Hastings-on-Hudson UFSD

— A Blue Ribbon District —

2025-2026 School Budget



HASTINGS-ON-HUDSON
UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION

ALEXANDER DAL PIAZ, PRESIDENT

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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 2025-26 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 20th this year.

AMENDMENT TO REGULATIONS OF THE COMMISSION OF EDUCATION

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

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

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

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

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

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

BUDGET NOTIFICATION REQUIREMENTS

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

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

Amends section 2022 of the Education Law:

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

BUDGET POLICIES

BUDGET PLANNING AND DEVELOPMENT 5110

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

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

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

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

Reference - Education Law Section 1716

Adoption Date: 5/7/02

BUDGET ADOPTION 5130

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

of the proposed budget is dependent upon voter approval unless a contingency budget is adopted by the Board.

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

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

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

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

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

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

Reference - Education Law Sections 1608, 1716, 1804(4), 1906 (1), 2002(1), 2003(1), 2004(1), 2022, 2023, and 2601-a

8 New York Code of Rules and Regulations (NYCRR)
Sections 100.2(bb), 170.8 and 170.9

Adoption Date: 5/7/02

BUDGET TRANSFERS 5330

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

Reference - Commissioner's Regulations Section 170.2

Adoption Date: 1/13/03

Adopted by the Board of Education November 6, 2024

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION CALENDAR FOR 2025-2026 BUDGET

DATE	ACTIVITY
2024	
November 6, Wednesday	Budget calendar adopted by Board of Education
2025	
January 22, Wednesday	Superintendent gives progress report of budget development to the Board.
February 11, Tuesday	Regular meeting - Superintendent presents Budget Overview and Non-Instructional Budget.
March 1, Saturday	Submit information to calculate Tax Levy Limit Office of State Comptroller's website
March 11, Tuesday	Regular meeting - Budget update and review of state aid projections
March 25, Tuesday	Regular meeting - Superintendent presents Proposed Instructional Budget
April 4, Friday	First Legal Notification to Public - to announce budget hearing & vote.
April 8, Tuesday	Regular meeting - Additional Budget discussion.
April 11, Friday	Proposed Budget Available On-line
April 11, Friday	Second Legal Notification to Public - to announce budget hearing & vote.
April 21, Monday	Petition nominating candidates for the Board must be received by 5:00 P.M. by the District Clerk.
April 21, Monday	Petitions for budget propositions must be received by 5:00 P.M. by the District Clerk.
April 22, Tuesday	Regular Board Meeting - Board of Education adopts budget. BOCES Budget Vote
April 23, Wednesday	Board Adopted Budget Available to the Public.
April 23, Wednesday	Submit Property Tax Report Card to SED.
April 23, Wednesday	Voter Registration 4:00 P.M. - 8:00 P.M.
April 25, Friday	Third Legal Notification to Public - to announce budget hearing & vote, including availability of budget.
May 2, Friday	Fourth Legal Notification to Public - to announce budget hearing & vote.
May 6, Tuesday	Budget Hearing - Must be no less than 7 days and no more than 14 days to the budget vote.
May 7-14, Wednesday	Budget notice mailed to eligible voters.
May 14, Wednesday	Voter Registration 4:00 P.M. - 8:00 P.M.
May 20, Tuesday	Regular Board Meeting - School Board Election and Vote on Budget.

HASTINGS-ON-HUDSON PUBLIC SCHOOLS
ENROLLMENT (10/30/24)

GRADE	2020-21*	2021-22	2022-23	2023-24	2024-25	Projected 2025-26
Ungraded	0	0	4	5	10	10
Kindergarten	94	98	105	101	104	110
1	87	108	101	111	105	108
2	124	104	112	104	110	108
3	105	129	110	124	113	115
4	130	119	136	120	124	115
5	132	131	121	138	122	126
6	123	137	133	123	137	125
7	117	129	141	130	127	139
8	134	116	132	146	137	130
9	133	136	114	131	149	137
10	137	136	131	111	133	149
11	125	139	137	128	113	133
12	132	123	140	138	133	113
TOTALS:						
Ungraded & K-4	540	558	568	565	566	566
5-8	506	513	527	537	523	520
9-12	527	534	522	508	528	532
**SP. ED.	15	14	13	10	10	10
K-12	1588	1619	1630	1620	1627	1628

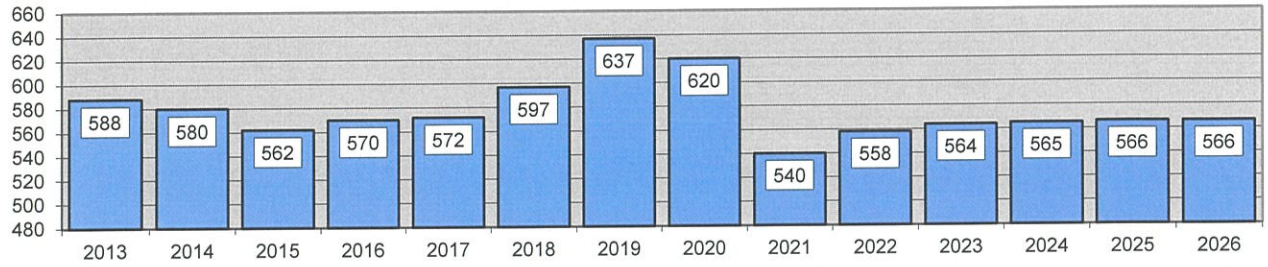
* Enrollment for the 2020-21 & 21-22 school years reflect withdrawals at Hillside & Farragut Middle School due to Covid-19 for home schooling & private school placements. Does not include parentally placed special ed.

** 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 2025-26 school year will be available after annual reviews are completed in June 2025.

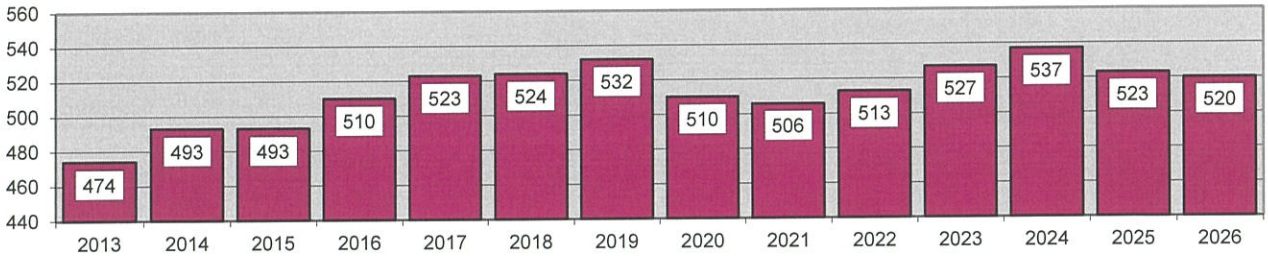
STUDENT ENROLLMENT

2012-2013 THROUGH 2025-2026

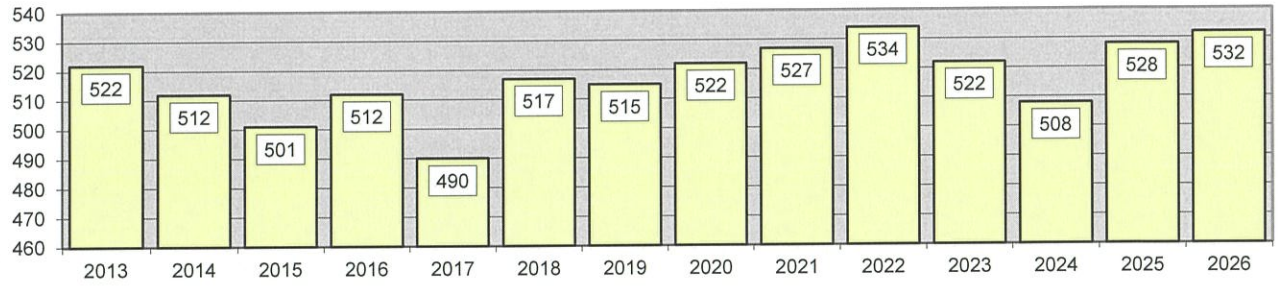
STUDENT ENROLLMENT- HILLSIDE ELEMENTARY SCHOOL



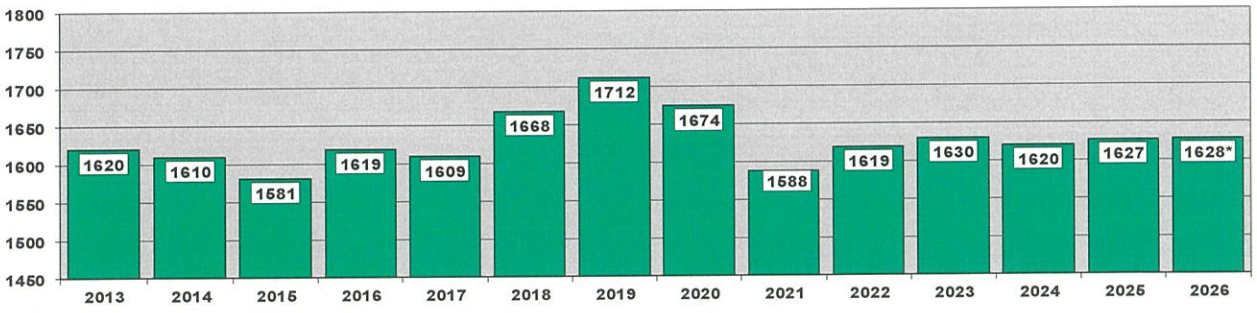
STUDENT ENROLLMENT- FARRAGUT MIDDLE SCHOOL



STUDENT ENROLLMENT- HASTINGS HIGH SCHOOL



STUDENT ENROLLMENT TREND (K-12)



*** 25-26 is Projected**
Year Ending June 30
K-12 Total Enrollment includes Ungraded and Out of District Students

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

PROPOSED 2025/26 BUDGET

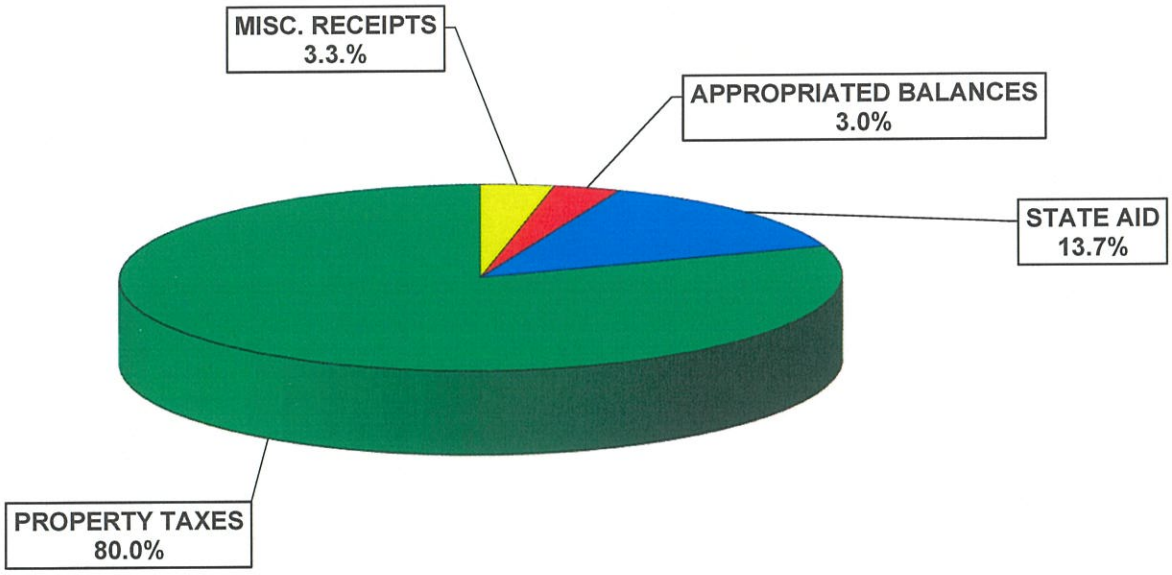
APPROPRIATIONS	ADOPTED BUDGET 2024/25	ESTIMATED END OF YEAR 2024/25	PROPOSED BUDGET 2025/26	BUDGET CHANGE	
General Support	$5,828,003	$6,199,827	$5,994,119	$166,116	2.85%
Instruction	$34,898,855	$34,232,849	$36,409,637	$1,510,782	4.33%
Pupil Transportation	$1,849,870	$1,773,000	$1,987,920	$138,050	7.46%
Undistributed	$17,069,149	$16,859,060	$18,074,312	$1,005,163	5.89%
TOTAL	$59,645,877	$59,064,736	$62,465,988	$2,820,111	
% BUDGET CHANGE				4.73%	

REVENUES	ADOPTED BUDGET 2024/25	ESTIMATED END OF YEAR 2024/25	PROPOSED BUDGET 2025/26	BUDGET CHANGE	
State Aid	$8,078,000	$8,525,000	$8,548,530	$470,530	5.82%
Misc. Receipts	$1,862,500	$2,325,000	$2,080,500	$218,000	11.70%
Appropriated Balance	$554,843	$554,843	$400,000	($154,843)	(27.91%)
Retirement Reserve	$850,000	$850,000	$1,000,000	$150,000	17.65%
Reserve for Tax Certiorari	$115,000	$115,000	$215,000	$100,000	86.96%
Transfer from Capital Reserve	$0	$0	$275,000	$275,000	0.00%
Property Taxes	$48,185,534	$48,185,534	$49,946,958	$1,761,424	3.66%
Total Receipts	$59,645,877	$60,555,377	$62,465,988	$2,820,111	4.73%
% TAX LEVY CHANGE				3.66%	
Assessed Valuation	$2,458,373,691		$2,649,661,076 *	$191,287,385	
Tax Rate	$19.60		$18.85	-$0.75	
Tax Rate Change				-3.83%	

*Assessed valuation is subject to change.

PROPOSED REVENUE SOURCES

2025-2026



REVENUE	2024-2025 ADOPTED BUDGET	2025-2026 PROPOSED BUDGET
TOTAL STATE AID	$8,078,000	$8,548,530
MISC. RECEIPTS	$1,862,500	$2,080,500
APPROPRIATED BALANCES	$1,519,843	$1,890,000
PROPERTY TAXES	$48,185,534	$49,946,958
TOTAL APPROPRIATIONS	$59,645,877	$62,465,988

REVENUE SUMMARY

REVENUE	2024-2025 ADOPTED BUDGET	2024-2025 ESTIMATED END OF YEAR	2025-2026 PROPOSED BUDGET
Other Charges - Custodial Fees	**$55,000**	$55,000	**$55,000**
Day School Tuition	**$140,000**	$225,000	**$190,000**
Tuition Other Districts	**$125,000**	$175,000	**$115,000**
Interest on Deposits & Investments	**$412,500**	$595,000	**$510,500**
Solar Rental	**$35,000**	$45,000	**$40,000**
Other Student Fee/Charges (from Individuals)	**$70,000**	$70,000	**$70,000**
Admissions From Individuals-Theater	**$20,000**	$25,000	**$20,000**
Health Services for Other Districts	**$0**	$0	**$0**
Borderline Properties	**$80,000**	$80,000	**$80,000**
Unclassified Revenues	**$100,000**	$105,000	**$100,000**
Sales Tax	**$825,000**	$950,000	**$900,000**
State Aid - Foundation and Other	**$6,007,000**	$6,260,699	**$6,393,530**
- Building	**$906,000**	$861,000	**$890,000**
- BOCES	**$1,055,000**	$1,272,791	**$1,115,000**
- Textbooks	**$110,000**	$130,510	**$150,000**
State Aid -Total	**$8,078,000**	$8,525,000	**$8,548,530**
TOTAL REVENUE OTHER THAN REAL PROPERTY	**$9,940,500**	$10,850,000	**$10,629,030**
APPROPRIATED FUND BALANCE	**$554,843**	$554,843	**$400,000**
RETIREMENT RESERVE	**$850,000**	$850,000	**$1,000,000**
RESERVE FOR TAX CERTIORARI	**$115,000**	$115,000	**$215,000**
TRANSFER FROM CAPITAL RESERVE	**$0**	$0	**$275,000**
AMOUNT TO BE RAISED BY PROPERTY TAXES	**$48,185,534**	$48,185,534	**$49,946,958**
TOTAL REVENUE	**$59,645,877**	$60,555,377	**$62,465,988**

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

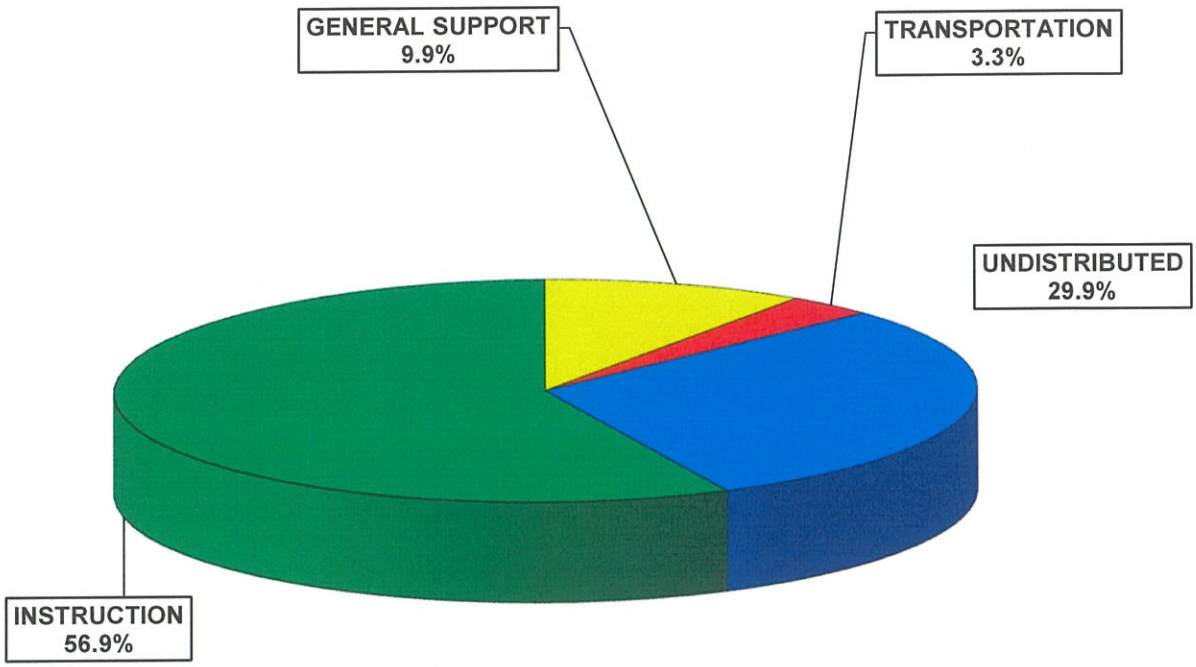
Transportation includes bus transportation that is provided for in-district students, interscholastic athletics, special education and private and parochial students. Pupil transportation is provided by companies with whom the district has a contractual agreement.

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

2025-2026



APPROPRIATIONS	2024-2025 ADOPTED BUDGET	2025-2026 PROPOSED BUDGET
GENERAL SUPPORT	$5,828,003	$5,994,119
INSTRUCTION	$34,898,855	$34,409,637
TRANSPORTATION	$1,849,870	$1,987,920
UNDISTRIBUTED	$17,069,149	$18,074,312
TOTAL APPROPRIATIONS	$59,645,877	$60,465,988

EXPENDITURE SUMMARY

	2024-2025 ADOPTED BUDGET	2024-2025 ESTIMATED END OF YR	2025-26 PROPOSED BUDGET
GENERAL SUPPORT			
Board of Education	$84,200	$77,300	$74,200
Central Administration	$403,408	$409,427	$412,427
Finance	$713,475	$738,600	$739,250
Legal	$125,000	$80,000	$105,000
Personnel	$134,000	$129,000	$134,000
Public Information	$76,500	$70,500	$76,500
Central Services			
Operations	$2,847,615	$3,225,000	$2,915,345
Maintenance	$409,055	$420,500	$440,500
Security	$435,500	$434,500	$442,500
Special Items	$599,250	$615,000	$654,397
TOTAL GENERAL SUPPORT	$5,828,003	$6,199,827	$5,994,119
INSTRUCTION			
Curriculum Development	$285,310	$299,011	$300,811
Supervision	$1,574,450	$1,696,000	$1,644,856
Teaching	$17,655,652	$17,194,000	$18,184,523
Special Education	$9,076,943	$8,485,500	$9,675,248
English Language Learners	$315,803	$462,700	$370,700
Instructional Media	$382,941	$405,800	$402,605
Technology	$1,443,134	$1,523,000	$1,487,000
Pupil Services:			
Guidance	$1,323,900	$1,336,500	$1,379,300
Health	$526,320	$601,500	$597,369
Psychological Services	$740,015	$743,000	$779,920
Co-curricular Activities	$590,010	$537,000	$586,500
Interscholastic Athletics	$984,377	$948,838	$1,000,806
TOTAL INSTRUCTION	$34,898,855	$34,232,849	$36,409,637

EXPENDITURE SUMMARY

	2024-2025 ADOPTED BUDGET	2024-2025 ESTIMATED END OF YR	2025-26 PROPOSED BUDGET
TRANSPORTATION	$1,849,870	$1,773,000	$1,987,920
UNDISTRIBUTED			
Employee Benefits	$14,480,089	$14,279,000	$15,490,652
Debt Service	$2,270,060	$2,270,060	$2,270,660
Interfund Transfer	$319,000	$310,000	$313,000
TOTAL UNDISTRIBUTED	$17,069,149	$16,859,060	$18,074,312
TOTAL EXPENDITURES	$59,645,877	$59,064,736	$62,465,988

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
PROPOSED BUDGET 2025-26

FUNCTION	CATEGORY	2024-25 ADOPTED BUDGET	ACTUAL STAFFING	2024-25 ESTIMATED END OF YEAR	2025-26 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2025-26	ED PROGRAM 2025-26	CAPITAL 2025-26	DOLLAR INCREASE	% INC.
	GENERAL SUPPORT										
	BOARD OF EDUCATION										
1010.400	Contract Services										
	Conferences	$0		$0	$0		$0			$0	0.00%
	Memberships	$21,000		$19,500	$21,000		$21,000			$0	0.00%
	Other Contract services	$5,000		$2,500	$5,000		$5,000			$0	0.00%
		$26,000		$22,000	$26,000		$26,000	$0	$0	$0	0.00%
1010.450	Supplies	$200		$300	$200		$200	$0	$0	$0	0.00%
1010.490	Services From BOCES/Policy/Board Docs	$12,000		$12,000	$12,000		$12,000	$0	$0	$0	0.00%
1040.160	District Clerk	$22,000		$22,000	$23,000		$23,000			$1,000	4.55%
1040.400	Contract Services Voting Machines	$24,000		$21,000	$13,000		$13,000			($11,000)	(45.83%)
	TOTAL BOARD OF EDUCATION	**$84,200**		**$77,300**	**$74,200**		**$74,200**	**$0**	**$0**	**($10,000)**	**(11.88%)**
	CENTRAL ADMINISTRATION										
1240.150	Central Office Administration	$305,000	1.00	$311,427	$311,427	1.00	$311,427			$6,427	2.11%
1240.160	Non-Instr. Salaries	$92,908	1.00	$93,000	$96,000	1.00	$96,000			$3,092	3.33%
1240.400	Contract Services	$4,500		$4,000	$4,000		$4,000			($500)	(11.11%)
1240.450	Supplies	$1,000		$1,000	$1,000		$1,000			$0	0.00%
	TOTAL CHIEF SCHOOL ADMINISTRATOR	**$403,408**	**2.00**	**$409,427**	**$412,427**	**2.00**	**$412,427**	**$0**	**$0**	**$9,019**	**2.24%**

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2025-26

FUNCTION	CATEGORY	2024-25 ADOPTED BUDGET	ACTUAL STAFFING	2024-25 ESTIMATED END OF YEAR	2025-26 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2025-26	ED PROGRAM 2025-26	CAPITAL 2025-26	DOLLAR INCREASE	% INC.
	FINANCE										
1310.160	Business Non-Instructional Salaries	$581,000	5.50	$592,000	$598,000	5.50	$598,000			$17,000	2.93%
1310.400	Contract Services										
	Business Office	$30,000		$28,500	$30,000		$30,000			$0	0.00%
	Third Party Administration (Omni & TSA)	$7,500		$7,000	$7,500		$7,500			$0	0.00%
	Investigation	$0		$0	$0		$0			$0	0.00%
		$37,500		$35,500	$37,500		$37,500	$0	$0	$0	0.00%
1310.450	Supplies	$1,500		$1,500	$1,500		$1,500			$0	0.00%
1310.490	Services from BOCES (GASB actuary)	$9,500		$8,500	$8,500		$8,500			($1,000)	(10.53%)
1320.160	Internal Claims Auditor	$6,450		$6,400	$6,550		$6,550			$100	1.55%
1320.400	Auditing										
	External Auditor	$39,500		$36,500	$39,000		$39,000			($500)	(1.27%)
	Internal Auditor	$30,000		$50,000	$40,000		$40,000			$10,000	13.67%
		$69,500		$86,500	$79,000		$79,000	$0	$0		
1325.160	Deputy Treasurer	$8,025		$8,200	$8,200		$8,200			$175	2.18%
									$0		
	TOTAL FINANCE	**$713,475**	**5.50**	**$738,600**	**$739,250**	**5.50**	**$739,250**	**$0**	**$0**	**$25,775**	**3.61%**
	LEGAL										
1420.400	Legal Representation	$75,000		$55,000	$60,000		$18,000	$42,000		($15,000)	(20.00%)
	Litigation	$50,000		$25,000	$45,000			$45,000		($5,000)	(10.00%)
	TOTAL LEGAL	**$125,000**	**0.00**	**$80,000**	**$105,000**	**0.00**	**$18,000**	**$87,000**	**$0**	**($20,000)**	**(16.00%)**
	PERSONNEL										
1430.160	Personnel Non-Instructional Salaries	$94,000	1	$91,000	$96,000	1		$96,000		$2,000	2.13%
1430.400	Personnel Contract Services	$1,000		$1,000	$1,000			$1,000		$0	0.00%
1430.450	Supplies	$1,000		$1,000	$1,000		$1,000			$0	0.00%
1430.490	Services from BOCES	$38,000		$36,000	$36,000		$9,000	$27,000		($2,000)	(5.26%)
	TOTAL PERSONNEL	**$134,000**	**1.00**	**$129,000**	**$134,000**	**1.00**	**$10,000**	**$124,000**	**$0**	**$0**	**0.00%**
	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	$1,500		$500	$1,500		$1,500			$0	0.00%
1480.490	Public Relations Contract-Services from BOCES	$75,000		$70,000	$75,000		$75,000			$0	0.00%
	TOTAL PUBLIC INFORMATION	**$76,500**	**0.00**	**$70,500**	**$76,500**	**0.00**	**$76,500**	**$0**	**$0**	**$0**	**0.00%**

Central Services

Operations

The District is responsible for maintaining several important facilities, including Hillside School, the Farragut Complex, Reynolds Field, and the Burke Estate. These buildings are not only used for school activities but are also valuable resources for community groups and events.

This section of the budget covers the costs of running and maintaining these facilities. It includes salaries for custodial staff (including overtime), as well as expenses for equipment, services, materials, and supplies needed to keep everything operating smoothly.

Utility costs—such as electricity, gas, water, and phone services—have been budgeted based on the most recent estimates from utility providers. As many of you are aware, utility costs over the past few years have increased significantly, outpacing the rate of inflation and, in some cases, rising by more than 10% annually. Overall, the District has seen more than a 30% increase in these costs over the last two years.

To help reduce long-term energy expenses, the District completed an Energy Performance Contract, which has lowered electricity and gas use across our buildings. We've already upgraded the lighting at Hillside School and are now beginning a similar LED lighting project at the Farragut Complex.

Maintenance-Grounds Maintenance

Maintenance salaries include costs for full-time maintenance staff, overtime, and seasonal summer employees.

This category supports the upkeep of critical infrastructure across the District, including the maintenance of four boilers and heating control systems, electrical and plumbing repairs, vehicle maintenance, and the general upkeep of all buildings and fields.

Due to the high number of school teams and the variety of outside groups regularly using our athletic fields, it has become increasingly challenging to keep up with the necessary maintenance. This increased usage contributes to higher maintenance demands and associated costs.

Equipment

This portion of the budget covers the replacement of outdated or obsolete cleaning, custodial, and grounds equipment to ensure safe, effective, and efficient operations across all facilities.

School Security

This budget reflects the cost of providing security at all three District schools. The Farragut Complex includes a dedicated security guard assigned to both after-school and evening activities.

Over the course of this year, the District has added additional security aides at the Farragut Complex. This has been a critical need to ensure not only that our buildings remain secure, but also that we are able to effectively monitor hallways and bathrooms during the school day. This is an area where many school districts are making targeted investments, as school security remains a top priority.

The proposed increase in this year's security budget includes funding for weekend coverage as well as the addition of security personnel at both schools. In addition, funds are allocated for further staff training in security protocols to strengthen preparedness and response across all campuses.

Special Items

Insurance

The insurance category includes coverage for fire, theft, and extended protection on all buildings and equipment. It also encompasses general liability, boiler, automobile, floater policies, and student accident insurance.

In recent years, the cost of general insurance has risen sharply—not just for our District, but across the entire insurance industry. Factors such as increased claims, higher replacement costs, and global market trends have all contributed to significant rate hikes. As a result, our projected insurance costs for the upcoming year reflect an increase of nearly 20%.

This increase is a challenge shared by many school districts and municipalities, and we continue to work closely with our providers to ensure that we are receiving the most comprehensive coverage at the most competitive rates possible.

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

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HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2025-26

FUNCTION	CATEGORY	2024-25 ADOPTED BUDGET	ACTUAL STAFFING	2024-25 ESTIMATED END OF YEAR	2025-26 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2025-26	ED PROGRAM 2025-26	CAPITAL 2025-26	DOLLAR INCREASE	% INC.
	OPERATIONS										
1620.160	Non-Instr.Salaries	$1,408,425	18.70	$1,391,000	$1,453,595	18.70			$1,453,595	$45,170	3.21%
	Overtime/Summer	$175,000		$180,000	$175,000				$175,000	$0	0.00%
		$1,583,425		$1,571,000	$1,628,595		$0	$0	$1,628,595	$45,170	2.85%
1620.200	Equipment	$10,000		$7,500	$10,000				$10,000	$0	0.00%
1620.400	Contract Services										
	Construction Manager/Architect	$75,000		$175,000	$50,000				$50,000	($25,000)	(33.33%)
	Maintenance Contract	$115,290		$118,000	$127,800				$127,800	$12,510	10.85%
	Fuel Oil/Gas	$260,000		$240,000	$271,950				$271,950	$11,950	4.60%
	Electricity	$350,900		$340,000	$374,000				$374,000	$23,100	6.58%
	Telephone	$18,000		$16,500	$18,000				$18,000	$0	0.00%
	Water	$100,000		$97,000	$100,000				$100,000	$0	0.00%
	Unscheduled Repairs	$45,000		$375,000	$45,000				$45,000	$0	0.00%
		$964,190		$1,361,500	$986,750		$0	$0	$986,750	$22,560	2.34%
1620.450	Supplies	$150,000		$150,000	$155,000				$155,000	$5,000	3.33%
1620.490	BOCES										
	Telephone	$105,000		$95,000	$95,000				$95,000	($10,000)	(9.52%)
	Services	$35,000		$40,000	$40,000				$40,000	$5,000	14.29%
		$140,000		$135,000	$135,000		$0	$0	$135,000	($5,000)	(3.57%)
	TOTAL OPERATIONS	**$2,847,615**	**18.70**	**$3,225,000**	**$2,915,345**	**18.70**	**$0**	**$0**	**$2,915,345**	**$67,730**	**2.38%**
	MAINTENANCE										
1621.160	Non-Inst. Salaries	$190,555	2.30	$195,000	$203,000	2.30			$203,000	$12,445	6.53%
	Overtime	$25,000		$30,000	$35,000				$35,000	$10,000	40.00%
		$215,555		$225,000	$238,000		$0	$0	$238,000	$22,445	10.41%
1621.200	Equipment	$15,500		$15,000	$12,000				$12,000	($3,500)	(22.58%)
1621.400	Contract Services									$0	0.00%
	Grounds Upkeep	$65,000		$65,000	$65,500				$65,500	$500	0.77%
	Repair District-Wide	$30,000		$35,000	$35,000				$35,000	$5,000	16.67%
	Alarm System	$15,000		$15,000	$15,000				$15,000	$0	0.00%
	Building Repairs	$45,000		$45,000	$50,000				$50,000	$5,000	11.11%
	Boiler System	$23,000		$20,500	$25,000				$25,000	$2,000	8.70%
		$178,000		$180,500	$190,500		$0	$0	$190,500	$12,500	7.02%
	TOTAL MAINTENANCE	**$409,055**	**2.30**	**$420,500**	**$440,500**	**2.30**	**$0**	**$0**	**$440,500**	**$31,445**	**7.69%**
	SECURITY										
1622.160	Security - Noninstructional Salaries	$63,000	2.50	$110,000	$96,000	2.50			$96,000	$33,000	52.38%
1622.200	Security - Equipment	$0		$0	$0				$0	$0	0.00%
1622.400	Security - Contractual	$345,000		$290,000	$315,000				$315,000	($30,000)	(8.70%)
1622.450	Security - Materials & Supplies	$2,500		$2,500	$1,500				$1,500	($1,000)	(40.00%)
1622.490	Security - BOCES Services	$25,000		$32,000	$30,000				$30,000	$5,000	20.00%
	TOTAL SECURITY	**$435,500**	**2.50**	**$434,500**	**$442,500**	**2.50**	**$0**	**$0**	**$442,500**	**$7,000**	**1.61%**
	TOTAL MAINTENANCE, OPERATIONS & SECURIT	**$3,692,170**	**23.50**	**$4,080,000**	**$3,798,345**	**23.50**	**$0**	**$0**	**$3,798,345**	**$106,175**	**2.88%**

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.

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HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2025-26

FUNCTION	CATEGORY	2024-25 ADOPTED BUDGET	ACTUAL STAFFING	2024-25 ESTIMATED END OF YEAR	2025-26 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2025-26	ED PROGRAM 2025-26	CAPITAL 2025-26	DOLLAR INCREASE	% INC.
	SPECIAL ITEMS										
1910.400	Insurance	$270,250		$285,000	$322,050		$322,050			$51,800	19.17%
1950.400	Assessments: Greenburgh	$30,000		$35,000	$36,000		$36,000			$6,000	20.00%
1950.405	Assessment: Dual Residency	$5,000		$0	$0			$0		($5,000)	(100.00%)
1964.400	Refund of Real Property Tax	$0		$0	$0		$0			$0	0.00%
1981.490	BOCES Administrative Charges	$294,000		$295,000	$296,347		$296,347			$2,347	0.80%
	TOTAL SPECIAL ITEMS	**$599,250**		**$615,000**	**$654,397**		**$654,397**	**$0**	**$0**	**$55,147**	**9.20%**
	TOTAL GENERAL SUPPORT	**$5,828,003**	**32.00**	**$6,199,827**	**$5,994,119**	**32.00**	**$1,984,774**	**$211,000**	**$3,798,345**	$166,116	2.85%

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.

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

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2025-26

FUNCTION	CATEGORY	2024-25 ADOPTED BUDGET	ACTUAL STAFFING	2024-25 ESTIMATED END OF YEAR	2025-26 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2025-26	ED PROGRAM 2025-26	CAPITAL 2025-26	DOLLAR INCREASE	% INC.
	CURRICULUM DEVELOPMENT										
2010.150	Assistant Superintendent of Curriculum, Instruction	$214,310	1.00	$223,311	$223,311	1.00	$223,311			$9,001	4.20%
2010.160	Non-Instructional Salary	$66,500	1.00	$72,000	$74,000	1.00	$74,000			$7,500	11.28%
2010.400	Assistant Superintendent of CI -Contractual	$3,000		$2,500	$2,500		$2,500			($500)	(16.67%)
2010.450	Assistant Superintendent of CI -Supplies	$1,500		$1,200	$1,000		$1,000			($500)	(33.33%)
	TOTAL CURRICULUM DEVELOPMENT	**$285,310**	**2.00**	**$299,011**	**$300,811**	**2.00**	**$300,811**	**$0**	**$0**	**$15,501**	**5.43%**
	SUPERVISION										
2020.150	Professional	$1,123,546	6.00	$1,260,000	$1,174,106	6.00	$1,174,106			$50,560	4.50%
2020.160	Non-Instructional Salaries	$391,904	5.50	$381,000	$412,100	5.50	$412,100			$20,196	5.15%
2020.160	Clerical subs/TA Subs	$25,000		$30,000	$25,000		$25,000			$0	0.00%
	Total - Non Instructional	$416,904	5.50	$411,000	$437,100	5.50	$437,100	$0	$0	$20,196	4.84%
2020.400	Contract Services										
	Elementary	$3,000		$2,000	$3,000		$3,000			$0	0.00%
	Middle School	$4,000		$4,000	$3,650		$3,650			($350)	(8.75%)
	High School	$6,000		$5,000	$6,000		$6,000			$0	0.00%
		$13,000		$11,000	$12,650		$12,650	$0	$0	($350)	(2.69%)
2020.450	Supplies										
	Elementary	$8,000		$6,500	$8,000		$8,000			$0	0.00%
	Middle School	$7,000		$1,500	$7,000		$7,000			$0	0.00%
	High School	$6,000		$6,000	$6,000		$6,000			$0	0.00%
		$21,000		$14,000	$21,000		$21,000	$0	$0	$0	0.00%
	TOTAL SUPERVISION	**$1,574,450**	**11.50**	**$1,696,000**	**$1,644,856**	**11.50**	**$1,644,856**	**$0**	**$0**	**$70,406**	**4.47%**

Teaching

This section includes proposed expenditures to support the core instructional program across all grade levels.

Salaries

This category includes salaries for K–12 general education teachers. Based on projected enrollment, the 2025–2026 budget reflects a net increase of 2.5 full-time equivalent (FTE) teaching positions. This includes an increase of 3.2 FTEs at Farragut Middle School, allowing us to reduce class sizes and introduce a new reading interventionist position.

At the high school level, there are modest decreases in staffing for Physical Education, English, and Math. These reductions are primarily the result of more efficient scheduling, particularly in how Academic Intervention Services (AIS) are delivered.

Leave Replacements

This category reflects the salaries for long-term substitute teachers who cover classes when staff are out on extended leave.

Substitutes

Funds are allocated for daily substitute teachers to cover teacher absences, including both contractual leave and absences related to professional development.

Curriculum Development

The District continues to invest in the development and improvement of its instructional programs. Funding in this category allows teachers to collaborate over the summer to review and refine curriculum across subject areas.

*Staff Development

We are committed to supporting teachers as lifelong learners. This budget supports a range of professional development opportunities aimed at enhancing teaching strategies and instructional practices. Funds allow staff to engage in workshops and collaborative planning sessions both during the school year and in the summer.

Non-Instructional Salaries

This category includes salaries for essential non-teaching staff such as clerical workers, kindergarten teacher aides, and lunch and recess monitors.

Furniture

Funds are provided for instructional furniture, including locker replacements and classroom-specific needs identified by each school's staff to support the learning environment.

Contract Services

This line includes funding for teacher conferences, subscriptions, and professional memberships. It also covers expenses for key programs such as graduation, school handbooks, and mentoring initiatives at the high school.

Race Matters Committee

Funds in this category support conferences, workshops, and other initiatives led by the Race Matters Committee, which works to foster equity and inclusion throughout the District.

Tri-State Consortium

The District participates in the Tri-State Consortium, a collaborative group of high-performing school districts engaged in continuous improvement. The Consortium facilitates curriculum reviews that contribute to Middle States accreditation. Budgeted funds support the participation of both administrators and teachers in training and evaluation sessions.

Staff Development (External Opportunities)

In addition to in-District training, this category supports ongoing professional learning opportunities outside of the District. Funds are also allocated to help paraprofessionals pursue coursework at Westchester Community College to further their skills and qualifications.

Arts in Education / Cultural Arts Program

The District remains committed to arts education. In partnership with the PTSA Arts Committee, we offer a range of K–12 programs, including school-wide assemblies and workshops led by visiting artists.

Superintendent's Conference Day

This budget includes funding for guest speakers and resources for the District's Superintendent's Conference Days. These days are used to launch and support key district-wide initiatives, such as the implementation of new curriculum and instructional strategies. This budget also provides for a welcome back working lunch for our staff as well as a breakfast offering in the spring superintendents conference day.

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% aid back in the following school year on this service.

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2025-26

FUNCTION	CATEGORY	2024-25 ADOPTED BUDGET	ACTUAL STAFFING	2024-25 ESTIMATED END OF YEAR	2025-26 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2025-26	ED PROGRAM 2025-26	CAPITAL 2025-26	DOLLAR INCREASE	% INC.
	TEACHING										
2110.120	K-6 Instructional Salaries	$6,935,760	56.00	$6,802,000	$7,265,806	58.00		$7,265,806		$330,046	4.76%
2110.130	7-12 Instructional Salaries/Chairperson	$8,547,886	65.60	$8,350,000	$8,786,819	65.10		$8,786,819		$238,933	2.80%
2110.140	Substitutes	$270,000		$278,000	$250,000			$250,000		($20,000)	(7.41%)
2110.141	Leave Replacements	$190,000		$115,000	$145,000			$145,000		($45,000)	(23.68%)
2110.142	Teacher Coverage Pay	$0		$15,000	$0			$0		$0	0.00%
2110.150	Curriculum Development	$35,000		$31,000	$37,000			$37,000		$2,000	5.71%
2110.151	Staff Development	$35,000		$30,000	$35,000			$35,000		$0	0.00%
2110.152	Summer services/Meeting attendance	$30,000		$15,000	$20,000			$20,000		($10,000)	(33.33%)
2110.160	Non-Instructional Salaries	$558,000	28.00	$648,000	$635,100	28.00		$635,100		$77,100	13.82%
2110.200	Equipment- Furniture	$30,000		$0	$10,000			$10,000		($20,000)	(66.67%)
	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		$0	$10,000		$0	$10,000	$0	($20,000)	(66.67%)
2110.400	Contract Services-other										
	Race Matters Committee	$25,000		$16,000	$25,000			$25,000		$0	0.00%
	Portrait of Hastings Leaning (Strategic Planning)	$8,000		$0	$0			$0		($8,000)	(100.00%)
	Translating	$4,000		$3,000	$3,500			$3,500		($500)	(12.50%)
	Cafeteria Service	$5,000		$4,000	$5,500			$5,500		$500	10.00%
	Elementary	$6,500		$5,000	$4,000			$4,000		($2,500)	(38.46%)
	Middle School Departments	$42,950		$30,000	$42,500			$42,500		($450)	(1.05%)
	High School										
	Departments	$22,910		$18,500	$29,500			$29,500		$6,590	28.76%
	Graduation	$20,000		$17,500	$20,000			$20,000		$0	0.00%
	Handbook	$3,000		$3,000	$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	$9,000			$9,000		($3,000)	(25.00%)
	Sup't Conference Days	$6,500		$6,000	$6,500			$6,500		$0	0.00%
	Staff Development/Conferences	$35,000		$35,000	$35,000			$35,000		$0	0.00%
	Arts in Education	$13,000		$10,000	$13,000			$13,000		$0	0.00%
	Westchester Teacher Center	$17,800		$17,000	$17,000			$17,000		($800)	(4.49%)
	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	$166,000		$161,000	$166,000			$166,000		$0	0.00%
	District Mailing	$10,000		$8,000	$10,000			$10,000		$0	0.00%
	Equipment (Printing/Mailing)	$7,000		$5,000	$6,000			$6,000		($1,000)	(14.29%)
		$0		$0	$0			$0		$0	0.00%
		$412,660		$354,000	$403,500		$0	$403,500	$0	($9,160)	(2.22%)
2110.450	Supplies										
	Paper- District Copiers-supplies	$40,000		$40,000	$40,000			$40,000		$0	0.00%
	Elementary	$81,060		$77,000	$81,060			$81,060		$0	0.00%
	Middle School	$56,250		$52,000	$59,550			$59,550		$3,300	5.87%
	High School	$62,015		$55,000	$70,170			$70,170		$8,155	13.15%
		$239,325		$224,000	$250,780		$0	$250,780	$0	$11,455	4.79%
2110.473	Payments to Charter Schools.	$24,500		$0	$0			$0		($24,500)	(100.00%)

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2025-26

FUNCTION	CATEGORY	2024-25 ADOPTED BUDGET	ACTUAL STAFFING	2024-25 ESTIMATED END OF YEAR	2025-26 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2025-26	ED PROGRAM 2025-26	CAPITAL 2025-26	DOLLAR INCREASE	% INC.
2110.480	Textbooks										
	Elementary	$29,000		$25,000	$30,250			$30,250		$1,250	4.31%
	Middle School	$18,391		$18,000	$21,268			$21,268		$2,877	15.64%
	High School	$27,131		$25,000	$28,000			$28,000		$869	3.20%
	Non-Public	$9,000		$6,500	$9,000			$9,000		$0	0.00%
		$83,522		$74,500	$88,518		$0	$88,518	$0	$4,996	5.98%
2110.490	BOCES										
	ELA Professional Development-MS	$20,000		$7,500	$15,000			$15,000		($5,000)	(25.00%)
	Translating Contractual	$9,000		$4,000	$4,000			$4,000		($5,000)	(55.56%)
	BOCES Staff Development	$108,000		$101,000	$103,000			$103,000		($5,000)	(4.63%)
	Residency Investigation - Services	$12,000		$24,000	$12,000			$12,000		$0	0.00%
	Information and Administrative Mgt. Services	$115,000		$121,000	$123,000			$123,000		$8,000	6.96%
		$264,000		$257,500	$257,000		$0	$257,000	$0	($7,000)	(2.65%)
	TOTAL TEACHING	**$17,655,652**	**149.6**	**$17,194,000**	**$18,184,523**	**151.1**	**$0**	**$18,184,523**	**$0**	**$528,870**	**3.00%**

Special Education

Instructional programs and related services for students with disabilities are mandated by New York State Education Law and are provided to eligible students residing in the District. These services are tailored to meet each student's unique needs and are guided by an Individualized Education Program (IEP), developed by the Committee on Special Education (CSE) for students ages 5 to 21, and the Committee on Preschool Special Education (CPSE) for children ages 3 to 5.

Programs and services may be delivered in-district, through BOCES, or at approved private schools, depending on student needs. In some cases, summer programs must also be provided to ensure continuity of learning. Funding for the 2024–2025 summer special education programs is included in the Interfund Transfer – Special Aid Fund, in accordance with State Education Department requirements.

Staffing and Student Needs

This year's budget reflects the addition of 6 teacher aides, based on current student needs. It is important to note that these staffing levels often change as new students enter the District and as CSE meetings continue into the late spring. For example, during last year's budget planning process, we anticipated reducing 5 aides; however, by the start of the school year, we required 7 additional aides—resulting in a net increase rather than a reduction. These decisions are always driven by individual student needs and legal requirements.

We are also expanding services at the high school level. This includes adding support in math and science through a consultant teacher model and launching a new Daily Living Skills program to help prepare students with disabilities for greater independence and life after school.

Case Management and Related Services

District psychologists and other specialists provide case management services to ensure that every student receives the special education services outlined in their IEP. An annual review is conducted for each student to evaluate progress and develop a revised plan for the coming school year. The District continues to emphasize serving as many students as possible within our own schools, fostering inclusion and community engagement.

Non-instructional salaries in this section cover the cost of teacher aides and assistants required to support special education programming.

Tuition and Related Services

When a student's IEP requires services that cannot be provided within the District, we may contract with outside agencies or schools. The District is an active member of the Special Education Consortium, which includes partner districts such as Irvington, Dobbs Ferry, Briarcliff, and Elmsford. This collaborative approach allows districts to share resources and provide a continuum of services at an agreed-upon tuition rate. For 2025-2026, there is a increase in tuition and contractual costs, reflecting changes in student placements.

BOCES Programs

Some students' needs are best met through specialized BOCES programs, which offer a wide range of supports for students with intellectual, emotional, or physical disabilities. The cost of BOCES programming has risen significantly in recent years, reflecting both increased demand and the complexity of services offered.

Homebound Tutors

This category includes the costs of instructional services for students who are temporarily homebound or hospitalized and unable to attend school.

Settlements

This category covers legal settlements related to educational placements. Currently, these costs are drawn from the District's Liability Reserve. However, if that reserve is depleted, such expenses will need to be included in future budgets.

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2025-26

FUNCTION	CATEGORY	2024-25 ADOPTED BUDGET	ACTUAL STAFFING	2024-25 ESTIMATED END OF YEAR	2025-26 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2025-26	ED PROGRAM 2025-26	CAPITAL 2025-26	DOLLAR INCREASE	% INC.
	SPECIAL EDUCATION										
2250.150	Instructional Salaries	$4,781,243	42.00	$4,615,000	$4,805,158	43.60		$4,805,158		$23,915	0.50%
2250.150	Instructional Salary- Teaching Assistants	$797,700	16.00	$710,000	$721,790	16.00		$721,790		($75,910)	(9.52%)
2250.160	Non-Instructional Salary	$789,500	25.00	$920,000	$976,800	25.00		$976,800		$187,300	23.72%
2250.200	Equipment	$20,000		$15,000	$20,000			$20,000		$0	0.00%
2250.400	Contract Services										
	District (includes District based related services)	$675,000		$625,000	$675,000			$675,000		$0	0.00%
		$675,000		$625,000	$675,000		$0	$675,000	$0	$0	0.00%
2250.450	Supplies										
	Special Education	$30,000		$27,000	$26,000			$26,000		($4,000)	(13.33%)
		$30,000		$27,000	$26,000		$0	$26,000	$0	($4,000)	(13.33%)
2250.470	Tuition and Related Services	$1,236,500		$1,010,500	$1,383,500			$1,383,500		$147,000	11.89%
	County Maintenance							$0		$0	0.00%
	Homebound Tutoring	$15,000		$5,000	$15,000			$15,000		$0	0.00%
	Settlements	$0		$0	$0			$0		$0	0.00%
		$1,251,500		$1,015,500	$1,398,500		$0	$1,398,500	$0	$147,000	11.75%
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	$537,000		$418,000	$857,000			$857,000		$320,000	59.59%
	Career Technical	$195,000		$140,000	$195,000			$195,000		$0	0.00%
		$732,000		$558,000	$1,052,000		$0	$1,052,000	$0	$320,000	43.72%
	TOTAL SPECIAL EDUCATION	**$9,076,943**	**83.00**	**$8,485,500**	**$9,675,248**	**84.60**	**$0**	**$9,675,248**	**$0**	**$598,305**	**6.59%**

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
PROPOSED BUDGET 2025-26

FUNCTION	CATEGORY	2024-25 ADOPTED BUDGET	ACTUAL STAFFING	2024-25 ESTIMATED END OF YEAR	2025-26 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2025-26	ED PROGRAM 2025-26	CAPITAL 2025-26	DOLLAR INCREASE	% INC.
	ENGLISH LANGUAGE LEARNERS										
2259.150	Instructional Salaries	$310,400	4.80	$461,000	$365,200	3.40		$365,200		$54,800	17.65%
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	$700			$700		$62	9.72%
	High School	$1,000		$500	$1,000			$1,000		$0	0.00%
		$3,438		$1,700	$3,500		$0	$3,500	$0	$62	1.80%
2259.480	Textbooks										
	Elementary School	$0		$0	$0			$0		$0	0.00%
	Middle School	$465		$0	$500			$500		$35	7.53%
	High School	$900		$0	$900			$900		$0	0.00%
		$1,365		$0	$1,400		$0	$1,400	$0	$35	2.56%
	TOTAL ENGLISH LANGUAGE LEARNERS	**$315,803**	**4.80**	**$462,700**	**$370,700**	**3.40**	**$0**	**$370,700**	**$0**	**$54,897**	**17.38%**
	INSTRUCTIONAL MEDIA										
2610.150	Instructional Salaries	$269,116	2.00	$282,000	$285,280	2.00		$285,280		$16,164	6.01%
2610.160	Non-Instructional Salaries	$60,000	2.00	$82,000	$74,000	2.00		$74,000		$14,000	23.33%
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	$0		$500		$0	0.00%
	High School AV	$750		$250	$750			$750		$0	0.00%
	Middle School Library	$4,000		$1,000	$3,000			$3,000		($1,000)	(25.00%)
	High School Library	$3,500		$3,000	$2,500			$2,500		($1,000)	(28.57%)
		$8,750		$5,250	$6,750		$0	$6,750	$0	($2,000)	(22.86%)
2610.450	Supplies										
	Elementary AV	$1,500		$1,000	$1,000			$1,000		($500)	(33.33%)
	Middle School AV	$2,000		$1,500	$1,000			$1,000		($1,000)	(50.00%)
	High School AV	$3,500		$500	$2,500			$2,500		($1,000)	(28.57%)
	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%
		$9,075		$4,550	$6,575		$0	$6,575	$0	($2,500)	(27.55%)
2610.460	Books - Library Program	$36,000		$32,000	$30,000			$30,000		($6,000)	(16.67%)
	TOTAL INSTRUCTIONAL MEDIA	**$382,941**	**4.00**	**$405,800**	**$402,605**	**4.00**	**$0**	**$402,605**	**$0**	**$19,664**	**5.13%**

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
PROPOSED BUDGET 2025-26

FUNCTION	CATEGORY	2024-25 ADOPTED BUDGET	ACTUAL STAFFING	2024-25 ESTIMATED END OF YEAR	2025-26 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2025-26	ED PROGRAM 2025-26	CAPITAL 2025-26	DOLLAR INCREASE	% INC.
	TECHNOLOGY										
	INSTRUCTIONAL TECHNOLOGY										
2630.160	Non-Instructional Salaries	$176,500	2.75	$202,000	$203,000	2.75		$203,000		$26,500	15.01%
2630.400	Contract Services	$40,000		$30,000	$25,000			$25,000		($15,000)	(37.50%)
2630.450	Supplies	$25,000		$20,000	$25,000			$25,000		$0	0.00%
2630.460	Software Supplies	$35,000		$25,000	$25,000			$25,000		($10,000)	(28.57%)
2630.490	Computer Repairs	$3,000		$0	$0			$0		($3,000)	(100.00%)
2630.490	BOCES Local Area Network										
	LAN Support-Managed IT	$510,000		$550,000	$548,000			$548,000		$38,000	7.45%
	Internet/Filter	$51,000		$61,000	$62,000			$62,000		$11,000	21.57%
	Maintenance/Software Licenses/Warranties	$46,500		$70,000	$70,000			$70,000		$23,500	50.54%
	Remote Backup	$35,000		$30,000	$32,000			$32,000		($3,000)	(8.57%)
	Website Maintenance	$5,000		$10,000	$10,000			$10,000		$5,000	100.00%
	Online Database/Library/Software	$151,134		$140,000	$140,000			$140,000		($11,134)	(7.37%)
		$798,634	$0	$861,000	$862,000			$862,000	$0	$63,366	7.93%
2630.490	COVID Technology	$0		$0	$0			$0		$0	0.00%
2630.490	BOCES Equipment Lease	$215,000		$245,000	$200,000			$200,000		($15,000)	(6.98%)
	INSTRUCTIONAL TECHNOLOGY	**$1,293,134**	**2.75**	**$1,383,000**	**$1,340,000**	**2.75**	**$0**	**$1,340,000**	**$0**	**$46,866**	**3.62%**
	STUDENT SUPPORT SYSTEM										
	ADMINISTRATIVE TECHNOLOGY										
2630.400	Eschool/IEP/Test Scoring	$150,000		$140,000	$147,000			$147,000		($3,000)	(2.00%)
	STUDENT SUPPORT SYSTEM ADMINISTRATIVE TECHNOLOGY	**$150,000**		**$140,000**	**$147,000**			**$147,000**		**($3,000)**	**(2.00%)**
	TOTAL TECHNOLOGY	**$1,443,134**	**2.75**	**$1,523,000**	**$1,487,000**	**2.75**	**$0**	**$1,487,000**	**$0**	**$43,866**	**3.04%**

Pupil Services

Guidance

This category includes funding for seven full-time school counselors, one of whom also serves as the Director of Guidance, along with two full-time social workers. Additionally, two full-time clerical positions support the work of the Guidance Department. Funds are also allocated for summer work, allowing counselors to assist with student scheduling, planning, and support during the months when school is not in session.

In the 2024–2025 school year, the District initially reduced clerical staffing in the Guidance Department in an effort to streamline administrative support. However, it became clear early on—through feedback from building administrators and day-to-day operations—that this change significantly impacted the department's efficiency. As a result, this budget reflects the reinstatement of a full-time secretary in the High School Guidance Office to ensure appropriate support is in place. Final costs may vary depending on the qualifications and placement of the selected candidate.

Naviance Program

The Guidance Department also continues to utilize the Naviance Program, a comprehensive college and career readiness platform. Naviance provides students with access to up-to-date databases and tools related to college search, career exploration, financial aid, and application tracking. This program plays a key role in supporting students and families through the post-secondary planning process.

Health

This category includes funding for four full-time school-based nurses, one nurse who will be assigned as a one-to-one for a specific student, and one part-time nurse. Additionally, it covers two full-time clerical positions that assist with the administrative tasks of the Health Services Department. The budget also accounts for the cost of services provided by a district doctor.

As required by law, the District also provides health services to students who attend private and parochial schools in Hastings. These costs are reflected in the "Health Services - Other Districts" line of the budget.

Another important budget item is the cost of contracting nurses who accompany students on school trips, ensuring medical support is available during these off-campus activities.

This year's budget reflects the addition of one full-time nurse specifically designated for a student's one-to-one health needs. The demand for health services continues to grow, driven by an increase in students with complex

medical needs, including specialized medication administration and health management. As these needs evolve, the budget ensures we maintain the necessary staffing and resources to support all students.

Psychologist

Salaries for this area include the current 7 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
PROPOSED BUDGET 2025-26

FUNCTION	CATEGORY	2024-25 ADOPTED BUDGET	ACTUAL STAFFING	2024-25 ESTIMATED END OF YEAR	2025-26 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2025-26	ED PROGRAM 2025-26	CAPITAL 2025-26	DOLLAR INCREASE	% INC.
	PUPIL SERVICES - SCHOOL COUNSELING										
2810.150	Instructional Salaries	$1,100,900	9.00	$1,145,000	$1,119,800	9.00		$1,119,800		$18,900	1.72%
	Summer Work	$50,000		$40,000	$50,000			$50,000		$0	0.00%
	Total Instructional Salaries	$1,150,900	9.00	$1,185,000	$1,169,800	9.00	$0	$1,169,800	$0	$18,900	1.64%
2810.160	Non-Instructional Salaries	$90,000	2.00	$85,000	$127,000	1.50		$127,000		$37,000	41.11%
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	$3,500		$4,000	$3,500			$3,500		$0	0.00%
		$4,500		$5,000	$4,500		$0	$4,500	$0	$0	0.00%
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	$20,000		$13,500	$20,000			$20,000		$0	0.00%
2810.490	BOCES/Naviance	$8,500		$7,500	$8,000			$8,000		($500)	(5.88%)
2280.490	Occupational Education	$45,000		$35,000	$45,000			$45,000		$0	0.00%
	TOTAL PUPIL SERVICES - GUIDANCE	**$1,323,900**	**11.00**	**$1,336,500**	**$1,379,300**	**10.50**	**$0**	**$1,379,300**	**$0**	**$55,400**	**4.18%**

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2025-26

FUNCTION	CATEGORY	2024-25 ADOPTED BUDGET	ACTUAL STAFFING	2024-25 ESTIMATED END OF YEAR	2025-26 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2025-26	ED PROGRAM 2025-26	CAPITAL 2025-26	DOLLAR INCREASE	% INC.
	PUPIL SERVICES - HEALTH										
2815.160	Salaries										
	Nurses and support staff	$414,320	6.50	$485,000	$474,369	7.00		$474,369		$60,049	14.49%
	Summer Work-Sports	$10,000		$8,500	$10,000			$10,000		$0	0.00%
	Trips and afterschool coverage	$0		$13,000	$15,000			$15,000		$15,000	0.00%
	Doctor	$28,500		$27,000	$27,500			$27,500		($1,000)	(3.51%)
2815.400	Health Services									$0	0.00%
	Other Districts	$54,000		$55,000	$56,000			$56,000		$2,000	3.70%
	Sub Nurses/Contract	$5,000		$0	$0			$0		($5,000)	(100.00%)
		$59,000		$55,000	$56,000			$56,000		($3,000)	(5.08%)
2815.450	Supplies	$14,500		$13,000	$14,500			$14,500		$0	0.00%
	TOTAL PUPIL SERVICES - HEALTH	**$526,320**	**6.50**	**$601,500**	**$597,369**	**7.00**	**$0**	**$597,369**	**$0**	**$71,049**	**13.50%**
	PUPIL SERVICES - PSYCHOLOGIST										
2820.150	Instructional Salaries	$729,240	6.00	$736,000	$769,120	6.00		$769,120		$39,880	5.47%
	Summer Work	$3,500		$1,500	$3,500			$3,500		$0	0.00%
	Total Instructional Salaries	$732,740	6.00	$737,500	$772,620	6.00	$0	$772,620	$0	$39,880	5.44%
2820.400	Contract Services										
	Middle School	$375		$500	$1,300			$1,300		$925	246.67%
	High School	$0		$0	$0			$0		$0	0.00%
		$375		$500	$1,300		$0	$1,300	$0	$925	246.67%
2820.450	Supplies										
	District	$5,500		$4,000	$5,500			$5,500		$0	0.00%
	Middle School	$1,400		$500	$500			$500		($900)	(64.29%)
	High School	$0		$500	$0			$0		$0	0.00%
		$6,900		$5,000	$6,000		$0	$6,000	$0	($900)	(13.04%)
	TOTAL PUPIL SERVICES - PSYCHOLOGIST	**$740,015**	**6.00**	**$743,000**	**$779,920**	**6.00**	**$0**	**$779,920**	**$0**	**$39,905**	**5.39%**

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 for the Athletic Director, the Athletic Trainer, and a full-time administrative assistant who supports the athletic department's operations.

The District's interscholastic athletics program offers approximately fifty teams across various levels, including Varsity, Junior Varsity, Modified, and Intramural sports for both boys and girls.

The coaching salary line covers stipends for coaches of interscholastic sports teams, as well as stipends for chaperones who assist with team events and activities.

Additionally, we are excited to expand our athletic offerings by funding a ski team for the upcoming year. After a successful pilot program this year, which garnered strong student interest and participation, the District is pleased to officially include this new team in the budget.

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2025-26

FUNCTION	CATEGORY	2024-25 ADOPTED BUDGET	ACTUAL STAFFING	2024-25 ESTIMATED END OF YEAR	2025-26 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2025-26	ED PROGRAM 2025-26	CAPITAL 2025-26	DOLLAR INCREASE	% INC.
	CO-CURRICULAR ACTIVITIES										
2850.150	Co-Curricular Salaries	$395,010		$384,000	$399,000			$399,000		$3,990	1.01%
2850.400	Contract Services	$30,000		$20,000	$25,000			$25,000		($5,000)	(16.67%)
	Hillside Theater	$5,000		$3,000	$5,000			$5,000		$0	0.00%
	Hillside Class Trips	$20,000		$17,000	$20,000			$20,000		$0	0.00%
	Middle School	$15,000		$12,000	$13,500			$13,500		($1,500)	(10.00%)
	Middle School Theater	$12,000		$3,000	$12,000			$12,000		$0	0.00%
	Middle Schools Class Trips	$50,000		$45,000	$50,000			$50,000		$0	0.00%
	High School	$15,500		$10,000	$13,500			$13,500		($2,000)	(12.90%)
	High School Theater	$20,000		$20,000	$20,000			$20,000		$0	0.00%
	High School Class Trips	$20,000		$15,000	$20,000			$20,000		$0	0.00%
	Community Service and Events	$7,500		$8,000	$8,500			$8,500		$1,000	13.33%
		$195,000		$153,000	$187,500		$0	$187,500	$0	($7,500)	(3.85%)
	TOTAL CO-CURRICULAR ACTIVITIES	**$590,010**		**$537,000**	**$586,500**		**$0**	**$586,500**	**$0**	**($3,510)**	**(0.59%)**
	INTERSCHOLASTIC ATHLETICS										
2855.150	Salaries										
	Athletic Director	$201,838	1.00	$201,838	$207,893	1.00		$207,893		$6,055	3.00%
	Coaching	$415,670		$390,000	$420,538			$420,538		$4,868	1.17%
	Sports Trainer	$67,500	1.00	$67,000	$74,000	1.00		$74,000		$6,500	9.63%
	Intramurals	$18,000		$15,000	$15,000			$15,000		($3,000)	(16.67%)
	Timers, Security	$19,000		$18,000	$20,000			$20,000		$1,000	5.26%
		$722,008		$691,838	$737,431		$0	$737,431	$0	$15,423	2.14%
2855.160	Non-Instructional Salary	$58,379	1.00	$62,000	$67,875	1.00		$67,875		$9,496	16.27%
2855.200	Equipment MS/HS	$10,990		$11,000	$5,000			$5,000		($5,990)	(54.50%)
2855.400	Contract Services										
	Games Supervision	$4,500		$5,000	$4,500			$4,500		$0	0.00%
	Cleaning/Repairs	$25,000		$23,000	$25,000			$25,000		$0	0.00%
	Fees	$8,500		$8,000	$8,500			$8,500		$0	0.00%
	Dues	$5,500		$5,000	$5,500			$5,500		$0	0.00%
	Officials	$3,500		$3,000	$3,500			$3,500		$0	0.00%
	Quad Village-Merged Sports	$15,000		$5,000	$10,000			$10,000		($5,000)	(33.33%)
		$62,000		$49,000	$57,000		$0	$57,000	$0	($5,000)	(8.06%)
2855.450	Supplies	$38,000		$37,000	$33,500			$33,500		($4,500)	(11.84%)
2855.490	BOCES Interscholastic Services	$93,000		$98,000	$100,000			$100,000		$7,000	7.53%
	TOTAL INTERSCHOLASTIC ATHLETICS	**$984,377**	**3.00**	**$948,838**	**$1,000,806**	**3.00**	**$0**	**$1,000,806**	**$0**	**$16,429**	**1.67%**
	TOTAL INSTRUCTION	**$34,898,855**	**284.15**	**$34,232,849**	**$36,409,637**	**285.85**	**$1,945,667**	**$34,463,970**	**$0**	**$1,510,782**	**4.33%**

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
PROPOSED BUDGET 2025-26

FUNCTION	CATEGORY	2024-25 ADOPTED BUDGET	ACTUAL STAFFING	2024-25 ESTIMATED END OF YEAR	2025-26 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2025-26	ED PROGRAM 2025-26	CAPITAL 2025-26	DOLLAR INCREASE	% INC.
	TRANSPORTATION										
5510.160	In-District Salary	$26,000	0.14	$26,500	$27,000	0.14		$27,000		$1,000	3.85%
5510.160	In-District Salary- Bus Aides	$34,000		$31,000	$35,000			$35,000		$1,000	2.94%
5540.400	Out of District Consortium	$1,133,825		$1,025,000	$1,204,125			$1,204,125		$70,300	6.20%
5540.400	In-District Contract	$479,440		$460,000	$484,380			$484,380		$4,940	1.03%
5540.400	Sports	$176,605		$230,500	$237,415			$237,415		$60,810	34.43%
	TOTAL TRANSPORTATION	**$1,849,870**	**$0**	**$1,773,000**	**$1,987,920**	**$0**	**$0**	**$1,987,920**	**$0**	**$138,050**	**7.46%**

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% of salaries that the District is responsible to fund

Teacher Retirement System (TRS)

The District contributes to the New York State Teachers' Retirement System (NYSTRS), which operates a six-tier pension system. For the 2024–2025 school year, the employer contribution rate (ECR) is set at 10.11% of payroll. This rate has remained relatively stable in recent years, following a period of higher rates earlier in the decade.

Historically, the ECR has experienced significant fluctuations. For instance, it reached a peak of 17.53% in the 2014–2015 fiscal year, reflecting broader economic conditions and actuarial assessments at the time. Conversely, the rate was at a low of 6.19% in 2009–2010. These variations underscore the importance of prudent fiscal planning to accommodate such changes.

The NYSTRS Board annually determines the ECR based on an actuarial valuation of the system's assets and liabilities. This process ensures the long-term sustainability of the retirement system and the fulfillment of its obligations to educators

Social Security

For the calendar year 2024, the social security tax rate will remain at 7.65%. For the calendar year 2025, the maximum wage subject to the social security tax will increase be $176,100. 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 9.5% for the 2025-2026 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
PROPOSED BUDGET 2025-26

FUNCTION	CATEGORY	2024-25 ADOPTED BUDGET	ACTUAL STAFFING	2024-25 ESTIMATED END OF YEAR	2025-26 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2025-26	ED PROGRAM 2025-26	CAPITAL 2025-26	DOLLAR INCREASE	% INC.
	UNDISTRIBUTED EXPENSES										
	EMPLOYEE BENEFITS										
9010.800	Non-Teacher Retirement	$796,094		$826,000	$881,000		$211,440	$405,260	$264,300	$84,906	10.67%
9020.800	Teacher Retirement	$2,811,900		$2,649,000	$2,840,023		$198,802	$2,641,221		$28,123	1.00%
9030.800	Social Security	$2,404,545		$2,406,000	$2,512,107		$246,211	$2,110,170	$155,726	$107,562	4.47%
9040.800	Workers' Compensation	$215,000		$208,000	$210,000			$210,000		($5,000)	(2.33%)
9045.800	Life Insurance	$16,500		$16,000	$16,500			$16,500		$0	0.00%
9050.800	Unemployment Insurance	$0		$0	$0			$0		$0	0.00%
9060.150	Health Insurance Waiver - Instructional	$299,700		$303,000	$333,145			$333,145		$33,445	11.16%
9060.160	Heath Insurance Waiver-Non-Instructional	$213,850		$255,000	$286,000		$31,460	$234,520	$20,020	$72,150	33.74%
9060.800	Health Insurance	$7,182,000		$7,055,000	$7,839,004		$862,290	$6,427,983	$548,731	$657,004	9.15%
9070.800	CSEA Welfare Fund	$102,000		$103,000	$109,230		$20,955	$56,338	$31,937	$7,230	7.09%
9070.800	HTA Welfare Fund	$430,000		$450,000	$455,143		$31,860	$423,283		$25,143	5.85%
9089.490	Employee Assistance Program	$8,500		$8,000	$8,500			$8,500		$0	0.00%
	TOTAL EMPLOYEE BENEFITS	**$14,480,089**		**$14,279,000**	**$15,490,652**		**$1,603,018**	**$12,866,920**	**$1,020,714**	**$1,010,563**	**6.98%**

Debt Service

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

Funds are included for the payment of principal and interest of the capital improvement 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	
-Water and Backflow Prevention	$100,000
- Flooring	$50,000
Farragut	
-PA System	$125,000
Grand Total	$275,000

Special Aid Fund

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

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2025-26

FUNCTION	CATEGORY	2024-25 ADOPTED BUDGET	ACTUAL STAFFING	2024-25 ESTIMATED END OF YEAR	2025-26 PROPOSED BUDGET	PROPOSED STAFFING	ADMIN 2025-26	ED PROGRAM 2025-26	CAPITAL 2025-26	DOLLAR INCREASE	% INC.
	DEBT SERVICE										
9711.600											
	Principal - (BOND)										
	- Capital Improvement 2014	$540,000		$540,000	$550,000				$550,000	$10,000	1.85%
	- Capital Improvement 2019	$870,000		$870,000	$915,000				$915,000	$45,000	5.17%
9711.700											
	Interest - (BOND)										
	- Capital Improvement 2014	$88,488		$88,488	$77,588				$77,588	($10,900)	(12.32%)
	- Capital Improvement 2019	$620,350		$620,350	$576,850				$576,850	($43,500)	(7.01%)
9731.700	Interest - Bond Anticipation Note	$0		$0	$0				$0	$0	0.00%
9785.600	Principal - Installment Purchase Debt	$140,341		$140,341	$145,079				$145,079	$4,738	3.38%
9785.700	Interest - Installment Purchase Debt	$10,881		$10,881	$6,143				$6,143	($4,738)	(43.54%)
	TOTAL DEBT SERVICE	**$2,270,060**		**$2,270,060**	**$2,270,660**		**$0**	**$0**	**$2,270,660**	**$600**	**0.03%**
	INTERFUND TRANSFERS										
9950.000	Capital Fund - Regular	$275,000		$275,000	$275,000				$275,000	$0	0.00%
	Capital Reserve Fund								$0	$0	0.00%
	Transfer Lunch Fund			$0				0.000		$0	0.00%
	Special Aid Fund	$44,000		$35,000	$38,000			$38,000		($6,000)	(13.64%)
	TOTAL INTERFUND TRANSFER	**$319,000**		**$310,000**	**$313,000**		**$0**	**$38,000**	**$275,000**	**($6,000)**	**(1.88%)**
	TOTAL UNDISTRIBUTED	**$17,069,149**		**$16,859,060**	**$18,074,312**		**$1,603,018**	**$12,904,920**	**$3,566,374**	**$1,005,163**	**5.89%**
	TOTAL GENERAL FUND BUDGET	**$59,645,877**	**316.29**	**$59,064,736**	**$62,465,988**	**317.99**	**$5,533,459**	**$49,567,810**	**$7,364,719**	**$2,820,111**	**4.73%**

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 or 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 2025-2026 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
Andrew Clayman
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.

2025-26 Property Tax Report Card

000000 - DISTRICT NAME

Contact Person: Maureen Caraballo

Telephone Number: 914-478-6210

	Budgeted 2024-25 (A)	Proposed Budget 2025-26 (B)	Percent Change (C)
Total Budgeted Amount, not Including Separate Propositions	59,645,877	62,465,988	4.73%
A. Proposed Tax Levy to Support the Total Budgeted Amount [1]	48,185,534	49,946,958	
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)	48,185,534	49,946,958	3.66%
F. Permissible Exclusions to the School Tax Levy Limit	1,437,709	1,414,175	
G. School Tax Levy Limit , Excluding Levy for Permissible Exclusions [3]	46,747,825	48,532,783	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	46,747,825	48,532,783	
I. Difference: (G - H); (negative value requires 60.0% voter approval) [2]	0	0	
Public School Enrollment	1,627	1,628	0.06%
Consumer Price Index		2.95%	

[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 2025-26, include any carryover from 2024-25 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2024-25 (D)	Estimated 2025-26 (E)
Adjusted Restricted Fund Balance	8,159,231	5,659,231
Assigned Appropriated Fund Balance	1,890,000	1,200,000
Adjusted Unrestricted Fund Balance	2,385,835	2,248,775
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	3.60%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/25 Actual Balance	6/30/25 Estimated Ending Balance	Intended Use of the Reserve in the 2025-26 School Year
Capital	Reserve For Capital	To pay the cost of any object or purpose for which bonds may be issued.	2,222,231	2,222,231	Capital Building Project
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 Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	124,876	115,000	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.	21,064	22,000	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.	1,024,911	1,200,000	To pay liability claims
Tax Certiorari	Reserve For Tax Certiorari	To establish a reserve fund for tax certiorari settlements	1,657,164	1,600,000	To pay Tax Certiorari Judgements.
Reserve for Insurance Recoveries	Insurance Reserve	To account for unexpended proceeds of insurance recoveries at the fiscal year end.	750,000	450,000	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.	548,492	650,000	Vacation payoff for employees terminating service.
Retirement Contribution	Reserve For Retirement System Contribution	To fund employer retirement contributions to the State and Local Employees' Retirement System	1,296,959	1,000,000	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)	1,225,987	900,000	To pay TRS liabilities

APPENDIX B.

2025-26 School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2024-25 School Year	Budget Proposed for the 2025-26 School Year	Contingency Budget for the 2025-26 School Year *
Total Budgeted Amount, Not Including Separate Propositions	$ 59,645,877	$62,465,988	$60,704,564
Increase/Decrease for the 2025-26 School Year		$2,820,111	$1,058,687
Percentage Increase/Decrease in Proposed Budget		4.73 %	1.77%
Change in the Consumer Price Index		2.95%	
A. Proposed Levy to Support the Total Budgeted Amount	$48,185,534	$49,946,958	
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)	$48,185,534	$49,946,958	$48,185,534
F. Total Permissible Exclusions	$1,437,709	$1,414,175	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	$46,747,825	$48,532,783	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	$46,747,825	$48,532,783	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	$0	$0	
Administrative Component	$5,251,156	$5,533,459,	$5,338,459
Program Component	$47,221,859	$49,567,810	$48,001,386
Capital Component	$7,172,862	$7,364,719	$7,364,719

* Provide a statement of assumptions made in projecting a contingency budget for the 2025-26 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.

Reductions in administrative expenditures, public relations, teaching positions and staff, professional development, equipment, and overtime.

** 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)

Description	Amount
	$
	$
	$
	$

	Under the Budget Proposed for the 2025-26 School Year
Estimated Basic STAR Exemption Savings[1]	$1,497

The annual budget vote for the fiscal year 2025-26 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 20, 2025 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.

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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 $174,000.00 for 2025-2026.

Position	Compensation		
Superintendent	Contract Salary		$311,427
	Employee Benefits		
	Health Insurance	$32,772	
	Dental/Vision/Life/Dis	$9,016	
	Annuity	$4,888	
	Social Security	$15,434	
	NYS VDC Plan	$24,914	
	Total Benefits		$87,024
Assistant Superintendent Curriculum & Instruction	Contract Salary		$223,311
	Employee Benefits		
	Health Insurance	$14,498	
	Welfare Fund/Life/Dis	$4,600	
	Social Security	$14,156	
	Teachers' Retirement Sys	$21,416	
	Total Benefits		$54,670
Interim Assistant Superintendent Pupil Personnel Services*	Contract Salary		$210,000
	Social Security	$13,963	
	Total Benefits		$13,963
High School Principal	Contract Salary		$215,605
Middle School Principal	Contract Salary		$216,498
Elementary School Principal	Contract Salary		$207.680
Director of Special Education**	Contract Salary		$228,678
District Treasurer	Contract Salary		$202,498
Athletic Director	Contract Salary		$201,844

NOTE: The above figures are the Administrators' compensation for the 2025-2026 school year except for Administrators not covered under a bargaining unit.

The Administrators' contract is up for negotiations. Contract salary reported is based on 2024-2025 contract with step increase.

*Date of Hire 8/1/2025
**Retiring - 8/1/2025

HASTINGS-ON-HUDSON UFSD - NEW YORK STATE REPORT CARD [2023 - 24]

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.

2024-25 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2023-24 DATA

For information about how 2024-25 accountability statuses and support models were determined, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2024-25 Accountability Statuses Based on 2023-24 Results.

LOCAL SUPPORT AND IMPROVEMENT

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2023-24)

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 (74.01 kilobytes)

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

- 2023-24 Title I School Improvement Grant 1003 (Basic)
- 2023-24 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2023-24 Title I School Improvement Grant 1003 High School Redesign (HSR) Continuation Grant
- 2023-24 Title I School Improvement Grant 1003 Targeted Support for Long-term Identified Schools Grant
- 2024 Title I School Improvement Grant 1003 (Planning)
- 2024 Title I School Improvement Grant 1003 Supplemental Support
- 2024 Title I School Improvement Grant 1003 Resource Allocation Review (RAR) Pilot
- 2020-24 NYSIP-PLC Phase III

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
Black or African American	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
Asian or Native Hawaiian/Other Pacific Islander	4	4	–	4
Black or African American	3	3	–	–
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	3	3	–	3

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	692	202.4	4
	Math	700	201.6	
	Combined	1,392	202	
Asian or Native Hawaiian/Other Pacific Islander	ELA	28	214.3	4
	Math	28	208.9	
	Combined	56	211.6	
Black or African American	ELA	14	139.3	3
	Math	14	128.6	
	Combined	28	133.9	
Hispanic or Latino	ELA	106	167.5	4
	Math	110	171.8	
	Combined	216	169.7	
Multiracial	ELA	71	207	4
	Math	71	204.2	
	Combined	142	205.6	
White	ELA	473	210.7	4
	Math	477	209.7	
	Combined	950	210.2	
English Language Learner	ELA	8	87.5	4
	Math	17	164.7	
	Combined	25	140	
Students with Disabilities	ELA	74	123.6	4
	Math	73	137	
	Combined	147	130.3	
Economically Disadvantaged	ELA	20	122.5	3
	Math	18	119.4	
	Combined	38	121.1	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	723	193.7	4
	Math	723	195.2	
	Combined	1,446	194.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	29	206.9	4
	Math	29	201.7	
	Combined	58	204.3	
Black or African American	ELA	15	130	3
	Math	15	120	
	Combined	30	125	
Hispanic or Latino	ELA	115	154.3	4
	Math	115	164.3	
	Combined	230	159.3	
Multiracial	ELA	71	207	4
	Math	71	204.2	
	Combined	142	205.6	
White	ELA	494	201.7	4
	Math	493	202.9	
	Combined	987	202.3	
English Language Learner	ELA	18	147.2	4
	Math	19	147.4	
	Combined	37	147.3	
Students with Disabilities	ELA	94	97.3	4
	Math	93	107.5	
	Combined	187	102.4	
Economically Disadvantaged	ELA	24	102.1	3
	Math	24	89.6	
	Combined	48	95.8	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	15	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–
Hispanic or Latino	7	–	–	–	–
White	6	–	–	–	–
English Language Learner	15	–	–	–	–
Students with Disabilities	4	–	–	–	–
Economically Disadvantaged	3	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	989	82	8.3%	4
American Indian or Alaska Native	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	47	4	8.5%	4
Black or African American	19	–	–	–
Hispanic or Latino	153	16	10.5%	4
Multiracial	98	8	8.2%	4
White	671	53	7.9%	4
English Language Learner	29	–	–	–
Students with Disabilities	131	19	14.5%	4
Economically Disadvantaged	33	8	24.2%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	770	90.8%
Asian or Native Hawaiian/Other Pacific Islander	–	30	–
Black or African American	–	16	–
Hispanic or Latino	✗	127	87.4%
Multiracial	✓	74	96%
White	✗	523	90.8%
English Language Learner	–	12	–
Students with Disabilities	✗	97	75.3%
Economically Disadvantaged	–	26	–

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	770	92%
Asian or Native Hawaiian/Other Pacific Islander	–	31	–
Black or African American	–	16	–
Hispanic or Latino	✗	127	91.3%
Multiracial	✓	74	96%
White	✗	522	91.8%
English Language Learner	–	13	–
Students with Disabilities	✗	96	75%
Economically Disadvantaged	–	26	–

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	3	4	–	4
Hispanic or Latino	3	2	4	–	4
White	4	3	4	–	4
Students with Disabilities	4	3	4	–	4

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	135	230	202.4	4
	Math	44	175		
	Science	69	202.2		
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	244.4	–	–
	Math	8	212.5		
	Science	5	240		
Black or African American	ELA	4	–	–	–
	Math	1	–		
	Science	2	–		
Hispanic or Latino	ELA	16	215.6	173.1	3
	Math	4	–		
	Science	8	181.3		
Multiracial	ELA	5	250	–	–
	Math	2	–		
	Science	3	–		
White	ELA	101	231.2	201.6	4
	Math	29	172.4		
	Science	51	201		
Students with Disabilities	ELA	12	166.7	118.8	4
	Math	6	83.3		
	Science	2	–		
Economically Disadvantaged	ELA	7	171.4	–	–
	Math	1	–		
	Science	2	–		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	136	228.3	142.7	3
	Math	92	83.7		
	Science	136	102.6		
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	244.4	–	–
	Math	9	188.9		
	Science	9	133.3		
Black or African American	ELA	4	–	–	–
	Math	4	–		
	Science	4	–		
Hispanic or Latino	ELA	17	202.9	111.9	2
	Math	13	38.5		
	Science	17	85.3		
Multiracial	ELA	5	250	–	–
	Math	4	–		
	Science	5	130		
White	ELA	101	231.2	142.3	3
	Math	62	80.6		
	Science	101	101.5		
Students with Disabilities	ELA	12	166.7	82.3	3
	Math	12	41.7		
	Science	12	16.7		
Economically Disadvantaged	ELA	7	171.4	–	–
	Math	5	20		
	Science	7	28.6		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	141	139	98.6%	97.8%	4
	5-year	125	122	97.6%		
	6-year	138	134	97.1%		
Asian or Native Hawaiian/Other Pacific Islander	4-year	9	–	–	–	–
	5-year	8	–	–		
	6-year	3	–	–		
Black or African American	4-year	3	–	–	–	–
	5-year	5	–	–		
	6-year	3	–	–		
Hispanic or Latino	4-year	19	19	100%	97.8%	4
	5-year	22	21	95.5%		
	6-year	13	–	–		
Multiracial	4-year	12	–	–	–	–
	5-year	11	–	–		
	6-year	8	–	–		
White	4-year	98	97	99%	97.9%	4
	5-year	79	77	97.5%		
	6-year	111	108	97.3%		
English Language Learner	4-year	0	–	–	–	–
	5-year	3	–	–		
	6-year	0	–	–		
Students with Disabilities	4-year	19	17	89.5%	87.6%	4
	5-year	21	18	85.7%		
	6-year	24	21	87.5%		
Economically Disadvantaged	4-year	8	–	–	–	–
	5-year	6	–	–		
	6-year	10	–	–		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	3	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–
Hispanic or Latino	1	–	–	–	–
White	1	–	–	–	–
English Language Learner	3	–	–	–	–
Students with Disabilities	2	–	–	–	–
Economically Disadvantaged	3	–	–	–	–

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	509	54	10.6%	4
Asian or Native Hawaiian/Other Pacific Islander	25	–	–	–
Black or African American	13	–	–	–
Hispanic or Latino	75	8	10.7%	4
Multiracial	28	–	–	–
White	368	38	10.3%	4
English Language Learner	5	–	–	–
Students with Disabilities	74	11	14.9%	4
Economically Disadvantaged	25	–	–	–

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	137	99.3%
Asian or Native Hawaiian/Other Pacific Islander	–	9	–
Black or African American	–	4	–
Hispanic or Latino	–	17	–
Multiracial	–	5	–
White	✓	102	100%
Students with Disabilities	–	13	–
Economically Disadvantaged	–	7	–

SECONDARY MATHEMATICS PARTICIPATION RATE

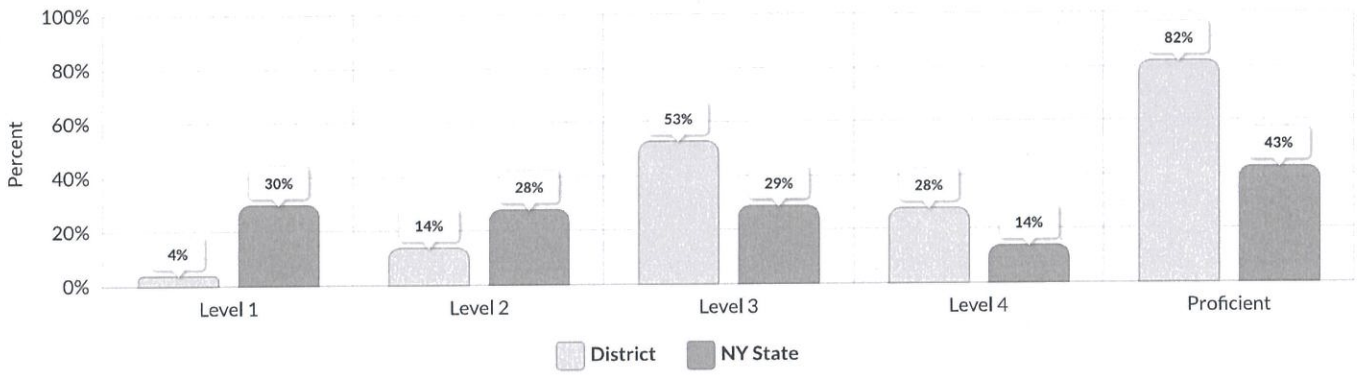
Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	93	47.3%
Asian or Native Hawaiian/Other Pacific Islander	–	9	–
Black or African American	–	4	–
Hispanic or Latino	–	13	–
Multiracial	–	4	–
White	X	63	46%
Students with Disabilities	–	13	–
Economically Disadvantaged	–	5	–

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2023-24)

SUMMARY RESULTS

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	120	4	3%	116	97%	5	4%	16	14%	62	53%	33	28%	95	82%
Grade 4	118	11	9%	107	91%	3	3%	4	4%	40	37%	60	56%	100	93%
Grade 5	136	10	7%	126	93%	8	6%	14	11%	55	44%	49	39%	104	83%
Grade 6	125	3	2%	122	98%	4	3%	19	16%	50	41%	49	40%	99	81%
Grade 7	131	27	21%	104	79%	6	6%	16	15%	37	36%	45	43%	82	79%
Grade 8	146	25	17%	121	83%	4	3%	10	8%	34	28%	73	60%	107	88%
Grades 3-8	776	80	10%	696	90%	30	4%	79	11%	278	40%	309	44%	587	84%

GRADE 3 ELA RESULTS

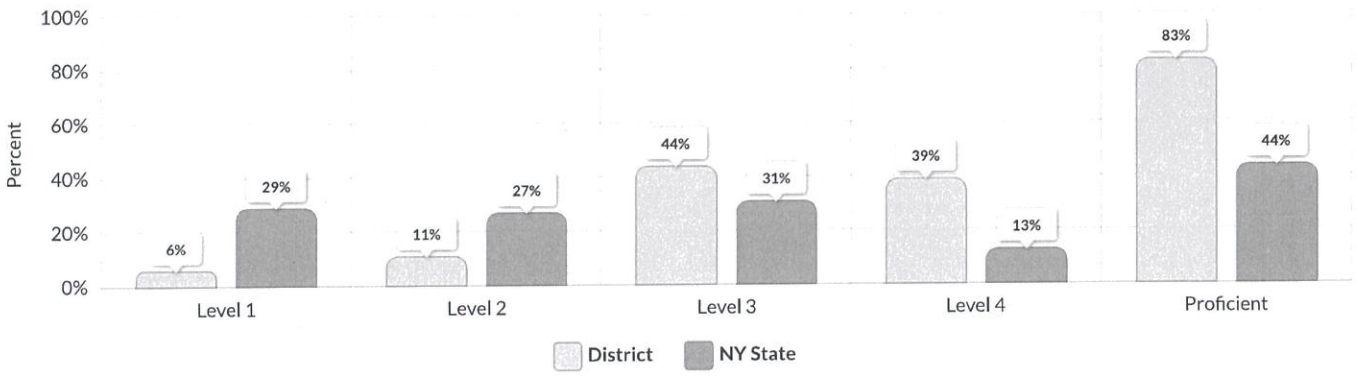


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	4	3%	116	97%	5	4%	16	14%	62	53%	33	28%	95	82%
Female	66	2	3%	64	97%	1	2%	9	14%	32	50%	22	34%	54	84%
Male	53	2	4%	51	96%	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	54	2	4%	52	96%	4	8%	7	13%	30	58%	11	21%	41	79%
General Education Students	107	2	2%	105	98%	3	3%	11	10%	58	55%	33	31%	91	87%
Students with Disabilities	13	2	15%	11	85%	2	18%	5	45%	4	36%	0	0%	4	36%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	19	0	0%	19	100%	2	11%	7	37%	9	47%	1	5%	10	53%
White	81	3	4%	78	96%	2	3%	7	9%	46	59%	23	29%	69	88%
Multiracial	14	1	7%	13	93%	0	0%	1	8%	5	38%	7	54%	12	92%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	1	17%	1	17%	2	33%	2	33%	4	67%
Economically Disadvantaged	6	0	0%	6	100%	0	0%	5	83%	1	17%	0	0%	1	17%
Not Economically Disadvantaged	114	4	4%	110	96%	5	5%	11	10%	61	55%	33	30%	94	85%
Non-English Language Learner	120	4	3%	116	97%	5	4%	16	14%	62	53%	33	28%	95	82%
Not in Foster Care	120	4	3%	116	97%	5	4%	16	14%	62	53%	33	28%	95	82%
Not Homeless	120	4	3%	116	97%	5	4%	16	14%	62	53%	33	28%	95	82%
Not Migrant	120	4	3%	116	97%	5	4%	16	14%	62	53%	33	28%	95	82%
Parent Not in Armed Forces	120	4	3%	116	97%	5	4%	16	14%	62	53%	33	28%	95	82%

GRADE 4 ELA RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	11	9%	107	91%	3	3%	4	4%	40	37%	60	56%	100	93%
Female	55	7	13%	48	87%	1	2%	1	2%	15	31%	31	65%	46	96%
Male	63	4	6%	59	94%	2	3%	3	5%	25	42%	29	49%	54	92%
General Education Students	105	6	6%	99	94%	2	2%	4	4%	36	36%	57	58%	93	94%
Students with Disabilities	13	5	38%	8	62%	1	13%	0	0%	4	50%	3	38%	7	88%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	18	4	22%	14	78%	–	–	–	–	–	–	–	–	–	–
White	81	7	9%	74	91%	1	1%	2	3%	26	35%	45	61%	71	96%
Multiracial	15	0	0%	15	100%	0	0%	1	7%	6	40%	8	53%	14	93%
Small Group Total: Race & Ethnicity	22	4	18%	18	82%	2	11%	1	6%	8	44%	7	39%	15	83%
Economically Disadvantaged	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	115	11	10%	104	90%	–	–	–	–	–	–	–	–	–	–
English Language Learner	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	113	9	8%	104	92%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	118	11	9%	107	91%	3	3%	4	4%	40	37%	60	56%	100	93%
Not Homeless	118	11	9%	107	91%	3	3%	4	4%	40	37%	60	56%	100	93%
Not Migrant	118	11	9%	107	91%	3	3%	4	4%	40	37%	60	56%	100	93%
Parent Not in Armed Forces	118	11	9%	107	91%	3	3%	4	4%	40	37%	60	56%	100	93%

GRADE 5 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	136	10	7%	126	93%	8	6%	14	11%	55	44%	49	39%	104	83%
Female	69	2	3%	67	97%	5	7%	6	9%	30	45%	26	39%	56	84%
Male	64	7	11%	57	89%	–	–	–	–	–	–	–	–	–	–
Non-Binary	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	67	8	12%	59	88%	3	5%	8	14%	25	42%	23	39%	48	81%
General Education Students	119	4	3%	115	97%	4	3%	11	10%	52	45%	48	42%	100	87%
Students with Disabilities	17	6	35%	11	65%	4	36%	3	27%	3	27%	1	9%	4	36%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	27	2	7%	25	93%	4	16%	6	24%	7	28%	8	32%	15	60%
White	82	7	9%	75	91%	0	0%	3	4%	41	55%	31	41%	72	96%
Multiracial	14	0	0%	14	100%	2	14%	3	21%	4	29%	5	36%	9	64%
Small Group Total: Race & Ethnicity	13	1	8%	12	92%	2	17%	2	17%	3	25%	5	42%	8	67%
Economically Disadvantaged	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	132	9	7%	123	93%	–	–	–	–	–	–	–	–	–	–
English Language Learner	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	133	10	8%	123	92%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	136	10	7%	126	93%	8	6%	14	11%	55	44%	49	39%	104	83%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	135	10	7%	125	93%	–	–	–	–	–	–	–	–	–	–
Not Migrant	136	10	7%	126	93%	8	6%	14	11%	55	44%	49	39%	104	83%
Parent Not in Armed Forces	136	10	7%	126	93%	8	6%	14	11%	55	44%	49	39%	104	83%

GRADE 6 ELA RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	125	3	2%	122	98%	4	3%	19	16%	50	41%	49	40%	99	81%
Female	57	1	2%	56	98%	–	–	–	–	–	–	–	–	–	–
Male	67	2	3%	65	97%	4	6%	13	20%	28	43%	20	31%	48	74%
Non-Binary	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	58	1	2%	57	98%	0	0%	6	11%	22	39%	29	51%	51	89%
General Education Students	110	3	3%	107	97%	1	1%	14	13%	46	43%	46	43%	92	86%
Students with Disabilities	15	0	0%	15	100%	3	20%	5	33%	4	27%	3	20%	7	47%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	19	1	5%	18	95%	2	11%	5	28%	8	44%	3	17%	11	61%
White	87	1	1%	86	99%	2	2%	12	14%	37	43%	35	41%	72	84%
Multiracial	11	0	0%	11	100%	0	0%	0	0%	4	36%	7	64%	11	100%
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	0	0%	2	29%	1	14%	4	57%	5	71%
Economically Disadvantaged	7	1	14%	6	86%	0	0%	5	83%	1	17%	0	0%	1	17%
Not Economically Disadvantaged	118	2	2%	116	98%	4	3%	14	12%	49	42%	49	42%	98	84%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	124	2	2%	122	98%	4	3%	19	16%	50	41%	49	40%	99	81%
Not in Foster Care	125	3	2%	122	98%	4	3%	19	16%	50	41%	49	40%	99	81%
Not Homeless	125	3	2%	122	98%	4	3%	19	16%	50	41%	49	40%	99	81%
Not Migrant	125	3	2%	122	98%	4	3%	19	16%	50	41%	49	40%	99	81%
Parent Not in Armed Forces	125	3	2%	122	98%	4	3%	19	16%	50	41%	49	40%	99	81%

GRADE 7 ELA RESULTS

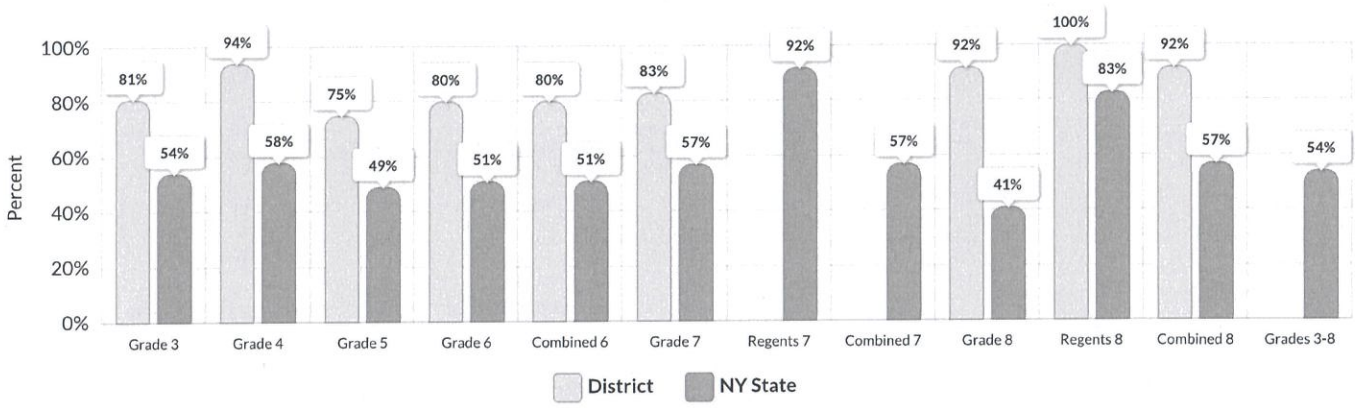
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	131	27	21%	104	79%	6	6%	16	15%	37	36%	45	43%	82	79%
Female	57	12	21%	45	79%	–	–	–	–	–	–	–	–	–	–
Male	73	15	21%	58	79%	4	7%	11	19%	20	34%	23	40%	43	74%
Non-Binary	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	58	12	21%	46	79%	2	4%	5	11%	17	37%	22	48%	39	85%
General Education Students	112	21	19%	91	81%	0	0%	11	12%	35	38%	45	49%	80	88%
Students with Disabilities	19	6	32%	13	68%	6	46%	5	38%	2	15%	0	0%	2	15%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	20	5	25%	15	75%	1	7%	4	27%	4	27%	6	40%	10	67%
White	98	20	20%	78	80%	4	5%	11	14%	29	37%	34	44%	63	81%
Multiracial	8	1	13%	7	88%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	2	15%	11	85%	1	9%	1	9%	4	36%	5	45%	9	82%
Economically Disadvantaged	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	126	24	19%	102	81%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	131	27	21%	104	79%	6	6%	16	15%	37	36%	45	43%	82	79%
Not in Foster Care	131	27	21%	104	79%	6	6%	16	15%	37	36%	45	43%	82	79%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	130	26	20%	104	80%	6	6%	16	15%	37	36%	45	43%	82	79%
Not Migrant	131	27	21%	104	79%	6	6%	16	15%	37	36%	45	43%	82	79%
Parent Not in Armed Forces	131	27	21%	104	79%	6	6%	16	15%	37	36%	45	43%	82	79%

GRADE 8 ELA RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	146	25	17%	121	83%	4	3%	10	8%	34	28%	73	60%	107	88%
Female	72	13	18%	59	82%	2	3%	2	3%	14	24%	41	69%	55	93%
Male	73	11	15%	62	85%	2	3%	8	13%	20	32%	32	52%	52	84%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	126	17	13%	109	87%	0	0%	7	6%	30	28%	72	66%	102	94%
Students with Disabilities	20	8	40%	12	60%	4	33%	3	25%	4	33%	1	8%	5	42%
Asian or Native Hawaiian/Other Pacific Islander	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Black or African American	7	2	29%	5	71%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	27	8	30%	19	70%	3	16%	1	5%	10	53%	5	26%	15	79%
White	96	13	14%	83	86%	1	1%	7	8%	17	20%	58	70%	75	90%
Multiracial	12	1	8%	11	92%	0	0%	1	9%	6	55%	4	36%	10	91%
Small Group Total: Race & Ethnicity	11	3	27%	8	73%	0	0%	1	13%	1	13%	6	75%	7	88%
Economically Disadvantaged	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	144	24	17%	120	83%	–	–	–	–	–	–	–	–	–	–
English Language Learner	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	142	23	16%	119	84%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	146	25	17%	121	83%	4	3%	10	8%	34	28%	73	60%	107	88%
Not Homeless	146	25	17%	121	83%	4	3%	10	8%	34	28%	73	60%	107	88%
Not Migrant	146	25	17%	121	83%	4	3%	10	8%	34	28%	73	60%	107	88%
Parent Not in Armed Forces	146	25	17%	121	83%	4	3%	10	8%	34	28%	73	60%	107	88%

GRADES 3-8 MATHEMATICS RESULTS (2023-24)

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	120	5	4%	115	96%	1	1%	21	18%	60	52%	33	29%	93	81%
Grade 4	118	10	8%	108	92%	0	0%	7	6%	36	33%	65	60%	101	94%
Grade 5	136	13	10%	123	90%	10	8%	21	17%	59	48%	33	27%	92	75%
Grade 6	125	6	5%	119	95%	4	3%	20	17%	68	57%	27	23%	95	80%
Combined 6	125	6	5%	119	95%	4	3%	20	17%	68	57%	27	23%	95	80%
Grade 7	131	23	18%	108	82%	3	3%	15	14%	38	35%	52	48%	90	83%
Regents 7	–	–	–	1	1%	–	–	–	–	–	–	–	–	–	–
Combined 7	131	22	17%	109	83%	–	–	–	–	–	–	–	–	–	–
Grade 8	146	24	16%	122	84%	4	3%	6	5%	41	34%	71	58%	112	92%
Regents 8	–	–	–	9	6%	0	0%	0	0%	0	0%	9	100%	9	100%
Combined 8	146	15	10%	131	90%	4	3%	6	5%	41	31%	80	61%	121	92%
Grades 3-8	776	71	9%	705	91%	–	–	–	–	–	–	–	–	–	–

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

GRADE 3 MATH RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	5	4%	115	96%	1	1%	21	18%	60	52%	33	29%	93	81%
Female	66	2	3%	64	97%	0	0%	14	22%	33	52%	17	27%	50	78%
Male	53	2	4%	51	96%	1	2%	7	14%	27	53%	16	31%	43	84%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	107	3	3%	104	97%	1	1%	12	12%	58	56%	33	32%	91	88%
Students with Disabilities	13	2	15%	11	85%	0	0%	9	82%	2	18%	0	0%	2	18%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	19	0	0%	19	100%	1	5%	6	32%	9	47%	3	16%	12	63%
White	81	3	4%	78	96%	0	0%	12	15%	43	55%	23	29%	66	85%
Multiracial	14	2	14%	12	86%	0	0%	1	8%	7	58%	4	33%	11	92%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	2	33%	1	17%	3	50%	4	67%
Economically Disadvantaged	6	0	0%	6	100%	0	0%	6	100%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	114	5	4%	109	96%	1	1%	15	14%	60	55%	33	30%	93	85%
Non-English Language Learner	120	5	4%	115	96%	1	1%	21	18%	60	52%	33	29%	93	81%
Not in Foster Care	120	5	4%	115	96%	1	1%	21	18%	60	52%	33	29%	93	81%
Not Homeless	120	5	4%	115	96%	1	1%	21	18%	60	52%	33	29%	93	81%
Not Migrant	120	5	4%	115	96%	1	1%	21	18%	60	52%	33	29%	93	81%
Parent Not in Armed Forces	120	5	4%	115	96%	1	1%	21	18%	60	52%	33	29%	93	81%

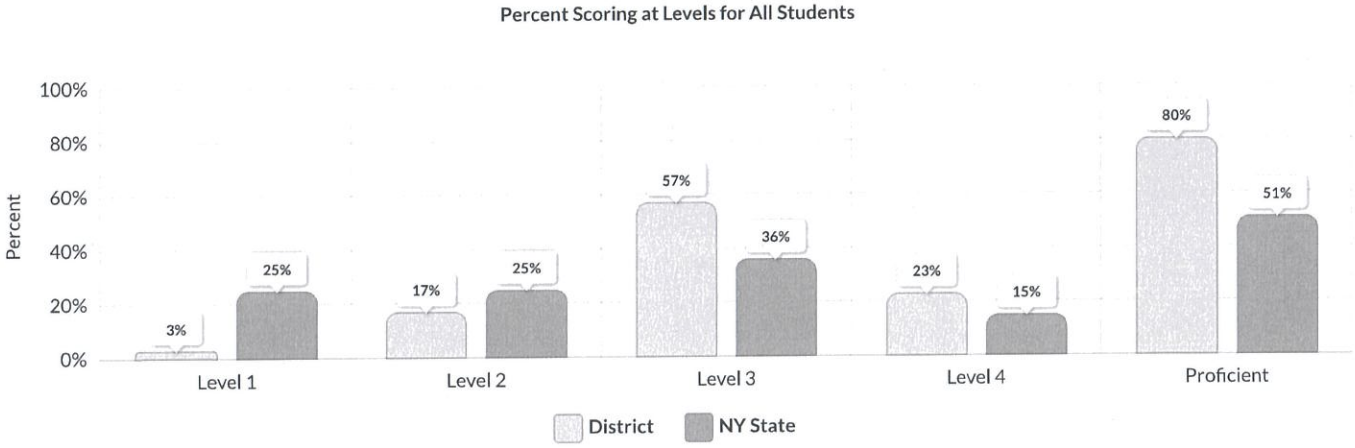
GRADE 4 MATH RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	10	8%	108	92%	0	0%	7	6%	36	33%	65	60%	101	94%
Female	55	6	11%	49	89%	0	0%	4	8%	16	33%	29	59%	45	92%
Male	63	4	6%	59	94%	0	0%	3	5%	20	34%	36	61%	56	95%
General Education Students	105	4	4%	101	96%	0	0%	7	7%	33	33%	61	60%	94	93%
Students with Disabilities	13	6	46%	7	54%	0	0%	0	0%	3	43%	4	57%	7	100%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	18	4	22%	14	78%	–	–	–	–	–	–	–	–	–	–
White	81	6	7%	75	93%	0	0%	2	3%	26	35%	47	63%	73	97%
Multiracial	15	0	0%	15	100%	0	0%	0	0%	5	33%	10	67%	15	100%
Small Group Total: Race & Ethnicity	22	4	18%	18	82%	0	0%	5	28%	5	28%	8	44%	13	72%
Economically Disadvantaged	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	115	9	8%	106	92%	–	–	–	–	–	–	–	–	–	–
English Language Learner	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	113	9	8%	104	92%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	118	10	8%	108	92%	0	0%	7	6%	36	33%	65	60%	101	94%
Not Homeless	118	10	8%	108	92%	0	0%	7	6%	36	33%	65	60%	101	94%
Not Migrant	118	10	8%	108	92%	0	0%	7	6%	36	33%	65	60%	101	94%
Parent Not in Armed Forces	118	10	8%	108	92%	0	0%	7	6%	36	33%	65	60%	101	94%

GRADE 5 MATH RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	136	13	10%	123	90%	10	8%	21	17%	59	48%	33	27%	92	75%
Female	69	4	6%	65	94%	4	6%	14	22%	34	52%	13	20%	47	72%
Male	64	8	13%	56	88%	–	–	–	–	–	–	–	–	–	–
Non-Binary	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	67	9	13%	58	87%	6	10%	7	12%	25	43%	20	34%	45	78%
General Education Students	119	7	6%	112	94%	6	5%	17	15%	57	51%	32	29%	89	79%
Students with Disabilities	17	6	35%	11	65%	4	36%	4	36%	2	18%	1	9%	3	27%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	27	2	7%	25	93%	4	16%	6	24%	14	56%	1	4%	15	60%
White	82	10	12%	72	88%	3	4%	6	8%	36	50%	27	38%	63	88%
Multiracial	14	0	0%	14	100%	2	14%	4	29%	5	36%	3	21%	8	57%
Small Group Total: Race & Ethnicity	13	1	8%	12	92%	1	8%	5	42%	4	33%	2	17%	6	50%
Economically Disadvantaged	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	132	12	9%	120	91%	–	–	–	–	–	–	–	–	–	–
English Language Learner	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	133	13	10%	120	90%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	136	13	10%	123	90%	10	8%	21	17%	59	48%	33	27%	92	75%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	135	13	10%	122	90%	–	–	–	–	–	–	–	–	–	–
Not Migrant	136	13	10%	123	90%	10	8%	21	17%	59	48%	33	27%	92	75%
Parent Not in Armed Forces	136	13	10%	123	90%	10	8%	21	17%	59	48%	33	27%	92	75%

GRADE 6 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	125	6	5%	119	95%	4	3%	20	17%	68	57%	27	23%	95	80%
Female	57	2	4%	55	96%	–	–	–	–	–	–	–	–	–	–
Male	67	4	6%	63	94%	3	5%	10	16%	37	59%	13	21%	50	79%
Non-Binary	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	58	2	3%	56	97%	1	2%	10	18%	31	55%	14	25%	45	80%
General Education Students	110	5	5%	105	95%	1	1%	14	13%	63	60%	27	26%	90	86%
Students with Disabilities	15	1	7%	14	93%	3	21%	6	43%	5	36%	0	0%	5	36%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	19	1	5%	18	95%	2	11%	5	28%	10	56%	1	6%	11	61%
White	87	4	5%	83	95%	2	2%	12	14%	53	64%	16	19%	69	83%
Multiracial	11	0	0%	11	100%	0	0%	1	9%	3	27%	7	64%	10	91%
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	0	0%	2	29%	2	29%	3	43%	5	71%
Economically Disadvantaged	7	2	29%	5	71%	1	20%	4	80%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	118	4	3%	114	97%	3	3%	16	14%	68	60%	27	24%	95	83%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	124	5	4%	119	96%	4	3%	20	17%	68	57%	27	23%	95	80%
Not in Foster Care	125	6	5%	119	95%	4	3%	20	17%	68	57%	27	23%	95	80%
Not Homeless	125	6	5%	119	95%	4	3%	20	17%	68	57%	27	23%	95	80%
Not Migrant	125	6	5%	119	95%	4	3%	20	17%	68	57%	27	23%	95	80%
Parent Not in Armed Forces	125	6	5%	119	95%	4	3%	20	17%	68	57%	27	23%	95	80%

GRADE 7 MATH RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	131	23	18%	108	82%	3	3%	15	14%	38	35%	52	48%	90	83%
Female	57	9	16%	48	84%	2	4%	7	15%	18	38%	21	44%	39	81%
Male	73	13	18%	60	82%	1	2%	8	13%	20	33%	31	52%	51	85%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	112	17	15%	95	85%	0	0%	11	12%	34	36%	50	53%	84	88%
Students with Disabilities	19	6	32%	13	68%	3	23%	4	31%	4	31%	2	15%	6	46%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	20	5	25%	15	75%	0	0%	4	27%	5	33%	6	40%	11	73%
White	98	17	17%	81	83%	3	4%	8	10%	30	37%	40	49%	70	86%
Multiracial	8	0	0%	8	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	1	8%	12	92%	0	0%	3	25%	3	25%	6	50%	9	75%
Economically Disadvantaged	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	126	20	16%	106	84%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	131	23	18%	108	82%	3	3%	15	14%	38	35%	52	48%	90	83%
Not in Foster Care	131	23	18%	108	82%	3	3%	15	14%	38	35%	52	48%	90	83%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	130	22	17%	108	83%	3	3%	15	14%	38	35%	52	48%	90	83%
Not Migrant	131	23	18%	108	82%	3	3%	15	14%	38	35%	52	48%	90	83%
Parent Not in Armed Forces	131	23	18%	108	82%	3	3%	15	14%	38	35%	52	48%	90	83%

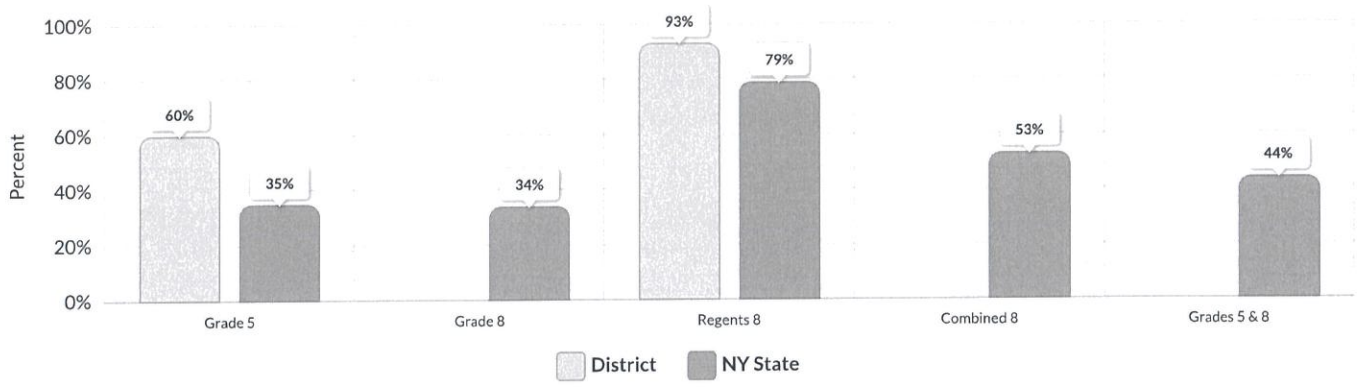
GRADE 8 MATH RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	146	24	16%	122	84%	4	3%	6	5%	41	34%	71	58%	112	92%
Female	72	13	18%	59	82%	2	3%	2	3%	19	32%	36	61%	55	93%
Male	73	10	14%	63	86%	2	3%	4	6%	22	35%	35	56%	57	90%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	126	17	13%	109	87%	1	1%	3	3%	37	34%	68	62%	105	96%
Students with Disabilities	20	7	35%	13	65%	3	23%	3	23%	4	31%	3	23%	7	54%
Asian or Native Hawaiian/Other Pacific Islander	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Black or African American	7	2	29%	5	71%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	27	5	19%	22	81%	1	5%	4	18%	10	45%	7	32%	17	77%
White	96	15	16%	81	84%	1	1%	1	1%	26	32%	53	65%	79	98%
Multiracial	12	1	8%	11	92%	1	9%	0	0%	4	36%	6	55%	10	91%
Small Group Total: Race & Ethnicity	11	3	27%	8	73%	1	13%	1	13%	1	13%	5	63%	6	75%
Economically Disadvantaged	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	144	23	16%	121	84%	–	–	–	–	–	–	–	–	–	–
English Language Learner	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	142	23	16%	119	84%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	146	24	16%	122	84%	4	3%	6	5%	41	34%	71	58%	112	92%
Not Homeless	146	24	16%	122	84%	4	3%	6	5%	41	34%	71	58%	112	92%
Not Migrant	146	24	16%	122	84%	4	3%	6	5%	41	34%	71	58%	112	92%
Parent Not in Armed Forces	146	24	16%	122	84%	4	3%	6	5%	41	34%	71	58%	112	92%

GRADES 5 & 8 SCIENCE RESULTS (2023-24)

The results of the 2023-24 Grades 5 and 8 Science tests represent student achievement on the new NYS P-12 Science 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		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	136	12	9%	124	91%	5	4%	44	35%	62	50%	13	10%	75	60%
Grade 8	146	144	99%	2	1%	–	–	–	–	–	–	–	–	–	–
Regents 8	–	–	–	142	97%	4	3%	6	4%	33	23%	99	70%	132	93%
Combined 8	146	2	1%	144	99%	–	–	–	–	–	–	–	–	–	–
Grades 5 & 8	282	14	5%	268	95%	–	–	–	–	–	–	–	–	–	–

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

GRADE 5 SCIENCE RESULTS

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	136	12	9%	124	91%	5	4%	44	35%	62	50%	13	10%	75	60%
Female	69	4	6%	65	94%	3	5%	23	35%	36	55%	3	5%	39	60%
Male	64	7	11%	57	89%	–	–	–	–	–	–	–	–	–	–
Non-Binary	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	67	8	12%	59	88%	2	3%	21	36%	26	44%	10	17%	36	61%
General Education Students	119	6	5%	113	95%	3	3%	37	33%	60	53%	13	12%	73	65%
Students with Disabilities	17	6	35%	11	65%	2	18%	7	64%	2	18%	0	0%	2	18%
Asian or Native Hawaiian/Other Pacific Islander	9	1	11%	8	89%	–	–	–	–	–	–	–	–	–	–
Black or African American	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	27	2	7%	25	93%	1	4%	14	56%	10	40%	0	0%	10	40%
White	82	7	9%	75	91%	1	1%	21	28%	42	56%	11	15%	53	71%
Multiracial	14	1	7%	13	93%	2	15%	4	31%	6	46%	1	8%	7	54%
Small Group Total: Race & Ethnicity	13	2	15%	11	85%	1	9%	5	45%	4	36%	1	9%	5	45%
Economically Disadvantaged	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	132	11	8%	121	92%	–	–	–	–	–	–	–	–	–	–
English Language Learner	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	133	12	9%	121	91%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	136	12	9%	124	91%	5	4%	44	35%	62	50%	13	10%	75	60%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	135	12	9%	123	91%	–	–	–	–	–	–	–	–	–	–
Not Migrant	136	12	9%	124	91%	5	4%	44	35%	62	50%	13	10%	75	60%
Parent Not in Armed Forces	136	12	9%	124	91%	5	4%	44	35%	62	50%	13	10%	75	60%

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	146	144	99%	2	1%	–	–	–	–	–	–	–	–	–	–
Female	72	72	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	73	71	97%	2	3%	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Gender	73	71	97%	2	3%	–	–	–	–	–	–	–	–	–	–
General Education Students	126	126	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	20	18	90%	2	10%	–	–	–	–	–	–	–	–	–	–
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	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	27	26	96%	1	4%	–	–	–	–	–	–	–	–	–	–
White	96	95	99%	1	1%	–	–	–	–	–	–	–	–	–	–
Multiracial	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	123	121	98%	2	2%	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	144	142	99%	2	1%	–	–	–	–	–	–	–	–	–	–
English Language Learner	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	142	140	99%	2	1%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	146	144	99%	2	1%	–	–	–	–	–	–	–	–	–	–
Not Homeless	146	144	99%	2	1%	–	–	–	–	–	–	–	–	–	–
Not Migrant	146	144	99%	2	1%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	146	144	99%	2	1%	–	–	–	–	–	–	–	–	–	–

ANNUAL REGENTS EXAMINATIONS (2023 - 24)

Annual Regents examination results are those administered in August, January, and June of the reporting year.

ANNUAL REGENTS EXAMINATION IN ELA (2023-24)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	128	0	0%	1	1%	16	13%	17	13%	94	73%	127	99%
Female	63	–	–	–	–	–	–	–	–	–	–	–	–
Male	64	0	0%	1	2%	12	19%	11	17%	40	63%	63	98%
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	64	0	0%	0	0%	4	6%	6	9%	54	84%	64	100%
General Education Students	111	0	0%	0	0%	11	10%	11	10%	89	80%	111	100%
Students with Disabilities	17	0	0%	1	6%	5	29%	6	35%	5	29%	16	94%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	0	0%	0	0%	3	43%	4	57%	7	100%
Black or African American	6	0	0%	0	0%	2	33%	1	17%	3	50%	6	100%
Hispanic or Latino	17	0	0%	1	6%	2	12%	3	18%	11	65%	16	94%
White	89	0	0%	0	0%	12	13%	10	11%	67	75%	89	100%
Multiracial	9	0	0%	0	0%	0	0%	0	0%	9	100%	9	100%
Economically Disadvantaged	9	0	0%	0	0%	2	22%	4	44%	3	33%	9	100%
Not Economically Disadvantaged	119	0	0%	1	1%	14	12%	13	11%	91	76%	118	99%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	127	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	128	0	0%	1	1%	16	13%	17	13%	94	73%	127	99%
Not Homeless	128	0	0%	1	1%	16	13%	17	13%	94	73%	127	99%
Not Migrant	128	0	0%	1	1%	16	13%	17	13%	94	73%	127	99%
Parent Not in Armed Forces	128	0	0%	1	1%	16	13%	17	13%	94	73%	127	99%

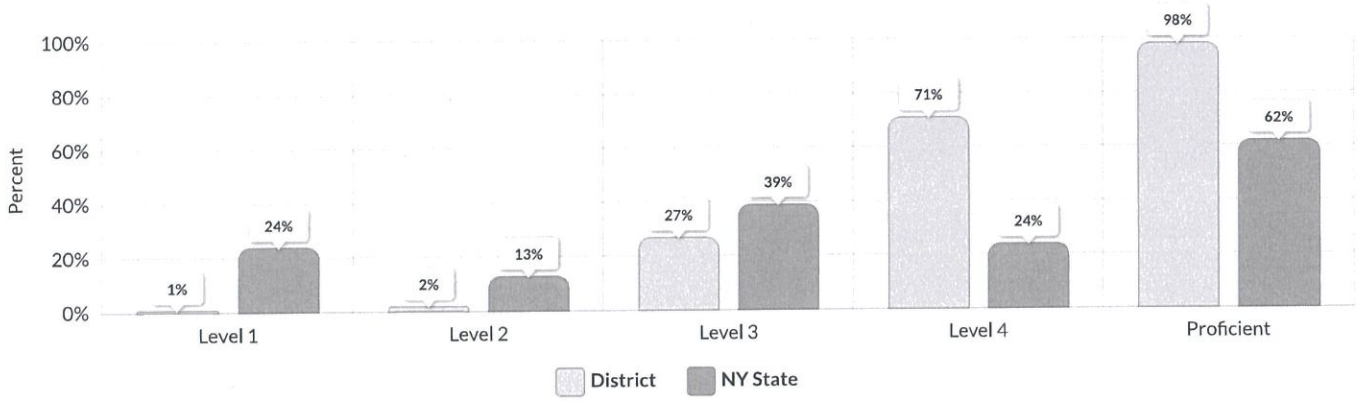
ANNUAL REGENTS EXAMINATION IN ALGEBRA I (AUGUST 2023 & JANUARY 2024)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	4	–	–	–	–	–	–	–	–	–	–	–	–
Female	2	–	–	–	–	–	–	–	–	–	–	–	–
Male	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	4	–	–	–	–	–	–	–	–	–	–	–	–
General Education Students	2	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
White	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	4	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	4	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	4	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	4	–	–	–	–	–	–	–	–	–	–	–	–

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (JUNE 2024)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	0	0%	3	2%	21	16%	45	35%	61	47%	127	98%
Female	67	0	0%	2	3%	10	15%	18	27%	37	55%	65	97%
Male	60	–	–	–	–	–	–	–	–	–	–	–	–
Non-Binary	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	63	0	0%	1	2%	11	17%	27	43%	24	38%	62	98%
General Education Students	108	0	0%	1	1%	11	10%	37	34%	59	55%	107	99%
Students with Disabilities	22	0	0%	2	9%	10	45%	8	36%	2	9%	20	91%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	4	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	18	0	0%	0	0%	6	33%	6	33%	6	33%	18	100%
White	94	0	0%	2	2%	11	12%	32	34%	49	52%	92	98%
Multiracial	9	0	0%	0	0%	3	33%	3	33%	3	33%	9	100%
Small Group Total: Race & Ethnicity	9	0	0%	1	11%	1	11%	4	44%	3	33%	8	89%
Economically Disadvantaged	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	126	–	–	–	–	–	–	–	–	–	–	–	–
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	127	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	130	0	0%	3	2%	21	16%	45	35%	61	47%	127	98%
Not Homeless	130	0	0%	3	2%	21	16%	45	35%	61	47%	127	98%
Not Migrant	130	0	0%	3	2%	21	16%	45	35%	61	47%	127	98%
Parent Not in Armed Forces	130	0	0%	3	2%	21	16%	45	35%	61	47%	127	98%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	132	1	1%	2	2%	35	27%	94	71%	129	98%
Female	71	0	0%	1	1%	18	25%	52	73%	70	99%
Male	57	–	–	–	–	–	–	–	–	–	–
Non-Binary	4	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	61	1	2%	1	2%	17	28%	42	69%	59	97%
General Education Students	110	0	0%	1	1%	24	22%	85	77%	109	99%
Students with Disabilities	22	1	5%	1	5%	11	50%	9	41%	20	91%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	21	0	0%	1	5%	8	38%	12	57%	20	95%
White	95	1	1%	0	0%	23	24%	71	75%	94	99%
Multiracial	9	0	0%	1	11%	1	11%	7	78%	8	89%
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	3	43%	4	57%	7	100%
Economically Disadvantaged	4	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	128	–	–	–	–	–	–	–	–	–	–
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	131	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	132	1	1%	2	2%	35	27%	94	71%	129	98%
Not Homeless	132	1	1%	2	2%	35	27%	94	71%	129	98%
Not Migrant	132	1	1%	2	2%	35	27%	94	71%	129	98%
Parent Not in Armed Forces	132	1	1%	2	2%	35	27%	94	71%	129	98%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2023-24)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	142	4	3%	6	4%	33	23%	99	70%	132	93%
Female	71	2	3%	3	4%	17	24%	49	69%	66	93%
Male	70	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	71	2	3%	3	4%	16	23%	50	70%	66	93%
General Education Students	125	2	2%	4	3%	26	21%	93	74%	119	95%
Students with Disabilities	17	2	12%	2	12%	7	41%	6	35%	13	76%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–
Black or African American	6	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	25	1	4%	2	8%	11	44%	11	44%	22	88%
White	95	2	2%	2	2%	15	16%	76	80%	91	96%
Multiracial	12	1	8%	0	0%	5	42%	6	50%	11	92%
Small Group Total: Race & Ethnicity	10	0	0%	2	20%	2	20%	6	60%	8	80%
Economically Disadvantaged	2	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	140	–	–	–	–	–	–	–	–	–	–
English Language Learner	4	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	138	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	142	4	3%	6	4%	33	23%	99	70%	132	93%
Not Homeless	142	4	3%	6	4%	33	23%	99	70%	132	93%
Not Migrant	142	4	3%	6	4%	33	23%	99	70%	132	93%
Parent Not in Armed Forces	142	4	3%	6	4%	33	23%	99	70%	132	93%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2023-24)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	1	–	–	–	–	–	–	–	–	–	–
Male	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	1	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	1	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Migrant	1	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	1	–	–	–	–	–	–	–	–	–	–

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	112	0	0%	0	0%	10	9%	17	15%	85	76%	112	100%
Female	59	0	0%	0	0%	5	8%	10	17%	44	75%	59	100%
Male	51	–	–	–	–	–	–	–	–	–	–	–	–
Non-Binary	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	53	0	0%	0	0%	5	9%	7	13%	41	77%	53	100%
General Education Students	93	0	0%	0	0%	4	4%	11	12%	78	84%	93	100%
Students with Disabilities	19	0	0%	0	0%	6	32%	6	32%	7	37%	19	100%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	19	0	0%	0	0%	3	16%	4	21%	12	63%	19	100%
White	82	0	0%	0	0%	5	6%	13	16%	64	78%	82	100%
Multiracial	5	0	0%	0	0%	1	20%	0	0%	4	80%	5	100%
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	1	17%	0	0%	5	83%	6	100%
Economically Disadvantaged	5	0	0%	0	0%	2	40%	1	20%	2	40%	5	100%
Not Economically Disadvantaged	107	0	0%	0	0%	8	7%	16	15%	83	78%	107	100%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	111	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	112	0	0%	0	0%	10	9%	17	15%	85	76%	112	100%
Not Homeless	112	0	0%	0	0%	10	9%	17	15%	85	76%	112	100%
Not Migrant	112	0	0%	0	0%	10	9%	17	15%	85	76%	112	100%
Parent Not in Armed Forces	112	0	0%	0	0%	10	9%	17	15%	85	76%	112	100%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2023-24)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	128	1	1%	3	2%	15	12%	52	41%	57	45%	124	97%
Female	64	0	0%	1	2%	8	13%	26	41%	29	45%	63	98%
Male	63	–	–	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	64	1	2%	2	3%	7	11%	26	41%	28	44%	61	95%
General Education Students	110	0	0%	1	1%	12	11%	44	40%	53	48%	109	99%
Students with Disabilities	18	1	6%	2	11%	3	17%	8	44%	4	22%	15	83%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	0	0%	0	0%	4	57%	3	43%	7	100%
Black or African American	6	0	0%	0	0%	3	50%	2	33%	1	17%	6	100%
Hispanic or Latino	17	0	0%	1	6%	6	35%	8	47%	2	12%	16	94%
White	89	1	1%	2	2%	6	7%	36	40%	44	49%	86	97%
Multiracial	9	0	0%	0	0%	0	0%	2	22%	7	78%	9	100%
Economically Disadvantaged	9	0	0%	0	0%	4	44%	5	56%	0	0%	9	100%
Not Economically Disadvantaged	119	1	1%	3	3%	11	9%	47	39%	57	48%	115	97%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	127	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	128	1	1%	3	2%	15	12%	52	41%	57	45%	124	97%
Not Homeless	128	1	1%	3	2%	15	12%	52	41%	57	45%	124	97%
Not Migrant	128	1	1%	3	2%	15	12%	52	41%	57	45%	124	97%
Parent Not in Armed Forces	128	1	1%	3	2%	15	12%	52	41%	57	45%	124	97%

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.

2020 TOTAL COHORT REGENTS IN ELA

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	136	1	1%	135	99%	0	0%	1	1%	12	9%	122	90%	134	99%
Female	60	0	0%	60	100%	0	0%	0	0%	6	10%	54	90%	60	100%
Male	76	1	1%	75	99%	0	0%	1	1%	6	8%	68	89%	74	97%
General Education Students	124	1	1%	123	99%	0	0%	0	0%	9	7%	114	92%	123	99%
Students with Disabilities	12	0	0%	12	100%	0	0%	1	8%	3	25%	8	67%	11	92%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	0	0%	9	100%	9	100%
Black or African American	4	0	–	4	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	17	1	6%	16	94%	0	0%	0	0%	3	18%	13	76%	16	94%
White	101	0	0%	101	100%	0	0%	1	1%	8	8%	92	91%	100	99%
Multiracial	5	0	–	5	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	0	0%	1	11%	8	89%	9	100%
Economically Disadvantaged	7	0	0%	7	100%	0	0%	0	0%	3	43%	4	57%	7	100%
Not Economically Disadvantaged	129	1	1%	128	99%	0	0%	1	1%	9	7%	118	91%	127	98%
Non-English Language Learner	136	1	1%	135	99%	0	0%	1	1%	12	9%	122	90%	134	99%
Not in Foster Care	136	1	1%	135	99%	0	0%	1	1%	12	9%	122	90%	134	99%
Not Homeless	136	1	1%	135	99%	0	0%	1	1%	12	9%	122	90%	134	99%
Not Migrant	136	1	1%	135	99%	0	0%	1	1%	12	9%	122	90%	134	99%
Parent Not in Armed Forces	136	1	1%	135	99%	0	0%	1	1%	12	9%	122	90%	134	99%

2020 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	1	1	100	0	0
Male	1	1	100	0	0
General Education Students	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	1	1	100	0	0
Not in Foster Care	1	1	100	0	0
Not Homeless	1	1	100	0	0
Not Migrant	1	1	100	0	0
Parent Not in Armed Forces	1	1	100	0	0

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

2020 TOTAL COHORT REGENTS IN MATH



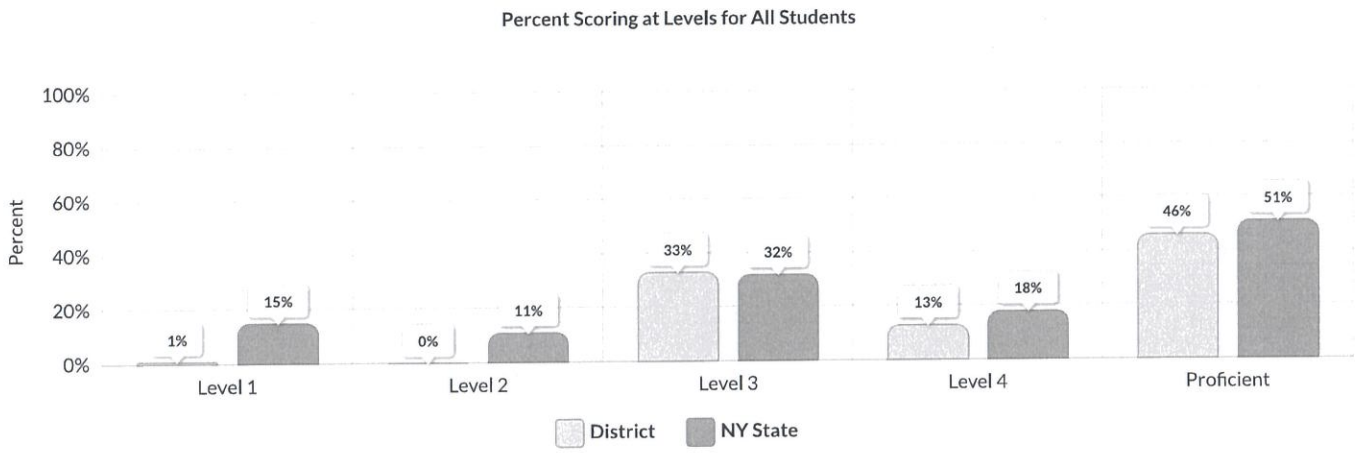
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	136	94	69%	42	31%	3	2%	1	1%	26	19%	12	9%	38	28%
Female	60	47	78%	13	22%	3	5%	0	0%	8	13%	2	3%	10	17%
Male	76	47	62%	29	38%	0	0%	1	1%	18	24%	10	13%	28	37%
General Education Students	124	88	71%	36	29%	3	2%	0	0%	21	17%	12	10%	33	27%
Students with Disabilities	12	6	50%	6	50%	0	0%	1	8%	5	42%	0	0%	5	42%
Asian or Native Hawaiian/Other Pacific Islander	9	1	11%	8	89%	0	0%	0	0%	5	56%	3	33%	8	89%
Black or African American	4	3	–	1	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	17	13	76%	4	24%	1	6%	0	0%	2	12%	1	6%	3	18%
White	101	74	73%	27	27%	2	2%	0	0%	19	19%	6	6%	25	25%
Multiracial	5	3	–	2	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	6	67%	3	33%	0	0%	1	11%	0	0%	2	22%	2	22%
Economically Disadvantaged	7	6	86%	1	14%	0	0%	0	0%	1	14%	0	0%	1	14%
Not Economically Disadvantaged	129	88	68%	41	32%	3	2%	1	1%	25	19%	12	9%	37	29%
Non-English Language Learner	136	94	69%	42	31%	3	2%	1	1%	26	19%	12	9%	38	28%
Not in Foster Care	136	94	69%	42	31%	3	2%	1	1%	26	19%	12	9%	38	28%
Not Homeless	136	94	69%	42	31%	3	2%	1	1%	26	19%	12	9%	38	28%
Not Migrant	136	94	69%	42	31%	3	2%	1	1%	26	19%	12	9%	38	28%
Parent Not in Armed Forces	136	94	69%	42	31%	3	2%	1	1%	26	19%	12	9%	38	28%

2020 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	121	87	72	34	28
Female	56	45	80	11	20
Male	65	42	65	23	35
General Education Students	117	83	71	34	29
Students with Disabilities	4	4	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	1	14	6	86
Black or African American	3	3	100	0	0
Hispanic or Latino	14	11	79	3	21
White	92	69	75	23	25
Multiracial	5	3	60	2	40
Economically Disadvantaged	5	5	100	0	0
Not Economically Disadvantaged	116	82	71	34	29
Non-English Language Learner	121	87	72	34	28
Not in Foster Care	121	87	72	34	28
Not Homeless	121	87	72	34	28
Not Migrant	121	87	72	34	28
Parent Not in Armed Forces	121	87	72	34	28

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

2020 TOTAL COHORT REGENTS IN SCIENCE



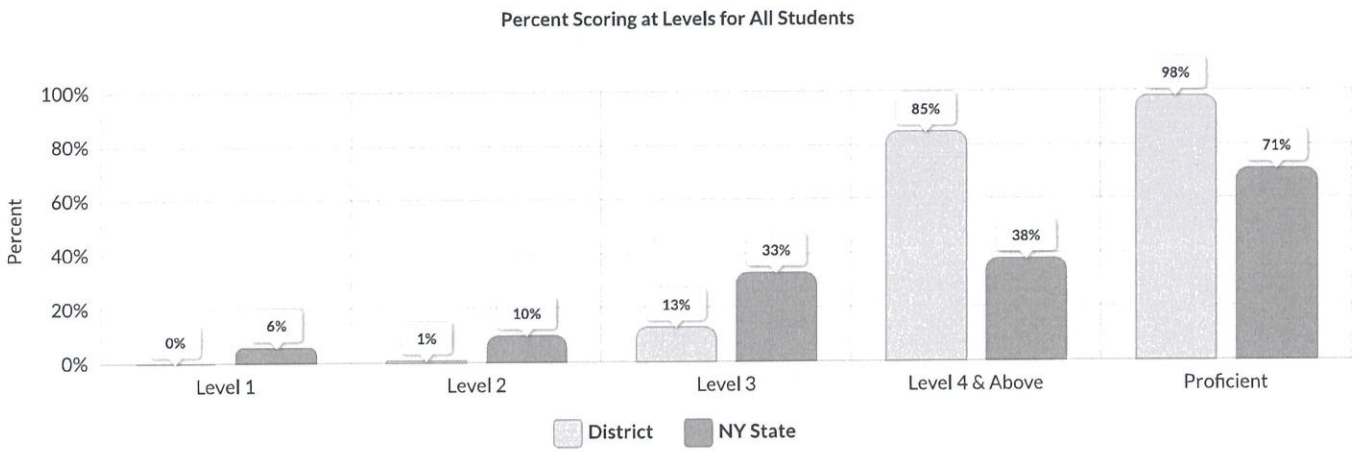
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	136	72	53%	64	47%	1	1%	0	0%	45	33%	18	13%	63	46%
Female	60	25	42%	35	58%	1	2%	0	0%	23	38%	11	18%	34	57%
Male	76	47	62%	29	38%	0	0%	0	0%	22	29%	7	9%	29	38%
General Education Students	124	61	49%	63	51%	1	1%	0	0%	44	35%	18	15%	62	50%
Students with Disabilities	12	11	92%	1	8%	0	0%	0	0%	1	8%	0	0%	1	8%
Asian or Native Hawaiian/Other Pacific Islander	9	4	44%	5	56%	0	0%	0	0%	2	22%	3	33%	5	56%
Black or African American	4	2	–	2	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	17	10	59%	7	41%	0	0%	0	0%	6	35%	1	6%	7	41%
White	101	54	53%	47	47%	1	1%	0	0%	33	33%	13	13%	46	46%
Multiracial	5	2	–	3	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	4	44%	5	56%	0	0%	0	0%	4	44%	1	11%	5	56%
Economically Disadvantaged	7	6	86%	1	14%	0	0%	0	0%	1	14%	0	0%	1	14%
Not Economically Disadvantaged	129	66	51%	63	49%	1	1%	0	0%	44	34%	18	14%	62	48%
Non-English Language Learner	136	72	53%	64	47%	1	1%	0	0%	45	33%	18	13%	63	46%
Not in Foster Care	136	72	53%	64	47%	1	1%	0	0%	45	33%	18	13%	63	46%
Not Homeless	136	72	53%	64	47%	1	1%	0	0%	45	33%	18	13%	63	46%
Not Migrant	136	72	53%	64	47%	1	1%	0	0%	45	33%	18	13%	63	46%
Parent Not in Armed Forces	136	72	53%	64	47%	1	1%	0	0%	45	33%	18	13%	63	46%

2020 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	130	71	55	59	45
Female	57	24	42	33	58
Male	73	47	64	26	36
General Education Students	120	61	51	59	49
Students with Disabilities	10	10	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	8	4	50	4	50
Black or African American	3	2	67	1	33
Hispanic or Latino	16	10	63	6	38
White	98	53	54	45	46
Multiracial	5	2	40	3	60
Economically Disadvantaged	7	6	86	1	14
Not Economically Disadvantaged	123	65	53	58	47
Non-English Language Learner	130	71	55	59	45
Not in Foster Care	130	71	55	59	45
Not Homeless	130	71	55	59	45
Not Migrant	130	71	55	59	45
Parent Not in Armed Forces	130	71	55	59	45

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

2020 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	136	2	1%	134	99%	0	0%	1	1%	17	13%	116	85%	133	98%
Female	60	1	2%	59	98%	0	0%	0	0%	9	15%	50	83%	59	98%
Male	76	1	1%	75	99%	0	0%	1	1%	8	11%	66	87%	74	97%
General Education Students	124	1	1%	123	99%	0	0%	1	1%	13	10%	109	88%	122	98%
Students with Disabilities	12	1	8%	11	92%	0	0%	0	0%	4	33%	7	58%	11	92%
Asian or Native Hawaiian/Other Pacific Islander	9	1	11%	8	89%	0	0%	0	0%	1	11%	7	78%	8	89%
Black or African American	4	1	–	3	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	17	0	0%	17	100%	0	0%	1	6%	5	29%	11	65%	16	94%
White	101	0	0%	101	100%	0	0%	0	0%	10	10%	91	90%	101	100%
Multiracial	5	0	–	5	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	0	0%	0	0%	1	11%	7	78%	8	89%
Economically Disadvantaged	7	0	0%	7	100%	0	0%	1	14%	3	43%	3	43%	6	86%
Not Economically Disadvantaged	129	2	2%	127	98%	0	0%	0	0%	14	11%	113	88%	127	98%
Non-English Language Learner	136	2	1%	134	99%	0	0%	1	1%	17	13%	116	85%	133	98%
Not in Foster Care	136	2	1%	134	99%	0	0%	1	1%	17	13%	116	85%	133	98%
Not Homeless	136	2	1%	134	99%	0	0%	1	1%	17	13%	116	85%	133	98%
Not Migrant	136	2	1%	134	99%	0	0%	1	1%	17	13%	116	85%	133	98%
Parent Not in Armed Forces	136	2	1%	134	99%	0	0%	1	1%	17	13%	116	85%	133	98%

2020 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	136	0	0%	136	100%	0	0%	1	1%	15	11%	120	88%	135	99%
Female	60	0	0%	60	100%	0	0%	0	0%	8	13%	52	87%	60	100%
Male	76	0	0%	76	100%	0	0%	1	1%	7	9%	68	89%	75	99%
General Education Students	124	0	0%	124	100%	0	0%	1	1%	7	6%	116	94%	123	99%
Students with Disabilities	12	0	0%	12	100%	0	0%	0	0%	8	67%	4	33%	12	100%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	1	11%	8	89%	9	100%
Black or African American	4	0	–	4	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	17	0	0%	17	100%	0	0%	1	6%	1	6%	15	88%	16	94%
White	101	0	0%	101	100%	0	0%	0	0%	10	10%	91	90%	101	100%
Multiracial	5	0	–	5	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	0	0%	3	33%	6	67%	9	100%
Economically Disadvantaged	7	0	0%	7	100%	0	0%	0	0%	2	29%	5	71%	7	100%
Not Economically Disadvantaged	129	0	0%	129	100%	0	0%	1	1%	13	10%	115	89%	128	99%
Non-English Language Learner	136	0	0%	136	100%	0	0%	1	1%	15	11%	120	88%	135	99%
Not in Foster Care	136	0	0%	136	100%	0	0%	1	1%	15	11%	120	88%	135	99%
Not Homeless	136	0	0%	136	100%	0	0%	1	1%	15	11%	120	88%	135	99%
Not Migrant	136	0	0%	136	100%	0	0%	1	1%	15	11%	120	88%	135	99%
Parent Not in Armed Forces	136	0	0%	136	100%	0	0%	1	1%	15	11%	120	88%	135	99%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2023-24)

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%	1	20%	1	20%	0	0%	1	20%	2	40%
Grade 1	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 2	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 4	5	0	0%	5	100%	0	0%	0	0%	2	40%	0	0%	3	60%
Grade 5	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 6	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Grade 9	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 10	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 11	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–

NEW YORK STATE ALTERNATE ASSESSMENT (2023-24)

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 4 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 4 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024)

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	41%	28%	22%	9%	28%	36%	29%	8%
Students with Disabilities	73%	18%	8%	1%	63%	28%	7%	2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	26%	25%	30%	19%	14%	26%	40%	20%
Black	55%	29%	13%	3%	44%	39%	15%	2%
Hispanic	51%	27%	16%	6%	39%	38%	20%	3%
White	32%	31%	26%	11%	19%	35%	36%	10%
Two or more races	39%	23%	25%	14%	12%	40%	33%	14%
English Language Learners	79%	17%	3%	0%	59%	29%	12%	1%
Economically Disadvantaged	52%	28%	16%	5%	39%	37%	20%	3%

NEW YORK STATE NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35%	34%	26%	5%	42%	31%	18%	8%
Students with Disabilities	65%	25%	10%	1%	73%	19%	6%	2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	17%	32%	38%	13%	19%	24%	30%	27%
Black	42%	37%	19%	2%	56%	28%	13%	2%
Hispanic	47%	32%	19%	2%	59%	29%	10%	2%
White	28%	36%	30%	7%	29%	36%	25%	10%
Two or more races	*	*	*	*	45%	32%	17%	6%
English Language Learners	85%	10%	4%	1%	83%	13%	4%	1%
Economically Disadvantaged	44%	34%	19%	3%	54%	29%	14%	4%

*Reporting standards not met.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	89%	89%	79%	81%
Students with Disabilities	85%	91%	87%	93%
English Language Learners	83%	84%	78%	90%

Note: Group values may not sum to 100% due to rounding.

NATIONAL NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	41%	29%	22%	8%	24%	36%	31%	9%
Students with Disabilities	72%	18%	8%	1%	53%	31%	13%	3%
American Indian/Alaska Native	59%	26%	13%	3%	43%	37%	18%	2%
Asian/Pacific Islander	23%	26%	31%	20%	12%	24%	39%	25%
Black	57%	27%	13%	3%	41%	40%	17%	2%
Hispanic	52%	27%	16%	4%	34%	39%	23%	4%
White	30%	31%	28%	11%	14%	35%	39%	12%
Two or more races	37%	29%	24%	10%	20%	36%	33%	11%
English Language Learners	71%	21%	7%	1%	48%	36%	14%	2%
Economically Disadvantaged	53%	28%	16%	4%	35%	40%	22%	3%

NATIONAL NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34%	37%	25%	4%	41%	32%	19%	8%
Students with Disabilities	67%	25%	8%	1%	75%	18%	5%	2%
American Indian/Alaska Native	45%	38%	16%	1%	60%	29%	9%	3%
Asian/Pacific Islander	17%	30%	40%	13%	18%	26%	28%	29%
Black	48%	36%	15%	1%	63%	27%	8%	2%
Hispanic	45%	36%	17%	1%	55%	30%	12%	2%
White	25%	39%	32%	5%	28%	36%	27%	10%
Two or more races	30%	36%	30%	4%	38%	33%	20%	9%
English Language Learners	71%	25%	5%	0%	77%	18%	4%	1%
Economically Disadvantaged	46%	37%	16%	1%	55%	31%	12%	3%

*Reporting standards not met.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	88%	89%
Students with Disabilities	89%	90%	89%	90%
English Language Learners	92%	93%	91%	92%

Note: Group values may not sum to 100% due to rounding.

STAFF QUALIFICATIONS (2023-24)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	160	10	6%	3	0	0%
STATEWIDE	215,701	40,882	19%	5,023	1,789	36%
STATEWIDE HIGH-POVERTY SCHOOLS	48,060	12,707	26%	1,254	512	41%
STATEWIDE LOW-POVERTY SCHOOLS	63,145	8,190	13%	1,229	344	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	157	0	0%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%

TOTAL COHORT GRADUATION RATE (2023-24)

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	136	136	100%	0	0%	136	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	60	60	100%	0	0%	60	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	76	76	100%	0	0%	76	100%	0	0%	0	0%	0	0%	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	124	124	100%	0	0%	124	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	12	12	100%	0	0%	12	100%	0	0%	0	0%	0	0%	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	9	100%	0	0%	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	4	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	17	17	100%	0	0%	17	100%	0	0%	0	0%	0	0%	0	0%	0	0%
White	101	101	100%	0	0%	101	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	5	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	7	7	100%	0	0%	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	129	129	100%	0	0%	129	100%	0	0%	0	0%	0	0%	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	136	136	100%	0	0%	136	100%	0	0%	0	0%	0	0%	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	136	136	100%	0	0%	136	100%	0	0%	0	0%	0	0%	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	136	136	100%	0	0%	136	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	136	136	100%	0	0%	136	100%	0	0%	0	0%	0	0%	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	136	136	100%	0	0%	136	100%	0	0%	0	0%	0	0%	0	0%	0	0%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2021-22)

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

(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 09/19/2024

Taxing Jurisdiction: 5526

Fiscal Year Begining: 2024

School District: 552604 HASTINGS

Total equalized value in taxing jurisdiction: 3,073,207,800 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	0.04%
13100	CNTY OWNED	RPTL 406(1)	1	2,328,900	0.08%
13230	CO O/S LMT	RPTL 406(2)	2	924,800	0.03%
13500	TOWN OWN	RPTL 406(1)	6	1,026,400	0.03%
13570	TWN O/S LM	RPTL 404(1)	1	1,900	0.00%
13650	VILL OWNED	RPTL 406(1)	65	42,328,600	1.38%
13730	VG O/S LMT	RPTL 406(2)	11	9,567,400	0.31%
13800	SCHL OWNED	RPTL 408	9	143,091,700	4.66%
18020	INDL.DEVLP	RPTL 412-a	1	1,530,400	0.05%
21600	CLERGY-RES	RPTL 462	4	3,805,200	0.12%
25110	RELIGIOUS	RPTL 420-a	9	27,331,000	0.89%
25120	EDUCATIONL	RPTL 420-a	6	13,079,500	0.43%
25130	CHARITABLE	RPTL 420-a	9	65,672,500	2.14%
25230	MENTAL IMP	RPTL 420-A	2	2,281,900	0.07%
25300	OTH NONPRF	RPTL 420-b	4	10,319,600	0.34%
26100	VETS ORGAN	RPTL 452	2	1,351,900	0.04%
26400	INC VOL FD	RPTL 464(2)	3	1,468,500	0.05%
27200	RR PROP.	RPTL 489-D&DD	7	28,417,000	0.92%
27350	CEMETERY	RPTL 446	9	37,534,100	1.22%
41124	WAR VET	RPTL 458-A	68	900,000	0.03%
41134	COMBAT VET	RPTL 458-A	48	980,000	0.03%
41140	DSABLD VET	RPTL 458-A	5	89,005	0.00%
41144	DSABLD VET	RPTL 458-A	13	520,000	0.02%
41164	CW VET/S	RPTL 458-B	5	60,000	0.00%
41640	RPTL466_D	RPTL466C,D,E,F,G,H&	49	4,815,520	0.16%
41800	AGED-ALL	RPTL 467	35	12,088,161	0.39%
41804	AGED- S	RPTL 467	13	4,392,190	0.14%
		Totals:	**390**	**417,253,376**	**13.57%**

The exempt amounts do not take into consideration any payments for municipal services.
Amount, if any, attributed to payments in lieu of taxes: $ _____
(details contained on RP-495-PILOT)