

Hastings-on-Hudson UFSD

— A Blue Ribbon District —

2022-2023 School Budget



HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION

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Dr. William McKersie

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

PROPOSED 2022-23 SCHOOL BUDGET

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Hastings-on-Hudson Union Free School District
Hastings-on-Hudson, NY 10706

DISTRICT PHILOSOPHY STATEMENT

Values and Goals:

All students can learn. It is the district's responsibility to prepare students with the knowledge, understanding, skills, and strategies they need to be productive, responsible citizens in a democratic society. We view our schools as communities of learners. Each individual is valued as a unique person and as a member of the larger group. We model a safe, caring community in which students, teachers, administrators, and parents have real opportunities for collaborative participation through which to attain our educational goals.

We strive to help students develop lifelong capacities to enjoy learning, working, and relating to others. We value education because it is a process which helps each individual to achieve his/her maximum potential. Education helps to provide a person with the skills needed to succeed in a rapidly changing world, to function in harmony with the environment, to enjoy the fellowship of others, and to live cooperatively in society with respect for individual and group differences. It disciplines and broadens one's outlook; it helps each individual to develop principles by which to guide actions, and values by which to measure them.

View of Learning and Learner:

Learning is an active, constructive, and reflective process. We are committed to creating a nurturing, interactive, learner-centered environment which meets with needs of our diverse student body. An understanding of development provides a necessary foundation for assessing, supporting, and challenging children's growth – intellectual, social, emotional, physical, and aesthetic. Children have multiple intelligences and need a variety of approaches. We assist students in learning to inquire, take risks, set goals, and assess their work. Rigor is essential to a caring approach to education. The schools promote deep inquiry and hold high standards for demonstrating understanding and proficiency.

Adopted by the Board of Education on September 22, 1997

BUDGET NOTIFICATION REQUIREMENTS

Adding a new subdivision 7 to read as follows (amends sections 1608 (provided below), 1716(7), and 2601-a(3) of the Education Law):

Each year, commencing with the proposed budget for the two thousand-two thousand one school year, the trustee or board of trustees shall prepare a property tax report card, pursuant to regulations of the commissioner, and shall make it publicly available by transmitting it to local newspapers of general circulation, appending it to copies of the proposed budget made publicly available as required by law, making it available for distribution at the annual meeting, and otherwise disseminating it as required by the commissioner. Such report card shall include (1) the amount of total spending and total estimated school tax levy that would result from adoption of the proposed budget and the percentage increase or decrease in total spending and total school tax levy from the school district budget for the preceding school year, and (2) the projected enrollment growth for the school year for which the budget is prepared, and the percentage change in enrollment from the previous year; and (3) the percentage increase in the consumer price index, from January first of the prior school year to January 1st of the current school year. A copy of the property tax report card prepared for the annual district meeting shall be submitted to the department in the manner prescribed by the department by the end of the business day next following approval of the report card by the trustee or board of trustees, but no later than twenty-four days prior to the statewide uniform voting day. The department shall compile such data for all school districts whose budgets are subject to the vote of the qualified voters and shall make such compilation available electronically at least ten days prior to the statewide uniform voting day.

Amends section 2022 of the Education Law:

Every common, union free, central, central high school district and city school district to which this article applies shall mail a school budget notice to all qualified voters of the school district after the date of the budget hearing, but no later than six days prior to the annual meeting and election or special district meeting at which a school budget vote will occur. The school budget notice shall compare the percentage increase or decrease in total spending under the proposed budget over total spending under the school district budget adopted for the current school year, with the percentage increase or decrease in the consumer price index, from January first of the prior school year to January first of the current school year. The notice shall also set forth the date, time and place of the school budget vote, in the same manner as in the notice of the annual meeting. Such notice shall be in a form prescribed by the commissioner.

BUDGET POLICIES

BUDGET PLANNING AND DEVELOPMENT

5110

Budget planning and development for the District will be an integral part of program planning so that the annual operating budget may effectively express and implement programs and activities of the School System. Budget planning will be a year-round process involving participation of District-level administrators, principals, directors, coordinators, teachers, and other personnel. The process of budget planning and development should allow for Board of Education and community input and contain numerous opportunities for public information and feedback.

The Superintendent will have overall responsibility for budget preparation, including the construction of and adherence to a budget calendar. Program managers will develop and submit budget requests for their particular areas of responsibility after seeking the advice and suggestions of staff members.

Principals will develop and submit budget requests for their particular schools with the advice and suggestions of staff members and their own professional judgement. Each school's budget request will be the principal's recommendation as to the most effective way to use available resources in achieving progress toward the approved educational objectives of the school. Program budgets and school budgets will reflect state and/or federal requirements, special sources of funding, and District objectives and priorities.

The Board will give consideration to budget requests, and will review allocations for appropriateness and for their consistency with the School System's educational priorities.

Reference - Education Law Section 1716

Adoption Date: 5/7/02

BUDGET ADOPTION

5130

The Board of Education shall review the recommended budget of the Superintendent of Schools and shall seek public input and feedback regarding the recommended budget including, but not limited to, holding a public budget hearing not less than seven (7) nor more than fourteen (14) days prior to the Annual District Meeting and Election at which the budget vote is to occur. The Board may modify the recommended budget of the Superintendent prior to its submission to District voters. Final authorization

of the proposed budget is dependent upon voter approval unless a contingency budget is adopted by the Board.

Copies of the proposed annual operating budget for the succeeding year to be voted upon at the Annual Meeting and Election shall be available to District residents, on request, in each District school building during certain designated hours on each day other than a Saturday, Sunday or holiday during the (14) days immediately preceding such Annual Meeting. The availability of this budget information shall also be included in a legal notice of the Annual Meeting; and such copies of the proposed budget will also be available to District residents at the time of the Annual Meeting and Election. Additionally, the Board will include notice of the availability of copies of the budget at least once during the school year in any District-wide mailing.

The School District budget will be presented in three separately delineated components which are to be voted upon as one proposition: a program component, an administrative component, and a capital component. Additionally, the Board shall attach to the proposed budget those documents mandated pursuant to law and/or Commissioner's Regulations.

All budget documents for distribution to the public shall be written in plain language and organized in a manner which best promotes public comprehension of the contents.

In the event the original proposed budget is not approved at the Annual District Meeting and Election, the Board may resubmit the original proposed budget or a revised budget for voter approval, or individual propositions may be placed before District voters, at a special meeting held at a later date. In the alternative, if the initial proposed budget is defeated, the Board may adopt a contingency budget and levy taxes as necessary for implementation of the contingency budget expenditures. If the voters fail to approve the second budget submittal, or budget proposition(s), the Board shall adopt a contingency budget in accordance with law.

The School District budget for any school year, or any part of such budget, or any proposition(s) involving the expenditure of money for that school year, shall not be submitted for a vote of the qualified District voters more than twice.

The School District budget, once adopted, becomes the basis for establishing the tax levy on real property within the District.

Reference - Education Law Sections 1608, 1716, 1804(4), 1906 (1), 2002(1), 2003(1), 2004(1), 2022, 2023, and 2601-a

*8 New York Code of Rules and Regulations (NYCRR)
Sections 100.2(bb), 170.8 and 170.9*

Adoption Date: 5/7/02

BUDGET TRANSFERS

5330

Transfers of funds within the general budget may be made in the various budget codes by the Superintendent up to the limits of \$10,000 in the aggregate, but not to effectively eliminate a code, with the understanding that changes beyond these limits must be made by Board action within the limits of law.

Reference - Commissioner's Regulations Section 170.2

Adoption Date: 1/13/03

Hastings-on-Hudson Union Free School District

Hastings-on-Hudson, NY 10706

DISTRICT GOALS

- Goal 1: Recruit and retain a diverse, highly qualified staff, faculty and administration.
- Goal 2: Design and implement an organizational structure that optimizes the use of personnel time thereby promoting collaborative participation.
- Goal 3: Ensure that every classroom is nurturing, interactive and learner-centered, responding to the varied strengths, affinities and needs of our students.
- Goal 4: Design and implement a K-12 service learning program that is embedded in the curriculum and culture of the school and institutionalized as a core instructional strategy.
- Goal 5: Collaborate with parents, the community, and out-of-district resources to build strategic alliances that enrich educational programs.
- Goal 6: Secure a more diversified funding base in order to increase the amount of budget that is supported by funding other than property taxes.
- Goal 7: Ensure that all staff and students use technology appropriately in the acquisition and creation of knowledge.
- Goal 8: Ensure that the District has the facilities to meet the demands of future educational programs and services.

Adopted by the Board of Education on December 12, 2005

STATE REGULATIONS

Chapter 436 of the Laws of 1997

The school budget law defines the budget planning process, budget hearing, budget adoption, budget presentation, dissemination of budget information, and budget vote.

➤ **Budget Planning and Presentations**

The school budget law required school boards to present their budgets to the voters in three components – the program, capital and administrative. The budget must separately categorize revenues, property tax refunds, expenditures, budget transfers and fund balance information.

➤ **Budget Adoption**

The proposed budget that is presented at the hearing and for public vote must be the same version that has been adopted by the Board of Education.

➤ **Budget Hearing**

The proposed budget must be presented to voters at an annual budget hearing which should take place within seven to fourteen days prior to the voting date.

➤ **Dissemination of Budget Information**

The public document must be made available to the public fourteen days prior to the vote.

➤ **Budget Vote**

The statewide voting day will be on Tuesday May 17th this year.

AMENDMENT TO REGULATIONS OF THE COMMISSION OF EDUCATION

Section 170.8 of the Regulations of the Commission of Education is amended, effective February 6, 1998, to read as follows:

170.8 Common, union free, central and small city school district budgets.

(a) Common, union free and central school districts and school districts in cities with 125,000 inhabitants or less shall prepare the annual budget in three components: an administrative component, a program component, and a capital component.

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

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

(d) The capital component shall include appropriations of the following accounts and functions: operation of plant, maintenance of plant, school bus purchase, debt service, transfers to capital and debt service funds, tax certiorari, judgments and compromised claims, employee benefits attributable to salaries include in either accounts and functions in the capital component. The capital component shall also contain a supplemental schedule displaying total outstanding bond and note principal for capital purposes as well as base cost per square foot, the operation and maintenance per square foot, and the total cost per square foot for each facility leased by the district.

Adopted by the Board of Education March 21, 2022

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION CALENDAR FOR 2022-2023 BUDGET

DATE	ACTIVITY
<u>2021</u>	
November 8, Monday	Budget calendar adopted by Board of Education
<u>2022</u>	
January 24, Monday	Superintendent gives progress report of budget development to the Board.
February 7, Monday	Regular meeting - Superintendent presents Budget Overview and Non-Instructional Budget.
March 1, Monday	Submit information to calculate Tax Levy Limit Office of State Comptroller's website
March 7, Monday	Regular meeting - Superintendent presents Proposed Instructional Budget.
March 21, Monday	Regular meeting - Additional Budget discussion.
April 1, Friday	Proposed Budget Available On-line
April 1, Friday	First Legal Notification to Public - to announce budget hearing & vote.
April 8, Friday	Second Legal Notification to Public - to announce budget hearing & vote.
April 18, Monday	Petition nominating candidates for the Board must be received by 5:00 P.M. by the District Clerk.
April 18, Monday	Petitions for budget propositions must be received by 5:00 P.M. by the District Clerk.
April 19, Tuesday	Regular Board Meeting - Board of Education adopts budget. BOCES Budget Vote
April 20, Wednesday	Board Adopted Budget Available to the Public.
April 20, Wednesday	Submit Property Tax Report Card to SED.
April 20, Wednesday	Voter Registration 4:00 P.M. - 8:00 P.M.
April 22, Friday	Third Legal Notification to Public - to announce budget hearing & vote, including availability of budget.
April 29, Friday	Fourth Legal Notification to Public - to announce budget hearing & vote.
May 4, Wednesday	Budget Hearing - Must be no less than 7 days and no more than 14 days to the budget vote.
May 5-11, Thursday	Budget notice mailed to eligible voters.
May 11, Wednesday	Voter Registration 4:00 P.M. - 8:00 P.M.
May 17, Tuesday	School Board Election and Vote on Budget.

HASTINGS-ON-HUDSON PUBLIC SCHOOLS

ENROLLMENT (10/06/21) BEDS Day

GRADE	2017-18	2018-19	2019-20	2020-21*	2021-22	Projected 2022-23
Ungraded	11	9	4	0	0	3
Kindergarten	112	126	98	94	98	125
1	129	113	136	87	108	105
2	132	128	112	124	104	110
3	116	143	136	105	129	110
4	108	127	138	130	119	132
5	130	116	127	132	131	122
6	136	139	115	123	137	132
7	139	133	135	117	129	137
8	119	144	133	134	116	129
9	141	126	140	133	136	116
10	128	138	123	137	136	136
11	126	129	135	125	139	136
12	122	122	124	132	123	139
TOTALS:						
K-4	597	637	620	540	558	582
5-8	524	532	510	506	513	520
9-12	517	515	522	527	534	527
**SP. ED.	19	19	18	15	14	18
Ungraded & K-12	1668	1712	1674	1588	1619	1650

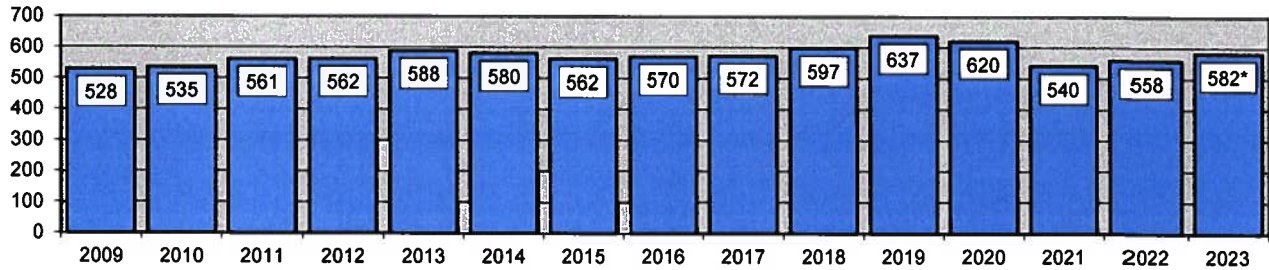
* Enrollment for the 2020-21 & 21-22 school years reflect withdrawals at Hillside & Farragut Middle School due to Covid-19 for home schooling & private school placements. Does not include parentally placed special ed.

** Out of District Special Education - There will be changes in enrollment in special education depending upon CSE placements of individual students each year. There will be movement in this field each year. A more accurate number for this category for the 2022-23 school year will be available after annual reviews are completed in June 2022.

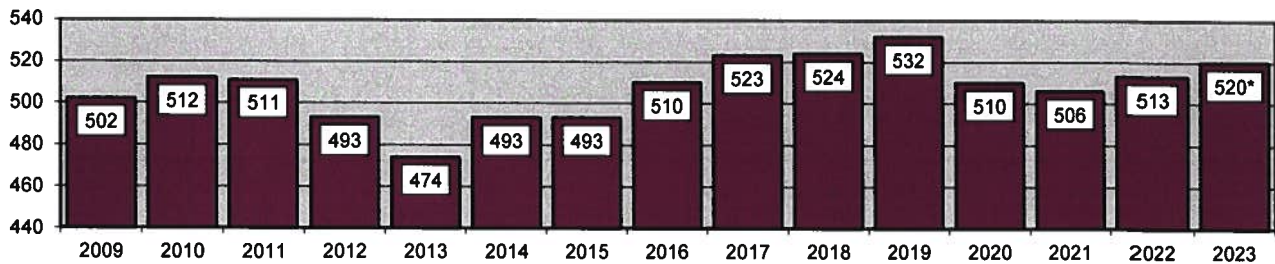
STUDENT ENROLLMENT

2009-2010 THROUGH 2022-2023

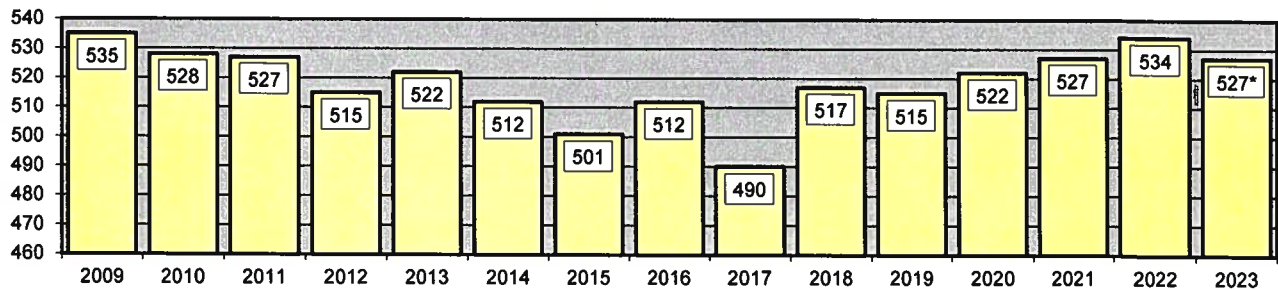
STUDENT ENROLLMENT- HILLSIDE ELEMENTARY SCHOOL



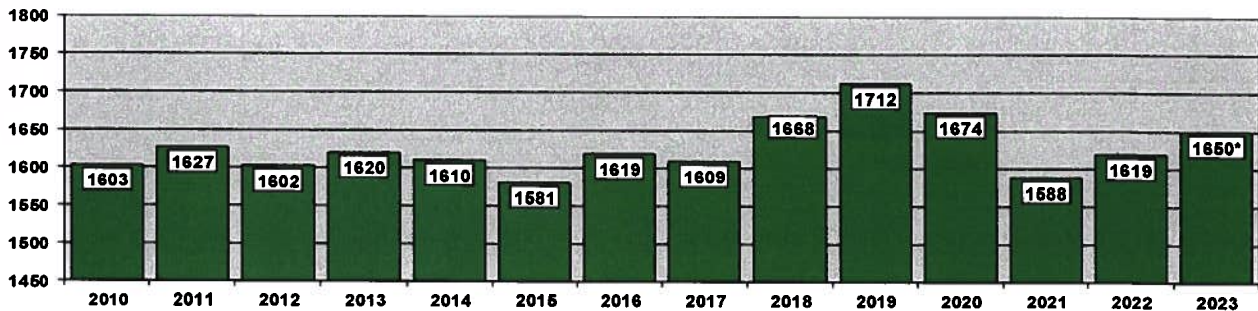
STUDENT ENROLLMENT- FARRAGUT MIDDLE SCHOOL



STUDENT ENROLLMENT- HASTINGS HIGH SCHOOL



STUDENT ENROLLMENT TREND (K-12)



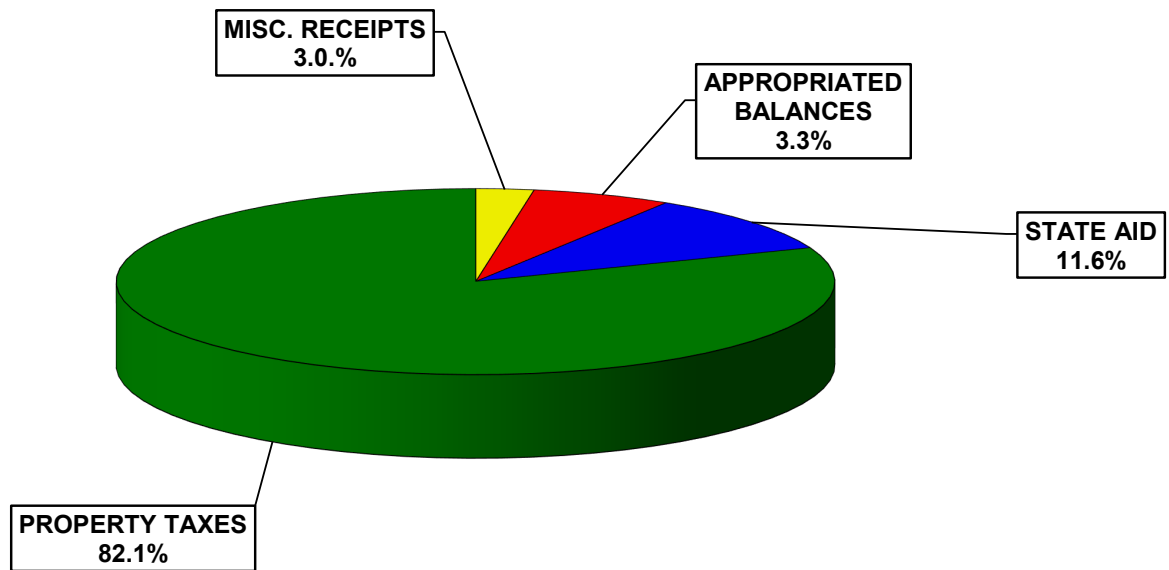
* 22-23 is Projected

Year Ending June 30

K-12 Total Enrollment includes Ungraded and Out of District Students

PROPOSED REVENUE SOURCES

2022-2023



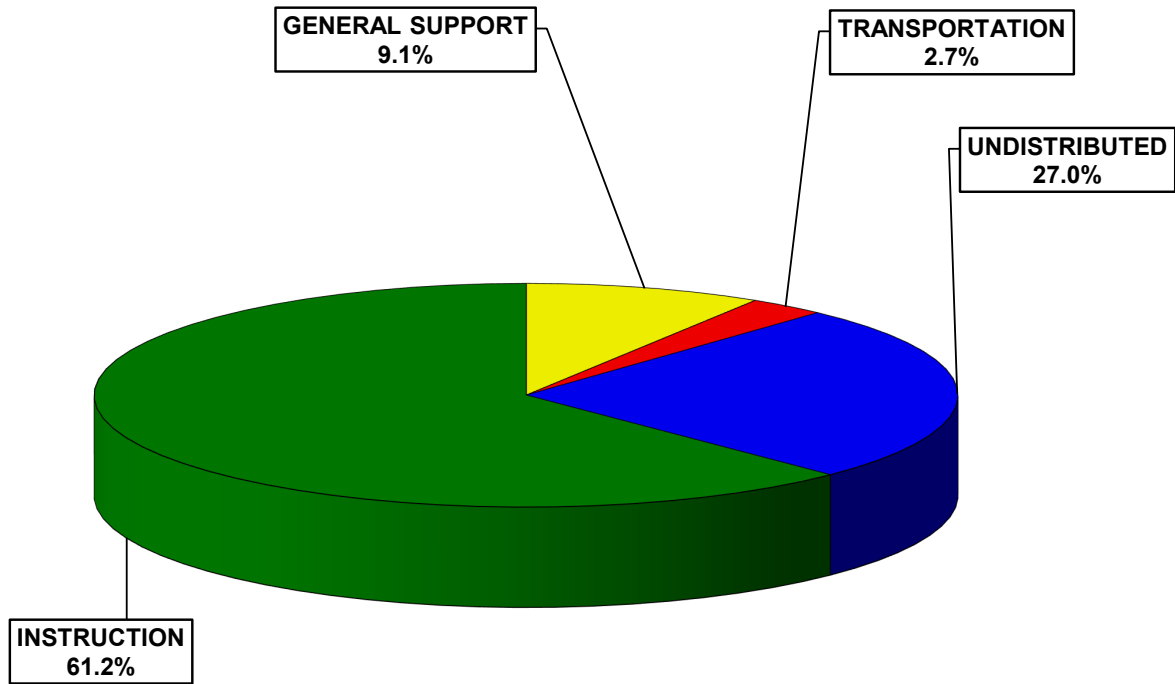
REVENUE	2021-2022 ADOPTED BUDGET	2022-2023 PROPOSED BUDGET
TOTAL STATE AID	\$5,708,311	\$6,403,146
MISC. RECEIPTS	\$1,275,000	\$1,675,000
APPROPRIATED BALANCES	\$1,284,843	\$1,804,843
PROPERTY TAXES	\$44,555,757	\$45,410,566
TOTAL APPROPRIATIONS	\$52,823,911	\$55,293,555

REVENUE SUMMARY

REVENUE	2021-2022 ADOPTED BUDGET	2021-2022 ESTIMATED END OF YEAR	2022-2023 PROPOSED BUDGET
Other Charges - Custodial Fees	\$25,000	\$25,000	\$35,000
Day School Tuition	\$130,000	\$210,000	\$200,000
Tuition Other Districts	\$300,000	\$400,000	\$230,000
Interest on Deposits & Investments	\$30,000	\$30,000	\$30,000
Refund Prior Year-Federal Aid	\$0	\$703,000	\$0
Other Student Fee/Charges (from Individuals)	\$0	\$0	\$85,000
Admissions From Individuals-Theater	\$20,000	\$0	\$20,000
Health Services for Other Districts	\$0	\$0	\$150,000
Borderline Properties	\$70,000	\$82,000	\$70,000
Unclassified Revenues	\$100,000	\$150,000	\$100,000
Sales Tax	\$600,000	\$750,000	\$755,000
State Aid - Foundation and Other	\$4,226,561	\$4,165,000	\$4,896,396
- Building	\$426,750	\$425,000	\$426,750
- BOCES	\$915,000	\$1,115,000	\$950,000
- Textbooks	\$140,000	\$120,000	\$130,000
State Aid -Total	\$5,708,311	\$5,825,000	\$6,403,146
TOTAL REVENUE OTHER THAN REAL PROPERTY	\$6,983,311	\$8,175,000	\$8,078,146
APPROPRIATED FUND BALANCE	\$534,843	\$534,843	\$854,843
RETIREMENT RESERVE	\$650,000	\$650,000	\$850,000
RESERVE FOR TAX CERTIORARI	\$100,000	\$100,000	\$100,000
AMOUNT TO BE RAISED BY PROPERTY TAXES	<u>\$44,555,757</u>	<u>\$44,555,757</u>	<u>\$45,410,566</u>
TOTAL REVENUE	\$52,823,911	\$54,015,600	\$55,293,555

PROPOSED APPROPRIATIONS

2022-2023



APPROPRIATIONS	2021-2022 ADOPTED BUDGET	2022-2023 PROPOSED BUDGET
GENERAL SUPPORT	\$4,820,931	\$5,042,356
INSTRUCTION	\$32,853,290	\$33,857,411
TRANSPORTATION	\$1,372,700	\$1,499,505
UNDISTRIBUTED	\$13,776,990	\$14,894,283
TOTAL APPROPRIATIONS	\$52,823,911	\$55,293,555

EXPENDITURE SUMMARY

	2021-2022 ADOPTED BUDGET	2021-2022 ESTIMATED END OF YR	2022-23 PROPOSED BUDGET
GENERAL SUPPORT			
Board of Education	\$63,550	\$68,300	\$66,100
Central Administration	\$373,293	\$399,000	\$402,500
Finance	\$676,917	\$667,100	\$688,773
Legal	\$165,000	\$140,000	\$145,000
Personnel	\$125,500	\$129,000	\$126,000
Public Information	\$93,032	\$108,500	\$108,500
Central Services			
Operations	\$2,449,260	\$2,603,500	\$2,597,577
Maintenance	\$328,379	\$350,500	\$340,088
Special Items	\$546,000	\$552,000	\$567,818
TOTAL GENERAL SUPPORT	\$4,820,931	\$5,017,900	\$5,042,356
INSTRUCTION			
Curriculum Development	\$264,857	\$266,607	\$268,514
Supervision	\$1,455,618	\$1,480,500	\$1,526,747
Teaching	\$17,205,245	\$16,696,050	\$17,120,062
Special Education	\$8,458,549	\$8,253,500	\$8,962,582
English Language Learners	\$0	\$0	\$302,799
Instructional Media	\$365,762	\$383,800	\$387,261
Technology	\$1,344,816	\$1,457,000	\$1,366,061
Pupil Services:			
Guidance	\$1,301,511	\$1,213,000	\$1,330,611
Health	\$468,363	\$471,500	\$487,105
Psychological Services	\$699,986	\$653,000	\$718,987
Co-curricular Activities	\$442,641	\$363,000	\$510,046
Interscholastic Athletics	\$845,942	\$818,500	\$876,636
TOTAL INSTRUCTION	\$32,853,290	\$32,056,457	\$33,857,411

EXPENDITURE SUMMARY

	2021-2022 ADOPTED BUDGET	2021-2022 ESTIMATED END OF YR	2022-23 PROPOSED BUDGET
TRANSPORTATION	\$1,372,700	\$1,450,500	\$1,499,505
UNDISTRIBUTED			
Employee Benefits	\$12,828,630	\$12,394,000	\$13,103,079
Debt Service	\$813,360	\$818,610	\$1,661,204
Interfund Transfer	\$135,000	\$160,000	\$130,000
TOTAL UNDISTRIBUTED	\$13,776,990	\$13,372,610	\$14,894,283
TOTAL EXPENDITURES	\$52,823,911	\$51,897,467	\$55,293,555

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

PROPOSED 2022/23 BUDGET

APPROPRIATIONS	ADOPTED BUDGET 2021/22	ESTIMATED END OF YEAR 2021/22	PROPOSED BUDGET 2022/23	BUDGET CHANGE	
General Support	\$4,820,931	\$5,017,900	\$5,042,356	\$221,425	4.59%
Instruction	\$32,853,290	\$32,056,457	\$33,857,411	\$1,004,121	3.06%
Pupil Transportation	\$1,372,700	\$1,450,500	\$1,499,505	\$126,805	9.24%
Undistributed	\$13,776,990	\$13,372,610	\$14,894,283	\$1,117,293	8.11%
TOTAL	\$52,823,911	\$51,897,467	\$55,293,555	\$2,469,644	
% BUDGET CHANGE				4.68%	
REVENUES	ADOPTED BUDGET 2021/22	ESTIMATED END OF YEAR 2021/22	PROPOSED BUDGET 2022/23	BUDGET CHANGE	
State Aid	\$5,708,311	\$5,825,000	\$6,403,146	\$694,835	12.17%
Misc. Receipts	\$1,275,000	\$2,350,000	\$1,675,000	\$400,000	31.37%
Appropriated Balance	\$534,843	\$534,843	\$854,843	\$320,000	59.83%
Retirement Reserve	\$650,000	\$650,000	\$850,000	\$200,000	30.77%
Reserve for Tax Certiorari	\$100,000	\$100,000	\$100,000	\$0	0.00%
Property Taxes	\$44,555,757	\$44,555,757	\$45,410,566	\$854,809	1.92%
Total Receipts	\$52,823,911	\$54,015,600	\$55,293,555	\$2,469,644	4.68%
% TAX LEVY CHANGE				1.92%	
Assessed Valuation	\$2,051,718,310		\$2,154,060,446 *	\$102,342,136	
Tax Rate	\$21.71		\$21.08	-\$0.63	
Tax Rate Change				-2.90%	

*Assessed valuation is subject to change.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2022-23**

FUNCTION	CATEGORY	2021-22 ADOPTED BUDGET	2021-22 ESTIMATED END OF YEAR	2022-23 PROPOSED BUDGET	ADMIN 2022-23	ED PROGRAM 2022-23	CAPITAL 2022-23	DOLLAR INCREASE	% INC.
GENERAL SUPPORT									
<u>BOARD OF EDUCATION</u>									
1010.400	Contract Services								
	Conferences	\$1,500	\$1,500	\$0	\$0			(\$1,500)	(100.00%)
	Memberships	\$18,000	\$19,500	\$19,500	\$19,500			\$1,500	8.33%
	Other Contract services	\$2,500	\$3,000	\$2,500	\$2,500			\$0	0.00%
		\$22,000	\$24,000	\$22,000	\$22,000	\$0	\$0	\$0	0.00%
1010.450	Supplies	\$200	\$300	\$200	\$200	\$0	\$0	\$0	0.00%
1010.490	Services From BOCES/Policy/Board Docs	\$11,500	\$14,000	\$11,500	\$11,500	\$0	\$0	\$0	0.00%
1040.160	District Clerk	\$17,850	\$20,000	\$20,400	\$20,400			\$2,550	14.29%
1040.400	Contract Services	\$12,000	\$10,000	\$12,000	\$12,000			\$0	0.00%
	Voting Machines								
TOTAL BOARD OF EDUCATION									
		\$63,550	\$68,300	\$66,100	\$66,100	\$0	\$0	\$2,550	4.01%
<u>CENTRAL ADMINISTRATION</u>									
1240.150	Central Office Administration	\$252,960	\$278,000	\$285,000	\$285,000			\$32,040	12.67%
1240.160	Non-Instr. Salaries	\$110,333	\$112,000	\$112,000	\$112,000			\$1,667	1.51%
1240.400	Contract Services	\$8,000	\$8,000	\$4,500	\$4,500			(\$3,500)	(43.75%)
1240.450	Supplies	\$2,000	\$1,000	\$1,000	\$1,000			(\$1,000)	(50.00%)
TOTAL CHIEF SCHOOL ADMINISTRATOR									
		\$373,293	\$399,000	\$402,500	\$402,500	\$0	\$0	\$29,207	7.82%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2022-23**

FUNCTION	CATEGORY	2021-22 ADOPTED BUDGET	2021-22 ESTIMATED END OF YEAR	2022-23 PROPOSED BUDGET	ADMIN 2022-23	ED PROGRAM 2022-23	CAPITAL 2022-23	DOLLAR INCREASE	% INC.
<u>FINANCE</u>									
1310.160	Business Non-Instructional Salaries	\$550,385	\$540,000	\$560,544	\$560,544			\$10,159	1.85%
1310.400	Contract Services								
	Business Office	\$32,000	\$32,000	\$31,000	\$31,000			(\$1,000)	(3.13%)
	Third Party Administration (Omni & TSA)	\$6,500	\$5,000	\$6,500	\$6,500			\$0	0.00%
	Investigation	\$0	\$0	\$0	\$0			\$0	0.00%
		\$38,500	\$37,000	\$37,500	\$37,500	\$0	\$0	(\$1,000)	(2.60%)
1310.450	Supplies	\$3,500	\$4,000	\$1,500	\$1,500			(\$2,000)	(57.14%)
1310.490	Services from BOCES (GASB actuary)	\$7,000	\$6,500	\$7,000	\$7,000			\$0	0.00%
1320.160	Internal Claims Auditor	\$6,200	\$6,000	\$6,250	\$6,250			\$50	0.81%
1320.400	Auditing								
	External Auditor	\$35,000	\$36,500	\$39,500	\$39,500			\$4,500	12.86%
	Internal Auditor	\$29,000	\$30,000	\$29,000	\$29,000			\$0	7.03%
		\$64,000	\$66,500	\$68,500	\$68,500	\$0	\$0		
1325.160	Deputy Treasurer	\$7,332	\$7,100	\$7,479	\$7,479			\$147	2.00%
							\$0		
TOTAL FINANCE		\$676,917	\$667,100	\$688,773	\$688,773	\$0	\$0	\$11,856	1.75%
<u>LEGAL</u>									
1420.400	Legal Representation	\$50,000	\$85,000	\$70,000	\$21,000	\$49,000		\$20,000	40.00%
	Litigation	\$115,000	\$55,000	\$75,000		\$75,000		(\$40,000)	(34.78%)
TOTAL LEGAL		\$165,000	\$140,000	\$145,000	\$21,000	\$124,000	\$0	(\$20,000)	(12.12%)
<u>PERSONNEL</u>									
1430.160	Personnel Non-Instructional Salaries	\$86,000	\$90,000	\$89,500		\$89,500		\$3,500	4.07%
1430.400	Personnel Contract Services	\$1,500	\$1,000	\$1,000		\$1,000		(\$500)	(33.33%)
1430.450	Supplies	\$1,000	\$1,000	\$500	\$500			(\$500)	(50.00%)
1430.490	Services from BOCES	\$37,000	\$37,000	\$35,000	\$8,750	\$26,250		(\$2,000)	(5.41%)
TOTAL PERSONNEL		\$125,500	\$129,000	\$126,000	\$9,250	\$116,750	\$0	\$500	0.40%
<u>PUBLIC INFORMATION</u>									
1480.160	Public Information Salary	\$0	\$0	\$0	\$0			\$0	0.00%
1480.400	Contract Services-Newsletter	\$0	\$0	\$0	\$0			\$0	0.00%
1480.450	Supplies	\$500	\$500	\$500	\$500			\$0	0.00%
1480.490	Public Relations Contract-Services from BOCES	\$92,532	\$108,000	\$108,000	\$108,000			\$15,468	16.72%
TOTAL PUBLIC INFORMATION		\$93,032	\$108,500	\$108,500	\$108,500	\$0	\$0	\$15,468	16.63%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2022-23**

FUNCTION	CATEGORY	2021-22 ADOPTED BUDGET	2021-22 ESTIMATED END OF YEAR	2022-23 PROPOSED BUDGET	ADMIN 2022-23	ED PROGRAM 2022-23	CAPITAL 2022-23	DOLLAR INCREASE	% INC.
<u>OPERATIONS</u>									
1620.160	Non-Instr.Salaries	\$1,395,060	\$1,324,000	\$1,419,077			\$1,419,077	\$24,017	1.72%
	Overtime/Summer	\$205,000	\$245,000	\$200,000			\$200,000	(\$5,000)	(2.44%)
		\$1,600,060	\$1,569,000	\$1,619,077	\$0	\$0	\$1,619,077	\$19,017	1.19%
1620.200	Equipment	\$12,000	\$0	\$7,500			\$7,500	(\$4,500)	(37.50%)
1620.400	Contract Services								
	Construction Manager/Architect	\$15,000	\$45,000	\$30,000			\$30,000	\$15,000	100.00%
	Maintenance Contract	\$82,200	\$90,000	\$85,000			\$85,000	\$2,800	3.41%
	Fuel Oil/Gas	\$150,000	\$190,000	\$190,000			\$190,000	\$40,000	26.67%
	Electricity	\$210,000	\$280,000	\$275,000			\$275,000	\$65,000	30.95%
	Telephone	\$15,000	\$16,500	\$18,000			\$18,000	\$3,000	20.00%
	Water	\$75,000	\$78,000	\$78,000			\$78,000	\$3,000	4.00%
	Unscheduled Repairs	\$25,000	\$40,000	\$25,000			\$25,000	\$0	0.00%
		\$572,200	\$739,500	\$701,000	\$0	\$0	\$701,000	\$128,800	22.51%
1620.450	Supplies	\$135,000	\$145,000	\$135,000			\$135,000	\$0	0.00%
	Supplies for COVID and PPE	\$0	\$0	\$0			\$0	\$0	0.00%
1620.490	BOCES								
	Telephone	\$65,000	\$75,000	\$75,000			\$75,000	\$10,000	15.38%
	Services	\$65,000	\$75,000	\$60,000			\$60,000	(\$5,000)	(7.69%)
		\$130,000	\$150,000	\$135,000	\$0	\$0	\$135,000	\$5,000	3.85%
TOTAL OPERATIONS		\$2,449,260	\$2,603,500	\$2,597,577	\$0	\$0	\$2,597,577	\$148,317	6.06%
<u>MAINTENANCE</u>									
1621.160	Non-Inst. Salaries	\$189,379	\$185,000	\$196,588			\$196,588	\$7,209	3.81%
	Overtime	\$22,000	\$20,000	\$23,000			\$23,000	\$1,000	4.55%
		\$211,379	\$205,000	\$219,588	\$0	\$0	\$219,588	\$8,209	3.88%
1621.200	Equipment	\$0	\$0	\$0			\$0	\$0	0.00%
1621.400	Contract Services							\$0	0.00%
	Grounds Upkeep	\$40,000	\$40,000	\$40,000			\$40,000	\$0	0.00%
	Repair District-Wide	\$24,000	\$35,000	\$25,000			\$25,000	\$1,000	4.17%
	Alarm System	\$12,500	\$15,000	\$15,000			\$15,000	\$2,500	20.00%
	Building Repairs	\$20,000	\$35,000	\$20,000			\$20,000	\$0	0.00%
	Boiler System	\$20,500	\$20,500	\$20,500			\$20,500	\$0	0.00%
		\$117,000	\$145,500	\$120,500	\$0	\$0	\$120,500	\$3,500	2.99%
TOTAL MAINTENANCE		\$328,379	\$350,500	\$340,088	\$0	\$0	\$340,088	\$11,709	3.57%
TOTAL MAINTENANCE & OPERATIONS		\$2,777,639	\$2,954,000	\$2,937,665	\$0	\$0	\$2,937,665	\$160,026	5.76%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2022-23**

FUNCTION	CATEGORY	2021-22 ADOPTED BUDGET	2021-22 ESTIMATED END OF YEAR	2022-23 PROPOSED BUDGET	ADMIN 2022-23	ED PROGRAM 2022-23	CAPITAL 2022-23	DOLLAR INCREASE	% INC.
<u>SPECIAL ITEMS</u>									
1910.400	Insurance	\$207,000	\$207,000	\$215,000	\$215,000			\$8,000	3.86%
1950.400	Assessments: Greenburgh	\$32,000	\$29,000	\$30,000	\$30,000			(\$2,000)	(6.25%)
1950.405	Assessment: Dual Residency	\$35,000	\$36,000	\$36,700		\$36,700		\$1,700	4.86%
1964.400	Refund of Real Property Tax	\$0	\$0	\$0	\$0			\$0	0.00%
1981.490	BOCES Administrative Charges	\$272,000	\$280,000	\$286,118	\$286,118			\$14,118	5.19%
TOTAL SPECIAL ITEMS		\$546,000	\$552,000	\$567,818	\$531,118	\$36,700	\$0	\$21,818	4.00%
TOTAL GENERAL SUPPORT		\$4,820,931	\$5,017,900	\$5,042,356	\$1,827,241	\$277,450	\$2,937,665	\$221,425	4.59%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2022-23**

FUNCTION	CATEGORY	2021-22 ADOPTED BUDGET	2021-22 ESTIMATED END OF YEAR	2022-23 PROPOSED BUDGET	ADMIN 2022-23	ED PROGRAM 2022-23	CAPITAL 2022-23	DOLLAR INCREASE	% INC.
<u>CURRICULUM DEVELOPMENT</u>									
2010.150	Assistant Superintendent of Curriculum, Instruction	\$191,250	\$198,500	\$202,014	\$202,014			\$10,764	5.63%
2010.160	Non-Instructional Salary	\$60,107	\$60,107	\$62,000	\$62,000			\$1,893	3.15%
2010.400	Assistant Superintendent of CI -Contractual	\$8,500	\$4,500	\$3,000	\$3,000			(\$5,500)	(64.71%)
2010.450	Assistant Superintendent of CI -Supplies	\$5,000	\$3,500	\$1,500	\$1,500			(\$3,500)	(70.00%)
TOTAL CURRICULUM DEVELOPMENT		\$264,857	\$266,607	\$268,514	\$268,514	\$0	\$0	\$3,657	1.38%
<u>SUPERVISION</u>									
2020.150	Professional	\$1,005,132	\$1,020,000	\$1,064,072	\$1,064,072			\$58,940	5.86%
2020.160	Non-Instructional Salaries	\$386,186	\$401,000	\$412,675	\$412,675			\$26,489	6.86%
2020.160	Clerical subs/nurse subs/TA Subs	\$27,000	\$30,000	\$25,000	\$25,000			(\$2,000)	(7.41%)
	Total - Non Instructional	\$413,186	\$431,000	\$437,675	\$437,675	\$0	\$0	\$24,489	5.93%
2020.400	Contract Services								
	Elementary	\$2,500	\$2,500	\$2,000	\$2,000			(\$500)	(20.00%)
	Middle School	\$6,000	\$5,000	\$4,000	\$4,000			(\$2,000)	(33.33%)
	High School	\$8,000	\$7,000	\$5,000	\$5,000			(\$3,000)	(37.50%)
		\$16,500	\$14,500	\$11,000	\$11,000	\$0	\$0	(\$5,500)	(33.33%)
2020.450	Supplies								
	Elementary	\$10,000	\$6,500	\$7,000	\$7,000			(\$3,000)	(30.00%)
	Middle School	\$1,800	\$1,500	\$1,000	\$1,000			(\$800)	(44.44%)
	High School	\$9,000	\$7,000	\$6,000	\$6,000			(\$3,000)	(33.33%)
		\$20,800	\$15,000	\$14,000	\$14,000	\$0	\$0	(\$6,800)	(32.69%)
TOTAL SUPERVISION		\$1,455,618	\$1,480,500	\$1,526,747	\$1,526,747	\$0	\$0	\$71,129	4.89%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2022-23**

FUNCTION	CATEGORY	2021-22 ADOPTED BUDGET	2021-22 ESTIMATED END OF YEAR	2022-23 PROPOSED BUDGET	ADMIN 2022-23	ED PROGRAM 2022-23	CAPITAL 2022-23	DOLLAR INCREASE	% INC.
	TEACHING								
2110.120	K-6 Instructional Salaries	\$6,630,793	\$6,415,000	\$6,607,068		\$6,607,068		(\$23,725)	(0.36%)
2110.130	7-12 Instructional Salaries/Chairperson	\$8,345,259	\$8,065,000	\$8,326,070		\$8,326,070		(\$19,189)	(0.23%)
2110.140	Substitutes	\$195,000	\$265,000	\$230,000		\$230,000		\$35,000	17.95%
2110.141	Leave Replacements	\$200,000	\$180,000	\$200,000		\$200,000		\$0	0.00%
2110.142	Teacher Coverage Pay	\$0	\$40,000	\$0		\$0		\$0	0.00%
2110.150	Curriculum Development	\$40,000	\$40,000	\$25,000		\$25,000		(\$15,000)	(37.50%)
2110.151	Staff Development	\$30,000	\$20,000	\$25,000		\$25,000		(\$5,000)	(16.67%)
2110.152	Summer services/Meeting attendance	\$0	\$36,000	\$30,000		\$30,000		\$30,000	0.00%
2110.160	Non-Instructional Salaries	\$469,506	\$485,000	\$502,138		\$502,138		\$32,632	6.95%
2110.200	Equipment- Furniture	\$50,000	\$50,000	\$20,000		\$20,000		(\$30,000)	(60.00%)
	Equipment-Elementary	\$0	\$0	\$0		\$0		\$0	0.00%
	Equipment-Middle School	\$0	\$0	\$0		\$0		\$0	0.00%
	Equipment-High School	\$0	\$0	\$0		\$0		\$0	0.00%
		\$50,000	\$50,000	\$20,000	\$0	\$20,000	\$0	(\$30,000)	(60.00%)
2110.400	Contract Services								
	Race Matters Committee	\$25,000	\$25,000	\$25,000		\$25,000		\$0	0.00%
	Strategic Planning	\$0	\$0	\$25,000		\$25,000		\$25,000	0.00%
	Translating	\$10,000	\$3,000	\$5,000		\$5,000		(\$5,000)	(50.00%)
	Cafeteria Service	\$0	\$0	\$0		\$0		\$0	0.00%
	Elementary	\$9,000	\$5,000	\$5,000		\$5,000		(\$4,000)	(44.44%)
	Middle School Departments	\$22,113	\$8,000	\$18,000		\$18,000		(\$4,113)	(18.60%)
	High School								
	Departments	\$24,650	\$18,500	\$20,000		\$20,000		(\$4,650)	(18.86%)
	Graduation	\$16,000	\$14,750	\$16,000		\$16,000		\$0	0.00%
	Handbook	\$3,500	\$3,500	\$3,500		\$3,500		\$0	0.00%
	Mentoring	\$2,600	\$2,000	\$2,000		\$2,000		(\$600)	(23.08%)
	Tristate Consortium	\$12,000	\$10,000	\$12,000		\$12,000		\$0	0.00%
	Sup't Conference Days	\$5,000	\$0	\$0		\$0		(\$5,000)	(100.00%)
	Staff Development/Conferences	\$37,000	\$28,000	\$25,000		\$25,000		(\$12,000)	(32.43%)
	Arts in Education	\$6,500	\$2,000	\$6,500		\$6,500		\$0	0.00%
	Westchester Teacher Center	\$17,000	\$16,800	\$17,000		\$17,000		\$0	0.00%
	Outside Education Evaluator	\$5,000	\$2,000	\$0		\$0		(\$5,000)	(100.00%)
	Cultural Arts Program	\$5,000	\$5,000	\$5,000		\$5,000		\$0	0.00%
	Annual Cost Copiers	\$180,000	\$170,000	\$160,000		\$160,000		(\$20,000)	(11.11%)
	District Mailing	\$10,000	\$8,000	\$10,000		\$10,000		\$0	0.00%
	Equipment (Printing/Mailing)	\$7,000	\$7,000	\$7,000		\$7,000		\$0	0.00%
	School Security	\$270,000	\$260,000	\$270,000		\$270,000		\$0	0.00%
		\$667,363	\$588,550	\$632,000	\$0	\$632,000	\$0	(\$35,363)	(5.30%)
2110.450	Supplies								
	Paper- District Copiers-supplies	\$30,000	\$30,000	\$30,000		\$30,000		\$0	0.00%
	Elementary	\$59,900	\$51,000	\$48,100		\$48,100		(\$11,800)	(19.70%)
	Middle School	\$52,671	\$35,000	\$49,453		\$49,453		(\$3,218)	(6.11%)
	High School	\$58,620	\$48,000	\$59,515		\$59,515		\$895	1.53%
		\$201,191	\$164,000	\$187,068	\$0	\$187,068	\$0	(\$14,123)	(7.02%)

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2022-23**

FUNCTION	CATEGORY	2021-22 ADOPTED BUDGET	2021-22 ESTIMATED END OF YEAR	2022-23 PROPOSED BUDGET	ADMIN 2022-23	ED PROGRAM 2022-23	CAPITAL 2022-23	DOLLAR INCREASE	% INC.
2110.480	Textbooks								
	Elementary	\$38,000	\$30,000	\$40,000		\$40,000		\$2,000	5.26%
	Middle School	\$60,952	\$45,000	\$21,837		\$21,837		(\$39,115)	(64.17%)
	High School	\$27,781	\$20,000	\$26,881		\$26,881		(\$900)	(3.24%)
	Non-Public	\$12,000	\$12,000	\$12,000		\$12,000		\$0	0.00%
		\$138,733	\$107,000	\$100,718	\$0	\$100,718	\$0	(\$38,015)	(27.40%)
2110.490	BOCES								
	ELA Professional Development	\$35,000	\$45,000	\$30,000		\$30,000		(\$5,000)	(14.29%)
	Translating Contractual	\$0	\$0	\$0		\$0		\$0	0.00%
	BOCES Staff Development	\$97,400	\$85,000	\$95,000		\$95,000		(\$2,400)	(2.46%)
	Residency Investigation - Services	\$5,000	\$5,500	\$5,000		\$5,000		\$0	0.00%
	Information and Administrative Mgt. Services	\$100,000	\$105,000	\$105,000		\$105,000		\$5,000	5.00%
		\$237,400	\$240,500	\$235,000	\$0	\$235,000	\$0	(\$2,400)	(1.01%)
TOTAL TEACHING		\$17,205,245	\$16,696,050	\$17,120,062	\$0	\$17,120,062	\$0	(\$85,183)	(0.50%)

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2022-23**

FUNCTION	CATEGORY	2021-22 ADOPTED BUDGET	2021-22 ESTIMATED END OF YEAR	2022-23 PROPOSED BUDGET	ADMIN 2022-23	ED PROGRAM 2022-23	CAPITAL 2022-23	DOLLAR INCREASE	% INC.
	<u>SPECIAL EDUCATION</u>								
2250.150	Instructional Salaries	\$4,243,390	\$4,100,000	\$4,323,330		\$4,323,330		\$79,940	1.88%
2250.150	Instructional Salary- Teaching Assistants	\$657,178	\$775,000	\$557,906		\$557,906		(\$99,272)	(15.11%)
2250.160	Non-Instructional Salary	\$729,135	\$800,000	\$800,724		\$800,724		\$71,589	9.82%
2250.200	Equipment	\$15,000	\$5,000	\$30,000		\$30,000		\$15,000	100.00%
2250.400	Contract Services District (includes District based related services)	\$662,796	\$615,000	\$1,043,862		\$1,043,862		\$381,066	57.49%
		\$662,796	\$615,000	\$1,043,862	\$0	\$1,043,862	\$0	\$381,066	57.49%
2250.450	Supplies Special Education	\$28,050	\$18,500	\$32,400		\$32,400		\$4,350	15.51%
		\$28,050	\$18,500	\$32,400	\$0	\$32,400	\$0	\$4,350	15.51%
2250.470	Tuition and Related Services	\$1,558,000	\$1,300,000	\$1,415,360		\$1,415,360		(\$142,640)	(9.16%)
	County Maintenance					\$0		\$0	0.00%
	Homebound Tutoring	\$15,000	\$5,000	\$15,000		\$15,000		\$0	0.00%
	Settlements	\$350,000	\$400,000	\$250,000		\$250,000		(\$100,000)	(28.57%)
		\$1,923,000	\$1,705,000	\$1,680,360	\$0	\$1,680,360	\$0	(\$242,640)	(12.62%)
2250.480	Textbooks	\$0	\$5,000	\$0		\$0		\$0	0.00%
		\$0	\$5,000	\$0	\$0	\$0	\$0	\$0	0.00%
2250.490	BOCES								
	Tuition & Related Services	\$120,000	\$150,000	\$380,000		\$380,000		\$260,000	216.67%
	Career Technical	\$80,000	\$80,000	\$114,000		\$114,000		\$34,000	42.50%
		\$200,000	\$230,000	\$494,000	\$0	\$494,000	\$0	\$294,000	147.00%
TOTAL SPECIAL EDUCATION		\$8,458,549	\$8,253,500	\$8,962,582	\$0	\$8,962,582	\$0	\$504,033	5.96%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2022-23**

FUNCTION	CATEGORY	2021-22 ADOPTED BUDGET	2021-22 ESTIMATED END OF YEAR	2022-23 PROPOSED BUDGET	ADMIN 2022-23	ED PROGRAM 2022-23	CAPITAL 2022-23	DOLLAR INCREASE	% INC.
<u>ENGLISH LANGUAGE LEARNERS</u>									
2259.150	Instructional Salaries	\$0	\$0	\$297,396		\$297,396		\$297,396	0.00%
2259.400	Contract Services								
	Elementary School	\$0	\$0	\$0		\$0		\$0	0.00%
	Middle School	\$0	\$0	\$150		\$150		\$150	0.00%
	High School	\$0	\$0	\$450		\$450		\$450	0.00%
		\$0	\$0	\$600	\$0	\$600	\$0	\$600	0.00%
2259.450	Supplies								
	Elementary School	\$0	\$0	\$1,800		\$1,800		\$1,800	0.00%
	Middle School	\$0	\$0	\$638		\$638		\$638	0.00%
	High School	\$0	\$0	\$1,000		\$1,000		\$1,000	0.00%
		\$0	\$0	\$3,438	\$0	\$3,438	\$0	\$3,438	0.00%
2259.480	Textbooks								
	Elementary School	\$0	\$0	\$0		\$0		\$0	0.00%
	Middle School	\$0	\$0	\$465		\$465		\$465	0.00%
	High School	\$0	\$0	\$900		\$900		\$900	0.00%
		\$0	\$0	\$1,365	\$0	\$1,365	\$0	\$1,365	0.00%
TOTAL ENGLISH LANGUAGE LEARNERS		\$0	\$0	\$302,799	\$0	\$302,799	\$0	\$302,799	0.00%
<u>INSTRUCTIONAL MEDIA</u>									
2610.150	Instructional Salaries	\$238,863	\$239,000	\$258,295		\$258,295		\$19,432	8.14%
2610.160	Non-Instructional Salaries	\$76,976	\$100,000	\$79,043		\$79,043		\$2,067	2.69%
2610.200	Equipment								
	Elementary AV		\$1,000			\$0		\$0	0.00%
	Middle School AV	\$0	\$1,500	\$0		\$0		\$0	0.00%
	High School AV	\$0	\$2,000	\$0		\$0		\$0	0.00%
		\$0	\$4,500	\$0	\$0	\$0	\$0	\$0	0.00%
2610.400	Contract Services								
	Elementary AV		\$1,000			\$0		\$0	0.00%
	Middle School AV	\$500	\$1,000	\$500		\$500		\$0	0.00%
	High School AV	\$750	\$250	\$750		\$750		\$0	0.00%
	Middle School Library	\$2,000	\$1,000	\$2,000		\$2,000		\$0	0.00%
	High School Library	\$3,500	\$3,000	\$3,500		\$3,500		\$0	0.00%
		\$6,750	\$6,250	\$6,750	\$0	\$6,750	\$0	\$0	0.00%
2610.450	Supplies								
	Elementary AV	\$1,500	\$1,000	\$1,500		\$1,500		\$0	0.00%
	Middle School AV	\$2,030	\$1,500	\$2,030		\$2,030		\$0	0.00%
	High School AV	\$3,500	\$500	\$3,500		\$3,500		\$0	0.00%
	Elementary Library	\$500	\$500	\$500		\$500		\$0	0.00%
	Middle School Library	\$1,200	\$850	\$1,200		\$1,200		\$0	0.00%
	High School Library	\$375	\$200	\$375		\$375		\$0	0.00%
		\$9,105	\$4,550	\$9,105	\$0	\$9,105	\$0	\$0	0.00%
2610.460	Books - Library Program	\$34,068	\$29,500	\$34,068		\$34,068		\$0	0.00%
TOTAL INSTRUCTIONAL MEDIA		\$365,762	\$383,800	\$387,261	\$0	\$387,261	\$0	\$21,499	5.88%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2022-23**

FUNCTION	CATEGORY	2021-22 ADOPTED BUDGET	2021-22 ESTIMATED END OF YEAR	2022-23 PROPOSED BUDGET	ADMIN 2022-23	ED PROGRAM 2022-23	CAPITAL 2022-23	DOLLAR INCREASE	% INC.
	<u>TECHNOLOGY</u>								
	<u>INSTRUCTIONAL TECHNOLOGY</u>								
2630.160	Non-Instructional Salaries	\$142,816	\$145,000	\$153,061		\$153,061		\$10,245	7.17%
2630.400	Contract Services	\$50,000	\$45,000	\$40,000		\$40,000		(\$10,000)	(20.00%)
2630.450	Supplies	\$20,000	\$30,000	\$20,000		\$20,000		\$0	0.00%
2630.460	Software Supplies	\$45,000	\$40,000	\$40,000		\$40,000		(\$5,000)	(11.11%)
2630.490	Computer Repairs	\$5,000	\$5,000	\$3,000		\$3,000		(\$2,000)	(40.00%)
2630.490	BOCES Local Area Network								
	LAN Support-Managed IT	\$415,000	\$450,000	\$420,000		\$420,000		\$5,000	1.20%
	Internet/Filter	\$50,000	\$45,000	\$50,000		\$50,000		\$0	0.00%
	Maintenance/Software Licenses/Warranties	\$45,000	\$45,000	\$45,000		\$45,000		\$0	0.00%
	Remote Backup	\$40,000	\$35,000	\$35,000		\$35,000		(\$5,000)	(12.50%)
	Website Maintenance	\$20,000	\$27,000	\$25,000		\$25,000		\$5,000	25.00%
	Online Database/Library/Software	\$95,000	\$160,000	\$115,000		\$115,000		\$20,000	21.05%
		\$665,000	\$762,000	\$690,000		\$690,000	\$0	\$25,000	3.76%
2630.490	COVID Technology	\$0	\$0	\$0		\$0		\$0	0.00%
2630.490	BOCES Equipment Lease	\$310,000	\$315,000	\$300,000		\$300,000		(\$10,000)	(3.23%)
	INSTRUCTIONAL TECHNOLOGY	\$1,237,816	\$1,342,000	\$1,246,061	\$0	\$1,246,061	\$0	\$8,245	0.67%
	<u>STUDENT SUPPORT SYSTEM</u>								
	<u>ADMINISTRATIVE TECHNOLOGY</u>								
2630.400	Eschool/IEP/Test Scoring	\$107,000	\$115,000	\$120,000		\$120,000		\$13,000	12.15%
	STUDENT SUPPORT SYSTEM								
	ADMINISTRATIVE TECHNOLOGY	\$107,000	\$115,000	\$120,000		\$120,000		\$13,000	12.15%
	TOTAL TECHNOLOGY	\$1,344,816	\$1,457,000	\$1,366,061	\$0	\$1,366,061	\$0	\$21,245	1.58%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2022-23**

		2021-22 ADOPTED BUDGET	2021-22 ESTIMATED END OF YEAR	2022-23 PROPOSED BUDGET	ADMIN 2022-23	ED PROGRAM 2022-23	CAPITAL 2022-23	DOLLAR INCREASE	% INC.
	PUPIL SERVICES - SCHOOL COUNSELING								
2810.150	Instructional Salaries	\$1,101,292	\$1,027,000	\$1,114,765		\$1,114,765		\$13,473	1.22%
	Summer Work	\$46,500	\$51,000	\$48,500		\$48,500		\$2,000	4.30%
	Total Instructional Salaries	\$1,147,792	\$1,078,000	\$1,163,265	\$0	\$1,163,265	\$0	\$15,473	1.35%
2810.160	Non-Instructional Salaries	\$82,294	\$94,000	\$98,346		\$98,346		\$16,052	19.51%
2810.400	Contract Services								
	Elementary School	\$500	\$0	\$500		\$500		\$0	0.00%
	Middle School	\$1,125	\$1,000	\$500		\$500		(\$625)	(55.56%)
	High School	\$5,500	\$4,000	\$2,500		\$2,500		(\$3,000)	(54.55%)
		\$7,125	\$5,000	\$3,500	\$0	\$3,500	\$0	(\$3,625)	(50.88%)
2810.450	Supplies								
	Social Worker	\$500	\$500	\$500		\$500		\$0	0.00%
	Elementary School	\$675		\$500		\$500		(\$175)	(25.93%)
	Middle School	\$1,125	\$1,000	\$1,500		\$1,500		\$375	33.33%
	High School	\$2,500	\$4,000	\$2,500		\$2,500		\$0	0.00%
	Total Supplies	\$4,800	\$5,500	\$5,000	\$0	\$5,000	\$0	\$200	4.17%
2810.470	Homebound Instruction	\$15,000	\$7,000	\$15,000		\$15,000		\$0	0.00%
2810.490	BOCES/Naviance	\$4,500	\$3,500	\$5,500		\$5,500		\$1,000	22.22%
2280.490	Occupational Education	\$40,000	\$20,000	\$40,000		\$40,000		\$0	0.00%
TOTAL PUPIL SERVICES - GUIDANCE		\$1,301,511	\$1,213,000	\$1,330,611	\$0	\$1,330,611	\$0	\$29,100	2.24%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2022-23**

		2021-22 ADOPTED BUDGET	2021-22 ESTIMATED END OF YEAR	2022-23 PROPOSED BUDGET	ADMIN 2022-23	ED PROGRAM 2022-23	CAPITAL 2022-23	DOLLAR INCREASE	% INC.						
<u>PUPIL SERVICES - HEALTH</u>															
2815.160	Salaries														
	Nurses	\$352,363	\$345,000	\$369,105		\$369,105		\$16,742	4.75%						
	Summer Work	\$9,000	\$11,000	\$14,000		\$14,000		\$5,000	55.56%						
	Additional part time COVID coverage	\$15,000	\$25,000	\$0		\$0		(\$15,000)	(100.00%)						
	Doctor	\$26,000	\$25,000	\$25,000		\$25,000		(\$1,000)	(3.85%)						
2815.400	Health Services							\$0	0.00%						
	Other Districts	\$45,000	\$50,000	\$52,000		\$52,000		\$7,000	15.56%						
	Sub Nurses/Contract	\$10,000	\$2,500	\$15,000		\$15,000		\$5,000	50.00%						
		\$55,000	\$52,500	\$67,000		\$67,000		\$12,000	21.82%						
2815.450	Supplies	\$11,000	\$13,000	\$12,000		\$12,000		\$1,000	9.09%						
TOTAL PUPIL SERVICES - HEALTH								\$468,363	\$471,500	\$487,105	\$0	\$487,105	\$0	\$18,742	4.00%
<u>PUPIL SERVICES - PSYCHOLOGIST</u>															
2820.150	Instructional Salaries	\$683,844	\$650,000	\$705,011		\$705,011		\$21,167	3.10%						
	Summer Work	\$6,000	\$1,500	\$5,000		\$5,000		(\$1,000)	(16.67%)						
	Total Instructional Salaries	\$689,844	\$651,500	\$710,011	\$0	\$710,011	\$0	\$20,167	2.92%						
2820.400	Contract Services														
	Middle School	\$375	\$500	\$375		\$375		\$0	0.00%						
	High School	\$0	\$0	\$0		\$0		\$0	0.00%						
		\$375	\$500	\$375	\$0	\$375	\$0	\$0	0.00%						
2820.450	Supplies														
	District	\$9,767	\$0	\$7,176		\$7,176		(\$2,591)	(26.53%)						
	Middle School	\$0	\$500	\$1,425		\$1,425		\$1,425	0.00%						
	High School	\$0	\$500	\$0		\$0		\$0	0.00%						
		\$9,767	\$1,000	\$8,601	\$0	\$8,601	\$0	(\$1,166)	(11.94%)						
TOTAL PUPIL SERVICES - PSYCHOLOGIST								\$699,986	\$653,000	\$718,987	\$0	\$718,987	\$0	\$19,001	2.71%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2022-23**

		2021-22 ADOPTED BUDGET	2021-22 ESTIMATED END OF YEAR	2022-23 PROPOSED BUDGET	ADMIN 2022-23	ED PROGRAM 2022-23	CAPITAL 2022-23	DOLLAR INCREASE	% INC.
FUNCTION	CATEGORY								
<u>CO-CURRICULAR ACTIVITIES</u>									
2850.150	Co-Curricular Salaries	\$368,000	\$320,000	\$357,000		\$357,000		(\$11,000)	(2.99%)
2850.400	Contract Services	\$25,000	\$20,000	\$20,000		\$20,000		(\$5,000)	(20.00%)
	Hillside Theater	\$500	\$500	\$3,000		\$3,000		\$2,500	500.00%
	Hillside Class Trips	\$0	\$0	\$25,000		\$25,000		\$25,000	0.00%
	Middle School	\$13,095	\$5,000	\$10,000		\$10,000		(\$3,095)	(23.63%)
	Middle School Theater	\$4,546	\$3,000	\$4,546		\$4,546		\$0	0.00%
	Middle Schools Class Trips	\$0	\$0	\$40,000		\$40,000		\$40,000	0.00%
	High School	\$14,500	\$10,000	\$14,500		\$14,500		\$0	0.00%
	High School Theater	\$13,000	\$4,500	\$13,000		\$13,000		\$0	0.00%
	High School Class Trips	\$0	\$0	\$20,000		\$20,000		\$20,000	0.00%
	Community Service	\$4,000	\$0	\$3,000		\$3,000		(\$1,000)	(25.00%)
		\$74,641	\$43,000	\$153,046	\$0	\$153,046	\$0	\$78,405	105.04%
TOTAL CO-CURRICULAR ACTIVITIES		\$442,641	\$363,000	\$510,046	\$0	\$510,046	\$0	\$67,405	15.23%
<u>INTERSCHOLASTIC ATHLETICS</u>									
2855.150	Salaries								
	Athletic Director	\$188,203	\$190,000	\$196,053		\$196,053		\$7,850	4.17%
	Coaching	\$338,000	\$365,000	\$383,250		\$383,250		\$45,250	13.39%
	Intramurals	\$18,000	\$8,000	\$20,000		\$20,000		\$2,000	11.11%
	Timers, Security	\$20,894	\$7,000	\$12,000		\$12,000		(\$8,894)	(42.57%)
		\$565,097	\$570,000	\$611,303	\$0	\$611,303	\$0	\$46,206	8.18%
2855.160	Non-Instructional Salary	\$66,220	\$64,500	\$67,333		\$67,333		\$1,113	1.68%
2855.200	Equipment MS/HS	\$9,500	\$9,000	\$3,000		\$3,000		(\$6,500)	(68.42%)
2855.400	Contract Services								
	Games Supervision	\$3,000	\$2,000	\$4,000		\$4,000		\$1,000	33.33%
	Cleaning/Repairs	\$18,000	\$16,000	\$20,000		\$20,000		\$2,000	11.11%
	Fees	\$9,500	\$5,000	\$8,500		\$8,500		(\$1,000)	(10.53%)
	Dues	\$4,625	\$4,000	\$5,000		\$5,000		\$375	8.11%
	Officials	\$6,000	\$2,500	\$3,000		\$3,000		(\$3,000)	(50.00%)
	Sports Trainer	\$25,000	\$23,500	\$25,500		\$25,500		\$500	2.00%
	Quad Village-Merged Sports	\$25,000	\$15,000	\$20,000		\$20,000		(\$5,000)	(20.00%)
		\$91,125	\$68,000	\$86,000	\$0	\$86,000	\$0	(\$5,125)	(5.62%)
2855.450	Supplies	\$46,000	\$37,000	\$35,000		\$35,000		(\$11,000)	(23.91%)
2855.490	BOCES Interscholastic Services	\$68,000	\$70,000	\$74,000		\$74,000		\$6,000	8.82%
TOTAL INTERSCHOLASTIC ATHLETICS		\$845,942	\$818,500	\$876,636	\$0	\$876,636	\$0	\$30,694	3.63%
TOTAL INSTRUCTION		\$32,853,290	\$32,056,457	\$33,857,411	\$1,795,261	\$32,062,150	\$0	\$1,004,121	3.06%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2022-23**

FUNCTION	CATEGORY	2021-22 ADOPTED BUDGET	2021-22 ESTIMATED END OF YEAR	2022-23 PROPOSED BUDGET	ADMIN 2022-23	ED PROGRAM 2022-23	CAPITAL 2022-23	DOLLAR INCREASE	% INC.
	TRANSPORTATION								
5510.160	In-District Salary	\$24,000	\$25,000	\$24,780		\$24,780		\$780	3.25%
5510.160	In-District Salary- Bus Aides	\$28,700	\$26,500	\$29,875		\$29,875		\$1,175	4.09%
5540.400	Out of District Consortium	\$900,000	\$985,000	\$1,015,400		\$1,015,400		\$115,400	12.82%
5540.400	In-District Contract	\$300,000	\$305,000	\$315,000		\$315,000		\$15,000	5.00%
5540.400	Sports	\$120,000	\$109,000	\$114,450		\$114,450		(\$5,550)	(4.63%)
	TOTAL TRANSPORTATION	\$1,372,700	\$1,450,500	\$1,499,505	\$0	\$1,499,505	\$0	\$126,805	9.24%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2022-23**

FUNCTION	CATEGORY	2021-22 ADOPTED BUDGET	2021-22 ESTIMATED END OF YEAR	2022-23 PROPOSED BUDGET	ADMIN 2022-23	ED PROGRAM 2022-23	CAPITAL 2022-23	DOLLAR INCREASE	% INC.
	UNDISTRIBUTED EXPENSES								
	EMPLOYEE BENEFITS								
9010.800	Non-Teacher Retirement	\$773,240	\$795,000	\$765,240	\$183,658	\$352,010	\$229,572	(\$8,000)	(1.03%)
9020.800	Teacher Retirement	\$2,559,780	\$2,350,000	\$2,753,380	\$192,737	\$2,560,643		\$193,600	7.56%
9030.800	Social Security	\$2,193,470	\$2,135,000	\$2,245,779	\$219,578	\$1,886,454	\$139,747	\$52,309	2.38%
9040.800	Workers' Compensation	\$210,000	\$190,000	\$195,000		\$195,000		(\$15,000)	(7.14%)
9045.800	Life Insurance	\$10,000	\$16,000	\$16,500		\$16,500		\$6,500	65.00%
9050.800	Unemployment Insurance	\$20,000	\$0	\$0		\$0		(\$20,000)	(100.00%)
9060.150	Health Insurance Waiver - Instructional	\$195,000	\$195,000	\$200,000		\$200,000		\$5,000	2.56%
9060.160	Health Insurance Waiver-Non-Instructional	\$165,000	\$155,000	\$165,000	\$18,150	\$135,300	\$11,550	\$0	0.00%
9060.800	Health Insurance	\$6,270,530	\$6,080,000	\$6,278,270	\$690,610	\$5,148,181	\$439,479	\$7,740	0.12%
9070.800	CSEA Welfare Fund	\$98,570	\$108,000	\$105,270	\$20,195	\$54,295	\$30,780	\$6,700	6.80%
9070.800	HTA Welfare Fund	\$326,540	\$365,000	\$372,140	\$26,050	\$346,090		\$45,600	13.96%
9089.490	Employee Assistance Program	\$6,500	\$5,000	\$6,500		\$6,500		\$0	0.00%
	TOTAL EMPLOYEE BENEFITS	\$12,828,630	\$12,394,000	\$13,103,079	\$1,350,978	\$10,900,973	\$851,128	\$274,449	2.14%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2022-23**

FUNCTION	CATEGORY	2021-22 ADOPTED BUDGET	2021-22 ESTIMATED END OF YEAR	2022-23 PROPOSED BUDGET	ADMIN 2022-23	ED PROGRAM 2022-23	CAPITAL 2022-23	DOLLAR INCREASE	% INC.
	<u>DEBT SERVICE</u>								
9711.600	Principal - (BOND)								
	- Capital Improvement 2014	\$515,000	\$510,000	\$525,000			\$525,000	\$10,000	1.94%
	- Capital Improvement 2019	\$0	\$0	\$645,000			\$645,000	\$645,000	0.00%
9711.700	Interest - (BOND)								
	- Capital Improvement 2014	\$120,138	\$130,388	\$109,738			\$109,738	(\$10,400)	(8.66%)
	- Capital Improvement 2019	\$0	\$0	\$230,244			\$230,244	\$230,244	0.00%
9731.700	Interest - Bond Anticipation Note	\$27,000	\$27,000				\$0	(\$27,000)	(100.00%)
9785.600	Principal - Installment Purchase Debt	\$127,036	\$122,887	\$131,324			\$131,324	\$4,288	3.38%
9785.700	Interest - Installment Purchase Debt	\$24,186	\$28,335	\$19,898			\$19,898	(\$4,288)	(17.73%)
	TOTAL DEBT SERVICE	\$813,360	\$818,610	\$1,661,204	\$0	\$0	\$1,661,204	\$847,844	104.24%
	<u>INTERFUND TRANSFERS</u>								
9950.000	Capital Fund - Regular	\$100,000	\$100,000	\$70,000			\$70,000	(\$30,000)	(30.00%)
	Capital Reserve Fund	\$0					\$0	\$0	0.00%
	Transfer Lunch Fund	\$0	\$0			0.000		\$0	0.00%
	Special Aid Fund	\$35,000	\$60,000	\$60,000		\$60,000		\$25,000	71.43%
	TOTAL INTERFUND TRANSFER	\$135,000	\$160,000	\$130,000	\$0	\$60,000	\$70,000	(\$5,000)	(3.70%)
	TOTAL UNDISTRIBUTED	\$13,776,990	\$13,372,610	\$14,894,283	\$1,350,978	\$10,960,973	\$2,582,332	\$1,117,293	8.11%
	TOTAL GENERAL FUND BUDGET	\$52,823,911	\$51,897,467	\$55,293,555	\$4,973,480	\$44,800,078	\$5,519,997	\$2,469,644	4.68%

GLOSSARY

ADJUSTED BUDGET

The adjusted budget is the income and expenditure plan for the school district.

APPROPRIATION

An appropriation is the legal authorization, granted by the Board of Education, for the school district to make expenditures and incur obligations for one fiscal year.

BANS

Bond Anticipation Notes are issued and sold in anticipation of a serial bond. BANS are renewable for up to five years.

BOCES

BOCES is the Board of Cooperative Educational Services. It is a regional public education collaborative which functions in New York State as an extension of the state education department. BOCES provides services which a single district could not ordinarily provide by itself.

BUDGET DEVELOPMENT CALENDAR

This is the schedule of steps to be taken by district staff and the School Board in creating a budget for the next fiscal year. This document identifies target dates for receiving proposals from principals and coordinators, making executive decisions, holding meetings to discuss proposed budgets, publishing the proposed budget, and the final School Board adoption.

BUDGETING

Budgeting is a tool for planning the expenditures of resources allocated to a location and/or program for the anticipated year.

BUDGET PROCEDURES

These procedures provide a consistent means of submitting requests for financial allocations and comparing competing needs.

COMPONENT BUDGET - THREE PART BUDGET PRESENTATION

The budget must be broken down into three components: Program, Administrative, and Capital.

Program: The program component of the budget must include the salaries and benefits of teachers and any school administrators and supervisors who spend a majority of their time performing teaching duties, and all transportation operating expenses.

Capital: The capital component must include: all transportation capital, debt service and lease expenditures, costs resulting from judgments in tax certiorari proceedings and all facilities costs of the district.

Administrative: The administrative component must include office and central administrative expenses, traveling expenses, salaries and benefits for all certified school administrators and supervisors who spend a majority of their time performing administrative or supervisory duties. Also included must be expenditures associated with the operation of the school board, the office of the superintendent, general administration, the school business office, any consulting costs not directly related to direct services and programs, and all other administrative activities.

DEBT SERVICE FUND

This fund accounts for payment of interest and principal on long-term debt.

EXPENDITURE

The budget's most detailed section sets forth the district's plan of spending for the coming fiscal year.

FINANCIAL REPORT

This annual document is published after each fiscal year ends. It sets forth actual expenditures and revenues and is subject to outside audit to verify its accuracy.

FISCAL YEAR

This is the 12 month period beginning July 1 and ending June 30; it is used as the basic period covered by the annual budget.

FULL-TIME EQUIVALENT (FTE)

The unit used to count personnel assigned to a function is called a full-time equivalent. A full time teacher is counted as 1.0 FTE. A part-time teacher, for example, who teaches half the day is counted as .5 FTE.

FUNCTIONAL BUDGET

This format uses the line item to group proposed expenditures according to activities or services performed. The major functional categories are Administration, Instruction, Pupil Personnel Services, Pupil Transportation Services, Health Services, Operation and Maintenance of Plant, etc. Within each function, there are additional line items for the various expenditures.

FUND

This fiscal accounting includes a self-balancing set of accounts which record cash and other resources together with related liabilities.

GAAP

Generally Accepted Accounting Principles are uniform minimum standards and guidelines for financial accounting and reporting.

GENERAL FUND BUDGET

The principal fund of a school district; includes all operations not required to be recorded in separate funds, such as school lunch, school store, etc.

PROPOSED BUDGET

The budget proposed to the School Board by the Superintendent is based on a process of administrative planning. It is the Superintendent's educational and operational program expressed in dollars and cents.

QUAD VILLAGE

The Quad Village reference is to Hastings-on-Hudson, Irvington, Dobbs Ferry and Ardsley. The districts share many services to reduce costs.

REVENUES

These are the dollars the district receives from various sources. Revenues plus the beginning balance comprise the money available to pay expenditures. Revenue is primarily comprised of property tax, state aid, and miscellaneous income.

SERIAL BOND

This long term bond covers the costs of capital projects.

SYSTEM OF ACCOUNTS

This is a statement of what is included in each category of the district budget and other financial documents. It is a "dictionary" defining how the district classifies its funds, revenue source headings, function headings and object headings.

TANS

Tax Anticipation Notes are issued to provide funds in anticipation of property tax revenues.

TAX LEVY

The total dollar amount to be raised by property taxes to support the educational program.

TAX RATE

The tax rate results from the tax levy divided by the total taxable assessed value of the district, usually stated as dollars per thousand or per hundred of assessed value.

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

**PROPOSED 2022-2023 SCHOOL BUDGET:
An Educational Plan**

THANK YOU FOR YOUR INTEREST

SUPERINTENDENT OF SCHOOLS

**Dr. William McKersie
478-6200**

DISTRICT TREASURER

**Maureen Caraballo
478-6405**

HILLSIDE ELEMENTARY SCHOOL PRINCIPAL

**Amy Cazes
478-6271**

FARRAGUT MIDDLE SCHOOL PRINCIPAL

**Jennifer Spirelli
478-6230**

HASTINGS HIGH SCHOOL PRINCIPAL

**Louis Adipietro
478-6252**

DIRECTOR OF SPECIAL EDUCATION

**Laura Sullivan
478-6261**

DIRECTOR OF FACILITIES MANAGEMENT

**Joseph Martorana
478-6220**

DIRECTOR OF PHYSICAL EDUCATION & ATHLETICS

**Andrew Wendol
478-6241**

APPENDIX A.**2022-23 Property Tax Report Card
Hastings on Hudson Union Free School District**

	Budgeted 2021-22 (A)	Proposed Budget 2022-23 (B)	Percent Change (C)
Total Budgeted Amount, not Including Separate Propositions	52,823,911	55,293,555	4.68%
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	44,555,757	45,410,566	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			1.92%
E. Total Proposed School Year Tax Levy (A + B + C - D)	44,555,757	45,410,566	
F. Permissible Exclusions to the School Tax Levy Limit	430,865	1,252,847	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	44,124,892	45,215,645	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt	44,124,892	44,157,719	
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	0	1,057,926	1.91%
Public School Enrollment	1,619	1,650	

¹ Include any prior year reserve for excess tax levy, including interest.² Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.³ For 2022-23, includes any carryover from 2021-22 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2021-22 (D)	Estimated 2022-23 (E)
Adjusted Restricted Fund Balance	6,282,719	6,075,523
Assigned Appropriated Fund Balance	1,284,843	1,804,843
Adjusted Unrestricted Fund Balance	2,110,319	2,232,868
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.04%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/22 Actual Balance	6/30/22 Estimated Ending Balance	Intended Use of the Reserve in the 2022-2023 School Year
Capital	Reserve For Capital	To pay the cost of any object or purpose for which bonds may be issued.	1,327,371	1,250,000	Capital Building Projects
Repair		To pay the cost of repairs to capital improvements or equipment.			
Workers' Compensation		To pay for Workers Compensation and benefits.		150,083	To pay unemployment Insurance
Unemployment Insurance	Unemployment Insurance Payment Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	150,083		
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.		20,440	None
Mandatory Reserve for Debt Service	Reserve For Debt	To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.	20,474		
Insurance		To pay liability, casualty, and other types of uninsured losses.			
Property Loss		To establish and maintain a program of reserves to cover property loss.		1,100,000	To pay liability claims
Liability	Liability Reserve Fund	To establish and maintain a program of reserves to cover liability claims incurred.	600,597	1,295,000	To pay Tax Certiorari Judgments.
Tax Certiorari	Reserve For Tax Certiorari	To establish a reserve fund for tax certiorari settlements	1,487,000		
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.		510,000	Vacation payout for employees terminating service.
Employee Benefit Accrued Liability	Reserve For Employee Benefit Accrued Liability	For the payment of accrued 'employee benefits' due to employees upon termination of service.	490,674	1,400,000	To pay ERS liabilities.
Retirement Contribution	Reserve For Retirement System Contribution	To fund employer retirement contributions to the State and Local Employees' Retirement System	1,583,121		
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.		350,000	To pay TRS Liabilities.
Other Reserve	Reserve For Retirement System Contribution-TRS	To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)	452,111		

APPENDIX B.

School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2021-22 School Year	Budget Proposed for the 2022-23 School Year	Contingency Budget for the 2022-23 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$ 52,823,911	\$55,293,555	\$54,438,746
Increase/Decrease for the 2022-23 School Year		\$2,469,644	\$1,614,835
Percentage Increase/Decrease in Proposed Budget		4.68 %	3.06%
Change in the Consumer Price Index		4.7%	
A. Proposed Levy to Support the Total Budgeted Amount	\$44,555,757	\$45,410,566	
B. Levy to Support Library Debt, if Applicable	\$	\$	
C. Levy for Non-Excludable Propositions, if Applicable **	\$	\$	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$	\$	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$44,555,757	\$45,410,566	\$44,555,757
F. Total Permissible Exclusions	\$430,865	\$1,252,847	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$44,124,892	\$45,215,645	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$44,124,892	\$44,157,719	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$0	\$1,057,926	
Administrative Component	\$4,797,303	\$4,973,480	\$4,858,480
Program Component	\$43,492,721	\$44,800,078	\$44,060,269
Capital Component	\$4,533,887	\$5,519,997	\$5,519,997
<p>* Provide a statement of assumptions made in projecting a contingency budget for the 2022-23 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.</p> <p>Reductions in administrative expenditures, public relations, teaching positions and staff, professional development, equipment, and overtime.</p>			
<p>** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)</p>		Description	Amount
			\$
			\$
			\$
			\$

	Under the Budget Proposed for the 2022-23 School Year
Estimated Basic STAR Exemption Savings ¹	\$1,708

The annual budget vote for the fiscal year 2022-23 by the qualified voters of the Hastings on Hudson school district, Westchester County, New York, will be held at Hastings High School in said district on Tuesday, May 17, 2022 between the hours of 7:00am and 9:00pm, prevailing time in the Hastings High School Cochran Gym, at which time the polls will be opened to vote by voting ballot or machine.

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

APPENDIX C.

COMPENSATION DISCLOSURES

Chapter 474 of the Laws of 1996 requires the disclosure of the salaries, employee benefits and other forms of remuneration for superintendent of school (Type 1) as well as deputy, assistant or associate superintendents (Type 2) and just the salaries of any other certified school administrators or supervisors (Type 3) who are scheduled to be paid at or above \$150,000.00 for 2022-2023.

<u>Position</u>	<u>Compensation</u>	
Superintendent	Contract Salary	\$285,000
	Employee Benefit	
	Health Insurance	\$24,691
	Dental/Vision/Life/Dis	\$11,948
	Social Security	\$13,247
	NYS VDC Plan	<u>\$22,010</u>
	Total Benefits	\$71,896
Assistant Superintendent Curriculum & Instruction	Contract Salary	\$198,141
	Employee Benefit	
	Health Insurance	\$10,923
	Welfare Fund/Life	\$2,600
	Social Security	\$11,987
	Teachers' Retirement Sys	<u>\$19,418</u>
	Total Benefits	\$44,928
High School Principal	Contract Salary	\$236,301
High School Assistant Principal	Contract Salary	\$192,915
Middle School Principal	Contract Salary	\$170,707
Elementary School Principal	Contract Salary	\$184,931
Director of Special Education	Contract Salary	\$220,090
Assist Director Special Ed	Contract Salary	\$154,756
Director of Guidance	Contract Salary	\$183,231
Director of Facilities	Contract Salary	\$150,368
District Treasurer	Contract Salary	\$176,116
Athletic Director	Contract Salary	\$194,337

NOTE: The above figures are the Administrators' compensation for the 2022-2023 school year except for Administrators not covered under a bargaining unit.

HASTINGS-ON-HUDSON UFSD - NEW YORK STATE REPORT CARD [2020 - 21]

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

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

2021-22 ACCOUNTABILITY STATUS

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

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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

Section 1003 School Improvement Funds Data (58.87 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

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

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

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

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	965	23	2.4%
Asian or Native Hawaiian/Other Pacific Islander	40	0	0%
Black or African American	18	—	—
Hispanic or Latino	151	4	2.6%
Multiracial	78	3	3.8%
White	678	16	2.4%
English Language Learners	33	0	0%
Students with Disabilities	144	5	3.5%
Economically Disadvantaged	36	3	8.3%

SECONDARY STATUSES BY SUBGROUP

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

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

SECONDARY GRADUATION RATE

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

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	128	123	96.1%
	5-Year	123	122	99.2%
	6-Year	121	120	99.2%
American Indian or Alaska Native	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	22	—	—
	5-Year	18	—	—
	6-Year	18	—	—
Black or African American	4-Year	6	—	—
	5-Year	6	—	—
	6-Year	6	—	—
Hispanic or Latino	4-Year	28	—	—
	5-Year	29	—	—
	6-Year	20	—	—
Multiracial	4-Year	11	—	—
	5-Year	9	—	—
	6-Year	10	—	—
White	4-Year	95	92	96.8%
	5-Year	89	89	100%
	6-Year	93	93	100%
English Language Learners	4-Year	0	—	—
	5-Year	1	—	—
	6-Year	0	—	—
Students with Disabilities	4-Year	34*	29	85.3%
	5-Year	37*	35	94.6%
	6-Year	29	—	—
Economically Disadvantaged	4-Year	19	—	—
	5-Year	17	—	—
	6-Year	13	—	—

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

SECONDARY CHRONIC ABSENTEEISM

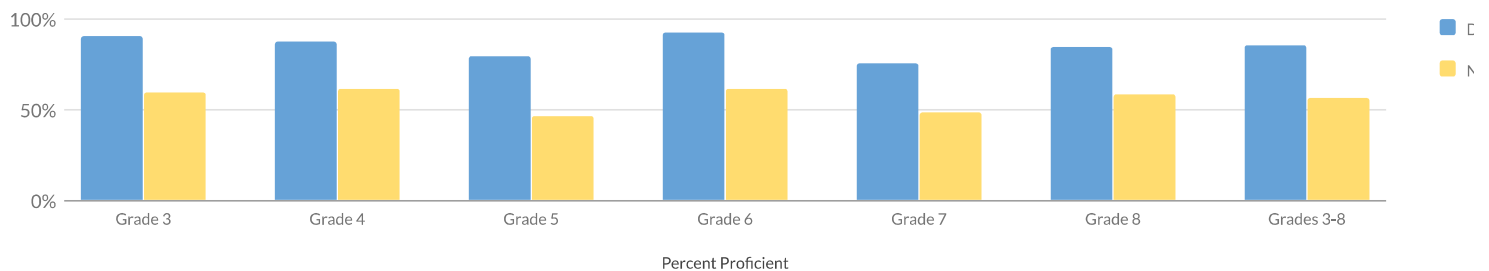
Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	529	23	4.3%
Asian or Native Hawaiian/Other Pacific Islander	28	—	—
Black or African American	15	—	—
Hispanic or Latino	70	4	5.7%
Multiracial	35	0	0%
White	381	19	5%
English Language Learners	1	—	—
Students with Disabilities	69	6	8.7%
Economically Disadvantaged	30	6	20%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

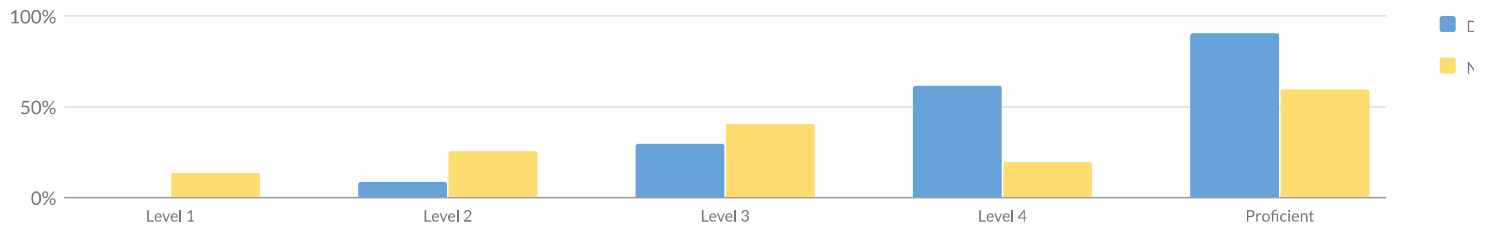
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	106	12	11%	94	89%	0	0%	8	9%	28	30%	58	62%	86	91%
Grade 4	124	20	16%	104	84%	6	6%	7	7%	20	19%	71	68%	91	88%
Grade 5	134	26	19%	108	81%	10	9%	12	11%	19	18%	67	62%	86	80%
Grade 6	123	22	18%	101	82%	2	2%	5	5%	24	24%	70	69%	94	93%
Grade 7	115	40	35%	75	65%	7	9%	11	15%	26	35%	31	41%	57	76%
Grade 8	134	46	34%	88	66%	3	3%	10	11%	23	26%	52	59%	75	85%
Grades 3-8	736	166	23%	570	77%	28	5%	53	9%	140	25%	349	61%	489	86%

GRADE 3 ELA RESULTS

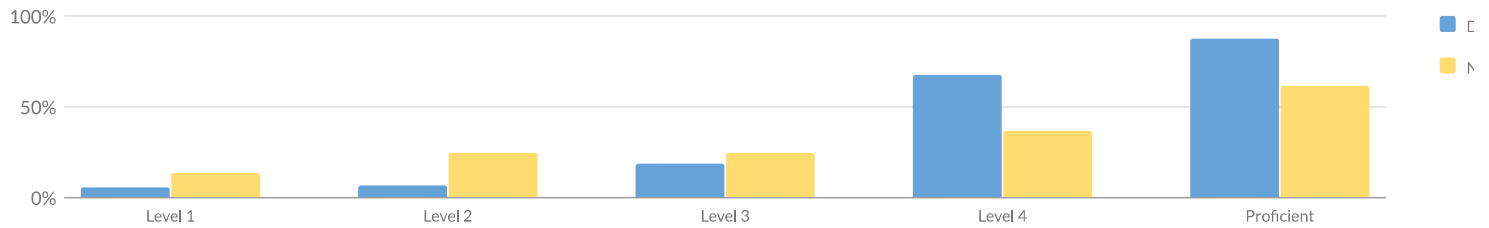
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	106	12	11%	94	89%	0	0%	8	9%	28	30%	58	62%	86	91%
General Education	92	9	10%	83	90%	0	0%	6	7%	21	25%	56	67%	77	93%
Students with Disabilities	14	3	21%	11	79%	0	0%	2	18%	7	64%	2	18%	9	82%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	3	21%	11	79%	0	0%	2	18%	6	55%	3	27%	9	82%
White	74	7	9%	67	91%	0	0%	5	7%	22	33%	40	60%	62	93%
Multiracial	10	1	10%	9	90%	0	0%	0	0%	0	0%	9	100%	9	100%
Small Group Total	8	1	13%	7	88%	0	0%	1	14%	0	0%	6	86%	6	86%
Female	50	7	14%	43	86%	0	0%	2	5%	11	26%	30	70%	41	95%
Male	56	5	9%	51	91%	0	0%	6	12%	17	33%	28	55%	45	88%
Non-English Language Learners	106	12	11%	94	89%	0	0%	8	9%	28	30%	58	62%	86	91%
Not Economically Disadvantaged	106	12	11%	94	89%	0	0%	8	9%	28	30%	58	62%	86	91%
Not Migrant	106	12	11%	94	89%	0	0%	8	9%	28	30%	58	62%	86	91%
Not Homeless	106	12	11%	94	89%	0	0%	8	9%	28	30%	58	62%	86	91%
Not in Foster Care	106	12	11%	94	89%	0	0%	8	9%	28	30%	58	62%	86	91%
Parent Not in Armed Forces	106	12	11%	94	89%	0	0%	8	9%	28	30%	58	62%	86	91%

GRADE 4 ELA RESULTS

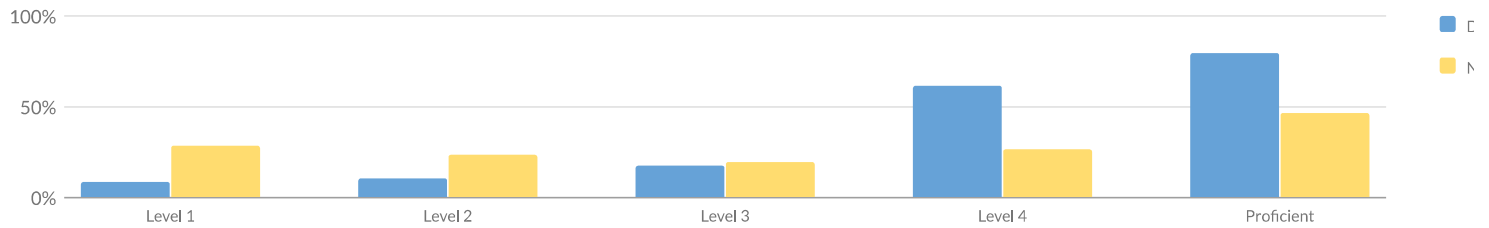
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	124	20	16%	104	84%	6	6%	7	7%	20	19%	71	68%	91	88%
General Education	108	18	17%	90	83%	1	1%	5	6%	16	18%	68	76%	84	93%
Students with Disabilities	16	2	13%	14	88%	5	36%	2	14%	4	29%	3	21%	7	50%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	5	24%	16	76%	2	13%	2	13%	5	31%	7	44%	12	75%
White	90	13	14%	77	86%	3	4%	4	5%	14	18%	56	73%	70	91%
Multiracial	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
Small Group Total	13	2	15%	11	85%	1	9%	1	9%	1	9%	8	73%	9	82%
Female	55	10	18%	45	82%	3	7%	4	9%	7	16%	31	69%	38	84%
Male	69	10	14%	59	86%	3	5%	3	5%	13	22%	40	68%	53	90%
English Language Learners	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	123	20	16%	103	84%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	119	17	14%	102	86%	—	—	—	—	—	—	—	—	—	—
Not Migrant	124	20	16%	104	84%	6	6%	7	7%	20	19%	71	68%	91	88%
Not Homeless	124	20	16%	104	84%	6	6%	7	7%	20	19%	71	68%	91	88%
Not in Foster Care	124	20	16%	104	84%	6	6%	7	7%	20	19%	71	68%	91	88%
Parent Not in Armed Forces	124	20	16%	104	84%	6	6%	7	7%	20	19%	71	68%	91	88%

GRADE 5 ELA RESULTS

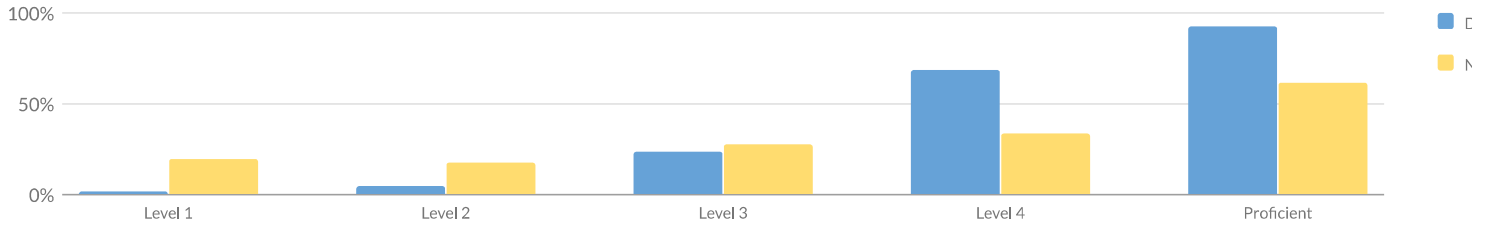
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	134	26	19%	108	81%	10	9%	12	11%	19	18%	67	62%	86	80%
General Education	117	21	18%	96	82%	3	3%	10	10%	19	20%	64	67%	83	86%
Students with Disabilities	17	5	29%	12	71%	7	58%	2	17%	0	0%	3	25%	3	25%
Asian or Native Hawaiian/Other Pacific Islander	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Black or African American	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	8	36%	14	64%	4	29%	1	7%	4	29%	5	36%	9	64%
White	92	14	15%	78	85%	4	5%	9	12%	12	15%	53	68%	65	83%
Multiracial	10	1	10%	9	90%	0	0%	1	11%	2	22%	6	67%	8	89%
Small Group Total	10	3	30%	7	70%	2	29%	1	14%	1	14%	3	43%	4	57%
Female	69	14	20%	55	80%	2	4%	2	4%	11	20%	40	73%	51	93%
Male	65	12	18%	53	82%	8	15%	10	19%	8	15%	27	51%	35	66%
English Language Learners	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	130	25	19%	105	81%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	132	24	18%	108	82%	10	9%	12	11%	19	18%	67	62%	86	80%
Not Migrant	134	26	19%	108	81%	10	9%	12	11%	19	18%	67	62%	86	80%
Not Homeless	134	26	19%	108	81%	10	9%	12	11%	19	18%	67	62%	86	80%
Not in Foster Care	134	26	19%	108	81%	10	9%	12	11%	19	18%	67	62%	86	80%
Parent Not in Armed Forces	134	26	19%	108	81%	10	9%	12	11%	19	18%	67	62%	86	80%

GRADE 6 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

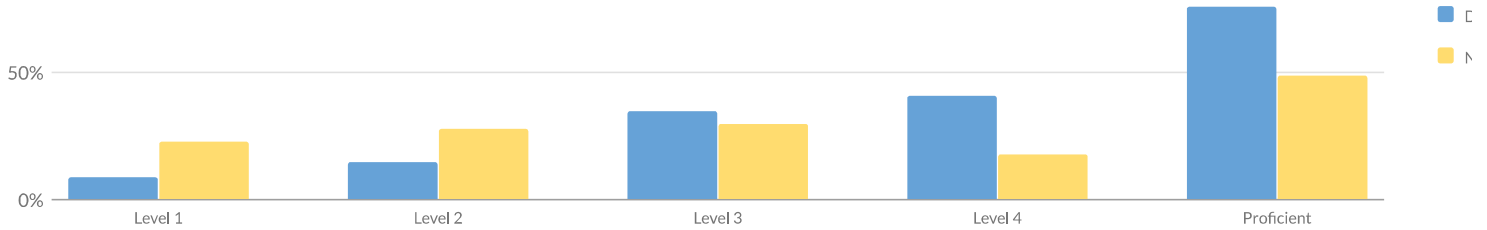


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	22	18%	101	82%	2	2%	5	5%	24	24%	70	69%	94	93%
General Education	105	12	11%	93	89%	2	2%	3	3%	19	20%	69	74%	88	95%
Students with Disabilities	18	10	56%	8	44%	0	0%	2	25%	5	63%	1	13%	6	75%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	16	4	25%	12	75%	1	8%	1	8%	2	17%	8	67%	10	83%
White	94	14	15%	80	85%	1	1%	4	5%	20	25%	55	69%	75	94%
Multiracial	8	3	38%	5	63%	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	3	25%	9	75%	0	0%	0	0%	2	22%	7	78%	9	100%
Female	71	9	13%	62	87%	1	2%	4	6%	14	23%	43	69%	57	92%
Male	52	13	25%	39	75%	1	3%	1	3%	10	26%	27	69%	37	95%
English Language Learners	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	122	22	18%	100	82%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	120	20	17%	100	83%	—	—	—	—	—	—	—	—	—	—
Not Migrant	123	22	18%	101	82%	2	2%	5	5%	24	24%	70	69%	94	93%
Not Homeless	123	22	18%	101	82%	2	2%	5	5%	24	24%	70	69%	94	93%
Not in Foster Care	123	22	18%	101	82%	2	2%	5	5%	24	24%	70	69%	94	93%
Parent Not in Armed Forces	123	22	18%	101	82%	2	2%	5	5%	24	24%	70	69%	94	93%

GRADE 7 ELA RESULTS

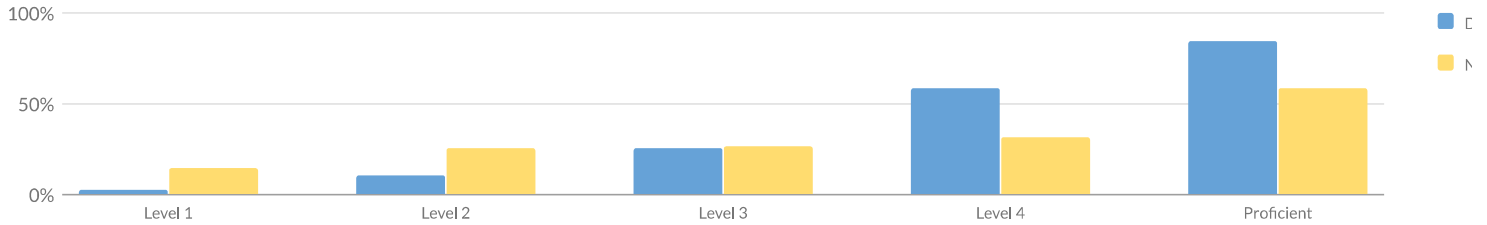
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	115	40	35%	75	65%	7	9%	11	15%	26	35%	31	41%	57	76%
General Education	100	36	36%	64	64%	4	6%	7	11%	22	34%	31	48%	53	83%
Students with Disabilities	15	4	27%	11	73%	3	27%	4	36%	4	36%	0	0%	4	36%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	8	38%	13	62%	2	15%	3	23%	6	46%	2	15%	8	62%
White	84	32	38%	52	62%	4	8%	7	13%	18	35%	23	44%	41	79%
Multiracial	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	10	100%	1	10%	1	10%	2	20%	6	60%	8	80%
Female	63	20	32%	43	68%	3	7%	7	16%	14	33%	19	44%	33	77%
Male	52	20	38%	32	62%	4	13%	4	13%	12	38%	12	38%	24	75%
Non-English Language Learners	115	40	35%	75	65%	7	9%	11	15%	26	35%	31	41%	57	76%
Economically Disadvantaged	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	111	37	33%	74	67%	—	—	—	—	—	—	—	—	—	—
Not Migrant	115	40	35%	75	65%	7	9%	11	15%	26	35%	31	41%	57	76%
Not Homeless	115	40	35%	75	65%	7	9%	11	15%	26	35%	31	41%	57	76%
Not in Foster Care	115	40	35%	75	65%	7	9%	11	15%	26	35%	31	41%	57	76%
Parent Not in Armed Forces	115	40	35%	75	65%	7	9%	11	15%	26	35%	31	41%	57	76%

GRADE 8 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

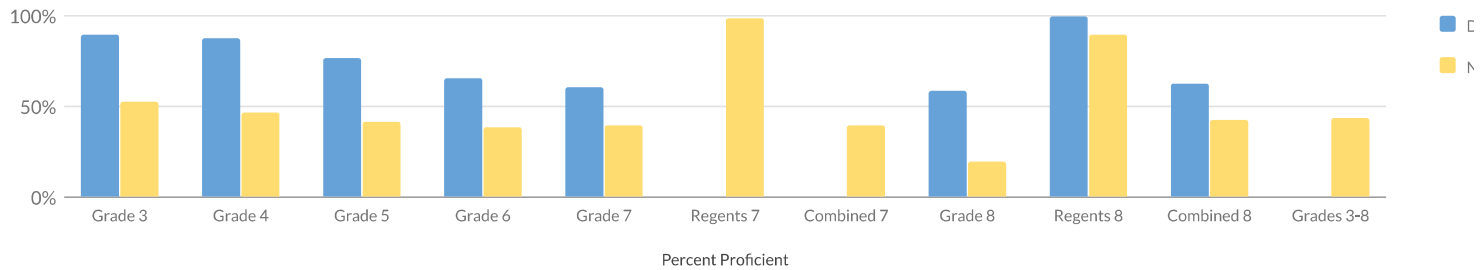


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	134	46	34%	88	66%	3	3%	10	11%	23	26%	52	59%	75	85%
General Education	116	39	34%	77	66%	3	4%	7	9%	18	23%	49	64%	67	87%
Students with Disabilities	18	7	39%	11	61%	0	0%	3	27%	5	45%	3	27%	8	73%
Asian or Native Hawaiian/Other Pacific Islander	8	3	38%	5	63%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	10	53%	9	47%	1	11%	1	11%	3	33%	4	44%	7	78%
White	91	31	34%	60	66%	2	3%	6	10%	15	25%	37	62%	52	87%
Multiracial	11	0	0%	11	100%	0	0%	0	0%	4	36%	7	64%	11	100%
Small Group Total	13	5	38%	8	62%	0	0%	3	38%	1	13%	4	50%	5	63%
Female	65	22	34%	43	66%	0	0%	6	14%	11	26%	26	60%	37	86%
Male	69	24	35%	45	65%	3	7%	4	9%	12	27%	26	58%	38	84%
English Language Learners	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	132	45	34%	87	66%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	15	10	67%	5	33%	1	20%	2	40%	2	40%	0	0%	2	40%
Not Economically Disadvantaged	119	36	30%	83	70%	2	2%	8	10%	21	25%	52	63%	73	88%
Not Migrant	134	46	34%	88	66%	3	3%	10	11%	23	26%	52	59%	75	85%
Not Homeless	134	46	34%	88	66%	3	3%	10	11%	23	26%	52	59%	75	85%
Not in Foster Care	134	46	34%	88	66%	3	3%	10	11%	23	26%	52	59%	75	85%
Parent Not in Armed Forces	134	46	34%	88	66%	3	3%	10	11%	23	26%	52	59%	75	85%

GRADES 3-8 MATHEMATICS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	106	9	8%	97	92%	4	4%	6	6%	19	20%	68	70%	87	90%
Grade 4	124	21	17%	103	83%	6	6%	6	6%	24	23%	67	65%	91	88%
Grade 5	134	27	20%	107	80%	8	7%	17	16%	45	42%	37	35%	82	77%
Grade 6	123	25	20%	98	80%	11	11%	22	22%	42	43%	23	23%	65	66%
Grade 7	114	31	27%	83	73%	11	13%	21	25%	27	33%	24	29%	51	61%
Regents 7	—	0	0%	1	1%	—	—	—	—	—	—	—	—	—	—
Combined 7	114	30	26%	84	74%	—	—	—	—	—	—	—	—	—	—
Grade 8	134	51	38%	83	62%	4	5%	30	36%	29	35%	20	24%	49	59%
Regents 8	—	10	7%	10	7%	0	0%	0	0%	2	20%	8	80%	10	100%
Combined 8	134	41	31%	93	69%	4	4%	30	32%	31	33%	28	30%	59	63%
Grades 3-8	735	153	21%	582	79%	—	—	—	—	—	—	—	—	—	—

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

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

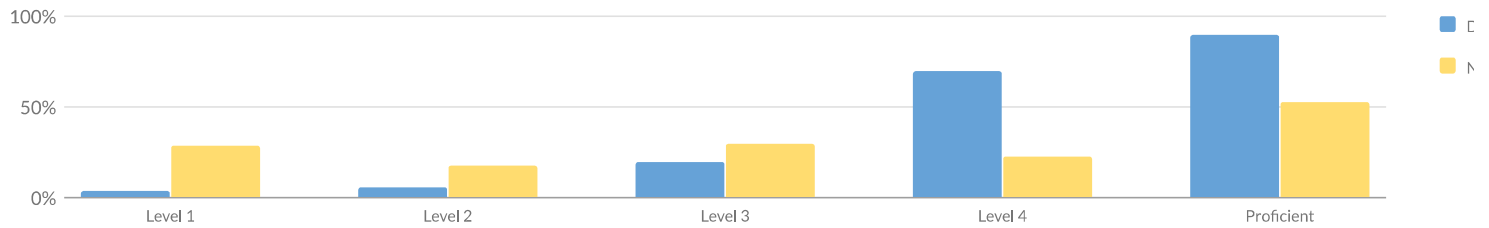
REGENTS MATHEMATICS EXEMPTIONS, GRADE 7 AND 8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 7	1	0	0	1	100
Regents 8	11	10	91	1	9

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

GRADE 3 MATH RESULTS

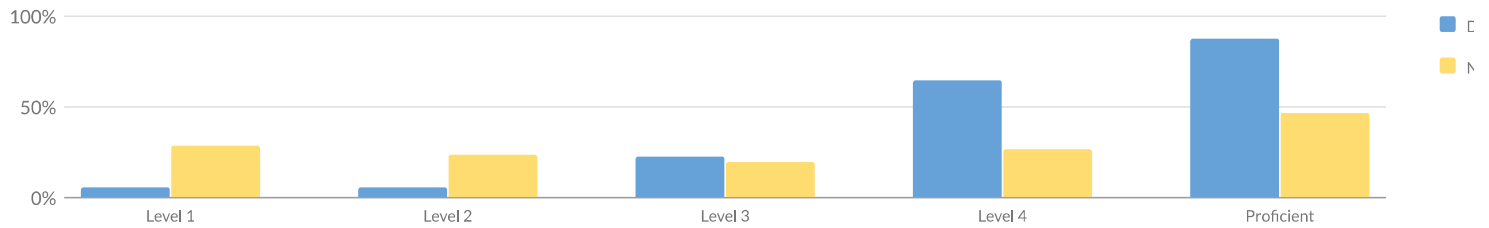
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	106	9	8%	97	92%	4	4%	6	6%	19	20%	68	70%	87	90%
General Education	92	8	9%	84	91%	2	2%	3	4%	15	18%	64	76%	79	94%
Students with Disabilities	14	1	7%	13	93%	2	15%	3	23%	4	31%	4	31%	8	62%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	2	14%	12	86%	3	25%	3	25%	3	25%	3	25%	6	50%
White	74	5	7%	69	93%	1	1%	2	3%	15	22%	51	74%	66	96%
Multiracial	10	1	10%	9	90%	0	0%	0	0%	1	11%	8	89%	9	100%
Small Group Total	8	1	13%	7	88%	0	0%	1	14%	0	0%	6	86%	6	86%
Female	50	6	12%	44	88%	2	5%	1	2%	7	16%	34	77%	41	93%
Male	56	3	5%	53	95%	2	4%	5	9%	12	23%	34	64%	46	87%
Non-English Language Learners	106	9	8%	97	92%	4	4%	6	6%	19	20%	68	70%	87	90%
Not Economically Disadvantaged	106	9	8%	97	92%	4	4%	6	6%	19	20%	68	70%	87	90%
Not Migrant	106	9	8%	97	92%	4	4%	6	6%	19	20%	68	70%	87	90%
Not Homeless	106	9	8%	97	92%	4	4%	6	6%	19	20%	68	70%	87	90%
Not in Foster Care	106	9	8%	97	92%	4	4%	6	6%	19	20%	68	70%	87	90%
Parent Not in Armed Forces	106	9	8%	97	92%	4	4%	6	6%	19	20%	68	70%	87	90%

GRADE 4 MATH RESULTS

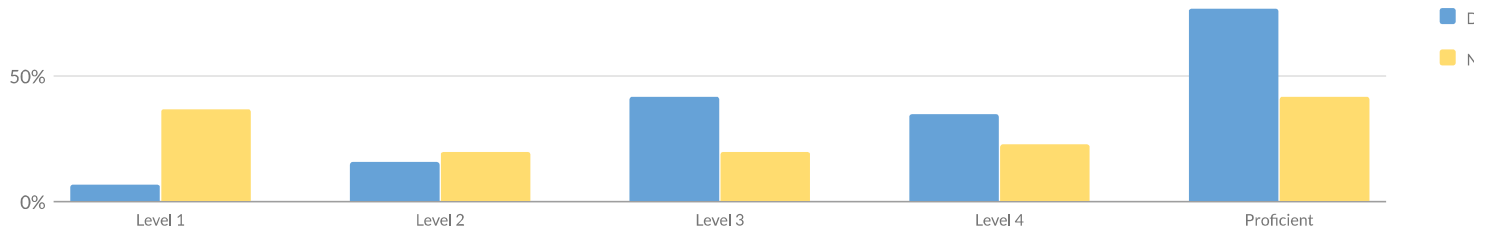
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	124	21	17%	103	83%	6	6%	6	6%	24	23%	67	65%	91	88%
General Education	108	18	17%	90	83%	0	0%	5	6%	20	22%	65	72%	85	94%
Students with Disabilities	16	3	19%	13	81%	6	46%	1	8%	4	31%	2	15%	6	46%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	5	24%	16	76%	1	6%	3	19%	5	31%	7	44%	12	75%
White	90	14	16%	76	84%	4	5%	3	4%	16	21%	53	70%	69	91%
Multiracial	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
Small Group Total	13	2	15%	11	85%	1	9%	0	0%	3	27%	7	64%	10	91%
Female	55	11	20%	44	80%	1	2%	1	2%	13	30%	29	66%	42	95%
Male	69	10	14%	59	86%	5	8%	5	8%	11	19%	38	64%	49	83%
English Language Learners	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	123	21	17%	102	83%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	119	18	15%	101	85%	—	—	—	—	—	—	—	—	—	—
Not Migrant	124	21	17%	103	83%	6	6%	6	6%	24	23%	67	65%	91	88%
Not Homeless	124	21	17%	103	83%	6	6%	6	6%	24	23%	67	65%	91	88%
Not in Foster Care	124	21	17%	103	83%	6	6%	6	6%	24	23%	67	65%	91	88%
Parent Not in Armed Forces	124	21	17%	103	83%	6	6%	6	6%	24	23%	67	65%	91	88%

GRADE 5 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

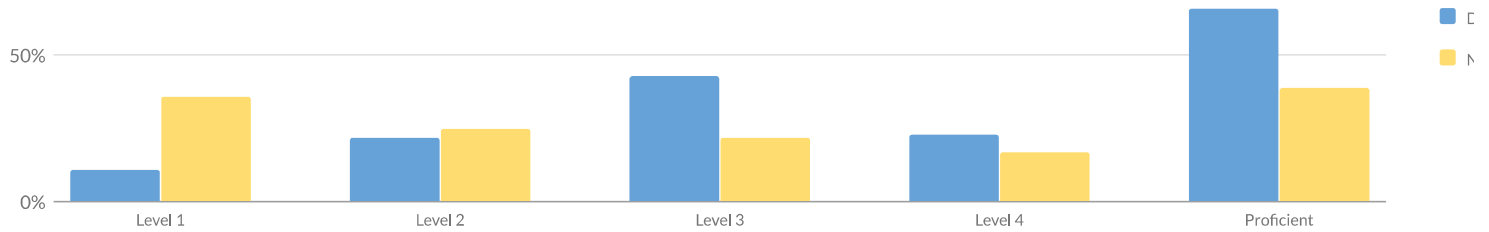


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	134	27	20%	107	80%	8	7%	17	16%	45	42%	37	35%	82	77%
General Education	117	21	18%	96	82%	5	5%	13	14%	42	44%	36	38%	78	81%
Students with Disabilities	17	6	35%	11	65%	3	27%	4	36%	3	27%	1	9%	4	36%
Asian or Native Hawaiian/Other Pacific Islander	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Black or African American	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	7	32%	15	68%	2	13%	2	13%	8	53%	3	20%	11	73%
White	92	15	16%	77	84%	6	8%	11	14%	32	42%	28	36%	60	78%
Multiracial	10	1	10%	9	90%	0	0%	3	33%	2	22%	4	44%	6	67%
Small Group Total	10	4	40%	6	60%	0	0%	1	17%	3	50%	2	33%	5	83%
Female	69	13	19%	56	81%	4	7%	9	16%	24	43%	19	34%	43	77%
Male	65	14	22%	51	78%	4	8%	8	16%	21	41%	18	35%	39	76%
English Language Learners	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	130	26	20%	104	80%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	132	25	19%	107	81%	8	7%	17	16%	45	42%	37	35%	82	77%
Not Migrant	134	27	20%	107	80%	8	7%	17	16%	45	42%	37	35%	82	77%
Not Homeless	134	27	20%	107	80%	8	7%	17	16%	45	42%	37	35%	82	77%
Not in Foster Care	134	27	20%	107	80%	8	7%	17	16%	45	42%	37	35%	82	77%
Parent Not in Armed Forces	134	27	20%	107	80%	8	7%	17	16%	45	42%	37	35%	82	77%

GRADE 6 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

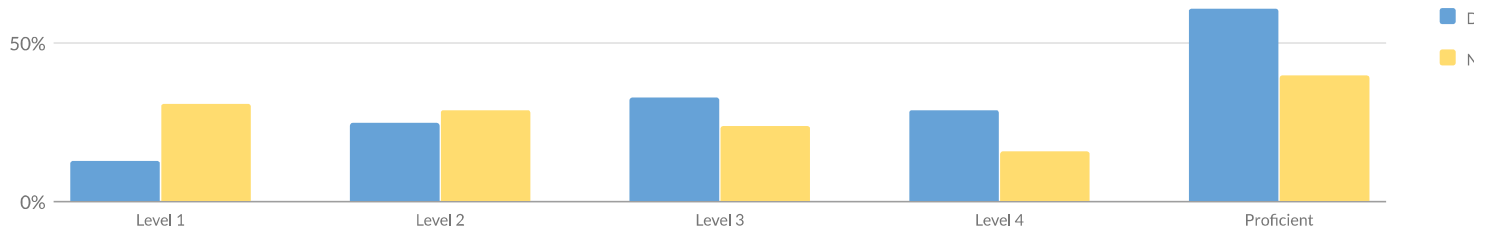


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	25	20%	98	80%	11	11%	22	22%	42	43%	23	23%	65	66%
General Education	105	13	12%	92	88%	9	10%	20	22%	41	45%	22	24%	63	68%
Students with Disabilities	18	12	67%	6	33%	2	33%	2	33%	1	17%	1	17%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	16	4	25%	12	75%	3	25%	2	17%	7	58%	0	0%	7	58%
White	94	18	19%	76	81%	7	9%	17	22%	34	45%	18	24%	52	68%
Multiracial	8	2	25%	6	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	2	17%	10	83%	1	10%	3	30%	1	10%	5	50%	6	60%
Female	71	10	14%	61	86%	10	16%	19	31%	22	36%	10	16%	32	52%
Male	52	15	29%	37	71%	1	3%	3	8%	20	54%	13	35%	33	89%
English Language Learners	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	122	25	20%	97	80%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	120	23	19%	97	81%	—	—	—	—	—	—	—	—	—	—
Not Migrant	123	25	20%	98	80%	11	11%	22	22%	42	43%	23	23%	65	66%
Not Homeless	123	25	20%	98	80%	11	11%	22	22%	42	43%	23	23%	65	66%
Not in Foster Care	123	25	20%	98	80%	11	11%	22	22%	42	43%	23	23%	65	66%
Parent Not in Armed Forces	123	25	20%	98	80%	11	11%	22	22%	42	43%	23	23%	65	66%

GRADE 7 MATH RESULTS

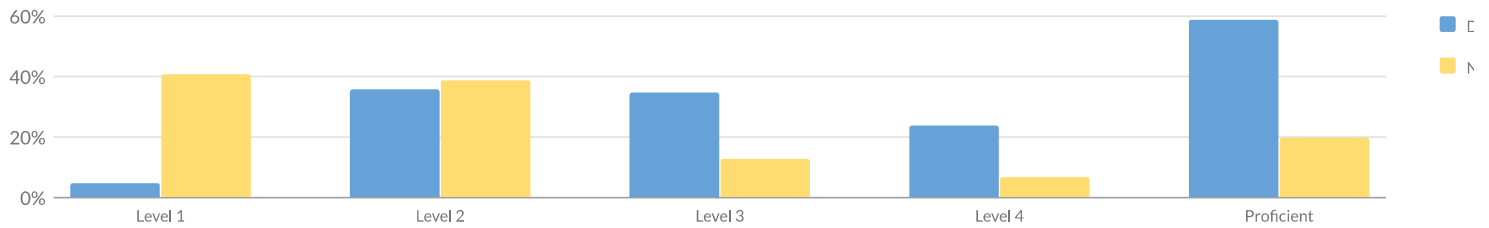
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	114	31	27%	83	73%	11	13%	21	25%	27	33%	24	29%	51	61%
General Education	99	28	28%	71	72%	7	10%	14	20%	26	37%	24	34%	50	70%
Students with Disabilities	15	3	20%	12	80%	4	33%	7	58%	1	8%	0	0%	1	8%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	7	33%	14	67%	3	21%	5	36%	3	21%	3	21%	6	43%
White	83	24	29%	59	71%	7	12%	14	24%	20	34%	18	31%	38	64%
Multiracial	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	10	100%	1	10%	2	20%	4	40%	3	30%	7	70%
Female	62	18	29%	44	71%	8	18%	12	27%	12	27%	12	27%	24	55%
Male	52	13	25%	39	75%	3	8%	9	23%	15	38%	12	31%	27	69%
Non-English Language Learners	114	31	27%	83	73%	11	13%	21	25%	27	33%	24	29%	51	61%
Economically Disadvantaged	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	110	29	26%	81	74%	—	—	—	—	—	—	—	—	—	—
Not Migrant	114	31	27%	83	73%	11	13%	21	25%	27	33%	24	29%	51	61%
Not Homeless	114	31	27%	83	73%	11	13%	21	25%	27	33%	24	29%	51	61%
Not in Foster Care	114	31	27%	83	73%	11	13%	21	25%	27	33%	24	29%	51	61%
Parent Not in Armed Forces	114	31	27%	83	73%	11	13%	21	25%	27	33%	24	29%	51	61%

GRADE 8 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



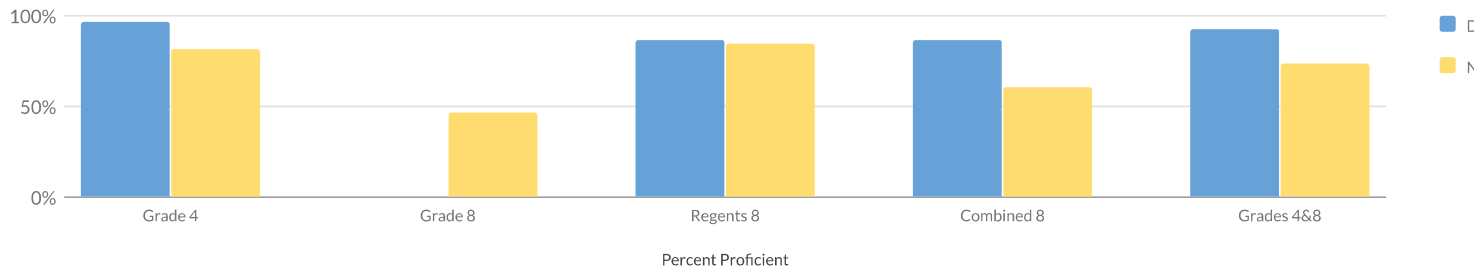
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	134	51	38%	83	62%	4	5%	30	36%	29	35%	20	24%	49	59%
General Education	116	42	36%	74	64%	2	3%	27	36%	26	35%	19	26%	45	61%
Students with Disabilities	18	9	50%	9	50%	2	22%	3	33%	3	33%	1	11%	4	44%
Asian or Native Hawaiian/Other Pacific Islander	8	3	38%	5	63%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	12	63%	7	37%	1	14%	3	43%	2	29%	1	14%	3	43%
White	91	33	36%	58	64%	2	3%	18	31%	23	40%	15	26%	38	66%
Multiracial	11	1	9%	10	91%	0	0%	5	50%	2	20%	3	30%	5	50%
Small Group Total	13	5	38%	8	62%	1	13%	4	50%	2	25%	1	13%	3	38%
Female	65	26	40%	39	60%	3	8%	16	41%	12	31%	8	21%	20	51%
Male	69	25	36%	44	64%	1	2%	14	32%	17	39%	12	27%	29	66%
English Language Learners	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	132	50	38%	82	62%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	15	13	87%	2	13%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	119	38	32%	81	68%	—	—	—	—	—	—	—	—	—	—
Not Migrant	134	51	38%	83	62%	4	5%	30	36%	29	35%	20	24%	49	59%
Not Homeless	134	51	38%	83	62%	4	5%	30	36%	29	35%	20	24%	49	59%
Not in Foster Care	134	51	38%	83	62%	4	5%	30	36%	29	35%	20	24%	49	59%
Parent Not in Armed Forces	134	51	38%	83	62%	4	5%	30	36%	29	35%	20	24%	49	59%

GRADES 4 & 8 SCIENCE RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	124	23	19%	101	81%	2	2%	1	1%	13	13%	85	84%	98	97%
Grade 8	134	134	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents 8	—	46	34%	78	58%	6	8%	4	5%	28	36%	40	51%	68	87%
Combined 8	134	56	42%	78	58%	6	8%	4	5%	28	36%	40	51%	68	87%
Grades 4&8	258	79	31%	179	69%	8	4%	5	3%	41	23%	125	70%	166	93%

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

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

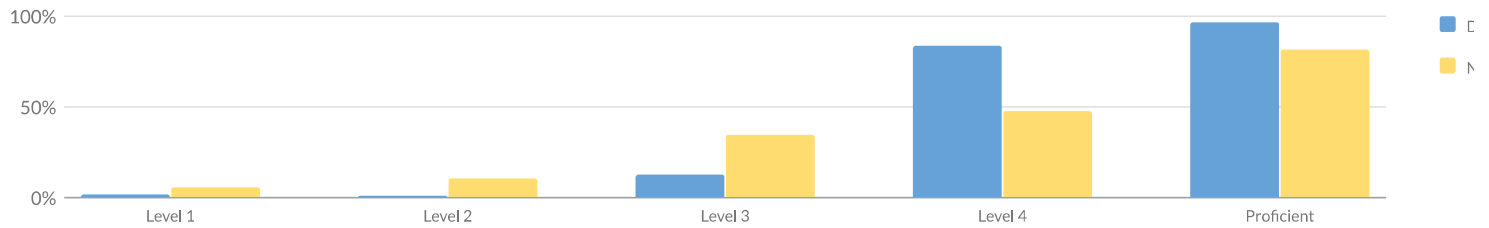
REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	46	46	100	0	0

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

GRADE 4 SCIENCE RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

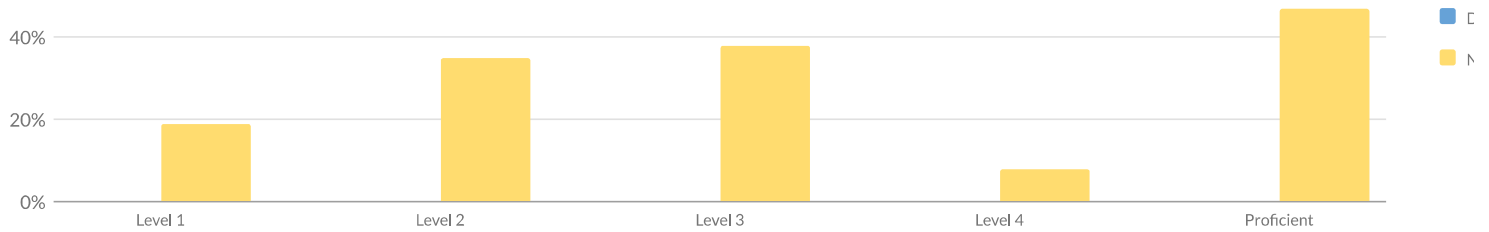


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	124	23	19%	101	81%	2	2%	1	1%	13	13%	85	84%	98	97%
General Education	108	20	19%	88	81%	0	0%	0	0%	11	13%	77	88%	88	100%
Students with Disabilities	16	3	19%	13	81%	2	15%	1	8%	2	15%	8	62%	10	77%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	5	24%	16	76%	0	0%	0	0%	3	19%	13	81%	16	100%
White	90	16	18%	74	82%	2	3%	0	0%	10	14%	62	84%	72	97%
Multiracial	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
Small Group Total	13	2	15%	11	85%	0	0%	1	9%	0	0%	10	91%	10	91%
Female	55	11	20%	44	80%	1	2%	0	0%	7	16%	36	82%	43	98%
Male	69	12	17%	57	83%	1	2%	1	2%	6	11%	49	86%	55	96%
English Language Learners	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	123	23	19%	100	81%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	119	20	17%	99	83%	—	—	—	—	—	—	—	—	—	—
Not Migrant	124	23	19%	101	81%	2	2%	1	1%	13	13%	85	84%	98	97%
Not Homeless	124	23	19%	101	81%	2	2%	1	1%	13	13%	85	84%	98	97%
Not in Foster Care	124	23	19%	101	81%	2	2%	1	1%	13	13%	85	84%	98	97%
Parent Not in Armed Forces	124	23	19%	101	81%	2	2%	1	1%	13	13%	85	84%	98	97%

GRADE 8 SCIENCE RESULTS

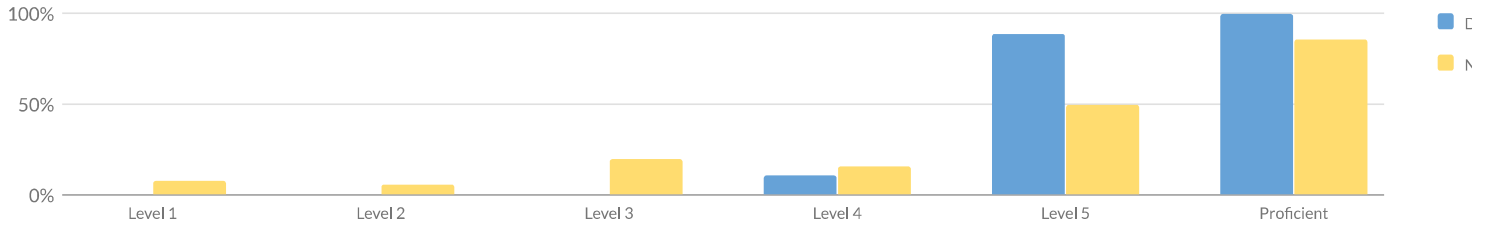
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	134	134	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education	116	116	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	18	18	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	91	91	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	65	65	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	69	69	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learners	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	132	132	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	15	15	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	119	119	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	134	134	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	134	134	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	134	134	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	134	134	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

ANNUAL REGENTS EXAMINATION IN ELA (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	9	0	0%	0	0%	0	0%	1	11%	8	89%	9	100%
General Education	9	0	0%	0	0%	0	0%	1	11%	8	89%	9	100%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	7	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	0	0%	0	0%	1	11%	8	89%	9	100%
Female	3	—	—	—	—	—	—	—	—	—	—	—	—
Male	6	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	9	0	0%	0	0%	0	0%	1	11%	8	89%	9	100%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	7	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	9	0	0%	0	0%	0	0%	1	11%	8	89%	9	100%
Not Homeless	9	0	0%	0	0%	0	0%	1	11%	8	89%	9	100%
Not in Foster Care	9	0	0%	0	0%	0	0%	1	11%	8	89%	9	100%
Parent Not in Armed Forces	9	0	0%	0	0%	0	0%	1	11%	8	89%	9	100%

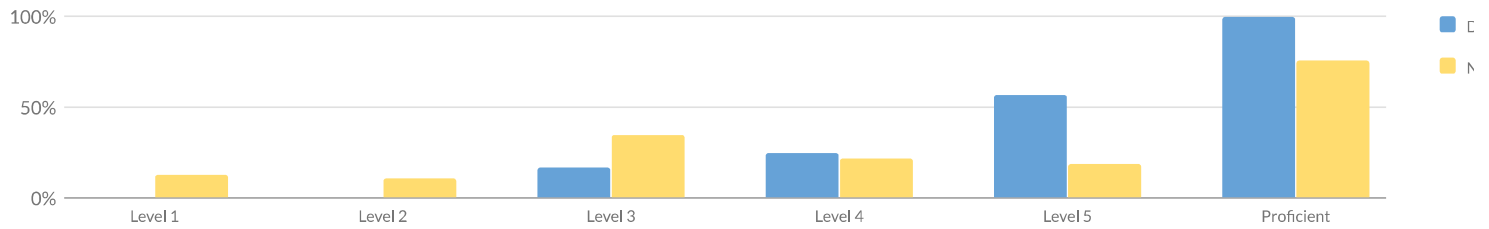
ANNUAL REGENTS EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	109	109	100	0	0
General Education	92	92	100	0	0
Students with Disabilities	17	17	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	8	8	100	0	0
Black or African American	4	4	100	0	0
Hispanic or Latino	19	19	100	0	0
White	69	69	100	0	0
Multiracial	9	9	100	0	0
Female	57	57	100	0	0
Male	52	52	100	0	0
Non-English Language Learners	109	109	100	0	0
Economically Disadvantaged	5	5	100	0	0
Not Economically Disadvantaged	104	104	100	0	0
Not Migrant	109	109	100	0	0
Not Homeless	109	109	100	0	0
Not in Foster Care	109	109	100	0	0
Parent Not in Armed Forces	109	109	100	0	0

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Percentage Scoring at Levels														
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)		
		#	%	#	%	#	%	#	%	#	%	#	%	
All Students	63	0	0%	0	0%	11	17%	16	25%	36	57%	63	100%	
General Education	60	—	—	—	—	—	—	—	—	—	—	—	—	
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—	
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—	—	—	
White	47	0	0%	0	0%	6	13%	13	28%	28	60%	47	100%	
Multiracial	8	0	0%	0	0%	1	13%	3	38%	4	50%	8	100%	
Small Group Total	8	0	0%	0	0%	4	50%	0	0%	4	50%	8	100%	
Female	33	0	0%	0	0%	7	21%	8	24%	18	55%	33	100%	
Male	30	0	0%	0	0%	4	13%	8	27%	18	60%	30	100%	
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Non-English Language Learners	63	0	0%	0	0%	11	17%	16	25%	36	57%	63	100%	
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Not Economically Disadvantaged	63	0	0%	0	0%	11	17%	16	25%	36	57%	63	100%	
Not Migrant	63	0	0%	0	0%	11	17%	16	25%	36	57%	63	100%	
Not Homeless	63	0	0%	0	0%	11	17%	16	25%	36	57%	63	100%	
Not in Foster Care	63	0	0%	0	0%	11	17%	16	25%	36	57%	63	100%	
Parent Not in Armed Forces	63	0	0%	0	0%	11	17%	16	25%	36	57%	63	100%	

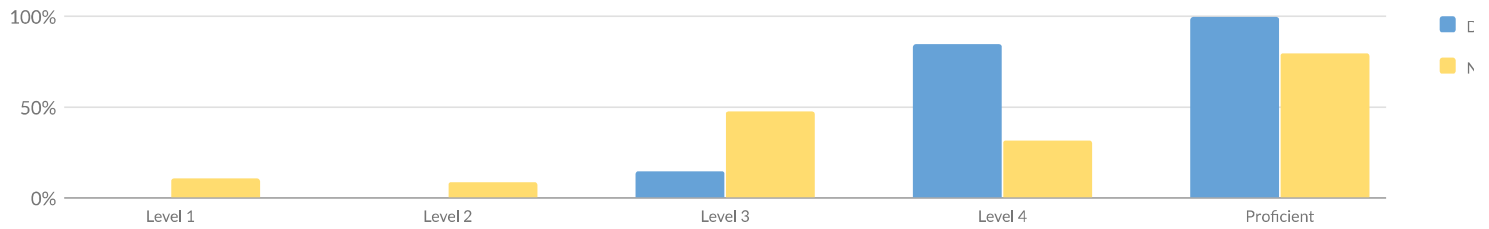
ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	83	78	94	5	6
General Education	69	64	93	5	7
Students with Disabilities	14	14	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	4	100	0	0
Black or African American	4	4	100	0	0
Hispanic or Latino	12	12	100	0	0
White	58	53	91	5	9
Multiracial	5	5	100	0	0
Female	39	37	95	2	5
Male	44	41	93	3	7
English Language Learners	1	1	100	0	0
Non-English Language Learners	82	77	94	5	6
Economically Disadvantaged	3	3	100	0	0
Not Economically Disadvantaged	80	75	94	5	6
Not Migrant	83	78	94	5	6
Not Homeless	83	78	94	5	6
Not in Foster Care	83	78	94	5	6
Parent Not in Armed Forces	83	78	94	5	6

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

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	20	0	0%	0	0%	3	15%	17	85%	20	100%
General Education	19	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	14	0	0%	0	0%	2	14%	12	86%	14	100%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	0	0%	1	17%	5	83%	6	100%
Female	10	0	0%	0	0%	0	0%	10	100%	10	100%
Male	10	0	0%	0	0%	3	30%	7	70%	10	100%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	20	0	0%	0	0%	3	15%	17	85%	20	100%
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	19	—	—	—	—	—	—	—	—	—	—
Not Migrant	20	0	0%	0	0%	3	15%	17	85%	20	100%
Not Homeless	20	0	0%	0	0%	3	15%	17	85%	20	100%
Not in Foster Care	20	0	0%	0	0%	3	15%	17	85%	20	100%
Parent Not in Armed Forces	20	0	0%	0	0%	3	15%	17	85%	20	100%

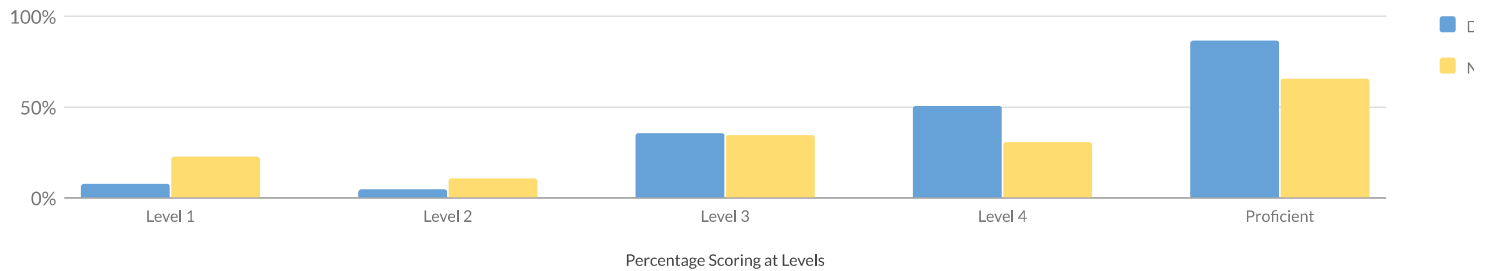
ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	117	117	100	0	0
General Education	107	107	100	0	0
Students with Disabilities	10	10	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	6	6	100	0	0
Black or African American	3	3	100	0	0
Hispanic or Latino	17	17	100	0	0
White	87	87	100	0	0
Multiracial	4	4	100	0	0
Female	51	51	100	0	0
Male	66	66	100	0	0
English Language Learners	1	1	100	0	0
Non-English Language Learners	116	116	100	0	0
Economically Disadvantaged	5	5	100	0	0
Not Economically Disadvantaged	112	112	100	0	0
Not Migrant	117	117	100	0	0
Not Homeless	117	117	100	0	0
Not in Foster Care	117	117	100	0	0
Parent Not in Armed Forces	117	117	100	0	0

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

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	78	6	8%	4	5%	28	36%	40	51%	68	87%
General Education	69	5	7%	3	4%	21	30%	40	58%	61	88%
Students with Disabilities	9	1	11%	1	11%	7	78%	0	0%	7	78%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	2	20%	0	0%	5	50%	3	30%	8	80%
White	55	2	4%	4	7%	18	33%	31	56%	49	89%
Multiracial	9	—	—	—	—	—	—	—	—	—	—
Small Group Total	13	2	15%	0	0%	5	38%	6	46%	11	85%
Female	38	2	5%	2	5%	14	37%	20	53%	34	89%
Male	40	4	10%	2	5%	14	35%	20	50%	34	85%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	78	6	8%	4	5%	28	36%	40	51%	68	87%
Economically Disadvantaged	6	3	50%	1	17%	2	33%	0	0%	2	33%
Not Economically Disadvantaged	72	3	4%	3	4%	26	36%	40	56%	66	92%
Not Migrant	78	6	8%	4	5%	28	36%	40	51%	68	87%
Not Homeless	78	6	8%	4	5%	28	36%	40	51%	68	87%
Not in Foster Care	78	6	8%	4	5%	28	36%	40	51%	68	87%
Parent Not in Armed Forces	78	6	8%	4	5%	28	36%	40	51%	68	87%

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/EARTH SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	47	47	100	0	0
General Education	44	44	100	0	0
Students with Disabilities	3	3	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	4	100	0	0
Black or African American	3	3	100	0	0
Hispanic or Latino	6	6	100	0	0
White	32	32	100	0	0
Multiracial	2	2	100	0	0
Female	22	22	100	0	0
Male	25	25	100	0	0
English Language Learners	1	1	100	0	0
Non-English Language Learners	46	46	100	0	0
Economically Disadvantaged	6	6	100	0	0
Not Economically Disadvantaged	41	41	100	0	0
Not Migrant	47	47	100	0	0
Not Homeless	47	47	100	0	0
Not in Foster Care	47	47	100	0	0
Parent Not in Armed Forces	47	47	100	0	0

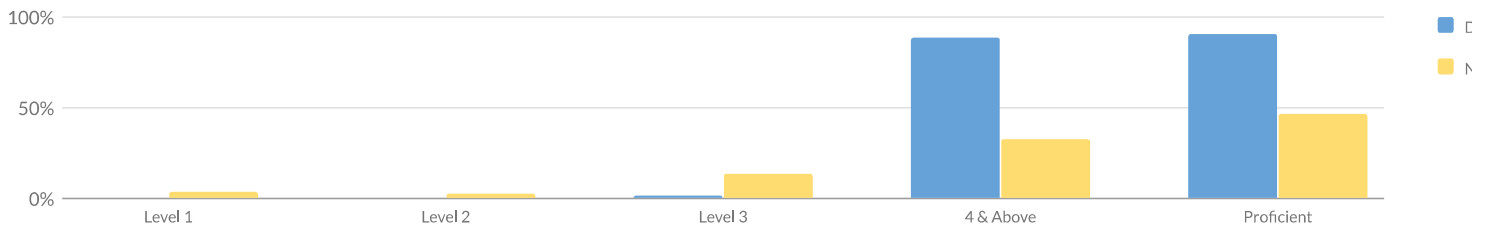
See report card Glossary and Guide for criteria used to include students in this table.

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

Due to COVID-19 and changes to New York State testing requirements, June 2020, August 2020, January 2021, and some June 2021 Regents examinations were canceled. June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science were offered. Caution should be used when comparing 2020-21 Regents examinations results with those from prior years.

2017 TOTAL COHORT REGENTS IN ELA



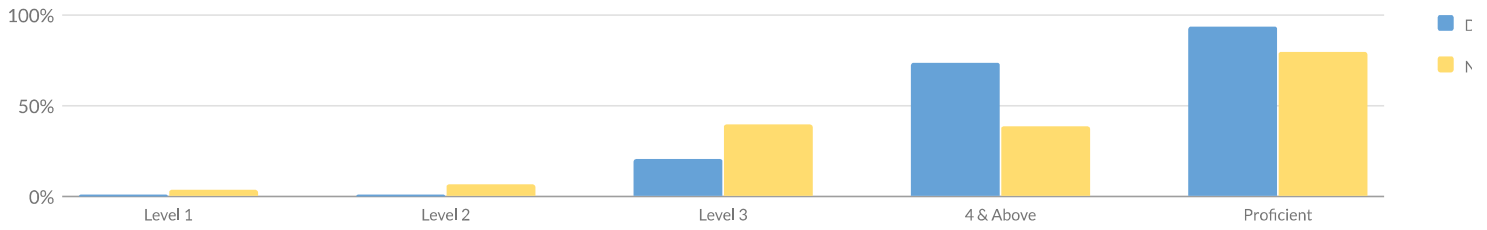
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	136	12	9%	124	91%	0	0%	0	0%	3	2%	121	89%	124	91%
General Education	112	6	5%	106	95%	0	0%	0	0%	0	0%	106	95%	106	95%
Students with Disabilities	24	6	25%	18	75%	0	0%	0	0%	3	13%	15	63%	18	75%
Asian or Native Hawaiian/Other Pacific Islander	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	1	8%	12	92%	0	0%	0	0%	1	8%	11	85%	12	92%
White	109	9	8%	100	92%	0	0%	0	0%	2	2%	98	90%	100	92%
Multiracial	8	1	13%	7	88%	0	0%	0	0%	0	0%	7	88%	7	88%
Small Group Total	6	1	17%	5	83%	0	0%	0	0%	0	0%	5	83%	5	83%
Female	59	3	5%	56	95%	0	0%	0	0%	1	2%	55	93%	56	95%
Male	77	9	12%	68	88%	0	0%	0	0%	2	3%	66	86%	68	88%
Non-English Language Learners	136	12	9%	124	91%	0	0%	0	0%	3	2%	121	89%	124	91%
Economically Disadvantaged	10	2	20%	8	80%	0	0%	0	0%	0	0%	8	80%	8	80%
Not Economically Disadvantaged	126	10	8%	116	92%	0	0%	0	0%	3	2%	113	90%	116	92%
Not Migrant	136	12	9%	124	91%	0	0%	0	0%	3	2%	121	89%	124	91%
Not Homeless	136	12	9%	124	91%	0	0%	0	0%	3	2%	121	89%	124	91%
Not in Foster Care	136	12	9%	124	91%	0	0%	0	0%	3	2%	121	89%	124	91%
Parent Not in Armed Forces	136	12	9%	124	91%	0	0%	0	0%	3	2%	121	89%	124	91%

2017 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	6	6	100	0	0
General Education	5	5	100	0	0
Students with Disabilities	1	1	100	0	0
White	5	5	100	0	0
Female	2	2	100	0	0
Male	4	4	100	0	0
Non-English Language Learners	6	6	100	0	0
Not Economically Disadvantaged	6	6	100	0	0
Not Migrant	6	6	100	0	0
Not Homeless	6	6	100	0	0
Not in Foster Care	6	6	100	0	0
Parent Not in Armed Forces	6	6	100	0	0

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

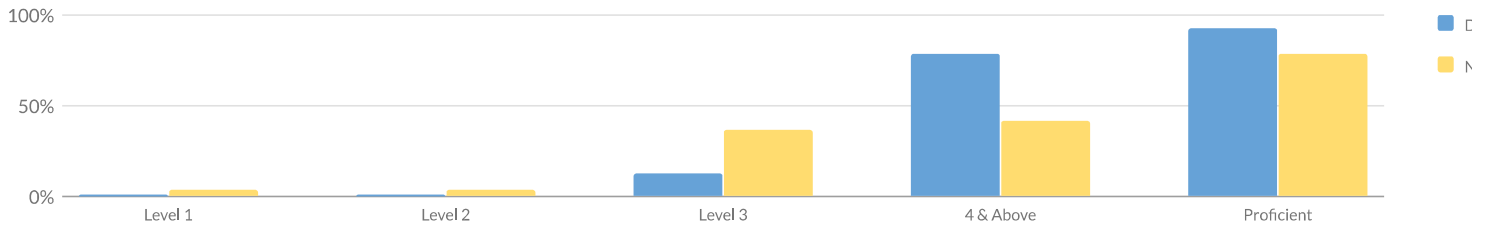
2017 TOTAL COHORT REGENTS IN MATH



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	136	6	4%	130	96%	1	1%	1	1%	28	21%	100	74%	128	94%
General Education	112	1	1%	111	99%	0	0%	0	0%	19	17%	92	82%	111	99%
Students with Disabilities	24	5	21%	19	79%	1	4%	1	4%	9	38%	8	33%	17	71%
Asian or Native Hawaiian/Other Pacific Islander	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	1	8%	12	92%	1	8%	0	0%	4	31%	7	54%	11	85%
White	109	4	4%	105	96%	0	0%	1	1%	21	19%	83	76%	104	95%
Multiracial	8	1	13%	7	88%	0	0%	0	0%	1	13%	6	75%	7	88%
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Female	59	0	0%	59	100%	0	0%	1	2%	13	22%	45	76%	58	98%
Male	77	6	8%	71	92%	1	1%	0	0%	15	19%	55	71%	70	91%
Non-English Language Learners	136	6	4%	130	96%	1	1%	1	1%	28	21%	100	74%	128	94%
Economically Disadvantaged	10	1	10%	9	90%	0	0%	0	0%	7	70%	2	20%	9	90%
Not Economically Disadvantaged	126	5	4%	121	96%	1	1%	1	1%	21	17%	98	78%	119	94%
Not Migrant	136	6	4%	130	96%	1	1%	1	1%	28	21%	100	74%	128	94%
Not Homeless	136	6	4%	130	96%	1	1%	1	1%	28	21%	100	74%	128	94%
Not in Foster Care	136	6	4%	130	96%	1	1%	1	1%	28	21%	100	74%	128	94%
Parent Not in Armed Forces	136	6	4%	130	96%	1	1%	1	1%	28	21%	100	74%	128	94%

2017 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



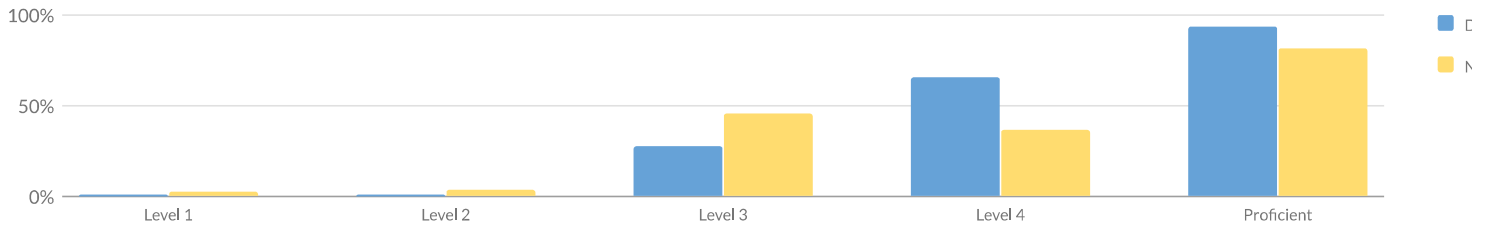
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	136	7	5%	129	95%	1	1%	2	1%	18	13%	108	79%	126	93%
General Education	112	3	3%	109	97%	0	0%	0	0%	10	9%	99	88%	109	97%
Students with Disabilities	24	4	17%	20	83%	1	4%	2	8%	8	33%	9	38%	17	71%
Asian or Native Hawaiian/Other Pacific Islander	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	1	8%	12	92%	0	0%	0	0%	4	31%	8	62%	12	92%
White	109	4	4%	105	96%	1	1%	2	2%	12	11%	90	83%	102	94%
Multiracial	8	2	25%	6	75%	0	0%	0	0%	1	13%	5	63%	6	75%
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	1	17%	5	83%	6	100%
Female	59	1	2%	58	98%	1	2%	1	2%	7	12%	49	83%	56	95%
Male	77	6	8%	71	92%	0	0%	1	1%	11	14%	59	77%	70	91%
Non-English Language Learners	136	7	5%	129	95%	1	1%	2	1%	18	13%	108	79%	126	93%
Economically Disadvantaged	10	1	10%	9	90%	1	10%	0	0%	2	20%	6	60%	8	80%
Not Economically Disadvantaged	126	6	5%	120	95%	0	0%	2	2%	16	13%	102	81%	118	94%
Not Migrant	136	7	5%	129	95%	1	1%	2	1%	18	13%	108	79%	126	93%
Not Homeless	136	7	5%	129	95%	1	1%	2	1%	18	13%	108	79%	126	93%
Not in Foster Care	136	7	5%	129	95%	1	1%	2	1%	18	13%	108	79%	126	93%
Parent Not in Armed Forces	136	7	5%	129	95%	1	1%	2	1%	18	13%	108	79%	126	93%

2017 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	1	1	100	0	0
General Education	1	1	100	0	0
White	1	1	100	0	0
Female	1	1	100	0	0
Non-English Language Learners	1	1	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
Not Migrant	1	1	100	0	0
Not Homeless	1	1	100	0	0
Not in Foster Care	1	1	100	0	0
Parent Not in Armed Forces	1	1	100	0	0

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

2017 TOTAL COHORT REGENTS IN SCIENCE



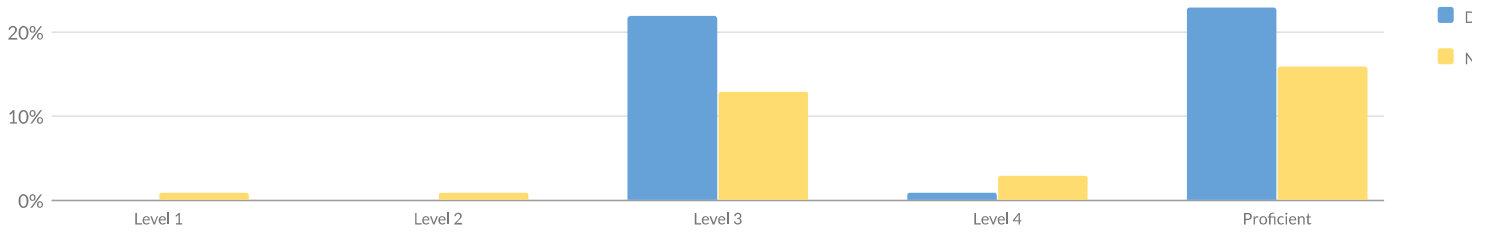
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	136	4	3%	132	97%	2	1%	2	1%	38	28%	90	66%	128	94%
General Education	112	1	1%	111	99%	0	0%	0	0%	27	24%	84	75%	111	99%
Students with Disabilities	24	3	13%	21	88%	2	8%	2	8%	11	46%	6	25%	17	71%
Asian or Native Hawaiian/Other Pacific Islander	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	1	8%	12	92%	0	0%	0	0%	4	31%	8	62%	12	92%
White	109	2	2%	107	98%	2	2%	2	2%	29	27%	74	68%	103	94%
Multiracial	8	1	13%	7	88%	0	0%	0	0%	3	38%	4	50%	7	88%
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Female	59	1	2%	58	98%	0	0%	2	3%	18	31%	38	64%	56	95%
Male	77	3	4%	74	96%	2	3%	0	0%	20	26%	52	68%	72	94%
Non-English Language Learners	136	4	3%	132	97%	2	1%	2	1%	38	28%	90	66%	128	94%
Economically Disadvantaged	10	2	20%	8	80%	0	0%	0	0%	4	40%	4	40%	8	80%
Not Economically Disadvantaged	126	2	2%	124	98%	2	2%	2	2%	34	27%	86	68%	120	95%
Not Migrant	136	4	3%	132	97%	2	1%	2	1%	38	28%	90	66%	128	94%
Not Homeless	136	4	3%	132	97%	2	1%	2	1%	38	28%	90	66%	128	94%
Not in Foster Care	136	4	3%	132	97%	2	1%	2	1%	38	28%	90	66%	128	94%
Parent Not in Armed Forces	136	4	3%	132	97%	2	1%	2	1%	38	28%	90	66%	128	94%

2017 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	12	0	0	12	100
General Education	11	0	0	11	100
Students with Disabilities	1	0	0	1	100
Hispanic or Latino	2	0	0	2	100
White	5	0	0	5	100
Multiracial	3	0	0	3	100
Female	2	0	0	2	100
Male	10	0	0	10	100
Non-English Language Learners	12	0	0	12	100
Economically Disadvantaged	2	0	0	2	100
Not Economically Disadvantaged	10	0	0	10	100
Not Migrant	12	0	0	12	100
Not Homeless	12	0	0	12	100
Not in Foster Care	12	0	0	12	100
Parent Not in Armed Forces	12	0	0	12	100

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

2017 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	136	105	77%	31	23%	0	0%	0	0%	30	22%	1	1%	31	23%
General Education	112	81	72%	31	28%	0	0%	0	0%	30	27%	1	1%	31	28%
Students with Disabilities	24	24	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	109	80	73%	29	27%	0	0%	0	0%	28	26%	1	1%	29	27%
Multiracial	8	7	88%	1	13%	0	0%	0	0%	1	13%	0	0%	1	13%
Small Group Total	6	5	83%	1	17%	0	0%	0	0%	1	17%	0	0%	1	17%
Female	59	47	80%	12	20%	0	0%	0	0%	11	19%	1	2%	12	20%
Male	77	58	75%	19	25%	0	0%	0	0%	19	25%	0	0%	19	25%
Non-English Language Learners	136	105	77%	31	23%	0	0%	0	0%	30	22%	1	1%	31	23%
Economically Disadvantaged	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	126	95	75%	31	25%	0	0%	0	0%	30	24%	1	1%	31	25%
Not Migrant	136	105	77%	31	23%	0	0%	0	0%	30	22%	1	1%	31	23%
Not Homeless	136	105	77%	31	23%	0	0%	0	0%	30	22%	1	1%	31	23%
Not in Foster Care	136	105	77%	31	23%	0	0%	0	0%	30	22%	1	1%	31	23%
Parent Not in Armed Forces	136	105	77%	31	23%	0	0%	0	0%	30	22%	1	1%	31	23%

2017 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	128	98	77	30	23
General Education	109	79	72	30	28
Students with Disabilities	19	19	100	0	0
Hispanic or Latino	12	12	100	0	0
White	103	75	73	28	27
Multiracial	7	6	86	1	14
Female	58	47	81	11	19
Male	70	51	73	19	27
Non-English Language Learners	128	98	77	30	23
Economically Disadvantaged	8	8	100	0	0
Not Economically Disadvantaged	120	90	75	30	25
Not Migrant	128	98	77	30	23
Not Homeless	128	98	77	30	23
Not in Foster Care	128	98	77	30	23
Parent Not in Armed Forces	128	98	77	30	23

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2020-21)

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

Due to COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	9	0	0%	9	100%	0	0%	0	0%	5	56%	4	44%	0	0%
Grade 2	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 6	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 9	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 12	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

NEW YORK STATE ALTERNATE ASSESSMENT (2020-21)

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

Due to COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade/Subject	Total	Not Tested, Not Exempt		Exempt		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5 ELA	1	0	0%	—	—	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	1	0	0%	—	—	1	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	8	7	88%	0	0%	1	13%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	8	7	88%	0	0%	1	13%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	8	7	88%	0	0%	1	13%	—	—	—	—	—	—	—	—	—	—

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	89%	89%	84%	85%
Students with Disabilities	87%	87%	92%	95%
English Language Learners	89%	90%	88%	90%

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	93%	93%	91%	92%
Students with Disabilities	89%	90%	90%	92%
English Language Learners	94%	95%	92%	93%

EXPENDITURES PER PUPIL (2020-21)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	1,581	\$343,622	\$217	\$46,123,601	\$29,174	\$46,467,223	\$29,391
Statewide	2,531,787	\$4,030,706,303	\$1,592	\$55,385,642,661	\$21,876	\$59,416,348,964	\$23,468

STAFF QUALIFICATIONS (2020-21)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	152	6	4%	3	1	33%
STATEWIDE	211,325	38,610	18%	4,638	1,076	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,841	14,204	30%	1,088	210	19%
STATEWIDE LOW-POVERTY SCHOOLS	66,967	7,848	12%	1,188	255	21%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	148	5	3%
STATEWIDE	200,953	17,511	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,817	7,705	18%
STATEWIDE LOW-POVERTY SCHOOLS	63,959	1,132	2%

TOTAL COHORT GRADUATION RATE (2020-21)

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

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	136	130	96%	59	43%	68	50%	3	2%	1	1%	4	3%	0	0%	1	1%
Female	59	58	98%	28	47%	28	47%	2	3%	0	0%	1	2%	0	0%	0	0%
Male	77	72	94%	31	40%	40	52%	1	1%	1	1%	3	4%	0	0%	1	1%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	12	92%	2	15%	10	77%	0	0%	0	0%	1	8%	0	0%	0	0%
White	109	104	95%	52	48%	49	45%	3	3%	1	1%	3	3%	0	0%	1	1%
Multiracial	8	8	100%	2	25%	6	75%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	112	110	98%	59	53%	51	46%	0	0%	0	0%	1	1%	0	0%	1	1%
Students with Disabilities	24	20	83%	0	0%	17	71%	3	13%	1	4%	3	13%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	136	130	96%	59	43%	68	50%	3	2%	1	1%	4	3%	0	0%	1	1%
Economically Disadvantaged	10	8	80%	1	10%	7	70%	0	0%	0	0%	1	10%	0	0%	1	10%
Not Economically Disadvantaged	126	122	97%	58	46%	61	48%	3	2%	1	1%	3	2%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	136	130	96%	59	43%	68	50%	3	2%	1	1%	4	3%	0	0%	1	1%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	136	130	96%	59	43%	68	50%	3	2%	1	1%	4	3%	0	0%	1	1%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	136	130	96%	59	43%	68	50%	3	2%	1	1%	4	3%	0	0%	1	1%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	136	130	96%	59	43%	68	50%	3	2%	1	1%	4	3%	0	0%	1	1%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

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

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

HASTINGS-ON-HUDSON UFSD

2020-21 School Year Financial Transparency Report

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

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

| Business Rules

Economic and Student Characteristics

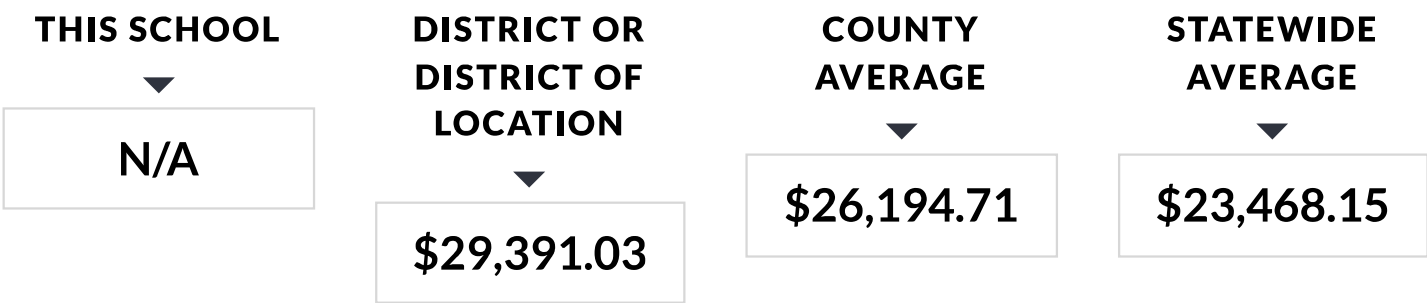


Student Demographics

Enrollment	HASTINGS-ON-HUDSON UFSD
All Students	1,581
Economically Disadvantaged	4%
Students with Disabilities	14%
English Language Learners	1%
» Race/Ethnicity	

Staffing Profile	HASTINGS-ON-HUDSON UFSD
Student-to-Teacher Ratio	11
Teachers with Fewer than 4 years of Experience %	4%
Teachers with 4-20 Years of Experience %	55%
Teachers with 21+ Years of Experience %	41%

Comparison: How do per pupil expenditures compare?



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

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

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

Report View One Per Pupil Expenditure Categories	HASTINGS-ON-HUDSON UFSD
» A. Instruction (A1 + A2 + A3 + A4)	\$18,934.41
» B. Administration (B1 + B2 + B3)	\$1,276.15
» C. All Other Spending (C1 + C2 + C3)	\$2,298.56

Report View One Per Pupil Expenditure Categories	HASTINGS-ON-HUDSON UFSD
D. Total School Level (A + B + C)	\$22,509.11
» E. Central Instruction (E1 + E2 + E3 + E4)	\$546.46
» F. Central Administration (F1 + F2 + F3)	\$2,759.27
» G. All Other Central Spending (G1 + G2 + G3)	\$3,576.19
H. Total Central Costs	\$6,881.92
I. Total Spending (D + H)	\$29,391.03

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

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

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

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

Report View Two Per Pupil Expenditure Categories	HASTINGS-ON-HUDSON UFSD
J. Total School Level Local/State Spending	\$22,291.77
» K. Total School Level Federal Spending	\$217.34
L. Total Central Level Local/State Spending	\$6,881.92
M. Total Central Level Federal Spending	\$0.00
N. Total Spending (J + K + L + M)	\$29,391.03

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

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

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

Entries U through Z represent central expenditures.

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

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

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

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

Excluded Expenditures	HASTINGS-ON-HUDSON UFSD
1. Transportation	\$1,060,507.67
2. Charter School Tuition	\$42,754.00
3. Other Tuition	\$1,677,283.23
4. Debt Service	\$151,221.50
5. Other	\$7,644,256.29
Percent Excluded from Total	19%
Total Expenditures	\$57,043,245.00

APPENDIX E.



NYS BOARD OF REAL PROPERTY SERVICES LOCAL GOVERNMENT EXEMPTION IMPACT REPORT

RP-495 (9/08)

Date: 09/15/2021

Taxing Jurisdiction: 5526

Fiscal Year Beginning: 2021

School District: 552604 HASTINGS

Total equalized value in taxing jurisdiction: 2,526,085,000

Equalization Rate: 100

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
2100	New York State	RPTL 404(1)	3	1,347,200	0.05%
3100	County	RPTL 406(1)	1	2,328,900	0.09%
3230	CO O/S LMT		2	818,300	0.03%
3500	Town	RPTL 406(1)	6	2,479,200	0.10%
3570	TWN O/S LMT	RPTL 404(1)	1	1,800	0.00%
3650	Village	RPTL 406(1)	42	39,081,000	1.55%
3730	VG O/S LMT		11	9,200,800	0.36%
3800	School	RPTL 408	9	132,225,300	5.23%
4020	Industrial Development Agency	RPTL 412-a	1	1,497,700	0.06%
41600	Parsonage	RPTL 462	4	3,015,600	0.12%
45110	Church - Religious	RPTL 420-a	9	24,172,350	0.96%
45120	Educational	RPTL 420-a	5	10,848,572	0.43%
45130	Charity	RPTL 420-a	10	56,987,800	2.26%
45230	Moral / Mental Improvement	RPTL 420-a	2	1,884,400	0.07%
45300	Community Library Society	RPTL 420-b	5	9,362,300	0.37%
46100	Amercian Legion, VFW, DAR	RPTL 452	2	1,235,100	0.05%
46400	VOL FIRE-AMB DIST PROP	RPTL 464(2)	3	1,264,800	0.05%
47200	R.R. Sport	RPTL 489-d&dd	7	28,166,400	1.12%
47350	Cemetery	RPTL 446	9	35,545,400	1.41%
41124	VETERAN-NON COMBAT	RPTL 458-A	77	984,000	0.04%
41134	VETERAN-COMBAT	RPTL 458-A	58	1,180,000	0.05%
41140	DISABLED VETERAN	RPTL 458-A	5	66,604	0.00%
41144	DISABLED VETERAN	RPTL 458-A	14	560,000	0.02%
41800	Senior	RPTL 467	17	4,072,994	0.16%
41804	Senior (Sch)	RPTL 467	15	3,268,634	0.13%
41930	Limited Income Disability	RPTL 459-c	1	429,400	0.02%
Totals:			319	372,024,554	14.73%