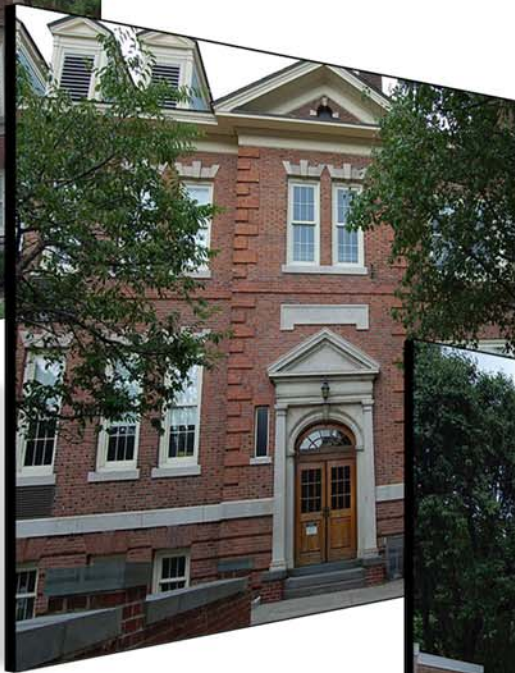


Hastings-on-Hudson UFSD

— A Blue Ribbon District —

2015-2016 School Budget



Adopted by the Board of Education on April 21, 2015

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION

EILEEN BAECHER, PRESIDENT

JODIE MEYER, VICE PRESIDENT

CARYN CAMPBELL

LINDSEY HICKS

DONNA LAING

GABRIELLE LESSER

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 2015-16 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 19th 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 19, 2014
HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION CALENDAR FOR 2015-2016 BUDGET

DATE	ACTIVITY
<u>2014</u>	
November 19, Wednesday	Budget calendar adopted by Board of Education
December 2, Tuesday	Budget 101 7:00 PM
<u>2015</u>	
January 7, Wednesday	Superintendent gives progress report of budget development to the Board.
February 4, Wednesday	Regular meeting - Superintendent presents Preliminary Budget.
February 27, Friday	Submit information to calculate Tax Levy Limit Office of State Comptroller's website
March 11, Wednesday	Regular meeting - Superintendent presents Proposed Budget.
April 3, Friday	First Legal Notification to Public - to announce budget hearing & vote.
April 7, Tuesday	Public Hearing 7:00 PM
April 10, Friday	Second Legal Notification to Public - to announce budget hearing & vote.
April 20, Monday	Petition nominating candidates for the Board must be received by 5:00 P.M. by the District Clerk.
April 20, Monday	Petitions for budget propositions must be received by 5:00 P.M. by the District Clerk.
April 21, Tuesday	Regular Board Meeting - Board of Education adopts budget.
April 21, Tuesday	BOCES Budget Vote
April 22, Wednesday	Budget Available to the Public.
April 22, Wednesday	Submit Property Tax Report Card to SED.
April 24, Friday	Third Legal Notification to Public - to announce budget hearing & vote, including availability of budget.
May 5, Tuesday	Budget Hearing - Must be no less than 7 days and no more than 14 days to the budget vote.
May 6, Wednesday	Budget notice mailed to eligible voters.
May 13, Wednesday	Voter Registration 4:00 P.M. - 8:00 P.M.
May 15, Friday	Fourth Legal Notification to Public - to announce budget hearing & vote.
May 19, Tuesday	School Board Election and Vote on Budget.

HASTINGS-ON-HUDSON PUBLIC SCHOOLS ENROLLMENT (11/24/14)

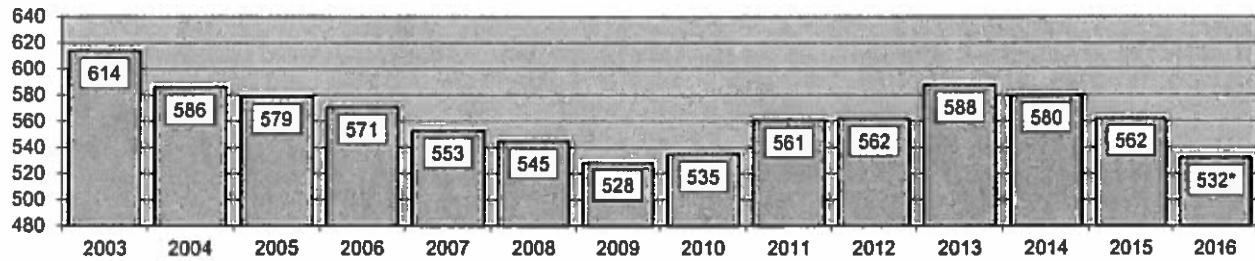
GRADE	2010-11	2011-12	2012-13	2013-14	2014-15	Projected 2015-16
Ungraded		6	8	8	6	6
Kindergarten	125	102	115	102	100	100
1	100	131	109	124	99	100
2	123	104	131	110	120	99
3	103	119	110	132	113	120
4	110	106	123	112	130	113
5	125	112	115	118	113	130
6	114	130	116	120	133	113
7	141	113	131	124	124	133
8	131	138	112	131	123	124
9	138	123	139	108	128	123
10	121	141	120	138	113	128
11	126	124	139	122	141	113
12	142	127	124	144	119	141
TOTALS:						
K-4	561	562	588	580	562	532
5-8	511	493	474	493	493	500
9-12	527	515	522	512	501	505
*SP. ED.	28	26	28	17	19	19
Ungraded & K-12	1627	1602	1620	1610	1581	1562

* 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 2015-16 school year will be available after annual reviews are completed in June 2015.

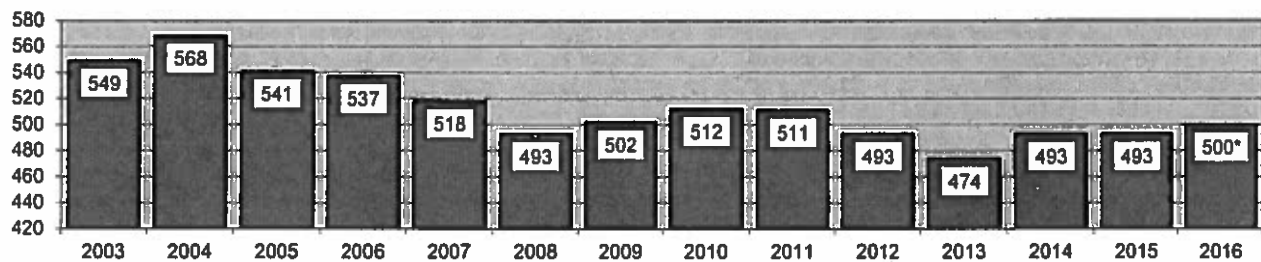
STUDENT ENROLLMENT

2002-2003 THROUGH 2015-2016

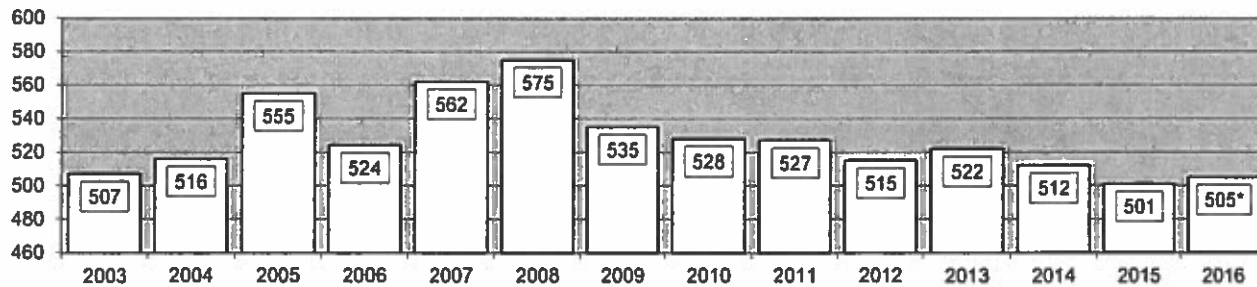
STUDENT ENROLLMENT- HILLSIDE ELEMENTARY SCHOOL



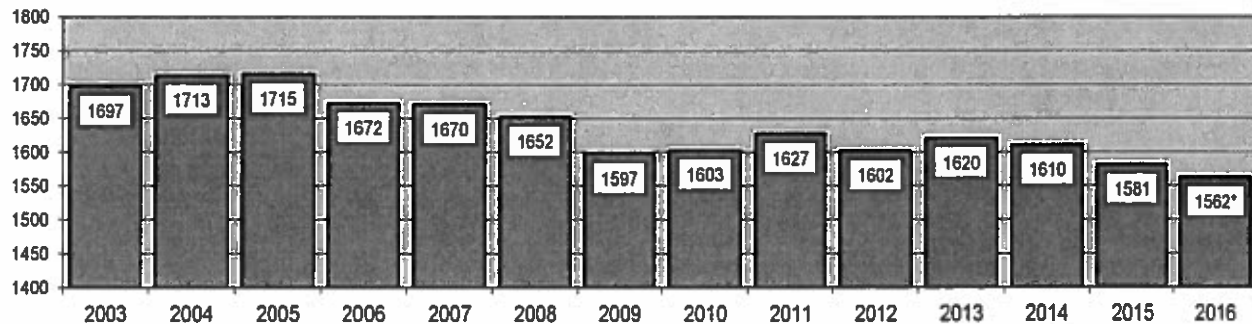
STUDENT ENROLLMENT- FARRAGUT MIDDLE SCHOOL



STUDENT ENROLLMENT- HASTINGS HIGH SCHOOL



STUDENT ENROLLMENT TREND (K-12)



* 15-16 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 2015/16 BUDGET

APPROPRIATIONS	ADOPTED BUDGET 2014/15	PROPOSED BUDGET 2015/16	BUDGET CHANGE
General Support	\$3,806,574	\$4,011,917	\$205,343
Instruction	\$26,144,832	\$27,472,069	\$1,327,237
Pupil Transportation	\$1,420,667	\$1,499,900	\$79,233
Undistributed	\$13,229,839	\$13,509,561	\$279,722
TOTAL	\$44,601,912	\$46,493,447	\$1,891,535

% BUDGET CHANGE 4.24%

REVENUES	ADOPTED BUDGET 2014/15	PROPOSED BUDGET 2015/16	BUDGET CHANGE
State Aid	\$4,037,700	\$4,262,700	\$225,000
Misc. Receipts	\$1,190,000	\$1,155,000	-\$35,000
Appropriated Balance	\$1,800,000	\$1,800,000	\$0
Retirement Reserve	\$350,000	\$350,000	\$0
Transfer from Debt Service	\$100,000	\$100,000	\$0
Reserve for Tax Certiorari	\$300,000	\$400,000	\$100,000
Transfer from Capital Reserve	\$0	\$750,000	\$750,000
Property Taxes	\$36,824,212	\$37,675,747	\$851,535
Total Receipts	\$44,601,912	\$46,493,447	\$1,891,535

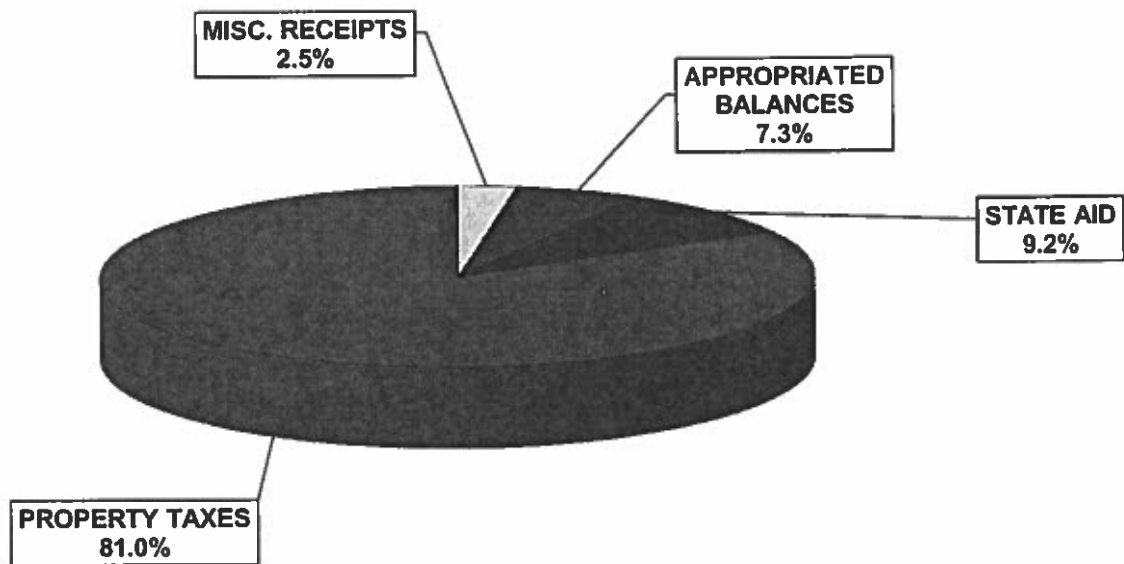
% PROP TAX CHANGE 2.31%

Assessed Valuation	\$46,977,407	\$48,005,597 *	\$1,028,190
Tax Rate	\$783.31	\$784.82	\$1.51
Tax Rate Change			0.19%

*Assessed valuation is subject to change.

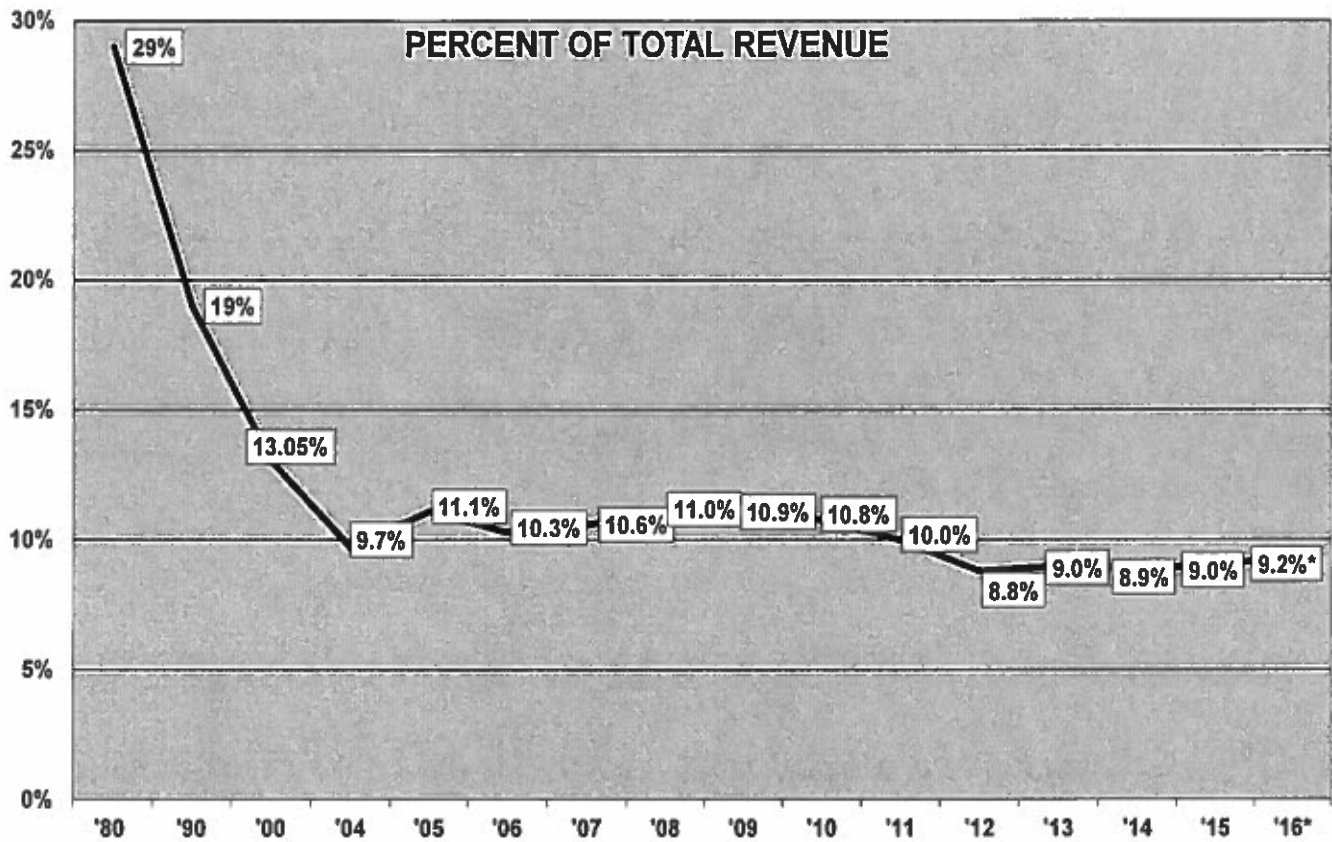
PROPOSED REVENUE SOURCES

2015-2016



REVENUE	2014-2015 ADOPTED BUDGET	2015-2016 PROPOSED BUDGET
TOTAL STATE AID	\$4,037,700	\$4,262,700
MISC. RECEIPTS	\$1,190,000	\$1,155,000
APPROPRIATED BALANCES	\$2,550,000	\$3,400,000
PROPERTY TAXES	\$36,824,212	\$37,675,747
TOTAL APPROPRIATIONS	\$44,601,912	\$46,493,447

STATE AID



YEAR ENDING JUNE 30

* 15-16 is Projected

REVENUE SUMMARY

REVENUE	2014-15 ADOPTED BUDGET	2015-16 PROPOSED BUDGET
Other Charges - Custodial Fees	\$30,000	\$30,000
Day School Tuition	\$125,000	\$135,000
Tuition Other Districts	\$200,000	\$200,000
Medicaid Reimbursement	\$50,000	\$40,000
Interest on Deposits & Investments	\$40,000	\$40,000
Other Student Fees/Drivers Ed	\$70,000	\$25,000
Admissions From Individuals-Theater	\$19,000	\$19,000
Borderline Properties	\$61,000	\$48,000
Unclassified Revenues	\$185,000	\$193,000
Sales Tax	\$410,000	\$425,000
State Aid - Foundation	\$2,792,750	\$2,792,750
- Building	\$493,441	\$493,441
- BOCES	\$625,000	\$850,000
- Textbooks	\$126,509	\$126,509
State Aid -Total	\$4,037,700	\$4,262,700
 TOTAL REVENUE OTHER THAN REAL PROPERTY	 \$5,227,700	 \$5,417,700
 TRANSFER FROM DEBT SERVICE FUND	 \$100,000	 \$100,000
 APPROPRIATED FUND BALANCE	 \$1,800,000	 \$1,800,000
 RETIREMENT RESERVE	 \$350,000	 \$350,000
 RESERVE FOR TAX CERTIORARI	 \$300,000	 \$400,000
 TRANSFER FROM CAPITAL RESERVE	 \$0	 \$750,000
 AMOUNT TO BE RAISED BY PROPERTY TAXES	 <u>\$36,824,212</u>	 <u>\$37,675,747</u>
 TOTAL REVENUE	 \$44,601,912	 \$46,493,447

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

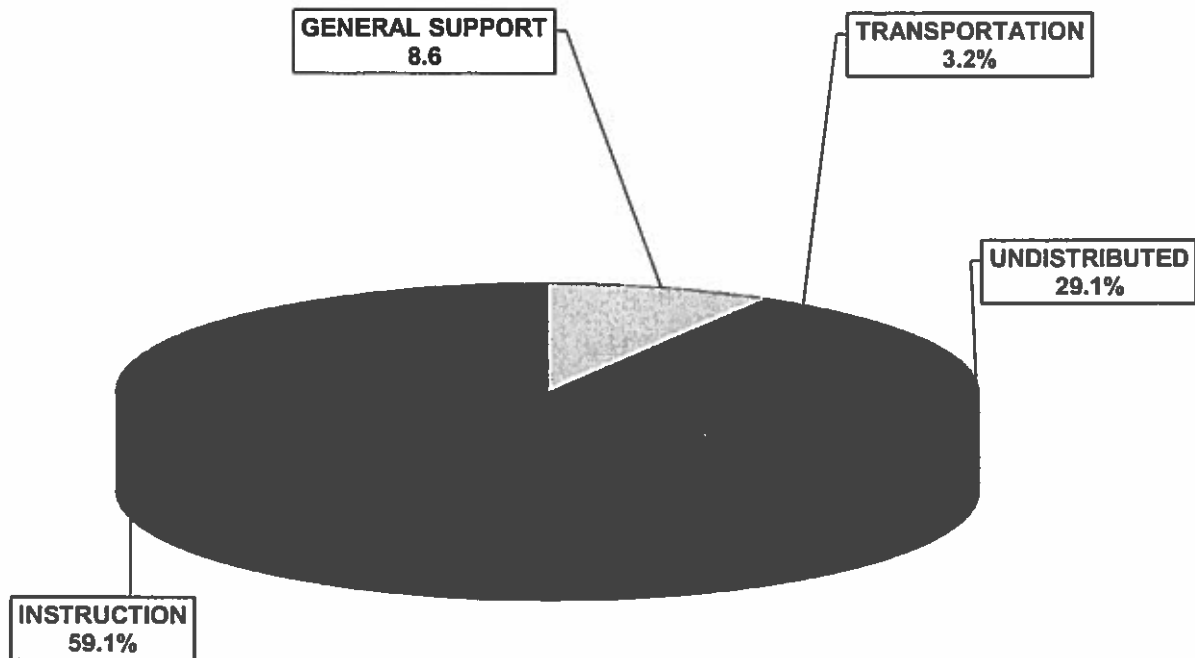
Transportation includes bus transportation that is provided for in-district students, interscholastic athletics, special education and private and parochial students. Pupil transportation is provided by companies with whom the district has a contractual agreement.

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

2015-2016



APPROPRIATIONS	2014-2015 ADOPTED BUDGET	2015-2016 PROPOSED BUDGET
GENERAL SUPPORT	\$3,806,574	\$4,011,917
INSTRUCTION	\$26,144,832	\$27,472,069
TRANSPORTATION	\$1,420,667	\$1,499,900
UNDISTRIBUTED	\$13,229,839	\$13,509,561
TOTAL APPROPRIATIONS	\$44,601,912	\$46,493,447

EXPENDITURE SUMMARY

	2014-2015 ADOPTED BUDGET	2015-16 PROPOSED BUDGET
GENERAL SUPPORT		
Board of Education	\$63,650	\$63,414
Central Administration	\$428,351	\$436,668
Finance	\$548,200	\$566,526
Legal	\$130,000	\$155,000
Personnel	\$8,000	\$8,000
Public Information	\$55,500	\$49,697
Central Services		
Operations	\$1,871,026	\$1,980,220
Maintenance	\$331,500	\$332,660
Special Items	\$370,347	\$419,732
TOTAL GENERAL SUPPORT	\$3,806,574	\$4,011,917
INSTRUCTION		
Curriculum Development	\$201,734	\$194,636
Supervision	\$1,396,692	\$1,458,080
Teaching	\$14,442,551	\$15,132,988
Special Education	\$5,804,994	\$6,074,779
Teaching Special Schools	\$60,000	\$25,000
Instructional Media	\$336,443	\$325,348
Technology	\$999,583	\$1,233,989
Pupil Services:		
Guidance	\$1,000,589	\$1,030,239
Health	\$300,730	\$287,504
Psychological Services	\$515,070	\$515,343
Co-curricular Activities	\$378,120	\$404,033
Interscholastic Athletics	\$708,326	\$790,130
TOTAL INSTRUCTION	\$26,144,832	\$27,472,069

EXPENDITURE SUMMARY

	2014-2015 ADOPTED BUDGET	2015-16 PROPOSED BUDGET
TRANSPORTATION	\$1,420,667	\$1,499,900
UNDISTRIBUTED		
Employee Benefits	\$12,033,417	\$11,512,881
Debt Service	\$1,101,422	\$1,101,680
Interfund Transfer	\$95,000	\$895,000
TOTAL UNDISTRIBUTED	\$13,229,839	\$13,509,561
TOTAL EXPENDITURES	\$44,601,912	\$46,493,447

EXPENDITURE NARRATIVE

GENERAL SUPPORT

Board of Education

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

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

Chief School Administrator

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

Finance

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

Legal/Personnel/ Public Information

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

Personnel costs include recruitment and position advertisements.

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2015-16**

FUNCTION	CATEGORY	2013-14 ACTUAL EXPENDITURES	2014-15 ADOPTED BUDGET	2015-16 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
GENERAL SUPPORT						
<u>BOARD OF EDUCATION</u>						
1010.400	Contract Services					
	Conferences	\$2,594	\$1,500	\$2,000	\$500	33.33%
	Memberships	\$18,716	\$18,000	\$18,500	\$500	2.78%
	Policy/Regulation Review	\$2,450	\$4,500	\$3,500	(\$1,000)	(22.22%)
		<u>\$23,760</u>	<u>\$24,000</u>	<u>\$24,000</u>	<u>\$0</u>	<u>0.00%</u>
1010.450	Supplies	\$286	\$350	\$350	\$0	0.00%
1040.160	District Clerk	\$14,272	\$14,300	\$13,923	(\$377)	(2.64%)
	Deputy Treasurer	\$4,684	\$6,000	\$6,141	\$141	2.35%
		<u>\$18,956</u>	<u>\$20,300</u>	<u>\$20,064</u>	<u>(\$236)</u>	<u>(1.16%)</u>
1040.400	Contract Services	\$15,008	\$19,000	\$19,000	\$0	0.00%
	Voting Machines					
<u>TOTAL BOARD OF EDUCATION</u>						
		\$58,010	\$63,850	\$63,414	(\$236)	(0.37%)
<u>CENTRAL ADMINISTRATION</u>						
1240.150	Central Office Administration	\$239,700	\$239,700	\$244,494	\$4,794	2.00%
1240.160	Non-Instr. Salaries	\$164,189	\$173,651	\$177,174	\$3,523	2.03%
1240.400	Contract Services	\$11,851	\$13,000	\$13,000	\$0	0.00%
1240.450	Supplies	\$1,179	\$2,000	\$2,000	\$0	0.00%
<u>TOTAL CHIEF SCHOOL ADMINISTRATOR</u>						
		\$416,919	\$428,351	\$436,668	\$8,317	1.94%
<u>FINANCE</u>						
1310.160	Business Non-Instructional Salaries	\$429,942	\$437,200	\$450,251	\$13,051	2.99%
1310.400	Contract Services					
	Business Office (Includes GASB 45 actuary)	\$33,796	\$35,000	\$35,000	\$0	0.00%
	Third Party Administration (Flex Plan & TSA)	\$3,020	\$6,000	\$6,000	\$0	0.00%
	Investigation	\$2,500	\$2,500	\$2,500	\$0	0.00%
		<u>\$39,316</u>	<u>\$43,500</u>	<u>\$43,500</u>	<u>\$0</u>	<u>0.00%</u>
1310.160	Supplies	\$3,474	\$4,000	\$4,000	\$0	0.00%
1320.160	Internal Claims Auditor	\$5,200	\$5,500	\$5,775	\$275	5.00%
1320.400	Auditing					
	External Auditor	\$19,875	\$38,000	\$38,000	\$0	0.00%
	Internal Auditor	\$28,000	\$20,000	\$25,000	\$5,000	8.62%
		<u>\$47,875</u>	<u>\$58,000</u>	<u>\$63,000</u>		
<u>TOTAL FINANCE</u>						
		\$525,807	\$548,200	\$566,526	\$18,326	3.34%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2015-16**

FUNCTION	CATEGORY	2013-14 ACTUAL EXPENDITURES	2014-15 ADOPTED BUDGET	2015-16 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	<u>LEGAL</u>					
1420.400	Legal Representation	\$39,794	\$55,000	\$55,000	\$0	0.00%
	Litigation	\$15,414	\$75,000	\$100,000	\$25,000	33.33%
	TOTAL LEGAL	\$55,208	\$130,000	\$155,000	\$25,000	19.23%
	<u>PERSONNEL</u>					
1430.400	Personnel Contract Services	\$7,632	\$2,000	\$2,000	\$0	0.00%
1430.450	Supplies	\$492	\$1,000	\$1,000	\$0	0.00%
1430.490	Recruitment	\$0	\$5,000	\$5,000	\$0	0.00%
	TOTAL PERSONNEL	\$8,124	\$8,000	\$8,000	\$0	0.00%
	<u>PUBLIC INFORMATION</u>					
1480.160	Public Information Salary	\$50,330	\$49,500	\$43,697	(\$5,803)	(11.72%)
1480.400	Contract Services-Newsletter	\$8,261	\$5,000	\$5,000	\$0	0.00%
1480.450	Supplies	\$1,497	\$1,000	\$1,000	\$0	0.00%
	TOTAL PUBLIC INFORMATION	\$60,088	\$55,500	\$49,697	(\$5,803)	(10.46%)

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
PROPOSED BUDGET 2015-16**

FUNCTION	CATEGORY	2013-14 ACTUAL EXPENDITURES	2014-15 ADOPTED BUDGET	2015-16 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>OPERATIONS</u>						
1620.160	Non-Instr. Salaries	\$960,948	\$1,001,926	\$1,022,220	\$20,294	2.03%
	Overtime/Summer	\$137,213	\$170,280	\$170,000	(\$280)	(0.16%)
		<u>\$1,098,161</u>	<u>\$1,172,206</u>	<u>\$1,192,220</u>	<u>\$20,014</u>	<u>1.71%</u>
1620.200	Equipment	\$10,307	\$10,000	\$10,000	\$0	0.00%
1620.400	Contract Services					
	Construction Manager	\$0	\$0	\$50,000	\$50,000	0.00%
	Maintenance Contract	\$257,520	\$60,000	\$60,000	\$0	0.00%
	Fuel Oil/Gas	\$172,402	\$150,000	\$175,000	\$25,000	16.67%
	Electricity	\$228,282	\$215,820	\$218,000	\$2,180	1.01%
	Telephone	\$17,552	\$25,000	\$25,000	\$0	0.00%
	Water	\$62,893	\$55,000	\$55,000	\$0	0.00%
	Unscheduled Repairs	\$113,047	\$35,000	\$35,000	\$0	0.00%
		<u>\$851,696</u>	<u>\$540,820</u>	<u>\$618,000</u>	<u>\$77,180</u>	<u>14.27%</u>
1620.450	Supplies	\$93,552	\$80,000	\$80,000	\$0	0.00%
1620.490	BOCES					
	Telephone	\$30,814	\$40,000	\$40,000	\$0	0.00%
	Services	\$36,970	\$28,000	\$40,000	\$12,000	42.86%
		<u>\$67,784</u>	<u>\$68,000</u>	<u>\$80,000</u>	<u>\$12,000</u>	<u>17.65%</u>
TOTAL OPERATIONS		\$2,121,500	\$1,871,026	\$1,980,220	\$109,194	5.84%
<u>MAINTENANCE</u>						
1621.160	Non-Inst. Salaries	\$141,504	\$149,500	\$150,660	\$1,160	0.78%
	Overtime	\$11,471	\$25,000	\$15,000	(\$10,000)	(40.00%)
		<u>\$152,975</u>	<u>\$174,500</u>	<u>\$165,660</u>	<u>(\$8,840)</u>	<u>(5.07%)</u>
1621.200	Equipment	\$10,000	\$10,000	\$20,000	\$10,000	100.00%
1621.400	Contract Services					
	Grounds Upkeep	\$55,696	\$50,000	\$50,000	\$0	0.00%
	Repair District-Wide	\$61,344	\$30,000	\$30,000	\$0	0.00%
	Alarm System	\$4,604	\$12,000	\$12,000	\$0	0.00%
	Building Repairs	\$30,239	\$35,000	\$35,000	\$0	0.00%
	Boiler System	\$29,434	\$20,000	\$20,000	\$0	0.00%
		<u>\$181,317</u>	<u>\$147,000</u>	<u>\$147,000</u>	<u>\$0</u>	<u>0.00%</u>
TOTAL MAINTENANCE		\$344,292	\$331,500	\$332,660	\$1,160	0.35%
TOTAL MAINTENANCE & OPERATIONS		\$2,465,792	\$2,202,526	\$2,312,880	\$110,354	5.01%

Special Items

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

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

Administrative costs for membership in the BOCES program appear in this section. This organization assists local school districts through the sharing of services.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2015-16**

FUNCTION	CATEGORY	2013-14 ACTUAL EXPENDITURES	2014-15 ADOPTED BUDGET	2015-16 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	<u>SPECIAL ITEMS</u>					
1910.400	Insurance	\$159,477	\$165,000	\$167,280	\$2,280	1.38%
1950.400	Assessments: Greenburgh	\$49,784	\$53,000	\$55,000	\$2,000	3.77%
1950.405	Assessment: Dual Residency	\$28,906	\$0	\$30,000	\$30,000	0.00%
1964.400	Refund of Real Property Tax	\$237,286	\$0	\$0	\$0	0.00%
1981.490	BOCES Administrative Charges	\$147,910	\$152,347	\$167,452	\$15,105	9.91%
	TOTAL SPECIAL ITEMS	\$623,363	\$370,347	\$419,732	\$49,385	13.33%
	TOTAL GENERAL SUPPORT	\$4,213,311	\$3,808,574	\$4,011,917	\$205,343	5.39%

INSTRUCTION

Curriculum Development

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

Supervision

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

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

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

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

The budget code for contractual services provides funds for service contracts for the schools' offices and expenditures to print materials sent to parents.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2015-16**

FUNCTION	CATEGORY	2013-14 ACTUAL EXPENDITURES	2014-15 ADOPTED BUDGET	2015-16 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>CURRICULUM DEVELOPMENT</u>						
2010.150	Director of Curriculum, Instruction	\$153,977	\$157,072	\$146,511	(\$10,561)	(6.72%)
2010.160	Non-Instructional Salary	\$33,167	\$34,662	\$36,125	\$1,463	4.22%
2010.400	Director of CI -Contractual	\$4,392	\$5,000	\$7,000	\$2,000	40.00%
2010.450	Director of CI -Supplies	\$3,890	\$5,000	\$5,000	\$0	0.00%
TOTAL CURRICULUM DEVELOPMENT		\$195,426	\$201,734	\$194,636	(\$7,098)	(3.52%)
<u>SUPERVISION</u>						
2020.150	Professional	\$920,983	\$938,256	\$981,607	\$43,351	4.62%
2020.160	Non-Instructional Salaries	\$345,810	\$361,911	\$369,948	\$8,037	2.22%
2020.160	Clerical subs/nurse subs/TA Subs	\$74,959	\$60,000	\$70,000	\$10,000	16.67%
	Total - Non Instructional	\$420,769	\$421,911	\$439,948	\$18,037	4.28%
2020.400	Contract Services					
	Elementary	\$1,552	\$3,500	\$3,500	\$0	0.00%
	Middle School	\$9,971	\$6,000	\$6,000	\$0	0.00%
	High School	\$6,897	\$10,025	\$10,025	\$0	0.00%
		\$18,420	\$19,525	\$19,525	\$0	0.00%
2020.450	Supplies					
	Elementary	\$5,084	\$6,000	\$6,000	\$0	0.00%
	Middle School	\$2,423	\$2,500	\$2,500	\$0	0.00%
	High School	\$9,363	\$8,500	\$8,500	\$0	0.00%
		\$16,870	\$17,000	\$17,000	\$0	0.00%
TOTAL SUPERVISION		\$1,377,042	\$1,398,692	\$1,488,080	\$61,388	4.40%

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 .2 FTE increase for a Makers Space Teacher. To address class size at the Farragut Middle School there is an increase of .2 FTE in Foreign Language, .2 FTE in Earth Science, .2 FTE in Science Support Class and .2 in Physical Education.

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. There are also additional funds to hire 3.5 full time security guards.

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. The increase is due to additional assessments needed to comply with new APPR regulations.

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

The increase in contractual staff development is due to the need for additional training of our staff to address the new state standards.

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
PROPOSED BUDGET 2015-16**

FUNCTION	CATEGORY	2013-14 ACTUAL EXPENDITURES	2014-15 ADOPTED BUDGET	2015-16 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	TEACHING					
2110.120	K-6 Instructional Salaries	\$5,185,818	\$5,429,393	\$5,644,313	\$214,920	3.96%
2110.130	7-12 Instructional Salaries/Chairperson	\$6,708,708	\$6,901,377	\$7,089,425	\$188,048	2.72%
2110.140	Substitutes	\$194,725	\$200,000	\$205,000	\$5,000	2.50%
2110.141	Leave Replacements	\$91,587	\$250,000	\$250,000	\$0	0.00%
2110.150	Curriculum Development	\$10,520	\$25,000	\$32,000	\$7,000	28.00%
2110.151	Staff Development	\$49,861	\$30,000	\$50,000	\$20,000	66.67%
2110.160	Non-Instructional Salaries	\$552,261	\$468,000	\$609,000	\$141,000	30.13%
2110.200	Equipment- Furniture	\$21,466	\$25,000	\$77,000	\$52,000	208.00%
	Equipment-Elementary	\$3,893	\$8,000	\$8,000	\$0	0.00%
	Equipment-Middle School	\$0	\$0	\$0	\$0	0.00%
	Equipment-High School	\$9,186	\$8,800	\$8,800	\$0	0.00%
		<u>\$34,545</u>	<u>\$41,800</u>	<u>\$93,800</u>	<u>\$52,000</u>	<u>124.40%</u>
2110.400	Contract Services	\$1,875				
	District Test Scoring	\$38,252	\$60,000	\$60,000	\$0	0.00%
	Elementary	\$2,429	\$8,000	\$7,500	(\$500)	(6.25%)
	Middle School Departments	\$4,295	\$12,383	\$12,410	\$27	0.22%
	Middle School Professional Development/IDE		\$90,000	\$90,000	\$0	0.00%
	High School					
	Departments	\$12,981	\$19,380	\$25,149	\$5,769	29.77%
	Graduation	\$12,050	\$13,000	\$15,000	\$2,000	15.38%
	Handbook	\$1,643	\$4,200	\$4,200	\$0	0.00%
	Mentoring	\$1,575	\$2,600	\$2,600	\$0	0.00%
	Tristate Consortium	\$7,140	\$14,000	\$14,000	\$0	0.00%
	Sup't Conference Days	\$1,955	\$3,000	\$3,000	\$0	0.00%
	Staff Development	\$13,500	\$20,000	\$37,500	\$17,500	87.50%
	Arts in Education	\$3,050	\$6,500	\$6,500	\$0	0.00%
	Westchester Teacher Center	\$15,960	\$17,000	\$17,000	\$0	0.00%
	Outside Education Evaluator	\$0	\$0	\$30,000	\$30,000	0.00%
	Cultural Arts Program	\$1,450	\$5,000	\$5,000	\$0	0.00%
	Annual Cost Copiers	\$162,053	\$142,000	\$150,000	\$8,000	5.63%
	District Mailing	\$31,327	\$25,000	\$25,000	\$0	0.00%
	Equipment (Printing/Mailing)	\$5,688	\$5,000	\$5,000	\$0	0.00%
		<u>\$317,223</u>	<u>\$447,063</u>	<u>\$509,859</u>	<u>\$62,796</u>	<u>14.05%</u>
2110.450	Supplies					
	Paper- District Copiers	\$49,251	\$65,000	\$65,000	\$0	0.00%
	Curriculum Supplies	\$445	\$0	\$0	\$0	0.00%
	Elementary	\$48,714	\$55,650	\$54,000	(\$1,650)	(2.96%)
	Middle School	\$47,021	\$51,668	\$50,476	(\$1,192)	(2.31%)
	High School	\$48,704	\$54,050	\$55,320	\$1,270	2.35%
		<u>\$194,135</u>	<u>\$226,368</u>	<u>\$224,796</u>	<u>(\$1,572)</u>	<u>(0.69%)</u>

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2015-16**

FUNCTION	CATEGORY	2013-14 ACTUAL EXPENDITURES	2014-15 ADOPTED BUDGET	2015-16 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
2110.480	Textbooks					
	District Curriculum-Math	\$0	\$20,000	\$20,000	\$0	0.00%
	District Curriculum-Literacy	\$1,322	\$0	\$0	\$0	0.00%
	District Curriculum-Science	\$144	\$20,000	\$20,000	\$0	0.00%
	Elementary	\$28,882	\$15,000	\$18,000	\$3,000	20.00%
	Middle School	\$34,329	\$22,770	\$21,935	(\$835)	(3.67%)
	High School	\$74,761	\$26,780	\$24,860	(\$1,920)	(7.17%)
	Non-Public	\$4,584	\$5,000	\$5,000	\$0	0.00%
		\$144,022	\$109,550	\$109,795	\$245	0.22%
2110.490	BOCES					
	Occupational Education	\$86,539	\$124,000	\$125,000	\$1,000	0.81%
	Walkabout/Alternative/GED	\$0	\$32,500	\$32,500	\$0	0.00%
	BOCES Staff Development	\$52,672	\$20,000	\$20,000	\$0	0.00%
	Institute Excellence	\$0	\$2,500	\$2,500	\$0	0.00%
	Information and Administrative Mgt. Services	\$160,803	\$135,000	\$135,000	\$0	0.00%
		\$300,014	\$314,000	\$315,000	\$1,000	0.32%
TOTAL TEACHING		\$13,783,419	\$14,442,551	\$15,132,988	\$690,437	4.78%

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 2015-16 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
PROPOSED BUDGET 2015-16**

FUNCTION	CATEGORY	2013-14 ACTUAL EXPENDITURES	2014-15 ADOPTED BUDGET	2015-16 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>SPECIAL EDUCATION</u>						
2250.150	Instructional Salaries	\$2,779,441	\$3,037,539	\$3,199,808	\$162,269	5.34%
2250.160	Non-Instructional Salary	\$677,759	\$826,126	\$867,536	\$41,410	5.01%
2250.200	Equipment	\$4,432	\$7,000	\$8,900	\$1,900	27.14%
2250.400	Contract Services					
	Elementary	\$0	\$0	\$0	\$0	0.00%
	Middle School	\$0	\$0	\$0	\$0	0.00%
	High School	\$0	\$0	\$0	\$0	0.00%
	District (includes District based related services)	\$289,266	\$271,000	\$315,000	\$44,000	16.24%
		\$289,266	\$271,000	\$315,000	\$44,000	16.24%
2250.450	Supplies					
	Special Education-District Initiative - Math	\$0	\$0	\$0	\$0	0.00%
	Special Education	\$31,775	\$15,800	\$14,900	(\$900)	(5.70%)
	Elementary	\$0	\$0	\$0	\$0	0.00%
	Middle School	\$0	\$0	\$0	\$0	0.00%
	High School	\$0	\$0	\$0	\$0	0.00%
		\$31,775	\$15,800	\$14,900	(\$900)	(5.70%)
2250.470	Tuition and Related Services	\$845,642	\$1,216,637	\$932,243	(\$284,394)	(23.38%)
	County Maintenance	\$63,597	\$50,000	\$5,000	(\$45,000)	(90.00%)
	Homebound Tutoring	\$9,700	\$15,000	\$10,000	(\$5,000)	(33.33%)
	Preschool	\$0	\$0	\$0	\$0	0.00%
	Settlements	\$55,000	\$50,000	\$50,000	\$0	0.00%
		\$973,939	\$1,331,637	\$997,243	(\$334,394)	(25.11%)
2250.480	Textbooks	\$4,476	\$5,000	\$6,500	\$1,500	30.00%
	Elementary	\$0	\$0	\$0	\$0	0.00%
	Middle School	\$0	\$0	\$0	\$0	0.00%
	High School	\$0	\$0	\$0	\$0	0.00%
		\$4,476	\$5,000	\$6,500	\$1,500	30.00%
2250.490	BOCES					
	Tuition & Related Services	\$368,266	\$310,892	\$664,892	\$354,000	113.87%
		\$368,266	\$310,892	\$664,892	\$354,000	113.87%
TOTAL SPECIAL EDUCATION		\$5,129,354	\$5,804,994	\$6,074,779	\$269,785	4.65%

Teaching- Special Schools

The Drivers Education program runs through the District and is funded by the course fees collected from the students.

Instructional Media

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

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

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2015-16**

FUNCTION	CATEGORY	2013-14 ACTUAL EXPENDITURES	2014-15 ADOPTED BUDGET	2015-16 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>TEACHING SPECIAL SCHOOLS</u>						
2330.400	Drivers Education Contractual	\$11,133	\$60,000	\$25,000	(\$35,000)	(58.33%)
TOTAL TEACHING SPECIAL SCHOOLS		\$11,133	\$60,000	\$25,000	(\$35,000)	(58.33%)
<u>INSTRUCTIONAL MEDIA</u>						
2610.150	Instructional Salaries	\$179,615	\$185,525	\$178,722	(\$6,803)	(3.67%)
2610.160	Non-Instructional Salaries	\$95,528	\$100,400	\$96,108	(\$4,292)	(4.27%)
2610.200	Equipment					
	Elementary AV	\$1,000	\$1,000	\$1,000	\$0	0.00%
	Middle School AV	\$4,459	\$3,500	\$3,500	\$0	0.00%
	High School AV	\$4,171	\$3,400	\$3,400	\$0	0.00%
	Middle School Library	\$0	\$0	\$0	\$0	0.00%
	High School Library	\$0	\$0	\$0	\$0	0.00%
		<u>\$9,630</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	0.00%
	Elementary AV	\$977	\$1,000	\$1,000	\$0	0.00%
	Middle School AV	\$2,179	\$985	\$985	\$0	0.00%
	High School AV	\$0	\$150	\$150	\$0	0.00%
	Elementary Library	\$0	\$0	\$0	\$0	0.00%
	Middle School Library	\$1,746	\$2,209	\$2,209	\$0	0.00%
	High School Library	<u>\$3,314</u>	<u>\$4,226</u>	<u>\$4,226</u>	<u>\$0</u>	<u>0.00%</u>
		<u>\$8,216</u>	<u>\$8,570</u>	<u>\$8,570</u>	<u>\$0</u>	<u>0.00%</u>
2610.450	Supplies					
	Elementary AV	\$1,497	\$1,000	\$1,000	\$0	0.00%
	Middle School AV	\$2,373	\$2,706	\$2,706	\$0	0.00%
	High School AV	\$831	\$750	\$750	\$0	0.00%
	Elementary Library	\$199	\$575	\$575	\$0	0.00%
	Middle School Library	\$1,549	\$1,574	\$1,574	\$0	0.00%
	High School Library	<u>\$342</u>	<u>\$375</u>	<u>\$375</u>	<u>\$0</u>	<u>0.00%</u>
		<u>\$6,791</u>	<u>\$6,980</u>	<u>\$6,980</u>	<u>\$0</u>	<u>0.00%</u>
2610.460	Books - Library Program	\$27,461	\$27,068	\$27,068	\$0	0.00%
TOTAL INSTRUCTIONAL MEDIA		\$327,241	\$336,443	\$325,348	(\$11,095)	(3.30%)

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. There is also an increase of \$110,000 over the prior year's budget for technology purchases.

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. There will be a change in the student management software which will be implemented through BOCES.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2015-16**

FUNCTION	CATEGORY	2013-14 ACTUAL EXPENDITURES	2014-15 ADOPTED BUDGET	2015-16 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	<u>TECHNOLOGY</u>					
	<u>INSTRUCTIONAL TECHNOLOGY</u>					
2630.150	Instructional Salaries	\$85,150	\$85,833	\$87,550	\$1,717	2.00%
2630.160	Non-Instructional Salaries	\$108,179	\$127,000	\$118,960	(\$8,040)	(6.33%)
2630.400	Contract Services	\$59,736	\$35,000	\$35,000	\$0	0.00%
2630.450	Supplies	\$15,222	\$11,500	\$14,000	\$2,500	21.74%
2630.460	Software Supplies	\$69,846	\$55,000	\$45,000	(\$10,000)	(18.18%)
2630.490	Computer Repairs	\$167	\$5,000	\$5,000	\$0	0.00%
2630.490	BOCES Local Area Network	\$544,298	\$437,750	\$465,000	\$27,250	6.23%
2630.490	Emerging Technology	\$0	\$0	\$110,000	\$110,000	0.00%
2630.490	BOCES Equipment Lease	\$313,326	\$165,000	\$275,000	\$110,000	66.67%
	INSTRUCTIONAL TECHNOLOGY	\$1,195,924	\$922,083	\$1,155,510	\$233,427	25.32%
	<u>STUDENT SUPPORT SYSTEM ADMINISTRATIVE TECHNOLOGY</u>					
2630.400	BOCES Charges/Network Support	\$78,479	\$77,500	\$78,479	\$979	1.26%
	STUDENT SUPPORT SYSTEM ADMINISTRATIVE TECHNOLOGY	\$78,479	\$77,500	\$78,479	\$979	1.26%
	TOTAL TECHNOLOGY	\$1,274,403	\$999,583	\$1,233,989	\$234,406	23.45%

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. A current .8 FTE position will be used to create a full time Administrator CPSE/CSE Chair and Special Education Supervisor.

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2015-16**

FUNCTION	CATEGORY	2013-14 ACTUAL EXPENDITURES	2014-15 ADOPTED BUDGET	2015-16 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>PUPIL SERVICES - GUIDANCE</u>						
2810.150	Instructional Salaries	\$802,840	\$832,654	\$864,029	\$31,375	3.77%
	Summer Work	\$18,722	\$32,500	\$33,000	\$500	1.54%
	Total Instructional Salaries	\$821,562	\$865,154	\$897,029	\$31,875	3.68%
2810.160	Non-Instructional Salaries	\$100,324	\$110,235	\$108,310	(\$1,925)	(1.75%)
2810.400	Contract Services					
	Elementary	\$0	\$0	\$0	\$0	0.00%
	Middle School	\$1,277	\$1,800	\$1,500	(\$300)	(16.67%)
	High School	\$1,755	\$4,500	\$4,500	\$0	0.00%
		\$3,032	\$6,300	\$6,000	(\$300)	(4.76%)
2810.450	Supplies					
	Social Worker	\$0	\$0	\$0	\$0	0.00%
	Elementary	\$0	\$0	\$0	\$0	0.00%
	Middle School	\$1,968	\$1,400	\$1,400	\$0	0.00%
	High School	\$3,143	\$4,000	\$4,000	\$0	0.00%
	Total Supplies	\$5,111	\$5,400	\$5,400	\$0	0.00%
2810.470	Homebound Instruction	\$7,813	\$10,000	\$10,000	\$0	0.00%
2810.490	BOCES/Naviance & Discover	\$3,369	\$3,500	\$3,500	\$0	0.00%
TOTAL PUPIL SERVICES - GUIDANCE		\$941,211	\$1,000,589	\$1,030,239	\$29,650	2.96%
<u>PUPIL SERVICES - HEALTH</u>						
2815.160	Salaries					
	Nurses	\$220,663	\$229,230	\$220,158	(\$9,072)	(3.96%)
	Summer Work	\$0	\$8,000	\$7,000	(\$1,000)	(12.50%)
	Doctor	\$12,846	\$16,000	\$12,846	(\$3,154)	(19.71%)
2815.400	Health Services - Other Districts	\$37,916	\$38,500	\$38,500	\$0	0.00%
2815.450	Supplies	\$6,168	\$9,000	\$9,000	\$0	0.00%
TOTAL PUPIL SERVICES - HEALTH		\$277,593	\$300,730	\$287,504	(\$13,226)	(4.40%)
<u>PUPIL SERVICES - PSYCHOLOGIST</u>						
2820.150	Instructional Salaries	\$538,410	\$501,570	\$504,143	\$2,573	0.51%
	Summer Work	\$0	\$6,000	\$5,000	(\$1,000)	(16.67%)
	Total Instructional Salaries	\$538,410	\$507,570	\$509,143	\$1,573	0.31%
2820.400	Contract Services					
	Elementary	\$0	\$1,000	\$0	(\$1,000)	(100.00%)
	Middle School	\$0	\$500	\$500	\$0	0.00%
	High School	\$0	\$500	\$0	(\$500)	(100.00%)
		\$0	\$2,000	\$500	(\$1,500)	(75.00%)
2820.450	Supplies					
	Elementary	\$588	\$1,700	\$1,900	\$200	11.76%
	Middle School	\$1,165	\$1,900	\$1,900	\$0	0.00%
	High School	\$1,641	\$1,900	\$1,900	\$0	0.00%
		\$3,394	\$5,500	\$5,700	\$200	3.64%
TOTAL PUPIL SERVICES - PSYCHOLOGIST		\$541,804	\$515,070	\$515,343	\$273	0.05%

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

In 2012-13 the school district hired a full time Athletic Director to oversee the athletic program. The Athletic Director position was previously managed by a part time teacher on assignment. The Athletic Director has a full time Secretary.

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.

There is an increase of four assistant coaching positions added to this budget.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2015-16**

FUNCTION	CATEGORY	2013-14 ACTUAL EXPENDITURES	2014-15 ADOPTED BUDGET	2015-16 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>CO-CURRICULAR ACTIVITIES</u>						
2850.150	Co-Curricular Salaries	\$288,577	\$305,325	\$329,538	\$24,213	7.93%
2850.400	Contract Services	\$17,150	\$24,000	\$24,000	\$0	0.00%
	Elementary	\$0	\$0	\$0	\$0	0.00%
	Hillside Theater	\$4,525	\$3,500	\$3,800	\$300	8.57%
	Middle School	\$4,901	\$9,552	\$9,552	\$0	0.00%
	Middle School Theater	\$10,534	\$6,000	\$6,000	\$0	0.00%
	High School	\$5,188	\$14,600	\$16,000	\$1,400	9.59%
	High School Theater	\$8,518	\$9,143	\$9,143	\$0	0.00%
	Community Service	\$3,684	\$6,000	\$6,000	\$0	0.00%
		\$54,500	\$72,795	\$74,495	\$1,700	2.34%
TOTAL CO-CURRICULAR ACTIVITIES		\$343,077	\$378,120	\$404,033	\$25,913	6.85%
<u>INTERSCHOLASTIC ATHLETICS</u>						
2855.150	Salaries					
	Athletic Director	\$92,321	\$94,158	\$97,990	\$3,832	4.07%
	Coaching	\$239,552	\$309,920	\$325,600	\$15,680	5.06%
	Intramurals	\$12,005	\$15,000	\$15,000	\$0	0.00%
	Timers, Security	\$9,563	\$13,500	\$13,500	\$0	0.00%
	Director - Summer Assignment	\$0	\$0	\$0	\$0	0.00%
		\$353,441	\$432,578	\$452,090	\$19,512	4.51%
2855.160	Non-Instructional Salary	\$43,265	\$47,725	\$44,251	(\$3,474)	(7.28%)
2855.200	Equipment MS/HS	\$18,588	\$21,000	\$66,400	\$45,400	216.19%
2855.400	Contract Services					
	High School	\$0	\$0	\$0	\$0	0.00%
	Field Rental for practice	\$0	\$0	\$10,000	\$10,000	0.00%
	Games Supervision	\$1,270	\$2,000	\$2,000	\$0	0.00%
	Cleaning/Repairs	\$17,223	\$16,000	\$16,000	\$0	0.00%
	Fees	\$7,556	\$8,000	\$8,000	\$0	0.00%
	Dues	\$4,076	\$3,000	\$4,000	\$1,000	33.33%
	Officials	\$728	\$12,000	\$12,000	\$0	0.00%
	Sports Trainer	\$28,750	\$30,000	\$30,000	\$0	0.00%
	Quad Village-Merged Sports	\$9,353	\$15,000	\$15,000	\$0	0.00%
	Middle School Athletics	\$0	\$0	\$0	\$0	0.00%
		\$68,956	\$86,000	\$97,000	\$11,000	12.79%
2855.450	Supplies	\$51,031	\$51,023	\$60,023	\$9,000	17.64%
2855.490	BOCES Interscholastic Services	\$68,658	\$70,000	\$70,366	\$366	0.52%
TOTAL INTERSCHOLASTIC ATHLETICS		\$603,939	\$708,326	\$790,130	\$81,804	11.55%
TOTAL INSTRUCTION						
		\$24,805,642	\$26,144,832	\$27,472,069	\$1,327,237	5.08%

TRANSPORTATION

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

Additionally, the district is required to provide transportation for:

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

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

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

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

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

The public service budget line provides money for public transportation in accordance with the Board of Education guidelines.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2015-16**

FUNCTION	CATEGORY	2013-14 ACTUAL EXPENDITURES	2014-15 ADOPTED BUDGET	2015-16 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	<u>TRANSPORTATION</u>					
5510.160	In-District Salary	\$18,730	\$19,667	\$20,060	\$393	2.00%
5540.400	Out of District Consortium	\$703,474	\$945,000	\$973,350	\$28,350	3.00%
5540.400	In-District Contract	\$248,565	\$278,000	\$286,340	\$8,340	3.00%
5540.400	Sports	\$109,326	\$138,000	\$175,000	\$37,000	26.81%
5540.400	Bond Sports Transportation Practice			\$40,000	\$40,000	0.00%
5540.490	BOCES Sp. Ed. Transportation	\$613	\$35,000	\$0	(\$35,000)	(100.00%)
5550.400	Public Service	\$0	\$5,000	\$5,150	\$150	3.00%
	TOTAL TRANSPORTATION	\$1,080,708	\$1,420,667	\$1,499,900	\$79,233	5.58%

UNDISTRIBUTED

Employee Benefits

Employee Retirement System (ERS)

The program is financed by a district contribution to a six-tier system. The rates decreased slightly with next year's contribution budgeted at 18.2%.

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 17.53% to 13.26% in 2015-16.

Social Security

For the calendar year 2015, the social security tax rate will remain at 7.65%. For the calendar year 2015, the maximum wage subject to the social security tax will increase from \$117,000 to \$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 4.25% for 2015-16.

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
PROPOSED BUDGET 2015-16**

FUNCTION	CATEGORY	2013-14 ACTUAL EXPENDITURES	2014-15 ADOPTED BUDGET	2015-16 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	UNDISTRIBUTED EXPENSES					
	<u>EMPLOYEE BENEFITS</u>					
9010.800	Non-Teacher Retirement	\$782,693	\$935,275	\$790,000	(\$145,275)	(15.53%)
9020.800	Teacher Retirement	\$3,060,871	\$3,506,664	\$2,752,022	(\$754,642)	(21.52%)
9030.800	Social Security	\$1,655,254	\$1,765,000	\$1,851,381	\$86,381	4.89%
9040.800	Workers' Compensation	\$141,318	\$154,877	\$154,877	\$0	0.00%
9045.800	Life Insurance	\$7,188	\$12,000	\$10,000	(\$2,000)	(16.67%)
9050.800	Unemployment Insurance	\$13,481	\$35,000	\$20,000	(\$15,000)	(42.86%)
9060.800	Health Insurance	\$4,330,825	\$5,281,101	\$5,591,101	\$310,000	5.87%
9070.800	CSEA Welfare Fund	\$68,400	\$76,000	\$76,000	\$0	0.00%
9070.800	HTA Welfare Fund	\$241,952	\$249,000	\$249,000	\$0	0.00%
9089.490	Employee Assistance Program	\$0	\$6,000	\$6,000	\$0	0.00%
9089.800	Employee Benefits Other - TSA	\$11,985	\$12,500	\$12,500	\$0	0.00%
	TOTAL EMPLOYEE BENEFITS	\$10,313,967	\$12,033,417	\$11,512,881	(\$520,536)	(4.33%)

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.

There is a reduction in Debt Service due to a Bond debt reaching its maturity.

Interfund Transfers

Capital Fund

Funds have been appropriated for capital improvement projects and upgrading facilities. This amount reflects a \$50,000 increase.

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.

Capital Reserve Fund

Hillside Elementary School

-Outside entrance doors	\$ 92,000
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Burke Estate

-Additional drainage – field hockey field	\$ 90,000
-Cost to underdrain practice field	\$ 108,000
-Lacrosse netting	\$ 25,000
-Landscaping	\$ 30,000
-Baseball scoreboard	\$ 25,000

High School

-Cochran gym floor replacement	\$ 300,000
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Reynolds Field

-Landscaping	\$ 30,000
-New fence at entrance	\$ 20,000
-Scoreboard	\$ 30,000

Grand Total	<u>\$ 750,000</u>
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**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2015-16**

FUNCTION	CATEGORY	2013-14 ACTUAL EXPENDITURES	2014-15 ADOPTED BUDGET	2015-16 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>DEBT SERVICE</u>						
9711.600	Principal - Serial Bonds					
	- Capital Improvement 2001	\$1,305,900	\$860,000	\$860,000	\$0	0.00%
	- Refunding 2011	\$0	\$0	\$0	\$0	0.00%
	Principal - (BOND)					
	- Real Property Tax Refund 1997	\$0	\$0	\$0	\$0	0.00%
9711.700	Interest - Serial Bonds					
	- Capital Improvement 2001	\$0	\$90,200	\$90,200	\$0	0.00%
	- Refunding 2011	\$0	\$0	\$0	\$0	0.00%
	Interest - (BOND)					
	- Real Property Tax Refund 1997	\$0	\$0	\$0	\$0	0.00%
9760.700	Interest - Tax Anticipation Note	\$0	\$0	\$0	\$0	0.00%
9785.600	Principal - Installment Purchase Debt	\$97,402	\$97,402	\$97,402	\$0	0.00%
9785.700	Interest - Installment Purchase Debt	\$54,078	\$53,820	\$54,078	\$258	0.48%
TOTAL DEBT SERVICE		\$1,457,380	\$1,101,422	\$1,101,680	\$258	0.02%
<u>INTERFUND TRANSFERS</u>						
9950.000	Capital Fund - Regular	\$50,000	\$50,000	\$100,000	\$50,000	100.00%
	Capital Reserve Fund		\$0	\$750,000	\$750,000	0.00%
	Special Aid Fund	\$33,034	\$45,000	\$45,000	\$0	0.00%
TOTAL INTERFUND TRANSFER		\$83,034	\$95,000	\$895,000	\$800,000	842.11%
TOTAL UNDISTRIBUTED		\$11,854,381	\$13,229,839	\$13,509,561	\$279,722	2.11%
TOTAL GENERAL FUND BUDGET		\$41,954,042	\$44,801,912	\$46,493,447	\$1,691,535	4.24%

PROPOSED COMPONENT BUDGET 2015-2016

	2015-16 <u>PROPOSED BUDGET</u>	2015-16 <u>ADMIN</u>	2015-16 <u>PROGRAM</u>	2015-16 <u>CAPITAL</u>
GENERAL SUPPORT				
Board of Education	\$63,414	\$63,414		
Central Administration	\$436,668	\$436,668		
Finance	\$566,526	\$566,526		
Legal	\$155,000	\$16,500	\$113,500	\$25,000.00
Personnel	\$8,000	\$6,000	\$2,000	
Public Information	\$49,697	\$49,697		
Central Services				
Operations	\$1,980,220			\$1,980,220
Maintenance	\$332,660			\$332,660
Special Items				
Insurance/Other	\$419,732	\$419,732		
Refund of Real Property Tax	\$0	\$0		
TOTAL GENERAL SUPPORT	\$4,011,917	\$1,558,537	\$115,500	\$2,337,880
INSTRUCTION				
Curriculum Development	\$194,636	\$194,636		
Supervision	\$1,458,080	\$1,458,080		
Teaching	\$15,132,988		\$15,132,988	
Special Education	\$6,074,779		\$6,074,779	
Teaching Special Schools	\$25,000		\$25,000	
Instructional Media	\$325,348		\$325,348	
Technology	\$1,233,989		\$1,233,989	
Pupil Services:				
Guidance	\$1,030,239		\$1,030,239	
Health	\$287,504		\$287,504	
Psychological Services	\$515,343		\$515,343	
Co-curricular Activities	\$404,033		\$404,033	
Interscholastic Athletics	\$790,130		\$790,130	
TOTAL INSTRUCTION	\$27,472,069	\$1,652,716	\$25,819,353	\$0

PROPOSED COMPONENT BUDGET 2015-2016

	2015-16 PROPOSED <u>BUDGET</u>	2015-16 <u>ADMIN</u>	2015-16 <u>PROGRAM</u>	2015-16 <u>CAPITAL</u>
TRANSPORTATION	\$1,499,900		\$1,499,900	
UNDISTRIBUTED				
Employee Benefits	\$11,512,881	\$1,164,919	\$9,604,794	\$743,168
Debt Service	\$1,101,680			\$1,101,680
Interfund Transfer:				
To Capital Fund	\$100,000			\$100,000
Capital Reserve Fund	\$750,000			\$750,000
To Special Aid	\$45,000		\$45,000	
TOTAL UNDISTRIBUTED	\$13,509,561	\$1,164,919	\$9,649,794	\$2,694,848
TOTAL EXPENDITURES	\$46,493,447	\$4,376,172	\$37,084,547	\$5,032,728

COMPARISON OF 2014-15 ADOPTED BUDGET TO 2015-16 THREE COMPONENT PROPOSED BUDGET

	2014-15 ADOPTED <u>BUDGET</u>	2015-16 PROPOSED <u>BUDGET</u>
ADMINISTRATIVE	\$4,293,934	\$4,376,172
PROGRAM	\$36,193,300	\$37,084,547
CAPITAL	<u>\$4,114,678</u>	<u>\$5,032,728</u>
TOTALS	\$44,601,912	\$46,493,447

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 2014-15 (A)	Proposed Budget 2015-16 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	44,601,912	46,493,447	4.24%
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	36,824,212	37,675,747	2.31%
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)	36,824,212	37,675,747	2.31%
F. Permissible Exclusions to the School Tax Levy Limit	558,239	608,239	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	36,367,707	37,106,992	
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)	36,265,973	37,067,508	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	101,734	39,484	
Public School Enrollment	1,581	1,562	-1.20%
Consumer Price Index			1.62%

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 2015-16, includes any carryover from 2014-15 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2014-15 (D)	Estimated 2015-16 (E)
Adjusted Restricted Fund Balance	6,769,276	5,200,000
Assigned Appropriate Fund Balance	2,450,000	3,400,000
Adjusted Unrestricted Fund Balance	1,600,108	1,650,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.59%	3.55%

APPENDIX B.
School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2014-15 School Year	Budget Proposed for the 2015-16 School Year	Contingency Budget for the 2015-16 School Year *										
Total Budgeted Amount, Not Including Separate Propositions	\$44,601,912	\$46,493,447	\$45,641,912										
Increase/Decrease for the 2015-16 School Year		\$1,891,535	\$1,040,000										
Percentage Increase/Decrease in Proposed Budget		4.24 %	2.33%										
Change in the Consumer Price Index		1.62 %											
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$36,824,212	\$37,675,747											
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)	\$36,824,212	\$37,675,747	\$36,824,212										
F. Permissible Exclusions to the School Tax Levy Limit	\$558,239	\$608,239											
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$36,367,707	\$37,106,992											
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)	\$36,925,946	\$37,715,231											
I. Difference: (G – H); (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$101,734	\$39,484											
Administrative Component	\$4,293,934	\$4,376,172	\$4,286,172										
Program Component	\$36,193,300	\$37,084,547	\$36,323,012										
Capital Component	\$4,114,678	\$5,032,728	\$5,032,728										
<p>* Provide a statement of assumptions made in projecting a contingency budget for the 2015-16 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.</p> <ul style="list-style-type: none"> Reductions in administrative expenditures, program expenditures, equipment, and overtime. 													
<p>** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Description</th> <th style="width: 20%;">Amount</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>				Description	Amount								
Description	Amount												

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

Under the Budget Proposed
for the 2015-16 School Year

Estimated Basic STAR Exemption Savings¹

\$2,313

The annual budget vote for the fiscal year 2015-2016 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 19, 2015 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 2015-16.

<u>Position</u>	<u>Compensation</u>	
Superintendent	Contract Salary	\$244,494
	Employee Benefit	
	Annuity	\$14,670
	Health Insurance	\$0
	Dental/Vision/Life/Dis	\$5,800
	Social Security	\$10,892
	Teachers' Retirement Sys	<u>\$42,860</u>
	Total Benefits	\$74,222
	Other: Auto Allowance	\$4,800
Director of Curriculum	Contract Salary	\$140,809
High School Principal	Contract Salary	\$173,198
Middle School Principal	Contract Salary	\$188,009
Elementary School Principal	Contract Salary	\$159,503
Director of Special Education Services / CIO	Contract Salary	\$180,428
High School Assistant Principal	Contract Salary	\$151,082
Middle School Assistant Principal	Contract Salary	\$155,185
District Treasurer	Contract Salary	\$136,853

NOTE: The above figures are the Administrators' compensation for 2014-15. Salaries for 2015-16 will be based upon year-end evaluations.

APPENDIX D.



The New York State School Report Card [2013 - 14]

NAME: HASTINGS-ON-HUDSON UFSD

BEDS Code: 660404030000

ADDRESS: 27 FARRAGUT AVE, HASTINGS ON HUDSON, NY 10706

PHONE: (914) 478-6205

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

Elementary/Middle-Level English Language Arts Results for Accountability

All accountability groups made AYP: YES

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI ≥ EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	730	99%	✓	718	156	85	85
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	22	—	—	22	—	—	—
Hispanic or Latino	✓	✓	74	100%	✓	74	119	63	63
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	53	100%	✓	53	162	107	107
White	✓	✓	548	98%	✓	536	163	104	104
Multiracial	✓	—	33	—	✓	33	161	73	20
Students With Disabilities	✓	✓	86	97%	✓	88 †	84 †	37	37
Limited English Proficient	—	—	17	—	—	17	—	—	—
Economically Disadvantaged	✓	✓	48	100%	✓	48	110	61	61

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	730	99%	718	156
Not Black or African American	708	99%	696	158
Not Hispanic or Latino	656	99%	644	161
Not Asian or Native Hawaiian/Other Pacific Islander	677	99%	665	156
Not White	182	100%	182	138
Not Multiracial	697	99%	685	156
General Education	644	99%	635	167
English Proficient	713	99%	701	158
Not Economically Disadvantaged	682	99%	670	160
Male	369	98%	359	151
Female	361	100%	359	162
Migrant	0	—	0	—
Not Migrant	730	99%	718	156

✓ Yes

✗ No

— 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.

† 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: YES

Student Group	Made AYP	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Safe Harbor Target
All Students	✓	✓	732	98%	✓	716	152	82	82
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	22	—	—	22	—	—	—
Hispanic or Latino	✓	✓	75	100%	✓	75	99	61	61
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	51	100%	✓	51	165	122	122
White	✓	✓	551	98%	✓	535	160	100	100
Multiracial	✓	—	33	—	✓	33	158	64	20
Students With Disabilities	✓	✓	86	95%	✓	87 †	75 †	38	38
Limited English Proficient	—	—	17	—	—	17	—	—	—
Economically Disadvantaged	✓	✓	49	100%	✓	49	88	58	58

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	732	98%	716	152
Not Black or African American	710	98%	694	153
Not Hispanic or Latino	657	98%	641	158
Not Asian or Native Hawaiian/Other Pacific Islander	681	98%	665	151
Not White	181	100%	181	128
Not Multiracial	699	98%	683	151
General Education	646	99%	634	162
English Proficient	715	98%	699	153
Not Economically Disadvantaged	683	98%	667	156
Male	369	97%	357	155
Female	363	99%	359	148
Migrant	0	—	0	—
Not Migrant	732	98%	716	152

✓ Yes

✗ No

— 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.

† 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

Student Group	Made AYP	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	EAMO	Progress Target
All Students	✓	✓	240	98%	✓	232	191	176	176
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	7	—	—	7	—	—	—
Hispanic or Latino	✓	—	32	—	✓	32	159	155	1
Asian or Native Hawaiian/Other Pacific Islander	—	—	17	—	—	17	—	—	—
White	✓	✓	169	97%	✓	162	198	184	184
Multiracial	—	—	15	—	—	14	—	—	—
Students With Disabilities	✓	—	32	—	✓	34 †	171 †	145	1
Limited English Proficient	—	—	7	—	—	7	—	—	—
Economically Disadvantaged	—	—	20	—	—	19	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	240	98%	232	191
Not Black or African American	233	97%	225	192
Not Hispanic or Latino	208	97%	200	197
Not Asian or Native Hawaiian/Other Pacific Islander	223	97%	215	192
Not White	71	99%	70	177
Not Multiracial	225	98%	218	191
General Education	208	98%	201	195
English Proficient	233	97%	225	193
Not Economically Disadvantaged	220	98%	213	195
Male	116	97%	110	188
Female	124	98%	122	194
Migrant	0	—	0	—
Not Migrant	240	98%	232	191

✓ Yes

✗ No

— 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.

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

Secondary-Level English Language Arts Results for Accountability

All accountability groups made AYP: YES

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	144	100%	✓	141	188	157	157
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	4	—	—	3	—	—	—
Hispanic or Latino	—	—	28	—	—	27	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	6	—	—	6	—	—	—
White	✓	✓	103	100%	✓	102	191	168	168
Multiracial	—	—	3	—	—	3	—	—	—
Students With Disabilities	—	—	22	—	—	20	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	13	—	—	12	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	144	100%	141	188
Not Black or African American	140	100%	138	188
Not Hispanic or Latino	116	100%	114	192
Not Asian or Native Hawaiian/Other Pacific Islander	138	100%	135	187
Not White	41	100%	39	179
Not Multiracial	141	100%	138	188
General Education	122	100%	121	195
English Proficient	144	100%	141	188
Not Economically Disadvantaged	131	100%	129	191
Male	73	100%	70	186
Female	71	100%	71	190
Migrant	0	—	0	—
Not Migrant	144	100%	141	188

✓ Yes

✗ No

— 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 2010 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

Secondary-Level Mathematics Results for Accountability

All accountability groups made AYP: YES

Student Group	Made AYP	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores	PI >= EAMO or Safe Harbor Target	2010 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	144	100%	✓	141	170	139	139
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	4	—	—	3	—	—	—
Hispanic or Latino	—	—	28	—	—	27	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	6	—	—	6	—	—	—
White	✓	✓	103	100%	✓	102	178	152	152
Multiracial	—	—	3	—	—	3	—	—	—
Students With Disabilities	—	—	22	—	—	20	—	—	—
Limited English Proficient	—	—	0	—	—	0	—	—	—
Economically Disadvantaged	—	—	13	—	—	12	—	—	—

Results for the following groups are NOT used to determine AYP.

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2010 Accountability Cohort Members	PI
Not American Indian or Alaska Native	144	100%	141	170
Not Black or African American	140	100%	138	172
Not Hispanic or Latino	116	100%	114	176
Not Asian or Native Hawaiian/Other Pacific Islander	138	100%	135	170
Not White	41	100%	39	149
Not Multiracial	141	100%	138	170
General Education	122	100%	121	179
English Proficient	144	100%	141	170
Not Economically Disadvantaged	131	100%	129	177
Male	73	100%	70	170
Female	71	100%	71	170
Migrant	0	—	0	—
Not Migrant	144	100%	141	170

✓ Yes

✗ No

— 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 2010 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

Unweighted Combined ELA and Math PIs

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	156	152	188	170	167
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	119	99	—	—	109
Asian or Native Hawaiian/Other Pacific Islander	162	165	—	—	164
White	163	160	191	178	173
Multiracial	161	158	—	—	160
Students With Disabilities	84	75	—	—	80
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	110	88	—	—	99

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

Overall Graduation Rate for Accountability

All accountability groups made AYP: YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	—

- ✓ Made AYP
- ✗ Did not make AYP
- There were not enough students to make an AYP determination.

Four-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	127	96%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	6	—	—	—
Hispanic or Latino	—	8	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	14	—	—	—
White	✓	93	97%	80%	80%
Multiracial	—	6	—	—	—
Students With Disabilities	—	16	—	—	—
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	—	3	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ 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

Student Group	Met Graduation-Rate Criterion	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	132	98%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	6	—	—	—
Hispanic or Latino	—	12	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—
White	✓	103	99%	80%	80%
Multiracial	—	3	—	—	—
Students With Disabilities	—	13	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	8	—	—	—

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ 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

Results for the following groups are NOT used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2009 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2008 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	127	96%	132	98%
Not Black or African American	121	98%	126	98%
Not Hispanic or Latino	119	96%	120	99%
Not Asian or Native Hawaiian/Other Pacific Islander	113	96%	124	98%
Not White	34	94%	29	—
Not Multiracial	121	96%	129	98%
General Education	111	99%	119	99%
English Proficient	126	96%	132	98%
Not Economically Disadvantaged	124	96%	124	99%
Male	66	95%	68	99%
Female	61	97%	64	98%
Migrant	0	—	0	—
Not Migrant	127	96%	132	98%

— There were fewer than 30 students in the cohort.

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

Percentage of 2009 Graduation-Rate Total Cohort members who graduated as of August 31, 2013 with:

Regents Diploma with an Advanced Designation (This District)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This District Exceeded Statewide
53%	31%	YES

HASTINGS-ON-HUDSON UFSD Enrollment (2013 - 14)

K-12 Enrollment: 1,586

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2013 - 14 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff](#) information on our Information and Reporting Services webpage

Students by Gender

Male		Female	
816	51%	770	49%

Students by Ethnicity

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
0	43	179	106	1,185	73
0%	3%	11%	7%	75%	5%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
39	2%	189	12%	88	6%

Students by Grade

Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
105	123	109	128	112	118
6th Grade	Ungraded Elementary	7th Grade	8th Grade	9th Grade	10th Grade
118	4	125	131	108	138
11th Grade	12th Grade				
123	144				

Average Class Size (2013 - 14)

Common Branch

21

Grade 8 English

21

Grade 10 English

18

Grade 8 Mathematics

21

Grade 10 Mathematics

23

Grade 8 Science

22

Grade 8 Social Studies

19

Grade 10 Social Studies

20

Free and Reduced-Price Lunch (2013 - 14)

Eligible for Free Lunch

60

4%

Eligible for Reduced-Price Lunch

17

1%

Attendance and Suspensions (2012 - 13)

Annual Attendance Rate

97%

Student Suspensions

22

1%

Teacher Turnover Rate (2012 - 13)

Turnover Rate of Teachers with Fewer Than Five Years of Experience

19%

Turnover Rate of All Teachers

10%

Staff Counts (2013 - 14)

Principals

3

Assistant Principals

3

Other Professional Staff

13

Paraprofessionals

38

Teacher Qualifications (2011-12 through 2013-14)

	2011 - 12	2012 - 13	2013 - 14
Total Number of Teachers	145	146	144
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	3%	1%
Percent with Fewer Than Three Years of Experience	5%	5%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	54%	55%	53%
Total Number of Core Classes	373	376	411
Percent Not Taught by Highly Qualified Teachers in This District	0%	2%	1%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	3%	4%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	4%	6%	9%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	552	555	589
Percent Taught by Teachers Without Appropriate Certification	4%	3%	2%

High School Completers (2013 - 14)

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	139	137	133	97%	83	61%
General Education	119	119	119	100%	83	70%
Students with Disabilities	20	18	14	78%	0	0%

Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Commencement Credentials	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	1	1%	4	3%	2	1%
General Education	0	0%	0	0%	0	0%
Students with Disabilities	1	6%	4	22%	2	10%

High School Non-completers (2013 - 14)

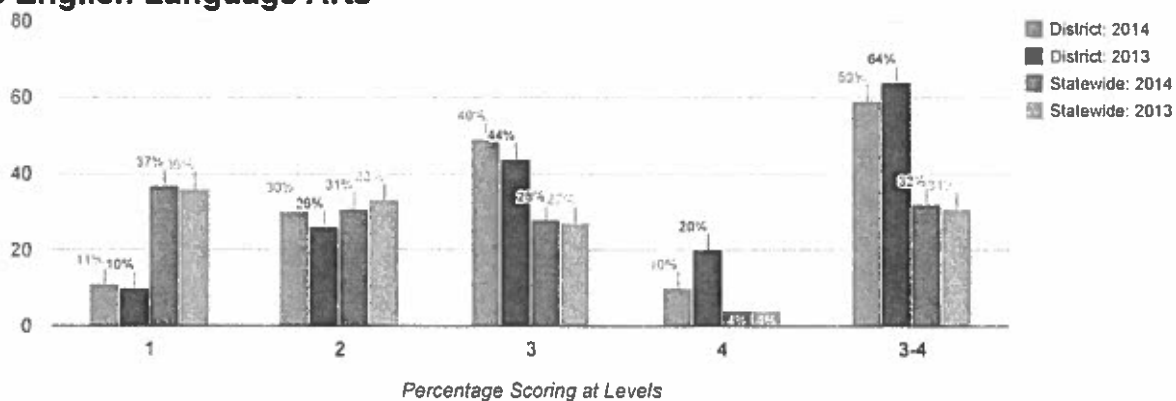
Results by Student Group	Dropped Out		Entered Approved High School Equivalency Preparation Program		Total Noncompleters	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
All Students	-	-	-	-	-	-
General Education	-	-	-	-	-	-

Post-graduation Plans of Completers (2013 - 14)

Results by Student Group	To Four-Year College		To Two-Year College		To Other Post-Secondary		To the Military	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	112	81%	11	8%	1	1%	1	1%
General Education	103	87%	8	7%	0	0%	0	0%
Students with Disabilities	9	45%	3	15%	1	5%	1	5%

Results by Student Group	To Employment		To Adult Services		To Other Known Plans		Plan Unknown	
	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers	Number of Students	Percent of Completers
All Students	3	2%	0	0%	7	5%	4	3%
General Education	1	1%	0	0%	5	4%	2	2%
Students with Disabilities	2	10%	0	0%	2	10%	2	10%

Grade 3 English Language Arts



Mean Score

2014

2013

319

328

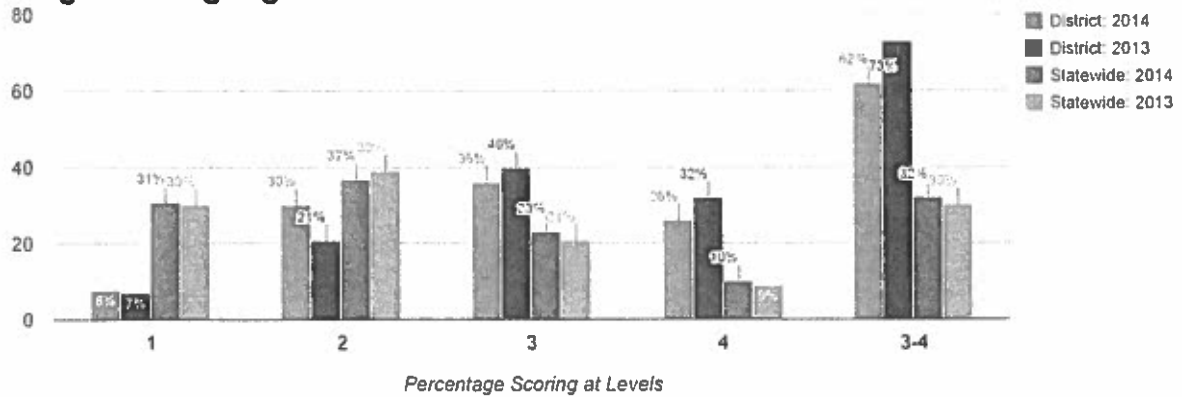
Results by Student Group

2014

2013

Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
	1	2	3	4			1	2	3	4	
125	11	30	49	10	59	109	10	26	44	20	64
116	7	31	51	11	62	96	5	24	49	22	71
9	67	11	22	0	22	13	46	38	8	8	15
11	0	36	55	9	64	9	0	56	44	0	44
4	—	—	—	—	—	4	—	—	—	—	—
11	36	36	18	9	27	16	50	13	31	6	38
94	9	29	51	12	63	74	4	24	46	26	72
5	—	—	—	—	—	6	—	—	—	—	—
9	22	22	56	0	56	10	0	30	50	20	70
59	8	20	56	15	71	55	13	22	42	24	65
66	14	38	42	6	48	54	7	30	46	17	63
123	—	—	—	—	—	105	—	—	—	—	—
2	—	—	—	—	—	4	—	—	—	—	—
5	20	60	20	0	20	8	38	38	13	13	25
120	11	28	50	11	61	101	8	25	47	21	67
125	11	30	49	10	59	109	10	26	44	20	64

Grade 4 English Language Arts



Mean Score

2014

2013

323

326

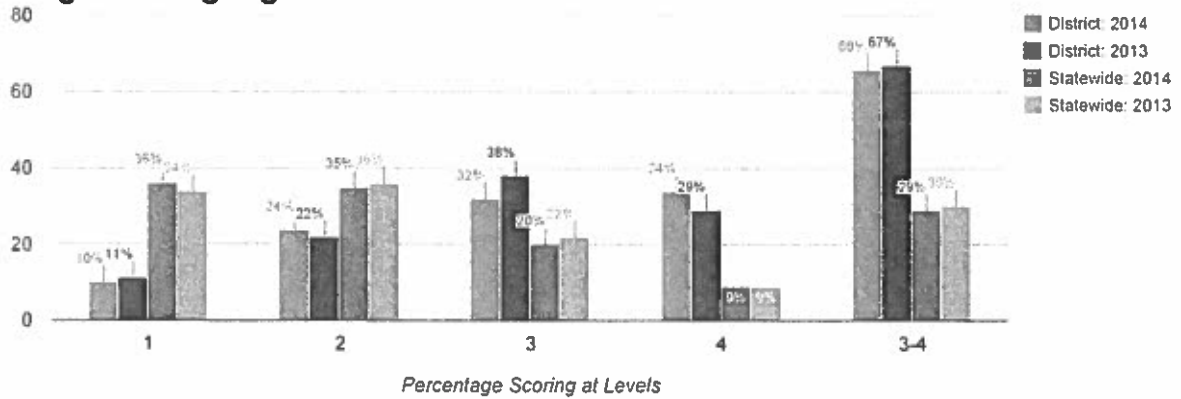
Results by Student Group

2014

2013

	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	111	8	30	36	26	62	117	7	21	40	32	73
General Education	98	2	32	37	30	66	101	0	18	46	37	82
Students with Disabilities	13	54	15	31	0	31	16	50	38	6	6	13
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	7	—	—	—	—	—
Black or African American	4	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	15	33	13	40	13	53	9	0	22	67	11	78
White	75	4	32	35	29	64	97	8	20	38	34	72
Multiracial	9	0	22	33	44	78	2	—	—	—	—	—
Small Group Total	12	8	42	42	8	50	11	0	27	36	36	73
Female	57	12	23	39	26	65	57	5	25	28	42	70
Male	54	4	37	33	26	59	60	8	17	52	23	75
English Proficient	106	8	29	36	26	62	114	—	—	—	—	—
Limited English Proficient	5	0	40	40	20	60	3	—	—	—	—	—
Economically Disadvantaged	8	13	63	25	0	25	4	—	—	—	—	—
Not Economically Disadvantaged	103	8	27	37	28	65	113	—	—	—	—	—
Not Migrant	111	8	30	36	26	62	117	7	21	40	32	73

Grade 5 English Language Arts



Mean Score

2014

2013

327

326

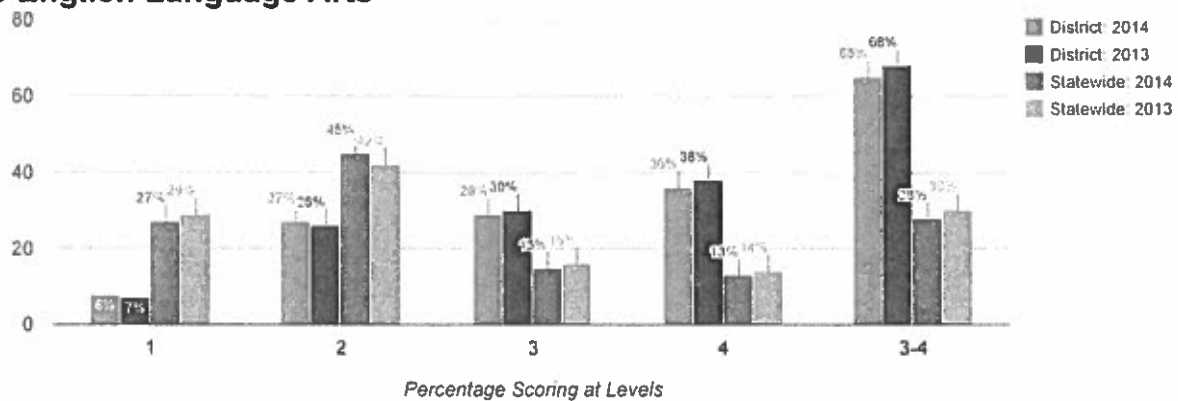
Results by Student Group

2014

2013

Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
	1	2	3	4			1	2	3	4	
112	10	24	32	34	66	113	11	22	38	29	67
101	5	22	36	38	73	98	3	22	41	34	74
11	55	45	0	0	0	15	60	20	20	0	20
5	—	—	—	—	—	11	9	18	55	18	73
1	—	—	—	—	—	4	—	—	—	—	—
7	14	14	57	14	71	10	20	10	60	10	70
96	10	24	29	36	66	83	8	23	34	35	69
3	—	—	—	—	—	5	—	—	—	—	—
9	0	33	44	22	67	9	22	33	33	11	44
58	9	24	31	36	67	62	11	24	35	29	65
54	11	24	33	31	65	51	10	20	41	29	71
110	—	—	—	—	—	111	—	—	—	—	—
2	—	—	—	—	—	2	—	—	—	—	—
6	17	33	50	0	50	5	40	20	40	0	40
106	9	24	31	36	67	108	9	22	38	31	69
112	10	24	32	34	66	113	11	22	38	29	67

Grade 6 English Language Arts



Mean Score

2014

2013

325

326

Results by Student Group

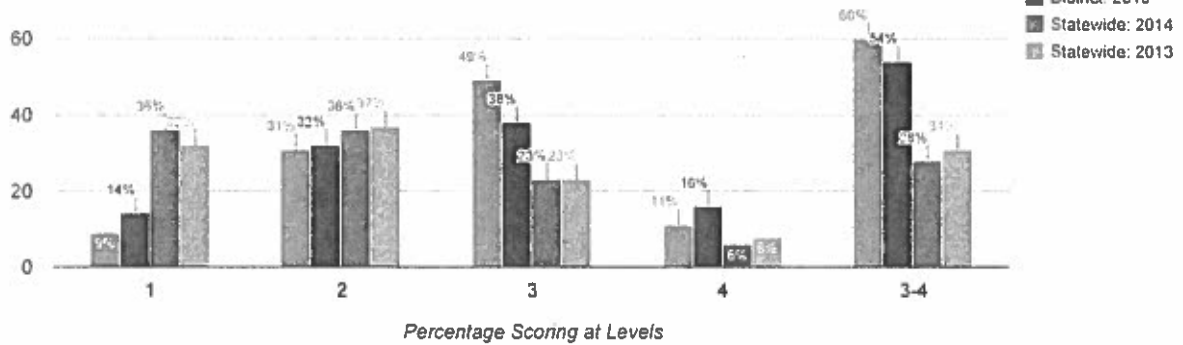
2014

2013

Total Tested	Percent Scoring at Level(s)					% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)					% Proficient (Levels 3 and 4)
	1	2	3	4	1			2	3	4			
118	8	27	29	36	65	65	117	7	26	30	38	68	
101	2	25	31	43	73	73	106	3	24	32	42	74	
17	41	41	18	0	18	18	11	45	45	9	0	9	
10	0	20	40	40	80	80	10	20	30	20	30	50	
4	—	—	—	—	—	—	6	—	—	—	—	—	
9	22	11	67	0	67	67	13	8	62	23	8	31	
90	6	29	24	41	66	66	84	4	17	32	48	80	
5	—	—	—	—	—	—	4	—	—	—	—	—	
9	22	33	22	22	44	44	10	20	50	30	0	30	
66	11	24	32	33	65	65	47	6	21	30	43	72	
52	4	31	25	40	65	65	70	7	29	30	34	64	
115	—	—	—	—	—	—	117	7	26	30	38	68	
3	—	—	—	—	—	—	0	0	0	0	0	0	
6	33	17	33	17	50	50	8	25	38	25	13	38	
112	6	28	29	38	66	66	109	6	25	30	39	70	
118	8	27	29	36	65	65	117	7	26	30	38	68	

Grade 7 English Language Arts

80



Mean Score

2014

2013

319

319

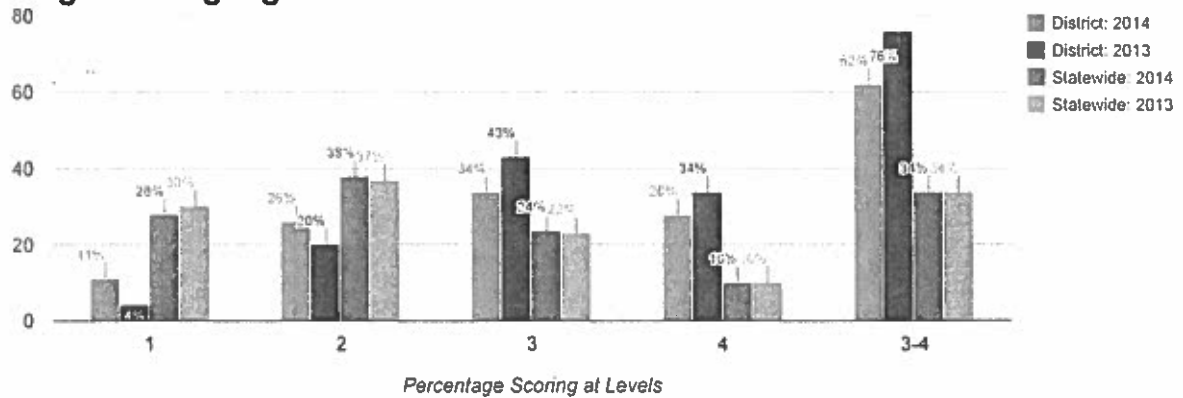
Results by Student Group

2014

2013

	Total Tested	Percent Scoring at Level(s)					Total Tested	Percent Scoring at Level(s)				
		1	2	3	4	% Proficient (Levels 3 and 4)		1	2	3	4	% Proficient (Levels 3 and 4)
All Students	125	9	31	49	11	60	128	14	32	38	16	54
General Education	114	5	30	53	12	65	110	7	31	43	19	62
Students with Disabilities	11	45	45	9	0	9	18	56	39	6	0	6
Asian or Native Hawaiian/Other Pacific Islander	9	11	33	33	22	56	10	10	40	40	10	50
Black or African American	6	33	50	17	0	17	3	—	—	—	—	—
Hispanic or Latino	14	29	50	21	0	21	17	35	47	18	0	18
White	91	4	26	56	13	69	94	11	29	40	20	61
Multiracial	5	0	40	60	0	60	4	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	7	14	29	43	14	57
Female	52	6	29	50	15	65	70	9	30	41	20	61
Male	73	11	33	48	8	56	58	21	34	33	12	45
English Proficient	124	—	—	—	—	—	126	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	11	45	36	18	0	18	9	44	44	11	0	11
Not Economically Disadvantaged	114	5	31	52	12	64	119	12	31	39	18	57
Not Migrant	125	9	31	49	11	60	128	14	32	38	16	54

Grade 8 English Language Arts



Mean Score

2014

2013

319

330

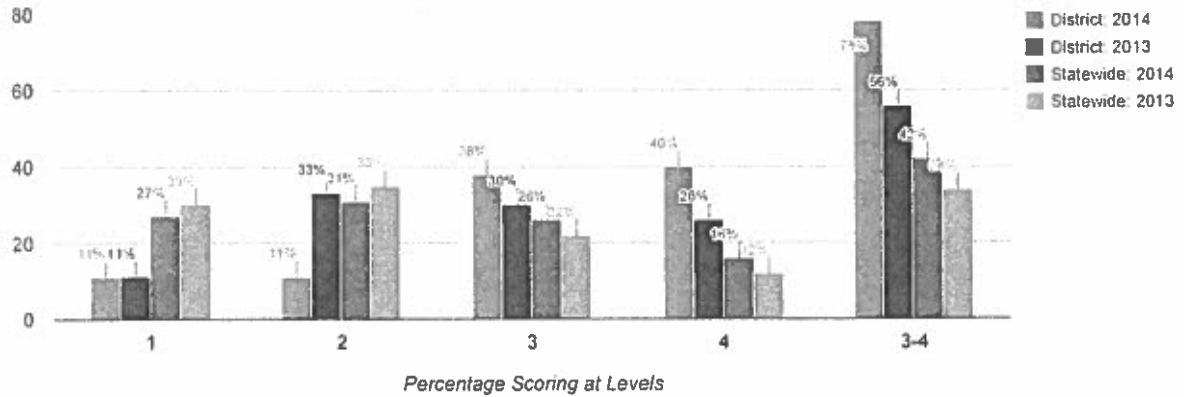
Results by Student Group

2014

2013

Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
	1	2	3	4			1	2	3	4	
125	11	26	34	28	62	110	4	20	43	34	76
108	6	25	37	31	69	102	1	18	45	36	81
17	41	35	18	6	24	8	38	50	13	0	13
10	10	30	40	20	60	10	0	40	40	20	60
3	—	—	—	—	—	3	—	—	—	—	—
17	29	24	29	18	47	8	13	50	25	13	38
90	7	28	33	32	66	85	4	15	42	39	81
5	—	—	—	—	—	4	—	—	—	—	—
8	25	13	50	13	63	7	0	14	71	14	86
66	8	20	39	33	73	55	4	22	42	33	75
59	15	34	29	22	51	55	4	18	44	35	78
123	—	—	—	—	—	108	—	—	—	—	—
2	—	—	—	—	—	2	—	—	—	—	—
12	25	33	42	0	42	5	20	40	40	0	40
113	10	26	34	31	65	105	3	19	43	35	78
125	11	26	34	28	62	110	4	20	43	34	76

Grade 3 Mathematics



Mean Score

2014

2013

328

319

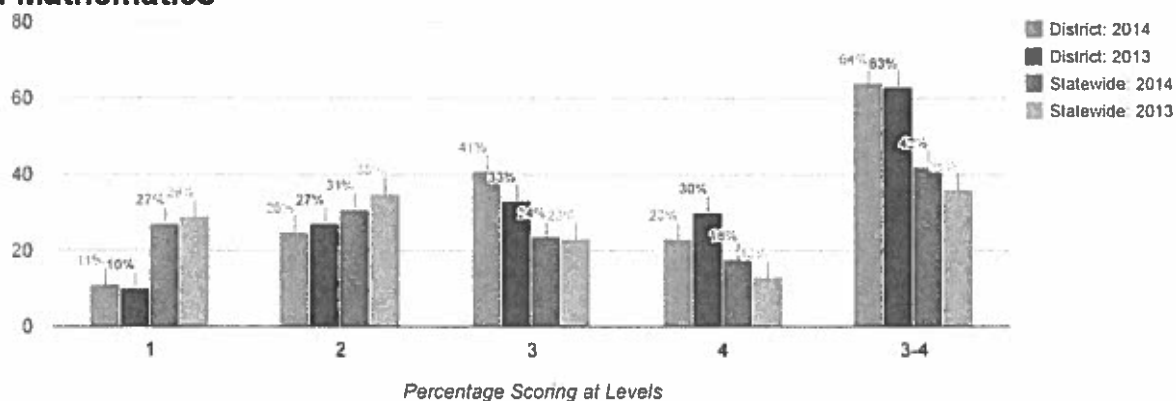
Results by Student Group

2014

2013

	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	123	11	11	38	40	78	110	11	33	30	26	56
General Education	114	8	11	39	42	82	97	9	29	33	29	62
Students with Disabilities	9	44	22	22	11	33	13	23	62	8	8	15
Asian or Native Hawaiian/Other Pacific Islander	10	0	10	60	30	90	9	11	56	22	11	33
Black or African American	4	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	11	27	18	18	36	55	16	44	31	6	19	25
White	93	9	10	38	44	82	75	5	31	31	33	64
Multiracial	5	—	—	—	—	—	6	—	—	—	—	—
Small Group Total	9	22	22	44	11	56	10	0	30	70	0	70
Female	59	8	12	42	37	80	56	9	30	36	25	61
Male	64	13	11	34	42	77	54	13	35	24	28	52
English Proficient	121	—	—	—	—	—	105	10	32	31	27	58
Limited English Proficient	2	—	—	—	—	—	5	40	40	0	20	20
Economically Disadvantaged	5	40	20	20	20	40	8	38	38	13	13	25
Not Economically Disadvantaged	118	9	11	39	41	80	102	9	32	31	27	59
Not Migrant	123	11	11	38	40	78	110	11	33	30	26	56

Grade 4 Mathematics



Mean Score

2014

2013

319

321

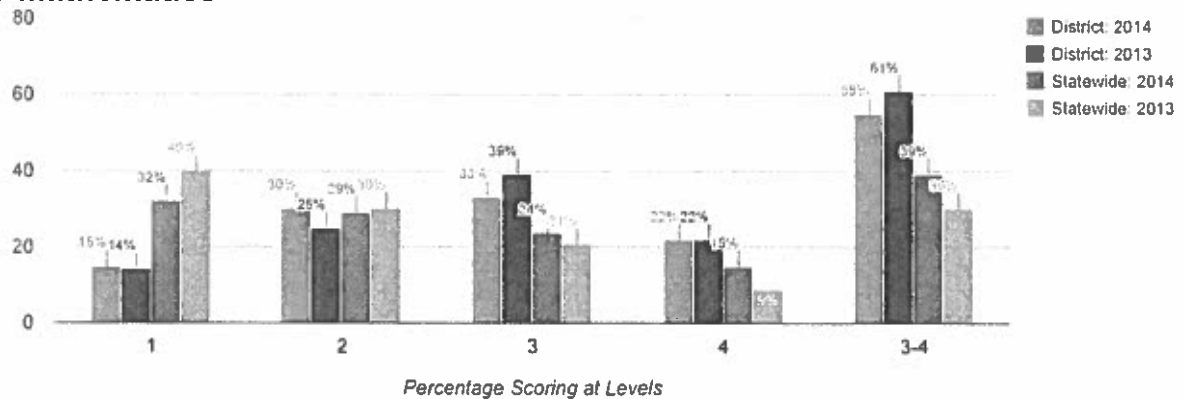
Results by Student Group

2014

2013

	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	111	11	25	41	23	64	115	10	27	33	30	63
General Education	98	5	23	47	24	71	100	5	24	37	34	71
Students with Disabilities	13	54	38	0	8	8	15	40	47	7	7	13
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	7	—	—	—	—	—
Black or African American	4	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	15	40	20	20	20	40	9	0	67	22	11	33
White	75	5	27	41	27	68	95	11	25	33	32	64
Multiracial	9	0	33	56	11	67	2	—	—	—	—	—
Small Group Total	12	17	17	58	8	67	11	9	9	45	36	82
Female	57	12	23	44	21	65	56	13	32	29	27	55
Male	54	9	28	39	24	63	59	7	22	37	34	71
English Proficient	106	9	25	42	23	65	112	—	—	—	—	—
Limited English Proficient	5	40	20	20	20	40	3	—	—	—	—	—
Economically Disadvantaged	8	38	38	13	13	25	4	—	—	—	—	—
Not Economically Disadvantaged	103	9	24	44	23	67	111	—	—	—	—	—
Not Migrant	111	11	25	41	23	64	115	10	27	33	30	63

Grade 5 Mathematics



Mean Score

2014

2013

321

323

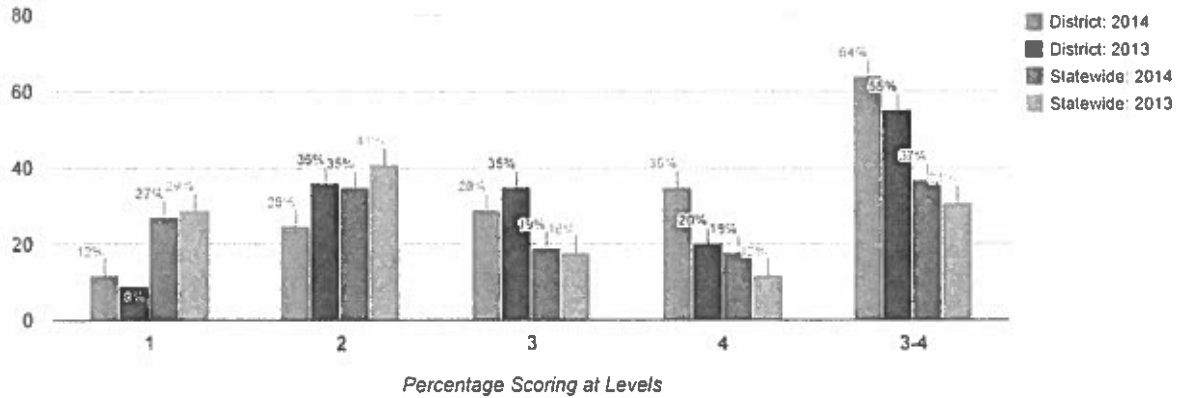
Results by Student Group

2014

2013

	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	114	15	30	33	22	55	114	14	25	39	22	61
General Education	103	11	30	35	24	59	100	6	25	44	25	69
Students with Disabilities	11	55	27	18	0	18	14	71	29	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	11	9	18	45	27	73
Black or African American	1	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	7	0	71	29	0	29	10	30	40	20	10	30
White	98	17	24	36	22	58	84	11	25	40	24	64
Multiracial	3	—	—	—	—	—	5	—	—	—	—	—
Small Group Total	9	0	56	11	33	44	9	33	22	33	11	44
Female	58	21	31	33	16	48	64	17	28	34	20	55
Male	56	9	29	34	29	63	50	10	22	44	24	68
English Proficient	112	—	—	—	—	—	111	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	3	—	—	—	—	—
Economically Disadvantaged	6	17	67	17	0	17	5	60	40	0	0	0
Not Economically Disadvantaged	108	15	28	34	23	57	109	12	25	40	23	63
Not Migrant	114	15	30	33	22	55	114	14	25	39	22	61

Grade 6 Mathematics



Mean Score

2014

2013

323

320

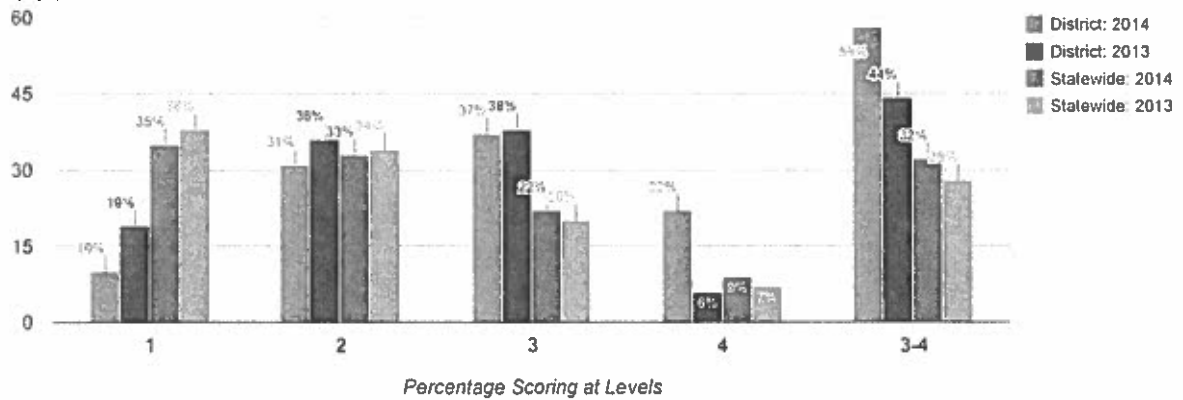
Results by Student Group

2014

2013

	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	118	12	25	29	35	64	118	9	36	35	20	55
General Education	101	5	22	34	40	73	107	5	38	35	22	57
Students with Disabilities	17	53	41	0	6	6	11	55	9	36	0	36
Asian or Native Hawaiian/Other Pacific Islander	10	0	10	40	50	90	10	20	10	40	30	70
Black or African American	4	—	—	—	—	—	6	—	—	—	—	—
Hispanic or Latino	10	40	40	0	20	20	13	15	77	0	8	8
White	89	8	24	33	36	69	85	4	32	41	24	65
Multiracial	5	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	9	33	33	11	22	33	10	40	40	20	0	20
Female	67	16	21	31	31	63	47	6	38	36	19	55
Male	51	6	29	25	39	65	71	11	34	34	21	55
English Proficient	115	—	—	—	—	—	118	9	36	35	20	55
Limited English Proficient	3	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	7	43	29	29	0	29	8	25	63	13	0	13
Not Economically Disadvantaged	111	10	24	29	37	66	110	8	34	36	22	58
Not Migrant	118	12	25	29	35	64	118	9	36	35	20	55

Grade 7 Mathematics



Mean Score

2014

2013

324

314

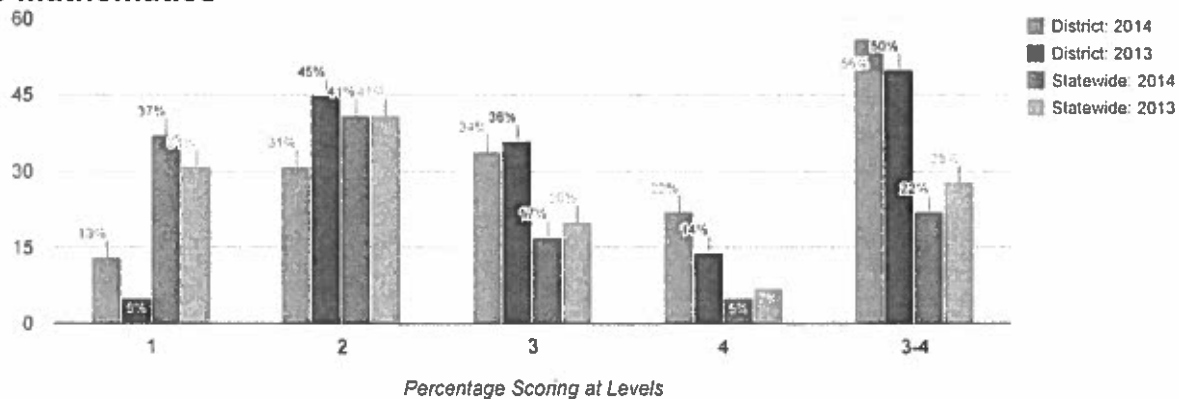
Results by Student Group

2014

2013

	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	125	10	31	37	22	58	129	19	36	38	6	44
General Education	114	5	33	38	24	61	111	13	38	42	7	50
Students with Disabilities	11	64	9	27	0	27	18	61	28	11	0	11
Asian or Native Hawaiian/Other Pacific Islander	9	22	11	44	22	67	10	20	10	60	10	70
Black or African American	6	50	50	0	0	0	3	—	—	—	—	—
Hispanic or Latino	14	36	50	7	7	14	17	47	35	18	0	18
White	91	3	29	43	25	68	95	15	40	38	7	45
Multiracial	5	0	40	40	20	60	4	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	7	14	29	57	0	57
Female	52	10	35	35	21	56	70	17	40	39	4	43
Male	73	11	29	38	22	60	59	22	32	37	8	46
English Proficient	124	—	—	—	—	—	127	—	—	—	—	—
Limited English Proficient	1	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	11	45	27	27	0	27	9	78	11	11	0	11
Not Economically Disadvantaged	114	7	32	38	24	61	120	15	38	40	7	47
Not Migrant	125	10	31	37	22	58	129	19	36	38	6	44

Grade 8 Mathematics



Mean Score

2014

2013

321

321

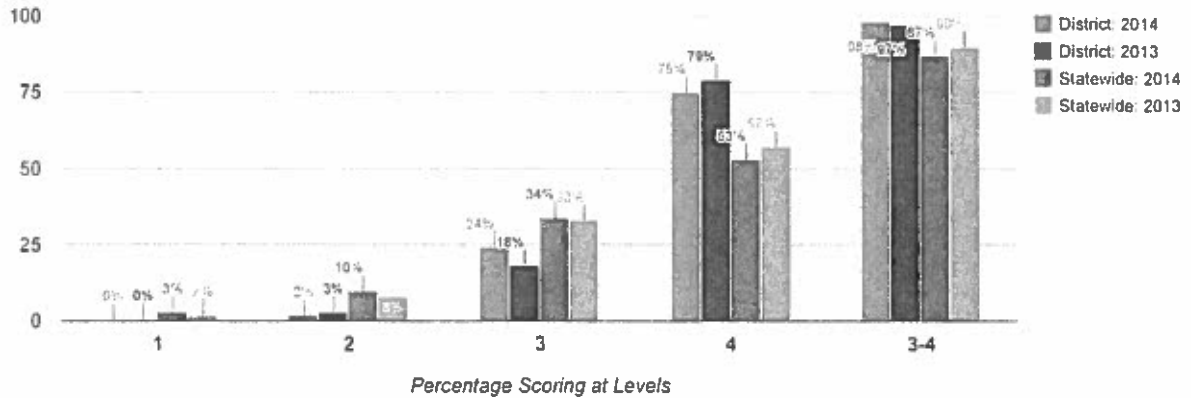
Results by Student Group

2014

2013

	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	123	13	31	34	22	56	112	5	45	36	14	50
General Education	107	7	30	38	25	64	103	2	44	39	16	54
Students with Disabilities	16	56	38	6	0	6	9	44	56	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	9	11	11	67	11	78	10	0	20	70	10	80
Black or African American	3	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	17	29	53	6	12	18	8	13	50	38	0	38
White	89	9	30	37	24	61	87	6	46	32	16	48
Multiracial	5	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	8	25	13	25	38	63	7	0	57	29	14	43
Female	66	11	33	36	20	56	56	7	52	32	9	41
Male	57	16	28	32	25	56	56	4	38	39	20	59
English Proficient	121	—	—	—	—	—	110	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	12	25	67	8	0	8	5	20	60	20	0	20
Not Economically Disadvantaged	111	12	27	37	24	61	107	5	44	36	15	51
Not Migrant	123	13	31	34	22	56	112	5	45	36	14	50

Grade 4 Science



Mean Score

2014

2013

89

90

Results by Student Group

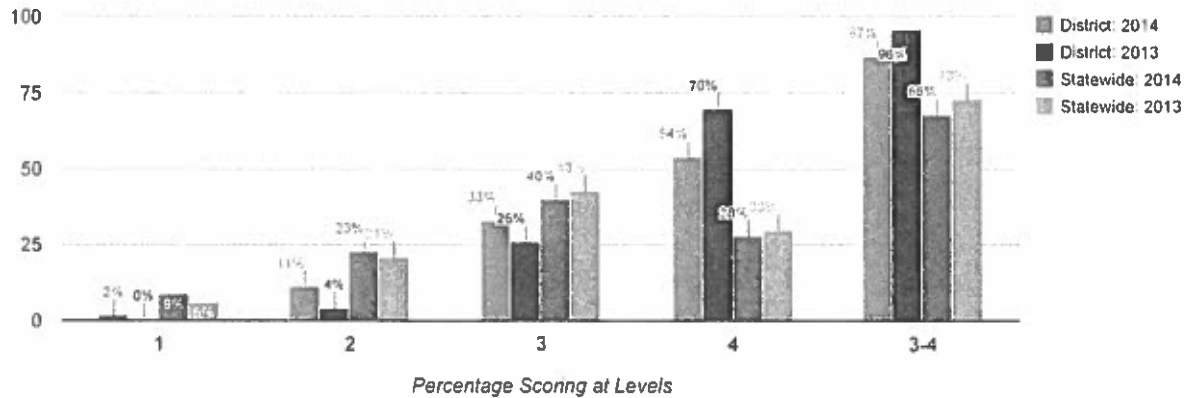
2014

2013

	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	106	0	2	24	75	98	119	0	3	18	79	97
General Education	94	0	1	18	81	99	102	0	0	12	88	100
Students with Disabilities	12	0	8	67	25	92	17	0	18	59	24	82
Asian or Native Hawaiian/Other Pacific Islander	8	0	0	50	50	100	7	-	-	-	-	-
Black or African American	4	-	-	-	-	-	2	-	-	-	-	-
Hispanic or Latino	15	0	13	40	47	87	9	0	0	22	78	100
White	71	0	0	20	80	100	99	0	3	19	78	97
Multiracial	8	-	-	-	-	-	2	-	-	-	-	-
Small Group Total	12	0	0	8	92	100	11	0	0	9	91	100
Female	55	0	2	25	73	98	57	0	2	21	77	98
Male	51	0	2	22	76	98	62	0	3	16	81	97
English Proficient	101	0	1	24	75	99	116	-	-	-	-	-
Limited English Proficient	5	0	20	20	60	80	3	-	-	-	-	-
Economically Disadvantaged	7	0	14	43	43	86	4	-	-	-	-	-
Not Economically Disadvantaged	99	0	1	22	77	99	115	-	-	-	-	-
Not Migrant	106	0	2	24	75	98	119	0	3	18	79	97

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

2014

2013

72

76

Results by Student Group

2014

2013

	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	63	3	22	56	19	75	39	0	13	56	31	87
General Education	45	2	16	58	24	82	31	0	6	58	35	94
Students with Disabilities	18	6	39	50	6	56	8	0	38	50	13	63
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	4	—	—	—	—	—
Black or African American	2	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	15	13	47	40	0	40	6	0	33	33	33	67
White	41	0	10	66	24	90	28	0	11	57	32	89
Small Group Total	7	0	43	29	29	57	5	0	0	80	20	100
Female	28	4	14	64	18	82	20	0	20	60	20	80
Male	35	3	29	49	20	69	19	0	5	53	42	95
English Proficient	61	—	—	—	—	—	37	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	12	17	42	33	8	42	5	0	40	40	20	60
Not Economically Disadvantaged	51	0	18	61	22	82	34	0	9	59	32	91
Not Migrant	63	3	22	56	19	75	39	0	13	56	31	87

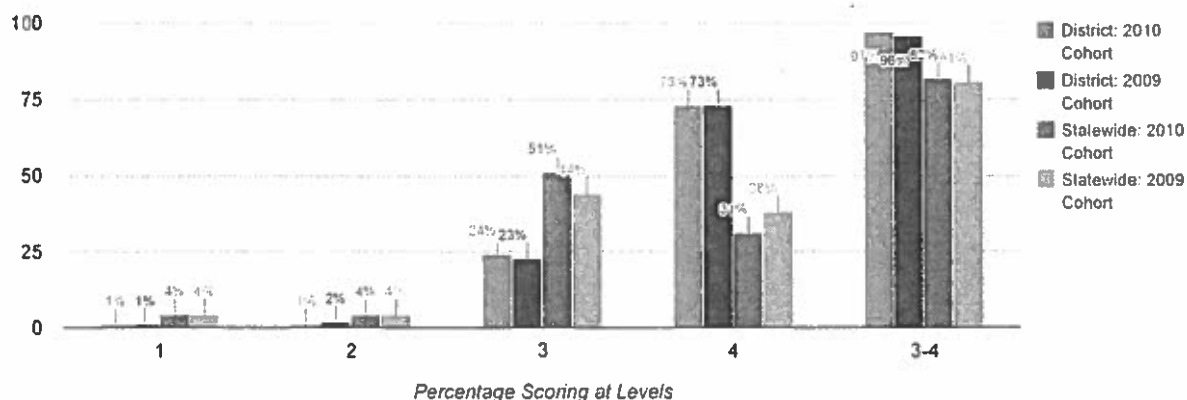
Grade 8 Students Taking a Regents Science Test

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

Results by Student Group	2014						2013					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	64	0	0	11	89	100	73	0	0	10	90	100

Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction

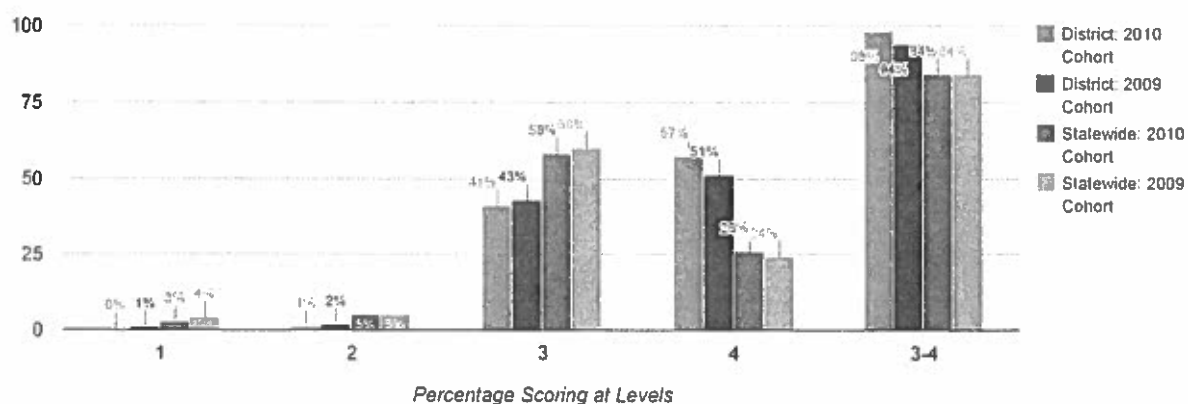
Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	140	1	1	24	73	97	127	1	2	23	73	96
General Education	121	0	0	21	79	100	111	0	0	18	82	100
Students with Disabilities	19	11	5	47	32	79	16	6	13	56	13	69
Asian or Native Hawaiian/Other Pacific Islander	6	0	0	17	83	100	14	0	0	14	86	100
Black or African American	3	—	—	—	—	—	6	17	0	33	50	83
Hispanic or Latino	27	4	0	48	48	96	8	0	13	50	38	88
White	101	1	1	17	80	97	93	0	1	23	74	97
Multiracial	3	—	—	—	—	—	6	0	0	0	100	100
Small Group Total	6	0	0	50	50	100	0	0	0	0	0	0
Female	70	0	1	21	77	99	61	0	2	16	80	97
Male	70	3	0	27	69	96	66	2	2	29	67	95
English Proficient	140	1	1	24	73	97	126	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	12	8	0	75	17	92	3	—	—	—	—	—
Not Economically Disadvantaged	128	1	1	20	78	98	124	—	—	—	—	—
Not Migrant	140	1	1	24	73	97	127	1	2	23	73	96

Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

Total cohort results are those for New York State Regents and alternatives to Regents examinations only.

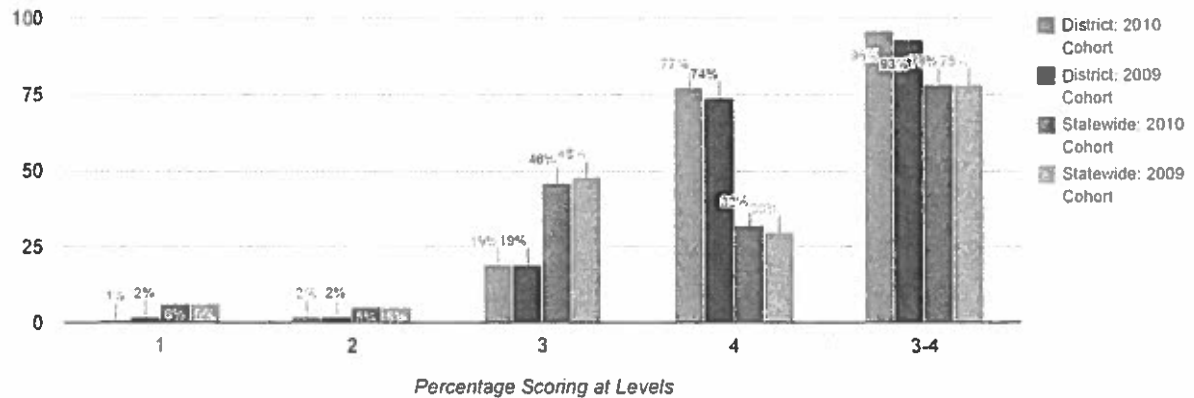


Results by Student Group

	Number of Students	2010 Cohort					Number of Students	2009 Cohort				
		Percent Scoring at Level(s)				% Proficient (Levels 3 & above)		Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4 & above			1	2	3	4	
All Students	140	0	1	41	57	98	127	1	2	43	51	94
General Education	121	0	0	35	65	100	111	0	0	43	57	100
Students with Disabilities	19	0	11	79	5	84	16	6	13	44	13	56
Asian or Native Hawaiian/Other Pacific Islander	6	0	0	33	67	100	14	0	0	43	57	100
Black or African American	3	—	—	—	—	—	6	0	0	33	50	83
Hispanic or Latino	27	0	4	70	26	96	8	0	25	50	13	63
White	101	0	1	33	65	98	93	1	0	42	55	97
Multiracial	3	—	—	—	—	—	6	0	0	67	33	100
Small Group Total	6	0	0	50	50	100	0	0	0	0	0	0
Female	70	0	0	41	59	100	61	0	2	34	61	95
Male	70	0	3	40	56	96	66	2	2	52	42	94
English Proficient	140	0	1	41	57	98	126	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	12	0	8	83	8	92	3	—	—	—	—	—
Not Economically Disadvantaged	128	0	1	37	62	98	124	—	—	—	—	—
Not Migrant	140	0	1	41	57	98	127	1	2	43	51	94

Total Cohort Results in Secondary-Level Global History and Geography after Four Years of Instruction

Total cohort results are those for New York State Regents and alternatives to Regents examinations only.

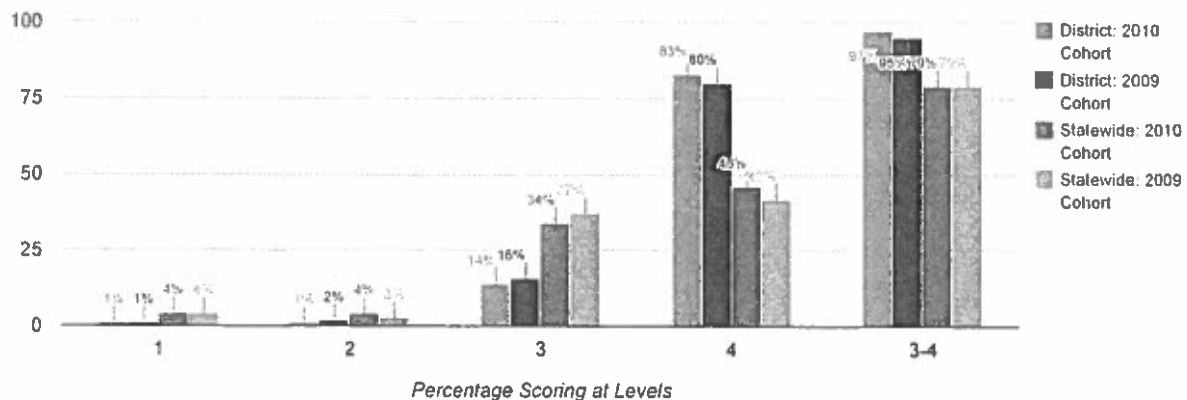


Results by Student Group

	Number of Students	2010 Cohort					Number of Students	2009 Cohort				
		Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)		Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	140	1	2	19	77	96	127	2	2	19	74	93
General Education	121	0	1	15	83	98	111	0	0	16	83	99
Students with Disabilities	19	5	11	42	37	79	16	13	19	38	13	50
Asian or Native Hawaiian/Other Pacific Islander	6	0	0	33	67	100	14	0	0	21	71	93
Black or African American	3	—	—	—	—	—	6	17	0	0	67	67
Hispanic or Latino	27	0	7	48	44	93	8	13	0	63	25	88
White	101	1	1	10	86	96	93	0	3	16	78	95
Multiracial	3	—	—	—	—	—	6	0	0	17	83	100
Small Group Total	6	0	0	17	83	100	0	0	0	0	0	0
Female	70	0	1	19	79	97	61	2	0	16	80	97
Male	70	1	3	19	76	94	66	2	5	21	68	89
English Proficient	140	1	2	19	77	96	126	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	12	0	17	58	25	83	3	—	—	—	—	—
Not Economically Disadvantaged	128	1	1	15	82	97	124	—	—	—	—	—
Not Migrant	140	1	2	19	77	96	127	2	2	19	74	93

Total Cohort Results in Secondary-Level U.S. History and Government after Four Years of Instruction

Total cohort results are those for New York State Regents and alternatives to Regents examinations only.

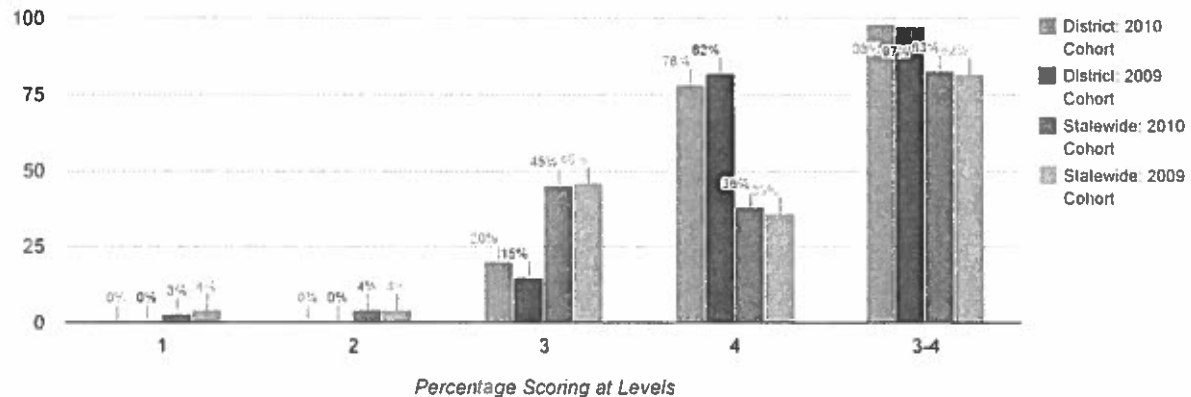


Results by Student Group

	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	140	1	1	14	83	97	127	1	2	16	80	95
General Education	121	0	1	11	88	99	111	0	0	14	86	100
Students with Disabilities	19	5	5	37	47	84	16	6	13	31	31	63
Asian or Native Hawaiian/Other Pacific Islander	6	0	0	33	67	100	14	0	0	21	79	100
Black or African American	3	—	—	—	—	—	6	0	17	0	67	67
Hispanic or Latino	27	4	0	41	56	96	8	13	0	50	38	88
White	101	0	2	6	91	97	93	0	1	12	85	97
Multiracial	3	—	—	—	—	—	6	0	0	33	67	100
Small Group Total	6	0	0	17	83	100	0	0	0	0	0	0
Female	70	0	3	17	80	97	61	2	0	18	79	97
Male	70	1	0	11	86	97	66	0	3	14	80	94
English Proficient	140	1	1	14	83	97	126	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	12	8	0	50	42	92	3	—	—	—	—	—
Not Economically Disadvantaged	128	0	2	11	87	98	124	—	—	—	—	—
Not Migrant	140	1	1	14	83	97	127	1	2	16	80	95

Total Cohort Results in Secondary-Level Science after Four Years of Instruction

Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



Results by Student Group	2010 Cohort						2009 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	140	0	0	20	78	98	127	0	0	15	82	97
General Education	121	0	0	14	84	98	111	0	0	10	90	100
Students with Disabilities	19	0	0	58	37	95	16	0	0	50	25	75
Asian or Native Hawaiian/Other Pacific Islander	6	0	0	33	67	100	14	0	0	14	86	100
Black or African American	3	—	—	—	—	—	6	0	0	17	67	83
Hispanic or Latino	27	0	0	48	52	100	8	0	0	50	38	88
White	101	0	0	11	86	97	93	0	0	12	86	98
Multiracial	3	—	—	—	—	—	6	0	0	17	83	100
Small Group Total	6	0	0	33	67	100	0	0	0	0	0	0
Female	70	0	0	20	77	97	61	0	0	18	79	97
Male	70	0	0	20	79	99	66	0	0	12	85	97
English Proficient	140	0	0	20	78	98	126	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	12	0	0	58	42	100	3	—	—	—	—	—
Not Economically Disadvantaged	128	0	0	16	81	98	124	—	—	—	—	—
Not Migrant	140	0	0	20	78	98	127	0	0	15	82	97

Regents Examination Results (2013 - 14)

Results by Student Group		Comprehensive English			Integrated Algebra				
		Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
			55	65	85		55	65	85
All Students		152	99	98	69	128	98	92	41
General Education		126	100	100	79	112	98	96	46
Students with Disabilities		26	96	88	23	16	100	69	0
Asian or Native Hawaiian/Other Pacific Islander		13	100	100	54	10	100	90	30
Black or African American		3	—	—	—	6	100	67	0
Hispanic or Latino		18	100	94	39	15	87	73	13
White		111	99	98	78	89	100	97	48
Multiracial		7	—	—	—	8	100	100	50
Small Group Total		10	100	100	40	0	0	0	0
Female		77	100	99	79	72	97	94	47
Male		75	99	97	59	56	100	89	32
English Proficient		150	—	—	—	125	—	—	—
Limited English Proficient		2	—	—	—	3	—	—	—
Economically Disadvantaged		5	100	100	20	12	83	58	8
Not Economically Disadvantaged		147	99	98	71	116	100	96	44
Not Migrant		152	99	98	69	128	98	92	41

Regents Examination Results (2013 - 14)

Results by Student Group	English Language Arts (Common Core)						Algebra I (Common Core)					
	Total Tested	Percent of students scoring at					Total Tested	Percent of students scoring at				
		Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
All Students	0	0	0	0	0	0	109	1	6	39	48	6
General Education	0	0	0	0	0	0	104	1	5	38	50	7
Students with Disabilities	0	0	0	0	0	0	5	0	20	80	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	8	0	0	13	88	0
Black or African American	0	0	0	0	0	0	3	—	—	—	—	—
Hispanic or Latino	0	0	0	0	0	0	9	0	22	56	22	0
White	0	0	0	0	0	0	81	1	5	40	46	9
Multiracial	0	0	0	0	0	0	8	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	11	0	0	45	55	0
Female	0	0	0	0	0	0	63	2	6	40	44	8
Male	0	0	0	0	0	0	46	0	4	39	52	4
English Proficient	0	0	0	0	0	0	107	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	2	—	—	—	—	—
Economically Disadvantaged	0	0	0	0	0	0	6	0	17	83	0	0
Not Economically Disadvantaged	0	0	0	0	0	0	103	1	5	37	50	7
Not Migrant	0	0	0	0	0	0	109	1	6	39	48	6

Regents Examination Results (2013 - 14)

Results by Student Group	Geometry				Algebra 2/Trigonometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	115	99	92	43	72	99	96	82
General Education	107	99	93	46	71	—	—	—
Students with Disabilities	8	100	75	0	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	100	100	38	7	100	100	100
Black or African American	3	—	—	—	1	—	—	—
Hispanic or Latino	11	100	73	27	6	—	—	—
White	83	99	93	47	55	100	96	82
Multiracial	5	—	—	—	3	—	—	—
Small Group Total	8	100	100	25	10	90	90	70
Female	53	100	92	42	32	100	100	88
Male	62	98	92	44	40	98	93	78
English Proficient	113	—	—	—	72	99	96	82
Limited English Proficient	2	—	—	—	0	0	0	0
Economically Disadvantaged	4	—	—	—	0	0	0	0
Not Economically Disadvantaged	111	—	—	—	72	99	96	82
Not Migrant	115	99	92	43	72	99	96	82

Regents Examination Results (2013 - 14)

Results by Student Group	Global History and Geography				U.S. History & Government			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	144	97	93	71	121	99	96	84
General Education	121	98	97	79	103	99	97	91
Students with Disabilities	23	87	74	30	18	100	89	44
Asian or Native Hawaiian/Other Pacific Islander	12	100	100	50	9	100	100	78
Black or African American	4	—	—	—	5	—	—	—
Hispanic or Latino	16	94	88	38	13	92	92	62
White	105	97	95	79	90	100	97	91
Multiracial	7	—	—	—	4	—	—	—
Small Group Total	11	91	73	64	9	100	89	56
Female	76	96	93	70	51	100	98	90
Male	68	97	93	72	70	99	94	80
English Proficient	142	—	—	—	121	99	96	84
Limited English Proficient	2	—	—	—	0	0	0	0
Economically Disadvantaged	6	67	33	17	7	86	86	29
Not Economically Disadvantaged	138	98	96	73	114	100	96	88
Not Migrant	144	97	93	71	121	99	96	84

Regents Examination Results (2013 - 14)

Results by Student Group	Living Environment				Physical Setting/Earth Science			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	75	100	100	65	142	98	95	76
General Education	65	100	100	69	132	98	95	80
Students with Disabilities	10	100	100	40	10	90	90	30
Asian or Native Hawaiian/Other Pacific Islander	8	100	100	50	13	92	92	69
Black or African American	1	—	—	—	4	—	—	—
Hispanic or Latino	8	100	100	13	12	92	92	50
White	53	100	100	77	104	100	96	80
Multiracial	5	—	—	—	9	—	—	—
Small Group Total	6	100	100	50	13	92	92	77
Female	38	100	100	66	75	99	95	79
Male	37	100	100	65	67	97	96	73
English Proficient	75	100	100	65	138	—	—	—
Limited English Proficient	0	0	0	0	4	—	—	—
Economically Disadvantaged	6	100	100	17	6	83	67	50
Not Economically Disadvantaged	69	100	100	70	136	99	96	77
Not Migrant	75	100	100	65	142	98	95	76

Regents Examination Results (2013 - 14)

Results by Student Group	Physical Setting/Chemistry				Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	105	95	89	31	8	100	100	100
General Education	103	—	—	—	8	100	100	100
Students with Disabilities	2	—	—	—	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	5	100	100	40	3	—	—	—
Black or African American	2	—	—	—	1	—	—	—
Hispanic or Latino	7	100	100	29	0	0	0	0
White	87	94	89	30	3	—	—	—
Multiracial	4	—	—	—	1	—	—	—
Small Group Total	6	100	67	50	8	100	100	100
Female	55	98	95	38	0	0	0	0
Male	50	92	82	24	8	100	100	100
English Proficient	105	95	89	31	8	100	100	100
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	0	0	0	0	0	0	0	0
Not Economically Disadvantaged	105	95	89	31	8	100	100	100
Not Migrant	105	95	89	31	8	100	100	100

New York State Alternate Assessment (NYSAA) Results (2013 - 14)

Grade/Subject	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4	
Grade 3 ELA	1	—	—	—	—	—
Grade 3 Math	1	—	—	—	—	—
Grade 4 ELA	1	—	—	—	—	—
Grade 4 Math	1	—	—	—	—	—
Grade 4 Science	1	—	—	—	—	—
Grade 5 ELA	1	—	—	—	—	—
Grade 5 Math	1	—	—	—	—	—
Grade 6 ELA	2	—	—	—	—	—
Grade 6 Math	2	—	—	—	—	—
Secondary-Level ELA	3	—	—	—	—	—
Secondary-Level Math	3	—	—	—	—	—
Secondary-Level Science	3	—	—	—	—	—
Secondary-Level Social Studies	3	—	—	—	—	—

New York State English as a Second Language Achievement Test (NYSESLAT) Results (2013 - 14)

Kindergarten	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	—	—	—	—
General Education	2	—	—	—	—

Grade 1	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	8	0%	0%	63%	38%
General Education	5	—	—	—	—
Students with Disabilities	3	—	—	—	—

Grade 3	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—

Grade 4	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	4	—	—	—	—
General Education	4	—	—	—	—

Grade 5	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—

Grade 6	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	—	—	—	—
General Education	1	—	—	—	—
Students with Disabilities	1	—	—	—	—

Grade 7	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—

Grade 8	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	—	—	—	—
General Education	1	—	—	—	—
Students with Disabilities	1	—	—	—	—

Grade 9	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient

		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
General Education	1	—	—	—	—

Grade 11	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
Students with Disabilities	1	—	—	—	—

Glossary of Terms - Report Cards Data

Alternative High School Equivalency Preparation Program (AHSEPP)

A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Attendance Rate

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Average Class Size

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

Completers

Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).

Core Classes

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.

Disability Status

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who,

by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Dropouts

Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Free and Reduced-Price Lunch (FRPL)

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Gender

Gender of the student being reported, as identified by the parent/guardian.

Grade Level

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent

to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as Highly Qualified if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered Highly Qualified if they meet all remaining criteria.

High-poverty and low-poverty schools used for highly qualified teacher categorization are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Limited English Proficiency

Limited English proficient students are those who, by reason of foreign birth or ancestry, speak a language other than English and (1) either understand and speak little or no English or (2) score below a State-designated level of proficiency on the Language Assessment Battery-Revised (LAB-R) for initial identification or are identified as such using the New York State Identification Test for English Language Learners (NYSITELL) or, for subsequent years, score below a State-designated level of proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT).

**National
Assessment of
Educational
Progress (NAEP)**

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results. For more information about NAEP, see the National Center for Education Statistics web site at <http://nces.ed.gov/nationsreportcard/>.

**New York State
Alternate
Assessment
(NYSAA)**

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only. Students identified by their district's Committee on Special Education as eligible to take the New York State Alternate Assessment (NYSAA) may use this assessment to fulfill the participation and performance criteria for elementary/middle- and secondary-level English language arts and mathematic and elementary/middle-level science for accountability.

**New York State
English as a
Second
Language
Achievement**

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Test
(NYSESLAT)

New York State
Testing Program
(NYSTP)

The New York State Testing Program (NYSTP) assessments are administered annually in English language arts (ELA) and mathematics in grades 3 through 8.

Non-completers

Non-completers is the sum of dropouts and students who entered an Alternative High School Equivalency Preparation Program (AHSEPP). The number of enrolled students used as the denominator for determining the percentage of noncompleters is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Out of
Certification

The Percent with No Valid Teaching Certificate is the percent of teachers without a valid teaching certificate.

The Percent Teaching out of Certification is the percent teaching out of certification on more than an incidental basis (more than one assignment).

The Percent Taught by Teachers Without Appropriate Certification is the percent of all teachers teaching one or more assignments outside of certification.

Performance
Levels

Descriptors of performance levels for the Grades 3-8 New York State Testing Program Assessments in English language arts (ELA) and Mathematics are available at <http://www.p12.nysed.gov/irs/ela-math/> in the "Scale Score to Performance Level Conversion Charts" section.

Descriptors of performance levels for Grades 4 and 8 Science Tests are available in the Rating Guides at <http://www.p12.nysed.gov/assessment/science/science-ei.html>.

Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including

Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Recently Arrived LEP Students

Recently arrived LEP students are limited English proficient (LEP) students (including those from Puerto Rico) who on April 1 of the reporting year will have been attending school in the United States for less than one year. These students may use the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the 3-8 New York State Testing Program (NYSTP) in English language arts (ELA) to meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.

Regents Competency Tests

Annual Regents Competency Test (RCT) results include those from August, January, and June of the reporting year. If a student takes the same RCT multiple times during the reporting year, only the highest score is included in the annual results.

Regents Examinations

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

Staff Counts

Principals and assistant principals include full- and part-time. Other professional staff include administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Paraprofessionals include full- and part-time supplementary school personnel.

Suspensions

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Suspension data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teachers who in year one were reported as providing instruction in one building, but in year two were reported under the district code or another building within the same district are included in the turnover rate.

Total Cohort

A secondary-level total cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. For more detailed information on cohort definitions, see the [SIRS Manual](#).

Fiscal Accountability Summary

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). These data are from the 2012-13 school year.

This School District	General Education	Special Education
Instructional Expenditures	\$23,710,210	\$8,906,431
Pupils	1,577	182
Expenditures Per Pupil	\$15,035	\$48,936
Similar District Group (Low Needs)	General Education	Special Education
Instructional Expenditures	\$5,177,723,340	\$1,883,757,208
Pupils	385,963	49,898
Expenditures Per Pupil	\$13,415	\$37,752
All School Districts	General Education	Special Education
Instructional Expenditures	\$30,025,916,685	\$12,279,242,539
Pupils	2,666,629	410,379
Expenditures Per Pupil	\$11,260	\$29,922

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 2012-13 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	Similar District Group	NY State
\$26,108	\$24,283	\$21,118

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 (2013 - 14)

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

Student Placement (Percent of Time Inside Regular Classroom)	This School District		Similar District Group (Low Needs)	NY State
	Number of Students	Percent of Students	Percent of Students	Percent of Students
80% or more	98	58.0%	62.4%	58.4%
40% - 79%	51	30.2%	17.6%	11.8%
Less than 40%	10	5.9%	11.8%	21.5%
Separate Settings	10	5.9%	4.7%	5.7%
Other Settings	0	0.0%	3.4%	2.5%

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 School District	Similar District Group	NY State
10.3%	11.7%	13.2%

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

Assessment Year: 2014

Hastings 552604

County: WESTCHESTER

SWIS Code: 5526

School Value Report (552604)

Municipality: GREENBURGH

Total Assessed Val: 65,574,265

Uniform Percentage: 3.33

Equalized Total Assessed Value = 1,969,197,147

12100	ST OWNED	RPTL 404(1)	3	1,908,408	0.10
13100	CNTY OWNED	RPTL 406(1)	1	13,420,420	0.68
13230	CO O/S LMT	RPTL 406(2)	2	486,486	0.02
13500	TOWN OWNED	RPTL 406(1)	5	427,987	0.02
13570	TWN O/S LM	RPTL 406(2)	1	300	0.00
13650	VILL OWNED	RPTL 406(1)	33	26,198,198	1.33
13730	VG O/S LMT	RPTL 406(2)	10	6,710,210	0.34
13800	SCHL OWNED	RPTL 408	9	182,381,381	9.26
18020	INDL.DEVLP	RPTL 412-a & Gen Muny L 874	1	960,960	0.05
21600	CLERGY-RES	RPTL 462	4	3,590,090	0.18
25110	RELIGIOUS	RPTL 420-a	9	27,433,933	1.39
25120	EDUCATIONL	RPTL 420-a	2	4,933,933	0.25
25130	CHARITABLE	RPTL 420-a	9	148,635,135	7.55
25230	MENTAL IMP	RPTL 420-a	2	1,294,294	0.07
25300	OTH NONPRF	RPTL 420-b	7	14,840,840	0.75
26100	VETS ORGAN	RPTL 452	3	1,064,564	0.05
26400	INC VOL FD	RPTL 464(2)	3	1,665,165	0.08
27200	RR PROP.	RPTL 489-d, 489-dd	5	19,199,699	0.98
27350	CEMETERY	RPTL 446	8	61,998,498	3.15
41120	WAR VET	RPTL 458-a	75	960,450	0.05
41124	WAR VET	RPTL 458-a	1	12,012	0.00
41130	COMBAT VET	RPTL 458-a	41	818,588	0.04
41140	DSABLD VET	RPTL 458-a	7	157,807	0.01
41144	DISABLED VET	RPTL 458-a	1	32,582	0.00
41800	AGED-ALL	RPTL 467	53	8,220,690	0.42
41930	459-C ALL	RPTL 459-c	1	234,984	0.01
Total Exemptions (No System EX's)			296	527,587,614	26.79
Total Exemptions (with System EX's)			296	527,587,614	26.79

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 2014-2015 SCHOOL BUDGET:
An Educational Plan**

THANK YOU FOR YOUR INTEREST

SUPERINTENDENT OF SCHOOLS

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

DIRECTOR, CURRICULUM & INSTRUCTION

**Dr. Rochelle Mitlak
478-6201**

DISTRICT TREASURER

**Maureen Caraballo
478-6405**

HILLSIDE ELEMENTARY SCHOOL PRINCIPAL

**Laura Sullivan
478-6271**

FARRAGUT MIDDLE SCHOOL PRINCIPAL

**Gail Kipper
478-6230**

HASTINGS HIGH SCHOOL PRINCIPAL

**Louis Adipietro
478-6252**

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**Deborah Augarten
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DIRECTOR OF PHYSICAL EDUCATION & ATHLETICS

**Adam Lodewick
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