

# Hastings-on-Hudson UFSD

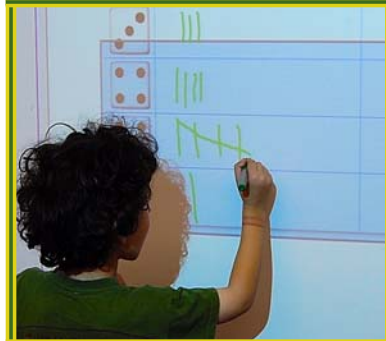
~ A Blue Ribbon District ~

## Proposed 2009-2010 School Budget

*to create a vibrant learning community*



**ADOPTED**  
**April 20, 2009**



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

## **BOARD OF EDUCATION**

**ERIC SWEETING, PRESIDENT**

**GABRIELLE LESSER, VICE PRESIDENT**

**EILEEN BAECHER**

**CARYN CAMPBELL**

**LINDSEY HICKS**

**DONNA LAING**

**JODIE MEYER**

## **SUPERINTENDENT OF SCHOOLS**

**ROBERT I. SHAPS**

***Hastings-on-Hudson Union Free School District***  
***Hastings-on-Hudson, NY 10706***

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**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***

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**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 2009-10 SCHOOL BUDGET**

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# STATE REGULATIONS

## Chapter 436 of the Laws of 1997

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

- **Budget Planning and Presentations**  
The school budget law required school boards to present their budgets to the voters in three components – the program, capital and administrative. The budget must separately categorize revenues, property tax refunds, expenditures, budget transfers and fund balance information.
- **Budget Adoption**  
The proposed budget that is presented at the hearing and for public vote must be the same version that has been adopted by the Board of Education.
- **Budget Hearing**  
The proposed budget must be presented to voters at an annual budget hearing which should take place within seven to fourteen days prior to the voting date.
- **Dissemination of Budget Information**  
The public document must be made available to the public fourteen days prior to the vote.
- **Budget Vote**  
The statewide voting day will be the third Tuesday in May, which falls on May 19<sup>th</sup> 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 1<sup>st</sup> 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

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

**BOARD OF EDUCATION CALENDAR FOR 2009-2010 BUDGET**

DATE	ACTIVITY
<b><u>2008</u></b>	
November 17, Monday	Budget calendar adopted by Board of Education
<b><u>2009</u></b>	
January 12, Monday	Superintendent gives progress report to the Board.
February 9, Monday	Regular meeting - Superintendent presents budget overview including projected revenues.
March 2, Monday	Regular meeting - Non-Instructional Budget (Truncated–Mr. Shaps' Presentation Only)
March 16, Monday	Regular Board Meeting - Instructional Budget (Truncated–categories to be presented include Supervision, Teaching, Special Education, Support Services, English as a Second Language, Instructional Media, Computer-Assisted Instruction, Attendance, Pupil Services, Co-Curricular, Interscholastic).
March 30, Monday	Citizens Budget Advisory Committee
April 3, Friday	First Legal Notification to Public - to announce budget hearing & vote.
April 10, Friday	Second Legal Notification to Public - to announce budget hearing & vote.
April 20, Monday	Regular Board Meeting - Budget Discussion/Board of Education adopts budget.
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	Budget Available to the Public.
April 21, Tuesday	Submit Property Tax Report Card to SED.
April 28, Tuesday	BOCES Budget Report Vote
May 1, Friday	Third Legal Notification to Public - to announce budget hearing & vote, including availability of budget.
May 2, Saturday	Available for budget presentation, if necessary
May 5, Tuesday	Budget Hearing - Must be no less than 7 days and no more than 14 days to the budget vote.
May 6, Wednesday	Budget notice mailed to eligible voters.
May 9, Saturday	Voter Registration 10:00 A.M. - 2:00 P.M.
May 13, Wednesday	Voter Registration 4:00 P.M. - 8:00 P.M.
May 15, Friday	Fourth Legal Notification to Public - to announce budget hearing & vote.
<b>May 19, Tuesday</b>	<b>Budget Vote.</b>

# HASTINGS-ON-HUDSON PUBLIC SCHOOLS ENROLLMENT

GRADE	2004-05	2005-06	2006-07	2007-08	2008-09	Projected 2009-10
Kindergarten	93	102	97	92	106	98
1	128	97	107	103	97	106
2	109	126	101	115	104	97
3	128	118	131	104	116	104
4	121	128	117	131	105	116
5	123	125	124	117	130	105
6	142	127	125	127	123	130
7	147	143	126	121	127	123
8	129	142	143	128	122	127
9	159	127	144	147	130	122
10	133	152	132	145	143	130
11	123	127	157	131	136	143
12	140	118	129	152	126	136

## TOTALS:

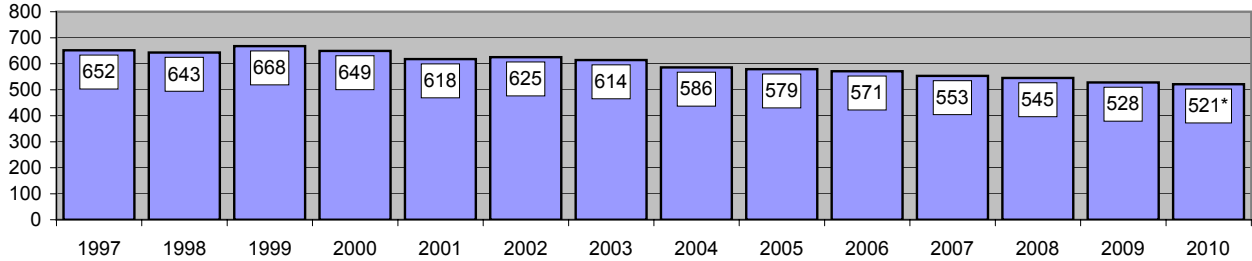
K-4	579	571	553	545	528	521
5-8	541	537	518	493	502	485
9-12	555	524	562	575	535	531
*SP. ED.	40	40	37	39	32	32
K-12	1715	1672	1670	1652	1597	1569

\*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 2009-2010 school year will be available after annual reviews are completed in June 2009.

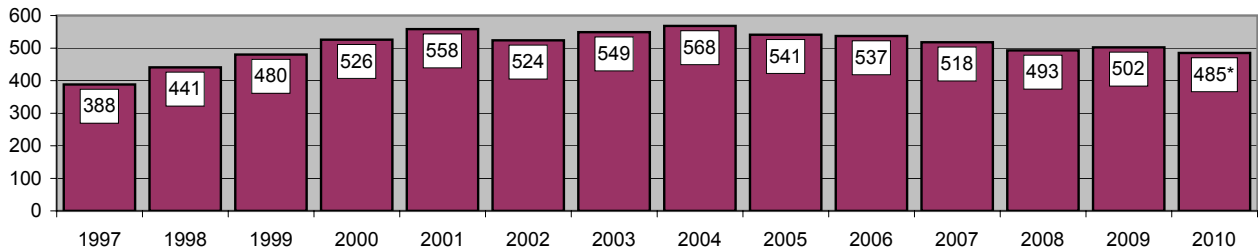
# STUDENT ENROLLMENT

1996-1997 THROUGH 2009-2010

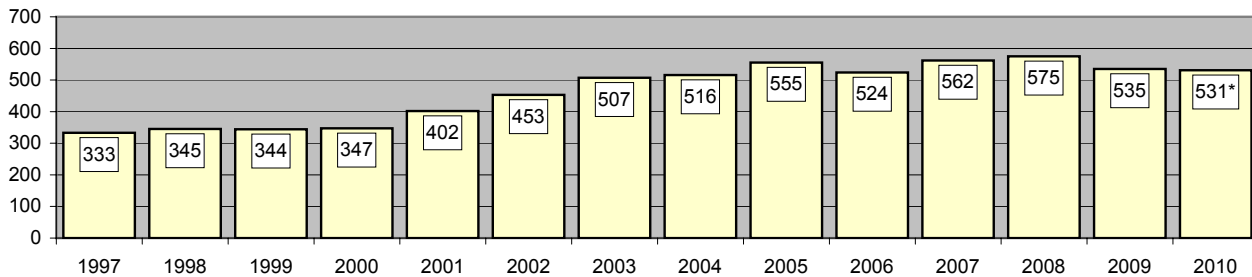
STUDENT ENROLLMENT- HILLSIDE ELEMENTARY SCHOOL



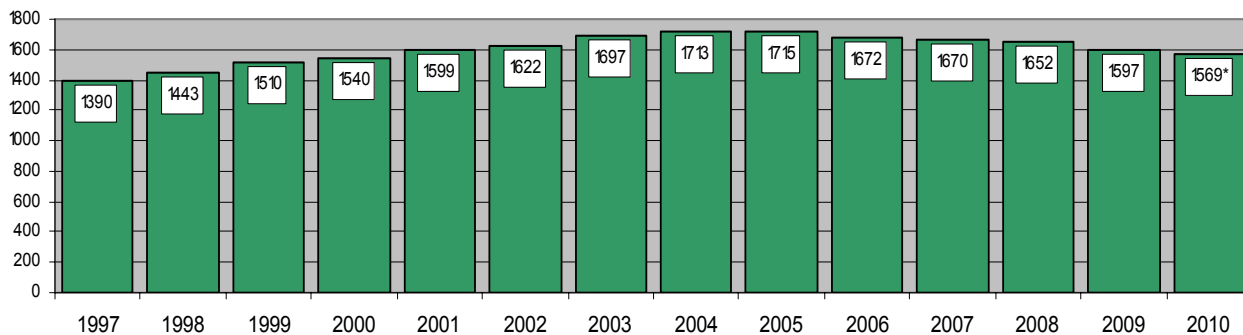
STUDENT ENROLLMENT- FARRAGUT MIDDLE SCHOOL



STUDENT ENROLLMENT- HASTINGS HIGH SCHOOL



STUDENT ENROLLMENT TREND (K-12)



\* 09-10 is Projected  
 Year Ending June 30  
 K-12 Total Enrollment includes Out of District Students

# HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

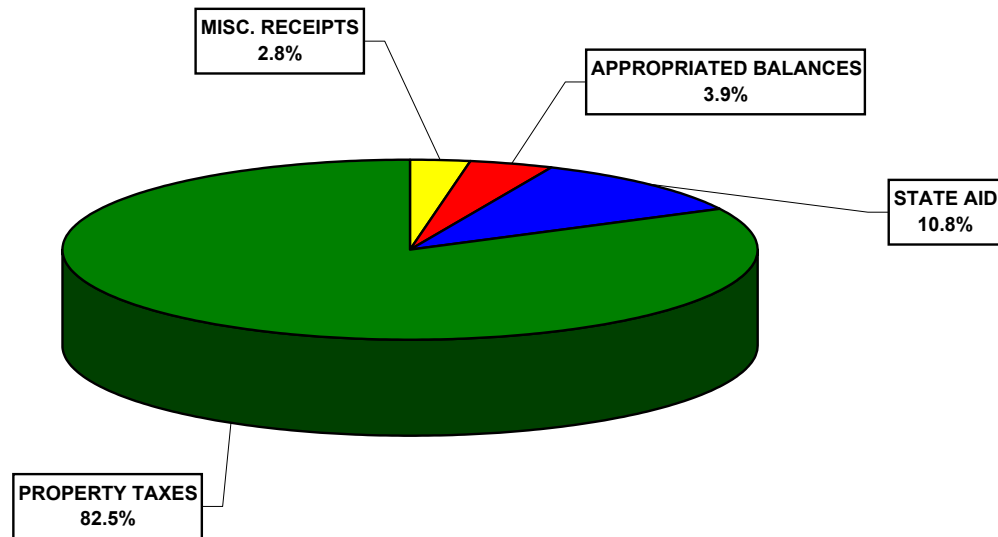
## PROPOSED 2009/10 BUDGET OVERVIEW

APPROPRIATIONS	ACTUAL EXP. 2007/08	ADOPTED BUDGET 2008/09	PROPOSED BUDGET 2009/10	BUDGET CHANGE
General Support	4,273,088	3,980,537	4,035,801	\$55,264
Instruction	22,887,385	25,428,993	25,730,271	\$301,278
Pupil Transportation	1,458,682	1,595,995	1,632,200	\$36,205
Undistributed	9,223,362	10,627,897	11,226,523	\$598,626
<b>TOTAL</b>	<b>\$37,842,517</b>	<b>\$41,633,422</b>	<b>\$42,624,795</b>	<b>\$991,373</b>
<b>% BUDGET CHANGE</b>				<b>2.38%</b>
REVENUES	ACTUAL REV. 2007/08	ADOPTED BUDGET 2008/09	PROPOSED BUDGET 2009/10	BUDGET CHANGE
State Aid	\$4,441,112	\$4,533,902	\$4,600,000	\$66,098
Misc. Receipts	1,835,049	1,147,000	1,210,000	\$63,000
Appropriated Balance	0	800,000	1,100,000	\$300,000
Transfer from Debt Service	0	400,000	275,000	-\$125,000
Reserve for Tax Certiorari	0	0	300,000	\$300,000
Property Taxes	\$32,968,599	\$34,752,520	\$35,139,795	\$387,275
<b>Total Receipts</b>	<b>\$39,244,760</b>	<b>\$41,633,422</b>	<b>\$42,624,795</b>	<b>\$991,373</b>
<b>% PROP TAX CHANGE</b>				<b>1.11%</b>
Assessed Valuation		\$47,331,404	\$47,652,008 *	\$320,604
Tax Rate		\$734.01	\$737.43	\$3.42
Tax Rate Change				0.47%

\*Assessed valuation is subject to change.

# PROPOSED REVENUE SOURCES

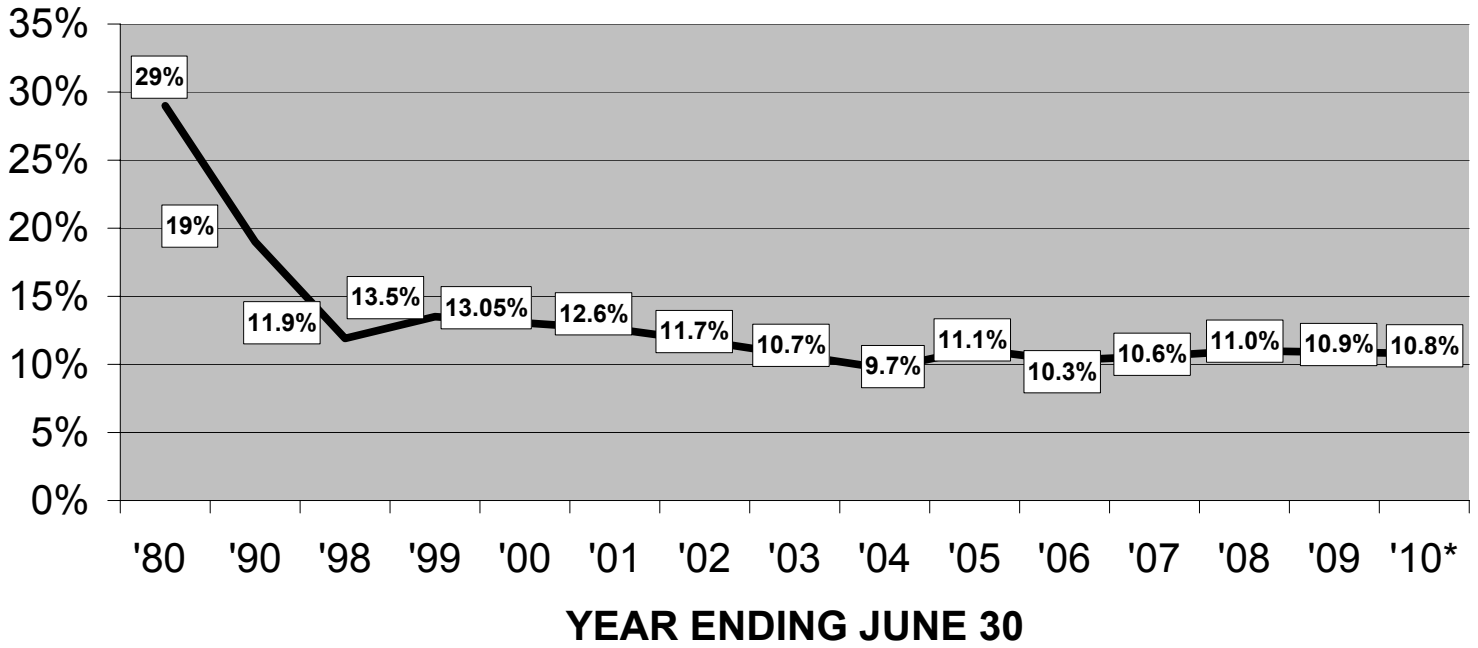
2009-2010



REVENUE	2008-2009 ADOPTED BUDGET	2009-2010 PROPOSED BUDGET
TOTAL STATE AID	\$4,533,902	\$4,600,000
MISC. RECEIPTS	\$1,147,000	\$1,210,000
APPROPRIATED BALANCES	\$1,200,000	\$1,675,000
PROPERTY TAXES	\$34,752,520	\$35,139,795
TOTAL APPROPRIATIONS	\$41,633,422	\$42,624,795

# STATE AID

## PERCENT OF TOTAL REVENUE



\* 09-10 is Projected

# REVENUE SUMMARY

REVENUE	2008-09 ADOPTED BUDGET	2009-10 PROPOSED BUDGET
Other Charges - Custodial Fees	\$25,000	\$25,000
Day School Tuition	\$200,000	\$200,000
Tuition Other Districts	\$0	\$65,000
Medicaid Reimbursement	\$40,000	\$40,000
Interest on Deposits & Investments	\$180,000	\$180,000
Rental of Real Property - BOCES	\$185,000	\$200,000
Borderline Properties	\$75,000	\$60,000
Unclassified Revenues	\$142,000	\$140,000
State Aid - Foundation	<b>\$3,214,486</b>	<b>\$3,438,677</b>
- Building	<b>\$654,662</b>	<b>\$543,323</b>
- BOCES	<b>\$545,902</b>	<b>\$500,000</b>
- Textbooks	<b>\$118,852</b>	<b>\$118,000</b>
State Aid -Total	\$4,533,902	\$4,600,000
Sales Tax	\$300,000	\$300,000
TOTAL REVENUE OTHER THAN REAL PROPERTY	\$5,680,902	\$5,810,000
TRANSFER FROM DEBT SERVICE FUND	\$400,000	\$275,000
APPROPRIATED FUND BALANCE	\$800,000	\$1,100,000
RESERVE FOR TAX CERTIORARI	\$0	\$300,000
AMOUNT TO BE RAISED BY PROPERTY TAXES	<u>\$34,752,520</u>	<u>\$35,139,795</u>
<b>TOTAL REVENUE</b>	<b>\$41,633,422</b>	<b>\$42,624,795</b>

# **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**

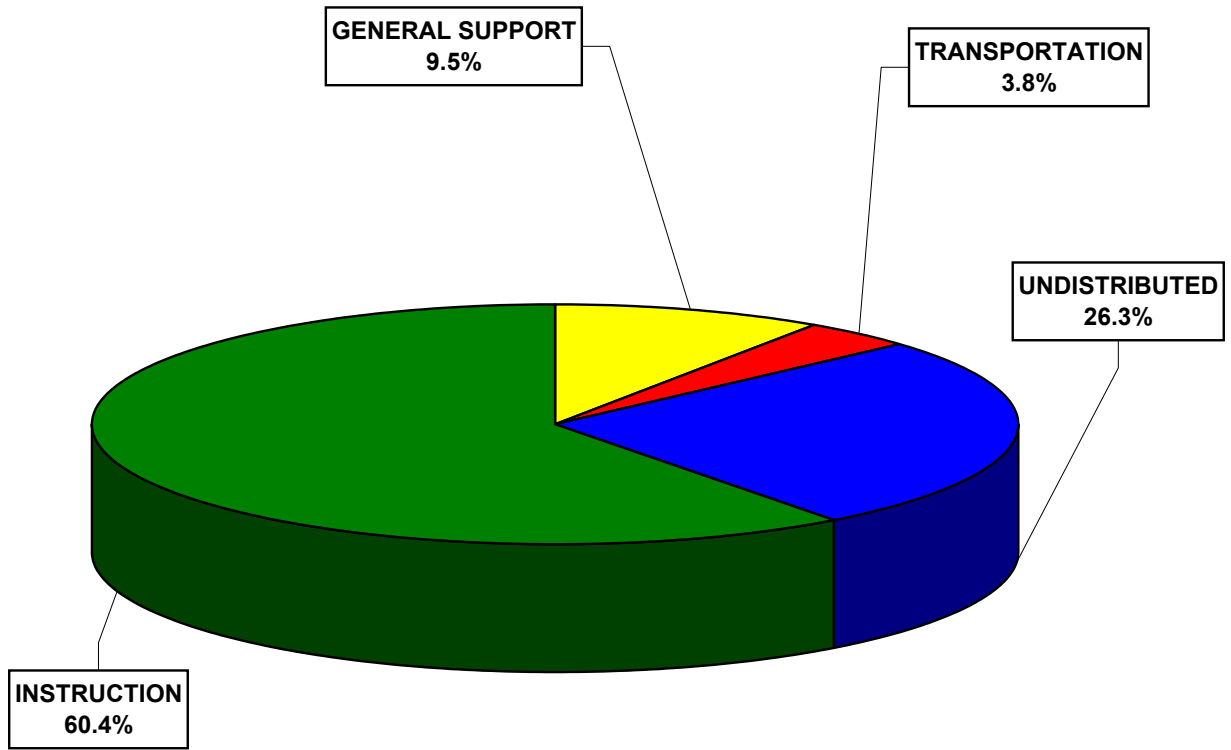
Transportation includes bus transportation that is provided for in-district students, interscholastic athletics, special education and private and parochial students. Pupil transportation is provided by companies with whom the district has a contractual agreement.

### **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

2009-2010



APPROPRIATIONS	2008-2009 ADOPTED BUDGET	2009-2010 PROPOSED BUDGET
GENERAL SUPPORT	\$3,980,537	\$4,035,801
INSTRUCTION	\$25,428,993	\$25,730,271
TRANSPORTATION	\$1,595,995	\$1,632,200
UNDISTRIBUTED	\$10,627,897	\$11,226,523
TOTAL APPROPRIATIONS	\$41,633,422	\$42,624,795

# EXPENDITURE SUMMARY

	<b>2008-2009 ADOPTED BUDGET</b>	<b>2009-10 PROPOSED BUDGET</b>
<b>GENERAL SUPPORT</b>		
Board of Education	\$41,973	\$43,800
Central Administration	\$354,373	\$393,710
Finance	\$548,718	\$528,000
Legal	\$171,200	\$225,000
Personnel	\$48,296	\$35,000
Public Information	\$86,587	\$56,842
Central Services		
Operations	\$1,925,607	\$2,021,395
Maintenance	\$406,462	\$365,704
Special Items	\$397,321	\$366,350
<b>TOTAL GENERAL SUPPORT</b>	<b>\$3,980,537</b>	<b>\$4,035,801</b>
<b>INSTRUCTION</b>		
Curriculum Development	\$185,996	\$186,878
Supervision	\$1,246,193	\$1,265,289
Teaching	\$13,860,257	\$14,116,731
Special Education	\$6,311,580	\$6,323,987
Instructional Media	\$479,799	\$338,774
Technology	\$863,765	\$937,152
Pupil Services:		
Guidance	\$900,222	\$887,343
Health	\$257,468	\$277,290
Psychological Services	\$421,372	\$475,719
Co-curricular Activities	\$387,500	\$402,171
Interscholastic Athletics	\$514,841	\$518,937
<b>TOTAL INSTRUCTION</b>	<b>\$25,428,993</b>	<b>\$25,730,271</b>

# EXPENDITURE SUMMARY

	<b>2008-2009 ADOPTED BUDGET</b>	<b>2009-10 PROPOSED BUDGET</b>
<b>TRANSPORTATION</b>	<b>\$1,595,995</b>	<b>\$1,632,200</b>
<b>UNDISTRIBUTED</b>		
Employee Benefits	<b>\$8,640,895</b>	<b>\$9,317,000</b>
Debt Service	<b>\$1,841,202</b>	<b>\$1,795,523</b>
Interfund Transfer	<b>\$145,800</b>	<b>\$114,000</b>
<b>TOTAL UNDISTRIBUTED</b>	<b>\$10,627,897</b>	<b>\$11,226,523</b>
<b>TOTAL EXPENDITURES</b>	<b>\$41,633,422</b>	<b>\$42,624,795</b>

# EXPENDITURE NARRATIVE

## GENERAL SUPPORT

### Board of Education

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

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

### Chief School Administrator

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

### Finance

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

### Legal/Personnel/ Public Information

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

Personnel costs include recruitment and position advertisements.

The newsletter code includes the cost of printing newsletters and public relations services.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
PROPOSED BUDGET 2009-10**

FUNCTION	CATEGORY	2007-08 ACTUAL EXPENDITURES	2008-09 ADOPTED BUDGET	FEB-09 ACTUAL STAFFING	2009-10 PROPOSED BUDGET	PROPOSED STAFFING	DOLLAR INCREASE	% INC.
<b>GENERAL SUPPORT</b>								
<b>BOARD OF EDUCATION</b>								
1010.400	Contract Services	\$0	\$0		\$0			
	Conferences	\$974	\$4,120		\$1,500		(\$2,620)	
	Memberships	\$11,471	\$11,240		\$14,000		\$2,760	
	Policy/Regulation Review	\$649	\$3,296		\$3,300		\$4	
		\$13,094	\$18,656		\$18,800		\$144	
1010.450	Supplies	\$0	\$1,000		\$1,000		\$0	
1040.160	District Clerk	\$10,800	\$12,739		\$15,000		\$2,261	
	Assistant District Clerk	\$655	\$1,119		\$0		(\$1,119)	
	Treasurer	\$19,636	\$0		\$0		\$0	
	Deputy Treasurer	\$4,459	\$4,459		\$5,000		\$541	
		\$35,550	\$18,317		\$20,000		\$1,683	
1040.400	Contract Services	\$2,497	\$4,000		\$4,000		\$0	
	Voting Machines						\$0	
							\$0	
1060.450	Supplies	\$239	\$0		\$0		\$0	
<b>TOTAL BOARD OF EDUCATION</b>		<b>\$51,380</b>	<b>\$41,973</b>		<b>\$43,800</b>		<b>\$1,827</b>	<b>4.35%</b>
<b>CENTRAL ADMINISTRATION</b>								
1240.150	Central Office Administration	\$217,850	\$214,000	1.00	\$228,000	1.00	\$14,000	
1240.160	Non-Instr. Salaries	\$141,950	\$125,953	2.40	\$151,290	2.40	\$25,337	
1240.400	Contract Services	\$6,690	\$12,360		\$12,360		\$0	
1240.450	Supplies	\$817	\$2,060		\$2,060		\$0	
<b>TOTAL CHIEF SCHOOL ADMINISTRATOR</b>		<b>\$367,307</b>	<b>\$354,373</b>	<b>3.40</b>	<b>\$393,710</b>	<b>3.40</b>	<b>\$39,337</b>	<b>11.10%</b>
<b>FINANCE</b>								
1310.150	Business Administrator	\$163,732	\$140,000		\$0	0.00	(\$140,000)	
1310.160	Non-Instructional Salaries	\$235,325	\$314,823	6	\$420,000	6.00	\$105,177	
1310.400	Contract Services	\$9,934	\$0		\$0			
	Business Office (Includes GASB 45 actuary)	\$0	\$24,270		\$40,000		\$15,730	
	Third Party Administration (Flex Plan & TSA)	\$0	\$6,000		\$6,500		\$500	
	Investigation	\$0	\$5,150		\$2,500		(\$2,650)	
		\$9,934	\$35,420		\$49,000		\$13,580	
1310.450	Supplies	\$2,743	\$4,400		\$4,000		(\$400)	
1320.400	Auditing							
	External Auditor	\$28,000	\$28,840		\$30,000		\$1,160	
	Internal Auditor	\$14,273	\$20,600		\$20,000		(\$600)	
		\$42,273	\$49,440		\$50,000			
1320.410	Internal Claims Auditor	\$5,000	\$4,635		\$5,000		\$365	
<b>TOTAL FINANCE</b>		<b>\$459,007</b>	<b>\$548,718</b>	<b>6</b>	<b>\$528,000</b>	<b>6</b>	<b>(\$20,718)</b>	<b>(3.78%)</b>

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
PROPOSED BUDGET 2009-10**

FUNCTION	CATEGORY	2007-08 ACTUAL EXPENDITURES	2008-09 ADOPTED BUDGET	FEB-09 ACTUAL STAFFING	2009-10 PROPOSED BUDGET	PROPOSED STAFFING	DOLLAR INCREASE	% INC.
<b><u>LEGAL</u></b>								
1420.400	Legal Representation	\$64,524	\$41,200		\$75,000		\$33,800	
	Litigation	\$43,155	\$130,000		\$150,000		\$20,000	
<b>TOTAL LEGAL</b>		<b>\$107,679</b>	<b>\$171,200</b>	<b>0.00</b>	<b>\$225,000</b>	<b>0.00</b>	<b>\$53,800</b>	<b>31.43%</b>
<b><u>PERSONNEL</u></b>								
1430.400	Personnel Contract Services	\$2,151	\$2,060		\$2,000		(\$60)	
1430.450	Supplies	\$337	\$1,236		\$1,000		(\$236)	
1430.490	Recruitment	\$35,635	\$45,000		\$32,000		(\$13,000)	
<b>TOTAL PERSONNEL</b>		<b>\$38,123</b>	<b>\$48,296</b>	<b>0.00</b>	<b>\$35,000</b>	<b>0.00</b>	<b>(\$13,296)</b>	<b>(27.53%)</b>
<b><u>PUBLIC INFORMATION</u></b>								
1480.160	Public Information Salary	\$56,179	\$56,179	1.00	\$29,342	0.50	(\$26,837)	
1480.400	Contract Services-Newsletter	\$18,477	\$25,000		\$25,000		\$0	
1480.450	Supplies	\$580	\$5,408		\$2,500		(\$2,908)	
<b>TOTAL PUBLIC INFORMATION</b>		<b>\$75,236</b>	<b>\$86,587</b>	<b>1.00</b>	<b>\$56,842</b>	<b>0.50</b>	<b>(\$29,745)</b>	<b>(34.35%)</b>

## Central Services

### Operations

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

Noted in this section are expenses related to the operation and maintenance of the district's physical plant. The operations salaries include the costs of custodial staff and overtime. There is a reduction of one full time cleaner position. Equipment, contractual expenses, materials and supplies are also included in this category.

Equipment includes six vacuum cleaners, two garbage dumpsters, one floor stripping machine, and four walkie-talkie replacement units.

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

### Maintenance

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

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

### Equipment

Requests in this category include a new self contained automatic salt spreader, assorted hand tools and a commercial duty snow blower.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
PROPOSED BUDGET 2009-10**

FUNCTION	CATEGORY	2007-08	2008-09	FEB-09	2009-10	PROPOSED STAFFING	DOLLAR INCREASE	% INC.
		ACTUAL EXPENDITURES	ADOPTED BUDGET	ACTUAL STAFFING	PROPOSED BUDGET			
<b>OPERATIONS</b>								
1620.160	Non-Instr.Salaries Overtime/Summer	\$913,346 \$72,682	\$914,561 \$150,000	17.50	\$920,000 \$135,000	16.50	\$5,439 (\$15,000)	
		<u>\$986,028</u>	<u>\$1,064,561</u>		<u>\$1,055,000</u>		<u>(\$9,561)</u>	
1620.200	Equipment	\$8,573	\$11,745		\$7,625		(\$4,120)	
1620.400	Contract Services	\$0					\$0	
	Maintenance Contract	\$92,966	\$70,600		\$70,600		\$0	
	Fuel Oil/Gas	\$208,763	\$267,325		\$312,770		\$45,445	
	Electricity	\$205,463	\$276,186		\$340,000		\$63,814	
	Telephone	\$13,350	\$15,000		\$15,000		\$0	
	Water	\$30,985	\$26,900		\$26,900		\$0	
	Unscheduled Repairs	\$53,387	\$30,000		\$30,000		\$0	
		<u>\$604,914</u>	<u>\$686,011</u>		<u>\$795,270</u>		<u>\$109,259</u>	
1620.450	Supplies	\$91,193	\$95,790		\$96,000		\$210	
1620.490	BOCES						\$0	
	Telephone	\$60,067	\$55,000		\$55,000		\$0	
	Services	\$13,334	\$12,500		\$12,500		\$0	
		<u>\$73,401</u>	<u>\$67,500</u>		<u>\$67,500</u>		<u>\$0</u>	
<b>TOTAL OPERATIONS</b>		<b>\$1,764,109</b>	<b>\$1,925,607</b>	<b>17.50</b>	<b>\$2,021,395</b>	<b>16.50</b>	<b>\$95,788</b>	<b>4.97%</b>
<b>MAINTENANCE</b>								
1621.160	Non-Inst. Salaries Overtime	\$168,470 \$68,906	\$160,885 \$40,000	3.00	\$140,459 \$50,000	2.00	(\$20,426) \$10,000	
		<u>\$237,376</u>	<u>\$200,885</u>		<u>\$190,459</u>		<u>(\$10,426)</u>	
1621.200	Equipment	\$6,165	\$27,745		\$6,745		(\$21,000)	
1621.400	Contract Services	\$3,291	\$0		\$0		\$0	
	Grounds Upkeep	\$116,844	\$45,250		\$65,000		\$19,750	
	Repair District-Wide	\$58,330	\$41,500		\$42,000		\$500	
	Alarm System	\$17,587	\$16,500		\$16,500		\$0	
	Building Repairs	\$102,964	\$56,400		\$30,000		(\$26,400)	
	Boiler System	\$960	\$18,182		\$15,000		(\$3,182)	
		<u>\$299,976</u>	<u>\$177,832</u>		<u>\$168,500</u>		<u>(\$9,332)</u>	
<b>TOTAL MAINTENANCE</b>		<b>\$543,517</b>	<b>\$406,462</b>	<b>3.00</b>	<b>\$365,704</b>	<b>2.00</b>	<b>(\$40,758)</b>	<b>(10.03%)</b>
<b>TOTAL MAINTENANCE &amp; OPERATIONS</b>		<b>\$2,307,626</b>	<b>\$2,332,069</b>	<b>20.50</b>	<b>\$2,387,099</b>	<b>18.50</b>	<b>\$55,030</b>	<b>2.36%</b>

## Special Items

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

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

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
PROPOSED BUDGET 2009-10**

FUNCTION	CATEGORY	2007-08	2008-09	FEB-09	2009-10	PROPOSED STAFFING	DOLLAR INCREASE	% INC.
		ACTUAL EXPENDITURES	ADOPTED BUDGET	ACTUAL STAFFING	PROPOSED BUDGET			
<b><u>SPECIAL ITEMS</u></b>								
1910.400	Insurance	\$168,105	\$177,881		\$175,000		(\$2,881)	
1950.400	Assessments: Greenburgh	\$38,408	\$46,350		\$46,350		\$0	
1964.400	Refund of Real Property Tax	\$515,399	\$30,000		\$0		(\$30,000)	
1981.490	BOCES Administrative Charges	\$144,818	\$143,090		\$145,000		\$1,910	
<b>TOTAL SPECIAL ITEMS</b>		<b>\$866,730</b>	<b>\$397,321</b>		<b>\$366,350</b>		<b>(\$30,971)</b>	<b>(7.79%)</b>
<b>TOTAL GENERAL SUPPORT</b>		<b>\$4,273,088</b>	<b>\$3,980,537</b>	<b>30.90</b>	<b>\$4,035,801</b>	<b>28.40</b>	<b>\$55,264</b>	<b>1.39%</b>

## **INSTRUCTION**

### Curriculum Development

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

### Supervision

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

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

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

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

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
PROPOSED BUDGET 2009-10**

FUNCTION	CATEGORY	2007-08 ACTUAL EXPENDITURES	2008-09 ADOPTED BUDGET	FEB-09 ACTUAL STAFFING	2009-10 PROPOSED BUDGET	PROPOSED STAFFING	DOLLAR INCREASE	% INC.
<b><u>CURRICULUM DEVELOPMENT</u></b>								
2010.150	Director of Curriculum, Instruction and Personnel	\$132,958	\$139,082	1.00	\$141,878	1.00	\$2,796	
2010.160	Non-Instructional Salary	\$32,090	\$32,914	0.60	\$31,000	0.60	(\$1,914)	
2010.400	Director of CIP -Contractual	\$4,386	\$7,000		\$7,000		\$0	
2010.450	Director of CIP -Supplies	\$6,638	\$7,000		\$7,000		\$0	
<b>TOTAL CURRICULUM DEVELOPMENT</b>		<b>\$176,072</b>	<b>\$185,996</b>	<b>1.60</b>	<b>\$186,878</b>	<b>1.60</b>	<b>\$882</b>	<b>0.47%</b>
<b><u>SUPERVISION</u></b>								
2020.150	Professional	\$827,228	\$854,768	6.00	\$860,537	6.00	\$5,769	
2020.160	Non-Instructional Salaries	\$301,853	\$311,835	6.71	\$325,162	6.71	\$13,327	
2020.160	Clerical substitutes/nurse subs	\$0	\$40,000		\$42,000		\$2,000	
	<b>TOTAL - NON-INSTRUCTIONAL</b>	<b>\$301,853</b>	<b>\$351,835</b>	<b>6.71</b>	<b>\$367,162</b>	<b>6.71</b>	<b>\$15,327</b>	
2020.400	Contract Services							
	Elementary	\$6,272	\$7,000		\$6,000		(\$1,000)	
	Middle School	\$5,379	\$8,000		\$8,000		\$0	
	High School	\$8,309	\$10,143		\$10,143		\$0	
		<b>\$19,960</b>	<b>\$25,143</b>		<b>\$24,143</b>		<b>(\$1,000)</b>	
2020.450	Supplies							
	Elementary	\$5,699	\$6,000		\$5,000		(\$1,000)	
	Middle School	\$674	\$3,776		\$3,776		\$0	
	High School	\$4,553	\$4,671		\$4,671		\$0	
		<b>\$10,926</b>	<b>\$14,447</b>		<b>\$13,447</b>		<b>(\$1,000)</b>	
<b>TOTAL SUPERVISION</b>		<b>\$1,159,967</b>	<b>\$1,246,193</b>	<b>12.71</b>	<b>\$1,265,289</b>	<b>12.71</b>	<b>\$19,096</b>	<b>1.53%</b>

### Teaching

Included are proposed expenditures for the general school program.

### Salaries

This category includes salaries for regular education teachers K-12. There is a 2.0 FTE reduction of elementary teaching staff due to decreased enrollment.

The High School reflects an overall reduction of 3.1 FTE positions although there is not a reduction of programs.

### Substitutes

Funds are included for substitutes for teacher absences for contractually acceptable reasons as well as for professional development.

### Curriculum Development

The district continues to provide funds for program development and district-wide efforts to strengthen the instructional program.

### Staff Development

The district provides staff development opportunities for teachers to develop innovative teaching strategies and to sustain the expectation that all staff will maintain high levels of knowledge, skill and performance.

### Non-Instructional Salaries

This category includes salaries for clerical workers and teacher aides.

### Equipment

This category includes funds for instructional equipment. Each school's staff has identified equipment necessary for the instructional program.

### Contract Services

This category provides funds for service contracts on equipment in each school. Other expenses include memberships and subscriptions for each of the schools. Funds are appropriated for graduation, handbooks, and mentoring at the High School.

### Tri-State Consortium

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

### Arts in Education

The district supports K-12 arts education by offering assembly programs and workshops by visiting artists.

### In-Service

Funds for courses and workshops to improve teacher skills and enhance the instructional program are contained in this category.

### Superintendent's Conference Day

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

### Westchester Teacher Center

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

### Copier/District Mailing/Equipment (Printing/Mailing)

The purchasing of photocopy paper and supplies is centralized and recorded in the Instructional Budget.

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

All district mailings are centralized.

### Supplies

Each school staff has identified necessary instructional supplies.

### Textbooks

Funds are included for new science and literacy textbooks. Additional funds are allocated for purchasing new and replacement textbooks. Required funds are included for textbooks for students attending non-public schools.

### 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 staff development program includes: instructional improvement, cognitive development theory, technology implementation, social and emotional learning and training for staff that have special education students in their classes. Also included are funds for leadership training.

BOCES costs for Information Management Services reflect our use of technology.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
PROPOSED BUDGET 2009-10**

FUNCTION	CATEGORY	2007-08 ACTUAL EXPENDITURES	2008-09 ADOPTED BUDGET	FEB-09 ACTUAL STAFFING	2009-10 PROPOSED BUDGET	PROPOSED STAFFING	DOLLAR INCREASE	% INC.
<b>TEACHING</b>								
2110.120	K-6 Instructional Salaries	\$5,014,657	\$5,436,031	55.71	\$5,546,936	53.71	\$110,905	
2110.130	7-12 Instructional Salaries/Chairperson	\$6,347,310	\$6,677,669	72.00	\$6,850,000	69.20	\$172,331	
2110.140	Substitutes	\$149,240	\$270,000		\$240,000		(\$30,000)	
2110.141	Leave Replacements	\$0	\$0		\$150,000		\$150,000	
2110.150	Curriculum Development	\$18,550	\$40,000		\$30,000		(\$10,000)	
2110.151	Staff Development	\$8,533	\$25,000		\$25,000		\$0	
2110.151	Summer Institute	\$16,261	\$0		\$0		\$0	
2110.160	Non-Instructional Salaries	\$466,233	\$322,564	8	\$263,000	7	(\$59,564)	
2110.200	Equipment- Furniture	\$25,795	\$26,981		\$20,865		(\$6,116)	
	Equipment-Elementary	\$1,945	\$6,000		\$3,000		(\$3,000)	
	Equipment-Middle School	\$1,135	\$3,500		\$5,400		\$1,900	
	Equipment-High School	\$7,602	\$17,495		\$9,170		(\$8,325)	
		\$36,477	\$53,976		\$38,435		(\$15,541)	
2110.400	Contract Services	\$0	\$0		\$0		\$0	
	District Test Scoring				\$13,000		\$13,000	
	Elementary	\$9,998	\$22,200		\$12,200		(\$10,000)	
	Middle School	\$9,628	\$12,382		\$13,643		\$1,261	
	High School							
	Departments	\$7,460	\$19,418		\$21,241		\$1,823	
	Graduation	\$5,327	\$5,506		\$5,506		\$0	
	Handbook	\$3,131	\$3,131		\$3,131		\$0	
	Mentoring	\$1,569	\$2,594		\$2,594		\$0	
	Tristate Consortium	\$8,773	\$9,219		\$9,000		(\$219)	
	Arts in Education	(\$3,070)	\$26,780		\$0		(\$26,780)	
	In-Service	\$2,038	\$3,605		\$0		(\$3,605)	
	Sup't Conference Days	\$10,027	\$5,150		\$5,150		\$0	
	Staff Development	\$3,903	\$5,150		\$5,150		\$0	
	Demographic/Walkable Community	\$204	\$510		\$510		\$0	
	Westchester Teacher Center	\$16,330	\$23,690		\$20,000		(\$3,690)	
	Building Leadership Teams	\$2,650	\$3,502		\$0		(\$3,502)	
	Curriculum Assessment Committees Consultants	\$1,660	\$0		\$0		\$0	
	Annual Cost Copiers	\$112,060	\$133,900		\$136,000		\$2,100	
	District Mailing	\$41,202	\$43,775		\$43,000		(\$775)	
	Equipment (Printing/Mailing)	\$5,759	\$6,695		\$6,600		(\$95)	
	Today's Students, Tomorrow's Teachers	\$0	\$12,978		\$0		(\$12,978)	
	Summer School	\$87	\$0		\$0		\$0	
		\$238,736	\$340,185		\$296,725		(\$43,460)	
2110.450	Supplies							
	Paper- District Copiers	\$49,385	\$65,000		\$65,000		\$0	
	District Curriculum Initiatives-Math	\$0	\$20,498		\$0		(\$20,498)	
	District Curriculum Initiatives-Literacy	\$0	\$5,000		\$0		(\$5,000)	
	District Curriculum Initiatives-AIS Reading Support	\$0	\$3,000		\$0		(\$3,000)	
	District Curriculum Initiatives-Science	\$0	\$5,000		\$0		(\$5,000)	
	Elementary	\$73,834	\$52,050		\$46,950		(\$5,100)	
	Middle School	\$63,790	\$76,275		\$72,057		(\$4,218)	
	High School	\$46,609	\$55,692		\$54,491		(\$1,201)	
		\$233,618	\$282,515		\$238,498		(\$44,017)	

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
PROPOSED BUDGET 2009-10**

FUNCTION	CATEGORY	2007-08	2008-09	FEB-09	2009-10	PROPOSED STAFFING	DOLLAR INCREASE	% INC.
		ACTUAL EXPENDITURES	ADOPTED BUDGET	ACTUAL STAFFING	PROPOSED BUDGET			
2110.480	Textbooks	\$12,825						
	District Curriculum-Math	\$0	\$20,790		\$0		(\$20,790)	
	District Curriculum-Literacy	\$0	\$13,000		\$18,000		\$5,000	
	District Curriculum-Science	\$0	\$0		\$7,000		\$7,000	
	Elementary	\$28,396	\$21,000		\$20,000		(\$1,000)	
	Middle School	\$36,470	\$42,043		\$30,509		(\$11,534)	
	High School	\$53,453	\$34,445		\$47,128		\$12,683	
	Non-Public	\$1,381	\$5,150		\$5,000		(\$150)	
		\$132,525	\$136,428		\$127,637		(\$8,791)	
2110.490	BOCES	\$0	\$0		\$0			
	Occupational Education	\$96,505	\$133,030		\$130,000		(\$3,030)	
	Alternative/GED	\$29,002	\$42,400		\$75,000		\$32,600	
	BOCES Staff Development	\$10,058	\$10,600		\$10,000		(\$600)	
	Institute Excellence	\$0	\$2,120		\$2,500		\$380	
	Information and Administrative Mgt. Services	\$246,052	\$87,739		\$93,000		\$5,261	
		\$381,617	\$275,889		\$310,500		\$34,611	
<b>TOTAL TEACHING</b>		<b>\$13,043,756</b>	<b>\$13,860,257</b>	<b>135.71</b>	<b>\$14,116,731</b>	<b>129.91</b>	<b>\$256,474</b>	<b>1.85%</b>

## Special Education

Instructional programs for students with disabilities are mandated by State Education Law. Instructional and related services are provided to children with disabilities who are residents of the district. The Committee on Special Education is responsible for developing an Individual Educational Program (IEP) for children with disabilities between the ages of five and twenty-one years. The Committee on Pre-school Special Education is responsible for children 3 to 5 years of age. A new unfunded mandate requires District outlay of 15% of pre-school costs. Services may be provided in district schools, BOCES programs or approved private schools. In some instances, a provision must be made to offer summer programs for students. Allocations for the 2009-10 summer school program are shown in the Interfund Transfer - Special Aid Fund as required by the State Education Department.

Case management services are provided by district psychologists and other specialists to insure the provision of special education services to each classified child. An annual review is held for each student at which time a new IEP is developed for the new school year. The district continues to pursue its goal of having as many students as possible experience their educational program within the district. Teacher salaries reflect an addition of 2.4 FTE, to build programs in District, and there is a reduction of 1.0 teacher aides.

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

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

## BOCES Program Descriptions:

### Intensive Services Programs

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

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

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

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

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

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

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

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

### Multiply Disabled

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

### Comprehensive Support Services

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
PROPOSED BUDGET 2009-10**

FUNCTION	CATEGORY	2007-08 ACTUAL EXPENDITURES	2008-09 ADOPTED BUDGET	FEB-09 ACTUAL STAFFING	2009-10 PROPOSED BUDGET	PROPOSED STAFFING	DOLLAR INCREASE	% INC.
<b><u>SPECIAL EDUCATION</u></b>								
2250.150	Instructional Salaries	\$2,262,246	\$2,410,068	26.80	\$2,949,456	29.20	\$539,388	
2250.160	Non-Instructional Salary	\$446,484	\$612,435	21	\$700,000	20	\$87,565	
2250.200	Equipment	\$0	\$8,316		\$6,716		(\$1,600)	
2250.400	Contract Services							
	Elementary	\$0	\$0		\$0		\$0	
	Middle School	\$0	\$0		\$0		\$0	
	High School	\$0	\$0		\$0		\$0	
	District (includes District based related services)	\$7,622	\$269,071		\$265,000		(\$4,071)	
		\$7,622	\$269,071		\$265,000		(\$4,071)	
2250.450	Supplies							
	Special Education-District Initiative - Math	\$0	\$2,000		\$0		(\$2,000)	
	Special Education	\$12,227	\$20,940		\$26,000		\$5,060	
	Elementary	\$0	\$0		\$0		\$0	
	Middle School	\$0	\$0		\$0		\$0	
	High School	\$0	\$0		\$0		\$0	
		\$12,227	\$22,940		\$26,000		\$3,060	
2250.470	Tuition and Related Services	\$842,924	\$1,196,716		\$811,591		(\$385,125)	
	County Maintenance	\$25,000	\$25,000		\$30,000		\$5,000	
	Homebound Tutoring				\$20,000		\$20,000	
	Preschool				\$75,000		\$75,000	
	Settlements				\$50,000		\$50,000	
		\$867,924	\$1,221,716		\$986,591		(\$235,125)	
2250.480	Textbooks		\$8,500		\$8,500		\$0	
	Elementary	\$2,151	\$0		\$0		\$0	
	Middle School	\$1,856	\$0		\$0		\$0	
	High School	\$2,275	\$0		\$0		\$0	
		\$6,282	\$8,500		\$8,500		\$0	
2250.490	BOCES							
	INTENSIVE SERVICES							
	Extended School Services	\$87,285	\$178,927		\$138,352		(\$40,575)	
	N W Center Services	\$9,968	\$108,769		\$194,631		\$85,862	
	Gifted & Talented	\$89,582	\$96,749		\$133,134		\$36,385	
	Project Aim	\$238,339	\$207,700		\$202,477		(\$5,223)	
	Communication Development	\$89,582	\$145,123		\$0		(\$145,123)	
	Experiential Learning	\$91,821	\$96,748		\$100,502		\$3,754	
	Therapeutic Support	\$465,302	\$520,416		\$444,711		(\$75,705)	
	Deaf/Hearing Impaired/speech	\$35,032	\$34,344		\$41,724		\$7,380	
	Project Achieve	\$0	\$62,495		\$0		(\$62,495)	
	Intensive Day Treatment	\$29,184	\$17,500		\$10,000		(\$7,500)	
	Multiply Disabled	\$100,534	\$120,640		\$0		(\$120,640)	
	COMPREHENSIVE SUPPORT							
	Occupational Therapy/Speech	\$292,262	\$110,808		\$98,751		(\$12,057)	
	Teacher of the Blind	\$7,920	\$15,552		\$9,234		(\$6,318)	
	Physical Therapy	\$27,090	\$38,880		\$8,208		(\$30,672)	
	Counseling ( Individual)	\$0	\$3,883		\$0		(\$3,883)	
		\$1,563,901	\$1,758,534		\$1,381,724		(\$376,810)	
<b>TOTAL SPECIAL EDUCATION</b>		<b>\$5,166,686</b>	<b>\$6,311,580</b>	<b>47.80</b>	<b>\$6,323,987</b>	<b>49.20</b>	<b>\$12,407</b>	<b>0.20%</b>

## 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 library aide and .3 FTE librarian.

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.

Increased funding is included for library books for students at Hillside and the Farragut Complex.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
PROPOSED BUDGET 2009-10**

FUNCTION	CATEGORY	2007-08 ACTUAL EXPENDITURES	2008-09 ADOPTED BUDGET	FEB-09 ACTUAL STAFFING	2009-10 PROPOSED BUDGET	PROPOSED STAFFING	DOLLAR INCREASE	% INC.
<b><u>INSTRUCTIONAL MEDIA</u></b>								
2610.150	Instructional Salaries	\$248,963	\$301,672	2.30	\$230,000	2.00	(\$71,672)	
2610.160	Non-Instructional Salaries	\$90,992	\$92,892	2.20	\$55,200	1.20	(\$37,692)	
2610.200	Equipment							
	Elementary AV	\$467	\$2,200		\$1,500		(\$700)	
	Middle School AV	\$2,648	\$3,462		\$3,462		\$0	
	High School AV	\$2,863	\$3,468		\$3,468		\$0	
	Middle School Library	\$0	\$0		\$0		\$0	
	High School Library	\$0	\$913		\$0		(\$913)	
		\$5,978	\$10,043		\$8,430		(\$1,613)	
2610.400	Contract Services							
	Equipment Repair	\$2,151	\$2,575		\$2,000		(\$575)	
	Elementary AV	\$2,906	\$3,060		\$1,500		(\$1,560)	
	Middle School AV	\$0	\$985		\$985		\$0	
	High School AV	\$0	\$158		\$158		\$0	
	Elementary Library	\$178	\$950		\$450		(\$500)	
	Middle School Library	\$1,404	\$3,571		\$2,209		(\$1,362)	
	High School Library	\$2,185	\$3,826		\$3,619		(\$207)	
		\$8,824	\$15,125		\$10,921		(\$4,204)	
2610.450	Supplies							
	Elementary AV	\$367	\$2,550		\$1,000		(\$1,550)	
	Middle School AV	\$0	\$3,000		\$2,706		(\$294)	
	High School AV	\$0	\$918		\$918		\$0	
	Elementary Library	\$1,317	\$1,575		\$1,575		\$0	
	Middle School Library	\$894	\$1,574		\$1,574		\$0	
	High School Library	\$909	\$375		\$375		\$0	
		\$3,487	\$9,992		\$8,148		(\$1,844)	
2610.460	Books - Library Program	\$23,032	\$50,075		\$26,075		(\$24,000)	
<b>TOTAL INSTRUCTIONAL MEDIA</b>		<b>\$381,276</b>	<b>\$479,799</b>	<b>4.50</b>	<b>\$338,774</b>	<b>3.20</b>	<b>(\$141,025)</b>	<b>(29.39%)</b>

## Technology

### Instructional Technology

The district's initiative for instructional technology is guided by a long range technology plan developed by a district-wide committee of teachers, parents, administrators, and members of the Board of Education. This plan is updated every three years and the current budget was developed with input from the committee.

The budget includes a commitment to provide technical support and professional development for classroom teachers to expand the utilization of computers throughout the district. Also included in this budget is the salary of Instructional Director of Technology, Data Base Manager and a computer aide.

BOCES provides the major support for the local area network and the District will enter into a lease through BOCES for additional laptop carts.

### Student Support System

#### Administrative Technology

The district has an administrative local area network for student support including scheduling, attendance, census and grade reporting. This budget includes the cost of network supplies, software and equipment. There will be a change in the student management software which will be implemented through BOCES.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
PROPOSED BUDGET 2009-10**

FUNCTION	CATEGORY	2007-08 ACTUAL EXPENDITURES	2008-09 ADOPTED BUDGET	FEB-09 ACTUAL STAFFING	2009-10 PROPOSED BUDGET	PROPOSED STAFFING	DOLLAR INCREASE	% INC.
<b>TECHNOLOGY</b>								
<b>INSTRUCTIONAL TECHNOLOGY</b>								
2630.150	Instructional Salaries	\$45,034	\$71,821	1.00	\$115,000	1.00	\$43,179	
2630.160	Non-Instructional Salaries	\$84,373	\$96,407	3.00	\$122,000	2.00	\$25,593	
2630.400	Contract Services	\$30,199	\$21,152		\$21,152		\$0	
2630.450	Supplies	\$23,866	\$11,976		\$11,000		(\$976)	
2630.460	Software Supplies	\$17,931	\$18,878		\$30,000		\$11,122	
2630.490	Computer Repairs	\$0	\$5,789		\$5,000		(\$789)	
2630.490	BOCES Local Area Network	\$213,451	\$383,547		\$373,000		(\$10,547)	
2630.490	BOCES Inst. and Mgt. Support Services	\$131,702	\$0		\$0		\$0	
2630.490	BOCES Equipment Lease	\$237,393	\$173,945		\$175,000		\$1,055	
<b>INSTRUCTIONAL TECHNOLOGY</b>		<b>\$783,949</b>	<b>\$783,515</b>	<b>4.00</b>	<b>\$852,152</b>	<b>3.00</b>	<b>\$68,637</b>	<b>8.76%</b>
<b>STUDENT SUPPORT SYSTEM ADMINISTRATIVE TECHNOLOGY</b>								
2630.400	BOCES Charges/Network Support	\$0	\$80,250		\$85,000		\$4,750	
2630.450	Supplies	\$0	\$0		\$0		\$0	
2630.490	Training	\$0	\$0		\$0		\$0	
<b>STUDENT SUPPORT SYSTEM ADMINISTRATIVE TECHNOLOGY</b>		<b>\$0</b>	<b>\$80,250</b>		<b>\$85,000</b>		<b>\$4,750</b>	<b>5.92%</b>
<b>TOTAL TECHNOLOGY</b>		<b>\$783,949</b>	<b>\$863,765</b>	<b>4.00</b>	<b>\$937,152</b>	<b>3.00</b>	<b>\$73,387</b>	<b>8.50%</b>

## Pupil Services

### Guidance

This category includes provision for six full-time counselors, with one serving as Director of Guidance/College Placement, and one social worker. This category also includes two full-time and one part-time clerical positions. There has been a reduction of one full-time social worker.

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

### Health

Salaries include two full-time and two part-time school nurses and the cost of services provided by the doctor. The district is required to pay for health services for Hastings students who attend private and parochial schools (Health Services - Other Districts).

### Psychologist

Salaries for this program include four full-time school psychologists.

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 2009-10**

FUNCTION	CATEGORY	2007-08 ACTUAL EXPENDITURES	2008-09 ADOPTED BUDGET	FEB-09 ACTUAL STAFFING	2009-10 PROPOSED BUDGET	PROPOSED STAFFING	DOLLAR INCREASE	% INC.
<b><u>PUPIL SERVICES - GUIDANCE</u></b>								
2810.150	Instructional Salaries	\$682,681	\$719,647	8.00	\$708,022	7.50	(\$11,625)	
	Summer Work	\$0	\$43,179		\$38,000		(\$5,179)	
	Total Instructional Salaries	\$682,681	\$762,826	8.00	\$746,022	7.50	(\$16,804)	
2810.160	Non-Instructional Salaries	\$95,230	\$102,141	2.00	\$110,000	2.00	\$7,859	
2810.400	Contract Services	\$0	\$0		\$0			
	Elementary	\$0	\$541		\$500		(\$41)	
	Middle School	\$773	\$3,090		\$3,090		\$0	
	High School	\$5,204	\$4,500		\$4,500		\$0	
	Student Assistance Counselor	\$3,757	\$0		\$0		\$0	
		\$9,734	\$8,131		\$8,090		(\$41)	
2810.450	Supplies							
	Social Worker	\$192	\$210		\$200		(\$10)	
	Elementary	\$0	\$1,083		\$1,000		(\$83)	
	Middle School	\$474	\$1,339		\$1,339		\$0	
	High School	\$2,895	\$3,702		\$3,902		\$200	
	Total Supplies	\$3,561	\$6,334		\$6,441		\$107	
2810.470	Homebound Instruction	\$585	\$16,000		\$12,000		(\$4,000)	
2810.490	BOCES/Naviance & Discover	\$13,794	\$4,790		\$4,790		\$0	
<b>TOTAL PUPIL SERVICES - GUIDANCE</b>		<b>\$805,585</b>	<b>\$900,222</b>	<b>10.00</b>	<b>\$887,343</b>	<b>9.50</b>	<b>(\$12,879)</b>	<b>(1.43%)</b>
<b><u>PUPIL SERVICES - HEALTH</u></b>								
2815.160	Salaries							
	Nurses	\$187,607	\$190,341	3.80	\$208,290	3.80	\$17,949	
	Doctor	\$12,472	\$12,846		\$13,000		\$154	
2815.400	Health Services - Other Districts	\$40,380	\$44,805		\$47,000		\$2,195	
2815.450	Supplies	\$6,599	\$9,476		\$9,000		(\$476)	
<b>TOTAL PUPIL SERVICES - HEALTH</b>		<b>\$247,058</b>	<b>\$257,468</b>	<b>3.80</b>	<b>\$277,290</b>	<b>3.80</b>	<b>\$19,822</b>	<b>7.70%</b>
<b><u>PUPIL SERVICES - SCREENING</u></b>								
2816.150	Instructional Salaries	\$15,559	\$0	0.00	\$0	0.00	\$0	
2816.400	Contract Services	\$8,242	\$0		\$0		\$0	
2816.450	Supplies	\$8,046	\$0		\$0		\$0	
<b>TOTAL PUPIL SERVICES - SCREENING</b>		<b>\$31,847</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>0.00%</b>
<b><u>PUPIL SERVICES - PSYCHOLOGIST</u></b>								
2820.150	Instructional Salaries	\$347,204	\$386,941	4.00	\$465,000	4.00	\$78,059	
	Summer Work	\$0	\$23,712		\$0		(\$23,712)	
	Total Instructional Salaries	\$347,204	\$410,653	4	\$465,000	4	\$54,347	
2820.400	Contract Services							
	Elementary	\$321	\$1,616		\$1,616		\$0	
	Middle School	\$295	\$1,079		\$1,079		\$0	
	High School	\$178	\$1,079		\$1,079		\$0	
		\$794	\$3,774		\$3,774		\$0	
2820.450	Supplies							
	Elementary	\$2,891	\$2,973		\$2,973		\$0	
	Middle School	\$1,853	\$1,986		\$1,986		\$0	
	High School	\$1,239	\$1,986		\$1,986		\$0	
		\$5,983	\$6,945		\$6,945		\$0	
<b>TOTAL PUPIL SERVICES - PSYCHOLOGIST</b>		<b>\$353,981</b>	<b>\$421,372</b>	<b>4.00</b>	<b>\$475,719</b>	<b>4.00</b>	<b>\$54,347</b>	<b>12.90%</b>

### Co-Curricular Activities

There are a significant number of clubs and organizations operating within Hastings High School, providing for a wide range of student interests. These include language clubs, award-winning publications, and a number of artistic and performing groups. The Middle School offers a comprehensive club and activity program, including its own music and drama programs, school newspaper and yearbook, Junior Student Council and informal groups. A variety of activities take place in the elementary school including yearbook, dance, post office, music oriented activities, and a theater program.

The co-curricular code includes stipends for advisorships for student activities at all schools. It also includes stipends for chaperones at school events.

### Interscholastic Athletics

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

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

Approximately 60% of middle school students and 43% of high school students participated in interscholastic programs during the fall of 2008.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
PROPOSED BUDGET 2009-10**

FUNCTION	CATEGORY	2007-08 ACTUAL EXPENDITURES	2008-09 ADOPTED BUDGET	FEB-09 ACTUAL STAFFING	2009-10 PROPOSED BUDGET	PROPOSED STAFFING	DOLLAR INCREASE	% INC.
<b><u>CO-CURRICULAR ACTIVITIES</u></b>								
2850.150	Co-Curricular Salaries	\$246,644	\$308,315		\$325,000		\$16,685	
2850.400	Contract Services	\$25,860	\$40,000		\$35,000		(\$5,000)	
	Elementary	\$800	\$1,850		\$1,850		\$0	
	Middle School	\$11,077	\$13,014		\$16,000		\$2,986	
	High School	\$28,950	\$24,321		\$24,321		\$0	
	Community Service	\$0	\$0		\$0		\$0	
		\$66,687	\$79,185		\$77,171		(\$2,014)	
<b>TOTAL CO-CURRICULAR ACTIVITIES</b>		<b>\$313,331</b>	<b>\$387,500</b>		<b>\$402,171</b>		<b>\$14,671</b>	<b>3.79%</b>
<b><u>INTERSCHOLASTIC ATHLETICS</u></b>								
2855.150	Salaries							
	Coaching	\$229,222	\$245,000		\$251,500		\$6,500	
	Intramurals	\$12,606	\$19,612		\$9,612		(\$10,000)	
	Athletic Director	\$7,389	\$9,372		\$9,900		\$528	
	Timers, Security	\$834	\$13,500		\$13,500		\$0	
	Director - Summer Assignment	\$0	\$14,000		\$13,000		(\$1,000)	
		\$250,051	\$301,484		\$297,512		(\$3,972)	
2855.160	Non-Instructional Salary	\$10,116	\$19,518	0.57	\$20,200	0.57	\$682	
2855.200	Equipment MS/HS	\$8,937	\$9,289		\$0		(\$9,289)	
2855.400	Contract Services							
	High School	\$5,101	\$0		\$0		\$0	
	Sports Recognition Awards	\$0	\$6,085		\$6,085		\$0	
	Games Supervision	\$1,080	\$5,974		\$5,974		\$0	
	Cleaning/Repairs	\$13,517	\$15,090		\$15,090		\$0	
	Fees	\$8,610	\$7,661		\$7,661		\$0	
	Dues	\$3,136	\$4,262		\$4,262		\$0	
	Officials	\$0	\$1,815		\$1,815		\$0	
	Sports Trainer	\$7,959	\$14,420		\$30,000		\$15,580	
	Quad Village-Merged Sports	\$9,974	\$13,905		\$14,000		\$95	
	Middle School Athletics	\$3,663	\$3,820		\$3,820		\$0	
		\$53,040	\$73,032		\$88,707		\$15,675	
2855.450	Supplies	\$31,292	\$36,518		\$32,518		(\$4,000)	
2855.490	BOCES Interscholastic Services	\$70,441	\$75,000		\$80,000		\$5,000	
<b>TOTAL INTERSCHOLASTIC ATHLETICS</b>		<b>\$423,877</b>	<b>\$514,841</b>	<b>0.57</b>	<b>\$518,937</b>	<b>0.57</b>	<b>\$4,096</b>	<b>0.80%</b>
<b>TOTAL INSTRUCTION</b>		<b>\$22,887,385</b>	<b>\$25,428,993</b>	<b>224.69</b>	<b>\$25,730,271</b>	<b>217.49</b>	<b>\$301,278</b>	<b>1.18%</b>

## TRANSPORTATION

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

Additionally, the district is required to provide transportation for:

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

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

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

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

A percentage of the Superintendent of Buildings and Grounds' salary is shown in this functional area for time devoted to transportation coordination. This entitles the district to receive State Aid for a portion of this salary.

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
PROPOSED BUDGET 2009-10**

FUNCTION	CATEGORY	2007-08 ACTUAL EXPENDITURES	2008-09 ADOPTED BUDGET	FEB-09 ACTUAL STAFFING	2009-10 PROPOSED BUDGET	PROPOSED STAFFING	DOLLAR INCREASE	% INC.
<b><u>TRANSPORTATION</u></b>								
5510.160	In-District Salary	\$17,495	\$19,073		\$18,000		(\$1,073)	
5540.400	Out of District Consortium	\$804,381	\$853,125		\$998,400		\$145,275	
5540.400	In-District Contract	\$413,427	\$430,000		\$323,000		(\$107,000)	
5540.400	Sports	\$109,350	\$151,594		\$136,000		(\$15,594)	
5540.400	Computerized Bus Route Services	\$9,239	\$2,373		\$2,000		(\$373)	
5540.490	BOCES Sp. Ed. Transportation	\$104,790	\$135,000		\$150,000		\$15,000	
5550.400	Public Service	\$0	\$4,830		\$4,800		(\$30)	
<b>TOTAL TRANSPORTATION</b>		<b>\$1,458,682</b>	<b>\$1,595,995</b>		<b>\$1,632,200</b>		<b>\$36,205</b>	<b>2.27%</b>

## **UNDISTRIBUTED**

### Employee Benefits

#### Employee Retirement System (ERS)

The program is financed by a district contribution to a four-tier system.

#### Teacher Retirement System (TRS)

The program is financed by a district contribution to a four-tier system.

#### Social Security

For the calendar year 2009, the social security tax rate will remain at 7.65%. For the calendar year 2009, the maximum wage subject to the social security tax increased from \$102,000 to \$106,800. As part of the social security rate, the district pays 1.45% on all salaries for the Medicare Tax that is not subject to the salary cap.

#### Workers' Compensation

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

#### Life Insurance

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

#### Unemployment Insurance

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

### Health Insurance

Health insurance costs include premiums for health insurance for the district's staff as well as retirees, Medicare reimbursements to retirees, and physical exams as required by the Board of Education. This budget reflects an increase in health insurance costs.

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

### Union Welfare Funds

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

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
PROPOSED BUDGET 2009-10**

FUNCTION	CATEGORY	2007-08 ACTUAL EXPENDITURES	2008-09 ADOPTED BUDGET	FEB-09 ACTUAL STAFFING	2009-10 PROPOSED BUDGET	PROPOSED STAFFING	DOLLAR INCREASE	% INC.
<b>UNDISTRIBUTED EXPENSES</b>								
<b><u>EMPLOYEE BENEFITS</u></b>								
9010.800	Non-Teacher Retirement	\$291,300	\$377,646		\$410,000		\$32,354	
9020.800	Teacher Retirement	\$1,432,371	\$1,698,035		\$1,867,800		\$169,765	
9030.800	Social Security	\$1,492,642	\$1,631,355		\$1,756,000		\$124,645	
9040.800	Workers' Compensation	\$111,936	\$112,743		\$126,000		\$13,257	
9045.800	Life Insurance	\$7,512	\$10,000		\$10,000		\$0	
9050.800	Unemployment Insurance	\$14,570	\$13,390		\$20,000		\$6,610	
9060.800	Health Insurance	\$3,614,851	\$4,487,845		\$4,816,400		\$328,555	
9070.800	CSEA Welfare Fund	\$66,500	\$74,581		\$75,000		\$419	
9070.800	HTA Welfare Fund	\$216,000	\$229,800		\$229,800		\$0	
9089.490	Employee Assistance Program	\$6,154	\$5,500		\$6,000		\$500	
<b>TOTAL EMPLOYEE BENEFITS</b>		<b>\$7,253,836</b>	<b>\$8,640,895</b>		<b>\$9,317,000</b>		<b>\$676,105</b>	<b>7.82%</b>

### Debt Service

This category represents the district's long term financing of capital improvement projects and alterations. Also included in this category is the interest payment for a tax anticipation note.

Funds are included for the payment of principal and interest of the capital improvement bond authorized by the community in 1993 and in May 2001.

Funds are included to repay the loans used to refund real property tax as the result of tax certiorari proceedings for 1996, 1997 and 2009.

The interest on the tax anticipation note reflects the proposed borrowing to cover expenses prior to the receipt of property taxes.

### Interfund Transfers

#### Capital Fund

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

#### Special Aid Fund

Funds for the summer school program for students identified by the Committee on Special Education are allocated in this fund.

**HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT  
PROPOSED BUDGET 2009-10**

FUNCTION	CATEGORY	2007-08 ACTUAL EXPENDITURES	2008-09 ADOPTED BUDGET	FEB-09 ACTUAL STAFFING	2009-10 PROPOSED BUDGET	PROPOSED STAFFING	DOLLAR INCREASE	% INC.
<b><u>DEBT SERVICE</u></b>								
9711.600	Principal - Serial Bonds							
	- Capital Improvement 1987		\$200,000		\$0		(\$200,000)	
	- Capital Improvement 1993		\$260,000		\$275,000		\$15,000	
	- Capital Improvement 2001		\$725,000		\$750,000		\$25,000	
	Principal - (BOND)							
	- Real Property Tax Refund 1996		\$50,000		\$50,000		\$0	
	- Real Property Tax Refund 1997		\$85,000		\$90,000		\$5,000	
	- Real Property Tax Refund 2009		\$0		\$130,000		\$130,000	
9711.700	Interest - Serial Bonds							
	- Capital Improvement 1987		\$7,000		\$0		(\$7,000)	
	- Capital Improvement 1993		\$89,208		\$75,030		(\$14,178)	
	- Capital Improvement 2001		\$236,081		\$213,488		(\$22,593)	
	Interest - (BOND)							
	- Real Property Tax Refund 1996		\$8,630		\$5,880		(\$2,750)	
	- Real Property Tax Refund 1997		\$20,283		\$16,125		(\$4,158)	
	- Real Property Tax Refund 2009		\$0		\$30,000		\$30,000	
9760.700	Interest - Tax Anticipation Note		\$160,000		\$160,000		\$0	
<b>TOTAL DEBT SERVICE</b>		<b>\$1,856,120</b>	<b>\$1,841,202</b>		<b>\$1,795,523</b>		<b>(\$45,679)</b>	<b>(2.48%)</b>
<b><u>INTERFUND TRANSFERS</u></b>								
9950.000	Capital Fund - Regular	\$81,400	\$95,800		\$50,000		(\$45,800)	
	Special Aid Fund	\$32,006	\$50,000		\$64,000		\$14,000	
<b>TOTAL INTERFUND TRANSFER</b>		<b>\$113,406</b>	<b>\$145,800</b>		<b>\$114,000</b>		<b>(\$31,800)</b>	<b>(21.81%)</b>
<b>TOTAL UNDISTRIBUTED</b>		<b>\$9,223,362</b>	<b>\$10,627,897</b>		<b>\$11,226,523</b>		<b>\$598,626</b>	<b>5.63%</b>
<b>TOTAL GENERAL FUND BUDGET</b>		<b>\$37,842,517</b>	<b>\$41,633,422</b>	<b>255.59</b>	<b>\$42,624,795</b>	<b>245.89</b>	<b>\$991,373</b>	<b>2.38%</b>

# PROPOSED COMPONENT BUDGET 2009-2010

	<b>2009-10 PROPOSED <u>BUDGET</u></b>	<b>2009-10 <u>ADMIN</u></b>	<b>2009-10 <u>PROGRAM</u></b>	<b>2009-10 <u>CAPITAL</u></b>
<b>GENERAL SUPPORT</b>				
Board of Education	\$43,800	\$43,800		
Central Administration	\$393,710	\$393,710		
Finance	\$528,000	\$528,000		
Legal	\$225,000	\$22,500	\$202,500	
Personnel	\$35,000	\$33,000	\$2,000	
Public Information	\$56,842	\$56,842		
Central Services				
Operations	\$2,021,395			\$2,021,395
Maintenance	\$365,704			\$365,704
Special Items				
Insurance/Other	\$366,350	\$366,350		
Refund of Real Property Tax	\$0	\$0		
<b>TOTAL GENERAL SUPPORT</b>	<b>\$4,035,801</b>	<b>\$1,444,202</b>	<b>\$204,500</b>	<b>\$2,387,099</b>
<b>INSTRUCTION</b>				
Curriculum Development	\$186,878		\$186,878	
Supervision	\$1,265,289	\$1,265,289		
Teaching	\$14,116,731		\$14,116,731	
Special Education	\$6,323,987		\$6,323,987	
Instructional Media	\$338,774		\$338,774	
Technology	\$937,152		\$937,152	
Pupil Services:				
Guidance	\$887,343		\$887,343	
Health	\$277,290		\$277,290	
Psychological Services	\$475,719		\$475,719	
Co-curricular Activities	\$402,171		\$402,171	
Interscholastic Athletics	\$518,937		\$518,937	
<b>TOTAL INSTRUCTION</b>	<b>\$25,730,271</b>	<b>\$1,265,289</b>	<b>\$24,464,982</b>	<b>\$0</b>

## PROPOSED COMPONENT BUDGET 2009-2010

	<b>2009-10 PROPOSED <u>BUDGET</u></b>	<b>2009-10 <u>ADMIN</u></b>	<b>2009-10 <u>PROGRAM</u></b>	<b>2009-10 <u>CAPITAL</u></b>
<b>TRANSPORTATION</b>	\$1,632,200		\$1,632,200	
<b>UNDISTRIBUTED</b>				
Employee Benefits	\$9,317,000	\$905,805	\$7,820,894	\$590,301
Debt Service	\$1,795,523			\$1,795,523
Interfund Transfer:				
To Capital Fund	\$50,000			\$50,000
To Special Aid	\$64,000		\$64,000	
<b>TOTAL UNDISTRIBUTED</b>	\$11,226,523	\$905,805	\$7,884,894	\$2,435,824
<b>TOTAL EXPENDITURES</b>	\$42,624,795	\$3,615,296	\$34,186,576	\$4,822,923

## COMPARISON OF 2008-09 ADOPTED BUDGET TO 2009-10 THREE COMPONENT PRELIMINARY BUDGET

	<b>2008-09 ADOPTED <u>BUDGET</u></b>	<b>2009-10 PRELIMINARY <u>BUDGET</u></b>
<b>ADMINISTRATIVE</b>	\$3,579,582	\$3,615,296
<b>PROGRAM</b>	\$33,203,319	\$34,186,576
<b>CAPITAL</b>	<u>\$4,850,521</u>	<u>\$4,822,923</u>
<b>TOTALS</b>	\$41,633,422	\$42,624,795

## GLOSSARY

### ADJUSTED BUDGET

The adjusted budget is the income and expenditure plan for the school district.

### APPROPRIATION

An appropriation is the legal authorization, granted by the Board of Education, for the school district to make expenditures and incur obligations for one fiscal year.

### BANS

Bond Anticipation Notes are issued and sold in anticipation of a serial bond. BANS are renewable for up to five years.

### BOCES

BOCES is the Board of Cooperative Educational Services. It is a regional public education collaborative which functions in New York State as an extension of the state education department. BOCES provides services which a single district could not ordinarily provide by itself.

### BUDGET DEVELOPMENT CALENDAR

This is the schedule of steps to be taken by district staff and the School Board in creating a budget for the next fiscal year. This document identifies target dates for receiving proposals from principals and coordinators, making executive decisions, holding meetings to discuss proposed budgets, publishing the proposed budget, and the final School Board adoption.

### BUDGETING

Budgeting is a tool for planning the expenditures of resources allocated to a location and/or program for the anticipated year.

### BUDGET PROCEDURES

These procedures provide a consistent means of submitting requests for financial allocations and comparing competing needs.

### COMPONENT BUDGET - THREE PART BUDGET PRESENTATION

The budget must be broken down into three components: Program, Administrative, and Capital.

Program: The program component of the budget must include the salaries and benefits of teachers and any school administrators and supervisors who spend a majority of their time performing teaching duties, and all transportation operating expenses.

Capital: The capital component must include: all transportation capital, debt service and lease expenditures, costs resulting from judgments in tax certiorari proceedings and all facilities costs of the district.

Administrative: The administrative component must include office and central administrative expenses, traveling expenses, salaries and benefits for all certified school administrators and supervisors who spend a majority of their time performing administrative or supervisory duties. Also included must be expenditures associated with the operation of the school board, the office of the superintendent, general administration, the school business office, any consulting costs not directly related to direct services and programs, and all other administrative activities.

#### DEBT SERVICE FUND

This fund accounts for payment of interest and principal on long-term debt.

#### EXPENDITURE

The budget's most detailed section sets forth the district's plan of spending for the coming fiscal year.

#### FINANCIAL REPORT

This annual document is published after each fiscal year ends. It sets forth actual expenditures and revenues and is subject to outside audit to verify its accuracy.

#### FISCAL YEAR

This is the 12 month period beginning July 1 and ending June 30; it is used as the basic period covered by the annual budget.

#### FULL-TIME EQUIVALENT (FTE)

The unit used to count personnel assigned to a function is called a full-time equivalent. A full time teacher is counted as 1.0 FTE. A part-time teacher, for example, who teaches half the day is counted as .5 FTE.

#### FUNCTIONAL BUDGET

This format uses the line item to group proposed expenditures according to activities or services performed. The major functional categories are Administration, Instruction, Pupil Personnel Services, Pupil Transportation Services, Health Services, Operation and Maintenance of Plant, etc. Within each function, there are additional line items for the various expenditures.

#### FUND

This fiscal accounting includes a self-balancing set of accounts which record cash and other resources together with related liabilities.

#### GAAP

Generally Accepted Accounting Principles are uniform minimum standards and guidelines for financial accounting and reporting.

### GENERAL FUND BUDGET

The principal fund of a school district; includes all operations not required to be recorded in separate funds, such as school lunch, school store, etc.

### PROPOSED BUDGET

The budget proposed to the School Board by the Superintendent is based on a process of administrative planning. It is the Superintendent's educational and operational program expressed in dollars and cents.

### QUAD VILLAGE

The Quad Village reference is to Hastings-on-Hudson, Irvington, Dobbs Ferry and Ardsley. The districts share many services to reduce costs.

### REVENUES

These are the dollars the district receives from various sources. Revenues plus the beginning balance comprise the money available to pay expenditures. Revenue is primarily comprised of property tax, state aid, and miscellaneous income.

### SERIAL BOND

This long term bond covers the costs of capital projects.

### SYSTEM OF ACCOUNTS

This is a statement of what is included in each category of the district budget and other financial documents. It is a "dictionary" defining how the district classifies its funds, revenue source headings, function headings and object headings.

### TANS

Tax Anticipation Notes are issued to provide funds in anticipation of property tax revenues.

### TAX LEVY

The total dollar amount to be raised by property taxes to support the educational program.

### TAX RATE

The tax rate results from the tax levy divided by the total taxable assessed value of the district, usually stated as dollars per thousand or per hundred of assessed value.

**APPENDIX A.**

**Property Tax Report Card**

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

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	<b>Budgeted 2008-09</b>	<b>Budgeted 2009-10</b>	<b>Percent Change</b>	
Total Spending	41,633,422	42,624,795	2.38	%
Total School Tax Levy	34,752,520	35,139,795	1.11	%
Public School Enrollment	1,597	1,569	-1.75	%
Consumer Price Index			3.80	%

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	<b>Actual 2008-09</b>	<b>Estimated 2009-10</b>		
Reserved Fund Balance	1,872,192	875,000		
Appropriated Fund Balance	800,000	1,400,000		
Unreserved, Unappropriated Fund Balance	1,665,337	1,600,000		
Unreserved, Unappropriated Fund Balance as a Percent of the Total Budget	4.00 %	3.75 %		

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# APPENDIX B.

## School District Budget Notice

### Overall Budget Proposal

	Budget Adopted for the 2008/09 School Year	Budget Proposed for the 2009/10 School Year	Contingency Budget for the 2009/10 School Year*
Total budgeted amount	\$41,633,422	\$42,624,795	\$42,486,844
Increase/decrease for the 2009/10 school year		\$991,373	\$853,422
Percentage increase in each proposed budget		2.38%	2.05%
Change in the consumer price index		3.80%	
Resulting est. property tax levy for the 2009/10 school year		\$35,139,795	\$35,021,844
Administrative component	\$3,579,582	\$3,615,296	\$3,615,296
Program component	\$33,203,319	\$34,186,576	\$34,132,995
Capital component	\$4,850,521	\$4,822,923	\$4,738,553
<ul style="list-style-type: none"> <li>• Statement of assumptions made in projecting a contingency budget for the 2009/10 school year, should the proposed budget be defeated: <sup>1</sup></li> <li>• Reductions in equipment, capital expenditures, and overtime.</li> </ul>			

### Basic STAR Exemption Impact

Estimated Basic STAR<sup>2</sup> Exemption Savings:

	Budget Proposed for the 2009/10 School Year
Basic STAR Tax Savings	\$2,367

The annual budget vote for the fiscal year 2009-2010 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, 2009 between the hours of 7:00am and 9:00pm, prevailing time in the Hastings High School Cochran Gymnasium at which time the polls will be opened to vote by voting ballot or machine.

<sup>1</sup> Provide a statement of assumptions made in estimating the contingency budget pursuant to section 2023 of the Education Law.

<sup>2</sup> 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 \$118,000.00 for 2009-10.

<u>Position</u>	<u>Compensation</u>	
Superintendent	Contract Salary	\$228,000
	Employee Benefits	
	Health Insurance Waiver	\$7,434
	Dental/Vision	\$1,245
	Social Security	\$9,928
	Teachers' Retirement System	<u>\$17,396</u>
	Total Employee Benefits	\$36,003
Interim High School Principal*	Contract Salary	\$141,605
Middle School Principal	Contract Salary	\$159,956
Elementary School Principal**	Contract Salary	\$137,060
Director of Curriculum and Instruction	Contract Salary	\$141,878
Director of Special Education Services	Contract Salary	\$141,878
Middle School Assistant Principal	Contract Salary	\$132,030

NOTE: The above figures are the Administrators' compensation for 2008-09. Salaries for 2009-10 will be based upon year-end evaluations.

\*appointed 1/26/09 agenda addendum effective 1/27/2009

\*\*appointed on 3/16/09 agenda effective 7/1/2009



# The New York State District Report Card

**Accountability  
and Overview Report  
2007 – 08**

District **HASTINGS-ON-HUDSON UNION  
FREE SCHOOL DISTRICT**  
District ID **66-04-04-03-0000**  
Superintendent **ROBERT SHAPS**  
Telephone **(914) 478-6200**  
Grades **K-12**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

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

### For more information:

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

## Use this report to:

- 1 Get District Profile information.**  
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**  
This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.
- 3 View School Accountability Status.**  
This section lists all schools in your district by 2008–09 accountability status.
- 4 Review an Overview of District Performance.**  
This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2005-06	2006-07	2007-08
Pre-K	0	0	0
Kindergarten	102	97	92
Grade 1	97	107	103
Grade 2	126	101	115
Grade 3	118	131	104
Grade 4	128	117	131
Grade 5	125	124	117
Grade 6	127	125	127
Ungraded Elementary	0	0	0
Grade 7	143	126	121
Grade 8	142	143	128
Grade 9	127	144	147
Grade 10	152	132	145
Grade 11	127	157	131
Grade 12	118	129	152
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>1632</b>	<b>1633</b>	<b>1613</b>

### Average Class Size

	2005-06	2006-07	2007-08
<b>Common Branch</b>	20	20	20
<b>Grade 8</b>			
English	21	18	19
Mathematics	18	21	21
Science	20	20	19
Social Studies	20	20	17
<b>Grade 10</b>			
English	18	19	21
Mathematics	19	13	24
Science	24	18	
Social Studies	17	23	20

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

District ID 66-04-04-03-0000

## Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	63	4%	55	3%	68	4%
Reduced-Price Lunch	0	0%	0	0%	0	0%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	45	3%	46	3%	43	3%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	0	0%	1	0%	0	0%
Black or African American	56	3%	47	3%	49	3%
Hispanic or Latino	119	7%	123	8%	143	9%
Asian or Native Hawaiian/Other Pacific Islander	120	7%	118	7%	119	7%
White	1337	82%	1339	82%	1300	81%
Multiracial**	N/A	N/A	5	0%	2	0%

\* Available only at the school level.

\*\* Multiracial enrollment data were not collected statewide in the 2005-06 school year.

## Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate	96%		94%		96%	
Student Suspensions	33	2%	25	2%	36	2%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

District ID 66-04-04-03-0000

## Teacher Qualifications

	2005-06	2006-07	2007-08
<b>Total Number of Teachers</b>	159	142	157
Percent with No Valid Teaching Certificate	1%	3%	1%
Percent Teaching Out of Certification	3%	6%	1%
Percent with Fewer Than Three Years of Experience	6%	6%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	52%	56%	55%
<b>Total Number of Core Classes</b>	592	374	419
Percent Not Taught by Highly Qualified Teachers	1%	5%	1%
<b>Total Number of Classes</b>	633	586	586
Percent Taught by Teachers Without Appropriate Certification	2%	4%	1%

## Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	26%	38%	36%
Turnover Rate of All Teachers	13%	18%	18%

## Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	21	22	11
Total Paraprofessionals*	33	31	36
Assistant Principals	3	3	3
Principals	3	3	3

\* Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

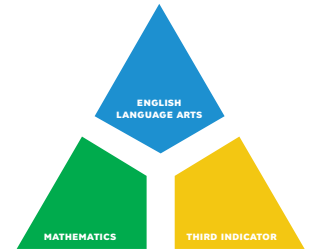
## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2007–08, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: [www.emsc.nysed.gov/irts/accountability/home.shtml](http://www.emsc.nysed.gov/irts/accountability/home.shtml).



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2007–08 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2004 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### Accountability Cohort for English and Mathematics

The 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2008, are not included in the 2004 school accountability cohort. The 2004 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

### Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

### Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

### Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

### Safe Harbor Targets

The 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

### Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

## Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: [www.emsc.nysed.gov/irts/school-accountability/about.shtml](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

### Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

#### ▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

#### ▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

#### ■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

#### ■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

#### ■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

#### ■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

**Pending** – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

## Summary

### Overall Accountability Status (2008–09)

**Good Standing**

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
YES	YES	YES

### On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—
Hispanic or Latino			—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander			—	—	—	—
White			—			—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities			—	—	—	—
Limited English Proficient	—	—	—	—	—	—
Economically Disadvantaged			—	—	—	—
<b>Student groups making AYP in each subject</b>	6 of 6	6 of 6	1 of 1	2 of 2	2 of 2	1 of 1


#### AYP Status


- Made AYP
- Made AYP Using Safe Harbor Target
- Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels

- | Federal                               | State  |
|---------------------------------------|--|
| Good Standing                         | Good Standing                                |
| Improvement (Year 1)                  | Requiring Academic Progress (Year 1)         |
| Improvement (Year 2)                  | Requiring Academic Progress (Year 2)         |
| Improvement (Year 3)                  | Requiring Academic Progress (Year 3)         |
| Improvement (Year 4)                  | Requiring Academic Progress (Year 4)         |
| Improvement (Year 5 & Above)          | Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation |  |



















## Elementary/Middle-Level English Language Arts

**Accountability Status**  Good Standing  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 6 of 6 Student groups making AYP in English language arts  
 Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

### How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
<b>All Students</b> (744:737)			99%		190	129	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (26:26)	–	–	–	–	–	–	–
Hispanic or Latino (65:63)			98%		163	121	
Asian or Native Hawaiian/Other Pacific Islander (67:67)			100%		191	121	
White (584:579)			99%		192	128	
Multiracial (2:2)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (111:108)			97%		148	123	
Limited English Proficient <sup>5</sup> (19:17)	–	–	–	–	–	–	–
Economically Disadvantaged (34:34)		–	–		156	116	
<b>Final AYP Determination</b>		6 of 6					

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.




<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.


<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status



















## Elementary/Middle-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 6 of 6 Student groups making AYP in mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

### How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
<b>All Students</b> (743:740)			100%		188	98	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (26:26)	–	–	–	–	–	–	–
Hispanic or Latino (65:64)			98%		152	90	
Asian or Native Hawaiian/Other Pacific Islander (67:67)			100%		199	90	
White (583:581)			100%		191	97	
Multiracial (2:2)	–	–	–	–	–	–	–
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (111:109)			98%		140	92	
Limited English Proficient <sup>5</sup> (19:19)	–	–	–	–	–	–	–
Economically Disadvantaged (34:34)		–	–		147	85	
<b>Final AYP Determination</b>		6 of 6					

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.




<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.


<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status








## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2008-09)**

**Accountability Measures** 1 of 1 Student groups making AYP in science  
 Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

### How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007-08 2008-09
<b>All Students</b> (263:261)		Qualified		99%		194	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (0:0)								
Black or African American (6:6)								
Hispanic or Latino (24:24)								
Asian or Native Hawaiian/Other Pacific Islander (22:22)								
White (210:208)		Qualified		99%		195	100	
Multiracial (1:1)								
<b>Other Groups</b>								
Students with Disabilities (34:34)		Qualified				171	100	
Limited English Proficient <sup>4</sup> (2:2)								
Economically Disadvantaged (10:9)								
<b>Final AYP Determination</b>		1 of 1						

#### NOTES




<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2007-08, the enrollment shown is the sum of 2006-07 and 2007-08 enrollments and the percent tested is the weighted average of the participation rates over those two years.


<sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2007-08, data for 2006-07 and 2007-08 were combined to determine counts and performance indices.


<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status








## Secondary-Level English Language Arts

**Accountability Status**  Good Standing  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 2 of 2 Student groups making AYP in English language arts  
 Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]




### How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students (151:153)</b>			100%		195	157	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (2:5)	—	—	—	—	—	—	—
Hispanic or Latino (12:12)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (8:7)	—	—	—	—	—	—	—
White (129:129)			100%		198	156	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (14:12)	—	—	—	—	—	—	—
Limited English Proficient <sup>4</sup> (0:0)							
Economically Disadvantaged (4:5)	—	—	—	—	—	—	—
<b>Final AYP Determination</b>	 2 of 2						


#### NOTES


- <sup>1</sup> These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.
  - <sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status








## Secondary-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2008–09)**

**Accountability Measures** 2 of 2 Student groups making AYP in mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

### How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08    2008–09
(12th Graders: 2004 Cohort) <sup>1</sup>							
<b>All Students (151:153)</b>			100%		196	151	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (2:5)	–	–	–	–	–	–	–
Hispanic or Latino (12:12)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (8:7)	–	–	–	–	–	–	–
White (129:129)			100%		199	150	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (14:12)	–	–	–	–	–	–	–
Limited English Proficient <sup>4</sup> (0:0)							
Economically Disadvantaged (4:5)	–	–	–	–	–	–	–
<b>Final AYP Determination</b>	 2 of 2						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).




<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.


<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status





## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2008–09)**

**Accountability Measures** 1 of 1 Student groups making AYP in graduation rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2009-10. [201]

### How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2007–08	2008–09
<b>All Students</b> (128)			99%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (7)		–	–	–		
Hispanic or Latino (6)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (9)		–	–	–		
White (106)			100%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (13)		–	–	–		
Limited English Proficient <sup>3</sup> (0)						
Economically Disadvantaged (0)						
<b>Final AYP Determination</b>	 1 of 1					

#### NOTES

<sup>1</sup> Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

<sup>2</sup> Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

<sup>3</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

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

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

## 2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 accountability status.

### Federal Title I Status

### New York State Status

---

#### Good Standing

3 schools identified 100% of total

FARRAGUT MIDDLE SCHOOL

HASTINGS HIGH SCHOOL

HILLSIDE ELEMENTARY SCHOOL

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District HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

District ID 66-04-04-03-0000

## Summary of 2007–08 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	89%			103
Grade 4	90%			133
Grade 5	91%			117
Grade 6	91%			127
Grade 7	93%			123
Grade 8	91%			128
<b>Mathematics</b>				
Grade 3	94%			104
Grade 4	92%			133
Grade 5	92%			117
Grade 6	88%			129
Grade 7	91%			123
Grade 8	91%			128
<b>Science</b>				
Grade 4	95%			131
Grade 8	80%			41

	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	95%			158
Mathematics	95%			158

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

#### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

#### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

### How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

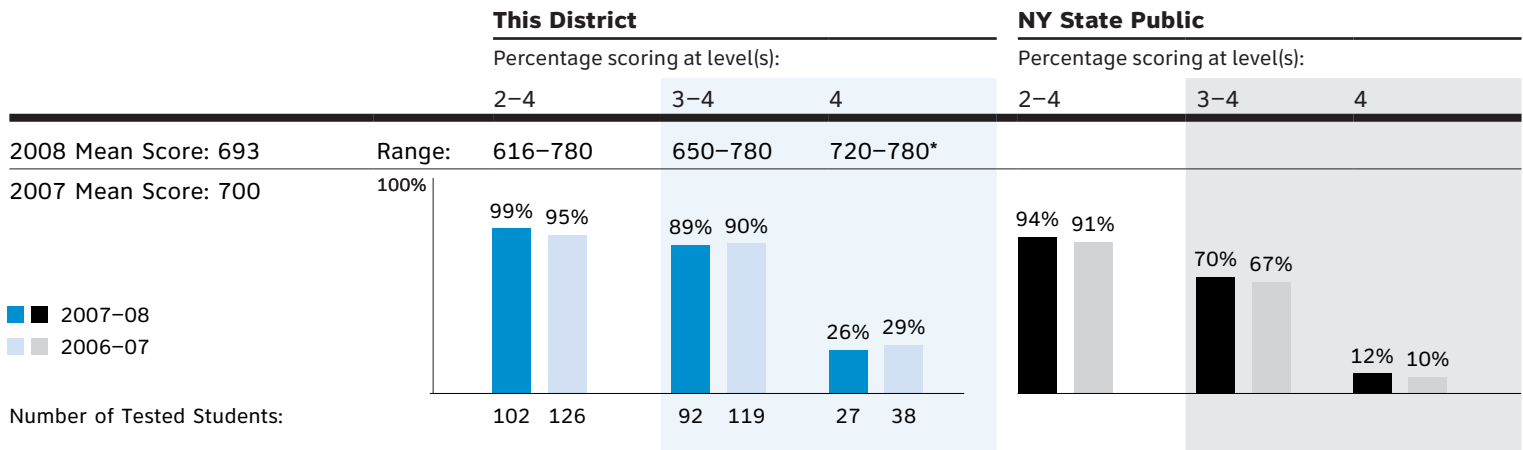
In this section, this district's performance is compared with that of public schools statewide.

### This District's N/RC Category:

#### Low Need Districts

This is a school district with low student needs in relation to district resource capacity.

## This District's Results in Grade 3 English Language Arts



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>103</b>	<b>99%</b>	<b>89%</b>	<b>26%</b>	<b>132</b>	<b>95%</b>	<b>90%</b>	<b>29%</b>
Female	52	100%	88%	29%	76	96%	92%	34%
Male	51	98%	90%	24%	56	95%	88%	21%
American Indian or Alaska Native								
Black or African American	4	-	-	-	3	-	-	-
Hispanic or Latino	5	-	-	-	10	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	8	100%	75%	13%	13	100%	77%	15%
White	86	99%	94%	30%	106	96%	95%	32%
Multiracial								
Small Group Totals	9	100%	56%	0%	13	85%	62%	15%
General-Education Students	89	100%	91%	29%	115	99%	97%	32%
Students with Disabilities	14	93%	79%	7%	17	71%	47%	6%
English Proficient	97	99%	93%	28%	132	95%	90%	29%
Limited English Proficient	6	100%	33%	0%				
Economically Disadvantaged	5	100%	40%	0%				
Not Disadvantaged	98	99%	92%	28%	132	95%	90%	29%
Migrant								
Not Migrant	103	99%	89%	26%	132	95%	90%	29%

#### NOTES

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

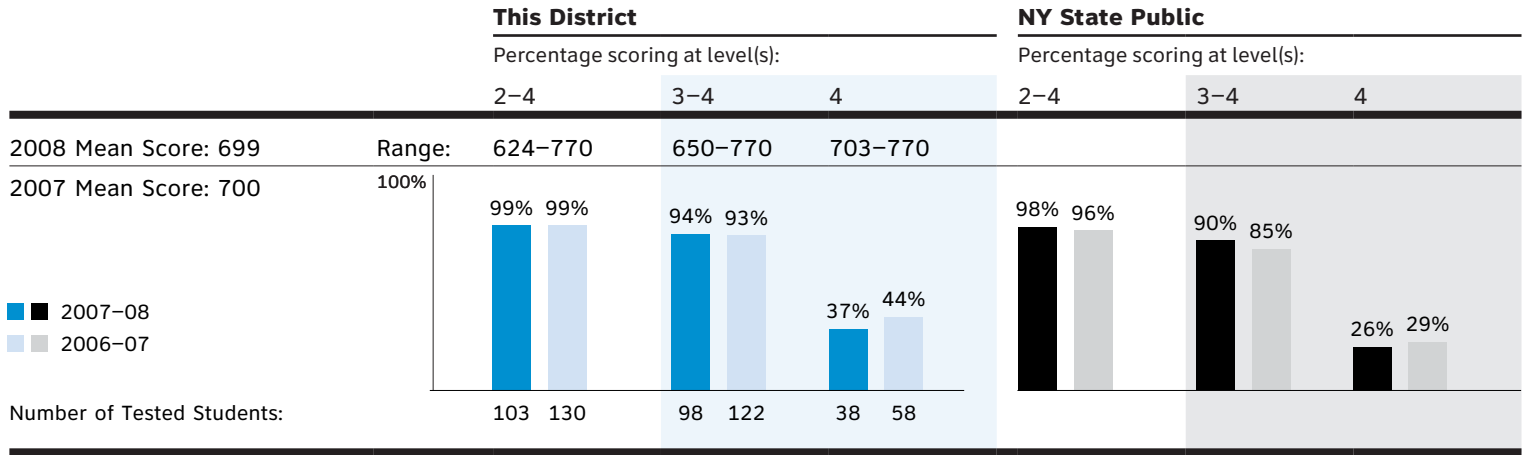
\* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

## This District's Results in Grade 3 Mathematics



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>104</b>	<b>99%</b>	<b>94%</b>	<b>37%</b>	<b>131</b>	<b>99%</b>	<b>93%</b>	<b>44%</b>
Female	53	98%	92%	32%	75	100%	92%	39%
Male	51	100%	96%	41%	56	98%	95%	52%
American Indian or Alaska Native								
Black or African American	4	-	-	-	3	-	-	-
Hispanic or Latino	5	-	-	-	10	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	38%	13	100%	92%	38%
White	87	100%	98%	39%	105	100%	94%	50%
Multiracial								
Small Group Totals	9	89%	56%	11%	13	92%	85%	8%
General-Education Students	90	99%	97%	41%	114	100%	99%	49%
Students with Disabilities	14	100%	79%	7%	17	94%	53%	12%
English Proficient	97	100%	98%	39%	131	99%	93%	44%
Limited English Proficient	7	86%	43%	0%				
Economically Disadvantaged	5	80%	60%	0%				
Not Disadvantaged	99	100%	96%	38%	131	99%	93%	44%
Migrant								
Not Migrant	104	99%	94%	37%	131	99%	93%	44%

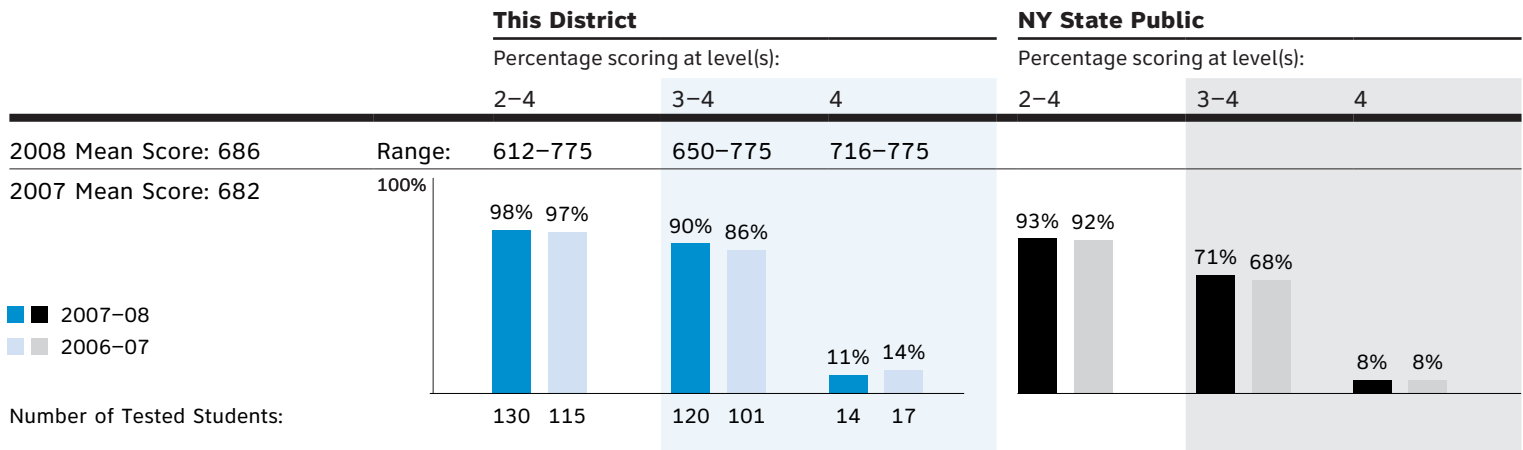
#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	-	-	-	0			

## This District's Results in Grade 4 English Language Arts



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>133</b>	<b>98%</b>	<b>90%</b>	<b>11%</b>	<b>118</b>	<b>97%</b>	<b>86%</b>	<b>14%</b>
Female	78	97%	91%	14%	50	100%	90%	26%
Male	55	98%	89%	5%	68	96%	82%	6%
American Indian or Alaska Native								
Black or African American	2	-	-	-	4	-	-	-
Hispanic or Latino	12	-	-	-	5	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	14	100%	86%	7%	14	100%	100%	43%
White	105	98%	93%	12%	95	98%	87%	12%
Multiracial								
Small Group Totals	14	93%	71%	0%	9	89%	44%	0%
General-Education Students	117	100%	97%	12%	100	100%	94%	17%
Students with Disabilities	16	81%	44%	0%	18	83%	39%	0%
English Proficient	131	-	-	-	118	97%	86%	14%
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	5	100%	60%	0%				
Not Disadvantaged	128	98%	91%	11%	118	97%	86%	14%
Migrant								
Not Migrant	133	98%	90%	11%	118	97%	86%	14%

#### NOTES

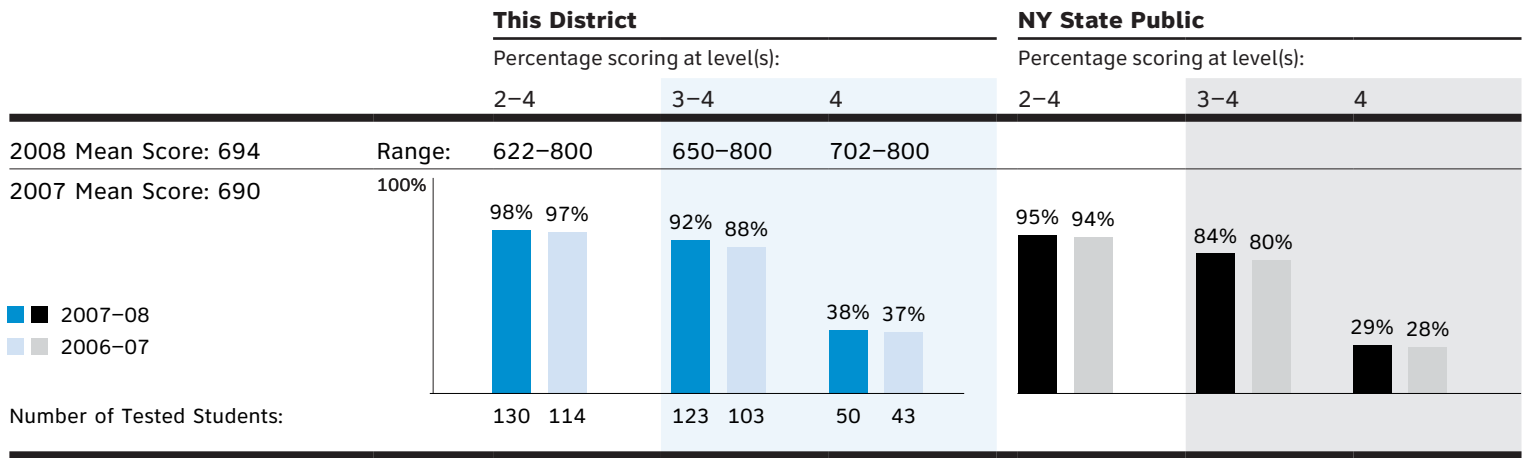
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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>133</b>	<b>98%</b>	<b>92%</b>	<b>38%</b>	<b>117</b>	<b>97%</b>	<b>88%</b>	<b>37%</b>
Female	78	96%	94%	35%	50	98%	92%	34%
Male	55	100%	91%	42%	67	97%	85%	39%
American Indian or Alaska Native								
Black or African American	2	-	-	-	4	-	-	-
Hispanic or Latino	12	-	-	-	5	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	29%	14	100%	93%	71%
White	105	98%	95%	43%	94	99%	89%	32%
Multiracial								
Small Group Totals	14	93%	64%	7%	9	78%	67%	33%
General-Education Students	117	100%	98%	43%	100	100%	96%	43%
Students with Disabilities	16	81%	50%	0%	17	82%	41%	0%
English Proficient	131	-	-	-	117	97%	88%	37%
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	5	100%	60%	0%				
Not Disadvantaged	128	98%	94%	39%	117	97%	88%	37%
Migrant								
Not Migrant	133	98%	92%	38%	117	97%	88%	37%

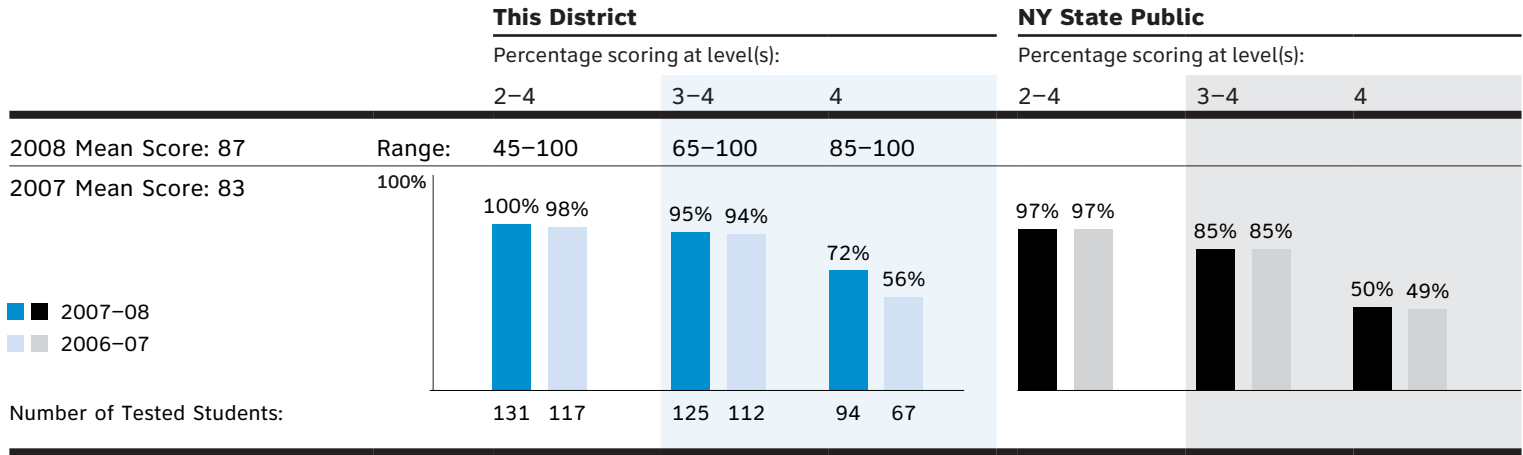
### NOTES

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## Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				1	-	-	-

## This District's Results in Grade 4 Science



## Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>131</b>	<b>100%</b>	<b>95%</b>	<b>72%</b>	<b>119</b>	<b>98%</b>	<b>94%</b>	<b>56%</b>
Female	76	100%	96%	67%	50	98%	94%	62%
Male	55	100%	95%	78%	69	99%	94%	52%
American Indian or Alaska Native								
Black or African American	2	-	-	-	5	100%	100%	40%
Hispanic or Latino	12	-	-	-	5	80%	60%	20%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	36%	14	100%	100%	86%
White	103	100%	97%	81%	95	99%	95%	55%
Multiracial								
Small Group Totals	14	100%	79%	43%				
General-Education Students	115	100%	97%	77%	101	100%	99%	62%
Students with Disabilities	16	100%	81%	38%	18	89%	67%	22%
English Proficient	129	-	-	-	119	98%	94%	56%
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	4	-	-	-				
Not Disadvantaged	127	-	-	-	119	98%	94%	56%
Migrant								
Not Migrant	131	100%	95%	72%	119	98%	94%	56%

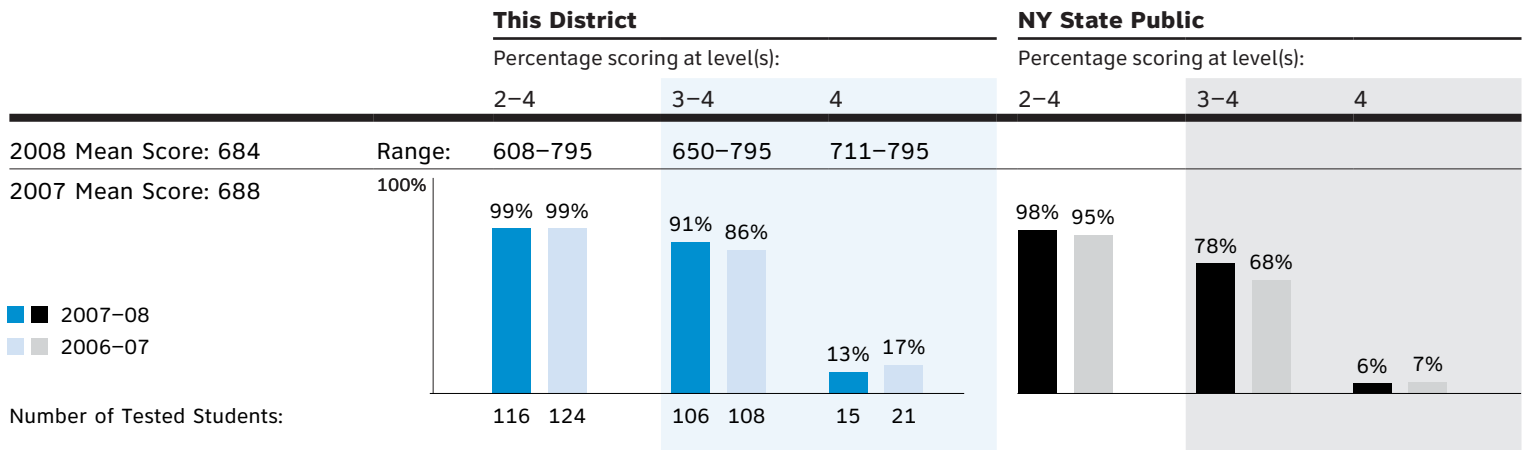
### NOTES

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## Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				1	-	-	-

## This District's Results in Grade 5 English Language Arts



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>117</b>	<b>99%</b>	<b>91%</b>	<b>13%</b>	<b>125</b>	<b>99%</b>	<b>86%</b>	<b>17%</b>
Female	48	100%	96%	27%	66	100%	89%	23%
Male	69	99%	87%	3%	59	98%	83%	10%
American Indian or Alaska Native								
Black or African American	5	100%	100%	0%	5	100%	80%	0%
Hispanic or Latino	7	86%	57%	0%	16	100%	81%	0%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	7%	7	86%	86%	29%
White	91	100%	91%	15%	97	100%	88%	20%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	101	100%	99%	14%	101	100%	96%	20%
Students with Disabilities	16	94%	38%	6%	24	96%	46%	4%
English Proficient	115	-	-	-	125	99%	86%	17%
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	3	-	-	-				
Not Disadvantaged	114	-	-	-	125	99%	86%	17%
Migrant								
Not Migrant	117	99%	91%	13%	125	99%	86%	17%

#### NOTES

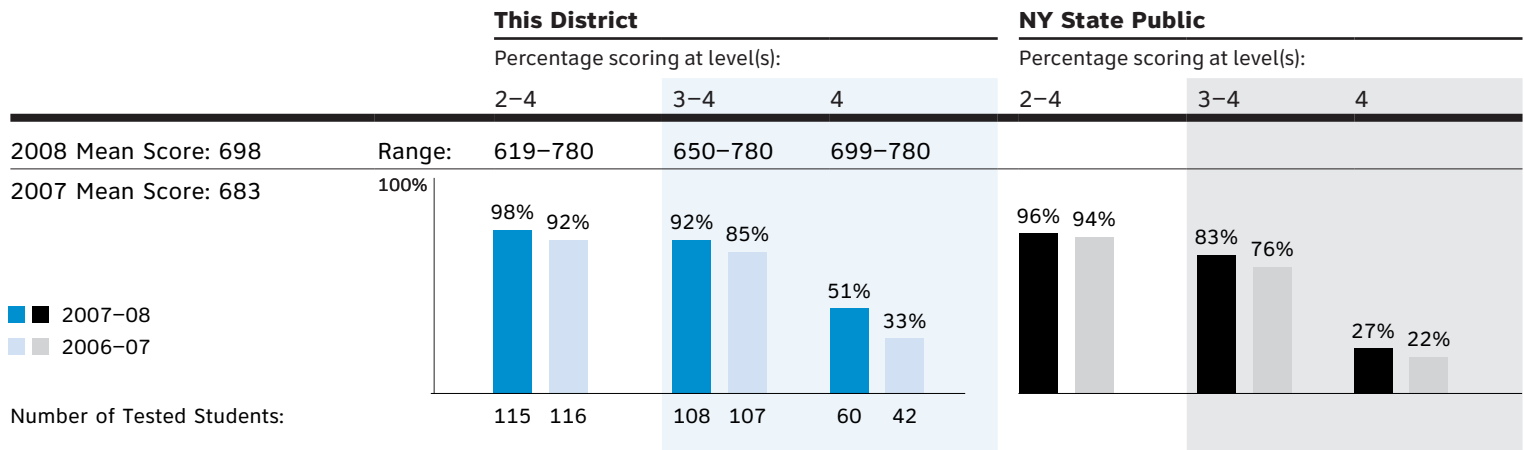
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	2	N/A	N/A	N/A

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

## This District's Results in Grade 5 Mathematics



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>117</b>	<b>98%</b>	<b>92%</b>	<b>51%</b>	<b>126</b>	<b>92%</b>	<b>85%</b>	<b>33%</b>
Female	48	100%	98%	54%	65	97%	91%	29%
Male	69	97%	88%	49%	61	87%	79%	38%
American Indian or Alaska Native								
Black or African American	5	100%	80%	20%	4	-	-	-
Hispanic or Latino	7	71%	57%	29%	18	83%	67%	17%
Asian or Native Hawaiian/Other Pacific Islander	14	100%	100%	71%	7	-	-	-
White	91	100%	95%	52%	97	94%	88%	37%
Multiracial								
Small Group Totals					11	91%	91%	27%
General-Education Students	101	100%	98%	57%	103	98%	93%	39%
Students with Disabilities	16	88%	56%	13%	23	65%	48%	9%
English Proficient	115	-	-	-	126	92%	85%	33%
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	3	-	-	-				
Not Disadvantaged	114	-	-	-	126	92%	85%	33%
Migrant								
Not Migrant	117	98%	92%	51%	126	92%	85%	33%

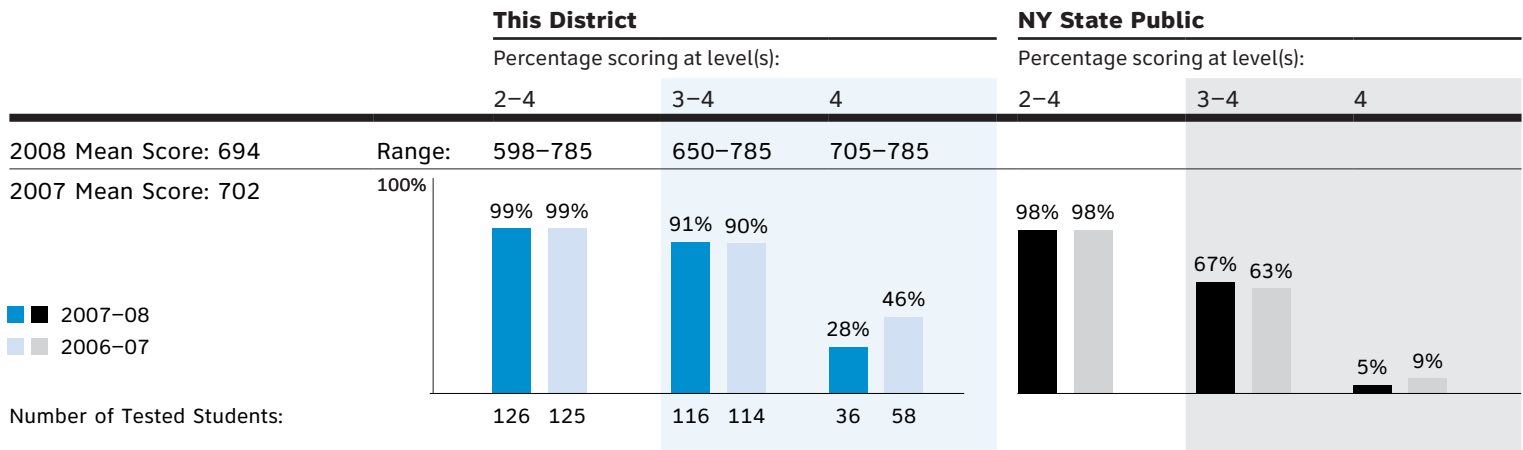
#### NOTES

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### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	-	-	-	2	-	-	-

## This District's Results in Grade 6 English Language Arts



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>127</b>	<b>99%</b>	<b>91%</b>	<b>28%</b>	<b>126</b>	<b>99%</b>	<b>90%</b>	<b>46%</b>
Female	65	100%	95%	37%	63	98%	89%	51%
Male	62	98%	87%	19%	63	100%	92%	41%
American Indian or Alaska Native								
Black or African American	5	100%	100%	0%	5	100%	100%	40%
Hispanic or Latino	19	95%	84%	11%	7	86%	57%	14%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	14%	16	100%	94%	38%
White	96	100%	92%	34%	98	100%	92%	50%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	106	100%	97%	34%	106	100%	96%	54%
Students with Disabilities	21	95%	62%	0%	20	95%	60%	5%
English Proficient	123	-	-	-	126	99%	90%	46%
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	10	90%	70%	0%				
Not Disadvantaged	117	100%	93%	31%	126	99%	90%	46%
Migrant								
Not Migrant	127	99%	91%	28%	126	99%	90%	46%

#### NOTES

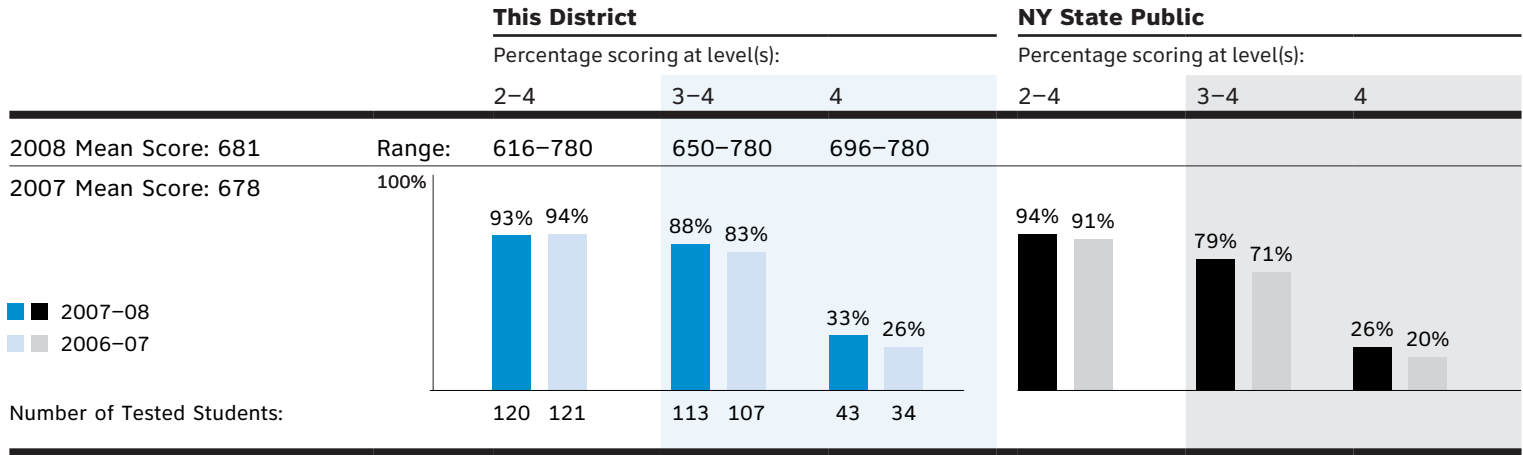
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	2	N/A	N/A	N/A

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

## This District's Results in Grade 6 Mathematics



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>129</b>	<b>93%</b>	<b>88%</b>	<b>33%</b>	<b>129</b>	<b>94%</b>	<b>83%</b>	<b>26%</b>
Female	66	95%	91%	33%	65	89%	83%	31%
Male	63	90%	84%	33%	64	98%	83%	22%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	5	100%	80%	0%	6	83%	83%	33%
Hispanic or Latino	20	90%	80%	10%	9	67%	33%	0%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	57%	16	88%	88%	25%
White	97	93%	89%	38%	98	98%	87%	29%
Multiracial	-	-	-	-	-	-	-	-
<b>Small Group Totals</b>								
General-Education Students	108	99%	95%	37%	109	98%	90%	31%
Students with Disabilities	21	62%	48%	14%	20	70%	45%	0%
English Proficient	124	94%	90%	35%	129	94%	83%	26%
Limited English Proficient	5	60%	20%	0%	-	-	-	-
Economically Disadvantaged	10	80%	60%	0%	-	-	-	-
Not Disadvantaged	119	94%	90%	36%	129	94%	83%	26%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	129	93%	88%	33%	129	94%	83%	26%

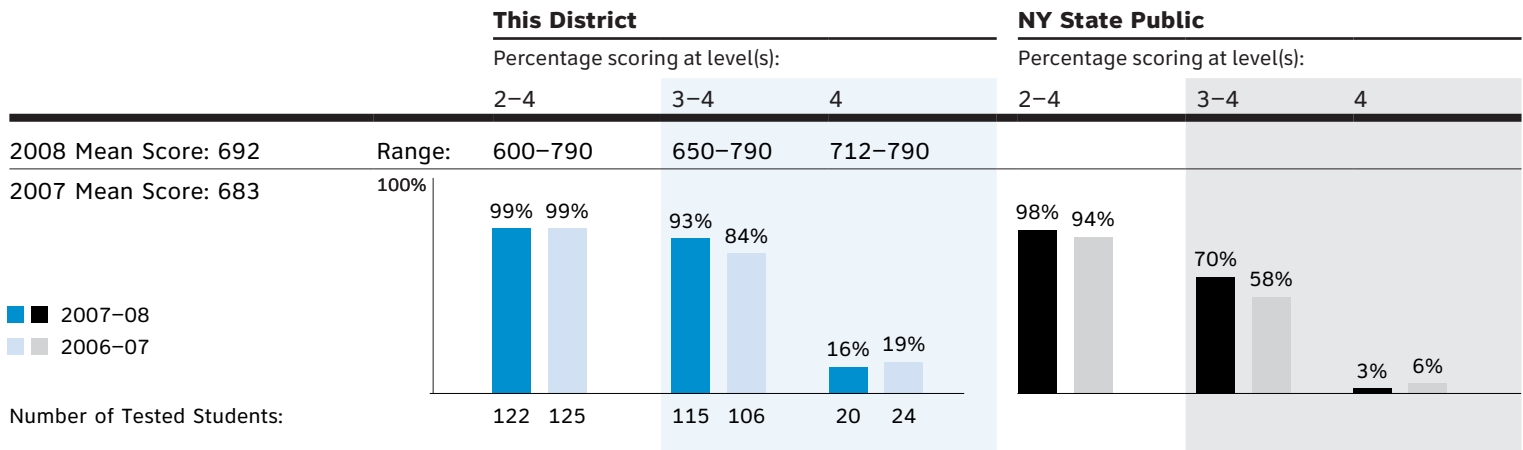
#### NOTES

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

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	-	-	-	0	-	-	-

## This District's Results in Grade 7 English Language Arts



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>123</b>	<b>99%</b>	<b>93%</b>	<b>16%</b>	<b>126</b>	<b>99%</b>	<b>84%</b>	<b>19%</b>
Female	62	98%	94%	21%	63	100%	90%	25%
Male	61	100%	93%	11%	63	98%	78%	13%
American Indian or Alaska Native								
Black or African American	6	-	-	-	4	-	-	-
Hispanic or Latino	8	100%	75%	0%	8	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	15	100%	93%	40%	8	100%	75%	13%
White	93	99%	96%	13%	106	99%	89%	20%
Multiracial	1	-	-	-				
Small Group Totals	7	100%	86%	29%	12	100%	50%	17%
General-Education Students	104	100%	99%	19%	108	100%	94%	22%
Students with Disabilities	19	95%	63%	0%	18	94%	28%	0%
English Proficient	120	-	-	-	126	99%	84%	19%
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	6	100%	83%	0%				
Not Disadvantaged	117	99%	94%	17%	126	99%	84%	19%
Migrant								
Not Migrant	123	99%	93%	16%	126	99%	84%	19%

#### NOTES

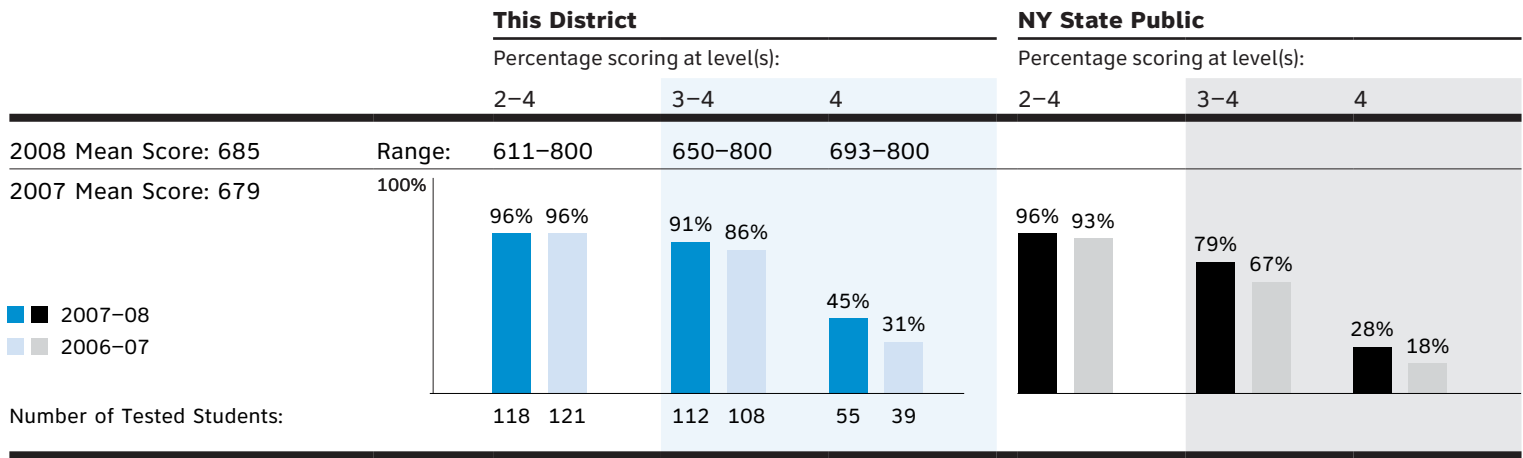
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>123</b>	<b>96%</b>	<b>91%</b>	<b>45%</b>	<b>126</b>	<b>96%</b>	<b>86%</b>	<b>31%</b>
Female	62	94%	89%	50%	63	100%	94%	30%
Male	61	98%	93%	39%	63	92%	78%	32%
American Indian or Alaska Native								
Black or African American	6	-	-	-	4	-	-	-
Hispanic or Latino	8	75%	63%	0%	8	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	15	100%	93%	67%	8	100%	100%	50%
White	93	98%	94%	44%	106	95%	88%	30%
Multiracial	1	-	-	-				
Small Group Totals	7	86%	86%	57%	12	100%	58%	25%
General-Education Students	104	99%	98%	53%	108	100%	93%	36%
Students with Disabilities	19	79%	53%	0%	18	72%	44%	0%
English Proficient	120	-	-	-	126	96%	86%	31%
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	6	83%	67%	0%				
Not Disadvantaged	117	97%	92%	47%	126	96%	86%	31%
Migrant								
Not Migrant	123	96%	91%	45%	126	96%	86%	31%

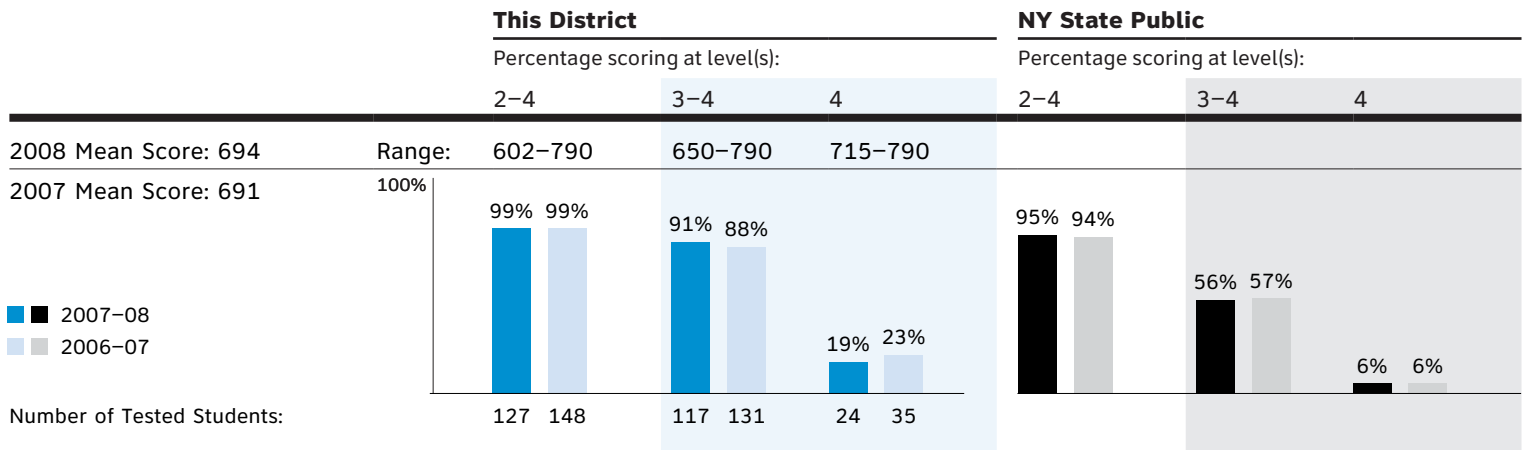
### NOTES

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

## Other Assessments

	2007-08 School Year			2006-07 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				2	-	-	-

## This District's Results in Grade 8 English Language Arts



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>128</b>	<b>99%</b>	<b>91%</b>	<b>19%</b>	<b>149</b>	<b>99%</b>	<b>88%</b>	<b>23%</b>
Female	63	98%	94%	21%	62	98%	94%	35%
Male	65	100%	89%	17%	87	100%	84%	15%
American Indian or Alaska Native								
Black or African American	4	-	-	-	3	-	-	-
Hispanic or Latino	11	91%	73%	9%	14	100%	79%	7%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	88%	13%	8	-	-	-
White	104	100%	94%	21%	124	99%	90%	25%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	80%	0%	11	100%	82%	27%
General-Education Students	113	100%	97%	21%	128	100%	96%	27%
Students with Disabilities	15	93%	47%	0%	21	95%	38%	5%
English Proficient	128	99%	91%	19%	149	99%	88%	23%
Limited English Proficient								
Economically Disadvantaged	5	100%	60%	0%				
Not Disadvantaged	123	99%	93%	20%	149	99%	88%	23%
Migrant								
Not Migrant	128	99%	91%	19%	149	99%	88%	23%

#### NOTES

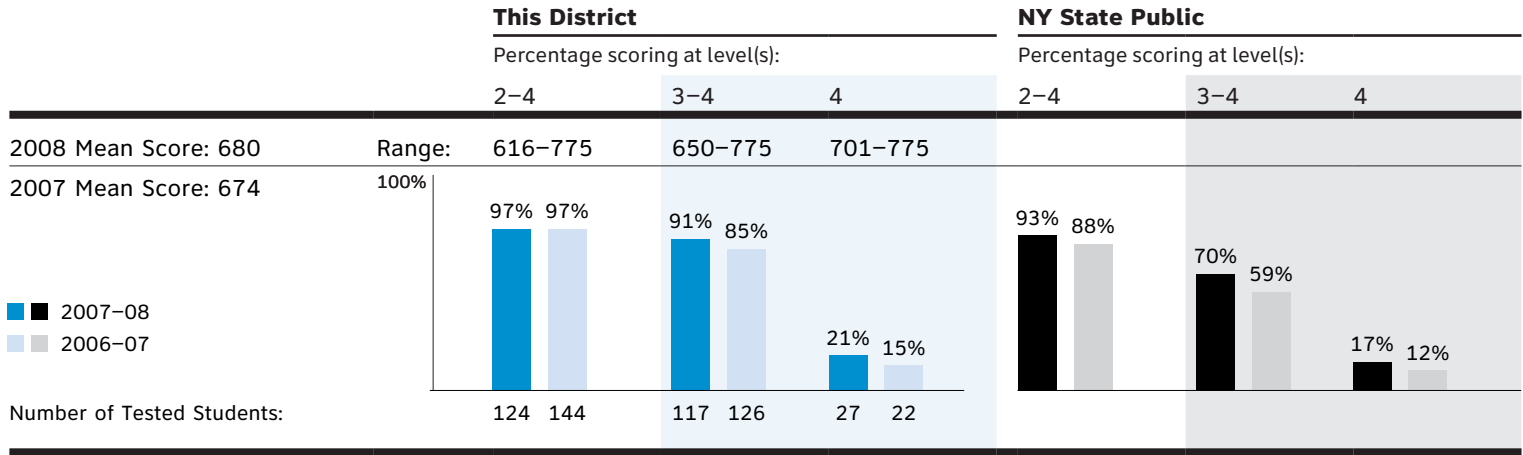
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

## This District's Results in Grade 8 Mathematics



### Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>128</b>	<b>97%</b>	<b>91%</b>	<b>21%</b>	<b>149</b>	<b>97%</b>	<b>85%</b>	<b>15%</b>
Female	63	98%	94%	32%	62	97%	87%	18%
Male	65	95%	89%	11%	87	97%	83%	13%
American Indian or Alaska Native								
Black or African American	4	-	-	-	3	-	-	-
Hispanic or Latino	11	82%	82%	9%	14	93%	71%	7%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	100%	25%	8	-	-	-
White	104	98%	92%	21%	124	97%	85%	15%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	80%	40%	11	100%	91%	18%
General-Education Students	112	100%	95%	24%	128	100%	92%	17%
Students with Disabilities	16	75%	69%	0%	21	76%	38%	0%
English Proficient	128	97%	91%	21%	149	97%	85%	15%
Limited English Proficient								
Economically Disadvantaged	5	100%	100%	20%				
Not Disadvantaged	123	97%	91%	21%	149	97%	85%	15%
Migrant								
Not Migrant	128	97%	91%	21%	149	97%	85%	15%

#### NOTES

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

### Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	2	-	-	-

## This District's Results in Grade 8 Science

### This District

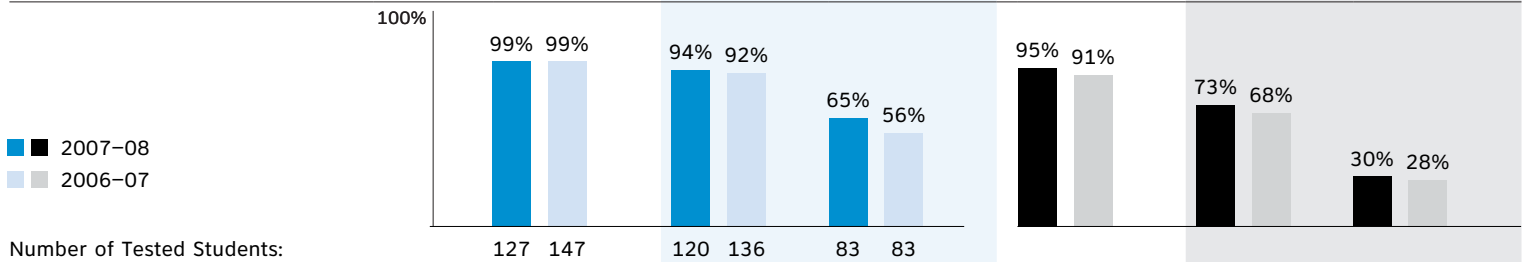
Percentage scoring at level(s):

2-4      3-4      4

### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



Number of Tested Students:

127 147      120 136      83 83

## Results by Student Group

### 2007-08 School Year

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

### 2006-07 School Year

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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>41</b>	<b>98%</b>	<b>80%</b>	<b>22%</b>	<b>38</b>	<b>97%</b>	<b>68%</b>	<b>8%</b>
Female	16	94%	81%	19%	10	100%	80%	0%
Male	25	100%	80%	24%	28	96%	64%	11%
American Indian or Alaska Native								
Black or African American	2	-	-	-	2	-	-	-
Hispanic or Latino	9	89%	89%	33%	8	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	27	100%	74%	19%	27	96%	67%	11%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	100%	20%	11	100%	73%	0%
General-Education Students	27	100%	93%	30%	25	100%	76%	8%
Students with Disabilities	14	93%	57%	7%	13	92%	54%	8%
English Proficient	41	98%	80%	22%	38	97%	68%	8%
Limited English Proficient								
Economically Disadvantaged	4	-	-	-				
Not Disadvantaged	37	-	-	-	38	97%	68%	8%
Migrant								
Not Migrant	41	98%	80%	22%	38	97%	68%	8%

### NOTES

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

## Other Assessments

### 2007-08 School Year

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

### 2006-07 School Year

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

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	2	-	-	-
Regents Science	87	87	87	74	110	110	110	80

## This District's Total Cohort\* Results in Secondary-Level English after Four Years of Instruction

### This District

Percentage scoring at level(s):

2-4

3-4

4

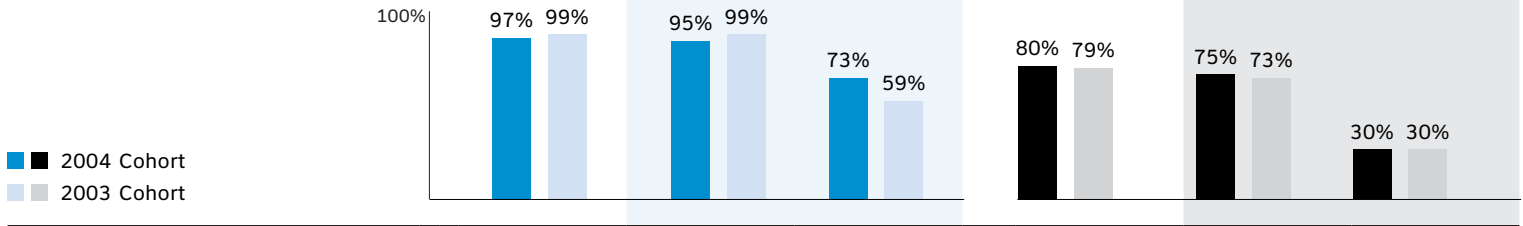
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>158</b>	<b>97%</b>	<b>95%</b>	<b>73%</b>	<b>131</b>	<b>99%</b>	<b>99%</b>	<b>59%</b>
Female	94	98%	96%	80%	70	99%	99%	66%
Male	64	95%	94%	64%	61	100%	100%	51%
American Indian or Alaska Native								
Black or African American	6	67%	67%	17%	7	100%	100%	43%
Hispanic or Latino	12	100%	75%	42%	7	86%	86%	14%
Asian or Native Hawaiian/Other Pacific Islander	8	88%	88%	63%	9	100%	100%	89%
White	132	98%	98%	80%	108	100%	100%	60%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	142	99%	97%	79%	117	100%	100%	63%
Students with Disabilities	16	81%	75%	25%	14	93%	93%	21%
English Proficient	158	97%	95%	73%	131	99%	99%	59%
Limited English Proficient								
Economically Disadvantaged	5	80%	60%	20%				
Not Disadvantaged	153	97%	96%	75%	131	99%	99%	59%
Migrant								
Not Migrant	158	97%	95%	73%				

### NOTES

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

## Other Assessments

	2004 Cohort			2003 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

\*\* 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

\*\*\* The majority of cohort members took an older version of the NYSAA, developed before 2007.

## This District's Total Cohort\* Results in Secondary-Level Mathematics after Four Years of Instruction

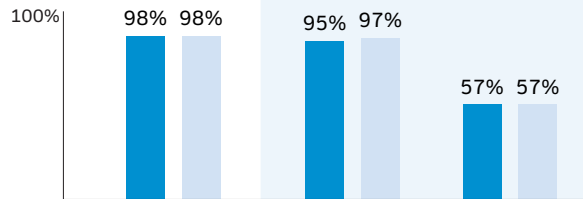
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2004 Cohort  
■ 2003 Cohort

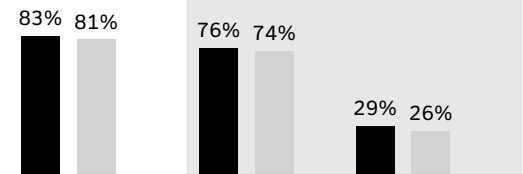
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2004 Cohort

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

### 2003 Cohort\*\*

Number of Students

Percentage scoring at level(s):

2-4

3-4

4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>158</b>	<b>98%</b>	<b>95%</b>	<b>57%</b>	<b>131</b>	<b>98%</b>	<b>97%</b>	<b>57%</b>
Female	94	98%	96%	61%	70	97%	96%	57%
Male	64	98%	94%	52%	61	100%	98%	57%
American Indian or Alaska Native								
Black or African American	6	83%	67%	0%	7	100%	100%	14%
Hispanic or Latino	12	100%	75%	33%	7	86%	71%	29%
Asian or Native Hawaiian/Other Pacific Islander	8	88%	88%	63%	9	100%	100%	89%
White	132	99%	98%	61%	108	99%	98%	59%
Multiracial								
<b>Small Group Totals</b>								
General-Education Students	142	99%	97%	62%	117	100%	98%	61%
Students with Disabilities	16	88%	75%	13%	14	86%	86%	29%
English Proficient	158	98%	95%	57%	131	98%	97%	57%
Limited English Proficient								
Economically Disadvantaged	5	80%	40%	20%				
Not Disadvantaged	153	99%	97%	58%	131	98%	97%	57%
Migrant								
Not Migrant	158	98%	95%	57%				

### NOTES

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

## Other Assessments

### 2004 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

### 2003 Cohort

Number of Students

Number scoring at level(s):

2-4

3-4

4

	2004 Cohort	2003 Cohort
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0	0

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

\*\* 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

\*\*\* The majority of cohort members took an older version of the NYSAA, developed before 2007.

**APPENDIX E.**

Date: 2/11/2009 Time: 11:49:09 AM

Page: 1

**Exemption Impact Report  
School Value Report (552604)**

County: WESTCHESTER  
SWIS Code: 5562

Municipality: GREENBURGH  
Total Assessed Val: 65,233,531  
Uniform Percentage: 2.96

Equalized Total Assessed Value = 2,230,835,506

<b>Exempt Code</b>	<b>Description</b>	<b>Statutory Authority</b>	<b># of Exempts</b>	<b>Total Equalized Value of EX</b>	<b>% of Value Exempted</b>
12100	ST OWNED	RPTL 404(1)	3	2,146,959	0.10
13230	CO O/S LMT	RPTL 406(2)	2	547,297	0.02
13500	TOWN OWNED	RPTL 406(1)	3	461,216	0.02
13570	TWN O/S LM	RPTL 406(2)	2	2,027	0.00
13650	VILL OWNED	RPTL 406(1)	33	29,472,972	1.34
13730	VG O/S LMT	RPTL 406(2)	10	7,548,986	0.34
13800	SCHL OWNED	RPTL 408	9	205,179,054	9.31
21600	CLERGY-RES	RPTL 462	6	5,684,121	0.26
25110	RELIGIOUS	RPTL 420-a	11	70,123,310	3.18
25120	EDUCATIONL	RPTL 420-a	2	5,550,675	0.25
25130	CHARITABLE	RPTL 420-a	8	166,673,986	7.56
25300	OTH NONPRF	RPTL 420-b	6	16,189,189	0.73
26100	VETS ORGAN	RPTL 452	3	1,197,635	0.05
26400	INC VOL FD	RPTL 464(2)	3	1,873,310	0.09
27350	CEMETERY	RPTL 446	8	69,748,310	3.16
41400	CLERGY	RPTL 460	1	50,675	0.00
41800	AGED-ALL	RPTL 467	59	11,023,581	0.50
41930	459-C ALL	RPTL 459-c	2	254,695	0.01
	<b>Total Exemptions (No System EX's)</b>		<b>171</b>	<b>593,727,998</b>	<b>26.94</b>
	<b>Total Exemptions (with System EX's)</b>		<b>171</b>	<b>593,727,998</b>	<b>26.94</b>

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Values have been equalized using the Uniform Percentage of Value.  
The Exempt amounts do not take in to consideration payments in lieu of taxes or other payments for municipal services.

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Amount, if any, attributable to payments in lieu of taxes: \_\_\_\_\_

# HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT

## PROPOSED 2009-2010 SCHOOL BUDGET An Educational Plan

**THANK YOU FOR YOUR INTEREST**

SUPERINTENDENT OF SCHOOLS

Robert I. Shaps  
478-6200

DIRECTOR OF CURRICULUM, INSTRUCTION AND PERSONNEL

Rhonda B. Cohen  
478-6229

DISTRICT TREASURER

Maureen Caraballo  
478-6405

HILLSIDE ELEMENTARY SCHOOL INTERIM PRINCIPAL

William Huppuch  
478-6271

FARRAGUT MIDDLE SCHOOL PRINCIPAL

Gail Kipper  
478-6230

HASTINGS HIGH SCHOOL INTERIM PRINCIPAL

Louis Adipietro  
478-6252

DIRECTOR OF SPECIAL EDUCATION

Deborah Augarten  
478-6261

SUPERINTENDENT OF BUILDINGS AND GROUNDS

George Foster  
478-6220