

Hastings-on-Hudson UFSD

— A Blue Ribbon District —

2016-2017 School Budget



Adopted by the Board of Education on April 19, 2016

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION

EILEEN BAECHER, PRESIDENT

JODIE MEYER, VICE PRESIDENT

CARYN CAMPBELL

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WENDY NAIDICH

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 2016-17 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 17th this year.

AMENDMENT TO REGULATIONS OF THE COMMISSION OF EDUCATION

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

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

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

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

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

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

BUDGET NOTIFICATION REQUIREMENTS

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

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

Amends section 2022 of the Education Law:

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

BUDGET POLICIES

BUDGET PLANNING AND DEVELOPMENT

5110

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

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

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

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

Reference - Education Law Section 1716

Adoption Date: 5/7/02

BUDGET ADOPTION

5130

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

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

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

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

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

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

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

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

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

Adoption Date: 5/7/02

BUDGET TRANSFERS

5330

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

Reference - Commissioner's Regulations Section 170.2

Adoption Date: 1/13/03

Adopted by the Board of Education November 10, 2015
HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION CALENDAR FOR 2016-2017 BUDGET

DATE	ACTIVITY
<u>2015</u>	
November 10, Tuesday	Budget calendar adopted by Board of Education
<u>2016</u>	
January 12, Tuesday	Superintendent gives progress report of budget development to the Board.
January 26, Tuesday	Regular meeting - Superintendent presents Preliminary Budget.
March 1, Monday	Submit information to calculate Tax Levy Limit Office of State Comptroller's website
March 8, Tuesday	Regular meeting - Superintendent presents Proposed Budget.
April 1, Friday	First Legal Notification to Public - to announce budget hearing & vote.
April 5, Tuesday	Public Hearing 7:00 PM
April 08, Friday	Second Legal Notification to Public - to announce budget hearing & vote.
April 18, Monday	Petition nominating candidates for the Board must be received by 5:00 P.M. by the District Clerk.
April 18, Monday	Petitions for budget propositions must be received by 5:00 P.M. by the District Clerk.
April 19, Tuesday	Regular Board Meeting - Board of Education adopts budget.
April 19, Tuesday	BOCES Budget Vote
April 20, Wednesday	Budget Available to the Public.
April 20, Wednesday	Submit Property Tax Report Card to SED.
April 22, Friday	Third Legal Notification to Public - to announce budget hearing & vote, including availability of budget.
May 3, Tuesday	Budget Hearing - Must be no less than 7 days and no more than 14 days to the budget vote.
May 4-11, Wednesday	Budget notice mailed to eligible voters.
May 11, Wednesday	Voter Registration 4:00 P.M. - 8:00 P.M.
May 13, Friday	Fourth Legal Notification to Public - to announce budget hearing & vote.
May 17, Tuesday	School Board Election and Vote on Budget.

HASTINGS-ON-HUDSON PUBLIC SCHOOLS

ENROLLMENT (10/29/15)

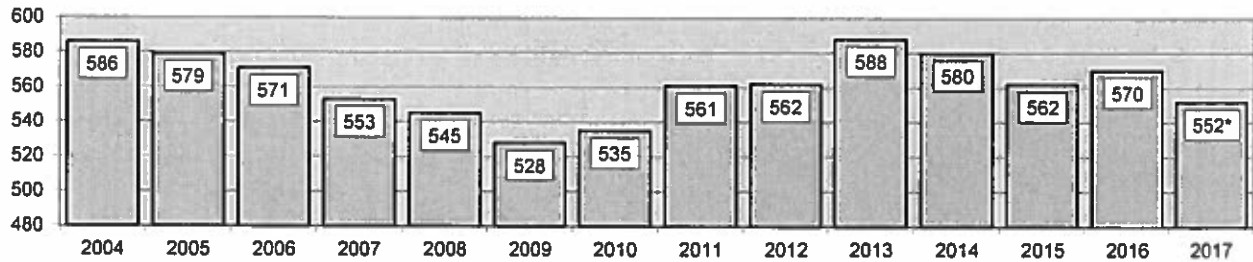
GRADE	2011-12	2012-13	2013-14	2014-15	2015-16	Projected 2016-17
Ungraded	6	8	8	6	8	8
Kindergarten	102	115	102	100	118	100
1	131	109	124	99	105	118
2	104	131	110	120	102	105
3	119	110	132	113	127	102
4	106	123	112	130	118	127
5	112	115	118	113	134	118
6	130	116	120	133	118	134
7	113	131	124	124	131	118
8	138	112	131	123	127	131
9	123	139	108	128	129	127
10	141	120	138	113	128	129
11	124	139	122	141	112	128
12	127	124	144	119	143	112
TOTALS:						
K-4	562	588	580	562	570	552
5-8	493	474	493	493	510	501
9-12	515	522	512	501	512	496
*SP. ED.	26	28	17	19	19	19
Ungraded & K-12	1602	1620	1610	1581	1619	1576

* 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 2016-17 school year will be available after annual reviews are completed in June 2016.

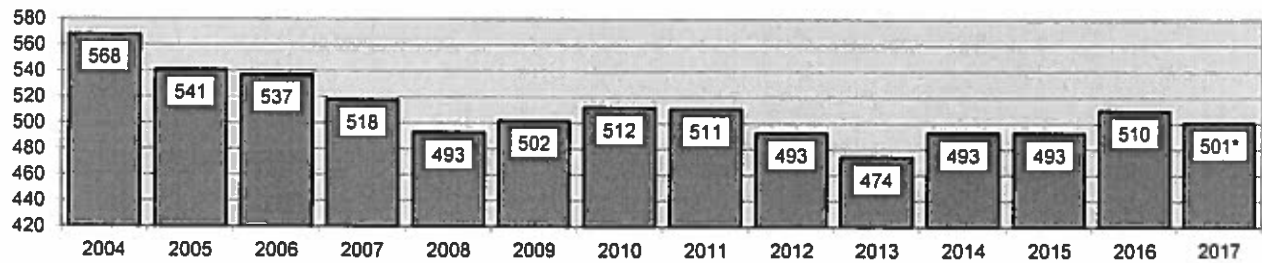
STUDENT ENROLLMENT

2003-2004 THROUGH 2016-2017

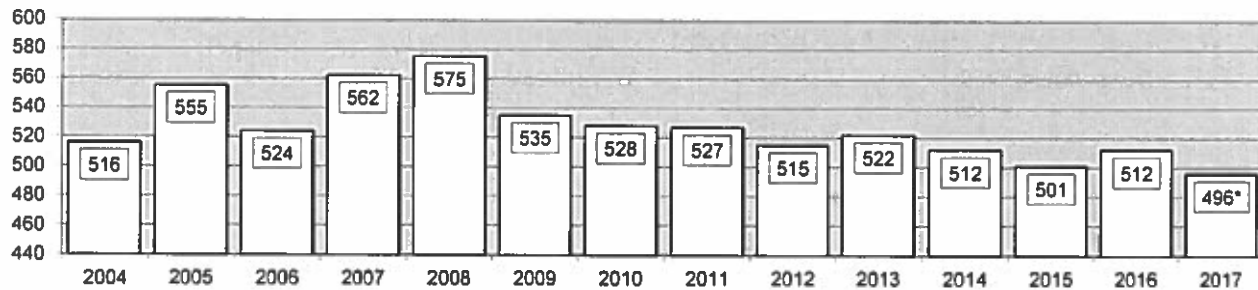
STUDENT ENROLLMENT- HILLSIDE ELEMENTARY SCHOOL



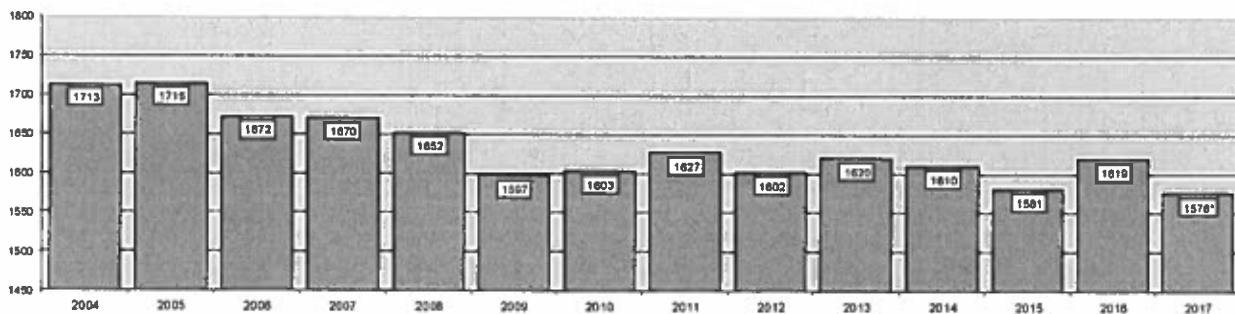
STUDENT ENROLLMENT- FARRAGUT MIDDLE SCHOOL



STUDENT ENROLLMENT- HASTINGS HIGH SCHOOL



STUDENT ENROLLMENT TREND (K-12)



* 16-17 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 2016/17 BUDGET

APPROPRIATIONS	ADOPTED BUDGET 2015/16	PROPOSED BUDGET 2016/17	BUDGET CHANGE	
General Support	\$4,011,917	\$4,317,906	\$305,989	7.63%
Instruction	\$27,472,069	\$28,473,813	\$1,001,744	3.65%
Pupil Transportation	\$1,499,900	\$1,520,457	\$20,557	1.37%
Undistributed	\$13,509,561	\$12,769,954	-\$739,607	-5.47%
TOTAL	\$46,493,447	\$47,082,130	\$588,683	

% BUDGET CHANGE 1.27%

REVENUES	ADOPTED BUDGET 2015/16	PROPOSED BUDGET 2016/17	BUDGET CHANGE	
State Aid	\$4,262,700	\$4,790,000	\$527,300	12.37%
Misc. Receipts	\$1,155,000	\$1,250,000	\$95,000	8.23%
Appropriated Balance	\$1,800,000	\$2,217,120	\$417,120	23.17%
Retirement Reserve	\$350,000	\$350,000	\$0	0.00%
Transfer from Debt Service	\$100,000	\$0	-\$100,000	-100.00%
Reserve for Tax Certiorari	\$400,000	\$400,000	\$0	0.00%
Transfer from Capital Reserve	\$750,000	\$0	-\$750,000	-100.00%
Property Taxes	\$37,675,747	\$38,075,010	\$399,263	1.06%
Total Receipts	\$46,493,447	\$47,082,130	\$588,683	

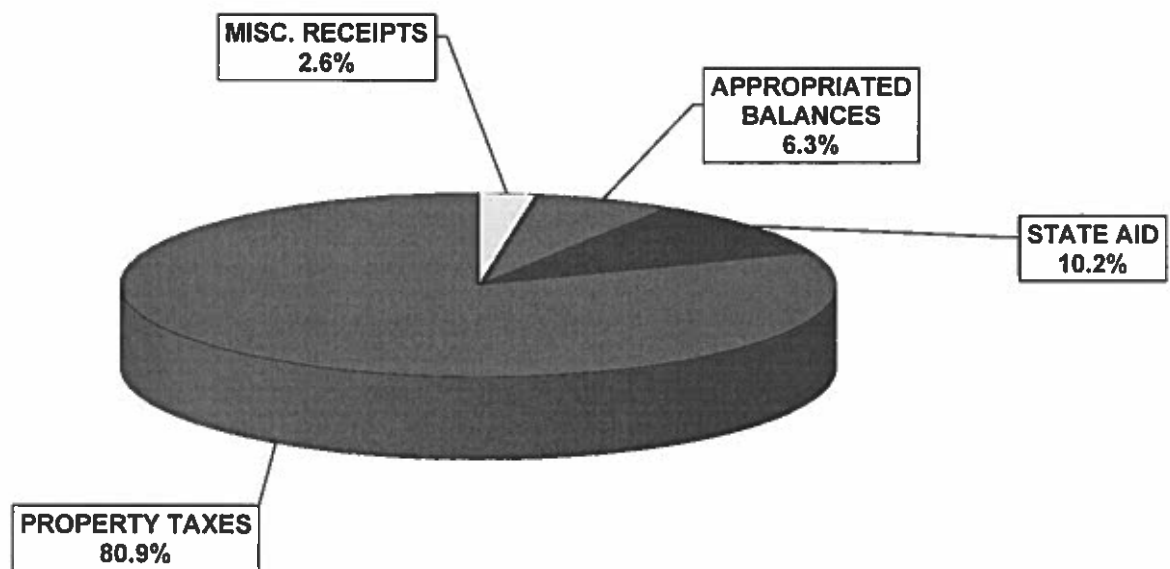
% PROP TAX CHANGE 1.06%

Assessed Valuation	\$47,446,027	\$48,083,034 *	\$637,007
Tax Rate	\$793.55	\$791.86	-\$1.69
Tax Rate Change			-0.21%

*Assessed valuation is subject to change.

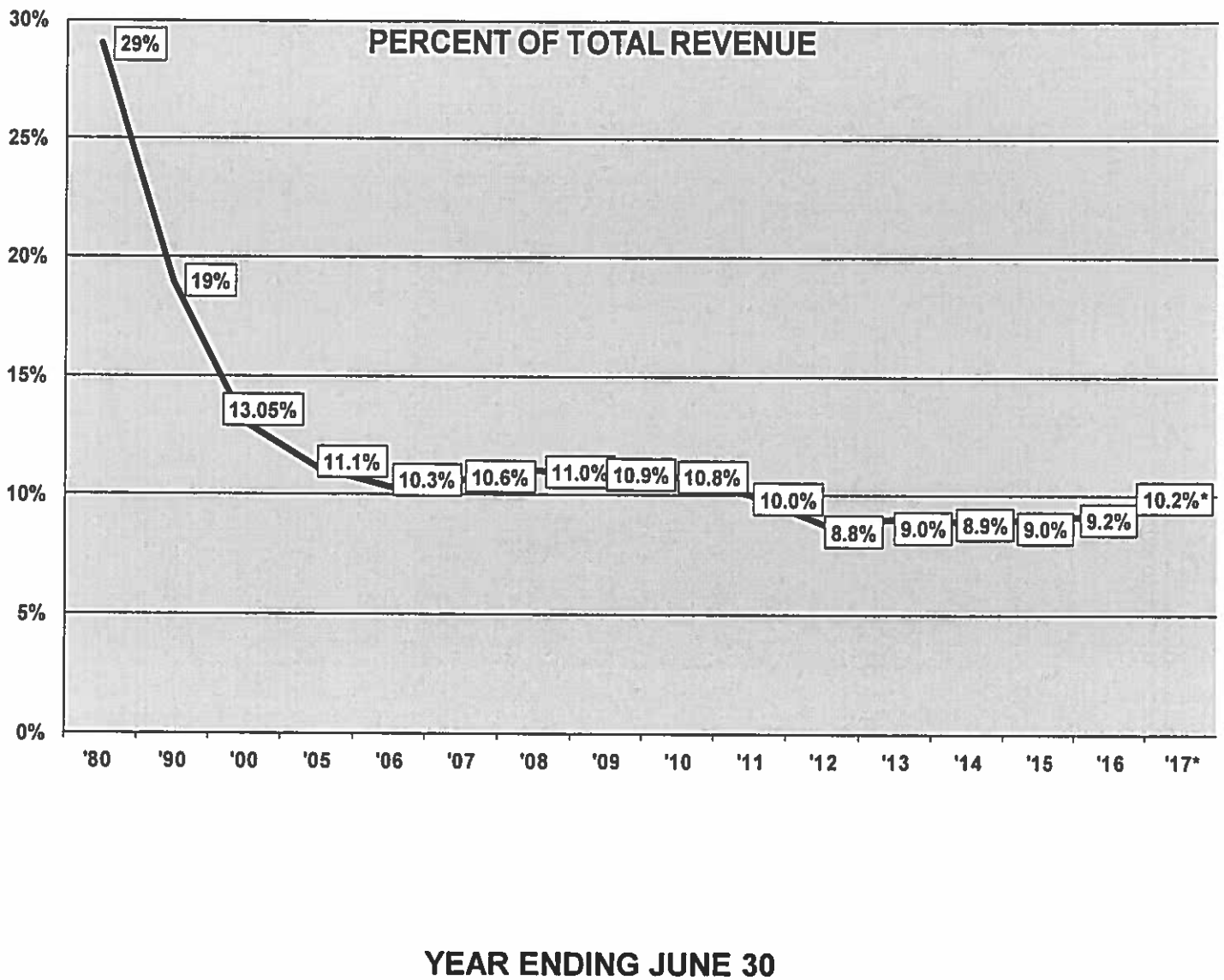
PROPOSED REVENUE SOURCES

2016-2017



REVENUE	2015-2016 ADOPTED BUDGET	2016-2017 PROPOSED BUDGET
TOTAL STATE AID	\$4,262,700	\$4,790,000
MISC. RECEIPTS	\$1,155,000	\$1,250,000
APPROPRIATED BALANCES	\$3,400,000	\$2,967,120
PROPERTY TAXES	\$37,675,747	\$38,075,010
TOTAL APPROPRIATIONS	\$46,493,447	\$47,082,130

STATE AID



* 16-17 is Projected

REVENUE SUMMARY

REVENUE	2015-16 ADOPTED BUDGET	2015-2016 ESTIMATED END OF YEAR	2016-17 PROPOSED BUDGET
Other Charges - Custodial Fees	\$30,000	\$30,000	\$35,000
Day School Tuition	\$135,000	\$246,029	\$215,000
Tuition Other Districts	\$200,000	\$343,000	\$250,000
Medicaid Reimbursement	\$40,000	\$0	\$0
Interest on Deposits & Investments	\$40,000	\$20,000	\$30,000
Other Student Fees/Drivers Ed	\$25,000	\$15,000	\$0
Admissions From Individuals-Theater	\$19,000	\$19,000	\$20,000
Borderline Properties	\$48,000	\$56,468	\$50,000
Unclassified Revenues	\$193,000	\$304,893	\$150,000
Sales Tax	\$425,000	\$425,000	\$425,000
Rental-BOCES	\$0	\$73,000	\$75,000
State Aid - Foundation	\$2,792,750	\$2,837,750	\$3,406,656
- Building	\$493,441	\$493,441	\$503,512
- BOCES	\$850,000	\$840,000	\$736,955
- Textbooks	\$126,509	\$139,000	\$142,877
State Aid -Total	\$4,262,700		\$4,790,000
 TOTAL REVENUE OTHER THAN REAL PROPERTY	 \$5,417,700	 \$5,842,581	 \$6,040,000
 TRANSFER FROM DEBT SERVICE FUND	 \$100,000	 \$100,000	 \$0
 APPROPRIATED FUND BALANCE	 \$1,800,000	 \$1,800,000	 \$2,217,120
 RETIREMENT RESERVE	 \$350,000	 \$350,000	 \$350,000
 RESERVE FOR TAX CERTIORARI	 \$400,000	 \$400,000	 \$400,000
 TRANSFER FROM CAPITAL RESERVE	 \$750,000	 \$750,000	 \$0
 AMOUNT TO BE RAISED BY PROPERTY TAXES	 <u>\$37,675,747</u>	 <u>\$37,675,747</u>	 <u>\$38,075,010</u>
 TOTAL REVENUE	 \$46,493,447	 \$46,918,328	 \$47,082,130

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

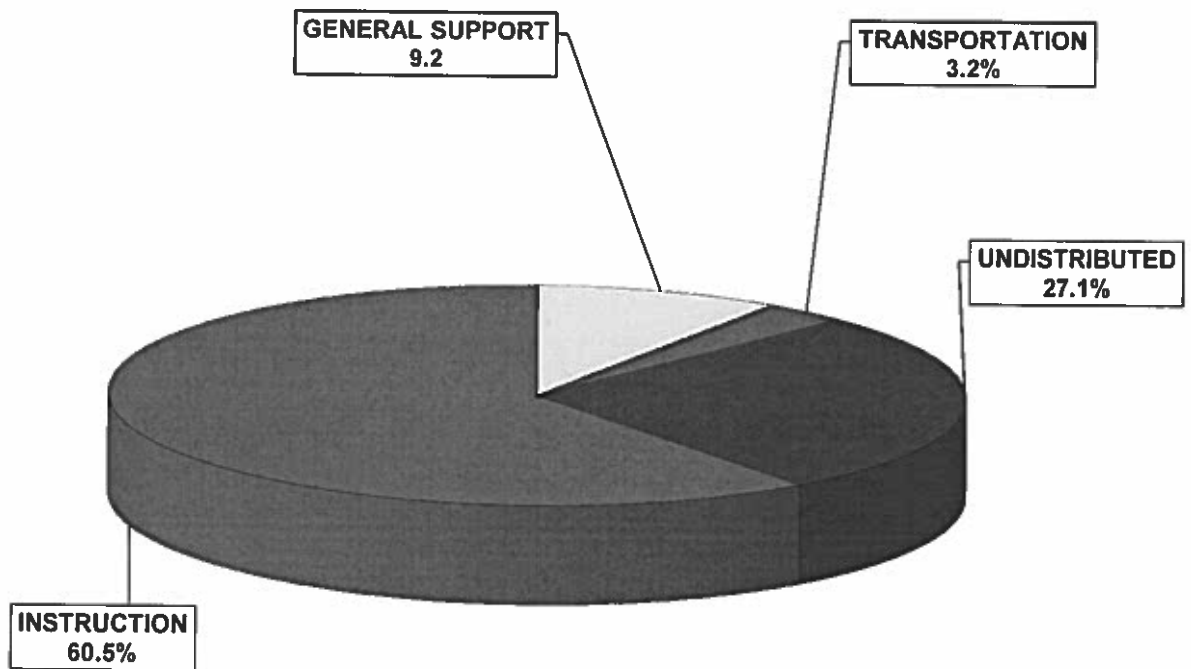
Transportation includes bus transportation that is provided for in-district students, interscholastic athletics, special education and private and parochial students. Pupil transportation is provided by companies with whom the district has a contractual agreement.

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

2016-2017



APPROPRIATIONS	2015-2016 ADOPTED BUDGET	2016-2017 PROPOSED BUDGET
GENERAL SUPPORT	\$4,011,917	\$4,317,906
INSTRUCTION	\$27,472,069	\$28,473,813
TRANSPORTATION	\$1,499,900	\$1,520,457
UNDISTRIBUTED	\$13,509,561	\$12,769,954
TOTAL APPROPRIATIONS	\$46,493,447	\$47,082,130

EXPENDITURE SUMMARY

	2015-2016 ADOPTED BUDGET	2016-17 PROPOSED BUDGET
GENERAL SUPPORT		
Board of Education	\$63,414	\$79,623
Central Administration	\$436,668	\$451,558
Finance	\$566,526	\$591,500
Legal	\$155,000	\$205,000
Personnel	\$8,000	\$8,000
Public Information	\$49,697	\$51,449
Central Services		
Operations	\$1,980,220	\$2,141,909
Maintenance	\$332,660	\$358,242
Special Items	\$419,732	\$430,625
TOTAL GENERAL SUPPORT	\$4,011,917	\$4,317,906
INSTRUCTION		
Curriculum Development	\$194,636	\$226,000
Supervision	\$1,458,080	\$1,451,783
Teaching	\$15,132,988	\$15,705,660
Special Education	\$6,074,779	\$6,384,486
Teaching Special Schools	\$25,000	\$25,000
Instructional Media	\$325,348	\$363,152
Technology	\$1,233,989	\$1,253,539
Pupil Services:		
Guidance	\$1,030,239	\$1,081,353
Health	\$287,504	\$303,976
Psychological Services	\$515,343	\$526,494
Co-curricular Activities	\$404,033	\$398,745
Interscholastic Athletics	\$790,130	\$753,625
TOTAL INSTRUCTION	\$27,472,069	\$28,473,813

EXPENDITURE SUMMARY

	2015-2016 ADOPTED BUDGET	2016-17 PROPOSED BUDGET
TRANSPORTATION	\$1,499,900	\$1,520,457
UNDISTRIBUTED		
Employee Benefits	\$11,512,881	\$11,212,854
Debt Service	\$1,101,680	\$1,112,100
Interfund Transfer	\$895,000	\$445,000
TOTAL UNDISTRIBUTED	\$13,509,561	\$12,769,954
TOTAL EXPENDITURES	\$46,493,447	\$47,082,130

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
PRELIMINARY BUDGET 2016-17**

FUNCTION	CATEGORY	2014-15 ACTUAL EXPENDITURES	2015-16 ADOPTED BUDGET	2015-16 ESTIMATED END OF YEAR	2016-17 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
GENERAL SUPPORT							
<u>BOARD OF EDUCATION</u>							
1010.400	Contract Services						
	Conferences	\$1,462	\$2,000	\$2,500	\$2,000	\$0	0.00%
	Memberships	\$14,107	\$18,500	\$18,500	\$18,500	\$0	0.00%
	Policy/Regulation Review/Board Docs	\$2,411	\$3,500	\$12,500	\$12,500	\$9,000	257.14%
		\$17,980	\$24,000	\$33,500	\$33,000	\$9,000	37.50%
1010.450	Supplies	\$297	\$350	\$0	\$350	\$0	0.00%
1040.160	District Clerk	\$13,260	\$13,923	\$13,600	\$14,068	\$145	1.04%
	Deputy Treasurer	\$5,849	\$6,141	\$6,200	\$6,205	\$64	1.04%
		\$19,109	\$20,064	\$19,800	\$20,273	\$209	1.04%
1040.400	Contract Services	\$6,217	\$19,000	\$25,000	\$26,000	\$7,000	36.84%
	Voting Machines						
TOTAL BOARD OF EDUCATION							
		\$43,603	\$63,414	\$78,300	\$79,623	\$16,209	25.56%
<u>CENTRAL ADMINISTRATION</u>							
1240.150	Central Office Administration	\$244,494	\$244,494	\$251,828	\$259,384	\$14,890	6.09%
1240.160	Non-Instr. Salaries	\$158,998	\$177,174	\$157,000	\$177,174	\$0	0.00%
1240.400	Contract Services	\$12,777	\$13,000	\$13,000	\$13,000	\$0	0.00%
1240.450	Supplies	\$1,191	\$2,000	\$1,500	\$2,000	\$0	0.00%
TOTAL CHIEF SCHOOL ADMINISTRATOR							
		\$417,460	\$436,668	\$423,328	\$461,558	\$14,890	3.41%
<u>FINANCE</u>							
1310.160	Business Non-Instructional Salaries	\$455,150	\$450,251	\$470,000	\$475,000	\$24,749	5.50%
1310.400	Contract Services						
	Business Office (Includes GASB 45 actuary)	\$31,732	\$35,000	\$34,000	\$35,000	\$0	0.00%
	Third Party Administration (Flex Plan & TSA)	\$1,861	\$6,000	\$3,000	\$6,000	\$0	0.00%
	Investigation	\$186	\$2,500	\$2,500	\$2,500	\$0	0.00%
		\$33,779	\$43,500	\$39,500	\$43,500	\$0	0.00%
1310.450	Supplies	\$3,900	\$4,000	\$4,000	\$4,000	\$0	0.00%
1320.160	Internal Claims Auditor	\$5,500	\$5,775	\$5,700	\$6,000	\$225	3.90%
1320.400	Auditing						
	External Auditor	\$30,500	\$38,000	\$38,000	\$38,000	\$0	0.00%
	Internal Auditor	\$23,163	\$25,000	\$25,000	\$25,000	\$0	0.00%
		\$53,663	\$63,000	\$63,000	\$63,000		
TOTAL FINANCE							
		\$551,992	\$566,526	\$582,200	\$591,600	\$24,974	4.41%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2016-17**

FUNCTION	CATEGORY	2014-15 ACTUAL EXPENDITURES	2015-16 ADOPTED BUDGET	2015-16 ESTIMATED END OF YEAR	2016-17 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>LEGAL</u>							
1420.400	Legal Representation	\$52,876	\$55,000	\$50,000	\$55,000	\$0	0.00%
	Litigation	\$56,298	\$100,000	\$175,000	\$150,000	\$50,000	50.00%
TOTAL LEGAL		\$109,174	\$155,000	\$225,000	\$205,000	\$50,000	32.26%
<u>PERSONNEL</u>							
1430.400	Personnel Contract Services	\$1,547	\$2,000	\$1,000	\$2,000	\$0	0.00%
1430.450	Supplies	\$1,268	\$1,000	\$1,000	\$1,000	\$0	0.00%
1430.490	Recruitment	\$0	\$5,000	\$18,000	\$5,000	\$0	0.00%
TOTAL PERSONNEL		\$2,815	\$8,000	\$20,000	\$8,000	\$0	0.00%
<u>PUBLIC INFORMATION</u>							
1480.160	Public Information Salary	\$42,840	\$43,697	\$44,250	\$45,449	\$1,752	4.01%
1480.400	Contract Services-Newsletter	\$552	\$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		\$43,392	\$49,697	\$48,750	\$51,449	\$1,752	3.53%

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. 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 replacement of old and obsolete cleaning, custodial and grounds equipment.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2016-17**

FUNCTION	CATEGORY	2014-15 ACTUAL EXPENDITURES	2015-16 ADOPTED BUDGET	2015-16 ESTIMATED END OF YEAR	2016-17 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
OPERATIONS							
1620.160	Non-Instr. Salaries Overtime/Summer	\$1,001,977 \$145,149 \$1,147,126	\$1,022,220 \$170,000 \$1,192,220	\$1,012,000 \$190,000 \$1,202,000	\$1,063,109 \$176,800 \$1,239,909	\$40,889 \$6,800 \$47,689	4.00% 4.00% 4.00%
1620.200	Equipment	\$14,314	\$10,000	\$10,000	\$15,000	\$5,000	50.00%
1620.400	Contract Services						
	Construction Manager/Architect	\$0	\$50,000	\$100,000	\$100,000	\$50,000	100.00%
	Maintenance Contract	\$108,431	\$60,000	\$175,000	\$82,000	\$22,000	36.67%
	Fuel Oil/Gas	\$163,657	\$175,000	\$155,000	\$175,000	\$0	0.00%
	Electricity	\$219,815	\$218,000	\$220,000	\$245,000	\$27,000	12.39%
	Telephone	\$47,105	\$25,000	\$25,000	\$25,000	\$0	0.00%
	Water	\$47,129	\$55,000	\$55,000	\$55,000	\$0	0.00%
	Unscheduled Repairs	\$276,884	\$35,000	\$65,000	\$35,000	\$0	0.00%
		\$863,021	\$618,000	\$795,000	\$717,000	\$99,000	16.02%
1620.450	Supplies	\$133,678	\$80,000	\$90,000	\$90,000	\$10,000	12.50%
1620.490	BOCES Telephone Services	\$29,147 \$29,585 \$58,732	\$40,000 \$40,000 \$80,000	\$35,000 \$40,000 \$75,000	\$40,000 \$40,000 \$80,000	\$0 \$0 \$0	0.00% 0.00% 0.00%
TOTAL OPERATIONS		\$2,218,871	\$1,980,220	\$2,172,000	\$2,141,909	\$161,689	8.17%
MAINTENANCE							
1621.160	Non-Inst. Salaries Overtime	\$144,239 \$15,706 \$159,945	\$150,660 \$15,000 \$165,660	\$150,000 \$14,000 \$164,000	\$156,242 \$15,000 \$171,242	\$5,582 \$0 \$5,582	3.71% 0.00% 3.37%
1621.200	Equipment	\$9,712	\$20,000	\$20,000	\$30,000	\$10,000	50.00%
1621.400	Contract Services						
	Grounds Upkeep	\$54,614	\$50,000	\$50,000	\$50,000	\$0	0.00%
	Repair District-Wide	\$236,819	\$30,000	\$55,000	\$30,000	\$0	0.00%
	Alarm System	\$11,982	\$12,000	\$12,000	\$12,000	\$0	0.00%
	Building Repairs	\$32,736	\$35,000	\$45,000	\$35,000	\$0	0.00%
	Boiler System	\$36,523	\$20,000	\$45,000	\$30,000	\$10,000	50.00%
		\$372,674	\$147,000	\$207,000	\$157,000	\$10,000	6.80%
TOTAL MAINTENANCE		\$542,331	\$332,660	\$391,000	\$358,242	\$25,582	7.69%
TOTAL MAINTENANCE & OPERATIONS		\$2,769,202	\$2,312,880	\$2,563,000	\$2,500,151	\$187,271	8.10%

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
PRELIMINARY BUDGET 2016-17**

FUNCTION	CATEGORY	2014-15 ACTUAL EXPENDITURES	2015-16 ADOPTED BUDGET	2015-16 ESTIMATED END OF YEAR	2016-17 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	<u>SPECIAL ITEMS</u>						
1910.400	Insurance	\$164,788	\$167,280	\$169,506	\$170,625	\$3,345	2.00%
1950.400	Assessments: Greenburgh	\$48,808	\$55,000	\$52,000	\$55,000	\$0	0.00%
1950.405	Assessment: Dual Residency	\$29,182	\$30,000	\$30,000	\$30,000	\$0	0.00%
1964.400	Refund of Real Property Tax	\$145,448	\$0	\$83,000	\$0	\$0	0.00%
1981.490	BOCES Administrative Charges	\$158,572	\$167,452	\$169,758	\$175,000	\$7,548	4.51%
	TOTAL SPECIAL ITEMS	\$548,798	\$419,732	\$504,264	\$430,625	\$10,893	2.60%
	TOTAL GENERAL SUPPORT	\$4,474,436	\$4,011,917	\$4,444,842	\$4,317,906	\$305,989	7.63%

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
PRELIMINARY BUDGET 2016-17**

FUNCTION	CATEGORY	2014-15 ACTUAL EXPENDITURES	2015-16 ADOPTED BUDGET	2015-16 ESTIMATED END OF YEAR	2016-17 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>CURRICULUM DEVELOPMENT</u>							
2010.150	Director of Curriculum, Instruction	\$135,529	\$146,511	\$101,000	\$175,000	\$28,489	19.44%
2010.160	Non-Instructional Salary	\$34,449	\$36,125	\$39,000	\$39,000	\$2,875	7.96%
2010.400	Director of CI -Contractual	\$3,747	\$7,000	\$5,000	\$7,000	\$0	0.00%
2010.450	Director of CI -Supplies	\$2,673	\$5,000	\$3,500	\$5,000	\$0	0.00%
TOTAL CURRICULUM DEVELOPMENT		\$176,398	\$194,636	\$148,500	\$226,000	\$31,364	16.11%
<u>SUPERVISION</u>							
2020.150	Professional	\$939,484	\$981,607	\$975,000	\$988,883	\$7,276	0.74%
2020.160	Non-Instructional Salaries	\$298,554	\$369,948	\$335,000	\$348,000	(\$21,948)	(5.93%)
2020.160	Clerical subs/nurse subs/TA Subs	\$53,251	\$70,000	\$62,000	\$75,000	\$5,000	7.14%
	Total - Non Instructional	\$351,805	\$439,948	\$397,000	\$423,000	(\$16,948)	(3.85%)
2020.400	Contract Services						
	Elementary	\$2,992	\$3,500	\$3,000	\$3,500	\$0	0.00%
	Middle School	\$5,674	\$6,000	\$6,000	\$6,000	\$0	0.00%
	High School	\$10,375	\$10,025	\$8,000	\$12,000	\$1,975	19.70%
		\$19,041	\$19,525	\$17,000	\$21,500	\$1,975	10.12%
2020.450	Supplies						
	Elementary	\$3,879	\$6,000	\$5,500	\$5,900	(\$100)	(1.67%)
	Middle School	\$1,419	\$2,500	\$2,500	\$2,500	\$0	0.00%
	High School	\$3,833	\$8,500	\$8,500	\$10,000	\$1,500	17.65%
		\$9,131	\$17,000	\$16,500	\$18,400	\$1,400	8.24%
TOTAL SUPERVISION		\$1,319,461	\$1,468,080	\$1,405,500	\$1,461,783	(\$6,297)	(0.43%)

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 1.0 FTE for a potential additional Kindergarten section based on enrollment. At Hillside there is also a .6 FTE increase for Physical Education which will allow for full day kindergarten in the 2016-2017 school year. To address class size at the Farragut Middle School there is an increase of .2 FTE in Foreign Language included in the budget as well as .4 FTE to address class sizes if needed.

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.

Curriculum Development

The district continues to provide funds for program development and district-wide efforts to strengthen the instructional program.

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. These opportunities include Literacy Specialists and continued professional development with IDE Corp.

Non-Instructional Salaries

This category includes salaries for clerical workers, 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.

Contract Services

This category provides funds for service contracts on equipment in each school. Other expenses include memberships and subscriptions for each of the schools. Funds are appropriated for graduation, handbooks, and mentoring at the High School. Includes funds for Outside Education Evaluators previously funded in Federal Grants.

District Test Scoring

This category reflects funds to score state assessment tests.

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.

Arts in Education/Cultural Arts Program

The district supports K-12 arts education by offering assembly programs and workshops by visiting artists.

In-Service

Funds for courses and workshops to improve teacher skills and enhance the instructional program are contained in this category.

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.

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.

Supplies

Each school staff has identified necessary instructional supplies.

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 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 the Walkabout and 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.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2016-17**

FUNCTION	CATEGORY	2014-15 ACTUAL EXPENDITURES	2015-16 ADOPTED BUDGET	2015-16 ESTIMATED END OF YEAR	2016-17 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
TEACHING							
2110.120	K-6 Instructional Salaries	\$5,244,625	\$5,644,313	\$5,405,000	\$5,831,115	\$186,802	3.31%
2110.130	7-12 Instructional Salaries/Chairperson	\$6,717,317	\$7,089,425	\$7,070,000	\$7,442,468	\$353,043	4.98%
2110.140	Substitutes	\$162,754	\$205,000	\$190,000	\$210,000	\$5,000	2.44%
2110.141	Leave Replacements	\$147,549	\$250,000	\$90,000	\$200,000	(\$50,000)	(20.00%)
2110.150	Curriculum Development	\$19,608	\$32,000	\$32,000	\$35,000	\$3,000	9.38%
2110.151	Staff Development	\$31,368	\$50,000	\$32,000	\$50,000	\$0	0.00%
2110.160	Non-Instructional Salaries	\$440,711	\$609,000	\$462,000	\$511,458	(\$97,542)	(16.02%)
2110.200	Equipment- Furniture	\$24,906	\$77,000	\$77,000	\$50,000	(\$27,000)	(35.06%)
	Equipment-Elementary	\$6,427	\$8,000	\$8,000	\$8,000	\$0	0.00%
	Equipment-Middle School	\$0	\$0	\$0	\$0	\$0	0.00%
	Equipment-High School	\$7,405	\$8,800	\$8,800	\$8,600	(\$200)	(2.27%)
		<u>\$38,738</u>	<u>\$93,800</u>	<u>\$93,800</u>	<u>\$66,600</u>	<u>(\$27,200)</u>	<u>(29.00%)</u>
2110.400	Contract Services	\$0					
	District Test Scoring	\$23,570	\$60,000	\$40,000	\$60,000	\$0	0.00%
	Elementary	\$4,522	\$7,500	\$5,000	\$6,000	(\$1,500)	(20.00%)
	Middle School Departments	\$1,602	\$12,410	\$5,000	\$12,410	\$0	0.00%
	Middle School Professional Development/IDE		\$90,000	\$90,000	\$90,000	\$0	0.00%
	High School						
	Departments	\$9,889	\$25,149	\$15,000	\$20,978	(\$4,171)	(16.59%)
	Graduation	\$10,871	\$15,000	\$12,500	\$15,000	\$0	0.00%
	Handbook	\$3,281	\$4,200	\$1,800	\$4,200	\$0	0.00%
	Mentoring	\$5,191	\$2,600	\$1,600	\$2,600	\$0	0.00%
	Tristate Consortium	\$8,740	\$14,000	\$8,000	\$14,000	\$0	0.00%
	Sup't Conference Days	\$2,500	\$3,000	\$2,000	\$3,000	\$0	0.00%
	Staff Development	\$16,176	\$37,500	\$25,000	\$35,000	(\$2,500)	(6.67%)
	Arts in Education	\$0	\$6,500	\$6,000	\$6,500	\$0	0.00%
	Westchester Teacher Center	\$15,750	\$17,000	\$16,000	\$17,000	\$0	0.00%
	Outside Education Evaluator	\$0	\$30,000	\$40,000	\$30,000	\$0	0.00%
	Cultural Arts Program	\$0	\$5,000	\$2,000	\$5,000	\$0	0.00%
	Annual Cost Copiers	\$167,649	\$150,000	\$170,000	\$170,000	\$20,000	13.33%
	District Mailing	\$24,260	\$25,000	\$25,000	\$25,000	\$0	0.00%
	Equipment (Printing/Mailing)	\$6,022	\$5,000	\$6,500	\$6,500	\$1,500	30.00%
	School Security		\$0	\$165,000	\$185,000	\$185,000	0.00%
		<u>\$300,023</u>	<u>\$509,859</u>	<u>\$636,400</u>	<u>\$708,188</u>	<u>\$198,329</u>	<u>38.90%</u>
2110.450	Supplies						
	Paper- District Copiers	\$100,700	\$65,000	\$60,000	\$65,000	\$0	0.00%
	Curriculum Supplies	\$0	\$0	\$0	\$0	\$0	0.00%
	Elementary	\$55,592	\$54,000	\$51,000	\$52,850	(\$1,150)	(2.13%)
	Middle School	\$47,302	\$50,476	\$45,000	\$51,476	\$1,000	1.98%
	High School	\$45,139	\$55,320	\$45,000	\$55,780	\$460	0.83%
		<u>\$248,733</u>	<u>\$224,796</u>	<u>\$201,000</u>	<u>\$225,106</u>	<u>\$310</u>	<u>0.14%</u>

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2016-17**

FUNCTION	CATEGORY	2014-15 ACTUAL EXPENDITURES	2015-16 ADOPTED BUDGET	2015-16 ESTIMATED END OF YEAR	2016-17 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
2110.480	Textbooks						
	District Curriculum-Math	\$22,471	\$20,000	\$10,000	\$0	(\$20,000)	(100.00%)
	District Curriculum-Foreign Language	\$17,631	\$0	\$0	\$10,000	\$10,000	0.00%
	District Curriculum-Science	\$0	\$20,000	\$10,000	\$10,000	(\$10,000)	(50.00%)
	Elementary	\$15,028	\$18,000	\$15,000	\$17,800	(\$200)	(1.11%)
	Middle School	\$44,163	\$21,935	\$20,000	\$21,935	\$0	0.00%
	High School	\$56,788	\$24,860	\$25,000	\$25,990	\$1,130	4.55%
	Non-Public	\$5,229	\$5,000	\$10,000	\$15,000	\$10,000	200.00%
		<u>\$161,310</u>	<u>\$109,795</u>	<u>\$90,000</u>	<u>\$100,725</u>	<u>(\$9,070)</u>	<u>(8.26%)</u>
2110.490	BOCES						
	Occupational Education	\$95,090	\$125,000	\$60,000	\$115,000	(\$10,000)	(8.00%)
	Walkabout/Alternative/GED	\$0	\$32,500	\$0	\$32,500	\$0	0.00%
	BOCES Staff Development	\$95,517	\$20,000	\$30,000	\$30,000	\$10,000	50.00%
	Institute Excellence	\$0	\$2,500	\$0	\$2,500	\$0	0.00%
	Information and Administrative Mgt. Services	<u>\$164,020</u>	<u>\$135,000</u>	<u>\$140,000</u>	<u>\$145,000</u>	<u>\$10,000</u>	<u>7.14%</u>
		<u>\$354,627</u>	<u>\$315,000</u>	<u>\$230,000</u>	<u>\$325,000</u>	<u>\$10,000</u>	<u>3.17%</u>
TOTAL TEACHING		\$13,867,363	\$15,132,988	\$14,532,200	\$15,705,660	\$572,672	3.78%

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 2016-2017 summer school program 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 reflect an increase of a teacher aide.

Tuition and Related Services cover costs when the district contracts with outside agencies to meet requirements of some Individual Education Programs.

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 year, as has the number of students requiring these specialized services.

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.

Project Achieve - Students in this program receive intensive support in a self-contained classroom at a BOCES site. The focus of this program is to remediate specific learning problems and to provide counseling.

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
PRELIMINARY BUDGET 2016-17**

FUNCTION	CATEGORY	2014-15 ACTUAL EXPENDITURES	2015-16 ADOPTED BUDGET	2015-16 ESTIMATED END OF YEAR	2016-17 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>SPECIAL EDUCATION</u>							
2250.150	Instructional Salaries	\$2,812,143	\$3,199,808	\$3,010,000	\$3,207,903	\$8,095	0.25%
2250.160	Non-Instructional Salary	\$716,492	\$867,536	\$950,000	\$1,059,532	\$191,996	22.13%
2250.200	Equipment	\$5,065	\$8,900	\$7,000	\$8,900	\$0	0.00%
2250.400	Contract Services						
	Elementary	\$0	\$0	\$0	\$0	\$0	0.00%
	Middle School	\$0	\$0	\$0	\$0	\$0	0.00%
	High School	\$0	\$0	\$0	\$0	\$0	0.00%
	District (includes District based related services)	\$400,187	\$315,000	\$310,000	\$343,515	\$28,515	9.05%
		\$400,187	\$315,000	\$310,000	\$343,515	\$28,515	9.05%
2250.450	Supplies						
	Special Education-District Initiative - Math	\$0	\$0	\$0	\$0	\$0	0.00%
	Special Education	\$27,841	\$14,900	\$15,000	\$14,900	\$0	0.00%
	Elementary	\$0	\$0	\$0	\$0	\$0	0.00%
	Middle School	\$0	\$0	\$0	\$0	\$0	0.00%
	High School	\$0	\$0	\$0	\$0	\$0	0.00%
		\$27,841	\$14,900	\$15,000	\$14,900	\$0	0.00%
2250.470	Tuition and Related Services	\$905,380	\$932,243	\$924,000	\$1,118,850	\$186,607	20.02%
	County Maintenance	\$10,196	\$5,000	\$10,000	\$25,000	\$20,000	400.00%
	Homebound Tutoring	\$10,325	\$10,000	\$6,000	\$15,000	\$5,000	50.00%
	Preschool	\$0	\$0	\$0	\$0	\$0	0.00%
	Settlements	\$75,000	\$50,000	\$200,000	\$50,000	\$0	0.00%
		\$1,000,901	\$997,243	\$1,140,000	\$1,208,850	\$211,607	21.22%
2250.480	Textbooks	\$3,311	\$6,500	\$5,000	\$6,500	\$0	0.00%
	Elementary	\$0	\$0	\$0	\$0	\$0	0.00%
	Middle School	\$0	\$0	\$0	\$0	\$0	0.00%
	High School	\$0	\$0	\$0	\$0	\$0	0.00%
		\$3,311	\$6,500	\$5,000	\$6,500	\$0	0.00%
2250.490	BOCES						
	Tuition & Related Services	\$302,965	\$664,892	\$300,000	\$534,386	(\$130,506)	(19.63%)
		\$302,965	\$664,892	\$370,000	\$534,386	(\$130,506)	(19.63%)
TOTAL SPECIAL EDUCATION		\$5,268,905	\$6,074,779	\$5,807,000	\$6,384,486	\$308,707	5.10%

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
PRELIMINARY BUDGET 2016-17**

FUNCTION	CATEGORY	2014-15 ACTUAL EXPENDITURES	2015-16 ADOPTED BUDGET	2015-16 ESTIMATED END OF YEAR	2016-17 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>TEACHING SPECIAL SCHOOLS</u>							
2330.400	Drivers Education Contractual	\$27,600	\$25,000	\$9,000	\$25,000	\$0	0.00%
TOTAL TEACHING SPECIAL SCHOOLS		\$27,600	\$25,000	\$9,000	\$25,000	\$0	0.00%
<u>INSTRUCTIONAL MEDIA</u>							
2610.150	Instructional Salaries	\$171,626	\$178,722	\$208,204	\$213,589	\$34,867	19.51%
2610.160	Non-Instructional Salaries	\$96,788	\$96,108	\$95,000	\$99,045	\$2,937	3.06%
2610.200	Equipment						
	Elementary AV	\$985	\$1,000	\$1,000	\$1,000	\$0	0.00%
	Middle School AV	\$3,442	\$3,500	\$3,500	\$3,500	\$0	0.00%
	High School AV	\$6,752	\$3,400	\$3,400	\$3,400	\$0	0.00%
	Middle School Library	\$0	\$0	\$0	\$0	\$0	0.00%
	High School Library	\$0	\$0	\$0	\$0	\$0	0.00%
		<u>\$11,179</u>	<u>\$7,900</u>	<u>\$7,900</u>	<u>\$7,900</u>	<u>\$0</u>	<u>0.00%</u>
2610.400	Contract Services						
	Equipment Repair	\$0	\$0	\$0	\$0	\$0	0.00%
	Elementary AV	\$996	\$1,000	\$1,000	\$1,000	\$0	0.00%
	Middle School AV	\$890	\$985	\$800	\$985	\$0	0.00%
	High School AV	\$146	\$150	\$100	\$150	\$0	0.00%
	Elementary Library	\$0	\$0	\$0	\$0	\$0	0.00%
	Middle School Library	\$1,879	\$2,209	\$2,209	\$2,209	\$0	0.00%
	High School Library	<u>\$3,046</u>	<u>\$4,226</u>	<u>\$4,000</u>	<u>\$4,226</u>	<u>\$0</u>	<u>0.00%</u>
		<u>\$6,957</u>	<u>\$8,570</u>	<u>\$8,109</u>	<u>\$8,570</u>	<u>\$0</u>	<u>0.00%</u>
2610.450	Supplies						
	Elementary AV	\$1,131	\$1,000	\$1,000	\$1,000	\$0	0.00%
	Middle School AV	\$2,647	\$2,706	\$2,200	\$2,706	\$0	0.00%
	High School AV	\$734	\$750	\$500	\$750	\$0	0.00%
	Elementary Library	\$220	\$575	\$500	\$575	\$0	0.00%
	Middle School Library	\$841	\$1,574	\$1,250	\$1,574	\$0	0.00%
	High School Library	<u>\$0</u>	<u>\$375</u>	<u>\$350</u>	<u>\$375</u>	<u>\$0</u>	<u>0.00%</u>
		<u>\$5,573</u>	<u>\$6,980</u>	<u>\$5,800</u>	<u>\$6,980</u>	<u>\$0</u>	<u>0.00%</u>
2610.460	Books - Library Program	\$27,159	\$27,068	\$25,000	\$27,068	\$0	0.00%
TOTAL INSTRUCTIONAL MEDIA		\$319,282	\$325,348	\$350,013	\$363,152	\$37,804	11.62%

Technology

Instructional Technology

The district's initiative for instructional technology is guided by a long range technology plan developed by a district-wide committee of teachers, parents, administrators, and members of the Board of Education. This plan is updated every three years and the current budget was developed with input from the committee.

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 Network Administrator, and an Office Assistant and data team stipends.

BOCES provides the major support for the local area network and the District will enter into a lease through BOCES for additional needed hardware replacement.

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2016-17**

FUNCTION	CATEGORY	2014-15 ACTUAL EXPENDITURES	2015-16 ADOPTED BUDGET	2015-16 ESTIMATED END OF YEAR	2016-17 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	<u>TECHNOLOGY</u>						
	<u>INSTRUCTIONAL TECHNOLOGY</u>						
2630.150	Instructional Salaries	\$85,833	\$87,550	\$87,550	\$91,080	\$3,510	4.01%
2630.160	Non-Instructional Salaries	\$110,009	\$118,960	\$110,000	\$125,000	\$6,040	5.08%
2630.400	Contract Services	\$34,999	\$35,000	\$36,000	\$45,000	\$10,000	28.57%
2630.450	Supplies	\$19,897	\$14,000	\$19,000	\$14,000	\$0	0.00%
2630.460	Software Supplies	\$61,552	\$45,000	\$45,000	\$55,000	\$10,000	22.22%
2630.490	Computer Repairs	\$0	\$5,000	\$5,000	\$5,000	\$0	0.00%
2630.490	BOCES Local Area Network	\$408,183	\$465,000	\$445,000	\$490,000	\$25,000	5.38%
2630.490	Emerging Technology	\$0	\$110,000	\$110,000	\$125,000	\$15,000	13.64%
2630.490	BOCES Equipment Lease	\$311,036	\$275,000	\$225,000	\$225,000	(\$50,000)	(18.18%)
	INSTRUCTIONAL TECHNOLOGY	\$1,031,509	\$1,155,510	\$1,082,550	\$1,175,080	\$19,550	1.69%
	<u>STUDENT SUPPORT SYSTEM ADMINISTRATIVE TECHNOLOGY</u>						
2630.400	BOCES Charges/Network Support	\$39,003	\$78,479	\$78,479	\$78,479	\$0	0.00%
	STUDENT SUPPORT SYSTEM ADMINISTRATIVE TECHNOLOGY	\$39,003	\$78,479	\$78,479	\$78,479	\$0	0.00%
	TOTAL TECHNOLOGY	\$1,070,512	\$1,233,989	\$1,161,029	\$1,253,539	\$19,550	1.58%

Pupil Services

Guidance

This category includes provision for six full-time counselors, with one serving as Director of Guidance/College Placement, and 1.6 social workers. This category also includes two full-time and one part-time clerical positions.

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).

Psychologist

Salaries for this program include 4.4 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
PRELIMINARY BUDGET 2016-17**

FUNCTION	CATEGORY	2014-15 ACTUAL EXPENDITURES	2015-16 ADOPTED BUDGET	2015-16 ESTIMATED END OF YEAR	2016-17 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>PUPIL SERVICES - GUIDANCE</u>							
2810.150	Instructional Salaries	\$830,061	\$864,029	\$880,000	\$906,453	\$42,424	4.91%
	Summer Work	\$34,408	\$33,000	\$37,500	\$35,000	\$2,000	6.06%
	Total Instructional Salaries	\$864,469	\$897,029	\$917,500	\$941,453	\$44,424	4.95%
2810.160	Non-Instructional Salaries	\$102,732	\$108,310	\$98,000	\$115,000	\$6,690	6.18%
2810.400	Contract Services						
	Elementary	\$0	\$0	\$0	\$0	\$0	0.00%
	Middle School	\$0	\$1,500	\$1,700	\$1,500	\$0	0.00%
	High School	\$4,107	\$4,500	\$3,500	\$4,500	\$0	0.00%
		\$4,107	\$6,000	\$5,200	\$6,000	\$0	0.00%
2810.450	Supplies						
	Social Worker	\$0	\$0	\$0	\$0	\$0	0.00%
	Elementary	\$0	\$0	\$0	\$0	\$0	0.00%
	Middle School	\$1,121	\$1,400	\$1,400	\$1,400	\$0	0.00%
	High School	\$3,086	\$4,000	\$3,500	\$4,000	\$0	0.00%
	Total Supplies	\$4,207	\$5,400	\$4,900	\$5,400	\$0	0.00%
2810.470	Homebound Instruction	\$8,980	\$10,000	\$8,500	\$10,000	\$0	0.00%
2810.490	BOCES/Naviance & Discover	\$2,191	\$3,500	\$3,500	\$3,500	\$0	0.00%
TOTAL PUPIL SERVICES - GUIDANCE		\$986,686	\$1,030,239	\$1,037,600	\$1,081,353	\$51,114	4.96%
<u>PUPIL SERVICES - HEALTH</u>							
2815.160	Salaries						
	Nurses	\$223,429	\$220,158	\$225,000	\$226,630	\$6,472	2.94%
	Summer Work	\$0	\$7,000	\$7,000	\$7,000	\$0	0.00%
	Doctor	\$12,846	\$12,846	\$12,846	\$12,846	\$0	0.00%
2815.400	Health Services - Other Districts	\$42,636	\$38,500	\$48,500	\$48,500	\$10,000	25.97%
2815.450	Supplies	\$7,865	\$9,000	\$9,000	\$9,000	\$0	0.00%
TOTAL PUPIL SERVICES - HEALTH		\$286,776	\$287,504	\$302,346	\$303,976	\$16,472	5.73%
<u>PUPIL SERVICES - PSYCHOLOGIST</u>							
2820.150	Instructional Salaries	\$498,822	\$504,143	\$478,000	\$515,294	\$11,151	2.21%
	Summer Work	\$4,261	\$5,000	\$0	\$5,000	\$0	0.00%
	Total Instructional Salaries	\$503,083	\$509,143	\$478,000	\$520,294	\$11,151	2.19%
2820.400	Contract Services						
	Elementary	\$0	\$0	\$0	\$0	\$0	0.00%
	Middle School	\$0	\$500	\$500	\$500	\$0	0.00%
	High School	\$0	\$0	\$500	\$0	\$0	0.00%
		\$0	\$500	\$1,000	\$500	\$0	0.00%
2820.450	Supplies						
	Elementary	\$2,264	\$1,900	\$600	\$1,900	\$0	0.00%
	Middle School	\$2,437	\$1,900	\$1,200	\$1,900	\$0	0.00%
	High School	\$504	\$1,900	\$1,700	\$1,900	\$0	0.00%
		\$5,205	\$5,700	\$3,500	\$5,700	\$0	0.00%
TOTAL PUPIL SERVICES - PSYCHOLOGIST		\$508,288	\$515,343	\$482,500	\$526,494	\$11,151	2.16%

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.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2016-17**

FUNCTION	CATEGORY	2014-15 ACTUAL EXPENDITURES	2015-16 ADOPTED BUDGET	2015-16 ESTIMATED END OF YEAR	2016-17 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>CO-CURRICULAR ACTIVITIES</u>							
2850.150	Co-Curricular Salaries	\$281,105	\$329,538	\$308,000	\$325,050	(\$4,488)	(1.36%)
2850.400	Contract Services	\$20,586	\$24,000	\$24,000	\$24,000	\$0	0.00%
	Elementary	\$0	\$0	\$0	\$0	\$0	0.00%
	Hillside Theater	\$2,257	\$3,800	\$3,500	\$4,000	\$200	5.26%
	Middle School	\$10,206	\$9,552	\$9,500	\$8,552	(\$1,000)	(10.47%)
	Middle School Theater	\$5,736	\$6,000	\$6,000	\$6,000	\$0	0.00%
	High School	\$33,266	\$16,000	\$11,000	\$16,000	\$0	0.00%
	High School Theater	\$5,272	\$9,143	\$9,143	\$9,143	\$0	0.00%
	Community Service	\$1,868	\$6,000	\$5,000	\$6,000	\$0	0.00%
		\$79,191	\$74,495	\$68,143	\$73,695	(\$800)	(1.07%)
TOTAL CO-CURRICULAR ACTIVITIES		\$360,296	\$404,033	\$376,143	\$398,745	(\$5,288)	(1.31%)
<u>INTERSCHOLASTIC ATHLETICS</u>							
2855.150	Salaries						
	Athletic Director	\$95,470	\$97,990	\$110,514	\$113,829	\$15,839	16.16%
	Coaching	\$229,468	\$325,600	\$280,000	\$305,000	(\$20,600)	(6.33%)
	Intramurals	\$22,815	\$15,000	\$15,000	\$15,000	\$0	0.00%
	Timers, Security	\$10,180	\$13,500	\$10,000	\$12,000	(\$1,500)	(11.11%)
	Director - Summer Assignment	\$0	\$0	\$0	\$0	\$0	0.00%
		\$357,933	\$452,090	\$415,514	\$445,829	(\$6,261)	(1.38%)
2855.160	Non-Instructional Salary	\$43,906	\$44,251	\$45,000	\$48,000	\$3,749	8.47%
2855.200	Equipment MS/HS	\$22,370	\$66,400	\$66,000	\$25,000	(\$41,400)	(62.35%)
2855.400	Contract Services						
	High School	\$0	\$0	\$0	\$0	\$0	0.00%
	Field Rental for practice	\$0	\$10,000	\$20,000	\$15,000	\$5,000	50.00%
	Games Supervision	\$720	\$2,000	\$2,000	\$3,000	\$1,000	50.00%
	Cleaning/Repairs	\$6,767	\$16,000	\$16,000	\$16,000	\$0	0.00%
	Fees	\$9,335	\$8,000	\$8,000	\$8,000	\$0	0.00%
	Dues	\$2,982	\$4,000	\$3,000	\$4,000	\$0	0.00%
	Officials	\$5,153	\$12,000	\$12,000	\$12,000	\$0	0.00%
	Sports Trainer	\$30,000	\$30,000	\$30,000	\$30,000	\$0	0.00%
	Quad Village-Merged Sports	\$9,202	\$15,000	\$9,500	\$15,000	\$0	0.00%
	Middle School Athletics	\$0	\$0	\$0	\$0	\$0	0.00%
		\$64,159	\$97,000	\$100,500	\$103,000	\$6,000	6.19%
2855.450	Supplies	\$54,740	\$60,023	\$55,000	\$60,023	\$0	0.00%
2855.490	BOCES Interscholastic Services	\$140,210	\$70,366	\$70,366	\$71,773	\$1,407	2.00%
TOTAL INTERSCHOLASTIC ATHLETICS		\$883,318	\$790,130	\$762,380	\$753,625	(\$56,505)	(4.82%)
TOTAL INSTRUCTION		\$24,874,885	\$27,472,069	\$26,364,211	\$28,473,813	\$1,001,744	3.85%

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
PRELIMINARY BUDGET 2016-17**

FUNCTION	CATEGORY	2014-15 ACTUAL EXPENDITURES	2015-16 ADOPTED BUDGET	2015-16 ESTIMATED END OF YEAR	2016-17 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	TRANSPORTATION						
5510 160	In-District Salary	\$19,105	\$20,060	\$19,104	\$20,307	\$247	1.23%
5540.400	Out of District Consortium	\$820,914	\$973,350	\$912,000	\$985,000	\$11,650	1.20%
5540.400	In-District Contract	\$261,340	\$286,340	\$265,000	\$295,000	\$8,660	3.02%
5540.400	Sports	\$140,000	\$175,000	\$150,000	\$175,000	\$0	0.00%
5540.400	Bond Sports Transportation Practice		\$40,000	\$20,000	\$40,000	\$0	0.00%
5540.490	BOCES Sp. Ed. Transportation	\$0	\$0	\$0	\$0	\$0	0.00%
5550.400	Public Service	\$0	\$5,150	\$0	\$5,150	\$0	0.00%
	TOTAL TRANSPORTATION	\$1,241,359	\$1,499,900	\$1,366,104	\$1,520,457	\$20,557	1.37%

UNDISTRIBUTED

Employee Benefits

Employee Retirement System (ERS)

The program is financed by a district contribution to a six-tier system. The rates decreased to 15.8% for the 2016-2017 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 13.26% to 11.72% in 2016-2017.

Social Security

For the calendar year 2016, the social security tax rate will remain at 7.65%. For the calendar year 2016, the maximum wage subject to the social security tax will increase be \$118,500. 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 2016-17 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.

Employee TSA

Contribution by the Board of Education to a tax shelter annuity (TSA) which is part of the Superintendent's contract in lieu of health insurance coverage.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2016-17**

FUNCTION	CATEGORY	2014-15 ACTUAL EXPENDITURES	2015-16 ADOPTED BUDGET	2015-16 ESTIMATED END OF YEAR	2016-17 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	UNDISTRIBUTED EXPENSES						
	<u>EMPLOYEE BENEFITS</u>						
9010 800	Non-Teacher Retirement	\$677,217	\$790,000	\$705,000	\$750,000	(\$40,000)	(5.06%)
9020 800	Teacher Retirement	\$3,289,522	\$2,752,022	\$2,575,000	\$2,567,226	(\$184,796)	(6.71%)
9030 800	Social Security	\$1,691,379	\$1,851,381	\$1,800,000	\$1,925,000	\$73,619	3.98%
9040 800	Workers' Compensation	\$147,774	\$154,877	\$163,043	\$168,000	\$13,123	8.47%
9045 800	Life Insurance	\$7,855	\$10,000	\$7,500	\$10,000	\$0	0.00%
9050 800	Unemployment Insurance	-\$4,991	\$20,000	\$7,000	\$20,000	\$0	0.00%
9060 800	Health Insurance	\$4,689,964	\$5,591,101	\$5,045,000	\$5,405,000	(\$186,101)	(3.33%)
9070 800	CSEA Welfare Fund	\$73,125	\$76,000	\$75,000	\$79,000	\$3,000	3.95%
9070 800	HTA Welfare Fund	\$243,388	\$249,000	\$250,000	\$285,000	\$16,000	6.43%
9089.490	Employee Assistance Program	\$0	\$6,000	\$6,000	\$6,000	\$0	0.00%
9089 800	Employee Benefits Other - TSA	\$14,670	\$12,500	\$17,628	\$17,628	\$5,128	41.02%
	TOTAL EMPLOYEE BENEFITS	\$10,829,903	\$11,512,881	\$10,651,171	\$11,212,854	(\$300,027)	(2.61%)

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. This amount reflects a \$300,000 increase. The following is a breakdown of projects funded

Hillside Elementary School

-Paving	\$ 20,000
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High School/Middle School

-Inflationary increase on roof project	\$ 75,000
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Reynolds Field

-New Tennis Courts	\$ 225,000
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Districtwide

-Refurbishment of bathrooms	\$ 80,000
-Classroom floors	
-Paving	

Grand Total	\$ 400,000
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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
PRELIMINARY BUDGET 2016-17**

FUNCTION	CATEGORY	2014-15 ACTUAL EXPENDITURES	2015-16 ADOPTED BUDGET	2015-16 ESTIMATED END OF YEAR	2016-17 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>DEBT SERVICE</u>							
9711.600	Principal - Serial Bonds						
	- Capital Improvement 2001	\$950,200	\$900,000	\$900,000	\$925,000	\$25,000	2.78%
	- Refunding 2011	\$0	\$0	\$0	\$0	\$0	0.00%
	Principal - (BOND)						
	- Real Property Tax Refund 1997	\$0	\$0	\$0	\$0	\$0	0.00%
9711.700	Interest - Serial Bonds						
	- Capital Improvement 2001	\$0	\$50,200	\$50,200	\$18,500	(\$31,700)	(63.15%)
	- Refunding 2011	\$0	\$0	\$0	\$0	\$0	0.00%
	Interest - (BOND)						
	- Real Property Tax Refund 1997	\$0	\$0	\$0	\$0	\$0	0.00%
9731.700	Interest - Bond Anticipation Note	\$0	\$0	\$0	\$17,120	\$17,120	0.00%
9785.600	Principal - Installment Purchase Debt	\$100,690	\$97,402	\$97,402	\$97,402	\$0	0.00%
9785.700	Interest - Installment Purchase Debt	\$50,790	\$54,078	\$54,078	\$54,078	\$0	0.00%
TOTAL DEBT SERVICE		\$1,101,680	\$1,101,680	\$1,101,680	\$1,112,100	\$10,420	0.95%
<u>INTERFUND TRANSFERS</u>							
9950.000	Capital Fund - Regular	\$50,000	\$100,000	\$100,000	\$400,000	\$300,000	300.00%
	Capital Reserve Fund	\$500,000	\$750,000	\$750,000	\$0	(\$750,000)	(100.00%)
	Special Aid Fund	\$35,181	\$45,000	\$35,000	\$45,000	\$0	0.00%
TOTAL INTERFUND TRANSFER		\$585,181	\$895,000	\$885,000	\$445,000	(\$450,000)	(50.28%)
TOTAL UNDISTRIBUTED		\$12,618,784	\$13,509,581	\$12,837,851	\$12,789,954	(\$739,607)	(5.47%)
TOTAL GENERAL FUND BUDGET		\$43,107,444	\$46,493,447	\$44,813,008	\$47,082,130	\$588,683	1.27%

PROPOSED COMPONENT BUDGET 2016-2017

	2016-17 <u>PROPOSED BUDGET</u>	2016-17 <u>ADMIN</u>	2016-17 <u>PROGRAM</u>	2016-17 <u>CAPITAL</u>
GENERAL SUPPORT				
Board of Education	\$79,623	\$79,623		
Central Administration	\$451,558	\$451,558		
Finance	\$591,500	\$591,500		
Legal	\$205,000	\$16,500	\$163,500	\$25,000.00
Personnel	\$8,000	\$6,000	\$2,000	
Public Information	\$51,449	\$51,449		
Central Services				
Operations	\$2,141,909			\$2,141,909
Maintenance	\$358,242			\$358,242
Special Items				
Insurance/Other	\$430,625	\$430,625		
Refund of Real Property Tax	\$0	\$0		
TOTAL GENERAL SUPPORT	\$4,317,906	\$1,627,255	\$165,500	\$2,525,151
INSTRUCTION				
Curriculum Development	\$226,000	\$226,000		
Supervision	\$1,451,783	\$1,451,783		
Teaching	\$15,705,660		\$15,705,660	
Special Education	\$6,384,486		\$6,384,486	
Teaching Special Schools	\$25,000		\$25,000	
Instructional Media	\$363,152		\$363,152	
Technology	\$1,253,539		\$1,253,539	
Pupil Services:				
Guidance	\$1,081,353		\$1,081,353	
Health	\$303,976		\$303,976	
Psychological Services	\$526,494		\$526,494	
Co-curricular Activities	\$398,745		\$398,745	
Interscholastic Athletics	\$753,625		\$753,625	
TOTAL INSTRUCTION	\$28,473,813	\$1,677,783	\$26,796,030	\$0

PROPOSED COMPONENT BUDGET 2016-2017

	2016-17 PROPOSED <u>BUDGET</u>	2016-17 <u>ADMIN</u>	2016-17 <u>PROGRAM</u>	2016-17 <u>CAPITAL</u>
TRANSPORTATION	\$1,520,457		\$1,520,457	
UNDISTRIBUTED				
Employee Benefits	\$11,212,854	\$1,130,498	\$9,359,657	\$722,699
Debt Service	\$1,112,100			\$1,112,100
Interfund Transfer:				
To Capital Fund	\$400,000			\$400,000
Capital Reserve Fund	\$0			
To Special Aid	\$45,000		\$45,000	
TOTAL UNDISTRIBUTED	\$12,769,954	\$1,130,498	\$9,404,657	\$2,234,799
TOTAL EXPENDITURES	\$47,082,130	\$4,435,536	\$37,886,644	\$4,759,950

COMPARISON OF 2015-16 ADOPTED BUDGET TO 2016-17 THREE COMPONENT PROPOSED BUDGET

	2015-16 ADOPTED <u>BUDGET</u>	2016-17 PROPOSED <u>BUDGET</u>
ADMINISTRATIVE	\$4,376,172	\$4,435,536
PROGRAM	\$37,084,547	\$37,886,644
CAPITAL	<u>\$5,032,728</u>	<u>\$4,759,950</u>
TOTALS	\$46,493,447	\$47,082,130

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 2015-16 (A)	Proposed Budget 2016-17 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	46,493,447	47,082,130	1.27%
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	37,675,747	38,075,010	1.06%
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)	37,675,747	38,075,010	1.06%
F. Permissible Exclusions to the School Tax Levy Limit	608,239	608,588	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	37,106,992	37,488,203	
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)	37,067,508	37,466,422	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	39,484	21,781	
Public School Enrollment	1,619	1,576	-2.66%
Consumer Price Index			0.12%

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 2016-17, includes any carryover from 2015-16 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2015-16 (D)	Estimated 2016-17 (E)
Adjusted Restricted Fund Balance	5,358,549	4,858,000
Assigned Appropriate Fund Balance	3,300,000	2,967,120
Adjusted Unrestricted Fund Balance	1,858,808	1,883,286
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

APPENDIX B.
School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2015-16 School Year	Budget Proposed for the 2016-17 School Year	Contingency Budget for the 2016-17 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$46,493,447	\$47,082,130	\$46,682,867
Increase/Decrease for the 2016-17 School Year		\$588,683	\$189,420
Percentage Increase/Decrease in Proposed Budget		1.27 %	.41%
Change in the Consumer Price Index		0.12 %	
A. Proposed Levy to Support the Total Budgeted Amount, Net of Reserve	\$37,675,747	\$38,075,010	
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)	\$37,675,747	\$38,075,010	\$37,675,747
F. Total Permissible Exclusions	\$608,239	\$608,588	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$37,106,992	\$37,488,203	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$37,067,508	\$37,466,422	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$39,484	\$21,781	
Administrative Component	\$4,376,172	\$4,435,536	\$4,395,536
Program Component	\$37,084,547	\$37,886,644	\$37,527,381
Capital Component	\$5,032,728	\$4,759,950	\$4,759,950
<p>* Provide a statement of assumptions made in projecting a contingency budget for the 2016-17 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: emscmts@nysed.gov

Under the Budget Proposed
for the 2016-17 School Year

Estimated Basic STAR Exemption Savings¹

\$2,359

The annual budget vote for the fiscal year 2016-2017 by the qualified voters of the Hastings on Hudson school district, Westchester County, New York, will be held at Hastings High School in said district on Tuesday, May 17, 2016 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.

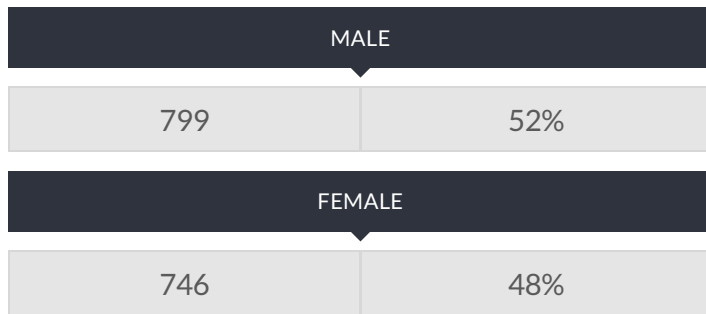
COMPENSATION DISCLOSURES

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 \$130,000.00 for 2016-17.

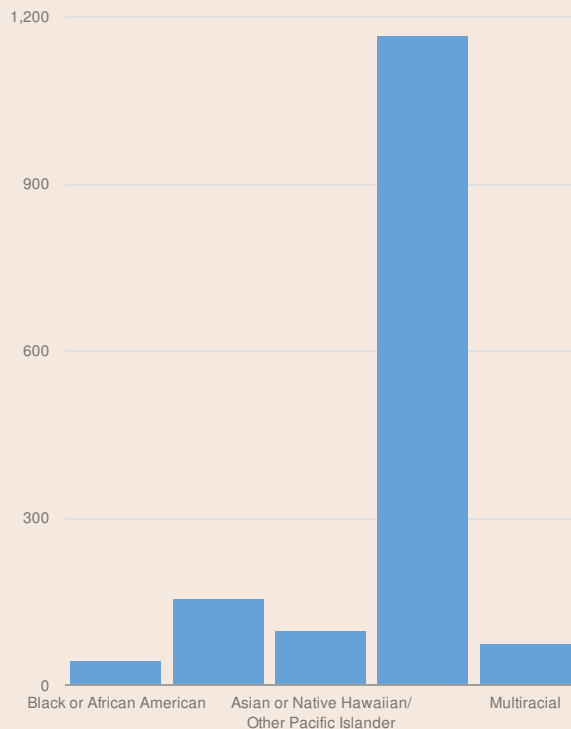
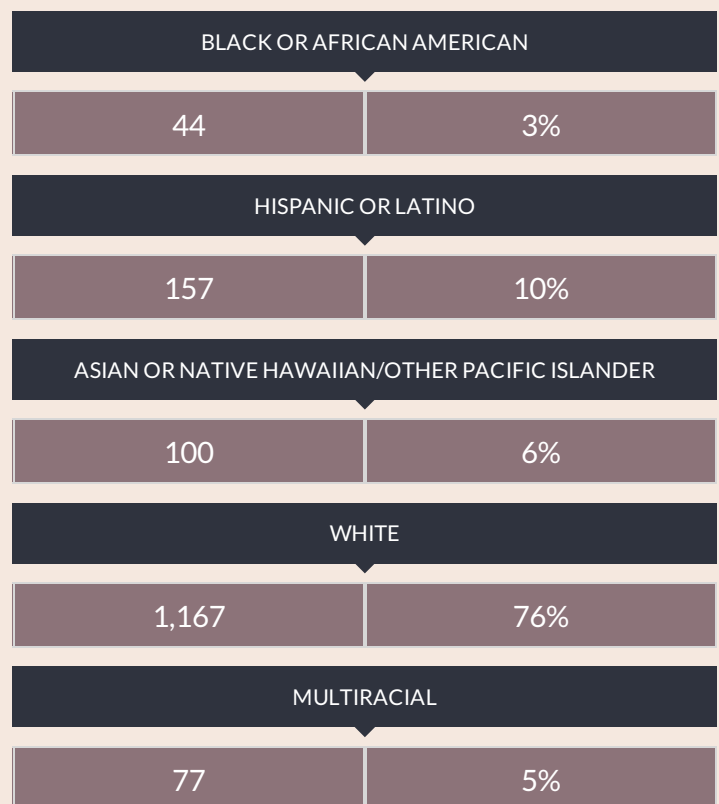
<u>Position</u>	<u>Compensation</u>	
Superintendent	Contract Salary	\$251,829
	Employee Benefit	
	Annuity	\$17,628
	Health Insurance	\$0
	Dental/Vision/Life/Dis	\$5,800
	Social Security	\$10,999
	Teachers' Retirement Sys	<u>\$33,393</u>
	Total Benefits	\$67,820
	Other: Auto Allowance	\$4,800
Director of Curriculum	Contract Salary	\$169,694
High School Principal	Contract Salary	\$179,783
Middle School Principal	Contract Salary	\$193,224
Elementary Interim School Prin.	Contract Salary- Annualized	\$135,000
Director of Special Education Services	Contract Salary	\$168,014
High School Assistant Principal	Contract Salary	\$155,275
Middle School Assistant Principal	Contract Salary	\$159,492
District Treasurer	Contract Salary	\$141,232

NOTE: The above figures are the Administrators' compensation for 2015-16. Salaries for 2016-17 will be based upon year-end evaluations.

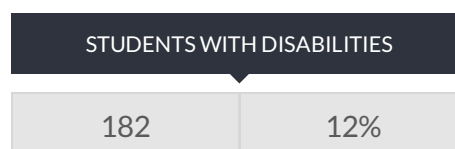
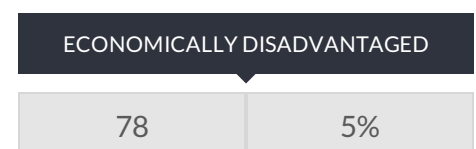
ENROLLMENT BY GENDER



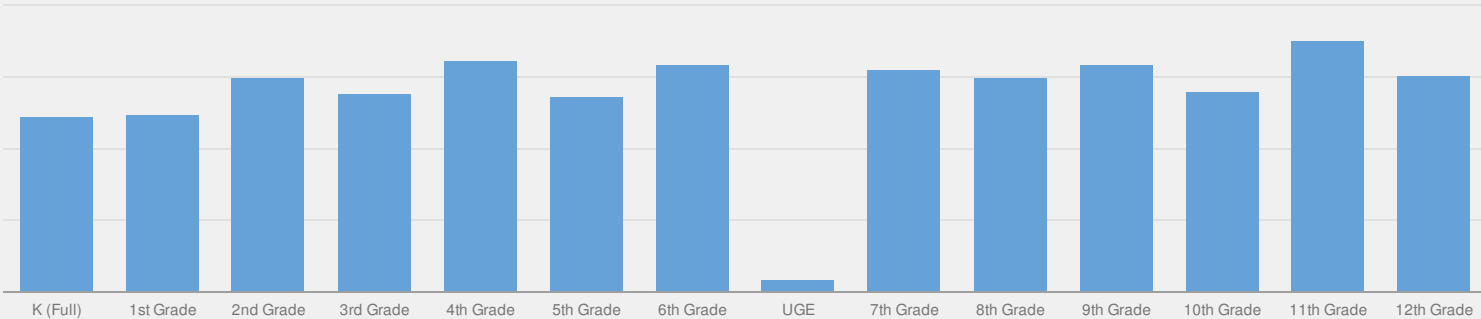
ENROLLMENT BY ETHNICITY



OTHER GROUPS

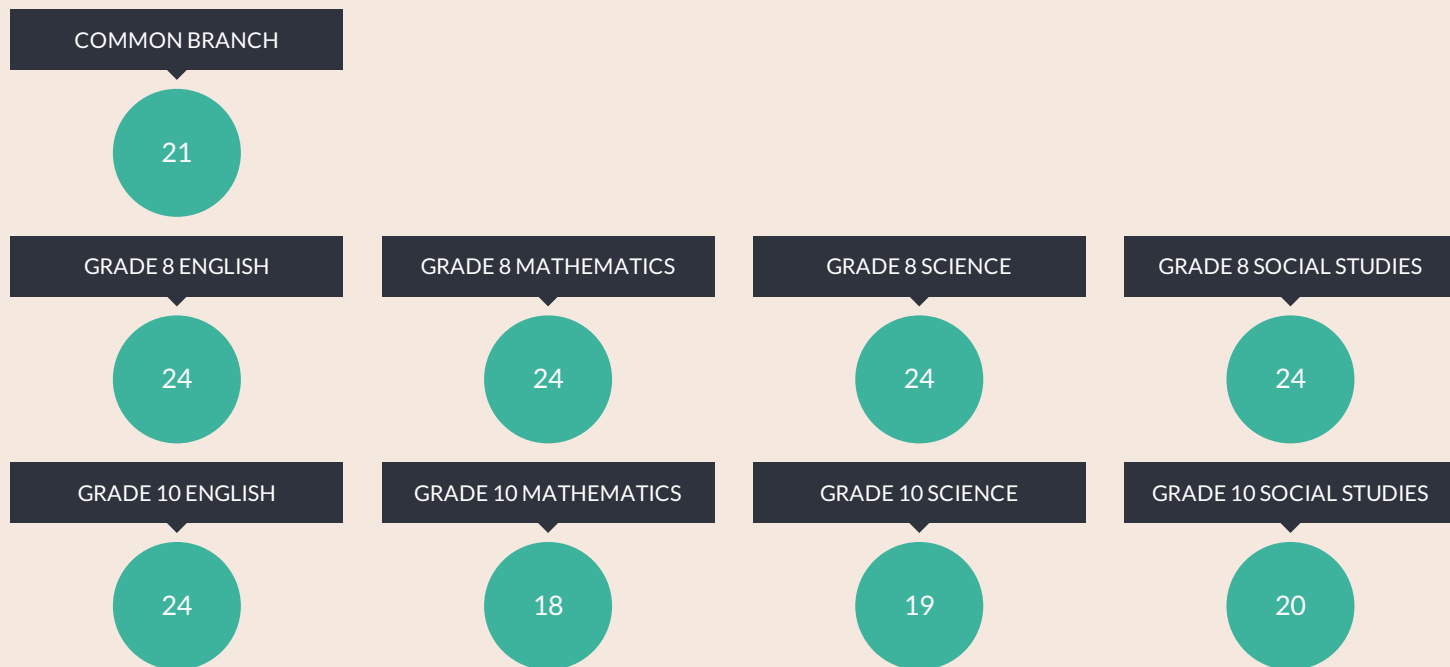


ENROLLMENT BY GRADE



K (FULL DAY)	1ST GRADE	2ND GRADE	3RD GRADE
986%	996%	1208%	1117%
4TH GRADE	5TH GRADE	6TH GRADE	UNGRADED ELEMENTARY
1298%	1097%	1278%	70%
7TH GRADE	8TH GRADE	9TH GRADE	10TH GRADE
1248%	1208%	1278%	1127%
11TH GRADE	12TH GRADE		
1419%	1218%		

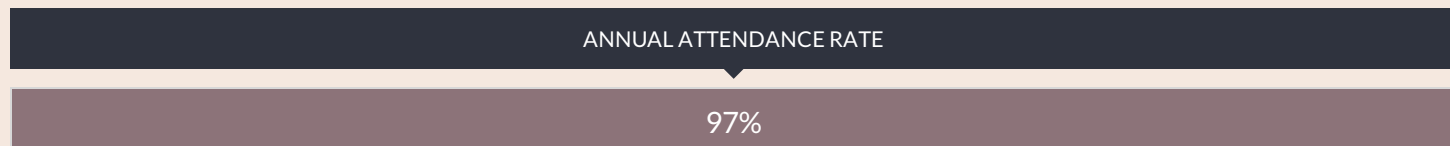
AVERAGE CLASS SIZE (2014 - 15)



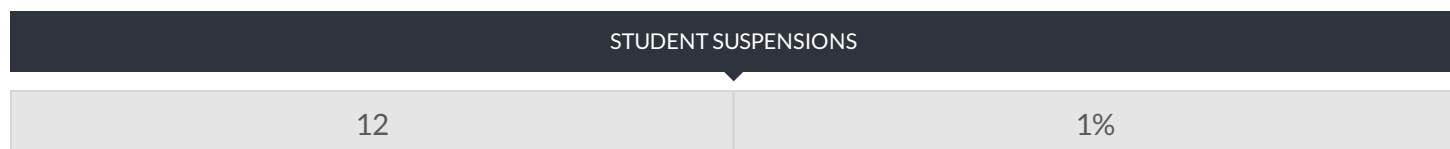
FREE AND REDUCED-PRICE LUNCH (2014 - 15)



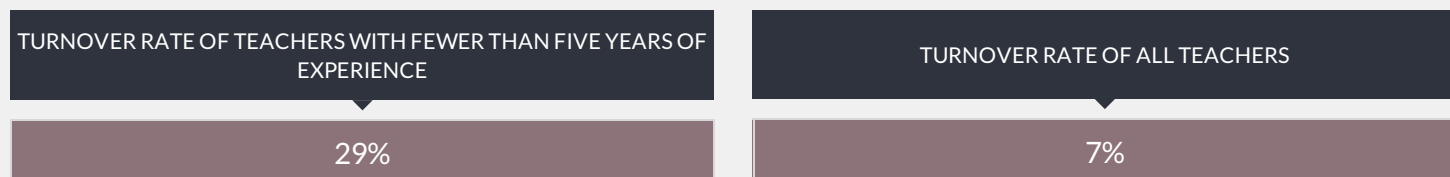
ATTENDANCE (2013 - 14)



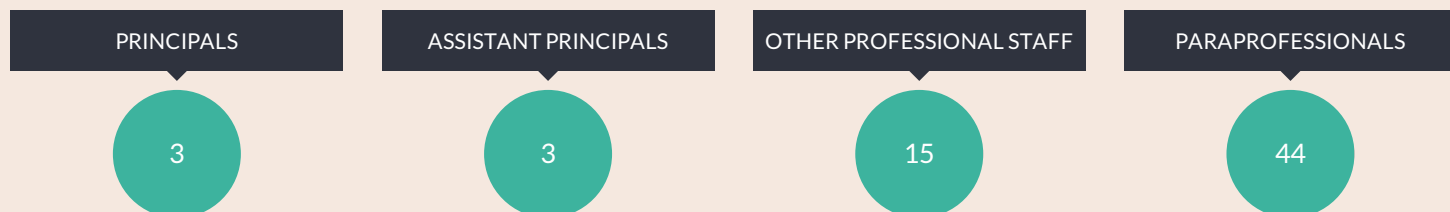
STUDENT SUSPENSIONS (2013 - 14)



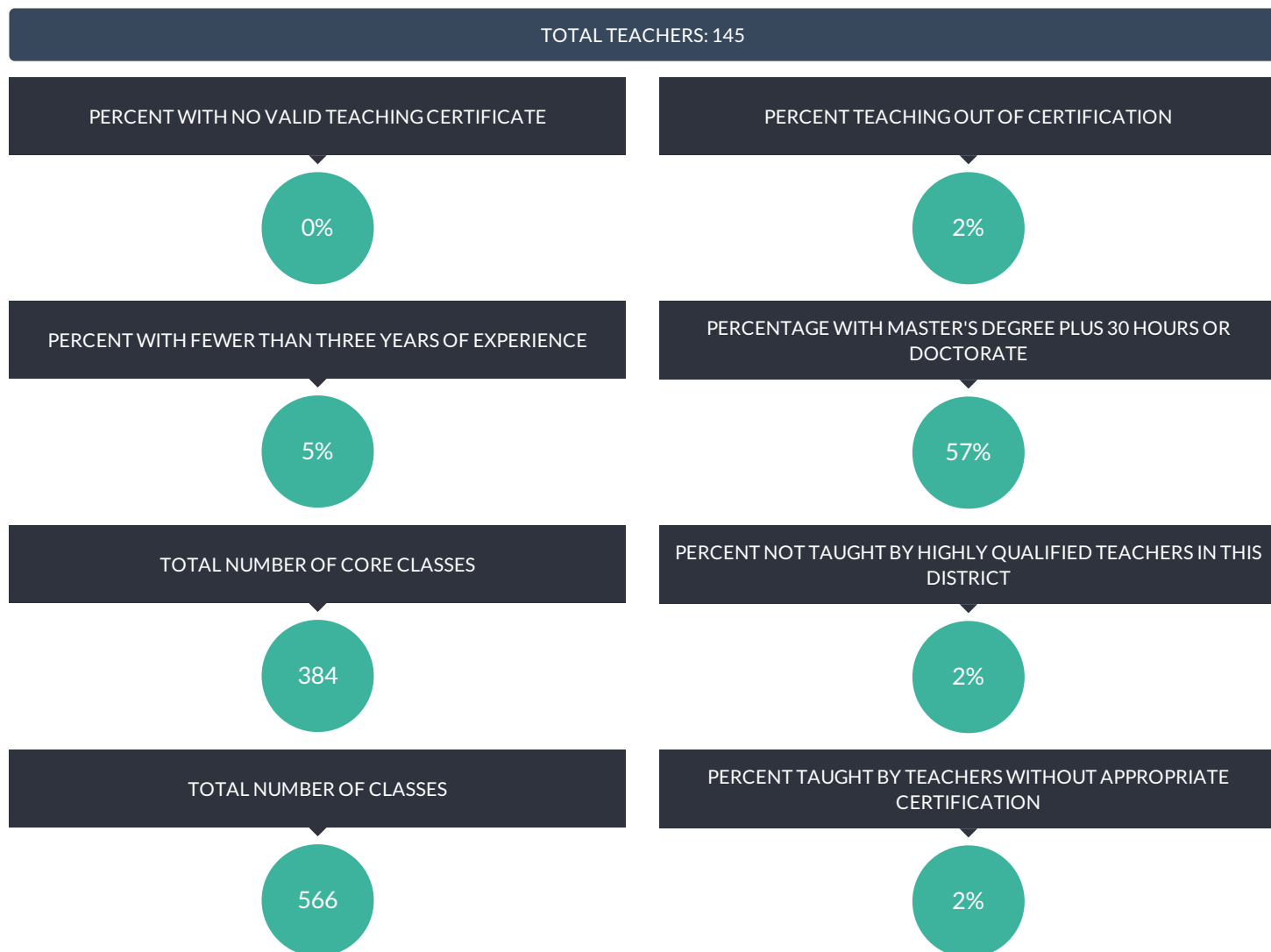
TEACHER TURNOVER RATE (2013-14 TO 2014-15)



STAFF COUNTS (2014 - 15)

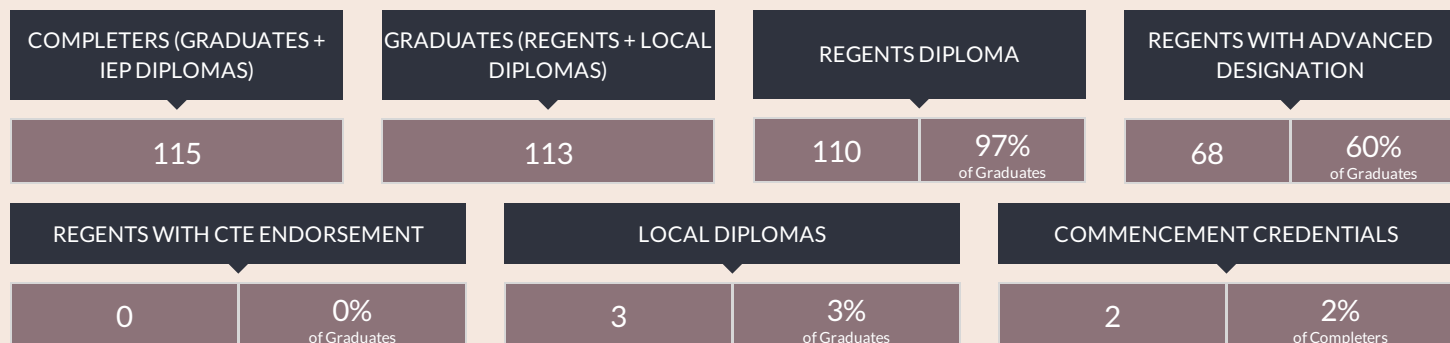


TEACHER QUALIFICATIONS (2014 - 15)



HIGH SCHOOL COMPLETERS (2014 - 15)

ALL STUDENTS



GENERAL EDUCATION



0	0% of Graduates	0	0% of Graduates	0	0% of Completers
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STUDENTS WITH DISABILITIES

COMPLETERS (GRADUATES + IEP DIPLOMAS)	GRADUATES (REGENTS + LOCAL DIPLOMAS)	REGENTS DIPLOMA	REGENTS WITH ADVANCED DESIGNATION
16	14	11	1
		79% of Graduates	7% of Graduates
REGENTS WITH CTE ENDORSEMENT	LOCAL DIPLOMAS	COMMENCEMENT CREDENTIALS	
0	3	2	
0% of Graduates	21% of Graduates	13% of Completers	

HIGH SCHOOL NON-COMPLETERS (2014 - 15)

ALL STUDENTS

DROPPED OUT	ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM	TOTAL NONCOMPLETERS
-	-	-

GENERAL EDUCATION

DROPPED OUT	ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM	TOTAL NONCOMPLETERS
-	-	-

STUDENTS WITH DISABILITIES

DROPPED OUT	ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM	TOTAL NONCOMPLETERS
-	-	-

POST-GRADUATION PLANS OF COMPLETERS (2014 - 15)

ALL STUDENTS

TO FOUR-YEAR COLLEGE	TO TWO-YEAR COLLEGE	TO OTHER POST-SECONDARY	TO THE MILITARY
99	4	2	0
86%	3%	2%	0%
TO EMPLOYMENT	TO ADULT SERVICES	TO OTHER KNOWN PLANS	PLAN UNKNOWN
1	0	1	8
1%	0%	1%	7%

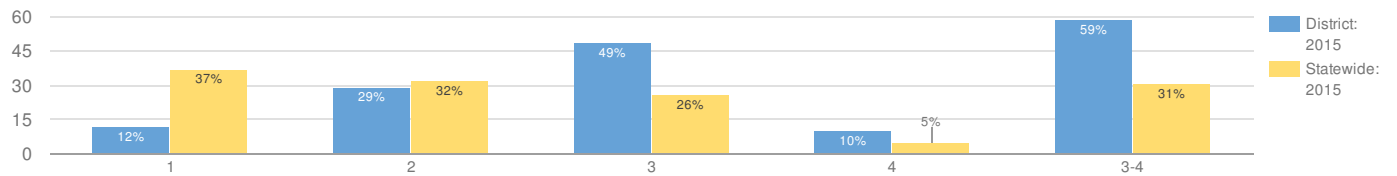
GENERAL EDUCATION

TO FOUR-YEAR COLLEGE	TO TWO-YEAR COLLEGE	TO OTHER POST-SECONDARY	TO THE MILITARY
93	2	0	0
94%	2%	0%	0%
TO EMPLOYMENT	TO ADULT SERVICES	TO OTHER KNOWN PLANS	PLAN UNKNOWN
0	0	1	3
0%	0%	1%	3%

STUDENTS WITH DISABILITIES

TO FOUR-YEAR COLLEGE	TO TWO-YEAR COLLEGE	TO OTHER POST-SECONDARY	TO THE MILITARY
6	2	2	0
38%	13%	13%	0%
TO EMPLOYMENT	TO ADULT SERVICES	TO OTHER KNOWN PLANS	PLAN UNKNOWN
1	0	0	5
6%	0%	0%	31%

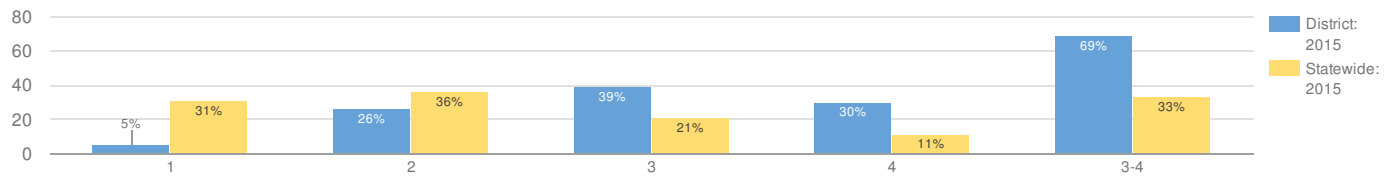
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 320

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	98	59%	12	12%	28	29%	48	49%	10	10%
GENERAL EDUCATION	92	63%	7	8%	27	29%	48	52%	10	11%
STUDENTS WITH DISABILITIES	6	0%	5	83%	1	17%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	63%	3	38%	0	0%	5	63%	0	0%
WHITE	80	59%	8	10%	25	31%	38	48%	9	11%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	60%	1	10%	3	30%	5	50%	1	10%
FEMALE	38	74%	2	5%	8	21%	23	61%	5	13%
MALE	60	50%	10	17%	20	33%	25	42%	5	8%
NON-ENGLISH LANGUAGE LEARNERS	98	59%	12	12%	28	29%	48	49%	10	10%
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	96	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	98	59%	12	12%	28	29%	48	49%	10	10%

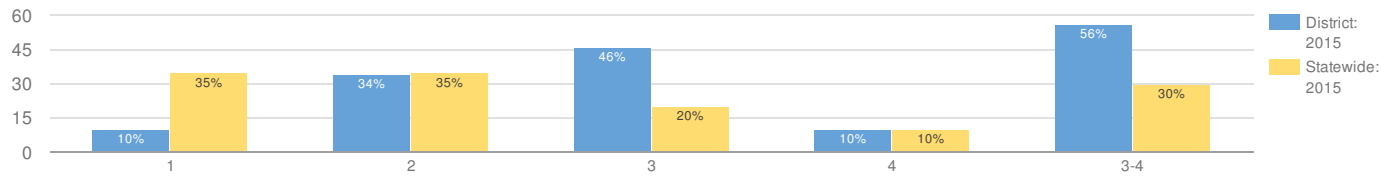
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 329

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	93	69%	5	5%	24	26%	36	39%	28	30%
GENERAL EDUCATION	85	74%	2	2%	20	24%	35	41%	28	33%
STUDENTS WITH DISABILITIES	8	13%	3	38%	4	50%	1	13%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	89%	0	0%	1	11%	4	44%	4	44%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	50%	2	20%	3	30%	3	30%	2	20%
WHITE	68	68%	3	4%	19	28%	25	37%	21	31%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	83%	0	0%	1	17%	4	67%	1	17%
FEMALE	46	72%	3	7%	10	22%	16	35%	17	37%
MALE	47	66%	2	4%	14	30%	20	43%	11	23%
NON-ENGLISH LANGUAGE LEARNERS	93	69%	5	5%	24	26%	36	39%	28	30%
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	89	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	93	69%	5	5%	24	26%	36	39%	28	30%

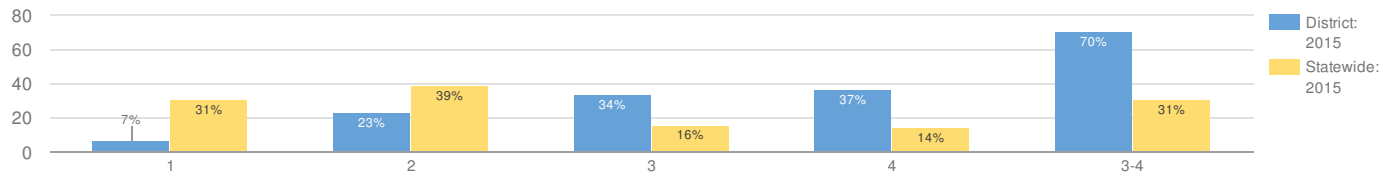
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 316

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	100	56%	10	10%	34	34%	46	46%	10	10%
GENERAL EDUCATION	89	62%	3	3%	31	35%	45	51%	10	11%
STUDENTS WITH DISABILITIES	11	9%	7	64%	3	27%	1	9%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	57%	1	14%	2	29%	4	57%	0	0%
BLACK OR AFRICAN AMERICAN	5	40%	1	20%	2	40%	2	40%	0	0%
HISPANIC OR LATINO	15	40%	4	27%	5	33%	5	33%	1	7%
WHITE	66	58%	4	6%	24	36%	30	45%	8	12%
MULTIRACIAL	7	86%	0	0%	1	14%	5	71%	1	14%
FEMALE	49	65%	8	16%	9	18%	25	51%	7	14%
MALE	51	47%	2	4%	25	49%	21	41%	3	6%
NON-ENGLISH LANGUAGE LEARNERS	99	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	7	43%	1	14%	3	43%	2	29%	1	14%
NOTECONOMICALLY DISADVANTAGED	93	57%	9	10%	31	33%	44	47%	9	10%
NOT MIGRANT	100	56%	10	10%	34	34%	46	46%	10	10%

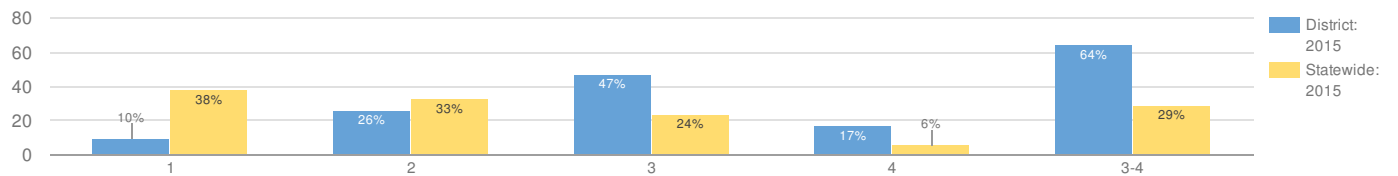
GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	101	70%	7	7%	23	23%	34	34%	37	37%
GENERAL EDUCATION	90	76%	1	1%	21	23%	31	34%	37	41%
STUDENTS WITH DISABILITIES	11	27%	6	55%	2	18%	3	27%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	43%	0	0%	4	57%	3	43%	0	0%
WHITE	85	71%	7	8%	18	21%	25	29%	35	41%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	89%	0	0%	1	11%	6	67%	2	22%
FEMALE	53	74%	3	6%	11	21%	17	32%	22	42%
MALE	48	67%	4	8%	12	25%	17	35%	15	31%
NON-ENGLISH LANGUAGE LEARNERS	101	70%	7	7%	23	23%	34	34%	37	37%
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	98	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	101	70%	7	7%	23	23%	34	34%	37	37%

GRADE 7 ENGLISH LANGUAGE ARTS

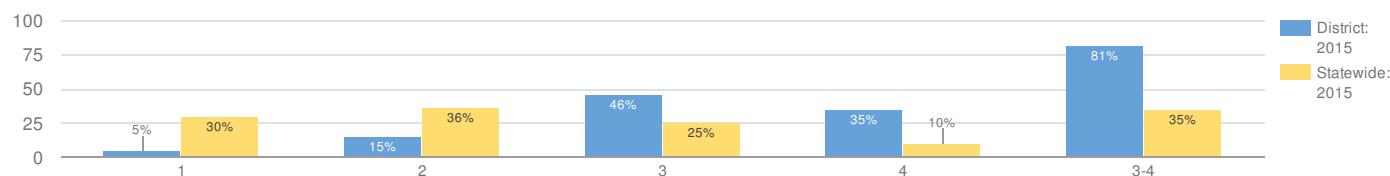


MEAN SCORE: 321

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	107	64%	11	10%	28	26%	50	47%	18	17%
GENERAL EDUCATION	91	73%	4	4%	21	23%	48	53%	18	20%
STUDENTS WITH DISABILITIES	16	13%	7	44%	7	44%	2	13%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	60%	1	10%	3	30%	5	50%	1	10%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	30%	3	30%	4	40%	2	20%	1	10%
WHITE	80	69%	6	8%	19	24%	41	51%	14	18%
MULTIRACIAL	5	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	57%	1	14%	2	29%	2	29%	2	29%
FEMALE	63	63%	8	13%	15	24%	27	43%	13	21%
MALE	44	64%	3	7%	13	30%	23	52%	5	11%
NON-ENGLISH LANGUAGE LEARNERS	106	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	%								

ECONOMICALLY DISADVANTAGED	6	17%	3	50%	2	33%	1	17%	0	0%
NOTECONOMICALLY DISADVANTAGED	101	66%	8	8%	26	26%	49	49%	18	18%
NOT MIGRANT	107	64%	11	10%	28	26%	50	47%	18	17%

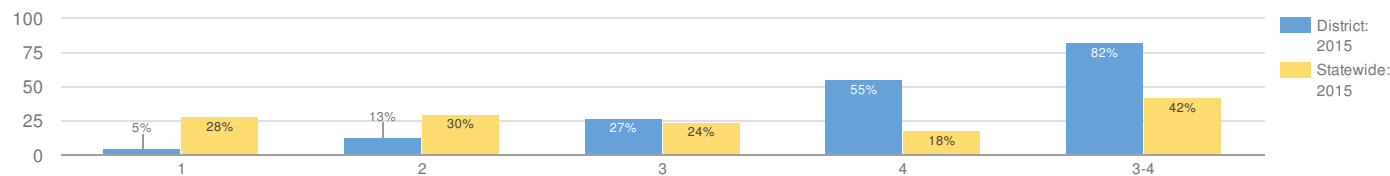
GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 331

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	109	81%	5	5%	16	15%	50	46%	38	35%
GENERAL EDUCATION	99	84%	3	3%	13	13%	46	46%	37	37%
STUDENTS WITH DISABILITIES	10	50%	2	20%	3	30%	4	40%	1	10%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	67%	1	11%	2	22%	5	56%	1	11%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	11	55%	1	9%	4	36%	5	45%	1	9%
WHITE	82	88%	2	2%	8	10%	38	46%	34	41%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	57%	1	14%	2	29%	2	29%	2	29%
FEMALE	46	85%	0	0%	7	15%	22	48%	17	37%
MALE	63	78%	5	8%	9	14%	28	44%	21	33%
NON-ENGLISH LANGUAGE LEARNERS	109	81%	5	5%	16	15%	50	46%	38	35%
ECONOMICALLY DISADVANTAGED	9	44%	2	22%	3	33%	3	33%	1	11%
NOT ECONOMICALLY DISADVANTAGED	100	84%	3	3%	13	13%	47	47%	37	37%
NOT MIGRANT	109	81%	5	5%	16	15%	50	46%	38	35%

GRADE 3 MATHEMATICS

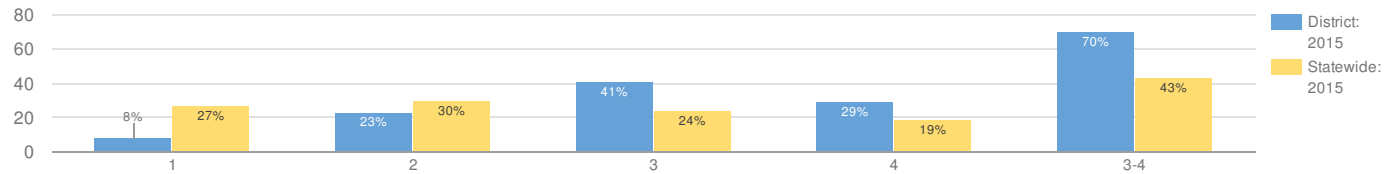


MEAN SCORE: 341

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	96	82%	5	5%	12	13%	26	27%	53	55%
GENERAL EDUCATION	90	88%	0	0%	11	12%	26	29%	53	59%
STUDENTS WITH DISABILITIES	6	0%	5	83%	1	17%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	–	–	–	–	–	–	–	–
BLACK OR AFRICAN AMERICAN	3	_%	–	–	–	–	–	–	–	–
HISPANIC OR LATINO	8	63%	1	13%	2	25%	4	50%	1	13%
WHITE	78	83%	3	4%	10	13%	20	26%	45	58%
MULTIRACIAL	3	_%	–	–	–	–	–	–	–	–
SMALL GROUP TOTAL	10	90%	1	10%	0	0%	2	20%	7	70%

FEMALE	38	89%	0	0%	4	11%	16	42%	18	47%
MALE	58	78%	5	9%	8	14%	10	17%	35	60%
NON-ENGLISH LANGUAGE LEARNERS	96	82%	5	5%	12	13%	26	27%	53	55%
ECONOMICALLY DISADVANTAGED	2	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	94	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	96	82%	5	5%	12	13%	26	27%	53	55%

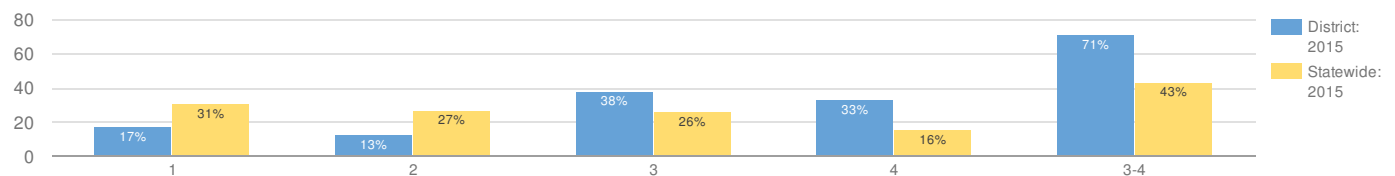
GRADE 4 MATHEMATICS



MEAN SCORE: 324

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	93	70%	7	8%	21	23%	38	41%	27	29%
GENERAL EDUCATION	85	75%	3	4%	18	21%	37	44%	27	32%
STUDENTS WITH DISABILITIES	8	13%	4	50%	3	38%	1	13%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	56%	0	0%	4	44%	4	44%	1	11%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	50%	1	10%	4	40%	1	10%	4	40%
WHITE	68	75%	5	7%	12	18%	30	44%	21	31%
MULTIRACIAL	3	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	6	67%	1	17%	1	17%	3	50%	1	17%
FEMALE	46	63%	3	7%	14	30%	15	33%	14	30%
MALE	47	77%	4	9%	7	15%	23	49%	13	28%
NON-ENGLISH LANGUAGE LEARNERS	92	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	89	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	93	70%	7	8%	21	23%	38	41%	27	29%

GRADE 5 MATHEMATICS

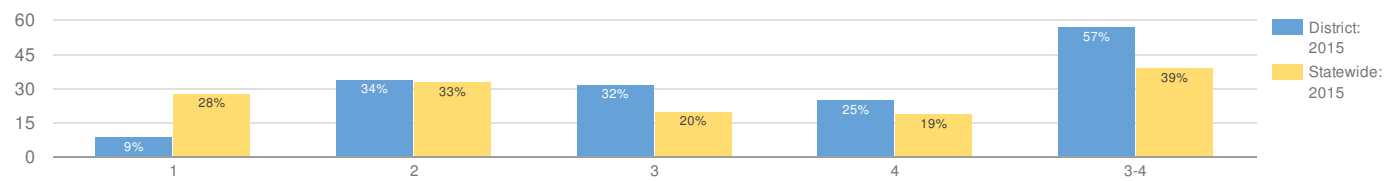


MEAN SCORE: 329

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	96	71%	16	17%	12	13%	36	38%	32	33%
GENERAL EDUCATION	86	78%	9	10%	10	12%	36	42%	31	36%
STUDENTS WITH DISABILITIES	10	10%	7	70%	2	20%	0	0%	1	10%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	57%	2	29%	1	14%	2	29%	2	29%
BLACK OR AFRICAN AMERICAN	5	80%	1	20%	0	0%	3	60%	1	20%

HISPANIC OR LATINO	15	33%	7	47%	3	20%	3	20%	2	13%
WHITE	62	77%	6	10%	8	13%	22	35%	26	42%
MULTIRACIAL	7	100%	0	0%	0	0%	6	86%	1	14%
FEMALE	48	69%	10	21%	5	10%	17	35%	16	33%
MALE	48	73%	6	13%	7	15%	19	40%	16	33%
NON-ENGLISH LANGUAGE LEARNERS	95	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	7	43%	3	43%	1	14%	2	29%	1	14%
NOT ECONOMICALLY DISADVANTAGED	89	73%	13	15%	11	12%	34	38%	31	35%
NOT MIGRANT	96	71%	16	17%	12	13%	36	38%	32	33%

GRADE 6 MATHEMATICS

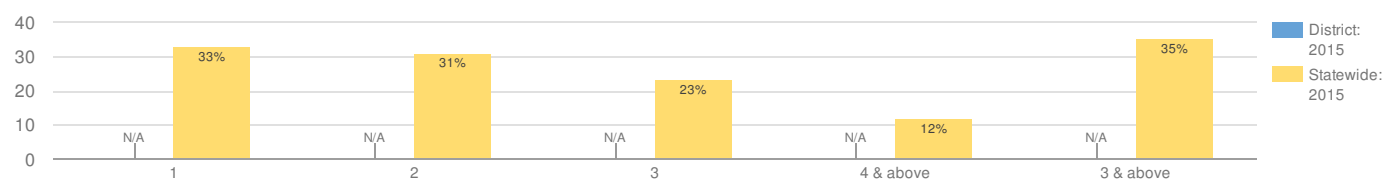


MEAN SCORE: 321

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	97	57%	9	9%	33	34%	31	32%	24	25%
GENERAL EDUCATION	89	61%	4	4%	31	35%	30	34%	24	27%
STUDENTS WITH DISABILITIES	8	13%	5	63%	2	25%	1	13%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	14%	0	0%	6	86%	1	14%	0	0%
WHITE	81	59%	9	11%	24	30%	26	32%	22	27%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	67%	0	0%	3	33%	4	44%	2	22%
FEMALE	50	56%	6	12%	16	32%	16	32%	12	24%
MALE	47	57%	3	6%	17	36%	15	32%	12	26%
NON-ENGLISH LANGUAGE LEARNERS	97	57%	9	9%	33	34%	31	32%	24	25%
ECONOMICALLY DISADVANTAGED	3	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	94	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	97	57%	9	9%	33	34%	31	32%	24	25%

GRADE 7 MATHEMATICS

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: 322

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
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ALL STUDENTS	96	60%	13	14%	25	26%	42	44%	16	17%
GENERAL EDUCATION	81	70%	5	6%	19	23%	41	51%	16	20%
STUDENTS WITH DISABILITIES	15	7%	8	53%	6	40%	1	7%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	70%	0	0%	3	30%	4	40%	3	30%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	9	22%	4	44%	3	33%	2	22%	0	0%
WHITE	70	66%	7	10%	17	24%	34	49%	12	17%
MULTIRACIAL	5	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	43%	2	29%	2	29%	2	29%	1	14%
FEMALE	57	60%	10	18%	13	23%	24	42%	10	18%
MALE	39	62%	3	8%	12	31%	18	46%	6	15%
NON-ENGLISH LANGUAGE LEARNERS	95	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	6	0%	3	50%	3	50%	0	0%	0	0%
NOT ECONOMICALLY DISADVANTAGED	90	64%	10	11%	22	24%	42	47%	16	18%
NOT MIGRANT	96	60%	13	14%	25	26%	42	44%	16	17%

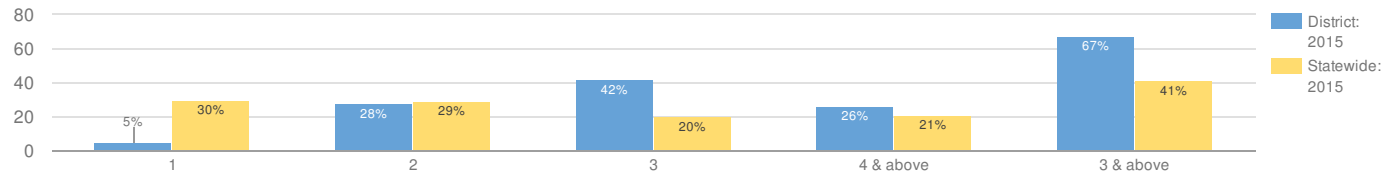
GRADE 7 STUDENTS TAKING A REGENTS MATH TEST

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

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: 330

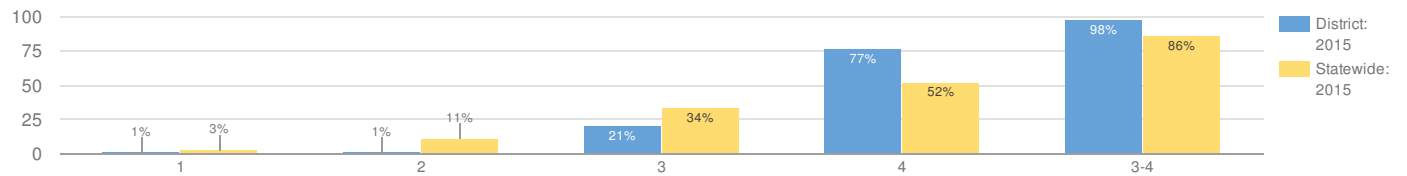
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	96	66%	5	5%	28	24%
GENERAL EDUCATION	88	68%	2	2%	26	26%
STUDENTS WITH DISABILITIES	8	38%	3	38%	2	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	67%	2	22%	1	22%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-
HISPANIC OR LATINO	7	43%	0	0%	4	14%
WHITE	75	67%	2	3%	23	24%
MULTIRACIAL	3	_%	-	-	-	-
SMALL GROUP TOTAL	5	80%	1	20%	0	40%
FEMALE	39	69%	2	5%	10	18%
MALE	57	63%	3	5%	18	28%
NON-ENGLISH LANGUAGE LEARNERS	96	66%	5	5%	28	24%
ECONOMICALLY DISADVANTAGED	5	40%	1	20%	2	0%
NOT ECONOMICALLY DISADVANTAGED	91	67%	4	4%	26	25%
NOT MIGRANT	96	66%	5	5%	28	24%

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	5		0	0%	0	0%	2	40%	3	60%	5	100%

GRADE 4 SCIENCE

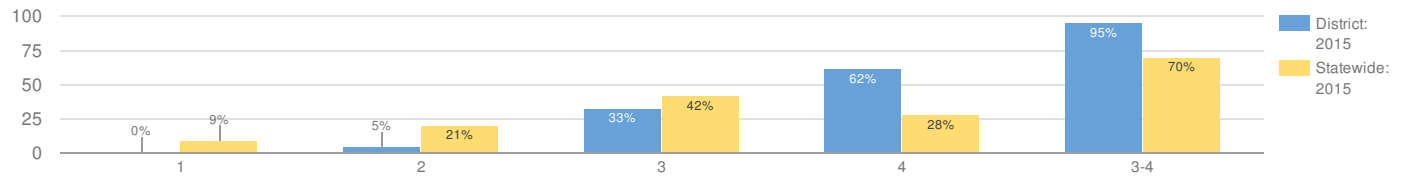


MEAN SCORE: 88

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	100	98%	1	1%	1	1%	21	21%	77	77%
GENERAL EDUCATION	92	99%	1	1%	0	0%	15	16%	76	83%
STUDENTS WITH DISABILITIES	8	88%	0	0%	1	13%	6	75%	1	13%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	100%	0	0%	0	0%	2	22%	7	78%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	100%	0	0%	0	0%	2	20%	8	80%
WHITE	74	97%	1	1%	1	1%	16	22%	56	76%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	100%	0	0%	0	0%	1	14%	6	86%
FEMALE	50	96%	1	2%	1	2%	8	16%	40	80%
MALE	50	100%	0	0%	0	0%	13	26%	37	74%
NON-ENGLISH LANGUAGE LEARNERS	99	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	4	_%	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	96	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	100	98%	1	1%	1	1%	21	21%	77	77%

GRADE 8 SCIENCE

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: 77

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	46	87%	0	0%	6	13%	28	61%	12	26%
GENERAL EDUCATION	32	97%	0	0%	1	3%	24	75%	7	22%
STUDENTS WITH DISABILITIES	14	64%	0	0%	5	36%	4	29%	5	36%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	4	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	9	78%	0	0%	2	22%	6	67%	1	11%
WHITE	27	93%	0	0%	2	7%	17	63%	8	30%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	10	80%	0	0%	2	20%	5	50%	3	30%
FEMALE	18	94%	0	0%	1	6%	16	89%	1	6%
MALE	28	82%	0	0%	5	18%	12	43%	11	39%
NON-ENGLISH LANGUAGE LEARNERS	46	87%	0	0%	6	13%	28	61%	12	26%
ECONOMICALLY DISADVANTAGED	7	43%	0	0%	4	57%	3	43%	0	0%
NOT ECONOMICALLY DISADVANTAGED	39	95%	0	0%	2	5%	25	64%	12	31%
NOT MIGRANT	46	87%	0	0%	6	13%	28	61%	12	26%

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	77	100%	0	0%	0	0%	13	17%	64	83%

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
LIMITED ENGLISH PROFICIENT	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
LIMITED ENGLISH PROFICIENT	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
LIMITED ENGLISH PROFICIENT	78%	19%	3%	*%	89
ECONOMICALLY DISADVANT...	36%	42%	21%	1%	

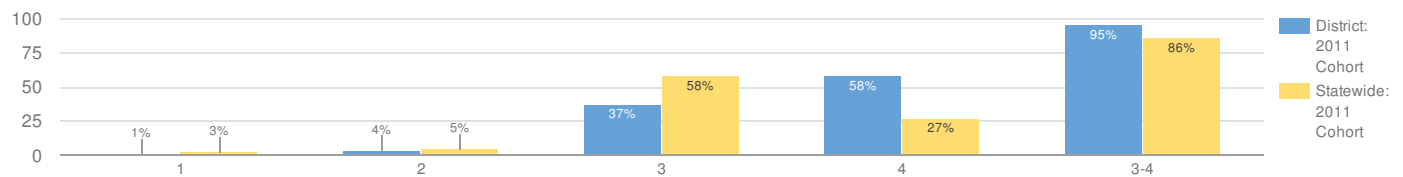
MATHEMATICS

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
LIMITED ENGLISH PROFICIENT	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

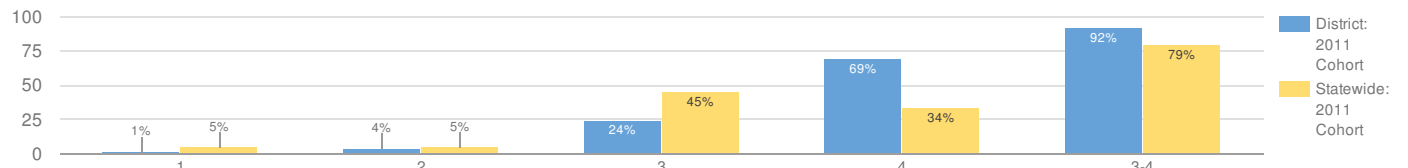
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
			46%							Statewide:
ALL STUDENTS	119	97%	1	1%	0	0%	38	32%	78	66%
GENERAL EDUCATION	100	99%	0	0%	0	0%	23	23%	76	76%
STUDENTS WITH DISABILITIES	19	89%	1	5%	0	0%	15	79%	2	11%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	100%	0	0%	0	0%	2	25%	6	75%
BLACK OR AFRICAN AMERICAN	5	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	12	83%	0	0%	0	0%	4	33%	6	50%
WHITE	90	99%	1	1%	0	0%	29	32%	60	67%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	100%	0	0%	0	0%	3	33%	6	67%
FEMALE	51	98%	0	0%	0	0%	11	22%	39	76%
MALE	68	97%	1	1%	0	0%	27	40%	39	57%
NON-ENGLISH LANGUAGE LEARNERS	118	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	6	67%	0	0%	0	0%	4	67%	0	0%
NOT ECONOMICALLY DISADVANTAGED	113	99%	1	1%	0	0%	34	30%	78	69%
NOT MIGRANT	119	97%	1	1%	0	0%	38	32%	78	66%

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



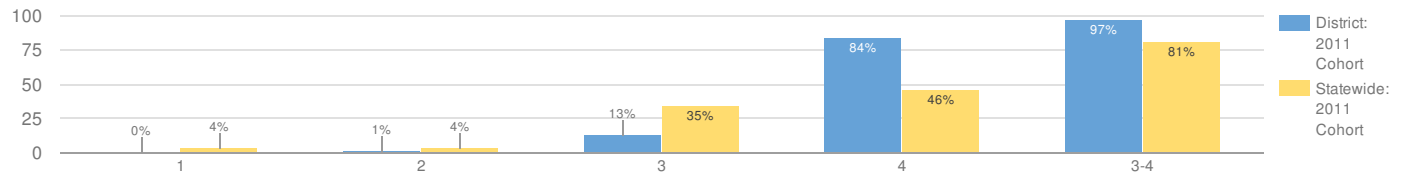
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	119	95%	1	1%	5	4%	44	37%	69	58%
GENERAL EDUCATION	100	98%	1	1%	1	1%	32	32%	66	66%
STUDENTS WITH DISABILITIES	19	79%	0	0%	4	21%	12	63%	3	16%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	100%	0	0%	0	0%	1	13%	7	88%
BLACK OR AFRICAN AMERICAN	5	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	12	83%	1	8%	1	8%	8	67%	2	17%
WHITE	90	98%	0	0%	2	2%	33	37%	55	61%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	78%	0	0%	2	22%	2	22%	5	56%
FEMALE	51	98%	1	2%	0	0%	15	29%	35	69%
MALE	68	93%	0	0%	5	7%	29	43%	34	50%
NON-ENGLISH LANGUAGE LEARNERS	118	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	6	50%	1	17%	2	33%	3	50%	0	0%
NOT ECONOMICALLY DISADVANTAGED	113	97%	0	0%	3	3%	41	36%	69	61%
NOT MIGRANT	119	95%	1	1%	5	4%	44	37%	69	58%

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



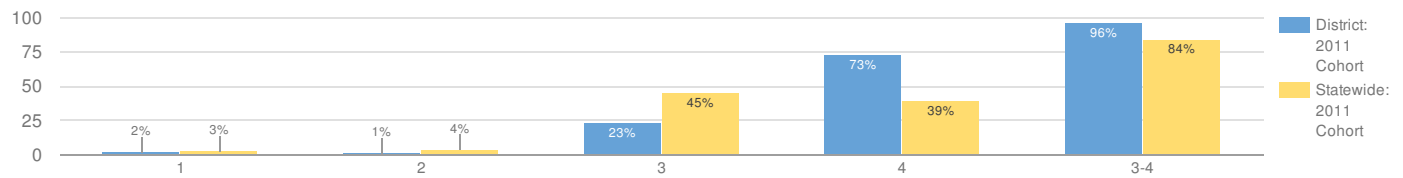
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	119	92%	1	1%	5	4%	28	24%	82	69%
GENERAL EDUCATION	100	97%	0	0%	0	0%	17	17%	80	80%
STUDENTS WITH DISABILITIES	19	68%	1	5%	5	26%	11	58%	2	11%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	100%	0	0%	0	0%	1	13%	7	88%
BLACK OR AFRICAN AMERICAN	5	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	12	83%	1	8%	0	0%	5	42%	5	42%
WHITE	90	96%	0	0%	2	2%	21	23%	65	72%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	67%	0	0%	3	33%	1	11%	5	56%
FEMALE	51	92%	0	0%	2	4%	10	20%	37	73%
MALE	68	93%	1	1%	3	4%	18	26%	45	66%
NON-ENGLISH LANGUAGE LEARNERS	118	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	6	33%	1	17%	2	33%	2	33%	0	0%
NOT ECONOMICALLY DISADVANTAGED	113	96%	0	0%	3	3%	26	23%	82	73%
NOT MIGRANT	119	92%	1	1%	5	4%	28	24%	82	69%

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	119	97%	0	0%	1	1%	15	13%	100	84%
GENERAL EDUCATION	100	98%	0	0%	0	0%	4	4%	94	94%
STUDENTS WITH DISABILITIES	19	89%	0	0%	1	5%	11	58%	6	32%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	100%	0	0%	0	0%	2	25%	6	75%
BLACK OR AFRICAN AMERICAN	5	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	12	83%	0	0%	0	0%	2	17%	8	67%
WHITE	90	99%	0	0%	0	0%	8	9%	81	90%
MULTIRACIAL	4	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	89%	0	0%	1	11%	3	33%	5	56%
FEMALE	51	98%	0	0%	0	0%	4	8%	46	90%
MALE	68	96%	0	0%	1	1%	11	16%	54	79%
NON-ENGLISH LANGUAGE LEARNERS	118	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	6	67%	0	0%	0	0%	2	33%	2	33%
NOT ECONOMICALLY DISADVANTAGED	113	98%	0	0%	1	1%	13	12%	98	87%
NOT MIGRANT	119	97%	0	0%	1	1%	15	13%	100	84%

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	119	96%	2	2%	1	1%	27	23%	87	73%
GENERAL EDUCATION	100	98%	0	0%	1	1%	14	14%	84	84%
STUDENTS WITH DISABILITIES	19	84%	2	11%	0	0%	13	68%	3	16%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	100%	0	0%	0	0%	1	13%	7	88%
BLACK OR AFRICAN AMERICAN	5	_%	–	–	–	–	–	–	–	–
HISPANIC OR LATINO	12	83%	1	8%	0	0%	4	33%	6	50%
WHITE	90	98%	0	0%	1	1%	20	22%	68	76%
MULTIRACIAL	4	_%	–	–	–	–	–	–	–	–
SMALL GROUP TOTAL	9	89%	1	11%	0	0%	2	22%	6	67%
FEMALE	51	96%	0	0%	1	2%	9	18%	40	78%
MALE	68	96%	2	3%	0	0%	18	26%	47	69%
NON-ENGLISH LANGUAGE LEARNERS	118	_%	–	–	–	–	–	–	–	–
ENGLISH LANGUAGE LEARNERS	1	_%	–	–	–	–	–	–	–	–
ECONOMICALLY DISADVANTAGED	6	67%	1	17%	0	0%	3	50%	1	17%
NOT ECONOMICALLY DISADVANTAGED	113	97%	1	1%	1	1%	24	21%	86	76%
NOT MIGRANT	119	96%	2	2%	1	1%	27	23%	87	73%

Regents Examination Results (2014 - 15)

COMPREHENSIVE ENGLISH REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	5	5	100%	5	100%	1	20%
GENERAL EDUCATION	1	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
WHITE	3	-	-	-	-	-	-
SMALL GROUP TOTAL	5	5	100%	5	100%	1	20%
FEMALE	3	-	-	-	-	-	-
MALE	2	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	5	5	100%	5	100%	1	20%
NOT ECONOMICALLY DISADVANTAGED	5	5	100%	5	100%	1	20%
NOT MIGRANT	5	5	100%	5	100%	1	20%

INTEGRATED ALGEBRA REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED			55	65	85	
ALL STUDENTS	5	4	80%	3	60%	0	0%
GENERAL EDUCATION	3	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	3	-	-	-	-	-	-
SMALL GROUP TOTAL	5	4	80%	3	60%	0	0%
FEMALE	2	-	-	-	-	-	-
MALE	3	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	5	4	80%	3	60%	0	0%
ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	3	-	-	-	-	-	-
NOT MIGRANT	5	4	80%	3	60%	0	0%

<div> <div>GEOMETRY</div> <div>REGENTS GEOMETRY</div> </div>							
GROUP	TOTAL TESTED			55	65	85	
ALL STUDENTS	89	84	94%	80	90%	27	30%
GENERAL EDUCATION	86	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	8	100%	7	88%	3	38%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	6	6	100%	5	83%	1	17%
WHITE	68	63	93%	61	90%	22	32%
MULTIRACIAL	4	-	-	-	-	-	-
SMALL GROUP TOTAL	7	7	100%	7	100%	1	14%
FEMALE	53	50	94%	49	92%	16	30%
MALE	36	34	94%	31	86%	11	31%
NON-ENGLISH LANGUAGE LEARNERS	89	84	94%	80	90%	27	30%
ECONOMICALLY DISADVANTAGED	3	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	86	-	-	-	-	-	-
NOT MIGRANT	89	84	94%	80	90%	27	30%

<div> <div>ALGEBRA 2/TRIGONOMETRY</div> <div>REGENTS ALGEBRA 2/TRIGONOMETRY</div> </div>							
GROUP	TOTAL TESTED			55	65	85	
ALL STUDENTS	78	77	99%	75	96%	58	74%
GENERAL EDUCATION	77	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	6	-	-	-	-	-	-
HISPANIC OR LATINO	6	6	100%	6	100%	5	83%
WHITE	64	63	98%	61	95%	45	70%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	8	8	100%	8	100%	8	100%
FEMALE	46	45	98%	44	96%	34	74%
MALE	32	32	100%	31	97%	24	75%
NON-ENGLISH LANGUAGE LEARNERS	78	77	99%	75	96%	58	74%
ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-

NOTECONOMICALLY DISADVANTAGED	76	-	-	-	-	-	-
NOTMIGRANT	78	77	99%	75	96%	58	74%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	124	1	1%	11	9%	58	47%	43	35%	11	9%
GENERAL EDUCATION	108	0	0%	9	8%	46	43%	43	40%	10	9%
STUDENTS WITH DISABILITIES	16	1	6%	2	13%	12	75%	0	0%	1	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	0	0%	0	0%	3	43%	3	43%	1	14%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	12	0	0%	4	33%	7	58%	1	8%	0	0%
WHITE	100	1	1%	7	7%	46	46%	36	36%	10	10%
MULTIRACIAL	3	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	0	0%	0	0%	2	40%	3	60%	0	0%
FEMALE	53	0	0%	5	9%	28	53%	16	30%	4	8%
MALE	71	1	1%	6	8%	30	42%	27	38%	7	10%
NON-ENGLISH LANGUAGE LEARNERS	122	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	12	0	0%	3	25%	9	75%	0	0%	0	0%
NOTECONOMICALLY DISADVANTAGED	112	1	1%	8	7%	49	44%	43	38%	11	10%
NOTMIGRANT	124	1	1%	11	9%	58	47%	43	35%	11	9%

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	95	1	1%	6	6%	37	39%	17	18%	34	36%
GENERAL EDUCATION	92	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	9	0	0%	1	11%	3	33%	3	33%	2	22%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	-	-	-	-	-	-	-	-	-	-
WHITE	70	1	1%	4	6%	26	37%	13	19%	26	37%
MULTIRACIAL	7	0	0%	0	0%	2	29%	1	14%	4	57%
SMALL GROUP TOTAL	9	0	0%	1	11%	6	67%	0	0%	2	22%
FEMALE	53	1	2%	2	4%	24	45%	10	19%	16	30%
MALE	42	0	0%	4	10%	13	31%	7	17%	18	43%
NON-ENGLISH LANGUAGE LEARNERS	95	1	1%	6	6%	37	39%	17	18%	34	36%
ECONOMICALLY DISADVANTAGED	3	-	-	-	-	-	-	-	-	-	-
NOTECONOMICALLY DISADVANTAGED	92	-	-	-	-	-	-	-	-	-	-
NOTMIGRANT	95	1	1%	6	6%	37	39%	17	18%	34	36%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	120	117	98%	111	93%	82	68%
GENERAL EDUCATION	109	106	97%	102	94%	80	73%
STUDENTS WITH DISABILITIES	11	11	100%	9	82%	2	18%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	11	11	100%	11	100%	8	73%
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-
HISPANIC OR LATINO	12	10	83%	10	83%	2	17%
WHITE	88	87	99%	82	93%	66	75%
MULTIRACIAL	5	-	-	-	-	-	-
SMALL GROUP TOTAL	9	9	100%	8	89%	6	67%
FEMALE	62	60	97%	55	89%	38	61%
MALE	58	57	98%	56	97%	44	76%
NON-ENGLISH LANGUAGE LEARNERS	120	117	98%	111	93%	82	68%
ECONOMICALLY DISADVANTAGED	13	11	85%	10	77%	1	8%
NOT ECONOMICALLY DISADVANTAGED	107	106	99%	101	94%	81	76%
NOT MIGRANT	120	117	98%	111	93%	82	68%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	142	142	100%	142	100%	120	85%
GENERAL EDUCATION	124	124	100%	124	100%	109	88%
STUDENTS WITH DISABILITIES	18	18	100%	18	100%	11	61%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	13	13	100%	13	100%	10	77%
BLACK OR AFRICAN AMERICAN	1	-	-	-	-	-	-
HISPANIC OR LATINO	20	20	100%	20	100%	14	70%
WHITE	101	101	100%	101	100%	88	87%
MULTIRACIAL	7	-	-	-	-	-	-
SMALL GROUP TOTAL	8	8	100%	8	100%	8	100%
FEMALE	75	75	100%	75	100%	61	81%
MALE	67	67	100%	67	100%	59	88%
NON-ENGLISH LANGUAGE LEARNERS	141	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	6	6	100%	6	100%	4	67%
NOT ECONOMICALLY DISADVANTAGED	136	136	100%	136	100%	116	85%
NOT MIGRANT	142	142	100%	142	100%	120	85%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	92	90	98%	88	96%	69	75%
GENERAL EDUCATION	82	81	99%	81	99%	67	82%
STUDENTS WITH DISABILITIES	10	9	90%	7	70%	2	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	7	100%	6	86%	6	86%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	11	9	82%	9	82%	4	36%
WHITE	66	66	100%	65	98%	53	80%
MULTIRACIAL	5	-	-	-	-	-	-
SMALL GROUP TOTAL	8	8	100%	8	100%	6	75%
FEMALE	49	47	96%	47	96%	38	78%
MALE	43	43	100%	41	95%	31	72%
NON-ENGLISH LANGUAGE LEARNERS	90	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	7	5	71%	4	57%	3	43%
NOT ECONOMICALLY DISADVANTAGED	85	85	100%	84	99%	66	78%
NOT MIGRANT	92	90	98%	88	96%	69	75%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED			55		65		85	
ALL STUDENTS	147	145	99%	143	97%	85	58%		
GENERAL EDUCATION	132	130	98%	128	97%	80	61%		
STUDENTS WITH DISABILITIES	15	15	100%	15	100%	5	33%		
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	11	11	100%	11	100%	9	82%		
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-		
HISPANIC OR LATINO	18	18	100%	17	94%	2	11%		
WHITE	113	111	98%	110	97%	70	62%		
MULTIRACIAL	3	-	-	-	-	-	-		
SMALL GROUP TOTAL	5	5	100%	5	100%	4	80%		
FEMALE	62	61	98%	59	95%	30	48%		
MALE	85	84	99%	84	99%	55	65%		
NON-ENGLISH LANGUAGE LEARNERS	147	145	99%	143	97%	85	58%		
ECONOMICALLY DISADVANTAGED	12	12	100%	11	92%	1	8%		
NOT ECONOMICALLY DISADVANTAGED	135	133	99%	132	98%	84	62%		
NOT MIGRANT	147	145	99%	143	97%	85	58%		

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	94	92	98%	81	86%	25	27%
GENERAL EDUCATION	88	86	98%	78	89%	25	28%
STUDENTS WITH DISABILITIES	6	6	100%	3	50%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	11	11	100%	11	100%	6	55%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
HISPANIC OR LATINO	6	5	83%	3	50%	1	17%
WHITE	70	69	99%	61	87%	17	24%
MULTIRACIAL	5	-	-	-	-	-	-
SMALL GROUP TOTAL	7	7	100%	6	86%	1	14%
FEMALE	46	46	100%	40	87%	15	33%
MALE	48	46	96%	41	85%	10	21%
NON-ENGLISH LANGUAGE LEARNERS	94	92	98%	81	86%	25	27%
ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	92	-	-	-	-	-	-
NOT MIGRANT	94	92	98%	81	86%	25	27%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	7	7	100%	7	100%	5	71%
GENERAL EDUCATION	6	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
HISPANIC OR LATINO	2	-	-	-	-	-	-
WHITE	5	-	-	-	-	-	-
SMALL GROUP TOTAL	7	7	100%	7	100%	5	71%
FEMALE	1	-	-	-	-	-	-
MALE	6	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	7	7	100%	7	100%	5	71%
NOT ECONOMICALLY DISADVANTAGED	7	7	100%	7	100%	5	71%
NOT MIGRANT	7	7	100%	7	100%	5	71%

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2014 - 15)

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 3 ELA	2	_%	-	-	-	-
GRADE 3 MATH	2	_%	-	-	-	-
GRADE 4 ELA	1	_%	-	-	-	-
GRADE 4 MATH	1	_%	-	-	-	-
GRADE 4 SCIENCE	1	_%	-	-	-	-
GRADE 6 ELA	1	_%	-	-	-	-
GRADE 6 MATH	1	_%	-	-	-	-
GRADE 7 ELA	2	_%	-	-	-	-
GRADE 7 MATH	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 (2014 - 15)

KINDERGARTEN

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	5	0%	0%	0%	100%	0%
GENERAL EDUCATION	4	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 1

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

GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	3	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

GRADE 4

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

GRADE 5

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

GRADE 7

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	2	-	-	-	-	-
GENERAL EDUCATION	1	-	-	-	-	-

STUDENTS WITH DISABILITIES	1	-	-	-	-	-
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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	1	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

ALL STUDENTS

MADE AYP: NO				
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
NO	1,463*	91%*		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	608	158	93	93

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —				
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	0	—		
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	0	—	—	—

BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

24

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

—

PI >= EAMO OR SAFE
HARBOR TARGET

—

TESTED STUDENTS
ENROLLED ON BEDS
DAY

18

PI

—

EAMO

—

SAFE HARBOR TARGET

—

HISPANIC OR LATINO

MADE AYP: YES

TESTED 95%

YES

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

143*

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

95%*

PI >= EAMO OR SAFE
HARBOR TARGET

YES

TESTED STUDENTS
ENROLLED ON BEDS
DAY

61

PI

123

EAMO

71

SAFE HARBOR TARGET

71

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES

TESTED 95%

YES

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

101*

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

96%*

PI >= EAMO OR SAFE
HARBOR TARGET

YES

TESTED STUDENTS
ENROLLED ON BEDS
DAY

44

PI

166

EAMO

108

SAFE HARBOR TARGET

108

WHITE

MADE AYP: NO

TESTED 95%

NO

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

1,107*

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

91%*

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	461	162	109	109

MULTIRACIAL

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	33	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	24	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: NO

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	179*	84%*

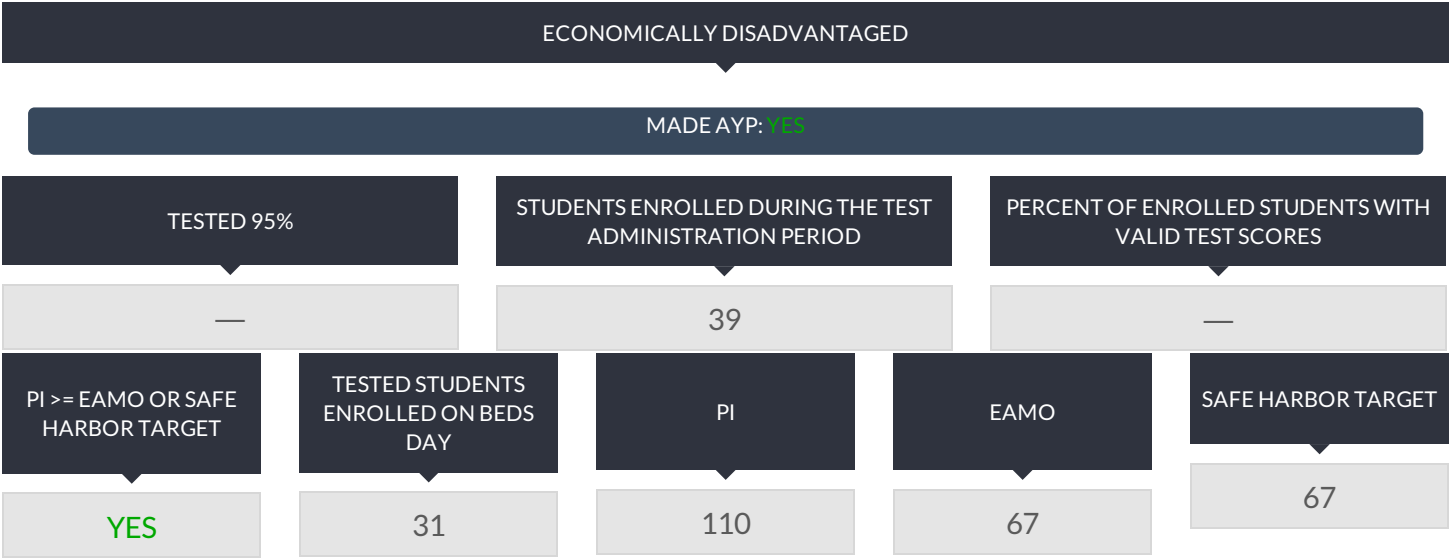
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
YES	71†	83†	49	49

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
—	6	—

PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET
—	4	—	—	—



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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

1,463*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

91%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

608

PI

158

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

1,417*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

91%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

590

PI

159

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

1,320*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

91%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

547

PI

162

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

1,362*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

91%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

564

PI

158

NOT WHITE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

356*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

93%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

147

PI

145

NOT MULTIRACIAL

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

1,397*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

91%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

584

PI

158

GENERAL EDUCATION

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

1,284*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

92%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

541

PI

168

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

1,440*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

91%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

604

PI

159

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

1,376*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

91%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

577

PI

161

MALE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

753*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

90%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

312

PI

154

FEMALE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

710*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

93%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

296

PI

163

MIGRANT

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

0

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

—

TESTED STUDENTS ENROLLED
ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
1,463*	91%*	608	158

— 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**

ALL STUDENTS

MADE AYP: **NO**

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES			
NO	1,466*	89%*			
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
YES	583	159	89	89	

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES			
—	0	—			
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
—	0	—	—	—	

BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
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—	24	—
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	SAFE HARBOR TARGET
—	17	—

HISPANIC OR LATINO

MADE AYP: NO		
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	144*	92%*
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	SAFE HARBOR TARGET
YES	57	68

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: YES		
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
YES	99*	96%*
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	SAFE HARBOR TARGET
YES	44	122

WHITE

MADE AYP: NO		
TESTED 95%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
NO	1,111*	89%*
PI >= EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	SAFE HARBOR TARGET
YES	441	105

MULTIRACIAL

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

33

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

—

PI ≥ EAMO OR SAFE
HARBOR TARGET

—

TESTED STUDENTS
ENROLLED ON BEDS
DAY

24

PI

—

EAMO

—

SAFE HARBOR TARGET

—

STUDENTS WITH DISABILITIES

MADE AYP: **NO**

TESTED 95%

NO

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

179*

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

80%*

PI ≥ EAMO OR SAFE
HARBOR TARGET

YES

TESTED STUDENTS
ENROLLED ON BEDS
DAY

64†

PI

73†

EAMO

50

SAFE HARBOR TARGET

50

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%

—

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

6

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

—

PI ≥ EAMO OR SAFE
HARBOR TARGET

—

TESTED STUDENTS
ENROLLED ON BEDS
DAY

5

PI

—

EAMO

—

SAFE HARBOR TARGET

—

ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 95%

STUDENTS ENROLLED DURING THE TEST

PERCENT OF ENROLLED STUDENTS WITH

		ADMINISTRATION PERIOD		VALID TEST SCORES	
—		39		—	
PI $\geq$ EAMO OR SAFE HARBOR TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	SAFE HARBOR TARGET	
—	28	—	—	—	

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

1,466*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

89%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

583

PI

159

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

1,420*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

89%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

566

PI

160

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

1,322*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

89%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

526

PI

163

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

1,367*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

89%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

539

PI

159

NOT WHITE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

355*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

91%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

142

PI

141

NOT MULTIRACIAL

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

1,400*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

89%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

559

PI

158

GENERAL EDUCATION

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

1,287*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

90%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

523

PI

169

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

1,443*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

89%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

578

PI

159

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

1,378*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

89%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

555

PI

162

MALE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

754*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

88%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

302

PI

161

FEMALE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

712*

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

90%*

TESTED STUDENTS ENROLLED
ON BEDS DAY

281

PI

156

MIGRANT

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

0

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

—

TESTED STUDENTS ENROLLED
ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
1,466*	89%*	583	159

— 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**

ALL STUDENTS

MADE AYP: **YES**

TESTED 80%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
YES		255		88%	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET	
YES	219	196	177	177	

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 80%		STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD		PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES	
—		0		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET	
—	0	—	—	—	

BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES
------------	---	---

—		10		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET	
—	8	—	—	—	

HISPANIC OR LATINO

MADE AYP: —				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	28	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	23	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
—	18	—		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
—	18	—	—	—

WHITE

MADE AYP: YES				
TESTED 80%	STUDENTS ENROLLED DURING THE TEST ADMINISTRATION PERIOD	PERCENT OF ENROLLED STUDENTS WITH VALID TEST SCORES		
YES	188	88%		
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET
YES	161	197	185	185

MULTIRACIAL

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

11

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

—

PI $\geq$ EAMO OR
PROGRESS TARGET

—

TESTED STUDENTS
ENROLLED ON BEDS
DAY

9

PI

—

EAMO

—

PROGRESS TARGET

—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

29

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

—

PI $\geq$ EAMO OR
PROGRESS TARGET

—

TESTED STUDENTS
ENROLLED ON BEDS
DAY

23

PI

—

EAMO

—

PROGRESS TARGET

—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 80%

—

STUDENTS ENROLLED DURING THE TEST
ADMINISTRATION PERIOD

1

PERCENT OF ENROLLED STUDENTS WITH
VALID TEST SCORES

—

PI $\geq$ EAMO OR
PROGRESS TARGET

—

TESTED STUDENTS
ENROLLED ON BEDS
DAY

1

PI

—

EAMO

—

PROGRESS TARGET

—

ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 80%

STUDENTS ENROLLED DURING THE TEST

PERCENT OF ENROLLED STUDENTS WITH

		ADMINISTRATION PERIOD		VALID TEST SCORES	
—		16		—	
PI >= EAMO OR PROGRESS TARGET	TESTED STUDENTS ENROLLED ON BEDS DAY	PI	EAMO	PROGRESS TARGET	
—	15	—	—	—	

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

255

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

88%

TESTED STUDENTS ENROLLED
ON BEDS DAY

219

PI

196

NOT BLACK OR AFRICAN AMERICAN

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

245

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

88%

TESTED STUDENTS ENROLLED
ON BEDS DAY

211

PI

197

NOT HISPANIC OR LATINO

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

227

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

88%

TESTED STUDENTS ENROLLED
ON BEDS DAY

196

PI

196

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

237

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

87%

TESTED STUDENTS ENROLLED
ON BEDS DAY

201

PI

196

NOT WHITE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

67

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

88%

TESTED STUDENTS ENROLLED
ON BEDS DAY

58

PI

193

NOT MULTIRACIAL

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

244

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

88%

TESTED STUDENTS ENROLLED
ON BEDS DAY

210

PI

196

GENERAL EDUCATION

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

226

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

89%

TESTED STUDENTS ENROLLED
ON BEDS DAY

196

PI

198

ENGLISH PROFICIENT

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

254

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

88%

TESTED STUDENTS ENROLLED
ON BEDS DAY

218

PI

196

NOT ECONOMICALLY DISADVANTAGED

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

239

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

87%

TESTED STUDENTS ENROLLED
ON BEDS DAY

204

PI

198

MALE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

143

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

87%

TESTED STUDENTS ENROLLED
ON BEDS DAY

123

PI

196

FEMALE

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

112

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

88%

TESTED STUDENTS ENROLLED
ON BEDS DAY

96

PI

196

MIGRANT

STUDENTS ENROLLED DURING
THE TEST ADMINISTRATION
PERIOD

0

PERCENT OF ENROLLED
STUDENTS WITH VALID TEST
SCORES

—

TESTED STUDENTS ENROLLED
ON BEDS DAY

0

PI

—

NOT MIGRANT

STUDENTS ENROLLED DURING

PERCENT OF ENROLLED

TESTED STUDENTS ENROLLED

PI

THE TEST ADMINISTRATION PERIOD	STUDENTS WITH VALID TEST SCORES	ON BEDS DAY	
255	88%	219	196

— 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**

ALL STUDENTS					
MADE AYP: YES					
TESTED 95%	12TH GRADERS		PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	119		99%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET	
YES	117	183	160	160	
AMERICAN INDIAN OR ALASKA NATIVE					
MADE AYP: —					
TESTED 95%	12TH GRADERS		PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	0		—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET	
—	0	—	—	—	
BLACK OR AFRICAN AMERICAN					
MADE AYP: —					
TESTED 95%	12TH GRADERS		PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	4		—		

PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	5	—	—	—

HISPANIC OR LATINO

MADE AYP: —				
TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	13	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	11	—	—	—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

MADE AYP: —				
TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	9	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	8	—	—	—

WHITE

MADE AYP: YES				
TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	89	100%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	89	188	170	170

MULTIRACIAL

MADE AYP: —

TESTED 95%

—

12TH GRADERS

4

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE HARBOR TARGET

—

2011 ACCOUNTABILITY COHORT MEMBERS

4

PI

—

EAMO

—

SAFE HARBOR TARGET

—

STUDENTS WITH DISABILITIES

MADE AYP: —

TESTED 95%

—

12TH GRADERS

20

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE HARBOR TARGET

—

2011 ACCOUNTABILITY COHORT MEMBERS

19

PI

—

EAMO

—

SAFE HARBOR TARGET

—

LIMITED ENGLISH PROFICIENT

MADE AYP: —

TESTED 95%

—

12TH GRADERS

1

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE HARBOR TARGET

—

2011 ACCOUNTABILITY COHORT MEMBERS

1

PI

—

EAMO

—

SAFE HARBOR TARGET

—

ECONOMICALLY DISADVANTAGED

MADE AYP: —

TESTED 95%

12TH GRADERS

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES



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

NOT AMERICAN INDIAN OR ALASKA NATIVE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
119	99%	117	183

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
115	99%	112	185

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
106	100%	106	186

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
110	99%	109	183

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
30	—	28	—

NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
115	99%	113	182

GENERAL EDUCATION

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
--------------	--	------------------------------------	----

99	100%	98	197
ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
118	100%	116	184
NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
112	100%	112	186
MALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
66	98%	67	175
FEMALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
53	100%	50	194
MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—
NOT MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
119	99%	117	183

— 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 2011 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: YES

ALL STUDENTS

MADE AYP: YES

TESTED 95%

YES

12TH GRADERS

119

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

100%

PI >= EAMO OR SAFE HARBOR TARGET

YES

2011 ACCOUNTABILITY COHORT MEMBERS

117

PI

171

EAMO

144

SAFE HARBOR TARGET

144

AMERICAN INDIAN OR ALASKA NATIVE

MADE AYP: —

TESTED 95%

—

12TH GRADERS

0

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE HARBOR TARGET

—

2011 ACCOUNTABILITY COHORT MEMBERS

0

PI

—

EAMO

—

SAFE HARBOR TARGET

—

BLACK OR AFRICAN AMERICAN

MADE AYP: —

TESTED 95%

—

12TH GRADERS

4

PERCENT OF 12TH GRADERS WITH VALID TEST SCORES

—

PI >= EAMO OR SAFE HARBOR TARGET

—

2011 ACCOUNTABILITY COHORT MEMBERS

5

PI

—

EAMO

—

SAFE HARBOR TARGET

—

HISPANIC OR LATINO

MADE AYP: —

TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	13	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	11	—	—	—
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER				

MADE AYP: —				
TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	9	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	8	—	—	—

WHITE				
MADE AYP: YES				
TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
YES	89	100%		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
YES	89	178	155	155

MULTIRACIAL				
MADE AYP: —				
TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	4	—		
PI >= EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET

—	4	—	—	—

STUDENTS WITH DISABILITIES

MADE AYP: —				
TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	20	—		
PI ≥ EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	19	—	—	—

LIMITED ENGLISH PROFICIENT

MADE AYP: —				
TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	1	—		
PI ≥ EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	1	—	—	—

ECONOMICALLY DISADVANTAGED

MADE AYP: —				
TESTED 95%	12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES		
—	7	—		
PI ≥ EAMO OR SAFE HARBOR TARGET	2011 ACCOUNTABILITY COHORT MEMBERS	PI	EAMO	SAFE HARBOR TARGET
—	5	—	—	—

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

NOT AMERICAN INDIAN OR ALASKA NATIVE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
119	100%	117	171

NOT BLACK OR AFRICAN AMERICAN

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
115	100%	112	175

NOT HISPANIC OR LATINO

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
106	100%	106	175

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
110	100%	109	170

NOT WHITE

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
30	—	28	—

NOT MULTIRACIAL

12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
115	100%	113	170

GENERAL EDUCATION

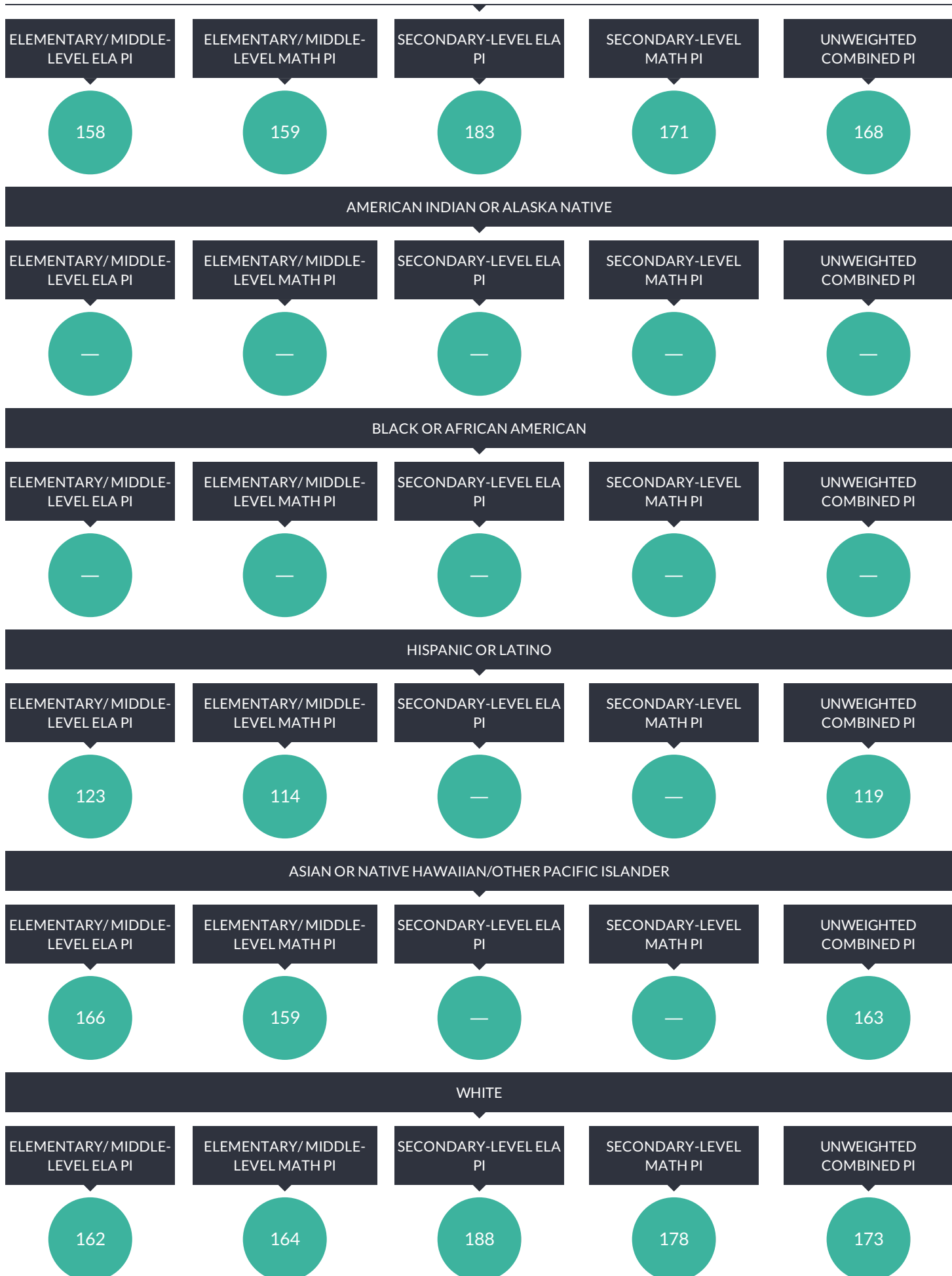
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
--------------	--	------------------------------------	----

99	100%	98	185
ENGLISH PROFICIENT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
118	100%	116	172
NOT ECONOMICALLY DISADVANTAGED			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
112	100%	112	176
MALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
66	100%	67	161
FEMALE			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
53	100%	50	184
MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
0	—	0	—
NOT MIGRANT			
12TH GRADERS	PERCENT OF 12TH GRADERS WITH VALID TEST SCORES	2011 ACCOUNTABILITY COHORT MEMBERS	PI
119	100%	117	171

— 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 2011 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

UNWEIGHTED COMBINED ELA AND MATH PIS

ALL STUDENTS

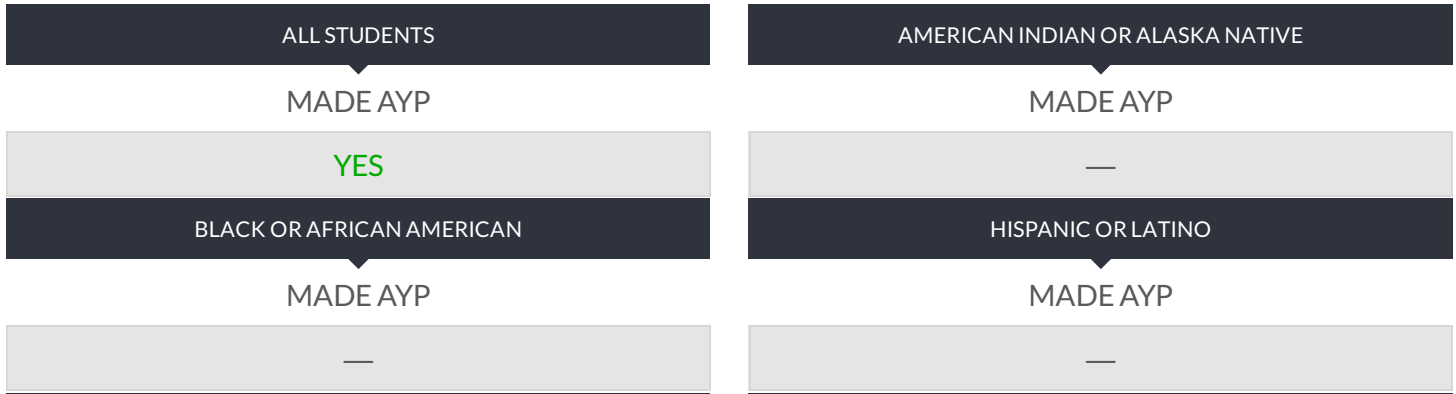




— There were not enough students to determine a Performance Index.

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	WHITE
MADE AYP	MADE AYP
—	YES
MULTIRACIAL	STUDENTS WITH DISABILITIES
MADE AYP	MADE AYP
—	—
LIMITED ENGLISH PROFICIENT	ECONOMICALLY DISADVANTAGED
MADE AYP	MADE AYP
—	—
— There were not enough students to make an AYP determination.	

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

ALL STUDENTS			
Met Graduation-Rate Criterion: YES			
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
140	96%	80%	80%
AMERICAN INDIAN OR ALASKA NATIVE			
Met Graduation-Rate Criterion: —			
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET
0	—	—	—
BLACK OR AFRICAN AMERICAN			
Met Graduation-Rate Criterion: —			
2010 FOUR-YEAR GRADUATION-RATE TOTAL COHORT	GRADUATION RATE	STATE STANDARD	PROGRESS TARGET

3

—

—

—

HISPANIC OR LATINO

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

27

—

—

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

6

—

—

—

WHITE

Met Graduation-Rate Criterion: YES

2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

101

98%

80%

80%

MULTIRACIAL

Met Graduation-Rate Criterion: —

2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

3

—

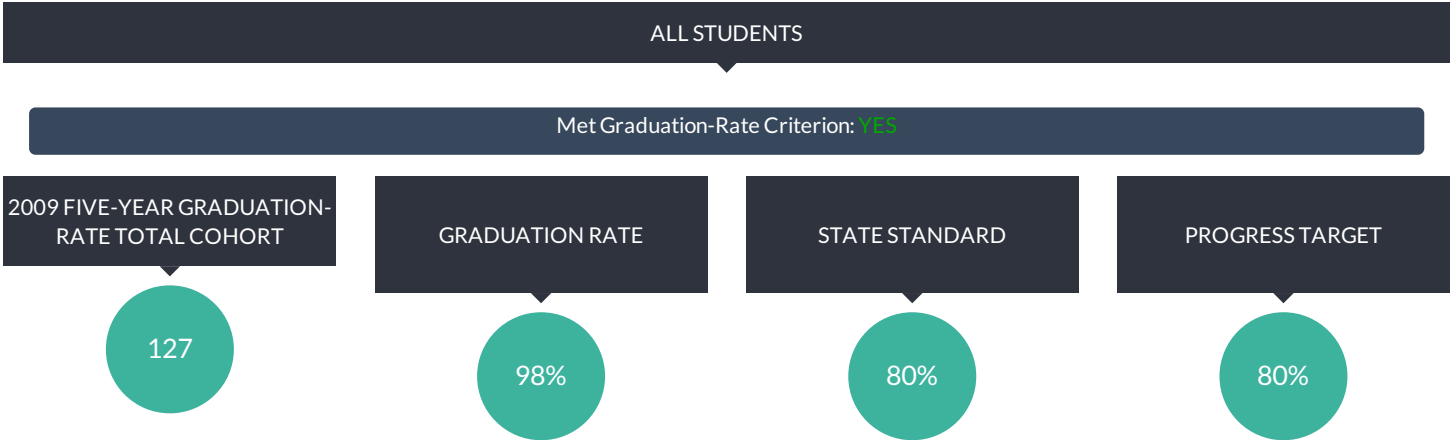
—

—



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



AMERICAN INDIAN OR ALASKA NATIVE

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

0

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

BLACK OR AFRICAN AMERICAN

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

6

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

HISPANIC OR LATINO

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

8

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-RATE TOTAL COHORT

14

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

WHITE

Met Graduation-Rate Criterion: YES

2009 FIVE-YEAR GRADUATION-
RATE TOTAL COHORT

93

GRADUATION RATE

98%

STATE STANDARD

80%

PROGRESS TARGET

80%

MULTIRACIAL

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-
RATE TOTAL COHORT

6

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

STUDENTS WITH DISABILITIES

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-
RATE TOTAL COHORT

16

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

LIMITED ENGLISH PROFICIENT

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-
RATE TOTAL COHORT

1

GRADUATION RATE

—

STATE STANDARD

—

PROGRESS TARGET

—

ECONOMICALLY DISADVANTAGED

Met Graduation-Rate Criterion: —

2009 FIVE-YEAR GRADUATION-
RATE TOTAL COHORT

GRADUATION RATE

STATE STANDARD

PROGRESS TARGET

3

—

—

—

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

FOUR-YEAR GRADUATION-RATE TOTAL COHORT

NOT AMERICAN INDIAN OR ALASKA NATIVE

2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT

140

GRADUATION RATE

96%

NOT BLACK OR AFRICAN AMERICAN

2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT

137

GRADUATION RATE

96%

NOT HISPANIC OR LATINO

2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT

113

GRADUATION RATE

97%

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

2010 FOUR-YEAR
GRADUATION-RATE TOTAL
COHORT

134

GRADUATION RATE

97%

NOT WHITE

FIVE-YEAR GRADUATION-RATE TOTAL COHORT

NOT AMERICAN INDIAN OR ALASKA NATIVE

2009 FIVE-YEAR
GRADUATION-RATE TOTAL
COHORT

127

GRADUATION RATE

98%

NOT BLACK OR AFRICAN AMERICAN

2009 FIVE-YEAR
GRADUATION-RATE TOTAL
COHORT

121

GRADUATION RATE

98%

NOT HISPANIC OR LATINO

2009 FIVE-YEAR
GRADUATION-RATE TOTAL
COHORT

119

GRADUATION RATE

97%

NOT ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

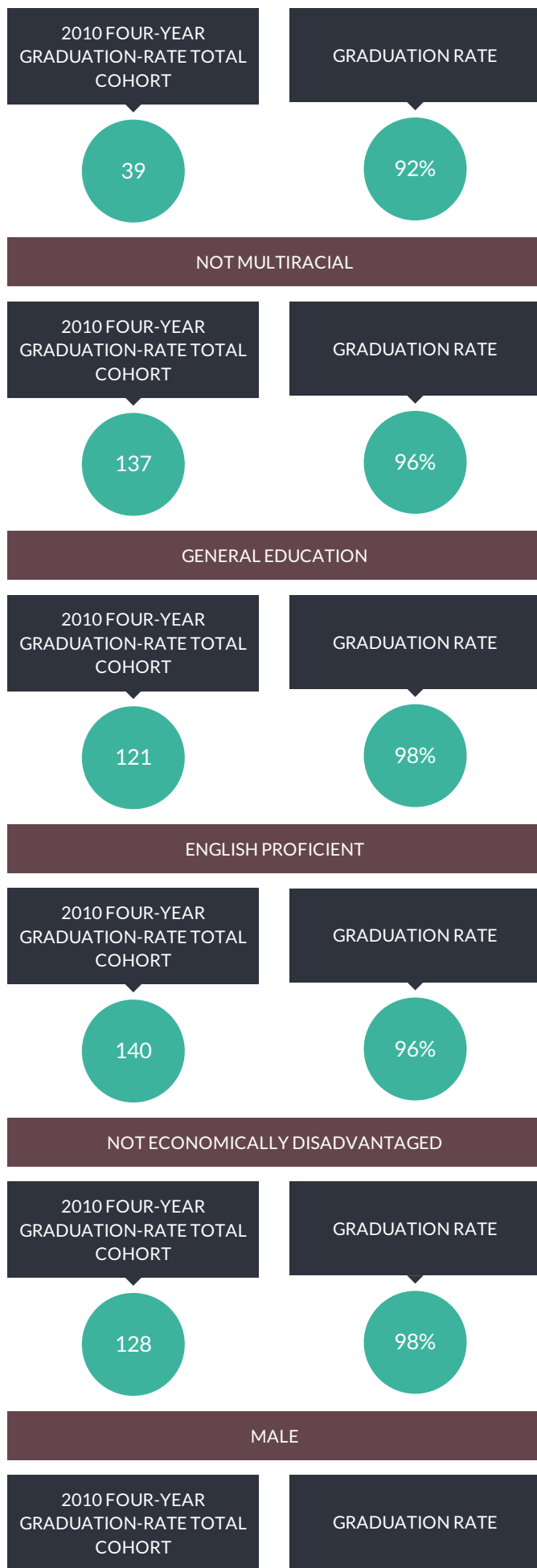
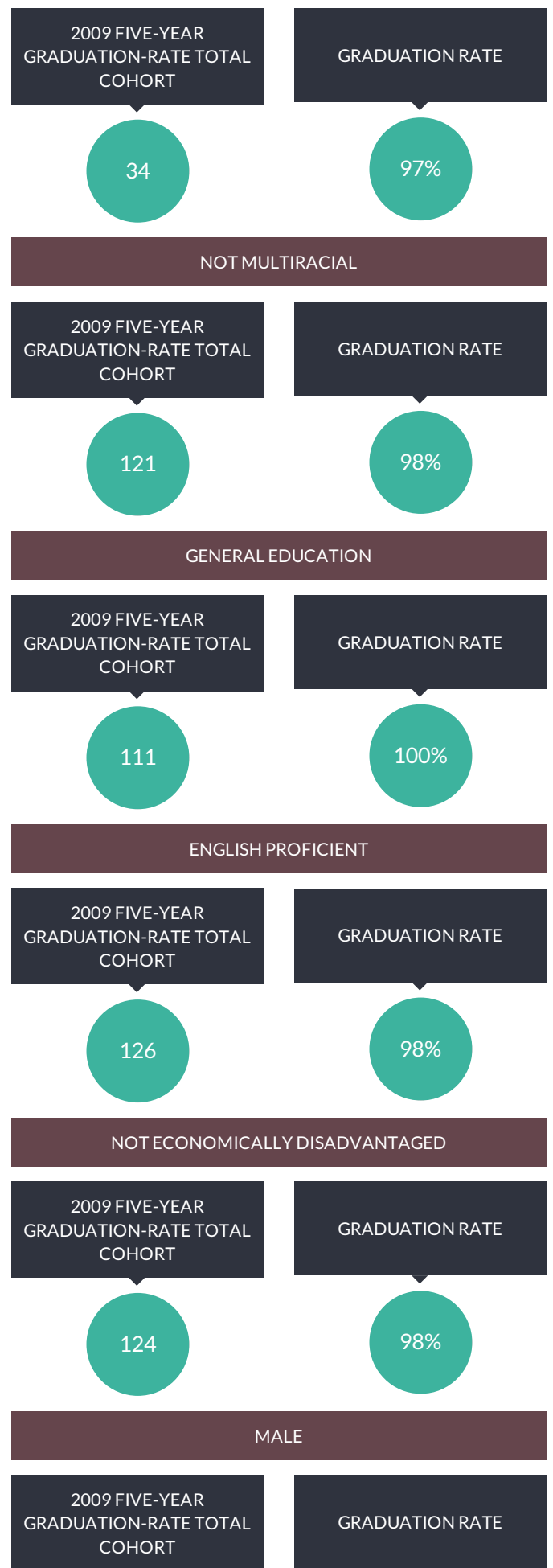
2009 FIVE-YEAR
GRADUATION-RATE TOTAL
COHORT

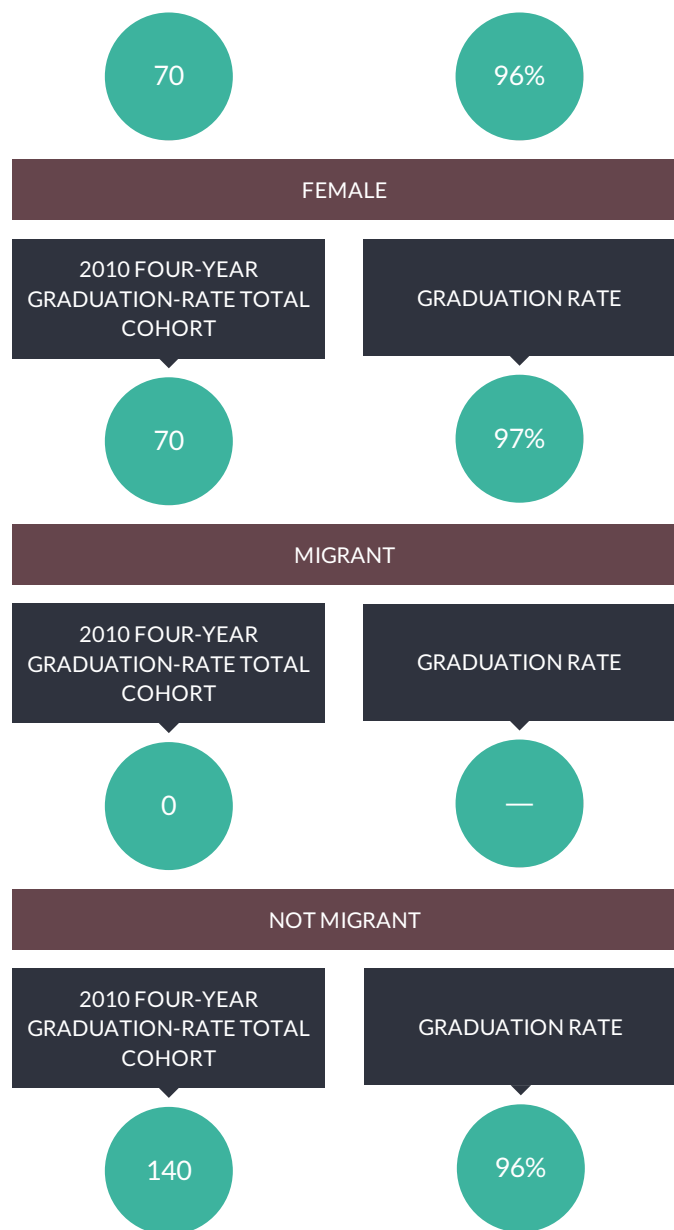
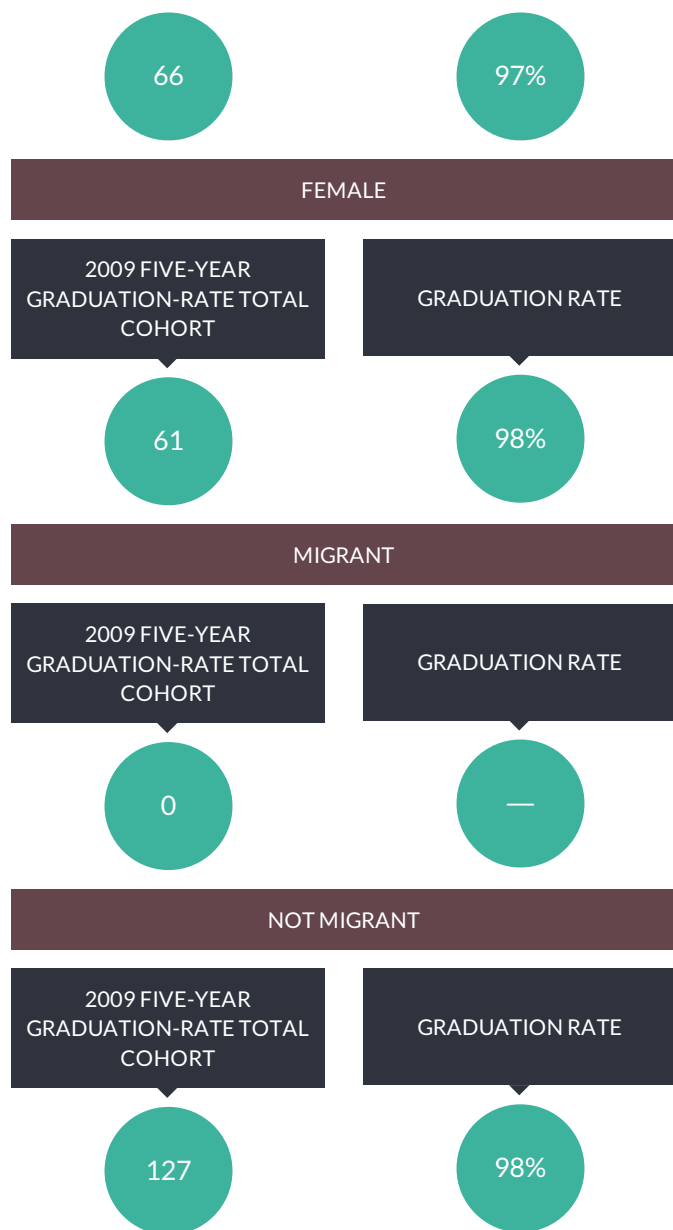
113

GRADUATION RATE

97%

NOT WHITE

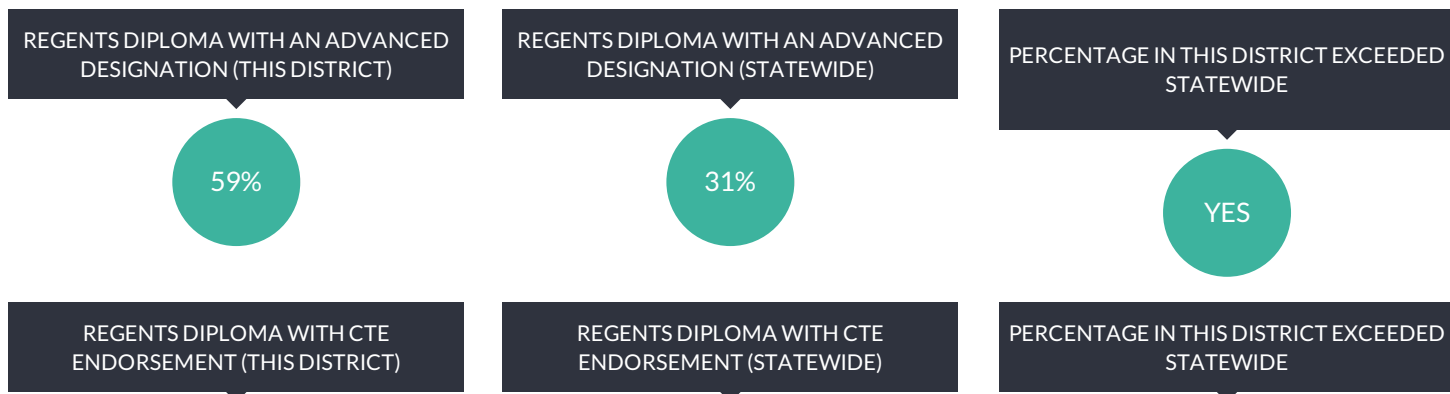




— There were fewer than 30 students in the cohort.

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

Percentage of 2010 Graduation-Rate Total Cohort members who graduated as of August 31, 2014 with:



1%

4%

NO

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FISCAL ACCOUNTABILITY SUMMARY (2013 - 14)

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	
\$24,891,330		\$9,273,422	
PUPILS		PUPILS	
1,571		194	
EXPENDITURES PER PUPIL		EXPENDITURES PER PUPIL	
\$15,844		\$47,801	

SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY			
GENERAL EDUCATION		SPECIAL EDUCATION	
INSTRUCTIONAL EXPENDITURES		INSTRUCTIONAL EXPENDITURES	
\$5,322,726,462		\$1,959,709,296	
PUPILS		PUPILS	
381,125		50,836	
EXPENDITURES PER PUPIL		EXPENDITURES PER PUPIL	
\$13,966		\$38,550	

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$31,235,849,883

PUPILS

2,660,775

EXPENDITURES PER PUPIL

\$11,739

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$13,185,189,540

PUPILS

418,555

EXPENDITURES PER PUPIL

\$31,502

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

\$26,946

SIMILAR DISTRICT GROUP

\$25,356

NY STATE

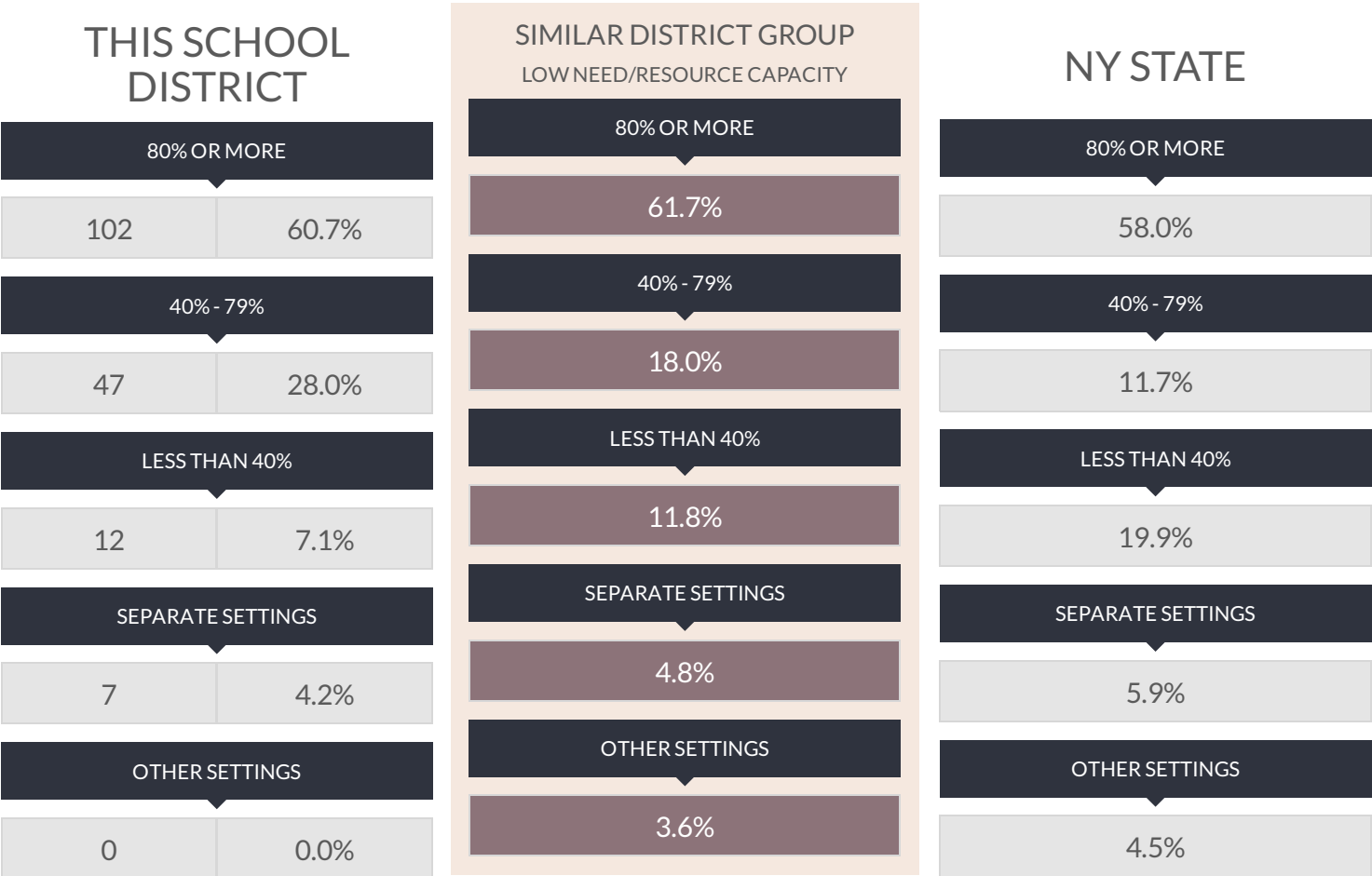
\$21,812

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 (2014 - 15)

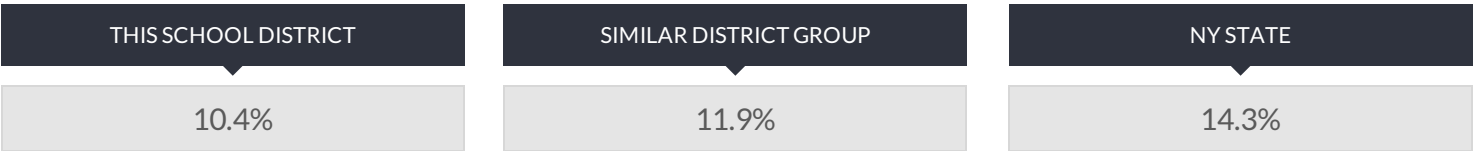
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required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

Exemption Impact Report

Hastings 552604

Assessment Year: 2015

County: WESTCHESTER

SWIS Code: 5526

School Value Report (552604)

Municipality: GREENBURGH

Total Assessed Val: 63,620,244

Uniform Percentage: 3.09

Equalized Total Assessed Value = 2,058,907,572

Exemption Code	Exemption Description	RPTL	Exemption Amount	Equalized Value	Uniform Percentage
12100	ST OWNED	RPTL 404(1)	3	2,056,634	0.10
13100	CNTY OWNED	RPTL 406(1)	1	14,462,783	0.70
13230	CO O/S LMT	RPTL 406(2)	2	524,271	0.03
13500	TOWN OWNED	RPTL 406(1)	5	461,229	0.02
13570	TWN O/S LM	RPTL 406(2)	1	323	0.00
13650	VILL OWNED	RPTL 406(1)	33	28,233,009	1.37
13730	VG O/S LMT	RPTL 406(2)	10	7,231,391	0.35
13800	SCHL OWNED	RPTL 408	9	196,546,925	9.55
18020	INDL.DEVLP	RPTL 412-a & Gen Muny L 874	1	1,035,598	0.05
21600	CLERGY-RES	RPTL 462	4	3,868,932	0.19
25110	RELIGIOUS	RPTL 420-a	9	29,564,724	1.44
25120	EDUCATIONL	RPTL 420-a	3	9,847,896	0.48
25130	CHARITABLE	RPTL 420-a	9	89,046,925	4.32
25230	MENTAL IMP	RPTL 420-a	2	1,394,822	0.07
25300	OTH NONPRF	RPTL 420-b	7	15,993,527	0.78
26100	VETS ORGAN	RPTL 452	3	1,147,249	0.06
26400	INC VOL FD	RPTL 464(2)	3	1,794,498	0.09
27200	RR PROP.	RPTL 489-d, 489-dd	5	20,690,938	1.00
27350	CEMETERY	RPTL 446	8	66,813,915	3.25
41120	WAR VET	RPTL 458-a	78	996,537	0.05
41124	WAR VET	RPTL 458-a	2	24,012	0.00
41130	COMBAT VET	RPTL 458-a	44	900,000	0.04
41134	COMBAT VET	RPTL 458-a	3	60,000	0.00
41140	DSABLD VET	RPTL 458-a	11	343,656	0.02
41144	DISABLED VET	RPTL 458-a	2	59,708	0.00
41800	AGED-ALL	RPTL 467	54	9,469,579	0.46
41930	459-C ALL	RPTL 459-c	1	253,236	0.01
Total Exemptions (No System EX's)			313	502,822,317	24.42
Total Exemptions (with System EX's)			313	502,822,317	24.42

 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 2016-2017 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 INTERIM PRINCIPAL

**Eileen Casey
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**