

# **SOMERS CENTRAL SCHOOL DISTRICT Proposed Annual School Budget**

***2017-2018***

## 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, Sarena Meyer; Vice President, Donna Rosenblum

Trustees: Ifay Chang, Michael D'Anna,  
Linda Graffitti, Joseph Marra, Chadwick Olsen

April 18, 2017

## Somers Central School District 2017-20178 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 Somers Central School District encompasses three fundamental areas, each an important component of the Whole Child —

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

## **Our Values**

We desire to be a school district that —

- ✓ Believes our schools are 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.
- ✓ Values social/emotional/physical wellness as much as academic achievement.
- ✓ Believes 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.

## Somers Central School District 2017-2018 Budget Planning Calendar

Sept-March	o Budget Developing Process ongoing	Board of Education Administrative Staff
Tues, Oct. 25	o Budget Calendar adopted by Board of Education	Board of Education
Tues, Dec. 13	o Budget Preview	Board of Education Superintendent
Tues, Feb 14	o 2017-2018 Budget Planning Session – 7 pm SMS Library Non-instructional expenses	Superintendent
Wed, Mar 1	o Submission of Tax Levy Cap Limit Calculations to Office of NYS Comptroller, SED, NYS Dept. of Taxation & Finance	Asst. Supt for Business
Tues, Mar 7	o 2017-2018 Budget Planning Session – 7 pm SMS Library Instructional program expenses	Superintendent
Tues, Mar 21	o 2017-2018 Budget Planning Session – 7 pm SMS Library Review proposed budget and property tax cap	Superintendent
Mon, Apr 17	o Nominating Petitions for BOE Candidates & 1 <sup>st</sup> Statement of Expenditures due on or before 4/17/17	BOE Candidates & District Clerk
Mon, Apr 17	o Absentee Ballots mailed to permanently disabled	District Clerk
Tues, Apr 18	o Budget Adoption / Budget Summary – 7 pm SMS Library o Property Tax Report Card sent to SED & newspaper within 24 hrs. of Budget Adoption	Superintendent Asst. Supt for Business
Mon, May 1	o Public Budget Document with required attachments available at main offices, Business Office, District Clerk’s office, public libraries	Asst. Supt for Business
Weds, May 3	o Budget Notice/Trunkline mailed	Asst. Supt for Business
Tues, May 9	o Public Budget Hearing: SMS Library 7 pm o Last day Absentee Ballots may be requested to be mailed to absentee voters	Board of Education District Clerk
Weds, May 10	o Voter Registration: District Clerk’s Office – SMS Conference Room 4-8 pm	District Clerk
Thurs, May 11	o Last day voters can register at District Clerk’s Office o List of persons to whom absentee ballots were issued to be available o 2nd Statement of Expenditures due on or before 5/11/17	District Clerk  BOE Candidates
Tues, May 16	o Public Budget Vote / Trustee Election Somers Middle School Gymnasium 7 am to 9 pm o Absentee Ballots due by 4pm	District Clerk
Mon, June 5	o 3 <sup>rd</sup> Statement of Expenditures due on or before 6/5/17	BOE Candidates

### Legal Notices Publishing Dates (District Clerk)

	Public Hearing	Budget Vote
1st	Thursday, March 23	Thursday, March 30
2nd	Thursday, April 6	Thursday, April 6
3rd	Thursday, April 20	Thursday, April 20
4th	Thursday, May 4	Thursday, May 4



## Budget Development

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Developing the annual school budget is among the most important activities that the Board of Education engages in. The Superintendent and other central office administrators began to outline the 2016-2017 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 2017-2018 budget will increase by 1.64% or \$1,428,558 and the estimated tax rate increase is 1.55%.

### *Staffing Changes*

The enrollment decline, for all intents and purposes, has flattened at PES. It is anticipated the staffing at SIS will be reduced by 1.0 FTE. In both elementary schools there is expected to be repurposing of FTE to support AIS services. In addition, it is the intent of the District to redistribute FTE to support a clearly articulated Gifted and Talented program in Grades K-12. This will be a multi-stage process taking a number of years to implement. This gradual approach allows the District to grow the program while not increasing FTE and the related costs.

The middle school will see a 1.2FTE reduction to the staffing. The SHS campus will see an increase of 1.6 FTE. This will be seen through the increase of two positions that are currently each .6 to 1.0 FTE. The positions are in math and English. This allows the first year of the implementation of the International Baccalaureate Diploma Programme. In addition, based on the community feedback from the SHS counseling program evaluation last year, a .8 Counseling and Career position will be added to support the students and families of SHS. It is the intent to move this to a 1.0 position on the 2018-19 school year.

Finally, it is anticipated the Special Education faculty will increase by 1.0 FTE at either SIS or SMS based upon the annual review process that will be completed in the spring. In addition to the teaching position, there will be 2.0 FTE teaching assistants added to the program.

### *Educational Initiatives*

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

## Budget Highlights (continued)

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

- STEM: *Project Lead the Way*, a pre-engineering high school 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. *Project Lead the Way* also offers a Biomedical Science pathway for students whose interest in the life sciences would lead them to explore the intersection of biology and modern technology. Our district hopes to support this pathway for students through training for a teacher to deliver learning in a course such as Principles of Biomedical Science. At the middle level, expansion of a Maker Space and the use of this space to create opportunities for students to engage in integrated project-based learning embraces the notion that our disciplines are truly interconnected and deep learning happens when students apply knowledge to solving problems.
- Advanced Placement: AP program/courses will continue to be fully supported with training for additional teachers as needed.
- International Baccalaureate: Following recognition of Somers High School as a World School on January 11, 2017, we will continue training opportunities for teachers who have stepped forward to teach IB courses or coordinate IB programs. Beginning in the 2017-2018 school year, students in Grade 11 will have the opportunity to earn an IB Diploma in addition to their New York State Regents Diploma. Students in Grade 12, during the 2017-2018 school year, will have the opportunity to take one or more IB courses.
- Gifted and Talented Education: Begin the process of coordinating our programs for gifted and talented education to ensure that students, K-12, are identified and then challenged appropriately with a variety of personalized learning experiences.
- Secondary Level Science and Social Studies: Continue learning opportunities for secondary science and social studies faculty as they develop and implement curriculum that is aligned with the newly adopted New York State Social Studies and New York State Science Learning Standards. Exploration and piloting of new resources will also be needed to support student learning in these revised curriculum areas.
- Elementary Science and Social Studies: For elementary teachers (K-5) who are using the PNWBOCES regionally developed Science21 curriculum, training will be ongoing for the next several years as we transition to new curriculum and instruction aligned to the New York State Science Learning Standards. Elementary teachers will also have access to curriculum and training related to the PNWBOCES Social Studies/English Language Arts curriculum, which has also been revised to reflect the New York State Social Studies Framework (Standards).
- Elementary Literacy: Continue to support programs such as Reading Recovery® (first grade reading intervention) and Foundations® (K-2 core reading element) while reviewing and updating training and targeting reading resources to improve early literacy learning and align with updated writing curriculum.

## Budget Highlights (continued)

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- Social and Emotional Learning: Continue training in Responsive Classroom® to support students' Social Emotional Learning (SEL) 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.
- Mathematics: Continue implementation and review of updated mathematics curriculum and online supports for personalized student learning.
- Personalized Learning and Use of Instructional Technology: Examine best instructional practices and use of technology to support student learning. Develop the capacity of our faculty to provide ongoing, relevant training for teachers in effective use of technology in classrooms. Partnering with the Lower Hudson Regional Information Center for training related to innovative classroom practices that harness the power that technology brings to every learner in an information age. Continue to provide personalized learning devices for students in Grades 6-12 and expand downward to include Grade 5.
- Curriculum Development: Continue summer curriculum work to provide teachers with opportunities to collaborate as they develop new curriculum, revise existing curriculum, create strong, common assessments and identify effective instructional approaches to support student learning.
- Professional Coaching Model: Provide continued training for district's four Learning Coaches in order to allow for targeted and personalized professional learning for all teachers as they hone and refine their classroom instructional practices with a focus on student engagement.
- Performing and Visual Arts: Support of robust music and art programs and opportunities at all four schools enables students to develop new skills, showcase their learning and build social connections as they collaborate to share, create and perform in the arts.
- Physical Wellness: Programs such as Success Highways and Brainology help students build resilience, make healthy life choices and persevere in the face of challenge. Expanding our physical education offerings and access to after school athletic programs helps students develop lifestyles that incorporate healthy habits and physical activity.
- Supporting All Students: Attention to the whole child has prompted us to build programs that support social/emotional well-being (Advisory and the True North Program at SMS and the Transitional Support Program at SHS) as well as academic success (academic support through a Response to Intervention (RtI) model, team time, HS Success Center and HS Writing Center). A full counseling staff – with one counselor at each elementary school, three counselors at the MS and five counselors and a Director of Counseling at the HS along with two district social workers and seven school psychologists provides our Whole Child Success Teams with the talent and resources to meet the needs of all students. As students navigate the college process with more opportunities available to them than ever before, we hope to add a college counselor (.8) to this support network.

## **Budget Highlights (continued)**

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### *Cost Savings*

For the third time in five years, the mandated employer contribution to the New York State pension systems has been *reduced*. The New York State Teachers' Retirement System has reduced the employer contribution rate from 11.72% to 9.8%, saving approximately \$754,073. The New York State Employees' Retirement System has reduced their composite contribution rate from 15.5% to 15.3%.

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

These reductions in the employer's mandated contribution rates and the related savings resulting from lower pension costs and the savings generated by the refinancing of outstanding bonds allow for the support of above mentioned staffing and educational initiatives.

## TAX RATE ANALYSIS

	2016-2017 BUDGET	2017-2018 PROPOSED	\$ CHANGE	% CHANGE
School District Budget	86,901,751	88,330,309	1,428,558	1.64%
Use of Appropriated Fund Balance	0	0		
Use of Retirement Reserve , Debt Service Transfer	200,000	125,000		
Payment in Lieu of Taxes (PILOT)	60,541	62,357		
Revenues from Sources Other Than Local Property Taxes or Reserves	11,967,332	12,150,570		
Tax Levy	74,673,878	75,992,382	1,318,504	1.77%
Estimated Assessed Valuation of Property	473,066,797	474,250,000	1,183,203	0.25%
Tax Rate/\$1,000 Assessed Valuation	157.80	160.23	2.43	1.55%

## 2017-2018 PROPERTY TAX REPORT CARD

	2016-2017 BUDGET	2017-2018 PROPOSED	\$ CHANGE	% CHANGE
Total Budgeted Amount	86,901,751	88,330,309	1,428,558	1.64%
A. Proposed Tax Levy to Support the Total Budgeted Amount	74,673,878	75,992,382	1,318,504	1.77%
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)	74,673,878	75,992,382	1,318,504	1.77%
F. Permissible Exclusions to the School Tax Levy Limit	3,107,826	3,276,122		
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	71,566,052	72,716,260		
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)	71,566,052	72,716,260		
I. Difference: (G-H); (negative value requires 60.0% voter approval)	0	0		
Public School Enrollment	3,046	2,986	-60	-2.0%
Consumer Price Index	0.12%	1.26%		

	ACTUAL 2016-2017	ESTIMATED 2017-2018
Adjusted Restricted Fund Balance	6,524,458	9,323,866
Assigned Appropriated Fund Balance	100,000	25,000
Adjusted Unrestricted Fund Balance	3,450,300	3,533,212
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

## Somers Central School District

Property Tax Cap Calculation under Chapter 97 of the Laws of 2011  
(This analysis calculates the allowable tax levy for 2017-2018 school year)

2016/2017 Approved Actual Tax Levy		\$ 74,673,878
(times) Tax Base Growth Factor (Rate from ORPS)	x	1.0033
		74,920,302
		74,920,302
(add) 2016/17 PILOT	+	60,541
		74,980,843

2016/17 Exemptions (Prior Year)		
(subtract) Tort judgements greater than 5% of tax levy		0
(subtract) Capital Tax Levy (Debt Service & Lease Purchase)		5,106,290
(less) Capital Tax Levy (less building aid)	-	1,998,464
(Net) Capital Tax Levy (debt service less building aid)		3,107,826

Prior Year Adjusted Tax Levy		\$ 71,873,017
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Prior Year Adjusted Tax Levy		71,873,017
(times) Allowable Levy Growth Factor (lesser of 2% or CPI - 1.26%)		1.26%
		905,600
		72,778,617

(subtract) 2017/18 PILOT	-	62,357
		72,716,260

(add) available carryover		0
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Current Year Tax Levy Limit		\$ 72,716,260
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(to be submitted to State Comptroller, Commissioner of Tax & Finance and the Commissioner of Education by March 1st)

Current Year Tax Levy Limit		
2017/18 Exemptions (Current Year)		72,716,260
(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		5,105,490
(less) Capital Tax Levy (building aid)	-	1,829,368
(Net) Capital Tax Levy (debt service less building aid)		3,276,122

Allowable tax levy prescribed by Chapter 97 of the Laws of 2011		\$ 75,992,382
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Increase/Decrease in Tax Levy		\$ 1,318,504
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## **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:

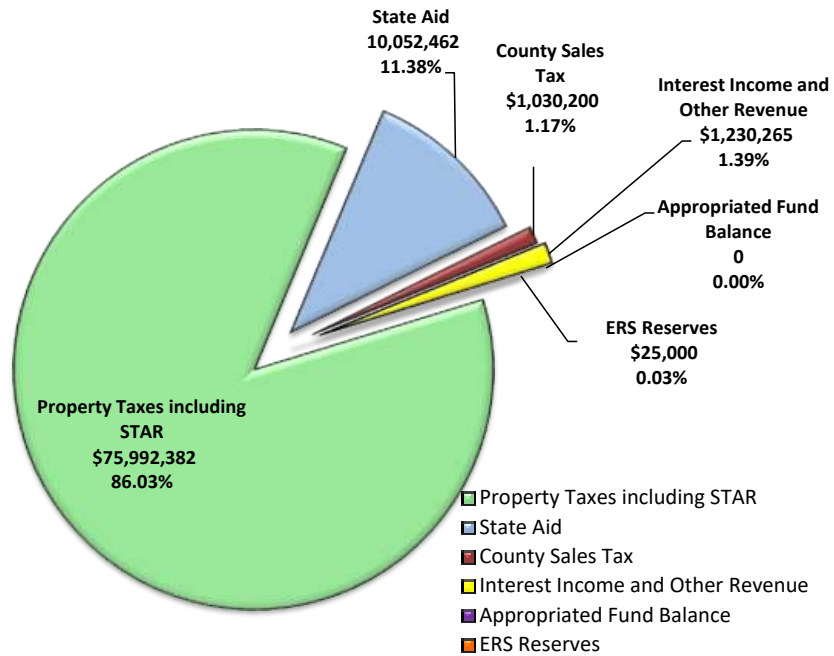
- Growth in “brick and mortar” development that increases a municipality’s full taxable property.
- Pension contribution costs that arise from increases in the statewide contribution rate in excess of 2 percentage points.
- Expenditures resulting from court orders or judgments arising out of tort actions 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.

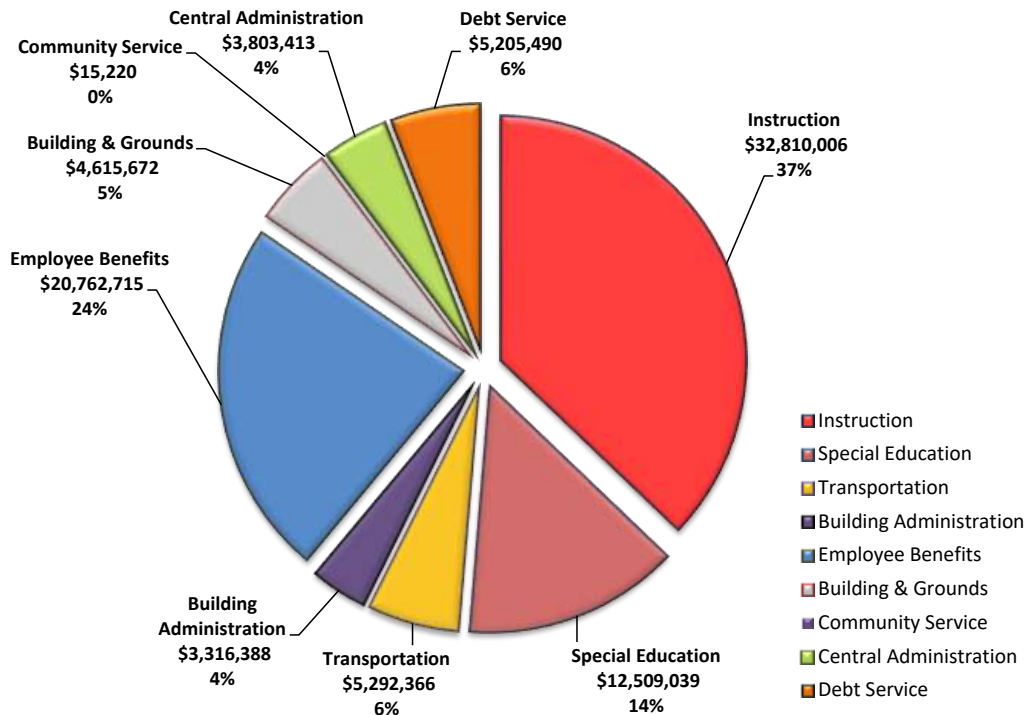
### **5. What if voters reject the proposed tax levy?**

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.

## 2017-2018 Anticipated Revenue



## Anticipated Expenses





<b>General Fund Revenues</b>				
	2014/2015 ACTUAL	2015/2016 ACTUAL	2016/2017 BUDGET	2017/2018 PROPOSED
<b><u>REVENUES -- LOCAL SOURCES</u></b>				
Tuition and Driver's Education	94,580	104,640	92,000	90,000
Tuition -Other Districts and Summer Regents	1,056	5,635	950	5,000
Health Services	533,398	570,335	533,870	533,870
<b>TOTAL CHARGES FOR SERVICES</b>	<b>629,034</b>	<b>680,610</b>	<b>626,820</b>	<b>628,870</b>
<b><u>USE OF MONEY &amp; PROPERTY</u></b>				
Interest & Earnings	21,450	19,489	21,571	22,139
Rental - Facility Use	72,678	100,586	157,799	208,664
Commissions	0	0	0	0
<b>TOTAL USE OF MONEY &amp; PROPERTY</b>	<b>94,128</b>	<b>120,075</b>	<b>179,370</b>	<b>230,803</b>
<b><u>MISCELLANEOUS</u></b>				
Refund for BOCES Services	32,753	88,363	47,000	47,000
Refund of Prior Year's Expense	107,984	85,857	37,500	37,500
Reimbursement of Medicare Part D	0	0	0	0
Records Management Grant	27,450	0	0	0
Miscellaneous - (CPSE, PSATs, Tots & Teens)	65,250	76,020	72,232	53,120
Summer Clinics/Camps/Ice Hockey Reimbursement	51,156	60,188	40,300	32,615
Sale of Equipment/Excess Materials	0	0	0	0
Insurance Recoveries & Other Compensation for Loss	19,384	3,237	750	0
Gifts & Donations	4,700	100	0	0
E-Rate Refunds	55,875	28,683	55,000	19,000
Interfund Revenue	7,176	8,112	7,550	6,500
<b>TOTAL MISCELLANEOUS</b>	<b>371,728</b>	<b>350,560</b>	<b>260,332</b>	<b>195,735</b>
<b><u>NON-PROPERTY TAXES</u></b>				
Westchester County Sales Tax	<b>1,009,679</b>	<b>1,027,705</b>	<b>1,020,000</b>	<b>1,030,200</b>
<b><u>STATE &amp; FEDERAL SOURCES</u></b>				
State Aid	8,603,174	9,040,241	9,868,310	10,052,462
Emergency Disaster Assistance (NYS, FEMA)	0	2,593	0	0
Medicaid Reimbursement	14,029	38,072	12,500	12,500
<b>TOTAL REVENUES -- STATE &amp; FEDERAL SOURCES</b>	<b>8,617,203</b>	<b>9,080,906</b>	<b>9,880,810</b>	<b>10,064,962</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)	29,411	58,777	60,541	62,357
Appropriated Fund Balance - Retirement System Reserve	0	0	100,000	25,000
Appropriated Fund Balance	0	0	0	0
<b>TOTAL OTHER</b>	<b>129,411</b>	<b>158,777</b>	<b>260,541</b>	<b>187,357</b>
<b>TOTAL NON-PROPERTY REVENUES including Reserve</b>	<b>10,851,183</b>	<b>11,418,633</b>	<b>12,227,873</b>	<b>12,337,927</b>
<b>PROPERTY TAX LEVY (including STAR)</b>	<b>73,553,659</b>	<b>74,445,916</b>	<b>74,673,878</b>	<b>75,992,382</b>
<b>TOTAL REVENUES</b>	<b>84,404,842</b>	<b>85,864,549</b>	<b>86,901,751</b>	<b>88,330,309</b>



**2017-2018 CONTINGENT BUDGET**

**ADMINISTRATIVE, PROGRAM, CAPITAL BUDGET COMPONENTS**

		<b>ADMIN.</b>	<b>PROGRAM</b>	<b>CAPITAL</b>	<b>TOTAL</b>
1010	Board of Education	280,445			280,445
1040	District Clerk	24,767			24,767
1060	District Meeting	11,245			11,245
1240	Chief School Administrator	365,880			365,880
1310	Business Administration	873,239			873,239
1320	Auditing	65,650			65,650
1420	Legal Services	105,000			105,000
1430	Personnel Services	440,488			440,488
1480	Public Information	19,723			19,723
1620	Buildings, Grounds, Maintenance			4,425,537	4,425,537
1670	Printing & Mailing	70,137			70,137
1910	Unallocated Insurance	326,327			326,327
1920	School Association Dues	15,315			15,315
1964	Refund on Real Property Tax			17,500	17,500
1981	BOCES Administrative Charges	549,462			549,462
1983	BOCES Capital Expenses	20,203			20,203
2010	Curriculum, Development & Supervision	519,029			519,029
2020	Supervision Regular School	3,061,429			3,061,429
2070	Staff Development		164,229		164,229
2110	Regular School		25,198,113		25,198,113
2250	Programs for Handicapped Children		12,363,694		12,363,694
2280	Occupational Education		786,659		786,659
2310	Adult Ed/PAS		90,000		90,000
2330	Special Schools		4,685		4,685
2610	School Library & Audio Visual		691,964		691,964
2620	Educational Television		21,930		21,930
2630	Computer Asst. Instruction	31,589	1,029,260		1,060,849
2810	Guidance Services		1,705,272		1,705,272
2815	Health Services		602,874		602,874
2820	Psychological Services		820,813		820,813
2825	Social Worker Services		204,020		204,020
2850	Co-Curricular Activities		240,549		240,549
2855	Interscholastic Athletics		718,168		718,168
5500	Pupil Transportation		5,290,488		5,290,488
8060	Civic Activities		15,220		15,220
9000	Employee Benefits	2,185,951	17,153,234	1,236,227	20,575,412
9711	Debt Service			4,695,794	4,695,794
9760	Tan Anticipation Note				0
9785	Installment Purchase			459,696	459,696
9900	Special Aid and Transfer		110,000		110,000
<b>TOTAL</b>		<b>8,965,879</b>	<b>67,211,172</b>	<b>10,834,754</b>	<b>87,011,805</b>

A reduction \$1,318,504 is required to arrive at the contingent budget amount. Reductions include new equipment, certain supplies, salaries of those not affiliated with a bargaining unit, overtime costs associated with community use of buildings.

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

Budget Year	Budget Amount	Budget to Budget Change	Tax Rate per 1000 AV	% Change - Tax Rate*	Federal & State Aid	% Change	Total Assessments	% Change
17-18	88,330,309	1.64%	160.234967	1.55%	10,064,962	1.99%	474,250,000	0.31%
16-17	86,901,751	0.33%	157.796596	0.48%	9,868,310	8.15%	472,798,276	-0.57%
15-16	86,619,022	1.30%	157.042288	2.37%	9,124,377	5.89%	475,525,215	-0.75%
14-15	85,505,718	2.05%	153.402167	1.28%	8,617,202	11.60%	479,111,728	0.20%
13-14	83,783,994	3.01%	151.461719	3.28%	7,721,498	4.45%	478,165,797	-1.00%
12-13	81,334,171	1.13%	146.656322	3.90%	7,392,215	-0.26%	483,007,170	-1.85%
11-12	80,426,573	1.92%	141.151231	5.35%	7,411,288	0.68%	492,105,538	-4.89%
10-11	78,911,066	-0.76%	133.985715	2.90%	7,361,017	-10.49%	517,420,628	0.16%
09-10	79,516,692	2.94%	130.214424	2.24%	8,223,334	-5.49%	516,619,551	0.09%
08-09	77,248,547	7.48%	127.362199	4.27%	8,700,873	31.11%	516,168,385	0.22%
07-08	71,872,987	6.93%	122.150650	4.59%	6,636,145	19.08%	515,055,927	0.27%
06-07	67,213,246	6.86%	116.785792	5.30%	5,572,920	7.42%	513,647,880	0.64%
05-06	62,899,922	8.63%	110.915842	7.39%	5,187,771	8.96%	510,372,988	1.80%
04-05	57,902,930	9.66%	103.245565	9.52%	4,761,331	-1.39%	501,354,148	1.10%
03-04	52,803,670	8.01%	94.381302	5.36%	4,828,365	0.70%	495,908,951	2.94%

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

86,228,159    1.67%    155.987547    1.79%    9,079,270    6.42%    475,970,203    -0.36%

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

82,857,784    2.10%    131.265131    2.76%    8,448,508    4.77%    490,517,229    -0.81%

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

76,084,707    4.08%    124.008697    3.99%    7,431,441    5.49%    496,100,812    -0.09%

\*Estimated Tax Increase

\*\*Averages include proposed 2017-2018 budget figures.

	14/15	15/16	16/17	17/18
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
<b>GENERAL SUPPORT</b>				
BOARD OF EDUCATION (1010) -- These accounts describe the operating expenses of the Board				
400 The cost of two School Resource Officers (\$260,800) is budgeted here along with the costs to videotape the BOE meetings, Board Docs and policy manual updates.	249,654	258,132	270,189	277,185
450 General office supplies, law books, service awards	1,529	2,573	3,040	3,260
<b>BOARD OF EDUCATION</b>	<b>251,183</b>	<b>260,705</b>	<b>273,229</b>	<b>280,445</b>
DISTRICT CLERK (1040)				
100 This is the salary for District Clerk to Board of Education	20,719	21,311	21,701	23,714
400 Cost of workshops, mileage expenditures to attend workshops.	809	302	980	1,195
450 General Office Supplies.	0	415	300	300
<b>DISTRICT CLERK</b>	<b>21,528</b>	<b>22,028</b>	<b>22,981</b>	<b>25,209</b>
DISTRICT MEETING (1060)				
100 This code is for expenditures for voting poll workers.	4,288	5,450	5,537	5,554
400 The expenses for the Annual Budget Hearing of the District including required legal notices and attendant voting costs	1,694	4,473	7,378	5,691
<b>DISTRICT MEETING</b>	<b>5,982</b>	<b>9,923</b>	<b>12,915</b>	<b>11,245</b>
<b>TOTAL BOARD OF EDUCATION</b>	<b>278,693</b>	<b>292,656</b>	<b>309,125</b>	<b>316,899</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	321,833	329,732	334,781	347,291
200 Equipment.	4,652	8,221	4,500	4,500
400 Service agreements and conference expenses, association dues and professional material	7,958	8,841	11,100	12,970
450 Stationery, office supplies and periodicals.	4,417	7,829	5,935	6,978
<b>CHIEF SCHOOL ADMINISTRATOR</b>	<b>338,860</b>	<b>354,623</b>	<b>356,316</b>	<b>371,739</b>

	14/15	15/16	16/17	17/18
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 treasurer, two payroll clerks, and 2.5 account clerks	660,915	677,232	710,391	723,874
200 Non-educational equipment.	1,435	1,435	2,025	2,550
400 Included here are costs associated with prorated rental of the copy machine, maintenance contracts and Ed Data bidding services. Also included are funds for consultant services, BOCES services -- State Aid Planning, Safety/Risk Management, Finance Manager software package. (BOCES costs \$125,158)	138,034	144,482	151,352	150,798
450 Stationery and general office supplies such as payroll checks, accounting checks, facilities use forms etc.	3,396	4,671	4,000	4,700
<b>BUSINESS ADMINISTRATION</b>	<b>803,780</b>	<b>827,820</b>	<b>867,768</b>	<b>881,922</b>
<b>AUDITING (1320)</b>				
400 Charged to this account are all expenditures incurred for the annual independent audit conducted by an outside auditing firm (\$37,800) as required by Education Law, funds to cover the mandated internal auditor work (\$16,500) and claims auditing (\$10,150).	61,400	62,375	66,200	65,650
<b>LEGAL SERVICES (1420)</b>				
Included here are monies for legal services.	52,862	47,613	115,000	105,000
<b>PERSONNEL SERVICES (1430)</b>				
100 Included here are salaries for the Director of Human Resources and Student Services and three clerical positions.	306,568	331,520	332,516	372,210
200 Non-educational equipment.	2,589	642	1,000	800
400 Costs for recruitment and advertising of open positions and BOCES services such as record management, certification services, substitute services (\$33,885)	77,786	74,631	55,688	66,743
450 General office supplies.	2,882	2,529	3,250	2,770
<b>PERSONNEL SERVICES</b>	<b>389,824</b>	<b>409,322</b>	<b>392,454</b>	<b>442,523</b>

	14/15	15/16	16/17	17/18
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.	4,054	7,718	5,500	48,463
<b>PUBLIC INFORMATION SERVICES (1480)</b>	<b>4,054</b>	<b>7,718</b>	<b>5,500</b>	<b>48,463</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, one maintenance leader and five maintenance workers. Overtime and substitute costs are included here.	2,364,877	2,352,091	2,488,392	2,551,745
200 Funds to cover replacement of equipment.	59,954	65,835	30,121	78,480
400 Included are the costs for building repairs, boiler cleaning, fire extinguisher service, fire inspections, inspections of playground equipment, septic tank cleaning, structural inspections, EPA permits, elevator maintenance inspections, intrusion alarm systems, HVAC services, pest control services & water testing. Other costs included are for equipment rental, staff development and professional dues.	387,345	422,669	463,689	433,303
422 Refuse Removal/Recycling	26,196	26,621	27,953	40,218
423 Fuel Oil	448,442	195,643	462,982	443,426
424 Propane	4,044	3,812	5,952	7,000
425 Electricity	608,388	627,874	608,388	648,855
426 Telephone	76,386	74,328	96,089	88,313
427 Sewer Charges	13,763	13,373	14,500	13,764
428 Snow Removal	64,943	18,301	51,200	51,056
450 Supplies: office, general cleaning, floor, electrical, fuel, plumbing, hardware, uniforms and grounds	246,401	229,626	273,662	259,512
<b>OPERATIONS &amp; MAINTENANCE</b>	<b>4,300,739</b>	<b>4,030,173</b>	<b>4,522,928</b>	<b>4,615,672</b>

		14/15	15/16	16/17	17/18
GENERAL FUND APPROPRIATIONS		ACTUAL	ACTUAL	BUDGET	PROPOSED
CENTRAL PRINTING & MAILING (1670)					
This account represents the District's current effort in mailing and communication services					
100	Included here is the salary of the courier.	28,687	29,700	31,631	32,319
400	Costs included here are for postage/PO Boxes (\$25,050) and postage machine rental, maintenance (\$6,943)	36,472	29,421	34,607	36,818
450	Gasoline/fuel and supplies for the district courier.	937	448	1,000	1,000
<b>CENTRAL PRINTING &amp; MAILING</b>		<b>66,096</b>	<b>59,569</b>	<b>67,238</b>	<b>70,137</b>
UNALLOCATED INSURANCE (1910)					
400	Payments of insurance: i.e., general liability, special multi-perils, student accident, surety bonds, and vehicle policies are recorded here. The District participates in New York State Insurance Reciprocal, an insurance company owned by a number of school districts in New York State	297,335	312,170	337,519	331,327
SCHOOL ASSOCIATION DUES (1920)					
400	These dues are for District membership in the NYS School Boards Association and the Westchester Putnam School Boards Association	14,708	14,708	15,096	15,315
REFUND ON REAL PROPERTY TAXES (1964)					
400	During the year, some taxpayers are granted refunds due to adjustments in property assessments. A tax certiorari fund has been created to handle the larger tax certiorari reserve.	412,800	614,793	17,500	17,500
BOCES ADMINISTRATIVE CHARGES (1981/1983)					
400	This mandated expense is shared among the component districts of Putnam/Northern Westchester BOCES according to each district's pupil enrollment figures. It is State-aided by approximately 58% and is the District's share of rentals, administrative and instructional services.	540,599	549,105	549,114	569,665
<b>TOTAL GENERAL SUPPORT (Account #1010-1989)</b>		<b>7,561,751</b>	<b>7,582,645</b>	<b>7,621,758</b>	<b>7,851,812</b>



	14/15	15/16	16/17	17/18
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED

**INSTRUCTION**

For the 2017-2018 school year, we continue to reallocate teacher resources to meet the needs of our students at each school level. Maintaining traditional class sizes allows us to move classroom teachers into support and enrichment positions that directly impact student success and achievement. We will begin the process of coordinating our programs for gifted and talented education to ensure that students, K-12, are identified and then challenged appropriately with a variety of personalized learning experiences.

The instructional budget includes implementation costs for new programs or expansion of existing programs. To that end, while staffing at the secondary level will hold relatively steady, we are pleased to offer the International Baccalaureate Diploma Program to eleventh graders for the first time in the 2017-2018 school year. After a process that began in December of 2014, we received authorization in January 2017, and have worked to provide professional learning for teachers who have stepped forward to teach IB courses. The IB program provides additional opportunities for students to pursue their interests while accepting the challenge of an internationally recognized program. Teachers will continue to engage in professional learning experiences as we offer these new IB courses. We will continue to provide a robust offering of Advanced Placement (AP) courses as well.

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. Project Lead the Way also offers a biomedical science pathway for students whose interest in the life sciences would lead them to explore the intersection of biology and modern technology. Our district hopes to support this pathway for students through training for a teacher to deliver learning in a course such as Principles of Biomedical Science.

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

We continue to explore ways for both teachers and students to harness the power of technology as a learning tool while building critical 21st century competencies in research, communication, collaboration and critical and creative thinking. For the fifth year, students in Grades 6-12 will have access to their own tablet and keyboard device. During the 2017-2018 school year, for the first time, students in Grade 5 will also have access to a personal computer – moving from a classroom bank of computers (typically five) to a device with keyboard for every student. 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.

Special Education staffing will increase by one full-time teacher and two full-time teaching assistants to accommodate an additional self-contained instructional program class within the district. A net increase of 3.0 staff members will therefore support special education students within their appropriate program.

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. New tools for teacher evaluation have helped us to develop a more consistent and focused approach to the observation and evaluation process. A strong partnership with PNW/BOCES, 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.

	14/15	15/16	16/17	17/18
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED

CURRICULUM DEVELOPMENT- SUPERVISION (2010)  
STAFF DEVELOPMENT (2070)

This unit is used to record expenditures incurred for the coordination of curriculum development and supervision as well as staff development experiences that are systemwide and may include interdisciplinary work.

100	Included here are the salaries of the Asst. Supt. for Learning, an office assistant and an analytics manager. The Asst. Supt. 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.	408,172	462,506	514,222	530,401
200	Equipment.	1,000	0	1,579	4,500
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 and instructional assessment software.	71,286	196,469	266,365	263,886
450	Office supplies, workshop supplies, reference, subscriptions	2,367	6,434	9,079	10,175
<b>CURRICULUM DEVELOPMENT &amp; SUPPORT</b>		<b>482,825</b>	<b>665,409</b>	<b>791,245</b>	<b>808,962</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 Innovations in Learning, one Director of Athletics and 14 clerical staff.	2,758,711	2,611,295	2,645,112	2,889,762
200	Non-instructional Office Equipment.	11,213	17,707	6,500	13,451
400	Mileage, workshops, maintenance agreements, equipment rental costs including copier costs for all schools are included in this category.	89,883	94,935	95,436	101,963
450	Building office needs including stationery, duplicating supplies, periodicals and general office supplies.	69,754	68,972	72,309	69,523
<b>SUPERVISION - REGULAR SCHOOL</b>		<b>2,929,561</b>	<b>2,792,909</b>	<b>2,819,357</b>	<b>3,074,699</b>

	14/15	15/16	16/17	17/18	
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED	
<b>TEACHING - REGULAR SCHOOL (2110)</b>					
Teaching is defined as that part of the instructional program in which the teacher is regularly in the presence of the pupil taught or in regular communication with pupils in a systematic program designed to assist them in acquiring new or improved knowledge, skills and understandings.					
100	Charges to this account are salaries of 198.1 FTE teachers, 17 FTE teaching assistants and teacher aides and 16.83 monitors. Substitute salaries for replacements when regular classroom personnel are absent are also included here	23,429,520	23,926,266	24,394,131	24,965,977
200	These monies are budgeted for the purchase of equipment for the instructional program.	97,470	72,353	77,821	81,277
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 \$241,539)	373,246	388,088	518,648	358,861
450	Included here are expenditures for all classroom supplies, periodicals, professional journals and other teaching materials.	271,865	216,015	222,206	190,829
480	Textbooks.	181,419	179,693	300,650	210,493
<b>TEACHING - REGULAR SCHOOL (2110)</b>		<b>24,353,520</b>	<b>24,782,415</b>	<b>25,513,456</b>	<b>25,807,437</b>
<b>PROGRAMS FOR DISABLED CHILDREN (2250)</b>					
100	This category reflects salaries for 57 FTE teachers and related service providers of Special Education pupils within the District. Additionally, salaries of the Director, 2 occupational therapists, 1 assistant, 67.5 FTE teacher aides/ teaching assistants , 3.0 clerical positions are charged here.	7,887,825	8,324,599	9,000,607	9,083,958
200	Assistive Technology equipment such as auditory training devices, digital hearing aids, sound field systems for hearing impaired, hearing and sight augmentation devices.	2,543	573	10,272	9,400
400	Costs are included herein for children with severe handicapping conditions educated in other public or private school settings or a BOCES special educational program. It is anticipated that 31 children will require such placement at a projected cost of \$2,858,646. These programs are accredited and placements approved 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.	2,624,988	2,694,064	3,007,396	3,275,712
450	Supplies, software	20,874	36,989	32,687	27,023
480	Textbooks.	7,043	5,362	3,375	2,946
<b>PROGRAMS FOR DISABLED CHILDREN</b>		<b>10,543,273</b>	<b>11,061,587</b>	<b>12,054,337</b>	<b>12,399,039</b>

	14/15	15/16	16/17	17/18
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
OCCUPATIONAL EDUCATION (2280)				
100 This category reflects salaries for two Technology teachers	173,160	179,324	186,253	191,300
200 Equipment	0	1,208	0	1,105
400 Costs associated with BOCES for high school occupational education students (\$581,168) and Project Lead the Way.	531,262	660,622	631,806	584,533
450 Supplies	11,552	17,813	11,101	10,826
<b>OCCUPATIONAL EDUCATION</b>	<b>715,974</b>	<b>858,967</b>	<b>829,160</b>	<b>787,764</b>
DRIVER'S EDUCATION (2310)				
400 This account covers contractual expenses associated with the Driver's Education program. These expenses are offset by fees charged for this program and reflected in our revenue account codes	94,060	105,028	92,000	90,000
<b>DRIVER'S EDUCATION</b>	<b>94,060</b>	<b>105,028</b>	<b>92,000</b>	<b>90,000</b>
<b>SUMMER INSTRUCTIONAL PROGRAMS (2330)</b> Costs for Summer Regents Examinations	<b>2,552</b>	<b>5,800</b>	<b>7,600</b>	<b>4,685</b>
SCHOOL LIBRARY/AUDIO-VISUAL EQUIPMENT (2610)				
100 Included are salaries for 4 librarians, 4 library clerks.	576,062	584,668	606,227	625,265
200 Equipment.	1,122	0	0	0
400 Service agreements and repair costs are included here.	358	187	529	529
450 Included here are the costs of purchasing library books and cataloging periodicals, reference materials, supplies and subscriptions to on-line databases.	56,814	62,771	62,209	66,183
<b>SCHOOL LIBRARY/AUDIO-VISUAL EQUIPMENT</b>	<b>634,356</b>	<b>647,626</b>	<b>668,965</b>	<b>691,977</b>
EDUCATIONAL TELEVISION (2620)				
200 Included here are the costs of equipment	1,941	1,036	1,000	1,000
410 Included here are contractual costs	19,616	19,669	21,450	20,280
450 Supplies	1,150	1,012	1,650	1,650
<b>EDUCATIONAL TELEVISION</b>	<b>22,707</b>	<b>21,717</b>	<b>24,100</b>	<b>22,930</b>

	14/15	15/16	16/17	17/18	
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED	
COMPUTER-ASSISTED INSTRUCTION (2630)					
100	Included here are the costs for one districtwide technical support specialist and summer and/or night work.	259,787	228,495	218,230	101,399
200	Technology equipment expenditures are included here.	78,778	65,538	35,500	59,470
400	Costs in this account include technical support for the network (\$507,061), service agreements for the network and wireless equipment, spam filtering software and software licensing agreements (\$261,541), and BOCES services (\$112,067).	552,718	674,198	768,984	866,800
450	Supplies such as cables, toner, repair parts - Smart Boards projector bulbs	73,351	96,125	67,650	74,650
<b>COMPUTER-ASSISTED INSTRUCTION</b>		<b>964,634</b>	<b>1,064,356</b>	<b>1,090,364</b>	<b>1,102,319</b>
GUIDANCE (2810)					
100	Recorded here are all salary expenditures for the Director of Guidance, 10.8 certified guidance counselors, 4 clerical staff and associated summer work.	1,404,432	1,443,759	1,566,386	1,626,644
200	Equipment.	2,668	0	0	0
400	Contractual expenses-substance abuse counselor (\$28,815) college and career programs and conferences	15,553	20,399	37,639	38,084
450	Office supplies, publications, reference materials.	10,397	20,989	21,823	15,715
<b>GUIDANCE</b>		<b>1,433,050</b>	<b>1,485,147</b>	<b>1,625,848</b>	<b>1,680,443</b>
HEALTH SERVICES (2815)					
100	Herein are salaries for 5.7 school nurses, one health aide, summer work, athletic physicals and substitute pay	427,758	415,645	436,746	447,678
200	Non-education equipment replacement.	1,196	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 (\$198,964).	135,592	150,665	195,745	157,564
450	Supplies.	5,847	5,473	5,114	5,828
<b>HEALTH SERVICES</b>		<b>570,393</b>	<b>571,783</b>	<b>637,605</b>	<b>611,070</b>

	14/15	15/16	16/17	17/18
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
PSYCHOLOGICAL/SOCIAL WORKER SERVICES (2820/2825)				
100 Charges to this code are salary expenditures incurred for 7.25 school psychologists and two school social workers along with summer work that is required.	861,300	937,695	987,415	1,019,373
400 Conferences and Membership dues	0	644	240	660
450 Supplies.	4,188	3,167	3,600	4,800
<b>PSYCHOLOGICAL/SOCIAL WORKER SERVICES</b>	<b>865,488</b>	<b>941,506</b>	<b>991,255</b>	<b>1,024,833</b>
CO-CURRICULAR ACTIVITIES (2850)				
100 This classification is used to record expenditures for co-curricular activities (intramurals, activity club advisors, etc.) that take place after regular school hours and serve a large number of middle and high school students	169,334	202,193	211,631	220,447
400 Costs include membership/entry fees (Mock Trial, Model UN, Math and Physics competitions, play rentals, etc.)	12,089	7,672	12,732	15,202
450 Supplies.	2,481	7,692	6,900	4,900
<b>CO-CURRICULAR ACTIVITIES</b>	<b>183,904</b>	<b>217,557</b>	<b>231,263</b>	<b>240,549</b>
INTERSCHOLASTIC ATHLETICS (2855)				
Charged here are direct expenditures incurred in training and maintaining teams for interscholastic athletics.				
100 These are the salaries for coaches for the interscholastic athletic teams (\$379,670) and additional duty pay such as games supervision, timers, etc. (\$44,857)	386,683	392,750	413,640	424,527
200 Equipment.	3,975	11,753	5,860	15,791
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. (\$198,898)	217,138	224,327	240,592	263,533
450 Included here are uniforms, balls, field marking supplies, medical supplies, award certificates etc.	45,725	42,248	49,780	42,148
<b>ATHLETICS</b>	<b>653,520</b>	<b>671,078</b>	<b>709,872</b>	<b>745,999</b>
<b>TOTAL INSTRUCTION (Account #2010-2855)</b>	<b>44,449,818</b>	<b>45,892,885</b>	<b>48,086,427</b>	<b>49,092,706</b>

	14/15	15/16	16/17	17/18
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED

**TRANSPORTATION**

PUPIL TRANSPORTATION (5510)

Charged here are expenditures for district-operated transportation

100	Within this area are salaries for one transportation supervisor, a .5 clerical position and 21 bus monitors and bus duty stipends.	471,491	491,444	501,175	499,371
200	Equipment	0	725	0	0
400	This charge consists of service agreements on bus radios, weather forecasting service, memberships and dues, LPN to and from PES	5,676	5,699	36,631	6,950
450	Costs herein cover stationery, forms, and general office supplies	1,434	969	2,000	2,150
<b>PUPIL TRANSPORTATION</b>		<b>478,601</b>	<b>498,837</b>	<b>539,806</b>	<b>508,471</b>

400	<b>GARAGE BUILDING (5530)</b> Included here are costs associated with repairs/upkeep of the bus garage	<b>12,208</b>	<b>5,650</b>	<b>14,775</b>	<b>9,510</b>
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CONTRACT TRANSPORTATION (5540)

400	This category accounts for the cost of hiring private contractors to transport our children to and from school. The amount indicated is a projection of these services. Also, athletic (\$198,898), building and cocurricular trips (\$35,054) are accounted for here.	4,610,091	4,577,676	4,672,933	4,774,385
<b>CONTRACT TRANSPORTATION</b>		<b>4,610,091</b>	<b>4,577,676</b>	<b>4,672,933</b>	<b>4,774,385</b>

**TOTAL TRANSPORTATION (Account #5510-5540)**

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

**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.	17,172	19,810	18,400	15,220
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	14/15	15/16	16/17	17/18
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED

### **BENEFIT EXPENSES**

<p>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 15.3%.</p>	1,422,271	1,290,678	1,195,735	1,203,412
<p>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 at a projected rate of 9.8%.</p>	6,201,638	4,847,494	4,569,615	3,818,934
<p>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 \$127,200 in 2017.</p>	3,203,777	3,240,796	3,469,889	3,581,277
<p>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.</p>	159,444	165,141	177,686	183,307
<p>UNEMPLOYMENT INSURANCE (9050)            This account covers the District's potential liability for unemployment claims approved by the Unemployment</p>	14,580	18,357	30,240	28,560
<p>HOSPITAL &amp; 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 8.0% and the Empire Plan, whose projected increase is 8.4%. Employee contributions to the cost of health insurance range between 13% to 16%.</p>	9,237,606	9,577,098	10,308,511	11,125,414
LIFE/DENTAL/VISION/WELFARE BENEFITS (9070)	731,467	762,937	800,686	821,811
<b>TOTAL EMPLOYEE BENEFITS</b>	<b>20,970,783</b>	<b>19,902,501</b>	<b>20,552,362</b>	<b>20,762,715</b>



	14/15	15/16	16/17	17/18
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED

**UNDISTRIBUTED EXPENSES (9700, 9900)**

DEBT SERVICE - CONSTRUCTION BONDS (9710, 9711, 9724)	5,118,581	4,752,887	4,731,288	4,695,794
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This amount represents principal and interest payments on the following bonds: (Note: In January 2016, one bond was refinanced saving the District approximately \$2.5 million over the life of the bonds.

1. 1999 Districtwide Alterations-Additions (\$17,919,000) -- P/I cost \$1,370,500
2. 2006 Districtwide Alterations-Additions Phase 1 borrowing (\$7,375,000) -- P/I cost \$453,984
3. 2006 Districtwide Alterations-Additions Phase 2 borrowing (\$18,200,000) -- P/I cost \$1,259,234
4. 2007 Districtwide Alterations-Additions Phase 3 borrowing (\$23,519,953) -- P/I cost \$1,612,075

INSTALLMENT PURCHASES (9785)	437,606	467,042	475,002	509,696
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Expenditures in this code are for lease/purchase of technology equipment. \$190,000 is included for the lease/purchase of new equipment.

TAX ANTICIPATION NOTES (9760)	0	0	0	0
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TRANSFER TO SPECIAL AID FUND (9901)	84,536	107,331	95,500	110,000
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TRANSFER TO CAPITAL FUND (9950)	317,874	434,367	93,500	0
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<b>TOTAL UNDISTRIBUTED EXPENSES</b>	<b>5,958,597</b>	<b>5,761,627</b>	<b>5,395,290</b>	<b>5,315,490</b>
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**UNDISTRIBUTED EXPENSE EXPLANATION:**

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

Mandated employer contribution rates for the pension systems are decreasing from 15.5% to 15.3% for ERS and from 11.72% to 9.8% for TRS.

The District has included in the 2017-2018 budget \$190,000 for the lease purchase of technology equipment. This is the 18th year of the District utilizing this means of purchasing technology equipment.

<b>TOTAL GENERAL FUND APPROPRIATIONS</b>	<b>85,505,718</b>	<b>86,619,022</b>	<b>86,901,751</b>	<b>88,330,309</b>
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## Budget Terminology

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

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

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

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

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

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

**Contingent Budget:** Under state law, school boards can submit a budget to voters a maximum of two times. If the proposed budget is defeated twice, the board must adopt a contingency budget with a 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 attempt to reduce the property's assessment and real estate taxes.

## Budget Terminology

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

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

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

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

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

NYS SCHOOL ADMINISTRATOR SALARY DISCLOSURE 2017/2018  
(Salaries and Benefit Cost of Superintendent and Assistant Superintendents)  
(Salaries of Other Administrators Compensated At Over \$132,000)

TITLE	SALARY	FRINGE BENEFITS	OTHER
Superintendent of Schools	\$ 267,965	Social Security	\$ 11,772
		Health Insurance	\$ 15,575
		Teachers' Retirement System	\$ 26,261
		Welfare Fund	\$ 3,952
		Life Insurance	\$ 408
		Dental	\$ 1,294
		Vision	\$ 131
		Workers' Compensation	\$ 1,259
		TOTAL	\$ 60,651
		Annuity Payment	\$ 12,500
Assistant Superintendent for Business	\$ 225,591	Social Security	\$ 11,157
		Health Insurance	\$ 18,207
		Teachers' Retirement System	\$ 22,108
		Welfare Fund	\$ 3,952
		Life Insurance	\$ 408
		Dental	\$ 1,294
		Vision	\$ 91
		Workers' Compensation	\$ 1,060
		TOTAL	\$ 58,277
		Car Allowance	\$ 3,000
		403(b) Contribution	\$ 1,200
		TOTAL	\$ 4,200
Assistant Superintendent for Learning	\$ 191,474	Social Security	\$ 10,663
		Health Insurance	\$ 18,207
		Teachers' Retirement System	\$ 18,764
		Welfare Fund	\$ 3,952
		Life Insurance	\$ 408
		Dental	\$ 1,294
		Vision	\$ 131
		Workers' Compensation	\$ 900
		TOTAL	\$ 54,319
		Car Allowance	\$ 3,000
		403(b) Contribution	\$ 1,200
		TOTAL	\$ 4,200

Director of Athletics	\$184,795
Director of Human Resources and Student Services	\$164,061
Director of Special Services	\$191,474
Director of Innovations in Learning	\$157,945
Director of School Facilities	\$134,942
Elementary School Principal	\$184,250
Elementary School Assistant Principal/Coord. of Assess. and Instruct.	\$134,508
Intermediate School Principal	\$167,874
Intermediate Assistant Principal	\$137,064
Middle School Principal	\$172,490
Middle School Assistant Principal	\$134,508
High School Principal	\$195,490
High School Assistant Principal	\$134,508

### Exemption Impact Report

Assessment Year: 2016

County: WESTCHESTER  
 SWIS Code: 555200

School Value Report (555201)

Municipality: Somers  
 Total Assessed Val: 523,884,266  
 Uniform Percentage: 13.25

Equalized Total Assessed Value = 3,953,843,516

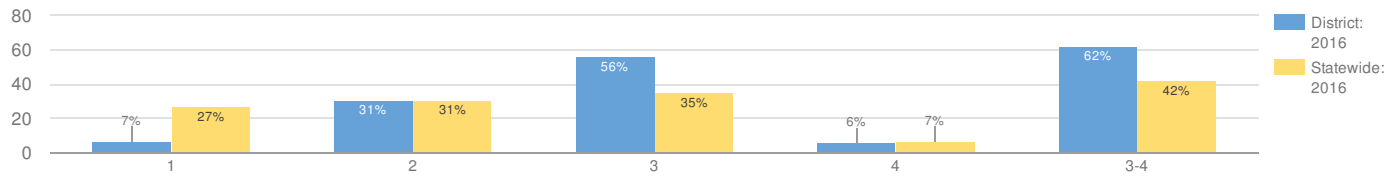
Exempt Code	Description	Statutory Authority	# of Exempts	Total Equalized Value of EX	% of Value Exempted
10100	CTY OWNED	RPTL 410	1	19,069,433	0.48
12350	PUB AUT ST	RPTL 412 & Pub Auth L	29	1,619,245	0.04
13100	CTY OWNED	RPTL 406(1)	37	28,052,452	0.71
13500	TWN WITHIN	RPTL 406(1)	58	11,227,547	0.28
13800	SCHOOL DIS	RPTL 408	8	81,553,207	2.06
13850	BOCES	RPTL 408	3	54,013,584	1.37
13870	SPEC DIST	RPTL 410	15	946,792	0.02
14110	US PROP	State L 54	1	308,301	0.01
14200	FOR GOV'T	RPTL 418	1	269,433	0.01
21600	RELIG CORP	RPTL 462	2	902,264	0.02
25110	CONST PROT	RPTL 420-a	6	8,053,962	0.20
25120	NP CORP ED	RPTL 420-a	10	104,115,471	2.63
25130	CHARITABLE	RPTL 420-a	1	694,339	0.02
25230	NPC M/M IM	RPTL 420-a	1	898,113	0.02
25300	NON-PROFIT	RPTL 420-b	2	750,943	0.02
26400	INC VOL FR	RPTL 464(2)	8	3,254,716	0.08
27350	CEMETERIES	RPTL 446	8	1,076,981	0.03
41120	WAR VET	RPTL 458-a	474	5,688,000	0.14
41124	WAR VET	RPTL 458-a	3	36,000	0.00
41130	COMBAT VET	RPTL 458-a	340	6,800,000	0.17
41140	DISABL VET	RPTL 458-a	106	2,875,132	0.07
41300	PARAPLEGIC	RPTL 458	1	75,471	0.00
41400	CLERGY	RPTL 460	2	22,641	0.00
41720	AG MKT 305	Ag-Mkts L 305	30	11,923,275	0.30
41730	AGRIC	Ag-Mkts L 306	2	1,265,856	0.03
41800	SENIOR LOW INC	RPTL 467	142	13,983,320	0.35
41834	STAR ENHAN	RPTL 425	1,263	208,457,683	5.27
41854	STAR BASIC	RPTL 425	4,111	357,113,690	9.03
41930	DISABILITY	RPTL 459-c	7	673,622	0.02
42130	FARM LABOR CAMP	RPTL 483-d	2	382,641	0.01
47450	FOREST LAN	RPTL 480	1	184,150	0.00
48660	PHFL Sec 577(1)	PHFL 577(3)	2	7,357,735	0.19
<b>Total Exemptions (No System EX's)</b>			<b>6,677</b>	<b>933,645,999</b>	<b>23.61</b>
<b>Total Exemptions (with System EX's)</b>			<b>6,677</b>	<b>933,645,999</b>	<b>23.61</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: \$7,357,735

## GRADE 3 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

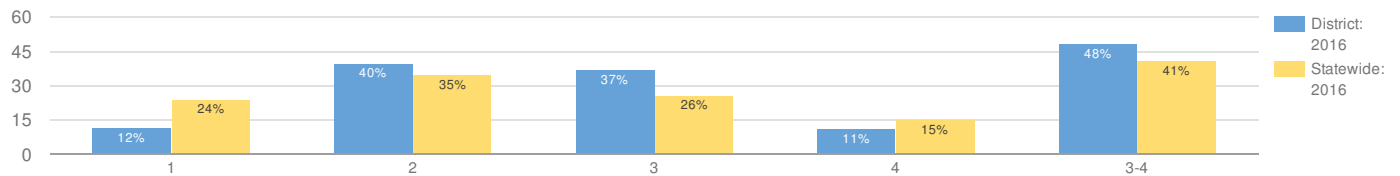


MEAN SCORE: 325

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	166	62%	11	7%	52	31%	93	56%	10	6%
GENERAL EDUCATION	149	67%	6	4%	43	29%	90	60%	10	7%
STUDENTS WITH DISABILITIES	17	18%	5	29%	9	53%	3	18%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	75%	0	0%	2	25%	6	75%	0	0%
WHITE	149	59%	11	7%	50	34%	79	53%	9	6%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	100%	0	0%	0	0%	8	89%	1	11%
FEMALE	85	64%	3	4%	28	33%	45	53%	9	11%
MALE	81	60%	8	10%	24	30%	48	59%	1	1%
NON-ENGLISH LANGUAGE LEARNERS	166	62%	11	7%	52	31%	93	56%	10	6%
ECONOMICALLY DISADVANTAGED	10	70%	0	0%	3	30%	7	70%	0	0%
NOT ECONOMICALLY DISADVANTAGED	156	62%	11	7%	49	31%	86	55%	10	6%
NOT MIGRANT	166	62%	11	7%	52	31%	93	56%	10	6%

## GRADE 4 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



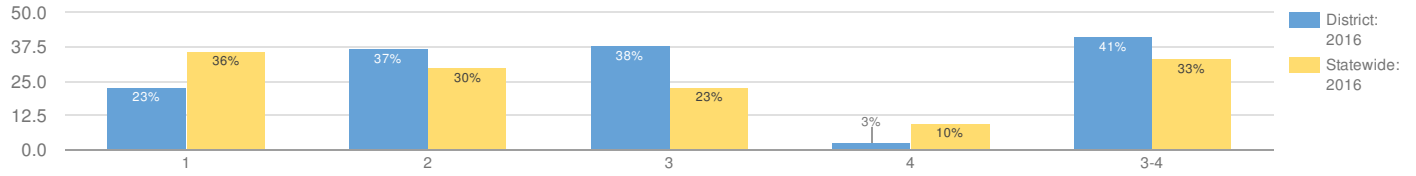
MEAN SCORE: 311

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	171	48%	21	12%	68	40%	64	37%	18	11%
GENERAL EDUCATION	148	54%	11	7%	57	39%	62	42%	18	12%
STUDENTS WITH DISABILITIES	23	9%	10	43%	11	48%	2	9%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	11	73%	1	9%	2	18%	5	45%	3	27%
HISPANIC OR LATINO	8	75%	0	0%	2	25%	5	63%	1	13%
WHITE	152	45%	20	13%	64	42%	54	36%	14	9%
FEMALE	74	49%	12	16%	26	35%	25	34%	11	15%
MALE	97	47%	9	9%	42	43%	39	40%	7	7%
NON-ENGLISH LANGUAGE LEARNERS	170	_%	-	-	-	-	-	-	-	-

ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	20	30%	1	5%	13	65%	5	25%	1	5%
NOT ECONOMICALLY DISADVANTAGED	151	50%	20	13%	55	36%	59	39%	17	11%
NOT MIGRANT	171	48%	21	12%	68	40%	64	37%	18	11%

## GRADE 5 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

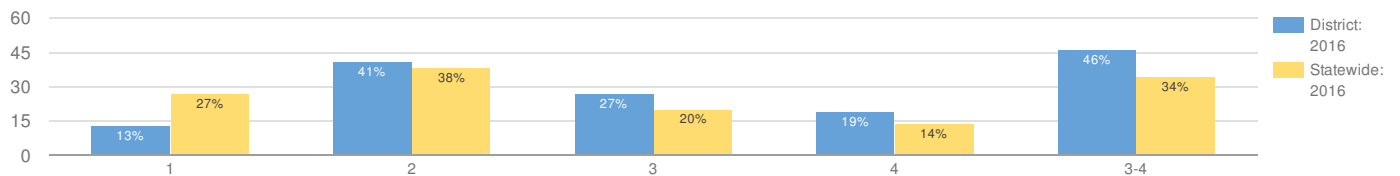


MEAN SCORE: 305

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	200	41%	46	23%	73	37%	76	38%	5	3%
GENERAL EDUCATION	175	46%	22	13%	72	41%	76	43%	5	3%
STUDENTS WITH DISABILITIES	25	0%	24	96%	1	4%	0	0%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	12	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	12	33%	2	17%	6	50%	4	33%	0	0%
WHITE	174	41%	41	24%	62	36%	66	38%	5	3%
SMALL GROUP TOTAL	14	43%	3	21%	5	36%	6	43%	0	0%
FEMALE	112	46%	24	21%	36	32%	49	44%	3	3%
MALE	88	33%	22	25%	37	42%	27	31%	2	2%
NON-ENGLISH LANGUAGE LEARNERS	199	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	13	23%	4	31%	6	46%	3	23%	0	0%
NOT ECONOMICALLY DISADVANTAGED	187	42%	42	22%	67	36%	73	39%	5	3%
NOT MIGRANT	200	41%	46	23%	73	37%	76	38%	5	3%

## GRADE 6 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



MEAN SCORE: 312

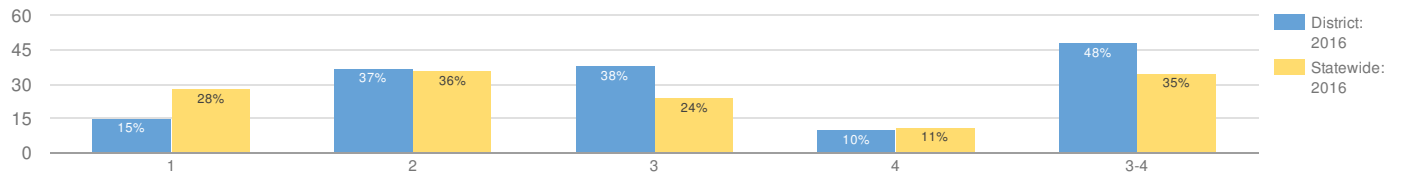
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	203	46%	26	13%	83	41%	55	27%	39	19%
GENERAL EDUCATION	177	50%	14	8%	75	42%	50	28%	38	21%
STUDENTS WITH DISABILITIES	26	23%	12	46%	8	31%	5	19%	1	4%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	60%	1	10%	3	30%	3	30%	3	30%



WHITE	179	45%	23	13%	76	42%	49	27%	31	17%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	14	57%	2	14%	4	29%	3	21%	5	36%
FEMALE	100	48%	7	7%	45	45%	24	24%	24	24%
MALE	103	45%	19	18%	38	37%	31	30%	15	15%
NON-ENGLISH LANGUAGE LEARNERS	202	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	13	23%	3	23%	7	54%	2	15%	1	8%
NOT ECONOMICALLY DISADVANTAGED	190	48%	23	12%	76	40%	53	28%	38	20%
NOT MIGRANT	203	46%	26	13%	83	41%	55	27%	39	19%

## GRADE 7 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

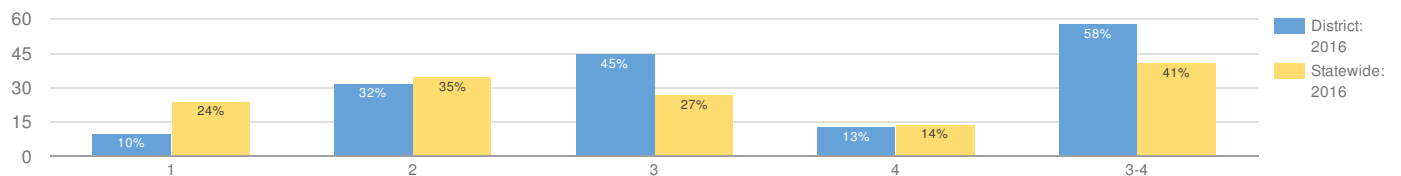


MEAN SCORE: 312

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	164	48%	25	15%	60	37%	62	38%	17	10%
GENERAL EDUCATION	144	54%	14	10%	52	36%	61	42%	17	12%
STUDENTS WITH DISABILITIES	20	5%	11	55%	8	40%	1	5%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	38%	1	13%	4	50%	2	25%	1	13%
WHITE	146	48%	23	16%	53	36%	57	39%	13	9%
SMALL GROUP TOTAL	10	60%	1	10%	3	30%	3	30%	3	30%
FEMALE	76	58%	9	12%	23	30%	32	42%	12	16%
MALE	88	40%	16	18%	37	42%	30	34%	5	6%
NON-ENGLISH LANGUAGE LEARNERS	163	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	14	36%	4	29%	5	36%	4	29%	1	7%
NOT ECONOMICALLY DISADVANTAGED	150	49%	21	14%	55	37%	58	39%	16	11%
NOT MIGRANT	164	48%	25	15%	60	37%	62	38%	17	10%

## GRADE 8 ENGLISH LANGUAGE ARTS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



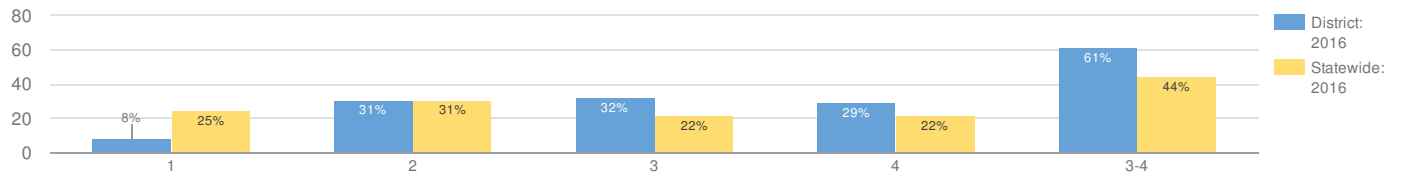
MEAN SCORE: 316

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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ALL STUDENTS	156	58%	16	10%	50	32%	70	45%	20	13%
GENERAL EDUCATION	133	66%	6	5%	39	29%	68	51%	20	15%
STUDENTS WITH DISABILITIES	23	9%	10	43%	11	48%	2	9%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	8	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	13%	2	25%	5	63%	1	13%	0	0%
WHITE	138	59%	12	9%	44	32%	66	48%	16	12%
SMALL GROUP TOTAL	10	70%	2	20%	1	10%	3	30%	4	40%
FEMALE	69	67%	5	7%	18	26%	36	52%	10	14%
MALE	87	51%	11	13%	32	37%	34	39%	10	11%
NON-ENGLISH LANGUAGE LEARNERS	155	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	7	29%	3	43%	2	29%	1	14%	1	14%
NOT ECONOMICALLY DISADVANTAGED	149	59%	13	9%	48	32%	69	46%	19	13%
NOT MIGRANT	156	58%	16	10%	50	32%	70	45%	20	13%

## GRADE 3 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

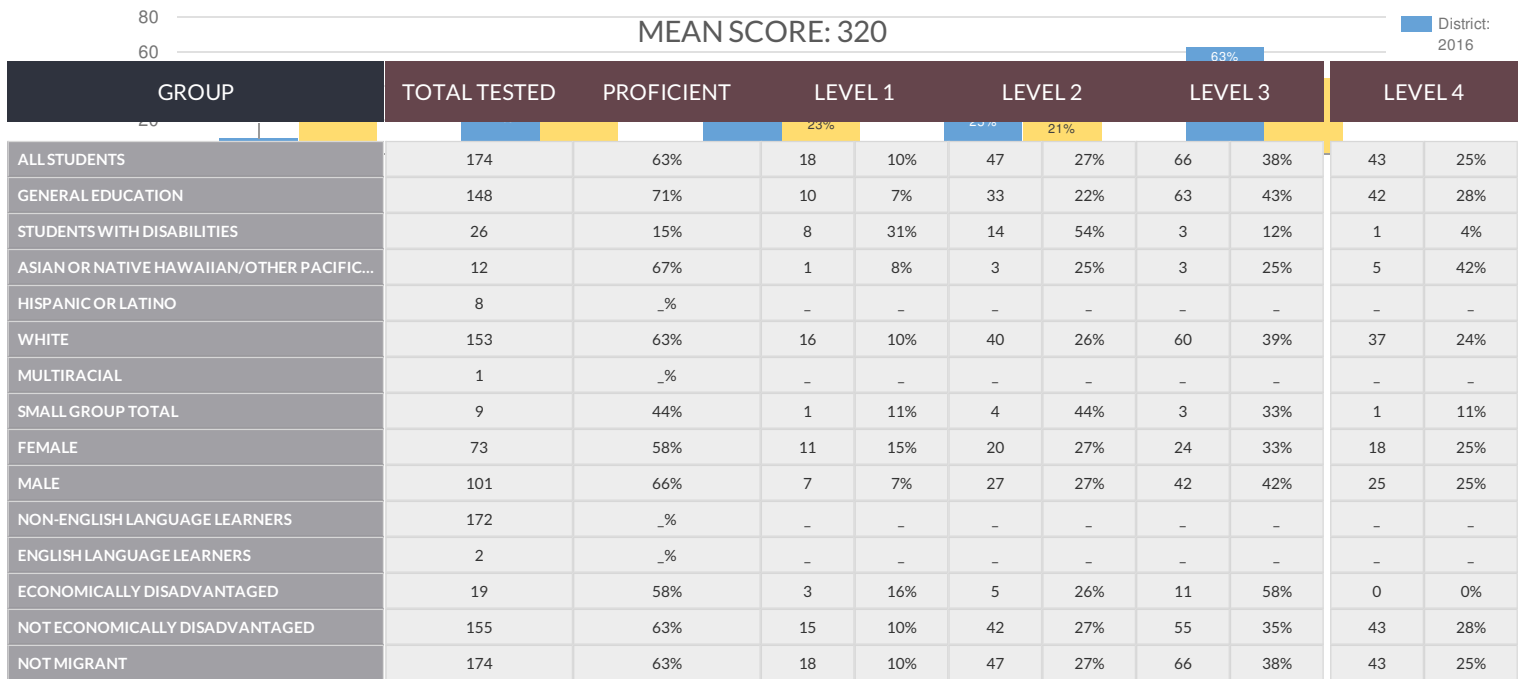


MEAN SCORE: 321

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	158	61%	12	8%	49	31%	51	32%	46	29%
GENERAL EDUCATION	144	66%	7	5%	42	29%	50	35%	45	31%
STUDENTS WITH DISABILITIES	14	14%	5	36%	7	50%	1	7%	1	7%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	5	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	8	50%	1	13%	3	38%	4	50%	0	0%
WHITE	141	60%	11	8%	45	32%	44	31%	41	29%
MULTIRACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	89%	0	0%	1	11%	3	33%	5	56%
FEMALE	79	57%	6	8%	28	35%	26	33%	19	24%
MALE	79	66%	6	8%	21	27%	25	32%	27	34%
NON-ENGLISH LANGUAGE LEARNERS	158	61%	12	8%	49	31%	51	32%	46	29%
ECONOMICALLY DISADVANTAGED	9	67%	1	11%	2	22%	6	67%	0	0%
NOT ECONOMICALLY DISADVANTAGED	149	61%	11	7%	47	32%	45	30%	46	31%
NOT MIGRANT	158	61%	12	8%	49	31%	51	32%	46	29%

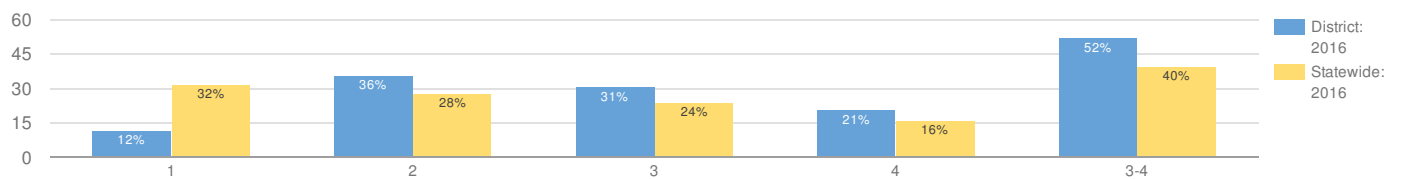
## GRADE 4 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



## GRADE 5 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

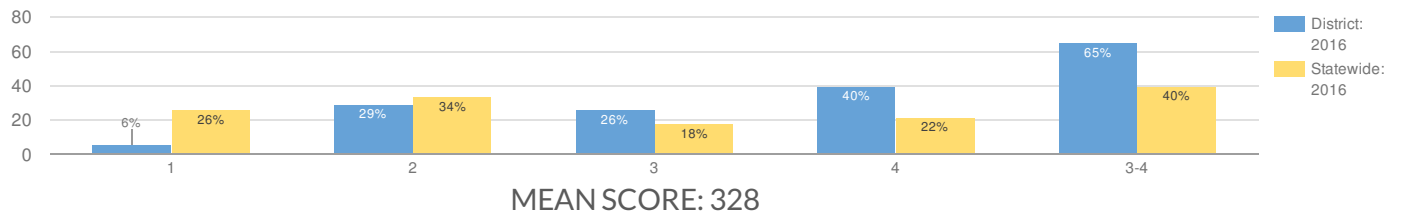


**MEAN SCORE: 321**

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	193	52%	24 (12%)	69 (36%)	59 (31%)	41 (21%)
GENERAL EDUCATION	169	58%	8 (5%)	63 (37%)	57 (34%)	41 (24%)
STUDENTS WITH DISABILITIES	24	8%	16 (67%)	6 (25%)	2 (8%)	0 (0%)
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	11	0%	0	0	0	0
BLACK OR AFRICAN AMERICAN	2	0%	0	0	0	0
HISPANIC OR LATINO	12	50%	2 (17%)	4 (33%)	3 (25%)	3 (25%)
WHITE	168	50%	22 (13%)	62 (37%)	54 (32%)	30 (18%)
SMALL GROUP TOTAL	13	77%	0 (0%)	3 (23%)	2 (15%)	8 (62%)
FEMALE	109	49%	16 (15%)	40 (37%)	36 (33%)	17 (16%)
MALE	84	56%	8 (10%)	29 (35%)	23 (27%)	24 (29%)
NON-ENGLISH LANGUAGE LEARNERS	192	0%	0	0	0	0
ENGLISH LANGUAGE LEARNERS	1	0%	0	0	0	0
ECONOMICALLY DISADVANTAGED	12	17%	5 (42%)	5 (42%)	1 (8%)	1 (8%)
NOT ECONOMICALLY DISADVANTAGED	181	54%	19 (10%)	64 (35%)	58 (32%)	40 (22%)
NOT MIGRANT	193	52%	24 (12%)	69 (36%)	59 (31%)	41 (21%)

## GRADE 6 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



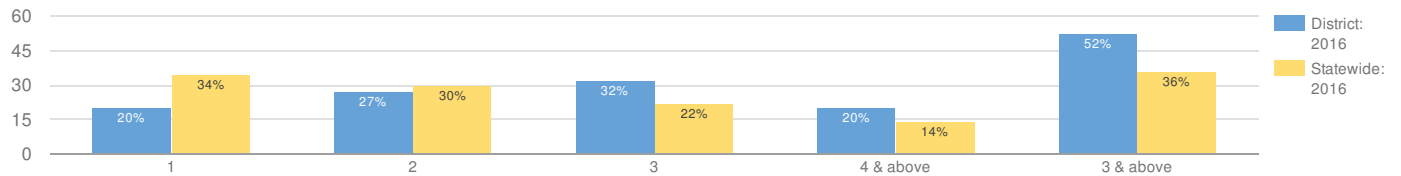
MEAN SCORE: 328

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	199	65%	12	6%	57	29%
GENERAL EDUCATION	173	71%	4	2%	47	27%
STUDENTS WITH DISABILITIES	26	31%	8	31%	10	38%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	10	90%	0	0%	1	10%
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-
HISPANIC OR LATINO	8	_%	-	-	-	-
WHITE	177	65%	11	6%	51	29%
MULTIRACIAL	2	_%	-	-	-	-
SMALL GROUP TOTAL	12	50%	1	8%	5	42%
FEMALE	98	70%	6	6%	23	23%
MALE	101	60%	6	6%	34	34%
NON-ENGLISH LANGUAGE LEARNERS	198	_%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-
ECONOMICALLY DISADVANTAGED	10	30%	2	20%	5	50%
NOT ECONOMICALLY DISADVANTAGED	189	67%	10	5%	52	28%
NOT MIGRANT	199	65%	12	6%	57	29%

## GRADE 7 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

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



MEAN SCORE: 315

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ALL STUDENTS	146	47%	33	23%	45	31%
GENERAL EDUCATION	127	54%	18	14%	41	32%
STUDENTS WITH DISABILITIES	19	0%	15	79%	4	21%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	4	_%	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	_%	-	-	-	-
HISPANIC OR LATINO	8	25%	3	38%	3	38%
WHITE	132	47%	30	23%	40	30%
SMALL GROUP TOTAL	6	67%	0	0%	2	33%
FEMALE	72	44%	15	21%	25	35%
MALE	74	49%	18	24%	20	27%
NON-ENGLISH LANGUAGE LEARNERS	145	_%	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-

ECONOMICALLY DISADVANTAGED	14	36%	6	43%	3	21%	5	36%	0	0%
NOT ECONOMICALLY DISADVANTAGED	132	48%	27	20%	42	32%	48	36%	15	11%
NOT MIGRANT	146	47%	33	23%	45	31%	53	36%	15	10%

### GRADE 7 STUDENTS TAKING A REGENTS MATH TEST

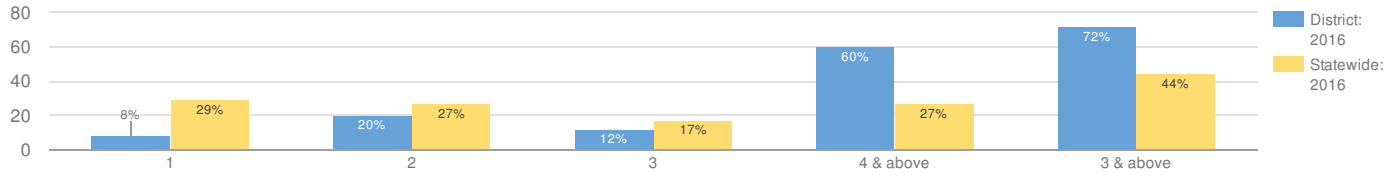
Accelerated grade 7 students who took a Regents math test in lieu of the Grade 7 NYSTP in Mathematics.

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE					
ALL STUDENTS	18	0	0%	0	0%	0	0%	18	100%	18	100%

# GRADE 8 MATHEMATICS

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

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



MEAN SCORE: 305

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	77	31%	15	19%	38	49%	20	26%	4	5%
GENERAL EDUCATION	58	40%	6	10%	29	50%	19	33%	4	7%
STUDENTS WITH DISABILITIES	19	5%	9	47%	9	47%	1	5%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	_%	-	-	-	-	-	-	-	-
WHITE	68	34%	12	18%	33	49%	20	29%	3	4%
SMALL GROUP TOTAL	9	11%	3	33%	5	56%	0	0%	1	11%
FEMALE	42	36%	7	17%	20	48%	12	29%	3	7%
MALE	35	26%	8	23%	18	51%	8	23%	1	3%
NON-ENGLISH LANGUAGE LEARNERS	75	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	6	17%	4	67%	1	17%	1	17%	0	0%
NOT ECONOMICALLY DISADVANTAGED	71	32%	11	15%	37	52%	19	27%	4	6%
NOT MIGRANT	77	31%	15	19%	38	49%	20	26%	4	5%

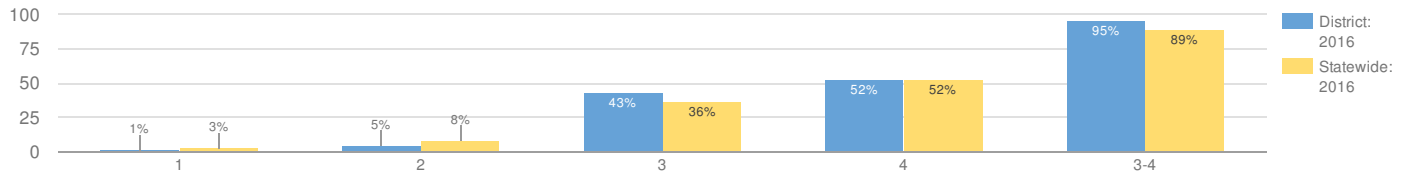
## GRADE 8 STUDENTS TAKING A REGENTS MATH TEST

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

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	4 & ABOVE	3 & ABOVE					
ALL STUDENTS	115	0	0%	0	0%	3	3%	112	97%	115	100%

# GRADE 4 SCIENCE

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.



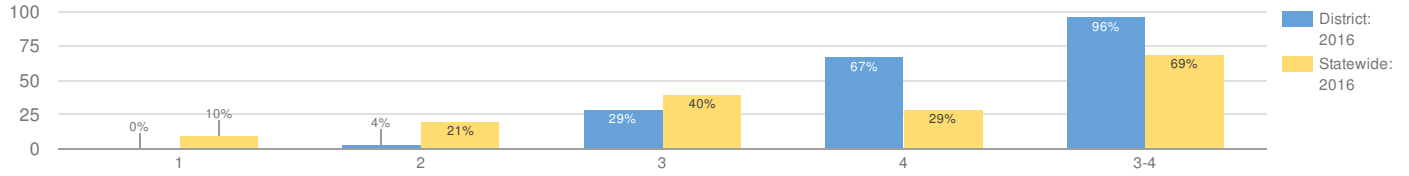
MEAN SCORE: 83

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	194	95%	1	1%	9	5%	83	43%	101	52%
GENERAL EDUCATION	163	96%	0	0%	6	4%	66	40%	91	56%
STUDENTS WITH DISABILITIES	31	87%	1	3%	3	10%	17	55%	10	32%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	12	100%	0	0%	0	0%	4	33%	8	67%
HISPANIC OR LATINO	10	_%	-	-	-	-	-	-	-	-
WHITE	171	95%	1	1%	8	5%	74	43%	88	51%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	11	91%	0	0%	1	9%	5	45%	5	45%
FEMALE	86	92%	1	1%	6	7%	39	45%	40	47%
MALE	108	97%	0	0%	3	3%	44	41%	61	56%
NON-ENGLISH LANGUAGE LEARNERS	191	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	3	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	21	90%	1	5%	1	5%	13	62%	6	29%
NOT ECONOMICALLY DISADVANTAGED	173	95%	0	0%	8	5%	70	40%	95	55%
NOT MIGRANT	194	95%	1	1%	9	5%	83	43%	101	52%

# GRADE 8 SCIENCE

Due to changes in the 2015-16 grades 3-8 ELA and math exams, the proficiency rates from exams prior to 2015-16 are not directly comparable to the 2015-16 proficiency rates.

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



MEAN SCORE: 76

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	71	87%	1	1%	8	11%	48	68%	14	20%
GENERAL EDUCATION	49	96%	0	0%	2	4%	35	71%	12	24%
STUDENTS WITH DISABILITIES	22	68%	1	5%	6	27%	13	59%	2	9%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	1	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	5	_%	-	-	-	-	-	-	-	-
WHITE	64	88%	1	2%	7	11%	43	67%	13	20%
SMALL GROUP TOTAL	7	86%	0	0%	1	14%	5	71%	1	14%
FEMALE	38	82%	1	3%	6	16%	25	66%	6	16%
MALE	33	94%	0	0%	2	6%	23	70%	8	24%
NON-ENGLISH LANGUAGE LEARNERS	70	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	9	67%	0	0%	3	33%	4	44%	2	22%
NOT ECONOMICALLY DISADVANTAGED	62	90%	1	2%	5	8%	44	71%	12	19%
NOT MIGRANT	71	87%	1	1%	8	11%	48	68%	14	20%

## GRADE 8 STUDENTS TAKING A REGENTS SCIENCE TEST

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

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	152	100%	0	0%	0	0%	16	11%	136	89%



# RECENTLY ARRIVED ELL STUDENTS (2015 - 16)

GRADE

RECENTLY ARRIVED ELL STUDENTS TAKING NYSES LAT IN LIEU OF NYSTP

GRADE 4	1
GRADE 8	1

GRADE

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

GRADE 4	1
GRADE 8	1

## STATEWIDE RESULTS ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: NAEP (2014 - 15)

### GRADE: 4 READING

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	32%	32%	27%	9%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	20%	30%	33%	17%	
BLACK OR AFRICAN AMERICA...	48%	34%	15%	3%	
HISPANIC OR LATINO	44%	37%	17%	2%	
WHITE	20%	31%	37%	12%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	70%	22%	7%	1%	98
ENGLISH LANGUAGE LEARNER...	74%	21%	4%	1%	88
ECONOMICALLY DISADVANT...	43%	36%	18%	3%	

### MATHEMATICS

GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	21%	44%	30%	5%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	12%	31%	42%	15%	
BLACK OR AFRICAN AMERICA...	40%	46%	13%	1%	
HISPANIC OR LATINO	28%	51%	20%	1%	
WHITE	12%	41%	40%	7%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	49%	39%	10%	2%	98
ENGLISH LANGUAGE LEARNER...	56%	35%	9%	*%	91
ECONOMICALLY DISADVANT...	29%	48%	21%	2%	

### GRADE: 8 READING

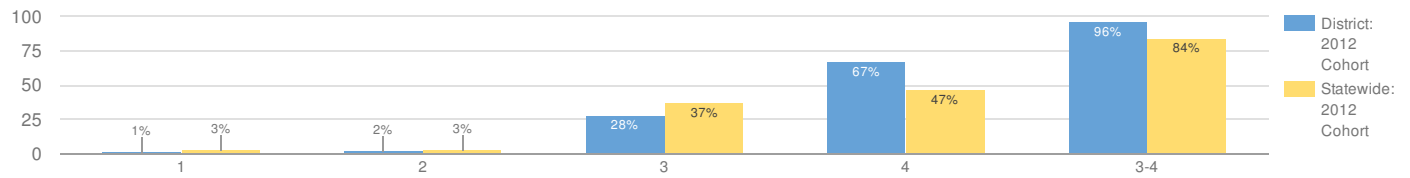
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	27%	40%	29%	4%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	19%	39%	34%	8%	
BLACK OR AFRICAN AMERICA...	42%	41%	16%	1%	
HISPANIC OR LATINO	35%	43%	20%	2%	
WHITE	18%	39%	38%	5%	
MULTIRACIAL	*%	*%	*%	*%	

STUDENTS WITH DISABILITIES	59%	33%	8%	*%	98
ENGLISH LANGUAGE LEARNER...	78%	19%	3%	*%	89
ECONOMICALLY DISADVANT...	36%	42%	21%	1%	

## MATHEMATICS

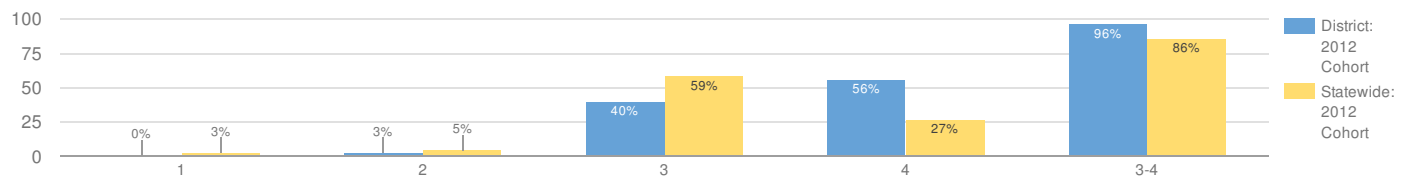
GROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	PARTICIPATION RATE
ALL STUDENTS	31%	38%	24%	7%	
AMERICAN INDIAN OR ALASK...	*%	*%	*%	*%	
ASIAN OR NATIVE HAWAIIAN...	18%	30%	33%	19%	
BLACK OR AFRICAN AMERICA...	48%	37%	13%	2%	
HISPANIC OR LATINO	41%	40%	16%	3%	
WHITE	20%	40%	31%	9%	
MULTIRACIAL	*%	*%	*%	*%	
STUDENTS WITH DISABILITIES	64%	27%	8%	1%	99
ENGLISH LANGUAGE LEARNER...	72%	21%	6%	1%	94
ECONOMICALLY DISADVANT...	40%	39%	17%	4%	

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	279	96%	2	1%	5	2%	79	28%	188	67%
GENERAL EDUCATION	239	99%	0	0%	0	0%	56	23%	181	76%
STUDENTS WITH DISABILITIES	40	75%	2	5%	5	13%	23	58%	7	18%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	90%	0	0%	1	10%	4	40%	5	50%
WHITE	259	96%	2	1%	4	2%	73	28%	176	68%
SMALL GROUP TOTAL	10	90%	0	0%	0	0%	2	20%	7	70%
FEMALE	145	97%	0	0%	2	1%	30	21%	111	77%
MALE	134	94%	2	1%	3	2%	49	37%	77	57%
NON-ENGLISH LANGUAGE LEARNERS	278	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	23	91%	0	0%	1	4%	11	48%	10	43%
NOT ECONOMICALLY DISADVANTAGED	256	96%	2	1%	4	2%	68	27%	178	70%
NOT MIGRANT	279	96%	2	1%	5	2%	79	28%	188	67%

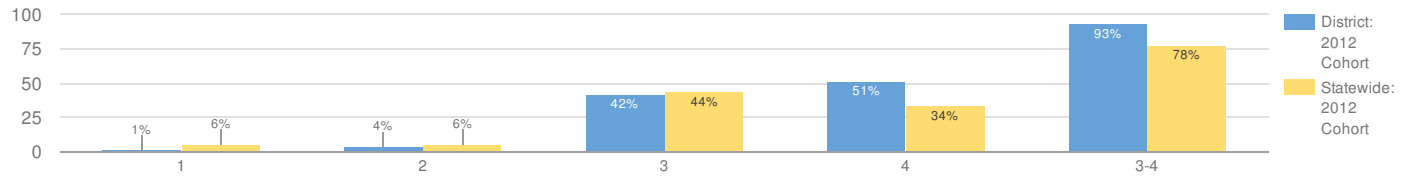
# TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	279	96%	0	0%	7	3%	112	40%	157	56%
GENERAL EDUCATION	239	100%	0	0%	1	0%	88	37%	150	63%
STUDENTS WITH DISABILITIES	40	78%	0	0%	6	15%	24	60%	7	18%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	90%	0	0%	1	10%	3	30%	6	60%
WHITE	259	97%	0	0%	5	2%	106	41%	145	56%
SMALL GROUP TOTAL	10	90%	0	0%	1	10%	3	30%	6	60%
FEMALE	145	95%	0	0%	5	3%	40	28%	98	68%
MALE	134	98%	0	0%	2	1%	72	54%	59	44%
NON-ENGLISH LANGUAGE LEARNERS	278	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	23	100%	0	0%	0	0%	18	78%	5	22%
NOT ECONOMICALLY DISADVANTAGED	256	96%	0	0%	7	3%	94	37%	152	59%

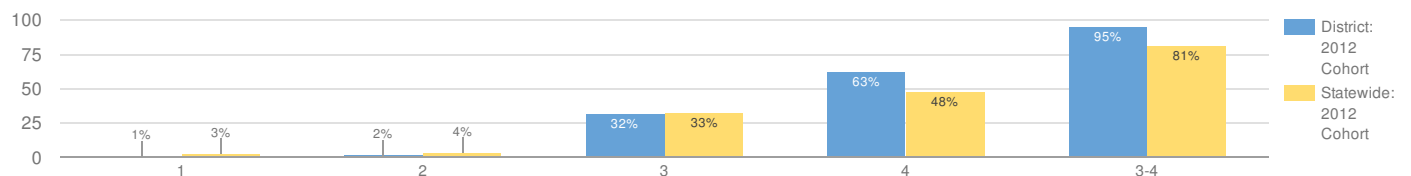
NOT MIGRANT	279	96%	0	0%	7	3%	112	40%	157	56%
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## TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	279	93%	3	1%	10	4%	117	42%	143	51%
GENERAL EDUCATION	239	98%	1	0%	1	0%	100	42%	135	56%
STUDENTS WITH DISABILITIES	40	63%	2	5%	9	23%	17	43%	8	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	80%	1	10%	1	10%	4	40%	4	40%
WHITE	259	94%	2	1%	9	3%	107	41%	136	53%
SMALL GROUP TOTAL	10	90%	0	0%	0	0%	6	60%	3	30%
FEMALE	145	94%	1	1%	4	3%	57	39%	80	55%
MALE	134	92%	2	1%	6	4%	60	45%	63	47%
NON-ENGLISH LANGUAGE LEARNERS	278	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	23	87%	0	0%	2	9%	15	65%	5	22%
NOT ECONOMICALLY DISADVANTAGED	256	94%	3	1%	8	3%	102	40%	138	54%
NOT MIGRANT	279	93%	3	1%	10	4%	117	42%	143	51%

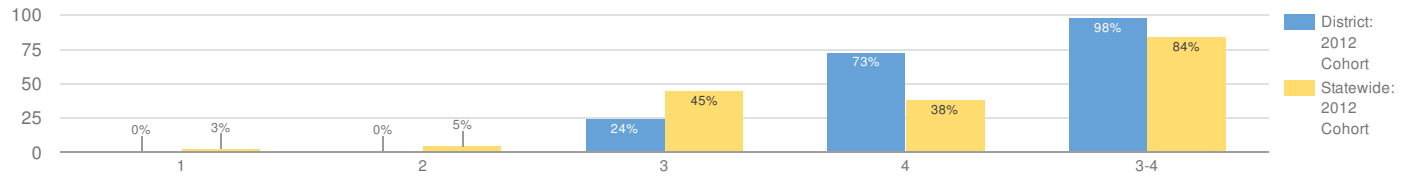
## TOTAL COHORT RESULTS IN SECONDARY-LEVEL U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	279	95%	2	1%	6	2%	88	32%	177	63%
GENERAL EDUCATION	239	99%	0	0%	0	0%	72	30%	165	69%
STUDENTS WITH DISABILITIES	40	70%	2	5%	6	15%	16	40%	12	30%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	100%	0	0%	0	0%	4	40%	6	60%
WHITE	259	95%	2	1%	6	2%	81	31%	165	64%
SMALL GROUP TOTAL	10	90%	0	0%	0	0%	3	30%	6	60%
FEMALE	145	97%	0	0%	3	2%	43	30%	97	67%
MALE	134	93%	2	1%	3	2%	45	34%	80	60%
NON-ENGLISH LANGUAGE LEARNERS	278	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	23	96%	0	0%	0	0%	12	52%	10	43%

NOT ECONOMICALLY DISADVANTAGED	256	95%	2	1%	6	2%	76	30%	167	65%
NOT MIGRANT	279	95%	2	1%	6	2%	88	32%	177	63%

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



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	279	98%	0	0%	1	0%	68	24%	205	73%
GENERAL EDUCATION	239	100%	0	0%	0	0%	50	21%	188	79%
STUDENTS WITH DISABILITIES	40	88%	0	0%	1	3%	18	45%	17	43%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	_%	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	10	100%	0	0%	0	0%	4	40%	6	60%
WHITE	259	98%	0	0%	1	0%	60	23%	193	75%
SMALL GROUP TOTAL	10	100%	0	0%	0	0%	4	40%	6	60%
FEMALE	145	97%	0	0%	1	1%	31	21%	110	76%
MALE	134	99%	0	0%	0	0%	37	28%	95	71%
NON-ENGLISH LANGUAGE LEARNERS	278	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	23	100%	0	0%	0	0%	11	48%	12	52%
NOT ECONOMICALLY DISADVANTAGED	256	98%	0	0%	1	0%	57	22%	193	75%
NOT MIGRANT	279	98%	0	0%	1	0%	68	24%	205	73%

### Regents Examination Results (2015 - 16)

## COMPREHENSIVE ENGLISH REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	6	5	83%	4	67%	1	17%
GENERAL EDUCATION	3	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-
WHITE	6	5	83%	4	67%	1	17%
FEMALE	1	-	-	-	-	-	-
MALE	5	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	6	5	83%	4	67%	1	17%
ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	5	-	-	-	-	-	-
NOT MIGRANT	6	5	83%	4	67%	1	17%

## ENGLISH LANGUAGE ARTS (COMMON CORE) ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
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ALL STUDENTS	283	5	2%	3	1%	20	7%	25	9%	230	81%	
GENERAL EDUCATION	246	2	1%	2	1%	9	4%	13	5%	220	89%	
STUDENTS WITH DISABILITIES	37	3	8%	1	3%	11	30%	12	32%	10	27%	
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	0	0%	0	0%	0	0%	1	14%	6	86%	
BLACK OR AFRICAN AMERICAN	8	0	0%	0	0%	1	13%	0	0%	7	88%	
HISPANIC OR LATINO	7	0	0%	1	14%	3	43%	0	0%	3	43%	
WHITE	261	5	2%	2	1%	16	6%	24	9%	214	82%	
FEMALE	152	3	2%	1	1%	6	4%	11	7%	131	86%	
MALE	131	2	2%	2	2%	14	11%	14	11%	99	76%	
NON-ENGLISH LANGUAGE LEARNERS	282	-	-	-	-	-	-	-	-	-	-	
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	-	-	-	-	
ECONOMICALLY DISADVANTAGED	18	0	0%	1	6%	2	11%	4	22%	11	61%	
NOT ECONOMICALLY DISADVANTAGED	265	5	2%	2	1%	18	7%	21	8%	219	83%	
NOT MIGRANT	283	5	2%	3	1%	20	7%	25	9%	230	81%	

## GEOMETRY

### REGENTS GEOMETRY

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	1	-	-	-
GENERAL EDUCATION	1	-	-	-
WHITE	1	-	-	-
SMALL GROUP TOTAL	1	-	-	-
FEMALE	1	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	1	-	-	-
NOT ECONOMICALLY DISADVANTAGED	1	-	-	-
NOT MIGRANT	1	-	-	-

# ALGEBRA 2/TRIGONOMETRY

## REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	37	31	84%	20	54%	7	19%
GENERAL EDUCATION	35	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	2	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	3	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-
WHITE	32	27	84%	18	56%	6	19%
SMALL GROUP TOTAL	5	4	80%	2	40%	1	20%
FEMALE	22	18	82%	10	45%	3	14%
MALE	15	13	87%	10	67%	4	27%
NON-ENGLISH LANGUAGE LEARNERS	37	31	84%	20	54%	7	19%
ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	35	-	-	-	-	-	-
NOT MIGRANT	37	31	84%	20	54%	7	19%

# ALGEBRA I (COMMON CORE)

## ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	306	3	1%	5	2%	88	29%	105	34%	105	34%
GENERAL EDUCATION	267	2	1%	3	1%	60	22%	98	37%	104	39%
STUDENTS WITH DISABILITIES	39	1	3%	2	5%	28	72%	7	18%	1	3%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	13	0	0%	0	0%	1	8%	4	31%	8	62%
BLACK OR AFRICAN AMERICAN	5	0	0%	0	0%	2	40%	2	40%	1	20%
HISPANIC OR LATINO	20	1	5%	0	0%	8	40%	9	45%	2	10%
WHITE	268	2	1%	5	2%	77	29%	90	34%	94	35%
FEMALE	141	2	1%	1	1%	42	30%	47	33%	49	35%
MALE	165	1	1%	4	2%	46	28%	58	35%	56	34%
NON-ENGLISH LANGUAGE LEARNERS	302	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	24	1	4%	1	4%	13	54%	6	25%	3	13%
NOT ECONOMICALLY DISADVANTAGED	282	2	1%	4	1%	75	27%	99	35%	102	36%
NOT MIGRANT	306	3	1%	5	2%	88	29%	105	34%	105	34%

# GEOMETRY (COMMON CORE)

## GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	212	1	0%	15	7%	113	53%	44	21%	39	18%
GENERAL EDUCATION	204	1	0%	14	7%	108	53%	42	21%	39	19%
STUDENTS WITH DISABILITIES	8	0	0%	1	13%	5	63%	2	25%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	14	0	0%	0	0%	6	43%	2	14%	6	43%
BLACK OR AFRICAN AMERICAN	2	-	-	-	-	-	-	-	-	-	-
HISPANIC OR LATINO	6	-	-	-	-	-	-	-	-	-	-
WHITE	190	1	1%	15	8%	101	53%	40	21%	33	17%
SMALL GROUP TOTAL	8	0	0%	0	0%	6	75%	2	25%	0	0%
FEMALE	110	0	0%	7	6%	60	55%	22	20%	21	19%
MALE	102	1	1%	8	8%	53	52%	22	22%	18	18%
NON-ENGLISH LANGUAGE LEARNERS	212	1	0%	15	7%	113	53%	44	21%	39	18%
ECONOMICALLY DISADVANTAGED	15	0	0%	3	20%	8	53%	4	27%	0	0%
NOT ECONOMICALLY DISADVANTAGED	197	1	1%	12	6%	105	53%	40	20%	39	20%
NOT MIGRANT	212	1	0%	15	7%	113	53%	44	21%	39	18%

# ALGEBRA II (COMMON CORE)

## ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	29	2	7%	3	10%	18	62%	4	14%	2	7%
GENERAL EDUCATION	29	2	7%	3	10%	18	62%	4	14%	2	7%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	2	-	-	-	-	-	-	-	-	-	-
WHITE	27	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	29	2	7%	3	10%	18	62%	4	14%	2	7%
FEMALE	16	2	13%	3	19%	8	50%	3	19%	0	0%
MALE	13	0	0%	0	0%	10	77%	1	8%	2	15%
NON-ENGLISH LANGUAGE LEARNERS	29	2	7%	3	10%	18	62%	4	14%	2	7%
ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	27	-	-	-	-	-	-	-	-	-	-
NOT MIGRANT	29	2	7%	3	10%	18	62%	4	14%	2	7%



# GLOBAL HISTORY AND GEOGRAPHY

## REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	300	288	96%	259	86%	123	41%
GENERAL EDUCATION	260	252	97%	234	90%	118	45%
STUDENTS WITH DISABILITIES	40	36	90%	25	63%	5	13%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	15	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	19	18	95%	15	79%	6	32%
WHITE	263	253	96%	227	86%	106	40%
SMALL GROUP TOTAL	18	17	94%	17	94%	11	61%
FEMALE	146	139	95%	126	86%	59	40%
MALE	154	149	97%	133	86%	64	42%
NON-ENGLISH LANGUAGE LEARNERS	298	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	32	31	97%	23	72%	7	22%
NOT ECONOMICALLY DISADVANTAGED	268	257	96%	236	88%	116	43%
NOT MIGRANT	300	288	96%	259	86%	123	41%

# U.S. HISTORY & GOVERNMENT

## REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	291	287	99%	268	92%	197	68%
GENERAL EDUCATION	255	255	100%	244	96%	187	73%
STUDENTS WITH DISABILITIES	36	32	89%	24	67%	10	28%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	7	7	100%	7	100%	6	86%
BLACK OR AFRICAN AMERICAN	9	9	100%	9	100%	6	67%
HISPANIC OR LATINO	9	8	89%	6	67%	3	33%
WHITE	266	263	99%	246	92%	182	68%
FEMALE	158	155	98%	142	90%	107	68%
MALE	133	132	99%	126	95%	90	68%
NON-ENGLISH LANGUAGE LEARNERS	290	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	22	20	91%	17	77%	9	41%
NOT ECONOMICALLY DISADVANTAGED	269	267	99%	251	93%	188	70%
NOT MIGRANT	291	287	99%	268	92%	197	68%

# LIVING ENVIRONMENT

## REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED		55		65		85	
ALL STUDENTS	274	273	100%	269	98%	179	65%	
GENERAL EDUCATION	244	243	100%	242	99%	169	69%	
STUDENTS WITH DISABILITIES	30	30	100%	27	90%	10	33%	
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	15	15	100%	14	93%	13	87%	
BLACK OR AFRICAN AMERICAN	5	5	100%	5	100%	3	60%	
HISPANIC OR LATINO	18	18	100%	17	94%	7	39%	
WHITE	236	235	100%	233	99%	156	66%	
FEMALE	133	133	100%	129	97%	87	65%	
MALE	141	140	99%	140	99%	92	65%	
NON-ENGLISH LANGUAGE LEARNERS	273	-	-	-	-	-	-	
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	
ECONOMICALLY DISADVANTAGED	23	23	100%	23	100%	9	39%	
NOT ECONOMICALLY DISADVANTAGED	251	250	100%	246	98%	170	68%	
NOT MIGRANT	274	273	100%	269	98%	179	65%	

# PHYSICAL SETTING/EARTH SCIENCE

## REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED		55		65		85	
ALL STUDENTS	282	276	98%	267	95%	203	72%	
GENERAL EDUCATION	234	232	99%	229	98%	190	81%	
STUDENTS WITH DISABILITIES	48	44	92%	38	79%	13	27%	
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	12	-	-	-	-	-	-	
BLACK OR AFRICAN AMERICAN	4	-	-	-	-	-	-	
HISPANIC OR LATINO	15	15	100%	14	93%	9	60%	
WHITE	251	247	98%	240	96%	183	73%	
SMALL GROUP TOTAL	16	14	88%	13	81%	11	69%	
FEMALE	127	124	98%	121	95%	84	66%	
MALE	155	152	98%	146	94%	119	77%	
NON-ENGLISH LANGUAGE LEARNERS	279	-	-	-	-	-	-	
ENGLISH LANGUAGE LEARNERS	3	-	-	-	-	-	-	
ECONOMICALLY DISADVANTAGED	26	26	100%	22	85%	14	54%	
NOT ECONOMICALLY DISADVANTAGED	256	250	98%	245	96%	189	74%	
NOT MIGRANT	282	276	98%	267	95%	203	72%	

# PHYSICAL SETTING/CHEMISTRY

## REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	214	214	100%	202	94%	81	38%
GENERAL EDUCATION	204	204	100%	193	95%	80	39%
STUDENTS WITH DISABILITIES	10	10	100%	9	90%	1	10%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC...	13	13	100%	13	100%	8	62%
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	3	-	-	-	-	-	-
WHITE	195	195	100%	185	95%	71	36%
SMALL GROUP TOTAL	6	6	100%	4	67%	2	33%
FEMALE	116	116	100%	112	97%	46	40%
MALE	98	98	100%	90	92%	35	36%
NON-ENGLISH LANGUAGE LEARNERS	214	214	100%	202	94%	81	38%
ECONOMICALLY DISADVANTAGED	11	11	100%	10	91%	1	9%
NOT ECONOMICALLY DISADVANTAGED	203	203	100%	192	95%	80	39%
NOT MIGRANT	214	214	100%	202	94%	81	38%

### NEW YORK STATE ALTERNATE ASSESSMENT (NYSAA) RESULTS (2015 - 16)

GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GRADE 4 ELA	2	_%	-	-	-	-
GRADE 4 MATH	2	_%	-	-	-	-
GRADE 4 SCIENCE	2	_%	-	-	-	-
GRADE 6 ELA	2	_%	-	-	-	-
GRADE 6 MATH	2	_%	-	-	-	-
GRADE 7 ELA	2	_%	-	-	-	-
GRADE 7 MATH	2	_%	-	-	-	-
GRADE 8 ELA	1	_%	-	-	-	-
GRADE 8 MATH	1	_%	-	-	-	-
SECONDARY-LEVEL ELA	2	_%	-	-	-	-
SECONDARY-LEVEL MATH	2	_%	-	-	-	-
SECONDARY-LEVEL SCIENCE	2	_%	-	-	-	-
SECONDARY-LEVEL SOCIAL STUDIES	2	_%	-	-	-	-

### NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (NYSESLAT) RESULTS (2015 - 16)

KINDERGARTEN						
GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	5	0%	0%	0%	80%	20%
GENERAL EDUCATION	5	0%	0%	0%	80%	20%
GRADE 1						
GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	7	0%	0%	43%	29%	29%
GENERAL EDUCATION	6	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-

## GRADE 2

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS	4	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-

## GRADE 4

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS						
GENERAL EDUCATION						
STUDENTS WITH DISABILITIES						

## GRADE 6

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS						
STUDENTS WITH DISABILITIES						

## GRADE 7

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS						
STUDENTS WITH DISABILITIES						

## GRADE 8

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS						
GENERAL EDUCATION						
STUDENTS WITH DISABILITIES						

## GRADE 9

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS						
GENERAL EDUCATION						
STUDENTS WITH DISABILITIES						

## GRADE 10

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS						
STUDENTS WITH DISABILITIES						

## GRADE 11

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS						
GENERAL EDUCATION						
STUDENTS WITH DISABILITIES						

## GRADE 12

GROUP	TOTAL TESTED	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
ALL STUDENTS						
STUDENTS WITH DISABILITIES						

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THIS DOCUMENT WAS CREATED ON: APRIL 7, 2017, 10:00 AM EST

# FISCAL ACCOUNTABILITY SUMMARY (2015 - 16)

## INFORMATION ABOUT EXPENDITURE RATIOS (2014 - 15)

(Data are lagged a year.)

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

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

### THIS SCHOOL DISTRICT

#### GENERAL EDUCATION

##### INSTRUCTIONAL EXPENDITURES

\$46,113,049

##### PUPILS

3,264

##### EXPENDITURES PER PUPIL

\$14,128

#### SPECIAL EDUCATION

##### INSTRUCTIONAL EXPENDITURES

\$17,742,030

##### PUPILS

514

##### EXPENDITURES PER PUPIL

\$34,518

### SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY

#### GENERAL EDUCATION

##### INSTRUCTIONAL EXPENDITURES

\$5,420,612,686

##### PUPILS

376,529

##### EXPENDITURES PER PUPIL

\$14,396

#### SPECIAL EDUCATION

##### INSTRUCTIONAL EXPENDITURES

\$2,029,698,250

##### PUPILS

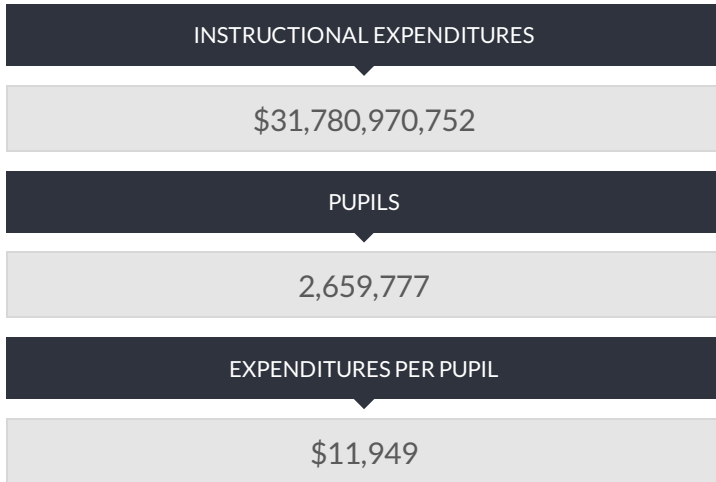
51,434

##### EXPENDITURES PER PUPIL

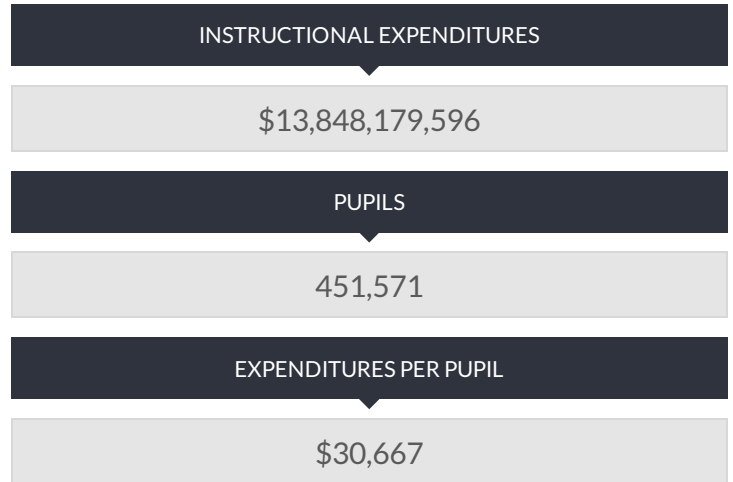
\$39,462

# ALL SCHOOL DISTRICTS

## GENERAL EDUCATION



## SPECIAL EDUCATION



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

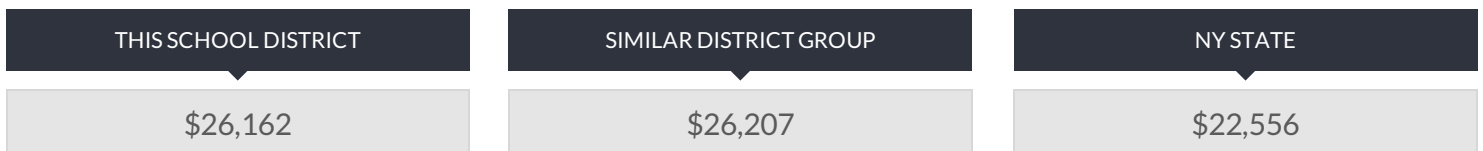
The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities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

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

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

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

## TOTAL EXPENDITURES PER PUPIL

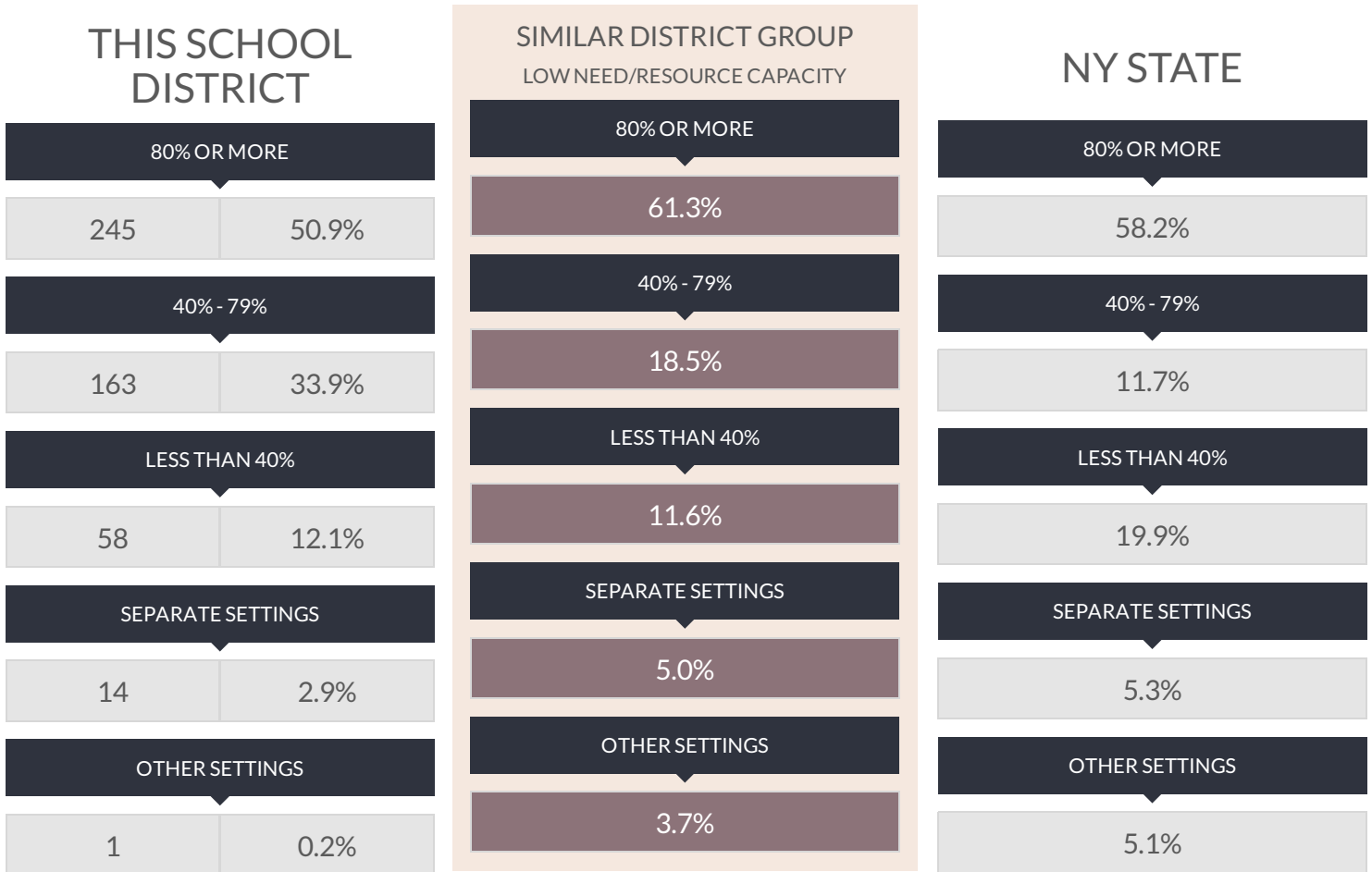


Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total Expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in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

## INFORMATION ABOUT STUDENTS WITH DISABILITIES (2015 - 16)

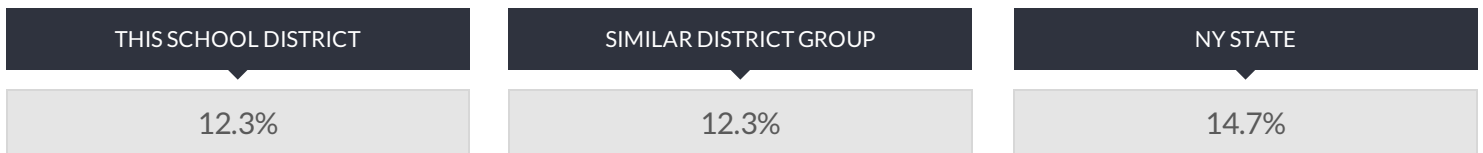
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required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

### STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)



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

### SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



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

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





**Tuesday, May 16, 2017 -- 7:00 a.m. to 9:00 p.m.**

SOMERS MIDDLE SCHOOL GYM  
250 Route 202  
Somers, NY

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

Every Day School is Open until Thursday, May 11, 2017  
8:30 a.m. to 3:30 p.m.

Wednesday, May 10, 2017  
4:00 p.m. to 8:00 p.m.

*Voters must be registered either with the  
School District or with the Board of Elections by Thursday, May 11, 2017 at 3:30 p.m.  
in order to vote on Tuesday, May 16, 2017.*