

# Hastings-on-Hudson UFSD

— A Blue Ribbon District —

## 2020-2021 School Budget



**Adopted by the Board of Education on May 18, 2020**

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

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**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**  
In accordance with Executive Order 202.26 of the Governor of New York State, the annual budget vote for the fiscal year 2020-2021 by the qualified voters of the Hastings-on-Hudson Union Free School District, Westchester County, New York, will be held on Tuesday, June 9, 2020 by absentee ballot only. To be counted, absentee ballots must be received by the District Clerk of Hastings-on-Hudson Union Free School District by not later than 5:00 p.m. on June 9, 2020.

***Hastings-on-Hudson Union Free School District***  
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**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 1<sup>st</sup> 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

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



## **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.

## PROPOSED COMPONENT BUDGET 2020-2021

	2020-21 ADOPTED <u>BUDGET</u>	2020-21 <u>ADMIN</u>	2020-21 <u>PROGRAM</u>	2020-21 <u>CAPITAL</u>
<b>GENERAL SUPPORT</b>				
Board of Education	\$59,200	\$59,200		
Central Administration	\$365,000	\$365,000		
Finance	\$659,700	\$659,700		
Legal	\$165,000	\$15,000	\$150,000	\$0.00
Personnel	\$123,000	\$10,250	\$112,750	
Public Information	\$55,500	\$55,500		
Central Services				
Operations	\$2,377,350			\$2,377,350
Maintenance	\$332,000			\$332,000
Special Items				
Insurance/Other	\$507,000	\$467,000	\$40,000	
Refund of Real Property Tax	\$0	\$0		
<b>TOTAL GENERAL SUPPORT</b>	<b>\$4,643,750</b>	<b>\$1,631,650</b>	<b>\$302,750</b>	<b>\$2,709,350</b>
<b>INSTRUCTION</b>				
Curriculum Development	\$248,500	\$248,500		
Supervision	\$1,421,591	\$1,421,591		
Teaching	\$16,962,153		\$16,962,153	
Special Education	\$8,356,607		\$8,356,607	
Instructional Media	\$371,430		\$371,430	
Technology	\$1,219,200		\$1,219,200	
Pupil Services:				
Guidance	\$1,199,120		\$1,199,120	
Health	\$442,500		\$442,500	
Psychological Services	\$664,157		\$664,157	
Co-curricular Activities	\$443,380		\$443,380	
Interscholastic Athletics	\$829,354		\$829,354	
<b>TOTAL INSTRUCTION</b>	<b>\$32,157,992</b>	<b>\$1,670,091</b>	<b>\$30,487,901</b>	<b>\$0</b>

**PROPOSED COMPONENT BUDGET  
2020-2021**

	<b>2020-21 ADOPTED <u>BUDGET</u></b>	<b>2020-21 <u>ADMIN</u></b>	<b>2020-21 <u>PROGRAM</u></b>	<b>2019-20 <u>CAPITAL</u></b>
<b>TRANSPORTATION</b>	\$1,463,294		\$1,463,294	
<b>UNDISTRIBUTED</b>				
Employee Benefits	\$12,463,513	\$1,293,962	\$10,356,183	\$813,368
Debt Service	\$791,610			\$791,610
Interfund Transfer:				
To Capital Fund	\$100,000			\$100,000
To Special Aid	\$40,000		\$40,000	
<b>TOTAL UNDISTRIBUTED</b>	<b>\$13,395,123</b>	<b>\$1,293,962</b>	<b>\$10,396,183</b>	<b>\$1,704,978</b>
<b>TOTAL EXPENDITURES</b>	<b>\$51,660,159</b>	<b>\$4,595,703</b>	<b>\$42,650,128</b>	<b>\$4,414,328</b>

**COMPARISON OF 2019-20 ADOPTED BUDGET TO  
2020-21 THREE COMPONENT PROPOSED BUDGET**

	<b>2019-20 ADOPTED <u>BUDGET</u></b>	<b>2020-21 ADOPTED <u>BUDGET</u></b>
<b>ADMINISTRATIVE</b>	\$4,664,870	\$4,595,703
<b>PROGRAM</b>	\$42,205,287	\$42,650,128
<b>CAPITAL</b>	<u>\$4,413,668</u>	<u>\$4,414,328</u>
<b>TOTALS</b>	<b>\$51,283,825</b>	<b>\$51,660,159</b>

## HASTINGS-ON-HUDSON PUBLIC SCHOOLS ENROLLMENT (1/27/20)

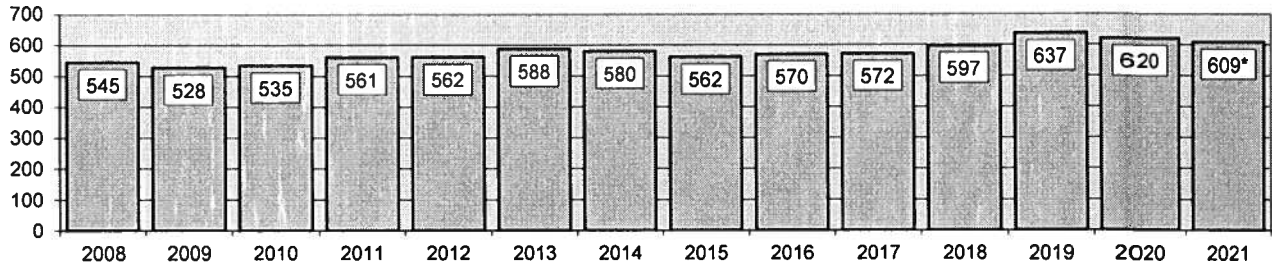
GRADE	2015-16	2016-17	2017-18	2018-19	2019-20	Projected 2020-21
Ungraded	8	6	11	9	4	4
Kindergarten	118	113	112	126	98	115
1	105	123	129	113	136	103
2	102	112	132	128	112	138
3	127	99	116	143	136	115
4	118	125	108	127	138	138
5	134	127	130	116	127	139
6	118	141	136	139	115	132
7	131	119	139	133	135	115
8	127	136	119	144	133	135
9	129	128	141	126	140	135
10	128	128	128	138	123	140
11	112	123	126	129	135	123
12	143	111	122	122	124	135
<b>TOTALS:</b>						
<b>K-4</b>	570	572	597	637	620	609
<b>5-8</b>	510	523	524	532	510	521
<b>9-12</b>	512	490	517	515	522	533
<b>*SP. ED.</b>	19	18	19	19	18	19
<b>Ungraded &amp; K-12</b>	1619	1609	1668	1712	1674	1686

\* 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 2020-21 school year will be available after annual reviews are completed in June 2020.

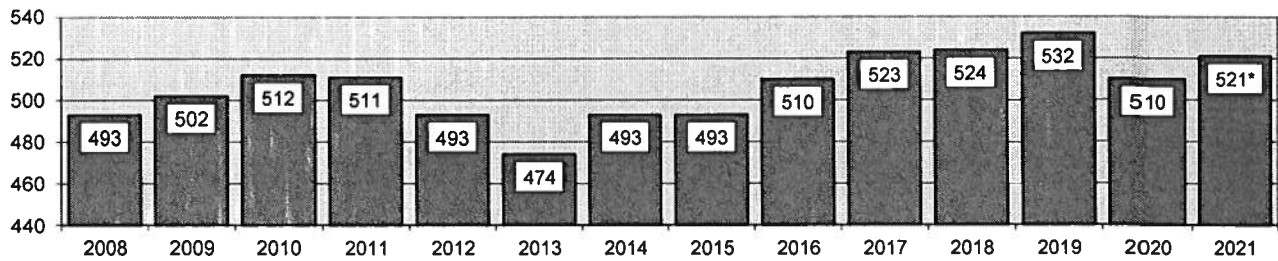
# STUDENT ENROLLMENT

2007-2008 THROUGH 2020-2021

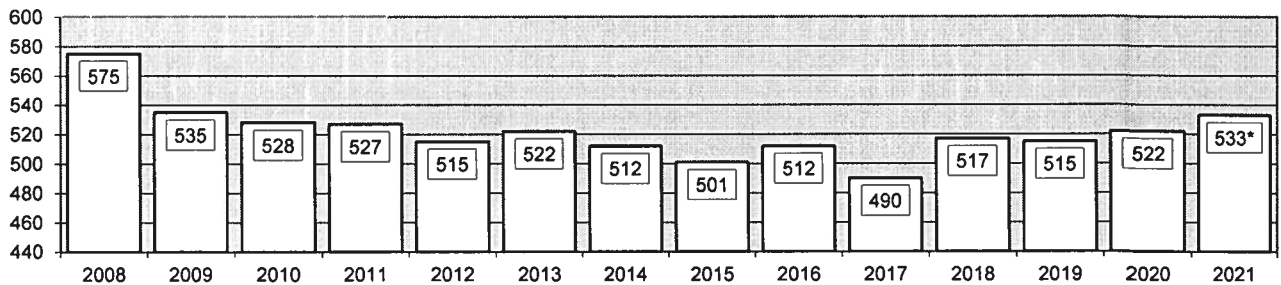
STUDENT ENROLLMENT- HILLSIDE ELEMENTARY SCHOOL



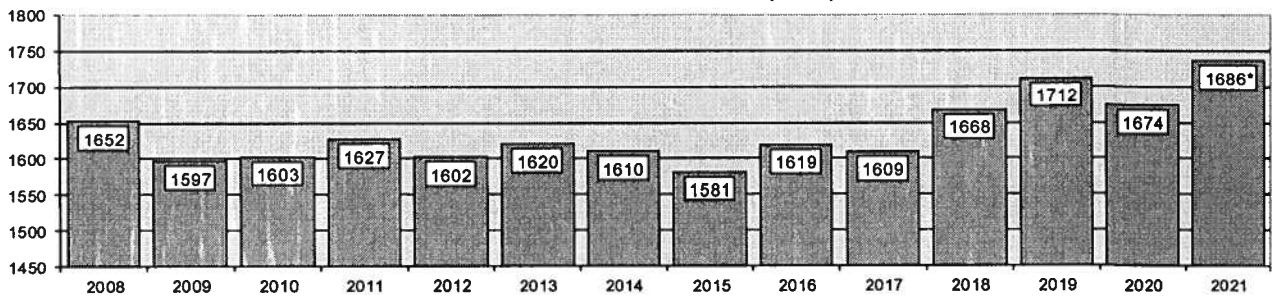
STUDENT ENROLLMENT- FARRAGUT MIDDLE SCHOOL



STUDENT ENROLLMENT- HASTINGS HIGH SCHOOL



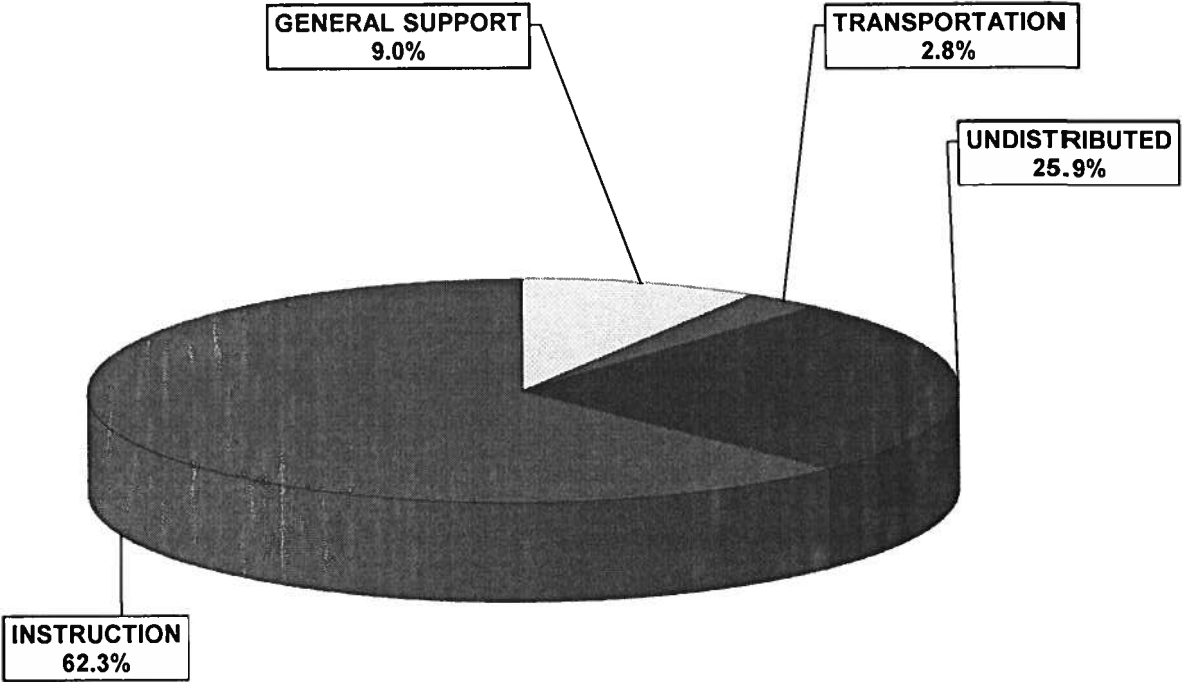
STUDENT ENROLLMENT TREND (K-12)



\* 20-21 is Projected  
 Year Ending June 30  
 K-12 Total Enrollment includes Ungraded and Out of District Students

# PROPOSED APPROPRIATIONS

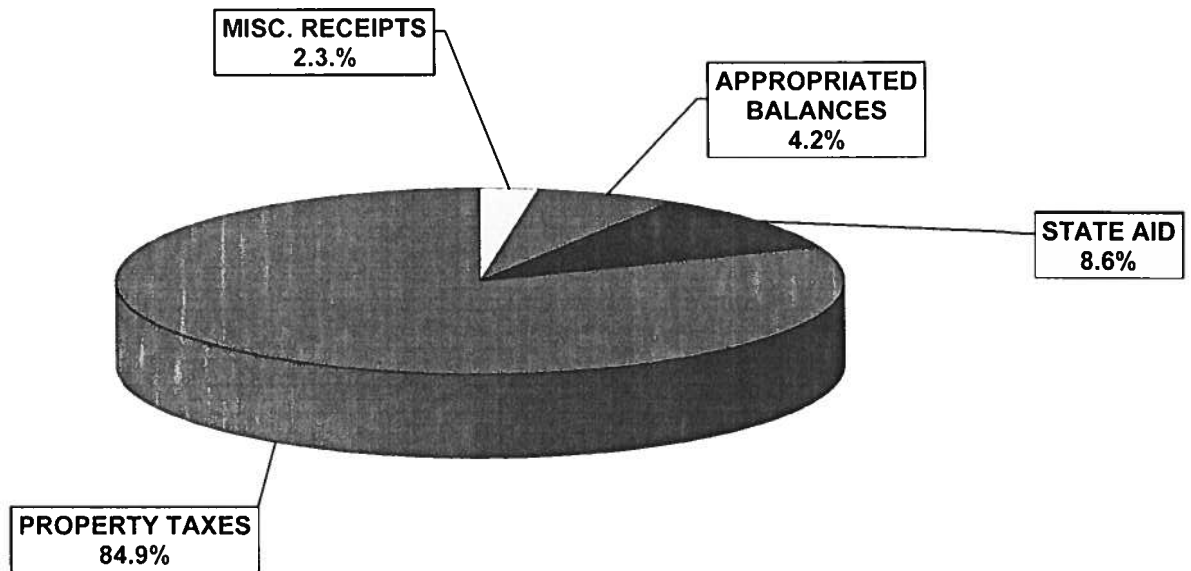
2020-2021



APPROPRIATIONS	2019-2020 ADOPTED BUDGET	2020-2021 ADOPTED BUDGET
GENERAL SUPPORT	\$4,527,518	\$4,643,750
INSTRUCTION	\$32,034,426	\$32,157,992
TRANSPORTATION	\$1,498,660	\$1,463,294
UNDISTRIBUTED	\$13,223,221	\$13,395,123
TOTAL APPROPRIATIONS	\$51,283,825	\$51,660,159

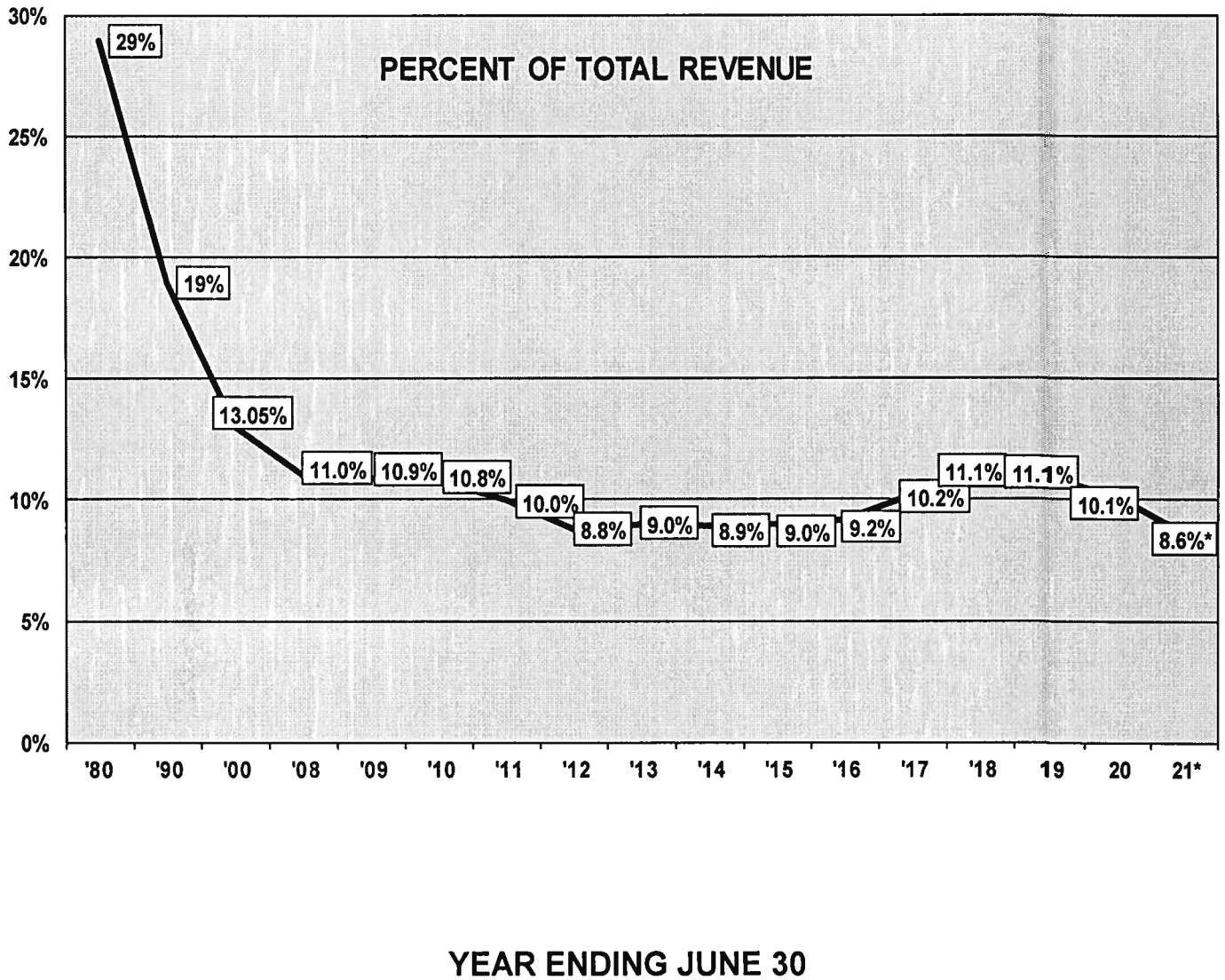
# PROPOSED REVENUE SOURCES

2020-2021



REVENUE	2019-2020 ADOPTED BUDGET	2020-2021 ADOPTED BUDGET
TOTAL STATE AID	\$5,210,000	\$4,433,075
MISC. RECEIPTS	\$1,180,000	\$1,190,000
APPROPRIATED BALANCES	\$2,350,000	\$2,180,000
PROPERTY TAXES	\$42,543,825	\$43,857,084
TOTAL APPROPRIATIONS	\$51,283,825	\$51,660,159

# STATE AID



\* 20-21 is Projected



# HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

## ADOPTED 2020/21 BUDGET

APPROPRIATIONS	ADOPTED BUDGET 2019/20	ADOPTED BUDGET 2020/21	BUDGET CHANGE	
General Support	\$4,527,518	\$4,643,750	\$116,232	2.57%
Instruction	\$32,034,426	\$32,157,992	\$123,566	0.39%
Pupil Transportation	\$1,498,660	\$1,463,294	-\$35,366	-2.36%
Undistributed	\$13,223,221	\$13,395,123	\$171,902	1.30%
<b>TOTAL</b>	<b>\$51,283,825</b>	<b>\$51,660,159</b>	<b>\$376,334</b>	
<b>% BUDGET CHANGE</b>			<b>0.73%</b>	
REVENUES	ADOPTED BUDGET 2019/20	ADOPTED BUDGET 2020/21	BUDGET CHANGE	
State Aid	\$5,210,000	\$4,433,075	-\$776,925	-14.91%
Misc. Receipts	\$1,180,000	\$1,190,000	\$10,000	0.85%
Appropriated Balance	\$1,700,000	\$1,680,000	-\$20,000	-1.18%
Retirement Reserve	\$450,000	\$500,000	\$50,000	11.11%
Reserve for Tax Certiorari	\$200,000	\$0	-\$200,000	-100.00%
Property Taxes	\$42,543,825	\$43,857,084	\$1,313,259	3.09%
<b>Total Receipts</b>	<b>\$51,283,825</b>	<b>\$51,660,159</b>	<b>\$376,334</b>	
<b>% TAX LEVY CHANGE</b>			<b>3.09%</b>	
Assessed Valuation	\$2,013,240,536	\$2,057,335,809 *	\$44,095,273	
Tax Rate	\$21.12	\$21.32	\$0.20	
<b>Tax Rate Change</b>			<b>0.95%</b>	

\*Assessed valuation is subject to change.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
ADOPTED BUDGET 2020-21**

FUNCTION	CATEGORY	2019-20 ADOPTED BUDGET	2020-21 ADOPTED BUDGET	ADMIN 2020-21	ED PROGRAM 2020-21	CAPITAL 2020-21	DOLLAR INCREASE	% INC.
<b>GENERAL SUPPORT</b>								
<b>BOARD OF EDUCATION</b>								
1010.400	Contract Services	\$1,500	\$1,500	\$1,500			\$0	0.00%
	Conferences	\$16,500	\$16,000	\$16,000			(\$500)	(3.03%)
	Memberships	\$2,500	\$2,500	\$2,500			\$0	0.00%
	Other Contract services	\$20,500	\$20,000	\$20,000	\$0	\$0	(\$500)	(2.44%)
1010.450	Supplies	\$200	\$200	\$200	\$0	\$0	\$0	0.00%
1010.490	Services From BOCES/Policy/Board Docs	\$11,000	\$11,000	\$11,000	\$0	\$0	\$0	0.00%
1040.160	District Clerk	\$15,000	\$16,000	\$16,000			\$1,000	6.67%
1040.400	Contract Services Voting Machines	\$12,000	\$12,000	\$12,000			\$0	0.00%
<b>TOTAL BOARD OF EDUCATION</b>		<b>\$58,700</b>	<b>\$59,200</b>	<b>\$59,200</b>	<b>\$0</b>	<b>\$0</b>	<b>\$500</b>	<b>0.85%</b>
<b>CENTRAL ADMINISTRATION</b>								
1240.150	Central Office Administration	\$255,000	\$248,000	\$248,000			(\$7,000)	(2.75%)
1240.160	Non-Instr. Salaries	\$187,000	\$107,000	\$107,000			(\$80,000)	(42.78%)
1240.400	Contract Services	\$7,000	\$8,000	\$8,000			\$1,000	14.29%
1240.450	Supplies	\$2,000	\$2,000	\$2,000			\$0	0.00%
<b>TOTAL CHIEF SCHOOL ADMINISTRATOR</b>		<b>\$451,000</b>	<b>\$365,000</b>	<b>\$365,000</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$86,000)</b>	<b>(19.07%)</b>
<b>FINANCE</b>								
1310.160	Business Non-Instructional Salaries	\$527,800	\$534,000	\$534,000			\$6,200	1.17%
1310.400	Contract Services							
	Business Office	\$32,000	\$32,000	\$32,000			\$0	0.00%
	Third Party Administration (Omni & TSA)	\$6,000	\$6,000	\$6,000			\$0	0.00%
	Investigation	\$1,000	\$0	\$0			(\$1,000)	(100.00%)
		\$39,000	\$38,000	\$38,000	\$0	\$0	(\$1,000)	(2.56%)
1310.450	Supplies	\$4,000	\$3,500	\$3,500			(\$500)	(12.50%)
1310.490	Services from BOCES (GASB actuary)	\$6,500	\$7,000	\$7,000			\$500	7.69%
1320.160	Internal Claims Auditor	\$6,000	\$6,200	\$6,200			\$200	3.33%
1320.400	Auditing							
	External Auditor	\$35,000	\$35,000	\$35,000			\$0	0.00%
	Internal Auditor	\$28,000	\$29,000	\$29,000			\$1,000	1.59%
		\$63,000	\$64,000	\$64,000	\$0	\$0		
1325.160	Deputy Treasurer	\$6,500	\$7,000	\$7,000			\$500	7.69%
<b>TOTAL FINANCE</b>		<b>\$652,800</b>	<b>\$659,700</b>	<b>\$659,700</b>	<b>\$0</b>	<b>\$0</b>	<b>\$6,900</b>	<b>1.06%</b>

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
ADOPTED BUDGET 2020-21**

FUNCTION	CATEGORY	2019-20 ADOPTED BUDGET	2020-21 ADOPTED BUDGET	ADMIN 2020-21	ED PROGRAM 2020-21	CAPITAL 2020-21	DOLLAR INCREASE	% INC.
<b>LEGAL</b>								
1420.400	Legal Representation	\$50,000	\$50,000	\$15,000	\$35,000		\$0	0.00%
	Litigation	\$75,000	\$115,000		\$115,000		\$40,000	53.33%
<b>TOTAL LEGAL</b>		<b>\$125,000</b>	<b>\$165,000</b>	<b>\$15,000</b>	<b>\$150,000</b>	<b>\$0</b>	<b>\$40,000</b>	<b>32.00%</b>
<b>PERSONNEL</b>								
1430.160	Personnel Non-Instructional Salaries	\$0	\$83,000		\$83,000		\$83,000	0.00%
1430.400	Personnel Contract Services	\$2,000	\$2,000		\$2,000		\$0	0.00%
1430.450	Supplies	\$1,000	\$1,000	\$1,000			\$0	0.00%
1430.490	Services from BOCES	\$5,000	\$37,000	\$9,250	\$27,750		\$32,000	640.00%
<b>TOTAL PERSONNEL</b>		<b>\$8,000</b>	<b>\$123,000</b>	<b>\$10,250</b>	<b>\$112,750</b>	<b>\$0</b>	<b>\$115,000</b>	<b>1437.50%</b>
<b>PUBLIC INFORMATION</b>								
1480.160	Public Information Salary	\$48,500	\$52,000	\$52,000			\$3,500	7.22%
1480.400	Contract Services-Newsletter	\$2,500	\$2,500	\$2,500			\$0	0.00%
1480.450	Supplies	\$1,000	\$1,000	\$1,000			\$0	0.00%
<b>TOTAL PUBLIC INFORMATION</b>		<b>\$52,000</b>	<b>\$55,500</b>	<b>\$55,500</b>	<b>\$0</b>	<b>\$0</b>	<b>\$3,500</b>	<b>6.73%</b>

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
ADOPTED BUDGET 2020-21**

FUNCTION	CATEGORY	2019-20 ADOPTED BUDGET	2020-21 ADOPTED BUDGET	ADMIN 2020-21	ED PROGRAM 2020-21	CAPITAL 2020-21	DOLLAR INCREASE	% INC.
<b><u>OPERATIONS</u></b>								
1620.160	Non-Instr.Salaries	\$1,274,435	\$1,327,400			\$1,327,400	\$52,965	4.16%
	Overtime/Summer	\$210,000	\$200,000			\$200,000	(\$10,000)	(4.76%)
		\$1,484,435	\$1,527,400	\$0	\$0	\$1,527,400	\$42,965	2.89%
1620.200	Equipment	\$22,600	\$0			\$0	(\$22,600)	(100.00%)
1620.400	Contract Services							
	Construction Manager/Architect	\$15,000	\$10,000			\$10,000	(\$5,000)	(33.33%)
	Maintenance Contract	\$80,700	\$70,000			\$70,000	(\$10,700)	(13.26%)
	Fuel Oil/Gas	\$165,000	\$165,000			\$165,000	\$0	0.00%
	Electricity	\$230,000	\$240,000			\$240,000	\$10,000	4.35%
	Telephone	\$15,000	\$15,000			\$15,000	\$0	0.00%
	Water	\$65,000	\$60,000			\$60,000	(\$5,000)	(7.69%)
	Unscheduled Repairs	\$40,000	\$25,000			\$25,000	(\$15,000)	(37.50%)
		\$610,700	\$585,000	\$0	\$0	\$585,000	(\$25,700)	(4.21%)
1620.450	Supplies	\$125,000	\$119,350			\$119,350	(\$5,650)	(4.52%)
	Supplies for COVID and PPE	\$0	\$40,000			\$40,000	\$40,000	0.00%
1620.490	BOCES							
	Telephone	\$50,000	\$65,000			\$65,000	\$15,000	30.00%
	Services	\$35,000	\$40,600			\$40,600	\$5,600	16.00%
		\$85,000	\$105,600	\$0	\$0	\$105,600	\$20,600	24.24%
<b>TOTAL OPERATIONS</b>		<b>\$2,327,735</b>	<b>\$2,377,350</b>	<b>\$0</b>	<b>\$0</b>	<b>\$2,377,350</b>	<b>\$49,615</b>	<b>2.13%</b>
<b><u>MAINTENANCE</u></b>								
1621.160	Non-Inst. Salaries	\$176,283	\$184,000			\$184,000	\$7,717	4.38%
	Overtime	\$20,000	\$22,000			\$22,000	\$2,000	10.00%
		\$196,283	\$206,000	\$0	\$0	\$206,000	\$9,717	4.95%
1621.200	Equipment	\$21,500	\$0			\$0	(\$21,500)	(100.00%)
1621.400	Contract Services						\$0	0.00%
	Grounds Upkeep	\$57,500	\$40,000			\$40,000	(\$17,500)	(30.43%)
	Repair District-Wide	\$42,000	\$25,000			\$25,000	(\$17,000)	(40.48%)
	Alarm System	\$13,000	\$15,000			\$15,000	\$2,000	15.38%
	Building Repairs	\$30,000	\$20,000			\$20,000	(\$10,000)	(33.33%)
	Boiler System	\$26,000	\$26,000			\$26,000	\$0	0.00%
		\$168,500	\$126,000	\$0	\$0	\$126,000	(\$42,500)	(25.22%)
<b>TOTAL MAINTENANCE</b>		<b>\$386,283</b>	<b>\$332,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$332,000</b>	<b>(\$54,283)</b>	<b>(14.05%)</b>
<b>TOTAL MAINTENANCE &amp; OPERATIONS</b>		<b>\$2,714,018</b>	<b>\$2,709,350</b>	<b>\$0</b>	<b>\$0</b>	<b>\$2,709,350</b>	<b>(\$4,668)</b>	<b>(0.17%)</b>

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
ADOPTED BUDGET 2020-21**

FUNCTION	CATEGORY	2019-20 ADOPTED BUDGET	2020-21 ADOPTED BUDGET	ADMIN 2020-21	ED PROGRAM 2020-21	CAPITAL 2020-21	DOLLAR INCREASE	% INC.
	<b>SPECIAL ITEMS</b>							
1910.400	Insurance	\$184,000	\$197,000	\$197,000			\$13,000	7.07%
1950.400	Assessments: Greenburgh	\$35,000	\$35,000	\$35,000			\$0	0.00%
1950.405	Assessment: Dual Residency	\$40,000	\$40,000		\$40,000		\$0	0.00%
1981.490	BOCES Administrative Charges	\$207,000	\$235,000	\$235,000			\$28,000	13.53%
	<b>TOTAL SPECIAL ITEMS</b>	<b>\$466,000</b>	<b>\$507,000</b>	<b>\$467,000</b>	<b>\$40,000</b>	<b>\$0</b>	<b>\$41,000</b>	<b>8.80%</b>
	<b>TOTAL GENERAL SUPPORT</b>	<b>\$4,627,518</b>	<b>\$4,643,750</b>	<b>\$1,631,890</b>	<b>\$302,750</b>	<b>\$2,709,360</b>	<b>\$116,232</b>	<b>2.57%</b>

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
ADOPTED BUDGET 2020-21**

FUNCTION	CATEGORY	2019-20 ADOPTED BUDGET	2020-21 ADOPTED BUDGET	ADMIN 2020-21	ED PROGRAM 2020-21	CAPITAL 2020-21	DOLLAR INCREASE	% INC.
<b><u>CURRICULUM DEVELOPMENT</u></b>								
2010.150	Assistant Superintendent of Curriculum, Instruction	\$185,000	\$187,500	\$187,500			\$2,500	1.35%
2010.160	Non-Instructional Salary	\$44,000	\$47,500	\$47,500			\$3,500	7.95%
2010.400	Assistant Superintendent of CI -Contractual	\$5,000	\$8,500	\$8,500			\$3,500	70.00%
2010.450	Assistant Superintendent of CI -Supplies	\$5,000	\$5,000	\$5,000			\$0	0.00%
<b>TOTAL CURRICULUM DEVELOPMENT</b>		<b>\$239,000</b>	<b>\$248,500</b>	<b>\$248,500</b>	<b>\$0</b>	<b>\$0</b>	<b>\$9,500</b>	<b>3.97%</b>
<b><u>SUPERVISION</u></b>								
2020.150	Professional	\$1,004,126	\$1,004,291	\$1,004,291			\$165	0.02%
2020.160	Non-Instructional Salaries	\$367,698	\$350,000	\$350,000			(\$17,698)	(4.81%)
2020.160	Clerical subs/nurse subs/TA Subs	\$30,000	\$30,000	\$30,000			\$0	0.00%
	Total - Non Instructional	\$397,698	\$380,000	\$380,000	\$0	\$0	(\$17,698)	(4.45%)
2020.400	Contract Services							
	Elementary	\$3,500	\$2,500	\$2,500			(\$1,000)	(28.57%)
	Middle School	\$8,350	\$6,000	\$6,000			(\$2,350)	(28.14%)
	High School	\$12,000	\$8,000	\$8,000			(\$4,000)	(33.33%)
		\$23,850	\$16,500	\$16,500	\$0	\$0	(\$7,350)	(30.82%)
2020.450	Supplies							
	Elementary	\$6,500	\$10,000	\$10,000			\$3,500	53.85%
	Middle School	\$2,500	\$1,800	\$1,800			(\$700)	(28.00%)
	High School	\$10,000	\$9,000	\$9,000			(\$1,000)	(10.00%)
		\$19,000	\$20,800	\$20,800	\$0	\$0	\$1,800	9.47%
<b>TOTAL SUPERVISION</b>		<b>\$1,444,874</b>	<b>\$1,421,591</b>	<b>\$1,421,591</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$23,283)</b>	<b>(1.60%)</b>

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
ADOPTED BUDGET 2020-21**

FUNCTION	CATEGORY	2019-20 ADOPTED BUDGET	2020-21 ADOPTED BUDGET	ADMIN 2020-21	ED PROGRAM 2020-21	CAPITAL 2020-21	DOLLAR INCREASE	% INC.
<b>TEACHING</b>								
2110.120	K-6 Instructional Salaries	\$6,737,945	\$6,439,512		\$6,439,512		(\$298,433)	(4.43%)
2110.130	7-12 Instructional Salaries/Chairperson	\$8,227,476	\$8,267,794		\$8,267,794		\$40,318	0.49%
2110.140	Substitutes	\$170,000	\$180,000		\$180,000		\$10,000	5.88%
2110.141	Leave Replacements	\$160,000	\$200,000		\$200,000		\$40,000	25.00%
2110.150	Curriculum Development	\$60,000	\$40,000		\$40,000		(\$20,000)	(33.33%)
2110.151	Staff Development	\$55,000	\$35,000		\$35,000		(\$20,000)	(36.36%)
2110.152	Summer services	\$0	\$125,000		\$125,000		\$125,000	0.00%
2110.160	Non-Instructional Salaries	\$430,473	\$480,000		\$480,000		\$49,527	11.51%
2110.200	Equipment- Furniture	\$40,000	\$20,000		\$20,000		(\$20,000)	(50.00%)
	Equipment-Elementary	\$8,000	\$0		\$0		(\$8,000)	(100.00%)
	Equipment-High School	\$5,400	\$0		\$0		(\$5,400)	(100.00%)
		\$53,400	\$20,000	\$0	\$20,000	\$0	(\$33,400)	(62.55%)
2110.400	Contract Services				\$25,000		\$0	0.00%
	Race Matters Committee	\$25,000	\$25,000		\$25,000		\$0	0.00%
	Translating	\$0	\$15,000		\$15,000		\$15,000	0.00%
	Elementary	\$14,865	\$9,000		\$9,000		(\$5,865)	(39.46%)
	Middle School Departments	\$21,745	\$10,313		\$10,313		(\$11,432)	(52.57%)
	High School							
	Departments	\$39,440	\$24,650		\$24,650		(\$14,790)	(37.50%)
	Graduation	\$16,000	\$16,000		\$16,000		\$0	0.00%
	Handbook	\$4,200	\$3,500		\$3,500		(\$700)	(16.67%)
	Mentoring	\$2,600	\$2,600		\$2,600		\$0	0.00%
	Tristate Consortium	\$10,000	\$12,000		\$12,000		\$2,000	20.00%
	Sup't Conference Days	\$3,000	\$3,000		\$3,000		\$0	0.00%
	Staff Development/Conferences	\$25,000	\$30,000		\$30,000		\$5,000	20.00%
	Arts in Education	\$6,500	\$6,500		\$6,500		\$0	0.00%
	Westchester Teacher Center	\$16,000	\$17,000		\$17,000		\$1,000	6.25%
	Outside Education Evaluator	\$15,000	\$12,000		\$12,000		(\$3,000)	(20.00%)
	Cultural Arts Program	\$5,000	\$5,000		\$5,000		\$0	0.00%
	Annual Cost Copiers	\$180,000	\$165,000		\$165,000		(\$15,000)	(8.33%)
	District Mailing	\$15,000	\$15,000		\$15,000		\$0	0.00%
	Equipment (Printing/Mailing)	\$7,000	\$7,000		\$7,000		\$0	0.00%
	School Security	\$240,000	\$260,000		\$260,000		\$20,000	8.33%
		\$646,350	\$638,563	\$0	\$638,563	\$0	(\$7,787)	(1.20%)
2110.450	Supplies				\$45,000		(\$5,000)	(10.00%)
	Paper- District Copiers	\$50,000	\$45,000		\$45,000		(\$5,000)	(10.00%)
	Elementary	\$60,600	\$59,900		\$59,900		(\$700)	(1.16%)
	Middle School	\$55,238	\$38,875		\$38,875		(\$16,363)	(29.62%)
	High School	\$60,880	\$58,620		\$58,620		(\$2,260)	(3.71%)
		\$226,718	\$202,395	\$0	\$202,395	\$0	(\$24,323)	(10.73%)

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
ADOPTED BUDGET 2020-21**

FUNCTION	CATEGORY	2019-20 ADOPTED BUDGET	2020-21 ADOPTED BUDGET	ADMIN 2020-21	ED PROGRAM 2020-21	CAPITAL 2020-21	DOLLAR INCREASE	% INC.
2110.480	Textbooks							
	Elementary	\$32,000	\$31,000		\$31,000		(\$1,000)	(3.13%)
	Middle School	\$21,559	\$16,208		\$16,208		(\$5,351)	(24.82%)
	High School	\$24,378	\$23,681		\$23,681		(\$697)	(2.86%)
	Non-Public	\$20,000	\$15,000		\$15,000		(\$5,000)	(25.00%)
		\$97,937	\$85,889	\$0	\$85,889	\$0	(\$12,048)	(12.30%)
2110.490	BOCES							
	Occupational Education	\$65,000	\$40,000		\$40,000		(\$25,000)	(38.46%)
	ELA Professional Development	\$78,000	\$48,000		\$48,000		(\$30,000)	(38.46%)
	BOCES Staff Development	\$114,000	\$50,000		\$50,000		(\$64,000)	(56.14%)
	Residency Investigation - Services	\$0	\$10,000		\$10,000		\$10,000	0.00%
	Information and Administrative Mgt. Services	\$100,000	\$100,000		\$100,000		\$0	0.00%
		\$357,000	\$248,000	\$0	\$248,000	\$0	(\$109,000)	(30.53%)
<b>TOTAL TEACHING</b>		<b>\$17,222,288</b>	<b>\$16,962,153</b>	<b>\$0</b>	<b>\$16,962,153</b>	<b>\$0</b>	<b>(\$260,135)</b>	<b>(1.51%)</b>



**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
ADOPTED BUDGET 2020-21**

FUNCTION	CATEGORY	2019-20 ADOPTED BUDGET	2020-21 ADOPTED BUDGET	ADMIN 2020-21	ED PROGRAM 2020-21	CAPITAL 2020-21	DOLLAR INCREASE	% INC.
<b><u>SPECIAL EDUCATION</u></b>								
2250.150	Instructional Salaries	\$4,227,534	\$4,189,333		\$4,189,333		(\$38,201)	(0.90%)
2250.150	Instructional Salary- Teaching Assistants	\$536,493	\$498,405		\$498,405		(\$38,088)	(7.10%)
2250.160	Non-Instructional Salary	\$852,725	\$839,600		\$839,600		(\$13,125)	(1.54%)
2250.200	Equipment	\$15,000	\$15,000		\$15,000		\$0	0.00%
2250.400	Contract Services District (includes District based related services)	\$535,400	\$610,000		\$610,000		\$74,600	13.93%
		\$535,400	\$610,000	\$0	\$610,000	\$0	\$74,600	13.93%
2250.450	Supplies Special Education	\$25,000	\$25,000		\$25,000		\$0	0.00%
		\$25,000	\$25,000	\$0	\$25,000	\$0	\$0	0.00%
2250.470	Tuition and Related Services	\$1,162,627	\$1,505,312		\$1,505,312		\$342,685	29.48%
	County Maintenance				\$0		\$0	0.00%
	Homebound Tutoring	\$20,000	\$20,000		\$20,000		\$0	0.00%
	Settlements	\$200,000	\$250,000		\$250,000		\$50,000	25.00%
		\$1,382,627	\$1,775,312	\$0	\$1,775,312	\$0	\$392,685	28.40%
2250.480	Textbooks	\$6,500	\$6,500		\$6,500		\$0	0.00%
		\$6,500	\$6,500	\$0	\$6,500	\$0	\$0	0.00%
2250.490	BOCES							
	Tuition & Related Services	\$473,890	\$252,457		\$252,457		(\$221,433)	(46.73%)
	Occ Ed	\$0	\$145,000		\$145,000		\$145,000	0.00%
		\$473,890	\$397,457	\$0	\$397,457	\$0	(\$76,433)	(16.13%)
<b>TOTAL SPECIAL EDUCATION</b>		<b>\$8,055,169</b>	<b>\$8,356,607</b>	<b>\$0</b>	<b>\$8,356,607</b>	<b>\$0</b>	<b>\$301,438</b>	<b>3.74%</b>

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
ADOPTED BUDGET 2020-21**

FUNCTION	CATEGORY	2019-20 ADOPTED BUDGET	2020-21 ADOPTED BUDGET	ADMIN 2020-21	ED PROGRAM 2020-21	CAPITAL 2020-21	DOLLAR INCREASE	% INC.
<b>INSTRUCTIONAL MEDIA</b>								
2610.150	Instructional Salaries	\$215,561	\$221,450		\$221,450		\$5,889	2.73%
2610.160	Non-Instructional Salaries	\$101,000	\$101,000		\$101,000		\$0	0.00%
2610.200	Equipment							
	Elementary AV	\$1,000			\$0		(\$1,000)	(100.00%)
	Middle School AV	\$3,500	\$0		\$0		(\$3,500)	(100.00%)
	High School AV	\$3,400	\$0		\$0		(\$3,400)	(100.00%)
		\$7,900	\$0	\$0	\$0	\$0	(\$7,900)	(100.00%)
2610.400	Contract Services							
	Elementary AV	\$1,000			\$0		(\$1,000)	(100.00%)
	Middle School AV	\$1,000	\$500		\$500		(\$500)	(50.00%)
	High School AV	\$250	\$750		\$750		\$500	200.00%
	Middle School Library	\$2,209	\$2,000		\$2,000		(\$209)	(9.46%)
	High School Library	\$4,226	\$3,500		\$3,500		(\$726)	(17.18%)
		\$8,685	\$6,750	\$0	\$6,750	\$0	(\$1,935)	(22.28%)
2610.450	Supplies							
	Elementary AV	\$1,500	\$1,500		\$1,500		\$0	0.00%
	Middle School AV	\$2,706	\$2,030		\$2,030		(\$676)	(24.98%)
	High School AV	\$750	\$3,500		\$3,500		\$2,750	366.67%
	Elementary Library	\$500	\$500		\$500		\$0	0.00%
	Middle School Library	\$1,574	\$1,200		\$1,200		(\$374)	(23.76%)
	High School Library	\$375	\$375		\$375		\$0	0.00%
		\$7,405	\$9,105	\$0	\$9,105	\$0	\$1,700	22.96%
2610.460	Books - Library Program	\$34,068	\$33,125		\$33,125		(\$943)	(2.77%)
<b>TOTAL INSTRUCTIONAL MEDIA</b>		<b>\$374,619</b>	<b>\$371,430</b>	<b>\$0</b>	<b>\$371,430</b>	<b>\$0</b>	<b>(\$3,189)</b>	<b>(0.85%)</b>

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
ADOPTED BUDGET 2020-21**

FUNCTION	CATEGORY	2019-20 ADOPTED BUDGET	2020-21 ADOPTED BUDGET	ADMIN 2020-21	ED PROGRAM 2020-21	CAPITAL 2020-21	DOLLAR INCREASE	% INC.
<b><u>TECHNOLOGY</u></b>								
<b><u>INSTRUCTIONAL TECHNOLOGY</u></b>								
2630.160	Non-Instructional Salaries	\$125,000	\$146,000		\$146,000		\$21,000	16.80%
2630.400	Contract Services	\$32,000	\$35,000		\$35,000		\$3,000	9.38%
2630.450	Supplies	\$18,000	\$20,000		\$20,000		\$2,000	11.11%
2630.460	Software Supplies	\$20,000	\$55,000		\$55,000		\$35,000	175.00%
2630.490	Computer Repairs	\$5,000	\$5,000		\$5,000		\$0	0.00%
2630.490	BOCES Local Area Network							
	LAN Support-Managed IT	\$350,000	\$405,000		\$405,000		\$55,000	15.71%
	Internet/Filter	\$50,000	\$50,000		\$50,000		\$0	0.00%
	Maintenance/Software Licenses/Warranties	\$48,000	\$48,000		\$48,000		\$0	0.00%
	Remote Backup	\$38,000	\$38,000		\$38,000		\$0	0.00%
	Website Maintenance	\$0	\$7,200		\$7,200		\$7,200	0.00%
	Online Database/Library/Software	\$45,000	\$47,000		\$47,000		\$2,000	4.44%
		\$531,000	\$595,200		\$595,200	\$0	\$64,200	12.09%
2630.490	Emerging Technology	\$40,000	\$0		\$0		(\$40,000)	(100.00%)
2630.490	BOCES Equipment Lease	\$240,000	\$260,000		\$260,000		\$20,000	8.33%
<b><u>INSTRUCTIONAL TECHNOLOGY</u></b>		<b>\$1,011,000</b>	<b>\$1,116,200</b>	<b>\$0</b>	<b>\$1,116,200</b>	<b>\$0</b>	<b>\$105,200</b>	<b>10.41%</b>
<b><u>STUDENT SUPPORT SYSTEM ADMINISTRATIVE TECHNOLOGY</u></b>								
2630.400	Eschoo/IEP/Test Scoring	\$125,000	\$103,000		\$103,000		(\$22,000)	(17.60%)
<b><u>STUDENT SUPPORT SYSTEM ADMINISTRATIVE TECHNOLOGY</u></b>		<b>\$125,000</b>	<b>\$103,000</b>		<b>\$103,000</b>		<b>(\$22,000)</b>	<b>(17.60%)</b>
<b><u>TOTAL TECHNOLOGY</u></b>		<b>\$1,136,000</b>	<b>\$1,219,200</b>	<b>\$0</b>	<b>\$1,219,200</b>	<b>\$0</b>	<b>\$83,200</b>	<b>7.32%</b>

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
ADOPTED BUDGET 2020-21**

FUNCTION	CATEGORY	2019-20 ADOPTED BUDGET	2020-21 ADOPTED BUDGET	ADMIN 2020-21	ED PROGRAM 2020-21	CAPITAL 2020-21	DOLLAR INCREASE	% INC.
<b><u>PUPIL SERVICES - GUIDANCE</u></b>								
2810.150	Instructional Salaries	\$1,037,238	\$1,067,695		\$1,067,695		\$30,457	2.94%
	Summer Work	\$55,000	\$45,000		\$45,000		(\$10,000)	(18.18%)
	Total Instructional Salaries	\$1,092,238	\$1,112,695	\$0	\$1,112,695	\$0	\$20,457	1.87%
2810.160	Non-Instructional Salaries	\$65,000	\$55,000		\$55,000		(\$10,000)	(15.38%)
2810.400	Contract Services							
	Elementary School	\$500	\$500		\$500		\$0	0.00%
	Middle School	\$1,500	\$1,125		\$1,125		(\$375)	(25.00%)
	High School	\$5,500	\$5,500		\$5,500		\$0	0.00%
		\$7,500	\$7,125	\$0	\$7,125	\$0	(\$375)	(5.00%)
2810.450	Supplies							
	Social Worker	\$0	\$500		\$500		\$500	0.00%
	Elementary School	\$500	\$675		\$675		\$175	35.00%
	Middle School	\$1,500	\$1,125		\$1,125		(\$375)	(25.00%)
	High School	\$3,000	\$2,500		\$2,500		(\$500)	(16.67%)
	Total Supplies	\$5,000	\$4,800	\$0	\$4,800	\$0	(\$200)	(4.00%)
2810.470	Homebound Instruction	\$15,000	\$15,000		\$15,000		\$0	0.00%
2810.490	BOCES/Naviance	\$3,500	\$4,500		\$4,500		\$1,000	28.57%
<b>TOTAL PUPIL SERVICES - GUIDANCE</b>		<b>\$1,188,238</b>	<b>\$1,199,120</b>	<b>\$0</b>	<b>\$1,189,120</b>	<b>\$0</b>	<b>\$10,882</b>	<b>0.92%</b>
<b><u>PUPIL SERVICES - HEALTH</u></b>								
2815.160	Salaries							
	Nurses	\$285,000	\$308,000		\$308,000		\$23,000	8.07%
	Summer Work	\$7,500	\$8,500		\$8,500		\$1,000	13.33%
	Additional part time nurse coverage for COVID	\$0	\$15,000		\$15,000		\$15,000	0.00%
	Doctor	\$24,000	\$26,000		\$26,000		\$2,000	8.33%
2815.400	Health Services						\$0	0.00%
	Other Districts	\$55,000	\$65,000		\$65,000		\$10,000	18.18%
	Sub Nurses/Contract	\$20,000	\$10,000		\$10,000		(\$10,000)	(50.00%)
		\$75,000	\$75,000		\$75,000		\$0	0.00%
2815.450	Supplies	\$9,000	\$10,000		\$10,000		\$1,000	11.11%
<b>TOTAL PUPIL SERVICES - HEALTH</b>		<b>\$400,500</b>	<b>\$442,500</b>	<b>\$0</b>	<b>\$442,800</b>	<b>\$0</b>	<b>\$42,300</b>	<b>10.49%</b>
<b><u>PUPIL SERVICES - PSYCHOLOGIST</u></b>								
2820.150	Instructional Salaries	\$622,852	\$654,857		\$654,857		\$32,005	5.14%
	Summer Work	\$6,000	\$6,000		\$6,000		\$0	0.00%
	Total Instructional Salaries	\$628,852	\$660,857	\$0	\$660,857	\$0	\$32,005	5.09%
2820.400	Contract Services							
	Middle School	\$500	\$375		\$375		(\$125)	(25.00%)
	High School	\$0	\$0		\$0		\$0	0.00%
		\$500	\$375	\$0	\$375	\$0	(\$125)	(25.00%)
2820.450	Supplies							
	Middle School	\$1,900	\$1,425		\$1,425		(\$475)	(25.00%)
	High School	\$1,900	\$1,500		\$1,500		(\$400)	(21.05%)
		\$3,800	\$2,925	\$0	\$2,925	\$0	(\$875)	(23.03%)
<b>TOTAL PUPIL SERVICES - PSYCHOLOGIST</b>		<b>\$633,152</b>	<b>\$664,157</b>	<b>\$0</b>	<b>\$664,157</b>	<b>\$0</b>	<b>\$31,005</b>	<b>4.90%</b>

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
ADOPTED BUDGET 2020-21**

FUNCTION	CATEGORY	2019-20 ADOPTED BUDGET	2020-21 ADOPTED BUDGET	ADMIN 2020-21	ED PROGRAM 2020-21	CAPITAL 2020-21	DOLLAR INCREASE	% INC.
<b><u>CO-CURRICULAR ACTIVITIES</u></b>								
2850.150	Co-Curricular Salaries	\$360,000	\$373,005		\$373,005		\$13,005	3.61%
2850.400	Contract Services	\$39,000	\$30,000		\$30,000		(\$9,000)	(23.08%)
	Hillside Theater	\$4,000	\$500		\$500		(\$3,500)	(87.50%)
	Middle School	\$9,552	\$7,000		\$7,000		(\$2,552)	(26.72%)
	Middle School Theater	\$6,500	\$3,375		\$3,375		(\$3,125)	(48.08%)
	High School	\$16,000	\$14,500		\$14,500		(\$1,500)	(9.38%)
	High School Theater	\$15,000	\$10,000		\$10,000		(\$5,000)	(33.33%)
	Community Service	\$5,000	\$5,000		\$5,000		\$0	0.00%
		\$95,052	\$70,375	\$0	\$70,375	\$0	(\$24,677)	(25.96%)
<b>TOTAL CO-CURRICULAR ACTIVITIES</b>		<b>\$455,052</b>	<b>\$443,380</b>	<b>\$0</b>	<b>\$443,380</b>	<b>\$0</b>	<b>(\$11,672)</b>	<b>(2.56%)</b>
<b><u>INTERSCHOLASTIC ATHLETICS</u></b>								
2855.150	Salaries							
	Athletic Director	\$148,501	\$153,000		\$153,000		\$4,499	3.03%
	Coaching	\$366,750	\$336,213		\$336,213		(\$30,537)	(8.33%)
	Intramurals	\$17,000	\$16,830		\$16,830		(\$170)	(1.00%)
	Timers, Security	\$20,000	\$20,894		\$20,894		\$894	4.47%
		\$552,251	\$526,937	\$0	\$526,937	\$0	(\$25,314)	(4.58%)
2855.160	Non-Instructional Salary	\$60,299	\$63,000		\$63,000		\$2,701	4.48%
2855.200	Equipment MS/HS	\$21,400	\$13,900		\$13,900		(\$7,500)	(35.05%)
2855.400	Contract Services							
	Games Supervision	\$3,000	\$3,000		\$3,000		\$0	0.00%
	Cleaning/Repairs	\$22,000	\$19,000		\$19,000		(\$3,000)	(13.64%)
	Fees	\$9,500	\$9,500		\$9,500		\$0	0.00%
	Dues	\$4,250	\$4,250		\$4,250		\$0	0.00%
	Officials	\$6,000	\$6,000		\$6,000		\$0	0.00%
	Sports Trainer	\$50,000	\$40,000		\$40,000		(\$10,000)	(20.00%)
	Quad Village-Merged Sports	\$25,000	\$25,000		\$25,000		\$0	0.00%
		\$119,750	\$106,750	\$0	\$106,750	\$0	(\$13,000)	(10.86%)
2855.450	Supplies	\$60,023	\$46,000		\$46,000		(\$14,023)	(23.36%)
2855.490	BOCES Interscholastic Services	\$72,000	\$72,767		\$72,767		\$767	1.07%
<b>TOTAL INTERSCHOLASTIC ATHLETICS</b>		<b>\$885,723</b>	<b>\$829,364</b>	<b>\$0</b>	<b>\$829,364</b>	<b>\$0</b>	<b>(\$56,359)</b>	<b>(6.35%)</b>

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
ADOPTED BUDGET 2020-21**

FUNCTION	CATEGORY	2019-20 ADOPTED BUDGET	2020-21 ADOPTED BUDGET	ADMIN 2020-21	ED PROGRAM 2020-21	CAPITAL 2020-21	DOLLAR INCREASE	% INC.
<b>TOTAL INSTRUCTION</b>		<b>\$32,034,426</b>	<b>\$32,157,982</b>	<b>\$1,070,091</b>	<b>\$30,487,901</b>	<b>\$0</b>	<b>\$123,566</b>	<b>0.39%</b>
<b>TRANSPORTATION</b>								
5510.160	In-District Salary	\$22,000	\$23,000		\$23,000		\$1,000	4.55%
5510.160	In-District Salary- Bus Aides	\$25,000	\$29,200		\$29,200		\$4,200	16.80%
5540.400	Out of District Consortium	\$1,035,300	\$1,006,000		\$1,006,000		(\$29,300)	(2.83%)
5540.400	In-District Contract	\$273,360	\$276,094		\$276,094		\$2,734	1.00%
5540.400	Sports	\$143,000	\$129,000		\$129,000		(\$14,000)	(9.79%)
<b>TOTAL TRANSPORTATION</b>		<b>\$1,498,660</b>	<b>\$1,463,294</b>	<b>\$0</b>	<b>\$1,463,294</b>	<b>\$0</b>	<b>(\$35,366)</b>	<b>(2.36%)</b>

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
ADOPTED BUDGET 2020-21**

FUNCTION	CATEGORY	2019-20 ADOPTED BUDGET	2020-21 ADOPTED BUDGET	ADMIN 2020-21	ED PROGRAM 2020-21	CAPITAL 2020-21	DOLLAR INCREASE	% INC.
<b>UNDISTRIBUTED EXPENSES</b>								
<b><u>EMPLOYEE BENEFITS</u></b>								
9010.800	Non-Teacher Retirement	\$689,415	\$700,000	\$168,000	\$322,000	\$210,000	\$10,585	1.54%
9020.800	Teacher Retirement	\$2,249,374	\$2,399,980	\$167,999	\$2,231,981		\$150,606	6.70%
9030.800	Social Security	\$2,212,079	\$2,170,005	\$217,001	\$1,822,804	\$130,200	(\$42,074)	(1.90%)
9040.800	Workers' Compensation	\$180,000	\$190,000		\$190,000		\$10,000	5.56%
9045.800	Life Insurance	\$10,000	\$10,000		\$10,000		\$0	0.00%
9050.800	Unemployment Insurance	\$10,000	\$10,000		\$10,000		\$0	0.00%
9060.150	Health Insurance Waiver - Instructional	\$192,000	\$195,000		\$195,000		\$3,000	1.56%
9060.160	Health Insurance Waiver-Non-Instructional	\$155,000	\$160,735	\$17,681	\$131,803	\$11,251	\$5,735	3.70%
9060.800	Health Insurance	\$6,186,817	\$6,214,528	\$683,598	\$5,095,913	\$435,017	\$27,711	0.45%
9070.800	CSEA Welfare Fund	\$83,670	\$92,000	\$17,649	\$47,451	\$26,900	\$8,330	9.96%
9070.800	HTA Welfare Fund	\$313,157	\$314,765	\$22,034	\$292,731		\$1,608	0.51%
9089.490	Employee Assistance Program	\$5,000	\$6,500		\$6,500		\$1,500	30.00%
<b>TOTAL EMPLOYEE BENEFITS</b>		<b>\$12,286,512</b>	<b>\$12,483,513</b>	<b>\$1,283,962</b>	<b>\$10,356,183</b>	<b>\$813,368</b>	<b>\$177,001</b>	<b>1.44%</b>

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
ADOPTED BUDGET 2020-21**

FUNCTION	CATEGORY	2019-20 ADOPTED BUDGET	2020-21 ADOPTED BUDGET	ADMIN 2020-21	ED PROGRAM 2020-21	CAPITAL 2020-21	DOLLAR INCREASE	% INC.
	<b>DEBT SERVICE</b>							
9711.600	Principal - (BOND) - Capital Improvement 2014	\$500,000	\$510,000			\$510,000	\$10,000	2.00%
9711.700	Interest - (BOND) - Capital Improvement 2014	\$140,488	\$130,388			\$130,388	(\$10,100)	(7.19%)
9785.600	Principal - Installment Purchase Debt	\$118,873	\$122,887			\$122,887	\$4,014	3.38%
9785.700	Interest - Installment Purchase Debt	\$32,348	\$28,335			\$28,335	(\$4,013)	(12.41%)
	<b>TOTAL DEBT SERVICE</b>	<b>\$781,709</b>	<b>\$791,610</b>	<b>\$0</b>	<b>\$0</b>	<b>\$791,610</b>	<b>(\$99)</b>	<b>(0.01%)</b>
	<b>INTERFUND TRANSFERS</b>							
9950.000	Capital Fund - Regular	\$100,000	\$100,000			\$100,000	\$0	0.00%
	Special Aid Fund	\$45,000	\$40,000		\$40,000		(\$5,000)	(11.11%)
	<b>TOTAL INTERFUND TRANSFER</b>	<b>\$145,000</b>	<b>\$140,000</b>	<b>\$0</b>	<b>\$40,000</b>	<b>\$100,000</b>	<b>(\$5,000)</b>	<b>(3.45%)</b>
	<b>TOTAL UNDISTRIBUTED</b>	<b>\$13,223,221</b>	<b>\$13,395,123</b>	<b>\$1,293,962</b>	<b>\$10,396,183</b>	<b>\$1,704,978</b>	<b>\$171,902</b>	<b>1.30%</b>
	<b>TOTAL GENERAL FUND BUDGET</b>	<b>\$51,283,825</b>	<b>\$51,660,159</b>	<b>\$4,585,703</b>	<b>\$42,650,128</b>	<b>\$4,414,328</b>	<b>\$376,334</b>	<b>0.73%</b>



# REVENUE SUMMARY

REVENUE	2019-2020 ADOPTED BUDGET	2020-2021 ADOPTED BUDGET
Other Charges - Custodial Fees	\$50,000	\$50,000
Day School Tuition	\$180,000	\$120,000
Tuition Other Districts	\$225,000	\$300,000
Interest on Deposits & Investments	\$75,000	\$30,000
Admissions From Individuals-Theater	\$20,000	\$20,000
Borderline Properties	\$70,000	\$70,000
Unclassified Revenues	\$100,000	\$100,000
Sales Tax	\$460,000	\$500,000
State Aid - Foundation and Other	\$3,780,000	\$3,076,203
- Building	\$400,000	\$396,872
- BOCES	\$890,000	\$820,000
- Textbooks	\$140,000	\$140,000
State Aid -Total	<u>\$5,210,000</u>	<u>\$4,433,075</u>
 TOTAL REVENUE OTHER THAN REAL PROPERTY	 \$6,390,000	 \$5,623,075
 APPROPRIATED FUND BALANCE	 \$1,700,000	 \$1,680,000
RETIREMENT RESERVE	\$450,000	\$500,000
RESERVE FOR TAX CERTIORARI	\$200,000	\$0
 AMOUNT TO BE RAISED BY PROPERTY TAXES	 <u>\$42,543,825</u>	 <u>\$43,857,084</u>
 TOTAL REVENUE	 \$51,283,825	 \$51,660,159

2020-21 Property Tax Report Card

Hastings on Hudson Union Free School District

	Budgeted 2019-20 (A)	Proposed Budget 2020-21 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	51,283,825	51,660,159	0.73%
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	42,543,825	43,857,064	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A + B + C - D)	42,543,825	43,857,064	3.06%
F. Permissible Exclusions to the School Tax Levy Limit	428,504	429,726	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions <sup>3</sup>	42,345,548	43,478,816	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	42,115,321	43,427,358	
I. Difference: (G - H), (negative value requires 60.0% voter approval) <sup>2</sup>	230,227	51,458	
Public School Enrollment	1,674	1,886	0.72%
Consumer Price Index		1.81%	

<sup>1</sup> Include any prior year reserve for excess tax levy, including interest.

<sup>2</sup> 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.

<sup>3</sup> For 2020-21, includes any carryover from 2019-20 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2019-20 (D)	Estimated 2020-21 (E)
Adjusted Restricted Fund Balance	4,679,194	5,350,000
Assigned Appropriated Fund Balance	2,350,000	2,180,000
Adjusted Unrestricted Fund Balance	2,051,332	2,066,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/20 Actual Balance	6/30/20 Estimated Ending Balance	Intended Use of the Reserve in the 2020-2021 School Year
Capital	Reserve For Capital	To pay the cost of any object or purpose for which bonds may be issued.	1,347,371	1,347,371	Capital Building Projects
Repair	Reserve For Repairs	To pay the cost of repairs to capital improvements or equipment.			
Workers' Compensation		To pay for Workers Compensation and benefits.			
Unemployment Insurance	Unemployment Insurance Payment Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.		50,000	To pay unemployment insurance
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
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.	20,277	20,277	None
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.			
Liability	Liability Reserve Fund	To establish and maintain a program of reserves to cover liability claims incurred.		250,000	To pay liability claims
Tax Certiorari	Reserve For Tax Certiorari	To establish a reserve fund for tax certiorari settlements	969,630	1,369,630	To pay Tax Certiorari Judgments.
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
Employee Benefit Accrued Liability	Reserve For Employee Benefit Accrued Liability	For the payment of accrued 'employee benefits' due to employees upon termination of service.	344,418	335,000	Vacation payout for employees terminating service.
Retirement Contribution	Reserve For Retirement System Contribution	To fund employer retirement contributions to the State and Local Employees' Retirement System	1,269,869	1,469,869	To pay ERS liabilities.
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Other Reserve	Reserve For Retirement System Contribution-TRS	To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)	200,000	300,000	To pay TRS Liabilities.

## School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2019-20 School Year	Budget Proposed for the 2020-21 School Year	Contingency Budget for the 2020- 2021 School Year *										
Total Budgeted Amount, Not Including Separate Propositions	\$ 51,283,825	\$51,660,159	\$50,346,900										
Increase/Decrease for the 2020-21 School Year		\$376,334	-\$936,925										
Percentage Increase/Decrease in Proposed Budget		0.73 %	-1.83%										
Change in the Consumer Price Index		1.81%											
A. Proposed Levy to Support the Total Budgeted Amount	\$42,543,825	\$43,857,084											
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)	\$42,543,825	\$43,857,084	\$42,543,825										
F. Total Permissible Exclusions	\$428,504	\$429,726											
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$42,345,548	\$43,478,816											
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	42,115,321	\$43,427,358											
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$230,227	\$51,458											
Administrative Component	\$4,664,870	\$4,595,703	\$4,470,703										
Program Component	\$42,205,287	\$42,650,128	\$41,461,869										
Capital Component	\$4,413,668	\$4,414,328	\$4,414,328										
<p>* Provide a statement of assumptions made in projecting a contingency budget for the 2020-21 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.</p> <ul style="list-style-type: none"> <li>• Reductions in administrative expenditures, program expenditures, equipment, and overtime.</li> </ul>													
<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> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Description</th> <th style="text-align: center;">Amount</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>				Description	Amount								
Description	Amount												

NOTE: Please submit an electronic version (Word or PDF) of this completed form to: [emscmgts@nysed.gov](mailto:emscmgts@nysed.gov)

Under the Budget Proposed  
for the 2020-21 School Year

Estimated Basic STAR Exemption Savings<sup>1</sup>

\$1,794

In accordance with Executive Order 202.26 of the Governor of New York State, the annual budget vote for the fiscal year 2020-2021 by the qualified voters of the Hastings-on-Hudson Union Free School District, Westchester County, New York, will be held on Tuesday, June 9, 2020 by absentee ballot only. To be counted, absentee ballots must be received by the District Clerk of Hastings-on-Hudson Union Free School District by not later than 5:00 p.m. on June 9, 2020.

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

## 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 \$141,000.00 for 2020-2021.

<u>Position</u>	<u>Compensation</u>	
Superintendent	Contract Salary	\$246,000
	Employee Benefit	
	Annuity	\$0
	Health Insurance	\$21,226
	Dental/Vision/Life/Dis	\$4,600
	Social Security	\$12,104
	Teachers' Retirement Sys	<u>\$21,796</u>
	Total Benefits	\$59,726
Assistant Superintendent Curriculum & Instruction	Contract Salary	\$187,500
	Employee Benefit	
	Health Insurance	\$10,244
	Tuition Reimbursement	\$4,500
	Welfare Fund/Life	\$2,600
	Social Security	\$11,256
	Teachers' Retirement Sys	<u>\$16,613</u>
	Total Benefits	\$45,213
High School Principal	Contract Salary	\$210,604
High School Assistant Principal	Contract Salary	\$179,273
Middle School Principal	Contract Salary	\$213,063
Elementary School Principal	Contract Salary	\$161,872
Director of Special Education	Contract Salary	\$198,037
Director of Guidance	Contract Salary	\$158,242
Director of Facilities	Contract Salary	\$145,600
District Treasurer	Contract Salary	\$170,706
Athletic Director	Contract Salary	\$148,501

NOTE: The above figures are the Administrators' compensation for 2019-2020. Salaries for the 2020-2021 will be based upon year-end evaluations.



**NYS BOARD OF REAL PROPERTY SERVICES  
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**

RP-495 (9/08)

*SCHOOL TAXABLE*

Date: 09/30/2019

Taxing Jurisdiction: 5526

Fiscal Year Beginning: 2019

School District: 552604 HASTINGS *SCHOOL TAXABLE*

Total equalized value in taxing jurisdiction: 2,413,806,600 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)
12100	New York State	RPTL 404(1)	3	1,219,700	0.05%
13100	County	RPTL 406(1)	1	5,591,900	0.23%
13230	CO O/S LMT		2	803,100	0.03%
13500	Town	RPTL 406(1)	6	2,253,900	0.09%
13570	TWN O/S LMT	RPTL 404(1)	1	1,900	0.00%
13650	Village	RPTL 406(1)	41	36,181,300	1.50%
13730	VG O/S LMT		10	8,658,900	0.36%
13800	School	RPTL 408	9	126,944,400	5.26%
18020	Industrial Development Agency	RPTL 412-a	1	1,190,400	0.05%
21600	Parsonage	RPTL 462	4	2,856,000	0.12%
25110	Church - Religious	RPTL 420-a	9	22,625,260	0.94%
25120	Educational	RPTL 420-a	3	8,966,500	0.37%
25130	Charity	RPTL 420-a	10	54,521,100	2.26%
25230	Moral / Mental Improvement	RPTL 420-a	2	1,763,000	0.07%
25300	Community Library Society	RPTL 420-b	5	9,059,700	0.38%
26100	Amercian Legion, VFW, DAR	RPTL 452	2	1,135,000	0.05%
26400	VOL FIRE-AMB DIST PROP	RPTL 464(2)	3	1,198,400	0.05%
27200	R.R. Sport	RPTL 489-d&dd	7	27,048,000	1.12%
27350	Cemetery	RPTL 446	9	31,953,300	1.32%
41124	VETERAN-NON COMBAT	RPTL 458-A	82	1,044,000	0.04%
41134	VETERAN-COMBAT	RPTL 458-A	55	1,100,000	0.05%
41140	DISABLED VETERAN	RPTL 458-A	4	56,442	0.00%
41144	DISABLED VETERAN	RPTL 458-A	14	560,000	0.02%
41400	Clergy	RPTL 460	1	1,500	0.00%
41640	VOL FIRE & AMBULANCE	RPTL466C,D,E,F,G,H&	1	85,000	0.00%
41800	Senior	RPTL 467	19	4,337,952	0.18%
41804	Senior (Sch)	RPTL 467	20	4,892,887	0.20%
41930	Limited Income Disability	RPTL 459-c	1	421,250	0.02%
<b>Totals:</b>			<b>325</b>	<b>356,470,791</b>	<b>14.76%</b>

## HASTINGS-ON-HUDSON UFSD - NEW YORK STATE REPORT CARD [2018 - 19]

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

### 2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

## GOOD STANDING\*

### MADE PROGRESS

NA

\*Accountability status was determined using a self-assessment process because the school had an insufficient number of continuously enrolled students to assign a Composite Performance Level. For more information, contact the Office of Accountability at [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov).

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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 (54.71 kilobytes)

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

- 2017-18 Title I SIG 1003 Basic Application and Addendum for 2018-19 Extension
- 2018-19 Title I SIG 1003 Basic Planning
- 2019 NYSIP-PLC Phase II
- SIG Cohort 5, 6 and 7 Schools Funded with SIGA in 2018-19

### ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

\*Accountability status is based on a finding by the Commissioner of extenuating or extraordinary circumstances. For more information, contact the Office of Accountability at [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov).

**ELEMENTARY/MIDDLE INDICATOR LEVELS**

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	4	2	3	3	4	4
American Indian or Alaska Native	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	2	3	–	3	4
Black or African American	2	1	1	–	1	3
Hispanic or Latino	3	2	2	–	4	4
Multiracial	4	2	3	–	4	4
White	4	2	3	–	4	4
English Language Learners	3	–	3	3	–	4
Students with Disabilities	4	3	4	–	2	4
Economically Disadvantaged	2	2	2	–	1	4

**ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE**

Subgroup	Level
All Students	4
American Indian or Alaska Native	–
Asian or Native Hawaiian/Other Pacific Islander	4
Black or African American	2
Hispanic or Latino	3
Multiracial	4
White	4
English Language Learners	3
Students with Disabilities	4
Economically Disadvantaged	2

**ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE**

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	608	182	4
	Math	628	188	
	Science	251	234	
	Combined	1,487	193	
American Indian or Alaska Native	ELA	1	–	–
	Math	1	–	
	Science	–	–	
	Combined	2	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	31	184	4
	Math	30	205	
	Science	21	229	
	Combined	82	203	
Black or African American	ELA	20	120	2
	Math	19	116	
	Science	8	169	
	Combined	47	127	
Hispanic or Latino	ELA	75	149	3
	Math	72	154	
	Science	56	211	
	Combined	203	168	
Multiracial	ELA	43	200	4
	Math	48	189	
	Science	33	230	
	Combined	124	204	
White	ELA	449	187	4
	Math	468	192	
	Science	188	236	
	Combined	1,105	197	
English Language Learners	ELA	12	58	3
	Math	19	121	
	Science	–	–	
	Combined	31	97	
Students with Disabilities	ELA	64	122	4
	Math	61	93	
	Science	47	175	
	Combined	172	126	
Economically Disadvantaged	ELA	43	108	2
	Math	38	96	



Subgroup	Subject	Cohort	Index	Level
	Science	16	175	
	Combined	97	114	

**ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE**

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	744	149	4
	Math	744	158	
	Science	254	231	
	Combined	1,742	165	
American Indian or Alaska Native	ELA	1	–	–
	Math	1	–	
	Science	–	–	
	Combined	2	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	36	158	4
	Math	36	171	
	Science	21	229	
	Combined	93	179	
Black or African American	ELA	31	77	2
	Math	31	71	
	Science	9	150	
	Combined	71	84	
Hispanic or Latino	ELA	98	114	3
	Math	98	113	
	Science	61	193	
	Combined	257	133	
Multiracial	ELA	51	169	4
	Math	51	178	
	Science	34	224	
	Combined	136	186	
White	ELA	542	155	4
	Math	542	166	
	Science	188	236	
	Combined	1,272	171	
English Language Learners	ELA	20	35	2
	Math	28	82	
	Science	–	–	
	Combined	48	63	
Students with Disabilities	ELA	98	80	4
	Math	98	58	
	Science	60	137	
	Combined	256	85	
Economically Disadvantaged	ELA	57	82	2
	Math	57	64	

Subgroup	Subject	Cohort	Index	Level
	Science	16	175	
	Combined	130	85	

**ELEMENTARY/MIDDLE GROWTH (2016-17, 2017-18, AND 2018-19)**

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	115,857	2,422	47.8	2
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	6,887	149	46.2	2
Black or African American	2,084	48	43.4	1
Hispanic or Latino	12,889	268	48.1	2
Multiracial	8,198	173	47.4	2
White	85,799	1,784	48.1	2
English Language Learners	—	14	—	—
Students with Disabilities	11,540	217	53.2	3
Economically Disadvantaged	4,928	102	48.3	2

**ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED**

Subgroup	Level
All Students	3
Asian or Native Hawaiian/Other Pacific Islander	3
Black or African American	1
Hispanic or Latino	2
Multiracial	3
White	3
English Language Learners	3
Students with Disabilities	4
Economically Disadvantaged	2

**ELEMENTARY/MIDDLE ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	32	44%	46%	1.1	3
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	15	–	–	–	–
Multiracial	0	–	–	–	–
White	2	–	–	–	–
English Language Learners	32	44%	46%	1.1	3
Students with Disabilities	5	–	–	–	–
Economically Disadvantaged	3	–	–	–	–

**ELEMENTARY/MIDDLE PROGRESS**

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	130	744	149	135	105	122	161	–	–	200	4	4
	Math	135	744	158	140	107	124	162	–	–	200	4	
American Indian or Alaska Native	ELA	–	1	–	–	–	–	–	–	–	–	–	–
	Math	–	1	–	–	–	–	–	–	–	–	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	142	36	158	147	157	164	182	–	–	200	3	3
	Math	155	36	171	158	174	179	189	–	Y	200	3	
Black or African American	ELA	96	31	77	104	98	116	158	N	–	200	1	1
	Math	92	31	71	100	88	107	154	Y	–	200	2	
Hispanic or Latino	ELA	103	98	114	111	95	113	157	–	–	200	4	4
	Math	99	98	113	107	92	111	155	–	–	200	4	
Multiracial	ELA	145	51	169	149	102	119	159	–	–	200	4	4
	Math	151	51	178	155	104	120	160	–	–	200	4	
White	ELA	132	542	155	138	102	119	160	–	–	200	4	4
	Math	139	542	166	144	110	126	163	–	–	200	4	
English Language Learners	ELA	–	20	–	–	–	–	–	–	–	–	–	–
	Math	–	28	–	–	–	–	–	–	–	–	–	
Students with Disabilities	ELA	59	98	80	70	61	85	142	–	–	200	3	2
	Math	46	98	58	58	61	85	142	–	N	200	2	
Economically Disadvantaged	ELA	93	57	82	102	95	113	157	Y	–	200	2	1
	Math	68	57	64	79	94	112	156	N	–	200	1	

### ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	5.8	1,036	41	4%	5.8%	14.6%	12.8%	8.9%	–	–	5%	4
American Indian or Alaska Native	–	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	8.3	54	3	5.6%	8.1%	8.2%	7.4%	6.2%	–	–	5%	4
Black or African American	10.6	40	5	12.5%	10.4%	20.1%	17.7%	11.4%	–	–	5%	3
Hispanic or Latino	4.7	150	8	5.3%	4.7%	19.8%	17%	11%	–	–	5%	4
Multiracial	6.3	70	3	4.3%	6.1%	16.5%	14.5%	9.8%	–	–	5%	4
White	5.7	744	25	3.4%	5.7%	10.5%	9.3%	7.2%	–	–	5%	4
English Language Learners	2.9	32	3	9.4%	2.9%	17.6%	15.2%	10.1%	–	–	5%	4
Students with Disabilities	10.6	147	13	8.8%	10.2%	21.5%	18.5%	11.8%	–	–	5%	4
Economically Disadvantaged	10.5	31	3	9.7%	10.1%	19.9%	17.1%	11.1%	–	–	5%	4

### ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	788	77.7%	1,531	75.8%
American Indian or Alaska Native	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	X	40	82.5%	76	85.5%
Black or African American	–	16	–	–	–
Hispanic or Latino	X	104	73.1%	193	72%
Multiracial	X	54	79.6%	104	77.9%
White	X	573	78.5%	1,124	76%
English Language Learners	–	16	–	–	–
Students with Disabilities	X	101	62.4%	194	59.8%
Economically Disadvantaged	–	28	–	–	–

### ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	790	80.3%	1,534	78.7%
American Indian or Alaska Native	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	X	40	80%	76	85.5%
Black or African American	–	16	–	–	–
Hispanic or Latino	X	105	70.5%	194	70.6%
Multiracial	X	54	88.9%	104	84.6%
White	X	574	81.9%	1,126	79.7%
English Language Learners	–	16	–	–	–
Students with Disabilities	X	101	58.4%	194	56.2%
Economically Disadvantaged	–	28	–	–	–

### SECONDARY STATUSES BY SUBGROUP

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

### SECONDARY INDICATOR LEVELS

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCCR)
All Students	4	4	4	–	4	4	4
American Indian or Alaska Native	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	–	–	4	–
Black or African American	–	–	–	–	–	–	–
Hispanic or Latino	3	4	4	–	–	4	–
Multiracial	4	–	4	–	–	4	–
White	4	4	4	–	4	4	4
English Language Learners	–	–	–	–	–	–	–
Students with Disabilities	4	3	4	–	–	4	–
Economically Disadvantaged	4	2	3	–	–	4	–

**SECONDARY COMPOSITE PERFORMANCE**

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	122	222	217	4
	Math	122	194		
	Science	122	235		
	Social Studies	122	237		
Asian or Native Hawaiian/Other Pacific Islander	ELA	17	229	225	4
	Math	17	203		
	Science	17	238		
	Social Studies	17	250		
Black or African American	ELA	7	157	-	-
	Math	7	129		
	Science	7	193		
	Social Studies	7	200		
Hispanic or Latino	ELA	28	204	191	3
	Math	28	150		
	Science	28	216		
	Social Studies	28	227		
Multiracial	ELA	9	233	233	4
	Math	9	222		
	Science	9	244		
	Social Studies	9	244		
White	ELA	90	230	224	4
	Math	90	202		
	Science	90	238		
	Social Studies	90	240		
English Language Learners	ELA	1	-	-	-
	Math	1	-		
	Science	1	-		
	Social Studies	1	-		
Students with Disabilities	ELA	40	180	174	4
	Math	40	128		
	Science	40	210		
	Social Studies	40	220		
Economically Disadvantaged	ELA	18	186	181	4
	Math	18	147		
	Science	18	203		
	Social Studies	18	219		

**SECONDARY GRADUATION RATE**

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	97.2%	123	96.7%	95%	82.8%	85%	90%	-	-	95%	4	4
	5-Year	94.2%	111	97.3%	94.4%	85%	86.8%	91.4%	-	-	96%	4	
	6-Year	97.9%	145	97.9%	97%	85.1%	87.3%	92.2%	-	-	97%	4	
American Indian or Alaska Native	4-Year	-	0	-	-	-	-	-	-	-	-	-	-
	5-Year	-	0	-	-	-	-	-	-	-	-	-	
	6-Year	-	0	-	-	-	-	-	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	91.3%	18	94.4%	91.5%	88.3%	89.5%	92.3%	-	-	95%	4	4
	5-Year	95.7%	25	96%	95.7%	90.2%	91%	93.5%	-	-	96%	4	
	6-Year	95%	23	95.7%	95.2%	89.7%	91.1%	94.1%	-	-	97%	4	
Black or African American	4-Year	-	7	-	-	-	-	-	-	-	-	-	-
	5-Year	-	5	-	-	-	-	-	-	-	-	-	
	6-Year	-	7	-	-	-	-	-	-	-	-	-	
Hispanic or Latino	4-Year	93.8%	20	100%	93.8%	73.2%	76.8%	85.9%	-	-	95%	4	4
	5-Year	92.3%	28	100%	92.5%	75.7%	79.1%	87.6%	-	-	96%	4	
	6-Year	97.1%	32	93.8%	97%	76.1%	79.7%	88.4%	-	-	97%	4	
Multiracial	4-Year	-	10	-	-	-	-	-	-	-	-	-	-
	5-Year	-	12	-	-	-	-	-	-	-	-	-	
	6-Year	-	11	-	-	-	-	-	-	-	-	-	
White	4-Year	98%	94	97.9%	95%	90.2%	91%	93%	-	-	95%	4	4
	5-Year	96.7%	85	96.5%	96%	91.5%	92.3%	94.2%	-	-	96%	4	
	6-Year	99%	101	98%	97%	91.2%	92.4%	94.7%	-	-	97%	4	
English Language Learners	4-Year	-	2	-	-	-	-	-	-	-	-	-	-
	5-Year	-	0	-	-	-	-	-	-	-	-	-	
	6-Year	-	3	-	-	-	-	-	-	-	-	-	
Students with Disabilities	4-Year	76.9%	30	86.7%	78.3%	59.7%	66.1%	80.6%	-	-	95%	4	3
	5-Year	84.6%	26	80.8%	85.6%	63%	69%	82.5%	-	-	96%	3	
	6-Year	89.5%	39	82.1%	90.1%	61.4%	67.8%	82.4%	-	-	97%	3	
Economically Disadvantaged	4-Year	-	-	-	-	-	-	-	-	-	-	-	2
	5-Year	-	-	-	-	-	-	-	-	-	-	-	
	6-Year	93.3%	15	80%	93.5%	80.7%	83.5%	90.3%	Y	-	97%	2	



**SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED**

Subgroup	Level
All Students	4
Asian or Native Hawaiian/Other Pacific Islander	4
Hispanic or Latino	4
Multiracial	4
White	4
Students with Disabilities	4
Economically Disadvantaged	3

**SECONDARY ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	5	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	2	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learners	5	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	2	—	—	—	—

**SECONDARY PROGRESS**

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	233	122	222	215	191	194	204	--	--	215	4	4
	Math	198	122	194	198	151	158	179	--	--	200	4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	--	17	--	--	--	--	--	--	--	--	--	--
	Math	--	17	--	--	--	--	--	--	--	--	--	
Black or African American	ELA	--	7	--	--	--	--	--	--	--	--	--	--
	Math	--	7	--	--	--	--	--	--	--	--	--	
Hispanic or Latino	ELA	--	28	--	--	--	--	--	--	--	--	--	--
	Math	--	28	--	--	--	--	--	--	--	--	--	
Multiracial	ELA	--	9	--	--	--	--	--	--	--	--	--	--
	Math	--	9	--	--	--	--	--	--	--	--	--	
White	ELA	235	90	230	215	208	209	212	--	--	215	4	4
	Math	198	90	202	198	168	172	186	--	--	200	4	
English Language Learners	ELA	--	1	--	--	--	--	--	--	--	--	--	--
	Math	--	1	--	--	--	--	--	--	--	--	--	
Students with Disabilities	ELA	--	40	--	--	--	--	--	--	--	--	--	--
	Math	--	40	--	--	--	--	--	--	--	--	--	
Economically Disadvantaged	ELA	--	18	--	--	--	--	--	--	--	--	--	--
	Math	--	18	--	--	--	--	--	--	--	--	--	

**SECONDARY CHRONIC ABSENTEEISM**

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	5.5	506	30	5.9%	5.5%	22.6%	19.8%	12.4%	--	--	5%	4
Asian or Native Hawaiian/Other Pacific Islander	2.5	32	0	0%	2.5%	14%	12.4%	8.7%	--	--	5%	4
Black or African American	--	29	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	4.1	62	3	4.8%	4.1%	31.6%	27.2%	16.1%	--	--	5%	4
Multiracial	2.5	47	3	6.4%	2.5%	23.1%	20.1%	12.6%	--	--	5%	4
White	6.2	371	23	6.2%	6.2%	15.6%	14%	9.5%	--	--	5%	4
English Language Learners	--	11	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	13.6	82	6	7.3%	13%	32.8%	28%	16.5%	--	--	5%	4
Economically Disadvantaged	16.7	36	5	13.9%	16.2%	30.2%	25.8%	15.4%	--	--	5%	4

### SECONDARY CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	173.2	172.4	173.4	130.2	137.8	156.4	–	–	1.75	4
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–	–	–	–	–
Black or African American	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–	–	–	–	–	–
Multiracial	–	–	–	–	–	–	–	–	–	–
White	171.4	179.8	171.6	149.7	154.1	164.6	–	–	1.75	4
English Language Learners	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	–	–	–	–	–	–	–	–	–	–

### SECONDARY CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight
All Students	123	0	79	28	12	0	4
Asian or Native Hawaiian/Other Pacific Islander	18	0	–	–	–	–	–
Black or African American	7	0	–	–	–	–	–
Hispanic or Latino	29	0	–	–	–	–	–
Multiracial	9	0	–	–	–	–	–
White	89	0	65	16	6	0	2
English Language Learners	2	0	–	–	–	–	–
Students with Disabilities	39	0	–	–	–	–	–
Economically Disadvantaged	18	0	–	–	–	–	–

### SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	122	100%	245	100%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	9	–	–	–
Black or African American	–	3	–	–	–
Hispanic or Latino	–	17	–	–	–
Multiracial	–	4	–	–	–
White	✓	89	100%	183	100%
English Language Learners	–	1	–	–	–
Students with Disabilities	–	16	–	–	–
Economically Disadvantaged	–	9	–	–	–

**SECONDARY MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	122	100%	245	100%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	9	–	–	–
Black or African American	–	3	–	–	–
Hispanic or Latino	–	17	–	–	–
Multiracial	–	4	–	–	–
White	✓	89	100%	183	100%
English Language Learners	–	1	–	–	–
Students with Disabilities	–	16	–	–	–
Economically Disadvantaged	–	9	–	–	–

**STAFF QUALIFICATIONS (2018-19)**

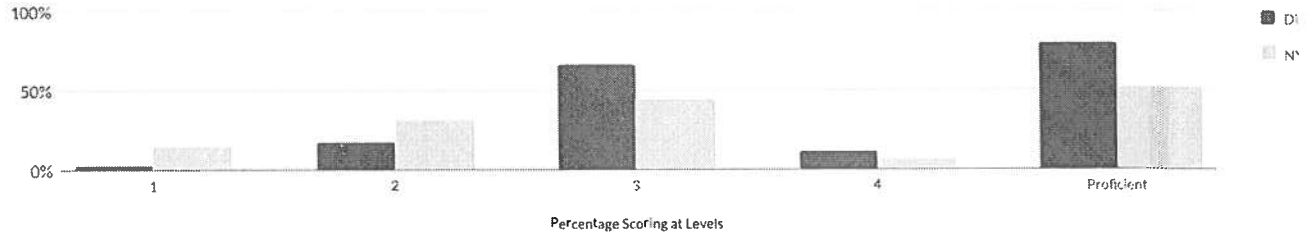
	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	7	5%	1	33%	4	3%
STATEWIDE	32,551	16%	1,378	28%	23,318	11%
STATEWIDE HIGH-POVERTY SCHOOLS	11,966	25%	392	32%	10,750	23%
STATEWIDE LOW-POVERTY SCHOOLS	5,751	9%	262	21%	1,180	2%



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

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	28	113	3	3%	20	18%	76	67%	14	12%	90	80%
Grade 4	21	104	4	4%	16	15%	55	53%	29	28%	84	81%
Grade 5	23	91	9	10%	24	26%	24	26%	34	37%	58	64%
Grade 6	24	109	10	9%	17	16%	23	21%	59	54%	82	75%
Grade 7	29	103	11	11%	24	23%	42	41%	26	25%	68	66%
Grade 8	56	88	4	5%	25	28%	35	40%	24	27%	59	67%
Grades 3-8	181	608	41	7%	126	21%	255	42%	186	31%	441	73%

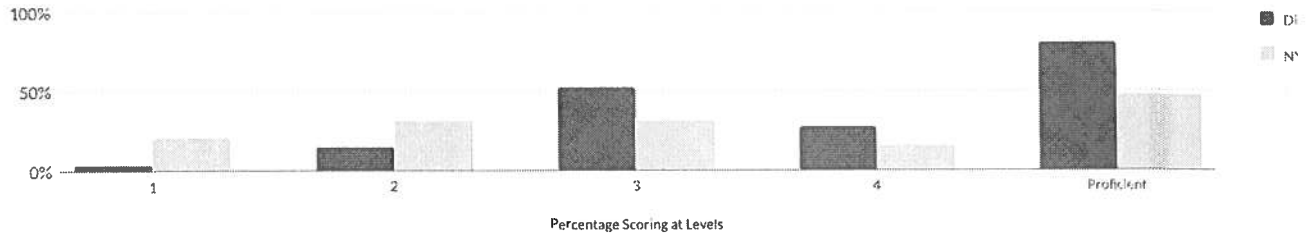
### GRADE 3 ELA RESULTS



**MEAN SCORE: 611**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	28	113	3	3%	20	18%	76	67%	14	12%	90	80%
General Education	19	103	2	2%	14	14%	73	71%	14	14%	87	84%
Students with Disabilities	9	10	1	10%	6	60%	3	30%	0	0%	3	30%
American Indian or Alaska Native	0	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	5	-	-	-	-	-	-	-	-	-	-
Black or African American	3	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	6	17	0	0%	7	41%	9	53%	1	6%	10	59%
White	17	78	2	3%	7	9%	57	73%	12	15%	69	88%
Multiracial	1	10	1	10%	1	10%	8	80%	0	0%	8	80%
Small Group Total	4	8	0	0%	5	63%	2	25%	1	13%	3	38%
Female	9	65	1	2%	9	14%	44	68%	11	17%	55	85%
Male	19	48	2	4%	11	23%	32	67%	3	6%	35	73%
English Language Learners	2	3	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	26	110	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	1	1	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	27	112	-	-	-	-	-	-	-	-	-	-
Not Migrant	28	113	3	3%	20	18%	76	67%	14	12%	90	80%
Not Homeless	28	113	3	3%	20	18%	76	67%	14	12%	90	80%
Not in Foster Care	28	113	3	3%	20	18%	76	67%	14	12%	90	80%
Parent Not in Armed Forces	28	113	3	3%	20	18%	76	67%	14	12%	90	80%

## GRADE 4 ELA RESULTS

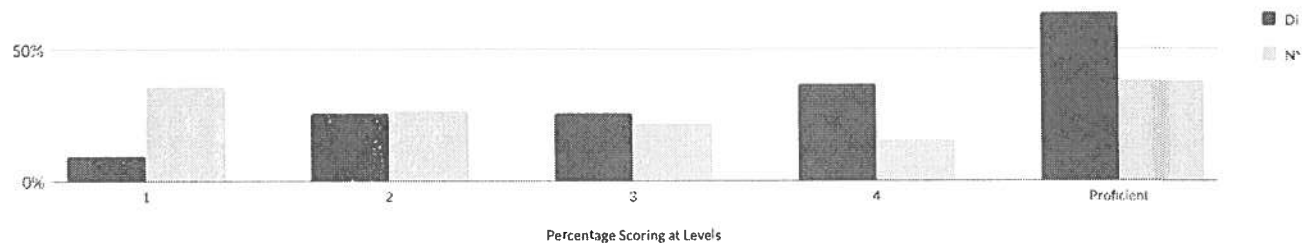


**MEAN SCORE: 610**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	21	104	4	4%	16	15%	55	53%	29	28%	84	81%
General Education	12	94	3	3%	11	12%	52	55%	28	30%	80	85%
Students with Disabilities	9	10	1	10%	5	50%	3	30%	1	10%	4	40%
Asian or Native Hawaiian/Other Pacific Islander	0	5	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	10	0	0%	2	20%	7	70%	1	10%	8	80%
White	12	82	4	5%	11	13%	44	54%	23	28%	67	82%
Multiracial	3	6	0	0%	1	17%	2	33%	3	50%	5	83%
Small Group Total	1	6	0	0%	2	33%	2	33%	2	33%	4	67%
Female	10	63	2	3%	8	13%	33	52%	20	32%	53	84%
Male	11	41	2	5%	8	20%	22	54%	9	22%	31	76%
Non-English Language Learners	21	104	4	4%	16	15%	55	53%	29	28%	84	81%
Not Economically Disadvantaged	21	104	4	4%	16	15%	55	53%	29	28%	84	81%
Not Migrant	21	104	4	4%	16	15%	55	53%	29	28%	84	81%
Not Homeless	21	104	4	4%	16	15%	55	53%	29	28%	84	81%
Not in Foster Care	21	104	4	4%	16	15%	55	53%	29	28%	84	81%
Parent Not in Armed Forces	21	104	4	4%	16	15%	55	53%	29	28%	84	81%



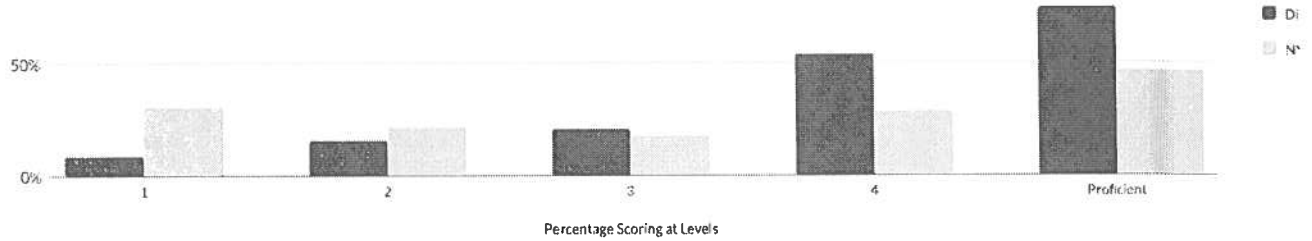
## GRADE 5 ELA RESULTS



**MEAN SCORE: 614**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	23	91	9	10%	24	26%	24	26%	34	37%	58	64%
General Education	17	86	6	7%	23	27%	23	27%	34	40%	57	66%
Students with Disabilities	6	5	3	60%	1	20%	1	20%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	0	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	13	3	23%	6	46%	3	23%	1	8%	4	31%
White	18	68	5	7%	16	24%	17	25%	30	44%	47	69%
Multiracial	0	7	–	–	–	–	–	–	–	–	–	–
Small Group Total	0	10	1	10%	2	20%	4	40%	3	30%	7	70%
Female	14	46	2	4%	12	26%	11	24%	21	46%	32	70%
Male	9	45	7	16%	12	27%	13	29%	13	29%	26	58%
English Language Learners	1	3	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	22	88	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	1	2	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	22	89	–	–	–	–	–	–	–	–	–	–
Not Migrant	23	91	9	10%	24	26%	24	26%	34	37%	58	64%
Not Homeless	23	91	9	10%	24	26%	24	26%	34	37%	58	64%
Not in Foster Care	23	91	9	10%	24	26%	24	26%	34	37%	58	64%
Parent Not in Armed Forces	23	91	9	10%	24	26%	24	26%	34	37%	58	64%

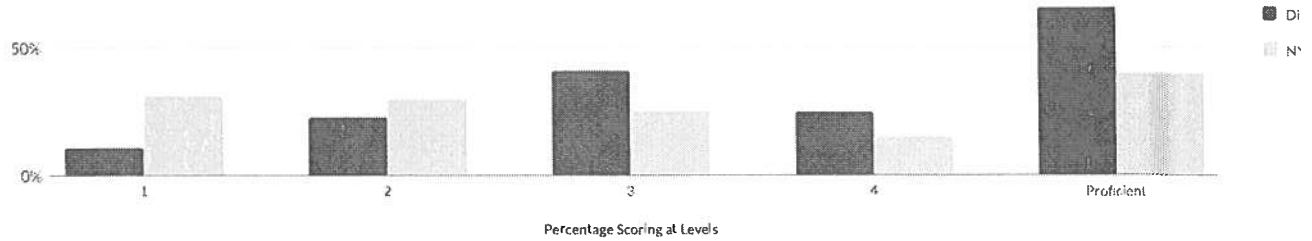
### GRADE 6 ELA RESULTS



**MEAN SCORE: 610**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	24	109	10	9%	17	16%	23	21%	59	54%	82	75%
General Education	16	97	7	7%	15	15%	20	21%	55	57%	75	77%
Students with Disabilities	8	12	3	25%	2	17%	3	25%	4	33%	7	58%
Asian or Native Hawaiian/Other Pacific Islander	3	6	-	-	-	-	-	-	-	-	-	-
Black or African American	0	4	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	6	13	6	46%	2	15%	3	23%	2	15%	5	38%
White	13	77	2	3%	14	18%	16	21%	45	58%	61	79%
Multiracial	2	9	0	0%	0	0%	2	22%	7	78%	9	100%
Small Group Total	3	10	2	20%	1	10%	2	20%	5	50%	7	70%
Female	9	55	2	4%	9	16%	10	18%	34	62%	44	80%
Male	15	54	8	15%	8	15%	13	24%	25	46%	38	70%
English Language Learners	3	3	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	21	106	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	3	9	2	22%	3	33%	4	44%	0	0%	4	44%
Not Economically Disadvantaged	21	100	8	8%	14	14%	19	19%	59	59%	78	78%
Not Migrant	24	109	10	9%	17	16%	23	21%	59	54%	82	75%
Not Homeless	24	109	10	9%	17	16%	23	21%	59	54%	82	75%
Not in Foster Care	24	109	10	9%	17	16%	23	21%	59	54%	82	75%
Parent Not in Armed Forces	24	109	10	9%	17	16%	23	21%	59	54%	82	75%

## GRADE 7 ELA RESULTS



**MEAN SCORE: 610**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	29	103	11	11%	24	23%	42	41%	26	25%	68	66%
General Education	24	93	7	8%	19	20%	41	44%	26	28%	67	72%
Students with Disabilities	5	10	4	40%	5	50%	1	10%	0	0%	1	10%
Asian or Native Hawaiian/Other Pacific Islander	0	8	1	13%	3	38%	2	25%	2	25%	4	50%
Hispanic or Latino	1	11	2	18%	1	9%	6	55%	2	18%	8	73%
White	26	79	8	10%	19	24%	33	42%	19	24%	52	66%
Multiracial	0	5	0	0%	1	20%	1	20%	3	60%	4	80%
Female	5	55	2	4%	11	20%	25	45%	17	31%	42	76%
Male	24	48	9	19%	13	27%	17	35%	9	19%	26	54%
English Language Learners	0	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	29	102	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	1	4	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	28	99	–	–	–	–	–	–	–	–	–	–
Not Migrant	29	103	11	11%	24	23%	42	41%	26	25%	68	66%
Not Homeless	29	103	11	11%	24	23%	42	41%	26	25%	68	66%
Not in Foster Care	29	103	11	11%	24	23%	42	41%	26	25%	68	66%
Parent Not in Armed Forces	29	103	11	11%	24	23%	42	41%	26	25%	68	66%

## GRADE 8 ELA RESULTS

**MEAN SCORE: 607**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	56	88	4	5%	25	28%	35	40%	24	27%	59	67%
General Education	51	76	1	1%	19	25%	32	42%	24	32%	56	74%
Students with Disabilities	5	12	3	25%	6	50%	3	25%	0	0%	3	25%
Asian or Native Hawaiian/Other Pacific Islander	3	6	0	0%	1	17%	5	83%	0	0%	5	83%
Black or African American	2	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	12	0	0%	5	42%	4	33%	3	25%	7	58%
White	41	63	3	5%	19	30%	24	38%	17	27%	41	65%
Multiracial	5	6	–	–	–	–	–	–	–	–	–	–
Small Group Total	7	7	1	14%	0	0%	2	29%	4	57%	6	86%
Female	29	39	1	3%	8	21%	16	41%	14	36%	30	77%
Male	27	49	3	6%	17	35%	19	39%	10	20%	29	59%
Non-English Language Learners	56	88	4	5%	25	28%	35	40%	24	27%	59	67%
Economically Disadvantaged	1	5	0	0%	3	60%	1	20%	1	20%	2	40%
Not Economically Disadvantaged	55	83	4	5%	22	27%	34	41%	23	28%	57	69%
Not Migrant	56	88	4	5%	25	28%	35	40%	24	27%	59	67%
Not Homeless	56	88	4	5%	25	28%	35	40%	24	27%	59	67%
Not in Foster Care	56	88	4	5%	25	28%	35	40%	24	27%	59	67%
Parent Not in Armed Forces	56	88	4	5%	25	28%	35	40%	24	27%	59	67%

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

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	25	116	7	6%	12	10%	40	34%	57	49%	97	84%
Grade 4	19	106	4	4%	14	13%	28	26%	60	57%	88	83%
Grade 5	25	90	9	10%	16	18%	23	26%	42	47%	65	72%
Grade 6	28	105	9	9%	24	23%	31	30%	41	39%	72	69%
Grade 7	27	105	8	8%	24	23%	37	35%	36	34%	73	70%
Regents 7	–	2	–	–	–	–	–	–	–	–	–	–
Combined 7	27	107	–	–	–	–	–	–	–	–	–	–
Grade 8	60	84	12	14%	32	38%	27	32%	13	15%	40	48%
Regents 8	–	22	0	0%	0	0%	0	0%	22	100%	22	100%
Combined 8	60	106	12	11%	32	30%	27	25%	35	33%	62	58%
Grades 3-8	184	630	–	–	–	–	–	–	–	–	–	–

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

## GRADE 3 MATH RESULTS

**MEAN SCORE: 611**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	25	116	7	6%	12	10%	40	34%	57	49%	97	84%
General Education	14	108	4	4%	12	11%	36	33%	56	52%	92	85%
Students with Disabilities	11	8	3	38%	0	0%	4	50%	1	13%	5	63%
American Indian or Alaska Native	0	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	5	–	–	–	–	–	–	–	–	–	–
Black or African American	3	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	16	1	6%	4	25%	6	38%	5	31%	11	69%
White	13	82	4	5%	5	6%	26	32%	47	57%	73	89%
Multiracial	1	10	2	20%	1	10%	4	40%	3	30%	7	70%
Small Group Total	4	8	0	0%	2	25%	4	50%	2	25%	6	75%
Female	11	63	3	5%	9	14%	21	33%	30	48%	51	81%
Male	14	53	4	8%	3	6%	19	36%	27	51%	46	87%
English Language Learners	1	4	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	24	112	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	1	1	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	24	115	–	–	–	–	–	–	–	–	–	–
Not Migrant	25	116	7	6%	12	10%	40	34%	57	49%	97	84%
Not Homeless	25	116	7	6%	12	10%	40	34%	57	49%	97	84%
Not in Foster Care	25	116	7	6%	12	10%	40	34%	57	49%	97	84%
Parent Not in Armed Forces	25	116	7	6%	12	10%	40	34%	57	49%	97	84%

## GRADE 4 MATH RESULTS

**MEAN SCORE: 614**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	19	106	4	4%	14	13%	28	26%	60	57%	88	83%
General Education	10	96	1	1%	11	11%	26	27%	58	60%	84	88%
Students with Disabilities	9	10	3	30%	3	30%	2	20%	2	20%	4	40%
Asian or Native Hawaiian/Other Pacific Islander	0	5	–	–	–	–	–	–	–	–	–	–
Black or African American	1	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	10	0	0%	2	20%	3	30%	5	50%	8	80%
White	11	83	4	5%	10	12%	22	27%	47	57%	69	83%
Multiracial	2	7	0	0%	1	14%	1	14%	5	71%	6	86%
Small Group Total	1	6	0	0%	1	17%	2	33%	3	50%	5	83%
Female	10	63	3	5%	9	14%	14	22%	37	59%	51	81%
Male	9	43	1	2%	5	12%	14	33%	23	53%	37	86%
Non-English Language Learners	19	106	4	4%	14	13%	28	26%	60	57%	88	83%
Not Economically Disadvantaged	19	106	4	4%	14	13%	28	26%	60	57%	88	83%
Not Migrant	19	106	4	4%	14	13%	28	26%	60	57%	88	83%
Not Homeless	19	106	4	4%	14	13%	28	26%	60	57%	88	83%
Not in Foster Care	19	106	4	4%	14	13%	28	26%	60	57%	88	83%
Parent Not in Armed Forces	19	106	4	4%	14	13%	28	26%	60	57%	88	83%

## GRADE 5 MATH RESULTS

**MEAN SCORE: 611**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
			All Students	25	90	9	10%	16	18%	23	26%	42
General Education	20	84	7	8%	13	15%	22	26%	42	50%	64	76%
Students with Disabilities	5	6	2	33%	3	50%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	0	3	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	6	13	2	15%	4	31%	4	31%	3	23%	7	54%
White	19	67	6	9%	11	16%	16	24%	34	51%	50	75%
Multiracial	0	7	--	--	--	--	--	--	--	--	--	--
Small Group Total	0	10	1	10%	1	10%	3	30%	5	50%	8	80%
Female	16	45	6	13%	7	16%	10	22%	22	49%	32	71%
Male	9	45	3	7%	9	20%	13	29%	20	44%	33	73%
English Language Learners	1	3	--	--	--	--	--	--	--	--	--	--
Non-English Language Learners	24	87	--	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	2	1	--	--	--	--	--	--	--	--	--	--
Not Economically Disadvantaged	23	89	--	--	--	--	--	--	--	--	--	--
Not Migrant	25	90	9	10%	16	18%	23	26%	42	47%	65	72%
Not Homeless	25	90	9	10%	16	18%	23	26%	42	47%	65	72%
Not in Foster Care	25	90	9	10%	16	18%	23	26%	42	47%	65	72%
Parent Not in Armed Forces	25	90	9	10%	16	18%	23	26%	42	47%	65	72%



## GRADE 6 MATH RESULTS

**MEAN SCORE: 610**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	28	105	9	9%	24	23%	31	30%	41	39%	72	69%
General Education	18	95	5	5%	21	22%	29	31%	40	42%	69	73%
Students with Disabilities	10	10	4	40%	3	30%	2	20%	1	10%	3	30%
Asian or Native Hawaiian/Other Pacific Islander	3	6	–	–	–	–	–	–	–	–	–	–
Black or African American	0	4	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	12	5	42%	5	42%	0	0%	2	17%	2	17%
White	18	72	3	4%	15	21%	24	33%	30	42%	54	75%
Multiracial	0	11	0	0%	0	0%	7	64%	4	36%	11	100%
Small Group Total	3	10	1	10%	4	40%	0	0%	5	50%	5	50%
Female	12	52	4	8%	15	29%	14	27%	19	37%	33	63%
Male	16	53	5	9%	9	17%	17	32%	22	42%	39	74%
English Language Learners	2	4	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	26	101	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	4	8	2	25%	5	63%	1	13%	0	0%	1	13%
Not Economically Disadvantaged	24	97	7	7%	19	20%	30	31%	41	42%	71	73%
Not Migrant	28	105	9	9%	24	23%	31	30%	41	39%	72	69%
Not Homeless	28	105	9	9%	24	23%	31	30%	41	39%	72	69%
Not in Foster Care	28	105	9	9%	24	23%	31	30%	41	39%	72	69%
Parent Not in Armed Forces	28	105	9	9%	24	23%	31	30%	41	39%	72	69%

## GRADE 7 MATH RESULTS

**MEAN SCORE: 612**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	27	105	8	8%	24	23%	37	35%	36	34%	73	70%
General Education	23	94	1	1%	22	23%	35	37%	36	38%	71	76%
Students with Disabilities	4	11	7	64%	2	18%	2	18%	0	0%	2	18%
Asian or Native Hawaiian/Other Pacific Islander	1	7	0	0%	2	29%	2	29%	3	43%	5	71%
Hispanic or Latino	3	9	1	11%	3	33%	3	33%	2	22%	5	56%
White	21	84	7	8%	18	21%	31	37%	28	33%	59	70%
Multiracial	0	5	0	0%	1	20%	1	20%	3	60%	4	80%
Female	8	52	4	8%	12	23%	21	40%	15	29%	36	69%
Male	19	53	4	8%	12	23%	16	30%	21	40%	37	70%
English Language Learners	0	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	27	104	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	2	3	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	25	102	-	-	-	-	-	-	-	-	-	-
Not Migrant	27	105	8	8%	24	23%	37	35%	36	34%	73	70%
Not Homeless	27	105	8	8%	24	23%	37	35%	36	34%	73	70%
Not in Foster Care	27	105	8	8%	24	23%	37	35%	36	34%	73	70%
Parent Not in Armed Forces	27	105	8	8%	24	23%	37	35%	36	34%	73	70%

## GRADE 8 MATH RESULTS

**MEAN SCORE: 608**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	60	84	12	14%	32	38%	27	32%	13	15%	40	48%
General Education	53	74	4	5%	30	41%	27	36%	13	18%	40	54%
Students with Disabilities	7	10	8	80%	2	20%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	6	–	–	–	–	–	–	–	–	–	–
Black or African American	2	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	12	2	17%	7	58%	2	17%	1	8%	3	25%
White	46	58	8	14%	22	38%	17	29%	11	19%	28	48%
Multiracial	4	7	2	29%	2	29%	3	43%	0	0%	3	43%
Small Group Total	5	7	0	0%	1	14%	5	71%	1	14%	6	86%
Female	31	37	3	8%	17	46%	15	41%	2	5%	17	46%
Male	29	47	9	19%	15	32%	12	26%	11	23%	23	49%
Non-English Language Learners	60	84	12	14%	32	38%	27	32%	13	15%	40	48%
Economically Disadvantaged	2	4	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	58	80	–	–	–	–	–	–	–	–	–	–
Not Migrant	60	84	12	14%	32	38%	27	32%	13	15%	40	48%
Not Homeless	60	84	12	14%	32	38%	27	32%	13	15%	40	48%
Not in Foster Care	60	84	12	14%	32	38%	27	32%	13	15%	40	48%
Parent Not in Armed Forces	60	84	12	14%	32	38%	27	32%	13	15%	40	48%

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

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	16	109	0	0%	0	0%	14	13%	95	87%	109	100%
Grade 8	140	4	-	-	-	-	-	-	-	-	-	-
Regents 8	-	139	2	1%	4	3%	35	25%	98	71%	133	96%
Combined 8	140	143	-	-	-	-	-	-	-	-	-	-
Grades 4&8	156	252	-	-	-	-	-	-	-	-	-	-

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

## GRADE 4 SCIENCE RESULTS

**MEAN SCORE: 91**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	16	109	0	0%	0	0%	14	13%	95	87%	109	100%
General Education	7	99	0	0%	0	0%	9	9%	90	91%	99	100%
Students with Disabilities	9	10	0	0%	0	0%	5	50%	5	50%	10	100%
Asian or Native Hawaiian/Other Pacific Islander	0	5	-	-	-	-	-	-	-	-	-	-
Black or African American	0	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	4	11	0	0%	0	0%	2	18%	9	82%	11	100%
White	9	85	0	0%	0	0%	7	8%	78	92%	85	100%
Multiracial	3	6	0	0%	0	0%	1	17%	5	83%	6	100%
Small Group Total	0	7	0	0%	0	0%	4	57%	3	43%	7	100%
Female	9	64	0	0%	0	0%	8	13%	56	88%	64	100%
Male	7	45	0	0%	0	0%	6	13%	39	87%	45	100%
Non-English Language Learners	16	109	0	0%	0	0%	14	13%	95	87%	109	100%
Not Economically Disadvantaged	16	109	0	0%	0	0%	14	13%	95	87%	109	100%
Not Migrant	16	109	0	0%	0	0%	14	13%	95	87%	109	100%
Not Homeless	16	109	0	0%	0	0%	14	13%	95	87%	109	100%
Not in Foster Care	16	109	0	0%	0	0%	14	13%	95	87%	109	100%
Parent Not in Armed Forces	16	109	0	0%	0	0%	14	13%	95	87%	109	100%



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

**ANNUAL REGENTS EXAMINATION IN ELA (2018-19)**

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	126	1	1%	1	1%	7	6%	10	8%	107	85%	124	98%
General Education	109	0	0%	1	1%	3	3%	8	7%	97	89%	108	99%
Students with Disabilities	17	1	6%	0	0%	4	24%	2	12%	10	59%	16	94%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	0	0%	1	8%	2	17%	9	75%	12	100%
Black or African American	3	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	11	1	9%	1	9%	1	9%	0	0%	8	73%	9	82%
White	93	0	0%	0	0%	1	1%	8	9%	84	90%	93	100%
Multiracial	7	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	10	0	0%	0	0%	4	40%	0	0%	6	60%	10	100%
Female	71	1	1%	1	1%	4	6%	6	8%	59	83%	69	97%
Male	55	0	0%	0	0%	3	5%	4	7%	48	87%	55	100%
English Language Learners	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	123	–	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	9	0	0%	1	11%	1	11%	2	22%	5	56%	8	89%
Not Economically Disadvantaged	117	1	1%	0	0%	6	5%	8	7%	102	87%	116	99%
Not Migrant	126	1	1%	1	1%	7	6%	10	8%	107	85%	124	98%
Not Homeless	126	1	1%	1	1%	7	6%	10	8%	107	85%	124	98%
Not in Foster Care	126	1	1%	1	1%	7	6%	10	8%	107	85%	124	98%
Parent Not in Armed Forces	126	1	1%	1	1%	7	6%	10	8%	107	85%	124	98%

**ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)**

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	1	1%	4	3%	21	16%	32	24%	75	56%	128	96%
General Education	118	0	0%	2	2%	13	11%	28	24%	75	64%	116	98%
Students with Disabilities	15	1	7%	2	13%	8	53%	4	27%	0	0%	12	80%
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	0	0%	4	36%	0	0%	7	64%	11	100%
Black or African American	5	0	0%	0	0%	3	60%	0	0%	2	40%	5	100%
Hispanic or Latino	14	1	7%	3	21%	3	21%	2	14%	5	36%	10	71%
White	91	0	0%	1	1%	10	11%	27	30%	53	58%	90	99%
Multiracial	12	0	0%	0	0%	1	8%	3	25%	8	67%	12	100%
Female	64	0	0%	3	5%	11	17%	14	22%	36	56%	61	95%
Male	69	1	1%	1	1%	10	14%	18	26%	39	57%	67	97%
English Language Learners	3	--	--	--	--	--	--	--	--	--	--	--	--
Non-English Language Learners	130	--	--	--	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	5	0	0%	1	20%	2	40%	1	20%	1	20%	4	80%
Not Economically Disadvantaged	128	1	1%	3	2%	19	15%	31	24%	74	58%	124	97%
Not Migrant	133	1	1%	4	3%	21	16%	32	24%	75	56%	128	96%
Not Homeless	133	1	1%	4	3%	21	16%	32	24%	75	56%	128	96%
Not in Foster Care	133	1	1%	4	3%	21	16%	32	24%	75	56%	128	96%
Parent Not in Armed Forces	133	1	1%	4	3%	21	16%	32	24%	75	56%	128	96%



**ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)**

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	5	0	0%	0	0%	3	60%	0	0%	2	40%	5	100%
General Education	4	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
White	5	0	0%	0	0%	3	60%	0	0%	2	40%	5	100%
Female	4	–	–	–	–	–	–	–	–	–	–	–	–
Male	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	5	0	0%	0	0%	3	60%	0	0%	2	40%	5	100%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	5	0	0%	0	0%	3	60%	0	0%	2	40%	5	100%
Not Homeless	5	0	0%	0	0%	3	60%	0	0%	2	40%	5	100%
Not in Foster Care	5	0	0%	0	0%	3	60%	0	0%	2	40%	5	100%
Parent Not in Armed Forces	5	0	0%	0	0%	3	60%	0	0%	2	40%	5	100%

**ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)**

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	97	0	0%	0	0%	10	10%	23	24%	64	66%	97	100%
General Education	91	0	0%	0	0%	8	9%	21	23%	62	68%	91	100%
Students with Disabilities	6	0	0%	0	0%	2	33%	2	33%	2	33%	6	100%
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	0	0%	0	0%	3	27%	8	73%	11	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—	—	—
White	78	0	0%	0	0%	8	10%	17	22%	53	68%	78	100%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	0	0%	2	25%	3	38%	3	38%	8	100%
Female	46	0	0%	0	0%	5	11%	11	24%	30	65%	46	100%
Male	51	0	0%	0	0%	5	10%	12	24%	34	67%	51	100%
Non-English Language Learners	97	0	0%	0	0%	10	10%	23	24%	64	66%	97	100%
Not Economically Disadvantaged	97	0	0%	0	0%	10	10%	23	24%	64	66%	97	100%
Not Migrant	97	0	0%	0	0%	10	10%	23	24%	64	66%	97	100%
Not Homeless	97	0	0%	0	0%	10	10%	23	24%	64	66%	97	100%
Not in Foster Care	97	0	0%	0	0%	10	10%	23	24%	64	66%	97	100%
Parent Not in Armed Forces	97	0	0%	0	0%	10	10%	23	24%	64	66%	97	100%

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

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	0	0%	2	2%	17	13%	20	15%	94	71%	131	98%
General Education	109	0	0%	0	0%	9	8%	14	13%	86	79%	109	100%
Students with Disabilities	24	0	0%	2	8%	8	33%	6	25%	8	33%	22	92%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	0	0%	0	0%	3	25%	3	25%	6	50%	12	100%
White	109	0	0%	2	2%	12	11%	14	13%	81	74%	107	98%
Multiracial	6	0	0%	0	0%	1	17%	1	17%	4	67%	6	100%
Small Group Total	6	0	0%	0	0%	1	17%	2	33%	3	50%	6	100%
Female	59	0	0%	1	2%	6	10%	11	19%	41	69%	58	98%
Male	74	0	0%	1	1%	11	15%	9	12%	53	72%	73	99%
Non-English Language Learners	133	0	0%	2	2%	17	13%	20	15%	94	71%	131	98%
Economically Disadvantaged	7	0	0%	0	0%	1	14%	3	43%	3	43%	7	100%
Not Economically Disadvantaged	126	0	0%	2	2%	16	13%	17	13%	91	72%	124	98%
Not Migrant	133	0	0%	2	2%	17	13%	20	15%	94	71%	131	98%
Not Homeless	133	0	0%	2	2%	17	13%	20	15%	94	71%	131	98%
Not in Foster Care	133	0	0%	2	2%	17	13%	20	15%	94	71%	131	98%
Parent Not in Armed Forces	133	0	0%	2	2%	17	13%	20	15%	94	71%	131	98%

**ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)**

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	123	3	2%	2	2%	37	30%	81	66%	118	96%
General Education	99	0	0%	0	0%	22	22%	77	78%	99	100%
Students with Disabilities	24	3	13%	2	8%	15	63%	4	17%	19	79%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	5	63%	3	38%	8	100%
Black or African American	6	0	0%	0	0%	5	83%	1	17%	6	100%
Hispanic or Latino	19	2	11%	1	5%	7	37%	9	47%	16	84%
White	81	1	1%	1	1%	20	25%	59	73%	79	98%
Multiracial	9	0	0%	0	0%	0	0%	9	100%	9	100%
Female	57	2	4%	1	2%	18	32%	36	63%	54	95%
Male	66	1	2%	1	2%	19	29%	45	68%	64	97%
English Language Learners	2	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	121	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	7	1	14%	0	0%	3	43%	3	43%	6	86%
Not Economically Disadvantaged	116	2	2%	2	2%	34	29%	78	67%	112	97%
Not Migrant	123	3	2%	2	2%	37	30%	81	66%	118	96%
Not Homeless	123	3	2%	2	2%	37	30%	81	66%	118	96%
Not in Foster Care	123	3	2%	2	2%	37	30%	81	66%	118	96%
Parent Not in Armed Forces	123	3	2%	2	2%	37	30%	81	66%	118	96%

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

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	158	4	3%	7	4%	45	28%	102	65%	147	93%
General Education	138	0	0%	3	2%	37	27%	98	71%	135	98%
Students with Disabilities	20	4	20%	4	20%	8	40%	4	20%	12	60%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	2	22%	7	78%	9	100%
Black or African American	6	0	0%	1	17%	4	67%	1	17%	5	83%
Hispanic or Latino	24	3	13%	0	0%	7	29%	14	58%	21	88%
White	108	1	1%	6	6%	29	27%	72	67%	101	94%
Multiracial	11	0	0%	0	0%	3	27%	8	73%	11	100%
Female	75	1	1%	4	5%	24	32%	46	61%	70	93%
Male	83	3	4%	3	4%	21	25%	56	67%	77	93%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	157	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	10	1	10%	1	10%	6	60%	2	20%	8	80%
Not Economically Disadvantaged	148	3	2%	6	4%	39	26%	100	68%	139	94%
Not Migrant	158	4	3%	7	4%	45	28%	102	65%	147	93%
Not Homeless	158	4	3%	7	4%	45	28%	102	65%	147	93%
Not in Foster Care	158	4	3%	7	4%	45	28%	102	65%	147	93%
Parent Not in Armed Forces	158	4	3%	7	4%	45	28%	102	65%	147	93%



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

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	6	2	33%	2	33%	0	0%	2	33%	2	33%
General Education	5	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–
White	3	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	6	2	33%	2	33%	0	0%	2	33%	2	33%
Female	4	–	–	–	–	–	–	–	–	–	–
Male	2	–	–	–	–	–	–	–	–	–	–
English Language Learners	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	5	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	2	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	4	–	–	–	–	–	–	–	–	–	–
Not Migrant	6	2	33%	2	33%	0	0%	2	33%	2	33%
Not Homeless	6	2	33%	2	33%	0	0%	2	33%	2	33%
Not in Foster Care	6	2	33%	2	33%	0	0%	2	33%	2	33%
Parent Not in Armed Forces	6	2	33%	2	33%	0	0%	2	33%	2	33%

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

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	125	1	1%	4	3%	20	16%	100	80%	120	96%
General Education	110	0	0%	3	3%	14	13%	93	85%	107	97%
Students with Disabilities	15	1	7%	1	7%	6	40%	7	47%	13	87%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	0	0%	1	8%	11	92%	12	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	1	9%	1	9%	3	27%	6	55%	9	82%
White	92	0	0%	1	1%	13	14%	78	85%	91	99%
Multiracial	8	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	2	20%	3	30%	5	50%	8	80%
Female	71	1	1%	4	6%	11	15%	55	77%	66	93%
Male	54	0	0%	0	0%	9	17%	45	83%	54	100%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	122	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	10	0	0%	1	10%	4	40%	5	50%	9	90%
Not Economically Disadvantaged	115	1	1%	3	3%	16	14%	95	83%	111	97%
Not Migrant	125	1	1%	4	3%	20	16%	100	80%	120	96%
Not Homeless	125	1	1%	4	3%	20	16%	100	80%	120	96%
Not in Foster Care	125	1	1%	4	3%	20	16%	100	80%	120	96%
Parent Not in Armed Forces	125	1	1%	4	3%	20	16%	100	80%	120	96%



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

### 2015 TOTAL COHORT REGENTS EXAMINATION IN ELA

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	1	1%	122	99%	0	0%	2	2%	13	11%	107	87%	120	98%
General Education	106	0	0%	106	100%	0	0%	1	1%	8	8%	97	92%	105	99%
Students with Disabilities	17	1	6%	16	94%	0	0%	1	6%	5	29%	10	59%	15	88%
Asian or Native Hawaiian/Other Pacific Islander	10	1	10%	9	90%	0	0%	0	0%	2	20%	7	70%	9	90%
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	0	0%	17	100%	0	0%	1	6%	3	18%	13	76%	16	94%
White	89	0	0%	89	100%	0	0%	1	1%	5	6%	83	93%	88	99%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	7	100%	0	0%	0	0%	3	43%	4	57%	7	100%
Female	50	1	2%	49	98%	0	0%	1	2%	6	12%	42	84%	48	96%
Male	73	0	0%	73	100%	0	0%	1	1%	7	10%	65	89%	72	99%
Non-English Language Learners	121	0	—	121	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	9	0	0%	9	100%	0	0%	1	11%	3	33%	5	56%	8	89%
Not Economically Disadvantaged	114	1	1%	113	99%	0	0%	1	1%	10	9%	102	89%	112	98%
Not Migrant	123	1	1%	122	99%	0	0%	2	2%	13	11%	107	87%	120	98%
Not Homeless	123	1	1%	122	99%	0	0%	2	2%	13	11%	107	87%	120	98%
Not in Foster Care	123	1	1%	122	99%	0	0%	2	2%	13	11%	107	87%	120	98%
Parent Not in Armed Forces	123	1	1%	122	99%	0	0%	2	2%	13	11%	107	87%	120	98%

**2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH**

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	1	1%	122	99%	0	0%	0	0%	32	26%	90	73%	122	99%
General Education	106	0	0%	106	100%	0	0%	0	0%	23	22%	83	78%	106	100%
Students with Disabilities	17	1	6%	16	94%	0	0%	0	0%	9	53%	7	41%	16	94%
Asian or Native Hawaiian/Other Pacific Islander	10	1	10%	9	90%	0	0%	0	0%	1	10%	8	80%	9	90%
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	0	0%	17	100%	0	0%	0	0%	9	53%	8	47%	17	100%
White	89	0	0%	89	100%	0	0%	0	0%	18	20%	71	80%	89	100%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	7	100%	0	0%	0	0%	4	57%	3	43%	7	100%
Female	50	1	2%	49	98%	0	0%	0	0%	12	24%	37	74%	49	98%
Male	73	0	0%	73	100%	0	0%	0	0%	20	27%	53	73%	73	100%
Non-English Language Learners	121	0	—	121	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	9	0	0%	9	100%	0	0%	0	0%	2	22%	7	78%	9	100%
Not Economically Disadvantaged	114	1	1%	113	99%	0	0%	0	0%	30	26%	83	73%	113	99%
Not Migrant	123	1	1%	122	99%	0	0%	0	0%	32	26%	90	73%	122	99%
Not Homeless	123	1	1%	122	99%	0	0%	0	0%	32	26%	90	73%	122	99%
Not in Foster Care	123	1	1%	122	99%	0	0%	0	0%	32	26%	90	73%	122	99%
Parent Not in Armed Forces	123	1	1%	122	99%	0	0%	0	0%	32	26%	90	73%	122	99%

**2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY**

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	2	2%	121	98%	1	1%	1	1%	29	24%	90	73%	119	97%
General Education	106	1	1%	105	99%	1	1%	0	0%	23	22%	81	76%	104	98%
Students with Disabilities	17	1	6%	16	94%	0	0%	1	6%	6	35%	9	53%	15	88%
Asian or Native Hawaiian/Other Pacific Islander	10	1	10%	9	90%	0	0%	0	0%	1	10%	8	80%	9	90%
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	1	6%	16	94%	1	6%	0	0%	9	53%	6	35%	15	88%
White	89	0	0%	89	100%	0	0%	1	1%	16	18%	72	81%	88	99%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	7	100%	0	0%	0	0%	3	43%	4	57%	7	100%
Female	50	2	4%	48	96%	1	2%	0	0%	16	32%	31	62%	47	94%
Male	73	0	0%	73	100%	0	0%	1	1%	13	18%	59	81%	72	99%
Non-English Language Learners	121	1	—	120	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	9	1	11%	8	89%	1	11%	0	0%	1	11%	6	67%	7	78%
Not Economically Disadvantaged	114	1	1%	113	99%	0	0%	1	1%	28	25%	84	74%	112	98%
Not Migrant	123	2	2%	121	98%	1	1%	1	1%	29	24%	90	73%	119	97%
Not Homeless	123	2	2%	121	98%	1	1%	1	1%	29	24%	90	73%	119	97%
Not in Foster Care	123	2	2%	121	98%	1	1%	1	1%	29	24%	90	73%	119	97%
Parent Not in Armed Forces	123	2	2%	121	98%	1	1%	1	1%	29	24%	90	73%	119	97%

**2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE**

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	1	1%	122	99%	0	0%	0	0%	35	28%	87	71%	122	99%
General Education	106	0	0%	106	100%	0	0%	0	0%	28	26%	78	74%	106	100%
Students with Disabilities	17	1	6%	16	94%	0	0%	0	0%	7	41%	9	53%	16	94%
Asian or Native Hawaiian/Other Pacific Islander	10	1	10%	9	90%	0	0%	0	0%	2	20%	7	70%	9	90%
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	0	0%	17	100%	0	0%	0	0%	9	53%	8	47%	17	100%
White	89	0	0%	89	100%	0	0%	0	0%	20	22%	69	78%	89	100%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	7	100%	0	0%	0	0%	4	57%	3	43%	7	100%
Female	50	1	2%	49	98%	0	0%	0	0%	18	36%	31	62%	49	98%
Male	73	0	0%	73	100%	0	0%	0	0%	17	23%	56	77%	73	100%
Non-English Language Learners	121	0	—	121	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	9	0	0%	9	100%	0	0%	0	0%	5	56%	4	44%	9	100%
Not Economically Disadvantaged	114	1	1%	113	99%	0	0%	0	0%	30	26%	83	73%	113	99%
Not Migrant	123	1	1%	122	99%	0	0%	0	0%	35	28%	87	71%	122	99%
Not Homeless	123	1	1%	122	99%	0	0%	0	0%	35	28%	87	71%	122	99%
Not in Foster Care	123	1	1%	122	99%	0	0%	0	0%	35	28%	87	71%	122	99%
Parent Not in Armed Forces	123	1	1%	122	99%	0	0%	0	0%	35	28%	87	71%	122	99%

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

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	1	1%	122	99%	0	0%	2	2%	32	26%	88	72%	120	98%
General Education	106	0	0%	106	100%	0	0%	1	1%	25	24%	80	75%	105	99%
Students with Disabilities	17	1	6%	16	94%	0	0%	1	6%	7	41%	8	47%	15	88%
Asian or Native Hawaiian/Other Pacific Islander	10	1	10%	9	90%	0	0%	0	0%	1	10%	8	80%	9	90%
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	0	0%	17	100%	0	0%	1	6%	8	47%	8	47%	16	94%
White	89	0	0%	89	100%	0	0%	1	1%	19	21%	69	78%	88	99%
Multiracial	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	7	100%	0	0%	0	0%	4	57%	3	43%	7	100%
Female	50	1	2%	49	98%	0	0%	1	2%	16	32%	32	64%	48	96%
Male	73	0	0%	73	100%	0	0%	1	1%	16	22%	56	77%	72	99%
Non-English Language Learners	121	0	—	121	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	9	0	0%	9	100%	0	0%	1	11%	3	33%	5	56%	8	89%
Not Economically Disadvantaged	114	1	1%	113	99%	0	0%	1	1%	29	25%	83	73%	112	98%
Not Migrant	123	1	1%	122	99%	0	0%	2	2%	32	26%	88	72%	120	98%
Not Homeless	123	1	1%	122	99%	0	0%	2	2%	32	26%	88	72%	120	98%
Not in Foster Care	123	1	1%	122	99%	0	0%	2	2%	32	26%	88	72%	120	98%
Parent Not in Armed Forces	123	1	1%	122	99%	0	0%	2	2%	32	26%	88	72%	120	98%



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

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

### NEW YORK STATE NAEP GRADE 4

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

### NEW YORK STATE NAEP GRADE 8

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

### NATIONAL NAEP GRADE 4

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

### NATIONAL NAEP GRADE 8

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

\*There are not sufficient data for this subgroup.

### CIVIL RIGHTS DATA COLLECTION (CRDC) (2015-16)

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 (13.06 megabytes)

Glossary of Terms



# FISCAL ACCOUNTABILITY SUMMARY (2018 - 19)

## INFORMATION ABOUT EXPENDITURE RATIOS (2017 - 18)

(Data are lagged a year.)

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

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

### THIS SCHOOL DISTRICT

#### GENERAL EDUCATION

##### INSTRUCTIONAL EXPENDITURES

▼  
\$26,059,182

##### PUPILS

▼  
1,621

##### EXPENDITURES PER PUPIL

▼  
\$16,076

#### SPECIAL EDUCATION

##### INSTRUCTIONAL EXPENDITURES

▼  
\$11,425,786

##### PUPILS

▼  
228

##### EXPENDITURES PER PUPIL

▼  
\$50,113

### SIMILAR DISTRICT GROUP

**LOW NEED/RESOURCE CAPACITY**

**GENERAL EDUCATION**

**SPECIAL EDUCATION**

**INSTRUCTIONAL EXPENDITURES**

**INSTRUCTIONAL EXPENDITURES**



**\$5,629,457,432**

**\$2,181,788,127**

**PUPILS**

**PUPILS**



**365,552**

**52,736**

**EXPENDITURES PER PUPIL**

**EXPENDITURES PER PUPIL**



**\$15,400**

**\$41,372**

## ALL SCHOOL DISTRICTS

### GENERAL EDUCATION

### SPECIAL EDUCATION

#### INSTRUCTIONAL EXPENDITURES

#### INSTRUCTIONAL EXPENDITURES

▼  
**\$35,199,223,413**

▼  
**\$15,660,696,162**

#### PUPILS

#### PUPILS

▼  
**2,632,781**

▼  
**485,151**

#### EXPENDITURES PER PUPIL

#### EXPENDITURES PER PUPIL

▼  
**\$13,370**

▼  
**\$32,280**

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

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

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

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

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

**TOTAL EXPENDITURES PER PUPIL**

<b>THIS SCHOOL DISTRICT</b>	<b>SIMILAR DISTRICT GROUP</b>	<b>NY STATE</b>
<b>\$28,802</b>	<b>\$28,620</b>	<b>\$25,845</b>

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

# INFORMATION ABOUT STUDENTS WITH DISABILITIES (2018 - 19)

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

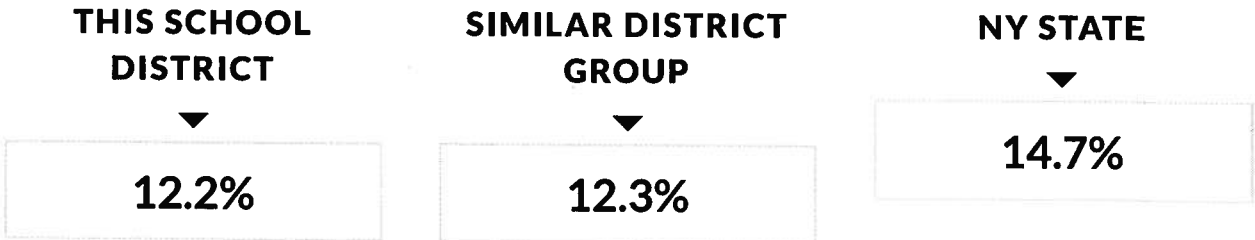
## STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY	NY STATE
80% OR MORE ▼	80% OR MORE ▼	80% OR MORE ▼
130   62.2%	62.6%	58.7%
40% - 79% ▼	40% - 79% ▼	40% - 79% ▼
59   28.2%	17.7%	11.5%
LESS THAN 40% ▼	LESS THAN 40% ▼	LESS THAN 40% ▼
11   5.3%	11.2%	19.0%
SEPARATE SETTINGS ▼	SEPARATE SETTINGS ▼	SEPARATE SETTINGS ▼
9   4.3%	5.0%	5.3%
OTHER SETTINGS ▼	OTHER SETTINGS	OTHER SETTINGS ▼



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

**SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE**



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

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