

SOMERS CENTRAL SCHOOL DISTRICT

Proposed Annual School Budget

2022-2023

Forward in Excellence



SUPERINTENDENT OF SCHOOLS

Dr. Raymond H. Blanch

ASSISTANT SUPERINTENDENT FOR BUSINESS AND OPERATIONS

Christopher Platania

DIRECTOR OF HUMAN RESOURCES AND STUDENT SERVICES

Matthew Carr

DIRECTOR OF LEARNING

Kevin Guidotti

DIRECTOR OF SPECIAL SERVICES

Stacey Elconin

BOARD OF EDUCATION

President, Heidi Cambareri; Vice President, Chadwick Olsen

Trustees: Ifay Chang, MaryRose Joseph, Nicholas Mancini,
Joseph Marra, Lindsay Portnoy

Somers Central School District 2022-2023 Budget Documents

<i>T A B L E O F C O N T E N T S</i>	
Our Mission, Our Vision, Our Values	1
Budget Highlights	2-6
Answers to Common Questions about Tax Cap, Tax Levies and Tax Rates	7
Budget Calendar	8
Tax Rate Analysis	9
Property Tax Cap Calculation	10
Anticipated Revenues and Expenses	11
General Fund Revenues	12
Administrative, Capital and Program Components	13
Contingency Budget	14
Historical Data	15
General Fund Appropriations	17-29
Budget Terminology	30-32
Required Compensation Information	33
Exemption Impact Report	34
School Report Card (2020-2021)	Appendix A
Financial Transparency Report (2019-2020)	Appendix B
Voting Information	Back Cover

Our Mission

Somers Central School District will ignite a passion in each student by engaging students at a personal level to ensure success in a global society.

Our Vision

The vision for SCSD encompasses three fundamental areas, each an important component of the Whole Child —

- 21st Century Knowledge & Skills
- Social-Emotional-Physical Wellness
- Global Citizenship



Our Values

We desire to be a school district that —

- Values diversity, equity and inclusion across all schools.
- Promotes our schools as the center of our community – a safe place to be and grow.
- Leads by example and encourages students to follow their passions.
- Holds high expectations for student achievement and character.
- Develops a K-12 curriculum, instructional resources and assessments intended to prepare students to thrive in a global community.
- Recognizes and celebrates the collective efforts and achievements of the Somers community and embraces a healthy balance of participation from all stakeholders.
- Supports social/emotional/physical wellness as much as academic achievement.
- Recognizes the arts are vital to the core curriculum.
- Gives back to the community through service to others.
- Understands the law, the Constitution, and our civic, ethical and personal responsibilities to each other.
- Develops relationships that are characterized by honesty, respect and integrity.
- Learns from and works collaboratively with individuals from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue.
- Supports and encourages professional collaboration, district-wide and with local organizations, to promote student learning.
- Is driven by a sense of continuous improvement.

Budget Development and Highlights

Developing the annual school budget is among the most important activities in which the Board of Education engages in. The Superintendent and other central office administrators began to outline the 2022-2023 budget in the early fall and continued their work during the winter months. They reviewed enrollment projections, instructional program and staffing needs, special education placements, utility costs, facility needs, and met with principals and directors to develop a preliminary budget. The following should help to explain the budget numbers/information contained within.

Tax Levy

The proposed budget complies with the New York State tax levy cap. The tax levy increase will be 2.00%.

Budget to Budget

The 2022-2023 budget will increase by 3.59% or \$3,499,787 and the estimated tax rate increase is 1.55%.

Revenues

We have increased our state aid revenue by \$1,279,270 when comparing budget to budget. The increase is due largely to an increase in Foundation Aid. The increase in state aid has allowed for less of a reliance on reserves and fund balance.

Capital Reserve Fund

There will be a proposition for the establishment of a \$10,000,000 Capital Reserve Fund for the purpose of improvements, repairs, reconstruction, and renovation of and additions to School District buildings, facilities, property, and athletic fields, which capital reserve fund shall be funded through budgetary appropriations, appropriations of undesignated fund balance, transfers when warranted and properly authorized from other reserve funds, revenues not required by law to be paid into any other fund or account.

Staffing Changes

Student enrollment is not expected to change significantly in the 2022-2023 school year.

Somers Intermediate School will be introducing a World Language program into third and fourth grade beginning in the 2022-2023 school year. Therefore, one additional FTE will be added to the full time faculty of Somers Intermediate School.

Somers Middle School and Somers High School enrollment is anticipated to decrease. Reductions in staffing are anticipated in the Mathematics and Social Studies areas as a result of this declining enrollment.

Districtwide, the teacher-on-special assignment positions for instructional supports for students in academic and emotional areas have demonstrated success in bringing student achievement levels to pre-pandemic levels. These adjustments have no impact on the overall budget but have had a positive impact on students, and will be maintained for the 2022-2023 school year.

Budget Development and Highlights

Educational Initiatives

The work described in the following paragraphs represents ongoing initiatives along with our hopes and aspirations for educational programs going forward. Given the new reality we are experiencing with the COVID-19 pandemic, we have no doubt that these plans will need to be adjusted as we face the academic and social-emotional challenges resulting from the pandemic.

The instructional budget includes implementation costs for new programs or expansion of existing programs along with the support for professional learning related to these programs. A body of research tells us that supporting our faculty through professional networks, updated resources and a strong commitment to the establishment of our own professional learning community is the best way to directly affect student learning and maintain a focus on continuous improvement.

Increases to the Curriculum Development and Supervision/Staff Development (2010 and 2070 budget codes) support the following initiatives:

- Science Technology Engineering and Mathematics (STEM) continue to be a focus as Project Lead the Way (PLTW), a pre-engineering program that offers college credit from the Rochester Institute of Technology, is now fully established with four courses offered at Somers High School: Introduction to Engineering Design, Principles of Engineering, Civil Engineering and Architecture, and Digital Electronics. During the 2018-2019 school year, Somers High School added Project Lead the Way's Principles of Biomedical Science to its offerings. This course allowed students with an interest in biology to explore the intersection of biology and modern technology. During the 2019-2020 school year, Somers High School added PLTW Human Body Systems. Principles of Biomedical Science and Human Body Systems create a pathway that allows students with a particular interest in biology to explore the intersection of biology and modern technology. During the 2021-2022 school year, teachers of Principles of Biomedical Science will continue to realign curriculum to a newer, updated curriculum determined by Project Lead the Way; the program strives to maintain current with developments in this field. Both courses provide students with many hands-on activities and projects to explore both healthy and failing human body systems and the physiology behind each. The activities and projects allow students to master basic biology and provide a strong foundation in human anatomy and physiology, medicine and research processes.
- At the middle level, the Engineering by Design curriculum provides a foundation for high school courses. Two fully functioning Maker Spaces allow for the intersection of math, science and technology and provide opportunities for students to engage in integrated project-based learning. The Maker Space concept embraces the notion that deep learning happens when students apply knowledge to solving problems. The Maker Space equipment will be updated in the 2022-2023 school year to include more additional coding and basic circuitry kits for students at the middle level to build their understanding of coding.
- The 2021-2022 school year marked the fifth year of the IB Diploma Programme at Somers High School. We had approximately one in four 11th and 12th Grade students enrolled in one or more IB classes. The first cohort of IB Diploma recipients graduated in June 2019. There are currently 15 IB Diploma Programme candidates who are in the process of completing the requirements,

Budget Development and Highlights

and many 10th Grade students have indicated their intent to pursue the IB Diploma starting next year. Teachers are engaged in rigorous professional learning and, for the 2022-2023 school year, will participate in a five-year external review to assess the implementation of the Diploma Programme.

- Teachers at Somers High School will begin the candidacy phase for the IB Middle Years Programme in Grades 9 and 10. Longer blocks of time as a result of the newly implemented school schedule will support this transition, and the implementation provides an opportunity to create a coherent and aligned learning experience for all students as they transition from Grades 6 through 10.
- Providing access and opportunity for all students to succeed at higher levels, the high school will expand its offerings of courses in the humanities (English and Social Studies) that embed honors options for students who choose to enrich or expand their learning.
- The Somers Middle School continued their work towards authorization as an IB Middle Years Programme (MYP) school during the 2021-2022 school year. Teachers developed and piloted MYP units of study within their curriculum. Units of study for the Middle Years Programme are inquiry based and infused with real-life local and global contexts. Project-based learning and interdisciplinary work will be hallmarks of the MYP student experience. This budget will support the final application and authorization of the SMS Middle Years Programme.
- During the 2022-2023 school year, Somers Intermediate School will begin World Language instruction in Grades 3 and 4 to both prepare for the MYP requirements and ensure that students graduate from SHS with higher levels of proficiency in receptive and expressive language. In the year 2023-2024, World Language will be expanded to fifth grade. By 2023, the District will have a comprehensive 3-12 World Language program focused on proficiency-based language curriculum and instruction and that incorporates assessments that focus on listening and speaking.
- We continue to explore ways for both teachers and students to harness the power of technology as a learning tool while building critical 21st-century competencies in research, communication, collaboration, and critical thinking. Students in Grades 6-12 continue to have access to personalized technology. This budget will support the purchase of replacement devices for those that have reached their intended lifespan.
- Secondary Level Science and Social Studies require continued study as a result of updated standards. Faculty must continue to develop new curriculum and explore new ways to engage students in the practices involved in the study of these disciplines. The New York State Social Studies Framework, influenced by the National Council for the Social Studies' C3 Framework, integrates inquiry, disciplinary literacy and civic life. The new New York State Science Learning Standards focus on three dimensions that are needed to provide students with a high-quality science education. The first are the Science and Engineering Practices, which are skills that integrate knowledge such as asking questions, developing and using models, and analyzing and interpreting data. The second are the disciplinary core ideas that build over time and help

Budget Development and Highlights

students to understand how the world works. Finally, the third dimension identifies the crosscutting concepts that apply to all science disciplines such as patterns, cause and effect, structure and function, and stability and change. At this important transition period, it is critical that we continue to engage secondary science and social studies faculty in rigorous learning experiences. The support of our PNW BOCES and collaboration with our region have been helpful in enhancing professional learning in these areas.

- Elementary Science and Social Studies also continue to undergo revision as a result of the new standards. For elementary teachers (K-5) who are using the PNW BOCES regionally developed Science21 curriculum, training continues for K-4 teachers who are implementing newly revised curriculum, aligned to the new NYS Science Learning Standards. During the 2022-2023 school year, 5th Grade will recommit to drafting updated curriculum and training following a pause due to the pandemic.
- The importance of building a strong foundation in literacy cannot be overemphasized. While continuing implementation of core programs such as Reading Recovery® (1st Grade reading intervention), Foundations® (K-3 core reading element), and Units of Study in the Writing Workshop (Lucy Calkins), teachers will continue to expand their use of new Fountas and Pinnell Classroom reading materials in Grades K-5.
- In Mathematics, the 2022-2023 school year will bring more emphasis on recognized practices to increase student understanding of foundational and high-level mathematical concepts. Study of the National Council of Teachers of Mathematics (NCTM) policies - including NCTM's *Catalyzing Change in High School Mathematics (2018)* and *Principles to Actions: Defining Core Practices of Teaching (2014)* - by District math teacher leaders engaged them in a careful review and a focus on mathematical practices that encourage understanding of mathematical concepts and promote application of mathematics in the real world. New instructional resources aligned with the goals of this work were accessed in Grades 6-9 on a trial basis for the 2021-2022 school year. The 2022-2023 school budget will support continues implementation and assessment of the impact these resources have on student learning.
- Social and Emotional Learning, an important part of our vision for the whole child, continues with Responsive Classroom® to promote positive behavior at the elementary level. Creating safe and welcoming schools is also part of the social and emotional learning focus, and faculty will continue professional work to develop and deliver curriculum that promotes a school climate that reduces bias and enables all students to access learning. During the 2022-2023 school year, a closer look at social-emotional learning programs at the secondary level resulted in PNW BOCES training for teachers in the DBT STEPS-A (Skills Training for Emotional Problem Solving for Adolescents) program. A continued focus on educational equity will have us examine structures and practices to ensure that all students can reach their full potential.
- The 2022-2023 school budget will support a commitment to providing a systemic, aligned system of support for students who struggle in the Somers Schools. This work requires investments in staffing, professional learning, and administrative oversight to ensure strong, coherent systems

Budget Development and Highlights

are in place and operationalized, and are critical to ensuring all students find success in the Somers Schools. Professional Learning is the engine that propels innovation and best practice in every classroom. Driven by a clear sense of what students must learn, how we will measure student learning, and how we respond to learning challenges, the following opportunities for professional learning will be supported by the 2022-2023 budget:

- Summer curriculum development time provides teacher teams with the time and opportunity to develop new curriculum, revise existing curriculum, create strong, common assessments, and identify effective instructional approaches to support student learning.
- After school study groups – targeted to District success plans as well as personal teacher interest and focus (the Somers Teachers Action Research Team) – provide opportunities for deeper dives into professional learning to improve teacher practice.
- Continued access to outside learning – including conferences, IB workshops and PNW BOCES professional workshops.

Cost Increases or Decreases

The mandated employer contribution to the New York State Teachers' Retirement System has increased the employer contribution rate from 9.80% to approximately 10.29%, an increase of \$321,399. The New York State Employees' Retirement System has decreased their composite contribution rate from 16.20% to 11.60%, a decrease of \$391,688.

Answers to Common Questions on Tax Cap, Tax Levies and Tax Rates

Although New York State now has what is commonly called the “2 percent tax cap,” taxpayers in school districts that follow the law may see proposed increases in their personal taxes that exceed 2 percent. And voters may see proposed district tax levy increases that exceed 2 percent but meet all requirements of the new tax cap law.

1. Does the tax cap mean my annual property tax can’t increase more than 2 percent?

No, it means something different. New York’s property tax cap law limits the annual growth of total property taxes levied by school districts and other local governments to 2 percent or the rate of inflation, whichever is less. This amount is called the “tax levy limit.” A budget containing a tax levy increase at or below the tax levy limit is put before the voters in May and requires “yes” votes from a simple majority of voters for passage. However, there are instances where the tax levy limit may exceed 2 percent.

2. When may the annual tax levy increase exceed 2 percent?

Under the tax cap law, school districts are allowed certain exemptions that may boost their tax levy limits to more than 2 percent while still requiring only a simple majority for budget passage (see question 4 below).

In addition, the tax levy may exceed the tax levy limit if 60 percent of voters in each school district approve such an increase.

3. If the tax levy goes up by X percent, does that mean everyone’s taxes go up by X percent also?

Not necessarily. The cap does not directly affect property tax rates or changes in individual taxes due in a given year. Tax rates paid by individual taxpayers may differ greatly from one household to another, based on things such as equalization rates, and may exceed 2 percent. The amount of taxes an individual pays can also be affected by changes in assessed property values.

4. What are the exemptions to the tax cap that school districts may take?

There are a limited number of specific exemptions to the tax cap that school districts may take. They are:

- Growth in “brick and mortar” development that increases a municipality’s full taxable property.
- Pension contribution costs that arise from increases in the statewide contribution rate in excess of 2 percentage points.
- Expenditures resulting from court orders or judgments arising out of tort actions that exceed 5 percent of the total tax levied in the prior fiscal year.
- The local portion of capital expenditures.

Because school leaders realize their communities are acutely aware of the 2 percent tax cap, they may opt to stay within 2 percent even if it means adopting a budget with a property tax levy increase that is actually below what the law would allow after exemptions.

5. What if voters reject the proposed tax levy?

If voters in the district reject the proposed budget, the school board may adopt a budget with a tax levy no greater than what was levied the previous year or put up the same or a revised budget for a second vote. If voters reject the spending plan twice, schools must adopt a budget with the same tax levy as the prior year – essentially a zero percent cap.

Somers Central School District 2022-2023 Budget Planning Calendar

Sept.-March	o Budget Developing Process ongoing	Superintendent Administrative Staff
Tues., Oct. 19	o Budget Calendar adopted by Board of Education – 7 p.m. SMS Library or Auditorium	Board of Education
Tues., Dec. 7	o 2022-2023 Budget Preview – 7 p.m. SMS Library or Auditorium	Board of Education Superintendent
Tues., Jan. 18	o 2022-2023 Budget Planning Session – 7 p.m. SMS Library or Auditorium	Superintendent
Tues., Feb. 15	o 2022-2023 Budget Planning Session – 7 p.m. SMS Library or Auditorium	Superintendent
Tues., Mar. 1	o Submission of Tax Levy Cap Limit Calculations to Office of NYS Comptroller, SED, NYS Department of Taxation & Finance	Asst. Supt. for Business & Operations
Tues., Mar. 1	o 2022-2023 Budget Planning Session – 7 p.m. SMS Library or Auditorium	Superintendent
Tues., Mar. 15	o 2022-2023 Budget Planning Session – 7 p.m. SMS Library or Auditorium	Superintendent
Mon., Apr. 18	o Nominating Petitions for BOE Candidates and First Statement of Expenditures due on or before 4/18/22	BOE Candidates & District Clerk
Tues., Apr. 19	o Budget Adoption/Budget Summary – 7 p.m. SMS Library or Auditorium o Property Tax Report Card sent to SED and newspaper within 24 hours of Budget Adoption, but no later than Monday, Apr. 25	Board of Education Superintendent Asst. Supt. for Business & Operations
Fri., Apr. 22	o Military Ballots to be distributed	District Clerk
Tues., Apr. 26	o Absentee Ballots mailed to permanently disabled. District Clerk to maintain list of names of all individuals provided absentee ballots.	District Clerk
Tues., Apr. 26	o Public Budget Statement with required attachments available at main offices, Business Office, District Clerk's office, public libraries, and on District website	Asst. Supt. for Business & Operations
Tues., May 3	o Public Budget Hearing – 7 p.m. SMS Library or Auditorium	Board of Education
Fri., May 6	o Budget Notice/Trunkline mailed	Asst. Supt. for Business & Operations
Tues., May 10	o Last day Absentee Ballots may be requested to be mailed to absentee voters	District Clerk
Weds., May 11	o Voter Registration: District Clerk's Office – SMS, 250 Route 202 – 4-8 p.m.	District Clerk
Thurs., May 12	o Last day voters can register at District Clerk's Office o List of persons to whom absentee ballots were issued to be available o 2nd Statement of Expenditures due on or before 5/12/22	District Clerk BOE Candidates
Tues., May 17	o Public Budget Vote/Trustee Election Somers Middle School Gymnasium – 7 a.m. to 9 p.m. o Absentee Ballots due by 4 p.m.	District Clerk
Mon., June 6	o 3 rd Statement of Expenditures due on or before 6/6/22	BOE Candidates

Legal Notices Publishing Dates (District Clerk)

Public Hearing and Budget Vote	
1st	Thursday, March 31
2nd	Thursday, April 14
3rd	Thursday, April 21
4th	Thursday, April 28

TAX RATE ANALYSIS	2021-2022 BUDGET	2022-2023 PROPOSED	\$ CHANGE	% CHANGE
School District Budget	97,483,143	100,982,930	3,499,787	3.59%
Use of Appropriated Fund Balance	0	0		
Use of Retirement Reserve + Debt Service Transfer	524,982	728,555		
Payment in Lieu of Taxes (PILOT)	103,609	106,718		
Revenues from Sources Other Than Local Property Taxes or Reserves	14,155,344	15,794,465		
Tax Levy	82,699,208	84,353,192	1,653,984	2.00%
Estimated Assessed Valuation of Property	478,622,530	481,013,002		
Tax Rate/\$1,000 Assessed Valuation	172.69	175.37	2.68	1.55%

2022-2023 PROPERTY TAX REPORT CARD	2021-2022 BUDGET	2022-2023 PROPOSED	\$ CHANGE	% CHANGE
Total Budgeted Amount	97,483,143	100,982,930	3,499,787	3.59%
A. Proposed Tax Levy to Support the Total Budgeted Amount	82,699,208	84,353,192	1,653,984	2.00%
B. Tax Levy to Support Library Debt, if applicable	0	0		
C. Tax Levy for Non-Excludable Propositions if applicable	0	0		
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if applicable	0	0		
E. Total Proposed School Year Tax Levy (A+B+C+D)	82,699,208	84,353,192		
F. Permissible Exclusions to the School Tax Levy Limit	3,096,418	4,420,068		
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	79,602,790	81,522,787		
H. Total Proposed Tax Levy for School Purposes, excluding Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	79,602,790	79,933,124		
I. Difference: (G-H); (negative value requires 60.0% voter approval)	0	1,589,663		
Public School Enrollment	2,695	2,649		
Consumer Price Index	1.23%	4.70%		

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

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

(3) For 2022-23, includes any carryover from 2021-22 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

FUND BALANCE	ACTUAL 2021-2022	ESTIMATED 2022-2023
Adjusted Restricted Fund Balance	12,393,971	11,716,420
Assigned Appropriated Fund Balance	0	0
Adjusted Unrestricted Fund Balance	3,899,428	4,039,317
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

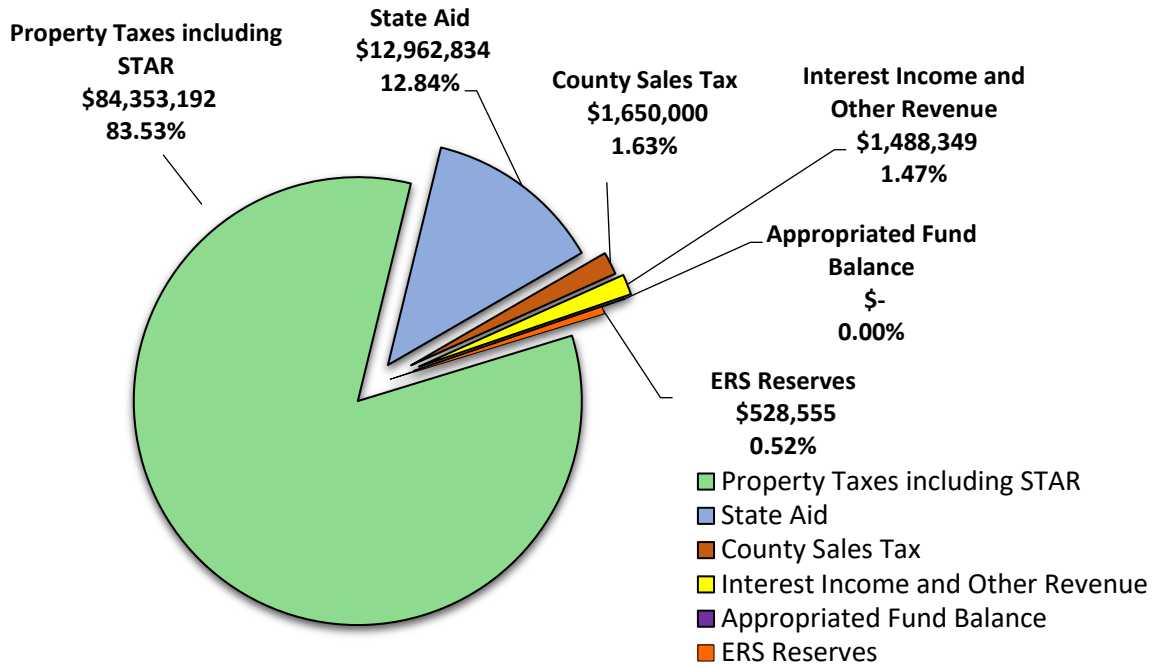
SCHEDULE OF RESERVES	ACTUAL 6/30/21	ESTIMATED 6/30/22	INTENDED USE OF RESERVE IN 2022-2023
Reserve for Tax Certiorari - to establish a reserve fund for tax certiorari settlements	6,708,586	6,710,599	To fund any tax certiorari settlements.
Employee Benefit Liability Reserve - for the payment of accrued employee benefits due to employees upon termination of service	229,138	229,207	To fund vacation day payments to those separating from service.
Reserve for Retirement Contributions - to fund employer retirement contributions to the State/Local Employees' Retirement System	3,449,610	2,922,090	To offset payments to NYS ERS.
Reserve for Retirement Contributions - to fund employer retirement contributions to the NYS Teachers' Retirement System	1,325,572	1,325,970	To offset payments to NYS TRS.

Somers Central School District

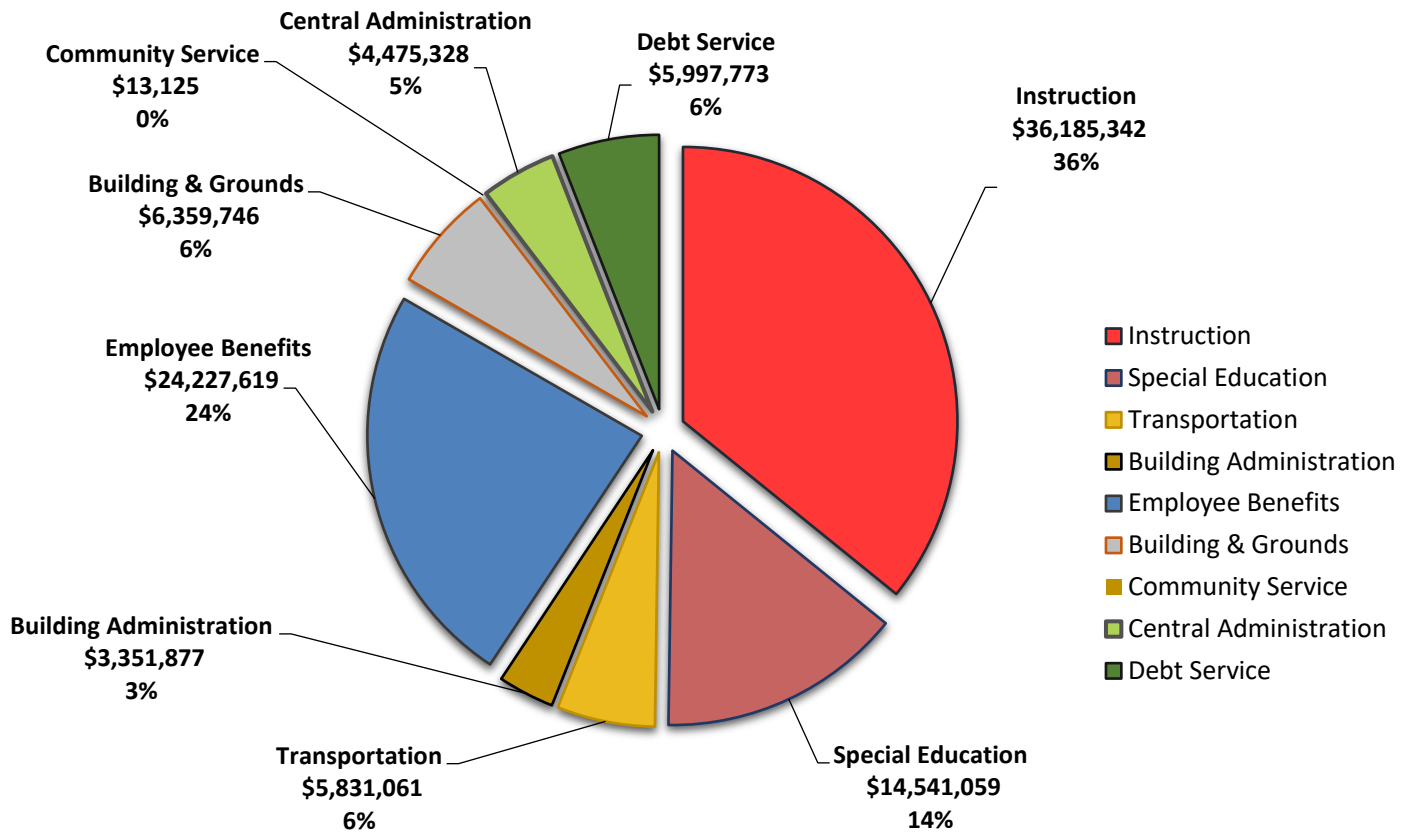
Property Tax Cap Calculation under Chapter 97 of the Laws of 2011
(This analysis calculates the allowable tax levy for 2022-2023 school year)

Real Property Tax Levy Fiscal Year Ending June 30, 2022		\$	82,699,208
(times) Tax Base Growth Factor (Rate from ORPS)	x		<u>1.0039</u>
			83,021,735
			83,021,735
(add) PILOTs Receivable FYE June 30, 2022			<u>103,609</u>
			83,125,344
2021-2022 Exemptions (Prior Year)			
(subtract) Capital Tax Levy (Debt Service & Lease Purchase)			5,297,240
(less) Capital Tax Levy (less Building Aid)	-		<u>2,200,822</u>
(Net) Capital Tax Levy (Debt Service less Building Aid)			3,096,418
Prior Year Adjusted Tax Levy			\$ 80,028,926
Prior Year Adjusted Tax Levy			80,028,926
(times) Allowable Levy Growth Factor (lesser of 2% or CPI - 1.23%)			2.00%
			<u>1,600,579</u>
			81,629,504
(subtract) 2022-2023 PILOT			<u>106,717</u>
			81,522,787
(add) Available carryover			0
Total Levy Limit Before Adjustments and Exclusions			\$ 81,522,787
(add) Tort judgments greater than 5% of tax levy			
			0
(add) ERS Contribution increase greater than 2 percentage points			
			0
(add) TRS Contribution increase greater than 2 percentage points			
			0
(add) Capital Tax Levy (Debt Service & Lease Purchase) less Debt Service transfer			
			6,065,993
(less) Capital Tax Levy (Building Aid)			
	-		<u>1,645,925</u>
Total Exclusions			
			4,420,068
Total Tax Levy Limit for 2022-2023			\$ 85,942,855
Proposed Tax Levy for 2022-2023			\$ 84,353,192
Increase in Tax Levy		\$	1,653,984
Tax Levy Percentage Increase			2.000%

2022-2023 Anticipated Revenue



Anticipated Expenses



General Fund Revenues				
	2019/2020 ACTUAL	2020/2021 ACTUAL	2021/2022 BUDGET	2022/2023 PROPOSED
<u>REVENUES -- LOCAL SOURCES</u>				
Driver's Education	85,015	0	80,000	0
Tuition (including Other Districts and Summer Regents)	4,743	16,838	3,500	3,500
Health Services	698,015	692,115	640,000	643,045
TOTAL CHARGES FOR SERVICES	787,773	708,953	723,500	646,545
<u>USE OF MONEY & PROPERTY</u>				
Interest & Earnings	323,798	18,604	17,696	16,500
Rental - Facility Use, Classrooms	213,840	209,012	179,584	152,136
Commissions	0	0	0	0
TOTAL USE OF MONEY & PROPERTY	537,637	227,615	197,280	168,636
<u>MISCELLANEOUS</u>				
Refund for BOCES Services	161,462	289,843	65,000	87,500
Refund of Prior Year's Expense	49,512	122,678	30,000	137,500
Miscellaneous (CPSE, IB Fees, PSATs, Tots & Teens)	102,376	124,528	93,000	97,750
Summer Clinics/Camps/Ice Hockey Reimbursement	3,815	0	0	0
Sale of Equipment/Excess Materials	859	12,451	1,000	1,000
Insurance Recoveries & Other Compensation for Loss	9,589	17,332	1,000	2,500
Gifts & Donations	100	10,000	0	0
Somers Education Foundation	0	0	18,000	18,000
E-Rate Refunds	23,413	23,264	15,500	18,000
Interfund Revenue	5,934	5,429	4,500	4,200
TOTAL MISCELLANEOUS	357,061	605,524	228,000	366,450
<u>NON-PROPERTY TAXES</u>				
Westchester County Sales Tax	1,511,244	1,837,061	1,325,000	1,650,000
<u>STATE & FEDERAL SOURCES</u>				
State Aid	10,475,548	10,083,436	11,658,064	12,937,334
Federal Aid	0	72,769	0	0
Medicaid Reimbursement	57,518	27,776	23,500	25,500
TOTAL REVENUES -- STATE & FEDERAL SOURCES	10,533,066	10,183,981	11,681,564	12,962,834
<u>OTHER REVENUE</u>				
Interfund Transfer for Captial Fund	100,000	0	0	0
Interfund Transfer for Debt Service	100,000	100,000	200,000	200,000
Payment in Lieu of Taxes (PILOT)	97,661	100,591	103,609	106,718
Appropriated Fund Balance - Retirement System Reserve	0	0	324,982	528,555
Appropriated Fund Balance	0	0	0	0
TOTAL OTHER	297,661	200,591	628,591	835,273
TOTAL NON-PROPERTY REVENUES including Reserves	14,024,442	13,763,726	14,783,935	16,629,738
PROPERTY TAX LEVY (including STAR)	79,777,785	81,123,005	82,699,208	84,353,192
TOTAL REVENUES	93,802,227	94,886,731	97,483,143	100,982,930

2022-2023 PROPOSED BUDGET

ADMINISTRATIVE, PROGRAM AND CAPITAL COMPONENTS

		ADMINISTRATIVE	PROGRAM	CAPITAL	TOTAL
1010	Board of Education	36,754			36,754
1040	District Clerk	29,684			29,684
1060	District Meeting	23,786			23,786
1240	Chief School Administrator	408,375			408,375
1310	Business Administration	904,508			904,508
1320	Auditing	64,450			64,450
1420	Legal Services	131,250			131,250
1430	Personnel Services	516,028			516,028
1480	Public Information	187,439			187,439
1620	Buildings, Grounds, Maintenance			6,159,746	6,159,746
1670	Printing and Mailing	59,609			59,609
1910	Unallocated Insurance	362,849			362,849
1920	School Association Dues	16,175			16,175
1964	Refund on Real Property Tax			16,500	16,500
1981	BOCES Administrative Charges	573,361			573,361
1983	BOCES Capital Expenses	68,220			68,220
2010	Curriculum, Development & Supervision	1,076,340			1,076,340
2020	Supervision Regular School	3,055,119			3,055,119
2070	Staff Development	296,848			296,848
2110	Regular School		27,841,002		27,841,002
2250	Programs for Students with Disabilities		14,216,383		14,216,383
2280	Occupational Education		989,914		989,914
2330	Special Schools		3,960		3,960
2610	School Library & Audio Visual		671,420		671,420
2620	Educational Television		22,000		22,000
2630	Computer Asst. Instruction		1,626,991		1,626,991
2810	Guidance Services		1,935,217		1,935,217
2815	Health Services		690,601		690,601
2820	Psychological Services		776,795		776,795
2825	Social Workers		241,865		241,865
2850	Co-Curricular Activities		349,646		349,646
2855	Interscholastic Athletics		1,035,517		1,035,517
5500	Pupil Transportation		5,831,061		5,831,061
8060	Civic Activities		13,125		13,125
9000	Employee Benefits	2,653,163	20,138,311	1,436,145	24,227,619
9711	Debt Service			4,831,272	4,831,272
9785	Installment Purchase			765,001	765,001
9789	Other Debt			401,500	401,500
9900	Transfer to Special Aid Fund, Capital Fund		325,000	200,000	525,000
TOTAL		10,463,958	76,708,808	13,810,164	100,982,930

10.36% 75.96% 13.68% 100.00%

ADMINISTRATIVE

12.00%

ADMINISTRATIVE

10.36%

ADMINISTRATIVE + PROGRAM

TOTAL BUDGET

**2022-2023 CONTINGENT BUDGET
ADMINISTRATIVE, PROGRAM AND CAPITAL COMPONENTS**

		ADMINISTRATIVE	PROGRAM	CAPITAL	TOTAL
1010	Board of Education	36,754			36,754
1040	District Clerk	28,899			28,899
1060	District Meeting	23,786			23,786
1240	Chief School Administrator	401,520			401,520
1310	Business Administration	890,422			890,422
1320	Auditing	64,450			64,450
1420	Legal Services	131,250			131,250
1430	Personnel Services	500,873			500,873
1480	Public Information	187,439			187,439
1620	Buildings, Grounds, Maintenance			5,854,596	5,854,596
1670	Printing & Mailing	59,609			59,609
1910	Unallocated Insurance	362,849			362,849
1920	School Association Dues	16,175			16,175
1964	Refund on Real Property Tax			16,500	16,500
1981	BOCES Administrative Charges	573,361			573,361
1983	BOCES Capital Expenses	68,220			68,220
2010	Curriculum, Development & Supervision	1,075,340			1,075,340
2020	Supervision Regular School	3,047,229			3,047,229
2070	Staff Development	296,848			296,848
2110	Regular School		27,059,056		27,059,056
2250	Programs for Handicapped Children		14,216,059		14,216,059
2280	Occupational Education		989,914		989,914
2330	Special Schools		3,960		3,960
2610	School Library & Audio Visual		671,420		671,420
2620	Educational Television		22,000		22,000
2630	Computer Asst. Instruction		1,571,335		1,571,335
2810	Guidance Services		1,935,217		1,935,217
2815	Health Services		690,587		690,587
2820	Psychological Services		653,795		653,795
2825	Social Worker Services		241,865		241,865
2850	Co-Curricular Activities		349,646		349,646
2855	Interscholastic Athletics		1,013,517		1,013,517
5500	Pupil Transportation		5,831,061		5,831,061
8060	Civic Activities		0		0
9000	Employee Benefits	2,647,834	19,837,171	1,435,616	23,920,621
9711	Debt Service			4,831,272	4,831,272
9785	Installment Purchase			765,001	765,001
9789	Other Debt			401,500	401,500
9900	Transfer to Special Aid Fund, Capital Fund		325,000	200,000	525,000
TOTAL		10,412,858	75,411,603	13,504,485	99,328,946

For the contingent budget, a reduction of \$1,653,984 is needed to comply with this requirement. Reductions would include 8.0 instructional FTE reductions, no new equipment orders, any planned renovation projects by B&G staff outside of projects involving safety, and extremely limited use of our school buildings by community groups. Community groups would need to pay for any custodial overtime associated with use of school buildings.

Somers Central School District 15-Year Historical Data								
Budget Year	Budget Amount	Budget to Budget Change	Tax Rate per 1000 AV*	% Change - Tax Rate*	Federal & State Aid	% Change	Total Assessments	% Change
22-23	100,982,930	3.59%	175.365722	1.55%	12,937,334	10.75%	481,013,002	0.47%
21-22	97,483,143	2.98%	172.687880	1.81%	11,681,564	22.15%	478,764,547	0.16%
20-21	94,658,222	1.05%	169.617977	1.63%	9,563,179	-9.43%	478,020,792	0.04%
19-20	93,677,220	2.65%	166.902992	2.51%	10,558,610	4.55%	477,821,337	0.09%
18-19	91,257,500	3.31%	162.808736	1.84%	10,098,630	0.76%	477,380,603	0.47%
17-18	88,330,309	1.64%	159.864641	1.31%	10,022,410	-0.89%	475,144,531	0.50%
16-17	86,901,751	0.33%	157.796596	0.48%	10,112,777	11.36%	472,798,276	-0.57%
15-16	86,619,022	1.30%	157.042288	2.37%	9,080,906	5.38%	475,525,215	-0.75%
14-15	85,505,718	2.05%	153.402167	1.28%	8,617,202	11.60%	479,111,728	0.20%
13-14	83,783,994	3.01%	151.461719	3.28%	7,721,498	4.45%	478,165,797	-1.00%
12-13	81,334,171	1.13%	146.656322	3.90%	7,392,215	-0.26%	483,007,170	-1.85%
11-12	80,426,573	1.92%	141.151231	5.35%	7,411,288	0.68%	492,105,538	-4.89%
10-11	78,911,066	-0.76%	133.985715	2.90%	7,361,017	-10.49%	517,420,628	0.16%
09-10	79,516,692	2.94%	130.214424	2.24%	8,223,334	-5.49%	516,619,551	0.09%
08-09	77,248,547	7.48%	127.362199	4.27%	8,700,873	31.11%	516,168,385	0.22%

****Past Five-Year Average**

95,611,803 2.72% 169.476661 1.87% 10,967,863 5.76% 478,600,056 0.25%

****Past Ten-Year Average**

90,919,981 2.19% 162.695072 1.81% 10,039,411 6.07% 477,374,583 -0.04%

****Past Fifteen-Year Average**

87,109,124 2.31% 153.754707 2.45% 9,298,856 5.08% 486,604,473 -0.45%

*Estimated Tax Increase

**Averages include proposed 2022-2023 budget figures.

(This page intentionally left blank.)

	19/20	20/21	21/22	22/23
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
GENERAL SUPPORT				
BOARD OF EDUCATION (1010) - These accounts describe the operating expenses of the Board.				
400 The cost to videotape the BOE meetings is budgeted here along with the costs for Board Docs, policy manual updates and BOCES services. The cost of four School Resource Officers is now budgeted under Operations and Maintenance of Plant (1620).	632,941	27,157	37,354	31,679
450 General office supplies, law books, service awards.	4,551	4,583	5,225	5,075
BOARD OF EDUCATION	637,493	31,740	42,579	36,754
DISTRICT CLERK (1040)				
100 This is the salary for District Clerk to Board of Education.	26,071	26,742	27,119	27,974
400 Cost of workshops, mileage expenditures to attend workshops.	30	80	1,600	1,510
450 General office supplies.	171	1,281	1,000	200
DISTRICT CLERK	26,272	28,104	29,719	29,684
DISTRICT MEETING (1060)				
100 This code is for expenditures for voting poll workers.	3,943	3,154	5,587	5,587
400 The expenses for the Annual Budget Hearing of the District including required legal notices, attendant voting costs and an automated election management system.	33,096	6,431	9,759	18,199
DISTRICT MEETING	37,039	9,585	15,346	23,786
TOTAL BOARD OF EDUCATION	700,805	69,429	87,644	90,224
CHIEF SCHOOL ADMINISTRATOR (1240)				
100 The Superintendent is the Chief Executive Officer of the District and is responsible for the operation of all schools and related services and is appointed on a contracted basis by the Board of Education. Also included here is the salary of one secretary to the Superintendent of Schools.	352,853	353,243	372,692	381,295
200 Equipment.	3,906	462	4,500	4,500
400 Service agreements and conference expenses, association dues and professional material.	9,093	8,048	15,405	15,285
450 Stationery, office supplies and periodicals.	4,602	4,136	7,345	7,295
CHIEF SCHOOL ADMINISTRATOR	370,454	365,888	399,942	408,375

	19/20	20/21	21/22	22/23
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
BUSINESS ADMINISTRATION (1310)				
100 The Assistant Superintendent for Business and Operations of the District reports directly to the Superintendent of Schools and is responsible for the administration, supervision and coordination of all aspects of the business operation and functions related to non-instructional personnel. The Business Office support staff consists of one secretary, one treasurer, two payroll clerks, and two account clerks.	802,939	699,205	690,656	707,902
200 Non-educational equipment.	739	1,739	3,450	4,100
400 Included here are costs associated with prorated rental of the copy machine, maintenance contracts and Ed-Data bidding services. Also included are funds for consultant services, BOCES services -- State Aid Planning, Safety/Risk Management, nVision software package. (BOCES costs \$137,123)	139,179	132,759	199,837	187,681
450 Stationery and general office supplies such as accounting checks, facilities use forms, etc.	10,756	5,777	6,025	4,825
BUSINESS ADMINISTRATION	953,613	839,479	899,968	904,508
AUDITING (1320)				
400 Charged to this account are all expenditures incurred for the annual independent audit conducted by an outside auditing firm (\$37,500) as required by Education Law, funds to cover the mandated internal auditor work (\$14,200) and claims auditing (\$12,750).	61,100	61,450	63,325	64,450
LEGAL SERVICES (1420)	120,744	85,556	128,750	131,250
Included here are monies for legal services.				
PERSONNEL SERVICES (1430)				
100 Included here are salaries for the Director of Human Resources and Student Services and three clerical positions.	416,049	416,378	426,662	449,729
200 Non-educational equipment.	0	765	600	600
400 Costs for recruitment and advertising of open positions and BOCES services such as record management, certification services, substitute services (\$47,433).	56,565	62,580	62,279	61,923
450 General office supplies.	2,844	1,574	3,526	3,776
PERSONNEL SERVICES	475,458	481,297	493,067	516,028

	19/20	20/21	21/22	22/23
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
PUBLIC INFORMATION SERVICES (1480)				
400 Expenditures incurred to provide the community with on-line information, web hosting costs, e-newsletters, informational videos are charged here. The District plans to continue to contract the services of a Communications Specialist through Putnam/Northern Westchester BOCES. The Communications Specialist is embedded in the District four days per week. The intent is to increase the volume and content of communications to parents and the Somers community, highlighting the on-going work related to the mission, vision, and values of the District. Communications are in the form of social media, electronic newsletters, podcasts, and videos. Costs also include website overhaul and webmaster services to update and maintain website content.	107,901	137,183	138,028	187,439
PUBLIC INFORMATION SERVICES (1480)	107,901	137,183	138,028	187,439
OPERATION AND MAINTENANCE OF PLANT (1620,1621)				
Costs incurred for keeping the physical plant open, safe and ready for use.				
100 Personnel service reflects the salary of the Director of Facilities, and the salaries of a .5 FTE office assistant, 23 custodial workers, seven maintenance workers. Overtime and substitute costs are included here.	2,568,459	2,590,236	2,639,878	2,555,692
200 Funds to cover replacement of equipment.	39,889	65,241	32,750	80,000
400 Included are the costs for building repairs, boiler cleaning, fire extinguisher service, fire inspections, inspections of playground equipment, septic tank cleaning, structural inspections, EPA permits, elevator maintenance inspections, intrusion alarm systems, HVAC services, pest control services, and water testing. Other costs included are for equipment rental, staff development, and safety and security costs. Also included is the cost of four School Resource Officers (\$648,388) which had previously been budgeted under the Board of Education (1010).	871,999	1,616,027	1,840,517	1,961,116
422 Refuse Removal/Recycling	34,534	42,601	43,212	44,076
423 Fuel Oil	300,098	416,305	483,750	536,250
424 Propane	2,492	3,215	6,975	6,975
425 Electricity	497,899	552,009	649,195	519,356
426 Telephone	19,061	8,184	16,000	15,500
427 Sewer Charges	11,584	14,784	14,784	14,784
428 Snow Removal	14,600	46,724	53,105	54,167
450 Supplies: office, software, general cleaning, floor, electrical, fuel, plumbing, hardware, uniforms, and grounds supplies.	270,367	409,066	395,150	371,830
OPERATIONS & MAINTENANCE	4,630,981	5,764,393	6,175,316	6,159,746

		19/20	20/21	21/22	22/23
GENERAL FUND APPROPRIATIONS		ACTUAL	ACTUAL	BUDGET	PROPOSED
CENTRAL PRINTING & MAILING (1670)					
This account represents the District's current effort in mailing and communication services.					
100	Included here is the salary of the courier.	24,636	26,301	26,289	24,982
400	Costs included here are for postage, PO Boxes (\$25,830) and postage machine rental, maintenance (\$6,512) and for the printing and mailing of the annual budget newsletter.	25,622	36,329	34,667	33,602
450	Gasoline, fuel and supplies for the District courier.	653	1,203	775	1,025
CENTRAL PRINTING & MAILING		50,911	63,833	61,731	59,609
UNALLOCATED INSURANCE (1910)					
400	Payments of insurance: i.e., general liability, special multi-perils, student accident, surety bonds, and vehicle policies are recorded here. The District participates in New York State Insurance Reciprocal, an insurance company owned by a number of school districts in New York State.	316,238	328,142	351,374	362,849
SCHOOL ASSOCIATION DUES (1920)					
400	These dues are for District membership in the NYS School Boards Association and the Westchester Putnam School Boards Association.	15,562	15,622	16,091	16,175
REFUND ON REAL PROPERTY TAXES (1964)					
400	During the year, some taxpayers are granted refunds due to adjustments in property assessments. A tax certiorari fund has been created to handle the larger tax certiorari reserve.	0	0	20,500	16,500
BOCES ADMINISTRATIVE CHARGES (1981/1983)					
400	This mandated expense is shared amongst the component districts of Putnam/Northern Westchester BOCES according to each district's pupil enrollment figures. It is State-aided by approximately 62% and is the District's share of rentals, administrative and instructional services.	595,974	611,932	622,742	641,581
TOTAL GENERAL SUPPORT (Account #1010-1989)		8,399,741	8,824,204	9,458,478	9,558,734

INSTRUCTION

The work described in the following paragraphs represents ongoing initiatives along with our aspirations for educational programs going forward. Given the new reality we are experiencing with the COVID-19 pandemic, we know that we will face new challenges in the coming school year and perhaps years. We have no doubt that these plans will need to be adjusted as we respond to the challenges that will present themselves as we learn more about the academic and social-emotional impacts of the pandemic. Our intent will always be to support student learning first.

This area of the budget deals directly with instructional staffing, professional learning and learning resources.

For the 2022-2023 school year, we will continue to allocate teacher resources to meet the needs of our students at each school level, and a priority will be placed on enriching our student support program. Resources will be reallocated to directly support students in need of academic and social emotional assistance, the number of whom has increased significantly in the past two years. Maintaining traditional class sizes while enrollment declines will allow us to move classroom teachers into support and enrichment positions that directly impact student success and achievement. The focus for the 2022-2023 school year will be to build academic and social-emotional support systems for students and continue to support teachers' professional learning as they refine instructional practices in order to meet the needs of all learners.

The instructional budget includes implementation costs for new programs or expansion of existing programs. The 2021-2022 school year marked the fifth year of the IB Diploma Program at Somers High School. There currently are 84 students enrolled in one or more IB classes and many more interested sophomore students. We currently have 15 DP candidates in the 2021-2022 school year and are anticipating 20 new DP candidates next year. This will bring the DP candidate total to 34 candidates in the 2022-2023 school year. Teachers are engaged in rigorous professional learning experiences as they prepare for an external, five-year review of the programme and examine IB assessment results with the purpose of refining instruction and learning experiences for students. In addition to IB courses, Somers High School will continue to provide a robust offering of Advanced Placement (AP) courses – 18 courses in all including AP World History, AP Economics, AP Statistics, and AP Computer Science Principles.

Project Lead the Way, a pre-engineering program that offers college credit from the Rochester Institute of Technology, is fully established with four courses offered at Somers High School: Introduction to Engineering Design, Principles of Engineering, Civil Engineering and Architecture, and Digital Electronics. During the 2018-2019 year, Somers High School added *Project Lead the Way's* Principles of Biomedical Science to its offerings. In 2019-2020, Somers High School added PLTW Human Body Systems. These two courses allow students with a particular interest in biology, to explore the intersection of biology and modern technology. In Human Body Systems, students build a strong foundation in human anatomy and physiology. The main project in HBS is building a Maniken®, one body system at a time. Additionally, there are many hands-on activities and projects to explore both healthy and failing human body systems and the physiology behind each. These activities and projects allow students to master basic biology, as well as provide a strong foundation in human anatomy and physiology, medicine and research processes. The upcoming school year will see these courses be refined and revised to be sure they keep up with current trends in these fields.

During the 2019-2020 school year, the high school implemented a new schedule, with longer class periods and a common midday lunch/club activity period. Due to the COVID-19 pandemic, the High School implemented a temporary schedule to accommodate the alternating day model of re-entry of students to school. SHS hopes to return to the longer block schedule for the 2022-2023 school year, and teachers will continue to explore ways that student-centered classrooms with authentic project-based work can help engage students in longer blocks of time and support learning with opportunities for both review and enrichment. Somers High School and Somers Middle School will also examine grading and feedback process that drive student learning in the upcoming school year.

Somers Middle School continued their work towards authorization as an IB Middle Years Program (MYP) school during the 2021-2022 school year with a focus on conceptual-based instruction and policy development. For the 2022-2023 school year, teacher teams from each department will implement new units of instruction and will apply for formal authorization as an IB Middle Years Programme school. Professional learning opportunities will be provided for teachers to align their practice with IB Approaches to Teaching and Learning.

Somers Middle School will also implement a "what I need" (WIN) period for 8th grade students, building upon the success of their new schedule and WIN period implementation in Grades 6 and 7 in the 2021-2022 school year. This period allows for student voice and choice in the learning experience, while also ensuring that student progress is closely monitored and students are given appropriate intervention when needed.

During the 2019-2020 school year, Somers Central School District students began their study of a second language in Grade 6. Increasing student proficiency in other languages has long been a hope of the District, and as we prepare for MYP status, Somers Middle School students will now complete three years of study in either French, Italian or Spanish prior to entering high school. During the 2020-2021 school year, 6-12 language teachers continued to develop practices to build listening and speaking proficiency as well as cultural awareness. During the 2021-2022 school year, the District studied elementary models for learning language and examined research-based best practices to bring language learning experiences to the elementary grades. In the 2022-2023 school year, elementary second language instruction will begin at Somers Intermediate School with a sequential FLES model. By 2023, world language courses will be offered in Grades 3-12 in SCSD.

At the elementary and middle levels, a strong partnership with our Putnam/Northern Westchester BOCES (PNW BOCES) education center allows us to continue use of programs such as *Science 21* and *Renaissance Learning*®. Professional learning for newly updated *Science 21* curriculum will continue as we transition through the adoption period of the New York State Science Learning Standards. We continue to explore ways for both teachers and students to harness the power of technology as a learning tool while building critical 21st-century competencies in research, communication, collaboration, and critical thinking.

The COVID-19 pandemic necessitated students in K-12 to have access to personalized technology. The District 1:1 personal learning device initiative, which was formerly for students in Grades 6-12, was expanded to include all students K-12. iPads were purchased for our youngest learners. This budget will support the purchase of replacement devices for any that have reached their intended lifespan. The 2022-2023 school budget will allow for the expansion of a digital literacy curriculum to expand pre-coding and coding activities for students in Grades K-5.

The District continues to implement more inclusive practices with its focus on Learning Inclusively for Everyone. This initiative seeks to create inclusive classrooms where the needs of a diverse student body are met. During the 2019-2020 school year, the number of co-taught classrooms was increased. These settings allow students and teachers to work together in heterogeneous classroom environments that provide more universal designs for learning and promote success for all students. During the 2022-2023 school year, teachers and staff members will continue to develop their capacity to support students within inclusive classroom settings.

The instructional budget continues to support the development of curriculum and assessments, teacher evaluation practices, data analysis, and professional learning. Summer curriculum work allows teachers to spend focused time on developing and/or revising curriculum and assessments and honing skills needed to support students at all levels. Alignment with new standards, use of new instructional technologies and resources, and continued study of research-based pedagogy make this an important ongoing process. A strong partnership with PNW BOCES and the Lower Hudson Regional Information Center and Southern Westchester BOCES has enhanced our ability to provide professional learning opportunities that reflect best use of instructional technology as well as updated and relevant information about NYSED mandates.

	19/20	20/21	21/22	22/23	
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED	
CURRICULUM DEVELOPMENT- SUPERVISION (2010) STAFF DEVELOPMENT (2070)					
This unit is used to record expenditures incurred for the coordination of curriculum development and supervision as well as staff development experiences that are systemwide and may include interdisciplinary work.					
100	Included here are the salaries of the Director of Learning, Assistant Director of Learning, D.E.I. Coordinator, one secretary, one database manager, and one database assistant. The Director of Learning has responsibility for the supervision and coordination of the Instructional Program (K-12). Also included are funds for curriculum leaders, summer curriculum work and staff training.	802,790	940,051	1,030,307	1,078,682
200	Equipment.	3,179	3,286	1,000	1,000
400	Included here are dues, staff workshop expenses for curriculum study, the BOCES service fees, district-wide testing materials, Tri State expenses, and teacher training expenses.	279,146	179,111	255,705	231,206
450	Office supplies, workshop supplies, reference, subscriptions, and instructional assessment software.	18,024	22,096	62,700	62,300
CURRICULUM DEVELOPMENT & SUPPORT		1,103,139	1,144,544	1,349,712	1,373,188
SUPERVISION - REGULAR SCHOOL (2020)					
100	This category reflects the costs required for administration and supervision of the District's four schools; nine principals/assistant principals, one Director of Athletics and 15 clerical staff.	2,817,861	2,749,523	2,899,992	2,862,553
200	Non-instructional office equipment.	5,460	913	5,750	7,800
400	Mileage, workshops, maintenance agreements, equipment rental costs including copier costs for all schools are included in this category.	93,270	84,691	119,837	121,480
450	Building office needs including stationery, duplicating supplies, periodicals, and general office supplies.	55,351	38,881	64,536	63,196
SUPERVISION - REGULAR SCHOOL		2,971,943	2,874,008	3,090,115	3,055,029

	19/20	20/21	21/22	22/23	
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED	
TEACHING - REGULAR SCHOOL (2110)					
Teaching is defined as that part of the instructional program in which the teacher is regularly in the presence of the pupil taught or in regular communication with pupils in a systematic program designed to assist them in acquiring new or improved knowledge, skills and understandings.					
100	Charges to this account are salaries of 201.2 FTE teachers, 17.0 FTE teacher aides/assistants and 20.22 FTE monitors. Substitute salaries for replacements when regular classroom personnel are absent are also included here.	24,721,911	25,591,416	25,589,610	26,521,479
200	These monies are budgeted for the purchase of equipment for the instructional program.	142,974	40,926	73,667	98,700
400	This account covers contractual expenses such as equipment repairs, contracts and seminars, BOCES programs such as Arts in Education, test scoring services, regional alternative high school, Science 21, and other services. (BOCES costs \$449,720)	481,467	382,779	727,572	767,802
450	Included here are expenditures for all classroom supplies, periodicals, professional journals, and other teaching materials.	231,481	287,643	295,825	292,082
480	Textbooks.	155,547	98,186	153,625	161,367
TEACHING - REGULAR SCHOOL (2110)					
PROGRAMS FOR DISABLED CHILDREN (2250)					
100	This category reflects salaries for 49 FTE teachers and related service providers of Special Education pupils within the District. Additionally, salaries of the Director, Assistant Director, two occupational therapists, 1.4 occupational therapy assistants, 72.0 FTE teacher aides/teaching assistants, and four clerical positions are charged here.	9,277,058	9,014,745	9,181,014	9,369,242
200	Assistive Technology equipment such as auditory training devices, digital hearing aids, sound field systems for hearing impaired, hearing and sight augmentation devices.	6,065	8,389	19,130	5,700
400	Costs are included herein for children with severe handicapping conditions who are educated in other public or private school settings or in a BOCES special educational program. It is anticipated that 35 children will require such placement. These programs are accredited and placements are recommended by the District's Committee on Special Education and the Board. Other costs for educational, psychological or neurological evaluations, occupational or physical therapy services, speech and language services, hearing services, translation interpretation services, and home tutoring services are accounted for here.	3,374,635	4,627,525	4,599,145	4,799,259
450	Supplies and software.	27,341	31,857	36,055	38,981
480	Textbooks.	658	1,232	1,700	2,877
PROGRAMS FOR DISABLED CHILDREN					
		12,685,758	13,683,749	13,837,044	14,216,059

	19/20	20/21	21/22	22/23
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
OCCUPATIONAL EDUCATION (2280)				
100 This category reflects salaries for two Technology teachers.	214,748	223,841	230,055	239,588
200 Equipment.	2,498	1,210	1,311	1,311
400 Costs associated with BOCES for high school occupational education students (\$737,045) and Project Lead the Way.	638,698	673,018	668,457	741,115
450 Supplies.	4,224	8,756	7,630	7,900
OCCUPATIONAL EDUCATION	860,168	906,825	907,453	989,914
DRIVER'S EDUCATION (2310)				
400 This account covers contractual expenses associated with the Driver's Education program. These expenses are offset by fees charged for this program and reflected in our revenue account codes.	85,015	0	80,000	0
DRIVER'S EDUCATION	85,015	0	80,000	0
SUMMER INSTRUCTIONAL PROGRAMS (2330)	4,906	0	4,170	3,960
Costs for Summer Regents Examinations				
SCHOOL LIBRARY/AUDIO-VISUAL EQUIPMENT (2610)				
100 Included are salaries for 4 librarians, 4 library clerks.	590,133	582,378	627,779	615,651
200 Equipment.	0	0	0	0
400 Conferences and memberships are included here.	24,667	501	805	805
450 Included here are the costs of purchasing library books and cataloging periodicals, reference materials, supplies, and subscriptions to on-line databases and circulation software.	46,692	63,519	55,796	54,964
SCHOOL LIBRARY/AUDIO-VISUAL EQUIPMENT	661,492	646,398	684,380	671,420
EDUCATIONAL TELEVISION (2620)				
200 Included here are the costs of equipment.	0	0	550	0
400 Included here are contractual costs.	21,035	21,635	22,641	22,000
450 Supplies.	0	870	1,650	0
EDUCATIONAL TELEVISION	21,035	22,505	24,841	22,000

	19/20	20/21	21/22	22/23	
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED	
COMPUTER-ASSISTED INSTRUCTION (2630)					
100	Included here are the costs for one Director of Technology and Learning Systems as well as summer and/or night work.	186,617	193,309	147,051	157,441
200	Technology equipment expenditures are included here.	102,935	52,162	53,500	76,906
400	Costs in this account include technical support for the network (\$637,000), service agreements for the network and wireless equipment, spam filtering software and software licensing agreements (\$236,556), and BOCES services (\$308,398).	836,284	974,796	1,051,694	1,195,754
450	Supplies such as cables, toner, repair parts - Smart Boards projector bulbs, instructional software.	457,003	226,662	212,976	196,890
COMPUTER-ASSISTED INSTRUCTION		1,582,839	1,446,929	1,465,221	1,626,991
GUIDANCE (2810)					
100	Recorded here are all salary expenditures for the Director of Guidance, 11 certified guidance counselors, 3 clerical staff and associated summer work.	1,671,110	1,715,160	1,774,742	1,834,617
200	Equipment.	0	0	0	0
400	Contractual expenses - substance abuse counselor, college and career programs and conferences.	62,514	66,011	74,350	81,166
450	Office supplies, publications, reference materials, software.	9,594	9,669	19,364	19,434
GUIDANCE		1,743,217	1,790,840	1,868,456	1,935,217
HEALTH SERVICES (2815)					
100	Herein are salaries for 5.7 school nurses, 1.0 health aides, associated summer work, athletic physicals, and substitute pay.	465,355	506,341	489,094	519,211
200	Non-education equipment replacement.	700	2,095	0	0
400	Dues, training expenses and the fee paid to the school physician. Section 903 of the Education Law requires physical examinations for all students in Grades 1, 3, 7, 11 and for students prior to their participation in interscholastic sports. Also charged to this account are health services for students attending private or parochial school (\$103,500).	157,577	134,345	161,751	163,609
450	Supplies. Bandages, ice packs, epipens, antiseptics, tissues.	6,956	13,202	7,060	7,767
HEALTH SERVICES		630,588	655,983	657,905	690,587

	19/20	20/21	21/22	22/23
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
PSYCHOLOGICAL/SOCIAL WORKER SERVICES (2820/2825)				
100 Charges to this code are salary expenditures incurred for seven school psychologists and two school social workers along with summer work that is required.	942,705	946,545	989,148	1,016,613
400 Conferences and membership dues.	0	169	1,065	1,025
450 Supplies.	978	221	1,972	1,022
PSYCHOLOGICAL/SOCIAL WORKER SERVICES	943,683	946,935	992,185	1,018,660
CO-CURRICULAR ACTIVITIES (2850)				
100 This classification is used to record expenditures for co-curricular activities (intramurals, activity club advisors, etc.) that take place after regular school hours and serve a large number of middle and high school students.	236,721	232,594	300,384	311,951
200 Equipment.	0	0	0	0
400 Costs include membership, entry fees (Mock Trial, Model UN, Youth to Youth, Math and Physics competitions, play rentals, etc.).	5,068	10,518	34,609	35,145
450 Supplies.	6,363	992	2,950	2,550
CO-CURRICULAR ACTIVITIES	248,152	244,104	337,943	349,646
INTERSCHOLASTIC ATHLETICS (2855)				
Charged here are direct expenditures incurred in training and maintaining teams for interscholastic athletics.				
100 These are the salaries for coaches for the interscholastic athletic teams (\$576,807) and additional duty pay such as games supervision, timers, etc. (\$74,134)	540,984	503,866	628,155	650,941
200 Equipment.	1,080	11,980	29,999	22,000
400 Fees for officials, chaperones, league and conference dues and registrations as well as contracted services for cleaning and reconditioning of equipment. Also included is the contractual service of an athletic trainer. Athletic transportation costs are accounted for in code 5540. (\$251,462)	230,334	156,825	299,102	313,414
450 Included here are uniforms, balls, field marking supplies, medical supplies, award certificates, etc.	58,177	45,140	46,796	49,162
ATHLETICS	830,576	717,811	1,004,052	1,035,517
TOTAL INSTRUCTION (Account #2010-2855)	50,105,889	51,481,580	53,143,776	54,829,618

	19/20	20/21	21/22	22/23
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED

TRANSPORTATION

PUPIL TRANSPORTATION (5510)

Charged here are expenditures for district-operated transportation services for public and non-public students.

100	Within this area are salaries for one transportation supervisor, one assistant transportation supervisor, a .5 FTE clerical position, and 23 bus monitors and bus duty stipends.	522,168	522,383	651,921	643,223
200	Equipment.	0	0	0	0
400	This charge consists of equipment repair, telephone, memberships and dues.	4,780	7,701	7,700	8,200
450	Costs herein cover stationery, forms, and general office supplies.	781	1,530	1,900	5,600

PUPIL TRANSPORTATION		527,730	531,614	661,521	657,023
-----------------------------	--	----------------	----------------	----------------	----------------

400	GARAGE BUILDING (5530) Included here are costs associated with repairs/upkeep of the bus garage.	8,322	6,722	9,800	10,300
-----	--	--------------	--------------	--------------	---------------

CONTRACT TRANSPORTATION (5540)

400	This category accounts for the cost of hiring private contractors to transport our children to and from school. The District entered into a three-year contract extension with Royal Coach Lines, Inc. beginning July 1, 2021 and ending June 30, 2024. Adjustments to transportation vehicle rates are based on the lower of CPI or 3.25%. The amount indicated is a projection of these services. Also, athletic (\$251,462), building and co-curricular trips (\$52,724) are accounted for here.	4,542,890	4,472,880	4,942,581	5,163,738
-----	---	-----------	-----------	-----------	-----------

CONTRACT TRANSPORTATION		4,542,890	4,472,880	4,942,581	5,163,738
--------------------------------	--	------------------	------------------	------------------	------------------

TOTAL TRANSPORTATION (Account #5510-5540)		5,078,942	5,011,216	5,613,902	5,831,061
--	--	------------------	------------------	------------------	------------------

In the transportation area there are no major route changes anticipated. The District will continue to review routes and consolidate runs for operational efficiency whenever possible.

CIVIC ACTIVITIES (8060)

100	Funds are allocated here for summer clinics/athletic camps. These are mostly self-supporting as fees are charged to offset the expense.	0	8,926	13,125	13,125
-----	---	---	-------	--------	--------

	19/20	20/21	21/22	22/23
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED

BENEFIT EXPENSES

CLASSIFIED EMPLOYEES' RETIREMENT SYSTEM (9010)
 Section 430 of the NYS Employees' Retirement Law mandates contributions to the retirement system for future retirement pensions of public employees. The contribution to be made is based upon gross salaries paid to classified employees each year at a rate of approximately 11.60%.

1,129,683 1,105,666 1,328,024 936,336

TEACHERS' RETIREMENT SYSTEM (9020)
 The Constitution of New York State requires membership in the Teachers' Retirement system be mandatory for all certified personnel. Contributions to the system must be made by the employer. The amount of contribution is based on the gross salaries paid at a projected rate of 10.29%.

3,488,247 3,854,605 3,965,368 4,286,767

SOCIAL SECURITY CONTRIBUTION (9030)
 Under the provision of an agreement between the state and the federal government, the School District is a participant in the Federal Insurance Contribution Act which requires employers to match employee contributions for Social Security. The Medicare contribution is 1.45% of all wages while Social Security contributions are capped at 6.2% up to \$147,000 in 2022.

3,540,506 3,614,653 3,769,942 3,869,428

WORKERS' COMPENSATION (9040)
 The District currently is a member of the Putnam/Northern Westchester Insurance Cooperative, a self-insurance plan for Workers' Compensation coverage.

159,420 155,832 176,067 186,914

UNEMPLOYMENT INSURANCE (9050)
 This account covers the District's potential liability for unemployment claims approved by Unemployment.

102,039 44,471 365,000 32,500

HOSPITAL & MEDICAL (9060)
 Through negotiated contract agreements with the representative bargaining units for District employees, this insurance is provided for full-time employees and retirees of the District. The District has two health insurance plans, the P/NW Consortium, whose projected increase is 8.0%, and the Empire Plan, whose projected increase is 6.5%. Employee contributions to the cost of health insurance range between 14% to 18.5%.

11,728,988 12,168,743 12,832,409 13,944,012

LIFE, DENTAL, VISION, WELFARE, BENEFITS, INCENTIVE (9070, 9089)

905,847 910,711 970,924 971,662

TOTAL EMPLOYEE BENEFITS 21,054,729 21,854,681 23,407,734 24,227,619

Budget Terminology

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

Capital Budget Component: One of three categories that school districts must show in their proposed budgets, this covers: all transportation capital, debt service and lease expenditures; legal judgments and settled claims; custodial costs and all facility costs, including service contracts, supplies, utilities, maintenance, repairs, construction, renovation, debt, and leasing costs.

Program Budget Component: One of the categories that must be presented in the district's proposed budget, this portion includes salaries and benefits of teachers and supervisors who spend the majority of their time teaching; instructional costs such as supplies, equipment and textbooks; and transportation operating costs.

Appropriated Fund Balance: Any portion of a district's fund balance from the previous fiscal year that is applied as revenue to the district's next year budget. This reduces the amount of money that must be generated by taxes.

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

Consumer Price Index (CPI): An index of prices used to measure the change in the cost of basic goods and services in comparison with a fixed base period. It is also called "cost-of-living" index. However, the CPI does not take into account many of the items that cause school district budgets to rise, such as the increasing cost of health insurance, liability insurance and retirement contributions.

Contingent Budget: Under state law, school boards can submit a budget to voters a maximum of two times. If the proposed budget is defeated twice, the board must adopt a contingency budget with a zero percent tax levy increase. Under a contingent budget, there is no capital, court order/judgments or pension exemptions and there is no growth factor. The administration cap remains in effect, and non-contingent expenses must still be removed from the budget.

Employee Benefits: Amounts paid by the district on behalf of employees. These amounts are not included in the gross salary. They are fringe benefits, and while not paid directly to employees, is part of the cost of employees. Employee benefits include the district cost for health insurance premiums, dental insurance, life and disability insurance, Medicare, retirement, social security, and tuition reimbursement.

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

Budget Terminology

Fiscal Year: A fiscal year is the accounting period on which a budget is based. The New York State fiscal year runs from April 1 to March 31. The fiscal year for all New York counties and towns and for most cities is the calendar year. School districts in the State operate on July 1 through June 30 fiscal years.

Fund Balance: A fund balance is created when the school district has money left over at the end of its fiscal year from either underspending the budget or taking in additional revenue. Part of the fund balance (appropriated fund balance) may be applied as revenues to the district's following year budget. A portion may also be set aside (unappropriated fund balance) to pay for emergencies or other unforeseen occurrences.

Proposed Budget: Also called Administrative Proposal. Spending plan developed by school administrators prior to Board adoption. School districts are required by New York State to show their proposed budgets in three categories: administrative, program and capital.

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

STAR: The New York State School Tax Relief (STAR) Program provides an exemption or a credit for school taxes for all owner-occupied, primary residents, with a combined income of less than \$250,000 for the exemption and \$500,000 for the credit. Senior citizens with combined incomes that do not exceed \$92,000 may qualify for an enhanced exemption.

State Aid: State aid is additional money that the state gives to districts to be used in different areas, such as lowering the tax levy, etc. Until the state passes its budget, the district does not know exactly how much to expect in state aid, but school districts are still required to present their budgets to voters on the third Tuesday in May. To meet that mandate, the district had to estimate its state aid revenues.

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

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

Support Services: The personnel, activities and programs that enhance instruction and provide for the general operation of the school district. This includes attendance, guidance and health programs; library personnel and services; special education services provided by speech and language pathologists, physical therapists and occupational therapists; professional development programs; transportation, administration, buildings and grounds operations, and security.

Tax Base: Assessed value of local real estate that a municipality may tax for yearly operational monies.

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

Budget Terminology

Tax Levy: Total sum to be raised by the school district after subtracting all other revenues including state aid. The tax levy is used to determine the tax rate for property owners within a school district.

Tax Levy Limit: Is the number calculated by an eight step State-dictated formula that takes into account inflation (2% or the current Consumer Price Index, whichever is less) any PILOT (payment in lieu of taxes) payments a district receives, and any prior year exemptions. This determines the highest tax levy BEFORE exemptions that a school district can propose and still need a simple majority to pass.

Maximum Allowable Tax Levy: The Tax Levy Limit plus allowable exemptions results in the maximum allowable tax levy, which is the highest tax levy a district can propose and still only need a simple majority to pass.

Tax Rate: The amount of tax paid for each \$1,000 of assessed value of property. In districts that cover just one municipality, the tax rate is figured simply by dividing the total assessed property value by 1,000 and then dividing that again into the tax levy (the amount of money to be raised locally). In districts that encompass more than one municipality, the formula for figuring the tax rate is more complicated. It involves assigning a share of the total tax levy to each municipality and applying equalization rates to take into account different assessment practices.

Unappropriated Fund Balance: A school district is permitted to keep up to four percent of its fund balance in an unappropriated fund. This money may be used to pay for emergency repairs and other unforeseen occurrences.

NYS SCHOOL ADMINISTRATOR SALARY DISCLOSURE 2022-2023

(Salaries and Benefit Cost of Superintendent and Assistant Superintendents)

(Salaries of Other Administrators Compensated At Over \$150,000)

TITLE	SALARY	FRINGE BENEFITS		OTHER	
Superintendent of Schools	\$ 284,627	Social Security	\$ 13,241		
		Health Insurance	\$ 18,988		
		Teachers' Retirement System	\$ 29,288		
		Welfare Fund	\$ 4,100		
		Life Insurance	\$ 384		
		Dental	\$ 1,333		
		Vision	\$ 151	Car Allowance	\$ 3,000
		Workers' Compensation	\$ 1,224	Annuity Payment	\$ 15,000
		TOTAL	\$ 68,709	TOTAL	\$ 18,000
		Assistant Superintendent for Business and Operations	\$ 201,317	Social Security	\$ 12,033
Health Insurance	\$ 22,592				
Teachers' Retirement System	\$ 20,716				
Welfare Fund	\$ 3,500				
Life Insurance	\$ 384				
Dental	\$ 1,333				
Vision	\$ 151				
Workers' Compensation	\$ 866			Car Allowance	\$ 3,600
TOTAL	\$ 61,574			TOTAL	\$ 3,600

Director of Athletics	\$ 160,000
Director of Guidance	\$ 184,752
Director of Human Resources and Student Services	\$ 200,729
Director of Special Services	\$ 200,966
Assistant Director of Special Services	\$ 151,918
Director of Learning	\$ 192,474
Assistant Director of Learning	\$ 170,626
Elementary School Principal	\$ 205,529
Elementary School Assistant Principal	\$ 150,569
Intermediate School Principal	\$ 170,854
Middle School Principal	\$ 194,764
High School Principal	\$ 217,926
Total:	\$ 2,201,107

Exemption Impact Report

Assessment Year: 2021

County: WESTCHESTER
SWIS Code: 555200

School Value Report (555201)

Municipality: Somers
Total Assessed Val: 529,845,510
Uniform Percentage: 11.85

Equalized Total Assessed Value = 4,471,270,126

Exempt Code	Description	Statutory Authority	# of Exempts	Total Equalized Value of EX	% of Value Exempted
10100	CTY OWNED	RPTL 410	1	21,322,362	0.48
12100	NY STATE	RPTL 404(1)	1	8,438	0.00
12350	PUB AUT ST	RPTL 412 & Pub Auth L	29	1,810,548	0.04
13100	CTY OWNED	RPTL 406(1)	37	31,366,666	0.70
13500	TWN WITHIN	RPTL 406(1)	59	12,549,789	0.28
13800	SCHOOL DIS	RPTL 408	8	91,188,185	2.04
13850	BOCES	RPTL 408	3	60,394,936	1.35
13870	SPEC DIST	RPTL 410	15	1,058,649	0.02
14110	US PROP	State L 54	1	344,725	0.01
14200	FOR GOV'T	RPTL 418	1	301,265	0.01
21600	RELIG CORP	RPTL 462	2	1,008,860	0.02
25110	CONST PROT	RPTL 420-a	6	9,005,485	0.20
25120	NP CORP ED	RPTL 420-a	10	116,416,033	2.60
25130	CHARITABLE	RPTL 420-a	1	776,371	0.02
25230	NPC M/M IM	RPTL 420-a	1	1,004,219	0.02
25300	NON-PROFIT	RPTL 420-b	5	2,107,172	0.05
26400	INC VOL FR	RPTL 464(2)	8	3,639,240	0.08
27350	CEMETERIES	RPTL 446	7	1,203,375	0.03
41120	WAR VET	RPTL 458-a	390	4,680,000	0.10
41124	WAR VET	RPTL 458-a	3	36,000	0.00
41130	COMBAT VET	RPTL 458-a	239	4,780,000	0.11
41140	DISABL VET	RPTL 458-a	102	3,275,459	0.07
41400	CLERGY	RPTL 460	1	12,658	0.00
41680	VOL FIRE & AMB	RPTL 466-c, d, e, g	1	67,974	0.00
41700	FARM BLDG	RPTL 483	1	44,725	0.00
41720	AG MKT 305	Ag-Mkts L 305	22	11,903,037	0.27
41730	AGRIC	Ag-Mkts L 306	12	3,153,864	0.07
41800	SENIOR LOW INC	RPTL 467	103	11,875,932	0.27
41834	ENH STAR	RPTL 425	995	178,783,974	4.00
41854	BAS STAR	RPTL 425	2,350	184,789,915	4.13
41930	DISABILITY	RPTL 459-c	8	1,225,265	0.03
42130	FARM LABOR CAMP	RPTL 483-d	2	427,848	0.01
47450	FOREST LAN	RPTL 480	1	205,907	0.00
48660	PHFL Sec 577(1)	PHFL 577(3)	3	14,893,670	0.33
	Total Exemptions (No System EX's)		4,428	775,662,546	17.35
	Total Exemptions (with System EX's)		4,428	775,662,546	17.35

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.

Amount, if any, attributable to payments in lieu of taxes: \$14,893,670

SOMERS CSD - NEW YORK STATE REPORT CARD [2020 - 21]

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

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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

Section 1003 School Improvement Funds Data (58.87 kilobytes)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Black or African American	Good Standing
Hispanic or Latino	Good Standing
Multiracial	Good Standing
White	Good Standing
English Language Learners	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	1,548	76	4.9%
American Indian or Alaska Native	1	–	–
Asian or Native Hawaiian/Other Pacific Islander	52	3	5.8%
Black or African American	17	–	–
Hispanic or Latino	215	10	4.7%
Multiracial	42	1	2.4%
White	1,221	59	4.8%
English Language Learners	52	3	5.8%
Students with Disabilities	304	10	3.3%
Economically Disadvantaged	186	16	8.6%

SECONDARY STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Black or African American	Good Standing
Hispanic or Latino	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

SECONDARY GRADUATION RATE

Accountability graduation rate data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	291	273	93.8%
	5-Year	265	258	97.4%
	6-Year	273	271	99.3%
American Indian or Alaska Native	4-Year	0	–	–
	5-Year	0	–	–
	6-Year	0	–	–
Asian or Native Hawaiian/Other Pacific Islander	4-Year	26	–	–
	5-Year	32*	32	100%
	6-Year	25	–	–
Black or African American	4-Year	12	–	–
	5-Year	9	–	–
	6-Year	10	–	–
Hispanic or Latino	4-Year	46*	40	87%
	5-Year	33*	31	93.9%
	6-Year	22	–	–
Multiracial	4-Year	1	–	–
	5-Year	0	–	–
	6-Year	1	–	–
White	4-Year	247	236	95.5%
	5-Year	224	219	97.8%
	6-Year	239	237	99.2%
English Language Learners	4-Year	5	–	–
	5-Year	3	–	–
	6-Year	3	–	–
Students with Disabilities	4-Year	59	48	81.4%
	5-Year	45	41	91.1%
	6-Year	36	36	100%
Economically Disadvantaged	4-Year	36	30	83.3%
	5-Year	34	33	97.1%
	6-Year	48*	46	95.8%

*Not enough students were in this subgroup in the current reporting year, so data for the current and the previous reporting year were combined.

SECONDARY CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	1,071	59	5.5%
Asian or Native Hawaiian/Other Pacific Islander	43	1	2.3%
Black or African American	10	–	–
Hispanic or Latino	81	3	3.7%
Multiracial	15	–	–
White	922	51	5.5%
English Language Learners	11	–	–
Students with Disabilities	206	27	13.1%
Economically Disadvantaged	131	21	16%

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)

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

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34%	31%	26%	8%	24%	40%	29%	8%
Students with Disabilities	73%	18%	7%	1%	61%	30%	7%	2%
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21%	27%	34%	17%	8%	23%	43%	26%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	53%	31%	14%	2%	43%	40%	16%	1%
Hispanic or Latino	45%	32%	19%	4%	33%	45%	19%	2%
White	24%	32%	33%	11%	14%	39%	38%	9%
Multiracial	24%	23%	35%	18%	15%	42%	31%	12%
English Language Learners	78%	17%	4%	*	51%	40%	8%	1%
Economically Disadvantaged	49%	31%	17%	3%	33%	43%	21%	3%

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	4%	34%	32%	22%	11%
Students with Disabilities	58%	31%	10%	1%	72%	22%	5%	2%
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21%	33%	36%	10%	15%	25%	29%	31%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	43%	38%	17%	1%	55%	30%	12%	3%
Hispanic or Latino	41%	38%	19%	2%	49%	35%	14%	3%
White	20%	39%	35%	6%	23%	33%	29%	15%
Multiracial	*	*	*	*	*	*	*	*
English Language Learners	83%	16%	1%	*	88%	10%	2%	*
Economically Disadvantaged	40%	38%	20%	2%	47%	32%	16%	5%

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	89%	89%	84%	85%
Students with Disabilities	87%	87%	92%	95%
English Language Learners	89%	90%	88%	90%

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35%	31%	26%	9%	20%	40%	32%	9%
Students with Disabilities	70%	18%	9%	2%	51%	33%	14%	3%
American Indian or Alaska Native	50%	30%	17%	3%	32%	43%	22%	4%
Asian	18%	25%	35%	22%	7%	23%	41%	29%
Native Hawaiian/Other Pacific Islander	45%	31%	20%	4%	30%	40%	24%	5%
Black or African American	53%	30%	15%	3%	35%	45%	18%	2%
Hispanic or Latino	46%	31%	19%	4%	27%	45%	24%	3%
White	24%	31%	32%	12%	12%	36%	40%	12%
Multiracial	28%	32%	29%	11%	17%	40%	34%	10%
English Language Learners	65%	25%	8%	1%	41%	43%	15%	1%
Economically Disadvantaged	48%	31%	18%	3%	29%	45%	23%	3%

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	28%	39%	29%	4%	32%	35%	23%	10%
Students with Disabilities	64%	27%	8%	1%	68%	23%	7%	2%
American Indian or Alaska Native	40%	41%	19%	1%	48%	37%	13%	3%
Asian	13%	30%	43%	13%	12%	24%	31%	33%
Native Hawaiian/Other Pacific Islander	38%	38%	23%	2%	47%	34%	15%	4%
Black or African American	47%	39%	14%	1%	54%	33%	11%	2%
Hispanic or Latino	38%	40%	20%	1%	43%	37%	16%	3%
White	19%	39%	36%	5%	21%	36%	30%	13%
Multiracial	24%	40%	31%	5%	28%	36%	25%	11%
English Language Learners	73%	24%	3%	*	73%	22%	4%	1%
Economically Disadvantaged	40%	40%	18%	1%	46%	36%	15%	3%

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	93%	93%	91%	92%
Students with Disabilities	89%	90%	90%	92%
English Language Learners	94%	95%	92%	93%

TOTAL COHORT GRADUATION RATE (2020-21)

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

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	280	264	94%	1	0%	263	94%	0	0%	0	0%	9	3%	2	1%	5	2%
Female	138	133	96%	1	1%	132	96%	0	0%	0	0%	2	1%	0	0%	3	2%
Male	142	131	92%	0	0%	131	92%	0	0%	0	0%	7	5%	2	1%	2	1%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	18	86%	0	0%	18	86%	0	0%	0	0%	2	10%	0	0%	1	5%
White	248	235	95%	1	0%	234	94%	0	0%	0	0%	7	3%	2	1%	4	2%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	232	230	99%	1	0%	229	99%	0	0%	0	0%	0	0%	1	0%	1	0%
Students with Disabilities	48	34	71%	0	0%	34	71%	0	0%	0	0%	9	19%	1	2%	4	8%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	279	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	23	18	78%	0	0%	18	78%	0	0%	0	0%	3	13%	1	4%	1	4%
Not Economically Disadvantaged	257	246	96%	1	0%	245	95%	0	0%	0	0%	6	2%	1	0%	4	2%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	280	264	94%	1	0%	263	94%	0	0%	0	0%	9	3%	2	1%	5	2%

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	280	264	94%	1	0%	263	94%	0	0%	0	0%	9	3%	2	1%	5	2%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	280	264	94%	1	0%	263	94%	0	0%	0	0%	9	3%	2	1%	5	2%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	280	264	94%	1	0%	263	94%	0	0%	0	0%	9	3%	2	1%	5	2%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

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

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

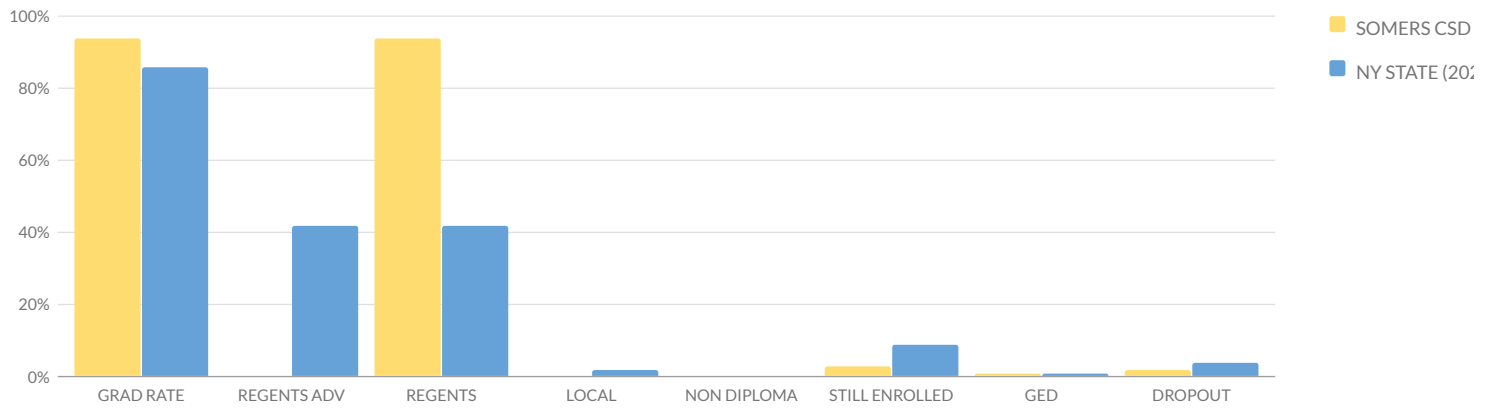
THIS DOCUMENT WAS CREATED ON: APRIL 5, 2022, 11:50 AM EST

SOMERS CSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2021

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	280	264	94%	1	0%	263	94%	0	0%	0	0%	9	3%	2	1%	5	2%
Female	138	133	96%	1	1%	132	96%	0	0%	0	0%	2	1%	0	0%	3	2%
Male	142	131	92%	0	0%	131	92%	0	0%	0	0%	7	5%	2	1%	2	1%
General Education Students	232	230	99%	1	0%	229	99%	0	0%	0	0%	0	0%	1	0%	1	0%
Students with Disabilities	48	34	71%	0	0%	34	71%	0	0%	0	0%	9	19%	1	2%	4	8%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	21	18	86%	0	0%	18	86%	0	0%	0	0%	2	10%	0	0%	1	5%
White	248	235	95%	1	0%	234	94%	0	0%	0	0%	7	3%	2	1%	4	2%
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	23	18	78%	0	0%	18	78%	0	0%	0	0%	3	13%	1	4%	1	4%
Not Economically Disadvantaged	257	246	96%	1	0%	245	95%	0	0%	0	0%	6	2%	1	0%	4	2%
English Language Learner	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	279	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	280	264	94%	1	0%	263	94%	0	0%	0	0%	9	3%	2	1%	5	2%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	280	264	94%	1	0%	263	94%	0	0%	0	0%	9	3%	2	1%	5	2%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	280	264	94%	1	0%	263	94%	0	0%	0	0%	9	3%	2	1%	5	2%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	280	264	94%	1	0%	263	94%	0	0%	0	0%	9	3%	2	1%	5	2%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 5, 2022, 11:51 AM EST

SOMERS CSD GRADUATION PATHWAYS DATA 2021

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	264	263	100%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Female	133	133	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	131	130	99%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%
General Education Students	230	229	100%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	34	34	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	18	18	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	235	234	100%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	18	17	94%	0	0%	0	0%	1	6%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Economically Disadvantaged	246	246	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	264	263	100%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	264	263	100%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	264	263	100%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	264	263	100%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	264	263	100%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

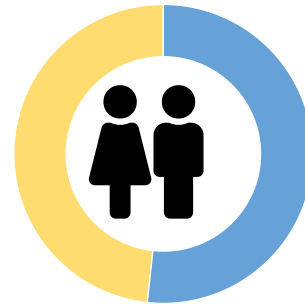
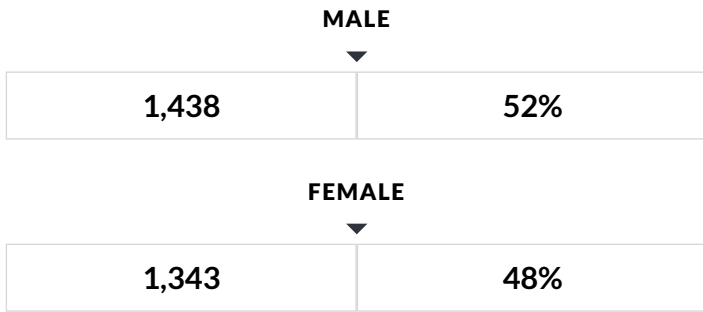
THIS DOCUMENT WAS CREATED ON: APRIL 5, 2022, 11:51 AM EST

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

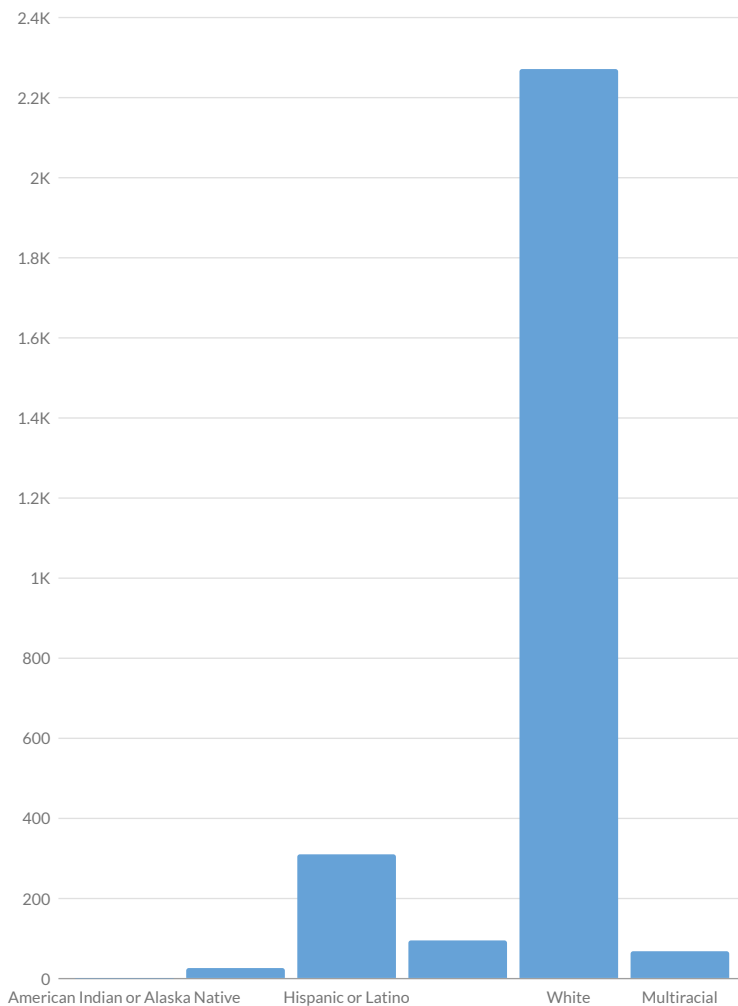
SOMERS CSD ENROLLMENT (2020 - 21)

K-12 Enrollment: 2,781

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



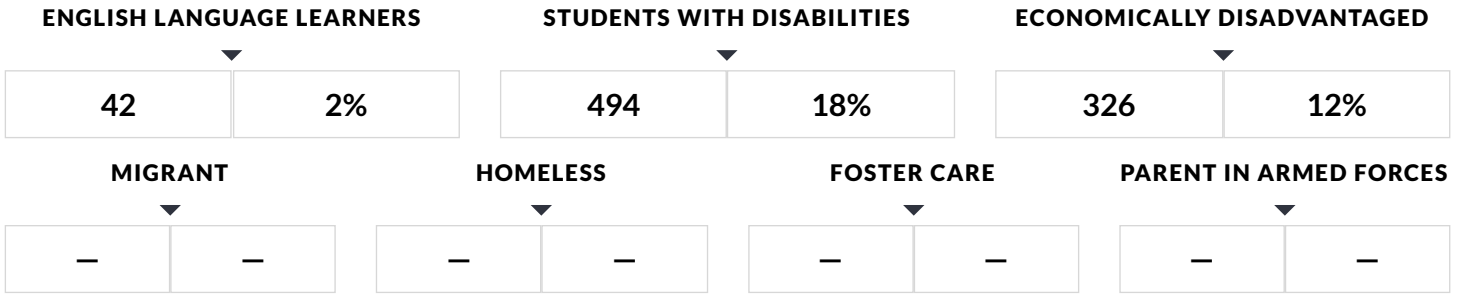
WHITE



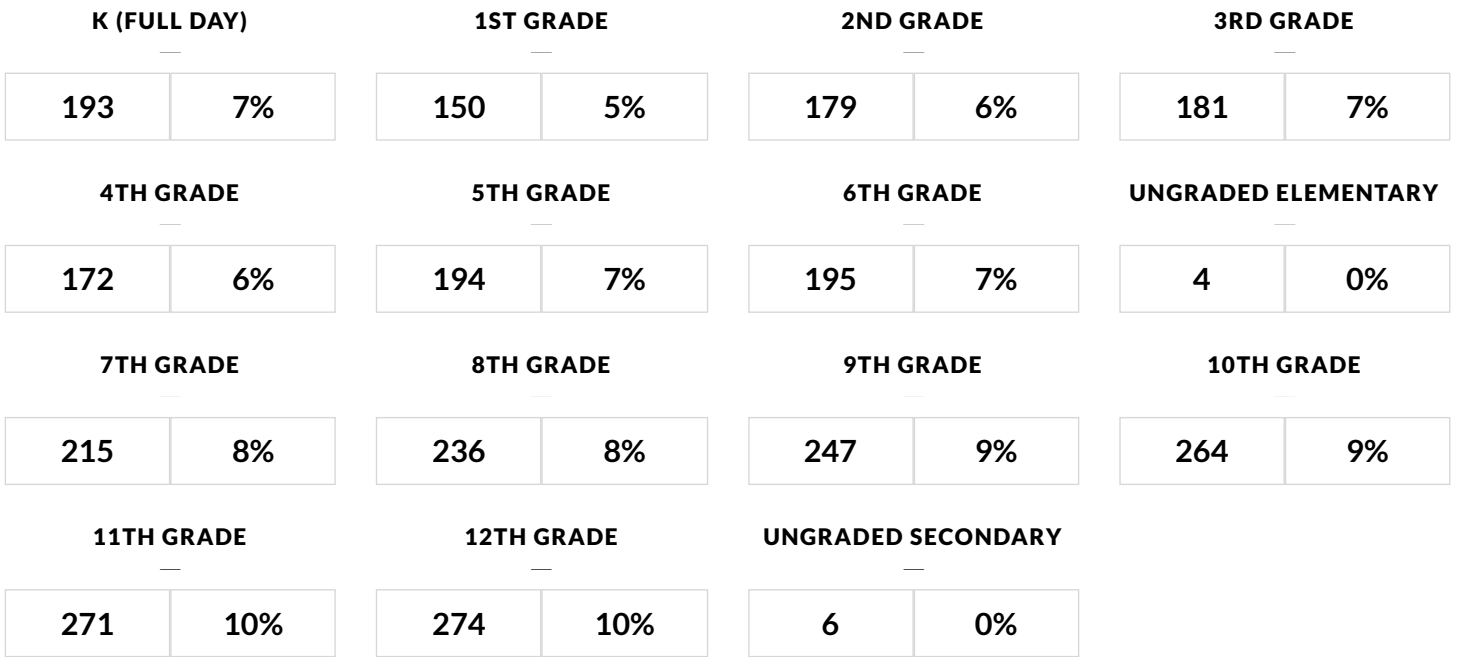
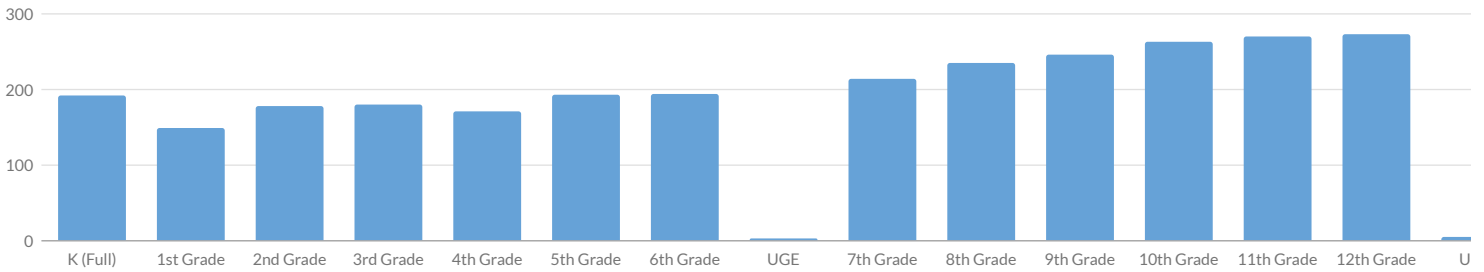
MULTIRACIAL



OTHER GROUPS



ENROLLMENT BY GRADE



© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 5, 2022, 11:52 AM EST

SOMERS CSD GRADES 3-8 ELA ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

[Assessment Data - Glossary of Terms](#) | [Assessment Data - Business Rules](#)

2021 English Language Arts Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	185	100%	128	69%	57	31%
Female	92	50%	61	66%	31	34%
Male	93	50%	67	72%	26	28%
General Education Students	150	81%	111	74%	39	26%
Students with Disabilities	35	19%	17	49%	18	51%
Asian or Native Hawaiian/Other Pacific Islander	2	1%	2	100%	0	0%
Black or African American	1	1%	1	100%	0	0%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Hispanic or Latino	31	17%	19	61%	12	39%
White	142	77%	100	70%	42	30%
Multiracial	9	5%	6	67%	3	33%
Economically Disadvantaged	25	14%	17	68%	8	32%
Not Economically Disadvantaged	160	86%	111	69%	49	31%
English Language Learner	7	4%	6	86%	1	14%
Non-English Language Learner	178	96%	122	69%	56	31%
Not in Foster Care	185	100%	128	69%	57	31%
Not Homeless	185	100%	128	69%	57	31%
Not Migrant	185	100%	128	69%	57	31%
Parent Not in Armed Forces	185	100%	128	69%	57	31%

2021 English Language Arts Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	173	100%	130	75%	43	25%
Female	96	55%	73	76%	23	24%
Male	77	45%	57	74%	20	26%
General Education Students	140	81%	115	82%	25	18%
Students with Disabilities	33	19%	15	45%	18	55%
Asian or Native Hawaiian/Other Pacific Islander	5	3%	3	60%	2	40%
Black or African American	2	1%	2	100%	0	0%
Hispanic or Latino	26	15%	22	85%	4	15%
White	137	79%	101	74%	36	26%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Multiracial	3	2%	2	67%	1	33%
Economically Disadvantaged	22	13%	19	86%	3	14%
Not Economically Disadvantaged	151	87%	111	74%	40	26%
English Language Learner	4	2%	3	75%	1	25%
Non-English Language Learner	169	98%	127	75%	42	25%
Not in Foster Care	173	100%	130	75%	43	25%
Not Homeless	173	100%	130	75%	43	25%
Not Migrant	173	100%	130	75%	43	25%
Parent Not in Armed Forces	173	100%	130	75%	43	25%

2021 English Language Arts Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	193	100%	116	60%	77	40%
Female	89	46%	57	64%	32	36%
Male	104	54%	59	57%	45	43%
General Education Students	151	78%	99	66%	52	34%
Students with Disabilities	42	22%	17	40%	25	60%
Asian or Native Hawaiian/Other Pacific Islander	10	5%	8	80%	2	20%
Hispanic or Latino	35	18%	16	46%	19	54%
White	141	73%	88	62%	53	38%
Multiracial	7	4%	4	57%	3	43%
Economically Disadvantaged	23	12%	12	52%	11	48%
Not Economically Disadvantaged	170	88%	104	61%	66	39%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
English Language Learner	4	2%	2	50%	2	50%
Non-English Language Learner	189	98%	114	60%	75	40%
Not in Foster Care	193	100%	116	60%	77	40%
Not Homeless	193	100%	116	60%	77	40%
Not Migrant	193	100%	116	60%	77	40%
Parent Not in Armed Forces	193	100%	116	60%	77	40%

2021 English Language Arts Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	202	100%	136	67%	66	33%
Female	94	47%	64	68%	30	32%
Male	108	53%	72	67%	36	33%
General Education Students	162	80%	113	70%	49	30%
Students with Disabilities	40	20%	23	58%	17	43%
American Indian or Alaska Native	1	0%	0	0%	1	100%
Asian or Native Hawaiian/Other Pacific Islander	9	4%	8	89%	1	11%
Black or African American	4	2%	2	50%	2	50%
Hispanic or Latino	22	11%	15	68%	7	32%
White	163	81%	110	67%	53	33%
Multiracial	3	1%	1	33%	2	67%
Economically Disadvantaged	22	11%	14	64%	8	36%
Not Economically Disadvantaged	180	89%	122	68%	58	32%
English Language Learner	3	1%	2	67%	1	33%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Non-English Language Learner	199	99%	134	67%	65	33%
Not in Foster Care	202	100%	136	67%	66	33%
Not Homeless	202	100%	136	67%	66	33%
Not Migrant	202	100%	136	67%	66	33%
Parent Not in Armed Forces	202	100%	136	67%	66	33%

2021 English Language Arts Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	218	100%	145	67%	73	33%
Female	101	46%	65	64%	36	36%
Male	117	54%	80	68%	37	32%
General Education Students	178	82%	121	68%	57	32%
Students with Disabilities	40	18%	24	60%	16	40%
Asian or Native Hawaiian/Other Pacific Islander	7	3%	4	57%	3	43%
Black or African American	3	1%	2	67%	1	33%
Hispanic or Latino	30	14%	20	67%	10	33%
White	175	80%	116	66%	59	34%
Multiracial	3	1%	3	100%	0	0%
Economically Disadvantaged	32	15%	23	72%	9	28%
Not Economically Disadvantaged	186	85%	122	66%	64	34%
English Language Learner	2	1%	2	100%	0	0%
Non-English Language Learner	216	99%	143	66%	73	34%
Not in Foster Care	218	100%	145	67%	73	33%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not Homeless	218	100%	145	67%	73	33%
Not Migrant	218	100%	145	67%	73	33%
Parent Not in Armed Forces	218	100%	145	67%	73	33%

2021 English Language Arts Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	238	100%	127	53%	111	47%
Female	125	53%	65	52%	60	48%
Male	113	47%	62	55%	51	45%
General Education Students	196	82%	101	52%	95	48%
Students with Disabilities	42	18%	26	62%	16	38%
Asian or Native Hawaiian/Other Pacific Islander	6	3%	5	83%	1	17%
Black or African American	5	2%	2	40%	3	60%
Hispanic or Latino	18	8%	12	67%	6	33%
White	205	86%	105	51%	100	49%
Multiracial	4	2%	3	75%	1	25%
Economically Disadvantaged	16	7%	8	50%	8	50%
Not Economically Disadvantaged	222	93%	119	54%	103	46%
English Language Learner	1	0%	0	0%	1	100%
Non-English Language Learner	237	100%	127	54%	110	46%
Not in Foster Care	238	100%	127	53%	111	47%
Not Homeless	238	100%	127	53%	111	47%
Not Migrant	238	100%	127	53%	111	47%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Parent Not in Armed Forces	238	100%	127	53%	111	47%

2021 English Language Arts Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	128	3	2%	16	13%	59	46%	50	39%	109	85%
Female	61	2	3%	4	7%	29	48%	26	43%	55	90%
Male	67	1	1%	12	18%	30	45%	24	36%	54	81%
General Education Students	111	2	2%	11	10%	48	43%	50	45%	98	88%
Students with Disabilities	17	1	6%	5	29%	11	65%	0	0%	11	65%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	1	5%	4	21%	10	53%	4	21%	14	74%
White	100	2	2%	11	11%	45	45%	42	42%	87	87%
Multiracial	6	0	0%	1	17%	3	50%	2	33%	5	83%
Economically Disadvantaged	17	1	6%	4	24%	11	65%	1	6%	12	71%
Not Economically Disadvantaged	111	2	2%	12	11%	48	43%	49	44%	97	87%
English Language Learner	6	0	0%	3	50%	3	50%	0	0%	3	50%
Non-English Language Learner	122	3	2%	13	11%	56	46%	50	41%	106	87%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not in Foster Care	128	3	2%	16	13%	59	46%	50	39%	109	85%
Not Homeless	128	3	2%	16	13%	59	46%	50	39%	109	85%
Not Migrant	128	3	2%	16	13%	59	46%	50	39%	109	85%
Parent Not in Armed Forces	128	3	2%	16	13%	59	46%	50	39%	109	85%

2021 English Language Arts Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	130	6	5%	29	22%	34	26%	61	47%	95	73%
Female	73	4	5%	20	27%	16	22%	33	45%	49	67%
Male	57	2	4%	9	16%	18	32%	28	49%	46	81%
General Education Students	115	4	3%	21	18%	32	28%	58	50%	90	78%
Students with Disabilities	15	2	13%	8	53%	2	13%	3	20%	5	33%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	1	5%	7	32%	5	23%	9	41%	14	64%
White	101	5	5%	22	22%	28	28%	46	46%	74	73%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	19	2	11%	6	32%	5	26%	6	32%	11	58%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not Economically Disadvantaged	111	4	4%	23	21%	29	26%	55	50%	84	76%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	127	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	130	6	5%	29	22%	34	26%	61	47%	95	73%
Not Homeless	130	6	5%	29	22%	34	26%	61	47%	95	73%
Not Migrant	130	6	5%	29	22%	34	26%	61	47%	95	73%
Parent Not in Armed Forces	130	6	5%	29	22%	34	26%	61	47%	95	73%

2021 English Language Arts Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	116	9	8%	20	17%	35	30%	52	45%	87	75%
Female	57	4	7%	9	16%	11	19%	33	58%	44	77%
Male	59	5	8%	11	19%	24	41%	19	32%	43	73%
General Education Students	99	2	2%	18	18%	29	29%	50	51%	79	80%
Students with Disabilities	17	7	41%	2	12%	6	35%	2	12%	8	47%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	1	13%	3	38%	3	38%	6	75%
Hispanic or Latino	16	2	13%	4	25%	2	13%	8	50%	10	63%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
White	88	6	7%	15	17%	30	34%	37	42%	67	76%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	12	1	8%	4	33%	4	33%	3	25%	7	58%
Not Economically Disadvantaged	104	8	8%	16	15%	31	30%	49	47%	80	77%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	114	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	116	9	8%	20	17%	35	30%	52	45%	87	75%
Not Homeless	116	9	8%	20	17%	35	30%	52	45%	87	75%
Not Migrant	116	9	8%	20	17%	35	30%	52	45%	87	75%
Parent Not in Armed Forces	116	9	8%	20	17%	35	30%	52	45%	87	75%

2021 English Language Arts Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	136	15	11%	12	9%	47	35%	62	46%	109	80%
Female	64	2	3%	6	9%	20	31%	36	56%	56	88%
Male	72	13	18%	6	8%	27	38%	26	36%	53	74%
General Education Students	113	7	6%	9	8%	40	35%	57	50%	97	86%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Students with Disabilities	23	8	35%	3	13%	7	30%	5	22%	12	52%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	3	20%	1	7%	6	40%	5	33%	11	73%
White	110	10	9%	10	9%	41	37%	49	45%	90	82%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	14	4	29%	1	7%	6	43%	3	21%	9	64%
Not Economically Disadvantaged	122	11	9%	11	9%	41	34%	59	48%	100	82%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	134	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	136	15	11%	12	9%	47	35%	62	46%	109	80%
Not Homeless	136	15	11%	12	9%	47	35%	62	46%	109	80%
Not Migrant	136	15	11%	12	9%	47	35%	62	46%	109	80%
Parent Not in Armed Forces	136	15	11%	12	9%	47	35%	62	46%	109	80%

2021 English Language Arts Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	145	23	16%	44	30%	44	30%	34	23%	78	54%
Female	65	4	6%	21	32%	22	34%	18	28%	40	62%
Male	80	19	24%	23	29%	22	28%	16	20%	38	48%
General Education Students	121	12	10%	35	29%	41	34%	33	27%	74	61%
Students with Disabilities	24	11	46%	9	38%	3	13%	1	4%	4	17%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	6	30%	3	15%	7	35%	4	20%	11	55%
White	116	16	14%	39	34%	34	29%	27	23%	61	53%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	23	5	22%	6	26%	8	35%	4	17%	12	52%
Not Economically Disadvantaged	122	18	15%	38	31%	36	30%	30	25%	66	54%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	143	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	145	23	16%	44	30%	44	30%	34	23%	78	54%
Not Homeless	145	23	16%	44	30%	44	30%	34	23%	78	54%
Not Migrant	145	23	16%	44	30%	44	30%	34	23%	78	54%
Parent Not in Armed Forces	145	23	16%	44	30%	44	30%	34	23%	78	54%

2021 English Language Arts Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	127	9	7%	27	21%	50	39%	41	32%	91	72%
Female	65	4	6%	17	26%	24	37%	20	31%	44	68%
Male	62	5	8%	10	16%	26	42%	21	34%	47	76%
General Education Students	101	1	1%	22	22%	40	40%	38	38%	78	77%
Students with Disabilities	26	8	31%	5	19%	10	38%	3	12%	13	50%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	1	20%	1	20%	3	60%	4	80%
Black or African American	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	12	1	8%	2	17%	4	33%	5	42%	9	75%
White	105	8	8%	23	22%	44	42%	30	29%	74	70%
Multiracial	3	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	8	1	13%	2	25%	3	38%	2	25%	5	63%
Not Economically Disadvantaged	119	8	7%	25	21%	47	39%	39	33%	86	72%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	127	9	7%	27	21%	50	39%	41	32%	91	72%
Not in Foster Care	127	9	7%	27	21%	50	39%	41	32%	91	72%
Not Homeless	127	9	7%	27	21%	50	39%	41	32%	91	72%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not Migrant	127	9	7%	27	21%	50	39%	41	32%	91	72%
Parent Not in Armed Forces	127	9	7%	27	21%	50	39%	41	32%	91	72%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 5, 2022, 11:53 AM EST

SOMERS CSD GRADES 3-8 MATHEMATICS ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

[Assessment Data - Glossary of Terms](#) | [Assessment Data - Business Rules](#)

2021 Mathematics Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	186	100%	124	67%	62	33%
Female	93	50%	57	61%	36	39%
Male	93	50%	67	72%	26	28%
General Education Students	151	81%	108	72%	43	28%
Students with Disabilities	35	19%	16	46%	19	54%
Asian or Native Hawaiian/Other Pacific Islander	2	1%	2	100%	0	0%
Black or African American	1	1%	1	100%	0	0%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Hispanic or Latino	32	17%	18	56%	14	44%
White	142	76%	97	68%	45	32%
Multiracial	9	5%	6	67%	3	33%
Economically Disadvantaged	25	13%	16	64%	9	36%
Not Economically Disadvantaged	161	87%	108	67%	53	33%
English Language Learner	7	4%	6	86%	1	14%
Non-English Language Learner	179	96%	118	66%	61	34%
Not in Foster Care	186	100%	124	67%	62	33%
Not Homeless	186	100%	124	67%	62	33%
Not Migrant	186	100%	124	67%	62	33%
Parent Not in Armed Forces	186	100%	124	67%	62	33%

2021 Mathematics Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	173	100%	132	76%	41	24%
Female	96	55%	74	77%	22	23%
Male	77	45%	58	75%	19	25%
General Education Students	140	81%	117	84%	23	16%
Students with Disabilities	33	19%	15	45%	18	55%
Asian or Native Hawaiian/Other Pacific Islander	5	3%	3	60%	2	40%
Black or African American	2	1%	2	100%	0	0%
Hispanic or Latino	26	15%	22	85%	4	15%
White	137	79%	103	75%	34	25%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Multiracial	3	2%	2	67%	1	33%
Economically Disadvantaged	22	13%	20	91%	2	9%
Not Economically Disadvantaged	151	87%	112	74%	39	26%
English Language Learner	4	2%	4	100%	0	0%
Non-English Language Learner	169	98%	128	76%	41	24%
Not in Foster Care	173	100%	132	76%	41	24%
Not Homeless	173	100%	132	76%	41	24%
Not Migrant	173	100%	132	76%	41	24%
Parent Not in Armed Forces	173	100%	132	76%	41	24%

2021 Mathematics Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	193	100%	129	67%	64	33%
Female	89	46%	61	69%	28	31%
Male	104	54%	68	65%	36	35%
General Education Students	151	78%	107	71%	44	29%
Students with Disabilities	42	22%	22	52%	20	48%
Asian or Native Hawaiian/Other Pacific Islander	10	5%	8	80%	2	20%
Hispanic or Latino	35	18%	18	51%	17	49%
White	141	73%	99	70%	42	30%
Multiracial	7	4%	4	57%	3	43%
Economically Disadvantaged	23	12%	14	61%	9	39%
Not Economically Disadvantaged	170	88%	115	68%	55	32%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
English Language Learner	4	2%	1	25%	3	75%
Non-English Language Learner	189	98%	128	68%	61	32%
Not in Foster Care	193	100%	129	67%	64	33%
Not Homeless	193	100%	129	67%	64	33%
Not Migrant	193	100%	129	67%	64	33%
Parent Not in Armed Forces	193	100%	129	67%	64	33%

2021 Mathematics Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	202	100%	146	72%	56	28%
Female	94	47%	69	73%	25	27%
Male	108	53%	77	71%	31	29%
General Education Students	162	80%	124	77%	38	23%
Students with Disabilities	40	20%	22	55%	18	45%
American Indian or Alaska Native	1	0%	0	0%	1	100%
Asian or Native Hawaiian/Other Pacific Islander	9	4%	8	89%	1	11%
Black or African American	4	2%	2	50%	2	50%
Hispanic or Latino	22	11%	15	68%	7	32%
White	163	81%	120	74%	43	26%
Multiracial	3	1%	1	33%	2	67%
Economically Disadvantaged	22	11%	11	50%	11	50%
Not Economically Disadvantaged	180	89%	135	75%	45	25%
English Language Learner	3	1%	0	0%	3	100%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Non-English Language Learner	199	99%	146	73%	53	27%
Not in Foster Care	202	100%	146	72%	56	28%
Not Homeless	202	100%	146	72%	56	28%
Not Migrant	202	100%	146	72%	56	28%
Parent Not in Armed Forces	202	100%	146	72%	56	28%

2021 Mathematics Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	219	100%	128	58%	91	42%
Female	101	46%	55	54%	46	46%
Male	118	54%	73	62%	45	38%
General Education Students	179	82%	103	58%	76	42%
Students with Disabilities	40	18%	25	63%	15	38%
Asian or Native Hawaiian/Other Pacific Islander	8	4%	4	50%	4	50%
Black or African American	3	1%	2	67%	1	33%
Hispanic or Latino	30	14%	21	70%	9	30%
White	175	80%	99	57%	76	43%
Multiracial	3	1%	2	67%	1	33%
Economically Disadvantaged	32	15%	23	72%	9	28%
Not Economically Disadvantaged	187	85%	105	56%	82	44%
English Language Learner	2	1%	2	100%	0	0%
Non-English Language Learner	217	99%	126	58%	91	42%
Not in Foster Care	219	100%	128	58%	91	42%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not Homeless	219	100%	128	58%	91	42%
Not Migrant	219	100%	128	58%	91	42%
Parent Not in Armed Forces	219	100%	128	58%	91	42%

2021 Mathematics Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	238	100%	84	35%	154	65%
Female	125	53%	53	42%	72	58%
Male	113	47%	31	27%	82	73%
General Education Students	196	82%	58	30%	138	70%
Students with Disabilities	42	18%	26	62%	16	38%
Asian or Native Hawaiian/Other Pacific Islander	6	3%	1	17%	5	83%
Black or African American	5	2%	2	40%	3	60%
Hispanic or Latino	18	8%	7	39%	11	61%
White	205	86%	74	36%	131	64%
Multiracial	4	2%	0	0%	4	100%
Economically Disadvantaged	16	7%	6	38%	10	63%
Not Economically Disadvantaged	222	93%	78	35%	144	65%
English Language Learner	1	0%	0	0%	1	100%
Non-English Language Learner	237	100%	84	35%	153	65%
Not in Foster Care	238	100%	84	35%	154	65%
Not Homeless	238	100%	84	35%	154	65%
Not Migrant	238	100%	84	35%	154	65%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Parent Not in Armed Forces	238	100%	84	35%	154	65%

2021 Mathematics Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	124	6	5%	18	15%	48	39%	52	42%	100	81%
Female	57	2	4%	9	16%	22	39%	24	42%	46	81%
Male	67	4	6%	9	13%	26	39%	28	42%	54	81%
General Education Students	108	4	4%	15	14%	38	35%	51	47%	89	82%
Students with Disabilities	16	2	13%	3	19%	10	63%	1	6%	11	69%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	0	0%	5	28%	11	61%	2	11%	13	72%
White	97	6	6%	12	12%	32	33%	47	48%	79	81%
Multiracial	6	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	16	1	6%	5	31%	10	63%	0	0%	10	63%
Not Economically Disadvantaged	108	5	5%	13	12%	38	35%	52	48%	90	83%
English Language Learner	6	1	17%	3	50%	2	33%	0	0%	2	33%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Non-English Language Learner	118	5	4%	15	13%	46	39%	52	44%	98	83%
Not in Foster Care	124	6	5%	18	15%	48	39%	52	42%	100	81%
Not Homeless	124	6	5%	18	15%	48	39%	52	42%	100	81%
Not Migrant	124	6	5%	18	15%	48	39%	52	42%	100	81%
Parent Not in Armed Forces	124	6	5%	18	15%	48	39%	52	42%	100	81%

2021 Mathematics Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	132	9	7%	21	16%	31	23%	71	54%	102	77%
Female	74	4	5%	16	22%	19	26%	35	47%	54	73%
Male	58	5	9%	5	9%	12	21%	36	62%	48	83%
General Education Students	117	5	4%	19	16%	26	22%	67	57%	93	79%
Students with Disabilities	15	4	27%	2	13%	5	33%	4	27%	9	60%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	4	18%	5	23%	1	5%	12	55%	13	59%
White	103	5	5%	14	14%	30	29%	54	52%	84	82%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	20	4	20%	6	30%	5	25%	5	25%	10	50%
Not Economically Disadvantaged	112	5	4%	15	13%	26	23%	66	59%	92	82%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	128	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	132	9	7%	21	16%	31	23%	71	54%	102	77%
Not Homeless	132	9	7%	21	16%	31	23%	71	54%	102	77%
Not Migrant	132	9	7%	21	16%	31	23%	71	54%	102	77%
Parent Not in Armed Forces	132	9	7%	21	16%	31	23%	71	54%	102	77%

2021 Mathematics Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	129	11	9%	20	16%	32	25%	66	51%	98	76%
Female	61	3	5%	12	20%	15	25%	31	51%	46	75%
Male	68	8	12%	8	12%	17	25%	35	51%	52	76%
General Education Students	107	2	2%	14	13%	29	27%	62	58%	91	85%
Students with Disabilities	22	9	41%	6	27%	3	14%	4	18%	7	32%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	2	11%	4	22%	6	33%	6	33%	12	67%
White	99	7	7%	15	15%	24	24%	53	54%	77	78%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	14	1	7%	1	7%	5	36%	7	50%	12	86%
Not Economically Disadvantaged	115	10	9%	19	17%	27	23%	59	51%	86	75%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	128	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	129	11	9%	20	16%	32	25%	66	51%	98	76%
Not Homeless	129	11	9%	20	16%	32	25%	66	51%	98	76%
Not Migrant	129	11	9%	20	16%	32	25%	66	51%	98	76%
Parent Not in Armed Forces	129	11	9%	20	16%	32	25%	66	51%	98	76%

2021 Mathematics Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	146	20	14%	41	28%	42	29%	43	29%	85	58%
Female	69	8	12%	22	32%	18	26%	21	30%	39	57%
Male	77	12	16%	19	25%	24	31%	22	29%	46	60%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
General Education Students	124	10	8%	34	27%	40	32%	40	32%	80	65%
Students with Disabilities	22	10	45%	7	32%	2	9%	3	14%	5	23%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	5	33%	5	33%	3	20%	2	13%	5	33%
White	120	14	12%	34	28%	38	32%	34	28%	72	60%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	11	2	18%	4	36%	5	45%	0	0%	5	45%
Not Economically Disadvantaged	135	18	13%	37	27%	37	27%	43	32%	80	59%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	146	20	14%	41	28%	42	29%	43	29%	85	58%
Not in Foster Care	146	20	14%	41	28%	42	29%	43	29%	85	58%
Not Homeless	146	20	14%	41	28%	42	29%	43	29%	85	58%
Not Migrant	146	20	14%	41	28%	42	29%	43	29%	85	58%
Parent Not in Armed Forces	146	20	14%	41	28%	42	29%	43	29%	85	58%

2021 Mathematics Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	128	30	23%	51	40%	37	29%	10	8%	47	37%
Female	55	13	24%	19	35%	20	36%	3	5%	23	42%
Male	73	17	23%	32	44%	17	23%	7	10%	24	33%
General Education Students	103	16	16%	40	39%	37	36%	10	10%	47	46%
Students with Disabilities	25	14	56%	11	44%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	4	19%	11	52%	6	29%	0	0%	6	29%
White	99	24	24%	36	36%	30	30%	9	9%	39	39%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	23	6	26%	9	39%	6	26%	2	9%	8	35%
Not Economically Disadvantaged	105	24	23%	42	40%	31	30%	8	8%	39	37%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	126	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	128	30	23%	51	40%	37	29%	10	8%	47	37%
Not Homeless	128	30	23%	51	40%	37	29%	10	8%	47	37%
Not Migrant	128	30	23%	51	40%	37	29%	10	8%	47	37%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Parent Not in Armed Forces	128	30	23%	51	40%	37	29%	10	8%	47	37%

2021 Mathematics Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	84	35	42%	46	55%	2	2%	1	1%	3	4%
Female	53	21	40%	29	55%	2	4%	1	2%	3	6%
Male	31	14	45%	17	55%	0	0%	0	0%	0	0%
General Education Students	58	16	28%	39	67%	2	3%	1	2%	3	5%
Students with Disabilities	26	19	73%	7	27%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	–	–	–	–	–	–	–	–	–	–
White	74	31	42%	40	54%	2	3%	1	1%	3	4%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	6	2	33%	4	67%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	78	33	42%	42	54%	2	3%	1	1%	3	4%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Non-English Language Learner	84	35	42%	46	55%	2	2%	1	1%	3	4%
Not in Foster Care	84	35	42%	46	55%	2	2%	1	1%	3	4%
Not Homeless	84	35	42%	46	55%	2	2%	1	1%	3	4%
Not Migrant	84	35	42%	46	55%	2	2%	1	1%	3	4%
Parent Not in Armed Forces	84	35	42%	46	55%	2	2%	1	1%	3	4%

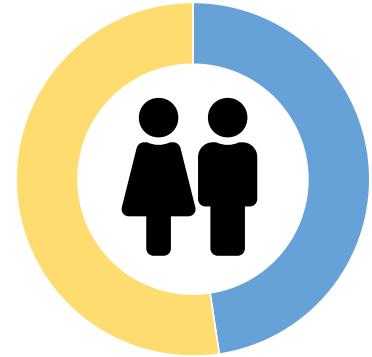
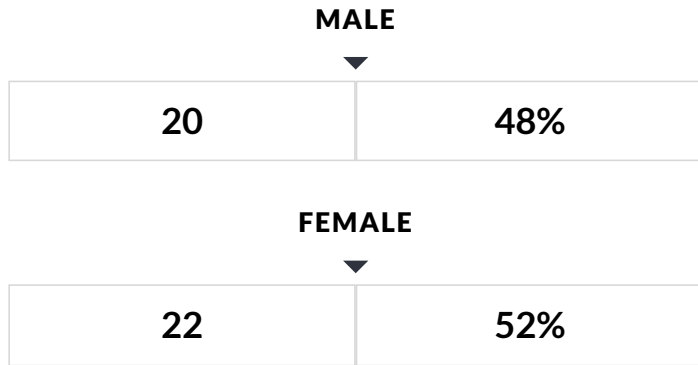
© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 5, 2022, 11:54 AM EST

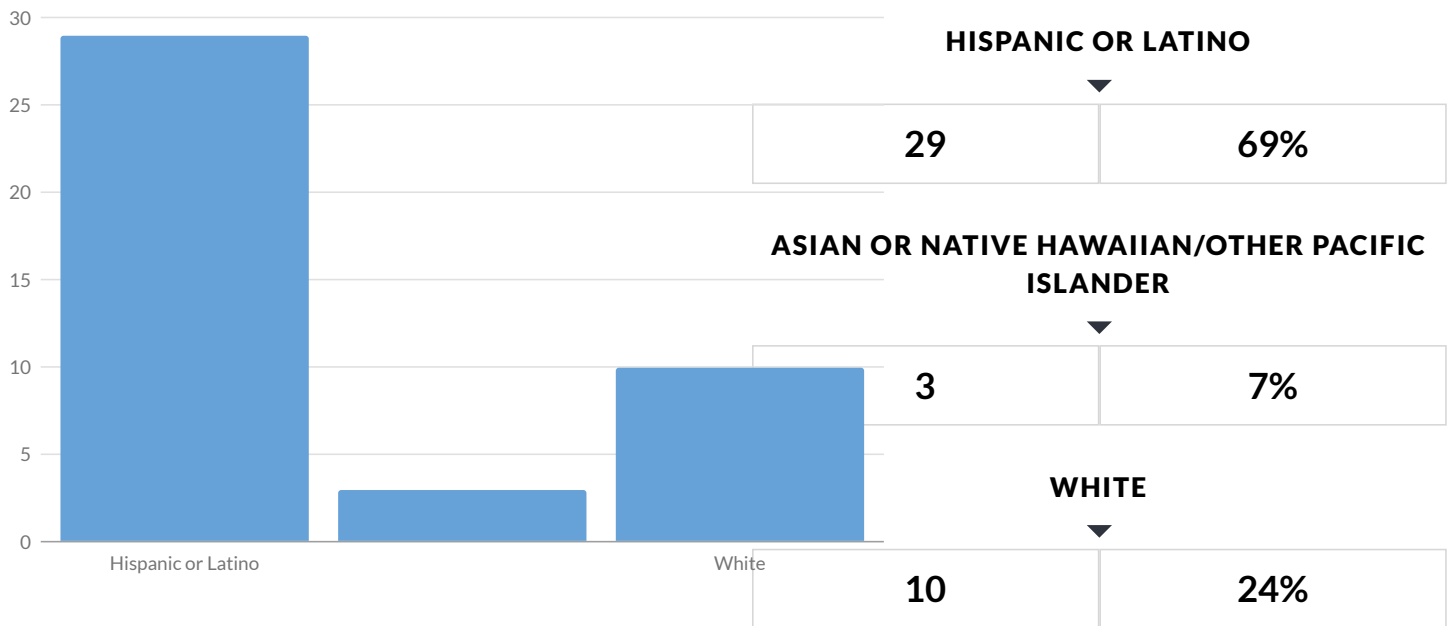
SOMERS CSD ENGLISH LANGUAGE LEARNERS ENROLLMENT (2020 - 21)

K-12 ELL Enrollment: 42
K-12 Former ELL Enrollment: 22

ELL ENROLLMENT BY GENDER



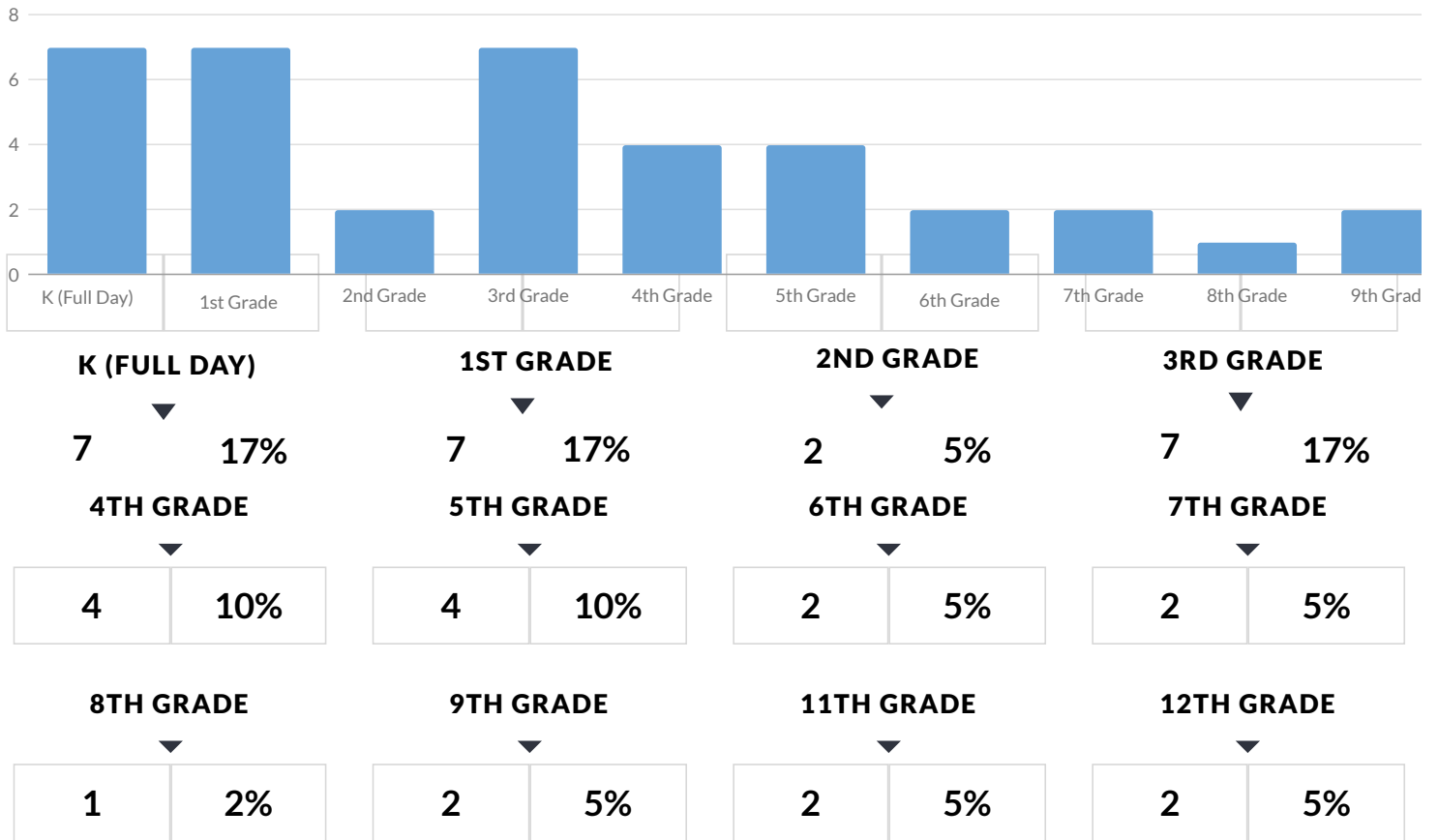
ELL ENROLLMENT BY ETHNICITY



OTHER GROUPS



ELL ENROLLMENT BY GRADE



Data used to generate the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs tables differs from the rest of the report. Students included in the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs were those students who were identified as ELL during the school year. The rest of the report includes students who were ELL as of BEDS day.

HOME LANGUAGES

- 1 Spanish
- 2 Albanian
- 3 Chinese
- 4 Czech
- 5 Russian

ENGLISH LANGUAGE LEARNERS BREAKDOWN



ENGLISH LANGUAGE LEARNERS PROGRAMS

ENGLISH AS A NEW LANGUAGE



45

**ONE WAY/ TWO WAY DUAL
LANGUAGE PROGRAM**



0

**TRANSITIONAL BILINGUAL
EDUCATION PROGRAM**



0

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 5, 2022, 11:54 AM EST

SOMERS CSD

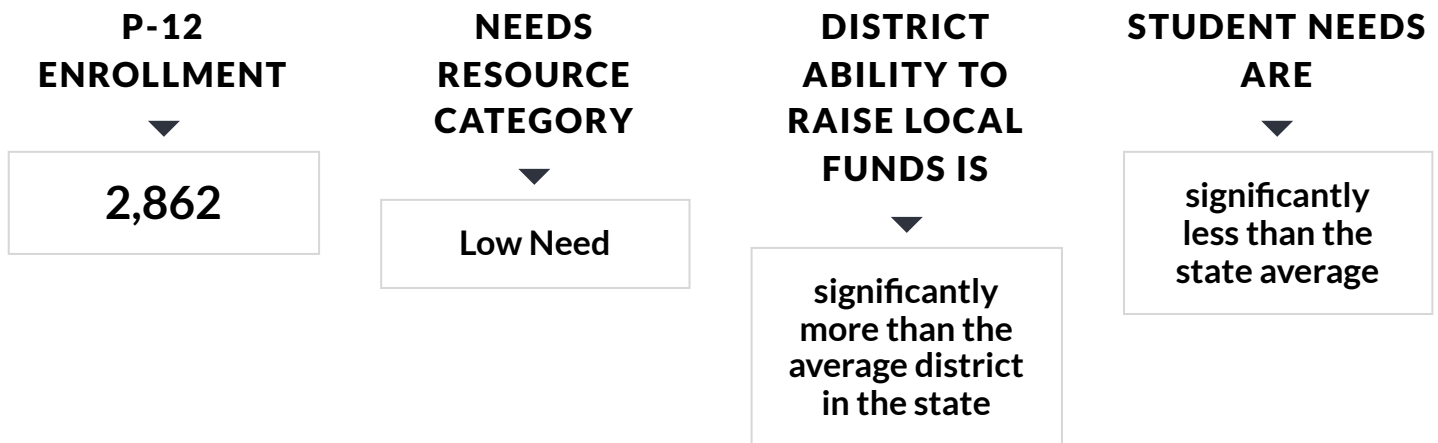
2019-20 School Year Financial Transparency Report

The tables below display per pupil expenditures for charter schools, traditional public schools, as well as district averages that may be higher or lower than an individual school.

All amounts shown on this report (except exclusions) are per pupil of the entire school or district, unless otherwise noted.

| Business Rules

Economic and Student Characteristics



Student Demographics

Enrollment	SOMERS CSD
All Students	2,862
Economically Disadvantaged	11%
Students with Disabilities	17%
English Language Learners	1%
» Race/Ethnicity	

Staffing Profile	SOMERS CSD
Student-to-Teacher Ratio	11
Teachers with Fewer than 4 years of Experience %	10%
Teachers with 4-20 Years of Experience %	52%
Teachers with 21+ Years of Experience %	38%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$27,456.96	\$24,774.93	\$22,834.84

Report View One: How Much is Being Spent on Instruction and Administration?

For traditional school districts, school level data (entries A through D) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the particular charter school only. Entries E through H reflect central expenditures.

Total spending (entry I) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

Report View One Per Pupil Expenditure Categories	SOMERS CSD
» A. Instruction (A1 + A2 + A3 + A4)	\$17,405.57
» B. Administration (B1 + B2 + B3)	\$1,488.85
» C. All Other Spending (C1 + C2 + C3)	\$2,377.80

Report View One Per Pupil Expenditure Categories	SOMERS CSD
D. Total School Level (A + B + C)	\$21,272.21
» E. Central Instruction (E1 + E2 + E3 + E4)	\$37.77
» F. Central Administration (F1 + F2 + F3)	\$2,671.32
» G. All Other Central Spending (G1 + G2 + G3)	\$3,475.67
H. Total Central Costs	\$6,184.75
I. Total Spending (D + H)	\$27,456.96

Report View Two: How are the Local/State and Federal Funds Spent?

Report View Two presents the same expenditures reported in View One, but disaggregates that spending by local/state/federal/other revenue source.

For traditional school districts, school level data (entries J and K) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the charter school. Entries L and M reflect central expenditures.

Total spending (entry N) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

Report View Two Per Pupil Expenditure Categories	SOMERS CSD
J. Total School Level Local/State Spending	\$20,989.82
» K. Total School Level Federal Spending	\$282.39
L. Total Central Level Local/State Spending	\$6,040.67
M. Total Central Level Federal Spending	\$144.08
N. Total Spending (J + K + L + M)	\$27,456.96

Detailed Spending: How Much is Spent Per Pupil in Selected Program Areas?

Program Area Details in entries O through Z represent subsets of spending in Report View One and Report View Two. Five program areas are broken out. To calculate per pupil expenditures P-12 enrollment is used for pupil services, community schools programs, and BOCES services. Enrollments for the program areas are used for special education, ELL services, and prekindergarten.

Entries O through T represent school level expenditures. For charter schools, data represents per pupil expenditures in each of category in the selected school. For traditional school districts, data under the district column represent the district average of all schools in each of these categories.

Entries U through Z represent central expenditures.

»	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)

Exclusions: What Other Spending is not Included in the Per Pupil Amounts Shown Above?

The final section represents total expenditures, with the following exclusions that were not included in the per pupil expenditure calculations above: transportation, tuition, debt service, and other.

“Other Exclusions” include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

Excluded Expenditures	SOMERS CSD
1. Transportation	\$5,258,495.00
2. Charter School Tuition	\$0.00
3. Other Tuition	\$2,063,718.00
4. Debt Service	\$5,372,788.00
5. Other	\$10,565,232.10
Percent Excluded from Total	23%
Total Expenditures	\$101,842,053.00



Tuesday, May 17, 2022 - 7:00 a.m. to 9:00 p.m.

SOMERS MIDDLE SCHOOL GYM
250 Route 202
Somers, NY

VOTER REGISTRATION
District Clerk's office within SMS
250 Route 202
Somers, NY 10589

Every Day School is Open until Thursday, May 12, 2022
8:30 a.m. to 3:30 p.m.

Wednesday, May 11, 2022
4:00 p.m. to 8:00 p.m.

*Voters must be registered either with the
School District or with the Board of Elections by Thursday, May 12, 2022 at 3:30 p.m.
in order to vote on Tuesday, May 17, 2022.*