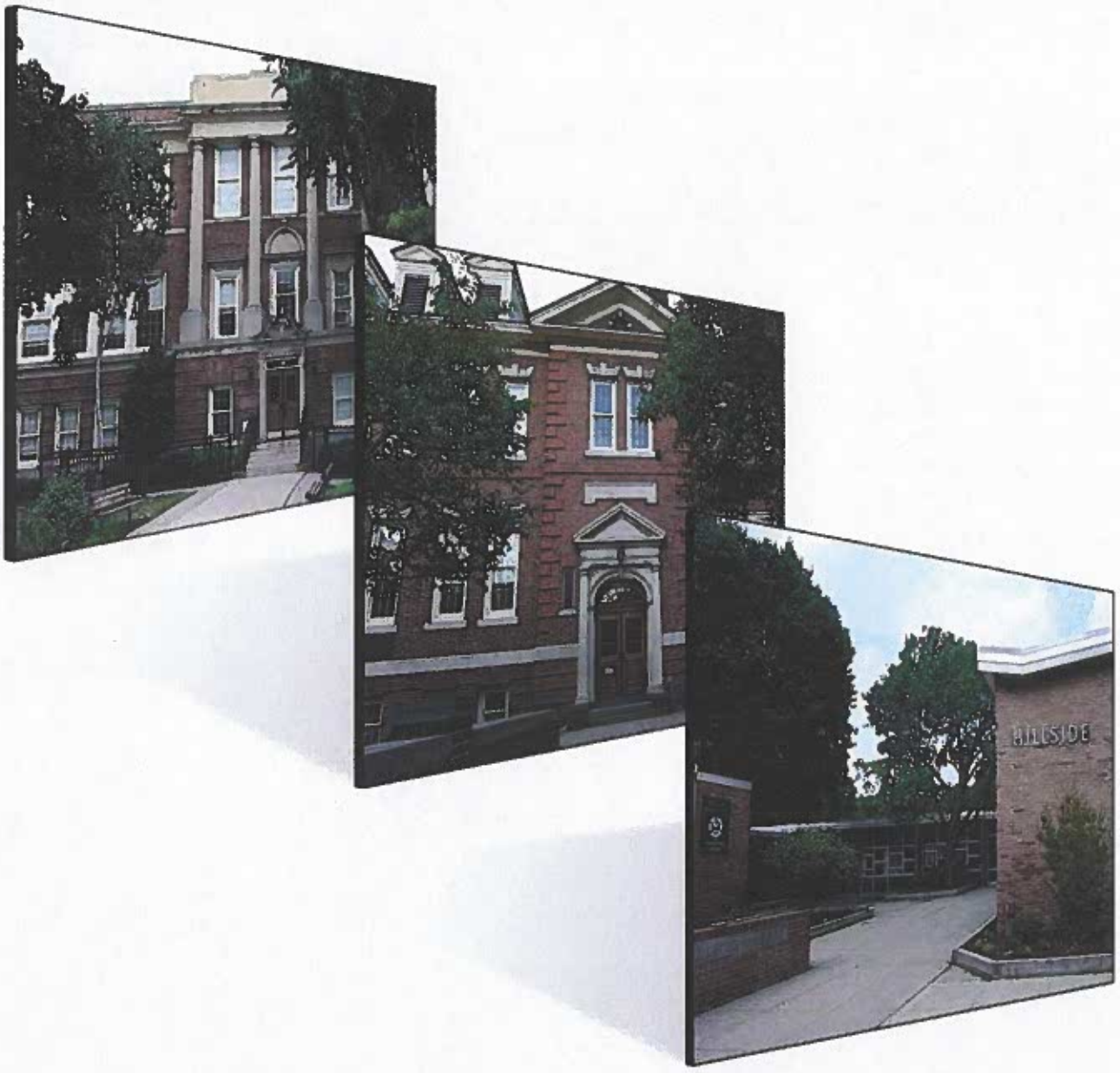
Hastings-on-Hudson UFSD

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

- Budget Vote
  The statewide voting day will be on Tuesday May 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
2025	
November 4, Tuesday	Budget calendar adopted by Board of Education
2026	
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

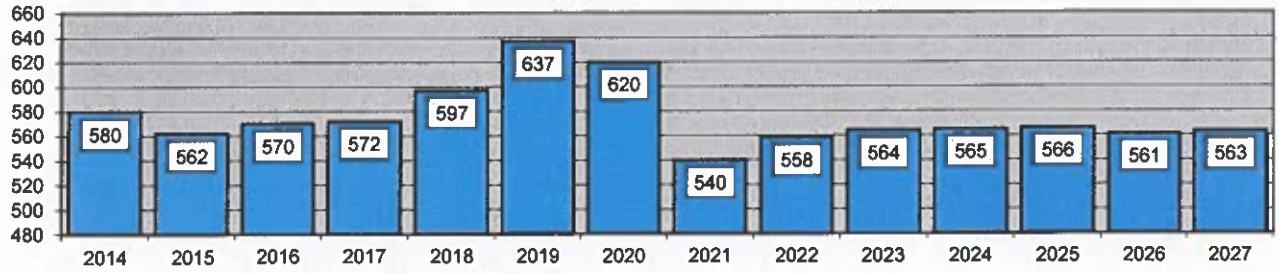
* Enrollment for the 2021-22 school year reflect withdrawals at Hillside & Farragut Middle School due to Covid-19 for home schooling & private school placements. Does not include parentally placed special ed.

** 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.

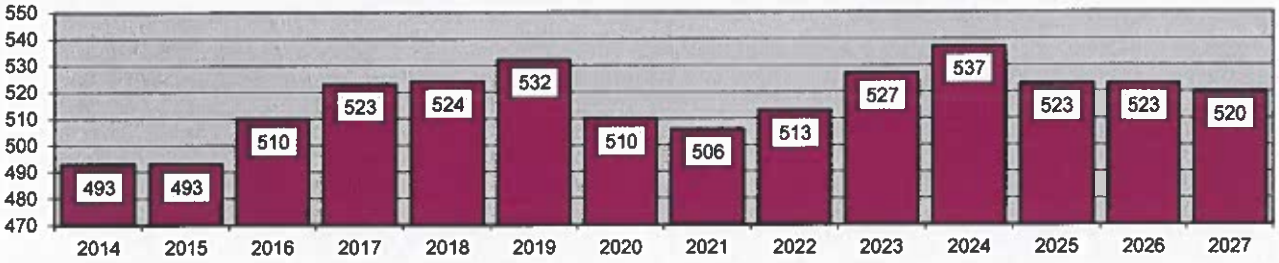
STUDENT ENROLLMENT

2013-2014 THROUGH 2026-2027

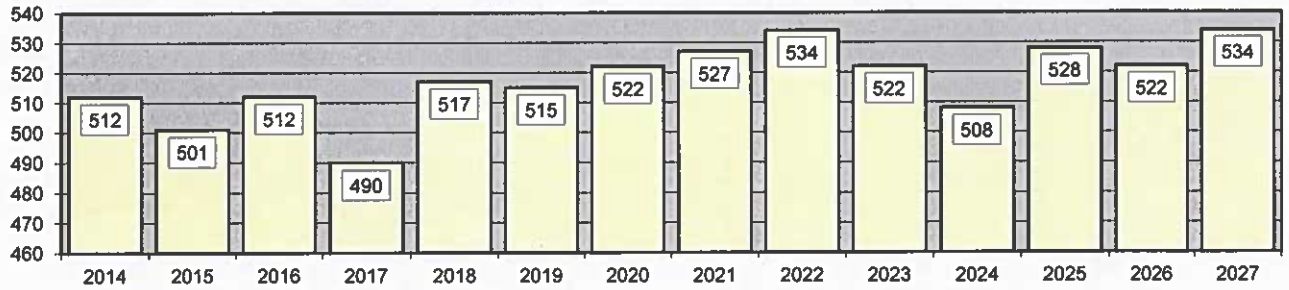
STUDENT ENROLLMENT- HILLSIDE ELEMENTARY SCHOOL



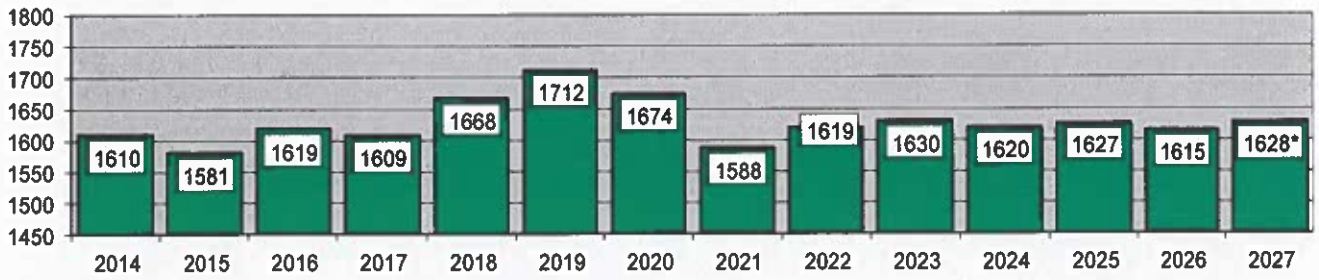
STUDENT ENROLLMENT- FARRAGUT MIDDLE SCHOOL



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

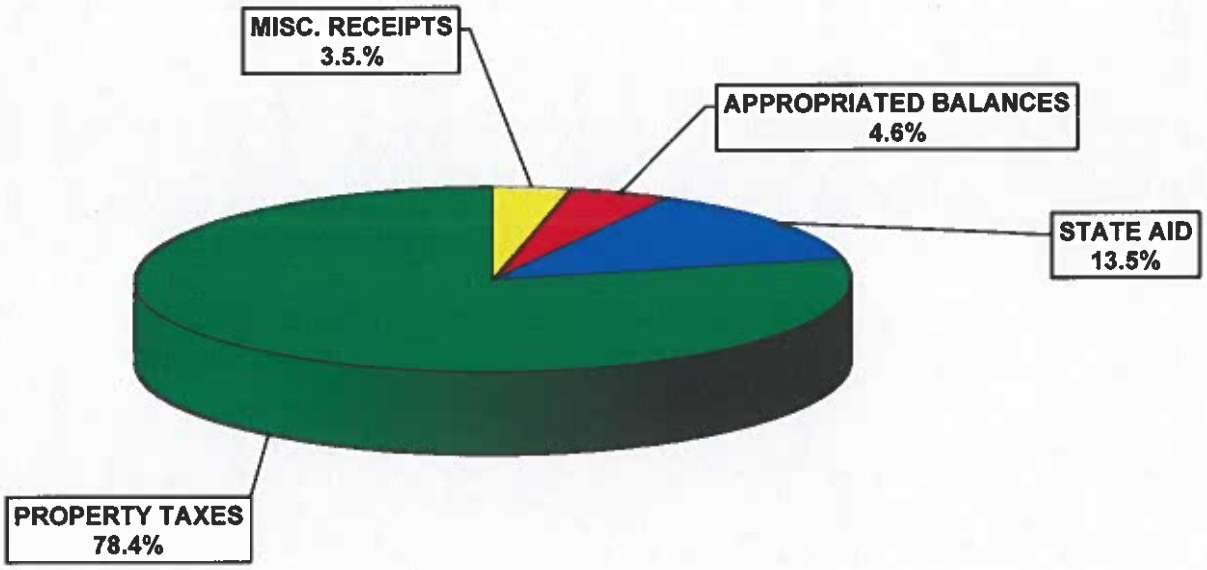
APPROPRIATIONS	ADOPTED BUDGET 2025/26	ESTIMATED END OF YEAR 2025/26	PROPOSED BUDGET 2026/27	BUDGET CHANGE	
General Support	$5,994,119	$6,799,451	$6,382,516	$388,397	6.48%
Instruction	$36,409,637	$35,392,128	$38,221,200	$1,811,563	4.98%
Pupil Transportation	$1,987,920	$1,977,540	$2,075,923	$88,003	4.43%
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	**$8,548,530**	$8,495,000	**$8,893,000**
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	**$49,946,958**	$48,185,534	**$51,729,180**
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

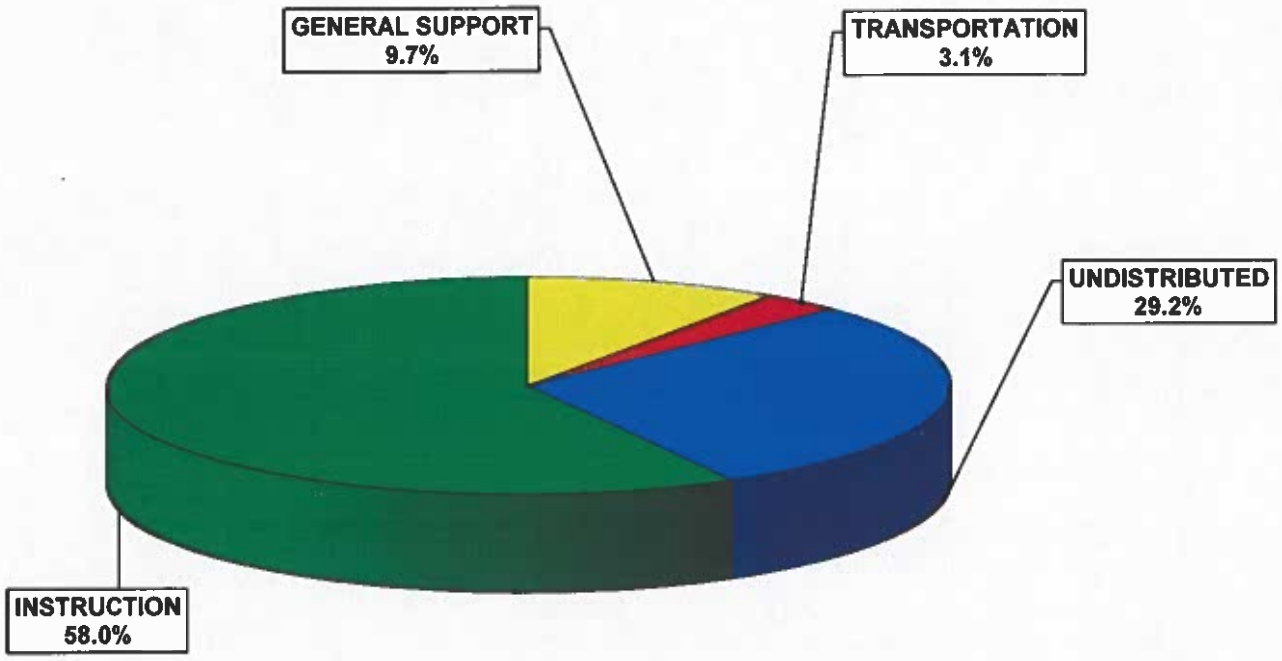
Transportation includes bus transportation that is provided for in-district students, interscholastic athletics, special education and private and parochial students. Pupil transportation is provided by companies with whom the district has a contractual agreement.

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										
	BOARD OF EDUCATION										
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 Voting Machines	$13,000		$21,000	$13,000		$13,000			$0	0.00%
	TOTAL BOARD OF EDUCATION	**$74,200**		**$81,522**	**$74,000**		**$74,000**	**$0**	**$0**	**($200)**	**(0.27%)**
	CENTRAL ADMINISTRATION										
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 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.
	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 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 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.
	CURRICULUM DEVELOPMENT										
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%**
	SUPERVISION										
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.

Westchester Teacher Center

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

Copier/District Mailing/Equipment (Printing/Mailing)

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

Equipment represents the cost for leasing and maintaining postage and photocopy machines.

All district mailings are centralized.

Supplies

Each school staff has identified necessary instructional supplies to support their teaching. The amount is driven by a per pupil allocation based on grade level and enrollment.

Textbooks

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

BOCES

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

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

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

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT
PROPOSED BUDGET 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.
	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 Leaning (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 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.
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 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 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.
	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.
	PUPIL SERVICES - HEALTH										
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%**
	PUPIL SERVICES - PSYCHOLOGIST										
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 fortunelty 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	Heath 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.
	DEBT SERVICE										
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%**
	INTERFUND TRANSFERS										
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 or property or services for the purpose of acquiring an asset or service.

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

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

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

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

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

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

Homestead: residential properties within the tax base.

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

Non-Homestead: commercial properties within the tax base.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

HASTINGS-ON-HUDSON
UNION FREE SCHOOL DISTRICT

PROPOSED 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
Telephone Number: 914-478-6210

	Budgeted 2025-26 (A)	Proposed Budget 2026-27 (B)	Percent Change (C)
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 , Excluding Levy for Permissible Exclusions [3]	48,532,783	49,971,421	
H. Total Proposed School Year Tax Levy, Excluding 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 B.

2026-27 School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2025-26 School Year	Budget Proposed for the 2026-27 School Year	Contingency Budget for the 2026-27 School Year *
Total Budgeted Amount, Not Including Separate Propositions	$ 62,465,988	$65,947,830	$64,165,608
Increase/Decrease for the 2026-27 School Year		$3,481,842	$1,699,620
Percentage Increase/Decrease in Proposed Budget		5.57 %	2.72%
Change in the Consumer Price Index		2.63%	
A. Proposed Levy to Support the Total Budgeted Amount	$49,946,958	$51,729,180	
B. Levy to Support Library Debt, if Applicable	$	$	
C. Levy for Non-Excludable Propositions, if Applicable **	$	$	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	$	$	
E. Total Proposed School Year Tax Levy (A + B + C - D)	$49,946,958	$51,729,180	$49,946,958
F. Total Permissible Exclusions	$1,414,175	$1.757.760	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	$48,532,783	$49,971,420	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	$48,532,783	$49,971,421	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	$0	$1	
Administrative Component	$5,533,459	$5,825,845	$5,640,845
Program Component	$49,567,810	$52,124,638	$50,527,416
Capital Component	$7,364,719	$7,997,347	$7,997,347

* Provide a statement of assumptions made in projecting a contingency budget for the 2026-27 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.

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

** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)

Description	Amount
	$
	$
	$
	$

	Under the Budget Proposed for the 2026-27 School Year
Estimated Basic STAR Exemption Savings[1]	$1,459

The annual budget vote for the fiscal year 2026-27 by the qualified voters of the Hastings on Hudson school district, Westchester County, New York, will be held at Hastings High School in said district on Tuesday, May 19, 2026 between the hours of 7:00am and 9:00pm, prevailing time in the Hastings High School Cochran Gym, at which time the polls will be opened to vote by voting ballot or machine.

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

APPENDIX C.

COMPENSATION DISCLOSURES

Chapter 474 of the Laws of 1996 requires the disclosure of the salaries, employee benefits and other forms of remuneration for superintendent of school (Type 1) as well as deputy, assistant or associate superintendents (Type 2) and just the salaries of any other certified school administrators or supervisors (Type 3) who are scheduled to be paid at or above $179,000.00 for 2026-2027.

Position	Compensation		
Superintendent	Contract Salary		$322,327
	Employee Benefits		
	Health Insurance	$35,338	
	Welfare Fund/Life/Dis	$9,016	
	Social Security	$16,113	
	NYS VDC Plan	$25,786	
	Non-Elective Tax Shelter Annuity	$4,888	
	Total Benefits		$91,141
Assistant Superintendent Curriculum & Instruction	Contract Salary		$233,360
	Employee Benefits		
	Health Insurance	$15,633	
	Welfare Fund/Life	$3,051	
	Social Security	$14,823	
	Teachers' Retirement Sys	$19,229	
	Total Benefits		$52,736
Assistant Superintendent Special Education	Contract Salary		$225,000
	Employee Benefits		
	Health Insurance	$35,338	
	Welfare Fund/Life	$3,100	
	Social Security	$14,702	
	Teachers' Retirement Sys	$18,585	
	Total Benefits		$71,725
High School Principal	Contract Salary		$231,049
Middle School Principal	Contract Salary		$214,339
Middle School Assist Principal	Contract Salary		$183,098
Elementary School Principal	Contract Salary		$227,432
District Treasurer	Contract Salary		$218,113
Director Athletics	Contract Salary		$213,382
Assist Director Special Ed	Contract Salary		$183,103

NOTE: The above figures are the Administrators' compensation for the 2026-2027 school year except for Administrators not covered under a bargaining unit.

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	✗	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	✗	118	88.1%
Multiracial	✗	73	91.8%
White	✗	509	91.9%
English Language Learner	–	8	–
Students with Disabilities	✗	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	✗	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	✗	118	87.3%
Multiracial	✓	73	97.3%
White	✓	509	94.5%
English Language Learner	–	8	–
Students with Disabilities	✗	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

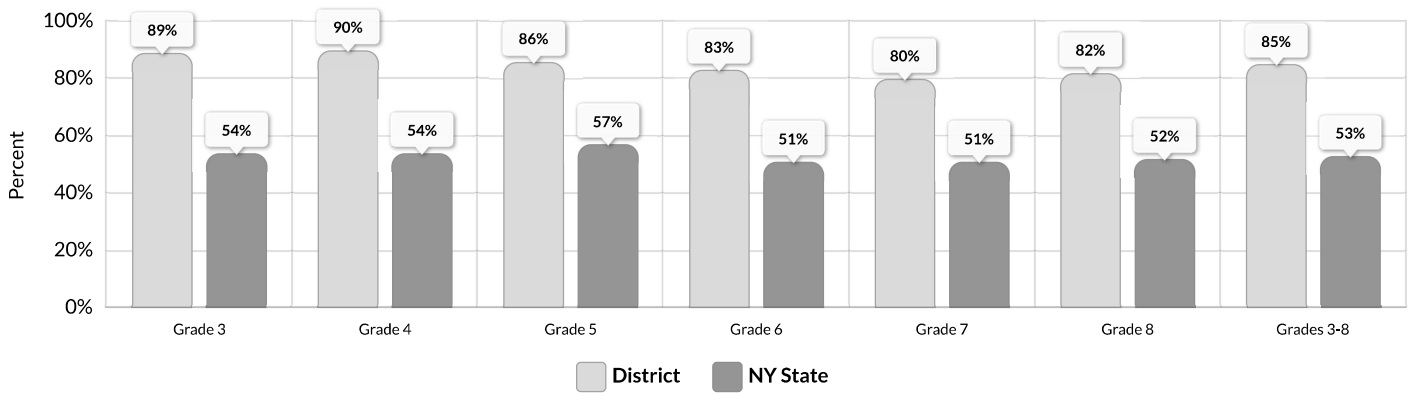
Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	134	100%
Asian or Native Hawaiian/Other Pacific Islander	–	7	–
Black or African American	–	5	–
Hispanic or Latino	–	20	–
Multiracial	–	9	–
White	✓	93	100%
English Language Learner	–	2	–
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	✗	134	84.3%
Asian or Native Hawaiian/Other Pacific Islander	–	7	–
Black or African American	–	5	–
Hispanic or Latino	–	20	–
Multiracial	–	9	–
White	✗	93	83.9%
English Language Learner	–	2	–
Students with Disabilities	–	17	–
Economically Disadvantaged	–	13	–

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

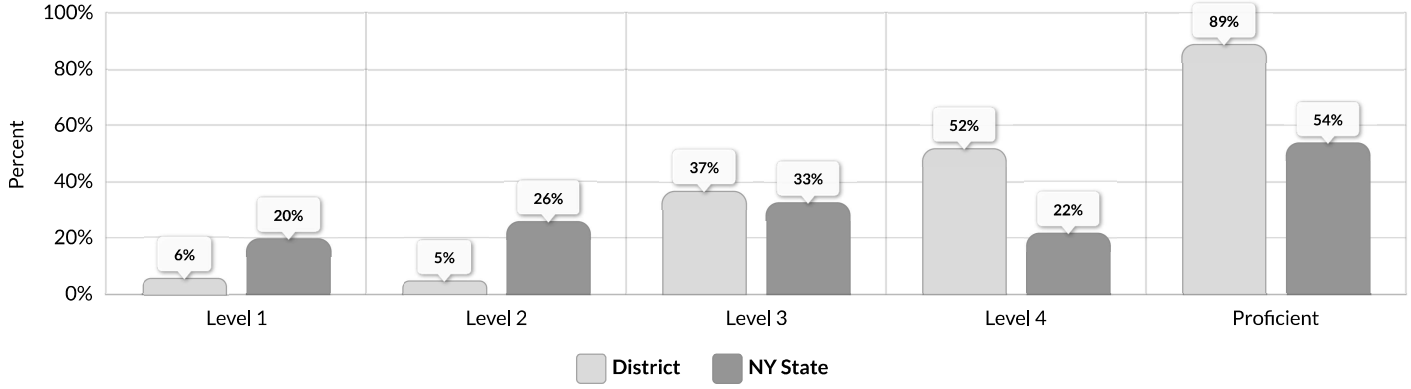
SUMMARY RESULTS



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%

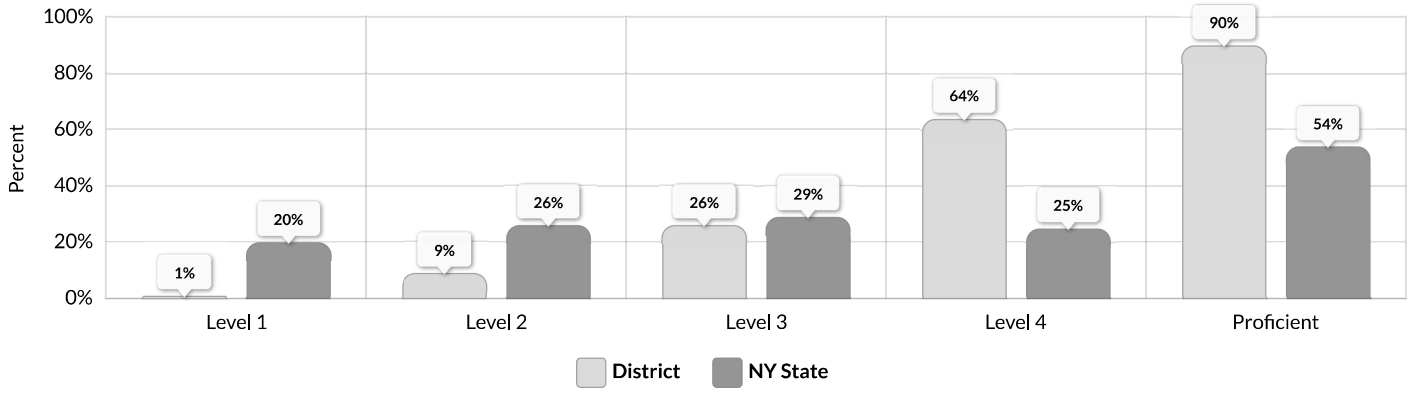
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 3 ELA RESULTS



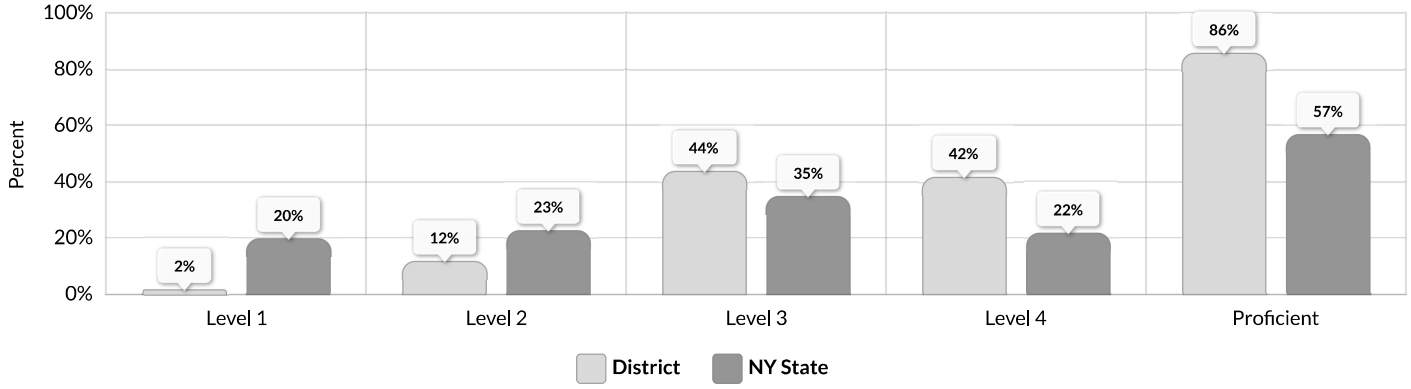
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	111	10	9%	101	91%	6	6%	5	5%	37	37%	53	52%	90	89%
Female	56	5	9%	51	91%	2	4%	3	6%	14	27%	32	63%	46	90%
Male	55	5	9%	50	91%	4	8%	2	4%	23	46%	21	42%	44	88%
General 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



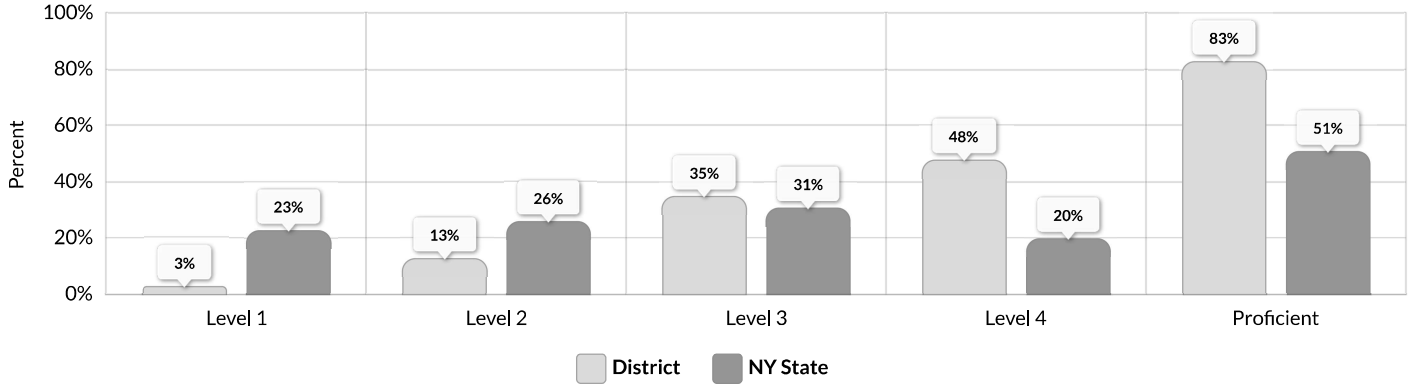
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	9	7%	114	93%	1	1%	10	9%	30	26%	73	64%	103	90%
Female	69	3	4%	66	96%	0	0%	4	6%	20	30%	42	64%	62	94%
Male	53	5	9%	48	91%	1	2%	6	13%	10	21%	31	65%	41	85%
Non-Binary	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



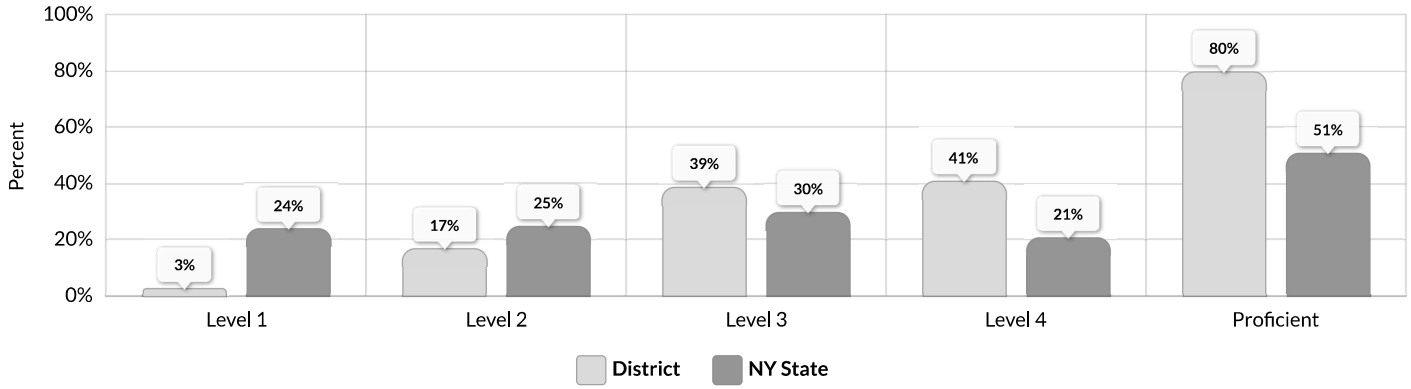
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	122	8	7%	114	93%	2	2%	14	12%	50	44%	48	42%	98	86%
Female	56	3	5%	53	95%	1	2%	8	15%	17	32%	27	51%	44	83%
Male	66	5	8%	61	92%	1	2%	6	10%	33	54%	21	34%	54	89%
General 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



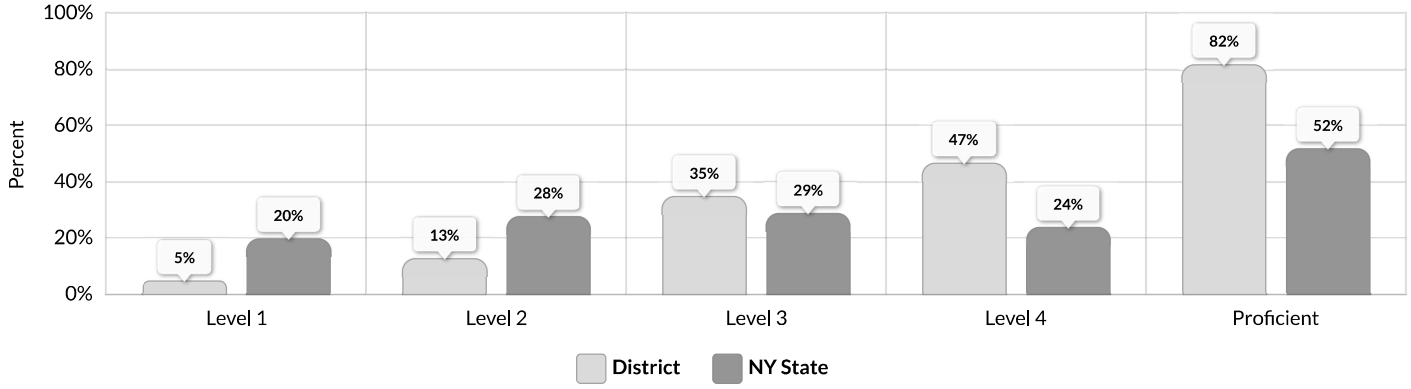
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	140	13	9%	127	91%	4	3%	17	13%	45	35%	61	48%	106	83%
Female	71	5	7%	66	93%	3	5%	6	9%	24	36%	33	50%	57	86%
Male	67	7	10%	60	90%	–	–	–	–	–	–	–	–	–	–
Non-Binary	2	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



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%

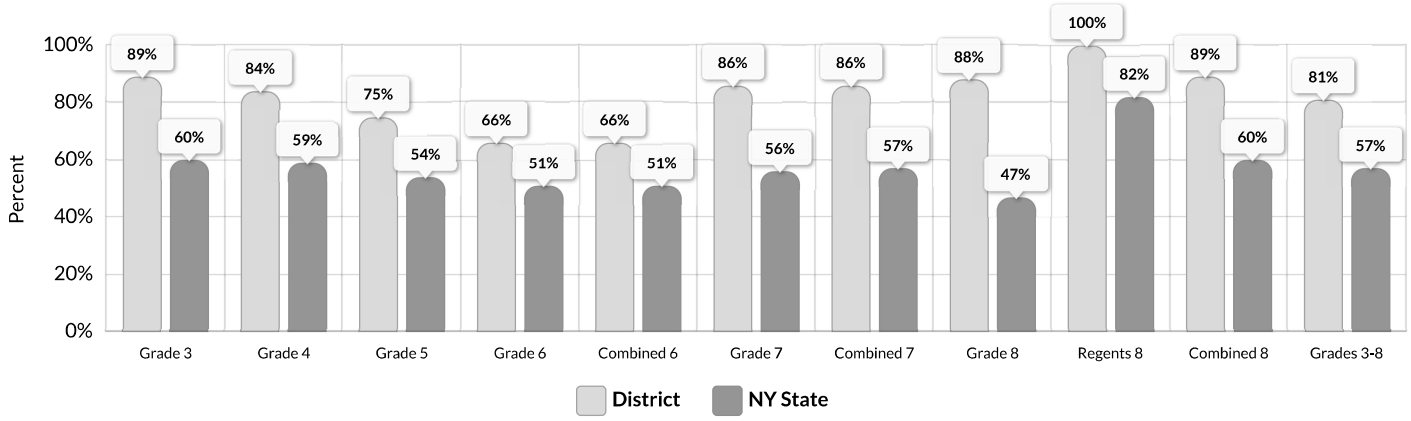
GRADE 8 ELA RESULTS



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)

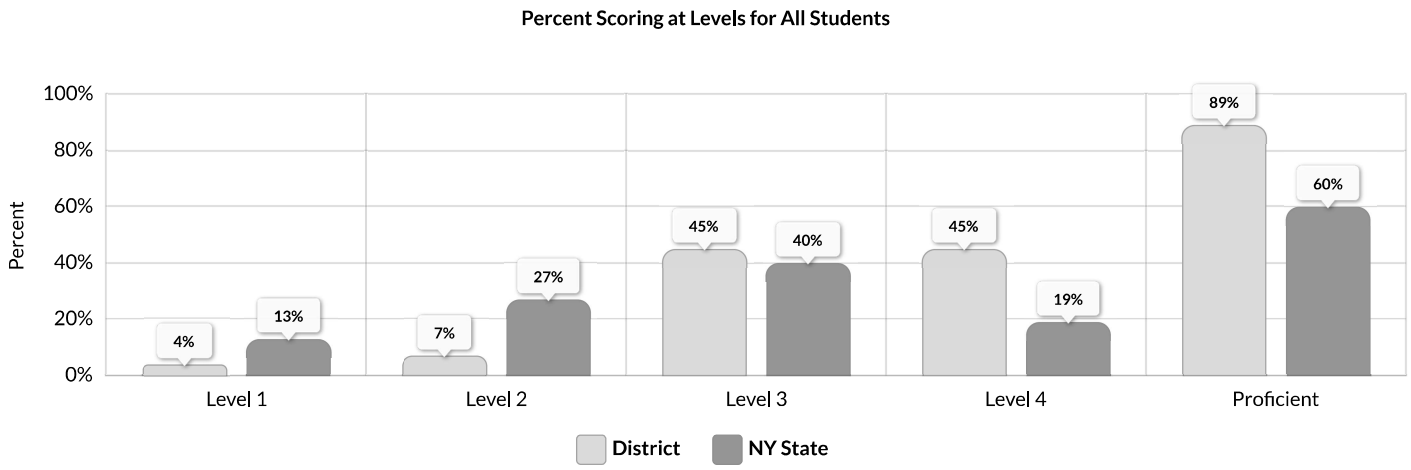
SUMMARY RESULTS



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%

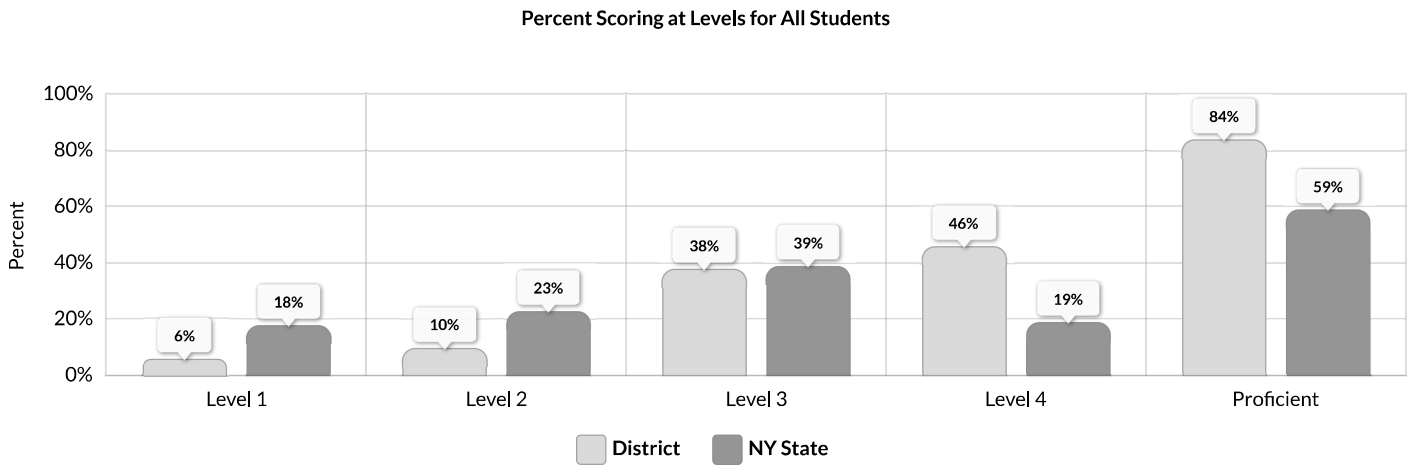
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 3 MATH RESULTS



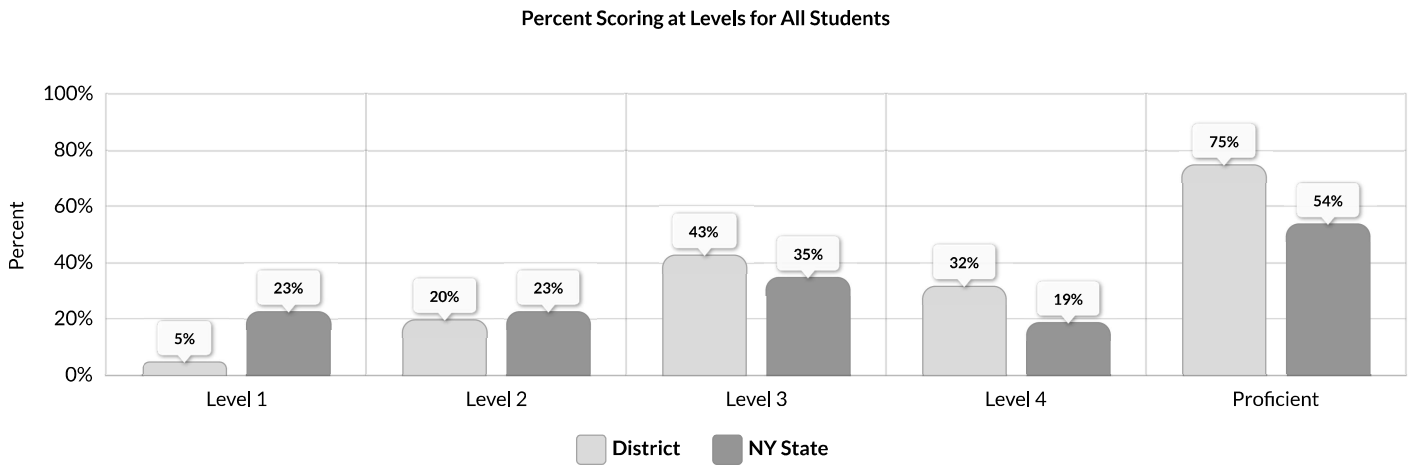
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	111	10	9%	101	91%	4	4%	7	7%	45	45%	45	45%	90	89%
Female	56	5	9%	51	91%	3	6%	1	2%	27	53%	20	39%	47	92%
Male	55	5	9%	50	91%	1	2%	6	12%	18	36%	25	50%	43	86%
General 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



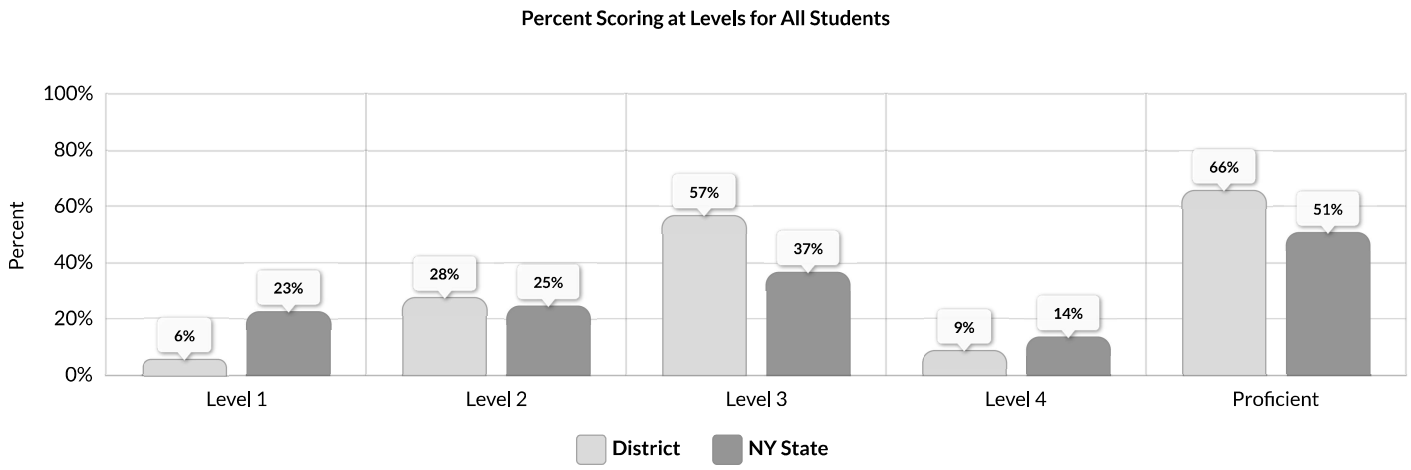
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	6	5%	117	95%	7	6%	12	10%	44	38%	54	46%	98	84%
Female	69	2	3%	67	97%	3	4%	10	15%	26	39%	28	42%	54	81%
Male	53	4	8%	49	92%	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	0	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



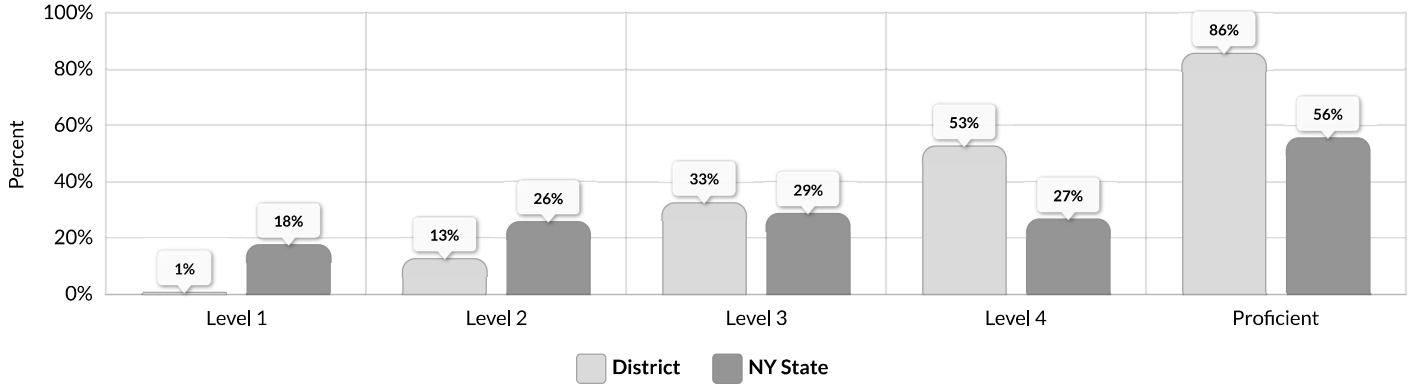
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	122	8	7%	114	93%	6	5%	23	20%	49	43%	36	32%	85	75%
Female	56	3	5%	53	95%	3	6%	13	25%	22	42%	15	28%	37	70%
Male	66	5	8%	61	92%	3	5%	10	16%	27	44%	21	34%	48	79%
General 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



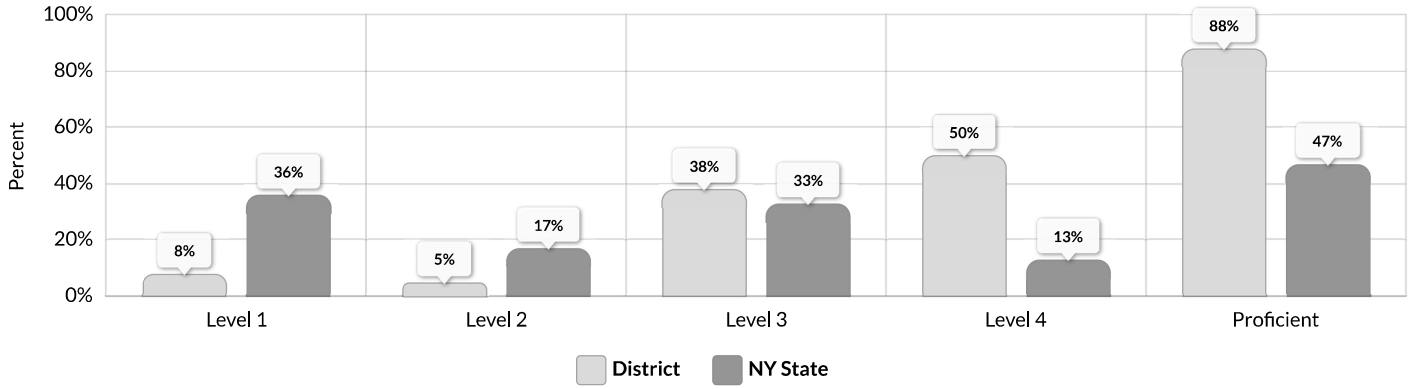
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	140	14	10%	126	90%	8	6%	35	28%	72	57%	11	9%	83	66%
Female	71	6	8%	65	92%	3	5%	23	35%	37	57%	2	3%	39	60%
Male	67	8	12%	59	88%	—	—	—	—	—	—	—	—	—	—
Non-Binary	2	0	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



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%

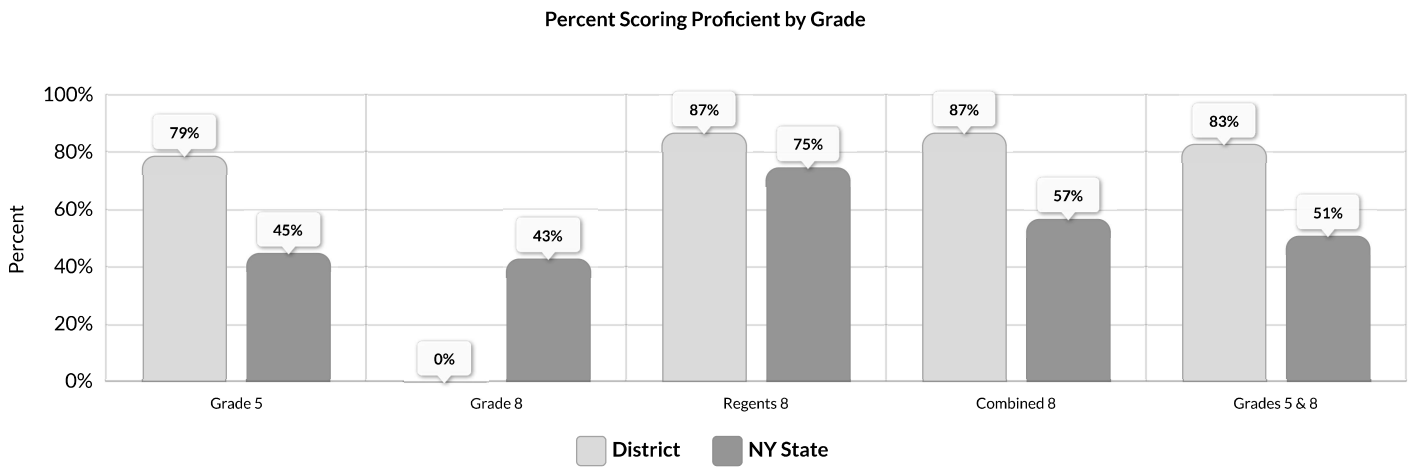
GRADE 8 MATH RESULTS



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)

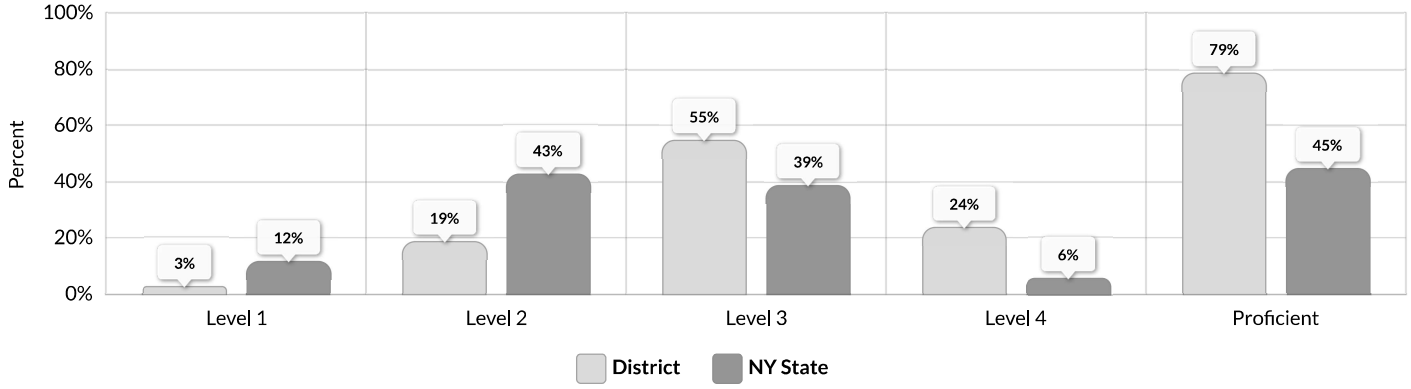
SUMMARY RESULTS



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%

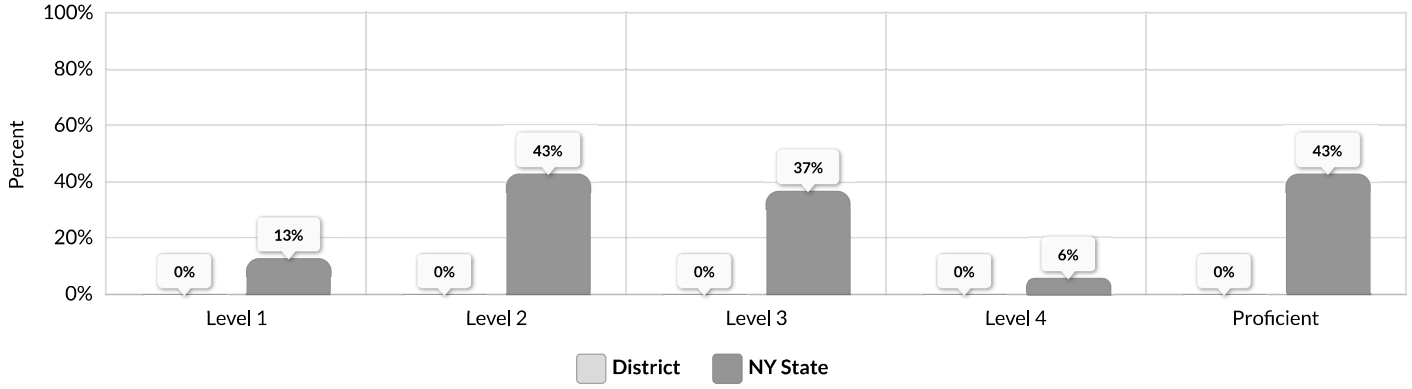
See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 5 SCIENCE RESULTS



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%

GRADE 8 SCIENCE RESULTS

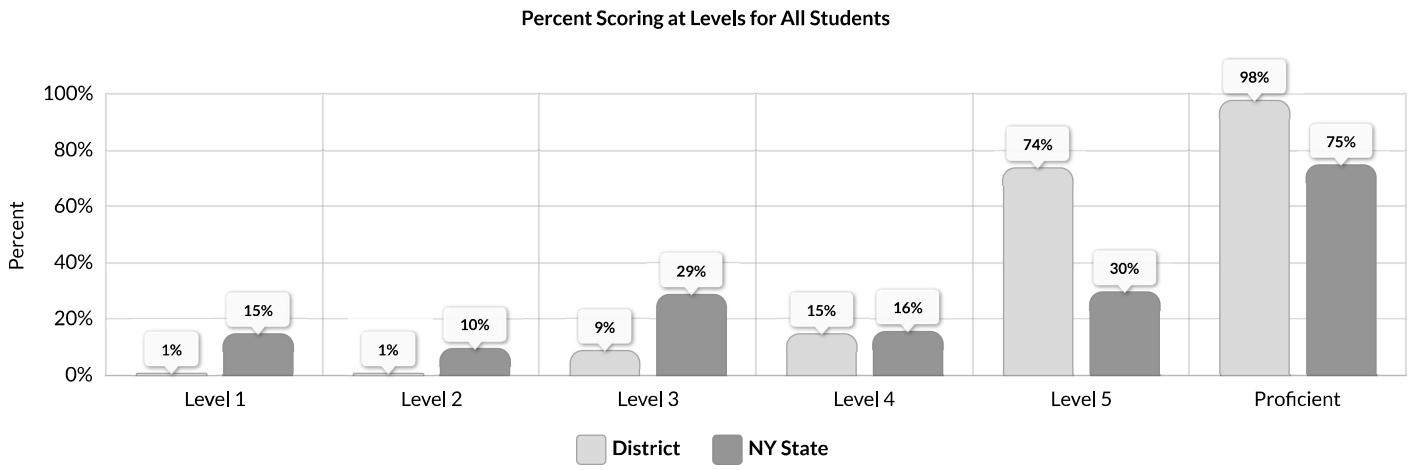


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	137	137	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	59	59	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	77	77	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	112	112	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	25	25	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	100	100	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	131	131	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	137	137	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	137	137	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	137	137	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	137	137	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	137	137	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

ANNUAL REGENTS EXAMINATIONS (2024 - 25)

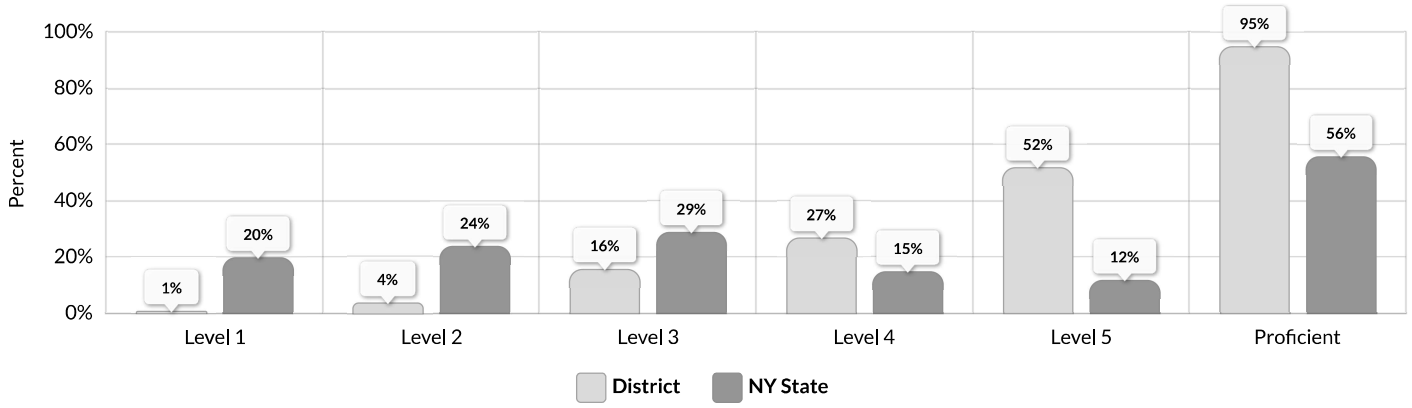
Annual Regents examination results are those administered in August, January, and June of the reporting year.

ANNUAL REGENTS EXAMINATION IN ELA (2024-25)



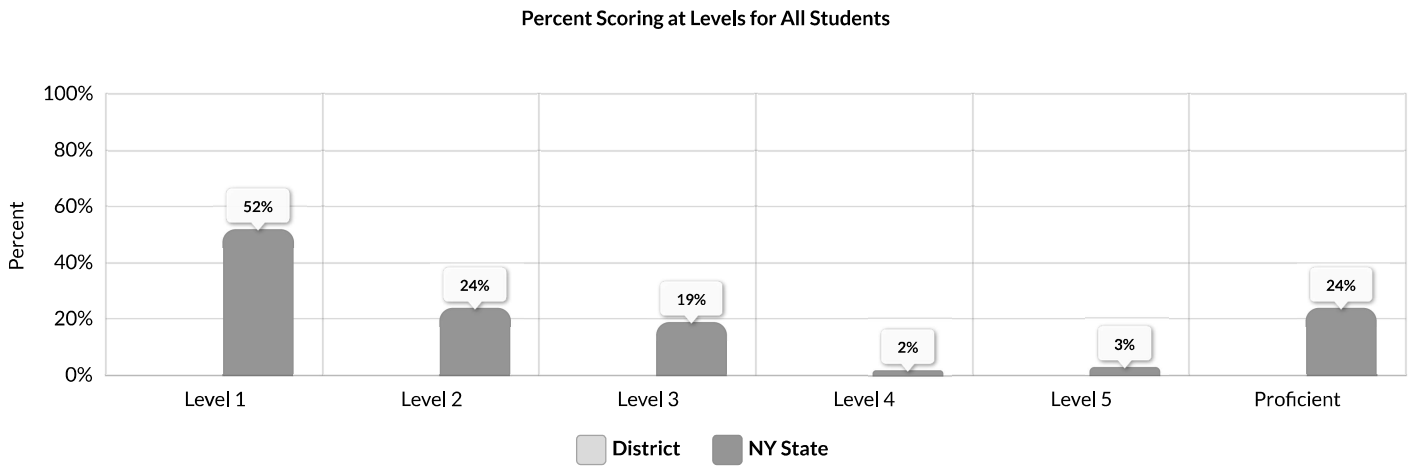
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	118	1	1%	1	1%	11	9%	18	15%	87	74%	116	98%
Female	60	0	0%	1	2%	7	12%	8	13%	44	73%	59	98%
Male	57	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: 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)



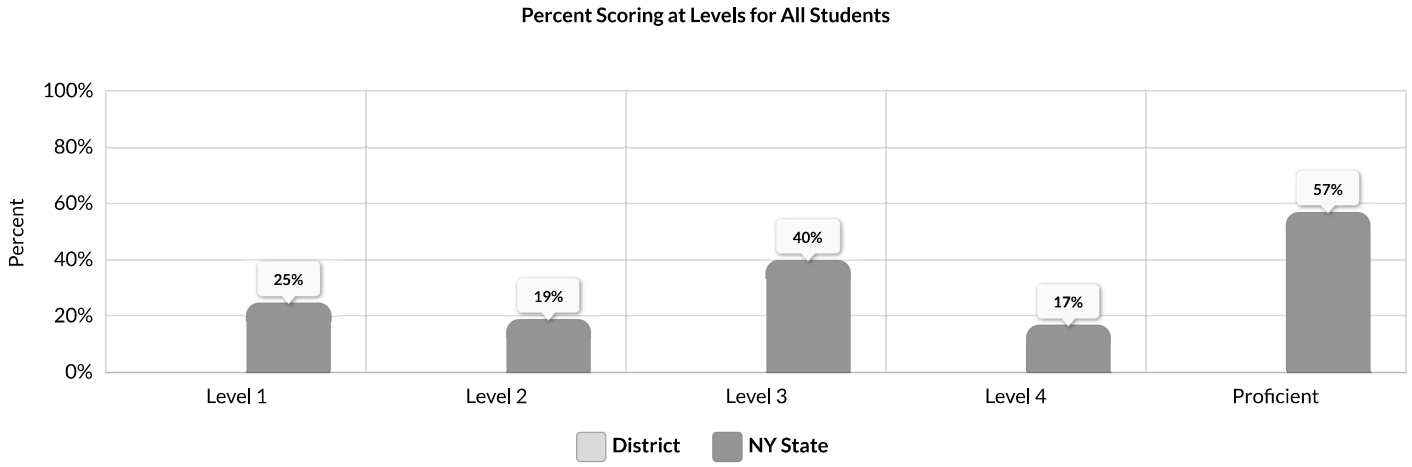
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	158	2	1%	6	4%	25	16%	43	27%	82	52%	150	95%
Female	75	0	0%	4	5%	10	13%	23	31%	38	51%	71	95%
Male	83	2	2%	2	2%	15	18%	20	24%	44	53%	79	95%
General Education Students	137	0	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 GEOMETRY (AUGUST 2024 & JANUARY 2025)



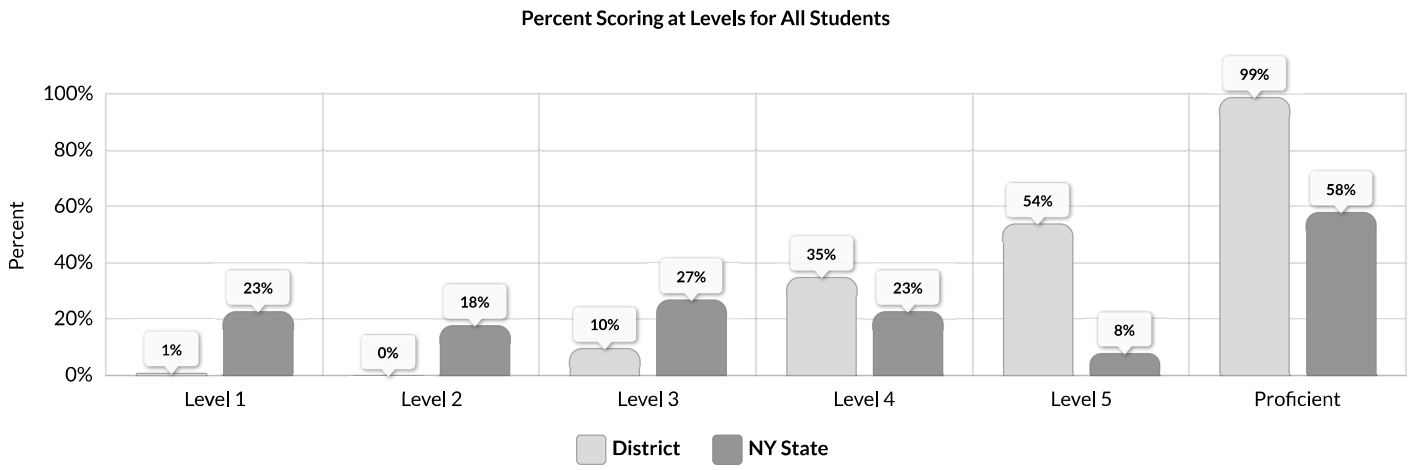
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	–	–	–	–	–	–	–	–	–	–	–	–
Male	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	1	–	–	–	–	–	–	–	–	–	–	–	–
General Education Students	1	–	–	–	–	–	–	–	–	–	–	–	–
White	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	1	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	1	–	–	–	–	–	–	–	–	–	–	–	–

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2024-25)



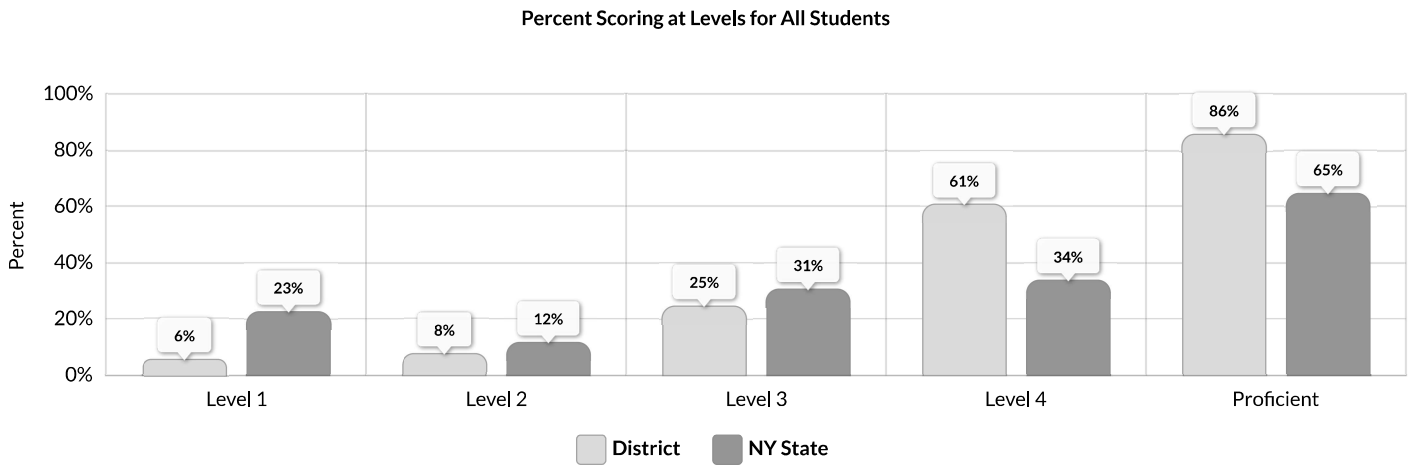
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	1	–	–	–	–	–	–	–	–	–	–
Male	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	1	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–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

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



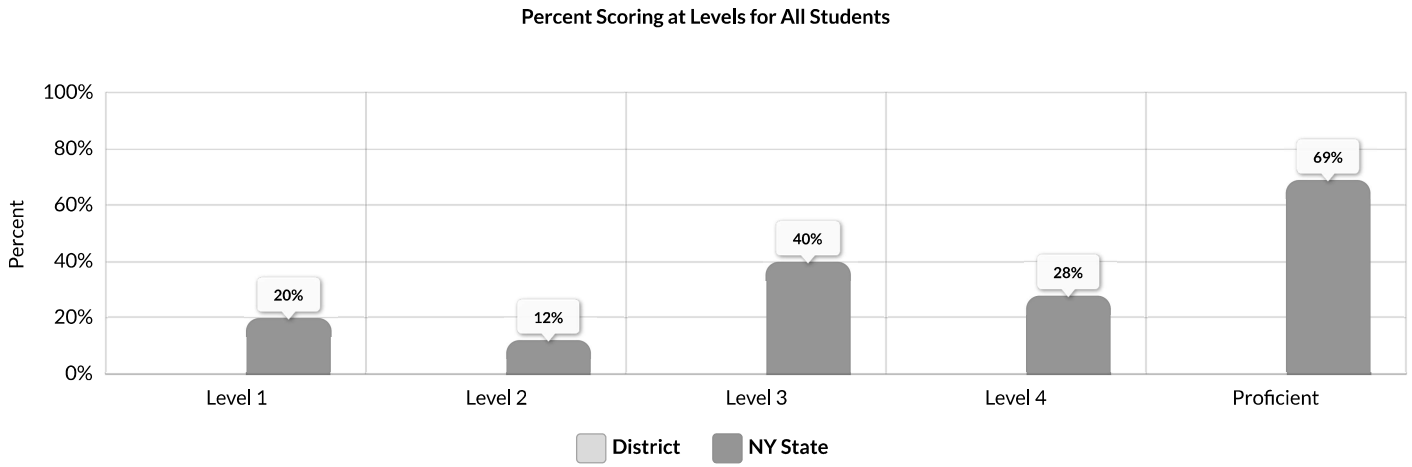
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	147	2	1%	0	0%	14	10%	51	35%	80	54%	145	99%
Female	73	0	0%	0	0%	9	12%	23	32%	41	56%	73	100%
Male	72	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group 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)



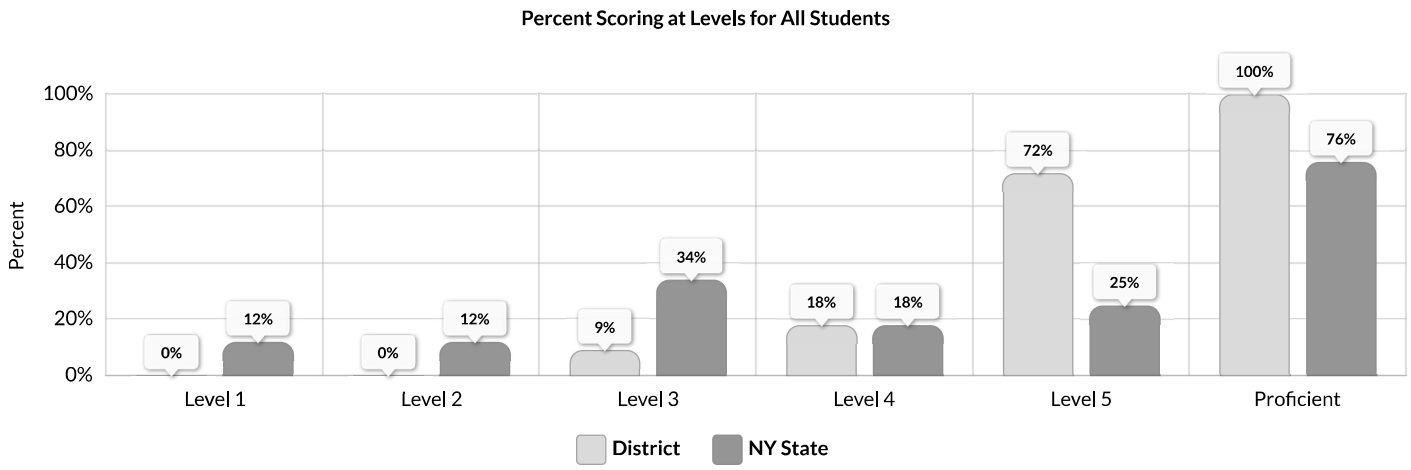
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	137	8	6%	11	8%	34	25%	84	61%	118	86%
Female	58	—	—	—	—	—	—	—	—	—	—
Male	78	4	5%	6	8%	20	26%	48	62%	68	87%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	59	4	7%	5	8%	14	24%	36	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 PHYSICAL SETTING/PHYSICS (2024-25)



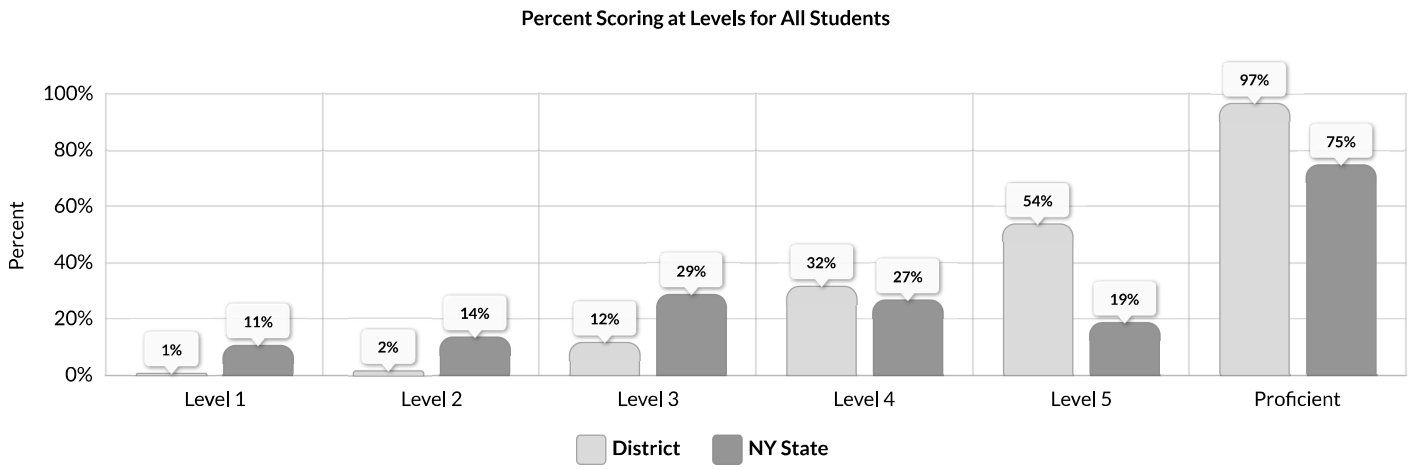
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	2	–	–	–	–	–	–	–	–	–	–
Female	2	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	2	–	–	–	–	–	–	–	–	–	–
General Education Students	1	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–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

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



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)



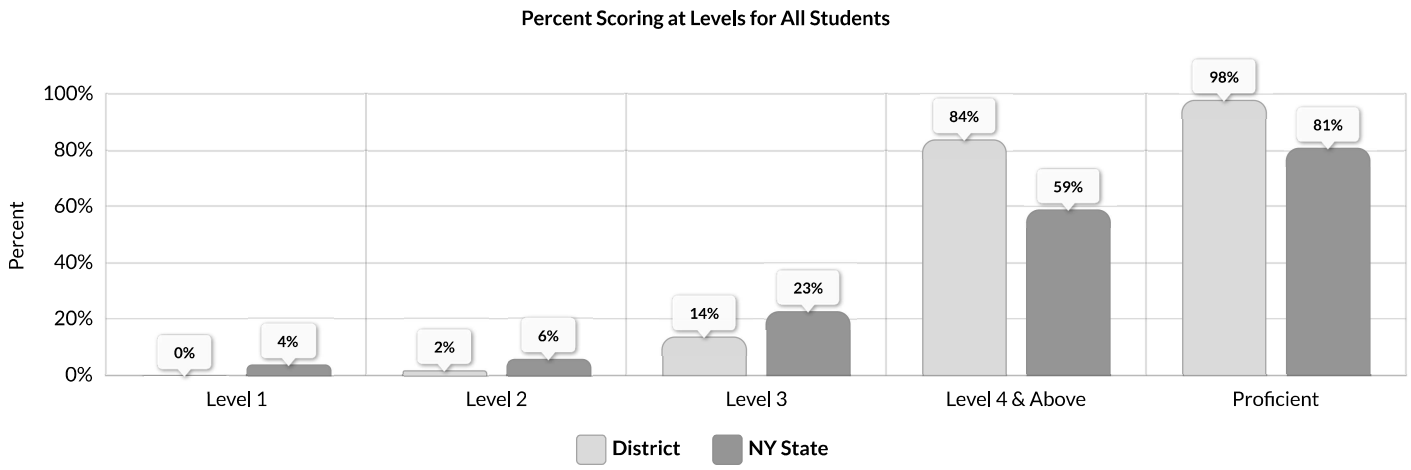
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	119	1	1%	2	2%	14	12%	38	32%	64	54%	116	97%
Female	58	0	0%	1	2%	8	14%	20	34%	29	50%	57	98%
Male	61	1	2%	1	2%	6	10%	18	30%	35	57%	59	97%
General Education Students	100	0	0%	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.

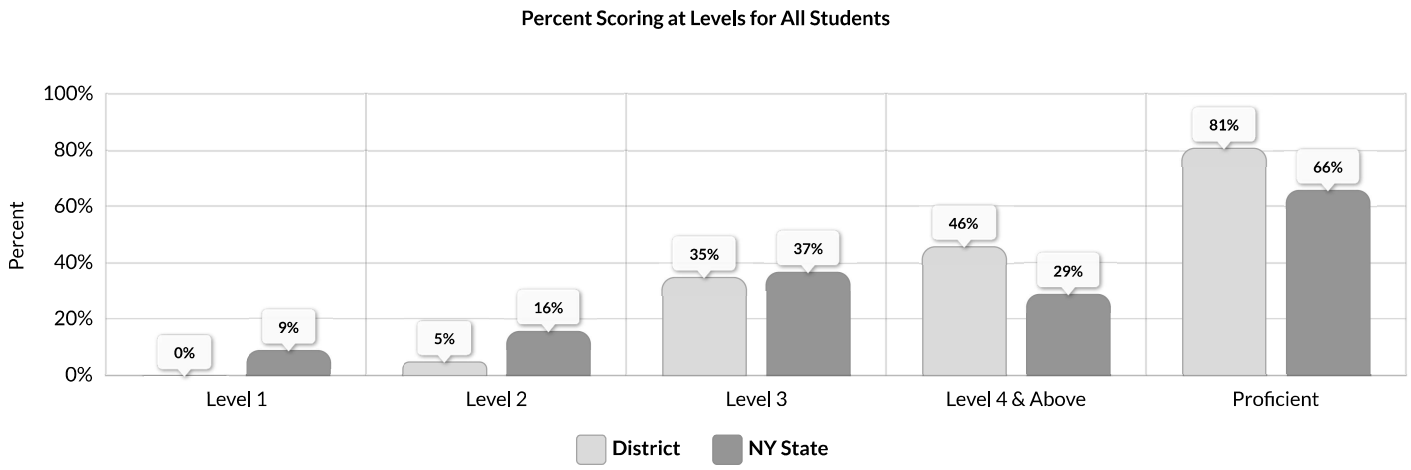
Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination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

2021 TOTAL COHORT REGENTS IN ELA



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



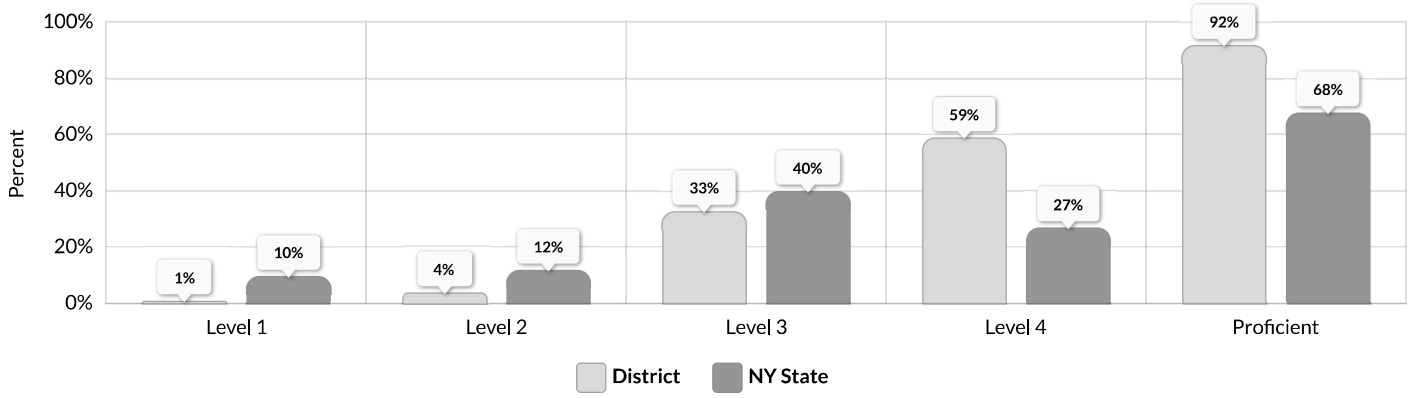
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	19	14%	114	86%	0	0%	6	5%	47	35%	61	46%	108	81%
Female	65	12	—	53	—	—	—	—	—	—	—	—	—	—	—
Male	67	7	10%	60	90%	0	0%	3	4%	24	36%	33	49%	57	85%
Non-Binary	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



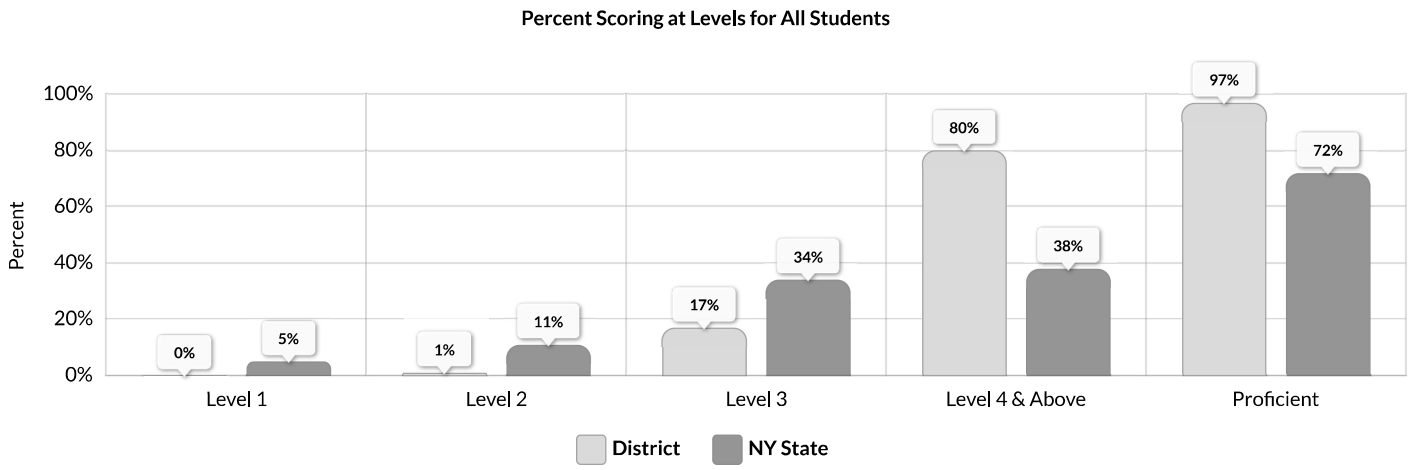
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	4	3%	129	97%	1	1%	5	4%	44	33%	79	59%	123	92%
Female	65	2	—	63	—	—	—	—	—	—	—	—	—	—	—
Male	67	2	3%	65	97%	0	0%	3	4%	22	33%	40	60%	62	93%
Non-Binary	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

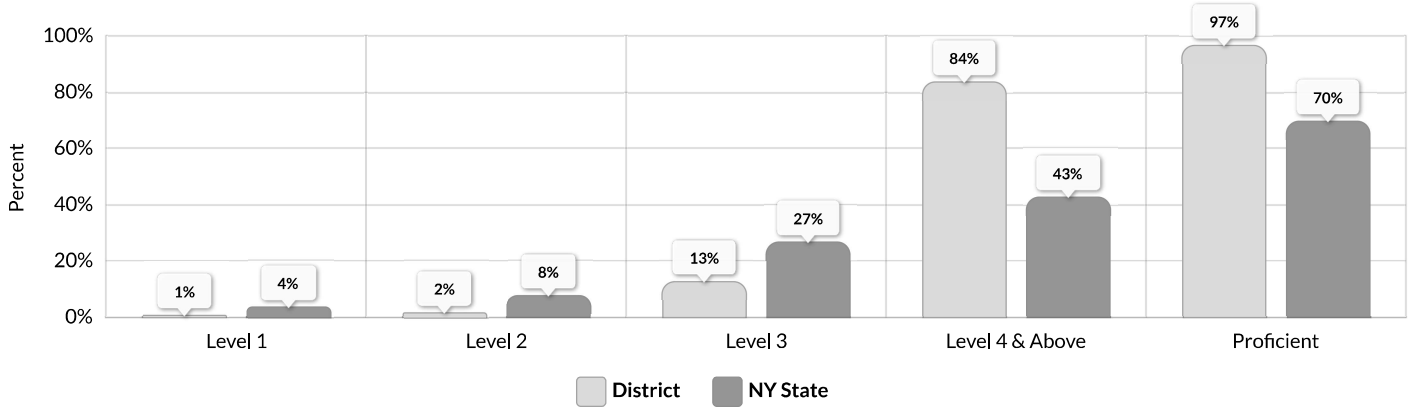
See report card Glossary and Guide for criteria used to include students in this table.

2021 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



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



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 ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2024-25)

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

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

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

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

*There are not sufficient data for this subgroup.

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

NEW YORK STATE NAEP GRADE 8

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

*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

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

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

NATIONAL NAEP GRADE 8

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

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 Begining: 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)