

SOMERS CENTRAL SCHOOL DISTRICT

Annual School Budget

2018-2019

Forward in Excellence



SUPERINTENDENT OF SCHOOLS

Dr. Raymond H. Blanch

ASSISTANT SUPERINTENDENT FOR BUSINESS

Kenneth Crowley

ASSISTANT SUPERINTENDENT FOR LEARNING

Julie Gherardi

BOARD OF EDUCATION

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**Somers Central School District
2018-2019 Budget Documents**

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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.

Somers Central School District 2018-2019 Budget Planning Calendar

Sept-March	o Budget Developing Process ongoing	Board of Education Administrative Staff
Tues, Oct. 24	o Budget Calendar adopted by Board of Education	Board of Education
Tues, Dec. 12	o Budget Preview	Board of Education Superintendent
Tues, Feb 13	o 2018-2019 Budget Planning Session – 7 pm SMS Library	Superintendent
Thurs, Mar 1	o Submission of Tax Levy Cap Limit Calculations to Office of NYS Comptroller, SED, NYS Dept. of Taxation & Finance	Asst. Supt for Business
Tues, Mar 6	o 2018-2019 Budget Planning Session – 7 pm SMS Library	Superintendent
Tues, Mar 20	o 2018-2019 Budget Planning Session – 7 pm SMS Library	Superintendent
Tues, Apr 10	o Budget Adoption / Budget Summary – 7 pm SMS Library o Property Tax Report Card sent to SED & newspaper within 24 hrs. of Budget Adoption, no later than Monday Apr. 23	Board of Education Superintendent Asst. Supt for Business
Mon, Apr 16	o Nominating Petitions for BOE Candidates and First Statement of Expenditures due on or before 4/16/18	BOE Candidates & District Clerk
Wed., Apr 25	o Absentee Ballots mailed to permanently disabled	District Clerk
Tues, May 1	o Public Budget Document with required attachments available at main offices, Business Office, District Clerk’s office, public libraries	Asst. Supt for Business
Fri, May 4	o Budget Notice/Trunkline mailed	Asst. Supt for Business
Tues, May 8	o Public Budget Hearing: SMS Library 7 pm o Last day Absentee Ballots may be requested to be mailed to absentee voters	Board of Education District Clerk
Weds, May 9	o Voter Registration: District Clerk’s Office – SMS Conference Room 4-8 pm	District Clerk
Thurs, May 10	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 5/10/18	District Clerk BOE Candidates
Tues, May 15	o Public Budget Vote / Trustee Election Somers Middle School Gymnasium 7 am to 9 pm o Absentee Ballots due by 4pm	District Clerk
Mon, June 4	o 3rd Statement of Expenditures due on or before 6/4/18	BOE Candidates

Legal Notices Publishing Dates (District Clerk)

Public Hearing and Budget Vote	
1st	Thursday, March 29
2nd	Thursday, April 12
3rd	Thursday, April 19
4th	Thursday, May 3

Budget Development

Developing the annual school budget is among the most important activities that the Board of Education engages in. The Superintendent and other central office administrators began to outline the 2018-2019 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.

Budget Highlights

Tax Levy

The proposed budget complies with the New York State tax levy cap.

Budget to Budget

The 2018-2019 budget will increase by 3.31% or \$2,927,191 and the estimated tax rate increase is 2.10%.

Safety and Security

The budget contains funding for two additional School Resource Officers. The addition of the officers will allow each school building to have a School Resource Officer continuously throughout the school day. The added cost for these officers to the 2018-2019 budget is estimated to be \$266,886. There will be no impact on the tax rate, as the funding for the additional officers will come from Fund Balance.

Staffing Changes

Student enrollment at Primrose is forecasted to remain at the current level for 2018-2019. In continuation of the District's plan to increase Advanced Learning opportunities K-12, the ALP teacher will be increased from .6 FTE to 1.0 FTE. There will be a reduction of one elementary teacher at SIS, as student enrollment will continue to decline at that building for 2018-2019. There is an anticipated retirement of a school secretary at the elementary level, and this position would not be filled. Instead, the PES and SIS campus will share a school secretary, thus leaving each school with 2.5 FTE.

The middle school will experience an overall reduction of .4 FTE. There will be a .6 FTE Elementary Education reduction, and a .2 FTE Music reduction. A portion of that FTE (.4) will be reassigned and dedicated as a Middle Years Program Coordinator, who will guide the middle school staff through the process of becoming an International Baccalaureate Middle Years Program school. The high school will experience an increase of .2 FTE, with the creation of a Student Life Coordinator position 1.0 FTE, and a reduction of .6 FTE Dean of Students, and a .2 FTE Music teacher.

There will be a decrease of .5 FTE Teacher of the Visually Impaired to the Special Education Program.

Educational Initiatives

The instructional budget includes implementation costs for new programs or expansion of existing programs along with the support for professional learning in relation to these programs. A body of research tells us that supporting our faculty through professional networks, coaching, 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.

- L.I.F.E. – Learning Inclusively for Everyone embraces all students whether they are students of special needs or the advanced learner, to learn together. With the review of the NYS Blueprint for Special Education, a closer look at the programs recommended, and consideration given to research-based evidence regarding the benefits of every student learning together, we are embarking on a multi-year plan to consider a more inclusive environment for all. Consideration will be given to offering integrated co-teach classes, differentiation of instruction, and student behavior. Ongoing training will be provided for both faculty and staff, piloting programs, and implementation of greater opportunities to each school and on every grade level.

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*, 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 year, Somers High School will add *Project Lead the Way's* Principles of Biomedical Science to its offerings. This course will allow students with a particular interest in biology, to explore the intersection of biology and modern technology. At the middle level, the Engineering by Design curriculum provides a foundation for HS courses. The use of the Maker Space continues to grow 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.
- During the 2018-2019 school year, we will add to our Advanced Placement (AP) course offerings at Somers High School with the addition of AP Computer Science.
- The 2017-2018 school year marked the first year of the International Baccalaureate (IB) Diploma Program at SHS. A small cohort of students has made the commitment to pursue the full IB Diploma and a great number of juniors and seniors are taking at least one or more IB courses. Theory of Knowledge is especially popular for both students and teachers in that it allows for a deep investigation about how we come to know what we know. New IB offerings for the 2018-2019 school year include IB Business, IB Sports, Exercise and Health Science, IB Film and IB Dance.
- After a yearlong process and a two-month feasibility study with 30 Middle School faculty members and parent and administrator involvement, the Somers Middle School faculty shared its recommendation with the Board of Education to move forward with the process of obtaining authorization of Somers Middle School to offer the International Baccalaureate Middle Years Program (MYP). The 2018-2019 school year will mark the start of a .4 teacher leader to serve as MYP coordinator as well as the beginning of training experiences for teachers. The process to become a recognized MYP school will begin with the development of units of study that are inquiry based and infused with real-life local and global contexts. Project-based learning and interdisciplinary work will be hallmarks of the MYP student experience.
- World Language teachers have revisited their mission, vision and program values as they move from traditional to proficiency-based language curriculum and instruction. With a focus on

listening and speaking in the targeted language, early language classes will be places where students' communication skills are emphasized and an understanding of cultures is promoted. Continued work with an international consultant in the World Languages will support language teachers in curriculum and lesson development.

- Expansion of gifted and talented education continues with the Advanced Learning Program and strong guidelines for the identification of students. There are teachers in place in both elementary schools and middle school to provide both pullout and integrated learning experiences for students.
- Secondary Level Science and Social Studies require continued study as a result of updated standards in these areas. 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 continue to undergo revision as a result of the new standards. For elementary teachers (K-5) who are using the PNW BOCES regionally developed *Science 21* curriculum, training continues for K-2 teachers who are implementing newly revised curriculum, aligned to the new NYS Science Learning Standards. Third grade will begin drafting updated curriculum and training will follow. Elementary teachers will also have access to curriculum and training related to the PNW BOCES Social Studies/English Language Arts curriculum, which has also been revised to reflect the New York State Social Studies Framework (Standards).
- The importance of building a strong foundation in literacy cannot be overemphasized. While continuing implementation of core programs such as Reading Recovery® (first grade reading intervention), Foundations® (K-3 core reading element), and Units of Study in the Writing Workshop (Lucy Calkins) we are utilizing the consulting services of Generation Ready, a literacy group connected with our PNW BOCES to examine and refine curriculum and practices in literacy, K-8.
- In Mathematics, revised NYS Mathematics standards require careful review and a focus on the mathematical practices that encourage understanding of mathematical concepts and promote application of mathematics in the real world.
- Social and Emotional Learning, an important part of our vision for the whole child continues with expansion of Responsive Classroom® to promote positive behavior at the elementary level. Creating safe and welcoming schools is also part of the social and emotional learning focus and

faculty will continue professional work to develop and deliver curriculum that promotes a school climate that reduces bias and enables all students to access learning.

- Technology provides both opportunity and challenge. We continue to examine best instructional practices and the use of technology to support student learning and develop the capacity of our faculty to use technology as a learning tool. At the secondary level, teachers will begin use of Schoology, a comprehensive learning management system. We will continue our partnership with the Lower Hudson Regional Information Center for training related to innovative classroom practices that harness the power that technology brings to every learner in an information age. We continue to provide personalized learning devices for students in Grades 5-12 and deepen our digital literacy/citizenship curriculum through use of both Common Sense Media and Learning.com.
- New standards in the Performing and Visual Arts will require teachers to engage in study of these changes as we continue to provide robust music and art programs and opportunities at all four schools. These programs promote creativity and collaboration and enable students to develop new skills, showcase their learning and build social connections as they collaborate to create and perform.
- Attention to physical and emotional wellness is achieved through programs such as Success Highways and Brainology. These help students build resilience, make healthy life choices and persevere in the face of challenge. Brainology, a program that promotes a healthy growth mindset, will be expanded to include the Brainology Bridge in grade 8. Addition of dance to our physical education program (IB Dance) promotes physical activity that also taps into students' creativity and social growth.
- Supporting All Students: Attention to the whole child has prompted us to continue programs that support social/emotional well-being (Advisory and the True North Program at SMS and the Transitional Support Program at SHS) as well as academic success (academic support through a Response to Intervention (RtI) model, team time, HS Success Center and HS Writing Center). A full counseling staff – with one counselor at each elementary school, three counselors at the MS and five counselors and a Director of Counseling at the HS along with two district social workers, a student-assistance counselor and seven school psychologists provide our Whole Child Success Teams with the talent and resources to meet the needs of all students. As students navigate the college process with more opportunities available to them than ever before, we have added a college counselor to this support network.

Professional Learning is the engine that propels innovation and best practice in every classroom. Driven by a clear sense of what students must learn (standards – based), how we will measure student learning and how we respond to learning challenges, the following opportunities for professional learning will be supported by the 2018-2019 budget:

- Summer curriculum development 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.
- Learning Coaches in each school support the application of innovation and best practices in classrooms. The coaches create targeted and personalized professional learning for all teachers.

They work alongside their colleagues in order to plan and deliver instruction that promotes active intellectual student engagement.

Cost Increases or Decreases

The mandated employer contribution to the New York State Teachers' Retirement System has increased the employer contribution rate from 9.8% to 10.63%, costing approximately \$377,187. The New York State Employees' Retirement System has reduced their composite contribution rate from 15.3% to 14.9%. Health insurance costs are rising, adding \$891,835 to the budget.

The District refinanced two series of outstanding bonds in the 2014-2015 school year allowing for a savings of \$2.1 million over the life of the bonds. In the 2015-16 school year, the District refinanced another outstanding bond saving \$2.5 million over the life of this bond.

TAX RATE ANALYSIS	2017-2018 BUDGET	2018-2019 PROPOSED	\$ CHANGE	% CHANGE
School District Budget	88,330,309	91,257,500	2,927,191	3.31%
Use of Appropriated Fund Balance	0	171,345		
Use of Retirement Reserve +Debt Service Transfer	125,000	868,900		
Payment in Lieu of Taxes (PILOT)	62,357	64,228		
Revenues from Sources Other Than Local Property Taxes or Reserves	12,150,570	12,413,050		
Tax Levy	75,992,382	77,739,977	1,747,595	2.30%
Estimated Assessed Valuation of Property	475,144,531	476,290,443	1,145,912	0.24%
Tax Rate/\$1,000 Assessed Valuation	159.86	163.22	3.36	2.10%

2018-2019 PROPERTY TAX REPORT CARD	2017-2018 BUDGET	2018-2019 PROPOSED
Total Budgeted Amount	88,330,309	91,257,500
A. Proposed Tax Levy to Support the Total Budgeted Amount	75,992,382	77,739,977
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)	75,992,382	77,739,977
F. Permissible Exclusions to the School Tax Levy Limit	3,276,122	3,197,957
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	72,716,260	74,542,020
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)	72,716,260	74,542,020
I. Difference: (G-H); (negative value requires 60.0% voter approval)	0	0
Public School Enrollment	2,986	2,911
Consumer Price Index	1.26%	2.13%

(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 2018-19, includes any carryover from 2017-18 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

FUND BALANCE	ACTUAL 2017-2018	ESTIMATED 2018-2019
Adjusted Restricted Fund Balance	8,964,584	8,821,418
Assigned Appropriated Fund Balance	25,000	171,345
Adjusted Unrestricted Fund Balance	3,531,553	3,650,300
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

SCHEDULE OF RESERVES	ACTUAL 3/31/18	ESTIMATED 6/30/18	INTENDED USE OF RESERVE IN 2018-2019
Reserve for Capital - to pay the cost of any object or purpose for which bonds may be issued	899,670	899,670	There are no plans to use funds from this reserve
Reserve for Repairs - to pay the cost of repairs to capital improvements or equipment	93,051	23,051	To fund repairs to school buildings
Reserve for Tax Certiorari - to establish a reserve fund for tax certiorari settlements	4,885,610	4,482,792	To fund any tax certiorari settlements
Employee Benefit Liability Reserve - for the payment of accrued employee benefits due to employees upon termination of service	132,836	132,836	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	882,179	113,279	To offset payments to NYS ERS

Somers Central School District

Property Tax Cap Calculation under Chapter 97 of the Laws of 2011
(This analysis calculates the allowable tax levy for 2018-2019 school year)

Real Property Tax Levy Fiscal Year Ending June 30, 2018	\$ 75,992,382
(times) Tax Base Growth Factor (Rate from ORPS)	1.0048
	76,357,145
	76,357,145
(add) PILOTs Receivable FYE June 30, 2018	62,357
	76,419,502
2017-2018 Exemptions (Prior Year)	
(subtract) Capital Tax Levy (Debt Service & Lease Purchase)	5,105,490
(less) Capital Tax Levy (less building aid)	- 1,829,368
(Net) Capital Tax Levy (debt service less building aid)	3,276,122
Prior Year Adjusted Tax Levy	\$ 73,143,380
Prior Year Adjusted Tax Levy	73,143,380
(times) Allowable Levy Growth Factor (lesser of 2% or CPI - 2.13%)	2.00%
	1,462,868
	74,606,248
(subtract) 2018-2019 PILOT	64,228
	74,542,020
(add) available carryover	0
Total Levy Limit Before Adjustments and Exclusions	\$ 74,542,020
(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	5,131,624
(less) Capital Tax Levy (building aid)	1,933,667
Total Exclusions	3,197,957
Total Tax Levy Limit for 2018-2019	\$ 77,739,977

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

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

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

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

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

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

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

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

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

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

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

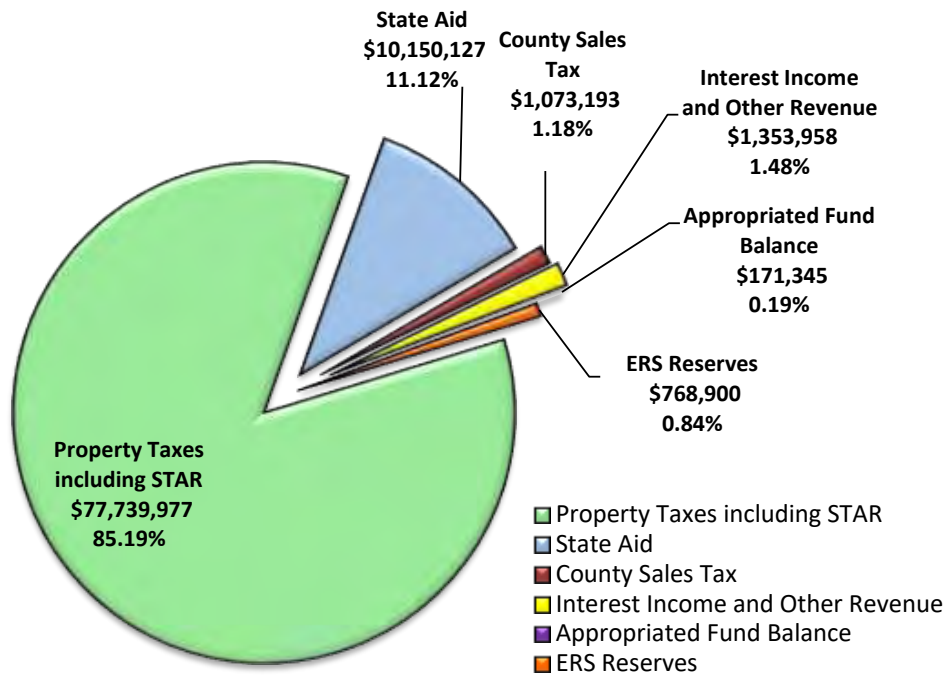
- Growth in “brick and mortar” development that increases a municipality’s full taxable property.
- Pension contribution costs that arise from increases in the statewide contribution rate in excess of 2 percentage points.
- Expenditures resulting from court orders or judgments arising out of tort actions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

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

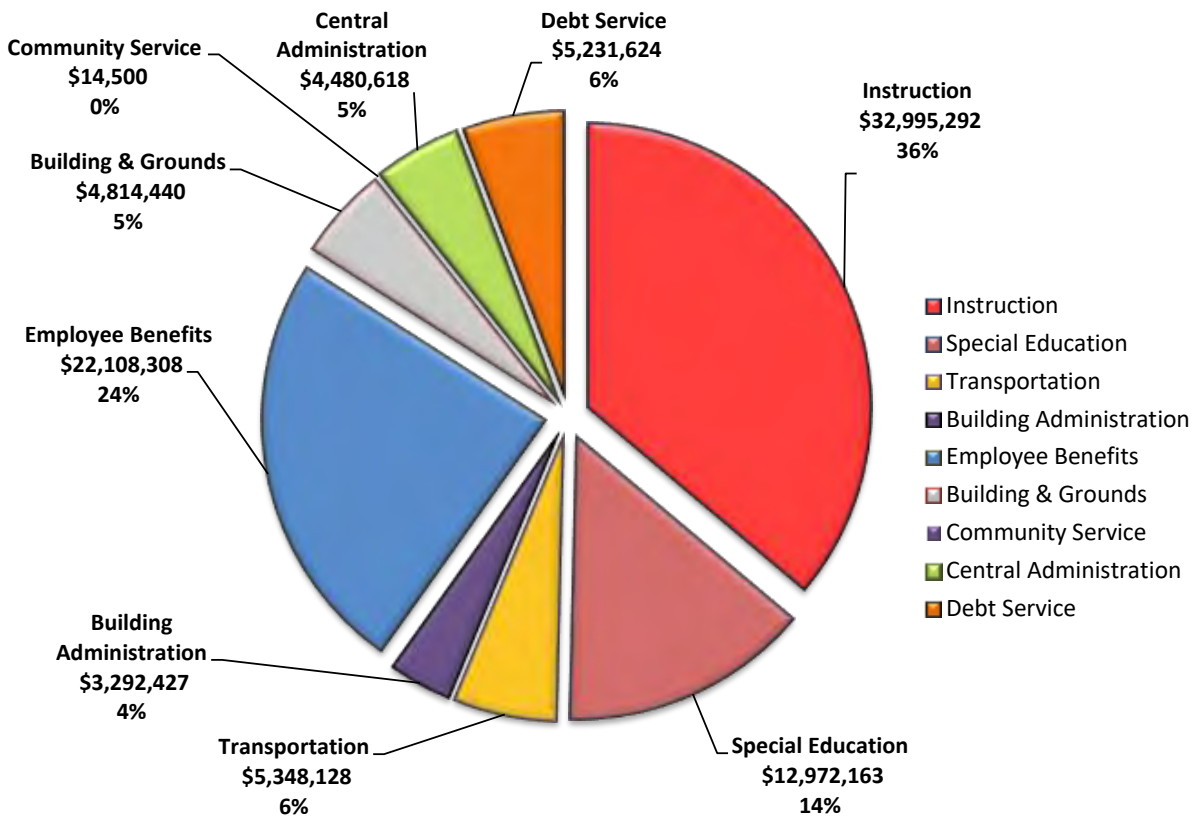
5. What if voters reject the proposed tax levy?

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

2018-2019 Anticipated Revenue



Anticipated Expenses



General Fund Revenues				
	2015/2016 ACTUAL	2016/2017 ACTUAL	2017/2018 BUDGET	2018/2019 PROPOSED
<u>REVENUES -- LOCAL SOURCES</u>				
Tuition and Driver's Education	104,640	96,761	90,000	80,000
Tuition -Other Districts and Summer Regents	5,635	4,375	5,000	4,000
Health Services	570,335	608,644	533,870	586,605
TOTAL CHARGES FOR SERVICES	680,610	709,780	628,870	670,605
<u>USE OF MONEY & PROPERTY</u>				
Interest & Earnings	19,489	95,179	22,139	75,000
Rental - Facility Use, Classrooms	100,586	195,553	208,664	195,760
Commissions	0	0	0	0
TOTAL USE OF MONEY & PROPERTY	120,075	290,732	230,803	270,760
<u>MISCELLANEOUS</u>				
Refund for BOCES Services	88,363	116,008	47,000	65,000
Refund of Prior Year's Expense	85,857	76,029	37,500	47,000
Reimbursement of Medicare Part D	0	0	0	0
Records Management Grant	0	0	0	0
Miscellaneous - (CPSE, PSATs, Tots & Teens)	76,020	85,097	53,120	50,000
Summer Clinics/Camps/Ice Hockey Reimbursement	60,188	34,548	32,615	33,615
Sale of Equipment/Excess Materials	0	73164	0	0
Insurance Recoveries & Other Compensation for Loss	3,237	10,762	0	750
Gifts & Donations	100	1,300	0	0
Somers Education Foundation	0	0	0	30,000
E-Rate Refunds	28,683	168,721	19,000	15,000
Interfund Revenue	8,112	7,390	6,500	7,000
TOTAL MISCELLANEOUS	350,560	573,019	195,735	248,365
<u>NON-PROPERTY TAXES</u>				
Westchester County Sales Tax	1,027,705	1,041,907	1,030,200	1,073,193
<u>STATE & FEDERAL SOURCES</u>				
State Aid	9,040,241	10,063,085	10,052,462	10,137,627
Emergency Disaster Assistance (NYS, FEMA)	2,593	0	0	0
Medicaid Reimbursement	38,072	49,692	12,500	12,500
TOTAL REVENUES -- STATE & FEDERAL SOURCES	9,080,906	10,112,777	10,064,962	10,150,127
<u>OTHER REVENUE</u>				
Interfund Transfer for Debt Service	100,000	100,000	100,000	100,000
Payment in Lieu of Taxes (PILOT)	58,777	60,541	62,357	64,228
Appropriated Fund Balance - Retirement System Reserve	0	0	25,000	768,900
Appropriated Fund Balance	0	0	0	171,345
TOTAL OTHER	158,777	160,541	187,357	1,104,473
TOTAL NON-PROPERTY REVENUES including Reserve	11,418,633	12,888,756	12,337,927	13,517,523
PROPERTY TAX LEVY (including STAR)	74,445,916	74,673,878	75,992,382	77,739,977
TOTAL REVENUES	85,864,549	87,562,634	88,330,309	91,257,500

**2018-2019 Proposed Budget
Administrative, Program and Capital Components**

		Administrative	Program	Capital	Total
1010	Board of Education	568,267			568,267
1040	District Clerk	26,431			26,431
1060	District Meeting	10,605			10,605
1240	Chief School Administrator	378,482			378,482
1310	Business Administration	890,888			890,888
1320	Auditing	63,400			63,400
1420	Legal Services	115,000			115,000
1430	Personnel Services	476,153			476,153
1480	Public Information	80,690			80,690
1620	Buildings, Grounds, Maintenance			4,814,440	4,814,440
1670	Printing and Mailing	65,455			65,455
1910	Unallocated Insurance	321,043			321,043
1920	School Association Dues	15,540			15,540
1964	Refund on Real Property Tax			17,500	17,500
1981	BOCES Administrative Charges	552,534			552,534
1983	BOCES Capital Expenses	35,344			35,344
2010	Curriculum, Development & Supervision	863,286			863,286
2020	Supervision Regular School	2,948,220			2,948,220
2070	Staff Development		344,207		344,207
2110	Regular School		25,786,141		25,786,141
2250	Programs for Students with Disabilities		12,797,663		12,797,663
2280	Occupational Education		795,986		795,986
2310	Adult Ed/Driver Ed		80,000		80,000
2330	Special Schools		3,880		3,880
2610	School Library & Audio Visual		679,806		679,806
2620	Educational Television		23,651		23,651
2630	Computer Asst. Instruction		1,119,652		1,119,652
2810	Guidance Services		1,697,256		1,697,256
2815	Health Services		653,038		653,038
2820	Psychological Services		844,529		844,529
2825	Social Workers		210,978		210,978
2850	Co-Curricular Activities		264,579		264,579
2855	Interscholastic Athletics		835,796		835,796
5500	Pupil Transportation		5,348,128		5,348,128
8060	Civic Activities		14,500		14,500
9000	Employee Benefits	2,361,810	18,422,884	1,323,614	22,108,308
9711	Debt Service			4,693,369	4,693,369
9760	Tan Anticipation Note				0
9785	Installment Purchase			538,255	538,255
9900	Transfer to Special Aid Fund, Capital Fund		174,500		174,500
TOTAL		9,773,148	70,097,174	11,387,178	91,257,500

10.71%	76.81%	12.48%	100.00%
ADMINISTRATIVE	ADMINISTRATIVE		
ADMINISTRATIVE + PROGRAM	TOTAL BUDGET		

**2018-2019 CONTINGENT BUDGET
ADMINISTRATIVE, PROGRAM, CAPITAL BUDGET COMPONENTS**

		ADMIN.	PROGRAM	CAPITAL	TOTAL
1010	Board of Education	568,267			568,267
1040	District Clerk	25,187			25,187
1060	District Meeting	10,605			10,605
1240	Chief School Administrator	370,249			370,249
1310	Business Administration	868,708			868,708
1320	Auditing	63,400			63,400
1420	Legal Services	115,000			115,000
1430	Personnel Services	467,995			467,995
1480	Public Information	19,930			19,930
1620	Buildings, Grounds, Maintenance			4,723,558	4,723,558
1670	Printing & Mailing	65,455			65,455
1910	Unallocated Insurance	321,043			321,043
1920	School Association Dues	15,540			15,540
1964	Refund on Real Property Tax			17,500	17,500
1981	BOCES Administrative Charges	552,534			552,534
1983	BOCES Capital Expenses	35,344			35,344
2010	Curriculum, Development & Supervision	861,086			861,086
2020	Supervision Regular School	2,884,811			2,884,811
2070	Staff Development		344,207		344,207
2110	Regular School		25,186,043		25,186,043
2250	Programs for Handicapped Children		12,634,881		12,634,881
2280	Occupational Education		794,619		794,619
2310	Adult Ed/PAS		80,000		80,000
2330	Special Schools		3,880		3,880
2610	School Library & Audio Visual		679,806		679,806
2620	Educational Television		22,651		22,651
2630	Computer Asst. Instruction		1,069,902		1,069,902
2810	Guidance Services		1,630,809		1,630,809
2815	Health Services		653,038		653,038
2820	Psychological Services		754,904		754,904
2825	Social Worker Services		210,978		210,978
2850	Co-Curricular Activities		264,579		264,579
2855	Interscholastic Athletics		818,483		818,483
5500	Pupil Transportation		5,252,343		5,252,343
8060	Civic Activities		14,500		14,500
9000	Employee Benefits	2,325,050	18,054,177	1,322,719	21,701,946
9711	Debt Service			4,693,369	4,693,369
9760	Tan Anticipation Note				0
9785	Installment Purchase			538,255	538,255
9900	Transfer to Special Aid Fund, Capital Fund		174,500		174,500
TOTAL		9,570,204	68,644,300	11,295,401	89,509,905

A reduction \$1,747,595 is required to arrive at the contingent budget amount. Reductions include new equipment, certain supplies, salaries of those not affiliated with a bargaining unit, overtime costs associated with community use of 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
18-19	91,257,500	3.31%	163.219687	2.10%	10,034,625	-0.30%	476,290,443	0.24%
17-18	88,330,309	1.64%	159.864641	1.31%	10,064,962	1.99%	475,144,531	0.50%
16-17	86,901,751	3.16%	157.796596	0.48%	9,868,310	8.15%	472,798,276	-0.57%
15-16	84,241,632	-1.48%	157.042288	2.37%	9,124,377	5.89%	475,525,215	-0.75%
14-15	85,505,718	2.05%	153.402167	1.28%	8,617,202	11.60%	479,111,728	0.20%
13-14	83,783,994	3.01%	151.461719	3.28%	7,721,498	4.45%	478,165,797	-1.00%
12-13	81,334,171	1.13%	146.656322	3.90%	7,392,215	-0.26%	483,007,170	-1.85%
11-12	80,426,573	1.92%	141.151231	5.35%	7,411,288	0.68%	492,105,538	-4.89%
10-11	78,911,066	-0.76%	133.985715	2.90%	7,361,017	-10.49%	517,420,628	0.16%
09-10	79,516,692	2.94%	130.214424	2.24%	8,223,334	-5.49%	516,619,551	0.09%
08-09	77,248,547	7.48%	127.362199	4.27%	8,700,873	31.11%	516,168,385	0.22%
07-08	71,872,987	6.93%	122.150650	4.59%	6,636,145	19.08%	515,055,927	0.27%
06-07	67,213,246	6.86%	116.785792	5.30%	5,572,920	7.42%	513,647,880	0.64%
05-06	62,899,922	8.63%	110.915842	7.39%	5,187,771	8.96%	510,372,988	1.80%
04-05	57,902,930	9.66%	103.245565	9.52%	4,761,331	-1.39%	501,354,148	1.10%

****Past Five-Year Average**

87,247,382 1.74% 158.265076 1.51% 9,541,895 5.47% 475,774,039 -0.08%

****Past Ten-Year Average**

84,020,941 1.69% 134.813847 2.52% 8,581,883 1.62% 486,618,888 -0.79%

****Past Fifteen-Year Average**

78,489,803 3.77% 128.573234 3.75% 7,778,525 5.43% 494,852,547 -0.26%

*Estimated Tax Increase

**Averages include proposed 2018-2019 budget figures.

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	15/16	16/17	17/18	18/19
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
GENERAL SUPPORT				
BOARD OF EDUCATION (1010) -- These accounts describe the operating expenses of the Board				
400 The cost of four School Resource Officers (\$533,772) is budgeted here along with the costs to videotape the BOE meetings, Board Docs and policy manual updates.	258,132	268,832	277,185	564,357
450 General office supplies, law books, service awards	2,573	3,129	3,260	3,910
BOARD OF EDUCATION	260,705	271,961	280,445	568,267
DISTRICT CLERK (1040)				
100 This is the salary for District Clerk to Board of Education	21,311	23,272	23,714	24,547
400 Cost of workshops, mileage expenditures to attend workshops.	302	156	1,195	1,384
450 General office supplies	415	499	300	500
DISTRICT CLERK	22,028	23,927	25,209	26,431
DISTRICT MEETING (1060)				
100 This code is for expenditures for voting poll workers.	5,450	4,343	5,554	5,570
400 The expenses for the Annual Budget Hearing of the District including required legal notices and attendant voting costs	4,473	3,497	5,691	5,035
DISTRICT MEETING	9,923	7,840	11,245	10,605
TOTAL BOARD OF EDUCATION	292,656	303,728	316,899	605,303
CHIEF SCHOOL ADMINISTRATOR (1240)				
100 The Superintendent is the Chief Executive Officer of the District and is responsible for the operation of all schools and related services and is appointed on a contracted basis by the Board of Education. Also included here is the salary of one secretary to the Superintendent of Schools	329,732	341,486	347,291	354,190
200 Equipment.	8,221	8,023	4,500	4,500
400 Service agreements and conference expenses, association dues and professional material	8,841	7,968	12,970	12,227
450 Stationery, office supplies and periodicals.	7,829	5,786	6,978	7,565
CHIEF SCHOOL ADMINISTRATOR	354,623	363,262	371,739	378,482

		15/16	16/17	17/18	18/19
GENERAL FUND APPROPRIATIONS		ACTUAL	ACTUAL	BUDGET	PROPOSED
BUSINESS ADMINISTRATION (1310)					
100	The Assistant Superintendent for Business 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 business administrator-treasurer, two payroll clerks, and 2.5 account clerks.	677,232	727,340	723,874	734,356
200	Non-educational equipment.	1,435	2,185	2,550	1,836
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, Finance Manager software package. (BOCES costs \$120,531)	144,482	148,534	150,798	148,324
450	Stationery and general office supplies such as payroll checks, accounting checks, facilities use forms etc.	4,671	4,898	4,700	6,372
BUSINESS ADMINISTRATION		827,820	882,957	881,922	890,888
AUDITING (1320)		62,375	63,400	65,650	63,400
400	Charged to this account are all expenditures incurred for the annual independent audit conducted by an outside auditing firm (\$36,400) as required by Education Law, funds to cover the mandated internal auditor work (\$16,500) and claims auditing (\$10,500).				
LEGAL SERVICES (1420)		47,613	83,306	105,000	115,000
Included here are monies for legal services.					
PERSONNEL SERVICES (1430)					
100	Included here are salaries for the Director of Human Resources and Student Services and three clerical positions.	331,520	349,027	372,210	388,949
200	Non-educational equipment.	642	1,278	800	800
400	Costs for recruitment and advertising of open positions and BOCES services such as record management, certification services, substitute services (\$56,168)	74,631	69,356	66,743	83,628
450	General office supplies.	2,529	1,043	2,770	2,776
PERSONNEL SERVICES		409,322	420,704	442,523	476,153

	15/16	16/17	17/18	18/19
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
PUBLIC INFORMATION SERVICES (1480)				
400 Expenditures incurred to provide the community with on-line information, web hosting costs, e-newsletters, informational videos are charged here. The District is planning to contract the services of a Communications Specialist through Putnam/Northern Westchester BOCES. The Communications Specialist will be embedded in the District three 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 will be in the form of social media, electronic newsletters, podcasts, and videos.	7,718	18,307	48,463	80,690
PUBLIC INFORMATION SERVICES (1480)	7,718	18,307	48,463	80,690
OPERATION AND MAINTENANCE OF PLANT (1620,1621) Costs incurred for keeping the physical plant open, safe and ready for use				
100 Personnel service reflects the salary of Supervisor of Buildings and Grounds, and the salaries of a 0.5 FTE office assistant, 23 custodial workers, seven maintenance workers. Overtime and substitute costs are included here.	2,352,091	2,381,271	2,551,745	2,611,134
200 Funds to cover replacement of equipment.	65,835	66,485	78,480	37,414
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 & water testing. Other costs included are for equipment rental, staff development and professional dues.	422,669	482,926	433,303	594,408
422 Refuse Removal/Recycling	26,621	39,526	40,218	41,915
423 Fuel Oil	195,643	317,260	443,426	446,371
424 Propane	3,812	3,159	7,000	5,643
425 Electricity	627,874	634,472	648,855	656,173
426 Telephone	74,328	84,479	88,313	87,262
427 Sewer Charges	13,373	13,947	13,764	13,764
428 Snow Removal	18,301	52,532	51,056	51,056
450 Supplies: office, software, general cleaning, floor, electrical, fuel, plumbing, hardware, uniforms and grounds supplies.	229,626	229,701	259,512	269,300
OPERATIONS & MAINTENANCE	4,030,173	4,305,758	4,615,672	4,814,440

		15/16	16/17	17/18	18/19
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.	29,700	31,626	32,319	24,587
400	Costs included here are for postage, PO Boxes (\$28,757) and postage machine rental, maintenance (\$6,943) and for the printing and mailing of the annual budget newsletter.	29,421	34,241	36,818	39,918
450	Gasoline, fuel and supplies for the district courier.	448	650	1,000	950
CENTRAL PRINTING & MAILING		59,569	66,517	70,137	65,455
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	312,170	317,626	331,327	321,043
SCHOOL ASSOCIATION DUES (1920)					
400	These dues are for District membership in the NYS School Boards Association and the Westchester Putnam School Boards Association	14,708	14,869	15,315	15,540
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.	614,793	240,895	17,500	17,500
BOCES ADMINISTRATIVE CHARGES (1981/1983)					
400	This mandated expense is shared amongst the component districts of Putnam/Northern Westchester BOCES according to each district's pupil enrollment figures. It is State-aided by approximately 58% and is the District's share of rentals, administrative and instructional services.	549,105	549,114	569,665	587,878
TOTAL GENERAL SUPPORT (Account #1010-1989)		7,582,645	7,630,444	7,851,812	8,431,772

INSTRUCTION

This area of the budget deals directly with instructional staffing, professional learning and learning resources. In the 2018-2019 school year, we continue to reallocate teacher resources to meet the needs of our students at each school level. Maintaining traditional class sizes allows us to move classroom teachers into support and enrichment positions that directly impact student success and achievement. We have begun implementing gifted and talented education to ensure that students, K-12, are identified and then challenged appropriately with a variety of personalized learning experiences.

The instructional budget includes implementation costs for new programs or expansion of existing programs. To that end, while staffing at the secondary level will hold relatively steady, we were thrilled to offer the International Baccalaureate Diploma Programme (IB) to eleventh graders for the first time in the 2017-2018 school year. We currently have over 100 students accessing IB courses and 11 IB Diploma candidates. The IB program provides additional opportunities for students to pursue their interests while accepting the challenge of an internationally recognized program. Teachers will engage in rigorous professional learning experiences as we offer these new IB courses. In addition to IB courses, Somers High School will continue to provide a robust offering of Advanced Placement (AP) courses. Our newest addition to the AP menu will be AP Computer Science, which will be offered for the first time in the 2018-2019 school year.

After a yearlong process and a two-month feasibility study with 30 Middle School faculty members and parent and administrator involvement, we have decided to move forward with the process of obtaining authorization of Somers Middle School to offer the International Baccalaureate Middle Years Programme (MYP). Teachers will begin training experiences so that they may develop units of study that are inquiry based with real-life local and global contexts.

Project Lead the Way, 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 year, Somers High School will add *Project Lead the Way's* Principles of Biomedical Science to its offerings. This course will allow students with a particular interest in biology, to explore the intersection of biology and modern technology.

At the elementary and middle levels, a strong partnership with our Putnam Northern Westchester BOCES (PNW/BOCES) education center allows us to continue use of programs such as *Science 21* and *Renaissance Learning*®. Professional learning for newly updated *Science 21* curriculum will continue as we transition through the adoption period of the New York State Science Learning Standards. Our partnership with PNW/BOCES has also afforded us the opportunity to examine literacy and mathematics practices to ensure that students leave these foundational grades with the skills that will allow them to access learning at higher levels during their high school years and beyond.

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 and creative thinking. For the sixth year, students in Grades 6-12 will have access to their own tablet and keyboard device. During the 2018-2019 school year, all students in Grade 5 will also have access to a personal computer – moving from a classroom bank of computers (typically five) to a device with keyboard for every student. The 2018-2019 school budget will allow for full replacement of all devices in Grade 5. Lower costs for personal devices and a shift away from larger and more costly desktop computers for classrooms or computer labs has enabled the district to maintain its budget in relation to technology devices. In addition, student devices in secondary grade levels will be replaced. These devices are at end-of-life. A comprehensive purchasing plan has been developed to aid in budget planning for timely device replacement for the future.

Special Education staffing will decrease by .5 (full-time equivalent) based upon student need. The district will continue work towards the L.I.F.E. initiative – ensuring *Learning Inclusively for Everyone*. This initiative seeks to create inclusive classrooms where the needs of a diverse student group can be met.

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. Alignment with new standards, use of new instructional technologies and resources, and continued study of research-based pedagogy make this an 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.

A body of research tells us that supporting our professional faculty through professional networks, district learning coaches, updated resources and a strong commitment to the establishment of our own professional learning community is the best way to directly impact student learning and maintain a focus on continuous improvement.

		15/16	16/17	17/18	18/19
GENERAL FUND APPROPRIATIONS		ACTUAL	ACTUAL	BUDGET	PROPOSED
CURRICULUM DEVELOPMENT- SUPERVISION (2010)					
STAFF DEVELOPMENT (2070)					
This unit is used to record expenditures incurred for the coordination of curriculum development and supervision as well as staff development experiences that are systemwide and may include interdisciplinary work.					
100	Included here are the salaries of the Asst. Supt. for Learning, Director of Innovations in Learning, one office assistant, one database assistant and one analytics manager. The Assistant Superintendent for Learning has responsibility for the supervision and coordination of the Instructional Program (K-12). Also included are funds for curriculum leaders, summer curriculum work and staff training.	462,506	509,465	530,401	833,650
200	Equipment.	0	3,958	4,500	2,200
400	Included here are dues, staff workshop expenses for curriculum study, the BOCES service fees, districtwide testing materials, Tri State expenses and teacher training expenses.	196,469	214,451	263,886	312,968
450	Office supplies, workshop supplies, reference, subscriptions and instructional assessment software.	6,434	7,874	10,175	58,675
CURRICULUM DEVELOPMENT & SUPPORT		665,409	735,748	808,962	1,207,493
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 Innovations in Learning, one Director of Athletics and 15 clerical staff.	2,611,295	2,709,885	2,889,762	2,757,922
200	Non-instructional Office Equipment.	17,707	12,314	13,451	8,469
400	Mileage, workshops, maintenance agreements, equipment rental costs including copier costs for all schools are included in this category.	94,935	100,373	101,963	111,031
450	Building office needs including stationery, duplicating supplies, periodicals and general office supplies.	68,972	61,465	69,523	70,798
SUPERVISION - REGULAR SCHOOL		2,792,909	2,884,037	3,074,699	2,948,220

		15/16	16/17	17/18	18/19
GENERAL FUND APPROPRIATIONS		ACTUAL	ACTUAL	BUDGET	PROPOSED
TEACHING - REGULAR SCHOOL (2110)					
Teaching is defined as that part of the instructional program in which the teacher is regularly in the presence of the pupil taught or in regular communication with pupils in a systematic program designed to assist them in acquiring new or improved knowledge, skills and understandings.					
100	Charges to this account are salaries of 198.4 FTE teachers, 16 FTE teaching assistants and teacher aides and 16.74 monitors. Substitute salaries for replacements when regular classroom personnel are absent are also included here	23,926,266	24,048,671	24,965,977	24,815,339
200	These monies are budgeted for the purchase of equipment for the instructional program.	72,353	78,107	81,277	89,828
400	This account covers contractual expenses such as equipment repairs, contracts and seminars, BOCES programs such as Arts in Education, test scoring services, regional alternative high school, Science 21 and other services. (BOCES costs \$256,808)	388,088	385,135	358,861	457,602
450	Included here are expenditures for all classroom supplies, periodicals, professional journals and other teaching materials.	216,015	193,848	190,829	257,987
480	Textbooks.	179,693	161,560	210,493	165,385
TEACHING - REGULAR SCHOOL (2110)		24,782,415	24,867,321	25,807,437	25,786,141
PROGRAMS FOR DISABLED CHILDREN (2250)					
100	This category reflects salaries for 55.9 FTE teachers and related service providers of Special Education pupils within the District. Additionally, salaries of the Director, two occupational therapists, one occupational therapy assistant, 67 FTE teacher aides/ teaching assistants , three clerical positions are charged here.	8,324,599	8,580,834	9,083,958	9,416,368
200	Assistive Technology equipment such as auditory training devices, digital hearing aids, sound field systems for hearing impaired, hearing and sight augmentation devices.	573	7,625	9,400	14,010
400	Costs are included herein for children with severe handicapping conditions who are educated in other public or private school settings or in a BOCES special educational program. It is anticipated that 26 children will require such placement at a projected cost of \$2,588,062. These programs are accredited and placements are recommended by the District's Committee on Special Education and the Board. Other costs for educational, psychological or neurological evaluations, occupational or physical therapy services, speech and language services, translation interpretation services and home tutoring services are accounted for here.	2,694,064	2,683,664	3,275,712	3,335,708
450	Supplies and software	36,989	35,469	27,023	29,446
480	Textbooks.	5,362	1,961	2,946	2,131
PROGRAMS FOR DISABLED CHILDREN		11,061,587	11,309,553	12,399,039	12,797,663

		15/16	16/17	17/18	18/19
GENERAL FUND APPROPRIATIONS		ACTUAL	ACTUAL	BUDGET	PROPOSED
OCCUPATIONAL EDUCATION (2280)					
100	This category reflects salaries for two Technology teachers	179,324	186,253	191,300	187,810
200	Equipment	1,208	1,208	1,105	1,367
400	Costs associated with BOCES for high school occupational education students (\$595,153) and Project Lead the Way.	660,622	631,875	584,533	598,418
450	Supplies	17,813	11,007	10,826	8,391
OCCUPATIONAL EDUCATION		858,967	829,135	787,764	795,986
DRIVER'S EDUCATION (2310)					
400	This account covers contractual expenses associated with the Driver's Education program. These expenses are offset by fees charged for this program and reflected in our revenue account codes	105,028	83,200	90,000	80,000
DRIVER'S EDUCATION		105,028	83,200	90,000	80,000
SUMMER INSTRUCTIONAL PROGRAMS (2330)		5,800	4,685	4,685	3,880
Costs for Summer Regents Examinations					
SCHOOL LIBRARY/AUDIO-VISUAL EQUIPMENT (2610)					
100	Included are salaries for 4 librarians, 4 library clerks.	584,668	599,461	625,265	616,785
200	Equipment.	0	0	0	0
400	Service agreements and repair costs are included here.	187	0	529	529
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.	62,771	54,577	66,183	62,492
SCHOOL LIBRARY/AUDIO-VISUAL EQUIPMENT		647,626	654,038	691,977	679,806
EDUCATIONAL TELEVISION (2620)					
200	Included here are the costs of equipment	1,036	1,235	1,000	1,000
400	Included here are contractual costs	19,669	19,907	20,280	21,001
450	Supplies	1,012	158	1,650	1,650
EDUCATIONAL TELEVISION		21,717	21,300	22,930	23,651

		15/16	16/17	17/18	18/19
GENERAL FUND APPROPRIATIONS		ACTUAL	ACTUAL	BUDGET	PROPOSED
COMPUTER-ASSISTED INSTRUCTION (2630)					
100	Included here are the costs for one districtwide technical support specialist and summer and/or night work.	228,495	102,675	101,399	103,749
200	Technology equipment expenditures are included here.	65,538	41,831	59,470	77,700
400	Costs in this account include technical support for the network (\$512,244), service agreements for the network and wireless equipment, spam filtering software and software licensing agreements (\$179,284), and BOCES services (\$89,849).	674,198	810,935	866,800	891,471
450	Supplies such as cables, toner, repair parts - Smart Boards projector bulbs, instructional software	96,125	63,742	74,650	46,732
COMPUTER-ASSISTED INSTRUCTION		1,064,356	1,019,183	1,102,319	1,119,652
GUIDANCE (2810)					
100	Recorded here are all salary expenditures for the Director of Guidance, 11 certified guidance counselors, 2 clerical staff and associated summer work.	1,443,759	1,548,812	1,626,644	1,612,020
200	Equipment.	0	1,613	0	0
400	Contractual expenses-substance abuse counselor (\$58,720) college and career programs and conferences	20,399	31,908	38,084	67,645
450	Office supplies, publications, reference materials, software.	20,989	12,923	15,715	17,591
GUIDANCE		1,485,147	1,595,256	1,680,443	1,697,256
HEALTH SERVICES (2815)					
100	Herein are salaries for 5.7 school nurses, 2 health aides, summer work, athletic physicals and substitute pay	415,645	424,385	447,678	454,374
200	Non-education equipment replacement.	0	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 (\$134,495).	150,665	196,394	157,564	189,230
450	Supplies. Bandages, ice packs, epipens, antiseptics, tissue	5,473	4,694	5,828	9,434
HEALTH SERVICES		571,783	625,473	611,070	653,038

	15/16	16/17	17/18	18/19
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.	937,695	982,259	1,019,373	1,049,533
400 Conferences and membership dues	644	265	660	800
450 Supplies	3,167	2,531	4,800	5,174
PSYCHOLOGICAL/SOCIAL WORKER SERVICES	941,506	985,055	1,024,833	1,055,507
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	202,193	208,995	220,447	242,857
400 Costs include membership, entry fees (Mock Trial, Model UN, Math and Physics competitions, play rentals, etc.)	7,672	14,708	15,202	16,822
450 Supplies.	7,692	2,576	4,900	4,900
CO-CURRICULAR ACTIVITIES	217,557	226,279	240,549	264,579
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 (\$420,264) and additional duty pay such as games supervision, timers, etc. (\$50,710)	392,750	389,775	424,527	470,974
200 Equipment.	11,753	0	15,791	18,613
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 a full-time athletic trainer. Athletic transportation costs are accounted for in code 5540. (\$215,533)	224,327	233,276	263,533	293,685
450 Included here are uniforms, balls, field marking supplies, medical supplies, award certificates etc.	42,248	47,892	42,148	52,524
ATHLETICS	671,078	670,943	745,999	835,796
TOTAL INSTRUCTION (Account #2010-2855)	45,892,885	46,511,207	49,092,706	49,948,668

	15/16	16/17	17/18	18/19
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED

TRANSPORTATION

PUPIL TRANSPORTATION (5510)

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

100	Within this area are salaries for one transportation supervisor, a 0.5 FTE clerical position and 21 bus monitors and bus duty stipends.	491,444	519,996	499,371	543,067
200	Equipment	725	0	0	600
400	This charge consists of service agreements on bus radios, weather forecasting service, memberships and dues, two LPNs to and from PES and PNW/BOCES for medically fragile children.	5,699	6,770	6,950	6,800
450	Costs herein cover stationery, forms, and general office supplies	969	1,640	2,150	3,650
PUPIL TRANSPORTATION		498,837	528,405	508,471	554,117

400	GARAGE BUILDING (5530) Included here are costs associated with repairs/upkeep of the bus garage	5,650	2,653	9,510	9,675
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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 amount indicated is a projection of these services. Also, athletic (\$215,533), building and co-curricular trips (\$42,151) are accounted for here.	4,577,676	4,550,453	4,774,385	4,784,336
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CONTRACT TRANSPORTATION		4,577,676	4,550,453	4,774,385	4,784,336
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TOTAL TRANSPORTATION (Account #5510-5540)

In the transportation area there are no major route changes anticipated. The District will continue to consolidate runs for operational efficiency whenever possible. Most of this consolidation has taken place.

5,082,163	5,081,510	5,292,366	5,348,128
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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.	19,810	8,920	15,220	14,500
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	15/16	16/17	17/18	18/19
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 14.9%.

1,290,678 1,044,214 1,203,412 1,183,798

TEACHERS' RETIREMENT SYSTEM (9020)
The Constitution of New York State requires membership in the Teachers' Retirement system be mandatory for all certified personnel. Contributions to the system must be made by the employer. The amount of contribution is based on the gross salaries paid at a projected rate of 10.63%.

4,847,494 4,331,693 3,818,934 4,196,121

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 \$128,400 in 2018.

3,240,796 3,311,915 3,581,277 3,638,192

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

165,141 167,319 183,307 180,607

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

18,357 8,840 28,560 16,208

HOSPITAL & MEDICAL (9060)
Through negotiated contract agreement 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 3.75% and the Empire Plan, whose projected increase is 8.2%. Employee contributions to the cost of health insurance range between 13.5% to 17%.

9,577,098 10,244,986 11,125,414 12,017,249

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

762,937 792,635 821,811 876,133

TOTAL EMPLOYEE BENEFITS 19,902,501 19,901,603 20,762,715 22,108,308

	15/16	16/17	17/18	18/19
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED

UNDISTRIBUTED EXPENSES (9700, 9900)

DEBT SERVICE - CONSTRUCTION BONDS (9710, 9711, 9724)	4,752,887	4,731,288	4,695,794	4,693,369
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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. 1999 Districtwide Alterations-Additions (\$17,919,000) -- P/I cost \$1,368,500
2. 2006 Districtwide Alterations-Additions Phase 1 borrowing (\$7,375,000) -- P/I cost \$450,684
3. 2006 Districtwide Alterations-Additions Phase 2 borrowing (\$18,200,000) -- P/I cost \$1,263,734
4. 2007 Districtwide Alterations-Additions Phase 3 borrowing (\$23,519,953) -- P/I cost \$1,610,450

INSTALLMENT PURCHASES (9785)	467,042	474,696	509,696	538,255
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Expenditures in this code are for lease/purchase of technology equipment. \$190,000 is included for the lease/purchase of new equipment.

TAX ANTICIPATION NOTES (9760)	0	0	0	0
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TRANSFER TO SPECIAL AID FUND (9901)	107,331	291,026	110,000	174,500
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TRANSFER TO CAPITAL FUND (9950)	434,367	485,562	0	0
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TOTAL UNDISTRIBUTED EXPENSES	5,761,627	5,982,571	5,315,490	5,406,124
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UNDISTRIBUTED EXPENSE EXPLANATION:

The Undistributed Expense portion of the budget is made up of employee benefits, debt service payments, lease purchase installment payments for technology hardware and interfund transfer to the Special Aid Fund for Summer Special Education programs.

Mandated employer contribution rates for the pension systems are decreasing from 15.3% to 14.9% for ERS, and increasing from 9.8% to 10.63% for TRS.

The District has included in the 2018-2019 budget \$190,000 for the lease purchase of technology equipment. This is the 19th year of the District utilizing this means of purchasing technology equipment.

TOTAL GENERAL FUND APPROPRIATIONS	84,241,632	85,116,255	88,330,309	91,257,500
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Budget Terminology

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

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

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

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

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

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

Contingent Budget: Under state law, school boards can submit a budget to voters a maximum of two times. If the proposed budget is defeated twice, the board must adopt a contingency budget with a 0 percent tax levy increase. Under a contingent budget, there is no capital, court order/judgments or pension exemptions and there is no growth factor. The administration cap remains in effect and non-contingent expenses must still be removed from the budget.

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

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

Budget Terminology

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

Fund Balance: A fund balance is created when the school district has money left over at the end of its fiscal year from either under spending 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 exemption for school taxes for all owner-occupied, primary residents, with a combined income of less than \$500,000. Senior citizens with combined incomes that do not exceed \$62,000 may qualify for an enhanced exemption.

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

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

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

Support Services: The personnel, activities, and programs that enhance instruction and provide for the general operation of the school district. This includes attendance, guidance, and health programs; library personnel and services; special education services provided by speech and language pathologists, physical therapists and occupation therapists; professional development programs, transportation, administration, buildings and ground 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 attempt to reduce the property's assessment and real estate taxes.

Budget Terminology

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

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

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

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

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

Salary: Administrative Compensation Information
662101 - SOMERS CSD

2017-2018 - Page 1
 Official - as of 04/05/2018 11:12 AM

Form Due May 7, 2018

2018-2019 Salary Threshold =
\$135,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2018-2019.

If you will be sharing a Superintendent, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to EMSCMGTS@nysed.gov indicating the title of the staff persons(s) as well as the other district(s) involved in the cost-sharing.

The salaries, benefits and other compensation reported in the form should reflect only the financial support or commitment that your district will be making. They should **not** reflect the total amounts budgeted to be paid by all participating districts over the school year.

Report Estimated Salaries in the Budget for the 2018-2019 School Year

Sections 1608 and 1716 of the Education Law
 (Please read the instructions and definitions before completing this form.)

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	\$268,650	\$ 64,164	\$ 18,000

Please list the district or districts with which you will be sharing a superintendent (if applicable):

Associate, Assistant and Deputy Superintendents
 (Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)

Assistant Superintendent for Business	\$ 232,176	\$ 62,671	\$ 4,200
Assistant Superintendent for Learning	197,063	58,261	4,200

Other Supervisory and Administrative Employees Scheduled to Receive \$135,000 or More in Salary

Director of Athletics	\$ 188,815
Director of Guidance	170,683
Director Human Resources-Student Services	176,254
Director Special Services	197,063
Assistant Director of Special Services	140,349
Director of Innovations in Learning	161,455
Director of School Facilities	139,910
Elementary School Principal	188,260
Elementary School Principal/Coordinator of Asses	139,102
Intermediate School Principal	173,611
Intermediate Assistant Principal	141,706
Middle School Principal	178,315
Middle School Assistant Principal	139,102
High School Principal	199,714
High School Assistant Principal	139,102
High School Assistant Principal	136,546

Exemption Impact Report

Assessment Year: 2017

County: WESTCHESTER
 SWIS Code: 555200

School Value Report (555201)

Municipality: Somers
 Total Assessed Val: 526,032,513
 Uniform Percentage: 12.67

Equalized Total Assessed Value = 4,151,795,682

Exempt Code	Description	Statutory Authority	# of Exempts	Total Equalized Value of EX	% of Value Exempted
10100	CTY OWNED	RPTL 410	1	19,942,383	0.48
12350	PUB AUT ST	RPTL 412 & Pub Auth L	29	1,693,370	0.04
13100	CTY OWNED	RPTL 406(1)	37	29,336,621	0.71
13500	TWN WTHIN	RPTL 406(1)	58	11,741,515	0.28
13800	SCHOOL DIS	RPTL 408	8	85,286,503	2.05
13850	BOCES	RPTL 408	3	56,486,187	1.36
13870	SPEC DIST	RPTL 410	15	990,134	0.02
14110	US PROP	State L 54	1	322,415	0.01
14200	FOR GOV'T	RPTL 418	1	281,767	0.01
21600	RELIG CORP	RPTL 462	2	943,567	0.02
25110	CONST PROT	RPTL 420-a	6	8,422,651	0.20
25120	NP CORP ED	RPTL 420-a	10	108,881,610	2.62
25130	CHARITABLE	RPTL 420-a	1	726,124	0.02
25230	NPC M/M IM	RPTL 420-a	1	939,226	0.02
25300	NON-PROFIT	RPTL 420-b	4	1,565,114	0.04
26400	INC VOL FR	RPTL 464(2)	8	3,403,709	0.08
27350	CEMETERIES	RPTL 446	8	1,126,282	0.03
41120	WAR VET	RPTL 458-a	456	5,470,560	0.13
41124	WAR VET	RPTL 458-a	3	35,990	0.00
41130	COMBAT VET	RPTL 458-a	316	6,320,000	0.15
41140	DISABL VET	RPTL 458-a	113	3,122,391	0.08
41400	CLERGY	RPTL 460	2	23,677	0.00
41720	AG MKT 305	Ag-Mkts L 305	21	10,988,587	0.26
41730	AGRIC	Ag-Mkts L 306	11	2,814,348	0.07
41800	SENIOR LOW INC	RPTL 467	142	14,759,976	0.36
41834	ENH STAR	RPTL 425	1,228	217,071,183	5.23
41854	BAS STAR	RPTL 425	3,854	357,068,200	8.60
41930	DISABILITY	RPTL 459-c	7	760,331	0.02
42130	FARM LABOR CAMP	RPTL 483-d	2	400,157	0.01
47450	FOREST LAN	RPTL 480	1	192,580	0.00
48660	PHFL Sec 577(1)	PHFL 577(3)	2	7,694,554	0.19
	Total Exemptions (No System EX's)		6,351	958,811,712	23.09
	Total Exemptions (with System EX's)		6,351	958,811,712	23.09

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: \$7,694,554

SOMERS CSD ENROLLMENT (2016 - 17)

K-12 ENROLLMENT

3,076

ENROLLMENT BY GENDER

MALE

FEMALE

1,567

51%

1,509

49%

ENROLLMENT BY ETHNICITY

GROUP	TOTAL	PERCENT
AMERICAN INDIAN OR ALASKA NATIVE	1	0%
BLACK OR AFRICAN AMERICAN	33	1%
HISPANIC OR LATINO	196	6%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	128	4%
WHITE	2,700	88%
MULTIRACIAL	18	1%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

39

1%

497

16%

299

10%

ENROLLMENT BY GRADE

GROUP	TOTAL	PERCENT
K (FULL DAY)	157	5%
1ST GRADE	176	6%
2ND GRADE	183	6%
3RD GRADE	196	6%
4TH GRADE	226	7%
5TH GRADE	235	8%
6TH GRADE	265	9%
UNGRADED ELEMENTARY	1	0%
7TH GRADE	264	9%
8TH GRADE	274	9%
9TH GRADE	278	9%
10TH GRADE	256	8%
11TH GRADE	273	9%
12TH GRADE	288	9%
UNGRADED SECONDARY	4	0%

AVERAGE CLASS SIZE (2016 - 17)

GROUP	CLASS SIZE
COMMON BRANCH	22
GRADE 8 ENGLISH	24
GRADE 8 MATHEMATICS	24
GRADE 8 SCIENCE	22
GRADE 8 SOCIAL STUDIES	24
GRADE 10 ENGLISH	23
GRADE 10 MATHEMATICS	21
GRADE 10 SCIENCE	17
GRADE 10 SOCIAL STUDIES	24

FREE AND REDUCED-PRICE LUNCH (2016 - 17)

ELIGIBLE FOR FREE LUNCH	ELIGIBLE FOR REDUCED-PRICE LUNCH
255	8%
17	1%

ATTENDANCE (2015 - 16)

ANNUAL ATTENDANCE RATE	97%
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STUDENT SUSPENSIONS (2015 - 16)

21	1%
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TEACHER TURNOVER RATE (2015-16 TO 2016-17)

TURNOVER RATE OF TEACHERS WITH FEWER THAN FIVE YEARS OF EXPERIENCE	TURNOVER RATE OF ALL TEACHERS
27%	8%

STAFF COUNTS (2016 - 17)

GROUP

STAFF

PRINCIPALS	4
ASSISTANT PRINCIPALS	5
OTHER PROFESSIONAL STAFF	34
PARAPROFESSIONALS	87

TEACHER QUALIFICATIONS (2016 - 17)

TOTAL TEACHERS	254
PERCENT WITH NO VALID TEACHING CERTIFICATE	0%
PERCENT TEACHING OUT OF CERTIFICATE	1%
PERCENT WITH FEWER THAN THREE YEARS OF EXPERIENCE	5%
PERCENTAGE WITH MASTER'S DEGREE PLUS 30 HOURS OR DOCTORATE	59%
TOTAL NUMBER OF CLASSES	874
PERCENT TAUGHT BY TEACHERS WITHOUT APPROPRIATE CERTIFICATION	2%

HIGH SCHOOL COMPLETERS (2016 - 17)

GROUP	COMPLETERS (GRADUATES + COMMENCEMENT CREDENTIALS)		GRADUATES (REGENTS + LOCAL DIPLOMAS)		REGENTS DIPLOMA	
ALL STUDENTS	285		285		268	94%
GENERAL EDUCATION	256		256		251	98%
STUDENTS WITH DISABILITIES	29		29		17	59%

GROUP	REGENTS WITH ADVANCED DESIGNATION		REGENTS WITH CTE ENDORSEMENT		LOCAL DIPLOMAS		COMMENCEMENT CREDENTIALS	
ALL STUDENTS	77	27%	0	0%	17	6%	0	0%
GENERAL EDUCATION	77	30%	0	0%	5	2%	0	0%
STUDENTS WITH DISABILITIES	0	0%	0	0%	12	41%	0	0%

HIGH SCHOOL NON-COMPLETERS (2016 - 17)

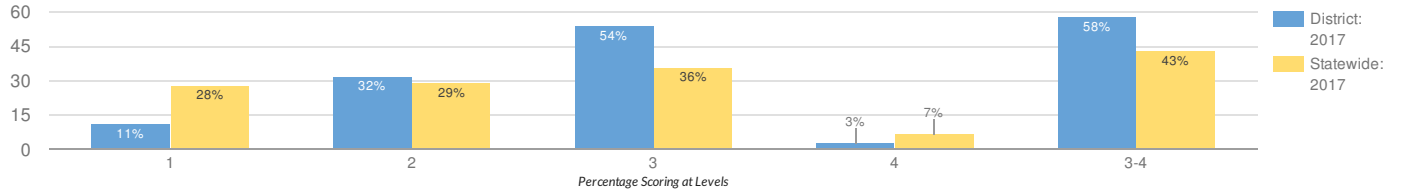
GROUP	DROPPED OUT	ENTERED APPROVED HIGH SCHOOL EQUIVALENCY PREPARATION PROGRAM	TOTAL NONCOMPLETERS
ALL STUDENTS	-	-	-
GENERAL EDUCATION	-	-	-

POST-GRADUATION PLANS OF COMPLETERS (2016 - 17)

GROUP	TO FOUR-YEAR COLLEGE		TO TWO-YEAR COLLEGE		TO OTHER POST-SECONDARY		TO THE MILITARY	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
ALL STUDENTS	234	82%	37	13%	1	0%	2	1%
GENERAL EDUCATION	222	87%	29	11%	1	0%	1	0%
STUDENTS WITH DISABILITIES	12	41%	8	28%	0	0%	1	3%

GROUP	TO EMPLOYMENT		TO ADULT SERVICES		TO OTHER KNOWN PLANS		PLANS UNKNOWN	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
ALL STUDENTS	7	2%	0	0%	3	1%	1	0%
GENERAL EDUCATION	2	1%	0	0%	1	0%	0	0%
STUDENTS WITH DISABILITIES	5	17%	0	0%	2	7%	1	3%

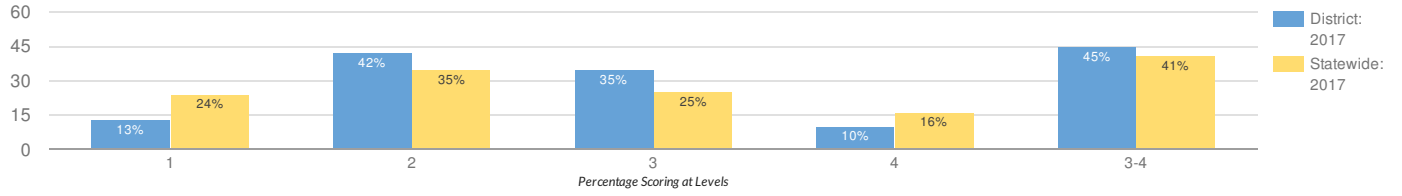
GRADE 3 ENGLISH LANGUAGE ARTS



MEAN SCORE: 318

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	160	58%	17	11%	51	32%	87	54%	5	3%
GENERAL EDUCATION	141	62%	9	6%	44	31%	83	59%	5	4%
STUDENTS WITH DISABILITIES	19	21%	8	42%	7	37%	4	21%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	6	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	16	56%	1	6%	6	38%	9	56%	0	0%
WHITE	135	57%	16	12%	42	31%	72	53%	5	4%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	67%	0	0%	3	33%	6	67%	0	0%
FEMALE	83	55%	10	12%	27	33%	42	51%	4	5%
MALE	77	60%	7	9%	24	31%	45	58%	1	1%
NON-ENGLISH LANGUAGE LEARNERS	159	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	18	44%	6	33%	4	22%	6	33%	2	11%
NOT ECONOMICALLY DISADVANTAGED	142	59%	11	8%	47	33%	81	57%	3	2%
NOT MIGRANT	160	58%	17	11%	51	32%	87	54%	5	3%

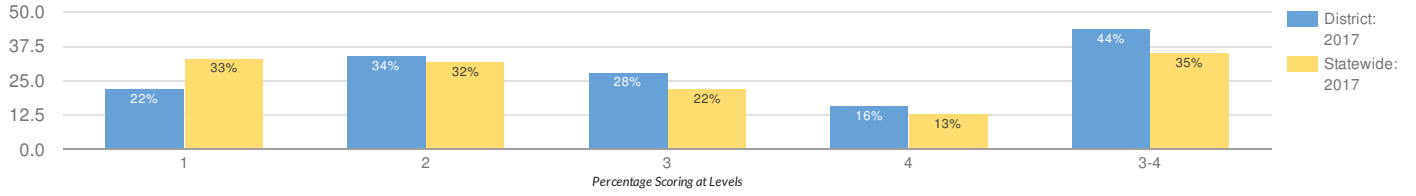
GRADE 4 ENGLISH LANGUAGE ARTS



MEAN SCORE: 311

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	175	45%	22	13%	74	42%	62	35%	17	10%
GENERAL EDUCATION	150	50%	12	8%	63	42%	58	39%	17	11%
STUDENTS WITH DISABILITIES	25	16%	10	40%	11	44%	4	16%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	9	56%	1	11%	3	33%	4	44%	1	11%
WHITE	157	43%	20	13%	69	44%	54	34%	14	9%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	67%	1	11%	2	22%	4	44%	2	22%
FEMALE	89	51%	6	7%	38	43%	34	38%	11	12%
MALE	86	40%	16	19%	36	42%	28	33%	6	7%
NON-ENGLISH LANGUAGE LEARNERS	175	45%	22	13%	74	42%	62	35%	17	10%
ECONOMICALLY DISADVANTAGED	12	8%	3	25%	8	67%	1	8%	0	0%
NOT ECONOMICALLY DISADVANTAGED	163	48%	19	12%	66	40%	61	37%	17	10%
NOT MIGRANT	175	45%	22	13%	74	42%	62	35%	17	10%

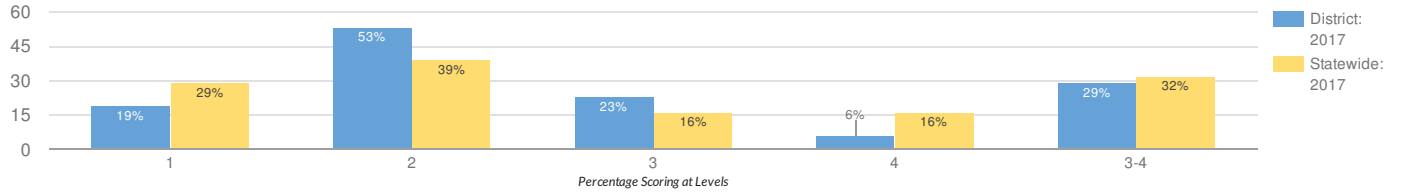
GRADE 5 ENGLISH LANGUAGE ARTS



MEAN SCORE: 311

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	183	44%	40	22%	62	34%	52	28%	29	16%
GENERAL EDUCATION	154	51%	22	14%	53	34%	50	32%	29	19%
STUDENTS WITH DISABILITIES	29	7%	18	62%	9	31%	2	7%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	75%	2	25%	0	0%	3	38%	3	38%
WHITE	166	42%	36	22%	60	36%	46	28%	24	14%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	56%	2	22%	2	22%	3	33%	2	22%
FEMALE	75	52%	12	16%	24	32%	19	25%	20	27%
MALE	108	39%	28	26%	38	35%	33	31%	9	8%
NON-ENGLISH LANGUAGE LEARNERS	181	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	19	32%	5	26%	8	42%	2	11%	4	21%
NOT ECONOMICALLY DISADVANTAGED	164	46%	35	21%	54	33%	50	30%	25	15%
NOT MIGRANT	183	44%	40	22%	62	34%	52	28%	29	16%

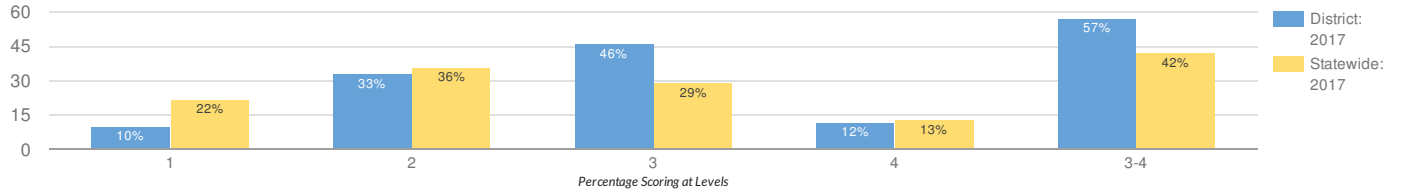
GRADE 6 ENGLISH LANGUAGE ARTS



MEAN SCORE: 302

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	192	29%	36	19%	101	53%
GENERAL EDUCATION	164	34%	13	8%	96	59%
STUDENTS WITH DISABILITIES	28	0%	23	82%	5	18%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	12	42%	0	0%	7	58%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-
HISPANIC OR LATINO	11	_%	-	-	-	-
WHITE	167	28%	33	20%	88	53%
SMALL GROUP TOTAL	13	31%	3	23%	6	46%
FEMALE	101	37%	16	16%	48	48%
MALE	91	20%	20	22%	53	58%
NON-ENGLISH LANGUAGE LEARNERS	191	_%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-
ECONOMICALLY DISADVANTAGED	14	0%	3	21%	11	79%
NOT ECONOMICALLY DISADVANTAGED	178	31%	33	19%	90	51%
NOT MIGRANT	192	29%	36	19%	101	53%

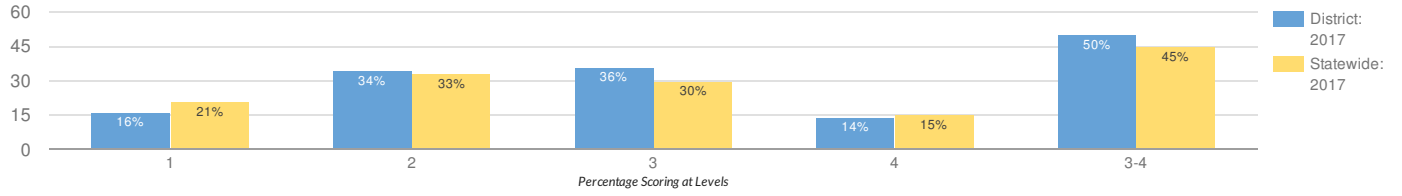
GRADE 7 ENGLISH LANGUAGE ARTS



MEAN SCORE: 317

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	188	57%	18	10%	62	33%	86	46%	22	12%
GENERAL EDUCATION	159	65%	5	3%	51	32%	82	52%	21	13%
STUDENTS WITH DISABILITIES	29	17%	13	45%	11	38%	4	14%	1	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	11	55%	2	18%	3	27%	5	45%	1	9%
WHITE	169	57%	15	9%	58	34%	77	46%	19	11%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	75%	1	13%	1	13%	4	50%	2	25%
FEMALE	88	66%	4	5%	26	30%	42	48%	16	18%
MALE	100	50%	14	14%	36	36%	44	44%	6	6%
NON-ENGLISH LANGUAGE LEARNERS	188	57%	18	10%	62	33%	86	46%	22	12%
ECONOMICALLY DISADVANTAGED	11	27%	2	18%	6	55%	3	27%	0	0%
NOT ECONOMICALLY DISADVANTAGED	177	59%	16	9%	56	32%	83	47%	22	12%
NOT MIGRANT	188	57%	18	10%	62	33%	86	46%	22	12%

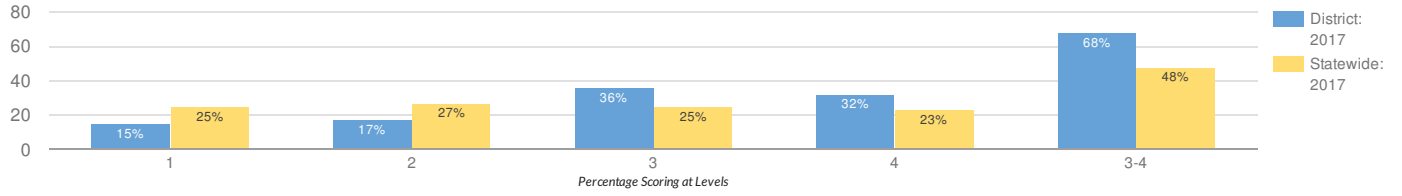
GRADE 8 ENGLISH LANGUAGE ARTS



MEAN SCORE: 310

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	159	50%	25	16%	54	34%	58	36%	22	14%
GENERAL EDUCATION	142	56%	13	9%	49	35%	58	41%	22	15%
STUDENTS WITH DISABILITIES	17	0%	12	71%	5	29%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	13	31%	3	23%	6	46%	4	31%	0	0%
WHITE	138	50%	22	16%	47	34%	51	37%	18	13%
SMALL GROUP TOTAL	8	88%	0	0%	1	13%	3	38%	4	50%
FEMALE	68	62%	5	7%	21	31%	27	40%	15	22%
MALE	91	42%	20	22%	33	36%	31	34%	7	8%
NON-ENGLISH LANGUAGE LEARNERS	158	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	18	33%	6	33%	6	33%	4	22%	2	11%
NOT ECONOMICALLY DISADVANTAGED	141	52%	19	13%	48	34%	54	38%	20	14%
NOT MIGRANT	159	50%	25	16%	54	34%	58	36%	22	14%

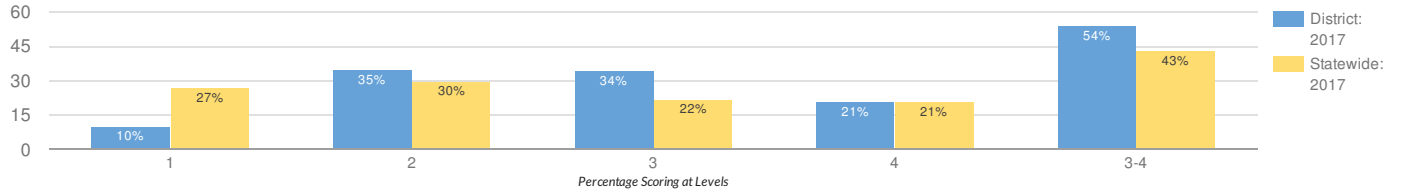
GRADE 3 MATHEMATICS



MEAN SCORE: 321

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	156	68%	23	15%	27	17%	56	36%	50	32%
GENERAL EDUCATION	140	72%	15	11%	24	17%	53	38%	48	34%
STUDENTS WITH DISABILITIES	16	31%	8	50%	3	19%	3	19%	2	13%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	6	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	16	56%	3	19%	4	25%	5	31%	4	25%
WHITE	131	69%	20	15%	21	16%	49	37%	41	31%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	78%	0	0%	2	22%	2	22%	5	56%
FEMALE	81	64%	14	17%	15	19%	25	31%	27	33%
MALE	75	72%	9	12%	12	16%	31	41%	23	31%
NON-ENGLISH LANGUAGE LEARNERS	155	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	17	47%	5	29%	4	24%	3	18%	5	29%
NOT ECONOMICALLY DISADVANTAGED	139	71%	18	13%	23	17%	53	38%	45	32%
NOT MIGRANT	156	68%	23	15%	27	17%	56	36%	50	32%

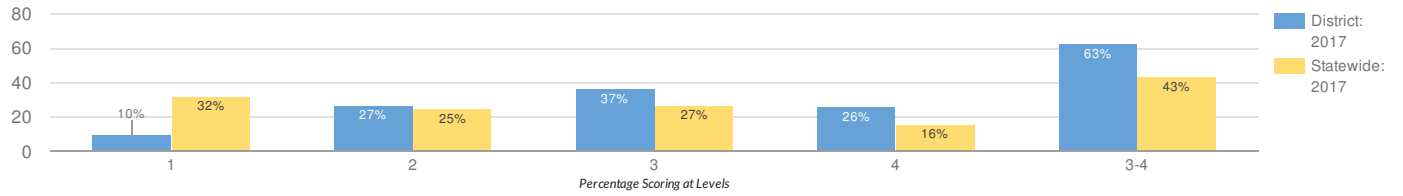
GRADE 4 MATHEMATICS



MEAN SCORE: 315

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	173	54%	18	10%	61	35%	58	34%	36	21%
GENERAL EDUCATION	150	61%	6	4%	52	35%	57	38%	35	23%
STUDENTS WITH DISABILITIES	23	9%	12	52%	9	39%	1	4%	1	4%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	9	56%	2	22%	2	22%	4	44%	1	11%
WHITE	155	53%	15	10%	58	37%	53	34%	29	19%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	78%	1	11%	1	11%	1	11%	6	67%
FEMALE	85	55%	8	9%	30	35%	31	36%	16	19%
MALE	88	53%	10	11%	31	35%	27	31%	20	23%
NON-ENGLISH LANGUAGE LEARNERS	172	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	13	46%	3	23%	4	31%	6	46%	0	0%
NOT ECONOMICALLY DISADVANTAGED	160	55%	15	9%	57	36%	52	33%	36	23%
NOT MIGRANT	173	54%	18	10%	61	35%	58	34%	36	21%

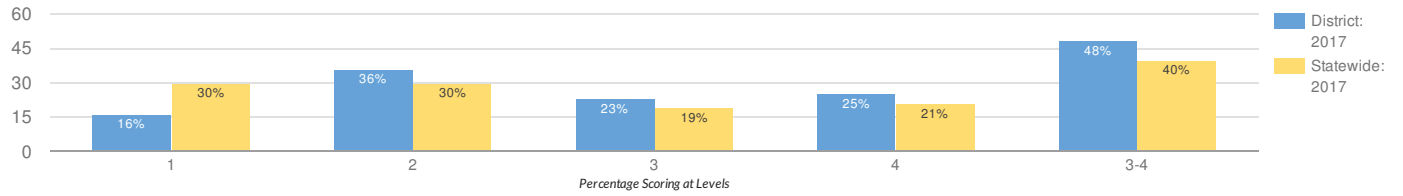
GRADE 5 MATHEMATICS



MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	181	63%	19	10%	48	27%	67	37%	47	26%
GENERAL EDUCATION	153	70%	7	5%	39	25%	60	39%	47	31%
STUDENTS WITH DISABILITIES	28	25%	12	43%	9	32%	7	25%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	80%	1	10%	1	10%	1	10%	7	70%
HISPANIC OR LATINO	8	63%	1	13%	2	25%	5	63%	0	0%
WHITE	163	62%	17	10%	45	28%	61	37%	40	25%
FEMALE	70	60%	7	10%	21	30%	22	31%	20	29%
MALE	111	65%	12	11%	27	24%	45	41%	27	24%
NON-ENGLISH LANGUAGE LEARNERS	178	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	19	42%	4	21%	7	37%	7	37%	1	5%
NOT ECONOMICALLY DISADVANTAGED	162	65%	15	9%	41	25%	60	37%	46	28%
NOT MIGRANT	181	63%	19	10%	48	27%	67	37%	47	26%

GRADE 6 MATHEMATICS

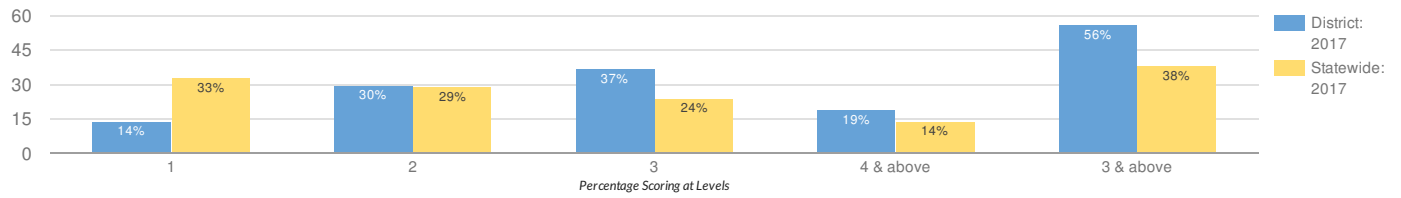


MEAN SCORE: 315

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	182	48%	29	16%	66	36%	41	23%	46	25%
GENERAL EDUCATION	158	54%	11	7%	62	39%	39	25%	46	29%
STUDENTS WITH DISABILITIES	24	8%	18	75%	4	17%	2	8%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	12	75%	0	0%	3	25%	2	17%	7	58%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	_%	-	-	-	-	-	-	-	-
WHITE	158	45%	28	18%	59	37%	33	21%	38	24%
SMALL GROUP TOTAL	12	58%	1	8%	4	33%	6	50%	1	8%
FEMALE	98	43%	19	19%	37	38%	19	19%	23	23%
MALE	84	54%	10	12%	29	35%	22	26%	23	27%
NON-ENGLISH LANGUAGE LEARNERS	182	48%	29	16%	66	36%	41	23%	46	25%
ECONOMICALLY DISADVANTAGED	11	18%	3	27%	6	55%	0	0%	2	18%
NOT ECONOMICALLY DISADVANTAGED	171	50%	26	15%	60	35%	41	24%	44	26%
NOT MIGRANT	182	48%	29	16%	66	36%	41	23%	46	25%

GRADE 7 MATHEMATICS

Mean scores and data in the table for grade 7 math include only those for grade 7 students who took the Grade 7 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 7 students who took the Grade 7 NYSTP in Mathematics and grade 7 students who took a Regents math test in lieu of the NYSTP. For 2014 and earlier, data in the bar charts include only those for grade 7 students who took the Grade 7 NYSTP.



MEAN SCORE: 318

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	157	49%	26 (17%)	54 (34%)	67 (43%)	10 (6%)
GENERAL EDUCATION	133	54%	13 (10%)	48 (36%)	62 (47%)	10 (8%)
STUDENTS WITH DISABILITIES	24	21%	13 (54%)	6 (25%)	5 (21%)	0 (0%)
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-
HISPANIC OR LATINO	9	67%	2 (22%)	1 (11%)	6 (67%)	0 (0%)
WHITE	142	48%	24 (17%)	50 (35%)	59 (42%)	9 (6%)
MULTIRACIAL	2	_%	-	-	-	-
SMALL GROUP TOTAL	6	50%	0 (0%)	3 (50%)	2 (33%)	1 (17%)
FEMALE	73	56%	11 (15%)	21 (29%)	36 (49%)	5 (7%)
MALE	84	43%	15 (18%)	33 (39%)	31 (37%)	5 (6%)
NON-ENGLISH LANGUAGE LEARNERS	156	_%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-
ECONOMICALLY DISADVANTAGED	9	11%	5 (56%)	3 (33%)	0 (0%)	1 (11%)
NOT ECONOMICALLY DISADVANTAGED	148	51%	21 (14%)	51 (34%)	67 (45%)	9 (6%)
NOT MIGRANT	157	49%	26 (17%)	54 (34%)	67 (43%)	10 (6%)

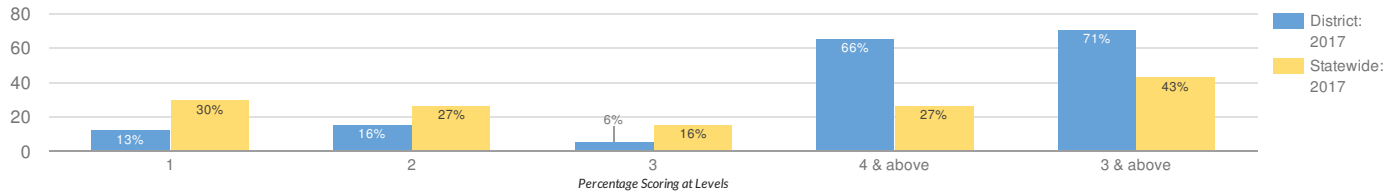
GRADE 7 STUDENTS TAKING A REGENTS MATH TEST

Accelerated grade 7 students who took a Regents math test in lieu of the Grade 7 NYSTP in Mathematics.

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE
ALL STUDENTS	25	0 (0%)	0 (0%)	0 (0%)	25 (100%)	25 (100%)

GRADE 8 MATHEMATICS

Mean scores and data in the table for grade 8 math include only those for grade 8 students who took the Grade 8 New York State Testing Program Assessment (NYSTP) in Mathematics. For 2015 and forward, data in the bar charts include those for grade 8 students who took the Grade 8 NYSTP in Mathematics and grade 8 students who took a Regents math test in lieu of the NYSTP. For 2014 and earlier, data in the bar charts include only those for grade 8 students who took the Grade 8 NYSTP.



MEAN SCORE: 293

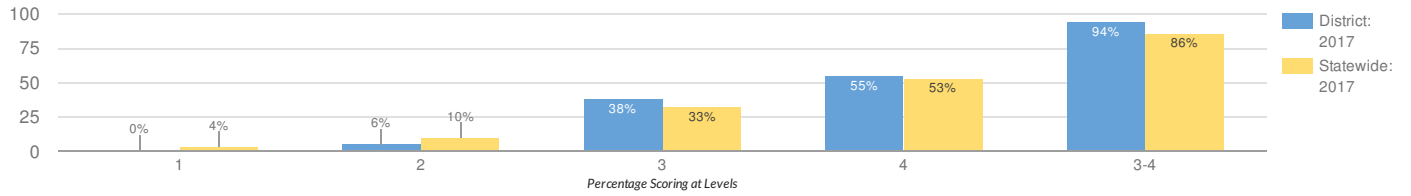
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	64	14%	24	38%	31	48%	9	14%	0	0%
GENERAL EDUCATION	48	17%	14	29%	26	54%	8	17%	0	0%
STUDENTS WITH DISABILITIES	16	6%	10	63%	5	31%	1	6%	0	0%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	_%	-	-	-	-	-	-	-	-
WHITE	56	16%	23	41%	24	43%	9	16%	0	0%
SMALL GROUP TOTAL	8	0%	1	13%	7	88%	0	0%	0	0%
FEMALE	25	8%	11	44%	12	48%	2	8%	0	0%
MALE	39	18%	13	33%	19	49%	7	18%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	62	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	6	0%	4	67%	2	33%	0	0%	0	0%
NOT ECONOMICALLY DISADVANTAGED	58	16%	20	34%	29	50%	9	16%	0	0%
NOT MIGRANT	64	14%	24	38%	31	48%	9	14%	0	0%

GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

Accelerated grade 8 students who took a Regents math test in lieu of the Grade 8 NYSTP in Mathematics.

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE					
ALL STUDENTS	128	0	0%	0	0%	2	2%	126	98%	128	100%

GRADE 4 SCIENCE

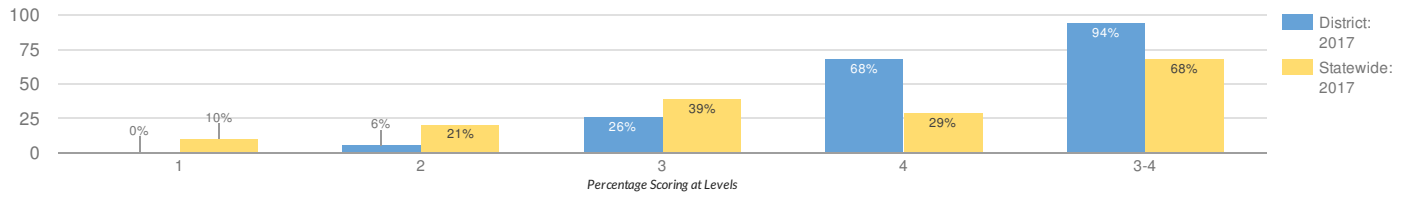


MEAN SCORE: 84

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	191	94%	0	0%	12	6%	73	38%	106	55%
GENERAL EDUCATION	160	96%	0	0%	7	4%	53	33%	100	63%
STUDENTS WITH DISABILITIES	31	84%	0	0%	5	16%	20	65%	6	19%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	100%	0	0%	0	0%	1	20%	4	80%
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	11	91%	0	0%	1	9%	4	36%	6	55%
WHITE	170	94%	0	0%	11	6%	65	38%	94	55%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	100%	0	0%	0	0%	3	60%	2	40%
FEMALE	97	94%	0	0%	6	6%	42	43%	49	51%
MALE	94	94%	0	0%	6	6%	31	33%	57	61%
NON-ENGLISH LANGUAGE LEARNERS	190	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	15	87%	0	0%	2	13%	6	40%	7	47%
NOT ECONOMICALLY DISADVANTAGED	176	94%	0	0%	10	6%	67	38%	99	56%
NOT MIGRANT	191	94%	0	0%	12	6%	73	38%	106	55%

GRADE 8 SCIENCE

Data in the bar charts include those for grade 8 students who took the New York State Grade 8 Science Test and grade 8 students who took a Regents science test in lieu of this test. Mean scores and data in the table for grade 8 science include only those for grade 8 students who took the New York State Grade 8 Science Test.



MEAN SCORE: 73

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	63	81%	0	0%	12	19%	43	68%	8	13%
GENERAL EDUCATION	48	88%	0	0%	6	13%	35	73%	7	15%
STUDENTS WITH DISABILITIES	15	60%	0	0%	6	40%	8	53%	1	7%
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	7	_%	-	-	-	-	-	-	-	-
WHITE	55	80%	0	0%	11	20%	37	67%	7	13%
SMALL GROUP TOTAL	8	88%	0	0%	1	13%	6	75%	1	13%
FEMALE	20	70%	0	0%	6	30%	12	60%	2	10%
MALE	43	86%	0	0%	6	14%	31	72%	6	14%
NON-ENGLISH LANGUAGE LEARNERS	62	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	8	88%	0	0%	1	13%	5	63%	2	25%
NOT ECONOMICALLY DISADVANTAGED	55	80%	0	0%	11	20%	38	69%	6	11%
NOT MIGRANT	63	81%	0	0%	12	19%	43	68%	8	13%

GRADE 8 STUDENTS TAKING A REGENTS SCIENCE TEST

Accelerated grade 8 students who take a Regents science test in lieu of the New York State Grade 8 Science Test.

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	133	100%	0	0%	0	0%	7	5%	126	95%

RECENTLY ARRIVED ELL STUDENTS (2016 - 17)

GRADE

RECENTLY ARRIVED ELL STUDENTS TAKING NYSES LAT IN LIEU OF NYSTP

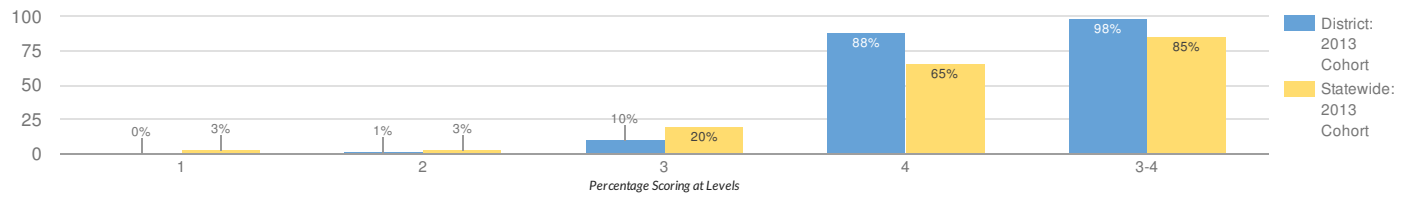
GRADE 4	1
GRADE 5	2
GRADE 7	1
GRADE 8	1

GRADE

RECENTLY ARRIVED ELL STUDENTS NOT TAKING NYSES LAT IN LIEU OF NYSTP

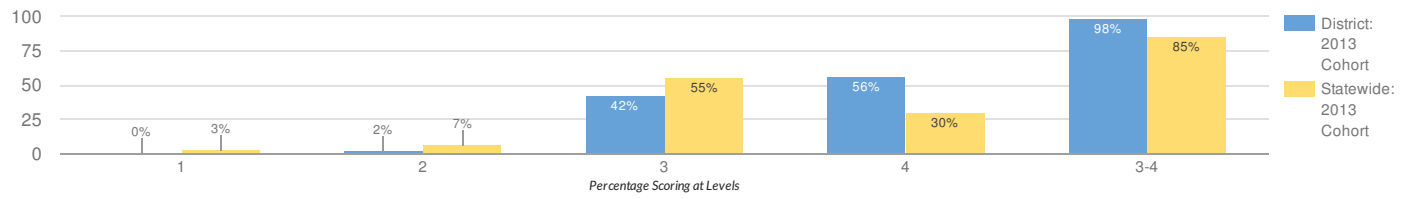
GRADE 4	1
GRADE 5	2
GRADE 7	1
GRADE 8	1

TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



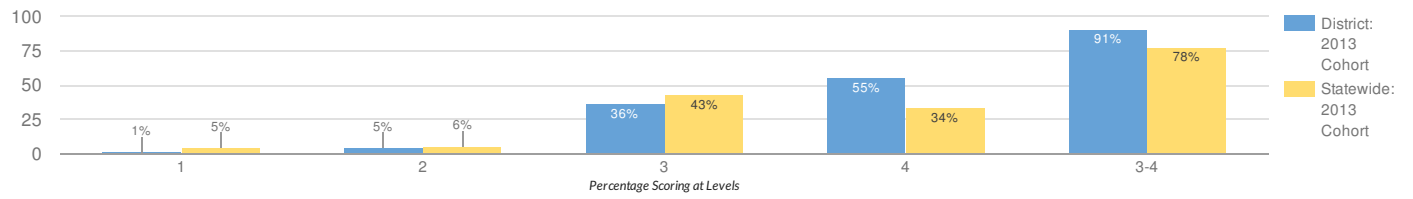
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
	289	98%	1	0%	2	1%	29	10%	255	88%
	261	98%	1	0%	1	0%	14	5%	243	93%
	28	96%	0	0%	1	4%	15	54%	12	43%
	7	_%	-	-	-	-	-	-	-	-
	8	100%	0	0%	0	0%	1	13%	7	88%
	9	89%	0	0%	1	11%	4	44%	4	44%
	264	99%	1	0%	1	0%	24	9%	237	90%
	1	_%	-	-	-	-	-	-	-	-
	8	88%	0	0%	0	0%	0	0%	7	88%
	154	97%	1	1%	2	1%	10	6%	140	91%
	135	99%	0	0%	0	0%	19	14%	115	85%
	287	_%	-	-	-	-	-	-	-	-
	2	_%	-	-	-	-	-	-	-	-
	25	96%	0	0%	1	4%	4	16%	20	80%
	264	98%	1	0%	1	0%	25	9%	235	89%
	289	98%	1	0%	2	1%	29	10%	255	88%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION



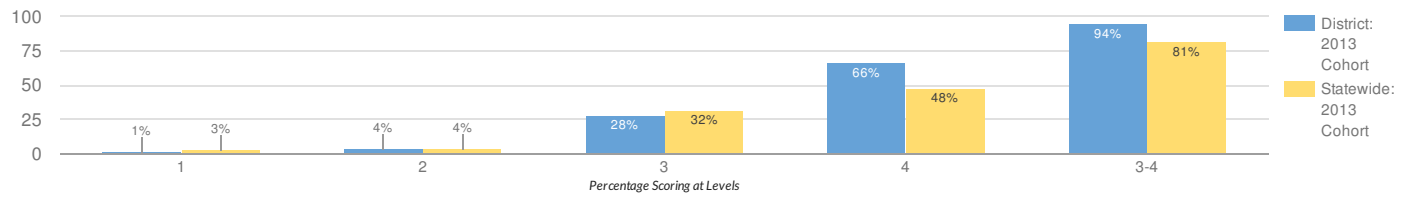
	289	98%	1	0%	5	2%	121	42%	161	56%
	261	99%	1	0%	1	0%	98	38%	160	61%
	28	86%	0	0%	4	14%	23	82%	1	4%
	7	_%	-	-	-	-	-	-	-	-
	8	100%	0	0%	0	0%	5	63%	3	38%
	9	100%	0	0%	0	0%	6	67%	3	33%
	264	98%	1	0%	5	2%	108	41%	150	57%
	1	_%	-	-	-	-	-	-	-	-
	8	88%	0	0%	0	0%	2	25%	5	63%
	154	98%	1	1%	1	1%	60	39%	91	59%
	135	97%	0	0%	4	3%	61	45%	70	52%
	287	_%	-	-	-	-	-	-	-	-
	2	_%	-	-	-	-	-	-	-	-
	25	100%	0	0%	0	0%	17	68%	8	32%
	264	97%	1	0%	5	2%	104	39%	153	58%
	289	98%	1	0%	5	2%	121	42%	161	56%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION



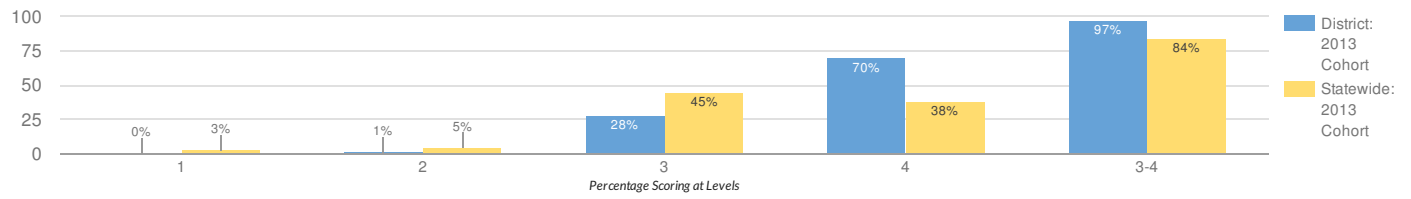
	289	91%	4	1%	14	5%	103	36%	160	55%
	261	93%	1	0%	9	3%	86	33%	158	61%
	28	68%	3	11%	5	18%	17	61%	2	7%
	7	_%	-	-	-	-	-	-	-	-
	8	75%	0	0%	0	0%	3	38%	3	38%
	9	67%	0	0%	1	11%	5	56%	1	11%
	264	92%	4	2%	13	5%	92	35%	152	58%
	1	_%	-	-	-	-	-	-	-	-
	8	88%	0	0%	0	0%	3	38%	4	50%
	154	90%	2	1%	10	6%	55	36%	84	55%
	135	92%	2	1%	4	3%	48	36%	76	56%
	287	_%	-	-	-	-	-	-	-	-
	2	_%	-	-	-	-	-	-	-	-
	25	84%	0	0%	4	16%	12	48%	9	36%
	264	92%	4	2%	10	4%	91	34%	151	57%
	289	91%	4	1%	14	5%	103	36%	160	55%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS OF INSTRUCTION



	289	94%	3	1%	12	4%	80	28%	192	66%
	261	97%	1	0%	6	2%	65	25%	187	72%
	28	71%	2	7%	6	21%	15	54%	5	18%
	7	_%	-	-	-	-	-	-	-	-
	8	100%	0	0%	0	0%	2	25%	6	75%
	9	89%	0	0%	1	11%	6	67%	2	22%
	264	94%	3	1%	11	4%	71	27%	178	67%
	1	_%	-	-	-	-	-	-	-	-
	8	88%	0	0%	0	0%	1	13%	6	75%
	154	94%	0	0%	9	6%	41	27%	103	67%
	135	95%	3	2%	3	2%	39	29%	89	66%
	287	_%	-	-	-	-	-	-	-	-
	2	_%	-	-	-	-	-	-	-	-
	25	84%	0	0%	4	16%	9	36%	12	48%
	264	95%	3	1%	8	3%	71	27%	180	68%
	289	94%	3	1%	12	4%	80	28%	192	66%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL SCIENCE AFTER FOUR YEARS OF INSTRUCTION



	289	97%	1	0%	3	1%	80	28%	201	70%
	261	98%	0	0%	2	1%	59	23%	197	75%
	28	89%	1	4%	1	4%	21	75%	4	14%
	7	_%	-	-	-	-	-	-	-	-
	8	100%	0	0%	0	0%	3	38%	5	63%
	9	89%	0	0%	0	0%	5	56%	3	33%
	264	98%	1	0%	3	1%	71	27%	187	71%
	1	_%	-	-	-	-	-	-	-	-
	8	88%	0	0%	0	0%	1	13%	6	75%
	154	99%	0	0%	1	1%	44	29%	108	70%
	135	96%	1	1%	2	1%	36	27%	93	69%
	287	_%	-	-	-	-	-	-	-	-
	2	_%	-	-	-	-	-	-	-	-
	25	100%	0	0%	0	0%	11	44%	14	56%
	264	97%	1	0%	3	1%	69	26%	187	71%
	289	97%	1	0%	3	1%	80	28%	201	70%

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

	287	3	1%	8	3%	22	8%	44	15%	210	73%
	251	0	0%	4	2%	14	6%	38	15%	195	78%
	36	3	8%	4	11%	8	22%	6	17%	15	42%
	18	0	0%	1	6%	1	6%	1	6%	15	83%
	2	-	-	-	-	-	-	-	-	-	-
	17	-	-	-	-	-	-	-	-	-	-
	249	3	1%	7	3%	17	7%	41	16%	181	73%
	1	-	-	-	-	-	-	-	-	-	-
	20	0	0%	0	0%	4	20%	2	10%	14	70%
	138	0	0%	5	4%	9	7%	12	9%	112	81%
	149	3	2%	3	2%	13	9%	32	21%	98	66%
	283	-	-	-	-	-	-	-	-	-	-
	4	-	-	-	-	-	-	-	-	-	-
	31	1	3%	1	3%	7	23%	5	16%	17	55%
	256	2	1%	7	3%	15	6%	39	15%	193	75%
	287	3	1%	8	3%	22	8%	44	15%	210	73%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

	332	5	2%	11	3%	91	27%	89	27%	136	41%
	278	0	0%	8	3%	58	21%	78	28%	134	48%
	54	5	9%	3	6%	33	61%	11	20%	2	4%
	13	0	0%	0	0%	1	8%	2	15%	10	77%
	6	1	17%	0	0%	3	50%	2	33%	0	0%
	22	0	0%	3	14%	7	32%	7	32%	5	23%
	291	4	1%	8	3%	80	27%	78	27%	121	42%
	172	3	2%	5	3%	45	26%	48	28%	71	41%
	160	2	1%	6	4%	46	29%	41	26%	65	41%
	327	4	1%	11	3%	89	27%	89	27%	134	41%
	5	1	20%	0	0%	2	40%	0	0%	2	40%
	39	1	3%	3	8%	17	44%	8	21%	10	26%
	293	4	1%	8	3%	74	25%	81	28%	126	43%
	332	5	2%	11	3%	91	27%	89	27%	136	41%

COMMON CORE GEOMETRY

REGENTS COMMON CORE GEOMETRY

	23	1	4%	0	0%	5	22%	3	13%	14	61%
	22	-	-	-	-	-	-	-	-	-	-
	1	-	-	-	-	-	-	-	-	-	-
	4	-	-	-	-	-	-	-	-	-	-
	18	1	6%	0	0%	4	22%	1	6%	12	67%
	1	-	-	-	-	-	-	-	-	-	-
	5	0	0%	0	0%	1	20%	2	40%	2	40%
	4	-	-	-	-	-	-	-	-	-	-
	19	-	-	-	-	-	-	-	-	-	-
	22	-	-	-	-	-	-	-	-	-	-
	1	-	-	-	-	-	-	-	-	-	-
	3	-	-	-	-	-	-	-	-	-	-
	20	-	-	-	-	-	-	-	-	-	-
	23	1	4%	0	0%	5	22%	3	13%	14	61%

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

	1	-	-	-	-	-	-	-	-	-	-
	1	-	-	-	-	-	-	-	-	-	-
	1	-	-	-	-	-	-	-	-	-	-
	1	-	-	-	-	-	-	-	-	-	-
	1	-	-	-	-	-	-	-	-	-	-
	1	-	-	-	-	-	-	-	-	-	-
	1	-	-	-	-	-	-	-	-	-	-
	1	-	-	-	-	-	-	-	-	-	-

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

	288	273	95%	254	88%	137	48%
	235	231	98%	218	93%	127	54%
	53	42	79%	36	68%	10	19%
	15	14	93%	13	87%	12	80%
	5	4	80%	4	80%	2	40%
	19	18	95%	15	79%	6	32%
	249	237	95%	222	89%	117	47%
	143	134	94%	124	87%	71	50%
	145	139	96%	130	90%	66	46%
	283	269	95%	252	89%	135	48%
	5	4	80%	2	40%	2	40%
	32	29	91%	24	75%	7	22%
	256	244	95%	230	90%	130	51%
	288	273	95%	254	88%	137	48%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

	296	287	97%	268	91%	158	53%
	257	252	98%	239	93%	150	58%
	39	35	90%	29	74%	8	21%
	18	-	-	-	-	-	-
	2	-	-	-	-	-	-
	19	18	95%	17	89%	7	37%
	256	249	97%	231	90%	135	53%
	1	-	-	-	-	-	-
	21	20	95%	20	95%	16	76%
	144	138	96%	128	89%	79	55%
	152	149	98%	140	92%	79	52%
	291	283	97%	265	91%	158	54%
	5	4	80%	3	60%	0	0%
	32	32	100%	27	84%	8	25%
	264	255	97%	241	91%	150	57%
	296	287	97%	268	91%	158	53%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

	268	265	99%	262	98%	173	65%
	229	228	100%	226	99%	164	72%
	39	37	95%	36	92%	9	23%
	12	-	-	-	-	-	-
	3	-	-	-	-	-	-
	18	18	100%	18	100%	8	44%
	235	233	99%	230	98%	152	65%
	15	14	93%	14	93%	13	87%
	127	126	99%	124	98%	78	61%
	141	139	99%	138	98%	95	67%
	265	-	-	-	-	-	-
	3	-	-	-	-	-	-
	25	25	100%	24	96%	12	48%
	243	240	99%	238	98%	161	66%
	268	265	99%	262	98%	173	65%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

	272	267	98%	252	93%	174	64%
	226	224	99%	218	96%	163	72%
	46	43	93%	34	74%	11	24%
	9	9	100%	9	100%	9	100%
	5	-	-	-	-	-	-
	17	16	94%	13	76%	8	47%
	240	236	98%	225	94%	155	65%
	1	-	-	-	-	-	-
	6	6	100%	5	83%	2	33%
	141	139	99%	131	93%	88	62%
	131	128	98%	121	92%	86	66%
	267	263	99%	250	94%	173	65%
	5	4	80%	2	40%	1	20%
	34	32	94%	30	88%	15	44%
	238	235	99%	222	93%	159	67%
	272	267	98%	252	93%	174	64%

PHYSICAL SETTING/CHEMISTRY
 REGENTS PHYSICAL SETTING/CHEMISTRY

	218	215	99%	201	92%	78	36%
	215	-	-	-	-	-	-
	3	-	-	-	-	-	-
	17	17	100%	17	100%	11	65%
	3	-	-	-	-	-	-
	12	-	-	-	-	-	-
	185	182	98%	168	91%	65	35%
	1	-	-	-	-	-	-
	16	16	100%	16	100%	2	13%
	117	117	100%	108	92%	44	38%
	101	98	97%	93	92%	34	34%
	216	-	-	-	-	-	-
	2	-	-	-	-	-	-
	14	14	100%	13	93%	2	14%
	204	201	99%	188	92%	76	37%
	218	215	99%	201	92%	78	36%

NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2016 - 17)

	3	_%	-	-	-	-
	3	_%	-	-	-	-
	2	_%	-	-	-	-
	2	_%	-	-	-	-
	2	_%	-	-	-	-
	2	_%	-	-	-	-
	2	_%	-	-	-	-
	2	_%	-	-	-	-
	1	_%	-	-	-	-
	1	_%	-	-	-	-
	1	_%	-	-	-	-
	1	_%	-	-	-	-

KINDERGARTEN

	5	0%	0%	20%	40%	40%
	5	0%	0%	20%	40%	40%

GRADE 1

	5	0%	0%	20%	60%	20%
	4	-	-	-	-	-
	1	-	-	-	-	-

GRADE 2

	6	0%	0%	17%	50%	33%
	5	-	-	-	-	-
	1	-	-	-	-	-

GRADE 3

	2	-	-	-	-	-
	2	-	-	-	-	-

GRADE 4

	1	-	-	-	-	-
	1	-	-	-	-	-

GRADE 5

	5	0%	0%	0%	100%	0%
	3	-	-	-	-	-
	2	-	-	-	-	-

GRADE 6

	1	-	-	-	-	-
	1	-	-	-	-	-

GRADE 7

	1	-	-	-	-	-
	1	-	-	-	-	-

GRADE 8

	2	-	-	-	-	-
	1	-	-	-	-	-
	1	-	-	-	-	-

GRADE 9

	3	-	-	-	-	-
	1	-	-	-	-	-
	2	-	-	-	-	-

GRADE 10

	4	-	-	-	-	-
	2	-	-	-	-	-
	2	-	-	-	-	-

GRADE 11

	4	-	-	-	-	-
	3	-	-	-	-	-
	1	-	-	-	-	-

GRADE 12

	2	-	-	-	-	-
	1	-	-	-	-	-
	1	-	-	-	-	-

ELEMENTARY/MIDDLE-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: NO

▼	NO	NO	3,033*	70%*	YES	1,057	132	108	108
	—	—	0	—	—	0	—	—	—
	—	—	11	—	—	7	—	—	—
	NO	NO	156*	80%*	YES	69	135	90	90
	NO	NO	116*	87%*	YES	43	163	115	115
	NO	NO	2,713*	69%*	YES	932	130	120	120
	—	—	12	—	—	6	—	—	—
	NO	NO	566*	52%*	NO	165†	63†	77	77
	—	—	12	—	—	5	—	—	—
	NO	NO	272*	64%*	YES	93	100	92	92

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

▼	3,033*	70%*	1,057	132
	3,005*	71%*	1,050	132
	2,877*	70%*	988	132
	2,917*	70%*	1,014	131
	320*	80%*	125	142
	3,013*	71%*	1,051	132
	2,467*	75%*	904	144
	3,011*	70%*	1,052	132
	2,761*	71%*	964	135
	1,580*	70%*	555	123
	1,453*	71%*	502	142
	0	—	0	—
	3,033*	70%*	1,057	132

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.

*The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

	NO	NO	3,033*	71%*	YES	1,064	147	106	106
	—	—	0	—	—	0	—	—	—
	—	—	11	—	—	6	—	—	—
	NO	NO	156*	75%*	YES	63	141	88	88
	NO	NO	116*	89%*	YES	47	179	126	126
	NO	NO	2,713*	71%*	YES	942	146	117	117
	—	—	12	—	—	6	—	—	—
	NO	NO	565*	49%*	NO	150†	72†	78	78
	—	—	12	—	—	6	—	—	—
	NO	NO	272*	59%*	YES	85	114	89	89

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

	3,033*	71%*	1,064	147
	3,005*	71%*	1,058	147
	2,877*	71%*	1,001	148
	2,917*	71%*	1,017	146
	320*	77%*	122	157
	3,013*	71%*	1,058	147
	2,468*	76%*	925	159
	3,011*	71%*	1,058	147
	2,761*	72%*	979	150
	1,580*	71%*	554	148
	1,453*	72%*	510	146
	0	—	0	—
	3,033*	71%*	1,064	147

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Safe Harbor Target data are suppressed.

*The percentage of students tested in the current year fell below 95 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

ELEMENTARY/MIDDLE-LEVEL SCIENCE RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

	NO	NO	1,043*	77%*	YES	388	193	183	183
	—	—	0	—	—	0	—	—	—
	—	—	5	—	—	4	—	—	—
	—	—	28	—	—	22	—	—	—
	—	—	13	—	—	12	—	—	—
	NO	NO	934*	77%*	YES	347	193	189	189
	—	—	3	—	—	3	—	—	—
	NO	NO	202*	51%*	YES	53†	174†	162	162
	—	—	3	—	—	1	—	—	—
	NO	NO	93*	71%*	YES	30	190	166	166

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

	1,043*	77%*	388	193
	1,032*	78%*	384	193
	987*	78%*	366	193
	1,007*	77%*	376	193
	49	86%	41	195
	1,037*	78%*	385	193
	406	84%	340	196
	1,034*	78%*	387	193
	950*	78%*	358	194
	554*	77%*	198	194
	489*	78%*	190	193
	0	—	0	—
	1,043*	77%*	388	193

— There were fewer than 40 students enrolled during the test administration period, so the Percent of Enrolled Students with Valid Test Scores data are suppressed OR there were fewer than 30 tested students enrolled on BEDS day and during the test administration period, so the PI, EAMO, and Progress Target data are suppressed.

*The percentage of students tested in the current year fell below 80 percent, so the numbers of enrolled and tested students in the current year and previous year were combined to provide the school/district with another opportunity to meet the participation rate criterion.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

SECONDARY-LEVEL ENGLISH LANGUAGE ARTS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

	YES	YES	291	99%	YES	289	187	172	172
	—	—	0	—	—	0	—	—	—
	—	—	8	—	—	9	—	—	—
	—	—	9	—	—	9	—	—	—
	—	—	7	—	—	7	—	—	—
	YES	YES	267	99%	YES	264	189	179	179
	—	—	0	—	—	0	—	—	—
	YES	—	31	—	YES	39†	154†	128	128
	—	—	2	—	—	2	—	—	—
	—	—	25	—	—	26	—	—	—

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

	291	99%	289	187
	283	99%	280	187
	282	99%	280	189
	284	99%	282	187
	24	—	25	—
	291	99%	289	187
	260	100%	259	193
	289	99%	287	188
	266	99%	263	189
	135	99%	136	185
	156	100%	153	190
	0	—	0	—
	291	99%	289	187

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

SECONDARY-LEVEL MATHEMATICS RESULTS FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **NO**

	YES	YES	291	100%	YES	289	167	159	159
	—	—	0	—	—	0	—	—	—
	—	—	8	—	—	9	—	—	—
	—	—	9	—	—	9	—	—	—
	—	—	7	—	—	7	—	—	—
	NO	YES	267	100%	NO	264	167	168	168
	—	—	0	—	—	0	—	—	—
	NO	—	31	—	NO	39†	105†	120	120
	—	—	2	—	—	2	—	—	—
	—	—	25	—	—	26	—	—	—

RESULTS FOR THE FOLLOWING GROUPS ARE NOT USED TO DETERMINE AYP.

	291	100%	289	167
	283	100%	280	167
	282	100%	280	168
	284	100%	282	167
	24	—	25	—
	291	100%	289	167
	260	100%	259	175
	289	100%	287	168
	266	100%	263	170
	135	99%	136	159
	156	100%	153	175
	0	—	0	—
	291	100%	289	167

— There were fewer than 40 12th graders, so the Percent of 12th Graders with Valid Test Scores data are suppressed OR there were fewer than 30 students in the 2013 accountability cohort, so PI, EAMO, and Safe Harbor Target data are suppressed.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

UNWEIGHTED COMBINED ELA AND MATH PIS

	132	147	187	167	158
	—	—	—	—	0
	—	—	—	—	0
	135	141	—	—	138
	163	179	—	—	171
	130	146	189	167	158
	—	—	—	—	0
	63	72	154	105	99
	—	—	—	—	0
	100	114	—	—	107

— There were not enough students to determine a Performance Index.

OVERALL GRADUATION RATE FOR ACCOUNTABILITY

ALL ACCOUNTABILITY GROUPS MADE AYP: **YES**

	YES
	—
	—
	—
	—
	YES
	—
	YES
	—
	—

— There were not enough students to make an AYP determination.

FOUR-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

▼					
	YES	279	95%	80%	80%
	—	0	—	—	—
	—	3	—	—	—
	—	10	—	—	—
	—	7	—	—	—
	YES	259	95%	80%	80%
	—	0	—	—	—
	YES	45 †	82% †	80%	80%
	—	1	—	—	—
	—	23	—	—	—

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

NO Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

FIVE-YEAR GRADUATION-RATE TOTAL COHORT FOR ACCOUNTABILITY

	YES	284	98%	80%	80%
	—	0	—	—	—
	—	3	—	—	—
	—	12	—	—	—
	—	8	—	—	—
	YES	261	98%	80%	80%
	—	0	—	—	—
	YES	41†	95%†	80%	80%
	—	2	—	—	—
	—	16	—	—	—

YES Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

NO Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

GRADUATION RATES FOR NON-AYP GROUPS FOR ACCOUNTABILITY

▼	279	95%	▼	284	▼	98%
	276	95%		281		98%
	269	95%		272		98%
	272	95%		276		98%
	20	—		23		—
	279	95%		284		98%
	239	97%		247		98%
	278	95%		282		98%
	256	96%		268		98%
	134	95%		140		96%
	145	95%		144		100%
	0	—		0		—
	279	95%		284		98%

— There were fewer than 30 students in the cohort.

Graduation Rates for Regents with Advanced Designation and CTE Endorsement for Accountability

Percentage of 2012 Graduation-Rate Total Cohort members who graduated as of August 31, 2016 with:

REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (THIS DISTRICT)	55%
REGENTS DIPLOMA WITH AN ADVANCED DESIGNATION (STATEWIDE)	31%
PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE	YES
REGENTS DIPLOMA WITH CTE ENDORSEMENT (THIS DISTRICT)	3%
REGENTS DIPLOMA WITH CTE ENDORSEMENT (STATEWIDE)	5%
PERCENTAGE IN THIS DISTRICT EXCEEDED STATEWIDE	NO

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FISCAL ACCOUNTABILITY SUMMARY (2016 - 17)

INFORMATION ABOUT EXPENDITURE RATIOS (2015 - 16)

(Data are lagged a year.)

Commissioner's Regulations require that certain expenditure ratios for general-education and special-education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, the School District Annual Financial Report (ST-3), and from the Student Information Repository System (SIRS).

THIS SCHOOL DISTRICT

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$45,888,875

PUPILS

3,196

EXPENDITURES PER PUPIL

\$14,358

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$18,418,503

PUPILS

512

EXPENDITURES PER PUPIL

\$35,974

SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$5,462,665,953

PUPILS

372,709

EXPENDITURES PER PUPIL

\$14,657

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$2,069,725,028

PUPILS

52,036

EXPENDITURES PER PUPIL

\$39,775

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES
\$33,423,609,457
PUPILS
2,649,519
EXPENDITURES PER PUPIL
\$12,615

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES
\$14,485,942,729
PUPILS
460,996
EXPENDITURES PER PUPIL
\$31,423

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of students with disabilities in a general-education setting. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of district. Pupils resident in the district but attending a charter school are included. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for Special Education is a count of K-12 students with disabilities for the school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements and out-of-state placements are included.

Instructional Expenditures Per Pupil is the simple arithmetic ratio of Instructional Expenditures to Pupils. The total cost of instruction for students with disabilities may include both general- and special-education expenditures. Special-education services provided in the general-education classroom may benefit students not classified as having disabilities.

TOTAL EXPENDITURES PER PUPIL

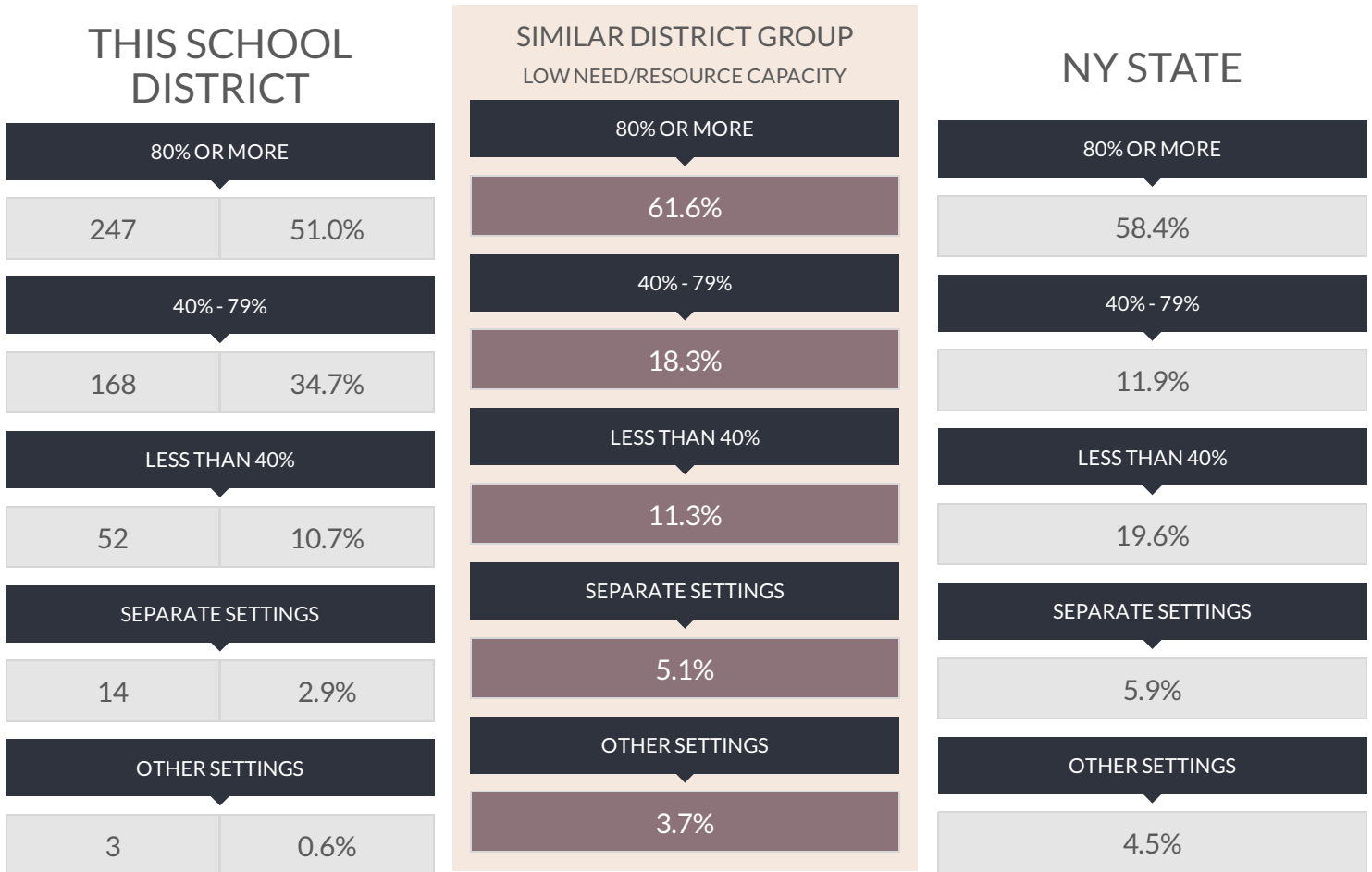
THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
\$26,741	\$26,819	\$23,361

Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total Expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in the Instructional Expenditure values for General Education and Special Education. As such, the sum of General Education and Special Education Instructional Expenditures does not equal the Total Expenditures.

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2016 - 17)

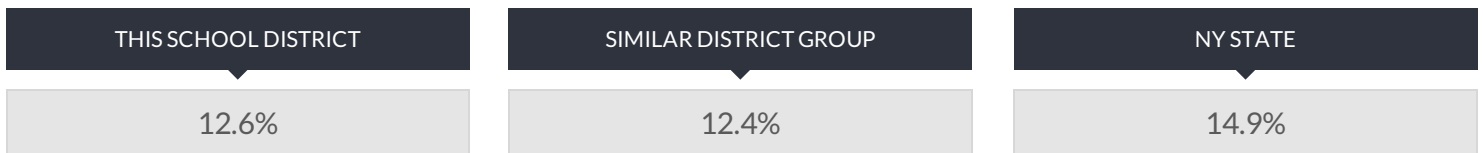
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)



The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on BEDS Day, which is the first Wednesday of the reporting year. The percentages represent the amount of time students with disabilities are in general-education classrooms, regardless of the amount and cost of special-education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special-education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the SIRS and from the Basic Education Data System (BEDS).

Similar District Groups are identified according to the Need-to-Resource-Capacity Index. More information is available on our [NRC capacity categories](#) page.



Tuesday, May 15, 2018 -- 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 10, 2018
8:30 a.m. to 3:30 p.m.

Wednesday, May 9, 2018
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 10, 2018 at 3:30 p.m.
in order to vote on Tuesday, May 15, 2018.*