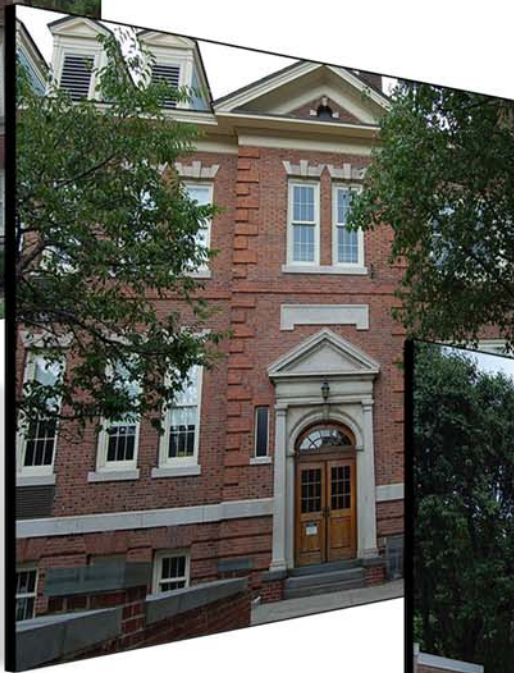


Hastings-on-Hudson UFSD

— A Blue Ribbon District —

2013-2014 School Budget



Adopted by the Board of Education on April 16, 2013

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 2013-14 SCHOOL BUDGET

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STATE REGULATIONS

Chapter 436 of the Laws of 1997

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

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

AMENDMENT TO REGULATIONS OF THE COMMISSION OF EDUCATION

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

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

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

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

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

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

BUDGET NOTIFICATION REQUIREMENTS

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

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

Amends section 2022 of the Education Law:

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

BUDGET POLICIES

BUDGET PLANNING AND DEVELOPMENT

5110

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

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

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

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

Reference - Education Law Section 1716

Adoption Date: 5/7/02

BUDGET ADOPTION

5130

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

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

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

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

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

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

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

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

Adoption Date: 5/7/02

BUDGET TRANSFERS

5330

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

Reference - Commissioner's Regulations Section 170.2

Adoption Date: 1/13/03

Adopted by the Board of Education November 19, 2012
HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
BOARD OF EDUCATION CALENDAR FOR 2013-2014 BUDGET

DATE	ACTIVITY
<u>2012</u>	
November 19, Monday	Budget calendar adopted by Board of Education
<u>2013</u>	
January 7, Monday	Superintendent gives progress report of budget development to the Board.
January 9, Wednesday	Citizens Budget Advisory Committee
January 23, Wednesday	Citizens Budget Advisory Committee
February 11, Monday	Regular meeting - Superintendent presents Preliminary Budget.
March 1, Friday	Submit information to calculate Tax Levy Limit Office of State Comptroller's website
March 18, Monday	Regular meeting - Superintendent presents Proposed Budget.
March 29, Friday	First Legal Notification to Public - to announce budget hearing & vote.
April 2, Tuesday	Public Hearing 7:00 PM
April 5, Friday	Second Legal Notification to Public - to announce budget hearing & vote.
April 15, Monday	Petition nominating candidates for the Board must be received by 5:00 P.M. by the District Clerk.
April 15, Monday	Petitions for budget propositions must be received by 5:00 P.M. by the District Clerk.
April 16, Tuesday	Budget Hearing 7:00 PM - 8:00 PM
April 16, Tuesday	Regular Board Meeting - Board of Education adopts budget.
April 17, Wednesday	Budget Available to the Public.
April 17, Wednesday	Submit Property Tax Report Card to SED.
April 23, Tuesday	BOCES Budget Vote
April 26, Friday	Third Legal Notification to Public - to announce budget hearing & vote, including availability of budget.
May 7, Tuesday	Budget Hearing - Must be no less than 7 days and no more than 14 days to the budget vote.
May 8, Wednesday	Budget notice mailed to eligible voters.
May 11, Saturday	Voter Registration 10:00 A.M. - 2:00 P.M.
May 15, Wednesday	Voter Registration 4:00 P.M. - 8:00 P.M.
May 17, Friday	Fourth Legal Notification to Public - to announce budget hearing & vote.
May 21, Tuesday	School Board Election and Vote on Budget.

HASTINGS-ON-HUDSON PUBLIC SCHOOLS

ENROLLMENT (1/9/13)

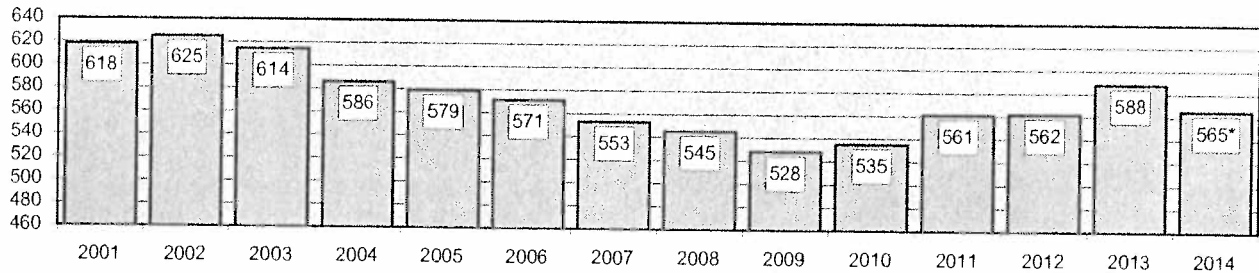
GRADE	2008-09	2009-10	2010-11	2011-12	2012-13	Projected 2013-14
Ungraded				6	8	8
Kindergarten	106	94	125	102	115	100
1	97	113	100	131	109	115
2	104	101	123	104	131	109
3	116	112	103	119	110	131
4	105	115	110	106	123	110
5	130	108	125	112	115	123
6	123	135	114	130	116	115
7	127	132	141	113	131	116
8	122	137	131	138	112	131
9	130	122	138	123	139	112
10	143	127	121	141	120	139
11	136	146	126	124	139	120
12	126	133	142	127	124	139
TOTALS:						
K-4	528	535	561	562	588	565
5-8	502	512	511	493	474	485
9-12	535	528	527	515	522	510
*SP. ED.	32	28	28	26	28	28
Ungraded & K-12	1597	1603	1627	1602	1620	1596

* 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 2013-14 school year will be available after annual reviews are completed in June 2013.

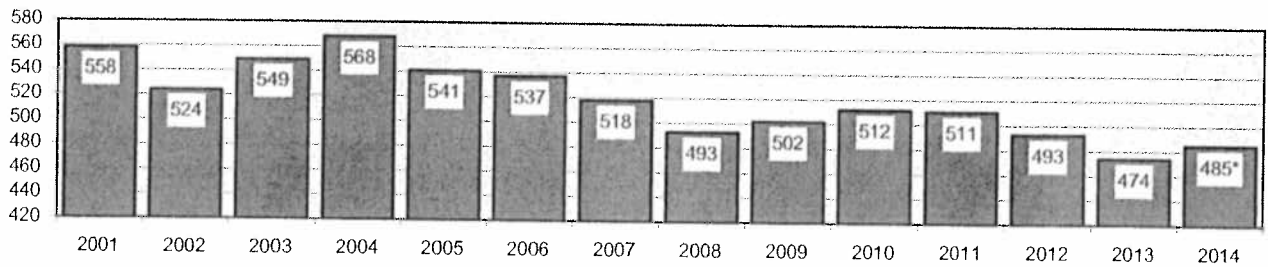
STUDENT ENROLLMENT

2000-2001 THROUGH 2013-2014

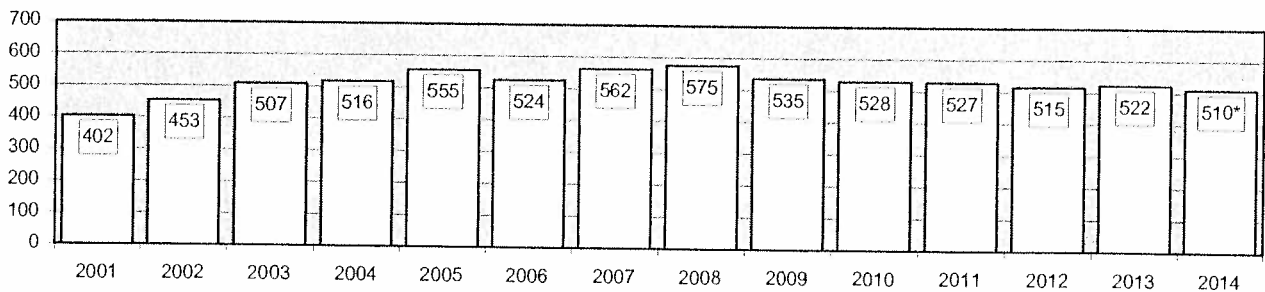
STUDENT ENROLLMENT- HILLSIDE ELEMENTARY SCHOOL



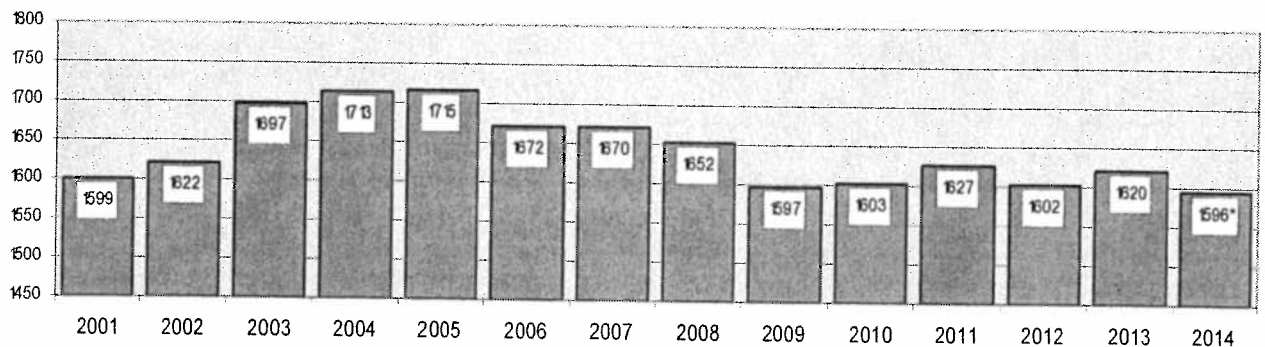
STUDENT ENROLLMENT- FARRAGUT MIDDLE SCHOOL



STUDENT ENROLLMENT- HASTINGS HIGH SCHOOL



STUDENT ENROLLMENT TREND (K-12)



* 13-14 is Projected

Year Ending June 30

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

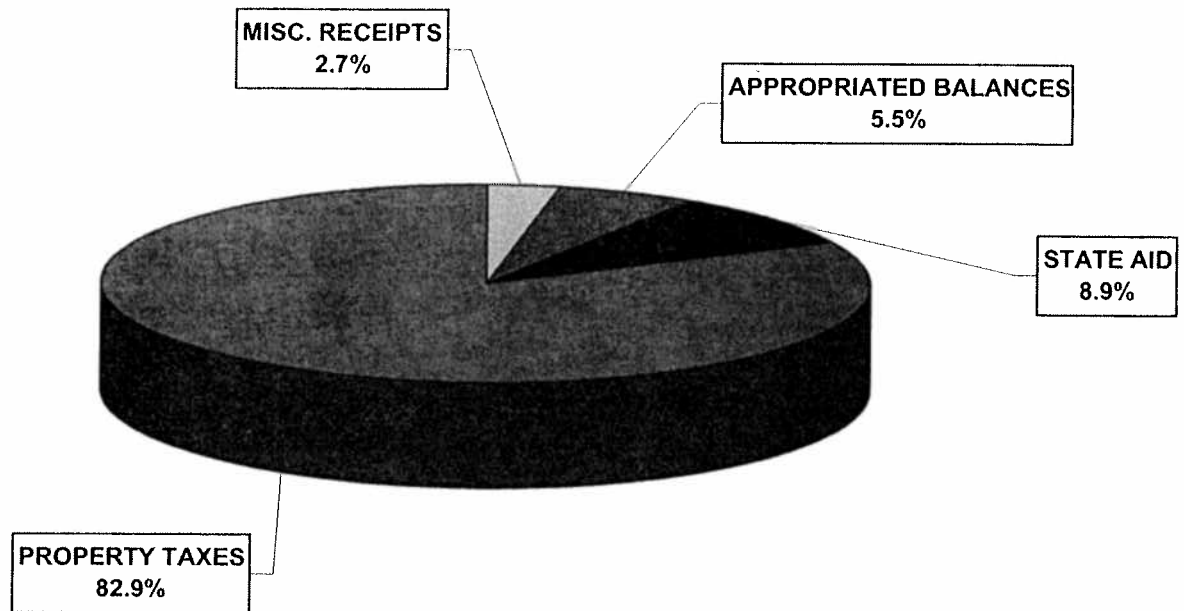
HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**PROPOSED 2013/14 BUDGET**

APPROPRIATIONS	ADOPTED BUDGET 2012/13	PROPOSED BUDGET 2013/14	BUDGET CHANGE
General Support	3,678,450	3,652,910	-\$25,540
Instruction	25,636,827	25,808,947	\$172,120
Pupil Transportation	1,512,090	1,404,500	-\$107,590
Undistributed	11,881,099	13,029,135	\$1,148,036
TOTAL	\$42,708,466	\$43,895,492	\$1,187,026
% BUDGET CHANGE			2.78%
REVENUES	ADOPTED BUDGET 2012/13	PROPOSED BUDGET 2013/14	BUDGET CHANGE
State Aid	\$3,843,568	\$3,926,468	\$82,900
Misc. Receipts	1,250,000	1,192,000	-\$58,000
Appropriated Balance	1,600,000	1,600,000	\$0
Retirement Reserve	300,000	350,000	\$50,000
Transfer from Debt Service	150,000	150,000	\$0
Reserve for Tax Certiorari	400,000	300,000	-\$100,000
Property Taxes	\$35,164,898	\$36,377,024	\$1,212,126
Total Receipts	\$42,708,466	\$43,895,492	\$1,187,026
% PROP TAX CHANGE			3.45%
Assessed Valuation	\$46,928,715	\$46,956,035 *	\$27,320
Tax Rate	\$748.96	\$774.70	\$25.74
Tax Rate Change			3.44%

*Assessed valuation is subject to change.

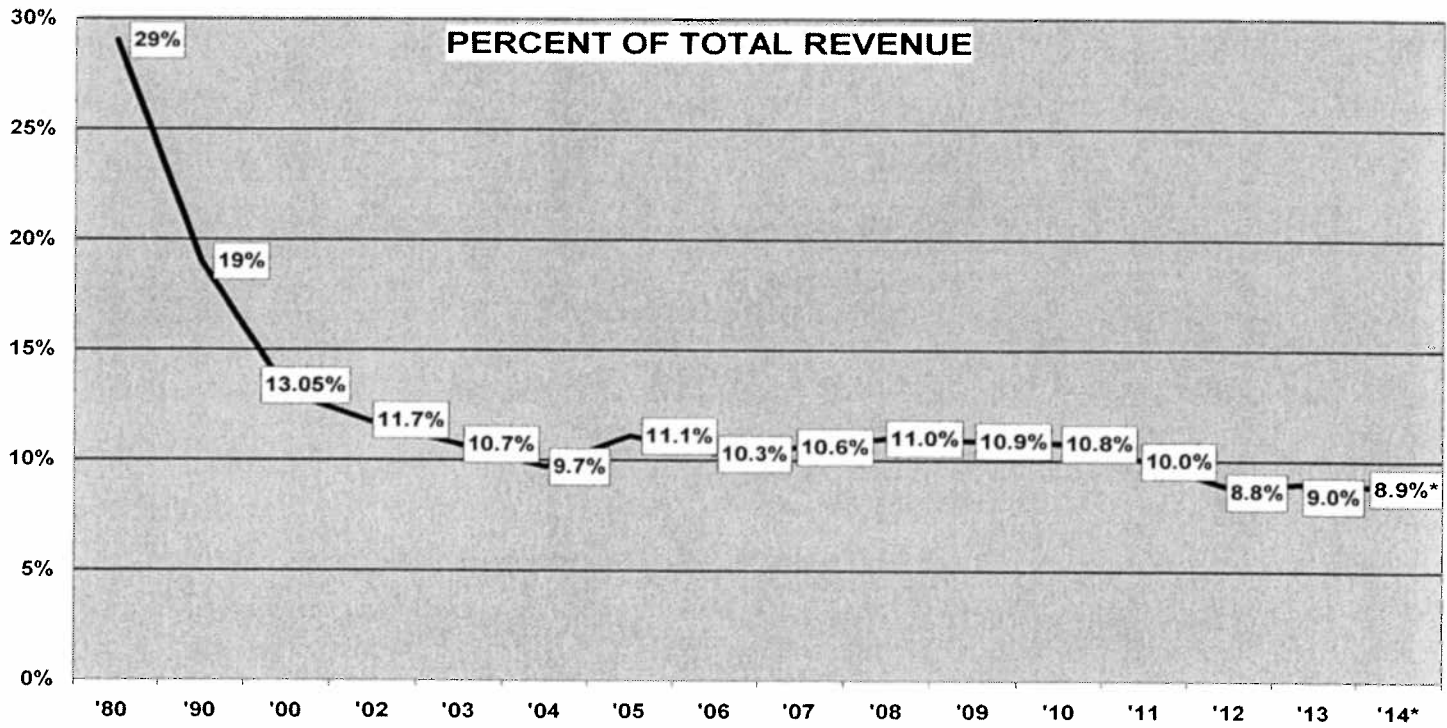
PROPOSED REVENUE SOURCES

2013-2014



REVENUE	2012-2013 ADOPTED BUDGET	2013-2014 PROPOSED BUDGET
TOTAL STATE AID	\$3,843,568	\$3,926,468
MISC. RECEIPTS	\$1,250,000	\$1,192,000
APPROPRIATED BALANCES	\$2,450,000	\$2,400,000
PROPERTY TAXES	\$35,164,898	\$36,377,024
TOTAL APPROPRIATIONS	\$42,708,466	\$43,895,492

STATE AID



YEAR ENDING JUNE 30

* 13-14 is Projected

REVENUE SUMMARY

Revised 4/15/13

REVENUE	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET
Other Charges - Custodial Fees	\$30,000	\$30,000
Day School Tuition	\$275,000	\$125,000
Tuition Other Districts	\$145,000	\$200,000
Medicaid Reimbursement	\$50,000	\$50,000
Interest on Deposits & Investments	\$60,000	\$40,000
Other Student Fees/Drivers Ed	\$0	\$70,000
Admissions From Individuals-Theater	\$0	\$17,000
Borderline Properties	\$80,000	\$65,000
Unclassified Revenues	\$185,000	\$185,000
Sales Tax	\$425,000	\$410,000
State Aid - Foundation	\$2,719,630	\$2,766,630
- Building	\$472,698	\$472,698
- BOCES	\$529,059	\$564,959
- Textbooks	\$122,181	\$122,181
State Aid -Total	\$3,843,568	\$3,926,468
TOTAL REVENUE OTHER THAN REAL PROPERTY	\$5,093,568	\$5,118,468
TRANSFER FROM DEBT SERVICE FUND	\$150,000	\$150,000
APPROPRIATED FUND BALANCE	\$1,600,000	\$1,600,000
RETIREMENT RESERVE	\$300,000	\$350,000
RESERVE FOR TAX CERTIORARI	\$400,000	\$300,000
AMOUNT TO BE RAISED BY PROPERTY TAXES	<u>\$35,164,898</u>	<u>\$36,377,024</u>
TOTAL REVENUE	\$42,708,466	\$43,895,492

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

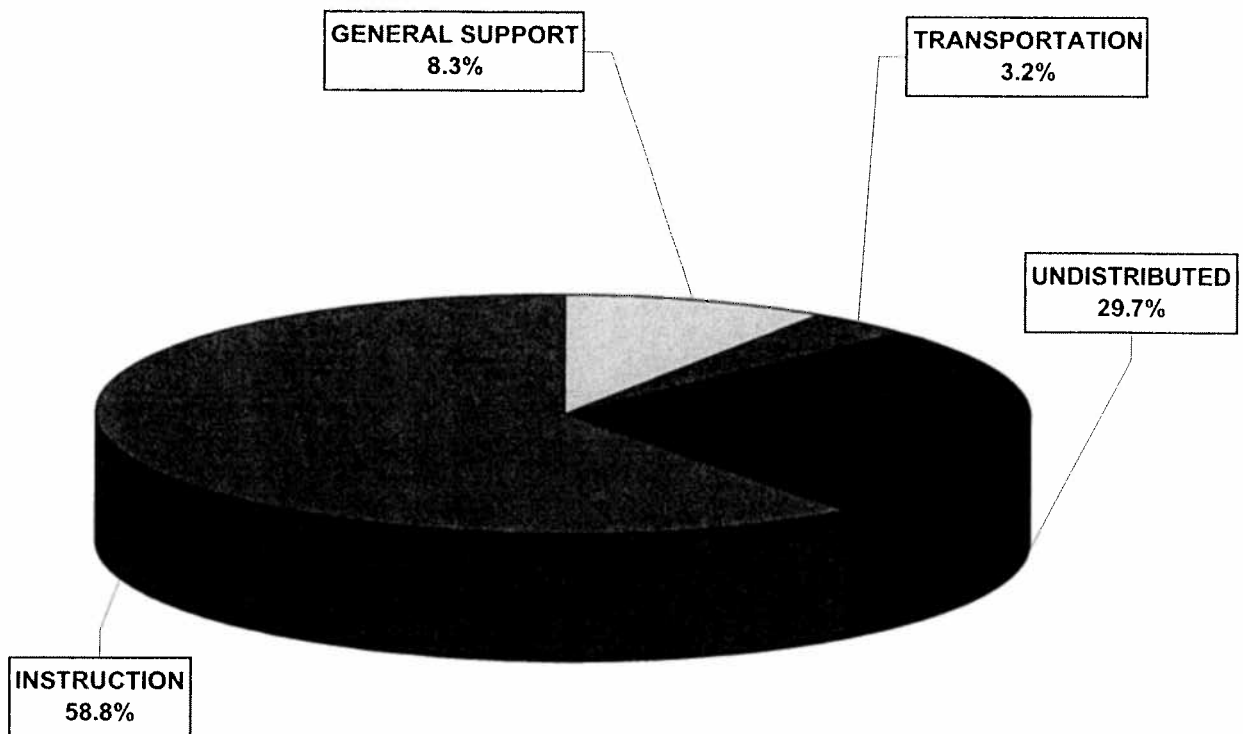
Transportation includes bus transportation that is provided for in-district students, interscholastic athletics, special education and private and parochial students. Pupil transportation is provided by companies with whom the district has a contractual agreement.

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

2013-2014



APPROPRIATIONS	2012-2013 ADOPTED BUDGET	2013-2014 PROPOSED BUDGET
GENERAL SUPPORT	\$3,678,450	\$3,652,910
INSTRUCTION	\$25,636,827	\$25,808,947
TRANSPORTATION	\$1,512,090	\$1,404,500
UNDISTRIBUTED	\$11,881,099	\$13,029,135
TOTAL APPROPRIATIONS	\$42,708,466	\$43,895,492

EXPENDITURE SUMMARY

	2012-2013 ADOPTED BUDGET	2013-14 PROPOSED BUDGET
GENERAL SUPPORT		
Board of Education	\$49,862	\$48,862
Central Administration	\$412,632	\$416,174
Finance	\$519,506	\$529,200
Legal	\$130,000	\$130,000
Personnel	\$12,500	\$12,500
Public Information	\$67,240	\$63,000
Central Services		
Operations	\$1,751,423	\$1,730,890
Maintenance	\$369,187	\$360,284
Special Items	\$366,100	\$362,000
TOTAL GENERAL SUPPORT	\$3,678,450	\$3,652,910
INSTRUCTION		
Curriculum Development	\$192,477	\$197,108
Supervision	\$1,352,719	\$1,416,505
Teaching	\$14,287,546	\$14,149,504
Special Education	\$5,867,883	\$5,844,625
Teaching Special Schools	\$0	\$70,000
Instructional Media	\$316,807	\$329,120
Technology	\$894,600	\$943,308
Pupil Services:		
Guidance	\$925,239	\$974,746
Health	\$294,000	\$293,500
Psychological Services	\$568,067	\$560,530
Co-curricular Activities	\$331,462	\$347,632
Interscholastic Athletics	\$606,027	\$682,369
TOTAL INSTRUCTION	\$25,636,827	\$25,808,947

EXPENDITURE SUMMARY

	2012-2013 ADOPTED BUDGET	2013-14 PROPOSED BUDGET
TRANSPORTATION	\$1,512,090	\$1,404,500
UNDISTRIBUTED		
Employee Benefits	\$10,217,925	\$11,442,120
Debt Service	\$1,568,174	\$1,487,015
Interfund Transfer	\$95,000	\$100,000
TOTAL UNDISTRIBUTED	\$11,881,099	\$13,029,135
TOTAL EXPENDITURES	\$42,708,466	\$43,895,492

EXPENDITURE NARRATIVE

GENERAL SUPPORT

Board of Education

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

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

Chief School Administrator

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

Finance

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

Legal/Personnel/ Public Information

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

Personnel costs include recruitment and position advertisements.

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2013-14**

FUNCTION	CATEGORY	2011-12 ACTUAL EXPENDITURES	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
GENERAL SUPPORT						
<u>BOARD OF EDUCATION</u>						
1010.400	Contract Services					
	Conferences	\$1,237	\$1,500	\$1,500	\$0	0.00%
	Memberships	\$13,713	\$14,000	\$14,000	\$0	0.00%
	Policy/Regulation Review	\$949	\$2,500	\$2,500	\$0	0.00%
		<u>\$15,899</u>	<u>\$18,000</u>	<u>\$18,000</u>	<u>\$0</u>	<u>0.00%</u>
1010.450	Supplies	\$124	\$350	\$350	\$0	0.00%
1040.160	District Clerk	\$12,000	\$13,000	\$12,000	(\$1,000)	(7.69%)
	Deputy Treasurer	\$5,512	\$5,512	\$5,512	\$0	0.00%
		<u>\$17,512</u>	<u>\$18,512</u>	<u>\$17,512</u>	<u>(\$1,000)</u>	<u>(5.40%)</u>
1040.400	Contract Services	\$5,959	\$13,000	\$13,000	\$0	0.00%
	Voting Machines					
<u>TOTAL BOARD OF EDUCATION</u>						
		\$39,495	\$49,862	\$48,862	(\$1,000)	(2.01%)
<u>CENTRAL ADMINISTRATION</u>						
1240.150	Central Office Administration	\$231,139	\$235,000	\$235,000	\$0	0.00%
1240.160	Non-Instr. Salaries	\$132,593	\$162,632	\$166,174	\$3,542	2.18%
1240.400	Contract Services	\$10,584	\$13,000	\$13,000	\$0	0.00%
1240.450	Supplies	\$1,716	\$2,000	\$2,000	\$0	0.00%
<u>TOTAL CHIEF SCHOOL ADMINISTRATOR</u>						
		\$376,032	\$412,632	\$416,174	\$3,542	0.86%
<u>FINANCE</u>						
1310.160	Business Non-Instructional Salaries	\$420,267	\$416,506	\$421,200	\$4,694	1.13%
1310.400	Contract Services					
	Business Office (Includes GASB 45 actuary)	\$39,790	\$35,000	\$35,000	\$0	0.00%
	Third Party Administration (Flex Plan & TSA)	\$4,188	\$6,000	\$6,000	\$0	0.00%
	Investigation	\$0	\$2,500	\$2,500	\$0	0.00%
		<u>\$43,978</u>	<u>\$43,500</u>	<u>\$43,500</u>	<u>\$0</u>	<u>0.00%</u>
1310.450	Supplies	\$4,048	\$4,000	\$4,000	\$0	0.00%
1320.400	Auditing					
	External Auditor	\$56,788	\$30,000	\$35,000	\$5,000	0.00%
	Internal Auditor	\$19,400	\$20,000	\$20,000	\$0	10.00%
		<u>\$76,188</u>	<u>\$50,000</u>	<u>\$55,000</u>		
1320.410	Internal Claims Auditor	\$5,150	\$5,500	\$5,500	\$0	0.00%
<u>TOTAL FINANCE</u>						
		\$549,631	\$519,506	\$529,200	\$9,694	1.87%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2013-14**

FUNCTION	CATEGORY	2011-12 ACTUAL EXPENDITURES	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>LEGAL</u>						
1420.400	Legal Representation	\$63,297	\$55,000	\$55,000	\$0	0.00%
	Litigation	\$46,244	\$75,000	\$75,000	\$0	0.00%
TOTAL LEGAL		\$109,541	\$130,000	\$130,000	\$0	0.00%
<u>PERSONNEL</u>						
1430.400	Personnel Contract Services	\$11,077	\$1,500	\$1,500	\$0	0.00%
1430.450	Supplies	\$928	\$1,000	\$1,000	\$0	0.00%
1430.490	Recruitment	\$1,679	\$10,000	\$10,000	\$0	0.00%
TOTAL PERSONNEL		\$13,684	\$12,500	\$12,500	\$0	0.00%
<u>PUBLIC INFORMATION</u>						
1480.160	Public Information Salary	\$56,000	\$58,240	\$54,000	(\$4,240)	(7.28%)
1480.400	Contract Services-Newsletter	\$3,597	\$7,500	\$7,500	\$0	0.00%
1480.450	Supplies	\$336	\$1,500	\$1,500	\$0	0.00%
TOTAL PUBLIC INFORMATION		\$59,933	\$67,240	\$63,000	(\$4,240)	(6.31%)

Central Services

Operations

The district owns and maintains the Hillside School, Farragut Complex, Burke property and several athletic fields. Many of these facilities are used by community groups.

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

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

The District completed an Energy Performance Contract which reduced electricity and gas costs throughout District.

Maintenance

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

This category covers the maintenance of four boilers and heating controls, repairs for electric and plumbing, truck maintenance, and the maintenance of facilities and all fields.

Equipment

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2013-14**

FUNCTION	CATEGORY	2011-12 ACTUAL EXPENDITURES	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>OPERATIONS</u>						
1620.160	Non-Instr.Salaries	\$952,878	\$927,423	\$963,390	\$35,967	3.88%
	Overtime/Summer	\$145,655	\$155,000	\$165,000	\$10,000	6.45%
		<u>\$1,098,533</u>	<u>\$1,082,423</u>	<u>\$1,128,390</u>	<u>\$45,967</u>	<u>4.25%</u>
1620.200	Equipment	\$20,000	\$20,000	\$15,000	(\$5,000)	(25.00%)
1620.400	Contract Services	\$0				
	Maintenance Contract	\$525,999	\$60,000	\$60,000	\$0	0.00%
	Fuel Oil/Gas	\$77,739	\$180,000	\$130,000	(\$50,000)	(27.78%)
	Electricity	\$138,311	\$194,000	\$170,000	(\$24,000)	(12.37%)
	Telephone	\$6,679	\$12,500	\$12,500	\$0	0.00%
	Water	\$41,284	\$35,000	\$42,000	\$7,000	20.00%
	Unscheduled Repairs	\$234,199	\$40,000	\$40,000	\$0	0.00%
		<u>\$1,024,212</u>	<u>\$521,500</u>	<u>\$454,500</u>	<u>(\$67,000)</u>	<u>(12.85%)</u>
1620.450	Supplies	\$232,069	\$85,000	\$85,000	\$0	0.00%
1620.490	BOCES					
	Telephone	\$40,107	\$35,000	\$40,000	\$5,000	14.29%
	Services	\$8,292	\$7,500	\$8,000	\$500	6.67%
		<u>\$48,399</u>	<u>\$42,500</u>	<u>\$48,000</u>	<u>\$5,500</u>	<u>12.94%</u>
TOTAL OPERATIONS		\$2,423,214	\$1,751,423	\$1,730,890	(\$20,533)	(1.17%)
<u>MAINTENANCE</u>						
1621.160	Non-Inst. Salaries	\$148,764	\$157,187	\$153,284	(\$3,903)	(2.48%)
	Overtime	\$30,658	\$30,000	\$30,000	\$0	0.00%
		<u>\$179,422</u>	<u>\$187,187</u>	<u>\$183,284</u>	<u>(\$3,903)</u>	<u>(2.09%)</u>
1621.200	Equipment	\$14,214	\$15,000	\$10,000	(\$5,000)	(33.33%)
1621.400	Contract Services				\$0	0.00%
	Grounds Upkeep	\$132,735	\$50,000	\$50,000	\$0	0.00%
	Repair District-Wide	\$88,506	\$50,000	\$50,000	\$0	0.00%
	Alarm System	\$10,385	\$12,000	\$12,000	\$0	0.00%
	Building Repairs	\$590,201	\$35,000	\$35,000	\$0	0.00%
	Boiler System	\$14,900	\$20,000	\$20,000	\$0	0.00%
		<u>\$836,727</u>	<u>\$167,000</u>	<u>\$167,000</u>	<u>\$0</u>	<u>0.00%</u>
TOTAL MAINTENANCE		\$1,030,362	\$369,187	\$360,284	(\$8,903)	(2.41%)
TOTAL MAINTENANCE & OPERATIONS		\$3,453,576	\$2,120,610	\$2,091,174	(\$29,436)	(1.39%)

Special Items

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

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

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2013-14**

FUNCTION	CATEGORY	2011-12 ACTUAL EXPENDITURES	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	<u>SPECIAL ITEMS</u>					
1910.400	Insurance	\$146,430	\$165,000	\$165,000	\$0	0.00%
1950.400	Assessments: Greenburgh	\$51,251	\$51,100	\$52,000	\$900	1.76%
1964.400	Refund of Real Property Tax	\$176,860	\$0	\$0	\$0	0.00%
1980.400	MTA Payroll Taxes	\$46,275	\$0	\$0	\$0	0.00%
1981.490	BOCES Administrative Charges	\$140,624	\$150,000	\$145,000	(\$5,000)	(3.33%)
	TOTAL SPECIAL ITEMS	\$561,440	\$366,100	\$362,000	(\$4,100)	(1.12%)
	TOTAL GENERAL SUPPORT	\$5,163,331	\$3,678,450	\$3,652,910	(\$25,540)	(0.69%)

INSTRUCTION

Curriculum Development

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

Supervision

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

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

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

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

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2013-14**

FUNCTION	CATEGORY	2011-12 ACTUAL EXPENDITURES	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>CURRICULUM DEVELOPMENT</u>						
2010.150	Director of Curriculum, Instruction and Personnel	\$9,604	\$150,000	\$153,992	\$3,992	2.66%
2010.160	Non-Instructional Salary	\$52,464	\$32,477	\$33,116	\$639	1.97%
2010.400	Director of CIP -Contractual	\$1,659	\$5,000	\$5,000	\$0	0.00%
2010.450	Director of CIP -Supplies	\$3,269	\$5,000	\$5,000	\$0	0.00%
TOTAL CURRICULUM DEVELOPMENT		\$66,997	\$192,477	\$197,108	\$4,631	2.41%
<u>SUPERVISION</u>						
2020.150	Professional	\$869,639	\$906,403	\$929,899	\$23,496	2.59%
2020.160	Non-Instructional Salaries	\$352,766	\$359,291	\$389,581	\$30,290	8.43%
2020.160	Clerical subs/nurse subs/TA Subs	\$43,624	\$50,000	\$60,000	\$10,000	20.00%
	Total - Non Instructional	\$396,390	\$409,291	\$449,581	\$40,290	9.84%
2020.400	Contract Services					
	Elementary	\$4,466	\$4,000	\$4,000	\$0	0.00%
	Middle School	\$4,614	\$6,000	\$6,000	\$0	0.00%
	High School	\$17,075	\$10,025	\$10,025	\$0	0.00%
		\$26,155	\$20,025	\$20,025	\$0	0.00%
2020.450	Supplies					
	Elementary	\$5,520	\$6,000	\$6,000	\$0	0.00%
	Middle School	\$2,830	\$2,500	\$2,500	\$0	0.00%
	High School	\$8,680	\$8,500	\$8,500	\$0	0.00%
		\$17,030	\$17,000	\$17,000	\$0	0.00%
TOTAL SUPERVISION		\$1,309,213	\$1,352,719	\$1,416,505	\$63,786	4.72%

Teaching

Included are proposed expenditures for the general school program.

Salaries

This category includes salaries for regular education teachers K-12. There is 1.8 FTE a reduction in Professional staff, 1.0 K-5, .6 PE and .2 Science. There is also a reduction of one Teacher Aide in Kindergarten. All of these reductions are due to a decrease in enrollment.

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
PRELIMINARY BUDGET 2013-14**

FUNCTION	CATEGORY	2011-12 ACTUAL EXPENDITURES	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
TEACHING						
2110.120	K-6 Instructional Salaries	\$4,905,801	\$5,332,322	\$5,362,784	\$30,462	0.57%
2110.130	7-12 Instructional Salaries/Chairperson	\$6,601,339	\$7,041,921	\$6,841,201	(\$200,720)	(2.85%)
2110.140	Substitutes	\$179,540	\$200,000	\$200,000	\$0	0.00%
2110.141	Leave Replacements	\$264,266	\$250,000	\$250,000	\$0	0.00%
2110.150	Curriculum Development	\$17,297	\$15,000	\$15,000	\$0	0.00%
2110.151	Staff Development	\$15,306	\$20,000	\$30,000	\$10,000	50.00%
2110.160	Non-Instructional Salaries	\$446,677	\$365,822	\$415,282	\$49,460	13.52%
2110.200	Equipment- Furniture	\$19,986	\$22,000	\$22,000	\$0	0.00%
	Equipment-Elementary	\$3,773	\$4,000	\$4,000	\$0	0.00%
	Equipment-Middle School	\$199	\$0	\$0	\$0	0.00%
	Equipment-High School	\$6,570	\$8,800	\$8,800	\$0	0.00%
		\$30,528	\$34,800	\$34,800	\$0	0.00%
2110.400	Contract Services					
	District Test Scoring	\$20,649	\$125,000	\$60,000	(\$65,000)	(52.00%)
	Elementary	\$9,978	\$10,000	\$10,000	\$0	0.00%
	Middle School Departments	\$6,109	\$9,849	\$11,949	\$2,100	21.32%
	Middle School Study		\$35,000	\$65,000	\$30,000	85.71%
	High School					
	Departments	\$17,246	\$16,668	\$18,690	\$2,022	12.13%
	Graduation	\$10,155	\$11,600	\$11,600	\$0	0.00%
	Handbook	\$7,043	\$4,200	\$4,200	\$0	0.00%
	Mentoring	\$2,495	\$2,600	\$2,600	\$0	0.00%
	Tristate Consortium	\$13,700	\$14,000	\$14,000	\$0	0.00%
	Sup't Conference Days	\$2,100	\$3,000	\$3,000	\$0	0.00%
	Staff Development	\$315	\$20,000	\$20,000	\$0	0.00%
	Arts in Education	\$0	\$5,000	\$6,500	\$1,500	30.00%
	Westchester Teacher Center	\$16,090	\$18,000	\$17,000	(\$1,000)	(5.56%)
	Cultural Arts Program	\$0	\$5,000	\$5,000	\$0	0.00%
	Annual Cost Copiers	\$127,879	\$135,000	\$140,000	\$5,000	3.70%
	District Mailing	\$27,891	\$32,500	\$28,000	(\$4,500)	(13.85%)
	Equipment (Printing/Mailing)	\$4,266	\$5,000	\$5,000	\$0	0.00%
		\$265,915	\$452,417	\$422,539	(\$29,878)	(6.60%)
2110.450	Supplies					
	Paper- District Copiers	\$94,252	\$60,000	\$60,000	\$0	0.00%
	Curriculum Supplies	\$4,164	\$4,000	\$0	(\$4,000)	(100.00%)
	Elementary	\$53,378	\$42,975	\$43,075	\$100	0.23%
	Middle School	\$53,521	\$51,242	\$53,552	\$2,310	4.51%
	High School	\$52,265	\$51,957	\$52,207	\$250	0.48%
		\$257,581	\$210,174	\$208,834	(\$1,340)	(0.64%)

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2013-14**

FUNCTION	CATEGORY	2011-12 ACTUAL EXPENDITURES	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
2110.480	Textbooks					
	District Curriculum-Math	\$4,780	\$0	\$0	\$0	0.00%
	District Curriculum-Literacy	\$22,278	\$20,000	\$0	(\$20,000)	(100.00%)
	District Curriculum-Science	\$1,610	\$0	\$0	\$0	0.00%
	Elementary	\$50,701	\$26,500	\$26,500	\$0	0.00%
	Middle School	\$12,691	\$20,850	\$24,270	\$3,420	16.40%
	High School	\$41,917	\$35,240	\$28,194	(\$7,046)	(19.99%)
	Non-Public	\$2,485	\$0	\$0	\$0	0.00%
		<u>\$136,462</u>	<u>\$102,590</u>	<u>\$78,964</u>	<u>(\$23,626)</u>	<u>(23.03%)</u>
2110.490	BOCES					
	Occupational Education	\$26,824	\$100,000	\$110,100	\$10,100	10.10%
	Walkabout/Alternative/GED	\$29,238	\$50,000	\$32,500	(\$17,500)	(35.00%)
	BOCES Staff Development	\$22,453	\$10,000	\$10,000	\$0	0.00%
	Institute Excellence	\$0	\$2,500	\$2,500	\$0	0.00%
	Information and Administrative Mgt. Services	<u>\$152,692</u>	<u>\$100,000</u>	<u>\$135,000</u>	<u>\$35,000</u>	<u>35.00%</u>
		<u>\$231,206</u>	<u>\$262,500</u>	<u>\$290,100</u>	<u>\$27,600</u>	<u>10.51%</u>
TOTAL TEACHING		\$13,351,917	\$14,287,546	\$14,149,504	(\$138,042)	(0.97%)

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 2013-14 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. There is an increase in Professional staff salaries of 1.4 FTE in order to create a new program at the Middle School. Non-Instructional salaries reflect a decrease of one teacher aide.

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

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

BOCES Program Descriptions:

Intensive Services Programs

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

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

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

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

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

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

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

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

Multiply Disabled

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

Comprehensive Support Services

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2013-14**

FUNCTION	CATEGORY	2011-12 ACTUAL EXPENDITURES	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>SPECIAL EDUCATION</u>						
2250.150	Instructional Salaries	\$2,623,010	\$2,745,888	\$3,029,322	\$283,434	10.32%
2250.160	Non-Instructional Salary	\$720,211	\$747,168	\$798,000	\$50,832	6.80%
2250.200	Equipment	\$13,771	\$5,000	\$4,000	(\$1,000)	(20.00%)
2250.400	Contract Services					
	Elementary	\$0	\$0	\$0	\$0	0.00%
	Middle School	\$0	\$0	\$0	\$0	0.00%
	High School	\$0	\$0	\$0	\$0	0.00%
	District (includes District based related services)	\$265,311	\$262,400	\$260,000	(\$2,400)	(0.91%)
		\$265,311	\$262,400	\$260,000	(\$2,400)	(0.91%)
2250.450	Supplies					
	Special Education-District Initiative - Math	\$0	\$0	\$0	\$0	0.00%
	Special Education	\$28,130	\$21,800	\$15,800	(\$6,000)	(27.52%)
	Elementary	\$0	\$0	\$0	\$0	0.00%
	Middle School	\$0	\$0	\$0	\$0	0.00%
	High School	\$0	\$0	\$0	\$0	0.00%
		\$28,130	\$21,800	\$15,800	(\$6,000)	(27.52%)
2250.470	Tuition and Related Services	\$1,013,364	\$1,209,335	\$890,736	(\$318,599)	(26.34%)
	County Maintenance	\$59,520	\$65,000	\$128,179	\$63,179	97.20%
	Homebound Tutoring	\$0	\$15,000	\$15,000	\$0	0.00%
	Preschool	\$0	\$0	\$0	\$0	0.00%
	Settlements	\$120,000	\$50,000	\$50,000	\$0	0.00%
		\$1,192,883	\$1,339,335	\$1,083,915	(\$255,420)	(19.07%)
2250.480	Textbooks	\$4,915	\$5,000	\$5,000	\$0	0.00%
	Elementary	\$0	\$0	\$0	\$0	0.00%
	Middle School	\$0	\$0	\$0	\$0	0.00%
	High School	\$0	\$0	\$0	\$0	0.00%
		\$4,915	\$5,000	\$5,000	\$0	0.00%
2250.490	BOCES					
	Tuition & Related Services	\$720,267	\$741,292	\$648,588	(\$92,704)	(12.51%)
		\$720,267	\$741,292	\$648,588	(\$92,704)	(12.51%)
TOTAL SPECIAL EDUCATION		\$5,568,499	\$5,867,883	\$5,844,625	(\$23,258)	(0.40%)

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
PRELIMINARY BUDGET 2013-14**

FUNCTION	CATEGORY	2011-12 ACTUAL EXPENDITURES	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>TEACHING SPECIAL SCHOOLS</u>						
2330.400	Drivers Education Contractual	\$20,915	\$0	\$70,000	\$70,000	0.00%
TOTAL TEACHING SPECIAL SCHOOLS		\$20,915	\$0	\$70,000	\$70,000	0.00%
<u>INSTRUCTIONAL MEDIA</u>						
2610.150	Instructional Salaries	\$173,610	\$179,078	\$181,042	\$1,964	1.10%
2610.160	Non-Instructional Salaries	\$91,118	\$87,651	\$98,000	\$10,349	11.81%
2610.200	Equipment					
	Elementary AV	\$1,542	\$1,000	\$1,000	\$0	0.00%
	Middle School AV	\$3,699	\$3,460	\$3,460	\$0	0.00%
	High School AV	\$3,835	\$3,000	\$3,000	\$0	0.00%
	Middle School Library	\$0	\$0	\$0	\$0	0.00%
	High School Library	\$0	\$0	\$0	\$0	0.00%
		<u>\$9,076</u>	<u>\$7,460</u>	<u>\$7,460</u>	<u>\$0</u>	<u>0.00%</u>
2610.400	Contract Services					
	Equipment Repair	\$515	\$0	\$0	\$0	0.00%
	Elementary AV	\$1,274	\$1,000	\$1,000	\$0	0.00%
	Middle School AV	\$1,068	\$985	\$985	\$0	0.00%
	High School AV	\$44	\$150	\$150	\$0	0.00%
	Elementary Library	\$0	\$0	\$0	\$0	0.00%
	Middle School Library	\$999	\$2,209	\$2,209	\$0	0.00%
	High School Library	\$3,750	\$4,226	\$4,226	\$0	0.00%
		<u>\$7,649</u>	<u>\$8,570</u>	<u>\$8,570</u>	<u>\$0</u>	<u>0.00%</u>
2610.450	Supplies					
	Elementary AV	\$1,024	\$1,000	\$1,000	\$0	0.00%
	Middle School AV	\$5,220	\$2,706	\$2,706	\$0	0.00%
	High School AV	\$791	\$750	\$750	\$0	0.00%
	Elementary Library	\$522	\$575	\$575	\$0	0.00%
	Middle School Library	\$909	\$1,574	\$1,574	\$0	0.00%
	High School Library	\$0	\$375	\$375	\$0	0.00%
		<u>\$8,466</u>	<u>\$6,980</u>	<u>\$6,980</u>	<u>\$0</u>	<u>0.00%</u>
2610.460	Books - Library Program	\$27,245	\$27,068	\$27,068	\$0	0.00%
TOTAL INSTRUCTIONAL MEDIA		\$317,164	\$316,807	\$329,120	\$12,313	3.89%

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
PRELIMINARY BUDGET 2013-14**

FUNCTION	CATEGORY	2011-12 ACTUAL EXPENDITURES	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	<u>TECHNOLOGY</u>					
	<u>INSTRUCTIONAL TECHNOLOGY</u>					
2630.150	Instructional Salaries	\$0	\$75,000	\$84,150	\$9,150	12.20%
2630.160	Non-Instructional Salaries	\$102,784	\$118,600	\$123,158	\$4,558	3.84%
2630.400	Contract Services	\$39,409	\$20,000	\$20,000	\$0	0.00%
2630.450	Supplies	\$15,941	\$11,000	\$11,000	\$0	0.00%
2630.460	Software Supplies	\$7,047	\$25,000	\$55,000	\$30,000	120.00%
2630.490	Computer Repairs	\$0	\$5,000	\$5,000	\$0	0.00%
2630.490	BOCES Local Area Network	\$392,614	\$425,000	\$420,000	(\$5,000)	(1.18%)
2630.490	BOCES Inst. and Mgt. Support Services	\$0	\$0	\$0	\$0	0.00%
2630.490	BOCES Equipment Lease	\$300,151	\$140,000	\$150,000	\$10,000	7.14%
	INSTRUCTIONAL TECHNOLOGY	\$857,945	\$819,600	\$868,308	\$48,708	5.94%
	<u>STUDENT SUPPORT SYSTEM ADMINISTRATIVE TECHNOLOGY</u>					
2630.400	BOCES Charges/Network Support	\$52,847	\$75,000	\$75,000	\$0	0.00%
	STUDENT SUPPORT SYSTEM ADMINISTRATIVE TECHNOLOGY	\$52,847	\$75,000	\$75,000	\$0	0.00%
	TOTAL TECHNOLOGY	\$910,792	\$894,600	\$943,308	\$48,708	5.44%

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
PRELIMINARY BUDGET 2013-14**

FUNCTION	CATEGORY	2011-12 ACTUAL EXPENDITURES	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>PUPIL SERVICES - GUIDANCE</u>						
2810.150	Instructional Salaries	\$751,422	\$763,513	\$812,346	\$48,833	6.40%
	Summer Work	\$31,066	\$28,500	\$30,500	\$2,000	7.02%
	Total Instructional Salaries	\$782,488	\$792,013	\$842,846	\$50,833	6.42%
2810.160	Non-Instructional Salaries	\$97,434	\$108,826	\$107,500	(\$1,326)	(1.22%)
2810.400	Contract Services					
	Elementary	\$478	\$0	\$0	\$0	0.00%
	Middle School	\$613	\$1,000	\$1,000	\$0	0.00%
	High School	\$1,253	\$4,500	\$4,500	\$0	0.00%
		\$2,344	\$5,500	\$5,500	\$0	0.00%
2810.450	Supplies					
	Social Worker	\$0	\$0	\$0	\$0	0.00%
	Elementary	\$0	\$0	\$0	\$0	0.00%
	Middle School	\$687	\$1,400	\$1,400	\$0	0.00%
	High School	\$3,727	\$4,000	\$4,000	\$0	0.00%
	Total Supplies	\$4,414	\$5,400	\$5,400	\$0	0.00%
2810.470	Homebound Instruction	\$17,229	\$10,000	\$10,000	\$0	0.00%
2810.490	BOCES/Naviance & Discover	\$3,000	\$3,500	\$3,500	\$0	0.00%
TOTAL PUPIL SERVICES - GUIDANCE		\$906,909	\$925,239	\$974,746	\$49,507	5.35%
<u>PUPIL SERVICES - HEALTH</u>						
2815.160	Salaries					
	Nurses	\$215,145	\$218,000	\$220,000	\$2,000	0.92%
	Summer Work	\$0	\$6,000	\$7,500	\$1,500	25.00%
	Doctor	\$12,846	\$15,000	\$15,000	\$0	0.00%
2815.400	Health Services - Other Districts	\$32,975	\$46,000	\$42,000	(\$4,000)	(8.70%)
2815.450	Supplies	\$5,872	\$9,000	\$9,000	\$0	0.00%
TOTAL PUPIL SERVICES - HEALTH		\$266,838	\$294,000	\$293,500	(\$500)	(0.17%)
<u>PUPIL SERVICES - PSYCHOLOGIST</u>						
2820.150	Instructional Salaries	\$464,311	\$546,867	\$546,830	(\$37)	(0.01%)
	Summer Work	\$0	\$13,500	\$6,000	(\$7,500)	(55.56%)
	Total Instructional Salaries	\$464,311	\$560,367	\$552,830	(\$7,537)	(1.35%)
2820.400	Contract Services					
	Elementary	\$0	\$1,000	\$1,000	\$0	0.00%
	Middle School	\$500	\$500	\$500	\$0	0.00%
	High School	\$0	\$500	\$500	\$0	0.00%
		\$500	\$2,000	\$2,000	\$0	0.00%
2820.450	Supplies					
	Elementary	\$1,750	\$1,900	\$1,900	\$0	0.00%
	Middle School	\$1,809	\$1,900	\$1,900	\$0	0.00%
	High School	\$1,105	\$1,900	\$1,900	\$0	0.00%
		\$4,665	\$5,700	\$5,700	\$0	0.00%
TOTAL PUPIL SERVICES - PSYCHOLOGIST		\$469,475	\$568,067	\$560,530	(\$7,537)	(1.33%)

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
PRELIMINARY BUDGET 2013-14**

FUNCTION	CATEGORY	2011-12 ACTUAL EXPENDITURES	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>CO-CURRICULAR ACTIVITIES</u>						
2850.150	Co-Curricular Salaries	\$273,146	\$284,200	\$294,580	\$10,380	3.65%
2850.400	Contract Services	\$21,019	\$22,500	\$22,500	\$0	0.00%
	Elementary	\$491	\$1,000	\$0	(\$1,000)	(100.00%)
	Hillside Theater	\$980	\$0	\$0	\$0	0.00%
	Middle School	\$8,551	\$7,762	\$9,552	\$1,790	23.06%
	Middle School Theater	\$652	\$0	\$0	\$0	0.00%
	High School	\$15,407	\$16,000	\$16,000	\$0	0.00%
	High School Theater	\$3,748	\$0	\$0	\$0	0.00%
	Community Service	\$0	\$0	\$5,000	\$5,000	0.00%
		\$50,847	\$47,262	\$53,052	\$5,790	12.25%
TOTAL CO-CURRICULAR ACTIVITIES		\$323,993	\$331,462	\$347,632	\$16,170	4.88%
<u>INTERSCHOLASTIC ATHLETICS</u>						
2855.150	Salaries					
	Athletic Director	\$6,903	\$10,000	\$92,312	\$82,312	823.12%
	Coaching	\$254,678	\$285,000	\$293,550	\$8,550	3.00%
	Intramurals	\$12,630	\$14,500	\$15,000	\$500	3.45%
	Timers, Security	\$15,765	\$13,500	\$13,500	\$0	0.00%
	Director - Summer Assignment	\$0	\$12,000	\$0	(\$12,000)	(100.00%)
		\$289,977	\$335,000	\$414,362	\$79,362	23.69%
2855.160	Non-Instructional Salary	\$41,817	\$44,650	\$45,670	\$1,020	2.28%
2855.200	Equipment MS/HS	\$21,591	\$20,874	\$20,874	\$0	0.00%
2855.400	Contract Services					
	High School	\$346	\$0	\$0	\$0	0.00%
	Sports Recognition Awards	\$0	\$0	\$0	\$0	0.00%
	Games Supervision	\$1,190	\$2,000	\$2,000	\$0	0.00%
	Cleaning/Repairs	\$14,002	\$15,090	\$15,090	\$0	0.00%
	Fees	\$6,352	\$8,161	\$8,161	\$0	0.00%
	Dues	\$2,902	\$3,000	\$3,000	\$0	0.00%
	Officials	\$0	\$9,789	\$9,789	\$0	0.00%
	Sports Trainer	\$21,399	\$24,040	\$30,000	\$5,960	24.79%
	Quad Village-Merged Sports	\$7,115	\$15,000	\$10,000	(\$5,000)	(33.33%)
	Middle School Athletics	\$3,360	\$3,820	\$0	(\$3,820)	(100.00%)
		\$56,665	\$80,900	\$78,040	(\$2,860)	(3.54%)
2855.450	Supplies	\$77,484	\$44,603	\$48,423	\$3,820	8.56%
2855.490	BOCES Interscholastic Services	\$76,797	\$80,000	\$75,000	(\$5,000)	(6.25%)
TOTAL INTERSCHOLASTIC ATHLETICS		\$564,330	\$606,027	\$682,369	\$76,342	12.60%
TOTAL INSTRUCTION		\$24,077,042	\$25,636,827	\$25,808,947	\$172,120	0.67%

TRANSPORTATION

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

Additionally, the district is required to provide transportation for:

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

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

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

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

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

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2013-14**

FUNCTION	CATEGORY	2011-12 ACTUAL EXPENDITURES	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	<u>TRANSPORTATION</u>					
5510.160	In-District Salary	\$18,000	\$18,000	\$18,000	\$0	0.00%
5540.400	Out of District Consortium	\$816,737	\$935,000	\$925,000	(\$10,000)	(1.07%)
5540.400	In-District Contract	\$253,220	\$285,000	\$278,000	(\$7,000)	(2.46%)
5540.400	Sports	\$115,624	\$127,500	\$131,000	\$3,500	2.75%
5540.490	BOCES Sp. Ed. Transportation	\$131,435	\$142,000	\$50,000	(\$92,000)	(64.79%)
5550.400	Public Service	\$0	\$4,590	\$2,500	(\$2,090)	(45.53%)
TOTAL TRANSPORTATION		\$1,335,016	\$1,512,090	\$1,404,500	(\$107,590)	(7.12%)

UNDISTRIBUTED

Employee Benefits

Employee Retirement System (ERS)

The program is financed by a district contribution to a six-tier system. The rates continue to increase significantly with next year's contribution budgeted at 20.9%.

Teacher Retirement System (TRS)

The program is financed by a district contribution to a six-tier system. The TRS has also increased significantly in recent years with the contribution going from 11.84% to 16.5% in 2013-14.

Social Security

For the calendar year 2013, the social security tax rate will remain at 7.65%. For the calendar year 2013, the maximum wage subject to the social security tax will increase from \$110,100 to \$113,700. 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 7.5% for 2013-14.

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

Union Welfare Funds

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

Employee TSA

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2013-14**

FUNCTION	CATEGORY	2011-12 ACTUAL EXPENDITURES	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
	UNDISTRIBUTED EXPENSES					
	<u>EMPLOYEE BENEFITS</u>					
9010.800	Non-Teacher Retirement	\$716,161	\$815,000	\$915,000	\$100,000	12.27%
9020.800	Teacher Retirement	\$1,936,737	\$2,250,000	\$3,186,000	\$936,000	41.60%
9030.800	Social Security	\$1,584,372	\$1,710,000	\$1,710,000	\$0	0.00%
9040.800	Workers' Compensation	\$132,804	\$148,675	\$153,135	\$4,460	3.00%
9045.800	Life Insurance	\$6,117	\$10,000	\$10,000	\$0	0.00%
9050.800	Unemployment Insurance	\$50,700	\$65,000	\$50,000	(\$15,000)	(23.08%)
9060.800	Health Insurance	\$3,890,728	\$4,885,000	\$5,082,500	\$197,500	4.04%
9070.800	CSEA Welfare Fund	\$79,525	\$76,000	\$76,000	\$0	0.00%
9070.800	HTA Welfare Fund	\$237,362	\$240,000	\$241,000	\$1,000	0.42%
9089.490	Employee Assistance Program	\$11,431	\$6,500	\$6,500	\$0	0.00%
9089.800	Employee Benefits Other - TSA		\$11,750	\$11,985	\$235	2.00%
	TOTAL EMPLOYEE BENEFITS	\$8,645,938	\$10,217,925	\$11,442,120	\$1,224,195	11.98%

Debt Service

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

Funds are included for the payment of principal and interest of the capital improvement bond authorized by the community in 1993 and in May 2001, both of these were refinanced which resulted in a \$150,000 saving over 4 years.

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

Interfund Transfers

Capital Fund

Funds have been appropriated for capital improvement projects and upgrading facilities.

Special Aid Fund

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2013-14**

FUNCTION	CATEGORY	2011-12 ACTUAL EXPENDITURES	2012-13 ADOPTED BUDGET	2013-14 PROPOSED BUDGET	DOLLAR INCREASE	% INC.
<u>DEBT SERVICE</u>						
9711.600	Principal - Serial Bonds					
	- Capital Improvement 2001		\$840,000	\$875,000	\$35,000	4.17%
	- Refunding 2011		\$320,000	\$340,000	\$20,000	6.25%
	Principal - (BOND)					
	- Real Property Tax Refund 1997		\$100,000	\$0	\$5,000	5.88%
9711.700	Interest - Serial Bonds					
	- Capital Improvement 2001		\$159,200	\$111,613	(\$47,587)	(29.89%)
	- Refunding 2011		\$13,125	\$9,180	(\$3,945)	(30.06%)
	Interest - (BOND)					
	- Real Property Tax Refund 1997		\$2,450	\$0	(\$4,158)	(20.50%)
9760.700	Interest - Tax Anticipation Note		\$0	\$0	\$0	0.00%
9785.600	Principal - Installment Purchase Debt		\$133,399	\$151,222	\$17,823	13.36%
9785.700	Interest - Installment Purchase Debt		\$0	\$0	\$0	0.00%
TOTAL DEBT SERVICE		\$1,425,341	\$1,568,174	\$1,487,015	(\$81,159)	(5.18%)
<u>INTERFUND TRANSFERS</u>						
9950.000	Capital Fund - Regular	\$50,000	\$50,000	\$50,000	\$0	0.00%
	Special Aid Fund	\$40,530	\$45,000	\$50,000	\$5,000	11.11%
TOTAL INTERFUND TRANSFER		\$90,530	\$95,000	\$100,000	\$5,000	5.26%
TOTAL UNDISTRIBUTED		\$10,161,809	\$11,881,099	\$13,029,135	\$1,148,036	9.66%
TOTAL GENERAL FUND BUDGET		\$40,737,198	\$42,708,466	\$43,895,492	\$1,187,026	2.78%

PROPOSED COMPONENT BUDGET 2013-2014

	2013-14 PROPOSED <u>BUDGET</u>	2013-14 <u>ADMIN</u>	2013-14 <u>PROGRAM</u>	2013-14 <u>CAPITAL</u>
GENERAL SUPPORT				
Board of Education	\$48,862	\$48,862		
Central Administration	\$416,174	\$416,174		
Finance	\$529,200	\$529,200		
Legal	\$130,000	\$16,500	\$113,500	
Personnel	\$12,500	\$11,000	\$1,500	
Public Information	\$63,000	\$63,000		
Central Services				
Operations	\$1,730,890			\$1,730,890
Maintenance	\$360,284			\$360,284
Special Items				
Insurance/Other	\$362,000	\$362,000		
Refund of Real Property Tax	\$0	\$0		
TOTAL GENERAL SUPPORT	\$3,652,910	\$1,446,736	\$115,000	\$2,091,174
INSTRUCTION				
Curriculum Development	\$197,108	\$197,108		
Supervision	\$1,416,505	\$1,416,505		
Teaching	\$14,149,504		\$14,149,504	
Special Education	\$5,844,625		\$5,844,625	
Teaching Special Schools	\$70,000		\$70,000	
Instructional Media	\$329,120		\$329,120	
Technology	\$943,308		\$943,308	
Pupil Services:				
Guidance	\$974,746		\$974,746	
Health	\$293,500		\$293,500	
Psychological Services	\$560,530		\$560,530	
Co-curricular Activities	\$347,632		\$347,632	
Interscholastic Athletics	\$682,369		\$682,369	
TOTAL INSTRUCTION	\$25,808,947	\$1,613,613	\$24,195,334	\$0

PROPOSED COMPONENT BUDGET 2013-2014

	2013-14 PROPOSED <u>BUDGET</u>	2013-14 <u>ADMIN</u>	2013-14 <u>PROGRAM</u>	2013-14 <u>CAPITAL</u>
TRANSPORTATION	\$1,404,500		\$1,404,500	
UNDISTRIBUTED				
Employee Benefits	\$11,442,120	\$1,155,666	\$9,548,458	\$737,996
Debt Service	\$1,487,015			\$1,487,015
Interfund Transfer:				
To Capital Fund	\$50,000			\$50,000
To Special Aid	\$50,000		\$50,000	
TOTAL UNDISTRIBUTED	\$13,029,135	\$1,155,666	\$9,598,458	\$2,275,011
TOTAL EXPENDITURES	\$43,895,492	\$4,216,015	\$35,313,292	\$4,366,185

COMPARISON OF 2012-13 ADOPTED BUDGET TO 2013-14 THREE COMPONENT PROPOSED BUDGET

	2012-13 ADOPTED <u>BUDGET</u>	2013-14 PROPOSED <u>BUDGET</u>
ADMINISTRATIVE	\$4,039,750	\$4,216,015
PROGRAM	\$34,235,761	\$35,313,292
CAPITAL	\$4,432,955	\$4,366,185
TOTALS	\$42,708,466	\$43,895,492

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 2012-13	Proposed Budget 2013-14	Percent Change
Total Proposed Spending	42,708,466	43,895,492	2.78%
Total Proposed School Year Tax Levy, Including Tax Levy to Support Library Debt ¹	35,164,898	36,377,024	3.45%
Permissible Exclusions to the School Tax Levy Limit	973,093	1,320,534	
Proposed School Year Tax Levy, Not including Levy for Permissible Exclusions or Levy to Support Library Debt)	34,191,805	35,056,490	
School Tax Levy Limit ²	34,396,097	35,080,564	
Difference (positive value requires 60.0% voter approval)	-204,292	-24,074	
Public School Enrollment	1,620	1,596	-1.48%
Consumer Price Index			2.1%

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

² For 2013-14 includes any carryover from 2012-13 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2012-13	Estimated 2013-14
Adjusted Restricted Fund Balance	6,298,501	5,600,000
Assigned Appropriate Fund Balance	2,300,000	2,400,000
Adjusted Unrestricted Fund Balance	1,224,026	1,350,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	2.87%	3.08%

School District Budget Notice

Overall Budget Proposal

Overall Budget Proposal	Budget Adopted for the 2012-13 School Year	Budget Proposed for the 2013-14 School Year	Contingency Budget for the 2013-14 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$42,708,466	\$43,895,492	\$42,683,366
Increase/Decrease for the 2013-14 School Year		\$1,187,026	-\$25,100
Percentage Increase/Decrease in Proposed Budget		2.78%	-0.06%
Change in the Consumer Price Index		2.1%	
Total Proposed School Year Tax Levy, Including Levy to Support Library Debt, if applicable	\$35,164,898	\$36,377,024	\$35,164,898
Total Permissible Exclusions	\$973,093	\$1,320,534	
A. Proposed School Year Tax Levy, <u>Not</u> Including Levy for Permissible Exclusions or Levy to Support Library Debt	\$34,191,805	\$35,056,490	
B. School Tax Levy Limit, <u>Not</u> Including Levy for Permissible Exclusions	\$34,396,097	\$35,080,564	
Difference: A - B (Positive Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions)	-\$204,292	-\$24,074	
Administrative Component	\$4,039,750	\$4,216,015	\$4,041,015
Program Component	\$34,235,761	\$35,313,292	\$34,276,166
Capital Component	\$4,432,955	\$4,366,185	\$4,366,185
<ul style="list-style-type: none"> Provide a statement of assumptions made in projecting a contingency budget for the 2013-14 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law. Reductions in administrative expenditures, program expenditures, equipment, capital expenditures, 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 2013-14 School Year
Estimated Basic STAR Exemption Savings ¹	\$2,224

The annual budget vote for the fiscal year 2013-2014 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 21, 2013 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 \$126,000.00 for 2013-14.

<u>Position</u>	<u>Compensation</u>	
Superintendent	Contract Salary	\$235,000
	Employee Benefit	
	Annuity	\$11,750
	Health Insurance	\$0
	Dental/Vision/Life/Dis	\$5,800
	Social Security	\$10,457
	Teachers' Retirement Sys	<u>\$38,188</u>
	Total Benefits	\$66,195
	Other: Auto Allowance	\$4,800
Director of Curriculum	Contract Salary	\$149,473
High School Principal	Contract Salary	\$166,440
Middle School Principal	Contract Salary	\$180,671
Elementary School Principal	Contract Salary	\$153,278
Director of Special Education Services	Contract Salary	\$161,857
High School Assistant Principal	Contract Salary	\$145,187
Middle School Assistant Principal	Contract Salary	\$149,130
District Treasurer	Contract Salary	\$131,539

NOTE: The above figures are the Administrators' compensation for 2012-13. Salaries for 2013-14 will be based upon year-end evaluations.



The New York State Accountability Report 2011-12

DISTRICT:

HASTINGS-ON-HUDSON
UNION FREE SCHOOL
DISTRICT

DISTRICT ID:

660404030000

SUPERINTENDENT:

TIMOTHY CONNORS

PHONE:

914-478-6200

Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward**, **Focus**, or **Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:

Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

Adequate Yearly Progress and Performance Indices

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 http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

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 "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

DISTRICT: HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

DISTRICT ID: 660404030000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (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

Elementary/Middle-Level ELA: Participation

DISTRICT: HASTINGS-ON-HUDSON UNION FREE SCHOOL
DISTRICT

DISTRICT ID: 660404030000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	727	726	100%
American Indian or Alaska Native	—	1	—	—
Black or African American	—	21	—	—
Hispanic or Latino	✓	68	68	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	63	63	100%
White	✓	552	551	100%
Multiracial	—	22	—	—
Students With Disabilities	✓	91	90	99%
Limited English Proficient	—	15	—	—
Economically Disadvantaged	✓	40	40	100%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

DISTRICT: HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

DISTRICT ID: 660404030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	719	0	25	8	107	480	99	178	146	146
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—
Black or African American	—	21	—	—	—	—	—	—	—	—	—
Hispanic or Latino	✓	66	0	6	2	18	36	4	155	120	120
Asian or Native Hawaiian/Other Pacific Islander	✓	63	0	2	1	16	37	7	168	153	153
White	✓	546	0	14	4	65	378	85	183	159	159
Multiracial	—	22	—	—	—	—	—	—	—	—	—
Students With Disabilities	✓	92†	0†	20†	3†	39†	26†	4†	114†	91	91
Limited English Proficient	—	14	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	✓	40	0	4	4	10	22	0	155	119	119

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

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

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): 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). 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: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

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 at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: AYP

DISTRICT: HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

DISTRICT ID: 660404030000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (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

Elementary/Middle-Level Math: Participation

DISTRICT: HASTINGS-ON-HUDSON UNION FREE SCHOOL
DISTRICT

DISTRICT ID: 660404030000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	727	725	100%
American Indian or Alaska Native	—	1	—	—
Black or African American	—	21	—	—
Hispanic or Latino	✓	68	68	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	63	63	100%
White	✓	552	550	100%
Multiracial	—	22	—	—
Students With Disabilities	✓	91	90	99%
Limited English Proficient	—	15	—	—
Economically Disadvantaged	✓	40	40	100%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

DISTRICT: HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

DISTRICT ID: 660404030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	Performance at Levels						PI	Objectives	
			Students Scoring Level 1 On Track	Students Scoring Level 1 NOT On Track	Students Scoring Level 2 On Track	Students Scoring Level 2 NOT On Track	Students Scoring Level 3	Students Scoring Level 4		EAMO	Safe Harbor Target
All Students	✓	718	0	18	2	104	280	314	181	160	160
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—
Black or African American	—	21	—	—	—	—	—	—	—	—	—
Hispanic or Latino	✓	66	0	3	1	21	27	14	159	138	138
Asian or Native Hawaiian/Other Pacific Islander	✓	63	0	2	0	9	25	27	179	173	173
White	✓	545	0	8	1	64	214	258	185	169	169
Multiracial	—	22	—	—	—	—	—	—	—	—	—
Students With Disabilities	✓	92†	0†	15†	1†	40†	20†	16†	124†	112	112
Limited English Proficient	—	14	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	✓	40	0	4	0	18	14	4	135	136	133

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

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

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): 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). 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: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

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 at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Science: AYP

DISTRICT: HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

DISTRICT ID: 660404030000

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (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

Elementary/Middle-Level Science: Participation

DISTRICT: HASTINGS-ON-HUDSON UNION FREE SCHOOL
DISTRICT

DISTRICT ID: 660404030000

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Enrolled Students with Valid Test Scores	Percent of Enrolled Students with Valid Test Scores
All Students	✓	248	247	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	5	—	—
Hispanic or Latino	—	24	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	23	—	—
White	✓	188	187	99%
Multiracial	—	8	—	—
Students With Disabilities	—	33	—	—
Limited English Proficient	—	6	—	—
Economically Disadvantaged	—	13	—	—

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

DISTRICT: HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

DISTRICT ID: 660404030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI $\geq$ EAMO or Progress Target	Tested Students Enrolled on BEDS Day	Performance at Levels				PI	Objectives	
			Students Scoring Level 1	Students Scoring Level 2	Students Scoring Level 3	Students Scoring Level 4		EAMO	Progress Target
All Students	✓	245	0	12	64	169	195	172	172
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	5	—	—	—	—	—	—	—
Hispanic or Latino	—	23	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	23	—	—	—	—	—	—	—
White	✓	186	0	5	40	141	197	183	183
Multiracial	—	8	—	—	—	—	—	—	—
Students With Disabilities	✓	33	0	8	18	7	176	137	1
Limited English Proficient	—	5	—	—	—	—	—	—	—
Economically Disadvantaged	—	13	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

On/Off Track Performance: Students who score at Level 1 or 2 and are on track to proficiency are those who have shown significant growth over their performance the previous year. Those not on track to proficiency have not shown significant growth.

Performance Index (PI): 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). 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: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$

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 at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Secondary-Level ELA: AYP

DISTRICT: HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

DISTRICT ID: 660404030000

Adequate Yearly Progress: In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (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

Secondary-Level ELA: Participation

DISTRICT: HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

DISTRICT ID: 660404030000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	12th Graders with Valid Test Scores	Percent of 12th Graders with Valid Test Scores
All Students	✓	132	132	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	6	—	—
Hispanic or Latino	—	11	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—
White	✓	104	104	100%
Multiracial	—	2	—	—
Students With Disabilities	—	14	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	7	—	—

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level ELA: Performance

DISTRICT: HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

DISTRICT ID: 660404030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	Performance at Levels				PI	Objectives	
			Students Scoring at Accountability Level 1	Students Scoring at Accountability Level 2	Students Scoring at Accountability Level 3	Students Scoring at Accountability Level 4		EAMO	Safe Harbor Target
All Students	✓	129	2	7	46	74	191	150	150
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	5	—	—	—	—	—	—	—
Hispanic or Latino	—	12	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—	—	—	—	—
White	✓	102	2	3	37	60	193	164	164
Multiracial	—	2	—	—	—	—	—	—	—
Students With Disabilities	—	12	—	—	—	—	—	—	—
Limited English Proficient	—	0	—	—	—	—	—	—	—
Economically Disadvantaged	—	8	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): 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). 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:
$$\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$$

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 at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:
$$2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$$

Secondary-Level Math: AYP

DISTRICT: HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

DISTRICT ID: 660404030000

Adequate Yearly Progress: In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (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

Secondary-Level Math: Participation

DISTRICT: HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

DISTRICT ID: 660404030000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	12th Graders with Valid Test Scores	Percent of 12th Graders with Valid Test Scores
All Students	✓	132	132	100%
American Indian or Alaska Native	—	0	—	—
Black or African American	—	6	—	—
Hispanic or Latino	—	11	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—
White	✓	104	104	100%
Multiracial	—	2	—	—
Students With Disabilities	—	14	—	—
Limited English Proficient	—	0	—	—
Economically Disadvantaged	—	7	—	—

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level Math: Performance

DISTRICT: HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

DISTRICT ID: 660404030000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	Performance at Levels				PI	Objectives	
			Students Scoring at Accountability Level 1	Students Scoring at Accountability Level 2	Students Scoring at Accountability Level 3	Students Scoring at Accountability Level 4		EAMO	Safe Harbor Target
All Students	✓	129	5	32	46	46	167	127	127
American Indian or Alaska Native	—	0	—	—	—	—	—	—	—
Black or African American	—	5	—	—	—	—	—	—	—
Hispanic or Latino	—	12	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—	—	—	—	—
White	✓	102	3	21	38	40	174	144	144
Multiracial	—	2	—	—	—	—	—	—	—
Students With Disabilities	—	12	—	—	—	—	—	—	—
Limited English Proficient	—	0	—	—	—	—	—	—	—
Economically Disadvantaged	—	8	—	—	—	—	—	—	—

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): 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). 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: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$

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 at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Unweighted Combined ELA and Math PIs

DISTRICT: HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

DISTRICT ID: 660404030000

Unweighted Combined ELA and Math Performance Indices (PIs)

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: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

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	178	181	192	168	180
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	155	159	—	—	157
Asian or Native Hawaiian/Other Pacific Islander	168	179	—	—	174
White	183	185	194	174	184
Multiracial	—	—	—	—	—
Students With Disabilities	114	124	—	—	119
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	155	135	—	—	145

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

Graduation Rate: AYP

DISTRICT: HASTINGS-ON-HUDSON UNION FREE SCHOOL
DISTRICT

DISTRICT ID: 660404030000

Adequate Yearly Progress: 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.

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

Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

DISTRICT ID: 660404030000

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **YES**

Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Number of Graduates	Graduation Rate	State Standard	Progress Target
All Students	✓	141	138	98%	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	✓	114	112	98%	80%	80%
Multiracial	—	1	—	—	—	—
Students With Disabilities	—	22	—	—	—	—
Limited English Proficient	—	0	—	—	—	—
Economically Disadvantaged	—	6	—	—	—	—

✓ 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.

2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

DISTRICT ID: 660404030000

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **YES**

Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Number of Graduates	Graduation Rate	State Standard	Progress Target
All Students	✓	138	134	97%	80%	80%
American Indian or Alaska Native	—	0	—	—	—	—
Black or African American	—	1	—	—	—	—
Hispanic or Latino	—	11	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—	—	—	—
White	✓	116	114	98%	80%	80%
Multiracial	—	4	—	—	—	—
Students With Disabilities	—	17	—	—	—	—
Limited English Proficient	—	1	—	—	—	—
Economically Disadvantaged	—	2	—	—	—	—

✓ 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.

2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$



The New York State Report Card 2011–12

District **HASTINGS-ON-HUDSON UNION
FREE SCHOOL DISTRICT**
District ID **66-04-04-03-0000**
Superintendent **TIMOTHY CONNORS**
Telephone **(914) 478-6200**
Grades **K-12, UE**
Need/Resource
Capacity Category **Low Need Districts**

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.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

This report includes:

1 Profile

This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

2 Student Performance

This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

3 Student Outcomes

This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

1 Profile

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	0
Kindergarten	93	124	99
Grade 1	114	99	131
Grade 2	101	121	104
Grade 3	112	103	119
Grade 4	116	111	105
Grade 5	107	123	112
Grade 6	136	114	130
Ungraded Elementary	0	6	3
Grade 7	130	140	113
Grade 8	134	131	138
Grade 9	121	137	121
Grade 10	126	123	141
Grade 11	146	125	122
Grade 12	131	143	129
Ungraded Secondary	0	9	0
Total K-12	1567	1609	1567

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	21	22	21
Grade 8			
English	22	21	22
Mathematics	22	21	19
Science	22	22	23
Social Studies	22	22	23
Grade 10			
English	18	17	20
Mathematics		14	21
Science	20		
Social Studies	19	17	20

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

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.

1 Profile

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	55	4%	71	4%	60	4%
Reduced Price Lunch	18	1%	17	1%	18	1%
Limited English Proficient	41	3%	25	2%	29	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	2	0%	2	0%
Black or African American	37	2%	48	3%	52	3%
Hispanic or Latino	145	9%	149	9%	162	10%
Asian or Native Hawaiian/Other Pacific Islander	125	8%	131	8%	129	8%
White	1200	77%	1218	76%	1182	75%
Multiracial	59	4%	61	4%	40	3%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	23	1%	23	1%	23	1%

Demographic Factors Information

Eligible for Free Lunch and 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.

Attendance and Suspensions Information

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.

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.

1 Profile

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	148	148	145
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	3%	2%	3%
Percent with Fewer than Three Years of Experience	3%	5%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	64%	55%	54%
Total Number of Core Classes	429	393	373
Percent Not Taught by Highly Qualified Teachers in This School*	N/A	N/A	N/A
Percent Not Taught by Highly Qualified Teachers in This District**	2%	2%	3%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	7%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	607	592	559
Percent Taught by Teachers Without Appropriate Certification	4%	2%	3%

*Not available at the district or statewide level.

**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	31%	8%	17%
Turnover Rate of All Teachers	13%	18%	9%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	15	15	14
Total Paraprofessionals*	29	43	37
Assistant Principals	3	3	3
Principals	3	3	3

*Not available at the school level.

Teacher Qualifications Information

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.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

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

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

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

Teacher Turnover Rate Information

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.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

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.

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

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

Secondary-Level Cohorts

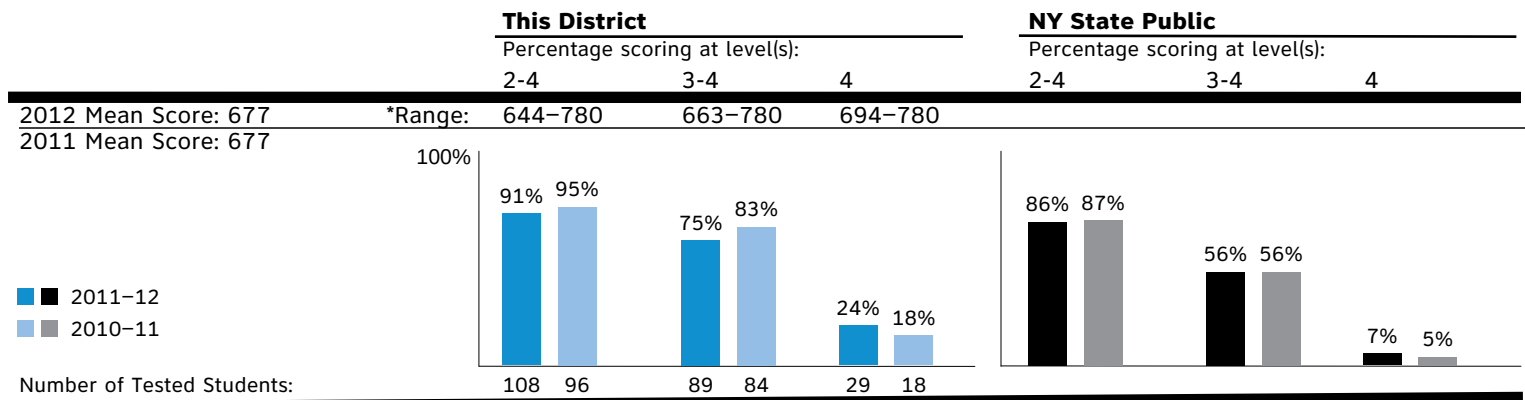
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

Results in Grade 3 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	119	91%	75%	24%	101	95%	83%	18%
Female	58	93%	79%	28%	55	95%	85%	18%
Male	61	89%	70%	21%	46	96%	80%	17%
American Indian or Alaska Native	2	–	–	–	3	–	–	–
Black or African American	8	88%	75%	13%	6	83%	67%	0%
Hispanic or Latino	10	100%	80%	20%	10	100%	80%	30%
Asian or Native Hawaiian/Other Pacific Islander	96	90%	74%	25%	79	97%	86%	18%
White	3	–	–	–	3	–	–	–
Multiracial	5	100%	80%	40%	6	67%	67%	17%
Small Group Totals								
General-Education Students	104	97%	82%	28%	89	98%	91%	20%
Students with Disabilities	15	47%	27%	0%	12	75%	25%	0%
English Proficient	116	–	–	–	99	–	–	–
Limited English Proficient	3	–	–	–	2	–	–	–
Economically Disadvantaged	2	–	–	–	1	–	–	–
Not Disadvantaged	117	–	–	–	100	–	–	–
Migrant								
Not Migrant	119	91%	75%	24%	101	95%	83%	18%

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

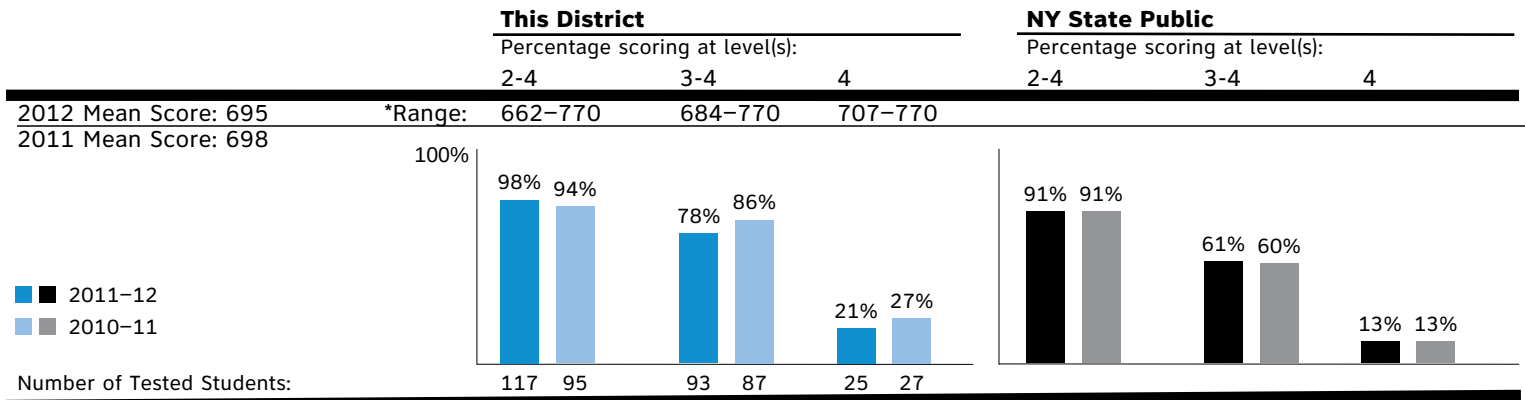
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

Results in Grade 3 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	119	98%	78%	21%	101	94%	86%	27%
Female	58	98%	79%	21%	55	93%	87%	20%
Male	61	98%	77%	21%	46	96%	85%	35%
American Indian or Alaska Native	2	–	–	–	3	–	–	–
Black or African American	8	100%	88%	13%	6	83%	83%	0%
Hispanic or Latino	10	100%	60%	10%	10	100%	100%	40%
Asian or Native Hawaiian/Other Pacific Islander	96	98%	79%	23%	79	96%	87%	29%
White	3	–	–	–	3	–	–	–
Multiracial	5	100%	80%	20%	6	67%	50%	0%
Small Group Totals	103	100%	85%	23%	89	98%	93%	30%
General-Education Students	16	88%	31%	6%	12	67%	33%	0%
Students with Disabilities	116	–	–	–	99	–	–	–
English Proficient	3	–	–	–	2	–	–	–
Limited English Proficient	2	–	–	–	1	–	–	–
Economically Disadvantaged	117	–	–	–	100	–	–	–
Not Disadvantaged								
Migrant	119	98%	78%	21%	101	94%	86%	27%
Not Migrant								

NOTES

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* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

Other Assessments

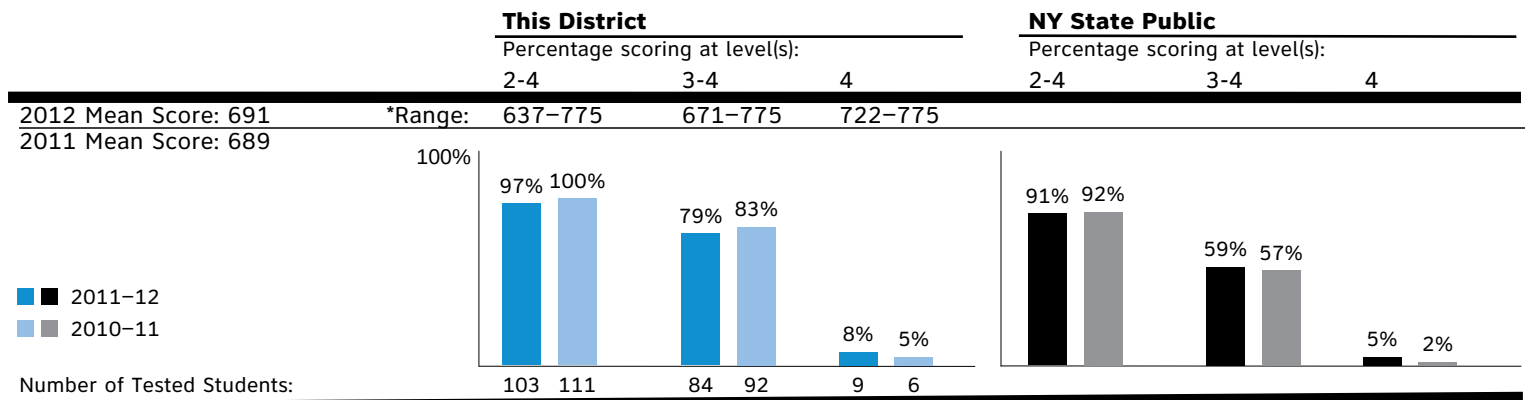
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	–	–	–	1	–	–	–

2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

Results in Grade 4 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	106	97%	79%	8%	111	100%	83%	5%
Female	59	97%	80%	14%	44	100%	82%	5%
Male	47	98%	79%	2%	67	100%	84%	6%
American Indian or Alaska Native	4	–	–	–	6	–	–	–
Black or African American	7	86%	71%	0%	11	100%	55%	9%
Hispanic or Latino	10	100%	70%	10%	9	100%	78%	11%
Asian or Native Hawaiian/Other Pacific Islander	82	99%	83%	10%	83	100%	89%	5%
White	3	–	–	–	2	–	–	–
Multiracial	7	86%	57%	0%	8	100%	63%	0%
Small Group Totals								
General-Education Students	92	100%	87%	10%	101	100%	87%	6%
Students with Disabilities	14	79%	29%	0%	10	100%	40%	0%
English Proficient	104	–	–	–	110	–	–	–
Limited English Proficient	2	–	–	–	1	–	–	–
Economically Disadvantaged	4	–	–	–	7	100%	14%	0%
Not Disadvantaged	102	–	–	–	104	100%	88%	6%
Migrant								
Not Migrant	106	97%	79%	8%	111	100%	83%	5%

NOTES

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* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	1	N/A	N/A	N/A	0	N/A	N/A	N/A

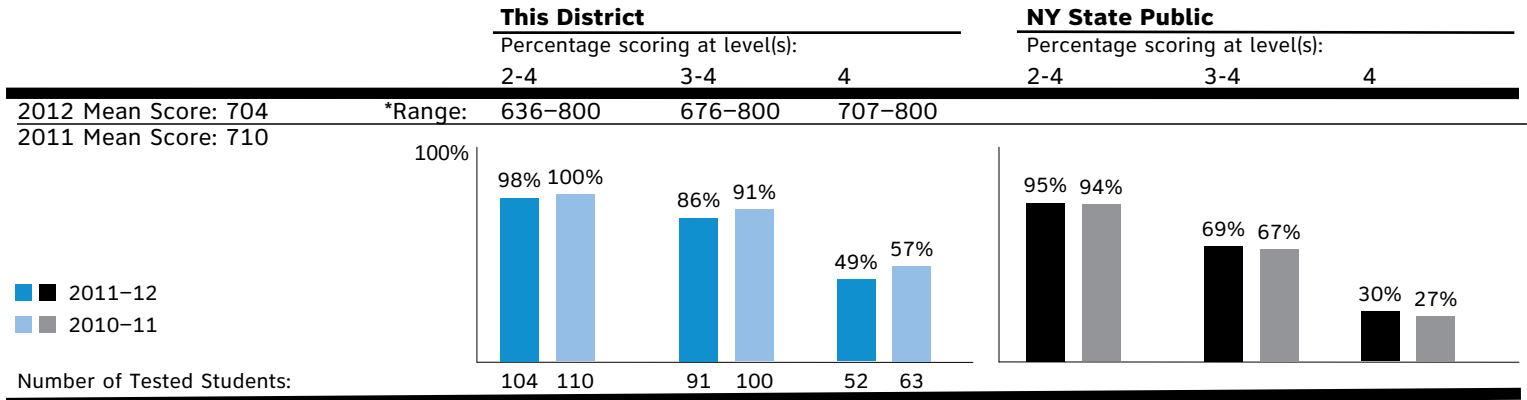
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

Results in Grade 4 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	106	98%	86%	49%	110	100%	91%	57%
Female	59	98%	81%	49%	44	100%	86%	55%
Male	47	98%	91%	49%	66	100%	94%	59%
American Indian or Alaska Native	4	–	–	–	6	–	–	–
Black or African American	7	100%	71%	0%	11	100%	82%	18%
Hispanic or Latino	10	100%	90%	50%	9	100%	89%	67%
Asian or Native Hawaiian/Other Pacific Islander	82	100%	89%	55%	82	100%	96%	66%
White	3	–	–	–	2	–	–	–
Multiracial	7	71%	57%	29%	8	100%	50%	13%
Small Group Totals								
General-Education Students	93	99%	92%	55%	100	100%	96%	61%
Students with Disabilities	13	92%	38%	8%	10	100%	40%	20%
English Proficient	103	–	–	–	109	–	–	–
Limited English Proficient	3	–	–	–	1	–	–	–
Economically Disadvantaged	4	–	–	–	7	100%	57%	14%
Not Disadvantaged	102	–	–	–	103	100%	93%	60%
Migrant								
Not Migrant	106	98%	86%	49%	110	100%	91%	57%

NOTES

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Other Assessments

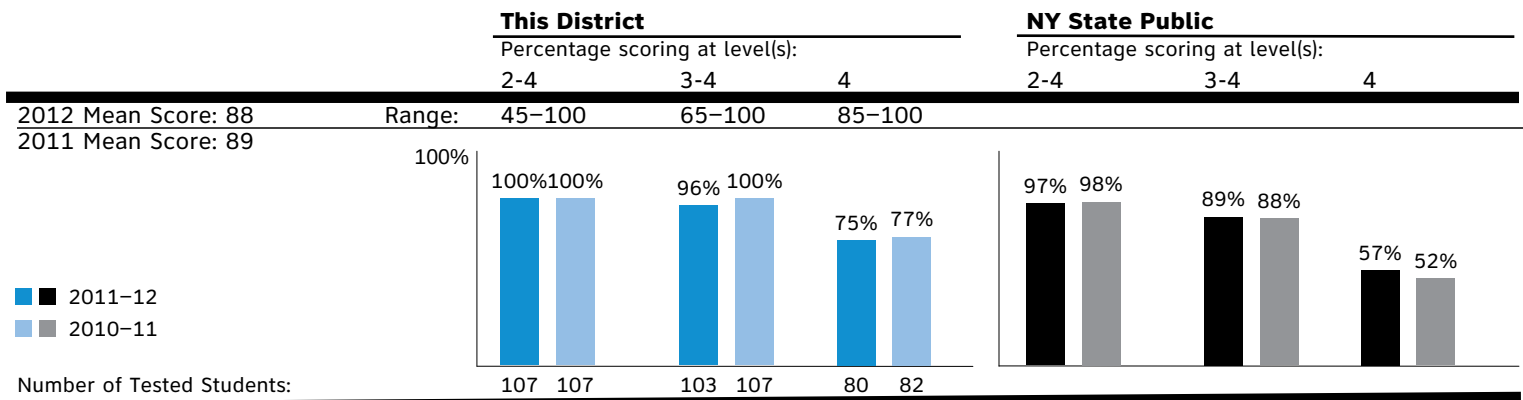
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	–	–	–	1	–	–	–

2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

Results in Grade 4 Science



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	107	100%	96%	75%	107	100%	100%	77%
Female	60	100%	95%	72%	41	100%	100%	78%
Male	47	100%	98%	79%	66	100%	100%	76%
American Indian or Alaska Native	4	-	-	-	6	-	-	-
Black or African American	7	100%	100%	43%	11	100%	100%	55%
Hispanic or Latino	10	100%	90%	70%	7	100%	100%	71%
Asian or Native Hawaiian/Other Pacific Islander	83	100%	99%	80%	81	100%	100%	84%
White	3	-	-	-	2	-	-	-
Multiracial	7	100%	71%	57%	8	100%	100%	38%
Small Group Totals	93	100%	99%	82%	97	100%	100%	81%
General-Education Students	14	100%	79%	29%	10	100%	100%	30%
Students with Disabilities	104	-	-	-	106	-	-	-
English Proficient	3	-	-	-	1	-	-	-
Limited English Proficient	4	-	-	-	7	100%	100%	43%
Economically Disadvantaged	103	-	-	-	100	100%	100%	79%
Not Disadvantaged								
Migrant								
Not Migrant	107	100%	96%	75%	107	100%	100%	77%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

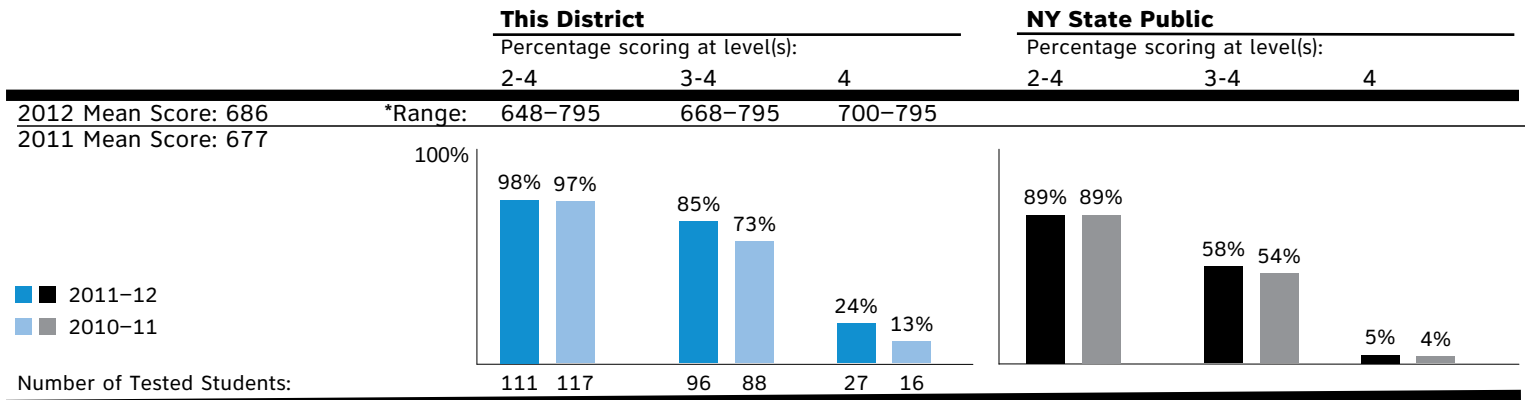
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	1	-	-	-

2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

Results in Grade 5 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	113	98%	85%	24%	121	97%	73%	13%
Female	46	100%	89%	24%	68	99%	76%	21%
Male	67	97%	82%	24%	53	94%	68%	4%
American Indian or Alaska Native	5	–	–	–	3	–	–	–
Black or African American	12	100%	75%	8%	14	86%	29%	14%
Hispanic or Latino	10	90%	70%	20%	9	100%	78%	11%
Asian or Native Hawaiian/Other Pacific Islander	83	99%	90%	28%	92	99%	82%	13%
White	3	–	–	–	3	–	–	–
Multiracial	8	100%	63%	13%	6	83%	33%	17%
Small Group Totals								
General-Education Students	104	100%	89%	26%	102	100%	79%	16%
Students with Disabilities	9	78%	33%	0%	19	79%	37%	0%
English Proficient	112	–	–	–	120	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	10	90%	60%	0%	9	89%	33%	0%
Not Disadvantaged	103	99%	87%	26%	112	97%	76%	14%
Migrant								
Not Migrant	113	98%	85%	24%	121	97%	73%	13%

NOTES

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* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	1	N/A	N/A	N/A

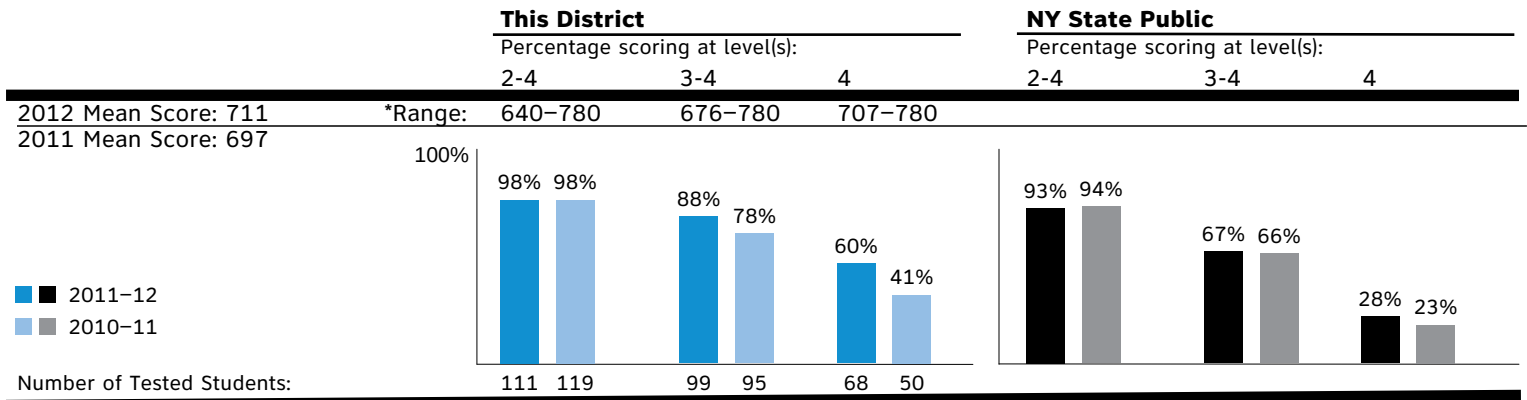
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

Results in Grade 5 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	113	98%	88%	60%	122	98%	78%	41%
Female	46	98%	87%	52%	68	99%	81%	44%
Male	67	99%	88%	66%	54	96%	74%	37%
American Indian or Alaska Native	5	–	–	–	3	–	–	–
Black or African American	12	100%	58%	17%	14	93%	50%	21%
Hispanic or Latino	10	90%	70%	60%	9	100%	89%	56%
Asian or Native Hawaiian/Other Pacific Islander	83	99%	98%	69%	93	98%	83%	43%
White	3	–	–	–	3	–	–	–
Multiracial	8	100%	50%	38%	6	100%	50%	33%
Small Group Totals	104	100%	92%	63%	103	98%	86%	48%
General-Education Students	9	78%	33%	33%	19	95%	32%	5%
Students with Disabilities	112	–	–	–	120	–	–	–
English Proficient	1	–	–	–	2	–	–	–
Limited English Proficient	10	90%	60%	10%	9	89%	33%	11%
Economically Disadvantaged	103	99%	90%	65%	113	98%	81%	43%
Not Disadvantaged								
Migrant	113	98%	88%	60%	122	98%	78%	41%
Not Migrant								

NOTES

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* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

Other Assessments

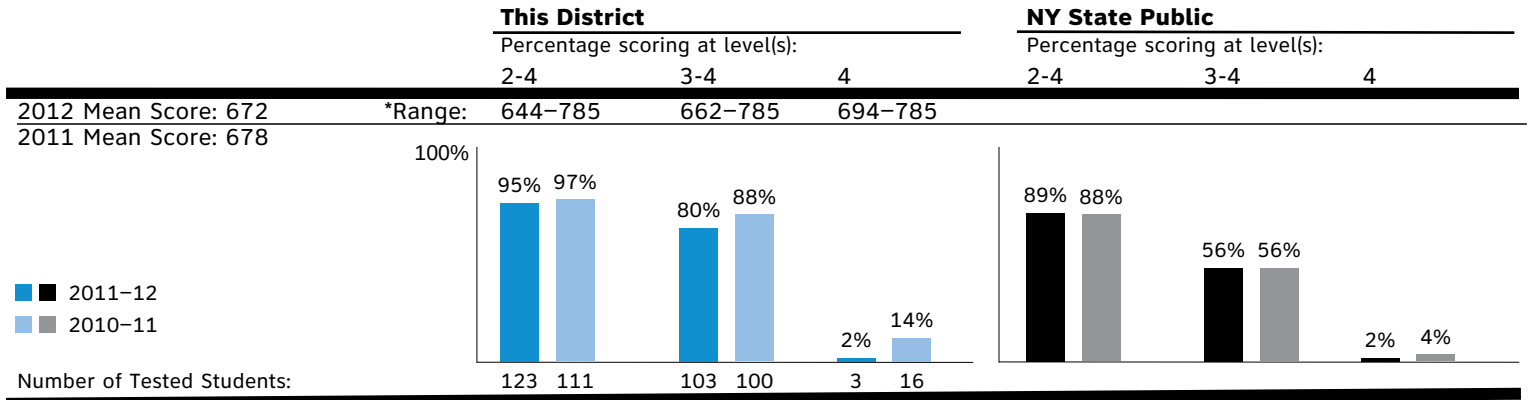
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				1	–	–	–

2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

Results in Grade 6 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	129	95%	80%	2%	114	97%	88%	14%
Female	70	97%	83%	1%	55	98%	89%	13%
Male	59	93%	76%	3%	59	97%	86%	15%
American Indian or Alaska Native					1	–	–	–
Black or African American	5	–	–	–	3	–	–	–
Hispanic or Latino	16	81%	50%	0%	6	67%	50%	17%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	56%	0%	11	100%	73%	18%
White	95	99%	87%	3%	90	99%	91%	13%
Multiracial	4	–	–	–	3	–	–	–
Small Group Totals	9	89%	78%	0%	7	100%	100%	14%
General-Education Students	110	98%	85%	3%	102	99%	93%	16%
Students with Disabilities	19	79%	47%	0%	12	83%	42%	0%
English Proficient	126	–	–	–	112	–	–	–
Limited English Proficient	3	–	–	–	2	–	–	–
Economically Disadvantaged	10	80%	60%	0%	6	83%	67%	0%
Not Disadvantaged	119	97%	82%	3%	108	98%	89%	15%
Migrant								
Not Migrant	129	95%	80%	2%	114	97%	88%	14%

NOTES

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* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

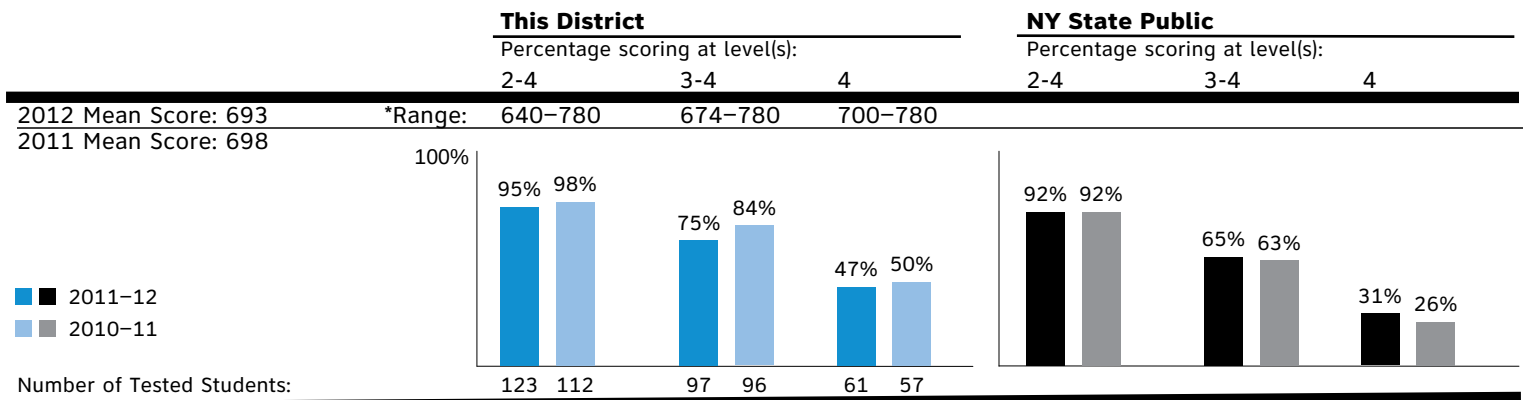
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

Results in Grade 6 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	129	95%	75%	47%	114	98%	84%	50%
Female	70	99%	79%	49%	55	98%	84%	45%
Male	59	92%	71%	46%	59	98%	85%	54%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	5	–	–	–	3	–	–	–
Hispanic or Latino	16	88%	38%	25%	6	83%	50%	33%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	78%	56%	11	100%	100%	64%
White	95	99%	82%	53%	90	99%	84%	51%
Multiracial	4	–	–	–	3	–	–	–
Small Group Totals	9	78%	67%	22%	7	100%	86%	29%
General-Education Students	110	99%	83%	52%	102	99%	89%	55%
Students with Disabilities	19	74%	32%	21%	12	92%	42%	8%
English Proficient	126	–	–	–	112	–	–	–
Limited English Proficient	3	–	–	–	2	–	–	–
Economically Disadvantaged	10	80%	20%	10%	6	83%	50%	17%
Not Disadvantaged	119	97%	80%	50%	108	99%	86%	52%
Migrant								
Not Migrant	129	95%	75%	47%	114	98%	84%	50%

NOTES

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Other Assessments

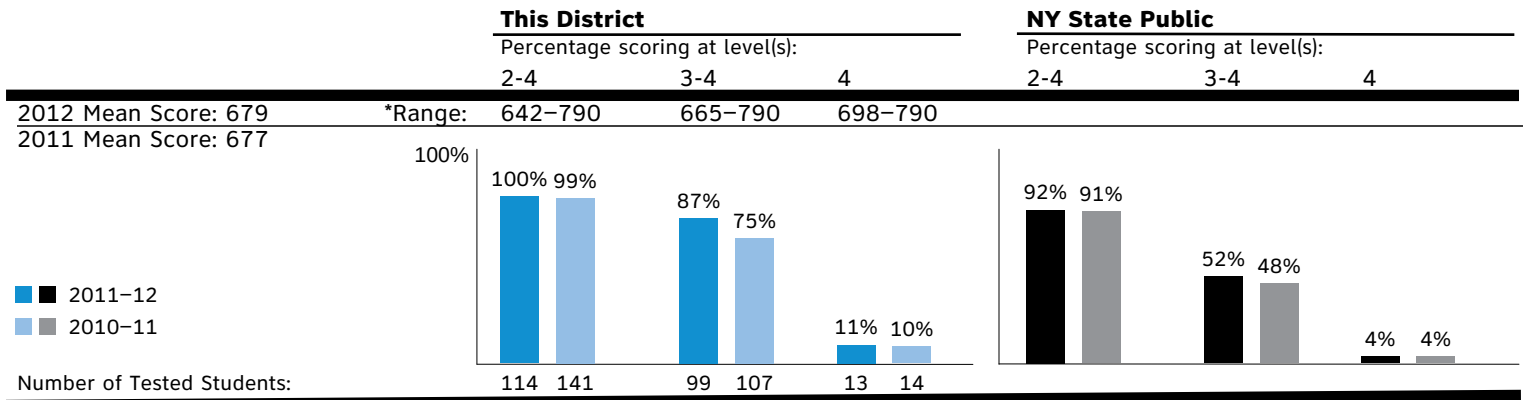
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	–	–	–	1	–	–	–

2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

Results in Grade 7 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	114	100%	87%	11%	143	99%	75%	10%
Female	56	100%	88%	14%	76	99%	76%	12%
Male	58	100%	86%	9%	67	99%	73%	7%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	3	–	–	–	1	–	–	–
Hispanic or Latino	7	100%	43%	14%	17	94%	35%	0%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	82%	18%	14	100%	71%	7%
White	88	100%	90%	11%	107	99%	83%	11%
Multiracial	4	–	–	–	4	–	–	–
Small Group Totals	8	100%	100%	0%	5	100%	40%	20%
General-Education Students	103	100%	93%	13%	128	100%	81%	11%
Students with Disabilities	11	100%	27%	0%	15	87%	20%	0%
English Proficient	112	–	–	–	142	–	–	–
Limited English Proficient	2	–	–	–	1	–	–	–
Economically Disadvantaged	5	100%	60%	0%	6	83%	0%	0%
Not Disadvantaged	109	100%	88%	12%	137	99%	78%	10%
Migrant								
Not Migrant	114	100%	87%	11%	143	99%	75%	10%

NOTES

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Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

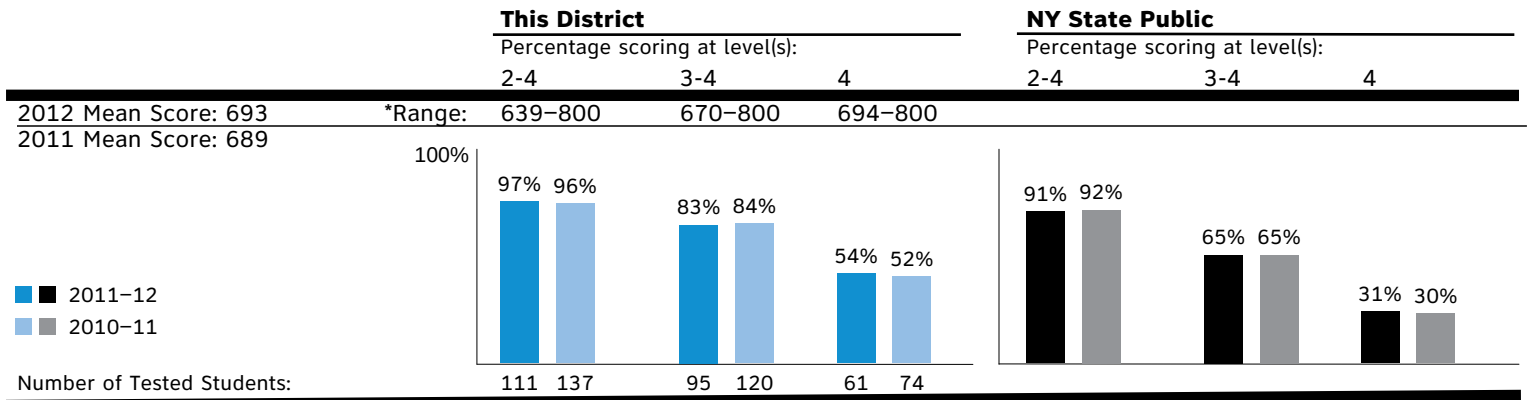
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

Results in Grade 7 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	114	97%	83%	54%	143	96%	84%	52%
Female	56	96%	79%	43%	76	96%	84%	55%
Male	58	98%	88%	64%	67	96%	84%	48%
American Indian or Alaska Native	1	–	–	–				
Black or African American	3	–	–	–	1	–	–	–
Hispanic or Latino	7	86%	57%	43%	17	88%	59%	24%
Asian or Native Hawaiian/Other Pacific Islander	11	100%	100%	64%	14	93%	86%	36%
White	88	98%	85%	53%	107	98%	88%	59%
Multiracial	4	–	–	–	4	–	–	–
Small Group Totals	8	100%	63%	50%	5	80%	80%	40%
General-Education Students	103	99%	89%	58%	128	99%	92%	58%
Students with Disabilities	11	82%	27%	9%	15	67%	13%	0%
English Proficient	112	–	–	–	142	–	–	–
Limited English Proficient	2	–	–	–	1	–	–	–
Economically Disadvantaged	5	80%	20%	0%	6	83%	50%	17%
Not Disadvantaged	109	98%	86%	56%	137	96%	85%	53%
Migrant								
Not Migrant	114	97%	83%	54%	143	96%	84%	52%

NOTES

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Other Assessments

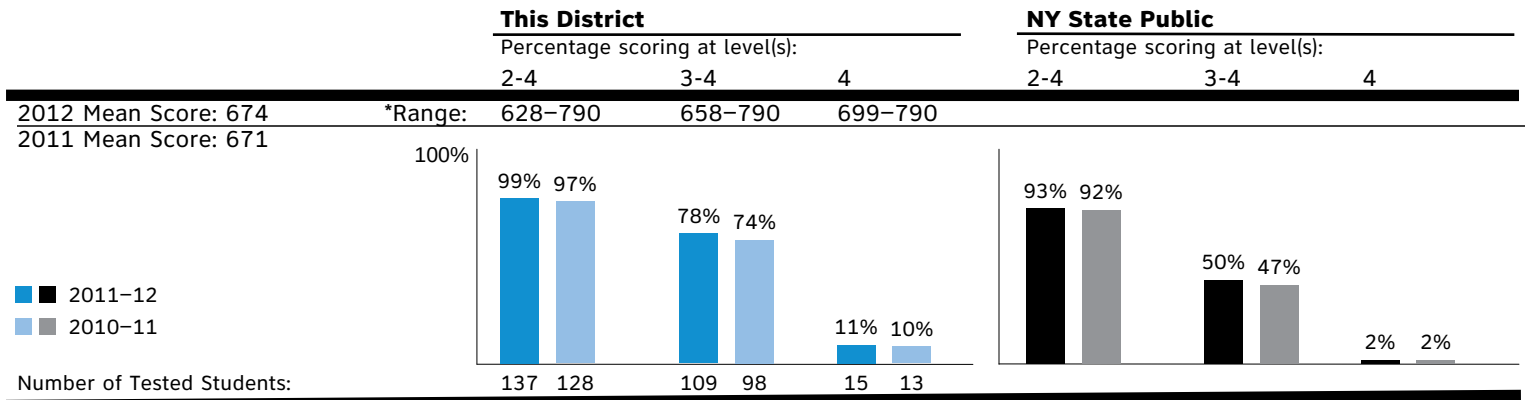
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	–	–	–	0			

2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

Results in Grade 8 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	139	99%	78%	11%	132	97%	74%	10%
Female	74	99%	84%	18%	53	100%	87%	17%
Male	65	98%	72%	3%	79	95%	66%	5%
American Indian or Alaska Native					1	–	–	–
Black or African American	1	–	–	–	5	–	–	–
Hispanic or Latino	17	94%	53%	0%	14	93%	57%	0%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	62%	0%	12	100%	83%	8%
White	103	99%	85%	15%	97	98%	76%	12%
Multiracial	5	–	–	–	3	–	–	–
Small Group Totals	6	100%	67%	0%	9	89%	67%	0%
General-Education Students	122	100%	89%	12%	115	100%	82%	11%
Students with Disabilities	17	88%	6%	0%	17	76%	24%	0%
English Proficient	138	–	–	–	130	–	–	–
Limited English Proficient	1	–	–	–	2	–	–	–
Economically Disadvantaged	9	100%	56%	0%	9	78%	22%	0%
Not Disadvantaged	130	98%	80%	12%	123	98%	78%	11%
Migrant								
Not Migrant	139	99%	78%	11%	132	97%	74%	10%

NOTES

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Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

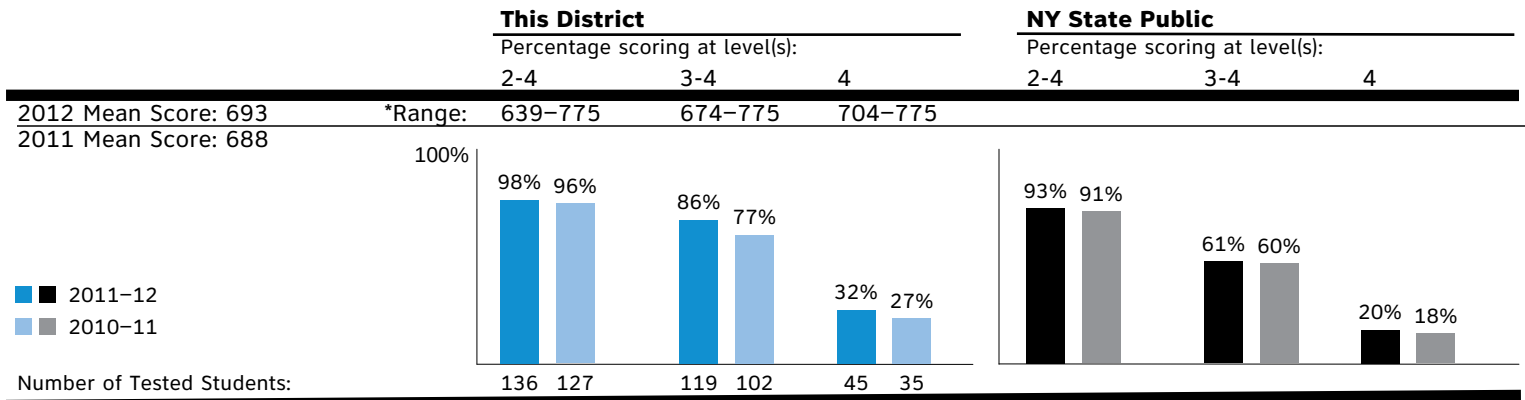
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

Results in Grade 8 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	139	98%	86%	32%	132	96%	77%	27%
Female	74	97%	85%	36%	53	96%	83%	32%
Male	65	98%	86%	28%	79	96%	73%	23%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	1	–	–	–	5	–	–	–
Hispanic or Latino	17	100%	65%	18%	14	86%	57%	21%
Asian or Native Hawaiian/Other Pacific Islander	13	100%	92%	23%	12	100%	83%	58%
White	103	98%	88%	36%	97	98%	80%	26%
Multiracial	5	–	–	–	3	–	–	–
Small Group Totals	6	83%	83%	33%	9	89%	67%	0%
General-Education Students	122	100%	93%	37%	115	98%	85%	30%
Students with Disabilities	17	82%	35%	0%	17	82%	24%	0%
English Proficient	138	–	–	–	130	–	–	–
Limited English Proficient	1	–	–	–	2	–	–	–
Economically Disadvantaged	9	100%	78%	11%	9	78%	33%	0%
Not Disadvantaged	130	98%	86%	34%	123	98%	80%	28%
Migrant								
Not Migrant	139	98%	86%	32%	132	96%	77%	27%

NOTES

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Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				2	–	–	–

2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

Results in Grade 8 Science

This District

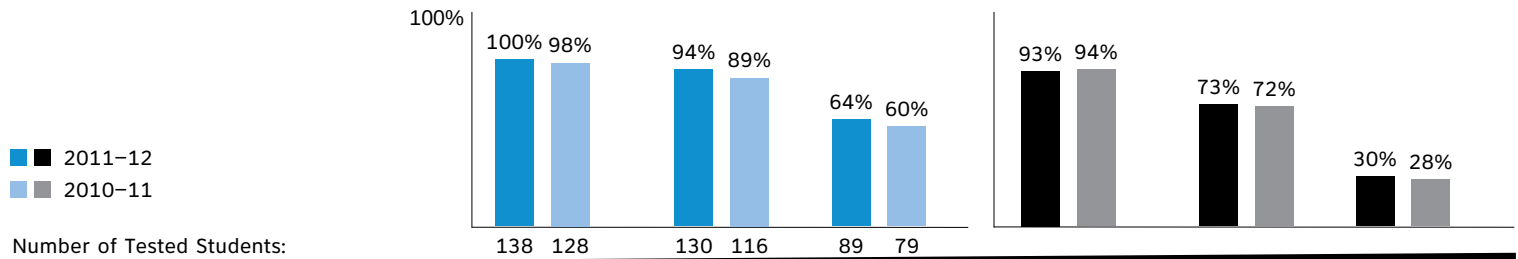
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2011-12 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

2010-11 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

	Total Tested	Percentage scoring at level(s): 2-4 3-4 4	Total Tested	Percentage scoring at level(s): 2-4 3-4 4
All Students	48	100% 83% 15%	42	93% 64% 14%
Female	22	100% 77% 18%	8	88% 50% 13%
Male	26	100% 88% 12%	34	94% 68% 15%
American Indian or Alaska Native			3	- - -
Black or African American			7	71% 29% 14%
Hispanic or Latino	12	100% 75% 8%	2	- - -
Asian or Native Hawaiian/Other Pacific Islander	7	- - -	29	97% 76% 17%
White	27	100% 85% 22%	1	- - -
Multiracial	2	- - -	6	100% 50% 0%
Small Group Totals	9	100% 89% 0%	28	96% 75% 21%
General-Education Students	31	100% 90% 16%	14	86% 43% 0%
Students with Disabilities	17	100% 71% 12%	40	- - -
English Proficient	47	- - -	2	- - -
Limited English Proficient	1	- - -	7	86% 29% 0%
Economically Disadvantaged	7	100% 71% 14%	35	94% 71% 17%
Not Disadvantaged	41	100% 85% 15%		
Migrant			42	93% 64% 14%
Not Migrant	48	100% 83% 15%		

NOTES

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Other Assessments

2011-12 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

2010-11 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

	Total Tested	Number scoring at level(s): 2-4 3-4 4	Total Tested	Number scoring at level(s): 2-4 3-4 4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0		2	- - -
Regents Science	90	90 90 82	89	89 89 73

2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

Statewide 2010–11 Results on the National Assessment of Educational Progress (NAEP)

	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4 Reading	32%	33%	26%	9%
Grade 8 Reading	24%	41%	31%	4%
Grade 4 Mathematics	20%	44%	31%	5%
Grade 8 Mathematics	30%	40%	23%	7%

NOTES

*Reporting standards not met.

**Rounds to 0.

Statewide 2010–11 NAEP Participation Rates for LEP Students and Students with Disabilities

	Participation Rate
Grade 4 Reading	
Limited English Proficient	84%
Students with Disabilities	85%
Grade 8 Reading	
Limited English Proficient	77%
Students with Disabilities	84%
Grade 4 Mathematics	
Limited English Proficient	91%
Students with Disabilities	90%
Grade 8 Mathematics	
Limited English Proficient	92%
Students with Disabilities	91%

NOTE

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.

2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

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

This District

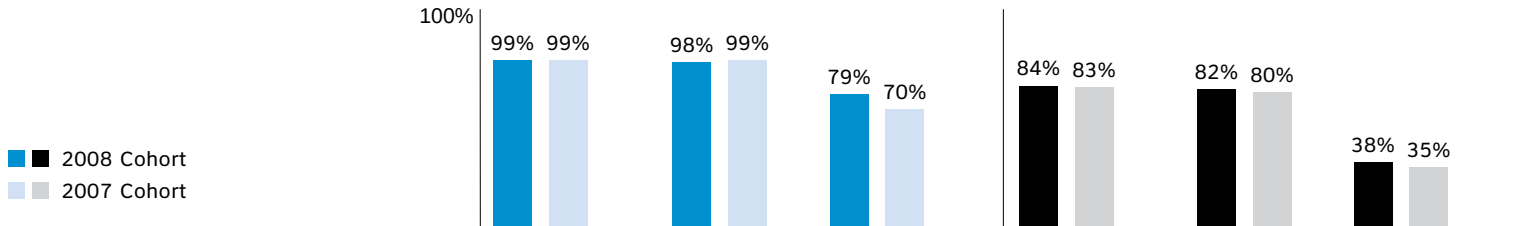
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2008 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2007 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

All Students	132	99%	98%	79%	142	99%	99%	70%
Female	64	98%	98%	86%	62	100%	100%	79%
Male	68	100%	97%	72%	80	99%	98%	63%
American Indian or Alaska Native								
Black or African American	6	—	—	—	2	—	—	—
Hispanic or Latino	12	100%	100%	42%	16	100%	100%	56%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	88%	8	—	—	—
White	103	99%	97%	83%	115	99%	98%	72%
Multiracial	3	—	—	—	1	—	—	—
Small Group Totals	9	100%	100%	78%	11	100%	100%	64%
General-Education Students	119	99%	99%	86%	119	100%	100%	82%
Students with Disabilities	13	100%	85%	15%	23	96%	91%	4%
English Proficient	132	99%	98%	79%	142	99%	99%	70%
Limited English Proficient								
Economically Disadvantaged	8	100%	100%	50%	6	100%	100%	33%
Not Disadvantaged	124	99%	98%	81%	136	99%	99%	71%
Migrant								
Not Migrant	132	99%	98%	79%	142	99%	99%	70%

NOTES

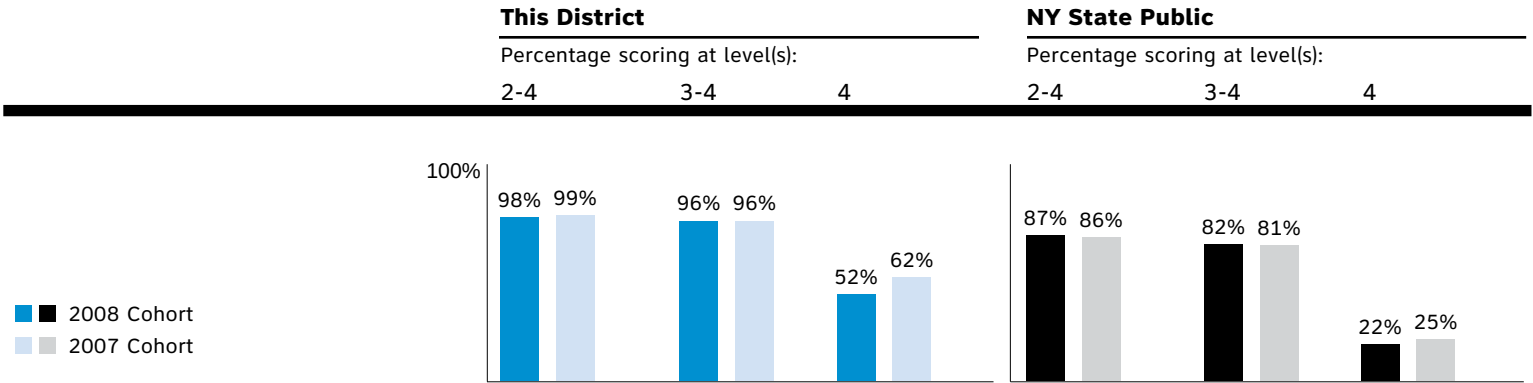
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2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

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



Results by Student Group

Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	132	98%	96%	52%	142	99%	96%	62%
Female	64	100%	98%	61%	62	100%	97%	76%
Male	68	97%	94%	44%	80	98%	95%	51%
American Indian or Alaska Native								
Black or African American	6	–	–	–	2	–	–	–
Hispanic or Latino	12	100%	83%	8%	16	100%	88%	31%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	75%	8	–	–	–
White	103	98%	97%	57%	115	98%	97%	66%
Multiracial	3	–	–	–	1	–	–	–
Small Group Totals	9	100%	100%	33%	11	100%	100%	64%
General-Education Students	119	100%	99%	58%	119	100%	97%	71%
Students with Disabilities	13	85%	69%	0%	23	91%	87%	13%
English Proficient	132	98%	96%	52%	142	99%	96%	62%
Limited English Proficient								
Economically Disadvantaged	8	100%	88%	25%	6	100%	67%	33%
Not Disadvantaged	124	98%	97%	54%	136	99%	97%	63%
Migrant								
Not Migrant	132	98%	96%	52%	142	99%	96%	62%

NOTES

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2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	132	2%	21%	70%	119	0%	18%	77%	13	15%	54%	8%
U.S. History and Government	132	1%	17%	80%	119	0%	13%	86%	13	8%	54%	23%
Science	132	1%	21%	72%	119	0%	18%	77%	13	8%	46%	23%

New York State Alternate Assessments (NYSAA) 2011-12

Secondary Level	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
English Language Arts	2	—	—	—	—
Mathematics	2	—	—	—	—
Social Studies	2	—	—	—	—
Science	2	—	—	—	—

NOTES

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2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	152	98%	97%	72%	128	100%	100%	80%	24	88%	79%	29%
	2010-11	253	100%	98%	77%	227	100%	100%	85%	26	96%	77%	8%
	2009-10	144	99%	97%	69%	118	100%	99%	82%	26	96%	88%	12%
Integrated Algebra	2011-12	146	95%	90%	40%	117	100%	97%	50%	29	72%	59%	3%
	2010-11	139	99%	93%	39%	123	100%	96%	43%	16	88%	69%	6%
	2009-10	142	98%	95%	49%	126	98%	96%	54%	16	94%	88%	6%
Geometry	2011-12	113	97%	92%	42%	102	98%	93%	46%	11	91%	82%	0%
	2010-11	130	98%	95%	43%	123	98%	95%	44%	7	100%	100%	29%
	2009-10	97	98%	95%	54%	91	99%	96%	57%	6	83%	83%	0%
Algebra 2/Trigonometry	2011-12	72	94%	86%	58%	68	—	—	—	4	—	—	—
	2010-11	4	—	—	—	4	—	—	—	0	—	—	—
	2009-10	95	96%	92%	57%	94	—	—	—	1	—	—	—
Global History and Geography	2011-12	147	99%	95%	76%	126	100%	98%	81%	21	90%	71%	43%
	2010-11	125	98%	95%	76%	112	100%	100%	84%	13	77%	54%	8%
	2009-10	131	97%	96%	72%	116	99%	99%	80%	15	80%	73%	7%
U.S. History and Government	2011-12	127	99%	97%	81%	112	100%	99%	87%	15	93%	80%	40%
	2010-11	137	96%	95%	81%	121	99%	99%	89%	16	75%	63%	19%
	2009-10	133	100%	100%	80%	111	100%	100%	85%	22	100%	100%	55%
Living Environment	2011-12	136	99%	98%	70%	120	99%	99%	76%	16	94%	88%	25%
	2010-11	143	99%	97%	73%	122	99%	99%	78%	21	95%	86%	43%
	2009-10	126	98%	98%	79%	111	100%	100%	87%	15	87%	80%	13%
Physical Setting/Earth Science	2011-12	113	97%	96%	81%	95	100%	100%	92%	18	83%	72%	22%
	2010-11	122	100%	100%	75%	112	100%	100%	79%	10	100%	100%	30%
	2009-10	128	99%	98%	78%	120	99%	98%	81%	8	100%	100%	38%
Physical Setting/Chemistry	2011-12	123	99%	95%	45%	121	—	—	—	2	—	—	—
	2010-11	105	100%	95%	50%	102	—	—	—	3	—	—	—
	2009-10	92	97%	90%	40%	91	—	—	—	1	—	—	—
Physical Setting/Physics	2011-12	13	100%	100%	54%	13	100%	100%	54%	0			
	2010-11	8	100%	100%	50%	8	100%	100%	50%	0			
	2009-10	21	100%	100%	62%	20	—	—	—	1	—	—	—

NOTE

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2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	3	—	0		3	—
	2010-11	5	100%	0		5	100%
	2009-10	5	60%	0		5	60%
Science	2011-12	4	—	0		4	—
	2010-11	6	83%	0		6	83%
	2009-10	5	60%	0		5	60%
Reading	2011-12	2	—	0		2	—
	2010-11	3	—	0		3	—
	2009-10	4	—	0		4	—
Writing	2011-12	0	—	0		0	—
	2010-11	3	—	0		3	—
	2009-10	4	—	0		4	—
Global Studies	2011-12	5	100%	0		5	100%
	2010-11	4	—	0		4	—
	2009-10	6	50%	1	—	5	—
U.S. History and Government	2011-12	3	—	0		3	—
	2010-11	4	—	0		4	—
	2009-10	2	—	0		2	—

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

2 Student Performance

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

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

		All Students					General-Education Students					Students with Disabilities				
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K-1)	2011-12	8	0%	0%	50%	50%	8	0%	0%	50%	50%	0				
	2010-11	10	0%	0%	60%	40%	10	0%	0%	60%	40%	0				
	2009-10	10	0%	0%	60%	40%	10	0%	0%	60%	40%	0				
Reading and Writing (Grades K-1)	2011-12	8	38%	13%	13%	38%	8	38%	13%	13%	38%	0				
	2010-11	10	10%	30%	40%	20%	10	10%	30%	40%	20%	0				
	2009-10	10	50%	20%	10%	20%	10	50%	20%	10%	20%	0				
Listening and Speaking (Grades 2-4)	2011-12	11	0%	0%	9%	91%	9	—	—	—	—	2	—	—	—	—
	2010-11	5	0%	0%	80%	20%	2	—	—	—	—	3	—	—	—	—
	2009-10	15	0%	0%	20%	80%	12	—	—	—	—	3	—	—	—	—
Reading and Writing (Grades 2-4)	2011-12	11	0%	0%	73%	27%	9	—	—	—	—	2	—	—	—	—
	2010-11	5	0%	20%	80%	0%	2	—	—	—	—	3	—	—	—	—
	2009-10	15	0%	20%	20%	60%	12	—	—	—	—	3	—	—	—	—
Listening and Speaking (Grades 5-6)	2011-12	4	—	—	—	—	2	—	—	—	—	2	—	—	—	—
	2010-11	4	—	—	—	—	2	—	—	—	—	2	—	—	—	—
	2009-10	5	0%	0%	40%	60%	4	—	—	—	—	1	—	—	—	—
Reading and Writing (Grades 5-6)	2011-12	4	—	—	—	—	2	—	—	—	—	2	—	—	—	—
	2010-11	4	—	—	—	—	2	—	—	—	—	2	—	—	—	—
	2009-10	5	0%	0%	80%	20%	4	—	—	—	—	1	—	—	—	—
Listening and Speaking (Grades 7-8)	2011-12	3	—	—	—	—	2	—	—	—	—	1	—	—	—	—
	2010-11	3	—	—	—	—	1	—	—	—	—	2	—	—	—	—
	2009-10	6	0%	0%	17%	83%	4	—	—	—	—	2	—	—	—	—
Reading and Writing (Grades 7-8)	2011-12	3	—	—	—	—	2	—	—	—	—	1	—	—	—	—
	2010-11	3	—	—	—	—	1	—	—	—	—	2	—	—	—	—
	2009-10	6	0%	17%	50%	33%	4	—	—	—	—	2	—	—	—	—
Listening and Speaking (Grades 9-12)	2011-12	3	—	—	—	—	0					3	—	—	—	—
	2010-11	3	—	—	—	—	1	—	—	—	—	2	—	—	—	—
	2009-10	3	—	—	—	—	1	—	—	—	—	2	—	—	—	—
Reading and Writing (Grades 9-12)	2011-12	3	—	—	—	—	0					3	—	—	—	—
	2010-11	3	—	—	—	—	1	—	—	—	—	2	—	—	—	—
	2009-10	3	—	—	—	—	1	—	—	—	—	2	—	—	—	—

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

3 Student Outcomes

District **HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT**

District ID **66-04-04-03-0000**

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011–12	128		116		12	
	2010–11	139		118		21	
	2009–10	137		122		15	
Receiving a Regents Diploma	2011–12	122	95%	116	100%	6	50%
	2010–11	134	96%	115	97%	19	90%
	2009–10	131	96%	120	98%	11	73%
Receiving a Regents Diploma with Advanced Designation	2011–12	85	66%	85	73%	0	0%
	2010–11	91	65%	86	73%	5	24%
	2009–10	93	68%	92	75%	1	7%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	1	N/A	0		1	N/A
	2010–11	0		0		0	
	2009–10	0		0		0	

NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2011–12	3	1%	2	0%	1	1%
	2010–11	1	0%	0	0%	1	1%
	2009–10	0	0%	0	0%	0	0%
Entered Approved High School Equivalency Preparation Program	2011–12	0	0%	0	0%	0	0%
	2010–11	2	0%	2	0%	0	0%
	2009–10	2	0%	0	0%	2	2%
Total Non-completers	2011–12	3	1%	2	0%	1	1%
	2010–11	3	0%	2	0%	1	1%
	2009–10	2	0%	0	0%	2	2%

Post-secondary Plans of 2011–12 Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College		103	80%	100	86%	3	23%
To 2-year College		17	13%	11	9%	6	46%
To Other Post-secondary		0	0%	0	0%	0	0%
To the Military		0	0%	0	0%	0	0%
To Employment		1	1%	1	1%	0	0%
To Adult Services		0	0%	0	0%	0	0%
To Other Known Plans		0	0%	0	0%	0	0%
Plan Unknown		8	6%	4	3%	4	31%

The New York State School Report Card

Fiscal Accountability Supplement

for Hastings-On-Hudson Union Free School District

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

2010-2011 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$21,411,121	\$9,478,273
	Pupils	1,586	205
	Expenditures Per Pupil	\$13,500	\$46,235
Similar District Group	Instructional Expenditures	\$4,897,484,227	\$1,850,711,613
	Pupils	395,684	51,517
	Expenditures Per Pupil	\$12,377	\$35,924
Total of All School Districts in NY State	Instructional Expenditures	\$29,473,160,406	\$12,260,104,540
	Pupils	2,688,528	412,226
	Expenditures Per Pupil	\$10,963	\$29,741
Similar District Group Description: Low Need/Resource Capacity			

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

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of district. 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 2010-11 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.

2010-2011 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Total Expenditures Per Pupil	\$24,688	\$22,962	\$20,410

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

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

The New York State School Report Card Information about Students with Disabilities for

Hastings-On-Hudson Union Free School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. The 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 Counts as of October 4, 2011	This School District		Similar District Group	Total of All School Districts in NY State
Student Placement -- Percent of Time Inside Regular Classroom	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
80% or more	117	65.7%	63.8%	57.3%
40% to 79%	30	16.9%	17.1%	11.7%
Less than 40%	18	10.1%	11.0%	22.1%
Separate Settings	13	7.3%	4.9%	6.1%
Other Settings	0	0.0%	3.3%	2.8%

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on October 4, 2011. 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

2011-12 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	11.6%	11.3%	12.8%

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

Similar District Group Description: Low Need/Resource Capacity
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Similar District Groups are identified according to the Need-to-Resource-Capacity Index. More information about this categorization is on the Internet at: <http://www.p12.nysed.gov/irs/accountability/2011-12/NeedResourceCapacityIndex.pdf>

APPENDIX E.

Date: 10/11/2012 Time: 9:44 AM

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Exemption Impact Report

Assessment Year: 2012

HASTINGS	552604
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County: WESTCHESTER
SWIS Code: 5526

Town Value Report

Municipality: GREENBURGH
Total Assessed Val: 65,877,247
Uniform Percentage: 3.36

Equalized Total Assessed Value = 1,960,632,351

12100	ST OWNED	RPTL 404(1)	3	1,891,369	0.10
13100	CNTY OWNED	RPTL 406(1)	1	13,300,595	0.68
13230	CO O/S LMT	RPTL 406(2)	2	482,142	0.02
13500	TOWN OWNED	RPTL 406(1)	4	421,190	0.02
13570	TWN O/S LM	RPTL 406(2)	1	297	0.00
13650	VILL OWNED	RPTL 406(1)	33	25,964,285	1.32
13730	VG O/S LMT	RPTL 406(2)	10	6,650,297	0.34
13800	SCHL OWNED	RPTL 408	9	180,752,976	9.22
18020	INDL.DEVLP	RPTL 412-a & Gen Muny L 874	1	952,380	0.05
21600	CLERGY-RES	RPTL 462	4	3,558,035	0.18
25110	RELIGIOUS	RPTL 420-a	10	61,040,178	3.11
25120	EDUCATIONL	RPTL 420-a	2	4,889,880	0.25
25130	CHARITABLE	RPTL 420-a	9	147,308,035	7.51
25230	MENTAL IMP	RPTL 420-a	2	1,282,738	0.07
25300	OTH NONPRF	RPTL 420-b	7	14,708,333	0.75
26100	VETS ORGAN	RPTL 452	3	1,055,059	0.05
26400	INC VOL FD	RPTL 464(2)	3	1,650,297	0.08
27200	RR PROP.	RPTL 489-d, 489-dd	5	19,028,273	0.97
27350	CEMETERY	RPTL 446	8	61,444,940	3.13
41101	VETERANS	RPTL 458	56	5,284,464	0.27
41121	WAR VET	RPTL 458-a	75	3,850,178	0.20
41131	COMBAT VET	RPTL 458-a	45	3,679,017	0.19
41141	DSABLD VET	RPTL 458-a	6	433,422	0.02
41161	CW 15 VET/CT	RPTL 458-b	5	227,142	0.01
41640	RPTL466 D	RPTL 466-c, d, f	1	46,130	0.00
41641	RPTL466 D	RPTL 466-c, d, f	25	1,133,035	0.06
41800	AGED-ALL	RPTL 467	71	10,944,494	0.56
41801	AGED-CT	RPTL 467	4	599,404	0.03
41930	459-C ALL	RPTL 459-c	1	209,613	0.01
Total Exemptions (No System EX's)			406	572,788,198	29.21
Total Exemptions (with System EX's)			406	572,788,198	29.21

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 2013-2014 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
478-6405

HILLSIDE ELEMENTARY SCHOOL PRINCIPAL

Laura Sullivan
478-6271

FARRAGUT MIDDLE SCHOOL PRINCIPAL

Gail Kipper
478-6230

HASTINGS HIGH SCHOOL PRINCIPAL

Louis Adipietro
478-6252

DIRECTOR OF SPECIAL EDUCATION

Deborah Augarten
478-6261

DIRECTOR OF FACILITIES MANAGEMENT

George Prine
478-6220