

Hastings-on-Hudson UFSD

— A Blue Ribbon District —

2019-2020 School Budget



Adopted by the Board of Education on April 23, 2019

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION

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TIM BAER, VICE PRESIDENT

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NANESHA NUÑEZ

INTERIM SUPERINTENDENT OF SCHOOLS

Dr. Charles Wilson

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

DISTRICT PHILOSOPHY STATEMENT

Values and Goals:

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

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

View of Learning and Learner:

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

Adopted by the Board of Education on September 22, 1997

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

DISTRICT GOALS

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

Adopted by the Board of Education on December 12, 2005

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED 2019-20 SCHOOL BUDGET

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STATE REGULATIONS

Chapter 436 of the Laws of 1997

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

- **Budget Planning and Presentations**
The school budget law required school boards to present their budgets to the voters in three components – the program, capital and administrative. The budget must separately categorize revenues, property tax refunds, expenditures, budget transfers and fund balance information.
- **Budget Adoption**
The proposed budget that is presented at the hearing and for public vote must be the same version that has been adopted by the Board of Education.
- **Budget Hearing**
The proposed budget must be presented to voters at an annual budget hearing which should take place within seven to fourteen days prior to the voting date.
- **Dissemination of Budget Information**
The public document must be made available to the public fourteen days prior to the vote.
- **Budget Vote**
The statewide voting day will be the third Tuesday in May, which falls on May 21st this year.

AMENDMENT TO REGULATIONS OF THE COMMISSION OF EDUCATION

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

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

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

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

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

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

BUDGET NOTIFICATION REQUIREMENTS

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

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

Amends section 2022 of the Education Law:

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

BUDGET POLICIES

BUDGET PLANNING AND DEVELOPMENT

5110

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

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

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

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

Reference - Education Law Section 1716

Adoption Date: 5/7/02

BUDGET ADOPTION

5130

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

Copies of the proposed annual operating budget for the succeeding year to be voted upon at the Annual Meeting and Election shall be available to District

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

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

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

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

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

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

*Reference - Education Law Sections 1608, 1716, 1804(4), 1906 (1),
2002(1), 2003(1), 2004(1), 2022, 2023, and 2601-a
8 New York Code of Rules and Regulations (NYCRR)
Sections 100.2(bb), 170.8 and 170.9*

Adoption Date: 5/7/02

BUDGET TRANSFERS

5330

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

Reference - Commissioner's Regulations Section 170.2

Adoption Date: 1/13/03

Adopted by the Board of Education November 5, 2018

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION CALENDAR FOR 2019-2020 BUDGET

DATE	ACTIVITY
<u>2018</u>	
November 5, Monday	Budget calendar adopted by Board of Education
<u>2019</u>	
January 28, Monday	Superintendent gives progress report of budget development to the Board.
February 11, Monday	Regular meeting - Superintendent presents Budget Overview and Non-Instructional Budget.
March 1, Friday	Submit information to calculate Tax Levy Limit Office of State Comptroller's website
March 11, Monday	Regular meeting - Superintendent presents Proposed Instructional Budget.
March 25, Monday	Regular meeting - Additional Budget discussion.
March 29, Friday	Proposed Budget Available On-line
April 5, Friday	First Legal Notification to Public - to announce budget hearing & vote.
April 12, Friday	Second Legal Notification to Public - to announce budget hearing & vote.
April 22, Monday	Petition nominating candidates for the Board must be received by 5:00 P.M. by the District Clerk.
April 22, Monday	Petitions for budget propositions must be received by 5:00 P.M. by the District Clerk.
April 23, Tuesday	Regular Board Meeting - Board of Education adopts budget. BOCES Budget Vote
April 24, Wednesday	Board Adopted Budget Available to the Public.
April 24, Wednesday	Submit Property Tax Report Card to SED.
April 26, Friday	Third Legal Notification to Public - to announce budget hearing & vote, including availability of budget.
May 3, Friday	Fourth Legal Notification to Public - to announce budget hearing & vote.
May 7, Tuesday	Budget Hearing - Must be no less than 7 days and no more than 14 days to the budget vote.
May 8-15, Wednesday	Budget notice mailed to eligible voters.
May 15, Wednesday	Voter Registration 4:00 P.M. - 8:00 P.M.
May 21, Tuesday	School Board Election and Vote on Budget.

HASTINGS-ON-HUDSON PUBLIC SCHOOLS

ENROLLMENT (10/02/18)

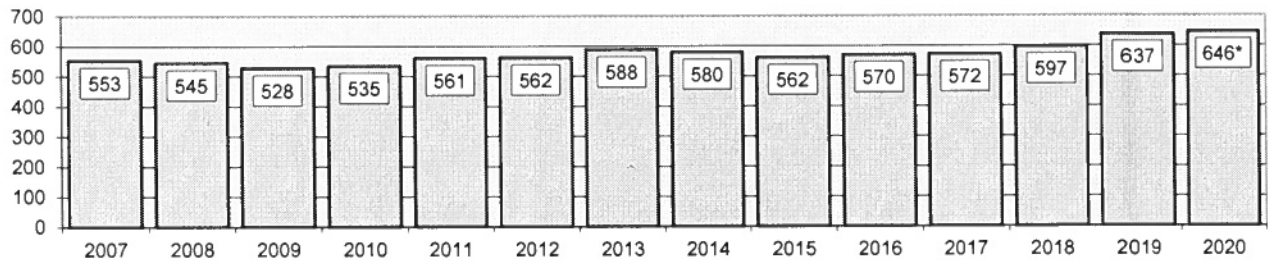
GRADE	2014-15	2015-16	2016-17	2017-18	2018-19	Projected 2019-20
Ungraded	6	8	6	11	9	9
Kindergarten	100	118	113	112	126	123
1	99	105	123	129	113	131
2	120	102	112	132	128	114
3	113	127	99	116	143	130
4	130	118	125	108	127	148
5	113	134	127	130	116	128
6	133	118	141	136	139	124
7	124	131	119	139	133	142
8	123	127	136	119	144	132
9	128	129	128	141	126	141
10	113	128	128	128	138	127
11	141	112	123	126	129	138
12	119	143	111	122	122	130
TOTALS:						
K-4	562	570	572	597	637	646
5-8	493	510	523	524	532	526
9-12	501	512	490	517	515	536
*SP. ED.	19	19	18	19	19	19
Ungraded & K-12	1581	1619	1609	1668	1712	1736

* 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 2019-20 school year will be available after annual reviews are completed in June 2019.

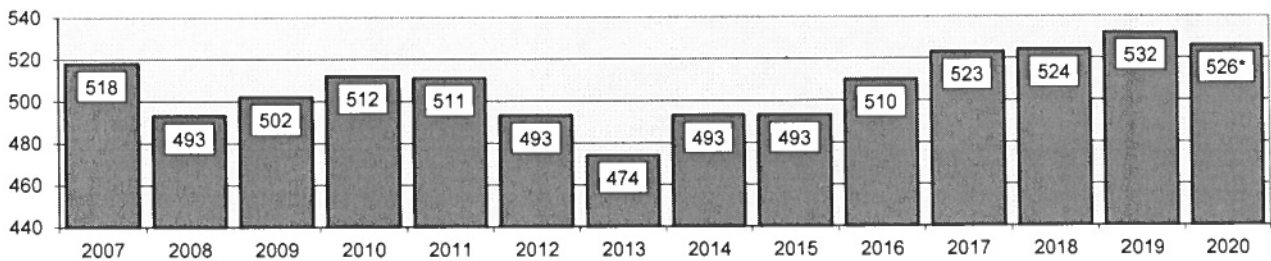
STUDENT ENROLLMENT

2006-2007 THROUGH 2019-2020

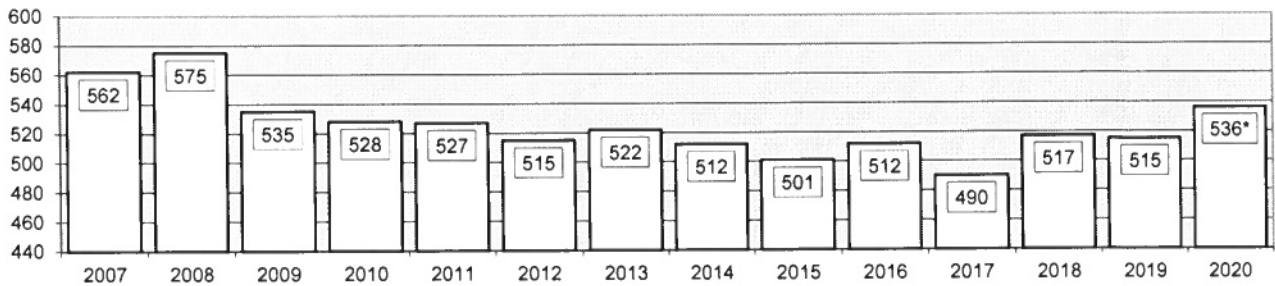
STUDENT ENROLLMENT- HILLSIDE ELEMENTARY SCHOOL



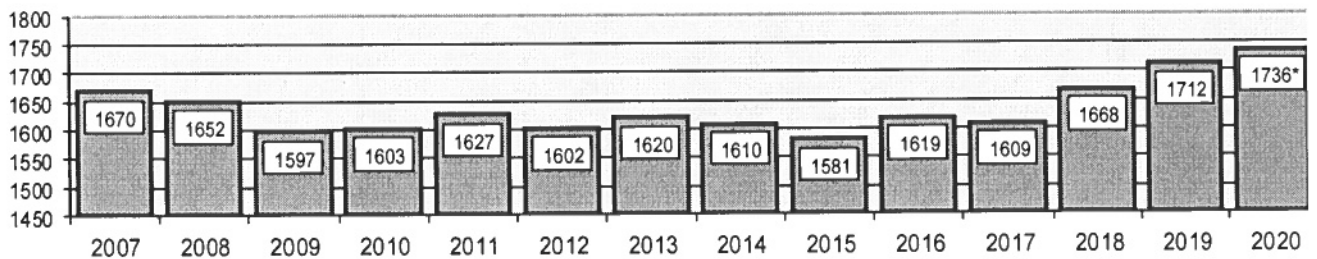
STUDENT ENROLLMENT- FARRAGUT MIDDLE SCHOOL



STUDENT ENROLLMENT- HASTINGS HIGH SCHOOL



STUDENT ENROLLMENT TREND (K-12)



* 19-20 is Projected
 Year Ending June 30
 K-12 Total Enrollment includes Ungraded and Out of District Students

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

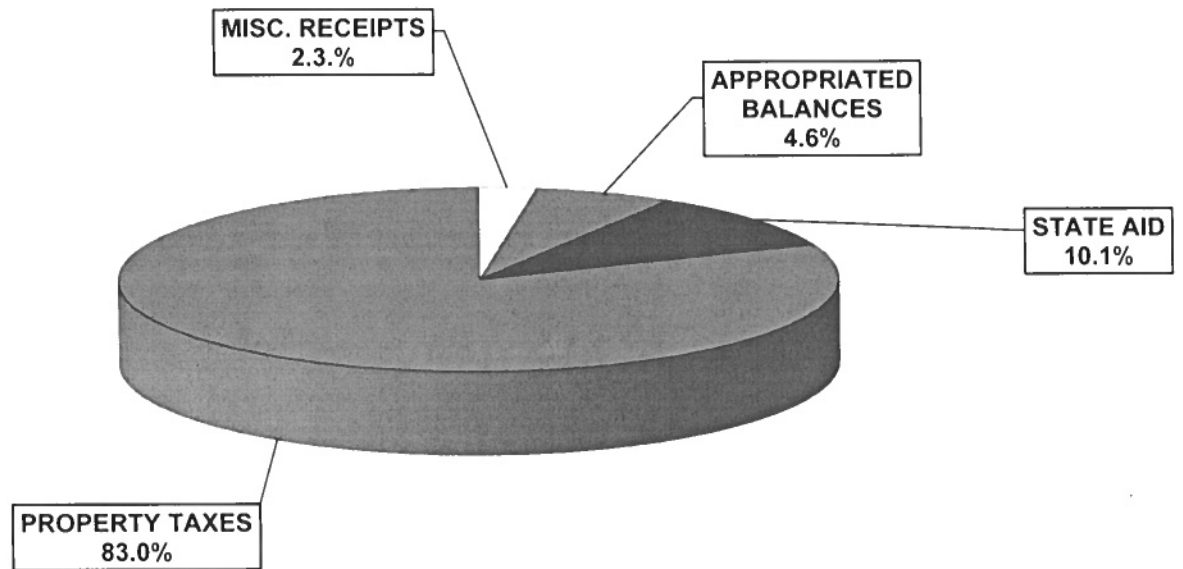
ADOPTED 2019/20 BUDGET

APPROPRIATIONS	ADOPTED BUDGET 2018/19	ESTIMATED END OF YEAR 2018/19	ADOPTED BUDGET 2019/20	BUDGET CHANGE	
General Support	\$4,468,551	\$4,909,818	\$4,527,518	\$58,967	1.32%
Instruction	\$31,268,192	\$29,506,834	\$32,034,426	\$766,234	2.45%
Pupil Transportation	\$1,792,235	\$1,466,500	\$1,498,660	-\$293,575	-16.38%
Undistributed	\$12,989,608	\$12,442,418	\$13,223,221	\$233,613	1.80%
TOTAL	\$50,518,586	\$48,325,570	\$51,283,825	\$765,239	
% BUDGET CHANGE				1.51%	
REVENUES	ADOPTED BUDGET 2018/19	ESTIMATED END OF YEAR 2018/19	ADOPTED BUDGET 2019/20	BUDGET CHANGE	
State Aid	\$5,496,235	\$5,606,320	\$5,210,000	-\$286,235	-5.21%
Misc. Receipts	\$972,000	\$1,362,000	\$1,180,000	\$208,000	21.40%
Appropriated Balance	\$2,100,000	\$2,100,000	\$1,700,000	-\$400,000	-19.05%
Retirement Reserve	\$750,000	\$750,000	\$450,000	-\$300,000	-40.00%
Reserve for Tax Certiorari	\$350,000	\$350,000	\$200,000	-\$150,000	-42.86%
Property Taxes	\$40,850,351	\$40,850,351	\$42,543,825	\$1,693,474	4.15%
Total Receipts	\$50,518,586	\$51,018,671	\$51,283,825	\$765,239	
% PROP TAX CHANGE				4.15%	
Assessed Valuation	\$1,938,969,763		\$2,013,459,776 *	\$74,490,013	
Tax Rate	\$21.04		\$21.13	\$0.09	
Tax Rate Change				0.43%	

*Assessed valuation is subject to change.

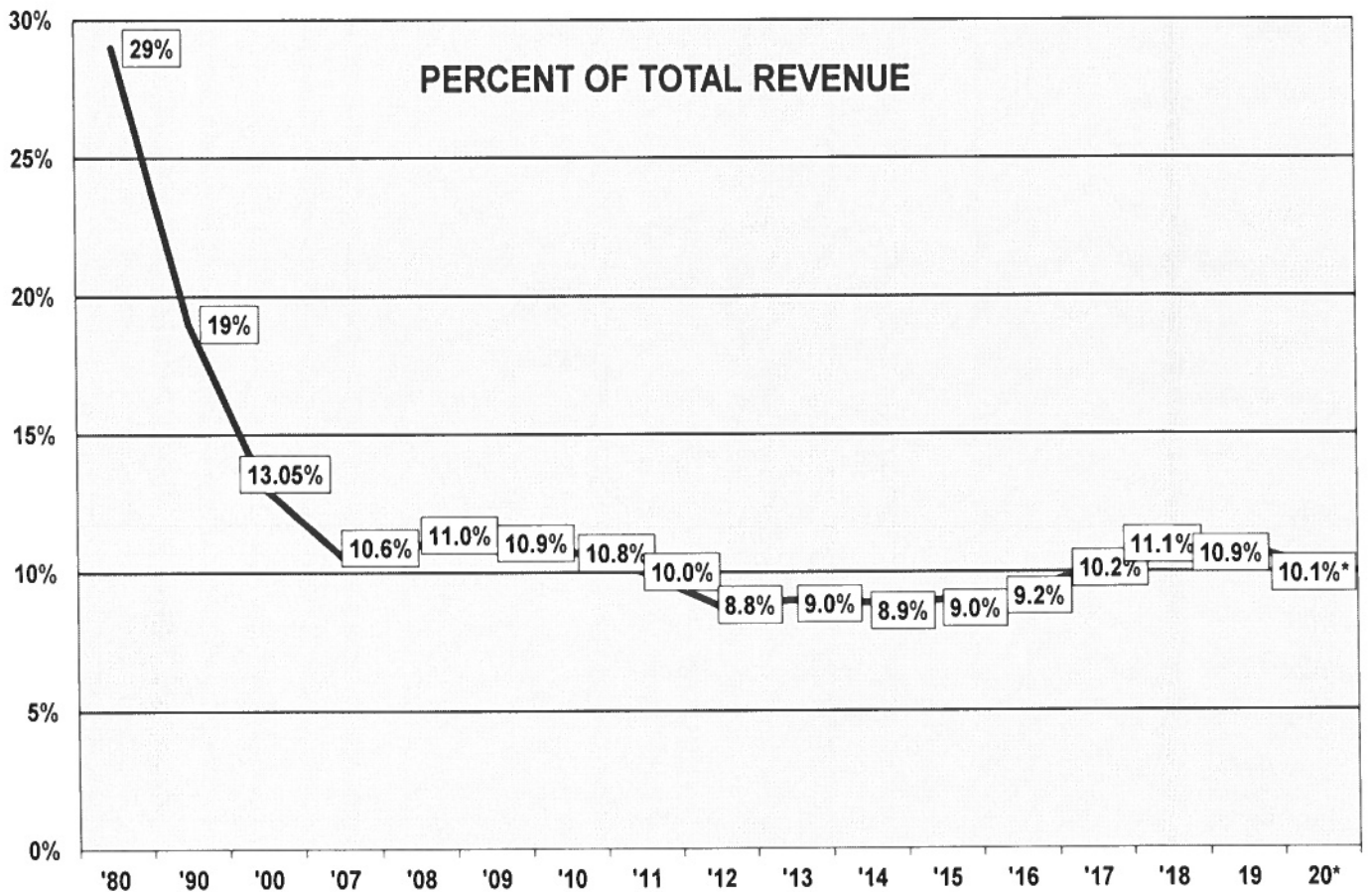
PROPOSED REVENUE SOURCES

2019-2020



REVENUE	2018-2019 ADOPTED BUDGET	2019-2020 ADOPTED BUDGET
TOTAL STATE AID	\$5,496,235	\$5,210,000
MISC. RECEIPTS	\$972,000	\$1,180,000
APPROPRIATED BALANCES	\$3,200,000	\$2,350,000
PROPERTY TAXES	\$40,850,351	\$42,543,825
TOTAL APPROPRIATIONS	\$50,518,586	\$51,283,825

STATE AID



YEAR ENDING JUNE 30

* 19-20 is Projected

REVENUE SUMMARY

REVENUE	2018-2019 ADOPTED BUDGET	2018-2019 ESTIMATED END OF YEAR	2019-2020 ADOPTED BUDGET
Other Charges - Custodial Fees	\$45,000	\$120,000	\$50,000
Day School Tuition	\$190,000	\$190,000	\$180,000
Tuition Other Districts	\$40,000	\$254,000	\$225,000
Interest on Deposits & Investments	\$20,000	\$120,000	\$75,000
Admissions From Individuals-Theater	\$20,000	\$28,000	\$20,000
Borderline Properties	\$65,000	\$70,000	\$70,000
Unclassified Revenues	\$150,000	\$120,000	\$100,000
Sales Tax	\$442,000	\$460,000	\$460,000
State Aid - Foundation and Other	\$3,743,000	\$3,732,320	\$3,780,000
- Building	\$750,000	\$750,000	\$400,000
- BOCES	\$861,235	\$982,000	\$890,000
- Textbooks	\$142,000	\$142,000	\$140,000
State Aid -Total	\$5,496,235	\$5,606,320	\$5,210,000
 TOTAL REVENUE OTHER THAN REAL PROPERTY	 \$6,468,235	 \$6,968,320	 \$6,390,000
 APPROPRIATED FUND BALANCE	 \$2,100,000	 \$2,100,000	 \$1,700,000
 RETIREMENT RESERVE	 \$750,000	 \$750,000	 \$450,000
 RESERVE FOR TAX CERTIORARI	 \$350,000	 \$350,000	 \$200,000
 AMOUNT TO BE RAISED BY PROPERTY TAXES	 <u>\$40,850,351</u>	 <u>\$40,850,351</u>	 <u>\$42,543,825</u>
 TOTAL REVENUE	 \$50,518,586	 \$51,018,671	 \$51,283,825

APPROPRIATIONS

MAJOR CATEGORIES

GENERAL SUPPORT

General Support includes those activities and services which support and facilitate the general management and operation of the district. General Support includes such services as the Board of Education, Superintendent of Schools, finance, legal services, personnel, public information related expenses, insurance, plant operation and maintenance, and other support services.

INSTRUCTION

The Instruction category includes those activities which provide and deliver instructional services to students, as well as those activities and services which administer, improve and support these instructional operations. Instruction includes the cost of building administrator salaries, teacher salaries, textbooks, supplies, equipment, contractual items and such support services as library and computer assisted instruction. Pupil services include guidance, health services, screening, and psychological services. Pupil activities, including co-curricular activities and interscholastic athletics, are also in this category.

TRANSPORTATION

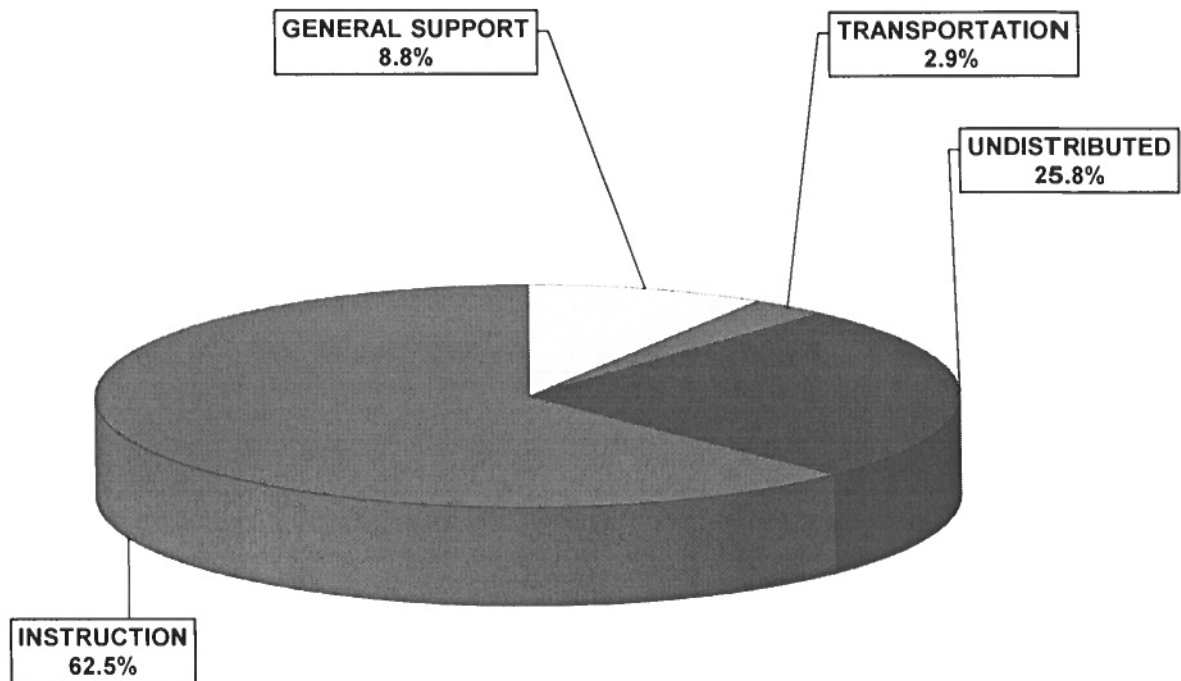
Transportation includes bus transportation that is provided for in-district students, interscholastic athletics, special education and private and parochial students. Pupil transportation is provided by companies with whom the district has a contractual agreement.

UNDISTRIBUTED

The Undistributed code consists of the district's expenses for employee benefits: Social Security, Teacher Retirement System (TRS), Employee Retirement System (ERS), workers' compensation, and health insurance. Debt service on bonds and notes issued by the district is included in this section.

PROPOSED APPROPRIATIONS

2019-2020



APPROPRIATIONS	2018-2019 ADOPTED BUDGET	2019-2020 ADOPTED BUDGET
GENERAL SUPPORT	\$4,468,551	\$4,527,518
INSTRUCTION	\$31,268,192	\$32,034,426
TRANSPORTATION	\$1,792,235	\$1,498,660
UNDISTRIBUTED	\$12,989,608	\$13,223,221
TOTAL APPROPRIATIONS	\$50,518,586	\$51,283,825

EXPENDITURE SUMMARY

	2018-2019 ADOPTED BUDGET	2018-2018 ESTIMATED END OF YR	2019-20 ADOPTED BUDGET
GENERAL SUPPORT			
Board of Education	\$78,200	\$64,700	\$58,700
Central Administration	\$432,000	\$464,000	\$451,000
Finance	\$654,500	\$642,000	\$652,800
Legal	\$125,000	\$105,000	\$125,000
Personnel	\$15,000	\$8,000	\$8,000
Public Information	\$50,500	\$52,000	\$52,000
Central Services			
Operations	\$2,261,330	\$2,511,000	\$2,327,735
Maintenance	\$386,021	\$472,118	\$386,283
Special Items	\$466,000	\$591,000	\$466,000
TOTAL GENERAL SUPPORT	\$4,468,551	\$4,909,818	\$4,527,518
INSTRUCTION			
Curriculum Development	\$222,500	\$52,500	\$239,000
Supervision	\$1,420,700	\$1,406,027	\$1,444,674
Teaching	\$16,669,356	\$16,085,000	\$17,222,299
Special Education	\$7,842,621	\$6,926,500	\$8,055,169
Teaching Special Schools	\$0	\$0	\$0
Instructional Media	\$359,490	\$364,847	\$374,619
Technology	\$1,221,000	\$1,220,200	\$1,136,000
Pupil Services:			
Guidance	\$1,264,500	\$1,183,338	\$1,188,238
Health	\$380,500	\$385,500	\$400,500
Psychological Services	\$615,200	\$608,115	\$633,152
Co-curricular Activities	\$423,052	\$446,552	\$455,052
Interscholastic Athletics	\$849,273	\$828,255	\$885,723
TOTAL INSTRUCTION	\$31,268,192	\$29,506,834	\$32,034,426

EXPENDITURE SUMMARY

	2018-2019 ADOPTED BUDGET	2018-2018 ESTIMATED END OF YR	2019-20 ADOPTED BUDGET
TRANSPORTATION	\$1,792,235	\$1,466,500	\$1,498,660
UNDISTRIBUTED			
Employee Benefits	\$12,057,690	\$11,505,500	\$12,286,512
Debt Service	\$796,918	\$796,918	\$791,709
Interfund Transfer	\$135,000	\$140,000	\$145,000
TOTAL UNDISTRIBUTED	\$12,989,608	\$12,442,418	\$13,223,221
TOTAL EXPENDITURES	\$50,518,586	\$48,325,570	\$51,283,825

EXPENDITURE NARRATIVE

GENERAL SUPPORT

Board of Education

The district is led by a seven member Board of Education which performs policy-making functions for the district. A district clerk records minutes of the board meetings and coordinates election procedures.

This budget category covers expenses for the Board of Education such as supplies, contractual fees, membership dues for local, state and national school boards associations, expenses and operations of the district clerk's office, the annual district meeting, and the stipends for District Clerk and Deputy Treasurer.

Chief School Administrator

This budget category includes the salary for the Superintendent of Schools and the staff salaries for the Superintendent's office. The salaries of non-represented employees, including the Superintendent, are determined by the Board of Education based upon year-end evaluations. The salary codes for non-represented employees reflect the current year's salary.

Finance

Salary codes reflect the salary of the District Treasurer, and business staff salaries. The auditing fee is for the external audit of the district's financial records, the internal auditor and fees for actuarial services to comply with the mandates required by General Accounting Standards Board.

Legal/Personnel/ Public Information

The legal code includes a basic retainer and fees for general representation and for special education representation, and cost of litigations.

Personnel costs include recruitment and position advertisements.

The newsletter code includes Public Relations Assistant salary, the cost of printing newsletters and public relations services.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
ADOPTED BUDGET 2019-20**

FUNCTION	CATEGORY	2017-18 ACTUAL EXPENDITURES	2018-19 ADOPTED BUDGET	2018-19 ESTIMATED END OF YEAR	2019-20 ADOPTED BUDGET	DOLLAR INCREASE	% INC.
GENERAL SUPPORT							
<u>BOARD OF EDUCATION</u>							
1010.400	Contract Services						
	Conferences	\$2,821	\$1,500	\$1,500	\$1,500	\$0	0.00%
	Memberships	\$15,634	\$16,500	\$16,000	\$16,500	\$0	0.00%
	Other Contract services	\$0	\$2,500	\$2,500	\$2,500	\$0	0.00%
		<u>\$18,455</u>	<u>\$20,500</u>	<u>\$20,000</u>	<u>\$20,500</u>	<u>\$0</u>	<u>0.00%</u>
1010.450	Supplies	\$194	\$200	\$200	\$200	\$0	0.00%
1010.490	Services From BOCES/Policy/Board Docs	\$10,661	\$11,000	\$11,000	\$11,000	\$0	0.00%
1040.160	District Clerk	\$14,490	\$15,000	\$15,000	\$15,000	\$0	0.00%
1040.400	Contract Services Voting Machines	\$10,445	\$31,500	\$18,500	\$12,000	(\$19,500)	(61.90%)
TOTAL BOARD OF EDUCATION							
		\$64,245	\$78,200	\$64,700	\$58,700	(\$19,500)	(24.94%)
<u>CENTRAL ADMINISTRATION</u>							
1240.150	Central Office Administration	\$230,000	\$230,000	\$265,000	\$255,000	\$25,000	10.87%
1240.160	Non-Instr. Salaries	\$185,335	\$187,000	\$193,000	\$187,000	\$0	0.00%
1240.400	Contract Services	\$7,552	\$13,000	\$4,000	\$7,000	(\$6,000)	(46.15%)
1240.450	Supplies	\$762	\$2,000	\$2,000	\$2,000	\$0	0.00%
TOTAL CHIEF SCHOOL ADMINISTRATOR							
		\$423,649	\$432,000	\$464,000	\$451,000	\$19,000	4.40%
<u>FINANCE</u>							
1310.160	Business Non-Instructional Salaries	\$516,123	\$520,000	\$520,000	\$527,800	\$7,800	1.50%
1310.400	Contract Services						
	Business Office	\$33,660	\$37,500	\$30,000	\$32,000	(\$5,500)	(14.67%)
	Third Party Administration (Omni & TSA)	\$6,000	\$6,000	\$6,000	\$6,000	\$0	0.00%
	Investigation	\$0	\$1,000	\$1,000	\$1,000	\$0	0.00%
		<u>\$39,660</u>	<u>\$44,500</u>	<u>\$37,000</u>	<u>\$39,000</u>	<u>(\$5,500)</u>	<u>(12.36%)</u>
1310.450	Supplies	\$3,953	\$4,000	\$4,000	\$4,000	\$0	0.00%
1310.490	Services from BOCES (GASB actuary)	\$5,660	\$8,000	\$6,500	\$6,500	(\$1,500)	(18.75%)
1320.160	Internal Claims Auditor	\$5,900	\$6,000	\$6,000	\$6,000	\$0	0.00%
1320.400	Auditing						
	External Auditor	\$30,500	\$37,500	\$34,000	\$35,000	(\$2,500)	(6.67%)
	Internal Auditor	\$25,000	\$28,000	\$28,000	\$28,000	\$0	(3.82%)
		<u>\$55,500</u>	<u>\$65,500</u>	<u>\$62,000</u>	<u>\$63,000</u>		
1325.160	Deputy Treasurer	\$6,515	\$6,500	\$6,500	\$6,500	\$0	0.00%
TOTAL FINANCE							
		\$633,311	\$654,500	\$642,000	\$652,800	(\$1,700)	(0.26%)

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
ADOPTED BUDGET 2019-20**

FUNCTION	CATEGORY	2017-18 ACTUAL EXPENDITURES	2018-19 ADOPTED BUDGET	2018-19 ESTIMATED END OF YEAR	2019-20 ADOPTED BUDGET	DOLLAR INCREASE	% INC.
<u>LEGAL</u>							
1420.400	Legal Representation	\$49,838	\$40,000	\$50,000	\$50,000	\$10,000	25.00%
	Litigation	\$24,191	\$85,000	\$55,000	\$75,000	(\$10,000)	(11.76%)
TOTAL LEGAL		\$74,029	\$125,000	\$105,000	\$125,000	\$0	0.00%
<u>PERSONNEL</u>							
1430.400	Personnel Contract Services	\$311	\$2,000	\$2,000	\$2,000	\$0	0.00%
1430.450	Supplies	\$681	\$1,000	\$1,000	\$1,000	\$0	0.00%
1430.490	Services from BOCES	\$3,426	\$12,000	\$5,000	\$5,000	(\$7,000)	(58.33%)
TOTAL PERSONNEL		\$4,418	\$15,000	\$8,000	\$8,000	(\$7,000)	(46.67%)
<u>PUBLIC INFORMATION</u>							
1480.160	Public Information Salary	\$47,112	\$47,000	\$48,500	\$48,500	\$1,500	3.19%
1480.400	Contract Services-Newsletter	\$0	\$2,500	\$2,500	\$2,500	\$0	0.00%
1480.450	Supplies	\$0	\$1,000	\$1,000	\$1,000	\$0	0.00%
TOTAL PUBLIC INFORMATION		\$47,112	\$50,500	\$52,000	\$52,000	\$1,500	2.97%

Central Services

Operations

The district owns and maintains the Hillside School, Farragut Complex, Reynolds field and the Burke estate. Many of these facilities are used by community groups.

Noted in this section are expenses related to the operation and maintenance of the district's physical plant. The operations salaries include the costs of custodial staff and overtime. Equipment, contractual expenses, materials and supplies are also included in this category.

Electricity, telephone and water costs have been budgeted according to estimates from the utility companies.

The District completed an Energy Performance Contract which reduced electricity and gas costs throughout District. The District is working on a project to update to LED lighting throughout.

Maintenance

The maintenance salaries include costs of maintenance staff, overtime, and summer employees.

This category covers the maintenance of four boilers and heating controls, repairs for electric and plumbing, truck maintenance, and the maintenance of facilities and all fields. There is an increase in expense to maintain the fields due to the additional fields that have recently been completed.

Equipment

Requests in this category are for replacement of old and obsolete cleaning, custodial and grounds equipment.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
ADOPTED BUDGET 2019-20**

FUNCTION	CATEGORY	2017-18 ACTUAL EXPENDITURES	2018-19 ADOPTED BUDGET	2018-19 ESTIMATED END OF YEAR	2019-20 ADOPTED BUDGET	DOLLAR INCREASE	% INC.
<u>OPERATIONS</u>							
1620.160	Non-Instr.Salaries	\$1,164,173	\$1,256,090	\$1,241,000	\$1,274,435	\$18,345	1.46%
	Overtime/Summer	\$195,700	\$200,000	\$205,000	\$210,000	\$10,000	5.00%
		<u>\$1,359,873</u>	<u>\$1,456,090</u>	<u>\$1,446,000</u>	<u>\$1,484,435</u>	<u>\$28,345</u>	<u>1.95%</u>
1620.200	Equipment	\$19,687	\$20,000	\$20,000	\$22,600	\$2,600	13.00%
1620.400	Contract Services						
	Construction Manager/Architect	\$0	\$15,000	\$15,000	\$15,000	\$0	0.00%
	Maintenance Contract	\$146,210	\$85,240	\$100,000	\$80,700	(\$4,540)	(5.33%)
	Fuel Oil/Gas	\$177,110	\$130,000	\$150,000	\$165,000	\$35,000	26.92%
	Electricity	\$204,864	\$210,000	\$220,000	\$230,000	\$20,000	9.52%
	Telephone	\$11,161	\$20,000	\$15,000	\$15,000	(\$5,000)	(25.00%)
	Water	\$60,545	\$85,000	\$65,000	\$65,000	(\$20,000)	(23.53%)
	Unscheduled Repairs	\$456,525	\$40,000	\$200,000	\$40,000	\$0	0.00%
		<u>\$1,056,415</u>	<u>\$585,240</u>	<u>\$765,000</u>	<u>\$610,700</u>	<u>\$25,460</u>	<u>4.35%</u>
1620.450	Supplies	\$162,103	\$125,000	\$150,000	\$125,000	\$0	0.00%
1620.490	BOCES						
	Telephone	\$85,367	\$50,000	\$70,000	\$50,000	\$0	0.00%
	Services	\$122,059	\$25,000	\$60,000	\$35,000	\$10,000	40.00%
		<u>\$207,426</u>	<u>\$75,000</u>	<u>\$130,000</u>	<u>\$85,000</u>	<u>\$10,000</u>	<u>13.33%</u>
TOTAL OPERATIONS		\$2,805,604	\$2,261,330	\$2,511,000	\$2,327,735	\$66,405	2.94%
<u>MAINTENANCE</u>							
1621.160	Non-Inst. Salaries	\$157,579	\$168,000	\$170,618	\$176,283	\$8,283	4.93%
	Overtime	\$26,342	\$17,000	\$18,500	\$20,000	\$3,000	17.65%
		<u>\$183,921</u>	<u>\$185,000</u>	<u>\$189,118</u>	<u>\$196,283</u>	<u>\$11,283</u>	<u>6.10%</u>
1621.200	Equipment	\$26,662	\$36,021	\$36,000	\$21,500	(\$14,521)	(40.31%)
1621.400	Contract Services						
	Grounds Upkeep	\$41,990	\$59,500	\$50,000	\$57,500	(\$2,000)	(3.36%)
	Repair District-Wide	\$98,811	\$36,000	\$100,000	\$42,000	\$6,000	16.67%
	Alarm System	\$11,718	\$12,000	\$12,000	\$13,000	\$1,000	8.33%
	Building Repairs	\$33,874	\$30,000	\$55,000	\$30,000	\$0	0.00%
	Boiler System	\$18,783	\$27,500	\$30,000	\$26,000	(\$1,500)	(5.45%)
		<u>\$205,176</u>	<u>\$165,000</u>	<u>\$247,000</u>	<u>\$168,500</u>	<u>\$3,500</u>	<u>2.12%</u>
TOTAL MAINTENANCE		\$415,759	\$386,021	\$472,118	\$386,283	\$262	0.07%
TOTAL MAINTENANCE & OPERATIONS		\$3,221,263	\$2,647,351	\$2,983,118	\$2,714,018	\$66,667	2.52%

Special Items

The insurance category encompasses costs of fire, theft, extended coverage on buildings and equipment, general liability, boiler, automobile, floater policies and student accidents.

Greenburgh Assessments is the district's share of the county assessment for sewer taxes.

Administrative costs for membership in the BOCES program appear in this section. This organization assists local school districts through the sharing of services. The BOCES admin charges are given to the District without the ability to negotiate the rate.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
ADOPTED BUDGET 2019-20**

FUNCTION	CATEGORY	2017-18 ACTUAL EXPENDITURES	2018-19 ADOPTED BUDGET	2018-19 ESTIMATED END OF YEAR	2019-20 ADOPTED BUDGET	DOLLAR INCREASE	% INC.
SPECIAL ITEMS							
1910.400	Insurance	\$175,000	\$179,000	\$183,000	\$184,000	\$5,000	2.79%
1950.400	Assessments: Greenburgh	\$28,893	\$50,000	\$35,000	\$35,000	(\$15,000)	(30.00%)
1950.405	Assessment: Dual Residency	\$31,434	\$35,000	\$35,000	\$40,000	\$5,000	14.29%
1964.400	Refund of Real Property Tax	\$790,274	\$0	\$136,000	\$0	\$0	0.00%
1981.490	BOCES Administrative Charges	\$189,114	\$202,000	\$202,000	\$207,000	\$5,000	2.48%
TOTAL SPECIAL ITEMS		\$1,214,715	\$466,000	\$591,000	\$466,000	\$0	0.00%
TOTAL GENERAL SUPPORT		\$5,672,742	\$4,468,551	\$4,909,818	\$4,527,518	\$58,967	1.32%

INSTRUCTION

Curriculum Development

Included in this budget are the Director of Curriculum and Learning salary and a clerical support position. Funds for supplies and contractual expenditures associated with curriculum development are also budgeted in this area.

Supervision

The supervision and administration of instructional programs falls under the leadership of the three principals and three assistant principals.

Expenditures are for coordination, supervision and administration of instructional programs.

Funds are for the salaries of the High School Principal, Middle School Principal, Elementary School Principal, Elementary School Assistant Principal, Middle School Assistant Principal and High School Assistant Principal.

Non-instructional salaries provide for clerical positions assigned to the Principals' offices.

The budget code for contractual services provides funds for conferences & professional memberships for school admin.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
ADOPTED BUDGET 2019-20**

FUNCTION	CATEGORY	2017-18 ACTUAL EXPENDITURES	2018-19 ADOPTED BUDGET	2018-19 ESTIMATED END OF YEAR	2019-20 ADOPTED BUDGET	DOLLAR INCREASE	% INC.
<u>CURRICULUM DEVELOPMENT</u>							
2010.150	Director of Curriculum, Instruction	\$0	\$170,000	\$0	\$185,000	\$15,000	8.82%
2010.160	Non-Instructional Salary	\$39,191	\$42,500	\$42,500	\$44,000	\$1,500	3.53%
2010.400	Director of CI -Contractual	\$7,690	\$5,000	\$5,000	\$5,000	\$0	0.00%
2010.450	Director of CI -Supplies	\$2,453	\$5,000	\$5,000	\$5,000	\$0	0.00%
TOTAL CURRICULUM DEVELOPMENT		\$49,334	\$222,500	\$52,500	\$239,000	\$16,500	7.42%
<u>SUPERVISION</u>							
2020.150	Professional	\$926,740	\$964,000	\$972,227	\$1,004,126	\$40,126	4.16%
2020.160	Non-Instructional Salaries	\$348,819	\$364,350	\$365,000	\$367,698	\$3,348	0.92%
2020.160	Clerical subs/nurse subs/TA Subs	\$21,249	\$50,000	\$30,000	\$30,000	(\$20,000)	(40.00%)
	Total - Non Instructional	\$370,068	\$414,350	\$395,000	\$397,698	(\$16,652)	(4.02%)
2020.400	Contract Services						
	Elementary	\$3,318	\$3,500	\$3,000	\$3,500	\$0	0.00%
	Middle School	\$8,348	\$8,350	\$8,300	\$8,350	\$0	0.00%
	High School	\$11,941	\$12,000	\$12,000	\$12,000	\$0	0.00%
		\$23,607	\$23,850	\$23,300	\$23,850	\$0	0.00%
2020.450	Supplies						
	Elementary	\$4,994	\$6,000	\$5,500	\$6,500	\$500	8.33%
	Middle School	\$1,052	\$2,500	\$1,500	\$2,500	\$0	0.00%
	High School	\$6,490	\$10,000	\$8,500	\$10,000	\$0	0.00%
		\$12,536	\$18,500	\$15,500	\$19,000	\$500	2.70%
TOTAL SUPERVISION		\$1,332,951	\$1,420,700	\$1,406,027	\$1,444,674	\$23,974	1.69%

Teaching

Included are proposed expenditures for the general school program.

Salaries

This category includes salaries for regular education teachers K-12. The Budget for salaries include an increase of 2.6 FTE teaching positions for the 19/20 school year. Hillside School includes 6 Sections per grade level with an addition of 3 ICT teachers and a Math Support position. The Farragut Middle School and Hastings High School includes a Literacy staff support, increase in ENL staffing and a Diversity Coordinator.

Leave Replacements

This salary reflects salaries for long term substitutes.

Substitutes

Funds are included for substitutes for teacher absences for contractually acceptable reasons as well as for professional development. This account reflects a slight decrease based upon previous years actuals.

Curriculum Development

The district continues to provide funds for program development and district-wide efforts to strengthen the instructional program. The funds provided pay for teachers to work together developing curriculum over the summer.

Staff Development

The district provides staff development opportunities for teachers to develop innovative teaching strategies and to sustain the expectation that all staff will maintain high levels of knowledge, skill and performance. The funds in this account allow for teachers to work together over the summer and after school.

Non-Instructional Salaries

This category includes salaries for clerical workers, kindergarten teacher aides and lunch, recess monitors.

Equipment

This category includes funds for instructional equipment. Each school's staff has identified equipment necessary for the instructional program. There is a decrease of over \$24,000 in this area.

Contract Services

This category provides funds for conferences, subscriptions and memberships for teachers at each building. Funds are appropriated for graduation, handbooks, and mentoring at the High School.

Race Matters Committee

This category provides funds for conferences workshops and other initiatives decided upon by the Race Matters Committee.

Tri-State Consortium

The District participates in the Tri-State Consortium. This group of select schools has designed an accreditation review process that allows individual districts to target specific curricular areas for review. This review then leads to Middle State accreditation for the entire District. Funds are provided for administrators and teachers to attend Tri-State training workshops.

Staff Development

Funds are budgeted for continued support of professional development opportunities for all staff offered outside of the District. There are also funds included for our para professionals to take classes at Westchester Community College to further their training.

Arts in Education/Cultural Arts Program

The district supports K-12 arts education by offering assembly programs and workshops by visiting artists. This is done in collaboration with the PTSA Arts committee.

Superintendent's Conference Day

Funds are allocated for speakers at the Superintendent's Conference Days and supporting district-wide initiatives for designated programs such as implementation of new curriculum.

Westchester Teacher Center

The district maintains membership in the Westchester Teacher Center to provide additional staff development opportunities in writing, math, science, and technology.

Outside Education Evaluator

Funds are provided for outside evaluator to assist District in analyzing data on growth scores for teachers (APPR).

Copier/District Mailing/Equipment (Printing/Mailing)

The purchasing of photocopy paper and supplies is centralized and recorded in the Instructional Budget.

Equipment represents the cost for leasing and maintaining postage and photocopy machines.

All district mailings are centralized.

For the 2019-20 there is a reduction of \$15,000 in annual copy and district mailing costs.

School Security

This budget reflects the cost of school security at all three schools. The Farragut complex also includes a security guard that is assigned for both after school and evening activities. The proposed increase in security includes funds for security on weekends as well as additional guards at both schools. Funds are also being recommended for further staff training in security protocols.

Supplies

Each school staff has identified necessary instructional supplies to support their teaching. The amount is driven by a per pupil allocation based on grade level and enrollment.

Textbooks

Funds are included for additional literacy textbooks. Funds are allocated for purchasing new and replacement textbooks. Required funds are included for textbooks for students attending non-public schools. The amount budgeted will be almost all fully reimbursed by the State.

BOCES

Funds are budgeted for students who attend the Occupational Education Program at BOCES. There has been a continued interest among high school students to participate in this occupational training.

The staff development program Budget includes: a contract with Gravity Goldberg for ELA professional development at Hillside School, continued professional development with Jim Wright for Middle School RTI support, participation in The Ruler Program to

support the Farragut Middle School social emotional learning program, also included are funds for leadership training.

BOCES costs for Information Management Services reflects our use of technology in managing the Financial and HR database. There are also funds for our disaster recovery protocol that BOCES supports. By contracting the software through BOCES the District receives approximately 50% aide back in the following school year on this service.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
ADOPTED BUDGET 2019-20**

FUNCTION	CATEGORY	2017-18 ACTUAL EXPENDITURES	2018-19 ADOPTED BUDGET	2018-19 ESTIMATED END OF YEAR	2019-20 ADOPTED BUDGET	DOLLAR INCREASE	% INC.
TEACHING							
2110.120	K-6 Instructional Salaries	\$5,674,804	\$6,364,695	\$6,244,000	\$6,737,945	\$373,250	5.86%
2110.130	7-12 Instructional Salaries/Chairperson	\$7,511,986	\$7,915,300	\$7,760,000	\$8,227,476	\$312,176	3.94%
2110.140	Substitutes	\$138,696	\$170,000	\$160,000	\$170,000	\$0	0.00%
2110.141	Leave Replacements	\$240,640	\$200,000	\$45,000	\$160,000	(\$40,000)	(20.00%)
2110.150	Curriculum Development	\$35,408	\$40,000	\$40,000	\$60,000	\$20,000	50.00%
2110.151	Staff Development	\$40,934	\$55,000	\$55,000	\$55,000	\$0	0.00%
2110.160	Non-Instructional Salaries	\$463,445	\$508,360	\$495,000	\$430,473	(\$77,887)	(15.32%)
2110.200	Equipment- Furniture	\$81,909	\$50,000	\$50,000	\$40,000	(\$10,000)	(20.00%)
	Equipment-Elementary	\$7,913	\$8,000	\$8,000	\$8,000	\$0	0.00%
	Equipment-Middle School	\$0	\$3,000	\$3,000	\$0	(\$3,000)	(100.00%)
	Equipment-High School	\$7,571	\$17,300	\$17,300	\$5,400	(\$11,900)	(68.79%)
		\$97,393	\$78,300	\$78,300	\$53,400	(\$24,900)	(31.80%)
2110.400	Contract Services						
	Race Matters Committee	\$22,032	\$25,000	\$25,000	\$25,000	\$0	0.00%
	District Test Scoring	\$700	\$0			\$0	0.00%
	Elementary	\$9,590	\$9,000	\$9,000	\$14,865	\$5,865	65.17%
	Middle School Departments	\$9,126	\$14,410	\$14,000	\$21,745	\$7,335	50.90%
	High School						
	Departments	\$13,144	\$23,705	\$20,000	\$39,440	\$15,735	66.38%
	Graduation	\$15,967	\$16,000	\$16,000	\$16,000	\$0	0.00%
	Handbook	\$3,251	\$4,200	\$4,200	\$4,200	\$0	0.00%
	Mentoring	\$4,900	\$2,600	\$2,000	\$2,600	\$0	0.00%
	Tristate Consortium	\$7,400	\$10,000	\$10,000	\$10,000	\$0	0.00%
	Sup't Conference Days	\$2,556	\$3,000	\$2,000	\$3,000	\$0	0.00%
	Staff Development	\$29,926	\$30,000	\$25,000	\$25,000	(\$5,000)	(16.67%)
	Arts in Education	\$6,800	\$6,500	\$6,500	\$6,500	\$0	0.00%
	Westchester Teacher Center	\$16,010	\$16,000	\$16,000	\$16,000	\$0	0.00%
	Outside Education Evaluator	\$23,063	\$15,000	\$15,000	\$15,000	\$0	0.00%
	Cultural Arts Program	\$2,550	\$5,000	\$5,000	\$5,000	\$0	0.00%
	Annual Cost Copiers	\$184,991	\$190,000	\$175,000	\$180,000	(\$10,000)	(5.26%)
	District Mailing	\$17,042	\$20,000	\$15,000	\$15,000	(\$5,000)	(25.00%)
	Equipment (Printing/Mailing)	\$6,500	\$7,000	\$7,000	\$7,000	\$0	0.00%
	School Security	\$192,345	\$228,000	\$230,000	\$240,000	\$12,000	5.26%
		\$567,893	\$625,415	\$596,700	\$646,350	\$20,935	3.35%
2110.450	Supplies						
	Paper- District Copiers	\$62,484	\$65,000	\$60,000	\$50,000	(\$15,000)	(23.08%)
	Elementary	\$57,578	\$57,300	\$55,000	\$60,600	\$3,300	5.76%
	Middle School	\$46,043	\$52,418	\$50,000	\$55,238	\$2,820	5.38%
	High School	\$59,328	\$57,830	\$55,000	\$60,880	\$3,050	5.27%
		\$225,433	\$232,548	\$220,000	\$226,718	(\$5,830)	(2.51%)

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
ADOPTED BUDGET 2019-20**

FUNCTION	CATEGORY	2017-18 ACTUAL EXPENDITURES	2018-19 ADOPTED BUDGET	2018-19 ESTIMATED END OF YEAR	2019-20 ADOPTED BUDGET	DOLLAR INCREASE	% INC.
2110.480	Textbooks						
	District Curriculum-Math	\$10,000	\$10,000	\$10,000	\$0	(\$10,000)	(100.00%)
	District Curriculum-Science	\$9,719	\$13,000	\$13,000	\$0	(\$13,000)	(100.00%)
	Elementary	\$36,037	\$24,500	\$20,000	\$32,000	\$7,500	30.61%
	Middle School	\$28,437	\$21,935	\$20,000	\$21,559	(\$376)	(1.71%)
	High School	\$39,999	\$26,303	\$25,000	\$24,378	(\$1,925)	(7.32%)
	Non-Public	\$8,459	\$15,000	\$10,000	\$20,000	\$5,000	33.33%
		<u>\$132,651</u>	<u>\$110,738</u>	<u>\$98,000</u>	<u>\$97,937</u>	<u>(\$12,801)</u>	<u>(11.56%)</u>
2110.490	BOCES						
	Occupational Education	\$58,586	\$80,000	\$50,000	\$65,000	(\$15,000)	(18.75%)
	ELA Professional Development	\$69,000	\$78,000	\$78,000	\$78,000	\$0	0.00%
	Arts in Education	\$4,750	\$0			\$0	0.00%
	BOCES Staff Development	\$90,014	\$100,000	\$65,000	\$114,000	\$14,000	14.00%
	Institute Excellence	\$0	\$1,000			(\$1,000)	(100.00%)
	Information and Administrative Mgt. Services	\$90,435	\$110,000	\$100,000	\$100,000	(\$10,000)	(9.09%)
		<u>\$312,785</u>	<u>\$369,000</u>	<u>\$293,000</u>	<u>\$357,000</u>	<u>(\$12,000)</u>	<u>(3.25%)</u>
TOTAL TEACHING		\$16,442,068	\$16,669,366	\$16,085,000	\$17,222,299	\$552,943	3.32%

Special Education

Instructional programs for students with disabilities are mandated by State Education Law. Instructional and related services are provided to children with disabilities who are residents of the district. The Committee on Special Education is responsible for developing an Individual Educational Program (IEP) for children with disabilities between the ages of five and twenty-one years. The Committee on Pre-school Special Education is responsible for children 3 to 5 years of age. Services may be provided in district schools, BOCES programs or approved private schools. In some instances, a provision must be made to offer summer programs for students. Allocations for the 2019-2020 summer school programs are shown in the Interfund Transfer - Special Aid Fund as required by the State Education Department. This year's budget includes an increase of 3.0 FTE for ICT classes at Hillside Elementary School as well as a 1.0 FTE for the Communications class.

Case management services are provided by district psychologists and other specialists to insure the provision of special education services to each classified child. An annual review is held for each student at which time a new IEP is developed for the new school year. The district continues to pursue its goal of having as many students as possible experience their educational program within the district. Non-Instructional salaries are for teacher aides and assistants as required by program.

Tuition and Related Services cover costs when the district contracts with outside agencies to meet requirements of some Individual Education Programs. The District will continue to be part of the Special Education Consortium with a number of other Districts such as Irvington, Dobbs Ferry, Briarcliff, Elmsford as well as others which allows us to send our students to programs at a agreed to tuition as well as take in other districts students. This allows Districts to work together to build programs with a continuum of services.

BOCES costs cover programs designed to meet the needs of students with disabilities who cannot be appropriately served within the district. A wide range of educational alternatives is offered for students with varying intellectual, emotional or physical disabilities. The costs of BOCES programs have increased significantly over the past few years.

Homebound Tutors The costs associated with students that are either homebound or in a hospital setting that require a tutor/instructional services.

Settlements – Cost associated with legal settlements for educational placements.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
ADOPTED BUDGET 2019-20**

FUNCTION	CATEGORY	2017-18 ACTUAL EXPENDITURES	2018-19 ADOPTED BUDGET	2018-19 ESTIMATED END OF YEAR	2019-20 ADOPTED BUDGET	DOLLAR INCREASE	% INC.
<u>SPECIAL EDUCATION</u>							
2250.150	Instructional Salaries	\$3,593,636	\$3,956,000	\$3,750,000	\$4,227,534	\$271,534	6.86%
2250.150	Instructional Salary- Teaching Assistants	\$501,127	\$501,127	\$441,000	\$536,493	\$35,366	7.06%
2250.160	Non-Instructional Salary	\$680,117	\$683,873	\$609,000	\$852,725	\$168,852	24.69%
2250.200	Equipment	\$8,900	\$15,000	\$15,000	\$15,000	\$0	0.00%
2250.400	Contract Services						
	District (includes District based related services)	\$363,211	\$527,700	\$450,000	\$535,400	\$7,700	1.46%
		\$363,211	\$527,700	\$450,000	\$535,400	\$7,700	1.46%
2250.450	Supplies						
	Special Education	\$23,851	\$25,000	\$25,000	\$25,000	\$0	0.00%
		\$23,851	\$25,000	\$25,000	\$25,000	\$0	0.00%
2250.470	Tuition and Related Services	\$697,670	\$1,207,025	\$825,000	\$1,162,627	(\$44,398)	(3.68%)
	County Maintenance	\$3,384	\$0	\$0	\$0	\$0	0.00%
	Homebound Tutoring	\$0	\$20,000	\$20,000	\$20,000	\$0	0.00%
	Settlements	\$113,615	\$150,000	\$175,000	\$200,000	\$50,000	33.33%
		\$814,669	\$1,377,025	\$1,020,000	\$1,382,627	\$5,602	0.41%
2250.480	Textbooks	\$4,500	\$6,500	\$6,500	\$6,500	\$0	0.00%
		\$4,500	\$6,500	\$6,500	\$6,500	\$0	0.00%
2250.490	BOCES						
	Tuition & Related Services	\$892,405	\$750,396	\$610,000	\$473,890	(\$276,506)	(36.85%)
		\$892,405	\$750,396	\$610,000	\$473,890	(\$276,506)	(36.85%)
TOTAL SPECIAL EDUCATION		\$6,882,416	\$7,842,621	\$6,926,500	\$8,055,169	\$212,548	2.71%

Instructional Media

Salaries of librarians and library aides are included in this code, as well as expenditures for library books, equipment, software, film rentals and purchases, and other contractual expenses and supplies.

Salary for an audio-visual technician is included to assist with the use of audio-visual equipment, auditorium lighting and sound, multi-media and computer stations.

Funding is included for library books for students at Hillside and the Farragut Complex.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
ADOPTED BUDGET 2019-20**

FUNCTION	CATEGORY	2017-18 ACTUAL EXPENDITURES	2018-19 ADOPTED BUDGET	2018-19 ESTIMATED END OF YEAR	2019-20 ADOPTED BUDGET	DOLLAR INCREASE	% INC.
INSTRUCTIONAL MEDIA							
2610.150	Instructional Salaries	\$183,956	\$193,000	\$205,797	\$215,561	\$22,561	11.69%
2610.160	Non-Instructional Salaries	\$97,062	\$102,000	\$96,000	\$101,000	(\$1,000)	(0.98%)
2610.200	Equipment						
	Elementary AV	\$699	\$1,000	\$1,000	\$1,000	\$0	0.00%
	Middle School AV	\$3,500	\$3,500	\$3,500	\$3,500	\$0	0.00%
	High School AV	\$3,400	\$3,400	\$3,400	\$3,400	\$0	0.00%
		<u>\$7,599</u>	<u>\$7,900</u>	<u>\$7,900</u>	<u>\$7,900</u>	<u>\$0</u>	<u>0.00%</u>
2610.400	Contract Services						
	Elementary AV	\$990	\$1,000	\$1,000	\$1,000	\$0	0.00%
	Middle School AV	\$979	\$1,000	\$1,000	\$1,000	\$0	0.00%
	High School AV	\$248	\$250	\$250	\$250	\$0	0.00%
	Elementary Library	\$0	\$0			\$0	0.00%
	Middle School Library	\$1,089	\$2,209	\$2,200	\$2,209	\$0	0.00%
	High School Library	\$3,109	\$4,226	\$4,000	\$4,226	\$0	0.00%
		<u>\$6,415</u>	<u>\$8,685</u>	<u>\$8,450</u>	<u>\$8,685</u>	<u>\$0</u>	<u>0.00%</u>
2610.450	Supplies						
	Elementary AV	\$1,500	\$1,500	\$1,000	\$1,500	\$0	0.00%
	Middle School AV	\$2,706	\$2,706	\$2,500	\$2,706	\$0	0.00%
	High School AV	\$750	\$750	\$500	\$750	\$0	0.00%
	Elementary Library	\$1,294	\$500	\$500	\$500	\$0	0.00%
	Middle School Library	\$1,613	\$1,574	\$1,500	\$1,574	\$0	0.00%
	High School Library	\$0	\$375	\$200	\$375	\$0	0.00%
		<u>\$7,863</u>	<u>\$7,405</u>	<u>\$6,200</u>	<u>\$7,405</u>	<u>\$0</u>	<u>0.00%</u>
2610.460	Books - Library Program	\$40,032	\$40,500	\$40,500	\$34,068	(\$6,432)	(15.88%)
TOTAL INSTRUCTIONAL MEDIA						\$15,129	4.21%

Technology

Instructional Technology

The budget includes a commitment to provide technical support and professional development for classroom teachers to expand the utilization of computers throughout the district. Also included in this budget is the salary of a Network Specialist, Office Assistant and data team stipends.

BOCES provides the major support for the local area network. This includes one network specialist and two junior network assistants that support the day to day operations at the school. We also have additional remote support from the LHRIC when things arise that require additional expertise.

The District will enter into a lease through BOCES for additional needed hardware replacement based on our replacement needs.

This budget includes funds for technology staff development through BOCES called "Emerging Technology". One initiative this year will be continued training in google classroom. BOCES also provides test scoring services for the District. This budget is decreasing by \$75,000 due to a reduction in staffing as well technology staff development through BOCES.

Student Support System Administrative Technology

The district has an administrative local area network for student support including scheduling, attendance, census and grade reporting. This budget includes the cost of network supplies, software and equipment. Also included are test scoring that is done through BOCES cross contract.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
ADOPTED BUDGET 2019-20**

FUNCTION	CATEGORY	2017-18 ACTUAL EXPENDITURES	2018-19 ADOPTED BUDGET	2018-19 ESTIMATED END OF YEAR	2019-20 ADOPTED BUDGET	DOLLAR INCREASE	% INC.
<u>TECHNOLOGY</u>							
<u>INSTRUCTIONAL TECHNOLOGY</u>							
2630.160	Non-Instructional Salaries	\$118,862	\$120,000	\$119,200	\$125,000	\$5,000	4.17%
2630.200	Equipment	\$11,426				\$0	0.00%
2630.400	Contract Services	\$25,221	\$32,000	\$32,000	\$32,000	\$0	0.00%
2630.450	Supplies	\$6,697	\$18,000	\$18,000	\$18,000	\$0	0.00%
2630.460	Software Supplies	\$18,029	\$25,000	\$20,000	\$20,000	(\$5,000)	(20.00%)
2630.490	Computer Repairs	\$1,235	\$5,000	\$5,000	\$5,000	\$0	0.00%
2630.490	BOCES Local Area Network						
	LAN Support-Managed IT	\$421,335	\$415,000	\$405,000	\$350,000	(\$65,000)	(15.66%)
	Internet/Filter	\$78,113	\$50,000	\$50,000	\$50,000	\$0	0.00%
	Maintenance/Software Licenses/Warranties	\$46,602	\$48,000	\$48,000	\$48,000	\$0	0.00%
	Remote Backup	\$37,350	\$38,000	\$38,000	\$38,000	\$0	0.00%
	IReady		\$0			\$0	0.00%
	Online Database/Library/Software	\$66,365	\$45,000	\$45,000	\$45,000	\$0	0.00%
		\$649,765	\$596,000	\$586,000	\$531,000	(\$65,000)	(10.91%)
2630.490	Emerging Technology	\$80,000	\$60,000	\$80,000	\$40,000	(\$20,000)	(33.33%)
2630.490	BOCES Equipment Lease	\$289,833	\$230,000	\$250,000	\$240,000	\$10,000	4.35%
INSTRUCTIONAL TECHNOLOGY		\$1,201,068	\$1,086,000	\$1,110,200	\$1,011,000	(\$75,000)	(6.91%)
<u>STUDENT SUPPORT SYSTEM ADMINISTRATIVE TECHNOLOGY</u>							
2630.400	Eschool/IEP/Test Scoring	\$58,124	\$135,000	\$110,000	\$125,000	(\$10,000)	(7.41%)
STUDENT SUPPORT SYSTEM ADMINISTRATIVE TECHNOLOGY		\$58,124	\$135,000	\$110,000	\$125,000	(\$10,000)	(7.41%)
TOTAL TECHNOLOGY		\$1,259,192	\$1,221,000	\$1,220,200	\$1,136,000	(\$85,000)	(6.96%)

Pupil Services

Guidance

This category includes provision for seven full-time counselors, with one serving as Director of Guidance, and 2.0 social workers. This category also includes one full-time clerical positions. Funds are also included for summer work for our Guidance staff.

The Naviance Program provides students with access to databases related to college information, career information, financial aid and placement opportunities. The system is updated regularly.

Health

Salaries include two full-time and two part-time school nurses, one full time Clerk and a part time aide as well as the cost of services provided by the doctor. The district is required to pay for health services for Hastings students who attend private and parochial schools (Health Services - Other Districts). There is also money for nurses that are contracted to go on school trips with our students.

Psychologist

Salaries for this area include the current 6 school Psychologists to support mental health of all students.

Funds allocated to this function provide equipment, contracted service and supplies for the programs of the psychologists.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
ADOPTED BUDGET 2019-20**

FUNCTION	CATEGORY	2017-18 ACTUAL EXPENDITURES	2018-19 ADOPTED BUDGET	2018-19 ESTIMATED END OF YEAR	2019-20 ADOPTED BUDGET	DOLLAR INCREASE	% INC.
<u>PUPIL SERVICES - GUIDANCE</u>							
2810.150	Instructional Salaries	\$1,000,382	\$1,080,000	\$1,036,338	\$1,037,238	(\$42,762)	(3.96%)
	Summer Work	\$37,179	\$55,000	\$60,000	\$55,000	\$0	0.00%
	Total Instructional Salaries	\$1,037,561	\$1,135,000	\$1,096,338	\$1,092,238	(\$42,762)	(3.77%)
2810.160	Non-Instructional Salaries	\$67,672	\$99,000	\$58,000	\$65,000	(\$34,000)	(34.34%)
2810.400	Contract Services						
	Elementary School	\$0	\$0	\$0	\$500	\$500	0.00%
	Middle School	\$1,131	\$1,500	\$1,000	\$1,500	\$0	0.00%
	High School	\$2,346	\$4,500	\$4,000	\$5,500	\$1,000	22.22%
		\$3,477	\$6,000	\$5,000	\$7,500	\$1,500	25.00%
2810.450	Supplies						
	Social Worker	\$0	\$500	\$500	\$0	(\$500)	(100.00%)
	Elementary School	\$0	\$0	\$0	\$500	\$500	0.00%
	Middle School	\$1,284	\$1,500	\$1,000	\$1,500	\$0	0.00%
	High School	\$2,898	\$4,000	\$4,000	\$3,000	(\$1,000)	(25.00%)
	Total Supplies	\$4,182	\$6,000	\$5,500	\$5,000	(\$1,000)	(16.67%)
2810.470	Homebound Instruction	\$10,750	\$15,000	\$15,000	\$15,000	\$0	0.00%
2810.490	BOCES/Naviance	\$2,684	\$3,500	\$3,500	\$3,500	\$0	0.00%
TOTAL PUPIL SERVICES - GUIDANCE		\$1,126,326	\$1,264,500	\$1,183,338	\$1,188,238	(\$76,262)	(6.03%)
<u>PUPIL SERVICES - HEALTH</u>							
2815.160	Salaries						
	Nurses	\$244,994	\$265,000	\$270,000	\$285,000	\$20,000	7.55%
	Summer Work	\$8,406	\$7,500	\$7,500	\$7,500	\$0	0.00%
	Doctor	\$0	\$24,000	\$24,000	\$24,000	\$0	0.00%
2815.400	Health Services	\$28,969	\$0	\$0	\$0	\$0	0.00%
	Other Districts	\$42,077	\$55,000	\$55,000	\$55,000	\$0	0.00%
	Sub Nurses/Contract	\$18,850	\$20,000	\$20,000	\$20,000	\$0	0.00%
		\$89,896	\$75,000	\$75,000	\$75,000	\$0	0.00%
2815.450	Supplies	\$8,163	\$9,000	\$9,000	\$9,000	\$0	0.00%
TOTAL PUPIL SERVICES - HEALTH		\$361,469	\$380,500	\$385,500	\$400,500	\$20,000	6.26%
<u>PUPIL SERVICES - PSYCHOLOGIST</u>							
2820.150	Instructional Salaries	\$489,897	\$604,000	\$597,115	\$622,852	\$18,852	3.12%
	Summer Work	\$6,961	\$5,000	\$6,000	\$6,000	\$1,000	20.00%
	Total Instructional Salaries	\$496,858	\$609,000	\$603,115	\$628,852	\$19,852	3.26%
2820.400	Contract Services						
	Middle School	\$489	\$500	\$500	\$500	\$0	0.00%
		\$489	\$500	\$500	\$500	\$0	0.00%
2820.450	Supplies						
	Elementary	\$1,413	\$1,900	\$1,500	\$0	(\$1,900)	(100.00%)
	Middle School	\$1,479	\$1,900	\$1,500	\$1,900	\$0	0.00%
	High School	\$1,896	\$1,900	\$1,500	\$1,900	\$0	0.00%
		\$4,788	\$5,700	\$4,500	\$3,800	(\$1,900)	(33.33%)
TOTAL PUPIL SERVICES - PSYCHOLOGIST		\$502,135	\$615,200	\$608,115	\$633,152	\$17,952	2.92%

Co-Curricular Activities

There are a significant number of clubs and organizations operating within Hastings High School, providing for a wide range of student interests. These include language clubs, award-winning publications, and a number of artistic and performing groups. The Middle School offers a comprehensive club and activity program, including its own music and drama programs, school newspaper and yearbook, Junior Student Council and informal groups. A variety of activities take place in the elementary school including yearbook, dance, post office, music oriented activities, and a theater program.

The co-curricular code includes stipends for advisorships for student activities at all schools. It also includes stipends for chaperones at school events.

Interscholastic Athletics

This category includes salary of our Athletic Director as well as a full time administrative assistant.

The Interscholastic program consists of approximately fifty teams for boys and girls at the Varsity, Junior Varsity, Modified, and Intramural levels.

The coaching salary code represents stipends for interscholastic sports coaches as well as stipends for chaperones.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
ADOPTED BUDGET 2019-20**

FUNCTION	CATEGORY	2017-18 ACTUAL EXPENDITURES	2018-19 ADOPTED BUDGET	2018-19 ESTIMATED END OF YEAR	2019-20 ADOPTED BUDGET	DOLLAR INCREASE	% INC.
CO-CURRICULAR ACTIVITIES							
2850.150	Co-Curricular Salaries	\$335,222	\$330,000	\$345,000	\$360,000	\$30,000	9.09%
2850.400	Contract Services	\$43,786	\$40,000	\$35,000	\$39,000	(\$1,000)	(2.50%)
	Hillside Theater	\$1,500	\$4,500	\$4,500	\$4,000	(\$500)	(11.11%)
	Middle School	\$11,983	\$9,552	\$9,552	\$9,552	\$0	0.00%
	Middle School Theater	\$9,500	\$6,500	\$6,500	\$6,500	\$0	0.00%
	High School	\$15,995	\$16,000	\$16,000	\$16,000	\$0	0.00%
	High School Theater	\$12,996	\$11,500	\$25,000	\$15,000	\$3,500	30.43%
	Community Service	\$3,246	\$5,000	\$5,000	\$5,000	\$0	0.00%
		\$99,006	\$93,052	\$101,552	\$95,052	\$2,000	2.15%
TOTAL CO-CURRICULAR ACTIVITIES		\$434,228	\$423,052	\$446,552	\$455,052	\$32,000	7.56%
INTERSCHOLASTIC ATHLETICS							
2855.150	Salaries						
	Athletic Director	\$131,267	\$142,000	\$142,895	\$148,501	\$6,501	4.58%
	Coaching	\$305,989	\$327,000	\$315,000	\$366,750	\$39,750	12.16%
	Intramurals	\$10,608	\$17,000	\$17,000	\$17,000	\$0	0.00%
	Timers, Security	\$20,138	\$20,000	\$20,000	\$20,000	\$0	0.00%
		\$468,002	\$506,000	\$494,895	\$552,251	\$46,251	9.14%
2855.160	Non-Instructional Salary	\$55,631	\$57,500	\$56,860	\$60,299	\$2,799	4.87%
2855.200	Equipment MS/HS	\$44,868	\$45,000	\$45,000	\$21,400	(\$23,600)	(52.44%)
2855.400	Contract Services						
	Field Rental for practice	\$187	\$0	\$0	\$0	\$0	0.00%
	Games Supervision	\$3,000	\$2,000	\$2,000	\$3,000	\$1,000	50.00%
	Cleaning/Repairs	\$29,605	\$22,000	\$25,000	\$22,000	\$0	0.00%
	Fees	\$6,793	\$9,500	\$8,500	\$9,500	\$0	0.00%
	Dues	\$3,455	\$4,250	\$4,000	\$4,250	\$0	0.00%
	Officials	\$2,497	\$6,000	\$5,000	\$6,000	\$0	0.00%
	Sports Trainer	\$33,350	\$40,000	\$40,000	\$50,000	\$10,000	25.00%
	Quad Village-Merged Sports	\$17,009	\$25,000	\$20,000	\$25,000	\$0	0.00%
		\$95,896	\$108,750	\$104,500	\$119,750	\$11,000	10.11%
2855.450	Supplies	\$95,510	\$60,023	\$60,000	\$60,023	\$0	0.00%
2855.490	BOCES Interscholastic Services	\$62,928	\$72,000	\$67,000	\$72,000	\$0	0.00%
TOTAL INTERSCHOLASTIC ATHLETICS		\$822,835	\$849,273	\$828,255	\$885,723	\$36,450	4.29%
TOTAL INSTRUCTION		\$28,645,871	\$31,268,192	\$29,506,834	\$32,034,426	\$766,234	2.45%

TRANSPORTATION

Funds are provided in this budget for K-5 in-district transportation as follows: all students in Kindergarten are eligible for transportation, students in Grades 1, 2, 3 and 4 who live 1/2 mile or more from the school will be transported, and students in grade 5 who live one mile or more from the school will also be transported. There is no change in transportation policy from the previous year.

Additionally, the district is required to provide transportation for:

Students who attend a special education program or a BOCES occupational education program outside of the school district.

Students who attend a parochial or private school who meet the State guidelines for transportation.

The District participates in a transportation consortium with the Ardsley, Irvington and Dobbs Ferry School Districts for out of district transportation. This shared arrangement serves to lower the costs of student transportation through cooperative bidding and economies of scale.

Money is budgeted to transport students who participate in sports and extra-curricular activities.

A percentage of the Business Official's salary is shown in this functional area for time devoted to transportation coordination. This entitles the district to receive State Aid for a portion of this salary.

The public service budget line provides money for public transportation in accordance with the Board of Education guidelines. The 2019-20 Budget decrease is due to reduction of the Out of District runs.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
ADOPTED BUDGET 2019-20**

FUNCTION	CATEGORY	2017-18 ACTUAL EXPENDITURES	2018-19 ADOPTED BUDGET	2018-19 ESTIMATED END OF YEAR	2019-20 ADOPTED BUDGET	DOLLAR INCREASE	% INC.
	TRANSPORTATION						
5510.160	In-District Salary	\$21,323	\$21,000	\$21,500	\$22,000	\$1,000	4.76%
5510.160	In-District Salary- Bus Aides	\$24,711	\$25,000	\$22,000	\$25,000	\$0	0.00%
5540.400	Out of District Consortium	\$922,545	\$1,196,235	\$1,015,000	\$1,035,300	(\$160,935)	(13.45%)
5540.400	In-District Contract	\$261,204	\$395,000	\$268,000	\$273,360	(\$121,640)	(30.79%)
5540.400	Sports	\$135,858	\$155,000	\$140,000	\$143,000	(\$12,000)	(7.74%)
	TOTAL TRANSPORTATION	\$1,365,641	\$1,792,236	\$1,466,500	\$1,498,660	(\$293,575)	(16.38%)

UNDISTRIBUTED

Employee Benefits

Employee Retirement System (ERS)

The program is financed by a district contribution to a six-tier system. The rate is decreasing slightly to an average of 14.9%.

Teacher Retirement System (TRS)

The program is financed by a district contribution to a six-tier system. The TRS rate has decreased with the contribution going from 10.62% to 8.86% in 2019-2020.

Social Security

For the calendar year 2019, the social security tax rate will remain at 7.65%. For the calendar year 2019, the maximum wage subject to the social security tax will increase be \$132,900. As part of the social security rate, the district pays 1.45% on all salaries for the Medicare Tax that is not subject to the salary cap.

Workers' Compensation

Workers' Compensation covers the partial salaries of employees who may be injured on the job. The District participates in the Southern Westchester Schools Cooperative Self Insurance Plan. The premium is determined by experience rating and the number of employees.

Life Insurance

The district pays the premium for life insurance as per negotiated contracts for specific coverage for staff members.

Unemployment Insurance

School districts have the option of paying a percentage of salaries or paying directly when unemployment benefits are paid to a qualified individual. Hastings has opted to pay directly.

Health Insurance

Health insurance costs include premiums for health insurance for the district's staff as well as retirees, a buyout option for those who elect to waive the district coverage, Medicare reimbursements to retirees, and physical exams as required by the Board of Education. This budget reflects an increase in health insurance costs that is projected to be 6.95% for the 2019-2020 school year. The overall budget reflects a decrease based on actuals from prior year and changes in staff coverage.

The district participates in a health consortium and the rate increase is determined by the Board of Directors through the Trust Agreement with all school districts.

Union Welfare Funds

The union welfare funds are underwritten by the Board of Education and administered by the associations in accordance with negotiated staff.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
ADOPTED BUDGET 2019-20**

FUNCTION	CATEGORY	2017-18 ACTUAL EXPENDITURES	2018-19 ADOPTED BUDGET	2018-19 ESTIMATED END OF YEAR	2019-20 ADOPTED BUDGET	DOLLAR INCREASE	% INC.
	UNDISTRIBUTED EXPENSES						
	EMPLOYEE BENEFITS						
9010.800	Non-Teacher Retirement	\$576,303	\$625,000	\$600,000	\$689,415	\$64,415	10.31%
9020.800	Teacher Retirement	\$2,004,081	\$2,651,440	\$2,410,000	\$2,249,374	(\$402,066)	(15.16%)
9030.800	Social Security	\$1,930,710	\$2,100,000	\$2,000,000	\$2,212,079	\$112,079	5.34%
9040.800	Workers' Compensation	\$188,433	\$195,000	\$185,000	\$180,000	(\$15,000)	(7.69%)
9045.800	Life Insurance	\$7,422	\$10,000	\$10,000	\$10,000	\$0	0.00%
9050.800	Unemployment Insurance	\$14,192	\$10,000	\$10,000	\$10,000	\$0	0.00%
9060.150	Health Insurance Waiver - Instructional	\$168,493	\$185,000	\$180,000	\$192,000	\$7,000	3.78%
9060.160	Health Insurance Waiver-Non-Instructional	\$133,615	\$178,500	\$145,000	\$155,000	(\$23,500)	(13.17%)
9060.800	Health Insurance	\$5,122,032	\$5,709,250	\$5,580,000	\$6,186,817	\$477,567	8.36%
9070.800	CSEA Welfare Fund	\$84,000	\$81,500	\$83,000	\$83,670	\$2,170	2.66%
9070.800	HTA Welfare Fund	\$278,204	\$295,000	\$297,500	\$313,157	\$18,157	6.15%
9089.490	Employee Assistance Program	\$0	\$5,000	\$5,000	\$5,000	\$0	0.00%
9089.800	Employee Benefits Other - TSA	\$11,500	\$12,000	\$0	\$0	(\$12,000)	(100.00%)
	TOTAL EMPLOYEE BENEFITS	\$10,618,985	\$12,057,690	\$11,505,600	\$12,288,512	\$228,822	1.90%

Debt Service

This category represents the district's long term financing of capital improvement projects and alterations.

Funds are included for the payment of principal and interest of the capital improvement bond authorized by the community in 2014.

Also included is the District's lease payment on the Energy Performance Contract. The lease payment is financed by the savings the District received in energy costs.

Interfund Transfers

Capital Fund

Funds have been appropriated for capital improvement projects and upgrading facilities. The following is a breakdown of projects funded

Hillside Elementary School/Farragut Complex

-Space Renovations	\$20,000
-Doors	\$20,000

Districtwide

-Refurbishment of bathrooms	\$20,000
-Classroom floors	\$10,000
-Sidewalks	\$30,000

Grand Total	\$ 100,000
-------------	------------

Special Aid Fund

Funds for the summer school program for students identified by the Committee on Special Education are allocated in this fund. The District is responsible for 20% of summer school tuition and busing.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
ADOPTED BUDGET 2019-20**

FUNCTION	CATEGORY	2017-18 ACTUAL EXPENDITURES	2018-19 ADOPTED BUDGET	2018-19 ESTIMATED END OF YEAR	2019-20 ADOPTED BUDGET	DOLLAR INCREASE	% INC.
<u>DEBT SERVICE</u>							
9711.600	Principal - (BOND) - Capital Improvement 2014	\$0	\$495,000	\$495,000	\$500,000	\$5,000	1.01%
9711.700	Interest - (BOND) - Capital Improvement 2014	\$0	\$150,438	\$150,438	\$140,488	(\$9,951)	(6.61%)
9785.600	Principal - Installment Purchase Debt	\$111,236	\$97,402	\$97,402	\$118,873	\$21,471	22.04%
9785.700	Interest - Installment Purchase Debt	\$39,986	\$54,078	\$54,078	\$32,348	(\$21,730)	(40.18%)
TOTAL DEBT SERVICE		\$151,222	\$796,918	\$796,918	\$791,709	(\$5,209)	(0.65%)
<u>INTERFUND TRANSFERS</u>							
9950.000	Capital Fund - Regular	\$300,000	\$100,000	\$100,000	\$100,000	\$0	0.00%
	Capital Reserve Fund	\$657,191	\$0		\$0	\$0	0.00%
	Special Aid Fund	\$22,918	\$35,000	\$40,000	\$45,000	\$10,000	28.57%
TOTAL INTERFUND TRANSFER		\$980,109	\$135,000	\$140,000	\$145,000	\$10,000	7.41%
TOTAL UNDISTRIBUTED		\$11,650,316	\$12,989,608	\$12,442,418	\$13,223,221	\$233,613	1.80%
TOTAL GENERAL FUND BUDGET		\$47,234,670	\$50,518,586	\$48,325,670	\$51,283,825	\$765,239	1.51%

PROPOSED COMPONENT BUDGET 2019-2020

	<u>2019-20 ADOPTED BUDGET</u>	<u>2019-20 ADMIN</u>	<u>2019-20 PROGRAM</u>	<u>2019-20 CAPITAL</u>
GENERAL SUPPORT				
Board of Education	\$58,700	\$58,700		
Central Administration	\$451,000	\$451,000		
Finance	\$652,800	\$652,800		
Legal	\$125,000	\$15,000	\$110,000	\$0.00
Personnel	\$8,000	\$6,000	\$2,000	
Public Information	\$52,000	\$52,000		
Central Services				
Operations	\$2,327,735			\$2,327,735
Maintenance	\$386,283			\$386,283
Special Items				
Insurance/Other	\$466,000	\$466,000		
Refund of Real Property Tax	\$0	\$0		
TOTAL GENERAL SUPPORT	\$4,527,518	\$1,701,500	\$112,000	\$2,714,018
INSTRUCTION				
Curriculum Development	\$239,000	\$239,000		
Supervision	\$1,444,674	\$1,444,674		
Teaching	\$17,222,299		\$17,222,299	
Special Education	\$8,055,169		\$8,055,169	
Instructional Media	\$374,619		\$374,619	
Technology	\$1,136,000		\$1,136,000	
Pupil Services:				
Guidance	\$1,188,238		\$1,188,238	
Health	\$400,500		\$400,500	
Psychological Services	\$633,152		\$633,152	
Co-curricular Activities	\$455,052		\$455,052	
Interscholastic Athletics	\$885,723		\$885,723	
TOTAL INSTRUCTION	\$32,034,426	\$1,683,674	\$30,350,752	\$0

PROPOSED COMPONENT BUDGET 2019-2020

	<u>2019-20 ADOPTED BUDGET</u>	<u>2019-20 ADMIN</u>	<u>2019-20 PROGRAM</u>	<u>2019-20 CAPITAL</u>
TRANSPORTATION	\$1,498,660		\$1,498,660	
UNDISTRIBUTED				
Employee Benefits	\$12,286,512	\$1,279,696	\$10,198,875	\$807,941
Debt Service	\$791,709			\$791,709
Interfund Transfer:				
To Capital Fund	\$100,000			\$100,000
To Special Aid	\$45,000		\$45,000	
TOTAL UNDISTRIBUTED	\$13,223,221	\$1,279,696	\$10,243,875	\$1,699,650
TOTAL EXPENDITURES	\$51,283,825	\$4,664,870	\$42,205,287	\$4,413,668

COMPARISON OF 2018-19 ADOPTED BUDGET TO 2019-20 THREE COMPONENT PROPOSED BUDGET

	<u>2018-19 ADOPTED BUDGET</u>	<u>2019-20 ADOPTED BUDGET</u>
ADMINISTRATIVE	\$4,578,939	\$4,664,870
PROGRAM	\$41,645,906	\$42,205,287
CAPITAL	<u>\$4,293,741</u>	<u>\$4,413,668</u>
TOTALS	\$50,518,586	\$51,283,825

GLOSSARY

ADJUSTED BUDGET

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

APPROPRIATION

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

BANS

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

BOCES

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

BUDGET DEVELOPMENT CALENDAR

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

BUDGETING

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

BUDGET PROCEDURES

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

COMPONENT BUDGET - THREE PART BUDGET PRESENTATION

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

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

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

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

DEBT SERVICE FUND

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

EXPENDITURE

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

FINANCIAL REPORT

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

FISCAL YEAR

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

FULL-TIME EQUIVALENT (FTE)

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

FUNCTIONAL BUDGET

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

FUND

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

GAAP

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

GENERAL FUND BUDGET

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

PROPOSED BUDGET

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

QUAD VILLAGE

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

REVENUES

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

SERIAL BOND

This long term bond covers the costs of capital projects.

SYSTEM OF ACCOUNTS

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

TANS

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

TAX LEVY

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

TAX RATE

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

APPENDIX A.

2019-20 Property Tax Report Card Hastings on Hudson Union Free School District

	Budgeted 2018-19 (A)	Proposed Budget 2019-20 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	50,518,586	51,283,925	1.51%
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	40,850,351	42,543,825	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A + B + C - D)	40,850,351	42,543,825	4.15%
F. Permissible Exclusions to the School Tax Levy Limit	114,232	403,277	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	41,025,074	42,345,548	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	40,736,119	42,140,548	
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	288,955	205,000	
Public School Enrollment	1,712	1,736	1.40%
Consumer Price Index		2.44%	

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

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

³ For 2019-20, includes any carryover from 2018-19 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2018-19 (D)	Estimated 2019-20 (E)
Adjusted Restricted Fund Balance	4,980,819	4,100,000
Assigned Appropriated Fund Balance	2,100,000	1,700,000
Adjusted Unrestricted Fund Balance	1,672,970	2,050,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.31%	4.00%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/19 Actual Balance	6/30/19 Estimated Ending Balance	Intended Use of the Reserve in the 2019-2020 School Year
Capital	Reserve For Capital	To pay the cost of any object or purpose for which bonds may be issued.	825,000	1,200,000	Security Enhancements, Sidewalks, Elevator Replacement
Repair	Reserve For Repairs	To pay the cost of repairs to capital improvements or equipment.	200,000	200,000	None
Workers' Compensation		To pay for Workers Compensation and benefits.			
Unemployment Insurance		To pay the cost of reimbursement to the State Unemployment Insurance Fund.			
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service	Reserve For Debt	To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.	20,257	20,257	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		To establish and maintain a program of reserves to cover liability claims incurred.			
Tax Certiorari	Reserve For Tax Certiorari	To establish a reserve fund for tax certiorari settlements	1,111,238	950,000	To lower Tax Levy and pay Tax Certiorari Judgments.
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
EBALR – Employee Benefit Accrued Liability	Reserve For Employee Benefit Accrued Liability	For the payment of accrued 'employee benefits' due to employees upon termination of service.	283,356	275,000	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	1,304,863	1,200,000	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	To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)	0	200,000	To pay TRS liabilities

APPENDIX B.

School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2018-19 School Year	Budget Proposed for the 2019-20 School Year	Contingency Budget for the 2019-2020 School Year *									
Total Budgeted Amount, Not Including Separate Propositions	\$ 50,518,586	\$51,283,825	\$49,590,351									
Increase/Decrease for the 2019-20 School Year		\$765,239	-\$928,235									
Percentage Increase/Decrease in Proposed Budget		1.51 %	-1.84%									
Change in the Consumer Price Index		2.44%										
A. Proposed Levy to Support the Total Budgeted Amount	\$40,850,351	\$42,543,825										
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)	\$40,850,351	\$42,543,825	\$40,850,351									
F. Total Permissible Exclusions	\$114,232	\$403,277										
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$41,025,074	\$42,345,548										
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	40,736,119	\$42,140,548										
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$288,955	\$205,000										
Administrative Component	\$4,578,939	\$4,664,870	\$4,464,870									
Program Component	\$41,645,906	\$42,205,287	\$40,711,813									
Capital Component	\$4,293,741	\$4,413,668	\$4,413,668									
<p>* Provide a statement of assumptions made in projecting a contingency budget for the 2019-20 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.</p> <ul style="list-style-type: none"> Reductions in administrative expenditures, program expenditures, equipment, and overtime. 												
<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"> <thead> <tr> <th>Description</th> <th>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

Under the Budget Proposed for the 2019-20 School Year

Estimated Basic STAR Exemption Savings¹

\$1,865

The annual budget vote for the fiscal year 2019-20 by the qualified voters of the Hastings on Hudson school district, Westchester County, New York, will be held at Hastings High School in said district on Tuesday, May 21, 2019 between the hours of 7:00am and 9:00pm, prevailing time in the Hastings High School Cochran Gym, at which time the polls will be opened to vote by voting ballot or machine.

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

APPENDIX C.

COMPENSATION DISCLOSURES

Chapter 474 of the Laws of 1996 requires the disclosure of the salaries, employee benefits and other forms of remuneration for superintendent of school (Type 1) as well as deputy, assistant or associate superintendents (Type 2) and just the salaries of any other certified school administrators or supervisors (Type 3) who are scheduled to be paid at or above \$138,000.00 for 2019-2020.

<u>Position</u>	<u>Compensation</u>	
Interim Superintendent	Contract Salary	\$255,000
	Employee Benefit	
	Annuity	\$0.00
	Health Insurance	\$0.00
	Dental/Vision/Life/Dis	\$0.00
	Social Security	\$11,937
	Teachers' Retirement Sys	<u>\$0.00</u>
	Total Benefits	\$11,937
High School Principal	Contract Salary	\$201,582
High School Assistant Principal	Contract Salary	\$175,885
Middle School Principal	Contract Salary	\$209,052
Elementary School Principal	Contract Salary	\$155,571
Director of Special Education	Contract Salary	\$190,466
Director of Facilities	Contract Salary	\$140,000
District Treasurer	Contract Salary	\$164,352
Athletic Director	Contract Salary	\$142,895

NOTE: The above figures are the Administrators' compensation for 2018-19. Salaries for the 2019-20 will be based upon year-end evaluations.

APPENDIX D.

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2017 - 18 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

HASTINGS-ON-HUDSON UFSD ENROLLMENT (2017 - 18)

K-12 Enrollment: 1,623

ENROLLMENT BY GENDER

MALE

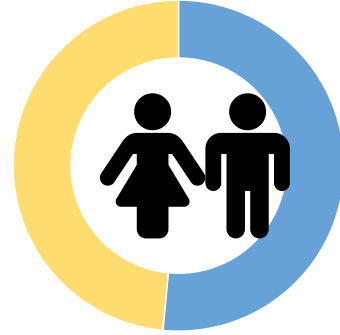
836

52%

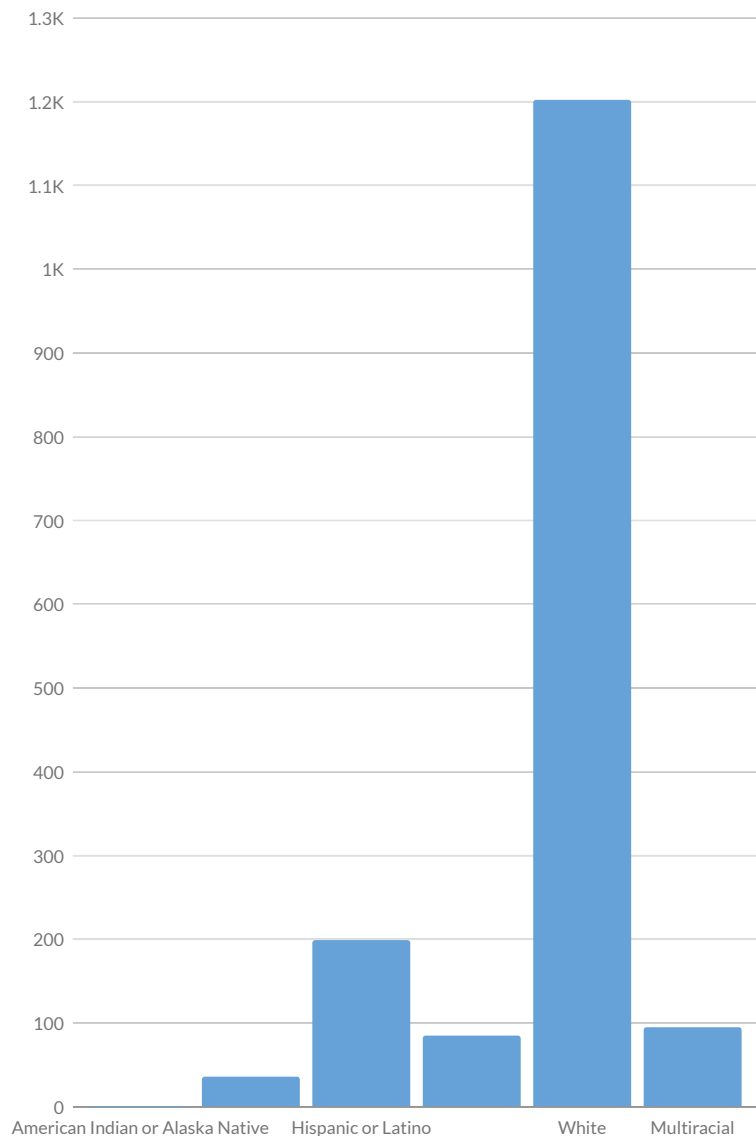
FEMALE

787

48%



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

1

0%

BLACK OR AFRICAN AMERICAN

37

2%

HISPANIC OR LATINO

200

12%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

86

5%

WHITE

1,203

74%

MULTIRACIAL

96

6%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

23

1%

229

14%

66

4%

MIGRANT

HOMELESS

FOSTER CARE

PARENT IN ARMED FORCES

—

—

—

—

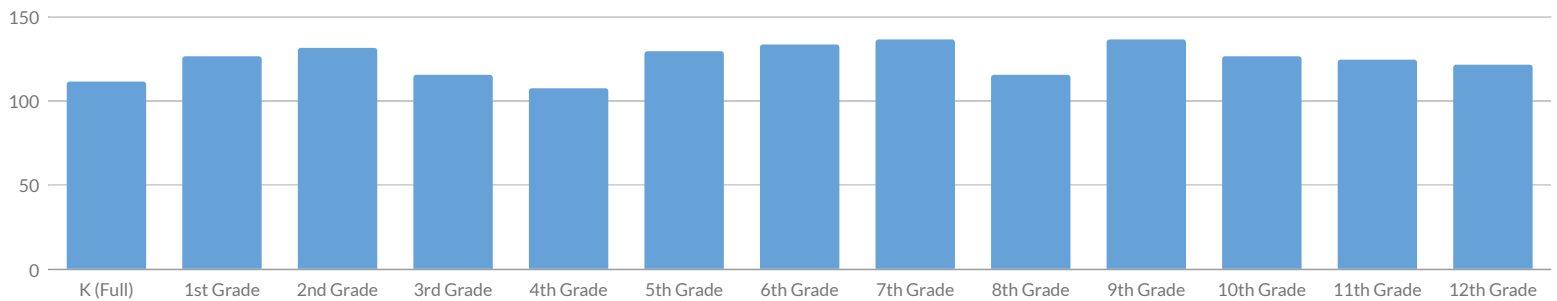
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ENROLLMENT BY GRADE



K (FULL DAY)

1ST GRADE

2ND GRADE

3RD GRADE

112

7%

127

8%

132

8%

116

7%

4TH GRADE

5TH GRADE

6TH GRADE

7TH GRADE

108

7%

130

8%

134

8%

137

8%

8TH GRADE

9TH GRADE

10TH GRADE

11TH GRADE

116

7%

137

8%

127

8%

125

8%

12TH GRADE

122

8%

HASTINGS-ON-HUDSON UFSD - STUDENT AND EDUCATOR REPORT [2017 - 18]

The Student and Educator Report provides information to the public on students eligible for free or reduced-price lunch; student attendance and suspensions; and school/district average class size, staff counts, and teacher attendance and turnover. Knowledge gained from this report can be used to improve instruction and services to students.

STUDENT DATA

FREE AND REDUCED-PRICE LUNCH

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
Number	Percent	Number	Percent
43	3%	23	1%

HASTINGS-ON-HUDSON UFSD - NEW YORK STATE REPORT CARD [2017 - 18]

The New York State Report Card is an important part of the Board of Regents’ effort to raise learning standards for all students. It 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). 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.

2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA

GOOD STANDING

EM INDICATOR LEVELS

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	4	2	4	2	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	—
Hispanic or Latino	3	2	3	—	4	4
Multiracial	4	2	4	—	4	4
White	4	2	4	—	4	4
English Language Learners	4	—	4	2	—	—
Students with Disabilities	4	3	4	—	2	4
Economically Disadvantaged	2	3	3	—	1	4

EM COMPOSITE PERFORMANCE

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

EM CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	548	183.7	4
	Math	572	186.7	4
	Science	201	225.9	4
	Combined	1,321	191.4	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	32	178.1	4
	Math	33	168.2	4
	Science	17	223.5	4
	Combined	82	183.5	4
Black or African American	ELA	22	127.3	2
	Math	21	100	2
	Science	9	188.9	2
	Combined	52	126.9	2
Hispanic or Latino	ELA	63	150	3
	Math	63	161.1	3
	Science	51	201	3
	Combined	177	168.6	3
Multiracial	ELA	38	203.9	4
	Math	40	195	4
	Science	30	240	4
	Combined	108	210.6	4
White	ELA	404	189.5	4
	Math	426	193.5	4
	Science	146	234.2	4
	Combined	976	198	4
English Language Learners	ELA	6	83.3	4
	Math	6	133.3	4
	Science	5	210	4
	Combined	17	138.2	4
Students with Disabilities	ELA	56	91.1	4
	Math	53	101.9	4
	Science	45	172.2	4
	Combined	154	118.5	4
Economically Disadvantaged	ELA	43	107	2
	Math	43	89.5	2

Subgroup	Subject	Cohort	Index	Level
	Science	23	182.6	2
	Combined	109	116.1	2

EM WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	703	143.2	4
	Math	703	151.9	4
	Science	213	213.1	4
	Combined	703	156.2	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	34	167.6	4
	Math	34	163.2	4
	Science	19	200	4
	Combined	34	173	4
Black or African American	ELA	32	87.5	2
	Math	32	65.6	2
	Science	10	170	2
	Combined	32	89.2	2
Hispanic or Latino	ELA	83	113.9	3
	Math	83	122.3	3
	Science	56	183	3
	Combined	83	134.5	3
Multiracial	ELA	48	161.5	4
	Math	48	162.5	4
	Science	30	240	4
	Combined	48	180.6	4
White	ELA	523	146.4	4
	Math	523	157.6	4
	Science	155	220.6	4
	Combined	523	160.9	4
English Language Learners	ELA	13	38.5	3
	Math	13	61.5	3
	Science	8	131.3	3
	Combined	13	69.1	3
Students with Disabilities	ELA	91	56	4
	Math	91	59.3	4
	Science	62	125	4
	Combined	91	74.8	4
Economically Disadvantaged	ELA	62	74.2	2
	Math	63	61.1	2

Subgroup	Subject	Cohort	Index	Level
	Science	26	161.5	2
	Combined	63	83.8	2

EM GROWTH (2015-16, 2016-17, AND 2017-18)

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	114,141	2,319	49.2	2
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	8,107	167	48.5	2
Black or African American	2,636	61	43.2	1
Hispanic or Latino	11,736	239	49.1	2
Multiracial	7,556	153	49.4	2
White	84,106	1,699	49.5	2
English Language Learners	—	11	—	—
Students with Disabilities	11,741	228	51.5	3
Economically Disadvantaged	5,565	110	50.6	3

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

EM ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	32	47%	34%	0.7	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	10	—	—	—	—
Multiracial	0	—	—	—	—
White	4	—	—	—	—
English Language Learners	32	47%	34%	0.7	2
Students with Disabilities	5	—	—	—	—
Economically Disadvantaged	3	—	—	—	—

EM PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	129.6	703	143.2	132.4%	100.7%	117.3	158.7	200	4	4
	Math	135.2	703	151.9	137.8%	103.3%	119.4	159.7	200	4	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	142.4	34	167.6	144.7%	155.1%	162.6	181.3	200	4	3
	Math	154.5	34	163.2	156.3%	173%	177.5	188.8	200	2	3
Black or African American	ELA	95.8	32	87.5	100%	93.9%	111.6	155.8	200	1	1
	Math	91.7	32	65.6	96%	83.1%	102.6	151.3	200	1	1
Hispanic or Latino	ELA	103.3	83	113.9	107.2%	90.8%	109	154.5	200	4	4
	Math	98.7	83	122.3	102.8%	87%	105.8	152.9	200	4	4
Multiracial	ELA	144.6	48	161.5	146.8%	97.6%	114.6	157.3	200	4	4
	Math	151.1	48	162.5	153.1%	99.3%	116.1	158.1	200	4	4
White	ELA	132.1	523	146.4	134.8%	98%	115	157.5	200	4	4
	Math	139.4	523	157.6	141.8%	106.3%	121.9	161	200	4	4
English Language Learners	ELA	—	13	—	—	—	—	—	—	—	—
	Math	—	13	—	—	—	—	—	—	—	—
Students with Disabilities	ELA	59.2	91	56	64.8%	54.4%	78.6	139.3	200	2	2
	Math	45.5	91	59.3	51.7%	54.4%	78.6	139.3	200	3	2
Economically Disadvantaged	ELA	93.1	62	74.2	97.4%	90.7%	108.9	154.5	200	1	1
	Math	68.2	63	61.1	73.5%	89.4%	107.8	153.9	200	1	1

EM CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	5.8	1,003	42	4.2%	5.8%	15%	13.3%	9.2%	5%	4
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8.3	48	2	4.2%	8.2%	8.3%	7.7%	6.4%	5%	4
Black or African American	—	47	—	—	—	—	—	—	—	—
Hispanic or Latino	4.7	132	8	6.1%	4.7%	20.4%	17.8%	11.4%	5%	4
Multiracial	6.3	67	4	6%	6.2%	17%	15%	10%	5%	4
White	5.7	732	25	3.4%	5.7%	10.7%	9.7%	7.4%	5%	4
English Language Learners	—	35	—	—	—	—	—	—	—	—
Students with Disabilities	10.6	130	7	5.4%	10.4%	22.2%	19.3%	12.2%	5%	4
Economically Disadvantaged	10.5	36	3	8.3%	10.3%	20.5%	17.9%	11.5%	5%	4

EM ELA PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	1,499	73.3%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	36	—
Black or African American	—	17	—
Hispanic or Latino	X	169	72.2%
Multiracial	X	98	76.5%
White	X	1,127	72.3%
English Language Learners	—	8	—
Students with Disabilities	X	185	57.3%
Economically Disadvantaged	—	32	—

EM MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	1,501	76.9%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	36	—
Black or African American	—	17	—
Hispanic or Latino	X	169	73.4%
Multiracial	X	98	81.6%
White	X	1,129	76.4%
English Language Learners	—	8	—
Students with Disabilities	X	186	56.5%
Economically Disadvantaged	—	32	—

HS INDICATOR LEVELS

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate	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	3	4	—	—	4	—
Black or African American	—	—	—	—	—	—	—
Hispanic or Latino	3	4	3	—	—	4	—
Multiracial	4	—	4	—	—	—	—
White	4	4	4	—	3	4	4
English Language Learners	—	—	—	—	—	—	—
Students with Disabilities	4	4	4	—	—	4	—
Economically Disadvantaged	3	2	2	—	—	—	—

HS COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	124	233.9	215.7	4
	Math	124	179	215.7	4
	Science	124	231	215.7	4
	Social Studies	124	240.7	215.7	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	18	244.4	232.7	4
	Math	18	208.3	232.7	4
	Science	18	244.4	232.7	4
	Social Studies	18	247.2	232.7	4
Black or African American	ELA	7	200	—	—
	Math	7	142.9	—	—
	Science	7	207.1	—	—
	Social Studies	7	214.3	—	—
Hispanic or Latino	ELA	20	200	191.7	3
	Math	20	155	191.7	3
	Science	20	215	191.7	3
	Social Studies	20	230	191.7	3
Multiracial	ELA	10	250	242.8	4
	Math	10	230	242.8	4
	Science	10	250	242.8	4
	Social Studies	10	245	242.8	4
White	ELA	95	237.9	218.4	4
	Math	95	180.5	218.4	4
	Science	95	234.2	218.4	4
	Social Studies	95	242.1	218.4	4
Students with Disabilities	ELA	28	185.7	167.9	4
	Math	28	112.5	167.9	4
	Science	28	200	167.9	4
	Social Studies	28	216.1	167.9	4
Economically Disadvantaged	ELA	14	185.7	170.6	3
	Math	14	125	170.6	3
	Science	14	196.4	170.6	3
	Social Studies	14	210.7	170.6	3

HS GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	97.2%	110	98.2%	95%	82.3%	84.4%	89.7%	95%	4	4
	5-Year	94.2%	145	97.9%	94.3%	84.5%	86.4%	91.2%	96%	4	4
	6-Year	97.9%	120	94.2%	97%	84.6%	86.7%	91.9%	97%	4	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%	25	92%	91.4%	88%	89.2%	92.1%	95%	4	4
	5-Year	—	—	—	—	—	—	—	—	—	4
	6-Year	—	—	—	—	—	—	—	—	—	4
Black or African American	4-Year	—	5	—	—	—	—	—	—	—	—
	5-Year	—	7	—	—	—	—	—	—	—	—
	6-Year	—	8	—	—	—	—	—	—	—	—
Hispanic or Latino	4-Year	93.8%	28	100%	93.8%	72.2%	76%	85.5%	95%	4	4
	5-Year	92.3%	32	93.8%	92.4%	74.8%	78.3%	87.2%	96%	4	4
	6-Year	97.1%	39	92.3%	97%	75.2%	78.8%	87.9%	97%	4	4
Multiracial	4-Year	—	12	—	—	—	—	—	—	—	—
	5-Year	—	11	—	—	—	—	—	—	—	—
	6-Year	—	7	—	—	—	—	—	—	—	—
White	4-Year	98%	84	97.6%	95%	90%	90.8%	92.9%	95%	4	4
	5-Year	96.7%	101	98%	96%	91.3%	92.1%	94.1%	96%	4	4
	6-Year	99%	91	96.7%	97%	91%	92%	94.5%	97%	4	4
English Language Learners	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	3	—	—	—	—	—	—	—	—
	6-Year	—	1	—	—	—	—	—	—	—	—
Students with Disabilities	4-Year	76.9%	25	84%	77.6%	58.2%	64.4%	79.7%	95%	4	4
	5-Year	84.6%	39	82.1%	85.1%	61.6%	67.4%	81.7%	96%	4	4
	6-Year	89.5%	39	84.6%	89.8%	59.9%	66.1%	81.6%	97%	4	4
Economically Disadvantaged	4-Year	—	—	—	—	—	—	—	—	—	2
	5-Year	77.8%	15	80%	78.5%	79.7%	82.4%	89.2%	96%	3	2
	6-Year	93.3%	18	77.8%	93.4%	80%	82.8%	89.9%	97%	1	2

HS COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	4
Asian or Native Hawaiian/Other Pacific Islander	4
Hispanic or Latino	3
Multiracial	4
White	4
Students with Disabilities	4
Economically Disadvantaged	2

HS ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	3	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	3	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learners	3	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	3	—	—	—	—

HS PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	233.3	124	233.9	215%	189.4%	193.6	204.3	215	4	4
	Math	197.7	124	179	197.8%	149.1%	157.6	178.8	200	4	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	18	—	—	—	—	—	—	—	—
	Math	—	18	—	—	—	—	—	—	—	—
Black or African American	ELA	—	7	—	—	—	—	—	—	—	—
	Math	—	7	—	—	—	—	—	—	—	—
Hispanic or Latino	ELA	—	20	—	—	—	—	—	—	—	—
	Math	—	20	—	—	—	—	—	—	—	—
Multiracial	ELA	—	10	—	—	—	—	—	—	—	—
	Math	—	10	—	—	—	—	—	—	—	—
White	ELA	235.4	95	237.9	215%	207.8%	209	212	215	4	3
	Math	198.2	95	180.5	198.3%	166.4%	172	186	200	3	3
Students with Disabilities	ELA	—	28	—	—	—	—	—	—	—	—
	Math	—	28	—	—	—	—	—	—	—	—
Economically Disadvantaged	ELA	—	14	—	—	—	—	—	—	—	—
	Math	—	14	—	—	—	—	—	—	—	—

HS CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	5.5	515	24	4.7%	5.5%	23.4%	20.4%	12.7%	5%	4
Asian or Native Hawaiian/Other Pacific Islander	2.5	32	1	3.1%	2.5%	14.4%	12.8%	8.9%	5%	4
Black or African American	—	29	—	—	—	—	—	—	—	—
Hispanic or Latino	4.1	54	2	3.7%	4.1%	32.8%	28.2%	16.6%	5%	4
Multiracial	—	40	—	—	—	—	—	—	—	—
White	6.2	394	18	4.6%	6.2%	16.1%	14.3%	9.7%	5%	4
English Language Learners	—	8	—	—	—	—	—	—	—	—
Students with Disabilities	13.6	81	10	12.3%	13.3%	34%	29.2%	17.1%	5%	4
Economically Disadvantaged	—	30	—	—	—	—	—	—	—	—

CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	173.2	163.8	173.3	128.2	136	155.5	175	4
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—	—
White	171.4	167	171.5	148.6	153	164	175	4
Students with Disabilities	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—	—	—	—

CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight
All Students	123	0	66	33	20	0
Asian or Native Hawaiian/Other Pacific Islander	18	0	—	—	—	—
Black or African American	7	0	—	—	—	—
Hispanic or Latino	20	0	—	—	—	—
Multiracial	10	0	—	—	—	—
White	94	0	51	28	13	0
Students with Disabilities	28	0	—	—	—	—
Economically Disadvantaged	14	0	—	—	—	—

HS ELA PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	123	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
Black or African American	—	4	—
Hispanic or Latino	—	12	—
Multiracial	—	5	—
White	✓	94	100%
English Language Learners	—	0	—
Students with Disabilities	—	20	—
Economically Disadvantaged	—	9	—

HS MATHEMATICS PARTICIPATION RATE

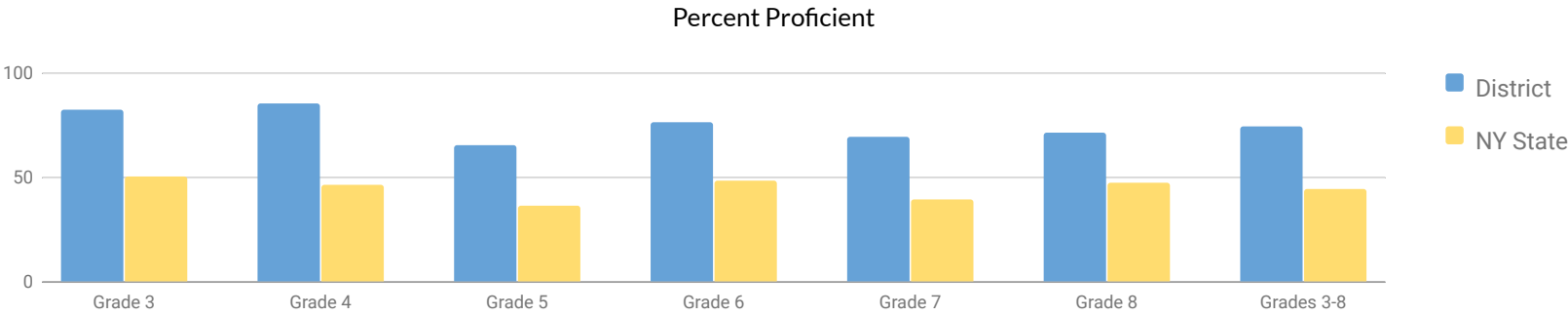
Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	123	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
Black or African American	—	4	—
Hispanic or Latino	—	12	—
Multiracial	—	5	—
White	✓	94	100%
English Language Learners	—	0	—
Students with Disabilities	—	20	—
Economically Disadvantaged	—	9	—

STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	12	8%	1	33%	3	2%
STATEWIDE	31,189	16%	1,840	37%	17,189	8%
STATEWIDE HIGH-POVERTY SCHOOLS	11,145	26%	480	43%	8,126	18%
STATEWIDE LOW-POVERTY SCHOOLS	5,839	9%	281	23%	729	1%

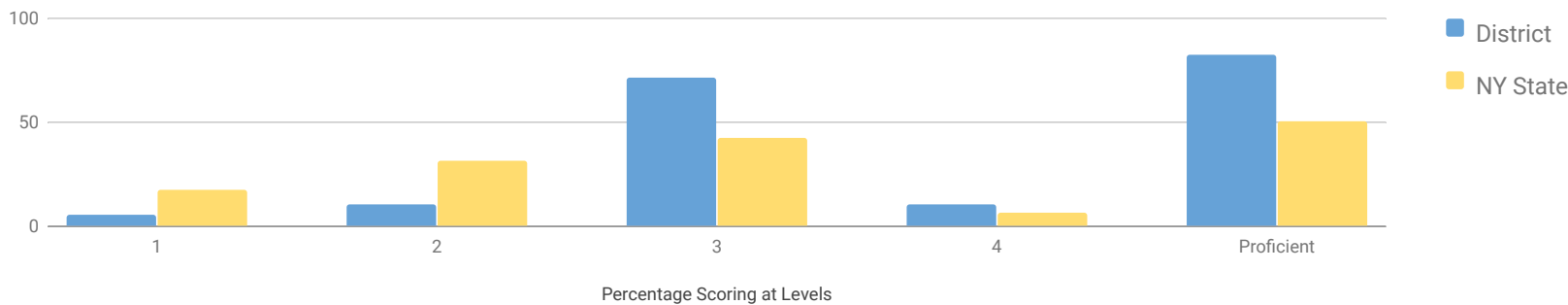
2017-18 Grades 3-8 ELA and Math results cannot be compared to those from previous years, as these tests were redesigned in 2017-18.

GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	26	90	5	6%	10	11%	65	72%	10	11%	75	83%
Grade 4	24	83	2	2%	10	12%	33	40%	38	46%	71	86%
Grade 5	28	101	10	10%	24	24%	43	43%	24	24%	67	66%
Grade 6	36	100	10	10%	13	13%	24	24%	53	53%	77	77%
Grade 7	35	104	7	7%	24	23%	46	44%	27	26%	73	70%
Grade 8	49	68	6	9%	13	19%	32	47%	17	25%	49	72%
Grades 3-8	198	546	40	7%	94	17%	243	45%	169	31%	412	75%

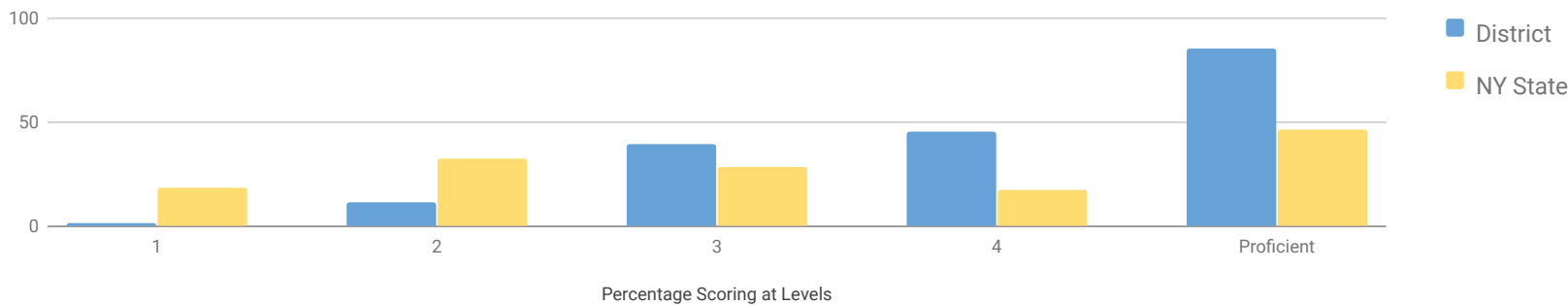
GRADE 3 ELA RESULTS



MEAN SCORE: 611

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	26	90	5	6%	10	11%	65	72%	10	11%	75	83%
General Education	17	81	3	4%	9	11%	59	73%	10	12%	69	85%
Students with Disabilities	9	9	2	22%	1	11%	6	67%	0	0%	6	67%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	7	0	0%	1	14%	4	57%	2	29%	6	86%
White	19	74	4	5%	8	11%	56	76%	6	8%	62	84%
Multiracial	—	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	9	1	11%	1	11%	5	56%	2	22%	7	78%
Female	11	51	3	6%	6	12%	34	67%	8	16%	42	82%
Male	15	39	2	5%	4	10%	31	79%	2	5%	33	85%
Non-English Language Learners	26	90	5	6%	10	11%	65	72%	10	11%	75	83%
Not Economically Disadvantaged	26	90	5	6%	10	11%	65	72%	10	11%	75	83%
Not Migrant	26	90	5	6%	10	11%	65	72%	10	11%	75	83%
Not Homeless	26	90	5	6%	10	11%	65	72%	10	11%	75	83%
Not in Foster Care	26	90	5	6%	10	11%	65	72%	10	11%	75	83%
Parent Not in Armed Forces	26	90	5	6%	10	11%	65	72%	10	11%	75	83%

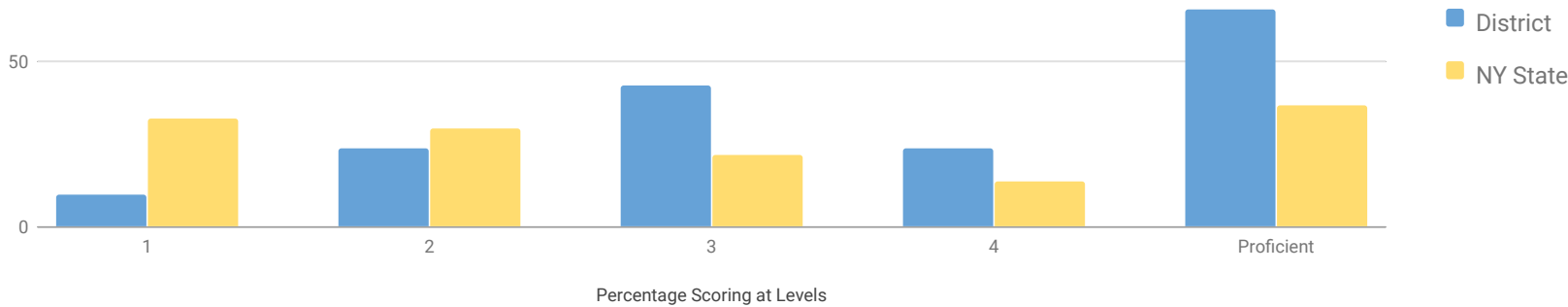
GRADE 4 ELA RESULTS



MEAN SCORE: 616

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	24	83	2	2%	10	12%	33	40%	38	46%	71	86%
General Education	18	77	0	0%	8	10%	31	40%	38	49%	69	90%
Students with Disabilities	6	6	2	33%	2	33%	2	33%	0	0%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	10	0	0%	2	20%	4	40%	4	40%	8	80%
White	17	66	2	3%	8	12%	25	38%	31	47%	56	85%
Multiracial	—	6	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	7	0	0%	0	0%	4	57%	3	43%	7	100%
Female	14	41	0	0%	4	10%	18	44%	19	46%	37	90%
Male	10	42	2	5%	6	14%	15	36%	19	45%	34	81%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	82	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	—	82	—	—	—	—	—	—	—	—	—	—
Not Migrant	24	83	2	2%	10	12%	33	40%	38	46%	71	86%
Not Homeless	24	83	2	2%	10	12%	33	40%	38	46%	71	86%
Not in Foster Care	24	83	2	2%	10	12%	33	40%	38	46%	71	86%
Parent Not in Armed Forces	24	83	2	2%	10	12%	33	40%	38	46%	71	86%

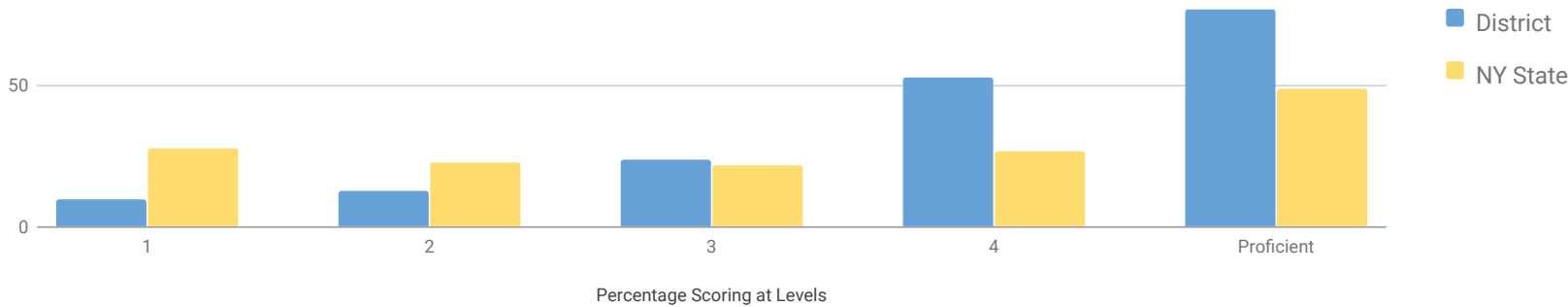
GRADE 5 ELA RESULTS



MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	28	101	10	10%	24	24%	43	43%	24	24%	67	66%
General Education	20	91	6	7%	19	21%	42	46%	24	26%	66	73%
Students with Disabilities	8	10	4	40%	5	50%	1	10%	0	0%	1	10%
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—	—	—	—	—	—	—	—	—
Black or African American	—	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	13	6	46%	3	23%	4	31%	0	0%	4	31%
White	20	68	3	4%	17	25%	29	43%	19	28%	48	71%
Multiracial	2	9	0	0%	2	22%	3	33%	4	44%	7	78%
Small Group Total	2	11	1	9%	2	18%	7	64%	1	9%	8	73%
Female	11	51	4	8%	9	18%	24	47%	14	27%	38	75%
Male	17	50	6	12%	15	30%	19	38%	10	20%	29	58%
English Language Learners	—	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	99	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	9	6	67%	0	0%	3	33%	0	0%	3	33%
Not Economically Disadvantaged	27	92	4	4%	24	26%	40	43%	24	26%	64	70%
Not Migrant	28	101	10	10%	24	24%	43	43%	24	24%	67	66%
Not Homeless	28	101	10	10%	24	24%	43	43%	24	24%	67	66%
Not in Foster Care	28	101	10	10%	24	24%	43	43%	24	24%	67	66%
Parent Not in Armed Forces	28	101	10	10%	24	24%	43	43%	24	24%	67	66%

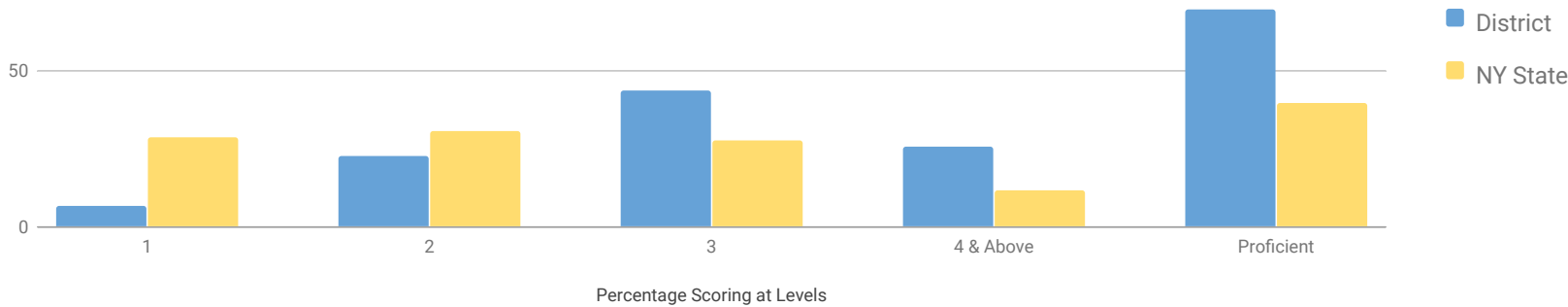
GRADE 6 ELA RESULTS



MEAN SCORE: 613

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	36	100	10	10%	13	13%	24	24%	53	53%	77	77%
General Education	29	92	6	7%	11	12%	22	24%	53	58%	75	82%
Students with Disabilities	7	8	4	50%	2	25%	2	25%	0	0%	2	25%
Asian or Native Hawaiian/Other Pacific Islander	0	6	2	33%	0	0%	0	0%	4	67%	4	67%
Black or African American	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	8	1	13%	2	25%	1	13%	4	50%	5	63%
White	29	79	5	6%	9	11%	23	29%	42	53%	65	82%
Multiracial	—	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	7	2	29%	2	29%	0	0%	3	43%	3	43%
Female	8	52	2	4%	7	13%	13	25%	30	58%	43	83%
Male	28	48	8	17%	6	13%	11	23%	23	48%	34	71%
Non-English Language Learners	36	100	10	10%	13	13%	24	24%	53	53%	77	77%
Economically Disadvantaged	—	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	—	97	—	—	—	—	—	—	—	—	—	—
Not Migrant	36	100	10	10%	13	13%	24	24%	53	53%	77	77%
Not Homeless	36	100	10	10%	13	13%	24	24%	53	53%	77	77%
Not in Foster Care	36	100	10	10%	13	13%	24	24%	53	53%	77	77%
Parent Not in Armed Forces	36	100	10	10%	13	13%	24	24%	53	53%	77	77%

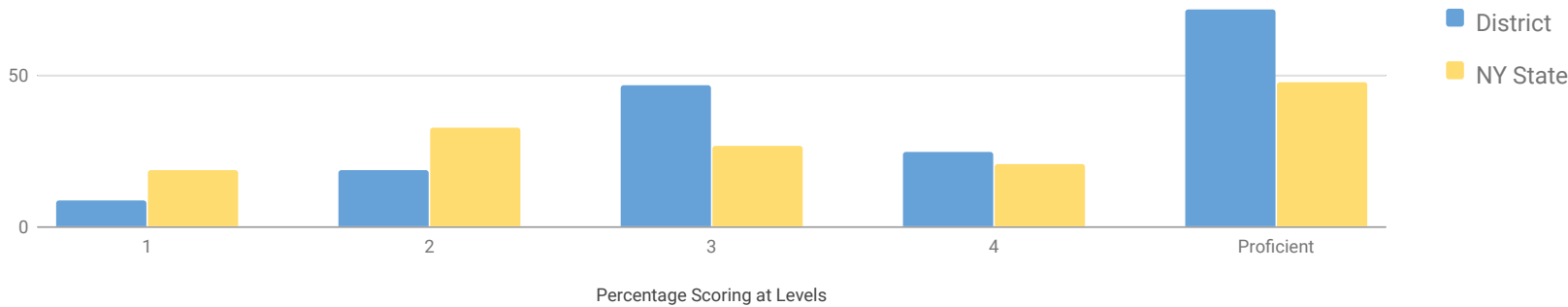
GRADE 7 ELA RESULTS



MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	35	104	7	7%	24	23%	46	44%	27	26%	73	70%
General Education	29	94	2	2%	21	22%	44	47%	27	29%	71	76%
Students with Disabilities	6	10	5	50%	3	30%	2	20%	0	0%	2	20%
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—	—	—	—	—	—	—	—
Black or African American	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	15	3	20%	5	33%	3	20%	4	27%	7	47%
White	31	69	3	4%	16	23%	31	45%	19	28%	50	72%
Multiracial	2	9	1	11%	1	11%	5	56%	2	22%	7	78%
Small Group Total	0	11	0	0%	2	18%	7	64%	2	18%	9	82%
Female	17	49	1	2%	10	20%	22	45%	16	33%	38	78%
Male	18	55	6	11%	14	25%	24	44%	11	20%	35	64%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	103	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	—	100	—	—	—	—	—	—	—	—	—	—
Not Migrant	35	104	7	7%	24	23%	46	44%	27	26%	73	70%
Not Homeless	35	104	7	7%	24	23%	46	44%	27	26%	73	70%
Not in Foster Care	35	104	7	7%	24	23%	46	44%	27	26%	73	70%
Parent Not in Armed Forces	35	104	7	7%	24	23%	46	44%	27	26%	73	70%

GRADE 8 ELA RESULTS

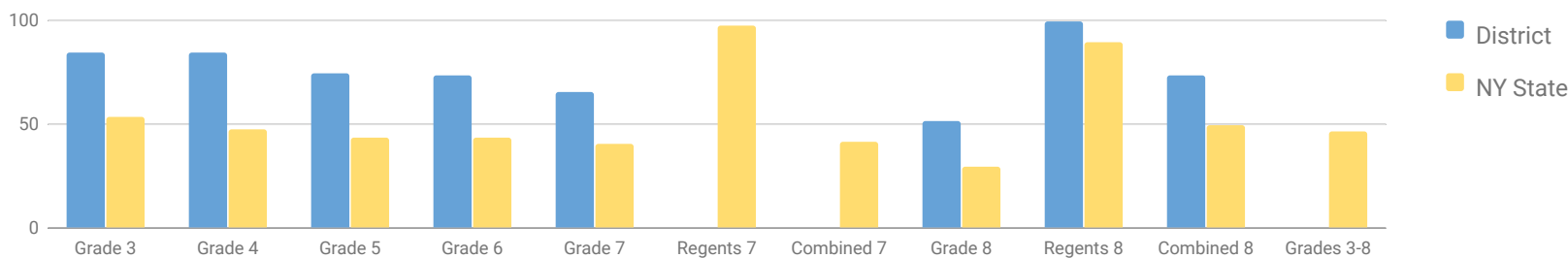


MEAN SCORE: 608

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	49	68	6	9%	13	19%	32	47%	17	25%	49	72%
General Education	43	60	2	3%	10	17%	31	52%	17	28%	48	80%
Students with Disabilities	6	8	4	50%	3	38%	1	13%	0	0%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	1	6	0	0%	3	50%	1	17%	2	33%	3	50%
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	10	2	20%	2	20%	5	50%	1	10%	6	60%
White	34	46	4	9%	7	15%	23	50%	12	26%	35	76%
Multiracial	—	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	6	0	0%	1	17%	3	50%	2	33%	5	83%
Female	29	26	1	4%	4	15%	10	38%	11	42%	21	81%
Male	20	42	5	12%	9	21%	22	52%	6	14%	28	67%
Non-English Language Learners	49	68	6	9%	13	19%	32	47%	17	25%	49	72%
Economically Disadvantaged	3	5	1	20%	2	40%	1	20%	1	20%	2	40%
Not Economically Disadvantaged	46	63	5	8%	11	17%	31	49%	16	25%	47	75%
Not Migrant	49	68	6	9%	13	19%	32	47%	17	25%	49	72%
Not Homeless	49	68	6	9%	13	19%	32	47%	17	25%	49	72%
Not in Foster Care	49	68	6	9%	13	19%	32	47%	17	25%	49	72%
Parent Not in Armed Forces	49	68	6	9%	13	19%	32	47%	17	25%	49	72%

GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2017-18)

Percent Proficient

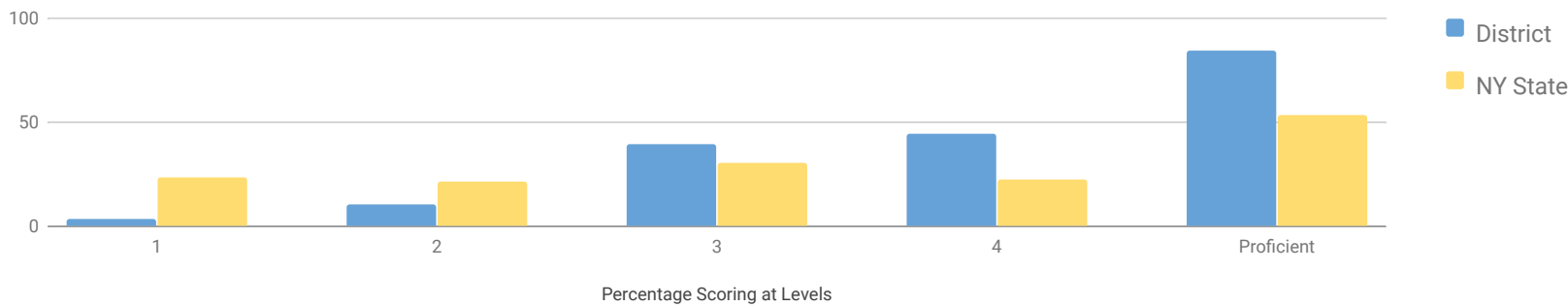


Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	22	94	4	4%	10	11%	38	40%	42	45%	80	85%
Grade 4	21	86	3	3%	10	12%	24	28%	49	57%	73	85%
Grade 5	33	96	10	10%	14	15%	36	38%	36	38%	72	75%
Grade 6	31	106	12	11%	16	15%	49	46%	29	27%	78	74%
Grade 7	41	98	8	8%	25	26%	45	46%	20	20%	65	66%
Regents 7	—	1	—	—	—	—	—	—	—	—	—	—
Combined 7	—	99	—	—	—	—	—	—	—	—	—	—
Grade 8	69	48	9	19%	14	29%	17	35%	8	17%	25	52%
Regents 8	—	42	0	0%	0	0%	1	2%	41	98%	42	100%
Combined 8	69	90	9	10%	14	16%	18	20%	49	54%	67	74%
Grades 3-8	—	571	—	—	—	—	—	—	—	—	—	—

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.

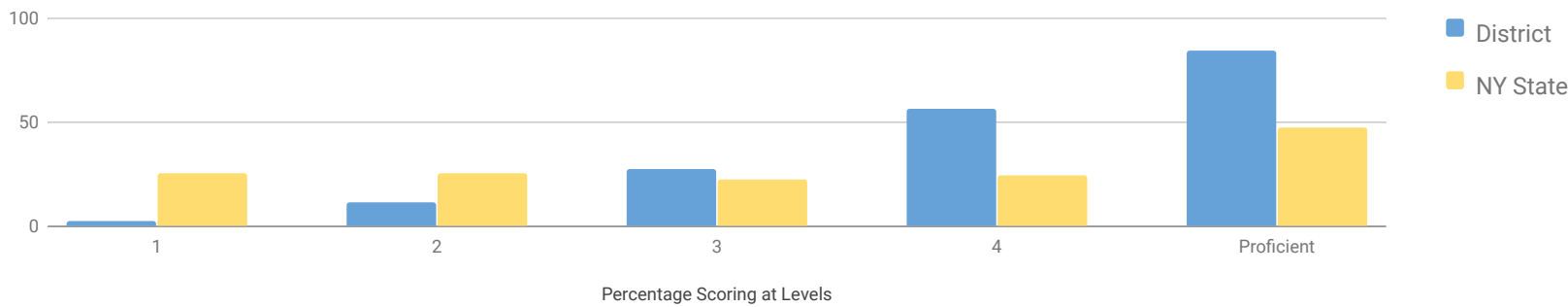
GRADE 3 MATH RESULTS



MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	22	94	4	4%	10	11%	38	40%	42	45%	80	85%
General Education	13	85	3	4%	8	9%	35	41%	39	46%	74	87%
Students with Disabilities	9	9	1	11%	2	22%	3	33%	3	33%	6	67%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	7	1	14%	1	14%	2	29%	3	43%	5	71%
White	14	79	3	4%	7	9%	35	44%	34	43%	69	87%
Multiracial	—	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	4	8	0	0%	2	25%	1	13%	5	63%	6	75%
Female	10	52	3	6%	5	10%	23	44%	21	40%	44	85%
Male	12	42	1	2%	5	12%	15	36%	21	50%	36	86%
Non-English Language Learners	22	94	4	4%	10	11%	38	40%	42	45%	80	85%
Not Economically Disadvantaged	22	94	4	4%	10	11%	38	40%	42	45%	80	85%
Not Migrant	22	94	4	4%	10	11%	38	40%	42	45%	80	85%
Not Homeless	22	94	4	4%	10	11%	38	40%	42	45%	80	85%
Not in Foster Care	22	94	4	4%	10	11%	38	40%	42	45%	80	85%
Parent Not in Armed Forces	22	94	4	4%	10	11%	38	40%	42	45%	80	85%

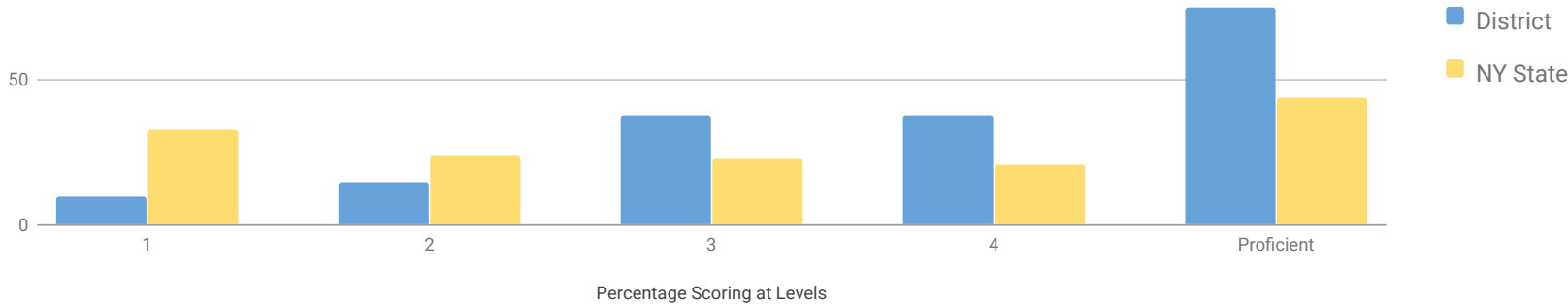
GRADE 4 MATH RESULTS



MEAN SCORE: 616

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	21	86	3	3%	10	12%	24	28%	49	57%	73	85%
General Education	14	81	3	4%	9	11%	21	26%	48	59%	69	85%
Students with Disabilities	7	5	0	0%	1	20%	3	60%	1	20%	4	80%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	12	0	0%	3	25%	4	33%	5	42%	9	75%
White	16	67	2	3%	7	10%	20	30%	38	57%	58	87%
Multiracial	—	6	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	7	1	14%	0	0%	0	0%	6	86%	6	86%
Female	13	42	3	7%	6	14%	12	29%	21	50%	33	79%
Male	8	44	0	0%	4	9%	12	27%	28	64%	40	91%
English Language Learners	—	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	84	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	—	84	—	—	—	—	—	—	—	—	—	—
Not Migrant	21	86	3	3%	10	12%	24	28%	49	57%	73	85%
Not Homeless	21	86	3	3%	10	12%	24	28%	49	57%	73	85%
Not in Foster Care	21	86	3	3%	10	12%	24	28%	49	57%	73	85%
Parent Not in Armed Forces	21	86	3	3%	10	12%	24	28%	49	57%	73	85%

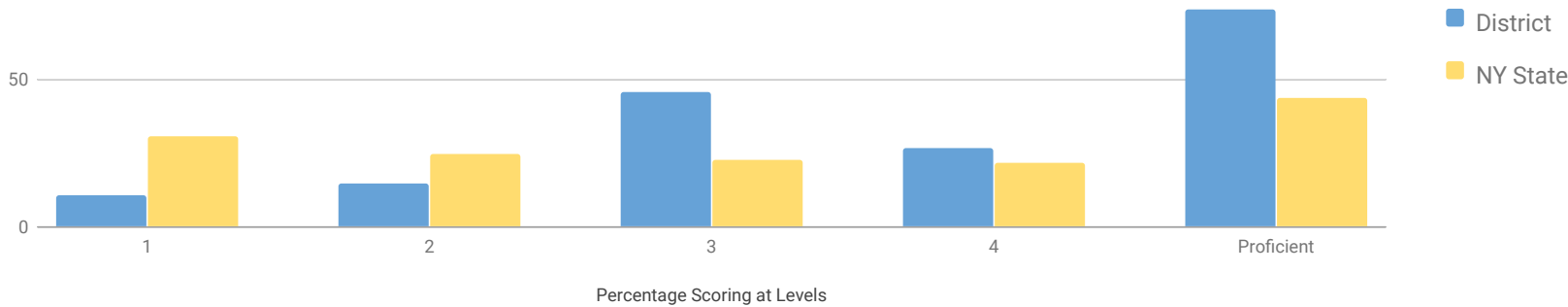
GRADE 5 MATH RESULTS



MEAN SCORE: 610

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	33	96	10	10%	14	15%	36	38%	36	38%	72	75%
General Education	24	87	5	6%	12	14%	35	40%	35	40%	70	80%
Students with Disabilities	9	9	5	56%	2	22%	1	11%	1	11%	2	22%
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—	—	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	11	4	36%	3	27%	2	18%	2	18%	4	36%
White	21	67	5	7%	10	15%	26	39%	26	39%	52	78%
Multiracial	2	9	0	0%	0	0%	3	33%	6	67%	9	100%
Small Group Total	4	9	1	11%	1	11%	5	56%	2	22%	7	78%
Female	16	46	6	13%	7	15%	18	39%	15	33%	33	72%
Male	17	50	4	8%	7	14%	18	36%	21	42%	39	78%
Non-English Language Learners	30	96	10	10%	14	15%	36	38%	36	38%	72	75%
Economically Disadvantaged	3	7	3	43%	2	29%	2	29%	0	0%	2	29%
Not Economically Disadvantaged	30	89	7	8%	12	13%	34	38%	36	40%	70	79%
Not Migrant	33	96	10	10%	14	15%	36	38%	36	38%	72	75%
Not Homeless	33	96	10	10%	14	15%	36	38%	36	38%	72	75%
Not in Foster Care	33	96	10	10%	14	15%	36	38%	36	38%	72	75%
Parent Not in Armed Forces	33	96	10	10%	14	15%	36	38%	36	38%	72	75%

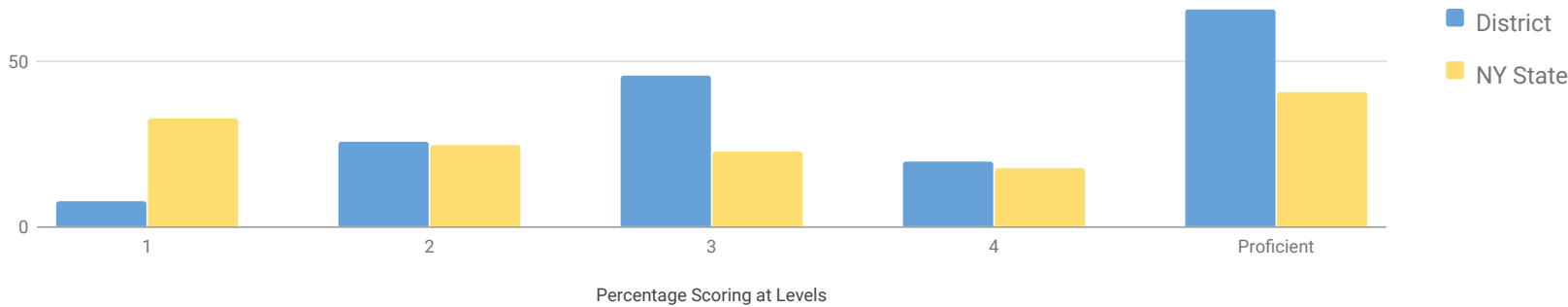
GRADE 6 MATH RESULTS



MEAN SCORE: 608

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	31	106	12	11%	16	15%	49	46%	29	27%	78	74%
General Education	26	96	6	6%	14	15%	47	49%	29	30%	76	79%
Students with Disabilities	5	10	6	60%	2	20%	2	20%	0	0%	2	20%
Asian or Native Hawaiian/Other Pacific Islander	0	6	1	17%	2	33%	1	17%	2	33%	3	50%
Black or African American	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	9	1	11%	2	22%	5	56%	1	11%	6	67%
White	24	84	6	7%	12	14%	42	50%	24	29%	66	79%
Multiracial	—	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	7	4	57%	0	0%	1	14%	2	29%	3	43%
Female	7	54	6	11%	10	19%	28	52%	10	19%	38	70%
Male	24	52	6	12%	6	12%	21	40%	19	37%	40	77%
Non-English Language Learners	31	106	12	11%	16	15%	49	46%	29	27%	78	74%
Economically Disadvantaged	—	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	—	102	—	—	—	—	—	—	—	—	—	—
Not Migrant	31	106	12	11%	16	15%	49	46%	29	27%	78	74%
Not Homeless	31	106	12	11%	16	15%	49	46%	29	27%	78	74%
Not in Foster Care	31	106	12	11%	16	15%	49	46%	29	27%	78	74%
Parent Not in Armed Forces	31	106	12	11%	16	15%	49	46%	29	27%	78	74%

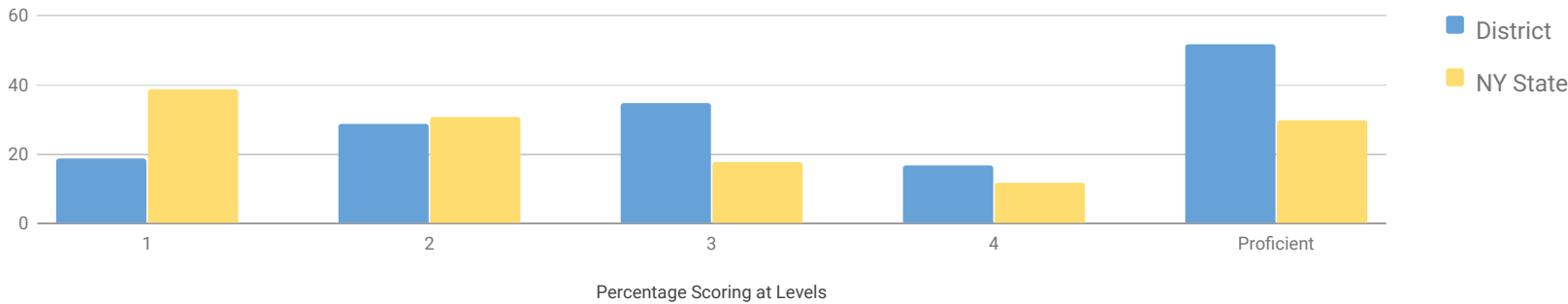
GRADE 7 MATH RESULTS



MEAN SCORE: 608

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	41	98	8	8%	25	26%	45	46%	20	20%	65	66%
General Education	32	91	3	3%	23	25%	45	49%	20	22%	65	71%
Students with Disabilities	9	7	5	71%	2	29%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—	—	—	—	—	—	—	—
Black or African American	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	13	0	0%	3	23%	7	54%	3	23%	10	77%
White	35	65	7	11%	13	20%	32	49%	13	20%	45	69%
Multiracial	2	9	1	11%	4	44%	2	22%	2	22%	4	44%
Small Group Total	0	11	0	0%	5	45%	4	36%	2	18%	6	55%
Female	18	48	3	6%	13	27%	23	48%	9	19%	32	67%
Male	23	50	5	10%	12	24%	22	44%	11	22%	33	66%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	97	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	—	95	—	—	—	—	—	—	—	—	—	—
Not Migrant	41	98	8	8%	25	26%	45	46%	20	20%	65	66%
Not Homeless	41	98	8	8%	25	26%	45	46%	20	20%	65	66%
Not in Foster Care	41	98	8	8%	25	26%	45	46%	20	20%	65	66%
Parent Not in Armed Forces	41	98	8	8%	25	26%	45	46%	20	20%	65	66%

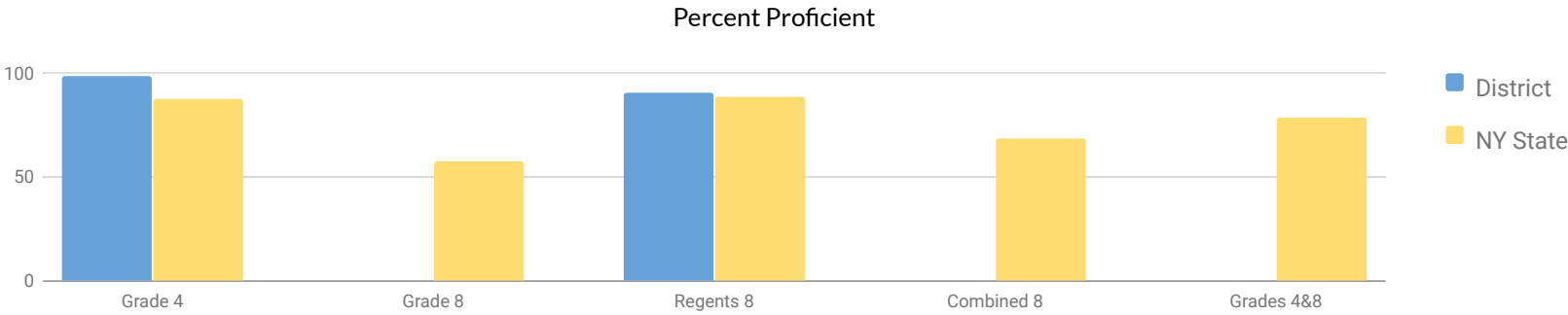
GRADE 8 MATH RESULTS



MEAN SCORE: 608

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	69	48	9	19%	14	29%	17	35%	8	17%	25	52%
General Education	62	41	6	15%	11	27%	16	39%	8	20%	24	59%
Students with Disabilities	7	7	3	43%	3	43%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	1	6	1	17%	3	50%	2	33%	0	0%	2	33%
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	8	4	50%	1	13%	2	25%	1	13%	3	38%
White	51	29	3	10%	9	31%	10	34%	7	24%	17	59%
Multiracial	—	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	5	1	20%	1	20%	3	60%	0	0%	3	60%
Female	36	19	3	16%	7	37%	7	37%	2	11%	9	47%
Male	33	29	6	21%	7	24%	10	34%	6	21%	16	55%
Non-English Language Learners	69	48	9	19%	14	29%	17	35%	8	17%	25	52%
Economically Disadvantaged	—	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	—	44	—	—	—	—	—	—	—	—	—	—
Not Migrant	69	48	9	19%	14	29%	17	35%	8	17%	25	52%
Not Homeless	69	48	9	19%	14	29%	17	35%	8	17%	25	52%
Not in Foster Care	69	48	9	19%	14	29%	17	35%	8	17%	25	52%
Parent Not in Armed Forces	69	48	9	19%	14	29%	17	35%	8	17%	25	52%

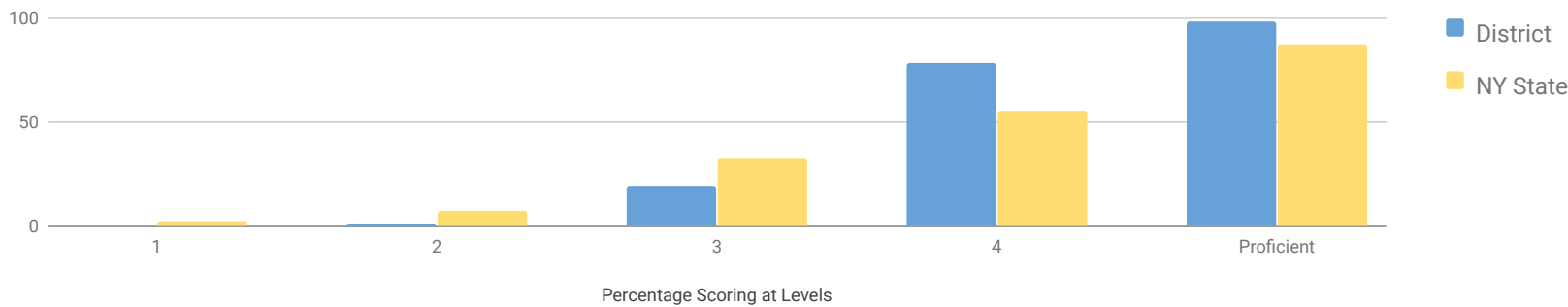
GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2017-18)



Grades												
Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	22	85	0	0%	1	1%	17	20%	67	79%	84	99%
Grade 8	—	3	—	—	—	—	—	—	—	—	—	—
Regents 8	0	113	5	4%	5	4%	26	23%	77	68%	103	91%
Combined 8	—	116	—	—	—	—	—	—	—	—	—	—
Grades 4&8	—	201	—	—	—	—	—	—	—	—	—	—

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.

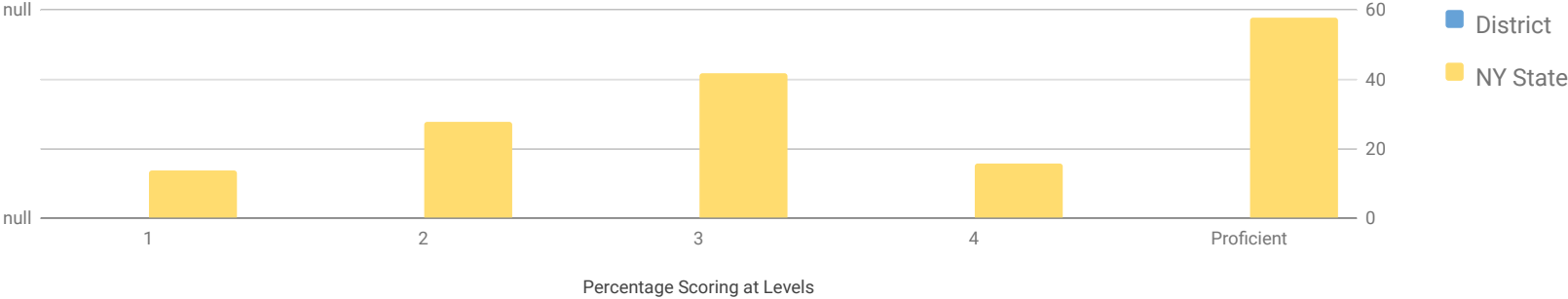
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 90

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	22	85	0	0%	1	1%	17	20%	67	79%	84	99%
General Education	15	80	0	0%	0	0%	15	19%	65	81%	80	100%
Students with Disabilities	7	5	0	0%	1	20%	2	40%	2	40%	4	80%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	12	0	0%	0	0%	6	50%	6	50%	12	100%
White	17	66	0	0%	1	2%	10	15%	55	83%	65	98%
Multiracial	—	6	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	7	0	0%	0	0%	1	14%	6	86%	7	100%
Female	15	40	0	0%	0	0%	9	23%	31	78%	40	100%
Male	7	45	0	0%	1	2%	8	18%	36	80%	44	98%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	82	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	—	83	—	—	—	—	—	—	—	—	—	—
Not Migrant	22	85	0	0%	1	1%	17	20%	67	79%	84	99%
Not Homeless	22	85	0	0%	1	1%	17	20%	67	79%	84	99%
Not in Foster Care	22	85	0	0%	1	1%	17	20%	67	79%	84	99%
Parent Not in Armed Forces	22	85	0	0%	1	1%	17	20%	67	79%	84	99%

GRADE 8 SCIENCE RESULTS

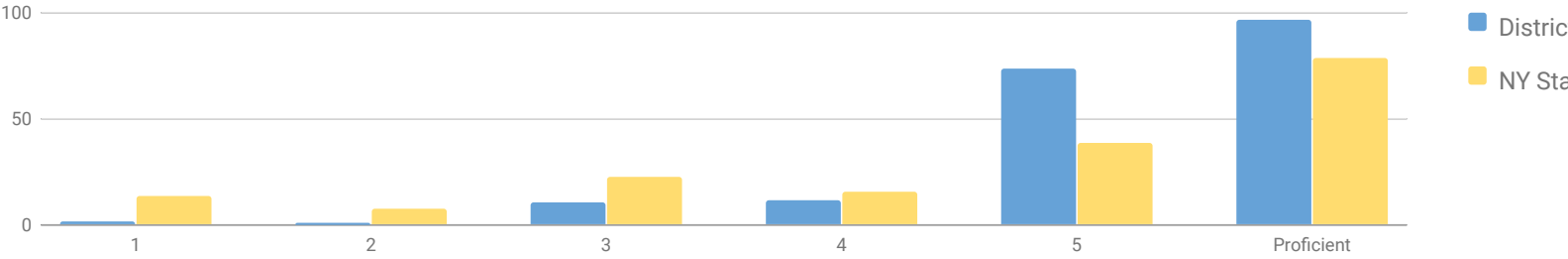


MEAN SCORE: —

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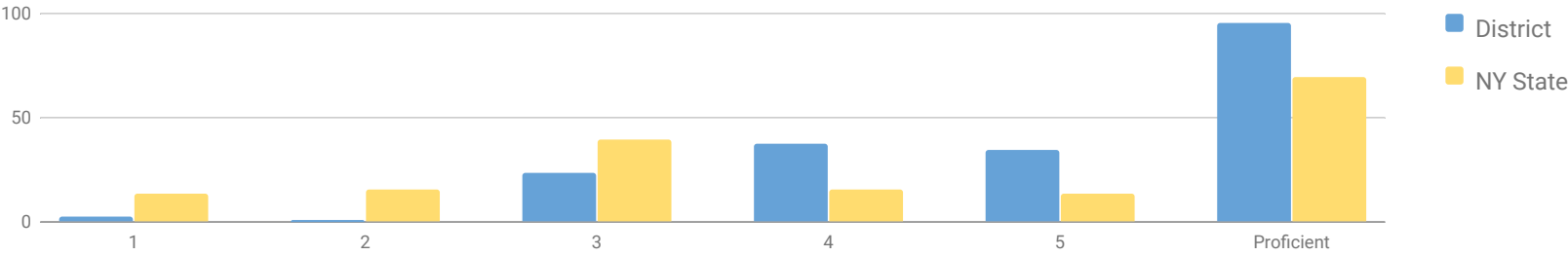
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS ENGLISH (2017-18)



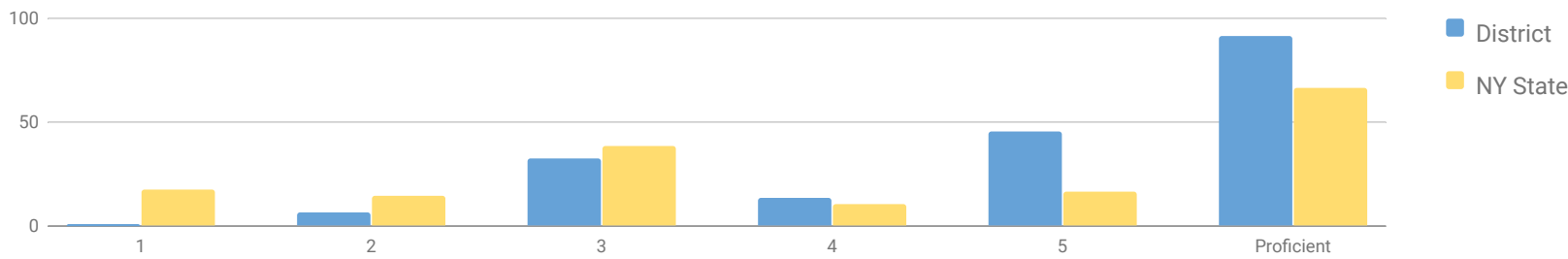
Percentage Scoring at Levels													
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	3	2%	1	1%	13	11%	15	12%	91	74%	119	97%
General Education	104	2	2%	0	0%	8	8%	11	11%	83	80%	102	98%
Students with Disabilities	19	1	5%	1	5%	5	26%	4	21%	8	42%	17	89%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	2	22%	0	0%	7	78%	9	100%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	2	11%	0	0%	3	17%	4	22%	9	50%	16	89%
White	88	0	0%	1	1%	5	6%	11	13%	71	81%	87	99%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	1	13%	0	0%	3	38%	0	0%	4	50%	7	88%
Female	51	2	4%	0	0%	6	12%	6	12%	37	73%	49	96%
Male	72	1	1%	1	1%	7	10%	9	13%	54	75%	70	97%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	121	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	10	3	30%	0	0%	2	20%	1	10%	4	40%	7	70%
Not Economically Disadvantaged	113	0	0%	1	1%	11	10%	14	12%	87	77%	112	99%
Not Migrant	123	3	2%	1	1%	13	11%	15	12%	91	74%	119	97%
Not Homeless	123	3	2%	1	1%	13	11%	15	12%	91	74%	119	97%
Not in Foster Care	123	3	2%	1	1%	13	11%	15	12%	91	74%	119	97%
Parent Not in Armed Forces	123	3	2%	1	1%	13	11%	15	12%	91	74%	119	97%

ANNUAL REGENTS ALGEBRA I (2017-18)



Percentage Scoring at Levels													
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	136	4	3%	1	1%	32	24%	51	38%	48	35%	131	96%
General Education	118	2	2%	1	1%	22	19%	46	39%	47	40%	115	97%
Students with Disabilities	18	2	11%	0	0%	10	56%	5	28%	1	6%	16	89%
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	2	11%	0	0%	7	37%	5	26%	5	26%	17	89%
White	98	2	2%	0	0%	19	19%	41	42%	36	37%	96	98%
Multiracial	11	0	0%	0	0%	3	27%	5	45%	3	27%	11	100%
Small Group Total	8	0	0%	1	13%	3	38%	0	0%	4	50%	7	88%
Female	66	3	5%	1	2%	16	24%	26	39%	20	30%	62	94%
Male	70	1	1%	0	0%	16	23%	25	36%	28	40%	69	99%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	134	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	8	1	13%	1	13%	6	75%	0	0%	0	0%	6	75%
Not Economically Disadvantaged	128	3	2%	0	0%	26	20%	51	40%	48	38%	125	98%
Not Migrant	136	4	3%	1	1%	32	24%	51	38%	48	35%	131	96%
Not Homeless	136	4	3%	1	1%	32	24%	51	38%	48	35%	131	96%
Not in Foster Care	136	4	3%	1	1%	32	24%	51	38%	48	35%	131	96%
Parent Not in Armed Forces	136	4	3%	1	1%	32	24%	51	38%	48	35%	131	96%

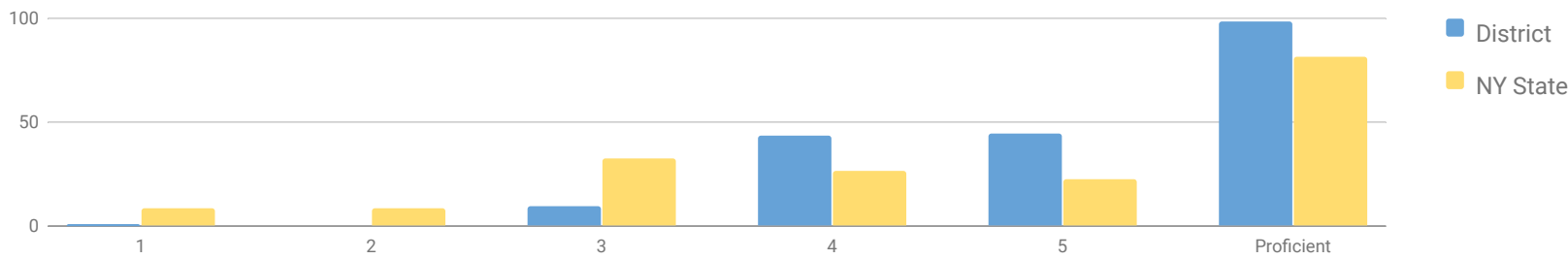
ANNUAL REGENTS GEOMETRY (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	103	1	1%	7	7%	34	33%	14	14%	47	46%	95	92%
General Education	92	0	0%	5	5%	29	32%	14	15%	44	48%	87	95%
Students with Disabilities	11	1	9%	2	18%	5	45%	0	0%	3	27%	8	73%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	0	0%	2	29%	1	14%	1	14%	3	43%	5	71%
White	87	0	0%	3	3%	28	32%	12	14%	44	51%	84	97%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	1	11%	2	22%	5	56%	1	11%	0	0%	6	67%
Female	51	1	2%	6	12%	12	24%	7	14%	25	49%	44	86%
Male	52	0	0%	1	2%	22	42%	7	13%	22	42%	51	98%
Non-English Language Learners	103	1	1%	7	7%	34	33%	14	14%	47	46%	95	92%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	99	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	103	1	1%	7	7%	34	33%	14	14%	47	46%	95	92%
Not Homeless	103	1	1%	7	7%	34	33%	14	14%	47	46%	95	92%
Not in Foster Care	103	1	1%	7	7%	34	33%	14	14%	47	46%	95	92%
Parent Not in Armed Forces	103	1	1%	7	7%	34	33%	14	14%	47	46%	95	92%

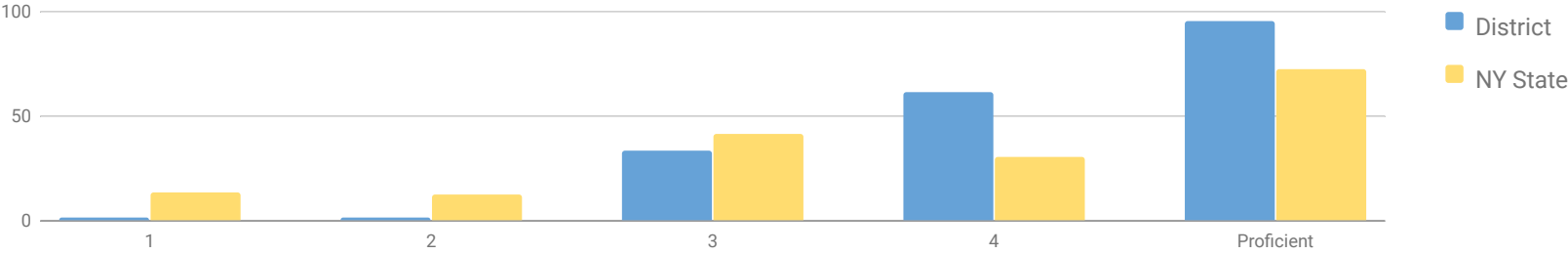
ANNUAL REGENTS ALGEBRA II (2017-18)



Percentage Scoring at Levels

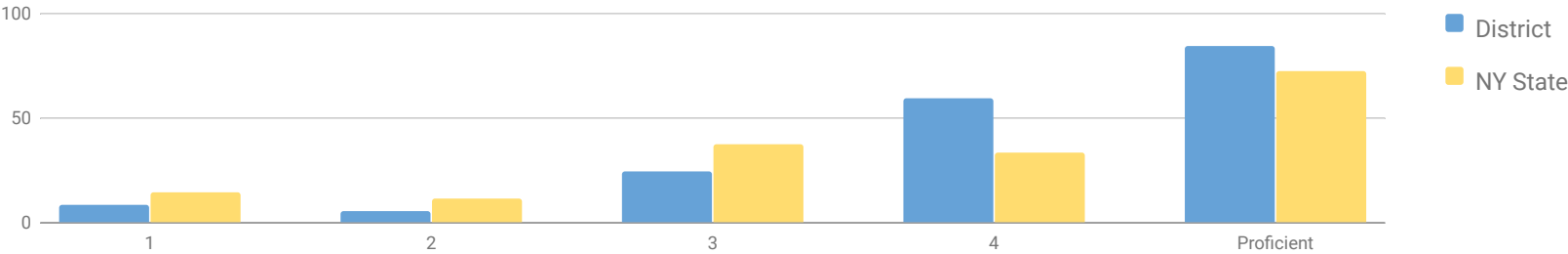
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	1	1%	0	0%	7	10%	32	44%	33	45%	72	99%
General Education	68	1	1%	0	0%	5	7%	30	44%	32	47%	67	99%
Students with Disabilities	5	0	0%	0	0%	2	40%	2	40%	1	20%	5	100%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	1	13%	4	50%	3	38%	8	100%
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	58	1	2%	0	0%	5	9%	26	45%	26	45%	57	98%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	0	0%	1	14%	2	29%	4	57%	7	100%
Female	29	0	0%	0	0%	2	7%	12	41%	15	52%	29	100%
Male	44	1	2%	0	0%	5	11%	20	45%	18	41%	43	98%
Non-English Language Learners	73	1	1%	0	0%	7	10%	32	44%	33	45%	72	99%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	71	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	73	1	1%	0	0%	7	10%	32	44%	33	45%	72	99%
Not Homeless	73	1	1%	0	0%	7	10%	32	44%	33	45%	72	99%
Not in Foster Care	73	1	1%	0	0%	7	10%	32	44%	33	45%	72	99%
Parent Not in Armed Forces	73	1	1%	0	0%	7	10%	32	44%	33	45%	72	99%

ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)



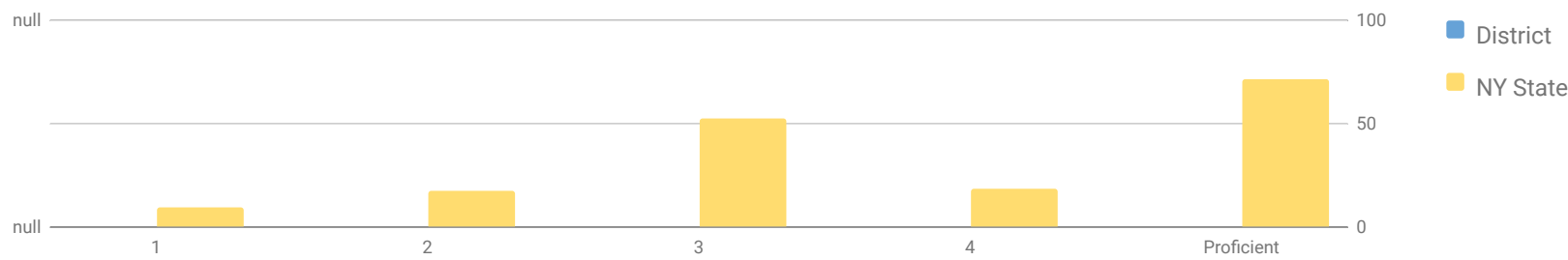
Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	130	2	2%	3	2%	44	34%	81	62%	125	96%
General Education	111	1	1%	0	0%	35	32%	75	68%	110	99%
Students with Disabilities	19	1	5%	3	16%	9	47%	6	32%	15	79%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	2	18%	0	0%	5	45%	4	36%	9	82%
White	108	0	0%	3	3%	37	34%	68	63%	105	97%
Multiracial	6	0	0%	0	0%	1	17%	5	83%	6	100%
Small Group Total	5	0	0%	0	0%	1	20%	4	80%	5	100%
Female	62	2	3%	2	3%	23	37%	35	56%	58	94%
Male	68	0	0%	1	1%	21	31%	46	68%	67	99%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	129	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	6	1	17%	0	0%	2	33%	3	50%	5	83%
Not Economically Disadvantaged	124	1	1%	3	2%	42	34%	78	63%	120	97%
Not Migrant	130	2	2%	3	2%	44	34%	81	62%	125	96%
Not Homeless	130	2	2%	3	2%	44	34%	81	62%	125	96%
Not in Foster Care	130	2	2%	3	2%	44	34%	81	62%	125	96%
Parent Not in Armed Forces	130	2	2%	3	2%	44	34%	81	62%	125	96%

ANNUAL REGENTS PHYSICAL SETTING/EARTH SCIENCE (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	133	12	9%	8	6%	33	25%	80	60%	113	85%
General Education	113	6	5%	3	3%	26	23%	78	69%	104	92%
Students with Disabilities	20	6	30%	5	25%	7	35%	2	10%	9	45%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	1	14%	2	29%	4	57%	6	86%
Black or African American	6	3	50%	0	0%	3	50%	0	0%	3	50%
Hispanic or Latino	22	7	32%	2	9%	7	32%	6	27%	13	59%
White	88	2	2%	5	6%	17	19%	64	73%	81	92%
Multiracial	10	0	0%	0	0%	4	40%	6	60%	10	100%
Female	64	6	9%	6	9%	16	25%	36	56%	52	81%
Male	69	6	9%	2	3%	17	25%	44	64%	61	88%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	131	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	11	5	45%	0	0%	4	36%	2	18%	6	55%
Not Economically Disadvantaged	122	7	6%	8	7%	29	24%	78	64%	107	88%
Not Migrant	133	12	9%	8	6%	33	25%	80	60%	113	85%
Not Homeless	133	12	9%	8	6%	33	25%	80	60%	113	85%
Not in Foster Care	133	12	9%	8	6%	33	25%	80	60%	113	85%
Parent Not in Armed Forces	133	12	9%	8	6%	33	25%	80	60%	113	85%

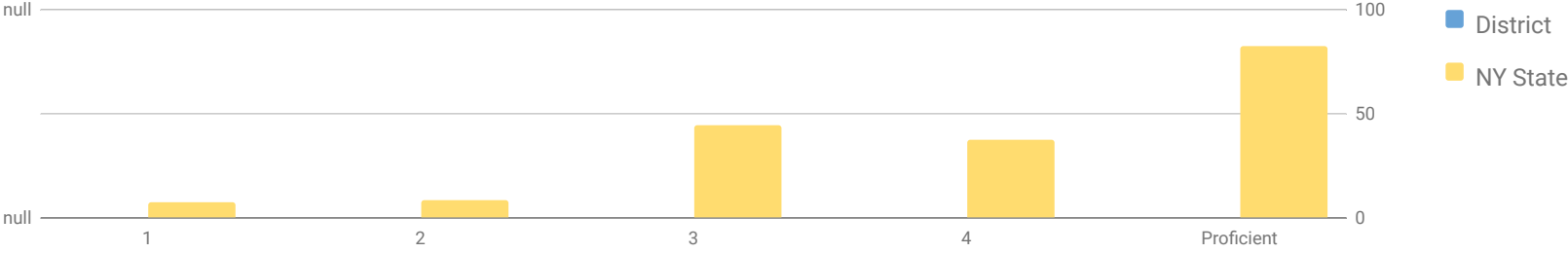
ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)



Percentage Scoring at Levels

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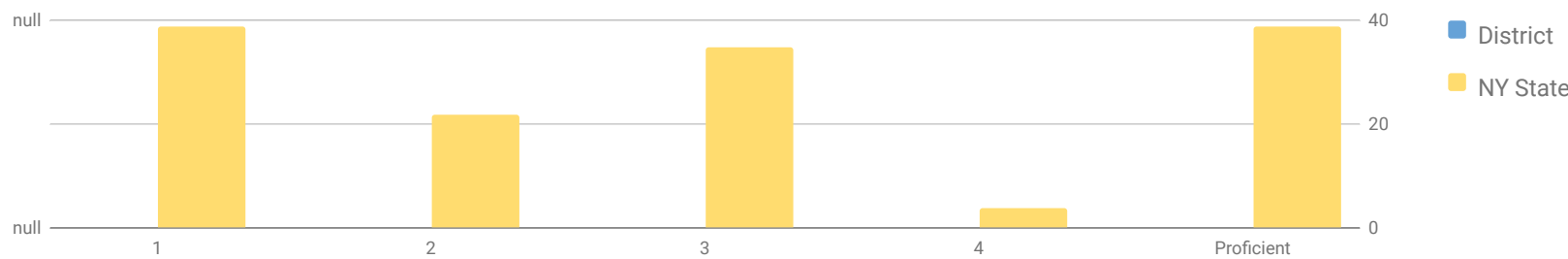
ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)



Percentage Scoring at Levels

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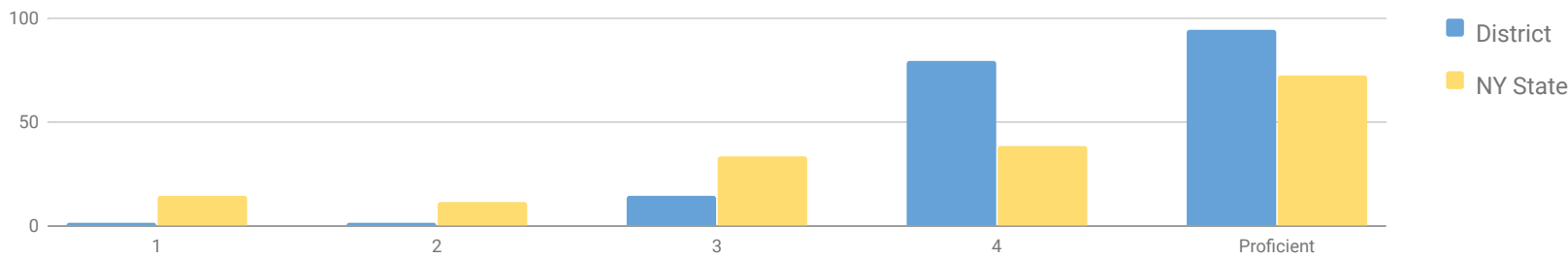
ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)



Percentage Scoring at Levels

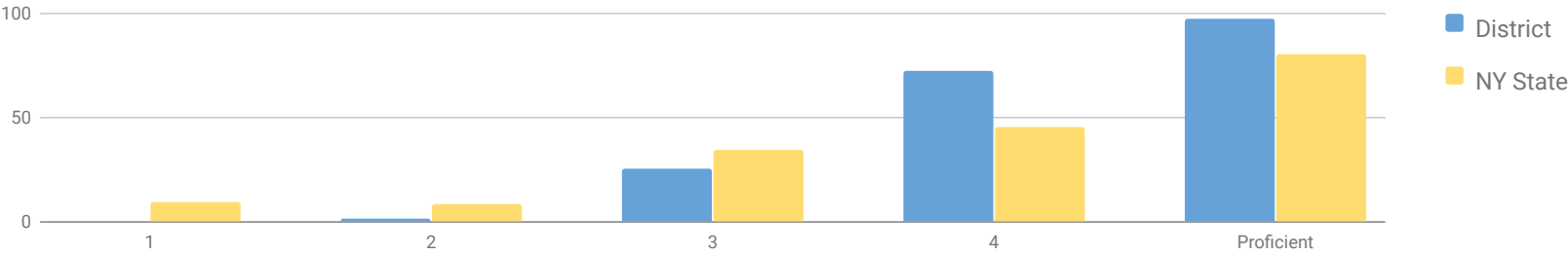
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ANNUAL REGENTS TRANSITION EXAM IN GLOBAL HISTORY & GEOGRAPHY (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	130	3	2%	3	2%	20	15%	104	80%	124	95%
General Education	111	1	1%	2	2%	13	12%	95	86%	108	97%
Students with Disabilities	19	2	11%	1	5%	7	37%	9	47%	16	84%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	0	0%	2	17%	10	83%	12	100%
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	2	15%	1	8%	3	23%	7	54%	10	77%
White	95	0	0%	1	1%	15	16%	79	83%	94	99%
Multiracial	6	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	1	10%	1	10%	0	0%	8	80%	8	80%
Female	74	3	4%	1	1%	13	18%	57	77%	70	95%
Male	56	0	0%	2	4%	7	13%	47	84%	54	96%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	127	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	8	2	25%	2	25%	3	38%	1	13%	4	50%
Not Economically Disadvantaged	122	1	1%	1	1%	17	14%	103	84%	120	98%
Not Migrant	130	3	2%	3	2%	20	15%	104	80%	124	95%
Not Homeless	130	3	2%	3	2%	20	15%	104	80%	124	95%
Not in Foster Care	130	3	2%	3	2%	20	15%	104	80%	124	95%
Parent Not in Armed Forces	130	3	2%	3	2%	20	15%	104	80%	124	95%

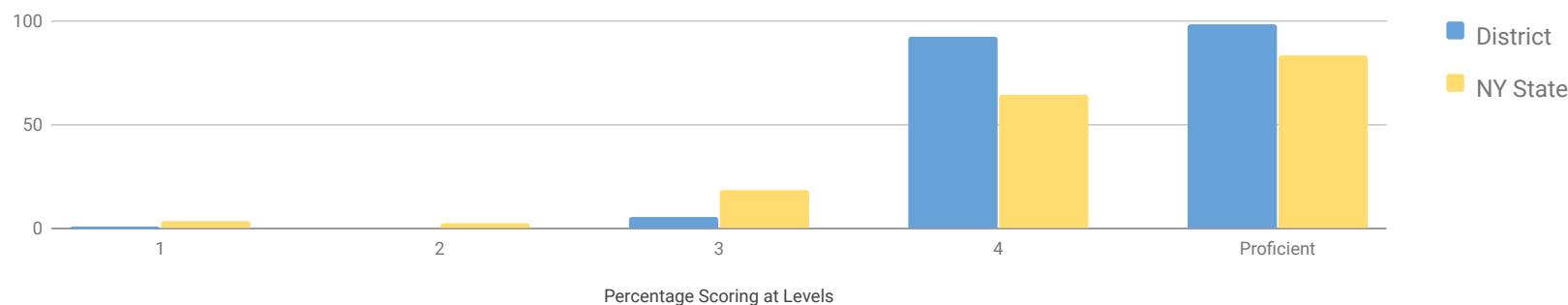
ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	125	0	0%	2	2%	32	26%	91	73%	123	98%
General Education	104	0	0%	1	1%	24	23%	79	76%	103	99%
Students with Disabilities	21	0	0%	1	5%	8	38%	12	57%	20	95%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	0	0%	1	10%	9	90%	10	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	0	0%	0	0%	9	50%	9	50%	18	100%
White	90	0	0%	1	1%	19	21%	70	78%	89	99%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	1	14%	3	43%	3	43%	6	86%
Female	52	0	0%	0	0%	17	33%	35	67%	52	100%
Male	73	0	0%	2	3%	15	21%	56	77%	71	97%
Non-English Language Learners	125	0	0%	2	2%	32	26%	91	73%	123	98%
Economically Disadvantaged	10	0	0%	0	0%	4	40%	6	60%	10	100%
Not Economically Disadvantaged	115	0	0%	2	2%	28	24%	85	74%	113	98%
Not Migrant	125	0	0%	2	2%	32	26%	91	73%	123	98%
Not Homeless	125	0	0%	2	2%	32	26%	91	73%	123	98%
Not in Foster Care	125	0	0%	2	2%	32	26%	91	73%	123	98%
Parent Not in Armed Forces	125	0	0%	2	2%	32	26%	91	73%	123	98%

2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS

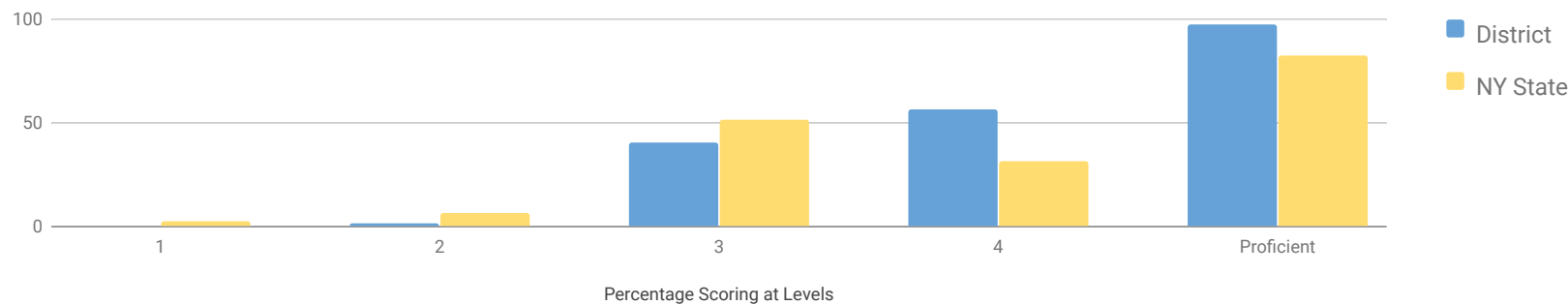
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Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	0	0%	123	100%	1	1%	0	0%	7	6%	115	93%	122	99%
General Education	103	0	0%	103	100%	0	0%	0	0%	2	2%	101	98%	103	100%
Students with Disabilities	20	0	0%	20	100%	1	5%	0	0%	5	25%	14	70%	19	95%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	0	0%	0	0%	8	100%	8	100%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	0	0%	12	100%	0	0%	0	0%	3	25%	9	75%	12	100%
White	94	0	0%	94	100%	0	0%	0	0%	4	4%	90	96%	94	100%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	9	100%	1	11%	0	0%	0	0%	8	89%	8	89%
Female	63	0	0%	63	100%	1	2%	0	0%	2	3%	60	95%	62	98%
Male	60	0	0%	60	100%	0	0%	0	0%	5	8%	55	92%	60	100%
Non-English Language Learners	123	0	0%	123	100%	1	1%	0	0%	7	6%	115	93%	122	99%
Economically Disadvantaged	9	0	0%	9	100%	1	11%	0	0%	1	11%	7	78%	8	89%
Not Economically Disadvantaged	114	0	0%	114	100%	0	0%	0	0%	6	5%	108	95%	114	100%
Not Migrant	123	0	0%	123	100%	1	1%	0	0%	7	6%	115	93%	122	99%
Not Homeless	123	0	0%	123	100%	1	1%	0	0%	7	6%	115	93%	122	99%
Not in Foster Care	123	0	0%	123	100%	1	1%	0	0%	7	6%	115	93%	122	99%
Parent Not in Armed Forces	123	0	0%	123	100%	1	1%	0	0%	7	6%	115	93%	122	99%

2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

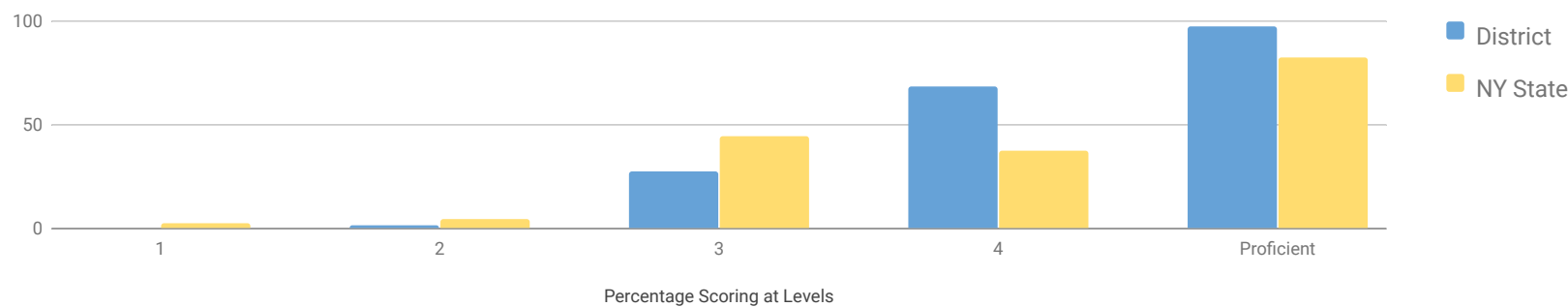
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Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	0	0%	123	100%	0	0%	2	2%	51	41%	70	57%	121	98%
General Education	103	0	0%	103	100%	0	0%	0	0%	36	35%	67	65%	103	100%
Students with Disabilities	20	0	0%	20	100%	0	0%	2	10%	15	75%	3	15%	18	90%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	0	0%	2	25%	6	75%	8	100%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	0	0%	12	100%	0	0%	1	8%	8	67%	3	25%	11	92%
White	94	0	0%	94	100%	0	0%	1	1%	38	40%	55	59%	93	99%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	9	100%	0	0%	0	0%	3	33%	6	67%	9	100%
Female	63	0	0%	63	100%	0	0%	1	2%	24	38%	38	60%	62	98%
Male	60	0	0%	60	100%	0	0%	1	2%	27	45%	32	53%	59	98%
Non-English Language Learners	123	0	0%	123	100%	0	0%	2	2%	51	41%	70	57%	121	98%
Economically Disadvantaged	9	0	0%	9	100%	0	0%	1	11%	8	89%	0	0%	8	89%
Not Economically Disadvantaged	114	0	0%	114	100%	0	0%	1	1%	43	38%	70	61%	113	99%
Not Migrant	123	0	0%	123	100%	0	0%	2	2%	51	41%	70	57%	121	98%
Not Homeless	123	0	0%	123	100%	0	0%	2	2%	51	41%	70	57%	121	98%
Not in Foster Care	123	0	0%	123	100%	0	0%	2	2%	51	41%	70	57%	121	98%
Parent Not in Armed Forces	123	0	0%	123	100%	0	0%	2	2%	51	41%	70	57%	121	98%

2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE

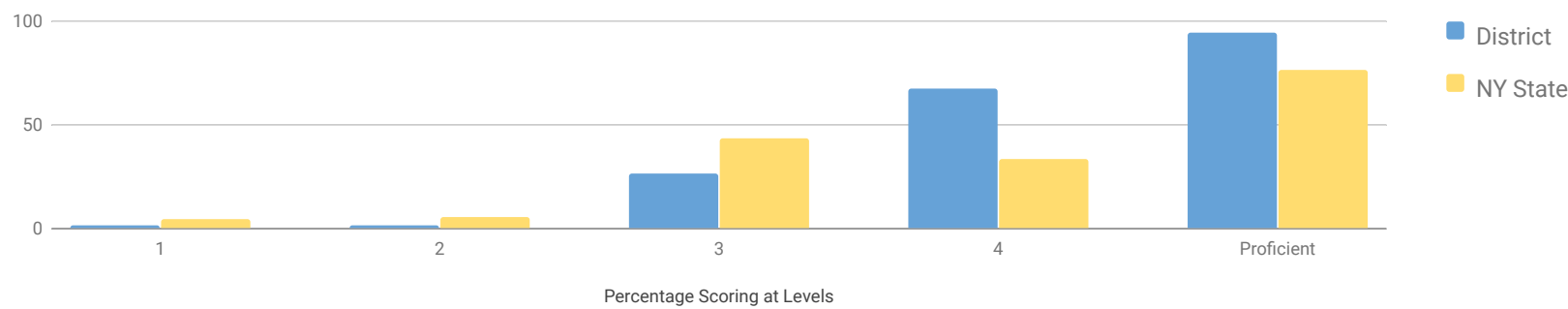
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Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	0	0%	123	100%	0	0%	3	2%	35	28%	85	69%	120	98%
General Education	103	0	0%	103	100%	0	0%	0	0%	24	23%	79	77%	103	100%
Students with Disabilities	20	0	0%	20	100%	0	0%	3	15%	11	55%	6	30%	17	85%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	0	0%	2	25%	6	75%	8	100%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	0	0%	12	100%	0	0%	1	8%	7	58%	4	33%	11	92%
White	94	0	0%	94	100%	0	0%	1	1%	24	26%	69	73%	93	99%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	9	100%	0	0%	1	11%	2	22%	6	67%	8	89%
Female	63	0	0%	63	100%	0	0%	2	3%	18	29%	43	68%	61	97%
Male	60	0	0%	60	100%	0	0%	1	2%	17	28%	42	70%	59	98%
Non-English Language Learners	123	0	0%	123	100%	0	0%	3	2%	35	28%	85	69%	120	98%
Economically Disadvantaged	9	0	0%	9	100%	0	0%	2	22%	6	67%	1	11%	7	78%
Not Economically Disadvantaged	114	0	0%	114	100%	0	0%	1	1%	29	25%	84	74%	113	99%
Not Migrant	123	0	0%	123	100%	0	0%	3	2%	35	28%	85	69%	120	98%
Not Homeless	123	0	0%	123	100%	0	0%	3	2%	35	28%	85	69%	120	98%
Not in Foster Care	123	0	0%	123	100%	0	0%	3	2%	35	28%	85	69%	120	98%
Parent Not in Armed Forces	123	0	0%	123	100%	0	0%	3	2%	35	28%	85	69%	120	98%

2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY

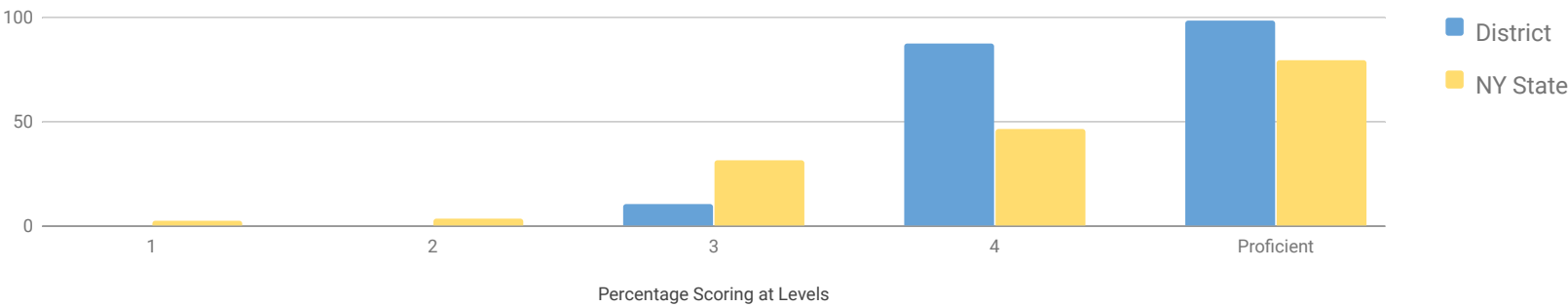
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Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	1	1%	122	99%	2	2%	3	2%	33	27%	84	68%	117	95%
General Education	103	1	1%	102	99%	0	0%	0	0%	23	22%	79	77%	102	99%
Students with Disabilities	20	0	0%	20	100%	2	10%	3	15%	10	50%	5	25%	15	75%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	0	0%	2	25%	6	75%	8	100%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	0	0%	12	100%	0	0%	2	17%	4	33%	6	50%	10	83%
White	94	1	1%	93	99%	1	1%	1	1%	25	27%	66	70%	91	97%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	9	100%	1	11%	0	0%	2	22%	6	67%	8	89%
Female	63	1	2%	62	98%	1	2%	1	2%	21	33%	39	62%	60	95%
Male	60	0	0%	60	100%	1	2%	2	3%	12	20%	45	75%	57	95%
Non-English Language Learners	123	1	1%	122	99%	2	2%	3	2%	33	27%	84	68%	117	95%
Economically Disadvantaged	9	0	0%	9	100%	1	11%	1	11%	5	56%	2	22%	7	78%
Not Economically Disadvantaged	114	1	1%	113	99%	1	1%	2	2%	28	25%	82	72%	110	96%
Not Migrant	123	1	1%	122	99%	2	2%	3	2%	33	27%	84	68%	117	95%
Not Homeless	123	1	1%	122	99%	2	2%	3	2%	33	27%	84	68%	117	95%
Not in Foster Care	123	1	1%	122	99%	2	2%	3	2%	33	27%	84	68%	117	95%
Parent Not in Armed Forces	123	1	1%	122	99%	2	2%	3	2%	33	27%	84	68%	117	95%

2014 TOTAL COHORT RESULTS IN REGENTS U.S. HISTORY AND GOVERNMENT

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.



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%	14	11%	108	88%	122	99%
General Education	103	0	0%	103	100%	0	0%	0	0%	7	7%	96	93%	103	100%
Students with Disabilities	20	1	5%	19	95%	0	0%	0	0%	7	35%	12	60%	19	95%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	0	0%	0	0%	8	100%	8	100%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	0	0%	12	100%	0	0%	0	0%	4	33%	8	67%	12	100%
White	94	0	0%	94	100%	0	0%	0	0%	10	11%	84	89%	94	100%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	1	11%	8	89%	0	0%	0	0%	0	0%	8	89%	8	89%
Female	63	1	2%	62	98%	0	0%	0	0%	8	13%	54	86%	62	98%
Male	60	0	0%	60	100%	0	0%	0	0%	6	10%	54	90%	60	100%
Non-English Language Learners	123	1	1%	122	99%	0	0%	0	0%	14	11%	108	88%	122	99%
Economically Disadvantaged	9	1	11%	8	89%	0	0%	0	0%	3	33%	5	56%	8	89%
Not Economically Disadvantaged	114	0	0%	114	100%	0	0%	0	0%	11	10%	103	90%	114	100%
Not Migrant	123	1	1%	122	99%	0	0%	0	0%	14	11%	108	88%	122	99%
Not Homeless	123	1	1%	122	99%	0	0%	0	0%	14	11%	108	88%	122	99%
Not in Foster Care	123	1	1%	122	99%	0	0%	0	0%	14	11%	108	88%	122	99%
Parent Not in Armed Forces	123	1	1%	122	99%	0	0%	0	0%	14	11%	108	88%	122	99%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2017-18)

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	—	3	—	—	—	—	—
Grade 1	—	1	—	—	—	—	—
Grade 2	0	6	0%	17%	17%	50%	17%
Grade 4	—	3	—	—	—	—	—
Grade 5	—	3	—	—	—	—	—
Grade 10	—	1	—	—	—	—	—
Grade 11	—	3	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2017-18)

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

Grade/Subject	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4
Grade 6 ELA	—	2	—	—	—	—
Grade 6 Math	—	2	—	—	—	—

HASTINGS-ON-HUDSON UFSD GRADES 3-8 ELA ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

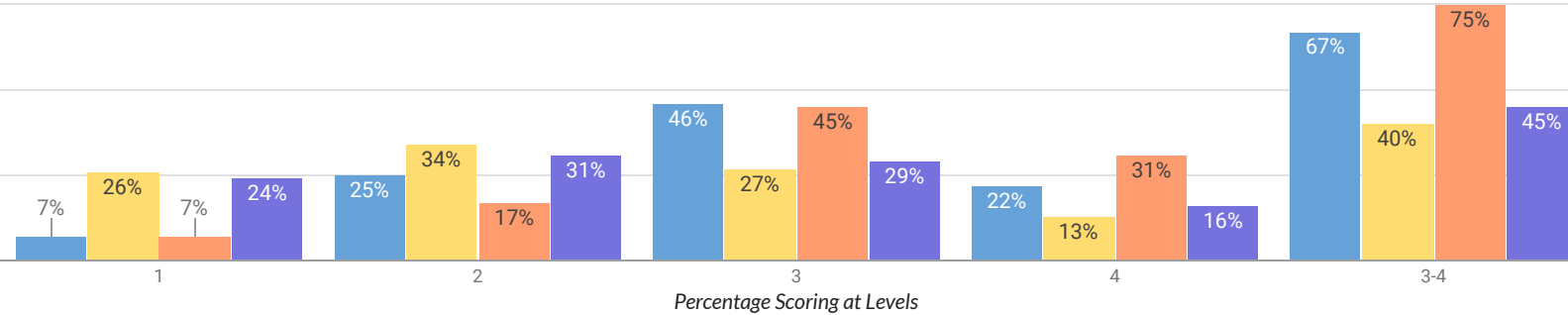
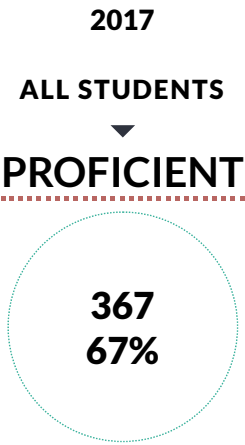
Data available on this site are based on those reported by schools and districts to the State as of August 22, 2018 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

For more information and additional files, please view the NYSED press release

Due to the State's new two-session test design and performance standards, the 2018 Grades 3-8 ELA and math results cannot be compared with prior-year results. The new baseline established this year will enable comparisons with student scores in 2019 and 2020

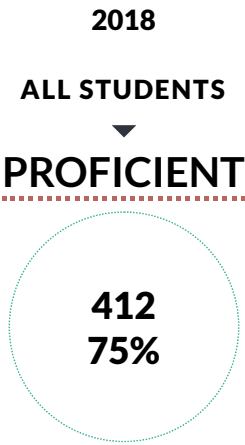
Assessment Data - Glossary of Terms | Assessment Data - Business Rules

HASTINGS-ON-HUDSON UFSD (2017) NY STATE (2017) HASTINGS-ON-HUDSON UFSD (2018) NY STATE (2018)



TOTAL TESTED: 547

LEVEL 1		LEVEL 2	
41	7%	139	25%
LEVEL 3		LEVEL 4	
249	46%	118	22%



TOTAL TESTED: 546

LEVEL 1		LEVEL 2	
40	7%	94	17%
LEVEL 3		LEVEL 4	
243	45%	169	31%

BY GENDER

FEMALE



PROFICIENT

TOTAL TESTED: 258

LEVEL 1

LEVEL 2

11	4%
----	----

54	21%
----	-----

LEVEL 3

LEVEL 4

124	48%
-----	-----

69	27%
----	-----

MALE



PROFICIENT

TOTAL TESTED: 289

LEVEL 1

LEVEL 2

30	10%
----	-----

85	29%
----	-----

LEVEL 3

LEVEL 4

125	43%
-----	-----

49	17%
----	-----

FEMALE



PROFICIENT

TOTAL TESTED: 270

LEVEL 1

LEVEL 2

11	4%
----	----

40	15%
----	-----

LEVEL 3

LEVEL 4

121	45%
-----	-----

98	36%
----	-----

MALE



PROFICIENT

TOTAL TESTED: 276

LEVEL 1

LEVEL 2

29	11%
----	-----

54	20%
----	-----

LEVEL 3

LEVEL 4

122	44%
-----	-----

71	26%
----	-----

BY ETHNICITY

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: 37

LEVEL 1		LEVEL 2	
3	8%	7	19%
LEVEL 3		LEVEL 4	
16	43%	11	30%

AMERICAN INDIAN OR ALASKA NATIVE
▼
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: 38

LEVEL 1		LEVEL 2	
1	3%	4	11%
LEVEL 3		LEVEL 4	
18	47%	15	39%

AMERICAN INDIAN OR ALASKA NATIVE
▼
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC
ISLANDER



PROFICIENT

TOTAL TESTED: 31

LEVEL 1

LEVEL 2

4	13%
---	-----

8	26%
---	-----

LEVEL 3

LEVEL 4

15	48%
----	-----

4	13%
---	-----

WHITE



PROFICIENT

TOTAL TESTED: 408

LEVEL 1

LEVEL 2

25	6%
----	----

89	22%
----	-----

LEVEL 3

LEVEL 4

202	50%
-----	-----

92	23%
----	-----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC
ISLANDER



PROFICIENT

TOTAL TESTED: 32

LEVEL 1

LEVEL 2

4	13%
---	-----

4	13%
---	-----

LEVEL 3

LEVEL 4

14	44%
----	-----

10	31%
----	-----

WHITE



PROFICIENT

TOTAL TESTED: 402

LEVEL 1

LEVEL 2

21	5%
----	----

65	16%
----	-----

LEVEL 3

LEVEL 4

187	47%
-----	-----

129	32%
-----	-----

BLACK OR AFRICAN AMERICAN



PROFICIENT

TOTAL TESTED: 13

LEVEL 1

LEVEL 2

1	8%
---	----

8	62%
---	-----

LEVEL 3

LEVEL 4

2	15%
---	-----

2	15%
---	-----

HISPANIC OR LATINO



PROFICIENT

TOTAL TESTED: 58

LEVEL 1

LEVEL 2

8	14%
---	-----

27	47%
----	-----

LEVEL 3

LEVEL 4

14	24%
----	-----

9	16%
---	-----

BLACK OR AFRICAN AMERICAN



PROFICIENT

TOTAL TESTED: 11

LEVEL 1

LEVEL 2

2	18%
---	-----

6	55%
---	-----

LEVEL 3

LEVEL 4

3	27%
---	-----

0	0%
---	----

HISPANIC OR LATINO



PROFICIENT

TOTAL TESTED: 63

LEVEL 1

LEVEL 2

12	19%
----	-----

15	24%
----	-----

LEVEL 3

LEVEL 4

21	33%
----	-----

15	24%
----	-----

OTHER GROUPS

GENERAL-EDUCATION STUDENTS

▼
PROFICIENT

TOTAL TESTED: 498

LEVEL 1

21	4%
----	----

LEVEL 2

119	24%
-----	-----

LEVEL 3

242	49%
-----	-----

LEVEL 4

116	23%
-----	-----

STUDENTS WITH DISABILITIES

▼
PROFICIENT

TOTAL TESTED: 49

LEVEL 1

20	41%
----	-----

LEVEL 2

20	41%
----	-----

LEVEL 3

7	14%
---	-----

LEVEL 4

2	4%
---	----

GENERAL-EDUCATION STUDENTS

▼
PROFICIENT

TOTAL TESTED: 495

LEVEL 1

19	4%
----	----

LEVEL 2

78	16%
----	-----

LEVEL 3

229	46%
-----	-----

LEVEL 4

169	34%
-----	-----

STUDENTS WITH DISABILITIES

▼
PROFICIENT

TOTAL TESTED: 51

LEVEL 1

21	41%
----	-----

LEVEL 2

16	31%
----	-----

LEVEL 3

14	27%
----	-----

LEVEL 4

0	0%
---	----

NON-ENGLISH LANGUAGE LEARNERS

▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

ENGLISH LANGUAGE LEARNERS

▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NON-ENGLISH LANGUAGE LEARNERS

▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

ENGLISH LANGUAGE LEARNERS

▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NOT ECONOMICALLY DISADVANTAGED

▼
PROFICIENT

TOTAL TESTED: 526

LEVEL 1

38	7%
----	----

LEVEL 2

126	24%
-----	-----

LEVEL 3

247	47%
-----	-----

LEVEL 4

115	22%
-----	-----

ECONOMICALLY DISADVANTAGED

▼
PROFICIENT

TOTAL TESTED: 21

LEVEL 1

3	14%
---	-----

LEVEL 2

13	62%
----	-----

LEVEL 3

2	10%
---	-----

LEVEL 4

3	14%
---	-----

NOT ECONOMICALLY DISADVANTAGED

▼
PROFICIENT

TOTAL TESTED: 524

LEVEL 1

32	6%
----	----

LEVEL 2

87	17%
----	-----

LEVEL 3

237	45%
-----	-----

LEVEL 4

168	32%
-----	-----

ECONOMICALLY DISADVANTAGED

▼
PROFICIENT

TOTAL TESTED: 22

LEVEL 1

8	36%
---	-----

LEVEL 2

7	32%
---	-----

LEVEL 3

6	27%
---	-----

LEVEL 4

1	5%
---	----

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

HASTINGS-ON-HUDSON UFSD GRADES 3-8 MATHEMATICS ASSESSMENT DATA

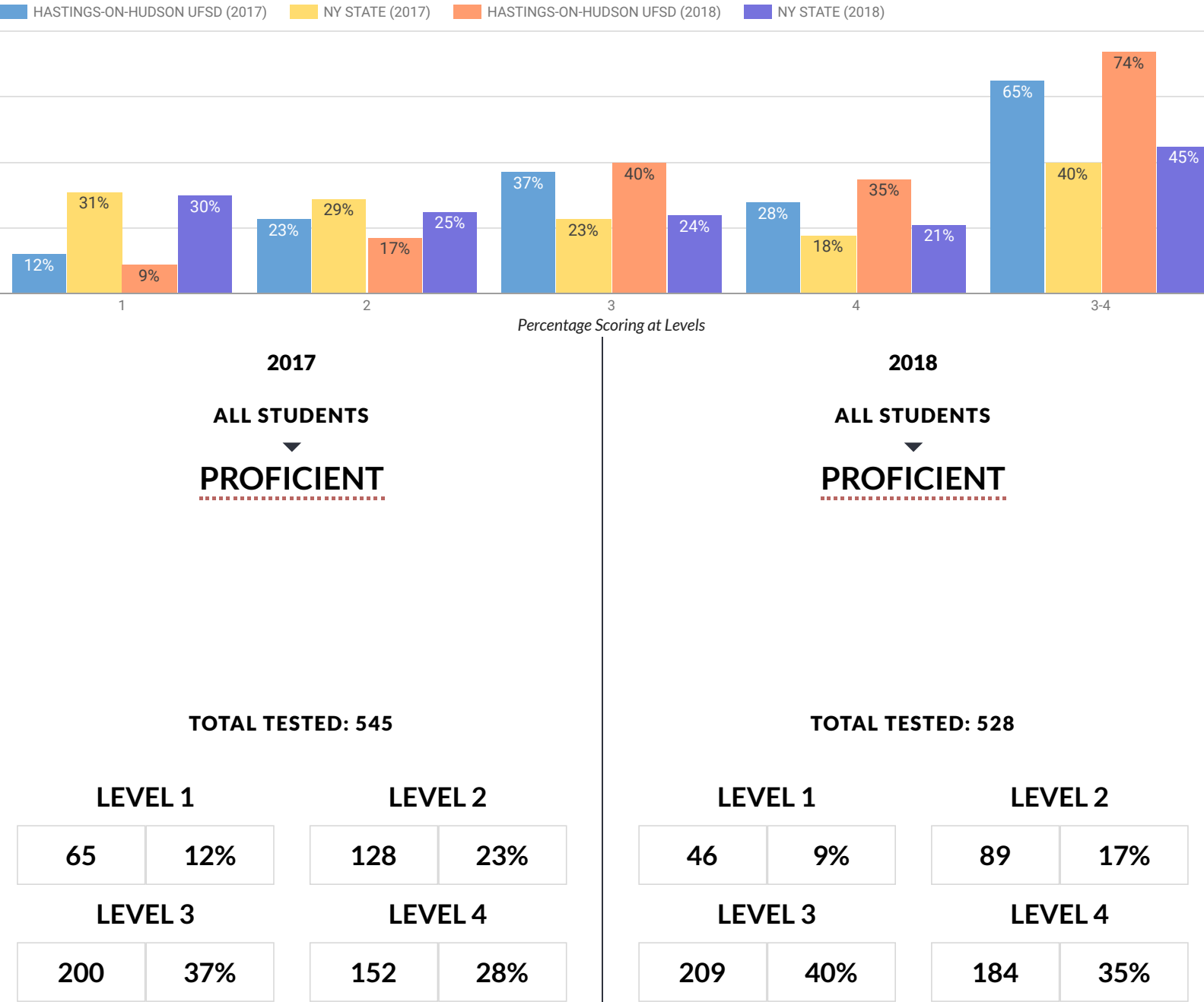
The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

Data available on this site are based on those reported by schools and districts to the State as of August 22, 2018 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

For more information and additional files, please view the NYSED press release

Due to the State's new two-session test design and performance standards, the 2018 Grades 3-8 ELA and math results cannot be compared with prior-year results. The new baseline established this year will enable comparisons with student scores in 2019 and 2020

Assessment Data - Glossary of Terms | Assessment Data - Business Rules



BY GENDER

FEMALE



PROFICIENT

TOTAL TESTED: 258

LEVEL 1

LEVEL 2

31	12%
----	-----

66	26%
----	-----

LEVEL 3

LEVEL 4

102	40%
-----	-----

59	23%
----	-----

MALE



PROFICIENT

TOTAL TESTED: 287

LEVEL 1

LEVEL 2

34	12%
----	-----

62	22%
----	-----

LEVEL 3

LEVEL 4

98	34%
----	-----

93	32%
----	-----

FEMALE



PROFICIENT

TOTAL TESTED: 261

LEVEL 1

LEVEL 2

24	9%
----	----

48	18%
----	-----

LEVEL 3

LEVEL 4

111	43%
-----	-----

78	30%
----	-----

MALE



PROFICIENT

TOTAL TESTED: 267

LEVEL 1

LEVEL 2

22	8%
----	----

41	15%
----	-----

LEVEL 3

LEVEL 4

98	37%
----	-----

106	40%
-----	-----

BY ETHNICITY

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: 39

LEVEL 1		LEVEL 2	
4	10%	8	21%
LEVEL 3		LEVEL 4	
16	41%	11	28%

AMERICAN INDIAN OR ALASKA NATIVE
▼
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: 35

LEVEL 1		LEVEL 2	
3	9%	5	14%
LEVEL 3		LEVEL 4	
9	26%	18	51%

AMERICAN INDIAN OR ALASKA NATIVE
▼
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC
ISLANDER



PROFICIENT

TOTAL TESTED: 30

LEVEL 1

4	13%
---	-----

LEVEL 2

9	30%
---	-----

LEVEL 3

7	23%
---	-----

LEVEL 4

10	33%
----	-----

WHITE



PROFICIENT

TOTAL TESTED: 406

LEVEL 1

39	10%
----	-----

LEVEL 2

83	20%
----	-----

LEVEL 3

162	40%
-----	-----

LEVEL 4

122	30%
-----	-----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC
ISLANDER



PROFICIENT

TOTAL TESTED: 32

LEVEL 1

3	9%
---	----

LEVEL 2

9	28%
---	-----

LEVEL 3

12	38%
----	-----

LEVEL 4

8	25%
---	-----

WHITE



PROFICIENT

TOTAL TESTED: 391

LEVEL 1

26	7%
----	----

LEVEL 2

58	15%
----	-----

LEVEL 3

165	42%
-----	-----

LEVEL 4

142	36%
-----	-----

BLACK OR AFRICAN AMERICAN



PROFICIENT

TOTAL TESTED: 13

LEVEL 1

LEVEL 2

3

23%

7

54%

LEVEL 3

LEVEL 4

2

15%

1

8%

HISPANIC OR LATINO



PROFICIENT

TOTAL TESTED: 57

LEVEL 1

LEVEL 2

15

26%

21

37%

LEVEL 3

LEVEL 4

13

23%

8

14%

BLACK OR AFRICAN AMERICAN



PROFICIENT

TOTAL TESTED: 10

LEVEL 1

LEVEL 2

4

40%

4

40%

LEVEL 3

LEVEL 4

1

10%

1

10%

HISPANIC OR LATINO



PROFICIENT

TOTAL TESTED: 60

LEVEL 1

LEVEL 2

10

17%

13

22%

LEVEL 3

LEVEL 4

22

37%

15

25%

OTHER GROUPS

GENERAL-EDUCATION STUDENTS

▼
PROFICIENT

TOTAL TESTED: 495

LEVEL 1

35	7%
----	----

LEVEL 2

115	23%
-----	-----

LEVEL 3

195	39%
-----	-----

LEVEL 4

150	30%
-----	-----

STUDENTS WITH DISABILITIES

▼
PROFICIENT

TOTAL TESTED: 50

LEVEL 1

30	60%
----	-----

LEVEL 2

13	26%
----	-----

LEVEL 3

5	10%
---	-----

LEVEL 4

2	4%
---	----

GENERAL-EDUCATION STUDENTS

▼
PROFICIENT

TOTAL TESTED: 481

LEVEL 1

26	5%
----	----

LEVEL 2

77	16%
----	-----

LEVEL 3

199	41%
-----	-----

LEVEL 4

179	37%
-----	-----

STUDENTS WITH DISABILITIES

▼
PROFICIENT

TOTAL TESTED: 47

LEVEL 1

20	43%
----	-----

LEVEL 2

12	26%
----	-----

LEVEL 3

10	21%
----	-----

LEVEL 4

5	11%
---	-----

NON-ENGLISH LANGUAGE LEARNERS

▼
PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

ENGLISH LANGUAGE LEARNERS

▼
PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NON-ENGLISH LANGUAGE LEARNERS

▼
PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

ENGLISH LANGUAGE LEARNERS

▼
PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NOT ECONOMICALLY DISADVANTAGED

▼
PROFICIENT

TOTAL TESTED: 524

LEVEL 1

56	11%
----	-----

LEVEL 2

120	23%
-----	-----

LEVEL 3

197	38%
-----	-----

LEVEL 4

151	29%
-----	-----

ECONOMICALLY DISADVANTAGED

▼
PROFICIENT

TOTAL TESTED: 21

LEVEL 1

9	43%
---	-----

LEVEL 2

8	38%
---	-----

LEVEL 3

3	14%
---	-----

LEVEL 4

1	5%
---	----

NOT ECONOMICALLY DISADVANTAGED

▼
PROFICIENT

TOTAL TESTED: 508

LEVEL 1

37	7%
----	----

LEVEL 2

84	17%
----	-----

LEVEL 3

204	40%
-----	-----

LEVEL 4

183	36%
-----	-----

ECONOMICALLY DISADVANTAGED

▼
PROFICIENT

TOTAL TESTED: 20

LEVEL 1

9	45%
---	-----

LEVEL 2

5	25%
---	-----

LEVEL 3

5	25%
---	-----

LEVEL 4

1	5%
---	----

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

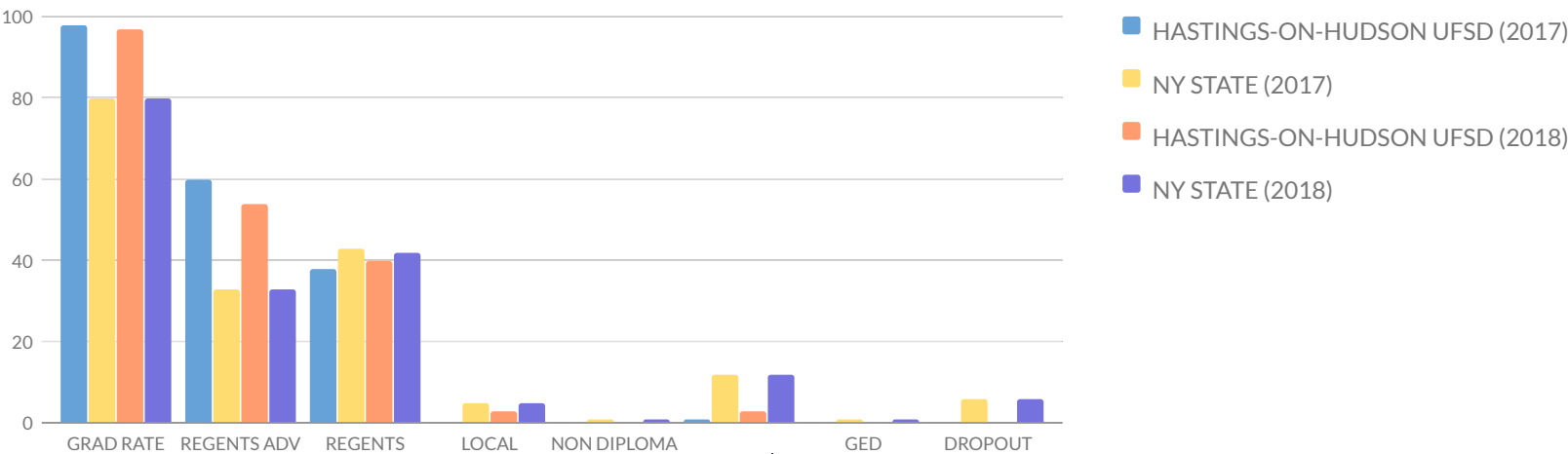
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HASTINGS-ON-HUDSON UFSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF JUNE

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - June. The Graduation Rate Data of high school as of the 4th year-August, the 5th year-June, and the 6th year-June are also calculated and available using the “Filter this data” function, below

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



2017

2018

ALL STUDENTS

ALL STUDENTS

GRAD RATE

REGENTS WITH...

GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

REGENTS DIPL...

LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 110

TOTAL STUDENTS IN COHORT: 123

NON DIPLOMA
CRED

STILL ENROLLED

NON DIPLOMA
CRED

STILL ENROLLED

0	0%
---	----

1	1%
---	----

0	0%
---	----

4	3%
---	----

GED TRANSFER

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

0	0%
---	----

DROPOUT

0	0%
---	----

BY GENDER

FEMALE
▼

GRAD RATE REGENTS WITH...

REGENTS DIPL... LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 56

NON DIPLOMA
CRED

STILL ENROLLED

0	0%
---	----

1	2%
---	----

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

MALE
▼

GRAD RATE REGENTS WITH...

REGENTS DIPL... LOCAL DIPLOMA

FEMALE
▼

GRAD RATE REGENTS WITH...

REGENTS DIPL... LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 63

NON DIPLOMA
CRED

STILL ENROLLED

0	0%
---	----

3	5%
---	----

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

MALE
▼

GRAD RATE REGENTS WITH...

REGENTS DIPL... LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 54

NON DIPLOMA
CRED

STILL ENROLLED

0	0%
---	----

0	0%
---	----

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

TOTAL STUDENTS IN COHORT: 60

NON DIPLOMA
CRED

STILL ENROLLED

0	0%
---	----

1	2%
---	----

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

BY ETHNICITY

MULTIRACIAL



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

TOTAL STUDENTS: —

NON DIPLOMA
CRED

STILL ENROLLED

—	—
---	---

—	—
---	---

GED TRANSFER

—	—
---	---

DROPOUT

—	—
---	---

AMERICAN INDIAN OR ALASKA NATIVE



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

MULTIRACIAL



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

TOTAL STUDENTS: —

NON DIPLOMA
CRED

STILL ENROLLED

—	—
---	---

—	—
---	---

GED TRANSFER

—	—
---	---

DROPOUT

—	—
---	---

AMERICAN INDIAN OR ALASKA NATIVE



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

TOTAL STUDENTS: 0

**NON DIPLOMA
CRED**

STILL ENROLLED

0	0%
---	----

0	0%
---	----

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

TOTAL STUDENTS: 0

**NON DIPLOMA
CRED**

STILL ENROLLED

0	0%
---	----

0	0%
---	----

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



GRAD RATE REGENTS WITH...

REGENTS DIPL... LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 10

NON DIPLOMA CRED

STILL ENROLLED

0	0%
---	----

0	0%
---	----

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

WHITE



GRAD RATE REGENTS WITH...

REGENTS DIPL... LOCAL DIPLOMA

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



GRAD RATE REGENTS WITH...

REGENTS DIPL... LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 8

NON DIPLOMA CRED

STILL ENROLLED

0	0%
---	----

1	13%
---	-----

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

WHITE



GRAD RATE REGENTS WITH...

REGENTS DIPL... LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 84

NON DIPLOMA
CRED

0	0%
---	----

STILL ENROLLED

1	1%
---	----

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

TOTAL STUDENTS IN COHORT: 94

NON DIPLOMA
CRED

0	0%
---	----

STILL ENROLLED

2	2%
---	----

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

BLACK OR AFRICAN AMERICAN



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

TOTAL STUDENTS: —

NON DIPLOMA
CRED

STILL ENROLLED

—	—
---	---

—	—
---	---

GED TRANSFER

—	—
---	---

DROPOUT

—	—
---	---

HISPANIC OR LATINO



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

BLACK OR AFRICAN AMERICAN



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

TOTAL STUDENTS: —

NON DIPLOMA
CRED

STILL ENROLLED

—	—
---	---

—	—
---	---

GED TRANSFER

—	—
---	---

DROPOUT

—	—
---	---

HISPANIC OR LATINO



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 8

NON DIPLOMA
CRED

STILL ENROLLED

0	0%
---	----

0	0%
---	----

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

TOTAL STUDENTS IN COHORT: 12

NON DIPLOMA
CRED

STILL ENROLLED

0	0%
---	----

0	0%
---	----

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

OTHER GROUPS

GENERAL-EDUCATION STUDENTS



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 102

NON DIPLOMA
CRED

0	0%
---	----

STILL ENROLLED

0	0%
---	----

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

STUDENTS WITH DISABILITIES



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

GENERAL-EDUCATION STUDENTS



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 103

NON DIPLOMA
CRED

0	0%
---	----

STILL ENROLLED

1	1%
---	----

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

STUDENTS WITH DISABILITIES



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 8

**NON DIPLOMA
CRED**

0	0%
---	----

STILL ENROLLED

1	13%
---	-----

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

TOTAL STUDENTS IN COHORT: 20

**NON DIPLOMA
CRED**

0	0%
---	----

STILL ENROLLED

3	15%
---	-----

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

NON-ENGLISH LANGUAGE LEARNERS



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

TOTAL STUDENTS: —

NON DIPLOMA
CRED

—	—
---	---

STILL ENROLLED

—	—
---	---

GED TRANSFER

—	—
---	---

DROPOUT

—	—
---	---

ENGLISH LANGUAGE LEARNERS



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

NON-ENGLISH LANGUAGE LEARNERS



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

TOTAL STUDENTS: —

NON DIPLOMA
CRED

—	—
---	---

STILL ENROLLED

—	—
---	---

GED TRANSFER

—	—
---	---

DROPOUT

—	—
---	---

ENGLISH LANGUAGE LEARNERS



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

TOTAL STUDENTS: —

NON DIPLOMA
CRED

—	—
---	---

STILL ENROLLED

—	—
---	---

GED TRANSFER

—	—
---	---

DROPOUT

—	—
---	---

TOTAL STUDENTS: —

NON DIPLOMA
CRED

—	—
---	---

STILL ENROLLED

—	—
---	---

GED TRANSFER

—	—
---	---

DROPOUT

—	—
---	---

NOT ECONOMICALLY DISADVANTAGED



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 105

NON DIPLOMA
CRED

0	0%
---	----

STILL ENROLLED

1	1%
---	----

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

ECONOMICALLY DISADVANTAGED



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

NOT ECONOMICALLY DISADVANTAGED



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 114

NON DIPLOMA
CRED

0	0%
---	----

STILL ENROLLED

2	2%
---	----

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

ECONOMICALLY DISADVANTAGED



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

TOTAL STUDENTS IN COHORT: 5

NON DIPLOMA
CRED

STILL ENROLLED

0	0%
---	----

0	0%
---	----

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

TOTAL STUDENTS IN COHORT: 9

NON DIPLOMA
CRED

STILL ENROLLED

0	0%
---	----

2	22%
---	-----

GED TRANSFER

0	0%
---	----

DROPOUT

0	0%
---	----

NOT MIGRANT



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

TOTAL STUDENTS: —

NON DIPLOMA
CRED

STILL ENROLLED

—	—
---	---

—	—
---	---

GED TRANSFER

—	—
---	---

DROPOUT

—	—
---	---

MIGRANT



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

NOT MIGRANT



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

TOTAL STUDENTS: —

NON DIPLOMA
CRED

STILL ENROLLED

—	—
---	---

—	—
---	---

GED TRANSFER

—	—
---	---

DROPOUT

—	—
---	---

MIGRANT



GRAD RATE

REGENTS WITH...

REGENTS DIPL...

LOCAL DIPLOMA

TOTAL STUDENTS: —

**NON DIPLOMA
CRED**

—	—
---	---

STILL ENROLLED

—	—
---	---

GED TRANSFER

—	—
---	---

DROPOUT

—	—
---	---

TOTAL STUDENTS: —

**NON DIPLOMA
CRED**

—	—
---	---

STILL ENROLLED

—	—
---	---

GED TRANSFER

—	—
---	---

DROPOUT

—	—
---	---

HASTINGS-ON-HUDSON UFSD GRADUATION PATHWAYS DATA

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

PATHWAYS FOR ALL STUDENTS

TOTAL GRADUATES IN COHORT: 119

HUMANITIES

117	98%
-----	-----

ARTS

0	0%
---	----

MATH

0	0%
---	----

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

1	1%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

1	1%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR FEMALE STUDENTS

TOTAL GRADUATES IN COHORT: 60

HUMANITIES

59	98%
----	-----

ARTS

0	0%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

MATH

0	0%
---	----

**CAREER DEVELOPMENT AND
OCCUPATIONAL STUDIES**

1	2%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR MALE STUDENTS**TOTAL GRADUATES IN COHORT: 59****HUMANITIES**

58	98%
----	-----

ARTS

0	0%
---	----

MATH

0	0%
---	----

**CAREER DEVELOPMENT AND
OCCUPATIONAL STUDIES**

0	0%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

1	2%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR MULTIRACIAL STUDENTS**TOTAL GRADUATES IN COHORT: 5****HUMANITIES**

5	100%
---	------

ARTS

0	0%
---	----

MATH

0	0%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

SCIENCE

0	0%
---	----

**CAREER DEVELOPMENT AND
OCCUPATIONAL STUDIES**

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR AMERICAN INDIAN OR ALASKA NATIVE STUDENTS**TOTAL GRADUATES IN COHORT: 0****HUMANITIES**

0	0%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

ARTS

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

MATH

0	0%
---	----

SCIENCE

0	0%
---	----

**CAREER DEVELOPMENT AND
OCCUPATIONAL STUDIES**

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER STUDENTS**TOTAL GRADUATES IN COHORT: 7****HUMANITIES**

7	100%
---	------

HUMANITIES ALTERNATIVE

0	0%
---	----

ARTS

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

MATH

0	0%
---	----

SCIENCE

0	0%
---	----

**CAREER DEVELOPMENT AND
OCCUPATIONAL STUDIES**

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR WHITE STUDENTS

TOTAL GRADUATES IN COHORT: 92

HUMANITIES

91	99%
----	-----

ARTS

0	0%
---	----

MATH

0	0%
---	----

**CAREER DEVELOPMENT AND
OCCUPATIONAL STUDIES**

0	0%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

1	1%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR BLACK OR AFRICAN AMERICAN STUDENTS

TOTAL GRADUATES IN COHORT: 3

HUMANITIES

3	100%
---	------

ARTS

0	0%
---	----

MATH

0	0%
---	----

**CAREER DEVELOPMENT AND
OCCUPATIONAL STUDIES**

0	0%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR HISPANIC OR LATINO STUDENTS

TOTAL GRADUATES IN COHORT: 12

HUMANITIES

HUMANITIES ALTERNATIVE

11	92%
----	-----

ARTS

0	0%
---	----

MATH

0	0%
---	----

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

1	8%
---	----

PATHWAYS FOR GENERAL-EDUCATION STUDENTS

TOTAL GRADUATES IN COHORT: 102

HUMANITIES

102	100%
-----	------

ARTS

0	0%
---	----

MATH

0	0%
---	----

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

0	0%
---	----

PATHWAYS FOR STUDENTS WITH DISABILITIES

TOTAL GRADUATES IN COHORT: 17

HUMANITIES

15	88%
----	-----

ARTS

0	0%
---	----

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

1	6%
---	----

MATH

0

0%

**CAREER DEVELOPMENT AND
OCCUPATIONAL STUDIES**

1

6%

SCIENCE

0

0%

LANGUAGES OTHER THAN ENGLISH

0

0%

PATHWAYS FOR NON-ENGLISH LANGUAGE LEARNERS STUDENTS**TOTAL GRADUATES IN COHORT: 119****HUMANITIES**

117

98%

ARTS

0

0%

MATH

0

0%

**CAREER DEVELOPMENT AND
OCCUPATIONAL STUDIES**

1

1%

HUMANITIES ALTERNATIVE

0

0%

CAREER AND TECHNICAL EDUCATION

1

1%

SCIENCE

0

0%

LANGUAGES OTHER THAN ENGLISH

0

0%

PATHWAYS FOR ENGLISH LANGUAGE LEARNERS STUDENTS**TOTAL GRADUATES IN COHORT: 0****HUMANITIES**

0

0%

ARTS

0

0%

MATH

0

0%

HUMANITIES ALTERNATIVE

0

0%

CAREER AND TECHNICAL EDUCATION

0

0%

SCIENCE

0

0%

**CAREER DEVELOPMENT AND
OCCUPATIONAL STUDIES**

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR NOT ECONOMICALLY DISADVANTAGED STUDENTS**TOTAL GRADUATES IN COHORT: 112****HUMANITIES**

111	99%
-----	-----

HUMANITIES ALTERNATIVE

0	0%
---	----

ARTS

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

1	1%
---	----

MATH

0	0%
---	----

SCIENCE

0	0%
---	----

**CAREER DEVELOPMENT AND
OCCUPATIONAL STUDIES**

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR ECONOMICALLY DISADVANTAGED STUDENTS**TOTAL GRADUATES IN COHORT: 7****HUMANITIES**

6	86%
---	-----

HUMANITIES ALTERNATIVE

0	0%
---	----

ARTS

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

MATH

0	0%
---	----

SCIENCE

0	0%
---	----

**CAREER DEVELOPMENT AND
OCCUPATIONAL STUDIES**

1	14%
---	-----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR NOT MIGRANT STUDENTS

TOTAL GRADUATES IN COHORT: 119

HUMANITIES

117	98%
-----	-----

ARTS

0	0%
---	----

MATH

0	0%
---	----

**CAREER DEVELOPMENT AND
OCCUPATIONAL STUDIES**

1	1%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

1	1%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

PATHWAYS FOR MIGRANT STUDENTS

TOTAL GRADUATES IN COHORT: 0

HUMANITIES

0	0%
---	----

ARTS

0	0%
---	----

MATH

0	0%
---	----

**CAREER DEVELOPMENT AND
OCCUPATIONAL STUDIES**

0	0%
---	----

HUMANITIES ALTERNATIVE

0	0%
---	----

CAREER AND TECHNICAL EDUCATION

0	0%
---	----

SCIENCE

0	0%
---	----

LANGUAGES OTHER THAN ENGLISH

0	0%
---	----

The New York State School Report Card

Fiscal Accountability Supplement

for

HASTINGS-ON-HUDSON UFSD

New York State Education Law and the Commissioner's Regulations have required the attachment of the NYS School Report Card to the public school district budget proposal. The regulations required 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.

2016-2017 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$25,602,099	\$10,384,781
	Pupils	1,594	214
	Expenditures Per Pupil	\$16,062	\$48,527
Similar District Group	Instructional Expenditures	\$5,546,093,857	\$2,132,428,823
	Pupils	370,408	52,314
	Expenditures Per Pupil	\$14,973	\$40,762
Total of All School Districts in NY State	Instructional Expenditures	\$33,589,192,945	\$15,340,293,380
	Pupils	2,646,512	467,779
	Expenditures Per Pupil	\$12,692	\$32,794
Similar District Group Description: Low Need/Resource Capacity			

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 2016-17 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.

2016-2017 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Total Expenditures Per Pupil	\$27,983	\$27,482	\$24,712

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.

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).

The New York State School Report Card Information about Students with Disabilities for HASTINGS-ON-HUDSON UFSD

New York State Education Law and the Commissioner's Regulations has required the attachment of the NYS School Report Card to the public school district budget proposal. The regulations required 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 Counts as of October 4, 2017	This School District		Similar District Group	Total of All School Districts in NY State
Student Placement -- Percent of Time Inside Regular Classroom	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
80% or more	142	67.94%	62.00%	58.68%
40% to 79%	42	20.10%	18.04%	11.47%
Less than 40%	21	10.05%	11.19%	19.09%
Separate Settings	4	1.91%	5.11%	5.34%
Other Settings	0	0.00%	3.66%	5.42%

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 October 4, 2017. 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

2017-18 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	12.60%	12.53%	15.26%

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 Group Description: Low Need/Resource Capacity
--

APPENDIX E.

RP-495 (9/08)



NYS BOARD OF REAL PROPERTY SERVICES LOCAL GOVERNMENT EXEMPTION IMPACT REPORT

Date: 09/21/2018

Taxing Jurisdiction: 5526

Fiscal Year Beginning: 2017

School District: 552604 HASTINGS

Total equalized value in taxing jurisdiction: 2,310,591,000

Equalization Rate: 100

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
12100	New York State	RPTL 404(1)	3	1,219,700	0.05%
13100	County	RPTL 406(1)	1	5,591,900	0.24%
13230	CO O/S LMT		2	763,900	0.03%
13500	Town	RPTL 406(1)	5	2,250,200	0.10%
13570	TWN O/S LMT	RPTL 404(1)	1	1,900	0.00%
13650	Village	RPTL 406(1)	33	31,452,400	1.36%
13730	VG O/S LMT		10	8,658,900	0.37%
13800	School	RPTL 408	9	126,944,400	5.49%
18020	Industrial Development Agency	RPTL 412-a	1	1,127,600	0.05%
21600	Parsonage	RPTL 462	4	2,813,300	0.12%
25110	Church - Religious	RPTL 420-a	9	22,844,500	0.99%
25120	Educational	RPTL 420-a	3	8,966,500	0.39%
25130	Charity	RPTL 420-a	9	52,946,200	2.29%
25230	Moral / Mental Improvement	RPTL 420-a	2	1,740,000	0.08%
25300	Community Library Society	RPTL 420-b	7	13,331,700	0.58%
26100	Amercian Legion, VFW, DAR	RPTL 452	3	1,306,200	0.06%
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	1.17%
27350	Cemetery	RPTL 446	8	31,953,300	1.38%
41120	VETERAN-NON COMBAT	RPTL 458-A	1	11,610	0.00%
41124	VETERAN-NON COMBAT	RPTL 458-A	80	996,000	0.04%
41134	VETERAN-COMBAT	RPTL 458-A	50	1,020,000	0.04%
41140	DISABLED VETERAN	RPTL 458-A	3	62,389	0.00%
41144	DISABLED VETERAN	RPTL 458-A	11	440,000	0.02%
41800	Senior	RPTL 467	27	6,113,399	0.26%
41804	Senior (Sch)	RPTL 467	20	4,531,956	0.20%
41930	Limited Income Disability	RPTL 459-c	1	355,445	0.02%
Totals:			313	355,689,799	15.38%

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

PROPOSED 2019-2020 SCHOOL BUDGET: An Educational Plan

THANK YOU FOR YOUR INTEREST

INTERIM SUPERINTENDENT OF SCHOOLS

Dr. Charles Wilson
478-6200

DISTRICT TREASURER

Maureen Caraballo
478-6405

HILLSIDE ELEMENTARY SCHOOL PRINCIPAL

Amy Cazes
478-6271

FARRAGUT MIDDLE SCHOOL PRINCIPAL

Gail Kipper
478-6230

HASTINGS HIGH SCHOOL PRINCIPAL

Louis Adipietro
478-6252

DIRECTOR OF SPECIAL EDUCATION

Laura Sullivan
478-6261

DIRECTOR OF FACILITIES MANAGEMENT

Joseph Martorana
478-6220

DIRECTOR OF PHYSICAL EDUCATION & ATHLETICS

Jesse Merchant
478-6241