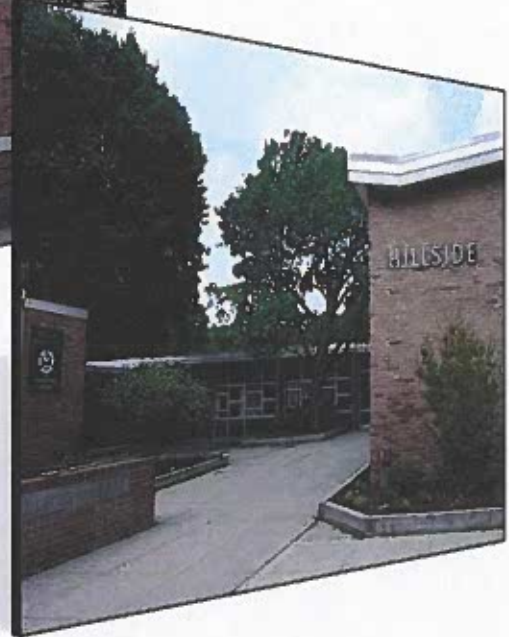


Hastings-on-Hudson UFSD

— A Blue Ribbon District —

2026-2027 School Budget



HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION

ALEXANDER DAL PIAZ, PRESIDENT

JODIE MEYER, VICE PRESIDENT

DAVID BARONE

CATHERINE DIMARTINO

THERESA MCCAFFREY

MAUREEN LENNON-SANTANA

DAVID WEINSTEIN

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 2026-27 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**

fourteen The public document must be made available to the public days prior to the vote.

➤ **Budget Vote**

The statewide voting day will be on Tuesday May 19th this year.

AMENDMENT TO REGULATIONS OF THE COMMISSION OF EDUCATION

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

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

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

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

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

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

BUDGET NOTIFICATION REQUIREMENTS

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

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

Amends section 2022 of the Education Law:

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

BUDGET POLICIES

BUDGET PLANNING AND DEVELOPMENT

5110

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

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

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

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

Reference - Education Law Section 1716

Adoption Date: 5/7/02

BUDGET ADOPTION

5130

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

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

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

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

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

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

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

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

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

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

Adoption Date: 5/7/02

BUDGET TRANSFERS

5330

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

Reference - Commissioner's Regulations Section 170.2

Adoption Date: 1/13/03

Adopted by the Board of Education November 4, 2025

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

BOARD OF EDUCATION CALENDAR FOR 2026-2027 BUDGET

| DATE | ACTIVITY |
|----------------------|---|
| <u>2025</u> | |
| November 4, Tuesday | Budget calendar adopted by Board of Education |
| <u>2026</u> | |
| January 27, Tuesday | Superintendent gives progress report of budget development to the Board. |
| February 10, Tuesday | Regular meeting - Superintendent presents Budget Overview and Non-Instructional Budget. |
| March 1, Sunday | Submit information to calculate Tax Levy Limit Office of State Comptroller's website |
| March 3, Tuesday | Regular meeting - Budget update and review of state aid projections |
| March 17, Tuesday | Regular meeting - Superintendent presents Proposed Instructional Budget |
| April 3, Friday | First Legal Notification to Public - to announce budget hearing & vote. |
| April 8, Wednesday | Regular meeting - Additional Budget discussion. |
| April 10, Friday | Proposed Budget Available On-line |
| April 10, Friday | Second Legal Notification to Public - to announce budget hearing & vote. |
| April 20, Monday | Petition nominating candidates for the Board must be received by 5:00 P.M. by the District Clerk. |
| April 20, Monday | Petitions for budget propositions must be received by 5:00 P.M. by the District Clerk. |
| April 21, Tuesday | Regular Board Meeting - Board of Education adopts budget. BOCES Budget Vote |
| April 22, Wednesday | Board Adopted Budget Available to the Public. |
| April 22, Wednesday | Submit Property Tax Report Card to SED. |
| April 22, Wednesday | Voter Registration 4:00 P.M. - 8:00 P.M. |
| April 24, Friday | Third Legal Notification to Public - to announce budget hearing & vote, including availability of budget. |
| May 1, Friday | Fourth Legal Notification to Public - to announce budget hearing & vote. |
| May 5, Tuesday | Budget Hearing - Must be no less than 7 days and no more than 14 days to the budget vote. |
| May 6-13, Wednesday | Budget notice mailed to eligible voters. |
| May 13, Wednesday | Voter Registration 4:00 P.M. - 8:00 P.M. |
| May 19, Tuesday | Regular Board Meeting - School Board Election and Vote on Budget. |

HASTINGS-ON-HUDSON PUBLIC SCHOOLS ENROLLMENT (1/27/26)

| GRADE | 2021-22* | 2022-23 | 2023-24 | 2024-25 | 2025-26 | Projected 2026-27 |
|---------------------------|----------|---------|---------|---------|---------|----------------------|
| Ungraded | 0 | 4 | 5 | 10 | 10 | 10 |
| Kindergarten | 98 | 105 | 101 | 104 | 103 | 110 |
| 1 | 108 | 101 | 111 | 105 | 104 | 104 |
| 2 | 104 | 112 | 104 | 110 | 112 | 105 |
| 3 | 129 | 110 | 124 | 113 | 118 | 115 |
| 4 | 119 | 136 | 120 | 124 | 114 | 119 |
| 5 | 131 | 121 | 138 | 122 | 127 | 113 |
| 6 | 137 | 133 | 123 | 137 | 128 | 129 |
| 7 | 129 | 141 | 130 | 127 | 144 | 130 |
| 8 | 116 | 132 | 146 | 137 | 124 | 148 |
| 9 | 136 | 114 | 131 | 149 | 133 | 124 |
| 10 | 136 | 131 | 111 | 133 | 149 | 133 |
| 11 | 139 | 137 | 128 | 113 | 128 | 149 |
| 12 | 123 | 140 | 138 | 133 | 112 | 128 |
| TOTALS: | | | | | | |
| Ungraded & K-4 | 558 | 568 | 565 | 566 | 561 | 563 |
| 5-8 | 513 | 527 | 537 | 523 | 523 | 520 |
| 9-12 | 534 | 522 | 508 | 528 | 522 | 534 |
| **SP. ED. | 14 | 13 | 10 | 10 | 9 | 11 |
| K-12 | 1619 | 1630 | 1620 | 1627 | 1615 | 1628 |

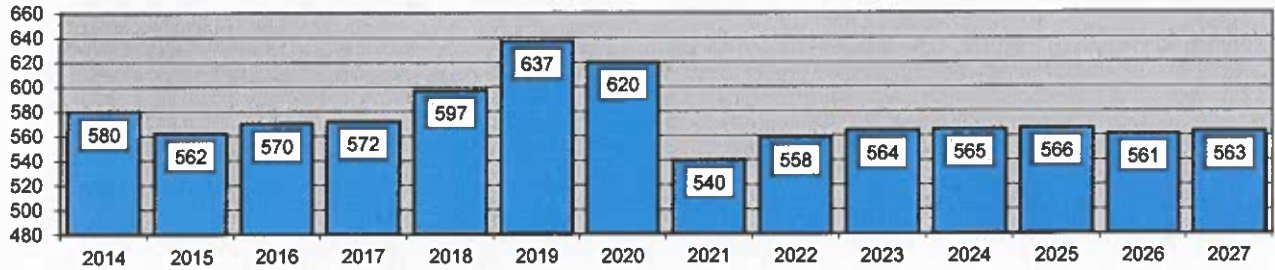
* Enrollment for the 2021-22 school year reflect withdrawals at Hillside & Farragut Middle School due to Covid-19 for home schooling & private school placements. Does not include parentally placed special ed.

** 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 2026-27 school year will be available after annual reviews are completed in June 2026.

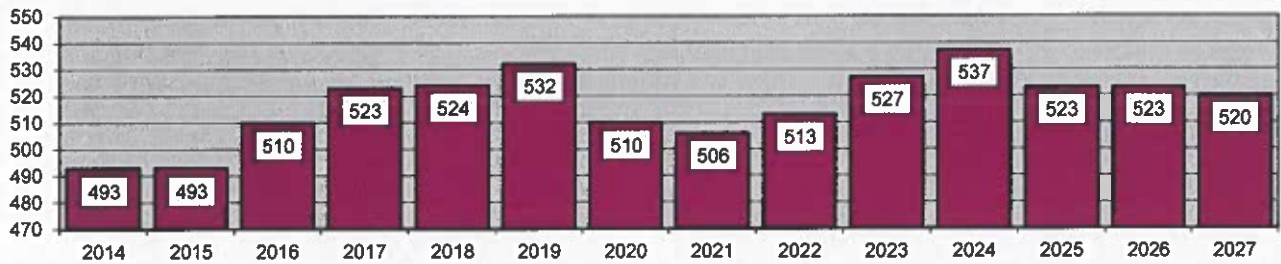
STUDENT ENROLLMENT

2013-2014 THROUGH 2026-2027

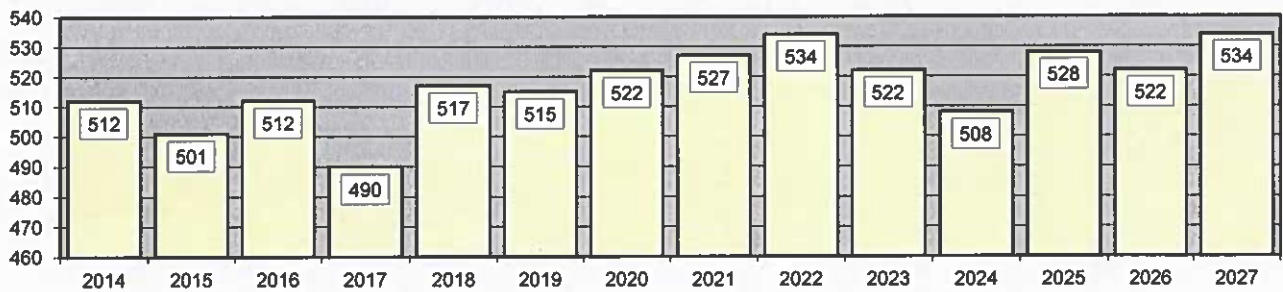
STUDENT ENROLLMENT- HILLSIDE ELEMENTARY SCHOOL



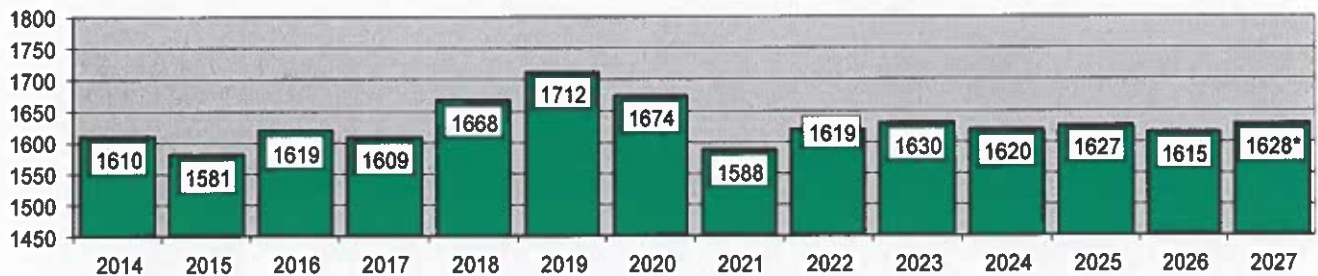
STUDENT ENROLLMENT- FARRAGUT MIDDLE SCHOOL



STUDENT ENROLLMENT- HASTINGS HIGH SCHOOL



STUDENT ENROLLMENT TREND (K-12)



* 26-27 is Projected

Year Ending June 30

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

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

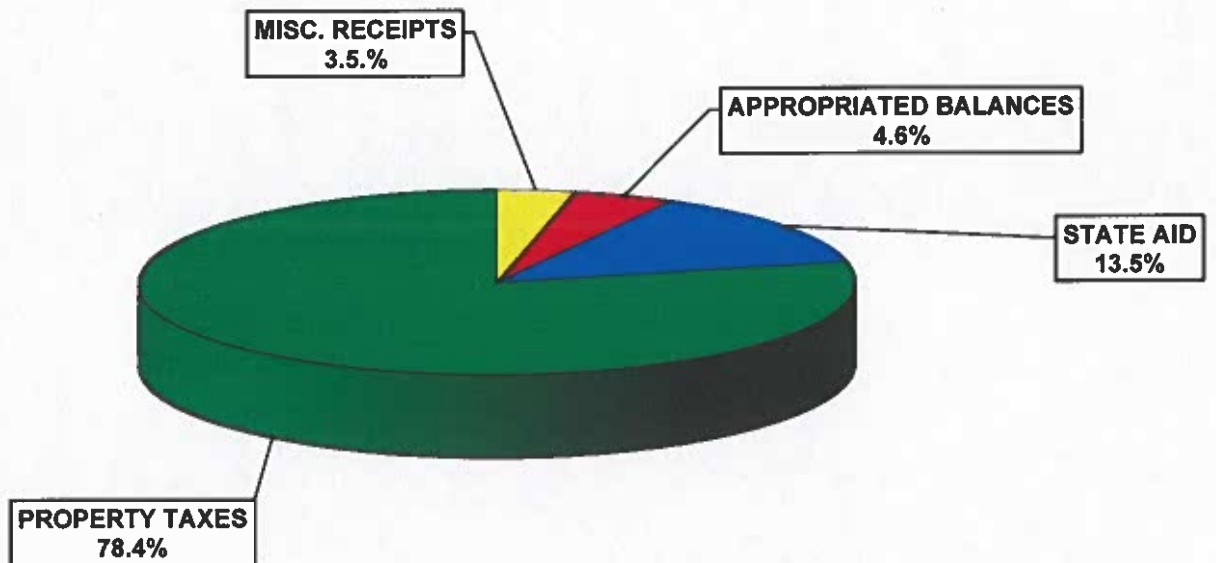
PROPOSED 2026/27 BUDGET

| APPROPRIATIONS | ADOPTED BUDGET 2025/26 | ESTIMATED END OF YEAR 2025/26 | PROPOSED BUDGET 2026/27 | BUDGET CHANGE | |
|-------------------------------|------------------------------|-------------------------------------|-------------------------------|--------------------|--------------|
| General Support | \$5,994,119 | \$6,799,451 | \$6,382,516 | \$388,397 | 6.48% |
| Instruction | \$36,409,637 | \$35,392,128 | \$38,221,200 | \$1,811,563 | 4.98% |
| Pupil Transportation | \$1,987,920 | \$1,977,540 | \$2,075,923 | \$88,003 | 4.43% |
| Undistributed | \$18,074,312 | \$17,797,560 | \$19,268,191 | \$1,193,879 | 6.61% |
| TOTAL | \$62,465,988 | \$61,966,679 | \$65,947,830 | \$3,481,842 | |
| % BUDGET CHANGE | | | | 5.57% | |
| REVENUES | ADOPTED BUDGET 2025/26 | ESTIMATED END OF YEAR 2025/26 | PROPOSED BUDGET 2026/27 | BUDGET CHANGE | |
| State Aid | \$8,548,530 | \$8,427,927 | \$8,893,000 | \$344,470 | 4.03% |
| Misc. Receipts | \$2,080,500 | \$2,290,000 | \$2,300,650 | \$220,150 | 10.58% |
| Appropriated Balance | \$400,000 | \$400,000 | \$1,050,000 | \$650,000 | 162.50% |
| Retirement Reserve | \$1,000,000 | \$1,000,000 | \$1,300,000 | \$300,000 | 30.00% |
| Reserve for Tax Certiorari | \$215,000 | \$215,000 | \$575,000 | \$360,000 | 167.44% |
| Transfer from Capital Reserve | \$275,000 | \$275,000 | \$100,000 | -\$175,000 | -63.64% |
| Property Taxes | \$49,946,958 | \$49,976,958 | \$51,729,180 | \$1,782,222 | 3.57% |
| Total Receipts | \$62,465,988 | \$62,584,885 | \$65,947,830 | \$3,481,842 | 5.57% |
| % TAX LEVY CHANGE | | | | 3.57% | |
| Assessed Valuation | \$2,648,195,276 | | \$2,809,765,989 * | \$161,570,713 | |
| Tax Rate | \$18.85 | | \$18.41 | -\$0.44 | |
| Tax Rate Change | | | | -2.33% | |

*Assessed valuation is subject to change.

PROPOSED REVENUE SOURCES

2026-2027



| REVENUE | 2025-2026 ADOPTED BUDGET | 2026-2027 PROPOSED BUDGET |
|-----------------------|--------------------------|---------------------------|
| TOTAL STATE AID | \$8,548,530 | \$8,893,000 |
| MISC. RECEIPTS | \$2,080,500 | \$2,300,650 |
| APPROPRIATED BALANCES | \$1,890,000 | \$3,025,000 |
| PROPERTY TAXES | \$49,946,958 | \$51,729,180 |
| TOTAL APPROPRIATIONS | \$62,465,988 | \$65,947,830 |

REVENUE SUMMARY

| REVENUE | 2025-2026 ADOPTED BUDGET | 2025-2026 ESTIMATED END OF YEAR | 2026-2027 PROPOSED BUDGET |
|---|--------------------------------|---------------------------------------|---------------------------------|
| Other Charges - Custodial Fees | \$55,000 | \$60,000 | \$60,000 |
| Day School Tuition | \$190,000 | \$175,000 | \$125,000 |
| Tuition Other Districts | \$115,000 | \$145,000 | \$100,000 |
| Interest on Deposits & Investments | \$510,500 | \$750,000 | \$705,000 |
| Solar Rental | \$40,000 | \$65,000 | \$40,000 |
| Other Student Fee/Charges (from Individuals) | \$70,000 | \$70,000 | \$70,000 |
| Admissions From Individuals-Theater | \$20,000 | \$25,000 | \$25,650 |
| Health Services for Other Districts | \$0 | \$0 | \$40,000 |
| Borderline Properties | \$80,000 | \$94,000 | \$85,000 |
| Unclassified Revenues | \$100,000 | \$105,000 | \$100,000 |
| Sales Tax | \$900,000 | \$980,000 | \$950,000 |
| State Aid - Foundation and Other | \$6,393,530 | \$6,425,000 | \$6,694,000 |
| - Building | \$890,000 | \$890,000 | \$914,000 |
| - BOCES | \$1,115,000 | \$1,060,000 | \$1,145,000 |
| - Textbooks | \$150,000 | \$120,000 | \$140,000 |
| State Aid -Total | <u>\$8,548,530</u> | <u>\$8,495,000</u> | <u>\$8,893,000</u> |
| TOTAL REVENUE OTHER THAN REAL PROPERTY | \$10,629,030 | \$10,964,000 | \$11,193,650 |
| APPROPRIATED FUND BALANCE | \$400,000 | \$400,000 | \$1,050,000 |
| RETIREMENT RESERVE | \$1,000,000 | \$1,000,000 | \$1,300,000 |
| RESERVE FOR TAX CERTIORARI | \$215,000 | \$215,000 | \$575,000 |
| TRANSFER FROM CAPITAL RESERVE | \$275,000 | \$275,000 | \$100,000 |
| AMOUNT TO BE RAISED BY PROPERTY TAXES | <u>\$49,946,958</u> | <u>\$48,185,534</u> | <u>\$51,729,180</u> |
| TOTAL REVENUE | \$62,465,988 | \$61,039,534 | \$65,947,830 |

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

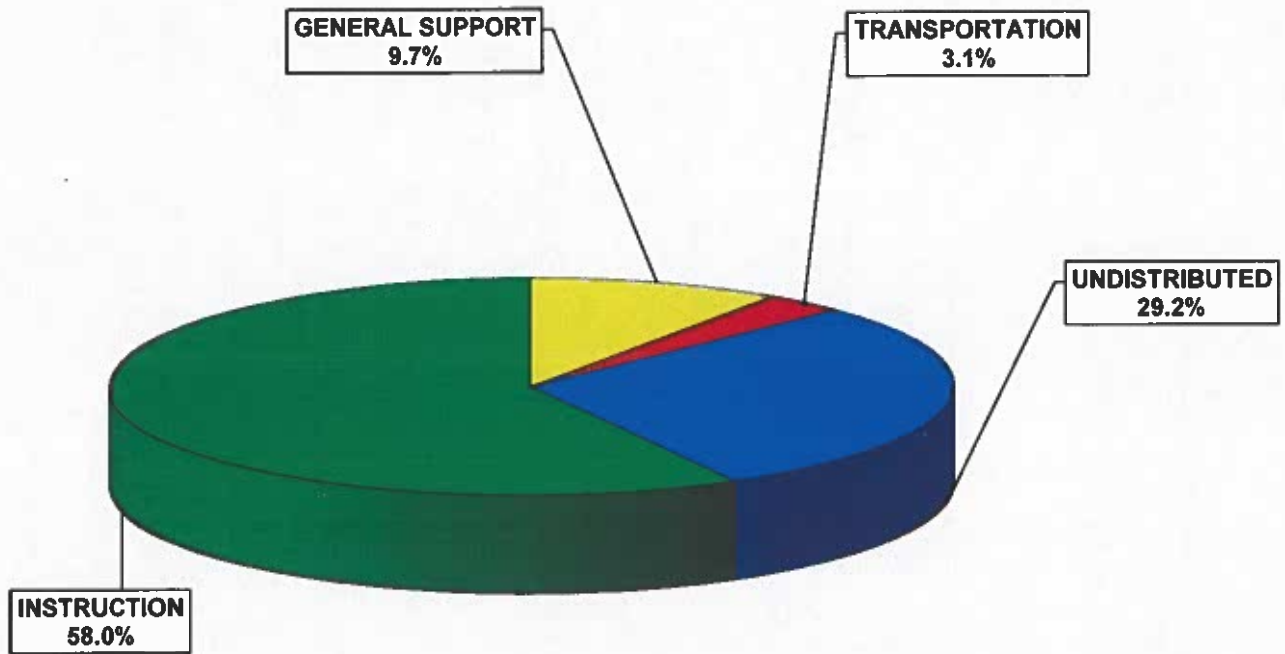
Transportation includes bus transportation that is provided for in-district students, interscholastic athletics, special education and private and parochial students. Pupil transportation is provided by companies with whom the district has a contractual agreement.

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

2026-2027



| APPROPRIATIONS | 2025-2026 ADOPTED BUDGET | 2026-2027 PROPOSED BUDGET |
|----------------------|--------------------------|---------------------------|
| GENERAL SUPPORT | \$5,994,119 | \$6,382,516 |
| INSTRUCTION | \$36,409,637 | \$38,221,200 |
| TRANSPORTATION | \$1,987,920 | \$2,075,923 |
| UNDISTRIBUTED | \$18,074,312 | \$19,268,191 |
| TOTAL APPROPRIATIONS | \$62,465,988 | \$65,947,830 |

EXPENDITURE SUMMARY

| | 2025-2026 ADOPTED BUDGET | 2025-2026 ESTIMATED END OF YR | 2026-27 PROPOSED BUDGET |
|---------------------------------|--------------------------------|-------------------------------------|-------------------------------|
| GENERAL SUPPORT | | | |
| Board of Education | \$74,200 | \$81,522 | \$74,000 |
| Central Administration | \$412,427 | \$428,129 | \$431,427 |
| Finance | \$739,250 | \$774,800 | \$769,100 |
| Legal | \$105,000 | \$135,000 | \$120,000 |
| Personnel | \$134,000 | \$100,500 | \$98,000 |
| Public Information | \$76,500 | \$75,500 | \$81,500 |
| Central Services | | | |
| Operations | \$2,915,345 | \$3,601,500 | \$3,119,400 |
| Maintenance | \$440,500 | \$479,000 | \$518,817 |
| Security | \$442,500 | \$467,500 | \$476,500 |
| Special Items | \$654,397 | \$656,000 | \$693,772 |
| TOTAL GENERAL SUPPORT | \$5,994,119 | \$6,799,451 | \$6,382,516 |
| INSTRUCTION | | | |
| Curriculum Development | \$300,811 | \$311,700 | \$313,627 |
| Equity, Opportunity & Belonging | \$0 | \$0 | \$176,000 |
| Supervision | \$1,644,856 | \$1,561,000 | \$1,698,860 |
| Teaching | \$18,184,523 | \$17,758,000 | \$18,486,686 |
| Special Education | \$9,675,248 | \$8,927,000 | \$10,572,352 |
| English Language Learners | \$370,700 | \$362,700 | \$402,049 |
| Instructional Media | \$402,605 | \$417,800 | \$389,745 |
| Technology | \$1,487,000 | \$1,653,000 | \$1,592,500 |
| Pupil Services: | | | |
| Guidance | \$1,379,300 | \$1,307,500 | \$1,403,992 |
| Health | \$597,369 | \$702,000 | \$671,495 |
| Psychological Services | \$779,920 | \$827,000 | \$867,700 |
| Co-curricular Activities | \$586,500 | \$563,000 | \$607,700 |
| Interscholastic Athletics | \$1,000,806 | \$1,001,428 | \$1,038,494 |
| TOTAL INSTRUCTION | \$36,409,637 | \$35,392,128 | \$38,221,200 |

EXPENDITURE SUMMARY

| | 2025-2026 ADOPTED BUDGET | 2025-2026 ESTIMATED END OF YR | 2026-27 PROPOSED BUDGET |
|----------------------------|---|--|--|
| TRANSPORTATION | \$1,987,920 | \$1,977,540 | \$2,075,923 |
| UNDISTRIBUTED | | | |
| Employee Benefits | \$15,490,652 | \$15,210,500 | \$16,472,992 |
| Debt Service | \$2,270,660 | \$2,270,060 | \$2,618,199 |
| Interfund Transfer | \$313,000 | \$317,000 | \$177,000 |
| TOTAL UNDISTRIBUTED | \$18,074,312 | \$17,797,560 | \$19,268,191 |
| TOTAL EXPENDITURES | \$62,465,988 | \$61,966,679 | \$65,947,830 |

EXPENDITURE NARRATIVE

GENERAL SUPPORT

Board of Education

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

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

Chief School Administrator

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

Finance

Salary codes reflect the salary of the 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 small increase in our litigation costs for the coming year.

Personnel

This code includes the salary of the Personnel Assistant, as well as software for HR compliance training, recruitment, and position advertisements. We are recommending a reduction in this area by shifting certain responsibilities to the Business Office in order to achieve budget savings. While this change places additional pressure on both departments, we have made every effort to prioritize reductions away from the classroom whenever possible.

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.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2026-27**

| FUNCTION | CATEGORY | 2025-26 ADOPTED BUDGET | ACTUAL STAFFING | 2025-26 ESTIMATED END OF YEAR | 2026-27 PROPOSED BUDGET | PROPOSED STAFFING | ADMIN 2026-27 | ED PROGRAM 2026-27 | CAPITAL 2026-27 | DOLLAR INCREASE | % INC. |
|---|---------------------------------------|------------------------------|--------------------|-------------------------------------|-------------------------------|----------------------|------------------|-----------------------|--------------------|--------------------|-----------|
| GENERAL SUPPORT | | | | | | | | | | | |
| <u>BOARD OF EDUCATION</u> | | | | | | | | | | | |
| 1010.400 | Contract Services | | | | | | | | | | |
| | Conferences | \$0 | | \$0 | \$0 | | \$0 | | | \$0 | 0.00% |
| | Memberships | \$21,000 | | \$21,000 | \$21,000 | | \$21,000 | | | \$0 | 0.00% |
| | Other Contract services | \$5,000 | | \$3,500 | \$3,500 | | \$3,500 | | | (\$1,500) | (30.00%) |
| | | \$26,000 | | \$24,500 | \$24,500 | | \$24,500 | \$0 | \$0 | (\$1,500) | (5.77%) |
| 1010.450 | Supplies | \$200 | | \$300 | \$300 | | \$300 | \$0 | \$0 | \$100 | 50.00% |
| 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 | \$23,000 | | \$23,722 | \$24,200 | | \$24,200 | | | \$1,200 | 5.22% |
| 1040.400 | Contract Services | \$13,000 | | \$21,000 | \$13,000 | | \$13,000 | | | \$0 | 0.00% |
| | Voting Machines | | | | | | | | | | |
| TOTAL BOARD OF EDUCATION | | | | | | | | | | | |
| | | \$74,200 | | \$81,522 | \$74,000 | | \$74,000 | \$0 | \$0 | (\$200) | (0.27%) |
| <u>CENTRAL ADMINISTRATION</u> | | | | | | | | | | | |
| 1240.150 | Central Office Administration | \$311,427 | 1.00 | \$322,327 | \$322,327 | 1.00 | \$322,327 | | | \$10,900 | 3.50% |
| 1240.160 | Non-Instr. Salaries | \$96,000 | 1.00 | \$100,702 | \$104,000 | 1.00 | \$104,000 | | | \$8,000 | 8.33% |
| 1240.400 | Contract Services | \$4,000 | | \$4,100 | \$4,100 | | \$4,100 | | | \$100 | 2.50% |
| 1240.450 | Supplies | \$1,000 | | \$1,000 | \$1,000 | | \$1,000 | | | \$0 | 0.00% |
| TOTAL CHIEF SCHOOL ADMINISTRATOR | | | | | | | | | | | |
| | | \$412,427 | 2.00 | \$428,129 | \$431,427 | 2.00 | \$431,427 | \$0 | \$0 | \$19,000 | 4.61% |

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2026-27**

| FUNCTION | CATEGORY | 2025-26 ADOPTED BUDGET | ACTUAL STAFFING | 2025-26 ESTIMATED END OF YEAR | 2026-27 PROPOSED BUDGET | PROPOSED STAFFING | ADMIN 2026-27 | ED PROGRAM 2026-27 | CAPITAL 2026-27 | DOLLAR INCREASE | % INC. |
|---------------------------|---|------------------------------|--------------------|-------------------------------------|-------------------------------|----------------------|------------------|-----------------------|--------------------|--------------------|-----------------|
| FINANCE | | | | | | | | | | | |
| 1310.160 | Business Non-Instructional Salaries | \$598,000 | 5.50 | \$625,000 | \$627,000 | 5.50 | \$627,000 | | | \$29,000 | 4.85% |
| 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 | | \$1,800 | \$1,600 | | \$1,600 | | | \$100 | 6.67% |
| 1310.490 | Services from BOCES (GASB actuary) | \$8,500 | | \$8,500 | \$8,500 | | \$8,500 | | | \$0 | 0.00% |
| 1320.160 | Internal Claims Auditor | \$6,550 | | \$8,500 | \$9,000 | | \$9,000 | | | \$2,450 | 37.40% |
| 1320.400 | Auditing | | | | | | | | | | |
| | External Auditor | \$39,000 | | \$36,500 | \$36,500 | | \$36,500 | | | (\$2,500) | (6.41%) |
| | Internal Auditor | \$40,000 | | \$50,000 | \$40,000 | | \$40,000 | | | \$0 | (3.16%) |
| | | \$79,000 | | \$86,500 | \$76,500 | | \$76,500 | \$0 | \$0 | | |
| 1325.160 | Deputy Treasurer | \$8,200 | | \$9,000 | \$9,000 | | \$9,000 | | | \$800 | 9.76% |
| | | | | | | | | | | \$0 | |
| | TOTAL FINANCE | \$739,250 | 5.50 | \$774,800 | \$769,100 | 5.50 | \$769,100 | \$0 | \$0 | \$29,850 | 4.04% |
| LEGAL | | | | | | | | | | | |
| 1420.400 | Legal Representation | \$60,000 | | \$85,000 | \$75,000 | | \$22,500 | \$52,500 | | \$15,000 | 25.00% |
| | Litigation | \$45,000 | | \$50,000 | \$45,000 | | | \$45,000 | | \$0 | 0.00% |
| | TOTAL LEGAL | \$105,000 | 0.00 | \$135,000 | \$120,000 | 0.00 | \$22,500 | \$97,500 | \$0 | \$15,000 | 14.29% |
| PERSONNEL | | | | | | | | | | | |
| 1430.160 | Personnel Non-Instructional Salaries | \$96,000 | 1 | \$60,000 | \$60,000 | 0.5 | | \$60,000 | | (\$36,000) | (37.50%) |
| 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 | \$36,000 | | \$38,500 | \$36,000 | | \$9,000 | \$27,000 | | \$0 | 0.00% |
| | TOTAL PERSONNEL | \$134,000 | 1.00 | \$100,500 | \$98,000 | 0.50 | \$10,000 | \$88,000 | \$0 | (\$36,000) | (26.87%) |
| 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 | | \$75,000 | \$80,000 | | \$80,000 | | | \$5,000 | 6.67% |
| | TOTAL PUBLIC INFORMATION | \$76,500 | 0.00 | \$75,500 | \$81,500 | 0.00 | \$81,500 | \$0 | \$0 | \$5,000 | 6.54% |

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.

Due to budget constraints, we are recommending the reduction of one custodial position from the budget. While this will impact our ability to maintain the buildings at the level we would ideally like, we will manage operations as effectively as possible with existing staff. The salary and benefits associated with this reduction will result in savings of over \$125,000. In light of rising utility and supply costs, this was a necessary recommendation to help balance the budget.

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 20% annually. Overall, the District has seen more than a 50% 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 exploring a new EPC contract.

Maintenance-Grounds

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.

This budget area reflect a recommended purchase of a ne truck which is a critical purchase, this has been put off for over five years and we are currently down a vehicle which made snow removal near impossible this year. This is a critically important purchase.

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 budget also includes a recommended reallocation within this area between two outside consultants. We will be reducing one contract while increasing services through BOCES, allowing the District to receive state aid on those services and improve overall cost efficiency.

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 approximately 9%.

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.

Administrative costs for membership in the BOCES program appear in this section. This organization assists local school districts through the sharing of services. The BOCES admin charges are given to the District without the ability to negotiate the rate.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2026-27**

| FUNCTION | CATEGORY | 2025-26 | ACTUAL | 2025-26 | 2026-27 | PROPOSED | ADMIN | ED PROGRAM | CAPITAL | DOLLAR | % |
|---|--------------------------------------|--------------------|--------------|--------------------|--------------------|--------------|------------|------------|--------------------|------------------|---------------|
| | | ADOPTED | | ESTIMATED | PROPOSED | | | | | | |
| | | BUDGET | STAFFING | END OF YEAR | BUDGET | STAFFING | | | 2026-27 | | |
| OPERATIONS | | | | | | | | | | | |
| 1620.160 | Non-Instr.Salaries | \$1,453,595 | 18.70 | \$1,430,000 | \$1,470,800 | 17.70 | | | \$1,470,800 | \$17,205 | 1.18% |
| | Overtime/Summer | \$175,000 | | \$185,000 | \$165,000 | | | | \$165,000 | (\$10,000) | (5.71%) |
| | | \$1,628,595 | | \$1,615,000 | \$1,635,800 | | \$0 | \$0 | \$1,635,800 | \$7,205 | 0.44% |
| 1620.200 | Equipment | \$10,000 | | \$10,000 | \$3,000 | | | | \$3,000 | (\$7,000) | (70.00%) |
| 1620.400 | Contract Services | | | | | | | | | | |
| | Construction Manager/Architect | \$50,000 | | \$175,000 | \$20,000 | | | | \$20,000 | (\$30,000) | (60.00%) |
| | Maintenance Contract | \$127,800 | | \$160,000 | \$165,000 | | | | \$165,000 | \$37,200 | 29.11% |
| | Fuel Oil/Gas | \$271,950 | | \$340,000 | \$353,600 | | | | \$353,600 | \$81,650 | 30.02% |
| | Electricity | \$374,000 | | \$410,000 | \$430,500 | | | | \$430,500 | \$56,500 | 15.11% |
| | Telephone | \$18,000 | | \$16,500 | \$18,000 | | | | \$18,000 | \$0 | 0.00% |
| | Water | \$100,000 | | \$115,000 | \$120,000 | | | | \$120,000 | \$20,000 | 20.00% |
| | Unscheduled Repairs | \$45,000 | | \$425,000 | \$50,000 | | | | \$50,000 | \$5,000 | 11.11% |
| | | \$986,750 | | \$1,641,500 | \$1,157,100 | | \$0 | \$0 | \$1,157,100 | \$170,350 | 17.26% |
| 1620.450 | Supplies | \$155,000 | | \$170,000 | \$168,500 | | | | \$168,500 | \$13,500 | 8.71% |
| 1620.490 | BOCES | | | | | | | | | | |
| | Telephone | \$95,000 | | \$95,000 | \$100,000 | | | | \$100,000 | \$5,000 | 5.26% |
| | Services | \$40,000 | | \$70,000 | \$55,000 | | | | \$55,000 | \$15,000 | 37.50% |
| | | \$135,000 | | \$165,000 | \$155,000 | | \$0 | \$0 | \$155,000 | \$20,000 | 14.81% |
| TOTAL OPERATIONS | | \$2,915,345 | 18.70 | \$3,601,500 | \$3,119,400 | 17.70 | \$0 | \$0 | \$3,119,400 | \$204,055 | 7.00% |
| MAINTENANCE | | | | | | | | | | | |
| 1621.160 | Non-Inst. Salaries | \$203,000 | 2.30 | \$194,000 | \$204,670 | 2.30 | | | \$204,670 | \$1,670 | 0.82% |
| | Overtime | \$35,000 | | \$30,000 | \$35,000 | | | | \$35,000 | \$0 | 0.00% |
| | | \$238,000 | | \$224,000 | \$239,670 | | \$0 | \$0 | \$239,670 | \$1,670 | 0.70% |
| 1621.200 | Equipment | \$12,000 | | \$15,000 | \$79,647 | | | | \$79,647 | \$67,647 | 563.73% |
| 1621.400 | Contract Services | | | | | | | | | \$0 | 0.00% |
| | Grounds Upkeep | \$65,500 | | \$70,000 | \$66,500 | | | | \$66,500 | \$1,000 | 1.53% |
| | Repair District-Wide | \$35,000 | | \$40,000 | \$40,000 | | | | \$40,000 | \$5,000 | 14.29% |
| | Alarm System | \$15,000 | | \$15,000 | \$15,000 | | | | \$15,000 | \$0 | 0.00% |
| | Building Repairs | \$50,000 | | \$90,000 | \$53,000 | | | | \$53,000 | \$3,000 | 6.00% |
| | Boiler System | \$25,000 | | \$25,000 | \$25,000 | | | | \$25,000 | \$0 | 0.00% |
| | | \$190,500 | | \$240,000 | \$199,500 | | \$0 | \$0 | \$199,500 | \$9,000 | 4.72% |
| TOTAL MAINTENANCE | | \$440,500 | 2.30 | \$479,000 | \$518,817 | 2.30 | \$0 | \$0 | \$518,817 | \$78,317 | 17.78% |
| SECURITY | | | | | | | | | | | |
| 1622.160 | Security - Noninstructional Salaries | \$96,000 | 3.00 | \$135,000 | \$135,000 | 4.00 | | | \$135,000 | \$39,000 | 40.63% |
| 1622.200 | Security - Equipment | \$0 | | \$10,000 | \$10,000 | | | | \$10,000 | \$10,000 | 0.00% |
| 1622.400 | Security - Contractual | \$315,000 | | \$220,000 | \$210,000 | | | | \$210,000 | (\$105,000) | (33.33%) |
| 1622.450 | Security - Materials & Supplies | \$1,500 | | \$2,500 | \$1,500 | | | | \$1,500 | \$0 | 0.00% |
| 1622.490 | Security - BOCES Services | \$30,000 | | \$100,000 | \$120,000 | | | | \$120,000 | \$90,000 | 300.00% |
| TOTAL SECURITY | | \$442,500 | 3.00 | \$467,500 | \$476,500 | 4.00 | \$0 | \$0 | \$476,500 | \$34,000 | 7.68% |
| TOTAL MAINTENANCE, OPERATIONS & SECURITY | | \$3,798,345 | 24.00 | \$4,548,000 | \$4,114,717 | 24.00 | \$0 | \$0 | \$4,114,717 | \$316,372 | 8.33% |

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2026-27**

| FUNCTION | CATEGORY | 2025-26 | | 2025-26 | 2026-27 | PROPOSED STAFFING | ADMIN 2026-27 | ED PROGRAM 2026-27 | CAPITAL 2026-27 | DOLLAR INCREASE | % INC. |
|------------------------------|------------------------------|--------------------|--------------------|--------------------------|--------------------|----------------------|--------------------|-----------------------|--------------------|--------------------|--------------|
| | | ADOPTED BUDGET | ACTUAL STAFFING | ESTIMATED END OF YEAR | PROPOSED BUDGET | | | | | | |
| SPECIAL ITEMS | | | | | | | | | | | |
| 1910.400 | Insurance | \$322,050 | | \$315,000 | \$349,650 | | \$349,650 | | | \$27,600 | 8.57% |
| 1950.400 | Assessments: Greenburgh | \$36,000 | | \$40,000 | \$40,000 | | \$40,000 | | | \$4,000 | 11.11% |
| 1950.405 | Assessment: Dual Residency | \$0 | | \$0 | \$0 | | | \$0 | | \$0 | 0.00% |
| 1964.400 | Refund of Real Property Tax | \$0 | | \$0 | \$0 | | \$0 | | | \$0 | 0.00% |
| 1981.490 | BOCES Administrative Charges | \$296,347 | | \$301,000 | \$304,122 | | \$304,122 | | | \$7,775 | 2.62% |
| TOTAL SPECIAL ITEMS | | \$654,397 | | \$656,000 | \$693,772 | | \$693,772 | \$0 | \$0 | \$39,375 | 6.02% |
| TOTAL GENERAL SUPPORT | | \$5,994,119 | 32.50 | \$6,799,451 | \$6,382,516 | 32.00 | \$2,082,299 | \$185,500 | \$4,114,717 | \$388,397 | 6.48% |

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.

New Administrative Position: Director of Equity, Culture, and Student Engagement

The District is transitioning the current Teacher on Special Assignment into a new administrative role, Director of Equity, Culture, and Student Engagement. This transition is budget neutral, as the position is funded through the existing teaching allocation.

The Director will lead initiatives to foster a safe, inclusive, and culturally responsive school environment. Key responsibilities include:

Culture & Climate: Promote an equitable school culture aligned with the District's Portrait of a Learner; analyze discipline and climate data; oversee restorative practices and student behavior interventions; coordinate district-wide celebrations and awareness events.

Restorative Practices: Facilitate restorative conversations and mediations, build staff capacity in trauma-informed approaches, and ensure consistent implementation of fair, developmentally appropriate disciplinary practices.

Student Engagement & Voice: Elevate student voice, address attendance challenges, and implement targeted interventions for students experiencing chronic absenteeism.

District-Wide Equity Initiatives: Lead the Equity Leaders team, support administrators in addressing patterns of inequity, and provide professional learning on culturally responsive instruction and implicit bias. This role ensures continued support for equity, inclusion, and student engagement across the District while maintaining existing budget resources.

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 2026-27**

| FUNCTION | CATEGORY | 2025-26 ADOPTED BUDGET | ACTUAL STAFFING | 2025-26 ESTIMATED END OF YEAR | 2026-27 PROPOSED BUDGET | PROPOSED STAFFING | ADMIN 2026-27 | ED PROGRAM 2026-27 | CAPITAL 2026-27 | DOLLAR INCREASE | % INC. |
|--|---|------------------------------|--------------------|-------------------------------------|-------------------------------|----------------------|--------------------|-----------------------|--------------------|--------------------|--------------|
| <u>CURRICULUM DEVELOPMENT</u> | | | | | | | | | | | |
| 2010.150 | Assistant Superintendent of Curriculum, Instruction | \$223,311 | 1.00 | \$232,000 | \$232,627 | 1.00 | \$232,627 | | | \$9,316 | 4.17% |
| 2010.160 | Non-Instructional Salary | \$74,000 | 1.00 | \$76,000 | \$77,500 | 1.00 | \$77,500 | | | \$3,500 | 4.73% |
| 2010.400 | Assistant Superintendent of CI -Contractual | \$2,500 | | \$2,500 | \$2,500 | | \$2,500 | | | \$0 | 0.00% |
| 2010.450 | Assistant Superintendent of CI -Supplies | \$1,000 | | \$1,200 | \$1,000 | | \$1,000 | | | \$0 | 0.00% |
| TOTAL CURRICULUM DEVELOPMENT | | \$300,811 | 2.00 | \$311,700 | \$313,627 | 2.00 | \$313,627 | \$0 | \$0 | \$12,816 | 4.26% |
| 2011.150 | Director of Equity,Opportunity & Belonging | \$0 | 1.00 | \$0 | \$175,000 | 1.00 | | \$175,000 | | \$175,000 | 0.00% |
| 2011.400 | Director of Equity,Opportunity & Belonging -Contractual | \$0 | | \$0 | \$500 | | | \$500 | | \$500 | 0.00% |
| 2011.450 | Director of Equity,Opportunity & Belonging -Supplies | \$0 | | \$0 | \$500 | | | \$500 | | \$500 | 0.00% |
| TOTAL EQUITY, OPPORTUNITY & BELONGING | | \$0 | 1.00 | \$0 | \$176,000 | 1.00 | \$0 | \$176,000 | \$0 | \$176,000 | 0.00% |
| <u>SUPERVISION</u> | | | | | | | | | | | |
| 2020.150 | Professional | \$1,174,106 | 6.00 | \$1,085,000 | \$1,188,950 | 6.00 | \$1,188,950 | | | \$14,844 | 1.26% |
| 2020.160 | Non-Instructional Salaries | \$412,100 | 5.50 | \$421,000 | \$451,260 | 5.50 | \$451,260 | | | \$39,160 | 9.50% |
| 2020.160 | Clerical subs/TA Subs | \$25,000 | | \$30,000 | \$25,000 | | \$25,000 | | | \$0 | 0.00% |
| Total - Non Instructional | | \$437,100 | 5.50 | \$451,000 | \$476,260 | 5.50 | \$476,260 | \$0 | \$0 | \$39,160 | 8.96% |
| 2020.400 | Contract Services | | | | | | | | | | |
| | Elementary | \$3,000 | | \$2,000 | \$3,000 | | \$3,000 | | | \$0 | 0.00% |
| | Middle School | \$3,650 | | \$4,000 | \$3,650 | | \$3,650 | | | \$0 | 0.00% |
| | High School | \$6,000 | | \$5,000 | \$6,000 | | \$6,000 | | | \$0 | 0.00% |
| | | \$12,650 | | \$11,000 | \$12,650 | | \$12,650 | \$0 | \$0 | \$0 | 0.00% |
| 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 | | \$1,644,856 | 11.50 | \$1,561,000 | \$1,698,860 | 11.50 | \$1,698,860 | \$0 | \$0 | \$54,004 | 3.28% |

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 2026–2027 budget reflects a net increase of .4 full-time equivalent (FTE) teaching positions. This includes an increase of .6 FTE Math at HHS, an increase of .4 FTE Science at MS/HS, a redeployment and establishment of a 1.0 Reading Specialist.

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.

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 2026-27**

| FUNCTION | CATEGORY | 2025-26 | ACTUAL | 2025-26 | 2026-27 | PROPOSED | ADMIN | ED PROGRAM | CAPITAL | DOLLAR | % |
|-----------------|--|-------------|--------|-------------|-------------|----------|-------|-------------|---------|------------|----------|
| | | ADOPTED | | ESTIMATED | PROPOSED | | | | | | |
| TEACHING | | | | | | | | | | | |
| 2110.120 | K-6 Instructional Salaries | \$7,265,806 | 58.00 | \$7,202,000 | \$7,378,067 | 57.00 | | \$7,378,067 | | \$112,261 | 1.55% |
| 2110.130 | 7-12 Instructional Salaries/Chairperson | \$8,786,819 | 65.60 | \$8,240,000 | \$8,856,628 | 67.00 | | \$8,856,628 | | \$69,809 | 0.79% |
| 2110.140 | Substitutes | \$250,000 | | \$290,000 | \$280,000 | | | \$280,000 | | \$30,000 | 12.00% |
| 2110.141 | Leave Replacements | \$145,000 | | \$115,000 | \$100,000 | | | \$100,000 | | (\$45,000) | (31.03%) |
| 2110.142 | Teacher Coverage Pay | \$0 | | \$25,000 | \$25,000 | | | \$25,000 | | \$25,000 | 0.00% |
| 2110.150 | Curriculum Development | \$37,000 | | \$31,000 | \$70,845 | | | \$70,845 | | \$33,845 | 91.47% |
| 2110.151 | Staff Development | \$35,000 | | \$30,000 | \$42,000 | | | \$42,000 | | \$7,000 | 20.00% |
| 2110.152 | Summer services/Meeting attendance | \$20,000 | | \$13,000 | \$10,000 | | | \$10,000 | | (\$10,000) | (50.00%) |
| 2110.160 | Non-Instructional Salaries | \$635,100 | 28.00 | \$785,000 | \$620,000 | 24.00 | | \$620,000 | | (\$15,100) | (2.38%) |
| 2110.200 | Equipment- Furniture | \$10,000 | | \$0 | \$10,000 | | | \$10,000 | | \$0 | 0.00% |
| | Equipment-Elementary | \$0 | | \$0 | \$0 | | | \$0 | | \$0 | 0.00% |
| | Equipment-Middle School | \$0 | | \$0 | \$0 | | | \$0 | | \$0 | 0.00% |
| | Equipment-High School | \$0 | | \$0 | \$0 | | | \$0 | | \$0 | 0.00% |
| | | \$10,000 | | \$0 | \$10,000 | | \$0 | \$10,000 | \$0 | \$0 | 0.00% |
| 2110.400 | Contract Services-other | | | | | | | | | | |
| | Race Matters Committee | \$25,000 | | \$16,000 | \$25,000 | | | \$25,000 | | \$0 | 0.00% |
| | Portrait of Hastings Learning (Strategic Planning) | \$0 | | \$0 | \$0 | | | \$0 | | \$0 | 0.00% |
| | Translating | \$3,500 | | \$3,000 | \$3,500 | | | \$3,500 | | \$0 | 0.00% |
| | Cafeteria Service | \$5,500 | | \$4,000 | \$5,500 | | | \$5,500 | | \$0 | 0.00% |
| | Elementary | \$4,000 | | \$5,000 | \$4,000 | | | \$4,000 | | \$0 | 0.00% |
| | Middle School Departments | \$42,500 | | \$30,000 | \$42,500 | | | \$42,500 | | \$0 | 0.00% |
| | High School | | | | | | | | | | |
| | Departments | \$29,500 | | \$18,500 | \$32,500 | | | \$32,500 | | \$3,000 | 10.17% |
| | 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 | \$9,000 | | \$8,000 | \$9,000 | | | \$9,000 | | \$0 | 0.00% |
| | Sup't Conference Days | \$6,500 | | \$6,000 | \$6,500 | | | \$6,500 | | \$0 | 0.00% |
| | Staff Development/Conferences | \$35,000 | | \$40,000 | \$35,000 | | | \$35,000 | | \$0 | 0.00% |
| | Arts in Education | \$13,000 | | \$10,000 | \$13,000 | | | \$13,000 | | \$0 | 0.00% |
| | Westchester Teacher Center | \$17,000 | | \$17,000 | \$17,000 | | | \$17,000 | | \$0 | 0.00% |
| | 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 | | \$168,000 | \$170,000 | | | \$170,000 | | \$4,000 | 2.41% |
| | District Mailing | \$10,000 | | \$10,000 | \$10,000 | | | \$10,000 | | \$0 | 0.00% |
| | Equipment (Printing/Mailing) | \$6,000 | | \$5,000 | \$6,000 | | | \$6,000 | | \$0 | 0.00% |
| | | \$0 | | \$0 | \$0 | | | \$0 | | \$0 | 0.00% |
| | | \$403,500 | | \$368,000 | \$410,500 | | \$0 | \$410,500 | \$0 | \$7,000 | 1.73% |
| 2110.450 | Supplies | | | | | | | | | | |
| | Paper- District Copiers-supplies | \$40,000 | | \$50,000 | \$40,000 | | | \$40,000 | | \$0 | 0.00% |
| | Elementary | \$81,060 | | \$77,000 | \$76,590 | | | \$76,590 | | (\$4,470) | (5.51%) |
| | Middle School | \$59,550 | | \$52,000 | \$63,757 | | | \$63,757 | | \$4,207 | 7.06% |
| | High School | \$70,170 | | \$55,000 | \$66,718 | | | \$66,718 | | (\$3,452) | (4.92%) |
| | | \$250,780 | | \$234,000 | \$247,065 | | \$0 | \$247,065 | \$0 | (\$3,715) | (1.48%) |
| 2110.473 | Payments to Charter Schools. | \$0 | | \$24,000 | \$24,000 | | | \$24,000 | | \$24,000 | 0.00% |

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2026-27**

| FUNCTION | CATEGORY | 2025-26 | 2025-26 | 2025-26 | 2026-27 | ADMIN | ED PROGRAM | CAPITAL | DOLLAR | % | |
|-----------------------|--|---------------------|--------------------|--------------------------|---------------------|------------|------------|---------------------|------------|------------------|----------------------|
| | | ADOPTED BUDGET | ACTUAL STAFFING | ESTIMATED END OF YEAR | PROPOSED BUDGET | | | | | | PROPOSED STAFFING |
| 2110.480 | Textbooks | | | | | | | | | | |
| | Elementary | \$30,250 | | \$25,000 | \$30,250 | | \$30,250 | | \$0 | 0.00% | |
| | Middle School | \$21,268 | | \$18,000 | \$17,600 | | \$17,600 | | (\$3,668) | (17.25%) | |
| | High School | \$28,000 | | \$25,000 | \$21,731 | | \$21,731 | | (\$6,269) | (22.39%) | |
| | Non-Public | \$9,000 | | \$6,500 | \$9,000 | | \$9,000 | | \$0 | 0.00% | |
| | | \$88,518 | | \$74,500 | \$78,581 | \$0 | \$78,581 | \$0 | (\$9,937) | (11.23%) | |
| 2110.490 | BOCES | | | | | | | | | | |
| | ELA Professional Development-MS/HES | \$15,000 | | \$7,500 | \$40,000 | | \$40,000 | | \$25,000 | 166.67% | |
| | Translating Contractual | \$4,000 | | \$4,000 | \$4,000 | | \$4,000 | | \$0 | 0.00% | |
| | BOCES Staff Development | \$103,000 | | \$140,000 | \$125,000 | | \$125,000 | | \$22,000 | 21.36% | |
| | Tri State Consortium | \$0 | | \$0 | \$0 | | \$0 | | \$0 | 0.00% | |
| | Residency Investigation - Services | \$12,000 | | \$30,000 | \$20,000 | | \$20,000 | | \$8,000 | 66.67% | |
| | Information and Administrative Mgt. Services | \$123,000 | | \$145,000 | \$145,000 | | \$145,000 | | \$22,000 | 17.89% | |
| | | \$257,000 | | \$326,500 | \$334,000 | \$0 | \$334,000 | \$0 | \$77,000 | 29.96% | |
| TOTAL TEACHING | | \$18,184,523 | 151.6 | \$17,758,000 | \$18,486,686 | 148 | \$0 | \$18,486,686 | \$0 | \$302,163 | 1.66% |

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 2026–2027 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 3.4 new Special Education teachers, 2.0 FTETeacher Assistant and 3 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 the last year's budget planning process, we anticipated reducing 2 aides; however, by the start of the school year, we required 6 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 2026-27, 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 2026-27**

| FUNCTION | CATEGORY | 2025-26 ADOPTED BUDGET | ACTUAL STAFFING | 2025-26 ESTIMATED END OF YEAR | 2026-27 PROPOSED BUDGET | PROPOSED STAFFING | ADMIN 2026-27 | ED PROGRAM 2026-27 | CAPITAL 2026-27 | DOLLAR INCREASE | % INC. |
|--------------------------------|--|------------------------------|--------------------|-------------------------------------|-------------------------------|----------------------|------------------|-----------------------|--------------------|--------------------|--------------|
| SPECIAL EDUCATION | | | | | | | | | | | |
| 2250.150 | Instructional Salaries | \$4,805,158 | 43.60 | \$4,585,000 | \$5,290,693 | 47.00 | | \$5,290,693 | | \$485,535 | 10.10% |
| 2250.150 | Instructional Salary- Teaching Assistants | \$721,790 | 16.00 | \$715,000 | \$763,860 | 18.00 | | \$763,860 | | \$42,070 | 5.83% |
| 2250.160 | Non-Instructional Salary | \$976,800 | 25.00 | \$1,035,000 | \$1,124,142 | 28.00 | | \$1,124,142 | | \$147,342 | 15.08% |
| 2250.200 | Equipment | \$20,000 | | \$20,000 | \$20,000 | | | \$20,000 | | \$0 | 0.00% |
| 2250.400 | Contract Services District (includes District based related services) | \$675,000 | | \$645,000 | \$698,658 | | | \$698,658 | | \$23,658 | 3.50% |
| | | \$675,000 | | \$645,000 | \$698,658 | | \$0 | \$698,658 | \$0 | \$23,658 | 3.50% |
| 2250.450 | Supplies Special Education | \$26,000 | | \$32,000 | \$32,000 | | | \$32,000 | | \$6,000 | 23.08% |
| | | \$26,000 | | \$32,000 | \$32,000 | | \$0 | \$32,000 | \$0 | \$6,000 | 23.08% |
| 2250.470 | Tuition and Related Services | \$1,383,500 | | \$1,100,000 | \$1,696,500 | | | \$1,696,500 | | \$313,000 | 22.62% |
| | County Maintenance | | | | | | | \$0 | | \$0 | 0.00% |
| | Homebound Tutoring | \$15,000 | | \$15,000 | \$15,000 | | | \$15,000 | | \$0 | 0.00% |
| | Settlements | \$0 | | \$0 | \$0 | | | \$0 | | \$0 | 0.00% |
| | | \$1,398,500 | | \$1,115,000 | \$1,711,500 | | \$0 | \$1,711,500 | \$0 | \$313,000 | 22.38% |
| 2250.480 | Textbooks | \$0 | | \$5,000 | \$8,000 | | | \$8,000 | | \$8,000 | 0.00% |
| | | \$0 | | \$5,000 | \$8,000 | | \$0 | \$8,000 | \$0 | \$8,000 | 0.00% |
| 2250.490 | BOCES Tuition & Related Services | \$857,000 | | \$625,000 | \$738,500 | | | \$738,500 | | (\$118,500) | (13.83%) |
| | Career Technical | \$195,000 | | \$150,000 | \$185,000 | | | \$185,000 | | (\$10,000) | (5.13%) |
| | | \$1,052,000 | | \$775,000 | \$923,500 | | \$0 | \$923,500 | \$0 | (\$128,500) | (12.21%) |
| TOTAL SPECIAL EDUCATION | | \$9,675,248 | 84.60 | \$8,927,000 | \$10,572,352 | 93.00 | \$0 | \$10,572,351 | \$0 | \$897,104 | 9.27% |

English Language Learners

This category includes salaries for our 3.2 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. There is a reduction of 1.0 teacher aide in this line item

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 2026-27**

| FUNCTION | CATEGORY | 2025-26 ADOPTED BUDGET | ACTUAL STAFFING | 2025-26 ESTIMATED END OF YEAR | 2026-27 PROPOSED BUDGET | PROPOSED STAFFING | ADMIN 2026-27 | ED PROGRAM 2026-27 | CAPITAL 2026-27 | DOLLAR INCREASE | % INC. |
|--|----------------------------|------------------------------|--------------------|-------------------------------------|-------------------------------|----------------------|------------------|-----------------------|--------------------|--------------------|----------------|
| ENGLISH LANGUAGE LEARNERS | | | | | | | | | | | |
| 2259.150 | Instructional Salaries | \$365,200 | 3.40 | \$361,000 | \$396,549 | 3.60 | | \$396,549 | | \$31,349 | 8.58% |
| 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 | \$700 | | \$200 | \$700 | | | \$700 | | \$0 | 0.00% |
| | High School | \$1,000 | | \$500 | \$1,000 | | | \$1,000 | | \$0 | 0.00% |
| | | \$3,500 | | \$1,700 | \$3,500 | | \$0 | \$3,500 | \$0 | \$0 | 0.00% |
| 2259.480 | Textbooks | | | | | | | | | | |
| | Elementary School | \$0 | | \$0 | \$0 | | | \$0 | | \$0 | 0.00% |
| | Middle School | \$500 | | \$0 | \$500 | | | \$500 | | \$0 | 0.00% |
| | High School | \$900 | | \$0 | \$900 | | | \$900 | | \$0 | 0.00% |
| | | \$1,400 | | \$0 | \$1,400 | | \$0 | \$1,400 | \$0 | \$0 | 0.00% |
| TOTAL ENGLISH LANGUAGE LEARNERS | | \$370,700 | 3.40 | \$362,700 | \$402,049 | 3.60 | \$0 | \$402,049 | \$0 | \$31,349 | 8.46% |
| INSTRUCTIONAL MEDIA | | | | | | | | | | | |
| 2610.150 | Instructional Salaries | \$285,280 | 2.00 | \$295,000 | \$298,800 | 2.00 | | \$298,800 | | \$13,520 | 4.74% |
| 2610.160 | Non-Instructional Salaries | \$74,000 | 2.00 | \$81,000 | \$47,620 | 1.00 | | \$47,620 | | (\$26,380) | (35.65%) |
| 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 | \$3,000 | | \$1,000 | \$3,000 | | | \$3,000 | | \$0 | 0.00% |
| | High School Library | \$2,500 | | \$3,000 | \$2,500 | | | \$2,500 | | \$0 | 0.00% |
| | | \$6,750 | | \$5,250 | \$6,750 | | \$0 | \$6,750 | \$0 | \$0 | 0.00% |
| 2610.450 | Supplies | | | | | | | | | | |
| | Elementary AV | \$1,000 | | \$1,000 | \$1,000 | | | \$1,000 | | \$0 | 0.00% |
| | Middle School AV | \$1,000 | | \$1,500 | \$1,000 | | | \$1,000 | | \$0 | 0.00% |
| | High School AV | \$2,500 | | \$500 | \$2,500 | | | \$2,500 | | \$0 | 0.00% |
| | Elementary Library | \$500 | | \$500 | \$500 | | | \$500 | | \$0 | 0.00% |
| | Middle School Library | \$1,200 | | \$850 | \$1,200 | | | \$1,200 | | \$0 | 0.00% |
| | High School Library | \$375 | | \$200 | \$375 | | | \$375 | | \$0 | 0.00% |
| | | \$6,575 | | \$4,550 | \$6,575 | | \$0 | \$6,575 | \$0 | \$0 | 0.00% |
| 2610.460 | Books - Library Program | \$30,000 | | \$32,000 | \$30,000 | | | \$30,000 | | \$0 | 0.00% |
| TOTAL INSTRUCTIONAL MEDIA | | \$402,605 | 4.00 | \$417,800 | \$389,745 | 3.00 | \$0 | \$389,745 | \$0 | (\$12,860) | (3.19%) |

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 2026-27**

| FUNCTION | CATEGORY | 2025-26 ADOPTED BUDGET | ACTUAL STAFFING | 2025-26 ESTIMATED END OF YEAR | 2026-27 PROPOSED BUDGET | PROPOSED STAFFING | ADMIN 2026-27 | ED PROGRAM 2026-27 | CAPITAL 2026-27 | DOLLAR INCREASE | % INC. |
|----------------------------------|--|------------------------------|--------------------|-------------------------------------|-------------------------------|----------------------|------------------|-----------------------|--------------------|--------------------|--------------|
| TECHNOLOGY | | | | | | | | | | | |
| INSTRUCTIONAL TECHNOLOGY | | | | | | | | | | | |
| 2630.160 | Non-Instructional Salaries | \$203,000 | 2.75 | \$238,000 | \$219,000 | 2.75 | | \$219,000 | | \$16,000 | 7.88% |
| 2630.400 | Contract Services | \$25,000 | | \$29,000 | \$27,000 | | | \$27,000 | | \$2,000 | 8.00% |
| 2630.450 | Supplies | \$25,000 | | \$20,000 | \$20,000 | | | \$20,000 | | (\$5,000) | (20.00%) |
| 2630.460 | Software Supplies | \$25,000 | | \$28,000 | \$27,500 | | | \$27,500 | | \$2,500 | 10.00% |
| 2630.490 | Computer Repairs | \$0 | | \$0 | \$0 | | | \$0 | | \$0 | 0.00% |
| 2630.490 | BOCES Local Area Network | | | | | | | | | | |
| | LAN Support-Managed IT | \$548,000 | | \$555,000 | \$560,000 | | | \$560,000 | | \$12,000 | 2.19% |
| | Internet/Filter | \$62,000 | | \$68,000 | \$65,000 | | | \$65,000 | | \$3,000 | 4.84% |
| | Maintenance/Software Licenses/Warranties | \$70,000 | | \$85,000 | \$87,500 | | | \$87,500 | | \$17,500 | 25.00% |
| | Remote Backup | \$32,000 | | \$28,000 | \$29,500 | | | \$29,500 | | (\$2,500) | (7.81%) |
| | Website Maintenance | \$10,000 | | \$10,000 | \$10,000 | | | \$10,000 | | \$0 | 0.00% |
| | Online Database/Library/Software | \$140,000 | | \$155,000 | \$145,000 | | | \$145,000 | | \$5,000 | 3.57% |
| | | \$862,000 | \$0 | \$901,000 | \$897,000 | | | \$897,000 | \$0 | \$35,000 | 4.06% |
| 2630.490 | COVID Technology | \$0 | | \$0 | \$0 | | | \$0 | | \$0 | 0.00% |
| 2630.490 | BOCES Equipment Lease | \$200,000 | | \$285,000 | \$250,000 | | | \$250,000 | | \$50,000 | 25.00% |
| | INSTRUCTIONAL TECHNOLOGY | \$1,340,000 | 2.75 | \$1,501,000 | \$1,440,500 | 2.75 | \$0 | \$1,440,500 | \$0 | \$100,500 | 7.50% |
| STUDENT SUPPORT SYSTEM | | | | | | | | | | | |
| ADMINISTRATIVE TECHNOLOGY | | | | | | | | | | | |
| 2630.400 | Eschool/IEP/Test Scoring | \$147,000 | | \$152,000 | \$152,000 | | | \$152,000 | | \$5,000 | 3.40% |
| | STUDENT SUPPORT SYSTEM | \$147,000 | | \$152,000 | \$152,000 | | | \$152,000 | | \$5,000 | 3.40% |
| | ADMINISTRATIVE TECHNOLOGY | \$147,000 | | \$152,000 | \$152,000 | | | \$152,000 | | \$5,000 | 3.40% |
| | TOTAL TECHNOLOGY | \$1,487,000 | 2.75 | \$1,653,000 | \$1,592,500 | 2.75 | \$0 | \$1,592,500 | \$0 | \$105,500 | 7.09% |

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.

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.

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 2026-27**

| FUNCTION | CATEGORY | 2025-26 | | 2025-26 | | 2026-27 | | ADMIN 2026-27 | ED PROGRAM 2026-27 | CAPITAL 2026-27 | DOLLAR INCREASE | % INC. |
|---|------------------------------|--------------------|--------------------|--------------------------|--------------------|----------------------|------------|------------------|-----------------------|--------------------|--------------------|--------------|
| | | ADOPTED BUDGET | ACTUAL STAFFING | ESTIMATED END OF YEAR | PROPOSED BUDGET | PROPOSED STAFFING | | | | | | |
| PUPIL SERVICES - SCHOOL COUNSELING | | | | | | | | | | | | |
| 2810.150 | Instructional Salaries | \$1,069,800 | 9.00 | \$1,085,000 | \$1,148,912 | 9.00 | | | \$1,148,912 | | \$79,112 | 7.40% |
| | Summer Work | \$50,000 | | \$45,000 | \$50,000 | | | | \$50,000 | | \$0 | 0.00% |
| | Total Instructional Salaries | \$1,119,800 | 9.00 | \$1,130,000 | \$1,198,912 | 9.00 | \$0 | | \$1,198,912 | \$0 | \$79,112 | 7.06% |
| 2810.160 | Non-Instructional Salaries | \$127,000 | 2.00 | \$116,000 | \$122,380 | 2.00 | | | \$122,380 | | (\$4,620) | (3.64%) |
| 2810.400 | Contract Services | | | | | | | | | | | |
| | Elementary School | \$500 | | \$0 | \$700 | | | | \$700 | | \$200 | 40.00% |
| | 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 | \$4,700 | | \$0 | | \$4,700 | \$0 | \$200 | 4.44% |
| 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 | \$8,000 | | \$7,500 | \$8,000 | | | | \$8,000 | | \$0 | 0.00% |
| 2280.490 | Occupational Education | \$45,000 | | \$30,000 | \$45,000 | | | | \$45,000 | | \$0 | 0.00% |
| TOTAL PUPIL SERVICES - GUIDANCE | | \$1,329,300 | 11.00 | \$1,307,500 | \$1,403,992 | 11.00 | \$0 | | \$1,403,992 | \$0 | \$74,692 | 5.62% |

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 2026-27**

| FUNCTION | CATEGORY | 2025-26 ADOPTED BUDGET | ACTUAL STAFFING | 2025-26 ESTIMATED END OF YEAR | 2026-27 PROPOSED BUDGET | PROPOSED STAFFING | ADMIN 2026-27 | ED PROGRAM 2026-27 | CAPITAL 2026-27 | DOLLAR INCREASE | % INC. |
|---|--|------------------------------|--------------------|-------------------------------------|-------------------------------|----------------------|------------------|-----------------------|--------------------|--------------------|---------------|
| <u>PUPIL SERVICES - HEALTH</u> | | | | | | | | | | | |
| 2815.160 | Salaries | | | | | | | | | | |
| | Nurses and support staff | \$474,369 | 6.50 | \$564,000 | \$538,995 | 7.50 | | \$538,995 | | \$64,626 | 13.62% |
| | Summer Work- Summer School & Sports | \$10,000 | | \$15,000 | \$12,000 | | | \$12,000 | | \$2,000 | 20.00% |
| | Trips, Screenings, subs and afterschool coverage | \$15,000 | | \$30,000 | \$30,000 | | | \$30,000 | | \$15,000 | 100.00% |
| | Doctor | \$27,500 | | \$27,000 | \$27,500 | | | \$27,500 | | \$0 | 0.00% |
| 2815.400 | Health Services | | | | | | | | | \$0 | 0.00% |
| | Other Districts | \$56,000 | | \$53,000 | \$50,000 | | | \$50,000 | | (\$6,000) | (10.71%) |
| | Sub Nurses/Contract | \$0 | | \$0 | \$0 | | | \$0 | | \$0 | 0.00% |
| | | \$56,000 | | \$53,000 | \$50,000 | | | \$50,000 | | (\$6,000) | (10.71%) |
| 2815.450 | Supplies | \$14,500 | | \$13,000 | \$13,000 | | | \$13,000 | | (\$1,500) | (10.34%) |
| TOTAL PUPIL SERVICES - HEALTH | | \$597,369 | 6.50 | \$702,000 | \$671,495 | 7.50 | \$0 | \$671,495 | \$0 | \$74,126 | 12.41% |
| <u>PUPIL SERVICES - PSYCHOLOGIST</u> | | | | | | | | | | | |
| 2820.150 | Instructional Salaries | \$819,120 | 6.00 | \$820,000 | \$856,900 | 6.00 | | \$856,900 | | \$37,780 | 4.61% |
| | Summer Work | \$3,500 | | \$1,500 | \$3,500 | | | \$3,500 | | \$0 | 0.00% |
| | Total Instructional Salaries | \$822,620 | 6.00 | \$821,500 | \$860,400 | 6.00 | \$0 | \$860,400 | \$0 | \$37,780 | 4.59% |
| 2820.400 | Contract Services | | | | | | | | | | |
| | Middle School | \$1,300 | | \$500 | \$1,300 | | | \$1,300 | | \$0 | 0.00% |
| | High School | \$0 | | \$0 | \$0 | | | \$0 | | \$0 | 0.00% |
| | | \$1,300 | | \$500 | \$1,300 | | \$0 | \$1,300 | \$0 | \$0 | 0.00% |
| 2820.450 | Supplies | | | | | | | | | | |
| | District | \$5,500 | | \$4,000 | \$5,500 | | | \$5,500 | | \$0 | 0.00% |
| | Middle School | \$500 | | \$500 | \$500 | | | \$500 | | \$0 | 0.00% |
| | High School | \$0 | | \$500 | \$0 | | | \$0 | | \$0 | 0.00% |
| | | \$6,000 | | \$5,000 | \$6,000 | | \$0 | \$6,000 | \$0 | \$0 | 0.00% |
| TOTAL PUPIL SERVICES - PSYCHOLOGIST | | \$829,920 | 6.00 | \$827,000 | \$867,700 | 6.00 | \$0 | \$867,700 | \$0 | \$37,780 | 4.55% |

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 2026-27**

| FUNCTION | CATEGORY | 2025-26 ADOPTED BUDGET | ACTUAL STAFFING | 2025-26 ESTIMATED END OF YEAR | 2026-27 PROPOSED BUDGET | PROPOSED STAFFING | ADMIN 2026-27 | ED PROGRAM 2026-27 | CAPITAL 2026-27 | DOLLAR INCREASE | % INC. |
|--|--------------------------------|------------------------------|--------------------|-------------------------------------|-------------------------------|----------------------|--------------------|-----------------------|--------------------|--------------------|--------------|
| CO-CURRICULAR ACTIVITIES | | | | | | | | | | | |
| 2850.150 | Co-Curricular Salaries | \$399,000 | | \$408,000 | \$418,200 | | | \$418,200 | | \$19,200 | 4.81% |
| 2850.400 | Contract Services | \$25,000 | | \$20,000 | \$25,000 | | | \$25,000 | | \$0 | 0.00% |
| | 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 | \$13,500 | | \$12,000 | \$14,000 | | | \$14,000 | | \$500 | 3.70% |
| | 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 | \$13,500 | | \$10,000 | \$13,500 | | | \$13,500 | | \$0 | 0.00% |
| | 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 | \$8,500 | | \$10,000 | \$10,000 | | | \$10,000 | | \$1,500 | 17.65% |
| | | \$187,500 | | \$155,000 | \$189,500 | | \$0 | \$189,500 | \$0 | \$2,000 | 1.07% |
| TOTAL CO-CURRICULAR ACTIVITIES | | \$586,500 | | \$563,000 | \$607,700 | | \$0 | \$607,700 | \$0 | \$21,200 | 3.61% |
| INTERSCHOLASTIC ATHLETICS | | | | | | | | | | | |
| 2855.150 | Salaries | | | | | | | | | | |
| | Athletic Director | \$207,893 | 1.00 | \$208,428 | \$213,639 | 1.00 | | \$213,639 | | \$5,746 | 2.76% |
| | Coaching | \$420,538 | | \$405,000 | \$421,175 | | | \$421,175 | | \$637 | 0.15% |
| | Sports Trainer | \$74,000 | 1.00 | \$77,000 | \$79,310 | 1.00 | | \$79,310 | | \$5,310 | 7.18% |
| | Intramurals | \$15,000 | | \$16,000 | \$18,500 | | | \$18,500 | | \$3,500 | 23.33% |
| | Timers, Security | \$20,000 | | \$25,000 | \$23,000 | | | \$23,000 | | \$3,000 | 15.00% |
| | | \$737,431 | | \$731,428 | \$755,624 | | \$0 | \$755,624 | \$0 | \$18,193 | 2.47% |
| 2855.160 | Non-Instructional Salary | \$67,875 | 1.00 | \$64,500 | \$68,370 | 1.00 | | \$68,370 | | \$495 | 0.73% |
| 2855.200 | Equipment MS/HS | \$5,000 | | \$11,000 | \$10,000 | | | \$10,000 | | \$5,000 | 100.00% |
| 2855.400 | Contract Services | | | | | | | | | | |
| | Games Supervision | \$4,500 | | \$5,000 | \$4,500 | | | \$4,500 | | \$0 | 0.00% |
| | Cleaning/Repairs | \$25,000 | | \$22,000 | \$25,000 | | | \$25,000 | | \$0 | 0.00% |
| | Fees | \$8,500 | | \$8,000 | \$9,000 | | | \$9,000 | | \$500 | 5.88% |
| | Dues | \$5,500 | | \$5,500 | \$6,500 | | | \$6,500 | | \$1,000 | 18.18% |
| | Officials | \$3,500 | | \$3,000 | \$3,000 | | | \$3,000 | | (\$500) | (14.29%) |
| | Quad Village-Merged Sports | \$10,000 | | \$10,000 | \$10,000 | | | \$10,000 | | \$0 | 0.00% |
| | | \$57,000 | | \$53,500 | \$58,000 | | \$0 | \$58,000 | \$0 | \$1,000 | 1.75% |
| 2855.450 | Supplies | \$33,500 | | \$37,000 | \$41,500 | | | \$41,500 | | \$8,000 | 23.88% |
| 2855.490 | BOCES Interscholastic Services | \$100,000 | | \$104,000 | \$105,000 | | | \$105,000 | | \$5,000 | 5.00% |
| TOTAL INTERSCHOLASTIC ATHLETICS | | \$1,000,806 | 3.00 | \$1,001,428 | \$1,038,494 | 3.00 | \$0 | \$1,038,494 | \$0 | \$37,688 | 3.77% |
| TOTAL INSTRUCTION | | \$36,409,637 | 287.35 | \$35,392,128 | \$38,221,200 | 292.35 | \$2,012,487 | \$36,208,712 | \$0 | \$1,811,563 | 4.98% |

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 2026-27**

| FUNCTION | CATEGORY | 2025-26 ADOPTED BUDGET | ACTUAL STAFFING | 2025-26 ESTIMATED END OF YEAR | 2026-27 PROPOSED BUDGET | PROPOSED STAFFING | ADMIN 2026-27 | ED PROGRAM 2026-27 | CAPITAL 2026-27 | DOLLAR INCREASE | % INC. |
|-----------------------------|-------------------------------|------------------------------|--------------------|-------------------------------------|-------------------------------|----------------------|------------------|-----------------------|--------------------|--------------------|--------------|
| TRANSPORTATION | | | | | | | | | | | |
| 5510.160 | In-District Salary | \$27,000 | 0.14 | \$28,500 | \$29,000 | 0.14 | | \$29,000 | | \$2,000 | 7.41% |
| 5510.160 | In-District Salary- Bus Aides | \$35,000 | | \$40,500 | \$40,050 | | | \$40,050 | | \$5,050 | 14.43% |
| 5540.400 | Out of District Consortium | \$1,204,125 | | \$1,189,040 | \$1,267,791 | | | \$1,267,791 | | \$63,666 | 5.29% |
| 5540.400 | In-District Contract | \$484,380 | | \$479,500 | \$494,283 | | | \$494,283 | | \$9,902 | 2.04% |
| 5540.400 | Sports | \$237,415 | | \$240,000 | \$244,800 | | | \$244,800 | | \$7,385 | 3.11% |
| TOTAL TRANSPORTATION | | \$1,987,920 | \$0 | \$1,977,540 | \$2,075,923 | \$0 | \$0 | \$2,075,923 | \$0 | \$88,003 | 4.43% |

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 2026-27 school year, the employer contribution rate (ECR) is set at 8.24% of payroll. This fortune is a decrease from last year resulting in budget savings in this area despite higher salaries. 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 2026, the social security tax rate will remain at 7.65%. For the calendar year 2026, the maximum wage subject to the social security tax will increase be \$184,500. As part of the social security rate, the district pays 1.45% on all salaries for the Medicare Tax that is not subject to the salary cap.

Workers' Compensation

Workers' Compensation covers the partial salaries of employees who may be injured on the job. The District participates in the Southern Westchester Schools Cooperative Self Insurance Plan. The premium is determined by experience rating and the number of employees.

Life Insurance

The district pays the premium for life insurance as per negotiated contracts for specific coverage for staff members.

Unemployment Insurance

School districts have the option of paying a percentage of salaries or paying directly when unemployment benefits are paid to a qualified individual. Hastings has opted to pay directly.

Health Insurance

This budget area covers premiums for staff and retirees, a buyout option for employees who waive District coverage, Medicare reimbursements to retirees, and required physical exams. For 2026–27, health insurance costs are projected to increase by approximately 9.5%.

Over the past three years, rates have risen more than 30%, and forecasts indicate this trend may continue. This year's increase is projected at roughly \$800,000, though costs may be higher depending on individual coverage changes. For example, employees on a parent's plan must join the District plan at age 26 (adding about \$10,000 per employee), and changes from single to family coverage can increase costs by roughly \$30,000 per occurrence.

Most employees contribute approximately 16% toward their health insurance, helping to offset the District's expense.

The District participates in a health insurance consortium, with rate adjustments set by the consortium's Board of Directors through the Trust Agreement with participating 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 2026-27**

| FUNCTION | CATEGORY | 2025-26 ADOPTED BUDGET | ACTUAL STAFFING | 2025-26 ESTIMATED END OF YEAR | 2026-27 PROPOSED BUDGET | PROPOSED STAFFING | ADMIN 2026-27 | ED PROGRAM 2026-27 | CAPITAL 2026-27 | DOLLAR INCREASE | % INC. |
|--------------------------------|---|------------------------------|--------------------|-------------------------------------|-------------------------------|----------------------|--------------------|-----------------------|--------------------|--------------------|--------------|
| UNDISTRIBUTED EXPENSES | | | | | | | | | | | |
| EMPLOYEE BENEFITS | | | | | | | | | | | |
| 9010.800 | Non-Teacher Retirement | \$881,000 | | \$910,000 | \$1,034,743 | | \$248,338 | \$475,982 | \$310,423 | \$153,743 | 17.45% |
| 9020.800 | Teacher Retirement | \$2,840,023 | | \$2,615,000 | \$2,743,675 | | \$192,057 | \$2,551,618 | | (\$96,348) | (3.39%) |
| 9030.800 | Social Security | \$2,512,107 | | \$2,475,000 | \$2,561,625 | | \$251,163 | \$2,151,765 | \$158,697 | \$49,518 | 1.97% |
| 9040.800 | Workers' Compensation | \$210,000 | | \$210,000 | \$205,000 | | | \$205,000 | | (\$5,000) | (2.38%) |
| 9045.800 | Life Insurance | \$16,500 | | \$16,500 | \$17,000 | | | \$17,000 | | \$500 | 3.03% |
| 9050.800 | Unemployment Insurance | \$0 | | \$0 | \$0 | | | \$0 | | \$0 | 0.00% |
| 9060.150 | Health Insurance Waiver - Instructional | \$333,145 | | \$338,000 | \$368,420 | | | \$368,420 | | \$35,275 | 10.59% |
| 9060.160 | Health Insurance Waiver-Non-Instructional | \$286,000 | | \$310,000 | \$337,900 | | \$37,169 | \$277,078 | \$23,653 | \$51,900 | 18.15% |
| 9060.800 | Health Insurance | \$7,839,004 | | \$7,775,000 | \$8,614,764 | | \$947,624 | \$7,064,106 | \$603,034 | \$775,760 | 9.90% |
| 9070.800 | CSEA Welfare Fund | \$109,230 | | \$103,000 | \$115,000 | | \$22,062 | \$59,314 | \$33,624 | \$5,770 | 5.28% |
| 9070.800 | HTA Welfare Fund | \$455,143 | | \$450,000 | \$466,365 | | \$32,646 | \$433,719 | | \$11,222 | 2.47% |
| 9089.490 | Employee Assistance Program | \$8,500 | | \$8,000 | \$8,500 | | | \$8,500 | | \$0 | 0.00% |
| TOTAL EMPLOYEE BENEFITS | | \$15,490,652 | | \$15,210,500 | \$16,472,992 | | \$1,731,059 | \$13,612,502 | \$1,129,431 | \$982,340 | 6.34% |

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 |
| -Hot water pump | \$20,000 |
| -Duct Cleaning | \$15,000 |

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 2026-27**

| FUNCTION | CATEGORY | 2025-26 ADOPTED BUDGET | ACTUAL STAFFING | 2025-26 ESTIMATED END OF YEAR | 2026-27 PROPOSED BUDGET | PROPOSED STAFFING | ADMIN 2026-27 | ED PROGRAM 2026-27 | CAPITAL 2026-27 | DOLLAR INCREASE | % INC. |
|-----------------------------------|---------------------------------------|------------------------------|--------------------|-------------------------------------|-------------------------------|----------------------|--------------------|-----------------------|--------------------|--------------------|-----------------|
| <u>DEBT SERVICE</u> | | | | | | | | | | | |
| 9711.600 | Principal - (BOND) | | | | | | | | | | |
| | - Capital Improvement 2014 | \$550,000 | | \$540,000 | \$560,000 | | | | \$560,000 | \$10,000 | 1.82% |
| | - Capital Improvement 2019 | \$915,000 | | \$870,000 | \$960,000 | | | | \$960,000 | \$45,000 | 4.92% |
| 9711.700 | Interest - (BOND) | | | | | | | | | | |
| | - Capital Improvement 2014 | \$77,588 | | \$88,488 | \$66,488 | | | | \$66,488 | (\$11,100) | (14.31%) |
| | - Capital Improvement 2019 | \$576,850 | | \$620,350 | \$531,100 | | | | \$531,100 | (\$45,750) | (7.93%) |
| 9731.700 | Interest - Bond Anticipation Note | \$0 | | \$0 | \$425,000 | | | | \$425,000 | \$425,000 | 0.00% |
| 9785.600 | Principal - Installment Purchase Debt | \$145,079 | | \$140,341 | \$74,366 | | | | \$74,366 | (\$70,713) | (48.74%) |
| 9785.700 | Interest - Installment Purchase Debt | \$6,143 | | \$10,881 | \$1,245 | | | | \$1,245 | (\$4,898) | (79.73%) |
| TOTAL DEBT SERVICE | | \$2,270,660 | | \$2,270,060 | \$2,618,199 | | \$0 | \$0 | \$2,618,199 | \$347,539 | 15.31% |
| <u>INTERFUND TRANSFERS</u> | | | | | | | | | | | |
| 9950.000 | Capital Fund - Regular | \$275,000 | | \$275,000 | \$135,000 | | | | \$135,000 | (\$140,000) | (50.91%) |
| | Capital Reserve Fund | | | | | | | | \$0 | \$0 | 0.00% |
| | Transfer Lunch Fund | | | \$0 | | | | 0.000 | | \$0 | 0.00% |
| | Special Aid Fund | \$38,000 | | \$42,000 | \$42,000 | | | \$42,000 | | \$4,000 | 10.53% |
| TOTAL INTERFUND TRANSFER | | \$313,000 | | \$317,000 | \$177,000 | | \$0 | \$42,000 | \$135,000 | (\$136,000) | (43.45%) |
| TOTAL UNDISTRIBUTED | | \$18,074,312 | | \$17,797,560 | \$19,268,191 | | \$1,731,059 | \$13,654,502 | \$3,882,630 | \$1,193,879 | 6.61% |
| TOTAL GENERAL FUND BUDGET | | \$62,465,988 | 319.99 | \$61,966,679 | \$65,947,830 | 324.49 | \$5,825,845 | \$52,124,638 | \$7,997,347 | \$3,481,842 | 5.57% |

Glossary of School Business Terminology

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

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

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

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

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

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

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

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

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

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

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

Bond Anticipation Note (BAN): A short-term debt instrument used to finance construction or other obligations over a specified period of time (less than one year in duration) at a specified interest rate. BANs can be renewed annually for up to 5 years before General Municipal Law requires the issuance of a bond.

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

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

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

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

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

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

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

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

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

Employee Benefits: Amounts paid by the district on behalf of employees, subject to provisions of collective bargaining agreements and the Constitution of the State of New York. These amounts are not included in the gross salary. They are fringe benefits, and while not paid directly to an employee, are part of the total cost of the employee. Employee benefits include the district cost for health insurance premiums, dental insurance, life and disability insurance, Medicare, pensions, social security, and other fringe benefits.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Homestead: residential properties within the tax base.

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

Non-Homestead: commercial properties within the tax base.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

PROPOSED 2026-2027 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 INTERIM PRINCIPAL

Daniel Waldeck
478-6230

HASTINGS HIGH SCHOOL PRINCIPAL

Andrew Clayman
478-6252

INTERIM ASSISTANT SUPERINTENDENT OF PUPIL PERSONNEL SERVICES

Jeanne Farriggio
478-6261

DIRECTOR OF FACILITIES MANAGEMENT

Joseph Martorana
478-6220

DIRECTOR OF PHYSICAL EDUCATION & ATHLETICS

Andrew Wendol
478-6241

APPENDIX A.

2026-27 Property Tax Report Card

000000 - DISTRICT NAME

| | | | | |
|---|-------------------|----------------------------|-----------------------------------|-----------------------|
| Contact Person: | Maureen Caraballo | Budgeted 2025-26 (A) | Proposed Budget 2026-27 (B) | Percent Change (C) |
| Telephone Number: | 914-478-6210 | | | |
| Total Budgeted Amount, not including Separate Propositions | | 62,465,988 | 65,947,830 | 5.57% |
| A. Proposed Tax Levy to Support the Total Budgeted Amount ¹ | | 49,946,958 | 51,729,180 | |
| 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) | | 49,946,958 | 51,729,180 | 3.57% |
| F. Permissible Exclusions to the School Tax Levy Limit | | 1,414,175 | 1,757,760 | |
| G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³ | | 48,532,783 | 49,971,421 | |
| H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D) | | 48,532,783 | 49,971,420 | |
| I. Difference: (G - H); (negative value requires 60.0% voter approval) ² | | 0 | 1 | |
| Public School Enrollment | | 1,615 | 1,628 | 0.80% |
| Consumer Price Index | | | 2.63% | |

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 2026-27 include any carryover from 2025-26 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

| | Actual 2025-26 (D) | Estimated 2026-27 (E) |
|---|--------------------------|-----------------------------|
| Adjusted Restricted Fund Balance | 8,675,107 | 6,700,000 |
| Assigned Appropriated Fund Balance | 3,025,000 | 1,600,000 |
| Adjusted Unrestricted Fund Balance | 2,500,000 | 2,200,000 |
| Adjusted Unrestricted Fund Balance as a Percent of the Total Budget | 4.00% | 3.34% |

Schedule of Reserve Funds

| Reserve Type | Reserve Name | Reserve Description * | 3/31/26 Actual Balance | 6/30/26 Estimated Ending Balance | Intended Use of the Reserve in the 2026-27 School Year |
|--|---|--|------------------------|----------------------------------|--|
| Capital | Reserve For Capital | To pay the cost of any object or purpose for which bonds may be issued. | 2,400,396 | 2,600,000 | 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. | 112,744 | 110,000 | To pay unemployment Insurance |
| Reserve for Tax Reduction | | For the gradual use of the proceeds of the sale of school district real property. | | | |
| Mandatory Reserve for Debt Service | Reserve For Debt | To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements. | 21,568 | 21,600 | 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. | 1,049,431 | 1,100,000 | To pay liability claims |
| Tax Certiorari | Reserve For Tax Certiorari | To establish a reserve fund for tax certiorari settlements | 795,564 | 795,564 | To pay Tax Certiorari Judgements. |
| Reserve for Insurance Recoveries | Insurance Reserve | To account for unexpended proceeds of insurance recoveries at the fiscal year end. | 767,943 | 767,943 | 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. | 495,068 | 550,000 | Vacation payout for employees terminating service. |
| Retirement Contribution | Reserve For Retirement System Contribution | To fund employer retirement contributions to the State and Local Employees' Retirement System | 1,279,913 | 1,480,000 | 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) | 1,173,906 | 1,250,000 | To pay TRS liabilities |

APPENDIX D.

HASTINGS-ON-HUDSON UFSD - NEW YORK STATE REPORT CARD [2024 - 25]

The New York State Report Card plays a critical role in the Board of Regents' ongoing efforts to promote educational equity and improve outcomes for all students. By offering valuable insights into school and district performance, the report card helps guide instructional improvements and enhances services for students. It provides essential public information on staff, students, and key performance metrics, in accordance with the Every Student Succeeds Act (ESSA). At its core, New York State's ESSA plan is designed to create interconnected strategies that support districts and schools, ensuring every student has the opportunity to succeed. New York State is committed to fostering a culture of continuous improvement, where data from the report card is integrated with local data elements to support decisions and actions to address challenges and celebrate progress. This commitment ensures that all students—regardless of their background, location, or circumstances—are given the tools and resources to thrive.

2025-26 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2024-25 DATA

For information about how 2025-26 accountability statuses and support models were determined, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2025-26 Accountability Statuses Based on 2024-25 Results.

LOCAL SUPPORT AND IMPROVEMENT

MEASURES OF INTERIM PROGRESS AND LONG-TERM GOALS

ELEMENTARY/MIDDLE WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

| Subgroup | Subject | Weighted Average Index | State MIP | State LTG |
|---|---------|------------------------|-----------|-----------|
| All Students | ELA | 198.4 | 123.3 | 136.1 |
| | Math | 191.9 | 127.4 | 139.5 |
| American Indian or Alaska Native | ELA | – | – | – |
| | Math | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 200 | 178.8 | 182.3 |
| | Math | 188.6 | 190.9 | 192.4 |
| Black or African American | ELA | 123.1 | 114.8 | 129 |
| | Math | 107.7 | 106.7 | 122.2 |
| Hispanic or Latino | ELA | 178.9 | 107.5 | 122.9 |
| | Math | 158.6 | 105.6 | 121.4 |
| Multiracial | ELA | 208.7 | 125.7 | 138.1 |
| | Math | 197.2 | 129 | 140.8 |
| White | ELA | 203.1 | 123.7 | 136.4 |
| | Math | 200.7 | 134.7 | 145.6 |
| English Language Learner | ELA | 40 | 93 | 110.8 |
| | Math | 28.6 | 103.7 | 119.8 |
| Students with Disabilities | ELA | 136.5 | 68.9 | 90.7 |
| | Math | 121.4 | 72.5 | 93.8 |
| Economically Disadvantaged | ELA | 104.8 | 110 | 125 |
| | Math | 95.5 | 110 | 125 |

SECONDARY WEIGHTED MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

| Subgroup | Subject | Weighted Average Index | State MIP | State LTG |
|---|---------|------------------------|-----------|-----------|
| All Students | ELA | 218.6 | 134.9 | 148.3 |
| | Math | 138.3 | 64.6 | 87.2 |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 228.6 | 140.5 | 152.9 |
| | Math | 142.9 | 114.8 | 129 |
| Black or African American | ELA | 190 | 95 | 115 |
| | Math | 80 | 37.8 | 64.8 |
| Hispanic or Latino | ELA | 192.1 | 99.6 | 118.8 |
| | Math | 84.2 | 43.4 | 69.5 |
| Multiracial | ELA | 250 | 144.6 | 156.4 |
| | Math | 183.3 | 63.5 | 86.2 |
| White | ELA | 221.7 | 170.2 | 177.6 |
| | Math | 147.8 | 74.7 | 95.6 |
| English Language Learner | ELA | – | – | – |
| | Math | – | – | – |
| Students with Disabilities | ELA | 167.6 | 75.4 | 98.7 |
| | Math | 91.2 | 29.3 | 57.8 |
| Economically Disadvantaged | ELA | 175 | 103.2 | 121.8 |
| | Math | 83.3 | 51.2 | 76 |

SECONDARY GRADUATION RATE MEASURES OF INTERIM PROGRESS (MIPS) & LONG-TERM GOALS (LTGS)

| Subgroup | Cohort | Number In Cohort | Grad Rate | State MIP | State LTG |
|---|--------|------------------|-----------|-----------|-----------|
| All Students | 4-Year | 136 | 100% | 87.5% | 88.8% |
| | 5-Year | 141 | 99.3% | 89.4% | 90.5% |
| | 6-Year | 125 | 97.6% | 88.9% | 90.3% |
| Asian or Native Hawaiian/Other Pacific Islander | 4-Year | 9 | – | – | – |
| | 5-Year | 9 | – | – | – |
| | 6-Year | 8 | – | – | – |
| Black or African American | 4-Year | 4 | – | – | – |
| | 5-Year | 3 | – | – | – |
| | 6-Year | 5 | – | – | – |
| Hispanic or Latino | 4-Year | 17 | – | – | – |
| | 5-Year | 19 | – | – | – |
| | 6-Year | 22 | 95.5% | 83.3% | 85.6% |
| Multiracial | 4-Year | 5 | – | – | – |
| | 5-Year | 12 | – | – | – |
| | 6-Year | 11 | – | – | – |
| White | 4-Year | 101 | 100% | 91.7% | 92.3% |
| | 5-Year | 98 | 100% | 92.9% | 93.4% |
| | 6-Year | 79 | 97.5% | 93.1% | 93.7% |
| English Language Learner | 4-Year | – | – | – | – |
| | 5-Year | – | – | – | – |
| | 6-Year | 3 | – | – | – |
| Students with Disabilities | 4-Year | 12 | – | – | – |
| | 5-Year | 19 | – | – | – |
| | 6-Year | 21 | 85.7% | 73.1% | 77.1% |
| Economically Disadvantaged | 4-Year | 7 | – | – | – |
| | 5-Year | 8 | – | – | – |
| | 6-Year | 6 | – | – | – |

ELL PROGRESS TARGET & LONG-TERM GOAL (LTG)

| Subgroup | Number of ELLs | Benchmark | Progress Rate | Success Ratio | State Target | State LTG |
|--------------------------|----------------|-----------|---------------|---------------|--------------|-----------|
| English Language Learner | 14 | – | – | – | – | – |

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2024-25)

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 (1.13 megabytes)

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

- 2024-25 Title I School Improvement Grant 1003 (Basic)
- 2024-25 Title I School Improvement Grant 1003 (Coaching for Excellence)
- 2024-25 Title I School Improvement Grant 1003 (Targeted Support)
- 2024-25 Title I School Improvement Grant 1003 (Resource Allocation Review)
- 2025 Title I School Improvement Grant 1003 (Planning)
- 2025 Title I School Improvement Grant 1003 (Supplemental Support)
- 2020-24 NYSIP-PLC Phase III

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

See the Office of Accountability School and District Resources and Data website for cut points.

| Subgroup | Subject | Cohort | Index |
|---|----------|--------|-------|
| All Students | ELA | 683 | 206.5 |
| | Math | 699 | 195.7 |
| | Science | 248 | 201.8 |
| | Combined | 1,630 | 201.2 |
| American Indian or Alaska Native | ELA | 1 | — |
| | Math | 1 | — |
| | Science | 0 | — |
| | Combined | 2 | — |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 36 | 200 |
| | Math | 34 | 194.1 |
| | Science | 8 | 168.8 |
| | Combined | 78 | 194.2 |
| Black or African American | ELA | 11 | 145.5 |
| | Math | 11 | 127.3 |
| | Science | 2 | — |
| | Combined | 24 | 137.5 |
| Hispanic or Latino | ELA | 101 | 193.1 |
| | Math | 102 | 172.5 |
| | Science | 41 | 173.2 |
| | Combined | 244 | 181.1 |
| Multiracial | ELA | 67 | 214.9 |
| | Math | 71 | 197.2 |
| | Science | 23 | 208.7 |
| | Combined | 161 | 206.2 |
| White | ELA | 467 | 210.1 |
| | Math | 480 | 202 |
| | Science | 174 | 209.8 |
| | Combined | 1,121 | 206.6 |

| Subgroup | Subject | Cohort | Index |
|----------------------------|----------|--------|-------|
| English Language Learner | ELA | 3 | — |
| | Math | 5 | 40 |
| | Science | 2 | — |
| | Combined | 10 | — |
| Students with Disabilities | ELA | 81 | 161.7 |
| | Math | 81 | 143.8 |
| | Science | 41 | 170.7 |
| | Combined | 203 | 156.4 |
| Economically Disadvantaged | ELA | 25 | 130 |
| | Math | 27 | 116.7 |
| | Science | 12 | 133.3 |
| | Combined | 64 | 125 |

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index |
|---|----------|--------|-------|
| All Students | ELA | 711 | 198.4 |
| | Math | 713 | 191.9 |
| | Science | 248 | 201.8 |
| | Combined | 1,672 | 196.1 |
| American Indian or Alaska Native | ELA | 1 | — |
| | Math | 1 | — |
| | Science | 0 | — |
| | Combined | 2 | — |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 36 | 200 |
| | Math | 35 | 188.6 |
| | Science | 9 | 150 |
| | Combined | 80 | 189.4 |
| Black or African American | ELA | 13 | 123.1 |
| | Math | 13 | 107.7 |
| | Science | 2 | — |
| | Combined | 28 | 117.9 |
| Hispanic or Latino | ELA | 109 | 178.9 |
| | Math | 111 | 158.6 |
| | Science | 41 | 173.2 |
| | Combined | 261 | 169.3 |
| Multiracial | ELA | 69 | 208.7 |
| | Math | 71 | 197.2 |
| | Science | 23 | 208.7 |
| | Combined | 163 | 203.7 |
| White | ELA | 483 | 203.1 |
| | Math | 483 | 200.7 |
| | Science | 174 | 209.8 |
| | Combined | 1,140 | 203.1 |
| English Language Learner | ELA | 5 | 40 |
| | Math | 7 | 28.6 |
| | Science | 3 | — |
| | Combined | 15 | — |

| Subgroup | Subject | Cohort | Index |
|----------------------------|----------|--------|-------|
| Students with Disabilities | ELA | 96 | 136.5 |
| | Math | 96 | 121.4 |
| | Science | 42 | 166.7 |
| | Combined | 234 | 135.7 |
| Economically Disadvantaged | ELA | 31 | 104.8 |
| | Math | 33 | 95.5 |
| | Science | 12 | 133.3 |
| | Combined | 76 | 105.3 |

ELEMENTARY/MIDDLE GROWTH

| Subgroup | Number of SGPs | Sum of SGPs | Index |
|---|----------------|-------------|-------|
| All Students | 1,101 | 51,309 | 46.6 |
| Asian or Native Hawaiian/Other Pacific Islander | 52 | 2,050 | 39.4 |
| Black or African American | 14 | — | — |
| Hispanic or Latino | 157 | 7,317 | 46.6 |
| Multiracial | 112 | 5,603 | 50 |
| White | 766 | 35,596 | 46.5 |
| English Language Learner | 1 | — | — |
| Students with Disabilities | 114 | 5,099 | 44.7 |
| Economically Disadvantaged | 39 | 1,583 | 40.6 |

ELEMENTARY/MIDDLE ENGLISH LANGUAGE PROFICIENCY

| Subgroup | Number of ELLs | Benchmark | Progress Rate | Success Ratio |
|----------------------------|----------------|-----------|---------------|---------------|
| All Students | 9 | — | — | — |
| Hispanic or Latino | 4 | — | — | — |
| Multiracial | 1 | — | — | — |
| White | 4 | — | — | — |
| English Language Learner | 9 | — | — | — |
| Students with Disabilities | 1 | — | — | — |
| Economically Disadvantaged | 3 | — | — | — |

ELEMENTARY/MIDDLE ATTENDANCE

See the Office of Accountability School and District Resources and Data website for cut points.

| Subgroup | Students Enrolled | Level 1 (85% Or Less) | Level 2 (85.1%-90.0%) | Level 3 (90.1-95.0%) | Level 4 (95.1-100.0%) | Attendance Index |
|---|-------------------|-----------------------|-----------------------|----------------------|-----------------------|------------------|
| All Students | 972 | 16 | 46 | 321 | 589 | 222.3 |
| American Indian or Alaska Native | 1 | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 52 | 1 | 0 | 16 | 35 | 229.8 |
| Black or African American | 19 | — | — | — | — | — |
| Hispanic or Latino | 142 | 7 | 10 | 58 | 67 | 206.7 |
| Multiracial | 95 | 1 | 3 | 22 | 69 | 231.1 |
| White | 663 | 7 | 32 | 218 | 406 | 223.7 |
| English Language Learner | 13 | — | — | — | — | — |
| Students with Disabilities | 141 | 5 | 15 | 45 | 76 | 209.2 |
| Economically Disadvantaged | 45 | 3 | 9 | 18 | 15 | 183.3 |

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|----------------------------|-------------------------|---------------------------------|
| All Students | X | 753 | 91.4% |
| American Indian or Alaska Native | — | 1 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 38 | — |
| Black or African American | — | 14 | — |
| Hispanic or Latino | X | 118 | 88.1% |
| Multiracial | X | 73 | 91.8% |
| White | X | 509 | 91.9% |
| English Language Learner | — | 8 | — |
| Students with Disabilities | X | 100 | 80% |
| Economically Disadvantaged | — | 37 | — |

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|----------------------------|-------------------------|---------------------------------|
| All Students | X | 753 | 93.2% |
| American Indian or Alaska Native | — | 1 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 38 | — |
| Black or African American | — | 14 | — |
| Hispanic or Latino | X | 118 | 87.3% |
| Multiracial | ✓ | 73 | 97.3% |
| White | ✓ | 509 | 94.5% |
| English Language Learner | — | 8 | — |
| Students with Disabilities | X | 100 | 80% |
| Economically Disadvantaged | — | 37 | — |

NYSESLAT USED FOR PARTICIPATION

| Grade | Number Taking NYSESLAT |
|---------|------------------------|
| Grade 3 | — |
| Grade 4 | — |
| Grade 5 | — |

SECONDARY CORE SUBJECT PERFORMANCE

See the Office of Accountability School and District Resources and Data website for cut points.

| Subgroup | Subject | Cohort | Index | Combined Index |
|---|----------------|--------|-------|----------------|
| All Students | ELA | 132 | 218.6 | 203.3 |
| | Math | 111 | 164.4 | |
| | Science | 127 | 224.8 | |
| | Social Studies | 132 | 217.4 | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 7 | 228.6 | 210 |
| | Math | 6 | 166.7 | |
| | Science | 7 | 214.3 | |
| | Social Studies | 7 | 242.9 | |
| Black or African American | ELA | 5 | 190 | — |
| | Math | 4 | — | |
| | Science | 5 | 190 | |
| | Social Studies | 5 | 180 | |
| Hispanic or Latino | ELA | 19 | 192.1 | 162.9 |
| | Math | 15 | 106.7 | |
| | Science | 17 | 202.9 | |
| | Social Studies | 19 | 163.2 | |
| Multiracial | ELA | 9 | 250 | 230 |
| | Math | 9 | 183.3 | |
| | Science | 9 | 250 | |
| | Social Studies | 9 | 250 | |
| White | ELA | 92 | 221.7 | 210.4 |
| | Math | 77 | 176.6 | |
| | Science | 89 | 229.2 | |
| | Social Studies | 92 | 225.5 | |
| English Language Learner | ELA | 3 | — | — |
| | Math | 1 | — | |
| | Science | 0 | — | |
| | Social Studies | 3 | — | |

| Subgroup | Subject | Cohort | Index | Combined Index |
|----------------------------|----------------|--------|-------|----------------|
| Students with Disabilities | ELA | 17 | 167.6 | 161.1 |
| | Math | 14 | 110.7 | |
| | Science | 17 | 202.9 | |
| | Social Studies | 17 | 185.3 | |
| Economically Disadvantaged | ELA | 12 | 175 | 151.4 |
| | Math | 11 | 90.9 | |
| | Science | 11 | 200 | |
| | Social Studies | 12 | 158.3 | |

SECONDARY WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Combined Index |
|---|----------------|--------|-------|----------------|
| All Students | ELA | 132 | 218.6 | 193.8 |
| | Math | 132 | 138.3 | |
| | Science | 132 | 216.3 | |
| | Social Studies | 132 | 217.4 | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 7 | 228.6 | 202.9 |
| | Math | 7 | 142.9 | |
| | Science | 7 | 214.3 | |
| | Social Studies | 7 | 242.9 | |
| Black or African American | ELA | 5 | 190 | 155 |
| | Math | 5 | 80 | |
| | Science | 5 | 190 | |
| | Social Studies | 5 | 180 | |
| Hispanic or Latino | ELA | 19 | 192.1 | 151.9 |
| | Math | 19 | 84.2 | |
| | Science | 19 | 181.6 | |
| | Social Studies | 19 | 163.2 | |
| Multiracial | ELA | 9 | 250 | 230 |
| | Math | 9 | 183.3 | |
| | Science | 9 | 250 | |
| | Social Studies | 9 | 250 | |
| White | ELA | 92 | 221.7 | 200.3 |
| | Math | 92 | 147.8 | |
| | Science | 92 | 221.7 | |
| | Social Studies | 92 | 225.5 | |
| English Language Learner | ELA | 3 | — | — |
| | Math | 3 | — | |
| | Science | 3 | — | |
| | Social Studies | 3 | — | |
| Students with Disabilities | ELA | 17 | 167.6 | 155.3 |
| | Math | 17 | 91.2 | |
| | Science | 17 | 202.9 | |
| | Social Studies | 17 | 185.3 | |

| Subgroup | Subject | Cohort | Index | Combined Index |
|----------------------------|----------------|--------|-------|----------------|
| Economically Disadvantaged | ELA | 12 | 175 | 145.8 |
| | Math | 12 | 83.3 | |
| | Science | 12 | 183.3 | |
| | Social Studies | 12 | 158.3 | |

SECONDARY GRADUATION RATE

| Subgroup | Cohort | Number In Cohort | Number Graduated | Grad Rate | Average Grad Rate |
|---|--------|------------------|------------------|-----------|-------------------|
| All Students | 4-year | 136 | 136 | 100% | 99% |
| | 5-year | 141 | 140 | 99.3% | |
| | 6-year | 125 | 122 | 97.6% | |
| Asian or Native Hawaiian/Other Pacific Islander | 4-year | 9 | – | – | – |
| | 5-year | 9 | – | – | |
| | 6-year | 8 | – | – | |
| Black or African American | 4-year | 4 | – | – | – |
| | 5-year | 3 | – | – | |
| | 6-year | 5 | – | – | |
| Hispanic or Latino | 4-year | 17 | – | – | 95.5% |
| | 5-year | 19 | – | – | |
| | 6-year | 22 | 21 | 95.5% | |
| Multiracial | 4-year | 5 | – | – | – |
| | 5-year | 12 | – | – | |
| | 6-year | 11 | – | – | |
| White | 4-year | 101 | 101 | 100% | 99.2% |
| | 5-year | 98 | 98 | 100% | |
| | 6-year | 79 | 77 | 97.5% | |
| English Language Learner | 4-year | 0 | – | – | – |
| | 5-year | 0 | – | – | |
| | 6-year | 3 | – | – | |
| Students with Disabilities | 4-year | 12 | – | – | 85.7% |
| | 5-year | 19 | – | – | |
| | 6-year | 21 | 18 | 85.7% | |
| Economically Disadvantaged | 4-year | 7 | – | – | – |
| | 5-year | 8 | – | – | |
| | 6-year | 6 | – | – | |

SECONDARY ENGLISH LANGUAGE PROFICIENCY

| Subgroup | Number of ELLs | Benchmark | Progress Rate | Success Ratio |
|----------------------------|----------------|-----------|---------------|---------------|
| All Students | 5 | – | – | – |
| Hispanic or Latino | 2 | – | – | – |
| White | 3 | – | – | – |
| English Language Learner | 5 | – | – | – |
| Students with Disabilities | 2 | – | – | – |
| Economically Disadvantaged | 2 | – | – | – |

SECONDARY ATTENDANCE

See the Office of Accountability School and District Resources and Data website for cut points.

| Subgroup | Students Enrolled | Level 1 (85% Or Less) | Level 2 (85.1%-90.0%) | Level 3 (90.1-95.0%) | Level 4 (95.1-100.0%) | Attendance Index |
|---|-------------------|-----------------------|-----------------------|----------------------|-----------------------|------------------|
| All Students | 529 | 8 | 18 | 174 | 329 | 224.7 |
| Asian or Native Hawaiian/Other Pacific Islander | 20 | 0 | 0 | 7 | 13 | 232.5 |
| Black or African American | 14 | – | – | – | – | – |
| Hispanic or Latino | 89 | 1 | 4 | 43 | 41 | 216.3 |
| Multiracial | 35 | 0 | 0 | 9 | 26 | 237.1 |
| White | 371 | 7 | 14 | 110 | 240 | 224.8 |
| English Language Learner | 9 | – | – | – | – | – |
| Students with Disabilities | 78 | 3 | 1 | 35 | 39 | 216 |
| Economically Disadvantaged | 28 | 1 | 4 | 15 | 8 | 192.9 |

SECONDARY COLLEGE, CAREER, AND CIVIC READINESS

| Subgroup | Cohort Count | Annual Biliteracy | 2.0 Weight | 1.5 Weight | 1.0 Weight | 0.5 Weight | 0.0 Weight | Index |
|---|--------------|-------------------|------------|------------|------------|------------|------------|-------|
| All Students | 133 | 0 | 102 | 19 | 11 | 0 | 1 | 183.1 |
| Asian or Native Hawaiian/Other Pacific Islander | 7 | 0 | – | – | – | – | – | – |
| Black or African American | 5 | 0 | – | – | – | – | – | – |
| Hispanic or Latino | 20 | 0 | 13 | 4 | 3 | 0 | 0 | 175 |
| Multiracial | 9 | 0 | – | – | – | – | – | – |
| White | 92 | 0 | 72 | 11 | 8 | 0 | 1 | 183.2 |
| English Language Learner | 3 | 0 | – | – | – | – | – | – |
| Students with Disabilities | 17 | 0 | – | – | – | – | – | – |
| Economically Disadvantaged | 13 | 0 | – | – | – | – | – | – |

SECONDARY ELA PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year 12th Grade Enrollment | Current Year Participation Rate |
|---|----------------------------|------------------------------------|---------------------------------|
| All Students | ✓ | 134 | 100% |
| Asian or Native Hawaiian/Other Pacific Islander | – | 7 | – |
| Black or African American | – | 5 | – |
| Hispanic or Latino | – | 20 | – |
| Multiracial | – | 9 | – |
| White | ✓ | 93 | 100% |
| English Language Learner | – | 2 | – |
| Students with Disabilities | – | 17 | – |
| Economically Disadvantaged | – | 13 | – |

SECONDARY MATHEMATICS PARTICIPATION RATE

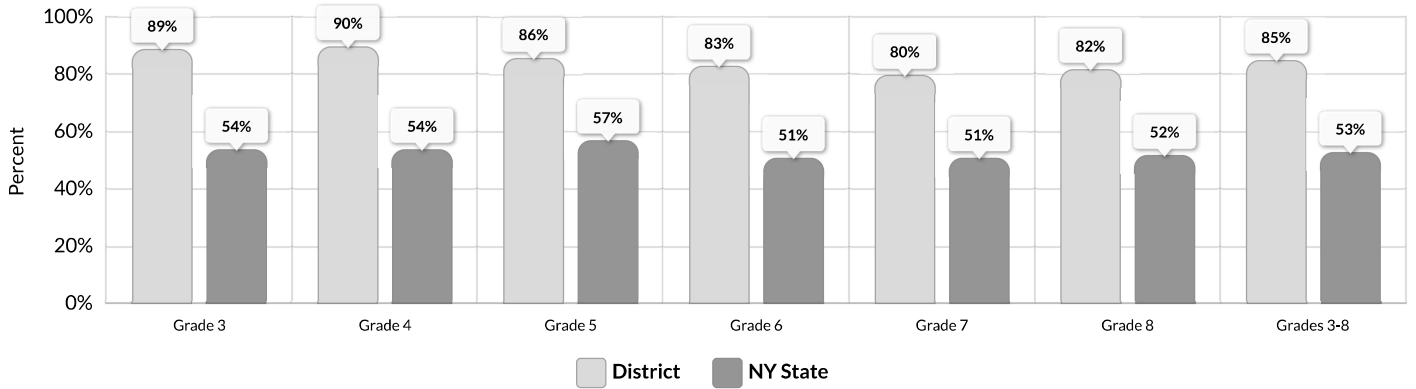
| Subgroup | Tested 95% In Current Year | Current Year 12th Grade Enrollment | Current Year Participation Rate |
|---|----------------------------|------------------------------------|---------------------------------|
| All Students | X | 134 | 84.3% |
| Asian or Native Hawaiian/Other Pacific Islander | – | 7 | – |
| Black or African American | – | 5 | – |
| Hispanic or Latino | – | 20 | – |
| Multiracial | – | 9 | – |
| White | X | 93 | 83.9% |
| English Language Learner | – | 2 | – |
| Students with Disabilities | – | 17 | – |
| Economically Disadvantaged | – | 13 | – |

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

SUMMARY RESULTS



Percent Scoring Proficient by Grade



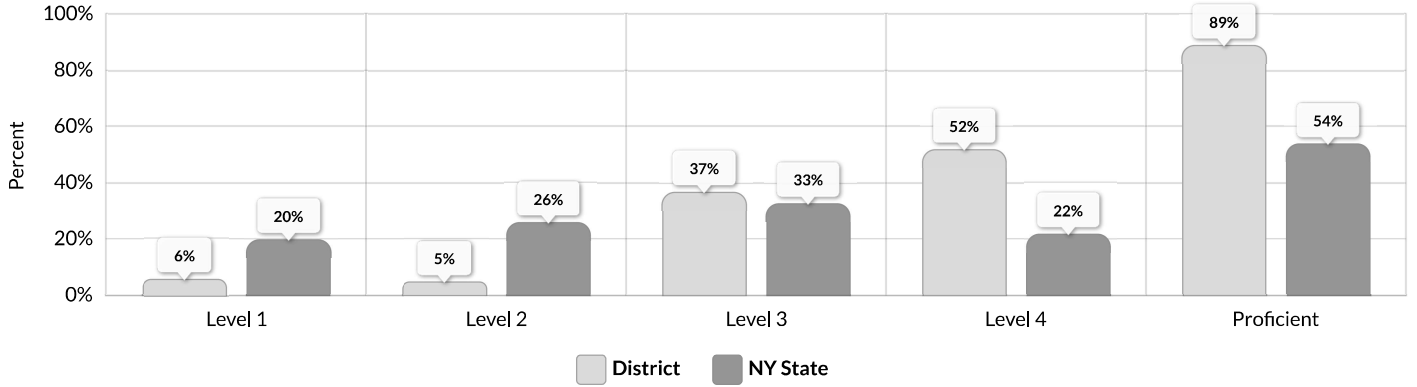
| Grade | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|------------|-------|------------|-----|--------|-----|---------|----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 111 | 10 | 9% | 101 | 91% | 6 | 6% | 5 | 5% | 37 | 37% | 53 | 52% | 90 | 89% |
| Grade 4 | 123 | 9 | 7% | 114 | 93% | 1 | 1% | 10 | 9% | 30 | 26% | 73 | 64% | 103 | 90% |
| Grade 5 | 122 | 8 | 7% | 114 | 93% | 2 | 2% | 14 | 12% | 50 | 44% | 48 | 42% | 98 | 86% |
| Grade 6 | 140 | 13 | 9% | 127 | 91% | 4 | 3% | 17 | 13% | 45 | 35% | 61 | 48% | 106 | 83% |
| Grade 7 | 126 | 6 | 5% | 120 | 95% | 4 | 3% | 20 | 17% | 47 | 39% | 49 | 41% | 96 | 80% |
| Grade 8 | 137 | 32 | 23% | 105 | 77% | 5 | 5% | 14 | 13% | 37 | 35% | 49 | 47% | 86 | 82% |
| Grades 3-8 | 759 | 78 | 10% | 681 | 90% | 22 | 3% | 80 | 12% | 246 | 36% | 333 | 49% | 579 | 85% |

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "-" dash).

GRADE 3 ELA RESULTS



Percent Scoring at Levels for All Students

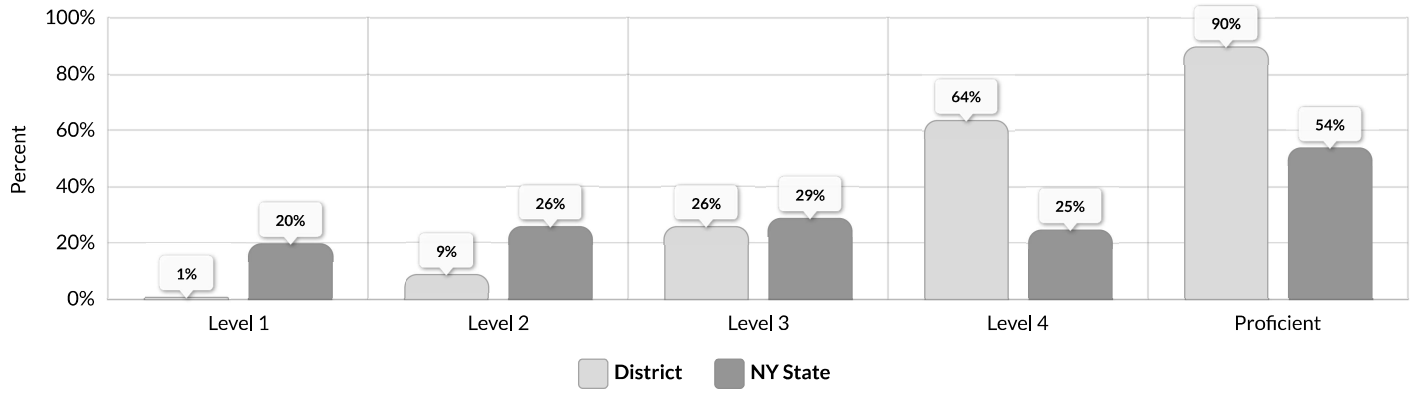


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 111 | 10 | 9% | 101 | 91% | 6 | 6% | 5 | 5% | 37 | 37% | 53 | 52% | 90 | 89% |
| Female | 56 | 5 | 9% | 51 | 91% | 2 | 4% | 3 | 6% | 14 | 27% | 32 | 63% | 46 | 90% |
| Male | 55 | 5 | 9% | 50 | 91% | 4 | 8% | 2 | 4% | 23 | 46% | 21 | 42% | 44 | 88% |
| General Education Students | 96 | 6 | 6% | 90 | 94% | 5 | 6% | 4 | 4% | 31 | 34% | 50 | 56% | 81 | 90% |
| Students with Disabilities | 15 | 4 | 27% | 11 | 73% | 1 | 9% | 1 | 9% | 6 | 55% | 3 | 27% | 9 | 82% |
| American Indian or Alaska Native | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 9 | 0 | 0% | 9 | 100% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 4 | 1 | 25% | 3 | 75% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 16 | 2 | 13% | 14 | 88% | 0 | 0% | 2 | 14% | 3 | 21% | 9 | 64% | 12 | 86% |
| White | 69 | 6 | 9% | 63 | 91% | 2 | 3% | 3 | 5% | 27 | 43% | 31 | 49% | 58 | 92% |
| Multiracial | 12 | 1 | 8% | 11 | 92% | 1 | 9% | 0 | 0% | 4 | 36% | 6 | 55% | 10 | 91% |
| Small Group Total: Race & Ethnicity | 14 | 1 | 7% | 13 | 93% | 3 | 23% | 0 | 0% | 3 | 23% | 7 | 54% | 10 | 77% |
| Economically Disadvantaged | 6 | 3 | 50% | 3 | 50% | – | – | – | – | – | – | – | – | – | – |
| Not Economically Disadvantaged | 105 | 7 | 7% | 98 | 93% | – | – | – | – | – | – | – | – | – | – |
| English Language Learner | 2 | 1 | 50% | 1 | 50% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 109 | 9 | 8% | 100 | 92% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 111 | 10 | 9% | 101 | 91% | 6 | 6% | 5 | 5% | 37 | 37% | 53 | 52% | 90 | 89% |
| Not Homeless | 111 | 10 | 9% | 101 | 91% | 6 | 6% | 5 | 5% | 37 | 37% | 53 | 52% | 90 | 89% |
| Not Migrant | 111 | 10 | 9% | 101 | 91% | 6 | 6% | 5 | 5% | 37 | 37% | 53 | 52% | 90 | 89% |
| Parent Not in Armed Forces | 111 | 10 | 9% | 101 | 91% | 6 | 6% | 5 | 5% | 37 | 37% | 53 | 52% | 90 | 89% |

GRADE 4 ELA RESULTS



Percent Scoring at Levels for All Students

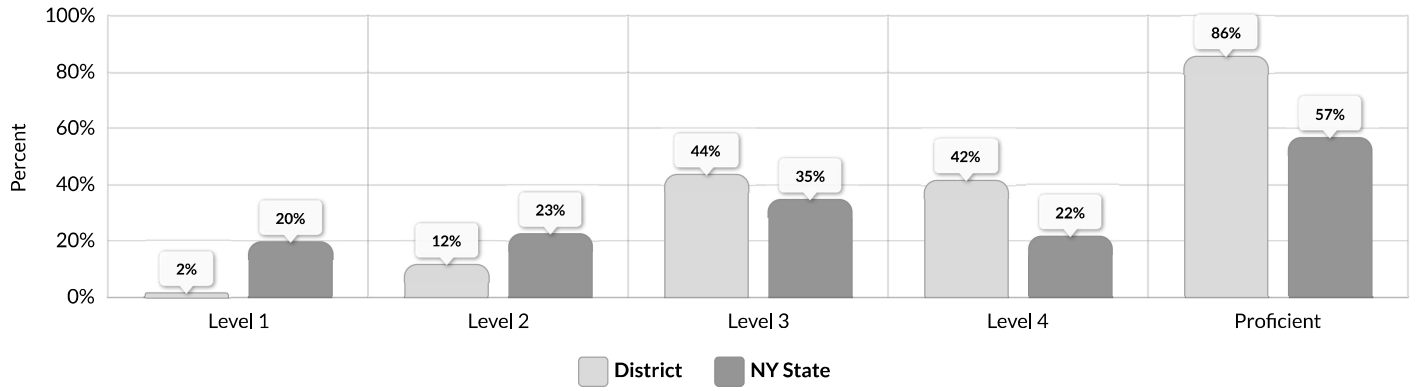


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|------|--------|------|---------|----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 123 | 9 | 7% | 114 | 93% | 1 | 1% | 10 | 9% | 30 | 26% | 73 | 64% | 103 | 90% |
| Female | 69 | 3 | 4% | 66 | 96% | 0 | 0% | 4 | 6% | 20 | 30% | 42 | 64% | 62 | 94% |
| Male | 53 | 5 | 9% | 48 | 91% | 1 | 2% | 6 | 13% | 10 | 21% | 31 | 65% | 41 | 85% |
| Non-Binary | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| General Education Students | 114 | 9 | 8% | 105 | 92% | 1 | 1% | 6 | 6% | 29 | 28% | 69 | 66% | 98 | 93% |
| Students with Disabilities | 9 | 0 | 0% | 9 | 100% | 0 | 0% | 4 | 44% | 1 | 11% | 4 | 44% | 5 | 56% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 0 | 0% | 4 | 100% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 18 | 2 | 11% | 16 | 89% | 0 | 0% | 3 | 19% | 5 | 31% | 8 | 50% | 13 | 81% |
| White | 85 | 5 | 6% | 80 | 94% | 1 | 1% | 6 | 8% | 21 | 26% | 52 | 65% | 73 | 91% |
| Multiracial | 14 | 2 | 14% | 12 | 86% | 0 | 0% | 0 | 0% | 3 | 25% | 9 | 75% | 12 | 100% |
| Small Group Total: Race & Ethnicity | 6 | 0 | 0% | 6 | 100% | 0 | 0% | 1 | 17% | 1 | 17% | 4 | 67% | 5 | 83% |
| Economically Disadvantaged | 8 | 1 | 13% | 7 | 88% | 0 | 0% | 3 | 43% | 3 | 43% | 1 | 14% | 4 | 57% |
| Not Economically Disadvantaged | 115 | 8 | 7% | 107 | 93% | 1 | 1% | 7 | 7% | 27 | 25% | 72 | 67% | 99 | 93% |
| English Language Learner | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 122 | 8 | 7% | 114 | 93% | 1 | 1% | 10 | 9% | 30 | 26% | 73 | 64% | 103 | 90% |
| Not in Foster Care | 123 | 9 | 7% | 114 | 93% | 1 | 1% | 10 | 9% | 30 | 26% | 73 | 64% | 103 | 90% |
| Not Homeless | 123 | 9 | 7% | 114 | 93% | 1 | 1% | 10 | 9% | 30 | 26% | 73 | 64% | 103 | 90% |
| Not Migrant | 123 | 9 | 7% | 114 | 93% | 1 | 1% | 10 | 9% | 30 | 26% | 73 | 64% | 103 | 90% |
| Parent Not in Armed Forces | 123 | 9 | 7% | 114 | 93% | 1 | 1% | 10 | 9% | 30 | 26% | 73 | 64% | 103 | 90% |

GRADE 5 ELA RESULTS



Percent Scoring at Levels for All Students

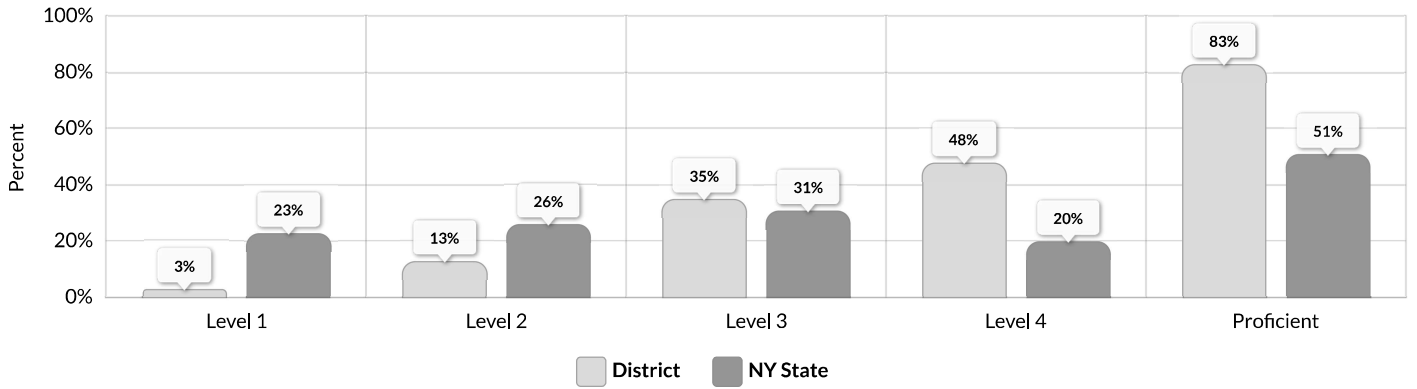


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 122 | 8 | 7% | 114 | 93% | 2 | 2% | 14 | 12% | 50 | 44% | 48 | 42% | 98 | 86% |
| Female | 56 | 3 | 5% | 53 | 95% | 1 | 2% | 8 | 15% | 17 | 32% | 27 | 51% | 44 | 83% |
| Male | 66 | 5 | 8% | 61 | 92% | 1 | 2% | 6 | 10% | 33 | 54% | 21 | 34% | 54 | 89% |
| General Education Students | 104 | 4 | 4% | 100 | 96% | 2 | 2% | 11 | 11% | 42 | 42% | 45 | 45% | 87 | 87% |
| Students with Disabilities | 18 | 4 | 22% | 14 | 78% | 0 | 0% | 3 | 21% | 8 | 57% | 3 | 21% | 11 | 79% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 0 | 0% | 4 | 100% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 19 | 3 | 16% | 16 | 84% | 0 | 0% | 4 | 25% | 7 | 44% | 5 | 31% | 12 | 75% |
| White | 83 | 4 | 5% | 79 | 95% | 1 | 1% | 9 | 11% | 36 | 46% | 33 | 42% | 69 | 87% |
| Multiracial | 15 | 1 | 7% | 14 | 93% | 1 | 7% | 0 | 0% | 3 | 21% | 10 | 71% | 13 | 93% |
| Small Group Total: Race & Ethnicity | 5 | 0 | 0% | 5 | 100% | 0 | 0% | 1 | 20% | 4 | 80% | 0 | 0% | 4 | 80% |
| Economically Disadvantaged | 6 | 1 | 17% | 5 | 83% | 1 | 20% | 3 | 60% | 1 | 20% | 0 | 0% | 1 | 20% |
| Not Economically Disadvantaged | 116 | 7 | 6% | 109 | 94% | 1 | 1% | 11 | 10% | 49 | 45% | 48 | 44% | 97 | 89% |
| English Language Learner | 3 | 2 | 67% | 1 | 33% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 119 | 6 | 5% | 113 | 95% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 122 | 8 | 7% | 114 | 93% | 2 | 2% | 14 | 12% | 50 | 44% | 48 | 42% | 98 | 86% |
| Not Homeless | 122 | 8 | 7% | 114 | 93% | 2 | 2% | 14 | 12% | 50 | 44% | 48 | 42% | 98 | 86% |
| Not Migrant | 122 | 8 | 7% | 114 | 93% | 2 | 2% | 14 | 12% | 50 | 44% | 48 | 42% | 98 | 86% |
| Parent Not in Armed Forces | 122 | 8 | 7% | 114 | 93% | 2 | 2% | 14 | 12% | 50 | 44% | 48 | 42% | 98 | 86% |

GRADE 6 ELA RESULTS



Percent Scoring at Levels for All Students

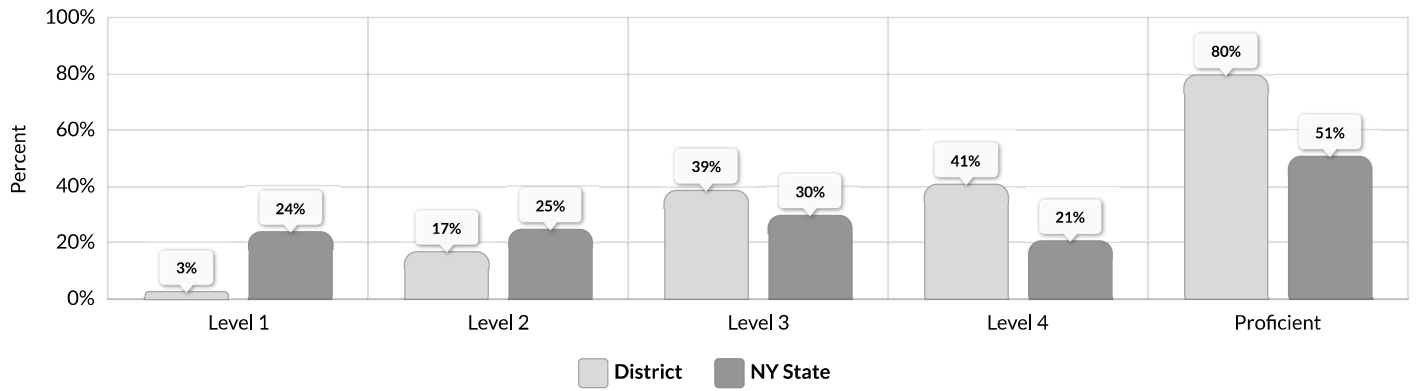


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|------|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 140 | 13 | 9% | 127 | 91% | 4 | 3% | 17 | 13% | 45 | 35% | 61 | 48% | 106 | 83% |
| Female | 71 | 5 | 7% | 66 | 93% | 3 | 5% | 6 | 9% | 24 | 36% | 33 | 50% | 57 | 86% |
| Male | 67 | 7 | 10% | 60 | 90% | – | – | – | – | – | – | – | – | – | – |
| Non-Binary | 2 | 1 | 50% | 1 | 50% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Gender | 69 | 8 | 12% | 61 | 88% | 1 | 2% | 11 | 18% | 21 | 34% | 28 | 46% | 49 | 80% |
| General Education Students | 124 | 7 | 6% | 117 | 94% | 3 | 3% | 11 | 9% | 42 | 36% | 61 | 52% | 103 | 88% |
| Students with Disabilities | 16 | 6 | 38% | 10 | 63% | 1 | 10% | 6 | 60% | 3 | 30% | 0 | 0% | 3 | 30% |
| Asian or Native Hawaiian/Other Pacific Islander | 11 | 0 | 0% | 11 | 100% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 4 | 2 | 50% | 2 | 50% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 27 | 4 | 15% | 23 | 85% | 1 | 4% | 5 | 22% | 11 | 48% | 6 | 26% | 17 | 74% |
| White | 85 | 6 | 7% | 79 | 93% | 1 | 1% | 7 | 9% | 24 | 30% | 47 | 59% | 71 | 90% |
| Multiracial | 13 | 1 | 8% | 12 | 92% | 0 | 0% | 3 | 25% | 6 | 50% | 3 | 25% | 9 | 75% |
| Small Group Total: Race & Ethnicity | 15 | 2 | 13% | 13 | 87% | 2 | 15% | 2 | 15% | 4 | 31% | 5 | 38% | 9 | 69% |
| Economically Disadvantaged | 5 | 1 | 20% | 4 | 80% | – | – | – | – | – | – | – | – | – | – |
| Not Economically Disadvantaged | 135 | 12 | 9% | 123 | 91% | – | – | – | – | – | – | – | – | – | – |
| English Language Learner | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 139 | 12 | 9% | 127 | 91% | 4 | 3% | 17 | 13% | 45 | 35% | 61 | 48% | 106 | 83% |
| Not in Foster Care | 140 | 13 | 9% | 127 | 91% | 4 | 3% | 17 | 13% | 45 | 35% | 61 | 48% | 106 | 83% |
| Not Homeless | 140 | 13 | 9% | 127 | 91% | 4 | 3% | 17 | 13% | 45 | 35% | 61 | 48% | 106 | 83% |
| Not Migrant | 140 | 13 | 9% | 127 | 91% | 4 | 3% | 17 | 13% | 45 | 35% | 61 | 48% | 106 | 83% |
| Parent Not in Armed Forces | 140 | 13 | 9% | 127 | 91% | 4 | 3% | 17 | 13% | 45 | 35% | 61 | 48% | 106 | 83% |

GRADE 7 ELA RESULTS



Percent Scoring at Levels for All Students

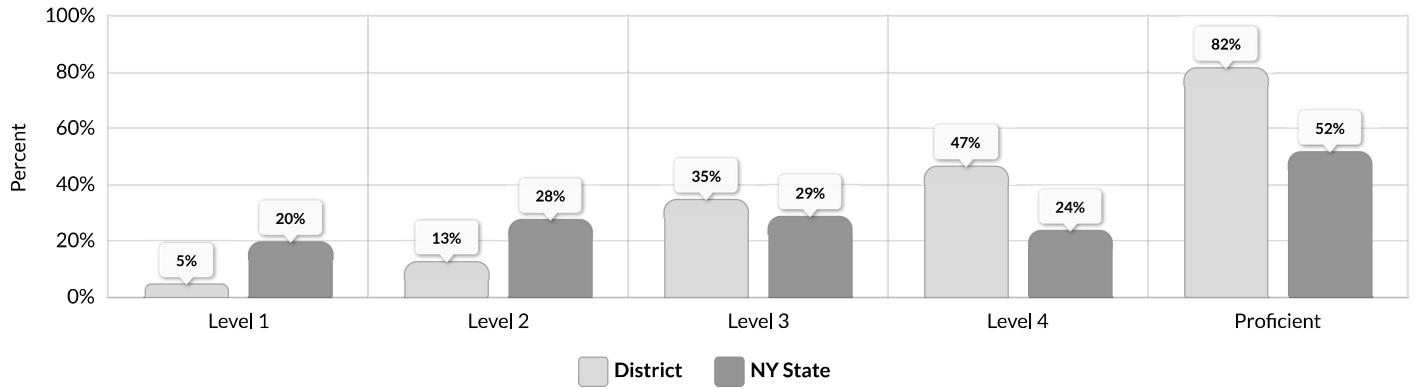


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 126 | 6 | 5% | 120 | 95% | 4 | 3% | 20 | 17% | 47 | 39% | 49 | 41% | 96 | 80% |
| Female | 60 | 0 | 0% | 60 | 100% | 2 | 3% | 10 | 17% | 20 | 33% | 28 | 47% | 48 | 80% |
| Male | 65 | 6 | 9% | 59 | 91% | – | – | – | – | – | – | – | – | – | – |
| Non-Binary | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Gender | 66 | 6 | 9% | 60 | 91% | 2 | 3% | 10 | 17% | 27 | 45% | 21 | 35% | 48 | 80% |
| General Education Students | 109 | 3 | 3% | 106 | 97% | 3 | 3% | 15 | 14% | 42 | 40% | 46 | 43% | 88 | 83% |
| Students with Disabilities | 17 | 3 | 18% | 14 | 82% | 1 | 7% | 5 | 36% | 5 | 36% | 3 | 21% | 8 | 57% |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | 0 | 0% | 5 | 100% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 18 | 2 | 11% | 16 | 89% | 2 | 13% | 3 | 19% | 11 | 69% | 0 | 0% | 11 | 69% |
| White | 90 | 3 | 3% | 87 | 97% | 2 | 2% | 15 | 17% | 31 | 36% | 39 | 45% | 70 | 80% |
| Multiracial | 11 | 1 | 9% | 10 | 91% | 0 | 0% | 0 | 0% | 3 | 30% | 7 | 70% | 10 | 100% |
| Small Group Total: Race & Ethnicity | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 2 | 29% | 2 | 29% | 3 | 43% | 5 | 71% |
| Economically Disadvantaged | 6 | 2 | 33% | 4 | 67% | – | – | – | – | – | – | – | – | – | – |
| Not Economically Disadvantaged | 120 | 4 | 3% | 116 | 97% | – | – | – | – | – | – | – | – | – | – |
| English Language Learner | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 125 | 6 | 5% | 119 | 95% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 126 | 6 | 5% | 120 | 95% | 4 | 3% | 20 | 17% | 47 | 39% | 49 | 41% | 96 | 80% |
| Not Homeless | 126 | 6 | 5% | 120 | 95% | 4 | 3% | 20 | 17% | 47 | 39% | 49 | 41% | 96 | 80% |
| Not Migrant | 126 | 6 | 5% | 120 | 95% | 4 | 3% | 20 | 17% | 47 | 39% | 49 | 41% | 96 | 80% |
| Parent Not in Armed Forces | 126 | 6 | 5% | 120 | 95% | 4 | 3% | 20 | 17% | 47 | 39% | 49 | 41% | 96 | 80% |

GRADE 8 ELA RESULTS



Percent Scoring at Levels for All Students



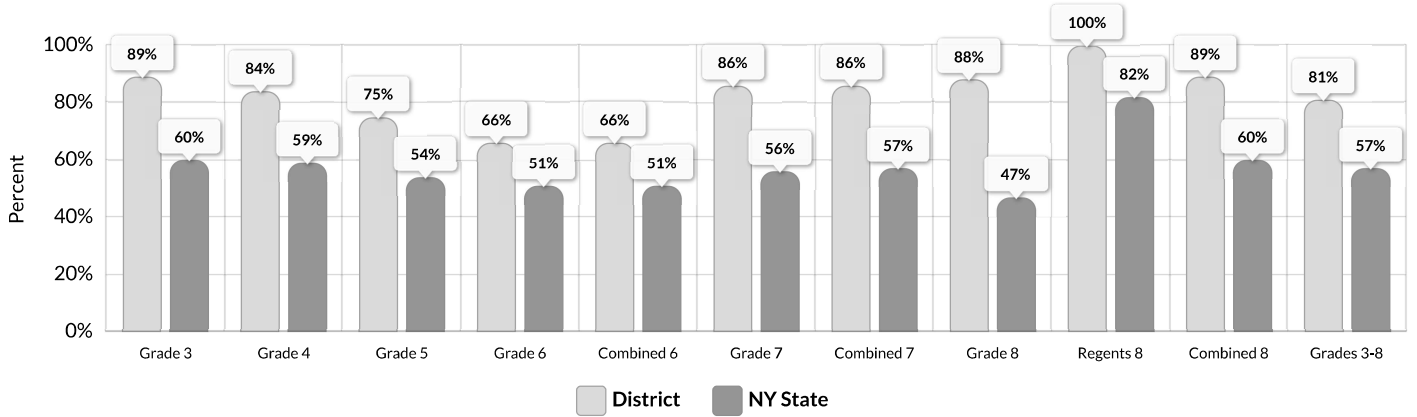
| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 137 | 32 | 23% | 105 | 77% | 5 | 5% | 14 | 13% | 37 | 35% | 49 | 47% | 86 | 82% |
| Female | 59 | 16 | 27% | 43 | 73% | – | – | – | – | – | – | – | – | – | – |
| Male | 77 | 16 | 21% | 61 | 79% | 2 | 3% | 11 | 18% | 24 | 39% | 24 | 39% | 48 | 79% |
| Non-Binary | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Gender | 60 | 16 | 27% | 44 | 73% | 3 | 7% | 3 | 7% | 13 | 30% | 25 | 57% | 38 | 86% |
| General Education Students | 112 | 25 | 22% | 87 | 78% | 0 | 0% | 10 | 11% | 30 | 34% | 47 | 54% | 77 | 89% |
| Students with Disabilities | 25 | 7 | 28% | 18 | 72% | 5 | 28% | 4 | 22% | 7 | 39% | 2 | 11% | 9 | 50% |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | 1 | 20% | 4 | 80% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 23 | 8 | 35% | 15 | 65% | 0 | 0% | 1 | 7% | 8 | 53% | 6 | 40% | 14 | 93% |
| White | 100 | 22 | 22% | 78 | 78% | 5 | 6% | 10 | 13% | 25 | 32% | 38 | 49% | 63 | 81% |
| Multiracial | 8 | 1 | 13% | 7 | 88% | 0 | 0% | 2 | 29% | 2 | 29% | 3 | 43% | 5 | 71% |
| Small Group Total: Race & Ethnicity | 6 | 1 | 17% | 5 | 83% | 0 | 0% | 1 | 20% | 2 | 40% | 2 | 40% | 4 | 80% |
| Economically Disadvantaged | 6 | 3 | 50% | 3 | 50% | – | – | – | – | – | – | – | – | – | – |
| Not Economically Disadvantaged | 131 | 29 | 22% | 102 | 78% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 137 | 32 | 23% | 105 | 77% | 5 | 5% | 14 | 13% | 37 | 35% | 49 | 47% | 86 | 82% |
| Not in Foster Care | 137 | 32 | 23% | 105 | 77% | 5 | 5% | 14 | 13% | 37 | 35% | 49 | 47% | 86 | 82% |
| Not Homeless | 137 | 32 | 23% | 105 | 77% | 5 | 5% | 14 | 13% | 37 | 35% | 49 | 47% | 86 | 82% |
| Not Migrant | 137 | 32 | 23% | 105 | 77% | 5 | 5% | 14 | 13% | 37 | 35% | 49 | 47% | 86 | 82% |
| Parent Not in Armed Forces | 137 | 32 | 23% | 105 | 77% | 5 | 5% | 14 | 13% | 37 | 35% | 49 | 47% | 86 | 82% |

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

SUMMARY RESULTS



Percent Scoring Proficient by Grade



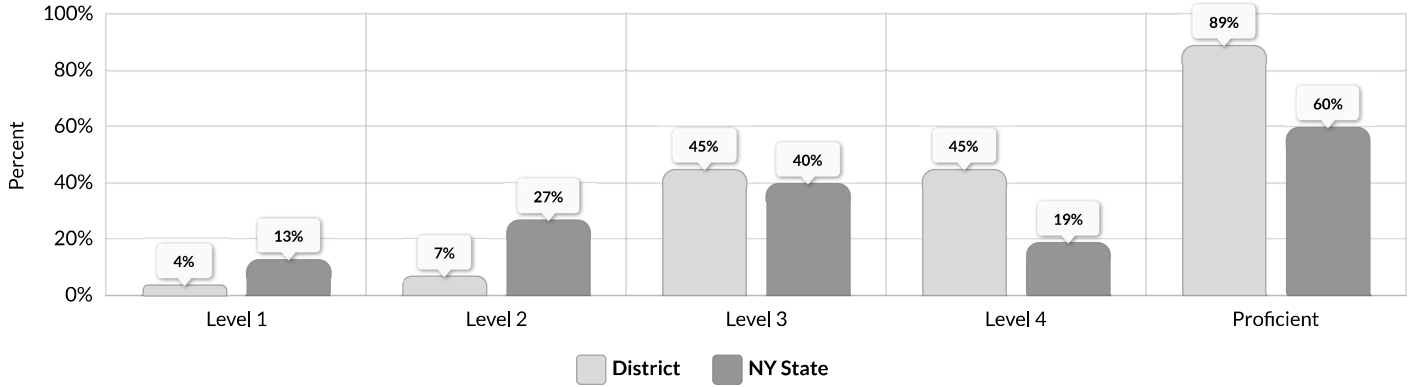
| Grade | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|------------|-------|------------|-----|--------|-----|---------|----|---------|-----|---------|-----|-----------------|-----|-------------------------------|------|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 111 | 10 | 9% | 101 | 91% | 4 | 4% | 7 | 7% | 45 | 45% | 45 | 45% | 90 | 89% |
| Grade 4 | 123 | 6 | 5% | 117 | 95% | 7 | 6% | 12 | 10% | 44 | 38% | 54 | 46% | 98 | 84% |
| Grade 5 | 122 | 8 | 7% | 114 | 93% | 6 | 5% | 23 | 20% | 49 | 43% | 36 | 32% | 85 | 75% |
| Grade 6 | 140 | 14 | 10% | 126 | 90% | 8 | 6% | 35 | 28% | 72 | 57% | 11 | 9% | 83 | 66% |
| Combined 6 | 140 | 14 | 10% | 126 | 90% | 8 | 6% | 35 | 28% | 72 | 57% | 11 | 9% | 83 | 66% |
| Grade 7 | 126 | 4 | 3% | 122 | 97% | 1 | 1% | 16 | 13% | 40 | 33% | 65 | 53% | 105 | 86% |
| Combined 7 | 126 | 4 | 3% | 122 | 97% | 1 | 1% | 16 | 13% | 40 | 33% | 65 | 53% | 105 | 86% |
| Grade 8 | 137 | 32 | 23% | 105 | 77% | 8 | 8% | 5 | 5% | 40 | 38% | 52 | 50% | 92 | 88% |
| Regents 8 | — | — | — | 13 | 9% | 0 | 0% | 0 | 0% | 1 | 8% | 12 | 92% | 13 | 100% |
| Combined 8 | 137 | 19 | 14% | 118 | 86% | 8 | 7% | 5 | 4% | 41 | 35% | 64 | 54% | 105 | 89% |
| Grades 3-8 | 759 | 61 | 8% | 698 | 92% | 34 | 5% | 98 | 14% | 291 | 42% | 275 | 39% | 566 | 81% |

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 3 MATH RESULTS



Percent Scoring at Levels for All Students

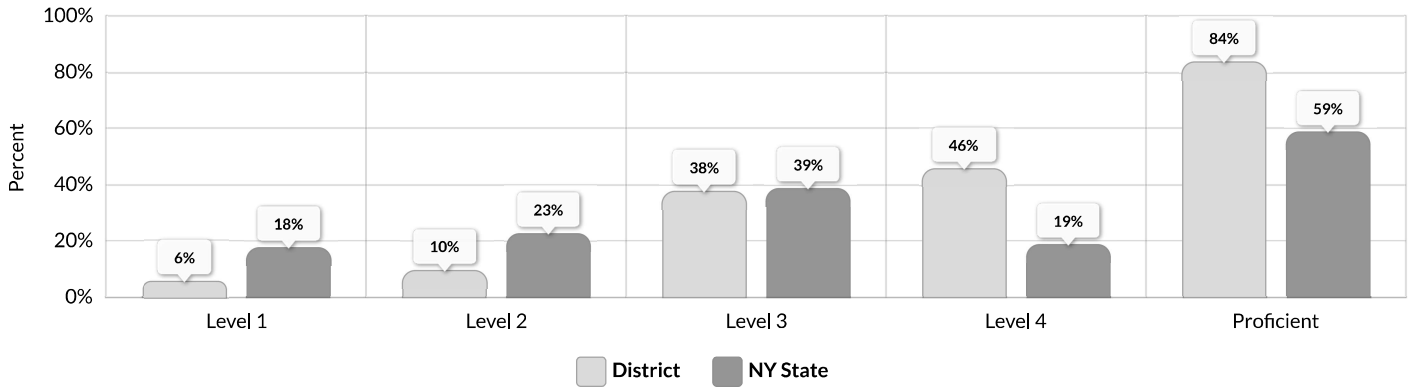


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 111 | 10 | 9% | 101 | 91% | 4 | 4% | 7 | 7% | 45 | 45% | 45 | 45% | 90 | 89% |
| Female | 56 | 5 | 9% | 51 | 91% | 3 | 6% | 1 | 2% | 27 | 53% | 20 | 39% | 47 | 92% |
| Male | 55 | 5 | 9% | 50 | 91% | 1 | 2% | 6 | 12% | 18 | 36% | 25 | 50% | 43 | 86% |
| General Education Students | 96 | 5 | 5% | 91 | 95% | 3 | 3% | 5 | 5% | 44 | 48% | 39 | 43% | 83 | 91% |
| Students with Disabilities | 15 | 5 | 33% | 10 | 67% | 1 | 10% | 2 | 20% | 1 | 10% | 6 | 60% | 7 | 70% |
| American Indian or Alaska Native | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 9 | 0 | 0% | 9 | 100% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 4 | 1 | 25% | 3 | 75% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 16 | 1 | 6% | 15 | 94% | 1 | 7% | 0 | 0% | 9 | 60% | 5 | 33% | 14 | 93% |
| White | 69 | 7 | 10% | 62 | 90% | 1 | 2% | 5 | 8% | 25 | 40% | 31 | 50% | 56 | 90% |
| Multiracial | 12 | 1 | 8% | 11 | 92% | 0 | 0% | 1 | 9% | 6 | 55% | 4 | 36% | 10 | 91% |
| Small Group Total: Race & Ethnicity | 14 | 1 | 7% | 13 | 93% | 2 | 15% | 1 | 8% | 5 | 38% | 5 | 38% | 10 | 77% |
| Economically Disadvantaged | 6 | 2 | 33% | 4 | 67% | – | – | – | – | – | – | – | – | – | – |
| Not Economically Disadvantaged | 105 | 8 | 8% | 97 | 92% | – | – | – | – | – | – | – | – | – | – |
| English Language Learner | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 109 | 10 | 9% | 99 | 91% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 111 | 10 | 9% | 101 | 91% | 4 | 4% | 7 | 7% | 45 | 45% | 45 | 45% | 90 | 89% |
| Not Homeless | 111 | 10 | 9% | 101 | 91% | 4 | 4% | 7 | 7% | 45 | 45% | 45 | 45% | 90 | 89% |
| Not Migrant | 111 | 10 | 9% | 101 | 91% | 4 | 4% | 7 | 7% | 45 | 45% | 45 | 45% | 90 | 89% |
| Parent Not in Armed Forces | 111 | 10 | 9% | 101 | 91% | 4 | 4% | 7 | 7% | 45 | 45% | 45 | 45% | 90 | 89% |

GRADE 4 MATH RESULTS



Percent Scoring at Levels for All Students

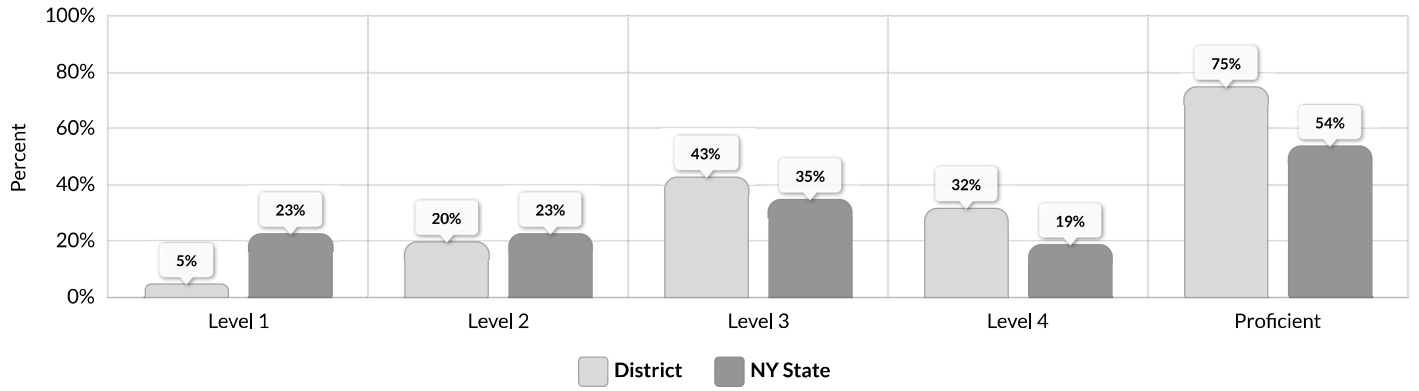


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 123 | 6 | 5% | 117 | 95% | 7 | 6% | 12 | 10% | 44 | 38% | 54 | 46% | 98 | 84% |
| Female | 69 | 2 | 3% | 67 | 97% | 3 | 4% | 10 | 15% | 26 | 39% | 28 | 42% | 54 | 81% |
| Male | 53 | 4 | 8% | 49 | 92% | – | – | – | – | – | – | – | – | – | – |
| Non-Binary | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Gender | 54 | 4 | 7% | 50 | 93% | 4 | 8% | 2 | 4% | 18 | 36% | 26 | 52% | 44 | 88% |
| General Education Students | 114 | 6 | 5% | 108 | 95% | 5 | 5% | 8 | 7% | 42 | 39% | 53 | 49% | 95 | 88% |
| Students with Disabilities | 9 | 0 | 0% | 9 | 100% | 2 | 22% | 4 | 44% | 2 | 22% | 1 | 11% | 3 | 33% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 0 | 0% | 4 | 100% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 18 | 1 | 6% | 17 | 94% | 3 | 18% | 2 | 12% | 6 | 35% | 6 | 35% | 12 | 71% |
| White | 85 | 4 | 5% | 81 | 95% | 4 | 5% | 6 | 7% | 34 | 42% | 37 | 46% | 71 | 88% |
| Multiracial | 14 | 1 | 7% | 13 | 93% | 0 | 0% | 2 | 15% | 2 | 15% | 9 | 69% | 11 | 85% |
| Small Group Total: Race & Ethnicity | 6 | 0 | 0% | 6 | 100% | 0 | 0% | 2 | 33% | 2 | 33% | 2 | 33% | 4 | 67% |
| Economically Disadvantaged | 8 | 0 | 0% | 8 | 100% | 3 | 38% | 3 | 38% | 2 | 25% | 0 | 0% | 2 | 25% |
| Not Economically Disadvantaged | 115 | 6 | 5% | 109 | 95% | 4 | 4% | 9 | 8% | 42 | 39% | 54 | 50% | 96 | 88% |
| English Language Learner | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 122 | 6 | 5% | 116 | 95% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 123 | 6 | 5% | 117 | 95% | 7 | 6% | 12 | 10% | 44 | 38% | 54 | 46% | 98 | 84% |
| Not Homeless | 123 | 6 | 5% | 117 | 95% | 7 | 6% | 12 | 10% | 44 | 38% | 54 | 46% | 98 | 84% |
| Not Migrant | 123 | 6 | 5% | 117 | 95% | 7 | 6% | 12 | 10% | 44 | 38% | 54 | 46% | 98 | 84% |
| Parent Not in Armed Forces | 123 | 6 | 5% | 117 | 95% | 7 | 6% | 12 | 10% | 44 | 38% | 54 | 46% | 98 | 84% |

GRADE 5 MATH RESULTS



Percent Scoring at Levels for All Students

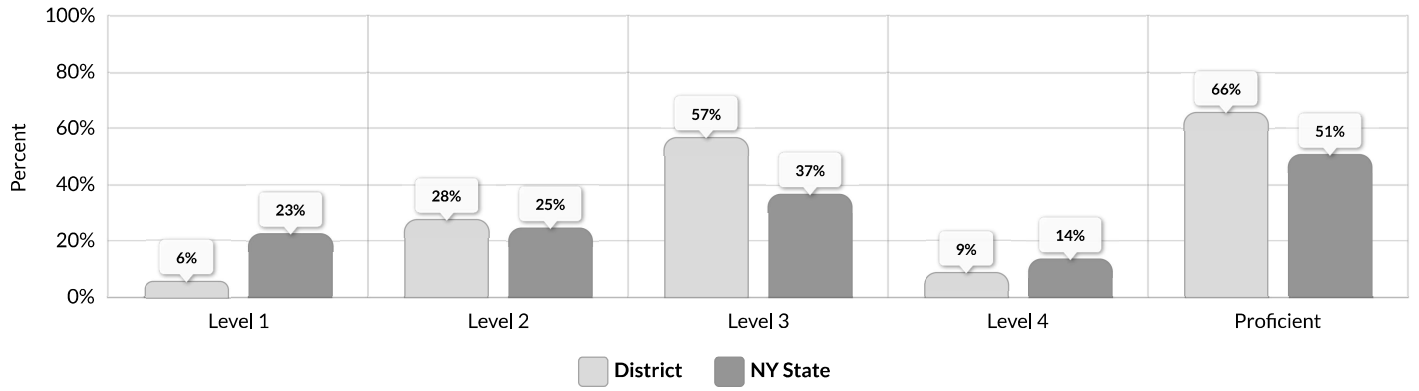


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 122 | 8 | 7% | 114 | 93% | 6 | 5% | 23 | 20% | 49 | 43% | 36 | 32% | 85 | 75% |
| Female | 56 | 3 | 5% | 53 | 95% | 3 | 6% | 13 | 25% | 22 | 42% | 15 | 28% | 37 | 70% |
| Male | 66 | 5 | 8% | 61 | 92% | 3 | 5% | 10 | 16% | 27 | 44% | 21 | 34% | 48 | 79% |
| General Education Students | 104 | 4 | 4% | 100 | 96% | 5 | 5% | 18 | 18% | 43 | 43% | 34 | 34% | 77 | 77% |
| Students with Disabilities | 18 | 4 | 22% | 14 | 78% | 1 | 7% | 5 | 36% | 6 | 43% | 2 | 14% | 8 | 57% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 1 | 25% | 3 | 75% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 19 | 2 | 11% | 17 | 89% | 2 | 12% | 7 | 41% | 5 | 29% | 3 | 18% | 8 | 47% |
| White | 83 | 4 | 5% | 79 | 95% | 3 | 4% | 14 | 18% | 37 | 47% | 25 | 32% | 62 | 78% |
| Multiracial | 15 | 1 | 7% | 14 | 93% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 20 | 2 | 10% | 18 | 90% | 1 | 6% | 2 | 11% | 7 | 39% | 8 | 44% | 15 | 83% |
| Economically Disadvantaged | 6 | 0 | 0% | 6 | 100% | 3 | 50% | 2 | 33% | 0 | 0% | 1 | 17% | 1 | 17% |
| Not Economically Disadvantaged | 116 | 8 | 7% | 108 | 93% | 3 | 3% | 21 | 19% | 49 | 45% | 35 | 32% | 84 | 78% |
| English Language Learner | 3 | 1 | 33% | 2 | 67% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 119 | 7 | 6% | 112 | 94% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 122 | 8 | 7% | 114 | 93% | 6 | 5% | 23 | 20% | 49 | 43% | 36 | 32% | 85 | 75% |
| Not Homeless | 122 | 8 | 7% | 114 | 93% | 6 | 5% | 23 | 20% | 49 | 43% | 36 | 32% | 85 | 75% |
| Not Migrant | 122 | 8 | 7% | 114 | 93% | 6 | 5% | 23 | 20% | 49 | 43% | 36 | 32% | 85 | 75% |
| Parent Not in Armed Forces | 122 | 8 | 7% | 114 | 93% | 6 | 5% | 23 | 20% | 49 | 43% | 36 | 32% | 85 | 75% |

GRADE 6 MATH RESULTS



Percent Scoring at Levels for All Students

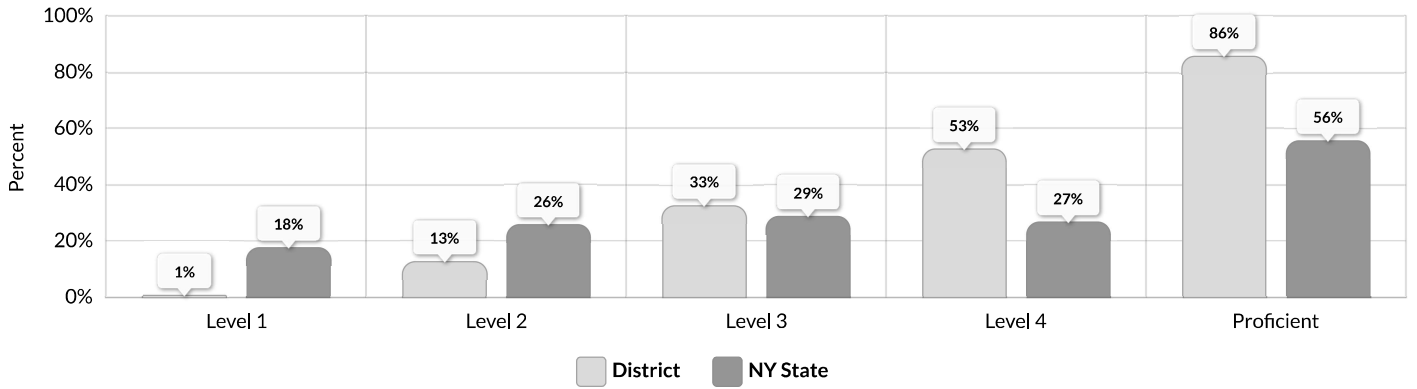


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|------|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 140 | 14 | 10% | 126 | 90% | 8 | 6% | 35 | 28% | 72 | 57% | 11 | 9% | 83 | 66% |
| Female | 71 | 6 | 8% | 65 | 92% | 3 | 5% | 23 | 35% | 37 | 57% | 2 | 3% | 39 | 60% |
| Male | 67 | 8 | 12% | 59 | 88% | – | – | – | – | – | – | – | – | – | – |
| Non-Binary | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Gender | 69 | 8 | 12% | 61 | 88% | 5 | 8% | 12 | 20% | 35 | 57% | 9 | 15% | 44 | 72% |
| General Education Students | 124 | 9 | 7% | 115 | 93% | 3 | 3% | 32 | 28% | 69 | 60% | 11 | 10% | 80 | 70% |
| Students with Disabilities | 16 | 5 | 31% | 11 | 69% | 5 | 45% | 3 | 27% | 3 | 27% | 0 | 0% | 3 | 27% |
| Asian or Native Hawaiian/Other Pacific Islander | 11 | 1 | 9% | 10 | 91% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 4 | 2 | 50% | 2 | 50% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 27 | 5 | 19% | 22 | 81% | 1 | 5% | 7 | 32% | 14 | 64% | 0 | 0% | 14 | 64% |
| White | 85 | 6 | 7% | 79 | 93% | 2 | 3% | 19 | 24% | 50 | 63% | 8 | 10% | 58 | 73% |
| Multiracial | 13 | 0 | 0% | 13 | 100% | 2 | 15% | 7 | 54% | 3 | 23% | 1 | 8% | 4 | 31% |
| Small Group Total: Race & Ethnicity | 15 | 3 | 20% | 12 | 80% | 3 | 25% | 2 | 17% | 5 | 42% | 2 | 17% | 7 | 58% |
| Economically Disadvantaged | 5 | 1 | 20% | 4 | 80% | – | – | – | – | – | – | – | – | – | – |
| Not Economically Disadvantaged | 135 | 13 | 10% | 122 | 90% | – | – | – | – | – | – | – | – | – | – |
| English Language Learner | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 139 | 13 | 9% | 126 | 91% | 8 | 6% | 35 | 28% | 72 | 57% | 11 | 9% | 83 | 66% |
| Not in Foster Care | 140 | 14 | 10% | 126 | 90% | 8 | 6% | 35 | 28% | 72 | 57% | 11 | 9% | 83 | 66% |
| Not Homeless | 140 | 14 | 10% | 126 | 90% | 8 | 6% | 35 | 28% | 72 | 57% | 11 | 9% | 83 | 66% |
| Not Migrant | 140 | 14 | 10% | 126 | 90% | 8 | 6% | 35 | 28% | 72 | 57% | 11 | 9% | 83 | 66% |
| Parent Not in Armed Forces | 140 | 14 | 10% | 126 | 90% | 8 | 6% | 35 | 28% | 72 | 57% | 11 | 9% | 83 | 66% |

GRADE 7 MATH RESULTS



Percent Scoring at Levels for All Students

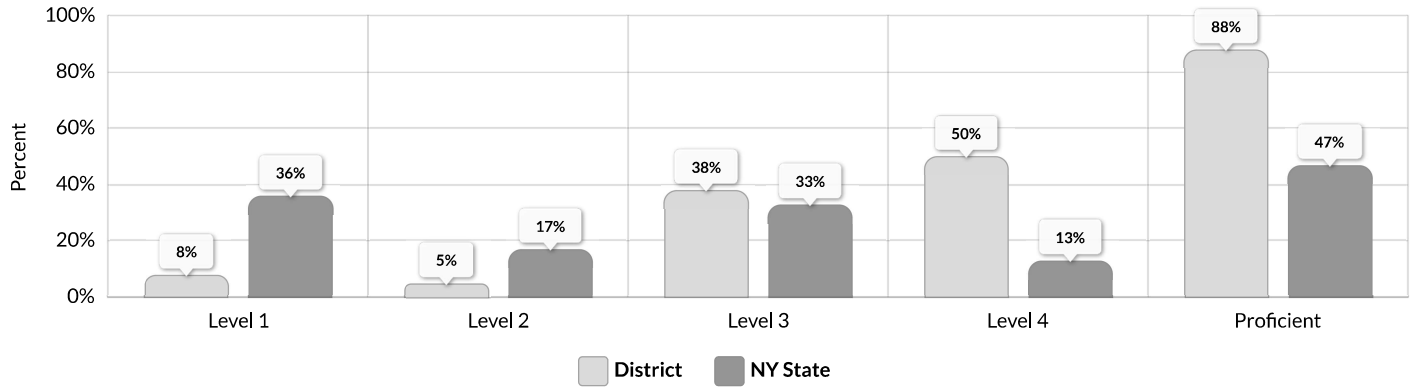


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 126 | 4 | 3% | 122 | 97% | 1 | 1% | 16 | 13% | 40 | 33% | 65 | 53% | 105 | 86% |
| Female | 60 | 0 | 0% | 60 | 100% | – | – | – | – | – | – | – | – | – | – |
| Male | 65 | 4 | 6% | 61 | 94% | 1 | 2% | 8 | 13% | 18 | 30% | 34 | 56% | 52 | 85% |
| Non-Binary | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Gender | 61 | 0 | 0% | 61 | 100% | 0 | 0% | 8 | 13% | 22 | 36% | 31 | 51% | 53 | 87% |
| General Education Students | 109 | 1 | 1% | 108 | 99% | 0 | 0% | 13 | 12% | 32 | 30% | 63 | 58% | 95 | 88% |
| Students with Disabilities | 17 | 3 | 18% | 14 | 82% | 1 | 7% | 3 | 21% | 8 | 57% | 2 | 14% | 10 | 71% |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | 0 | 0% | 5 | 100% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 2 | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 18 | 2 | 11% | 16 | 89% | 1 | 6% | 5 | 31% | 5 | 31% | 5 | 31% | 10 | 63% |
| White | 90 | 2 | 2% | 88 | 98% | 0 | 0% | 9 | 10% | 34 | 39% | 45 | 51% | 79 | 90% |
| Multiracial | 11 | 0 | 0% | 11 | 100% | 0 | 0% | 0 | 0% | 1 | 9% | 10 | 91% | 11 | 100% |
| Small Group Total: Race & Ethnicity | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 2 | 29% | 0 | 0% | 5 | 71% | 5 | 71% |
| Economically Disadvantaged | 6 | 2 | 33% | 4 | 67% | – | – | – | – | – | – | – | – | – | – |
| Not Economically Disadvantaged | 120 | 2 | 2% | 118 | 98% | – | – | – | – | – | – | – | – | – | – |
| English Language Learner | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 125 | 4 | 3% | 121 | 97% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 126 | 4 | 3% | 122 | 97% | 1 | 1% | 16 | 13% | 40 | 33% | 65 | 53% | 105 | 86% |
| Not Homeless | 126 | 4 | 3% | 122 | 97% | 1 | 1% | 16 | 13% | 40 | 33% | 65 | 53% | 105 | 86% |
| Not Migrant | 126 | 4 | 3% | 122 | 97% | 1 | 1% | 16 | 13% | 40 | 33% | 65 | 53% | 105 | 86% |
| Parent Not in Armed Forces | 126 | 4 | 3% | 122 | 97% | 1 | 1% | 16 | 13% | 40 | 33% | 65 | 53% | 105 | 86% |

GRADE 8 MATH RESULTS



Percent Scoring at Levels for All Students



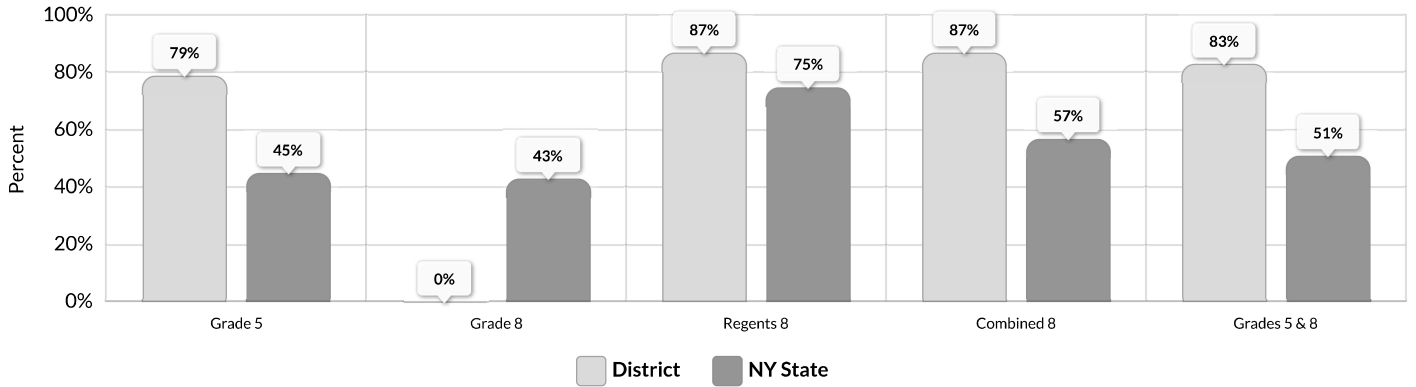
| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 137 | 32 | 23% | 105 | 77% | 8 | 8% | 5 | 5% | 40 | 38% | 52 | 50% | 92 | 88% |
| Female | 59 | 14 | 24% | 45 | 76% | – | – | – | – | – | – | – | – | – | – |
| Male | 77 | 18 | 23% | 59 | 77% | 5 | 8% | 4 | 7% | 25 | 42% | 25 | 42% | 50 | 85% |
| Non-Binary | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Gender | 60 | 14 | 23% | 46 | 77% | 3 | 7% | 1 | 2% | 15 | 33% | 27 | 59% | 42 | 91% |
| General Education Students | 112 | 24 | 21% | 88 | 79% | 1 | 1% | 3 | 3% | 35 | 40% | 49 | 56% | 84 | 95% |
| Students with Disabilities | 25 | 8 | 32% | 17 | 68% | 7 | 41% | 2 | 12% | 5 | 29% | 3 | 18% | 8 | 47% |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | 1 | 20% | 4 | 80% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 23 | 10 | 43% | 13 | 57% | 1 | 8% | 1 | 8% | 5 | 38% | 6 | 46% | 11 | 85% |
| White | 100 | 21 | 21% | 79 | 79% | 6 | 8% | 3 | 4% | 31 | 39% | 39 | 49% | 70 | 89% |
| Multiracial | 8 | 0 | 0% | 8 | 100% | 1 | 13% | 1 | 13% | 2 | 25% | 4 | 50% | 6 | 75% |
| Small Group Total: Race & Ethnicity | 6 | 1 | 17% | 5 | 83% | 0 | 0% | 0 | 0% | 2 | 40% | 3 | 60% | 5 | 100% |
| Economically Disadvantaged | 6 | 4 | 67% | 2 | 33% | – | – | – | – | – | – | – | – | – | – |
| Not Economically Disadvantaged | 131 | 28 | 21% | 103 | 79% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 137 | 32 | 23% | 105 | 77% | 8 | 8% | 5 | 5% | 40 | 38% | 52 | 50% | 92 | 88% |
| Not in Foster Care | 137 | 32 | 23% | 105 | 77% | 8 | 8% | 5 | 5% | 40 | 38% | 52 | 50% | 92 | 88% |
| Not Homeless | 137 | 32 | 23% | 105 | 77% | 8 | 8% | 5 | 5% | 40 | 38% | 52 | 50% | 92 | 88% |
| Not Migrant | 137 | 32 | 23% | 105 | 77% | 8 | 8% | 5 | 5% | 40 | 38% | 52 | 50% | 92 | 88% |
| Parent Not in Armed Forces | 137 | 32 | 23% | 105 | 77% | 8 | 8% | 5 | 5% | 40 | 38% | 52 | 50% | 92 | 88% |

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

SUMMARY RESULTS



Percent Scoring Proficient by Grade



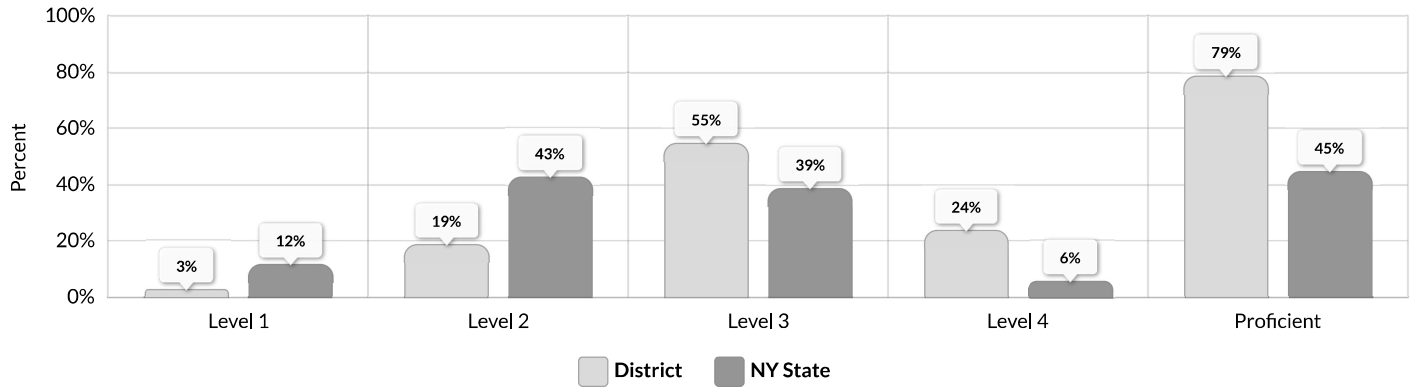
| Grade | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|--------------|-------|------------|------|--------|-----|---------|----|---------|-----|---------|-----|-----------------|-----|-------------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 5 | 122 | 9 | 7% | 113 | 93% | 3 | 3% | 21 | 19% | 62 | 55% | 27 | 24% | 89 | 79% |
| Grade 8 | 137 | 137 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Regents 8 | — | — | — | 132 | 96% | 7 | 5% | 10 | 8% | 31 | 23% | 84 | 64% | 115 | 87% |
| Combined 8 | 137 | 5 | 4% | 132 | 96% | 7 | 5% | 10 | 8% | 31 | 23% | 84 | 64% | 115 | 87% |
| Grades 5 & 8 | 259 | 14 | 5% | 245 | 95% | 10 | 4% | 31 | 13% | 93 | 38% | 111 | 45% | 204 | 83% |

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 5 SCIENCE RESULTS



Percent Scoring at Levels for All Students



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 122 | 9 | 7% | 113 | 93% | 3 | 3% | 21 | 19% | 62 | 55% | 27 | 24% | 89 | 79% |
| Female | 56 | 5 | 9% | 51 | 91% | 1 | 2% | 11 | 22% | 25 | 49% | 14 | 27% | 39 | 76% |
| Male | 66 | 4 | 6% | 62 | 94% | 2 | 3% | 10 | 16% | 37 | 60% | 13 | 21% | 50 | 81% |
| General Education Students | 104 | 5 | 5% | 99 | 95% | 3 | 3% | 16 | 16% | 55 | 56% | 25 | 25% | 80 | 81% |
| Students with Disabilities | 18 | 4 | 22% | 14 | 78% | 0 | 0% | 5 | 36% | 7 | 50% | 2 | 14% | 9 | 64% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 1 | 25% | 3 | 75% | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 19 | 1 | 5% | 18 | 95% | 1 | 6% | 7 | 39% | 7 | 39% | 3 | 17% | 10 | 56% |
| White | 83 | 6 | 7% | 77 | 93% | 1 | 1% | 11 | 14% | 49 | 64% | 16 | 21% | 65 | 84% |
| Multiracial | 15 | 1 | 7% | 14 | 93% | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Race & Ethnicity | 20 | 2 | 10% | 18 | 90% | 1 | 6% | 3 | 17% | 6 | 33% | 8 | 44% | 14 | 78% |
| Economically Disadvantaged | 6 | 0 | 0% | 6 | 100% | 2 | 33% | 3 | 50% | 1 | 17% | 0 | 0% | 1 | 17% |
| Not Economically Disadvantaged | 116 | 9 | 8% | 107 | 92% | 1 | 1% | 18 | 17% | 61 | 57% | 27 | 25% | 88 | 82% |
| English Language Learner | 3 | 1 | 33% | 2 | 67% | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 119 | 8 | 7% | 111 | 93% | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 122 | 9 | 7% | 113 | 93% | 3 | 3% | 21 | 19% | 62 | 55% | 27 | 24% | 89 | 79% |
| Not Homeless | 122 | 9 | 7% | 113 | 93% | 3 | 3% | 21 | 19% | 62 | 55% | 27 | 24% | 89 | 79% |
| Not Migrant | 122 | 9 | 7% | 113 | 93% | 3 | 3% | 21 | 19% | 62 | 55% | 27 | 24% | 89 | 79% |
| Parent Not in Armed Forces | 122 | 9 | 7% | 113 | 93% | 3 | 3% | 21 | 19% | 62 | 55% | 27 | 24% | 89 | 79% |

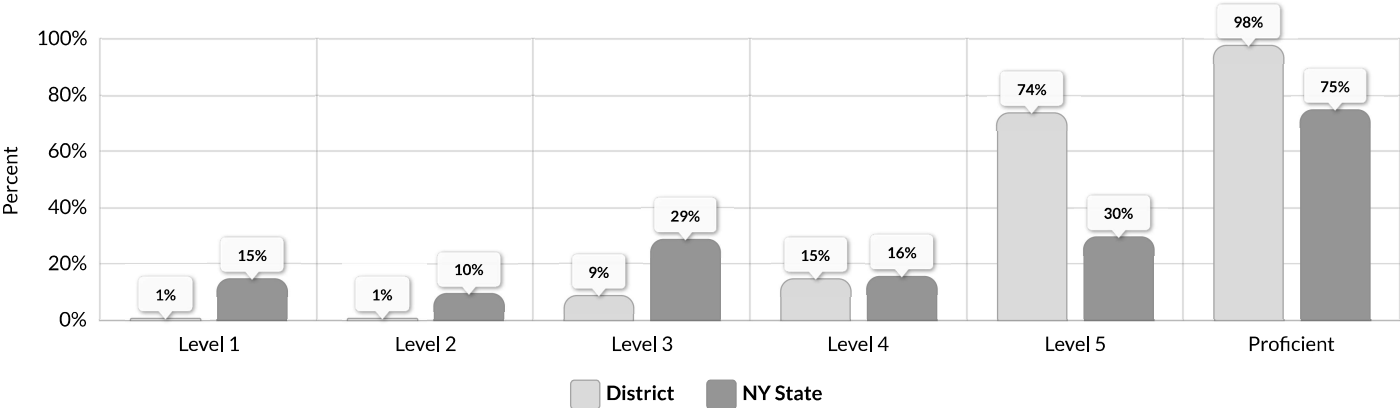
ANNUAL REGENTS EXAMINATIONS (2024 - 25)

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

ANNUAL REGENTS EXAMINATION IN ELA (2024-25)



Percent Scoring at Levels for All Students

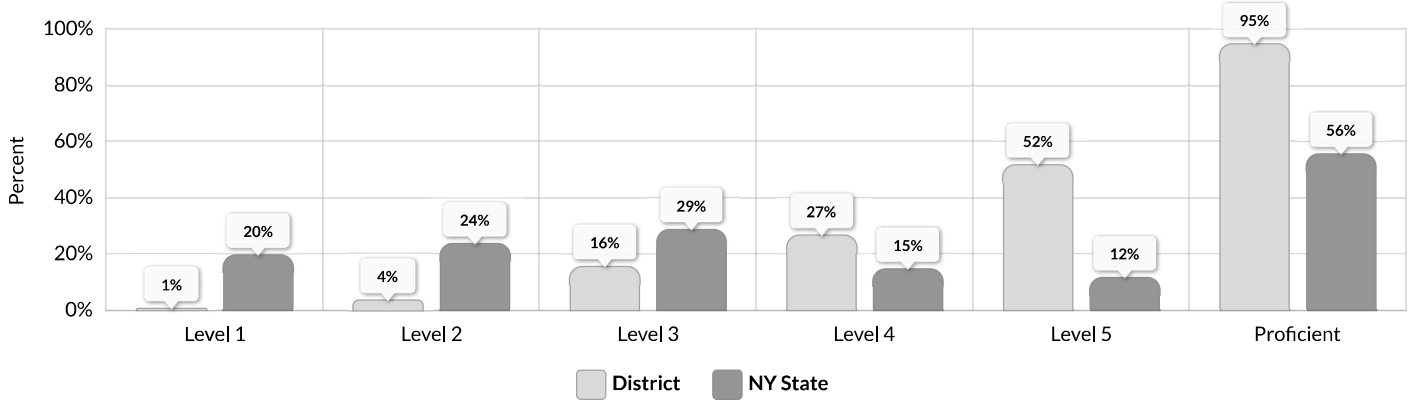


| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|----------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 118 | 1 | 1% | 1 | 1% | 11 | 9% | 18 | 15% | 87 | 74% | 116 | 98% |
| Female | 60 | 0 | 0% | 1 | 2% | 7 | 12% | 8 | 13% | 44 | 73% | 59 | 98% |
| Male | 57 | – | – | – | – | – | – | – | – | – | – | – | – |
| Non-Binary | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Gender | 58 | 1 | 2% | 0 | 0% | 4 | 7% | 10 | 17% | 43 | 74% | 57 | 98% |
| General Education Students | 99 | 0 | 0% | 1 | 1% | 9 | 9% | 10 | 10% | 79 | 80% | 98 | 99% |
| Students with Disabilities | 19 | 1 | 5% | 0 | 0% | 2 | 11% | 8 | 42% | 8 | 42% | 18 | 95% |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | – | – | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 2 | – | – | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 22 | 1 | 5% | 1 | 5% | 2 | 9% | 6 | 27% | 12 | 55% | 20 | 91% |
| White | 86 | 0 | 0% | 0 | 0% | 8 | 9% | 10 | 12% | 68 | 79% | 86 | 100% |
| Multiracial | 5 | 0 | 0% | 0 | 0% | 1 | 20% | 0 | 0% | 4 | 80% | 5 | 100% |
| Small Group Total: Race & Ethnicity | 5 | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 40% | 3 | 60% | 5 | 100% |
| Economically Disadvantaged | 8 | 1 | 13% | 1 | 13% | 2 | 25% | 0 | 0% | 4 | 50% | 6 | 75% |
| Not Economically Disadvantaged | 110 | 0 | 0% | 0 | 0% | 9 | 8% | 18 | 16% | 83 | 75% | 110 | 100% |
| English Language Learner | 3 | – | – | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 115 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 118 | 1 | 1% | 1 | 1% | 11 | 9% | 18 | 15% | 87 | 74% | 116 | 98% |
| Not Homeless | 118 | 1 | 1% | 1 | 1% | 11 | 9% | 18 | 15% | 87 | 74% | 116 | 98% |
| Not Migrant | 118 | 1 | 1% | 1 | 1% | 11 | 9% | 18 | 15% | 87 | 74% | 116 | 98% |
| Parent Not in Armed Forces | 118 | 1 | 1% | 1 | 1% | 11 | 9% | 18 | 15% | 87 | 74% | 116 | 98% |

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)



Percent Scoring at Levels for All Students

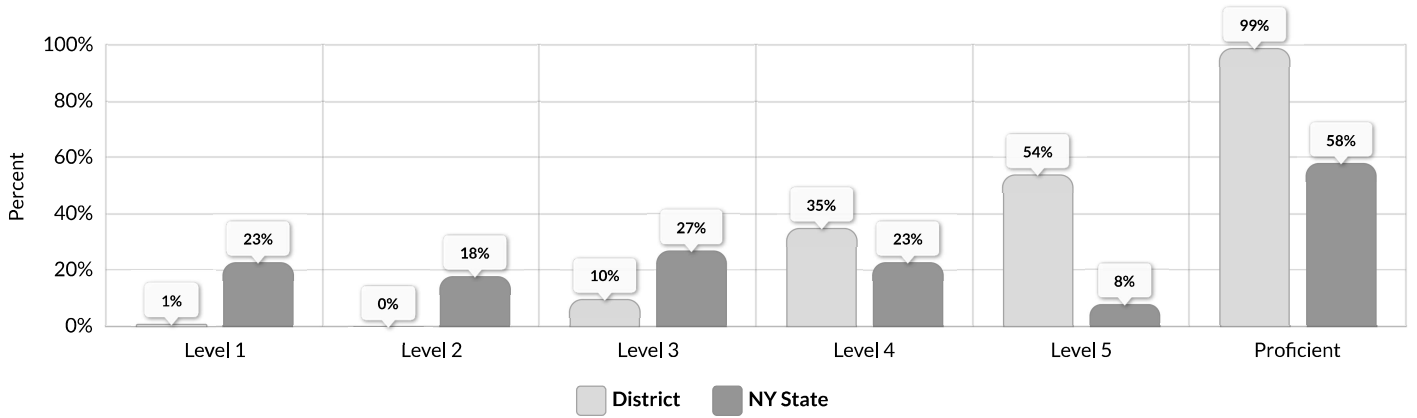


| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 158 | 2 | 1% | 6 | 4% | 25 | 16% | 43 | 27% | 82 | 52% | 150 | 95% |
| Female | 75 | 0 | 0% | 4 | 5% | 10 | 13% | 23 | 31% | 38 | 51% | 71 | 95% |
| Male | 83 | 2 | 2% | 2 | 2% | 15 | 18% | 20 | 24% | 44 | 53% | 79 | 95% |
| General Education Students | 137 | 0 | 0% | 4 | 3% | 16 | 12% | 40 | 29% | 77 | 56% | 133 | 97% |
| Students with Disabilities | 21 | 2 | 10% | 2 | 10% | 9 | 43% | 3 | 14% | 5 | 24% | 17 | 81% |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | – | – | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 2 | – | – | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 34 | 2 | 6% | 2 | 6% | 11 | 32% | 9 | 26% | 10 | 29% | 30 | 88% |
| White | 107 | 0 | 0% | 3 | 3% | 12 | 11% | 32 | 30% | 60 | 56% | 104 | 97% |
| Multiracial | 10 | 0 | 0% | 0 | 0% | 1 | 10% | 2 | 20% | 7 | 70% | 10 | 100% |
| Small Group Total: Race & Ethnicity | 7 | 0 | 0% | 1 | 14% | 1 | 14% | 0 | 0% | 5 | 71% | 6 | 86% |
| Economically Disadvantaged | 7 | 1 | 14% | 2 | 29% | 1 | 14% | 2 | 29% | 1 | 14% | 4 | 57% |
| Not Economically Disadvantaged | 151 | 1 | 1% | 4 | 3% | 24 | 16% | 41 | 27% | 81 | 54% | 146 | 97% |
| English Language Learner | 4 | – | – | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 154 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 158 | 2 | 1% | 6 | 4% | 25 | 16% | 43 | 27% | 82 | 52% | 150 | 95% |
| Not Homeless | 158 | 2 | 1% | 6 | 4% | 25 | 16% | 43 | 27% | 82 | 52% | 150 | 95% |
| Not Migrant | 158 | 2 | 1% | 6 | 4% | 25 | 16% | 43 | 27% | 82 | 52% | 150 | 95% |
| Parent Not in Armed Forces | 158 | 2 | 1% | 6 | 4% | 25 | 16% | 43 | 27% | 82 | 52% | 150 | 95% |

ANNUAL REGENTS EXAMINATION IN LIFE SCIENCE: BIOLOGY (JUNE 2025)



Percent Scoring at Levels for All Students

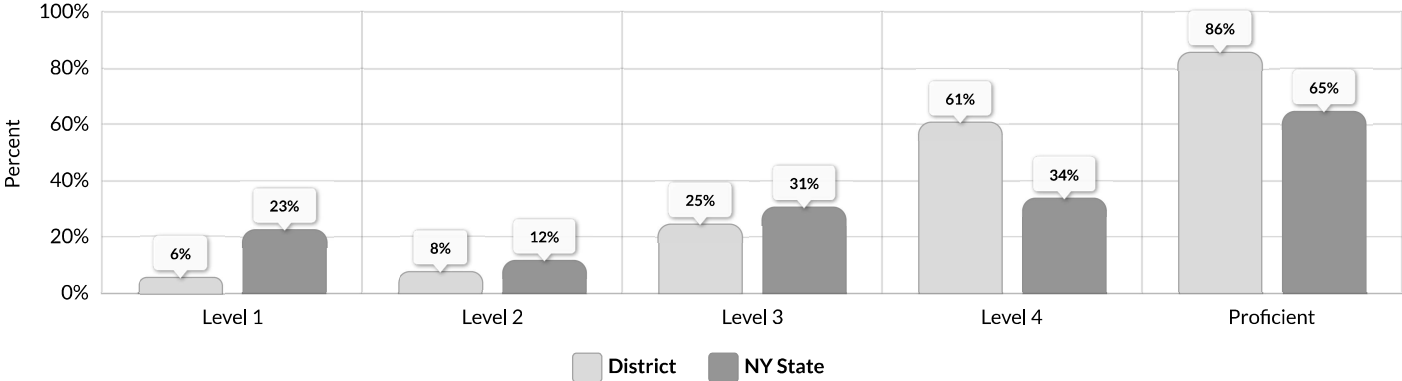


| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|----|---------|----|---------|-----|---------|-----|---------|-----|----------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 147 | 2 | 1% | 0 | 0% | 14 | 10% | 51 | 35% | 80 | 54% | 145 | 99% |
| Female | 73 | 0 | 0% | 0 | 0% | 9 | 12% | 23 | 32% | 41 | 56% | 73 | 100% |
| Male | 72 | – | – | – | – | – | – | – | – | – | – | – | – |
| Non-Binary | 2 | – | – | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Gender | 74 | 2 | 3% | 0 | 0% | 5 | 7% | 28 | 38% | 39 | 53% | 72 | 97% |
| General Education Students | 127 | 1 | 1% | 0 | 0% | 10 | 8% | 43 | 34% | 73 | 57% | 126 | 99% |
| Students with Disabilities | 20 | 1 | 5% | 0 | 0% | 4 | 20% | 8 | 40% | 7 | 35% | 19 | 95% |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 40% | 3 | 60% | 5 | 100% |
| Black or African American | 6 | 0 | 0% | 0 | 0% | 0 | 0% | 4 | 67% | 2 | 33% | 6 | 100% |
| Hispanic or Latino | 26 | 2 | 8% | 0 | 0% | 6 | 23% | 7 | 27% | 11 | 42% | 24 | 92% |
| White | 99 | 0 | 0% | 0 | 0% | 7 | 7% | 34 | 34% | 58 | 59% | 99 | 100% |
| Multiracial | 11 | 0 | 0% | 0 | 0% | 1 | 9% | 4 | 36% | 6 | 55% | 11 | 100% |
| Economically Disadvantaged | 3 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not Economically Disadvantaged | 144 | – | – | – | – | – | – | – | – | – | – | – | – |
| English Language Learner | 4 | – | – | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 143 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 147 | 2 | 1% | 0 | 0% | 14 | 10% | 51 | 35% | 80 | 54% | 145 | 99% |
| Not Homeless | 147 | 2 | 1% | 0 | 0% | 14 | 10% | 51 | 35% | 80 | 54% | 145 | 99% |
| Not Migrant | 147 | 2 | 1% | 0 | 0% | 14 | 10% | 51 | 35% | 80 | 54% | 145 | 99% |
| Parent Not in Armed Forces | 147 | 2 | 1% | 0 | 0% | 14 | 10% | 51 | 35% | 80 | 54% | 145 | 99% |

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2024-25)



Percent Scoring at Levels for All Students

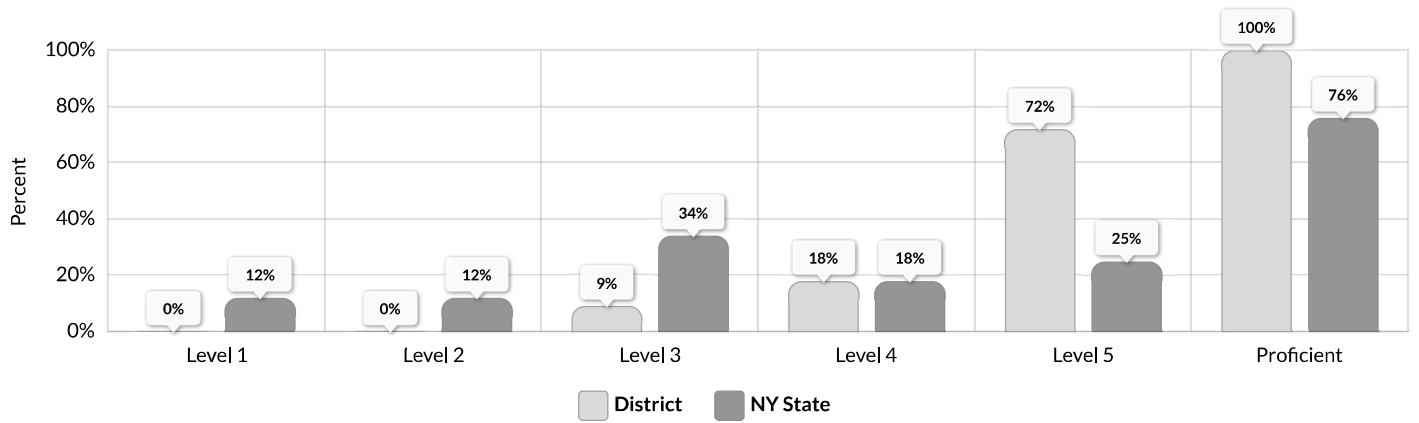


| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 137 | 8 | 6% | 11 | 8% | 34 | 25% | 84 | 61% | 118 | 86% |
| Female | 58 | – | – | – | – | – | – | – | – | – | – |
| Male | 78 | 4 | 5% | 6 | 8% | 20 | 26% | 48 | 62% | 68 | 87% |
| Non-Binary | 1 | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Gender | 59 | 4 | 7% | 5 | 8% | 14 | 24% | 36 | 61% | 50 | 85% |
| General Education Students | 114 | 3 | 3% | 7 | 6% | 28 | 25% | 76 | 67% | 104 | 91% |
| Students with Disabilities | 23 | 5 | 22% | 4 | 17% | 6 | 26% | 8 | 35% | 14 | 61% |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 1 | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 23 | 3 | 13% | 3 | 13% | 6 | 26% | 11 | 48% | 17 | 74% |
| White | 99 | 4 | 4% | 5 | 5% | 26 | 26% | 64 | 65% | 90 | 91% |
| Multiracial | 8 | 0 | 0% | 2 | 25% | 0 | 0% | 6 | 75% | 6 | 75% |
| Small Group Total: Race & Ethnicity | 7 | 1 | 14% | 1 | 14% | 2 | 29% | 3 | 43% | 5 | 71% |
| Economically Disadvantaged | 7 | 1 | 14% | 1 | 14% | 3 | 43% | 2 | 29% | 5 | 71% |
| Not Economically Disadvantaged | 130 | 7 | 5% | 10 | 8% | 31 | 24% | 82 | 63% | 113 | 87% |
| English Language Learner | 1 | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 136 | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 137 | 8 | 6% | 11 | 8% | 34 | 25% | 84 | 61% | 118 | 86% |
| Not Homeless | 137 | 8 | 6% | 11 | 8% | 34 | 25% | 84 | 61% | 118 | 86% |
| Not Migrant | 137 | 8 | 6% | 11 | 8% | 34 | 25% | 84 | 61% | 118 | 86% |
| Parent Not in Armed Forces | 137 | 8 | 6% | 11 | 8% | 34 | 25% | 84 | 61% | 118 | 86% |

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2024-25)



Percent Scoring at Levels for All Students

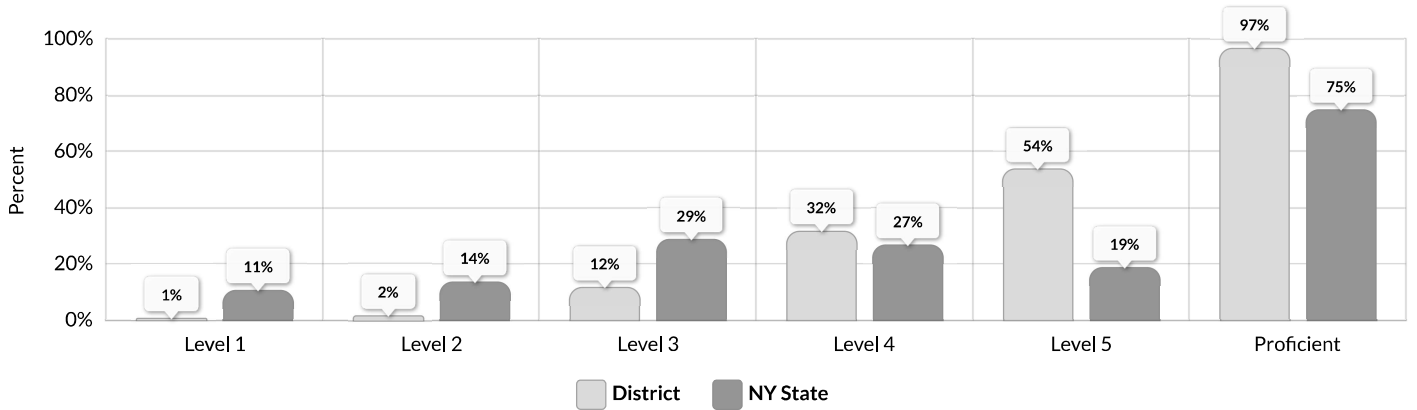


| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|----|---------|----|---------|-----|---------|-----|---------|-----|----------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 130 | 0 | 0% | 0 | 0% | 12 | 9% | 24 | 18% | 94 | 72% | 130 | 100% |
| Female | 69 | 0 | 0% | 0 | 0% | 5 | 7% | 11 | 16% | 53 | 77% | 69 | 100% |
| Male | 57 | – | – | – | – | – | – | – | – | – | – | – | – |
| Non-Binary | 4 | – | – | – | – | – | – | – | – | – | – | – | – |
| Small Group Total: Gender | 61 | 0 | 0% | 0 | 0% | 7 | 11% | 13 | 21% | 41 | 67% | 61 | 100% |
| General Education Students | 112 | 0 | 0% | 0 | 0% | 4 | 4% | 19 | 17% | 89 | 79% | 112 | 100% |
| Students with Disabilities | 18 | 0 | 0% | 0 | 0% | 8 | 44% | 5 | 28% | 5 | 28% | 18 | 100% |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | – | – | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 20 | 0 | 0% | 0 | 0% | 2 | 10% | 5 | 25% | 13 | 65% | 20 | 100% |
| White | 95 | 0 | 0% | 0 | 0% | 9 | 9% | 17 | 18% | 69 | 73% | 95 | 100% |
| Multiracial | 9 | 0 | 0% | 0 | 0% | 1 | 11% | 1 | 11% | 7 | 78% | 9 | 100% |
| Small Group Total: Race & Ethnicity | 6 | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 17% | 5 | 83% | 6 | 100% |
| Economically Disadvantaged | 5 | 0 | 0% | 0 | 0% | 1 | 20% | 1 | 20% | 3 | 60% | 5 | 100% |
| Not Economically Disadvantaged | 125 | 0 | 0% | 0 | 0% | 11 | 9% | 23 | 18% | 91 | 73% | 125 | 100% |
| English Language Learner | 1 | – | – | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 129 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 130 | 0 | 0% | 0 | 0% | 12 | 9% | 24 | 18% | 94 | 72% | 130 | 100% |
| Not Homeless | 130 | 0 | 0% | 0 | 0% | 12 | 9% | 24 | 18% | 94 | 72% | 130 | 100% |
| Not Migrant | 130 | 0 | 0% | 0 | 0% | 12 | 9% | 24 | 18% | 94 | 72% | 130 | 100% |
| Parent Not in Armed Forces | 130 | 0 | 0% | 0 | 0% | 12 | 9% | 24 | 18% | 94 | 72% | 130 | 100% |

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (2024-25)



Percent Scoring at Levels for All Students



| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 119 | 1 | 1% | 2 | 2% | 14 | 12% | 38 | 32% | 64 | 54% | 116 | 97% |
| Female | 58 | 0 | 0% | 1 | 2% | 8 | 14% | 20 | 34% | 29 | 50% | 57 | 98% |
| Male | 61 | 1 | 2% | 1 | 2% | 6 | 10% | 18 | 30% | 35 | 57% | 59 | 97% |
| General Education Students | 100 | 0 | 0% | 1 | 1% | 11 | 11% | 30 | 30% | 58 | 58% | 99 | 99% |
| Students with Disabilities | 19 | 1 | 5% | 1 | 5% | 3 | 16% | 8 | 42% | 6 | 32% | 17 | 89% |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | – | – | – | – | – | – | – | – | – | – | – | – |
| Black or African American | 2 | – | – | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 23 | 1 | 4% | 1 | 4% | 4 | 17% | 10 | 43% | 7 | 30% | 21 | 91% |
| White | 86 | 0 | 0% | 1 | 1% | 8 | 9% | 24 | 28% | 53 | 62% | 85 | 99% |
| Multiracial | 5 | 0 | 0% | 0 | 0% | 1 | 20% | 2 | 40% | 2 | 40% | 5 | 100% |
| Small Group Total: Race & Ethnicity | 5 | 0 | 0% | 0 | 0% | 1 | 20% | 2 | 40% | 2 | 40% | 5 | 100% |
| Economically Disadvantaged | 9 | 1 | 11% | 1 | 11% | 3 | 33% | 3 | 33% | 1 | 11% | 7 | 78% |
| Not Economically Disadvantaged | 110 | 0 | 0% | 1 | 1% | 11 | 10% | 35 | 32% | 63 | 57% | 109 | 99% |
| English Language Learner | 3 | – | – | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 116 | – | – | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 119 | 1 | 1% | 2 | 2% | 14 | 12% | 38 | 32% | 64 | 54% | 116 | 97% |
| Not Homeless | 119 | 1 | 1% | 2 | 2% | 14 | 12% | 38 | 32% | 64 | 54% | 116 | 97% |
| Not Migrant | 119 | 1 | 1% | 2 | 2% | 14 | 12% | 38 | 32% | 64 | 54% | 116 | 97% |
| Parent Not in Armed Forces | 119 | 1 | 1% | 2 | 2% | 14 | 12% | 38 | 32% | 64 | 54% | 116 | 97% |

TOTAL COHORT REGENTS EXAMINATION RESULTS

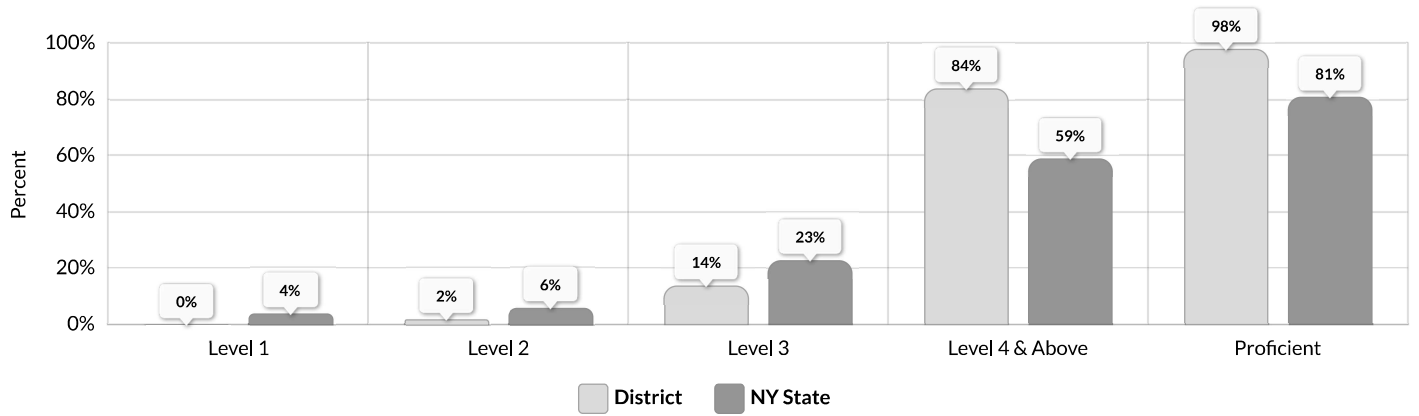
A High School Cohort consists of all students reported with a first date of entry into Grade 9 anywhere as of a reporting year (July 1 – June 30). Ungraded students not reported with a first date of entry into Grade 9 are included in the cohort of the reporting year in which they turn 17 years of age. 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.

2021 TOTAL COHORT REGENTS IN ELA



Percent Scoring at Levels for All Students

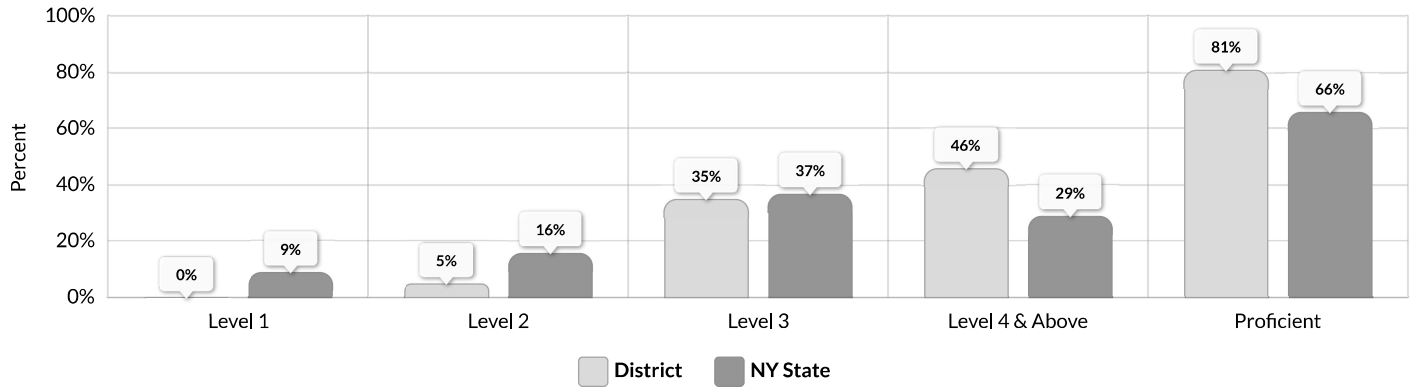


| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|--------|------------|----|--------|------|---------|----|---------|-----|---------|-----|-----------------|------|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 133 | 0 | 0% | 133 | 100% | 0 | 0% | 2 | 2% | 19 | 14% | 112 | 84% | 131 | 98% |
| Female | 65 | 0 | — | 65 | — | — | — | — | — | — | — | — | — | — | — |
| Male | 67 | 0 | 0% | 67 | 100% | 0 | 0% | 1 | 1% | 15 | 22% | 51 | 76% | 66 | 99% |
| Non-Binary | 1 | 0 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total: Gender | 66 | 0 | 0% | 66 | 100% | 0 | 0% | 1 | 2% | 4 | 6% | 61 | 92% | 65 | 98% |
| General Education Students | 116 | 0 | 0% | 116 | 100% | 0 | 0% | 1 | 1% | 13 | 11% | 102 | 88% | 115 | 99% |
| Students with Disabilities | 17 | 0 | 0% | 17 | 100% | 0 | 0% | 1 | 6% | 6 | 35% | 10 | 59% | 16 | 94% |
| Asian or Native Hawaiian/Other Pacific Islander | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 7 | 100% | 7 | 100% |
| Black or African American | 5 | 0 | 0% | 5 | 100% | 0 | 0% | 0 | 0% | 2 | 40% | 3 | 60% | 5 | 100% |
| Hispanic or Latino | 20 | 0 | 0% | 20 | 100% | 0 | 0% | 2 | 10% | 3 | 15% | 15 | 75% | 18 | 90% |
| White | 92 | 0 | 0% | 92 | 100% | 0 | 0% | 0 | 0% | 14 | 15% | 78 | 85% | 92 | 100% |
| Multiracial | 9 | 0 | 0% | 9 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 9 | 100% | 9 | 100% |
| Economically Disadvantaged | 13 | 0 | 0% | 13 | 100% | 0 | 0% | 1 | 8% | 3 | 23% | 9 | 69% | 12 | 92% |
| Not Economically Disadvantaged | 120 | 0 | 0% | 120 | 100% | 0 | 0% | 1 | 1% | 16 | 13% | 103 | 86% | 119 | 99% |
| English Language Learner | 2 | 0 | — | 2 | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 131 | 0 | — | 131 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 133 | 0 | 0% | 133 | 100% | 0 | 0% | 2 | 2% | 19 | 14% | 112 | 84% | 131 | 98% |
| Not Homeless | 133 | 0 | 0% | 133 | 100% | 0 | 0% | 2 | 2% | 19 | 14% | 112 | 84% | 131 | 98% |
| Not Migrant | 133 | 0 | 0% | 133 | 100% | 0 | 0% | 2 | 2% | 19 | 14% | 112 | 84% | 131 | 98% |
| Parent Not in Armed Forces | 133 | 0 | 0% | 133 | 100% | 0 | 0% | 2 | 2% | 19 | 14% | 112 | 84% | 131 | 98% |

2021 TOTAL COHORT REGENTS IN MATH



Percent Scoring at Levels for All Students



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|--------|------------|-----|--------|-----|---------|----|---------|-----|---------|-----|-----------------|-----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 133 | 19 | 14% | 114 | 86% | 0 | 0% | 6 | 5% | 47 | 35% | 61 | 46% | 108 | 81% |
| Female | 65 | 12 | — | 53 | — | — | — | — | — | — | — | — | — | — | — |
| Male | 67 | 7 | 10% | 60 | 90% | 0 | 0% | 3 | 4% | 24 | 36% | 33 | 49% | 57 | 85% |
| Non-Binary | 1 | 0 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total: Gender | 66 | 12 | 18% | 54 | 82% | 0 | 0% | 3 | 5% | 23 | 35% | 28 | 42% | 51 | 77% |
| General Education Students | 116 | 17 | 15% | 99 | 85% | 0 | 0% | 4 | 3% | 38 | 33% | 57 | 49% | 95 | 82% |
| Students with Disabilities | 17 | 2 | 12% | 15 | 88% | 0 | 0% | 2 | 12% | 9 | 53% | 4 | 24% | 13 | 76% |
| Asian or Native Hawaiian/Other Pacific Islander | 7 | 1 | 14% | 6 | 86% | 0 | 0% | 0 | 0% | 4 | 57% | 2 | 29% | 6 | 86% |
| Black or African American | 5 | 1 | 20% | 4 | 80% | 0 | 0% | 0 | 0% | 4 | 80% | 0 | 0% | 4 | 80% |
| Hispanic or Latino | 20 | 4 | 20% | 16 | 80% | 0 | 0% | 3 | 15% | 9 | 45% | 4 | 20% | 13 | 65% |
| White | 92 | 12 | 13% | 80 | 87% | 0 | 0% | 3 | 3% | 29 | 32% | 48 | 52% | 77 | 84% |
| Multiracial | 9 | 1 | 11% | 8 | 89% | 0 | 0% | 0 | 0% | 1 | 11% | 7 | 78% | 8 | 89% |
| Economically Disadvantaged | 13 | 1 | 8% | 12 | 92% | 0 | 0% | 2 | 15% | 8 | 62% | 2 | 15% | 10 | 77% |
| Not Economically Disadvantaged | 120 | 18 | 15% | 102 | 85% | 0 | 0% | 4 | 3% | 39 | 33% | 59 | 49% | 98 | 82% |
| English Language Learner | 2 | 1 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 131 | 18 | — | 113 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 133 | 19 | 14% | 114 | 86% | 0 | 0% | 6 | 5% | 47 | 35% | 61 | 46% | 108 | 81% |
| Not Homeless | 133 | 19 | 14% | 114 | 86% | 0 | 0% | 6 | 5% | 47 | 35% | 61 | 46% | 108 | 81% |
| Not Migrant | 133 | 19 | 14% | 114 | 86% | 0 | 0% | 6 | 5% | 47 | 35% | 61 | 46% | 108 | 81% |
| Parent Not in Armed Forces | 133 | 19 | 14% | 114 | 86% | 0 | 0% | 6 | 5% | 47 | 35% | 61 | 46% | 108 | 81% |

2021 TOTAL COHORT EXEMPTIONS IN MATH

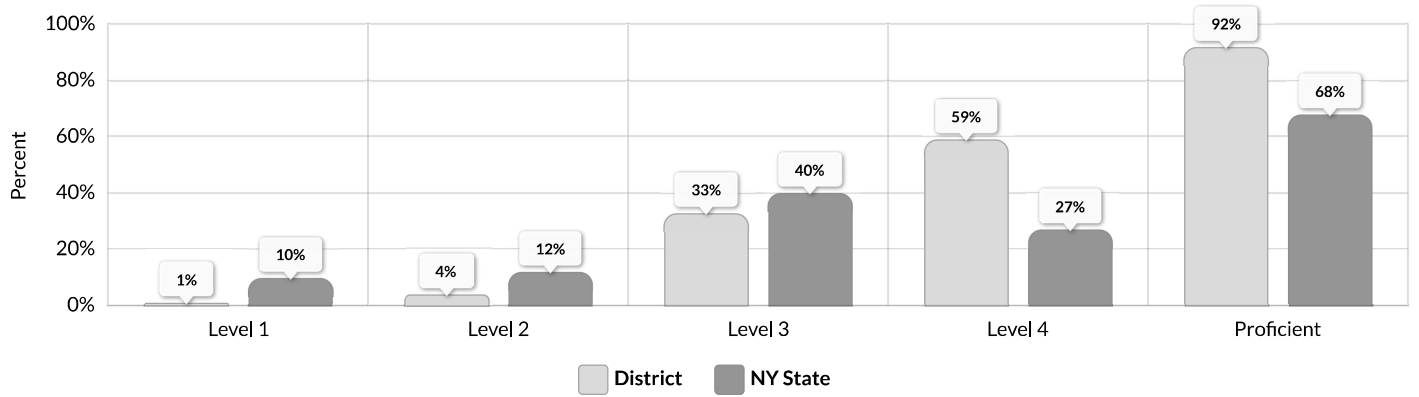
| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|---|--------------|--------------------|-----|----------------|----|
| | | # | % | # | % |
| All Students | 25 | 18 | 72 | 7 | 28 |
| Female | 13 | 11 | 85 | 2 | 15 |
| Male | 12 | 7 | 58 | 5 | 42 |
| General Education Students | 23 | 16 | 70 | 7 | 30 |
| Students with Disabilities | 2 | 2 | 100 | 0 | 0 |
| Asian or Native Hawaiian/Other Pacific Islander | 2 | 1 | 50 | 1 | 50 |
| Black or African American | 1 | 1 | 100 | 0 | 0 |
| Hispanic or Latino | 3 | 3 | 100 | 0 | 0 |
| White | 18 | 12 | 67 | 6 | 33 |
| Multiracial | 1 | 1 | 100 | 0 | 0 |
| Economically Disadvantaged | 1 | 1 | 100 | 0 | 0 |
| Not Economically Disadvantaged | 24 | 17 | 71 | 7 | 29 |
| English Language Learner | 1 | 1 | 100 | 0 | 0 |
| Non-English Language Learner | 24 | 17 | 71 | 7 | 29 |
| Not in Foster Care | 25 | 18 | 72 | 7 | 28 |
| Not Homeless | 25 | 18 | 72 | 7 | 28 |
| Not Migrant | 25 | 18 | 72 | 7 | 28 |
| Parent Not in Armed Forces | 25 | 18 | 72 | 7 | 28 |

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

2021 TOTAL COHORT REGENTS IN SCIENCE



Percent Scoring at Levels for All Students



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|--------|------------|-----|--------|------|---------|----|---------|-----|---------|-----|-----------------|------|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 133 | 4 | 3% | 129 | 97% | 1 | 1% | 5 | 4% | 44 | 33% | 79 | 59% | 123 | 92% |
| Female | 65 | 2 | — | 63 | — | — | — | — | — | — | — | — | — | — | — |
| Male | 67 | 2 | 3% | 65 | 97% | 0 | 0% | 3 | 4% | 22 | 33% | 40 | 60% | 62 | 93% |
| Non-Binary | 1 | 0 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total: Gender | 66 | 2 | 3% | 64 | 97% | 1 | 2% | 2 | 3% | 22 | 33% | 39 | 59% | 61 | 92% |
| General Education Students | 116 | 4 | 3% | 112 | 97% | 1 | 1% | 3 | 3% | 34 | 29% | 74 | 64% | 108 | 93% |
| Students with Disabilities | 17 | 0 | 0% | 17 | 100% | 0 | 0% | 2 | 12% | 10 | 59% | 5 | 29% | 15 | 88% |
| Asian or Native Hawaiian/Other Pacific Islander | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 1 | 14% | 2 | 29% | 4 | 57% | 6 | 86% |
| Black or African American | 5 | 0 | 0% | 5 | 100% | 0 | 0% | 1 | 20% | 3 | 60% | 1 | 20% | 4 | 80% |
| Hispanic or Latino | 20 | 2 | 10% | 18 | 90% | 0 | 0% | 2 | 10% | 11 | 55% | 5 | 25% | 16 | 80% |
| White | 92 | 2 | 2% | 90 | 98% | 1 | 1% | 1 | 1% | 28 | 30% | 60 | 65% | 88 | 96% |
| Multiracial | 9 | 0 | 0% | 9 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 9 | 100% | 9 | 100% |
| Economically Disadvantaged | 13 | 1 | 8% | 12 | 92% | 0 | 0% | 1 | 8% | 9 | 69% | 2 | 15% | 11 | 85% |
| Not Economically Disadvantaged | 120 | 3 | 3% | 117 | 98% | 1 | 1% | 4 | 3% | 35 | 29% | 77 | 64% | 112 | 93% |
| English Language Learner | 2 | 2 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 131 | 2 | — | 129 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 133 | 4 | 3% | 129 | 97% | 1 | 1% | 5 | 4% | 44 | 33% | 79 | 59% | 123 | 92% |
| Not Homeless | 133 | 4 | 3% | 129 | 97% | 1 | 1% | 5 | 4% | 44 | 33% | 79 | 59% | 123 | 92% |
| Not Migrant | 133 | 4 | 3% | 129 | 97% | 1 | 1% | 5 | 4% | 44 | 33% | 79 | 59% | 123 | 92% |
| Parent Not in Armed Forces | 133 | 4 | 3% | 129 | 97% | 1 | 1% | 5 | 4% | 44 | 33% | 79 | 59% | 123 | 92% |

2021 TOTAL COHORT EXEMPTIONS IN SCIENCE

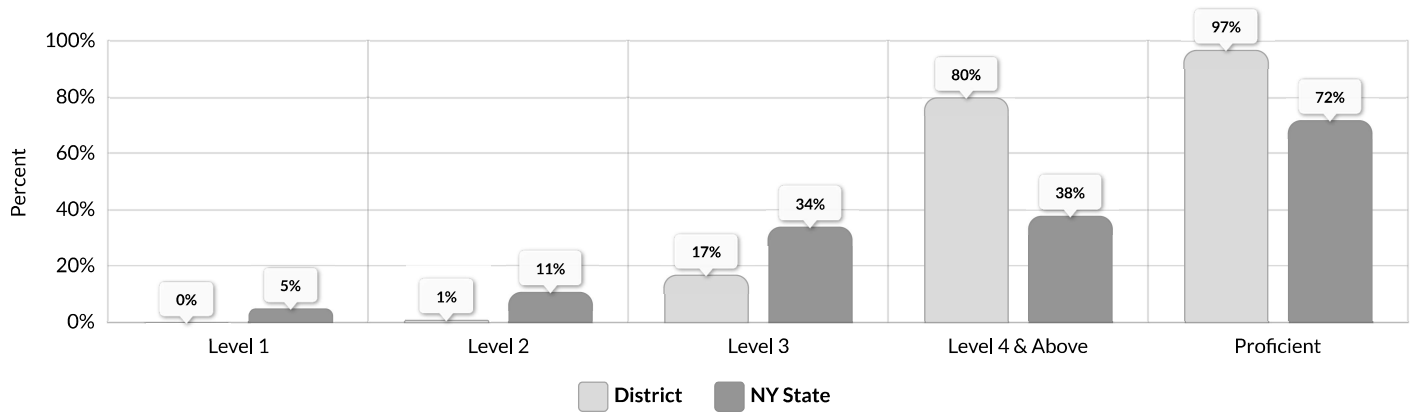
| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|---|--------------|--------------------|----|----------------|-----|
| | | # | % | # | % |
| All Students | 46 | 2 | 4 | 44 | 96 |
| Female | 23 | 1 | 4 | 22 | 96 |
| Male | 23 | 1 | 4 | 22 | 96 |
| General Education Students | 43 | 2 | 5 | 41 | 95 |
| Students with Disabilities | 3 | 0 | 0 | 3 | 100 |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | 0 | 0 | 3 | 100 |
| Black or African American | 3 | 0 | 0 | 3 | 100 |
| Hispanic or Latino | 8 | 1 | 13 | 7 | 88 |
| White | 31 | 1 | 3 | 30 | 97 |
| Multiracial | 1 | 0 | 0 | 1 | 100 |
| Economically Disadvantaged | 4 | 0 | 0 | 4 | 100 |
| Not Economically Disadvantaged | 42 | 2 | 5 | 40 | 95 |
| Non-English Language Learner | 46 | 2 | 4 | 44 | 96 |
| Not in Foster Care | 46 | 2 | 4 | 44 | 96 |
| Not Homeless | 46 | 2 | 4 | 44 | 96 |
| Not Migrant | 46 | 2 | 4 | 44 | 96 |
| Parent Not in Armed Forces | 46 | 2 | 4 | 44 | 96 |

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

2021 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students

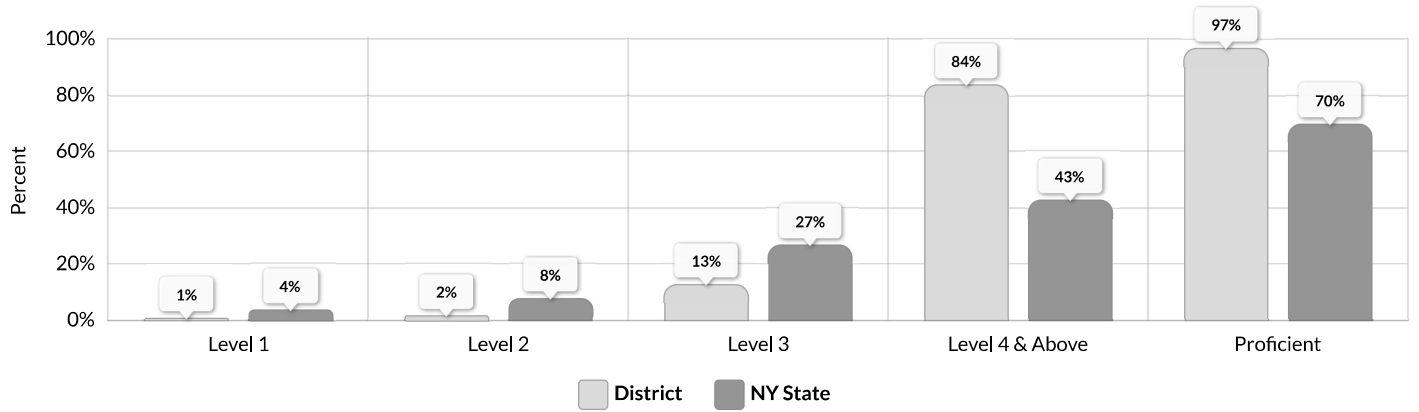


| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|--------|------------|-----|--------|------|---------|----|---------|----|---------|-----|-----------------|------|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 133 | 3 | 2% | 130 | 98% | 0 | 0% | 1 | 1% | 23 | 17% | 106 | 80% | 129 | 97% |
| Female | 65 | 1 | — | 64 | — | — | — | — | — | — | — | — | — | — | — |
| Male | 67 | 2 | 3% | 65 | 97% | 0 | 0% | 1 | 1% | 14 | 21% | 50 | 75% | 64 | 96% |
| Non-Binary | 1 | 0 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total: Gender | 66 | 1 | 2% | 65 | 98% | 0 | 0% | 0 | 0% | 9 | 14% | 56 | 85% | 65 | 98% |
| General Education Students | 116 | 3 | 3% | 113 | 97% | 0 | 0% | 0 | 0% | 17 | 15% | 96 | 83% | 113 | 97% |
| Students with Disabilities | 17 | 0 | 0% | 17 | 100% | 0 | 0% | 1 | 6% | 6 | 35% | 10 | 59% | 16 | 94% |
| Asian or Native Hawaiian/Other Pacific Islander | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 0 | 0% | 1 | 14% | 6 | 86% | 7 | 100% |
| Black or African American | 5 | 0 | 0% | 5 | 100% | 0 | 0% | 0 | 0% | 2 | 40% | 3 | 60% | 5 | 100% |
| Hispanic or Latino | 20 | 2 | 10% | 18 | 90% | 0 | 0% | 0 | 0% | 7 | 35% | 11 | 55% | 18 | 90% |
| White | 92 | 1 | 1% | 91 | 99% | 0 | 0% | 1 | 1% | 13 | 14% | 77 | 84% | 90 | 98% |
| Multiracial | 9 | 0 | 0% | 9 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 9 | 100% | 9 | 100% |
| Economically Disadvantaged | 13 | 2 | 15% | 11 | 85% | 0 | 0% | 0 | 0% | 4 | 31% | 7 | 54% | 11 | 85% |
| Not Economically Disadvantaged | 120 | 1 | 1% | 119 | 99% | 0 | 0% | 1 | 1% | 19 | 16% | 99 | 83% | 118 | 98% |
| English Language Learner | 2 | 2 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 131 | 1 | — | 130 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 133 | 3 | 2% | 130 | 98% | 0 | 0% | 1 | 1% | 23 | 17% | 106 | 80% | 129 | 97% |
| Not Homeless | 133 | 3 | 2% | 130 | 98% | 0 | 0% | 1 | 1% | 23 | 17% | 106 | 80% | 129 | 97% |
| Not Migrant | 133 | 3 | 2% | 130 | 98% | 0 | 0% | 1 | 1% | 23 | 17% | 106 | 80% | 129 | 97% |
| Parent Not in Armed Forces | 133 | 3 | 2% | 130 | 98% | 0 | 0% | 1 | 1% | 23 | 17% | 106 | 80% | 129 | 97% |

2021 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Percent Scoring at Levels for All Students



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|--------|------------|----|--------|------|---------|----|---------|-----|---------|-----|-----------------|------|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 133 | 0 | 0% | 133 | 100% | 1 | 1% | 3 | 2% | 17 | 13% | 112 | 84% | 129 | 97% |
| Female | 65 | 0 | — | 65 | — | — | — | — | — | — | — | — | — | — | — |
| Male | 67 | 0 | 0% | 67 | 100% | 1 | 1% | 1 | 1% | 9 | 13% | 56 | 84% | 65 | 97% |
| Non-Binary | 1 | 0 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total: Gender | 66 | 0 | 0% | 66 | 100% | 0 | 0% | 2 | 3% | 8 | 12% | 56 | 85% | 64 | 97% |
| General Education Students | 116 | 0 | 0% | 116 | 100% | 0 | 0% | 1 | 1% | 14 | 12% | 101 | 87% | 115 | 99% |
| Students with Disabilities | 17 | 0 | 0% | 17 | 100% | 1 | 6% | 2 | 12% | 3 | 18% | 11 | 65% | 14 | 82% |
| Asian or Native Hawaiian/Other Pacific Islander | 7 | 0 | 0% | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 7 | 100% | 7 | 100% |
| Black or African American | 5 | 0 | 0% | 5 | 100% | 0 | 0% | 0 | 0% | 2 | 40% | 3 | 60% | 5 | 100% |
| Hispanic or Latino | 20 | 0 | 0% | 20 | 100% | 0 | 0% | 2 | 10% | 7 | 35% | 11 | 55% | 18 | 90% |
| White | 92 | 0 | 0% | 92 | 100% | 1 | 1% | 1 | 1% | 8 | 9% | 82 | 89% | 90 | 98% |
| Multiracial | 9 | 0 | 0% | 9 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 9 | 100% | 9 | 100% |
| Economically Disadvantaged | 13 | 0 | 0% | 13 | 100% | 0 | 0% | 1 | 8% | 5 | 38% | 7 | 54% | 12 | 92% |
| Not Economically Disadvantaged | 120 | 0 | 0% | 120 | 100% | 1 | 1% | 2 | 2% | 12 | 10% | 105 | 88% | 117 | 98% |
| English Language Learner | 2 | 0 | — | 2 | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 131 | 0 | — | 131 | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 133 | 0 | 0% | 133 | 100% | 1 | 1% | 3 | 2% | 17 | 13% | 112 | 84% | 129 | 97% |
| Not Homeless | 133 | 0 | 0% | 133 | 100% | 1 | 1% | 3 | 2% | 17 | 13% | 112 | 84% | 129 | 97% |
| Not Migrant | 133 | 0 | 0% | 133 | 100% | 1 | 1% | 3 | 2% | 17 | 13% | 112 | 84% | 129 | 97% |
| Parent Not in Armed Forces | 133 | 0 | 0% | 133 | 100% | 1 | 1% | 3 | 2% | 17 | 13% | 112 | 84% | 129 | 97% |

NEW YORK STATE ALTERNATE ASSESSMENT (2024-25)

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 5 ELA | 2 | | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 5 Math | 2 | | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 5 Science | 2 | | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 8 ELA | 2 | | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 8 Math | 2 | | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 8 Science | 2 | | 0 | 0% | 2 | 100% | – | – | – | – | – | – | – | – | – | – |
| Secondary-Level ELA | 4 | | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Secondary-Level Math | 4 | | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Secondary-Level Science | 4 | | 4 | 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

| SUBGROUP | READING | | | | MATH | | | |
|-------------------------------|-------------|-------|------------|----------|-------------|-------|------------|----------|
| | 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% |

*There are not sufficient data for this subgroup.

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

NEW YORK STATE NAEP GRADE 8

| SUBGROUP | READING | | | | MATH | | | |
|-------------------------------|-------------|-------|------------|----------|-------------|-------|------------|----------|
| | 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% |

*There are not sufficient data for this subgroup.

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

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% |

NATIONAL NAEP GRADE 4

| SUBGROUP | READING | | | | MATH | | | |
|-------------------------------|-------------|-------|------------|----------|-------------|-------|------------|----------|
| | 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% |

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

NATIONAL NAEP GRADE 8

| SUBGROUP | READING | | | | MATH | | | |
|-------------------------------|-------------|-------|------------|----------|-------------|-------|------------|----------|
| | 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% |

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

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% |

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

| Subgroup | Students Enrolled | Students Chronically Absent | Chronic Absenteeism Rate |
|---|-------------------|-----------------------------|--------------------------|
| All Students | 978 | 64 | 6.5% |
| American Indian or Alaska Native | 1 | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 52 | 1 | 1.9% |
| Black or African American | 21 | 1 | 4.8% |
| Hispanic or Latino | 144 | 19 | 13.2% |
| Multiracial | 95 | 4 | 4.2% |
| White | 665 | 39 | 5.9% |
| English Language Learner | 13 | — | — |
| Students with Disabilities | 141 | 20 | 14.2% |
| Economically Disadvantaged | 45 | 12 | 26.7% |

SECONDARY CHRONIC ABSENTEEISM

| Subgroup | Students Enrolled | Students Chronically Absent | Chronic Absenteeism Rate |
|---|-------------------|-----------------------------|--------------------------|
| All Students | 533 | 28 | 5.3% |
| Asian or Native Hawaiian/Other Pacific Islander | 21 | 1 | 4.8% |
| Black or African American | 14 | — | — |
| Hispanic or Latino | 92 | 6 | 6.5% |
| Multiracial | 35 | 0 | — |
| White | 371 | 21 | 5.7% |
| English Language Learner | 10 | — | — |
| Students with Disabilities | 79 | 5 | 6.3% |
| Economically Disadvantaged | 29 | 6 | 20.7% |

TOTAL COHORT GRADUATION RATE (2024-25)

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 | 133 | 133 | 100% | 0 | 0% | 130 | 98% | 3 | 2% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Female | 65 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Male | 67 | 67 | 100% | 0 | 0% | 65 | 97% | 2 | 3% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-binary | 1 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| General Education Students | 116 | 116 | 100% | 0 | 0% | 114 | 98% | 2 | 2% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Students with Disabilities | 17 | 17 | 100% | 0 | 0% | 16 | 94% | 1 | 6% | 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 | 7 | 7 | 100% | 0 | 0% | 7 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Black or African American | 5 | 5 | 100% | 0 | 0% | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Hispanic or Latino | 20 | 20 | 100% | 0 | 0% | 17 | 85% | 3 | 15% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 92 | 92 | 100% | 0 | 0% | 92 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Multiracial | 9 | 9 | 100% | 0 | 0% | 9 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Economically Disadvantaged | 13 | 13 | 100% | 0 | 0% | 11 | 85% | 2 | 15% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Economically Disadvantaged | 120 | 120 | 100% | 0 | 0% | 119 | 99% | 1 | 1% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| English Language Learner | 2 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 131 | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| In Foster Care | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not in Foster Care | 133 | 133 | 100% | 0 | 0% | 130 | 98% | 3 | 2% | 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 | 133 | 133 | 100% | 0 | 0% | 130 | 98% | 3 | 2% | 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 | 133 | 133 | 100% | 0 | 0% | 130 | 98% | 3 | 2% | 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 | 133 | 133 | 100% | 0 | 0% | 130 | 98% | 3 | 2% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |

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

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

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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APPENDIX E.

RP-495 (9/08)



**NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**

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

Date: 09/10/2025

Taxing Jurisdiction: 5526

Fiscal Year Beginning: 2025

School District: 552604 HASTINGS

Total equalized value in taxing jurisdiction: 3,232,781,900

Equalization Rate: 100

| Exemption Code (Column A) | Exemption Description (Column B) | Statutory Authority (Column C) | Number of Exemptions (Column D) | Total Equalized Value (Column E) | Percentage of Value Exempted (Column F) |
|------------------------------|-------------------------------------|-----------------------------------|---------------------------------------|-------------------------------------|---|
| 12100 | ST OWNED | RPTL 404(1) | 3 | 1,347,200 | 0.04% |
| 13100 | CNTY OWNED | RPTL 406(1) | 1 | 2,328,900 | 0.07% |
| 13230 | CO O/S LMT | RPTL 406(2) | 2 | 983,800 | 0.03% |
| 13500 | TOWN OWN | RPTL 406(1) | 6 | 1,030,700 | 0.03% |
| 13570 | TWN O/S LM | RPTL 404(1) | 1 | 2,000 | 0.00% |
| 13650 | VILL OWNED | RPTL 406(1) | 65 | 42,528,000 | 1.32% |
| 13730 | VG O/S LMT | RPTL 406(2) | 11 | 10,057,500 | 0.31% |
| 13800 | SCHL OWNED | RPTL 408 | 9 | 143,091,700 | 4.43% |
| 18020 | INDL.DEVLP | RPTL 412-a | 1 | 1,530,400 | 0.05% |
| 21600 | CLERGY-RES | RPTL 462 | 4 | 3,873,600 | 0.12% |
| 25110 | RELIGIOUS | RPTL 420-a | 10 | 28,959,800 | 0.90% |
| 25120 | EDUCATIONL | RPTL 420-a | 6 | 13,155,700 | 0.41% |
| 25130 | CHARITABLE | RPTL 420-a | 9 | 66,386,200 | 2.05% |
| 25230 | MENTAL IMP | RPTL 420-A | 2 | 2,343,600 | 0.07% |
| 25300 | OTH NONPRF | RPTL 420-b | 4 | 10,514,100 | 0.33% |
| 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 | 28,420,700 | 0.88% |
| 27350 | CEMETERY | RPTL 446 | 9 | 37,534,100 | 1.16% |
| 41124 | WAR VET | RPTL 458-A | 61 | 780,000 | 0.02% |
| 41134 | COMBAT VET | RPTL 458-A | 45 | 900,000 | 0.03% |
| 41140 | DSABLD VET | RPTL 458-A | 5 | 93,070 | 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& | 46 | 4,556,644 | 0.14% |
| 41645 | RPTL466_D | RPTL466C,D,E,F,G,H& | 4 | 404,600 | 0.01% |
| 41800 | AGED-ALL | RPTL 467 | 15 | 6,198,041 | 0.19% |
| 41804 | AGED- S | RPTL 467 | 18 | 6,418,473 | 0.20% |
| 41805 | AGED-C S | RPTL 467 | 4 | 1,147,313 | 0.04% |
| 41806 | AGED- TS | RPTL 467 | 3 | 323,610 | 0.01% |
| 41834 | ENH STAR | RPTL 425 | 157 | 37,301,905 | 1.15% |
| 41854 | BAS STAR | RPTL 425 | 360 | 33,488,035 | 1.04% |
| 41930 | 459-C ALL | RPTL 459-c | 1 | 492,700 | 0.02% |
| Totals: | | | 892 | 489,592,791 | 15.16% |

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)