600-01-0003	CAPITAL LEASE- BUS PURCHASES 2023	54,394.00	66,622.00	-12,228.00	-18.35%
A 9787.600-01-0004	CAPITAL LEASE- BUS PURCHASES 2024	27,184.00		27,184.00	<N/A>
A 9787.700-01-0000	INSTALLMENT PURCHASE DEBT-BUS-INTEREST	440.00	876.00	-436.00	-49.77%

Account	Description	2024 - 25 Proposed Budget	2023 - 24 Budget	Dollar Change	Percent Change
A 9787.700-01-0001	CAPITAL LEASE- BUS PURCHASE INTEREST- 2022	13,756.00	17,552.00	-3,796.00	-21.63%
A 9787.700-01-0002	CAPITAL LEASE- BUS PURCHASE INTEREST- 2023	17,928.00	14,916.00	3,012.00	20.19%
A 9787.700-01-0004	CAPITAL LEASE- BUS PURCHASE INTEREST- 2024	9,625.00		9,625.00	<N/A>
9787	*	259,885.00	230,886.00	28,999.00	12.56%
A 9789.600-01-0000	EPC PRINCIPAL	213,106.00	208,364.00	4,742.00	2.28%
A 9789.700-01-0000	EPC INTEREST	32,176.00	36,917.00	-4,741.00	-12.84%
9789	*	245,282.00	245,281.00	1.00	0.00%
97	**	5,245,380.00	5,235,392.00	9,988.00	0.19%
A 9901.960-01-0001	INTERFUND TRANSFER TO CAPITAL	667,927.00	0.00	667,927.00	<N/A>
A99		667,927.00	0.00	667,927.00	<N/A>
9	***	5,913,307.00	5,235,392.00	677,915.00	12.95%
Sub-Totals for Capital Components:		8,969,917.00	8,305,309.00	664,608.00	8.00%
Allocation for Undistributed Employee Benefits		2,658,327.00	2,341,732.00	316,595.00	13.52%
Totals for Capital Components:		11,628,244.00	10,647,041.00	981,203.00	9.22%

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

APPENDICES

Appendix Number and Description:

1. 2024-2025 Real Property Tax Levy Cap Worksheet
2. 2024-2025 Property Tax Report Card
3. 2024-2025 Administrative Compensation Information
4. Local Government Exemption Impact Report
5. Glossary of School Finance and Budget Terms
6. 2024-2025 School District Budget Notice (Postcard)
7. The NYS District Report Card and Fiscal Accountability Supplement can be found at <https://data.nysed.gov>

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

REAL PROPERTY TAX LEVY CAP WORKSHEET

Tax-Cap Calculation	
2024-2025	
Prior Tax Levy (2023-2024)	49,798,423
x tax-base growth factor 1.0167	1.0167 ORPTS (Dec 2023)
	<u>50,630,057</u>
+ PILOTs received	0
=	<u>50,630,057</u>
- Prior Year Capital Tax Levy Exclusion	3,891,879
= Adjusted prior year tax levy	<u>46,738,178</u>
1.02% or CPI whichever is less	1.02
	<u>47,672,941</u>
- PILOTs receivable	0
+ carryover from previous year	0
Tax-levy limit	<u>47,672,941</u>
New School Year Exemptions	
ERS/TRS Exclusion	4,731
New Capital Tax Levy Exclusion	4,381,892
Maximum Allowable Tax Levy	<u>52,059,564</u>

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

PROPERTY TAX REPORT CARD

2024-25 Property Tax Report Card

000000 - Blind Brook-Rye UFSD Contact Person: Laurie Baum Telephone Number: (914) 937-3600 x1003	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)
Total Budgeted Amount, not including Separate Propositions	57,078,851	59,976,049
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	49,798,423	52,059,564
B. Tax Levy to Support Library Debt, if Applicable		
C. Tax Levy for Non-Excludable Propositions, if Applicable ²		
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable		
E. Total Proposed School Year Tax Levy (A + B + C - D)	49,798,423	52,059,564
F. Permissible Exclusions to the School Tax Levy Limit	3,891,879	4,386,623
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	42,789,508	47,672,941
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	45,906,544	47,672,941
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	-3,117,036	0
Public School Enrollment	1,321	1,324
Consumer Price Index	8.00%	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	3,059,497	3,697,970
Assigned Appropriated Fund Balance	1,000,000	1,208,884
Adjusted Unrestricted Fund Balance	2,283,154	2,399,042
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

Revenue Type	Revenue Name	Revenue Description ¹	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year
Capital	Capital Reserve- Facilities	To pay the cost of any object or purpose for which bonds may be issued.	534,437	504,430	
Repair	Repair Reserve	To pay the cost of repairs to capital improvements or equipment.			
Workers' Compensation	Worker Compensation Reserve	To pay for Workers Compensation and benefits.	107,943	109,062	
Unemployment Insurance		To pay the cost of reimbursement to the State Unemployment Insurance Fund.			
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.			
Insurance	Insurance Reserve	To pay liability, casualty, and other types of uninsured losses.	35,617	105,983	
Property Loss	Property Loss Reserve	To establish and maintain a program of reserves to cover property loss.	16,190	16,356	
Liability		To establish and maintain a program of reserves to cover liability claims incurred.			
Tax Certiorari	Tax Certiorari Reserve	To establish a reserve fund for tax certiorari settlements.	45,616	246,084	
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
EBLAR - Employee Benefit Accrued Liability	EBLAR	For the payment of accrued 'employee benefits' due to employees upon termination of service.	375,988	380,014	
Retirement Contribution	ERS Reserve	To fund employer retirement contributions to the State and Local Employees' Retirement System.	1,612,907	1,629,474	698,592
Other Reserve	TRS Reserve	To fund employer retirement contributions to the Teachers' Retirement System.	451,935	706,577	

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

SALARY DISCLOSURE

District Name: BLIND BROOK-RYE UFSD
Contact Person: TIANA TRUONG

District Code: 661905
Telephone: (914) 937-3600
Tel Extension: 1012

School Administrator Salary Disclosure Form

Form Due May 13, 2024

2024-2025 Salary Threshold = \$169,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2024-2025.

If you will be sharing a Superintendent, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to EMSCMGTS@nySED.gov indicating the title of the staff persons(s) as well as the other district(s) involved in the cost-sharing.

The salaries, benefits and other compensation reported in the form should reflect only the financial support or commitment that your district will be making. They should **not** reflect the total amounts budgeted to be paid by all participating districts over the school year.

Report Estimated Salaries in the Budget for the 2024-2025 School Year

Sections 1608 and 1716 of the Education Law
(Please read the instructions and definitions before completing this form.)

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	275,834	82,419	3,400

Please list the district or districts with which you will be sharing a superintendent (if applicable):

Associate, Assistant and Deputy Superintendents

(Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)

2.	ASST SPT FOR FINANCE & FACILITIES	241,644	55,688	
3.	ASST SPT CURRICULUM, ASSESSMENT & INSTRUCTION	241,644	75,601	
4.	PPS DIRECTOR	231,052	72,629	
5.	HS PRINCIPAL	200,601	69,054	
6.	MS PRINCIPAL	189,957	67,774	
7.	ELEMENTARY PRINCIPAL	208,802	51,308	
8.	HS ASST. PRINCIPAL	192,897	66,686	
9.	IT DIRECTOR	181,659	66,686	
10.				

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

LOCAL GOVERNMENT EXEMPTION IMPACT REPORT

NYS - Real Property System
County of Westchester

Assessor's Report - 2023 - Prior Year File
S495 Exemption Impact Report
County Wide School District Summary

RPS221/V04/L001
Date/Time - 2/1/2024 08:33:10
Total Assessed Value 2,990,672,135

Equalized Total Assessed Value 2,990,672,135

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12150	NYS EMPLOYEES RETIREMENT SYSTE	RPTL 404(2)	3	13,393,300	0.45
13100	CO - GENERALLY	RPTL 406(1)	12	134,929,820	4.51
13500	TOWN - GENERALLY	RPTL 406(1)	2	14,252,100	0.48
13650	VG - GENERALLY	RPTL 406(1)	15	15,330,000	0.51
13800	SCHOOL DISTRICT	RPTL 408	2	45,411,300	1.52
13850	BOCES	RPTL 408	1	5,606,500	0.19
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	1	5,261,100	0.18
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	14,001,700	0.47
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	1	81,100	0.00
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	78	4,207,650	0.14
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	7	378,000	0.01
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	31	2,790,000	0.09
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	2	180,000	0.01
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	9	1,381,455	0.05
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	2	271,410	0.01
41400	CLERGY	RPTL 460	1	1,500	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	8	3,410,050	0.11
41804	PERSONS AGE 65 OR OVER	RPTL 467	4	1,117,720	0.04
41834	ENHANCED STAR	RPTL 425	114	24,393,720	0.82
41854	BASIC STAR 1999-2000	RPTL 425	317	24,225,140	0.81
Total Exemptions Exclusive of System Exemptions:			611	310,623,565	10.39
Total System Exemptions:			0	0	0.00
Totals:			611	310,623,565	10.39

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: _____

GLOSSARY OF SCHOOL FINANCE AND BUDGET TERMS

The glossary below provides a brief description of most of the school budgeting and financial accounting terms which may be used during the school budget hearings and in the budget document itself.

ASSESSED VALUATION:

Assessed valuation is defined as the value of real property for the purpose of levying taxes.

BASE PROPORTIONS:

Base proportions determine how the tax burden is distributed between residential (homestead) and commercial (non-homestead) properties in the municipality. Changes in the base proportion do not change the overall district tax levy, but instead change how much of the tax levy is paid by homeowners and how much is paid by owners of commercial properties. Base proportions are determined by the New York State Office of Real Property Services.

BOND:

Money borrowed to pay for a school district expenditure. Typically, the money is used for capital expenditures, such as the purchase of buses or the construction or renovation of a building, although in some cases school districts also issue bonds for other large expenditures such as the repayment of back taxes in a certiorari settlement. The goal in borrowing is to spread the cost out over a period of years and lessen the cost to taxpayers in any one year. By definition, a bond is a written promise to pay a specified sum of money, called the face value or principal amount, at a specified date in the future (the maturity date), together with periodic interest at a specified rate.

BUDGET:

A plan of financial operation expressing the estimates of proposed expenditures for a fiscal year and the proposed means of financing them. An underlying reason for a budget is the achievement of the school district's specified annual education goals.

BUDGET CALENDAR:

A schedule of key dates that the board of education and administrators follow in the preparation, presentation, adoption, and administration of the school district budget.

BUDGET CAP:

Per New York State education law, in the event of a school budget defeat and the adoption of a contingent budget, school districts must cap their spending increase at 120% of the Consumer Price index or 4%, whichever is lower. For more on this, see the definition of a contingent budget.

CAPITAL OUTLAY:

An expenditure that is generally more than \$20,000 and results in the ownership, control, or possession of assets intended for continued use over long periods of time. These can include new buildings or building renovations and additions; new school buses; as well as new equipment (i.e. desks, computers, etc.) and library books purchased for a new or expanded school building.

CONSUMER PRICE INDEX (CPI):

An index of prices used to measure the change in the cost of basic goods and services in

GLOSSARY OF SCHOOL FINANCE AND BUDGET TERMS

comparison with a fixed base period (also called the cost-of-living index). However, the CPI does not take into account many of the items that cause school district budgets to rise, such as the increasing cost of health insurance, liability insurance and retirement contributions.

CONTINGENT BUDGET:

In the event it becomes necessary, a contingency budget is developed based on provisions of education law and Blind Brook Board of Education policy. The School District budget for any school year or any part of such budget, or any proposition involving the expenditure of money for such school year, shall not be submitted for a vote of the qualified voters of the District more than twice in any school year. If the original proposed budget is not approved by District voters at the Annual District Meeting and Election, the Board has the option of either resubmitting the original or revised budget for voter approval at a special meeting held at a later date; or the Board may, at that point, adopt a contingency budget. If the Board decides to submit either the original or a revised budget to the voters for a second time, and the voters do not approve the second budget submittal, the Board must adopt a contingency budget and the tax levy cannot exceed the total tax levy of the prior year (0% levy growth).

DEBT SERVICE:

In order to build facilities and purchase fixed equipment the District borrows money to pay for these large expenditures over time. Consequently, debt service is part of the budget which includes funds for the payment of principal and interest on the District's outstanding construction bond issues, school bus lease purchase payments, instructional technology lease purchase payments and tax anticipation notes.

EMPLOYEE BENEFITS:

Fringe benefits costs paid by the district on behalf of employees. These amounts are not included in the gross salary. They are fringe benefits and, while not paid directly to employees, are part of the cost of operating the school district. Employee benefits include the district cost for health insurance premiums, dental and vision insurance, life and disability insurance, Medicare, retirement, social security, and tuition reimbursement.

EQUALIZATION RATE:

In simple terms, an equalization rate represents the average level of assessment in each community. For example, an equalization rate of 80 means that, on average the property in a community is being assessed at 80% of its market value. The words "on average" are stressed to emphasize that that an equalization rate of 80 does not mean that each and every property is assessed at 80% of full value. Some may be assessed at lower than 80%, while others may be assessed at higher than 80%. Equalization rates are established by the New York State Board of Equalization and Assessment. School districts that comprise more than one city, town or village must use the equalization rate to determine the tax rates for each municipality. The purpose is to bring some semblance of equity to how the taxes are distributed in any one school district, so that ideally a home with a full market value of \$100,000 in one community will pay the same taxes as a home with a market value of \$100,000 in the next community, regardless of how those two homes are assessed. A district at full value assessment does not have an equalization rate (as is the case with Blind Brook).

EXPENDITURE:

Payment of cash or transfer of property or services for the purpose of acquiring assets or services.

GLOSSARY OF SCHOOL FINANCE AND BUDGET TERMS

FISCAL YEAR (FY):

A fiscal year is the accounting period on which a budget is based. The New York State governmental fiscal year runs from April 1 through March 31. The fiscal year for all New York counties and towns and for most cities is the calendar year. School districts in the State operate on a July 1 through June 30 fiscal year.

FUND BALANCE:

Reserved (restricted) fund balance is the portion of fund balance set aside for specific purposes such as the Reserve for Encumbrances, Reserve for Repairs, Tax Certiorari Reserve, etc. Each reserve fund has certain establishment and use requirements. Unreserved (unrestricted) fund balance is the residual amount of fund balance after all reserves have been taken into account. Unreserved fund balance consists of appropriated (assigned) fund balance and unappropriated (unrestricted) fund balance. Appropriated (assigned) fund balance is the portion of unreserved fund balance that has been used to reduce taxes in the subsequent fiscal year. Unappropriated (unrestricted) fund balance is limited by Real Property Tax Law Section 1318 to an amount not to exceed 4% of the new year's budget.

FUNDAMENTAL OPERATING BUDGET (FOB):

The total amount of money required to pay for current-year programs, staffing, and services at next year's prices — i.e., what the next year's budget would be if the current year's budget were simply "rolled over".

HOMESTEAD:

Refers to residential properties.

NON-HOMESTEAD:

Refers to commercial properties.

REVENUE:

Sources of income financing the operation of the school district generally grouped as tax or non-tax revenues.

SALARIES:

The total amount paid to an individual, before deductions, for services rendered while on the payroll of the district. Normally salaries are set by provisions contained in a collective bargaining agreement.

SMALL CLAIMS ASSESSMENT REVIEW (SCAR) :

Small Claims Assessment Review is the legal process by which a residential property owner can challenge the real estate tax assessment on their property in attempt to reduce the property's assessment and real estate taxes.

SCHOOL TAX RELIEF PROGRAM (STAR) :

STAR, New York State's School Tax Relief Program, is a school property tax rebate program and a partial property tax exemption from school taxes. All New Yorkers who own and live in their home - whether it is a condominium, cooperative apartment, manufactured home, farm dwelling, apartment building or mixed-use property - are eligible for the STAR exemption on their primary residence.

GLOSSARY OF SCHOOL FINANCE AND BUDGET TERMS

STATE AID:

State Aid is additional money that the state gives to districts, to be used in different areas, such as lowering the tax levy, etc. Until the state passes its budget, the district does not know exactly how much to expect in state aid, but school districts are still required to present their budgets to voters on the third Tuesday in May. To meet that mandate, a district must estimate its state aid revenues unless the state budget is passed on time.

SUPPLIES:

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

TAX ANTICIPATION NOTE (TAN):

A municipal bond, usually with a maturity of less than one year, issued on the assumption that the debt will be paid back with future tax revenue. School districts issue tax anticipation notes usually at the start of a fiscal year to maintain appropriate cash flow to pay immediate or time sensitive obligations.

TAX BASE:

The assessed value of local real estate that a school district may tax for yearly operational monies.

TAX CERTIORARI:

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

TAX LEVY:

The total sum of operating funds to be raised by the school district after subtracting out all other non-property revenues including state aid. The tax levy is used to determine the tax rate for property owners in each of the cities, towns or villages that a school district may be comprised of.

TAX RATE (MILLAGE RATE):

The amount of tax paid for each \$1,000 of assessed value of property. In districts that cover just one municipality, the tax rate is figured simply by dividing the total assessed property value by 1,000 and then dividing that again into the tax levy (the amount of money to be raised locally). In districts that encompass more than one municipality, the formula for figuring the tax rate is more complicated. It involves assigning a share of the total tax levy to each municipality and applying equalization rates to consider different assessment practices.

GLOSSARY OF SCHOOL FINANCE AND BUDGET TERMS

THREE-PART BUDGET:

New York school districts must, by law, divide their budgets into three components - administrative, capital and program - and each year they must show how much each portion has increased in relation to the whole budget. It consists of the following components:

1. Administrative 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; public information; legal fees; property insurance; and school board expenses.
2. Capital Budget Component - This covers all school bus purchases, debt service on buildings, and leasing expenditures; tax certiorari and court-ordered costs; and all facility costs, including salaries and benefits of the custodial staff; service contracts, maintenance supplies and equipment; and utilities.
3. Program Budget Component - This portion includes salaries and benefits of teachers and supervisors who spend the majority of their time teaching; instructional costs such as supplies, equipment and textbooks; co-curricular activities and interscholastic athletes; staff development; and transportation operating costs.

TRUE VALUE TAX RATE:

Is what the tax rate would be if assessments of all properties were maintained at 100% of market value. Districts not assessed at full value have the assessed valuation multiplied by an equalization rate set by the New York State Office of Real Property Services. At Blind Brook, the actual tax rate is the true tax rate because assessments are set at full value. A separate true value tax rate is established for homestead (residential) and non-homestead (commercial) properties but sometimes a "blended rate" is referred to which combines the two.

UNION FREE SCHOOL DISTRICT:

In 1853, the Legislature established union free school districts, which are districts resulting from a "union" of two or more common school districts, "free" from the restrictions that previously barred them from operating high schools. In July 2004, there were 163 school districts of this type. Despite being able to operate high schools, thirty-one of these districts provide only elementary education. Those districts that are not components of central school districts provide secondary education by contracting with other districts. Each union free school district is governed by a three- to nine-member board of education.

BLIND BROOK-RYE UNION FREE SCHOOL DISTRICT
2024-2025 ADOPTED BUDGET

SCHOOL DISTRICT BUDGET NOTICE

Overall Budget Proposal	Budget Adopted for the 2023-24 School Year	Budget Proposed for the 2024-25 School Year	Contingency Budget for the 2024-25 School Year *
Total Budgeted Amount, Not Including Separate Propositions	57,078,851	\$59,976,049	\$57,046,981
Increase/Decrease for the 2024-25 School Year		\$2,897,198	(\$31,870)
Percentage Increase/Decrease in Proposed Budget		5.08 %	(.06%)
Change in the Consumer Price Index		4.12%	
A. Proposed Levy to Support the Total Budgeted Amount	\$49,798,423	\$52,059,564	
B. Levy to Support Library Debt, if Applicable	\$	\$	
C. Levy for Non-Excludable Propositions, if Applicable **	\$	\$	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$	\$	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$49,498,423	\$52,059,564	\$49,498,423
F. Total Permissible Exclusions	\$ 3,891,879	\$ 4,386,623	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$42,789,508	\$47,672,941	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$45,906,544	\$47,672,941	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	(\$3,117,036)	\$ 0	
Administrative Component	\$ 5,849,434	\$ 6,198,423	\$ 5,846,168
Program Component	\$40,582,376,	\$42,149,382	\$41,082,914
Capital Component	\$10,647,041	\$11,628,244	\$10,117,899

* Provide a statement of assumptions made in projecting a contingency budget for the 2024-25 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.

\$2,959,733 would be reduced from the proposed budget. All furniture and equipment purchases, including the planned installation of the PA system in the MS/HS would be removed. Additionally, the transfer to the capital fund for the restoration of the athletic field would be eliminated. All instructional supplies would be significantly reduced and field trips would be removed. Professional development including training in various areas of instruction and behavioral modifications, conference and travel expenses, as well as memberships in professional organizations would be eliminated. Some combination of teachers, teacher aides, support and maintenance staff positions would be reduced. Most extracurricular activities and interscholastic sports would be eliminated. Further, all community use of buildings and grounds that are not self-funded would be disallowed.

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

Description	Amount
	\$
	\$
	\$
	\$

	Under the Budget Proposed for the 2024-2025 School Year
Estimated Basic STAR Exemption Savings ¹	\$ 1,360

The annual budget vote for the fiscal year 2024-254 by the qualified voters of the Blind Brook-Rye Union Free School District, Westchester County, New York, will be held at the Bruno M. Ponterio Ridge Street School, in said district on Tuesday, May 21, 2024 between the hours of 7:00am and 9:00pm, prevailing time in the Bruno M. Ponterio Ridge Street School, at which time the polls will be opened to vote by voting ballot or machine

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

BLIND BROOK-RYE UFSD DATA

2022-23 2021-22 Archive

STUDENT DATA

Enrollment Data

English Language Learners Data

Digital Resources

SCHOOL DATA

School Report Card

High School Graduation Rate

High School Graduation Pathways Data

AP & IB Report

BLIND BROOK-RYE UFSD AT A GLANCE 2022-23

Glos

TOTAL K-12 PUBLIC SCHOOL STUDENTS



1,289

More Enrollment Details

SCHOOL CLIMATE



ACCOUNTABILITY SUPPORT MODELS



LOCAL SUPPORT AND IMPROVEMENT

More Information

ASSESSMENT RESULTS



More Information

4-YEAR GRADUATION RATE



99%

More Information

**SUPERINTENDENT: COLIN
BYRNE**

Google Maps Platform rejected your request. Invalid request. Unexpected parameter 'safe'.

**LEGAL NAME: BLIND BROOK-RYE
UNION FREE SCHOOL DISTRICT**

BEDS CODE: 661905020000

INSTITUTION ID: 800000034947

PHONE: (914) 937-3600

WEBSITE: WWW.BLINDBROOK.ORG

SCHOOLS IN BLIND BROOK-RYE UFSD

BLIND BROOK HIGH SCHOOL

BLIND BROOK-RYE MIDDLE
SCHOOL

BRUNO M PONTERIO RIDGE
STREET SCHOO

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THIS DOCUMENT WAS CREATED ON: MAY 6, 2024, 11:06 AM 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.

BLIND BROOK-RYE UFSD ENROLLMENT (2022 - 23)

K-12 Enrollment: 1,289

ENROLLMENT BY GENDER

MALE



659	51%
-----	-----

FEMALE



630	49%
-----	-----

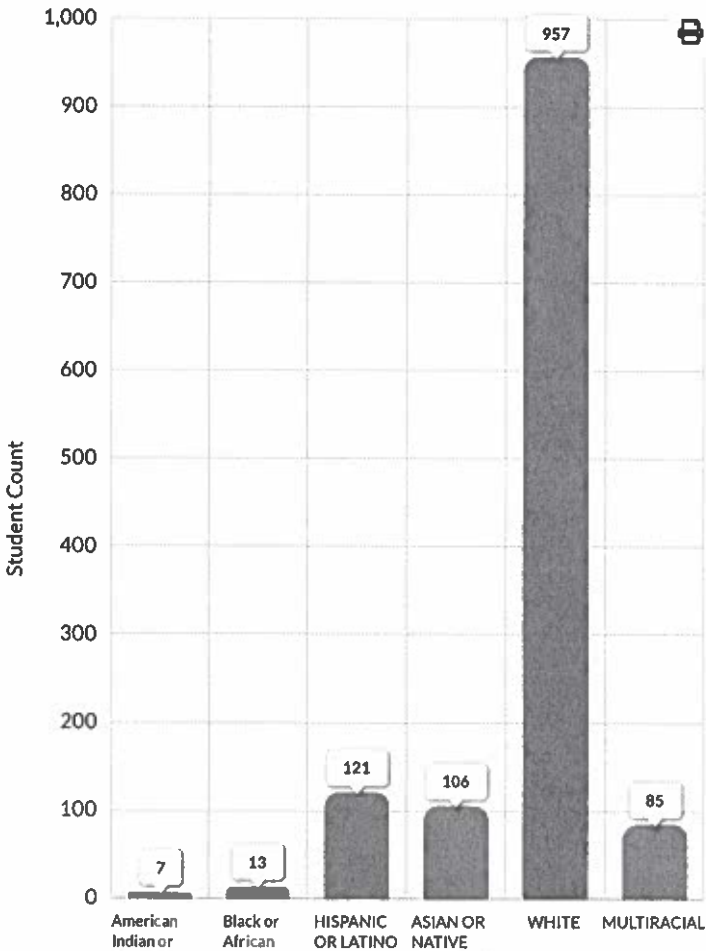
NON-BINARY



0	0%
---	----



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE



7	1%
---	----

BLACK OR AFRICAN AMERICAN



13	1%
----	----

HISPANIC OR LATINO



121	9%
-----	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



106	8%
-----	----

WHITE



Alaska Native American

HAWAIIAN/
OTHER
PACIFIC
ISLANDER

957

74%

MULTIRACIAL



85

7%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

14	1%
----	----

STUDENTS WITH DISABILITIES

165	13%
-----	-----

ECONOMICALLY DISADVANTAGED

—	—
---	---

MIGRANT

—	—
---	---

HOMELESS

—	—
---	---

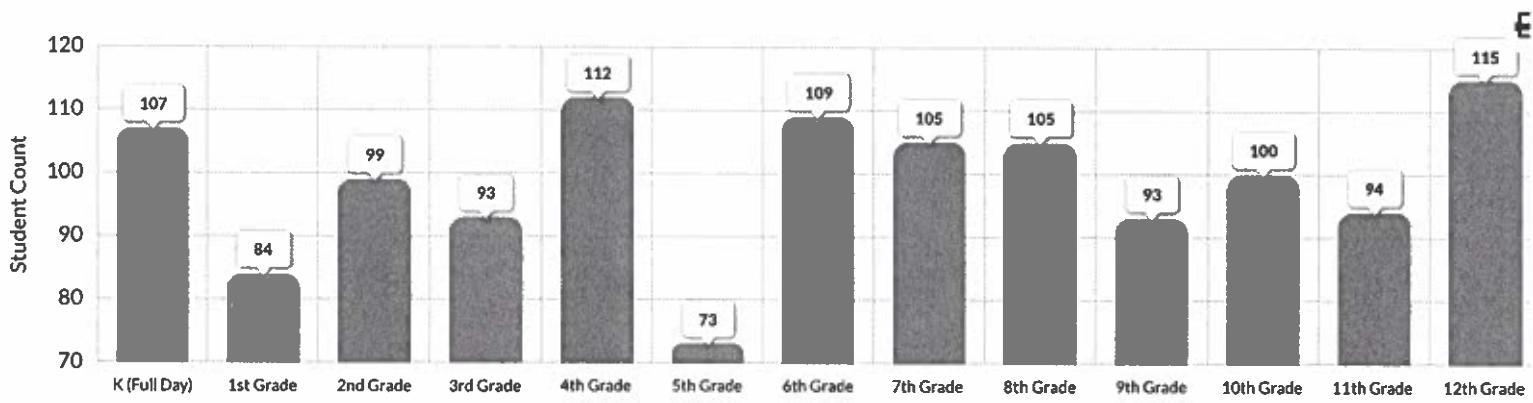
FOSTER CARE

—	—
---	---

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



K (FULL DAY)

107	8%
-----	----

1ST GRADE

84	7%
----	----

2ND GRADE

99	8%
----	----

3RD GRADE

93	7%
----	----

4TH GRADE

112	9%
-----	----

5TH GRADE

73	6%
----	----

6TH GRADE

109	8%
-----	----

7TH GRADE

105	8%
-----	----

8TH GRADE

105	8%
-----	----

9TH GRADE

93	7%
----	----

10TH GRADE

100	8%
-----	----

11TH GRADE

94	7%
----	----

12TH GRADE

115	9%
-----	----



BLIND BROOK-RYE UFSD ENGLISH LANGUAGE LEARNERS
ENROLLMENT (2022 - 23)

K-12 ELL Enrollment: 14
K-12 Former ELL Enrollment: 22

ELL ENROLLMENT

MALE

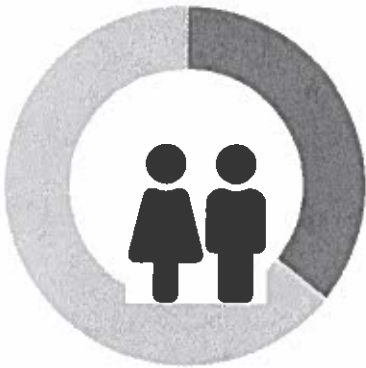


5	36%
---	-----

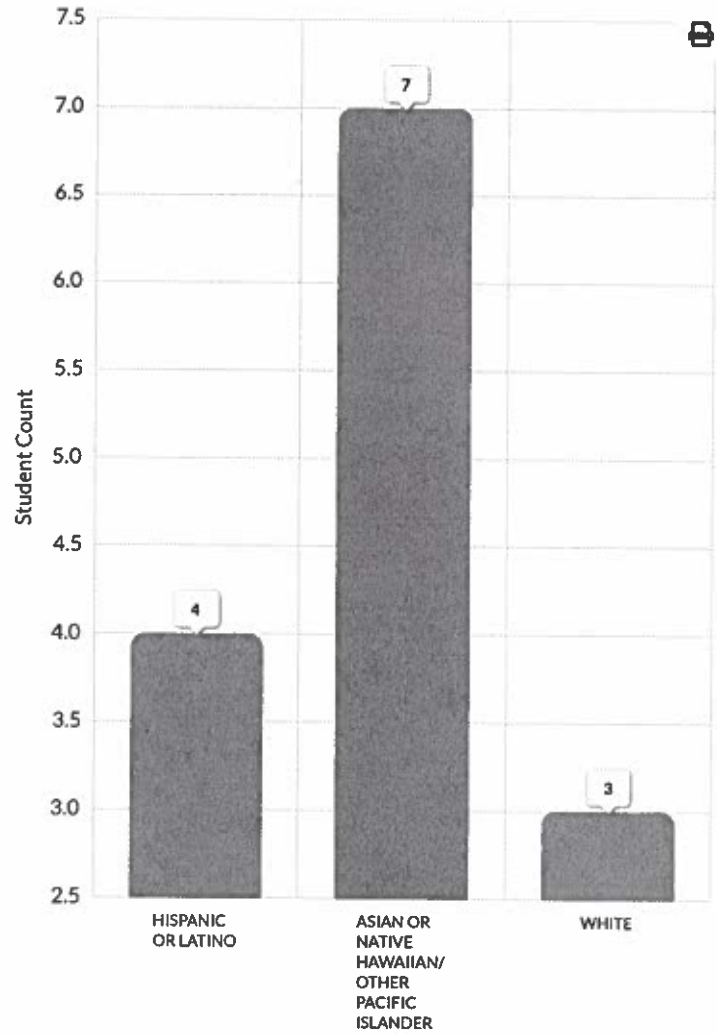
FEMALE



9	64%
---	-----



ELL ENROLLMENT BY ETHNICITY



HISPANIC OR LATINO



4	29%
---	-----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC
ISLANDER



7	50%
---	-----

WHITE



3	21%
---	-----

OTHER GROUPS

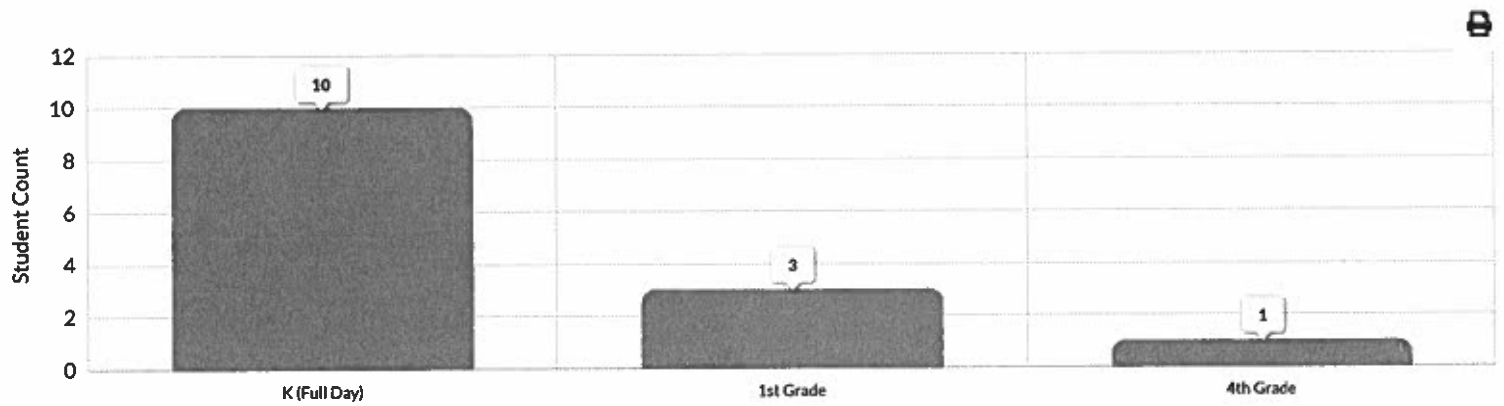
STUDENTS WITH DISABILITIES

—	—
---	---

ECONOMICALLY DISADVANTAGED

—	—
---	---

ELL ENROLLMENT BY GRADE



K (FULL DAY)

10	71%
----	-----

1ST GRADE

3	21%
---	-----

4TH GRADE

1	7%
---	----

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

- Spanish
- Japanese
- Korean
- Malayalam
- Chinese

ENGLISH LANGUAGE LEARNERS BREAKDOWN

NEWCOMERS



DEVELOPING



LONG TERM



SIFE



15

1

0

0

ENGLISH LANGUAGE LEARNERS PROGRAMS

**ENGLISH AS A NEW
LANGUAGE**



16

**ONE WAY/ TWO WAY DUAL
LANGUAGE PROGRAM**



0

**TRANSITIONAL BILINGUAL
EDUCATION PROGRAM**



0

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THIS DOCUMENT WAS CREATED ON: MAY 6, 2024, 11:08 AM EST



BLIND BROOK-RYE UFSD - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resource and Internet access in their homes. Required by Commissioner's Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students' households.

SCHOOL PROVIDED DEVICE

Data are based on the number of responses to this question.

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student's use during the school year.

1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?



Enrollment	Count of Completed Questions	Percent Completed
1,302	762	58.53% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	644	84.51	118	15.49
Female	320	84.43	59	15.57
Male	324	84.6	59	15.4
American Indian/Alaska Native	2	100	0	0
Black	4	100	0	0
Hispanic	58	85.29	10	14.71

Subgroup	Yes		No	
	#	%	#	%
Asian or Native Hawaiian/Other Pacific Islander	42	84	8	16
White	492	83.96	94	16.04
Multiracial	46	88.46	6	11.54
General Education Students	564	83.68	110	16.32
Students with Disabilities	80	90.91	8	9.09
Not English Language Learner	643	84.83	115	15.17
English Language Learner	1	25	3	75
Economically Disadvantaged	0	0	0	0
Not Economically Disadvantaged	644	84.51	118	15.49
Not Migrant	644	84.51	118	15.49
Not Homeless	644	84.51	118	15.49
Not in Foster Care	644	84.51	118	15.49
Parent Not in Armed Forces	644	84.51	118	15.49

PRIMARY DEVICE

Data are based on the number of responses to this question.

2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
1,302	762	58.53% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	68	8.92	25	3.28	270	35.43	43	5.64	3	.39	353	46.33

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	36	9.5	8	2.11	146	38.52	19	5.01	2	.53	168	44.33
Male	32	8.36	17	4.44	124	32.38	24	6.27	1	.26	185	48.3
American Indian/Alaska Native	0	0	0	0	1	50	0	0	0	0	1	50
Black	1	25	0	0	1	25	0	0	0	0	2	50
Hispanic	8	11.76	4	5.88	18	26.47	6	8.82	0	0	32	47.06
Asian or Native Hawaiian/Other Pacific Islander	5	10	1	2	18	36	3	6	0	0	23	46
White	50	8.53	19	3.24	216	36.86	34	5.8	3	.51	264	45.05
Multiracial	4	7.69	1	1.92	16	30.77	0	0	0	0	31	59.62
General Education Students	57	8.46	23	3.41	240	35.61	39	5.79	2	.3	313	46.44
Students with Disabilities	11	12.5	2	2.27	30	34.09	4	4.55	1	1.14	40	45.45
Not English Language Learner	68	8.97	24	3.17	270	35.62	41	5.41	3	.4	352	46.44
English Language Learner	0	0	1	25	0	0	2	50	0	0	1	25
Economically Disadvantaged	0	0	0	0	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	68	8.92	25	3.28	270	35.43	43	5.64	3	.39	353	46.33
Not Migrant	68	8.92	25	3.28	270	35.43	43	5.64	3	.39	353	46.33
Not Homeless	68	8.92	25	3.28	270	35.43	43	5.64	3	.39	353	46.33
Not in Foster Care	68	8.92	25	3.28	270	35.43	43	5.64	3	.39	353	46.33
Parent Not in Armed Forces	68	8.92	25	3.28	270	35.43	43	5.64	3	.39	353	46.33

PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
1,302		58.53% of Enrolled

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	47	6.17	326	42.78	389	51.05
Female	21	5.54	176	46.44	182	48.02
Male	26	6.79	150	39.16	207	54.05
American Indian/Alaska Native	0	0	0	0	2	100
Black	0	0	0	0	4	100
Hispanic	6	8.82	21	30.88	41	60.29
Asian or Native Hawaiian/Other Pacific Islander	3	6	23	46	24	48
White	38	6.48	259	44.2	289	49.32
Multiracial	0	0	23	44.23	29	55.77
General Education Students	43	6.38	287	42.58	344	51.04
Students with Disabilities	4	4.55	39	44.32	45	51.14
Not English Language Learner	45	5.94	325	42.88	388	51.19
English Language Learner	2	50	1	25	1	25
Economically Disadvantaged	0	0	0	0	0	0
Not Economically Disadvantaged	47	6.17	326	42.78	389	51.05
Not Migrant	47	6.17	326	42.78	389	51.05
Not Homeless	47	6.17	326	42.78	389	51.05
Not in Foster Care	47	6.17	326	42.78	389	51.05
Parent Not in Armed Forces	47	6.17	326	42.78	389	51.05

PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?



Enrollment	Count of Completed Questions	Percent Completed
1,302		58.53% of Enrolled
	762	

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	47	6.17	676	88.71	39	5.12
Female	21	5.54	343	90.5	15	3.96
Male	26	6.79	333	86.95	24	6.27
American Indian/Alaska Native	0	0	2	100	0	0
Black	0	0	4	100	0	0
Hispanic	6	8.82	58	85.29	4	5.88
Asian or Native Hawaiian/Other Pacific Islander	3	6	42	84	5	10
White	38	6.48	524	89.42	24	4.1
Multiracial	0	0	46	88.46	6	11.54
General Education Students	43	6.38	596	88.43	35	5.19
Students with Disabilities	4	4.55	80	90.91	4	4.55
Not English Language Learner	45	5.94	676	89.18	37	4.88
English Language Learner	2	50	0	0	2	50
Economically Disadvantaged	0	0	0	0	0	0
Not Economically Disadvantaged	47	6.17	676	88.71	39	5.12
Not Migrant	47	6.17	676	88.71	39	5.12
Not Homeless	47	6.17	676	88.71	39	5.12
Not in Foster Care	47	6.17	676	88.71	39	5.12
Parent Not in Armed Forces	47	6.17	676	88.71	39	5.12

PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?



Enrollment	Count of Completed Questions	Percent Completed
1,302	762	58.53% of Enrolled

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	117	15.35	645	84.65
Female	62	16.36	317	83.64
Male	55	14.36	328	85.64
American Indian/Alaska Native	0	0	2	100
Black	0	0	4	100
Hispanic	7	10.29	61	89.71
Asian or Native Hawaiian/Other Pacific Islander	11	22	39	78
White	92	15.7	494	84.3
Multiracial	7	13.46	45	86.54
General Education Students	104	15.43	570	84.57
Students with Disabilities	13	14.77	75	85.23
Not English Language Learner	115	15.17	643	84.83
English Language Learner	2	50	2	50
Economically Disadvantaged	0	0	0	0
Not Economically Disadvantaged	117	15.35	645	84.65
Not Migrant	117	15.35	645	84.65
Not Homeless	117	15.35	645	84.65
Not in Foster Care	117	15.35	645	84.65
Parent Not in Armed Forces	117	15.35	645	84.65

INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
1,302	762	58.53% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	6	.79	756	99.21
Female	2	.53	377	99.47
Male	4	1.04	379	98.96
American Indian/Alaska Native	0	0	2	100
Black	0	0	4	100
Hispanic	0	0	68	100
Asian or Native Hawaiian/Other Pacific Islander	0	0	50	100
White	6	1.02	580	98.98
Multiracial	0	0	52	100
General Education Students	5	.74	669	99.26
Students with Disabilities	1	1.14	87	98.86
Not English Language Learner	6	.79	752	99.21
English Language Learner	0	0	4	100
Economically Disadvantaged	0	0	0	0
Not Economically Disadvantaged	6	.79	756	99.21
Not Migrant	6	.79	756	99.21
Not Homeless	6	.79	756	99.21
Not in Foster Care	6	.79	756	99.21

Subgroup	No		Yes	
	#	%	#	%
Parent Not in Armed Forces	6	.79	756	99.21

INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
1,302	762	58.53% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	51	6.69	43	5.64	0	0	4	.52	1	.13	6	.79	22	2.89	635	83.33	0	0
Female	31	8.18	27	7.12	0	0	2	.53	1	.26	2	.53	13	3.43	303	79.95	0	0
Male	20	5.22	16	4.18	0	0	2	.52	0	0	4	1.04	9	2.35	332	86.68	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	100	0	0
Black	0	0	1	25	0	0	0	0	0	0	0	0	0	0	3	75	0	0
Hispanic	3	4.41	5	7.35	0	0	0	0	0	0	0	0	2	2.94	58	85.29	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	2	0	0	0	0	0	0	0	0	0	0	3	6	46	92	0	0
White	44	7.51	36	6.14	0	0	4	.68	1	.17	6	1.02	17	2.9	478	81.57	0	0
Multiracial	3	5.77	1	1.92	0	0	0	0	0	0	0	0	0	0	48	92.31	0	0
General Education Students	44	6.53	38	5.64	0	0	4	.59	1	.15	5	.74	18	2.67	564	83.68	0	0

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellit	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students with Disabilities	7	7.95	5	5.68	0	0	0	0	0	0	1	1.14	4	4.55	71	80.68	0	0
Not English Language Learner	51	6.73	43	5.67	0	0	4	.53	1	.13	6	.79	22	2.9	631	83.25	0	0
English Language Learner	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	100	0	0
Economically Disadvantaged	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	51	6.69	43	5.64	0	0	4	.52	1	.13	6	.79	22	2.89	635	83.33	0	0
Not Migrant	51	6.69	43	5.64	0	0	4	.52	1	.13	6	.79	22	2.89	635	83.33	0	0
Not Homeless	51	6.69	43	5.64	0	0	4	.52	1	.13	6	.79	22	2.89	635	83.33	0	0
Not in Foster Care	51	6.69	43	5.64	0	0	4	.52	1	.13	6	.79	22	2.89	635	83.33	0	0
Parent Not in Armed Forces	51	6.69	43	5.64	0	0	4	.52	1	.13	6	.79	22	2.89	635	83.33	0	0

INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?



Enrollment	Count of Completed Questions	Percent Completed
1,302	762	58.53% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	50	6.56	712	93.44
Female	21	5.54	358	94.46
Male	29	7.57	354	92.43
American Indian/Alaska Native	0	0	2	100
Black	1	25	3	75
Hispanic	3	4.41	65	95.59
Asian or Native Hawaiian/Other Pacific Islander	4	8	46	92
White	38	6.48	548	93.52
Multiracial	4	7.69	48	92.31
General Education Students	42	6.23	632	93.77
Students with Disabilities	8	9.09	80	90.91
Not English Language Learner	49	6.46	709	93.54
English Language Learner	1	25	3	75
Economically Disadvantaged	0	0	0	0
Not Economically Disadvantaged	50	6.56	712	93.44
Not Migrant	50	6.56	712	93.44
Not Homeless	50	6.56	712	93.44
Not in Foster Care	50	6.56	712	93.44
Parent Not in Armed Forces	50	6.56	712	93.44

INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
1,302		58.53% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	13	1.71	13	1.71	729	95.67	7	.92
Female	5	1.32	3	.79	367	96.83	4	1.06
Male	8	2.09	10	2.61	362	94.52	3	.78
American Indian/Alaska Native	0	0	0	0	2	100	0	0
Black	1	25	0	0	3	75	0	0
Hispanic	2	2.94	0	0	66	97.06	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	4	0	0	48	96	0	0
White	8	1.37	12	2.05	561	95.73	5	.85
Multiracial	0	0	1	1.92	49	94.23	2	3.85
General Education Students	12	1.78	8	1.19	647	95.99	7	1.04
Students with Disabilities	1	1.14	5	5.68	82	93.18	0	0
Not English Language Learner	12	1.58	13	1.72	726	95.78	7	.92
English Language Learner	1	25	0	0	3	75	0	0
Economically Disadvantaged	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	13	1.71	13	1.71	729	95.67	7	.92
Not Migrant	13	1.71	13	1.71	729	95.67	7	.92
Not Homeless	13	1.71	13	1.71	729	95.67	7	.92
Not in Foster Care	13	1.71	13	1.71	729	95.67	7	.92
Parent Not in Armed Forces	13	1.71	13	1.71	729	95.67	7	.92

BLIND BROOK-RYE 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
Students with Disabilities	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
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
Black or African American	—	—	—	—
Hispanic or Latino	4	4	—	4
Multiracial	4	4	—	4
White	4	4	—	4
English Language Learner	—	—	—	—
Students with Disabilities	4	4	—	4
Economically Disadvantaged	—	—	—	—

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	586	189.4	4
	Math	584	209.8	
	Combined	1,170	199.6	
American Indian or Alaska Native	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	58	204.3	4
	Math	58	230.2	
	Combined	116	217.2	
Black or African American	ELA	6	225	—
	Math	6	216.7	
	Combined	12	—	
Hispanic or Latino	ELA	63	178.6	4
	Math	63	203.2	
	Combined	126	190.9	
Multiracial	ELA	47	207.4	4
	Math	48	225	
	Combined	95	216.3	
White	ELA	408	186.4	4
	Math	405	205.8	
	Combined	813	196.1	
English Language Learner	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Students with Disabilities	ELA	73	117.8	4
	Math	73	143.8	
	Combined	146	130.8	
Economically Disadvantaged	ELA	2	—	—
	Math	2	—	
	Combined	4	—	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	586	189.4	4
	Math	584	209.8	
	Combined	1,170	199.6	
American Indian or Alaska Native	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	58	204.3	4
	Math	58	230.2	
	Combined	116	217.2	
Black or African American	ELA	6	225	—
	Math	6	216.7	
	Combined	12	—	
Hispanic or Latino	ELA	63	178.6	4
	Math	63	203.2	
	Combined	126	190.9	
Multiracial	ELA	47	207.4	4
	Math	48	225	
	Combined	95	216.3	
White	ELA	408	186.4	4
	Math	405	205.8	
	Combined	813	196.1	
English Language Learner	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Students with Disabilities	ELA	81	106.2	4
	Math	82	128	
	Combined	163	117.2	
Economically Disadvantaged	ELA	2	—	—
	Math	2	—	
	Combined	4	—	

ELEMENTARY/MIDDLE ELP

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

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	790	36	4.6%	4
American Indian or Alaska Native	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	82	0	—	4
Black or African American	10	—	—	—
Hispanic or Latino	83	9	10.8%	4
Multiracial	58	3	5.2%	4
White	552	21	3.8%	4
English Language Learner	5	—	—	—
Students with Disabilities	108	4	3.7%	4
Economically Disadvantaged	1	—	—	—

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	607	97.2%
American Indian or Alaska Native	—	4	—
Asian or Native Hawaiian/Other Pacific Islander	✓	59	100%
Black or African American	—	6	—
Hispanic or Latino	✓	65	96.9%
Multiracial	✓	49	98%
White	✓	424	96.7%
English Language Learner	—	1	—
Students with Disabilities	X	81	85.2%
Economically Disadvantaged	—	2	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	607	96.9%
American Indian or Alaska Native	—	4	—
Asian or Native Hawaiian/Other Pacific Islander	✓	59	100%
Black or African American	—	6	—
Hispanic or Latino	✓	65	96.9%
Multiracial	✓	49	100%
White	✓	424	96%
English Language Learner	—	1	—
Students with Disabilities	X	82	85.4%
Economically Disadvantaged	—	2	—

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	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	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	4
Multiracial	—	—	—	—	—
White	4	4	4	—	4
English Language Learner	—	—	—	—	—
Students with Disabilities	—	—	—	—	4
Economically Disadvantaged	—	—	—	—	—

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	116	229.3	214.2	4
	Math	59	235.6		
	Science	81	159.3		
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—	—
	Math	2	—		
	Science	3	—		
Black or African American	ELA	1	—	—	—
	Math	—	—		
	Science	1	—		
Hispanic or Latino	ELA	9	216.7	—	—
	Math	3	—		
	Science	7	150		
Multiracial	ELA	4	—	—	—
	Math	4	—		
	Science	3	—		
White	ELA	99	230.3	212.9	4
	Math	50	234		
	Science	67	155.2		
Students with Disabilities	ELA	11	145.5	—	—
	Math	2	—		
	Science	2	—		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	116	229.3	199.1	4
	Math	64	217.2		
	Science	102	126.5		
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—	—
	Math	2	—		
	Science	3	—		
Black or African American	ELA	1	—	—	—
	Math	—	—		
	Science	1	—		
Hispanic or Latino	ELA	9	216.7	—	—
	Math	4	—		
	Science	8	131.3		
Multiracial	ELA	4	—	—	—
	Math	4	—		
	Science	3	—		
White	ELA	99	230.3	197.5	4
	Math	54	216.7		
	Science	87	119.5		
Students with Disabilities	ELA	11	145.5	—	—
	Math	3	—		
	Science	4	—		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	96	95	99%	98.9%	4
	5-year	126	123	97.6%		
	6-year	125	125	100%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	7	—	—	—	—
	5-year	10	—	—		
	6-year	3	—	—		
Black or African American	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
Hispanic or Latino	4-year	6	—	—	—	—
	5-year	2	—	—		
	6-year	8	—	—		
Multiracial	4-year	8	—	—	—	—
	5-year	5	—	—		
	6-year	1	—	—		
White	4-year	75	74	98.7%	98.6%	4
	5-year	108	105	97.2%		
	6-year	112	112	100%		
English Language Learner	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	11	—	—	—	—
	5-year	19	—	—		
	6-year	14	—	—		
Economically Disadvantaged	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	406	18	4.4%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	15	—	—	—
Black or African American	2	—	—	—
Hispanic or Latino	31	1	3.2%	4
Multiracial	25	—	—	—
White	332	15	4.5%	4
English Language Learner	—	—	—	—
Students with Disabilities	56	5	8.9%	4
Economically Disadvantaged	—	—	—	—

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	115	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	1	—
Hispanic or Latino	—	9	—
Multiracial	—	4	—
White	✓	98	100%
English Language Learner	—	0	—
Students with Disabilities	—	10	—
Economically Disadvantaged	—	0	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	63	92.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	0	—
Hispanic or Latino	—	4	—
Multiracial	—	4	—
White	X	53	92.5%
English Language Learner	—	0	—
Students with Disabilities	—	2	—
Economically Disadvantaged	—	0	—

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



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	95	6	6%	89	94%	6	7%	16	18%	38	43%	29	33%	67	75%
Grade 4	113	2	2%	111	98%	4	4%	18	16%	52	47%	37	33%	89	80%
Grade 5	75	1	1%	74	99%	3	4%	13	18%	32	43%	26	35%	58	78%
Grade 6	110	0	0%	110	100%	6	5%	20	18%	50	45%	34	31%	84	76%
Grade 7	107	4	4%	103	96%	8	8%	12	12%	48	47%	35	34%	83	81%
Grade 8	108	7	6%	101	94%	3	3%	18	18%	46	46%	34	34%	80	79%
Grades 3-8	608	20	3%	588	97%	30	5%	97	16%	266	45%	195	33%	461	78%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	95	6	6%	89	94%	6	7%	16	18%	38	43%	29	33%	67	75%
Female	43	1	2%	42	98%	1	2%	4	10%	19	45%	18	43%	37	88%
Male	52	5	10%	47	90%	5	11%	12	26%	19	40%	11	23%	30	64%
General Education Students	83	2	2%	81	98%	3	4%	12	15%	37	46%	29	36%	66	81%
Students with Disabilities	12	4	33%	8	67%	3	38%	4	50%	1	13%	0	0%	1	13%
American Indian or Alaska Native	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	7	100%	0	0%	2	29%	3	43%	2	29%	5	71%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	1	10%	9	90%	2	22%	1	11%	4	44%	2	22%	6	67%
White	69	4	6%	65	94%	4	6%	12	18%	28	43%	21	32%	49	75%
Multiracial	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	0	0%	1	13%	3	38%	4	50%	7	88%
Not Economically Disadvantaged	95	6	6%	89	94%	6	7%	16	18%	38	43%	29	33%	67	75%
Non-English Language Learner	95	6	6%	89	94%	6	7%	16	18%	38	43%	29	33%	67	75%
Not in Foster Care	95	6	6%	89	94%	6	7%	16	18%	38	43%	29	33%	67	75%
Not Homeless	95	6	6%	89	94%	6	7%	16	18%	38	43%	29	33%	67	75%
Not Migrant	95	6	6%	89	94%	6	7%	16	18%	38	43%	29	33%	67	75%
Parent Not in Armed Forces	95	6	6%	89	94%	6	7%	16	18%	38	43%	29	33%	67	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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	113	2	2%	111	98%	4	4%	18	16%	52	47%	37	33%	89	80%
Female	64	1	2%	63	98%	2	3%	9	14%	31	49%	21	33%	52	83%
Male	49	1	2%	48	98%	2	4%	9	19%	21	44%	16	33%	37	77%
General Education Students	101	0	0%	101	100%	2	2%	14	14%	48	48%	37	37%	85	84%
Students with Disabilities	12	2	17%	10	83%	2	20%	4	40%	4	40%	0	0%	4	40%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	14	100%	0	0%	2	14%	7	50%	5	36%	12	86%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	8	100%	—	—	—	—	—	—	—	—	—	—
White	77	2	3%	75	97%	3	4%	11	15%	39	52%	22	29%	61	81%
Multiracial	11	0	0%	11	100%	1	9%	2	18%	2	18%	6	55%	8	73%
Small Group Total: Race & Ethnicity	11	0	0%	11	100%	0	0%	3	27%	4	36%	4	36%	8	73%
Not Economically Disadvantaged	113	2	2%	111	98%	4	4%	18	16%	52	47%	37	33%	89	80%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	112	2	2%	110	98%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	113	2	2%	111	98%	4	4%	18	16%	52	47%	37	33%	89	80%
Not Homeless	113	2	2%	111	98%	4	4%	18	16%	52	47%	37	33%	89	80%
Not Migrant	113	2	2%	111	98%	4	4%	18	16%	52	47%	37	33%	89	80%
Parent Not in Armed Forces	113	2	2%	111	98%	4	4%	18	16%	52	47%	37	33%	89	80%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	75	1	1%	74	99%	3	4%	13	18%	32	43%	26	35%	58	78%
Female	34	0	0%	34	100%	0	0%	6	18%	17	50%	11	32%	28	82%
Male	41	1	2%	40	98%	3	8%	7	18%	15	38%	15	38%	30	75%
General Education Students	67	0	0%	67	100%	0	0%	11	16%	30	45%	26	39%	56	84%
Students with Disabilities	8	1	13%	7	88%	3	43%	2	29%	2	29%	0	0%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	0	0%	1	17%	2	33%	3	50%	5	83%
Hispanic or Latino	9	0	0%	9	100%	0	0%	3	33%	4	44%	2	22%	6	67%
White	50	1	2%	49	98%	3	6%	9	18%	21	43%	16	33%	37	76%
Multiracial	10	0	0%	10	100%	0	0%	0	0%	5	50%	5	50%	10	100%
Not Economically Disadvantaged	75	1	1%	74	99%	3	4%	13	18%	32	43%	26	35%	58	78%
Non-English Language Learner	75	1	1%	74	99%	3	4%	13	18%	32	43%	26	35%	58	78%
Not in Foster Care	75	1	1%	74	99%	3	4%	13	18%	32	43%	26	35%	58	78%
Not Homeless	75	1	1%	74	99%	3	4%	13	18%	32	43%	26	35%	58	78%
Not Migrant	75	1	1%	74	99%	3	4%	13	18%	32	43%	26	35%	58	78%
Parent Not in Armed Forces	75	1	1%	74	99%	3	4%	13	18%	32	43%	26	35%	58	78%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	110	0	0%	110	100%	6	5%	20	18%	50	45%	34	31%	84	76%
Female	42	0	0%	42	100%	1	2%	6	14%	18	43%	17	40%	35	83%
Male	68	0	0%	68	100%	5	7%	14	21%	32	47%	17	25%	49	72%
General Education Students	97	0	0%	97	100%	3	3%	15	15%	46	47%	33	34%	79	81%
Students with Disabilities	13	0	0%	13	100%	3	23%	5	38%	4	31%	1	8%	5	38%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	2	15%	0	0%	5	38%	6	46%	11	85%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	0	0%	9	100%	—	—	—	—	—	—	—	—	—	—
White	75	0	0%	75	100%	2	3%	16	21%	37	49%	20	27%	57	76%
Multiracial	10	0	0%	10	100%	1	10%	2	20%	4	40%	3	30%	7	70%
Small Group Total: Race & Ethnicity	12	0	0%	12	100%	1	8%	2	17%	4	33%	5	42%	9	75%
Economically Disadvantaged	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	109	0	0%	109	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	110	0	0%	110	100%	6	5%	20	18%	50	45%	34	31%	84	76%
Not in Foster Care	110	0	0%	110	100%	6	5%	20	18%	50	45%	34	31%	84	76%
Not Homeless	110	0	0%	110	100%	6	5%	20	18%	50	45%	34	31%	84	76%
Not Migrant	110	0	0%	110	100%	6	5%	20	18%	50	45%	34	31%	84	76%
Parent Not in Armed Forces	110	0	0%	110	100%	6	5%	20	18%	50	45%	34	31%	84	76%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	107	4	4%	103	96%	8	8%	12	12%	48	47%	35	34%	83	81%
Female	43	1	2%	42	98%	1	2%	3	7%	20	48%	18	43%	38	90%
Male	64	3	5%	61	95%	7	11%	9	15%	28	46%	17	28%	45	74%
General Education Students	89	0	0%	89	100%	5	6%	9	10%	41	46%	34	38%	75	84%
Students with Disabilities	18	4	22%	14	78%	3	21%	3	21%	7	50%	1	7%	8	57%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	0	0%	1	10%	4	40%	5	50%	9	90%
Hispanic or Latino	15	0	0%	15	100%	1	7%	1	7%	9	60%	4	27%	13	87%
White	76	4	5%	72	95%	6	8%	10	14%	34	47%	22	31%	56	78%
Multiracial	6	0	0%	6	100%	1	17%	0	0%	1	17%	4	67%	5	83%
Not Economically Disadvantaged	107	4	4%	103	96%	8	8%	12	12%	48	47%	35	34%	83	81%
Non-English Language Learner	107	4	4%	103	96%	8	8%	12	12%	48	47%	35	34%	83	81%
Not in Foster Care	107	4	4%	103	96%	8	8%	12	12%	48	47%	35	34%	83	81%
Not Homeless	107	4	4%	103	96%	8	8%	12	12%	48	47%	35	34%	83	81%
Not Migrant	107	4	4%	103	96%	8	8%	12	12%	48	47%	35	34%	83	81%
Parent Not in Armed Forces	107	4	4%	103	96%	8	8%	12	12%	48	47%	35	34%	83	81%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	108	7	6%	101	94%	3	3%	18	18%	46	46%	34	34%	80	79%
Female	60	3	5%	57	95%	0	0%	7	12%	29	51%	21	37%	50	88%
Male	48	4	8%	44	92%	3	7%	11	25%	17	39%	13	30%	30	68%
General Education Students	89	3	3%	86	97%	0	0%	12	14%	42	49%	32	37%	74	86%
Students with Disabilities	19	4	21%	15	79%	3	20%	6	40%	4	27%	2	13%	6	40%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	4	44%	5	56%	9	100%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	1	7%	13	93%	0	0%	4	31%	5	38%	4	31%	9	69%
White	78	6	8%	72	92%	3	4%	14	19%	33	46%	22	31%	55	76%
Multiracial	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	0	0%	4	57%	3	43%	7	100%
Economically Disadvantaged	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	107	7	7%	100	93%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	108	7	6%	101	94%	3	3%	18	18%	46	46%	34	34%	80	79%
Not in Foster Care	108	7	6%	101	94%	3	3%	18	18%	46	46%	34	34%	80	79%
Not Homeless	108	7	6%	101	94%	3	3%	18	18%	46	46%	34	34%	80	79%
Not Migrant	108	7	6%	101	94%	3	3%	18	18%	46	46%	34	34%	80	79%
Parent Not in Armed Forces	108	7	6%	101	94%	3	3%	18	18%	46	46%	34	34%	80	79%

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



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	95	6	6%	89	94%	1	1%	6	7%	35	39%	47	53%	82	92%
Grade 4	113	2	2%	111	98%	3	3%	11	10%	54	49%	43	39%	97	87%
Grade 5	75	3	4%	72	96%	3	4%	6	8%	30	42%	33	46%	63	88%
Grade 6	110	1	1%	109	99%	1	1%	11	10%	57	52%	40	37%	97	89%
Combined 6	110	1	1%	109	99%	1	1%	11	10%	57	52%	40	37%	97	89%
Grade 7	107	4	4%	103	96%	3	3%	13	13%	37	36%	50	49%	87	84%
Combined 7	107	4	4%	103	96%	3	3%	13	13%	37	36%	50	49%	87	84%
Grade 8	108	68	63%	40	37%	4	10%	4	10%	26	65%	6	15%	32	80%
Regents 8	—	—	—	62	57%	0	0%	0	0%	0	0%	62	100%	62	100%
Combined 8	108	6	6%	102	94%	4	4%	4	4%	26	25%	68	67%	94	92%
Grades 3-8	608	22	4%	586	96%	15	3%	51	9%	239	41%	281	48%	520	89%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	95	6	6%	89	94%	1	1%	6	7%	35	39%	47	53%	82	92%
Female	43	2	5%	41	95%	0	0%	4	10%	15	37%	22	54%	37	90%
Male	52	4	8%	48	92%	1	2%	2	4%	20	42%	25	52%	45	94%
General Education Students	83	1	1%	82	99%	0	0%	3	4%	32	39%	47	57%	79	96%
Students with Disabilities	12	5	42%	7	58%	1	14%	3	43%	3	43%	0	0%	3	43%
American Indian or Alaska Native	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	7	100%	0	0%	0	0%	2	29%	5	71%	7	100%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	1	10%	9	90%	1	11%	0	0%	5	56%	3	33%	8	89%
White	69	5	7%	64	93%	0	0%	5	8%	27	42%	32	50%	59	92%
Multiracial	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	1	11%	1	11%	7	78%	8	89%
Not Economically Disadvantaged	95	6	6%	89	94%	1	1%	6	7%	35	39%	47	53%	82	92%
Non-English Language Learner	95	6	6%	89	94%	1	1%	6	7%	35	39%	47	53%	82	92%
Not in Foster Care	95	6	6%	89	94%	1	1%	6	7%	35	39%	47	53%	82	92%
Not Homeless	95	6	6%	89	94%	1	1%	6	7%	35	39%	47	53%	82	92%
Not Migrant	95	6	6%	89	94%	1	1%	6	7%	35	39%	47	53%	82	92%
Parent Not in Armed Forces	95	6	6%	89	94%	1	1%	6	7%	35	39%	47	53%	82	92%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	113	2	2%	111	98%	3	3%	11	10%	54	49%	43	39%	97	87%
Female	64	0	0%	64	100%	3	5%	9	14%	30	47%	22	34%	52	81%
Male	49	2	4%	47	96%	0	0%	2	4%	24	51%	21	45%	45	96%
General Education Students	101	1	1%	100	99%	0	0%	9	9%	49	49%	42	42%	91	91%
Students with Disabilities	12	1	8%	11	92%	3	27%	2	18%	5	45%	1	9%	6	55%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	14	100%	0	0%	1	7%	5	36%	8	57%	13	93%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	8	100%	—	—	—	—	—	—	—	—	—	—
White	77	2	3%	75	97%	3	4%	8	11%	39	52%	25	33%	64	85%
Multiracial	11	0	0%	11	100%	0	0%	0	0%	4	36%	7	64%	11	100%
Small Group Total: Race & Ethnicity	11	0	0%	11	100%	0	0%	2	18%	6	55%	3	27%	9	82%
Not Economically Disadvantaged	113	2	2%	111	98%	3	3%	11	10%	54	49%	43	39%	97	87%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	112	2	2%	110	98%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	113	2	2%	111	98%	3	3%	11	10%	54	49%	43	39%	97	87%
Not Homeless	113	2	2%	111	98%	3	3%	11	10%	54	49%	43	39%	97	87%
Not Migrant	113	2	2%	111	98%	3	3%	11	10%	54	49%	43	39%	97	87%
Parent Not in Armed Forces	113	2	2%	111	98%	3	3%	11	10%	54	49%	43	39%	97	87%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	75	3	4%	72	96%	3	4%	6	8%	30	42%	33	46%	63	88%
Female	34	1	3%	33	97%	0	0%	4	12%	16	48%	13	39%	29	88%
Male	41	2	5%	39	95%	3	8%	2	5%	14	36%	20	51%	34	87%
General Education Students	67	2	3%	65	97%	0	0%	5	8%	29	45%	31	48%	60	92%
Students with Disabilities	8	1	13%	7	88%	3	43%	1	14%	1	14%	2	29%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	0	0%	0	0%	3	50%	3	50%	6	100%
Hispanic or Latino	9	0	0%	9	100%	0	0%	1	11%	7	78%	1	11%	8	89%
White	50	3	6%	47	94%	3	6%	5	11%	17	36%	22	47%	39	83%
Multiracial	10	0	0%	10	100%	0	0%	0	0%	3	30%	7	70%	10	100%
Not Economically Disadvantaged	75	3	4%	72	96%	3	4%	6	8%	30	42%	33	46%	63	88%
Non-English Language Learner	75	3	4%	72	96%	3	4%	6	8%	30	42%	33	46%	63	88%
Not in Foster Care	75	3	4%	72	96%	3	4%	6	8%	30	42%	33	46%	63	88%
Not Homeless	75	3	4%	72	96%	3	4%	6	8%	30	42%	33	46%	63	88%
Not Migrant	75	3	4%	72	96%	3	4%	6	8%	30	42%	33	46%	63	88%
Parent Not in Armed Forces	75	3	4%	72	96%	3	4%	6	8%	30	42%	33	46%	63	88%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	110	1	1%	109	99%	1	1%	11	10%	57	52%	40	37%	97	89%
Female	42	1	2%	41	98%	0	0%	3	7%	26	63%	12	29%	38	93%
Male	68	0	0%	68	100%	1	1%	8	12%	31	46%	28	41%	59	87%
General Education Students	97	1	1%	96	99%	1	1%	5	5%	51	53%	39	41%	90	94%
Students with Disabilities	13	0	0%	13	100%	0	0%	6	46%	6	46%	1	8%	7	54%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	1	8%	1	8%	2	15%	9	69%	11	85%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	0	0%	9	100%	—	—	—	—	—	—	—	—	—	—
White	75	1	1%	74	99%	0	0%	5	7%	48	65%	21	28%	69	93%
Multiracial	10	0	0%	10	100%	0	0%	2	20%	2	20%	6	60%	8	80%
Small Group Total: Race & Ethnicity	12	0	0%	12	100%	0	0%	3	25%	5	42%	4	33%	9	75%
Economically Disadvantaged	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	109	1	1%	108	99%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	110	1	1%	109	99%	1	1%	11	10%	57	52%	40	37%	97	89%
Not in Foster Care	110	1	1%	109	99%	1	1%	11	10%	57	52%	40	37%	97	89%
Not Homeless	110	1	1%	109	99%	1	1%	11	10%	57	52%	40	37%	97	89%
Not Migrant	110	1	1%	109	99%	1	1%	11	10%	57	52%	40	37%	97	89%
Parent Not in Armed Forces	110	1	1%	109	99%	1	1%	11	10%	57	52%	40	37%	97	89%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	107	4	4%	103	96%	3	3%	13	13%	37	36%	50	49%	87	84%
Female	43	1	2%	42	98%	0	0%	4	10%	18	43%	20	48%	38	90%
Male	64	3	5%	61	95%	3	5%	9	15%	19	31%	30	49%	49	80%
General Education Students	89	1	1%	88	99%	0	0%	11	13%	32	36%	45	51%	77	88%
Students with Disabilities	18	3	17%	15	83%	3	20%	2	13%	5	33%	5	33%	10	67%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	0	0%	0	0%	1	10%	9	90%	10	100%
Hispanic or Latino	15	0	0%	15	100%	0	0%	2	13%	5	33%	8	53%	13	87%
White	76	4	5%	72	95%	3	4%	11	15%	29	40%	29	40%	58	81%
Multiracial	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Not Economically Disadvantaged	107	4	4%	103	96%	3	3%	13	13%	37	36%	50	49%	87	84%
Non-English Language Learner	107	4	4%	103	96%	3	3%	13	13%	37	36%	50	49%	87	84%
Not in Foster Care	107	4	4%	103	96%	3	3%	13	13%	37	36%	50	49%	87	84%
Not Homeless	107	4	4%	103	96%	3	3%	13	13%	37	36%	50	49%	87	84%
Not Migrant	107	4	4%	103	96%	3	3%	13	13%	37	36%	50	49%	87	84%
Parent Not in Armed Forces	107	4	4%	103	96%	3	3%	13	13%	37	36%	50	49%	87	84%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	108	68	63%	40	37%	4	10%	4	10%	26	65%	6	15%	32	80%
Female	60	42	70%	18	30%	0	0%	3	17%	14	78%	1	6%	15	83%
Male	48	26	54%	22	46%	4	18%	1	5%	12	55%	5	23%	17	77%
General Education Students	89	64	72%	25	28%	0	0%	1	4%	18	72%	6	24%	24	96%
Students with Disabilities	19	4	21%	15	79%	4	27%	3	20%	8	53%	0	0%	8	53%
Asian or Native Hawaiian/Other Pacific Islander	9	8	89%	1	11%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	7	50%	7	50%	—	—	—	—	—	—	—	—	—	—
White	78	49	63%	29	37%	4	14%	3	10%	17	59%	5	17%	22	76%
Multiracial	6	4	67%	2	33%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	30	19	63%	11	37%	0	0%	1	9%	9	82%	1	9%	10	91%
Economically Disadvantaged	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	107	68	64%	39	36%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	108	68	63%	40	37%	4	10%	4	10%	26	65%	6	15%	32	80%
Not in Foster Care	108	68	63%	40	37%	4	10%	4	10%	26	65%	6	15%	32	80%
Not Homeless	108	68	63%	40	37%	4	10%	4	10%	26	65%	6	15%	32	80%
Not Migrant	108	68	63%	40	37%	4	10%	4	10%	26	65%	6	15%	32	80%
Parent Not in Armed Forces	108	68	63%	40	37%	4	10%	4	10%	26	65%	6	15%	32	80%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	108	78	72%	30	28%	2	7%	10	33%	16	53%	2	7%	18	60%
Regents 8	—	—	—	72	67%	0	0%	0	0%	1	1%	71	99%	72	100%
Combined 8	108	6	6%	102	94%	2	2%	10	10%	17	17%	73	72%	90	88%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	108	78	72%	30	28%	2	7%	10	33%	16	53%	2	7%	18	60%
Female	60	46	77%	14	23%	0	0%	4	29%	10	71%	0	0%	10	71%
Male	48	32	67%	16	33%	2	13%	6	38%	6	38%	2	13%	8	50%
General Education Students	89	74	83%	15	17%	0	0%	2	13%	11	73%	2	13%	13	87%
Students with Disabilities	19	4	21%	15	79%	2	13%	8	53%	5	33%	0	0%	5	33%
Asian or Native Hawaiian/Other Pacific Islander	9	8	89%	1	11%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	14	11	79%	3	21%	—	—	—	—	—	—	—	—	—	—
White	78	53	68%	25	32%	2	8%	7	28%	14	56%	2	8%	16	64%
Multiracial	6	5	83%	1	17%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	29	24	83%	5	17%	0	0%	3	60%	2	40%	0	0%	2	40%
Economically Disadvantaged	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	107	78	73%	29	27%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	108	78	72%	30	28%	2	7%	10	33%	16	53%	2	7%	18	60%
Not in Foster Care	108	78	72%	30	28%	2	7%	10	33%	16	53%	2	7%	18	60%
Not Homeless	108	78	72%	30	28%	2	7%	10	33%	16	53%	2	7%	18	60%
Not Migrant	108	78	72%	30	28%	2	7%	10	33%	16	53%	2	7%	18	60%
Parent Not in Armed Forces	108	78	72%	30	28%	2	7%	10	33%	16	53%	2	7%	18	60%

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)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	95	0	0%	0	0%	6	6%	9	9%	80	84%	95	100%
Female	52	0	0%	0	0%	6	12%	5	10%	41	79%	52	100%
Male	43	0	0%	0	0%	0	0%	4	9%	39	91%	43	100%
General Education Students	77	0	0%	0	0%	3	4%	4	5%	70	91%	77	100%
Students with Disabilities	18	0	0%	0	0%	3	17%	5	28%	10	56%	18	100%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	0	0%	0	0%	0	0%	5	100%	5	100%
Hispanic or Latino	5	0	0%	0	0%	0	0%	0	0%	5	100%	5	100%
White	73	0	0%	0	0%	6	8%	9	12%	58	79%	73	100%
Multiracial	12	0	0%	0	0%	0	0%	0	0%	12	100%	12	100%
Not Economically Disadvantaged	95	0	0%	0	0%	6	6%	9	9%	80	84%	95	100%
Non-English Language Learner	95	0	0%	0	0%	6	6%	9	9%	80	84%	95	100%
Not in Foster Care	95	0	0%	0	0%	6	6%	9	9%	80	84%	95	100%
Not Homeless	95	0	0%	0	0%	6	6%	9	9%	80	84%	95	100%
Not Migrant	95	0	0%	0	0%	6	6%	9	9%	80	84%	95	100%
Parent Not in Armed Forces	95	0	0%	0	0%	6	6%	9	9%	80	84%	95	100%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	98	1	1%	2	2%	14	14%	15	15%	66	67%	95	97%
Female	55	1	2%	1	2%	7	13%	9	16%	37	67%	53	96%
Male	43	0	0%	1	2%	7	16%	6	14%	29	67%	42	98%
General Education Students	85	0	0%	1	1%	5	6%	13	15%	66	78%	84	99%
Students with Disabilities	13	1	8%	1	8%	9	69%	2	15%	0	0%	11	85%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Hispanic or Latino	10	0	0%	0	0%	3	30%	0	0%	7	70%	10	100%
White	74	1	1%	2	3%	9	12%	15	20%	47	64%	71	96%
Multiracial	6	0	0%	0	0%	2	33%	0	0%	4	67%	6	100%
Not Economically Disadvantaged	98	1	1%	2	2%	14	14%	15	15%	66	67%	95	97%
Non-English Language Learner	98	1	1%	2	2%	14	14%	15	15%	66	67%	95	97%
Not in Foster Care	98	1	1%	2	2%	14	14%	15	15%	66	67%	95	97%
Not Homeless	98	1	1%	2	2%	14	14%	15	15%	66	67%	95	97%
Not Migrant	98	1	1%	2	2%	14	14%	15	15%	66	67%	95	97%
Parent Not in Armed Forces	98	1	1%	2	2%	14	14%	15	15%	66	67%	95	97%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	92	1	1%	1	1%	24	26%	66	72%	90	98%
Female	46	0	0%	1	2%	11	24%	34	74%	45	98%
Male	46	1	2%	0	0%	13	28%	32	70%	45	98%
General Education Students	81	0	0%	0	0%	17	21%	64	79%	81	100%
Students with Disabilities	11	1	9%	1	9%	7	64%	2	18%	9	82%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	0	0%	1	17%	1	17%	4	67%	5	83%
White	79	1	1%	0	0%	22	28%	56	71%	78	99%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	1	14%	6	86%	7	100%
Not Economically Disadvantaged	92	1	1%	1	1%	24	26%	66	72%	90	98%
Non-English Language Learner	92	1	1%	1	1%	24	26%	66	72%	90	98%
Not in Foster Care	92	1	1%	1	1%	24	26%	66	72%	90	98%
Not Homeless	92	1	1%	1	1%	24	26%	66	72%	90	98%
Not Migrant	92	1	1%	1	1%	24	26%	66	72%	90	98%
Parent Not in Armed Forces	92	1	1%	1	1%	24	26%	66	72%	90	98%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	94	0	0%	0	0%	12	13%	82	87%	94	100%
Female	51	0	0%	0	0%	5	10%	46	90%	51	100%
Male	43	0	0%	0	0%	7	16%	36	84%	43	100%
General Education Students	85	0	0%	0	0%	5	6%	80	94%	85	100%
Students with Disabilities	9	0	0%	0	0%	7	78%	2	22%	9	100%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	0	0%	1	10%	9	90%	10	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	0	0%	0	0%	1	8%	11	92%	12	100%
White	66	0	0%	0	0%	10	15%	56	85%	66	100%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	0	0%	6	100%	6	100%
Not Economically Disadvantaged	94	0	0%	0	0%	12	13%	82	87%	94	100%
Non-English Language Learner	94	0	0%	0	0%	12	13%	82	87%	94	100%
Not in Foster Care	94	0	0%	0	0%	12	13%	82	87%	94	100%
Not Homeless	94	0	0%	0	0%	12	13%	82	87%	94	100%
Not Migrant	94	0	0%	0	0%	12	13%	82	87%	94	100%
Parent Not in Armed Forces	94	0	0%	0	0%	12	13%	82	87%	94	100%

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

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	104	0	0%	2	2%	23	22%	27	26%	52	50%	102	98%
Female	50	0	0%	1	2%	9	18%	15	30%	25	50%	49	98%
Male	54	0	0%	1	2%	14	26%	12	22%	27	50%	53	98%
General Education Students	85	0	0%	0	0%	14	16%	21	25%	50	59%	85	100%
Students with Disabilities	19	0	0%	2	11%	9	47%	6	32%	2	11%	17	89%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	0	0%	0	0%	3	25%	3	25%	6	50%	12	100%
White	82	0	0%	2	2%	17	21%	23	28%	40	49%	80	98%
Multiracial	5	0	0%	0	0%	2	40%	0	0%	3	60%	5	100%
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	1	20%	1	20%	3	60%	5	100%
Not Economically Disadvantaged	104	0	0%	2	2%	23	22%	27	26%	52	50%	102	98%
Non-English Language Learner	104	0	0%	2	2%	23	22%	27	26%	52	50%	102	98%
Not in Foster Care	104	0	0%	2	2%	23	22%	27	26%	52	50%	102	98%
Not Homeless	104	0	0%	2	2%	23	22%	27	26%	52	50%	102	98%
Not Migrant	104	0	0%	2	2%	23	22%	27	26%	52	50%	102	98%
Parent Not in Armed Forces	104	0	0%	2	2%	23	22%	27	26%	52	50%	102	98%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	93	0	0%	1	1%	13	14%	49	53%	30	32%	92	99%
Female	52	0	0%	1	2%	8	15%	25	48%	18	35%	51	98%
Male	41	0	0%	0	0%	5	12%	24	59%	12	29%	41	100%
General Education Students	77	0	0%	0	0%	7	9%	41	53%	29	38%	77	100%
Students with Disabilities	16	0	0%	1	6%	6	38%	8	50%	1	6%	15	94%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	0	0%	0	0%	3	60%	2	40%	5	100%
Hispanic or Latino	5	0	0%	0	0%	1	20%	4	80%	0	0%	5	100%
White	71	0	0%	1	1%	12	17%	40	56%	18	25%	70	99%
Multiracial	12	0	0%	0	0%	0	0%	2	17%	10	83%	12	100%
Not Economically Disadvantaged	93	0	0%	1	1%	13	14%	49	53%	30	32%	92	99%
Non-English Language Learner	93	0	0%	1	1%	13	14%	49	53%	30	32%	92	99%
Not in Foster Care	93	0	0%	1	1%	13	14%	49	53%	30	32%	92	99%
Not Homeless	93	0	0%	1	1%	13	14%	49	53%	30	32%	92	99%
Not Migrant	93	0	0%	1	1%	13	14%	49	53%	30	32%	92	99%
Parent Not in Armed Forces	93	0	0%	1	1%	13	14%	49	53%	30	32%	92	99%

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	1	1%	115	99%	0	0%	1	1%	13	11%	101	87%	114	98%
Female	58	0	0%	58	100%	0	0%	0	0%	7	12%	51	88%	58	100%
Male	58	1	2%	57	98%	0	0%	1	2%	6	10%	50	86%	56	97%
General Education Students	105	0	0%	105	100%	0	0%	0	0%	8	8%	97	92%	105	100%
Students with Disabilities	11	1	9%	10	91%	0	0%	1	9%	5	45%	4	36%	9	82%
Asian or Native Hawaiian/Other Pacific Islander	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	0	0%	9	100%	0	0%	0	0%	2	22%	7	78%	9	100%
White	99	1	1%	98	99%	0	0%	1	1%	10	10%	87	88%	97	98%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	0	0%	1	13%	7	88%	8	100%
Not Economically Disadvantaged	116	1	1%	115	99%	0	0%	1	1%	13	11%	101	87%	114	98%
Non-English Language Learner	116	1	1%	115	99%	0	0%	1	1%	13	11%	101	87%	114	98%
Not in Foster Care	116	1	1%	115	99%	0	0%	1	1%	13	11%	101	87%	114	98%
Not Homeless	116	1	1%	115	99%	0	0%	1	1%	13	11%	101	87%	114	98%
Not Migrant	116	1	1%	115	99%	0	0%	1	1%	13	11%	101	87%	114	98%
Parent Not in Armed Forces	116	1	1%	115	99%	0	0%	1	1%	13	11%	101	87%	114	98%

2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	55	47%	61	53%	0	0%	0	0%	3	3%	58	50%	61	53%
Female	58	28	48%	30	52%	0	0%	0	0%	2	3%	28	48%	30	52%
Male	58	27	47%	31	53%	0	0%	0	0%	1	2%	30	52%	31	53%
General Education Students	105	45	43%	60	57%	0	0%	0	0%	2	2%	58	55%	60	57%
Students with Disabilities	11	10	91%	1	9%	0	0%	0	0%	1	9%	0	0%	1	9%
Asian or Native Hawaiian/Other Pacific Islander	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	5	56%	4	44%	0	0%	0	0%	1	11%	3	33%	4	44%
White	99	48	48%	51	52%	0	0%	0	0%	1	1%	50	51%	51	52%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	0	0%	0	0%	1	13%	5	63%	6	75%
Not Economically Disadvantaged	116	55	47%	61	53%	0	0%	0	0%	3	3%	58	50%	61	53%
Non-English Language Learner	116	55	47%	61	53%	0	0%	0	0%	3	3%	58	50%	61	53%
Not in Foster Care	116	55	47%	61	53%	0	0%	0	0%	3	3%	58	50%	61	53%
Not Homeless	116	55	47%	61	53%	0	0%	0	0%	3	3%	58	50%	61	53%
Not Migrant	116	55	47%	61	53%	0	0%	0	0%	3	3%	58	50%	61	53%
Parent Not in Armed Forces	116	55	47%	61	53%	0	0%	0	0%	3	3%	58	50%	61	53%

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	56	54	96	2	4
Female	29	28	97	1	3
Male	27	26	96	1	4
General Education Students	46	45	98	1	2
Students with Disabilities	10	9	90	1	10
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	5	5	100	0	0
White	48	47	98	1	2
Multiracial	1	0	0	1	100
Not Economically Disadvantaged	56	54	96	2	4
Non-English Language Learner	56	54	96	2	4
Not in Foster Care	56	54	96	2	4
Not Homeless	56	54	96	2	4
Not Migrant	56	54	96	2	4
Parent Not in Armed Forces	56	54	96	2	4

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	24	21%	92	79%	7	6%	4	3%	19	16%	62	53%	81	70%
Female	58	11	19%	47	81%	4	7%	2	3%	11	19%	30	52%	41	71%
Male	58	13	22%	45	78%	3	5%	2	3%	8	14%	32	55%	40	69%
General Education Students	105	14	13%	91	87%	7	7%	4	4%	18	17%	62	59%	80	76%
Students with Disabilities	11	10	91%	1	9%	0	0%	0	0%	1	9%	0	0%	1	9%
Asian or Native Hawaiian/Other Pacific Islander	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	3	33%	6	67%	1	11%	0	0%	1	11%	4	44%	5	56%
White	99	21	21%	78	79%	6	6%	4	4%	16	16%	52	53%	68	69%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	0	0%	2	25%	6	75%	8	100%
Not Economically Disadvantaged	116	24	21%	92	79%	7	6%	4	3%	19	16%	62	53%	81	70%
Non-English Language Learner	116	24	21%	92	79%	7	6%	4	3%	19	16%	62	53%	81	70%
Not in Foster Care	116	24	21%	92	79%	7	6%	4	3%	19	16%	62	53%	81	70%
Not Homeless	116	24	21%	92	79%	7	6%	4	3%	19	16%	62	53%	81	70%
Not Migrant	116	24	21%	92	79%	7	6%	4	3%	19	16%	62	53%	81	70%
Parent Not in Armed Forces	116	24	21%	92	79%	7	6%	4	3%	19	16%	62	53%	81	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	115	23	20	92	80
Female	58	11	19	47	81
Male	57	12	21	45	79
General Education Students	105	14	13	91	87
Students with Disabilities	10	9	90	1	10
Asian or Native Hawaiian/Other Pacific Islander	3	0	0	3	100
Black or African American	1	0	0	1	100
Hispanic or Latino	9	3	33	6	67
White	98	20	20	78	80
Multiracial	4	0	0	4	100
Not Economically Disadvantaged	115	23	20	92	80
Non-English Language Learner	115	23	20	92	80
Not in Foster Care	115	23	20	92	80
Not Homeless	115	23	20	92	80
Not Migrant	115	23	20	92	80
Parent Not in Armed Forces	115	23	20	92	80

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	116	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	58	58	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	58	58	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	105	105	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	99	99	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	116	116	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	116	116	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	116	116	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	116	116	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	116	116	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	116	116	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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	115	115	100	0	0
Female	58	58	100	0	0
Male	57	57	100	0	0
General Education Students	105	105	100	0	0
Students with Disabilities	10	10	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	3	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	9	9	100	0	0
White	98	98	100	0	0
Multiracial	4	4	100	0	0
Not Economically Disadvantaged	115	115	100	0	0
Non-English Language Learner	115	115	100	0	0
Not in Foster Care	115	115	100	0	0
Not Homeless	115	115	100	0	0
Not Migrant	115	115	100	0	0
Parent Not in Armed Forces	115	115	100	0	0

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	79	68%	37	32%	0	0%	0	0%	37	32%	0	0%	37	32%
Female	58	45	78%	13	22%	0	0%	0	0%	13	22%	0	0%	13	22%
Male	58	34	59%	24	41%	0	0%	0	0%	24	41%	0	0%	24	41%
General Education Students	105	68	65%	37	35%	0	0%	0	0%	37	35%	0	0%	37	35%
Students with Disabilities	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	6	67%	3	33%	0	0%	0	0%	3	33%	0	0%	3	33%
White	99	70	71%	29	29%	0	0%	0	0%	29	29%	0	0%	29	29%
Multiracial	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	3	38%	5	63%	0	0%	0	0%	5	63%	0	0%	5	63%
Not Economically Disadvantaged	116	79	68%	37	32%	0	0%	0	0%	37	32%	0	0%	37	32%
Non-English Language Learner	116	79	68%	37	32%	0	0%	0	0%	37	32%	0	0%	37	32%
Not in Foster Care	116	79	68%	37	32%	0	0%	0	0%	37	32%	0	0%	37	32%
Not Homeless	116	79	68%	37	32%	0	0%	0	0%	37	32%	0	0%	37	32%
Not Migrant	116	79	68%	37	32%	0	0%	0	0%	37	32%	0	0%	37	32%
Parent Not in Armed Forces	116	79	68%	37	32%	0	0%	0	0%	37	32%	0	0%	37	32%

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	115	78	68	37	32
Female	58	45	78	13	22
Male	57	33	58	24	42
General Education Students	105	68	65	37	35
Students with Disabilities	10	10	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	1	33	2	67
Black or African American	1	1	100	0	0
Hispanic or Latino	9	6	67	3	33
White	98	69	70	29	30
Multiracial	4	1	25	3	75
Not Economically Disadvantaged	115	78	68	37	32
Non-English Language Learner	115	78	68	37	32
Not in Foster Care	115	78	68	37	32
Not Homeless	115	78	68	37	32
Not Migrant	115	78	68	37	32
Parent Not in Armed Forces	115	78	68	37	32

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.

[illegible]

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 8 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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%

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	1,289	\$635,784	\$493	\$42,850,200	\$33,243	\$43,485,984	\$33,736
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	120	17	14%	3	2	67%
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	118	4	3%
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	116	115	99%	0	0%	115	99%	0	0%	0	0%	1	1%	0	0%	0	0%
Female	58	58	100%	0	0%	58	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	58	57	98%	0	0%	57	98%	0	0%	0	0%	1	2%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	105	105	100%	0	0%	105	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	11	10	91%	0	0%	10	91%	0	0%	0	0%	1	9%	0	0%	0	0%
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	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	9	100%	0	0%	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%
White	99	98	99%	0	0%	98	99%	0	0%	0	0%	1	1%	0	0%	0	0%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	116	115	99%	0	0%	115	99%	0	0%	0	0%	1	1%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	116	115	99%	0	0%	115	99%	0	0%	0	0%	1	1%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	116	115	99%	0	0%	115	99%	0	0%	0	0%	1	1%	0	0%	0	0%

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	116	115	99%	0	0%	115	99%	0	0%	0	0%	1	1%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	116	115	99%	0	0%	115	99%	0	0%	0	0%	1	1%	0	0%	0	0%
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	116	115	99%	0	0%	115	99%	0	0%	0	0%	1	1%	0	0%	0	0%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the Civil Rights Data Collection, Office for Civil Rights.

CRDC Data (18.04 megabytes)
CRDC Glossary and Guide

BLIND BROOK-RYE 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



1,276

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	BLIND BROOK-RYE UFSD
All Students	1,276
Economically Disadvantaged	—
Students with Disabilities	13%
English Language Learners	1%
» Race/Ethnicity	

Staffing Profile	BLIND BROOK-RYE UFSD
Student-to-Teacher Ratio	11
Teachers with Fewer than 4 years of Experience %	13%
Teachers with 4-20 Years of Experience %	52%
Teachers with 21+ Years of Experience %	34%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$31,934.00	\$28,303.28	\$25,870.33

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	BLIND BROOK-RYE UFSD
» A. Instruction (A1 + A2 + A3 + A4)	\$19,709.82
» B. Administration (B1 + B2 + B3)	\$2,131.75
» C. All Other Spending (C1 + C2 + C3)	\$2,549.82
D. Total School Level (A + B + C)	\$24,391.40
» E. Central Instruction (E1 + E2 + E3 + E4)	\$902.66
» F. Central Administration (F1 + F2 + F3)	\$2,415.79
» G. All Other Central Spending (G1 + G2 + G3)	\$4,224.62
H. Total Central Costs	\$7,543.07
I. Total Spending (D + H)	\$31,934.47

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	BLIND BROOK-RYE UFSD
J. Total School Level Local/State Spending	\$23,893.03
» K. Total School Level Federal Spending	\$498.37
L. Total Central Level Local/State Spending	\$7,543.07
M. Total Central Level Federal Spending	\$0.00
N. Total Spending (J + K + L + M)	\$31,934.47

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	BLIND BROOK-RYE UFSD
1. Transportation	\$1,682,802.27
2. Charter School Tuition	\$0.00
3. Other Tuition	\$1,314,342.19
4. Debt Service	\$4,706,791.14
5. Other	\$848,322.89
Percent Excluded from Total	17%
Total Expenditures	\$49,300,643.41