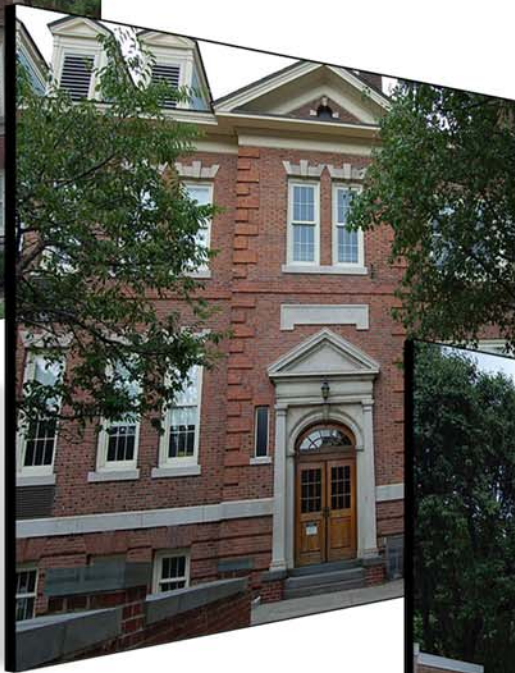


Hastings-on-Hudson UFSD

— A Blue Ribbon District —

2014-2015 School Budget



Adopted by the Board of Education on April 22, 2014

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 2014-15 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 20th 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

Revised February 6, 2014

Adopted by the Board of Education December 18, 2013

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION CALENDAR FOR 2014-2015 BUDGET

DATE	ACTIVITY
<u>2013</u>	
December 18, Wednesday	Budget calendar adopted by Board of Education
<u>2014</u>	
January 8, Wednesday	Superintendent gives progress report of budget development to the Board.
February 12, Wednesday	Regular meeting - Superintendent presents Preliminary Budget.
February 28, Friday	Submit information to calculate Tax Levy Limit Office of State Comptroller's website
March 12, Wednesday	Regular meeting - Superintendent presents Proposed Budget.
April 4, Friday	First Legal Notification to Public - to announce budget hearing & vote.
April 9, Wednesday	Public Hearing 7:00 PM
April 11, Friday	Second Legal Notification to Public - to announce budget hearing & vote.
April 21, Monday	Petition nominating candidates for the Board must be received by 5:00 P.M. by the District Clerk.
April 21, Monday	Petitions for budget propositions must be received by 5:00 P.M. by the District Clerk.
April 22, Tuesday	Regular Board Meeting - Board of Education adopts budget.
April 22, Tuesday	BOCES Budget Vote
April 23, Wednesday	Budget Available to the Public.
April 23, Wednesday	Submit Property Tax Report Card to SED.
April 25, Friday	Third Legal Notification to Public - to announce budget hearing & vote, including availability of budget.
May 6, Tuesday	Budget Hearing - Must be no less than 7 days and no more than 14 days to the budget vote.
May 7, Wednesday	Budget notice mailed to eligible voters.
May 14, Wednesday	Voter Registration 4:00 P.M. - 8:00 P.M.
May 16, Friday	Fourth Legal Notification to Public - to announce budget hearing & vote.
May 20, Tuesday	School Board Election and Vote on Budget.

HASTINGS-ON-HUDSON PUBLIC SCHOOLS

ENROLLMENT (11/04/13)

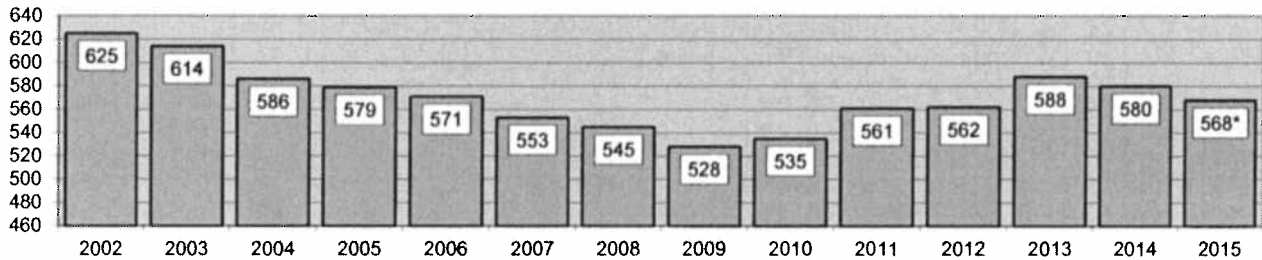
GRADE	2009-10	2010-11	2011-12	2012-13	2013-14	Projected 2014-15
Ungraded			6	8	8	8
Kindergarten	94	125	102	115	102	100
1	113	100	131	109	124	102
2	101	123	104	131	110	124
3	112	103	119	110	132	110
4	115	110	106	123	112	132
5	108	125	112	115	118	112
6	135	114	130	116	120	118
7	132	141	113	131	124	120
8	137	131	138	112	131	124
9	122	138	123	139	108	131
10	127	121	141	120	138	108
11	146	126	124	139	122	138
12	133	142	127	124	144	122
TOTALS:						
K-4	535	561	562	588	580	568
5-8	512	511	493	474	493	474
9-12	528	527	515	522	512	499
*SP. ED.	28	28	26	28	17	21
Ungraded & K-12	1603	1627	1602	1620	1610	1570

* 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 2014-15 school year will be available after annual reviews are completed in June 2014.

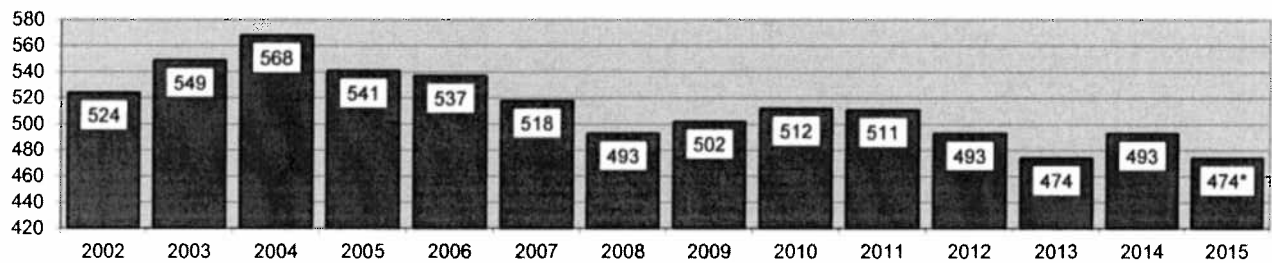
STUDENT ENROLLMENT

2001-2002 THROUGH 2014-2015

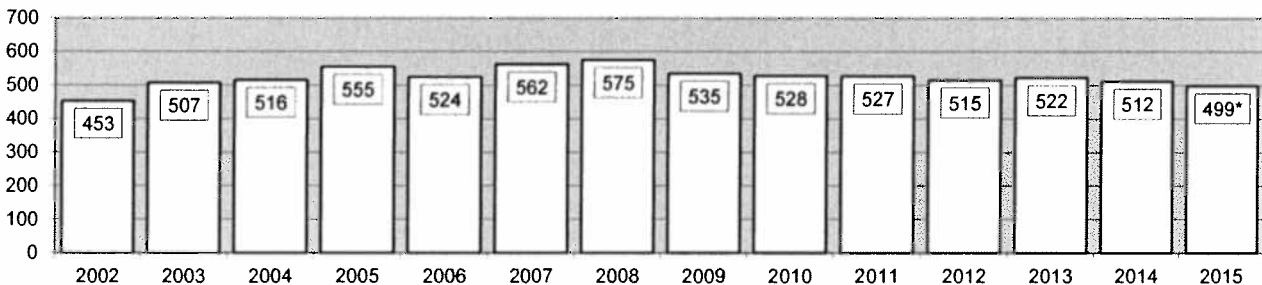
STUDENT ENROLLMENT- HILLSIDE ELEMENTARY SCHOOL



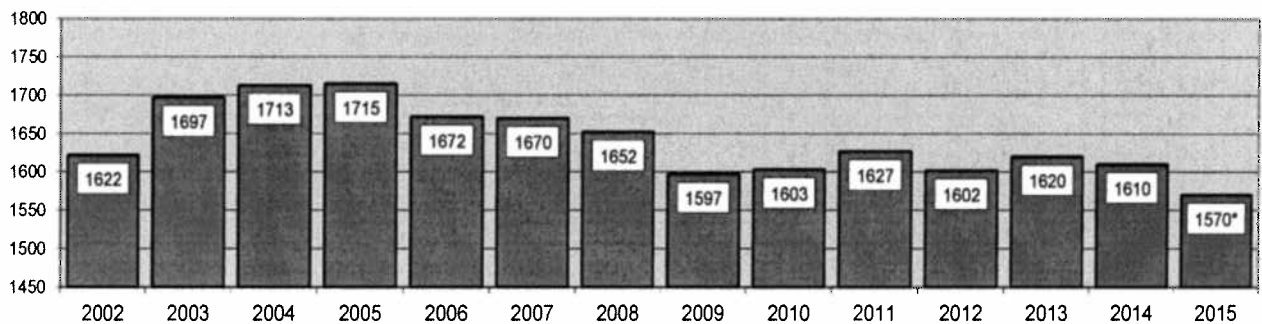
STUDENT ENROLLMENT- FARRAGUT MIDDLE SCHOOL



STUDENT ENROLLMENT- HASTINGS HIGH SCHOOL



STUDENT ENROLLMENT TREND (K-12)



* 14-15 is Projected

Year Ending June 30

K-12 Total Enrollment includes Ungraded and Out of District Students

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

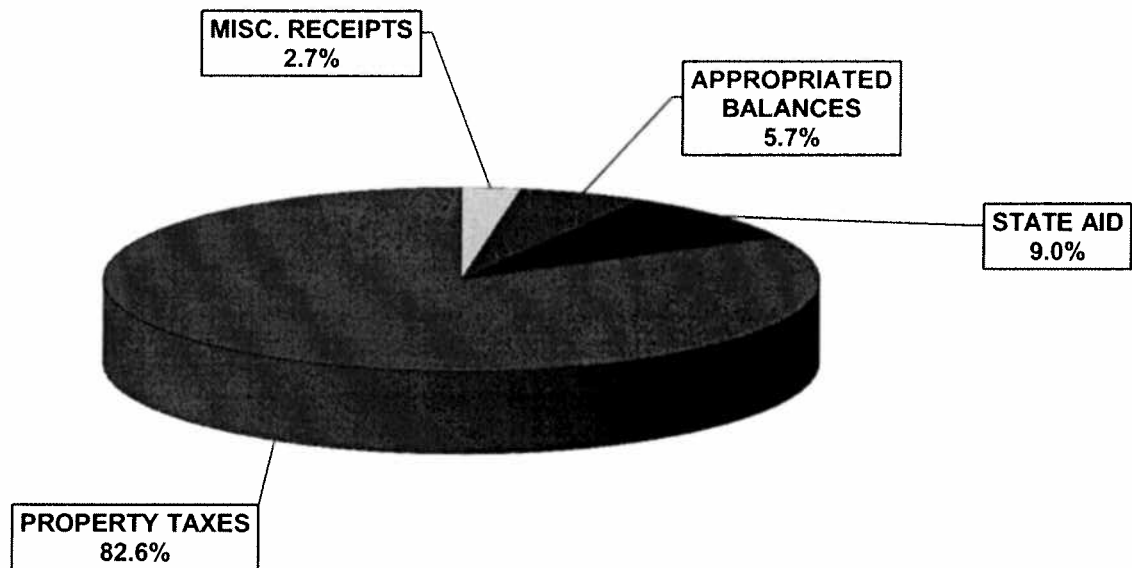
PROPOSED 2014/15 BUDGET

APPROPRIATIONS	ADOPTED BUDGET 2013/14	PROPOSED BUDGET 2014/15	BUDGET CHANGE
General Support	3,652,910	3,806,574	\$153,664
Instruction	25,808,947	26,144,832	\$335,885
Pupil Transportation	1,404,500	1,420,667	\$16,167
Undistributed	13,029,135	13,229,839	\$200,704
TOTAL	\$43,895,492	\$44,601,912	\$706,420
% BUDGET CHANGE			1.61%
REVENUES	ADOPTED BUDGET 2013/14	PROPOSED BUDGET 2014/15	BUDGET CHANGE
State Aid	\$3,926,468	\$4,037,700	\$111,232
Misc. Receipts	1,192,000	1,190,000	-\$2,000
Appropriated Balance	1,600,000	1,800,000	\$200,000
Retirement Reserve	350,000	350,000	\$0
Transfer from Debt Service	150,000	100,000	-\$50,000
Reserve for Tax Certiorari	300,000	300,000	\$0
Property Taxes	\$36,377,024	\$36,824,212	\$447,188
Total Receipts	\$43,895,492	\$44,601,912	\$706,420
% PROP TAX CHANGE			1.23%
Assessed Valuation	\$46,886,858	\$47,035,039 *	\$148,181
Tax Rate	\$775.34	\$782.91	\$7.57
Tax Rate Change			0.98%

*Assessed valuation is subject to change.

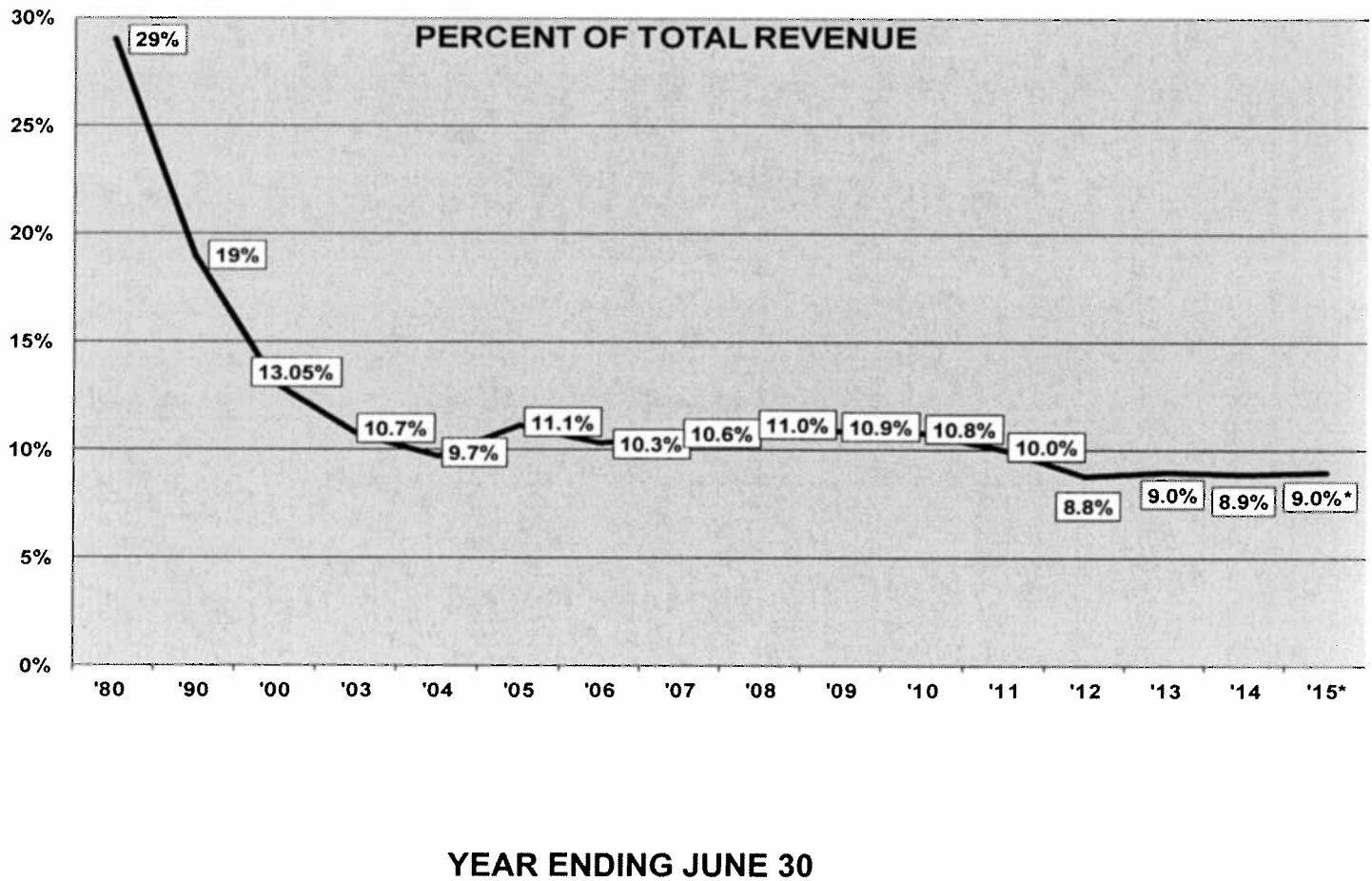
PROPOSED REVENUE SOURCES

2014-2015



REVENUE	2013-2014 ADOPTED BUDGET	2014-2015 PROPOSED BUDGET
TOTAL STATE AID	\$3,926,468	\$4,037,700
MISC. RECEIPTS	\$1,192,000	\$1,190,000
APPROPRIATED BALANCES	\$2,400,000	\$2,550,000
PROPERTY TAXES	\$36,377,024	\$36,824,212
TOTAL APPROPRIATIONS	\$43,895,492	\$44,601,912

STATE AID



* 14-15 is Projected

REVENUE SUMMARY

REVENUE	2013-14 ADOPTED BUDGET	2014-15 PROPOSED BUDGET
Other Charges - Custodial Fees	\$30,000	\$30,000
Day School Tuition	\$125,000	\$125,000
Tuition Other Districts	\$200,000	\$200,000
Medicaid Reimbursement	\$50,000	\$50,000
Interest on Deposits & Investments	\$40,000	\$40,000
Other Student Fees/Drivers Ed	\$70,000	\$70,000
Admissions From Individuals-Theater	\$17,000	\$19,000
Borderline Properties	\$65,000	\$61,000
Unclassified Revenues	\$185,000	\$185,000
Sales Tax	\$410,000	\$410,000
State Aid - Foundation	\$2,766,630	\$2,792,750
- Building	\$472,698	\$493,441
- BOCES	\$564,959	\$625,000
- Textbooks	\$122,181	\$126,509
State Aid -Total	\$3,926,468	\$4,037,700
 TOTAL REVENUE OTHER THAN REAL PROPERTY	 \$5,118,468	 \$5,227,700
 TRANSFER FROM DEBT SERVICE FUND	 \$150,000	 \$100,000
 APPROPRIATED FUND BALANCE	 \$1,600,000	 \$1,800,000
 RETIREMENT RESERVE	 \$350,000	 \$350,000
 RESERVE FOR TAX CERTIORARI	 \$300,000	 \$300,000
 AMOUNT TO BE RAISED BY PROPERTY TAXES	 <u>\$36,377,024</u>	 <u>\$36,824,212</u>
 TOTAL REVENUE	 \$43,895,492	 \$44,601,912

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

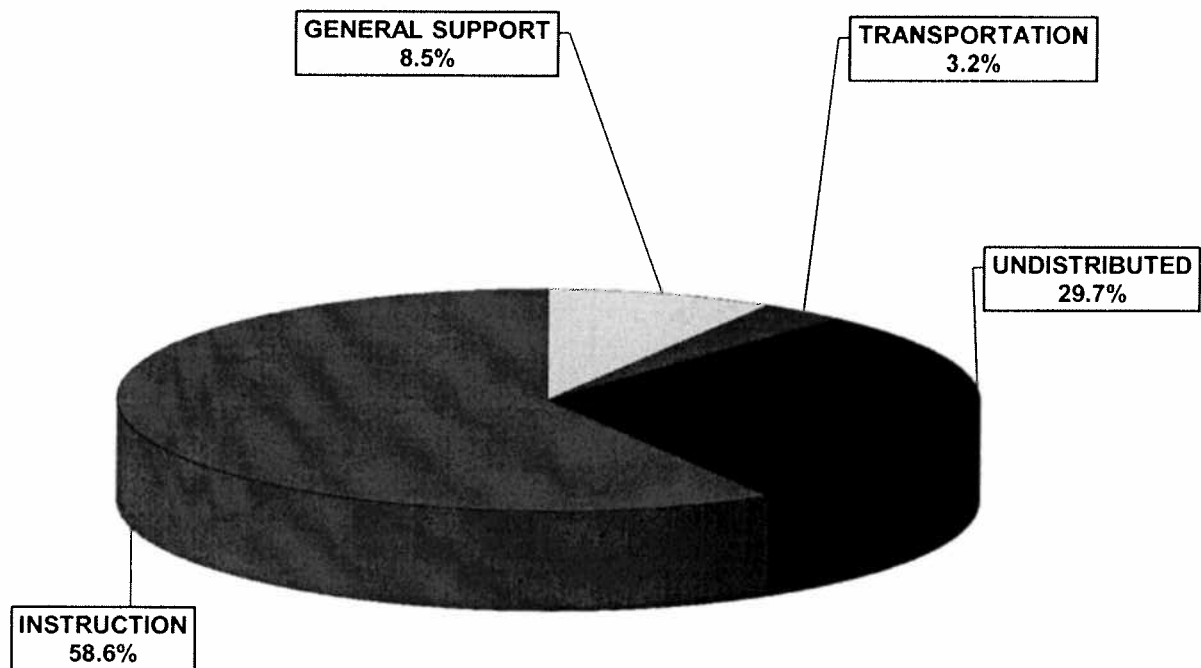
Transportation includes bus transportation that is provided for in-district students, interscholastic athletics, special education and private and parochial students. Pupil transportation is provided by companies with whom the district has a contractual agreement.

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

2014-2015



APPROPRIATIONS	2013-2014 ADOPTED BUDGET	2014-2015 PROPOSED BUDGET
GENERAL SUPPORT	\$3,652,910	\$3,806,574
INSTRUCTION	\$25,808,947	\$26,144,832
TRANSPORTATION	\$1,404,500	\$1,420,667
UNDISTRIBUTED	\$13,029,135	\$13,229,839
TOTAL APPROPRIATIONS	\$43,895,492	\$44,601,912

EXPENDITURE SUMMARY

	2013-2014 ADOPTED BUDGET	2014-15 PRELIMINARY BUDGET
GENERAL SUPPORT		
Board of Education	\$48,862	\$63,650
Central Administration	\$416,174	\$428,351
Finance	\$529,200	\$548,200
Legal	\$130,000	\$130,000
Personnel	\$12,500	\$8,000
Public Information	\$63,000	\$55,500
Central Services		
Operations	\$1,730,890	\$1,871,026
Maintenance	\$360,284	\$331,500
Special Items	\$362,000	\$370,347
TOTAL GENERAL SUPPORT	\$3,652,910	\$3,806,574
INSTRUCTION		
Curriculum Development	\$197,108	\$201,734
Supervision	\$1,416,505	\$1,396,692
Teaching	\$14,149,504	\$14,442,551
Special Education	\$5,844,625	\$5,804,994
Teaching Special Schools	\$70,000	\$60,000
Instructional Media	\$329,120	\$336,443
Technology	\$943,308	\$999,583
Pupil Services:		
Guidance	\$974,746	\$1,000,589
Health	\$293,500	\$300,730
Psychological Services	\$560,530	\$515,070
Co-curricular Activities	\$347,632	\$378,120
Interscholastic Athletics	\$682,369	\$708,326
TOTAL INSTRUCTION	\$25,808,947	\$26,144,832

EXPENDITURE SUMMARY

	2013-2014 ADOPTED BUDGET	2014-15 PRELIMINARY BUDGET
TRANSPORTATION	\$1,404,500	\$1,420,667
UNDISTRIBUTED		
Employee Benefits	\$11,442,120	\$12,033,417
Debt Service	\$1,487,015	\$1,101,422
Interfund Transfer	\$100,000	\$95,000
TOTAL UNDISTRIBUTED	\$13,029,135	\$13,229,839
TOTAL EXPENDITURES	\$43,895,492	\$44,601,912

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 2014-15**

FUNCTION	CATEGORY	2012-13 ACTUAL EXPENDITURES	2013-14 ADOPTED BUDGET	2014-15 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
GENERAL SUPPORT						
<u>BOARD OF EDUCATION</u>						
1010.400	Contract Services					
	Conferences	\$1,433	\$1,500	\$1,500	\$0	0.00%
	Memberships	\$13,472	\$14,000	\$18,000	\$4,000	28.57%
	Policy/Regulation Review	\$4,800	\$2,500	\$4,500	\$2,000	80.00%
		<u>\$19,705</u>	<u>\$18,000</u>	<u>\$24,000</u>	<u>\$6,000</u>	<u>33.33%</u>
1010.450	Supplies	\$339	\$350	\$350	\$0	0.00%
1040.160	District Clerk	\$11,265	\$12,000	\$14,300	\$2,300	19.17%
	Deputy Treasurer	\$5,622	\$5,512	\$6,000	\$488	8.85%
		<u>\$16,887</u>	<u>\$17,512</u>	<u>\$20,300</u>	<u>\$2,788</u>	<u>15.92%</u>
1040.400	Contract Services	\$8,032	\$13,000	\$19,000	\$6,000	46.15%
	Voting Machines					
TOTAL BOARD OF EDUCATION						
		\$44,963	\$48,862	\$63,650	\$14,788	30.26%
<u>CENTRAL ADMINISTRATION</u>						
1240.150	Central Office Administration	\$235,000	\$235,000	\$239,700	\$4,700	2.00%
1240.160	Non-Instr. Salaries	\$159,693	\$166,174	\$173,651	\$7,477	4.50%
1240.400	Contract Services	\$12,433	\$13,000	\$13,000	\$0	0.00%
1240.450	Supplies	\$1,039	\$2,000	\$2,000	\$0	0.00%
TOTAL CHIEF SCHOOL ADMINISTRATOR						
		\$408,165	\$416,174	\$428,351	\$12,177	2.93%
<u>FINANCE</u>						
1310.160	Business Non-Instructional Salaries	\$420,359	\$421,200	\$437,200	\$16,000	3.80%
1310.400	Contract Services					
	Business Office (Includes GASB 45 actuary)	\$31,718	\$35,000	\$35,000	\$0	0.00%
	Third Party Administration (Flex Plan & TSA)	\$6,000	\$6,000	\$6,000	\$0	0.00%
	Investigation	\$2,959	\$2,500	\$2,500	\$0	0.00%
		<u>\$40,677</u>	<u>\$43,500</u>	<u>\$43,500</u>	<u>\$0</u>	<u>0.00%</u>
1310.450	Supplies		\$4,000	\$4,000	\$0	0.00%
1320.400	Auditing					
	External Auditor	\$36,000	\$35,000	\$38,000	\$3,000	0.00%
	Internal Auditor	\$25,819	\$20,000	\$20,000	\$0	5.45%
		<u>\$61,819</u>	<u>\$55,000</u>	<u>\$58,000</u>		
1320.410	Internal Claims Auditor	\$5,150	\$5,500	\$5,500	\$0	0.00%
TOTAL FINANCE						
		\$528,005	\$529,200	\$548,200	\$19,000	3.59%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2014-15**

FUNCTION	CATEGORY	2012-13 ACTUAL EXPENDITURES	2013-14 ADOPTED BUDGET	2014-15 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>LEGAL</u>						
1420.400	Legal Representation	\$31,970	\$55,000	\$55,000	\$0	0.00%
	Litigation	\$62,736	\$75,000	\$75,000	\$0	0.00%
TOTAL LEGAL		\$94,706	\$130,000	\$130,000	\$0	0.00%
<u>PERSONNEL</u>						
1430.400	Personnel Contract Services	\$1,735	\$1,500	\$2,000	\$500	33.33%
1430.450	Supplies	\$780	\$1,000	\$1,000	\$0	0.00%
1430.490	Recruitment	\$125	\$10,000	\$5,000	(\$5,000)	(50.00%)
TOTAL PERSONNEL		\$2,640	\$12,500	\$8,000	(\$4,500)	(36.00%)
<u>PUBLIC INFORMATION</u>						
1480.160	Public Information Salary	\$32,190	\$54,000	\$49,500	(\$4,500)	(8.33%)
1480.400	Contract Services-Newsletter	\$2,000	\$7,500	\$5,000	(\$2,500)	(33.33%)
1480.450	Supplies	\$150	\$1,500	\$1,000	(\$500)	(33.33%)
TOTAL PUBLIC INFORMATION		\$34,340	\$63,000	\$55,500	(\$7,500)	(11.90%)

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 2014-15**

FUNCTION	CATEGORY	2012-13 ACTUAL EXPENDITURES	2013-14 ADOPTED BUDGET	2014-15 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>OPERATIONS</u>						
1620.160	Non-Instr. Salaries	\$924,937	\$963,390	\$1,001,926	\$38,536	4.00%
	Overtime/Summer	\$141,062	\$165,000	\$170,280	\$5,280	3.20%
		\$1,065,999	\$1,128,390	\$1,172,206	\$43,816	3.88%
1620.200	Equipment	\$19,171	\$15,000	\$10,000	(\$5,000)	(33.33%)
1620.400	Contract Services					
	Maintenance Contract	\$318,072	\$60,000	\$60,000	\$0	0.00%
	Fuel Oil/Gas	\$144,520	\$130,000	\$150,000	\$20,000	15.38%
	Electricity	\$199,693	\$170,000	\$215,820	\$45,820	26.95%
	Telephone	\$32,248	\$12,500	\$25,000	\$12,500	100.00%
	Water	\$60,565	\$42,000	\$55,000	\$13,000	30.95%
	Unscheduled Repairs	\$75,898	\$40,000	\$35,000	(\$5,000)	(12.50%)
		\$830,996	\$454,500	\$540,820	\$86,320	18.99%
1620.450	Supplies	\$130,900	\$85,000	\$80,000	(\$5,000)	(5.88%)
1620.490	BOCES					
	Telephone	\$30,054	\$40,000	\$40,000	\$0	0.00%
	Services	\$40,750	\$8,000	\$28,000	\$20,000	250.00%
		\$70,804	\$48,000	\$68,000	\$20,000	41.67%
TOTAL OPERATIONS		\$2,117,870	\$1,730,890	\$1,871,026	\$140,136	8.10%
<u>MAINTENANCE</u>						
1621.160	Non-Inst. Salaries	\$151,573	\$153,284	\$149,500	(\$3,784)	(2.47%)
	Overtime	\$22,785	\$30,000	\$25,000	(\$5,000)	(16.67%)
		\$174,358	\$183,284	\$174,500	(\$8,784)	(4.79%)
1621.200	Equipment	\$20,972	\$10,000	\$10,000	\$0	0.00%
1621.400	Contract Services					
	Grounds Upkeep	\$117,298	\$50,000	\$50,000	\$0	0.00%
	Repair District-Wide	\$57,733	\$50,000	\$30,000	(\$20,000)	(40.00%)
	Alarm System	\$3,154	\$12,000	\$12,000	\$0	0.00%
	Building Repairs	\$589,370	\$35,000	\$35,000	\$0	0.00%
	Boiler System	\$46,148	\$20,000	\$20,000	\$0	0.00%
		\$813,703	\$167,000	\$147,000	(\$20,000)	(11.98%)
TOTAL MAINTENANCE		\$1,009,033	\$360,284	\$331,500	(\$28,784)	(7.99%)
TOTAL MAINTENANCE & OPERATIONS		\$3,126,903	\$2,091,174	\$2,202,526	\$111,352	5.32%

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 2014-15**

FUNCTION	CATEGORY	2012-13 ACTUAL EXPENDITURES	2013-14 ADOPTED BUDGET	2014-15 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	<u>SPECIAL ITEMS</u>					
1910.400	Insurance	\$153,050	\$165,000	\$165,000	\$0	0.00%
1950.400	Assessments: Greenburgh	\$50,751	\$52,000	\$53,000	\$1,000	1.92%
1964.400	Refund of Real Property Tax	\$312,999	\$0	\$0	\$0	0.00%
1981.490	BOCES Administrative Charges	\$141,065	\$145,000	\$152,347	\$7,347	5.07%
	TOTAL SPECIAL ITEMS	\$657,865	\$362,000	\$370,347	\$8,347	2.31%
	TOTAL GENERAL SUPPORT	\$4,897,587	\$3,652,910	\$3,806,574	\$153,664	4.21%

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 2014-15**

FUNCTION	CATEGORY	2012-13 ACTUAL EXPENDITURES	2013-14 ADOPTED BUDGET	2014-15 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>CURRICULUM DEVELOPMENT</u>						
2010.150	Director of Curriculum, Instruction and Personnel	\$150,973	\$153,992	\$157,072	\$3,080	2.00%
2010.160	Non-Instructional Salary	\$32,078	\$33,116	\$34,662	\$1,546	4.67%
2010.400	Director of CIP -Contractual	\$5,305	\$5,000	\$5,000	\$0	0.00%
2010.450	Director of CIP -Supplies	\$4,986	\$5,000	\$5,000	\$0	0.00%
TOTAL CURRICULUM DEVELOPMENT		\$193,342	\$197,108	\$201,734	\$4,626	2.35%
<u>SUPERVISION</u>						
2020.150	Professional	\$898,921	\$929,899	\$938,256	\$8,357	0.90%
2020.160	Non-Instructional Salaries	\$350,465	\$389,581	\$361,911	(\$27,670)	(7.10%)
2020.160	Clerical subs/nurse subs/TA Subs	\$49,263	\$60,000	\$60,000	\$0	0.00%
	Total - Non Instructional	\$399,728	\$449,581	\$421,911	(\$27,670)	(6.15%)
2020.400	Contract Services					
	Elementary	\$2,885	\$4,000	\$3,500	(\$500)	(12.50%)
	Middle School	\$2,845	\$6,000	\$6,000	\$0	0.00%
	High School	\$6,062	\$10,025	\$10,025	\$0	0.00%
		\$11,792	\$20,025	\$19,525	(\$500)	(2.50%)
2020.450	Supplies					
	Elementary	\$6,020	\$6,000	\$6,000	\$0	0.00%
	Middle School	\$1,588	\$2,500	\$2,500	\$0	0.00%
	High School	\$8,236	\$8,500	\$8,500	\$0	0.00%
		\$15,844	\$17,000	\$17,000	\$0	0.00%
TOTAL SUPERVISION		\$1,326,285	\$1,416,505	\$1,396,692	(\$19,813)	(1.40%)

Teaching

Included are proposed expenditures for the general school program.

Salaries

This category includes salaries for regular education teachers K-12. There is .2 FTE a reduction in Professional staff, Science, due to a decrease in enrollment. There is also a reduction of .7 FTE in Office Support.

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.

Non-Instructional Salaries

This category includes salaries for clerical workers and teacher aides.

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.

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 2014-15**

FUNCTION	CATEGORY	2012-13 ACTUAL EXPENDITURES	2013-14 ADOPTED BUDGET	2014-15 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
TEACHING						
2110.120	K-6 Instructional Salaries	\$5,225,183	\$5,362,784	\$5,429,393	\$66,609	1.24%
2110.130	7-12 Instructional Salaries/Chairperson	\$6,636,554	\$6,841,201	\$6,901,377	\$60,176	0.88%
2110.140	Substitutes	\$182,600	\$200,000	\$200,000	\$0	0.00%
2110.141	Leave Replacements	\$116,473	\$250,000	\$250,000	\$0	0.00%
2110.150	Curriculum Development	\$17,030	\$15,000	\$25,000	\$10,000	66.67%
2110.151	Staff Development	\$33,413	\$30,000	\$30,000	\$0	0.00%
2110.160	Non-Instructional Salaries	\$500,887	\$415,282	\$468,000	\$52,718	12.69%
2110.200	Equipment- Furniture	\$15,759	\$22,000	\$25,000	\$3,000	13.64%
	Equipment-Elementary	\$3,864	\$4,000	\$8,000	\$4,000	100.00%
	Equipment-High School	\$9,537	\$8,800	\$8,800	\$0	0.00%
		\$29,160	\$34,800	\$41,800	\$7,000	20.11%
2110.400	Contract Services					
	District Test Scoring	\$68,752	\$60,000	\$60,000	\$0	0.00%
	Elementary	\$9,949	\$10,000	\$8,000	(\$2,000)	(20.00%)
	Middle School Departments	\$4,232	\$11,949	\$12,383	\$434	3.63%
	Middle School Professional Development		\$65,000	\$90,000	\$25,000	38.46%
	High School					
	Departments	\$7,390	\$18,690	\$19,380	\$690	3.69%
	Graduation	\$11,239	\$11,600	\$13,000	\$1,400	12.07%
	Handbook	\$6,847	\$4,200	\$4,200	\$0	0.00%
	Mentoring	\$3,493	\$2,600	\$2,600	\$0	0.00%
	Tristate Consortium	\$13,180	\$14,000	\$14,000	\$0	0.00%
	Sup't Conference Days	\$2,997	\$3,000	\$3,000	\$0	0.00%
	Staff Development	\$2,685	\$20,000	\$20,000	\$0	0.00%
	Arts in Education	\$4,722	\$6,500	\$6,500	\$0	0.00%
	Westchester Teacher Center	\$15,680	\$17,000	\$17,000	\$0	0.00%
	Cultural Arts Program	\$3,600	\$5,000	\$5,000	\$0	0.00%
	Annual Cost Copiers	\$141,457	\$140,000	\$142,000	\$2,000	1.43%
	District Mailing	\$25,270	\$28,000	\$25,000	(\$3,000)	(10.71%)
	Equipment (Printing/Mailing)	\$5,131	\$5,000	\$5,000	\$0	0.00%
		\$326,624	\$422,539	\$447,063	\$24,524	5.80%
2110.450	Supplies					
	Paper- District Copiers	\$92,676	\$60,000	\$65,000	\$5,000	8.33%
	Curriculum Supplies	\$3,620	\$0	\$0	\$0	0.00%
	Elementary	\$38,464	\$43,075	\$55,650	\$12,575	29.19%
	Middle School	\$45,077	\$53,552	\$51,668	(\$1,884)	(3.52%)
	High School	\$46,625	\$52,207	\$54,050	\$1,843	3.53%
		\$226,462	\$208,834	\$226,368	\$17,534	8.40%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2014-15**

FUNCTION	CATEGORY	2012-13 ACTUAL EXPENDITURES	2013-14 ADOPTED BUDGET	2014-15 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
2110.480	Textbooks					
	District Curriculum-Math		\$0	\$20,000	\$20,000	0.00%
	District Curriculum-Literacy	\$22,537	\$0	\$0	\$0	0.00%
	District Curriculum-Foriegn Language	\$903	\$0	\$20,000	\$20,000	0.00%
	Elementary	\$24,480	\$26,500	\$15,000	(\$11,500)	(43.40%)
	Middle School	\$18,770	\$24,270	\$22,770	(\$1,500)	(6.18%)
	High School	\$43,457	\$28,194	\$26,780	(\$1,414)	(5.02%)
	Non-Public	\$4,552	\$0	\$5,000	\$5,000	0.00%
		\$114,699	\$78,964	\$109,550	\$30,586	38.73%
2110.490	BOCES					
	Occupational Education	\$42,695	\$110,100	\$124,000	\$13,900	12.62%
	Walkabout/Alternative/GED	\$0	\$32,500	\$32,500	\$0	0.00%
	BOCES Staff Development	\$97,183	\$10,000	\$20,000	\$10,000	100.00%
	Institute Excellence	\$375	\$2,500	\$2,500	\$0	0.00%
	Information and Administrative Mgt. Services	\$97,619	\$135,000	\$135,000	\$0	0.00%
		\$237,872	\$290,100	\$314,000	\$23,900	8.24%
TOTAL TEACHING		\$13,646,957	\$14,149,504	\$14,442,551	\$293,047	2.07%

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 2014-15 summer school program are shown in the Interfund Transfer - Special Aid Fund as required by the State Education Department.

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 2014-15**

FUNCTION	CATEGORY	2012-13 ACTUAL EXPENDITURES	2013-14 ADOPTED BUDGET	2014-15 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	<u>SPECIAL EDUCATION</u>					
2250.150	Instructional Salaries	\$2,712,201	\$3,029,322	\$3,037,539	\$8,217	0.27%
2250.160	Non-Instructional Salary	\$646,410	\$798,000	\$826,126	\$28,126	3.52%
2250.200	Equipment	\$4,284	\$4,000	\$7,000	\$3,000	75.00%
2250.400	Contract Services District (includes District based related services)	\$244,832	\$260,000	\$271,000	\$11,000	4.23%
		\$244,832	\$260,000	\$271,000	\$11,000	4.23%
2250.450	Supplies Special Education	\$22,041	\$15,800	\$15,800	\$0	0.00%
		\$22,041	\$15,800	\$15,800	\$0	0.00%
2250.470	Tuition and Related Services	\$694,314	\$890,736	\$1,216,637	\$325,901	36.59%
	County Maintenance	\$77,257	\$128,179	\$50,000	(\$78,179)	(60.99%)
	Homebound Tutoring	\$260	\$15,000	\$15,000	\$0	0.00%
	Settlements	\$0	\$50,000	\$50,000	\$0	0.00%
		\$771,831	\$1,083,915	\$1,331,637	\$247,722	22.85%
2250.480	Textbooks	\$4,530	\$5,000	\$5,000	\$0	0.00%
		\$4,530	\$5,000	\$5,000	\$0	0.00%
2250.490	BOCES Tuition & Related Services	\$516,747	\$648,588	\$310,892	(\$337,696)	(52.07%)
		\$516,747	\$648,588	\$310,892	(\$337,696)	(52.07%)
TOTAL SPECIAL EDUCATION		\$4,922,876	\$5,844,625	\$5,804,994	(\$39,631)	(0.68%)

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 2014-15**

FUNCTION	CATEGORY	2012-13 ACTUAL EXPENDITURES	2013-14 ADOPTED BUDGET	2014-15 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>TEACHING SPECIAL SCHOOLS</u>						
2330.400	Drivers Education Contractual	\$40,763	\$70,000	\$60,000	(\$10,000)	(14.29%)
TOTAL TEACHING SPECIAL SCHOOLS		\$40,763	\$70,000	\$60,000	(\$10,000)	(14.29%)
<u>INSTRUCTIONAL MEDIA</u>						
2610.150	Instructional Salaries	\$175,021	\$181,042	\$185,525	\$4,483	2.48%
2610.160	Non-Instructional Salaries	\$98,291	\$98,000	\$100,400	\$2,400	2.45%
2610.200	Equipment					
	Elementary AV	\$1,000	\$1,000	\$1,000	\$0	0.00%
	Middle School AV	\$4,566	\$3,460	\$3,500	\$40	1.16%
	High School AV	\$3,661	\$3,000	\$3,400	\$400	13.33%
		<u>\$9,227</u>	<u>\$7,460</u>	<u>\$7,900</u>	<u>\$440</u>	<u>5.90%</u>
2610.400	Contract Services					
	Elementary AV	\$1,279	\$1,000	\$1,000	\$0	0.00%
	Middle School AV	\$1,572	\$985	\$985	\$0	0.00%
	High School AV	\$150	\$150	\$150	\$0	0.00%
	Middle School Library	\$1,705	\$2,209	\$2,209	\$0	0.00%
	High School Library	\$3,824	\$4,226	\$4,226	\$0	0.00%
		<u>\$8,530</u>	<u>\$8,570</u>	<u>\$8,570</u>	<u>\$0</u>	<u>0.00%</u>
2610.450	Supplies					
	Elementary AV	\$200	\$1,000	\$1,000	\$0	0.00%
	Middle School AV	\$2,607	\$2,706	\$2,706	\$0	0.00%
	High School AV	\$819	\$750	\$750	\$0	0.00%
	Elementary Library	\$519	\$575	\$575	\$0	0.00%
	Middle School Library	\$231	\$1,574	\$1,574	\$0	0.00%
	High School Library	\$5	\$375	\$375	\$0	0.00%
		<u>\$4,381</u>	<u>\$6,980</u>	<u>\$6,980</u>	<u>\$0</u>	<u>0.00%</u>
2610.460	Books - Library Program	\$24,885	\$27,068	\$27,068	\$0	0.00%
TOTAL INSTRUCTIONAL MEDIA		\$320,335	\$329,120	\$336,443	\$7,323	2.23%

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.

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 2014-15**

FUNCTION	CATEGORY	2012-13 ACTUAL EXPENDITURES	2013-14 ADOPTED BUDGET	2014-15 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	<u>TECHNOLOGY</u>					
	<u>INSTRUCTIONAL TECHNOLOGY</u>					
2630.150	Instructional Salaries	\$35,750	\$84,150	\$85,833	\$1,683	2.00%
2630.160	Non-Instructional Salaries	\$104,844	\$123,158	\$127,000	\$3,842	3.12%
2630.400	Contract Services	\$139,391	\$20,000	\$35,000	\$15,000	75.00%
2630.450	Supplies	\$11,560	\$11,000	\$11,500	\$500	4.55%
2630.460	Software Supplies	\$35,141	\$55,000	\$55,000	\$0	0.00%
2630.490	Computer Repairs	\$167	\$5,000	\$5,000	\$0	0.00%
2630.490	BOCES Local Area Network	\$759,757	\$420,000	\$437,750	\$17,750	4.23%
2630.490	BOCES Equipment Lease	\$117,012	\$150,000	\$165,000	\$15,000	10.00%
	INSTRUCTIONAL TECHNOLOGY	\$1,203,622	\$868,308	\$922,083	\$53,775	6.19%
	<u>STUDENT SUPPORT SYSTEM</u>					
	<u>ADMINISTRATIVE TECHNOLOGY</u>					
2630.400	BOCES Charges/Network Support	\$54,394	\$75,000	\$77,500	\$2,500	3.33%
	STUDENT SUPPORT SYSTEM					
	ADMINISTRATIVE TECHNOLOGY	\$54,394	\$75,000	\$77,500	\$2,500	3.33%
	TOTAL TECHNOLOGY	\$1,258,016	\$943,308	\$999,583	\$56,275	5.97%

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 4.8 school psychologists. There is a decrease due to the retirement of one school psychologist with the replacement making a lower salary.

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 2014-15**

FUNCTION	CATEGORY	2012-13 ACTUAL EXPENDITURES	2013-14 ADOPTED BUDGET	2014-15 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>PUPIL SERVICES - GUIDANCE</u>						
2810.150	Instructional Salaries	\$754,693	\$812,346	\$832,654	\$20,308	2.50%
	Summer Work	\$29,164	\$30,500	\$32,500	\$2,000	6.56%
	Total Instructional Salaries	\$783,857	\$842,846	\$865,154	\$22,308	2.65%
2810.160	Non-Instructional Salaries	\$97,434	\$107,500	\$110,235	\$2,735	2.54%
2810.400	Contract Services					
	Middle School	\$394	\$1,000	\$1,800	\$800	80.00%
	High School	\$4,253	\$4,500	\$4,500	\$0	0.00%
		\$4,647	\$5,500	\$6,300	\$800	14.55%
2810.450	Supplies					
	Middle School	\$885	\$1,400	\$1,400	\$0	0.00%
	High School	\$3,790	\$4,000	\$4,000	\$0	0.00%
	Total Supplies	\$4,675	\$5,400	\$5,400	\$0	0.00%
2810.470	Homebound Instruction	\$10,908	\$10,000	\$10,000	\$0	0.00%
2810.490	BOCES/Naviance & Discover	\$3,485	\$3,500	\$3,500	\$0	0.00%
TOTAL PUPIL SERVICES - GUIDANCE		\$905,006	\$974,746	\$1,000,589	\$25,843	2.65%
<u>PUPIL SERVICES - HEALTH</u>						
2815.160	Salaries					
	Nurses	\$222,247	\$220,000	\$229,230	\$9,230	4.20%
	Summer Work	\$2,310	\$7,500	\$8,000	\$500	6.67%
	Doctor	\$12,846	\$15,000	\$16,000	\$1,000	6.67%
2815.400	Health Services - Other Districts	\$31,793	\$42,000	\$38,500	(\$3,500)	(8.33%)
2815.450	Supplies	\$6,406	\$9,000	\$9,000	\$0	0.00%
TOTAL PUPIL SERVICES - HEALTH		\$275,602	\$293,500	\$300,730	\$7,230	2.46%
<u>PUPIL SERVICES - PSYCHOLOGIST</u>						
2820.150	Instructional Salaries	\$543,133	\$546,830	\$501,570	(\$45,260)	(8.28%)
	Summer Work		\$6,000	\$6,000	\$0	0.00%
	Total Instructional Salaries	\$543,133	\$552,830	\$507,570	(\$45,260)	(8.19%)
2820.400	Contract Services					
	Elementary	\$290	\$1,000	\$1,000	\$0	0.00%
	Middle School	\$500	\$500	\$500	\$0	0.00%
	High School		\$500	\$500	\$0	0.00%
		\$790	\$2,000	\$2,000	\$0	0.00%
2820.450	Supplies					
	Elementary	\$1,711	\$1,900	\$1,700	(\$200)	(10.53%)
	Middle School	\$1,905	\$1,900	\$1,900	\$0	0.00%
	High School	\$1,898	\$1,900	\$1,900	\$0	0.00%
		\$5,514	\$5,700	\$5,500	(\$200)	(3.51%)
TOTAL PUPIL SERVICES - PSYCHOLOGIST		\$549,437	\$560,530	\$515,070	(\$45,460)	(8.11%)

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

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2014-15**

FUNCTION	CATEGORY	2012-13 ACTUAL EXPENDITURES	2013-14 ADOPTED BUDGET	2014-15 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>CO-CURRICULAR ACTIVITIES</u>						
2850.150	Co-Curricular Salaries	\$265,386	\$294,580	\$305,325	\$10,745	3.65%
2850.400	Contract Services	\$21,319	\$22,500	\$24,000	\$1,500	6.67%
	Elementary	\$815	\$0	\$0	\$0	#N/A
	Hillside Theater	\$2,023	\$0	\$3,500	\$3,500	0.00%
	Middle School	\$9,455	\$9,552	\$9,552	\$0	0.00%
	Middle School Theater	\$6,149	\$0	\$6,000	\$6,000	0.00%
	High School	\$29,973	\$16,000	\$14,600	(\$1,400)	(8.75%)
	High School Theater	\$5,712	\$0	\$9,143	\$9,143	0.00%
	Community Service	\$0	\$5,000	\$6,000	\$1,000	20.00%
		\$75,446	\$53,052	\$72,795	\$19,743	37.21%
TOTAL CO-CURRICULAR ACTIVITIES		\$340,832	\$347,632	\$378,120	\$30,488	8.77%
<u>INTERSCHOLASTIC ATHLETICS</u>						
2855.150	Salaries					
	Athletic Director	\$85,954	\$92,312	\$94,158	\$1,846	2.00%
	Coaching	\$251,112	\$293,550	\$309,920	\$16,370	5.58%
	Intramurals	\$11,270	\$15,000	\$15,000	\$0	0.00%
	Timers, Security	\$16,613	\$13,500	\$13,500	\$0	0.00%
		\$364,949	\$414,362	\$432,578	\$18,216	4.40%
2855.160	Non-Instructional Salary	\$67,630	\$45,670	\$47,725	\$2,055	4.50%
2855.200	Equipment MS/HS	\$22,058	\$20,874	\$21,000	\$126	0.60%
2855.400	Contract Services					
	Games Supervision	\$1,435	\$2,000	\$2,000	\$0	0.00%
	Cleaning/Repairs	\$13,065	\$15,090	\$16,000	\$910	6.03%
	Fees	\$7,931	\$8,161	\$8,000	(\$161)	(1.97%)
	Dues	\$2,976	\$3,000	\$3,000	\$0	0.00%
	Officials	\$2,941	\$9,789	\$12,000	\$2,211	22.59%
	Sports Trainer	\$24,040	\$30,000	\$30,000	\$0	0.00%
	Quad Village-Merged Sports	\$13,094	\$10,000	\$15,000	\$5,000	50.00%
	Middle School Athletics	\$4,020	\$0	\$0	\$0	#N/A
		\$69,502	\$78,040	\$86,000	\$7,960	10.20%
2855.450	Supplies	\$57,187	\$48,423	\$51,023	\$2,600	5.37%
2855.490	BOCES Interscholastic Services	\$66,698	\$75,000	\$70,000	(\$5,000)	(6.67%)
TOTAL INTERSCHOLASTIC ATHLETICS		\$648,024	\$682,369	\$708,326	\$25,957	3.80%
TOTAL INSTRUCTION						
		\$24,427,475	\$25,808,947	\$26,144,832	\$335,885	1.30%

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 2014-15**

FUNCTION	CATEGORY	2012-13 ACTUAL EXPENDITURES	2013-14 ADOPTED BUDGET	2014-15 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	TRANSPORTATION					
5510.160	In-District Salary	\$18,363	\$18,000	\$19,667	\$1,667	9.26%
5540.400	Out of District Consortium	\$772,649	\$925,000	\$945,000	\$20,000	2.16%
5540.400	In-District Contract	\$251,293	\$278,000	\$278,000	\$0	0.00%
5540.400	Sports	\$116,332	\$131,000	\$138,000	\$7,000	5.34%
5540.490	BOCES Sp. Ed. Transportation	\$11,221	\$50,000	\$35,000	(\$15,000)	(30.00%)
5550.400	Public Service	\$400	\$2,500	\$5,000	\$2,500	100.00%
TOTAL TRANSPORTATION		\$1,170,258	\$1,404,500	\$1,420,667	\$16,167	1.15%

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 20.1%.

Teacher Retirement System (TRS)

The program is financed by a district contribution to a six-tier system. The TRS rate has increased slightly with the contribution going from 16.5% to 17.53% in 2014-15.

Social Security

For the calendar year 2014, the social security tax rate will remain at 7.65%. For the calendar year 2014, the maximum wage subject to the social security tax will increase from \$113,700 to \$117,000. 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 5.0% for 2014-15.

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 2014-15**

FUNCTION	CATEGORY	2012-13 ACTUAL EXPENDITURES	2013-14 ADOPTED BUDGET	2014-15 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	UNDISTRIBUTED EXPENSES					
	<u>EMPLOYEE BENEFITS</u>					
9010.800	Non-Teacher Retirement	\$721,504	\$915,000	\$935,275	\$20,275	2.22%
9020.800	Teacher Retirement	\$2,120,967	\$3,186,000	\$3,506,664	\$320,664	10.06%
9030.800	Social Security	\$1,624,509	\$1,710,000	\$1,765,000	\$55,000	3.22%
9040.800	Workers' Compensation	\$142,292	\$153,135	\$154,877	\$1,742	1.14%
9045.800	Life Insurance	\$8,180	\$10,000	\$12,000	\$2,000	20.00%
9050.800	Unemployment Insurance	-\$4,675	\$50,000	\$35,000	(\$15,000)	(30.00%)
9060.800	Health Insurance	\$4,016,875	\$5,082,500	\$5,281,101	\$198,601	3.91%
9070.800	CSEA Welfare Fund	\$71,625	\$76,000	\$76,000	\$0	0.00%
9070.800	HTA Welfare Fund	\$240,992	\$241,000	\$249,000	\$8,000	3.32%
9089.490	Employee Assistance Program		\$6,500	\$6,000	(\$500)	(7.69%)
9089.800	Employee Benefits Other - TSA	\$11,750	\$11,985	\$12,500	\$515	4.30%
	TOTAL EMPLOYEE BENEFITS	\$8,954,019	\$11,442,120	\$12,033,417	\$591,297	5.17%

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.

Special Aid Fund

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2014-15**

FUNCTION	CATEGORY	2012-13 ACTUAL EXPENDITURES	2013-14 ADOPTED BUDGET	2014-15 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>DEBT SERVICE</u>						
9711.600	Principal - Serial Bonds					
	- Capital Improvement 2001		\$875,000	\$860,000	(\$15,000)	(1.71%)
	- Refunding 2011		\$340,000	\$0	(\$340,000)	(100.00%)
9711.700	Interest - Serial Bonds					
	- Capital Improvement 2001		\$111,613	\$90,200	(\$21,413)	(19.19%)
	- Refunding 2011		\$9,180	\$0	(\$9,180)	(100.00%)
9785.600	Principal - Installment Purchase Debt		\$151,222	\$151,222	\$0	0.00%
TOTAL DEBT SERVICE		\$1,586,126	\$1,487,015	\$1,101,422	(\$385,593)	(25.93%)
<u>INTERFUND TRANSFERS</u>						
9950.000	Capital Fund - Regular	\$50,000	\$50,000	\$50,000	\$0	0.00%
	Special Aid Fund	\$43,579	\$50,000	\$45,000	(\$5,000)	(10.00%)
TOTAL INTERFUND TRANSFER		\$93,579	\$100,000	\$95,000	(\$5,000)	(5.00%)
TOTAL UNDISTRIBUTED		\$10,633,724	\$13,029,135	\$13,229,839	\$200,704	1.54%
TOTAL GENERAL FUND BUDGET		\$41,129,044	\$43,895,492	\$44,601,912	\$706,420	1.61%

PROPOSED COMPONENT BUDGET 2014-2015

	2014-15 <u>PROPOSED</u> <u>BUDGET</u>	2014-15 <u>ADMIN</u>	2014-15 <u>PROGRAM</u>	2014-15 <u>CAPITAL</u>
GENERAL SUPPORT				
Board of Education	\$63,650	\$63,650		
Central Administration	\$428,351	\$428,351		
Finance	\$548,200	\$548,200		
Legal	\$130,000	\$16,500	\$113,500	
Personnel	\$8,000	\$6,000	\$2,000	
Public Information	\$55,500	\$55,500		
Central Services				
Operations	\$1,871,026			\$1,871,026
Maintenance	\$331,500			\$331,500
Special Items				
Insurance/Other	\$370,347	\$370,347		
Refund of Real Property Tax	\$0	\$0		
TOTAL GENERAL SUPPORT	\$3,806,574	\$1,488,548	\$115,500	\$2,202,526
INSTRUCTION				
Curriculum Development	\$201,734	\$201,734		
Supervision	\$1,396,692	\$1,396,692		
Teaching	\$14,442,551		\$14,442,551	
Special Education	\$5,804,994		\$5,804,994	
Teaching Special Schools	\$60,000		\$60,000	
Instructional Media	\$336,443		\$336,443	
Technology	\$999,583		\$999,583	
Pupil Services:				
Guidance	\$1,000,589		\$1,000,589	
Health	\$300,730		\$300,730	
Psychological Services	\$515,070		\$515,070	
Co-curricular Activities	\$378,120		\$378,120	
Interscholastic Athletics	\$708,326		\$708,326	
TOTAL INSTRUCTION	\$26,144,832	\$1,598,426	\$24,546,406	\$0

PROPOSED COMPONENT BUDGET 2014-2015

	2014-15 PROPOSED <u>BUDGET</u>	2014-15 <u>ADMIN</u>	2014-15 <u>PROGRAM</u>	2014-15 <u>CAPITAL</u>
TRANSPORTATION	\$1,420,667		\$1,420,667	
UNDISTRIBUTED				
Employee Benefits	\$12,033,417	\$1,206,960	\$10,065,727	\$760,730
Debt Service	\$1,101,422			\$1,101,422
Interfund Transfer:				
To Capital Fund	\$50,000			\$50,000
To Special Aid	\$45,000		\$45,000	
TOTAL UNDISTRIBUTED	\$13,229,839	\$1,206,960	\$10,110,727	\$1,912,152
TOTAL EXPENDITURES	\$44,601,912	\$4,293,934	\$36,193,300	\$4,114,678

COMPARISON OF 2013-14 ADOPTED BUDGET TO 2014-15 THREE COMPONENT PROPOSED BUDGET

	2013-14 ADOPTED <u>BUDGET</u>	2014-15 PROPOSED <u>BUDGET</u>
ADMINISTRATIVE	\$4,216,015	\$4,293,934
PROGRAM	\$35,313,292	\$36,193,300
CAPITAL	\$4,366,185	\$4,114,678
TOTALS	\$43,895,492	\$44,601,912

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 2013-14	Proposed Budget 2014-15	Percent Change
Total Proposed Spending	43,895,492	44,601,912	1.61%
Total Proposed School Year Tax Levy, Including Tax Levy to Support Library Debt ¹	36,377,024	36,824,212	1.23%
Permissible Exclusions to the School Tax Levy Limit	1,320,534	456,759	
Proposed School Year Tax Levy, Not including Levy for Permissible Exclusions or Levy to Support Library Debt)	35,056,490	36,367,453	
School Tax Levy Limit ²	35,080,584	36,367,707	
Difference (positive value requires 60.0% voter approval)	-24,094	-254	
Public School Enrollment	1,610	1,570	-2.48%
Consumer Price Index			1.46%

¹ All proposed levies should exclude any prior year reserve for excess tax levy, including interest.

² For 2014-15 includes any carryover from 2013-14 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2013-14	Estimated 2014-15
Adjusted Restricted Fund Balance	6,614,062	6,950,000
Assigned Appropriate Fund Balance	2,250,000	2,450,000
Adjusted Unrestricted Fund Balance	1,741,581	1,784,077
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.97%	4.00%

APPENDIX B. School District Budget Notice

Overall Budget Proposal

	Budget Adopted for the 2013-14 School Year	Budget Proposed for the 2014-15 School Year	Contingency Budget for the 2014-15 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$43,895,492	\$44,601,912	\$44,154,724
Increase/Decrease for the 2013-14 School Year		\$706,420	\$259,232
Percentage Increase/Decrease in Proposed Budget		1.61%	0.59%
Change in the Consumer Price Index		1.46%	
Total Proposed School Year Tax Levy, Including Levy to Support Library Debt, if applicable	\$36,377,024	\$36,824,212	\$36,377,024
Total Permissible Exclusions	\$1,320,534	\$456,759	
A. Proposed School Year Tax Levy, <u>Not</u> Including Levy for Permissible Exclusions or Levy to Support Library Debt	\$35,056,490	\$36,367,453	
B. School Tax Levy Limit, <u>Not</u> Including Levy for Permissible Exclusions	\$35,080,584	\$36,367,707	
Difference: A - B (Positive Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions)	\$-24,094	\$-254	
Administrative Component	\$4,216,015	\$4,293,934	\$4,250,215
Program Component	\$35,313,292	\$36,193,300	\$35,789,831
Capital Component	\$4,366,185	\$4,114,678	\$4,114,678
<ul style="list-style-type: none"> Provide a statement of assumptions made in projecting a contingency budget for the 2014-15 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law. Reductions in administrative expenditures, program expenditures, equipment, and overtime. 			
List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with propositions not eligible for exclusion may affect property tax levy limit and voter approval requirements)	Description		Amount

	Under the Budget Proposed for the 2014-15 School Year
Estimated Basic STAR Exemption Savings ¹	\$2,268

The annual budget vote for the fiscal year 2014-2015 by the qualified voters of the Hastings o Hudson School District, Westchester County, New York, will be held at Hastings High school in said district on Tuesday, May 20, 2014 between the hours of 7:00am and 9:00 pm, 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 \$128,000.00 for 2014-15.

<u>Position</u>	<u>Compensation</u>	
Superintendent	Contract Salary	\$239,700
	Employee Benefit	
	Annuity	\$11,985
	Health Insurance	\$0
	Dental/Vision/Life/Dis	\$5,800
	Social Security	\$10,730
	Teachers' Retirement Sys	<u>\$42,020</u>
	Total Benefits	\$70,535
	Other: Auto Allowance	\$4,800
Director of Curriculum	Contract Salary	\$152,477
High School Principal	Contract Salary	\$169,785
Middle School Principal	Contract Salary	\$184,303
Elementary School Principal	Contract Salary	\$156,360
Director of Special Education Services / CIO	Contract Salary	\$177,111
High School Assistant Principal	Contract Salary	\$148,105
Middle School Assistant Principal	Contract Salary	\$152,126
District Treasurer	Contract Salary	\$134,170

NOTE: The above figures are the Administrators' compensation for 2013-14. Salaries for 2014-15 will be based upon year-end evaluations.



The New York State School Report Card [2012 - 13]

NAME: HASTINGS-ON-HUDSON UFSD

BEDS Code: 660404030000

SUPERINTENDENT : Roy Montesano

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	✓	✓	710	99%	✓	687	160	78	78
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	23	—	—	23	—	—	—
Hispanic or Latino	✓	✓	74	100%	✓	72	118	54	54
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	58	98%	✓	55	156	103	103
White	✓	✓	530	98%	✓	513	167	100	100
Multiracial	—	—	25	—	—	24	—	—	—
Students With Disabilities	✓	✓	89	96%	✓	90†	78†	25	25
Limited English Proficient	—	—	17	—	—	14	—	—	—
Economically Disadvantaged	✓	—	39	—	✓	38	97	50	50

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	710	99%	687	160
Not Black or African American	687	99%	664	162
Not Hispanic or Latino	636	98%	615	165
Not Asian or Native Hawaiian/Other Pacific Islander	652	99%	632	160
Not White	180	99%	174	139
Not Multiracial	685	99%	663	159
General Education	621	99%	602	173
English Proficient	693	99%	673	161
Not Economically Disadvantaged	671	99%	649	164
Male	356	98%	343	158
Female	354	99%	344	163
Migrant	0	—	0	—
Not Migrant	710	99%	687	160

✓ 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	✓	✓	710	99%	✓	688	144	75	75
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	23	—	—	23	—	—	—
Hispanic or Latino	✓	✓	74	100%	✓	72	94	51	51
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	58	98%	✓	55	162	121	121
White	✓	✓	530	99%	✓	514	151	94	94
Multiracial	—	—	25	—	—	24	—	—	—
Students With Disabilities	✓	✓	180*	97%*	✓	89†	73†	26	26
Limited English Proficient	—	—	17	—	—	14	—	—	—
Economically Disadvantaged	✓	—	39	—	✓	38	74	46	46

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	710	99%	688	144
Not Black or African American	687	99%	665	146
Not Hispanic or Latino	636	99%	616	150
Not Asian or Native Hawaiian/Other Pacific Islander	652	99%	633	143
Not White	180	99%	174	126
Not Multiracial	685	99%	664	144
General Education	621	100%	604	155
English Proficient	693	99%	674	145
Not Economically Disadvantaged	671	99%	650	149
Male	357	98%	343	149
Female	353	100%	345	140
Migrant	0	—	0	—
Not Migrant	710	99%	688	144

✓ 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.

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

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

Elementary/Middle-Level Science Results for Accountability

All accountability groups made AYP: **YES**

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	✓	✓	236	98%	✓	229	197	174	174
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	5	—	—	5	—	—	—
Hispanic or Latino	—	—	18	—	—	17	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	18	—	—	17	—	—	—
White	✓	✓	189	98%	✓	184	197	184	184
Multiracial	—	—	6	—	—	6	—	—	—
Students With Disabilities	—	—	29	—	—	27	—	—	—
Limited English Proficient	—	—	5	—	—	4	—	—	—
Economically Disadvantaged	—	—	9	—	—	9	—	—	—

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	236	98%	229	197
Not Black or African American	231	98%	224	196
Not Hispanic or Latino	218	98%	212	197
Not Asian or Native Hawaiian/Other Pacific Islander	218	99%	212	196
Not White	47	98%	45	196
Not Multiracial	230	98%	223	196
General Education	207	99%	202	199
English Proficient	231	98%	225	196
Not Economically Disadvantaged	227	98%	220	197
Male	122	98%	116	197
Female	114	99%	113	196
Migrant	0	—	0	—
Not Migrant	236	98%	229	197

✓ 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.

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	2009 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	126	100%	✓	122	190	154	154
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	5	—	—	5	—	—	—
Hispanic or Latino	—	—	10	—	—	8	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	14	—	—	14	—	—	—
White	✓	✓	91	100%	✓	89	191	165	165
Multiracial	—	—	6	—	—	6	—	—	—
Students With Disabilities	—	—	15	—	—	14	—	—	—
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	—	—	4	—	—	3	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2009 Accountability Cohort Members	PI
Not American Indian or Alaska Native	126	100%	122	190
Not Black or African American	121	100%	117	191
Not Hispanic or Latino	116	100%	114	192
Not Asian or Native Hawaiian/Other Pacific Islander	112	100%	108	189
Not White	35	—	33	188
Not Multiracial	120	100%	116	190
General Education	111	100%	108	197
English Proficient	125	100%	121	192
Not Economically Disadvantaged	122	100%	119	191
Male	64	100%	64	184
Female	62	100%	58	197
Migrant	0	—	0	—
Not Migrant	126	100%	122	190

✓ 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 2009 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	2009 Accountability Cohort Members	PI	EAMO	Safe Harbor Target
All Students	✓	✓	126	100%	✓	122	172	133	133
American Indian or Alaska Native	—	—	0	—	—	0	—	—	—
Black or African American	—	—	5	—	—	5	—	—	—
Hispanic or Latino	—	—	10	—	—	8	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	14	—	—	14	—	—	—
White	✓	✓	91	100%	✓	89	178	147	147
Multiracial	—	—	6	—	—	6	—	—	—
Students With Disabilities	—	—	15	—	—	14	—	—	—
Limited English Proficient	—	—	1	—	—	1	—	—	—
Economically Disadvantaged	—	—	4	—	—	3	—	—	—

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

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores	2009 Accountability Cohort Members	PI
Not American Indian or Alaska Native	126	100%	122	172
Not Black or African American	121	100%	117	172
Not Hispanic or Latino	116	100%	114	177
Not Asian or Native Hawaiian/Other Pacific Islander	112	100%	108	171
Not White	35	—	33	158
Not Multiracial	120	100%	116	172
General Education	111	100%	108	181
English Proficient	125	100%	121	174
Not Economically Disadvantaged	122	100%	119	174
Male	64	100%	64	172
Female	62	100%	58	172
Migrant	0	—	0	—
Not Migrant	126	100%	122	172

✓ 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 2009 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	160	144	190	172	167
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	118	94	—	—	106
Asian or Native Hawaiian/Other Pacific Islander	156	162	—	—	159
White	167	151	191	178	172
Multiracial	—	—	—	—	—
Students With Disabilities	78	73	—	—	76
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	97	74	—	—	86

— 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	2008 Four-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.

Five-Year Graduation-Rate Total Cohort for Accountability

Student Group	Met Graduation-Rate Criterion	2007 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	143	97%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	2	—	—	—
Hispanic or Latino	—	16	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—
White	✓	116	97%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	—	24	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	—	5	—	—	—

✓ 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	
	2008 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2007 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	132	98%	143	97%
Not Black or African American	126	98%	141	96%
Not Hispanic or Latino	120	99%	127	97%
Not Asian or Native Hawaiian/Other Pacific Islander	124	98%	135	96%
Not White	29	—	27	—
Not Multiracial	129	98%	142	96%
General Education	119	99%	119	98%
English Proficient	132	98%	143	97%
Not Economically Disadvantaged	124	99%	138	96%
Male	68	99%	80	96%
Female	64	98%	63	97%
Migrant	0	—	0	—
Not Migrant	132	98%	143	97%

— There were fewer than 30 students in the cohort.

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

Percentage of 2008 Graduation-Rate Total Cohort members who graduated as of August 31, 2012 with:

Regents Diploma with an Advanced Designation (This District)	Regents Diploma with an Advanced Designation (Statewide)	Percentage in This District Exceeded Statewide
65%	30%	YES
Regents Diploma with CTE Endorsement (This District)	Regents Diploma with CTE Endorsement (Statewide)	Percentage in This District Exceeded Statewide
0%	3%	NO

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 HOUSSE 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 mathematics and elementary/middle-level science for accountability.

New York State English as a Second Language Achievement Test (NYSESLAT)

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

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 Teaching Out of Certification for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside 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. Teacher turnover data are lagged one year because they must be compared to prior year data.

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](#).

Glossary of Terms - Accountability Data

Overview of Accountability Data in New York State Report Cards

Accountability data in the New York State Report Cards includes participation rates, performance data (Performance Indices), and graduation rates. Performance Indices (PIs) and Adequate Yearly Progress (AYP) determinations are used to assist in identifying districts and schools as Reward, Focus, and Priority under the Elementary and Secondary Education Act (ESEA) waiver. District/school identifications are available on our [ESEA Accountability Designations page](#). Explanations of how data are used to make identification are available on our [Accountability Designation Materials](#) page. For more information, contact the [Office of Accountability](#).

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see the [ESEA Flexibility Waiver](#).

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

1. Elementary/middle-level (grades 3-8) English Language Arts (ELA)
2. Elementary/middle-level (grades 3-8) Mathematics
3. Elementary/middle-level (grades 4 and 8) Science
4. Secondary-level (grades 9-12) ELA
5. Secondary-level (grades 9-12) Mathematics
6. Graduation Rate

This performance is determined by identifying whether or not a district or school made **"Adequate Yearly Progress"** (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the **"Performance Index"** (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an **"Effective Annual Measurable Objective"** (EAMO) or a safety net objective called a **"Safe Harbor Target."** In science, the criterion for performance is the same but the safety net is referred to as a **"Progress Target."**

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see [Understanding Accountability in New York State](#).

BEDS Day	Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year.
Cohort	<p>A cohort consists of all students who first entered grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year (i.e., the 2008 cohort consists of students who entered grade 9 and ungraded students with disabilities who reached their seventeenth birthday between July 1, 2008 and June 30, 2009). A more detailed definition of cohort is available in the SIRS Manual.</p> <p>Accountability Cohort: Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.</p> <p>Graduation-Rate Total Cohort: Results for students in the four-year graduation-rate total cohort are captured as of August 31 four years after they first enter grade 9. Results for students in the five-year graduation-rate total cohort are captured as of August 31 five years after they first enter grade 9.</p>
Effective Annual Measurable Objective (EAMO)	The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available on the New York State Accountability page under the header "Annual Measurable Objectives."
Graduation Rate	<p>The graduate rate for the four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 four years after entering grade 9.</p> <p>The graduate rate for the five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 five years after entering grade 9.</p>
Medically Excused	Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in elementary/middle-level calculations.
Performance Index (PI)	<p>A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative).</p> <p>Elementary/middle-level ELA/math: Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$</p> <p>Elementary/middle-level science: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$</p> <p>Secondary-level ELA/math: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$</p>
Progress Target	<p>Elementary/middle-level science: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The Progress Target is calculated by adding 1 point to the previous year's PI.</p> <p>Four-year Graduation Rate: The Progress Target for the current four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the previous year's four-year graduation-rate total cohort. The following equation is used to determine the current four-year graduation-rate total cohort progress target: $[(80 - \text{the graduation rate of the previous year's four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the previous year's four-year graduation-rate total cohort}$</p> <p>Five-year Graduation Rate: The Progress Target for the current five-year graduation-rate total cohort is</p>

a 20% gap reduction in the graduation rate of the previous year's five-year graduation-rate total cohort. The following equation is used to determine the current five-year graduation-rate total cohort progress target: $[(80 - \text{the graduation rate of the previous year's five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the previous year's five-year graduation-rate total cohort}$.

Safe Harbor Target

Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs in elementary/middle- and secondary-level ELA and mathematics. The current year's Safe Harbor Target is calculated using the following formula: $\text{Previous Year's PI} + (200 - \text{the Previous Year's PI}) \times 0.10$.

(Note: Due to modifications to the 2012-13 elementary/middle-level ELA and math assessments, 2012-13 Safe Harbor Targets for these measures were determined using alternate methods.)

Unweighted Combined PI

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.



The New York State School Report Card [2012 - 13]

NAME: HASTINGS-ON-HUDSON UFSD

BEDS Code: 660404030000

SUPERINTENDENT : Roy Montesano

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.

HASTINGS-ON-HUDSON UFSD Enrollment (2012 - 13)

K-12 Enrollment: 1,575

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 2012 - 13 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	
823	52%	752	48%

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	49	174	124	1,171	57
0%	3%	11%	8%	74%	4%

Other Groups

Limited English Proficient Students		Students with Disabilities		Economically Disadvantaged Students	
37	2%	197	13%	79	5%

Students by Grade

Kindergarten (Full Day)	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
116	107	127	107	122	110
6th Grade	Ungraded Elementary	7th Grade	8th Grade	9th Grade	10th Grade
116	8	130	113	139	119
11th Grade	12th Grade				
138	123				

Average Class Size (2012 - 13)

Common Branch			
21			
Grade 8 English	Grade 8 Mathematics	Grade 8 Science	Grade 8 Social Studies
22	21	19	23
Grade 10 English	Grade 10 Mathematics	Grade 10 Science	Grade 10 Social Studies
17	13	24	17

Free and Reduced-Price Lunch (2012 - 13)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
52	3%	22	1%

Attendance and Suspensions (2011 - 12)

Annual Attendance Rate	Student Suspensions	
97%	28	2%

Teacher Turnover Rate (2011 - 12)

Turnover Rate of Teachers with Fewer Than Five Years of Experience	Turnover Rate of All Teachers
38%	11%

Staff Counts (2012 - 13)

Principals	Assistant Principals	Other Professional Staff	Paraprofessionals
3	3	19	30

Teacher Qualifications (2010-11 through 2012-13)

	2010 - 11	2011 - 12	2012 - 13
Total Number of Teachers	148	145	146
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	2%	0%	3%
Percent with Fewer Than Three Years of Experience	5%	5%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	55%	54%	55%
Total Number of Core Classes	393	373	376
Percent Not Taught by Highly Qualified Teachers in This District	2%	0%	2%
Percent Not Taught by Highly Qualified Teachers Statewide	2%	2%	3%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	5%	4%	6%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	0%	1%	1%
Total Number of Classes	592	552	555
Percent Taught by Teachers Without Appropriate Certification	2%	4%	3%

High School Completers (2012 - 13)

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	122	122	115	94%	67	55%
General Education	110	110	110	100%	66	60%
Students with Disabilities	12	12	5	42%	1	8%

Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Individualized Education Program (IEP) Diplomas	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	0	0%	7	6%	0	0%
General Education	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	7	58%	0	0%

High School Non-completers (2012 - 13)

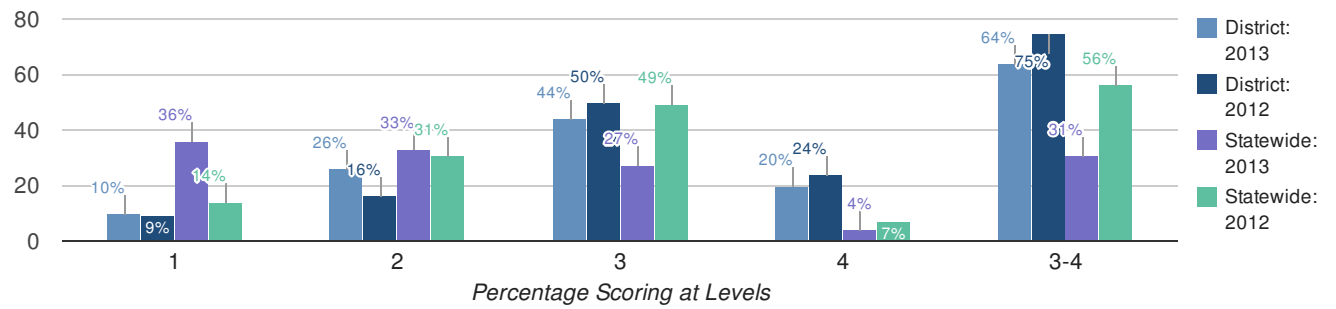
Results by Student Group	Dropped Out		Entered Approved High School Equivalency Preparation Program		Total Noncompleters	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
All Students	—	—	—	—	—	—
General Education	—	—	—	—	—	—
Students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

Post-graduation Plans of Completers (2012 - 13)

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	101	83%	9	7%	1	1%	0	0%
General Education	96	87%	7	6%	1	1%	0	0%
Students with Disabilities	5	42%	2	17%	0	0%	0	0%

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	0	0%	0	0%	5	4%	6	5%
General Education	0	0%	0	0%	4	4%	2	2%
Students with Disabilities	0	0%	0	0%	1	8%	4	33%

Grade 3 English Language Arts

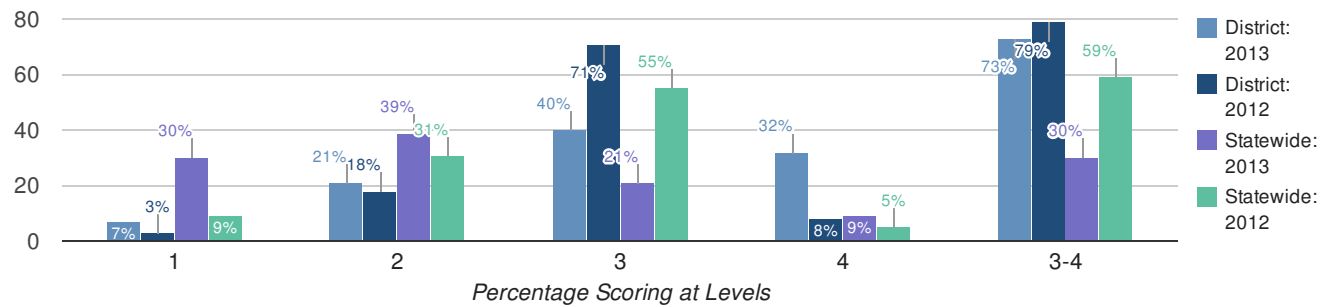


Mean Score

2013	2012
328	677

Results by Student Group	2013						2012					
	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	109	10	26	44	20	64	119	9	16	50	24	75
General Education	96	5	24	49	22	71	104	3	15	54	28	82
Students with Disabilities	13	46	38	8	8	15	15	53	20	27	0	27
Asian or Native Hawaiian/Other Pacific Islander	9	0	56	44	0	44	10	0	20	60	20	80
Black or African American	4	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	16	50	13	31	6	38	8	13	13	63	13	75
White	74	4	24	46	26	72	96	10	16	49	25	74
Multiracial	6	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	10	0	30	50	20	70	5	0	20	40	40	80
Female	55	13	22	42	24	65	58	7	14	52	28	79
Male	54	7	30	46	17	63	61	11	18	49	21	70
English Proficient	105	—	—	—	—	—	116	—	—	—	—	—
Limited English Proficient	4	—	—	—	—	—	3	—	—	—	—	—
Economically Disadvantaged	8	38	38	13	13	25	2	—	—	—	—	—
Not Economically Disadvantaged	101	8	25	47	21	67	117	—	—	—	—	—
Not Migrant	109	10	26	44	20	64	119	9	16	50	24	75

Grade 4 English Language Arts

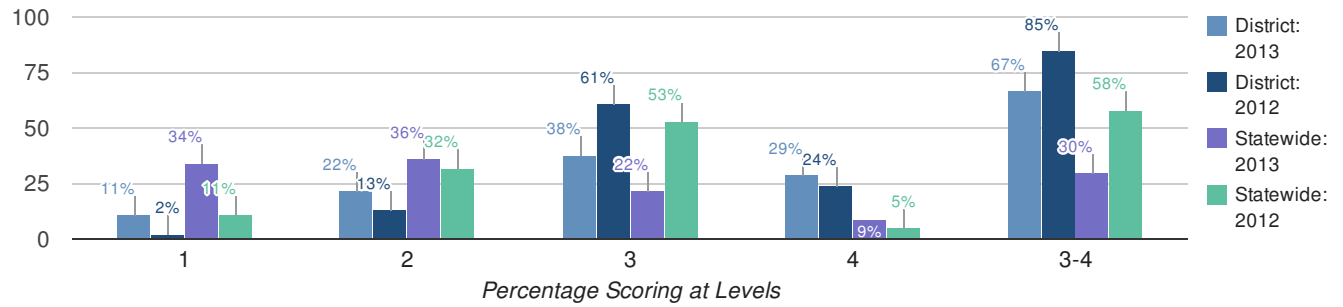


Mean Score

2013	2012
326	691

Results by Student Group	2013						2012					
	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	117	7	21	40	32	73	106	3	18	71	8	79
General Education	101	0	18	46	37	82	92	0	13	77	10	87
Students with Disabilities	16	50	38	6	6	13	14	21	50	29	0	29
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	10	0	30	60	10	70
Black or African American	2	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	9	0	22	67	11	78	7	14	14	71	0	71
White	97	8	20	38	34	72	82	1	16	73	10	83
Multiracial	2	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	11	0	27	36	36	73	7	14	29	57	0	57
Female	57	5	25	28	42	70	59	3	17	66	14	80
Male	60	8	17	52	23	75	47	2	19	77	2	79
English Proficient	114	—	—	—	—	—	104	—	—	—	—	—
Limited English Proficient	3	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	4	—	—	—	—	—	4	—	—	—	—	—
Not Economically Disadvantaged	113	—	—	—	—	—	102	—	—	—	—	—
Not Migrant	117	7	21	40	32	73	106	3	18	71	8	79

Grade 5 English Language Arts

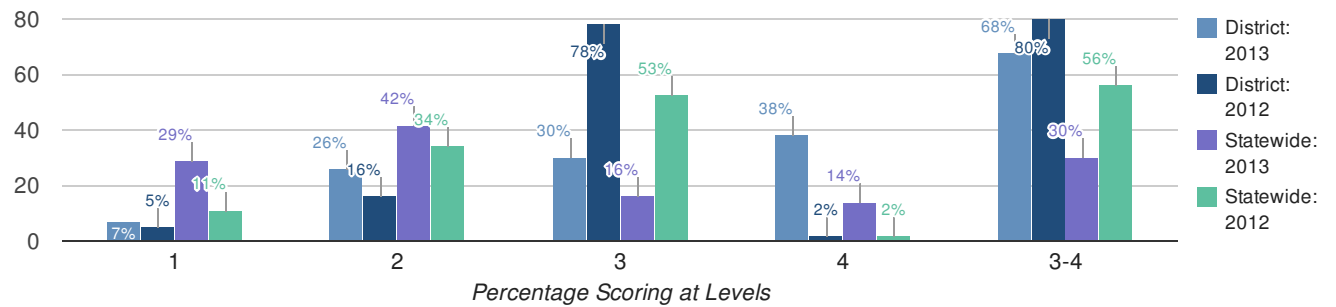


Mean Score

2013	2012
326	686

Results by Student Group	2013						2012					
	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	113	11	22	38	29	67	113	2	13	61	24	85
General Education	98	3	22	41	34	74	104	0	11	63	26	89
Students with Disabilities	15	60	20	20	0	20	9	22	44	33	0	33
Asian or Native Hawaiian/Other Pacific Islander	11	9	18	55	18	73	10	10	20	50	20	70
Black or African American	4	—	—	—	—	—	5	—	—	—	—	—
Hispanic or Latino	10	20	10	60	10	70	12	0	25	67	8	75
White	83	8	23	34	35	69	83	1	8	63	28	90
Multiracial	5	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	9	22	33	33	11	44	8	0	38	50	13	63
Female	62	11	24	35	29	65	46	0	11	65	24	89
Male	51	10	20	41	29	71	67	3	15	58	24	82
English Proficient	111	—	—	—	—	—	112	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	5	40	20	40	0	40	10	10	30	60	0	60
Not Economically Disadvantaged	108	9	22	38	31	69	103	1	12	61	26	87
Not Migrant	113	11	22	38	29	67	113	2	13	61	24	85

Grade 6 English Language Arts

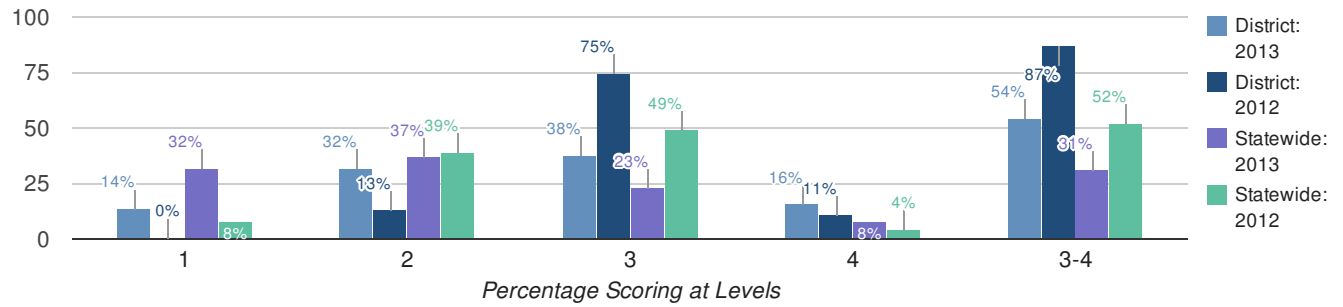


Mean Score

2013	2012
326	672

Results by Student Group	2013						2012					
	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	117	7	26	30	38	68	129	5	16	78	2	80
General Education	106	3	24	32	42	74	110	2	13	83	3	85
Students with Disabilities	11	45	45	9	0	9	19	21	32	47	0	47
Asian or Native Hawaiian/Other Pacific Islander	10	20	30	20	30	50	9	11	33	56	0	56
Black or African American	6	—	—	—	—	—	5	—	—	—	—	—
Hispanic or Latino	13	8	62	23	8	31	16	19	31	50	0	50
White	84	4	17	32	48	80	95	1	12	84	3	87
Multiracial	4	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	10	20	50	30	0	30	9	11	11	78	0	78
Female	47	6	21	30	43	72	70	3	14	81	1	83
Male	70	7	29	30	34	64	59	7	17	73	3	76
English Proficient	117	7	26	30	38	68	126	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	3	—	—	—	—	—
Economically Disadvantaged	8	25	38	25	13	38	10	20	20	60	0	60
Not Economically Disadvantaged	109	6	25	30	39	70	119	3	15	79	3	82
Not Migrant	117	7	26	30	38	68	129	5	16	78	2	80

Grade 7 English Language Arts

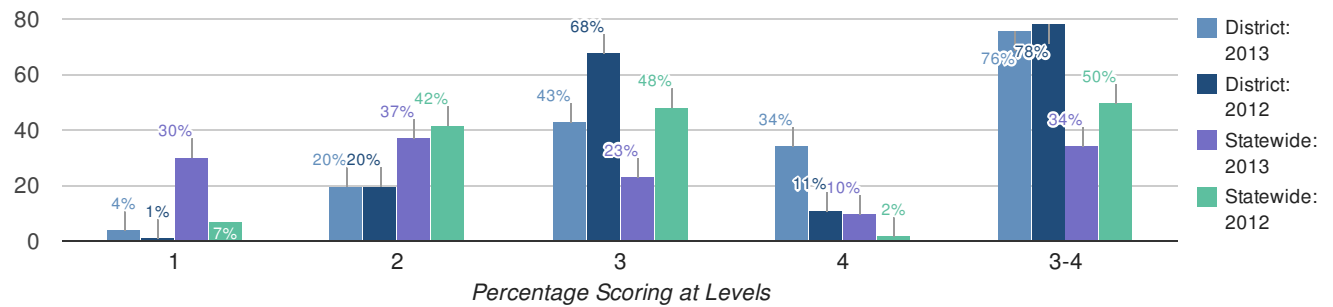


Mean Score

2013	2012
319	679

Results by Student Group	2013						2012					
	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	128	14	32	38	16	54	114	0	13	75	11	87
General Education	110	7	31	43	19	62	103	0	7	81	13	93
Students with Disabilities	18	56	39	6	0	6	11	0	73	27	0	27
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	10	40	40	10	50	11	0	18	64	18	82
Black or African American	3	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	17	35	47	18	0	18	7	0	57	29	14	43
White	94	11	29	40	20	61	88	0	10	78	11	90
Multiracial	4	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	7	14	29	43	14	57	8	0	0	100	0	100
Female	70	9	30	41	20	61	56	0	13	73	14	88
Male	58	21	34	33	12	45	58	0	14	78	9	86
English Proficient	126	—	—	—	—	—	112	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	9	44	44	11	0	11	5	0	40	60	0	60
Not Economically Disadvantaged	119	12	31	39	18	57	109	0	12	76	12	88
Not Migrant	128	14	32	38	16	54	114	0	13	75	11	87

Grade 8 English Language Arts

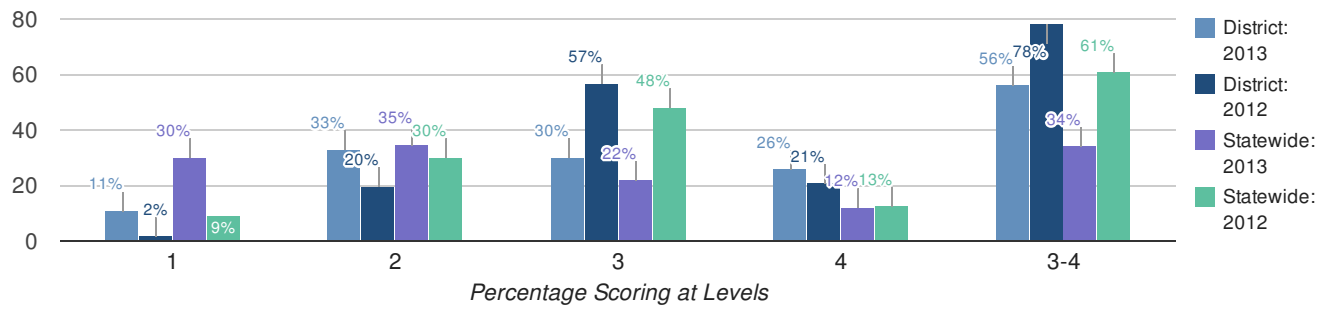


Mean Score

2013	2012
330	674

Results by Student Group	2013						2012					
	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	110	4	20	43	34	76	139	1	20	68	11	78
General Education	102	1	18	45	36	81	122	0	11	76	12	89
Students with Disabilities	8	38	50	13	0	13	17	12	82	6	0	6
Asian or Native Hawaiian/Other Pacific Islander	10	0	40	40	20	60	13	0	38	62	0	62
Black or African American	3	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	8	13	50	25	13	38	17	6	41	53	0	53
White	85	4	15	42	39	81	103	1	14	71	15	85
Multiracial	4	—	—	—	—	—	5	—	—	—	—	—
Small Group Total	7	0	14	71	14	86	6	0	33	67	0	67
Female	55	4	22	42	33	75	74	1	15	66	18	84
Male	55	4	18	44	35	78	65	2	26	69	3	72
English Proficient	108	—	—	—	—	—	138	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	5	20	40	40	0	40	9	0	44	56	0	56
Not Economically Disadvantaged	105	3	19	43	35	78	130	2	18	68	12	80
Not Migrant	110	4	20	43	34	76	139	1	20	68	11	78

Grade 3 Mathematics

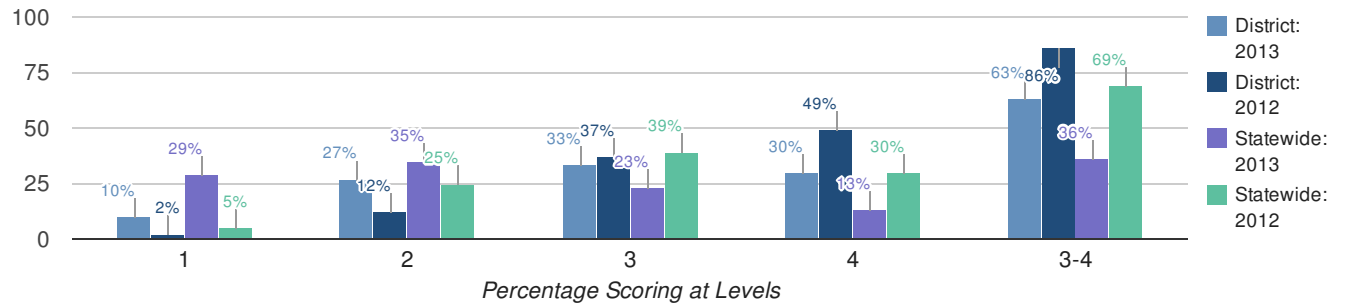


Mean Score

2013	2012
319	695

Results by Student Group	2013						2012					
	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	110	11	33	30	26	56	119	2	20	57	21	78
General Education	97	9	29	33	29	62	103	0	15	62	23	85
Students with Disabilities	13	23	62	8	8	15	16	13	56	25	6	31
Asian or Native Hawaiian/Other Pacific Islander	9	11	56	22	11	33	10	0	40	50	10	60
Black or African American	4	—	—	—	—	—	2	—	—	—	—	—
Hispanic or Latino	16	44	31	6	19	25	8	0	13	75	13	88
White	75	5	31	31	33	64	96	2	19	56	23	79
Multiracial	6	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	10	0	30	70	0	70	5	0	20	60	20	80
Female	56	9	30	36	25	61	58	2	19	59	21	79
Male	54	13	35	24	28	52	61	2	21	56	21	77
English Proficient	105	10	32	31	27	58	116	—	—	—	—	—
Limited English Proficient	5	40	40	0	20	20	3	—	—	—	—	—
Economically Disadvantaged	8	38	38	13	13	25	2	—	—	—	—	—
Not Economically Disadvantaged	102	9	32	31	27	59	117	—	—	—	—	—
Not Migrant	110	11	33	30	26	56	119	2	20	57	21	78

Grade 4 Mathematics

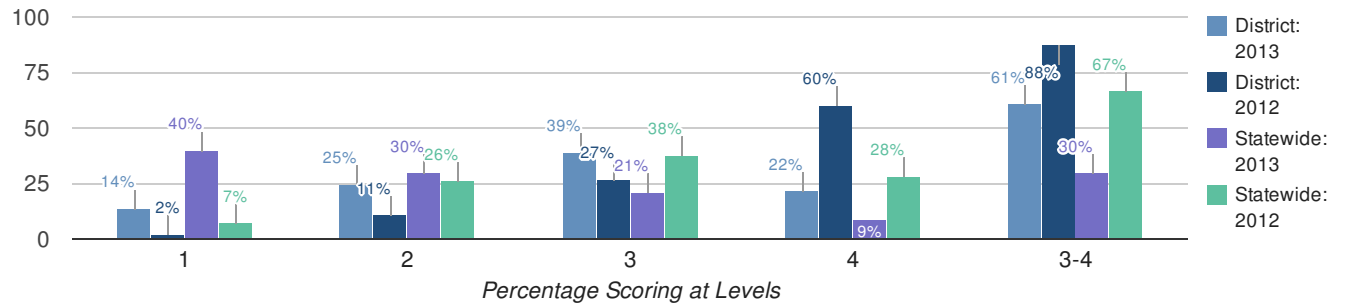


Mean Score

2013	2012
321	704

Results by Student Group	2013						2012					
	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	115	10	27	33	30	63	106	2	12	37	49	86
General Education	100	5	24	37	34	71	93	1	6	38	55	92
Students with Disabilities	15	40	47	7	7	13	13	8	54	31	8	38
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	10	0	10	40	50	90
Black or African American	2	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	9	0	67	22	11	33	7	0	29	71	0	71
White	95	11	25	33	32	64	82	0	11	34	55	89
Multiracial	2	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	11	9	9	45	36	82	7	29	14	29	29	57
Female	56	13	32	29	27	55	59	2	17	32	49	81
Male	59	7	22	37	34	71	47	2	6	43	49	91
English Proficient	112	—	—	—	—	—	103	—	—	—	—	—
Limited English Proficient	3	—	—	—	—	—	3	—	—	—	—	—
Economically Disadvantaged	4	—	—	—	—	—	4	—	—	—	—	—
Not Economically Disadvantaged	111	—	—	—	—	—	102	—	—	—	—	—
Not Migrant	115	10	27	33	30	63	106	2	12	37	49	86

Grade 5 Mathematics

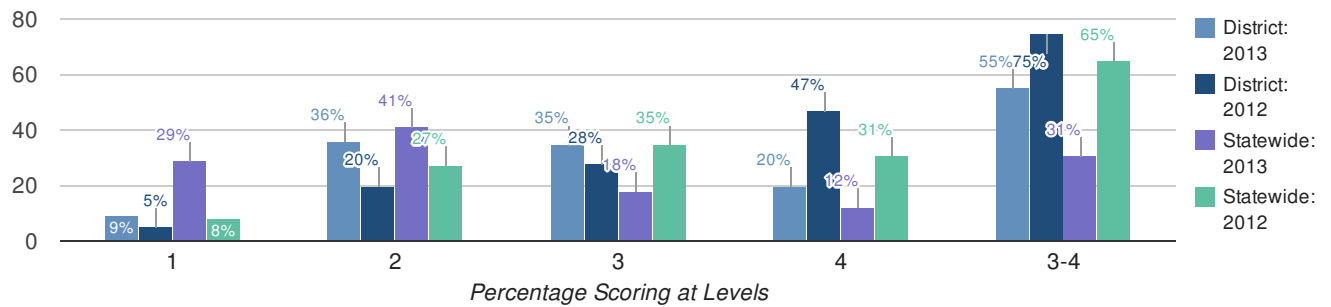


Mean Score

2013	2012
323	711

Results by Student Group	2013						2012					
	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	14	25	39	22	61	113	2	11	27	60	88
General Education	100	6	25	44	25	69	104	0	8	30	63	92
Students with Disabilities	14	71	29	0	0	0	9	22	44	0	33	33
Asian or Native Hawaiian/Other Pacific Islander	11	9	18	45	27	73	10	10	20	10	60	70
Black or African American	4	—	—	—	—	—	5	—	—	—	—	—
Hispanic or Latino	10	30	40	20	10	30	12	0	42	42	17	58
White	84	11	25	40	24	64	83	1	1	29	69	98
Multiracial	5	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	9	33	22	33	11	44	8	0	50	13	38	50
Female	64	17	28	34	20	55	46	2	11	35	52	87
Male	50	10	22	44	24	68	67	1	10	22	66	88
English Proficient	111	—	—	—	—	—	112	—	—	—	—	—
Limited English Proficient	3	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	5	60	40	0	0	0	10	10	30	50	10	60
Not Economically Disadvantaged	109	12	25	40	23	63	103	1	9	25	65	90
Not Migrant	114	14	25	39	22	61	113	2	11	27	60	88

Grade 6 Mathematics

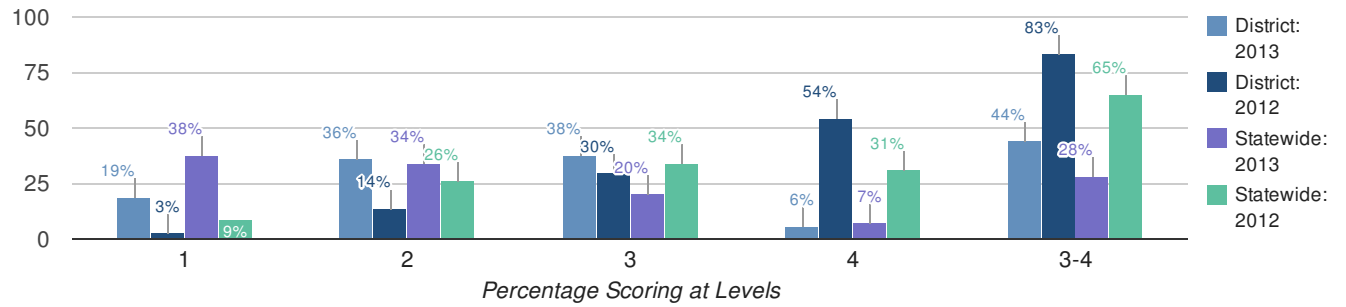


Mean Score

2013	2012
320	693

Results by Student Group	2013						2012					
	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	9	36	35	20	55	129	5	20	28	47	75
General Education	107	5	38	35	22	57	110	1	16	31	52	83
Students with Disabilities	11	55	9	36	0	36	19	26	42	11	21	32
Asian or Native Hawaiian/Other Pacific Islander	10	20	10	40	30	70	9	11	11	22	56	78
Black or African American	6	—	—	—	—	—	5	—	—	—	—	—
Hispanic or Latino	13	15	77	0	8	8	16	13	50	13	25	38
White	85	4	32	41	24	65	95	1	17	29	53	82
Multiracial	4	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	10	40	40	20	0	20	9	22	11	44	22	67
Female	47	6	38	36	19	55	70	1	20	30	49	79
Male	71	11	34	34	21	55	59	8	20	25	46	71
English Proficient	118	9	36	35	20	55	126	—	—	—	—	—
Limited English Proficient	0	0	0	0	0	0	3	—	—	—	—	—
Economically Disadvantaged	8	25	63	13	0	13	10	20	60	10	10	20
Not Economically Disadvantaged	110	8	34	36	22	58	119	3	17	29	50	80
Not Migrant	118	9	36	35	20	55	129	5	20	28	47	75

Grade 7 Mathematics

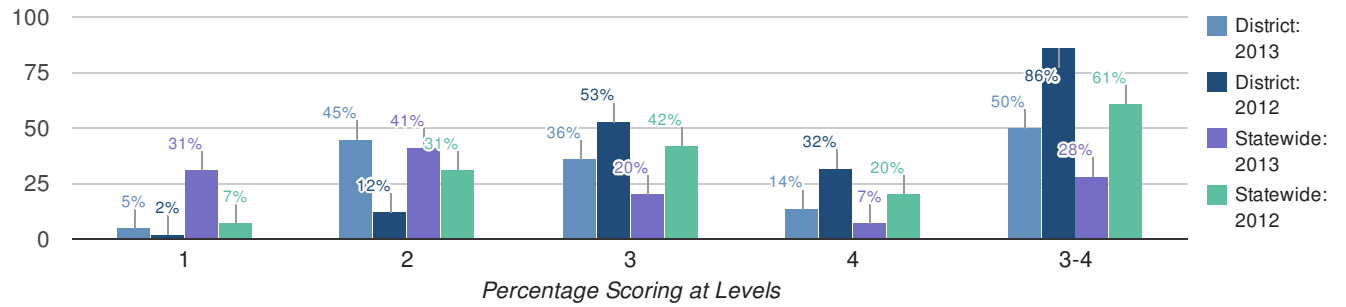


Mean Score

2013	2012
314	693

Results by Student Group	2013						2012					
	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	129	19	36	38	6	44	114	3	14	30	54	83
General Education	111	13	38	42	7	50	103	1	10	31	58	89
Students with Disabilities	18	61	28	11	0	11	11	18	55	18	9	27
American Indian or Alaska Native	0	0	0	0	0	0	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	20	10	60	10	70	11	0	0	36	64	100
Black or African American	3	—	—	—	—	—	3	—	—	—	—	—
Hispanic or Latino	17	47	35	18	0	18	7	14	29	14	43	57
White	95	15	40	38	7	45	88	2	13	32	53	85
Multiracial	4	—	—	—	—	—	4	—	—	—	—	—
Small Group Total	7	14	29	57	0	57	8	0	38	13	50	63
Female	70	17	40	39	4	43	56	4	18	36	43	79
Male	59	22	32	37	8	46	58	2	10	24	64	88
English Proficient	127	—	—	—	—	—	112	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	2	—	—	—	—	—
Economically Disadvantaged	9	78	11	11	0	11	5	20	60	20	0	20
Not Economically Disadvantaged	120	15	38	40	7	47	109	2	12	30	56	86
Not Migrant	129	19	36	38	6	44	114	3	14	30	54	83

Grade 8 Mathematics

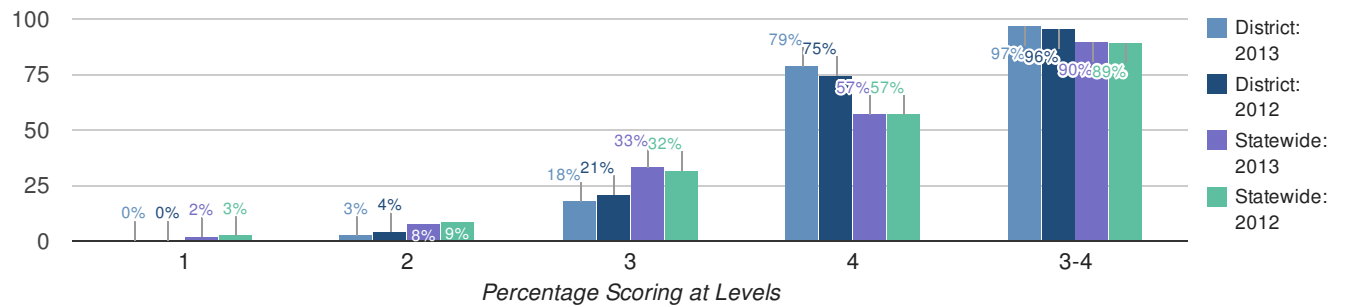


Mean Score

2013	2012
321	693

Results by Student Group	2013						2012					
	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	112	5	45	36	14	50	139	2	12	53	32	86
General Education	103	2	44	39	16	54	122	0	7	56	37	93
Students with Disabilities	9	44	56	0	0	0	17	18	47	35	0	35
Asian or Native Hawaiian/Other Pacific Islander	10	0	20	70	10	80	13	0	8	69	23	92
Black or African American	3	—	—	—	—	—	1	—	—	—	—	—
Hispanic or Latino	8	13	50	38	0	38	17	0	35	47	18	65
White	87	6	46	32	16	48	103	2	10	52	36	88
Multiracial	4	—	—	—	—	—	5	—	—	—	—	—
Small Group Total	7	0	57	29	14	43	6	17	0	50	33	83
Female	56	7	52	32	9	41	74	3	12	49	36	85
Male	56	4	38	39	20	59	65	2	12	58	28	86
English Proficient	110	—	—	—	—	—	138	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	5	20	60	20	0	20	9	0	22	67	11	78
Not Economically Disadvantaged	107	5	44	36	15	51	130	2	12	52	34	86
Not Migrant	112	5	45	36	14	50	139	2	12	53	32	86

Grade 4 Science



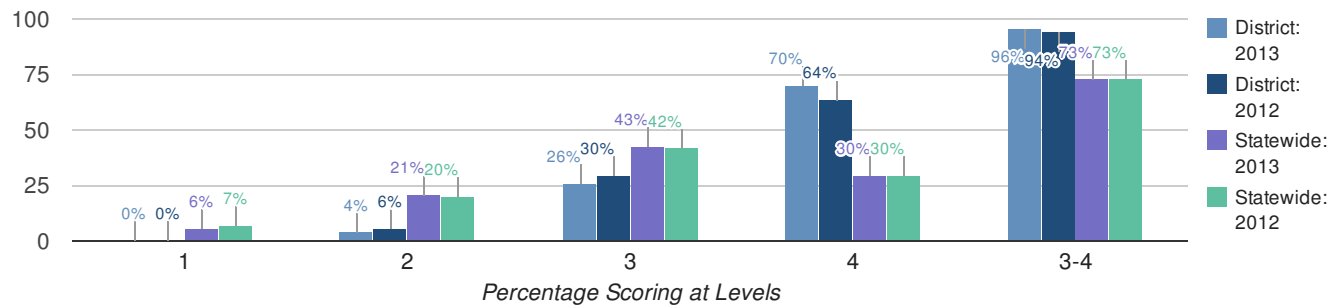
Mean Score

2013	2012
90	88

Results by Student Group	2013						2012					
	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	119	0	3	18	79	97	107	0	4	21	75	96
General Education	102	0	0	12	88	100	93	0	1	17	82	99
Students with Disabilities	17	0	18	59	24	82	14	0	21	50	29	79
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	10	0	10	20	70	90
Black or African American	2	—	—	—	—	—	4	—	—	—	—	—
Hispanic or Latino	9	0	0	22	78	100	7	0	0	57	43	100
White	99	0	3	19	78	97	83	0	1	19	80	99
Multiracial	2	—	—	—	—	—	3	—	—	—	—	—
Small Group Total	11	0	0	9	91	100	7	0	29	14	57	71
Female	57	0	2	21	77	98	60	0	5	23	72	95
Male	62	0	3	16	81	97	47	0	2	19	79	98
English Proficient	116	—	—	—	—	—	104	—	—	—	—	—
Limited English Proficient	3	—	—	—	—	—	3	—	—	—	—	—
Economically Disadvantaged	4	—	—	—	—	—	4	—	—	—	—	—
Not Economically Disadvantaged	115	—	—	—	—	—	103	—	—	—	—	—
Not Migrant	119	0	3	18	79	97	107	0	4	21	75	96

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

2013	2012
76	74

Results by Student Group	2013						2012					
	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	39	0	13	56	31	87	48	0	17	69	15	83
General Education	31	0	6	58	35	94	31	0	10	74	16	90
Students with Disabilities	8	0	38	50	13	63	17	0	29	59	12	71
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	7	—	—	—	—	—
Black or African American	1	—	—	—	—	—	0	0	0	0	0	0
Hispanic or Latino	6	0	33	33	33	67	12	0	25	67	8	75
White	28	0	11	57	32	89	27	0	15	63	22	85
Multiracial	0	0	0	0	0	0	2	—	—	—	—	—
Small Group Total	5	0	0	80	20	100	9	0	11	89	0	89
Female	20	0	20	60	20	80	22	0	23	59	18	77
Male	19	0	5	53	42	95	26	0	12	77	12	88
English Proficient	37	—	—	—	—	—	47	—	—	—	—	—
Limited English Proficient	2	—	—	—	—	—	1	—	—	—	—	—
Economically Disadvantaged	5	0	40	40	20	60	7	0	29	57	14	71
Not Economically Disadvantaged	34	0	9	59	32	91	41	0	15	71	15	85
Not Migrant	39	0	13	56	31	87	48	0	17	69	15	83

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	2013						2012					
	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	73	0	0	10	90	100	90	0	0	9	91	100

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 3

2013	2012
1	0

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3

2013	2012
1	0

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 4

2013	2012
0	1

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4

2013	2012
0	1

Recently Arrived LEP Students Taking NYSESLAT in Lieu of NYSTP: Grade 5

2013	2012
1	0

Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5

2013	2012
1	0

Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Grade 4 Reading

	% Below Basic	% Basic	% Proficient	% Advanced
All Students	30	33	28	9
American Indian or Alaska Native	*	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	19	27	36	18
Black or African American	45	34	18	3
Hispanic or Latino	44	35	17	4
White	20	33	35	12
Multiracial	*	*	*	*
Students with Disabilities	69	22	7	2
Limited English Proficient	75	21	4	*
Economically Disadvantaged	43	34	19	4

NAEP Grade 4 Mathematics

	% Below Basic	% Basic	% Proficient	% Advanced
All Students	18	42	33	7
American Indian or Alaska Native	*	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	6	25	48	21
Black or African American	33	50	16	1
Hispanic or Latino	27	49	22	2
White	9	41	42	8
Multiracial	*	*	*	*
Students with Disabilities	43	42	14	1
Limited English Proficient	54	36	10	*
Economically Disadvantaged	26	48	23	3

*Reporting standards not met.

Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Grade 8 Reading

	% Below Basic	% Basic	% Proficient	% Advanced
All Students	24	41	30	5
American Indian or Alaska Native	*	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	17	33	38	12
Black or African American	37	45	17	1
Hispanic or Latino	36	45	18	1
White	14	40	40	6
Multiracial	*	*	*	*
Students with Disabilities	56	36	8	*
Limited English Proficient	80	19	1	*
Economically Disadvantaged	35	44	20	1

NAEP Grade 8 Mathematics

	% Below Basic	% Basic	% Proficient	% Advanced
All Students	28	40	24	8
American Indian or Alaska Native	*	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	14	27	33	26
Black or African American	50	38	11	1
Hispanic or Latino	44	42	12	2
White	15	41	34	10
Multiracial	*	*	*	*
Students with Disabilities	66	27	6	1
Limited English Proficient	75	21	3	1
Economically Disadvantaged	42	39	15	4

*Reporting standards not met.

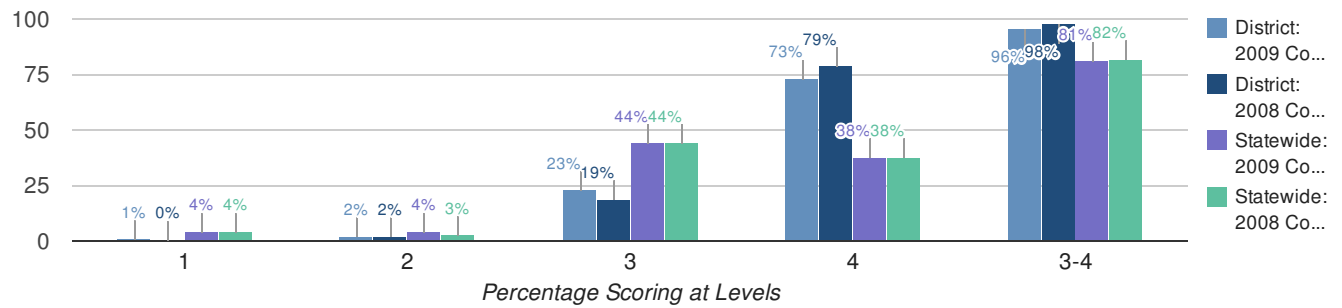
Statewide Results on the National Assessment of Educational Progress: NAEP (2012 - 13)

NAEP Participation Rates

Grade 4 Reading	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 4 Mathematics	Participation Rate
Students with Disabilities	94
Limited English Proficient	93
Grade 8 Reading	Participation Rate
Students with Disabilities	97
Limited English Proficient	91
Grade 8 Mathematics	Participation Rate
Students with Disabilities	89
Limited English Proficient	94

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

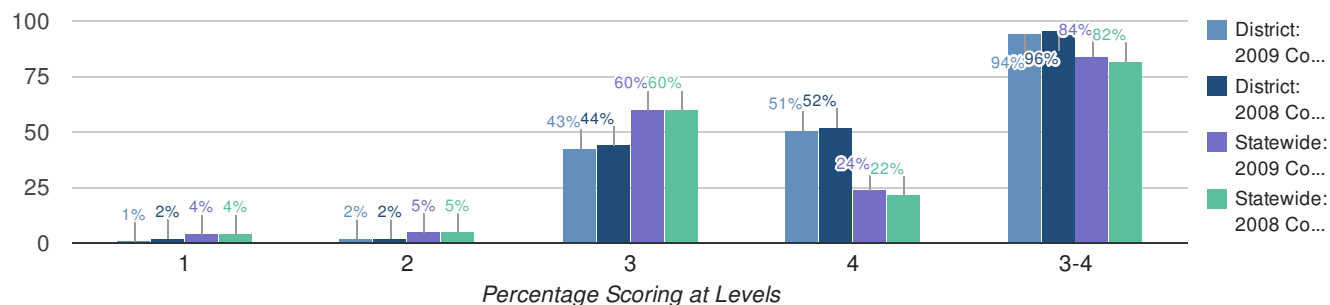
Total cohort results are those for New York State Regents examinations only.



Results by Student Group	2009 Cohort						2008 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	127	1	2	23	73	96	132	0	2	19	79	98
General Education	111	0	0	18	82	100	119	0	0	13	86	99
Students with Disabilities	16	6	13	56	13	69	13	0	15	69	15	85
Asian or Native Hawaiian/Other Pacific Islander	14	0	0	14	86	100	8	0	0	13	88	100
Black or African American	6	17	0	33	50	83	6	—	—	—	—	—
Hispanic or Latino	8	0	13	50	38	88	12	0	0	58	42	100
White	93	0	1	23	74	97	103	0	2	15	83	97
Multiracial	6	0	0	0	100	100	3	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	9	0	0	22	78	100
Female	61	0	2	16	80	97	64	0	0	13	86	98
Male	66	2	2	29	67	95	68	0	3	25	72	97
English Proficient	126	—	—	—	—	—	132	0	2	19	79	98
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	8	0	0	50	50	100
Not Economically Disadvantaged	124	—	—	—	—	—	124	0	2	17	81	98
Not Migrant	127	1	2	23	73	96	132	0	2	19	79	98

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

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



Results by Student Group	2009 Cohort						2008 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	127	1	2	43	51	94	132	2	2	44	52	96
General Education	111	0	0	43	57	100	119	0	1	41	58	99
Students with Disabilities	16	6	13	44	13	56	13	15	15	69	0	69
Asian or Native Hawaiian/Other Pacific Islander	14	0	0	43	57	100	8	0	0	25	75	100
Black or African American	6	0	0	33	50	83	6	—	—	—	—	—
Hispanic or Latino	8	0	25	50	13	63	12	0	17	75	8	83
White	93	1	0	42	55	97	103	2	1	40	57	97
Multiracial	6	0	0	67	33	100	3	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	9	0	0	67	33	100
Female	61	0	2	34	61	95	64	0	2	38	61	98
Male	66	2	2	52	42	94	68	3	3	50	44	94
English Proficient	126	—	—	—	—	—	132	2	2	44	52	96
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	8	0	13	63	25	88
Not Economically Disadvantaged	124	—	—	—	—	—	124	2	2	43	54	97
Not Migrant	127	1	2	43	51	94	132	2	2	44	52	96

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 examinations only.

Results by Student Group	2009 Cohort						2008 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	127	2	2	19	74	93	132	2	2	21	70	92
General Education	111	0	0	16	83	99	119	0	0	18	77	95
Students with Disabilities	16	13	19	38	13	50	13	23	15	54	8	62
Asian or Native Hawaiian/Other Pacific Islander	14	0	0	21	71	93	8	0	0	0	88	88
Black or African American	6	17	0	0	67	67	6	—	—	—	—	—
Hispanic or Latino	8	13	0	63	25	88	12	17	0	33	42	75
White	93	0	3	16	78	95	103	1	1	20	74	94
Multiracial	6	0	0	17	83	100	3	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	9	0	11	33	56	89
Female	61	2	0	16	80	97	64	0	0	20	73	94
Male	66	2	5	21	68	89	68	4	3	22	68	90
English Proficient	126	—	—	—	—	—	132	2	2	21	70	92
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	8	25	0	38	38	75
Not Economically Disadvantaged	124	—	—	—	—	—	124	1	2	20	73	93
Not Migrant	127	2	2	19	74	93	132	2	2	21	70	92

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 examinations only.

Results by Student Group	2009 Cohort						2008 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	127	1	2	16	80	95	132	2	1	17	80	97
General Education	111	0	0	14	86	100	119	0	0	13	86	99
Students with Disabilities	16	6	13	31	31	63	13	15	8	54	23	77
Asian or Native Hawaiian/Other Pacific Islander	14	0	0	21	79	100	8	0	0	13	88	100
Black or African American	6	0	17	0	67	67	6	—	—	—	—	—
Hispanic or Latino	8	13	0	50	38	88	12	8	0	33	58	92
White	93	0	1	12	85	97	103	1	1	15	83	97
Multiracial	6	0	0	33	67	100	3	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	9	0	0	33	67	100
Female	61	2	0	18	79	97	64	0	0	16	83	98
Male	66	0	3	14	80	94	68	3	1	19	76	96
English Proficient	126	—	—	—	—	—	132	2	1	17	80	97
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	8	13	0	38	50	88
Not Economically Disadvantaged	124	—	—	—	—	—	124	1	1	16	81	98
Not Migrant	127	1	2	16	80	95	132	2	1	17	80	97

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

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

Results by Student Group	2009 Cohort						2008 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	127	0	0	15	82	97	132	2	1	21	72	93
General Education	111	0	0	10	90	100	119	0	0	18	77	96
Students with Disabilities	16	0	0	50	25	75	13	15	8	46	23	69
Asian or Native Hawaiian/Other Pacific Islander	14	0	0	14	86	100	8	0	0	0	88	88
Black or African American	6	0	0	17	67	83	6	—	—	—	—	—
Hispanic or Latino	8	0	0	50	38	88	12	8	0	33	50	83
White	93	0	0	12	86	98	103	1	1	18	76	94
Multiracial	6	0	0	17	83	100	3	—	—	—	—	—
Small Group Total	0	0	0	0	0	0	9	0	0	56	44	100
Female	61	0	0	18	79	97	64	0	0	20	75	95
Male	66	0	0	12	85	97	68	3	1	22	69	91
English Proficient	126	—	—	—	—	—	132	2	1	21	72	93
Limited English Proficient	1	—	—	—	—	—	0	0	0	0	0	0
Economically Disadvantaged	3	—	—	—	—	—	8	13	0	50	38	88
Not Economically Disadvantaged	124	—	—	—	—	—	124	1	1	19	74	94
Not Migrant	127	0	0	15	82	97	132	2	1	21	72	93

Regents Examination Results (2012 - 13)

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	124	100	95	63	151	93	89	39
General Education	107	100	97	73	121	98	94	48
Students with Disabilities	17	100	82	0	30	77	67	3
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	9	100	89	67	16	94	88	50
Black or African American	4	—	—	—	4	—	—	—
Hispanic or Latino	15	100	93	47	23	87	65	9
White	92	100	96	64	103	97	96	44
Multiracial	4	—	—	—	5	—	—	—
Small Group Total	8	100	100	75	9	67	67	44
Female	52	100	98	75	71	90	87	37
Male	72	100	93	54	80	96	90	41
English Proficient	124	100	95	63	148	—	—	—
Limited English Proficient	0	0	0	0	3	—	—	—
Economically Disadvantaged	8	100	100	13	12	67	42	0
Not Economically Disadvantaged	116	100	95	66	139	96	93	42
Migrant	0	0	0	0	0	0	0	0
Not Migrant	124	100	95	63	151	93	89	39

Regents Examination Results (2012 - 13)

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	114	98	96	51	91	99	99	85
General Education	106	98	95	54	89	—	—	—
Students with Disabilities	8	100	100	13	2	—	—	—
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	86	86	71	5	—	—	—
Black or African American	2	—	—	—	0	0	0	0
Hispanic or Latino	9	100	100	44	8	100	100	50
White	91	99	98	53	75	99	99	88
Multiracial	5	—	—	—	3	—	—	—
Small Group Total	7	100	71	14	8	100	100	88
Female	61	98	98	56	49	100	100	86
Male	53	98	92	45	42	98	98	83
English Proficient	114	98	96	51	91	99	99	85
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	2	—	—	—	3	—	—	—
Not Economically Disadvantaged	112	—	—	—	88	—	—	—
Migrant	0	0	0	0	0	0	0	0
Not Migrant	114	98	96	51	91	99	99	85

Regents Examination Results (2012 - 13)

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	127	98	94	71	141	98	97	84
General Education	107	99	99	82	122	98	98	89
Students with Disabilities	20	90	70	10	19	95	89	53
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	9	100	100	89	5	100	100	80
Black or African American	6	—	—	—	4	—	—	—
Hispanic or Latino	18	89	89	44	28	93	93	54
White	90	100	98	77	101	99	98	92
Multiracial	4	—	—	—	3	—	—	—
Small Group Total	10	90	70	50	7	100	100	86
Female	53	100	96	74	71	99	97	82
Male	74	96	93	69	70	97	97	86
English Proficient	126	—	—	—	141	98	97	84
Limited English Proficient	1	—	—	—	0	0	0	0
Economically Disadvantaged	10	80	60	20	13	85	85	54
Not Economically Disadvantaged	117	99	97	75	128	99	98	87
Migrant	0	0	0	0	0	0	0	0
Not Migrant	127	98	94	71	141	98	97	84

Regents Examination Results (2012 - 13)

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	128	99	98	63	120	98	97	71
General Education	104	100	100	74	108	97	96	75
Students with Disabilities	24	96	92	13	12	100	100	33
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	12	100	100	58	9	78	78	44
Black or African American	5	80	80	0	3	—	—	—
Hispanic or Latino	12	100	100	25	14	93	93	50
White	93	100	99	70	89	100	99	78
Multiracial	6	100	100	83	5	—	—	—
Small Group Total	0	0	0	0	8	100	100	63
Female	64	100	98	64	53	96	94	74
Male	64	98	98	61	67	99	99	69
English Proficient	126	—	—	—	120	98	97	71
Limited English Proficient	2	—	—	—	0	0	0	0
Economically Disadvantaged	7	100	100	0	4	—	—	—
Not Economically Disadvantaged	121	99	98	66	116	—	—	—
Migrant	0	0	0	0	0	0	0	0
Not Migrant	128	99	98	63	120	98	97	71

Regents Examination Results (2012 - 13)

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	103	97	83	30	14	100	100	71
General Education	93	98	85	32	14	100	100	71
Students with Disabilities	10	90	60	10	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	9	89	89	56	1	—	—	—
Black or African American	3	—	—	—	0	0	0	0
Hispanic or Latino	13	100	77	8	0	0	0	0
White	76	97	83	33	12	—	—	—
Multiracial	2	—	—	—	1	—	—	—
Small Group Total	5	100	80	0	14	100	100	71
Female	50	100	84	34	2	—	—	—
Male	53	94	81	26	12	—	—	—
English Proficient	103	97	83	30	14	100	100	71
Limited English Proficient	0	0	0	0	0	0	0	0
Economically Disadvantaged	4	—	—	—	0	0	0	0
Not Economically Disadvantaged	99	—	—	—	14	100	100	71
Migrant	0	0	0	0	0	0	0	0
Not Migrant	103	97	83	30	14	100	100	71

Regents Competency Test Results (2012 - 13)

Results by Student Group	Reading		Writing		Math	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	2	—	2	—	2	—
General Education	0	—	0	—	0	—
Students with Disabilities	2	—	2	—	2	—
American Indian or Alaska Native	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Hispanic or Latino	1	—	1	—	0	0
White	1	—	1	—	2	—
Multiracial	0	0	0	0	0	0
Small Group Total	2	—	2	—	2	—
Female	0	—	0	—	0	—
Male	2	—	2	—	2	—
English Proficient	2	—	2	—	2	—
Limited English Proficient	0	—	0	—	0	—
Economically Disadvantaged	1	—	1	—	0	—
Not Economically Disadvantaged	1	—	1	—	2	—
Migrant	0	—	0	—	0	—
Not Migrant	2	—	2	—	2	—

Regents Competency Test Results (2012 - 13)

Results by Student Group	Global Studies		U.S. History & Government		Science	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
All Students	2	—	3	—	0	0
General Education	0	—	0	—	0	0
Students with Disabilities	2	—	3	—	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
Hispanic or Latino	1	—	2	—	0	0
White	1	—	1	—	0	0
Multiracial	0	0	0	0	0	0
Small Group Total	2	—	3	—	0	0
Female	1	—	1	—	0	0
Male	1	—	2	—	0	0
English Proficient	1	—	2	—	0	0
Limited English Proficient	1	—	1	—	0	0
Economically Disadvantaged	0	—	1	—	0	0
Not Economically Disadvantaged	2	—	2	—	0	0
Migrant	0	—	0	—	0	0
Not Migrant	2	—	3	—	0	0

New York State Alternate Assessment (NYSAA) Results (2012 - 13)

Grade/Subject	Total Tested	Number Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4	
Grade 4 ELA	1	—	—	—	—	—
Grade 4 Math	1	—	—	—	—	—
Grade 4 Science	1	—	—	—	—	—
Grade 5 ELA	2	—	—	—	—	—
Grade 5 Math	2	—	—	—	—	—
Grade 7 ELA	1	—	—	—	—	—
Grade 7 Math	1	—	—	—	—	—
Secondary-Level ELA	1	—	—	—	—	—
Secondary-Level Math	1	—	—	—	—	—

New York State English as a Second Language Achievement Test (NYSESLAT) Results (2012 - 13)

Kindergarten	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	13	0%	0%	62%	38%
General Education	11	—	—	—	—
Students with Disabilities	2	—	—	—	—
Grade 1	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	3	—	—	—	—
General Education	3	—	—	—	—
Grade 2	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	—	—	—	—
General Education	2	—	—	—	—
Grade 3	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	5	20%	0%	60%	20%
General Education	4	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 4	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	3	—	—	—	—
General Education	3	—	—	—	—
Grade 5	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	3	—	—	—	—
General Education	2	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 7	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	2	—	—	—	—
General Education	1	—	—	—	—
Students with Disabilities	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
All Students	2	—	—	—	—
General Education	2	—	—	—	—
Grade 10	Total Tested	Percent of Students Scoring at Level(s)			
		Beginning	Intermediate	Advanced	Proficient
All Students	1	—	—	—	—
Students with Disabilities	1	—	—	—	—
Grade 12	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 HOUSSE 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 mathematics and elementary/middle-level science for accountability.

New York State English as a Second Language Achievement Test (NYSESLAT)

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

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 Teaching Out of Certification for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside 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. Teacher turnover data are lagged one year because they must be compared to prior year data.

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 2011 - 12 school year.

This School District	General Education	Special Education
Instructional Expenditures	\$23,020,349	\$9,457,983
Pupils	1,594	202
Expenditures Per Pupil	\$14,442	\$46,822
Similar District Group (Low Need/Resource Capacity)	General Education	Special Education
Instructional Expenditures	\$5,206,266,623	\$1,876,789,686
Pupils	391,592	50,903
Expenditures Per Pupil	\$13,295	\$36,870
All School Districts	General Education	Special Education
Instructional Expenditures	\$31,088,294,986	\$12,418,610,168
Pupils	2,676,495	411,123
Expenditures Per Pupil	\$11,615	\$30,207

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 2011-12 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
\$25,155	\$23,588	\$20,906

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 (2012 - 13)

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

Student Placement (Percent of Time Inside Regular Classroom)	This School District		Similar District Group (Low Need/Resource Capacity)	NY State
	Number of Students	Percent of Students	Percent of Students	Percent of Students
80% or more	101	56.7%	63.4%	57.8%
40% - 79%	50	28.1%	17.1%	11.7%
Less than 40%	15	8.4%	11.4%	21.4%
Separate Settings	12	6.7%	4.8%	6.2%
Other Settings	0	0.0%	3.3%	2.9%

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on October 3, 2012. 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
11.3%	11.4%	13.1%

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.

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Exemption Impact Report

Assessment Year: 2013

Hastings 552604

County: WESTCHESTER

SWIS Code: 5526

School Value Report (552604)

Municipality: GREENBURGH

Total Assessed Val: 65,726,238

Uniform Percentage: 3.51

Equalized Total Assessed Value = 1,872,542,393

Exempt Code	Description	Statutory Authority	Count	Exempt Value	Uniform Percentage
12100	ST OWNED	RPTL 404(1)	3	1,810,541	0.10
13100	CNTY OWNED	RPTL 406(1)	1	12,732,193	0.68
13230	CO O/S LMT	RPTL 406(2)	2	461,538	0.02
13500	TOWN OWNED	RPTL 406(1)	5	406,039	0.02
13570	TWN O/S LM	RPTL 406(2)	1	284	0.00
13650	VILL OWNED	RPTL 406(1)	33	24,854,700	1.33
13730	VG O/S LMT	RPTL 406(2)	10	6,366,096	0.34
13800	SCHL OWNED	RPTL 408	9	173,028,490	9.24
18020	INDL.DEVLP	RPTL 412-a & Gen Muny L 874	1	911,680	0.05
21600	CLERGY-RES	RPTL 462	4	3,405,982	0.18
25110	RELIGIOUS	RPTL 420-a	10	55,582,621	2.97
25120	EDUCATIONL	RPTL 420-a	2	4,680,911	0.25
25130	CHARITABLE	RPTL 420-a	9	141,012,820	7.53
25230	MENTAL IMP	RPTL 420-a	2	1,227,920	0.07
25300	OTH NONPRF	RPTL 420-b	7	14,079,772	0.75
26100	VETS ORGAN	RPTL 452	3	1,009,971	0.05
26400	INC VOL FD	RPTL 464(2)	3	1,579,772	0.08
27200	RR PROP.	RPTL 489-d, 489-dd	5	18,215,099	0.97
27350	CEMETERY	RPTL 446	8	58,819,088	3.14
41800	AGED-ALL	RPTL 467	63	9,779,458	0.52
41930	459-C ALL	RPTL 459-c	1	222,934	0.01
Total Exemptions (No System EX's)			182	530,187,909	28.31
Total Exemptions (with System EX's)			182	530,187,909	28.31

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. Michael Mahony
478-6201**

DISTRICT TREASURER

**Maureen Caraballo
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**Laura Sullivan
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FARRAGUT MIDDLE SCHOOL PRINCIPAL

**Gail Kipper
478-6230**

HASTINGS HIGH SCHOOL PRINCIPAL

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