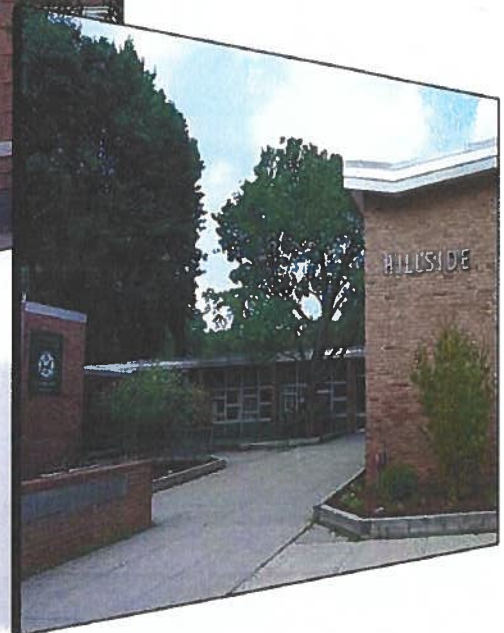
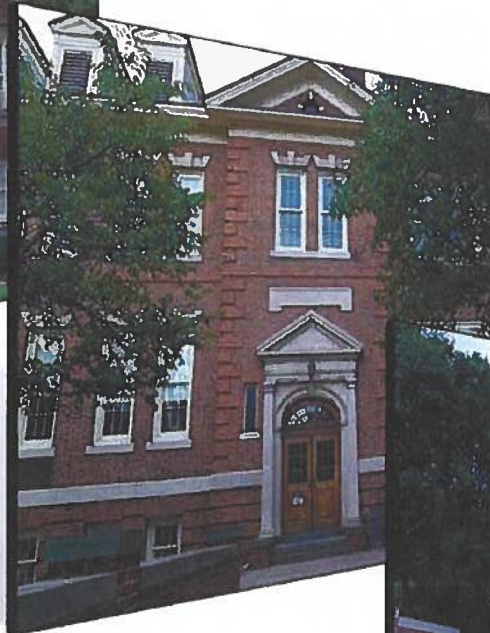


Hastings-on-Hudson UFSD

— A Blue Ribbon District —

2024-2025 School Budget



HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION

ALEXANDER DAL PIAZ, PRESIDENT

DOREEN BUCHER, VICE PRESIDENT

DAMARIS-LOIS LANG

THERESA MCCAFFREY

JODIE MEYER

SILVIA ROBLES

MAUREEN LENNON -SANTANA

SUPERINTENDENT OF SCHOOLS

Dr. William McKersie

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 2024-25 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 on Tuesday 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 7, 2023

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION CALENDAR FOR 2024-2025 BUDGET

DATE	ACTIVITY
<u>2023</u>	
November 7, Tuesday	Budget calendar adopted by Board of Education
<u>2024</u>	
January 23, Tuesday	Superintendent gives progress report of budget development to the Board.
February 6, Tuesday	Regular meeting - Superintendent presents Budget Overview and Non-Instructional Budget.
March 1, Wednesday	Submit information to calculate Tax Levy Limit Office of State Comptroller's website
March 5, Tuesday	Regular meeting - Budget update and review of state aid projections
March 19, Tuesday	Regular meeting - Superintendent presents Proposed Instructional Budget
April 3, Wednesday	Regular meeting - Additional Budget discussion.
April 5, Friday	Proposed Budget Available On-line
April 5, Friday	First Legal Notification to Public - to announce budget hearing & vote.
April 12, Friday	Second Legal Notification to Public - to announce budget hearing & vote.
April 16, Tuesday	Regular Board Meeting - Board of Education adopts budget. BOCES Budget Vote
April 17, Wednesday	Board Adopted Budget Available to the Public.
April 17, Wednesday	Submit Property Tax Report Card to SED.
April 22, Monday	Petition nominating candidates for the Board must be received by 5:00 P.M. by the District Clerk.
April 22, Monday	Petitions for budget propositions must be received by 5:00 P.M. by the District Clerk.
April 24, Wednesday	Voter Registration 4:00 P.M. - 8:00 P.M.
April 26, Friday	Third Legal Notification to Public - to announce budget hearing & vote, including availability of budget.
May 3, Friday	Fourth Legal Notification to Public - to announce budget hearing & vote.
May 7, Tuesday	Budget Hearing - Must be no less than 7 days and no more than 14 days to the budget vote.
May 8-15, Wednesday	Budget notice mailed to eligible voters.
May 15, Wednesday	Voter Registration 4:00 P.M. - 8:00 P.M.
May 21, Tuesday	Regular Board Meeting - School Board Election and Vote on Budget.

HASTINGS-ON-HUDSON PUBLIC SCHOOLS

ENROLLMENT (3/18/23)

GRADE	2019-20	2020-21*	2021-22	2022-23	2023-24	Projected 2024-25
Ungraded	4	0	0	4	5	4
Kindergarten	98	94	98	105	101	115
1	136	87	108	101	111	104
2	112	124	104	112	104	114
3	136	105	129	110	124	109
4	138	130	119	136	120	130
5	127	132	131	121	138	120
6	115	123	137	133	123	140
7	135	117	129	141	130	127
8	133	134	116	132	146	133
9	140	133	136	114	131	146
10	123	137	136	131	111	131
11	135	125	139	137	128	111
12	124	132	123	140	138	128
TOTALS:						
Ungraded & K-4	624	540	558	568	565	576
5-8	510	506	513	527	537	520
9-12	522	527	534	522	508	516
**SP. ED.	18	15	14	13	10	10
K-12	1674	1588	1619	1630	1620	1622

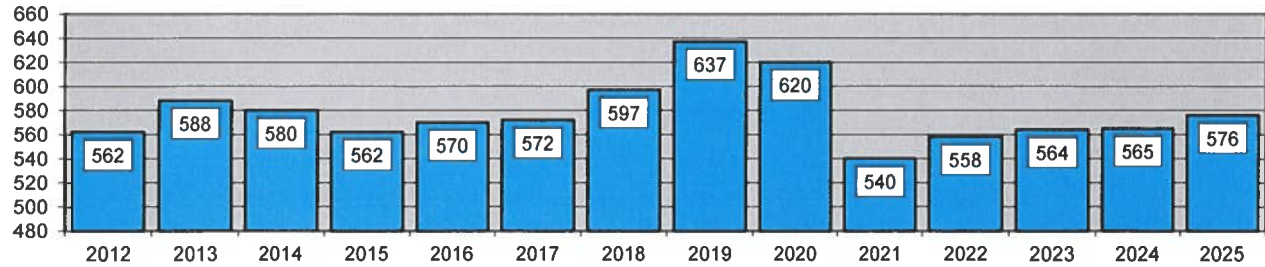
* Enrollment for the 2020-21 & 21-22 school years reflect withdrawals at Hillside & Farragut Middle School due to Covid-19 for home schooling & private school placements. Does not include parentally placed special ed.

** 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 2024-25 school year will be available after annual reviews are completed in June 2024.

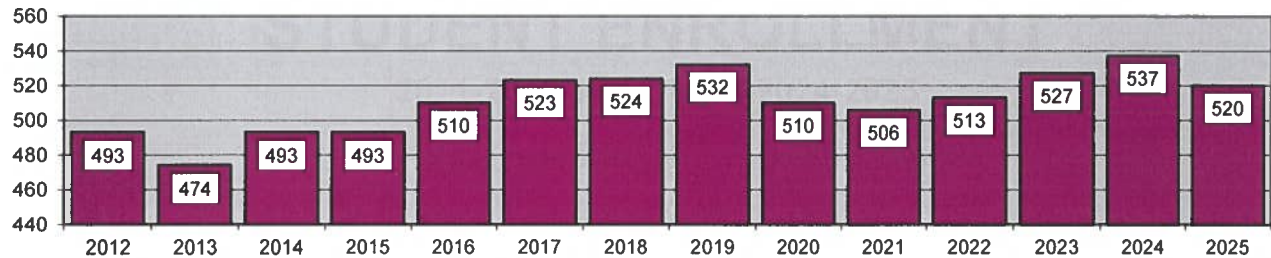
STUDENT ENROLLMENT

2011-2012 THROUGH 2024-2025

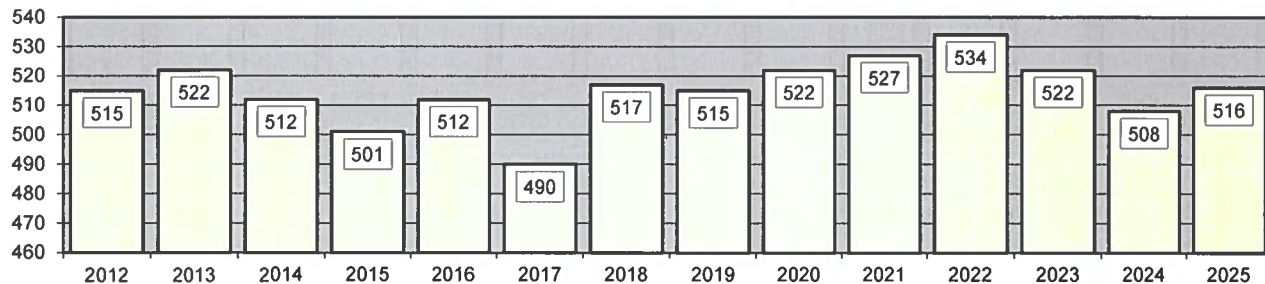
STUDENT ENROLLMENT- HILLSIDE ELEMENTARY SCHOOL



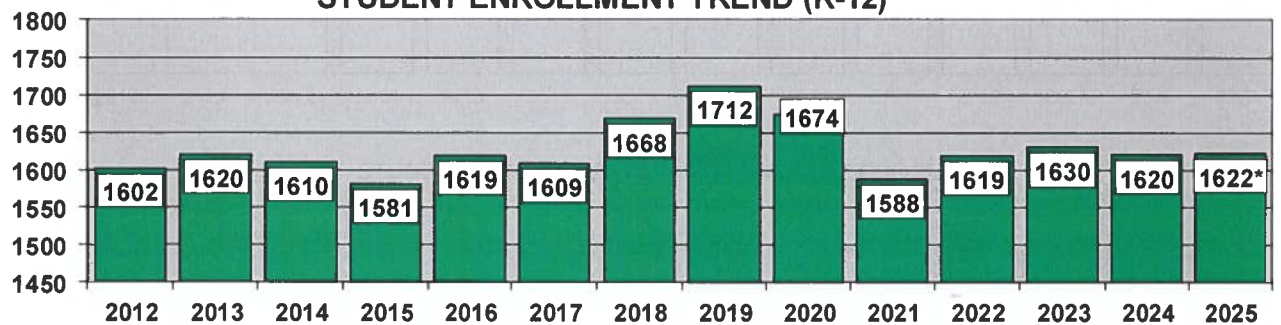
STUDENT ENROLLMENT- FARRAGUT MIDDLE SCHOOL



STUDENT ENROLLMENT- HASTINGS HIGH SCHOOL



STUDENT ENROLLMENT TREND (K-12)



* 24-25 is Projected

Year Ending June 30

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

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

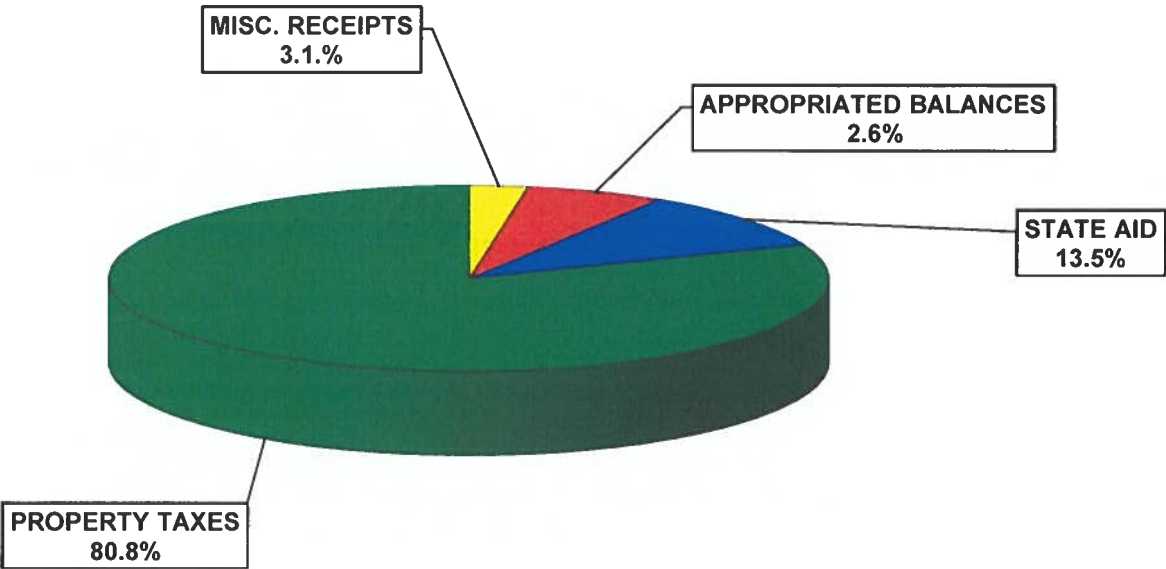
PRELIMINARY 2024/25 BUDGET

APPROPRIATIONS	ADOPTED BUDGET 2023/24	ESTIMATED END OF YEAR 2023/24	PRELIMINARY BUDGET 2024/25	BUDGET CHANGE	
General Support	\$2,062,616	\$2,163,725	\$2,135,833	\$73,217	3.55%
Maintenance & Operations	\$3,123,495	\$3,324,000	\$3,256,670	\$133,175	4.26%
Security	\$370,000	\$479,500	\$435,500	\$65,500	17.70%
Instruction	\$33,905,179	\$32,840,135	\$34,898,855	\$993,676	2.93%
Pupil Transportation	\$1,802,975	\$1,726,500	\$1,849,870	\$46,895	2.60%
Undistributed	\$16,345,435	\$16,154,410	\$17,069,149	\$723,714	4.43%
TOTAL	\$57,609,700	\$56,688,270	\$59,645,877	\$2,036,177	
% BUDGET CHANGE				3.53%	
REVENUES	ADOPTED BUDGET 2023/24	ESTIMATED END OF YEAR 2023/24	PRELIMINARY BUDGET 2024/25	BUDGET CHANGE	
State Aid	\$7,863,000	\$8,425,000	\$8,078,000	\$215,000	2.73%
Misc. Receipts	\$1,945,000	\$2,128,000	\$1,862,500	-\$82,500	-4.24%
Appropriated Balance	\$354,843	\$354,843	\$554,843	\$200,000	56.36%
Retirement Reserve	\$650,000	\$650,000	\$850,000	\$200,000	30.77%
Reserve for Tax Certiorari	\$100,000	\$100,000	\$115,000	\$15,000	15.00%
Property Taxes	\$46,696,857	\$46,696,857	\$48,185,534	\$1,488,677	3.19%
Total Receipts	\$57,609,700	\$58,354,700	\$59,645,877	\$2,036,177	3.53%
% TAX LEVY CHANGE				3.19%	
Assessed Valuation	\$2,301,117,292		\$2,458,720,991 *	\$157,603,699	
Tax Rate	\$20.29		\$19.60	-\$0.69	
Tax Rate Change				-3.40%	

*Assessed valuation is subject to change.

PROPOSED REVENUE SOURCES

2024-2025



REVENUE	2023-2024 ADOPTED BUDGET	2024-2025 PROPOSED BUDGET
TOTAL STATE AID	\$7,863,000	\$8,078,000
MISC. RECEIPTS	\$1,945,000	\$1,862,500
APPROPRIATED BALANCES	\$1,104,843	\$1,519,843
PROPERTY TAXES	\$46,696,857	\$48,185,534
TOTAL APPROPRIATIONS	\$57,609,700	\$59,645,877

REVENUE SUMMARY

REVENUE	2023-2024 ADOPTED BUDGET	2023-2024 ESTIMATED END OF YEAR	2024-2025 PROPOSED BUDGET
Other Charges - Custodial Fees	\$40,000	\$50,000	\$55,000
Day School Tuition	\$300,000	\$220,000	\$140,000
Tuition Other Districts	\$200,000	\$200,000	\$125,000
Interest on Deposits & Investments	\$200,000	\$500,000	\$412,500
Solar Rental	\$0	\$0	\$35,000
Other Student Fee/Charges (from Individuals)	\$75,000	\$75,000	\$70,000
Admissions From Individuals-Theater	\$20,000	\$20,000	\$20,000
Health Services for Other Districts	\$100,000	\$80,000	\$0
Borderline Properties	\$85,000	\$85,000	\$80,000
Unclassified Revenues	\$100,000	\$100,000	\$100,000
Sales Tax	\$825,000	\$865,000	\$825,000
State Aid - Foundation and Other	\$5,990,000	\$6,166,000	\$6,007,000
- Building	\$805,000	\$918,000	\$906,000
- BOCES	\$945,000	\$1,110,000	\$1,055,000
- Textbooks	\$123,000	\$120,000	\$110,000
State Aid -Total	\$7,863,000	\$8,314,000	\$8,078,000
 TOTAL REVENUE OTHER THAN REAL PROPERTY	 \$9,808,000	 \$10,509,000	 \$9,940,500
 APPROPRIATED FUND BALANCE	 \$345,843	 \$0	 \$554,843
RETIREMENT RESERVE	\$650,000	\$650,000	\$850,000
RESERVE FOR TAX CERTIORARI	\$100,000	\$100,000	\$115,000
 AMOUNT TO BE RAISED BY PROPERTY TAXES	 <u>\$46,696,857</u>	 <u>\$46,696,857</u>	 <u>\$48,185,534</u>
 TOTAL REVENUE	 \$57,600,700	 \$57,955,857	 \$59,645,877

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

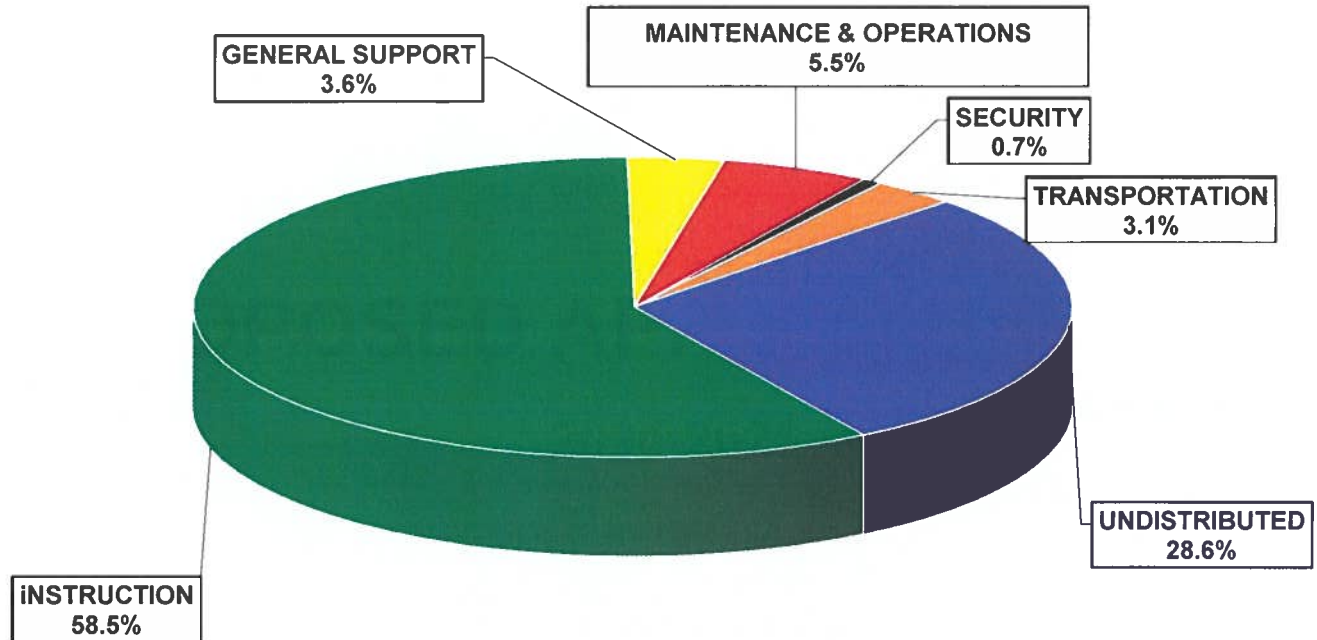
Transportation includes bus transportation that is provided for in-district students, interscholastic athletics, special education and private and parochial students. Pupil transportation is provided by companies with whom the district has a contractual agreement.

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

2024-2025



APPROPRIATIONS	2023-2024 ADOPTED BUDGET	2024-2025 PROPOSED BUDGET
GENERAL SUPPORT	\$2,062,616	\$2,135,833
MAINTENANCE & OPERATIONS	\$3,123,495	\$3,256,670
SECURITY	\$370,000	\$435,500
INSTRUCTION	\$33,905,179	\$34,898,855
TRANSPORTATION	\$1,802,975	\$1,849,870
UNDISTRIBUTED	\$16,345,435	\$17,069,149
TOTAL APPROPRIATIONS	\$57,609,700	\$59,645,877

EXPENDITURE SUMMARY

	2023-2024 ADOPTED BUDGET	2023-2024 ESTIMATED END OF YR	2024-25 PRELIMINARY BUDGET
GENERAL SUPPORT			
Board of Education	\$67,000	\$68,700	\$84,200
Central Administration	\$385,333	\$400,500	\$403,408
Finance	\$694,483	\$700,525	\$713,475
Legal	\$125,000	\$160,000	\$125,000
Personnel	\$126,800	\$132,500	\$134,000
Public Information	\$94,500	\$115,500	\$76,500
Central Services			
Operations	\$2,733,288	\$2,920,500	\$2,847,615
Maintenance	\$390,207	\$403,500	\$409,055
Security	\$0	\$479,500	\$435,500
Special Items	\$569,500	\$586,000	\$599,250
TOTAL GENERAL SUPPORT	\$5,186,111	\$5,967,225	\$5,828,003
INSTRUCTION			
Curriculum Development	\$268,567	\$281,810	\$285,310
Supervision	\$1,548,097	\$1,551,500	\$1,574,450
Teaching	\$17,541,992	\$16,801,667	\$17,655,652
Special Education	\$8,850,360	\$7,979,000	\$9,076,943
English Language Learners	\$301,334	\$340,700	\$315,803
Instructional Media	\$398,326	\$395,578	\$382,941
Technology	\$1,333,441	\$1,492,500	\$1,443,134
Pupil Services:			
Guidance	\$1,334,150	\$1,317,500	\$1,323,900
Health	\$502,500	\$506,000	\$526,320
Psychological Services	\$717,526	\$716,500	\$740,015
Co-curricular Activities	\$529,046	\$525,000	\$590,010
Interscholastic Athletics	\$949,840	\$932,380	\$984,377
TOTAL INSTRUCTION	\$34,275,179	\$32,840,135	\$34,898,855

EXPENDITURE SUMMARY

	2023-2024 ADOPTED BUDGET	2023-2024 ESTIMATED END OF YR	2024-25 PRELIMINARY BUDGET
TRANSPORTATION	\$1,802,975	\$1,726,500	\$1,849,870
UNDISTRIBUTED			
Employee Benefits	\$13,473,175	\$13,290,150	\$14,480,089
Debt Service	\$2,272,260	\$2,272,260	\$2,270,060
Interfund Transfer	\$600,000	\$592,000	\$319,000
TOTAL UNDISTRIBUTED	\$16,345,435	\$16,154,410	\$17,069,149
TOTAL EXPENDITURES	\$57,609,700	\$56,688,270	\$59,645,877

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. This area of the Budget is decreasing due to the retirement of a previous staff member.

Finance

Salary codes reflect the salary of the Business Official/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. This category also includes funding for outside compliance for our 403B/457 plans as well as actuary services required by law.

Legal

The legal code includes a basic retainer and fees for general representation and for special education representation, and cost of litigations. We are anticipating a reduction in our litigation costs for the coming year.

Personnel

This code includes salary of Personnel Assistant, software used for HR compliance training as well as recruitment and position advertisements.

Public Information

The newsletter code includes Public Relations Assistant contract, the cost of printing newsletters and public relations services. The District contracts through BOCES for this service. By purchasing through BOCES the District receives 50% of the cost of this service back from the State. This Category reflects reduction in the Public Relations contract.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2024-25**

FUNCTION	CATEGORY	2023-24 ADOPTED BUDGET	ACTUAL STAFFING	2023-24 ESTIMATED END OF YEAR	2024-25 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2024-25	ED PROGRAM 2024-25	CAPITAL 2024-25	DOLLAR INCREASE	% INC.
	GENERAL SUPPORT										
	<u>BOARD OF EDUCATION</u>										
1010.400	Contract Services										
	Conferences	\$0		\$0	\$0		\$0			\$0	0.00%
	Memberships	\$19,500		\$19,500	\$21,000		\$21,000			\$1,500	7.69%
	Other Contract services	\$2,500		\$2,500	\$5,000		\$5,000			\$2,500	100.00%
		\$22,000		\$22,000	\$26,000		\$26,000	\$0	\$0	\$4,000	18.18%
1010.450	Supplies	\$200		\$300	\$200		\$200	\$0	\$0	\$0	0.00%
1010.490	Services From BOCES/Policy/Board Docs	\$11,800		\$12,000	\$12,000		\$12,000	\$0	\$0	\$200	1.69%
1040.160	District Clerk	\$21,000		\$20,400	\$22,000		\$22,000			\$1,000	4.76%
1040.400	Contract Services	\$12,000		\$14,000	\$24,000		\$24,000			\$12,000	100.00%
	Voting Machines										
	TOTAL BOARD OF EDUCATION	\$67,000		\$68,700	\$84,200		\$84,200	\$0	\$0	\$17,200	25.67%
	<u>CENTRAL ADMINISTRATION</u>										
1240.150	Central Office Administration	\$293,550	1.00	\$305,000	\$305,000	1.00	\$305,000			\$11,450	3.90%
1240.160	Non-Instr. Salaries	\$86,783	1.00	\$90,000	\$92,908	1.00	\$92,908			\$6,125	7.06%
1240.400	Contract Services	\$4,000		\$4,500	\$4,500		\$4,500			\$500	12.50%
1240.450	Supplies	\$1,000		\$1,000	\$1,000		\$1,000			\$0	0.00%
	TOTAL CHIEF SCHOOL ADMINISTRATOR	\$385,333	2.00	\$400,500	\$403,408	2.00	\$403,408	\$0	\$0	\$18,075	4.69%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2024-25**

		2023-24 ADOPTED BUDGET	ACTUAL STAFFING	2023-24 ESTIMATED END OF YEAR	2024-25 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2024-25	ED PROGRAM 2024-25	CAPITAL 2024-25	DOLLAR INCREASE	% INC.
FINANCE											
1310.160	Business Non-Instructional Salaries	\$566,655	5.50	\$570,000	\$581,000	5.50	\$581,000			\$14,345	2.53%
1310.400	Contract Services										
	Business Office	\$29,000		\$32,000	\$30,000		\$30,000			\$1,000	3.45%
	Third Party Administration (Omni & TSA)	\$7,500		\$7,000	\$7,500		\$7,500			\$0	0.00%
	Investigation	\$0		\$0	\$0		\$0			\$0	0.00%
		\$36,500		\$39,000	\$37,500		\$37,500	\$0	\$0	\$1,000	2.74%
1310.450	Supplies	\$1,500		\$1,500	\$1,500		\$1,500			\$0	0.00%
1310.490	Services from BOCES (GASB actuary)	\$7,300		\$9,500	\$9,500		\$9,500			\$2,200	30.14%
1320.160	Internal Claims Auditor	\$6,250		\$6,400	\$6,450		\$6,450			\$200	3.20%
1320.400	Auditing										
	External Auditor	\$39,500		\$36,500	\$39,500		\$39,500			\$0	0.00%
	Internal Auditor	\$29,000		\$30,000	\$30,000		\$30,000			\$1,000	1.46%
		\$68,500		\$66,500	\$69,500		\$69,500	\$0	\$0		
1325.160	Deputy Treasurer	\$7,778		\$7,625	\$8,025		\$8,025			\$248	3.18%
									\$0		
TOTAL FINANCE		\$694,483	6.60	\$700,525	\$713,475	6.60	\$713,475	\$0	\$0	\$18,993	2.73%
LEGAL											
1420.400	Legal Representation	\$75,000		\$80,000	\$75,000		\$22,500	\$52,500		\$0	0.00%
	Litigation	\$50,000		\$80,000	\$50,000			\$50,000		\$0	0.00%
TOTAL LEGAL		\$125,000	0.00	\$160,000	\$125,000	0.00	\$22,500	\$102,500	\$0	\$0	0.00%
PERSONNEL											
1430.160	Personnel Non-Instructional Salaries	\$91,300	1	\$92,500	\$94,000	1		\$94,000		\$2,700	2.96%
1430.400	Personnel Contract Services	\$1,000		\$1,000	\$1,000			\$1,000		\$0	0.00%
1430.450	Supplies	\$500		\$1,000	\$1,000		\$1,000			\$500	100.00%
1430.490	Services from BOCES	\$34,000		\$38,000	\$38,000		\$9,500	\$28,500		\$4,000	11.76%
TOTAL PERSONNEL		\$126,800	1.00	\$132,500	\$134,000	1.00	\$10,500	\$123,500	\$0	\$7,200	5.68%
PUBLIC INFORMATION											
1480.160	Public Information Salary	\$0	0.00	\$0	\$0	0.00	\$0			\$0	0.00%
1480.400	Contract Services-Newsletter	\$0		\$0	\$0		\$0			\$0	0.00%
1480.450	Supplies	\$500		\$500	\$1,500		\$1,500			\$1,000	200.00%
1480.490	Public Relations Contract-Services from BOCES	\$94,000		\$115,000	\$75,000		\$75,000			(\$19,000)	(20.21%)
TOTAL PUBLIC INFORMATION		\$94,500	0.00	\$115,500	\$76,500	0.00	\$76,500	\$0	\$0	(\$18,000)	(19.05%)

Central Services

Operations

The district owns and maintains the Hillside School, Farragut Complex, Reynolds field and the Burke estate. 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, gas, telephone and water costs have been budgeted according to estimates from the utility companies. In the last two years we have experienced over a 30% increase in these costs.

The District completed an Energy Performance Contract which reduced electricity and gas costs throughout District. The District is working on a project to update to LED lighting throughout the Farragut Complex. We previously updated the Hillside lighting. There is a reduction of one position due to a retirement that will not be replaced.

Maintenance-Grounds

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. There is an increase in expense to maintain the fields due to the additional fields that have recently been completed.

Equipment

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

School Security

This budget reflects the cost of school security at all three schools. The Farragut complex also includes a security guard that is assigned for both after school and evening activities. The proposed increase in security includes funds for security on weekends as well as additional guards at both schools. Funds are also being recommended for further staff training in security protocols.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2024-25**

FUNCTION	CATEGORY	2023-24 ADOPTED BUDGET	ACTUAL STAFFING	2023-24 ESTIMATED END OF YEAR	2024-25 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2024-25	ED PROGRAM 2024-25	CAPITAL 2024-25	DOLLAR INCREASE	% INC.
OPERATIONS											
1620.160	Non-Instr. Salaries	\$1,425,538	19.50	\$1,398,500	\$1,408,425	18.50			\$1,408,425	(\$17,113)	(1.20%)
	Overtime/Summer	\$190,000		\$190,000	\$175,000				\$175,000	(\$15,000)	(7.89%)
		<u>\$1,615,538</u>		<u>\$1,588,500</u>	<u>\$1,583,425</u>		\$0	\$0	<u>\$1,583,425</u>	<u>(\$32,113)</u>	<u>(1.99%)</u>
1620.200	Equipment	\$7,500		\$7,500	\$10,000				\$10,000	\$2,500	33.33%
1620.400	Contract Services										
	Construction Manager/Architect	\$35,000		\$100,000	\$75,000				\$75,000	\$40,000	114.29%
	Maintenance Contract	\$104,250		\$102,000	\$115,290				\$115,290	\$11,040	10.59%
	Fuel Oil/Gas	\$245,000		\$255,000	\$260,000				\$260,000	\$15,000	6.12%
	Electricity	\$320,000		\$318,000	\$350,900				\$350,900	\$30,900	9.66%
	Telephone	\$18,000		\$16,500	\$18,000				\$18,000	\$0	0.00%
	Water	\$78,000		\$97,000	\$100,000				\$100,000	\$22,000	28.21%
	Unscheduled Repairs	\$25,000		\$135,000	\$45,000				\$45,000	\$20,000	80.00%
		<u>\$825,250</u>		<u>\$1,024,500</u>	<u>\$964,190</u>		\$0	\$0	<u>\$964,190</u>	<u>\$138,940</u>	<u>16.84%</u>
1620.450	Supplies	\$150,000		\$145,000	\$150,000				\$150,000	\$0	0.00%
		<u>\$0</u>		<u>\$0</u>	<u>\$0</u>				<u>\$0</u>	<u>\$0</u>	<u>0.00%</u>
1620.490	BOCES										
	Telephone	\$75,000		\$105,000	\$105,000				\$105,000	\$30,000	40.00%
	Services	\$60,000		\$50,000	\$35,000				\$35,000	(\$25,000)	(41.67%)
		<u>\$135,000</u>		<u>\$155,000</u>	<u>\$140,000</u>		\$0	\$0	<u>\$140,000</u>	<u>\$5,000</u>	<u>3.70%</u>
TOTAL OPERATIONS		\$2,733,288	19.50	\$2,920,500	\$2,847,615	18.50	\$0	\$0	\$2,847,615	\$114,327	4.18%
MAINTENANCE											
1621.160	Non-Inst. Salaries	\$202,207	3.00	\$203,000	\$190,555	2.50			\$190,555	(\$11,652)	(5.76%)
	Overtime	\$20,000		\$30,000	\$25,000				\$25,000	\$5,000	25.00%
		<u>\$222,207</u>		<u>\$233,000</u>	<u>\$215,555</u>		\$0	\$0	<u>\$215,555</u>	<u>(\$6,652)</u>	<u>(2.99%)</u>
1621.200	Equipment	\$35,000		\$0	\$15,500				\$15,500	(\$19,500)	(55.71%)
1621.400	Contract Services									\$0	0.00%
	Grounds Upkeep	\$50,000		\$65,000	\$65,000				\$65,000	\$15,000	30.00%
	Repair District-Wide	\$25,000		\$25,000	\$30,000				\$30,000	\$5,000	20.00%
	Alarm System	\$15,000		\$15,000	\$15,000				\$15,000	\$0	0.00%
	Building Repairs	\$22,000		\$45,000	\$45,000				\$45,000	\$23,000	104.55%
	Boiler System	\$21,000		\$20,500	\$23,000				\$23,000	\$2,000	9.52%
		<u>\$133,000</u>		<u>\$170,500</u>	<u>\$178,000</u>		\$0	\$0	<u>\$178,000</u>	<u>\$45,000</u>	<u>33.83%</u>
TOTAL MAINTENANCE		\$390,207	3.00	\$403,500	\$409,055	2.50	\$0	\$0	\$409,055	\$18,848	4.83%
SECURITY											
1622.160	Security - Noninstructional Salaries	\$0		\$60,000	\$63,000				\$63,000	\$63,000	0.00%
1622.200	Security - Equipment	\$0		\$0	\$0				\$0	\$0	0.00%
1622.400	Security - Contractual	\$310,000		\$375,000	\$345,000				\$345,000	\$35,000	11.29%
1622.450	Security - Materials & Supplies	\$0		\$2,500	\$2,500				\$2,500	\$2,500	0.00%
1622.490	Security - BOCES Services	\$0		\$42,000	\$25,000				\$25,000	\$25,000	0.00%
TOTAL SECURITY		\$310,000	0.00	\$479,500	\$435,500	0.00	\$0	\$0	\$435,500	\$128,500	40.48%
TOTAL MAINTENANCE, OPERATIONS & SECURITY		\$3,433,495	22.50	\$3,803,500	\$3,692,170	21.00	\$0	\$0	\$3,692,170	\$256,675	7.53%

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. The BOCES admin charges are given to the District without the ability to negotiate the rate.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2024-25**

FUNCTION	CATEGORY	2023-24 ADOPTED BUDGET	ACTUAL STAFFING	2023-24 ESTIMATED END OF YEAR	2024-25 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2024-25	ED PROGRAM 2024-25	CAPITAL 2024-25	DOLLAR INCREASE	% INC.
SPECIAL ITEMS											
1910.400	Insurance	\$215,000		\$235,000	\$270,250		\$270,250			\$55,250	25.70%
1950.400	Assessments: Greenburgh	\$30,000		\$29,000	\$30,000		\$30,000			\$0	0.00%
1950.405	Assessment: Dual Residency	\$33,500		\$33,000	\$5,000			\$5,000		(\$28,500)	(85.07%)
1964.400	Refund of Real Property Tax	\$0		\$0	\$0		\$0			\$0	0.00%
1981.490	BOCES Administrative Charges	\$291,000		\$289,000	\$294,000		\$294,000			\$3,000	1.03%
TOTAL SPECIAL ITEMS		\$569,500		\$566,000	\$599,250		\$594,250	\$5,000	\$0	\$28,750	5.22%
TOTAL GENERAL SUPPORT		\$5,496,111	31.00	\$5,967,225	\$5,828,003	29.50	\$1,904,833	\$231,000	\$3,682,170	\$331,893	6.04%

INSTRUCTION

Curriculum Development

Included in this budget are the Assistant Superintendent of Curriculum & 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 the three schools falls under the leadership of the three principals and three assistant principals.

Expenditures are for coordination, supervision and administration of the three district schools.

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. There is a reduction based on retirements and the replacement cost.

The budget code for contractual services provides funds for conferences & professional memberships for school admin.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2024-25**

FUNCTION	CATEGORY	2023-24 ADOPTED BUDGET	ACTUAL STAFFING	2023-24 ESTIMATED END OF YEAR	2024-25 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2024-25	ED PROGRAM 2024-25	CAPITAL 2024-25	DOLLAR INCREASE	% INC.
<u>CURRICULUM DEVELOPMENT</u>											
2010.150	Assistant Superintendent of Curriculum, Instruction	\$206,067	1.00	\$214,310	\$214,310	1.00	\$214,310			\$8,243	4.00%
2010.160	Non-Instructional Salary	\$58,000	1.00	\$63,000	\$66,500	1.00	\$66,500			\$8,500	14.66%
2010.400	Assistant Superintendent of CI -Contractual	\$3,000		\$3,000	\$3,000		\$3,000			\$0	0.00%
2010.450	Assistant Superintendent of CI -Supplies	\$1,500		\$1,500	\$1,500		\$1,500			\$0	0.00%
TOTAL CURRICULUM DEVELOPMENT		\$268,567	2.00	\$281,810	\$285,310	2.00	\$285,310	\$0	\$0	\$16,743	6.23%
<u>SUPERVISION</u>											
2020.150	Professional	\$1,097,197	6.00	\$1,097,000	\$1,123,546	6.00	\$1,123,546			\$26,349	2.40%
2020.160	Non-Instructional Salaries	\$396,900	6.00	\$409,500	\$391,904	5.00	\$391,904			(\$4,996)	(1.26%)
2020.160	Clerical subs/nurse subs/TA Subs	\$28,000		\$20,000	\$25,000		\$25,000			(\$3,000)	(10.71%)
	Total - Non Instructional	\$424,900	6.00	\$429,500	\$416,904	5.00	\$416,904	\$0	\$0	(\$7,996)	(1.88%)
2020.400	Contract Services										
	Elementary	\$2,000		\$2,000	\$3,000		\$3,000			\$1,000	50.00%
	Middle School	\$4,000		\$4,000	\$4,000		\$4,000			\$0	0.00%
	High School	\$5,000		\$5,000	\$6,000		\$6,000			\$1,000	20.00%
		<u>\$11,000</u>		<u>\$11,000</u>	<u>\$13,000</u>		<u>\$13,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,000</u>	<u>18.18%</u>
2020.450	Supplies										
	Elementary	\$7,000		\$6,500	\$8,000		\$8,000			\$1,000	14.29%
	Middle School	\$2,000		\$1,500	\$7,000		\$7,000			\$5,000	250.00%
	High School	\$6,000		\$6,000	\$6,000		\$6,000			\$0	0.00%
		<u>\$15,000</u>		<u>\$14,000</u>	<u>\$21,000</u>		<u>\$21,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,000</u>	<u>40.00%</u>
TOTAL SUPERVISION		\$1,548,097	12.00	\$1,551,500	\$1,574,450	11.00	\$1,574,450	\$0	\$0	\$26,353	1.70%

Teaching

Included are proposed expenditures for the general school program.

Salaries

This category includes salaries for regular education teachers K-12. Based on Enrollment the Budget for salaries includes a decrease of 2.4 FTE teaching positions for the 24/25 school year.

Leave Replacements

This category reflects salaries for long-term substitutes needed to cover for teachers out on long term leaves.

Substitutes

Funds are included for substitutes for teacher absences for contractually acceptable reasons as well as for professional development. This account reflects an increase based upon previous year's actuals.

Curriculum Development

The district continues to provide funds for program development and district-wide efforts to strengthen the instructional program. The funds provided pay for teachers to work together developing curriculum over the summer.

Staff Development

The district provides staff development opportunities for teachers to develop innovative teaching strategies and to sustain the expectation that all staff will maintain high levels of knowledge, skill and performance. The funds in this account allow for teachers to work together over the summer and after school.

Non-Instructional Salaries

This category includes salaries for clerical workers, kindergarten teacher aides and lunch, recess monitors.

Furniture

This category includes funds for instructional furniture including locker replacement. Each school's staff has identified equipment necessary for the instructional program. There is an increase of \$10,000 in this area.

Contract Services

This category provides funds for conferences, subscriptions and memberships for teachers at each building. Funds are appropriated for graduation, handbooks, and mentoring at the High School.

Race Matters Committee

This category provides funds for conferences, workshops and other initiatives decided upon by the Race Matters Committee.

Tri-State Consortium

The District participates in the Tri-State Consortium. This group of select schools has designed an accreditation review process that allows individual districts to target specific curricular areas for review. This review then leads to Middle State accreditation for the entire District. Funds are provided for administrators and teachers to attend Tri-State training workshops.

Staff Development

Funds are budgeted for continued support of professional development opportunities for all staff offered outside of the District. There are also funds included for our paraprofessionals to take classes at Westchester Community College to further their training.

Arts in Education/Cultural Arts Program

The district supports K-12 arts education by offering assembly programs and workshops by visiting artists. This is done in collaboration with the PTSA Arts committee.

Superintendent's Conference Day

Funds are allocated for speakers at the Superintendent's Conference Days and supporting district-wide initiatives for designated programs such as implementation of new curriculum.

Westchester Teacher Center

The district maintains membership in the Westchester Teacher Center to provide additional staff development opportunities in writing, math, science, and technology.

Copier/District Mailing/Equipment (Printing/Mailing)

The purchasing of photocopy paper and supplies is centralized and recorded in the Instructional Budget. As we see a decrease in textbook expenditures, there has been more online materials being printed.

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 to support their teaching. The amount is driven by a per pupil allocation based on grade level and enrollment.

Textbooks

Funds are included for additional literacy textbooks. Funds are allocated for purchasing new and replacement textbooks. Required funds are included for textbooks for students attending non-public schools. The amount budgeted will be almost all fully reimbursed by the State.

BOCES

Funds are budgeted for students who attend the Occupational Education Program at BOCES. There has been a continued interest among high school students to participate in this occupational training.

The Professional Learning Budget includes funding for work in the following Curricular areas: Hillside Mathematics, Middle School ELA, Districtwide Social Studies, Computer Science. Also included are funds for leadership training.

BOCES costs for Information Management Services reflects our use of technology in managing the Financial and HR database. There are also funds for our disaster recovery protocol that BOCES supports. By contracting the software through BOCES the District receives approximately 55% aide back in the following school year on this service.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2024-25**

FUNCTION	CATEGORY	2023-24 ADOPTED BUDGET	ACTUAL STAFFING	2023-24 ESTIMATED END OF YEAR	2024-25 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2024-25	ED PROGRAM 2024-25	CAPITAL 2024-25	DOLLAR INCREASE	% INC.
	TEACHING										
2110.120	K-6 Instructional Salaries	\$6,899,214	59.00	\$6,690,100	\$6,935,760	57.00		\$6,935,760		\$36,546	0.53%
2110.130	7-12 Instructional Salaries/Chairperson	\$8,370,728	66.80	\$8,145,000	\$8,547,886	66.40		\$8,547,886		\$177,158	2.12%
2110.140	Substitutes	\$240,000		\$260,000	\$270,000			\$270,000		\$30,000	12.50%
2110.141	Leave Replacements	\$200,000		\$140,000	\$190,000			\$190,000		(\$10,000)	(5.00%)
2110.142	Teacher Coverage Pay	\$0		\$15,000	\$0			\$0		\$0	0.00%
2110.150	Curriculum Development	\$20,000		\$20,000	\$35,000			\$35,000		\$15,000	75.00%
2110.151	Staff Development	\$25,000		\$30,000	\$35,000			\$35,000		\$10,000	40.00%
2110.152	Summer services/Meeting attendance	\$25,000		\$15,000	\$30,000			\$30,000		\$5,000	20.00%
2110.160	Non-Instructional Salaries	\$512,320	21.00	\$550,000	\$558,000	20.00		\$558,000		\$45,680	8.92%
2110.200	Equipment- Furniture	\$30,000		\$30,000	\$30,000			\$30,000		\$0	0.00%
	Equipment-Elementary	\$0		\$0	\$0			\$0		\$0	0.00%
	Equipment-Middle School	\$0		\$0	\$0			\$0		\$0	0.00%
	Equipment-High School	\$0		\$0	\$0			\$0		\$0	0.00%
		\$30,000		\$30,000	\$30,000		\$0	\$30,000	\$0	\$0	0.00%
2110.400	Contract Services-other										
	Race Matters Committee	\$25,000		\$20,000	\$25,000			\$25,000		\$0	0.00%
	Portrait of Hastings Learning (Strategic Planning)	\$20,000		\$5,000	\$8,000			\$8,000		(\$12,000)	(60.00%)
	Translating	\$5,000		\$3,000	\$4,000			\$4,000		(\$1,000)	(20.00%)
	Cafeteria Service	\$0		\$5,000	\$5,000			\$5,000		\$5,000	0.00%
	Elementary	\$5,000		\$5,000	\$6,500			\$6,500		\$1,500	30.00%
	Middle School Departments	\$33,237		\$30,000	\$42,950			\$42,950		\$9,713	29.22%
	High School										
	Departments	\$24,835		\$18,500	\$22,910			\$22,910		(\$1,925)	(7.75%)
	Graduation	\$17,000		\$17,500	\$20,000			\$20,000		\$3,000	17.65%
	Handbook	\$3,000		\$3,500	\$3,000			\$3,000		\$0	0.00%
	Mentoring	\$3,000		\$2,000	\$3,000			\$3,000		\$0	0.00%
	Tristate Consortium	\$12,000		\$8,000	\$12,000			\$12,000		\$0	0.00%
	Sup't Conference Days	\$0		\$6,000	\$6,500			\$6,500		\$6,500	0.00%
	Staff Development/Conferences	\$20,000		\$28,000	\$35,000			\$35,000		\$15,000	75.00%
	Arts in Education	\$6,500		\$7,000	\$13,000			\$13,000		\$6,500	100.00%
	Westchester Teacher Center	\$17,000		\$17,000	\$17,800			\$17,800		\$800	4.71%
	Outside Education Evaluator	\$0		\$0	\$0			\$0		\$0	0.00%
	Cultural Arts Program	\$5,000		\$5,000	\$5,000			\$5,000		\$0	0.00%
	Annual Cost Copiers	\$160,000		\$160,000	\$166,000			\$166,000		\$6,000	3.75%
	District Mailing	\$10,000		\$7,000	\$10,000			\$10,000		\$0	0.00%
	Equipment (Printing/Mailing)	\$7,000		\$7,000	\$7,000			\$7,000		\$0	0.00%
				\$0	\$0			\$0		\$0	0.00%
		\$373,572		\$354,500	\$412,660		\$0	\$412,660	\$0	\$39,088	10.46%
2110.450	Supplies										
	Paper- District Copiers-supplies	\$32,000		\$37,000	\$40,000			\$40,000		\$8,000	25.00%
	Elementary	\$49,200		\$45,000	\$81,060			\$81,060		\$31,860	64.76%
	Middle School	\$50,253		\$46,000	\$56,250			\$56,250		\$5,997	11.93%
	High School	\$78,435		\$50,000	\$62,015			\$62,015		(\$16,420)	(20.93%)
		\$209,888		\$178,000	\$239,325		\$0	\$239,325	\$0	\$29,437	14.03%
2110.473	Payments to Charter Schools.	\$0		\$23,686	\$24,500			\$24,500		\$24,500	0.00%

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2024-25**

FUNCTION	CATEGORY	2023-24 ADOPTED BUDGET	ACTUAL STAFFING	2023-24 ESTIMATED END OF YEAR	2024-25 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2024-25	ED PROGRAM 2024-25	CAPITAL 2024-25	DOLLAR INCREASE	% INC.
2110.480	Textbooks										
	Elementary	\$40,000		\$40,000	\$29,000			\$29,000		(\$11,000)	(27.50%)
	Middle School	\$22,337		\$22,000	\$18,391			\$18,391		(\$3,946)	(17.67%)
	High School	\$30,933		\$26,881	\$27,131			\$27,131		(\$3,802)	(12.29%)
	Non-Public	\$8,000		\$9,000	\$9,000			\$9,000		\$1,000	12.50%
		\$101,270		\$97,881	\$83,522		\$0	\$83,522	\$0	(\$17,748)	(17.53%)
2110.490	BOCES										
	ELA Professional Development	\$30,000		\$30,000	\$20,000			\$20,000		(\$10,000)	(33.33%)
	Translating Contractual	\$0		\$8,500	\$9,000			\$9,000		\$9,000	0.00%
	BOCES Staff Development	\$85,000		\$90,000	\$108,000			\$108,000		\$23,000	27.06%
	Residency Investigation - Services	\$5,000		\$12,000	\$12,000			\$12,000		\$7,000	140.00%
	Information and Administrative Mgt. Services	\$105,000		\$112,000	\$115,000			\$115,000		\$10,000	9.52%
		\$225,000		\$252,500	\$264,000		\$0	\$264,000	\$0	\$39,000	17.33%
TOTAL TEACHING		\$17,231,992	146.8	\$16,801,667	\$17,855,662	143.4	\$0	\$17,855,662	\$0	\$623,660	2.46%

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 2024-2025 summer school programs are shown in the Interfund Transfer - Special Aid Fund as required by the State Education Department. This year's budget includes an increase of 2.0 FTE Teachers. These increases are to create an additional section of ICT Teacher at Hillside as well as a communications class. There is also a decrease of 5 Teacher Aides based on student needs.

Case management services are provided by district psychologists and other specialists to insure the provision of special education services to each classified child. An annual review is held for each student at which time a new IEP is developed for the new school year. The district continues to pursue its goal of having as many students as possible experience their educational program within the district. Non-Instructional salaries are for teacher aides and assistants as required by program.

Tuition and Related Services cover costs when the district contracts with outside agencies to meet requirements of some Individual Education Programs. The District will continue to be part of the Special Education Consortium with a number of other Districts such as Irvington, Dobbs Ferry, Briarcliff, Elmsford as well as others which allows us to send our students to programs at an agreed to tuition as well as take in other districts students. This allows Districts to work together to build programs with a continuum of services. There is a decrease in contractual and tuition based on student needs.

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

Homebound Tutors The costs associated with students that are either homebound or in a hospital setting that require a tutor/instructional services.

Settlements – Cost associated with legal settlements for educational placements. Currently these funds are in the Liability Reserve. If the funds in the reserve are depleted all legal settlements will need to be budgeted for in future years.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2024-25**

FUNCTION	CATEGORY	2023-24 ADOPTED BUDGET	ACTUAL STAFFING	2023-24 ESTIMATED END OF YEAR	2024-25 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2024-25	ED PROGRAM 2024-25	CAPITAL 2024-25	DOLLAR INCREASE	% INC.
<u>SPECIAL EDUCATION</u>											
2250.150	Instructional Salaries	\$4,441,552	39.00	\$4,235,000	\$4,781,243	41.00		\$4,781,243		\$339,691	7.65%
2250.150	Instructional Salary- Teaching Assistants	\$751,169	17.00	\$715,000	\$797,700	17.00		\$797,700		\$46,531	6.19%
2250.160	Non-Instructional Salary	\$915,989	28.00	\$855,000	\$789,500	23.50		\$789,500		(\$126,489)	(13.81%)
2250.200	Equipment	\$20,000		\$30,000	\$20,000			\$20,000		\$0	0.00%
2250.400	Contract Services										
	District (includes District based related services)	\$645,000		\$610,000	\$675,000			\$675,000		\$30,000	4.65%
		\$645,000		\$610,000	\$675,000		\$0	\$675,000	\$0	\$30,000	4.65%
2250.450	Supplies										
	Special Education	\$30,650		\$22,000	\$30,000			\$30,000		(\$650)	(2.12%)
		\$30,650		\$22,000	\$30,000		\$0	\$30,000	\$0	(\$650)	(2.12%)
2250.470	Tuition and Related Services	\$1,275,000		\$895,000	\$1,236,500			\$1,236,500		(\$38,500)	(3.02%)
	County Maintenance							\$0		\$0	0.00%
	Homebound Tutoring	\$15,000		\$12,000	\$15,000			\$15,000		\$0	0.00%
	Settlements	\$100,000		\$50,000	\$0			\$0		(\$100,000)	(100.00%)
		\$1,390,000		\$957,000	\$1,251,500		\$0	\$1,251,500	\$0	(\$138,500)	(9.96%)
2250.480	Textbooks	\$0		\$0	\$0			\$0		\$0	0.00%
		\$0		\$0	\$0		\$0	\$0	\$0	\$0	0.00%
2250.490	BOCES										
	Tuition & Related Services	\$485,000		\$415,000	\$537,000			\$537,000		\$52,000	10.72%
	Career Technical	\$171,000		\$140,000	\$195,000			\$195,000		\$24,000	14.04%
		\$656,000		\$555,000	\$732,000		\$0	\$732,000	\$0	\$76,000	11.59%
TOTAL SPECIAL EDUCATION		\$8,850,360	\$4.00	\$7,979,000	\$9,076,943	81.50	\$0	\$9,076,943	\$0	\$226,583	2.56%

English Language Learners

This category includes salaries for our 3 ELL Teachers and related costs.

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 2024-25**

FUNCTION	CATEGORY	2023-24 ADOPTED BUDGET	ACTUAL STAFFING	2023-24 ESTIMATED END OF YEAR	2024-25 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2024-25	ED PROGRAM 2024-25	CAPITAL 2024-25	DOLLAR INCREASE	% INC.
ENGLISH LANGUAGE LEARNERS											
2259.150	Instructional Salaries	\$295,931	3.60	\$339,000	\$310,400	3.00		\$310,400		\$14,469	4.89%
2259.400	Contract Services										
	Elementary School	\$0		\$0	\$0			\$0		\$0	0.00%
	Middle School	\$150		\$0	\$150			\$150		\$0	0.00%
	High School	\$450		\$0	\$450			\$450		\$0	0.00%
		\$600		\$0	\$600		\$0	\$600	\$0	\$0	0.00%
2259.450	Supplies										
	Elementary School	\$1,800		\$1,000	\$1,800			\$1,800		\$0	0.00%
	Middle School	\$638		\$200	\$638			\$638		\$0	0.00%
	High School	\$1,000		\$500	\$1,000			\$1,000		\$0	0.00%
		\$3,438		\$1,700	\$3,438		\$0	\$3,438	\$0	\$0	0.00%
2259.480	Textbooks										
	Elementary School	\$0		\$0	\$0			\$0		\$0	0.00%
	Middle School	\$465		\$0	\$465			\$465		\$0	0.00%
	High School	\$900		\$0	\$900			\$900		\$0	0.00%
		\$1,365		\$0	\$1,365		\$0	\$1,365	\$0	\$0	0.00%
TOTAL ENGLISH LANGUAGE LEARNERS		\$301,334	3.60	\$340,700	\$315,803	3.00	\$0	\$315,803	\$0	\$14,469	4.80%
INSTRUCTIONAL MEDIA											
2610.150	Instructional Salaries	\$261,278	2.00	\$261,278	\$269,116	2.00		\$269,116		\$7,838	3.00%
2610.160	Non-Instructional Salaries	\$87,125	2.00	\$92,500	\$60,000	2.00		\$60,000		(\$27,125)	(31.13%)
2610.200	Equipment										
	Elementary AV			\$0				\$0		\$0	0.00%
	Middle School AV	\$0		\$0	\$0			\$0		\$0	0.00%
	High School AV	\$0		\$0	\$0			\$0		\$0	0.00%
		\$0		\$0	\$0		\$0	\$0	\$0	\$0	0.00%
2610.400	Contract Services										
	Elementary AV			\$0				\$0		\$0	0.00%
	Middle School AV	\$500		\$1,000	\$500			\$500		\$0	0.00%
	High School AV	\$750		\$250	\$750			\$750		\$0	0.00%
	Middle School Library	\$2,000		\$1,000	\$4,000			\$4,000		\$2,000	100.00%
	High School Library	\$3,500		\$3,000	\$3,500			\$3,500		\$0	0.00%
		\$6,750		\$5,250	\$8,750		\$0	\$8,750	\$0	\$2,000	29.63%
2610.450	Supplies										
	Elementary AV	\$1,500		\$1,000	\$1,500			\$1,500		\$0	0.00%
	Middle School AV	\$2,030		\$1,500	\$2,000			\$2,000		(\$30)	(1.48%)
	High School AV	\$3,500		\$500	\$3,500			\$3,500		\$0	0.00%
	Elementary Library	\$500		\$500	\$500			\$500		\$0	0.00%
	Middle School Library	\$1,200		\$850	\$1,200			\$1,200		\$0	0.00%
	High School Library	\$375		\$200	\$375			\$375		\$0	0.00%
		\$9,105		\$4,550	\$9,075		\$0	\$9,075	\$0	(\$30)	(0.33%)
2610.460	Books - Library Program	\$34,068		\$32,000	\$36,000			\$36,000		\$1,932	5.67%
TOTAL INSTRUCTIONAL MEDIA		\$388,326	4.00	\$398,678	\$382,841	4.00	\$0	\$382,841	\$0	(\$15,385)	(3.88%)

Technology

Instructional Technology

The budget includes a commitment to provide technical support and professional development for classroom teachers to expand the utilization of computers throughout the district. Also included in this budget is the salary of a Data Specialist, Network Associate, Part Time CIO Tech Assistants and data team stipends.

BOCES provides the major support for the local area network. This includes one network specialist and network assistants that support the day-to-day operations at the school. We also have additional remote support from the LHRIC when things arise that require additional expertise.

The District will enter into a lease through BOCES for additional needed hardware replacement based on our replacement needs.

With state testing needing to be online, this has required new devices. BOCES also provides test scoring services for the District.

Student Support System

Administrative Technology

The district has an administrative local area network for student support including scheduling, attendance, census and grade reporting. This budget includes the cost of network supplies, software and equipment. Also included are test scoring that is done through BOCES cross contract.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2024-25**

FUNCTION	CATEGORY	2023-24 ADOPTED BUDGET	ACTUAL STAFFING	2023-24 ESTIMATED END OF YEAR	2024-25 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2024-25	ED PROGRAM 2024-25	CAPITAL 2024-25	DOLLAR INCREASE	% INC.
	TECHNOLOGY										
	INSTRUCTIONAL TECHNOLOGY										
2630.160	Non-Instructional Salaries	\$157,941	2.50	\$180,000	\$176,500	2.75		\$176,500		\$18,559	11.75%
2630.400	Contract Services	\$40,000		\$35,000	\$40,000			\$40,000		\$0	0.00%
2630.450	Supplies	\$25,000		\$25,000	\$25,000			\$25,000		\$0	0.00%
2630.460	Software Supplies	\$35,000		\$30,000	\$35,000			\$35,000		\$0	0.00%
2630.490	Computer Repairs	\$3,000		\$0	\$3,000			\$3,000		\$0	0.00%
2630.490	BOCES Local Area Network										
	LAN Support-Managed IT	\$465,000		\$575,000	\$510,000			\$510,000		\$45,000	9.68%
	Internet/Filter	\$51,000		\$50,000	\$51,000			\$51,000		\$0	0.00%
	Maintenance/Software Licenses/Warranties	\$46,500		\$47,500	\$46,500			\$46,500		\$0	0.00%
	Remote Backup	\$35,000		\$38,000	\$35,000			\$35,000		\$0	0.00%
	Website Maintenance	\$25,000		\$24,000	\$5,000			\$5,000		(\$20,000)	(80.00%)
	Online Database/Library/Software	\$110,000		\$145,000	\$151,134			\$151,134		\$41,134	37.39%
		\$732,500	\$0	\$877,500	\$798,634			\$798,634	\$0	\$66,134	9.03%
2630.490	COVID Technology	\$0		\$0	\$0			\$0		\$0	0.00%
2630.490	BOCES Equipment Lease	\$200,000		\$200,000	\$215,000			\$215,000		\$15,000	7.50%
	INSTRUCTIONAL TECHNOLOGY	\$1,193,441	2.50	\$1,347,500	\$1,293,134	2.75	\$0	\$1,293,134	\$0	\$66,693	8.38%
	STUDENT SUPPORT SYSTEM										
	ADMINISTRATIVE TECHNOLOGY										
2630.400	Eschool/IEP/Test Scoring	\$140,000		\$145,000	\$150,000			\$150,000		\$10,000	7.14%
	STUDENT SUPPORT SYSTEM										
	ADMINISTRATIVE TECHNOLOGY	\$140,000		\$145,000	\$150,000			\$150,000		\$10,000	7.14%
	TOTAL TECHNOLOGY	\$1,333,441	2.50	\$1,492,500	\$1,443,134	2.75	\$0	\$1,443,134	\$0	\$106,693	8.23%

Pupil Services

Guidance

This category includes provision for seven full-time counselors, with one serving as Director of Guidance, and 2.0 social workers. This category also includes two part-time clerical positions. Funds are also included for summer work for our Guidance staff.

The Naviance Program provides students with access to databases related to college information, career information, financial aid and placement opportunities. The system is updated regularly.

Health

Salaries include two full-time and two part-time school nurses, one full time Clerk and a part time aide as well as the cost of services provided by the doctor. The district is required to pay for health services for Hastings students who attend private and parochial schools (Health Services - Other Districts). There is also money for nurses that are contracted to go on school trips with our students.

Psychologist

Salaries for this area include the current 6 school Psychologists to support the mental health of all students.

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2024-25**

FUNCTION	CATEGORY	2023-24 ADOPTED BUDGET	ACTUAL STAFFING	2023-24 ESTIMATED END OF YEAR	2024-25 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2024-25	ED PROGRAM 2024-25	CAPITAL 2024-25	DOLLAR INCREASE	% INC.
PUPIL SERVICES - SCHOOL COUNSELING											
2810.150	Instructional Salaries	\$1,128,400	9.00	\$1,116,000	\$1,100,900	9.00		\$1,100,900		(\$27,500)	(2.44%)
	Summer Work	\$50,000		\$42,000	\$50,000			\$50,000		\$0	0.00%
	Total Instructional Salaries	\$1,178,400	9.00	\$1,158,000	\$1,150,900	9.00	\$0	\$1,150,900	\$0	(\$27,500)	(2.33%)
2810.160	Non-Instructional Salaries	\$88,750	2.00	\$88,500	\$90,000	1.50		\$90,000		\$1,250	1.41%
2810.400	Contract Services										
	Elementary School	\$500		\$0	\$500			\$500		\$0	0.00%
	Middle School	\$500		\$1,000	\$500			\$500		\$0	0.00%
	High School	\$2,500		\$4,000	\$3,500			\$3,500		\$1,000	40.00%
		\$3,500		\$5,000	\$4,500		\$0	\$4,500	\$0	\$1,000	28.57%
2810.450	Supplies										
	Social Worker	\$500		\$500	\$500			\$500		\$0	0.00%
	Elementary School	\$500			\$500			\$500		\$0	0.00%
	Middle School	\$1,500		\$1,000	\$1,500			\$1,500		\$0	0.00%
	High School	\$2,500		\$4,000	\$2,500			\$2,500		\$0	0.00%
	Total Supplies	\$5,000		\$5,500	\$5,000		\$0	\$5,000	\$0	\$0	0.00%
2810.470	Homebound Instruction	\$15,000		\$17,000	\$20,000			\$20,000		\$5,000	33.33%
2810.490	BOCES/Naviance	\$3,500		\$8,500	\$8,500			\$8,500		\$5,000	142.86%
2280.490	Occupational Education	\$40,000		\$35,000	\$45,000			\$45,000		\$5,000	12.50%
TOTAL PUPIL SERVICES - GUIDANCE		\$1,334,150	11.00	\$1,317,600	\$1,323,900	10.50	\$0	\$1,323,900	\$0	(\$10,250)	(0.77%)

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2024-25**

FUNCTION	CATEGORY	2023-24 ADOPTED BUDGET	ACTUAL STAFFING	2023-24 ESTIMATED END OF YEAR	2024-25 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2024-25	ED PROGRAM 2024-25	CAPITAL 2024-25	DOLLAR INCREASE	% INC.
<u>PUPIL SERVICES - HEALTH</u>											
2815.160	Salaries										
	Nurses and support staff	\$398,000	5.50	\$403,000	\$414,320	5.50		\$414,320		\$16,320	4.10%
	Summer Work	\$5,000		\$10,000	\$10,000			\$10,000		\$5,000	100.00%
	Additional part time COVID coverage	\$0		\$0	\$0			\$0		\$0	0.00%
	Doctor	\$27,000		\$27,000	\$28,500			\$28,500		\$1,500	5.56%
2815.400	Health Services									\$0	0.00%
	Other Districts	\$54,000		\$51,000	\$54,000			\$54,000		\$0	0.00%
	Sub Nurses/Contract	\$5,000		\$1,500	\$5,000			\$5,000		\$0	0.00%
		\$59,000		\$52,500	\$59,000			\$59,000		\$0	0.00%
2815.450	Supplies	\$13,500		\$13,500	\$14,500			\$14,500		\$1,000	7.41%
TOTAL PUPIL SERVICES - HEALTH		\$502,500	5.50	\$506,000	\$526,320	5.50	\$0	\$526,320	\$0	\$23,820	4.74%
<u>PUPIL SERVICES - PSYCHOLOGIST</u>											
2820.150	Instructional Salaries	\$705,550	6.00	\$708,000	\$729,240	6.00		\$729,240		\$23,690	3.36%
	Summer Work	\$3,000		\$3,000	\$3,500			\$3,500		\$500	16.67%
	Total Instructional Salaries	\$708,550	6.00	\$711,000	\$732,740	6.00	\$0	\$732,740	\$0	\$24,190	3.41%
2820.400	Contract Services										
	Middle School	\$375		\$500	\$375			\$375		\$0	0.00%
	High School	\$0		\$0	\$0			\$0		\$0	0.00%
		\$375		\$500	\$375		\$0	\$375	\$0	\$0	0.00%
2820.450	Supplies										
	District	\$7,176		\$4,000	\$5,500			\$5,500		(\$1,676)	(23.36%)
	Middle School	\$1,425		\$500	\$1,400			\$1,400		(\$25)	(1.75%)
	High School	\$0		\$500	\$0			\$0		\$0	0.00%
		\$8,601		\$5,000	\$6,900		\$0	\$6,900	\$0	(\$1,701)	(19.78%)
TOTAL PUPIL SERVICES - PSYCHOLOGIST		\$717,526	6.00	\$718,000	\$740,015	6.00	\$0	\$740,015	\$0	\$22,489	3.13%

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. This category includes an increase to all Theatre expenses.

Interscholastic Athletics

This category includes the salary of our Athletic Director, Athletic Trainer as well as a full-time administrative assistant.

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

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2024-25**

FUNCTION	CATEGORY	2023-24 ADOPTED BUDGET	ACTUAL STAFFING	2023-24 ESTIMATED END OF YEAR	2024-25 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2024-25	ED PROGRAM 2024-25	CAPITAL 2024-25	DOLLAR INCREASE	% INC.
CO-CURRICULAR ACTIVITIES											
2850.150	Co-Curricular Salaries	\$369,000		\$370,000	\$395,010			\$395,010		\$26,010	7.05%
2850.400	Contract Services	\$20,000		\$27,000	\$30,000			\$30,000		\$10,000	50.00%
	Hillside Theater	\$5,000		\$3,000	\$5,000			\$5,000		\$0	0.00%
	Hillside Class Trips	\$20,000		\$18,000	\$20,000			\$20,000		\$0	0.00%
	Middle School	\$15,000		\$15,000	\$15,000			\$15,000		\$0	0.00%
	Middle School Theater	\$4,546		\$3,000	\$12,000			\$12,000		\$7,454	163.97%
	Middle Schools Class Trips	\$40,000		\$45,000	\$50,000			\$50,000		\$10,000	25.00%
	High School	\$14,500		\$10,000	\$15,500			\$15,500		\$1,000	6.90%
	High School Theater	\$16,000		\$15,000	\$20,000			\$20,000		\$4,000	25.00%
	High School Class Trips	\$20,000		\$12,000	\$20,000			\$20,000		\$0	0.00%
	Community Service and Events	\$5,000		\$7,000	\$7,500			\$7,500		\$2,500	50.00%
		\$160,046		\$155,000	\$195,000		\$0	\$195,000	\$0	\$34,954	21.84%
TOTAL CO-CURRICULAR ACTIVITIES		\$629,046		\$625,000	\$690,010		\$0	\$690,010	\$0	\$60,964	11.52%
INTERSCHOLASTIC ATHLETICS											
2855.150	Salaries										
	Athletic Director	\$197,880	1.00	\$197,880	\$201,838	1.00		\$201,838		\$3,958	2.00%
	Coaching	\$393,460		\$390,000	\$415,670			\$415,670		\$22,210	5.64%
	Sports Trainer	\$65,000	1.00	\$65,000	\$67,500	1.00		\$67,500		\$2,500	3.85%
	Intramurals	\$21,000		\$17,000	\$18,000			\$18,000		(\$3,000)	(14.29%)
	Timers, Security	\$18,000		\$16,000	\$19,000			\$19,000		\$1,000	5.56%
		\$695,340		\$685,880	\$722,008		\$0	\$722,008	\$0	\$26,668	3.84%
2855.160	Non-Instructional Salary	\$55,000	1.00	\$55,000	\$58,379	1.00		\$58,379		\$3,379	6.14%
2855.200	Equipment MS/HS	\$18,500		\$18,500	\$10,990			\$10,990		(\$7,510)	(40.59%)
2855.400	Contract Services										
	Games Supervision	\$5,500		\$5,000	\$4,500			\$4,500		(\$1,000)	(18.18%)
	Cleaning/Repairs	\$23,000		\$23,000	\$25,000			\$25,000		\$2,000	8.70%
	Fees	\$8,500		\$8,000	\$8,500			\$8,500		\$0	0.00%
	Dues	\$8,000		\$5,000	\$5,500			\$5,500		(\$2,500)	(31.25%)
	Officials	\$3,000		\$3,000	\$3,500			\$3,500		\$500	16.67%
	Quad Village-Merged Sports	\$15,000		\$5,000	\$15,000			\$15,000		\$0	0.00%
		\$63,000		\$49,000	\$62,000		\$0	\$62,000	\$0	(\$1,000)	(1.59%)
2855.450	Supplies	\$38,000		\$34,000	\$38,000			\$38,000		\$0	0.00%
2855.490	BOCES Interscholastic Services	\$80,000		\$90,000	\$93,000			\$93,000		\$13,000	16.25%
TOTAL INTERSCHOLASTIC ATHLETICS		\$949,840	3.00	\$932,380	\$984,377	3.00	\$0	\$984,377	\$0	\$34,637	3.64%
TOTAL INSTRUCTION											
TOTAL INSTRUCTION		\$33,865,179	280.40	\$32,840,135	\$34,898,855	272.65	\$1,859,780	\$33,039,095	\$0	\$933,676	2.75%

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 State guidelines for transportation.

The District participates in a transportation consortium with the Ardsley, Irvington, Edgemont 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 extracurricular activities.

Transportation costs have skyrocketed in the last few years. School Bus contracts are increasing by the CPI each year.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2024-25**

FUNCTION	CATEGORY	2023-24 ADOPTED BUDGET	ACTUAL STAFFING	2023-24 ESTIMATED END OF YEAR	2024-25 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2024-25	ED PROGRAM 2024-25	CAPITAL 2024-25	DOLLAR INCREASE	% INC.
	TRANSPORTATION										
5510.160	In-District Salary	\$25,000	0.14	\$25,500	\$26,000	0.14		\$26,000		\$1,000	4.00%
5510.160	In-District Salary- Bus Aides	\$28,500		\$33,000	\$34,000			\$34,000		\$5,500	19.30%
5540.400	Out of District Consortium	\$1,128,875		\$1,045,000	\$1,133,825			\$1,133,825		\$4,950	0.44%
5540.400	In-District Contract	\$449,500		\$461,000	\$479,440			\$479,440		\$29,940	6.66%
5540.400	Sports	\$171,100		\$162,000	\$176,605			\$176,605		\$5,505	3.22%
	TOTAL TRANSPORTATION	\$1,802,975	\$0	\$1,728,500	\$1,849,870	\$0	\$0	\$1,849,870	\$0	\$46,895	2.60%

UNDISTRIBUTED

Employee Benefits

Employee Retirement System (ERS)

The program is financed by a district contribution to a six-tier system. The rate for next year is approximately 16%-17%.

Teacher Retirement System (TRS)

The program is financed by a district contribution to a six-tier system. The TRS rate is increasing with the contribution going from 9.76% to 10.02% in 2023-2024.

Social Security

For the calendar year 2024, the social security tax rate will remain at 7.65%. For the calendar year 2024, the maximum wage subject to the social security tax will increase be \$168,600. 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 11% for the 2024-2025 school year.

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

Union Welfare Funds

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2024-25**

FUNCTION	CATEGORY	2023-24 ADOPTED BUDGET	ACTUAL STAFFING	2023-24 ESTIMATED END OF YEAR	2024-25 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2024-25	ED PROGRAM 2024-25	CAPITAL 2024-25	DOLLAR INCREASE	% INC.
	UNDISTRIBUTED EXPENSES										
	EMPLOYEE BENEFITS										
9010.800	Non-Teacher Retirement	\$680,000		\$759,000	\$796,094		\$191,063	\$366,203	\$238,828	\$116,094	17.07%
9020.800	Teacher Retirement	\$2,750,000		\$2,615,000	\$2,811,900		\$196,833	\$2,615,067		\$81,900	2.25%
9030.800	Social Security	\$2,340,135		\$2,285,150	\$2,404,545		\$235,455	\$2,019,818	\$149,272	\$64,410	2.75%
9040.800	Workers' Compensation	\$211,000		\$210,000	\$215,000			\$215,000		\$4,000	1.90%
9045.800	Life Insurance	\$17,500		\$16,000	\$16,500			\$16,500		(\$1,000)	(5.71%)
9050.800	Unemployment Insurance	\$0		\$0	\$0			\$0		\$0	0.00%
9060.150	Health Insurance Waiver - Instructional	\$216,300		\$270,000	\$299,700			\$299,700		\$83,400	38.56%
9060.160	Health Insurance Waiver-Non-Instructional	\$158,340		\$189,500	\$213,850		\$23,524	\$175,357	\$14,969	\$55,510	35.06%
9060.800	Health Insurance	\$6,566,400		\$6,405,000	\$7,182,000		\$790,020	\$5,889,240	\$502,740	\$615,600	9.38%
9070.800	CSEA Welfare Fund	\$107,000		\$108,000	\$102,000		\$19,568	\$52,609	\$29,823	(\$5,000)	(4.67%)
9070.800	HTA Welfare Fund	\$420,000		\$424,000	\$430,000		\$30,100	\$399,900		\$10,000	2.38%
9089.490	Employee Assistance Program	\$6,500		\$8,500	\$8,500			\$8,500		\$2,000	30.77%
	TOTAL EMPLOYEE BENEFITS	\$13,473,176		\$13,290,160	\$14,460,989		\$1,488,563	\$12,057,894	\$936,632	\$1,006,914	7.47%

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 bonds authorized by the community in 2014 & 2019.

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

Interfund Transfers

Capital Fund

Funds have been appropriated for capital improvement projects and upgrading facilities. The following is a breakdown of projects funded.

Districtwide

-Sidewalks	\$ 80,000
-Air conditioning upgrade	\$140,000

Farragut

-New handi-cap accessible bathroom	\$ 55,000
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Grand Total	\$275,000
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Special Aid Fund

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PRELIMINARY BUDGET 2024-25**

FUNCTION	CATEGORY	2023-24 ADOPTED BUDGET	ACTUAL STAFFING	2023-24 ESTIMATED END OF YEAR	2024-25 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2024-25	ED PROGRAM 2024-25	CAPITAL 2024-25	DOLLAR INCREASE	% INC.
DEBT SERVICE											
9711.600	Principal - (BOND)										
	- Capital Improvement 2014	\$530,000		\$530,000	\$540,000				\$540,000	\$10,000	1.89%
	- Capital Improvement 2019	\$830,000		\$830,000	\$870,000				\$870,000	\$40,000	4.82%
9711.700	Interest - (BOND)										
	- Capital Improvement 2014	\$99,188		\$99,188	\$88,488				\$88,488	(\$10,700)	(10.79%)
	- Capital Improvement 2019	\$861,850		\$861,850	\$620,350				\$620,350	(\$241,500)	(27.92%)
9731.700	Interest - Bond Anticipation Note	\$0		\$0	\$0				\$0	\$0	0.00%
9785.600	Principal - Installment Purchase Debt	\$135,758		\$135,758	\$140,341				\$140,341	\$4,583	3.38%
9785.700	Interest - Installment Purchase Debt	\$15,464		\$15,464	\$10,881				\$10,881	(\$4,583)	(29.64%)
TOTAL DEBT SERVICE		\$2,272,260		\$2,272,260	\$2,270,680		\$0	\$0	\$2,270,680	(\$1,580)	(0.07%)
INTERFUND TRANSFERS											
9950.000	Capital Fund - Regular	\$550,000		\$550,000	\$275,000				\$275,000	(\$275,000)	(50.00%)
	Capital Reserve Fund								\$0	\$0	0.00%
	Transfer Lunch Fund			\$0				0.000		\$0	0.00%
	Special Aid Fund	\$50,000		\$42,000	\$44,000			\$44,000		(\$6,000)	(12.00%)
TOTAL INTERFUND TRANSFER		\$600,000		\$592,000	\$319,000		\$0	\$44,000	\$275,000	(\$281,000)	(46.83%)
TOTAL UNDISTRIBUTED		\$16,345,435		\$16,154,410	\$17,069,149		\$1,486,583	\$12,101,894	\$3,480,692	\$723,714	4.43%
TOTAL GENERAL FUND BUDGET											
TOTAL GENERAL FUND BUDGET		\$57,609,700	311.64	\$56,688,270	\$59,645,877	302.29	\$5,261,156	\$47,221,859	\$7,172,862	\$2,036,178	3.53%

Glossary of School Business Terminology

Administrative Budget Component: One of three categories that must be reported by school districts in the component three-part budget. These expenditures include: office and administrative costs; salaries and benefits for certified school administrators who spend 50 percent or more of their time performing supervisory duties; data processing; supplies; legal fees; property insurance; and school board expenses.

Adopted Budget: The budget proposal adopted by the Board of Education and presented to the voters at the Annual Meeting and Budget Vote.

Allowable Tax Levy (ATL): The maximum tax levy permissible under the "Tax Cap" legislation requiring a simple majority (50% +1) voter approval for passage.

Annual Meeting and Budget Vote: The purpose of the Annual Meeting is to conduct the annual election of board of education members and votes involving the budget and expenditures of money, and to authorize the levy of taxes. School districts must hold their vote (Annual Meeting) on the third Tuesday in May.

Appropriated Fund Balance: A portion of a district's total fund balance from the previous fiscal year that is applied as revenue to the following year's budget. This equates to a budgeted loss in revenue which is offset by contingency in the expenditure-side of the budget. It can also be used to reduce the tax levy.

Approved Budget: A budget approved by voters at the Annual Meeting and Budget Vote. If voters do not approve the Board of Education's adopted budget, a district may present the same budget or a revised budget for a re-vote. After two defeated proposals, the Board of Education must adopt a contingency budget.

Assessed Value: The value of a property as determined by the local property assessor, measured in units of assessment (not dollars). This value can change annually (or more frequently) based on changes made by the assessor, relative to changes in market value.

Assessment Roll: A list of all properties and their assessed value in the municipality. Since the assessment roll is not typically finalized until August, tax rates cannot be established until the assessment roll is complete.

Board of Cooperative Educational Services (BOCES): A collaborative group of component school districts in a region that share instructional, administrative, and technology services.

BOCES Aid: State Aid received as a reimbursement for participating in cooperative services, or coser's, related to instructional, administrative, and technology expenditures.

Bond: A long-term debt instrument used to finance construction or other obligations over a specified period of time at a specified interest rate. Terms typically range from 5-30 years, depending on the nature of the construction or other obligation.

Bond Anticipation Note (BAN): A short-term debt instrument used to finance construction or other obligations over a specified period of time (less than one year in duration) at a specified interest

rate. BANs can be renewed annually for up to 5 years before General Municipal Law requires the issuance of a bond.

Budget: A plan of financial operation which outlines the estimates of proposed expenditures for a fiscal year and the proposed means of financing them.

Budget Calendar: The schedule of key dates that the school district, Board of Education, and administrators follow in preparation, adoption, and administration of the budget.

Building Aid: State Aid provided to offset principal and interest obligations on debt incurred to construct and/or renovate school buildings.

Capital Budget Component: One of three categories that must be reported by school districts in the component three-part budget. These expenditures include: all transportation capital, debt service, and lease expenditures; legal judgments and settled claims; custodial costs and all facility costs, including service contracts, supplies, utilities, maintenance, repairs, construction, renovation, debt and leasing costs.

Capital Fund: The fund used to account for capital improvement and acquisitions. Capital projects are budgeted on an individual project basis since legal and contractual requirements will vary from one project to another. The initiation and implementation of a capital project generally requires voter authorization of the funding which may take the form of either obligations (debt) or interfund transfer (fund balance).

Consumer Price Index (CPI): An index of prices used to measure the change in the cost of basic goods and services in comparison with a fixed base period. It can be used as a factor in calculating the Allowable Tax Levy ("Tax Cap"), which stipulates 2% or the change in CPI, whichever is less.

Contingent Budget: Under NYS law, school boards can submit a budget to voters a maximum of two times. If the proposed budget is defeated twice, the Board of Education must adopt a contingency budget which places a cap on new spending. Under a contingent budget, the tax levy is limited to a 0% increase from the prior year. Items exempt from a contingent budget include: tax certiorari settlements, debt service (mortgage payments), and costs associated with ensuring the health and safety of students, staff, and property.

Contractual Services: agreements with outside organizations for providing instructional, administrative, maintenance, financial, and other services.

Debt Service Fund: The fund used to record payments of principal and interest on capital debt. The use of this fund by school districts is optional except where a mandatory reserve for debt service is required as a result of having sold school property on which there is outstanding debt, or where unexpended proceeds of borrowings, earned interest, bond premium, or accrued interest are being retained to offset future payments on principal and interest. Most school districts pay debt service on capital debt directly from the General Fund.

Employee Benefits: Amounts paid by the district on behalf of employees, subject to provisions of collective bargaining agreements and the Constitution of the State of New York. These amounts

are not included in the gross salary. They are fringe benefits, and while not paid directly to an employee, are part of the total cost of the employee. Employee benefits include the district cost for health insurance premiums, dental insurance, life and disability insurance, Medicare, pensions, social security, and other fringe benefits.

Employee Benefits Accrued Liability Reserve: The purpose of this account is to reserve funds for the payment of any accrued employee benefit (ie: unused sick and/or personal days) due an employee upon termination of the employee's service. This reserve fund may be established by a majority vote of the board of education and is funded by budgetary appropriations and such other reserves and funds that may be legally appropriated (General Municipal Law, §6-p).

Employee Retirement System (ERS): The State-operated pension systems eligible for participation among non-certificated staff (ie: bus drivers, cleaners, aides, office staff, etc.). ERS operates on an April 1 to March 31 plan year, consistent with the State's fiscal year.

Encumbrance Reserve: This reserve allows a school district to pay for items ordered in the current fiscal year, but not yet received until the subsequent year, using funds budgeted in the current fiscal year without affecting the subsequent year's budget.

Equalization Rate: A ratio determined by New York State used for determining the market value of a property in one municipality as compared to that of another when assessed value is not representative of market value. For school districts, the equalization rate helps determine how the tax levy will be allocated among the municipalities located within the school district's boundaries. A municipality that has an equalization rate of 100% means that the municipality is assessing property at market value. A municipality that has an equalization rate of less than 100% means that the municipality is assessing property below market value.

Equipment: Assets with an initial, individual cost of more than \$10,000 and an estimated useful life in excess of one year.

Every Student Succeeds Act (ESSA) Grant: Federal grant program to supplement professional learning and improve student performance among high-need students.

Excess Cost Aid: State Aid provided to offset expenditures incurred in providing instruction to students with disabilities.

Expenditure: Payment of cash or transfer of property or services for the purpose of acquiring an asset or service.

Federal Insurance Contribution Act (FICA): The application of Social Security tax (6.2% [subject to income ceilings]) and Medicare tax (1.45%) on employee salaries.

Fiscal Year: The accounting period on which a budget is based. The New York State government operates on an April 1 to March 31 fiscal year. All school districts in New York State operate on a July 1 to June 30 fiscal year.

Foundation Aid: State Aid provided to offset expenditures incurred in providing a Free Appropriate Public Education. Foundation Aid represents the largest component of total State Aid provided to school districts.

Full-Time Equivalent (FTE): A unit of measure which is equal to one full-time annualized position. An employee assigned to work 80% of the time would have an FTE of 0.8.

Fund Balance: A fund balance is created when a school district has money left over at the end of its fiscal year from either under-spending the expenditure budget and/or receiving additional revenue above the revenue budget. Part of the fund balance (appropriated fund balance) may be applied as a budgeted loss in revenue in the following year's budget. A portion may also be set aside (unreserved/unappropriated fund balance) to pay for emergencies or other unforeseen expenses. Under NYS law, the amount unreserved/unappropriated may not exceed 4% of the following year's budget.

General Fund: The major operating fund of a school district. It receives all income not specified for a particular program or activity and not specified by law to be deposited in another fund. The annual spending plan must be approved by voters at the Annual Meeting and Budget Vote.

Homestead: residential properties within the tax base.

Individuals with Disabilities Education Act (IDEA) Grant: Federal grant program to supplement programs for students with disabilities.

Non-Homestead: commercial properties within the tax base.

Payment in Lieu of Tax (PILOT): generally refers to payments made pursuant to statute or contract to taxing jurisdictions equal to the amount, or portion of the amount, of real property taxes that would have been levied by or on behalf of the taxing jurisdiction if the real property was not tax exempt. PILOTs are often included as part of an Industrial Development Agency (IDA) agreement with a commercial or industrial project that is receiving financial assistance for the duration of the project. The property is typically taken off the tax roll and payments in lieu of taxes are made instead.

Program Budget Component: One of three categories that must be reported by school districts in the component three-part budget. These expenditures include: salaries and benefits of teachers and supervisors who spend the majority of their time teaching; instructional costs such as supplies, equipment, contractual costs, and textbooks; also transportation operating costs.

Proposed Budget: The spending plan developed by school administrators prior to adoption by the Board of Education. School districts are required by New York State to show their proposed budgets in three component categories: administrative, program, and capital.

Retirement Systems Contribution Reserve: The purpose of this account is to fund employer retirement contributions i.e., any portion of the amount(s) payable by an eligible school district to the New York State and Local Employees' Retirement System (ERS), pursuant to Sections 17 or 317 of the Retirement and Social Security Law. A referendum is not required either to create or expend moneys from the reserve. Teachers' Retirement System (TRS) contributions are not eligible to be reserved.

Revenue: Sources of income financing the operation of the school district.

Rollover Budget: a budget projection which accounts for the same staffing and programs as the current year, adjusted for required contractual increases in salaries and other mandated expenditures.

Salaries: The total amount paid to an individual, before deductions, for services rendered while on the payroll of a school district.

School Lunch Fund: The fund used to account for revenues and expenditures in connection with the school district's food service program. The estimated expenditures must balance with the estimated revenues, interfund transfers, if any, and fund balance.

School Tax Relief (STAR) Program: A State program which provides an exemption for school taxes paid for all owner-occupied, primary residences, subject to income limitations. An enhanced exemption is provided to senior citizens, subject to income limitations.

State Aid: Funds allocated by wealth and demographic need to school districts to support various functions of operation. Until the State budget is enacted, the school district's State Aid is not finalized and estimates must be used. The State deadline for enacting its budget is April 1st; however, it is not uncommon for the State to miss that deadline. Nevertheless, school districts must estimate State Aid and present their budgets to voters by the third Tuesday in May.

State Education Department (SED): The New York administration department that oversees public elementary and secondary education.

Supplies: Consumable materials used in the operation of the school district including food, textbooks, paper, pencils, office supplies, custodial supplies, material used in maintenance activities and computer software.

Tax Base: The combined assessed value of all properties within a school district's boundaries subject to levying the necessary taxes to fund annual operations.

Tax Base Growth Factor: is derived using a "quantity change factor," which is calculated by the NYS Department of Taxation and Finance. It measures brick & mortar construction and/or significant additions to existing properties, which increase the size of the tax base.

"Tax Cap": See Allowable Tax Levy (ATL).

Tax Certiorari: The legal process by which a property owner can challenge the assessed value assigned to a property in attempt to reduce the property's assessment and real estate taxes.

Tax Certiorari Reserve: Chapter 588 of the Laws of 1988 amended Section 3651 of the Education Law to permit the establishment of a reserve fund for tax certiorari and to expend from the fund without voter approval of the qualified voters of the school district. This reserve is used to pay consent judgments on tax refunds dating back up to four years prior.

Tax Levy: The total sum of taxes to be raised by the school district after subtracting all other revenues and State Aid. The tax levy is used to determine the tax rate for property owners in each of the municipalities located within the school district's boundaries. Each municipality within the school district is assigned a share of the total tax levy. Equalization rates are applied to take into account for differences in assessment practices among the municipalities.

Tax Rate: The amount of tax paid for each increment (usually \$1,000) of assessed value of property.

Teachers' Retirement System (TRS): The State-operated pension systems eligible for participation among certificated staff (ie: teaching assistants, teachers, and administrators). TRS operates on a July 1 to June 30 plan year, consistent with the school district's fiscal year.

Transportation Aid: State Aid provided to offset expenditures incurred in providing transportation services to students. Additional transportation aid is received when purchasing transportation capital equipment, such as vehicles or garage equipment.

Unemployment Benefits Reserve: This reserve fund is used to pay the cost of reimbursement to the State Unemployment Insurance Fund for payments made to claimants where the school district or BOCES has elected to use the benefit reimbursement method, in lieu of contributions under Article 18 of the Labor Law. The reserve may be established by board action and is funded by budgetary appropriations or funds from other reserves.

Unreserved/Unappropriated Fund Balance: A school district is permitted to retain up to 4% of its total fund balance unreserved and unappropriated. These funds are available for emergency repairs and other unforeseen occurrences.

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

PROPOSED 2024-2025 SCHOOL BUDGET: An Educational Plan

THANK YOU FOR YOUR INTEREST

SUPERINTENDENT OF SCHOOLS

**Dr. William McKersie
478-6200**

DISTRICT TREASURER

**Maureen Caraballo
478-6405**

HILLSIDE ELEMENTARY SCHOOL PRINCIPAL

**Amy Cazes
478-6271**

FARRAGUT MIDDLE SCHOOL PRINCIPAL

**Scott Wynne
478-6230**

HASTINGS HIGH SCHOOL PRINCIPAL

**Louis Adipietro
478-6252**

DIRECTOR OF SPECIAL EDUCATION

**Laura Sullivan
478-6261**

DIRECTOR OF FACILITIES MANAGEMENT

**Joseph Martorana
478-6220**

DIRECTOR OF PHYSICAL EDUCATION & ATHLETICS

**Andrew Wendol
478-6241**

APPENDIX A.

2024-25 Property Tax Report Card

HASTINGS ON HUDSON UNION FREE SCHOOL DISTRICT

	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Total Budgeted Amount, not Including Separate Propositions	57,609,700	59,645,877	3.53%
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	46,696,857	48,185,534	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A + B + C - D)	46,696,857	48,185,534	3.16%
F. Permissible Exclusions to the School Tax Levy Limit	1,387,916	1,437,709	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	45,850,672	46,747,825	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	45,308,941	46,747,825	
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	541,731	0	
Public School Enrollment	1,620	1,822	0.12%
Consumer Price Index		4.12%	

¹ Include any prior year reserve for excess tax levy, including interest.

² Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

³ For 2024-25, include any carryover from 2023-24 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	7,700,527	5,800,000
Assigned Appropriated Fund Balance	1,519,843	1,000,000
Adjusted Unrestricted Fund Balance	2,305,000	2,385,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year
Capital	Reserve For Capital	To pay the cost of any object or purpose for which bonds may be issued.	1,648,814	1,670,000	Capital Building Projects
Repair		To pay the cost of repairs to capital improvements or equipment.			
Workers' Compensation		To pay for Workers Compensation and benefits.			
Unemployment Insurance	Unemployment Insurance Payment Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	130,472	110,000	To pay unemployment insurance
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service	Reserve For Debt	To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.	20,527	20,527	None
Insurance		To pay liability, casualty, and other types of uninsured losses.			
Property Loss		To establish and maintain a program of reserves to cover property loss.			
Liability	Liability Reserve Fund	To establish and maintain a program of reserves to cover liability claims incurred.	998,764	900,000	To pay liability claims
Tax Certiorari	Reserve For Tax Certiorari	To establish a reserve fund for tax certiorari settlements	1,739,899	1,500,000	To pay Tax Certiorari Judgments.
Reserve for Insurance Recoveries	Insurance Reserve	To account for unexpended proceeds of insurance recoveries at the fiscal year end.	0	700,000	Cover deductible for damage and excess loss.
EBALR – Employee Benefit Accrued Liability	Reserve For Employee Benefit Accrued Liability	For the payment of accrued 'employee benefits' due to employees upon termination of service.	571,848	650,000	Vacation payout for employees terminating service.
Retirement Contribution	Reserve For Retirement System Contribution	To fund employer retirement contributions to the State and Local Employees' Retirement System	1,587,041	1,350,000	To pay ERS liabilities.
Other Reserve	Reserve For Retirement System Contribution-TRS	To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)	853,640	800,000	To pay TRS liabilities.

APPENDIX B.**School District Budget Notice**

Overall Budget Proposal	Budget Adopted for the 2023-24 School Year	Budget Proposed for the 2024-25 School Year	Contingency Budget for the 2024-25 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$ 57,609,700	\$59,645,877	\$58,157,200
Increase/Decrease for the 2024-25 School Year		\$2,036,177	\$547,500
Percentage Increase/Decrease in Proposed Budget		3.53 %	0.95%
Change in the Consumer Price Index		4.1%	
A. Proposed Levy to Support the Total Budgeted Amount	\$46,696,857	\$48,185,534	
B. Levy to Support Library Debt, if Applicable	\$	\$	
C. Levy for Non-Excludable Propositions, if Applicable **	\$	\$	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$	\$	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$46,696,857	\$48,185,534	\$46,696,857
F. Total Permissible Exclusions	\$1,387,916	\$1,437,709	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$45,850,672	\$46,747,825	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$45,308,941	\$46,747,825	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$541,731	\$0	
Administrative Component	\$4,999,842	\$5,251,156	\$5,066,156
Program Component	\$45,812,677	\$47,221,859	\$46,118,182
Capital Component	\$6,797,181	\$7,172,862	\$6,972,862
<p>* Provide a statement of assumptions made in projecting a contingency budget for the 2024-25 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.</p> <p>Reductions in administrative expenditures, public relations, teaching positions and staff, professional development, equipment, and overtime</p>			
<p>** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)</p>	Description		Amount
			\$
			\$
			\$
			\$

	Under the Budget Proposed for the 2024-25 School Year
Estimated Basic STAR Exemption Savings ¹	\$1,628

The annual budget vote for the fiscal year 2024-25 by the qualified voters of the Hastings on Hudson school district, Westchester County, New York, will be held at Hastings High School in said district on Tuesday, May 21, 2024 between the hours of 7:00am and 9:00pm, prevailing time in the Hastings High School Cochran Gym, at which time the polls will be opened to vote by voting ballot or machine.

1. The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.

APPENDIX C.

COMPENSATION DISCLOSURES

Chapter 474 of the Laws of 1996 requires the disclosure of the salaries, employee benefits and other forms of remuneration for superintendent of school (Type 1) as well as deputy, assistant or associate superintendents (Type 2) and just the salaries of any other certified school administrators or supervisors (Type 3) who are scheduled to be paid at or above \$169,000.00 for 2024-2025.

<u>Position</u>	<u>Compensation</u>	
Superintendent	Contract Salary	\$302,357
	Employee Benefits	
	Health Insurance	\$30,044
	Dental/Vision/Life/Dis	\$9,066
	Annuity	\$4,888
	Social Security	\$14,837
	NYS VDC Plan	<u>\$24,189</u>
	Total Benefits	\$83,024
Assistant Superintendent	Contract Salary	\$214,310
Curriculum & Instruction	Employee Benefits	
	Health Insurance	\$13,291
	Welfare Fund/Life	\$3,100
	Social Security	\$13,561
	Teachers' Retirement Sys	<u>\$20,917</u>
	Total Benefits	\$50,869
High School Principal	Contract Salary	\$211,377
High School Assist Principal	Contract Salary	\$201,446
Middle School Principal	Contract Salary	\$212,253
Elementary School Principal	Contract Salary	\$200,176
Director of Special Education	Contract Salary	\$228,678
Director of Guidance	Contract Salary	\$197,964
District Treasurer	Contract Salary	\$190,039
Athletic Director	Contract Salary	\$201,844

NOTE: The above figures are the Administrators' compensation for the 2024-2025 school year except for Administrators not covered under a bargaining unit.

APPENDIX D.

HASTINGS-ON-HUDSON UFSD - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. 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. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (72.97 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 — Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	—	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
Black or African American	—	—	—	—
Hispanic or Latino	4	4	—	4
Multiracial	4	4	—	4
White	4	4	—	4
English Language Learner	—	4	—	4
Students with Disabilities	4	4	—	4
Economically Disadvantaged	4	3	—	—

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	682	205.4	4
	Math	696	201.9	
	Combined	1,378	203.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	29	208.6	4
	Math	28	221.4	
	Combined	57	214.9	
Black or African American	ELA	11	140.9	—
	Math	12	137.5	
	Combined	23	—	
Hispanic or Latino	ELA	105	181.9	4
	Math	106	174.5	
	Combined	211	178.2	
Multiracial	ELA	62	204.8	4
	Math	61	211.5	
	Combined	123	208.1	
White	ELA	475	212	4
	Math	489	207.1	
	Combined	964	209.5	
English Language Learner	ELA	7	100	—
	Math	9	116.7	
	Combined	16	—	
Students with Disabilities	ELA	68	127.9	4
	Math	74	131.8	
	Combined	142	129.9	
Economically Disadvantaged	ELA	11	154.5	4
	Math	12	120.8	
	Combined	23	137	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	734	190.9	4
	Math	714	196.8	
	Combined	1,448	193.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	29	208.6	4
	Math	29	213.8	
	Combined	58	211.2	
Black or African American	ELA	14	110.7	—
	Math	13	126.9	
	Combined	27	—	
Hispanic or Latino	ELA	116	164.7	4
	Math	114	162.3	
	Combined	230	163.5	
Multiracial	ELA	63	201.6	4
	Math	62	208.1	
	Combined	125	204.8	
White	ELA	512	196.7	4
	Math	497	203.7	
	Combined	1,009	200.1	
English Language Learner	ELA	18	133.3	4
	Math	19	155.3	
	Combined	37	144.6	
Students with Disabilities	ELA	103	84.5	4
	Math	91	107.1	
	Combined	194	95.1	
Economically Disadvantaged	ELA	16	106.3	3
	Math	15	96.7	
	Combined	31	101.6	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	19	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	11	—	—	—	—
Multiracial	0	—	—	—	—
White	5	—	—	—	—
English Language Learner	19	—	—	—	—
Students with Disabilities	5	—	—	—	—
Economically Disadvantaged	3	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	995	81	8.1%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	43	1	2.3%	4
Black or African American	16	—	—	—
Hispanic or Latino	155	15	9.7%	4
Multiracial	91	5	5.5%	4
White	689	59	8.6%	4
English Language Learner	33	4	12.1%	4
Students with Disabilities	139	12	8.6%	4
Economically Disadvantaged	25	—	—	—

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	780	88.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	32	—
Black or African American	—	15	—
Hispanic or Latino	X	123	85.4%
Multiracial	X	67	94%
White	X	543	88.2%
English Language Learner	—	14	—
Students with Disabilities	X	106	62.3%
Economically Disadvantaged	—	19	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	756	92.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	31	—
Black or African American	—	14	—
Hispanic or Latino	X	120	88.3%
Multiracial	X	66	93.9%
White	X	525	93.5%
English Language Learner	—	12	—
Students with Disabilities	X	94	76.6%
Economically Disadvantaged	—	17	—

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 5	—
Grade 7	—

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	4	—	4
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	4	4	2	—	4
Multiracial	—	—	—	—	4
White	4	4	4	—	4
English Language Learner	—	—	—	—	—
Students with Disabilities	4	4	4	—	4
Economically Disadvantaged	—	—	—	—	2

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	140	218.9	200.4	4
	Math	61	200.8		
	Science	54	172.2		
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	244.4	—	—
	Math	4	—		
	Science	5	120		
Black or African American	ELA	3	—	—	—
	Math	1	—		
	Science	2	—		
Hispanic or Latino	ELA	20	207.5	188.8	4
	Math	8	175		
	Science	8	181.3		
Multiracial	ELA	11	190.9	—	—
	Math	6	208.3		
	Science	2	—		
White	ELA	97	222.2	201.5	4
	Math	42	198.8		
	Science	37	174.3		
Students with Disabilities	ELA	18	180.6	167.7	4
	Math	1	—		
	Science	2	—		
Economically Disadvantaged	ELA	9	183.3	—	—
	Math	2	—		
	Science	5	120		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	141	217.4	183.7	4
	Math	74	165.5		
	Science	58	160.3		
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	244.4	—	—
	Math	4	—		
	Science	5	120		
Black or African American	ELA	3	—	—	—
	Math	1	—		
	Science	2	—		
Hispanic or Latino	ELA	20	207.5	161.8	4
	Math	11	127.3		
	Science	10	145		
Multiracial	ELA	11	190.9	—	—
	Math	7	178.6		
	Science	2	—		
White	ELA	98	219.9	185.2	4
	Math	51	163.7		
	Science	39	165.4		
Students with Disabilities	ELA	19	171.1	81.7	4
	Math	10	20		
	Science	5	40		
Economically Disadvantaged	ELA	9	183.3	—	—
	Math	4	—		
	Science	5	120		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	125	121	96.8%	97.4%	4
	5-year	138	134	97.1%		
	6-year	128	126	98.4%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	8	—	—	—	—
	5-year	3	—	—		
	6-year	12	—	—		
Black or African American	4-year	5	—	—	—	—
	5-year	3	—	—		
	6-year	3	—	—		
Hispanic or Latino	4-year	22	20	90.9%	90.9%	2
	5-year	13	—	—		
	6-year	11	—	—		
Multiracial	4-year	11	—	—	—	—
	5-year	8	—	—		
	6-year	7	—	—		
White	4-year	79	77	97.5%	97.9%	4
	5-year	111	108	97.3%		
	6-year	95	94	98.9%		
English Language Learner	4-year	3	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	21	17	81%	85.1%	4
	5-year	24	21	87.5%		
	6-year	15	13	86.7%		
Economically Disadvantaged	4-year	6	—	—	—	—
	5-year	10	—	—		
	6-year	10	—	—		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	2	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	1	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	2	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	2	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	520	57	11%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	29	—	—	—
Black or African American	12	—	—	—
Hispanic or Latino	77	13	16.9%	4
Multiracial	30	2	6.7%	4
White	372	39	10.5%	4
English Language Learner	3	—	—	—
Students with Disabilities	66	14	21.2%	4
Economically Disadvantaged	31	12	38.7%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	141	98.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—
Black or African American	—	3	—
Hispanic or Latino	—	20	—
Multiracial	—	11	—
White	✓	98	99%
English Language Learner	—	0	—
Students with Disabilities	—	19	—
Economically Disadvantaged	—	9	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	74	81.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	—	1	—
Hispanic or Latino	—	11	—
Multiracial	—	7	—
White	✗	51	82.4%
English Language Learner	—	0	—
Students with Disabilities	—	10	—
Economically Disadvantaged	—	4	—

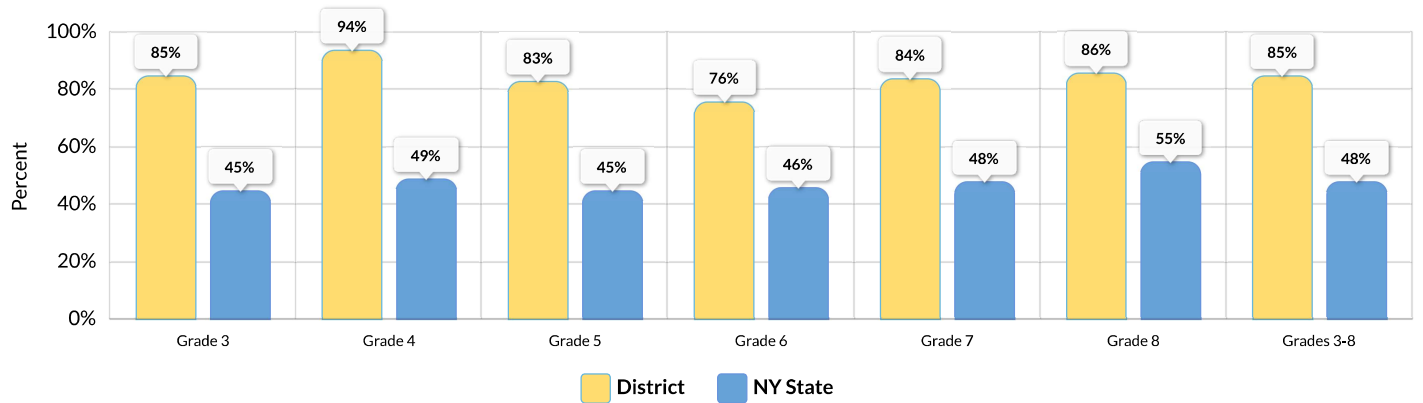
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS



Percent Scoring Proficient by Grade



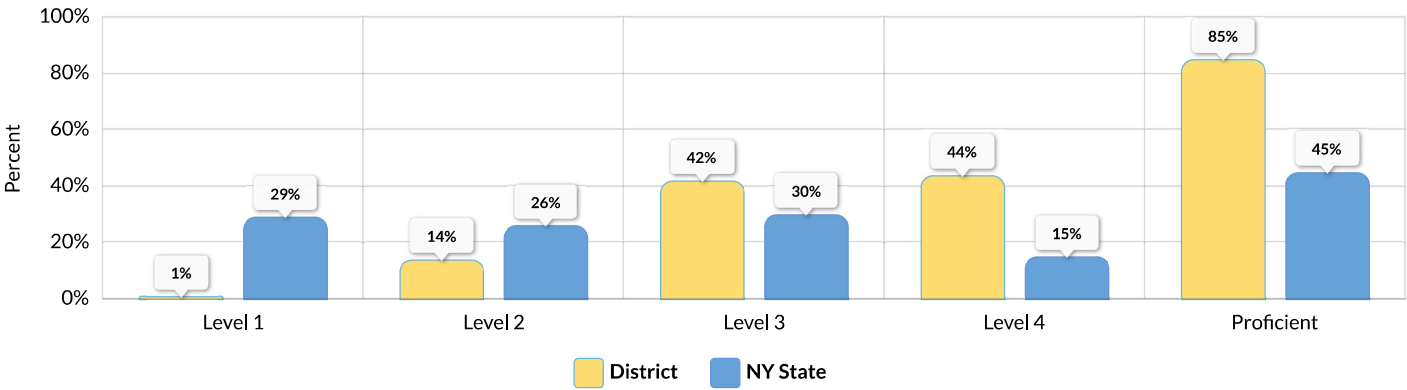
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	111	10	9%	101	91%	1	1%	14	14%	42	42%	44	44%	86	85%
Grade 4	138	9	7%	129	93%	3	2%	5	4%	45	35%	76	59%	121	94%
Grade 5	124	6	5%	118	95%	4	3%	16	14%	49	42%	49	42%	98	83%
Grade 6	133	22	17%	111	83%	4	4%	23	21%	35	32%	49	44%	84	76%
Grade 7	144	22	15%	122	85%	6	5%	14	11%	45	37%	57	47%	102	84%
Grade 8	131	30	23%	101	77%	2	2%	12	12%	39	39%	48	48%	87	86%
Grades 3-8	781	99	13%	682	87%	20	3%	84	12%	255	37%	323	47%	578	85%

GRADE 3 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



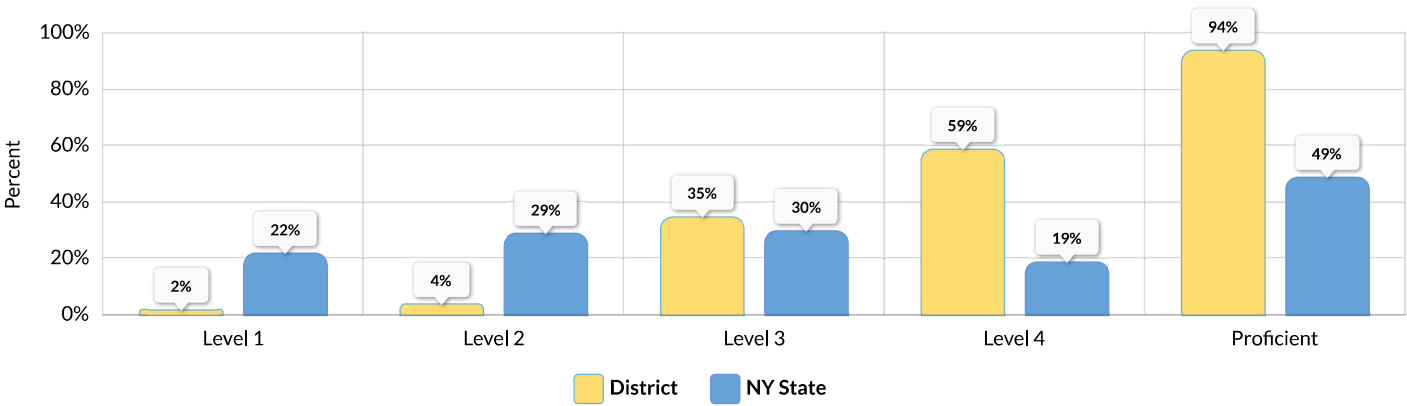
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	111	10	9%	101	91%	1	1%	14	14%	42	42%	44	44%	86	85%
Female	55	2	4%	53	96%	1	2%	4	8%	18	34%	30	57%	48	91%
Male	56	8	14%	48	86%	0	0%	10	21%	24	50%	14	29%	38	79%
General Education Students	95	3	3%	92	97%	1	1%	10	11%	40	43%	41	45%	81	88%
Students with Disabilities	16	7	44%	9	56%	0	0%	4	44%	2	22%	3	33%	5	56%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	1	7%	14	93%	1	7%	4	29%	6	43%	3	21%	9	64%
White	79	8	10%	71	90%	0	0%	8	11%	28	39%	35	49%	63	89%
Multiracial	14	1	7%	13	93%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	1	6%	16	94%	0	0%	2	13%	8	50%	6	38%	14	88%
Economically Disadvantaged	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	110	10	9%	100	91%	—	—	—	—	—	—	—	—	—	—
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	108	9	8%	99	92%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	111	10	9%	101	91%	1	1%	14	14%	42	42%	44	44%	86	85%
Not Homeless	111	10	9%	101	91%	1	1%	14	14%	42	42%	44	44%	86	85%
Not Migrant	111	10	9%	101	91%	1	1%	14	14%	42	42%	44	44%	86	85%
Parent Not in Armed Forces	111	10	9%	101	91%	1	1%	14	14%	42	42%	44	44%	86	85%

GRADE 4 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



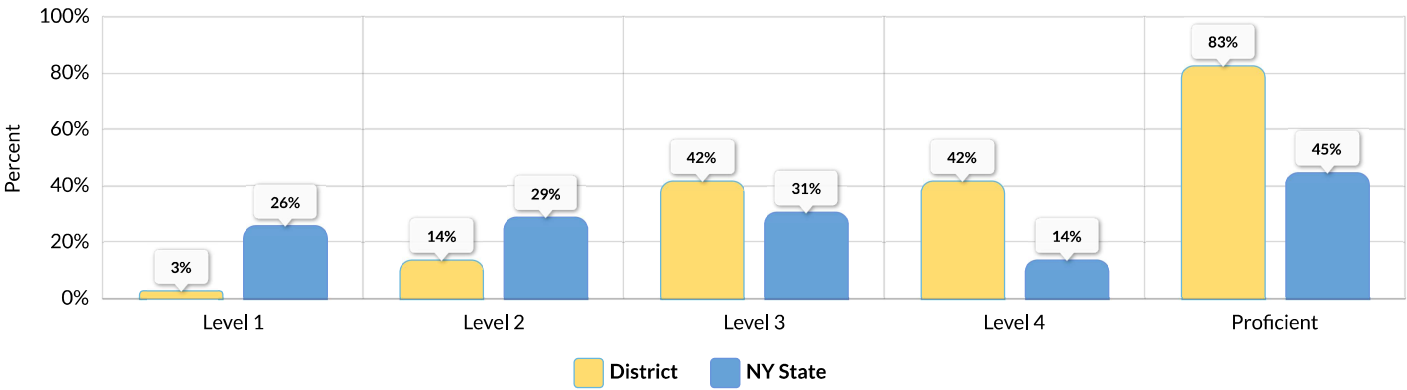
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	138	9	7%	129	93%	3	2%	5	4%	45	35%	76	59%	121	94%
Female	69	3	4%	66	96%	2	3%	2	3%	23	35%	39	59%	62	94%
Male	66	5	8%	61	92%	—	—	—	—	—	—	—	—	—	—
Non-Binary	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	69	6	9%	63	91%	1	2%	3	5%	22	35%	37	59%	59	94%
General Education Students	120	4	3%	116	97%	0	0%	2	2%	40	34%	74	64%	114	98%
Students with Disabilities	18	5	28%	13	72%	3	23%	3	23%	5	38%	2	15%	7	54%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	2	8%	23	92%	0	0%	2	9%	12	52%	9	39%	21	91%
White	86	6	7%	80	93%	0	0%	1	1%	23	29%	56	70%	79	99%
Multiracial	14	0	0%	14	100%	2	14%	1	7%	5	36%	6	43%	11	79%
Small Group Total: Race & Ethnicity	13	1	8%	12	92%	1	8%	1	8%	5	42%	5	42%	10	83%
Economically Disadvantaged	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	133	7	5%	126	95%	—	—	—	—	—	—	—	—	—	—
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	136	8	6%	128	94%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	138	9	7%	129	93%	3	2%	5	4%	45	35%	76	59%	121	94%
Not Homeless	138	9	7%	129	93%	3	2%	5	4%	45	35%	76	59%	121	94%
Not Migrant	138	9	7%	129	93%	3	2%	5	4%	45	35%	76	59%	121	94%
Parent Not in Armed Forces	138	9	7%	129	93%	3	2%	5	4%	45	35%	76	59%	121	94%

GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



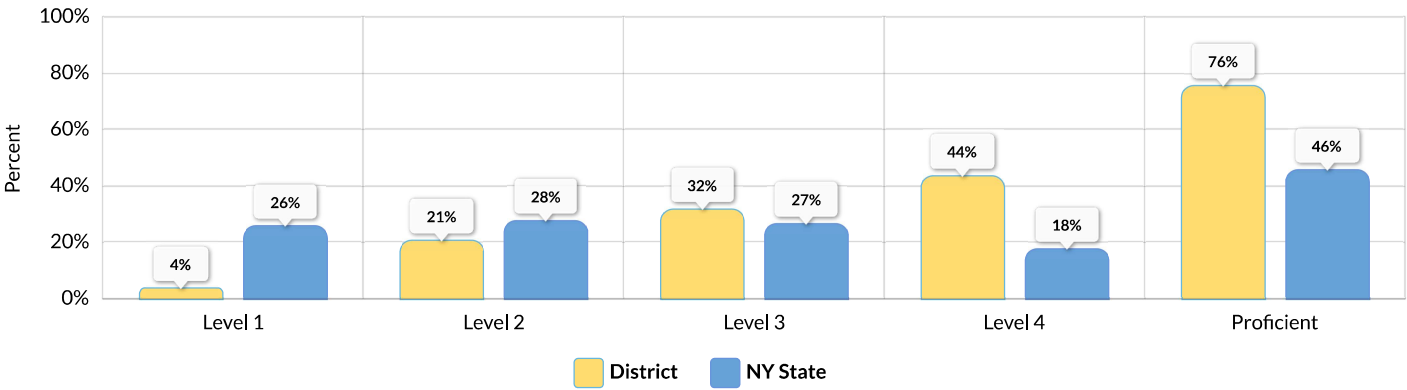
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	124	6	5%	118	95%	4	3%	16	14%	49	42%	49	42%	98	83%
Female	59	2	3%	57	97%	0	0%	6	11%	17	30%	34	60%	51	89%
Male	65	4	6%	61	94%	4	7%	10	16%	32	52%	15	25%	47	77%
General Education Students	109	4	4%	105	96%	1	1%	13	12%	43	41%	48	46%	91	87%
Students with Disabilities	15	2	13%	13	87%	3	23%	3	23%	6	46%	1	8%	7	54%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	3	17%	15	83%	2	13%	5	33%	7	47%	1	7%	8	53%
White	87	2	2%	85	98%	2	2%	8	9%	37	44%	38	45%	75	88%
Multiracial	9	0	0%	9	100%	0	0%	0	0%	3	33%	6	67%	9	100%
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	0	0%	3	33%	2	22%	4	44%	6	67%
Economically Disadvantaged	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	120	5	4%	115	96%	—	—	—	—	—	—	—	—	—	—
English Language Learner	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	121	3	2%	118	98%	4	3%	16	14%	49	42%	49	42%	98	83%
Not in Foster Care	124	6	5%	118	95%	4	3%	16	14%	49	42%	49	42%	98	83%
Not Homeless	124	6	5%	118	95%	4	3%	16	14%	49	42%	49	42%	98	83%
Not Migrant	124	6	5%	118	95%	4	3%	16	14%	49	42%	49	42%	98	83%
Parent Not in Armed Forces	124	6	5%	118	95%	4	3%	16	14%	49	42%	49	42%	98	83%

GRADE 6 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



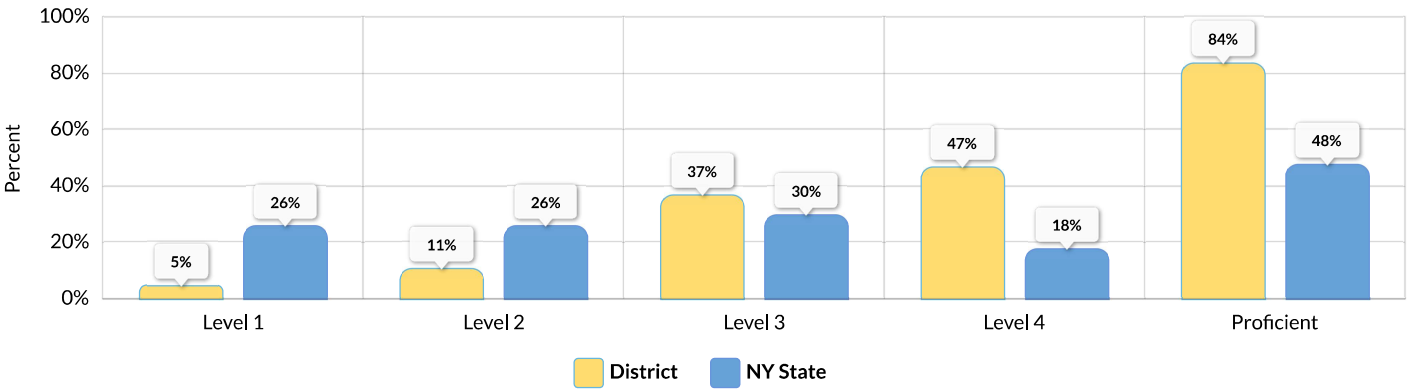
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	22	17%	111	83%	4	4%	23	21%	35	32%	49	44%	84	76%
Female	59	7	12%	52	88%	2	4%	10	19%	19	37%	21	40%	40	77%
Male	74	15	20%	59	80%	2	3%	13	22%	16	27%	28	47%	44	75%
General Education Students	114	12	11%	102	89%	0	0%	18	18%	35	34%	49	48%	84	82%
Students with Disabilities	19	10	53%	9	47%	4	44%	5	56%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	4	19%	17	81%	0	0%	6	35%	4	24%	7	41%	11	65%
White	99	17	17%	82	83%	3	4%	16	20%	27	33%	36	44%	63	77%
Multiracial	8	0	0%	8	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	1	8%	12	92%	1	8%	1	8%	4	33%	6	50%	10	83%
Economically Disadvantaged	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	129	19	15%	110	85%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	132	22	17%	110	83%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	133	22	17%	111	83%	4	4%	23	21%	35	32%	49	44%	84	76%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	132	21	16%	111	84%	4	4%	23	21%	35	32%	49	44%	84	76%
Not Migrant	133	22	17%	111	83%	4	4%	23	21%	35	32%	49	44%	84	76%
Parent Not in Armed Forces	133	22	17%	111	83%	4	4%	23	21%	35	32%	49	44%	84	76%

GRADE 7 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



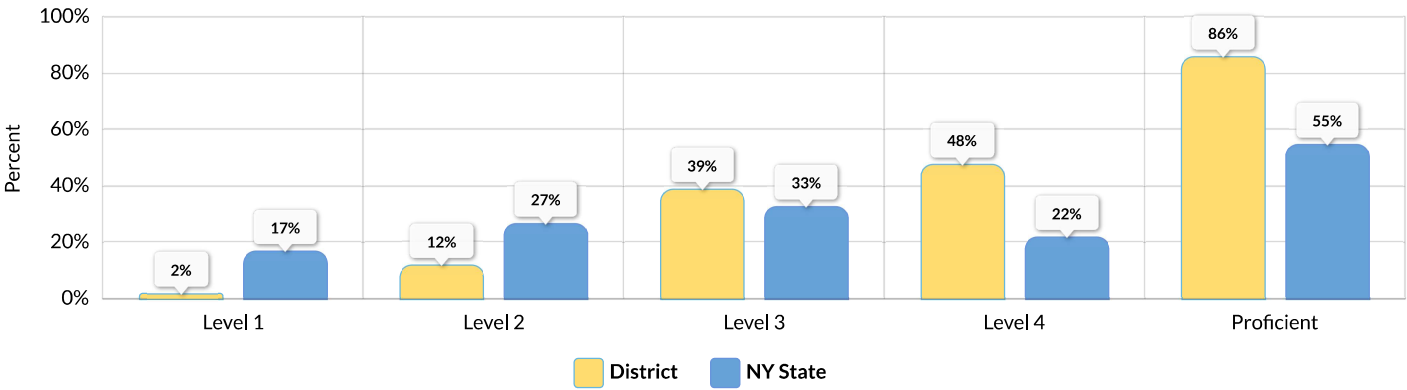
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	144	22	15%	122	85%	6	5%	14	11%	45	37%	57	47%	102	84%
Female	70	8	11%	62	89%	1	2%	4	6%	20	32%	37	60%	57	92%
Male	73	14	19%	59	81%	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	74	14	19%	60	81%	5	8%	10	17%	25	42%	20	33%	45	75%
General Education Students	126	13	10%	113	90%	2	2%	12	11%	44	39%	55	49%	99	88%
Students with Disabilities	18	9	50%	9	50%	4	44%	2	22%	1	11%	2	22%	3	33%
Asian or Native Hawaiian/Other Pacific Islander	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Black or African American	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	3	12%	22	88%	2	9%	4	18%	10	45%	6	27%	16	73%
White	96	14	15%	82	85%	3	4%	6	7%	28	34%	45	55%	73	89%
Multiracial	13	1	8%	12	92%	0	0%	2	17%	6	50%	4	33%	10	83%
Small Group Total: Race & Ethnicity	10	4	40%	6	60%	1	17%	2	33%	1	17%	2	33%	3	50%
Economically Disadvantaged	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	142	21	15%	121	85%	—	—	—	—	—	—	—	—	—	—
English Language Learner	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	139	20	14%	119	86%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	144	22	15%	122	85%	6	5%	14	11%	45	37%	57	47%	102	84%
Not Homeless	144	22	15%	122	85%	6	5%	14	11%	45	37%	57	47%	102	84%
Not Migrant	144	22	15%	122	85%	6	5%	14	11%	45	37%	57	47%	102	84%
Parent Not in Armed Forces	144	22	15%	122	85%	6	5%	14	11%	45	37%	57	47%	102	84%

GRADE 8 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students

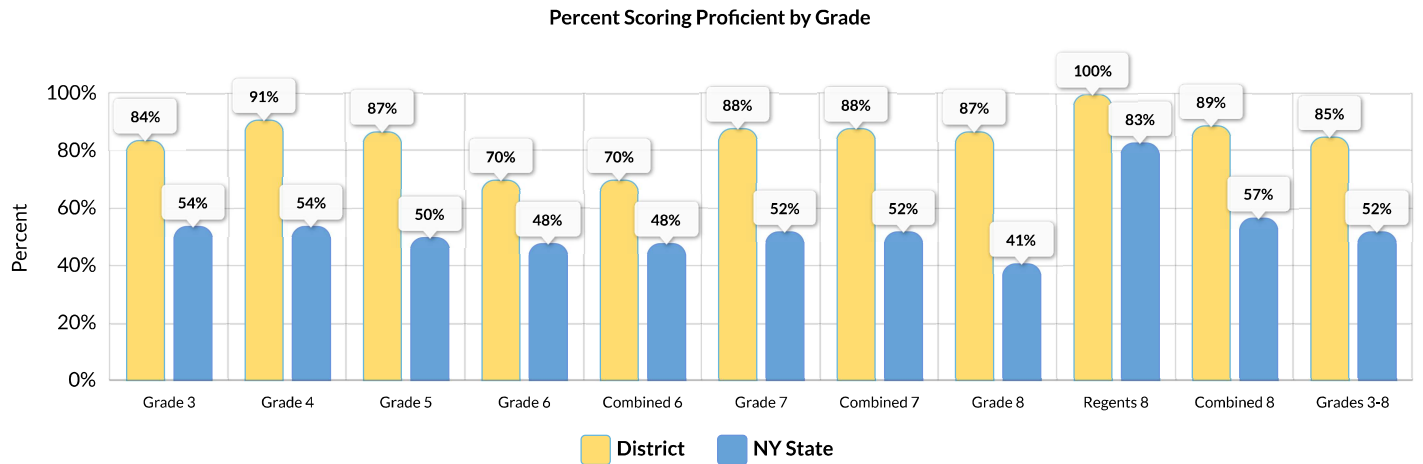


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	131	30	23%	101	77%	2	2%	12	12%	39	39%	48	48%	87	86%
Female	73	14	19%	59	81%	0	0%	5	8%	22	37%	32	54%	54	92%
Male	56	16	29%	40	71%	—	—	—	—	—	—	—	—	—	—
Non-Binary	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	58	16	28%	42	72%	2	5%	7	17%	17	40%	16	38%	33	79%
General Education Students	111	20	18%	91	82%	0	0%	8	9%	35	38%	48	53%	83	91%
Students with Disabilities	20	10	50%	10	50%	2	20%	4	40%	4	40%	0	0%	4	40%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	7	35%	13	65%	0	0%	4	31%	3	23%	6	46%	9	69%
White	96	20	21%	76	79%	2	3%	7	9%	32	42%	35	46%	67	88%
Multiracial	9	2	22%	7	78%	0	0%	1	14%	2	29%	4	57%	6	86%
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	0	0%	0	0%	2	40%	3	60%	5	100%
Economically Disadvantaged	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	128	29	23%	99	77%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	130	29	22%	101	78%	2	2%	12	12%	39	39%	48	48%	87	86%
Not in Foster Care	131	30	23%	101	77%	2	2%	12	12%	39	39%	48	48%	87	86%
Not Homeless	131	30	23%	101	77%	2	2%	12	12%	39	39%	48	48%	87	86%
Not Migrant	131	30	23%	101	77%	2	2%	12	12%	39	39%	48	48%	87	86%
Parent Not in Armed Forces	131	30	23%	101	77%	2	2%	12	12%	39	39%	48	48%	87	86%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	111	12	11%	99	89%	1	1%	15	15%	43	43%	40	40%	83	84%
Grade 4	138	11	8%	127	92%	3	2%	9	7%	53	42%	62	49%	115	91%
Grade 5	124	7	6%	117	94%	4	3%	11	9%	51	44%	51	44%	102	87%
Grade 6	133	21	16%	112	84%	9	8%	25	22%	56	50%	22	20%	78	70%
Combined 6	133	21	16%	112	84%	9	8%	25	22%	56	50%	22	20%	78	70%
Grade 7	144	16	11%	128	89%	5	4%	10	8%	46	36%	67	52%	113	88%
Combined 7	144	16	11%	128	89%	5	4%	10	8%	46	36%	67	52%	113	88%
Grade 8	131	36	27%	95	73%	2	2%	10	11%	48	51%	35	37%	83	87%
Regents 8	—	—	—	18	14%	0	0%	0	0%	2	11%	16	89%	18	100%
Combined 8	131	18	14%	113	86%	2	2%	10	9%	50	44%	51	45%	101	89%
Grades 3-8	781	85	11%	696	89%	24	3%	80	11%	299	43%	293	42%	592	85%

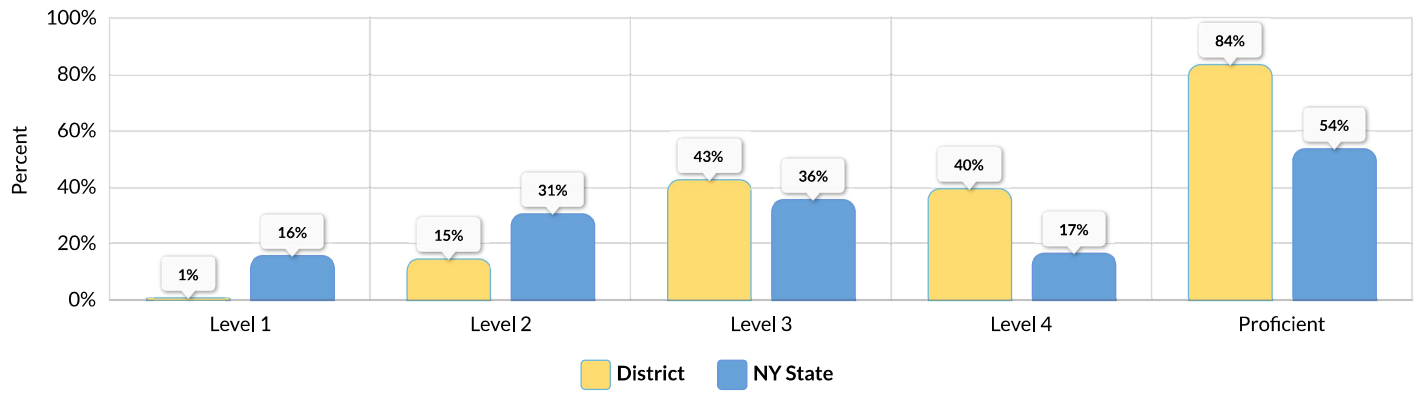
See report card Glossary and Guide for criteria used to include students in this table.

GRADE 3 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



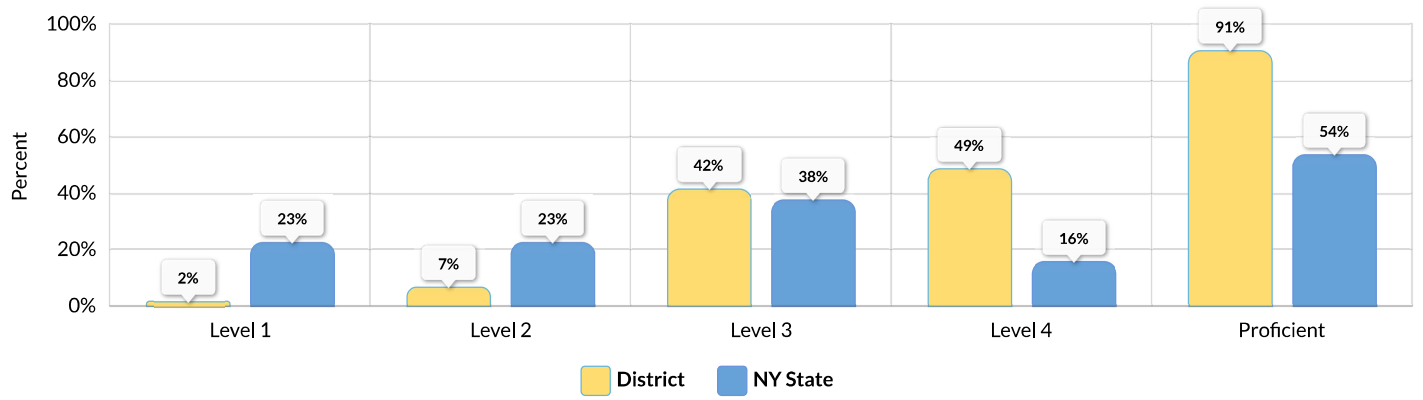
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	111	12	11%	99	89%	1	1%	15	15%	43	43%	40	40%	83	84%
Female	55	3	5%	52	95%	1	2%	6	12%	23	44%	22	42%	45	87%
Male	56	9	16%	47	84%	0	0%	9	19%	20	43%	18	38%	38	81%
General Education Students	95	5	5%	90	95%	0	0%	14	16%	38	42%	38	42%	76	84%
Students with Disabilities	16	7	44%	9	56%	1	11%	1	11%	5	56%	2	22%	7	78%
Asian or Native Hawaiian/Other Pacific Islander	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	1	7%	14	93%	1	7%	5	36%	5	36%	3	21%	8	57%
White	79	9	11%	70	89%	0	0%	10	14%	32	46%	28	40%	60	86%
Multiracial	14	1	7%	13	93%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	2	12%	15	88%	0	0%	0	0%	6	40%	9	60%	15	100%
Economically Disadvantaged	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	110	12	11%	98	89%	—	—	—	—	—	—	—	—	—	—
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	108	11	10%	97	90%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	111	12	11%	99	89%	1	1%	15	15%	43	43%	40	40%	83	84%
Not Homeless	111	12	11%	99	89%	1	1%	15	15%	43	43%	40	40%	83	84%
Not Migrant	111	12	11%	99	89%	1	1%	15	15%	43	43%	40	40%	83	84%
Parent Not in Armed Forces	111	12	11%	99	89%	1	1%	15	15%	43	43%	40	40%	83	84%

GRADE 4 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



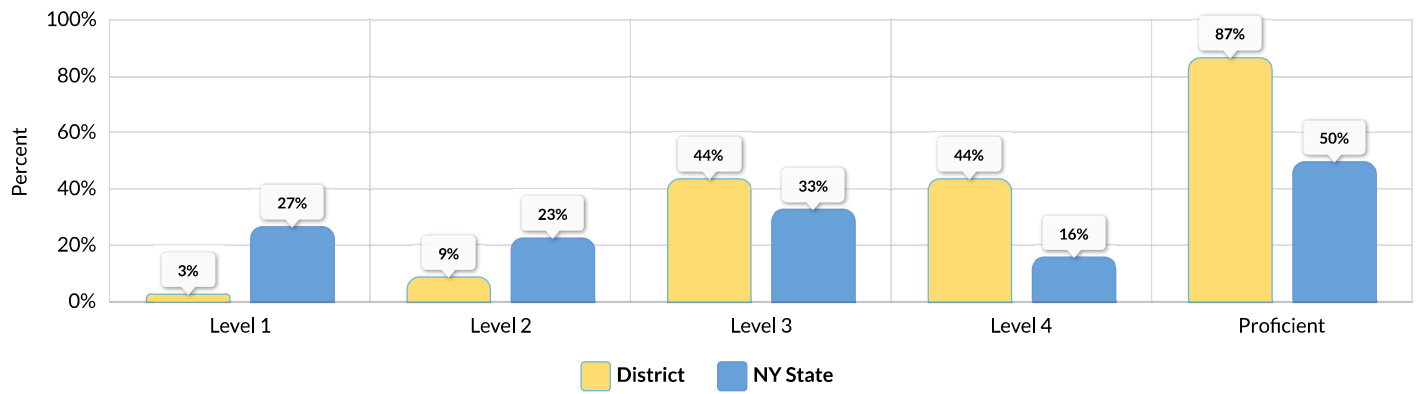
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	138	11	8%	127	92%	3	2%	9	7%	53	42%	62	49%	115	91%
Female	69	5	7%	64	93%	0	0%	4	6%	33	52%	27	42%	60	94%
Male	66	5	8%	61	92%	—	—	—	—	—	—	—	—	—	—
Non-Binary	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	69	6	9%	63	91%	3	5%	5	8%	20	32%	35	56%	55	87%
General Education Students	120	5	4%	115	96%	1	1%	5	4%	47	41%	62	54%	109	95%
Students with Disabilities	18	6	33%	12	67%	2	17%	4	33%	6	50%	0	0%	6	50%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	3	12%	22	88%	2	9%	0	0%	11	50%	9	41%	20	91%
White	86	7	8%	79	92%	0	0%	5	6%	32	41%	42	53%	74	94%
Multiracial	14	0	0%	14	100%	1	7%	2	14%	6	43%	5	36%	11	79%
Small Group Total: Race & Ethnicity	13	1	8%	12	92%	0	0%	2	17%	4	33%	6	50%	10	83%
Economically Disadvantaged	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	133	9	7%	124	93%	—	—	—	—	—	—	—	—	—	—
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	136	10	7%	126	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	138	11	8%	127	92%	3	2%	9	7%	53	42%	62	49%	115	91%
Not Homeless	138	11	8%	127	92%	3	2%	9	7%	53	42%	62	49%	115	91%
Not Migrant	138	11	8%	127	92%	3	2%	9	7%	53	42%	62	49%	115	91%
Parent Not in Armed Forces	138	11	8%	127	92%	3	2%	9	7%	53	42%	62	49%	115	91%

GRADE 5 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



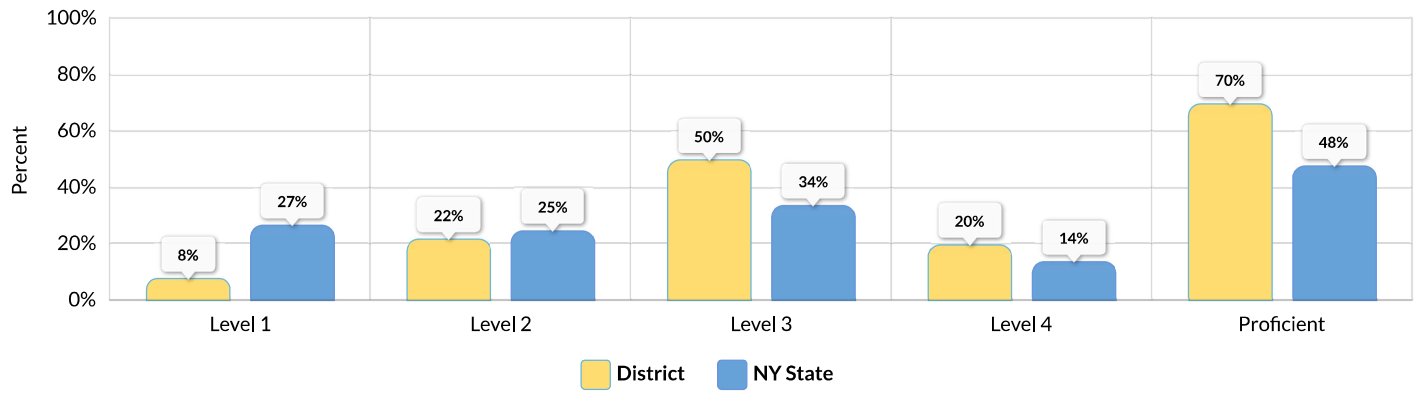
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	124	7	6%	117	94%	4	3%	11	9%	51	44%	51	44%	102	87%
Female	59	2	3%	57	97%	0	0%	9	16%	21	37%	27	47%	48	84%
Male	65	5	8%	60	92%	4	7%	2	3%	30	50%	24	40%	54	90%
General Education Students	109	5	5%	104	95%	1	1%	9	9%	44	42%	50	48%	94	90%
Students with Disabilities	15	2	13%	13	87%	3	23%	2	15%	7	54%	1	8%	8	62%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	3	17%	15	83%	2	13%	3	20%	7	47%	3	20%	10	67%
White	87	3	3%	84	97%	1	1%	6	7%	39	46%	38	45%	77	92%
Multiracial	9	0	0%	9	100%	0	0%	1	11%	3	33%	5	56%	8	89%
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	1	11%	1	11%	2	22%	5	56%	7	78%
Economically Disadvantaged	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	120	6	5%	114	95%	—	—	—	—	—	—	—	—	—	—
English Language Learner	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	121	4	3%	117	97%	4	3%	11	9%	51	44%	51	44%	102	87%
Not in Foster Care	124	7	6%	117	94%	4	3%	11	9%	51	44%	51	44%	102	87%
Not Homeless	124	7	6%	117	94%	4	3%	11	9%	51	44%	51	44%	102	87%
Not Migrant	124	7	6%	117	94%	4	3%	11	9%	51	44%	51	44%	102	87%
Parent Not in Armed Forces	124	7	6%	117	94%	4	3%	11	9%	51	44%	51	44%	102	87%

GRADE 6 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Percent Scoring at Levels for All Students



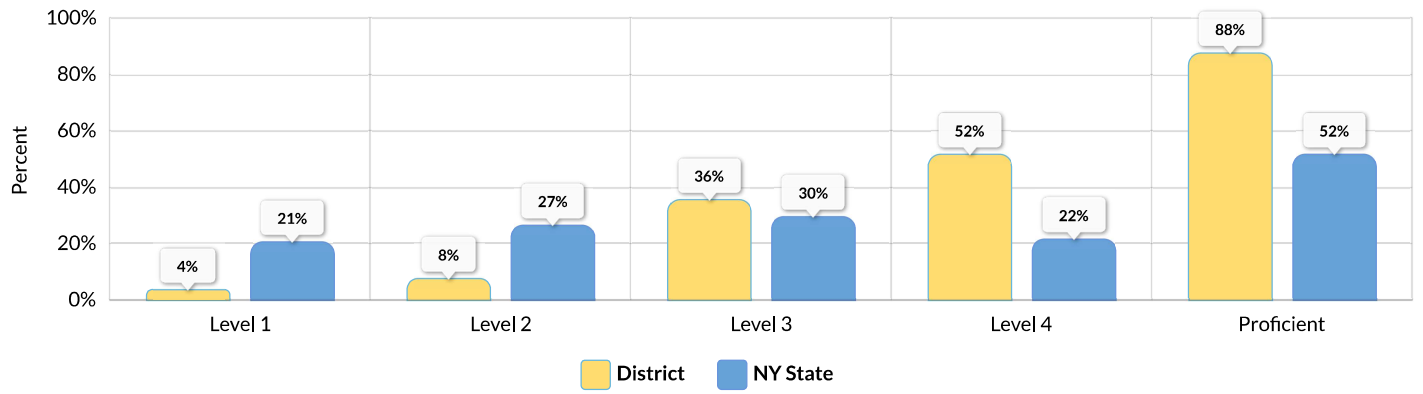
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	21	16%	112	84%	9	8%	25	22%	56	50%	22	20%	78	70%
Female	59	11	19%	48	81%	5	10%	11	23%	20	42%	12	25%	32	67%
Male	74	10	14%	64	86%	4	6%	14	22%	36	56%	10	16%	46	72%
General Education Students	114	13	11%	101	89%	5	5%	22	22%	52	51%	22	22%	74	73%
Students with Disabilities	19	8	42%	11	58%	4	36%	3	27%	4	36%	0	0%	4	36%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	5	24%	16	76%	2	13%	5	31%	6	38%	3	19%	9	56%
White	99	15	15%	84	85%	6	7%	18	21%	45	54%	15	18%	60	71%
Multiracial	8	0	0%	8	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	1	8%	12	92%	1	8%	2	17%	5	42%	4	33%	9	75%
Economically Disadvantaged	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	129	18	14%	111	86%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	132	21	16%	111	84%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	133	21	16%	112	84%	9	8%	25	22%	56	50%	22	20%	78	70%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	132	20	15%	112	85%	9	8%	25	22%	56	50%	22	20%	78	70%
Not Migrant	133	21	16%	112	84%	9	8%	25	22%	56	50%	22	20%	78	70%
Parent Not in Armed Forces	133	21	16%	112	84%	9	8%	25	22%	56	50%	22	20%	78	70%

GRADE 7 MATH RESULTS

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Percent Scoring at Levels for All Students



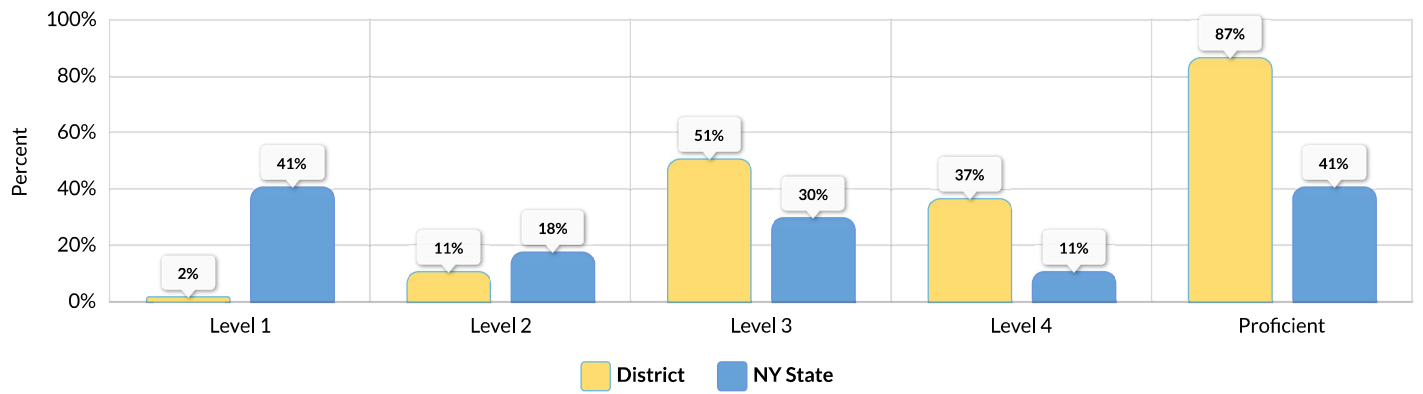
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	144	16	11%	128	89%	5	4%	10	8%	46	36%	67	52%	113	88%
Female	70	7	10%	63	90%	—	—	—	—	—	—	—	—	—	—
Male	73	9	12%	64	88%	3	5%	7	11%	21	33%	33	52%	54	84%
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	71	7	10%	64	90%	2	3%	3	5%	25	39%	34	53%	59	92%
General Education Students	126	11	9%	115	91%	0	0%	7	6%	42	37%	66	57%	108	94%
Students with Disabilities	18	5	28%	13	72%	5	38%	3	23%	4	31%	1	8%	5	38%
Asian or Native Hawaiian/Other Pacific Islander	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Black or African American	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	2	8%	23	92%	2	9%	7	30%	8	35%	6	26%	14	61%
White	96	9	9%	87	91%	2	2%	2	2%	32	37%	51	59%	83	95%
Multiracial	13	2	15%	11	85%	0	0%	0	0%	5	45%	6	55%	11	100%
Small Group Total: Race & Ethnicity	10	3	30%	7	70%	1	14%	1	14%	1	14%	4	57%	5	71%
Economically Disadvantaged	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	142	15	11%	127	89%	—	—	—	—	—	—	—	—	—	—
English Language Learner	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	139	15	11%	124	89%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	144	16	11%	128	89%	5	4%	10	8%	46	36%	67	52%	113	88%
Not Homeless	144	16	11%	128	89%	5	4%	10	8%	46	36%	67	52%	113	88%
Not Migrant	144	16	11%	128	89%	5	4%	10	8%	46	36%	67	52%	113	88%
Parent Not in Armed Forces	144	16	11%	128	89%	5	4%	10	8%	46	36%	67	52%	113	88%

GRADE 8 MATH RESULTS

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Percent Scoring at Levels for All Students

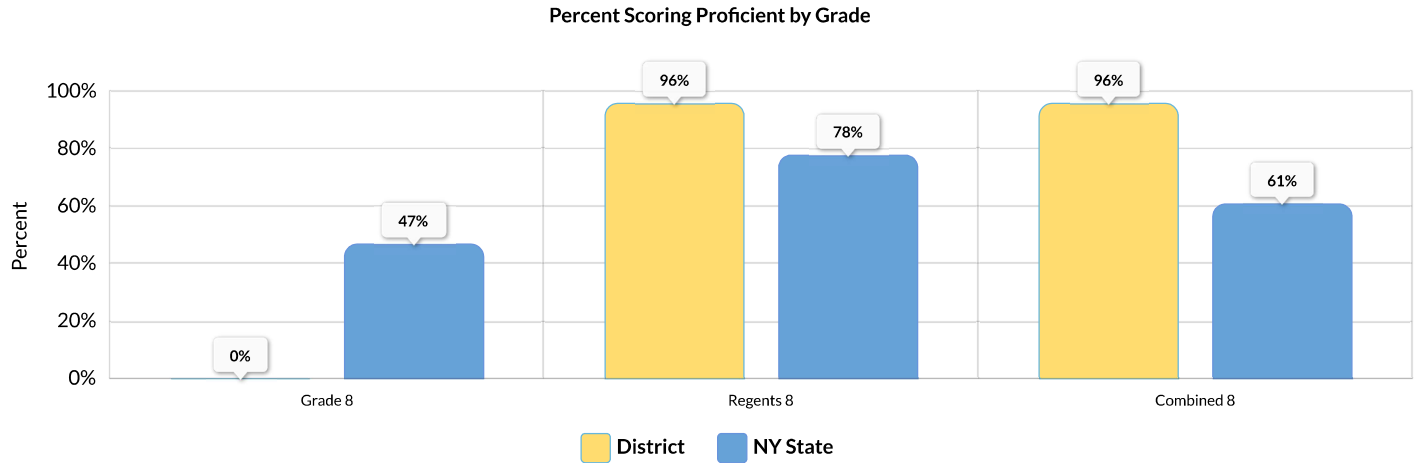


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	131	36	27%	95	73%	2	2%	10	11%	48	51%	35	37%	83	87%
Female	73	20	27%	53	73%	1	2%	6	11%	27	51%	19	36%	46	87%
Male	56	16	29%	40	71%	—	—	—	—	—	—	—	—	—	—
Non-Binary	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	58	16	28%	42	72%	1	2%	4	10%	21	50%	16	38%	37	88%
General Education Students	111	27	24%	84	76%	0	0%	7	8%	43	51%	34	40%	77	92%
Students with Disabilities	20	9	45%	11	55%	2	18%	3	27%	5	45%	1	9%	6	55%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	8	40%	12	60%	0	0%	2	17%	8	67%	2	17%	10	83%
White	96	24	25%	72	75%	2	3%	7	10%	36	50%	27	38%	63	88%
Multiracial	9	3	33%	6	67%	0	0%	0	0%	4	67%	2	33%	6	100%
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	0	0%	1	20%	0	0%	4	80%	4	80%
Economically Disadvantaged	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	128	36	28%	92	72%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	130	36	28%	94	72%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	131	36	27%	95	73%	2	2%	10	11%	48	51%	35	37%	83	87%
Not Homeless	131	36	27%	95	73%	2	2%	10	11%	48	51%	35	37%	83	87%
Not Migrant	131	36	27%	95	73%	2	2%	10	11%	48	51%	35	37%	83	87%
Parent Not in Armed Forces	131	36	27%	95	73%	2	2%	10	11%	48	51%	35	37%	83	87%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



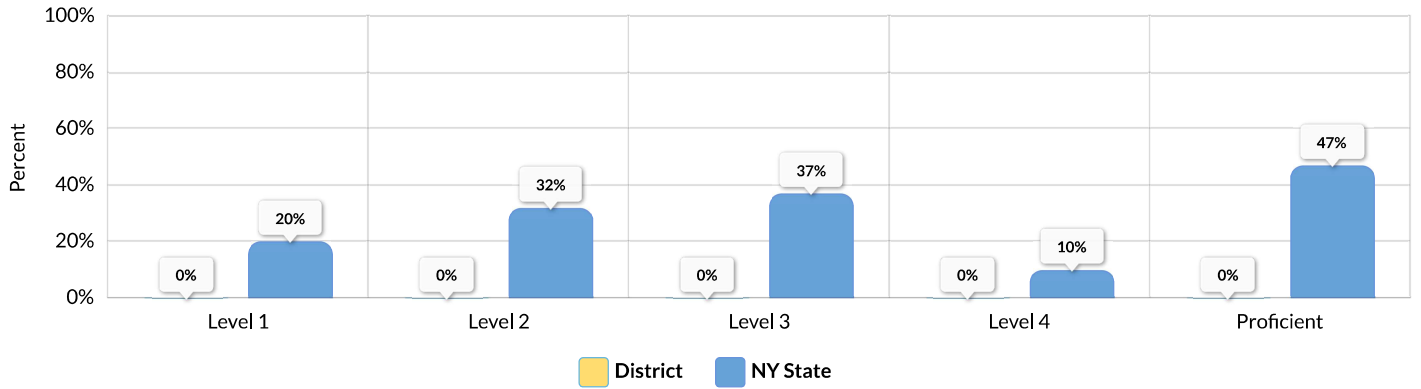
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	131	131	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents 8	—	—	—	131	100%	0	0%	5	4%	42	32%	84	64%	126	96%
Combined 8	131	0	0%	131	100%	0	0%	5	4%	42	32%	84	64%	126	96%

See report card Glossary and Guide for criteria used to include students in this table.

GRADE 8 SCIENCE RESULTS



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	131	131	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	73	73	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	56	56	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-Binary	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	111	111	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	20	20	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	20	20	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	96	96	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	128	128	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	130	130	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	131	131	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	131	131	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	131	131	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	131	131	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

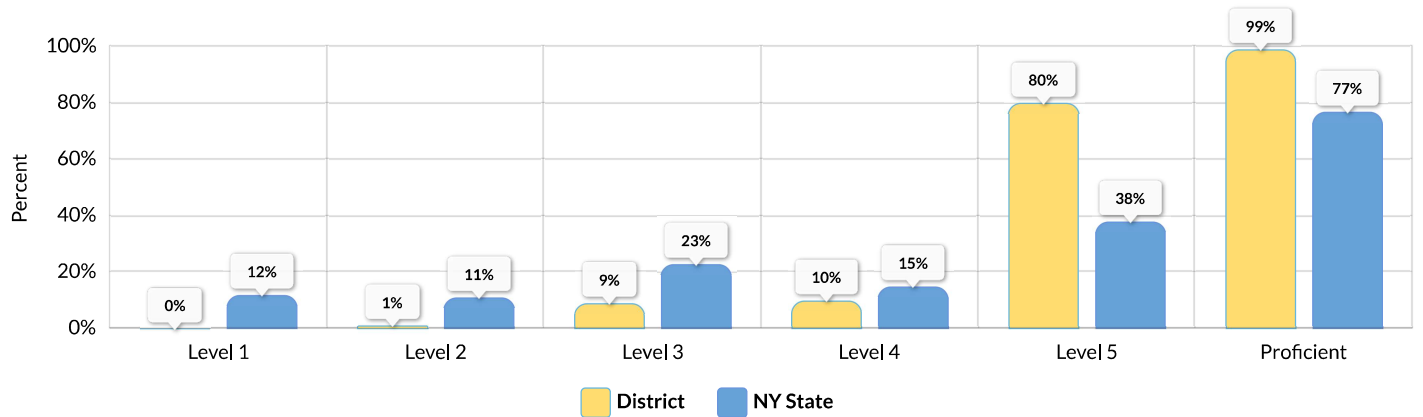
ANNUAL REGENTS EXAMINATIONS (2022 - 23)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework).

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Percent Scoring at Levels for All Students

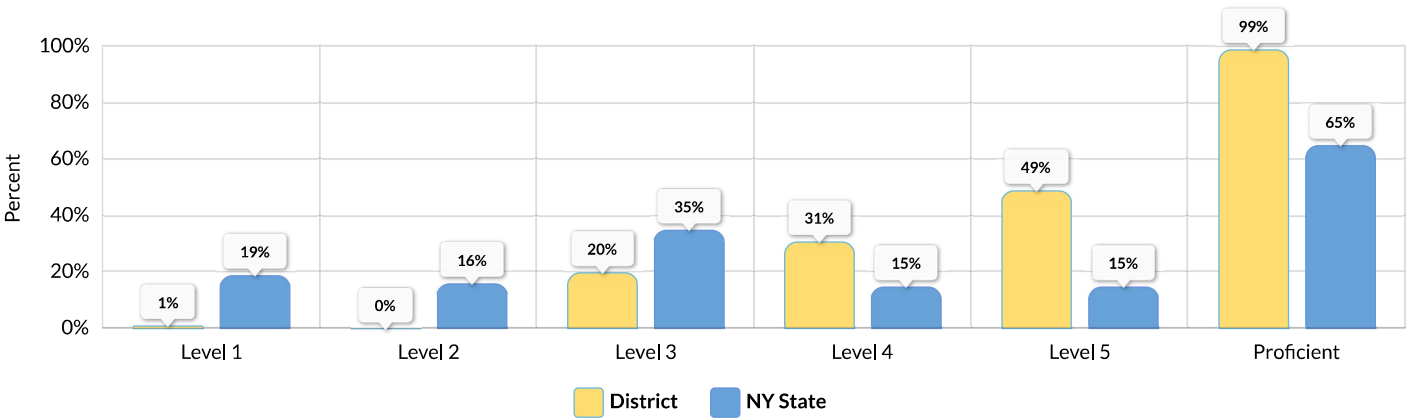


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	138	0	0%	1	1%	13	9%	14	10%	110	80%	137	99%
Female	62	0	0%	0	0%	7	11%	3	5%	52	84%	62	100%
Male	76	0	0%	1	1%	6	8%	11	14%	58	76%	75	99%
General Education Students	124	0	0%	0	0%	9	7%	9	7%	106	85%	124	100%
Students with Disabilities	14	0	0%	1	7%	4	29%	5	36%	4	29%	13	93%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	0	0%	1	11%	8	89%	9	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	0	0%	0	0%	4	22%	3	17%	11	61%	18	100%
White	103	0	0%	1	1%	8	8%	10	10%	84	82%	102	99%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	1	13%	0	0%	7	88%	8	100%
Economically Disadvantaged	7	0	0%	0	0%	3	43%	2	29%	2	29%	7	100%
Not Economically Disadvantaged	131	0	0%	1	1%	10	8%	12	9%	108	82%	130	99%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	137	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	138	0	0%	1	1%	13	9%	14	10%	110	80%	137	99%
Not Homeless	138	0	0%	1	1%	13	9%	14	10%	110	80%	137	99%
Not Migrant	138	0	0%	1	1%	13	9%	14	10%	110	80%	137	99%
Parent Not in Armed Forces	138	0	0%	1	1%	13	9%	14	10%	110	80%	137	99%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	148	1	1%	0	0%	29	20%	46	31%	72	49%	147	99%
Female	80	0	0%	0	0%	17	21%	26	33%	37	46%	80	100%
Male	66	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	68	1	1%	0	0%	12	18%	20	29%	35	51%	67	99%
General Education Students	129	1	1%	0	0%	22	17%	42	33%	64	50%	128	99%
Students with Disabilities	19	0	0%	0	0%	7	37%	4	21%	8	42%	19	100%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	1	17%	0	0%	5	83%	6	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	1	4%	0	0%	8	32%	5	20%	11	44%	24	96%
White	109	0	0%	0	0%	18	17%	38	35%	53	49%	109	100%
Multiracial	6	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	2	25%	3	38%	3	38%	8	100%
Economically Disadvantaged	6	1	17%	0	0%	4	67%	1	17%	0	0%	5	83%
Not Economically Disadvantaged	142	0	0%	0	0%	25	18%	45	32%	72	51%	142	100%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	147	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	148	1	1%	0	0%	29	20%	46	31%	72	49%	147	99%
Not Homeless	148	1	1%	0	0%	29	20%	46	31%	72	49%	147	99%
Not Migrant	148	1	1%	0	0%	29	20%	46	31%	72	49%	147	99%
Parent Not in Armed Forces	148	1	1%	0	0%	29	20%	46	31%	72	49%	147	99%

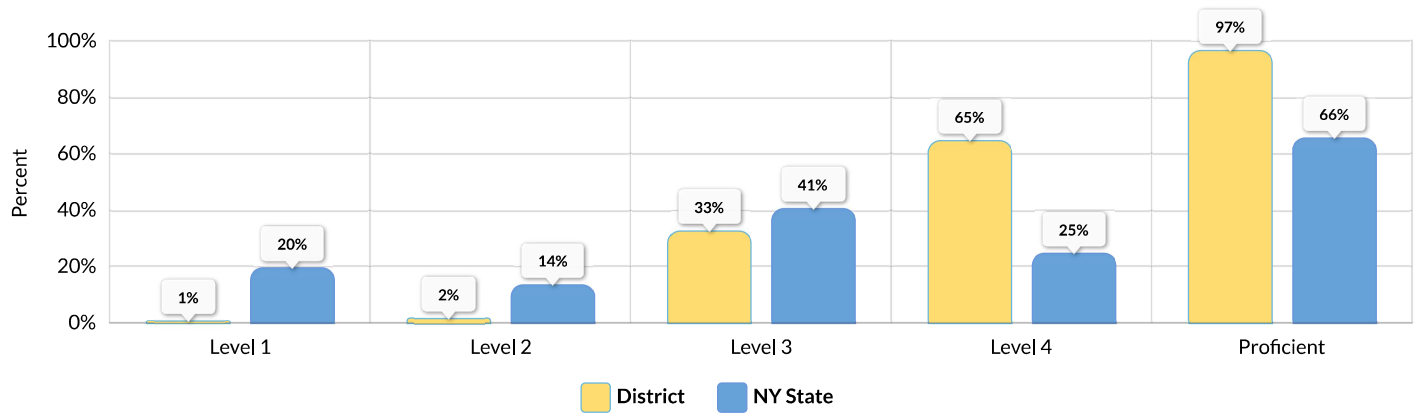
Proficiency Level	District (%)	NY State (%)
Level 1	10%	31%
Level 2	10%	16%
Level 3	10%	30%
Level 4	10%	9%
Level 5	10%	14%
Proficient	10%	53%

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ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percent Scoring at Levels for All Students

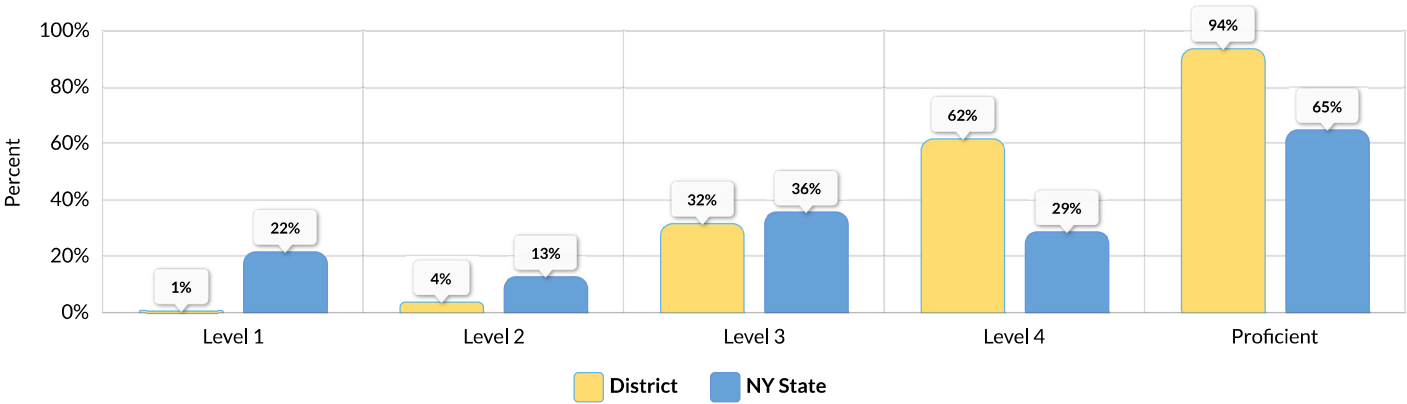


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	116	1	1%	2	2%	38	33%	75	65%	113	97%
Female	63	0	0%	1	2%	23	37%	39	62%	62	98%
Male	52	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	53	1	2%	1	2%	15	28%	36	68%	51	96%
General Education Students	96	0	0%	1	1%	27	28%	68	71%	95	99%
Students with Disabilities	20	1	5%	1	5%	11	55%	7	35%	18	90%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	0	0%	1	20%	4	80%	5	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	0	0%	1	5%	11	52%	9	43%	20	95%
White	84	1	1%	1	1%	23	27%	59	70%	82	98%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	112	—	—	—	—	—	—	—	—	—	—
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	114	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	116	1	1%	2	2%	38	33%	75	65%	113	97%
Not Homeless	116	1	1%	2	2%	38	33%	75	65%	113	97%
Not Migrant	116	1	1%	2	2%	38	33%	75	65%	113	97%
Parent Not in Armed Forces	116	1	1%	2	2%	38	33%	75	65%	113	97%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Percent Scoring at Levels for All Students

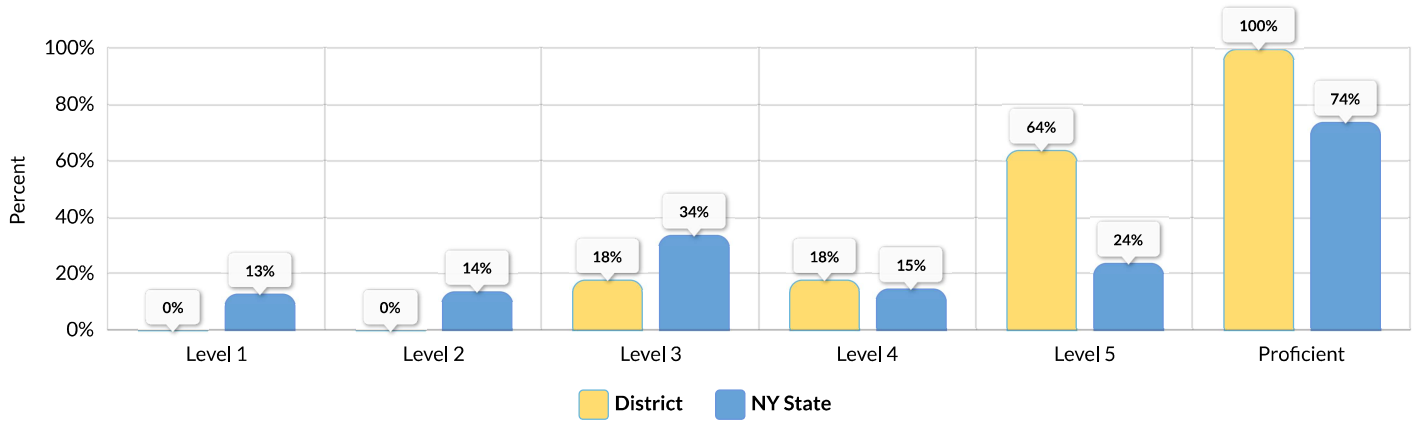


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	135	2	1%	6	4%	43	32%	84	62%	127	94%
Female	75	0	0%	3	4%	23	31%	49	65%	72	96%
Male	58	—	—	—	—	—	—	—	—	—	—
Non-Binary	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	60	2	3%	3	5%	20	33%	35	58%	55	92%
General Education Students	114	1	1%	1	1%	32	28%	80	70%	112	98%
Students with Disabilities	21	1	5%	5	24%	11	52%	4	19%	15	71%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	1	5%	4	18%	8	36%	9	41%	17	77%
White	98	1	1%	2	2%	30	31%	65	66%	95	97%
Multiracial	9	0	0%	0	0%	3	33%	6	67%	9	100%
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	2	33%	4	67%	6	100%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	131	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	134	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	135	2	1%	6	4%	43	32%	84	62%	127	94%
Not Homeless	135	2	1%	6	4%	43	32%	84	62%	127	94%
Not Migrant	135	2	1%	6	4%	43	32%	84	62%	127	94%
Parent Not in Armed Forces	135	2	1%	6	4%	43	32%	84	62%	127	94%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2022-23)



Percent Scoring at Levels for All Students

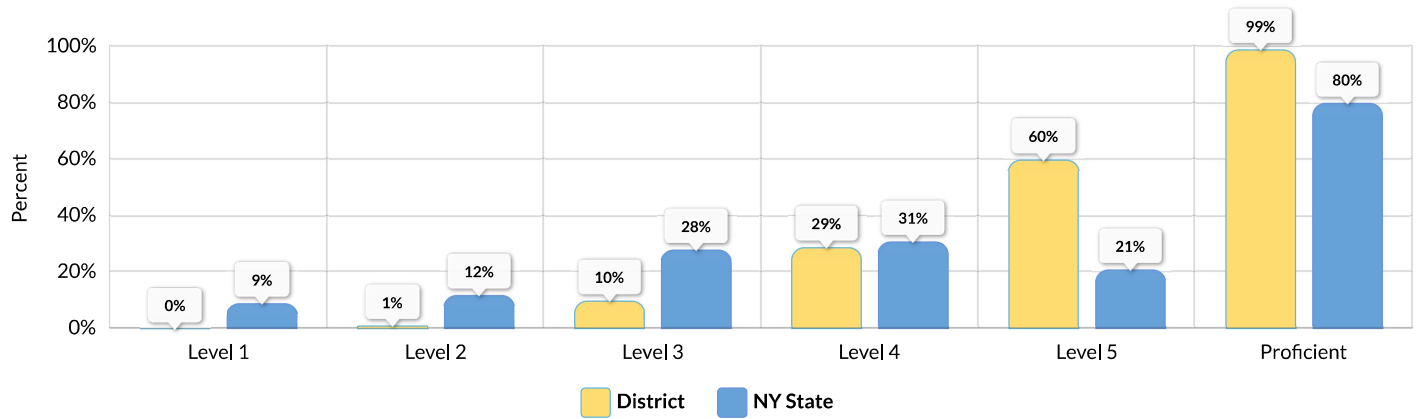


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	131	0	0%	0	0%	23	18%	24	18%	84	64%	131	100%
Female	66	0	0%	0	0%	10	15%	13	20%	43	65%	66	100%
Male	65	0	0%	0	0%	13	20%	11	17%	41	63%	65	100%
General Education Students	117	0	0%	0	0%	17	15%	23	20%	77	66%	117	100%
Students with Disabilities	14	0	0%	0	0%	6	43%	1	7%	7	50%	14	100%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	0	0%	1	14%	0	0%	6	86%	7	100%
Black or African American	5	0	0%	0	0%	2	40%	1	20%	2	40%	5	100%
Hispanic or Latino	18	0	0%	0	0%	6	33%	7	39%	5	28%	18	100%
White	92	0	0%	0	0%	14	15%	16	17%	62	67%	92	100%
Multiracial	9	0	0%	0	0%	0	0%	0	0%	9	100%	9	100%
Economically Disadvantaged	10	0	0%	0	0%	5	50%	4	40%	1	10%	10	100%
Not Economically Disadvantaged	121	0	0%	0	0%	18	15%	20	17%	83	69%	121	100%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	130	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	131	0	0%	0	0%	23	18%	24	18%	84	64%	131	100%
Not Homeless	131	0	0%	0	0%	23	18%	24	18%	84	64%	131	100%
Not Migrant	131	0	0%	0	0%	23	18%	24	18%	84	64%	131	100%
Parent Not in Armed Forces	131	0	0%	0	0%	23	18%	24	18%	84	64%	131	100%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	137	0	0%	1	1%	14	10%	40	29%	82	60%	136	99%
Female	61	0	0%	0	0%	8	13%	19	31%	34	56%	61	100%
Male	76	0	0%	1	1%	6	8%	21	28%	48	63%	75	99%
General Education Students	122	0	0%	1	1%	7	6%	34	28%	80	66%	121	99%
Students with Disabilities	15	0	0%	0	0%	7	47%	6	40%	2	13%	15	100%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	1	11%	1	11%	7	78%	9	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	0	0%	1	5%	1	5%	9	47%	8	42%	18	95%
White	101	0	0%	0	0%	10	10%	28	28%	63	62%	101	100%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	2	25%	2	25%	4	50%	8	100%
Economically Disadvantaged	8	0	0%	0	0%	2	25%	5	63%	1	13%	8	100%
Not Economically Disadvantaged	129	0	0%	1	1%	12	9%	35	27%	81	63%	128	99%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	136	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	137	0	0%	1	1%	14	10%	40	29%	82	60%	136	99%
Not Homeless	137	0	0%	1	1%	14	10%	40	29%	82	60%	136	99%
Not Migrant	137	0	0%	1	1%	14	10%	40	29%	82	60%	136	99%
Parent Not in Armed Forces	137	0	0%	1	1%	14	10%	40	29%	82	60%	136	99%

TOTAL COHORT REGENTS EXAMINATION RESULTS

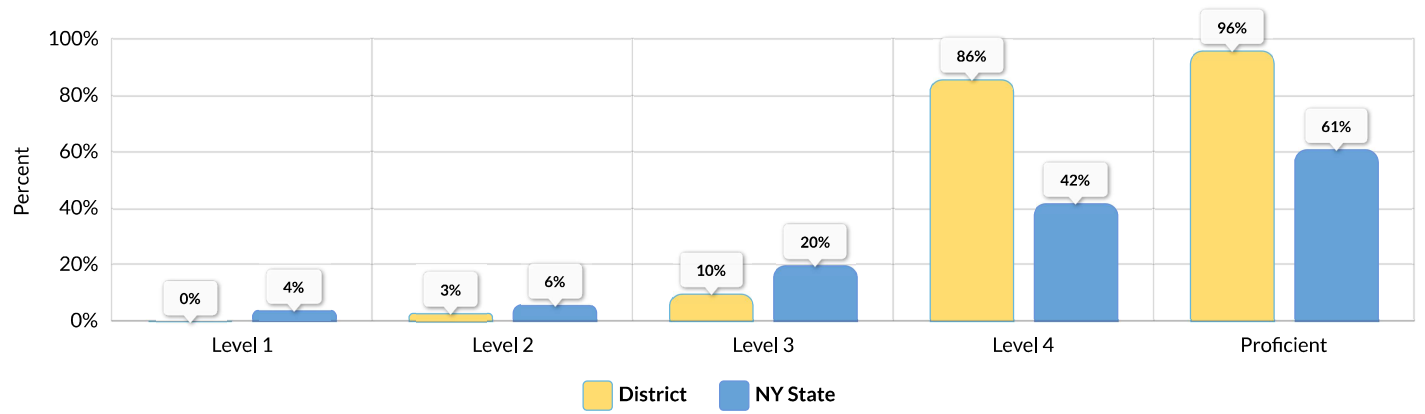
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.

Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination from June 2022 through January 2023 was also canceled.

2019 TOTAL COHORT REGENTS IN ELA



Percent Scoring at Levels for All Students

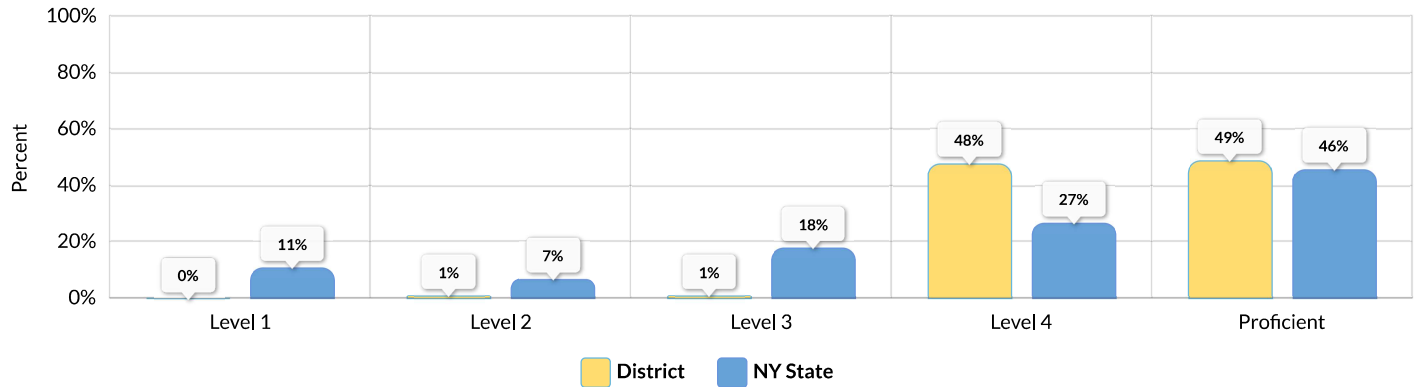


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	141	2	1%	139	99%	0	0%	4	3%	14	10%	121	86%	135	96%
Female	68	0	0%	68	100%	0	0%	1	1%	3	4%	64	94%	67	99%
Male	73	2	3%	71	97%	0	0%	3	4%	11	15%	57	78%	68	93%
General Education Students	122	0	0%	122	100%	0	0%	2	2%	10	8%	110	90%	120	98%
Students with Disabilities	19	2	11%	17	89%	0	0%	2	11%	4	21%	11	58%	15	79%
Asian or Native Hawaiian/Other Pacific Islander	9	0	—	9	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	0	0%	19	100%	0	0%	1	5%	2	11%	16	84%	18	95%
White	98	1	1%	97	99%	0	0%	2	2%	10	10%	85	87%	95	97%
Multiracial	12	1	8%	11	92%	0	0%	1	8%	2	17%	8	67%	10	83%
Small Group Total: Race & Ethnicity	12	0	0%	12	100%	0	0%	0	0%	0	0%	12	100%	12	100%
Economically Disadvantaged	8	0	0%	8	100%	0	0%	1	13%	1	13%	6	75%	7	88%
Not Economically Disadvantaged	133	2	2%	131	98%	0	0%	3	2%	13	10%	115	86%	128	96%
Non-English Language Learner	141	2	1%	139	99%	0	0%	4	3%	14	10%	121	86%	135	96%
Not in Foster Care	141	2	1%	139	99%	0	0%	4	3%	14	10%	121	86%	135	96%
Not Homeless	141	2	1%	139	99%	0	0%	4	3%	14	10%	121	86%	135	96%
Not Migrant	141	2	1%	139	99%	0	0%	4	3%	14	10%	121	86%	135	96%
Parent Not in Armed Forces	141	2	1%	139	99%	0	0%	4	3%	14	10%	121	86%	135	96%

2019 TOTAL COHORT REGENTS IN MATH



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	141	71	50%	70	50%	0	0%	1	1%	2	1%	67	48%	69	49%
Female	68	32	47%	36	53%	0	0%	0	0%	1	1%	35	51%	36	53%
Male	73	39	53%	34	47%	0	0%	1	1%	1	1%	32	44%	33	45%
General Education Students	122	52	43%	70	57%	0	0%	1	1%	2	2%	67	55%	69	57%
Students with Disabilities	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	5	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	11	58%	8	42%	0	0%	0	0%	2	11%	6	32%	8	42%
White	98	47	48%	51	52%	0	0%	1	1%	0	0%	50	51%	50	51%
Multiracial	12	6	50%	6	50%	0	0%	0	0%	0	0%	6	50%	6	50%
Small Group Total: Race & Ethnicity	12	7	58%	5	42%	0	0%	0	0%	0	0%	5	42%	5	42%
Economically Disadvantaged	8	7	88%	1	13%	0	0%	0	0%	0	0%	1	13%	1	13%
Not Economically Disadvantaged	133	64	48%	69	52%	0	0%	1	1%	2	2%	66	50%	68	51%
Non-English Language Learner	141	71	50%	70	50%	0	0%	1	1%	2	1%	67	48%	69	49%
Not in Foster Care	141	71	50%	70	50%	0	0%	1	1%	2	1%	67	48%	69	49%
Not Homeless	141	71	50%	70	50%	0	0%	1	1%	2	1%	67	48%	69	49%
Not Migrant	141	71	50%	70	50%	0	0%	1	1%	2	1%	67	48%	69	49%
Parent Not in Armed Forces	141	71	50%	70	50%	0	0%	1	1%	2	1%	67	48%	69	49%

2019 TOTAL COHORT EXEMPTIONS IN MATH

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

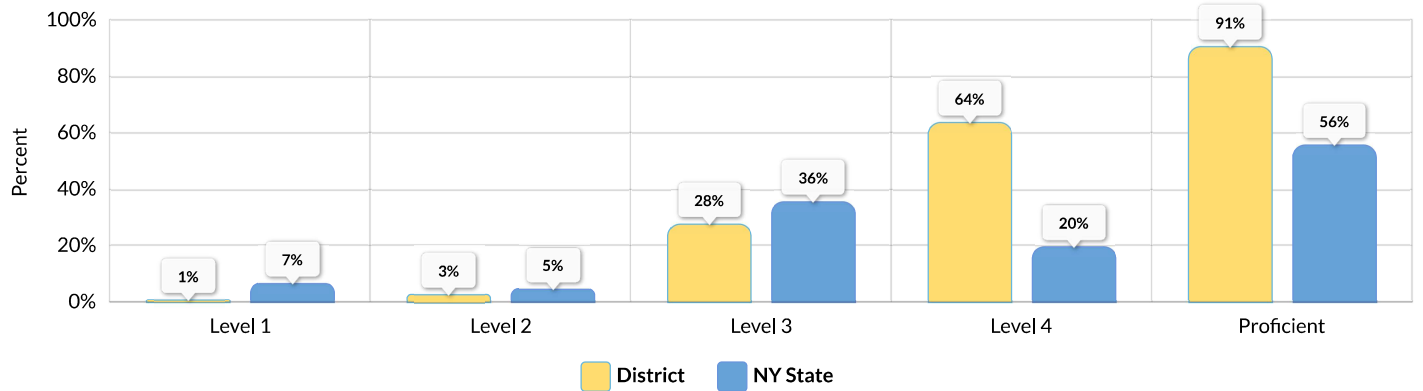
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	134	69	51	65	49
Female	64	32	50	32	50
Male	70	37	53	33	47
General Education Students	117	52	44	65	56
Students with Disabilities	17	17	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	9	5	56	4	44
Black or African American	3	2	67	1	33
Hispanic or Latino	17	11	65	6	35
White	94	46	49	48	51
Multiracial	11	5	45	6	55
Economically Disadvantaged	8	7	88	1	13
Not Economically Disadvantaged	126	62	49	64	51
Non-English Language Learner	134	69	51	65	49
Not in Foster Care	134	69	51	65	49
Not Homeless	134	69	51	65	49
Not Migrant	134	69	51	65	49
Parent Not in Armed Forces	134	69	51	65	49

See report card Glossary and Guide for criteria used to include students in this table.

2019 TOTAL COHORT REGENTS IN SCIENCE



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	141	6	4%	135	96%	2	1%	4	3%	39	28%	90	64%	129	91%
Female	68	2	3%	66	97%	2	3%	2	3%	21	31%	41	60%	62	91%
Male	73	4	5%	69	95%	0	0%	2	3%	18	25%	49	67%	67	92%
General Education Students	122	2	2%	120	98%	1	1%	2	2%	30	25%	87	71%	117	96%
Students with Disabilities	19	4	21%	15	79%	1	5%	2	11%	9	47%	3	16%	12	63%
Asian or Native Hawaiian/Other Pacific Islander	9	0	—	9	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	2	11%	17	89%	1	5%	0	0%	3	16%	13	68%	16	84%
White	98	2	2%	96	98%	1	1%	4	4%	29	30%	62	63%	91	93%
Multiracial	12	2	17%	10	83%	0	0%	0	0%	2	17%	8	67%	10	83%
Small Group Total: Race & Ethnicity	12	0	0%	12	100%	0	0%	0	0%	5	42%	7	58%	12	100%
Economically Disadvantaged	8	0	0%	8	100%	1	13%	1	13%	4	50%	2	25%	6	75%
Not Economically Disadvantaged	133	6	5%	127	95%	1	1%	3	2%	35	26%	88	66%	123	92%
Non-English Language Learner	141	6	4%	135	96%	2	1%	4	3%	39	28%	90	64%	129	91%
Not in Foster Care	141	6	4%	135	96%	2	1%	4	3%	39	28%	90	64%	129	91%
Not Homeless	141	6	4%	135	96%	2	1%	4	3%	39	28%	90	64%	129	91%
Not Migrant	141	6	4%	135	96%	2	1%	4	3%	39	28%	90	64%	129	91%
Parent Not in Armed Forces	141	6	4%	135	96%	2	1%	4	3%	39	28%	90	64%	129	91%

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

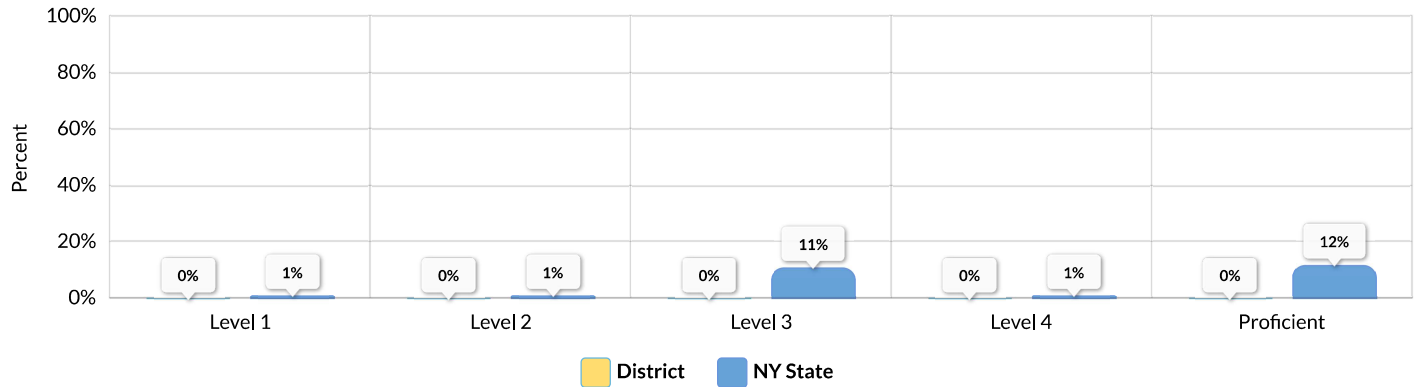
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	137	4	3	133	97
Female	66	2	3	64	97
Male	71	2	3	69	97
General Education Students	121	2	2	119	98
Students with Disabilities	16	2	13	14	88
Asian or Native Hawaiian/Other Pacific Islander	9	0	0	9	100
Black or African American	3	0	0	3	100
Hispanic or Latino	19	2	11	17	89
White	95	1	1	94	99
Multiracial	11	1	9	10	91
Economically Disadvantaged	8	0	0	8	100
Not Economically Disadvantaged	129	4	3	125	97
Non-English Language Learner	137	4	3	133	97
Not in Foster Care	137	4	3	133	97
Not Homeless	137	4	3	133	97
Not Migrant	137	4	3	133	97
Parent Not in Armed Forces	137	4	3	133	97

See report card Glossary and Guide for criteria used to include students in this table.

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	141	141	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	68	68	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	73	73	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	122	122	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	9	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	98	98	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	133	133	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	141	141	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	141	141	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	141	141	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	141	141	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	141	141	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

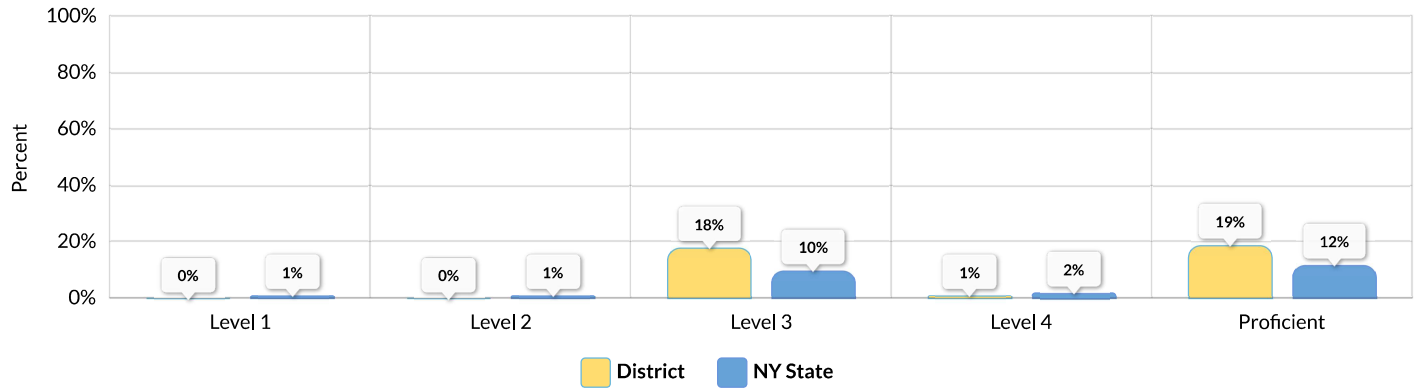
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	11	11	100	0	0
Female	7	7	100	0	0
Male	4	4	100	0	0
General Education Students	9	9	100	0	0
Students with Disabilities	2	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Hispanic or Latino	2	2	100	0	0
White	6	6	100	0	0
Multiracial	2	2	100	0	0
Economically Disadvantaged	2	2	100	0	0
Not Economically Disadvantaged	9	9	100	0	0
Non-English Language Learner	11	11	100	0	0
Not in Foster Care	11	11	100	0	0
Not Homeless	11	11	100	0	0
Not Migrant	11	11	100	0	0
Parent Not in Armed Forces	11	11	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

2019 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	141	114	81%	27	19%	0	0%	0	0%	26	18%	1	1%	27	19%
Female	68	55	81%	13	19%	0	0%	0	0%	12	18%	1	1%	13	19%
Male	73	59	81%	14	19%	0	0%	0	0%	14	19%	0	0%	14	19%
General Education Students	122	96	79%	26	21%	0	0%	0	0%	26	21%	0	0%	26	21%
Students with Disabilities	19	18	95%	1	5%	0	0%	0	0%	0	0%	1	5%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	9	8	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	18	95%	1	5%	0	0%	0	0%	0	0%	1	5%	1	5%
White	98	76	78%	22	22%	0	0%	0	0%	22	22%	0	0%	22	22%
Multiracial	12	10	83%	2	17%	0	0%	0	0%	2	17%	0	0%	2	17%
Small Group Total: Race & Ethnicity	12	10	83%	2	17%	0	0%	0	0%	2	17%	0	0%	2	17%
Economically Disadvantaged	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	133	106	80%	27	20%	0	0%	0	0%	26	20%	1	1%	27	20%
Non-English Language Learner	141	114	81%	27	19%	0	0%	0	0%	26	18%	1	1%	27	19%
Not in Foster Care	141	114	81%	27	19%	0	0%	0	0%	26	18%	1	1%	27	19%
Not Homeless	141	114	81%	27	19%	0	0%	0	0%	26	18%	1	1%	27	19%
Not Migrant	141	114	81%	27	19%	0	0%	0	0%	26	18%	1	1%	27	19%
Parent Not in Armed Forces	141	114	81%	27	19%	0	0%	0	0%	26	18%	1	1%	27	19%

2019 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	138	112	81	26	19
Female	67	55	82	12	18
Male	71	57	80	14	20
General Education Students	122	96	79	26	21
Students with Disabilities	16	16	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	9	8	89	1	11
Black or African American	3	2	67	1	33
Hispanic or Latino	18	18	100	0	0
White	97	75	77	22	23
Multiracial	11	9	82	2	18
Economically Disadvantaged	8	8	100	0	0
Not Economically Disadvantaged	130	104	80	26	20
Non-English Language Learner	138	112	81	26	19
Not in Foster Care	138	112	81	26	19
Not Homeless	138	112	81	26	19
Not Migrant	138	112	81	26	19
Parent Not in Armed Forces	138	112	81	26	19

See report card Glossary and Guide for criteria used to include students in this table.

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	5	0	0%	5	100%	0	0%	0	0%	0	0%	2	40%	3	60%
Grade 1	6	0	0%	6	100%	0	0%	1	17%	1	17%	1	17%	3	50%
Grade 2	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 6	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 7	5	0	0%	5	100%	0	0%	0	0%	0	0%	4	80%	1	20%
Grade 8	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 9	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 10	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 12	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	7	6	86%	1	14%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	7	6	86%	1	14%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	7	6	86%	1	14%	—	—	—	—	—	—	—	—	—	—

See report card Glossary and Guide for criteria used to include students in this table.

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

National Assessment of Education Progress (NAEP) are reported for statewide (New York State) and national results only. District- and school-level results are not reported for NAEP.

NEW YORK STATE NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%

NEW YORK STATE NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

NATIONAL NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

NATIONAL NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	1,611	\$778,595	\$483	\$48,831,772	\$30,311	\$49,610,367	\$30,795
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	166	9	5%	3	1	33%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	159	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	141	139	99%	0	0%	139	99%	0	0%	0	0%	2	1%	0	0%	0	0%
Female	68	68	100%	0	0%	68	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	73	71	97%	0	0%	71	97%	0	0%	0	0%	2	3%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	122	122	100%	0	0%	122	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	19	17	89%	0	0%	17	89%	0	0%	0	0%	2	11%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	19	100%	0	0%	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%
White	98	97	99%	0	0%	97	99%	0	0%	0	0%	1	1%	0	0%	0	0%
Multiracial	12	11	92%	0	0%	11	92%	0	0%	0	0%	1	8%	0	0%	0	0%
Economically Disadvantaged	8	8	100%	0	0%	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	133	131	98%	0	0%	131	98%	0	0%	0	0%	2	2%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	141	139	99%	0	0%	139	99%	0	0%	0	0%	2	1%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	141	139	99%	0	0%	139	99%	0	0%	0	0%	2	1%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	141	139	99%	0	0%	139	99%	0	0%	0	0%	2	1%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	141	139	99%	0	0%	139	99%	0	0%	0	0%	2	1%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	141	139	99%	0	0%	139	99%	0	0%	0	0%	2	1%	0	0%	0	0%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the Civil Rights Data Collection, Office for Civil Rights.

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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APPENDIX E.

RP-495 (9/08)

NYS BOARD OF REAL PROPERTY SERVICES LOCAL GOVERNMENT EXEMPTION IMPACT REPORT

Date: 09/13/2023

Taxing Jurisdiction: 5526

Fiscal Year Beginning: 2023

School District: 552604 HASTINGS

Total equalized value in taxing jurisdiction: 2,845,773,900

Equalization Rate: 100

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
12100	ST OWNED	RPTL 404(1)	3	1,347,200	0.05%
13100	CNTY OWNED	RPTL 406(1)	1	2,328,900	0.08%
13230	CO O/S LMT	RPTL 406(2)	2	884,700	0.03%
13500	TOWN OWN	RPTL 406(1)	6	1,034,500	0.04%
13570	TWN O/S LM	RPTL 404(1)	1	2,100	0.00%
13650	VILL OWNED	RPTL 406(1)	65	40,804,900	1.43%
13730	VG O/S LMT	RPTL 406(2)	11	10,511,200	0.37%
13800	SCHL OWNED	RPTL 408	9	136,086,200	4.78%
18020	INDL.DEVLP	RPTL 412-a	1	1,510,300	0.05%
21600	CLERGY-RES	RPTL 462	4	3,376,900	0.12%
25110	RELIGIOUS	RPTL 420-a	9	25,123,870	0.88%
25120	EDUCATIONL	RPTL 420-a	6	11,754,400	0.41%
25130	CHARITABLE	RPTL 420-a	9	59,543,600	2.09%
25230	MENTAL IMP	RPTL 420-A	2	2,031,900	0.07%
25300	OTH NONPRF	RPTL 420-b	4	8,936,800	0.31%
26100	VETS ORGAN	RPTL 452	2	1,273,800	0.04%
26400	INC VOL FD	RPTL 464(2)	3	1,337,500	0.05%
27200	RR PROP.	RPTL 489-D&DD	7	28,257,400	0.99%
27350	CEMETERY	RPTL 446	9	36,747,600	1.29%
41124	WAR VET	RPTL 458-A	72	948,000	0.03%
41134	COMBAT VET	RPTL 458-A	48	980,000	0.03%
41140	DSABLD VET	RPTL 458-A	5	81,977	0.00%
41144	DSABLD VET	RPTL 458-A	13	520,000	0.02%
41800	AGED-ALL	RPTL 467	10	3,129,250	0.11%
41804	AGED- S	RPTL 467	17	4,506,162	0.16%
41930	459-C ALL	RPTL 459-c	1	468,050	0.02%
Totals:			320	383,527,209	13.45%