

Hastings-on-Hudson UFSD

— A Blue Ribbon District —

2017-2018 School Budget



Adopted by the Board of Education on April 18, 2017

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION

EILEEN BAECHER, PRESIDENT

JODIE MEYER, VICE PRESIDENT

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SUPERINTENDENT OF SCHOOLS

Dr. Roy R. Montesano

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 2017-18 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 16th 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

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 8, 2016
HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION CALENDAR FOR 2017-2018 BUDGET

DATE	ACTIVITY
<u>2016</u>	
November 8, Tuesday	Budget calendar adopted by Board of Education
December 8, Thursday	Citizens Budget Advisory Committee 7:00 PM
<u>2017</u>	
January 10, Tuesday	Superintendent gives progress report of budget development to the Board.
January 12, Thursday	Citizens Budget Advisory Committee 7:00 PM
February 7, Tuesday	Regular meeting - Superintendent presents Preliminary Budget.
March 1, Wednesday	Submit information to calculate Tax Levy Limit Office of State Comptroller's website
March 14, Tuesday	Regular meeting - Superintendent presents Proposed Budget.
March 21, Tuesday	Proposed Budget Available On-line
March 31, Friday	First Legal Notification to Public - to announce budget hearing & vote.
April 7, Friday	Second Legal Notification to Public - to announce budget hearing & vote.
April 17, Monday	Petition nominating candidates for the Board must be received by 5:00 P.M. by the District Clerk.
April 17, Monday	Petitions for budget propositions must be received by 5:00 P.M. by the District Clerk.
April 18, Tuesday	Regular Board Meeting - Board of Education adopts budget.
April 19, Wednesday	Budget Available to the Public.
April 19, Wednesday	Submit Property Tax Report Card to SED.
April 21, Friday	Third Legal Notification to Public - to announce budget hearing & vote, including availability of budget.
April 25, Tuesday	BOCES Budget Vote
May 2, Tuesday	Budget Hearing - Must be no less than 7 days and no more than 14 days to the budget vote.
May 3-10, Wednesday	Budget notice mailed to eligible voters.
May 10, Wednesday	Voter Registration 4:00 P.M. - 8:00 P.M.
May 12, Friday	Fourth Legal Notification to Public - to announce budget hearing & vote.
May 16, Tuesday	School Board Election and Vote on Budget.

HASTINGS-ON-HUDSON PUBLIC SCHOOLS ENROLLMENT (12/07/16)

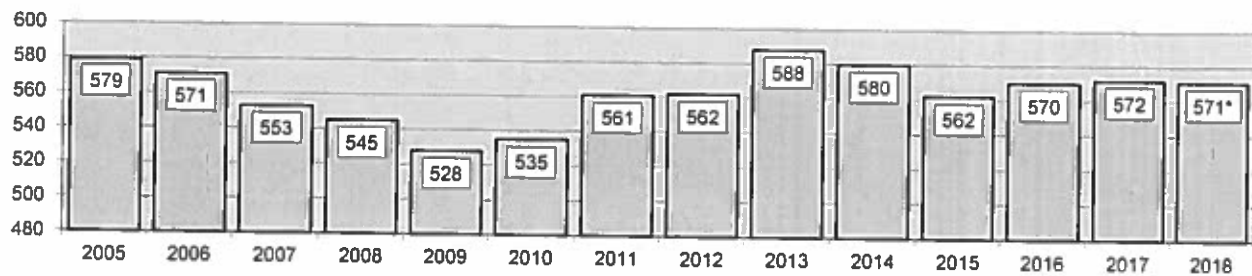
GRADE	2012-13	2013-14	2014-15	2015-16	2016-17	Projected 2017-18
Ungraded	8	8	6	8	6	6
Kindergarten	115	102	100	118	113	115
1	109	124	99	105	123	118
2	131	110	120	102	112	126
3	110	132	113	127	99	112
4	123	112	130	118	125	100
5	115	118	113	134	127	130
6	116	120	133	118	141	130
7	131	124	124	131	119	141
8	112	131	123	127	136	120
9	139	108	128	129	128	140
10	120	138	113	128	128	128
11	139	122	141	112	123	128
12	124	144	119	143	111	123
TOTALS:						
K-4	588	580	562	570	572	571
5-8	474	493	493	510	523	521
9-12	522	512	501	512	490	519
*SP. ED.	28	17	19	19	18	18
Ungraded & K-12	1620	1610	1581	1619	1609	1635

* 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 2017-18 school year will be available after annual reviews are completed in June 2017.

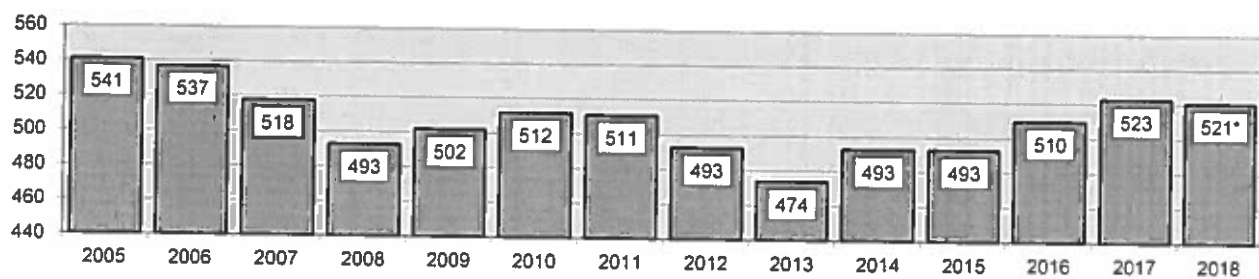
STUDENT ENROLLMENT

2004-2005 THROUGH 2017-2018

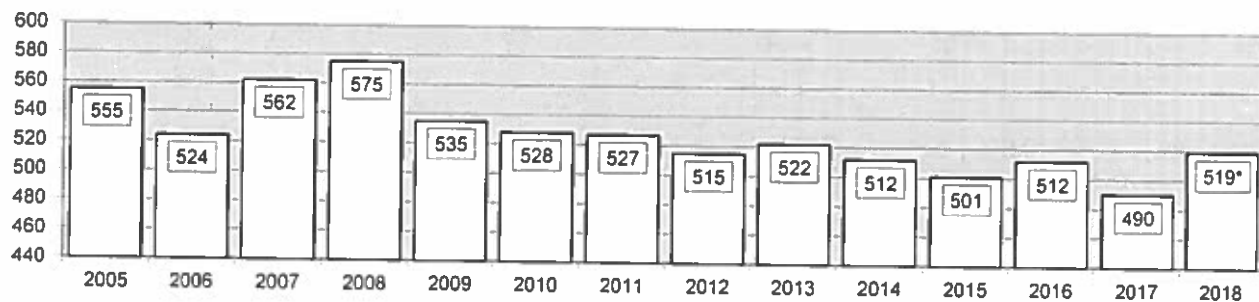
STUDENT ENROLLMENT- HILLSIDE ELEMENTARY SCHOOL



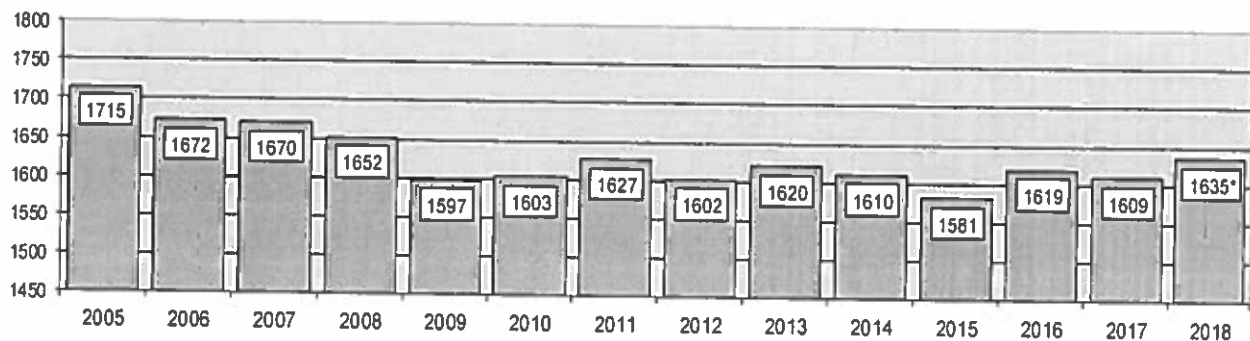
STUDENT ENROLLMENT- FARRAGUT MIDDLE SCHOOL



STUDENT ENROLLMENT- HASTINGS HIGH SCHOOL



STUDENT ENROLLMENT TREND (K-12)



* 17-18 is Projected
 Year Ending June 30
 K-12 Total Enrollment includes Ungraded and Out of District Students

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

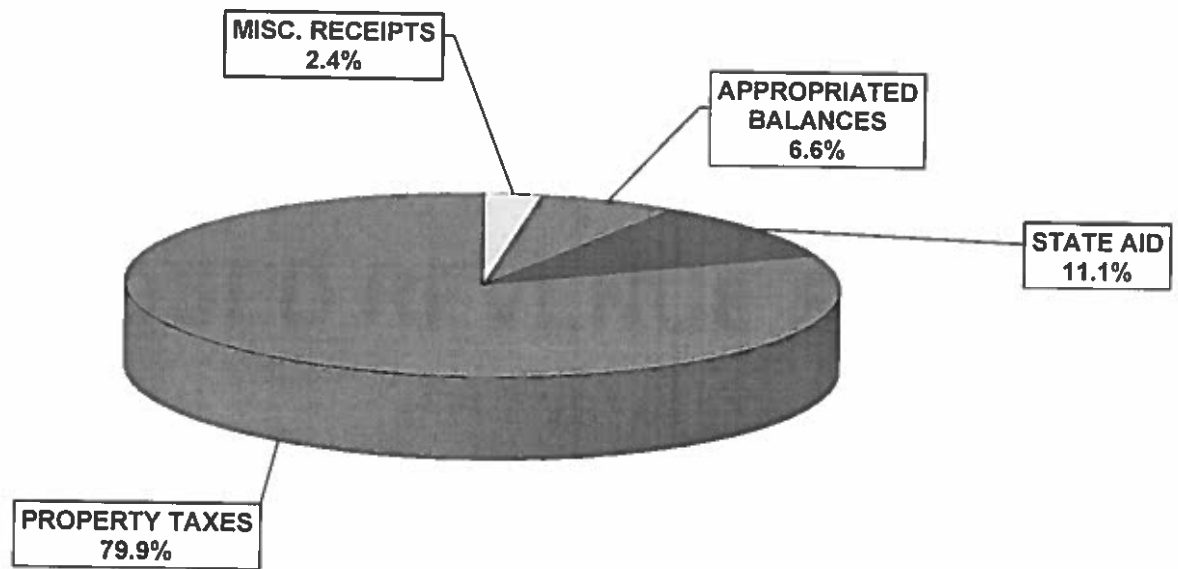
PROPOSED 2017/18 BUDGET

APPROPRIATIONS	ADOPTED BUDGET 2016/17	ESTIMATED END OF YEAR 2016/17	PROPOSED BUDGET 2017/18	BUDGET CHANGE	
General Support	\$4,317,906	\$4,249,614	\$4,338,652	\$20,746	0.48%
Instruction	\$28,473,813	\$27,317,028	\$29,980,992	\$1,507,179	5.29%
Pupil Transportation	\$1,520,457	\$1,376,604	\$1,550,457	\$30,000	1.97%
Undistributed	\$12,769,954	\$12,445,468	\$12,584,213	-\$185,741	-1.45%
TOTAL	\$47,082,130	\$45,388,714	\$48,454,314	\$1,372,184	
% BUDGET CHANGE				2.91%	
REVENUES	ADOPTED BUDGET 2016/17	ESTIMATED END OF YEAR 2016/17	PROPOSED BUDGET 2017/18	BUDGET CHANGE	
State Aid	\$4,790,000	\$4,929,097	\$5,385,000	\$595,000	12.42%
Misc. Receipts	\$1,250,000	\$1,316,177	\$1,150,000	-\$100,000	-8.00%
Appropriated Balance	\$2,217,120	\$2,217,120	\$1,940,000	-\$277,120	-12.50%
Retirement Reserve	\$350,000	\$350,000	\$725,000	\$375,000	107.14%
Transfer from Debt Service	\$0	\$0	\$0	\$0	0.00%
Reserve for Tax Certiorari	\$400,000	\$400,000	\$550,000	\$150,000	37.50%
Transfer from Capital Reserve	\$0	\$0	\$0	\$0	0.00%
Property Taxes	\$38,075,010	\$38,075,010	\$38,704,314	\$629,304	1.65%
Total Receipts	\$47,082,130	\$47,287,404	\$48,454,314	\$1,372,184	
% PROP TAX CHANGE				1.65%	
Assessed Valuation	\$1,554,993,172		\$1,868,690,053 *	\$313,696,881	
Tax Rate	\$24.49		\$20.71	-\$3.78	
Tax Rate Change				-15.43%	

*Assessed valuation is subject to change.

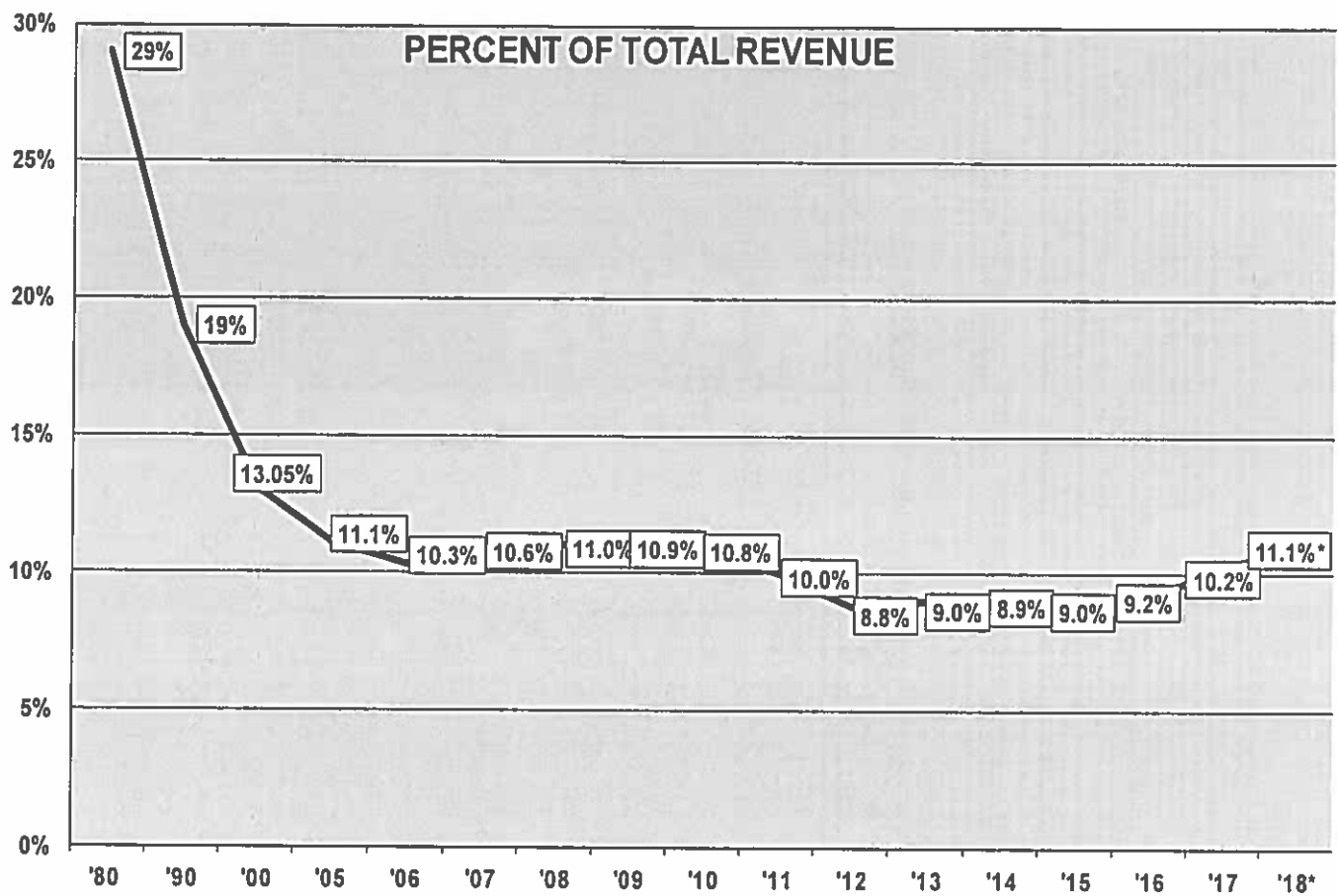
PROPOSED REVENUE SOURCES

2017-2018



REVENUE	2017-2018 ADOPTED BUDGET	2017-2018 PROPOSED BUDGET
TOTAL STATE AID	\$4,790,000	\$5,385,000
MISC. RECEIPTS	\$1,250,000	\$1,150,000
APPROPRIATED BALANCES	\$2,967,120	\$3,215,000
PROPERTY TAXES	\$38,075,010	\$38,704,314
TOTAL APPROPRIATIONS	\$47,082,130	\$48,454,314

STATE AID



YEAR ENDING JUNE 30

* 17-18 is Projected

REVENUE SUMMARY

REVENUE	2016-2017 ADOPTED BUDGET	2016-2017 ESTIMATED END OF YEAR	2017-2018 PROPOSED BUDGET
Other Charges - Custodial Fees	\$35,000	\$42,000	\$42,000
Day School Tuition	\$215,000	\$207,244	\$217,000
Tuition Other Districts	\$250,000	\$290,000	\$125,000
Interest on Deposits & Investments	\$30,000	\$20,000	\$20,000
Admissions From Individuals-Theater	\$20,000	\$20,000	\$20,000
Borderline Properties	\$50,000	\$56,933	\$56,000
Unclassified Revenues	\$150,000	\$160,000	\$150,000
Sales Tax	\$425,000	\$435,000	\$425,000
Rental-BOCES	\$75,000	\$85,000	\$95,000
State Aid - Foundation and Other	\$3,406,656	\$3,406,656	\$3,537,123
- Building	\$503,512	\$493,441	\$930,000
- BOCES	\$736,955	\$890,000	\$775,000
- Textbooks	\$142,877	\$139,000	\$142,877
State Aid -Total	\$4,790,000	\$4,929,097	\$5,385,000
 TOTAL REVENUE OTHER THAN REAL PROPERTY	 \$6,040,000	 \$6,245,274	 \$6,535,000
 TRANSFER FROM DEBT SERVICE FUND	 \$0	 \$0	 \$0
 APPROPRIATED FUND BALANCE	 \$2,217,120	 \$2,217,120	 \$1,940,000
 RETIREMENT RESERVE	 \$350,000	 \$350,000	 \$725,000
 RESERVE FOR TAX CERTIORARI	 \$400,000	 \$400,000	 \$550,000
 TRANSFER FROM CAPITAL RESERVE	 \$0	 \$0	 \$0
 AMOUNT TO BE RAISED BY PROPERTY TAXES	 <u>\$38,075,010</u>	 <u>\$38,075,010</u>	 <u>\$38,704,314</u>
 TOTAL REVENUE	 \$47,082,130	 \$47,287,404	 \$48,454,314

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

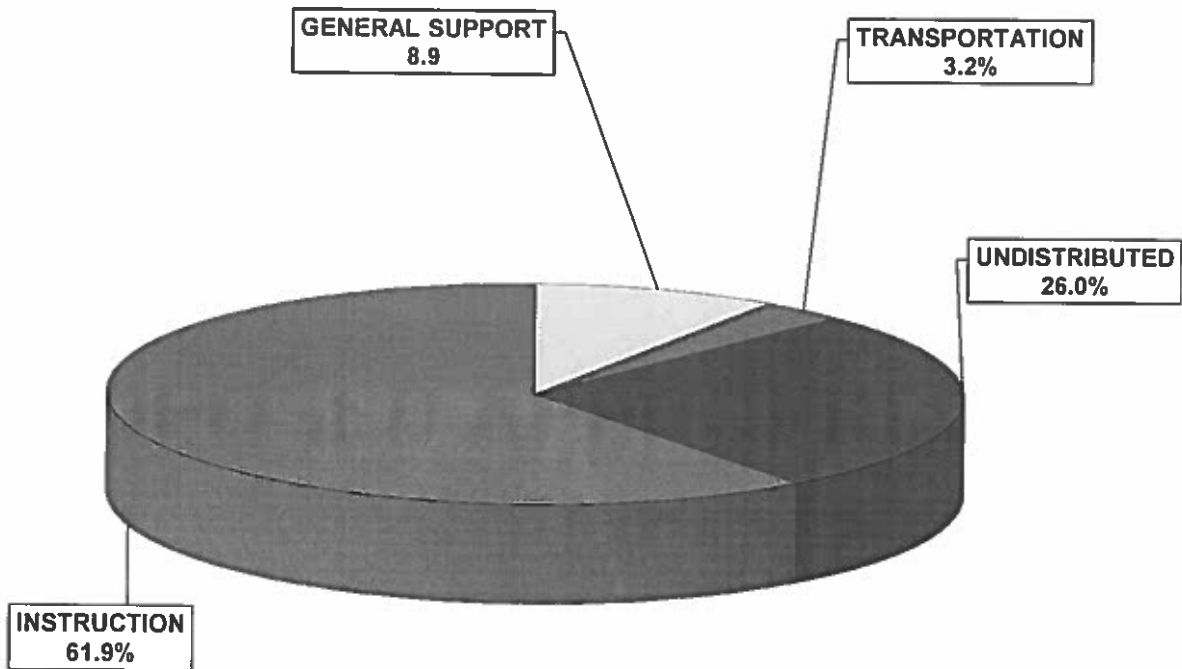
Transportation includes bus transportation that is provided for in-district students, interscholastic athletics, special education and private and parochial students. Pupil transportation is provided by companies with whom the district has a contractual agreement.

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

2017-2018



APPROPRIATIONS	2016-2017 ADOPTED BUDGET	2017-2018 PROPOSED BUDGET
GENERAL SUPPORT	\$4,317,906	\$4,338,652
INSTRUCTION	\$28,473,813	\$29,980,992
TRANSPORTATION	\$1,520,457	\$1,550,457
UNDISTRIBUTED	\$12,769,954	\$12,584,213
TOTAL APPROPRIATIONS	\$47,082,130	\$48,454,314

EXPENDITURE SUMMARY

	2016-2017 ADOPTED BUDGET	2016-2017 ESTIMATED END OF YR	2017-18 PROPOSED BUDGET
GENERAL SUPPORT			
Board of Education	\$73,418	\$77,268	\$71,918
Central Administration	\$451,558	\$447,084	\$454,512
Finance	\$597,705	\$607,300	\$628,755
Legal	\$205,000	\$137,500	\$170,000
Personnel	\$8,000	\$28,500	\$8,000
Public Information	\$51,449	\$49,949	\$51,449
Central Services			
Operations	\$2,141,909	\$2,103,000	\$2,169,325
Maintenance	\$358,242	\$365,500	\$333,079
Special Items	\$430,625	\$433,513	\$451,614
TOTAL GENERAL SUPPORT	\$4,317,906	\$4,249,614	\$4,338,652
INSTRUCTION			
Curriculum Development	\$226,000	\$221,500	\$230,220
Supervision	\$1,451,783	\$1,365,920	\$1,419,614
Teaching	\$15,705,660	\$14,992,315	\$16,557,596
Special Education	\$6,384,486	\$6,172,000	\$6,737,187
Teaching Special Schools	\$25,000	\$0	\$0
Instructional Media	\$363,152	\$359,809	\$357,807
Technology	\$1,253,539	\$1,200,000	\$1,375,280
Pupil Services:			
Guidance	\$1,081,353	\$1,103,100	\$1,177,900
Health	\$303,976	\$314,046	\$348,846
Psychological Services	\$526,494	\$479,500	\$526,494
Co-curricular Activities	\$398,745	\$382,643	\$418,302
Interscholastic Athletics	\$753,625	\$726,195	\$831,746
TOTAL INSTRUCTION	\$28,473,813	\$27,317,028	\$29,980,992

EXPENDITURE SUMMARY

	2016-2017 ADOPTED BUDGET	2016-2017 ESTIMATED END OF YR	2017-18 PROPOSED BUDGET
TRANSPORTATION	\$1,520,457	\$1,376,604	\$1,550,457
UNDISTRIBUTED			
Employee Benefits	\$11,212,854	\$10,893,368	\$11,430,542
Debt Service	\$1,112,100	\$1,112,100	\$808,671
Interfund Transfer	\$445,000	\$440,000	\$345,000
TOTAL UNDISTRIBUTED	\$12,769,954	\$12,445,468	\$12,584,213
TOTAL EXPENDITURES	\$47,082,130	\$45,388,714	\$48,454,314

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
PROPOSED BUDGET 2017-18**

FUNCTION	CATEGORY	2015-16 ACTUAL EXPENDITURES	2016-17 ADOPTED BUDGET	2016-17 ESTIMATED END OF YEAR	2017-18 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
GENERAL SUPPORT							
<u>BOARD OF EDUCATION</u>							
1010.400	Contract Services						
	Conferences	\$1,835	\$2,000	\$2,000	\$2,000	\$0	0.00%
	Memberships	\$15,327	\$18,500	\$16,000	\$18,500	\$0	0.00%
	Other Contract services	\$2,350	\$12,500	\$12,500	\$2,500	(\$10,000)	(80.00%)
		<u>\$19,512</u>	<u>\$33,000</u>	<u>\$30,500</u>	<u>\$23,000</u>	<u>(\$10,000)</u>	<u>(30.30%)</u>
1010.450	Supplies	\$57	\$350	\$200	\$350	\$0	0.00%
1010.490	Services From BOCES/Policy/Board Docs	\$10,592	\$0	\$12,500	\$12,500	\$12,500	0.00%
1040.160	District Clerk	\$13,658	\$14,068	\$14,068	\$14,068	\$0	0.00%
1040.400	Contract Services	\$18,836	\$26,000	\$20,000	\$22,000	(\$4,000)	(15.38%)
	Voting Machines						
<u>TOTAL BOARD OF EDUCATION</u>							
		<u>\$62,655</u>	<u>\$73,418</u>	<u>\$77,268</u>	<u>\$71,918</u>	<u>(\$1,500)</u>	<u>(2.04%)</u>
<u>CENTRAL ADMINISTRATION</u>							
1240.150	Central Office Administration	\$251,829	\$259,384	\$259,384	\$259,384	\$0	0.00%
1240.160	Non-Instr. Salaries	\$152,151	\$177,174	\$173,200	\$180,128	\$2,954	1.67%
1240.400	Contract Services	\$12,627	\$13,000	\$13,000	\$13,000	\$0	0.00%
1240.450	Supplies	\$995	\$2,000	\$1,500	\$2,000	\$0	0.00%
<u>TOTAL CHIEF SCHOOL ADMINISTRATOR</u>							
		<u>\$417,602</u>	<u>\$451,558</u>	<u>\$447,084</u>	<u>\$454,512</u>	<u>\$2,954</u>	<u>0.65%</u>
<u>FINANCE</u>							
1310.160	Business Non-Instructional Salaries	\$483,074	\$475,000	\$485,000	\$499,550	\$24,550	5.17%
1310.400	Contract Services						
	Business Office (Includes GASB 45 actuary)	\$36,603	\$35,000	\$34,000	\$35,000	\$0	0.00%
	Third Party Administration (Flex Plan & TSA)	\$5,864	\$6,000	\$3,000	\$6,000	\$0	0.00%
	Investigation	\$1,225	\$2,500	\$2,500	\$1,000	(\$1,500)	(60.00%)
		<u>\$43,692</u>	<u>\$43,500</u>	<u>\$39,500</u>	<u>\$42,000</u>	<u>(\$1,500)</u>	<u>(3.45%)</u>
1310.450	Supplies	\$2,736	\$4,000	\$4,000	\$4,000	\$0	0.00%
1310.490	Services from BOCES	\$6,722	\$0	\$6,900	\$8,000	\$8,000	0.00%
1320.160	Internal Claims Auditor	\$5,600	\$6,000	\$5,700	\$6,000	\$0	0.00%
1320.400	Auditing						
	External Auditor	\$33,500	\$38,000	\$35,000	\$38,000	\$0	0.00%
	Internal Auditor	\$26,347	\$25,000	\$25,000	\$25,000	\$0	0.00%
		<u>\$59,847</u>	<u>\$63,000</u>	<u>\$60,000</u>	<u>\$63,000</u>		
1325.160	Deputy Treasurer	\$6,024	\$6,205	\$6,200	\$6,205	\$0	0.00%
<u>TOTAL FINANCE</u>							
		<u>\$807,695</u>	<u>\$597,705</u>	<u>\$607,300</u>	<u>\$628,755</u>	<u>\$31,050</u>	<u>5.19%</u>

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2017-18**

FUNCTION	CATEGORY	2015-16 ACTUAL EXPENDITURES	2016-17 ADOPTED BUDGET	2016-17 ESTIMATED END OF YEAR	2017-18 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>LEGAL</u>							
1420.400	Legal Representation	\$44,533	\$55,000	\$47,500	\$50,000	(\$5,000)	(9.09%)
	Litigation	\$172,526	\$150,000	\$90,000	\$120,000	(\$30,000)	(20.00%)
	TOTAL LEGAL	\$217,059	\$205,000	\$137,500	\$170,000	(\$35,000)	(17.07%)
<u>PERSONNEL</u>							
1430.400	Personnel Contract Services	\$44	\$2,000	\$25,000	\$2,000	\$0	0.00%
1430.450	Supplies	\$1,355	\$1,000	\$1,000	\$1,000	\$0	0.00%
1430.490	Services from BOCES	\$37,326	\$5,000	\$2,500	\$5,000	\$0	0.00%
	TOTAL PERSONNEL	\$38,725	\$8,000	\$28,500	\$8,000	\$0	0.00%
<u>PUBLIC INFORMATION</u>							
1480.160	Public Information Salary	\$44,125	\$45,449	\$45,449	\$45,449	\$0	0.00%
1480.400	Contract Services-Newsletter	\$520	\$5,000	\$3,500	\$5,000	\$0	0.00%
1480.450	Supplies	\$0	\$1,000	\$1,000	\$1,000	\$0	0.00%
	TOTAL PUBLIC INFORMATION	\$44,645	\$51,449	\$49,949	\$51,449	\$0	0.00%

Central Services

Operations

The district owns and maintains the Hillside School, Farragut Complex, Burke property and several athletic fields. 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. Included in this category is a proposal for an additional staff member. The new position is needed to address the maintenance of the additional playing fields at Burke as well as help with building maintenance in the areas of plumbing and HVAC. 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.

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.

Equipment

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2017-18**

FUNCTION	CATEGORY	2015-16 ACTUAL EXPENDITURES	2016-17 ADOPTED BUDGET	2016-17 ESTIMATED END OF YEAR	2017-18 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>OPERATIONS</u>							
1620.160	Non-Instr. Salaries Overtime/Summer	\$1,011,688 \$170,295 \$1,181,983	\$1,063,109 \$176,800 \$1,239,909	\$1,058,000 \$190,000 \$1,248,000	\$1,168,900 \$190,000 \$1,358,900	\$105,791 \$13,200 \$118,991	9.95% 7.47% 9.60%
1620.200	Equipment	\$9,515	\$15,000	\$10,000	\$20,050	\$5,050	33.67%
1620.400	Contract Services						
	Construction Manager/Architect	\$137,707	\$100,000	\$50,000	\$0	(\$100,000)	(100.00%)
	Maintenance Contract	\$182,523	\$82,000	\$100,000	\$95,875	\$13,875	16.92%
	Fuel Oil/Gas	\$97,757	\$175,000	\$125,000	\$130,000	(\$45,000)	(25.71%)
	Electricity	\$196,588	\$245,000	\$210,000	\$220,000	(\$25,000)	(10.20%)
	Telephone	\$17,759	\$25,000	\$25,000	\$25,000	\$0	0.00%
	Water	\$67,550	\$55,000	\$75,000	\$85,000	\$30,000	54.55%
	Unscheduled Repairs	\$120,625 \$820,509	\$35,000 \$717,000	\$65,000 \$650,000	\$35,000 \$590,875	\$0 (\$126,125)	0.00% (17.59%)
1620.450	Supplies	\$120,846	\$90,000	\$120,000	\$125,000	\$35,000	38.89%
1620.490	BOCES Telephone Services	\$45,854 \$9,835 \$55,689	\$40,000 \$40,000 \$80,000	\$45,000 \$30,000 \$75,000	\$49,500 \$25,000 \$74,500	\$9,500 (\$15,000) (\$5,500)	23.75% (37.50%) (6.88%)
TOTAL OPERATIONS		\$2,188,542	\$2,141,909	\$2,103,000	\$2,169,325	\$27,416	1.28%
<u>MAINTENANCE</u>							
1621.160	Non-Inst. Salaries Overtime	\$149,465 \$12,158 \$161,623	\$156,242 \$15,000 \$171,242	\$154,500 \$14,000 \$168,500	\$160,680 \$16,000 \$176,680	\$4,438 \$1,000 \$5,438	2.84% 6.67% 3.18%
1621.200	Equipment	\$19,517	\$30,000	\$20,000	\$28,399	(\$1,601)	(5.34%)
1621.400	Contract Services						
	Grounds Upkeep	\$28,216	\$50,000	\$40,000	\$40,000	\$0	0.00%
	Repair District-Wide	\$312,009	\$30,000	\$55,000	\$31,000	(\$10,000)	(20.00%)
	Alarm System	\$9,556	\$12,000	\$12,000	\$12,000	\$1,000	3.33%
	Building Repairs	\$32,806	\$35,000	\$45,000	\$25,000	\$0	0.00%
	Boiler System	\$31,888 \$414,475	\$30,000 \$157,000	\$25,000 \$177,000	\$20,000 \$128,000	(\$10,000) (\$29,000)	(28.57%) (33.33%)
TOTAL MAINTENANCE		\$595,615	\$358,242	\$385,500	\$333,079	(\$25,163)	(7.02%)
TOTAL MAINTENANCE & OPERATIONS		\$2,784,157	\$2,500,151	\$2,488,500	\$2,502,404	\$2,253	0.09%

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.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2017-18**

FUNCTION	CATEGORY	2015-16 ACTUAL EXPENDITURES	2016-17 ADOPTED BUDGET	2016-17 ESTIMATED END OF YEAR	2017-18 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>SPECIAL ITEMS</u>							
1910 400	Insurance	\$169,506	\$170,625	\$169,506	\$175,000	\$4,375	2.56%
1950 400	Assessments: Greenburgh	\$50,277	\$55,000	\$52,000	\$55,000	\$0	0.00%
1950 405	Assessment: Dual Residency	\$30,381	\$30,000	\$31,500	\$32,500	\$2,500	8.33%
1964 400	Refund of Real Property Tax	\$83,606	\$0	\$1,800	\$0	\$0	0.00%
1981 490	BOCES Administrative Charges	\$169,758	\$175,000	\$178,707	\$189,114	\$14,114	8.07%
TOTAL SPECIAL ITEMS		\$503,528	\$430,625	\$433,513	\$451,614	\$20,989	4.87%
TOTAL GENERAL SUPPORT		\$4,878,066	\$4,317,906	\$4,249,614	\$4,338,652	\$20,746	0.48%

INSTRUCTION

Curriculum Development

Included in this budget are the Director of Curriculum and Instruction 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 service contracts for the schools' offices and expenditures to print materials sent to parents.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2017-18**

FUNCTION	CATEGORY	2015-16 ACTUAL EXPENDITURES	2016-17 ADOPTED BUDGET	2016-17 ESTIMATED END OF YEAR	2017-18 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>CURRICULUM DEVELOPMENT</u>							
2010.150	Director of Curriculum, Instruction	\$93,056	\$175,000	\$174,000	\$179,220	\$4,220	2.41%
2010.160	Non-Instructional Salary	\$35,965	\$39,000	\$37,500	\$39,000	\$0	0.00%
2010.400	Director of CI -Contractual	\$2,538	\$7,000	\$5,000	\$7,000	\$0	0.00%
2010.450	Director of CI -Supplies	\$3,231	\$5,000	\$5,000	\$5,000	\$0	0.00%
TOTAL CURRICULUM DEVELOPMENT		\$134,790	\$226,000	\$221,500	\$230,220	\$4,220	1.87%
<u>SUPERVISION</u>							
2020.150	Professional	\$999,532	\$988,883	\$932,420	\$954,664	(\$34,219)	(3.46%)
2020.160	Non-Instructional Salaries	\$330,047	\$348,000	\$340,000	\$353,600	\$5,600	1.61%
2020.160	Clerical subs/nurse subs/TA Subs	\$49,230	\$75,000	\$60,000	\$70,000	(\$5,000)	(6.67%)
	Total - Non Instructional	\$379,277	\$423,000	\$400,000	\$423,600	\$600	0.14%
2020.400	Contract Services						
	Elementary	\$2,707	\$3,500	\$3,000	\$3,500	\$0	0.00%
	Middle School	\$3,587	\$6,000	\$6,000	\$8,350	\$2,350	39.17%
	High School	\$9,732	\$12,000	\$8,000	\$12,000	\$0	0.00%
		\$16,026	\$21,500	\$17,000	\$23,850	\$2,350	10.93%
2020.450	Supplies						
	Elementary	\$5,628	\$5,900	\$5,500	\$5,000	(\$900)	(15.25%)
	Middle School	\$927	\$2,500	\$2,500	\$2,500	\$0	0.00%
	High School	\$9,022	\$10,000	\$8,500	\$10,000	\$0	0.00%
		\$15,577	\$18,400	\$16,500	\$17,500	(\$900)	(4.89%)
TOTAL SUPERVISION		\$1,410,412	\$1,451,783	\$1,365,920	\$1,419,614	(\$32,169)	(2.22%)

Teaching

Included are proposed expenditures for the general school program.

Salaries

This category includes salaries for regular education teachers K-12. The salaries include an increase of 4.9 FTE teaching positions for the 17/18 school year to address class sizes and potential increase in enrollment. At Hillside there is also a .7 FTE increase for the STEM/STEAM position that is currently a .3 FTE, this position will also be working with the K-4 teachers on science curriculum. Also at Hillside there is a proposal to create a .2 FTE guidance/social work position to support the new social emotional program at Hillside. At the Farragut Middle School in addition to staffing increases to address enrollment, there is a proposed .2 FTE to assist the RTI reading program. At the high school in addition to staffing increase to address enrollment there is a .2 FTE increase in English to expand electives offerings.

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. Also included in this category is new and replacement furniture. Included in the 17/18 budget are new cubbies for the Kindergarten classrooms as well curtains for the Hillside stage in addition to sets of classroom furniture and other equipment for each school.

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.

District Test Scoring

This category reflects funds to score state assessment tests. The majority of this expense is now captured in the BOCES technology budget, as they are proving the service through a cross contract.

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). This budget is decreasing as a result of more of the analysis being done in house.

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.

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. There are also funds included to allow for increased security on weekends until the field work is completed to ensure that unauthorized groups aren't using fields during growing season.

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. There are also funds included for participation in a GED programs at BOCES for students who may need such placement.

The staff development program includes: instructional improvement, cognitive development theory, technology implementation, social and emotional learning and training for staff that have special education students in their classes. 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
PROPOSED BUDGET 2017-18**

FUNCTION	CATEGORY	2015-16 ACTUAL EXPENDITURES	2016-17 ADOPTED BUDGET	2016-17 ESTIMATED END OF YEAR	2017-18 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
TEACHING							
2110.120	K-6 Instructional Salaries	\$5,333,018	\$5,831,115	\$5,481,115	\$6,252,026	\$420,911	7.22%
2110.130	7-12 Instructional Salaries/Chairperson	\$7,092,808	\$7,442,468	\$7,365,000	\$7,840,074	\$397,606	5.34%
2110.140	Substitutes	\$157,085	\$210,000	\$180,000	\$190,000	(\$20,000)	(9.52%)
2110.141	Leave Replacements	\$101,470	\$200,000	\$160,000	\$200,000	\$0	0.00%
2110.150	Curriculum Development	\$32,000	\$35,000	\$35,000	\$35,000	\$0	0.00%
2110.151	Staff Development	\$54,200	\$50,000	\$45,000	\$50,000	\$0	0.00%
2110.160	Non-Instructional Salaries	\$395,513	\$511,458	\$500,000	\$518,000	\$6,542	1.28%
2110.200	Equipment- Furniture	\$77,000	\$50,000	\$77,000	\$82,000	\$32,000	64.00%
	Equipment-Elementary	\$6,142	\$8,000	\$8,000	\$8,000	\$0	0.00%
	Equipment-Middle School	\$0	\$0	\$0	\$0	\$0	0.00%
	Equipment-High School	\$8,967	\$8,600	\$8,800	\$23,100	\$14,500	168.60%
		\$92,109	\$66,600	\$93,800	\$113,100	\$46,500	69.82%
2110.400	Contract Services						
	Race Matters Committee	\$0	\$0	\$0	\$25,000	\$25,000	0.00%
	District Test Scoring	\$31,919	\$60,000	\$10,000	\$10,000	(\$50,000)	(83.33%)
	Elementary	\$5,894	\$6,000	\$5,000	\$24,000	\$18,000	300.00%
	Middle School Departments	\$3,822	\$12,410	\$5,000	\$25,460	\$13,050	105.16%
	High School						
	Departments	\$11,057	\$20,978	\$15,000	\$22,459	\$1,481	7.06%
	Graduation	\$15,575	\$15,000	\$12,500	\$16,000	\$1,000	6.67%
	Handbook	\$1,654	\$4,200	\$1,800	\$4,200	\$0	0.00%
	Mentoring	\$149	\$2,600	\$1,600	\$2,600	\$0	0.00%
	Tristate Consortium	\$7,140	\$14,000	\$8,000	\$14,000	\$0	0.00%
	Sup't Conference Days	\$2,950	\$3,000	\$2,000	\$3,000	\$0	0.00%
	Staff Development	\$13,397	\$35,000	\$30,000	\$30,000	(\$5,000)	(14.29%)
	Arts in Education	\$3,450	\$6,500	\$6,000	\$6,500	\$0	0.00%
	Westchester Teacher Center	\$15,640	\$17,000	\$16,000	\$17,000	\$0	0.00%
	Outside Education Evaluator	\$30,000	\$30,000	\$20,000	\$15,000	(\$15,000)	(50.00%)
	Cultural Arts Program	\$0	\$5,000	\$2,000	\$5,000	\$0	0.00%
	Annual Cost Copiers	\$162,503	\$170,000	\$180,000	\$185,000	\$15,000	8.82%
	District Mailing	\$16,438	\$25,000	\$25,000	\$25,000	\$0	0.00%
	Equipment (Printing/Mailing)	\$7,425	\$6,500	\$6,500	\$6,500	\$0	0.00%
	School Security	\$129,245	\$185,000	\$160,000	\$185,000	\$0	0.00%
		\$458,258	\$618,188	\$506,400	\$621,719	\$3,531	0.57%
2110.450	Supplies						
	Paper- District Copiers	\$85,286	\$65,000	\$75,000	\$75,000	\$10,000	15.38%
	Elementary	\$51,953	\$52,850	\$51,000	\$51,500	(\$1,350)	(2.55%)
	Middle School	\$52,384	\$51,476	\$45,000	\$50,478	(\$998)	(1.94%)
	High School	\$60,812	\$55,780	\$45,000	\$59,630	\$3,850	6.90%
		\$250,435	\$225,106	\$216,000	\$236,608	\$11,502	5.11%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2017-18**

FUNCTION	CATEGORY	2015-16 ACTUAL EXPENDITURES	2016-17 ADOPTED BUDGET	2016-17 ESTIMATED END OF YEAR	2017-18 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
2110.480	Textbooks						
	District Curriculum-Math	\$32,996	\$0	\$10,000	\$10,000	\$10,000	0.00%
	District Curriculum-Foreign Language	\$0	\$10,000	\$10,000	\$0	(\$10,000)	(100.00%)
	District Curriculum-Science	\$19,529	\$10,000	\$10,000	\$13,000	\$3,000	30.00%
	Elementary	\$15,889	\$17,800	\$15,000	\$29,500	\$11,700	65.73%
	Middle School	\$42,265	\$21,935	\$20,000	\$34,407	\$12,472	56.86%
	High School	\$53,318	\$25,990	\$25,000	\$36,466	\$10,476	40.31%
	Non-Public	\$9,722	\$15,000	\$10,000	\$15,000	\$0	0.00%
		<u>\$173,719</u>	<u>\$100,725</u>	<u>\$100,000</u>	<u>\$138,373</u>	<u>\$37,648</u>	<u>37.38%</u>
2110.490	BOCES						
	Occupational Education	\$45,653	\$115,000	\$60,000	\$90,000	(\$25,000)	(21.74%)
	IDE/LATI/Coaching	\$90,000	\$90,000	\$90,000	\$20,000	(\$70,000)	(77.78%)
	ELA Professional Development	\$0	\$0	\$0	\$60,000	\$60,000	0.00%
	Alternative/GED	\$0	\$32,500	\$0	\$32,500	\$0	0.00%
	BOCES Staff Development	\$51,915	\$30,000	\$45,000	\$50,000	\$20,000	66.67%
	Institute Excellence	\$544	\$2,500	\$0	\$2,500	\$0	0.00%
	Information and Administrative Mgt. Services	\$98,885	\$145,000	\$115,000	\$107,696	(\$37,304)	(25.73%)
		<u>\$286,997</u>	<u>\$415,000</u>	<u>\$310,000</u>	<u>\$362,696</u>	<u>(\$52,304)</u>	<u>(12.60%)</u>
TOTAL TEACHING		\$14,427,613	\$15,705,660	\$14,992,315	\$16,557,596	\$851,936	5.42%

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 2017-2018 summer school programs are shown in the Interfund Transfer - Special Aid Fund as required by the State Education Department. This year's budget includes a full time Special Education Supervisor.

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.

BOCES Program Descriptions:

Intensive Services Programs

The services are designed to meet the unique needs of a special population of disabled students. Although these students may be able to function in a program within the setting of a local school, they need intensive support services as part of their ongoing program.

Project AIM - This program employs a high staff-to-student ratio to provide educational services to students with autism and other pervasive developmental disabilities. The program serves students requiring intensive intervention to remain focused on a task, relate to adults and peers, and develop cognitive, social and self-help skills.

Communications Development - This program is designed to serve students who exhibit a significant disability in language and social skills. It has a language-based intervention focus.

Experiential Learning - This program is designed to serve the needs of students aged 5 through 21 with mental retardation by providing functional learning and community-based instruction.

Therapeutic Support - This program serves students with severe behavioral problems. The emphasis is on therapeutic intervention. Classes are designed to address students with behavioral problems who are most likely to respond to a reality based treatment plan.

Deaf/Hearing Impaired - This service provides direct instruction to identified students.

Intensive Day Treatment Program - This program is designed for students in a crisis phase of an emotional disorder. It provides 2-4 weeks of intensive services so that the students can be placed back in their home district in a special education setting. This program serves Middle and High School students.

Multiply Disabled

This program serves students who have two or more disabling conditions resulting in multi-sensory or motor deficiencies. Areas of development include self management, language, socialization, and fine motor activities. These students have severe development lags which require intense services.

Comprehensive Support Services

Adaptive physical education, occupational/speech therapy, teacher of the blind, physical therapy and adaptive physical education services provided by itinerant specialists are available to students placed in a BOCES self-contained program or as programmed within their own district schools.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2017-18**

FUNCTION	CATEGORY	2015-16 ACTUAL EXPENDITURES	2016-17 ADOPTED BUDGET	2016-17 ESTIMATED END OF YEAR	2017-18 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	<u>SPECIAL EDUCATION</u>						
2250.150	Instructional Salaries	\$2,995,904	\$3,207,903	\$3,200,000	\$3,429,319	\$221,416	6.90%
2250.160	Non-Instructional Salary	\$932,300	\$1,059,532	\$1,101,000	\$1,105,040	\$45,508	4.30%
2250.200	Equipment	\$8,861	\$8,900	\$7,000	\$8,900	\$0	0.00%
2250.400	Contract Services District (includes District based related services)	\$367,878	\$343,515	\$425,000	\$396,000	\$52,485	15.28%
		\$367,878	\$343,515	\$425,000	\$396,000	\$52,485	15.28%
2250.450	Supplies Special Education	\$22,468	\$14,900	\$15,000	\$19,000	\$4,100	27.52%
		\$22,468	\$14,900	\$15,000	\$19,000	\$4,100	27.52%
2250.470	Tuition and Related Services	\$808,252	\$1,118,850	\$924,000	\$917,500	(\$201,350)	(18.00%)
	County Maintenance	\$0	\$25,000	\$10,000	\$15,000	(\$10,000)	(40.00%)
	Homebound Tutoring	\$16,831	\$15,000	\$10,000	\$15,000	\$0	0.00%
	Settlements	\$343,895	\$50,000	\$150,000	\$100,000	\$50,000	100.00%
		\$1,168,978	\$1,208,850	\$1,094,000	\$1,047,500	(\$161,350)	(13.35%)
2250.480	Textbooks	\$5,008	\$6,500	\$5,000	\$6,500	\$0	0.00%
		\$5,008	\$6,500	\$5,000	\$6,500	\$0	0.00%
2250.490	BOCES Tuition & Related Services	\$444,725	\$534,386	\$325,000	\$724,928	\$190,542	35.66%
		\$444,725	\$534,386	\$325,000	\$724,928	\$190,542	35.66%
	TOTAL SPECIAL EDUCATION	\$5,946,122	\$6,384,486	\$6,172,000	\$6,737,187	\$352,701	5.52%

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
PROPOSED BUDGET 2017-18**

FUNCTION	CATEGORY	2015-16 ACTUAL EXPENDITURES	2016-17 ADOPTED BUDGET	2016-17 ESTIMATED END OF YEAR	2017-18 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>TEACHING SPECIAL SCHOOLS</u>							
2330.400	Drivers Education Contractual	\$8,370	\$25,000	\$0	\$0	(\$25,000)	(100.00%)
TOTAL TEACHING SPECIAL SCHOOLS		\$8,370	\$25,000	\$0	\$0	(\$25,000)	(100.00%)
<u>INSTRUCTIONAL MEDIA</u>							
2610.150	Instructional Salaries	\$208,203	\$213,589	\$216,000	\$194,212	(\$19,377)	(9.07%)
2610.160	Non-Instructional Salaries	\$85,454	\$99,045	\$95,000	\$99,045	\$0	0.00%
2610.200	Equipment						
	Elementary AV	\$998	\$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	\$4,900	\$3,400	\$3,400	\$3,400	\$0	0.00%
		<u>\$9,398</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	\$992	\$1,000	\$1,000	\$1,000	\$0	0.00%
	Middle School AV	\$985	\$985	\$800	\$985	\$0	0.00%
	High School AV	\$140	\$150	\$100	\$250	\$100	66.67%
	Elementary Library	\$0	\$0	\$0	\$0	\$0	0.00%
	Middle School Library	\$125	\$2,209	\$2,209	\$2,209	\$0	0.00%
	High School Library	\$1,905	\$4,226	\$4,000	\$4,226	\$0	0.00%
		<u>\$4,147</u>	<u>\$8,570</u>	<u>\$8,109</u>	<u>\$8,670</u>	<u>\$100</u>	<u>1.17%</u>
2610.450	Supplies						
	Elementary AV	\$1,116	\$1,000	\$1,000	\$1,500	\$500	50.00%
	Middle School AV	\$2,706	\$2,706	\$2,200	\$2,706	\$0	0.00%
	High School AV	\$750	\$750	\$500	\$750	\$0	0.00%
	Elementary Library	\$479	\$575	\$500	\$575	\$0	0.00%
	Middle School Library	\$717	\$1,574	\$1,250	\$1,574	\$0	0.00%
	High School Library	\$13	\$375	\$350	\$375	\$0	0.00%
		<u>\$5,781</u>	<u>\$6,980</u>	<u>\$5,800</u>	<u>\$7,480</u>	<u>\$500</u>	<u>7.16%</u>
2610.460	Books - Library Program	\$35,988	\$27,068	\$27,000	\$40,500	\$13,432	49.62%
TOTAL INSTRUCTIONAL MEDIA		\$348,971	\$363,152	\$359,809	\$357,807	(\$5,345)	(1.47%)

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 an 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.

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
PROPOSED BUDGET 2017-18**

FUNCTION	CATEGORY	2015-16 ACTUAL EXPENDITURES	2016-17 ADOPTED BUDGET	2016-17 ESTIMATED END OF YEAR	2017-18 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
TECHNOLOGY							
INSTRUCTIONAL TECHNOLOGY							
2630.150	Instructional Salaries	\$90,250	\$91,060	\$0	\$0	(\$91,060)	(100.00%)
2630.160	Non-Instructional Salaries	\$122,552	\$125,000	\$110,000	\$165,000	\$40,000	32.00%
2630.400	Contract Services	\$57,373	\$45,000	\$36,000	\$45,000	\$0	0.00%
2630.450	Supplies	\$18,334	\$14,000	\$19,000	\$18,000	\$4,000	28.57%
2630.460	Software Supplies	\$39,263	\$55,000	\$45,000	\$50,000	(\$5,000)	(9.09%)
2630.490	Computer Repairs	\$8,896	\$5,000	\$5,000	\$6,520	\$1,520	30.40%
2630.490	BOCES Local Area Network						
	LAN Support-Managed IT	\$424,406	\$490,000	\$565,000	\$410,653	(\$79,347)	(16.19%)
	Internet/Filter				\$48,120	\$48,120	0.00%
	Maintenance/Software Licenses/Warranties				\$48,071	\$48,071	0.00%
	Remote Backup				\$37,350	\$37,350	0.00%
	IReady				\$12,551	\$12,551	0.00%
	Online Database/Library/Software				\$43,500	\$43,500	0.00%
		\$424,406	\$490,000	\$565,000	\$600,245	\$110,245	22.50%
2630.490	Emerging Technology	\$102,850	\$125,000	\$90,000	\$90,000	(\$35,000)	(28.00%)
2630.490	BOCES Equipment Lease	\$399,019	\$225,000	\$225,000	\$250,000	\$25,000	11.11%
INSTRUCTIONAL TECHNOLOGY		\$1,262,943	\$1,175,060	\$1,095,000	\$1,224,765	\$49,705	4.23%
STUDENT SUPPORT SYSTEM ADMINISTRATIVE TECHNOLOGY							
2630.400	Eschool/IEP/Test Scoring	\$95,690	\$78,479	\$105,000	\$150,515	\$72,036	91.79%
STUDENT SUPPORT SYSTEM ADMINISTRATIVE TECHNOLOGY		\$95,690	\$78,479	\$105,000	\$150,515	\$72,036	91.79%
TOTAL TECHNOLOGY		\$1,358,633	\$1,253,539	\$1,200,000	\$1,375,280	\$121,741	9.71%

Pupil Services

Guidance

This category includes provision for six full-time counselors, with one serving as Director of Guidance/College Placement, and 2.0 social workers. This category also includes two full-time clerical positions. There is a proposal to increase staffing by .2 FTE at Hillside to support the new social emotional program.

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 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 program include 4.6 school psychologists.

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2017-18**

FUNCTION	CATEGORY	2015-16 ACTUAL EXPENDITURES	2016-17 ADOPTED BUDGET	2016-17 ESTIMATED END OF YEAR	2017-18 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>PUPIL SERVICES - GUIDANCE</u>							
2810.150	Instructional Salaries	\$875,457	\$906,453	\$934,000	\$993,000	\$86,547	9.55%
	Summer Work	\$40,104	\$35,000	\$45,000	\$50,000	\$15,000	42.86%
	Total Instructional Salaries	\$915,561	\$941,453	\$979,000	\$1,043,000	\$101,547	10.79%
2810.160	Non-Instructional Salaries	\$89,992	\$115,000	\$98,000	\$107,000	(\$8,000)	(6.96%)
2810.400	Contract Services						
	Middle School	\$0	\$1,500	\$1,700	\$1,500	\$0	0.00%
	High School	\$4,555	\$4,500	\$3,500	\$4,500	\$0	0.00%
		\$4,555	\$6,000	\$5,200	\$6,000	\$0	0.00%
2810.450	Supplies						
	Social Worker	\$0	\$0	\$0	\$500	\$500	0.00%
	Middle School	\$1,135	\$1,400	\$1,400	\$1,400	\$0	0.00%
	High School	\$3,880	\$4,000	\$3,500	\$4,000	\$0	0.00%
	Total Supplies	\$5,015	\$5,400	\$4,900	\$5,900	\$500	9.26%
2810.470	Homebound Instruction	\$9,941	\$10,000	\$12,500	\$12,500	\$2,500	25.00%
2810.490	BOCES/Naviance	\$2,550	\$3,500	\$3,500	\$3,500	\$0	0.00%
TOTAL PUPIL SERVICES - GUIDANCE		\$1,027,814	\$1,081,353	\$1,103,100	\$1,177,900	\$96,547	8.93%
<u>PUPIL SERVICES - HEALTH</u>							
2815.160	Salaries						
	Nurses	\$226,753	\$226,630	\$219,000	\$247,500	\$20,870	9.21%
	Summer Work	\$7,160	\$7,000	\$7,200	\$7,500	\$500	7.14%
	Doctor	\$12,846	\$12,846	\$12,846	\$12,846	\$0	0.00%
2815.400	Health Services						
	Other Districts	\$49,133	\$37,000	\$50,000	\$55,000	\$18,000	48.65%
	Sub Nurses/Contract	\$15,516	\$11,500	\$16,000	\$17,000	\$5,500	47.83%
		\$64,649	\$48,500	\$66,000	\$72,000	\$23,500	48.45%
2815.450	Supplies	\$9,044	\$9,000	\$9,000	\$9,000	\$0	0.00%
TOTAL PUPIL SERVICES - HEALTH		\$320,452	\$303,976	\$314,046	\$348,846	\$44,870	14.76%
<u>PUPIL SERVICES - PSYCHOLOGIST</u>							
2820.150	Instructional Salaries	\$450,253	\$515,294	\$475,000	\$515,294	\$0	0.00%
	Summer Work	\$0	\$5,000	\$0	\$5,000	\$0	0.00%
	Total Instructional Salaries	\$450,253	\$520,294	\$475,000	\$520,294	\$0	0.00%
2820.400	Contract Services						
	Middle School	\$448	\$500	\$500	\$500	\$0	0.00%
	High School	\$0	\$0	\$500	\$0	\$0	0.00%
		\$448	\$500	\$1,000	\$500	\$0	0.00%
2820.450	Supplies						
	Elementary	\$1,930	\$1,900	\$600	\$1,900	\$0	0.00%
	Middle School	\$1,333	\$1,900	\$1,200	\$1,900	\$0	0.00%
	High School	\$1,506	\$1,900	\$1,700	\$1,900	\$0	0.00%
		\$4,769	\$5,700	\$3,500	\$5,700	\$0	0.00%
TOTAL PUPIL SERVICES - PSYCHOLOGIST		\$455,470	\$526,494	\$479,500	\$526,494	\$0	0.00%

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 their 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.

The budget reflects contingency coaching positions for teams that may require additional staff.

This budget includes a proposal for a merged hockey program.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2017-18**

FUNCTION	CATEGORY	2015-16 ACTUAL EXPENDITURES	2016-17 ADOPTED BUDGET	2016-17 ESTIMATED END OF YEAR	2017-18 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>CO-CURRICULAR ACTIVITIES</u>							
2850 150	Co-Curricular Salaries	\$293,085	\$325,050	\$310,000	\$325,050	\$0	0.00%
2850.400	Contract Services	\$22,925	\$24,000	\$28,000	\$40,700	\$16,700	69.58%
	Hillside Theater	\$3,711	\$4,000	\$4,000	\$4,500	\$500	12.50%
	Middle School	\$11,168	\$8,552	\$9,500	\$9,552	\$1,000	11.69%
	Middle School Theater	\$5,962	\$6,000	\$6,000	\$6,500	\$500	8.33%
	High School	\$24,663	\$16,000	\$11,000	\$16,000	\$0	0.00%
	High School Theater	\$11,141	\$9,143	\$9,143	\$10,000	\$857	9.37%
	Community Service	\$3,842	\$6,000	\$5,000	\$6,000	\$0	0.00%
		\$83,412	\$73,695	\$72,643	\$93,252	\$19,557	26.54%
TOTAL CO-CURRICULAR ACTIVITIES		\$376,497	\$398,745	\$382,643	\$418,302	\$19,557	4.90%
<u>INTERSCHOLASTIC ATHLETICS</u>							
2855 150	Salaries						
	Athletic Director	\$110,514	\$113,829	\$113,829	\$117,250	\$3,421	3.01%
	Coaching	\$252,568	\$305,000	\$290,000	\$315,000	\$10,000	3.28%
	Intramurals	\$14,766	\$15,000	\$15,000	\$17,000	\$2,000	13.33%
	Timers, Security	\$13,823	\$12,000	\$10,000	\$14,700	\$2,700	22.50%
		\$391,671	\$445,829	\$428,829	\$463,950	\$18,121	4.06%
2855 160	Non-Instructional Salary	\$45,431	\$48,000	\$46,500	\$48,000	\$0	0.00%
2855.200	Equipment MS/HS	\$63,608	\$25,000	\$25,000	\$45,000	\$20,000	80.00%
2855 400	Contract Services						
	Field Rental for practice	\$4,728	\$15,000	\$20,000	\$15,000	\$0	0.00%
	Games Supervision	\$525	\$3,000	\$2,000	\$3,000	\$0	0.00%
	Cleaning/Repairs	\$11,389	\$16,000	\$16,000	\$17,000	\$1,000	6.25%
	Fees	\$7,944	\$8,000	\$8,000	\$8,000	\$0	0.00%
	Dues	\$3,925	\$4,000	\$3,000	\$4,000	\$0	0.00%
	Officials	\$900	\$12,000	\$12,000	\$10,000	(\$2,000)	(16.67%)
	Sports Trainer	\$30,000	\$30,000	\$30,000	\$40,000	\$10,000	33.33%
	Quad Village-Merged Sports	\$8,186	\$15,000	\$9,500	\$45,000	\$30,000	200.00%
		\$67,597	\$103,000	\$100,500	\$142,000	\$39,000	37.86%
2855.450	Supplies	\$60,277	\$60,023	\$55,000	\$60,023	\$0	0.00%
2855 490	BOCES Interscholastic Services	\$73,191	\$71,773	\$70,366	\$72,773	\$1,000	1.39%
TOTAL INTERSCHOLASTIC ATHLETICS		\$701,775	\$753,625	\$726,195	\$831,746	\$78,121	10.37%
TOTAL INSTRUCTION		\$26,516,719	\$28,473,813	\$27,317,028	\$29,980,992	\$1,507,179	5.29%

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 district 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.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2017-18**

FUNCTION	CATEGORY	2015-16 ACTUAL EXPENDITURES	2016-17 ADOPTED BUDGET	2016-17 ESTIMATED END OF YEAR	2017-18 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	TRANSPORTATION						
5510.160	In-District Salary	\$19,716	\$20,307	\$19,104	\$20,307	\$0	0.00%
5540.400	Out of District Consortium	\$849,619	\$985,000	\$910,000	\$960,000	(\$25,000)	(2.54%)
5540.400	In-District Contract	\$232,589	\$295,000	\$260,000	\$365,000	\$70,000	23.73%
5540.400	Sports	\$142,165	\$175,000	\$160,000	\$175,000	\$0	0.00%
5540.400	Bond Sports Transportation Practice		\$40,000	\$27,500	\$25,000	(\$15,000)	(37.50%)
5550.400	Public Service	\$0	\$5,150	\$0	\$5,150	\$0	0.00%
	TOTAL TRANSPORTATION	\$1,244,089	\$1,520,457	\$1,376,604	\$1,550,457	\$30,000	1.97%

UNDISTRIBUTED

Employee Benefits

Employee Retirement System (ERS)

The program is financed by a district contribution to a six-tier system. The rate is 15.8% for the 2017-2018 school year.

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 11.72% to 9.8% in 2017-2018.

Social Security

For the calendar year 2017, the social security tax rate will remain at 7.65%. For the calendar year 2017, the maximum wage subject to the social security tax will increase by \$127,200. 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 3.5 % for the 2017-2018 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
PROPOSED BUDGET 2017-18**

FUNCTION	CATEGORY	2015-16 ACTUAL EXPENDITURES	2016-17 ADOPTED BUDGET	2016-17 ESTIMATED END OF YEAR	2017-18 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	UNDISTRIBUTED EXPENSES						
	<u>EMPLOYEE BENEFITS</u>						
9010.800	Non-Teacher Retirement	\$634,470	\$750,000	\$675,000	\$660,000	(\$90,000)	(12.00%)
9020.800	Teacher Retirement	\$2,604,267	\$2,567,226	\$2,450,000	\$2,387,155	(\$180,071)	(7.01%)
9030.800	Social Security	\$1,764,703	\$1,925,000	\$1,865,000	\$2,014,250	\$89,250	4.64%
9040.800	Workers' Compensation	\$167,308	\$168,000	\$171,740	\$190,687	\$22,687	13.50%
9045.800	Life Insurance	\$7,875	\$10,000	\$10,000	\$11,000	\$1,000	10.00%
9050.800	Unemployment Insurance	\$15,261	\$20,000	\$10,000	\$20,000	\$0	0.00%
9060.150	Health Insurance Waiver - Instructional	\$149,740	\$0	\$180,000	\$165,000	\$165,000	0.00%
9060.160	Health Insurance Waiver-Non-Instructional	\$140,546	\$0	\$150,000	\$165,000	\$165,000	0.00%
9060.800	Health Insurance	\$4,592,738	\$5,405,000	\$5,025,000	\$5,457,950	\$52,950	0.98%
9070.800	CSEA Welfare Fund	\$76,000	\$79,000	\$78,000	\$81,000	\$2,000	2.53%
9070.800	HTA Welfare Fund	\$250,466	\$265,000	\$255,000	\$272,500	\$7,500	2.83%
9089.490	Employee Assistance Program	\$1,271	\$6,000	\$6,000	\$6,000	\$0	0.00%
9089.800	Employee Benefits Other - TSA	\$17,628	\$17,628	\$17,628	\$0	(\$17,628)	(100.00%)
	TOTAL EMPLOYEE BENEFITS	\$10,422,273	\$11,212,854	\$10,893,368	\$11,430,542	\$217,688	1.94%

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 1993 and in May 2001, both of these were refinanced which resulted in a \$150,000 saving over 4 years.

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

-New doors	\$50,000
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High School/Middle School

-New doors	\$ 100,000
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Districtwide

-Refurbishment of bathrooms	\$150,000
-Classroom floors	
-Paving	

Grand Total	\$ 300,000
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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
PROPOSED BUDGET 2017-18**

FUNCTION	CATEGORY	2015-16 ACTUAL EXPENDITURES	2016-17 ADOPTED BUDGET	2016-17 ESTIMATED END OF YEAR	2017-18 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>DEBT SERVICE</u>							
9711.600	Principal - Serial Bonds - Capital Improvement 2001	\$955,000	\$925,000	\$925,000	\$0	(\$925,000)	(100.00%)
	Principal - (BOND) - Capital Improvement 2014	\$0	\$0	\$0	\$420,701	\$420,701	0.00%
9711.700	Interest - Serial Bonds - Capital Improvement 2001	\$0	\$18,500	\$18,500	\$0	(\$18,500)	(100.00%)
	Interest - (BOND) - Capital Improvement 2014	\$0	\$0	\$0	\$236,490	\$236,490	0.00%
9731.700	Interest - Bond Anticipation Note	\$0	\$17,120	\$17,120	\$0	(\$17,120)	(100.00%)
9785.600	Principal - Installment Purchase Debt	\$104,090	\$97,402	\$97,402	\$97,402	\$0	0.00%
9785.700	Interest - Installment Purchase Debt	\$47,390	\$54,078	\$54,078	\$54,078	\$0	0.00%
TOTAL DEBT SERVICE		\$1,106,480	\$1,112,100	\$1,112,100	\$808,671	(\$303,429)	(27.28%)
<u>INTERFUND TRANSFERS</u>							
9950.000	Capital Fund - Regular	\$100,000	\$400,000	\$400,000	\$300,000	(\$100,000)	(25.00%)
	Capital Reserve Fund	\$750,000	\$0	\$0	\$0	\$0	0.00%
	Special Aid Fund	\$59,143	\$45,000	\$40,000	\$45,000	\$0	0.00%
TOTAL INTERFUND TRANSFER		\$909,143	\$445,000	\$440,000	\$345,000	(\$100,000)	(22.47%)
TOTAL UNDISTRIBUTED		\$12,437,896	\$12,769,954	\$12,445,468	\$12,584,213	(\$185,741)	(1.45%)
TOTAL GENERAL FUND BUDGET		\$44,874,770	\$47,082,130	\$45,388,714	\$48,454,314	\$1,372,184	2.91%

PROPOSED COMPONENT BUDGET 2017-2018

	2017-18 PROPOSED <u>BUDGET</u>	2017-18 <u>ADMIN</u>	2017-18 <u>PROGRAM</u>	2017-18 <u>CAPITAL</u>
GENERAL SUPPORT				
Board of Education	\$71,918	\$71,918		
Central Administration	\$454,512	\$454,512		
Finance	\$628,755	\$628,755		
Legal	\$170,000	\$15,000	\$145,000	\$10,000.00
Personnel	\$8,000	\$6,000	\$2,000	
Public Information	\$51,449	\$51,449		
Central Services				
Operations	\$2,169,325			\$2,169,325
Maintenance	\$333,079			\$333,079
Special Items				
Insurance/Other	\$451,614	\$451,614		
Refund of Real Property Tax	\$0	\$0		
TOTAL GENERAL SUPPORT	\$4,338,652	\$1,679,248	\$147,000	\$2,512,404
INSTRUCTION				
Curriculum Development	\$230,220	\$230,220		
Supervision	\$1,419,614	\$1,419,614		
Teaching	\$16,557,596		\$16,557,596	
Special Education	\$6,737,187		\$6,737,187	
Teaching Special Schools	\$0		\$0	
Instructional Media	\$357,807		\$357,807	
Technology	\$1,375,280		\$1,375,280	
Pupil Services:				
Guidance	\$1,177,900		\$1,177,900	
Health	\$348,846		\$348,846	
Psychological Services	\$526,494		\$526,494	
Co-curricular Activities	\$418,302		\$418,302	
Interscholastic Athletics	\$831,746		\$831,746	
TOTAL INSTRUCTION	\$29,980,992	\$1,649,834	\$28,331,158	\$0

PROPOSED COMPONENT BUDGET 2017-2018

	2017-18 PROPOSED <u>BUDGET</u>	2017-18 <u>ADMIN</u>	2017-18 <u>PROGRAM</u>	2017-18 <u>CAPITAL</u>
TRANSPORTATION	\$1,550,457		\$1,550,457	
UNDISTRIBUTED				
Employee Benefits	\$11,430,542	\$1,180,065	\$9,514,332	\$736,145
Debt Service	\$808,671			\$808,671
Interfund Transfer:				
To Capital Fund	\$300,000			\$300,000
Capital Reserve Fund	\$0			
To Special Aid	\$45,000		\$45,000	
TOTAL UNDISTRIBUTED	\$12,584,213	\$1,180,065	\$9,559,332	\$1,844,816
TOTAL EXPENDITURES	\$48,454,314	\$4,509,147	\$39,587,947	\$4,357,220

COMPARISON OF 2016-17 ADOPTED BUDGET TO 2017-18 THREE COMPONENT PROPOSED BUDGET

	2016-17 ADOPTED <u>BUDGET</u>	2017-18 PROPOSED <u>BUDGET</u>
ADMINISTRATIVE	\$4,435,536	\$4,509,147
PROGRAM	\$37,886,644	\$39,587,947
CAPITAL	<u>\$4,759,950</u>	<u>\$4,357,220</u>
TOTALS	\$47,082,130	\$48,454,314

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.

Property Tax Report Card

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

	Budgeted 2016-17 (A)	Proposed Budget 2017-18 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	47,082,130	48,454,314	2.91%
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	38,075,010	38,704,314	1.65%
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)	38,075,010	38,704,314	1.65%
F. Permissible Exclusions to the School Tax Levy Limit	608,588	0	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	37,488,203	39,055,650	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	37,466,422	38,704,314	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	21,781	351,336	
Public School Enrollment	1,609	1,635	1.62%
Consumer Price Index			1.26%

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 2017-18, includes any carryover from 2016-17 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2016-17 (D)	Estimated 2017-18 (E)
Adjusted Restricted Fund Balance	4,913,558	3,468,000
Assigned Appropriate Fund Balance	2,967,120	3,215,000
Adjusted Unrestricted Fund Balance	1,797,586	1,937,172
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.82%	4.00%

APPENDIX B.
School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2016-17 School Year	Budget Proposed for the 2017-18 School Year	Contingency Budget for the 2017-18 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$47,082,130	\$48,454,314	\$47,825,010
Increase/Decrease for the 2017-18 School Year		\$1,372,184	\$742,880
Percentage Increase/Decrease in Proposed Budget		2.91 %	1.58%
Change in the Consumer Price Index		1.26 %	
A. Proposed Levy to Support the Total Budgeted Amount, Net of Reserve	\$38,075,010	\$38,704,314	
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)	\$38,075,010	\$38,704,314	\$38,075,010
F. Total Permissible Exclusions	\$608,588	\$0	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$37,488,203	\$39,055,650	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$37,466,422	\$38,704,314	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$21,781	\$351,336	
Administrative Component	\$4,435,536	\$4,509,147	\$4,445,147
Program Component	\$37,886,644	\$39,587,947	\$39,022,643
Capital Component	\$4,759,950	\$4,357,220	\$4,357,220
<p>* Provide a statement of assumptions made in projecting a contingency budget for the 2017-18 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>	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 2017-18 School Year

Estimated Basic STAR Exemption Savings¹

\$2,406

The annual budget vote for the fiscal year 2017-2018 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 16, 2017 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 \$132,000.00 for 2017-18.

<u>Position</u>	<u>Compensation</u>	
Superintendent	Contract Salary	\$259,384
	Employee Benefit	
	Annuity	\$18,157
	Health Insurance	\$0
	Dental/Vision/Life/Dis	\$5,800
	Social Security	\$11,647
	Teachers' Retirement Sys	<u>\$30,400</u>
	Total Benefits	\$66,004.
	Other: Auto Allowance	\$4,800
Director of Curriculum	Contract Salary	\$174,403
High School Principal	Contract Salary	\$187,772
Middle School Principal	Contract Salary	\$198,923
Elementary School Prin.	Contract Salary	\$145,117
Director of Special Education Services	Contract Salary	\$174,403
High School Assistant Principal	Contract Salary	\$159,583
District Treasurer	Contract Salary	\$149,719

NOTE: The above figures are the Administrators' compensation for 2016-17. Salaries for 2017-18 will be based upon year-end evaluations.

APPENDIX D.

HASTINGS-ON-HUDSON UFSD - SCHOOL REPORT CARD DATA [2015 - 16]

HASTINGS-ON-HUDSON UFSD ENROLLMENT (2015 - 16)

K-12 ENROLLMENT

1,573

ENROLLMENT BY GENDER

MALE

FEMALE

797

51%

776

49%

ENROLLMENT BY ETHNICITY

GROUP

TOTAL

PERCENT

BLACK OR AFRICAN AMERICAN	41	3%
HISPANIC OR LATINO	168	11%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	95	6%
WHITE	1,180	75%
MULTIRACIAL	89	6%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

21

1%

188

12%

83

5%

ENROLLMENT BY GRADE

GROUP

TOTAL

PERCENT

K (FULL DAY)	117	7%
1ST GRADE	105	7%
2ND GRADE	99	6%
3RD GRADE	123	8%
4TH GRADE	118	8%
5TH GRADE	134	9%
6TH GRADE	118	8%
UNGRADED ELEMENTARY	5	0%
7TH GRADE	128	8%
8TH GRADE	124	8%
9TH GRADE	126	8%
10TH GRADE	126	8%
11TH GRADE	111	7%
12TH GRADE	139	9%

AVERAGE CLASS SIZE (2015 - 16)

GROUP	CLASS SIZE
COMMON BRANCH	21
GRADE 8 ENGLISH	24
GRADE 8 MATHEMATICS	25
GRADE 8 SCIENCE	25
GRADE 8 SOCIAL STUDIES	25
GRADE 10 ENGLISH	18
GRADE 10 MATHEMATICS	17
GRADE 10 SCIENCE	17
GRADE 10 SOCIAL STUDIES	21

FREE AND REDUCED-PRICE LUNCH (2015 - 16)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
60	4%
22	1%

STUDENT SUSPENSIONS (2014 - 15)

18	1%
----	----

TEACHER QUALIFICATIONS (2015 - 16)

TOTAL TEACHERS	146
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	3%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	3%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	58%
TOTAL NUMBER OF CORE CLASSES	410
PERCENT NOT TAUGHT BY HIGHLY QUALIFIED TEACHERS IN THIS DISTRICT	410
TOTAL NUMBER OF CLASSES	584
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	3%

HIGH SCHOOL COMPLETERS (2015 - 16)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)		GRADUATES (REGENTS + LOCAL DIPLOMAS)		REGENTS DIPLOMA	
ALL STUDENTS		145		144	143	99%
GENERAL EDUCATION		127		127	127	100%
STUDENTS WITH DISABILITIES		18		17	16	94%

GROUP	REGENTS WITH ADVANCED DESIGNATION		REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
ALL STUDENTS	83	58%	0	0%	1	1%	1	1%
GENERAL EDUCATION	83	65%	0	0%	0	0%	0	0%
STUDENTS WITH DISABILITIES	0	0%	0	0%	1	6%	1	6%

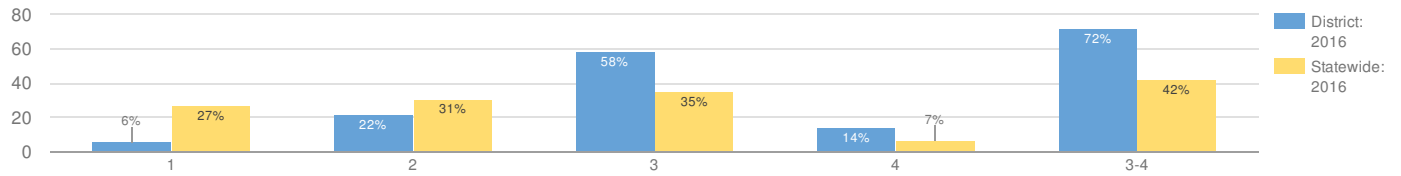
POST-GRADUATION PLANS OF COMPLETERS (2015 - 16)

GROUP	TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
ALL STUDENTS	126	87%	9	6%	1	1%	1	1%
GENERAL EDUCATION	117	92%	5	4%	1	1%	0	0%
STUDENTS WITH DISABILITIES	9	50%	4	22%	0	0%	1	6%

GROUP	TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLANS UNKNOWN	
ALL STUDENTS	0	0%	0	0%	1	1%	7	5%
GENERAL EDUCATION	0	0%	0	0%	1	1%	3	2%
STUDENTS WITH DISABILITIES	0	0%	0	0%	0	0%	4	22%

GRADE 3 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

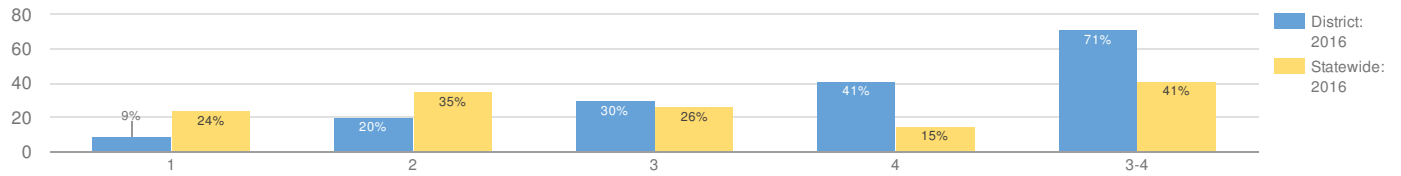


MEAN SCORE: 328

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	93	72%	6	6%	20	22%	54	58%	13	14%
GENERAL EDUCATION	86	74%	4	5%	18	21%	51	59%	13	15%
STUDENTS WITH DISABILITIES	7	43%	2	29%	2	29%	3	43%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	11	36%	2	18%	5	45%	4	36%	0	0%
WHITE	64	75%	2	3%	14	22%	39	61%	9	14%
MULTIRACIAL	9	100%	0	0%	0	0%	6	67%	3	33%
SMALL GROUP TOTAL	9	67%	2	22%	1	11%	5	56%	1	11%
FEMALE	46	72%	3	7%	10	22%	25	54%	8	17%
MALE	47	72%	3	6%	10	21%	29	62%	5	11%
NON-ENGLISH LANGUAGE LEARNERS	90	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	89	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	93	72%	6	6%	20	22%	54	58%	13	14%

GRADE 4 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

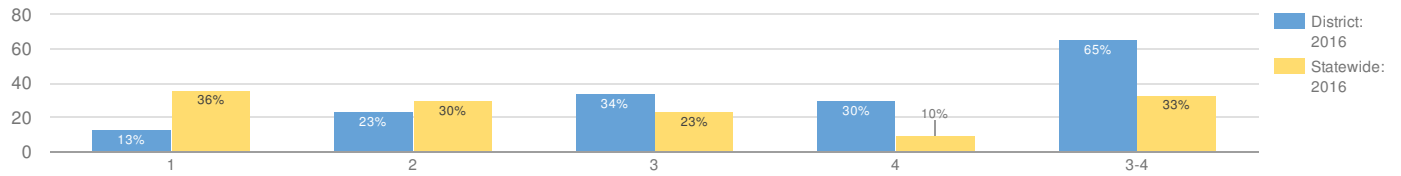


MEAN SCORE: 327

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	100	71%	9	9%	20	20%	30	30%	41	41%
GENERAL EDUCATION	94	76%	4	4%	19	20%	30	32%	41	44%
STUDENTS WITH DISABILITIES	6	0%	5	83%	1	17%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	60%	0	0%	2	40%	2	40%	1	20%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	57%	2	29%	1	14%	2	29%	2	29%
WHITE	81	73%	6	7%	16	20%	24	30%	35	43%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	71%	1	14%	1	14%	2	29%	3	43%
FEMALE	40	80%	1	3%	7	18%	10	25%	22	55%
MALE	60	65%	8	13%	13	22%	20	33%	19	32%
NON-ENGLISH LANGUAGE LEARNERS	100	71%	9	9%	20	20%	30	30%	41	41%
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	98	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	100	71%	9	9%	20	20%	30	30%	41	41%

GRADE 5 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

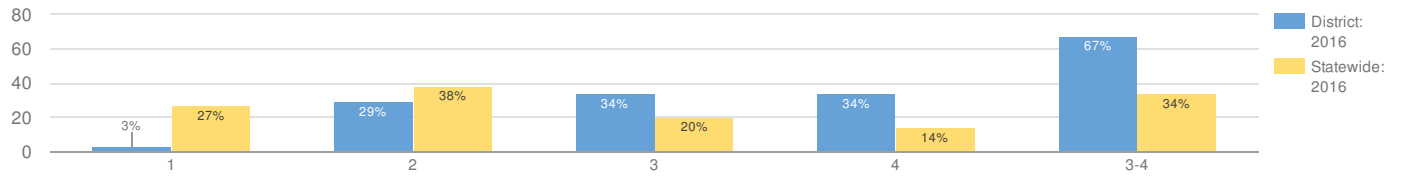


MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	96	65%	12	13%	22	23%	33	34%	29	30%
GENERAL EDUCATION	87	71%	4	5%	21	24%	33	38%	29	33%
STUDENTS WITH DISABILITIES	9	0%	8	89%	1	11%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	75%	0	0%	2	25%	2	25%	4	50%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	38%	2	25%	3	38%	2	25%	1	13%
WHITE	70	67%	9	13%	14	20%	27	39%	20	29%
MULTIRACIAL	7	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	60%	1	10%	3	30%	2	20%	4	40%
FEMALE	47	77%	4	9%	7	15%	15	32%	21	45%
MALE	49	53%	8	16%	15	31%	18	37%	8	16%
NON-ENGLISH LANGUAGE LEARNERS	95	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	5	40%	1	20%	2	40%	2	40%	0	0%
NOT ECONOMICALLY DISADVANTAGED	91	66%	11	12%	20	22%	31	34%	29	32%
NOT MIGRANT	96	65%	12	13%	22	23%	33	34%	29	30%

GRADE 6 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

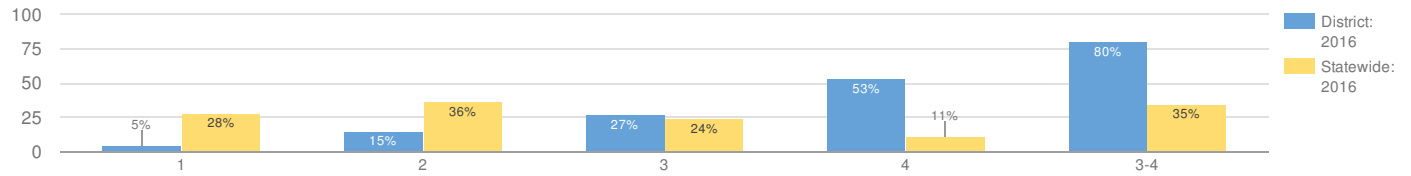


MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	92	67%	3	3%	27	29%	31	34%	31	34%
GENERAL EDUCATION	81	75%	0	0%	20	25%	31	38%	30	37%
STUDENTS WITH DISABILITIES	11	9%	3	27%	7	64%	0	0%	1	9%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	_%	_	_	_	_	_	_	_	_
BLACK OR AFRICAN AMERICAN	3	_%	_	_	_	_	_	_	_	_
HISPANIC OR LATINO	12	58%	2	17%	3	25%	3	25%	4	33%
WHITE	62	73%	0	0%	17	27%	24	39%	21	34%
MULTIRACIAL	8	75%	0	0%	2	25%	3	38%	3	38%
SMALL GROUP TOTAL	10	40%	1	10%	5	50%	1	10%	3	30%
FEMALE	43	65%	2	5%	13	30%	13	30%	15	35%
MALE	49	69%	1	2%	14	29%	18	37%	16	33%
NON-ENGLISH LANGUAGE LEARNERS	92	67%	3	3%	27	29%	31	34%	31	34%
ECONOMICALLY DISADVANTAGED	5	60%	0	0%	2	40%	2	40%	1	20%
NOT ECONOMICALLY DISADVANTAGED	87	68%	3	3%	25	29%	29	33%	30	34%
NOT MIGRANT	92	67%	3	3%	27	29%	31	34%	31	34%

GRADE 7 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

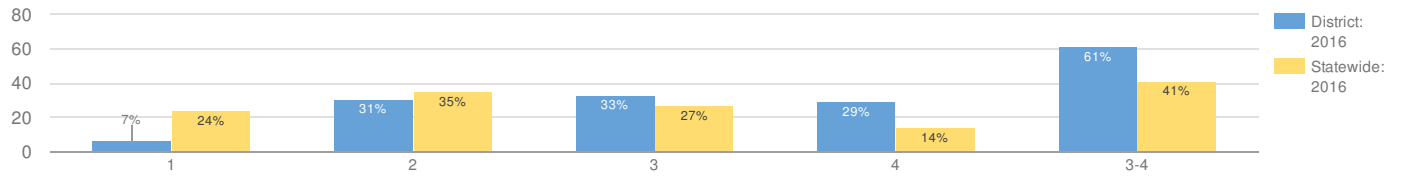


MEAN SCORE: 338

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	81	80%	4	5%	12	15%	22	27%	43	53%
GENERAL EDUCATION	71	89%	1	1%	7	10%	22	31%	41	58%
STUDENTS WITH DISABILITIES	10	20%	3	30%	5	50%	0	0%	2	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	33%	1	17%	3	50%	2	33%	0	0%
WHITE	69	84%	3	4%	8	12%	16	23%	42	61%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	83%	0	0%	1	17%	4	67%	1	17%
FEMALE	43	86%	2	5%	4	9%	17	40%	20	47%
MALE	38	74%	2	5%	8	21%	5	13%	23	61%
NON-ENGLISH LANGUAGE LEARNERS	81	80%	4	5%	12	15%	22	27%	43	53%
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	77	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	81	80%	4	5%	12	15%	22	27%	43	53%

GRADE 8 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

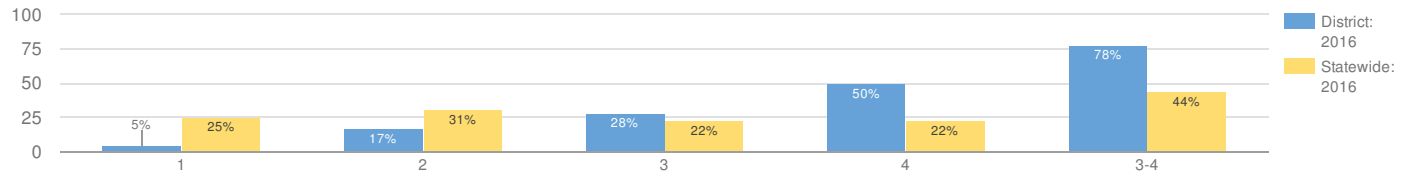


MEAN SCORE: 322

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	70	61%	5	7%	22	31%	23	33%	20	29%
GENERAL EDUCATION	59	73%	1	2%	15	25%	23	39%	20	34%
STUDENTS WITH DISABILITIES	11	0%	4	36%	7	64%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	56%	0	0%	4	44%	2	22%	3	33%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	40%	1	20%	2	40%	0	0%	2	40%
WHITE	51	65%	3	6%	15	29%	19	37%	14	27%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	60%	1	20%	1	20%	2	40%	1	20%
FEMALE	41	63%	3	7%	12	29%	10	24%	16	39%
MALE	29	59%	2	7%	10	34%	13	45%	4	14%
NON-ENGLISH LANGUAGE LEARNERS	69	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	5	40%	0	0%	3	60%	2	40%	0	0%
NOT ECONOMICALLY DISADVANTAGED	65	63%	5	8%	19	29%	21	32%	20	31%
NOT MIGRANT	70	61%	5	7%	22	31%	23	33%	20	29%

GRADE 3 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

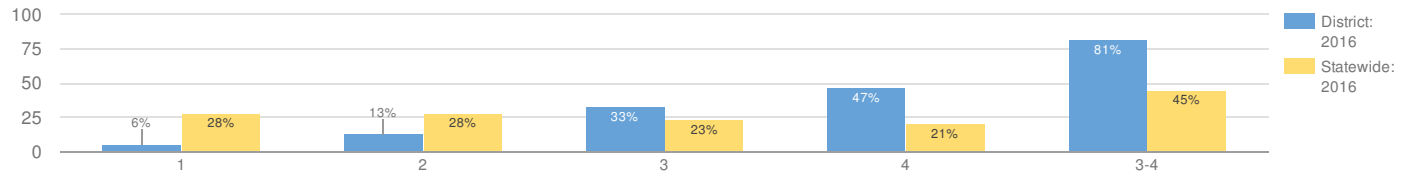


MEAN SCORE: 333

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	94	78%	5	5%	16	17%	26	28%	47	50%
GENERAL EDUCATION	87	80%	3	3%	14	16%	24	28%	46	53%
STUDENTS WITH DISABILITIES	7	43%	2	29%	2	29%	2	29%	1	14%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	11	36%	4	36%	3	27%	2	18%	2	18%
WHITE	65	85%	0	0%	10	15%	18	28%	37	57%
MULTIRACIAL	9	100%	0	0%	0	0%	4	44%	5	56%
SMALL GROUP TOTAL	9	56%	1	11%	3	33%	2	22%	3	33%
FEMALE	45	71%	1	2%	12	27%	14	31%	18	40%
MALE	49	84%	4	8%	4	8%	12	24%	29	59%
NON-ENGLISH LANGUAGE LEARNERS	92	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	90	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	94	78%	5	5%	16	17%	26	28%	47	50%

GRADE 4 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

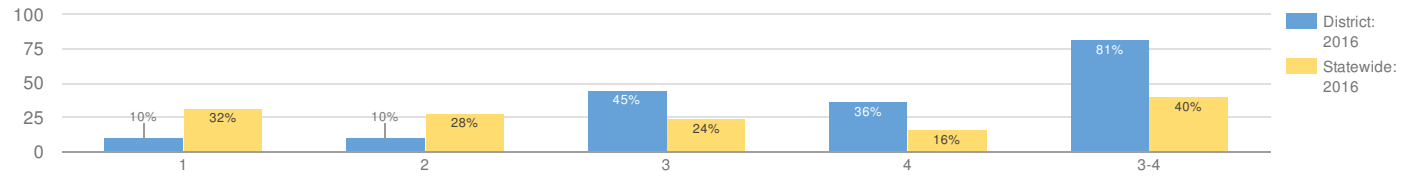


MEAN SCORE: 332

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	99	81%	6	6%	13	13%	33	33%	47	47%
GENERAL EDUCATION	93	86%	2	2%	11	12%	33	35%	47	51%
STUDENTS WITH DISABILITIES	6	0%	4	67%	2	33%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	100%	0	0%	0	0%	2	40%	3	60%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	43%	2	29%	2	29%	2	29%	1	14%
WHITE	80	83%	3	4%	11	14%	28	35%	38	48%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	86%	1	14%	0	0%	1	14%	5	71%
FEMALE	41	83%	0	0%	7	17%	19	46%	15	37%
MALE	58	79%	6	10%	6	10%	14	24%	32	55%
NON-ENGLISH LANGUAGE LEARNERS	99	81%	6	6%	13	13%	33	33%	47	47%
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	97	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	99	81%	6	6%	13	13%	33	33%	47	47%

GRADE 5 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

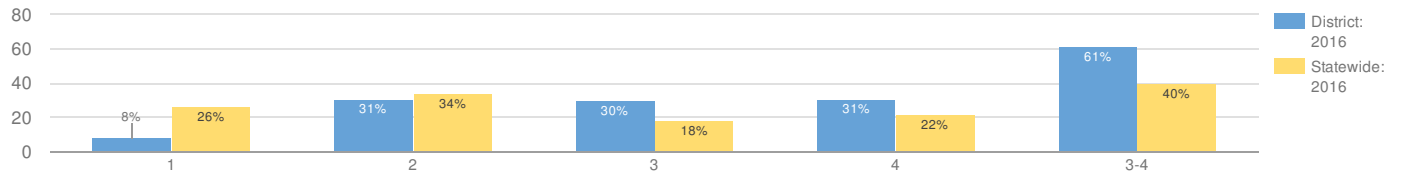


MEAN SCORE: 334

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	94	81%	9	10%	9	10%	42	45%	34	36%
GENERAL EDUCATION	85	87%	3	4%	8	9%	40	47%	34	40%
STUDENTS WITH DISABILITIES	9	22%	6	67%	1	11%	2	22%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	75%	0	0%	2	25%	5	63%	1	13%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	88%	0	0%	1	13%	4	50%	3	38%
WHITE	68	82%	6	9%	6	9%	30	44%	26	38%
MULTIRACIAL	7	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	70%	3	30%	0	0%	3	30%	4	40%
FEMALE	45	84%	4	9%	3	7%	23	51%	15	33%
MALE	49	78%	5	10%	6	12%	19	39%	19	39%
NON-ENGLISH LANGUAGE LEARNERS	92	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	90	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	94	81%	9	10%	9	10%	42	45%	34	36%

GRADE 6 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



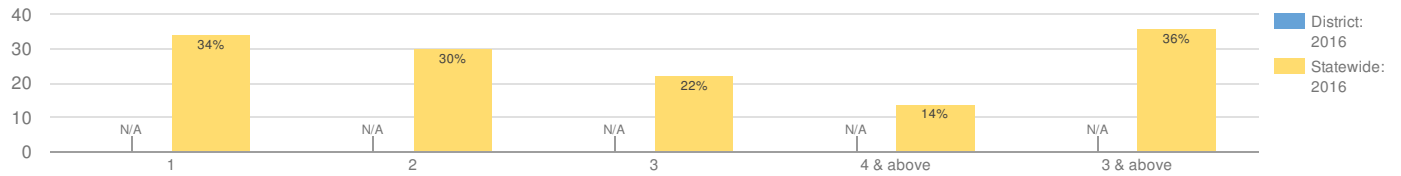
MEAN SCORE: 323

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	90	61%	7	8%	28	31%	27	30%	28	31%
GENERAL EDUCATION	78	69%	0	0%	24	31%	27	35%	27	35%
STUDENTS WITH DISABILITIES	12	8%	7	58%	4	33%	0	0%	1	8%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	6	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	12	33%	3	25%	5	42%	1	8%	3	25%
WHITE	62	63%	3	5%	20	32%	15	24%	24	39%
MULTIRACIAL	7	100%	0	0%	0	0%	6	86%	1	14%
SMALL GROUP TOTAL	9	56%	1	11%	3	33%	5	56%	0	0%
FEMALE	42	64%	5	12%	10	24%	13	31%	14	33%
MALE	48	58%	2	4%	18	38%	14	29%	14	29%
NON-ENGLISH LANGUAGE LEARNERS	90	61%	7	8%	28	31%	27	30%	28	31%
ECONOMICALLY DISADVANTAGED	6	33%	1	17%	3	50%	1	17%	1	17%
NOT ECONOMICALLY DISADVANTAGED	84	63%	6	7%	25	30%	26	31%	27	32%
NOT MIGRANT	90	61%	7	8%	28	31%	27	30%	28	31%

GRADE 7 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

Mean scores and data in the table for grade 7 math include only those for grade 7 students who took the Grade 7 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 7 students who took the Grade 7 NYSTP in Mathematics and grade 7 students who took a Regents math test in lieu of the NYSTP. For 2014 and earlier, data in the bar charts include only those for grade 7 students who took the Grade 7 NYSTP.



MEAN SCORE: 327

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	73	70%	8	11%	14	19%	35	48%	16	22%
GENERAL EDUCATION	64	77%	2	3%	13	20%	33	52%	16	25%
STUDENTS WITH DISABILITIES	9	22%	6	67%	1	11%	2	22%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	0%	1	20%	4	80%	0	0%	0	0%
WHITE	63	76%	7	11%	8	13%	33	52%	15	24%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	60%	0	0%	2	40%	2	40%	1	20%
FEMALE	38	66%	5	13%	8	21%	17	45%	8	21%
MALE	35	74%	3	9%	6	17%	18	51%	8	23%
NON-ENGLISH LANGUAGE LEARNERS	72	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	69	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	73	70%	8	11%	14	19%	35	48%	16	22%

GRADE 7 STUDENTS TAKING A REGENTS MATH TEST

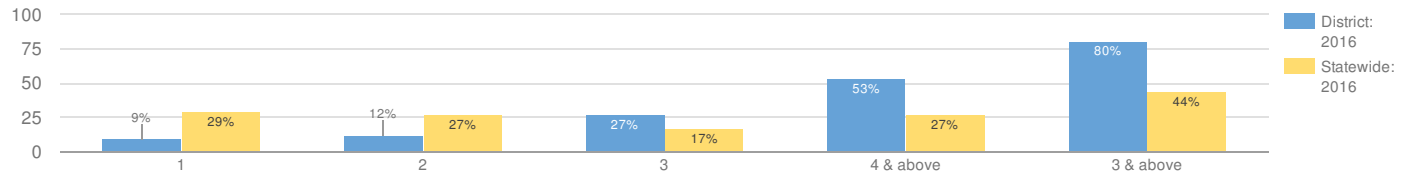
Accelerated grade 7 students who took a Regents math test in lieu of the Grade 7 NYSTP in Mathematics.

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		4 & ABOVE		3 & ABOVE	
ALL STUDENTS	2	-	-	-	-	-	-	-	-	-	-

GRADE 8 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

Mean scores and data in the table for grade 8 math include only those for grade 8 students who took the Grade 8 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 8 students who took the Grade 8 NYSTP in Mathematics and grade 8 students who took a Regents math test in lieu of the NYSTP. For 2014 and earlier, data in the bar charts include only those for grade 8 students who took the Grade 8 NYSTP.



MEAN SCORE: 315

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	49	61%	8	16%	11	22%
GENERAL EDUCATION	39	74%	2	5%	8	28%
STUDENTS WITH DISABILITIES	10	10%	6	60%	3	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	86%	0	0%	1	14%
HISPANIC OR LATINO	4	_%	-	-	-	-
WHITE	35	63%	5	14%	8	26%
MULTIRACIAL	3	_%	-	-	-	-
SMALL GROUP TOTAL	7	29%	3	43%	2	14%
FEMALE	26	58%	6	23%	5	27%
MALE	23	65%	2	9%	6	17%
NON-ENGLISH LANGUAGE LEARNERS	48	_%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-
ECONOMICALLY DISADVANTAGED	5	20%	2	40%	2	0%
NOT ECONOMICALLY DISADVANTAGED	44	66%	6	14%	9	25%
NOT MIGRANT	49	61%	8	16%	11	22%

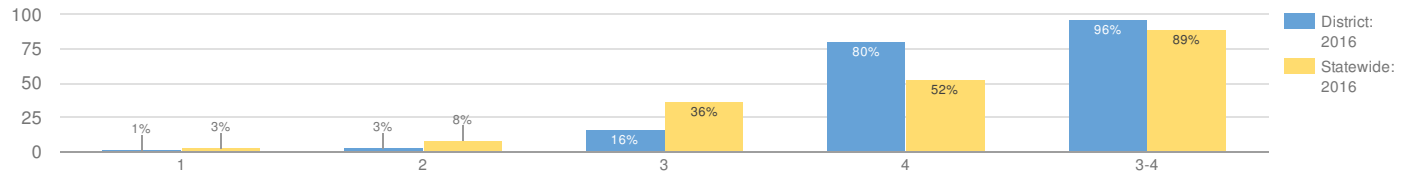
GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

Accelerated grade 8 students who took a Regents math test in lieu of the Grade 8 NYSTP in Mathematics.

GROUP	TOTAL TESTED		LEVEL 1		LEVEL 2		LEVEL 3		4 & ABOVE		3 & ABOVE	
ALL STUDENTS	45		0	0%	0	0%	6	13%	39	87%	45	100%

GRADE 4 SCIENCE

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



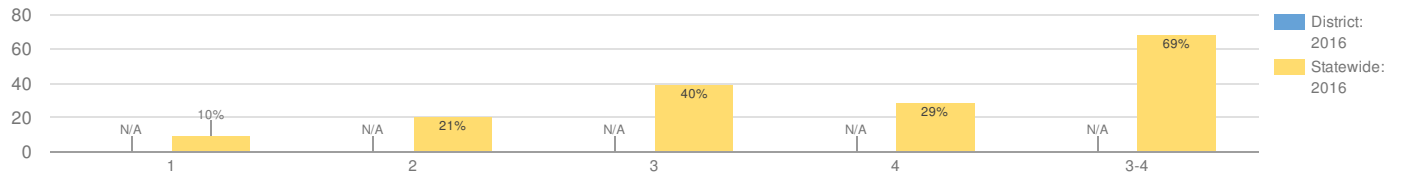
MEAN SCORE: 89

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	105	96%	1	1%	3	3%	17	16%	84	80%
GENERAL EDUCATION	98	100%	0	0%	0	0%	15	15%	83	85%
STUDENTS WITH DISABILITIES	7	43%	1	14%	3	43%	2	29%	1	14%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	100%	0	0%	0	0%	0	0%	5	100%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	86%	0	0%	1	14%	2	29%	4	57%
WHITE	86	98%	1	1%	1	1%	13	15%	71	83%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	86%	0	0%	1	14%	2	29%	4	57%
FEMALE	43	100%	0	0%	0	0%	8	19%	35	81%
MALE	62	94%	1	2%	3	5%	9	15%	49	79%
NON-ENGLISH LANGUAGE LEARNERS	105	96%	1	1%	3	3%	17	16%	84	80%
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	103	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	105	96%	1	1%	3	3%	17	16%	84	80%

GRADE 8 SCIENCE

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

Data in the bar charts include those for grade 8 students who took the New York State Grade 8 Science Test and grade 8 students who took a Regents science test in lieu of this test. Mean scores and data in the table for grade 8 science include only those for grade 8 students who took the New York State Grade 8 Science Test.



MEAN SCORE: _

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	1	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	_%	-	-	-	-	-	-	-	-
WHITE	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	1	_%	-	-	-	-	-	-	-	-
MALE	1	_%	-	-	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	1	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	1	_%	-	-	-	-	-	-	-	-

GRADE 8 STUDENTS TAKING A REGENTS SCIENCE TEST

Accelerated grade 8 students who take a Regents science test in lieu of the New York State Grade 8 Science Test.

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	124	90%	4	3%	8	6%	24	19%	88	71%

RECENTLY ARRIVED ELL STUDENTS (2015 - 16)

GRADE

RECENTLY ARRIVED ELL STUDENTS TAKING NYSES LAT IN LIEU OF NYSTP

GRADE 5	1
GRADE 6	1
GRADE 7	1

GRADE

RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSES LAT IN LIEU OF NYSTP

GRADE 5	1
GRADE 6	1
GRADE 7	1

STATEWIDE RESULTS ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: NAEP (2014 - 15)

GRADE: 4

READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	32%	32%	27%	9%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	20%	30%	33%	17%	
BLACK OR AFRICAN AMERICA...	48%	34%	15%	3%	
HISPANIC OR LATINO	44%	37%	17%	2%	
WHITE	20%	31%	37%	12%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	70%	22%	7%	1%	98
ENGLISH LANGUAGE LEARNER...	74%	21%	4%	1%	88
ECONOMICALLY DISADVANT...	43%	36%	18%	3%	

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	21%	44%	30%	5%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	12%	31%	42%	15%	
BLACK OR AFRICAN AMERICA...	40%	46%	13%	1%	
HISPANIC OR LATINO	28%	51%	20%	1%	
WHITE	12%	41%	40%	7%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	49%	39%	10%	2%	98
ENGLISH LANGUAGE LEARNER...	56%	35%	9%	*%	91
ECONOMICALLY DISADVANT...	29%	48%	21%	2%	

GRADE: 8

READING

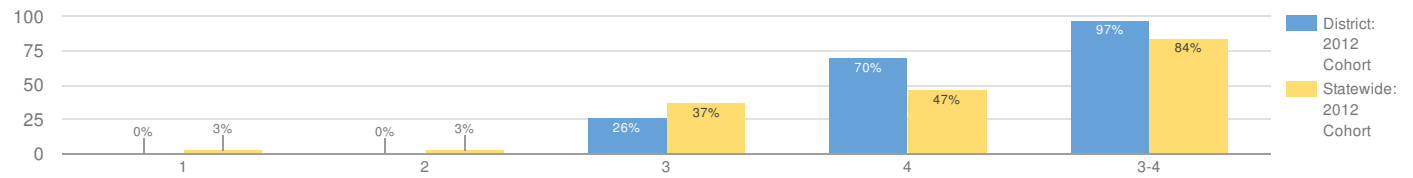
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERICA...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	59%	33%	8%	*%	98
ENGLISH LANGUAGE LEARNER...	78%	19%	3%	*%	89
ECONOMICALLY DISADVANT...	36%	42%	21%	1%	

MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	

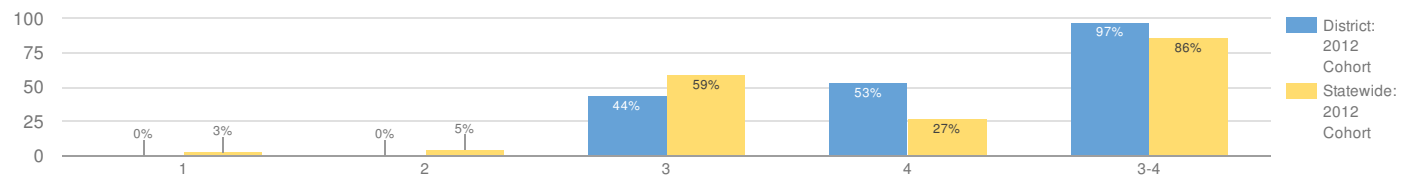
ASIAN OR NATIVE HAWAIIAN...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERICA...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	64%	27%	8%	1%	99
ENGLISH LANGUAGE LEARNER...	72%	21%	6%	1%	94
ECONOMICALLY DISADVANT...	40%	39%	17%	4%	

TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



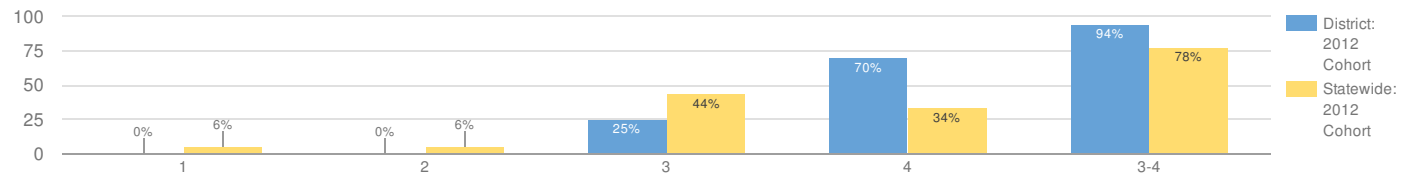
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	145	97%	0	0%	0	0%	38	26%	102	70%
GENERAL EDUCATION	128	99%	0	0%	0	0%	28	22%	99	77%
STUDENTS WITH DISABILITIES	17	76%	0	0%	0	0%	10	59%	3	18%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	15	87%	0	0%	0	0%	5	33%	8	53%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	20	100%	0	0%	0	0%	10	50%	10	50%
WHITE	101	97%	0	0%	0	0%	18	18%	80	79%
MULTIRACIAL	7	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	100%	0	0%	0	0%	5	56%	4	44%
FEMALE	76	97%	0	0%	0	0%	15	20%	59	78%
MALE	69	96%	0	0%	0	0%	23	33%	43	62%
NON-ENGLISH LANGUAGE LEARNERS	143	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	9	100%	0	0%	0	0%	7	78%	2	22%
NOT ECONOMICALLY DISADVANTAGED	136	96%	0	0%	0	0%	31	23%	100	74%
NOT MIGRANT	145	97%	0	0%	0	0%	38	26%	102	70%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION



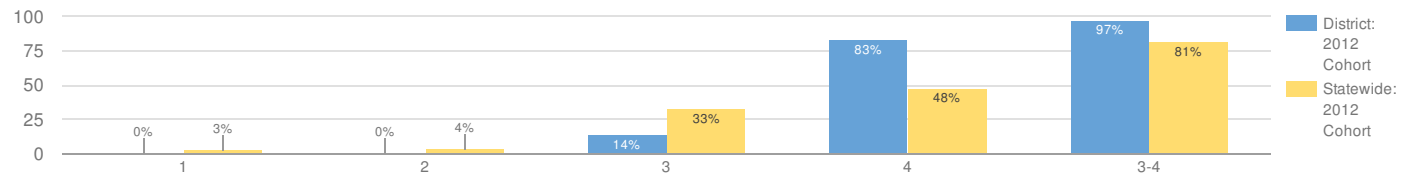
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	145	97%	0	0%	0	0%	64	44%	77	53%
GENERAL EDUCATION	128	100%	0	0%	0	0%	51	40%	77	60%
STUDENTS WITH DISABILITIES	17	76%	0	0%	0	0%	13	76%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	15	93%	0	0%	0	0%	5	33%	9	60%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	20	100%	0	0%	0	0%	14	70%	6	30%
WHITE	101	97%	0	0%	0	0%	41	41%	57	56%
MULTIRACIAL	7	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	100%	0	0%	0	0%	4	44%	5	56%
FEMALE	76	99%	0	0%	0	0%	30	39%	45	59%
MALE	69	96%	0	0%	0	0%	34	49%	32	46%
NON-ENGLISH LANGUAGE LEARNERS	143	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	9	100%	0	0%	0	0%	7	78%	2	22%
NOT ECONOMICALLY DISADVANTAGED	136	97%	0	0%	0	0%	57	42%	75	55%
NOT MIGRANT	145	97%	0	0%	0	0%	64	44%	77	53%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION



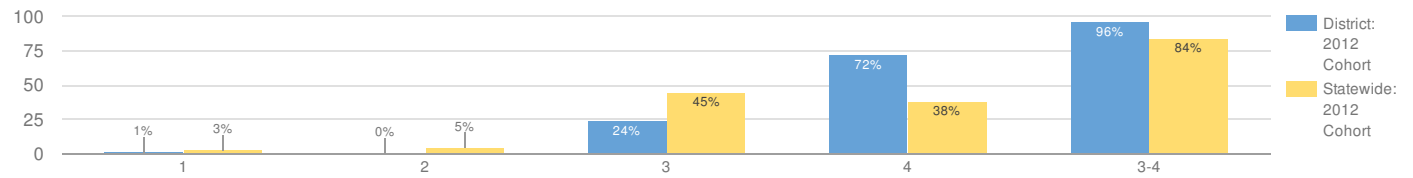
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	145	94%	0	0%	0	0%	36	25%	101	70%
GENERAL EDUCATION	128	97%	0	0%	0	0%	28	22%	96	75%
STUDENTS WITH DISABILITIES	17	76%	0	0%	0	0%	8	47%	5	29%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	15	87%	0	0%	0	0%	6	40%	7	47%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	20	95%	0	0%	0	0%	11	55%	8	40%
WHITE	101	95%	0	0%	0	0%	18	18%	78	77%
MULTIRACIAL	7	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	100%	0	0%	0	0%	1	11%	8	89%
FEMALE	76	96%	0	0%	0	0%	21	28%	52	68%
MALE	69	93%	0	0%	0	0%	15	22%	49	71%
NON-ENGLISH LANGUAGE LEARNERS	143	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	9	100%	0	0%	0	0%	6	67%	3	33%
NOT ECONOMICALLY DISADVANTAGED	136	94%	0	0%	0	0%	30	22%	98	72%
NOT MIGRANT	145	94%	0	0%	0	0%	36	25%	101	70%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	145	97%	0	0%	0	0%	20	14%	121	83%
GENERAL EDUCATION	128	100%	0	0%	0	0%	15	12%	113	88%
STUDENTS WITH DISABILITIES	17	76%	0	0%	0	0%	5	29%	8	47%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	15	93%	0	0%	0	0%	4	27%	10	67%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	20	100%	0	0%	0	0%	5	25%	15	75%
WHITE	101	97%	0	0%	0	0%	10	10%	88	87%
MULTIRACIAL	7	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	100%	0	0%	0	0%	1	11%	8	89%
FEMALE	76	99%	0	0%	0	0%	14	18%	61	80%
MALE	69	96%	0	0%	0	0%	6	9%	60	87%
NON-ENGLISH LANGUAGE LEARNERS	143	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	9	100%	0	0%	0	0%	3	33%	6	67%
NOT ECONOMICALLY DISADVANTAGED	136	97%	0	0%	0	0%	17	13%	115	85%
NOT MIGRANT	145	97%	0	0%	0	0%	20	14%	121	83%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL SCIENCE AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	145	96%	1	1%	0	0%	35	24%	104	72%
GENERAL EDUCATION	128	98%	1	1%	0	0%	26	20%	100	78%
STUDENTS WITH DISABILITIES	17	76%	0	0%	0	0%	9	53%	4	24%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	15	87%	0	0%	0	0%	4	27%	9	60%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	20	100%	0	0%	0	0%	8	40%	12	60%
WHITE	101	96%	1	1%	0	0%	20	20%	77	76%
MULTIRACIAL	7	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	100%	0	0%	0	0%	3	33%	6	67%
FEMALE	76	97%	0	0%	0	0%	19	25%	55	72%
MALE	69	94%	1	1%	0	0%	16	23%	49	71%
NON-ENGLISH LANGUAGE LEARNERS	143	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	9	100%	0	0%	0	0%	7	78%	2	22%
NOT ECONOMICALLY DISADVANTAGED	136	96%	1	1%	0	0%	28	21%	102	75%
NOT MIGRANT	145	96%	1	1%	0	0%	35	24%	104	72%

COMPREHENSIVE ENGLISH

REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55				65				85			
ALL STUDENTS	1	-	-	-	-	-	-	-	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	1	-	-	-	-	-	-	-	-	-	-	-	-
MALE	1	-	-	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-	-	-	-	-	-	-
NOT MIGRANT	1	-	-	-	-	-	-	-	-	-	-	-	-

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	113	1	1%	0	0%	9	8%	11	10%	92	81%
GENERAL EDUCATION	105	1	1%	0	0%	7	7%	8	8%	89	85%
STUDENTS WITH DISABILITIES	8	0	0%	0	0%	2	25%	3	38%	3	38%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	0	0%	0	0%	0	0%	1	10%	9	90%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	9	0	0%	0	0%	4	44%	2	22%	3	33%
WHITE	86	1	1%	0	0%	5	6%	8	9%	72	84%
MULTIRACIAL	5	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	0	0%	0	0%	0	0%	0	0%	8	100%
FEMALE	58	1	2%	0	0%	7	12%	6	10%	44	76%
MALE	55	0	0%	0	0%	2	4%	5	9%	48	87%
NON-ENGLISH LANGUAGE LEARNERS	112	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	7	0	0%	0	0%	3	43%	1	14%	3	43%
NOT ECONOMICALLY DISADVANTAGED	106	1	1%	0	0%	6	6%	10	9%	89	84%
NOT MIGRANT	113	1	1%	0	0%	9	8%	11	10%	92	81%

INTEGRATED ALGEBRA

REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	1	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-
SMALL GROUP TOTAL	1	-	-	-
FEMALE	1	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	1	-	-	-
NOT ECONOMICALLY DISADVANTAGED	1	-	-	-
NOT MIGRANT	1	-	-	-

GEOMETRY

REGENTS GEOMETRY

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	3	-	-	-
GENERAL EDUCATION	3	-	-	-
HISPANIC OR LATINO	1	-	-	-
WHITE	2	-	-	-
SMALL GROUP TOTAL	3	-	-	-
MALE	3	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	3	-	-	-
NOT ECONOMICALLY DISADVANTAGED	3	-	-	-
NOT MIGRANT	3	-	-	-

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	84	83	99%	77	92%	47	56%
GENERAL EDUCATION	83	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	13	13	100%	12	92%	6	46%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	5	5	100%	3	60%	3	60%
WHITE	59	58	98%	55	93%	36	61%
MULTIRACIAL	5	-	-	-	-	-	-
SMALL GROUP TOTAL	7	7	100%	7	100%	2	29%
FEMALE	38	37	97%	33	87%	21	55%
MALE	46	46	100%	44	96%	26	57%
NON-ENGLISH LANGUAGE LEARNERS	83	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	82	-	-	-	-	-	-
NOT MIGRANT	84	83	99%	77	92%	47	56%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	165	4	2%	4	2%	52	32%	50	30%	55	33%
GENERAL EDUCATION	139	4	3%	3	2%	37	27%	43	31%	52	37%
STUDENTS WITH DISABILITIES	26	0	0%	1	4%	15	58%	7	27%	3	12%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	16	0	0%	0	0%	2	13%	6	38%	8	50%
BLACK OR AFRICAN AMERICAN	8	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	25	3	12%	2	8%	12	48%	6	24%	2	8%
WHITE	114	1	1%	2	2%	31	27%	36	32%	44	39%
MULTIRACIAL	2	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	0	0%	0	0%	7	70%	2	20%	1	10%
FEMALE	81	4	5%	2	2%	25	31%	21	26%	29	36%
MALE	84	0	0%	2	2%	27	32%	29	35%	26	31%
NON-ENGLISH LANGUAGE LEARNERS	162	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	15	1	7%	2	13%	9	60%	3	20%	0	0%
NOT ECONOMICALLY DISADVANTAGED	150	3	2%	2	1%	43	29%	47	31%	55	37%
NOT MIGRANT	165	4	2%	4	2%	52	32%	50	30%	55	33%

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	101	4	4%	9	9%	46	46%	10	10%	32	32%
GENERAL EDUCATION	89	3	3%	8	9%	36	40%	10	11%	32	36%
STUDENTS WITH DISABILITIES	12	1	8%	1	8%	10	83%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	9	1	11%	2	22%	5	56%	0	0%	1	11%
WHITE	81	3	4%	5	6%	39	48%	8	10%	26	32%
MULTIRACIAL	3	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	0	0%	2	18%	2	18%	2	18%	5	45%
FEMALE	45	2	4%	4	9%	23	51%	3	7%	13	29%
MALE	56	2	4%	5	9%	23	41%	7	13%	19	34%
NON-ENGLISH LANGUAGE LEARNERS	101	4	4%	9	9%	46	46%	10	10%	32	32%
ECONOMICALLY DISADVANTAGED	9	0	0%	2	22%	7	78%	0	0%	0	0%
NOT ECONOMICALLY DISADVANTAGED	92	4	4%	7	8%	39	42%	10	11%	32	35%
NOT MIGRANT	101	4	4%	9	9%	46	46%	10	10%	32	32%

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	1	-	-	-	-	-	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-	-	-	-	-	-
WHITE	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	1	-	-	-	-	-	-	-	-	-	-
FEMALE	1	-	-	-	-	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-	-	-	-	-
NOT MIGRANT	1	-	-	-	-	-	-	-	-	-	-

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	132	130	98%	123	93%	84	64%
GENERAL EDUCATION	110	108	98%	105	95%	76	69%
STUDENTS WITH DISABILITIES	22	22	100%	18	82%	8	36%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	8	100%	8	100%	6	75%
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	18	18	100%	15	83%	6	33%
WHITE	97	95	98%	91	94%	66	68%
MULTIRACIAL	5	-	-	-	-	-	-
SMALL GROUP TOTAL	9	9	100%	9	100%	6	67%
FEMALE	70	69	99%	65	93%	39	56%
MALE	62	61	98%	58	94%	45	73%
NON-ENGLISH LANGUAGE LEARNERS	132	130	98%	123	93%	84	64%
ECONOMICALLY DISADVANTAGED	13	13	100%	11	85%	2	15%
NOT ECONOMICALLY DISADVANTAGED	119	117	98%	112	94%	82	69%
NOT MIGRANT	132	130	98%	123	93%	84	64%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	111	111	100%	110	99%	93	84%
GENERAL EDUCATION	103	103	100%	102	99%	89	86%
STUDENTS WITH DISABILITIES	8	8	100%	8	100%	4	50%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	11	11	100%	11	100%	9	82%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	8	8	100%	8	100%	3	38%
WHITE	84	84	100%	83	99%	74	88%
MULTIRACIAL	5	-	-	-	-	-	-
SMALL GROUP TOTAL	8	8	100%	8	100%	7	88%
FEMALE	57	57	100%	56	98%	45	79%
MALE	54	54	100%	54	100%	48	89%
NON-ENGLISH LANGUAGE LEARNERS	110	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	7	7	100%	7	100%	3	43%
NOT ECONOMICALLY DISADVANTAGED	104	104	100%	103	99%	90	87%
NOT MIGRANT	111	111	100%	110	99%	93	84%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	141	140	99%	139	99%	89	63%
GENERAL EDUCATION	121	121	100%	120	99%	81	67%
STUDENTS WITH DISABILITIES	20	19	95%	19	95%	8	40%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	9	100%	9	100%	8	89%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	23	22	96%	22	96%	9	39%
WHITE	103	103	100%	102	99%	67	65%
MULTIRACIAL	4	-	-	-	-	-	-
SMALL GROUP TOTAL	6	6	100%	6	100%	5	83%
FEMALE	64	64	100%	64	100%	34	53%
MALE	77	76	99%	75	97%	55	71%
NON-ENGLISH LANGUAGE LEARNERS	139	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	19	18	95%	18	95%	7	37%
NOT ECONOMICALLY DISADVANTAGED	122	122	100%	121	99%	82	67%
NOT MIGRANT	141	140	99%	139	99%	89	63%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	179	170	95%	155	87%	98	55%
GENERAL EDUCATION	146	140	96%	131	90%	90	62%
STUDENTS WITH DISABILITIES	33	30	91%	24	73%	8	24%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	16	16	100%	15	94%	10	63%
BLACK OR AFRICAN AMERICAN	9	6	67%	5	56%	1	11%
HISPANIC OR LATINO	18	15	83%	11	61%	6	33%
WHITE	130	128	98%	119	92%	78	60%
MULTIRACIAL	6	5	83%	5	83%	3	50%
FEMALE	91	84	92%	75	82%	48	53%
MALE	88	86	98%	80	91%	50	57%
NON-ENGLISH LANGUAGE LEARNERS	178	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	16	15	94%	12	75%	3	19%
NOT ECONOMICALLY DISADVANTAGED	163	155	95%	143	88%	95	58%
NOT MIGRANT	179	170	95%	155	87%	98	55%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	86	83	97%	75	87%	35	41%
GENERAL EDUCATION	82	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	7	100%	7	100%	1	14%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	5	-	-	-	-	-	-
WHITE	65	63	97%	57	88%	29	45%
MULTIRACIAL	6	6	100%	6	100%	4	67%
SMALL GROUP TOTAL	8	7	88%	5	63%	1	13%
FEMALE	47	47	100%	43	91%	21	45%
MALE	39	36	92%	32	82%	14	36%
NON-ENGLISH LANGUAGE LEARNERS	86	83	97%	75	87%	35	41%
ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	84	-	-	-	-	-	-
NOT MIGRANT	86	83	97%	75	87%	35	41%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	16	14	88%	12	75%	6	38%
GENERAL EDUCATION	14	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
WHITE	12	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	16	14	88%	12	75%	6	38%
MALE	16	14	88%	12	75%	6	38%
NON-ENGLISH LANGUAGE LEARNERS	16	14	88%	12	75%	6	38%
ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	15	-	-	-	-	-	-
NOT MIGRANT	16	14	88%	12	75%	6	38%

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2015 - 16)

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 4 ELA	2	_%	-	-	-	-
GRADE 4 MATH	2	_%	-	-	-	-
GRADE 4 SCIENCE	2	_%	-	-	-	-
GRADE 5 ELA	1	_%	-	-	-	-
GRADE 5 MATH	1	_%	-	-	-	-
GRADE 7 ELA	1	_%	-	-	-	-
GRADE 7 MATH	1	_%	-	-	-	-
GRADE 8 ELA	2	_%	-	-	-	-
GRADE 8 MATH	2	_%	-	-	-	-
GRADE 8 SCIENCE	2	_%	-	-	-	-
SECONDARY-LEVEL ELA	1	_%	-	-	-	-
SECONDARY-LEVEL MATH	1	_%	-	-	-	-
SECONDARY-LEVEL SCIENCE	1	_%	-	-	-	-
SECONDARY-LEVEL SOCIAL STUDIES	1	_%	-	-	-	-

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2015 - 16)

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	0%	14%	29%	57%	0%
GENERAL EDUCATION	5	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

GRADE 1

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-

GRADE 3

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-

GRADE 5

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	2	-	-	-	-	-
GENERAL EDUCATION	2	-	-	-	-	-

GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

GRADE 7

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

GRADE 8

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 9

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

GRADE 11

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	1	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

GRADE 12

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	2	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	1,489*	78%*	YES	529	163	99	99
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	21	—	—	15	—	—	—
HISPANIC OR LATINO	NO	NO	140*	80%*	YES	46	133	78	78
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	NO	NO	91*	89%*	YES	37	159	111	111
WHITE	NO	NO	1,135*	77%*	YES	397	167	113	113
MULTIRACIAL	NO	NO	78*	74%*	YES	34	179	87	20
STUDENTS WITH DISABILITIES	NO	NO	190*	67%*	YES	60†	75†	61	61
LIMITED ENGLISH PROFICIENT	—	—	11	—	—	6	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	35	—	—	25	—	—	—

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	1,489*	78%*	529	163
NOT BLACK OR AFRICAN AMERICAN	1,444*	78%*	514	164
NOT HISPANIC OR LATINO	1,349*	77%*	483	166
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	1,398*	77%*	492	163
NOT WHITE	354*	80%*	132	151
NOT MULTIRACIAL	1,411*	78%*	495	162

GENERAL EDUCATION	1,299*	79%*	470	174
ENGLISH PROFICIENT	1,472*	78%*	523	164
NOT ECONOMICALLY DISADVANTAGED	1,415*	78%*	504	164
MALE	774*	77%*	272	158
FEMALE	715*	79%*	257	168
MIGRANT	0	—	0	—
NOT MIGRANT	1,489*	78%*	529	163

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.
*The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.
† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

ELEMENTARY/MIDDLE-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

GROUP	MADE AYP	TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	NO	NO	1,491*	76%*	YES	543	168	96	96
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	21	—	—	15	—	—	—
HISPANIC OR LATINO	NO	NO	141*	75%*	YES	47	123	77	77
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	NO	NO	91*	89%*	YES	37	181	122	122
WHITE	NO	NO	1,136*	76%*	YES	412	173	110	110
MULTIRACIAL	NO	NO	78*	72%*	YES	32	175	80	20
STUDENTS WITH DISABILITIES	NO	NO	190*	64%*	YES	61†	72†	62	62
LIMITED ENGLISH PROFICIENT	—	—	11	—	—	6	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	35	—	—	23	—	—	—

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	1,491*	76%*	543	168
NOT BLACK OR AFRICAN AMERICAN	1,446*	77%*	528	169
NOT HISPANIC OR LATINO	1,350*	77%*	496	173
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	1,400*	76%*	506	167
NOT WHITE	355*	77%*	131	153
NOT MULTIRACIAL	1,413*	77%*	511	168
GENERAL EDUCATION	1,301*	78%*	483	180
ENGLISH PROFICIENT	1,474*	76%*	537	169
NOT ECONOMICALLY DISADVANTAGED	1,417*	77%*	520	171
MALE	775*	76%*	283	170
FEMALE	716*	76%*	260	167
MIGRANT	0	—	0	—
NOT MIGRANT	1,491*	76%*	543	168

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.

*The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
ALL STUDENTS	YES	YES	249	94%	YES	231	191	180	180
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	7	—	—	7	—	—	—
HISPANIC OR LATINO	—	—	18	—	—	15	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	17	—	—	17	—	—	—
WHITE	YES	YES	198	93%	YES	183	196	186	186
MULTIRACIAL	—	—	9	—	—	9	—	—	—
STUDENTS WITH DISABILITIES	—	—	29	—	—	28	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	3	—	—	3	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	8	—	—	8	—	—	—

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	TESTED STUDENTS ENROLLED ON BEDS DAY	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	249	94%	231	191
NOT BLACK OR AFRICAN AMERICAN	242	94%	224	193
NOT HISPANIC OR LATINO	231	94%	216	193
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	232	94%	214	191
NOT WHITE	51	98%	48	175
NOT MULTIRACIAL	240	94%	222	192
GENERAL EDUCATION	220	94%	203	197
ENGLISH PROFICIENT	246	94%	228	191
NOT ECONOMICALLY DISADVANTAGED	241	94%	223	191
MALE	127	94%	118	192
FEMALE	122	94%	113	190
MIGRANT	0	—	0	—
NOT MIGRANT	249	94%	231	191

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2012 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	145	99%	YES	143	187	165	165
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	21	—	—	20	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	13	—	—	15	—	—	—
WHITE	YES	YES	102	99%	YES	99	191	173	173
MULTIRACIAL	—	—	7	—	—	7	—	—	—
STUDENTS WITH DISABILITIES	—	—	17	—	—	17	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	9	—	—	9	—	—	—

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2012 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	145	99%	143	187
NOT BLACK OR AFRICAN AMERICAN	143	99%	141	187
NOT HISPANIC OR LATINO	124	99%	123	189
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	132	99%	128	189
NOT WHITE	43	100%	44	180
NOT MULTIRACIAL	138	99%	136	188
GENERAL EDUCATION	128	100%	126	194
ENGLISH PROFICIENT	144	99%	141	189
NOT ECONOMICALLY DISADVANTAGED	136	99%	134	188
MALE	70	100%	68	188
FEMALE	75	99%	75	187
MIGRANT	0	—	0	—
NOT MIGRANT	145	99%	143	187

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2012 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

GROUP	MADE AYP	TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	PI >= EAMO OR SAFE HARBOR TARGET	2012 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
ALL STUDENTS	YES	YES	145	99%	YES	143	168	150	150
AMERICAN INDIAN OR ALASKA NATIVE	—	—	0	—	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	—	2	—	—	2	—	—	—
HISPANIC OR LATINO	—	—	21	—	—	20	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	—	13	—	—	15	—	—	—
WHITE	YES	YES	102	99%	YES	99	172	160	160
MULTIRACIAL	—	—	7	—	—	7	—	—	—
STUDENTS WITH DISABILITIES	—	—	17	—	—	17	—	—	—
LIMITED ENGLISH PROFICIENT	—	—	1	—	—	2	—	—	—
ECONOMICALLY DISADVANTAGED	—	—	9	—	—	9	—	—	—

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

GROUP	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2012 ACCOUNTABILITY COHORT MEMBERS	PI
NOT AMERICAN INDIAN OR ALASKA NATIVE	145	99%	143	168
NOT BLACK OR AFRICAN AMERICAN	143	99%	141	168
NOT HISPANIC OR LATINO	124	99%	123	170
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	132	99%	128	168
NOT WHITE	43	100%	44	159
NOT MULTIRACIAL	138	99%	136	168
GENERAL EDUCATION	128	100%	126	176
ENGLISH PROFICIENT	144	99%	141	168
NOT ECONOMICALLY DISADVANTAGED	136	99%	134	169
MALE	70	100%	68	160
FEMALE	75	99%	75	175
MIGRANT	0	—	0	—
NOT MIGRANT	145	99%	143	168

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2012 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

UNWEIGHTED COMBINED ELA AND MATH PIS

GROUP	ELEMENTARY/ MIDDLE-LEVEL ELA PI	ELEMENTARY/ MIDDLE-LEVEL MATH PI	SECONDARY-LEVEL ELA PI	SECONDARY-LEVEL MATH PI	UNWEIGHTED COMBINED PI
ALL STUDENTS	163	168	187	168	172
AMERICAN INDIAN OR ALASKA NATIVE	—	—	—	—	0
BLACK OR AFRICAN AMERICAN	—	—	—	—	0
HISPANIC OR LATINO	133	123	—	—	128
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	159	181	—	—	170
WHITE	167	173	191	172	176
MULTIRACIAL	179	175	—	—	177
STUDENTS WITH DISABILITIES	75	72	—	—	74
LIMITED ENGLISH PROFICIENT	—	—	—	—	0
ECONOMICALLY DISADVANTAGED	—	—	—	—	0
— There were not enough students to determine a Performance Index.					

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

GROUP	MADE AYP
ALL STUDENTS	YES
AMERICAN INDIAN OR ALASKA NATIVE	—
BLACK OR AFRICAN AMERICAN	—
HISPANIC OR LATINO	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	—
WHITE	YES
MULTIRACIAL	—
STUDENTS WITH DISABILITIES	—
LIMITED ENGLISH PROFICIENT	—
ECONOMICALLY DISADVANTAGED	—
— There were not enough students to make an AYP determination.	

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	119	92%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	5	—	—	—
HISPANIC OR LATINO	—	12	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	8	—	—	—
WHITE	YES	90	94%	80%	80%
MULTIRACIAL	—	4	—	—	—
STUDENTS WITH DISABILITIES	—	19	—	—	—
LIMITED ENGLISH PROFICIENT	—	1	—	—	—
ECONOMICALLY DISADVANTAGED	—	6	—	—	—

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
NO Graduation rate is less than the State Standard and the group's Progress Target.
— There were fewer than 30 students in the cohort.

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

GROUP	MET GRADUATION-RATE CRITERION:	2010 FIVE-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
ALL STUDENTS	YES	140	98%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE	—	0	—	—	—
BLACK OR AFRICAN AMERICAN	—	3	—	—	—
HISPANIC OR LATINO	—	27	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	—	6	—	—	—
WHITE	YES	101	99%	80%	80%
MULTIRACIAL	—	3	—	—	—
STUDENTS WITH DISABILITIES	—	19	—	—	—
LIMITED ENGLISH PROFICIENT	—	0	—	—	—
ECONOMICALLY DISADVANTAGED	—	12	—	—	—

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.
NO Graduation rate is less than the State Standard and the group's Progress Target.
— There were fewer than 30 students in the cohort.

GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

GROUP	FOUR-YEAR GRADUATION-RATE TOTAL COHORT		FIVE-YEAR GRADUATION-RATE TOTAL COHORT	
	2011 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE
NOT AMERICAN INDIAN OR ALASKA NATIVE	119	92%	140	98%
NOT BLACK OR AFRICAN AMERICAN	114	94%	137	98%
NOT HISPANIC OR LATINO	107	93%	113	98%
NOT ASIAN OR NATIVE HAWAIIAN/OTHER PAC...	111	92%	134	99%
NOT WHITE	29	—	39	95%
NOT MULTIRACIAL	115	92%	137	98%
GENERAL EDUCATION	100	97%	121	99%
ENGLISH PROFICIENT	118	93%	140	98%
NOT ECONOMICALLY DISADVANTAGED	113	95%	128	98%
MALE	68	88%	70	97%
FEMALE	51	98%	70	99%
MIGRANT	0	—	0	—
NOT MIGRANT	119	92%	140	98%

— There were fewer than 30 students in the cohort.

Graduation Rates for Regents with Advanced Designation and CTE Endorsement for Accountability

Percentage of 2011 Graduation-Rate Total Cohort members who graduated as of August 31, 2015 with:



FISCAL ACCOUNTABILITY SUMMARY (2015 - 16)

INFORMATION ABOUT EXPENDITURE RATIOS (2014 - 15)

(Data are lagged a year.)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION		SPECIAL EDUCATION	
INSTRUCTIONAL EXPENDITURES		INSTRUCTIONAL EXPENDITURES	
\$25,139,649		\$9,464,846	
PUPILS		PUPILS	
1,547		195	
EXPENDITURES PER PUPIL		EXPENDITURES PER PUPIL	
\$16,251		\$48,538	

SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY

GENERAL EDUCATION		SPECIAL EDUCATION	
INSTRUCTIONAL EXPENDITURES		INSTRUCTIONAL EXPENDITURES	
\$5,420,612,686		\$2,029,698,250	
PUPILS		PUPILS	
376,529		51,434	
EXPENDITURES PER PUPIL		EXPENDITURES PER PUPIL	
\$14,396		\$39,462	

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$31,780,970,752

PUPILS

2,659,777

EXPENDITURES PER PUPIL

\$11,949

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$13,848,179,596

PUPILS

451,571

EXPENDITURES PER PUPIL

\$30,667

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

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

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

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

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

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT

\$27,916

SIMILAR DISTRICT GROUP

\$26,207

NY STATE

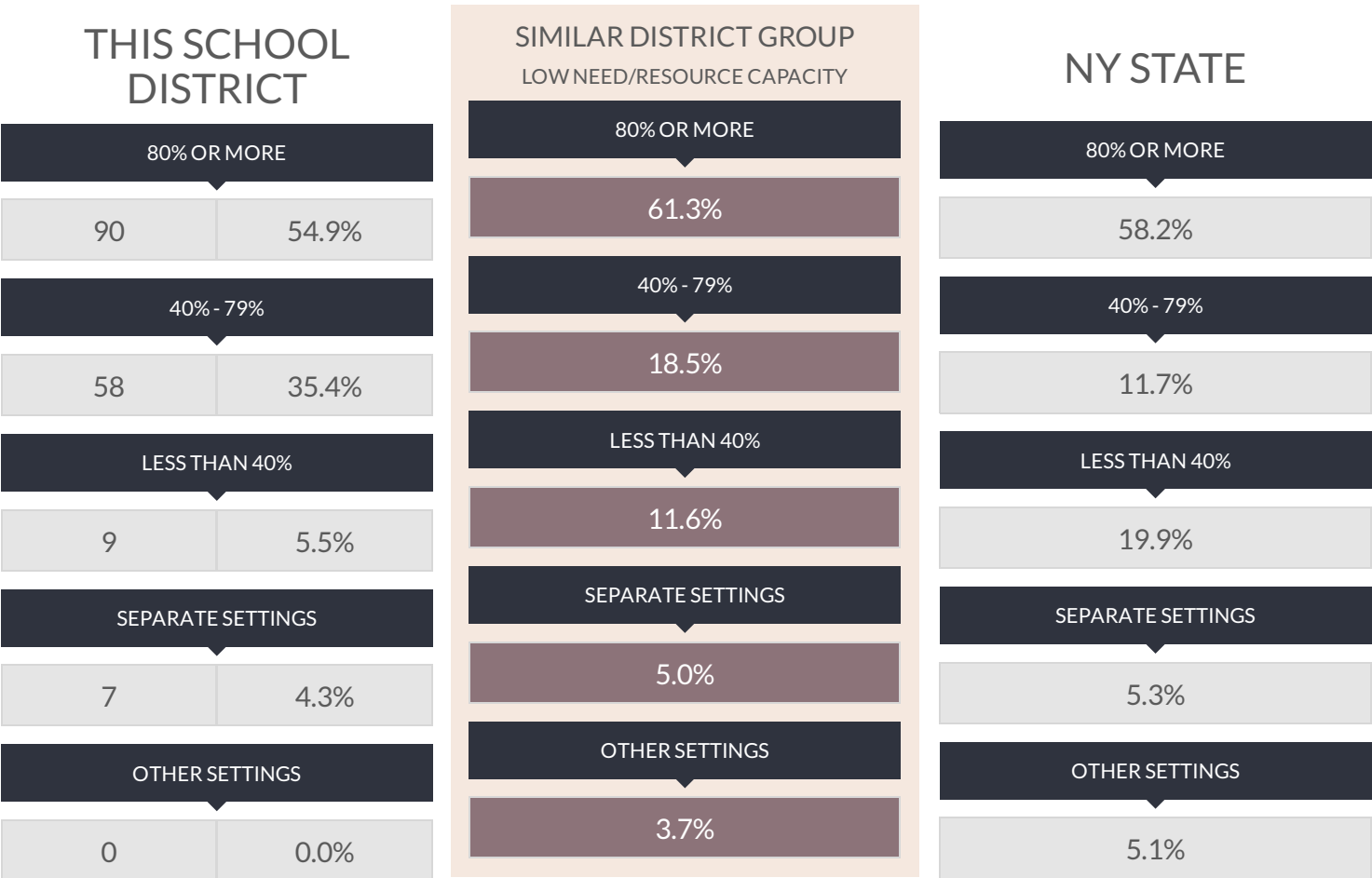
\$22,556

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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2015 - 16)

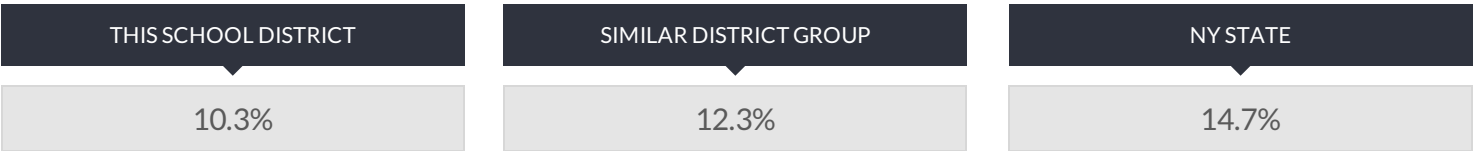
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)



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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



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

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

APPENDIX E.

Date: 11/16/2016 Time: 11:25 AM

Page: 1

Exemption Impact Report

Hastings 552604

Assessment Year: 2016

Code 552604 Town of Greenburgh Hastings School District

County: WESTCHESTER School Taxable

SWIS Code: 5526

School Value Report (552604)

Municipality: GREENBURGH

Total Assessed Val: 2,262,291,000

Uniform Percentage: 100.00

Equalized Total Assessed Value = 2,262,291,000

Exempt Code	Description	Exemption Authority	# of Exempts	Total Equalized Value of EX's	% of Value Exempted
12100	ST OWNED	RPTL 404(1)	3	1,219,700	0.05
13100	CNTY OWNED	RPTL 406(1)	1	5,591,900	0.25
13230	CO O/S LMT	RPTL 406(2)	2	737,700	0.03
13500	TOWN OWNED	RPTL 406(1)	5	2,250,200	0.10
13570	TWN O/S LM	RPTL 406(2)	1	1,900	0.00
13650	VILL OWNED	RPTL 406(1)	33	31,452,400	1.39
13730	VG O/S LMT	RPTL 406(2)	10	8,658,900	0.38
13800	SCHL OWNED	RPTL 408	9	126,944,400	5.61
18020	INDL.DEVLP	RPTL 412-a & Gen Muny L 874	1	1,127,600	0.05
21600	CLERGY-RES	RPTL 462	4	2,788,900	0.12
25110	RELIGIOUS	RPTL 420-a	9	22,844,500	1.01
25120	EDUCATIONL	RPTL 420-a	3	8,966,500	0.40
25130	CHARITABLE	RPTL 420-a	9	52,901,200	2.34
25230	MENTAL IMP	RPTL 420-a	2	1,728,500	0.08
25300	OTH NONPRF	RPTL 420-b	7	13,256,600	0.59
26100	VETS ORGAN	RPTL 452	3	1,306,200	0.06
26400	INC VOL FD	RPTL 464(2)	3	1,198,400	0.05
27200	RR PROP.	RPTL 489-d, 489-dd	7	27,048,000	1.20
27350	CEMETERY	RPTL 446	8	31,953,300	1.41
40100	REVAL ABATEMENT		203	37,852,048	1.67
41120	WAR VET	RPTL 458-a	74	1,020,377	0.05
41124	WAR VET	RPTL 458-a	3	36,000	0.00
41130	COMBAT VET	RPTL 458-a	47	1,017,368	0.04
41134	COMBAT VET	RPTL 458-a	4	80,000	0.00
41140	DSABLD VET	RPTL 458-a	11	381,310	0.02
41144	DSABLED VET	RPTL 458-a	3	120,000	0.01
41800	AGED-ALL	RPTL 467	50	10,879,705	0.48
41930	459-C ALL	RPTL 459-c	1	297,339	0.01
	Total Exemptions (No System EX's)		516	393,660,947	17.40
	Total Exemptions (with System EX's)		516	393,660,947	17.40

Values have been equalized using the Uniform Percentage of Value.

The Exempt amounts do not take in to consideration payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

PROPOSED 2017-2018 SCHOOL BUDGET: An Educational Plan

THANK YOU FOR YOUR INTEREST

SUPERINTENDENT OF SCHOOLS

**Dr. Roy R. Montesano
478-6200**

DIRECTOR, CURRICULUM & INSTRUCTION

**Jeremy Luft
478-6201**

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

**Adam Lodewick
478-6241**