

# **SOMERS CENTRAL SCHOOL DISTRICT**

## **Proposed Annual School Budget**

**2020-2021**

*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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Heidi Cambareri, Chadwick Olsen

May 12, 2020

## Somers Central School District 2020-2021 Budget Documents

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## Our Mission

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

## Our Vision

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

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



## Our Values

We desire to be a school district that —

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

## **Budget Development and Highlights**

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Developing the annual school budget is among the most important activities in which the Board of Education engages in. The Superintendent and other central office administrators began to outline the 2020-2021 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.

In the past month there have been changes to our usual budget process. The Governor of New York has said the state's finances are "decimated" due to the Corona Virus and its economic impact on New York. The state's budget director has said he expects the revenue loss for the state to be in the \$10 billion range in the next fiscal year. With that as the economic backdrop for New York State, the District has taken the following steps to ensure fiscal stability for 2020-2021 and beyond.

### ***Revenues***

We have lowered our assumptions for Interest Income and County Sales Tax revenues by a combined \$400,000. The latest state aid projection, upon which the state adopted its overall state budget, showed a reduction of \$235,003. In addition to this state aid reduction, the District lowered its budget amount for state aid by an additional \$800,000 as the state has informed all school districts that the adopted state budget contains language requiring three reassessments of the state's financial condition throughout the calendar year. If at any point the estimates do not match the numbers the state used to pass the spending plan, the state can delay or withhold state aid.

### ***Tax Levy***

We have lowered the proposed 2020-2021 tax levy by \$402,228, from \$81,525,233 to \$81,123,005. The original proposed allowable tax levy increase was a 2.19% increase over the prior year tax levy. The revised proposed tax levy increase is a 1.69% increase over the prior year tax levy.

### ***Expenditures***

We have reduced proposed expenditures by \$1,137,230. These reductions are from Buildings & Grounds, Professional Development and Staff positions. The originally proposed budget called for a 2.6 FTE (full-time equivalent) increase in staffing. The revised budget contains a 4.2 FTE reduction in staffing.

### ***Other***

To offset the reductions in revenues, we have increased our use of Reserves and Fund Balance. We had originally proposed using \$368,497 from the Reserve for Retirement Contributions. We have increased the use of this Reserve by \$400,000 to \$768,497. We had originally proposed using \$100,000 from Fund Balance and now propose using an additional \$300,000.

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

The revised budget is \$94,658,822 and is an increase of \$981,602 or a 1.05% increase over the 2019-2020 budget. The tax levy for this budget is \$402,228 less than the amount that is allowed for, and this budget estimates a tax rate of \$169.92 per \$1,000 assessed value or 1.81% tax rate percentage increase.

### ***Safety and Security***

The budget continues to contain funding for our four School Resource Officers with one officer assigned to each school building. The budget also contains funding for the after-school hours security guards at each building along with funding for student and staff safety/security training.

In May 2019, voters approved a bond proposition to increase the safety and security of our school buildings. Security enhancements will include additional security cameras, a lockdown panic system, swipe card access controls to classrooms, libraries and offices, exterior door ajar notification system, and window security film.

### ***Staffing Changes***

Student enrollment at both Primrose and SIS is predicted to be close to the current level for the 2020-2021 school year, so no additions are required. The District will not be adding a .4 Health teacher at SIS as was planned.

Somers Middle School enrollment is remaining close to current levels, but the implementation of a new schedule allowing music performance ensembles to meet during the school day will require the hiring of a Strings teacher to work with the Middle School orchestra and performance ensembles. Adjustment of staffing in Mathematics and World Language will allow for current programs without additional staffing. Staffing adjustments call for reduction of two teaching assistants and an addition of one monitor.

Somers High School adjustments in staffing include the elimination of the Coordinator of Student Life position and adjustments to support World Language and preparation for the MYP without staffing increases.

Districtwide, the position of Behavior Intervention Specialist will not be filled as had been planned.

### ***Educational Initiatives***

The work described in the following paragraphs represents ongoing initiatives along with our hopes and aspirations for educational programs going forward. Given the new reality we are experiencing with the Covid-19 Pandemic, we know that we will face new challenges in the coming school year and perhaps years. We have no doubt that these plans will need to be adjusted as we face the challenges that will present themselves due to the academic as well as the social-emotional impact of the pandemic. Our intent will always be to support student learning and therefore, outside professional learning will be impacted before student programs and classroom experiences.

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

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

- Science Technology Engineering and Mathematics (STEM) continue to be a focus as Project Lead the Way (PLTW), a pre-engineering program that offers college credit from the Rochester Institute



- of Technology, is now fully established with four courses offered at Somers High School: Introduction to Engineering Design, Principles of Engineering, Civil Engineering and Architecture and Digital Electronics. During the 2018-2019 school year, Somers High School added Project Lead the Way's Principles of Biomedical Science to its offerings. This course allowed students with an interest in biology to explore the intersection of biology and modern technology. During the 2019-2020 school year, Somers High School added PLTW Human Body Systems. Principles of Biomedical Science and Human Body Systems create a pathway that allows students with a particular interest in biology to explore the intersection of biology and modern technology. During the 2020-2021 school year, teachers of Principles of Biomedical Science will be realigning curriculum to a newer, updated curriculum determined by Project Lead the Way; the program strives to maintain current with developments in this field. Both courses provide students with many hands-on activities and projects to explore both healthy and failing human body systems and the physiology behind each. The activities and projects allow students to master basic biology and provide a strong foundation in human anatomy & physiology, medicine and research processes.
- At the middle level, the Engineering by Design curriculum provides a foundation for HS courses. Two fully functioning Maker Spaces allow for the intersection of math, science and technology and provide opportunities for students to engage in integrated project-based learning. The Maker Space concept embraces the notion that deep learning happens when students apply knowledge to solving problems. The Maker Space equipment will be updated in the 2020-2021 school year to include more additional coding and basic circuitry kits for students at the middle level to build their understanding of coding.
- The 2019-2020 school year marked the third year of the IB Diploma Program at Somers High School. We had approximately one in four 11<sup>th</sup> and 12<sup>th</sup> Grade students enrolled in one or more IB classes with a total of 180 seats taken in IB classes. The first cohort of IB Diploma recipients graduated in June 2019 and we welcomed 10 new IB Diploma Program candidates who hope to earn their diploma by the end of the 2019-2020 school year. Teachers are engaged in rigorous professional learning experiences as we revise existing IB courses and begin to bring on new courses. The newest addition or change will be the IB Mathematics: Applications & Interpretation course – which will replace IB Math Studies and Mathematics. In addition to IB courses, Somers High School will continue to provide a robust offering of Advanced Placement (AP) courses – 18 courses in all including AP World History, AP Economics, AP Statistics and AP Computer Science Principles.
- Teachers will continue to explore ways that student-centered classrooms with authentic project-based work can help engage students in longer blocks of time as a result of the newly implemented (2019-2020) high school schedule.
- Providing access and opportunity for all students to succeed at higher levels, the high school will expand its offerings of courses in the humanities (English and Social Studies) that embed honors options for students who choose to enrich or expand their learning.
- The Middle School continued their work towards authorization as an IB Middle Years Program (MYP) school during the 2019-2020 school year. Teachers developed and piloted MYP units of study within their curriculum. Units of study for the Middle Years Program 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.
- During the 2019-2020 school year, Somers Middle School began World Language instruction in Grade 6 to both prepare for the MYP requirements and ensure that students graduate from SHS with higher levels of proficiency in receptive and expressive language. The District's 6-12 World Language teachers will continue to develop proficiency-based language curriculum and instruction and incorporate assessments that focus on listening and speaking during the 2020-2021 school year. Our middle and high school learning coaches will support language teachers in new instructional practices as well as curriculum and lesson development.
- We continue to explore ways for both teachers and students to harness the power of technology as a learning tool while building critical 21st-century competencies in research, communication, collaboration, and critical thinking. Students in Grades 6-12 continue to have access to personalized technology. This budget will support the purchase of replacement devices for those that have reached their intended lifespan. In addition, a learning management system has been implemented in Grades 6-12 to help support communication within and beyond the classroom. This management system, called Schoology, allows for a standards-aligned curriculum to be delivered to students and assessed by teachers in both formative and summative ways. During the 2020-2021 school year, the use of Schoology will expand to include the implementation of managed assessments at the secondary levels, as well as expanding access to Schoology to professional staff at the elementary level to assist in professional communication and collaboration within and beyond the District. The 2020-2021 school budget will allow for the expansion of a digital literacy curriculum to expand pre-coding and coding activities for students in Grades K-5.
- The District continues to implement more inclusive practices with its focus on L.I.F.E. - Learning Inclusively for Everyone. This initiative seeks to create inclusive classrooms where the needs of a diverse student group are met. During the 2019-2020 school year, the number of co-taught classrooms was increased. These settings allow students and teachers to work together in heterogeneous classroom environments that provide more universal designs for learning and promote success for all students. During the 2020-2021 school year, teachers and staff members will continue to develop their capacity to support students within inclusive classroom settings.
- Expansion of gifted and talented education continues with the Advanced Learning Program and strong guidelines for the identification of students. During the 2019-2020 school year, a closer look at student talents in the visual arts area was explored and an enrichment program was piloted in 5th Grade. There are teachers in place in both elementary schools as well as the middle school to provide both pullout and integrated learning experiences for students in the Advanced Learning Program.
- 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 also continue to undergo revision as a result of the new standards. For elementary teachers (K-5) who are using the PNW BOCES regionally developed Science21 curriculum, training continues for K-4 teachers who are implementing newly revised curriculum, aligned to the new NYS Science Learning Standards. During the 2020-2021 school year, 5<sup>th</sup> Grade will begin drafting updated curriculum and training will follow.
- The importance of building a strong foundation in literacy cannot be overemphasized. While continuing implementation of core programs such as Reading Recovery® (1<sup>st</sup> Grade reading intervention), Foundations® (K-3 core reading element), and Units of Study in the Writing Workshop (Lucy Calkins), teachers will continue to expand their use of new Fountas and Pinnell Classroom reading materials in Grades K-5.
- In Mathematics, the 2020-2021 school year will bring more emphasis on recognized practices to increase student understanding of foundational and high-level mathematical concepts. Study of the National Council of Teachers of Mathematics (NCTM) policies - including NCTM's *Catalyzing Change in High School Mathematics (2018)* and *Principles to Actions: Defining Core Practices of Teaching (2014)* by District math teacher leaders will now promote a careful review and a focus on the mathematical practices that encourage understanding of mathematical concepts and promote application of mathematics in the real world. A Mathematics Summit in February 2020 brought K-12 Mathematics teachers together to examine student work in relation to the NYS Next Generation Mathematics standards and practices.
- Social and Emotional Learning, an important part of our vision for the whole child, continues with Responsive Classroom® to promote positive behavior at the elementary level. Creating safe and welcoming schools is also part of the social and emotional learning focus, and faculty will continue professional work to develop and deliver curriculum that promotes a school climate that reduces bias and enables all students to access learning. During the 2020-2021 school year, a closer look at social-emotional learning programs at the secondary level resulted in PNW BOCES training for teachers in the STEPS-A (Skills Training for Emotional Problem Solving for Adolescents) program. A continued focus on educational equity will have us examine structures and practices to ensure that all students have the opportunity to reach their full potential.

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 2020-2021 budget:

- Summer curriculum development time provides teacher teams with the time and opportunity to develop new curriculum, revise existing curriculum, create strong, common assessments and identify effective instructional approaches to support student learning.



- 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.
- After school study groups – targeted to District success plans as well as personal teacher interest and focus (the Somers Teachers Action Research Team) provide opportunities for deeper dives into professional learning to improve teacher practice.
- Continued access to outside learning – including conferences, IB workshops and PNW BOCES professional workshops.

***Cost Increases or Decreases***

The mandated employer contribution to the New York State Teachers' Retirement System has increased the employer contribution rate from 8.86% to 9.53%, an increase of \$305,375. The New York State Employees' Retirement System has maintained their composite contribution rate at 14.6%.

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

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

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

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

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

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

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

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

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

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

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

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

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

### **5. What if voters reject the proposed tax levy?**

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

<b>TAX RATE ANALYSIS</b>	2019-2020 BUDGET	2020-2021 PROPOSED	\$ CHANGE	% CHANGE
School District Budget	93,677,220	94,658,822	981,602	1.05%
Use of Appropriated Fund Balance	100,000	400,000		
Use of Retirement Reserve + Debt Service Transfer	674,191	868,497		
Payment in Lieu of Taxes (PILOT)	67,957	100,591		
Revenues from Sources Other Than Local Property Taxes or Reserves	13,057,287	12,166,729		
Tax Levy	79,777,785	81,123,005	1,345,220	1.69%
Estimated Assessed Valuation of Property	477,821,337	477,407,498		
Tax Rate/\$1,000 Assessed Valuation	166.90	169.92	3.02	1.81%

<b>2019-2020 PROPERTY TAX REPORT CARD</b>	2019-2020 BUDGET	2020-2021 PROPOSED	\$ CHANGE	% CHANGE
Total Budgeted Amount	93,677,220	94,658,822	981,602	1.05%
A. Proposed Tax Levy to Support the Total Budgeted Amount	79,777,785	81,123,005	1,345,220	1.69%
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)	79,777,785	81,123,005		
F. Permissible Exclusions to the School Tax Levy Limit	3,089,222	2,826,390		
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	76,688,563	78,698,843		
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)	76,688,563	78,296,615		
I. Difference: (G-H); (negative value requires 60.0% voter approval)	0	402,228		
Public School Enrollment	2,859	2,782		
Consumer Price Index	2.44%	1.81%		

(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 2020-21, includes any carryover from 2019-20 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

<b>FUND BALANCE</b>	ACTUAL 2019-2020	ESTIMATED 2020-2021
Adjusted Restricted Fund Balance	9,721,783	5,777,234
Assigned Appropriated Fund Balance	100,000	400,000
Adjusted Unrestricted Fund Balance	3,743,567	3,786,352
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

<b>SCHEDULE OF RESERVES</b>	ACTUAL 3/31/20	ESTIMATED 6/30/20	INTENDED USE OF RESERVE IN 2020-2021
Reserve for Tax Certiorari - to establish a reserve fund for tax certiorari settlements	4,480,364	4,491,565	To fund any tax certiorari settlements.
Employee Benefit Liability Reserve - for the payment of accrued employee benefits due to employees upon termination of service	118,704	119,052	To fund vacation day payments to those separating from service.
Reserve for Retirement Contributions - to fund employer retirement contributions to the State/Local Employees' Retirement System	1,163,708	398,120	To offset payments to NYS ERS.

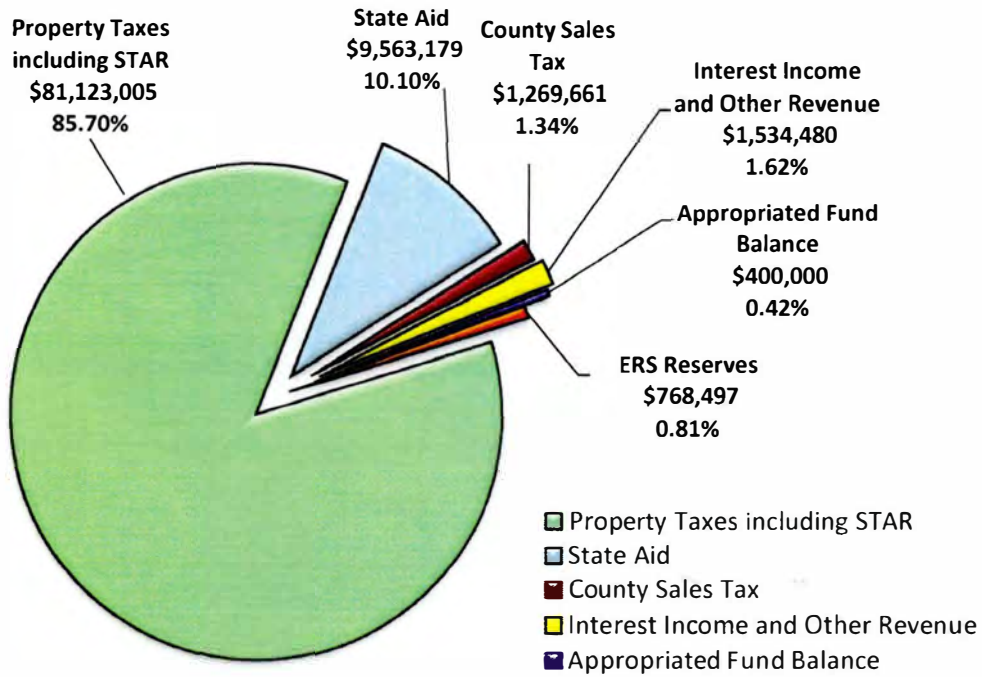
## Somers Central School District

Property Tax Cap Calculation under Chapter 97 of the Laws of 2011  
(This analysis calculates the allowable tax levy for 2020-2021 school year)

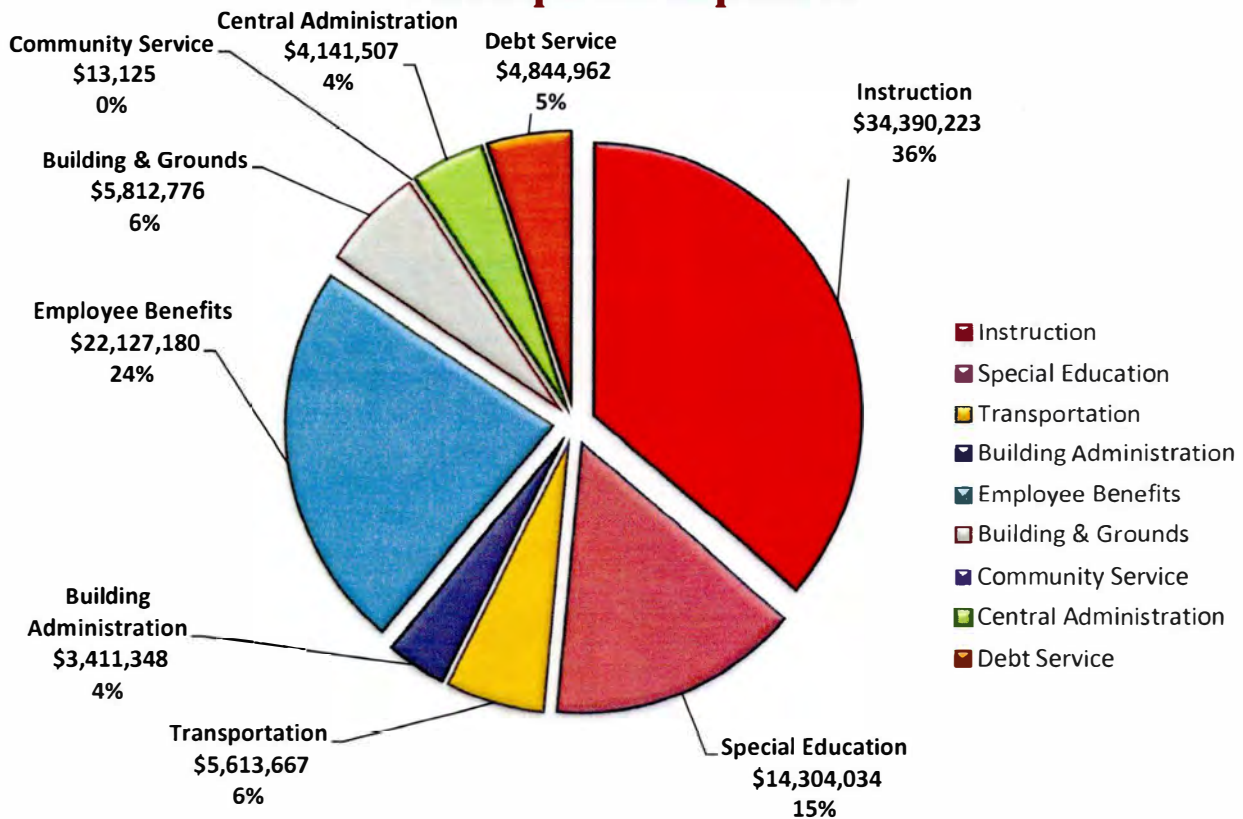
Real Property Tax Levy Fiscal Year Ending June 30, 2020	\$ 79,777,785
(times) Tax Base Growth Factor (Rate from ORPS)	1.0085
	80,455,896
	80,455,896
(add) PILOTs Receivable FYE June 30, 2020	67,957
	80,523,853
2019-2020 Exemptions (Prior Year)	
(subtract) Capital Tax Levy (Debt Service & Lease Purchase)	5,336,749
(less) Capital Tax Levy (less Building Aid)	2,211,417
(Net) Capital Tax Levy (Debt Service less Building Aid)	3,125,332
<b>Prior Year Adjusted Tax Levy</b>	<b>\$ 77,398,521</b>
Prior Year Adjusted Tax Levy	77,398,521
(times) Allowable Levy Growth Factor (lesser of 2% or CPI - 1.81%)	1.81%
	1,400,913
	78,799,434
(subtract) 2020-2021 PILOT	100,591
	78,698,843
(add) Available carryover	0
<b>Total Levy Limit Before Adjustments and Exclusions</b>	<b>\$ 78,698,843</b>
(add) Tort judgments greater than 5% of tax levy	0
(add) ERS Contribution increase greater than 2 percentage points	0
(add) TRS Contribution increase greater than 2 percentage points	0
(add) Capital Tax Levy (Debt Service & Lease Purchase) less Debt Service transfer	4,757,282
(less) Capital Tax Levy (Building Aid)	1,930,892
Total Exclusions	2,826,390
<b>Total Tax Levy Limit for 2020-2021</b>	<b>\$ 81,525,233</b>
<b>Proposed Tax Levy for 2020-2021</b>	<b>\$ 81,123,005</b>
Increase in Tax Levy	\$ 1,345,220
Tax Levy Percentage Increase	1.686%



## 2020-2021 Anticipated Revenue



## Anticipated Expenses



**General Fund Revenues**

	2017/2018 ACTUAL	2018/2019 ACTUAL	2019/2020 BUDGET	2020/2021 PROPOSED
<b><u>REVENUES -- LOCAL SOURCES</u></b>				
Driver's Education	49,875	82,105	79,500	78,275
Tuition - Other Districts and Summer Regents	3,869	2,378	3,750	3,750
Health Services	671,454	668,710	624,000	624,000
<b>TOTAL CHARGES FOR SERVICES</b>	<b>725,198</b>	<b>753,193</b>	<b>707,250</b>	<b>706,025</b>
<b><u>USE OF MONEY &amp; PROPERTY</u></b>				
Interest & Earnings	272,132	526,825	279,580	164,000
Rental - Facility Use, Classrooms	197,891	192,110	194,202	223,377
Commissions	0	0	0	0
<b>TOTAL USE OF MONEY &amp; PROPERTY</b>	<b>470,023</b>	<b>718,935</b>	<b>473,782</b>	<b>387,377</b>
<b><u>MISCELLANEOUS</u></b>				
Refund for BOCES Services	125,057	131,582	60,000	90,000
Refund of Prior Year's Expense	56,628	41,357	27,000	30,000
Miscellaneous - (CPSE, IB Fees, PSATs, Tots & Teens)	128,958	117,579	74,730	83,737
Summer Clinics/Camps/Ice Hockey Reimbursement	49,120	11,961	22,900	0
Sale of Equipment/Excess Materials	3,520	2613	0	500
Insurance Recoveries & Other Compensation for Loss	18,154	5,525	750	750
Gifts & Donations	545	500	0	0
Somers Education Foundation	0	23,932	10,000	17,500
E-Rate Refunds	30,435	23,567	10,000	14,500
Interfund Revenue	9,379	4,317	8,500	3,500
<b>TOTAL MISCELLANEOUS</b>	<b>421,796</b>	<b>362,933</b>	<b>213,880</b>	<b>240,487</b>
<b><u>NON-PROPERTY TAXES</u></b>				
Westchester County Sales Tax	1,113,126	1,140,612	1,103,765	1,269,661
<b><u>STATE &amp; FEDERAL SOURCES</u></b>				
State Aid	10,012,630	10,028,355	10,546,110	9,544,679
Emergency Disaster Assistance (NYS, FEMA)	0	0	0	0
Medicaid Reimbursement	9,780	70,275	12,500	18,500
<b>TOTAL REVENUES -- STATE &amp; FEDERAL SOURCES</b>	<b>10,022,410</b>	<b>10,098,630</b>	<b>10,558,610</b>	<b>9,563,179</b>
<b><u>OTHER REVENUE</u></b>				
Interfund Transfer for Captial Fund	0	94,493	0	0
Interfund Transfer for Debt Service	100,000	100,000	100,000	100,000
Payment in Lieu of Taxes (PILOT)	62,357	65,978	67,957	100,591
Appropriated Fund Balance - Retirement System Reserve	0	0	574,191	768,497
Appropriated Fund Balance	0	0	100,000	400,000
<b>TOTAL OTHER</b>	<b>162,357</b>	<b>260,471</b>	<b>842,148</b>	<b>1,369,088</b>
<b>TOTAL NON-PROPERTY REVENUES including Reserve</b>	<b>12,914,910</b>	<b>13,334,774</b>	<b>13,899,435</b>	<b>13,535,817</b>
<b>PROPERTY TAX LEVY (including STAR)</b>	<b>75,992,382</b>	<b>77,739,977</b>	<b>79,777,785</b>	<b>81,123,005</b>
<b>TOTAL REVENUES</b>	<b>88,907,292</b>	<b>91,074,751</b>	<b>93,677,220</b>	<b>94,658,822</b>





**2020-2021 CONTINGENT BUDGET  
ADMINISTRATIVE, PROGRAM AND CAPITAL COMPONENTS**

		ADMINISTRATIVE	PROGRAM	CAPITAL	TOTAL
1010	Board of Education	42,109			42,109
1040	District Clerk	28,338			28,338
1060	District Meeting	13,559			13,559
1240	Chief School Administrator	391,493			391,493
1310	Business Administration	923,033			923,033
1320	Auditing	62,400			62,400
1420	Legal Services	127,250			127,250
1430	Personnel Services	473,239			473,239
1480	Public Information	106,343			106,343
1620	Buildings, Grounds, Maintenance			5,621,815	5,621,815
1670	Printing & Mailing	60,944			60,944
1910	Unallocated Insurance	338,420			338,420
1920	School Association Dues	16,030			16,030
1964	Refund on Real Property Tax			10,500	10,500
1981	BOCES Administrative Charges	549,612			549,612
1983	BOCES Capital Expenses	62,320			62,320
2010	Curriculum, Development & Supervision	916,871			916,871
2020	Supervision Regular School	3,085,032			3,085,032
2070	Staff Development		321,316		321,316
2110	Regular School		25,839,264		25,839,264
2250	Programs for Handicapped Children		14,024,686		14,024,686
2280	Occupational Education		862,537		862,537
2310	Adult Ed/PAS		78,275		78,275
2330	Special Schools		4,170		4,170
2610	School Library & Audio Visual		685,789		685,789
2620	Educational Television		23,688		23,688
2630	Computer Asst. Instruction		1,402,122		1,402,122
2810	Guidance Services		1,822,142		1,822,142
2815	Health Services		652,750		652,750
2820	Psychological Services		756,114		756,114
2825	Social Worker Services		223,052		223,052
2850	Co-Curricular Activities		346,727		346,727
2855	Interscholastic Athletics		985,770		985,770
5500	Pupil Transportation		5,613,667		5,613,667
8060	Civic Activities				0
9000	Employee Benefits	2,107,108	16,870,292	2,823,363	21,800,763
9711	Debt Service			4,238,726	4,238,726
9760	Tan Anticipation Note				0
9785	Installment Purchase			606,236	606,236
9900	Transfer to Special Aid Fund, Capital Fund		196,500		196,500
<b>TOTAL</b>		<b>9,304,101</b>	<b>70,708,861</b>	<b>13,300,640</b>	<b>93,313,602</b>

For the contingent budget, a reduction of \$1,345,220 is needed to comply with this requirement. Reductions would include 9.4 instructional FTE reductions, no new equipment orders, any planned renovation projects by B&G staff outside of projects involving safety, and extremely limited use of our school buildings by community groups. Community groups would need to pay for any custodial overtime associated with use of school buildings.



### Somers Central School District 15-Year Historical Data

Budget Year	Budget Amount	Budget to Budget Change	Tax Rate per 1000 AV*	% Change - Tax Rate*	Federal & State Aid	% Change	Total Assessments	% Change
20-21	94,658,822	1.05%	169.924028	1.81%	9,563,179	-9.43%	477,407,498	-0.09%
19-20	93,677,220	2.65%	166.902992	2.51%	10,558,610	4.55%	477,821,337	0.09%
18-19	91,257,500	3.31%	162.808736	1.84%	10,098,630	0.76%	477,380,603	0.47%
17-18	88,330,309	1.64%	159.864641	1.31%	10,022,410	-0.89%	475,144,531	0.50%
16-17	86,901,751	0.33%	157.796596	0.48%	10,112,777	11.36%	472,798,276	-0.57%
15-16	86,619,022	1.30%	157.042288	2.37%	9,080,906	5.38%	475,525,215	-0.75%
14-15	85,505,718	2.05%	153.402167	1.28%	8,617,202	11.60%	479,111,728	0.20%
13-14	83,783,994	3.01%	151.461719	3.28%	7,721,498	4.45%	478,165,797	-1.00%
12-13	81,334,171	1.13%	146.656322	3.90%	7,392,215	-0.26%	483,007,170	-1.85%
11-12	80,426,573	1.92%	141.151231	5.35%	7,411,288	0.68%	492,105,538	-4.89%
10-11	78,911,066	-0.76%	133.985715	2.90%	7,361,017	-10.49%	517,420,628	0.16%
09-10	79,516,692	2.94%	130.214424	2.24%	8,223,334	-5.49%	516,619,551	0.09%
08-09	77,248,547	7.48%	127.362199	4.27%	8,700,873	31.11%	516,168,385	0.22%
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	16.23%	513,647,880	0.64%

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

90,965,120	1.80%	163.459399	1.59%	10,071,121	1.27%	476,110,449	0.08%
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**\*\*Past Ten-Year Average**

87,249,508	1.84%	142.035440	2.41%	9,057,872	2.82%	478,846,769	-0.79%
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**\*\*Past Fifteen-Year Average**

83,150,508	2.79%	136.723545	2.90%	8,471,534	5.24%	491,158,671	-0.43%
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\*Estimated Tax Increase

\*\*Averages include proposed 2020-2021 budget figures.

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	17/18	18/19	19/20	20/21
<b>GENERAL FUND APPROPRIATIONS</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>BUDGET</b>	<b>PROPOSED</b>
<b>GENERAL SUPPORT</b>				
BOARD OF EDUCATION (1010) -- These accounts describe the operating expenses of the Board.				
400 The cost to videotape the BOE meetings is budgeted here along with the costs for Board Docs, policy manual updates and BOCES services. The cost of four School Resource Officers is now budgeted under Operations and Maintenance of Plant (1620).	278,001	563,584	631,526	37,034
450 General office supplies, law books, service awards.	5,048	4,303	4,510	5,075
<b>BOARD OF EDUCATION</b>	<b>283,049</b>	<b>567,888</b>	<b>636,036</b>	<b>42,109</b>
DISTRICT CLERK (1040)				
100 This is the salary for District Clerk to Board of Education.	30,089	24,547	25,817	26,488
400 Cost of workshops, mileage expenditures to attend workshops.	265	1,264	1,510	1,600
450 General office supplies.	202	226	500	750
<b>DISTRICT CLERK</b>	<b>30,556</b>	<b>26,036</b>	<b>27,827</b>	<b>28,838</b>
DISTRICT MEETING (1060)				
100 This code is for expenditures for voting poll workers.	4,860	3,636	5,587	5,587
400 The expenses for the Annual Budget Hearing of the District including required legal notices and attendant voting costs.	3,356	5,591	4,530	7,972
<b>DISTRICT MEETING</b>	<b>8,216</b>	<b>9,227</b>	<b>10,117</b>	<b>13,559</b>
<b>TOTAL BOARD OF EDUCATION</b>	<b>321,820</b>	<b>603,151</b>	<b>673,980</b>	<b>84,506</b>
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.	350,434	344,117	365,885	367,938
200 Equipment.	5,719	2,623	4,500	4,500
400 Service agreements and conference expenses, association dues and professional material.	8,716	9,176	12,509	17,705
450 Stationery, office supplies and periodicals.	7,090	5,568	6,657	7,350
<b>CHIEF SCHOOL ADMINISTRATOR</b>	<b>371,959</b>	<b>361,484</b>	<b>389,551</b>	<b>397,493</b>

	17/18	18/19	19/20	20/21
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
<b>BUSINESS ADMINISTRATION (1310)</b>				
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.	720,862	722,822	746,482	758,191
200 Non-educational equipment.	2,071	2,699	1,850	2,350
400 Included here are costs associated with prorated rental of the copy machine, maintenance contracts and Ed Data bidding services. Also included are funds for consultant services, BOCES services -- State Aid Planning, Safety/Risk Management, nVision software package. (BOCES costs \$120,456)	152,603	214,465	152,285	165,956
450 Stationery and general office supplies such as payroll checks, accounting checks, facilities use forms, etc.	8,063	4,737	5,185	5,495
<b>BUSINESS ADMINISTRATION</b>	<b>883,600</b>	<b>944,723</b>	<b>905,802</b>	<b>931,992</b>
<b>AUDITING (1320)</b>				
400 Charged to this account are all expenditures incurred for the annual independent audit conducted by an outside auditing firm (\$37,300) as required by Education Law, funds to cover the mandated internal auditor work (\$13,200) and claims auditing (\$11,900).	64,450	61,700	64,400	62,400
<b>LEGAL SERVICES (1420)</b>				
Included here are monies for legal services.	83,165	119,378	124,325	127,250
<b>PERSONNEL SERVICES (1430)</b>				
100 Included here are salaries for the Director of Human Resources and Student Services and three clerical positions.	376,952	389,468	405,367	410,578
200 Non-educational equipment.	3,498	19	800	600
400 Costs for recruitment and advertising of open positions and BOCES services such as record management, certification services, substitute services (\$46,558).	64,294	76,232	74,446	60,648
450 General office supplies.	9,342	3,173	2,876	3,400
<b>PERSONNEL SERVICES</b>	<b>454,086</b>	<b>468,893</b>	<b>483,489</b>	<b>475,226</b>



	17/18	18/19	19/20	20/21
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
<b>PUBLIC INFORMATION SERVICES (1480)</b>				
400 Expenditures incurred to provide the community with on-line information, web hosting costs, e-newsletters, informational videos are charged here. The District plans to continue to contract the services of a Communications Specialist through Putnam/Northern Westchester BOCES. The Communications Specialist is embedded in the District 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 are in the form of social media, electronic newsletters, podcasts, and videos.	77,466	105,183	104,709	106,343
<b>PUBLIC INFORMATION SERVICES (1480)</b>	<b>77,466</b>	<b>105,183</b>	<b>104,709</b>	<b>106,343</b>
<b>OPERATION AND MAINTENANCE OF PLANT (1620,1621)</b>				
Costs incurred for keeping the physical plant open, safe and ready for use.				
100 Personnel service reflects the salary of Supervisor of Buildings and Grounds, and the salaries of a .5 FTE office assistant, 23 custodial workers, seven maintenance workers. Overtime and substitute costs are included here.	2,529,181	2,458,677	2,550,877	2,562,197
200 Funds to cover replacement of equipment.	189,046	68,780	42,331	31,773
400 Included are the costs for building repairs, boiler cleaning, fire extinguisher service, fire inspections, inspections of playground equipment, septic tank cleaning, structural inspections, EPA permits, elevator maintenance inspections, intrusion alarm systems, HVAC services, pest control services, and water testing. Other costs included are for equipment rental, staff development, and safety and security costs. Also included is the cost of four School Resource Officers (\$614,146) which had previously been budgeted under the Board of Education (1010).	497,860	676,715	813,631	1,630,947
422 Refuse Removal/Recycling	40,024	41,990	41,844	42,680
423 Fuel Oil	406,641	414,629	518,055	450,576
424 Propane	4,876	4,260	7,200	7,200
425 Electricity	600,761	583,602	647,617	618,279
426 Telephone	78,769	25,476	56,999	14,500
427 Sewer Charges	14,369	13,452	14,784	14,784
428 Snow Removal	38,400	25,190	52,500	52,450
450 Supplies: office, software, general cleaning, floor, electrical, fuel, plumbing, hardware, uniforms and grounds supplies.	220,619	271,630	325,465	387,390
<b>OPERATIONS &amp; MAINTENANCE</b>	<b>4,620,546</b>	<b>4,584,400</b>	<b>5,071,303</b>	<b>5,812,776</b>

	17/18	18/19	19/20	20/21	
<b>GENERAL FUND APPROPRIATIONS</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>BUDGET</b>	<b>PROPOSED</b>	
<b>CENTRAL PRINTING &amp; MAILING (1670)</b>					
This account represents the District's current effort in mailing and communication services.					
100	Included here is the salary of the courier.	26,529	22,337	24,636	25,327
400	Costs included here are for postage, PO Boxes (\$25,605) and postage machine rental, maintenance (\$6,512) and for the printing and mailing of the annual budget newsletter.	34,085	33,702	38,893	34,792
450	Gasoline, fuel and supplies for the District courier.	909	278	950	825
<b>CENTRAL PRINTING &amp; MAILING</b>		<b>61,523</b>	<b>56,317</b>	<b>64,479</b>	<b>60,944</b>
<b>UNALLOCATED INSURANCE (1910)</b>					
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.	308,516	301,807	314,950	338,420
<b>SCHOOL ASSOCIATION DUES (1920)</b>					
400	These dues are for District membership in the NYS School Boards Association and the Westchester Putnam School Boards Association.	15,087	15,310	15,770	16,030
<b>REFUND ON REAL PROPERTY TAXES (1964)</b>					
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.	426,724	17,571	17,500	10,500
<b>BOCES ADMINISTRATIVE CHARGES (1981/1983)</b>					
400	This mandated expense is shared amongst the component districts of Putnam/Northern Westchester BOCES according to each district's pupil enrollment figures. It is State-aided by approximately 62% and is the District's share of rentals, administrative and instructional services.	566,364	587,878	592,465	611,932
<b>TOTAL GENERAL SUPPORT (Account #1010-1989)</b>		<b>8,255,306</b>	<b>8,227,794</b>	<b>8,822,723</b>	<b>9,035,812</b>

## **INSTRUCTION**

The work described in the following paragraphs represents ongoing initiatives along with our hopes and aspirations for educational programs going forward. Given the new reality we are experiencing with the Covid-19 Pandemic, we know that we will face new challenges in the coming school year and perhaps years. We have no doubt that these plans will need to be adjusted as we face the challenges that will present themselves due to the academic as well as the social-emotional impact of the pandemic. Our intent will always be to support student learning and therefore, outside professional learning will be impacted before student programs and classroom experiences.

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

For the 2020-2021 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. The focus for the 2020-2021 school year will be to build academic and social emotional support systems for students as we continue to support teachers' professional learning as they craft and implement IB Middle Years Program units of study and refine instructional practices in order to meet the needs of all learners.

The instructional budget includes implementation costs for new programs or expansion of existing programs. The 2019-2020 school year marked the third year of the IB Diploma Program at Somers High School. We currently have 180 students enrolled in one or more IB classes and anticipate graduating 11 Diploma Program candidates in June 2020 and 10 Diploma Program candidates in June 2021. Teachers are engaged in rigorous professional learning experiences as we revise existing IB courses and examine IB assessment results with the purpose of refining instruction and learning experiences for students. In addition to IB courses, Somers High School will continue to provide a robust offering of Advanced Placement (AP) courses – 18 courses in all including AP World History, AP Economics, AP Statistics and AP Computer Science Principles.

*Project Lead the Way*, a pre-engineering program that offers college credit from the Rochester Institute of Technology, is 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 added *Project Lead the Way's* Principles of Biomedical Science to its offerings. In 2019-2020, Somers High School added PLTW Human Body Systems. These two courses allow students with a particular interest in biology, to explore the intersection of biology and modern technology. In Human Body Systems, students build a strong foundation in human anatomy and physiology. The main project in HBS is building a Maniken®, one body system at a time. Additionally, there are many hands-on activities and projects to explore both healthy and failing human body systems and the physiology behind each. These activities and projects allow students to master basic biology, as well as provide a strong foundation in human anatomy & physiology, medicine and research processes.

During the 2019-2020 school year, the high school implemented a new schedule, with longer class periods and a common midday lunch/club activity period. Throughout the 2020-2021 school year, teachers will continue to explore ways that student-centered classrooms with authentic project-based work can help engage student in longer blocks of time and support learning with opportunities for both review and enrichment.

The middle school continued their work towards authorization as an IB Middle Years Program (MYP) school during the 2019-2020 school year. Teacher teams from each department continued to develop MYP units of study that are inquiry based with real-life local and global contexts. They also began the development of more project-based learning and authentic assessments. During the 2020-2021 school year, this work will continue along with a focus on how teaching and learning are different in a middle years program classroom.

During the 2019-2020 school year, Somers Central School District students began their study of a second language in Grade 6. Increasing language learning has long been a hope of the District, and as we prepare for MYP status, Somers Middle School students will now complete three years of study in either French, Italian or Spanish prior to entering high school. During the 2020-2021 school year, 6-12 language teachers will continue to develop practices to build listening and speaking proficiency as well as cultural awareness. The District will also study elementary models for learning language and examine research-based best practices in order to bring language learning experiences to the elementary grades.

At the elementary and middle levels, a strong partnership with our Putnam/Northern Westchester BOCES (PNW BOCES) education center allows us to continue use of programs such as *Science 21* and *Renaissance Learning*®. Professional learning for newly updated *Science 21* curriculum will continue as we transition through the adoption period of the New York State Science Learning Standards.

We continue to explore ways for both teachers and students to harness the power of technology as a learning tool while building critical 21st-century competencies in research, communication, collaboration, and critical thinking. Students in Grades 6-12 continue to have access to personalized technology. This budget will support the purchase of replacement devices for those that have reached their intended lifespan. In addition, a learning management system has been implemented in Grades 6-12 to help support communication within and beyond the classroom. This management system, called Schoology, allows for a standards-aligned curriculum to be delivered to students and assessed by teachers in both formative and summative ways. During the 2020-2021 school year, the use of Schoology will expand to include the implementation of managed assessments at the secondary levels, as well as expanding access to Schoology to professional staff at the elementary level to assist in professional communication and collaboration within and beyond the District. The 2020-2021 school budget will allow for the expansion of a digital literacy curriculum to expand pre-coding and coding activities for students in Grades K-5.

The District continues to implement more inclusive practices with its focus on L.I.F.E. - Learning Inclusively for Everyone. This initiative seeks to create inclusive classrooms where the needs of a diverse student group are met. During the 2019-2020 school year, the number of co-taught classrooms was increased. These settings allow students and teachers to work together in heterogeneous classroom environments that provide more universal designs for learning and promote success for all students. During the 2020-2021 school year, teachers and staff members will continue to develop their capacity to support students within inclusive classroom settings.

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

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. The *Professional Learning Community* – serves as a process for problem solving the challenges teachers face as they strive to ensure that all students learn. Sharing best practices, engaging in "action research" and collaborative examination of student learning enables every teacher and student to benefit from the collective wisdom of our professional community.



	17/18	18/19	19/20	20/21	
<b>GENERAL FUND APPROPRIATIONS</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>BUDGET</b>	<b>PROPOSED</b>	
CURRICULUM DEVELOPMENT- SUPERVISION (2010)					
STAFF DEVELOPMENT (2070)					
<p>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.</p>					
100	Included here are the salaries of the Director of Learning, Assistant Director of Learning, one secretary, one office assistant, one database assistant, and one Manager - Educational Technology. 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.	687,119	860,109	1,071,840	902,425
200	Equipment.	7,506	0	1,000	1,600
400	Included here are dues, staff workshop expenses for curriculum study, the BOCES service fees, district-wide testing materials, Tri State expenses and teacher training expenses.	261,513	262,760	297,128	260,387
450	Office supplies, workshop supplies, reference, subscriptions, and instructional assessment software.	40,178	44,945	74,125	75,375
<b>CURRICULUM DEVELOPMENT &amp; SUPPORT</b>		<b>996,315</b>	<b>1,167,813</b>	<b>1,444,093</b>	<b>1,239,787</b>
SUPERVISION - REGULAR SCHOOL (2020)					
100	This category reflects the costs required for administration and supervision of the District's four schools; nine principals/assistant principals, one Director of Athletics and 16 clerical staff.	2,863,197	2,821,726	2,613,592	2,898,772
200	Non-instructional office equipment.	14,011	17,069	5,250	5,000
400	Mileage, workshops, maintenance agreements, equipment rental costs including copier costs for all schools are included in this category.	117,580	90,041	121,804	120,452
450	Building office needs including stationery, duplicating supplies, periodicals, and general office supplies.	55,317	66,583	68,264	65,808
<b>SUPERVISION - REGULAR SCHOOL</b>		<b>3,050,104</b>	<b>2,995,419</b>	<b>2,808,910</b>	<b>3,090,032</b>



	17/18	18/19	19/20	20/21	
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED	
<b>TEACHING - REGULAR SCHOOL (2110)</b>					
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 199.8 FTE teachers, 16.5 FTE teacher aides/assistants and 18.64 FTE monitors. Substitute salaries for replacements when regular classroom personnel are absent are also included here.	24,469,937	24,952,623	25,549,122	25,259,868
200	These monies are budgeted for the purchase of equipment for the instructional program.	69,754	102,622	76,395	66,164
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 \$447,219)	371,331	414,851	670,856	706,110
450	Included here are expenditures for all classroom supplies, periodicals, professional journals, and other teaching materials.	213,170	225,699	212,554	301,188
480	Textbooks.	126,638	193,561	213,747	142,652
<b>TEACHING - REGULAR SCHOOL (2110)</b>					
<b>PROGRAMS FOR DISABLED CHILDREN (2250)</b>					
100	This category reflects salaries for 54 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, 91.5 FTE teacher aides/teaching assistants, three clerical positions are charged here.	9,005,040	9,159,069	9,292,763	9,449,893
200	Assistive Technology equipment such as auditory training devices, digital hearing aids, sound field systems for hearing impaired, hearing and sight augmentation devices.	7,048	6,073	13,887	7,787
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 42 children will require such placement at a projected cost of \$3,714,060. These programs are accredited and placements are recommended by the District's Committee on Special Education and the Board. Other costs for educational, psychological or neurological evaluations, occupational or physical therapy services, speech and language services, hearing services, translation interpretation services, and home tutoring services are accounted for here.	2,671,286	3,622,336	4,256,715	4,610,216
450	Supplies and software.	31,951	27,666	29,311	36,922
480	Textbooks.	1,643	1,076	1,876	2,716
<b>PROGRAMS FOR DISABLED CHILDREN</b>					
<b>11,716,968 12,816,220 13,594,552 14,107,534</b>					

	17/18	18/19	19/20	20/21
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
OCCUPATIONAL EDUCATION (2280)				
100 This category reflects salaries for two Technology teachers.	191,300	208,800	188,368	220,748
200 Equipment.	504	0	1,400	1,950
400 Costs associated with BOCES for high school occupational education students (\$629,818) and Project Lead the Way.	584,168	601,057	642,070	633,888
450 Supplies.	10,711	6,755	8,451	7,901
<b>OCCUPATIONAL EDUCATION</b>	<b>786,683</b>	<b>816,612</b>	<b>840,289</b>	<b>864,487</b>
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.	49,875	82,105	79,500	78,275
<b>DRIVER'S EDUCATION</b>	<b>49,875</b>	<b>82,105</b>	<b>79,500</b>	<b>78,275</b>
<b>SUMMER INSTRUCTIONAL PROGRAMS (2330)</b>	<b>4,733</b>	<b>3,930</b>	<b>4,045</b>	<b>4,170</b>
Costs for Summer Regents Examinations				
SCHOOL LIBRARY/AUDIO-VISUAL EQUIPMENT (2610)				
100 Included are salaries for 4 librarians, 4 library clerks.	581,356	619,991	602,491	624,040
200 Equipment.	0	0	0	0
400 Conferences and memberships are included here.	208	0	529	1,092
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.	57,491	52,962	60,976	60,657
<b>SCHOOL LIBRARY/AUDIO-VISUAL EQUIPMENT</b>	<b>639,055</b>	<b>672,953</b>	<b>663,996</b>	<b>685,789</b>
EDUCATIONAL TELEVISION (2620)				
200 Included here are the costs of equipment.	0	2,599	1,000	550
400 Included here are contractual costs.	20,179	20,527	21,453	22,038
450 Supplies.	594	0	1,650	1,650
<b>EDUCATIONAL TELEVISION</b>	<b>20,772</b>	<b>23,126</b>	<b>24,103</b>	<b>24,238</b>

	17/18	18/19	19/20	20/21
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
<b>COMPUTER-ASSISTED INSTRUCTION (2630)</b>				
100 Included here are the costs for two district-wide technical support specialists and summer and/or night work.	97,071	98,661	194,968	197,834
200 Technology equipment expenditures are included here.	79,703	89,481	81,000	56,400
400 Costs in this account include technical support for the network (\$614,090), service agreements for the network and wireless equipment, spam filtering software and software licensing agreements (\$232,161), and BOCES services (\$99,372).	716,800	704,441	813,601	962,923
450 Supplies such as cables, toner, repair parts - Smart Boards projector bulbs, instructional software.	167,053	188,908	210,238	227,665
<b>COMPUTER-ASSISTED INSTRUCTION</b>	<b>1,060,628</b>	<b>1,081,491</b>	<b>1,299,807</b>	<b>1,444,822</b>
<b>GUIDANCE (2810)</b>				
100 Recorded here are all salary expenditures for the Director of Guidance, 11 certified guidance counselors, 2 clerical staff and associated summer work.	1,560,911	1,613,571	1,674,085	1,726,765
200 Equipment.	555	0	0	0
400 Contractual expenses - substance abuse counselor, college and career programs and conferences.	31,095	66,900	73,077	74,608
450 Office supplies, publications, reference materials, software.	16,972	10,024	16,766	20,769
<b>GUIDANCE</b>	<b>1,609,533</b>	<b>1,690,495</b>	<b>1,763,928</b>	<b>1,822,142</b>
<b>HEALTH SERVICES (2815)</b>				
100 Herein are salaries for 5.7 school nurses, 1.0 health aides, associated summer work, athletic physicals, and substitute pay.	441,121	451,536	472,910	472,407
200 Non-education equipment replacement.	0	0	0	713
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 (\$105,825).	154,537	150,825	190,537	162,730
450 Supplies. Bandages, ice packs, epipens, antiseptics, tissues.	11,385	12,600	8,988	17,613
<b>HEALTH SERVICES</b>	<b>607,043</b>	<b>614,961</b>	<b>672,435</b>	<b>653,463</b>

	17/18	18/19	19/20	20/21
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.	1,006,763	1,041,146	981,245	975,214
400 Conferences and membership dues.	360	88	1,540	1,065
450 Supplies.	3,259	3,018	3,235	2,887
<b>PSYCHOLOGICAL/SOCIAL WORKER SERVICES</b>	<b>1,010,382</b>	<b>1,044,251</b>	<b>986,020</b>	<b>979,166</b>
CO-CURRICULAR ACTIVITIES (2850)				
100 This classification is used to record expenditures for co-curricular activities (intramurals, activity club advisors, etc.) that take place after regular school hours and serve a large number of middle and high school students.	224,736	231,650	248,740	293,703
200 Equipment.	0	600	0	0
400 Costs include membership, entry fees (Mock Trial, Model UN, Youth to Youth, Math and Physics competitions, play rentals, etc.).	12,374	11,736	22,175	50,474
450 Supplies.	2,059	1,417	7,025	2,550
<b>CO-CURRICULAR ACTIVITIES</b>	<b>239,169</b>	<b>245,403</b>	<b>277,940</b>	<b>346,727</b>
INTERSCHOLASTIC ATHLETICS (2855)				
Charged here are direct expenditures incurred in training and maintaining teams for interscholastic athletics.				
100 These are the salaries for coaches for the interscholastic athletic teams (\$550,498) and additional duty pay such as games supervision, timers, etc. (\$62,750)	431,658	426,308	568,327	612,171
200 Equipment.	12,030	25,903	14,157	25,192
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 head athletic trainer and an assistant trainer. Athletic transportation costs are accounted for in code 5540. (\$238,772)	250,952	225,041	316,034	321,775
450 Included here are uniforms, balls, field marking supplies, medical supplies, award certificates, etc.	52,906	43,556	55,597	51,824
<b>ATHLETICS</b>	<b>747,546</b>	<b>720,808</b>	<b>954,115</b>	<b>1,010,962</b>
<b>TOTAL INSTRUCTION (Account #2010-2855)</b>	<b>47,789,636</b>	<b>49,864,943</b>	<b>52,136,407</b>	<b>52,827,576</b>



	17/18	18/19	19/20	20/21
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 FTE clerical position and 23 bus monitors and bus duty stipends.	541,967	510,386	548,238	627,357
200	Equipment.	0	1,033	0	0
400	This charge consists of equipment repair, telephone, memberships and dues.	5,929	6,165	7,200	2,150
450	Costs herein cover stationery, forms, and general office supplies.	1,044	1,792	1,600	1,600
<b>PUPIL TRANSPORTATION</b>		<b>548,939</b>	<b>519,376</b>	<b>557,038</b>	<b>631,107</b>

400	<b>GARAGE BUILDING (5530)</b> Included here are costs associated with repairs/upkeep of the bus garage.	3,926	7,430	9,633	9,674
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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 (\$238,772), building and co-curricular trips (\$44,058) are accounted for here.	4,547,383	4,568,062	4,831,896	4,972,886
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<b>CONTRACT TRANSPORTATION</b>		<b>4,547,383</b>	<b>4,568,062</b>	<b>4,831,896</b>	<b>4,972,886</b>
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<b>TOTAL TRANSPORTATION (Account #5510-5540)</b>		<b>5,100,247</b>	<b>5,094,868</b>	<b>5,398,567</b>	<b>5,613,667</b>
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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.

**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.	10,500	8,750	14,500	13,125
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	17/18	18/19	19/20	20/21
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 14.6%.

1,135,397      1,087,014      1,154,790      1,154,869

TEACHERS' RETIREMENT SYSTEM (9020)  
The Constitution of New York State requires membership in the Teachers' Retirement system be mandatory for all certified personnel. Contributions to the system must be made by the employer. The amount of contribution is based on the gross salaries paid at a projected rate of 9.53%.

3,761,022      4,182,889      3,558,180      3,863,555

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 \$137,700 in 2020.

3,478,106      3,510,315      3,684,432      3,732,383

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

171,066      166,935      175,733      170,266

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

16,568      7,688      11,208      27,500

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%, and the Empire Plan, whose projected decrease is 1%. Employee contributions to the cost of health insurance range between 14% to 18%.

11,182,788      11,575,320      12,234,212      12,249,017

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

835,384      879,664      914,322      929,590

**TOTAL EMPLOYEE BENEFITS      20,580,332      21,409,825      21,732,877      22,127,180**

	17/18	18/19	19/20	20/21
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
<b>UNDISTRIBUTED EXPENSES (9700, 9900)</b>				
DEBT SERVICE - CONSTRUCTION BONDS (9710, 9711, 9724)	4,695,794	4,693,369	4,705,870	4,238,726
This amount represents principal and interest payments on the following bonds: (Note: In January 2016, one bond was refinanced saving the District approximately \$2.5 million over the life of the bonds.				
1. 2006 Districtwide Alterations-Additions Phase 1 borrowing (\$7,375,000) -----			P/I cost \$458,684	
2. 2006 Districtwide Alterations-Additions Phase 2 borrowing (\$18,200,000) -----			P/I cost \$1,276,485	
3. 2007 Districtwide Alterations-Additions Phase 3 borrowing (\$23,519,953) -----			P/I cost \$1,617,950	
4. 2019 Districtwide Alterations-Additions borrowing (\$13,600,000) -----			P/I cost <u>\$885,607</u>	
			\$4,238,726	
BOND ANTICIPATION NOTE INTEREST (9731)	0	0	112,127	0
2018-2019 Infrastructure Projects - VOIP, total roof replacements at PES amd SIS, HVAC work, fire alarm work, and security vestibules.				
INSTALLMENT PURCHASES (9785)	508,253	537,944	568,249	606,236
Expenditures in this code are for lease/purchase of technology equipment. \$240,000 is included for the lease/purchase of new equipment.				
TRANSFER TO SPECIAL AID FUND (9901)	150,626	189,314	185,900	196,500
TRANSFER TO CAPITAL FUND (9950)	1,797,346	27,719	0	0
<b>TOTAL UNDISTRIBUTED EXPENSES</b>	<b>7,152,019</b>	<b>5,448,346</b>	<b>5,572,146</b>	<b>5,041,462</b>

**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 remaining unchanged at 14.6% for ERS, and increasing from 8.86% to 9.53% for TRS.

The District has included in the 2020-2021 budget \$190,000 for the lease purchase of technology equipment. This is the 21th year of the District utilizing this means of purchasing technology equipment.

<b>TOTAL GENERAL FUND APPROPRIATIONS</b>	<b>88,888,040</b>	<b>90,054,526</b>	<b>93,677,220</b>	<b>94,658,822</b>
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## Budget Terminology

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

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

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

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

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

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

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

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

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

## Budget Terminology

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

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

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

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

**STAR:** The New York State School Tax Relief (STAR) Program provides 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 occupational therapists; professional development programs; transportation, administration, buildings and grounds operations, and security.

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

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

## Budget Terminology

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

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

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

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

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



**NYS SCHOOL ADMINISTRATOR SALARY DISCLOSURE 2020-2021**  
(Salaries and Benefit Cost of Superintendent and Assistant Superintendents)  
(Salaries of Other Administrators Compensated At Over \$141,000)

TITLE	SALARY	FRINGE BENEFITS	OTHER
Superintendent of Schools	\$ 276,337	Social Security	\$ 12,544
		Health Insurance	\$ 17,438
		Teachers' Retirement System	\$ 26,335
		Welfare Fund	\$ 4,000
		Life Insurance	\$ 360
		Dental	\$ 1,294
		Vision	\$ 159
		Workers' Compensation	\$ 1,216
		<b>TOTAL</b>	<b>\$ 63,345</b>
		Car Allowance	\$ 3,000
		Annuity Payment	<u>\$ 15,000</u>
		<b>TOTAL</b>	<b>\$ 18,000</b>

Director of Athletics	\$ 197,943
Director of Guidance	\$ 177,578
Director of Human Resources and Student Services	\$ 191,025
Director of Special Services	\$ 193,163
Assistant Director of Special Services	\$ 146,019
Director of Learning	\$ 185,000
Assistant Director of Learning	\$ 164,000
Director of School Facilities	\$ 146,613
Elementary School Principal	\$ 197,366
Elementary School Assistant Principal/Coord. of Assess. and Instruct.	\$ 144,721
Intermediate School Principal	\$ 164,220
Middle School Principal	\$ 187,019
Middle School Assistant Principal	\$ 144,721
High School Principal	\$ 207,782
High School Assistant Principal	\$ 144,721
High School Assistant Principal	\$ 142,062

**Exemption Impact Report**

Assessment Year: 2019

County: WESTCHESTER  
SWIS Code: 555200

School Value Report (555201)

Municipality: Somers  
Total Assessed Val: 527,006,485  
Uniform Percentage: 11.97

Equalized Total Assessed Value = 4,402,727,527

Exempt Code	Description	Statutory Authority	# of Exempts	Total Equalized Value of EX	% of Value Exempted
10100	CTY OWNED	RPTL 410	1	21,108,604	0.48
12350	PUB AUT ST	RPTL 412 & Pub Auth L	29	1,792,397	0.04
13100	CTY OWNED	RPTL 406(1)	37	31,052,213	0.71
13500	TWN WITHIN	RPTL 406(1)	59	12,423,976	0.28
13800	SCHOOL DIS	RPTL 408	8	90,274,018	2.05
13850	BOCES	RPTL 408	3	59,789,473	1.36
13870	SPEC DIST	RPTL 410	15	1,048,036	0.02
14110	US PROP	State L 54	1	341,269	0.01
14200	FOR GOV'T	RPTL 418	1	298,245	0.01
21600	RELIG CORP	RPTL 462	2	998,746	0.02
25110	CONST PROT	RPTL 420-a	6	8,915,204	0.20
25120	NP CORP ED	RPTL 420-a	10	115,248,955	2.62
25130	CHARITABLE	RPTL 420-a	1	768,588	0.02
25230	NPC M/M IM	RPTL 420-a	1	994,152	0.02
25300	NON-PROFIT	RPTL 420-b	4	1,656,641	0.04
26400	INC VOL FR	RPTL 464(2)	8	3,602,756	0.08
27350	CEMETERIES	RPTL 446	7	1,191,311	0.03
41120	WAR VET	RPTL 458-a	430	5,158,563	0.12
41124	WAR VET	RPTL 458-a	3	35,989	0.00
41130	COMBAT VET	RPTL 458-a	276	5,519,999	0.13
41140	DISABL VET	RPTL 458-a	105	3,105,020	0.07
41400	CLERGY	RPTL 460	1	12,531	0.00
41700	FARM BLDG	RPTL 483	1	44,277	0.00
41720	AG MKT 305	Ag-Mkts L 305	21	11,802,105	0.27
41730	AGRIC	Ag-Mkts L 306	10	2,832,406	0.06
41800	SENIOR LOW INC	RPTL 467	132	14,127,485	0.32
41834	ENH STAR	RPTL 425	1,100	191,133,776	4.34
41854	BAS STAR	RPTL 425	2,935	239,038,036	5.43
41930	DISABILITY	RPTL 459-c	8	1,101,035	0.03
42130	FARM LABOR CAMP	RPTL 483-d	2	423,558	0.01
47450	FOREST LAN	RPTL 480	1	203,842	0.00
48660	PHFL Sec 577(1)	PHFL 577(3)	3	14,744,360	0.33
	<b>Total Exemptions (No System EX's)</b>		<b>5,221</b>	<b>840,787,566</b>	<b>19.10</b>
	<b>Total Exemptions (with System EX's)</b>		<b>5,221</b>	<b>840,787,566</b>	<b>19.10</b>

Values have been equalized using the Uniform Percentage of Value.

The Exempt amounts do not take in to consideration payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: \$17,744,360

## SOMERS CSD - NEW YORK STATE REPORT CARD [2018 - 19]

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

### 2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

## GOOD STANDING

### MADE PROGRESS

NA

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

- 2017-18 Title I SIG 1003 Basic Application and Addendum for 2018-19 Extension
- 2018-19 Title I SIG 1003 Basic Planning
- 2019 NYSIP-PLC Phase II
- SIG Cohort 5, 6 and 7 Schools Funded with SIGA in 2018-19

### ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

**ELEMENTARY/MIDDLE INDICATOR LEVELS**

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	3	2	3	2	3	4
American Indian or Alaska Native	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	3	4	–	3	4
Black or African American	3	1	2	–	–	4
Hispanic or Latino	3	2	2	2	3	4
Multiracial	3	–	3	–	–	4
White	3	2	2	–	4	4
English Language Learners	2	–	2	2	–	4
Students with Disabilities	3	2	2	–	1	4
Economically Disadvantaged	4	2	3	2	2	2

**ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE**

Subgroup	Level
All Students	3
American Indian or Alaska Native	–
Asian or Native Hawaiian/Other Pacific Islander	4
Black or African American	3
Hispanic or Latino	3
Multiracial	3
White	3
English Language Learners	2
Students with Disabilities	3
Economically Disadvantaged	4



## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,053	147	4
	Math	1,063	163	
	Science	384	215	
	Combined	2,500	164	
American Indian or Alaska Native	ELA	2	–	–
	Math	2	–	
	Science	1	–	
	Combined	5	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	46	176	4
	Math	47	197	
	Science	38	234	
	Combined	131	200	
Black or African American	ELA	18	119	3
	Math	19	158	
	Science	7	214	
	Combined	44	151	
Hispanic or Latino	ELA	97	143	3
	Math	97	147	
	Science	61	219	
	Combined	255	163	
Multiracial	ELA	17	147	4
	Math	17	182	
	Science	5	240	
	Combined	39	174	
White	ELA	888	146	3
	Math	897	163	
	Science	327	215	
	Combined	2,112	164	
English Language Learners	ELA	16	50	2
	Math	19	63	
	Science	5	140	
	Combined	40	68	
Students with Disabilities	ELA	180	74	3
	Math	166	84	
	Science	59	167	
	Combined	405	92	
Economically Disadvantaged	ELA	97	118	4
	Math	97	127	
	Science	58	194	

Subgroup	Subject	Cohort	Index	Level
	Combined	252	139	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,274	121	3
	Math	1,273	136	
	Science	439	188	
	Combined	2,986	138	
American Indian or Alaska Native	ELA	2	–	–
	Math	2	–	
	Science	1	–	
	Combined	5	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	51	159	4
	Math	51	181	
	Science	39	228	
	Combined	141	186	
Black or African American	ELA	23	94	3
	Math	23	130	
	Science	8	188	
	Combined	54	123	
Hispanic or Latino	ELA	116	119	3
	Math	115	124	
	Science	74	180	
	Combined	305	136	
Multiracial	ELA	26	96	2
	Math	26	119	
	Science	7	171	
	Combined	59	115	
White	ELA	1,079	120	3
	Math	1,079	135	
	Science	374	188	
	Combined	2,532	137	
English Language Learners	ELA	26	31	2
	Math	27	44	
	Science	10	70	
	Combined	63	43	
Students with Disabilities	ELA	260	51	3
	Math	260	54	
	Science	85	116	
	Combined	605	62	
Economically Disadvantaged	ELA	130	88	3
	Math	129	95	
	Science	82	137	

Subgroup	Subject	Cohort	Index	Level
	Combined	341	103	

**ELEMENTARY/MIDDLE GROWTH (2016-17, 2017-18, AND 2018-19)**

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	217,869	4,529	48.1	2
American Indian or Alaska Native	–	2	–	–
Asian or Native Hawaiian/Other Pacific Islander	10,171	192	53	3
Black or African American	1,570	37	42.4	1
Hispanic or Latino	15,310	321	47.7	2
Multiracial	–	29	–	–
White	189,189	3,948	47.9	2
English Language Learners	–	22	–	–
Students with Disabilities	30,782	629	48.9	2
Economically Disadvantaged	17,787	371	47.9	2

**ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED**

Subgroup	Level
All Students	3
Asian or Native Hawaiian/Other Pacific Islander	4
Black or African American	2
Hispanic or Latino	2
Multiracial	3
White	2
English Language Learners	2
Students with Disabilities	2
Economically Disadvantaged	3

**ELEMENTARY/MIDDLE ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	49	44%	39%	0.9	2
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	35	45%	36%	0.8	2
Multiracial	0	–	–	–	–
White	6	–	–	–	–
English Language Learners	49	44%	39%	0.9	2
Students with Disabilities	9	–	–	–	–
Economically Disadvantaged	38	43%	30%	0.7	2



## ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	103	1,274	121	111	105	122	161	–	–	200	3	3
	Math	119	1,273	136	125	107	124	162	–	–	200	4	
American Indian or Alaska Native	ELA	–	2	–	–	–	–	–	–	–	–	–	–
	Math	–	2	–	–	–	–	–	–	–	–	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	146	51	159	151	157	164	182	–	–	200	3	3
	Math	186	51	181	187	174	179	189	–	–	200	3	
Black or African American	ELA	–	23	–	–	–	–	–	–	–	–	–	–
	Math	–	23	–	–	–	–	–	–	–	–	–	
Hispanic or Latino	ELA	121	116	119	127	95	113	157	–	–	200	3	3
	Math	117	115	124	123	92	111	155	–	–	200	4	
Multiracial	ELA	–	26	–	–	–	–	–	–	–	–	–	–
	Math	–	26	–	–	–	–	–	–	–	–	–	
White	ELA	101	1,079	120	109	102	119	160	–	–	200	4	4
	Math	116	1,079	135	123	110	126	163	–	–	200	4	
English Language Learners	ELA	–	26	–	–	–	–	–	–	–	–	–	–
	Math	–	27	–	–	–	–	–	–	–	–	–	
Students with Disabilities	ELA	39	260	51	52	61	85	142	N	–	200	1	1
	Math	41	260	54	54	61	85	142	Y	–	200	2	
Economically Disadvantaged	ELA	73	130	88	83	95	113	157	–	N	200	2	2
	Math	76	129	95	86	94	112	156	–	–	200	3	

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	5.1	1,709	95	5.6%	5.1%	14.6%	12.8%	8.9%	–	–	5%	4
American Indian or Alaska Native	–	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2.8	62	1	1.6%	2.8%	8.2%	7.4%	6.2%	–	–	5%	4
Black or African American	16.7	34	1	2.9%	16.2%	20.1%	17.7%	11.4%	–	–	5%	4
Hispanic or Latino	4.1	184	20	10.9%	4.1%	19.8%	17%	11%	–	–	5%	4
Multiracial	5.3	31	2	6.5%	5.3%	16.5%	14.5%	9.8%	–	–	5%	4
White	5	1,412	72	5.1%	5%	10.5%	9.3%	7.2%	–	–	5%	4
English Language Learners	12.2	53	6	11.3%	11.9%	17.6%	15.2%	10.1%	–	–	5%	4
Students with Disabilities	7.4	342	30	8.8%	7.2%	21.5%	18.5%	11.8%	–	–	5%	4
Economically Disadvantaged	11.2	180	31	17.2%	10.8%	19.9%	17.1%	11.1%	–	N	5%	2

**ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	1,356	78.5%	2,763	77.7%
American Indian or Alaska Native	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	X	55	85.5%	110	86.4%
Black or African American	–	15	–	–	–
Hispanic or Latino	X	127	78.7%	234	79.9%
Multiracial	–	15	–	–	–
White	X	1,143	78.2%	2,362	77.3%
English Language Learners	–	16	–	–	–
Students with Disabilities	X	258	63.2%	520	61.4%
Economically Disadvantaged	X	141	70.2%	267	69.3%

**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	1,358	79.2%	2,764	78.6%
American Indian or Alaska Native	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	X	55	87.3%	110	88.2%
Black or African American	–	15	–	–	–
Hispanic or Latino	X	126	77.8%	233	79.8%
Multiracial	–	15	–	–	–
White	X	1,146	79.1%	2,364	78.1%
English Language Learners	–	16	–	–	–
Students with Disabilities	X	258	57.8%	518	57%
Economically Disadvantaged	X	140	69.3%	266	69.9%

**RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA**

Grade	Number Taking NYSESLAT
Grade 3	–
Grade 7	–

**SECONDARY STATUSES BY SUBGROUP**

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

**SECONDARY INDICATOR LEVELS**

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCCR)
All Students	4	4	4	–	3	4	4
American Indian or Alaska Native	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	–	–	4	–
Black or African American	3	–	3	–	–	4	–
Hispanic or Latino	3	4	4	–	–	4	–
Multiracial	–	–	–	–	–	–	–
White	4	4	4	–	3	4	4
English Language Learners	–	–	–	–	–	–	–
Students with Disabilities	4	4	4	–	3	4	4
Economically Disadvantaged	4	4	4	–	3	4	4

## SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	260	222	208	4
	Math	260	167		
	Science	260	237		
	Social Studies	260	235		
Asian or Native Hawaiian/Other Pacific Islander	ELA	32	234	223	4
	Math	32	192		
	Science	32	241		
	Social Studies	32	242		
Black or African American	ELA	9	194	190	3
	Math	9	161		
	Science	9	217		
	Social Studies	9	206		
Hispanic or Latino	ELA	32	198	188	3
	Math	32	148		
	Science	32	216		
	Social Studies	32	219		
White	ELA	221	224	209	4
	Math	221	166		
	Science	221	239		
	Social Studies	221	236		
English Language Learners	ELA	3	–	–	–
	Math	3	–		
	Science	3	–		
	Social Studies	3	–		
Students with Disabilities	ELA	43	165	162	4
	Math	43	113		
	Science	43	207		
	Social Studies	43	212		
Economically Disadvantaged	ELA	33	188	182	4
	Math	33	138		
	Science	33	224		
	Social Studies	33	212		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	95%	273	97.8%	95%	82.8%	85%	90%	–	–	95%	4	4
	5-Year	97.9%	288	98.6%	96%	85%	86.8%	91.4%	–	–	96%	4	
	6-Year	98.1%	278	97.5%	97%	85.1%	87.3%	92.2%	–	–	97%	4	
American Indian or Alaska Native	4-Year	–	0	–	–	–	–	–	–	–	–	–	–
	5-Year	–	0	–	–	–	–	–	–	–	–	–	
	6-Year	–	0	–	–	–	–	–	–	–	–	–	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	100%	25	100%	95%	88.3%	89.5%	92.3%	–	–	95%	4	4
	5-Year	–	–	–	–	–	–	–	–	–	–	–	
	6-Year	95.8%	15	100%	95.8%	89.7%	91.1%	94.1%	–	–	97%	4	
Black or African American	4-Year	–	10	–	–	–	–	–	–	–	–	–	–
	5-Year	–	10	–	–	–	–	–	–	–	–	–	
	6-Year	–	5	–	–	–	–	–	–	–	–	–	
Hispanic or Latino	4-Year	90.9%	23	95.7%	91.3%	73.2%	76.8%	85.9%	–	–	95%	4	4
	5-Year	96.3%	19	100%	96%	75.7%	79.1%	87.6%	–	–	96%	4	
	6-Year	95.8%	22	95.5%	95.8%	76.1%	79.7%	88.4%	–	–	97%	4	
Multiracial	4-Year	–	1	–	–	–	–	–	–	–	–	–	–
	5-Year	–	0	–	–	–	–	–	–	–	–	–	
	6-Year	–	0	–	–	–	–	–	–	–	–	–	
White	4-Year	95%	238	97.9%	95%	90.2%	91%	93%	–	–	95%	4	4
	5-Year	98.5%	264	98.5%	96%	91.5%	92.3%	94.2%	–	–	96%	4	
	6-Year	98.3%	259	97.3%	97%	91.2%	92.4%	94.7%	–	–	97%	4	
English Language Learners	4-Year	–	4	–	–	–	–	–	–	–	–	–	–
	5-Year	–	3	–	–	–	–	–	–	–	–	–	
	6-Year	–	2	–	–	–	–	–	–	–	–	–	
Students with Disabilities	4-Year	82.2%	36	91.7%	83.2%	59.7%	66.1%	80.6%	–	–	95%	4	4
	5-Year	95.1%	37	100%	95.1%	63%	69%	82.5%	–	–	96%	4	
	6-Year	86.2%	46	89.1%	87%	61.4%	67.8%	82.4%	–	–	97%	4	
Economically Disadvantaged	4-Year	89.5%	49	93.9%	89.9%	76.9%	79.9%	87.5%	–	–	95%	4	4
	5-Year	95.5%	47	93.6%	95.5%	80.4%	83%	89.5%	–	–	96%	4	
	6-Year	97.6%	39	89.7%	97%	80.7%	83.5%	90.3%	–	–	97%	3	



**SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED**

Subgroup	Level
All Students	4
Asian or Native Hawaiian/Other Pacific Islander	4
Black or African American	3
Hispanic or Latino	4
White	4
Students with Disabilities	4
Economically Disadvantaged	4

**SECONDARY ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	5	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	1	–	–	–	–
Multiracial	0	–	–	–	–
White	3	–	–	–	–
English Language Learners	5	–	–	–	–
Students with Disabilities	3	–	–	–	–
Economically Disadvantaged	3	–	–	–	–

**SECONDARY PROGRESS**

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	227	260	222	215	191	194	204	–	–	215	4	3
	Math	183	260	167	184	151	158	179	–	–	200	3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	–	32	–	–	–	–	–	–	–	–	–	–
	Math	–	32	–	–	–	–	–	–	–	–	–	
Black or African American	ELA	–	9	–	–	–	–	–	–	–	–	–	–
	Math	–	9	–	–	–	–	–	–	–	–	–	
Hispanic or Latino	ELA	–	32	–	–	–	–	–	–	–	–	–	–
	Math	–	32	–	–	–	–	–	–	–	–	–	
White	ELA	229	221	224	215	208	209	212	–	–	215	4	3
	Math	184	221	166	185	168	172	186	Y	–	200	2	
English Language Learners	ELA	–	3	–	–	–	–	–	–	–	–	–	–
	Math	–	3	–	–	–	–	–	–	–	–	–	
Students with Disabilities	ELA	165	43	165	169	120	133	174	–	–	215	3	3
	Math	106	43	113	114	91	105	153	–	–	200	3	
Economically Disadvantaged	ELA	200	33	188	201	171	177	196	–	–	215	3	3
	Math	151	33	138	155	131	140	170	–	Y	200	3	

**SECONDARY CHRONIC ABSENTEEISM**

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	5.8	1,099	45	4.1%	5.8%	22.6%	19.8%	12.4%	–	–	5%	4
Asian or Native Hawaiian/Other Pacific Islander	3.9	44	2	4.5%	3.9%	14%	12.4%	8.7%	–	–	5%	4
Black or African American	2.8	32	0	0%	2.8%	31.5%	27.1%	16.1%	–	–	5%	4
Hispanic or Latino	5.2	81	8	9.9%	5.2%	31.6%	27.2%	16.1%	–	–	5%	4
Multiracial	–	10	–	–	–	–	–	–	–	–	–	–
White	5.9	951	35	3.7%	5.9%	15.6%	14%	9.5%	–	–	5%	4
English Language Learners	–	20	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	8.7	203	10	4.9%	8.5%	32.8%	28%	16.5%	–	–	5%	4
Economically Disadvantaged	7.8	122	11	9%	7.6%	30.2%	25.8%	15.4%	–	–	5%	4

**SECONDARY CCCR LEVELS**

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	123.9	176.2	127.9	130.2	137.8	156.4	–	–	175	4
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–	–	–	–	–
Black or African American	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–	–	–	–	–	–
White	124.2	175.7	128.2	149.7	154.1	164.6	–	–	175	4
English Language Learners	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	94.1	135.9	100.5	76.5	93.5	134.3	–	–	175	4
Economically Disadvantaged	112.5	162.1	117.5	112.9	123.7	149.4	–	–	175	4

**SECONDARY CCCR COUNTS**

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight
All Students	263	0	197	20	38	3	5
Asian or Native Hawaiian/Other Pacific Islander	32	0	–	–	–	–	–
Black or African American	9	0	–	–	–	–	–
Hispanic or Latino	32	0	–	–	–	–	–
White	224	0	168	18	30	1	7
English Language Learners	3	0	–	–	–	–	–
Students with Disabilities	46	0	18	7	16	0	5
Economically Disadvantaged	33	0	20	2	10	1	0

**SECONDARY ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	262	100%	534	99.8%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	14	–	–	–
Black or African American	–	7	–	–	–
Hispanic or Latino	–	18	–	–	–
Multiracial	–	0	–	–	–
White	✓	223	100%	460	100%
English Language Learners	–	1	–	–	–
Students with Disabilities	–	37	–	–	–
Economically Disadvantaged	–	33	–	–	–

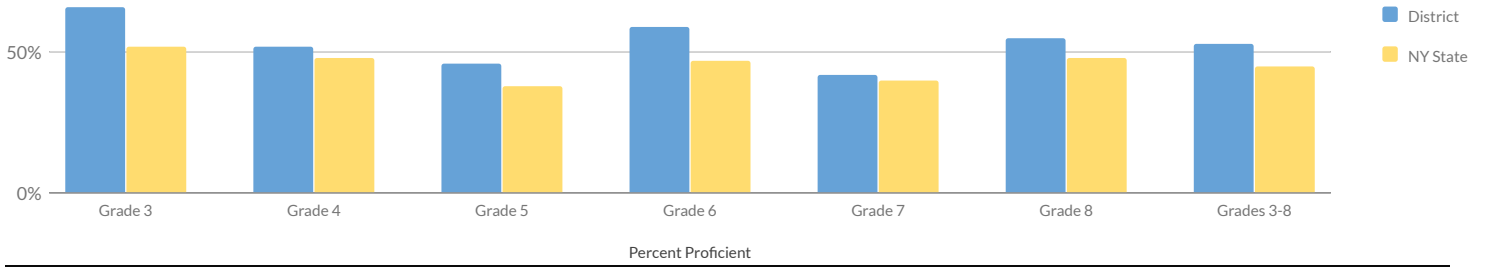
**SECONDARY MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	262	99.6%	534	99.8%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	14	–	–	–
Black or African American	–	7	–	–	–
Hispanic or Latino	–	18	–	–	–
Multiracial	–	0	–	–	–
White	✓	223	99.6%	460	99.8%
English Language Learners	–	1	–	–	–
Students with Disabilities	–	37	–	–	–
Economically Disadvantaged	–	33	–	–	–

**GRADUATION RATE**

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	266	257	97%	6	2%	243	91%	8	3%	1	0%	4	2%	3	1%	1	0%
Female	135	131	97%	3	2%	125	93%	3	2%	1	1%	3	2%	0	0%	0	0%
Male	131	126	96%	3	2%	118	90%	5	4%	0	0%	1	1%	3	2%	1	1%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	14	14	100%	2	14%	12	86%	0	0%	0	0%	0	0%	0	0%	0	0%
White	225	218	97%	4	2%	209	93%	5	2%	1	0%	4	2%	1	0%	1	0%
Black or African American	7	7	100%	0	0%	5	71%	2	29%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	20	18	90%	0	0%	17	85%	1	5%	0	0%	0	0%	2	10%	0	0%
General-Education Students	228	224	98%	6	3%	218	96%	0	0%	0	0%	1	0%	3	1%	0	0%
Students with Disabilities	38	33	87%	0	0%	25	66%	8	21%	1	3%	3	8%	0	0%	1	3%
Non-English Language Learners	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	232	224	97%	6	3%	215	93%	3	1%	1	0%	4	2%	2	1%	1	0%
Economically Disadvantaged	34	33	97%	0	0%	28	82%	5	15%	0	0%	0	0%	1	3%	0	0%
Not Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parents not in Armed Forces	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parents in Armed Forces	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Homeless	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Foster Care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

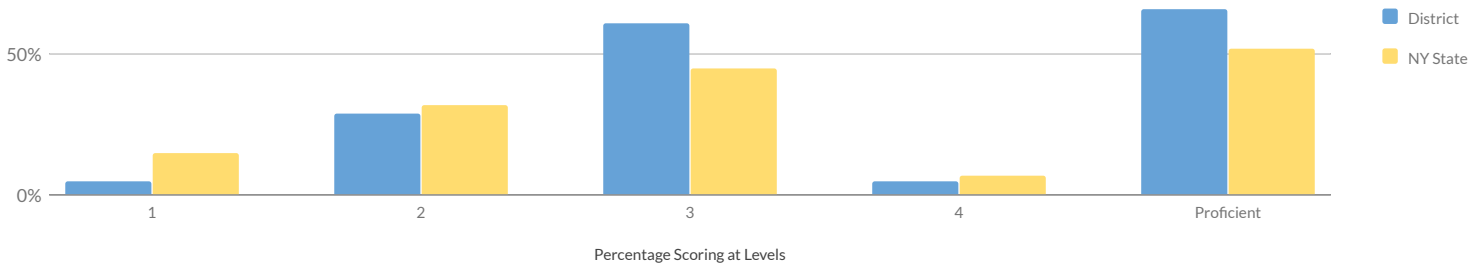
**GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)**



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	37	154	7	5%	45	29%	94	61%	8	5%	102	66%
Grade 4	26	168	11	7%	69	41%	72	43%	16	10%	88	52%
Grade 5	35	175	49	28%	46	26%	63	36%	17	10%	80	46%
Grade 6	38	199	27	14%	54	27%	52	26%	66	33%	118	59%
Grade 7	69	182	42	23%	63	35%	50	27%	27	15%	77	42%
Grade 8	100	175	17	10%	61	35%	67	38%	30	17%	97	55%
Grades 3-8	305	1,053	153	15%	338	32%	398	38%	164	16%	562	53%



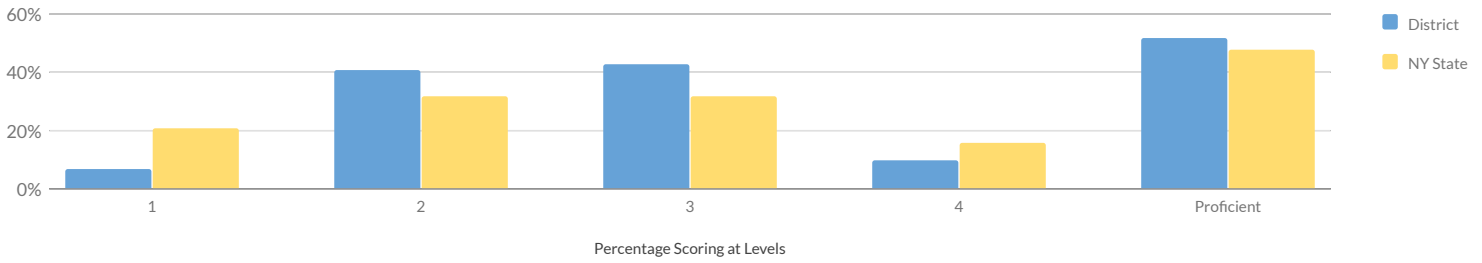
**GRADE 3 ELA RESULTS**



**MEAN SCORE: 603**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	37	154	7	5%	45	29%	94	61%	8	5%	102	66%
General Education	19	139	3	2%	36	26%	92	66%	8	6%	100	72%
Students with Disabilities	18	15	4	27%	9	60%	2	13%	0	0%	2	13%
Asian or Native Hawaiian/Other Pacific Islander	0	9	1	11%	1	11%	7	78%	0	0%	7	78%
Black or African American	0	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	6	24	3	13%	9	38%	11	46%	1	4%	12	50%
White	30	115	3	3%	34	30%	71	62%	7	6%	78	68%
Multiracial	1	4	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	6	0	0%	1	17%	5	83%	0	0%	5	83%
Female	18	70	1	1%	13	19%	49	70%	7	10%	56	80%
Male	19	84	6	7%	32	38%	45	54%	1	1%	46	55%
English Language Learners	1	3	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	36	151	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	7	18	3	17%	2	11%	12	67%	1	6%	13	72%
Not Economically Disadvantaged	30	136	4	3%	43	32%	82	60%	7	5%	89	65%
Not Migrant	37	154	7	5%	45	29%	94	61%	8	5%	102	66%
Not Homeless	37	154	7	5%	45	29%	94	61%	8	5%	102	66%
Not in Foster Care	37	154	7	5%	45	29%	94	61%	8	5%	102	66%
Parent Not in Armed Forces	37	154	7	5%	45	29%	94	61%	8	5%	102	66%

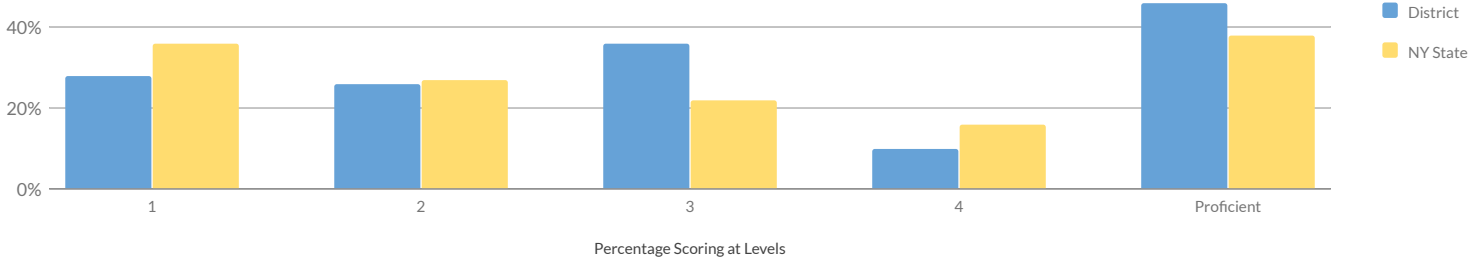
**GRADE 4 ELA RESULTS**



**MEAN SCORE: 601**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	26	168	11	7%	69	41%	72	43%	16	10%	88	52%
General Education	15	139	4	3%	51	37%	69	50%	15	11%	84	60%
Students with Disabilities	11	29	7	24%	18	62%	3	10%	1	3%	4	14%
American Indian or Alaska Native	0	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	0	8	-	-	-	-	-	-	-	-	-	-
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	5	18	0	0%	12	67%	4	22%	2	11%	6	33%
White	21	138	10	7%	53	38%	63	46%	12	9%	75	54%
Multiracial	0	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	0	12	1	8%	4	33%	5	42%	2	17%	7	58%
Female	12	80	3	4%	32	40%	36	45%	9	11%	45	56%
Male	14	88	8	9%	37	42%	36	41%	7	8%	43	49%
English Language Learners	0	3	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	26	165	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	5	15	1	7%	9	60%	5	33%	0	0%	5	33%
Not Economically Disadvantaged	21	153	10	7%	60	39%	67	44%	16	10%	83	54%
Not Migrant	26	168	11	7%	69	41%	72	43%	16	10%	88	52%
Not Homeless	26	168	11	7%	69	41%	72	43%	16	10%	88	52%
Not in Foster Care	26	168	11	7%	69	41%	72	43%	16	10%	88	52%
Parent Not in Armed Forces	26	168	11	7%	69	41%	72	43%	16	10%	88	52%

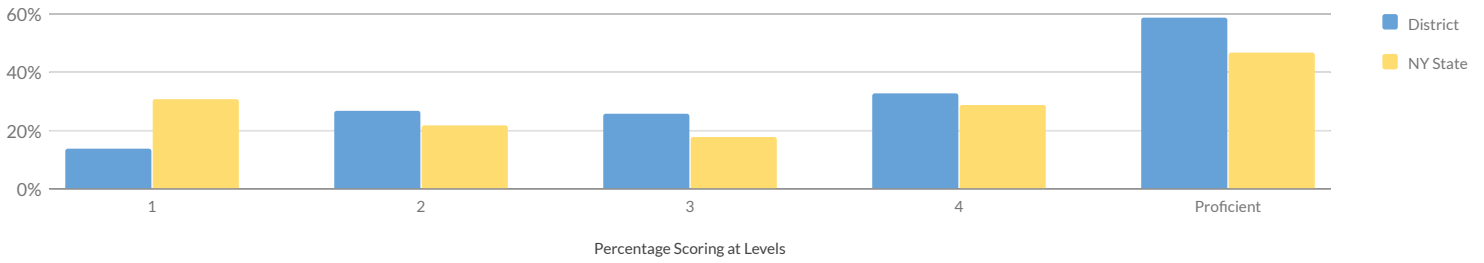
**GRADE 5 ELA RESULTS**



**MEAN SCORE: 603**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	35	175	49	28%	46	26%	63	36%	17	10%	80	46%
General Education	22	150	27	18%	43	29%	63	42%	17	11%	80	53%
Students with Disabilities	13	25	22	88%	3	12%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	8	-	-	-	-	-	-	-	-	-	-
Black or African American	0	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	8	17	6	35%	4	24%	5	29%	2	12%	7	41%
White	26	147	41	28%	41	28%	52	35%	13	9%	65	44%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	11	2	18%	1	9%	6	55%	2	18%	8	73%
Female	18	81	17	21%	23	28%	32	40%	9	11%	41	51%
Male	17	94	32	34%	23	24%	31	33%	8	9%	39	41%
English Language Learners	0	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	35	174	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	6	17	6	35%	5	29%	5	29%	1	6%	6	35%
Not Economically Disadvantaged	29	158	43	27%	41	26%	58	37%	16	10%	74	47%
Not Migrant	35	175	49	28%	46	26%	63	36%	17	10%	80	46%
Not Homeless	35	175	49	28%	46	26%	63	36%	17	10%	80	46%
Not in Foster Care	35	175	49	28%	46	26%	63	36%	17	10%	80	46%
Parent Not in Armed Forces	35	175	49	28%	46	26%	63	36%	17	10%	80	46%

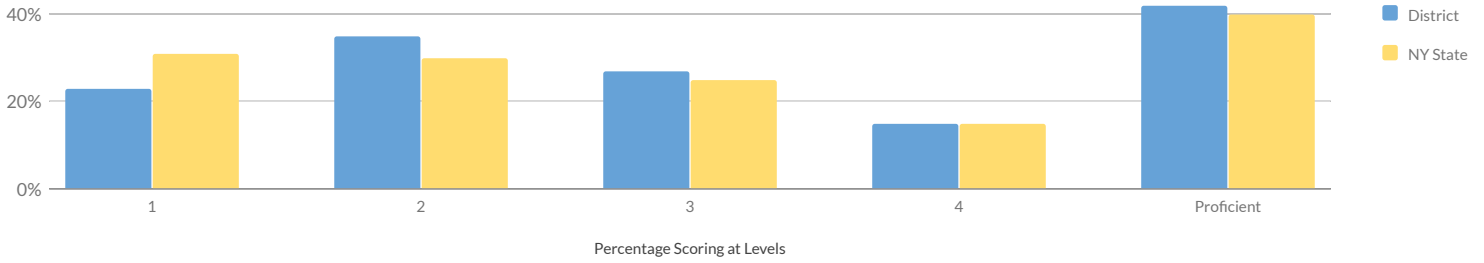
**GRADE 6 ELA RESULTS**



**MEAN SCORE: 603**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	38	199	27	14%	54	27%	52	26%	66	33%	118	59%
General Education	21	170	15	9%	42	25%	48	28%	65	38%	113	66%
Students with Disabilities	17	29	12	41%	12	41%	4	14%	1	3%	5	17%
Asian or Native Hawaiian/Other Pacific Islander	0	5	0	0%	1	20%	0	0%	4	80%	4	80%
Black or African American	2	3	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	17	2	12%	6	35%	4	24%	5	29%	9	53%
White	35	172	23	13%	46	27%	48	28%	55	32%	103	60%
Multiracial	0	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	5	2	40%	1	20%	0	0%	2	40%	2	40%
Female	17	109	13	12%	27	25%	27	25%	42	39%	69	63%
Male	21	90	14	16%	27	30%	25	28%	24	27%	49	54%
Non-English Language Learners	38	199	27	14%	54	27%	52	26%	66	33%	118	59%
Economically Disadvantaged	4	10	5	50%	3	30%	1	10%	1	10%	2	20%
Not Economically Disadvantaged	34	189	22	12%	51	27%	51	27%	65	34%	116	61%
Not Migrant	38	199	27	14%	54	27%	52	26%	66	33%	118	59%
Homeless	0	1	-	-	-	-	-	-	-	-	-	-
Not Homeless	38	198	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	38	199	27	14%	54	27%	52	26%	66	33%	118	59%
Parent Not in Armed Forces	38	199	27	14%	54	27%	52	26%	66	33%	118	59%

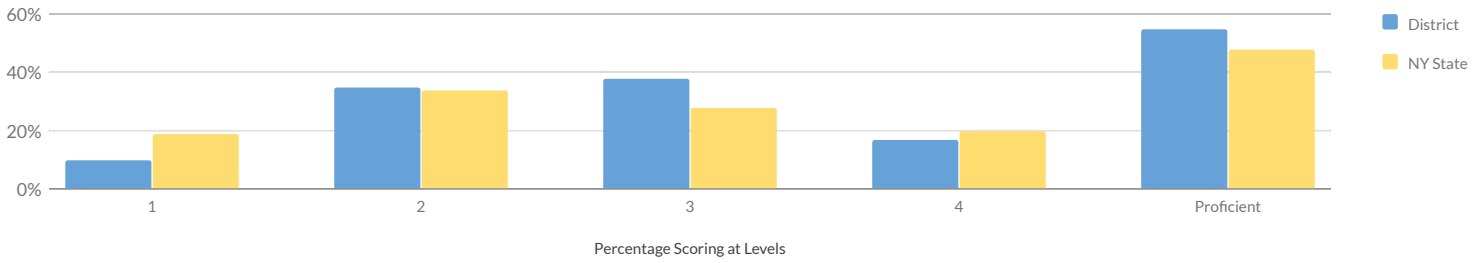
**GRADE 7 ELA RESULTS**



**MEAN SCORE: 602**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	69	182	42	23%	63	35%	50	27%	27	15%	77	42%
General Education	44	155	22	14%	59	38%	48	31%	26	17%	74	48%
Students with Disabilities	25	27	20	74%	4	15%	2	7%	1	4%	3	11%
Asian or Native Hawaiian/Other Pacific Islander	1	8	-	-	-	-	-	-	-	-	-	-
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	5	9	1	11%	4	44%	2	22%	2	22%	4	44%
White	59	163	38	23%	58	36%	45	28%	22	13%	67	41%
Multiracial	4	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	10	3	30%	1	10%	3	30%	3	30%	6	60%
Female	41	67	9	13%	22	33%	24	36%	12	18%	36	54%
Male	28	115	33	29%	41	36%	26	23%	15	13%	41	36%
English Language Learners	3	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	66	181	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	9	23	10	43%	5	22%	5	22%	3	13%	8	35%
Not Economically Disadvantaged	60	159	32	20%	58	36%	45	28%	24	15%	69	43%
Not Migrant	69	182	42	23%	63	35%	50	27%	27	15%	77	42%
Not Homeless	69	182	42	23%	63	35%	50	27%	27	15%	77	42%
Not in Foster Care	69	182	42	23%	63	35%	50	27%	27	15%	77	42%
Parent Not in Armed Forces	69	182	42	23%	63	35%	50	27%	27	15%	77	42%

**GRADE 8 ELA RESULTS**

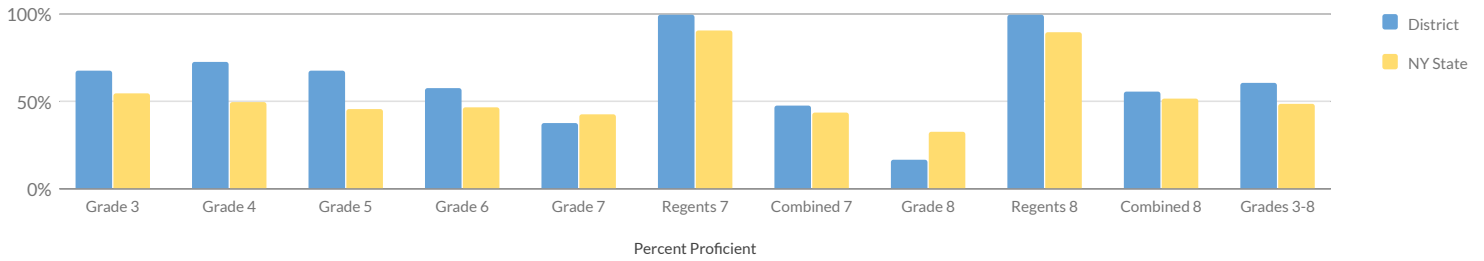


**MEAN SCORE: 602**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	100	175	17	10%	61	35%	67	38%	30	17%	97	55%
General Education	79	146	3	2%	48	33%	65	45%	30	21%	95	65%
Students with Disabilities	21	29	14	48%	13	45%	2	7%	0	0%	2	7%
Asian or Native Hawaiian/Other Pacific Islander	6	9	-	-	-	-	-	-	-	-	-	-
Black or African American	1	3	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	5	13	0	0%	4	31%	6	46%	3	23%	9	69%
White	88	150	17	11%	53	35%	56	37%	24	16%	80	53%
Small Group Total	7	12	0	0%	4	33%	5	42%	3	25%	8	67%
Female	44	95	6	6%	35	37%	35	37%	19	20%	54	57%
Male	56	80	11	14%	26	33%	32	40%	11	14%	43	54%
English Language Learners	3	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	97	174	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	14	13	1	8%	7	54%	5	38%	0	0%	5	38%
Not Economically Disadvantaged	86	162	16	10%	54	33%	62	38%	30	19%	92	57%
Not Migrant	100	175	17	10%	61	35%	67	38%	30	17%	97	55%
Not Homeless	100	175	17	10%	61	35%	67	38%	30	17%	97	55%
Not in Foster Care	100	175	17	10%	61	35%	67	38%	30	17%	97	55%
Parent Not in Armed Forces	100	175	17	10%	61	35%	67	38%	30	17%	97	55%



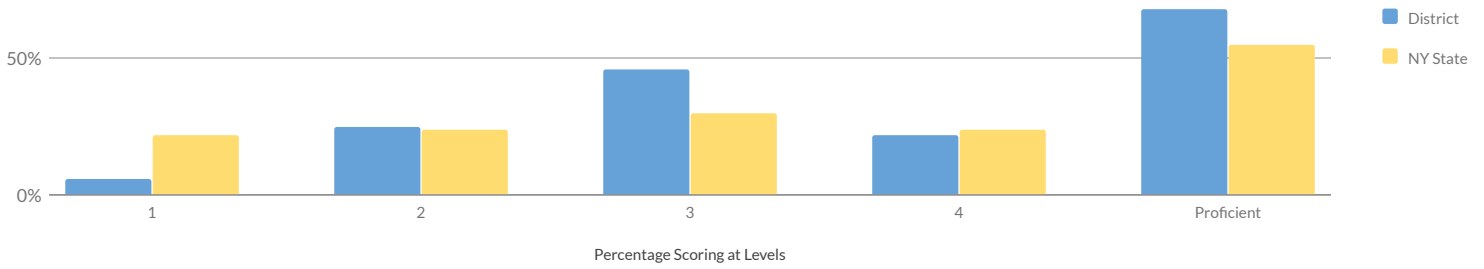
**GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)**



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	34	157	10	6%	40	25%	72	46%	35	22%	107	68%
Grade 4	31	164	12	7%	32	20%	60	37%	60	37%	120	73%
Grade 5	39	171	20	12%	34	20%	58	34%	59	35%	117	68%
Grade 6	47	191	17	9%	63	33%	63	33%	48	25%	111	58%
Grade 7	95	157	30	19%	68	43%	48	31%	11	7%	59	38%
Regents 7	—	30	0	0%	0	0%	0	0%	30	100%	30	100%
Combined 7	95	187	30	16%	68	36%	48	26%	41	22%	89	48%
Grade 8	172	103	42	41%	44	43%	14	14%	3	3%	17	17%
Regents 8	—	93	0	0%	0	0%	7	8%	86	92%	93	100%
Combined 8	172	196	42	21%	44	22%	21	11%	89	45%	110	56%
Grades 3-8	418	1,066	131	12%	281	26%	322	30%	332	31%	654	61%

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

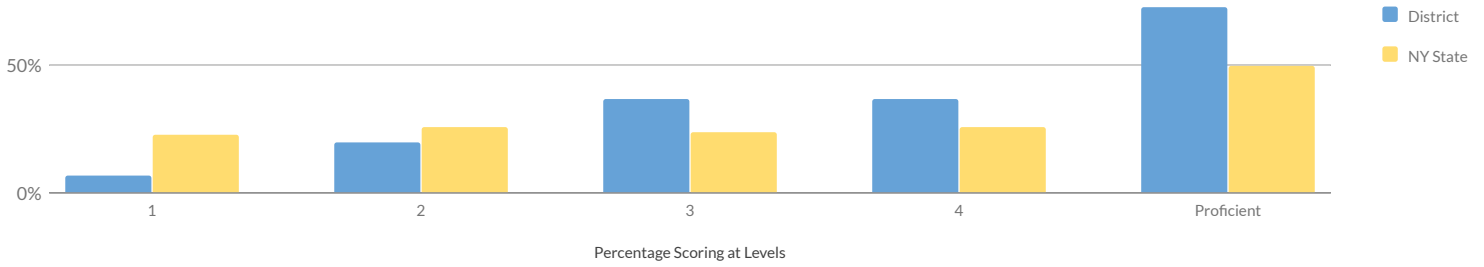
**GRADE 3 MATH RESULTS**



**MEAN SCORE: 604**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	34	157	10	6%	40	25%	72	46%	35	22%	107	68%
General Education	19	139	4	3%	33	24%	68	49%	34	24%	102	73%
Students with Disabilities	15	18	6	33%	7	39%	4	22%	1	6%	5	28%
Asian or Native Hawaiian/Other Pacific Islander	0	9	1	11%	1	11%	5	56%	2	22%	7	78%
Black or African American	0	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	4	26	3	12%	10	38%	11	42%	2	8%	13	50%
White	29	116	5	4%	29	25%	52	45%	30	26%	82	71%
Multiracial	1	4	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	6	1	17%	0	0%	4	67%	1	17%	5	83%
Female	18	70	3	4%	20	29%	29	41%	18	26%	47	67%
Male	16	87	7	8%	20	23%	43	49%	17	20%	60	69%
English Language Learners	1	3	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	33	154	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	6	19	2	11%	8	42%	8	42%	1	5%	9	47%
Not Economically Disadvantaged	28	138	8	6%	32	23%	64	46%	34	25%	98	71%
Not Migrant	34	157	10	6%	40	25%	72	46%	35	22%	107	68%
Not Homeless	34	157	10	6%	40	25%	72	46%	35	22%	107	68%
Not in Foster Care	34	157	10	6%	40	25%	72	46%	35	22%	107	68%
Parent Not in Armed Forces	34	157	10	6%	40	25%	72	46%	35	22%	107	68%

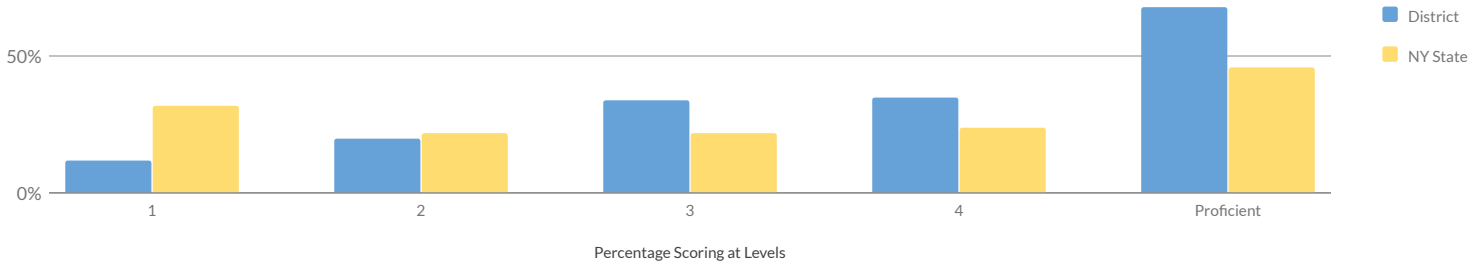
**GRADE 4 MATH RESULTS**



**MEAN SCORE: 608**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	31	164	12	7%	32	20%	60	37%	60	37%	120	73%
General Education	16	139	5	4%	23	17%	53	38%	58	42%	111	80%
Students with Disabilities	15	25	7	28%	9	36%	7	28%	2	8%	9	36%
American Indian or Alaska Native	0	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	0	8	-	-	-	-	-	-	-	-	-	-
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	4	19	3	16%	4	21%	7	37%	5	26%	12	63%
White	27	133	9	7%	28	21%	47	35%	49	37%	96	72%
Multiracial	0	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	0	12	0	0%	0	0%	6	50%	6	50%	12	100%
Female	15	77	8	10%	16	21%	27	35%	26	34%	53	69%
Male	16	87	4	5%	16	18%	33	38%	34	39%	67	77%
English Language Learners	1	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	30	162	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	5	14	4	29%	2	14%	4	29%	4	29%	8	57%
Not Economically Disadvantaged	26	150	8	5%	30	20%	56	37%	56	37%	112	75%
Not Migrant	31	164	12	7%	32	20%	60	37%	60	37%	120	73%
Not Homeless	31	164	12	7%	32	20%	60	37%	60	37%	120	73%
Not in Foster Care	31	164	12	7%	32	20%	60	37%	60	37%	120	73%
Parent Not in Armed Forces	31	164	12	7%	32	20%	60	37%	60	37%	120	73%

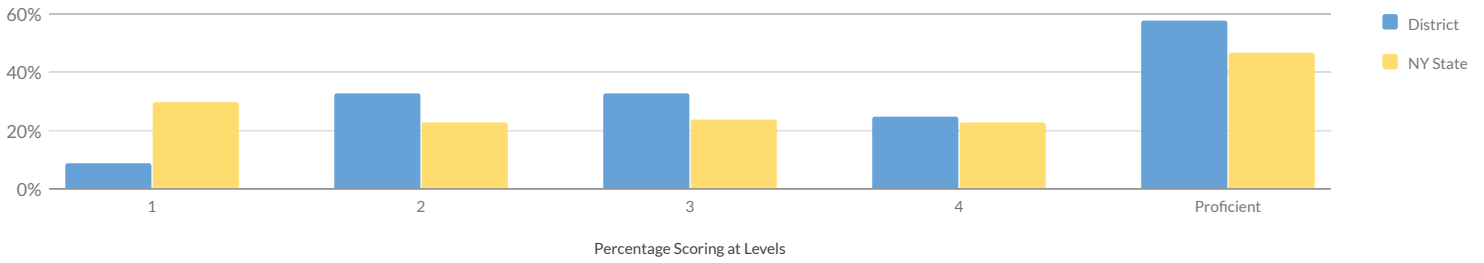
**GRADE 5 MATH RESULTS**



**MEAN SCORE: 609**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	39	171	20	12%	34	20%	58	34%	59	35%	117	68%
General Education	22	150	8	5%	27	18%	56	37%	59	39%	115	77%
Students with Disabilities	17	21	12	57%	7	33%	2	10%	0	0%	2	10%
Asian or Native Hawaiian/Other Pacific Islander	1	8	-	-	-	-	-	-	-	-	-	-
Black or African American	0	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	8	17	4	24%	3	18%	5	29%	5	29%	10	59%
White	30	143	16	11%	28	20%	51	36%	48	34%	99	69%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	11	0	0%	3	27%	2	18%	6	55%	8	73%
Female	23	76	7	9%	14	18%	25	33%	30	39%	55	72%
Male	16	95	13	14%	20	21%	33	35%	29	31%	62	65%
English Language Learners	0	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	39	170	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	6	17	1	6%	4	24%	6	35%	6	35%	12	71%
Not Economically Disadvantaged	33	154	19	12%	30	19%	52	34%	53	34%	105	68%
Not Migrant	39	171	20	12%	34	20%	58	34%	59	35%	117	68%
Not Homeless	39	171	20	12%	34	20%	58	34%	59	35%	117	68%
Not in Foster Care	39	171	20	12%	34	20%	58	34%	59	35%	117	68%
Parent Not in Armed Forces	39	171	20	12%	34	20%	58	34%	59	35%	117	68%

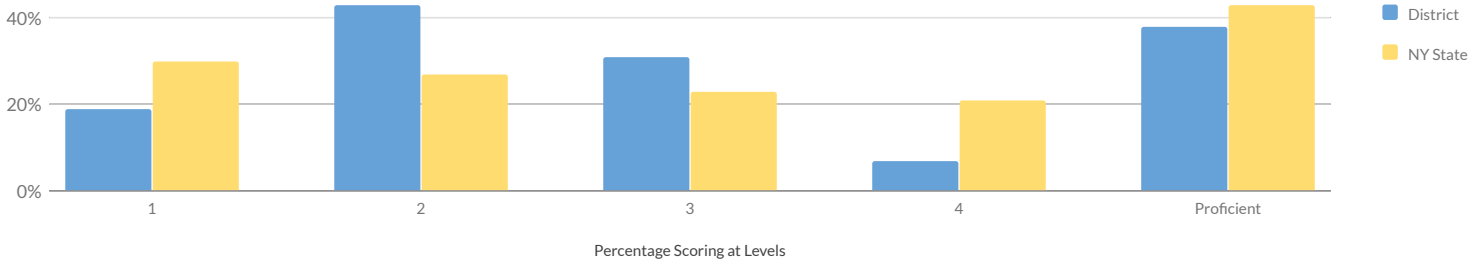
**GRADE 6 MATH RESULTS**



**MEAN SCORE: 606**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	47	191	17	9%	63	33%	63	33%	48	25%	111	58%
General Education	25	167	9	5%	50	30%	61	37%	47	28%	108	65%
Students with Disabilities	22	24	8	33%	13	54%	2	8%	1	4%	3	13%
Asian or Native Hawaiian/Other Pacific Islander	0	5	0	0%	1	20%	0	0%	4	80%	4	80%
Black or African American	2	3	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	3	15	2	13%	4	27%	6	40%	3	20%	9	60%
White	42	166	15	9%	56	34%	56	34%	39	23%	95	57%
Multiracial	0	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	5	0	0%	2	40%	1	20%	2	40%	3	60%
Female	23	103	9	9%	41	40%	33	32%	20	19%	53	51%
Male	24	88	8	9%	22	25%	30	34%	28	32%	58	66%
Non-English Language Learners	47	191	17	9%	63	33%	63	33%	48	25%	111	58%
Economically Disadvantaged	5	9	1	11%	5	56%	2	22%	1	11%	3	33%
Not Economically Disadvantaged	42	182	16	9%	58	32%	61	34%	47	26%	108	59%
Not Migrant	47	191	17	9%	63	33%	63	33%	48	25%	111	58%
Not Homeless	46	191	17	9%	63	33%	63	33%	48	25%	111	58%
Not in Foster Care	47	191	17	9%	63	33%	63	33%	48	25%	111	58%
Parent Not in Armed Forces	47	191	17	9%	63	33%	63	33%	48	25%	111	58%

**GRADE 7 MATH RESULTS**

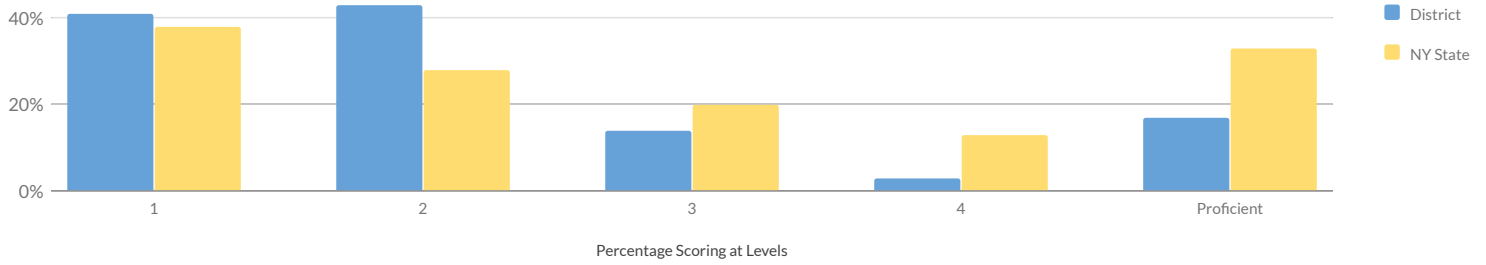


**MEAN SCORE: 602**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	95	157	30	19%	68	43%	48	31%	11	7%	59	38%
General Education	67	133	14	11%	63	47%	45	34%	11	8%	56	42%
Students with Disabilities	28	24	16	67%	5	21%	3	13%	0	0%	3	13%
Asian or Native Hawaiian/Other Pacific Islander	7	2	-	-	-	-	-	-	-	-	-	-
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	6	9	-	-	-	-	-	-	-	-	-	-
White	78	144	27	19%	63	44%	43	30%	11	8%	54	38%
Multiracial	4	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	17	13	3	23%	5	38%	5	38%	0	0%	5	38%
Female	45	63	11	17%	25	40%	20	32%	7	11%	27	43%
Male	50	94	19	20%	43	46%	28	30%	4	4%	32	34%
English Language Learners	3	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	92	156	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	11	21	7	33%	9	43%	5	24%	0	0%	5	24%
Not Economically Disadvantaged	84	136	23	17%	59	43%	43	32%	11	8%	54	40%
Not Migrant	95	157	30	19%	68	43%	48	31%	11	7%	59	38%
Not Homeless	95	157	30	19%	68	43%	48	31%	11	7%	59	38%
Not in Foster Care	95	157	30	19%	68	43%	48	31%	11	7%	59	38%
Parent Not in Armed Forces	95	157	30	19%	68	43%	48	31%	11	7%	59	38%



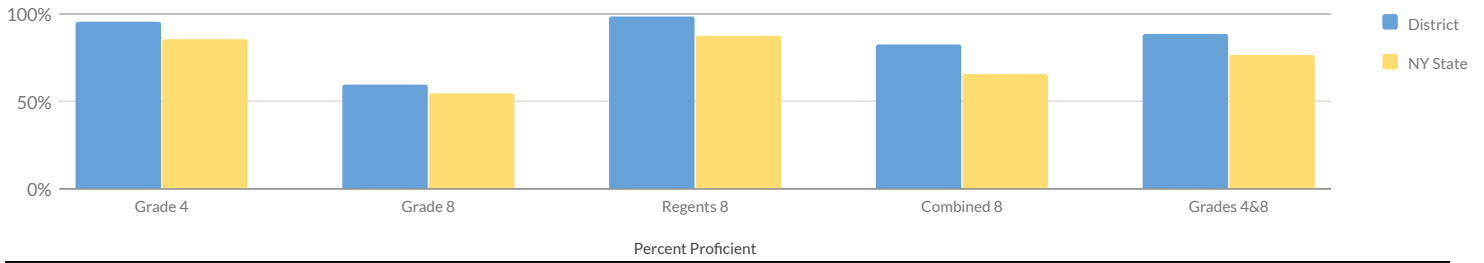
**GRADE 8 MATH RESULTS**



**MEAN SCORE: 598**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	172	103	42	41%	44	43%	14	14%	3	3%	17	17%
General Education	149	76	20	26%	41	54%	12	16%	3	4%	15	20%
Students with Disabilities	23	27	22	81%	3	11%	2	7%	0	0%	2	7%
Asian or Native Hawaiian/Other Pacific Islander	12	3	-	-	-	-	-	-	-	-	-	-
Black or African American	1	3	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	10	8	3	38%	3	38%	2	25%	0	0%	2	25%
White	149	89	36	40%	40	45%	10	11%	3	3%	13	15%
Small Group Total	13	6	3	50%	1	17%	2	33%	0	0%	2	33%
Female	85	54	21	39%	25	46%	7	13%	1	2%	8	15%
Male	87	49	21	43%	19	39%	7	14%	2	4%	9	18%
English Language Learners	2	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	170	101	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	14	13	8	62%	3	23%	2	15%	0	0%	2	15%
Not Economically Disadvantaged	158	90	34	38%	41	46%	12	13%	3	3%	15	17%
Not Migrant	172	103	42	41%	44	43%	14	14%	3	3%	17	17%
Not Homeless	172	103	42	41%	44	43%	14	14%	3	3%	17	17%
Not in Foster Care	172	103	42	41%	44	43%	14	14%	3	3%	17	17%
Parent Not in Armed Forces	172	103	42	41%	44	43%	14	14%	3	3%	17	17%

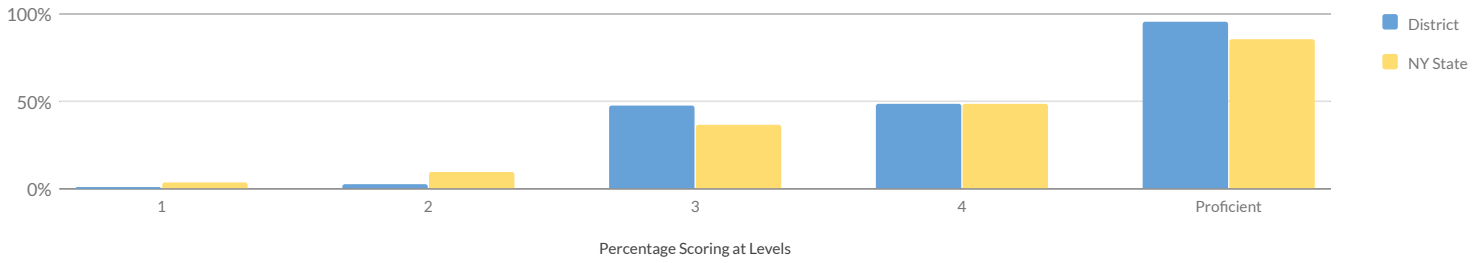
**GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)**



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	25	169	1	1%	5	3%	81	48%	82	49%	163	96%
Grade 8	184	91	1	1%	35	38%	51	56%	4	4%	55	60%
Regents 8	—	129	0	0%	1	1%	11	9%	117	91%	128	99%
Combined 8	184	220	1	0%	36	16%	62	28%	121	55%	183	83%
Grades 4&8	209	389	2	1%	41	11%	143	37%	203	52%	346	89%

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

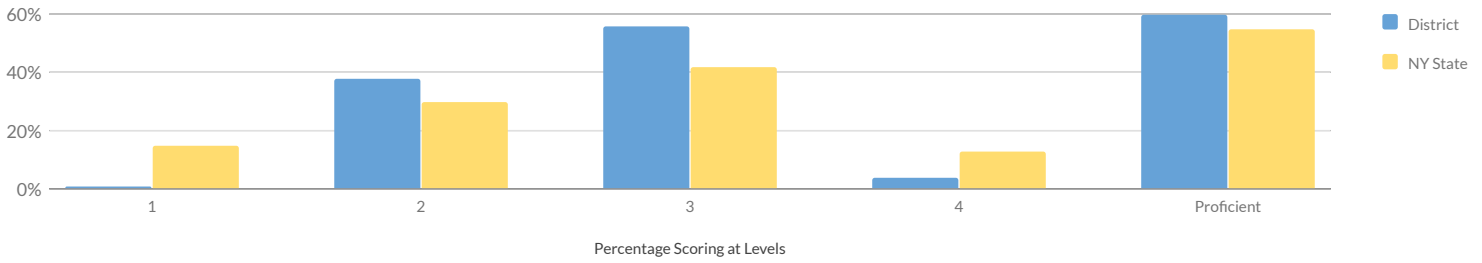
**GRADE 4 SCIENCE RESULTS**



**MEAN SCORE: 83**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	25	169	1	1%	5	3%	81	48%	82	49%	163	96%
General Education	14	140	1	1%	2	1%	63	45%	74	53%	137	98%
Students with Disabilities	11	29	0	0%	3	10%	18	62%	8	28%	26	90%
American Indian or Alaska Native	0	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	0	8	-	-	-	-	-	-	-	-	-	-
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	5	18	1	6%	0	0%	10	56%	7	39%	17	94%
White	20	139	0	0%	4	3%	68	49%	67	48%	135	97%
Multiracial	0	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	0	12	0	0%	1	8%	3	25%	8	67%	11	92%
Female	13	79	0	0%	3	4%	34	43%	42	53%	76	96%
Male	12	90	1	1%	2	2%	47	52%	40	44%	87	97%
English Language Learners	1	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	24	167	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	5	13	0	0%	2	15%	10	77%	1	8%	11	85%
Not Economically Disadvantaged	20	156	1	1%	3	2%	71	46%	81	52%	152	97%
Not Migrant	25	169	1	1%	5	3%	81	48%	82	49%	163	96%
Not Homeless	25	169	1	1%	5	3%	81	48%	82	49%	163	96%
Not in Foster Care	25	169	1	1%	5	3%	81	48%	82	49%	163	96%
Parent Not in Armed Forces	25	169	1	1%	5	3%	81	48%	82	49%	163	96%

**GRADE 8 SCIENCE RESULTS**

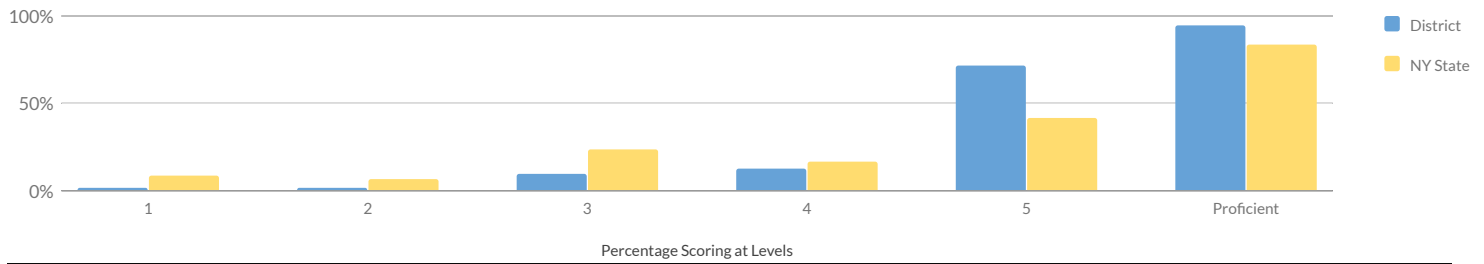


**MEAN SCORE: 68**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	184	91	1	1%	35	38%	51	56%	4	4%	55	60%
General Education	163	62	0	0%	15	24%	43	69%	4	6%	47	76%
Students with Disabilities	21	29	1	3%	20	69%	8	28%	0	0%	8	28%
Asian or Native Hawaiian/Other Pacific Islander	13	2	-	-	-	-	-	-	-	-	-	-
Black or African American	0	4	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	12	6	0	0%	1	17%	5	83%	0	0%	5	83%
White	159	79	1	1%	31	39%	43	54%	4	5%	47	59%
Small Group Total	13	6	0	0%	3	50%	3	50%	0	0%	3	50%
Female	98	41	0	0%	14	34%	24	59%	3	7%	27	66%
Male	86	50	1	2%	21	42%	27	54%	1	2%	28	56%
English Language Learners	3	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	181	90	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	17	10	0	0%	4	40%	6	60%	0	0%	6	60%
Not Economically Disadvantaged	167	81	1	1%	31	38%	45	56%	4	5%	49	60%
Not Migrant	184	91	1	1%	35	38%	51	56%	4	4%	55	60%
Not Homeless	184	91	1	1%	35	38%	51	56%	4	4%	55	60%
Not in Foster Care	184	91	1	1%	35	38%	51	56%	4	4%	55	60%
Parent Not in Armed Forces	184	91	1	1%	35	38%	51	56%	4	4%	55	60%

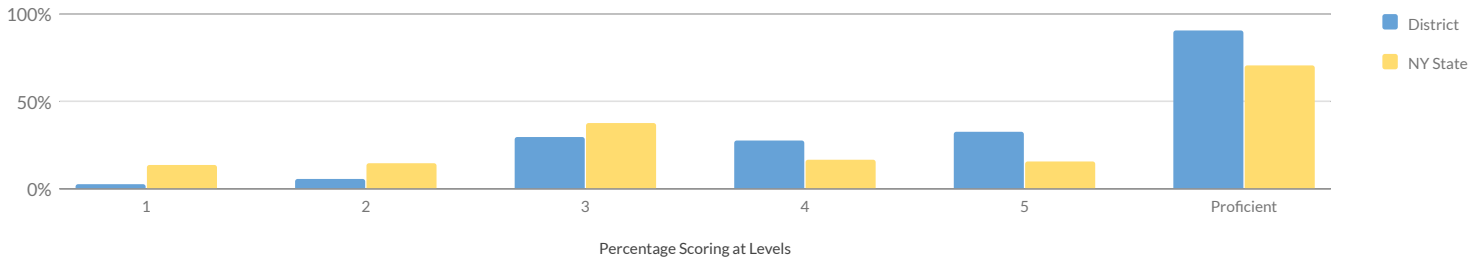
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

**ANNUAL REGENTS EXAMINATION IN ELA (2018-19)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	282	7	2%	7	2%	27	10%	37	13%	204	72%	268	95%
General Education	235	0	0%	1	0%	10	4%	29	12%	195	83%	234	100%
Students with Disabilities	47	7	15%	6	13%	17	36%	8	17%	9	19%	34	72%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	4	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	24	1	4%	2	8%	6	25%	4	17%	11	46%	21	88%
White	245	6	2%	5	2%	19	8%	32	13%	183	75%	234	96%
Small Group Total	13	0	0%	0	0%	2	15%	1	8%	10	77%	13	100%
Female	140	1	1%	5	4%	10	7%	17	12%	107	76%	134	96%
Male	142	6	4%	2	1%	17	12%	20	14%	97	68%	134	94%
English Language Learners	3	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	279	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	31	1	3%	4	13%	7	23%	7	23%	12	39%	26	84%
Not Economically Disadvantaged	251	6	2%	3	1%	20	8%	30	12%	192	76%	242	96%
Not Migrant	282	7	2%	7	2%	27	10%	37	13%	204	72%	268	95%
Not Homeless	282	7	2%	7	2%	27	10%	37	13%	204	72%	268	95%
Not in Foster Care	282	7	2%	7	2%	27	10%	37	13%	204	72%	268	95%
Parent Not in Armed Forces	282	7	2%	7	2%	27	10%	37	13%	204	72%	268	95%

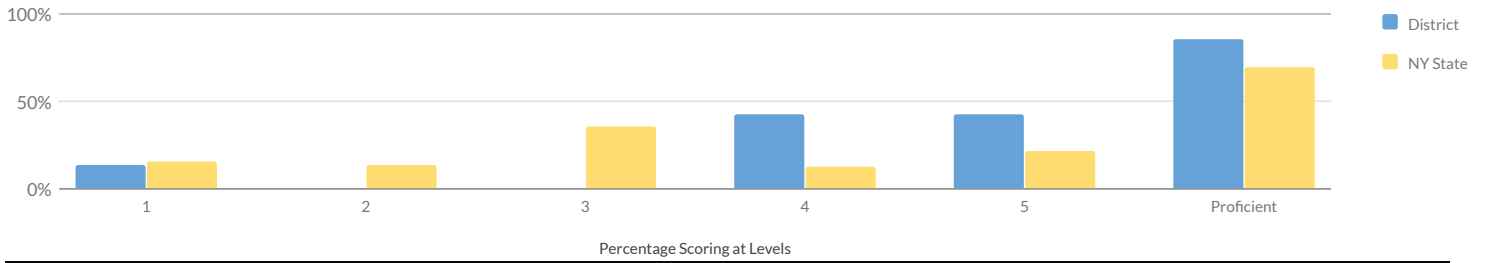
**ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	289	10	3%	16	6%	86	30%	82	28%	95	33%	263	91%
General Education	239	3	1%	6	3%	59	25%	77	32%	94	39%	230	96%
Students with Disabilities	50	7	14%	10	20%	27	54%	5	10%	1	2%	33	66%
Asian or Native Hawaiian/Other Pacific Islander	17	0	0%	0	0%	1	6%	5	29%	11	65%	17	100%
Black or African American	2	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	21	2	10%	4	19%	6	29%	5	24%	4	19%	15	71%
White	246	8	3%	11	4%	77	31%	71	29%	79	32%	227	92%
Multiracial	3	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	0	0%	1	20%	2	40%	1	20%	1	20%	4	80%
Female	149	3	2%	9	6%	40	27%	45	30%	52	35%	137	92%
Male	140	7	5%	7	5%	46	33%	37	26%	43	31%	126	90%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	287	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	27	1	4%	3	11%	18	67%	2	7%	3	11%	23	85%
Not Economically Disadvantaged	262	9	3%	13	5%	68	26%	80	31%	92	35%	240	92%
Not Migrant	289	10	3%	16	6%	86	30%	82	28%	95	33%	263	91%
Not Homeless	289	10	3%	16	6%	86	30%	82	28%	95	33%	263	91%
Not in Foster Care	289	10	3%	16	6%	86	30%	82	28%	95	33%	263	91%
Parent Not in Armed Forces	289	10	3%	16	6%	86	30%	82	28%	95	33%	263	91%

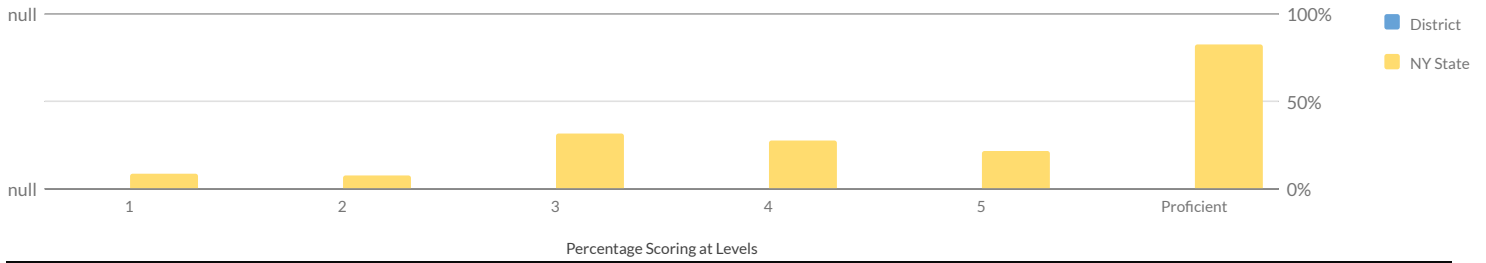


**ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)**



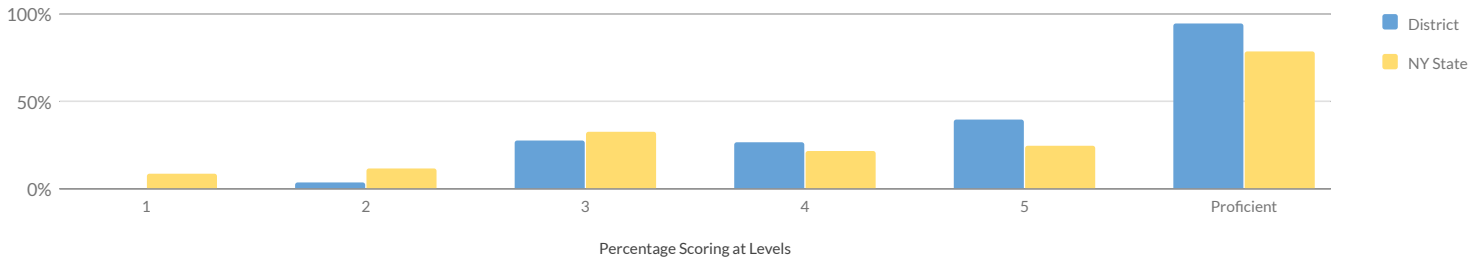
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	7	1	14%	0	0%	0	0%	3	43%	3	43%	6	86%
General Education	6	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-	-	-
White	7	1	14%	0	0%	0	0%	3	43%	3	43%	6	86%
Female	3	-	-	-	-	-	-	-	-	-	-	-	-
Male	4	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	7	1	14%	0	0%	0	0%	3	43%	3	43%	6	86%
Economically Disadvantaged	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	6	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	7	1	14%	0	0%	0	0%	3	43%	3	43%	6	86%
Not Homeless	7	1	14%	0	0%	0	0%	3	43%	3	43%	6	86%
Not in Foster Care	7	1	14%	0	0%	0	0%	3	43%	3	43%	6	86%
Parent Not in Armed Forces	7	1	14%	0	0%	0	0%	3	43%	3	43%	6	86%

**ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)**



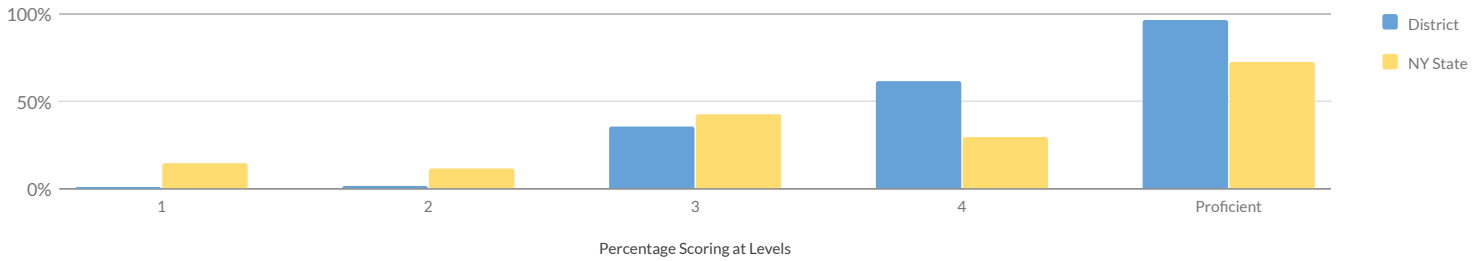
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	-	-	-	-	-	-	-	-	-	-	-	-
General Education	1	-	-	-	-	-	-	-	-	-	-	-	-
White	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	-	-	-	-	-	-	-	-	-	-	-	-
Female	1	-	-	-	-	-	-	-	-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

**ANNUAL REGENTS EXAMINATION NEW FRAMEWORK GLOBAL HISTORY & GEOGRAPHY II (2018-19)**



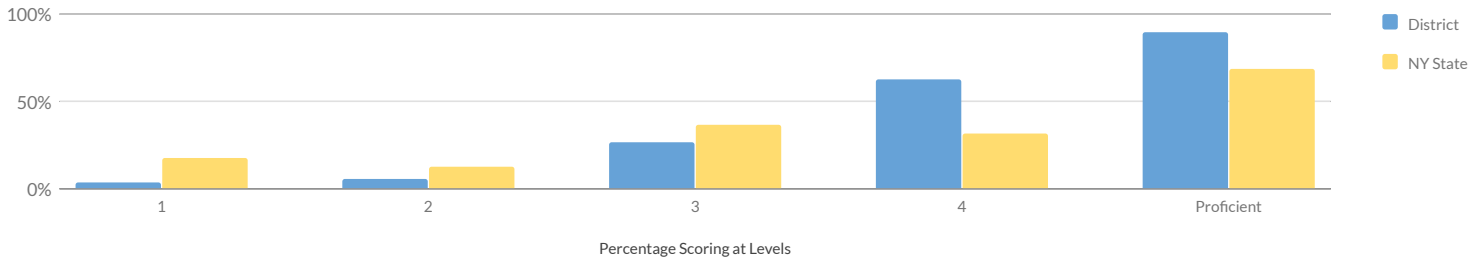
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	263	1	0%	11	4%	73	28%	72	27%	106	40%	251	95%
General Education	219	0	0%	3	1%	51	23%	64	29%	101	46%	216	99%
Students with Disabilities	44	1	2%	8	18%	22	50%	8	18%	5	11%	35	80%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	2	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	15	0	0%	1	7%	6	40%	6	40%	2	13%	14	93%
White	237	1	0%	10	4%	65	27%	64	27%	97	41%	226	95%
Multiracial	2	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	11	0	0%	0	0%	2	18%	2	18%	7	64%	11	100%
Female	133	0	0%	6	5%	37	28%	36	27%	54	41%	127	95%
Male	130	1	1%	5	4%	36	28%	36	28%	52	40%	124	95%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	261	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	22	1	5%	4	18%	5	23%	8	36%	4	18%	17	77%
Not Economically Disadvantaged	241	0	0%	7	3%	68	28%	64	27%	102	42%	234	97%
Not Migrant	263	1	0%	11	4%	73	28%	72	27%	106	40%	251	95%
Not Homeless	263	1	0%	11	4%	73	28%	72	27%	106	40%	251	95%
Not in Foster Care	263	1	0%	11	4%	73	28%	72	27%	106	40%	251	95%
Parent Not in Armed Forces	263	1	0%	11	4%	73	28%	72	27%	106	40%	251	95%

**ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)**



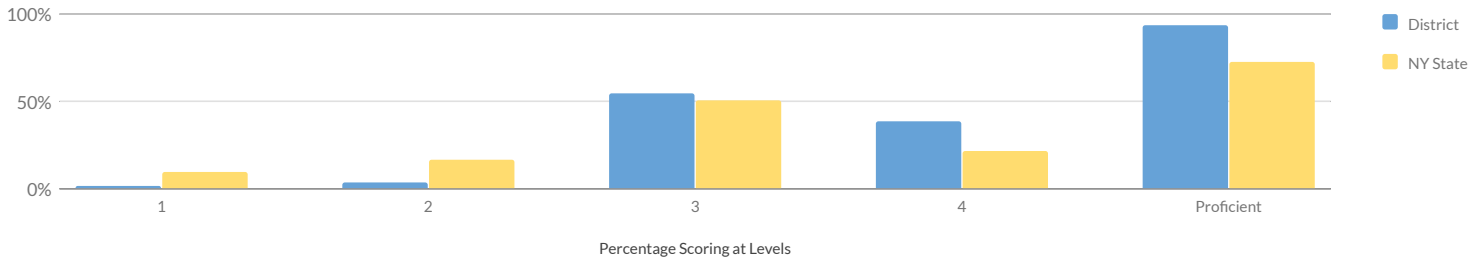
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	289	3	1%	5	2%	103	36%	178	62%	281	97%
General Education	233	0	0%	3	1%	66	28%	164	70%	230	99%
Students with Disabilities	56	3	5%	2	4%	37	66%	14	25%	51	91%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	0	0%	2	20%	8	80%	10	100%
Black or African American	4	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	19	0	0%	0	0%	7	37%	12	63%	19	100%
White	252	3	1%	5	2%	91	36%	153	61%	244	97%
Multiracial	4	-	-	-	-	-	-	-	-	-	-
Small Group Total	8	0	0%	0	0%	3	38%	5	63%	8	100%
Female	144	3	2%	1	1%	51	35%	89	62%	140	97%
Male	145	0	0%	4	3%	52	36%	89	61%	141	97%
English Language Learners	3	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	286	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	27	0	0%	2	7%	10	37%	15	56%	25	93%
Not Economically Disadvantaged	262	3	1%	3	1%	93	35%	163	62%	256	98%
Not Migrant	289	3	1%	5	2%	103	36%	178	62%	281	97%
Not Homeless	289	3	1%	5	2%	103	36%	178	62%	281	97%
Not in Foster Care	289	3	1%	5	2%	103	36%	178	62%	281	97%
Parent Not in Armed Forces	289	3	1%	5	2%	103	36%	178	62%	281	97%

**ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/EARTH SCIENCE (2018-19)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	246	10	4%	14	6%	66	27%	156	63%	222	90%
General Education	209	2	1%	11	5%	44	21%	152	73%	196	94%
Students with Disabilities	37	8	22%	3	8%	22	59%	4	11%	26	70%
Asian or Native Hawaiian/Other Pacific Islander	12	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	20	0	0%	2	10%	7	35%	11	55%	18	90%
White	211	10	5%	12	6%	55	26%	134	64%	189	90%
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Small Group Total	15	0	0%	0	0%	4	27%	11	73%	15	100%
Female	133	3	2%	10	8%	30	23%	90	68%	120	90%
Male	113	7	6%	4	4%	36	32%	66	58%	102	90%
Non-English Language Learners	246	10	4%	14	6%	66	27%	156	63%	222	90%
Economically Disadvantaged	21	3	14%	2	10%	12	57%	4	19%	16	76%
Not Economically Disadvantaged	225	7	3%	12	5%	54	24%	152	68%	206	92%
Not Migrant	246	10	4%	14	6%	66	27%	156	63%	222	90%
Not Homeless	246	10	4%	14	6%	66	27%	156	63%	222	90%
Not in Foster Care	246	10	4%	14	6%	66	27%	156	63%	222	90%
Parent Not in Armed Forces	246	10	4%	14	6%	66	27%	156	63%	222	90%

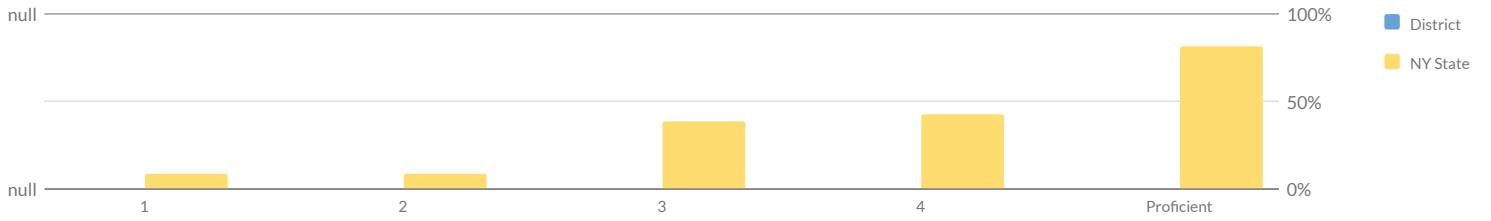
**ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/CHEMISTRY (2018-19)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	202	4	2%	8	4%	111	55%	79	39%	190	94%
General Education	189	3	2%	8	4%	100	53%	78	41%	178	94%
Students with Disabilities	13	1	8%	0	0%	11	85%	1	8%	12	92%
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	-	-	-	-	-	-	-
Black or African American	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	9	1	11%	0	0%	6	67%	2	22%	8	89%
White	183	3	2%	7	4%	102	56%	71	39%	173	95%
Multiracial	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	10	0	0%	1	10%	3	30%	6	60%	9	90%
Female	112	3	3%	6	5%	63	56%	40	36%	103	92%
Male	90	1	1%	2	2%	48	53%	39	43%	87	97%
Non-English Language Learners	202	4	2%	8	4%	111	55%	79	39%	190	94%
Economically Disadvantaged	18	2	11%	2	11%	11	61%	3	17%	14	78%
Not Economically Disadvantaged	184	2	1%	6	3%	100	54%	76	41%	176	96%
Not Migrant	202	4	2%	8	4%	111	55%	79	39%	190	94%
Not Homeless	202	4	2%	8	4%	111	55%	79	39%	190	94%
Not in Foster Care	202	4	2%	8	4%	111	55%	79	39%	190	94%
Parent Not in Armed Forces	202	4	2%	8	4%	111	55%	79	39%	190	94%

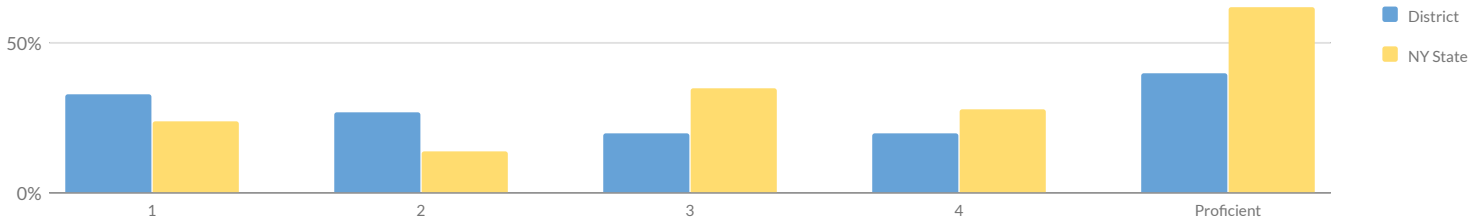


**ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/PHYSICS (2018-19)**



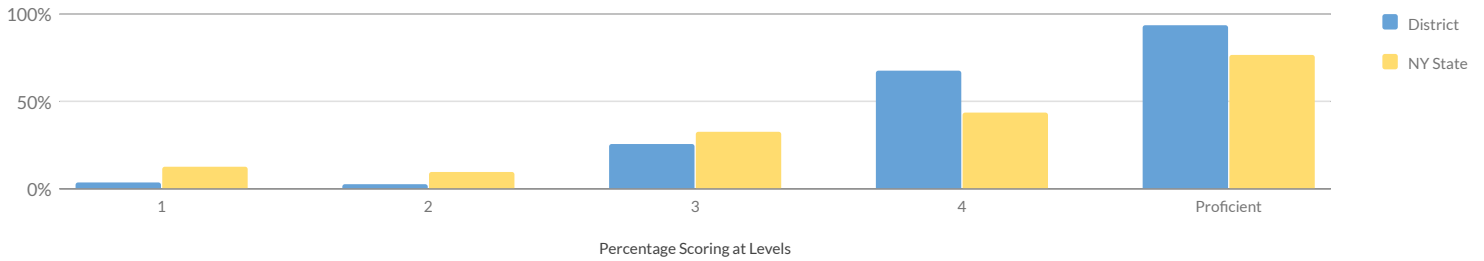
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	1	-	-	-	-	-	-	-	-	-	-
General Education	1	-	-	-	-	-	-	-	-	-	-
White	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	-	-	-	-	-	-	-	-	-	-
Female	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners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

**ANNUAL REGENTS TRANSITIONAL EXAM IN GLOBAL HISTORY & GEOGRAPHY (2018-19)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	15	5	33%	4	27%	3	20%	3	20%	6	40%
General Education	5	1	20%	0	0%	2	40%	2	40%	4	80%
Students with Disabilities	10	4	40%	4	40%	1	10%	1	10%	2	20%
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–
White	13	–	–	–	–	–	–	–	–	–	–
Small Group Total	15	5	33%	4	27%	3	20%	3	20%	6	40%
Female	7	3	43%	1	14%	1	14%	2	29%	3	43%
Male	8	2	25%	3	38%	2	25%	1	13%	3	38%
English Language Learners	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	14	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	2	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	13	–	–	–	–	–	–	–	–	–	–
Not Migrant	15	5	33%	4	27%	3	20%	3	20%	6	40%
Not Homeless	15	5	33%	4	27%	3	20%	3	20%	6	40%
Not in Foster Care	15	5	33%	4	27%	3	20%	3	20%	6	40%
Parent Not in Armed Forces	15	5	33%	4	27%	3	20%	3	20%	6	40%

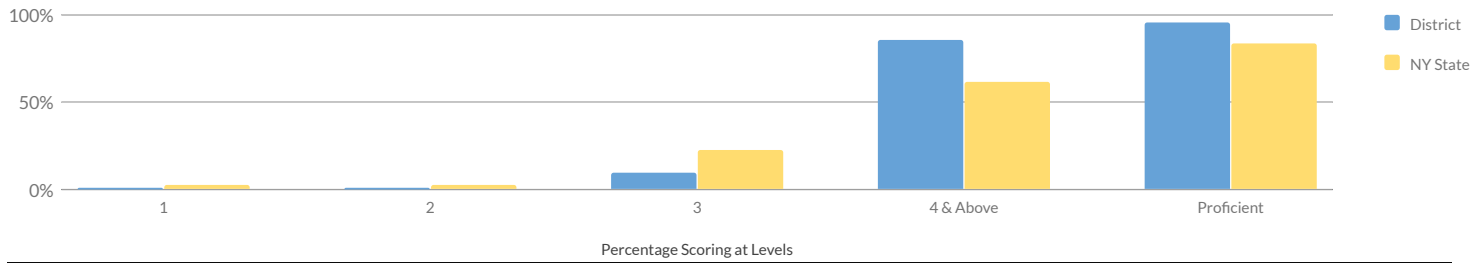
**ANNUAL REGENTS EXAMINATION U.S. HISTORY & GOVERNMENT (2018-19)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	277	11	4%	7	3%	71	26%	188	68%	259	94%
General Education	233	1	0%	1	0%	55	24%	176	76%	231	99%
Students with Disabilities	44	10	23%	6	14%	16	36%	12	27%	28	64%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	1	4%	2	9%	12	52%	8	35%	20	87%
White	241	10	4%	5	2%	54	22%	172	71%	226	94%
Small Group Total	13	0	0%	0	0%	5	38%	8	62%	13	100%
Female	140	6	4%	5	4%	35	25%	94	67%	129	92%
Male	137	5	4%	2	1%	36	26%	94	69%	130	95%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	275	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	28	2	7%	3	11%	11	39%	12	43%	23	82%
Not Economically Disadvantaged	249	9	4%	4	2%	60	24%	176	71%	236	95%
Not Migrant	277	11	4%	7	3%	71	26%	188	68%	259	94%
Not Homeless	277	11	4%	7	3%	71	26%	188	68%	259	94%
Not in Foster Care	277	11	4%	7	3%	71	26%	188	68%	259	94%
Parent Not in Armed Forces	277	11	4%	7	3%	71	26%	188	68%	259	94%

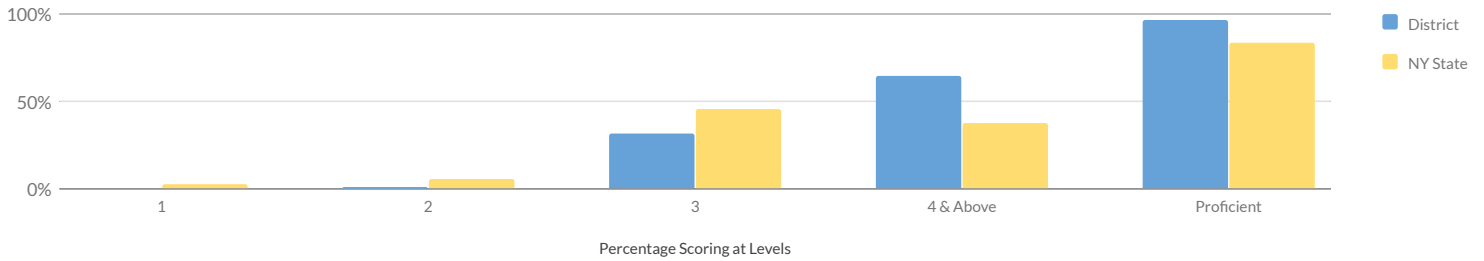
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

**2015 TOTAL COHORT REGENTS EXAMINATION IN ELA**



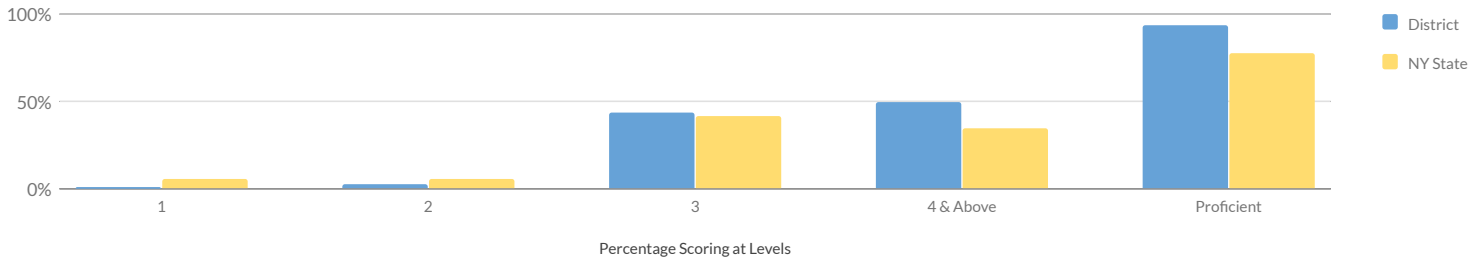
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	266	6	2%	260	98%	2	1%	3	1%	26	10%	229	86%	255	96%
General Education	228	2	1%	226	99%	0	0%	0	0%	18	8%	208	91%	226	99%
Students with Disabilities	38	4	11%	34	89%	2	5%	3	8%	8	21%	21	55%	29	76%
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	14	100%	0	0%	0	0%	0	0%	14	100%	14	100%
Black or African American	7	0	0%	7	100%	2	29%	0	0%	0	0%	5	71%	5	71%
Hispanic or Latino	20	2	10%	18	90%	0	0%	1	5%	4	20%	13	65%	17	85%
White	225	4	2%	221	98%	0	0%	2	1%	22	10%	197	88%	219	97%
Female	135	2	1%	133	99%	1	1%	1	1%	14	10%	117	87%	131	97%
Male	131	4	3%	127	97%	1	1%	2	2%	12	9%	112	85%	124	95%
Non-English Language Learners	264	5	—	259	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	34	1	3%	33	97%	1	3%	2	6%	6	18%	24	71%	30	88%
Not Economically Disadvantaged	232	5	2%	227	98%	1	0%	1	0%	20	9%	205	88%	225	97%
Not Migrant	266	6	2%	260	98%	2	1%	3	1%	26	10%	229	86%	255	96%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	265	6	—	259	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	266	6	2%	260	98%	2	1%	3	1%	26	10%	229	86%	255	96%
Parent Not in Armed Forces	266	6	2%	260	98%	2	1%	3	1%	26	10%	229	86%	255	96%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



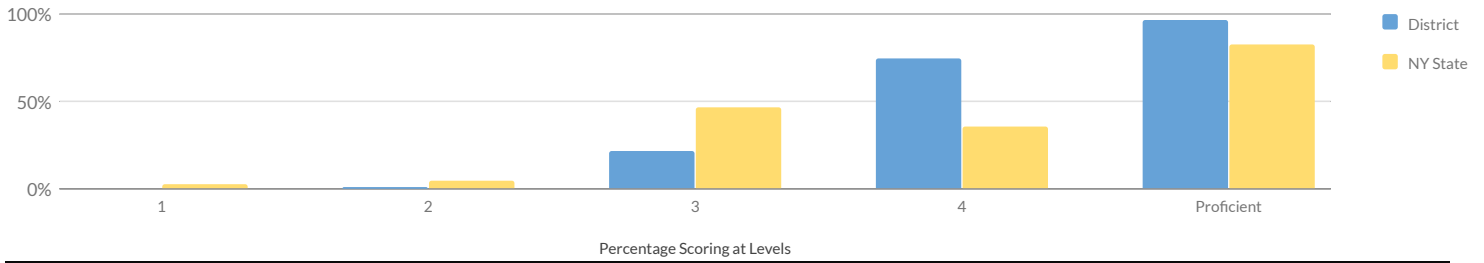
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	266	5	2%	261	98%	1	0%	3	1%	84	32%	173	65%	257	97%
General Education	228	2	1%	226	99%	0	0%	0	0%	58	25%	168	74%	226	99%
Students with Disabilities	38	3	8%	35	92%	1	3%	3	8%	26	68%	5	13%	31	82%
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	14	100%	0	0%	0	0%	1	7%	13	93%	14	100%
Black or African American	7	0	0%	7	100%	0	0%	0	0%	3	43%	4	57%	7	100%
Hispanic or Latino	20	2	10%	18	90%	0	0%	1	5%	6	30%	11	55%	17	85%
White	225	3	1%	222	99%	1	0%	2	1%	74	33%	145	64%	219	97%
Female	135	2	1%	133	99%	0	0%	1	1%	41	30%	91	67%	132	98%
Male	131	3	2%	128	98%	1	1%	2	2%	43	33%	82	63%	125	95%
Non-English Language Learners	264	4	—	260	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	34	1	3%	33	97%	0	0%	2	6%	19	56%	12	35%	31	91%
Not Economically Disadvantaged	232	4	2%	228	98%	1	0%	1	0%	65	28%	161	69%	226	97%
Not Migrant	266	5	2%	261	98%	1	0%	3	1%	84	32%	173	65%	257	97%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	265	5	—	260	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	266	5	2%	261	98%	1	0%	3	1%	84	32%	173	65%	257	97%
Parent Not in Armed Forces	266	5	2%	261	98%	1	0%	3	1%	84	32%	173	65%	257	97%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	266	7	3%	259	97%	2	1%	7	3%	116	44%	134	50%	250	94%
General Education	228	4	2%	224	98%	1	0%	2	1%	93	41%	128	56%	221	97%
Students with Disabilities	38	3	8%	35	92%	1	3%	5	13%	23	61%	6	16%	29	76%
Asian or Native Hawaiian/Other Pacific Islander	14	1	7%	13	93%	0	0%	1	7%	1	7%	11	79%	12	86%
Black or African American	7	0	0%	7	100%	1	14%	0	0%	4	57%	2	29%	6	86%
Hispanic or Latino	20	2	10%	18	90%	0	0%	0	0%	12	60%	6	30%	18	90%
White	225	4	2%	221	98%	1	0%	6	3%	99	44%	115	51%	214	95%
Female	135	3	2%	132	98%	2	1%	3	2%	57	42%	70	52%	127	94%
Male	131	4	3%	127	97%	0	0%	4	3%	59	45%	64	49%	123	94%
Non-English Language Learners	264	6	—	258	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	34	2	6%	32	94%	0	0%	5	15%	20	59%	7	21%	27	79%
Not Economically Disadvantaged	232	5	2%	227	98%	2	1%	2	1%	96	41%	127	55%	223	96%
Not Migrant	266	7	3%	259	97%	2	1%	7	3%	116	44%	134	50%	250	94%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	265	7	—	258	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	266	7	3%	259	97%	2	1%	7	3%	116	44%	134	50%	250	94%
Parent Not in Armed Forces	266	7	3%	259	97%	2	1%	7	3%	116	44%	134	50%	250	94%

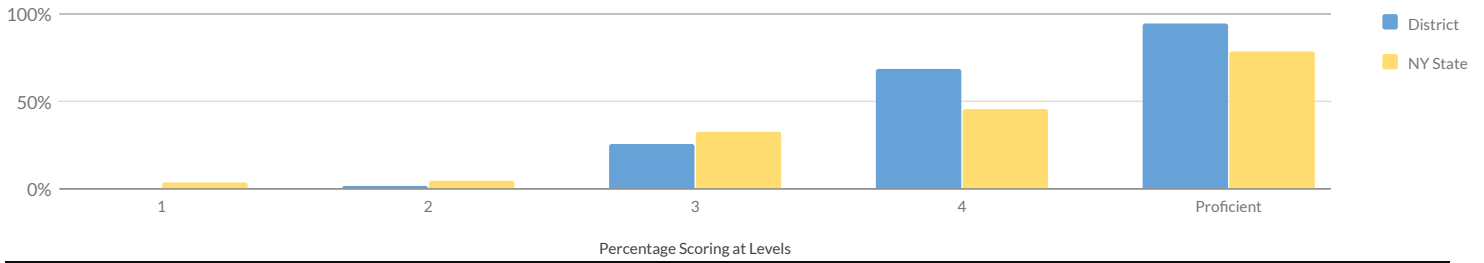
2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	266	6	2%	260	98%	0	0%	3	1%	58	22%	199	75%	257	97%
General Education	228	3	1%	225	99%	0	0%	0	0%	36	16%	189	83%	225	99%
Students with Disabilities	38	3	8%	35	92%	0	0%	3	8%	22	58%	10	26%	32	84%
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	14	100%	0	0%	0	0%	1	7%	13	93%	14	100%
Black or African American	7	0	0%	7	100%	0	0%	1	14%	3	43%	3	43%	6	86%
Hispanic or Latino	20	2	10%	18	90%	0	0%	1	5%	9	45%	8	40%	17	85%
White	225	4	2%	221	98%	0	0%	1	0%	45	20%	175	78%	220	98%
Female	135	2	1%	133	99%	0	0%	1	1%	35	26%	97	72%	132	98%
Male	131	4	3%	127	97%	0	0%	2	2%	23	18%	102	78%	125	95%
Non-English Language Learners	264	5	—	259	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	34	1	3%	33	97%	0	0%	1	3%	14	41%	18	53%	32	94%
Not Economically Disadvantaged	232	5	2%	227	98%	0	0%	2	1%	44	19%	181	78%	225	97%
Not Migrant	266	6	2%	260	98%	0	0%	3	1%	58	22%	199	75%	257	97%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	265	6	—	259	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	266	6	2%	260	98%	0	0%	3	1%	58	22%	199	75%	257	97%
Parent Not in Armed Forces	266	6	2%	260	98%	0	0%	3	1%	58	22%	199	75%	257	97%



2015 TOTAL COHORT REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	266	7	3%	259	97%	1	0%	5	2%	69	26%	184	69%	253	95%
General Education	228	3	1%	225	99%	0	0%	2	1%	51	22%	172	75%	223	98%
Students with Disabilities	38	4	11%	34	89%	1	3%	3	8%	18	47%	12	32%	30	79%
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	14	100%	0	0%	0	0%	2	14%	12	86%	14	100%
Black or African American	7	0	0%	7	100%	1	14%	0	0%	3	43%	3	43%	6	86%
Hispanic or Latino	20	2	10%	18	90%	0	0%	0	0%	11	55%	7	35%	18	90%
White	225	5	2%	220	98%	0	0%	5	2%	53	24%	162	72%	215	96%
Female	135	2	1%	133	99%	1	1%	3	2%	35	26%	94	70%	129	96%
Male	131	5	4%	126	96%	0	0%	2	2%	34	26%	90	69%	124	95%
Non-English Language Learners	264	6	—	258	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	34	1	3%	33	97%	0	0%	3	9%	16	47%	14	41%	30	88%
Not Economically Disadvantaged	232	6	3%	226	97%	1	0%	2	1%	53	23%	170	73%	223	96%
Not Migrant	266	7	3%	259	97%	1	0%	5	2%	69	26%	184	69%	253	95%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	265	7	—	258	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	266	7	3%	259	97%	1	0%	5	2%	69	26%	184	69%	253	95%
Parent Not in Armed Forces	266	7	3%	259	97%	1	0%	5	2%	69	26%	184	69%	253	95%

**NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2018-19)**

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	6	0%	0%	0%	33%	67%
Grade 1	0	7	0%	0%	0%	71%	29%
Grade 2	0	3	–	–	–	–	–
Grade 3	0	4	–	–	–	–	–
Grade 4	0	3	–	–	–	–	–
Grade 5	0	1	–	–	–	–	–
Grade 7	0	4	–	–	–	–	–
Grade 8	0	4	–	–	–	–	–
Grade 9	0	1	–	–	–	–	–
Grade 10	0	1	–	–	–	–	–
Grade 11	0	3	–	–	–	–	–
Grade 12	1	1	–	–	–	–	–

**NEW YORK STATE ALTERNATE ASSESSMENT (2018-19)**

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

Grade/Subject	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4	
			#	%	#	%	#	%	#	%
Grade 4 ELA	0	1	–	–	–	–	–	–	–	–
Grade 4 Math	0	1	–	–	–	–	–	–	–	–
Grade 4 Science	0	1	–	–	–	–	–	–	–	–
Grade 5 ELA	0	2	–	–	–	–	–	–	–	–
Grade 5 Math	0	2	–	–	–	–	–	–	–	–
Grade 6 ELA	1	1	–	–	–	–	–	–	–	–
Grade 6 Math	1	1	–	–	–	–	–	–	–	–
Grade 7 ELA	0	5	0	0%	1	20%	4	80%	0	0%
Grade 7 Math	0	5	0	0%	2	40%	3	60%	0	0%

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

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

**NEW YORK STATE NAEP GRADE 4**

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

**NEW YORK STATE NAEP GRADE 8**

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

**NATIONAL NAEP GRADE 4**

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

**NATIONAL NAEP GRADE 8**

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

\*There are not sufficient data for this subgroup.

**CIVIL RIGHTS DATA COLLECTION (CRDC) (2015-16)**

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

CRDC Data (13.06 megabytes)

Glossary of Terms

# FISCAL ACCOUNTABILITY SUMMARY (2018 - 19)

## INFORMATION ABOUT EXPENDITURE RATIOS (2017 - 18)

(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

\$47,223,719

##### PUPILS

2,982

##### EXPENDITURES PER PUPIL

\$15,836

#### SPECIAL EDUCATION

##### INSTRUCTIONAL EXPENDITURES

\$19,744,557

##### PUPILS

507

##### EXPENDITURES PER PUPIL

\$38,944

### SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY

#### GENERAL EDUCATION

##### INSTRUCTIONAL EXPENDITURES

\$5,629,457,432

##### PUPILS

#### SPECIAL EDUCATION

##### INSTRUCTIONAL EXPENDITURES

\$2,181,788,127

##### PUPILS

▼  
**365,552**

**EXPENDITURES PER PUPIL**

▼  
**\$15,400**

▼  
**52,736**

**EXPENDITURES PER PUPIL**

▼  
**\$41,372**

**ALL SCHOOL DISTRICTS****GENERAL EDUCATION****SPECIAL EDUCATION****INSTRUCTIONAL EXPENDITURES****INSTRUCTIONAL EXPENDITURES**

▼

**\$35,199,223,413**

▼

**\$15,660,696,162**

**PUPILS****PUPILS**

▼

**2,632,781**

▼

**485,151**

**EXPENDITURES PER PUPIL****EXPENDITURES PER PUPIL**

▼

**\$13,370**

▼

**\$32,280**

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****\$30,226****SIMILAR DISTRICT GROUP****\$28,620****NY STATE****\$25,845**

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 (2018 - 19)

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)

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY	NY STATE				
<p><b>80% OR MORE</b></p> <p>▼</p> <table border="1"> <tr> <td>312</td> <td>63.7%</td> </tr> </table>	312	63.7%	<p><b>80% OR MORE</b></p> <p>▼</p> <table border="1"> <tr> <td>62.6%</td> </tr> </table>	62.6%	<p><b>80% OR MORE</b></p> <p>▼</p> <table border="1"> <tr> <td>58.7%</td> </tr> </table>	58.7%
312	63.7%					
62.6%						
58.7%						
<p><b>40% - 79%</b></p> <p>▼</p> <table border="1"> <tr> <td>145</td> <td>29.6%</td> </tr> </table>	145	29.6%	<p><b>40% - 79%</b></p> <p>▼</p> <table border="1"> <tr> <td>17.7%</td> </tr> </table>	17.7%	<p><b>40% - 79%</b></p> <p>▼</p> <table border="1"> <tr> <td>11.5%</td> </tr> </table>	11.5%
145	29.6%					
17.7%						
11.5%						
<p><b>LESS THAN 40%</b></p> <p>▼</p> <table border="1"> <tr> <td>13</td> <td>2.7%</td> </tr> </table>	13	2.7%	<p><b>LESS THAN 40%</b></p> <p>▼</p> <table border="1"> <tr> <td>11.2%</td> </tr> </table>	11.2%	<p><b>LESS THAN 40%</b></p> <p>▼</p> <table border="1"> <tr> <td>19.0%</td> </tr> </table>	19.0%
13	2.7%					
11.2%						
19.0%						
<p><b>SEPARATE SETTINGS</b></p> <p>▼</p> <table border="1"> <tr> <td>15</td> <td>3.1%</td> </tr> </table>	15	3.1%	<p><b>SEPARATE SETTINGS</b></p> <p>▼</p> <table border="1"> <tr> <td>5.0%</td> </tr> </table>	5.0%	<p><b>SEPARATE SETTINGS</b></p> <p>▼</p> <table border="1"> <tr> <td>5.3%</td> </tr> </table>	5.3%
15	3.1%					
5.0%						
5.3%						
<p><b>OTHER SETTINGS</b></p> <p>▼</p> <table border="1"> <tr> <td>5</td> <td>1.0%</td> </tr> </table>	5	1.0%	<p><b>OTHER SETTINGS</b></p> <p>▼</p> <table border="1"> <tr> <td>3.5%</td> </tr> </table>	3.5%	<p><b>OTHER SETTINGS</b></p> <p>▼</p> <table border="1"> <tr> <td>5.6%</td> </tr> </table>	5.6%
5	1.0%					
3.5%						
5.6%						

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 SCHOOL DISTRICT

▼  
13.2%

#### SIMILAR DISTRICT GROUP

▼  
12.3%

#### NY STATE

▼  
14.7%

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.

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