

# **SOMERS CENTRAL SCHOOL DISTRICT**

## **Proposed Annual School Budget**

**2023-2024**

*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 – ELEMENTARY**

Elizabeth Turner

**DIRECTOR OF LEARNING – SECONDARY**

Claire Comerford

**DIRECTOR OF SPECIAL SERVICES**

Stacey Elconin

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## Somers Central School District 2023-2024 Budget Documents

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## 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**

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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 2023-2024 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 2.80%.

### ***Budget to Budget***

The 2023-2024 budget will increase by 5.20% or \$5,245,894 and the estimated tax rate increase is 1.97%.

### ***Revenues***

We have increased our state aid revenue by \$2,434,866 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 2022***

There will be a proposition for voter approval, as required by the state of New York, to access the Capital Reserve Fund 2022 created during last year's budget vote. The proposed capital projects include, but are not limited to, construction of tennis courts at Somers High School, improvements to the baseball field at SHS, improvements to the softball field at Primrose Elementary School, and interior renovations at SHS and Primrose. The district is seeking voter approval to expend a sum not to exceed \$7 million from the Capital Reserve Fund 2022.

### ***Staffing Changes***

Student enrollment continues to decrease in the 2023-2024 school year. There will be a decrease of 2.8 FTE across the organization.

Somers Intermediate School will be introducing a World Language program into 5<sup>th</sup> Grade beginning in the 2023-2024 school year. Therefore, SHS and SIS will share one FTE to support both buildings.

Somers High School enrollment is anticipated to decrease. Reductions in staffing are anticipated in the Science, Special Education and Art areas as a result of this declining enrollment.

Districtwide, the teacher-on-special assignment positions for instructional support for students in academic and emotional areas have demonstrated success in moving student achievement levels toward 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 2023-2024 school year.

### ***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 post pandemic, we have no doubt that these plans will need to be adjusted as we face various academic and social-emotional challenges.

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 allows 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 realigned 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. General upkeep and updates are required for the 2023-2024 school year.
- The IB Diploma Programme is in its sixth year of implementation at Somers High School. In the 2022-2023 school-year, 44% of SHS students enrolled in one or more AP or IB courses. There are currently 33 IB Diploma Programme candidates who are in the process of completing the requirements in Grades 11 and 12. As of the writing of this narrative, 15 10<sup>th</sup> Grade students have indicated their intent to pursue the IB Diploma starting in the 2023-2024 school year. Teachers continue to engage in rigorous professional learning. During the 2022-2023 school year, IB conducted a five-year external review and determined that SHS's implementation of the Diploma Programme has been very successful.
- 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, because 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.

- SHS is exploring the implementation of Evidenced-Based-Grading practices to ensure that our grades at SHS represent what students know and are able to do related to the standards, objectives, and learning targets of their course or grade level. This work will entail continued professional development for teachers and administrators.
- Providing access and opportunity for all students to succeed at higher levels, the high school will expand its offerings that embed honors options for students who choose to enrich or expand their learning.
- Somers Middle School was officially authorized as an MYP school after hosting the IB MYP authorization visit during the 2022-2023 school year. Teachers continue to develop and teach 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. The MYP Community Project was piloted for over 40 students during the 2022-2023 school year and will be a capstone experience for all 8<sup>th</sup> Graders in the 2023-2024 school year. Project-based learning and interdisciplinary work will be hallmarks of the MYP student experience. This supports professional learning associated with the SMS Middle Years Programme.
- Primrose and Somers Intermediate School are interested in learning about the IB Primary Years Programme (PYP) and how it can enhance the learning experience of our elementary students. During the summer of 2023, the elementary administrative teams and members of the Learning Office will attend an IB World Conference, where they will learn about the philosophy of the program and beginning steps for implementation. Throughout the course of the 2023-2024 school year, this elementary team will continue to learn about the program and will share the philosophy with the building leadership teams, followed by the broader faculty.
- During the 2023-2024 school year, Somers Intermediate School will expand World Language instruction to Grade 5 to ensure that students graduate from SHS with higher levels of proficiency in receptive and expressive language. By 2023-2024, 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 K-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 Science and Social Studies require continued study because 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 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-5 teachers who are implementing newly revised curriculum, aligned to the new NYS Science Learning Standards. During the 2022-2023 school year, 5<sup>th</sup> Grade recommitted to drafting updated curriculum and training following a pause due to the pandemic. Grades 3-5 will also engage in administering the NYS Science Investigation tasks in preparation for the new 5<sup>th</sup> Grade NYS Science assessment, which will take place in spring 2024.
- The importance of building a strong foundation in literacy cannot be overemphasized. While continuing implementation of core programs such as Heggerty (K-2 core reading element), Foundations<sup>®</sup> (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. Reading Lab supports that were implemented in 2021 to provide additional supplemental reading instruction for students in need will continue to be provided in 2023-2024.
- The assessment and learning tool, *IXL*, will continue to be an additional tool teachers will use to collect information on student progress in skills for Grades K-10. In Grades K-8, the DIBELS assessment tool will be added to the student performance data to track students' progress in reading fluency. Student data is reflecting the need for targeted professional learning in the Science of Reading and explicit literacy instruction for classroom teachers in Grades K-8; therefore, this budget will support a literacy consultant who will partner with us to provide this support.
- In Mathematics, the 2023-2024 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 2023-2024 school budget will support continued implementation and assessment of the impact these resources have on student learning.
- In 2023-2024, a K-5 team of teachers and administrators will conduct a Math review process to audit our current programs, practices, and student performance. The district will seek the support of an outside Math consultant to help inform the next steps in Math professional development and resources.
- Social and Emotional Learning, an important part of our vision for the whole child, continues with Responsive Classroom<sup>®</sup> 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. Use of the *CoVitality* survey tool has helped to provide progress monitoring information related to student social-emotional wellness and has given SIS, SMS and SHS the opportunity to tailor in-house professional learning on the theme of persistence. In 2023-2024, a continued focus on educational equity and student social/emotional wellness will have us examine structures and practices to ensure that all students can reach their full potential. At SIS, the Physical Education and Wellness team will expand on resources and best practices and further develop curriculum for Health education at the 3-5 level. The district is also exploring possibilities for further implementation of Restorative Practices; therefore, more faculty and staff will receive training in the 2023-2024 school year.

- The 2023-2024 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 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 2023-2024 budget:
  - A new data mining, warehousing, and visualization software (Tableau) to make student learning data more accessible to faculty and staff.
  - 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 – 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, and support from outside consultants.

### ***Cost Increases or Decreases***

The mandated employer contribution to the New York State Teachers' Retirement System has decreased the employer contribution rate from 10.29% to approximately 9.76%, a decrease of \$73,049. The New York State Employees' Retirement System has increased their composite contribution rate from 11.60% to 13.10%, an increase of \$21,653.



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

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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 2023-2024 Budget Planning Calendar

Sept.-March	o Budget Developing Process ongoing	Superintendent Administrative Staff
Tues., Oct. 18	o Budget Calendar adopted by Board of Education – 7 p.m. SMS Library or Auditorium	Board of Education
Tues., Dec. 6	o 2023-2024 Budget Preview – 7 p.m. SMS Library or Auditorium	Board of Education Superintendent
Tues., Jan. 17	o 2023-2024 Budget Planning Session – 7 p.m. SMS Library or Auditorium	Superintendent
Tues., Feb. 14	o 2023-2024 Budget Planning Session – 7 p.m. SMS Library or Auditorium	Superintendent
Weds., 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. 21	o 2023-2024 Budget Planning Session – 7 p.m. SMS Library or Auditorium	Superintendent
Mon., Apr. 17	o Nominating Petitions for BOE Candidates and First Statement of Expenditures due on or before 4/17/23	BOE Candidates & District Clerk
Tues., Apr. 18	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. 24	Board of Education Superintendent Asst. Supt. for Business & Operations
Fri., Apr. 21	o Military Ballots to be distributed	District Clerk
Tues., Apr. 25	o Absentee Ballots mailed to permanently disabled. District Clerk to maintain list of names of all individuals provided absentee ballots.	District Clerk
Tues., Apr. 25	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 2	o Public Budget Hearing – 7 p.m. SMS Library or Auditorium	Board of Education
Fri., May 5	o Budget Notice/Trunkline mailed	Asst. Supt. for Business & Operations
Tues., May 9	o Last day Absentee Ballots may be requested to be mailed to absentee voters	District Clerk
Weds., May 10	o Voter Registration: District Clerk's Office – SMS, 250 Route 202 – 4-8 p.m.	District Clerk
Thurs., May 11	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 5/11/23	District Clerk  BOE Candidates
Tues., May 16	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 5	o 3 <sup>rd</sup> Statement of Expenditures due on or before 6/5/23	BOE Candidates

### Legal Notices Publishing Dates (District Clerk)

<b>Public Hearing and Budget Vote</b>	
1st	Thursday, March 30
2nd	Thursday, April 13
3rd	Thursday, April 20
4th	Thursday, April 27

<b>TAX RATE ANALYSIS</b>	2022-2023 BUDGET	2023-2024 PROPOSED	\$ CHANGE	% CHANGE
School District Budget	100,982,930	106,228,824	5,245,894	5.20%
Use of Appropriated Fund Balance	0	0		
Use of Retirement Reserve + Debt Service Transfer	728,555	538,256		
Payment in Lieu of Taxes (PILOT)	106,718	109,919		
Revenues from Sources Other Than Local Property Taxes or Reserves	15,794,465	18,865,568		
Tax Levy	84,353,192	86,715,081	2,361,889	2.80%
Estimated Assessed Valuation of Property	475,651,355	479,670,521		
Tax Rate/\$1,000 Assessed Valuation	177.29	180.78	3.49	1.97%

<b>2022-2023 PROPERTY TAX REPORT CARD</b>	2022-2023 BUDGET	2023-2024 PROPOSED	\$ CHANGE	% CHANGE
Total Budgeted Amount	100,982,930	106,228,824	5,245,894	5.20%
A. Proposed Tax Levy to Support the Total Budgeted Amount	84,353,192	86,715,081	2,361,889	2.80%
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)	84,353,192	86,715,081		
F. Permissible Exclusions to the School Tax Levy Limit	4,420,068	5,384,651		
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	81,522,787	81,995,336		
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)	79,933,124	81,330,430		
I. Difference: (G-H); (negative value requires 60.0% voter approval)	1,589,663	664,906		
Public School Enrollment	2,649	2,643		
Consumer Price Index	4.70%	8.00%		

(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 2023-24, includes any carryover from 2022-23 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

<b>FUND BALANCE</b>	ACTUAL 2022-2023	ESTIMATED 2023-2024
Adjusted Restricted Fund Balance	16,173,569	16,159,670
Assigned Appropriated Fund Balance	0	0
Adjusted Unrestricted Fund Balance	4,036,578	4,249,153
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

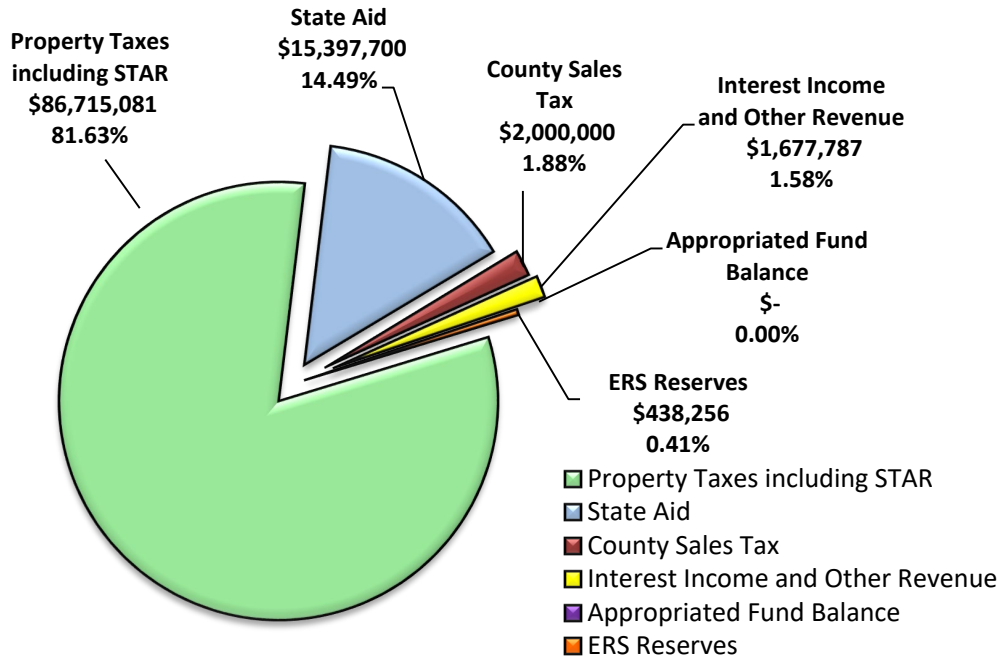
<b>SCHEDULE OF RESERVES</b>	ACTUAL 6/30/22	ESTIMATED 6/30/23	INTENDED USE OF RESERVE IN 2023-2024
Capital Reserve - to pay the cost of any object or purpose for which bonds may be issued	4,489,687	7,000,000	To fund facility upgrades
Reserve for Tax Certiorari - to establish a reserve fund for tax certiorari settlements	8,219,991	5,860,048	To fund any tax certiorari settlements
Employee Benefit Liability Reserve - for the payment of accrued employee benefits due to employees upon termination of service	230,592	219,050	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	1,176,919	1,194,573	To offset payments to NYS ERS
Reserve for Retirement Contributions - to fund employer retirement contributions to the NYS Teachers' Retirement System	1,327,825	1,347,743	To offset payments to NYS TRS

## Somers Central School District

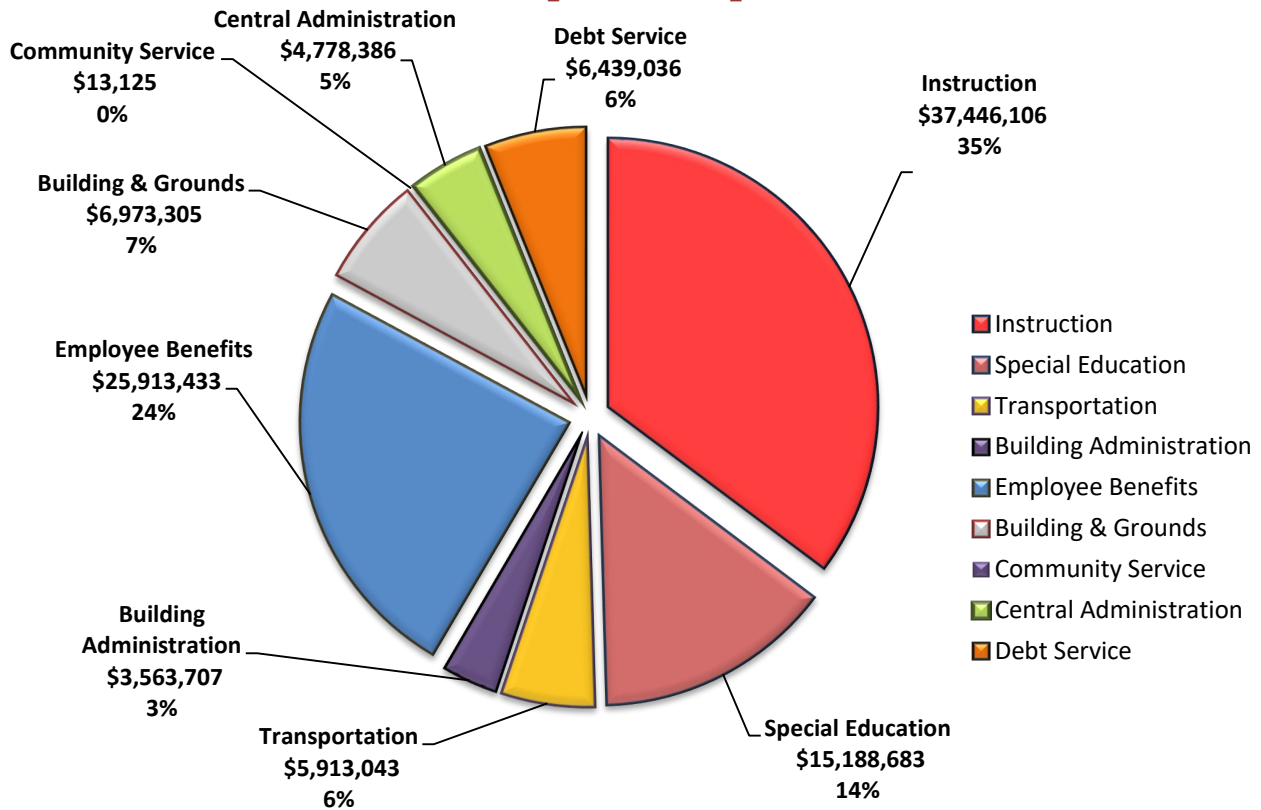
Property Tax Cap Calculation under Chapter 97 of the Laws of 2011  
(This analysis calculates the allowable tax levy for 2023-2024 school year)

Real Property Tax Levy Fiscal Year Ending June 30, 2023	\$ 84,353,192
(times) Tax Base Growth Factor (Rate from ORPS)	1.0054
	84,808,699
	84,808,699
(add) PILOTs Receivable FYE June 30, 2023	106,717
	84,915,416
2022-2023 Exemptions (Prior Year)	
(subtract) Capital Tax Levy (Debt Service & Lease Purchase)	6,065,993
(less) Capital Tax Levy (less Building Aid)	1,645,925
(Net) Capital Tax Levy (Debt Service less Building Aid)	4,420,068
<b>Prior Year Adjusted Tax Levy</b>	<b>\$ 80,495,348</b>
Prior Year Adjusted Tax Levy	80,495,348
(times) Allowable Levy Growth Factor (lesser of 2% or CPI)	2.00%
	1,609,907
	82,105,255
(subtract) 2022-2023 PILOT	109,919
	81,995,336
(add) Available carryover	0
<b>Total Levy Limit Before Adjustments and Exclusions</b>	<b>\$ 81,995,336</b>
(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	6,613,937
(less) Capital Tax Levy (Building Aid)	1,229,286
Total Exclusions	5,384,651
<b>Total Tax Levy Limit for 2023-2024</b>	<b>\$ 87,379,987</b>
<b>Proposed Tax Levy for 2023-2024</b>	<b>\$ 86,715,081</b>
Increase in Tax Levy	\$ 2,361,889
Tax Levy Percentage Increase	2.800%

## 2023-2024 Anticipated Revenue



## Anticipated Expenses



<b>General Fund Revenues</b>				
	2020/2021 ACTUAL	2021/2022 ACTUAL	2022/2023 BUDGET	2023/2024 PROPOSED
<b><u>REVENUES -- LOCAL SOURCES</u></b>				
Tuition (including Other Districts and Summer Regents)	16,838	19,251	3,500	0
Health Services	692,115	662,141	643,045	683,743
<b>TOTAL CHARGES FOR SERVICES</b>	<b>708,953</b>	<b>681,392</b>	<b>646,545</b>	<b>683,743</b>
<b><u>USE OF MONEY &amp; PROPERTY</u></b>				
Interest & Earnings	18,604	53,487	16,500	245,000
Rental - Facility Use, Classrooms	209,012	146,025	152,136	160,600
<b>TOTAL USE OF MONEY &amp; PROPERTY</b>	<b>227,615</b>	<b>199,512</b>	<b>168,636</b>	<b>405,600</b>
<b><u>MISCELLANEOUS</u></b>				
Refund for BOCES Services	289,843	116,690	87,500	93,752
Refund of Prior Year's Expense	122,678	349,916	137,500	142,000
Miscellaneous (CPSE, IB Fees, PSATs, Tots & Teens)	124,528	142,321	97,750	83,223
Sale of Equipment/Excess Materials	12,451	1,150	1,000	1,000
Insurance Recoveries & Other Compensation for Loss	17,332	27,548	2,500	8,850
Gifts & Donations	10,000	1,023	0	0
Somers Education Foundation	0	33,364	18,000	18,000
E-Rate Refunds	23,264	20,171	18,000	26,500
Interfund Revenue	5,429	5,168	4,200	5,200
<b>TOTAL MISCELLANEOUS</b>	<b>605,524</b>	<b>697,352</b>	<b>366,450</b>	<b>378,525</b>
<b><u>NON-PROPERTY TAXES</u></b>				
Westchester County Sales Tax	<b>1,837,061</b>	<b>1,964,977</b>	<b>1,650,000</b>	<b>2,000,000</b>
<b><u>STATE &amp; FEDERAL SOURCES</u></b>				
State Aid	10,083,436	11,741,015	12,937,334	15,370,200
Emergency Disaster Assistance (NYS, FEMA)	0	14,886	0	0
Federal Aid	72,769	0	0	0
Medicaid Reimbursement	27,776	105,249	25,500	27,500
<b>TOTAL REVENUES -- STATE &amp; FEDERAL SOURCES</b>	<b>10,183,981</b>	<b>11,861,150</b>	<b>12,962,834</b>	<b>15,397,700</b>
<b><u>OTHER REVENUE</u></b>				
Interfund Transfer for Debt Service	100,000	200,000	200,000	100,000
Payment in Lieu of Taxes (PILOT)	100,591	103,609	106,718	109,919
Appropriated Fund Balance - Retirement System Reserve	0	0	528,555	438,256
<b>TOTAL OTHER</b>	<b>200,591</b>	<b>303,609</b>	<b>835,273</b>	<b>648,175</b>
<b>TOTAL NON-PROPERTY REVENUES including Reserves</b>	<b>13,763,726</b>	<b>15,707,992</b>	<b>16,629,738</b>	<b>19,513,743</b>
<b>PROPERTY TAX LEVY (including STAR)</b>	<b>81,123,005</b>	<b>82,699,208</b>	<b>84,353,192</b>	<b>86,715,081</b>
<b>TOTAL REVENUES</b>	<b>94,886,731</b>	<b>98,407,200</b>	<b>100,982,930</b>	<b>106,228,824</b>

2023-2024 PROPOSED BUDGET					
ADMINISTRATIVE, PROGRAM AND CAPITAL COMPONENTS					
		ADMINISTRATIVE	PROGRAM	CAPITAL	TOTAL
1010	Board of Education	41,222			41,222
1040	District Clerk	30,796			30,796
1060	District Meeting	26,437			26,437
1240	Chief School Administrator	421,823			421,823
1310	Business Administration	960,590			960,590
1320	Auditing	64,980			64,980
1420	Legal Services	129,750			129,750
1430	Personnel Services	556,299			556,299
1480	Public Information	190,375			190,375
1620	Buildings, Grounds, Maintenance			6,773,305	6,773,305
1670	Printing and Mailing	63,747			63,747
1910	Unallocated Insurance	400,695			400,695
1920	School Association Dues	16,305			16,305
1964	Refund on Real Property Tax			15,000	15,000
1981	BOCES Administrative Charges	587,874			587,874
1983	BOCES Capital Expenses	74,901			74,901
2010	Curriculum, Development & Supervision	1,197,592			1,197,592
2020	Supervision Regular School	3,199,554			3,199,554
2070	Staff Development	364,153			364,153
2110	Regular School		28,782,726		28,782,726
2250	Programs for Students with Disabilities		14,887,183		14,887,183
2280	Occupational Education		1,037,610		1,037,610
2330	Special Schools		3,960		3,960
2610	School Library & Audio Visual		653,014		653,014
2620	Educational Television		24,910		24,910
2630	Computer Asst. Instruction		1,717,242		1,717,242
2810	Guidance Services		1,996,861		1,996,861
2815	Health Services		671,494		671,494
2820	Psychological Services		809,383		809,383
2825	Social Workers		271,128		271,128
2850	Co-Curricular Activities		347,982		347,982
2855	Interscholastic Athletics		1,129,796		1,129,796
5500	Pupil Transportation		5,913,043		5,913,043
8060	Civic Activities		13,125		13,125
9000	Employee Benefits	2,722,228	21,761,547	1,429,658	25,913,433
9711	Debt Service			4,827,172	4,827,172
9785	Installment Purchase			850,001	850,001
9789	Other Debt			761,863	761,863
9900	Transfer to Special Aid Fund, Capital Fund		301,500	200,000	501,500
<b>TOTAL</b>		<b>11,049,321</b>	<b>80,322,504</b>	<b>14,856,999</b>	<b>106,228,824</b>
		10.40%	75.61%	13.99%	100.00%
ADMINISTRATIVE		12.09%	ADMINISTRATIVE	10.40%	
ADMINISTRATIVE + PROGRAM			TOTAL BUDGET		

**2023-2024 CONTINGENT BUDGET  
ADMINISTRATIVE, PROGRAM AND CAPITAL COMPONENTS**

		ADMINISTRATIVE	PROGRAM	CAPITAL	TOTAL
1010	Board of Education	41,222			41,222
1040	District Clerk	30,796			30,796
1060	District Meeting	26,437			26,437
1240	Chief School Administrator	413,011			413,011
1310	Business Administration	940,759			940,759
1320	Auditing	64,980			64,980
1420	Legal Services	129,750			129,750
1430	Personnel Services	544,500			544,500
1480	Public Information	190,375			190,375
1620	Buildings, Grounds, Maintenance			6,426,105	6,426,105
1670	Printing & Mailing	63,747			63,747
1910	Unallocated Insurance	400,695			400,695
1920	School Association Dues	16,305			16,305
1964	Refund on Real Property Tax			15,000	15,000
1981	BOCES Administrative Charges	587,874			587,874
1983	BOCES Capital Expenses	74,901			74,901
2010	Curriculum, Development & Supervision	947,192			947,192
2020	Supervision Regular School	3,190,254			3,190,254
2070	Staff Development	364,153			364,153
2110	Regular School		27,593,921		27,593,921
2250	Programs for Handicapped Children		14,882,183		14,882,183
2280	Occupational Education		1,037,610		1,037,610
2330	Special Schools		3,960		3,960
2610	School Library & Audio Visual		653,014		653,014
2620	Educational Television		24,910		24,910
2630	Computer Asst. Instruction		1,677,242		1,677,242
2810	Guidance Services		1,996,861		1,996,861
2815	Health Services		671,494		671,494
2820	Psychological Services		809,383		809,383
2825	Social Worker Services		271,128		271,128
2850	Co-Curricular Activities		347,982		347,982
2855	Interscholastic Athletics		1,098,106		1,098,106
5500	Pupil Transportation		5,913,043		5,913,043
8060	Civic Activities		0		0
9000	Employee Benefits	2,458,213	21,589,635	1,429,658	25,477,506
9711	Debt Service			4,827,172	4,827,172
9785	Installment Purchase			850,001	850,001
9789	Other Debt			761,863	761,863
9900	Transfer to Special Aid Fund, Capital Fund		301,500	200,000	501,500
<b>TOTAL</b>		<b>10,485,164</b>	<b>78,871,972</b>	<b>14,509,799</b>	<b>103,866,935</b>

For the contingent budget, a reduction of \$2,361,889 is needed to comply with this requirement. Reductions would include 12.0 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
23-24	106,228,824	5.20%	180.780510	1.97%	15,397,700	18.78%	479,670,521	0.84%
22-23	100,982,930	3.59%	177.289156	2.66%	12,962,834	10.97%	475,651,355	-0.65%
21-22	97,483,143	2.98%	172.687880	1.81%	11,681,564	14.71%	478,764,547	0.16%
20-21	94,658,222	1.05%	169.617977	1.63%	10,183,981	-3.31%	478,020,792	0.04%
19-20	93,677,220	2.65%	166.902992	2.51%	10,533,066	4.30%	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%

**\*\*Past Five-Year Average**

98,606,068    3.09%    173.455703    2.12%    12,151,829    9.09%    477,985,710    0.10%

**\*\*Past Ten-Year Average**

93,164,464    2.41%    165.819294    1.79%    10,869,107    7.37%    476,988,891    0.03%

**\*\*Past Fifteen-Year Average**

89,041,142    2.16%    157.444157    2.37%    9,786,695    4.17%    483,813,839    -0.48%

\*Estimated Tax Increase

\*\*Averages include proposed 2023-2024 budget figures.

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	20/21	21/22	22/23	23/24	
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED	
<b>GENERAL SUPPORT</b>					
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.	27,157	27,512	31,679	36,072
450	General office supplies, law books, service awards.	4,583	3,525	5,075	5,150
<b>BOARD OF EDUCATION</b>		<b>31,740</b>	<b>31,037</b>	<b>36,754</b>	<b>41,222</b>
DISTRICT CLERK (1040)					
100	This is the salary for District Clerk to Board of Education.	26,742	27,170	27,974	29,071
400	Cost of workshops, mileage expenditures to attend workshops.	80	662	1,510	1,525
450	General office supplies.	1,281	571	200	200
<b>DISTRICT CLERK</b>		<b>28,104</b>	<b>28,403</b>	<b>29,684</b>	<b>30,796</b>
DISTRICT MEETING (1060)					
100	This code is for expenditures for voting poll workers.	3,154	2,392	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.	6,431	17,162	18,199	20,050
450	General office supplies.				800
<b>DISTRICT MEETING</b>		<b>9,585</b>	<b>19,554</b>	<b>23,786</b>	<b>26,437</b>
<b>TOTAL BOARD OF EDUCATION</b>		<b>69,429</b>	<b>78,994</b>	<b>90,224</b>	<b>98,455</b>
CHIEF SCHOOL ADMINISTRATOR (1240)					
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.					
100		353,243	360,490	381,295	394,358
200	Equipment.	462	1,737	4,500	4,500
400	Service agreements and conference expenses, association dues and professional material.	8,048	8,694	15,285	15,315
450	Stationery, office supplies and periodicals.	4,136	5,039	7,295	7,650
<b>CHIEF SCHOOL ADMINISTRATOR</b>		<b>365,888</b>	<b>375,960</b>	<b>408,375</b>	<b>421,823</b>

	20/21	21/22	22/23	23/24
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
<b>BUSINESS ADMINISTRATION (1310)</b>				
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.	699,205	698,764	707,902	715,260
200 Non-educational equipment.	1,739	4,898	4,100	4,800
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 \$160,615)	132,759	201,519	187,681	234,605
450 Stationery and general office supplies such as accounting checks, facilities use forms, etc.	5,777	5,692	4,825	5,925
<b>BUSINESS ADMINISTRATION</b>	<b>839,479</b>	<b>910,874</b>	<b>904,508</b>	<b>960,590</b>
<b>AUDITING (1320)</b>				
400 Charged to this account are all expenditures incurred for the annual independent audit conducted by an outside auditing firm (\$36,500) as required by Education Law, funds to cover the mandated internal auditor work (\$14,200) and claims auditing (\$14,280).	61,450	62,325	64,450	64,980
<b>LEGAL SERVICES (1420)</b>	<b>85,556</b>	<b>91,550</b>	<b>131,250</b>	<b>129,750</b>
Included here are monies for legal services.				
<b>PERSONNEL SERVICES (1430)</b>				
100 Included here are salaries for the Director of Human Resources and Student Services and three clerical positions.	416,378	426,815	449,729	468,868
200 Non-educational equipment.	765	303	600	600
400 Costs for recruitment and advertising of open positions and BOCES services such as record management, certification services, substitute services (\$67,931).	62,580	62,501	61,923	82,481
450 General office supplies.	1,574	2,857	3,776	4,350
<b>PERSONNEL SERVICES</b>	<b>481,297</b>	<b>492,476</b>	<b>516,028</b>	<b>556,299</b>

	20/21	21/22	22/23	23/24
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
<b>PUBLIC INFORMATION SERVICES (1480)</b>				
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.	137,183	155,373	187,439	190,375
<b>PUBLIC INFORMATION SERVICES (1480)</b>	<b>137,183</b>	<b>155,373</b>	<b>187,439</b>	<b>190,375</b>
<b>OPERATION AND MAINTENANCE OF PLANT (1620,1621)</b>				
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 1.0 FTE office assistant, 23 custodial workers, seven maintenance workers. Overtime and substitute costs are included here.	2,590,236	2,432,514	2,555,692	2,625,141
200 Funds to cover replacement of equipment.	65,241	105,575	80,000	105,000
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 (\$666,219) which had previously been budgeted under the Board of Education (1010).	1,616,027	1,968,125	1,961,116	2,121,444
422 Refuse Removal/Recycling	42,601	43,125	44,076	46,846
423 Fuel Oil	416,305	727,806	536,250	730,000
424 Propane	3,215	5,388	6,975	8,000
425 Electricity	552,009	580,087	519,356	650,000
426 Telephone	8,184	6,049	15,500	15,500
427 Sewer Charges	14,784	14,784	14,784	16,000
428 Snow Removal	46,724	8,194	54,167	61,474
450 Supplies: office, software, general cleaning, floor, electrical, fuel, plumbing, hardware, uniforms, and grounds supplies.	409,066	273,601	371,830	393,900
<b>OPERATIONS &amp; MAINTENANCE</b>	<b>5,764,393</b>	<b>6,165,248</b>	<b>6,159,746</b>	<b>6,773,305</b>

		20/21	21/22	22/23	23/24
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.	26,301	18,208	24,982	28,222
400	Costs included here are for postage, PO Boxes (\$25,470) and postage machine rental (\$6,512) and for the printing and mailing of the annual budget newsletter.	36,329	29,280	33,602	34,500
450	Gasoline, fuel and supplies for the District courier.	1,203	759	1,025	1,025
<b>CENTRAL PRINTING &amp; MAILING</b>		<b>63,833</b>	<b>48,247</b>	<b>59,609</b>	<b>63,747</b>
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.	328,142	338,176	362,849	400,695
SCHOOL ASSOCIATION DUES (1920)					
400	These dues are for District membership in the NYS School Boards Association and the Westchester Putnam School Boards Association.	15,622	15,704	16,175	16,305
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	4,962	16,500	15,000
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.	611,932	622,742	641,581	662,775
<b>TOTAL GENERAL SUPPORT (Account #1010-1989)</b>		<b>8,824,204</b>	<b>9,362,630</b>	<b>9,558,734</b>	<b>10,354,099</b>

## **INSTRUCTION**

The work described in the following paragraphs represents ongoing initiatives along with our aspirations for educational programs going forward. We know that we will face challenges in the coming school year post pandemic, but we will respond to the challenges that will present themselves as we learn more about the academic and social-emotional impacts on our students. 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 2023-2024 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 has allowed us to move classroom teachers into support and enrichment positions that directly impact student success and achievement. The focus for the 2023-2024 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 2023-2024 school year will mark the sixth year of the IB Diploma Programme at Somers High School. In the 2022-2023 school-year, 44% of SHS students enrolled in one or more AP or IB courses. There are currently 33 IB Diploma Programme candidates who are in the process of completing the requirements in Grades 11 and 12. As of the writing of this narrative, 15 10<sup>th</sup> Grade students have indicated their intent to pursue the IB Diploma starting in the 2023-2024 school year. During the 2022-2023 school year, IB conducted a five-year external review and determined that SHS's implementation of the Diploma Programme has been very successful. Somers Middle School was officially recognized as an IB MYP school this year. Teachers in Grades 11-12 will continue engaging in professional learning to support teachers' effective implementation of instructional practices aligned with IB's Approaches to Teaching and Learning.

Somers High School teachers are also engaged in rigorous professional learning experiences as they prepare to implement and receive accreditation to be a Middle Years Programme School, offering International Baccalaureate aligned teaching and learning in Grades 9 and 10. 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.

Primrose and Somers Intermediate School are interested in learning about the IB Primary Years Programme (PYP) and how it can enhance the learning experience of our elementary students. During the summer of 2023, the elementary administrative teams and members of the Learning Office will attend an IB World Conference, where they will learn about the philosophy of the program and beginning steps for implementation. Throughout the course of the 2023-2024 school year, this elementary team will continue to learn about the program and will share the philosophy with the building leadership teams, followed by the broader faculty.

*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, Digital Electronics, Principles of Biomedical Science, and Human Body Systems. 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 Somers High School implemented a temporary schedule to accommodate the alternating day model of re-entry of students to school. SHS returned to the longer block schedule for the 2022-2023 school year. 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 was accredited as an IB Middle Years Program (MYP) school during the 2022-2023 school year. For the 2023-2024 school year, teacher teams from each department will implement new units of instruction and continue to revise and adjust their new units of study throughout the year. Teachers will also be engaging in professional learning and site visits to support teachers as they continue to align their practices to IB's Approaches to Teaching and Learning.

Student learning data from the 2022-2023 school year demonstrates a need for more reading support at the elementary and secondary levels. We will be reallocating resources to SMS to ensure that all students receive the support they need to reach grade level literacy proficiency. The elementary schools and middle school, along with district administration, are reviewing current reading practices and student performance data to inform next steps in curriculum resources and professional learning for faculty and staff. The district is seeking the support of a Reading consultant with training grounded in the "Science of Reading," research to guide teachers in Grades K-8 in implementing best practices in Reading instruction and assessment. Primrose K-1 teachers will continue to implement the Heggerty approach to teaching phonemic awareness skills, which was piloted during the 2022-2023 school year. Additional resources will also be dedicated to expanding opportunities for students to receive multi-sensory reading instruction by offering PAF (Preventing Academic Failure) and Orton-Gillingham Reading services for students requiring this type of specialized multi-sensory instruction. The use of the assessment and learning tools IXL and DIBELS will also expand to include Grades K-8 and will add to the student performance data set in Reading.

IXL assessment and learning tools are also being used to supplement the core Math programs of each school building. In 2022-2023, Primrose, SIS and SMS participated in professional learning with a consultant from PLC Associates on best practices for collecting and analyzing IXL data and using the information to inform Math instruction for students within the classroom and within the IXL platform. The district will continue to partner with PLC Associates in 2023-2024 to support next steps in professional learning for each building.

Somers Central School District has been expanding the study of World Languages to the younger grades for some time. During the 2019-2020 school year, SCSD students began their study of a second language in Grade 6. Increasing student proficiency in other languages has long been a goal 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 began at Somers Intermediate School with a sequential FLES model. In the 2023-2024 school year, World Language study will be expanded to 5<sup>th</sup> Grade. By 2023-2024, 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 SSELA, *Sci21*, and *Renaissance Learning*<sup>®</sup>. Professional learning for newly updated *Sci21* curriculum will continue as we have adopted the New York State Science Learning Standards. Grades 3-5 will complete the new NYS Science Investigation tasks in preparation for the 5<sup>th</sup> Grade NYS Science assessment in spring 2024. 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 2023-2024 school budget will continue to allow for the expansion of a digital literacy curriculum 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 2023-2024 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.

	20/21	21/22	22/23	23/24	
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 one Director of Learning - Elementary, one Director of Learning - Secondary, one D.E.I. Coordinator, one secretary, one database manager, and one database assistant. The Directors of Learning have 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.	940,051	1,047,227	1,078,682	1,170,439
200	Equipment.	3,286	1,147	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.	179,111	198,719	231,206	299,549
450	Office supplies, workshop supplies, reference, subscriptions, and instructional assessment software.	22,096	41,619	62,300	90,757
<b>CURRICULUM DEVELOPMENT &amp; SUPPORT</b>		<b>1,144,544</b>	<b>1,288,712</b>	<b>1,373,188</b>	<b>1,561,745</b>
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.	2,749,523	2,872,192	2,862,553	2,969,951
200	Non-instructional office equipment.	913	8,937	7,800	9,300
400	Mileage, workshops, maintenance agreements, equipment rental costs including copier costs for all schools are included in this category.	84,691	96,580	121,480	124,300
450	Building office needs including stationery, duplicating supplies, periodicals, and general office supplies.	38,881	61,106	63,286	96,003
<b>SUPERVISION - REGULAR SCHOOL</b>		<b>2,874,008</b>	<b>3,038,815</b>	<b>3,055,119</b>	<b>3,199,554</b>





	20/21	21/22	22/23	23/24
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
OCCUPATIONAL EDUCATION (2280)				
100 This category reflects salaries for two Technology teachers.	223,841	231,999	239,588	251,172
200 Equipment.	1,210	1,210	1,311	1,311
400 Costs associated with BOCES for high school occupational education students (\$773,259) and Project Lead the Way.	673,018	640,587	741,115	777,329
450 Supplies.	8,756	8,482	7,900	7,798
<b>OCCUPATIONAL EDUCATION</b>	<b>906,825</b>	<b>882,277</b>	<b>989,914</b>	<b>1,037,610</b>
SUMMER INSTRUCTIONAL PROGRAMS (2330)				
Costs for Summer Regents Examinations	0	0	3,960	3,960
SCHOOL LIBRARY/AUDIO-VISUAL EQUIPMENT (2610)				
100 Included are salaries for 4 librarians, 4 library clerks.	582,378	451,758	615,651	592,543
200 Equipment.	0	0	0	0
400 Conferences and memberships are included here.	501	362	805	838
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.	63,519	50,811	54,964	59,633
<b>SCHOOL LIBRARY/AUDIO-VISUAL EQUIPMENT</b>	<b>646,398</b>	<b>502,930</b>	<b>671,420</b>	<b>653,014</b>
EDUCATIONAL TELEVISION (2620)				
200 Included here are the costs of equipment.	0	0	0	0
400 Included here are contractual costs.	21,635	22,238	22,000	24,910
450 Supplies.	870	0	0	0
<b>EDUCATIONAL TELEVISION</b>	<b>22,505</b>	<b>22,238</b>	<b>22,000</b>	<b>24,910</b>

	20/21	21/22	22/23	23/24
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
<b>COMPUTER-ASSISTED INSTRUCTION (2630)</b>				
100 Included here are the costs for one Director of Technology and Learning Systems as well as summer and/or night work.	193,309	129,673	157,441	173,991
200 Technology equipment expenditures are included here.	52,162	63,638	76,906	55,000
400 Costs in this account include technical support for the network (\$645,340), service agreements for the network and wireless equipment, spam filtering software and software licensing agreements (\$109,687), and BOCES services (\$341,057).	974,796	1,005,137	1,195,754	1,256,374
450 Supplies such as cables, toner, repair parts - Smart Boards projector bulbs, instructional software.	226,662	179,486	196,890	231,877
<b>COMPUTER-ASSISTED INSTRUCTION</b>	<b>1,446,929</b>	<b>1,377,935</b>	<b>1,626,991</b>	<b>1,717,242</b>
<b>GUIDANCE (2810)</b>				
100 Recorded here are all salary expenditures for the Director of Guidance, 11 certified guidance counselors, 3 clerical staff and associated summer work.	1,715,160	1,774,329	1,834,617	1,895,637
200 Equipment.	0	0	0	0
400 Contractual expenses - substance abuse counselor, college and career programs and conferences.	66,011	70,370	81,166	81,735
450 Office supplies, publications, reference materials, software.	9,669	10,849	19,434	19,489
<b>GUIDANCE</b>	<b>1,790,840</b>	<b>1,855,549</b>	<b>1,935,217</b>	<b>1,996,861</b>
<b>HEALTH SERVICES (2815)</b>				
100 Herein are salaries for 5.7 school nurses, 1.0 health aides, associated summer work, athletic physicals, and substitute pay.	506,341	528,484	519,211	496,406
200 Non-education equipment replacement.	2,095	0	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 (\$108,000).	134,345	145,788	163,609	169,275
450 Supplies. Bandages, ice packs, epipens, antiseptics, tissues.	13,202	5,781	7,781	5,813
<b>HEALTH SERVICES</b>	<b>655,983</b>	<b>680,053</b>	<b>690,601</b>	<b>671,494</b>

	20/21	21/22	22/23	23/24
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.	946,545	960,839	1,016,613	1,078,474
400 Conferences and membership dues.	169	0	1,025	965
450 Supplies.	221	1,792	1,022	1,072
<b>PSYCHOLOGICAL/SOCIAL WORKER SERVICES</b>	<b>946,935</b>	<b>962,630</b>	<b>1,018,660</b>	<b>1,080,511</b>
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.	232,594	254,469	311,951	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.).	10,518	15,975	35,145	25,031
450 Supplies.	992	627	2,550	11,000
<b>CO-CURRICULAR ACTIVITIES</b>	<b>244,104</b>	<b>271,072</b>	<b>349,646</b>	<b>347,982</b>
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 (\$627,660) and additional duty pay such as games supervision, timers, etc. (\$91,172)	503,866	587,315	650,941	718,832
200 Equipment.	11,980	19,749	22,000	31,690
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. (\$296,445)	156,825	236,047	313,414	327,114
450 Included here are uniforms, balls, field marking supplies, medical supplies, award certificates, etc.	45,140	58,865	49,162	52,160
<b>ATHLETICS</b>	<b>717,811</b>	<b>901,975</b>	<b>1,035,517</b>	<b>1,129,796</b>
<b>TOTAL INSTRUCTION (Account #2010-2855)</b>	<b>51,481,580</b>	<b>51,642,273</b>	<b>54,829,618</b>	<b>57,094,588</b>

	20/21	21/22	22/23	23/24
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 assistant supervisor of transportation, a 1.0 FTE clerical position, and 24 bus monitors and bus duty stipends.	522,383	532,827	643,223	613,436
200	Equipment.	0	1,919	0	0
400	This charge consists of equipment repair, telephone, memberships and dues.	7,701	6,131	8,200	7,617
450	Costs herein cover stationery, forms, and general office supplies.	1,530	2,442	5,600	2,250
<b>PUPIL TRANSPORTATION</b>		<b>531,614</b>	<b>543,319</b>	<b>657,023</b>	<b>623,303</b>

400	<b>GARAGE BUILDING (5530)</b> Included here are costs associated with repairs/upkeep of the bus garage.	<b>6,722</b>	<b>9,337</b>	<b>10,300</b>	<b>9,268</b>
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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 (\$296,445), building and co-curricular trips (\$46,171) are accounted for here.	4,472,880	4,500,627	5,163,738	5,280,472
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<b>CONTRACT TRANSPORTATION</b>		<b>4,472,880</b>	<b>4,500,627</b>	<b>5,163,738</b>	<b>5,280,472</b>
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<b>TOTAL TRANSPORTATION (Account #5510-5540)</b>		<b>5,011,216</b>	<b>5,053,283</b>	<b>5,831,061</b>	<b>5,913,043</b>
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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.	8,926	0	13,125	13,125
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	20/21	21/22	22/23	23/24
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 13.10%.

1,105,666      1,094,258      936,336      957,989

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 9.76%.

3,854,605      3,950,636      4,286,767      4,213,718

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 \$160,200 in 2023.

3,614,653      3,641,653      3,869,428      4,016,161

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

155,832      162,041      186,914      216,018

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

44,471      0      32,500      17,000

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 5.50%, and the Empire Plan, whose projected increase is 13.00%. Employee contributions to the cost of health insurance range between 14% to 18.5%.

12,168,743      12,528,338      13,944,012      15,510,753

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

910,711      892,629      971,662      981,794

**TOTAL EMPLOYEE BENEFITS      21,854,681      22,269,556      24,227,619      25,913,433**

	20/21	21/22	22/23	23/24
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED

**UNDISTRIBUTED EXPENSES (9700, 9900)**

DEBT SERVICE - CONSTRUCTION BONDS (9710, 9711, 9724) 4,238,725 4,814,207 4,831,272 4,827,172

This amount represents principal and interest payments on the following bonds: (Note: In January 2016, one bond was refinanced saving the District approximately \$2.5 million over the life of the bonds.)

- 1. 2006 Districtwide Alterations-Additions Phase 1 borrowing (\$7,375,000) ----- P/I cost \$459,534
- 2. 2006 Districtwide Alterations-Additions Phase 2 borrowing (\$18,200,000) ----- P/I cost \$1,291,785
- 3. 2007 Districtwide Alterations-Additions Phase 3 borrowing (\$23,519,953) ----- P/I cost \$1,627,525
- 4. 2019 Districtwide Alterations-Additions borrowing (\$13,600,000) ----- P/I cost \$884,550
- 5. 2020 Districtwide Safety/Security Alterations-Additions borrowing (\$6,985,000) ----- P/I cost \$563,778  
\$4,827,172

BOND ANTICIPATION NOTE INTEREST (9731) 0 0 0 0  
2018-2019 Infrastructure Projects - VOIP, total roof replacements at PES and SIS, HVAC work, fire alarm work, and security vestibules.

INSTALLMENT PURCHASES (9785) 606,235 616,543 765,001 850,001  
Expenditures in this code are for lease/purchase of technology equipment. \$325,000 is included for the lease/purchase of new equipment.

OTHER DEBT (9789) 0 0 401,500 761,863  
Expenditures in this code are for the Energy Performance Contract.

TRANSFER TO SCHOOL LUNCH FUND (9901) 100,000 0 0 0

TRANSFER TO SPECIAL AID FUND (9901) 319,503 207,633 325,000 301,500

TRANSFER TO CAPITAL FUND (9950) 3,476 200,000 200,000 200,000

**TOTAL UNDISTRIBUTED EXPENSES 5,267,939 5,838,383 6,522,773 6,940,536**

**UNDISTRIBUTED EXPENSE EXPLANATION:**

The Undistributed Expense portion of the 2023-2024 budget is made up of debt service payments, lease purchase installment payments for technology hardware, EPC payments, and interfund transfers to the Special Aid Fund for Summer Special Education programs, School Lunch Fund to subsidize the lunch program and Capital Fund for transformer relocation at SIS, reconstruct stairs at Primrose, or any additional project identified in the Building Condition Survey.

The District has included in the 2023-2024 budget \$325,000 for the lease purchase of technology equipment. This is the 24th year of the District utilizing this means of purchasing technology equipment.

**TOTAL GENERAL FUND APPROPRIATIONS 92,448,547 94,166,127 100,982,930 106,228,824**

## Budget Terminology

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**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

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**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 \$93,200 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

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**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 2023-2024**

(Salaries and Benefit Cost of Superintendent and Assistant Superintendents)

(Salaries of Other Administrators Compensated At Over \$162,000)

<b>TITLE</b>	<b>SALARY</b>	<b>FRINGE BENEFITS</b>	<b>OTHER</b>	
Superintendent of Schools	\$ 281,864	Social Security	\$ 14,295	
		Health Insurance	\$ 20,032	
		Teachers' Retirement System	\$ 27,510	
		Welfare Fund	\$ 4,100	
		Life Insurance	\$ 384	
		Dental	\$ 1,333	
		Vision	\$ 151	
		Workers' Compensation	\$ 1,202	
		<b>TOTAL</b>	<b>\$ 69,006</b>	Car Allowance \$ 3,000 Annuity Payment \$ 15,000
		<b>TOTAL</b>		<b>\$ 18,000</b>
Assistant Superintendent for Business and Operations	\$ 201,317	Social Security	\$ 13,164	
		Health Insurance	\$ 23,834	
		Teachers' Retirement System	\$ 19,649	
		Welfare Fund	\$ 4,700	
		Life Insurance	\$ 384	
		Dental	\$ 1,333	
		Vision	\$ 151	
		Workers' Compensation	\$ 882	
		<b>TOTAL</b>	<b>\$ 64,096</b>	Car Allowance \$ 3,600 Annuity Payment \$ 1,400
		<b>TOTAL</b>		<b>\$ 5,000</b>

Director of Guidance	\$ 184,753
Director of Human Resources and Student Services	\$ 200,729
Director of Special Services	\$ 200,967
Director of Learning Secondary	\$ 186,000
Director of Learning Elementary	\$ 186,000
Elementary School Principal	\$ 205,529
Intermediate School Principal	\$ 168,500
Middle School Principal	\$ 194,764
High School Principal	\$ 217,927

### Exemption Impact Report

Assessment Year: 2022

County: WESTCHESTER  
 SWIS Code: 555200

School Value Report (555201)

Municipality: Somers  
 Total Assessed Val: 527,916,658  
 Uniform Percentage: 10.81

Equalized Total Assessed Value = 4,883,595,356

Exempt Code	Description	Statutory Authority	# of Exempts	Total Equalized Value of EX	% of Value Exempted
10100	CTY OWNED	RPTL 410	1	23,373,728	0.48
12100	NY STATE	RPTL 404(1)	1	9,250	0.00
12350	PUB AUT ST	RPTL 412 & Pub Auth L	29	1,984,736	0.04
13100	CTY OWNED	RPTL 406(1)	37	34,384,366	0.70
13500	TWN WTHIN	RPTL 406(1)	58	13,246,068	0.27
13800	SCHOOL DIS	RPTL 408	8	99,961,147	2.05
13850	BOCES	RPTL 408	3	66,205,365	1.36
13870	SPEC DIST	RPTL 410	15	1,160,499	0.02
14110	US PROP	State L 54	1	377,890	0.01
14200	FOR GOV'T	RPTL 418	1	330,249	0.01
21600	RELIG CORP	RPTL 462	2	1,105,920	0.02
25110	CONST PROT	RPTL 420-a	6	9,871,877	0.20
25120	NP CORP ED	RPTL 420-a	10	127,616,096	2.61
25130	CHARITABLE	RPTL 420-a	1	851,063	0.02
25230	NPC M/M IM	RPTL 420-a	1	1,100,832	0.02
25300	NON-PROFIT	RPTL 420-b	5	2,309,898	0.05
26400	INC VOL FR	RPTL 464(2)	8	3,989,361	0.08
27350	CEMETERIES	RPTL 446	7	1,319,148	0.03
41120	WAR VET	RPTL 458-a	412	4,943,237	0.10
41124	WAR VET	RPTL 458-a	3	35,994	0.00
41130	COMBAT VET	RPTL 458-a	224	4,479,999	0.09
41140	DISABL VET	RPTL 458-a	105	3,478,270	0.07
41400	CLERGY	RPTL 460	1	13,876	0.00
41700	FARM BLDG	RPTL 483	1	49,028	0.00
41720	AG MKT 305	Ag-Mkts L 305	22	13,077,086	0.27
41730	AGRIC	Ag-Mkts L 306	12	3,464,024	0.07
41800	SENIOR LOW INC	RPTL 467	76	9,221,859	0.19
41834	ENH STAR	RPTL 425	986	208,799,259	4.28
41854	BAS STAR	RPTL 425	2,092	184,014,218	3.77
41930	DISABILITY	RPTL 459-c	7	1,139,259	0.02
42130	FARM LABOR CAMP	RPTL 483-d	2	469,010	0.01
47450	FOREST LAN	RPTL 480	1	225,716	0.00
48660	PHFL Sec 577(1)	PHFL 577(3)	3	16,326,549	0.33
	<b>Total Exemptions (No System EX's)</b>		<b>4,141</b>	<b>838,934,877</b>	<b>17.18</b>
	<b>Total Exemptions (with System EX's)</b>		<b>4,141</b>	<b>838,934,877</b>	<b>17.18</b>

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:     \$16,326,549

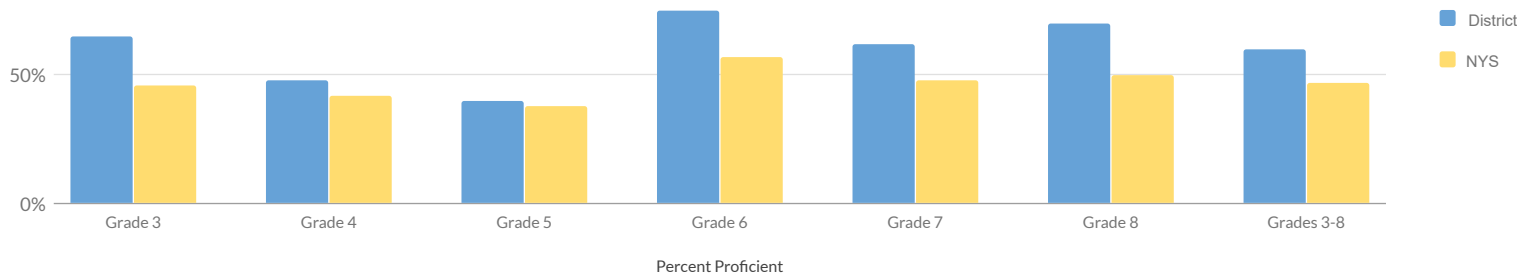
## SOMERS CSD - NEW YORK STATE REPORT CARD [2021 - 22]

The New York State Report Card is an important part of the Board of Regents’ effort to create educational equity and raise learning outcomes for all students. Knowledge gained from the report card about a school or district can be used to improve instruction and inform 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, New York State’s ESSA plan 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.

### GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

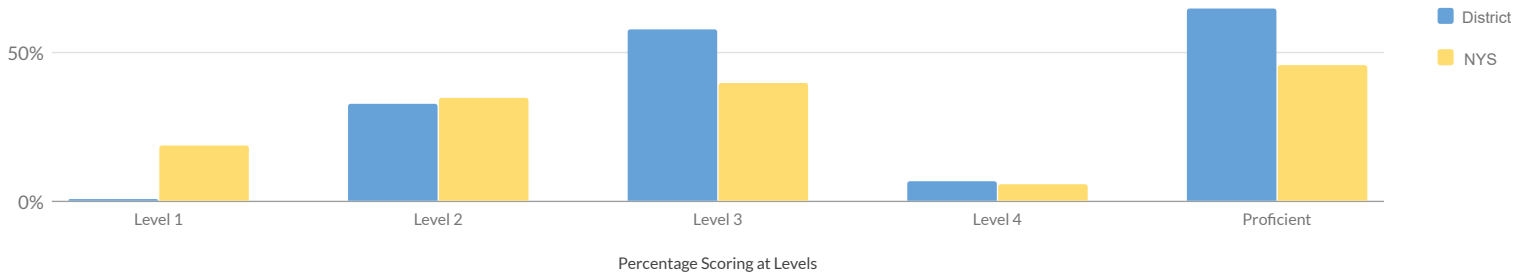
#### SUMMARY RESULTS



Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	169		25	15%	144	85%	2	1%	48	33%	84	58%	10	7%	94	65%
Grade 4	184		41	22%	143	78%	8	6%	67	47%	49	34%	19	13%	68	48%
Grade 5	180		45	25%	135	75%	20	15%	61	45%	38	28%	16	12%	54	40%
Grade 6	200		54	27%	146	73%	11	8%	26	18%	48	33%	61	42%	109	75%
Grade 7	196		67	34%	129	66%	6	5%	43	33%	54	42%	26	20%	80	62%
Grade 8	227		82	36%	145	64%	10	7%	34	23%	57	39%	44	30%	101	70%
Grades 3-8	1,156		314	27%	842	73%	57	7%	279	33%	330	39%	176	21%	506	60%

### GRADE 3 ELA RESULTS

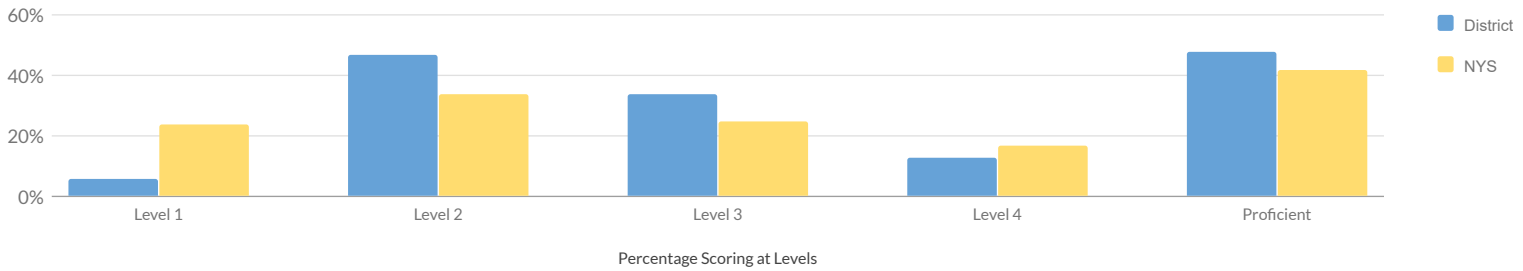
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	169	25	15%	144	85%	2	1%	48	33%	84	58%	10	7%	94	65%
Female	85	12	14%	73	86%	1	1%	20	27%	45	62%	7	10%	52	71%
Male	84	13	15%	71	85%	1	1%	28	39%	39	55%	3	4%	42	59%
General Education Students	134	12	9%	122	91%	0	0%	37	30%	75	61%	10	8%	85	70%
Students with Disabilities	35	13	37%	22	63%	2	9%	11	50%	9	41%	0	0%	9	41%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	-	-	-	-	-	-	-	-	-	-
Black or African American	2	1	50%	1	50%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	26	2	8%	24	92%	0	0%	10	42%	14	58%	0	0%	14	58%
White	133	22	17%	111	83%	2	2%	37	33%	65	59%	7	6%	72	65%
Multiracial	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total	10	1	10%	9	90%	0	0%	1	11%	5	56%	3	33%	8	89%
Economically Disadvantaged	15	2	13%	13	87%	1	8%	8	62%	4	31%	0	0%	4	31%
Not Economically Disadvantaged	154	23	15%	131	85%	1	1%	40	31%	80	61%	10	8%	90	69%
English Language Learner	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	168	25	15%	143	85%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	169	25	15%	144	85%	2	1%	48	33%	84	58%	10	7%	94	65%
Not Homeless	169	25	15%	144	85%	2	1%	48	33%	84	58%	10	7%	94	65%
Not Migrant	169	25	15%	144	85%	2	1%	48	33%	84	58%	10	7%	94	65%
Parent Not in Armed Forces	169	25	15%	144	85%	2	1%	48	33%	84	58%	10	7%	94	65%

### GRADE 4 ELA RESULTS

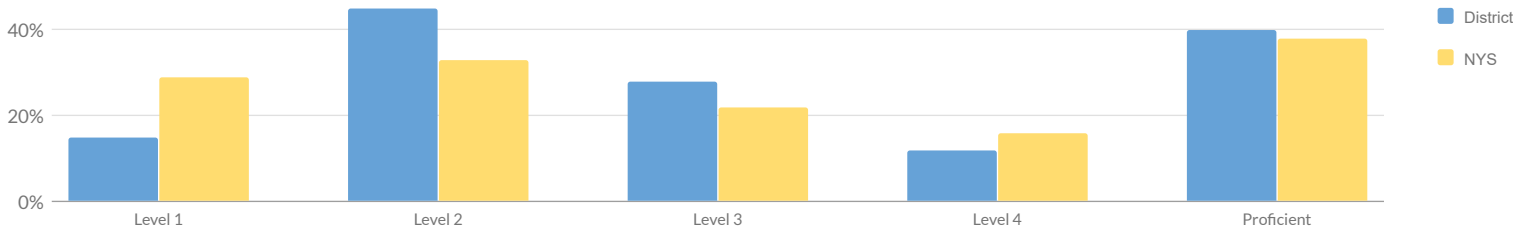
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	184	41	22%	143	78%	8	6%	67	47%	49	34%	19	13%	68	48%
Female	89	19	21%	70	79%	3	4%	27	39%	30	43%	10	14%	40	57%
Male	95	22	23%	73	77%	5	7%	40	55%	19	26%	9	12%	28	38%
General Education Students	141	18	13%	123	87%	4	3%	54	44%	46	37%	19	15%	65	53%
Students with Disabilities	43	23	53%	20	47%	4	20%	13	65%	3	15%	0	0%	3	15%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Black or African American	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	28	4	14%	24	86%	1	4%	16	67%	5	21%	2	8%	7	29%
White	143	35	24%	108	76%	7	6%	47	44%	40	37%	14	13%	54	50%
Multiracial	9	2	22%	7	78%	-	-	-	-	-	-	-	-	-	-
Small Group Total	13	2	15%	11	85%	0	0%	4	36%	4	36%	3	27%	7	64%
Economically Disadvantaged	21	7	33%	14	67%	0	0%	12	86%	2	14%	0	0%	2	14%
Not Economically Disadvantaged	163	34	21%	129	79%	8	6%	55	43%	47	36%	19	15%	66	51%
English Language Learner	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	181	41	23%	140	77%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	184	41	22%	143	78%	8	6%	67	47%	49	34%	19	13%	68	48%
Not Homeless	184	41	22%	143	78%	8	6%	67	47%	49	34%	19	13%	68	48%
Not Migrant	184	41	22%	143	78%	8	6%	67	47%	49	34%	19	13%	68	48%
Parent Not in Armed Forces	184	41	22%	143	78%	8	6%	67	47%	49	34%	19	13%	68	48%

### GRADE 5 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

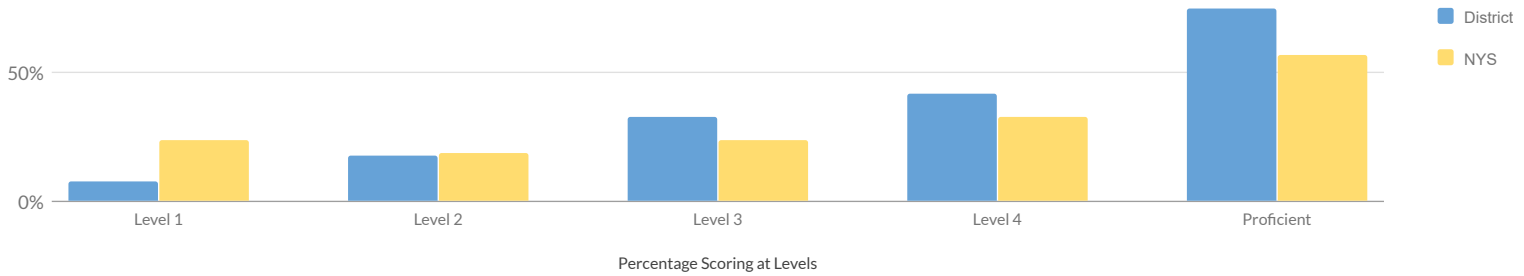


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	180	45	25%	135	75%	20	15%	61	45%	38	28%	16	12%	54	40%
Female	99	23	23%	76	77%	13	17%	36	47%	17	22%	10	13%	27	36%
Male	81	22	27%	59	73%	7	12%	25	42%	21	36%	6	10%	27	46%
General Education Students	142	27	19%	115	81%	8	7%	54	47%	37	32%	16	14%	53	46%
Students with Disabilities	38	18	47%	20	53%	12	60%	7	35%	1	5%	0	0%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	0	0%	0	0%	3	60%	2	40%	5	100%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	29	5	17%	24	83%	4	17%	10	42%	7	29%	3	13%	10	42%
White	140	39	28%	101	72%	16	16%	48	48%	26	26%	11	11%	37	37%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	5	100%	0	0%	3	60%	2	40%	0	0%	2	40%
Economically Disadvantaged	21	6	29%	15	71%	3	20%	9	60%	3	20%	0	0%	3	20%
Not Economically Disadvantaged	159	39	25%	120	75%	17	14%	52	43%	35	29%	16	13%	51	43%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	178	44	25%	134	75%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	180	45	25%	135	75%	20	15%	61	45%	38	28%	16	12%	54	40%
Not Homeless	180	45	25%	135	75%	20	15%	61	45%	38	28%	16	12%	54	40%
Not Migrant	180	45	25%	135	75%	20	15%	61	45%	38	28%	16	12%	54	40%
Parent Not in Armed Forces	180	45	25%	135	75%	20	15%	61	45%	38	28%	16	12%	54	40%



### GRADE 6 ELA RESULTS

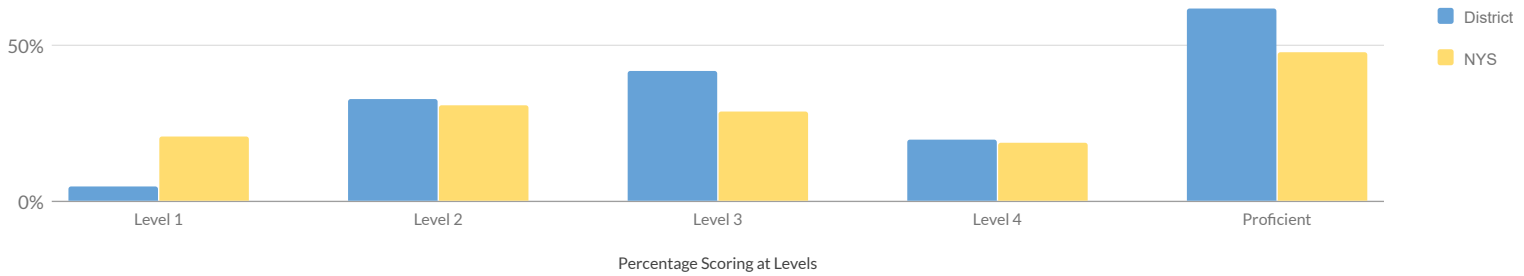
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	200	54	27%	146	73%	11	8%	26	18%	48	33%	61	42%	109	75%
Female	95	26	27%	69	73%	2	3%	3	4%	25	36%	39	57%	64	93%
Male	105	28	27%	77	73%	9	12%	23	30%	23	30%	22	29%	45	58%
General Education Students	157	32	20%	125	80%	2	2%	20	16%	44	35%	59	47%	103	82%
Students with Disabilities	43	22	51%	21	49%	9	43%	6	29%	4	19%	2	10%	6	29%
Asian or Native Hawaiian/Other Pacific Islander	9	2	22%	7	78%	0	0%	0	0%	3	43%	4	57%	7	100%
Black or African American	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	37	16	43%	21	57%	2	10%	2	10%	9	43%	8	38%	17	81%
White	146	36	25%	110	75%	8	7%	23	21%	36	33%	43	39%	79	72%
Multiracial	7	0	0%	7	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total	8	0	0%	8	100%	1	13%	1	13%	0	0%	6	75%	6	75%
Economically Disadvantaged	22	11	50%	11	50%	1	9%	3	27%	3	27%	4	36%	7	64%
Not Economically Disadvantaged	178	43	24%	135	76%	10	7%	23	17%	45	33%	57	42%	102	76%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	198	52	26%	146	74%	11	8%	26	18%	48	33%	61	42%	109	75%
Not in Foster Care	200	54	27%	146	73%	11	8%	26	18%	48	33%	61	42%	109	75%
Not Homeless	200	54	27%	146	73%	11	8%	26	18%	48	33%	61	42%	109	75%
Not Migrant	200	54	27%	146	73%	11	8%	26	18%	48	33%	61	42%	109	75%
Parent Not in Armed Forces	200	54	27%	146	73%	11	8%	26	18%	48	33%	61	42%	109	75%

### GRADE 7 ELA RESULTS

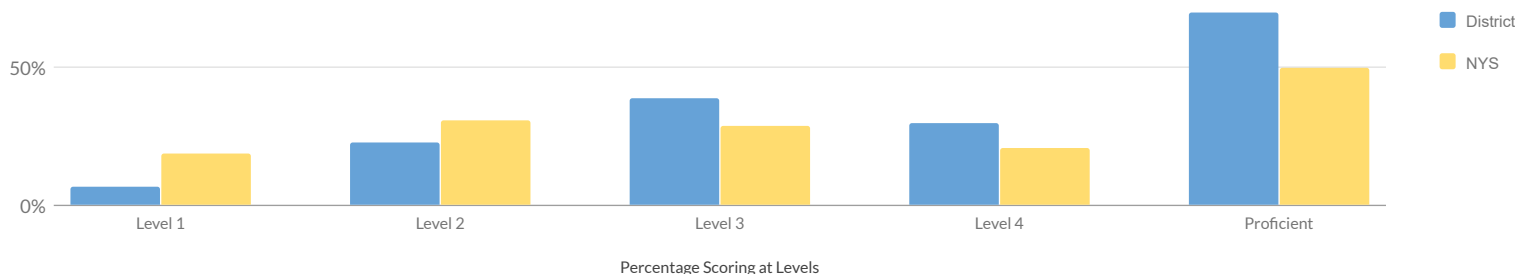
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	196	67	34%	129	66%	6	5%	43	33%	54	42%	26	20%	80	62%
Female	91	28	31%	63	69%	2	3%	16	25%	30	48%	15	24%	45	71%
Male	105	39	37%	66	63%	4	6%	27	41%	24	36%	11	17%	35	53%
General Education Students	158	46	29%	112	71%	2	2%	34	30%	52	46%	24	21%	76	68%
Students with Disabilities	38	21	55%	17	45%	4	24%	9	53%	2	12%	2	12%	4	24%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	11	100%	-	-	-	-	-	-	-	-	-	-
Black or African American	4	2	50%	2	50%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	23	10	43%	13	57%	1	8%	6	46%	4	31%	2	15%	6	46%
White	154	53	34%	101	66%	4	4%	34	34%	43	43%	20	20%	63	62%
Multiracial	3	1	33%	2	67%	-	-	-	-	-	-	-	-	-	-
Small Group Total	18	3	17%	15	83%	1	7%	3	20%	7	47%	4	27%	11	73%
Economically Disadvantaged	21	12	57%	9	43%	1	11%	5	56%	2	22%	1	11%	3	33%
Not Economically Disadvantaged	175	55	31%	120	69%	5	4%	38	32%	52	43%	25	21%	77	64%
Non-English Language Learner	196	67	34%	129	66%	6	5%	43	33%	54	42%	26	20%	80	62%
Not in Foster Care	196	67	34%	129	66%	6	5%	43	33%	54	42%	26	20%	80	62%
Not Homeless	196	67	34%	129	66%	6	5%	43	33%	54	42%	26	20%	80	62%
Not Migrant	196	67	34%	129	66%	6	5%	43	33%	54	42%	26	20%	80	62%
Parent Not in Armed Forces	196	67	34%	129	66%	6	5%	43	33%	54	42%	26	20%	80	62%

### GRADE 8 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

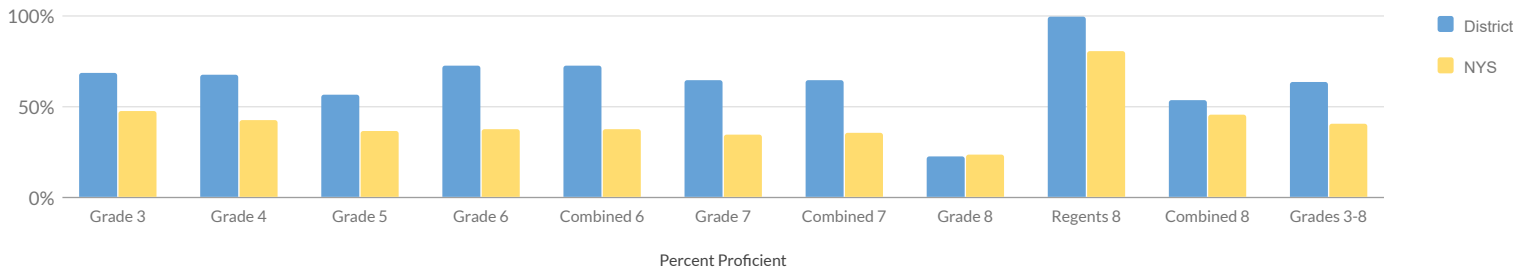


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	227	82	36%	145	64%	10	7%	34	23%	57	39%	44	30%	101	70%
Female	106	46	43%	60	57%	1	2%	11	18%	21	35%	27	45%	48	80%
Male	121	36	30%	85	70%	9	11%	23	27%	36	42%	17	20%	53	62%
General Education Students	183	59	32%	124	68%	2	2%	25	20%	53	43%	44	35%	97	78%
Students with Disabilities	44	23	52%	21	48%	8	38%	9	43%	4	19%	0	0%	4	19%
Asian or Native Hawaiian/Other Pacific Islander	10	2	20%	8	80%	-	-	-	-	-	-	-	-	-	-
Black or African American	4	2	50%	2	50%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	34	15	44%	19	56%	1	5%	6	32%	7	37%	5	26%	12	63%
White	176	61	35%	115	65%	8	7%	28	24%	45	39%	34	30%	79	69%
Multiracial	3	2	67%	1	33%	-	-	-	-	-	-	-	-	-	-
Small Group Total	17	6	35%	11	65%	1	9%	0	0%	5	45%	5	45%	10	91%
Economically Disadvantaged	29	11	38%	18	62%	1	6%	3	17%	8	44%	6	33%	14	78%
Not Economically Disadvantaged	198	71	36%	127	64%	9	7%	31	24%	49	39%	38	30%	87	69%
English Language Learner	2	1	50%	1	50%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	225	81	36%	144	64%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	227	82	36%	145	64%	10	7%	34	23%	57	39%	44	30%	101	70%
Not Homeless	227	82	36%	145	64%	10	7%	34	23%	57	39%	44	30%	101	70%
Not Migrant	227	82	36%	145	64%	10	7%	34	23%	57	39%	44	30%	101	70%
Parent Not in Armed Forces	227	82	36%	145	64%	10	7%	34	23%	57	39%	44	30%	101	70%

### GRADES 3-8 MATHEMATICS RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

#### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	170	24	14%	146	86%	12	8%	33	23%	66	45%	35	24%	101	69%
Grade 4	185	45	24%	140	76%	13	9%	32	23%	42	30%	53	38%	95	68%
Grade 5	180	38	21%	142	79%	25	18%	36	25%	35	25%	46	32%	81	57%
Grade 6	200	68	34%	132	66%	11	8%	25	19%	48	36%	48	36%	96	73%
Combined 6	200	68	34%	132	66%	11	8%	25	19%	48	36%	48	36%	96	73%
Grade 7	196	72	37%	124	63%	10	8%	34	27%	46	37%	34	27%	80	65%
Combined 7	196	72	37%	124	63%	10	8%	34	27%	46	37%	34	27%	80	65%
Grade 8	227	146	64%	81	36%	22	27%	40	49%	13	16%	6	7%	19	23%
Regents 8	—	0	0%	54	24%	0	0%	0	0%	15	28%	39	72%	54	100%
Combined 8	227	92	41%	135	59%	22	16%	40	30%	28	21%	45	33%	73	54%
Grades 3-8	1,158	339	29%	819	71%	93	11%	200	24%	265	32%	261	32%	526	64%

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

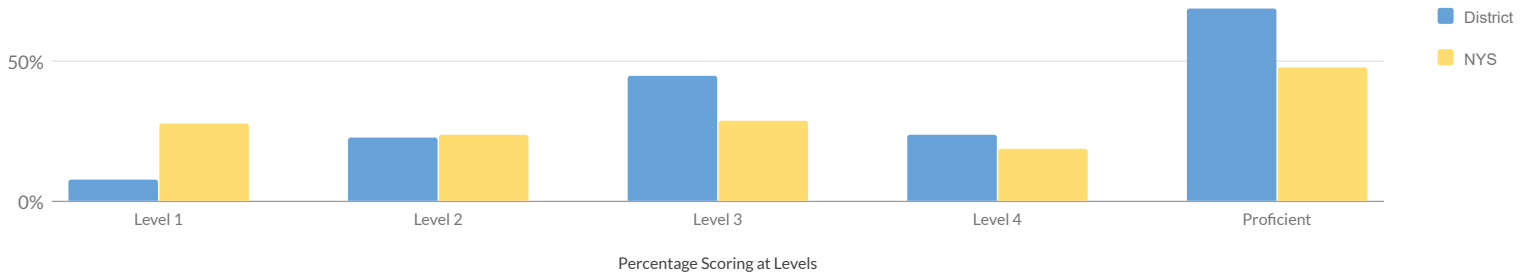
#### REGENTS MATHEMATICS EXEMPTIONS, GRADES 6-8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	0	0	—	0	—

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

### GRADE 3 MATH RESULTS

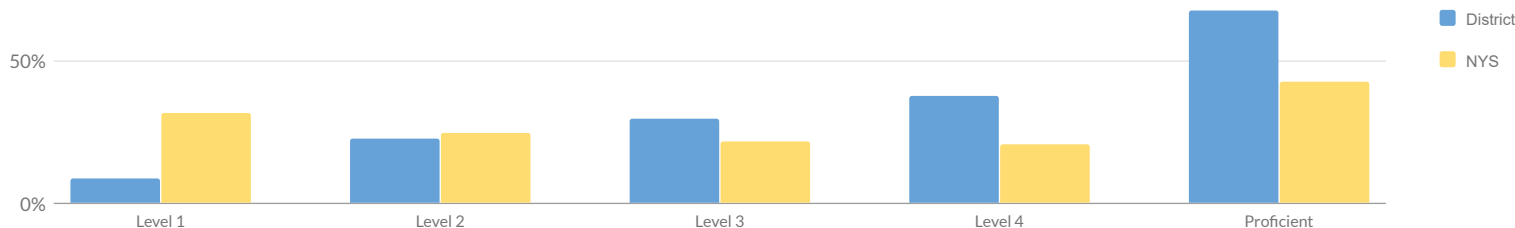
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	170		24	14%	146	86%	12	8%	33	23%	66	45%	35	24%	101	69%
Female	86		12	14%	74	86%	7	9%	18	24%	36	49%	13	18%	49	66%
Male	84		12	14%	72	86%	5	7%	15	21%	30	42%	22	31%	52	72%
General Education Students	135		13	10%	122	90%	6	5%	26	21%	56	46%	34	28%	90	74%
Students with Disabilities	35		11	31%	24	69%	6	25%	7	29%	10	42%	1	4%	11	46%
Asian or Native Hawaiian/Other Pacific Islander	5		0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2		1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26		2	8%	24	92%	5	21%	8	33%	7	29%	4	17%	11	46%
White	134		21	16%	113	84%	6	5%	25	22%	55	49%	27	24%	82	73%
Multiracial	3		0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	10		1	10%	9	90%	1	11%	0	0%	4	44%	4	44%	8	89%
Economically Disadvantaged	15		3	20%	12	80%	1	8%	6	50%	5	42%	0	0%	5	42%
Not Economically Disadvantaged	155		21	14%	134	86%	11	8%	27	20%	61	46%	35	26%	96	72%
English Language Learner	1		0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	169		24	14%	145	86%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	170		24	14%	146	86%	12	8%	33	23%	66	45%	35	24%	101	69%
Not Homeless	170		24	14%	146	86%	12	8%	33	23%	66	45%	35	24%	101	69%
Not Migrant	170		24	14%	146	86%	12	8%	33	23%	66	45%	35	24%	101	69%
Parent Not in Armed Forces	170		24	14%	146	86%	12	8%	33	23%	66	45%	35	24%	101	69%

### GRADE 4 MATH RESULTS

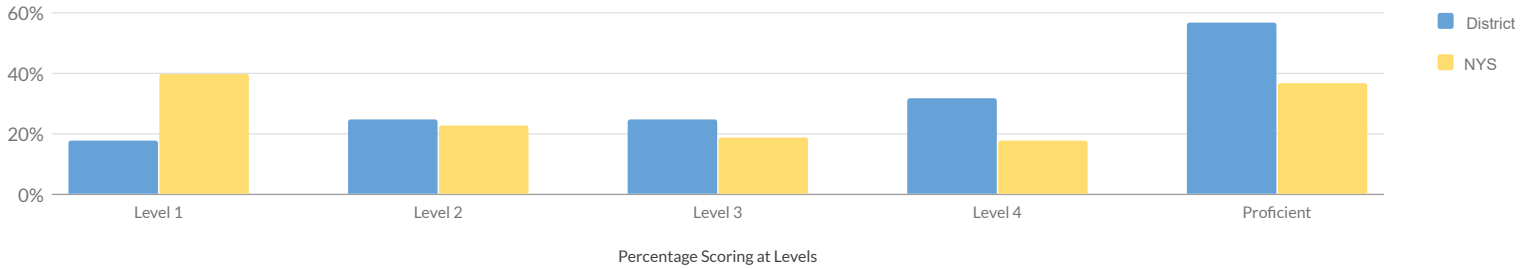
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	185	45	24%	140	76%	13	9%	32	23%	42	30%	53	38%	95	68%
Female	89	23	26%	66	74%	8	12%	15	23%	16	24%	27	41%	43	65%
Male	96	22	23%	74	77%	5	7%	17	23%	26	35%	26	35%	52	70%
General Education Students	142	24	17%	118	83%	8	7%	21	18%	40	34%	49	42%	89	75%
Students with Disabilities	43	21	49%	22	51%	5	23%	11	50%	2	9%	4	18%	6	27%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Black or African American	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	29	7	24%	22	76%	4	18%	6	27%	6	27%	6	27%	12	55%
White	143	35	24%	108	76%	8	7%	24	22%	32	30%	44	41%	76	70%
Multiracial	9	3	33%	6	67%	-	-	-	-	-	-	-	-	-	-
Small Group Total	13	3	23%	10	77%	1	10%	2	20%	4	40%	3	30%	7	70%
Economically Disadvantaged	21	8	38%	13	62%	3	23%	4	31%	5	38%	1	8%	6	46%
Not Economically Disadvantaged	164	37	23%	127	77%	10	8%	28	22%	37	29%	52	41%	89	70%
English Language Learner	4	1	25%	3	75%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	181	44	24%	137	76%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	185	45	24%	140	76%	13	9%	32	23%	42	30%	53	38%	95	68%
Not Homeless	185	45	24%	140	76%	13	9%	32	23%	42	30%	53	38%	95	68%
Not Migrant	185	45	24%	140	76%	13	9%	32	23%	42	30%	53	38%	95	68%
Parent Not in Armed Forces	185	45	24%	140	76%	13	9%	32	23%	42	30%	53	38%	95	68%

### GRADE 5 MATH RESULTS

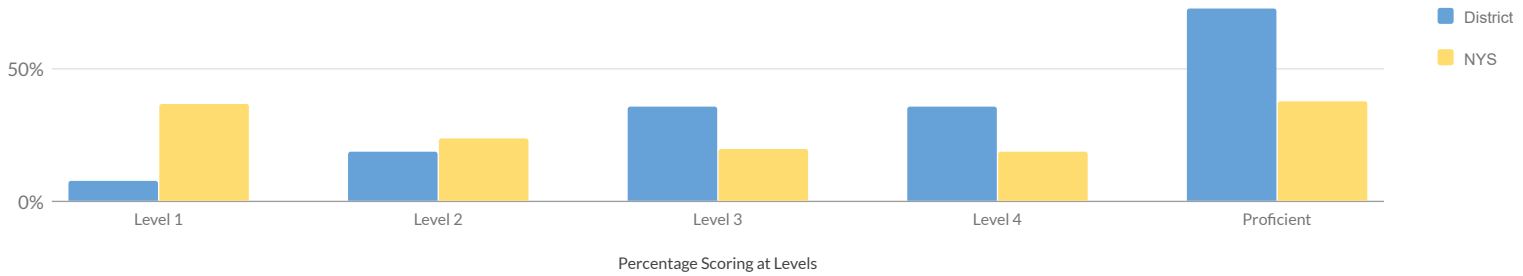
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	180	38	21%	142	79%	25	18%	36	25%	35	25%	46	32%	81	57%
Female	99	21	21%	78	79%	17	22%	26	33%	15	19%	20	26%	35	45%
Male	81	17	21%	64	79%	8	13%	10	16%	20	31%	26	41%	46	72%
General Education Students	142	24	17%	118	83%	13	11%	32	27%	28	24%	45	38%	73	62%
Students with Disabilities	38	14	37%	24	63%	12	50%	4	17%	7	29%	1	4%	8	33%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	0	0%	0	0%	1	17%	5	83%	6	100%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	29	5	17%	24	83%	8	33%	6	25%	5	21%	5	21%	10	42%
White	140	33	24%	107	76%	15	14%	28	26%	29	27%	35	33%	64	60%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	5	100%	2	40%	2	40%	0	0%	1	20%	1	20%
Economically Disadvantaged	21	4	19%	17	81%	6	35%	6	35%	3	18%	2	12%	5	29%
Not Economically Disadvantaged	159	34	21%	125	79%	19	15%	30	24%	32	26%	44	35%	76	61%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	178	37	21%	141	79%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	180	38	21%	142	79%	25	18%	36	25%	35	25%	46	32%	81	57%
Not Homeless	180	38	21%	142	79%	25	18%	36	25%	35	25%	46	32%	81	57%
Not Migrant	180	38	21%	142	79%	25	18%	36	25%	35	25%	46	32%	81	57%
Parent Not in Armed Forces	180	38	21%	142	79%	25	18%	36	25%	35	25%	46	32%	81	57%

### GRADE 6 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

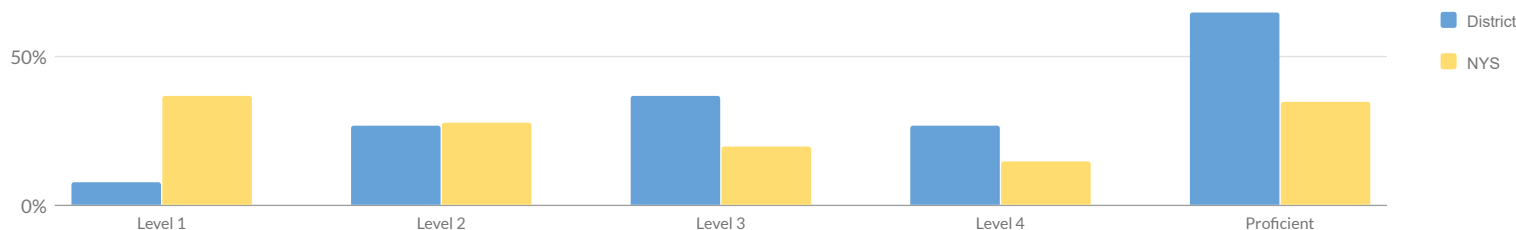


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	200	68	34%	132	66%	11	8%	25	19%	48	36%	48	36%	96	73%
Female	95	37	39%	58	61%	5	9%	13	22%	18	31%	22	38%	40	69%
Male	105	31	30%	74	70%	6	8%	12	16%	30	41%	26	35%	56	76%
General Education Students	157	41	26%	116	74%	3	3%	21	18%	45	39%	47	41%	92	79%
Students with Disabilities	43	27	63%	16	37%	8	50%	4	25%	3	19%	1	6%	4	25%
Asian or Native Hawaiian/Other Pacific Islander	9	2	22%	7	78%	0	0%	1	14%	1	14%	5	71%	6	86%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	37	20	54%	17	46%	3	18%	5	29%	5	29%	4	24%	9	53%
White	146	45	31%	101	69%	8	8%	18	18%	39	39%	36	36%	75	74%
Multiracial	7	1	14%	6	86%	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	1	13%	7	88%	0	0%	1	14%	3	43%	3	43%	6	86%
Economically Disadvantaged	22	10	45%	12	55%	1	8%	3	25%	3	25%	5	42%	8	67%
Not Economically Disadvantaged	178	58	33%	120	67%	10	8%	22	18%	45	38%	43	36%	88	73%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	198	67	34%	131	66%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	200	68	34%	132	66%	11	8%	25	19%	48	36%	48	36%	96	73%
Not Homeless	200	68	34%	132	66%	11	8%	25	19%	48	36%	48	36%	96	73%
Not Migrant	200	68	34%	132	66%	11	8%	25	19%	48	36%	48	36%	96	73%
Parent Not in Armed Forces	200	68	34%	132	66%	11	8%	25	19%	48	36%	48	36%	96	73%



### GRADE 7 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

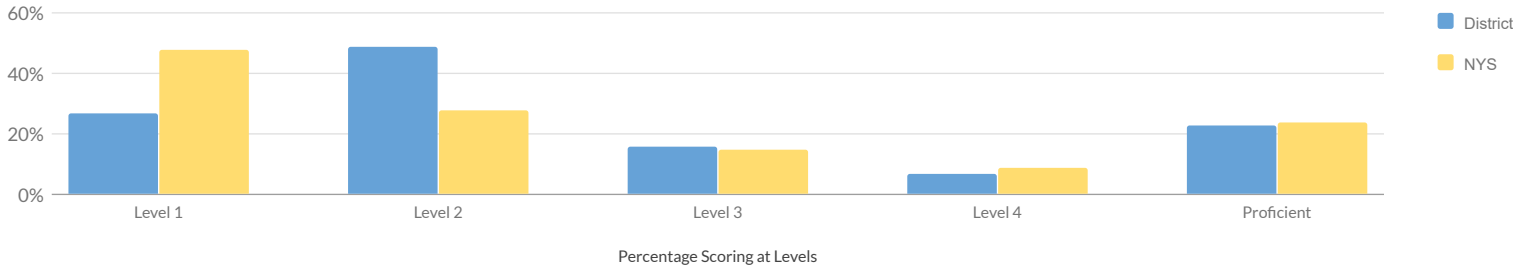


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	196	72	37%	124	63%	10	8%	34	27%	46	37%	34	27%	80	65%
Female	91	32	35%	59	65%	4	7%	17	29%	23	39%	15	25%	38	64%
Male	105	40	38%	65	62%	6	9%	17	26%	23	35%	19	29%	42	65%
General Education Students	158	51	32%	107	68%	2	2%	27	25%	45	42%	33	31%	78	73%
Students with Disabilities	38	21	55%	17	45%	8	47%	7	41%	1	6%	1	6%	2	12%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	11	2	18%	9	82%	0	0%	2	22%	4	44%	3	33%	7	78%
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	11	48%	12	52%	3	25%	4	33%	4	33%	1	8%	5	42%
White	154	56	36%	98	64%	5	5%	27	28%	38	39%	28	29%	66	67%
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	2	29%	5	71%	2	40%	1	20%	0	0%	2	40%	2	40%
Economically Disadvantaged	21	15	71%	6	29%	2	33%	3	50%	1	17%	0	0%	1	17%
Not Economically Disadvantaged	175	57	33%	118	67%	8	7%	31	26%	45	38%	34	29%	79	67%
Non-English Language Learner	196	72	37%	124	63%	10	8%	34	27%	46	37%	34	27%	80	65%
Not in Foster Care	196	72	37%	124	63%	10	8%	34	27%	46	37%	34	27%	80	65%
Not Homeless	196	72	37%	124	63%	10	8%	34	27%	46	37%	34	27%	80	65%
Not Migrant	196	72	37%	124	63%	10	8%	34	27%	46	37%	34	27%	80	65%
Parent Not in Armed Forces	196	72	37%	124	63%	10	8%	34	27%	46	37%	34	27%	80	65%

### GRADE 8 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

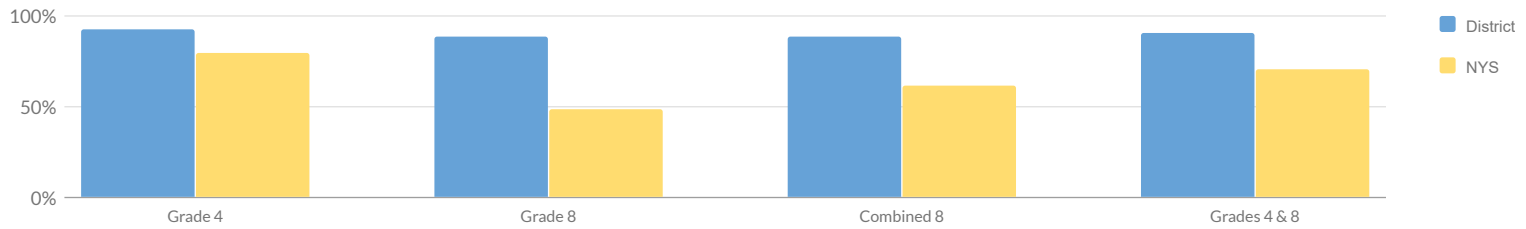


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	227	146	64%	81	36%	22	27%	40	49%	13	16%	6	7%	19	23%
Female	106	76	72%	30	28%	6	20%	16	53%	6	20%	2	7%	8	27%
Male	121	70	58%	51	42%	16	31%	24	47%	7	14%	4	8%	11	22%
General Education Students	183	121	66%	62	34%	15	24%	28	45%	13	21%	6	10%	19	31%
Students with Disabilities	44	25	57%	19	43%	7	37%	12	63%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	10	6	60%	4	40%	-	-	-	-	-	-	-	-	-	-
Black or African American	4	1	25%	3	75%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	34	18	53%	16	47%	7	44%	6	38%	3	19%	0	0%	3	19%
White	176	119	68%	57	32%	15	26%	29	51%	8	14%	5	9%	13	23%
Multiracial	3	2	67%	1	33%	-	-	-	-	-	-	-	-	-	-
Small Group Total	17	9	53%	8	47%	0	0%	5	63%	2	25%	1	13%	3	38%
Economically Disadvantaged	29	17	59%	12	41%	2	17%	8	67%	1	8%	1	8%	2	17%
Not Economically Disadvantaged	198	129	65%	69	35%	20	29%	32	46%	12	17%	5	7%	17	25%
English Language Learner	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	225	146	65%	79	35%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	227	146	64%	81	36%	22	27%	40	49%	13	16%	6	7%	19	23%
Not Homeless	227	146	64%	81	36%	22	27%	40	49%	13	16%	6	7%	19	23%
Not Migrant	227	146	64%	81	36%	22	27%	40	49%	13	16%	6	7%	19	23%
Parent Not in Armed Forces	227	146	64%	81	36%	22	27%	40	49%	13	16%	6	7%	19	23%

### GRADES 4 & 8 SCIENCE RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

#### SUMMARY RESULTS



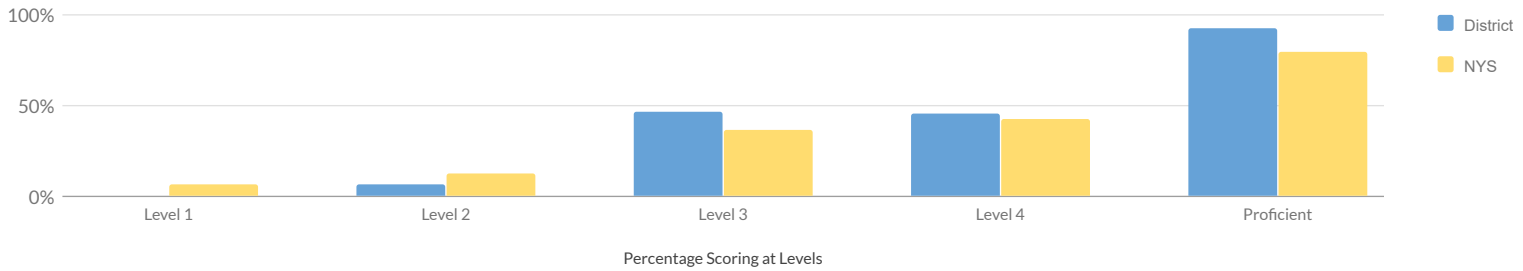
Percent Proficient

Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	184		31	17%	153	83%	0	0%	11	7%	72	47%	70	46%	142	93%
Grade 8	227		95	42%	132	58%	2	2%	13	10%	86	65%	31	23%	117	89%
Combined 8	227		95	42%	132	58%	2	2%	13	10%	86	65%	31	23%	117	89%
Grades 4 & 8	411		126	31%	285	69%	2	1%	24	8%	158	55%	101	35%	259	91%

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

### GRADE 4 SCIENCE RESULTS

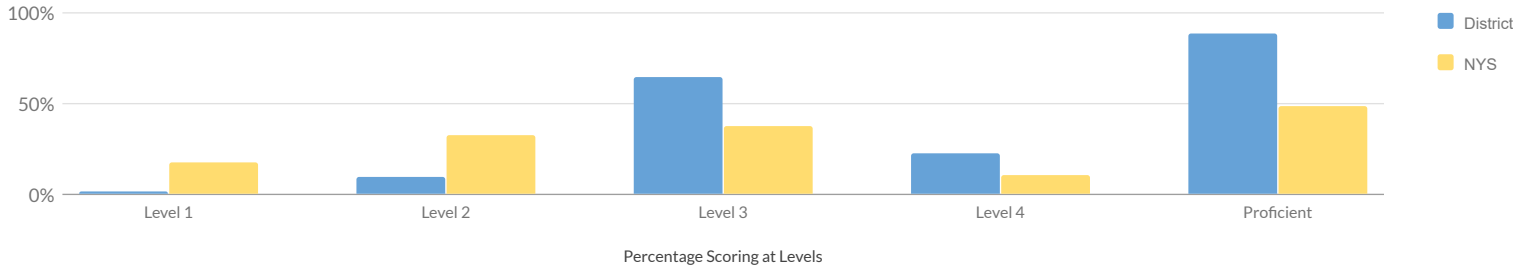
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	184	31	17%	153	83%	0	0%	11	7%	72	47%	70	46%	142	93%
Female	89	12	13%	77	87%	0	0%	6	8%	41	53%	30	39%	71	92%
Male	95	19	20%	76	80%	0	0%	5	7%	31	41%	40	53%	71	93%
General Education Students	141	15	11%	126	89%	0	0%	5	4%	58	46%	63	50%	121	96%
Students with Disabilities	43	16	37%	27	63%	0	0%	6	22%	14	52%	7	26%	21	78%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	29	2	7%	27	93%	0	0%	4	15%	17	63%	6	22%	23	85%
White	142	25	18%	117	82%	0	0%	7	6%	50	43%	60	51%	110	94%
Multiracial	9	3	33%	6	67%	-	-	-	-	-	-	-	-	-	-
Small Group Total	12	3	25%	9	75%	0	0%	0	0%	5	56%	4	44%	9	100%
Economically Disadvantaged	21	6	29%	15	71%	0	0%	3	20%	9	60%	3	20%	12	80%
Not Economically Disadvantaged	163	25	15%	138	85%	0	0%	8	6%	63	46%	67	49%	130	94%
English Language Learner	4	0	0%	4	100%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	180	31	17%	149	83%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	184	31	17%	153	83%	0	0%	11	7%	72	47%	70	46%	142	93%
Not Homeless	184	31	17%	153	83%	0	0%	11	7%	72	47%	70	46%	142	93%
Not Migrant	184	31	17%	153	83%	0	0%	11	7%	72	47%	70	46%	142	93%
Parent Not in Armed Forces	184	31	17%	153	83%	0	0%	11	7%	72	47%	70	46%	142	93%

### GRADE 8 SCIENCE RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

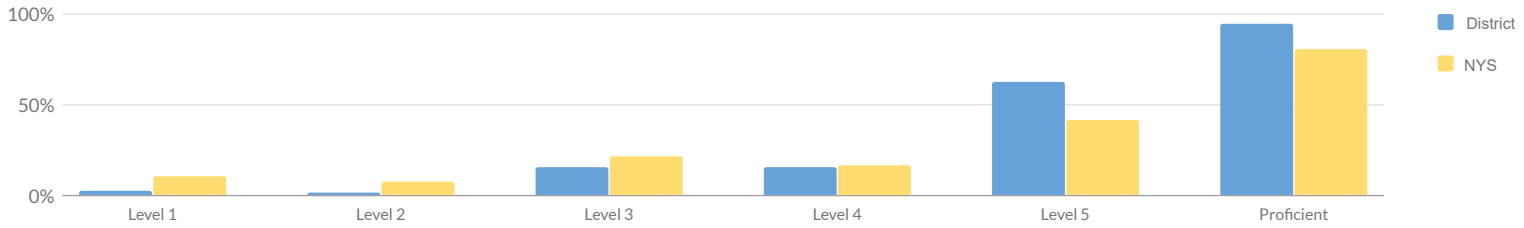


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	227	95	42%	132	58%	2	2%	13	10%	86	65%	31	23%	117	89%
Female	106	50	47%	56	53%	0	0%	5	9%	36	64%	15	27%	51	91%
Male	121	45	37%	76	63%	2	3%	8	11%	50	66%	16	21%	66	87%
General Education Students	183	67	37%	116	63%	0	0%	10	9%	75	65%	31	27%	106	91%
Students with Disabilities	44	28	64%	16	36%	2	13%	3	19%	11	69%	0	0%	11	69%
Asian or Native Hawaiian/Other Pacific Islander	10	2	20%	8	80%	-	-	-	-	-	-	-	-	-	-
Black or African American	4	1	25%	3	75%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	34	17	50%	17	50%	0	0%	5	29%	10	59%	2	12%	12	71%
White	176	73	41%	103	59%	2	2%	8	8%	68	66%	25	24%	93	90%
Multiracial	3	2	67%	1	33%	-	-	-	-	-	-	-	-	-	-
Small Group Total	17	5	29%	12	71%	0	0%	0	0%	8	67%	4	33%	12	100%
Economically Disadvantaged	29	7	24%	22	76%	0	0%	5	23%	14	64%	3	14%	17	77%
Not Economically Disadvantaged	198	88	44%	110	56%	2	2%	8	7%	72	65%	28	25%	100	91%
English Language Learner	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	225	95	42%	130	58%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	227	95	42%	132	58%	2	2%	13	10%	86	65%	31	23%	117	89%
Not Homeless	227	95	42%	132	58%	2	2%	13	10%	86	65%	31	23%	117	89%
Not Migrant	227	95	42%	132	58%	2	2%	13	10%	86	65%	31	23%	117	89%
Parent Not in Armed Forces	227	95	42%	132	58%	2	2%	13	10%	86	65%	31	23%	117	89%

### ANNUAL REGENTS EXAMINATIONS (2021 - 22)

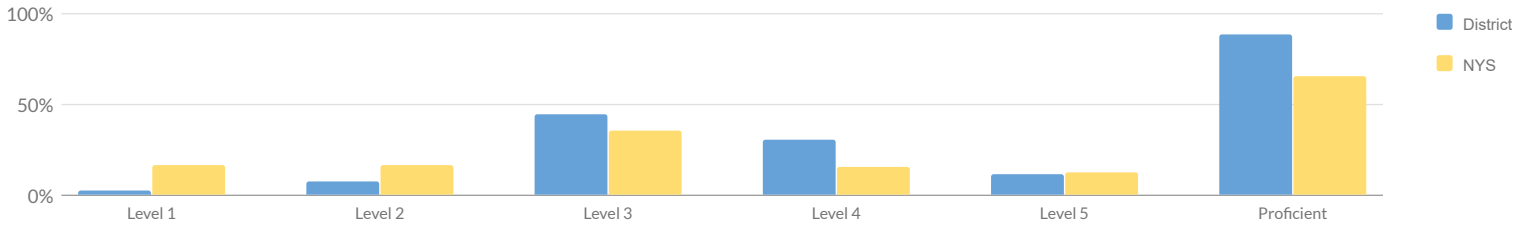
Annual Regents examination results are those administered in August, January, and June of the reporting year. All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government (Framework) exam were canceled. Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

### ANNUAL REGENTS EXAMINATION IN ELA (2021-22)



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	269	7	3%	6	2%	44	16%	42	16%	170	63%	256	95%
Female	134	1	1%	4	3%	18	13%	14	10%	97	72%	129	96%
Male	135	6	4%	2	1%	26	19%	28	21%	73	54%	127	94%
General Education Students	220	0	0%	0	0%	24	11%	32	15%	164	75%	220	100%
Students with Disabilities	49	7	14%	6	12%	20	41%	10	20%	6	12%	36	73%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	3	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	17	0	0%	0	0%	3	18%	2	12%	12	71%	17	100%
White	232	7	3%	6	3%	37	16%	39	17%	143	62%	219	94%
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	20	0	0%	0	0%	4	20%	1	5%	15	75%	20	100%
Economically Disadvantaged	27	3	11%	1	4%	7	26%	6	22%	10	37%	23	85%
Not Economically Disadvantaged	242	4	2%	5	2%	37	15%	36	15%	160	66%	233	96%
Non-English Language Learner	269	7	3%	6	2%	44	16%	42	16%	170	63%	256	95%
Not in Foster Care	269	7	3%	6	2%	44	16%	42	16%	170	63%	256	95%
Not Homeless	269	7	3%	6	2%	44	16%	42	16%	170	63%	256	95%
Not Migrant	269	7	3%	6	2%	44	16%	42	16%	170	63%	256	95%
Parent Not in Armed Forces	269	7	3%	6	2%	44	16%	42	16%	170	63%	256	95%

**ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2021-22)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	203	7	3%	16	8%	92	45%	63	31%	25	12%	180	89%
Female	107	1	1%	6	6%	47	44%	37	35%	16	15%	100	93%
Male	96	6	6%	10	10%	45	47%	26	27%	9	9%	80	83%
General Education Students	162	3	2%	5	3%	75	46%	56	35%	23	14%	154	95%
Students with Disabilities	41	4	10%	11	27%	17	41%	7	17%	2	5%	26	63%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	3	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	19	2	11%	2	11%	9	47%	5	26%	1	5%	15	79%
White	173	5	3%	14	8%	78	45%	56	32%	20	12%	154	89%
Multiracial	4	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	11	0	0%	0	0%	5	45%	2	18%	4	36%	11	100%
Economically Disadvantaged	17	2	12%	2	12%	9	53%	4	24%	0	0%	13	76%
Not Economically Disadvantaged	186	5	3%	14	8%	83	45%	59	32%	25	13%	167	90%
English Language Learner	2	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	201	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	203	7	3%	16	8%	92	45%	63	31%	25	12%	180	89%
Not Homeless	203	7	3%	16	8%	92	45%	63	31%	25	12%	180	89%
Not Migrant	203	7	3%	16	8%	92	45%	63	31%	25	12%	180	89%
Parent Not in Armed Forces	203	7	3%	16	8%	92	45%	63	31%	25	12%	180	89%

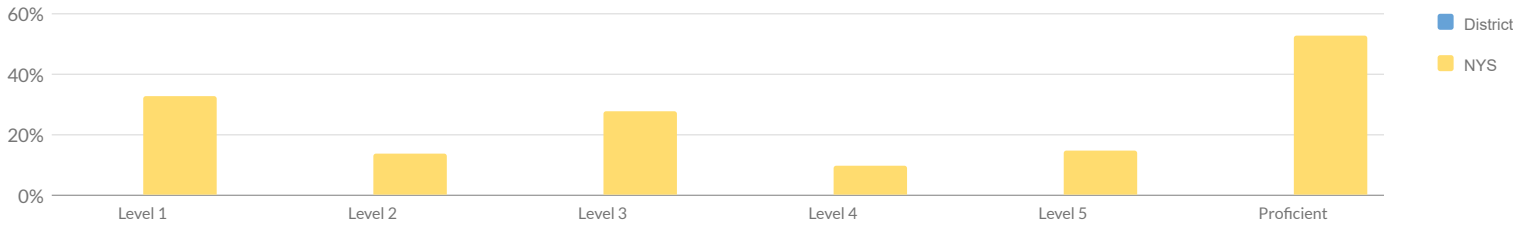
**ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I (2021-22)**

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	4	3	75	1	25
Female	1	1	100	0	0
Male	3	2	67	1	33
General Education Students	3	2	67	1	33
Students with Disabilities	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Hispanic or Latino	1	0	0	1	100
White	1	1	100	0	0
Multiracial	1	1	100	0	0
Not Economically Disadvantaged	4	3	75	1	25
English Language Learner	1	0	0	1	100
Non-English Language Learner	3	3	100	0	0
Not in Foster Care	4	3	75	1	25
Not Homeless	4	3	75	1	25
Not Migrant	4	3	75	1	25
Parent Not in Armed Forces	4	3	75	1	25

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



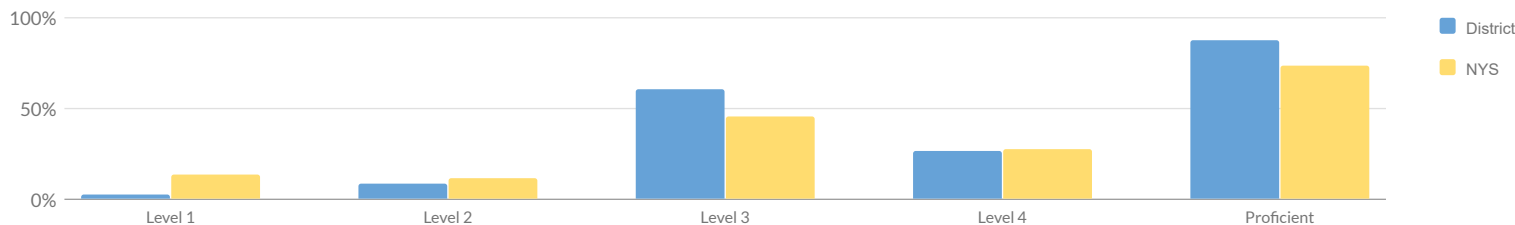
### ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



Percentage Scoring at Levels

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

**ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)**



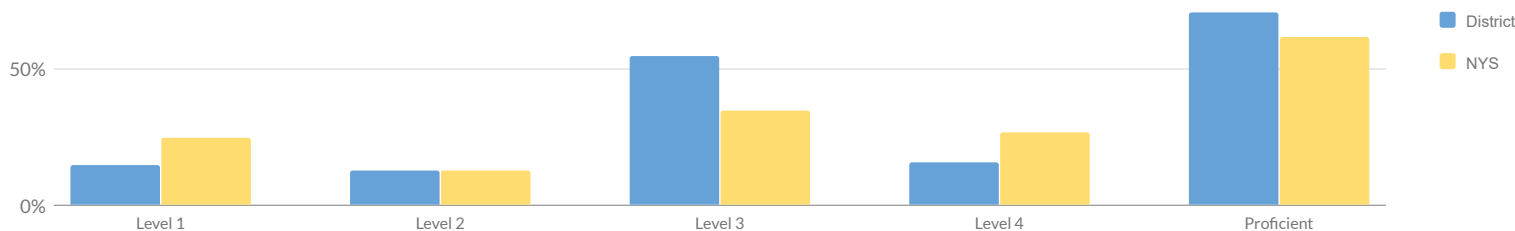
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	125	4	3%	11	9%	76	61%	34	27%	110	88%
Female	56	3	5%	5	9%	33	59%	15	27%	48	86%
Male	69	1	1%	6	9%	43	62%	19	28%	62	90%
General Education Students	89	0	0%	3	3%	54	61%	32	36%	86	97%
Students with Disabilities	36	4	11%	8	22%	22	61%	2	6%	24	67%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-
Black or African American	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	9	1	11%	0	0%	8	89%	0	0%	8	89%
White	109	3	3%	11	10%	62	57%	33	30%	95	87%
Multiracial	4	-	-	-	-	-	-	-	-	-	-
Small Group Total	7	0	0%	0	0%	6	86%	1	14%	7	100%
Economically Disadvantaged	17	2	12%	3	18%	9	53%	3	18%	12	71%
Not Economically Disadvantaged	108	2	2%	8	7%	67	62%	31	29%	98	91%
English Language Learner	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	124	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	125	4	3%	11	9%	76	61%	34	27%	110	88%
Not Homeless	125	4	3%	11	9%	76	61%	34	27%	110	88%
Not Migrant	125	4	3%	11	9%	76	61%	34	27%	110	88%
Parent Not in Armed Forces	125	4	3%	11	9%	76	61%	34	27%	110	88%

**ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT (2021-22)**

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	2	2	100	0	0
Female	1	1	100	0	0
Male	1	1	100	0	0
General Education Students	2	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
White	1	1	100	0	0
Not Economically Disadvantaged	2	2	100	0	0
Non-English Language Learner	2	2	100	0	0
Not in Foster Care	2	2	100	0	0
Not Homeless	2	2	100	0	0
Not Migrant	2	2	100	0	0
Parent Not in Armed Forces	2	2	100	0	0

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

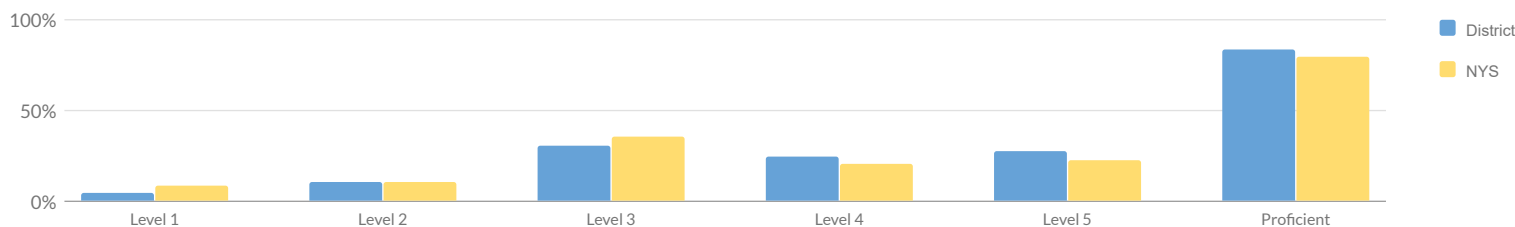
**ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2021-22)**



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	105	16	15%	14	13%	58	55%	17	16%	75	71%
Female	56	7	13%	6	11%	32	57%	11	20%	43	77%
Male	49	9	18%	8	16%	26	53%	6	12%	32	65%
General Education Students	65	6	9%	10	15%	36	55%	13	20%	49	75%
Students with Disabilities	40	10	25%	4	10%	22	55%	4	10%	26	65%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	13	3	23%	1	8%	8	62%	1	8%	9	69%
White	86	12	14%	13	15%	48	56%	13	15%	61	71%
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Small Group Total	6	1	17%	0	0%	2	33%	3	50%	5	83%
Economically Disadvantaged	13	3	23%	2	15%	7	54%	1	8%	8	62%
Not Economically Disadvantaged	92	13	14%	12	13%	51	55%	16	17%	67	73%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	104	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	105	16	15%	14	13%	58	55%	17	16%	75	71%
Not Homeless	105	16	15%	14	13%	58	55%	17	16%	75	71%
Not Migrant	105	16	15%	14	13%	58	55%	17	16%	75	71%
Parent Not in Armed Forces	105	16	15%	14	13%	58	55%	17	16%	75	71%

**ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2021-22)**



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	243	11	5%	27	11%	76	31%	61	25%	68	28%	205	84%
Female	108	4	4%	11	10%	40	37%	25	23%	28	26%	93	86%
Male	135	7	5%	16	12%	36	27%	36	27%	40	30%	112	83%
General Education Students	196	1	1%	14	7%	58	30%	58	30%	65	33%	181	92%
Students with Disabilities	47	10	21%	13	28%	18	38%	3	6%	3	6%	24	51%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	1	13%	1	13%	2	25%	4	50%	7	88%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	2	11%	2	11%	5	28%	6	33%	3	17%	14	78%
White	209	9	4%	22	11%	67	32%	51	24%	60	29%	178	85%
Multiracial	7	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	2	25%	3	38%	2	25%	1	13%	6	75%
Economically Disadvantaged	29	5	17%	2	7%	9	31%	10	34%	3	10%	22	76%
Not Economically Disadvantaged	214	6	3%	25	12%	67	31%	51	24%	65	30%	183	86%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	241	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	243	11	5%	27	11%	76	31%	61	25%	68	28%	205	84%
Not Homeless	243	11	5%	27	11%	76	31%	61	25%	68	28%	205	84%
Not Migrant	243	11	5%	27	11%	76	31%	61	25%	68	28%	205	84%
Parent Not in Armed Forces	243	11	5%	27	11%	76	31%	61	25%	68	28%	205	84%

**ANNUAL REGENTS EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY II (2021-22)**

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

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

### ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2021-22)

The Regents examination was not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	261
Female	133
Male	128
General Education Students	215
Students with Disabilities	46
Asian or Native Hawaiian/Other Pacific Islander	16
Black or African American	3
Hispanic or Latino	17
White	224
Multiracial	1
Economically Disadvantaged	23
Not Economically Disadvantaged	238
Non-English Language Learner	261
Not in Foster Care	261
Not Homeless	261
Not Migrant	261
Parent Not in Armed Forces	261

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

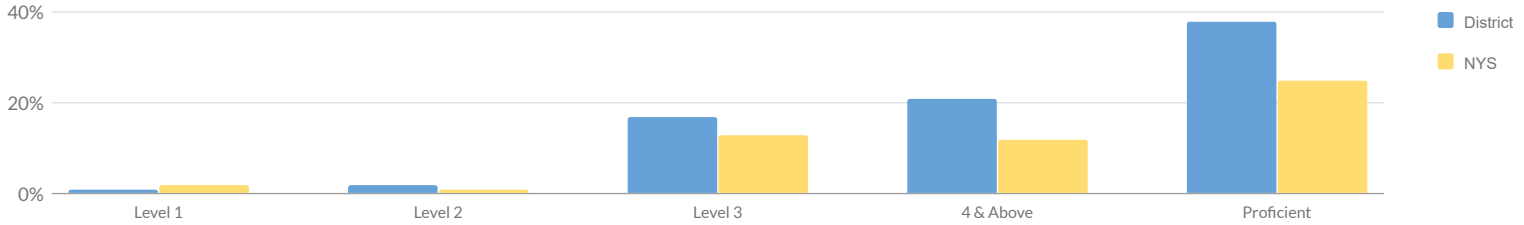
## TOTAL COHORT REGENTS EXAMINATION RESULTS

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.

Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government (Framework) June 2022 examination was also canceled. Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2018 Total Cohort Regents Examinations results with results from prior years.

### 2018 TOTAL COHORT REGENTS IN ELA

\*\* Please note: The 2018 TOTAL COHORT REGENTS EXAMINATION RESULTS do not reflect the recently refreshed list of NYSED-Approved Regents Examination Alternatives Acceptable for Meeting Requirements for a Local or Regents Diploma. As a result, Local Educational Agencies (LEAs) and individual schools that had students participate in any of the exams recently added to the list of approved alternatives may have participation and/or proficiency rates that are in the process of being updated by Department teams. For more information, please contact Datasupport, or click on the blue Help icon on the bottom left corner of the screen from the public data site report page or any Office of Information and Reporting webpages.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	276	162	59%	114	41%	3	1%	5	2%	48	17%	58	21%
Female	138	74	54%	64	46%	1	1%	0	0%	28	20%	35	25%	63	46%
Male	138	88	64%	50	36%	2	1%	5	4%	20	14%	23	17%	43	31%
General Education Students	224	124	55%	100	45%	0	0%	1	0%	42	19%	57	25%	99	44%
Students with Disabilities	52	38	73%	14	27%	3	6%	4	8%	6	12%	1	2%	7	13%
Asian or Native Hawaiian/Other Pacific Islander	12	4	33%	8	67%	0	0%	0	0%	4	33%	4	33%	8	67%
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26	19	73%	7	27%	0	0%	0	0%	3	12%	4	15%	7	27%
White	231	137	59%	94	41%	2	1%	5	2%	40	17%	47	20%	87	38%
Multiracial	5	1	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	2	29%	5	71%	1	14%	0	0%	1	14%	3	43%	4	57%
Economically Disadvantaged	45	39	87%	6	13%	0	0%	0	0%	3	7%	3	7%	6	13%
Not Economically Disadvantaged	231	123	53%	108	47%	3	1%	5	2%	45	19%	55	24%	100	43%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	275	161	—	114	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	276	162	59%	114	41%	3	1%	5	2%	48	17%	58	21%	106	38%
Not Homeless	276	162	59%	114	41%	3	1%	5	2%	48	17%	58	21%	106	38%
Not Migrant	276	162	59%	114	41%	3	1%	5	2%	48	17%	58	21%	106	38%
Parent Not in Armed Forces	276	162	59%	114	41%	3	1%	5	2%	48	17%	58	21%	106	38%

### 2018 TOTAL COHORT EXEMPTIONS IN ELA

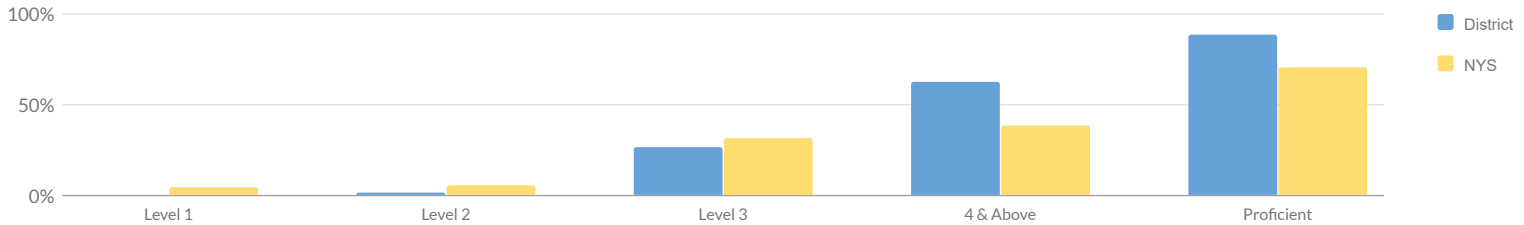


Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	267	157	59	110	41
Female	136	72	53	64	47
Male	131	85	65	46	35
General Education Students	222	124	56	98	44
Students with Disabilities	45	33	73	12	27
Asian or Native Hawaiian/Other Pacific Islander	12	4	33	8	67
Hispanic or Latino	26	19	73	7	27
White	222	132	59	90	41
Economically Disadvantaged	41	35	85	6	15
Not Economically Disadvantaged	226	122	54	104	46
Not in Foster Care	267	157	59	110	41
Not Homeless	267	157	59	110	41
Not Migrant	267	157	59	110	41
Parent Not in Armed Forces	267	157	59	110	41

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

### 2018 TOTAL COHORT REGENTS IN MATH

\*\* Please note: The 2018 TOTAL COHORT REGENTS EXAMINATION RESULTS do not reflect the recently refreshed list of NYSED-Approved Regents Examination Alternatives Acceptable for Meeting Requirements for a Local or Regents Diploma. As a result, Local Educational Agencies (LEAs) and individual schools that had students participate in any of the exams recently added to the list of approved alternatives may have participation and/or proficiency rates that are in the process of being updated by Department teams. For more information, please contact Datasupport, or click on the blue Help icon on the bottom left corner of the screen from the public data site report page or any Office of Information and Reporting webpages.



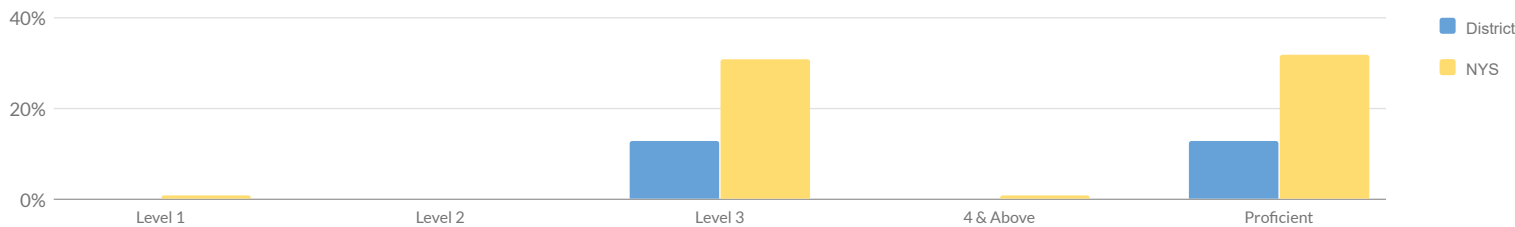
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	276	23	8%	253	92%	0	0%	6	2%	74	27%	173	63%
Female	138	7	5%	131	95%	0	0%	4	3%	29	21%	98	71%	127	92%
Male	138	16	12%	122	88%	0	0%	2	1%	45	33%	75	54%	120	87%
General Education Students	224	3	1%	221	99%	0	0%	2	1%	50	22%	169	75%	219	98%
Students with Disabilities	52	20	38%	32	62%	0	0%	4	8%	24	46%	4	8%	28	54%
Asian or Native Hawaiian/Other Pacific Islander	12	1	8%	11	92%	0	0%	1	8%	1	8%	9	75%	10	83%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26	2	8%	24	92%	0	0%	1	4%	7	27%	16	62%	23	88%
White	231	19	8%	212	92%	0	0%	4	2%	64	28%	144	62%	208	90%
Multiracial	5	1	—	4	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	6	86%	0	0%	0	0%	2	29%	4	57%	6	86%
Economically Disadvantaged	45	11	24%	34	76%	0	0%	2	4%	15	33%	17	38%	32	71%
Not Economically Disadvantaged	231	12	5%	219	95%	0	0%	4	2%	59	26%	156	68%	215	93%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	275	23	—	252	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	276	23	8%	253	92%	0	0%	6	2%	74	27%	173	63%	247	89%
Not Homeless	276	23	8%	253	92%	0	0%	6	2%	74	27%	173	63%	247	89%
Not Migrant	276	23	8%	253	92%	0	0%	6	2%	74	27%	173	63%	247	89%
Parent Not in Armed Forces	276	23	8%	253	92%	0	0%	6	2%	74	27%	173	63%	247	89%

### 2018 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	46	17	37	29	63
Female	19	5	26	14	74
Male	27	12	44	15	56
General Education Students	24	2	8	22	92
Students with Disabilities	22	15	68	7	32
Asian or Native Hawaiian/Other Pacific Islander	4	1	25	3	75
Hispanic or Latino	6	2	33	4	67
White	35	13	37	22	63
Economically Disadvantaged	10	7	70	3	30
Not Economically Disadvantaged	36	10	28	26	72
Not in Foster Care	46	17	37	29	63
Not Homeless	46	17	37	29	63
Not Migrant	46	17	37	29	63
Parent Not in Armed Forces	46	17	37	29	63

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

### 2018 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



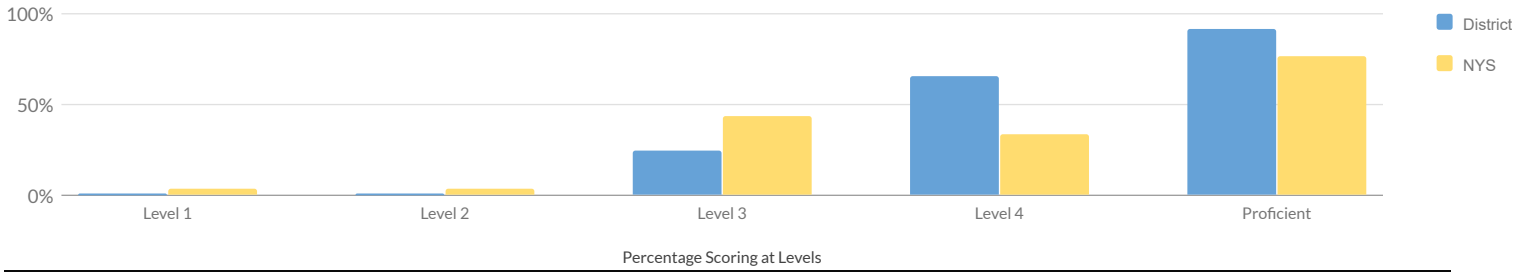
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	276	239	87%	37	13%	0	0%	0	0%	36	13%	1	0%
Female	138	123	89%	15	11%	0	0%	0	0%	14	10%	1	1%	15	11%
Male	138	116	84%	22	16%	0	0%	0	0%	22	16%	0	0%	22	16%
General Education Students	224	187	83%	37	17%	0	0%	0	0%	36	16%	1	0%	37	17%
Students with Disabilities	52	52	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	12	8	67%	4	33%	0	0%	0	0%	4	33%	0	0%	4	33%
Black or African American	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26	22	85%	4	15%	0	0%	0	0%	4	15%	0	0%	4	15%
White	231	203	88%	28	12%	0	0%	0	0%	27	12%	1	0%	28	12%
Multiracial	5	4	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	6	86%	1	14%	0	0%	0	0%	1	14%	0	0%	1	14%
Economically Disadvantaged	45	43	96%	2	4%	0	0%	0	0%	2	4%	0	0%	2	4%
Not Economically Disadvantaged	231	196	85%	35	15%	0	0%	0	0%	34	15%	1	0%	35	15%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	275	238	—	37	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	276	239	87%	37	13%	0	0%	0	0%	36	13%	1	0%	37	13%
Not Homeless	276	239	87%	37	13%	0	0%	0	0%	36	13%	1	0%	37	13%
Not Migrant	276	239	87%	37	13%	0	0%	0	0%	36	13%	1	0%	37	13%
Parent Not in Armed Forces	276	239	87%	37	13%	0	0%	0	0%	36	13%	1	0%	37	13%

### 2018 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	268	233	87	35	13
Female	134	121	90	13	10
Male	134	112	84	22	16
General Education Students	221	186	84	35	16
Students with Disabilities	47	47	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	11	8	73	3	27
Hispanic or Latino	26	22	85	4	15
White	224	197	88	27	12
Economically Disadvantaged	41	39	95	2	5
Not Economically Disadvantaged	227	194	85	33	15
Not in Foster Care	268	233	87	35	13
Not Homeless	268	233	87	35	13
Not Migrant	268	233	87	35	13
Parent Not in Armed Forces	268	233	87	35	13

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

**2018 TOTAL COHORT REGENTS IN SCIENCE**



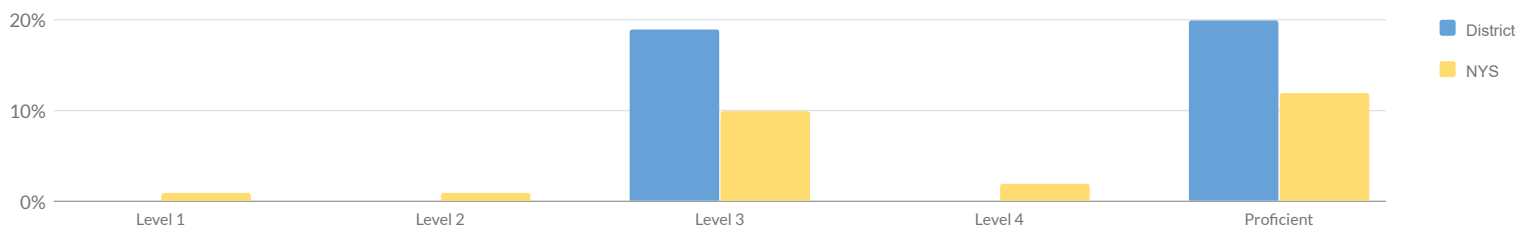
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	276	15	5%	261	95%	4	1%	4	1%	70	25%	183	66%	253	92%
Female	138	3	2%	135	98%	2	1%	4	3%	30	22%	99	72%	129	93%
Male	138	12	9%	126	91%	2	1%	0	0%	40	29%	84	61%	124	90%
General Education Students	224	2	1%	222	99%	1	0%	2	1%	43	19%	176	79%	219	98%
Students with Disabilities	52	13	25%	39	75%	3	6%	2	4%	27	52%	7	13%	34	65%
Asian or Native Hawaiian/Other Pacific Islander	12	1	8%	11	92%	0	0%	0	0%	3	25%	8	67%	11	92%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26	0	0%	26	100%	1	4%	1	4%	7	27%	17	65%	24	92%
White	231	14	6%	217	94%	3	1%	3	1%	57	25%	154	67%	211	91%
Multiracial	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	7	100%	0	0%	0	0%	3	43%	4	57%	7	100%
Economically Disadvantaged	45	8	18%	37	82%	4	9%	0	0%	16	36%	17	38%	33	73%
Not Economically Disadvantaged	231	7	3%	224	97%	0	0%	4	2%	54	23%	166	72%	220	95%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	275	15	—	260	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	276	15	5%	261	95%	4	1%	4	1%	70	25%	183	66%	253	92%
Not Homeless	276	15	5%	261	95%	4	1%	4	1%	70	25%	183	66%	253	92%
Not Migrant	276	15	5%	261	95%	4	1%	4	1%	70	25%	183	66%	253	92%
Parent Not in Armed Forces	276	15	5%	261	95%	4	1%	4	1%	70	25%	183	66%	253	92%

**2018 TOTAL COHORT EXEMPTIONS IN SCIENCE**

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	250	10	4	240	96
Female	126	2	2	124	98
Male	124	8	6	116	94
General Education Students	211	1	0	210	100
Students with Disabilities	39	9	23	30	77
Asian or Native Hawaiian/Other Pacific Islander	10	1	10	9	90
Hispanic or Latino	24	0	0	24	100
White	210	9	4	201	96
Economically Disadvantaged	39	5	13	34	87
Not Economically Disadvantaged	211	5	2	206	98
Not in Foster Care	250	10	4	240	96
Not Homeless	250	10	4	240	96
Not Migrant	250	10	4	240	96
Parent Not in Armed Forces	250	10	4	240	96

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

### 2018 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	276	222	80%	54	20%	0	0%	0	0%	53	19%	1	0%
Female	138	112	81%	26	19%	0	0%	0	0%	26	19%	0	0%	26	19%
Male	138	110	80%	28	20%	0	0%	0	0%	27	20%	1	1%	28	20%
General Education Students	224	170	76%	54	24%	0	0%	0	0%	53	24%	1	0%	54	24%
Students with Disabilities	52	52	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	12	6	50%	6	50%	0	0%	0	0%	6	50%	0	0%	6	50%
Black or African American	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26	21	81%	5	19%	0	0%	0	0%	4	15%	1	4%	5	19%
White	231	189	82%	42	18%	0	0%	0	0%	42	18%	0	0%	42	18%
Multiracial	5	4	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	6	86%	1	14%	0	0%	0	0%	1	14%	0	0%	1	14%
Economically Disadvantaged	45	40	89%	5	11%	0	0%	0	0%	4	9%	1	2%	5	11%
Not Economically Disadvantaged	231	182	79%	49	21%	0	0%	0	0%	49	21%	0	0%	49	21%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	275	221	—	54	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	276	222	80%	54	20%	0	0%	0	0%	53	19%	1	0%	54	20%
Not Homeless	276	222	80%	54	20%	0	0%	0	0%	53	19%	1	0%	54	20%
Not Migrant	276	222	80%	54	20%	0	0%	0	0%	53	19%	1	0%	54	20%
Parent Not in Armed Forces	276	222	80%	54	20%	0	0%	0	0%	53	19%	1	0%	54	20%

### 2018 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT



Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	269	215	80	54	20
Female	135	109	81	26	19
Male	134	106	79	28	21
General Education Students	222	168	76	54	24
Students with Disabilities	47	47	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	12	6	50	6	50
Hispanic or Latino	25	20	80	5	20
White	225	183	81	42	19
Economically Disadvantaged	40	35	88	5	13
Not Economically Disadvantaged	229	180	79	49	21
Not in Foster Care	269	215	80	54	20
Not Homeless	269	215	80	54	20
Not Migrant	269	215	80	54	20
Parent Not in Armed Forces	269	215	80	54	20

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

### NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2021-22)

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

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	10	0	0%	10	100%	0	0%	1	10%	1	10%	7	70%	1	10%
Grade 1	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 2	5	0	0%	5	100%	0	0%	0	0%	0	0%	4	80%	1	20%
Grade 3	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 4	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 5	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Grade 6	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 8	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 9	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 10	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 12	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–

### NEW YORK STATE ALTERNATE ASSESSMENT (2021-22)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Due to ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Grade 3 Math	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Grade 4 ELA	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 4 Math	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 4 Science	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 5 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 ELA	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Grade 7 Math	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Grade 8 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	13	12	92%	1	8%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	13	12	92%	1	8%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	13	12	92%	1	8%	–	–	–	–	–	–	–	–	–	–

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

## NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

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	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	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%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	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	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

**NATIONAL NAEP GRADE 4**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

**NATIONAL NAEP GRADE 8**

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

\*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	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

**STAFF QUALIFICATIONS (2021-22)**  
**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	259	35	14%	4	1	25%
STATEWIDE	213,853	46,628	22%	4,643	1,064	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,206	16,965	36%	1,071	191	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,026	7,792	13%	1,192	267	22%

**TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION**

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	255	0	0%
STATEWIDE	203,528	15,289	8%
STATEWIDE HIGH-POVERTY SCHOOLS	43,110	6,412	15%
STATEWIDE LOW-POVERTY SCHOOLS	59,797	1,101	2%

**TOTAL COHORT GRADUATION RATE (2021-22)**

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	276	266	96%	0	0%	266	96%	0	0%	0	0%	9	3%	0	0%	1	0%
Female	138	136	99%	0	0%	136	99%	0	0%	0	0%	1	1%	0	0%	1	1%
Male	138	130	94%	0	0%	130	94%	0	0%	0	0%	8	6%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	224	223	100%	0	0%	223	100%	0	0%	0	0%	1	0%	0	0%	0	0%
Students with Disabilities	52	43	83%	0	0%	43	83%	0	0%	0	0%	8	15%	0	0%	1	2%
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	12	11	92%	0	0%	11	92%	0	0%	0	0%	1	8%	0	0%	0	0%
Black or African American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	26	26	100%	0	0%	26	100%	0	0%	0	0%	0	0%	0	0%	0	0%
White	231	222	96%	0	0%	222	96%	0	0%	0	0%	8	3%	0	0%	1	0%
Multiracial	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	45	39	87%	0	0%	39	87%	0	0%	0	0%	5	11%	0	0%	1	2%
Not Economically Disadvantaged	231	227	98%	0	0%	227	98%	0	0%	0	0%	4	2%	0	0%	0	0%
English Language Learner	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	275	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	276	266	96%	0	0%	266	96%	0	0%	0	0%	9	3%	0	0%	1	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	276	266	96%	0	0%	266	96%	0	0%	0	0%	9	3%	0	0%	1	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	276	266	96%	0	0%	266	96%	0	0%	0	0%	9	3%	0	0%	1	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	276	266	96%	0	0%	266	96%	0	0%	0	0%	9	3%	0	0%	1	0%

### **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

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# SOMERS CSD

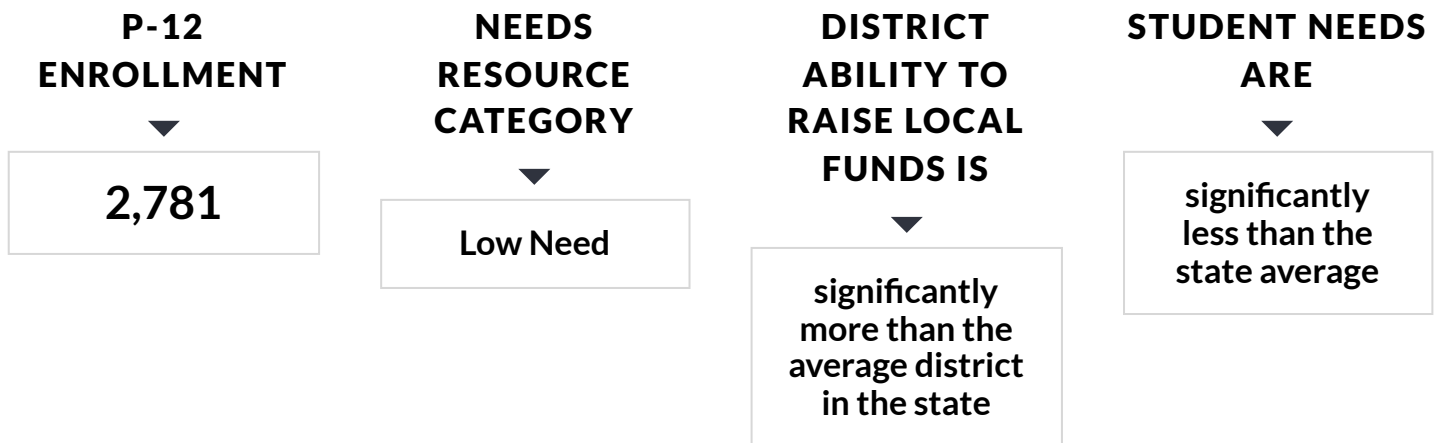
## 2020-21 School Year Financial Transparency Report

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	2,781
Economically Disadvantaged	12%
Students with Disabilities	18%
English Language Learners	2%
» Race/Ethnicity	



Staffing Profile	SOMERS CSD
Student-to-Teacher Ratio	11
Teachers with Fewer than 4 years of Experience %	13%
Teachers with 4-20 Years of Experience %	47%
Teachers with 21+ Years of Experience %	40%

## Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$29,087.03	\$26,194.71	\$23,468.15

### 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)	\$18,300.98
» B. Administration (B1 + B2 + B3)	\$1,495.11
» C. All Other Spending (C1 + C2 + C3)	\$2,569.54

Report View One Per Pupil Expenditure Categories	SOMERS CSD
D. Total School Level (A + B + C)	\$22,365.62
» E. Central Instruction (E1 + E2 + E3 + E4)	\$60.33
» F. Central Administration (F1 + F2 + F3)	\$2,806.95
» G. All Other Central Spending (G1 + G2 + G3)	\$3,854.13
H. Total Central Costs	\$6,721.41
I. Total Spending (D + H)	\$29,087.03

## 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	\$22,064.38
» K. Total School Level Federal Spending	\$301.24
L. Total Central Level Local/State Spending	\$6,605.00
M. Total Central Level Federal Spending	\$116.41
N. Total Spending (J + K + L + M)	\$29,087.03

## 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.

»	<b>Program Detail Areas</b>
	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	\$5,195,231.00
2. Charter School Tuition	\$0.00
3. Other Tuition	\$2,473,297.00
4. Debt Service	\$4,844,960.00
5. Other	\$11,065,287.00
Percent Excluded from Total	23%

Excluded Expenditures	SOMERS CSD
<b>Total Expenditures</b>	<b>\$104,469,808.00</b>

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**Tuesday, May 16, 2023 - 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 11, 2023  
8:30 a.m. to 3:30 p.m.

Wednesday, May 10, 2023  
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 11, 2023 at 3:30 p.m.  
in order to vote on Tuesday, May 16, 2023.*