

# **SOMERS CENTRAL SCHOOL DISTRICT**

## **Proposed Annual School Budget**

**2019-2020**

*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**

President, Donna Rosenblum; Vice President, Joseph Marra

Trustees: Ifay Chang, Michael D'Anna, MaryRose Joseph,

Lindsay Portnoy, Heidi Cambareri

May 14, 2019

**Somers Central School District  
2019-2020 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**

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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 2019-2020 budget in the early fall and continued their work during the winter months. They reviewed enrollment projections, instructional program and staffing needs, special education placements, utility costs, facility needs, and met with principals and directors to develop a preliminary budget. The following should help to explain the budget numbers/information contained within.

## **Budget Highlights**

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### ***Tax Levy***

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

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

The 2019-2020 budget will increase by 2.65% or \$2,419,720 and the estimated tax rate increase is 2.65%.

### ***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.

Additionally, the Board of Education will be putting forth a bond proposition before the voters in May to increase the safety and security of our school buildings. Potential security enhancements are 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 Primrose is forecasted to remain close to the current level for 2019-2020 with a small increase in first grade requiring the addition of a first grade class and 1.0 teacher. At the Intermediate School, numbers are relatively the same with a slight reduction and thus, the need for one less elementary teacher at that school.

Somers Middle School will introduce World Language instruction in Grade 6, thus requiring an addition of 1.0 staffing in the World Language department. Offsetting this increase in staffing and in response to declining enrollment at SMS, there will be a reduction of .6 in Art and .6 in Music.

Somers High School will experience an increase of 1.0 in the Mathematics department and 1.0 in the Science Department.

In support of the L.I.F.E. (learning inclusively for everyone) project, the District will add a 1.0 Behavior Intervention Specialist to support classroom teachers in their inclusive instructional practices districtwide.

### ***Educational Initiatives***

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

***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 a particular interest in biology to explore the intersection of biology and modern technology. During the 2019-2020 school year, Somers High School will add PLTW Human Body Systems. The 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. In Human Body Systems (HBS), students will build a strong foundation in human anatomy and physiology. The main project in HBS is to build a Maniken®, one body system at a time. Additionally, there will be 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 High School courses. Two fully functioning Maker Spaces allow for the intersection of math, science and technology and provide opportunities for students to engage in integrated project-based learning. The Maker Space concept embraces the notion that deep learning happens when students apply knowledge to solving problems.
- The 2018-2019 school year marked the second year of the IB Diploma Program at Somers High School. We had 181 students enrolled in one or more IB classes with a total of 343 seats taken in IB classes. The first cohort of IB Diploma recipients will graduate in June 2019 and we welcomed 14 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 – 19 courses in all including AP World History, AP Economics, AP Statistics and AP Computer Science Principles.
- As the high school prepares to implement a new schedule in the 2019-2020 school year, longer class periods and a common midday lunch/club activity period will allow for more engaging learning experiences. Teachers will continue to explore ways in which student-centered classrooms with authentic project-based work can help engage students in longer blocks of time.
- The Middle School began their work towards authorization as an IB Middle Years Program (MYP) school in earnest during the 2018-2019 school year. Teacher teams from each department were trained so that they could turnkey their learning and work collaboratively in their departments to develop MYP units of study that are inquiry based with real-life local and global contexts. During the 2019-2020 school year, training and curriculum development will continue along with the piloting of MYP units. A teacher "MYP coordinator" .4 position will continue to coordinate outside

- and in-house professional learning, curriculum development and interdisciplinary opportunities. 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 will begin 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 World Language teachers continue to make progress from traditional to proficiency-based language curriculum and instruction. With a focus on listening and speaking in the targeted language, early language classes will be places where students' communication skills are emphasized and an understanding of cultures is promoted. 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 2019-2020 school year, the use of Schoology will expand to include the implementation of managed assessments. The 2019-2020 school budget will allow for full replacement of all devices in grade 5 and the expansion of a digital literacy curriculum to include pre-coding and coding activities for students in Grades K-5. Lower costs for personal devices and a shift away from larger and more costly desktop computers for classrooms or computer labs has enabled the district to maintain its budget in relation to technology devices. A comprehensive purchasing plan has been developed to aid in budget planning for timely device replacement for the future.
- The District continues to work towards the L.I.F.E. initiative – ensuring Learning Inclusively for Everyone. This initiative seeks to create inclusive classrooms where the needs of a diverse student group are met. During the 2019-2020 school year, we will continue to expand the number of co-taught classrooms. 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 2019-2020 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 will be explored. 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.
- 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

- C3 Framework, integrates inquiry, disciplinary literacy and civic life. The new New York State Science Learning Standards focus on three dimensions that are needed to provide students with a high quality science education. The first are the Science and Engineering Practices, which are skills that integrate knowledge such as asking questions, developing and using models, and analyzing and interpreting data. The second are the disciplinary core ideas that build over time and help students to understand how the world works. Finally, the third dimension identifies the crosscutting concepts that apply to all science disciplines such as patterns, cause and effect, structure and function, and stability and change. At this important transition period, it is critical that we continue to engage secondary science and social studies faculty in rigorous learning experiences. The support of our PNW BOCES and collaboration with our region have been helpful in enhancing professional learning in these areas.
- Elementary Science and Social Studies continue to undergo revision as a result of the new standards. For elementary teachers (K-5) who are using the PNW BOCES regionally developed Science 21 curriculum, training continues for K-3 teachers who are implementing newly revised curriculum, aligned to the new NYS Science Learning Standards. During the 2019-2020 school year, fourth 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® (first 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 reading materials in Grades K-2.
- In Mathematics, the 2019-2020 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.
- Social and Emotional Learning, an important part of our vision for the whole child, continues with expansion of Responsive Classroom® to promote positive behavior at the elementary level. Creating safe and welcoming schools is also part of the social and emotional learning focus, and faculty will continue professional work to develop and deliver curriculum that promotes a school climate that reduces bias and enables all students to access learning. During the 2019-2020 school year, a closer look at social-emotional learning programs at the secondary level will most likely result in the examination of the STEPS-A (Skills Training for Emotional Problem Solving for Adolescents) program and involve a partnership with PNW BOCES for training. A continued focus on education 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 2019-2020 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 education 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 decreased the employer contribution rate from 10.62% to 8.86%, a reduction of \$637,941. The New York State Employees' Retirement System has reduced their composite contribution rate from 14.9% to 14.6%. Health insurance costs are rising, adding \$216,963 to the budget.



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Somers Central School District 2019-2020 Budget Planning Calendar

Sept.-March	o Budget Developing Process ongoing	Superintendent Administrative Staff
Tues., Oct. 23	o Budget Calendar adopted by Board of Education – 7 p.m. SMS Library	Board of Education
Tues., Dec. 11	o Budget Preview – 7 p.m. SMS Library	Board of Education Superintendent
Tues., Feb. 12	o 2019-2020 Budget Planning Session – 7 p.m. SMS Library	Superintendent
Fri., Mar. 1	o Submission of Tax Levy Cap Limit Calculations to Office of NYS Comptroller, SED, NYS Department. of Taxation & Finance	Asst. Supt. for Business
Tues., Mar. 5	o 2019-2020 Budget Planning Session – 7 p.m. SMS Library	Superintendent
Tues., Mar. 19	o 2019-2020 Budget Planning Session – 7 p.m. SMS Library	Superintendent
Mon., Apr. 22	o Nominating Petitions for BOE Candidates and First Statement of Expenditures due on or before 4/22/19	BOE Candidates & District Clerk
Tues., Apr. 23	o Budget Adoption/Budget Summary – 7 p.m. SMS Library o Property Tax Report Card sent to SED & newspaper within 24 hours of Budget Adoption, but no later than Wednesday, Apr. 24	Board of Education Superintendent Asst. Supt. for Business
Tues., Apr. 30	o Absentee Ballots mailed to permanently disabled. District Clerk to maintain list of names of all individuals provided absentee ballots.	District Clerk
Tues., May 7	o Public Budget Statement with required attachments available at main offices, Business Office, District Clerk's office, public libraries, and on District website	Asst. Supt. for Business
Fri., May 10	o Budget Notice/Trunkline mailed	Asst. Supt. for Business
Tues., May 14	o Public Budget Hearing – 7 p.m. SMS Library o Last day Absentee Ballots may be requested to be mailed to absentee voters	Board of Education District Clerk
Weds., May 15	o Voter Registration: District Clerk's Office – SMS Conference Room 202 – 4-8 p.m.	District Clerk
Thurs., May 16	o Last day voters can register at District Clerk's Office o List of persons to whom absentee ballots were issued to be available o 2nd Statement of Expenditures due on or before 5/16/19	District Clerk BOE Candidates
Tues., May 21	o Public Budget Vote/Trustee Election Somers Middle School Gymnasium – 7 a.m. to 9 p.m. o Absentee Ballots due by 4 p.m.	District Clerk
Mon., June 10	o 3rd Statement of Expenditures due on or before 6/10/19	BOE Candidates

### Legal Notices Publishing Dates (District Clerk)

<b>Public Hearing and Budget Vote</b>	
1st	Thursday, April 4
2nd	Thursday, April 18
3rd	Thursday, May 2
4th	Thursday, May 9

<b>TAX RATE ANALYSIS</b>	2018-2019 BUDGET	2019-2020 PROPOSED	\$ CHANGE	% CHANGE
School District Budget	91,257,500	93,677,220	2,419,720	2.65%
Use of Appropriated Fund Balance	171,345	100,000		
Use of Retirement Reserve +Debt Service Transfer	868,900	674,191		
Payment in Lieu of Taxes (PILOT)	64,228	67,957		
Revenues from Sources Other Than Local Property Taxes or Reserves	12,413,050	13,057,287		
Tax Levy	77,739,977	79,777,785	2,037,808	2.62%
Estimated Assessed Valuation of Property	477,380,603	477,380,603		
Tax Rate/\$1,000 Assessed Valuation	162.81	167.12	4.31	2.65%

<b>2019-2020 PROPERTY TAX REPORT CARD</b>	2018-2019 BUDGET	2019-2020 PROPOSED	\$ CHANGE	% CHANGE
Total Budgeted Amount	91,257,500	93,677,220	2,419,720	2.65%
A. Proposed Tax Levy to Support the Total Budgeted Amount	77,739,977	79,777,785	2,037,808	2.62%
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)	77,739,977	79,777,785		
F. Permissible Exclusions to the School Tax Levy Limit	3,197,957	3,089,222		
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	74,542,020	76,688,563		
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)	74,542,020	76,688,563		
I. Difference: (G-H); (negative value requires 60.0% voter approval)	0	0		
Public School Enrollment	2,911	2,859		
Consumer Price Index	2.13%	2.44%		

(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 2019-20, includes any carryover from 2018-19 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

<b>FUND BALANCE</b>	ACTUAL 2018-2019	ESTIMATED 2019-2020
Adjusted Restricted Fund Balance	8,728,613	8,650,980
Assigned Appropriated Fund Balance	171,345	100,000
Adjusted Unrestricted Fund Balance	3,645,169	3,747,088
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.99%	4.00%

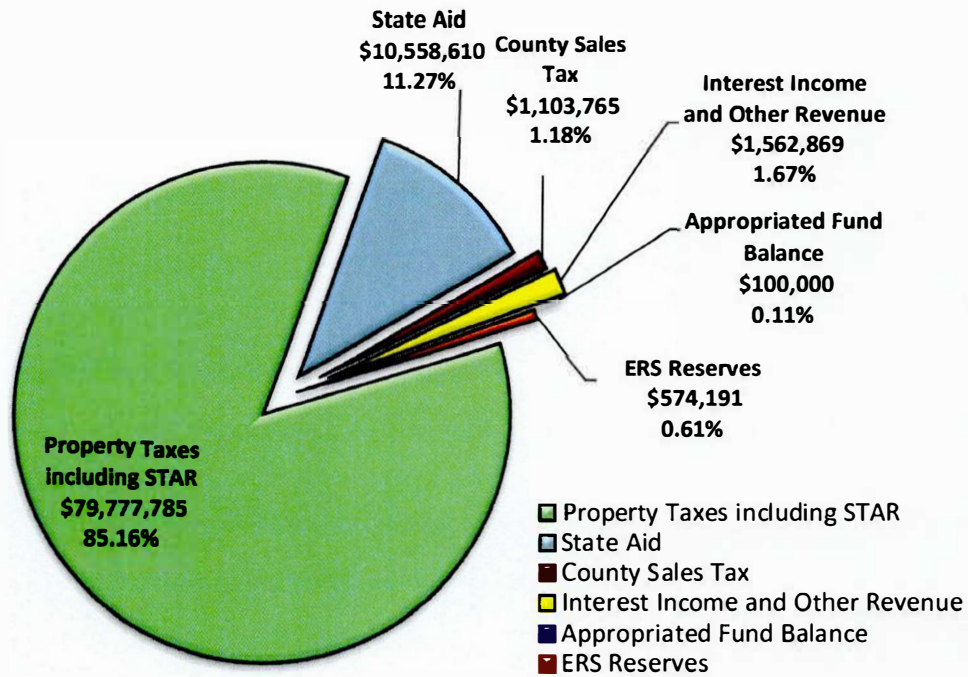
<b>SCHEDULE OF RESERVES</b>	ACTUAL 3/31/19	ESTIMATED 6/30/19	INTENDED USE OF RESERVE IN 2019-2020
Reserve for Capital - to pay the cost of any object or purpose for which bonds may be issued	3,084,212	3,084,212	Possible use to fund safety and security projects.
Reserve for Repairs - to pay the cost of repairs to capital improvements or equipment	27,719	0	
Reserve for Tax Certiorari - to establish a reserve fund for tax certiorari settlements	4,469,151	4,480,364	To fund any tax certiorari settlements.
Employee Benefit Liability Reserve - for the payment of accrued employee benefits due to employees upon termination of service	118,173	118,507	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	965,484	393,707	To offset payments to NYS ERS.

## Somers Central School District

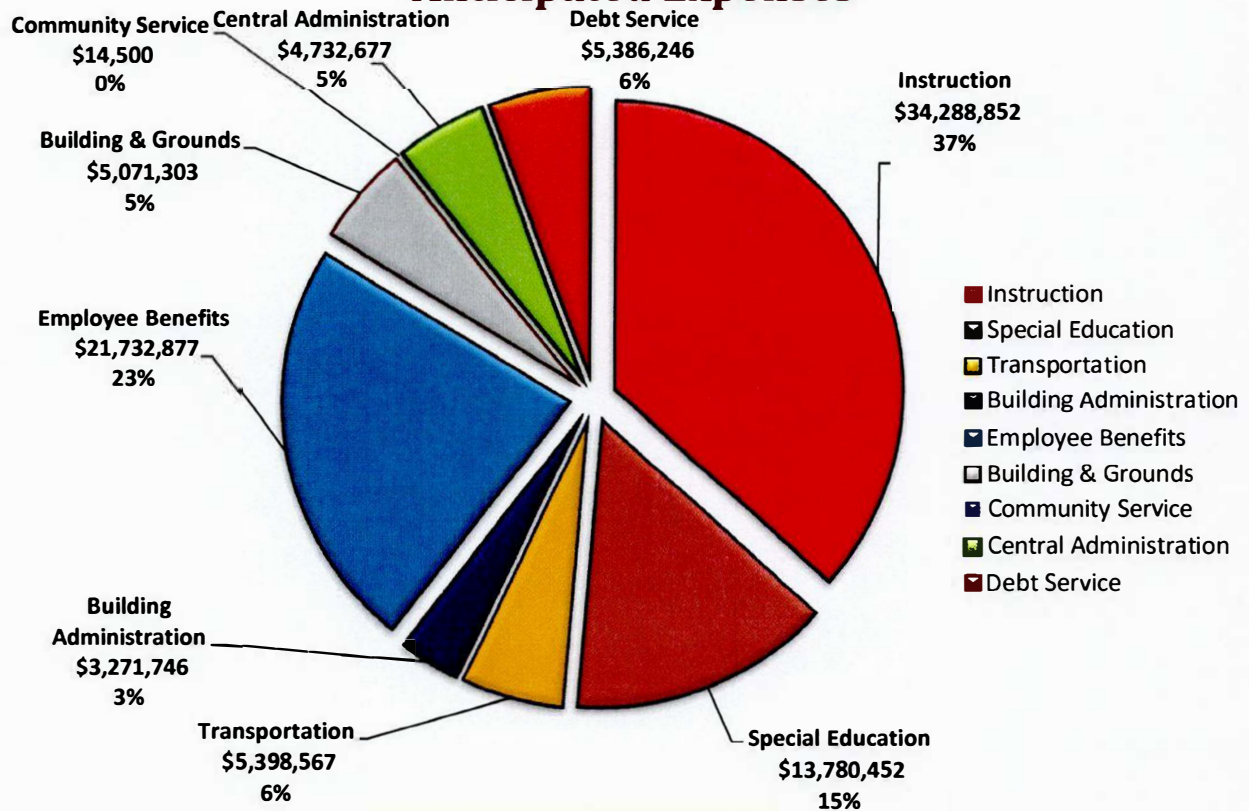
Property Tax Cap Calculation under Chapter 97 of the Laws of 2011  
(This analysis calculates the allowable tax levy for 2019-2020 school year)

Real Property Tax Levy Fiscal Year Ending June 30, 2019	\$	77,739,977
(times) Tax Base Growth Factor (Rate from ORPS)		1.0083
		78,385,219
		78,385,219
(add) PILOTs Receivable FYE June 30, 2019		64,228
		78,449,447
2018-2019 Exemptions (Prior Year)		
(subtract) Capital Tax Levy (Debt Service & Lease Purchase)		5,131,624
(less) Capital Tax Levy (less Building Aid)		1,933,667
(Net) Capital Tax Levy (Debt Service less Building Aid)		3,197,957
Prior Year Adjusted Tax Levy	\$	75,251,490
Prior Year Adjusted Tax Levy		75,251,490
(times) Allowable Levy Growth Factor (lesser of 2% or CPI - 2.13%)		2.00%
		1,505,030
		76,756,520
(subtract) 2019-2020 PILOT		67,957
		76,688,563
(add) Available carryover		0
Total Levy Limit Before Adjustments and Exclusions	\$	76,688,563
(add) Tort judgments greater than 5% of tax levy		0
(add) ERS Contribution increase greater than 2 percentage points		0
(add) TRS Contribution increase greater than 2 percentage points		0
(add) Capital Tax Levy (Debt Service & Lease Purchase) less Debt Service transfer		5,286,245
(less) Capital Tax Levy (Building Aid)		2,197,023
Total Exclusions		3,089,222
Total Tax Levy Limit for 2019-2020	\$	79,777,785
Increase in Tax Levy	\$	2,037,808
Tax Levy Percentage Increase		2.621%

## 2019-2020 Anticipated Revenue



## Anticipated Expenses



<b>General Fund Revenues</b>				
	2016/2017 ACTUAL	2017/2018 ACTUAL	2018/2019 BUDGET	2019/2020 PROPOSED
<b><u>REVENUES -- LOCAL SOURCES</u></b>				
Driver's Education	96,761	49,875	80,000	79,500
Tuition - Other Districts and Summer Regents	4,375	3,869	4,000	3,750
Health Services	608,644	671,454	586,605	624,000
<b>TOTAL CHARGES FOR SERVICES</b>	<b>709,780</b>	<b>725,198</b>	<b>670,605</b>	<b>707,250</b>
<b><u>USE OF MONEY &amp; PROPERTY</u></b>				
Interest & Earnings	95,179	272,132	75,000	279,580
Rental - Facility Use, Classrooms	195,553	197,891	195,760	194,202
Commissions	0	0	0	0
<b>TOTAL USE OF MONEY &amp; PROPERTY</b>	<b>290,732</b>	<b>470,023</b>	<b>270,760</b>	<b>473,782</b>
<b><u>MISCELLANEOUS</u></b>				
Refund for BOCES Services	116,008	125,057	65,000	60,000
Refund of Prior Year's Expense	76,029	56,628	47,000	27,000
Reimbursement of Medicare Part D	0	0	0	0
Records Management Grant	0	0	0	0
Miscellaneous - (CPSE, IB Fees, PSATs, Tots & Teens)	85,097	128,958	50,000	74,730
Summer Clinics/Camps/Ice Hockey Reimbursement	34,548	49,120	33,615	22,900
Sale of Equipment/Excess Materials	73,164	3,520	0	0
Insurance Recoveries & Other Compensation for Loss	10,762	18,154	750	750
Gifts & Donations	1,300	545	0	0
Somers Education Foundation	0	0	30,000	10,000
E-Rate Refunds	168,721	30,435	15,000	10,000
Interfund Revenue	7,390	9,379	7,000	8,500
<b>TOTAL MISCELLANEOUS</b>	<b>573,019</b>	<b>421,796</b>	<b>248,365</b>	<b>213,880</b>
<b><u>NON-PROPERTY TAXES</u></b>				
Westchester County Sales Tax	<b>1,041,907</b>	<b>1,113,126</b>	<b>1,073,193</b>	<b>1,103,765</b>
<b><u>STATE &amp; FEDERAL SOURCES</u></b>				
State Aid	10,063,085	10,012,630	10,137,627	10,546,110
Emergency Disaster Assistance (NYS, FEMA)	0	0	0	0
Medicaid Reimbursement	49,692	9,780	12,500	12,500
<b>TOTAL REVENUES -- STATE &amp; FEDERAL SOURCES</b>	<b>10,112,777</b>	<b>10,022,410</b>	<b>10,150,127</b>	<b>10,558,610</b>
<b><u>OTHER REVENUE</u></b>				
Interfund Transfer for Debt Service	100,000	100,000	100,000	100,000
Payment in Lieu of Taxes (PILOT)	60,541	62,357	64,228	67,957
Appropriated Fund Balance - Retirement System Reserve	0	0	768,900	574,191
Appropriated Fund Balance	0	0	171,345	100,000
<b>TOTAL OTHER</b>	<b>160,541</b>	<b>162,357</b>	<b>1,104,473</b>	<b>842,148</b>
<b>TOTAL NON-PROPERTY REVENUES including Reserve</b>	<b>12,888,756</b>	<b>12,914,910</b>	<b>13,517,523</b>	<b>13,899,435</b>
<b>PROPERTY TAX LEVY (including STAR)</b>	<b>74,673,878</b>	<b>77,739,977</b>	<b>77,739,977</b>	<b>79,777,785</b>
<b>TOTAL REVENUES</b>	<b>87,562,634</b>	<b>90,654,887</b>	<b>91,257,500</b>	<b>93,677,220</b>



**2019-2020 CONTINGENT BUDGET  
ADMINISTRATIVE, PROGRAM AND CAPITAL COMPONENTS**

		ADMINISTRATIVE	PROGRAM	CAPITAL	TOTAL
1010	Board of Education	636,036			636,036
1040	District Clerk	26,572			26,572
1060	District Meeting	10,117			10,117
1240	Chief School Administrator	381,287			381,287
1310	Business Administration	892,833			892,833
1320	Auditing	64,400			64,400
1420	Legal Services	124,325			124,325
1430	Personnel Services	480,839			480,839
1480	Public Information	104,709			104,709
1620	Buildings, Grounds, Maintenance			4,979,213	4,979,213
1670	Printing & Mailing	64,479			64,479
1910	Unallocated Insurance	314,950			314,950
1920	School Association Dues	15,770			15,770
1964	Refund on Real Property Tax			17,500	17,500
1981	BOCES Administrative Charges	545,470			545,470
1983	BOCES Capital Expenses	46,995			46,995
2010	Curriculum, Development & Supervision	980,257			980,257
2020	Supervision Regular School	2,646,690			2,646,690
2070	Staff Development		462,836		462,836
2110	Regular School		25,745,294		25,745,294
2250	Programs for Handicapped Children		13,426,121		13,426,121
2280	Occupational Education		838,889		838,889
2310	Adult Ed/PAS		79,500		79,500
2330	Special Schools		4,045		4,045
2610	School Library & Audio Visual		697,700		697,700
2620	Educational Television		23,103		23,103
2630	Computer Asst. Instruction		1,248,307		1,248,307
2810	Guidance Services		1,692,306		1,692,306
2815	Health Services		672,435		672,435
2820	Psychological Services		820,653		820,653
2825	Social Worker Services		218,349		218,349
2850	Co-Curricular Activities		277,940		277,940
2855	Interscholastic Athletics		939,958		939,958
5500	Pupil Transportation		5,396,533		5,396,533
8060	Civic Activities				0
9000	Employee Benefits	2,337,438	17,502,915	1,350,502	21,190,855
9711	Debt Service			4,817,997	4,817,997
9760	Tan Anticipation Note				0
9785	Installment Purchase			568,249	568,249
9900	Transfer to Special Aid Fund, Capital Fund		185,900		185,900
<b>TOTAL</b>		<b>9,673,167</b>	<b>70,232,784</b>	<b>11,733,461</b>	<b>91,639,412</b>

For the contingent budget, a reduction of \$2,037,808 is needed to comply with this requirement. Reductions would include 15.5 instructional FTE reductions, no new equipment orders, afterschool and weekend community use of buildings, and any planned renovation projects by B&G staff.



**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
19-20	93,677,220	2.65%	167.115682	2.65%	10,558,610	4.02%	477,380,603	0.00%
18-19	91,257,500	3.31%	162.808736	1.84%	10,150,127	1.27%	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	7.42%	513,647,880	0.64%
05-06	62,899,922	8.63%	110.915842	7.39%	5,187,771	8.96%	510,372,988	1.80%

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

89,357,160	1.85%	160.925589	1.73%	9,984,966	4.23%	475,645,846	-0.07%
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**\*\*Past Ten-Year Average**

85,674,732	1.66%	138.462877	2.54%	8,842,805	2.71%	482,804,009	-0.77%
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**\*\*Past Fifteen-Year Average**

81,033,248	3.30%	132.803845	3.28%	8,183,273	5.88%	493,326,988	-0.32%
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\*Estimated Tax Increase

\*\*Averages include proposed 2019-2020 budget figures.

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	16/17	17/18	18/19	19/20
<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 of four School Resource Officers (\$597,708) is budgeted here along with the costs to videotape the BOE meetings, Board Docs and policy manual updates.	268,832	278,001	564,357	631,526
450 General office supplies, law books, service awards.	3,129	5,048	3,910	4,510
<b>BOARD OF EDUCATION</b>	<b>271,961</b>	<b>283,049</b>	<b>568,267</b>	<b>636,036</b>
DISTRICT CLERK (1040)				
100 This is the salary for District Clerk to Board of Education.	23,272	30,089	24,547	25,817
400 Cost of workshops, mileage expenditures to attend workshops.	156	265	1,384	1,510
450 General office supplies.	499	202	500	500
<b>DISTRICT CLERK</b>	<b>23,927</b>	<b>30,556</b>	<b>26,431</b>	<b>27,827</b>
DISTRICT MEETING (1060)				
100 This code is for expenditures for voting poll workers.	4,343	4,860	5,570	5,587
400 The expenses for the Annual Budget Hearing of the District including required legal notices and attendant voting costs.	3,497	3,356	5,035	4,530
<b>DISTRICT MEETING</b>	<b>7,840</b>	<b>8,216</b>	<b>10,605</b>	<b>10,117</b>
<b>TOTAL BOARD OF EDUCATION</b>	<b>303,728</b>	<b>321,820</b>	<b>605,303</b>	<b>673,980</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.	341,486	350,434	354,190	365,885
200 Equipment.	8,023	5,719	4,500	4,500
400 Service agreements and conference expenses, association dues and professional material.	7,968	8,716	12,227	12,509
450 Stationery, office supplies and periodicals.	5,786	7,090	7,565	6,657
<b>CHIEF SCHOOL ADMINISTRATOR</b>	<b>363,262</b>	<b>371,959</b>	<b>378,482</b>	<b>389,551</b>

	16/17	17/18	18/19	19/20
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.	727,340	720,862	734,356	746,482
200 Non-educational equipment.	2,185	2,071	1,836	1,850
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 \$123,305)	148,534	152,603	148,324	152,285
450 Stationery and general office supplies such as payroll checks, accounting checks, facilities use forms, etc.	4,898	8,063	6,372	5,185
<b>BUSINESS ADMINISTRATION</b>	<b>882,957</b>	<b>883,600</b>	<b>890,888</b>	<b>905,802</b>
<b>AUDITING (1320)</b>				
400 Charged to this account are all expenditures incurred for the annual independent audit conducted by an outside auditing firm (\$36,400) as required by Education Law, funds to cover the mandated internal auditor work (\$16,500) and claims auditing (\$11,500).	63,400	64,450	63,400	64,400
<b>LEGAL SERVICES (1420)</b>	<b>83,306</b>	<b>83,165</b>	<b>115,000</b>	<b>124,325</b>
Included here are monies for legal services.				
<b>PERSONNEL SERVICES (1430)</b>				
100 Included here are salaries for the Director of Human Resources and Student Services and three clerical positions.	349,027	376,952	388,949	405,367
200 Non-educational equipment.	1,278	3,498	800	800
400 Costs for recruitment and advertising of open positions and BOCES services such as record management, certification services, substitute services (\$48,226).	69,356	64,294	83,628	74,446
450 General office supplies.	1,043	9,342	2,776	2,876
<b>PERSONNEL SERVICES</b>	<b>420,704</b>	<b>454,086</b>	<b>476,153</b>	<b>483,489</b>

	16/17	17/18	18/19	19/20
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
PUBLIC INFORMATION SERVICES (1480)				
400 Expenditures incurred to provide the community with on-line information, web hosting costs, e-newsletters, informational videos are charged here. The District plans to continue to contract the services of a Communications Specialist through Putnam/Northern Westchester BOCES. The Communications Specialist is embedded in the District 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.	18,307	77,466	80,690	104,709
<b>PUBLIC INFORMATION SERVICES (1480)</b>	<b>18,307</b>	<b>77,466</b>	<b>80,690</b>	<b>104,709</b>
OPERATION AND MAINTENANCE OF PLANT (1620,1621) Costs incurred for keeping the physical plant open, safe and ready for use.				
100 Personnel service reflects the salary of Supervisor of Buildings and Grounds, and the salaries of a 0.5 FTE office assistant, 23 custodial workers, seven maintenance workers. Overtime and substitute costs are included here.	2,381,271	2,529,181	2,611,134	2,550,877
200 Funds to cover replacement of equipment.	66,485	189,046	37,414	42,331
400 Included are the costs for building repairs, boiler cleaning, fire extinguisher service, fire inspections, inspections of playground equipment, septic tank cleaning, structural inspections, EPA permits, elevator maintenance inspections, intrusion alarm systems, HVAC services, pest control services & water testing. Other costs included are for equipment rental, staff development, and safety and security costs.	482,926	497,860	643,670	813,631
422 Refuse Removal/Recycling	39,526	40,024	41,915	41,844
423 Fuel Oil	317,260	406,641	446,371	518,055
424 Propane	3,159	4,876	5,643	7,200
425 Electricity	634,472	600,761	656,173	647,617
426 Telephone	84,479	78,769	38,000	56,999
427 Sewer Charges	13,947	14,369	13,764	14,784
428 Snow Removal	52,532	38,400	51,056	52,500
450 Supplies: office, software, general cleaning, floor, electrical, fuel, plumbing, hardware, uniforms and grounds supplies.	229,701	220,619	269,300	325,465
<b>OPERATIONS &amp; MAINTENANCE</b>	<b>4,305,758</b>	<b>4,620,546</b>	<b>4,814,440</b>	<b>5,071,303</b>

		16/17	17/18	18/19	19/20
<b>GENERAL FUND APPROPRIATIONS</b>		<b>ACTUAL</b>	<b>ACTUAL</b>	<b>BUDGET</b>	<b>PROPOSED</b>
CENTRAL PRINTING & MAILING (1670)					
This account represents the District's current effort in mailing and communication services.					
100	Included here is the salary of the courier.	31,626	26,529	24,587	24,636
400	Costs included here are for postage, PO Boxes (\$26,875) and postage machine rental, maintenance (\$6,943) and for the printing and mailing of the annual budget newsletter.	34,241	34,085	39,918	38,893
450	Gasoline, fuel and supplies for the district courier.	650	909	950	950
<b>CENTRAL PRINTING &amp; MAILING</b>		<b>66,517</b>	<b>61,523</b>	<b>65,455</b>	<b>64,479</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.	317,626	308,516	321,043	314,950
<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.	14,869	15,087	15,540	15,770
<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.	240,895	426,724	17,500	17,500
<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.	549,114	566,364	587,878	592,465
<b>TOTAL GENERAL SUPPORT (Account #1010-1989)</b>		<b>7,630,444</b>	<b>8,255,306</b>	<b>8,431,772</b>	<b>8,822,723</b>

## **INSTRUCTION**

This area of the budget deals directly with instructional staffing, professional learning and learning resources. For the 2019-2020 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 2019-2020 school year will be to build academic support systems for middle school students and continue to develop our *Advanced Learning Program*, which will now look at ways to support students who demonstrate special aptitude for the visual arts.

The instructional budget includes implementation costs for new programs or expansion of existing programs. The 2018-2019 school year marked the second year of the IB Diploma Program at Somers High School. We have 181 students enrolled in one or more IB classes with a total of 343 seats taken in IB classes. We will celebrate our first cohort of IB Diploma recipients in June 2019 and welcomed 14 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 – 19 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 will add PLTW Human Body Systems. These two courses will 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 to build a Maniken®, one body system at a time. Additionally, there will be 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, as well as provide a strong foundation in human anatomy & physiology, medicine and research processes.

As the high school prepares to implement a new schedule, which allows for longer class periods and a common midday lunch/club activity period, teachers continue to explore ways that student-centered classrooms with authentic project-based work can help engage student in longer blocks of time.

The middle school began their work towards authorization as an IB Middle Years Program (MYP) school in earnest during the 2018-2019 school year. Teacher teams from each department were trained so that they could turnkey their learning and work collaboratively in their departments to develop MYP units of study that are inquiry based with real-life local and global contexts. During the 2019-2020 school year, training and curriculum development will continue along with the piloting of MYP units.

During the 2019-2020 school year, Somers Central School District students will begin 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.

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 21<sup>st</sup>-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 2019-2020 school year, the use of Schoology will expand to include the implementation of managed assessments. The 2019-2020 school budget will allow for full replacement of all devices in Grade 5 and the expansion of a digital literacy curriculum to include pre-coding and coding activities for students in Grades K-5. Lower costs for personal devices and a shift away from larger and more costly desktop computers for classrooms or computer labs has enabled the district to maintain its budget in relation to technology devices. A comprehensive purchasing plan has been developed to aid in budget planning for timely device replacement for the future.

The district continues to work towards the L.I.F.E. initiative – ensuring *Learning Inclusively for Everyone*. This initiative seeks to create inclusive classrooms where the needs of a diverse student group can be met. During the 2018-2019 school year, new co-teaching partnerships were formed allowing students and teachers to work together in heterogeneous classroom environments that provide more universal designs for learning that promote success for all students. During the 2019-2020 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 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.

	16/17	17/18	18/19	19/20	
<b>GENERAL FUND APPROPRIATIONS</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>BUDGET</b>	<b>PROPOSED</b>	
CURRICULUM DEVELOPMENT- SUPERVISION (2010)					
STAFF DEVELOPMENT (2070)					
This unit is used to record expenditures incurred for the coordination of curriculum development and supervision as well as staff development experiences that are systemwide and may include interdisciplinary work.					
100	Included here are the salaries of the Asst. Supt. for Learning, Director of Innovations in Learning, one office assistant, one database assistant and one 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.	509,465	687,119	833,650	1,071,840
200	Equipment.	3,958	7,506	2,200	1,000
400	Included here are dues, staff workshop expenses for curriculum study, the BOCES service fees, districtwide testing materials, Tri State expenses and teacher training expenses.	214,451	261,513	312,968	297,128
450	Office supplies, workshop supplies, reference, subscriptions and instructional assessment software.	7,874	40,178	58,675	74,125
<b>CURRICULUM DEVELOPMENT &amp; SUPPORT</b>		<b>735,748</b>	<b>996,315</b>	<b>1,207,493</b>	<b>1,444,093</b>
SUPERVISION - REGULAR SCHOOL (2020)					
100	This category reflects the costs required for administration and supervision of the district's four schools; nine principals/assistant principals, one Director of Athletics and 15 clerical staff.	2,709,885	2,863,197	2,757,922	2,613,592
200	Non-instructional office equipment.	12,314	14,011	8,469	5,250
400	Mileage, workshops, maintenance agreements, equipment rental costs including copier costs for all schools are included in this category.	100,373	117,580	111,031	121,804
450	Building office needs including stationery, duplicating supplies, periodicals and general office supplies.	61,465	55,317	70,798	68,264
<b>SUPERVISION - REGULAR SCHOOL</b>		<b>2,884,037</b>	<b>3,050,104</b>	<b>2,948,220</b>	<b>2,808,910</b>



		16/17	17/18	18/19	19/20
<b>GENERAL FUND APPROPRIATIONS</b>		<b>ACTUAL</b>	<b>ACTUAL</b>	<b>BUDGET</b>	<b>PROPOSED</b>
<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 199.6 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.	24,048,671	24,469,937	24,815,339	25,549,122
200	These monies are budgeted for the purchase of equipment for the instructional program.	78,107	69,754	89,828	76,395
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 \$348,863)	385,135	371,331	457,602	670,856
450	Included here are expenditures for all classroom supplies, periodicals, professional journals and other teaching materials.	193,848	213,170	257,987	212,554
480	Textbooks.	161,560	126,638	165,385	213,747
<b>TEACHING - REGULAR SCHOOL (2110)</b>		<b>24,867,321</b>	<b>25,250,830</b>	<b>25,786,141</b>	<b>26,722,674</b>
<b>PROGRAMS FOR DISABLED CHILDREN (2250)</b>					
100	This category reflects salaries for 53.9 FTE teachers and related service providers of Special Education pupils within the District. Additionally, salaries of the Director, two occupational therapists, one occupational therapy assistant, 70.4 FTE teacher aides/teaching assistants, three clerical positions are charged here.	8,580,834	9,005,040	9,416,368	9,292,763
200	Assistive Technology equipment such as auditory training devices, digital hearing aids, sound field systems for hearing impaired, hearing and sight augmentation devices.	7,625	7,048	14,010	13,887
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 33 children will require such placement at a projected cost of \$3,417,453. These programs are accredited and placements are recommended by the District's Committee on Special Education and the Board. Other costs for educational, psychological or neurological evaluations, occupational or physical therapy services, speech and language services, translation interpretation services and home tutoring services are accounted for here.	2,683,664	2,671,286	3,335,708	4,256,715
450	Supplies and software.	35,469	31,951	29,446	29,311
480	Textbooks.	1,961	1,643	2,131	1,876
<b>PROGRAMS FOR DISABLED CHILDREN</b>		<b>11,309,553</b>	<b>11,716,968</b>	<b>12,797,663</b>	<b>13,594,552</b>

	16/17	17/18	18/19	19/20
<b>GENERAL FUND APPROPRIATIONS</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>BUDGET</b>	<b>PROPOSED</b>
<b>OCCUPATIONAL EDUCATION (2280)</b>				
100 This category reflects salaries for two Technology teachers.	186,253	191,300	187,810	188,368
200 Equipment.	0	504	1,367	1,400
400 Costs associated with BOCES for high school occupational education students (\$638,200) and Project Lead the Way.	631,875	584,168	598,418	642,070
450 Supplies.	11,007	10,711	8,391	8,451
<b>OCCUPATIONAL EDUCATION</b>	<b>829,135</b>	<b>786,683</b>	<b>795,986</b>	<b>840,289</b>
<b>DRIVER'S EDUCATION (2310)</b>				
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.	83,200	49,875	80,000	79,500
<b>DRIVER'S EDUCATION</b>	<b>83,200</b>	<b>49,875</b>	<b>80,000</b>	<b>79,500</b>
<b>SUMMER INSTRUCTIONAL PROGRAMS (2330)</b>	<b>4,685</b>	<b>4,733</b>	<b>3,880</b>	<b>4,045</b>
Costs for Summer Regents Examinations				
<b>SCHOOL LIBRARY/AUDIO-VISUAL EQUIPMENT (2610)</b>				
100 Included are salaries for 4 librarians, 4 library clerks.	599,461	581,356	616,785	602,491
200 Equipment.	0	0	0	0
400 Conferences and memberships are included here.	0	208	529	529
450 Included here are the costs of purchasing library books and cataloging periodicals, reference materials, supplies and subscriptions to on-line databases and circulation software.	54,577	57,491	62,492	60,976
<b>SCHOOL LIBRARY/AUDIO-VISUAL EQUIPMENT</b>	<b>654,038</b>	<b>639,055</b>	<b>679,806</b>	<b>663,996</b>
<b>EDUCATIONAL TELEVISION (2620)</b>				
200 Included here are the costs of equipment.	1,235	0	1,000	1,000
400 Included here are contractual costs.	19,907	20,179	21,001	21,453
450 Supplies.	158	594	1,650	1,650
<b>EDUCATIONAL TELEVISION</b>	<b>21,300</b>	<b>20,772</b>	<b>23,651</b>	<b>24,103</b>

	16/17	17/18	18/19	19/20	
<b>GENERAL FUND APPROPRIATIONS</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>BUDGET</b>	<b>PROPOSED</b>	
<b>COMPUTER-ASSISTED INSTRUCTION (2630)</b>					
100	Included here are the costs for one districtwide technical support specialist and summer and/or night work.	102,675	97,071	103,749	194,968
200	Technology equipment expenditures are included here.	41,831	79,703	77,700	81,000
400	Costs in this account include technical support for the network (\$603,050), service agreements for the network and wireless equipment, spam filtering software and software licensing agreements (\$275,543), and BOCES services (\$75,856).	810,935	716,800	891,471	982,993
450	Supplies such as cables, toner, repair parts - Smart Boards projector bulbs, instructional software.	63,742	167,053	46,732	40,846
<b>COMPUTER-ASSISTED INSTRUCTION</b>		<b>1,019,183</b>	<b>1,060,628</b>	<b>1,119,652</b>	<b>1,299,807</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.	1,548,812	1,560,911	1,612,020	1,674,085
200	Equipment.	1,613	555	0	0
400	Contractual expenses-substance abuse counselor (\$59,904) college and career programs and conferences.	31,908	31,095	67,645	73,077
450	Office supplies, publications, reference materials, software.	12,923	16,972	17,591	16,766
<b>GUIDANCE</b>		<b>1,595,256</b>	<b>1,609,533</b>	<b>1,697,256</b>	<b>1,763,928</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.	424,385	441,121	454,374	472,910
200	Non-education equipment replacement.	0	0	0	0
400	Dues, training expenses and the fee paid to the school physician. Section 903 of the Education Law requires physical examinations for all students in Grades 1, 3, 7, 11 and for students prior to their participation in interscholastic sports. Also charged to this account are health services for students attending private or parochial school (\$125,000).	196,394	154,537	189,230	190,537
450	Supplies. Bandages, ice packs, epipens, antiseptics, tissues.	4,694	11,385	9,434	8,988
<b>HEALTH SERVICES</b>		<b>625,473</b>	<b>607,043</b>	<b>653,038</b>	<b>672,435</b>

	16/17	17/18	18/19	19/20
<b>GENERAL FUND APPROPRIATIONS</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>BUDGET</b>	<b>PROPOSED</b>
<b>PSYCHOLOGICAL/SOCIAL WORKER SERVICES (2820/2825)</b>				
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.	982,259	1,006,763	1,049,533	981,245
400 Conferences and membership dues.	265	360	800	1,540
450 Supplies.	2,531	3,259	5,174	3,235
<b>PSYCHOLOGICAL/SOCIAL WORKER SERVICES</b>	<b>985,055</b>	<b>1,010,382</b>	<b>1,055,507</b>	<b>986,020</b>
<b>CO-CURRICULAR ACTIVITIES (2850)</b>				
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.	208,995	224,736	242,857	248,740
400 Costs include membership, entry fees (Mock Trial, Model UN, Math and Physics competitions, play rentals, etc.).	14,708	12,374	16,822	22,175
450 Supplies.	2,576	2,059	4,900	7,025
<b>CO-CURRICULAR ACTIVITIES</b>	<b>226,279</b>	<b>239,169</b>	<b>264,579</b>	<b>277,940</b>
<b>INTERSCHOLASTIC ATHLETICS (2855)</b>				
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 (\$511,654) and additional duty pay such as games supervision, timers, etc. (\$56,673)	389,775	431,658	470,974	568,327
200 Equipment.	0	12,030	18,613	14,157
400 Fees for officials, chaperones, league and conference dues and registrations as well as contracted services for cleaning and reconditioning of equipment. Also included is the contractual service of a full-time athletic trainer. Athletic transportation costs are accounted for in code 5540. (\$226,296)	233,276	250,952	293,685	316,034
450 Included here are uniforms, balls, field marking supplies, medical supplies, award certificates, etc.	47,892	52,906	52,524	55,597
<b>ATHLETICS</b>	<b>670,943</b>	<b>747,546</b>	<b>835,796</b>	<b>954,115</b>
<b>TOTAL INSTRUCTION (Account #2010-2855)</b>	<b>46,511,207</b>	<b>47,789,636</b>	<b>49,948,668</b>	<b>52,136,407</b>

	16/17	17/18	18/19	19/20
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED

**TRANSPORTATION**

PUPIL TRANSPORTATION (5510)

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

100	Within this area are salaries for one transportation supervisor, a 0.5 FTE clerical position and 21 bus monitors and bus duty stipends.	519,996	541,967	543,067	548,238
200	Equipment.	0	0	600	0
400	This charge consists of service agreements on bus radios, weather forecasting service, memberships and dues, two LPNs to and from PES and PNW/BOCES for medically fragile children.	6,770	5,929	6,800	7,200
450	Costs herein cover stationery, forms, and general office supplies.	1,640	1,044	3,650	1,600
<b>PUPIL TRANSPORTATION</b>		<b>528,405</b>	<b>548,939</b>	<b>554,117</b>	<b>557,038</b>

400	<b>GARAGE BUILDING (5530)</b> Included here are costs associated with repairs/upkeep of the bus garage.	2,653	3,926	9,675	9,633
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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 (\$226,296), building and co-curricular trips (\$49,945) are accounted for here.	4,550,453	4,547,383	4,784,336	4,831,896
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<b>CONTRACT TRANSPORTATION</b>		<b>4,550,453</b>	<b>4,547,383</b>	<b>4,784,336</b>	<b>4,831,896</b>
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<b>TOTAL TRANSPORTATION (Account #5510-5540)</b>		<b>5,081,510</b>	<b>5,100,247</b>	<b>5,348,128</b>	<b>5,398,567</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.	8,920	10,500	14,500	14,500
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	16/17	17/18	18/19	19/20
<b>GENERAL FUND APPROPRIATIONS</b>	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%.

1,044,214      1,135,397      1,183,798      1,154,790

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 8.86%.

4,331,693      3,761,022      4,196,121      3,558,180

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 \$132,900 in 2019.

3,311,915      3,478,106      3,638,192      3,684,432

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

167,319      171,066      180,607      175,733

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

8,840      16,568      16,208      11,208

HOSPITAL & MEDICAL (9060)  
Through negotiated contract agreement with the representative bargaining units for District employees, this insurance is provided for full-time employees and retirees of the District. The District has two health insurance plans, the P/NW Consortium, whose projected increase is 3% and the Empire Plan, whose projected increase is .6%. Employee contributions to the cost of health insurance range between 14% to 18%.

10,244,986      11,182,788      12,017,249      12,234,212

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

792,635      835,384      876,133      914,322

**TOTAL EMPLOYEE BENEFITS      19,901,603      20,580,332      22,108,308      21,732,877**

	16/17	17/18	18/19	19/20
<b>GENERAL FUND APPROPRIATIONS</b>	<b>ACTUAL</b>	<b>ACTUAL</b>	<b>BUDGET</b>	<b>PROPOSED</b>
<b><u>UNDISTRIBUTED EXPENSES (9700, 9900)</u></b>				
DEBT SERVICE - CONSTRUCTION BONDS (9710, 9711, 9724)	4,731,288	4,695,794	4,693,369	4,705,870
This amount represents principal and interest payments on the following bonds: (Note: In January 2016, one bond was refinanced saving the District approximately \$2.5 million over the life of the bonds.				
1. 1999 Districtwide Alterations-Additions (\$17,919,000) -----			P/I cost \$1,368,375	
2. 2006 Districtwide Alterations-Additions Phase 1 borrowing (\$7,375,000) -----			P/I cost \$455,184	
3. 2006 Districtwide Alterations-Additions Phase 2 borrowing (\$18,200,000) -----			P/I cost \$1,266,485	
4. 2007 Districtwide Alterations-Additions Phase 3 borrowing (\$23,519,953) -----			P/I cost <u>\$1,615,826</u>	
			\$4,705,870	
BOND ANTICIPATION NOTE INTEREST (9731)				112,127
2018-2019 Infrastructure Projects - VOIP, total roof replacements at PES and SIS, HVAC work, fire alarm work, and security vestibules.				
INSTALLMENT PURCHASES (9785)	474,696	508,253	538,255	568,249
Expenditures in this code are for lease/purchase of technology equipment. \$190,000 is included for the lease/purchase of new equipment.				
TRANSFER TO SPECIAL AID FUND (9901)	291,026	150,626	174,500	185,900
TRANSFER TO CAPITAL FUND (9950)	485,562	1,797,346	0	0
<b>TOTAL UNDISTRIBUTED EXPENSES</b>	<b>5,982,571</b>	<b>7,152,019</b>	<b>5,406,124</b>	<b>5,572,146</b>
<b>UNDISTRIBUTED EXPENSE EXPLANATION:</b>				
The Undistributed Expense portion of the budget is made up of employee benefits, debt service payments, lease purchase installment payments for technology hardware and interfund transfer to the Special Aid Fund for Summer Special Education programs.				
Mandated employer contribution rates for the pension systems are decreasing from 14.9% to 14.6% for ERS, and decreasing from 10.63% to 8.86% for TRS.				
The District has included in the 2019-2020 budget \$190,000 for the lease purchase of technology equipment. This is the 20th year of the District utilizing this means of purchasing technology equipment.				
<b>TOTAL GENERAL FUND APPROPRIATIONS</b>	<b>85,116,255</b>	<b>88,888,040</b>	<b>91,257,500</b>	<b>93,677,220</b>

## **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 0 percent tax levy increase. Under a contingent budget, there is no capital, court order/judgments or pension exemptions and there is no growth factor. The administration cap remains in effect and non-contingent expenses must still be removed from the budget.

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

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



## Budget Terminology

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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 under spending the budget or taking in additional revenue. Part of the fund balance (appropriated fund balance) may be applied as revenues to the district's following year budget. A portion may also be set aside (unappropriated fund balance) to pay for emergencies or other unforeseen occurrences.

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

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

**STAR:** The New York State School Tax Relief (STAR) Program provides exemption for school taxes for all owner-occupied, primary residents, with a combined income of less than \$500,000. Senior citizens with combined incomes that do not exceed \$62,000 may qualify for an enhanced exemption.

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

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

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

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

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

**Tax Certiorari:** The legal process by which a property owner can challenge the real estate assessment on a given property in 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.

**Salary: Administrative Compensation Information**

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 Official - as of 04/30/2019 08:24 AM

662101 - SOMERS CSD

Form Due May 13, 2019

2019-2020 Salary Threshold = \$138,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2019-2020.

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

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

Report Estimated Salaries in the Budget for the 2019-2020 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	276,337	60,993	1,800

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

Associate, Assistant and Deputy Superintendents

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

2. ASSISTANT SUPERINTENDENT FOR BUSINESS	236,820	58,123	4,200
3. ASSISTANT SUPERINTENDENT FOR LEARNING	201,005	7,604	4,200

Other Supervisory and Administrative Employees Scheduled to Receive \$138,000 or More in Salary

71. DIRECTOR OF ATHLETICS	194,091
72. DIRECTOR OF GUIDANCE	174,096
73. DIRECTOR OF HUMAN RESOURCES AND STUDENT SERVICES	187,279
74. DIRECTOR OF SPECIAL SERVICES	187,500
75. ASSISTANT DIRECTOR OF SPECIAL SERVICES	143,156
76. DIRECTOR OF INNOVATIONS IN LEARNING	164,685
77. DIRECTOR OF SCHOOL FACILITIES	143,739
78. ELEMENTARY SCHOOL PRINCIPAL	192,025
79. ELEMENTARY ASSISTANT PRINCIPAL	141,884
80. INTERMEDIATE SCHOOL PRINCIPAL	161,000
81. MIDDLE SCHOOL PRINCIPAL	183,381
82. MIDDLE SCHOOL ASSISTANT PRINCIPAL	141,884
83. HIGH SCHOOL PRINCIPAL	203,708
84. HIGH SCHOOL ASSISTANT PRINCIPAL	141,884
85. HIGH SCHOOL ASSISTANT PRINCIPAL	139,277
86.	
87.	
88.	
89.	
90.	
91.	
92.	
93.	
94.	

**Exemption Impact Report**

Assessment Year: 2018

County: WESTCHESTER  
SWIS Code: 555200

Town Value Report

Municipality: Somers  
Total Assessed Val: 526,934,584  
Uniform Percentage: 12.21

Equalized Total Assessed Value = 4,315,598,558

Exempt Code	Description	Statutory Authority	# of Exempts	Total Equalized Value of EX	% of Value Exempted
10100	CTY OWNED	RPTL 410	1	20,693,693	0.48
12350	PUB AUT ST	RPTL 412 & Pub Auth L	29	1,757,166	0.04
13100	CTY OWNED	RPTL 406(1)	37	30,441,850	0.71
13500	TWN WITHIN	RPTL 406(1)	58	12,183,865	0.28
13800	SCHOOL DIS	RPTL 408	8	88,499,590	2.05
13850	BOCES	RPTL 408	3	58,614,250	1.36
13870	SPEC DIST	RPTL 410	15	1,027,436	0.02
14110	US PROP	State L 54	1	334,561	0.01
14200	FOR GOV'T	RPTL 418	1	292,383	0.01
21600	RELIG CORP	RPTL 462	2	979,115	0.02
25110	CONST PROT	RPTL 420-a	6	8,739,967	0.20
25120	NP CORP ED	RPTL 420-a	10	112,983,619	2.62
25130	CHARITABLE	RPTL 420-a	1	753,480	0.02
25230	NPC M/M IM	RPTL 420-a	1	974,610	0.02
25300	NON-PROFIT	RPTL 420-b	4	1,624,078	0.04
26400	INC VOL FR	RPTL 464(2)	8	3,531,941	0.08
27350	CEMETERIES	RPTL 446	8	1,168,714	0.03
33551	LIEN - SCH	RPTL 406(5)	52	1,068,386	0.02
41101	VETERANS	RPTL 458	10	373,366	0.01
41120	WAR VET	RPTL 458-a	449	17,560,384	0.41
41130	COMBAT VET	RPTL 458-a	301	19,421,719	0.45
41140	DISABL VET	RPTL 458-a	115	7,396,871	0.17
41161	COLD WAR VET	RPTL 458-b	68	815,888	0.02
41171	DIS. COLD WAR VET	RPTL 458-b	3	110,843	0.00
41400	CLERGY	RPTL 460	2	24,570	0.00
41681	VOL FIRE & AMB	RPTL 466-c, d, e, g	47	2,424,307	0.06
41720	AG MKT 305	Ag-Mkts L 305	21	11,408,091	0.26
41730	AGRIC	Ag-Mkts L 306	8	2,433,447	0.06
41800	SENIOR LOW INC	RPTL 467	138	14,228,124	0.33
41801	SENIOR-CT	RPTL 467	3	686,240	0.02
41834	ENH STAR	RPTL 425	1,199	213,973,628	4.96
41854	BAS STAR	RPTL 425	3,612	318,566,723	7.38
41930	DISABILITY	RPTL 459-c	8	1,068,665	0.02
42130	FARM LABOR CAMP	RPTL 483-d	2	415,233	0.01
47450	FOREST LAN	RPTL 480	1	199,836	0.00
48660	PHFL Sec 577(1)	PHFL 577(3)	3	13,247,338	0.31
	<b>Total Exemptions (No System EX's)</b>		<b>6,235</b>	<b>970,023,977</b>	<b>22.48</b>
	<b>Total Exemptions (with System EX's)</b>		<b>6,235</b>	<b>970,023,977</b>	<b>22.48</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: \$13,247,338

**SOMERS CSD - NEW YORK STATE REPORT CARD [2017 - 18]**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). 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.

**2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA****GOOD STANDING****EM INDICATOR LEVELS**

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

**EM COMPOSITE PERFORMANCE**

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

## EM CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,067	146.8	4
	Math	1,082	159.8	4
	Science	398	223.5	4
	Combined	2,547	164.3	4
American Indian or Alaska Native	ELA	1	–	–
	Math	1	–	–
	Science	–	–	–
	Combined	2	–	–
Asian or Native Hawaiian/Other Pacific Islander	ELA	48	179.2	4
	Math	49	204.1	4
	Science	29	239.7	4
	Combined	126	202.8	4
Black or African American	ELA	14	114.3	3
	Math	14	150	3
	Science	7	221.4	3
	Combined	35	150	3
Hispanic or Latino	ELA	78	134.6	3
	Math	81	151.2	3
	Science	32	220.3	3
	Combined	191	156	3
Multiracial	ELA	13	126.9	3
	Math	13	157.7	3
	Science	6	241.7	3
	Combined	32	160.9	3
White	ELA	926	146.6	3
	Math	936	158.5	3
	Science	343	222.9	3
	Combined	2,205	163.5	3
English Language Learners	ELA	12	33.3	2
	Math	16	96.9	2
	Science	3	–	2
	Combined	31	79	2
Students with Disabilities	ELA	171	80.1	3
	Math	156	76	3
	Science	56	184.8	3
	Combined	383	93.7	3
Economically Disadvantaged	ELA	79	111.4	3
	Math	85	128.8	3
	Science	31	206.5	3

Subgroup	Subject	Cohort	Index	Level
	Combined	195	134.1	3

## EM WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,321	118.6	3
	Math	1,321	130.9	3
	Science	446	199.4	3
	Combined	1,321	135.5	3
American Indian or Alaska Native	ELA	1	–	–
	Math	1	–	–
	Science	–	–	–
	Combined	1	–	–
Asian or Native Hawaiian/Other Pacific Islander	ELA	52	165.4	4
	Math	52	192.3	4
	Science	29	239.7	4
	Combined	52	192.1	4
Black or African American	ELA	21	76.2	2
	Math	21	100	2
	Science	9	172.2	2
	Combined	21	102.9	2
Hispanic or Latino	ELA	92	114.1	3
	Math	93	131.7	3
	Science	38	185.5	3
	Combined	93	133.6	3
Multiracial	ELA	23	71.7	2
	Math	23	89.1	2
	Science	8	181.3	2
	Combined	23	95.4	2
White	ELA	1,153	117.7	3
	Math	1,152	128.8	3
	Science	382	200.1	3
	Combined	1,152	134.2	3
English Language Learners	ELA	24	16.7	2
	Math	25	62	2
	Science	6	83.3	2
	Combined	25	44.5	2
Students with Disabilities	ELA	267	51.3	3
	Math	265	44.7	3
	Science	88	117.6	3
	Combined	265	57.9	3
Economically Disadvantaged	ELA	113	77.9	3
	Math	114	96.1	3
	Science	40	160	3



Subgroup	Subject	Cohort	Index	Level
	Combined	114	97.9	3

**EM GROWTH (2015-16, 2016-17, AND 2017-18)**

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	212,967	4,420	48.2	2
American Indian or Alaska Native	–	0	–	–
Asian or Native Hawaiian/Other Pacific Islander	10,744	199	54	3
Black or African American	1,303	32	40.7	1
Hispanic or Latino	13,018	266	48.9	2
Multiracial	–	19	–	–
White	186,998	3,904	47.9	2
English Language Learners	–	19	–	–
Students with Disabilities	27,628	576	48	2
Economically Disadvantaged	16,149	340	47.5	2

**EM 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	3
Multiracial	3
White	2
English Language Learners	2
Students with Disabilities	2
Economically Disadvantaged	2

**EM ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	21	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	14	–	–	–	–
Multiracial	1	–	–	–	–
White	5	–	–	–	–
English Language Learners	21	–	–	–	–
Students with Disabilities	5	–	–	–	–
Economically Disadvantaged	16	–	–	–	–

**EM PROGRESS**

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	103.3	1,321	118.6	107.2%	100.7%	117.3	158.7	200	4	4
	Math	118.5	1,321	130.9	121.8%	103.3%	119.4	159.7	200	4	4
American Indian or Alaska Native	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	146.1	52	165.4	148.3%	155.1%	162.6	181.3	200	4	4
	Math	186.3	52	192.3	186.8%	173%	177.5	188.8	200	4	4
Black or African American	ELA	—	21	—	—	—	—	—	—	—	—
	Math	—	21	—	—	—	—	—	—	—	—
Hispanic or Latino	ELA	120.9	92	114.1	124.1%	90.8%	109	154.5	200	3	3
	Math	116.5	93	131.7	119.8%	87%	105.8	152.9	200	4	3
Multiracial	ELA	—	23	—	—	—	—	—	—	—	—
	Math	—	23	—	—	—	—	—	—	—	—
White	ELA	101	1,153	117.7	105%	98%	115	157.5	200	4	4
	Math	116.4	1,152	128.8	119.7%	106.3%	121.9	161	200	4	4
English Language Learners	ELA	—	24	—	—	—	—	—	—	—	—
	Math	—	25	—	—	—	—	—	—	—	—
Students with Disabilities	ELA	39.3	267	51.3	45.7%	54.4%	78.6	139.3	200	2	1
	Math	41.3	265	44.7	47.6%	54.4%	78.6	139.3	200	1	1
Economically Disadvantaged	ELA	72.9	113	77.9	78%	90.7%	108.9	154.5	200	1	2
	Math	76.3	114	96.1	81.2%	89.4%	107.8	153.9	200	3	2

**EM CHRONIC ABSENTEEISM**

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	5.1	1,758	80	4.6%	5.1%	15%	13.3%	9.2%	5%	4
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2.8	69	1	1.4%	2.8%	8.3%	7.7%	6.4%	5%	4
Black or African American	—	30	—	—	—	—	—	—	—	—
Hispanic or Latino	4.1	153	5	3.3%	4.1%	20.4%	17.8%	11.4%	5%	4
Multiracial	—	38	—	—	—	—	—	—	—	—
White	5	1,498	72	4.8%	5%	10.7%	9.7%	7.4%	5%	4
English Language Learners	—	49	—	—	—	—	—	—	—	—
Students with Disabilities	7.4	304	23	7.6%	7.3%	22.2%	19.3%	12.2%	5%	4
Economically Disadvantaged	11.2	164	21	12.8%	11%	20.5%	17.9%	11.5%	5%	3

**EM ELA PARTICIPATION RATE**

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	2,881	74.7%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	X	109	85.3%
Black or African American	–	11	–
Hispanic or Latino	X	190	82.6%
Multiracial	–	14	–
White	X	2,533	73.9%
English Language Learners	–	17	–
Students with Disabilities	X	542	57.2%
Economically Disadvantaged	X	266	67.7%

**EM MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	2,880	75.3%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	X	109	88.1%
Black or African American	–	11	–
Hispanic or Latino	X	190	80%
Multiracial	–	14	–
White	X	2,532	74.6%
English Language Learners	–	17	–
Students with Disabilities	X	539	53.1%
Economically Disadvantaged	X	266	65.8%

**RECENTLY ARRIVED ELLS TAKING NYSES LAT IN LIEU OF NYSTP ELA**

Grade	Number Taking NYSES LAT
Grade 7	3

**HS INDICATOR LEVELS**

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate	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	4	–	4	–	–	–	–
Hispanic or Latino	2	4	3	–	–	4	–
Multiracial	–	–	–	–	–	–	–
White	3	4	4	–	3	4	4
English Language Learners	–	–	–	–	–	–	–
Students with Disabilities	4	4	4	–	2	4	4
Economically Disadvantaged	4	4	4	–	3	4	4

## HS COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	275	225.3	200.5	4
	Math	275	146.4	200.5	4
	Science	275	231.1	200.5	4
	Social Studies	275	227.6	200.5	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	25	230	221.6	4
	Math	25	196	221.6	4
	Science	25	238	221.6	4
	Social Studies	25	240	221.6	4
Black or African American	ELA	11	231.8	203.5	4
	Math	11	163.6	203.5	4
	Science	11	213.6	203.5	4
	Social Studies	11	218.2	203.5	4
Hispanic or Latino	ELA	23	184.8	176.1	2
	Math	23	137	176.1	2
	Science	23	206.5	176.1	2
	Social Studies	23	206.5	176.1	2
Multiracial	ELA	1	–	–	–
	Math	1	–	–	–
	Science	1	–	–	–
	Social Studies	1	–	–	–
White	ELA	240	226.3	200.1	3
	Math	240	143.8	200.1	3
	Science	240	231.5	200.1	3
	Social Studies	240	227.5	200.1	3
English Language Learners	ELA	4	–	–	–
	Math	4	–	–	–
	Science	4	–	–	–
	Social Studies	4	–	–	–
Students with Disabilities	ELA	39	164.1	155.5	4
	Math	39	97.4	155.5	4
	Science	39	207.7	155.5	4
	Social Studies	39	200	155.5	4
Economically Disadvantaged	ELA	52	196.2	180.3	4
	Math	52	129.8	180.3	4
	Science	52	219.2	180.3	4
	Social Studies	52	206.7	180.3	4

## HS GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	95%	288	97.9%	95%	82.3%	84.4%	89.7%	95%	4	4
	5-Year	97.9%	277	97.5%	96%	84.5%	86.4%	91.2%	96%	4	4
	6-Year	98.1%	284	97.9%	97%	84.6%	86.7%	91.9%	97%	4	4
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	—	—	—	—	—	—	—	—	4
	5-Year	100%	15	100%	96%	89.9%	90.9%	93.5%	96%	4	4
	6-Year	95.8%	17	100%	95.8%	89.4%	90.7%	93.9%	97%	4	4
Black or African American	4-Year	—	11	—	—	—	—	—	—	—	—
	5-Year	—	5	—	—	—	—	—	—	—	—
	6-Year	—	8	—	—	—	—	—	—	—	—
Hispanic or Latino	4-Year	90.9%	19	100%	91.1%	72.2%	76%	85.5%	95%	4	4
	5-Year	96.3%	22	95.5%	96%	74.8%	78.3%	87.2%	96%	4	4
	6-Year	95.8%	27	96.3%	95.8%	75.2%	78.8%	87.9%	97%	4	4
Multiracial	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
White	4-Year	95%	264	97.7%	95%	90%	90.8%	92.9%	95%	4	4
	5-Year	98.5%	258	97.3%	96%	91.3%	92.1%	94.1%	96%	4	4
	6-Year	98.3%	261	98.5%	97%	91%	92%	94.5%	97%	4	4
English Language Learners	4-Year	—	3	—	—	—	—	—	—	—	—
	5-Year	—	3	—	—	—	—	—	—	—	—
	6-Year	—	3	—	—	—	—	—	—	—	—
Students with Disabilities	4-Year	82.2%	77	88.3%	82.7%	58.2%	64.4%	79.7%	95%	4	4
	5-Year	95.1%	45	88.9%	95.1%	61.6%	67.4%	81.7%	96%	4	4
	6-Year	86.2%	41	95.1%	86.6%	59.9%	66.1%	81.6%	97%	4	4
Economically Disadvantaged	4-Year	89.5%	48	91.7%	89.7%	76.1%	79.2%	87.1%	95%	4	4
	5-Year	95.5%	38	92.1%	95.5%	79.7%	82.4%	89.2%	96%	4	4
	6-Year	97.6%	45	93.3%	97%	80%	82.8%	89.9%	97%	4	4

**HS COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED**

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

**HS 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	–	–	–	–

**HS PROGRESS**

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	226.6	275	225.3	215%	189.4%	193.6	204.3	215	4	3
	Math	182.9	275	146.4	183.6%	149.1%	157.6	178.8	200	2*	3*
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	25	—	—	—	—	—	—	—	—
	Math	—	25	—	—	—	—	—	—	—	—
Black or African American	ELA	—	11	—	—	—	—	—	—	—	—
	Math	—	11	—	—	—	—	—	—	—	—
Hispanic or Latino	ELA	—	23	—	—	—	—	—	—	—	—
	Math	—	23	—	—	—	—	—	—	—	—
Multiracial	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
White	ELA	228.6	240	226.3	215%	207.8%	209	212	215	4	3
	Math	183.7	240	143.8	184.4%	166.4%	172	186	200	2*	3*
English Language Learners	ELA	—	4	—	—	—	—	—	—	—	—
	Math	—	4	—	—	—	—	—	—	—	—
Students with Disabilities	ELA	165.4	39	164.1	167.4%	116.3%	132.8	173.9	215	3	2
	Math	106.4	39	97.4	110.1%	86%	105	152.5	200	2	2
Economically Disadvantaged	ELA	200	52	196.2	200.6%	168.8%	176.5	195.8	215	4	3
	Math	151	52	129.8	153%	127.9%	139.9	170	200	2	3

\*Although this subgroup did not meet a MIP in Math, it has been assigned a Level 2 for math because the subgroup met or exceeded a minimum Index established by the Commissioner.

**HS CHRONIC ABSENTEEISM**

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	5.8	1,094	41	3.7%	5.8%	23.4%	20.4%	12.7%	5%	4
Asian or Native Hawaiian/Other Pacific Islander	3.9	50	2	4%	3.9%	14.4%	12.8%	8.9%	5%	4
Black or African American	—	36	—	—	—	—	—	—	—	—
Hispanic or Latino	5.2	70	3	4.3%	5.2%	32.8%	28.2%	16.6%	5%	4
Multiracial	—	5	—	—	—	—	—	—	—	—
White	5.9	955	35	3.7%	5.9%	16.1%	14.3%	9.7%	5%	4
English Language Learners	—	20	—	—	—	—	—	—	—	—
Students with Disabilities	8.7	176	10	5.7%	8.6%	34%	29.2%	17.1%	5%	4
Economically Disadvantaged	7.8	114	8	7%	7.7%	31.3%	26.9%	16%	5%	4



## CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	123.9	165	125.9	128.2	136	155.5	175	4
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—	—
White	124.2	164.5	126.2	148.6	153	164	175	4
English Language Learners	—	—	—	—	—	—	—	—
Students with Disabilities	94.1	109.7	97.3	72.2	89.3	132.2	175	4
Economically Disadvantaged	112.5	127.6	115	110.2	121	148	175	4

## CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight
All Students	273	0	164	38	65	1
Asian or Native Hawaiian/Other Pacific Islander	25	0	—	—	—	—
Black or African American	10	0	—	—	—	—
Hispanic or Latino	23	0	—	—	—	—
Multiracial	2	0	—	—	—	—
White	238	0	141	34	58	1
English Language Learners	4	0	—	—	—	—
Students with Disabilities	31	0	4	4	20	0
Economically Disadvantaged	49	0	15	3	28	0

## HS ELA PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	272	99.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	18	—
Black or African American	—	2	—
Hispanic or Latino	—	14	—
Multiracial	—	1	—
White	✓	237	100%
English Language Learners	—	2	—
Students with Disabilities	—	31	—
Economically Disadvantaged	—	23	—

**HS MATHEMATICS PARTICIPATION RATE**

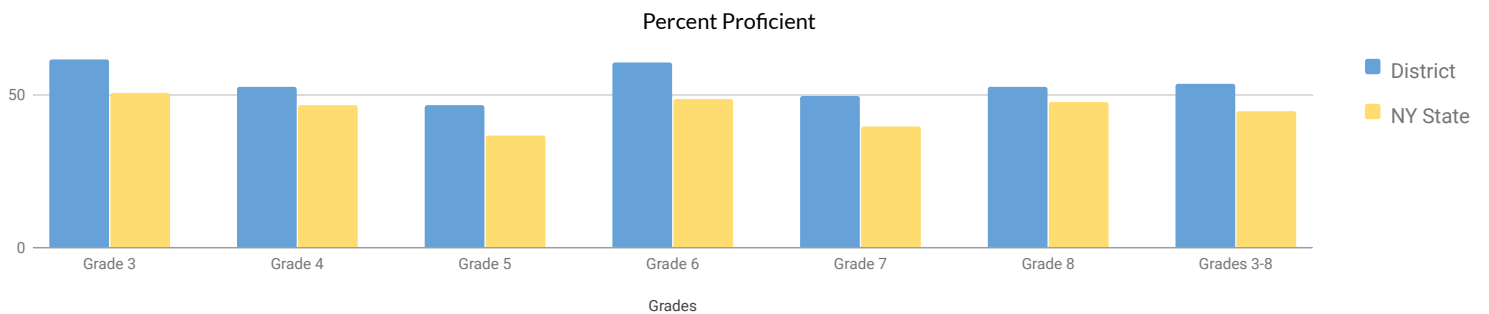
Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	272	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	18	—
Black or African American	—	2	—
Hispanic or Latino	—	14	—
Multiracial	—	1	—
White	✓	237	100%
English Language Learners	—	2	—
Students with Disabilities	—	31	—
Economically Disadvantaged	—	23	—

**STAFF QUALIFICATIONS (2017-18)**

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	14	6%	0	0%	3	1%
STATEWIDE	31,234	16%	1,840	37%	15,807	7%
STATEWIDE HIGH-POVERTY SCHOOLS	11,148	26%	480	43%	7,407	16%
STATEWIDE LOW-POVERTY SCHOOLS	5,845	9%	281	23%	803	1%

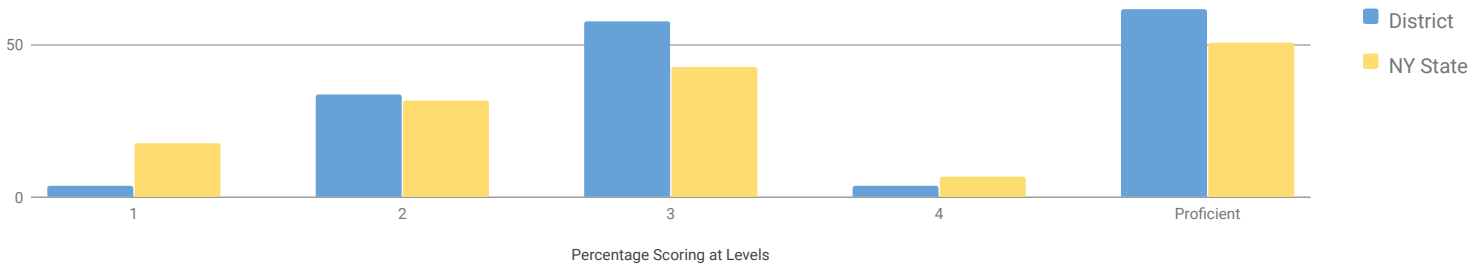
2017-18 Grades 3-8 ELA and Math results cannot be compared to those from previous years, as these tests were redesigned in 2017-18.

**GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)**



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	28	162	6	4%	55	34%	94	58%	7	4%	101	62%
Grade 4	37	170	15	9%	65	38%	77	45%	13	8%	90	53%
Grade 5	33	195	39	20%	65	33%	73	37%	18	9%	91	47%
Grade 6	73	169	35	21%	31	18%	48	28%	55	33%	103	61%
Grade 7	78	194	29	15%	68	35%	80	41%	17	9%	97	50%
Grade 8	90	178	23	13%	61	34%	65	37%	29	16%	94	53%
Grades 3-8	339	1,068	147	14%	345	32%	437	41%	139	13%	576	54%

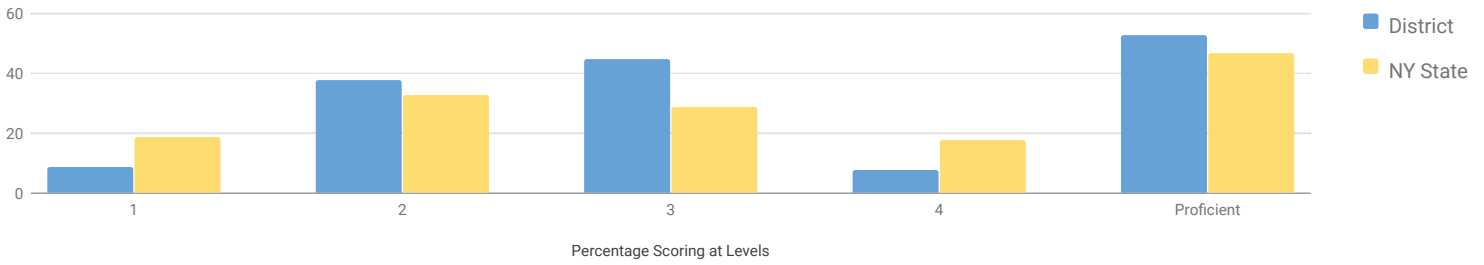
**GRADE 3 ELA RESULTS**



**MEAN SCORE: 604**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	28	162	6	4%	55	34%	94	58%	7	4%	101	62%
General Education	15	139	4	3%	38	27%	90	65%	7	5%	97	70%
Students with Disabilities	13	23	2	9%	17	74%	4	17%	0	0%	4	17%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	18	2	11%	10	56%	6	33%	0	0%	6	33%
White	23	133	4	3%	43	32%	79	59%	7	5%	86	65%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	11	0	0%	2	18%	9	82%	0	0%	9	82%
Female	9	81	0	0%	30	37%	47	58%	4	5%	51	63%
Male	19	81	6	7%	25	31%	47	58%	3	4%	50	62%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	159	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	14	2	14%	6	43%	6	43%	0	0%	6	43%
Not Economically Disadvantaged	23	148	4	3%	49	33%	88	59%	7	5%	95	64%
Not Migrant	28	162	6	4%	55	34%	94	58%	7	4%	101	62%
Not Homeless	28	162	6	4%	55	34%	94	58%	7	4%	101	62%
Not in Foster Care	28	162	6	4%	55	34%	94	58%	7	4%	101	62%
Parent Not in Armed Forces	28	162	6	4%	55	34%	94	58%	7	4%	101	62%

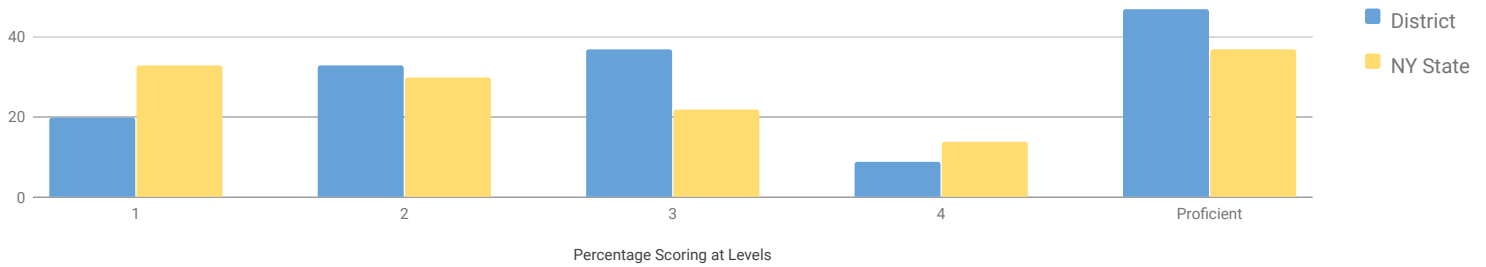
**GRADE 4 ELA RESULTS**



**MEAN SCORE: 602**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	37	170	15	9%	65	38%	77	45%	13	8%	90	53%
General Education	21	148	9	6%	53	36%	74	50%	12	8%	86	58%
Students with Disabilities	16	22	6	27%	12	55%	3	14%	1	5%	4	18%
Asian or Native Hawaiian/Other Pacific Islander	–	7	–	–	–	–	–	–	–	–	–	–
Black or African American	–	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	6	19	3	16%	7	37%	8	42%	1	5%	9	47%
White	31	141	12	9%	54	38%	64	45%	11	8%	75	53%
Multiracial	–	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	0	10	0	0%	4	40%	5	50%	1	10%	6	60%
Female	22	77	4	5%	26	34%	40	52%	7	9%	47	61%
Male	15	93	11	12%	39	42%	37	40%	6	6%	43	46%
English Language Learners	–	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	–	169	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	7	15	4	27%	3	20%	7	47%	1	7%	8	53%
Not Economically Disadvantaged	30	155	11	7%	62	40%	70	45%	12	8%	82	53%
Not Migrant	37	170	15	9%	65	38%	77	45%	13	8%	90	53%
Not Homeless	37	170	15	9%	65	38%	77	45%	13	8%	90	53%
Not in Foster Care	37	170	15	9%	65	38%	77	45%	13	8%	90	53%
Parent Not in Armed Forces	37	170	15	9%	65	38%	77	45%	13	8%	90	53%

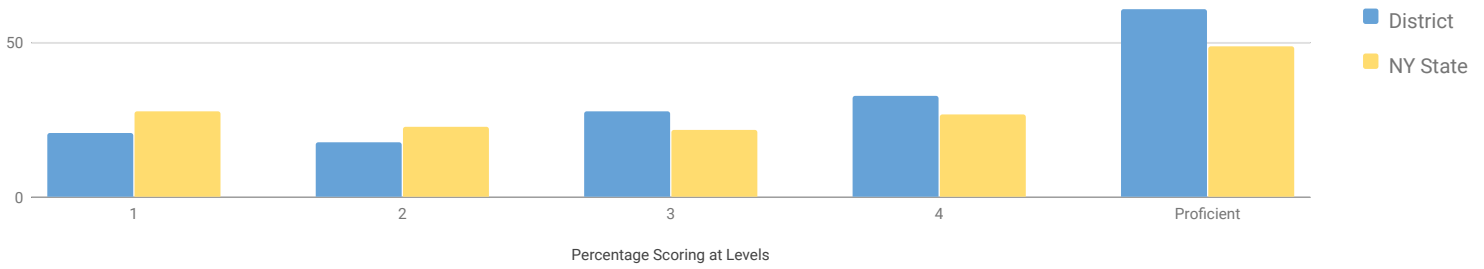
**GRADE 5 ELA RESULTS**



**MEAN SCORE: 605**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	33	195	39	20%	65	33%	73	37%	18	9%	91	47%
General Education	18	165	25	15%	53	32%	69	42%	18	11%	87	53%
Students with Disabilities	15	30	14	47%	12	40%	4	13%	0	0%	4	13%
Asian or Native Hawaiian/Other Pacific Islander	0	5	1	20%	0	0%	3	60%	1	20%	4	80%
Black or African American	–	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	14	3	21%	8	57%	2	14%	1	7%	3	21%
White	30	171	34	20%	55	32%	66	39%	16	9%	82	48%
Multiracial	–	2	–	–	–	–	–	–	–	–	–	–
Small Group Total	1	5	1	20%	2	40%	2	40%	0	0%	2	40%
Female	14	104	16	15%	31	30%	42	40%	15	14%	57	55%
Male	19	91	23	25%	34	37%	31	34%	3	3%	34	37%
English Language Learners	–	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	–	194	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	2	14	4	29%	10	71%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	31	181	35	19%	55	30%	73	40%	18	10%	91	50%
Not Migrant	33	195	39	20%	65	33%	73	37%	18	9%	91	47%
Not Homeless	33	195	39	20%	65	33%	73	37%	18	9%	91	47%
Not in Foster Care	33	195	39	20%	65	33%	73	37%	18	9%	91	47%
Parent Not in Armed Forces	33	195	39	20%	65	33%	73	37%	18	9%	91	47%

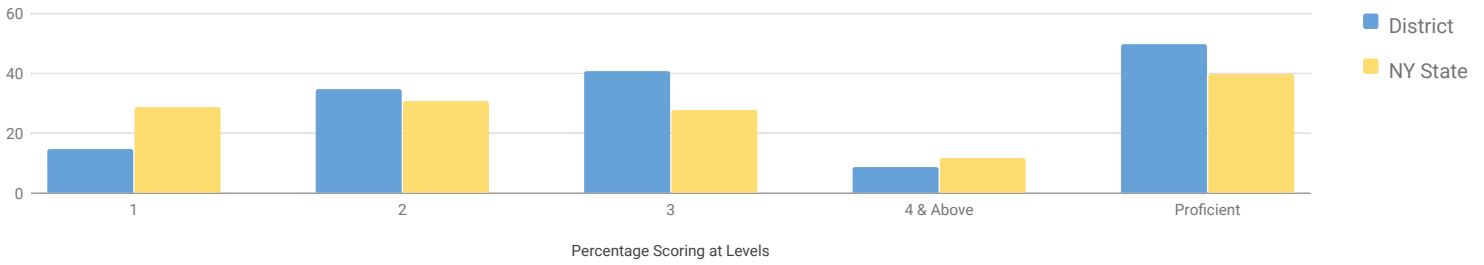
**GRADE 6 ELA RESULTS**



**MEAN SCORE: 604**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	73	169	35	21%	31	18%	48	28%	55	33%	103	61%
General Education	47	145	19	13%	26	18%	47	32%	53	37%	100	69%
Students with Disabilities	26	24	16	67%	5	21%	1	4%	2	8%	3	13%
Asian or Native Hawaiian/Other Pacific Islander	–	8	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	8	1	13%	2	25%	2	25%	3	38%	5	63%
White	66	152	33	22%	27	18%	44	29%	48	32%	92	61%
Multiracial	–	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	5	9	1	11%	2	22%	2	22%	4	44%	6	67%
Female	41	62	8	13%	11	18%	12	19%	31	50%	43	69%
Male	32	107	27	25%	20	19%	36	34%	24	22%	60	56%
English Language Learners	–	2	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	–	167	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	7	17	7	41%	4	24%	3	18%	3	18%	6	35%
Not Economically Disadvantaged	66	152	28	18%	27	18%	45	30%	52	34%	97	64%
Not Migrant	73	169	35	21%	31	18%	48	28%	55	33%	103	61%
Not Homeless	73	169	35	21%	31	18%	48	28%	55	33%	103	61%
Not in Foster Care	73	169	35	21%	31	18%	48	28%	55	33%	103	61%
Parent Not in Armed Forces	73	169	35	21%	31	18%	48	28%	55	33%	103	61%

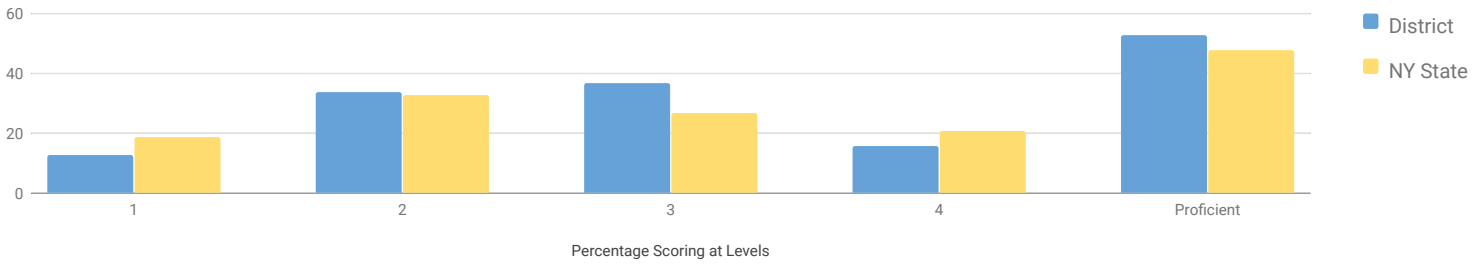
**GRADE 7 ELA RESULTS**



**MEAN SCORE: 604**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	78	194	29	15%	68	35%	80	41%	17	9%	97	50%
General Education	55	170	13	8%	60	35%	80	47%	17	10%	97	57%
Students with Disabilities	23	24	16	67%	8	33%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	13	2	15%	3	23%	7	54%	1	8%	8	62%
Black or African American	–	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	–	10	–	–	–	–	–	–	–	–	–	–
White	70	170	25	15%	62	36%	68	40%	15	9%	83	49%
Small Group Total	6	11	2	18%	3	27%	5	45%	1	9%	6	55%
Female	29	106	13	12%	32	30%	49	46%	12	11%	61	58%
Male	49	88	16	18%	36	41%	31	35%	5	6%	36	41%
Non-English Language Learners	74	194	29	15%	68	35%	80	41%	17	9%	97	50%
Economically Disadvantaged	15	9	1	11%	6	67%	1	11%	1	11%	2	22%
Not Economically Disadvantaged	63	185	28	15%	62	34%	79	43%	16	9%	95	51%
Not Migrant	78	194	29	15%	68	35%	80	41%	17	9%	97	50%
Not Homeless	78	194	29	15%	68	35%	80	41%	17	9%	97	50%
Not in Foster Care	78	194	29	15%	68	35%	80	41%	17	9%	97	50%
Parent Not in Armed Forces	78	194	29	15%	68	35%	80	41%	17	9%	97	50%

**GRADE 8 ELA RESULTS**

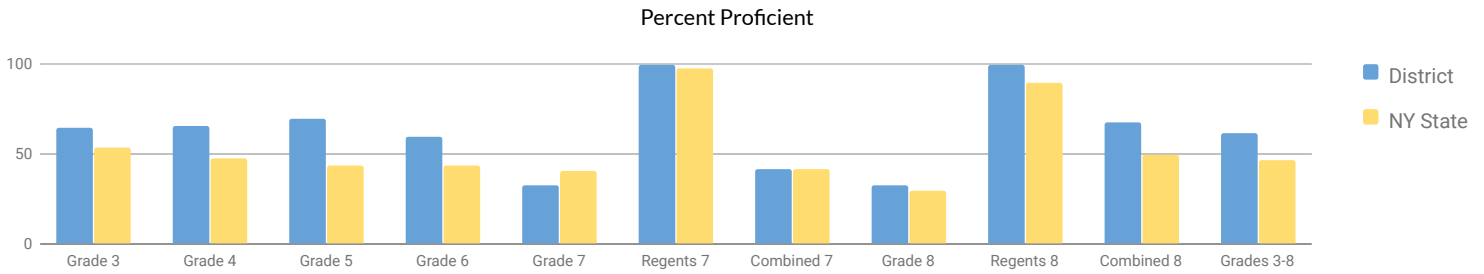


**MEAN SCORE: 602**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	90	178	23	13%	61	34%	65	37%	29	16%	94	53%
General Education	67	155	10	6%	55	35%	62	40%	28	18%	90	58%
Students with Disabilities	23	23	13	57%	6	26%	3	13%	1	4%	4	17%
Asian or Native Hawaiian/Other Pacific Islander	–	7	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	15	2	13%	5	33%	7	47%	1	7%	8	53%
White	80	152	20	13%	55	36%	55	36%	22	14%	77	51%
Multiracial	–	4	–	–	–	–	–	–	–	–	–	–
Small Group Total	5	11	1	9%	1	9%	3	27%	6	55%	9	82%
Female	44	86	5	6%	27	31%	33	38%	21	24%	54	63%
Male	46	92	18	20%	34	37%	32	35%	8	9%	40	43%
English Language Learners	–	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	–	177	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	7	14	3	21%	7	50%	3	21%	1	7%	4	29%
Not Economically Disadvantaged	83	164	20	12%	54	33%	62	38%	28	17%	90	55%
Not Migrant	90	178	23	13%	61	34%	65	37%	29	16%	94	53%
Not Homeless	90	178	23	13%	61	34%	65	37%	29	16%	94	53%
Not in Foster Care	90	178	23	13%	61	34%	65	37%	29	16%	94	53%
Parent Not in Armed Forces	90	178	23	13%	61	34%	65	37%	29	16%	94	53%



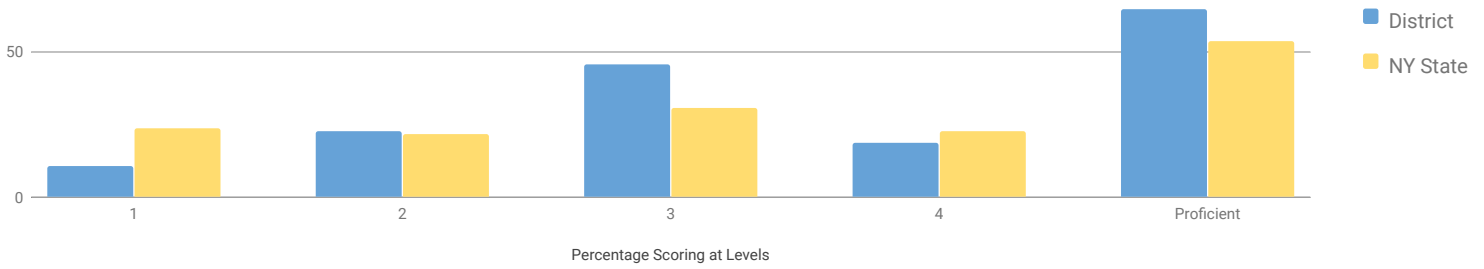
**GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2017-18)**



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
			Grade 3	32	159	18	11%	37	23%	73	46%	31
Grade 4	35	172	19	11%	40	23%	71	41%	42	24%	113	66%
Grade 5	36	193	17	9%	41	21%	78	40%	57	30%	135	70%
Grade 6	62	180	27	15%	45	25%	59	33%	49	27%	108	60%
Grade 7	107	165	48	29%	62	38%	48	29%	7	4%	55	33%
Regents 7	—	24	0	0%	0	0%	0	0%	24	100%	24	100%
Combined 7	107	189	48	25%	62	33%	48	25%	31	16%	79	42%
Grade 8	175	93	22	24%	40	43%	20	22%	11	12%	31	33%
Regents 8	—	100	0	0%	0	0%	6	6%	94	94%	100	100%
Combined 8	175	193	22	11%	40	21%	26	13%	105	54%	131	68%
Grades 3-8	447	1,086	151	14%	265	24%	355	33%	315	29%	670	62%

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.

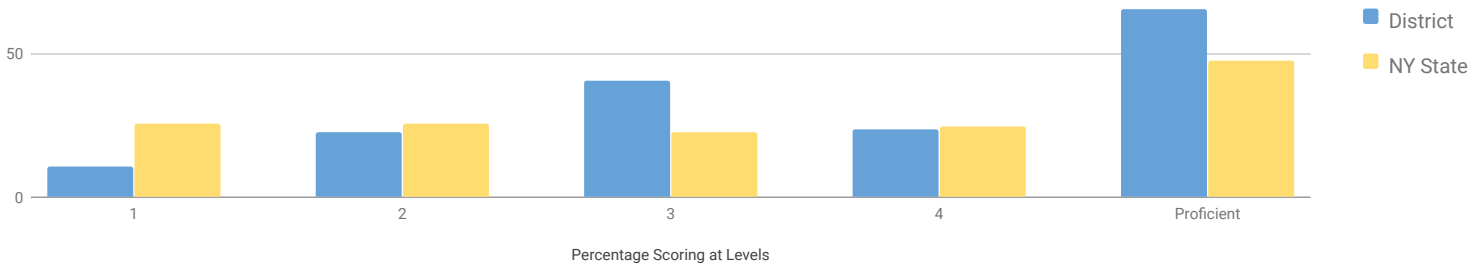
**GRADE 3 MATH RESULTS**



**MEAN SCORE: 603**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	32	159	18	11%	37	23%	73	46%	31	19%	104	65%
General Education	14	141	8	6%	31	22%	71	50%	31	22%	102	72%
Students with Disabilities	18	18	10	56%	6	33%	2	11%	0	0%	2	11%
American Indian or Alaska Native	–	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	8	–	–	–	–	–	–	–	–	–	–
Black or African American	–	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	20	8	40%	4	20%	5	25%	3	15%	8	40%
White	29	128	10	8%	32	25%	62	48%	24	19%	86	67%
Multiracial	–	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	0	11	0	0%	1	9%	6	55%	4	36%	10	91%
Female	13	77	10	13%	18	23%	37	48%	12	16%	49	64%
Male	19	82	8	10%	19	23%	36	44%	19	23%	55	67%
English Language Learners	–	3	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	–	156	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	4	15	5	33%	4	27%	4	27%	2	13%	6	40%
Not Economically Disadvantaged	28	144	13	9%	33	23%	69	48%	29	20%	98	68%
Not Migrant	32	159	18	11%	37	23%	73	46%	31	19%	104	65%
Not Homeless	32	159	18	11%	37	23%	73	46%	31	19%	104	65%
Not in Foster Care	32	159	18	11%	37	23%	73	46%	31	19%	104	65%
Parent Not in Armed Forces	32	159	18	11%	37	23%	73	46%	31	19%	104	65%

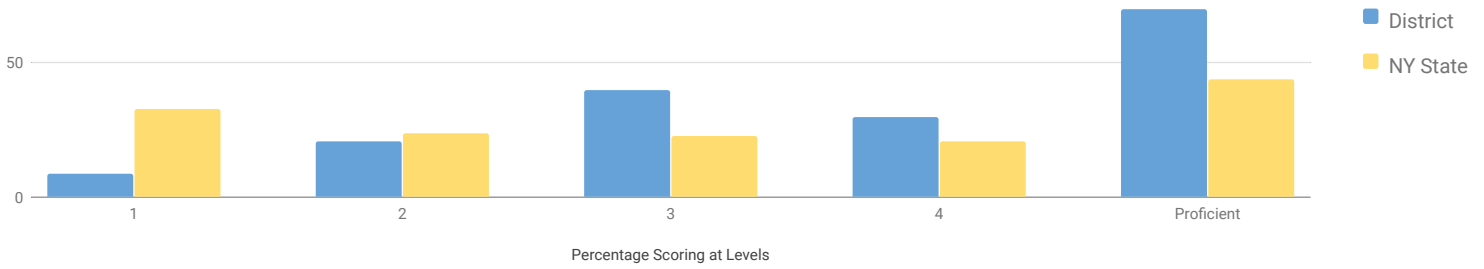
**GRADE 4 MATH RESULTS**



**MEAN SCORE: 604**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	35	172	19	11%	40	23%	71	41%	42	24%	113	66%
General Education	19	150	8	5%	34	23%	66	44%	42	28%	108	72%
Students with Disabilities	16	22	11	50%	6	27%	5	23%	0	0%	5	23%
Asian or Native Hawaiian/Other Pacific Islander	–	7	–	–	–	–	–	–	–	–	–	–
Black or African American	–	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	22	0	0%	10	45%	9	41%	3	14%	12	55%
White	32	140	19	14%	29	21%	56	40%	36	26%	92	66%
Multiracial	–	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	0	10	0	0%	1	10%	6	60%	3	30%	9	90%
Female	20	79	6	8%	23	29%	31	39%	19	24%	50	63%
Male	15	93	13	14%	17	18%	40	43%	23	25%	63	68%
English Language Learners	–	3	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	–	169	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	4	18	1	6%	5	28%	8	44%	4	22%	12	67%
Not Economically Disadvantaged	31	154	18	12%	35	23%	63	41%	38	25%	101	66%
Not Migrant	35	172	19	11%	40	23%	71	41%	42	24%	113	66%
Not Homeless	35	172	19	11%	40	23%	71	41%	42	24%	113	66%
Not in Foster Care	35	172	19	11%	40	23%	71	41%	42	24%	113	66%
Parent Not in Armed Forces	35	172	19	11%	40	23%	71	41%	42	24%	113	66%

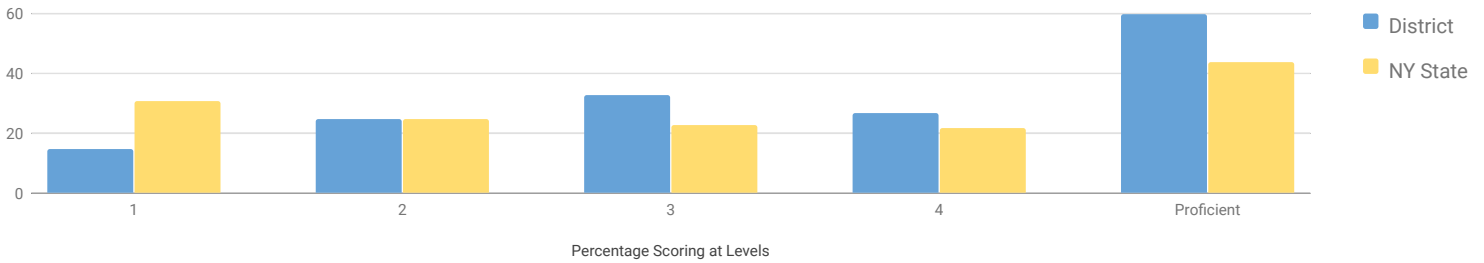
**GRADE 5 MATH RESULTS**



**MEAN SCORE: 609**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	36	193	17	9%	41	21%	78	40%	57	30%	135	70%
General Education	17	167	7	4%	31	19%	73	44%	56	34%	129	77%
Students with Disabilities	19	26	10	38%	10	38%	5	19%	1	4%	6	23%
Asian or Native Hawaiian/Other Pacific Islander	0	5	0	0%	1	20%	0	0%	4	80%	4	80%
Black or African American	–	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	12	3	25%	0	0%	5	42%	4	33%	9	75%
White	31	171	14	8%	38	22%	72	42%	47	27%	119	70%
Multiracial	–	2	–	–	–	–	–	–	–	–	–	–
Small Group Total	1	5	0	0%	2	40%	1	20%	2	40%	3	60%
Female	18	100	9	9%	26	26%	43	43%	22	22%	65	65%
Male	18	93	8	9%	15	16%	35	38%	35	38%	70	75%
English Language Learners	–	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	–	192	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	3	13	2	15%	5	38%	5	38%	1	8%	6	46%
Not Economically Disadvantaged	33	180	15	8%	36	20%	73	41%	56	31%	129	72%
Not Migrant	36	193	17	9%	41	21%	78	40%	57	30%	135	70%
Not Homeless	36	193	17	9%	41	21%	78	40%	57	30%	135	70%
Not in Foster Care	36	193	17	9%	41	21%	78	40%	57	30%	135	70%
Parent Not in Armed Forces	36	193	17	9%	41	21%	78	40%	57	30%	135	70%

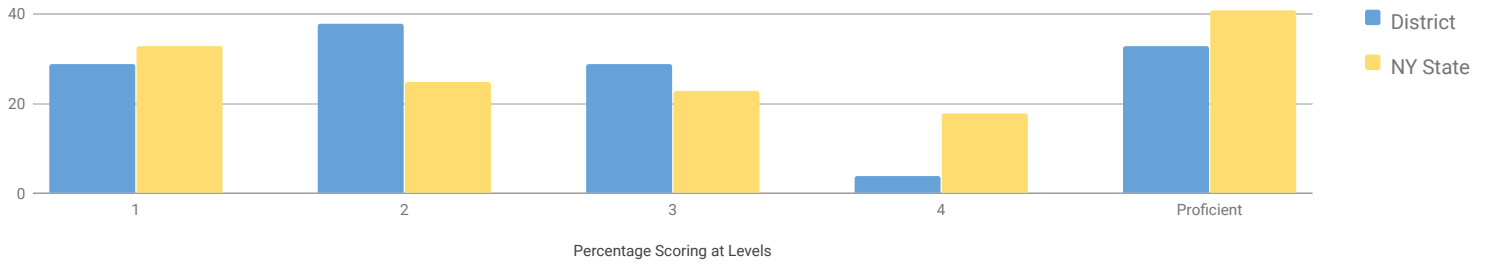
**GRADE 6 MATH RESULTS**



**MEAN SCORE: 606**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	62	180	27	15%	45	25%	59	33%	49	27%	108	60%
General Education	37	155	13	8%	37	24%	57	37%	48	31%	105	68%
Students with Disabilities	25	25	14	56%	8	32%	2	8%	1	4%	3	12%
Asian or Native Hawaiian/Other Pacific Islander	–	8	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	8	1	13%	0	0%	5	63%	2	25%	7	88%
White	55	163	25	15%	43	26%	54	33%	41	25%	95	58%
Multiracial	–	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	5	9	1	11%	2	22%	0	0%	6	67%	6	67%
Female	34	69	11	16%	17	25%	23	33%	18	26%	41	59%
Male	28	111	16	14%	28	25%	36	32%	31	28%	67	60%
English Language Learners	–	2	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	–	178	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	7	17	3	18%	6	35%	6	35%	2	12%	8	47%
Not Economically Disadvantaged	55	163	24	15%	39	24%	53	33%	47	29%	100	61%
Not Migrant	62	180	27	15%	45	25%	59	33%	49	27%	108	60%
Not Homeless	62	180	27	15%	45	25%	59	33%	49	27%	108	60%
Not in Foster Care	62	180	27	15%	45	25%	59	33%	49	27%	108	60%
Parent Not in Armed Forces	62	180	27	15%	45	25%	59	33%	49	27%	108	60%

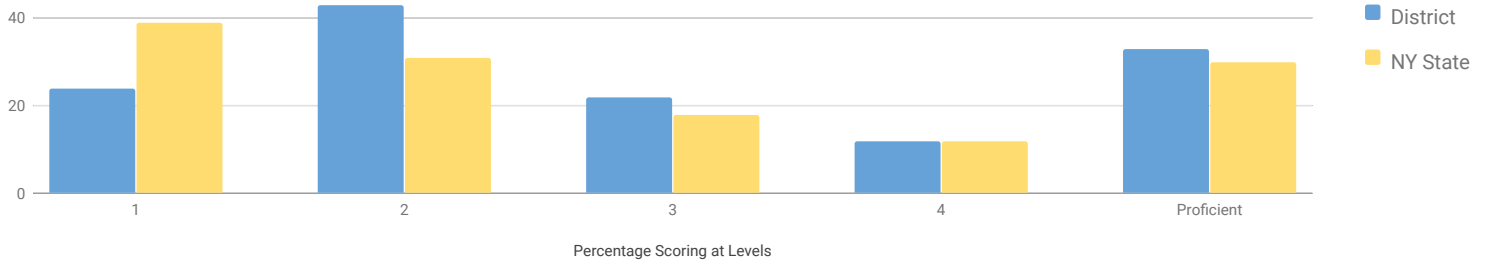
**GRADE 7 MATH RESULTS**



**MEAN SCORE: 598**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	107	165	48	29%	62	38%	48	29%	7	4%	55	33%
General Education	84	141	28	20%	59	42%	48	34%	6	4%	54	38%
Students with Disabilities	23	24	20	83%	3	13%	0	0%	1	4%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	10	2	20%	3	30%	5	50%	0	0%	5	50%
White	96	144	44	31%	57	40%	37	26%	6	4%	43	30%
Small Group Total	6	11	2	18%	2	18%	6	55%	1	9%	7	64%
Female	49	86	24	28%	33	38%	26	30%	3	3%	29	34%
Male	58	79	24	30%	29	37%	22	28%	4	5%	26	33%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	164	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	14	10	5	50%	2	20%	3	30%	0	0%	3	30%
Not Economically Disadvantaged	93	155	43	28%	60	39%	45	29%	7	5%	52	34%
Not Migrant	107	165	48	29%	62	38%	48	29%	7	4%	55	33%
Not Homeless	107	165	48	29%	62	38%	48	29%	7	4%	55	33%
Not in Foster Care	107	165	48	29%	62	38%	48	29%	7	4%	55	33%
Parent Not in Armed Forces	107	165	48	29%	62	38%	48	29%	7	4%	55	33%

**GRADE 8 MATH RESULTS**

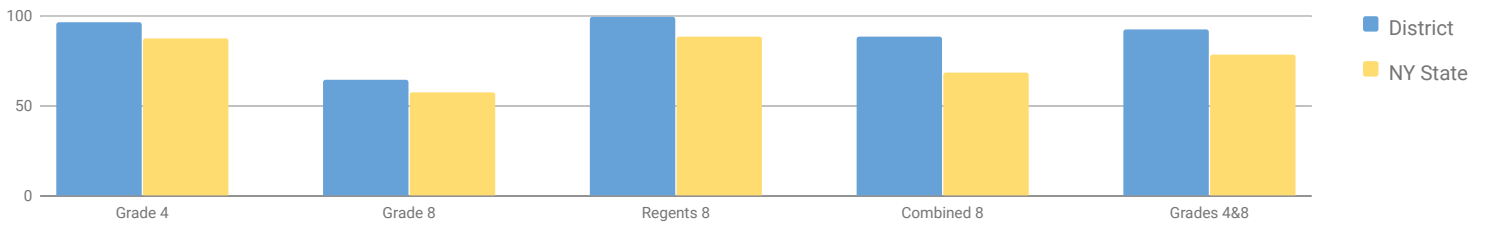


**MEAN SCORE: 605**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	175	93	22	24%	40	43%	20	22%	11	12%	31	33%
General Education	147	75	13	17%	34	45%	18	24%	10	13%	28	37%
Students with Disabilities	28	18	9	50%	6	33%	2	11%	1	6%	3	17%
Asian or Native Hawaiian/Other Pacific Islander	–	4	–	–	–	–	–	–	–	–	–	–
Black or African American	–	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	10	8	1	13%	4	50%	2	25%	1	13%	3	38%
White	154	78	19	24%	34	44%	17	22%	8	10%	25	32%
Multiracial	–	2	–	–	–	–	–	–	–	–	–	–
Small Group Total	11	7	2	29%	2	29%	1	14%	2	29%	3	43%
Female	88	42	7	17%	19	45%	11	26%	5	12%	16	38%
Male	87	51	15	29%	21	41%	9	18%	6	12%	15	29%
English Language Learners	–	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	–	92	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	8	13	5	38%	4	31%	3	23%	1	8%	4	31%
Not Economically Disadvantaged	167	80	17	21%	36	45%	17	21%	10	13%	27	34%
Not Migrant	175	93	22	24%	40	43%	20	22%	11	12%	31	33%
Not Homeless	175	93	22	24%	40	43%	20	22%	11	12%	31	33%
Not in Foster Care	175	93	22	24%	40	43%	20	22%	11	12%	31	33%
Parent Not in Armed Forces	175	93	22	24%	40	43%	20	22%	11	12%	31	33%

**GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2017-18)**

Percent Proficient



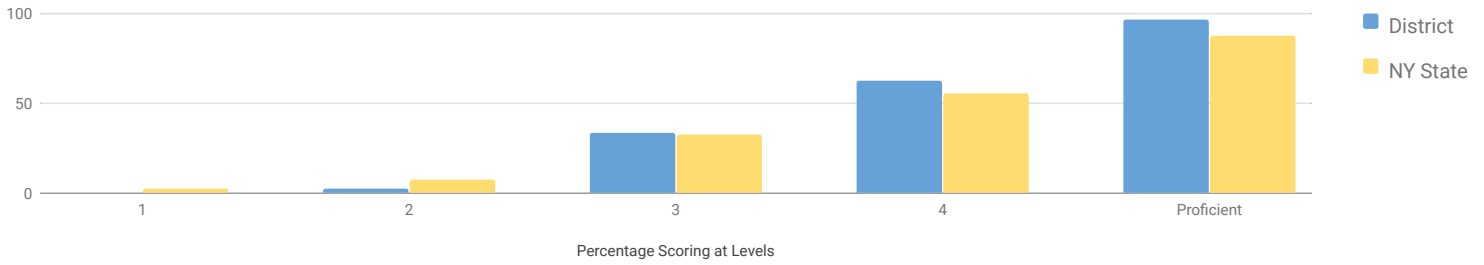
Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	30	178	0	0%	5	3%	61	34%	112	63%	173	97%
Grade 8	200	68	2	3%	22	32%	40	59%	4	6%	44	65%
Regents 8	0	154	0	0%	0	0%	10	6%	144	94%	154	100%
Combined 8	200	222	2	1%	22	10%	50	23%	148	67%	198	89%
Grades 4&8	230	400	2	1%	27	7%	111	28%	260	65%	371	93%

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.



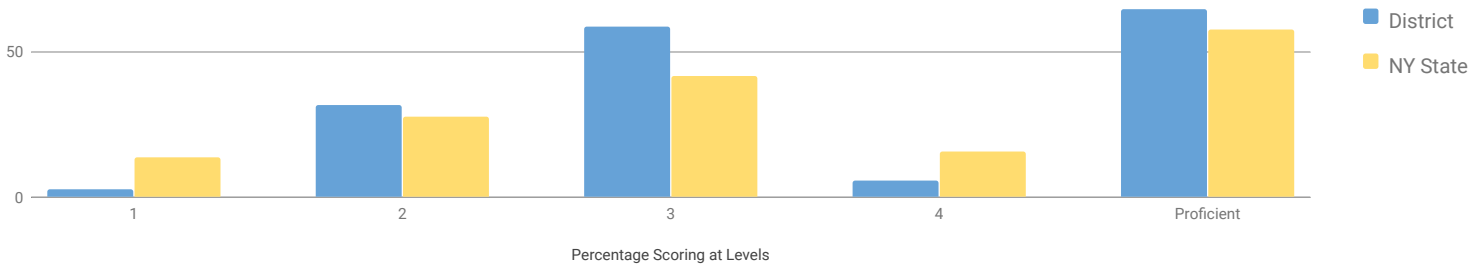
**GRADE 4 SCIENCE RESULTS**



**MEAN SCORE: 86**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	30	178	0	0%	5	3%	61	34%	112	63%	173	97%
General Education	15	155	0	0%	4	3%	44	28%	107	69%	151	97%
Students with Disabilities	15	23	0	0%	1	4%	17	74%	5	22%	22	96%
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—	—	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	20	0	0%	0	0%	12	60%	8	40%	20	100%
White	25	148	0	0%	5	3%	48	32%	95	64%	143	97%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	10	0	0%	0	0%	1	10%	9	90%	10	100%
Female	16	84	0	0%	1	1%	33	39%	50	60%	83	99%
Male	14	94	0	0%	4	4%	28	30%	62	66%	90	96%
English Language Learners	—	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	176	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	6	16	0	0%	0	0%	11	69%	5	31%	16	100%
Not Economically Disadvantaged	24	162	0	0%	5	3%	50	31%	107	66%	157	97%
Not Migrant	30	178	0	0%	5	3%	61	34%	112	63%	173	97%
Not Homeless	30	178	0	0%	5	3%	61	34%	112	63%	173	97%
Not in Foster Care	30	178	0	0%	5	3%	61	34%	112	63%	173	97%
Parent Not in Armed Forces	30	178	0	0%	5	3%	61	34%	112	63%	173	97%

**GRADE 8 SCIENCE RESULTS**

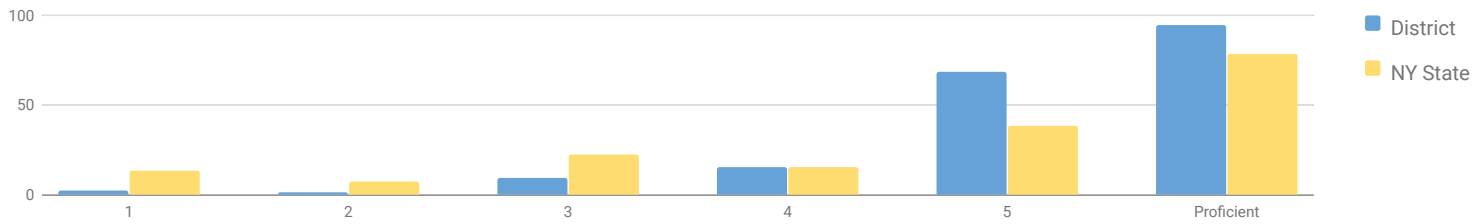


**MEAN SCORE: 69**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	200	68	2	3%	22	32%	40	59%	4	6%	44	65%
General Education	171	51	1	2%	13	25%	33	65%	4	8%	37	73%
Students with Disabilities	29	17	1	6%	9	53%	7	41%	0	0%	7	41%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	7	—	—	—	—	—	—	—	—	—	—
White	173	59	2	3%	20	34%	34	58%	3	5%	37	63%
Small Group Total	20	9	0	0%	2	22%	6	67%	1	11%	7	78%
Female	104	26	0	0%	5	19%	19	73%	2	8%	21	81%
Male	96	42	2	5%	17	40%	21	50%	2	5%	23	55%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	67	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	11	10	0	0%	3	30%	7	70%	0	0%	7	70%
Not Economically Disadvantaged	189	58	2	3%	19	33%	33	57%	4	7%	37	64%
Not Migrant	200	68	2	3%	22	32%	40	59%	4	6%	44	65%
Not Homeless	200	68	2	3%	22	32%	40	59%	4	6%	44	65%
Not in Foster Care	200	68	2	3%	22	32%	40	59%	4	6%	44	65%
Parent Not in Armed Forces	200	68	2	3%	22	32%	40	59%	4	6%	44	65%

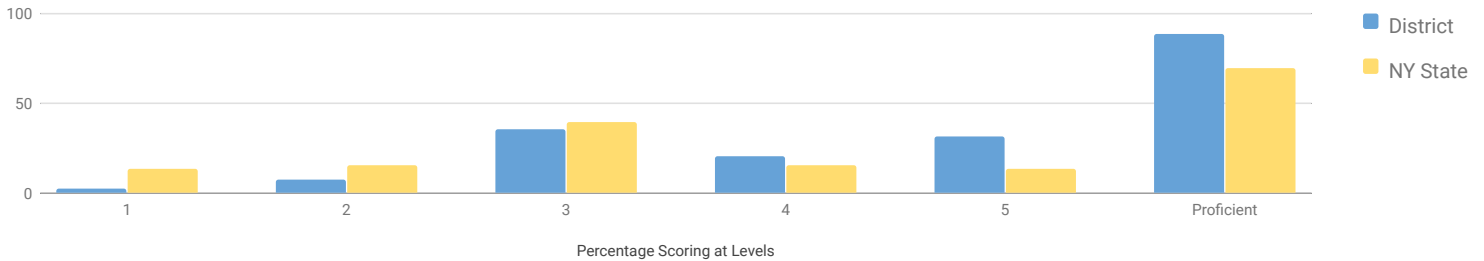
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

**ANNUAL REGENTS ENGLISH (2017-18)**



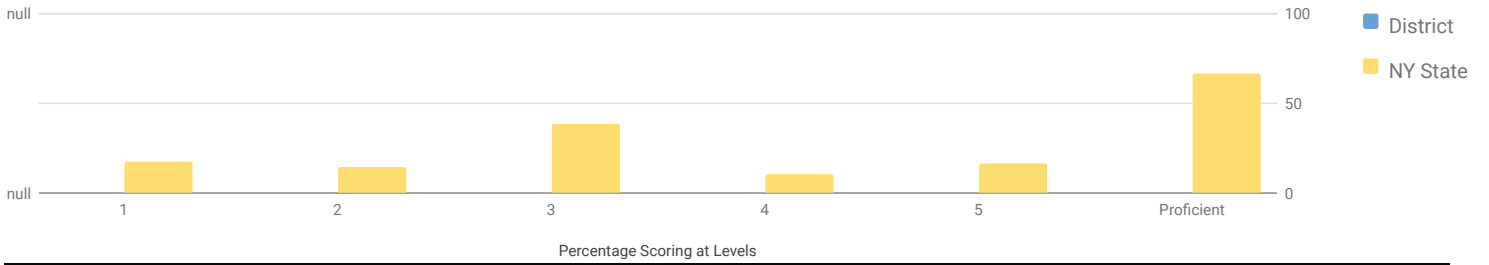
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	263	7	3%	5	2%	26	10%	43	16%	182	69%	251	95%
General Education	217	0	0%	2	1%	16	7%	26	12%	173	80%	215	99%
Students with Disabilities	46	7	15%	3	7%	10	22%	17	37%	9	20%	36	78%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	0	0%	0	0%	1	8%	12	92%	13	100%
Black or African American	6	2	33%	0	0%	0	0%	0	0%	4	67%	4	67%
Hispanic or Latino	17	0	0%	1	6%	4	24%	3	18%	9	53%	16	94%
White	227	5	2%	4	2%	22	10%	39	17%	157	69%	218	96%
Female	131	2	2%	0	0%	14	11%	14	11%	101	77%	129	98%
Male	132	5	4%	5	4%	12	9%	29	22%	81	61%	122	92%
English Language Learners	1	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	262	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	29	4	14%	3	10%	5	17%	6	21%	11	38%	22	76%
Not Economically Disadvantaged	234	3	1%	2	1%	21	9%	37	16%	171	73%	229	98%
Not Migrant	263	7	3%	5	2%	26	10%	43	16%	182	69%	251	95%
Not Homeless	263	7	3%	5	2%	26	10%	43	16%	182	69%	251	95%
Not in Foster Care	263	7	3%	5	2%	26	10%	43	16%	182	69%	251	95%
Parent Not in Armed Forces	263	7	3%	5	2%	26	10%	43	16%	182	69%	251	95%

**ANNUAL REGENTS ALGEBRA I (2017-18)**



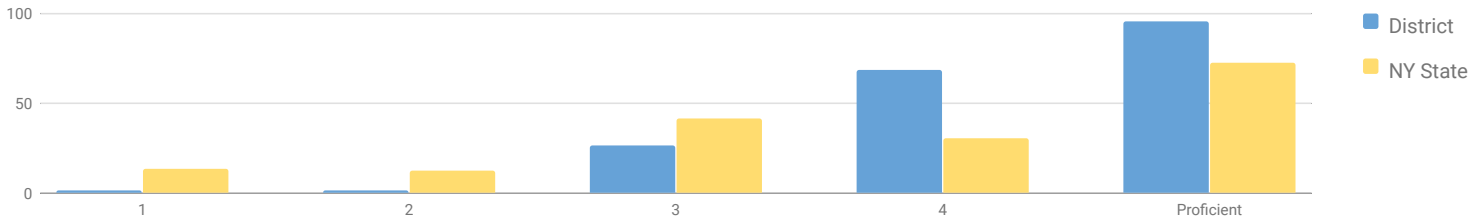
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	282	8	3%	22	8%	102	36%	59	21%	91	32%	252	89%
General Education	223	1	0%	10	4%	70	31%	53	24%	89	40%	212	95%
Students with Disabilities	59	7	12%	12	20%	32	54%	6	10%	2	3%	40	68%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	1	13%	1	13%	6	75%	8	100%
Black or African American	6	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	23	1	4%	2	9%	9	39%	4	17%	7	30%	20	87%
White	243	7	3%	20	8%	87	36%	54	22%	75	31%	216	89%
Multiracial	2	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	8	0	0%	0	0%	5	63%	0	0%	3	38%	8	100%
Female	136	3	2%	11	8%	42	31%	33	24%	47	35%	122	90%
Male	146	5	3%	11	8%	60	41%	26	18%	44	30%	130	89%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	280	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	20	0	0%	6	30%	8	40%	3	15%	3	15%	14	70%
Not Economically Disadvantaged	262	8	3%	16	6%	94	36%	56	21%	88	34%	238	91%
Not Migrant	282	8	3%	22	8%	102	36%	59	21%	91	32%	252	89%
Not Homeless	282	8	3%	22	8%	102	36%	59	21%	91	32%	252	89%
Not in Foster Care	282	8	3%	22	8%	102	36%	59	21%	91	32%	252	89%
Parent Not in Armed Forces	282	8	3%	22	8%	102	36%	59	21%	91	32%	252	89%

**ANNUAL REGENTS GEOMETRY (2017-18)**



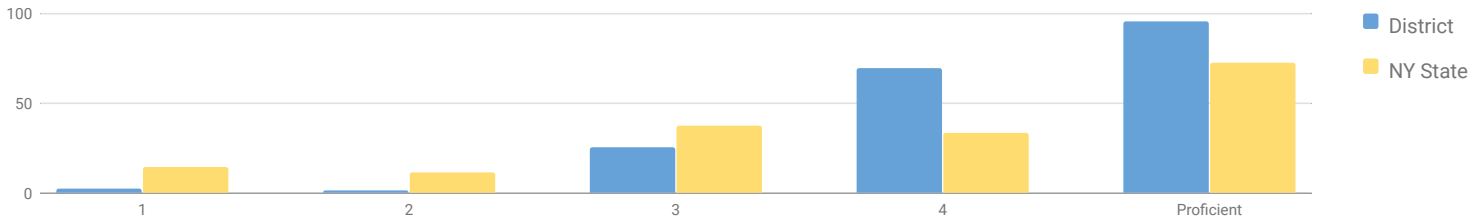
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	3	-	-	-	-	-	-	-	-	-	-	-	-
General Education	3	-	-	-	-	-	-	-	-	-	-	-	-
White	3	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	3	-	-	-	-	-	-	-	-	-	-	-	-
Female	1	-	-	-	-	-	-	-	-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

**ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)**



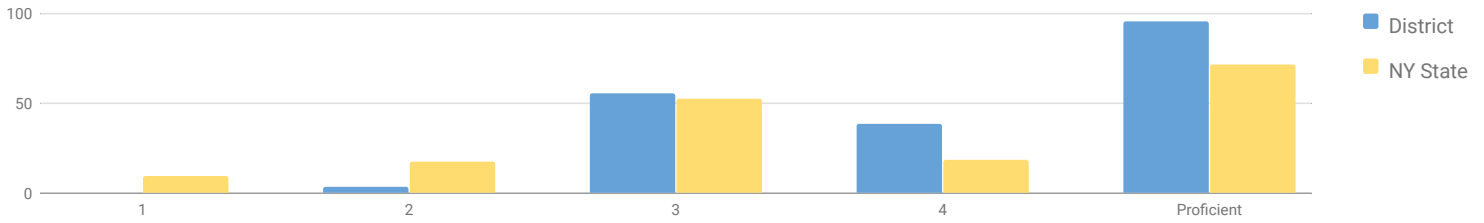
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	258	5	2%	6	2%	70	27%	177	69%	247	96%
General Education	215	1	0%	0	0%	46	21%	168	78%	214	100%
Students with Disabilities	43	4	9%	6	14%	24	56%	9	21%	33	77%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	2	22%	7	78%	9	100%
Black or African American	4	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	15	2	13%	1	7%	7	47%	5	33%	12	80%
White	229	3	1%	5	2%	57	25%	164	72%	221	97%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	5	0	0%	0	0%	4	80%	1	20%	5	100%
Female	137	2	1%	4	3%	34	25%	97	71%	131	96%
Male	121	3	2%	2	2%	36	30%	80	66%	116	96%
English Language Learners	3	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	255	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	31	1	3%	2	6%	14	45%	14	45%	28	90%
Not Economically Disadvantaged	227	4	2%	4	2%	56	25%	163	72%	219	96%
Not Migrant	258	5	2%	6	2%	70	27%	177	69%	247	96%
Not Homeless	258	5	2%	6	2%	70	27%	177	69%	247	96%
Not in Foster Care	258	5	2%	6	2%	70	27%	177	69%	247	96%
Parent Not in Armed Forces	258	5	2%	6	2%	70	27%	177	69%	247	96%

**ANNUAL REGENTS PHYSICAL SETTING/EARTH SCIENCE (2017-18)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	303	8	3%	5	2%	79	26%	211	70%	290	96%
General Education	246	4	2%	1	0%	52	21%	189	77%	241	98%
Students with Disabilities	57	4	7%	4	7%	27	47%	22	39%	49	86%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	1	11%	8	89%	9	100%
Black or African American	3	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	24	2	8%	0	0%	6	25%	16	67%	22	92%
White	263	6	2%	5	2%	70	27%	182	69%	252	96%
Multiracial	4	-	-	-	-	-	-	-	-	-	-
Small Group Total	7	0	0%	0	0%	2	29%	5	71%	7	100%
Female	150	3	2%	0	0%	43	29%	104	69%	147	98%
Male	153	5	3%	5	3%	36	24%	107	70%	143	93%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	301	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	24	4	17%	2	8%	8	33%	10	42%	18	75%
Not Economically Disadvantaged	279	4	1%	3	1%	71	25%	201	72%	272	97%
Not Migrant	303	8	3%	5	2%	79	26%	211	70%	290	96%
Not Homeless	303	8	3%	5	2%	79	26%	211	70%	290	96%
Not in Foster Care	303	8	3%	5	2%	79	26%	211	70%	290	96%
Parent Not in Armed Forces	303	8	3%	5	2%	79	26%	211	70%	290	96%

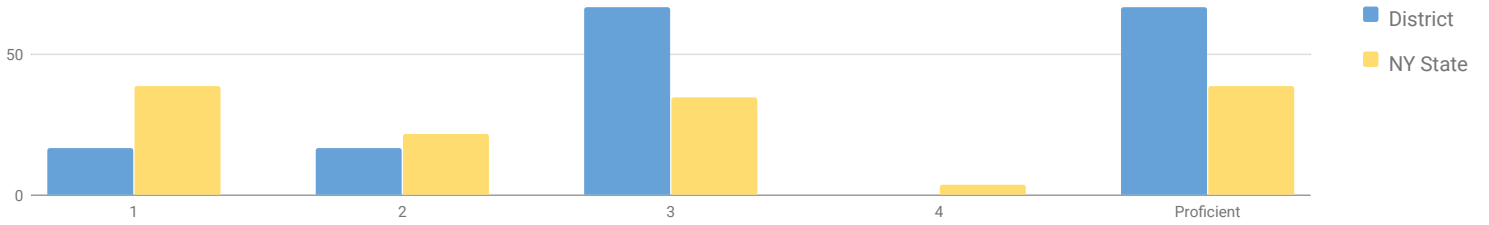
**ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	218	1	0%	8	4%	123	56%	86	39%	209	96%
General Education	204	0	0%	7	3%	112	55%	85	42%	197	97%
Students with Disabilities	14	1	7%	1	7%	11	79%	1	7%	12	86%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	12	0	0%	1	8%	9	75%	2	17%	11	92%
White	194	1	1%	7	4%	111	57%	75	39%	186	96%
Small Group Total	12	0	0%	0	0%	3	25%	9	75%	12	100%
Female	97	0	0%	3	3%	56	58%	38	39%	94	97%
Male	121	1	1%	5	4%	67	55%	48	40%	115	95%
Non-English Language Learners	218	1	0%	8	4%	123	56%	86	39%	209	96%
Economically Disadvantaged	12	0	0%	1	8%	9	75%	2	17%	11	92%
Not Economically Disadvantaged	206	1	0%	7	3%	114	55%	84	41%	198	96%
Not Migrant	218	1	0%	8	4%	123	56%	86	39%	209	96%
Not Homeless	218	1	0%	8	4%	123	56%	86	39%	209	96%
Not in Foster Care	218	1	0%	8	4%	123	56%	86	39%	209	96%
Parent Not in Armed Forces	218	1	0%	8	4%	123	56%	86	39%	209	96%



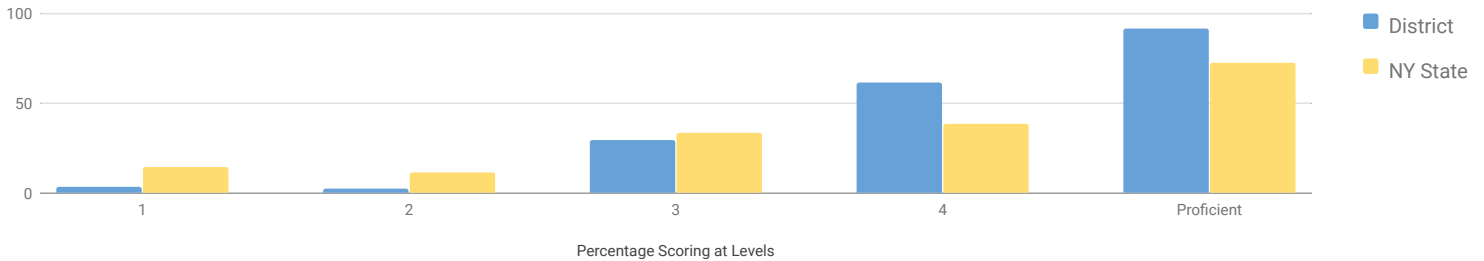
**ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)**



Percentage Scoring at Levels

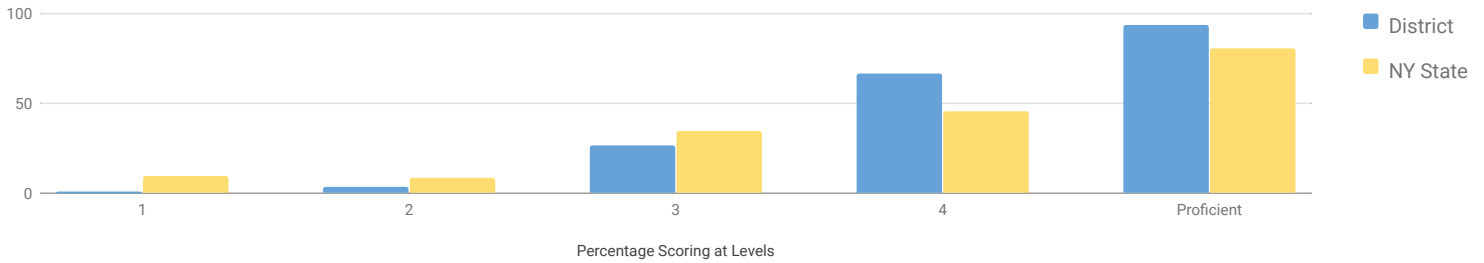
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	18	3	17%	3	17%	12	67%	0	0%	12	67%
General Education	11	1	9%	2	18%	8	73%	0	0%	8	73%
Students with Disabilities	7	2	29%	1	14%	4	57%	0	0%	4	57%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–
White	13	2	15%	3	23%	8	62%	0	0%	8	62%
Small Group Total	5	1	20%	0	0%	4	80%	0	0%	4	80%
Female	11	2	18%	1	9%	8	73%	0	0%	8	73%
Male	7	1	14%	2	29%	4	57%	0	0%	4	57%
Non-English Language Learners	18	3	17%	3	17%	12	67%	0	0%	12	67%
Economically Disadvantaged	6	0	0%	2	33%	4	67%	0	0%	4	67%
Not Economically Disadvantaged	12	3	25%	1	8%	8	67%	0	0%	8	67%
Not Migrant	18	3	17%	3	17%	12	67%	0	0%	12	67%
Not Homeless	18	3	17%	3	17%	12	67%	0	0%	12	67%
Not in Foster Care	18	3	17%	3	17%	12	67%	0	0%	12	67%
Parent Not in Armed Forces	18	3	17%	3	17%	12	67%	0	0%	12	67%

**ANNUAL REGENTS TRANSITION EXAM IN GLOBAL HISTORY & GEOGRAPHY (2017-18)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	288	12	4%	10	3%	87	30%	179	62%	266	92%
General Education	234	3	1%	3	1%	59	25%	169	72%	228	97%
Students with Disabilities	54	9	17%	7	13%	28	52%	10	19%	38	70%
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	0	0%	2	18%	9	82%	11	100%
Black or African American	5	0	0%	0	0%	4	80%	1	20%	5	100%
Hispanic or Latino	22	4	18%	1	5%	10	45%	7	32%	17	77%
White	250	8	3%	9	4%	71	28%	162	65%	233	93%
Female	139	4	3%	5	4%	44	32%	86	62%	130	94%
Male	149	8	5%	5	3%	43	29%	93	62%	136	91%
English Language Learners	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	284	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	33	4	12%	3	9%	14	42%	12	36%	26	79%
Not Economically Disadvantaged	255	8	3%	7	3%	73	29%	167	65%	240	94%
Not Migrant	288	12	4%	10	3%	87	30%	179	62%	266	92%
Not Homeless	288	12	4%	10	3%	87	30%	179	62%	266	92%
Not in Foster Care	288	12	4%	10	3%	87	30%	179	62%	266	92%
Parent Not in Armed Forces	288	12	4%	10	3%	87	30%	179	62%	266	92%

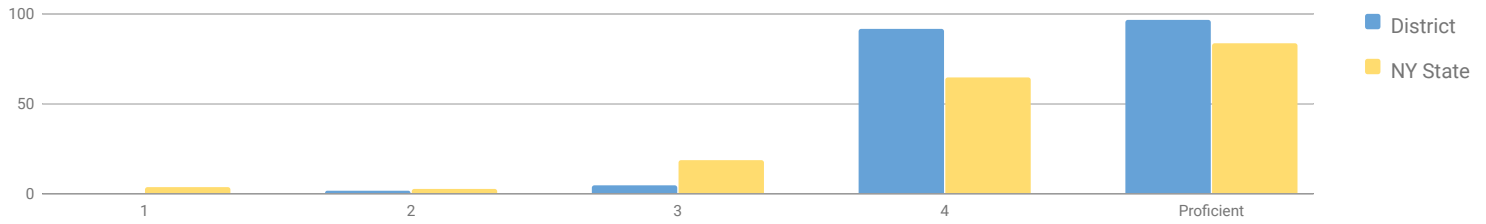
**ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	273	4	1%	12	4%	75	27%	182	67%	257	94%
General Education	226	1	0%	7	3%	53	23%	165	73%	218	96%
Students with Disabilities	47	3	6%	5	11%	22	47%	17	36%	39	83%
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	0	0%	3	21%	11	79%	14	100%
Black or African American	6	1	17%	0	0%	2	33%	3	50%	5	83%
Hispanic or Latino	19	0	0%	2	11%	10	53%	7	37%	17	89%
White	234	3	1%	10	4%	60	26%	161	69%	221	94%
Female	141	1	1%	8	6%	39	28%	93	66%	132	94%
Male	132	3	2%	4	3%	36	27%	89	67%	125	95%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	271	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	30	0	0%	5	17%	16	53%	9	30%	25	83%
Not Economically Disadvantaged	243	4	2%	7	3%	59	24%	173	71%	232	95%
Not Migrant	273	4	1%	12	4%	75	27%	182	67%	257	94%
Not Homeless	273	4	1%	12	4%	75	27%	182	67%	257	94%
Not in Foster Care	273	4	1%	12	4%	75	27%	182	67%	257	94%
Parent Not in Armed Forces	273	4	1%	12	4%	75	27%	182	67%	257	94%

**2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS**

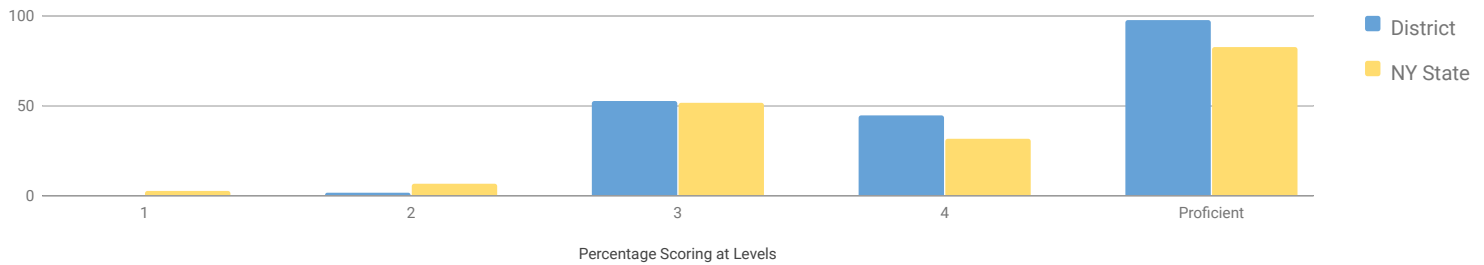
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	273	1	0%	272	100%	1	0%	5	2%	15	5%	251	92%
General Education	242	1	0%	241	100%	0	0%	1	0%	9	4%	231	95%	240	99%
Students with Disabilities	31	0	0%	31	100%	1	3%	4	13%	6	19%	20	65%	26	84%
Asian or Native Hawaiian/Other Pacific Islander	18	0	0%	18	100%	0	0%	1	6%	1	6%	16	89%	17	94%
Black or African American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	238	0	0%	238	100%	1	0%	4	2%	12	5%	221	93%	233	98%
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	17	1	6%	16	94%	0	0%	0	0%	2	12%	14	82%	16	94%
Female	132	0	0%	132	100%	0	0%	3	2%	6	5%	123	93%	129	98%
Male	141	1	1%	140	99%	1	1%	2	1%	9	6%	128	91%	137	97%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	271	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	24	1	4%	23	96%	0	0%	0	0%	4	17%	19	79%	23	96%
Not Economically Disadvantaged	249	0	0%	249	100%	1	0%	5	2%	11	4%	232	93%	243	98%
Not Migrant	273	1	0%	272	100%	1	0%	5	2%	15	5%	251	92%	266	97%
Not Homeless	273	1	0%	272	100%	1	0%	5	2%	15	5%	251	92%	266	97%
Not in Foster Care	273	1	0%	272	100%	1	0%	5	2%	15	5%	251	92%	266	97%
Parent Not in Armed Forces	273	1	0%	272	100%	1	0%	5	2%	15	5%	251	92%	266	97%

**2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS**

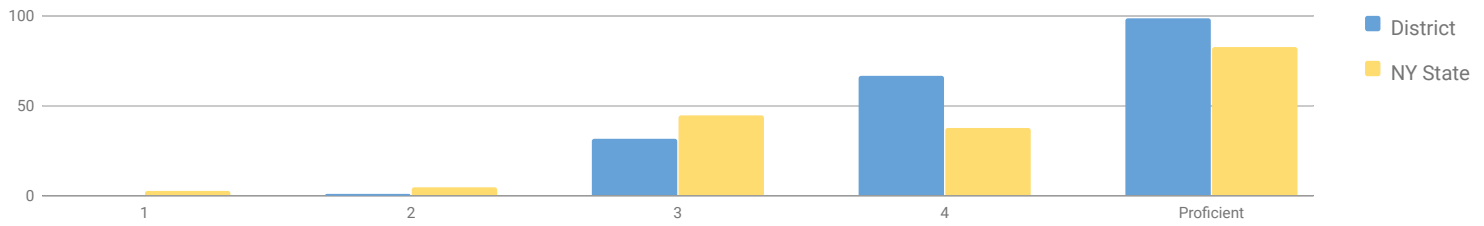
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	273	0	0%	273	100%	0	0%	6	2%	145	53%	122	45%
General Education	242	0	0%	242	100%	0	0%	1	0%	122	50%	119	49%	241	100%
Students with Disabilities	31	0	0%	31	100%	0	0%	5	16%	23	74%	3	10%	26	84%
Asian or Native Hawaiian/Other Pacific Islander	18	0	0%	18	100%	0	0%	0	0%	4	22%	14	78%	18	100%
Black or African American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	238	0	0%	238	100%	0	0%	6	3%	131	55%	101	42%	232	97%
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	17	0	0%	17	100%	0	0%	0	0%	10	59%	7	41%	17	100%
Female	132	0	0%	132	100%	0	0%	2	2%	71	54%	59	45%	130	98%
Male	141	0	0%	141	100%	0	0%	4	3%	74	52%	63	45%	137	97%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	271	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	24	0	0%	24	100%	0	0%	0	0%	19	79%	5	21%	24	100%
Not Economically Disadvantaged	249	0	0%	249	100%	0	0%	6	2%	126	51%	117	47%	243	98%
Not Migrant	273	0	0%	273	100%	0	0%	6	2%	145	53%	122	45%	267	98%
Not Homeless	273	0	0%	273	100%	0	0%	6	2%	145	53%	122	45%	267	98%
Not in Foster Care	273	0	0%	273	100%	0	0%	6	2%	145	53%	122	45%	267	98%
Parent Not in Armed Forces	273	0	0%	273	100%	0	0%	6	2%	145	53%	122	45%	267	98%

**2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE**

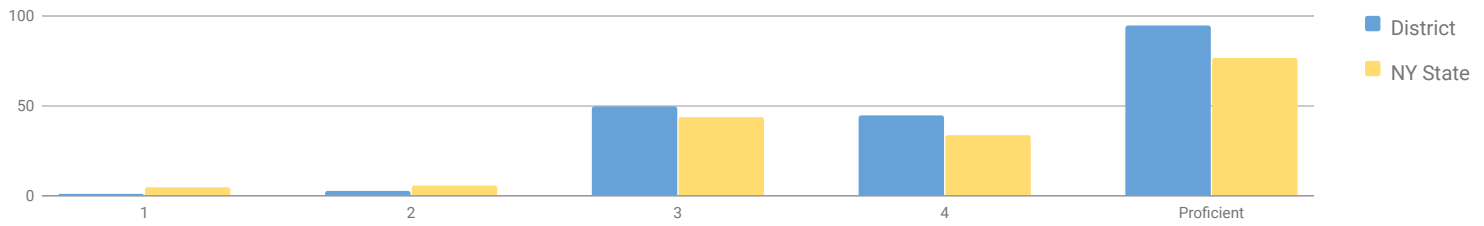
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	273	0	0%	273	100%	1	0%	3	1%	87	32%	182	67%	269	99%
General Education	242	0	0%	242	100%	1	0%	0	0%	67	28%	174	72%	241	100%
Students with Disabilities	31	0	0%	31	100%	0	0%	3	10%	20	65%	8	26%	28	90%
Asian or Native Hawaiian/Other Pacific Islander	18	0	0%	18	100%	0	0%	1	6%	2	11%	15	83%	17	94%
Black or African American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	238	0	0%	238	100%	0	0%	2	1%	80	34%	156	66%	236	99%
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	17	0	0%	17	100%	1	6%	0	0%	5	29%	11	65%	16	94%
Female	132	0	0%	132	100%	0	0%	2	2%	44	33%	86	65%	130	98%
Male	141	0	0%	141	100%	1	1%	1	1%	43	30%	96	68%	139	99%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	271	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	24	0	0%	24	100%	1	4%	0	0%	13	54%	10	42%	23	96%
Not Economically Disadvantaged	249	0	0%	249	100%	0	0%	3	1%	74	30%	172	69%	246	99%
Not Migrant	273	0	0%	273	100%	1	0%	3	1%	87	32%	182	67%	269	99%
Not Homeless	273	0	0%	273	100%	1	0%	3	1%	87	32%	182	67%	269	99%
Not in Foster Care	273	0	0%	273	100%	1	0%	3	1%	87	32%	182	67%	269	99%
Parent Not in Armed Forces	273	0	0%	273	100%	1	0%	3	1%	87	32%	182	67%	269	99%

**2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY**

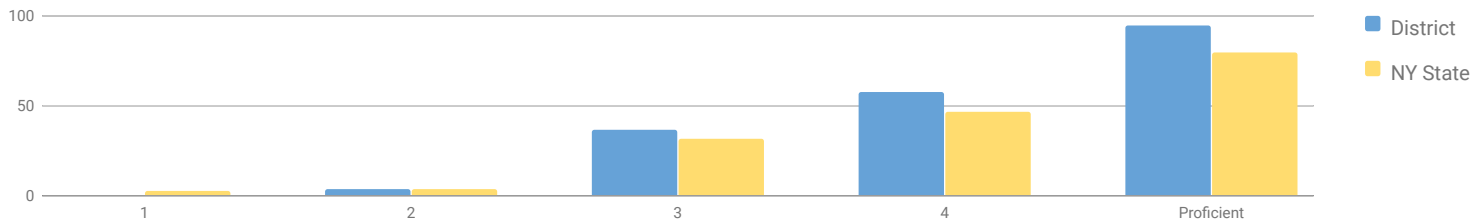
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	273	2	1%	271	99%	4	1%	7	3%	136	50%	124	45%
General Education	242	1	0%	241	100%	1	0%	2	1%	116	48%	122	50%	238	98%
Students with Disabilities	31	1	3%	30	97%	3	10%	5	16%	20	65%	2	6%	22	71%
Asian or Native Hawaiian/Other Pacific Islander	18	1	6%	17	94%	1	6%	0	0%	6	33%	10	56%	16	89%
Black or African American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	238	1	0%	237	100%	2	1%	7	3%	123	52%	105	44%	228	96%
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	17	0	0%	17	100%	1	6%	0	0%	7	41%	9	53%	16	94%
Female	132	2	2%	130	98%	2	2%	2	2%	66	50%	60	45%	126	95%
Male	141	0	0%	141	100%	2	1%	5	4%	70	50%	64	45%	134	95%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	271	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	24	1	4%	23	96%	1	4%	0	0%	17	71%	5	21%	22	92%
Not Economically Disadvantaged	249	1	0%	248	100%	3	1%	7	3%	119	48%	119	48%	238	96%
Not Migrant	273	2	1%	271	99%	4	1%	7	3%	136	50%	124	45%	260	95%
Not Homeless	273	2	1%	271	99%	4	1%	7	3%	136	50%	124	45%	260	95%
Not in Foster Care	273	2	1%	271	99%	4	1%	7	3%	136	50%	124	45%	260	95%
Parent Not in Armed Forces	273	2	1%	271	99%	4	1%	7	3%	136	50%	124	45%	260	95%

### 2014 TOTAL COHORT RESULTS IN REGENTS U.S. HISTORY AND GOVERNMENT

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.



Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	273	2	1%	271	99%	0	0%	11	4%	102	37%	158	58%	260	95%
General Education	242	1	0%	241	100%	0	0%	5	2%	85	35%	151	62%	236	98%
Students with Disabilities	31	1	3%	30	97%	0	0%	6	19%	17	55%	7	23%	24	77%
Asian or Native Hawaiian/Other Pacific Islander	18	0	0%	18	100%	0	0%	0	0%	5	28%	13	72%	18	100%
Black or African American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	238	1	0%	237	100%	0	0%	10	4%	92	39%	135	57%	227	95%
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	17	1	6%	16	94%	0	0%	1	6%	5	29%	10	59%	15	88%
Female	132	0	0%	132	100%	0	0%	6	5%	47	36%	79	60%	126	95%
Male	141	2	1%	139	99%	0	0%	5	4%	55	39%	79	56%	134	95%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	271	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	24	1	4%	23	96%	0	0%	0	0%	18	75%	5	21%	23	96%
Not Economically Disadvantaged	249	1	0%	248	100%	0	0%	11	4%	84	34%	153	61%	237	95%
Not Migrant	273	2	1%	271	99%	0	0%	11	4%	102	37%	158	58%	260	95%
Not Homeless	273	2	1%	271	99%	0	0%	11	4%	102	37%	158	58%	260	95%
Not in Foster Care	273	2	1%	271	99%	0	0%	11	4%	102	37%	158	58%	260	95%
Parent Not in Armed Forces	273	2	1%	271	99%	0	0%	11	4%	102	37%	158	58%	260	95%



**NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2017-18)**

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%	17%	83%	0%
Grade 1	–	2	–	–	–	–	–
Grade 2	–	4	–	–	–	–	–
Grade 3	–	4	–	–	–	–	–
Grade 4	–	3	–	–	–	–	–
Grade 5	–	1	–	–	–	–	–
Grade 6	–	4	–	–	–	–	–
Grade 7	–	4	–	–	–	–	–
Grade 8	–	1	–	–	–	–	–
Grade 9	–	1	–	–	–	–	–
Grade 10	–	3	–	–	–	–	–
Grade 12	–	2	–	–	–	–	–

**NEW YORK STATE ALTERNATE ASSESSMENT (2017-18)**

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 3 ELA	–	1	–	–	–	–
Grade 3 Math	–	1	–	–	–	–
Grade 4 ELA	–	2	–	–	–	–
Grade 4 Math	–	2	–	–	–	–
Grade 4 Science	–	2	–	–	–	–
Grade 5 ELA	–	1	–	–	–	–
Grade 5 Math	–	1	–	–	–	–
Grade 6 ELA	–	4	–	–	–	–
Grade 6 Math	–	4	–	–	–	–
Grade 8 ELA	–	2	–	–	–	–
Grade 8 Math	–	2	–	–	–	–
Grade 8 Science	–	2	–	–	–	–
Secondary-Level ELA	–	2	–	–	–	–
Secondary-Level Math	–	2	–	–	–	–
Secondary-Level Science	–	2	–	–	–	–

# The New York State School Report Card Fiscal Accountability Supplement for SOMERS CSD

New York State Education Law and the Commissioner's Regulations have required the attachment of the NYS School Report Card to the public school district budget proposal. The regulations required 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.

2016-2017 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$46,117,544	\$18,901,613
	Pupils	3,078	505
	<b>Expenditures Per Pupil</b>	<b>\$14,983</b>	<b>\$37,429</b>
Similar District Group	Instructional Expenditures	\$5,546,093,857	\$2,132,428,823
	Pupils	370,408	52,314
	<b>Expenditures Per Pupil</b>	<b>\$14,973</b>	<b>\$40,762</b>
Total of All School Districts in NY State	Instructional Expenditures	\$33,589,192,945	\$15,340,293,380
	Pupils	2,646,512	467,779
	<b>Expenditures Per Pupil</b>	<b>\$12,692</b>	<b>\$32,794</b>
Similar District Group Description: Low Need/Resource Capacity			

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 2016-17 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.

2016-2017 School Year	This School District	Similar District Group	Total of All School Districts in NY State
<b>Total Expenditures Per Pupil</b>	<b>\$27,952</b>	<b>\$27,482</b>	<b>\$24,712</b>

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.

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).

# The New York State School Report Card Information about Students with Disabilities for SOMERS CSD

New York State Education Law and the Commissioner's Regulations has required the attachment of the NYS School Report Card to the public school district budget proposal. The regulations required 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 Counts as of October 4, 2017	This School District		Similar District Group	Total of All School Districts in NY State
	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
80% or more	273	56.64%	62.00%	58.68%
40% to 79%	147	30.50%	18.04%	11.47%
Less than 40%	50	10.37%	11.19%	19.09%
Separate Settings	9	1.87%	5.11%	5.34%
Other Settings	3	0.62%	3.66%	5.42%

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 October 4, 2017. 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

2017-18 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	13.30%	12.53%	15.26%

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 Group Description: Low Need/Resource Capacity
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**Tuesday, May 21, 2019 -- 7:00 a.m. to 9:00 p.m.**

SOMERS MIDDLE SCHOOL GYM  
250 Route 202  
Somers, NY

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

Every Day School is Open until Thursday, May 16, 2019  
8:30 a.m. to 3:30 p.m.

Wednesday, May 15, 2019  
4:00 p.m. to 8:00 p.m.

*Voters must be registered either with the  
School District or with the Board of Elections by Thursday, May 16, 2019 at 3:30 p.m.  
in order to vote on Tuesday, May 21, 2019.*