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## BOARD OVERVIEW, BOARD GOALS, CURRICULUM OVERVIEW,TECHNOLOGY OVERVIEW AND EXECUTIVE SUMMARY

This budgetary section includes a report from the School Board and the 2012-2013 goals of the Board.

There are five (5) separate documents included in this section and the reviewer would be encouraged to carefully read each one of these sections so that he/she may understand the goals that the Board have set for both this year and next year.

These five (5) documents are as follows:
Rye School Board Overview - This is a brief overview provided by the Rye School Board in relation to the Board's goals, initiatives and short rationale for the proposed budget that are occurring in the schools.

Rye School Board Goals - This document is the compendium of the Rye School Board goals for 2012-2013. The document clearly shows the goal, who is responsible to help meet that goal, how the goal is being met, when the goal is expected to be achieved and the current status.

Curriculum Overview - This is a brief overview and visionary document for curriculum implementation and enhancement in the Rye School District.

Technology Overview - This is a brief overview of the technology plan and vision for the Rye School District.

Executive Summary - This report is a summary of the proposed 2013-2014 budget and the factors that that have influenced the appropriation requests. The report should serve a concise compendium to understand the proposed budget.


## School Board Overview

The Rye School Board worked with administrators to develop a 2013-14 school budget that will continue to provide a high quality educational program that meets the social-emotional, physical, and academic needs of our Rye students. We are focused on ensuring that we have the best resources and support available for both teachers and students so that our students are able to meet or exceed curriculum standards and develop essential $21^{\text {st }}$ century skills. Many factors are evaluated to support this essential goal. We track student population needs to determine effective staffing ratios. We also review staff qualifications, evaluation procedures and professional growth needs to be sure that our staff members have the necessary skills to meet the individual learning needs of our students. As our student needs change, our staffing needs will change accordingly. We analyze student assessment data to determine our programming needs. We devote the resources necessary to improve curriculum. We evaluate our facility needs to be sure that we have adequate space and a safe and healthy environment for our students and staff.

Each year the Board reviews student data, parent surveys, and administrator and staff input to develop annual goals which align with our mission "to provide an outstanding learning and teaching environment that meets every child's academic, social, physical and personal needs". We have included these goals for the 2012-13 school year on the following page. This year we identified three focus areas: Communication, Curriculum, and Teacher Evaluation. Our action items in Communication will enhance and improve communication amongst all stakeholders: board members, administrators, staff, students, parents and community members. We have established tools and programs to assist in our efforts; such as technology improvements, expanded avenues of parent collaboration, the Learning Compact and our Professional Learning Communities. Our action items in Curriculum include aligning our assessments and instruction to meet the Common Core curriculum standards; utilizing our Response to Intervention program to meet the individual learning needs of our students; and reviewing the school schedules to ensure sufficient learning time for our students and staff. Our action items in Teacher Evaluation include updating and finalizing a comprehensive plan for teacher growth, development and evaluation which meets state and federal guidelines. Our goals require the school district to continue our investment in technology as a tool for student and staff learning, data collection and communication.

In developing the 2013-14 budget, Board members were sensitive to the current economic conditions. Despite facing substantial increases in fixed costs such as salaries, insurance and retirement, we made cost-effective changes and staffing reductions when appropriate. The proposed gross budget is up $1.12 \%$ and the net operating budget (less warrant articles) is up $2.02 \%$. We feel that this modest increase to the 2013-14 budget will allow the school district to continue to maintain our high quality programs and reasonable class sizes. We have provided an executive summary which details the major drivers in the development of the 2013-14 budget. We have also provided overviews from the Assistant Superintendent, the Special Education Director, the Information Systems Technology Director and both principals which further illustrate specific needs and accomplishments. In addition to the operating budget, we plan to put forward two other warrant articles. One article was developed in response to state legislation (RSA 198:4-b) and will allow the school district to retain up to $2.5 \%$ of year end unassigned funds to be used only to reduce the tax rate or for emergency expenditures. This money can only be used if approved by the NH state Department of Education. We are also in the process of negotiating a new contract with our support staff workers and anticipate having a warrant article detailing the additional cost for public approval. Please note that the proposed operating budget does not include any increases to support staff workers. At the printing of this report, contract negotiations have not yet concluded.

## Rye School District Goals 2012-2013

The Rye School District's mission is to provide an outstanding learning and teaching environment that meets every child's academic, social, physical, and personal needs. The standards and measurements for excellence that guide our District are stated in the New England Association of Schools and Colleges Standards for Accreditation*.

We are taking significant efforts for continued school improvement and will continue to do so through the following focus areas:

## I. Focus Area: Communication

## Action Items for This Y ear to Enhance our Current Program:

1 Continue to send parent introductory letter clarifying current initiatives and other pertinent information for s successful school year - August 2012
1 Implement student incentives to increase return of parent input sheets after the summer-September 2012
1 Consistently implement a system for teachers to track communication with parents- Beginning September 2012 and continuing through June 2013
1 Create, implement and communicate a specific personal communication model for all advisors at RJH to communicate student goals with parents -September, 2012
1 Create and implement a progress report form for all teachers at RES to report progress to parents on student goals -October, 2012
1 Create a night for high school parents ( $9^{\text {th }}$ grade) to share experiences with $8^{\text {th }}$ grade parents on transitioning students to the high school (February 2013); and for $6^{\text {th }}$ grade parents to share experiences with $5^{\text {th }}$ grade parents on transitioning students to the middle school (Early Spring 2013).
1 Expand opportunities to meet with parents to get input at events such as Special Issues Meetings, Coffees with the Principal, Principal Advisory, Parent to Parent meetings - ongoing
1 Facilitate communication with PTA to assist with increasing opportunities for parent to parent communication - ongoing
1 Implement One Call system to consolidate email and improve phone communications
1 Audit school to home communication to determine frequency and mode in comparison with parent survey responses
1 Explore the need for changes to the food service program and develop a plan as needed - Fall, 2012
1 Communicate programs that are currently addressing social/emotional issues of students September, 2012 \& January 2013
1 Continue to explore venues to communicate programs that are addressing the social/emotional issues of students - on going

## Implementation M odel:

1 RES \& RJH - Professional Learning Community (PLC) Collaborative Team Work
1 Principal Correspondences
1 Community Outreach

## Expected Outcomes:

1 Improved implementation and follow-through of the Learning Compact
1 More informed teacher/parent communication in the area of student goals
1 Consistency in teacher (advisor) communication of student goals
$l$ Increased opportunity for parent to parent communication
1 Improved transition for students and their parents to middle and high school
1 Increase in return of parent input sheets
1 Enhanced school to home communication

1 Continue strengthening of student/parent/teacher relations

## II. Focus A rea: Curriculum/ Response to Intervention (RTI)

Action Items for This Y ear to E nhance our Current Program:
1 Continue to analyze baseline and benchmark data for reading, writing and math and monitor progress adjusting interventions/extended learning opportunities as appropriate - Beginning September 2012 and continuing through June 2013
1 Continue to create common assessments to inform instruction- Beginning September 2012 and continuing through June 2013
1 Institute intervention blocks in all student schedules at RJH - Prior to the start of school year
1 Institute an additional common planning time for RES teachers -Prior to the start of school year
1 Continue to work with teams to know and understand the Common Core Standards and resources available to facilitate implementation - Beginning September 2012 and continuing through June 2013
1 Demonstrate deconstruction of Common Core standards to all stakeholders \& start connecting the standards to what teachers are doing in class (modeling creating lessons/units from the standards) Beginning September 2012 and continuing through June 2013
1 Build units and lessons based on the Common Core standards in grades K-1 - Fall, 2012
1 Review foreign language program and recommend adjustments if needed -November 2012
1 Develop meaningful interdisciplinary units tied to specific skill development - ongoing
1 Explore the possibility of extending the RJH school day

## Implementation M odel:

1 RES \& RJH - Professional Learning Community (PLC)
1 SAU \#50 Collaborative Team Meetings

## Expected Outcomes:

1 Mapped Curriculum based on Common Core K-1
1 Improved student learning for individual students
l Higher level of learning for all
1 Decision around foreign language programming for 2013-2014

## III. Focus A rea: Teacher Evaluation

Action Items for This Y ear to E nhance our Current Program:
1 Continue committee work to complete Professional Development Plan- ongoing with completion date of June 2013
1 Continue committee work to complete new evaluation procedures (draft by December 2012); completed by June 2013 \& revised annually
1 Continue to use current job descriptions as point of discussion in teacher evaluations- Fall 2012
Implementation M odel:
1 SAU \#50 Professional Learning Advisory Committee Work
1 Evaluation Committee composed of administrators, teachers and school board members to look at new guidelines from State

## Expected Outcomes:

1 Completion of the revised SAU \#50 Professional Development Plan
1 New Evaluation procedures that meet State and Federal guidelines
1 Comprehensive plan for educator growth, development and evaluation
1 Improved teacher effectiveness and student outcomes

## Curriculum Overview

## Mary Lyons, Assistant Superintendent of Schools

The guiding principle of instruction in SAU \#50 is our focus on improving student outcomes to assure high levels of learning for all. We advocate a comprehensive approach to teaching and learning in order to prepare all of our students for the $21^{\text {st }}$ century. Embedded in this comprehensive approach is the very essence of a professional learning community. When a school or district functions as a professional learning community, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it. High-performing schools use the professional learning community process to support powerful professional development through teacher collaboration. By working collaboratively, teachers can meet the needs of every student and help them acquire the knowledge and skills to thrive in a global society.

Students learn in different ways and at different rates. This year, our professional staff has continued to use a method called Response to Intervention (RTI) to help tailor instruction to the specific learning needs of the students. Response to Intervention (RTI) is a systematic process that ensures every student receives the additional time and support needed to learn at high levels. "Systematic" means it doesn't matter what class or school; a student will get the support he/she needs. RTI starts with highly effective research-based core instruction. Teachers then identify students who are not succeeding in the core program and provide them with additional time and support until they have learned the essential skills. The emphasis of RTI is to focus on providing more effective instruction by encouraging earlier intervention for students. Our teachers work collaboratively analyzing student data and planning for better results for the students they serve.

As mentioned above, RTI starts with highly effective research- based core instruction. The foundation for our core instruction is the state standards. New Hampshire, along with more than 40 other states across the country, is transitioning to a new set of learning standards for English language arts and math called the Common Core. The learning standards describe what students should know and be able to do in each grade. These new standards represent the skills and knowledge needed to succeed in a rapidly changing world, including the ability to think creatively, solve real-world problems, make effective arguments, and engage in debates. Embedded in the common core is the integration of technology.
The common core standards provide a clear picture of what students need to learn each year in order to graduate from high school ready to succeed in college and careers.

Our schools are poised to fully implement the common core state standards beginning the fall of 2013. Teachers have been working together to familiarize themselves with the standards, the depth of knowledge needed for student mastery, and the resources available to assist with full implementation. They are making adjustments to their instructional practices and establishing assessments to benchmark student progress.

Effective teaching is at the heart of it all. As a result, we have been working on establishing a new teacher supervision and evaluation system that incorporates student data as part of the process. The purpose of the new plan is to promote effective instruction and enhance professional growth. This process requires collaboration between teachers and administrators in supporting the goal of improving student outcomes. The new plan is based on recommendations from the NH Task force and has come out of almost two years of committee work. It will be ready to implement beginning the fall of 2013.

Implementing a new set of standards, moving from a traditional school model to a professional learning community, implementing a systematic approach to RTI and a teacher evaluation process that incorporates student data are not easy tasks. The foundation has been set, but we need to continue to move our efforts forward. Teachers have collaborative planning time set in their schedules, but there needs to be more consistent use of data driven instruction. Students have time set where they receive extra support or extended learning opportunities but the interventions need to be consistently based on targeted skills at every grade level. We have seen an increase in the integration of technology in classrooms but we need to continue to explore and implement new ways for technology to aide in the use of assessment and data analysis. Although we have a new supervision and evaluation plan on paper, administration and staff will need to work together, reflect openly and honestly, and adjust accordingly to ensure the process stays true to its intent.

Looking ahead, we will continue in our efforts to move from a traditional school model to a true professional learning community. We will stay dedicated to meeting the needs of each student and helping them acquire the knowledge and skills to thrive in a global society. We will remain committed to promoting effective instruction and enhancing professional growth. The journey is not an easy one but with a clear target we are confident we will make it to our destination.


# Technology Overview 

J ason Saltmarsh, SAU 50 Technology Director

Our technology program is changing and evolving to meet the needs of students in today's connected world. This past year, our district added a technology and curriculum integrator to work with teachers and students in both buildings to better integrate technology to support curriculum and learning. In addition, SAU 50 hired an IT Director to oversee technology planning and operations. The addition of these two positions underscores the importance of a strong technology program in our schools.

The IST integrator collaborates with teachers to help them integrate technology resources and use digital tools to enhance their instruction. This process begins with conversations about curriculum and unit planning, continues with cooperative teaching/modeling and professional development, and ends with reflection and evaluation. The IST integrator helps our students and staff gain essential digital literacy skills by directly supporting student use of technology and helps our teachers to understand how best to use technology to support their curriculum.

Our students are learning in a mobile and connected world. Bandwidth and wireless infrastructure are essential to building capacity for a curriculum rich in multimedia, online collaboration, and cloud services. The 2012-13 technology warrant article allowed for us to update our infrastructure at both Rye Junior High School and Rye Elementary School. We now have a robust wireless network that is both secure and reliable, and will meet the needs of our schools for the foreseeable future.

Rye will be purchasing iPads in both schools next year. The budget includes thirty (30) iPads for student use in Rye Elementary School, and forty (40) iPads for use by students at Rye Junior High School. The iPad has taken the education world by storm over the past couple of years. This can be attributed to a many things, but the main reasons are: price, design, and apps. The price point of an iPad is close to $\$ 330$. The design is a simple and intuitive touch interface that works for students across the entire developmental spectrum. However, it is the ability to find and use hundreds of thousands of apps that educators find most valuable.

We have requested the purchase of (23) Apple TV devices and (twenty-three) 23 video displays in this budget. These devices will be used in the classrooms so that content from any iPad or teacher MacBook can be displayed wirelessly. This gives teachers and students the ability to deliver whole class presentations from their laptops or iPads with the click of a button.

Our schools are working towards full adoption of the common core standards. These new standards represent the skills and knowledge needed to succeed in a rapidly changing world. This technology budget creates an environment that supports a successful transition to the Common Core curriculum. We have a strong technology infrastructure, regular instructional support for our teachers and students, and devices that will best support $21^{\text {st }}$ century instruction.

This Executive Summary is prepared to serve as an overview of the process and highlights of the Rye School District's proposed budget for the fiscal year July 1, 2013 through June 30, 2014.

Currently there are approximately 500 students in grades K-8 who attend the Rye School District's two (2) public schools. There are currently approximately 185 high school students who are tuitioned to Portsmouth High School. In addition, the Rye School District tuitions to the SAU 50 Community Pre-School children ages three (3) to five (5) when necessary.

The operating budget of the Rye School District is comprised of four (4) major funds, the General Fund, Special Revenue Fund, Food Service Fund and Trust Fund. The General Fund is the largest fund and consists of a self balancing set of accounts recording cash and other financial resources together with all related expenditures, liabilities and fund balances. The Special Revenue Fund is composed of both federal and private grants that are received by the District. Special Revenue funds may only be used for the purpose of carrying on specific activities in accordance with local Board policy, State law and federal requirements. The Food Service Fund is an enterprise fund and accounts for all of the revenue and expenditure transactions of the Food Service Program. An annual profit/loss statement is generated for this fund. The Trust Fund is the repository for all funds approved as Expendable Trust Funds under the control of the Rye School Board. Currently, there are three (3) expendable trusts, the Special Education Expendable Trust, Tuition Expendable Trust Fund, and the School Building and Grounds Expendable Trust. As in compliance with State law, all trust funds are in the hands of the Trustees of the Trust Funds for Rye.

The process for the preparation of the budget begins with all staff members requesting items to be included in the budget by preparing budget requisition sheets detailing items requested, rationale for the request and the cost associated with the request. All budgetary accounts are prepared under the premise of a zero base budgeting process.

The budgeting process begins with all staff completing budget requisition forms for the materials/equipment that they are requesting appropriations for in the forthcoming budget. Then the Building Principal meets with all staff members to review each individual staff member's budgetary requests. After reviewing the requests, the Building Principal may add, delete or modify the budgetary requests for the proposed budget. The Business Administrator, Assistant Superintendent of Schools and IST Director review with the Building Principal the budget requisitions received from the building and decisions are made on which items are to be included in the proposed budget for the preliminary or initial review by the Board.

For special education requests, the budgetary process is similar to the non special education requests, whereby special educators develop requests on budget requisition sheets. These staff members then meet with the LEA Coordinator, Building Principal and Special Education Director where the budget requests are reviewed and may be added, deleted or modified. The Special Education Director then meets with the Business Administrator before the final inclusion of any budgetary requisitions into the proposed budget for the preliminary review by the Board.

Salaries and benefits are included in the preliminary budget in accordance with the Collective Bargaining Agreements (CBA). There is a CBA for the certified (teaching) staff and a different

CBA for the support staff. Salaries and benefits for the administrators are reviewed and approved by the Board for inclusion in the budget upon the recommendation(s) of the Superintendent of Schools after he has met and discussed the salaries/benefits/issues with the Building Principals.

The Board, in mid-November, generally meets for one (1) or two (2) days to review the proposed preliminary budget with the administration. At the end of the one (1) or two (2) day sessions the Board deliberates on all areas of the budget and proposed warrant articles', if applicable, to arrive at a proposed budget. After the Board approves the proposed budget, the proposed budget is then forwarded to the Budget Committee for review and consideration.

## Budget Highlights

1 The proposed Rye School District gross budget for 2013-2014 is $\$ 12,938,447$. This is a $\$ 143,663$ increase or $1.12 \%$ over the 2012-2013 budget.
1 The net operating budget, which is the budget amount less revenues and credits, is $\$ 11,940,235$. This net operating budget is associated with the district assessment and is \$190,536 more than the assessment for 2012-2013.
1 Net budgetary change, which is the proposed 2013-2014 budget compared to the 20122013 adopted budget less one-time special warrant article is increasing \$225,663 or 2.02\%.

1 The average annual gross budget increase over the prior:

| three (3) years: | $2.40 \%$ |
| :--- | :--- |
| five (5) years: | $2.52 \%$ |
| ten (10) years: | $4.13 \%$ |

1 The major increase to the budget is the appropriation for the District's portion of the New Hampshire Retirement System for certified staff. The District's contribution rate is increasing from $11.3 \%$ to $14.16 \%$ for 2013-2014. This represents a budgetary increase of $\$ 106,346$ or $25.31 \%$.
1 Other major increases in budgetary line accounts are:

| Tuition to Private Schools - Elementary | $\$ 91,653$ |
| :--- | ---: |
| Health Insurance | 73,013 |
| IST Integrator Salary (reorganization) | 71,400 |
| District Share of SAU 50 | 69,513 |
| Tuition to Private Schools - Middle | 49,312 |

1 The major decrease in the budget is classroom teaching positions at the Rye Elementary School. There are 28 teaching positions at the school and for 2013-2014 it was recommended by the administration to eliminate one (1) full time classroom teaching position, one (1) part time position has been reduced from $60 \%$ to $30 \%$, and one (1) part time position has been reduced from $40 \%$ to $30 \%$.
1 Other major decreases in budgetary line accounts are:

IST Coordinator (reorganization)
Tuition to Other LEAs - High
Teaching Salaries - Middle
Special Education Aides Salaries - Elem.
Tuition to Private Schools - High
\$(71,372)
$(30,925)$

1 The proposed tuitioning appropriation for students to attend Portsmouth High School is decreasing for 2013-2014 by $\$ 51,966$. It is estimated that there will be 198 students as compared to the students budgeted in 2012-2013 of 209. The 2013-2014 tuition rate is
estimated to be $\$ 14,277$ per student or an increase of $\$ 365$ or $2.69 \%$.
1 Certified teaching staff, in accordance with the Collective Bargaining Agreement, will receive an average increase of $3.72 \%$.
1 Support staff, which unionized in the late 1990s, are in the process of negotiating a new collective bargaining agreement with the Rye School Board. As of the printing of this report a tentative agreement between the two (2) parties has not been reached.
1 In preparing the budget, the economic conditions of the area were considered and only items necessary for the operation of the District were included in order to present the lowest possible budget to the residents of the District.

## Tax Impact

It is anticipated that the district assessment for the proposed 2013-2014 budget will increase approximately $\$ 143,663$. The district assessment is extremely important as this is the amount of funds that must be raised through property taxes. Based on the current net assessed valuation, it is estimated that it will take $\$ 1,752,828$ in increased appropriations to raise the tax rate $\$ 1.00$ per $\$ 1,000$ of property valuation or $\$ 17,528$ in increased appropriations to raise the tax rate $\$ 0.01$ per $\$ 1,000$ of property valuation.

The district assessment, before any increases for any warrant article, will increase by $\$ 0.11$ per $\$ 1,000$ of property valuation. For comparison purposes, the tax rate associated with the school for 2012-2013 increased $\$ 0.37$ with an additional $\$ 0.02$ increase from the State. Of the anticipated $\$ 0.11$ increase in the tax rate, approximately $\$ 0.03$ of this amount is due to the anticipated unreserved fund balance being lower when compared to the June 30, 2012 unreserved fund balance.

## Overview - Elementary

Priorities for our 2013-2014 budget are to meet the individual learning needs of each child and a continued focus to improve programs, curriculum and alignment of our grade level curriculum with the New Hampshire and National Curriculum Standards. Staff works regularly with our Assistant Superintendent of Schools to look at each content area to plan curriculum and write assessments. These assessments are used in our RTI work (Response to Instruction) to assess and meet the individual needs of all students. Budget priorities this year focus on our major content areas: English language arts, math, science and social studies as well as technology.

As a school and district we are committed to small class sizes. I have carefully analyzed student enrollments, both real and projected (kindergarten) and have recommended cutting one classroom for the 2013-2014 school year. We will still have class sizes fewer than 20 which are supported by our Principal's Advisory Council and our School Board. Predicting enrollments is a difficult task as last summer we registered 16 new students in grades one through five at the Elementary School.

Technology is no longer an "add on". It is a tool that is used across all curriculum areas. Students and staff use desktops, laptops, mini laptops, iPads, Smart Boards, and projectors for their instruction. Last year a warrant article was passed and we were able to update our infrastructure which has made a big difference in our connectivity to the World Wide Web. This infrastructure update allows for much faster access to the Web and less time lost for students and staff waiting for connectivity. We were also able to update some equipment which was 8 - 10
years old. We have brought on two new people, Jason Saltmarsh as Technology Director, and Eric Lawson as IST Integrator who are working with staff to maximize technology across all curriculum areas.

Our physical plant is well maintained by our custodial staff, and we have budgeted funds to continue this.

Thank you for the support of Rye Elementary School.

## Overview - Middle

The Rye Junior High School has continued to provide a high quality education with students meeting success in all aspects of student life. Rye Junior High School students move on to both public and private high schools where they are solid students who are major contributors to student life in those schools.

Creating a highly functioning school in these budget times is always a challenge. The financial resources available have to be allocated carefully. Through meetings and conversations at all levels of the school district, the Rye Junior High School budget represents those carefully chosen priorities.

As educators step into the Common Core State Standards era, our professional philosophy continues to stay focused on student learning around a rigorous curriculum. We have focused our professional development funds in this area.

The process that we are using to stay connected with students and parents in our unique way is through our Advisory program and the Learning Compact. We have been working with our Advisory Program for two years which creates small groups of students that meet with their advisor each day for "homerooms" and once a week for thirty minutes. This is an essential component to a high functioning middle school program.

This growth and improvement in our technology department will only improve our student's achievement. Technology is no longer something that is a separate curriculum area or department; it is how we learn so much of what we do as learners and educators. Rye Junior High School has made substantial improvements in the area of technology.

The Rye Junior High School library continues to allow for students to apply skills across the curriculum areas in a state of the art environment. The librarian/media specialist is an invaluable resource to students and teachers.

The Rye Community Collaborative Group continues to share school wide activities that have brought parents and community members into the school to work with our students and staff. This group includes members from the Rye Public Library, Rye Historical Commission, Rye Conservation Commission, the Goss Farm Collaborative, the Seacoast Science Center, the Rye Town Offices, the Rye Recreation Department, and others.

With enrollment numbers on the decline, we have been forced to make reductions to our staff and programs. Although we will continue to implement quality programs, the loss of some of the offerings will be felt. Rye Junior High School will have another successful year with the quality teachers and students we have. I would like to thank the Rye Community for its
continual support.

## Overview - Special Education

Rye Elementary and Rye Junior High School have fifty-seven (57) students identified for special education services, $10.5 \%$ of the student population. The National average of students with special needs to total student population is $13.0 \%$ and the state average is $9.54 \%$. Portsmouth High School currently serves twenty-four (24) Rye students identified for special education. Special education supports and services are provided to Rye K-8 students in a variety of capacities. Most services are provided in the regular education classroom although some students need instruction or remediation outside of the regular education classroom. Besides instruction by special education teachers, related services are also available to students. Related services, as required by a student's individual education plan, may include speech, occupational therapy, physical therapy, counseling, and aide support.

In addition to services similar to those provided for students in earlier grades, Portsmouth High School offers two specialized programs within the school, the Developmental Disability (DD) Program and the Options Program. Students in these programs have more intense services in order to meet their individual needs. Both programs have students participating in mainstreamed classes to the maximum extent possible and are a contributing factor in keeping these students enrolled in a regular public school. Rye currently has one (1) student in the DD program and no students in the Options Program. Portsmouth also offers programming at their alternative high school, Robert J. Lister Academy (formerly PASS). The alternative school is a self-contained day school purposefully located off the premises of the Portsmouth High School (PHS) campus, but maintains the ability to access resources located within the traditional high school, such as: vocational, music, foreign language, and athletic programs. No Rye students are enrolled in the alternative high school program.

Our preschool population attends the Community School of SAU 50 in Greenland. Special education staff works in conjunction with staff from the Community Child Care Center of Portsmouth. This merger has allowed SAU 50 to service the special education needs of identified preschoolers in a regular education setting. Currently there are two (2) Rye students identified for special education attending the Community School of SAU 50 preschool. One (1) additional student is expected to age-in to the preschool on their third birthday in the winter.

Special education teachers and related service providers continue training in a variety of programs to stay current with research-based instruction and meet the unique needs of students with educational disabilities. The flexibility with delivery of instruction and commitment to professional development has helped avoid costly out-of-district placements in specialized programs or schools. Ongoing efforts are being made to ensure that progress is being monitored and charted. Special education staff works in cooperation with the regular education staff to support all students through the RTI process and PLC meetings.

## Revenue

There are three (3) main sources of revenue that are received by the District; these sources are federal, state and local which includes the district assessment. Federal sources generally provide on average less than $1 \%$. State sources, excluding the adequacy education grant, again will equal approximately $1 \%$ with the remaining $98 \%$ being derived from local sources.

The primary local revenue source is the district assessment, also commonly referred to as the property tax. For 2013-2014, approximately $92.3 \%$ of the projected total revenue to offset the proposed appropriations will come from the tax levy. This compares to $91.8 \%$ for 2012-2013. Before warrant articles are considered, it is estimated that the district assessment for 2013-2014 will increase approximately $\$ 190,536$. The local revenues and credits, excluding the district assessment, will decrease for 2013-2014 by $\$ 2,000$.

A major revenue increase of approximately $\$ 69,000$ is estimated to occur from the tuition revenue of seventh and eighth grade students from the New Castle School District. A major revenue decrease will occur from the transfer of $\$ 100,000$ from the Tuition Expendable Trust Fund that will be used, as previously stated at Budget Committee and School Board meetings, to offset the cost of students attending Portsmouth High School.

The unreserved fund balance, which is the amount of funding that remains unspent from the prior fiscal year and any unanticipated excess revenues, is estimated to decrease from $\$ 124,873$ to $\$ 80,000$. This decrease in unreserved fund balance of $\$ 44,873$ has the same effect as adding $\$ 44,873$ in appropriations when you consider the property tax implications.

## Enrollment

From reviewing the enrollment data, it is apparent that the total student enrollment for 20132014 at the Rye Elementary School will be decreasing slightly by 9 students. After this decrease for 2013-2014 the population at the elementary school remains relatively stable with a slight decrease for the succeeding two (2) years.

At the middle school, there is expected to be a decline in the student population for 2013-2014 of approximately 6 students. The population will remain constant for 2014-2015, before there is expected to be an increase in population for 2015-2016.

The student enrollment at the high school is expected to remain relatively constant for the next two (2) years. The number of high school students is then expected to decline in both 2015-2016 and 2016-2017.

## Staffing

Certified (teaching) staffing positions have both been eliminated and some full time positions have been reduced to part time positions at both of the Rye schools in 2013-2014.

At the elementary school, there is the elimination of one (1) full time $100 \%$ classroom teacher. Staffing reductions for percentage worked are one (1) part time $60 \%$ position has been reduced to $30 \%$, and one (1) part time position has been reduced from $40 \%$ to $30 \%$. At the middle school, one (1) core teacher has been eliminated. Staffing reductions for percentage worked are one (1) full time teacher has been reduced to $80 \%$, and one (1) part time position has been reduced from $40 \%$ to $30 \%$.

Support staffing is anticipated to be similar for 2013-2014 as in 2012-2013 with the exception of the elimination of one (1) full time aide. The 2012-2013 adopted budget included two (2) special education aide positions that were not filled in 2012-2013 and have not been included in the proposed 2013-2014 budget.

## Tuition

Two (2) main components make up the tuition accounts, regular and special education. Regular tuition is generally limited to the tuitioning of high school age students to Portsmouth. The proposed budget reflects 198 students attending Portsmouth High School for 2013-2014 which is 11 students less than what was budgeted in 2012-2013; and 3 students more than the number of actual students who are currently attending. In 2012-2013 each student was budgeted at \$13,774 while the actual tuition is $\$ 13,946$ resulting in an under budgeting of $\$ 172$ per student. The tuition rate for 2012-2013 increased by $2.69 \%$, which was the first tuition increase in the last three (3) years. The tuition rate for 2013-2014 is estimated to increase approximately $2.37 \%$.

As previously stated, the anticipated 209 students to attend Portsmouth High School for 20122013 did not materialize and based on preliminary estimates only 195 students are currently attending. Since fewer students are attending than anticipated, a surplus in the high school tuition account is recognized. In addition, even though there is a potential surplus in the tuition account and based upon stated prior comments/commitments the decision was made to transfer the $\$ 100,000$ from the Tuition Expendable Trust Fund to offset the high school tuition.

Since 209 students were budgeted in 2012-2013 and it is anticipated that 198 students will be attending high school in 2013-2014, the 2013-2014 budgeted appropriation is anticipated to decrease $\$ 51,940$. It would seem logical that the appropriation decrease would be greater due to a decrease of 11 students. However, it must be remembered that the actual per pupil cost for 2012-2013 is $\$ 172$ greater than budgeted which equates to $\$ 33,540$.

The aggregate special education tuition amount is increasing from $\$ 73,059$ to $\$ 187,275$ for 20132014 or an increase of $\$ 114,216$ which represents a $156.3 \%$ increase. In 2012-2013, there was one (1) student attending an out of district placement that is unbudgeted in 2012-2013 that has an appropriation in the 2013-2014 budget of \$91,653. There is another 2012-2013 unbudgeted out of district placement at the middle school level of $\$ 49,312$ which will have an appropriation in the 2013-2014 budget. There is a decrease to tuition to private schools at the high school level of approximately $\$ 30,925$ for 2013-2014.

In summary, it is anticipated that there will be a significant deficit in special education tuition for 2012-2013 of approximately $\$ 150,000$. However, it is hoped that the surplus derived from the fewer students attending Portsmouth High School will offset this deficit so that all tuitions will be budget neutral.

## Maintenance

In the 2012-2013 fiscal year, the Board appropriated $\$ 10,000$ for maintenance objectives funding. Prior to 2010-2011, it had been common budgeting procedure for the Board to appropriate $\$ 30,000$, at each building for maintenance objectives.

For 2012-2013, the Board is requesting restoration of $\$ 20,000$ or a partial amount of what has been previously appropriated. There is an updated maintenance objective listing for the elementary school, which would include the continued purchasing and installation of cabinets in the classrooms, repainting the gymnasium, replacement of carpeting in the library and scraping, repainting of the trim and exterior of the gymnasium and repair of the cracks in the driveway. At the middle school, maintenance objectives are painting of certain sections of the building, replacing the flooring in the office areas, replacing the chain link fence, repairing the cracks in
the driveway, and increasing the electrical outlets and circuits for the increased electrical needs at the building.

It is anticipated that for 2013-2014 budget, if the economic climate should improve, the Board will return to appropriating the annual amount of $\$ 30,000$ for each building for maintenance objectives.

## Conclusion

On behalf of the administrative team, it is hoped that this budgetary document will better enable you to understand where the funding derives from and how the funding is being spent to provide powerful teaching for the staff and learning opportunities, as well as, other important support activities for the students in the Rye School District.

If the administration can be of any further service in providing additional information, answering questions or clarifying any of the enclosed material, please contact George Cushing, Superintendent of Schools, Mary Lyons, Assistant Superintendent of Schools, Patricia Dowey, Special Education Director, Jason Saltmarsh, IST Director or James Katkin, Business Administrator at 422-9572. Or you may contact Ms. Lane Richardson, Principal Rye Elementary School at 436-4731, or Mr. Christopher Pollet, Principal Rye Junior High School at 964-5591.


## SECTION 2

## 2013-2014 PROPOSED BUDGET OVERVIEW

This section contains a compilation of reports and charts that quickly give an overview of the proposed 2013-2014 Rye School District proposed budget. These reports and charts will summarize, in an easily readable format, the major changes to the appropriations in the proposed budget. The supporting documentation in the various sections will offer a more comprehensive and detailed explanation of the proposed budget.

The following reports and charts are included in this section:
Warrant Articles -All known proposed warrant article(s), as of the printing of this budget have been included in a format similar to what will appear on the March voting ballot.

There is only one (1) known warrant article that would be considered a "funding" article that is being submitted by the Board. This warrant article is for the approval of the cost items included in the collective bargaining agreement reached between the Rye School Board and the Rye Educational Support Personnel Association (RESPA). As of the printing of this report, negotiations are not completed and a tentative agreement had not been reached.

Operating Budget Overview - This report capsulizes the projected budget increase, the increase to the District assessment and the estimated increase to the tax rate. This report does not include any funding appropriations for any proposed 2013-2014 warrant article(s).

Budgetary Impact on Average Median Home - This chart illustrates the tax impact on the average median home as a result of the proposed 2013-2014 budget.

Comparative Budgetary Analysis - This report quickly summarizes and compares a number of different areas of the budget.

Major Increases - This report lists all the major increases in appropriations for any single account, which has an increase greater than $\$ 13,800$.

Major Decreases - This report lists all the major decreases in appropriations for any single account, which has a decrease greater than $\$ 15,400$.

Per Pupil Cost - This chart represents the per pupil cost for students who attend the Rye School District based upon expenditures as of the end of the fiscal year, June 30, 2012. Data is taken from the DOE-25 State report.


# RYE SCHOOL DISTRICT WARRANT 

2013
The State of New Hampshire

## Article 1.

Shall the Rye School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling $\$ 12,938,447$ Should this article be defeated, the default budget shall be $\$ 12,860,463$, which is the same as last year, with certain adjustments required by previous action of the Rye School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only. (Majority vote required.) (NOTE: This warrant article [operating budget] does not include appropriations in ANY other warrant article.)

The Rye School Board recommends the operating budget.

## Article 2.

To see if the District will vote to approve the cost item included in the collective bargaining agreement reached between the Rye School Board and the Rye Educational Support Personnel Association which calls for the following increases in salaries and benefits at the current staffing level:

Fiscal Year Estimated Increase
2013-2014
2014-2015
and further to raise and appropriate the sum of $\$$ $\qquad$ for the current fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at current staffing levels. (Majority vote required.) (NOTE: This appropriation is in addition to warrant article number 1, the operating budget article.)

The Rye School Board recommends this warrant article.

## Article 3.

Shall the District, if article \#2 is defeated, authorize the governing body to call one special meeting, at its option, to address article \#2 cost items only? (Majority vote required.)

## Article 4.

Shall the District vote to authorize, indefinitely until rescinded, the retention of year-end unassigned general funds in an amount not to exceed, in any fiscal year, 2.5 percent of the current fiscal year's net assessment, in accordance with RSA 198:4-b, II? Such fund balance retained can only be used to reduce the tax rate or for emergency expenditures and overexpenditures under RSA 32:11 which are approved by the Department of Education. (Majority vote required.)

2013-2014
PROPOSED OPERATING BUDGET
FOR THE
RYE SCHOOL DISTRICT

OVERVIEW

PROPOSED 2013-2014 BUDGET*:
\$12,938,447

PROJECTED GROSS BUDGETARY INCREASE*:

$$
\$ 143,663 \text { or } 1.12 \%
$$

PROJECTED DISTRICT ASSESSMENT INCREASE*:

$$
\$ 190,536 \text { or } 1.62 \%
$$

ESTIMATED INCREASE ON THE TAX RATE (PER \$1,000)*:
\$0.11

PROJECTED NET BUDGETARY INCREASE* (less prior year special warrant article)

$$
\$ 255,663 \text { or } 2.02 \%
$$

*NOTE: This financial data does not include any funding appropriations for any 2013-2014 warrant article(s).

## Rye School District

Analysis of Proposed 2013-2014 Budget Tax Rate Impact on Average Median Home or Condo Valuation in Rye*

| a.) 2012-2013 Tax Rate (per \$1,000 of valuation) | \$ | 11.22 |
| :---: | :---: | :---: |
| b.) Average Home Value** | \$ | 462,948.00 |
| c.) 2012-2013 Property Tax (estimated) [a x b] (2012-2013 tax rate $x$ average home value) | \$ | 5,194.28 |
| d.) Proposed 2013-2014 Rye School District Assessment Increase (\$190,536) |  |  |
| e.) Projected 2013-2014 Tax Rate Increase (projected District assessment increase) | \$ | . 11 |
| f.) Projected 2013-2014 Tax Rate [a +e] <br> (2012-2013 tax rate and projected District assessment increase) | \$ | 11.33 |
| g.) Estimated Property Tax [b x f] <br> (2012-2013 tax rate and projected District assessment increase) | \$ | 5,245.20 |
| Estimated Increase in Property Tax [c-g] <br> (2012-2013 tax rate and projected District assessment increase) | \$ | 50.92 |

For every budgetary increase/decrease of $\$ 17,528$ the tax rate will increase/decrease by $\$ 0.01$ per $\$ 1,000$ of property valuation.
*Does not include any funding appropriations for any 2013-2014 warrant article(s).
**Average median house or condo valuation for all housing units in 2010; based on statistical data from City-Data.com

## COM PARATIVE ANALYSIS OF THE PROPOSED 2013-2014 OPERATING BUDGET

The following chart provides a comprehensive summary and comparative analysis of the proposed operating budget. By reviewing the following chart, one can quickly obtain a "snapshot" of where the proposed increases and decreases are in the proposed budget.

Additional detailed information on any of these budgetary comparisons can be found in the various sections of the budget book.

| BUDGET | 2012-2013 | 2013-2014 | DIFFERENCE | PERCENT CHANGE |
| :---: | :---: | :---: | :---: | :---: |
| Gross Operating Budget | \$12,794,784 | \$12,938,447 | \$143,663 | 1.12\% |
| District Wide | 3,853,432 | 4,083,339 | \$229,907 | 5.97\% |
| Elementary School | 3,212,367 | 3,198,165 | $(14,202)$ | (0.44\%) |
| Middle School | 2,439,099 | 2,446,567 | 7,468 | 0.31\% |
| High School | 2,963,117 | 2,882,961 | $(80,156)$ | (2.71\%) |
| General Fund | 12,468,015 | 12,611,032 | 143,017 | 1.15\% |
| Food Services Fund | 166,769 | 167,415 | 646 | 0.39\% |
| Special Projects Fund | 160,000 | 160,000 | - | 0.00\% |
| Non Capital Reserve Fund | 0 | 0 | 0 | 0.00\% |
| Warrant Articles | 112,000 | 0 (a) | $(112,000)$ | (100.00\%) |
| Salaries/Contracted Service | 5,190,479 | 5,154,676 | $(35,803)$ | (0.69\%) |
| Special Education | 926,925 | 1,042,416 | 115,491 | 12.46\% |
| Elementary School Building Administrator | 177,603 | 202,107 | 24,504 | 13.80\% |
| Middle School Building Administrator | 184,481 | 185,132 | 651 | 0.35\% |
| Tuition (Special Education) | 73,059 | 187,275 | 114,216 | 156.33\% |
| Tuition (Regular) | 2,878,812 | 2,826,846 | $(51,966)$ | (1.81\%) |

Notes:
a) All proposed 2013-2014 warrant articles are not included in any comparison.
b) Any new or requested increases in labor positions are not included in any comparison.

## MAJ OR INCREASES IN THE PROPOSED 2013-2014 BUDGET

The following chart represents the major increases to the proposed 2013-2014 proposed Rye School District Budget. All accounts that have increases in appropriations of over $\$ 13,800$ in the proposed 2013-2014 budget when compared to the 2012-2013 budget have been included in summary form for review by the Budget Committee. Under each account is a short description explaining the rationale for that particular increase.

| ACCOUNT | 2012-2013 <br> BUDGET | 2013-2014 <br> BUDGET | INCREASE <br> NH Retirement System - Certified |
| :--- | :--- | :--- | :--- |
|  | $\$ 451,168$ | $\$ 557,514$ | $\$ 106,346$ |

This appropriation is for the State mandated District's contribution for all teaching staff members who meet the employment criteria as established by the New Hampshire Retirement System. The District's contribution rate is increasing from $11.3 \%$ to $14.16 \%$ for 2013-2014. This represents a budgetary increase of $25.31 \%$ for 2013-2014.
Tuition to Private Schools - Elementary School
0
91,653
91,653

This appropriation is for the tuition cost of an elementary age student, with special education needs, attending an out of district placement.

$$
\begin{array}{llll}
\text { Health Insurance } & 1,281,830 & 1,354,843 & 73,013
\end{array}
$$

This appropriation is for health insurance provided to both the teaching and support personnel. The health insurance carrier (HealthTrust) has estimated that health insurance rates will increase on average $11.2 \%$ for 2013-2014. Employees contribute $25 \%$ of the premium of a two-person or family health insurance plan.

IST Integrator Salary
0
71,400
71,400
The staffing positions for technology services went through a major reorganization in 20122013. From this reorganization, a new position, the IST Integrator, was created during 20122013. The main responsibilities of this position are to help students and staff gain essential digital literacy skills by directly supporting student use of technology and help teachers to understand how best to use technology to support their curriculum.

## District Share of SAU 50

518,155
587,668
69,513
This appropriation is for the Rye School District's share of School Administrative Unit 50 (SAU 50). Rye contributes $49.68 \%$ of the total SAU 50 budget. The SAU 50 net operating budget for 2013-2014 will increase at the rate of $15.19 \%$. The majority of this increase is attributable to a new position in the SAU, the Information Systems Technology Director.

## Tuition to Private Schools - Middle School

This appropriation is for the tuition cost of a middle school age student, with special education needs, attending an out of district placement.
$\begin{array}{lllll}\text { IST/Library Media Associate - Elementary School } & 0 & 37,609 & 37,609\end{array}$
With the reorganization of the technology staffing, a new support capacity position was created at the elementary school. This support position is responsible with assisting in the delivery of technology related services and assisting the elementary school's Library Media Generalist.

$$
\begin{array}{lll}
\text { Food Service Manager - District Wide } & 0 & 31,826
\end{array}
$$

$$
31,826
$$

For the 2012-2013 fiscal year, the food service program underwent a reorganization of personnel in an attempt to save money. With the retirement of the food service manager at the middle school, it was decided to combine the two (2) food service manager positions into one (1) District Wide position. It is anticipated that the combining of these two (2) positions will save the District \$16,000 annually.

## IST/Library Media Associate - Middle School

0
17,796
17,796
Similar to the support position created at the elementary school, an IST/Library Media Associate support position was created at the middle school. The role and responsibilities of the IST/Library Media Associate at the middle school are the same as the roles and responsibilities of the similar position at the elementary school.
$\begin{array}{lllll}\text { Special Education Transportation - Middle School } & 0 & 13,908 & 13,908\end{array}$
This appropriation is for the transportation of a middle school age student as required in the student's Individualized Education Plan (IEP).


The following chart represents the major decreases to the proposed 2013-2014 Rye School District Budget. All accounts that have decreases in appropriations of over $\$ 15,400$ in the proposed 2013-2014 budget when compared to the 2012-2013 budget have been included in summary form for review by the Budget Committee. Under each account is a short description explaining the rationale for this particular decrease.

|  | 2012-2013 <br> BUDGET | 2013-2014 <br> BUDGET | DECREASE |  |
| :--- | :--- | :--- | :--- | :--- |
| Teaching Salaries - Elementary School | $\$ 1,728,881$ | $\$$ |  | $\$(79,966)$ |

There are 28 positions in this appropriation. For 2013-2014, one (1) full time $100 \%$ position has been eliminated, one (1) part time $60 \%$ position has been reduced to $30 \%$, and one (1) part time position has been reduced from $40 \%$ to $30 \%$. Please see section seven for additional information.

IST Coordinator
71,372
0
$(71,372)$
With the restructuring of the technology personnel, the IST Coordinator position was eliminated and removed from the 2013-2014 budget.

Tuition to Other LEAs - High School

$$
\begin{equation*}
2,878,812 \quad 2,826,846 \tag{51,966}
\end{equation*}
$$

This appropriation is for the tuition of high school age students to attend Portsmouth High School. It is estimated that there will be 198 students attending in 2013-2014 at the rate of $\$ 14,277$ per student. This is a decrease of eleven (11) students for 2013-2014 when compared with the number of students appropriated in 2012-2013.

Teaching Salaries - Middle School 1,230,731 1,191,776
There are 19 teaching positions in this appropriation. For 2013-2014, one (1) full time core teacher position is being eliminated, one (1) full time position is being reduced to $80 \%$ and one (1) part time position is being reduced from $40 \%$ to $30 \%$. Please see section seven for additional information.

Special Education Aides' Salaries - Elementary 136,361 101,241

## (Special Education)

This appropriation is for the salaries of five (5) special education aides employed at the elementary school. This is two (2) aides less for 2013-2014 than the number of aides budgeted for 2012-2013.

Technically this account is not a decrease in appropriations. A warrant article for a network infrastructure upgrade was approved for 2012-2013 at a total appropriation of $\$ 112,000$. Onehalf of the amount allocated in the warrant article for network equipment, installation and contingency was added to the $\$ 10,000$ already in this account for a total of $\$ 50,944$.

Maintenance Objectives - Middle School
50,944
20,000
$(30,944)$
Technically this account is not a decrease in appropriations. A warrant article for a network infrastructure upgrade was approved for 2012-2013 at a total appropriation of $\$ 112,000$. Onehalf of the amount allocated in the warrant article for network equipment, installation and contingency was added to the $\$ 10,000$ already in this account for a total of $\$ 50,944$.

Tuition to Private Schools - High School
37,125
6,200
$(30,925)$
This appropriation is for the tuition cost of a high school age student to attend an out of district private placement. Decrease is due to a partial year funding.

$$
\begin{array}{lll}
\text { Food Service Salaries - Elementary School } & 41,585 & 18,447 \tag{23,138}
\end{array}
$$

This appropriation is a decrease as the Board has taken the two (2) food service manager positions and reorganized those positions into one (1) District wide position.

Para Educators Salaries - Elementary School 108,398 89,105
$(19,293)$
This appropriation is for the para educators' salaries at the elementary school. Decrease is due to the elimination of one (1) full time position for 2013-2014.


RYE SCHOOL DISTRICT COST PER PUIL COMPARISON

School Year

2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
2011-12

Cost Per Pupil
10,090.36
11,364.60
11,922.88
12,676.89
13,406.90
14,499.92
14,953.07
15,146.37
15,216.26
15,796.56


## SECTION 3

## CHART OF ANTICIPATED REVENUES AND CREDITS

This budgetary comparison section summarizes all the revenue and credit sources that are anticipated to be received by the Rye School District during the 2013-2014 fiscal year. Primarily, the main source of funding for the Rye School District is derived from the District assessment, commonly referred to as the local property tax.

This chart compares revenue and credit source amounts between the current year (2012-2013) and the proposed budget year (2013-2014). In most years, the major difference in changes between the revenue sources is noted in the unreserved fund balance account. The unreserved fund balance is the amount of funding that is projected to remain unspent by the District in the current fiscal year, this balance is then used as a revenue offset for the proposed budget year. It is anticipated that for 2013-2014, the unreserved fund balance will decrease approximately $\$ 44,873$. This anticipated decrease in the unreserved fund balance will increase the amount of taxation needed to raise the District assessment. This increase to the tax rate, due to a decrease in the unreserved fund balance will be approximately $\$ 0.03$.

It is anticipated for 2013-2014, that there will be an overall decrease to the total school revenues and credits of approximately $\$ 46,873$. The largest decrease in revenues is from the transfer of $\$ 100,000$ from the Tuition Expendable Trust Fund which was used to offset the cost of the high school tuition. It is estimated that 22 students will be attending Rye Middle School in 2013-2014 at a per pupil cost of $\$ 18,443$. The tuition received from New Castle will increase by approximately $\$ 69,000$. Please be reminded that these are estimates only, as students may increase or decrease in numbers before school begins in 2013. There is also an estimated $\$ 26,000$ increase to the Medicaid reimbursement that this District anticipates receiving.

By comparing the District assessment, one can quickly determine if the tax rate will increase or decrease for the forthcoming year. If the District assessment should increase, then the tax rate increases; if the District assessment should decrease, then the tax rate will correspondingly decrease.

The Town of Rye's net assessed valuation is also included. It would take approximately $\$ 1,752,828$ in increased appropriations to increase the tax rate $\$ 1.00$ per $\$ 1,000$ of property valuation. It is anticipated for 2013-2014 that the District assessment will increase by approximately $\$ 190,536$ or have a tax rate increase of approximately $\$ 0.11$ per $\$ 1,000$ of property valuation.

Please note that this tax rate estimate does not include any funding for the appropriations of any warrant articles.


## RYE SCHOOL DISTRICT

CHART OF ANTICIPATED REVENUES AND CREDITS
FOR THE BUDGET YEAR 2013-2014

| Revenue Account Category | $\begin{gathered} 2012-2013 \\ \text { (Anticipated) } \\ \hline \end{gathered}$ |  | $\begin{aligned} & 2013-2014 \\ & \text { (Proposed) } \\ & \hline \end{aligned}$ |  | Dollar Change |  | Percent Change |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Revenue from Local Sources: |  |  |  |  |  |  |  |
| Tuition | \$ | 336,000 | \$ | 405,000 | \$ | 69,000 | 20.54\% |
| Food Service Sales |  | 152,000 |  | 155,000 |  | 3,000 | 1.97\% |
| Miscellaneous Grants |  | 120,000 |  | 120,000 |  |  | 0.00\% |
| Transfer from Expendable Trust |  | 100,000 |  |  |  | $(100,000)$ | (100.\%) |
| Earnings on Investments |  | 200 |  | 200 |  | - | 0.00\% |
| Revenue From State Sources: |  |  |  |  |  |  |  |
| School Building Aid |  | 116,412 |  | 116,412 |  | - | 0.00\% |
| Child Nutrition |  | 2,600 |  | 2,600 |  | - | 0.00\% |
| Revenue From Federal Sources: |  |  |  |  |  |  |  |
| Federal Grants |  | 40,000 |  | 40,000 |  | - | 0.00\% |
| Child Nutrition |  | 28,000 |  | 28,000 |  | - | 0.00\% |
| Medicaid Reimbursement |  | 25,000 |  | 51,000 |  | 26,000 | 104.00\% |
| Unreserved Fund Balance: |  | 124,873 |  | 80,000 |  | $(44,873)$ | (35.93\%) |
| Fund Balance Voted from Surplus** |  | - |  | - |  | - |  |
| Total School Revenues \& Credits |  | 1,045,085 |  | 998,212 |  | $(46,873)$ | (4.49\%) |
| District Assessment |  | 11,749,699 |  | 1,940,235 |  | 190,536 | 1.62\% |
| Total Revenue \& Dist. Assessment |  | 12,794,784 |  | 2,938,447 |  | 143,663 | 1.12\% |
| Less: Prior Year Warrant Article(s); |  | 112,000 |  | - |  | $(112,000)$ |  |
| Net Budgetary Change: |  | 12,682,784 |  | 2,938,447 |  | 255,663 | 2.02\% |
| Net Assessed Valuation: |  | 752,828,590 |  |  |  |  |  |
| Estimated Increase on Tax Rate: | \$ | 0.11 |  |  |  |  |  |

This chart does not include any funding appropriations for any 2013-2014 warrant article(s).

## SECTION 4

## PROPOSED OPERATING BUDGET SUMMARY AND DEFAULT BUDGET

This budgetary comparison section summarizes, into group headings, the 2013-2014 Rye School District's proposed operating budget. This summary facilitates the comparison of similar groupings of accounts between the current 2012-2013 appropriations and the proposed 20132014 appropriations.

This report combines several budgetary accounts under one (1) heading to allow the reviewer to quickly scan the entire proposed operating budget for appropriation changes over a large number of accounts. The report also allows the reviewer the opportunity to quickly determine heading areas where large increases or decreases in appropriations can be found.

Included is a four (4) year comparative data chart, in summary format, detailing the appropriations and expenditures for the time period of 2008-2009 through 2011-2012. This chart provides valuable comparative data to assess trends and to more clearly determine how the expenditures compare to the budget.

When the reviewer compares the 2013-2014 elementary school appropriations, which includes food service, with the actual 2012-2013 appropriations, there is a decrease of $\$ 33,944$ or $1.03 \%$.

Appropriations at the middle school level for 2013-2014, which includes food service, decreased by $\$ 3,970$ or $0.16 \%$ when compared to 2012-2013.

At the high school level, appropriations have decreased by $\$ 80,156$ or $2.71 \%$ compared to 20122013.

At the District wide level, which includes special projects and the transfer to expendable trust funds there is an increase of $\$ 261,733$ in appropriations or $6.52 \%$ when compared to 2012-2013.

The reviewer should note that any appropriation(s) for any proposed 2013-2014 warrant article(s) are not included in any of the budget heading summaries.

Also included in this section is the 2013-2014 default budget in summary format.


## DISTRIBUTION OF PROPOSED BUDGET APPROPRIATIONS BY SCHOOL LEVELS



|  | 2012-13 |  | 2013-14** |  | Difference |  | \% Change |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District Wide Level* | \$ | 4,013,432 | \$ | 4,275,165 | \$ | 261,733 | 6.52\% |
| Elementary School Level |  | 3,307,160 |  | 3,273,216 |  | $(33,944)$ | (1.03\%) |
| Middle School Level |  | 2,511,075 |  | 2,507,105 |  | $(3,970)$ | (0.16\%) |
| High School Level |  | 2,963,117 |  | 2,882,961 |  | $(80,156)$ | (2.71\%) |
| Total Proposed Budget |  | 12,794,784 |  | 12,938,447 | \$ | 143,663 | 1.12\% |

[^0]EQ11-EQIE
EXPENDED


GENERAL FUND:


SUBTUTAL GENERAL FUND - DISTRICT WIDE







EQ13-2014
SCH. BRD. BUD. EQ1E-ED13
QPER: EUDGET EQ11-EQ12
EXPENDED





 EOM, EDME
OFER, BUDGET 1
1
1



HIGH SCHOOL EXPENDITURES:
SPECIAL EDUCATION DEPARTMENT EXPENSES SPECTADED SCHOOL YEAR EXFENSES FSYCHDLDEICAL SERUICES FHYSICAL THERAFY EXFENSES PUFIL TRANSPORTATION
sUbTotal general fund - high school SALARIES

SUBTOTAL GENERAL FUND - MIDDLE SCHODL
MIDDLE SCHOOL EXFENDITURES:
$\begin{array}{cc}\text { EQ1E-EQ13 } & \text { EQ13-EQ14 } \\ \text { OPER. BUDGET } & \text { SCH. ARD. BUD. }\end{array}$






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##  <br> 1020,1202020020 -

TOTAL RYE SCHOOL DIST. OFERATING BUDGET

| 2008-2009 2009-2010 |  | 2010-2011 |  | 2011-2012 |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| BUDGETED | EXPENDED | BUDGETED | EXPENDED | BUDGETED |  |


| \$ 119,050 | \$ 69,512 | \$ 93,000 | 760 | \$ 75,000 | \$ 665 | \$ | \$ - |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 77,905 | 79,929 | 80,751 | 81,465 | 82,179 | 79,405 | 83,587 | 81,588 |
| 17,000 | 17,400 | 14,300 | 9,519 | 11,100 | 10,105 | 10,000 | 7,603 |
| 15,199 | 15,847 | 12,049 | 12,196 | 11,980 | 15,426 | 9,700 | 10,445 |
| 900 | 900 |  |  |  |  |  |  |
| 86,485 | 88,834 | 103,868 | 97,889 | 103,613 | 106,340 | 108,190 | 111,026 |
| 65,340 | 65,310 | 68,643 | 68,770 | 68,447 | 100,865 | 70,418 | 45,438 |
| 4,800 | 45,581 | 39,501 | 37,451 | 22,151 | 25,209 | 20,672 | 17,947 |
| 114,625 | 109,631 | 109,626 | 109,163 | 110,409 | 110,657 | 113,798 | 112,387 |
| 40,913 | 40,491 | 29,570 | 23,938 | 39,390 | 33,216 | 37,133 | 36,051 |
| 480,077 | 480,078 | 479,347 | 479,347 | 477,145 | 477,145 | 499,515 | 499,515 |
| 50,000 | 50,000 | 52,500 | 52,500 | 54,943 | 55,682 | 56,550 | 56,550 |
| 247,223 | 247,222 | 255,863 | 223,275 | 230,832 | 230,832 | 238,911 | 238,909 |
| 700 | 1,707 | 1,500 | 1,832 | 1,800 | 2,580 | 1,900 | 503 |
| 1,729,098 | 1,509,868 | 1,665,102 | 1,619,791 | 1,835,858 | 1,807,613 | 2,102,350 | 2,121,386 |
| 417,900 | 417,900 | 402,780 | 402,780 | 387,520 | 387,520 | 372,260 | 372,260 |
| 3,467,215 | 3,240,211 | 3,408,400 | 3,220,675 | 3,512,367 | 3,443,260 | 3,724,984 | 3,711,609 |









GENERAL FUND:
DISTRICT WIDE: Salaries - Substitutes
Special Education
Cocurricular Department
Extended School Year
Attendance \& Social Work
Speech Therapy
Occupational Therapy
Improv. Of Instructional Services
Technology
School Board
Office of the Superintendent
Oper. \& Maint. Of the Plant
Pupil Transportation
Support Services - Other
Employee Benefits
Debt Service
SUBTOTAL - DISTRICT WIDE
ELEMENTARY SCHOOL: Salaries
Supplies \& Materials
Instructional Equip. \& Furniture Art
Language Arts/Reading World Language Physical Education Mathematics
Music
Science
Social Studies
Special Education ESOL
Pre-School
Cocurricular

| 2008－2009 |  | $2009-2010$ |  | 2010－2011 |  | $2011-2012$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| BUDGETED | EXPENDED | BUDGETED | EXPENDED | BUDGETED | EXPENDED | BUDGETED |  |


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MIDDLE SCHOOL： Salaries
Supplies \＆Materials Instructional Equip．\＆Furniture Art Language Arts／Reading World Language Physical Education Life Skills Mathematics Music Science Social Studies Technical Education Special Education ESOL
Cocurricular
Guidance
Health \＆Nursing Psychological Services
Physical Therapy
Improv．of Instructional Services

| 2008－2009 |  | 2009－2010 |  | 2010－2011 |  | 2011－2012 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| BUDGETED | EXPENDED | BUDGETED | EXPENDED | BUDGETED | EXPENDED | BUDGETED |  |


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| L89「で | O－ | Lんが | 0ヵを「とえ | 898＇6 | －－－－－－－ | ャ8¢「レ． | 8ャワ・ |
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| †0L＇L | － | 998＇$\angle 1$ | － | － | 020＇9 | 82 | 681＇L |
| 8tt＇19 | LL9＇1L | SIS＇6t | 196＇ 26 | 8ZL＇9G1 |  | 8EL＇ 29 | Gてt「9て1 |
| 乙6と＇96t＇乙 | ટ乙6‘80ع＇乙 | ヤく1＇89t「て | 000＇815｀乙 | เSE＇ナLナ＇て | 91ع‘0ャ9「て | ¢9ヤ＇t80＇て | SZ9＇ ＇ટて＇乙 |
| 80て＇8Lでて | STL̇Stを＇て | S09＇StE＇？ | STS＇E8E｀て | 6 So ＇t8દ＇乙 | 9て0‘ででて | 6てS＇LG8｀Z | Lદ8‘EL＇̌ |
| 980＇5 | －－－－－－ | 98を「に | 000 －で | LS9＇をt | 000 ¢ | 9ぐ「レも | 000 ¢¢ |
| てして「G | GZS＇9 | てカト「9 |  | ع01＇9 | 009＇8 |  | 七¢¢＇ऽ। |
| Sカナ＇て1 | 69て＇91 | 6ヶ9＇乙て | S $\angle 9 \times 9 \varepsilon$ | 81て‘てを | 1とャ＇とを | 6Z8＇0¢ |  |
| 6レヤ＇8ちて | 896＇GLZ | L1E＇192 | 9LL＇6S己 | 20t「8ちて | 9GL＇18乙 | SLG＇1尤 | トレ6＇982 |
| LOE＇乙 | 000＇s | LZO＇t | 00G＇9 | 1عL＇$¢$ | 000＇s | 9くで9 | 000＇s |
| 9で＇と91 | 1LL＇691 | ャ97＇ 191 | 901＇t91 | ع18＇191 | 8tri991 | 9くでゅG1 | 0ヶ8＇て¢। |
| 988＇81 | S19＇92 | LL6＇0L | ع98＇89 | 601＇LS | SOt＇もて | LLt＇\＆と | S $20 \times 121$ |
| L $\mathrm{C8}$＇08 | 110＇18 | 998＇GL | ヤLG＇8L | E06‘8L | 98t「08 | St0＇68 | 01E‘て6 |


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Educational Media Services
रборию्ञ
Office of the Bldg．Administrator
Freight
Operation \＆Maint．of the Plant Pupil Transportation
Support Services
Plant Const．\＆Renovation SUBTOTAL－MIDDLE SCHOOL HIGH SCHOOL： Regular Tuition
Special Education Extended School Year Psychological Services Physical Therapy Expenses Pupil Transportation
SUBTOTAL－HIGH SCHOOL

## TOTAL GENERAL FUND

FOOD SERVICE FUND：
Elementary
TOTAL FOOD SERVICE FUND
SPECIAL PROJ ECTS FUND： Miscellaneous Grants Federal Grants
TOTAL SPEC．PROJ ECTS FUND
EXPENDABLE TRUST FUNDS：
TOTAL EXPEN．TRUST FUNDS





## EDUCATIONAL MEDIA SERVICES



MIDDLE SCHOOL.
SALARIES
SUPPLIES AND MATERIALS - GENERAL INSTRUCTIONAL EQUIPMENT \& FURNITURE ART DEPARTMENT

LANGUAGE ARTS/READING DEPARTMENT WORLD LANGUAGE DEPARTMENT PHYSICAL EDUCATION DEPARTMENT LIFE SKILLS

MATHEMATICS DEPARTMENT
MUSIC DEPARTMENT
SCIENCE DEPARTMENT
SOCIAL STUDIES DEPARTMENT TECH EDUCATION DEPARTMENT ESOL DEPARTMENT

COCURRICULAR DEPARTMENT
GUIDANCE DEPARTMENT
HEALTH \& NURSNG DIVICES
PHYSICAL THERAPY
IMPROVEMENT OF INSTRUCTIONAL SERVICES EDUCATIONAL MEDIA SERVICES

TECHNOLOGY DEPARTMENT
OFFICE OF THE BUILDING ADMINISTRATOR FREIGHT

OPERATION \& MAINTENANCE OF THE PLANT PUPIL TRANSPORTATION

SUPPORT SERVICES
SUPANT CONSTRUCTION \& RENOVATION
PLABTOTAL - MIDDLE SCHOOL
HIGH SCHOOL:



| 2012-2013 |
| ---: |
| APPROPRIATIONS |
| $2,878,812.00$ |
| $67,700.00$ |

WARRANT ARTICLES:

## SECTION 5

## PROPOSED OPERATING BUDGET COM PARISON REPORT

This budgetary comparison section is the detailed report of the proposed operating budget for the 2013-2014 fiscal year. This section lists all the accounts and subsequent appropriations for the 2011-2012 budget, 2011-2012 expenditures, 2012-2013 appropriations, and the proposed 20132014 District appropriations for comparison purposes.

This budgetary section has been divided into four (4) subsections:
a) elementary school (budgeted appropriations attributable directly to the Rye Elementary School students);
b) middle school (budgeted appropriations attributable directly to the Rye Junior High School students);
c) high school (budgeted appropriations attributable directly to high school age students);
d) District wide (budgeted appropriations which affect both the elementary and middle schools).

All budgetary appropriations are included in this section and contain numerous explanations and justifications of the various needs for funding of the particular appropriations.

This section also includes budgetary information for the special revenue, food service, and expendable trust funds. This section should serve as the main focal point for the review of the proposed budget.


RYE SCHOOL DISTRICT
PERCENTAGE OF HOW EACH DOLLAR APPROPRIATED
IS EXPENDED


|  | 2012-13 |  | 2013-14** |  | Difference |  | \% Change |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Salaries and Benefits* | \$ | 6,657,142 | \$ | 6,734,526 | \$ | 77,384 | 1.16\% |
| Tuition* |  | 2,878,812 |  | 2,826,846 |  | $(51,966)$ | (1.81\%) |
| Special Education |  | 926,925 |  | 1,042,416 |  | 115,491 | 12.46\% |
| Food Service, Grants, Utilities, and Transportation* |  | 808,221 |  | 809,981 |  | 1,760 | 0.22\% |
| Office of the Superintendent |  | 518,155 |  | 587,668 |  | 69,513 | 13.42\% |
| Debt Service |  | 357,000 |  | 341,600 |  | $(15,400)$ | (4.31\%) |
| Remainder of Budget |  | 648,529 |  | 595,410 |  | $(53,119)$ | (8.19\%) |
| Total Proposed Budget | \$ | 12,794,784 | \$ | 12,938,447 | \$ | 143,663 | 1.12\% |

*All special education and food service appropriations have been removed from totals and are included in Special Education and Food Service sections only.

COMPARISON REFORT
ED13－ED14
SCH．BRD．BUD．
EQIE－ED13
OPER．BUDGET
$B 20,675,8120$
$E, 6 E 1.800$
EQ11－EG1E
OPER．BUDGET EXPA1－EDIE
EXPEDED
$79,589.0010$
$8,599.40$
9
$\stackrel{9}{7}$
0
0
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$79,289.2010$
$4,298.0201$
8
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4


$102,012012.0121$





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$83,587.2020$
$120,012020.2121$

60120.8121
$5,182.50$
受要䍐密
0102001215
DISTRICT WIDE EXPENDITURES：
GENERRL FUND：
DISTRICT WIDE EXPENDITURES：
SPECIAL EDUCATION DEPARTMENT：
Speen Education Coordinator＇s Salary
This position brings the District into com－
pliance by having the appropriately certified
LEA representative at gach IEF meeting K－1E．
Contract is for eas days．Salary increase of
E．D\％．
Medicaid Reimbursement
It is anticipated that the District will
be eligible for medicaid reimbursement for
some of the services provided to special
education students．A thind party does the
paperwork \＆filing and charges the District
$9 \%$ of the return．
COCURRICULAR DEPARTMENT：
Artist in Residence poetry，drama，etc．
COCURRICULAR DEPARTMENT EXPENGES




| E011-EQue | enileare | E012-2013 | E013-2014 |
| :---: | :---: | :---: | :---: |
| OFER. Budget | EXPENDED | OPER. BUDGET | SCH. BRD. BUD. |
| 9, 700100000 | 10, 4.44.64 | 9,583.000 | 16,945.00 |
| 107,819.010 | 110,658, | 91, 624.010 | 94,429.000 |
| - 0 | - | - 004 | 249.000 |
| 181.0020 | 100 | \% | 251.008 |
| 270.00 | 268.58 | 13 E | 1,107.000 |
| 108, 190.000 | 111,0206.48 | 9e, 024.00 | 96,036.00 |
| 69,884.0010 | 44,929.000 | 47,484. | 50, 567. |
| Eee. $0^{101}$ | 214.11 | Een.an | 223.0010 |
| . 810 |  | 118018100 |  |
| 306. 0 , | 295.28 | 506.1010 | 267. |
| 70,418.000 | 45,438. 39 | 48, 90.50010 | 51,117.0 |
| 17,87e.00 | 17,872.000 | 9,79E.000 | 9,988.0120 |
| E, 8020.020 | 75.80 | 1.02010.000 | $8 \mathrm{Can} \times 10$ |
| 20.672 .000 | 17,947.00 | 10,79e.00 | 10,788.000 |
| 71, 372. | 27, 328.45 | 71,37E.000 | - 0 |
| . 0 | 15,423. 75 | - | 71,40000 |

## SPEECH THERAPY DEPARTMENT:


$10-2150-1100-20-20$

$102-2163-110-304000$



of data and liaison to the high school.
Salary increase of $2.0 \%$.
Fhor. Courses and workshops for the LEA,
-
IMPROVEMENT OF INSTRUCTIONGL SERUICES
TECHNOLDEY DEFARTMENT:


$10-22 e 5-1101-101-200$


$-\frac{30,505.010}{101,905.00}$

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$69,634.59$ Q11－EQ1E EXFENDED $113,798.10$
d his position was redueed 45 days and． 5 hours per day．
technoldgy department expenses SCHOOL BOARD： was unbudgeted for EQIE－1．3，but was offset
with the disontinuance of the Technology
Coordinator． This employee will be responsible for the day
to day maintenance on all technology equipment
for 180 days at 7 ． 8 hours／day．During Ea12－13
ODI1－EQUE
$101,90.50$

## $112,396.79$ <br> 100018005

and integration of technology．This position
Inform
$4 E, 42 E$ ．
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School Board members salaries．Each
member will reaeive $\$$ SQuan
School Board Conferences \＆Workshops School Eoard Minutes Aclyertising \＆Legal Notices Printing of Annual Report School Board Travel Allowance Dissemination of information to the Rye
residents regarcling the District．
One（1）newsletter per year．Additional School Poard Travel Allowance School website． $\qquad$

 School Board Other

Expenses of Annual Meeting
Primarily for the cost of printing the Primarily for the cost of printing
voting bellots． School Board Clerk School Boarg Eleary Treasurer＇s Fostage
Treasurer＇s Travel allowance
Treasurer＇s Supplies
Moderator Treasurer＇s S Fostage
Treasurer＂＇s Travel Allowance
Treasurer＇s Supplies
Moderator Moderator
Auditor

Annual audit by a CPA firm of the District＇s
financial records．
Legal Expenses
Legal expenses that
Legal expenses that are not special edue－
ation related．
SCHODL bOARD EXPENSES
$10-2317-3301-21040$
$102-2318-330-204040$
EQ13-ED14.
SCH. BRD. BUD.
587,668. 21212
$587,668.4120$

$255,920.2020$
$1,202121.8102$
1,20000000
$1,354,843.8200$


EQ1E-ER13
OPER. BUDGET
$518,155.0121$

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 EQ11-eQ1E
EXPENDED




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$1,184,056,2120$

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| 200"9T0'sc | EO13 - EVE SCHODL DISTRICT PROFOSED OFERATING BUDGET COMFARISON REPORT


$36,896.106$
$13,646.72$
$8,5014.90$
$376,580.94$

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$389,163.00$

\author{

Custodial Supervisor Salary Individual is responsible formodial functions.
Salary increase of $\mathrm{E} .0 \mathrm{0} \%$. Custodial Software
OFERATION \& MAINTENANCE OF THE FLANT
OFFICE OF THE SUPERINTENDENT EXPENSES
DFFICE OF THE SUPERINTENDENT:
District Share of SAU SQ

$181-23 ミ 1-311-28121-2120$
$101-26 e[a-112 a-921-2 a|a|$

$120-2831-5820-62020$
EMFLOYEE BENEFITS:
Health Insurance
Health Insurance premium has been estimated to
PUPIL TRANSPORTATION:
Pupil Transportation five (5) year contract.
Escalation for EQ13-14 is 3.5\%.
PLIPIL TRANSFDRTATION EXPENSES
SLFPORT SERVICES - OTHER:
istrict wide nimbursement for the LEA, IST
Integrator and Data Coordinators.
SUFPORT SERUICES - OTHER
$101-2721-519-2121-212$
Life Insurance is $\$ 10121$, Q200 for teaching staff,
Eenefit is $\$ 12121$, Di814 for teaching star
and $\$ 15, ~(2020$ for support staff.
Term Disability Insurance 91 dey of
Benefit commences on the $91 s t$ day of
disablement at $60 \%$ of monthly salary.

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$120-29020-211-202-820$
$101-$ E9202
$120-29021-E 13-220-202$

$10-$ - $9010-2 \varepsilon 01020-1212$






$3802,020121.2000$
357,0102012020
 $\begin{array}{cc}\text { EQ11-EQIE } & \text { EQ1.-EQ1E } \\ \text { OPER. BUDGET } & \text { EXFENDED } \\ 49.989 .000 ~ & 44,611.55\end{array}$



ELEMENTARY SCHOOL EXPENDITURES:
as of November 1, EQ1E: .
58
66
55
317
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| 1，171．212 |
| 1701． 210 |


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| EQ11－201E <br> EXPENDED |
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| $3,226.89$ |
| $5,326.15$ |
| $3,349.73$ |
| $17,181.98$ |
| $25,857.86$ |


| $24 E .77$ |
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| 269.801 |
| 512.87 |



| 3， 394.1010 | 3，219．77 |
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| 873.810 | 1，341．36 |
| 41.20 | 31.45 |
| － 10 | － 212 |
| 6，713．000000000 | 6，918．94 | LANGUAGE ARTS／READING DEFRRTMENT：

Internet Access Subscriptions Internet Access Subscriptions



| 3，2es．010 |
| :---: |
| ． 1010 |
| 4，192．010 |
| 4，379．000 |
| 1E，80G． 200 |
| 25，377．010 |


$2,160.000$
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$1,014.000$
120.000
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PHYSICAL EDUCATION DEPARTMENT：
Fhys．Education－Contracted Service
Language arts／reading deft．Expenses
ge Arts／Reading Eks \＆Frint Media
Majority of appropriation is for the
murchase of Graeat Stone Face Nominees
Language Arts／Reading Wkbks．\＆Cons．Txt workbooks
Grammar，vocabulary and handwriting woprop－ riations for bench mark tests．
EQII－EDIE
DPER．EUDGET
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## World Language Supplies World Lanquge Books \＆Dint Med． World Language Workbooks \＆Cons．Texts <br> WORLD LANELAAGE DEFARTMENT EXFENSES <br> WORLD LANGUAGE DEFARTMENT：


$1001105-641-105-10$
$102-11206-612012020-120$
$10-1126-641-200120$
$10-1120-641-205-120$

Internet Access Subseriptions
School site license for IXL Math．
Mathematics Supplies
Mathematics Books \＆Other Print Med．
Mathematics－New／Updated Series
Mathematics Workbooks $\&$ Cons．Text
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$10-1111-533-2012$ | 80 |
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| 2011-2012 OFER. BUDGET | Ea11-2012 EXFENDED | $\begin{aligned} & \text { ED1E-ER13 } \\ & \text { OPER. BUDGET } \end{aligned}$ | $\begin{gathered} \text { CO13-ER14 } \\ \text { SCH. BRD. BUD. } \end{gathered}$ |
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| 7, E27. | 8, 891.75 | 8,311.000 | 14,089.012 |
| 7010.000 | 301.90 | 700.00 | 350.001 |
| 754.0010 | 762.105 | 507.808 | 425.810 |
| . 201 | 139.89 | . 010 | 313.0010 |
| 125.010 | 124.7a | 685. | 20020 210 |
| E 0102.1010 | 6010. 100 | . 120 | - 201 |
| E59.000 | 1814.97 | 1401. 210 | 175.804 |
| . 201 | . 010 | 0 | 119.800 |
| 2,430. 200 | 2, $2,3.3 .53$ | 2,032,000 | 1,582. 2101 |
| 4,449.00 | 3;938.e6 | 3,96E.00 | 4,49E. 8101 |
| 1,138.800 | 836.31 385.45 | $\begin{array}{r} 821.200 \\ .000 \end{array}$ | 469. 2101 |
| 5,587.000 | 5,160.02 | 4,797.014 | 4,961.810 |
| 721.80 | EE6. 71 | 501.000 | 363.010 |
| 3,28こ. | 3,105. 18 | 1, 348 | 1,778. 1010 |
| 1,892.080 | $1,833.99$ 485.18 | E, 277.010 | 2,250. |
| 6,454.010 | E,090. 97 | 4,726. | 4,391.000 |
| 185, 4EB. 20 | 186, 468.0120 | 189, 8es. | 197,154.00 |
| 147, 496. 812 | 127,929.42 | 13E, 3E1. | 101, 24.2010 |


SCIENCE DEFPRTMENT:


[^1] SOCIAL STUDIES DEFARTMENT:
Social Studies Supplies
Manipulatives such as reproducibles, charts,
election materials, simulations, ete.
Social Studies Books \& Dther Print Med.
Social Studies Workbooks \& Cons, Texts
Social Studies Equipment - Additional
SOCIAL STUDIES DEPARTMENT EXFENSES
SFECIAL EDUCATION DEPARTMENT: SFECIAL Education Derartment: One (1) teacher on with 27 YOE.
One (1) teacher on with 24 YOE. One (1) teacher on with 14 Yoen Keeps the District in compliance with State and federal law. Several stadents
require significant behavioral and/or
require significant behavioral andor
Spec. Education Aides" Salaries Two (E) positions have been eliminated for Stis-14. Necessary to ensure federal regulations. Please see 

# $120-1115-6122-2121212$ 

$102-1115-641-202-10$
$120-1115-641-205-10$
$10-1115-731-2020$


ED13－EQ14．
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$101-12 e 0-734-100-10$


## ESOL DEPARTMENT EXPENSES

ESOL DEPARTMENT：
ESOL Tutors
One（1）person working four（4）hours／week
for 4Q weeks．

Spec．Education Books \＆Other Print Med．

Spec．Education Hardware－Additional
special education department expenses
Eduation－Contracted Services
Consultation and assessment for hearing
Spec．
Spec．

impaired and autistics students．
Spec．Educerion Leqai Fees
Internet Access Suseriptions
Tuitionto Private Schools Elementary
One（1）student attending an out
district placement．．．．．．．．．．．．．．．．．．．．．．．

insurtation and assessment for hear
imaired and autistic students．
Education Legal Fees
net Access subserintions
onto Prijute Schools Elementary
One（1）student attending an out of
district placement．．．．．．．．．．．．．．．．．．．．．．．．．．
菏
FRE－SCHDOL DEFARTMENT：
Fre－－School－Contracted Services
IEP directed occupational therapy services
Fre－School Tuition to Other LEAs five（5）identified
 studerits attending the sAU So Community
School．Frevious year＂s expenditures have
ben entireny offset by Federal grants．
Due to level grant funding，but increasing
 the appropriation．
FRE－SCHOOL DEPARTMENT EXFENSES
COCURRICULAR DEPARTMENT：
Assemblies Fees
Admissions
Lans
Volunteer Program
Awards and certificates given to students



## $10-12801-561-20010$


$12,325.8101$
 EDIS－EQ13
OPER．BUDGET $\begin{array}{r}12,150.000 \\ \hline 25,344.0100\end{array}$




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$\frac{11,3402.612}{23,944.54}$

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& \text { ACCT\# \& title } \\
& 1 a-14 E a-1 E a-9 a-1 a b \\
& \text { 1a-E1Ea-110-Ea-10 }
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$$

$\begin{aligned} & 10-E 120-641-202-10 \\ & 10-2120-615-800-10\end{aligned}$
ACCT非 \＆TITLE

> HEALTH \& NURSING DEFARTMENT:

 $54,938.0121$
$16,864.0101$
$1,012020.010$

$15,480.000$
E8， 148.20

| $51,933.00$ |
| :---: |
| 3，293． 200 |
| 185.8121 |
| 1，441．210 |
| － 21 |
| 5E，85E． 818 |


$10-E 132-110-E 01-10$

1 ロ1－ $2132-735-2001-100$

HEALTH \＆NURSING DEFARTMENT EXFENSES Nursing Supplies
Nursing Equipment－Replacement Nurse＇s Salary
One（ 1 nurse on step $B$（ 7 YOE）．
Nursing Equipment－Repairs Annual cost of recalibrating murnsing Nursing Intermet Access Subseriptions Nursing Internet

PSYCHOLDGICAL SERUICES：
Psycholonist＇s Salary
F＇sychologist， 5 Salary
Dne（1）person working
ES\％with 15 YロE． قTPPT川 a 47 7e sywom oste oum uoswad alles Fosychological Testing－Elementary F＇sychol แeaf pue suoq fencasqo huotqeqtinsuog meetings．

FSYCHOLOGICAL GERVICES


## $10-2142-3 E 3-802-10$

$101-816 \Xi-323-201-10$
EQ13－ES14．
SCH．BRD．BUD．

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EQIE－EQ13
OPER．BUDGET

E7，4E5． 8121


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| 30010.000 <br> $1,475.0120$ |
| ---: |
| $26,775.000$ |
| $59,7 E 1.001$ |


 IMFROVEMENT OF INSTRUCTIONAL SERUICES：
Frof．Growth－Teaching
Frof．Growth－Teaching hat
Frofessional growth for teaching staff in Accordance with the
 Public Library for Library Solutions software
which will be an annual expense．

Library
Library Books \＆Dther Print Media Fiction，non－fiction，periodicals and other
printed materials for the library．
Audio Visual Equipment－Repairs
Audio Visual Multimedia Aldital
Audio Visual Equipment－Additional
 Audio Visual Equipment－Replacement 4810
420.0
93. EDUCATIONAL MEDIA SERUICES
TECHOLOGY DEPARTMENT：
Technology－Contracted Service
Maintenance agreement on server．
Technology Equipment Repairs
Repairs for technology hardware，includes
maintenance agreement on Bogen Intercom System．
Technology Internet Access Subscriptions
Annulal subseriptions for web based services Annual subseriptions for web based services
and software as internet access costs，virus protection and filtering services．Decrease
is due to appropriations in other parts of




$181-2 \pi=2-533-2061-1.01$




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EQ11－EDIE EXFENDED EQ11－EQIE OPER．BUDGET

$9,684.13$
63.15
$1,456.76$
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## $10,815.0120$ <br> 

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OFFICE OF THE FRINCIFAL：

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\begin{aligned}
& \text { Frincipal Salary } \\
& \text { Decrease in appropriation is due to } \\
& \text { retirement of existing principal. } \\
& \text { Semetarial Salaries }
\end{aligned}
$$

 An additional 30 hours for staff One（1）person working 197 days at 8 hrs／day．
 Frincipal Equip．\＆Furn．－Repairs Admin．Software Support Account is being discontinued．
Intemet Acess Subscriptions Software support for administration services which includes attendance and MMS services． Increase is for＂One－Call＂service． Printing \＆Einding journal． Travel Ancludes cost of printing literacy journal． Yearly travel allowance．

$120-24120-5 \Xi 3-2 \pi Q 1-120$

$102-24101-6181-2021-1[2$
$101-2410-618-2020-10$
 $10-2410-735-2020-10$
$102-2410-730-200-10$
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EQ1E－EO13
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## 07－ $010-589-2032-121$

## $10-E 620-624-02 a-10$ $10-E 630-425-\pi a-10$ <br> 

$120-26301-424-0120-10$
$10-2630 \square-425-100-10$
$121-26321-429-210-10$










Non Instrn Furniture－Additional
Firae Extinguishers \＆Inspeetions
Annual inspertion and recharging of the
Sprinkler System Jnspertion and Repair
Maintenamce on the sprinkler system． floor strippers，floor finishes，soaps， small hardware，et Carpets，Mats，\＆Tile
Entrance walk off
 Electricity Das ge
（PaT770日）5eg

Filel Dil
Lawn Care

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\begin{aligned}
& \text { Mowing fernialization and aeration of the } \\
& \text { field surarasmding the elementaray semool. }
\end{aligned}
$$

$$
\begin{aligned}
& \text { Care - Community Field } \\
& \text { Mowings fertiljzation and aEration of the }
\end{aligned}
$$

Community Field at Lang's Cornern

$$
\begin{aligned}
& \text { ng Lot \& Flayground Upkeep } \\
& \text { Sweeping of the parking lot, woodehips and } \\
& \text { sand for the playground and dead iimb }
\end{aligned}
$$

$$
\begin{aligned}
& \text { sand for the playground and dead lim } \\
& \text { removal. Purahase woodehips and pain } \\
& \text { parking lot lines every other yeara }
\end{aligned}
$$

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\begin{aligned}
& \text { Parking lat lines every } \\
& \text { Playgromad Equipment - Repairs } \\
& \text { Flavamaund Sumalipe }
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ER13－2014．

| 2011-2012 | 2011-2012 | 2012-2013 | 2013-E014 |
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| 1, 1000.016 | 1, 645.05 | 2, 2010.010 | 1, 8010. |
| 8010.00] | 275.00 | 4000 | 48102.000 |
| 2001.00 | 1000. 2001 | 1001000 | 1000.800 |
| 3ee, 10100.010 | 293,844.46 | 331,979.010 | 3e7, 197.00 |
| 12,0000.000 | 14,799. 6 |  | 8,369.012 |
| 6,077.00 | E, 041.20 | 6, 1800, 20 | 6, 010000000 |
| 18, 167.00 | 20, 840.80 | 16,266. 20 | 14,369.014 |
| 5,007.004 | 4,211.58 | 4,810120000 | 4.5501 .810 |
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| $\begin{aligned} & 150.0100 \\ & 250.1000 \end{aligned}$ | $\begin{aligned} & 184.83 \\ & \text { ezen } 12 \end{aligned}$ |  | $20109 .$ |
| 3, 810020.80 | $4,509.97$ | 6,5010. 2101 | 5,58001.100 |
| 9,387. 200 | 3,128.46 | 10,975.000 | 10, E100] 010 |
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| . 10 | 3, 360.010 | 52,944.000 | 2e, 01020.1002 |
| 3,133,620.00 | , 118, 439.020 | 3,212, 367. | 3,198,165.000 |

Bell, Clock \& Emergency Lights
Replacement of emergency lights and batteries.
Elevator \& Chairlift Inspection \& Repair
State requires annual inspection of
Cheir lifts.
Roiler Inspections
State requires annual inspection on
the boilers.
OPERATION \& MAINTENANCE OF THE FLANT
FUPIL TRANSPDRTATION:
Spec. Education Transportation
One (1) student transported to out
of district placement..................... $E, 489$.
Three (3) students requiming specialized ,

*Tanat apedi yaea doł sdTul piat.
PUPIL TRANSPORTATION


Usage and mai
photocopiers.
Office Machime Equipment - Repairs by maintenance agreements such as fax
machines, typewriters, etc.
Office Machine Usage - SRU 50
Prof. Travel Growth - Support Staff all staff members.
Frofessional growth for support staff for
with the Collective Bargaining Agreement.
SUPPORT SERUICES
FLANT CONSTRUCTION \& RENOVATION:
$12 a-28=2 a-43 \pi-12 a 1-120$
$10-28=01-435-202-120$


Maintenance Dbjectives
objectives for additional information.
PLANT CONSTRUCTION \& RENOVATION





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| 1, 20088.8121 |  |
| 3,875.2012 |  |
| $\begin{aligned} & 262.0101 \\ & 208.000 \end{aligned}$ |  |
| 4,345.012 |  |
| $\begin{array}{r} 397.2010 \\ 2,2129.200 \end{array}$ |  |
| - 20 |  |
| $2,4816.202$ |  |
| 638. 2120 |  |
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| $3,6018.012$ |  |
| $5,418.801$ |  |
| 150.000 |  |
| $\begin{array}{r} 1,164.81201 \\ 02020 \end{array}$ |  |




$120-1102 E-612 a-2 a 2-E a$
as glides, replacement tops, welding of
frames, etc.
Classroom Furniture - Additional
Three ( 3 B Eulietin Boards..................
Classroom Furniture - Replacement
INSTRUCTIONAL EQUIFMENT \& FURNITURE
as glides, replacement tops, welding of
frames, etc.
Classroom Furniture - Additional
Three ( 3 B Eulietin Boards..................
Classroom Furniture - Replacement
INSTRUCTIONAL EQUIFMENT \& FURNITURE
387.
INSTRUETIONAL EQUIFMENT \& FURNITURE

WORLD LANGUAGE DEFARTMENT:
Supplies for the French and Spanish language
programs.
World Lang. Records, Cassettesy Films
World Lang. Books \& Other Frint Med.
World Lang - New/Updated Series
Twenty-five (es) French Textbooks..... $\$ 1,947$.
World Lang. Workbooks © Cons.
and are used for two (E) years by the students.
Sixth graders use a seperate workbook. Spanish
workbooks for sjixth and seventh grade annual purcitase.
WORLD LANGUAGE DEFARTMENT EXFENSES
PHYSICAL EDUCATION DEPARTMENT:
Fhys. Education Equipment - Repairs
Annsel inspection of bleachers and climbing
"992
$102-1105-6101-602-20$
$1010105-641-200-20$
$12-1105-641-205-20$
10-110E-61 $01-2 a \mid-20$
$101-110 E-E 15-D 021-20$
$10-110 E-641-200-20$ $102-1106-641-202-e 0$
$12-1106-641-214-20$
1Q-1 1 DE-64.1-DL5-ED
$10-1109-321-201-20$ $100-1109-4301002020$ $10-1129-6101-2 a-20$


| 2011－E01E OFER．BUDGET | $\begin{aligned} & \text { Ea11-ED12 } \\ & \text { EXPENDED } \end{aligned}$ |
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| 3，550． 200 | 2，5000．000 |
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OFER．BUDGET
$1,367.000$
$3,550.000$
60010001
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LIFE SKILLS DEFARTMENT：
Life Skills Contracted Services
Primarily for a week long program on Freedoa Primarily for a week long program on Freedon
from Chemical Dependency for students with from Chemical Dependency for students with
a workshop for parents．
Life Skills Equip．\＆Furn．－Repairs
Life Skills Supplies
Supplies used in the life skills class．
Examples are pans，cups，oven mitts，paper
Plates，bobbins，etc．Also，foodstuffs
used in the home economics curriculum．
Life Skills Equipment－Replacement Skills Equipment－Replacement
Annual replacement of one（1）
Life skills defartment expenses

MATHEMATICS DEPARTMENT EXFENSES
MUSIC DEFARTMENT：
Music Equipment－Repairs



Music Supplies Music Software
Music Books \＆Dther Print Med．
Music Equipment－Additional
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Ear．

SCIENCE DEPARTMENT：
Science Equipment－Repairs
For repairs and cleaning of microscopes．
Science Suplies
Science Books \＆Other Print Med．
101－1111－533－806－20




$101-1113-4302-800-20$


| 2013－2014 SCH．日RD．BUD． |
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| 154． 2102 |
| 35E． 012 |
| $\cdots{ }^{1020}$ |
| 5016.802 |







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| :---: | :---: | :---: | :---: |
| － 2120 | － 210 | ． 2121 | 145.120 |
| －${ }^{\text {ale }}$ | － 20121 | 3，1E5． 1210 | － 2120 |
| 4， 8.48 .8121 | 2，836．14 | E， 758.814 | $5.202 E .012$ |
| 193，972．000 | 193，97E． 2101 | 136，963． 210 | 141，710， 0121 |
| 54，5099．0121 | $53,155.97$ | 57，152．00 | 57，148．010 |
| 10620．0020 | ． 2121 | 1020．2001 | 12121．0120 |
| ． 2121 | 120］． 80 | － 120 | － 208 |
| 5810.0120 | － 2121 | 50121.8120 | 5010.4102 |
| － 108 | － | － 200 | 49，312． 801 |
| 98．010 | ． 210 | ． 2121 | 1501． 8120 |
| 558， 010 | 5801.40 | 49E． 2120 | 635.8101 |
| 1，632． 1210 | 67.50 | 67.810 | 68.802 |
| ． 210 | 159．98 | ． 0100 | ． 102 |

## EQ1E－ED13 OFER．BUDET

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| － 8121 | － 0.10 |
| 1：497．012 | 1，514． 25 |
| 2010．010 | － 12101 |
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| －${ }^{\text {ale }}$ | － 20121 | 3，1E5． 1210 | － 2120 |
| 4， 8.48 .8121 | 2，836．14 | E， 758.814 | $5.202 E .012$ |
| 193，972．000 | 193，97E． 2101 | 136，963． 210 | 141，710， 0121 |
| 54，5099．0121 | $53,155.97$ | 57，152．00 | 57，148．010 |
| 10620．0020 | ． 2121 | 1020．2001 | 12121．0120 |
| ． 2121 | 120］． 80 | － 120 | － 208 |
| 5810.0120 | － 2121 | 50121.8120 | 5010.4102 |
| － 108 | － | － 200 | 49，312． 801 |
| 98．010 | ． 210 | ． 2121 | 1501． 8120 |
| 558， 010 | 5801.40 | 49E． 2120 | 635.8101 |
| 1，632． 1210 | 67.50 | 67.810 | 68.802 |
| ． 210 | 159．98 | ． 0100 | ． 102 |


| 3aE．an | 295.105 | 305.018 | 97E． 2121 |
| :---: | :---: | :---: | :---: |
| － 2120 | － 210 | ． 2121 | 145.120 |
| －${ }^{\text {ale }}$ | － 20121 | 3，1E5． 1210 | － 2120 |
| 4， 8.48 .8121 | 2，836．14 | E， 758.814 | $5.202 E .012$ |
| 193，972．000 | 193，97E． 2101 | 136，963． 210 | 141，710， 0121 |
| 54，5099．0121 | $53,155.97$ | 57，152．00 | 57，148．010 |
| 10620．0020 | ． 2121 | 1020．2001 | 12121．0120 |
| ． 2121 | 120］． 80 | － 120 | － 208 |
| 5810.0120 | － 2121 | 50121.8120 | 5010.4102 |
| － 108 | － | － 200 | 49，312． 801 |
| 98．010 | ． 210 | ． 2121 | 1501． 8120 |
| 558， 010 | 5801.40 | 49E． 2120 | 635.8101 |
| 1，632． 1210 | 67.50 | 67.810 | 68.802 |
| ． 210 | 159．98 | ． 0100 | ． 102 |


| 3aE．an | 295.105 | 305.018 | 97E． 2121 |
| :---: | :---: | :---: | :---: |
| － 2120 | － 210 | ． 2121 | 145.120 |
| －${ }^{\text {ale }}$ | － 20121 | 3，1E5． 1210 | － 2120 |
| 4， 8.48 .8121 | 2，836．14 | E， 758.814 | $5.202 E .012$ |
| 193，972．000 | 193，97E． 2101 | 136，963． 210 | 141，710， 0121 |
| 54，5099．0121 | $53,155.97$ | 57，152．00 | 57，148．010 |
| 10620．0020 | ． 2121 | 1020．2001 | 12121．0120 |
| ． 2121 | 120］． 80 | － 120 | － 208 |
| 5810.0120 | － 2121 | 50121.8120 | 5010.4102 |
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| 98．010 | ． 210 | ． 2121 | 1501． 8120 |
| 558， 010 | 5801.40 | 49E． 2120 | 635.8101 |
| 1，632． 1210 | 67.50 | 67.810 | 68.802 |
| ． 210 | 159．98 | ． 0100 | ． 102 |

$2,541.89$
Science Equipment－Additional
SCIENLE DEFARTMENT EXFENSES
SOCIAL STUDIES DEPARTMENT：
Social Sturies Supplies mer Mrint Med． Social Studies Equipment－Additiomal

$10-1115-6121-2 Q 2-E Q$
$10-1115-641-202-E Q$
$10-1115-731-20 \square-E Q$
10 $01113-731-201-E a$
$102-1116-4321-2121-E 21$
$120-1116-6120-2121-E 2$
Education Equip．\＆Furn．－Repairs
To inspect，Iubricate and repair all
power tools and fummiture．
TECH．
Tech．
Tech．Education Supplies
suppligs used in the temhnimal educetion
program．Examples are sefety 日lasses，saw
progats，sanding beltsn aluesy paintsy
varnishes，etc．Alsos wood for students
ta buila projectsa
Small hand tools mecessery for stadents to
build projects．Examples jmelude quarter
sheet sanders，corded drills and orbital
senders． Education Equipment－Additional
One（1）Eand Saw Safety Guard．．．．．．．．．．
Education Equipment－Replacement
145.

Tech．
$10-1116-731-a 4-2 a$
$10-1116-735-2020-20$

Tech

1Q－1EEQ－11Q－EQ－EQ SPECIAL EDUCATION DEPARTMENT：
1Q－1EEQ－11Q－EQ－EQ SPECIAL EDUCATION DEPARTMENT：
One（1）teacher with 27 YoE．
Keeps the District in compliance with State and federal regulations．
Spec．Education Aices Salaries
There are three（3）aides included in this
account．Flease see the support wage section
for more information．
Spec．Education Tutors
Spec．Education－Contracted Services
Spec．Education Legal Fees
Thition to Private Sehools－Middle Seh
One（i）student in out of district placement．
Spec．Education Supplies
Spec．Education Software
Spec．Education Books \＆Other Print Med．
Spec．Education Furniture－Replacement

TECH．EDUCATION DEFARTMENT EXFENSES
Tech． －

1Q－1EEQ－11Q－EQ－EQ SPECIAL EDUCATION DEPARTMENT：
$120-1 E=01-1$ 12－EQ1－EQ

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sfecial education department expenses
ESOL DEPARTMENT:
ESOL DEPARTMENT:
ESDL Tutors


$10-14181-591-802020$
$101-14100-595-202020$
$1[a-1.410 \square-610 a-2 a-2 a d$

$$
\begin{aligned}
& \text { COCURRICULAR DEPARTMENT: } \\
& \text { Assemblies } \\
& \text { Assemblies for all grades including } \\
& \text { funding for Froject Safeguard. } \\
& \text { Admisions/Competition Fees } \\
& \text { Admissions are for a variety of field } \\
& \text { trips, Math Counts competition and } \\
& \text { Merrowvista. Merrowista is an en- } \\
& \text { vironmental Camp that focuses on curriculum, }
\end{aligned}
$$

group dynamics and teanwork. Includes league
Increase is due to Board's decision to limit

$$
\begin{aligned}
& \text { the amount that parents pay. } \\
& \text { Club Suplies } \\
& \text { Supplies used for cocurricular clubs such } \\
& \text { Sath Mamp, school newspaper, etc. } \\
& \text { Minicourse Activities } \\
& \text { CRRIT Program } \\
& \text { Citizenship, Accountability, Responsibility, }
\end{aligned}
$$








> Integrity, Tolerance. These qualities are speakers, brochures, etc.
> $\begin{aligned} & \text { Awards, Certificates o Other Recognition } \\ & \text { Awards and certificates given to students }\end{aligned}$ Cocurricular Salaries please searies section on cocurricular Athletic officicials
> $\begin{aligned} & \text { Individuals used as sports officials for } \\ & \text { Cocurricular games. }\end{aligned}$
> $\begin{aligned} & \text { Supplies used for all cocurnicular sports } \\ & \text { teans. Examples are baseballs, soccer }\end{aligned}$ balls, basketballs, bats, bases,
> $\begin{aligned} & \text { Athletic Equipment - Additianal } \\ & \text { Athletic Equipment - Replacement }\end{aligned}$
> cocurricular department expenses

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| 66， $23 \mathrm{E}_{\mathrm{n}} 200$ |




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| 2012－2013 |
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| OPER．EUDGET |
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| 295．000 |
| 58，702．00 |





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| 200 ${ }^{\circ}$ | （10． |
| 26－890 ${ }^{\text {c }}$ |  |
|  |  |







## GUIDANCE DEPARTMENT EXFENSES <br>  <br> Testing Services－Admin．Scoring


HEALTH \＆NURSING DEFARTMENT： Nurse＇s Salary
One（1）person working at $12010 \%$ on step $1 巳$ ，
（YoE 11 ）．
Nursing Equipment－Repairs
Annual cost of recalibrating nursing
equipaent．
Nursing Software Support
Nursing Supplies

> PSYCHOLOGICAL SERVICES:

Prychologist Salary
Psychologist Salary working at ES\％with 15 yoE，
One（i）person work person who is working at
This is the seme
the elementary sehool．
Fsychological Testing－Midde School
Psychological services including testing，
consultation，observations and team meetings．
PSYCHOLOGICAL SERUICES
IMPROVEMENT OF INSTRUCTIONAL SERUICES：
Frof．Growth Teaching
Frofessional growth for teaching staff in
accordance with the Collective Bargaining
Agreement．Account is for teaching staff
to take college courses and workshops．
Prof．Books \＆Other Print Med．
Frof．Membershif Dues
Sehool memberships only，no individual
memberships．
memberships．
IMPRQUEMENT OF INSTRUCTIUNAL SERUICES EDUCATIONAL MEDIA SERUICES：

Media Generalist Salary
One（1）person with El YOE． bovent or insirulitunal sEnvices

IST Libre（1）person with
Dne（1）person working 190 days at 7.5
hours／day．This was a new unbudgeted
position for EliE－13．
position for evie－13．
$10-E 14 E-11$ a－EQ－EQ
$10-214 \varepsilon-3 E 3-201-\Xi 2$



## 1ロージヨヨー 1 1 ロージーシーシ



|  | E011-2012 EXPENDED 1,926. 44 | 2012-2013 OPER. BUDEET 5EM. | 2013-201.4 SCH. BRD. BUD. 3,641. |
| :---: | :---: | :---: | :---: |
| 2609 80 | 3611 | 170.010 | 259.00 |
| 9,460.010 | 7,596. 20 | 6,3020.00 | 9,4E0. 202 |
| 3190.80 | - 200 | - 810 | 200 |
| - 0 | . 810 | . 110 | 1,815. 812 |
| 210.003 | 124.95 | 290. 2121 | 1200. 210 |
| 650.100 | 193.43 | E50. 000 | - 8 |
| 1, eean | 1,208.26 | - $0^{2}$ | 1, 260120001 |
| 50121.202 | 373.33 | 1,988. 100 | 300. 010 |
| 81,011.010 | 80, 2200.72 | 79,310.000 | 108, 134.000 |
| $3,012121.12001020$ | $\begin{aligned} & 859.8121 \\ & 830.79 \end{aligned}$ | $\begin{aligned} & 1,212020,0120 \\ & 5,01020,0100 \end{aligned}$ | $e, 50001000$ |
| 8,796.00 | $5,884.47$ | 9,959.060 | 7,055.019 |
| 5,088.00 | 6,881. 013 | 11, 16E. | 4, 151.00 |
| $8,301.000$ | $3, E 66 . E 8$ | $8,413.001$ $18,699.000$ |  |
| 1,430.00 | 1,264.80 | 11,4010.0020 | 20, 2000.000 |
| 2e,615.00 | 10,386.37 | 65,633. 812 | 38,736. 20 |
| 32,54E. | 92,545.96 | 94, 397.040 | 96, 285.600 |
| $6 E, 854.008$ | $62,317.54$ | 65,895.010 |  |



$5,088.000$
$8,301.000$
.000
$1,430.201$

$10-241 a-110]-5 a-2 a$
 technology department expenses OFFICE OF THE PRINCIPAL:

10-Exes-738-4010-20


Eight (B) 4E" Televisions................ 4, 4ias.
Technology Hardware-Replacement carts.. \$20, 2000 .

educational media services

## TECHNOLOGY DEPARTMENT:

Temhnology - Contracted Service Increase is
Library Internet Access Subsarijptions


Libraray Suppljes Audio Uisual Equipmetit - Repairs Internet Access Subscriptions


32120.

ACCT\# \& TITLE
$10-$ Eece-533-21a-EQ
 $10-E 2 e z-641-100-e 0$
$10-2 E=3-431-200-20$ $10-2 E \varepsilon 3-4301-010-E 01$ 0-22
 1a-Eeะ $3-731-$ an- 2a

$124-\operatorname{ces}-533-240-20$
10-2ec5-6.10-029-Ex


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102，26E． 010
 $4,1001,001$


$169,771.800$
$5,212021.8120$



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| こ6＂ロT⿷匚を |
| 010］ |
| $010080{ }^{6}$ | $102-24101-531-202-20$

$102-24101-532-201-20$ $12 a-e 41 a-534-2 a \mid 2-E a 1$ $120-24120-5502-2021-E 20$
$121-2410-5802-201-20$

[^2] $1.21-E 4121-737-2021-E a$
$12-2412-81212020-E a$
120 102－E49ロ1－G1Q1－2801－EQ

310.002 $\qquad$ 5020.120
8000.12020 E， 012120,0202


| EQ11－EQ1EOPER．EUDGET |
| :---: |
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| E50． 200 |
| 3，906． 2101 |
| 1，3610．01010 |
| 1，E2120． 2102 |
| 20102.8121 |
| 80120.1020 |
| 32162.0121 |
| E512． 120 |
| E， 210212.18127 |
| E00， 010 |
| 6501.000 |
| 975． |

FREIEHT：
Freight In
All freight charges for the middle school．
are recorded in this account．
FREIGHT EXPENSES
GPERATION \＆MAINTENANCE OF THE FLANT：
Custodial Salaries

OFFICE OF THE PRINCIPAL EXPENSES Two（E）full time employees and one（1） four（4）hour part time employee． Lead Custodian．．．．．．．＂．．．．．．．．．．．．．．．．．．．．．．．．．$\$ 1$ 1，ER12．
 Please see section on suppo For additional information．

Water／Sewer us the middle sohool，pumping Water usage at the middle school，pumping

Boiler Water meatment to boilen feed water to help reduce must and corrosion and prevent scale．

Removal
Doors \＆Dor repairs associated with doors
－syoot
Electrical System Repairs
For repairs associated with the electrical
－sqetzno to uotitppe aut sutpntout bwazsイs
$1 Q-26 E a-112-90-E 0$
1． $2-2 E E \square-411-2 a-E \square$
$10-E 60-412-a 0-E \square$
$1 Q-E 6 E a-4 E 1-2 a-E a$ $122-E 6 E[1-431-2 \mid 01-E 01$

[^3]$10-2620-435-20-2 a$
For repairs associated with the boiler and

ED13-2Q14.
SCH. BRD. BUD.

 1208.4021
$7 E 0.0201$
 $3,4 E 5.120$
 E


RYE SCHOCL DISTRICT
EQI. 3 - EQI4 PROFOSED OFERATING BUDGET
ACCT\# \& TITLE

| $10-2650-436-2 a-20$ |
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| $120-262 a-438-2 a-2 a$ |
| 120-E6E21-4.42-20]-EQ |
| 101-EEEQ1-498-0101-EQ |
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$10-E 6 E \square-6 E \sum-810-20$

## $102-E 6=0 \square-623-4121-2 a$

## 101-E



$121-\approx 6321-4 \approx 9-2121-E 21$





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OPER．EUDGET
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$48,419.107$
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$7,0125.53$



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Fire cxtingoishers \＆Inspertions of the
Anmual inspection and recharging of
\[

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\begin{aligned}
& \text { fire extimguishers. } \\
& \text { Sprinkler system Inspection and Fepairn } \\
& \text { Maintenance on the sprinkler system. } \\
& \text { Bell, Elock \& Emergeney Lights } \\
& \\
& \\
& \text { Replacement of emergency lights and }
\end{aligned}
$$
\]

Elevator a chairivft Inspextion＊Repairncmbair lifts



Field 1 earning process and expansion of curriculum日osis．Stuaents well as social development on these fieldtrips．
FUFIL TRANSFロRTATIDN：
Staspertions $\quad$ stequired inspection of the boilers．
OFERATION \＆MAINTENANCE OF THE PLANT
$120-26600-439-2123-20]$

## GUFPORT SERUICES：

Office Machine Usage \＆Maintenance Agr
photocopiers．Underbudgeted in EQIE－13．

Prof．Growth－Support Staff


都

$10-11001-5 E 1-200-32$
REGULAR TUITION
SFECIAL EDUCATION DEFARTMENT： Spec．Educetion－Contracted Services
Tuition to Other LEA＇s－High School ．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．

HIGH SCHOOL EXPENDITURES： Please see the maintenance objective
section for additional information．
SUPPRORT SERUICES
EQ13－EDI
SCH．BRD．BUD．

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EQ1E－EQ13
OPER．BUDGET
－－2．－200
$\begin{array}{ll}\text { EQ11－EDIE } & \text { EQ11－EQ1E } \\ \text { OPER．BUDGET } & \text { EXFENDED }\end{array}$

| 6，5e5． 0101 | $5,311.60$ |
| :---: | :---: |
| $\begin{array}{r} .010 \\ .020 \end{array}$ | $\begin{array}{r} 1,2185.2028 \\ 01020 \end{array}$ |
| ． 2120 | 1，085．0120 |
| E，345，715． 214 | 78，208．22 |








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| 简 | $\cdots$ |

71，677．

$\begin{array}{r}41,3101.000 \\ \hline 41,310.000 \\ \hline 2,421,909.001\end{array}$

FOOD SERUICE FUND：
DISTRICT WIDE EXPENDITURES：


$101-272 e-519-8010-32$

## extended schodl year expenses

SFEEIAL EDUCATION DEFARTMENT EXFENSES
Extended School Yr．．－Cont．Serv．－HS
Extended School Yr．－Tuit．to Friv．Sch


COMPARISON REPORT


61，447．54 $2,946.01$
$4,757.85$

7，7013．96
$12,687.80$

Food Service Manager
DISTRICT WIDE FOOD SERVICE EXPENDITURES：


FOOD SERVICE FUND－DISTRICT WIDE
ELEMENTARY FODD SERUICE EXFENDITURES：
Three（ 3 ）employees budgeted in this
account．Flease see section on support
salaries for additional information．

Food Service Equip．\＆Furn．－Repairs
Food Service Software Support
$21-3120-11010-901020$


2000.
service
distriet－wide position，thereby saving
District one（1）position．

## ，

$\frac{50,967.000}{75,051.000}$


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 EQ1E-EQUI3
OPER. BUDGET
 45,980. 010 $94,793.00$


$1201,201010.2012$

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1200,01000

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| 2011-2012 | 2011-e012 |
| :---: | :---: |
| OPER. BUDGET | EXPENDED |
| 525.00 | 495.000 |
| 5,444, 101 | 3,393.54 |
| 46, 378. | 44,516.95 |
| 93, 9300000 | $88,135.88$ |
| 34,381.100 | $37,35 E .78$ |
| 1000.000 | (10) |
| 1,5010.200 | 4,881.17 |
| 2040.000 | - 210 |
| 1,779.000 | 2,797.54 |
| 30,331.202 | 24, 2055.69 |
| 68, 291.010 | 69,237.18 |
| 16e, eepla | 157,17さ. 98 |


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Foodstuffs purchased for student lunches.
FOOD SERVICE FUND - ELEMENTARY
MIDDLE SCHOOL FOOD SERVICE EXFENDITURES:
Food Service Salaries

Three (3) employ
account. Flease see section on support
salaries for additional information.
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Kitchen. Examples are paper trays, plastic
spoons and forks, napkins, aluminum foil,
clear wrap, cleanersy etc.
Foodstuffs purchased for student lunches.
FOOD SERVICE FUND - MIDDLE SCHOOL
Miscellaneous gnant
SPECIAL PROJECTS FUND:
TOTAL FOOD SERUICE FUND
こ1-31Ea-6301-20 $2-E a$
MJSCELLANEOUS GRANTS:
Miscellaneous Grant
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Transfer to Expend．Trust Fund－Tuition
TOTAL EXAENDABLE TRUST FUNDS
TOTAL EXPENDABLE TRUST FUNDS
TOTAL RYE SCHOOL DIST．OPERATING BUDGET
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& \text { megotiations with the school distriets support } \\
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& \text { articlen Negotiations are complete as of } \\
& \text { the printing of this report. The cost items } \\
& \text { negotiated are what is included in this warrant } \\
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## SECTION 6

## SALARY COMPARISON REPORT

This budgetary comparison section capsulizes all wage compensations paid to administrative/teaching employees, support staff employees (hourly employees), miscellaneous salaries, and contracted services (individuals who may in a larger school district be either a salaried or an hourly employee). Contracted service individuals are treated as private vendors without the benefit of an employment agreement or benefits.

This report serves as a comparison of the total amount appropriated and expended for salaries and personnel services. Approximately $39.84 \%$ or $\$ 5,154,676$ of the total proposed operating budget is devoted to total salaries/contracted services. These accounts are disbursed throughout the main proposed operating budget (Section 5).

There have been changes in staffing at both the certified and support levels. Several positions at the certified level have been eliminated including a full time classroom teacher at the elementary school and a core teacher at the middle school. There have also been several certified positions reduced in percentage worked. There have also been both elimination of positions and changes in time worked in the support staff due to an effort to keep the budget low. All of these increases and decreases, either in positions or time worked, are detailed in Sections 7 or 8 of the budget.

|  | $2011-2012$ <br> Appropriations |  | $2012-2013$ <br> Appropriations |  | 2013-2014 <br> Appropriations |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District Wide Salaries | \$ | 417,045 | \$ | 372,411 | \$ | 475,413 |
| Elementary School Salaries |  | 2,804,611 |  | 2,777,982 |  | 2,668,416 |
| Middle School Salaries |  | 2,027,492 |  | 2,040,086 |  | 2,010,847 |
| High School Salaries |  | 1,200 |  | 0 |  | 0 |
| Total Salaries |  | 5,250,348 |  | 5,190,479 |  | 5,154,676 |
| Relation of Salaries to Total Budget Appropriations |  | 42.99\% |  | 40.57\% |  | 39.84\% |

Note: Salaries, for all sections, includes amounts paid to employees and contracted services.

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 Education Coordinator s Salary
This position brings the District into com－
pliance by having the appropriately certified
LEA representative at each IEF meeting K－iE．
Contract is for EaS days．Salary increase of
E． $0 \%$ ．
DISTRICT WIDE EXPENDITURES： hueies sudquatpuooj uat feompa＂oads
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Food Service Manager
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district－wide position，thereby saving the
District one（1）position．
RYE SCHOOL DISTRICT
EQ13－EQ14 PROPOSED OFERATING BUDGET SALARY COMPARISON REFORT
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$119,716.812$
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MISCELLANEQUS SALARIES：
Extended School Yr．－Teachers

Extended School $\mathrm{Yr}^{\prime}$－Teachers
Four（4）teachers to supe
Four（4）teachers to supervise and teadh
in the summer special education program
for $K-B$ ．There are $E 4$ students
Who receive services
Extended School Yr．- Ther
Speech therapist－six
Speech therapist－six（ $\epsilon$ ）students receiving
Occupational therapist－one（1）student
Extended School Yr．－Aides
Extended School $\mathrm{Yr}^{\prime}$ ．－Autors
School Eoard Salaries
School Board members sala
Eoard Salaries
Sehool Board members salaries．Each
member will receive $\$$ gala．
School Board Clerk
Treasurer＇s Salary
Moderator
MISCELLANEOUS SALARIES
CONTRACTED SERUICES：
Medicaid Reimbursemen
It is anticipated that the District will
be eligible for medicaid reimbursement for
some of the services provided to special
edueation students．A third party does the
paperwork $\&$ filing and charges the District
$9 \%$ of the return．
Artist．in Residence
Contracting with thirnd parties to provide
enrichment in activites such as dance，
Contracted physical therapy services．
Extended School Yr．－Cont．Services
School Board Minutes
Aluditor
Annual audit by a CFA firm of the District＇s
financial records．

ation related．
CONTRACTED SERVICES

| $10-1430-110]-20-20]$ |
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| $102-14301-110-302-402$ |
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| 10－14301－1E0－ED－20］ |
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$185,395.001$
$41,585.8201$


2013－ER14 FROPOSED OPERATING BUDGET SRLI

2013－ER14 FROPOSED OPERATNG BUDEL SALARY COMPARISON Eq11－EQ1E
OPER．BUDGET
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$38,474.60$


## SUPFORT STAFF

MISCELLANEOUS SALARIES：
Substitutes－Teaching day up to ed days，after which the rate changes to $\$ 95$ per day．
Substitutes－Non Teaching Account reflects substitutes for all non
teaching staff．This account also reflects
temporary staff costs． Spec．Education Tutors
 Cocurricular salaries Food Service Substitutes

## MISCELLANEOUS SALARIES

CONTRACTED SERUICES：
Fhys．Education－Contracted Service
Spec．Education－Contracted Services Educaltation and assessment for hearing

Spec．Erucation Lenal Fees
Fre－School－Contracted Services
IEF dimected occupational therapy services
to preschool students．
Psychological Testing－Elem
Psychological services including testing，

$12 \pi-1102 \pi-1 \varepsilon a-4 \sqrt{2}-10]$
$1 a-1 E \varepsilon a-12 a-E a-1 a$
$1 a-1 E 6 a-12 a-E a-1 a$
$120-14 E a-1 E Q-9 a-10$

$1010108-321-202-10$





| 1，173，901． 000 | 1，E0E，437．34 | 1，230，731．800 | 1，191，776．810 |
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| 193，97E． 2001 | 193， 97 E． | $130,963 n 912$ | 141，710．48120 |
| 55， 25.59 .200 | 32，387．65 | 58，119．012 | 61，7e8． 218 |
| 51，1801200 | $51,1881.2101$ | 54，2148．8120 | 57，65E． 2102 |
| 16，864． 212 | 16，863．13 | 17，329．010 | 17，877．8101 |
| 67，611． 210 | E9，36E． 214 | 69，45E． 010 | 73，503． 200 |
| 9E，54E． 20 | 9e，545．96 | 94，397．010 | 96，285． 200 |

MIDDLE SCHOOL EXFENDITURES：
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ADMINISTRATIUE／TEACHING SALARIES：
ADMINISTRATIUE／TEACHING SALARIES：
Teaching Salaries
There are 19 teaching positions included
in this ecount．For eDi -14 one $\langle 1) 100 \%$
teacher is being eliminated，one（1） $100 \% \%$
position is being recluced to $80 \%$ and one（1）
$40 \%$ position is being reduced to $30 \%$ ．Flease
see section on certifiedemployees for
additional information．
Spec．Education Teachers＂Salaries
Keeps the District in compliance with State

Guidance Counselor Salary
Nurse＇s Salary
One（1）person working at $100 \%$ on step 1 E ，
（YoE i1）．
Psyohologist Salary
One（1）person working at $35 \%$ with 15 YOE．
This is the same person wo is working at
the elementary school．
Media Generalist Salary
One（1）person with el YoE．
Frincipal Salary Frincipal Salary
Salaried po
ERYE SCHOOL DISTRICT $\quad$ - ED14 PROPOSED OFERATING BUDGET SALARY COMPARISON REPORT

| $2013-2014$ |
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| $25,655.0121$ |
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| $17,796 .$ |


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| 27,398.006 |
| 286,432.012 |
| 24, 0120010 |

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OPRR. BUDGET
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$57,152,001$
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$65,895.000$
$65,895.000$
$102,867.001$

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OPERn BUDGET
EXPENDED


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$95,493.14$
$95,493.14$
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$37,352.78$
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& \text { ADMINISTRATIUE / TEACHING SALARIES } \\
& \text { Secretarial Salary } \\
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& \text { One (1) person budgeted in this account } \\
& \text { for additional informatio } \\
& \text { Spec. Education Aides" Salaries } \\
& \text { ACCT\# \& TITLE } \\
& 10-11000-1102-4 a-2 \pi \\
& \text { ESOL Ride Salary } \\
& \begin{array}{l}
\text { One (1) person working } 19 Z \text { deys at 7.5 } \\
\text { hourg/day. This was a new umbudgeted }
\end{array} \\
& \text { position for } 2012-13 \text {. } \\
& \text { Secretarial salary } \\
& \text { Thirty extra hours are added for stang } 19 \\
& \text { opens at } 5 \text { hours/day. Please see section on } \\
& \begin{array}{l}
\text { support salaries for additonal information was } \\
\text { For the eaie-13 school year this position was }
\end{array} \\
& \text { increased by } 32 \text { days but the daily hours were } \\
& \text { emplayee was also eliminated for edie-i3. } \\
& \text { and } \square \text { (1) } \\
& \begin{array}{l}
\text { Two (e) full time employees and one (1) } \\
\text { four (4) hour part time emplayee. }
\end{array} \\
& \text { four (4) hour part time emplayee. } \\
& \text { Overtime......................................... } \\
& \begin{array}{l}
\text { Please see section on support salaries } \\
\text { for additional information. }
\end{array} \\
& \text { Service Salaries } \\
& \begin{array}{l}
\text { Three ( } 3 \text { ) employees budgeted in this } \\
\text { account. Flease see section on support }
\end{array} \\
& \text { salaries for additional information. } \\
& \text { Additional time................................. }{ }^{\text {a }} \\
& \text { support staff }
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[^5]SUBTOTAL MID．SCH．SAL．／CON．SERUTCES
HIGH SCHOOL EXFENDITURES：
CONTRACTED SERUICES：
Life Skills Contracted
Primarily for a week long program on Freedoll
from Chemical Dependency for students with
Spec．Education－Contracted Services
Esec．Eontracted Services
Fsychological Testing－Middle School
Foychological services including testing Technology－Contracted Service
CONTRACTED SERVICES
CONTRACTED SERUICES：
Spec．Education－Contracted Services
Extended School Yr．－Cont．Serv．－HS
CONTRACTED SERUICES
SUBTOTAL HIGH SCH．SALARIES／CON．SERV．


## SECTION 7

## SALARY SCHEDULE FOR CERTIFIED STAFF

The salary schedule and teaching salaries on the succeeding pages are based on the 2013-2014 salary schedule. Appropriations for certified staff entitled to step increases and/or an increase in a longevity stipend have been included in his/her 2013-2014 salary. The salary schedule is comprised of twelve (12) steps. A teacher moves up one (1) step for each teaching year until he/she reaches the top step (12th). After a teacher reaches the top step, a straight percentage is then multiplied against his/her base salary and stipends are added to determine the following year's salary.

Accompanying the salary schedule is a chart showing all the teaching employees (alpha listed), current salary, years of teaching experience, and the proposed 2013-2014 negotiated salary and his/her projected dollar and percent increases.

The 2013-2014 salary schedule is the fourth year of a five (5) year agreement which includes the salary increase for the certified staff as defined in the Collective Bargaining Agreement. The average teacher increase for 2013-2014 is 3.72\%.

There were changes in both percentage worked and elimination of certified positions for the proposed 2013-2014 fiscal year. The position changes are as follows:

## Elementary School:

I. New Position(s):
a. None.
II. Position(s) which have changed in percent worked:
a. Classroom Teacher - currently on maternity leave, will be returning from $20 \%$ to 100\% for 2013-2014 year;
b. World Language Teacher - reduced from $40 \%$ to $30 \%$ for the 2013-2014 year;
c. World Language Teacher - reduced from $70 \%$ to $60 \%$ for the 2013-2014 year.
III. Position(s) discontinued:
a. Classroom Teacher - full time $100 \%$;
b. Classroom Teacher - teacher on maternity leave returning, $80 \%$ reduction.

Middle School:
IV. New Position(s):
a. None.
V. Position(s) which have changed in percent worked:
a. Technical Education - reduced from $100 \%$ to $80 \%$ for the 2013-2014 year.
VI. Position(s) Discontinued:
a. Core Teacher - full time 100\%

## SECTION 7

SALARY SCHEDULE FOR CERTIFIED STAFF (CONTINUED)
District Wide:
VII. New Position(s):
a. Technology Integrator - full time position began in 2012-2013 year.
VIII. Position(s) which have changed in percent worked:
a. None.
IX. Position(s) Discontinued:
a. Technology Coordinator - full time position discontinued during 2012-2013 year.



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LEGEND:
(a.) $=$ Teac
(a.) = Teacher is on child rearing leave and teaching $40 \%$ in 2013-14.
(b.) = Position reduced by $10 \%$. Teacher is budgeted $30 \%$ at the elementary school and $30 \%$ at the middle school.
(c.) $=$ Teacher is on child rearing leave and teaching 60\% in 2013-14.
$\cup_{(d)}^{\infty}$ = Teacher on partial maternity leave in 2012-13; returning to full time for 2013-14.
(e.) $=$ Position reduced by $40 \%$. Teacher is budgeted $30 \%$ at the elementary school and $30 \%$ at the middle school.
(f.) = Full time 100\% teaching position is being eliminated for the 2013-14 fiscal year.
(g.) = Teacher was a part time replacement for a teacher on maternity.
(h.) = Full time 100\% teaching position is being eliminated for the 2013-14 fiscal year.
(i.) = Full time $100 \%$ teaching position is being reduced to $80 \%$ for 2013-14 fiscal year,

## SECTION 8

## SUPPORT PERSONNEL WAGE INCREASES

This budgetary comparison section is a listing of all of the support staff employed at the Rye Elementary and Middle Schools. This report details each support employee's position, number of days worked per year, hours per day, and rate per hour. The rate per hour is based upon the existing 2012-2013 per hour rate.

Support personnel organized in the mid 1990's and formed the Rye Educational Support Personnel Association (RESPA). Support personnel include the para educators, special education aides, information systems technology technician, secretaries, building custodians, and food service personnel.

Under State law, when negotiations are completed the cost items involved in the Collective Bargaining Agreement (CBA) must be placed on a separate warrant article to be voted on by the residents. The increases for both salaries and benefits cannot be included in the operating budget. The Board and the Rye Educational Support Personnel Association (RESPA) have not reached a tentative agreement as of the printing of this report. When an agreement is reached by both parties, all cost items will be placed in a warrant article and voted on at the March 2013 election.

There were changes in support positions during the 2012-2013 fiscal year and for the proposed 2013-2014 fiscal year. The position changes are as follows:

## Elementary School:

I. New position(s):
a. IST/Library Media Associate - unbudgeted position began in 2012-2013; 7.5 hours/day for 190 days;
b. ESOL Tutor - unbudgeted position began in 2012-2013; 4.0 hours/day for 40 days.
II. Position(s) which have changes in days or hours/day worked:
a. Para Educator - decrease of . 5 hours/day began in 2012-2013.
III. Position(s) discontinued:
a. Para Educator -6.5 hours/day for 190 days;
b. Special Education Aide - 6.5 hours/day for 190 days; discontinued during 20122013 fiscal year;
c. Special Education Aide - 6.5 hours/day for 190 days; discontinued during 20122013 fiscal year;
d. Food Service Manager - 6.0 hours/day for 190 days; discontinued during 20122013 fiscal year.

## SECTION 8

## SUPPORT PERSONNEL WAGE INCREASES (CONTINUED)

## Middle School:

IV. New position(s):
a. IST/Media Associate - unbudgeted position began in 2012-2013; 6.5 hours/day for 190 days.
V. Position(s) which have changed in days or hours/day worked:
a. Secretarial Assistant - decreased from 8.0 hours/day for 161 days/year to 5.0 hours/day for 193 days;
b. Food Service Assistant - increased from 4.0 hours/day to 5.5 hours/day during the 2012-2013 fiscal year;
c. Food Service Assistant - increased from 2.0 hours/day to 3.0 hours/day during the 2012-2013 fiscal year.
VI. Position(s) discontinued:
a. ESOL Tutor - 1.0 hour/day for 180 days; discontinued during 2012-2013 fiscal year;
b. Secretarial Assistant - 8.0 hours/day for 39 days; discontinued during 2012-2013 fiscal year;
c. Food Service Manager - 6.0 hours/day for 190 days; discontinued during the 2012-2013 fiscal year.

District Wide:
VII. New position(s):
a. Food Service Manager - 7.0 hours/day for 200 days; began during 2012-2013 fiscal year.
VIII. Position(s) which have changed in days or hours/day worked:
a. IST Technician - decreased from 7.5 hours/day for 225 days/year to 7.0 hours/day for 180 days/year; began during 2012-2013 fiscal year.
IX. Position(s) discontinued:
a. None.


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## COCURRICULAR STIPENDS

This budgetary report summarizes all of the cocurricular stipends paid at the Rye Elementary and Rye Middle School. Stipends, as listed, are paid for sports (coaches of athletic teams), academics (Destination Imagination, Mathcounts, etc.) and for cocurricular advisors (student council, yearbook, etc.). The following chart lists all changes to cocurricular stipends for 20132014:

## Elementary School

I. New cocurricular stipend(s):
a. None
II. Changes in stipend(s):
a. None.
III. Position(s) discontinued:
a. Chess Club (\$810)
b. Social Studies Lead Teacher (\$720)

## Middle School

IV. New cocurricular stipend(s):
a. Math Camp \$750
b. Math Camp $\$ 750$
V. Changes in stipend(s):
a. None
VI. Position(s) discontinued:
a. Track/Cross Country Assistant (Spr.) (\$540)
b. Track/Cross Country Assistant (Spr.) (\$540)
c. School Newspaper (\$540)
d. Boys' Sixth Grade Basketball (II) (\$360)
e. Girls' Sixth Grade Basketball (II) (\$360)
f. Destination Imagination Coordinator (\$270)
g. Conservation Camp (\$180)
h. Eighth Grade Trip (\$90)
i. Eighth Grade Trip (\$90)
j. Eighth Grade Trip (\$90)

All cocurricular stipend positions are filled by members of the staff, parents, and/or residents of the community.

## RYE SCHOOL DISTRICT COCURRICULAR STIPENDS AT THE ELEMENTARY SCHOOL FOR 2012-2013

ACCOUNT NUMBER:

| ACTIVITY | 2012-13 <br> (Current) |  | $\begin{gathered} 2013-14 \\ \text { (Proposed) } \end{gathered}$ |  | Dollar Change |  | Percent Change |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Track Coach | \$ | 540 | \$ | 540 | \$ |  | 0.00\% |
| Track Coach (II) |  | 540 |  | 540 |  |  | 0.00\% |
| Fifth Grade Basketball Coach |  | 360 |  | 360 |  | - | 0.00\% |
| Science Curriculum Lead Teacher |  | 720 |  | 720 |  | - | 0.00\% |
| Social Studies Lead Teacher |  | 720 |  |  |  | (720) | (100.00\%) |
| Substitute Telephone Support |  | 1,080 |  | 1,080 |  | - | 0.00\% |
| Teacher in Charge |  | 1,350 |  | 1,350 |  |  | 0.00\% |
| Mentor - Coordinator |  | 540 |  | 540 |  |  | 0.00\% |
| Mentor - Certified |  | 540 |  | 540 |  |  | 0.00\% |
| Mentor - Support |  | 270 |  | 270 |  | - | 0.00\% |
| Aquarium Club |  | 540 |  | 540 |  | - | 0.00\% |
| Chess Program |  | 810 |  |  |  | (810) | (100.00\%) |
| Fifth Grade Student Government |  | 1,080 |  | 1,080 |  |  | 0.00\% |
| Literary Journal |  | 540 |  | 540 |  | - | 0.00\% |
| Literary Journal Assistant |  | 360 |  | 360 |  |  | 0.00\% |
| Yearbook Coordinator |  | 1,080 |  | 1,080 |  |  | 0.00\% |
| Destination Imagination Coordinator |  | 270 |  | 270 |  | - | 0.00\% |
| Destination Imagination Coach |  | 810 |  | 810 |  | - | 0.00\% |
| TOTALS: | \$ | 12,150 | \$ | 10,620 | \$ | (1,530) | (12.59\%) |

## RYE SCHOOL DISTRICT COCURRICULAR SALARIES AT THE MIDDLE SCHOOL FOR 2013-14

ACCOUNT NUMBER:

| ACTIVITY | 2012-13 <br> (Current) |  | 2013-14(Proposed) |  | Dollar Change |  | Percent Change |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Girls' Soccer Coach | \$ | 1,080 | \$ | 1,080 | \$ | - | 0.00\% |
| Girls' Soccer Coach (II) |  | 720 |  | 720 |  |  | 0.00\% |
| Boys' Soccer Coach |  | 1,080 |  | 1,080 |  | - | 0.00\% |
| Boys' Soccer Coach (II) |  | 720 |  | 720 |  | - | 0.00\% |
| Field Hockey Coach |  | 1,080 |  | 1,080 |  | - | 0.00\% |
| Field Hockey Coach (II) |  | 720 |  | 720 |  | - | 0.00\% |
| Track/Cross Country Coach (Fall) |  | 720 |  | 720 |  | - | 0.00\% |
| Track/Cross Country Coach (Fall) (II) |  | 270 |  | 270 |  | - | 0.00\% |
| Volleyball (Team I) |  | 1,080 |  | 1,080 |  | - | 0.00\% |
| Volleyball (Team II) |  | 540 |  | 540 |  | - | 0.00\% |
| Boys' Basketball Coach (8th Grade) |  | 1,350 |  | 1,350 |  | - | 0.00\% |
| Boys' Basketball Coach (7th Grade) |  | 810 |  | 810 |  | - | 0.00\% |
| Girls' Basketball Coach (8th Grade) |  | 1,350 |  | 1,350 |  | - | 0.00\% |
| Girls' Basketball Coach (7th Grade) |  | 810 |  | 810 |  | - | 0.00\% |
| Boys' Sixth Grade Basketball (I) |  | 360 |  | 360 |  | - | 0.00\% |
| Boys' Sixth Grade Basketball (II) |  | 360 |  | - |  | (360) | (100.00\%) |
| Girls' Sixth Grade Basketball (I) |  | 360 |  | 360 |  | - | 0.00\% |
| Girls' Sixth Grade Basketball (II) |  | 360 |  | - |  | (360) | (100.00\%) |
| Softball Coach |  | 1,080 |  | 1,080 |  | - | 0.00\% |
| Softball Coach (II) |  | 720 |  | 720 |  | - | 0.00\% |
| Baseball Coach |  | 1,080 |  | 1,080 |  | - | 0.00\% |
| Baseball Coach (II) |  | 720 |  | 720 |  | - | 0.00\% |
| Track/Cross Country Coach (Spr.) |  | 1,080 |  | 1,080 |  | - | 0.00\% |
| Track/Cross Country Asst. (Spr.) |  | 540 |  | 540 |  | - | 0.00\% |
| Track/Cross Country Asst. (Spr.) |  | 540 |  |  |  | (540) | (100.00\%) |
| Track/Cross Country Asst. (Spr.) |  | 540 |  | - |  | (540) | (100.00\%) |
| Athletic Director |  | 4,500 |  | 4,500 |  | - | 0.00\% |
| Art Club |  | 1,080 |  | 1,080 |  | - | 0.00\% |
| Drama Coach |  | 1,080 |  | 1,080 |  | - | 0.00\% |
| Math Club |  | 1,080 |  | 1,080 |  | - | 0.00\% |
| Performing Arts Director |  | 4,500 |  | 4,500 |  | - | 0.00\% |
| School Newspaper |  | 540 |  | - |  | (540) | (100.00\%) |
| School Yearbook Advisor |  | 1,080 |  | 1,080 |  | - | 0.00\% |
| Student Government Advisor |  | 1,080 |  | 1,080 |  | - | 0.00\% |
| Substitute Telephone Support |  | 1,080 |  | 1,080 |  | - | 0.00\% |
| Teacher in Charge |  | 1,350 |  | 1,350 |  | - | 0.00\% |
| Technology Club Advisor |  | 1,080 |  | 1,080 |  | - | 0.00\% |
| Writing Club |  | 1,080 |  | 1,080 |  | - | 0.00\% |
| Destination Imagination Coordinator** |  | 270 |  | - |  | (270) | (100.00\%) |
| Future City Coach |  | 810 |  | 810 |  | - | 0.00\% |

10-1420-120-90-20

| ACTIVITY | 2012-13 <br> (Current) | $\begin{gathered} 2013-14 \\ \text { (Proposed) } \end{gathered}$ | Dollar Change | Percent Change |
| :---: | :---: | :---: | :---: | :---: |
| Math Camp | - | 750 | 750 |  |
| Math Camp |  | 750 | 750 |  |
| Conservation Camp (2 nights @ \$90/night) | 180 | 180 | - | 0.00\% |
| Conservation Camp (2 nights @ \$90/night) | 180 | 180 |  | 0.00\% |
| Conservation Camp (2 nights @ \$90/night) | 180 | 180 | - | 0.00\% |
| Conservation Camp (2 nights @ \$90/night) | 180 | 180 | - | 0.00\% |
| Conservation Camp (2 nights @ \$90/night) | 180 | 180 | - | 0.00\% |
| Conservation Camp (2 nights @ \$90/night) | 180 | 180 | - | 0.00\% |
| Conservation Camp (2 nights @ \$90/night) | 180 | 180 | - | 0.00\% |
| Conservation Camp (2 nights @ \$90/night) | 180 | - | (180) | (100.00\%) |
| Eighth Grade Trip (1 night @ \$90/night) | 90 | 90 | - | 0.00\% |
| Eighth Grade Trip (1 night @ \$90/night) | 90 | 90 | - | 0.00\% |
| Eighth Grade Trip (1 night @ \$90/night) | 90 | 90 | - | 0.00\% |
| Eighth Grade Trip (1 night @ \$90/night) | 90 | - | (90) | (100.00\%) |
| Eighth Grade Trip (1 night @ \$90/night) | 90 | - | (90) | (100.00\%) |
| Eighth Grade Trip (1 night @ \$90/night) | 90 | 90 | - | 0.00\% |
| Eighth Grade Trip (1 night @ \$90/night) | 90 | 90 | - | 0.00\% |
| Eighth Grade Trip (1 night @ \$90/night) | 90 | - | (90) | (100.00\%) |
| TOTALS: | 42,840 | \$ 41,280 | $(1,560)$ | (3.64\%) |

## SECTION 10

## SPECIAL EDUCATION COMPARISON REPORT

This budgetary comparison section capsulizes all of the special education accounts, and related budgeted appropriations, into a single comparison report. The report is divided into District wide, elementary, middle school, and high school sections.

The total anticipated special education expenditures represent approximately $8.06 \%$ or $\$ 1,042,416$ of the entire proposed budget. The total proposed 2013-2014 special education appropriations have increased from the 2012-2013 appropriations by $\$ 115,491$ or $12.46 \%$. Over the last nine (9) years, the total special education requested budgetary appropriations have been lower than the prior fiscal year in six (6) of those years. Even though the proposed 2013-2014 special education appropriations are expected to increase by $\$ 115,491$; the 2013-2014 appropriations are approximately $\$ 13,566$ lower than the appropriations two (2) years prior.

At the elementary level, an increase in appropriations of $\$ 61,607$ or $15.83 \%$ is recognized. Primarily these increases in appropriations are accounted for in tuition to private schools.

At the middle school level, an increase in appropriations of $\$ 66,766$ or $30.95 \%$ is recognized. The increase in appropriations can be accounted for in tuition to private schools and special education transportation.

At the high school level, a decrease in appropriations of $\$ 20,190$ or $23.95 \%$ is recognized. This decrease in appropriations can be accounted for in tuition to private schools.

At the District wide level, an increase in appropriations of $\$ 15,308$ or $6.44 \%$ is recognized. The increase in appropriations is primarily attributable to the tuition for extended school year and salary changes.

The following chart compares special education appropriations:

|  | $2011-2012$ <br> Appropriation |  | $2012-2013$ <br> Appropriation |  | 2013-2014 <br> Appropriation |
| :--- | ---: | ---: | ---: | ---: | ---: |
| District Wide | $\$$ | 276,595 | $\$$ | 237,708 |  |
| Elementary School | 388,815 |  | 389,170 | 253,016 |  |
| Middle School | 277,585 |  | 215,742 | 450,777 |  |
| High School | 112,987 |  | 84,305 | 282,508 |  |
| Total | $1,055,982$ |  | 926,925 |  | $1,042,416$ |
|  |  | $8.65 \%$ |  | $7.25 \%$ |  |
| Relation of Special |  |  | $8.06 \%$ |  |  |
| Education to Total Budget |  |  |  |  |  |
| Appropriations |  |  |  |  |  |

## SPECIAL EDUCATION COM PARISON REPORT (CONTINUED)

Special Education Tuition:

District Wide
Elementary School
Middle School
High School
Total
Relation of Special
Education Tuition to Total
Budget Appropriations

2011-2012
Appropriation

| $\$$ |
| ---: |
| 9,231 |
| 0 |
| 69,598 |
| 78,829 |

0.65\%

2012-2013
Appropriation

| $\$ \quad 0$ |
| ---: |
| 9,500 |
| 0 |
| 63,559 |
| 73,059 |
|  |
| $0.57 \%$ |

2013-2014
Appropriation
\$ 5,500
95,153
49,312
37,310
187,275
$1.45 \%$



|  | 2012-13 |  | 2013-14 |  | Difference |  | \% Change |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District Wide | \$ | 237,708 | \$ | 253,016 | \$ | 15,308 | 6.44\% |
| Elementary |  | 389,170 |  | 450,777 |  | 61,607 | 15.83\% |
| Middle School |  | 215,742 |  | 282,508 |  | 66,766 | 30.95\% |
| High School |  | 84,305 |  | 56,115 |  | $(28,190)$ | (33.44\%) |
| Totals | \$ | 926,925 | \$ | ,042,416 | \$ | 115,491 | 12.46\% |

# Special Education Services Overview 

## Patricia Dowey, Special Education Director

In accordance with Federal Law, the Individuals with Disabilities Education Act (IDEA), all students are entitled to a free and appropriate public education (FAPE). Students who are determined to be eligible for special education services receive these supports and services to allow access to the general curriculum and FAPE.

Special Education is defined as specially designed instruction to meet the unique needs of a child with a disability. A child with a disability is defined as an individual with special needs in one of the following areas as identified by the Individuals with Disabilities Act (IDEA):
$\sim$ Hearing Impairment $\sim$ Intellectual Disability
~ Speech or Language Impairment $\sim$ Other Health Impairment
~ Visual Impairment
~ Specific Learning Disability
~ Emotional Disturbance
~ Deaf/Blindness
$\sim$ Orthopedic Impairment $\sim$ Multiple Disabilities
~ Autism
~ Traumatic Brain Injury
~ Deafness
Special education supports and services are provided in a variety of capacities. Most services are provided in the regular education classroom. The special education staff works within classrooms with the regular education teachers, team teaching, assisting with small groups, and providing individual instruction to meet the needs of students on individual education plans (IEPs). Some students need instruction or remediation outside of the regular education classroom. These students are pulled out for a portion of their day and receive instruction in a resource room setting. Besides instruction by special education teachers, related services are also available to students. Services including, but not limited to speech, occupational, and physical therapy as well as counseling, and aide support is provided to those students for whom their IEP requires such services.

Special education teachers and related service providers continue training in a variety of programs to stay current with research-based instruction and meet the unique needs of students with educational disabilities. The flexibility with delivery of instruction and commitment to professional development has helped avoid costly out-of-district placements in specialized programs or schools.

## Preschool

There are two (2) Rye preschool students currently receiving special education services, both attend the Community School of SAU 50. One (1) will be going to kindergarten for the 20132014 school year. There is a rolling enrollment to the preschool and identified students begin receiving services at the age of three. The Community School is supported primarily by IDEA and Preschool grants and subsidized by the districts school budget. Merging the program with the Community Child Care Center has allowed SAU 50 to service the special education needs of identified preschoolers in a regular education setting. Having the children in one setting instead of a variety of area preschools also allows our service providers the opportunity to collaborate and co-treat as well as provide services in a time efficient and ultimately more cost effective manner. It also facilitates smoother transitions to our district kindergartens with more accurate financial planning.

Rye Elementary and Rye Junior High School have fifty-seven (57) students identified for special education services, $10.5 \%$ of the student population. The National average of students with special needs to total student population is $13.0 \%$ and the state average is $9.45 \%$.

Grades 9-12

Portsmouth High School currently serves twenty-four (24) Rye students identified for special education. In addition to services similar to those provided for students at Rye Elementary and Rye Junior High School, Portsmouth High School offers two specialized programs -The Developmental Disability (DD) Program and the Options Program. Students in the DD program have the support of a 1:1 aide and more intense services in order to meet their individual needs. The Options Program was developed to meet the needs of students with emotional issues who have difficulty managing a full day in public school. Both programs have students participating in mainstreamed classes to the maximum extent possible and are a contributing factor in keeping these students enrolled in a regular public school. There is currently one (1) Rye student enrolled in the DD program. There are no students enrolled in the Options Program from Rye. In addition to Portsmouth High School, special education services are offered at the Robert J. Lister Academy (formerly known as the Portsmouth Alternative Secondary School or PASS). The Robert J. Lister Academy, a self-contained day school comprised of twenty-nine (29) students from the seacoast is an innovative public high school designed for students who have been unable to succeed in more traditional settings. The school is purposefully located off the premises of the Portsmouth High School campus, but maintains the ability to access resources located within the traditional high school, such as: vocational, music, foreign language, and athletic programs. There are currently no Rye students enrolled in the Robert J. Lister Academy.

## The Special Education Process

If a child demonstrates a pattern of serious difficulty in school, frequently exhibits learning problems, and is not responding to general education interventions, consideration of special education may be needed. Determination of eligibility for special education services is as follows:

## Referral

A referral may come from a teacher, physician, parent, student, school administrator, or community agency. Within fifteen (15) days of receipt of a referral a Disposition of Referral meeting will be held. At this meeting, the parent, along with regular and special education staff from the Rye Elementary or Rye Junior High School, determine if alternative instructional strategies or accommodations are needed or if a multidisciplinary special education assessment should be completed. If it is determined that an assessment is needed, parents need to sign Permission to Test form before the evaluation process can be begin.

## Evaluation

Once testing has been completed, the evaluation team, which includes parents, qualified examiners, special educators, and the classroom teacher, meet to discuss the evaluations and make a determination whether or not the student meets the criteria for eligibility for special education services.

If the student qualifies for special education services, an Individualized Education Plan (IEP) will be developed. The plan will include appropriate services, modifications, and annual goals needed for the student to access the regular curriculum. The IEP is a legal document which the federal and state governments dictate the criteria which must be included in it. The plan is a working document that can be changed at any time with team approval. The team includes parents.

## Vision

The special education staff is working hard to provide effective, evidenced- based instruction to students identified for special education. In addition to the general education programming, special education supports students with programs such as Wilson Reading, S.P.I.R.E., and LiPS. S.P.I.R.E. is a comprehensive and multisensory reading intervention program. S.P.I.R.E. uses a spiraling curriculum. It integrates phonological awareness, phonics, handwriting, fluency, vocabulary, spelling, and comprehension. The Wilson Reading System is also a highlystructured program; teaching the structure of language through multisensory language instruction. LiPS is a phonemic sequencing program that recognizes the importance of ones awareness of mouth actions which produce speech sounds. By recognizing speech sounds one can verify sounds within words which in turn allows the individual the skills necessary to selfcorrect in reading and spelling as well as in speech.

The special education department identified the need for additional math interventions and instructional tools available. This past year, staff has continued to participate in professional development opportunities and is beginning to implement the strategies and interventions they learned. Examples of the professional learning that has occurred include philosophies and tools of Mahesh Sharma; an internationally known author, teacher, teacher-trainer and researcher in the area of mathematics and Intel Math; where the philosophy is the more the teacher understands the math the better they will be able to instruct. Other staff members are addressing their professional learning in the area of math through personal professional development goals and self studies.

Staff are using web-based tools to supplement teaching and reinforce learning through standards-based programs that offer assessment and activities in math and language arts (ie AIMSweb, targeted ipad apps) As part of the 2012-2013 budget the special education department is requesting Key Math Assist, an updated math assessment used to determine current level of math skills and which skill areas to target for instructional intervention. This testing software will allow staff to be more accurate and efficient in their use of the assessment and interpretation of results.

Through professional development and Professional Learning Communities (PLCs) staff continue to improve the process of using data to effectively write appropriate goals, monitor students' academic progress, and evaluate instructional practices. Currently special education staff participates at the district and SAU level, at either the grade level PLCs or curriculum area PLCs and are helping to identify essential skills and develop appropriate assessments. The work the schools have done in RTI and the participation of all staff in PLCs, Teacher Assistant Teams, and RTI interventions has helped to reduce the number of special education referrals.

Historically SAU 50 and the Rye School District have not had a population of identified students that required behavioral interventions which may or may not include restraint procedures. We
do, however, currently have several students with IEPs who have behavioral challenges that may require non-violent behavioral interventions. The staff works hard to provide the emotional support these students require through the creation of individual positive behavioral supports plans in conjunction with skill development. Support services are often provided through guidance staff and special education teachers as well as consultation with the psychological examiner and on occasion outside providers. Regardless of our student needs, districts are required to have a restraint policy and having trained staff is an important part of implementing that policy for everyone's safety.

Two special education staff members are certified Crisis Prevention Institute (CPI) trainers. CPI is a non-violent crisis prevention program that prepares staff to safely manage disruptive or difficult behaviors. Teachers and support staff who work with behaviorally challenging students in the Rye School District have received a minimum of 8 hours of training in the Crisis Prevention Institute (CPI) model of behavior intervention. Staff who were initially trained in the 2011-2012 school year will complete the 'refresher' requirement by November 2012. Two important outcomes are realized by providing comprehensive CPI training. Children are safer when staff is prepared to intervene with children in behavioral crisis. Also, having trainers on staff has kept professional development costs down by avoiding the need to contract with outside providers to train staff on an annual basis.


October 1 Count for Special Education Students (Preschool-12)

|  | $2007-2008$ | $2008-2009$ | $2009-2010$ | $2010-2011$ | $2011-2012$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 85 | 84 | 86 | 92 | 90 |
| Preschool | 5 | 5 | 3 | 4 | 4 |
| K-5 | 33 | 29 | 30 | 29 | 31 |
| $6-8$ | 24 | 28 | 27 | 32 | 29 |
| $9-12$ | 23 | 22 | 26 | 27 | 26 |

Discharged as No Longer Educationally H andicapped

|  | $2007-2008$ | $2008-2009$ | $2009-2010$ | $2010-2011$ | $2011-2012$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Total | 4 | 7 | 5 | 7 | 6 |
| Preschool | 0 | 0 | 0 | 0 | 0 |
| K-5 | 1 | 3 | 2 | 2 | 2 |
| $6-8$ | 2 | 4 | 3 | 4 | 2 |
| $9-12$ | 1 | 0 | 0 | 1 | 2 |

October 1 Count for High School Enrollment (Regular Ed \& Special Ed)

| $2007-2008$ | $2008-2009$ | $2009-2010$ | $2010-2011$ | $2011-2012$ |
| :---: | :---: | :---: | :---: | :---: |
| 187 | 177 | 184 | 181 | 194 |

Special Education Students Graduated with a Regular Diploma

|  | 2008 | 2009 | 2010 | 2011 | 2012 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Special Education Seniors | 6 | 6 | 9 | 6 | 7 |
| Special Education Students Graduated with a Regular <br> Diploma | 5 | 5 | 8 | 4 | 6 |

Dropped Out of School (Special Education Students)

| $2007-2008$ | $2008-2009$ | $2009-2010$ | $2010-2011$ | $2011-2012$ |
| :---: | :---: | :---: | :---: | :---: |
| 1 | 0 | 0 | 0 | 0 |

## RYE SCHOOL DISTRICT <br> SPECIAL EDUCATION STUDENTS 2013-2014


Autism ..... 2
Development Delayed ..... 4
Emotional Handicap ..... 3
Learning Disabled ..... 41
Intellectual Disability ..... 1
Orthopedic Impairment ..... 1
Other Health Impaired ..... 21
Speech and Language Impairment ..... 12
Total ..... 85
Preschool Aged Students ..... 2
Elementary Aged Students ..... 35*
Junior High Aged Students ..... 23
High School Aged Students ..... $25^{* *}$
Total ..... 85

[^6]** includes one student who is attending an out of district placement


| ACCT\# \& TITLE |  | $\begin{aligned} & \text { EQ11-2012 } \\ & \text { OFER. BUDGET } \end{aligned}$ | 2011-eロ12 EXPENDED | $\begin{aligned} & \text { EQ12-EQ13 } \\ & \text { OPER. BUDET } \end{aligned}$ | $\begin{gathered} E D 13-E D 14 \\ \text { SCHn BRD. BUD. } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | DISTRICT WIDE EXPENDITURES: |  |  |  |  |
|  | SPECIAL EDUCATION DEFARTMENT: |  |  |  |  |
|  | Speen Education Coordinator's Salary <br> This position brings the District into compliance by having the appropriately certified LEA representative at each IEP meeting K-1E. Contract is for EDS days. Salary increase of E. $18 \%$. | 79,289. 210 | 79,289.00 | $80,875.810$ | 8:, 493. 012 |
| 102-12Ea-3Eab-ablab | Medicaid Reimbursement <br> It is anticipated that the District will be eligible for medicaid reimbursement for some of the services provided to special education students. A thind party does the paperwork \& filing and charges the District $9 \%$ of the return. | 4, 898.80 | E,299.420 | E, 6e1.001 | 4, 6E5.612 |
|  | SFEEIAL EDUCATION DEPARTMENT EXPENSES | $83,587.010$ | 81,588.40 | 83, 496. 801 | 87,118.812 |
|  | EXTENDED SCHOOL YEAR: |  |  |  |  |
| 10-1430-110-EQ-an | Extended School Yr. - Teachers Four (4) teachers to supervise and teach in the summer special education program For $K-8$. There are $z^{4}$ students who receive services. | 9, 2012020, 2121 | - 0121 | 7,785. | 9, 8edin |
| 102-1430-112a-3a-0a | Extended School Yr. - Therapists <br> Speech therapist - six $\{G\rangle$ students receiving services. <br> Dccupational therapist - one (1) student receiving services. | 61021.8120 | $5,182.501$ | 780. 1810 | 9010.1812 |
| 1. $20-14380-110]-481-20]$ | Extended School Yri. - Aides | - 2021 | 1,419.90 | 15010020 | - 2121 |
|  | Extended School Yr. - Tutors | . 1202 | 795. 2121 | - 210 | - 102 |
| 10-1432-3こ1-20 - 202 | Extended School Yr. - Cont. Services Contracted physical therapy services. | - 2121 | E,37E.E4 | 8702. 2121 | 675.8121 |
|  | Extended School Yr. - Tuit. to LERs | - 212 | 675.80] | - 20 | - 00 |
| $120-1430-563-808-780$ | Extended School Yr. - Tuit to Priv. Sch. Two (E) students attending Camp Connect. | - 21412 | . 010 | - 2101 | 5,5010.010 |
| 120-1430-6102-20 $20-200$ | Extended School Yr. Supplies Supplies meeded for the extended school year programs. | 1.12121080120 | - 1812 | 50.1000 | 50.8020 |
|  | EXTENDED SCHOOL YEAR EXPENSES | 9,7010. 2102 | 10, 444.64 | 9,583. 210 | 16,945.2012 |
| $102-21502-1101-E 01-20]$ | SFEECH THERAFY DEPARTMENT: |  |  |  |  |
|  | Speech Therapist Salaries | 1017,819.016 | 110,658, 200 | 91,624.000 | 94,429.0102 |
|  | One (1) teacher at $1000 \%$ ( 33 YOE ). <br> One (1) teacher on step iE at EQW (14 YOE). Therapists serve $E d$ identified and 25 non-idertified students. Helps to support general education and limit the amount of special education referrals. |  |  |  |  |


| こロ11－E01E OFER．BUDGET | 2011－E01E <br> EXPENDED | $\begin{aligned} & \text { EQUE-ER13 } \\ & \text { OPER. BUDGET } \end{aligned}$ | 2013－20114 SCH．BRD．BUD． |
| :---: | :---: | :---: | :---: |
| ． 02 | ． 010 | ． 210 | 249.012 |
| － 8121 | － 210 | ，［120 | 251．020 |
| 101．020 | 99.92 | 268． 812 | ． 200 |
| 270．120］ | 268．58 | 13E． 100 | 1，107．002 |
| 1019，190．000 | 111，ロ2E．49 | 90， 0204.000 | $36,0136,800$ |
| 69， 884.80 | 44，989．0181 | 47，484．0181 | 50，5E7． 010 |
| Eee． | 214.11 | Ex1． 120 | E83． 2121 |
| ． 2121 | ． 210 | 1012100 | －1020 |
| 308.8120 | E95．E8 | 5012.0120 | E67． 8120 |
| ． 2102 | ． 2121 | 6010.80 | ． 12102 |
| 701，418．000 | 45，438．39 | 49，905． 2012 | 51，117．020 |
| 2， 80812000 | 75．010 | 1， 20001000 |  |
| E， 80810000 | 75.1818 | 1， 212012.12010 | 801201020 |
| 1，90102．0120 | 5ae． 6 | E，72010140120 | 1， 210020.0102 |
| 1，9000． 1201 | 508.60 | E，7200． | 1，200120．2021 |
| 276，595．001 | 249， 2175.51 | 237，708． 2101 | 253， 216.201 |


SPEECH THERAFY DEPARTMENT EXPENSES
OCCUFATIONAL THERAPY DEFARTMENT：
OCC．Therapist Salary
One（1）therapist at $10 \mathrm{QQ} \%$（ 7 YOE ）．
One（1）therapist
Therapist serves
Therapist serves 16 identified students in group settings．）Supporting general
education helps prevent additional special education referrals．
Occ：Therapy Software
Occ．Therapy Books \＆Other Print Med．
Oec．Therapy Hardware－Additional
DCCUPATIDNAL THERAFY DEPARTMENT EXFENSES
IMPROVEMENT OF INSTRUCTIDNAL SERUICES： Prof．Growth－District Wide Courses and workshops for the LEA，
Assessment and IST Coordinators．
IMPROVEMENT OF INSTRUCTIONAL SERUICES SUPPORT SERUICES－QTHER：
District Wide Staff／Expense Travel
Travel reimbursement for the LEA，IST Travel reimbursement for the LEA，IST Integrator and Data Coordinators．

## SUFPORT SERUICES－OTHER

SUBTOTAL DISTRICT WIDE EXPENDITURES
ACCT\＃\＆TITLE

$102-E 1 E 3-11[1-361 m$

10－Ee13－E40－20

Enroliment at the Rye Elementary School
as of November 1，Dien
$\begin{array}{lllr}\text { Kindergarten：} & 41 & \text { Erade } 3: & 58 \\ \text { Grade 1：} & 50 & \text { Grade 4：} & 66 \\ \text { Grade E：} & 47 & \text { Grade 5：} & 55 \\ & & \text { Total：} & 317\end{array}$
$\stackrel{N}{n}$

[^7]FRE-SCHOOL DEPARTMENT:

to preschool students.
Currently there are possibly five (5) identified
students attending the SAU So Community
students attending the 5AU 50 Community
School. previous year's expenditures have
been entirely offset by fecleral grants.
Due ta level qrant fundingy but increasina
costsy the Distrijet will mow need to offset
the appropriation.
PRE-SCHODL DEFARTMENT EXPENSES
ED13 - 2014 PROPOSED OPERATING EUODGET SPECIAL EDUCATION COMP. REPORT
EQ13-EQ14
SCH. RRD. BUD.
$197,154.0101$
$101,341.020$





1. $2-1200-561-2 a-120$

- 

[^8]
SPECIAL EDUCATION DEFARTMENT EXPENSES

require sjanifjeant behavioral and/or
Spec. Education Aidesy Salaries
Five (5) peqple are budgeted in this ameount.
Two (E) positions have been eliminated for
Eq13-14: Necessary to ensure compliance with
State and federal regulations. Flease see
section on support saleries for additional informetion.
SFECIAL EDUCATION DEFARTMENT:

$\begin{array}{cl}\text { ED11-ER1E } & \text { EQ11-EQ1E } \\ \text { OPER BUDGET } & \text { EXFENDED }\end{array}$
$12102^{289} 7981$
201010
$2010-20123$

$337,634.12121$
$8,411.8021$
$9,231.0121$


$2,8010.82121$
$-20,677.8201$

[^9]| E | E | 罗 | 念 |
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FUPIL TRANSFORTATION：
Spec．Education Transportation

## FHYSICAL THERAPY EXPENSES

$10-216 E-323-20 \square-10$

[^10]－at fisej men woul aue 478 pue 472 sapeut

## 


PUFIL TRANSPORTATION
SFECIAL EDUCATION DEPARTMENT：
Spec．Education Teachers＇Salaries
One（1）teacher with 27 YOE．
One（1）teacher with 14 YoEn
Keeps the District in compliance with State
and federal regulations．
and federal regulations．




|  |
| :---: |
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|  |
| －Ba |
|  |
| $49,312.812$ |
| 158180 |
| E．35． 2121 |
| 68． 2121 |
| ， $12 \times 1$ |
| E49，6ここ． 2121 |


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## PSYCHOLOGICAL SERUICES





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RYE SCHOOL DISTRICT
EQ13 - EQ14 PROPOSED OPERATING BUDGET SFECIAL EDUCATION COMP, REPORT

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## SECTION 11

## ELEM ENTARY SCHOOL PRINCIPAL'S COM PARISON REPORT

This budgetary comparison section summarizes all of the budgetary accounts, exclusive of salaries, benefits, special education services, utilities, and most building repairs that are expended directly on behalf of the Rye Elementary School students. This report is the budgetary portion prepared by the Principal and staff for each of the different disciplines that are taught, ranging from language arts and mathematics to art and music. Although this report includes a large majority of the budgetary accounts, the total of the budgetary accounts in this comparison report are only approximately $1.56 \%$ or $\$ 202,107$ of the total proposed budget.

This proposed total budgetary appropriations report capsulizes all the various supplies, workbooks, textbooks, student materials, furniture, hardware, software and pieces of equipment that are utilized by the staff and students at the Rye Elementary School.

The Principal's budget for the elementary school for 2013-2014 is increasing by $\$ 24,504$ or approximately $13.80 \%$. This is the first year in the last three (3) years that the appropriations at the elementary school have increased. The largest increases in appropriations are in mathematics, educational media services, office of the principal, and operation and maintenance of the plant departments. Please read the rationale under each account for a more detailed explanation for the appropriation requested.

Again this year, there is included a vision statement written by the Rye Elementary School Principal as an overview of the rationale for the budget requests. Also included in this section is the Informational Systems Technology Director's vision statement for the technology programs.

Major areas of the Principal's budget showing increases in appropriations are:

| Account | $2012-2013$ <br> Actual | $2013-2014$ <br> Proposed | Increase |
| :--- | :---: | :---: | :---: |
| Technology Hardware - Replacement | $\$ 2,432$ |  | $\$ 10,032$ |

Major areas of the Principal's budget showing decreases in appropriations are:

| Account | $2012-2013$ <br> Actual | 2013-2014 <br> Proposed |  | }{} |
| :--- | ---: | ---: | ---: | ---: |
| Technology Internet Access Subscriptions | $\$ 8,344$ |  | $\$ 6,133$ |  |
| Technology Hardware - Additional | 14,323 | 12,420 |  |  |
| Language Arts/Reading Workbooks | 16,612 | 15,211 |  | $(1,401)$ |
| Food Service Supplies | 4,903 | 3,742 |  | $(1,161)$ |

# Rye Elementary School Overview 

Patricia-Lane Richardson, Principal

Rye Elementary School is submitting a budget that we feel is fiscally conservative yet meets the needs of our students and staff in Rye. As I prepared this budget I collaborated with the Business Administrator, Assistant Superintendent, Special Education Coordinator, Superintendent, IT Director, RJH Administrator, and School Board to assess the needs in the areas of curriculum, facility, special education, technology and staffing while keeping our bottom line to a minimum. We are grateful that we have a team consisting of staff, administration, and School Board members who have a shared vision of where we want the Rye Schools to be in the next five years. We believe that small class sizes are in the best way to meet the varied needs of our students. It is with this perspective that I submit the following budget to you for your consideration. We have made some significant improvements in the past seven years, in the areas of Reading, Writing, Social Studies, Technology, and Science. For this budget we have recommended purchases to continue to expand the areas of Science, Math, Social Studies, and Language Arts curriculums and continue to integrate technology across all areas of the curriculum. r goals continue to be to fully implement the Learning Compact with parents and to utilize Response to Intervention (RTI) strategies to improve student learning. Outcomes for these goals would be greater communication between staff and families to meet each child's social, academic, and emotional needs. Long term goals are to meet the learning needs of each child and to ensure that each child will succeed to his/her potential and become a productive member of society. To this end, while our NECAP and NWEA scores are very good, it is our goal that they would continue to improve. Our goal is to see Rye Elementary School in the top 5\% for the State of New Hampshire. Currently we are approximately in the top $8-10 \%$. It is my vision to continue to support staff and families to make Rye Elementary School an exemplary learning institution.

## Curriculum

Our primary goal is to align our curriculum and instruction with the Common Core Standards and to prepare our students in Rye for college, careers, and life-long learning. These Standards have been adopted by 46 states with New Hampshire being one of them. Classroom teachers consistently work toward achieving this goal. Our Assistant Superintendent, Mary Lyons, in collaboration with teaching staff and administration work two full days each year at each grade level to align our work to the Standards and to develop assessments to determine learning and mastery of the curriculum.

## Reading/English Language Arts

For our Reading/English Language Arts curriculum in grades kindergarten to grade three we use the Scott Foresman Reading Series. This is a balanced literacy series integrating literature, phonics, word attack skills, writing and spelling. Students in grades four and five use a balanced literacy approach, and we have accumulated a library of good literature to this end. Our focus next year will be to integrate more informational texts. Balanced literacy is a method of instruction that uses appropriate levels of quality children's literature, both fiction and nonfiction and teaches comprehension, phonics, spelling, handwriting, and other literary skills. We use the Zaner Bloser handwriting curriculum and this is implemented across all grade levels.

All grade levels use the John Collins approach to writing across the curriculum and the $6+$ Traits of Writing which aligns nicely with the John Collins approach.

## Science \& Social Studies

In both Science and Social Studies we have vertical curriculum teams looking at the alignment to the Standards, looking at our resources and making recommendations for the budget. Vertical teams consist of a teacher from each grade level K-5 who work together to make sure that all topics are covered, that none are missed, and that we have the equipment and materials necessary to teach. These teams meet regularly and have made recommendations to me for the 2013-2014 budget. There is a teacher who leads each team.

In Science we have kits, books and materials that are aligned with the Standards. These kits have all the necessary materials, literature and supplies needed for each of the subject areas at the grade levels. Examples include: astronomy, magnetism and electricity, and earth science. Our long term goal is to purchase one kit per grade level which would be shared among 3 or 4 teachers at each grade level eventually covering all of the Standards for that grade level. In Social Studies we use the History Alive program in grades two through five. This series is also used at RJH and is considered to be one of the best resources for Social Studies nationally. Grade level curriculum is as follows: Kindergarten: Home, School, Self ; Grade One Community of Rye, Character Education and Families; Grade Two - Communities; Grade Three - Cultures, Civics, Economy; Grade Four - New Hampshire; Grade Five - United States History.

## Technology

Our technology program is changing and evolving to meet the needs of students in today's connected world. This year, our district added a technology and curriculum integrator to work with teachers and students in both buildings to better integrate technology to support curriculum and learning. In addition, SAU 50 has hired an IT Director to oversee technology planning and operations. The addition of these two positions reflects the desire of the Rye School District to better serve students by teaching them the skills and concepts required to be successful in the $21^{\text {st }}$ century.

We continue to look at ways to improve the use of technology to make our operations more efficient and to better communicate with our school community. We use an automated alert system to notify parents by email and/or phone message of announcements, cancellations, and emergencies. We maintain a website of resources, calendars and information that is updated daily. And, we hope to begin using online resources to share the wonderful activities that occur in our schools throughout the year.

In the past, we have purchased desktop computers. Many of these computers are now more than a decade old and have become obsolete in terms of supporting current software and peripherals. Computers are now designed to provide users with mobility. We would like to continue to support this shift in Rye with the purchase of iPads for student use.

Our budget includes 30 iPads for student use. We feel that the iPad is a wonderful and intuitive learning tool for children. There are thousands of applications and resources available to support the elementary curriculum. We have already seen teachers and students using these devices with success, and there is a demand for more.

In addition, we ask for funding to support the purchase of classroom presentation hardware. This is important as we are seeing teachers using an increasing amount of online resources and streaming media in their classrooms. This multimedia content is engaging and directly supports and reinforces the concepts being taught.

## Facility

Our new furnace last year has helped with fuel usage and heat regulation in the building. We continued keep up maintenance in the building and have a good team of custodians who do so. We would like to continue scheduled interior painting and finish the cabinet project in classrooms if funds allow.

## Personnel

After analyzing enrollment figures we made a decision to cut one classroom teacher. We have made a careful analysis of enrollments, projected classes, and staff and have made some other recommendations to this end. We try to keep class sizes small as it is our belief that the individual instruction that we believe in works best in this structure.

Our end goal is to submit a budget that is fiscally responsible, yet meets the learning needs of our students. The staff and I appreciate the efforts of all who review and consider these budget requests.

Thank you.


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## MIDDLE SCHOOL PRINCIPAL'S COM PARISON REPORT

This budgetary comparison section summarizes all of the budgetary accounts, exclusive of salaries, benefits, special education services, utilities, and most building repairs that are expended directly on behalf of the Rye Middle School students. This report is the budgetary portion prepared by the Principal and staff for each of the different disciplines that are taught, ranging from language arts and mathematics to art and music. Although this report includes a large majority of the budgetary accounts, the total of the budgetary accounts in this comparison section are only approximately $1.43 \%$ or $\$ 185,132$ of the total proposed budget.

This total proposed budgetary appropriations report capsulizes all the various supplies, workbooks, textbooks, student materials, furniture, hardware, software and pieces of equipment that are utilized by the staff and students at the Rye Middle School.

The Principal's budget for 2013-2014 is increasing by $\$ 651$ or approximately $0.35 \%$. There are several reasons that have attributed to this increase, most significantly in the area of world language, physical education, mathematics, cocurricular, and educational media departments. Please read the rationale under each account for a more detailed explanation for the appropriation requested.

Again this year, similar to the elementary school, there is included a vision statement written by the Rye Middle School Principal as an overview of the rationale for the budget requests.

Major areas of the Principal's budget showing increases in appropriations are:

| Account | $2012-2013$ | 2013-2014 <br> Proposed | $\underline{\text { Increase }}$ |  |
| :--- | ---: | ---: | ---: | ---: |
| Technology Hardware - Replacement | $\underline{\text { Actual }}$ | $\$ 11,400$ | $\$ 20,200$ |  |
| Admissions/Competition Fees | 7,000 |  | 15,000 | 8,800 |
| Library Books \& Other Printed Materials | 6,300 | 9,460 | 3,000 |  |
| Library Internet Access Subscriptions | 520 | 3,641 | 3,121 |  |
| Testing Services - Administration/Scoring | 88 | 2,565 | 2,477 |  |

Major areas of the Principal's budget showing decreases in appropriations are:

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# RyeJ unior High School Overview 

Christopher Pollet, Principal

The Rye Junior High School has continued to provide a high quality education with students meeting success in all aspects of student life. Rye Junior High School students move on to both public and private high schools where they are solid students who are major contributors to student life in those schools.

As educators step into the Common Core State Standards era, our professional philosophy continues to stay focused on student learning around a rigorous curriculum. Our work in Professional Learning Communities has allowed for teachers to look at their work through the eyes of student achievement. By looking at data through formal and summative assessments, we can determine student understanding of curriculum and skills necessary to move to the next level or standard. We have formalized our Response to Instruction (RTI) as a way to reach all learners in an effective way. We are looking at assessment results and determining the best way to instruct students in regular classes as well as dividing them by individual needs to offer supports and challenges. We have designated times in each grade to pursue this goal. We set high expectations for all students and believe that every child can and will achieve these expectations during their three years here.

The process that we are using to stay connected with students and parents in our unique way is through our Advisory program and the Learning Compact. We have been working with our Advisory Program for two years which creates small groups of students that meet with their advisor each day for "homerooms" and once a week for thirty minutes. This program allows us to institute the Learning Compact. Initially, the_Student Information Form is filled out by the student's teachers electronically to pass to the receiving team to help new teams differentiate their instruction at the start of the year. The Partnership with Parents Form, filled out by parents, is the second component of this compact. The Partnership with Parents form is sent out each summer and solicits input from parents about their children. The Goal Setting Process for students asks students to outline their hopes and dreams in long term and short term goals. Goal Setting is done early in the school year when energy is high and there is time and support to achieve those goals. The research says that when they write them down, students reach their goals $85 \%$ of the time. So we have them write them down and refine them, revisiting goals as the year progresses. Parents and teachers work together to help support the student in reaching their goal. These three components all work together to bring the greatest success for students.

In the area of technology, Rye Junior High School has updated its wireless network through the past year's warrant article. This was necessary as the school was working with a system designed for a school with a few computers and other devices. As our model of instruction has changed, our number of devices has increased and the requirements the devices bring are more advanced. This new wireless network will allow our students to go further, faster. We also have added iPads and new devices for our teachers. The teachers have new laptops procured through a grant (REAP) from the Department of Education in Washington. These laptops replace the 5 or 6 year old laptops they have been using and allowing for our teachers to step into a new platform (Apple). This growth and improvement in our technology department will only improve our student's achievement. Technology is no longer something that is a separate curriculum area or department; it is how we learn so much of what we do as learners and educators.

The library continues to be the central focus of our school. Large numbers of students are able to access this research center of our building while students can continue to use the library in a
traditional way (borrowing books). Teachers collaborate with our librarian on lessons that include research and higher level thinking skills. Our library space also allows for an alternative teaching space with different resources for our classroom teachers as it allows for a different configuration of seating, technology and overall climate. This vibrant space continues to allow for students to apply skills across the curriculum areas in a state of the art environment.

The Common Core State Standards (CCSS) are the national curriculum initiative. This is the focus of our professional development this year. Teachers are looking at these standards and adjusting their instruction to meet the requirements. A focus on the necessary college and career skills is what the CCSS is directing us to do. The teachers have been thoroughly engaged in this process during the professional development opportunities which include PLCs, teacher workdays, and team and subject area meetings.

We continue to address the goals established from our self study and visiting team report done by the New England Association of Schools and Colleges as part of the re-accreditation process. This analysis has given us the ability to reflect on our practice and be able to implement the "best practice" in given areas. We continue to collect information from our existing program with ideas on how to improve it.

We have created a Community Collaborative Group to share school wide activities that have brought parents and community members into the school to work with our students and staff. This group includes members from the Rye Public Library, Rye Historical Commission, Rye Conservation Commission, the Goss Farm Collaborative, the Seacoast Science Center, the Rye Town Offices, the Rye Recreation Department, and others. We are pleased with the response and the relationship all the residents of Rye. Our Community Garden has been a focal point of our school and strong bond with the community of Rye.

With enrollment numbers on the decline, we have been forced to make cuts to our staff and programs. Although we will continue to implement quality programs, the loss of some of the offerings will be felt. Rye Junior High School will have another successful year with the quality teachers and students we have. I would like to thank the Rye Community for its continual support.


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INSTRUCTIONAL EQUIFMENT \＆FURNITURE：
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as paper，pencils，pens，grade books，
agendas，markers，etc．

> SUPFLIES AND MATERIALS－EENERAL

MIDDLE SCHOOL EXPENDITURES：



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## WORLD LANGuage department Expenses

FHYSICAL EDUCATION DEPARTMENT：
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Lang．Supplies
programs.
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$120-11288-731-2021-E 20$
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Skills Supplies
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Life Skills Equipment－Replacement
LIFE SKILLS DEPARTVENT EXFENSES
MATHEMATICS DEFARTMENT：
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$1 \square-1129-735-\square \square-E \square$


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FHYSICAL EDUCATION DEPARTMENT EXFENSES


Examples are pans，cups，oven mitts，paper
platesy bobbins，etcs Alsos foodstuffs

Internet Access Subseriptions
Schaol site Iimense for IXL math．
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Mathematims Software
Mathematics Books \＆Dther Frint Med．
Mathematics－New／Updated Series
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Mernowvista．Merrowvista is an en－
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group dynamics and teamwork．Include
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funding for Froject Safeguard． TECH．EDUCATION DEPARTMENT：
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SOCIAL STUDIES DEPARTMENT：


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fees to Fortsmouth for sixth grade basketball． Increase is due to Board＇s decision to limit
Club Supplies
Supplies used for cocurricular clubs such
as Math Camp，school newspaper，etc． as Math Camp，school newspaper，etc．
Minicourse Activities
CARIT Frogram
Citizenship，Accountability，Responsibility，
Integrity，Tolerance．These qualities are
Promoted for students and parents through
speakers，brochures，etc．
Awards；Certificates \＆other Recognition
Awards and certificates given to students
for both scholastic and athletic achievements．
Athletic Officials
Individuals usedas sports officials for
cocurricular games． Athletic Supplies
Supplies used for all cocurricular sports
teams．Examples are baseballs，soccer books，rulebooks，ball bags，etc．

COCURRICULAR DEFARTMENT EXPENSES
GUIDANCE DEFARTMENT：
Testing Services－Admin．／Scoring
Testing Services－Acmin．／Scoring
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Guidance Supplies
Guidance Books \＆Dther Print Med．
gUIDANCE DEFARTIMENT EXFENSES
HEALTH \＆NURSING DEPARTMENT：
Nursing Equipment－Repairs equipment．
Nursing Software Support
HEALTH \＆NURSING DEPARTMENT EXPENSES
IMFROVEMENT OF INSTRUCTIONAL SERUICES：
Frof．Books \＆Other Frint Med． Frof．Eooks \＆Other Print Med．
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School memberships onlyy
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virus protection and filtering services．
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Techmology Supplies

 Technology Software／Site Licenses
Technology Hardware－Additional
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> $101-24101-532-610-20$
$1201-24121-5501-2121-2020$


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SUPPORT SERUICES
SUBTOTAL GENERAL FUND－MIDDLE SCHODL
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FOOD SERVICE FUND：
Internet Aceess Subscriptions
Food Service Supplies
Supplies needed to operate the food service
kitchen．Examples are paper traysy plastic
spoons and forks，napkins，aluminum foil，
Flear wrap，eleaners，ete．
TOTAL FOOD SERUICE FUND
$E 1-31 E 0-533-012-E 0$
$21-3120-610120-E 0$
$21-31221-731-2021-30$
TOTAL RYE SCHOOL DIST．OFERATING BUDGET

## TUITION COMPARISON REPORT

This budgetary comparison section summarizes all tuition accounts, which include both the regular and special education tuition, compiled into a single report for comparison purposes. Since the Rye School District does not maintain a senior high school, students of this age group are tuitioned to Portsmouth High School.

Students, who receive special education services, may need to attend alternative educational programs at either a LEA (Local Education Agency) school, or may need more expensive out-ofdistrict private school placement. A private school placement can be residential for a special education student which can be at a very high cost to the District.

Approximately $23.3 \%$ or $\$ 3,014,121$ of the entire Rye School District budget is devoted to out-of-district tuition. The entire tuition grouping has an increase of $\$ 62,250$ or approximately $2.11 \%$ when compared to the 2012-2013 appropriations.

Total appropriations for special education tuition, as a group, have increased for 2013-2014 by $\$ 114,216$. This is only the second time in the last nine (9) years that special education tuitions has increased over the prior year's appropriation. The projected 2013-2014 special education tuitions to private schools are $\$ 126,231$ greater than the appropriations for 2012-2013.

It is important to realize that in all instances before a student receives a residential placement, Portsmouth's program is utilized, or is extensively considered.

|  | 2011-2012 <br> Appropriation |  | 2012-2013 <br> Appropriation |  | 2013-2014 <br> Appropriation |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Regular Tuition | \$ | 2,308,922 | \$ | 2,878,812 | \$ | 2,826,846 |
| Special Education Tuition |  | 78,829 |  | 73,059 |  | 187,275 |
| Total Tuition |  | 2,387,751 |  | 2,951,871 |  | 3,014,121 |
| Tuition to |  |  |  |  |  |  |
| Total Budget Appropriation |  | 19.55\% |  | 23.07\% |  | 23.30\% |



This budgetary comparison subsection shows the projected enrollment and anticipated tuition appropriations for students attending Portsmouth High School for the 2013-2014 school year. This chart also gives a historical perspective of the tuition rate since 1990-1991 when compared to increases in the tuition rate per student, the changes in dollar amount per student, and percentage change. Both the current year's actual tuition expenditures and projected tuition appropriations have been included for comparison purposes.

The 2013-2014 proposed budget reflects 198 students attending Portsmouth High School with each student budgeted at $\$ 14,277$. This is a tuition per student increase of approximately $2.38 \%$ or $\$ 331$. It should be noted that the 2012-2013 tuition rate from Portsmouth increased by $\$ 365$ per student. This was the first time in the last three (3) years that the tuition rate from Portsmouth High School has increased.

For 2012-2013, 209 students were budgeted to attend the high school. As of the first semester, there were actually 195 students attending. A tuition rate of $\$ 13,774$ per student was budgeted, as compared to the actual 2012-2013 tuition rate of $\$ 13,946$. This results in an under budgeting of each student by $\$ 172$. When the actual tuition rate per student of $\$ 13,946$ is multiplied by the actual number of students attending (195) and compared to the actual amount appropriated for tuition in 2012-2013 there is an anticipated budgetary surplus of $\$ 157,296$.

For the 2013-2014 budget, it is estimated that 9 eighth grade Rye students would be attending a different high school other than Portsmouth. This is approximately $15 \%$ of the total current Rye eighth grade class, less any New Castle students.

The overall 2013-2014 tuition appropriation for Portsmouth High School tuition is increasing by $\$ 51,920$. The projected per student tuition increase of $2.38 \%$ for 2013-2014 is significantly lower than the average annual increase for tuition for the last five (5) years.

Budget Committee members should review Section 15 for student enrollment trends at the high school. It is anticipated that over the next three (3) years, the number of high school students attending Portsmouth High School will remain relatively stable.

|  | $\underline{2011-2012}$ | $\underline{2012-2013}$ | $\underline{2013-2014}$ |
| :--- | ---: | ---: | ---: | ---: |
| Number of Students Budgeted | 164.5 | 209 | 198 |
| Number of Students Attending | 184 | 195 |  |
| Tuition Rate Budgeted | $\$ 14,100$ | $\$ 13,774$ | $\$ 14,277$ |
| Tuition Actual Rate | $\$ 13,581$ | $\$ 13,946$ |  |



# RYE SCHOOL DISTRICT <br> HISTORICAL VIEW OF THE HIGH SCHOOL TUITION ACCOUNT 

ACCOUNT:
Projected Enrollment:

| GRADE 9: | 51 | (68 total students, 8 from New Castle, 9 to go to private school) |
| :--- | :--- | :--- |
| GRADE 10: | 52 |  |
| GRADE 11: | 45 |  |
| GRADE 12: | $\underline{50}$ |  |
| TOTAL: | $\underline{198}$ |  |

Tuition Rates:

| 2012-13: | 13,946 | 365 | $2.69 \%$ |
| ---: | ---: | ---: | ---: |
| 2011-12: | 13,581 | $(132)$ | $(0.96 \%)$ |
| 2010-11: | 13,713 | $(15)$ | $(0.11 \%)$ |
| 2009-10: | 13,728 | 1,807 | $15.16 \%$ |
| 2008-09: | 11,921 | 665 | $5.91 \%$ |
| 2007-08: | 11,256 | $(28)$ | $(0.25 \%)$ |
| 2006-07: | 11,284 | 1,093 | $10.73 \%$ |
| 2005-06: | 10,191 | 1,003 | $10.92 \%$ |
| 2004-05: | 9,188 | 184 | $2.04 \%$ |
| 2003-04: | 9,004 | 203 | $2.31 \%$ |
| 2002-03: | 8,801 | 403 | $4.80 \%$ |
| 2001-02: | 8,398 | 142 | $1.72 \%$ |
| 2000-01: | 8,256 | $(16)$ | $(0.19 \%)$ |
| 1999-2000: | 8,272 | 510 | $6.57 \%$ |
| 1998-99: | 7,762 | 443 | $6.05 \%$ |
| 1997-98: | 7,319 | 105 | $1.46 \%$ |
| 1996-97: | 7,214 | $(133)$ | $(1.81 \%)$ |
| 1995-96: | 7,347 | $(164)$ | $(2.18 \%)$ |
| 1994-95: | 7,511 | $(389)$ | $(4.92 \%)$ |
| 1993-94: | 7,900 | $(31)$ | $(0.39 \%)$ |
| 1992-93: | 7,931 | 769 | $10.74 \%$ |
| 1991-92: | 7,162 | 1,472 | $25.87 \%$ |
| 1990-91: | 5,690 |  |  |

Average Percentage Increase (Last 5 Years):
Historical Rate: $\quad 13,946 \quad 104.54 \%$
$\begin{array}{lll}4.54 \% \\ = & \$ & 14,579\end{array}$
Portsmouth's Business Administrator's Recommendation:
Have used the recommended amount of \$ 14,277.
2013-14 Budgeted:

$$
\begin{array}{lll}
\$ 14,277 & 198 & =
\end{array} 2,826,846
$$

2012-13 Budgeted:
13,774
209
$=\quad 2,878,766$

2012-13 Actual (as of the first semester):
13,946
195
$=\quad 2,719,470$

## NUMBER OF RYE STUDENTS ATTENDING PORTSMOUTH HIGH SCHOOL

Data based on utilizing the five (5) year cohort survival method and tuition reports.

| School Year | Number of Students |
| :---: | :---: |
| $2007-08$ | 187 |
| $2008-09$ | 177 |
| $2009-10$ | 184 |
| $2010-11$ | 181 |
| $2011-12$ | 186.5 |
| $2012-13$ | 193 |
| $2013-14$ | 192 |
| $2014-15$ | 195 |
| $2015-16$ | 185 |
| $2016-17$ | 176 |





| ACCT\＃\＆TITLE |  | $\begin{aligned} & \text { EQ11-EQ1E } \\ & \text { QPER. BUDGET } \end{aligned}$ | 2011－Eか12 <br> EXPENDED | 201E－2013 OPER．BUDGET | 2013－E014 SCH．BRD．BUD． |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | GENERAL FUND： |  |  |  |  |
| $101-11001-561-8101-3 \mathrm{c}$ | REGULAR TUITION： |  |  |  |  |
|  | Tuition to Other LEA＇s－High School Projected enrollment： <br> Gr． 9 － 51 <br> Gr． 11 － 45 information． <br> Grn $181-5{ }^{2}$ <br> Gra 12 － 50 <br> Total： 198 <br> Projected high school tuition rate from Fortsmouth is $\$ 14$, E77 per student．Current rate is $\$ 13,946$ with 195 students attending．Flease see section on high school tuition for more detailed | E，308，9eerana | E，496，39E．E6 | E，87，81E． 200 | E，8EE，84E． |
|  | SUBTOTAL REGULAR TUITION |  | 2，496，392． 26 $^{\text {c }}$ | e， $078,81 \mathrm{E} .001$ | E， $8 \mathrm{EE}, 84 \mathrm{Em}$ |
|  | SFECIAL EDUCATION TUITION： <br> Extended School Yr．－Tuit．to LEAs | ． 12010 | 675.812 | ． 010 |  |
| 10－14301－561－2102－010 |  | ． 1210 | － 120 | －100 | 5，5810］ 010 |
| 101－1430－563－2120－2102 | Extended School Yr．－Tuit to Priv．Sch． <br> Two（E）students attending Camp Connect． | － 1 | － |  |  |
|  | Tuition to Private Schools－Elementary One（1）student attending an out of <br>  | － 20 | 18，354．7e | ， 12010 | 91，653．010 |
| $10-128 \square 1-561-8\|a\|-10$ | Pre－School Tuition to Other LEAs Currently there are possibly five（5）identified students attending the SAU SQl Community School．Previous year＇s expenditures have been entirely offset by federal grants． Due to level grant funding，but increasing costs，the District will now need to offset the appropriation． | 9， 3 31． | E，797．E® | 9，581010 | 3，51201． 2120 |
| 101－12eat－563－402－20 | Tuition to Frivate Schools－Midde Sch One（1）student in out of district placement． | ． 2021 | ． 0 | － 212 | 49，З1E． 10 |
| 1． $21-12 E Q 1-561-201-32$ | Tuition to Other LEA＇s－High School Proportionate share of the PASS． Frogram．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．$\$ 31,11$ ． 1 ． | 31，838．00 | 28， 217.58 | 26，434．080 | 31，1120， 2101 |
| $10-1220-563-000-32$ | Tuition to Private Schools－High School <br> One（1）student attendng a private program to support transition into the community．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．\＄$\varepsilon_{\text {，已Qu．}}$ Necesssary for meeting IEF goals and compliance with regulations． | 37，7601800 | 26，891．15 | 37，1こ5． 200 | 6， 20010.12010 |
| $120-14301-563-212-32$ | Extended School Yr．－Tuit．to Friv．Sch | － 20 | 4，757．85 | ． 012 | ． 2121 |
|  | SUBTOTAL SFECIAL EDUCATION TUITION | 78，8E9．80 | 81，693．501 | $73,859.812$ | 187， 275.200 |
|  | TOTAL REGULAR \＆SPEC．EDUCATION TUITION | 2，387，751． 2101 | 2，578，0185． 76 | 2，951，871．010 | $3,014,1 E 1.800$ |


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1． $21-12 \varepsilon a[-5 E 1-[a \mid a-32$
$10-1250-563-200-32$

## MAINTENANCE OBJECTIVES

The following two (2) schedules list some of the proposed short and long-range maintenance objectives for the Rye Elementary and Rye Junior High Schools. By continually updating the facilities, coupled with a comprehensive plan for maintenance, the Rye School District will be prepared to cope effectively with the maintenance/renovation needs of the facilities.

The following maintenance objective schedules list more maintenance projects than what can be reasonably be accomplished in any one (1) year. However, by listing several maintenance projects that cannot be accomplished next year, the schedules will make the Budget Committee aware of potential future maintenance/renovation needs.

Although a large warrant article was passed at the March 1996 Annual School District Meeting for the renovation and addition project to both schools, funds are still needed for continuing maintenance objectives. As the Budget Committee is aware, that addition/renovation project came in over budget and several facility based needs were eliminated from the original plan.

The Rye School Board will be requesting a modest increase in appropriations for maintenance objectives at both the elementary school or the middle school for 2013-2014. Due to the state of the economy and the need to try to keep the budgetary increase as low as possible, it was felt that the funding for the 2012-2013 maintenance objectives, exclusive of the infrastructure upgrade warrant article, an appropriation of only $\$ 10,000$ was requested and subsequently approved. However, it was decided for the 2013-2014 year that the maintenance objectives funding could not be deferred and the requested appropriations would need to be increased. In prior years the maintenance objectives appropriations have been $\$ 10,000$; but in light of the need to maintain the properties, the appropriations for maintenance objectives funding has been increased to $\$ 20,000$ at each building.

A major maintenance objective that was accomplished during the summer of 2012 was the repairing and repainting of the middle school cupola back to better than new condition. Rotted boards were replaced, metal dome was scraped and repaired, all wood areas were scraped, primed and painted, new walkway was installed and glass areas were reglazed and replaced as necessary.

At the elementary school, in the future, emphasis for maintenance objective appropriations will be to replace carpeted areas in selected sections of the buildings; continued replacement of cabinetry in classrooms; repaint the gymnasium and repair the driveway.

At the middle school, in the future, emphasis for maintenance objectives appropriation will be to clean and repaint selected sections of the building; replace the chain link fence; repair of floor joists; installation of additional electrical outlets and circuits; and replacement of floor coverings in the office areas.

The annual request for budgetary appropriations and subsequent funding of the maintenance objectives at both schools are an integral part of the maintenance plan. Maintenance objectives are projects that are normally of high cost, lengthy in duration, and would be considered major renovations to the building. Maintenance objectives are not projects that are typically thought of as "routine" maintenance.

## MAINTENANCE OBJECTIVES (CONTINUED)

The schedule of maintenance objectives contain more projects than can be accomplished with the appropriations allocated on an annual basis. More objectives are listed than can be reasonably financially achieved in one (1) fiscal year by the School Board. The School Board is proactively trying to make the Budget Committee aware of the maintenance needs of the school facilities over the next few years.

After careful review of each building, it is recommended that the following areas be given careful consideration for repair, replacement, and/or renovation if maintenance objectives' funding has been appropriated.

## RYE ELEMENTARY SCHOOL

1. Replacement of carpeting in library.
2. Continued purchasing and installation of cabinets in classrooms.
3. Repaint gymnasium with epoxy paint.
4. Clean and repaint selected sections of the building.
5. Fill cracks in driveway and seal.
6. Replace windows with broken seals.
7. Replace lower level exterior doors.
8. Replace wooden fencing along playgrounds.
9. Installation of additional occupancy sensors.
10. Repaint exterior building trim and exterior walls of gymnasium.
11. Improvements and repair to the HVAC system.
a. Enhancements to the heating controls for the gymnasium.
b. Air cooling in classrooms.
c. Installation of N30 controller to allow for energy scheduling, claims and system monitoring.
d. Removal of existing thermostats and replace with electronic digital thermostats to improve the balancing of the heating system and to allow for a more energy efficient building.
e. Replacement of boiler and burner, when necessary.
12. Sealing of the brickwork and concrete areas of the building.
13. Replacement of classroom lighting and ballasts.
14. Increase electrical circuits in the 1958 and 1965 sections of the building, review existing electrical plan.
15. Repaving of the access road adjacent to Community Field.
16. Wooden shelving units installed in work closets.
17. Create an access road to rear of the building.
18. Small bridge over wet area and swale to connect primary playground and Community Field at Lang's Corner.
19. Fence between playground and wet area to north of building.
20. Increase parking lot area in areas that will not impact the playground.

## MAINTENANCE OBJECTIVES (CONTINUED)

## RYE JUNIOR HIGH SCHOOL

1. Replace chain link fence around athletic field.
2. Replacement of floor coverings in office areas.
3. Installation of electrical outlets for ceiling mount projectors.
4. Repair cracks in driveway and seal.
5. Clean and repaint selected sections of the building.
6. Re-brace and replace flooring in workroom, nurse's office and administrative area.
7. Installation of additional occupancy sensors in office areas.
8. Install vinyl and aluminum siding on gable ends of library.
9. Replace wooden windbreak by teachers' parking lot entrance.
10. Paint exterior gymnasium wall (back of building).
11. Repair and renovate the HVAC System.
a. Installation of zone sensors to control the unit ventilation to allow for unoccupied settings.
b. Installation of N30 controller to allow for energy scheduling, alarms and system monitoring.
c. Removal of existing thermostats and replace with electronic digital thermostats to improve the balancing of the heating system and to allow for a more energy efficient building.
d. Replacement of boiler and burner; when necessary.
12. Install glass block in window areas of gymnasium.
13. Replacement of shingled roof over main part of the building.
14. Sealing of the brickwork and concrete areas of the building.
15. Install wooden shelving units in classrooms.
16. Repave parking area and driveway.
17. Replacement of boiler.
18. Tile lower hall by locker room.
19. Increase electrical outlets and circuits, review existing electrical plan.


## SECTION 15

## ENROLLMENT PROJECTIONS

The following charts illustrate the student enrollment projections for the Rye Elementary School, Rye Middle School, and those students who will be attending Portsmouth High School from Rye. These charts are created using the Cohort Survival Method, utilizing the concept of the five (5) year weighted average, five (5) year straight average and three (3) year weighted average. Primarily these charts use progression ratios to predict the future student enrollment. These charts should be used to examine enrollment trends and not as exact student numbers.

By computing three (3) averages, instead of only one (1) average, a more accurate range can be done when analyzing future years' student enrollment.

The projection enrollments are created by using a complex formula, which gives statistical weight to prior years' student enrollment data in determining the future student enrollment. Data on resident live births are as recorded and reported by the State of New Hampshire. Actual enrollment data is calculated by using October $1^{\text {st }}$ enrollments.

At the elementary school you will note that the projected student population for the 2013-2014 projects a decrease of 9 students school wide. Then in 2014-2015 and 2015-2016 there is a projected student population that continues to decrease to the mid 290s. It is interesting to note that there is a $9 \%$ increase in students between kindergarten and grade one. As a point of reference, 2012-2013 enrollment projections also showed a $9 \%$ increase. There is also a rather significant increase in the progression ratio between resident live births and the number of students' actually entering kindergarten. You will note that the progression ratio indicates an approximate increase of more than $34 \%$. A possible explanation is that families of child bearing age are moving into the Town with children of pre-elementary school age or, due to the economy, parents are electing to send their child(ren) to public kindergarten rather than remain in a private setting.

At the middle school, the student population significantly decreased by 26 students in 2012-2013 when compared to the prior year. It is estimated that there will be a decline in students at the middle school of 6 students for 2013-2014. The student population remains the same in 20142015 when compared to 2013-2014 before an increase is noted in 2015-2016.

Further, you will note that in the 2013-2014 budget, it is projected that 9 Rye students would not be attending Portsmouth High School, but would be attending a private school. These 9 students represent approximately $15 \%$ of the current eighth grade student population, less any New Castle students.

In 2013-2014, there is a projected decrease of 11 students attending Portsmouth High School over the number of students budgeted in 2012-2013, but please remember that these figures are projections only. With the potential decrease of 11 fewer students at Portsmouth High School for 2013-2014 the appropriation has decreased. The appropriation decrease for high school tuition is not as significant as what could be anticipated as the budgetary decrease is anticipated to be $\$ 51,920$. A consideration why the 2013-2014 appropriation is not greater is that the per student tuition cost estimated for 2012-2013 is $\$ 172$ greater than the amount budgeted.

## ENROLLMENT PROJECTIONS (CONTINUED)

Currently there are 195 students attending Portsmouth High School which is 14 students less than the number of students appropriated. This lower number of students has created a budgetary surplus of $\$ 159,296$ if the budgetary and actual estimates of students attending Portsmouth High School should be in complete agreement. These 14 fewer students may be due to one (1) of the following reasons:

1) students attending a private school who attended Portsmouth High School the prior year;
2) students who moved away from Rye;
3) the total number of high school age students, whether they attend private or public school in the aggregate is less than the prior year.

Naturally, there is always the possibility that more students may move into or may move out of the Town, increasing or decreasing the number of students who will or will not attend Portsmouth High School.

Again, the enrollment projections are used as a tool to project enrollment trends, and are not meant to be used as an exact forecast for the number of students. Further exploration and close monitoring of students population will need to be continually undertaken.


## STUDENT ENROLLMENT AT <br> THE RYE ELEMENTARY AND J UNIOR HIGH SCHOOLS

Data based on five (5) year weighted average and General Fall Reports.

| School Year | Junior High | Elementary |  | Totals |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
| $2007-08$ | 192 | 321 | 513 |  |
| $2008-09$ | 200 | 313 | 513 |  |
| $2009-10$ | 199 | 317 | 516 |  |
| $2010-11$ | 216 | 329 | 545 |  |
| $2011-12$ | 218 | 327 | 545 |  |
| $2012-13$ | 192 | 316 | 508 |  |
| $2013-14$ | 186 | 307 | 493 |  |
| $2014-15$ | 183 | 305 | 488 |  |
| $2015-16$ | 206 | 295 | 501 |  |
| $2016-17$ | 205 | 301 | 506 |  |




[^16]


| YEAR | RESIDENT LIVE BIRTHS | YEAR/GRADE | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | $\begin{gathered} \hline \text { TOTAL } \\ \text { K-5 } \end{gathered}$ | $\begin{gathered} \hline \text { TOTAL } \\ 6-8 \end{gathered}$ | $\begin{gathered} \hline \text { TOTAL } \\ 9-12 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2004 | 31 | 2009-10 | 48 | 55 | 47 | 49 | 59 | 59 | 73 | 58 | 68 | 50 | 33 | 55 | 46 | 317 | 199 | 184 |
| 2005 | 45 | 2010-11 | 50 | 57 | 61 | 47 | 50 | 64 | 64 | 90 | 62 | 46 | 46 | 34 | 55 | 329 | 216 | 181 |
| 2006 | 26 | 2011-12 | 46 | 53 | 57 | 67 | 55 | 49 | 67 | 67 | 84 | 46 | 51.5 | 50 | 39 | 327 | 218 | 186.5 |
| 2007 | 38 | 2012-13 | 40 | 50 | 47 | 58 | 66 | 55 | 45 | 79 | 68 | 52 | 44 | 49.5 | 47.5 | 316 | 192 | 193 |
| PROGRESSION RATIOS |  |  | 130.12\% 109.47\% |  | 96.16\% | 104.16\% | 105.27\% | 100.75\% | 98.89\% | 114.40\% | 99.67\% | 66.96\% | 100.48\% | 101.46\% | 102.40\% |  |  |  |
| 2008 | 26 | 2013-14 | 34 | 44 | 48 | 49 | 61 | 66 | 54 | 51 | 79 | 46 | 52 | 45 | 51 | 302 | 185 | 193 |
| 2009 | 41 | 2014-15 | 53 | 37 | 42 | 50 | 52 | 62 | 66 | 62 | 51 | 53 | 46 | 53 | 46 | 296 | 179 | 197 |
| 2010 | 31 | 2015-16 | 40 | 58 | 36 | 44 | 53 | 52 | 61 | 75 | 62 | 34 | 53 | 46 | 54 | 283 | 198 | 188 |
| 2011 | 37 | 2016-17 | 48 | 44 | 56 | 37 | 46 | 53 | 51 | 70 | 75 | 42 | 35 | 54 | 48 | 285 | 196 | 177 |
|  |  | 2017-18 |  | 53 | 42 | 58 | 39 | 47 | 53 | 59 | 69 | 50 | 42 | 35 | 55 |  | 181 | 182 |
|  |  | 2018-19 |  |  | 55 | 44 | 62 | 39 | 46 | 60 | 59 | 46 | 50 | 42 | 36 |  | 165 | 175 |
|  |  | 2019-20 |  |  |  | 58 | 47 | 62 | 39 | 53 | 60 | 39 | 47 | 51 | 43 |  | 151 | 180 |
|  |  | 2020-21 |  |  |  |  | 58 | 47 | 61 | 45 | 52 | 40 | 39 | 47 | 52 |  | 158 | 179 |
|  |  | 2021-22 |  |  |  |  |  | 58 | 46 | 70 | 44 | 35 | 40 | 40 | 48 |  | 161 | 164 |
|  |  | 2022-23 |  |  |  |  |  |  | 66 | 53 | 70 | 30 | 35 | 41 | 41 |  |  | 147 |
|  |  | 2023-24 |  |  |  |  |  |  |  | 66 | 53 | 47 | 30 | 36 | 42 |  |  | 154 |
|  |  | 2024-25 |  |  |  |  |  |  |  |  | 44 | 35 | 47 | 30 | 37 |  |  | 149 |

## New Hampshire Resident Births by County and Town/City, 2001-2011

The data provide in this document include live births to mothers who are New Hampshire residents. Please note: birth data for the year 2011 does not include all NH residents who were born out-of-state, and is therefore considered incomplete at this time.

Contact New Hampshire Department of Health and Human Services, Health Statistics and Data Management Section for additional information or customized data requests.
Email: healthstats@dhhs.state.nh.us or call: 603-271-4988.

| TOWN/CITY | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| GREENLAND | 53 | 47 | 42 | 38 | 35 | 39 | 35 | 51 | 33 | 47 | 44 |
| NEW CASTLE | 3 |  | 7 | 3 | 4 | 6 | 1 | 3 | 5 | 6 | 2 |
| NEWINGTON | 6 | 5 | 2 | 6 | 8 | 9 | 5 | 3 | 3 | 4 | 2 |
| RYE | 43 | 34 | 34 | 31 | 45 | 26 | 38 | 26 | 41 | 31 | 37 |


[^0]:    *Includes Special Projects and Transfers to Expendable Trust Funds.
    ** This chart does not include any funding appropriations for any 2013-2014 warrant article(s).

[^1]:    1Z -11 1E-
    $1012-112-615-200-10$
     $120-111 e-735-2010$

[^2]:    $12-2412 a-61[2-2 a 2-E Q$
    $122-24120-612-210-20$
    

[^3]:    10ーEEこロー43Eーロロローシロ

[^4]:    
    

[^5]:    $120-11209-3 E 1-202-E 2$
    
    

[^6]:    * includes one student who is attending an out of district placement

[^7]:    

[^8]:    
    $10-1 E x 0-734-200-10$

[^9]:    $141,718,810$
    $138,963.8120$.
    8
    0
    0
    0
    7
    7
    0
    0
    $193,97 E .8104$

[^10]:    $10-27 E=-519-2121-10$

[^11]:    

[^12]:    
    

[^13]:    

[^14]:    $10-2 e ะ 3-735-7010-20$

[^15]:    

[^16]:    

