

SOMERS CENTRAL SCHOOL DISTRICT

Proposed Annual School Budget

2024-2025

Forward in Excellence



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Somers Central School District 2024-2025 Budget Documents

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Our Mission

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

Our Vision

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

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



Our Values

We desire to be a school district that —

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

Budget Development and Highlights

Developing the annual school budget is among the most important activities in which the Board of Education engages in. The Superintendent and other central office administrators began to outline the 2024-2025 budget in the early fall and continued their work during the winter months. They reviewed enrollment projections, instructional program and staffing needs, special education placements, utility costs, facility needs, and met with principals and directors to develop a preliminary budget. The following should help to explain the budget numbers/information contained within.

Tax Levy

The proposed budget complies with the New York State tax levy cap. The tax levy increase will be 2.76%.

Budget to Budget

The 2024-2025 budget will increase by 4.31% or \$4,581,907 and the estimated tax rate increase is 3.84%.

Revenues

As interest rates have increased this past year, we have increased our interest revenue by \$800,000. Budget to budget, our State aid remained virtually flat. There is a decrease in Foundation Aid and Transportation Aid but increases in BOCES Aid and Building Aid offset the prior decreases. We did increase our reliance on reserves and fund balance.

Staffing Changes

Student enrollment continues to decrease in the 2024-2025 school year. When possible, positions are not filled if they can be absorbed by the current staffing levels. However, we have increased our support for students in the areas of special education, ENL and wellness.

Somers Intermediate School has introduced a World Language program into 5th grade beginning in the 2023-2024 school year and will continue into the 2024-2025. Therefore, SHS and SIS will share one FTE to support both buildings.

The SIS ALP teacher will coordinate and provide services across both SIS and SMS in 2024-2025.

Somers High School enrollment continues to decrease. Staffing reductions are expected in the Math, Art and Technology areas due to this declining enrollment.

Districtwide, four teacher-on-special assignment positions for support for students in academic and emotional areas will be returning to classroom, ENL, and AIS positions across the schools. Returning these employees to these positions fills retirements and existing openings.

Educational Initiatives

The work described in the following paragraphs represents ongoing initiatives along with our hopes and aspirations for educational programs going forward. Given the new reality we are experiencing post pandemic, we have no doubt that these plans will need to be adjusted as we face various academic, social-emotional and budgetary challenges.

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

commitment to the establishment of our own professional learning community, is the best way to directly affect student learning and maintain a focus on continuous improvement.

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

- Secondary Science and Social Studies require continued study because of updated standards. Faculty must continue to develop new curriculum and explore new ways to engage students in the practices involved in the study of these disciplines. The New York State Social Studies Framework, influenced by the National Council for the Social Studies' C3 Framework, integrates inquiry, disciplinary literacy and civic life. The new New York State Science Learning Standards focus on three dimensions that are needed to provide students with a high-quality science education. The first are the Science and Engineering Practices, which are skills that integrate knowledge such as asking questions, developing and using models, and analyzing and interpreting data. The second are the disciplinary core ideas that build over time and help students to understand how the world works. Finally, the third dimension identifies the crosscutting concepts that apply to all science disciplines such as patterns, cause and effect, structure and function, and stability and change. At this important transition period, it is critical that we continue to engage secondary science and social studies faculty in rigorous learning experiences. The support of our PNW BOCES and collaboration with our region have been helpful in enhancing professional learning in these areas.
- At the middle level, the Engineering by Design curriculum provides a foundation for high school courses. Two fully functioning Maker Spaces allow for the intersection of math, science and technology and provide opportunities for students to engage in integrated project-based learning. The Maker Space concept embraces the notion that deep learning happens when students apply knowledge to solving problems. General upkeep and updates are required for the 2024-2025 school year.
- Somers Middle School was officially authorized as an MYP school after hosting the IB MYP authorization visit during the 2022-2023 school year. Teachers continue to develop and teach MYP units of study within their curriculum. Units of study for the Middle Years Programme are inquiry based and infused with real-life local and global contexts. The MYP Community Project is a capstone experience for all 8th Graders starting in the 2023-2024 school year. Project-based learning and interdisciplinary work will be hallmarks of the MYP student experience. This supports professional learning associated with the SMS Middle Years Programme.
- Somers High School continues to support access to college level courses for all students. 71% of the seniors who graduated in 2023 took at least one AP or IB course during their time at SHS. Students also continue to engage in our many dual enrollment options, such as Project Lead the Way, with several universities to earn college credit while in high school.
- SHS is adding an Advanced Placement (AP) option in Physics and a new IB math course for the 2024-25 school year. Teachers will engage in professional learning with the IB and the College Board.
- The IB Diploma Programme is in its sixth year of implementation at Somers High School. To date, SHS has graduated 34 students with an IB Diploma. As of the writing of this narrative, 22 10th Grade students have indicated their intent to pursue the IB Diploma starting in the 2024-2025

school year. Teachers continue to engage in rigorous professional learning. During the 2022-2023 school year, IB conducted a five-year external review and determined that SHS's implementation of the Diploma Programme has been very successful.

- As SHS applies for Middle Years Programme authorization, they will continue to learn collaboratively to develop instructional units aligned to the IB framework to teach the NYS curriculum.
- SHS is exploring the implementation of Evidenced-Based-Grading practices to ensure that our grades at SHS represent what students know and can do related to the standards, objectives and learning targets of their course or grade level. This work will entail continued professional development for teachers and administrators.
- Primrose and Somers Intermediate School continue to hold interest in learning about the IB Primary Years Programme (PYP) and how it can enhance the learning experience of our elementary students. During 2023-2024, an elementary team conducted an exploratory feasibility study. Throughout the course of the 2024-2025 school year, this elementary team will continue to learn about the program and possible benefits for the elementary students and staff.
- During the 2023-2024 school year, Somers Intermediate School expanded World Language instruction to Grade 5 to ensure that students graduate from SHS with higher levels of proficiency in receptive and expressive language. In 2024-2025, the district will continue its comprehensive 3-12 World Language program focused on proficiency-based language curriculum and instruction and that incorporates assessments that focus on listening and speaking. The AAPPL assessment in World Language will also be introduced to fifth graders in addition to the secondary level students.
- We continue to explore ways for both teachers and students to harness the power of technology as a learning tool while building critical 21st-century competencies in research, communication, collaboration, and critical thinking. Students in Grades K-12 continue to have access to personalized technology. This budget will support the purchase of replacement devices for those that have reached their intended lifespan. K-12 building technology teams will also integrate the NYS K-12 Computer Science and Digital Fluency standards throughout subject areas as appropriate for the developmental levels.
- Elementary Science and Social Studies also continue to undergo revision as a result of the new standards. For elementary teachers (K-5) who are using the PNW BOCES regionally developed Science21 curriculum, training continues for K-5 teachers who are implementing newly revised curriculum, aligned to the new NYS Science Learning Standards. Grades 3-5 will also continue to engage in administering the NYS Science Investigation tasks which support the new 5th Grade NYS Science assessment.
- The importance of building a strong foundation in literacy cannot be overemphasized. Due to ongoing professional learning on the Science of Reading and the professional learning partnership with PLC Associates, the elementary schools will continue implementation of core programs such as Heggerty (K-2 core reading element), Foundations® (K-3 core reading element), as well as new knowledge building program materials K-5. Teachers will continue their robust professional learning in literacy with PLC Associates in the 2024-2025 school year to support the

implementation of new reading materials in Grades K-5 and to refine AIS supports at the Tier 2 and 3 levels. Reading Lab supports that were implemented in 2021 to provide additional supplemental reading instruction for students in need will continue to be provided in 2024-2025.

- The assessment and learning tool, *IXL*, will continue to be an additional tool teachers will use to collect information on student progress in skills for Grades K-10. In Grades K-8, the DIBELS assessment tool was added to the student performance data to track students' progress in reading fluency. Professional learning on the tool *IXL* and implications for the district's MTSS structures took place in partnership with PLC Associates throughout 2023-2024 and set the foundation for continued refinement of the MTSS process in the 2024-2025 school year.
- In Mathematics, the 2023-2024 school year brought more emphasis on recognized practices to increase student understanding of foundational and high-level mathematical concepts. Study of the National Council of Teachers of Mathematics (NCTM) policies - including NCTM's *Catalyzing Change in High School Mathematics (2018)* and *Principles to Actions: Defining Core Practices of Teaching (2014)* - by district math teacher leaders engaged them in a careful review and a focus on mathematical practices that encourage understanding of mathematical concepts and promote application of mathematics in the real world. The 2023-2024 school budget supported continued implementation and assessment of the impact these resources have had on student learning.
- In the Spring of 2024, a K-5 team of teachers and administrators formed a partnership with the PNW BOCES Regional Math and Data Coordinator to begin a review process to audit our current programs, practices and student performance. The district sought the support of this outside Math consultant to help inform the next steps in Math professional development and resources for next school year-on.
- Social and Emotional Learning, an important part of our vision for the whole child, continues with Responsive Classroom® to promote positive behavior at the elementary level. Creating safe and welcoming schools is also part of the social and emotional learning focus, and faculty will continue professional work to develop and deliver curriculum that promotes a school climate that reduces bias and enables all students to access learning. During the 2022-2023 school year, a closer look at social-emotional learning programs at the secondary level resulted in PNW BOCES training for teachers in the DBT STEPS-A (Skills Training for Emotional Problem Solving for Adolescents) program. Use of the *CoVitality* survey tool has helped to provide progress monitoring information related to student social-emotional wellness and has given SIS, SMS and SHS the opportunity to tailor in-house professional learning on the theme of persistence. In 2024-2025, a continued focus on educational equity and student social/emotional wellness will have us examine structures and practices to ensure that all students can reach their full potential. At the K-5 level, the Physical Education and Wellness team will expand on resources and best practices and further develop curriculum for Health education at the K-5 level.
- The 2024-2025 school budget will support a commitment to providing a systemic, aligned system of support for students who struggle in the Somers Schools. This work requires investments in staffing, professional learning, and administrative oversight to ensure strong, coherent systems are in place and operationalized, and are critical to ensuring all students find success in the Somers Schools. Professional learning is the engine that propels innovation and best practice in every classroom. Driven by a clear sense of what students must learn, how we will measure student learning, and how we respond to learning challenges, the following opportunities for professional learning will be supported by the 2024-2025 budget:

- A new data mining, warehousing, and visualization software (Tableau) to make student learning data more accessible to faculty and staff.
- Summer curriculum development time provides teacher teams with the time and opportunity to develop new curriculum, revise existing curriculum, create strong, common assessments, and identify effective instructional approaches to support student learning.
- After school study groups – targeted to district success plans as well as personal teacher interest and focus – provide opportunities for deeper dives into professional learning to improve teacher practice.
- Continued access to outside learning – including conferences, IB workshops, AP workshops and PNW BOCES professional workshops, and support from outside consultants.

Cost Increases or Decreases

The mandated employer contribution to the New York State Teachers' Retirement System has increased the employer contribution rate from 9.76% to approximately 10.02%, an increase of \$124,435. The New York State Employees' Retirement System has increased their composite contribution rate from 13.10% to 15.20%, an increase of \$366,682.

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

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

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

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

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

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

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

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

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

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

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

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

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

5. What if voters reject the proposed tax levy?

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

Somers Central School District 2024-2025 Budget Planning Calendar

Sept.-March	o Budget Development Process ongoing	Superintendent Administrative Staff
Tues., Oct. 24	o Budget Calendar adopted by Board of Education – 7 p.m. SMS Library	Board of Education
Tues., Dec. 12	o 2024-2025 Budget Preview – 7 p.m. SMS Library	Board of Education Superintendent
Tues., Jan. 23	o 2024-2025 Budget Planning Session – 7 p.m. SMS Library	Superintendent
Tues., Feb. 13	o 2024-2025 Budget Planning Session – 7 p.m. SMS Library	Superintendent
Fri., Mar. 1	o Submission of Tax Levy Cap Limit Calculations to Office of NYS Comptroller, SED, NYS Department of Taxation & Finance	Asst. Supt. for Business & Operations
Tues., Mar. 26	o 2024-2025 Budget Planning Session – 7 p.m. SMS Library	Superintendent
Tues., Apr. 16	o Budget Adoption/Budget Summary – 7 p.m. SMS Library o Property Tax Report Card sent to SED and newspaper within 24 hours of Budget Adoption, but no later than Monday, Apr. 22	Board of Education Superintendent Asst. Supt. for Business & Operations
Mon., Apr. 22	o Nominating Petitions for BOE Candidates and First Statement of Expenditures due on or before 4/22/24	BOE Candidates & District Clerk
Fri., Apr. 26	o Military Ballots to be distributed	District Clerk
Tues., Apr. 30	o Absentee Ballots mailed to permanently disabled. District Clerk to maintain list of names of all individuals provided absentee ballots.	District Clerk
Tues., Apr. 30	o Public Budget Statement with required attachments available at main offices, Business Office, District Clerk's office, public libraries, and on District website	Asst. Supt. for Business & Operations
Tues., May 7	o Public Budget Hearing – 7 p.m. SMS Library	Board of Education
Fri., May 10	o Budget Notice/Trunkline mailed	Asst. Supt. for Business & Operations
Tues., May 14	o Last day Absentee Ballots may be requested to be mailed to absentee voters	District Clerk
Weds., May 15	o Voter Registration: District Clerk's Office – SMS, 250 Route 202 – 4-8 p.m.	District Clerk
Thurs., May 16	o Last day voters can register at District Clerk's Office o List of persons to whom absentee ballots were issued to be available o 2nd Statement of Expenditures due on or before 5/16/24	District Clerk BOE Candidates
Tues., May 21	o Public Budget Vote/Trustee Election Somers Middle School Gymnasium – 7 a.m. to 9 p.m. o Absentee Ballots due by 5 p.m.	District Clerk
Mon., June 10	o 3 rd Statement of Expenditures due on or before 6/10/24	BOE Candidates

Legal Notices Publishing Dates (District Clerk)

Public Hearing and Budget Vote	
1st	Thursday, April 4
2nd	Thursday, April 18
3rd	Thursday, April 25
4th	Thursday, May 2

TAX RATE ANALYSIS	2023-2024 BUDGET	2024-2025 PROPOSED	\$ CHANGE	% CHANGE
School District Budget	106,228,824	110,810,731	4,581,907	4.31%
Use of Appropriated Fund Balance	438,256	1,250,000		
Use of Retirement Reserve + Debt Service Transfer	538,256	538,256		
Payment in Lieu of Taxes (PILOT)	109,919	113,216		
Revenues from Sources Other Than Local Property Taxes or Reserves	18,865,568	19,802,537		
Tax Levy	86,715,081	89,106,722	2,391,641	2.76%
Estimated Assessed Valuation of Property	479,711,020	474,920,082		
Tax Rate/\$1,000 Assessed Valuation	180.68	187.62	6.94	3.84%

2024-2025 PROPERTY TAX REPORT CARD	2023-2024 BUDGET	2024-2025 PROPOSED	\$ CHANGE	% CHANGE
Total Budgeted Amount	106,228,824	110,810,731	4,581,907	4.31%
A. Proposed Tax Levy to Support the Total Budgeted Amount	86,715,081	89,106,722	2,391,641	2.76%
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)	86,715,081	89,106,722		
F. Permissible Exclusions to the School Tax Levy Limit	5,384,651	5,434,342		
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	81,995,336	83,672,380		
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)	81,330,430	83,672,380		
I. Difference: (G-H); (negative value requires 60.0% voter approval)	664,906	0		
Public School Enrollment	2,535	2,490		
Consumer Price Index	8.00%	4.12%		

(1) Include any prior year reserve for excess tax levy, including interest.

(2) Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

(3) For 2024-25, includes any carryover from 2023-24 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

FUND BALANCE	ACTUAL 2023-2024	ESTIMATED 2024-2025
Adjusted Restricted Fund Balance	10,403,655	11,465,548
Assigned Appropriated Fund Balance	0	1,250,000
Adjusted Unrestricted Fund Balance	4,247,801	4,432,429
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

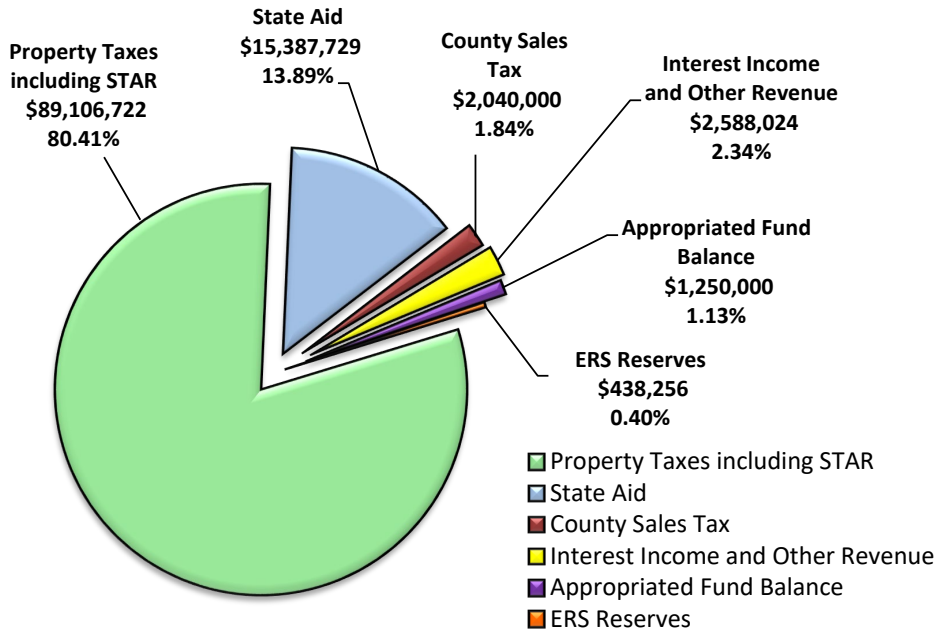
SCHEDULE OF RESERVES	ACTUAL 3/31/24	ESTIMATED 6/30/24	INTENDED USE OF RESERVE IN 2024-2025
Capital Reserve - to pay the cost of any object or purpose for which bonds may be issued	1,267,345	2,000,000	To fund facility upgrades
Reserve for Tax Certiorari - to establish a reserve fund for tax certiorari settlements	4,711,886	4,806,124	To fund any tax certiorari settlements
Employee Benefit Liability Reserve - for the payment of accrued employee benefits due to employees upon termination of service	214,569	218,860	To fund vacation day payments to those separating from service
Reserve for Retirement Contributions - to fund employer retirement contributions to the State/Local Employees' Retirement System	856,317	873,443	To offset payments to NYS ERS
Reserve for Retirement Contributions - to fund employer retirement contributions to the NYS Teachers' Retirement System	1,447,742	1,476,697	To offset payments to NYS TRS

Somers Central School District

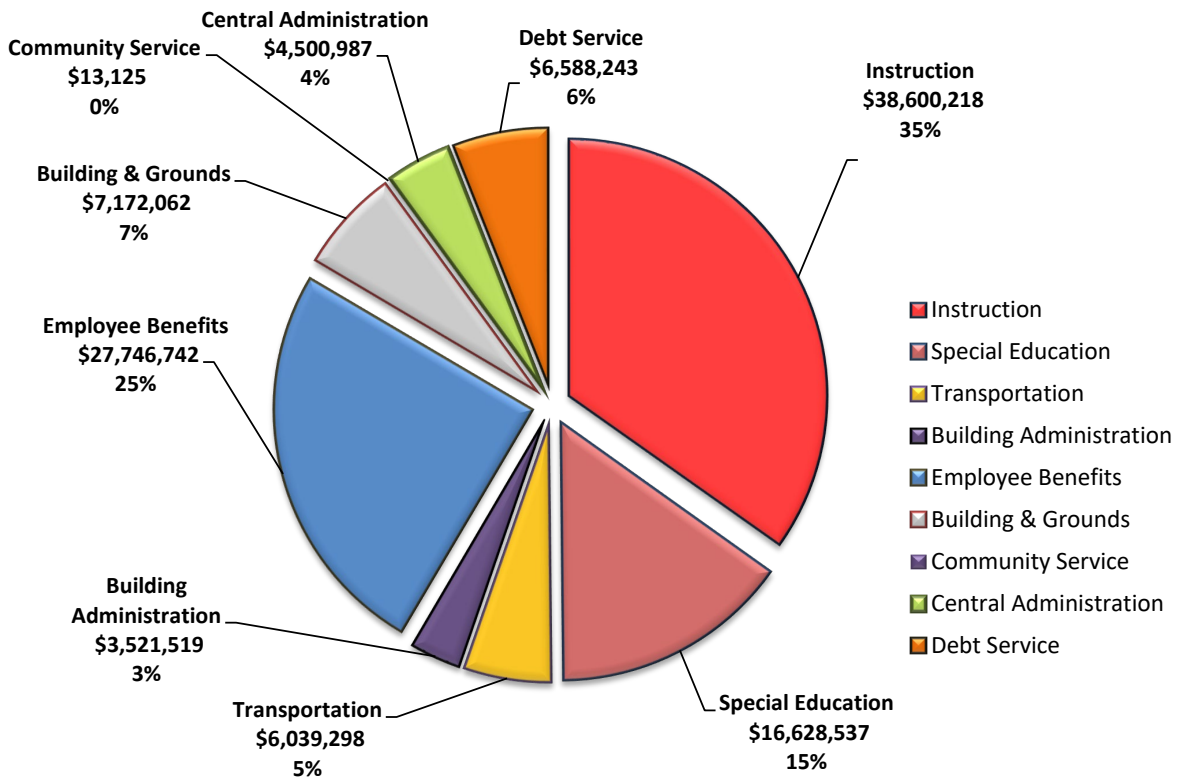
Property Tax Cap Calculation under Chapter 97 of the Laws of 2011
(This analysis calculates the allowable tax levy for 2024-2025 school year)

Real Property Tax Levy Fiscal Year Ending June 30, 2024	\$	86,715,081
(times) Tax Base Growth Factor (Rate from ORPS)		1.0081
		87,417,474
		87,417,474
(add) PILOTs Receivable FYE June 30, 2024		109,919
		87,527,393
2023-2024 Exemptions (Prior Year)		
(subtract) Capital Tax Levy (Debt Service & Lease Purchase)		6,613,937
(less) Capital Tax Levy (less Building Aid)		1,229,286
(Net) Capital Tax Levy (Debt Service less Building Aid)		5,384,651
Prior Year Adjusted Tax Levy	\$	82,142,742
Prior Year Adjusted Tax Levy		82,142,742
(times) Allowable Levy Growth Factor (lesser of 2% or CPI)		2.00%
		1,642,855
		83,785,596
(subtract) 2023-2024 PILOT		113,216
		83,672,380
(add) Available carryover		0
Total Levy Limit Before Adjustments and Exclusions	\$	83,672,380
(add) Tort judgments greater than 5% of tax levy		0
(add) ERS Contribution increase greater than 2 percentage points		8,157
(add) TRS Contribution increase greater than 2 percentage points		0
(add) Capital Tax Levy (Debt Service & Lease Purchase) less Debt Service transfer		6,771,516
(less) Capital Tax Levy (Building Aid)		1,345,331
Total Exclusions		5,434,342
Total Tax Levy Limit for 2024-2025	\$	89,106,722
Proposed Tax Levy for 2024-2025	\$	89,106,722
Increase in Tax Levy	\$	2,391,641
Tax Levy Percentage Increase		2.758%

2024-2025 Anticipated Revenue



Anticipated Expenses



General Fund Revenues				
	2021/2022 ACTUAL	2022/2023 ACTUAL	2023/2024 BUDGET	2024/2025 PROPOSED
<u>REVENUES -- LOCAL SOURCES</u>				
Tuition (including Other Districts and Summer Regents)	19,251	(340)	0	0
Health Services	662,141	727,257	683,743	707,493
TOTAL CHARGES FOR SERVICES	681,392	726,917	683,743	707,493
<u>USE OF MONEY & PROPERTY</u>				
Interest & Earnings	53,487	1,284,810	245,000	1,045,000
Rental - Facility Use, Classrooms	146,025	189,698	160,600	195,518
TOTAL USE OF MONEY & PROPERTY	199,512	1,474,508	405,600	1,240,518
<u>MISCELLANEOUS</u>				
Refund for BOCES Services	116,690	115,669	93,752	107,247
Refund of Prior Year's Expense	349,916	148,244	142,000	135,000
Miscellaneous (CPSE, IB Fees, PSATs, Tots & Teens)	142,321	125,882	83,223	123,600
Sale of Equipment/Excess Materials	1,150	2,790	1,000	1,500
Insurance Recoveries & Other Compensation for Loss	27,548	29,058	8,850	12,500
Gifts & Donations	1,023	60,308	0	0
Somers Education Foundation	33,364	14,472	18,000	18,000
E-Rate Refunds	20,171	100,049	26,500	27,750
Interfund Revenue	5,168	1,646	5,200	1,200
TOTAL MISCELLANEOUS	697,352	598,117	378,525	426,797
<u>NON-PROPERTY TAXES</u>				
Westchester County Sales Tax	1,964,977	2,105,541	2,000,000	2,040,000
<u>STATE & FEDERAL SOURCES</u>				
State Aid	11,741,015	12,843,391	15,370,200	15,350,229
Emergency Disaster Assistance (NYS, FEMA)	14,886	120,017	0	0
Federal Aid	0	0	0	0
Medicaid Reimbursement	105,249	63,002	27,500	37,500
TOTAL REVENUES -- STATE & FEDERAL SOURCES	11,861,150	13,026,410	15,397,700	15,387,729
<u>OTHER REVENUE</u>				
Interfund Transfer for Debt Service	200,000	200,000	100,000	100,000
Payment in Lieu of Taxes (PILOT)	103,609	106,718	109,919	113,216
Appropriated Fund Balance	0	0	0	1,250,000
Appropriated Fund Balance - Retirement System Reserve	0	0	438,256	438,256
TOTAL OTHER	303,609	306,718	648,175	1,901,472
TOTAL NON-PROPERTY REVENUES including Reserves	15,707,992	18,238,211	19,513,743	21,704,009
PROPERTY TAX LEVY (including STAR)	82,699,208	84,353,191	86,715,081	89,106,722
TOTAL REVENUES	98,407,200	102,591,402	106,228,824	110,810,731

**2024-2025 CONTINGENT BUDGET
ADMINISTRATIVE, PROGRAM AND CAPITAL COMPONENTS**

		ADMINISTRATIVE	PROGRAM	CAPITAL	TOTAL
1010	Board of Education	44,172			44,172
1040	District Clerk	31,804			31,804
1060	District Meeting	27,187			27,187
1240	Chief School Administrator	421,361			421,361
1310	Business Administration	964,455			964,455
1320	Auditing	65,480			65,480
1420	Legal Services	119,750			119,750
1430	Personnel Services	554,051			554,051
1480	Public Information	201,115			201,115
1620	Buildings, Grounds, Maintenance			6,634,862	6,634,862
1670	Printing & Mailing	65,194			65,194
1910	Unallocated Insurance	469,540			469,540
1920	School Association Dues	16,500			16,500
1964	Refund on Real Property Tax			10,000	10,000
1981	BOCES Administrative Charges	594,014			594,014
1983	BOCES Capital Expenses	83,276			83,276
2010	Curriculum, Development & Supervision	797,606			797,606
2020	Supervision Regular School	2,970,055			2,970,055
2070	Staff Development	541,964			541,964
2110	Regular School		27,426,401		27,426,401
2250	Programs for Handicapped Children		16,323,537		16,323,537
2280	Occupational Education		885,559		885,559
2330	Special Schools		4,200		4,200
2610	School Library & Audio Visual		689,329		689,329
2620	Educational Television		26,401		26,401
2630	Computer Asst. Instruction		2,555,265		2,555,265
2810	Guidance Services		2,142,540		2,142,540
2815	Health Services		700,436		700,436
2820	Psychological Services		819,719		819,719
2825	Social Worker Services		276,451		276,451
2850	Co-Curricular Activities		383,565		383,565
2855	Interscholastic Athletics		1,134,626		1,134,626
5500	Pupil Transportation		6,039,298		6,039,298
8060	Civic Activities		0		0
9000	Employee Benefits	2,845,560	22,745,368	1,715,206	27,306,134
9711	Debt Service			4,851,379	4,851,379
9785	Installment Purchase			975,002	975,002
9789	Other Debt			761,862	761,862
9900	Transfer to Special Aid Fund, Capital Fund		305,000	200,000	505,000
TOTAL		10,813,084	82,457,695	15,148,311	108,419,090

For the contingent budget, a reduction of \$2,391,641 is needed to comply with this requirement. Reductions would include additional instructional FTE reductions, athletic coaching position reductions, no new equipment orders, any planned renovation projects by B&G staff outside of projects involving health and safety, and extremely limited use of our school buildings by community groups. Community groups would need to pay for any custodial overtime associated with use of school buildings.

Somers Central School District 15-Year Historical Data

Budget Year	Budget Amount	Budget to Budget Change	Tax Rate per 1000 AV*	% Change - Tax Rate*	Federal & State Aid	% Change	Total Assessments	% Change
24-25	110,810,731	4.31%	187.624667	3.84%	15,387,729	-0.06%	474,920,082	-1.01%
23-24	106,228,824	5.20%	180.682861	1.91%	15,397,700	18.20%	479,771,020	0.87%
22-23	100,982,930	3.59%	177.289156	2.66%	13,026,410	9.82%	475,651,355	-0.65%
21-22	97,483,143	2.98%	172.687880	1.81%	11,861,150	16.47%	478,764,547	0.16%
20-21	94,658,222	1.05%	169.617977	1.63%	10,183,981	-3.31%	478,020,792	0.04%
19-20	93,677,220	2.65%	166.902992	2.51%	10,533,066	4.30%	477,821,337	0.09%
18-19	91,257,500	3.31%	162.808736	1.84%	10,098,630	0.76%	477,380,603	0.47%
17-18	88,330,309	1.64%	159.864641	1.31%	10,022,410	-0.89%	475,144,531	0.50%
16-17	86,901,751	0.33%	157.796596	0.48%	10,112,777	11.36%	472,798,276	-0.57%
15-16	86,619,022	1.30%	157.042288	2.37%	9,080,906	5.38%	475,525,215	-0.75%
14-15	85,505,718	2.05%	153.402167	1.28%	8,617,202	11.60%	479,111,728	0.20%
13-14	83,783,994	3.01%	151.461719	3.28%	7,721,498	4.45%	478,165,797	-1.00%
12-13	81,334,171	1.13%	146.656322	3.90%	7,392,215	-0.26%	483,007,170	-1.85%
11-12	80,426,573	1.92%	141.151231	5.35%	7,411,288	0.68%	492,105,538	-4.89%
10-11	78,911,066	-0.76%	133.985715	2.90%	7,361,017	-10.49%	517,420,628	0.16%

****Past Five-Year Average**

102,032,770 3.43% 177.580508 2.37% 13,171,394 8.22% 477,425,559 -0.12%

****Past Ten-Year Average**

95,694,965 2.64% 169.231779 2.04% 11,570,476 6.20% 476,579,776 -0.09%

****Past Fifteen-Year Average**

91,127,412 2.25% 161.264997 2.47% 10,280,532 4.53% 481,040,575 -0.55%

*Estimated Tax Increase

**Averages include proposed 2024-2025 budget figures.

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	21/22	22/23	23/24	24/25
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
GENERAL SUPPORT				
BOARD OF EDUCATION (1010) - These accounts describe the operating expenses of the Board.				
400 The cost to videotape the BOE meetings is budgeted here along with the costs for Board Docs, policy manual updates and BOCES services.	27,512	34,973	36,072	39,272
450 General office supplies, law books, service awards.	3,525	4,605	5,150	4,900
BOARD OF EDUCATION	31,037	39,578	41,222	44,172
DISTRICT CLERK (1040)				
100 This is the salary for District Clerk to Board of Education.	27,170	28,492	29,071	30,209
400 Cost of workshops, mileage expenditures to attend workshops.	662	90	1,525	1,595
450 General office supplies.	571	189	200	0
DISTRICT CLERK	28,403	28,771	30,796	31,804
DISTRICT MEETING (1060)				
100 This code is for expenditures for voting poll workers.	2,392	2,572	5,587	2,700
400 The expenses for the Annual Budget Hearing of the District including required legal notices, attendant voting costs and an automated election management system.	17,162	23,245	20,050	23,687
450 General office supplies.	0	0	800	800
DISTRICT MEETING	19,554	25,817	26,437	27,187
TOTAL BOARD OF EDUCATION	78,994	94,166	98,455	103,163
CHIEF SCHOOL ADMINISTRATOR (1240)				
The Superintendent is the Chief Executive Officer of the District and is responsible for the operation of all schools and related services and is appointed on a contracted basis by the Board of Education. Also included here is the salary of one secretary to the Superintendent of Schools.				
100	360,490	358,529	394,358	401,841
200 Equipment.	1,737	1,620	4,500	3,000
400 Service agreements and conference expenses, association dues and professional material.	8,694	11,776	15,315	15,815
450 Stationery, office supplies and periodicals.	5,039	7,119	7,650	7,100
CHIEF SCHOOL ADMINISTRATOR	375,960	379,044	421,823	427,756

	21/22	22/23	23/24	24/25
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
BUSINESS ADMINISTRATION (1310)				
100 The Assistant Superintendent for Business and Operations of the District reports directly to the Superintendent of Schools and is responsible for the administration, supervision and coordination of all aspects of the business operation and functions related to non-instructional personnel. The Business Office support staff consists of a secretary, a treasurer, payroll clerks, and account clerks.	698,764	699,210	715,260	730,108
200 Non-educational equipment.	4,898	4,429	4,800	4,800
400 Included here are costs associated with prorated rental of the copy machine, maintenance contracts and Ed-Data bidding services. Also included are funds for consultant services, BOCES services -- State Aid Planning, Safety/Risk Management, nVision software package. (BOCES costs \$152,512)	201,519	185,758	234,605	241,590
450 Stationery and general office supplies such as accounting checks, facilities use forms, etc.	5,692	4,484	5,925	5,925
BUSINESS ADMINISTRATION	910,874	893,881	960,590	982,423
AUDITING (1320)				
400 Charged to this account are all expenditures incurred for the annual independent audit conducted by an outside auditing firm (\$36,500) as required by Education Law, funds to cover the mandated internal auditor work (\$14,200) and claims auditing (\$14,780).	62,325	62,450	64,980	65,480
LEGAL SERVICES (1420)	91,550	75,212	129,750	119,750
Included here are monies for legal services.				
PERSONNEL SERVICES (1430)				
100 Included here are salaries for the Director of Human Resources and Student Services as well as clerical positions.	426,815	449,293	468,868	478,789
200 Non-educational equipment.	303	3,926	600	1,800
400 Costs for recruitment and advertising of open positions and BOCES services such as record management, certification services, substitute services (\$62,481).	62,501	65,087	82,481	78,231
450 General office supplies.	2,857	3,178	4,350	4,350
PERSONNEL SERVICES	492,476	521,484	556,299	563,170

	21/22	22/23	23/24	24/25
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
PUBLIC INFORMATION SERVICES (1480)				
400 Expenditures incurred to provide the community with on-line information, web hosting costs, e-newsletters, informational videos are charged here. The District plans to continue to contract the services of a Communications Specialist through Putnam/Northern Westchester BOCES. The Communications Specialist is embedded in the District four days per week. The intent is to increase the volume and content of communications to parents and the Somers community, highlighting the on-going work related to the mission, vision, and values of the District. Communications are in the form of social media, electronic newsletters, podcasts, and videos. Costs also include website overhaul and webmaster services to update and maintain website content.	155,373	155,703	190,375	201,115
PUBLIC INFORMATION SERVICES (1480)	155,373	155,703	190,375	201,115
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 the Director of Facilities, and the salaries of an office assistant, custodial workers, and maintenance workers. Overtime and substitute costs are included here.	2,432,514	2,385,455	2,625,141	2,717,721
200 Funds to cover replacement of equipment.	105,575	211,670	105,000	95,000
400 Included are the costs for building repairs, boiler cleaning, fire extinguisher service, fire inspections, inspections of playground equipment, septic tank cleaning, structural inspections, EPA permits, elevator maintenance inspections, intrusion alarm systems, HVAC services, pest control services, and water testing. Other costs included are for equipment rental, staff development, and safety and security costs. Also included is the cost of four School Resource Officers (\$670,673) which had previously been budgeted under the Board of Education (1010).	1,968,125	2,052,650	2,121,444	2,202,448
422 Refuse Removal/Recycling	43,125	43,916	46,846	47,783
423 Fuel Oil	727,806	655,642	730,000	714,000
424 Propane	5,388	3,607	8,000	8,000
425 Electricity	580,087	705,057	650,000	775,000
426 Telephone	6,049	3,400	15,500	9,500
427 Sewer Charges	14,784	0	16,000	17,800
428 Snow Removal	8,194	0	61,474	0
450 Supplies: office, software, general cleaning, floor, electrical, fuel, plumbing, hardware, uniforms, and grounds supplies.	273,601	287,085	393,900	384,810
OPERATIONS & MAINTENANCE	6,165,248	6,348,481	6,773,305	6,972,062

		21/22	22/23	23/24	24/25
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.	18,208	24,761	28,222	28,419
400	Costs included here are for postage, PO boxes, postage machine rental, and for the printing and mailing of the annual budget newsletter.	29,280	14,170	34,500	35,750
450	Gasoline, fuel and supplies for the District courier.	759	947	1,025	1,025
CENTRAL PRINTING & MAILING		48,247	39,879	63,747	65,194
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.	338,176	343,603	400,695	469,540
SCHOOL ASSOCIATION DUES (1920)					
400	These dues are for District membership in the NYS School Boards Association and the Westchester Putnam School Boards Association.	15,704	15,829	16,305	16,500
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.	4,962	2,498,781	15,000	10,000
BOCES ADMINISTRATIVE CHARGES (1981/1983)					
400	This mandated expense is shared amongst the component districts of Putnam/Northern Westchester BOCES according to each district's pupil enrollment figures. It is State-aided by approximately 62% and is the District's share of rentals, administrative and instructional services.	622,742	641,581	662,775	677,290
TOTAL GENERAL SUPPORT (Account #1010-1989)		9,362,630	12,070,094	10,354,099	10,673,443

INSTRUCTION

The work described in the following paragraphs represents ongoing initiatives along with our aspirations for educational programs going forward. We continue to strategically plan and respond to the academic and social-emotional needs of our students. Our intent will always be to support student learning first.

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

For the 2024-2025 school year, we will continue to allocate teacher resources to meet the needs of our students at each school level, and a priority will continue to be placed on enriching our student support program. Maintaining traditional class sizes while enrollment declines has allowed us to move classroom teachers into support and enrichment positions that directly impact student success and achievement. The focus for the 2024-2025 school year will be to build academic and social-emotional support systems for students and continue to support teachers' professional learning as they refine instructional practices to meet the needs of all learners.

The instructional budget includes implementation costs for new programs or expansion of existing programs. SHS remains committed to providing access to grade level and college level courses for all students. SHS offers over 50 advanced level courses for students. In the 2024-2025 school-year, SHS will offer 20 IB courses, 18 AP courses, and 15 courses that are dual enrolled with colleges and universities. SHS is adding an AP Physics course and IB Math course for the 2024-2025 school year. In addition to upper-level options, SHS continues to offer grade level courses and courses for students who need additional support. A new math course will be added in the 2024-2025 school year that will be a combination of Algebra and Geometry over a 2-year period for students who need additional support.

The 2024-2025 school year will mark the seventh year of the IB Diploma Programme at Somers High School. 71% of 2023 graduates enrolled in at least one AP or IB course. To date, SHS has graduated 34 seniors with the IB Diploma. As of the writing of this narrative, 22 10th Grade students have indicated their intent to pursue the IB Diploma starting in the 2024-2025 school year. During the 2022-2023 school year, IB conducted a five-year external review and determined that SHS' implementation of the Diploma Programme has been very successful. Somers Middle School was officially recognized as an IB MYP school this year. Teachers in Grades 11-12 will continue engaging in professional learning to support teachers' effective implementation of instructional practices aligned with IB's Approaches to Teaching and Learning.

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

Secondary Science and Social Studies require continued study because of updated standards. Faculty must continue to develop new curriculum and explore new ways to engage students in the practices involved in the study of these disciplines. The New York State Social Studies Framework, influenced by the National Council for the Social Studies' C3 Framework, integrates inquiry, disciplinary literacy and civic life. The new New York State Science Learning Standards focus on three dimensions that are needed to provide students with a high-quality science education. The first are the Science and Engineering Practices, which are skills that integrate knowledge such as asking questions, developing and using models, and analyzing and interpreting data. The second are the disciplinary core ideas that build over time and help students to understand how the world works. Finally, the third dimension identifies the crosscutting concepts that apply to all science disciplines such as patterns, cause and effect, structure and function, and stability and change. At this important transition period, it is critical that we continue to engage secondary science and social studies faculty in rigorous learning experiences. The support of our PNW BOCES and collaboration with our region have been helpful in enhancing professional learning in these areas.

Primrose and Somers Intermediate School completed an initial feasibility study on the IB Primary Years Programme (PYP) and how it can enhance the learning experience of our elementary students. During the 2024-2025 school year, the elementary schools will continue to explore elements of the framework and implications for professional learning, teaching practices and student learning.

Project Lead the Way, a pre-engineering program that offers college credit from the Rochester Institute of Technology, is fully established with four courses offered at Somers High School: Introduction to Engineering Design, Principles of Engineering, Civil Engineering and Architecture, Digital Electronics, Principles of Biomedical Science, and Human Body Systems. The upcoming school year will see these courses be refined and revised to be sure they keep up with current trends in these fields.

Somers High School and Somers Middle School will also examine grading and feedback process that drive student learning in the upcoming school year.

Somers Middle School was accredited as an IB Middle Years Program (MYP) school during the 2022-2023 school year. For the 2024-2025 school year, teacher teams from each department will implement new units of instruction and continue to revise and adjust their new units of study throughout the year. Teachers will also be engaging in professional learning and site visits to support teachers as they continue to align their practices to IB's Approaches to Teaching and Learning.

Student learning data from the 2023-2024 school year demonstrates growth in reading and math proficiency at the elementary and secondary levels resulting from the support at all tiers. We will continue to allocate resources to all buildings to ensure that all students receive the support they need to reach grade level literacy proficiency. The elementary schools and middle school, along with district administration, reviewed current reading practices and student performance data to inform next steps in curriculum resources and professional learning. The district has partnered with three reading consultants of PLC Associates with training grounded in the "Science of Reading," research to guide teachers in Grades K-8 in implementing best practices in Reading instruction and assessment. This partnership will continue into the 2024-2025 school year, as Grades K-8 implement new Science of Reading based literacy materials and align all curriculum and practices to the current research. Primrose K-2 teachers will continue to implement the Heggerty approach to teaching phonemic awareness skills, which was first piloted during the 2022-2023 school year. Resources will continue to be dedicated to expanding opportunities for students to receive multi-sensory reading instruction through PAF (Preventing Academic Failure) and Orton-Gillingham Reading services for students requiring this type of specialized multi-sensory instruction. The use of the assessment and learning tools IXL and DIBELS will also continue in Grades K-8.

In Mathematics, the 2023-2024 school year brought a continued emphasis on recognized practices to increase student understanding of foundational and high-level mathematical concepts. Study of the National Council of Teachers of Mathematics (NCTM) policies - including NCTM's *Catalyzing Change in High School Mathematics (2018)* and *Principles to Actions: Defining Core Practices of Teaching (2014)* - by district math teacher leaders engaged them in a careful review and a focus on mathematical practices that encourage understanding of mathematical concepts and promote application of mathematics in the real world. The 2024-2025 school budget supported continued implementation and assessment of the impact these resources have had on student learning.

In the Spring of 2024, a K-5 team of teachers and administrators formed a partnership with the PNW BOCES Regional Math and Data Coordinator to begin a review process to audit our current programs, practices, and student performance. The district sought the support of this outside Math consultant to help inform the next steps in Math professional development and resources for next school year-on.

IXL assessment and learning tools will continue to be used to supplement the core Math and ELA programs of each school building. In 2023-2024, Primrose, SIS and SMS participated in a second year of professional learning with a consultant from PLC Associates on best practices for utilizing IXL data to inform instruction for students within the classroom and within the IXL platform. The consultant also supported teachers in refining structures and systems under the Multi-tiered System of Support structure (MTSS).

Somers Central School District has been expanding the study of World Languages to the younger grades for some time. During the 2019-2020 school year, SCSD students began their study of a second language in Grade 6. Increasing student proficiency in other languages has long been a goal of the district, and as we prepare for MYP status, Somers Middle School students will now complete three years of study in either French, Italian or Spanish prior to entering high school. During the 2020-2021 school year, 6-12 language teachers continued to develop practices to build listening and speaking proficiency as well as cultural awareness. During the 2021-2022 school year, the district studied elementary models for learning language and examined research-based best practices to bring language learning experiences to the elementary grades. In the 2022-2023 school year, elementary second language instruction began at Somers Intermediate School with a sequential FLES model. In the 2023-2024 school year, World Language study expanded to 5th grade. By 2024-2025, students receiving World Language instruction will be assessed through the AAPPL assessment beginning in Grade 5 and moving through the secondary levels.

At the elementary and middle levels, a strong partnership with our Putnam/Northern Westchester BOCES (PNW BOCES) education center allows us to continue use of programs such as SSELA, *Sci21*, and *Renaissance Learning*[®]. Professional learning for newly updated *Sci21* curriculum will continue as we have adopted the New York State Science Learning Standards. Grades 3-5 will continue the new NYS Science Investigation tasks to support the new 5th Grade NYS Science assessment.

We continue to explore ways for both teachers and students to harness the power of technology as a learning tool while building critical 21st-century competencies in research, communication, collaboration, and critical thinking. Throughout 2023-2024, building technology teams collaborated to integrate the NYS Computer Science and Digital Fluency standards in developmentally appropriate ways across the curriculum. The standards will be implemented in 2024-2025 and the technology teams will continue to reflect and refine integration.

The COVID-19 pandemic necessitated students in K-12 to have access to personalized technology. The district 1:1 personal learning device initiative, which was formerly for students in Grades 6-12, was expanded to include all students K-12. iPads were purchased for our youngest learners. This budget will support the purchase of replacement devices for any that have reached their intended lifespan.

The district continues to implement more inclusive practices with its focus on Learning Inclusively for Everyone. This initiative seeks to create inclusive classrooms where the needs of a diverse student body are met. During the 2019-2020 school year, the number of co-taught classrooms was increased. These settings allow students and teachers to work together in heterogeneous classroom environments that provide more universal designs for learning and promote success for all students. During the 2023-2024 school year, teachers and staff members continued to develop their capacity to support students within inclusive classroom settings. This work, supported by the district LIFE committee will continue in the 2024-2025 school year.

The instructional budget continues to support the development of curriculum and assessments, teacher evaluation practices, data analysis, and professional learning. Summer curriculum work allows teachers to spend focused time on developing and/or revising curriculum and assessments and honing skills needed to support students at all levels. Alignment with new standards, use of new instructional technologies and resources, and continued study of research-based pedagogy, make this an important ongoing process. A strong partnership with PNW BOCES, 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.

	21/22	22/23	23/24	24/25	
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 Director of Learning - Elementary, the Director of Learning - Secondary, and a secretary. The Directors of Learning have responsibility for the supervision and coordination of the Instructional Program (K-12). Also included are funds for curriculum leaders, summer curriculum work and staff training.	1,047,227	1,119,343	1,170,439	775,086
200	Equipment.	1,147	0	1,000	2,000
400	Included here are dues, staff workshop expenses for curriculum study, the BOCES service fees, district-wide testing materials, Tri State expenses, and teacher training expenses.	198,719	192,473	299,549	476,019
450	Office supplies, workshop supplies, reference, subscriptions, and instructional assessment software.	41,619	44,340	90,757	88,465
CURRICULUM DEVELOPMENT & SUPPORT		1,288,712	1,356,157	1,561,745	1,341,570
SUPERVISION - REGULAR SCHOOL (2020)					
100	This category reflects the costs required for administration and supervision of the District's four schools; principals/assistant principals, a Director of Athletics and clerical staff.	2,872,192	2,849,240	2,969,951	2,760,812
200	Non-instructional office equipment.	8,937	663	9,300	9,500
400	Mileage, workshops, maintenance agreements, equipment rental costs including copier costs for all schools are included in this category.	96,580	108,033	124,300	121,704
450	Building office needs including stationery, duplicating supplies, periodicals, and general office supplies.	61,106	58,273	96,003	87,539
SUPERVISION - REGULAR SCHOOL		3,038,815	3,016,209	3,199,554	2,979,555

	21/22	22/23	23/24	24/25	
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED	
TEACHING - REGULAR SCHOOL (2110)					
Teaching is defined as that part of the instructional program in which the teacher is regularly in the presence of the pupils 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 teachers, teachers on special assignment, teacher aides/assistants and monitors, and co-curricular/extra pay stipends. Substitute salaries for replacements when regular classroom personnel are absent are also included here.	25,667,294	26,466,839	27,421,602	27,382,465
200	These monies are budgeted for the purchase of equipment for the instructional program.	86,922	100,216	91,103	93,900
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 \$421,812)	411,425	509,996	804,197	801,447
450	Included here are expenditures for all classroom supplies, periodicals, professional journals, and other teaching materials.	249,892	234,649	307,515	308,850
480	Textbooks.	181,928	103,174	158,310	168,865
TEACHING - REGULAR SCHOOL (2110)		26,597,461	27,414,873	28,782,726	28,755,527
PROGRAMS FOR DISABLED CHILDREN (2250)					
100	This category reflects salaries for teachers of Special Education pupils within the District. Additionally, salaries of the Director, Assistant Director, speech/language therapists, occupational therapists, occupational therapy assistants, teacher aides/teaching assistants, and clerical positions are charged here.	9,017,191	9,400,131	9,702,515	10,462,985
200	Assistive Technology equipment such as auditory training devices, digital hearing aids, sound field systems for hearing impaired, hearing and sight augmentation devices.	19,582	10,067	8,030	10,050
400	Costs are included herein for children with severe handicapping conditions who are educated in other public or private school settings or in a BOCES special educational program. It is anticipated that 35 children will require such placement. These programs are accredited and placements are recommended by the District's Committee on Special Education and the Board. Other costs for educational, psychological or neurological evaluations, occupational or physical therapy services, speech and language services, hearing services, translation interpretation services, and home tutoring services are accounted for here.	4,194,807	4,964,560	5,132,696	5,803,042
450	Supplies and software.	28,852	44,629	42,442	46,860
480	Textbooks.	193	2,035	1,500	600
PROGRAMS FOR DISABLED CHILDREN		13,260,625	14,421,422	14,887,183	16,323,537

	21/22	22/23	23/24	24/25
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
OCCUPATIONAL EDUCATION (2280)				
100 This category reflects salary for a Technology teacher.	231,999	241,135	251,172	172,484
200 Equipment.	1,210	1,210	1,311	0
400 Costs associated with BOCES for high school occupational education students (\$702,265) and Project Lead the Way.	640,587	703,245	777,329	706,335
450 Supplies.	8,482	7,692	7,798	6,740
OCCUPATIONAL EDUCATION	882,277	953,282	1,037,610	885,559
SUMMER INSTRUCTIONAL PROGRAMS (2330)				
Costs for Summer Regents Examinations	0	2,954	3,960	4,200
SCHOOL LIBRARY/AUDIO-VISUAL EQUIPMENT (2610)				
100 Included are salaries for librarians and library clerks.	451,758	551,266	592,543	623,109
200 Equipment.	0	0	0	0
400 Conferences and memberships are included here.	362	217	838	870
450 Included here are the costs of purchasing library books and cataloging periodicals, reference materials, supplies, and subscriptions to on-line databases and circulation software.	50,811	68,650	59,633	65,350
SCHOOL LIBRARY/AUDIO-VISUAL EQUIPMENT	502,930	620,133	653,014	689,329
EDUCATIONAL TELEVISION (2620)				
200 Included here are the costs of equipment.	0	2,508	0	2,600
400 Included here are contractual costs.	22,238	23,547	24,910	25,401
450 Supplies.	0	0	0	1,000
EDUCATIONAL TELEVISION	22,238	26,055	24,910	29,001

	21/22	22/23	23/24	24/25
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
COMPUTER-ASSISTED INSTRUCTION (2630)				
100 Included here are the costs for the Director of Technology and Learning Systems, a database assistant and a secretary, as well as summer and/or night work.	129,673	137,084	173,991	305,008
200 Technology equipment expenditures are included here.	63,638	78,061	55,000	55,000
400 Costs in this account include technical support for the network (\$1,292,500), service agreements for the network and wireless equipment, spam filtering software and software licensing agreements (\$140,820), and BOCES services (\$361,457).	1,005,137	1,162,769	1,256,374	1,978,617
450 Supplies such as cables, toner, repair parts - Smart Boards projector bulbs, instructional software.	179,486	162,400	231,877	251,640
COMPUTER-ASSISTED INSTRUCTION	1,377,935	1,540,314	1,717,242	2,590,265
GUIDANCE (2810)				
100 Recorded here are all salary expenditures for the Director of Guidance, certified guidance counselors, clerical staff and associated summer work.	1,774,329	1,811,362	1,895,637	2,101,641
200 Equipment.	0	0	0	0
400 Contractual expenses - substance abuse counselor, college and career programs and conferences.	70,370	73,985	81,735	147,390
450 Office supplies, publications, reference materials, software.	10,849	8,868	19,489	16,509
GUIDANCE	1,855,549	1,894,215	1,996,861	2,265,540
HEALTH SERVICES (2815)				
100 Herein are salaries for school nurses, health aides, associated summer work, athletic physicals, and substitute pay.	528,484	497,936	496,406	524,169
200 Non-education equipment replacement.	0	819	0	3,550
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 (\$111,240).	145,788	158,646	169,275	166,318
450 Supplies. Bandages, ice packs, epipens, antiseptics, tissues.	5,781	3,368	5,813	6,399
HEALTH SERVICES	680,053	660,770	671,494	700,436

	21/22	22/23	23/24	24/25
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
PSYCHOLOGICAL/SOCIAL WORKER SERVICES (2820/2825)				
100 Charges to this code are salary expenditures incurred for school psychologists and school social workers along with summer work that is required.	960,839	1,008,462	1,078,474	1,095,253
400 Conferences and membership dues.	0	0	965	745
450 Supplies.	1,792	860	1,072	172
PSYCHOLOGICAL/SOCIAL WORKER SERVICES	962,630	1,009,323	1,080,511	1,096,170
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.	254,469	287,608	311,951	332,019
200 Equipment.	0	0	0	0
400 Costs include membership, entry fees (Mock Trial, Model UN, Youth to Youth, Math and Physics competitions, play rentals, etc.).	15,975	12,069	25,031	27,941
450 Supplies.	627	18,363	11,000	23,605
CO-CURRICULAR ACTIVITIES	271,072	318,041	347,982	383,565
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 (\$644,008) and additional duty pay such as games supervision, timers, etc. (\$108,904)	587,315	604,399	718,832	752,912
200 Equipment.	19,749	23,080	31,690	30,000
400 Fees for officials, chaperones, league and conference dues and registrations as well as contracted services for cleaning and reconditioning of equipment. Also included is the contractual service of an athletic trainer. Athletic transportation costs are accounted for in code 5540. (\$306,225)	236,047	255,130	327,114	365,411
450 Included here are uniforms, balls, field marking supplies, medical supplies, award certificates, etc.	58,865	58,673	52,160	52,303
ATHLETICS	901,975	941,283	1,129,796	1,200,626
TOTAL INSTRUCTION (Account #2010-2855)	51,642,273	54,175,029	57,094,588	59,244,880

	21/22	22/23	23/24	24/25
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED

TRANSPORTATION

PUPIL TRANSPORTATION (5510)

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

100	Within this area are salaries for the assistant supervisor of transportation, a clerical position, bus monitors and bus duty stipends.	532,827	557,911	613,436	630,991
200	Equipment.	1,919	0	0	0
400	This charge consists of equipment repair, telephone, memberships and dues.	6,131	3,669	7,617	7,230
450	Costs herein cover stationery, forms, and general office supplies.	2,442	695	2,250	2,250

PUPIL TRANSPORTATION	543,319	562,275	623,303	640,471
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400	GARAGE BUILDING (5530) Included here are costs associated with repairs/upkeep of the bus garage.	9,337	7,874	9,268	9,493
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CONTRACT TRANSPORTATION (5540)

400	This category accounts for the cost of hiring private contractors to transport our children to and from school. The District entered into a one-year contract extension with Royal Coach Lines, Inc. beginning July 1, 2024 and ending June 30, 2025. Adjustments to transportation vehicle rates are based on the May 2024 CPI rate. The amount indicated is a projection of these services. Also, athletic (\$306,225), building and co-curricular trips (\$65,112) are accounted for here.	4,500,627	4,469,214	5,280,472	5,389,334
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CONTRACT TRANSPORTATION	4,500,627	4,469,214	5,280,472	5,389,334
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TOTAL TRANSPORTATION (Account #5510-5540)	5,053,283	5,039,363	5,913,043	6,039,298
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In the transportation area there are no major route changes anticipated. The District will continue to review routes and consolidate runs for operational efficiency whenever possible.

CIVIC ACTIVITIES (8060)

100	Funds are allocated here for summer clinics/athletic camps. These are mostly self-supporting as fees are charged to offset the expense.	0	0	13,125	13,125
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	21/22	22/23	23/24	24/25
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED

BENEFIT EXPENSES

CLASSIFIED EMPLOYEES' RETIREMENT SYSTEM (9010)
 Section 430 of the NYS Employees' Retirement Law mandates contributions to the retirement system for future retirement pensions of public employees. The contribution to be made is based upon gross salaries paid to classified employees each year at a rate of approximately 15.2%.

1,094,258 898,361 957,989 1,324,671

TEACHERS' RETIREMENT SYSTEM (9020)
 The Constitution of New York State requires membership in the Teachers' Retirement system be mandatory for all certified personnel. Contributions to the system must be made by the employer. The amount of contribution is based on the gross salaries paid at a projected rate of 10.02%.

3,950,636 4,237,085 4,213,718 4,338,153

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 \$168,600 in 2024.

3,641,653 3,740,244 4,016,161 4,063,155

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

162,041 178,092 216,018 209,763

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

0 0 17,000 22,500

HOSPITAL & MEDICAL (9060)
 Through negotiated contract agreements with the representative bargaining units for District employees, this insurance is provided for full-time employees and retirees of the District. The District has two health insurance plans, the P/NW Consortium, whose projected increase is 5.50%, and the Empire Plan, whose projected increase is 14.00%. Employee contributions to the cost of health insurance range between 14% to 18.5%.

12,528,338 13,735,512 15,510,753 16,772,997

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

892,629 936,531 981,794 1,015,503

TOTAL EMPLOYEE BENEFITS 22,269,556 23,725,825 25,913,433 27,746,742

	21/22	22/23	23/24	24/25
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
UNDISTRIBUTED EXPENSES (9700, 9900)				
DEBT SERVICE - CONSTRUCTION BONDS (9710, 9711, 9724)	4,814,207	4,831,271	4,827,172	4,851,379
This amount represents principal and interest payments on the following bonds: (Note: In January 2016, one bond was refinanced saving the District approximately \$2.5 million over the life of the bonds.)				
1. 2006 Districtwide Alterations-Additions Phase 1 borrowing (\$7,375,000) ----- P/I cost			\$461,385	
2. 2006 Districtwide Alterations-Additions Phase 2 borrowing (\$18,200,000) ----- P/I cost			\$1,301,766	
3. 2007 Districtwide Alterations-Additions Phase 3 borrowing (\$23,519,953) ----- P/I cost			\$1,635,650	
4. 2019 Districtwide Alterations-Additions borrowing (\$13,600,000) ----- P/I cost			\$888,550	
5. 2020 Districtwide Safety/Security Alterations-Additions borrowing (\$6,985,000) ----- P/I cost			<u>\$564,028</u>	
		\$4,851,379		
INSTALLMENT PURCHASES (9785)	616,543	765,000	850,001	975,002
Expenditures in this code are for lease/purchase of technology equipment. \$325,000 is included for the lease/purchase of new equipment.				
OTHER DEBT (9789)	0	380,931	761,863	761,862
Expenditures in this code are for the Energy Performance Contract.				
TRANSFER TO SPECIAL AID FUND (9901)	207,633	286,904	301,500	305,000
TRANSFER TO CAPITAL FUND (9950)	200,000	7,200,000	200,000	200,000
TOTAL UNDISTRIBUTED EXPENSES	5,838,383	13,464,106	6,940,536	7,093,243
UNDISTRIBUTED EXPENSE EXPLANATION:				
The Undistributed Expense portion of the 2024-2025 budget is made up of debt service payments, lease purchase installment payments for technology hardware, EPC payments, interfund transfers to the Special Aid Fund for Summer Special Education programs, Capital Fund for additional costs associated with the water filtration project at SIS and water treatment system at SHS, or any additional project identified in the Building Condition Survey/Comprehensive Plan.				
The District has included in the 2024-2025 budget \$325,000 for the lease purchase of technology equipment. This is the 25th year of the District utilizing this means of purchasing technology equipment.				
TOTAL GENERAL FUND APPROPRIATIONS	<u>94,166,127</u>	<u>108,474,417</u>	<u>106,228,824</u>	<u>110,810,731</u>

Budget Terminology

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

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

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

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

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

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

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

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

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

Budget Terminology

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

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

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

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

STAR: The New York State School Tax Relief (STAR) Program provides an exemption or a credit for school taxes for all owner-occupied, primary residents, with a combined income of less than \$250,000 for the exemption and \$500,000 for the credit. Senior citizens with combined incomes that do not exceed \$93,200 may qualify for an enhanced exemption.

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

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

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

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

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

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

Budget Terminology

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 2024-2025

(Salaries and Benefit Cost of Superintendent and Assistant Superintendents)

(Salaries of Other Administrators Compensated At Over \$169,000)

TITLE	SALARY	FRINGE BENEFITS	OTHER
Superintendent of Schools	\$ 290,320	Social Security	\$ 14,688
		Health Insurance	\$ 20,032
		Teachers' Retirement System	\$ 29,090
		Welfare Fund	\$ 4,700
		Life Insurance	\$ 384
		Dental	\$ 1,373
		Vision	\$ 223
		Workers' Compensation	\$ 1,103
		TOTAL	\$ 71,593
		Car Allowance	\$ 3,000
		Annuity Payment	\$ 15,000
		TOTAL	\$ 18,000
Assistant Superintendent for Business and Operations	\$ 215,146	Social Security	\$ 13,598
		Health Insurance	\$ 23,834
		Teachers' Retirement System	\$ 21,558
		Welfare Fund	\$ 4,700
		Life Insurance	\$ 384
		Dental	\$ 1,373
		Vision	\$ 223
		Workers' Compensation	\$ 818
		TOTAL	\$ 66,486
		Car Allowance	\$ 3,600
		Annuity Payment	\$ 1,450
		TOTAL	\$ 5,050

Director of Human Resources and Student Services	\$ 198,000
Director of Special Services	\$ 208,696
Director of Learning Secondary	\$ 193,330
Director of Learning Elementary	\$ 193,330
Director of Guidance	\$ 195,851
Elementary School Principal	\$ 214,762
Intermediate School Principal	\$ 179,057
Middle School Principal	\$ 173,620
High School Principal	\$ 200,650
Total:	\$ 1,757,296

Exemption Impact Report

Assessment Year: 2023

County: WESTCHESTER
 SWIS Code: 555200

School Value Report (555201)

Municipality: Somers
 Total Assessed Val: 523,589,428
 Uniform Percentage: 9.71

Equalized Total Assessed Value = 5,392,270,113

Exempt Code	Description	Statutory Authority	# of Exempts	Total Equalized Value of EX	% of Value Exempted
10100	CTY OWNED	RPTL 410	1	26,021,627	0.48
12350	PUB AUT ST	RPTL 412 & Pub Auth L	30	2,219,876	0.04
13100	CTY OWNED	RPTL 406(1)	37	38,279,608	0.71
13500	TWN WTHIN	RPTL 406(1)	58	14,746,652	0.27
13800	SCHOOL DIS	RPTL 408	8	111,285,272	2.06
13850	BOCES	RPTL 408	3	73,705,458	1.37
13870	SPEC DIST	RPTL 410	15	1,291,967	0.02
14110	US PROP	State L 54	1	420,700	0.01
14200	FOR GOV'T	RPTL 418	1	367,662	0.01
21600	RELIG CORP	RPTL 462	2	1,231,204	0.02
25110	CONST PROT	RPTL 420-a	6	10,990,216	0.20
25120	NP CORP ED	RPTL 420-a	10	142,073,120	2.63
25130	CHARITABLE	RPTL 420-a	1	947,476	0.02
25230	NPC M/M IM	RPTL 420-a	1	1,225,540	0.02
25300	NON-PROFIT	RPTL 420-b	5	2,571,575	0.05
26400	INC VOL FR	RPTL 464(2)	8	4,441,297	0.08
27350	CEMETERIES	RPTL 446	7	1,468,589	0.03
41120	WAR VET	RPTL 458-a	380	4,559,217	0.08
41124	WAR VET	RPTL 458-a	3	35,993	0.00
41130	COMBAT VET	RPTL 458-a	215	4,299,999	0.08
41140	DISABL VET	RPTL 458-a	107	3,698,939	0.07
41400	CLERGY	RPTL 460	1	15,447	0.00
41700	FARM BLDG	RPTL 483	1	54,582	0.00
41720	AG MKT 305	Ag-Mkts L 305	22	14,594,696	0.27
41730	AGRIC	Ag-Mkts L 306	9	3,248,414	0.06
41800	SENIOR LOW INC	RPTL 467	67	10,378,578	0.19
41806	SENIOR - TS	RPTL 467	63	5,749,938	0.11
41834	ENH STAR	RPTL 425	894	195,610,885	3.63
41854	BAS STAR	RPTL 425	1,854	161,506,632	3.00
41930	DISABILITY	RPTL 459-c	7	1,547,106	0.03
41936	DISABILITY - TS	RPTL 459-c	1	589,701	0.01
42130	FARM LABOR CAMP	RPTL 483-d	2	522,142	0.01
47450	FOREST LAN	RPTL 480	1	251,287	0.00
48660	PHFL Sec 577(1)	PHFL 577(3)	3	18,176,107	0.34
	Total Exemptions (No System EX's)		3,824	858,127,502	15.91
	Total Exemptions (with System EX's)		3,824	858,127,502	15.91

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: \$18,176,107

SOMERS CSD - NEW YORK STATE REPORT CARD [2022 - 23]

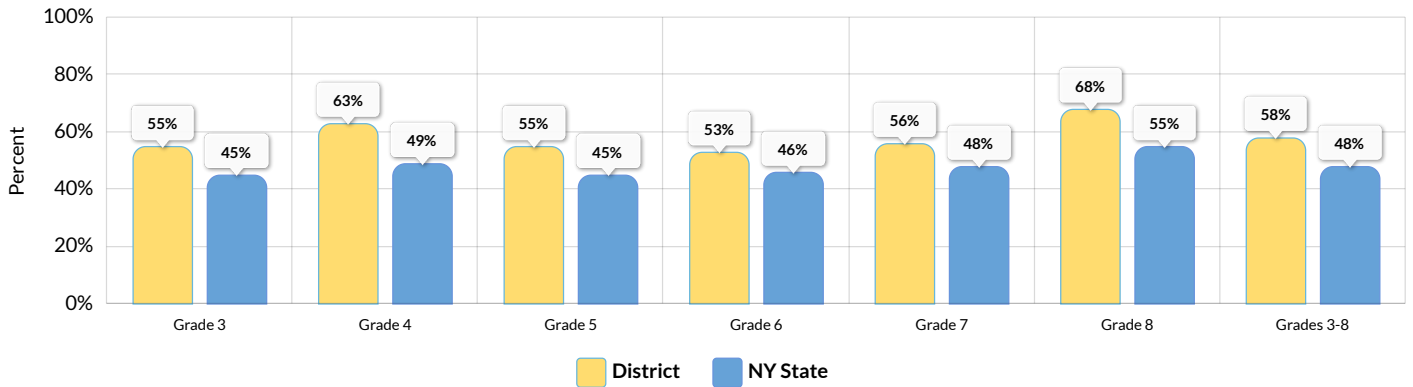
The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to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

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS

Percent Scoring Proficient by Grade

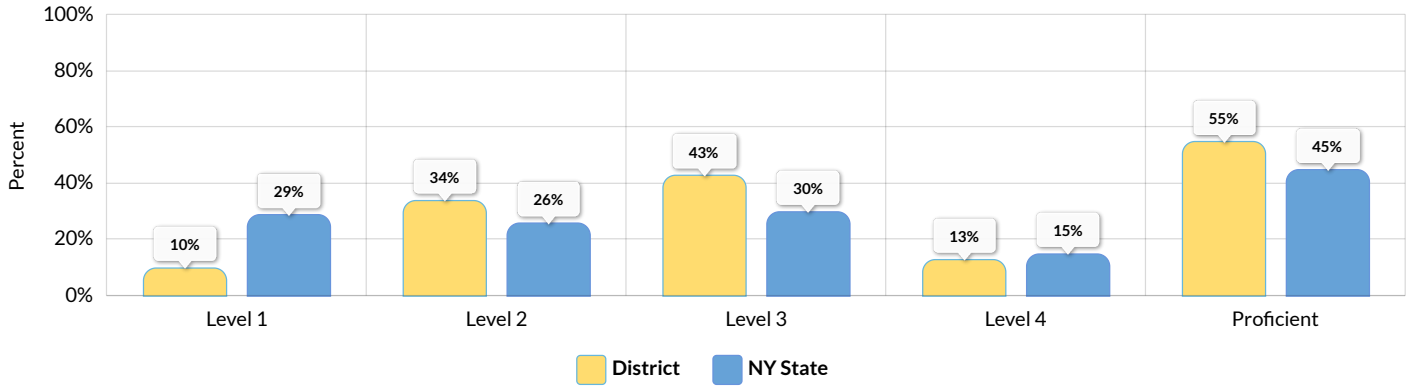


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	174	26	15%	148	85%	15	10%	51	34%	63	43%	19	13%	82	55%
Grade 4	173	20	12%	153	88%	10	7%	46	30%	73	48%	24	16%	97	63%
Grade 5	189	35	19%	154	81%	20	13%	50	32%	60	39%	24	16%	84	55%
Grade 6	189	45	24%	144	76%	20	14%	47	33%	46	32%	31	22%	77	53%
Grade 7	203	64	32%	139	68%	19	14%	42	30%	53	38%	25	18%	78	56%
Grade 8	200	78	39%	122	61%	6	5%	33	27%	55	45%	28	23%	83	68%
Grades 3-8	1,128	268	24%	860	76%	90	10%	269	31%	350	41%	151	18%	501	58%

GRADE 3 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Percent Scoring at Levels for All Students

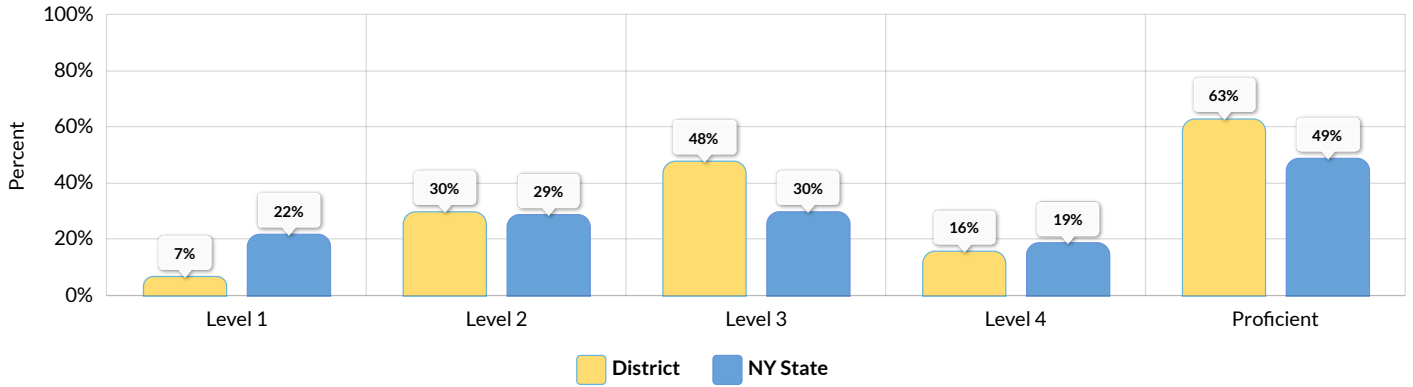


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	174	26	15%	148	85%	15	10%	51	34%	63	43%	19	13%	82	55%
Female	83	11	13%	72	87%	4	6%	25	35%	34	47%	9	13%	43	60%
Male	91	15	16%	76	84%	11	14%	26	34%	29	38%	10	13%	39	51%
General Education Students	133	16	12%	117	88%	6	5%	37	32%	56	48%	18	15%	74	63%
Students with Disabilities	41	10	24%	31	76%	9	29%	14	45%	7	23%	1	3%	8	26%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	26	6	23%	20	77%	4	20%	7	35%	8	40%	1	5%	9	45%
White	135	17	13%	118	87%	11	9%	42	36%	49	42%	16	14%	65	55%
Multiracial	8	2	25%	6	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	0	0%	2	20%	6	60%	2	20%	8	80%
Economically Disadvantaged	23	6	26%	17	74%	4	24%	8	47%	5	29%	0	0%	5	29%
Not Economically Disadvantaged	151	20	13%	131	87%	11	8%	43	33%	58	44%	19	15%	77	59%
English Language Learner	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	169	24	14%	145	86%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	174	26	15%	148	85%	15	10%	51	34%	63	43%	19	13%	82	55%
Not Homeless	174	26	15%	148	85%	15	10%	51	34%	63	43%	19	13%	82	55%
Not Migrant	174	26	15%	148	85%	15	10%	51	34%	63	43%	19	13%	82	55%
Parent Not in Armed Forces	174	26	15%	148	85%	15	10%	51	34%	63	43%	19	13%	82	55%

GRADE 4 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Percent Scoring at Levels for All Students

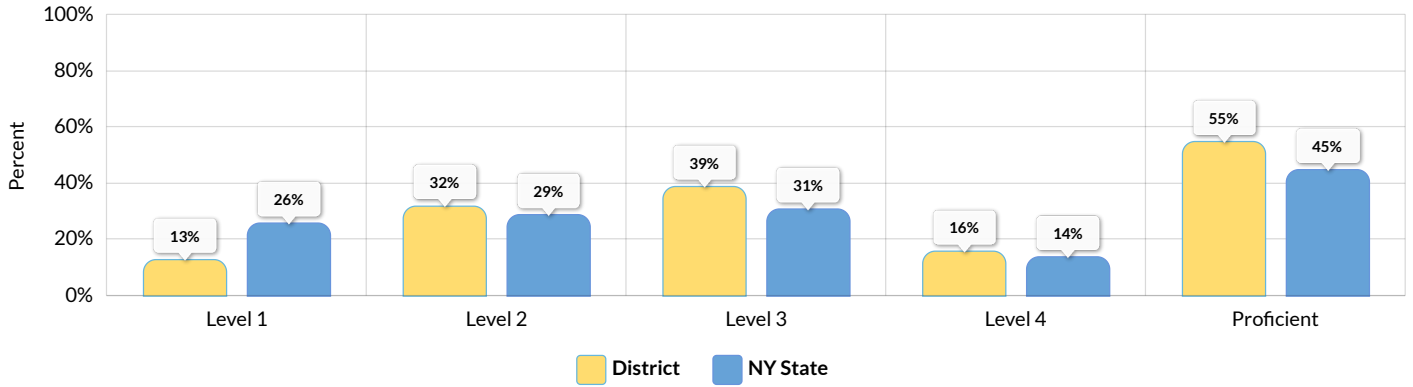


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	173	20	12%	153	88%	10	7%	46	30%	73	48%	24	16%	97	63%
Female	84	8	10%	76	90%	0	0%	19	25%	42	55%	15	20%	57	75%
Male	89	12	13%	77	87%	10	13%	27	35%	31	40%	9	12%	40	52%
General Education Students	136	10	7%	126	93%	5	4%	34	27%	63	50%	24	19%	87	69%
Students with Disabilities	37	10	27%	27	73%	5	19%	12	44%	10	37%	0	0%	10	37%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	27	1	4%	26	96%	6	23%	10	38%	7	27%	3	12%	10	38%
White	136	18	13%	118	87%	3	3%	34	29%	63	53%	18	15%	81	69%
Multiracial	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	1	11%	2	22%	3	33%	3	33%	6	67%
Economically Disadvantaged	18	3	17%	15	83%	3	20%	8	53%	2	13%	2	13%	4	27%
Not Economically Disadvantaged	155	17	11%	138	89%	7	5%	38	28%	71	51%	22	16%	93	67%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	172	20	12%	152	88%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	173	20	12%	153	88%	10	7%	46	30%	73	48%	24	16%	97	63%
Not Homeless	173	20	12%	153	88%	10	7%	46	30%	73	48%	24	16%	97	63%
Not Migrant	173	20	12%	153	88%	10	7%	46	30%	73	48%	24	16%	97	63%
Parent Not in Armed Forces	173	20	12%	153	88%	10	7%	46	30%	73	48%	24	16%	97	63%

GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Percent Scoring at Levels for All Students

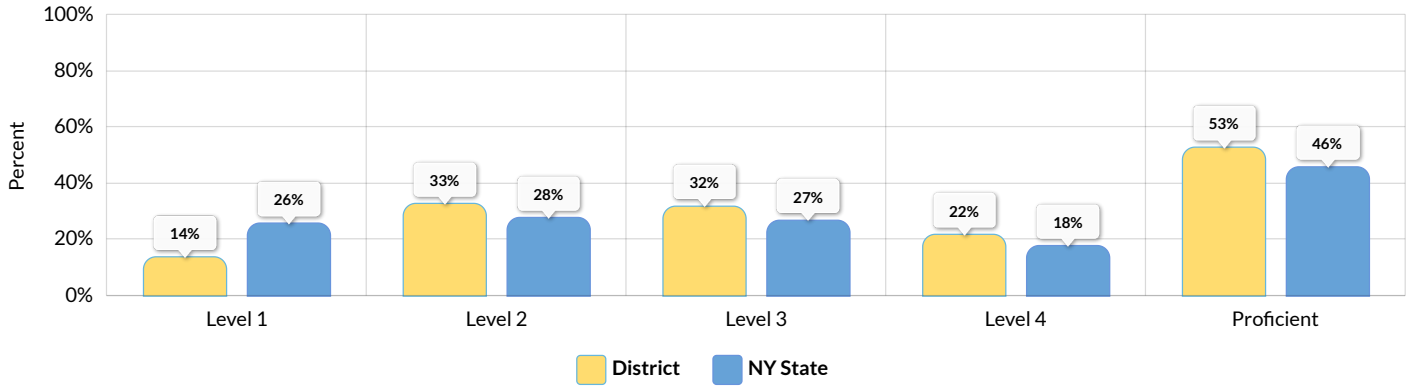


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	189	35	19%	154	81%	20	13%	50	32%	60	39%	24	16%	84	55%
Female	94	12	13%	82	87%	8	10%	25	30%	35	43%	14	17%	49	60%
Male	95	23	24%	72	76%	12	17%	25	35%	25	35%	10	14%	35	49%
General Education Students	143	15	10%	128	90%	13	10%	36	28%	55	43%	24	19%	79	62%
Students with Disabilities	46	20	43%	26	57%	7	27%	14	54%	5	19%	0	0%	5	19%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	29	3	10%	26	90%	4	15%	12	46%	8	31%	2	8%	10	38%
White	144	27	19%	117	81%	14	12%	37	32%	48	41%	18	15%	66	56%
Multiracial	10	4	40%	6	60%	2	33%	1	17%	2	33%	1	17%	3	50%
Economically Disadvantaged	21	6	29%	15	71%	3	20%	9	60%	1	7%	2	13%	3	20%
Not Economically Disadvantaged	168	29	17%	139	83%	17	12%	41	29%	59	42%	22	16%	81	58%
English Language Learner	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	185	34	18%	151	82%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	189	35	19%	154	81%	20	13%	50	32%	60	39%	24	16%	84	55%
Not Homeless	189	35	19%	154	81%	20	13%	50	32%	60	39%	24	16%	84	55%
Not Migrant	189	35	19%	154	81%	20	13%	50	32%	60	39%	24	16%	84	55%
Parent Not in Armed Forces	189	35	19%	154	81%	20	13%	50	32%	60	39%	24	16%	84	55%

GRADE 6 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Percent Scoring at Levels for All Students

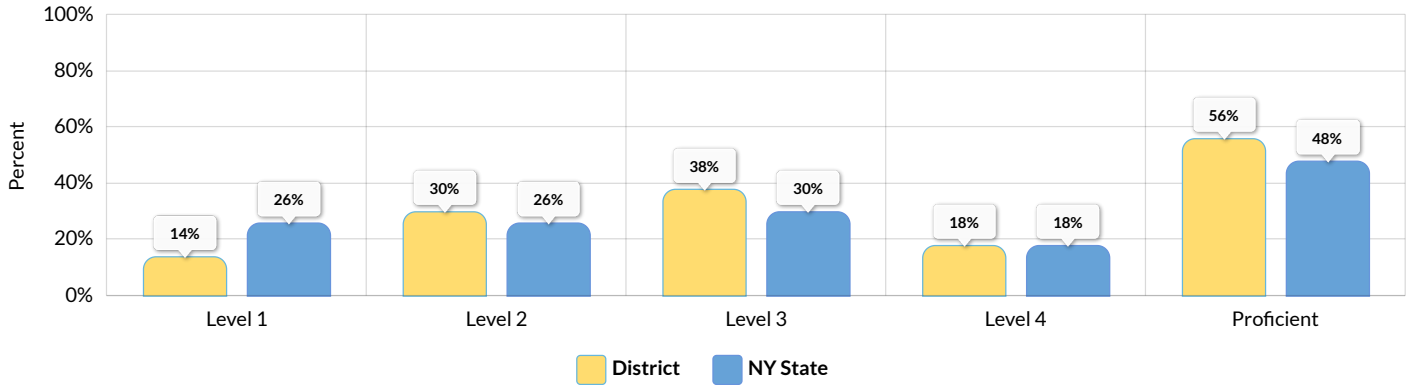


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	189	45	24%	144	76%	20	14%	47	33%	46	32%	31	22%	77	53%
Female	104	22	21%	82	79%	11	13%	25	30%	26	32%	20	24%	46	56%
Male	85	23	27%	62	73%	9	15%	22	35%	20	32%	11	18%	31	50%
General Education Students	150	26	17%	124	83%	7	6%	44	35%	42	34%	31	25%	73	59%
Students with Disabilities	39	19	49%	20	51%	13	65%	3	15%	4	20%	0	0%	4	20%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	0	0%	0	0%	1	20%	4	80%	5	100%
Black or African American	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	32	7	22%	25	78%	4	16%	8	32%	7	28%	6	24%	13	52%
White	146	37	25%	109	75%	16	15%	35	32%	38	35%	20	18%	58	53%
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	4	80%	0	0%	1	20%	1	20%
Economically Disadvantaged	23	6	26%	17	74%	2	12%	9	53%	5	29%	1	6%	6	35%
Not Economically Disadvantaged	166	39	23%	127	77%	18	14%	38	30%	41	32%	30	24%	71	56%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	187	43	23%	144	77%	20	14%	47	33%	46	32%	31	22%	77	53%
Not in Foster Care	189	45	24%	144	76%	20	14%	47	33%	46	32%	31	22%	77	53%
Not Homeless	189	45	24%	144	76%	20	14%	47	33%	46	32%	31	22%	77	53%
Not Migrant	189	45	24%	144	76%	20	14%	47	33%	46	32%	31	22%	77	53%
Parent Not in Armed Forces	189	45	24%	144	76%	20	14%	47	33%	46	32%	31	22%	77	53%

GRADE 7 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Percent Scoring at Levels for All Students

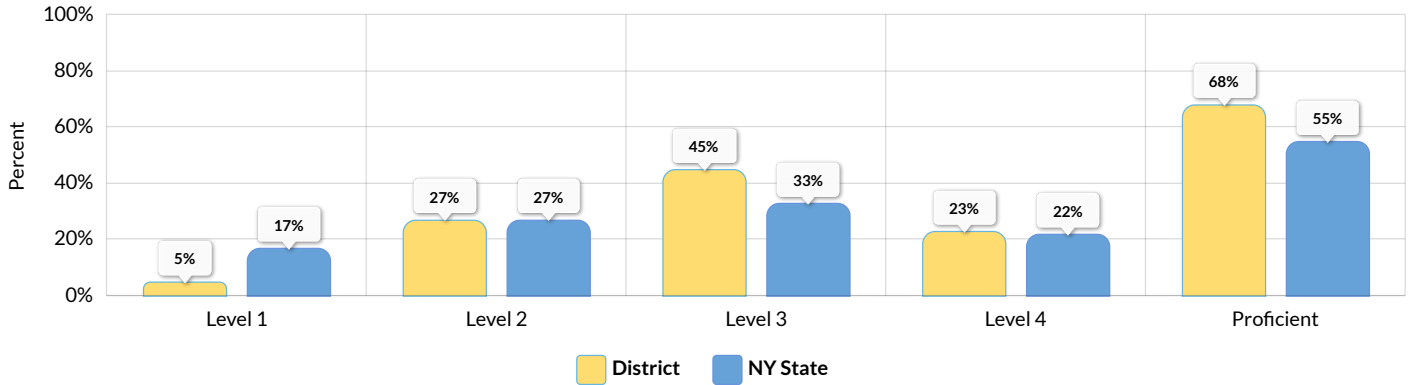


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	203	64	32%	139	68%	19	14%	42	30%	53	38%	25	18%	78	56%
Female	95	26	27%	69	73%	6	9%	12	17%	34	49%	17	25%	51	74%
Male	108	38	35%	70	65%	13	19%	30	43%	19	27%	8	11%	27	39%
General Education Students	161	39	24%	122	76%	11	9%	34	28%	52	43%	25	20%	77	63%
Students with Disabilities	42	25	60%	17	40%	8	47%	8	47%	1	6%	0	0%	1	6%
Asian or Native Hawaiian/Other Pacific Islander	9	1	11%	8	89%	1	13%	1	13%	3	38%	3	38%	6	75%
Black or African American	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	38	17	45%	21	55%	3	14%	8	38%	9	43%	1	5%	10	48%
White	147	44	30%	103	70%	15	15%	31	30%	38	37%	19	18%	57	55%
Multiracial	7	1	14%	6	86%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	0	0%	2	29%	3	43%	2	29%	5	71%
Economically Disadvantaged	22	9	41%	13	59%	3	23%	4	31%	5	38%	1	8%	6	46%
Not Economically Disadvantaged	181	55	30%	126	70%	16	13%	38	30%	48	38%	24	19%	72	57%
English Language Learner	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	201	63	31%	138	69%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	203	64	32%	139	68%	19	14%	42	30%	53	38%	25	18%	78	56%
Not Homeless	203	64	32%	139	68%	19	14%	42	30%	53	38%	25	18%	78	56%
Not Migrant	203	64	32%	139	68%	19	14%	42	30%	53	38%	25	18%	78	56%
Parent Not in Armed Forces	203	64	32%	139	68%	19	14%	42	30%	53	38%	25	18%	78	56%

GRADE 8 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Percent Scoring at Levels for All Students



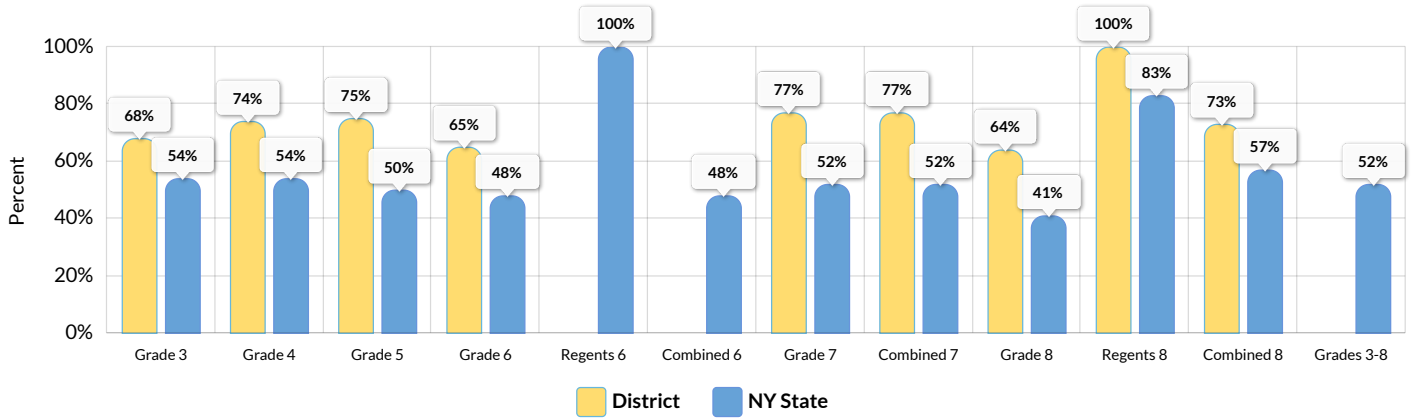
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	200	78	39%	122	61%	6	5%	33	27%	55	45%	28	23%	83	68%
Female	92	35	38%	57	62%	2	4%	11	19%	26	46%	18	32%	44	77%
Male	108	43	40%	65	60%	4	6%	22	34%	29	45%	10	15%	39	60%
General Education Students	162	58	36%	104	64%	1	1%	25	24%	52	50%	26	25%	78	75%
Students with Disabilities	38	20	53%	18	47%	5	28%	8	44%	3	17%	2	11%	5	28%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	11	2	18%	9	82%	0	0%	3	33%	3	33%	3	33%	6	67%
Black or African American	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	10	43%	13	57%	1	8%	7	54%	3	23%	2	15%	5	38%
White	156	61	39%	95	61%	4	4%	22	23%	47	49%	22	23%	69	73%
Multiracial	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	4	44%	5	56%	1	20%	1	20%	2	40%	1	20%	3	60%
Economically Disadvantaged	18	9	50%	9	50%	3	33%	3	33%	3	33%	0	0%	3	33%
Not Economically Disadvantaged	182	69	38%	113	62%	3	3%	30	27%	52	46%	28	25%	80	71%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	199	77	39%	122	61%	6	5%	33	27%	55	45%	28	23%	83	68%
Not in Foster Care	200	78	39%	122	61%	6	5%	33	27%	55	45%	28	23%	83	68%
Not Homeless	200	78	39%	122	61%	6	5%	33	27%	55	45%	28	23%	83	68%
Not Migrant	200	78	39%	122	61%	6	5%	33	27%	55	45%	28	23%	83	68%
Parent Not in Armed Forces	200	78	39%	122	61%	6	5%	33	27%	55	45%	28	23%	83	68%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS

Percent Scoring Proficient by Grade



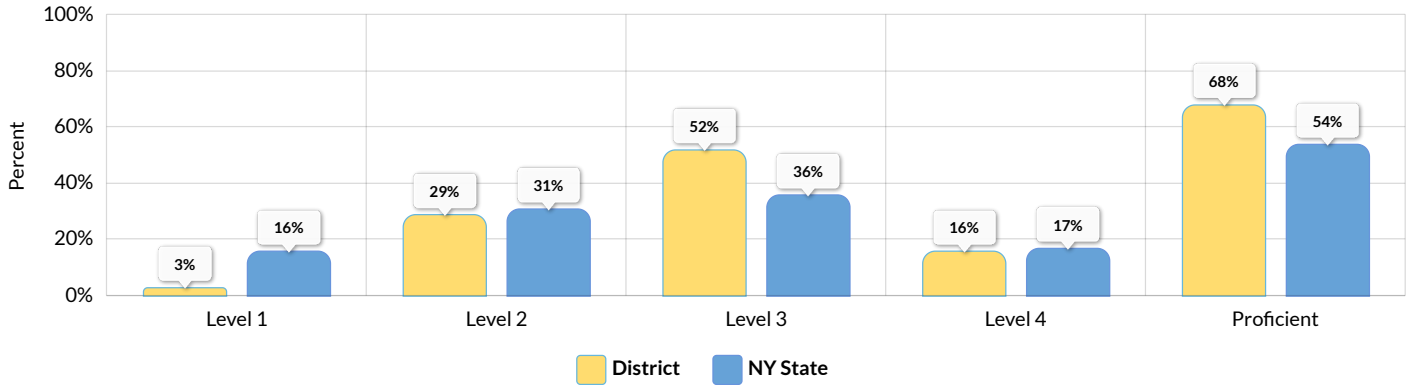
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	174	20	11%	154	89%	5	3%	44	29%	80	52%	25	16%	105	68%
Grade 4	173	21	12%	152	88%	13	9%	27	18%	81	53%	31	20%	112	74%
Grade 5	189	31	16%	158	84%	11	7%	28	18%	79	50%	40	25%	119	75%
Grade 6	189	57	30%	132	70%	11	8%	35	27%	57	43%	29	22%	86	65%
Regents 6	—	—	—	2	1%	—	—	—	—	—	—	—	—	—	—
Combined 6	189	55	29%	134	71%	—	—	—	—	—	—	—	—	—	—
Grade 7	203	66	33%	137	67%	8	6%	23	17%	59	43%	47	34%	106	77%
Combined 7	203	66	33%	137	67%	8	6%	23	17%	59	43%	47	34%	106	77%
Grade 8	200	108	54%	92	46%	15	16%	18	20%	55	60%	4	4%	59	64%
Regents 8	—	—	—	28	14%	0	0%	0	0%	0	0%	28	100%	28	100%
Combined 8	200	80	40%	120	60%	15	13%	18	15%	55	46%	32	27%	87	73%
Grades 3-8	1,128	273	24%	855	76%	—	—	—	—	—	—	—	—	—	—

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

GRADE 3 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Percent Scoring at Levels for All Students

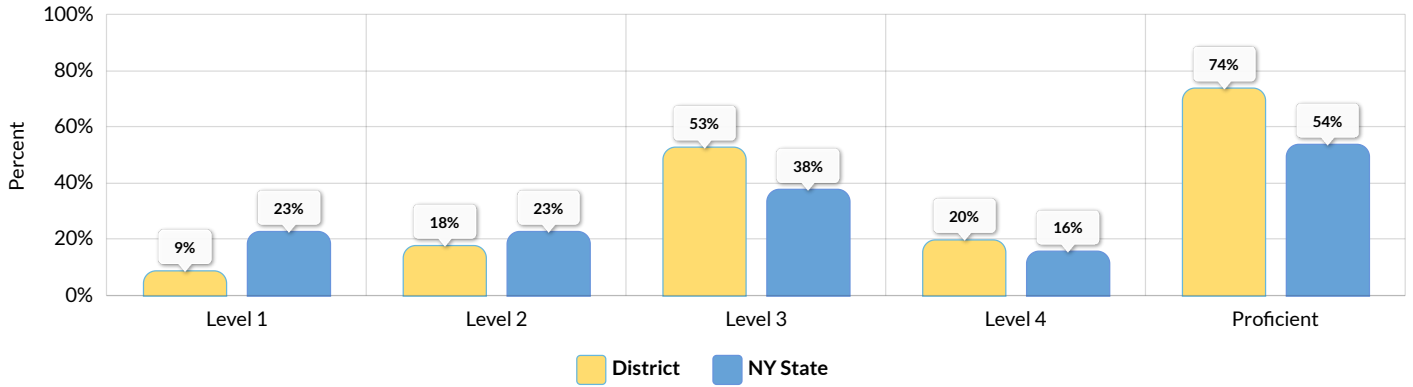


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	174	20	11%	154	89%	5	3%	44	29%	80	52%	25	16%	105	68%
Female	83	8	10%	75	90%	3	4%	25	33%	40	53%	7	9%	47	63%
Male	91	12	13%	79	87%	2	3%	19	24%	40	51%	18	23%	58	73%
General Education Students	133	13	10%	120	90%	1	1%	30	25%	65	54%	24	20%	89	74%
Students with Disabilities	41	7	17%	34	83%	4	12%	14	41%	15	44%	1	3%	16	47%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	26	5	19%	21	81%	2	10%	8	38%	9	43%	2	10%	11	52%
White	135	13	10%	122	90%	3	2%	34	28%	64	52%	21	17%	85	70%
Multiracial	8	1	13%	7	88%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	1	8%	11	92%	0	0%	2	18%	7	64%	2	18%	9	82%
Economically Disadvantaged	23	4	17%	19	83%	3	16%	9	47%	6	32%	1	5%	7	37%
Not Economically Disadvantaged	151	16	11%	135	89%	2	1%	35	26%	74	55%	24	18%	98	73%
English Language Learner	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	169	18	11%	151	89%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	174	20	11%	154	89%	5	3%	44	29%	80	52%	25	16%	105	68%
Not Homeless	174	20	11%	154	89%	5	3%	44	29%	80	52%	25	16%	105	68%
Not Migrant	174	20	11%	154	89%	5	3%	44	29%	80	52%	25	16%	105	68%
Parent Not in Armed Forces	174	20	11%	154	89%	5	3%	44	29%	80	52%	25	16%	105	68%

GRADE 4 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Percent Scoring at Levels for All Students

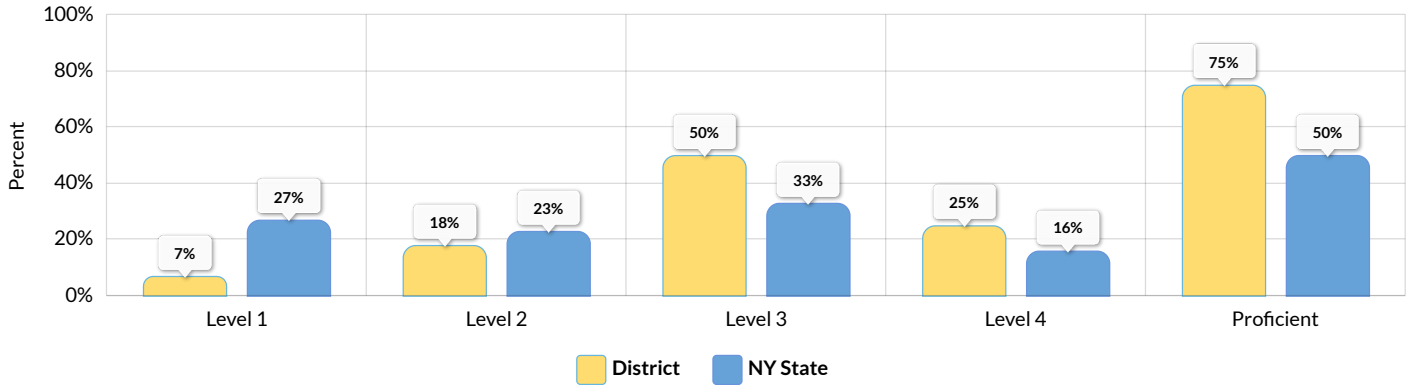


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	173	21	12%	152	88%	13	9%	27	18%	81	53%	31	20%	112	74%
Female	84	9	11%	75	89%	8	11%	16	21%	41	55%	10	13%	51	68%
Male	89	12	13%	77	87%	5	6%	11	14%	40	52%	21	27%	61	79%
General Education Students	136	8	6%	128	94%	5	4%	23	18%	71	55%	29	23%	100	78%
Students with Disabilities	37	13	35%	24	65%	8	33%	4	17%	10	42%	2	8%	12	50%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	27	1	4%	26	96%	5	19%	7	27%	12	46%	2	8%	14	54%
White	136	19	14%	117	86%	7	6%	18	15%	67	57%	25	21%	92	79%
Multiracial	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	1	11%	2	22%	2	22%	4	44%	6	67%
Economically Disadvantaged	18	3	17%	15	83%	3	20%	3	20%	9	60%	0	0%	9	60%
Not Economically Disadvantaged	155	18	12%	137	88%	10	7%	24	18%	72	53%	31	23%	103	75%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	172	21	12%	151	88%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	173	21	12%	152	88%	13	9%	27	18%	81	53%	31	20%	112	74%
Not Homeless	173	21	12%	152	88%	13	9%	27	18%	81	53%	31	20%	112	74%
Not Migrant	173	21	12%	152	88%	13	9%	27	18%	81	53%	31	20%	112	74%
Parent Not in Armed Forces	173	21	12%	152	88%	13	9%	27	18%	81	53%	31	20%	112	74%

GRADE 5 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Percent Scoring at Levels for All Students

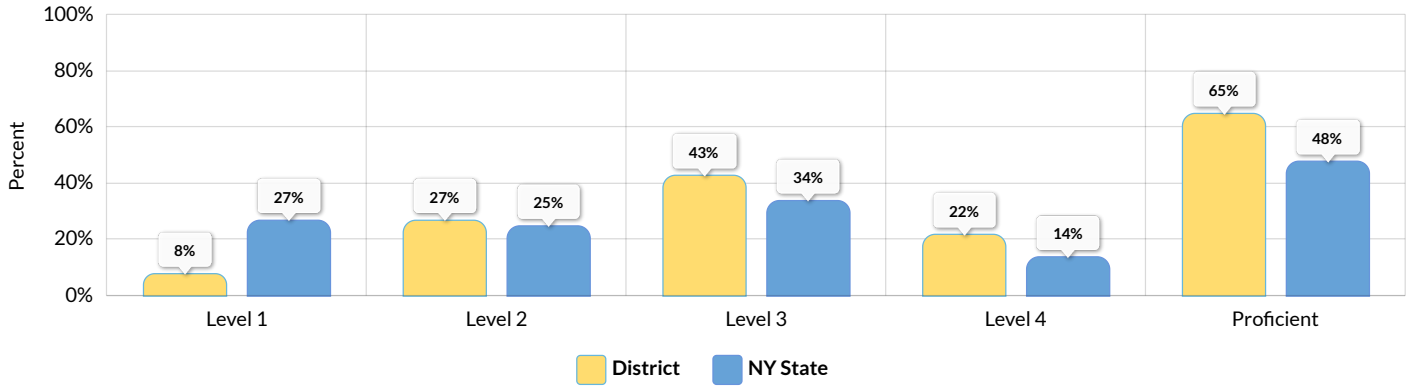


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	189	31	16%	158	84%	11	7%	28	18%	79	50%	40	25%	119	75%
Female	94	10	11%	84	89%	8	10%	14	17%	42	50%	20	24%	62	74%
Male	95	21	22%	74	78%	3	4%	14	19%	37	50%	20	27%	57	77%
General Education Students	143	13	9%	130	91%	4	3%	19	15%	68	52%	39	30%	107	82%
Students with Disabilities	46	18	39%	28	61%	7	25%	9	32%	11	39%	1	4%	12	43%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	0	0%	1	20%	3	60%	1	20%	4	80%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	29	4	14%	25	86%	5	20%	4	16%	12	48%	4	16%	16	64%
White	144	22	15%	122	85%	6	5%	21	17%	61	50%	34	28%	95	78%
Multiracial	10	4	40%	6	60%	0	0%	2	33%	3	50%	1	17%	4	67%
Economically Disadvantaged	21	5	24%	16	76%	5	31%	5	31%	5	31%	1	6%	6	38%
Not Economically Disadvantaged	168	26	15%	142	85%	6	4%	23	16%	74	52%	39	27%	113	80%
English Language Learner	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	185	31	17%	154	83%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	189	31	16%	158	84%	11	7%	28	18%	79	50%	40	25%	119	75%
Not Homeless	189	31	16%	158	84%	11	7%	28	18%	79	50%	40	25%	119	75%
Not Migrant	189	31	16%	158	84%	11	7%	28	18%	79	50%	40	25%	119	75%
Parent Not in Armed Forces	189	31	16%	158	84%	11	7%	28	18%	79	50%	40	25%	119	75%

GRADE 6 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Percent Scoring at Levels for All Students

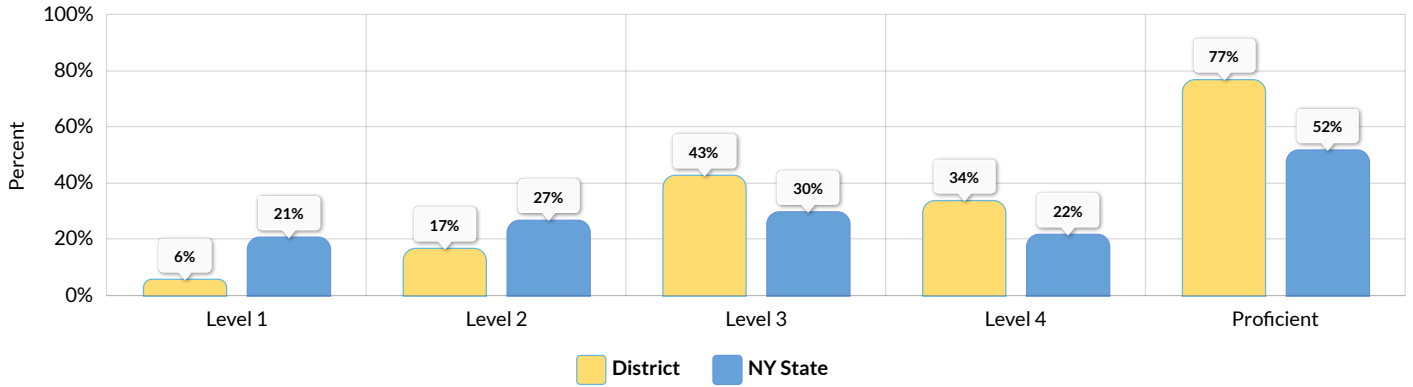


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	189	57	30%	132	70%	11	8%	35	27%	57	43%	29	22%	86	65%
Female	104	27	26%	77	74%	7	9%	23	30%	33	43%	14	18%	47	61%
Male	85	30	35%	55	65%	4	7%	12	22%	24	44%	15	27%	39	71%
General Education Students	150	31	21%	119	79%	4	3%	30	25%	56	47%	29	24%	85	71%
Students with Disabilities	39	26	67%	13	33%	7	54%	5	38%	1	8%	0	0%	1	8%
Asian or Native Hawaiian/Other Pacific Islander	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Black or African American	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	32	9	28%	23	72%	3	13%	8	35%	8	35%	4	17%	12	52%
White	146	46	32%	100	68%	8	8%	22	22%	48	48%	22	22%	70	70%
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	2	18%	9	82%	0	0%	5	56%	1	11%	3	33%	4	44%
Economically Disadvantaged	23	6	26%	17	74%	1	6%	9	53%	7	41%	0	0%	7	41%
Not Economically Disadvantaged	166	51	31%	115	69%	10	9%	26	23%	50	43%	29	25%	79	69%
English Language Learner	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	187	56	30%	131	70%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	189	57	30%	132	70%	11	8%	35	27%	57	43%	29	22%	86	65%
Not Homeless	189	57	30%	132	70%	11	8%	35	27%	57	43%	29	22%	86	65%
Not Migrant	189	57	30%	132	70%	11	8%	35	27%	57	43%	29	22%	86	65%
Parent Not in Armed Forces	189	57	30%	132	70%	11	8%	35	27%	57	43%	29	22%	86	65%

GRADE 7 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Percent Scoring at Levels for All Students

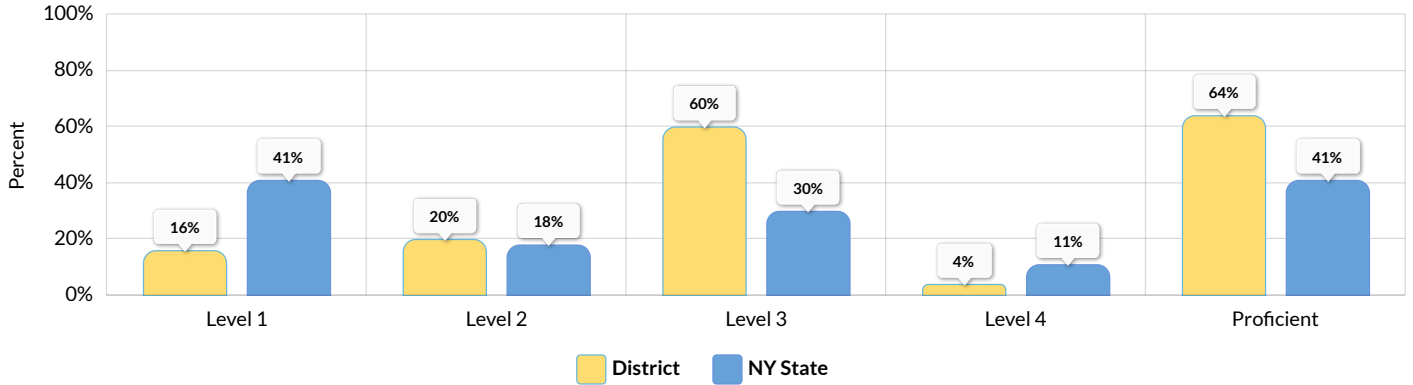


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	203	66	33%	137	67%	8	6%	23	17%	59	43%	47	34%	106	77%
Female	95	32	34%	63	66%	5	8%	11	17%	26	41%	21	33%	47	75%
Male	108	34	31%	74	69%	3	4%	12	16%	33	45%	26	35%	59	80%
General Education Students	161	40	25%	121	75%	2	2%	19	16%	54	45%	46	38%	100	83%
Students with Disabilities	42	26	62%	16	38%	6	38%	4	25%	5	31%	1	6%	6	38%
Asian or Native Hawaiian/Other Pacific Islander	9	1	11%	8	89%	1	13%	0	0%	1	13%	6	75%	7	88%
Black or African American	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	38	17	45%	21	55%	3	14%	5	24%	10	48%	3	14%	13	62%
White	147	45	31%	102	69%	4	4%	18	18%	45	44%	35	34%	80	78%
Multiracial	7	2	29%	5	71%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	3	33%	6	67%	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	22	10	45%	12	55%	1	8%	2	17%	6	50%	3	25%	9	75%
Not Economically Disadvantaged	181	56	31%	125	69%	7	6%	21	17%	53	42%	44	35%	97	78%
English Language Learner	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	201	65	32%	136	68%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	203	66	33%	137	67%	8	6%	23	17%	59	43%	47	34%	106	77%
Not Homeless	203	66	33%	137	67%	8	6%	23	17%	59	43%	47	34%	106	77%
Not Migrant	203	66	33%	137	67%	8	6%	23	17%	59	43%	47	34%	106	77%
Parent Not in Armed Forces	203	66	33%	137	67%	8	6%	23	17%	59	43%	47	34%	106	77%

GRADE 8 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

Percent Scoring at Levels for All Students



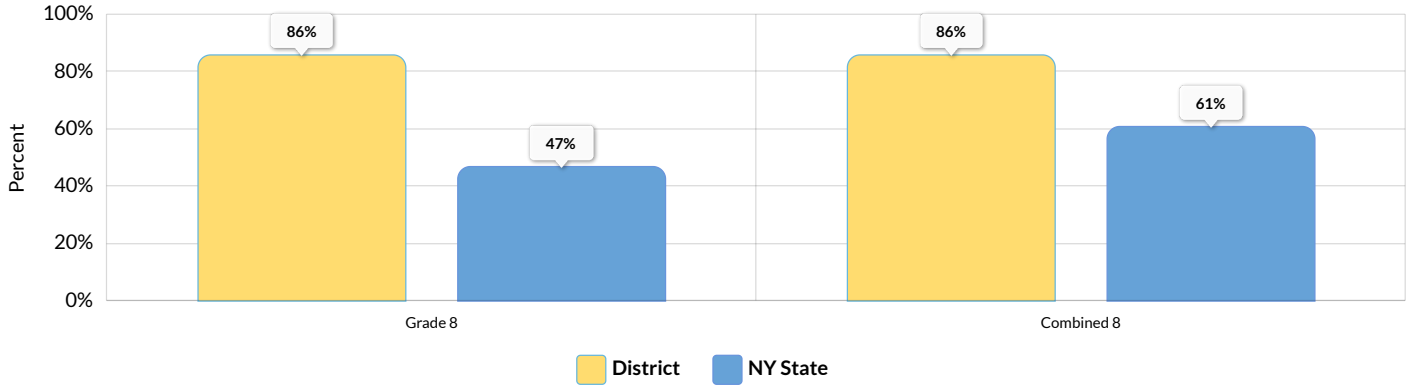
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	200	108	54%	92	46%	15	16%	18	20%	55	60%	4	4%	59	64%
Female	92	49	53%	43	47%	7	16%	4	9%	28	65%	4	9%	32	74%
Male	108	59	55%	49	45%	8	16%	14	29%	27	55%	0	0%	27	55%
General Education Students	162	83	51%	79	49%	6	8%	15	19%	54	68%	4	5%	58	73%
Students with Disabilities	38	25	66%	13	34%	9	69%	3	23%	1	8%	0	0%	1	8%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	11	7	64%	4	36%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	13	57%	10	43%	3	30%	3	30%	4	40%	0	0%	4	40%
White	156	82	53%	74	47%	9	12%	14	19%	48	65%	3	4%	51	69%
Multiracial	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	20	12	60%	8	40%	3	38%	1	13%	3	38%	1	13%	4	50%
Economically Disadvantaged	18	12	67%	6	33%	4	67%	2	33%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	182	96	53%	86	47%	11	13%	16	19%	55	64%	4	5%	59	69%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	199	107	54%	92	46%	15	16%	18	20%	55	60%	4	4%	59	64%
Not in Foster Care	200	108	54%	92	46%	15	16%	18	20%	55	60%	4	4%	59	64%
Not Homeless	200	108	54%	92	46%	15	16%	18	20%	55	60%	4	4%	59	64%
Not Migrant	200	108	54%	92	46%	15	16%	18	20%	55	60%	4	4%	59	64%
Parent Not in Armed Forces	200	108	54%	92	46%	15	16%	18	20%	55	60%	4	4%	59	64%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS

Percent Scoring Proficient by Grade

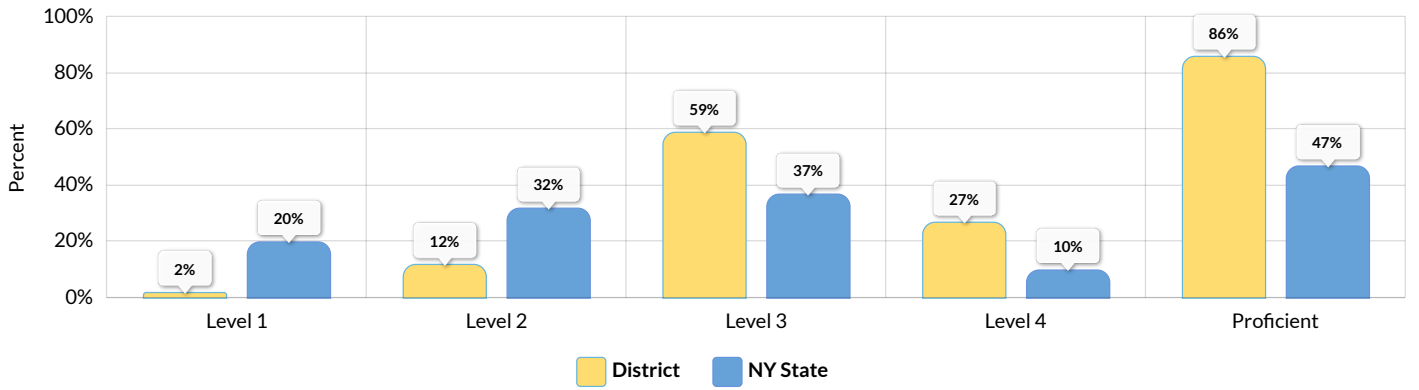


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	201	74	37%	127	63%	3	2%	15	12%	75	59%	34	27%	109	86%
Combined 8	201	74	37%	127	63%	3	2%	15	12%	75	59%	34	27%	109	86%

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

GRADE 8 SCIENCE RESULTS

Percent Scoring at Levels for All Students



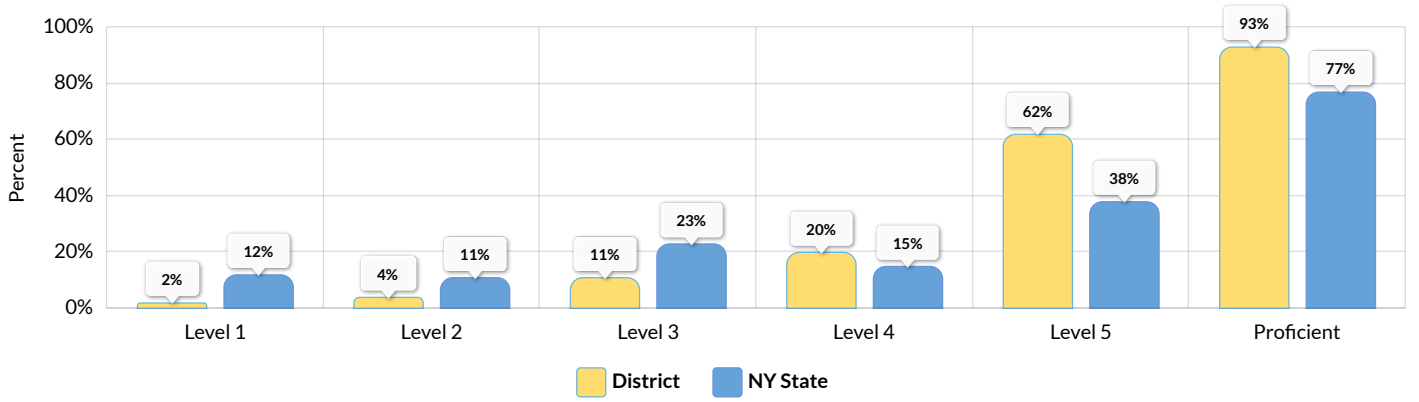
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	201	74	37%	127	63%	3	2%	15	12%	75	59%	34	27%	109	86%
Female	93	34	37%	59	63%	1	2%	7	12%	35	59%	16	27%	51	86%
Male	108	40	37%	68	63%	2	3%	8	12%	40	59%	18	26%	58	85%
General Education Students	163	48	29%	115	71%	0	0%	10	9%	71	62%	34	30%	105	91%
Students with Disabilities	38	26	68%	12	32%	3	25%	5	42%	4	33%	0	0%	4	33%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	11	2	18%	9	82%	0	0%	0	0%	6	67%	3	33%	9	100%
Black or African American	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	23	10	43%	13	57%	1	8%	2	15%	8	62%	2	15%	10	77%
White	157	57	36%	100	64%	1	1%	12	12%	59	59%	28	28%	87	87%
Multiracial	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	4	44%	5	56%	1	20%	1	20%	2	40%	1	20%	3	60%
Economically Disadvantaged	18	8	44%	10	56%	1	10%	5	50%	4	40%	0	0%	4	40%
Not Economically Disadvantaged	183	66	36%	117	64%	2	2%	10	9%	71	61%	34	29%	105	90%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	200	73	37%	127	64%	3	2%	15	12%	75	59%	34	27%	109	86%
Not in Foster Care	201	74	37%	127	63%	3	2%	15	12%	75	59%	34	27%	109	86%
Not Homeless	201	74	37%	127	63%	3	2%	15	12%	75	59%	34	27%	109	86%
Not Migrant	201	74	37%	127	63%	3	2%	15	12%	75	59%	34	27%	109	86%
Parent Not in Armed Forces	201	74	37%	127	63%	3	2%	15	12%	75	59%	34	27%	109	86%

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework).

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)

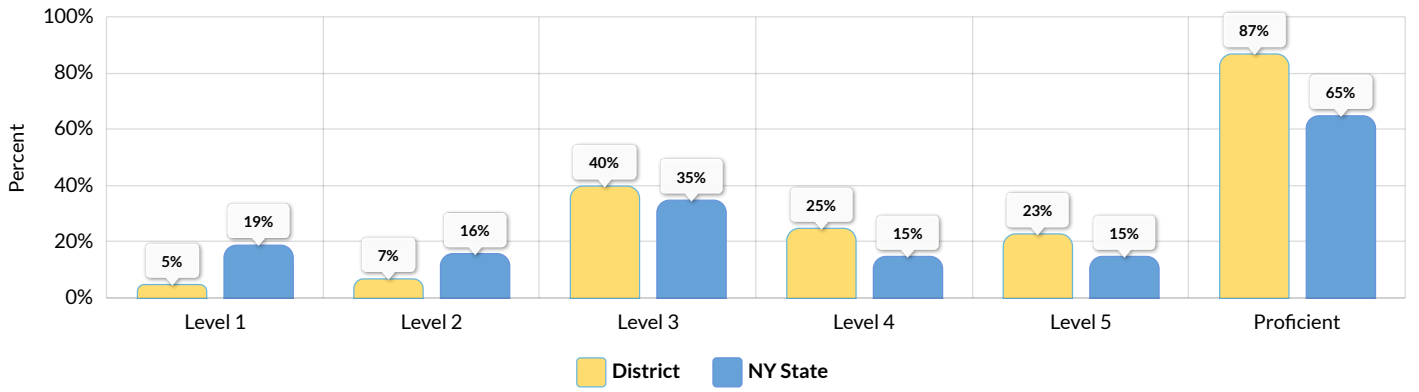
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	246	6	2%	11	4%	27	11%	50	20%	152	62%	229	93%
Female	107	–	–	–	–	–	–	–	–	–	–	–	–
Male	138	3	2%	9	7%	20	14%	29	21%	77	56%	126	91%
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	108	3	3%	2	2%	7	6%	21	19%	75	69%	103	95%
General Education Students	197	0	0%	2	1%	15	8%	36	18%	144	73%	195	99%
Students with Disabilities	49	6	12%	9	18%	12	24%	14	29%	8	16%	34	69%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	1	13%	0	0%	0	0%	7	88%	7	88%
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	18	2	11%	1	6%	1	6%	3	17%	11	61%	15	83%
White	214	4	2%	9	4%	26	12%	45	21%	130	61%	201	94%
Multiracial	5	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	0	0%	2	33%	4	67%	6	100%
Economically Disadvantaged	19	3	16%	2	11%	4	21%	3	16%	7	37%	14	74%
Not Economically Disadvantaged	227	3	1%	9	4%	23	10%	47	21%	145	64%	215	95%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	243	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	246	6	2%	11	4%	27	11%	50	20%	152	62%	229	93%
Not Homeless	246	6	2%	11	4%	27	11%	50	20%	152	62%	229	93%
Not Migrant	246	6	2%	11	4%	27	11%	50	20%	152	62%	229	93%
Parent Not in Armed Forces	246	6	2%	11	4%	27	11%	50	20%	152	62%	229	93%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)

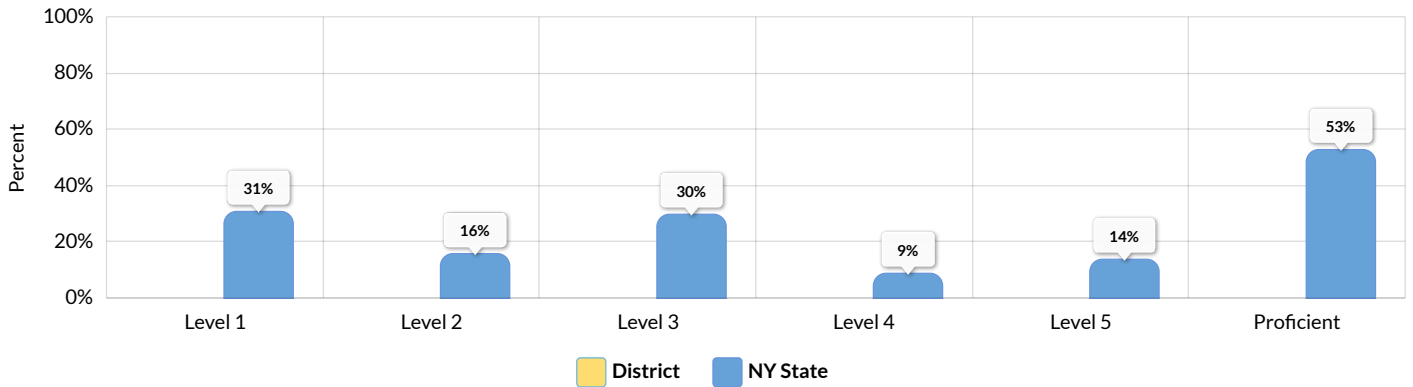
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	182	10	5%	13	7%	72	40%	45	25%	42	23%	159	87%
Female	75	5	7%	6	8%	31	41%	17	23%	16	21%	64	85%
Male	107	5	5%	7	7%	41	38%	28	26%	26	24%	95	89%
General Education Students	135	2	1%	2	1%	49	36%	42	31%	40	30%	131	97%
Students with Disabilities	47	8	17%	11	23%	23	49%	3	6%	2	4%	28	60%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	1	8%	5	38%	1	8%	6	46%	12	92%
Black or African American	6	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	30	2	7%	1	3%	15	50%	9	30%	3	10%	27	90%
White	129	6	5%	11	9%	48	37%	33	26%	31	24%	112	87%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	2	20%	0	0%	4	40%	2	20%	2	20%	8	80%
Economically Disadvantaged	26	4	15%	3	12%	14	54%	5	19%	0	0%	19	73%
Not Economically Disadvantaged	156	6	4%	10	6%	58	37%	40	26%	42	27%	140	90%
English Language Learner	4	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	178	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	182	10	5%	13	7%	72	40%	45	25%	42	23%	159	87%
Not Homeless	182	10	5%	13	7%	72	40%	45	25%	42	23%	159	87%
Not Migrant	182	10	5%	13	7%	72	40%	45	25%	42	23%	159	87%
Parent Not in Armed Forces	182	10	5%	13	7%	72	40%	45	25%	42	23%	159	87%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)

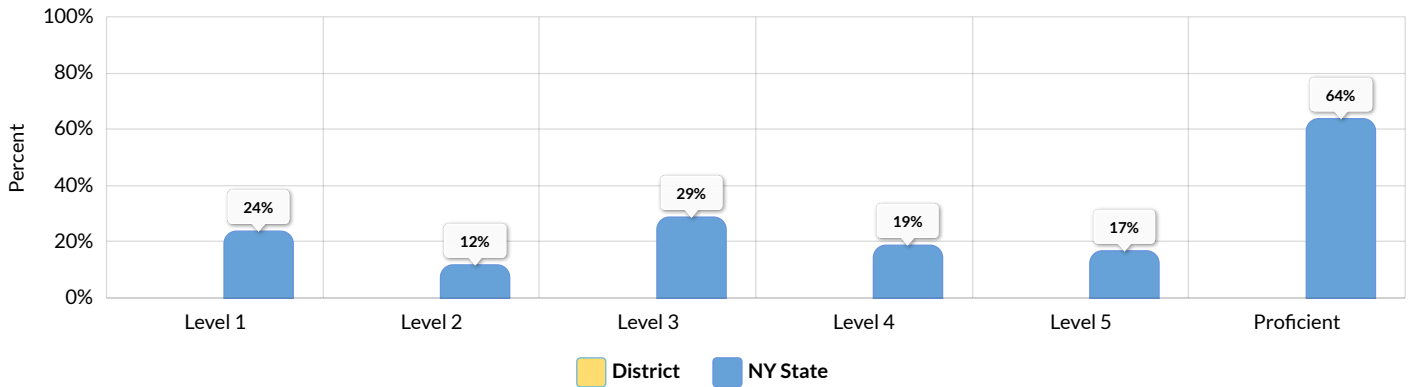
Percent Scoring at Levels for All Students



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

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)

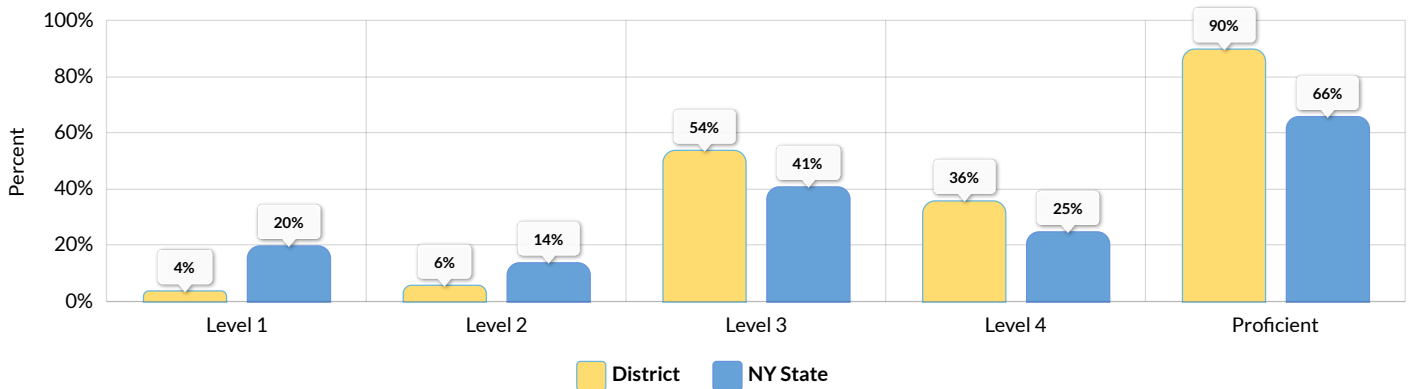
Percent Scoring at Levels for All Students



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

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)

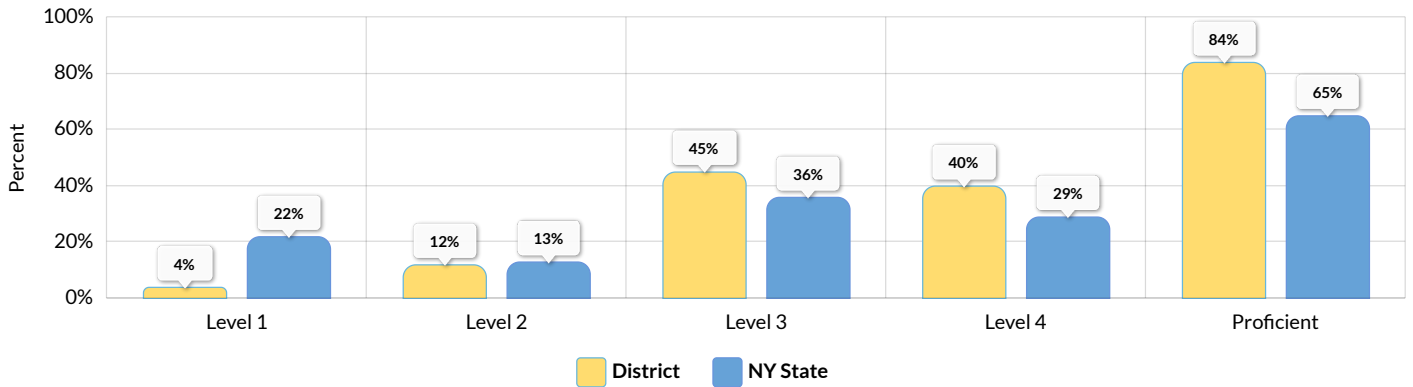
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	160	7	4%	9	6%	86	54%	58	36%	144	90%
Female	88	5	6%	5	6%	48	55%	30	34%	78	89%
Male	72	2	3%	4	6%	38	53%	28	39%	66	92%
General Education Students	125	0	0%	2	2%	68	54%	55	44%	123	98%
Students with Disabilities	35	7	20%	7	20%	18	51%	3	9%	21	60%
Asian or Native Hawaiian/Other Pacific Islander	10	1	10%	0	0%	2	20%	7	70%	9	90%
Black or African American	5	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	21	2	10%	1	5%	10	48%	8	38%	18	86%
White	121	1	1%	8	7%	72	60%	40	33%	112	93%
Multiracial	3	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	3	38%	0	0%	2	25%	3	38%	5	63%
Economically Disadvantaged	19	3	16%	1	5%	9	47%	6	32%	15	79%
Not Economically Disadvantaged	141	4	3%	8	6%	77	55%	52	37%	129	91%
English Language Learner	4	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	156	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	160	7	4%	9	6%	86	54%	58	36%	144	90%
Not Homeless	160	7	4%	9	6%	86	54%	58	36%	144	90%
Not Migrant	160	7	4%	9	6%	86	54%	58	36%	144	90%
Parent Not in Armed Forces	160	7	4%	9	6%	86	54%	58	36%	144	90%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)

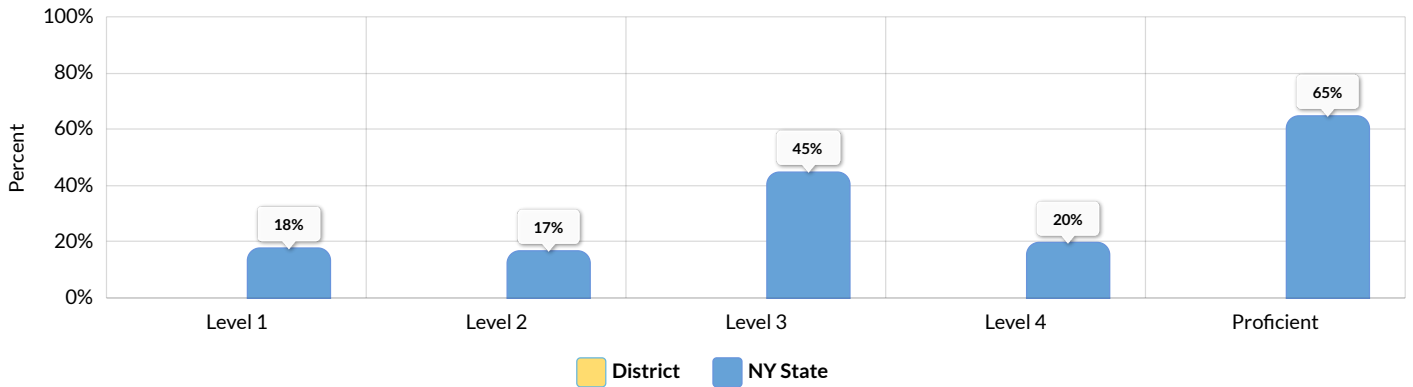
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	101	4	4%	12	12%	45	45%	40	40%	85	84%
Female	29	1	3%	6	21%	17	59%	5	17%	22	76%
Male	72	3	4%	6	8%	28	39%	35	49%	63	88%
General Education Students	67	1	1%	7	10%	29	43%	30	45%	59	88%
Students with Disabilities	34	3	9%	5	15%	16	47%	10	29%	26	76%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	22	–	–	–	–	–	–	–	–	–	–
White	77	2	3%	8	10%	33	43%	34	44%	67	87%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	24	2	8%	4	17%	12	50%	6	25%	18	75%
Economically Disadvantaged	21	2	10%	5	24%	11	52%	3	14%	14	67%
Not Economically Disadvantaged	80	2	3%	7	9%	34	43%	37	46%	71	89%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	98	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	101	4	4%	12	12%	45	45%	40	40%	85	84%
Not Homeless	101	4	4%	12	12%	45	45%	40	40%	85	84%
Not Migrant	101	4	4%	12	12%	45	45%	40	40%	85	84%
Parent Not in Armed Forces	101	4	4%	12	12%	45	45%	40	40%	85	84%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2022-23)

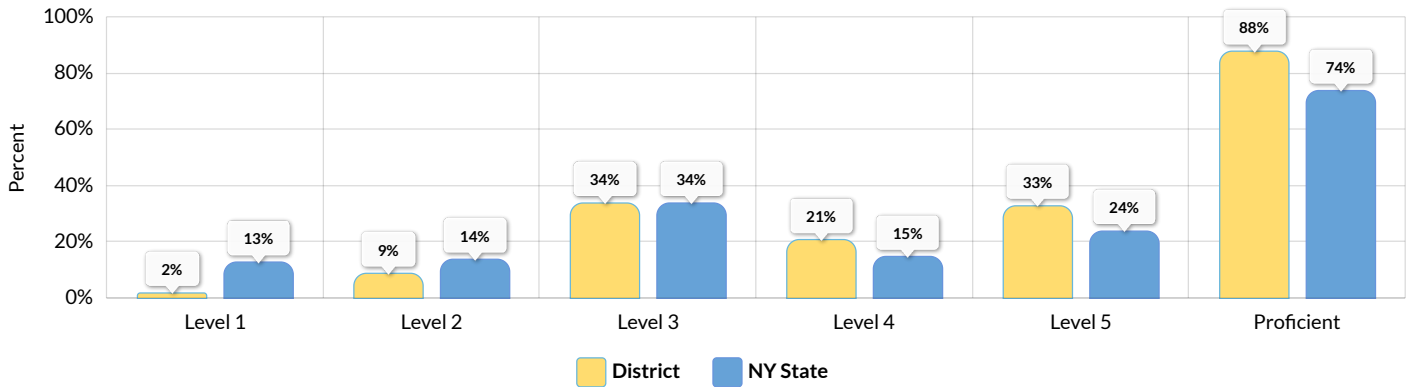
Percent Scoring at Levels for All Students



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

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2022-23)

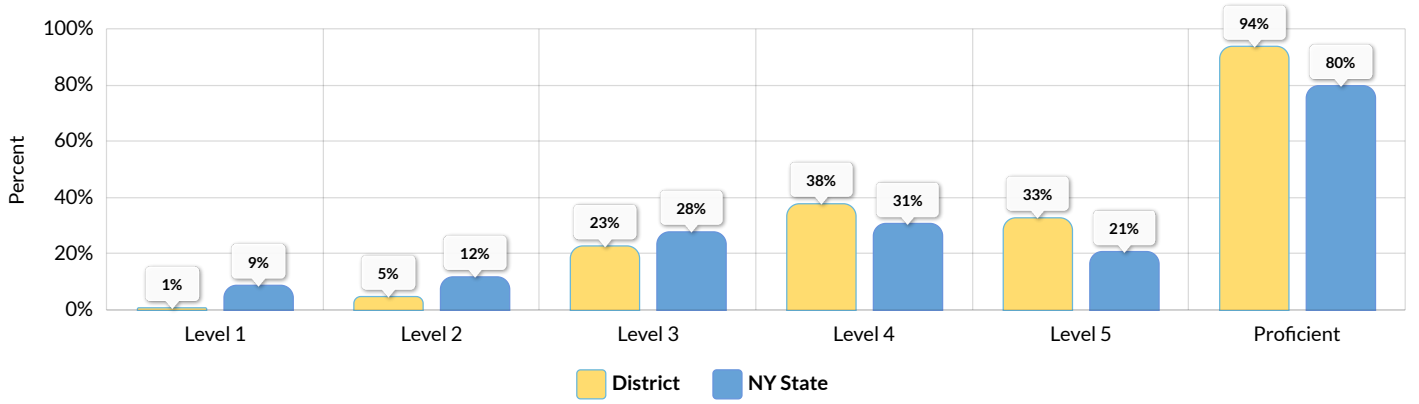
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	246	6	2%	23	9%	84	34%	51	21%	82	33%	217	88%
Female	124	2	2%	8	6%	50	40%	25	20%	39	31%	114	92%
Male	122	4	3%	15	12%	34	28%	26	21%	43	35%	103	84%
General Education Students	198	1	1%	10	5%	66	33%	45	23%	76	38%	187	94%
Students with Disabilities	48	5	10%	13	27%	18	38%	6	13%	6	13%	30	63%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	1	13%	0	0%	1	13%	6	75%	7	88%
Black or African American	5	0	0%	0	0%	4	80%	0	0%	1	20%	5	100%
Hispanic or Latino	23	0	0%	2	9%	7	30%	9	39%	5	22%	21	91%
White	204	5	2%	19	9%	73	36%	40	20%	67	33%	180	88%
Multiracial	6	1	17%	1	17%	0	0%	1	17%	3	50%	4	67%
Economically Disadvantaged	24	2	8%	4	17%	8	33%	7	29%	3	13%	18	75%
Not Economically Disadvantaged	222	4	2%	19	9%	76	34%	44	20%	79	36%	199	90%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	245	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	246	6	2%	23	9%	84	34%	51	21%	82	33%	217	88%
Not Homeless	246	6	2%	23	9%	84	34%	51	21%	82	33%	217	88%
Not Migrant	246	6	2%	23	9%	84	34%	51	21%	82	33%	217	88%
Parent Not in Armed Forces	246	6	2%	23	9%	84	34%	51	21%	82	33%	217	88%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)

Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	243	2	1%	12	5%	57	23%	93	38%	79	33%	229	94%
Female	105	–	–	–	–	–	–	–	–	–	–	–	–
Male	137	1	1%	7	5%	30	22%	58	42%	41	30%	129	94%
Non-Binary	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	106	1	1%	5	5%	27	25%	35	33%	38	36%	100	94%
General Education Students	202	0	0%	2	1%	40	20%	83	41%	77	38%	200	99%
Students with Disabilities	41	2	5%	10	24%	17	41%	10	24%	2	5%	29	71%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	2	25%	1	13%	5	63%	8	100%
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	18	1	6%	1	6%	6	33%	8	44%	2	11%	16	89%
White	210	1	0%	11	5%	48	23%	81	39%	69	33%	198	94%
Multiracial	6	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	1	14%	3	43%	3	43%	7	100%
Economically Disadvantaged	19	1	5%	2	11%	8	42%	5	26%	3	16%	16	84%
Not Economically Disadvantaged	224	1	0%	10	4%	49	22%	88	39%	76	34%	213	95%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	241	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	243	2	1%	12	5%	57	23%	93	38%	79	33%	229	94%
Not Homeless	243	2	1%	12	5%	57	23%	93	38%	79	33%	229	94%
Not Migrant	243	2	1%	12	5%	57	23%	93	38%	79	33%	229	94%
Parent Not in Armed Forces	243	2	1%	12	5%	57	23%	93	38%	79	33%	229	94%

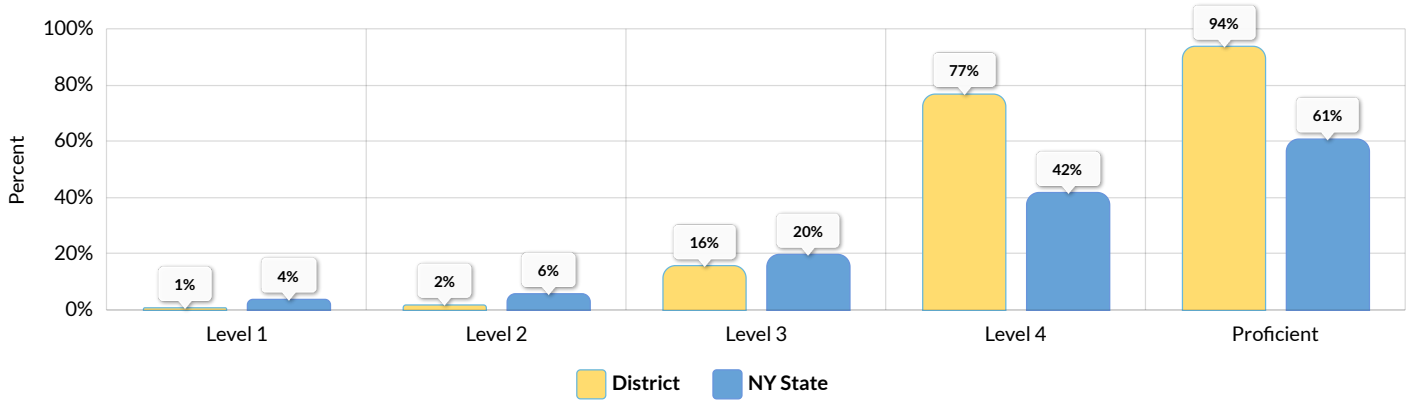
TOTAL COHORT REGENTS EXAMINATION RESULTS

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

Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination from June 2022 through January 2023 was also canceled.

2019 TOTAL COHORT REGENTS IN ELA

Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	273	8	3%	265	97%	3	1%	6	2%	45	16%	211	77%	256	94%
Female	137	2	1%	135	99%	0	0%	4	3%	19	14%	112	82%	131	96%
Male	135	6	—	129	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	136	6	4%	130	96%	3	2%	2	1%	26	19%	99	73%	125	92%
General Education Students	228	5	2%	223	98%	0	0%	0	0%	26	11%	197	86%	223	98%
Students with Disabilities	45	3	7%	42	93%	3	7%	6	13%	19	42%	14	31%	33	73%
Asian or Native Hawaiian/Other Pacific Islander	17	0	—	17	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	5	23%	17	77%	0	0%	0	0%	4	18%	13	59%	17	77%
White	230	3	1%	227	99%	3	1%	6	3%	37	16%	181	79%	218	95%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	21	0	0%	21	100%	0	0%	0	0%	4	19%	17	81%	21	100%
Economically Disadvantaged	30	2	7%	28	93%	2	7%	2	7%	7	23%	17	57%	24	80%
Not Economically Disadvantaged	243	6	2%	237	98%	1	0%	4	2%	38	16%	194	80%	232	95%
English Language Learner	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	270	5	—	265	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	273	8	3%	265	97%	3	1%	6	2%	45	16%	211	77%	256	94%
Not Homeless	273	8	3%	265	97%	3	1%	6	2%	45	16%	211	77%	256	94%
Not Migrant	273	8	3%	265	97%	3	1%	6	2%	45	16%	211	77%	256	94%
Parent Not in Armed Forces	273	8	3%	265	97%	3	1%	6	2%	45	16%	211	77%	256	94%

2019 TOTAL COHORT EXEMPTIONS IN ELA

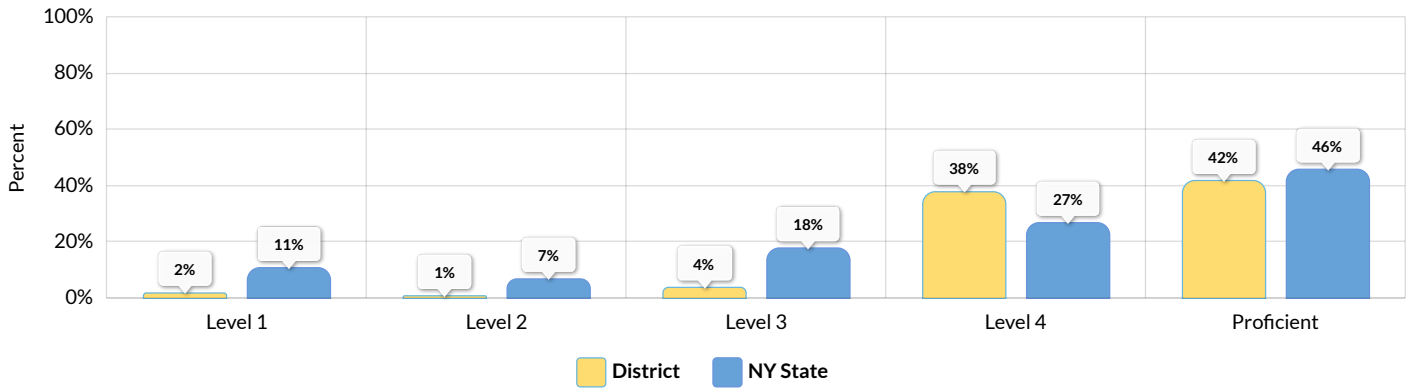
The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	3	1	33	2	67
Female	1	0	0	1	100
Male	2	1	50	1	50
General Education Students	2	0	0	2	100
Students with Disabilities	1	1	100	0	0
Hispanic or Latino	3	1	33	2	67
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged	2	1	50	1	50
Non-English Language Learner	3	1	33	2	67
Not in Foster Care	3	1	33	2	67
Not Homeless	3	1	33	2	67
Not Migrant	3	1	33	2	67
Parent Not in Armed Forces	3	1	33	2	67

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

2019 TOTAL COHORT REGENTS IN MATH

Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	273	150	55%	123	45%	5	2%	3	1%	11	4%	104	38%	115	42%
Female	137	72	53%	65	47%	2	1%	2	1%	7	5%	54	39%	61	45%
Male	135	77	—	58	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	136	78	57%	58	43%	3	2%	1	1%	4	3%	50	37%	54	40%
General Education Students	228	115	50%	113	50%	0	0%	0	0%	9	4%	104	46%	113	50%
Students with Disabilities	45	35	78%	10	22%	5	11%	3	7%	2	4%	0	0%	2	4%
Asian or Native Hawaiian/Other Pacific Islander	17	4	—	13	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	13	59%	9	41%	0	0%	0	0%	2	9%	7	32%	9	41%
White	230	130	57%	100	43%	4	2%	3	1%	8	3%	85	37%	93	40%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	21	7	33%	14	67%	1	5%	0	0%	1	5%	12	57%	13	62%
Economically Disadvantaged	30	22	73%	8	27%	2	7%	0	0%	2	7%	4	13%	6	20%
Not Economically Disadvantaged	243	128	53%	115	47%	3	1%	3	1%	9	4%	100	41%	109	45%
English Language Learner	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	270	147	—	123	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	273	150	55%	123	45%	5	2%	3	1%	11	4%	104	38%	115	42%
Not Homeless	273	150	55%	123	45%	5	2%	3	1%	11	4%	104	38%	115	42%
Not Migrant	273	150	55%	123	45%	5	2%	3	1%	11	4%	104	38%	115	42%
Parent Not in Armed Forces	273	150	55%	123	45%	5	2%	3	1%	11	4%	104	38%	115	42%

2019 TOTAL COHORT EXEMPTIONS IN MATH

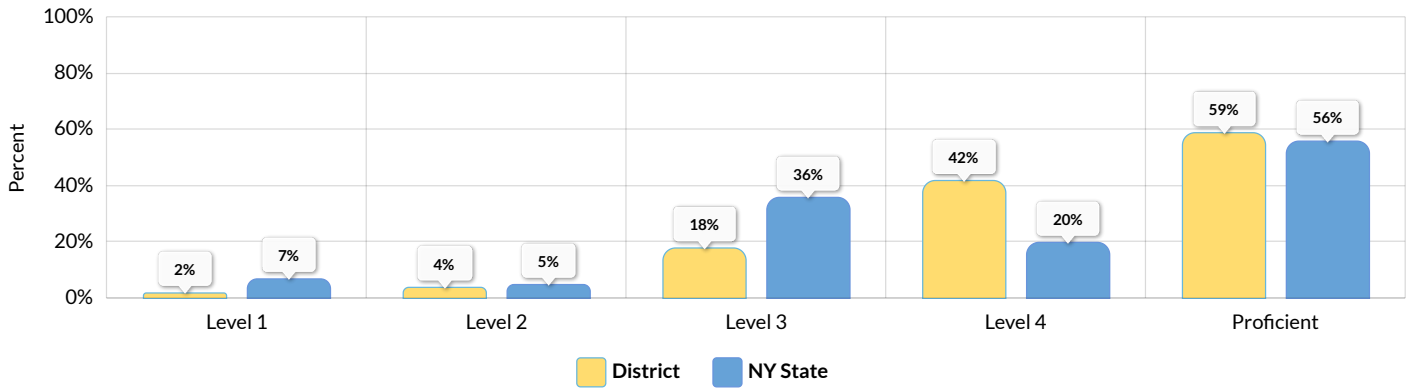
The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	159	144	91	15	9
Female	80	70	88	10	13
Male	78	73	94	5	6
Non-Binary	1	1	100	0	0
General Education Students	118	111	94	7	6
Students with Disabilities	41	33	80	8	20
Asian or Native Hawaiian/Other Pacific Islander	6	4	67	2	33
Black or African American	3	2	67	1	33
Hispanic or Latino	12	9	75	3	25
White	137	128	93	9	7
Multiracial	1	1	100	0	0
Economically Disadvantaged	23	20	87	3	13
Not Economically Disadvantaged	136	124	91	12	9
Non-English Language Learner	159	144	91	15	9
Not in Foster Care	159	144	91	15	9
Not Homeless	159	144	91	15	9
Not Migrant	159	144	91	15	9
Parent Not in Armed Forces	159	144	91	15	9

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

2019 TOTAL COHORT REGENTS IN SCIENCE

Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	273	95	35%	178	65%	6	2%	10	4%	48	18%	114	42%	162	59%
Female	137	31	23%	106	77%	6	4%	5	4%	26	19%	69	50%	95	69%
Male	135	64	—	71	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	136	64	47%	72	53%	0	0%	5	4%	22	16%	45	33%	67	49%
General Education Students	228	74	32%	154	68%	1	0%	3	1%	38	17%	112	49%	150	66%
Students with Disabilities	45	21	47%	24	53%	5	11%	7	16%	10	22%	2	4%	12	27%
Asian or Native Hawaiian/Other Pacific Islander	17	3	—	14	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	10	45%	12	55%	1	5%	0	0%	4	18%	7	32%	11	50%
White	230	81	35%	149	65%	5	2%	8	3%	41	18%	95	41%	136	59%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	21	4	19%	17	81%	0	0%	2	10%	3	14%	12	57%	15	71%
Economically Disadvantaged	30	12	40%	18	60%	2	7%	2	7%	6	20%	8	27%	14	47%
Not Economically Disadvantaged	243	83	34%	160	66%	4	2%	8	3%	42	17%	106	44%	148	61%
English Language Learner	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	270	92	—	178	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	273	95	35%	178	65%	6	2%	10	4%	48	18%	114	42%	162	59%
Not Homeless	273	95	35%	178	65%	6	2%	10	4%	48	18%	114	42%	162	59%
Not Migrant	273	95	35%	178	65%	6	2%	10	4%	48	18%	114	42%	162	59%
Parent Not in Armed Forces	273	95	35%	178	65%	6	2%	10	4%	48	18%	114	42%	162	59%

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

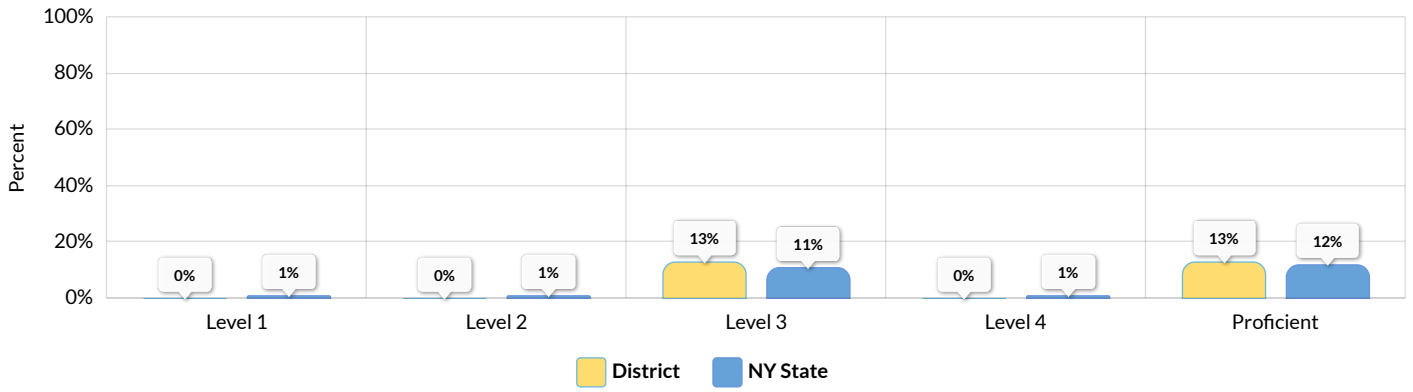
The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	263	90	34	173	66
Female	136	30	22	106	78
Male	126	60	48	66	52
Non-Binary	1	0	0	1	100
General Education Students	223	70	31	153	69
Students with Disabilities	40	20	50	20	50
Asian or Native Hawaiian/Other Pacific Islander	17	3	18	14	82
Black or African American	3	1	33	2	67
Hispanic or Latino	18	7	39	11	61
White	224	79	35	145	65
Multiracial	1	0	0	1	100
Economically Disadvantaged	25	10	40	15	60
Not Economically Disadvantaged	238	80	34	158	66
Non-English Language Learner	263	90	34	173	66
Not in Foster Care	263	90	34	173	66
Not Homeless	263	90	34	173	66
Not Migrant	263	90	34	173	66
Parent Not in Armed Forces	263	90	34	173	66

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY

Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	273	236	86%	37	14%	1	0%	0	0%	35	13%	1	0%	36	13%
Female	137	116	85%	21	15%	1	1%	0	0%	20	15%	0	0%	20	15%
Male	135	119	—	16	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	136	120	88%	16	12%	0	0%	0	0%	15	11%	1	1%	16	12%
General Education Students	228	192	84%	36	16%	0	0%	0	0%	35	15%	1	0%	36	16%
Students with Disabilities	45	44	98%	1	2%	1	2%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	17	9	—	8	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	20	91%	2	9%	1	5%	0	0%	1	5%	0	0%	1	5%
White	230	203	88%	27	12%	0	0%	0	0%	26	11%	1	0%	27	12%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	21	13	62%	8	38%	0	0%	0	0%	8	38%	0	0%	8	38%
Economically Disadvantaged	30	29	97%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%
Not Economically Disadvantaged	243	207	85%	36	15%	1	0%	0	0%	34	14%	1	0%	35	14%
English Language Learner	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	270	233	—	37	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	273	236	86%	37	14%	1	0%	0	0%	35	13%	1	0%	36	13%
Not Homeless	273	236	86%	37	14%	1	0%	0	0%	35	13%	1	0%	36	13%
Not Migrant	273	236	86%	37	14%	1	0%	0	0%	35	13%	1	0%	36	13%
Parent Not in Armed Forces	273	236	86%	37	14%	1	0%	0	0%	35	13%	1	0%	36	13%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

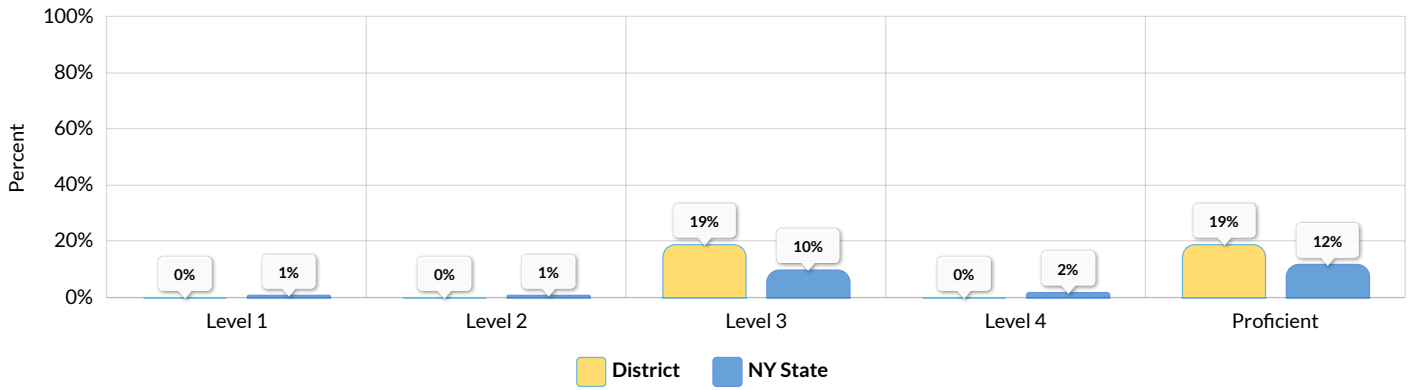
The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	232	199	86	33	14
Female	125	106	85	19	15
Male	106	92	87	14	13
Non-Binary	1	1	100	0	0
General Education Students	191	158	83	33	17
Students with Disabilities	41	41	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	14	7	50	7	50
Black or African American	3	3	100	0	0
Hispanic or Latino	17	16	94	1	6
White	198	173	87	25	13
Economically Disadvantaged	27	26	96	1	4
Not Economically Disadvantaged	205	173	84	32	16
Non-English Language Learner	232	199	86	33	14
Not in Foster Care	232	199	86	33	14
Not Homeless	232	199	86	33	14
Not Migrant	232	199	86	33	14
Parent Not in Armed Forces	232	199	86	33	14

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

2019 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT

Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	273	222	81%	51	19%	0	0%	0	0%	51	19%	0	0%	51	19%
Female	137	109	80%	28	20%	0	0%	0	0%	28	20%	0	0%	28	20%
Male	135	112	—	23	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	136	113	83%	23	17%	0	0%	0	0%	23	17%	0	0%	23	17%
General Education Students	228	178	78%	50	22%	0	0%	0	0%	50	22%	0	0%	50	22%
Students with Disabilities	45	44	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Asian or Native Hawaiian/Other Pacific Islander	17	12	—	5	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	19	86%	3	14%	0	0%	0	0%	3	14%	0	0%	3	14%
White	230	187	81%	43	19%	0	0%	0	0%	43	19%	0	0%	43	19%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	21	16	76%	5	24%	0	0%	0	0%	5	24%	0	0%	5	24%
Economically Disadvantaged	30	24	80%	6	20%	0	0%	0	0%	6	20%	0	0%	6	20%
Not Economically Disadvantaged	243	198	81%	45	19%	0	0%	0	0%	45	19%	0	0%	45	19%
English Language Learner	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	270	219	—	51	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	273	222	81%	51	19%	0	0%	0	0%	51	19%	0	0%	51	19%
Not Homeless	273	222	81%	51	19%	0	0%	0	0%	51	19%	0	0%	51	19%
Not Migrant	273	222	81%	51	19%	0	0%	0	0%	51	19%	0	0%	51	19%
Parent Not in Armed Forces	273	222	81%	51	19%	0	0%	0	0%	51	19%	0	0%	51	19%

2019 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	259	211	81	48	19
Female	132	105	80	27	20
Male	126	105	83	21	17
Non-Binary	1	1	100	0	0
General Education Students	219	171	78	48	22
Students with Disabilities	40	40	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	17	12	71	5	29
Black or African American	3	3	100	0	0
Hispanic or Latino	18	15	83	3	17
White	220	180	82	40	18
Multiracial	1	1	100	0	0
Economically Disadvantaged	24	21	88	3	13
Not Economically Disadvantaged	235	190	81	45	19
Non-English Language Learner	259	211	81	48	19
Not in Foster Care	259	211	81	48	19
Not Homeless	259	211	81	48	19
Not Migrant	259	211	81	48	19
Parent Not in Armed Forces	259	211	81	48	19

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	5	0	0%	5	100%	0	0%	0	0%	0	0%	3	60%	2	40%
Grade 1	12	1	8%	11	92%	0	0%	1	9%	2	18%	7	64%	1	9%
Grade 2	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Grade 3	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 4	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 6	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 7	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 8	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 9	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 10	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 11	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 12	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 4 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 ELA	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Math	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 ELA	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	16	16	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	16	16	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	16	16	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

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

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

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

STAFF QUALIFICATIONS (2022-23)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	264	36	14%	5	1	20%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	255	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	273	261	96%	2	1%	259	95%	0	0%	0	0%	5	2%	3	1%	4	1%
Female	137	134	98%	1	1%	133	97%	0	0%	0	0%	1	1%	0	0%	2	1%
Male	135	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-binary	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	228	222	97%	2	1%	220	96%	0	0%	0	0%	1	0%	3	1%	2	1%
Students with Disabilities	45	39	87%	0	0%	39	87%	0	0%	0	0%	4	9%	0	0%	2	4%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	17	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	18	82%	1	5%	17	77%	0	0%	0	0%	0	0%	2	9%	2	9%
White	230	222	97%	0	0%	222	97%	0	0%	0	0%	5	2%	1	0%	2	1%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	30	26	87%	0	0%	26	87%	0	0%	0	0%	1	3%	2	7%	1	3%
Not Economically Disadvantaged	243	235	97%	2	1%	233	96%	0	0%	0	0%	4	2%	1	0%	3	1%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	270	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	273	261	96%	2	1%	259	95%	0	0%	0	0%	5	2%	3	1%	4	1%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	273	261	96%	2	1%	259	95%	0	0%	0	0%	5	2%	3	1%	4	1%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	273	261	96%	2	1%	259	95%	0	0%	0	0%	5	2%	3	1%	4	1%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	273	261	96%	2	1%	259	95%	0	0%	0	0%	5	2%	3	1%	4	1%

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SOMERS CSD

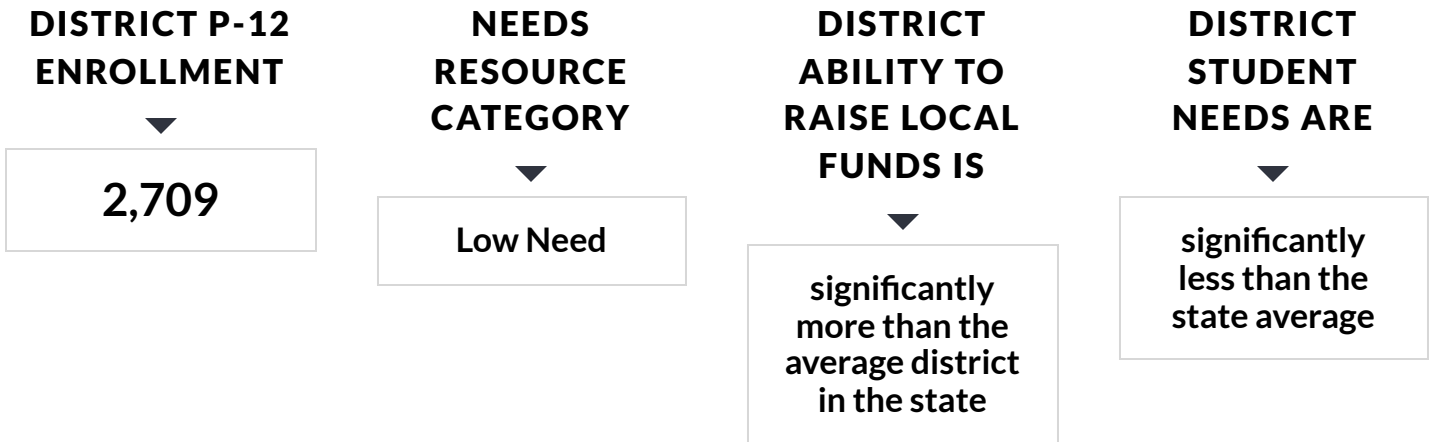
2021-22 School Year Financial Transparency Report

The tables below display per pupil expenditures for charter schools, traditional public schools, as well as district averages that may be higher or lower than an individual school.

All amounts shown on this report (except exclusions) are per pupil of the entire school or district, unless otherwise noted.

| Business Rules

Economic and Student Characteristics

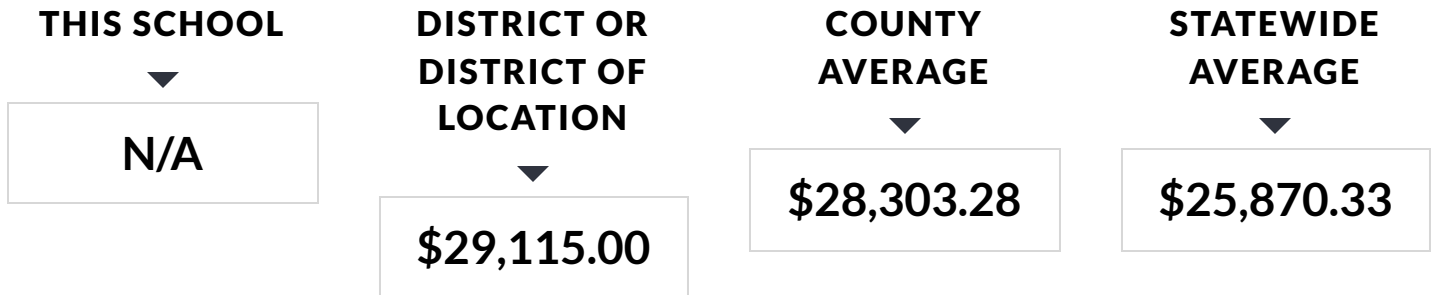


Student Demographics

Enrollment	SOMERS CSD
All Students	2,709
Economically Disadvantaged	11%
Students with Disabilities	19%
English Language Learners	1%
» Race/Ethnicity	

Staffing Profile	SOMERS CSD
Student-to-Teacher Ratio	11
Teachers with Fewer than 4 years of Experience %	14%
Teachers with 4-20 Years of Experience %	42%
Teachers with 21+ Years of Experience %	44%

Comparison: How do per pupil expenditures compare?



Report View One: How Much is Being Spent on Instruction and Administration?

For traditional school districts, school level data (entries A through D) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the particular charter school only. Entries E through H reflect central expenditures.

Total spending (entry I) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

School Cost(A-D)

Central Cost(E-H)

Combined Cost(I)

Report View One Per Pupil Expenditure Categories	SOMERS CSD
» A. Instruction (A1 + A2 + A3 + A4)	\$18,486.84

Report View One Per Pupil Expenditure Categories	SOMERS CSD
» B. Administration (B1 + B2 + B3)	\$1,498.10
» C. All Other Spending (C1 + C2 + C3)	\$1,817.52
D. Total School Level (A + B + C)	\$21,802.46
» E. Central Instruction (E1 + E2 + E3 + E4)	\$581.85
» F. Central Administration (F1 + F2 + F3)	\$2,349.95
» G. All Other Central Spending (G1 + G2 + G3)	\$4,380.58
H. Total Central Costs	\$7,312.38
I. Total Spending (D + H)	\$29,114.84

Report View Two: How are the Local/State and Federal Funds Spent?

Report View Two presents the same expenditures reported in View One, but disaggregates that spending by local/state/federal/other revenue source.

For traditional school districts, school level data (entries J and K) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the charter school. Entries L and M reflect central expenditures.

Total spending (entry N) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

School Cost(Pre-J—K)

Central Cost(Pre-L—M)

Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	SOMERS CSD
J. Total School Level Local/State Spending	\$21,467.21
» K. Total School Level Federal Spending	\$335.25
L. Total Central Level Local/State Spending	\$7,312.38
M. Total Central Level Federal Spending	\$0.00
N. Total Spending (J + K + L + M)	\$29,114.84

Detailed Spending: How Much is Spent Per Pupil in Selected Program Areas?

Program Area Details in entries O through Z represent subsets of spending in Report View One and Report View Two. Five program areas are broken out. To calculate per pupil expenditures P-12 enrollment is used for pupil services, community schools programs, and BOCES services. Enrollments for the program areas are used for special education, ELL services, and prekindergarten.

Entries O through T represent school level expenditures. For charter schools, data represents per pupil expenditures in each of category in the selected school. For traditional school districts, data under the district column represent the district average of all schools in each of these categories.

Entries U through Z represent central expenditures.

School Cost(O-T)

Central Cost(U-Z)

»	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)

Exclusions: What Other Spending is not Included in the Per Pupil Amounts Shown Above?

The final section represents total expenditures, with the following exclusions that were not included in the per pupil expenditure calculations above: transportation, tuition, debt service, and other.

“Other Exclusions” include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

Central Cost(1-5 & Percent Excluded from Total)

Combined Cost(Total Expenditures)

Excluded Expenditures	SOMERS CSD
1. Transportation	\$5,432,477.21
2. Charter School Tuition	\$0.00
3. Other Tuition	\$1,768,605.83

Excluded Expenditures	SOMERS CSD
4. Debt Service	\$5,430,750.67
5. Other	\$7,305,766.25
Percent Excluded from Total	20%
Total Expenditures	\$98,809,691.00

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Tuesday, May 21, 2024 - 7:00 a.m. to 9:00 p.m.

SOMERS MIDDLE SCHOOL GYM
250 Route 202
Somers, NY

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

Every Day School is Open until Thursday, May 16, 2024
8:30 a.m. to 3:30 p.m.

Wednesday, May 15, 2024
4:00 p.m. to 8:00 p.m.

*Voters must be registered either with the
School District or with the Board of Elections by Thursday, May 16, 2024 at 3:30 p.m.
in order to vote on Tuesday, May 21, 2024.*