

# **SOMERS CENTRAL SCHOOL DISTRICT**

## **Proposed Annual School Budget**

**2025-2026**

*Forward in Excellence*



### **INTERIM SUPERINTENDENT OF SCHOOLS**

Harry LeFevre

### **ASSISTANT SUPERINTENDENT FOR BUSINESS AND OPERATIONS**

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### **DIRECTOR OF LEARNING – ELEMENTARY**

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### **DIRECTOR OF LEARNING – SECONDARY**

Tara Kearns

### **DIRECTOR OF SPECIAL SERVICES**

Stacey Elconin

### **BOARD OF EDUCATION**

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Trustees: Ifay Chang, Dominick DeMartino, Patrick Varbero,  
Daryl Mundis, Margaret DiLorenzo

# **Somers Central School District**

## **2025-2026 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 **L**earning **I**nclusively **F**or **E**veryone across all schools.
- Promotes our schools as the center of our community – a safe place to be and grow.
- Leads by example and encourages students to follow their passions.
- Holds high expectations for student achievement and character.
- Develops a K-12 curriculum, instructional resources and assessments intended to prepare students to thrive in a global community.
- Recognizes and celebrates the collective efforts and achievements of the Somers community and embraces a healthy balance of participation from all stakeholders.
- Supports social/emotional/physical wellness as much as academic achievement.
- Recognizes the arts are vital to the core curriculum.
- Gives back to the community through service to others.
- Understands the law, the Constitution, and our civic, ethical and personal responsibilities to each other.
- Develops relationships that are characterized by honesty, respect and integrity.
- Learns from and works collaboratively with individuals from diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue.
- Supports and encourages professional collaboration, district-wide and with local organizations, to promote student learning.
- Is driven by a sense of continuous improvement.

## **Budget Development and Highlights**

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Developing the annual school budget is among the most important activities in which the Board of Education engages. The Superintendent and other central office administrators began to outline the 2025-2026 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 2.63%.

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

The 2025-2026 budget will increase by 2.41% or \$2,666,382 and the estimated tax rate increase is 2.52%.

### ***Revenues***

Budget to budget, our State Aid increased by \$120,946. There is an increase in Foundation Aid and Building Aid but a decrease in Transportation Aid, Excess Cost Aid and BOCES Aid to offset the prior increases. Our reliance on reserves and fund balance remains the same as the current school year.

### ***Staffing Changes***

Student enrollment continues to decrease in the 2025-2026 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 area of special education.

Primrose Elementary School introduced the World Language experience into Grades K-2 beginning in the 2024-2025 school year and will continue into 2025-2026. Therefore, SHS, SIS, and Primrose will share FTE to support the buildings.

Due to declining enrollment, there will be a reduction of one homeroom section in 3<sup>rd</sup> grade at SIS. This reduction still allows for class size to be consistent with Grades 4 and 5.

The SIS ALP teacher will continue to coordinate and provide services across SIS and SMS in 2025-2026.

Staffing reductions are expected in the Social Studies and Science at Somers High School due to declining enrollment. Staff members in these areas will move to Somers Middle School. Shifting these employees to these positions fills retirements and existing openings. 1.0 FTE at SHS will become student-facing due to the consolidation of the MYP Coordinator role into one position for Grades 6-10.

### ***Educational Initiatives***

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.

## Budget Development and Highlights

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*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.
- Somers High School was accredited as an IB Middle Years Programme school in 2024-2025, joining SMS as an MYP partnership school. Teachers will continue to learn collaboratively to develop instructional units aligned to the IB framework to teach the NYS curriculum.
- During the 2024-2025 school year, the Somers schools expanded World Language instruction by creating a dedicated specials period in Grades 3-5 and created a language exposure experience in Spanish for Grades K-2. This work helps to ensure that students graduate from SHS with higher levels of proficiency in receptive and expressive language.
- We continue to explore ways for both teachers and students to harness the power of technology as a learning tool while building critical 21<sup>st</sup>-century competencies in research, communication, collaboration, and critical thinking. Students in Grades 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 continue to 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 because of the new standards and the addition of the Language Arts knowledge building curriculum, *Wit & Wisdom*. 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 5<sup>th</sup> Grade NYS Science assessment.
- The importance of building a strong foundation in literacy cannot be overemphasized. Due to on-going professional learning on the Science of Reading under the support of PLC Associates and

## Budget Development and Highlights

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Great Minds *Wit & Wisdom*, the elementary schools will continue implementation of core programs of Heggerty, Foundations® (K-3 core reading element), and *Wit & Wisdom*. Teachers will continue their robust professional learning in literacy with *Wit & Wisdom* trainers in the 2025-2026 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 2025-2026.

- 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 2024-2025 and set the foundation for continued refinement of the MTSS process in the 2025-2026 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 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. Throughout 2024-2025, the consultant expanded her work to include teachers and administrators in Grades K-12. The teachers have been pivotal in helping to provide clear vision for math instruction and pathways for students. This work will continue through the 2025-2026 school year.
- 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. In 2025-2026, a continued focus on educational inclusivity 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 continue to expand on resources and best practices and further develop curriculum for Health education at the K-5 level.

## Budget Development and Highlights

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- The 2025-2065 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. This is critical to ensure 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 2025-2026 budget:
  - A new data mining, warehousing, and visualization software 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 decreased the employer contribution rate from 10.11% to approximately 9.59%, a decrease of \$146,229. The New York State Employees' Retirement System has increased their composite contribution rate from 15.2% to 16.5%, an increase of \$26,183.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## Somers Central School District 2025-2026 Budget Planning Calendar

Sept.-March	o Budget Development Process ongoing	Superintendent Administrative Staff
Tues., Oct. 22	o Budget Calendar adopted by Board of Education – 7 p.m. SMS Library	Board of Education
Tues., Dec. 10	o 2025-2026 Budget Preview – 7 p.m. SMS Library	Board of Education Superintendent
Tues., Jan. 21	o 2025-2026 Budget Planning Session – 7 p.m. SMS Library	Superintendent
Tues., Feb. 11	o 2025-2026 Budget Planning Session – 7 p.m. SMS Library	Superintendent
Mon., Mar. 3	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. 25	o 2025-2026 Budget Planning Session – 7 p.m. SMS Library	Superintendent
Mon., Apr. 21	o Nominating Petitions for BOE Candidates and First Statement of Expenditures due on or before 4/21/25	BOE Candidates & District Clerk
Tues., Apr. 22	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. 28	Board of Education Superintendent Asst. Supt. for Business & Operations
Fri., April 25	o Military Ballots to be distributed	District Clerk
Tues., April 29	o Absentee Ballots mailed to permanently disabled. District Clerk to maintain list of names of all individuals provided absentee ballots.	District Clerk
Tues., April 29	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 6	o Public Budget Hearing – 7 p.m. SMS Library	Board of Education
Fri., May 9	o Budget Notice/Trunkline mailed	Asst. Supt. for Business & Operations
Tues., May 13	o Last day Absentee Ballots and Early Mail Ballots may be requested to be mailed to absentee and early mail voters	District Clerk
Weds., May 14	o Voter Registration: District Clerk's Office – SMS, 250 Route 202 – 4-8 p.m.	District Clerk
Thurs., May 15	o Last day voters can register at District Clerk's Office o List of persons to whom Absentee and Early Mail Ballots were issued to be available o 2nd Statement of Expenditures due on or before 5/15/25	District Clerk  BOE Candidates
Tues., May 20	o Public Budget Vote/Trustee Election Somers Middle School Gymnasium – 7 a.m. to 9 p.m. o Absentee and Early Mail Ballots due by 5 p.m.	District Clerk
Mon., June 9	o 3 <sup>rd</sup> Statement of Expenditures due on or before 6/9/25	BOE Candidates

### Legal Notices Publishing Dates (District Clerk)

Public Hearing and Budget Vote	
1st	Thursday, April 3
2nd	Thursday, April 10
3rd	Thursday, April 24
4th	Thursday, May 8

<b>TAX RATE ANALYSIS</b>	<b>2024-2025 BUDGET</b>	<b>2025-2026 PROPOSED</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
School District Budget	110,810,731	113,477,113	2,666,382	2.41%
Use of Appropriated Fund Balance	1,250,000	1,250,000		
Use of Retirement Reserve + Debt Service Transfer	538,256	538,256		
Payment in Lieu of Taxes (PILOT)	113,216	116,613		
Revenues from Sources Other Than Local Property Taxes or Reserves	19,802,537	20,124,337		
Tax Levy	89,106,722	91,447,907	2,341,185	2.63%
Estimated Assessed Valuation of Property	474,920,082	475,660,436		
Tax Rate/\$1,000 Assessed Valuation	187.53	192.25	4.72	2.52%

<b>2024-2025 PROPERTY TAX REPORT CARD</b>	<b>2024-2025 BUDGET</b>	<b>2025-2026 PROPOSED</b>	<b>\$ CHANGE</b>	<b>% CHANGE</b>
Total Budgeted Amount	110,810,731	113,477,113	2,666,382	2.41%
A. Proposed Tax Levy to Support the Total Budgeted Amount	89,106,722	91,447,907	2,341,185	2.63%
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)	89,106,722	91,447,907		
F. Permissible Exclusions to the School Tax Levy Limit	5,434,342	5,604,092		
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	83,672,380	85,843,815		
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)	83,672,380	85,843,815		
I. Difference: (G-H); (negative value requires 60.0% voter approval)	0	0		
Public School Enrollment	2,490	2,437		
Consumer Price Index	4.12%	2.95%		

(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 2025-26, includes any carryover from 2024-25 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

<b>FUND BALANCE</b>	<b>ACTUAL 2024-2025</b>	<b>ESTIMATED 2025-2026</b>
Adjusted Restricted Fund Balance	11,070,954	11,621,248
Assigned Appropriated Fund Balance	1,250,000	1,250,000
Adjusted Unrestricted Fund Balance	4,432,429	4,539,084
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

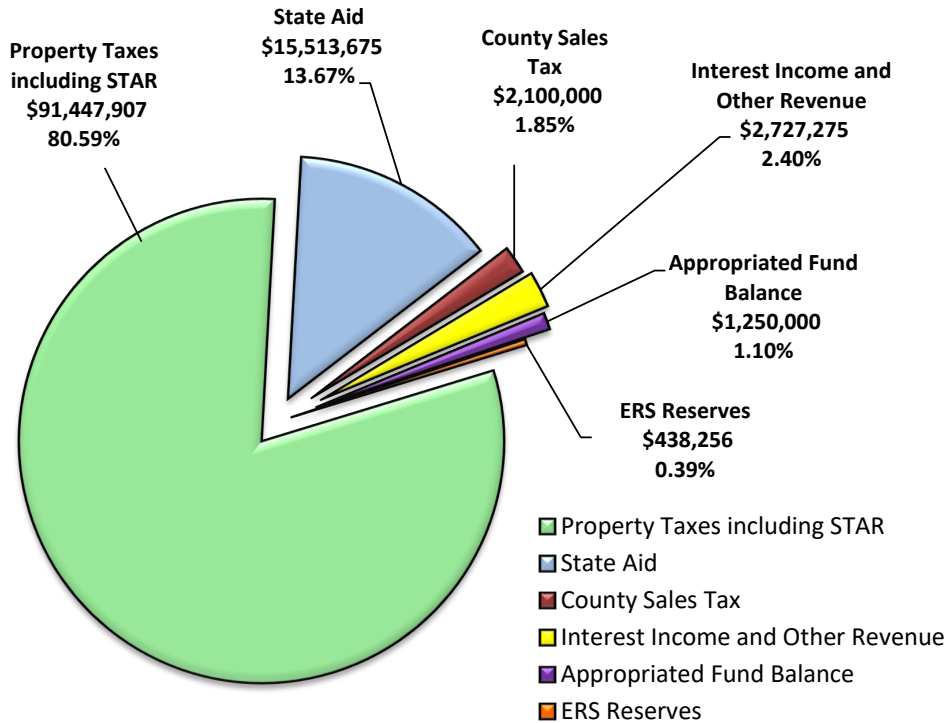
<b>SCHEDULE OF RESERVES</b>	<b>ACTUAL 3/31/25</b>	<b>ESTIMATED 6/30/25</b>	<b>INTENDED USE OF RESERVE IN 2025-2026</b>
Capital Reserve - to pay the cost of any object or purpose for which bonds may be issued	1,825,280	1,889,165	To fund facility upgrades
Reserve for Tax Certiorari - to establish a reserve fund for tax certiorari settlements	5,867,665	6,073,729	To fund any tax certiorari settlements
Employee Benefit Liability Reserve - for the payment of accrued employee benefits due to employees upon termination of service	196,006	202,866	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	893,751	986,777	To offset payments to NYS ERS
Reserve for Retirement Contributions - to fund employer retirement contributions to the NYS Teachers' Retirement System	1,541,174	1,595,115	To offset payments to NYS TRS

## Somers Central School District

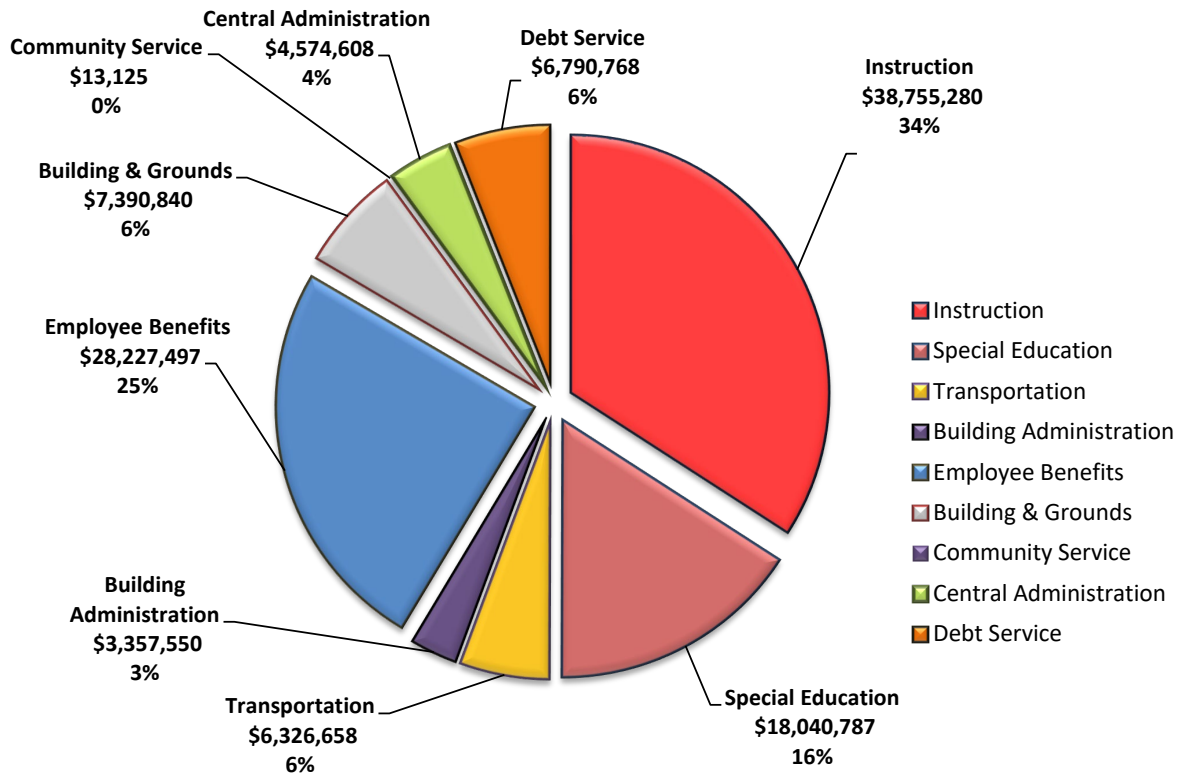
Property Tax Cap Calculation under Chapter 97 of the Laws of 2011  
(This analysis calculates the allowable tax levy for 2025-2026 school year)

Real Property Tax Levy Fiscal Year Ending June 30, 2025	\$ 89,106,722
(times) Tax Base Growth Factor (Rate from ORPS)	1.0054
	89,587,898
	89,587,898
(add) PILOTs Receivable FYE June 30, 2025	113,216
	89,701,114
2024-2025 Exemptions (Prior Year)	
(subtract) Capital Tax Levy (Debt Service & Lease Purchase)	6,771,516
(less) Capital Tax Levy (less Building Aid)	1,345,331
(Net) Capital Tax Levy (Debt Service less Building Aid)	5,426,185
<b>Prior Year Adjusted Tax Levy</b>	<b>\$ 84,274,929</b>
Prior Year Adjusted Tax Levy	84,274,929
(times) Allowable Levy Growth Factor (lesser of 2% or CPI)	2.00%
	1,685,499
	85,960,428
(subtract) 2025-2026 PILOT	116,613
	85,843,815
(add) Available carryover	0
<b>Total Levy Limit Before Adjustments and Exclusions</b>	<b>\$ 85,843,815</b>
(add) Tort judgments greater than 5% of tax levy	0
(add) ERS Contribution increase greater than 2 percentage points	0
(add) TRS Contribution increase greater than 2 percentage points	0
(add) Capital Tax Levy (Debt Service & Lease Purchase) less Debt Service transfer	6,978,329
(less) Capital Tax Levy (Building Aid)	1,374,237
Total Exclusions	5,604,092
<b>Total Tax Levy Limit for 2025-2026</b>	<b>\$ 91,447,907</b>
<b>Proposed Tax Levy for 2025-2026</b>	<b>\$ 91,447,907</b>
Increase in Tax Levy	\$ 2,341,185
Tax Levy Percentage Increase	2.627%

## 2025-2026 Anticipated Revenue



## Anticipated Expenses



General Fund Revenues				
	2022/2023 ACTUAL	2023/2024 ACTUAL	2024/2025 BUDGET	2025/2026 PROPOSED
<b><u>REVENUES -- LOCAL SOURCES</u></b>				
Tuition (including Other Districts and Summer Regents)	(340)	39,858	0	77,230
Health Services	727,257	714,215	707,493	710,500
<b>TOTAL CHARGES FOR SERVICES</b>	<b>726,917</b>	<b>754,073</b>	<b>707,493</b>	<b>787,730</b>
<b><u>USE OF MONEY &amp; PROPERTY</u></b>				
Interest & Earnings	1,284,810	1,845,982	1,045,000	1,075,000
Rental - Facility Use, Classrooms	189,698	227,724	195,518	211,410
<b>TOTAL USE OF MONEY &amp; PROPERTY</b>	<b>1,474,508</b>	<b>2,073,706</b>	<b>1,240,518</b>	<b>1,286,410</b>
<b><u>MISCELLANEOUS</u></b>				
Refund for BOCES Services	115,669	187,757	107,247	107,247
Refund of Prior Year's Expense	148,244	133,140	135,000	135,000
Miscellaneous (CPSE, IB Fees, PSATs, Tots & Teens)	125,882	166,245	123,600	132,275
Sale of Equipment/Excess Materials	2,790	1,009	1,500	1,500
Insurance Recoveries & Other Compensation for Loss	29,058	43,579	12,500	12,500
Gifts & Donations	60,308	0	0	0
Somers Education Foundation	14,472	39,677	18,000	18,000
E-Rate Refunds	100,049	280,006	27,750	30,000
Interfund Revenue	1,646	0	1,200	0
<b>TOTAL MISCELLANEOUS</b>	<b>598,117</b>	<b>851,413</b>	<b>426,797</b>	<b>436,522</b>
<b><u>NON-PROPERTY TAXES</u></b>				
Westchester County Sales Tax	<b>2,105,541</b>	<b>2,197,758</b>	<b>2,040,000</b>	<b>2,100,000</b>
<b><u>STATE &amp; FEDERAL SOURCES</u></b>				
State Aid	12,843,391	15,227,440	15,350,229	15,471,175
Emergency Disaster Assistance (NYS, FEMA)	120,017	0	0	0
Medicaid Reimbursement	63,002	62,680	37,500	42,500
<b>TOTAL REVENUES -- STATE &amp; FEDERAL SOURCES</b>	<b>13,026,410</b>	<b>15,290,120</b>	<b>15,387,729</b>	<b>15,513,675</b>
<b><u>OTHER REVENUE</u></b>				
Interfund Transfer for Debt Service	200,000	100,000	100,000	100,000
Payment in Lieu of Taxes (PILOT)	106,718	109,919	113,216	116,613
Appropriated Fund Balance	0	0	1,250,000	1,250,000
Appropriated Fund Balance - Retirement System Reserve	0	0	438,256	438,256
<b>TOTAL OTHER</b>	<b>306,718</b>	<b>209,919</b>	<b>1,901,472</b>	<b>1,904,869</b>
<b>TOTAL NON-PROPERTY REVENUES including Reserves</b>	<b>18,238,211</b>	<b>21,376,988</b>	<b>21,704,009</b>	<b>22,029,206</b>
<b>PROPERTY TAX LEVY (including STAR)</b>	<b>84,353,191</b>	<b>86,715,081</b>	<b>89,106,722</b>	<b>91,447,907</b>
<b>TOTAL REVENUES</b>	<b>102,591,402</b>	<b>108,092,069</b>	<b>110,810,731</b>	<b>113,477,113</b>

2025-2026 PROPOSED BUDGET					
ADMINISTRATIVE, PROGRAM AND CAPITAL COMPONENTS					
		ADMINISTRATIVE	PROGRAM	CAPITAL	TOTAL
1010	Board of Education	55,730			55,730
1040	District Clerk	33,563			33,563
1060	District Meeting	29,245			29,245
1240	Chief School Administrator	413,297			413,297
1310	Business Administration	1,037,174			1,037,174
1320	Auditing	68,000			68,000
1420	Legal Services	119,750			119,750
1430	Personnel Services	566,823			566,823
1480	Public Information	163,000			163,000
1620	Buildings, Grounds, Maintenance			7,190,840	7,190,840
1670	Printing and Mailing	61,102			61,102
1910	Unallocated Insurance	538,842			538,842
1920	School Association Dues	17,600			17,600
1964	Refund on Real Property Tax			7,500	7,500
1981	BOCES Administrative Charges	592,972			592,972
1983	BOCES Capital Expenses	87,563			87,563
2010	Curriculum, Development & Supervision	782,447			782,447
2020	Supervision Regular School	2,934,997			2,934,997
2070	Staff Development	422,553			422,553
2110	Regular School		29,118,341		29,118,341
2250	Programs for Students with Disabilities		17,725,787		17,725,787
2280	Occupational Education		740,359		740,359
2330	Special Schools		4,200		4,200
2610	School Library & Audio Visual		711,503		711,503
2620	Educational Television		33,600		33,600
2630	Computer Asst. Instruction		2,293,032		2,293,032
2810	Guidance Services		2,355,357		2,355,357
2815	Health Services		732,277		732,277
2820	Psychological Services		850,452		850,452
2825	Social Workers		291,871		291,871
2850	Co-Curricular Activities		394,749		394,749
2855	Interscholastic Athletics		1,229,539		1,229,539
5500	Pupil Transportation		6,326,658		6,326,658
8060	Civic Activities		13,125		13,125
9000	Employee Benefits	2,887,029	23,596,034	1,744,434	28,227,497
9711	Debt Service			4,846,404	4,846,404
9731	Bond Anticipation Note			207,500	207,500
9785	Installment Purchase			975,002	975,002
9789	Other Debt			761,862	761,862
9900	Transfer to Special Aid Fund, Capital Fund		315,000	200,000	515,000
<b>TOTAL</b>		<b>10,811,687</b>	<b>86,731,884</b>	<b>15,933,542</b>	<b>113,477,113</b>

	9.53%	76.43%	14.04%	100.00%
ADMINISTRATIVE	11.08%	ADMINISTRATIVE	9.53%	
ADMINISTRATIVE + PROGRAM		TOTAL BUDGET		

2025-2026 CONTINGENT BUDGET					
ADMINISTRATIVE, PROGRAM AND CAPITAL COMPONENTS					
		ADMINISTRATIVE	PROGRAM	CAPITAL	TOTAL
1010	Board of Education	55,730			55,730
1040	District Clerk	33,563			33,563
1060	District Meeting	29,245			29,245
1240	Chief School Administrator	404,799			404,799
1310	Business Administration	1,023,624			1,023,624
1320	Auditing	68,000			68,000
1420	Legal Services	119,750			119,750
1430	Personnel Services	559,214			559,214
1480	Public Information	163,000			163,000
1620	Buildings, Grounds, Maintenance			6,899,378	6,899,378
1670	Printing & Mailing	61,102			61,102
1910	Unallocated Insurance	538,842			538,842
1920	School Association Dues	17,600			17,600
1964	Refund on Real Property Tax			7,500	7,500
1981	BOCES Administrative Charges	592,972			592,972
1983	BOCES Capital Expenses	87,563			87,563
2010	Curriculum, Development & Supervision	782,447			782,447
2020	Supervision Regular School	2,934,997			2,934,997
2070	Staff Development	422,553			422,553
2110	Regular School		27,763,391		27,763,391
2250	Programs for Handicapped Children		17,725,787		17,725,787
2280	Occupational Education		740,359		740,359
2330	Special Schools		4,200		4,200
2610	School Library & Audio Visual		711,503		711,503
2620	Educational Television		33,600		33,600
2630	Computer Asst. Instruction		2,278,032		2,278,032
2810	Guidance Services		2,232,357		2,232,357
2815	Health Services		732,277		732,277
2820	Psychological Services		850,452		850,452
2825	Social Worker Services		291,871		291,871
2850	Co-Curricular Activities		394,749		394,749
2855	Interscholastic Athletics		1,171,539		1,171,539
5500	Pupil Transportation		6,326,658		6,326,658
8060	Civic Activities		0		0
9000	Employee Benefits	2,879,867	23,147,205	1,744,434	27,771,506
9711	Debt Service			4,846,404	4,846,404
9760	Bond Anticipation Note			207,500	207,500
9785	Installment Purchase			975,002	975,002
9789	Other Debt			761,862	761,862
9900	Transfer to Special Aid Fund, Capital Fund		315,000	200,000	515,000
<b>TOTAL</b>		<b>10,774,868</b>	<b>84,718,980</b>	<b>15,642,080</b>	<b>111,135,928</b>

For the contingent budget, a reduction of \$2,341,185 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 the 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
25-26	113,477,113	2.41%	192.254600	2.52%	15,513,675	0.82%	475,660,436	0.16%
24-25	110,810,731	4.31%	187.528444	3.79%	15,387,729	0.64%	474,920,082	-1.01%
23-24	106,228,824	5.19%	180.682861	1.91%	15,290,120	17.38%	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%

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

105,796,548	3.70%	182.088588	2.54%	14,215,817	9.03%	476,953,488	-0.10%
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#### \*\*Past Ten-Year Average

98,380,774	2.75%	172.743388	2.05%	12,202,995	5.73%	476,593,298	0.00%
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#### \*\*Past Fifteen-Year Average

93,431,815	2.46%	165.143174	2.44%	10,816,870	5.28%	478,256,562	-0.55%
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\*Estimated Tax Increase

\*\*Averages include proposed 2025-2026 budget figures.



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	22/23	23/24	24/25	25/26
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
<b>GENERAL SUPPORT</b>				
BOARD OF EDUCATION (1010) - These accounts describe the operating expenses of the Board.				
400 The cost to videotape the BOE meetings is budgeted here along with the costs for Board Docs, policy manual updates and BOCES services.	34,973	70,302	39,272	50,630
450 General office supplies, law books, service awards.	4,605	3,800	4,900	5,100
<b>BOARD OF EDUCATION</b>	<b>39,578</b>	<b>74,102</b>	<b>44,172</b>	<b>55,730</b>
DISTRICT CLERK (1040)				
100 This is the salary for District Clerk to Board of Education.	28,492	30,999	30,209	32,543
400 Cost of workshops, mileage expenditures to attend workshops.	90	508	1,595	1,020
450 General office supplies.	189	115	0	0
<b>DISTRICT CLERK</b>	<b>28,771</b>	<b>31,623</b>	<b>31,804</b>	<b>33,563</b>
DISTRICT MEETING (1060)				
100 This code is for expenditures for voting poll workers.	2,572	3,047	2,700	3,445
400 The expenses for the Annual Budget Hearing of the District including required legal notices, attendant voting costs and an automated election management system.	23,245	28,475	23,687	24,800
450 General office supplies.	0	640	800	1,000
<b>DISTRICT MEETING</b>	<b>25,817</b>	<b>32,162</b>	<b>27,187</b>	<b>29,245</b>
<b>TOTAL BOARD OF EDUCATION</b>	<b>94,166</b>	<b>137,887</b>	<b>103,163</b>	<b>118,538</b>
CHIEF SCHOOL ADMINISTRATOR (1240)				
100 The Superintendent is the Chief Executive Officer of the District and is responsible for the operation of all schools and related services and is appointed on a contracted basis by the Board of Education. Also included here is the salary of one secretary to the Superintendent of Schools.	358,529	378,342	401,841	385,347
200 Equipment.	1,620	4,041	3,000	3,000
400 Service agreements and conference expenses, association dues and professional material.	11,776	24,915	15,815	16,700
450 Stationery, office supplies and periodicals.	7,119	9,254	7,100	8,250
<b>CHIEF SCHOOL ADMINISTRATOR</b>	<b>379,044</b>	<b>416,551</b>	<b>427,756</b>	<b>413,297</b>

		22/23	23/24	24/25	25/26
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.	699,210	691,275	730,108	781,942
200	Non-educational equipment.	4,429	1,263	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 \$157,982)	185,758	396,281	241,590	244,507
450	Stationery and general office supplies such as accounting checks, facilities use forms, etc.	4,484	3,426	5,925	5,925
BUSINESS ADMINISTRATION		893,881	1,092,245	982,423	1,037,174
AUDITING (1320)		62,450	67,980	65,480	68,000
400	Charged to this account are all expenditures incurred for the annual independent audit conducted by an outside auditing firm (\$37,500) as required by Education Law, funds to cover the mandated internal auditor work (\$15,200) and claims auditing (\$15,300).				
LEGAL SERVICES (1420)		75,212	68,571	119,750	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.	449,293	467,131	478,789	474,085
200	Non-educational equipment.	3,926	410	1,800	2,000
400	Costs for recruitment and advertising of open positions and BOCES services such as record management, certification services, substitute services, Employee Assistance Program (\$68,338).	65,087	62,037	78,231	86,088
450	General office supplies.	3,178	4,962	4,350	4,650
PERSONNEL SERVICES		521,484	534,540	563,170	566,823

		22/23	23/24	24/25	25/26
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 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.	155,703	214,221	201,115	163,000
PUBLIC INFORMATION SERVICES (1480)		155,703	214,221	201,115	163,000
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.	2,385,455	2,442,932	2,717,721	2,857,706
200	Funds to cover replacement of equipment.	211,670	105,704	95,000	95,573
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 (\$689,116).	2,052,650	2,071,310	2,202,448	2,257,743
422	Refuse Removal/Recycling	43,916	46,846	47,783	48,738
423	Fuel Oil	655,642	607,471	714,000	682,500
424	Propane	3,607	1,257	8,000	8,000
425	Electricity	705,057	866,076	775,000	825,000
426	Telephone	3,400	2,613	9,500	5,000
427	Sewer Charges	0	16,307	17,800	17,800
450	Supplies: office, software, general cleaning, floor, electrical, fuel, plumbing, hardware, uniforms, and grounds supplies.	287,085	262,995	384,810	392,780
OPERATIONS & MAINTENANCE		6,348,481	6,423,510	6,972,062	7,190,840

		22/23	23/24	24/25	25/26
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.	24,761	25,540	28,419	29,436
400	Costs included here are for postage, PO boxes, postage machine rental, and for the printing and mailing of the annual budget newsletter.	14,170	24,318	35,750	30,566
450	Gasoline, fuel and supplies for the District courier.	947	452	1,025	1,100
CENTRAL PRINTING & MAILING		39,879	50,310	65,194	61,102
UNALLOCATED INSURANCE (1910)		343,603	405,955	469,540	538,842
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.				
SCHOOL ASSOCIATION DUES (1920)		15,829	16,189	16,500	17,600
400	These dues are for District membership in the NYS School Boards Association and the Westchester Putnam School Boards Association.				
REFUND ON REAL PROPERTY TAXES (1964)		2,498,781	1,142,851	10,000	7,500
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.				
BOCES ADMINISTRATIVE CHARGES (1981/1983)		641,581	662,774	677,290	680,535
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.				
TOTAL GENERAL SUPPORT (Account #1010-1989)		12,070,094	11,233,584	10,673,443	10,983,001

## **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 2025-2026 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 2025-2026 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 2025-2026 school year, SHS will offer 20 IB courses, 17 AP courses, and 15 courses that are dual enrolled with colleges and universities. In addition to upper level options, SHS continues to offer grade level courses and courses for students who need additional support.

The 2025-2026 school year will mark the eighth year of the IB Diploma Programme at Somers High School. Seventy-four percent of 2024 graduates enrolled in at least one AP or IB course. To date, SHS has graduated 43 seniors with the IB Diploma. As of the writing of this narrative, 28 10<sup>th</sup> grade students have indicated their intent to pursue the IB Diploma starting in the 2025-2026 school year. 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. Somers High School was officially recognized as an IB MYP school in 2024-2025. Teachers in Grades 11 and 12 will continue engaging in professional learning to support teachers' effective implementation of instructional practices aligned with IB's Approaches to Teaching and Learning.

Secondary Science and Social Studies require continued study because of updated standards. Faculty must continue to develop 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 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.

*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 continue to examine assessment, grading, and feedback practices that drive student learning in the upcoming school year.

Somers Middle School was accredited as an IB Middle Years Programme (MYP) school during the 2022-2023 school year. For the 2025-2026 school year, teacher teams from each department will continue to implement new units of instruction and revise and adjust units of study throughout the year. Teachers will also be engaging in professional learning as they continue to align their practices to IB's Approaches to Teaching and Learning.

Student learning data from the 2024-2025 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. 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. Grades K-3 also utilize the Foundations program and decodable texts to explicitly teach and reinforce decoding skills. This year, Grades K-5 implemented the knowledge building program, *Wit & Wisdom*, to support students' comprehension, fluency, vocabulary, oral language and writing skills. In 2025-2026, resources will continue to be dedicated to support curriculum refinement and professional learning on this approach. 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 2024-2025 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 student performance and instructional practices. In 2024-2025, teachers and administrators collaborated with this consultant to reflect on student performance and to begin a visioning process for math instruction and student pathways K-12.

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. This year, the consultant also supported teachers and administrators 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. 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 5<sup>th</sup> grade and is now a scheduled special for all students in Grades 3-5. 2024-2025 also brought a pilot of World Language exposure sessions for all students in Grades K-2.

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 SSEL, *Sci21*, and *Renaissance Learning*<sup>®</sup>. Grades 3-5 will continue the new NYS Science Investigation tasks to support the 5<sup>th</sup> 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 21<sup>st</sup>-century competencies in research, communication, collaboration, and critical thinking. Throughout 2023-2025, building technology teams collaborated to integrate the NYS Computer Science and Digital Fluency standards in developmentally appropriate ways across the curriculum. In the fall of 2024, the standards were implemented. The technology teams will continue to reflect and refine integration in 2025-2026.

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. The number of co-teaching classrooms has 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 2024-2025 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 2025-2026 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.

		22/23	23/24	24/25	25/26
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.	1,119,343	1,195,919	775,086	774,581
200	Equipment.	0	0	2,000	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.	192,473	338,794	476,019	350,679
450	Office supplies, workshop supplies, reference, subscriptions, and instructional assessment software.	44,340	84,191	88,465	77,740
CURRICULUM DEVELOPMENT & SUPPORT		1,356,157	1,618,903	1,341,570	1,205,000
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.	2,849,240	2,989,366	2,760,812	2,717,770
200	Non-instructional office equipment.	663	6,448	9,500	5,140
400	Mileage, workshops, maintenance agreements, equipment rental costs including copier costs for all schools are included in this category.	108,033	99,098	121,704	127,794
450	Building office needs including stationery, duplicating supplies, periodicals, and general office supplies.	58,273	71,960	87,539	84,293
SUPERVISION - REGULAR SCHOOL		3,016,209	3,166,872	2,979,555	2,934,997

	22/23	23/24	24/25	25/26
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.	26,466,839	27,242,544	27,382,465	27,724,582
200 These monies are budgeted for the purchase of equipment for the instructional program.	100,216	80,981	93,900	68,100
400 This account covers contractual expenses such as equipment repairs, contracts and seminars, BOCES programs such as Arts in Education, test scoring services, Science 21, and other services. (BOCES costs \$429,732)	509,996	511,964	801,447	824,491
450 Included here are expenditures for all classroom supplies, periodicals, professional journals, and other teaching materials.	234,649	315,061	308,850	321,308
480 Textbooks.	103,174	325,078	168,865	179,860
TEACHING - REGULAR SCHOOL (2110)	27,414,873	28,475,628	28,755,527	29,118,341
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.	9,400,131	9,644,644	10,462,985	10,743,537
200 Assistive Technology equipment such as auditory training devices, digital hearing aids, sound field systems for hearing impaired, hearing and sight augmentation devices.	10,067	26,275	10,050	20,300
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 41 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.	4,964,560	5,526,235	5,803,042	6,908,876
450 Supplies and software.	44,629	43,251	46,860	52,574
480 Textbooks.	2,035	41	600	500
PROGRAMS FOR DISABLED CHILDREN	14,421,422	15,240,446	16,323,537	17,725,787



	22/23	23/24	24/25	25/26
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED
OCCUPATIONAL EDUCATION (2280)				
100 This category reflects salary for a Technology teacher.	241,135	259,724	172,484	182,124
400 Costs associated with BOCES for high school occupational education students (\$547,045) and Project Lead the Way.	703,245	782,797	706,335	551,115
450 Supplies.	7,692	5,948	6,740	7,120
<b>OCCUPATIONAL EDUCATION</b>	<b>953,282</b>	<b>1,048,469</b>	<b>885,559</b>	<b>740,359</b>
<b>SUMMER INSTRUCTIONAL PROGRAMS (2330)</b>	<b>2,954</b>	<b>1,213</b>	<b>4,200</b>	<b>4,200</b>
Costs for Summer Regents Examinations				
SCHOOL LIBRARY/AUDIO-VISUAL EQUIPMENT (2610)				
100 Included are salaries for librarians and library clerks.	551,266	591,997	623,109	637,476
400 Conferences and memberships are included here.	217	377	870	945
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.	68,650	84,937	65,350	73,082
<b>SCHOOL LIBRARY/AUDIO-VISUAL EQUIPMENT</b>	<b>620,133</b>	<b>677,311</b>	<b>689,329</b>	<b>711,503</b>
EDUCATIONAL TELEVISION (2620)				
200 Included here are the costs of equipment.	2,508	2,587	2,600	2,600
400 Included here are contractual costs.	23,547	25,898	25,401	30,000
450 Supplies.	0	1,249	1,000	1,000
<b>EDUCATIONAL TELEVISION</b>	<b>26,055</b>	<b>29,734</b>	<b>29,001</b>	<b>33,600</b>

		22/23	23/24	24/25	25/26
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.	137,084	154,222	305,008	319,260
200	Technology equipment expenditures are included here.	78,061	49,627	55,000	55,000
400	Costs in this account include technical support for the network (\$900,000), service agreements for the network and wireless equipment, spam filtering software and software licensing agreements (\$167,210), and BOCES services (\$382,525).	1,162,769	1,330,256	1,978,617	1,655,314
450	Supplies such as cables, toner, repair parts - Smart Boards projector bulbs, instructional software.	162,400	224,558	251,640	263,458
COMPUTER-ASSISTED INSTRUCTION		1,540,314	1,758,663	2,590,265	2,293,032
GUIDANCE (2810)					
100	Recorded here are all salary expenditures for the Director of Guidance, certified guidance counselors, clerical staff and associated summer work.	1,811,362	1,943,143	2,101,641	2,148,850
200	Equipment.	0	0	0	2,000
400	Contractual expenses - substance abuse counselor, college and career programs and conferences.	73,985	133,854	147,390	187,084
450	Office supplies, publications, reference materials, software.	8,868	13,143	16,509	17,423
GUIDANCE		1,894,215	2,090,141	2,265,540	2,355,357
HEALTH SERVICES (2815)					
100	Herein are salaries for school nurses, health aides, associated summer work, athletic physicals, and substitute pay.	497,936	489,932	524,169	558,407
200	Non-education equipment replacement.	819	0	3,550	0
400	Dues, training expenses and the fee paid to the school physician. Section 903 of the Education Law requires physical examinations for all students in Grades 1, 3, 7, 11 and for students prior to their participation in interscholastic sports. Also charged to this account are health services for students attending private or parochial school (\$112,690).	158,646	147,329	166,318	168,437
450	Supplies. Bandages, ice packs, epipens, antiseptics, tissues.	3,368	4,419	6,399	5,433
HEALTH SERVICES		660,770	641,680	700,436	732,277

	22/23	23/24	24/25	25/26
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.	1,008,462	1,008,786	1,095,253	1,137,106
400 Conferences and membership dues.	0	660	745	4,845
450 Supplies.	860	390	172	372
<b>PSYCHOLOGICAL/SOCIAL WORKER SERVICES</b>	<b>1,009,323</b>	<b>1,009,836</b>	<b>1,096,170</b>	<b>1,142,323</b>
CO-CURRICULAR ACTIVITIES (2850)				
100 This classification is used to record expenditures for co-curricular activities (intramurals, activity club advisors, etc.) that take place after regular school hours and serve a large number of middle and high school students.	287,608	366,046	332,019	341,936
400 Costs include membership, entry fees (Mock Trial, Model UN, Youth to Youth, Math and Physics competitions, play rentals, etc.).	12,069	22,354	27,941	29,213
450 Supplies.	18,363	11,732	23,605	23,600
<b>CO-CURRICULAR ACTIVITIES</b>	<b>318,041</b>	<b>400,132</b>	<b>383,565</b>	<b>394,749</b>
INTERSCHOLASTIC ATHLETICS (2855)				
Charged here are direct expenditures incurred in training and maintaining teams for interscholastic athletics.				
100 These are the salaries for coaches for the interscholastic athletic teams (\$638,943) and additional duty pay such as games supervision, timers, etc. (\$126,973)	604,399	650,219	752,912	765,916
200 Equipment.	23,080	16,331	30,000	22,000
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. (\$316,105)	255,130	321,235	365,411	376,572
450 Included here are uniforms, balls, field marking supplies, medical supplies, award certificates, etc.	58,673	65,881	52,303	65,051
<b>ATHLETICS</b>	<b>941,283</b>	<b>1,053,666</b>	<b>1,200,626</b>	<b>1,229,539</b>
<b>TOTAL INSTRUCTION (Account #2010-2855)</b>	<b>54,175,029</b>	<b>57,212,695</b>	<b>59,244,880</b>	<b>60,621,064</b>

	22/23	23/24	24/25	25/26
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.	557,911	604,726	630,991	671,755
400	This charge consists of equipment repair, telephone, memberships and dues.	3,669	6,973	7,230	8,030
450	Costs herein cover stationery, forms, and general office supplies.	695	230	2,250	2,250

<b>PUPIL TRANSPORTATION</b>	<b>562,275</b>	<b>611,928</b>	<b>640,471</b>	<b>682,035</b>
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400	<b>GARAGE BUILDING (5530)</b>	<b>7,874</b>	<b>26,228</b>	<b>9,493</b>	<b>9,543</b>
	Included here are costs associated with repairs/upkeep of the bus garage.				

#### **CONTRACT TRANSPORTATION (5540)**

400	This category accounts for the cost of hiring private contractors to transport our children to and from school. The District anticipates entering into a three-year contract extension with Royal Coach Lines, Inc. beginning July 1, 2025 and ending June 30, 2028. Adjustments to transportation vehicle rates are based on the May CPI each year. The amount indicated is a projection of these services. Also, athletic (\$316,105), building and co-curricular trips (\$63,202) are accounted for here.	4,469,214	4,908,746	5,389,334	5,635,080
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<b>CONTRACT TRANSPORTATION</b>	<b>4,469,214</b>	<b>4,908,746</b>	<b>5,389,334</b>	<b>5,635,080</b>
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<b>TOTAL TRANSPORTATION (Account #5510-5540)</b>	<b>5,039,363</b>	<b>5,546,902</b>	<b>6,039,298</b>	<b>6,326,658</b>
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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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	22/23	23/24	24/25	25/26
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 16.5%.

898,361	959,218	1,324,671	1,350,854
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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 10.0%.

4,237,085	4,114,460	4,338,153	4,191,924
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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 \$176,100 in 2025.

3,740,244	3,893,699	4,063,155	4,140,304
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WORKERS' COMPENSATION (9040)  
The District currently is a member of the Putnam/Northern Westchester Insurance Cooperative, a self-insurance plan for Workers' Compensation coverage.

178,092	201,565	209,763	274,050
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UNEMPLOYMENT INSURANCE (9050)  
This account covers the District's potential liability for unemployment claims approved by Unemployment.

0	0	22,500	20,000
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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 3.9%, and the Empire Plan, whose projected increase is 12%. Employee contributions to the cost of health insurance range between 14% to 18.5%.

13,735,512	14,928,465	16,772,997	17,200,983
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LIFE, DENTAL, VISION, WELFARE, BENEFITS, INCENTIVE (9070, 9089)

936,531	929,203	1,015,503	1,049,382
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<b>TOTAL EMPLOYEE BENEFITS</b>	<b>23,725,825</b>	<b>25,026,609</b>	<b>27,746,742</b>	<b>28,227,497</b>
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	22/23	23/24	24/25	25/26
GENERAL FUND APPROPRIATIONS	ACTUAL	ACTUAL	BUDGET	PROPOSED

**UNDISTRIBUTED EXPENSES (9700, 9900)**

DEBT SERVICE - CONSTRUCTION BONDS (9710, 9711, 9724)	4,831,271	4,827,171	4,851,379	4,846,404
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This amount represents principal and interest payments on the following bonds: (Note: In January 2016, one bond was refinanced saving the District approximately \$2.5 million over the life of the bonds.)

- |  |          |                  |
|--|----------|------------------|
| 1. 2006 Districtwide Alterations-Additions Phase 1 borrowing (\$7,375,000) -----         | P/I cost | \$462,522        |
| 2. 2006 Districtwide Alterations-Additions Phase 2 borrowing (\$18,200,000) -----        | P/I cost | \$1,299,579      |
| 3. 2007 Districtwide Alterations-Additions Phase 3 borrowing (\$23,519,953) -----        | P/I cost | \$1,634,850      |
| 4. 2019 Districtwide Alterations-Additions borrowing (\$13,600,000) -----                | P/I cost | \$886,175        |
| 5. 2020 Districtwide Safety/Security Alterations-Additions borrowing (\$6,985,000) ----- | P/I cost | <u>\$563,278</u> |
|  |          | \$4,846,404      |

BOND ANTICIPATION NOTE (9731)	0	0	0	207,500
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\$63.9M Capital Project on this year's ballot. Work includes infrastructure and academic learning environment upgrades.

INSTALLMENT PURCHASES (9785)	765,000	850,000	975,002	975,002
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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)	380,931	761,862	761,862	761,862
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Expenditures in this code are for the Energy Performance Contract.

TRANSFER TO SPECIAL AID FUND (9901)	286,904	331,318	305,000	315,000
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TRANSFER TO CAPITAL FUND (9950)	7,200,000	200,000	200,000	200,000
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<b>TOTAL UNDISTRIBUTED EXPENSES</b>	<b>13,464,106</b>	<b>6,970,352</b>	<b>7,093,243</b>	<b>7,305,768</b>
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**UNDISTRIBUTED EXPENSE EXPLANATION:**

The Undistributed Expense portion of the 2025-2026 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 2025-2026 budget \$325,000 for the lease purchase of technology equipment. This is the 26th year of the District utilizing this means of purchasing technology equipment.

<b>TOTAL GENERAL FUND APPROPRIATIONS</b>	<b><u>108,474,417</u></b>	<b><u>105,990,141</u></b>	<b><u>110,810,731</u></b>	<b><u>113,477,113</u></b>
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## Budget Terminology

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

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

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

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

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

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

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

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

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

## Budget Terminology

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

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

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

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

**STAR:** The New York State School Tax Relief (STAR) Program provides 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

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

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

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

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

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

**NYS SCHOOL ADMINISTRATOR SALARY DISCLOSURE 2025-2026**  
 (Salaries and Benefit Cost of Superintendent and Assistant Superintendents)  
 (Salaries of Other Administrators Compensated At Over \$174,000)

<b>TITLE</b>	<b>SALARY</b>	<b>FRINGE BENEFITS</b>	<b>OTHER</b>
Superintendent of Schools	\$ 275,000	\$ 75,489	\$ 11,200

Assistant Superintendent for Business and Operations	\$ 246,750	\$ 72,747	\$ 5,100
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Director of Human Resources and Student Services	\$ 188,750
Director of Special Services	\$ 212,795
Director of Learning Secondary	\$ 180,250
Director of Learning Elementary	\$ 197,162
Director of Guidance	\$ 197,811
Elementary School Principal	\$ 219,002
Intermediate School Principal	\$ 182,564
Middle School Principal	\$ 177,057
High School Principal	\$ 200,650

[New York State School Administrator Salary Disclosure :Educational Management:NYSED](#)

**Exemption Impact Report**

Assessment Year: 2024

County: WESTCHESTER  
SWIS Code: 555200

School Value Report (555201)

Municipality: Somers  
Total Assessed Val: 524,689,301  
Uniform Percentage: 9.78

Equalized Total Assessed Value = 5,364,921,278

Exempt Code	Description	Statutory Authority	# of Exempts	Total Equalized Value of EX	% of Value Exempted
10100	CTY OWNED	RPTL 410	1	25,835,378	0.48
12350	PUB AUT ST	RPTL 412 & Pub Auth L	30	2,203,987	0.04
13100	CTY OWNED	RPTL 406(1)	37	38,005,623	0.71
13500	TWN WITHIN	RPTL 406(1)	58	14,641,104	0.27
13800	SCHOOL DIS	RPTL 408	8	110,488,752	2.06
13850	BOCES	RPTL 408	3	73,177,914	1.36
13870	SPEC DIST	RPTL 410	15	1,282,719	0.02
14110	US PROP	State L 54	1	417,689	0.01
14200	FOR GOV'T	RPTL 418	1	365,030	0.01
21600	RELIG CORP	RPTL 462	1	658,997	0.01
25110	CONST PROT	RPTL 420-a	6	10,911,554	0.20
25120	NP CORP ED	RPTL 420-a	10	141,056,237	2.63
25130	CHARITABLE	RPTL 420-a	1	940,695	0.02
25230	NPC M/M IM	RPTL 420-a	1	1,216,768	0.02
25300	NON-PROFIT	RPTL 420-b	5	2,553,169	0.05
26400	INC VOL FR	RPTL 464(2)	8	4,409,509	0.08
27350	CEMETERIES	RPTL 446	7	1,458,077	0.03
41120	WAR VET	RPTL 458-a	361	4,333,476	0.08
41124	WAR VET	RPTL 458-a	3	36,012	0.00
41130	COMBAT VET	RPTL 458-a	199	3,980,000	0.07
41140	DISABL VET	RPTL 458-a	112	3,922,126	0.07
41400	CLERGY	RPTL 460	1	15,337	0.00
41630	VOL FIRE & AMB	RPTL 466-a	25	1,381,359	0.03
41700	FARM BLDG	RPTL 483	1	54,192	0.00
41720	AG MKT 305	Ag-Mkts L 305	24	14,814,100	0.28
41730	AGRIC	Ag-Mkts L 306	9	3,223,047	0.06
41800	SENIOR LOW INC	RPTL 467	75	13,013,190	0.24
41806	SENIOR - TS	RPTL 467	76	6,203,415	0.12
41834	ENH STAR	RPTL 425	877	180,385,490	3.36
41854	BAS STAR	RPTL 425	1,637	126,028,701	2.35
41930	DISABILITY	RPTL 459-c	4	813,128	0.02
41936	DISABILITY - TS	RPTL 459-c	3	1,011,533	0.02
42130	FARM LABOR CAMP	RPTL 483-d	2	518,404	0.01
47450	FOREST LAN	RPTL 480	1	249,488	0.00
48660	PHFL Sec 577(1)	PHFL 577(3)	3	18,046,012	0.34
	<b>Total Exemptions (No System EX's)</b>		<b>3,606</b>	<b>807,652,212</b>	<b>15.05</b>
	<b>Total Exemptions (with System EX's)</b>		<b>3,606</b>	<b>807,652,212</b>	<b>15.05</b>

Values have been equalized using the Uniform Percentage of Value.

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

Amount, if any, attributable to payments in lieu of taxes: \$18,046,012

SOMERS CSD - NEW YORK STATE REPORT CARD [2023 - 24]

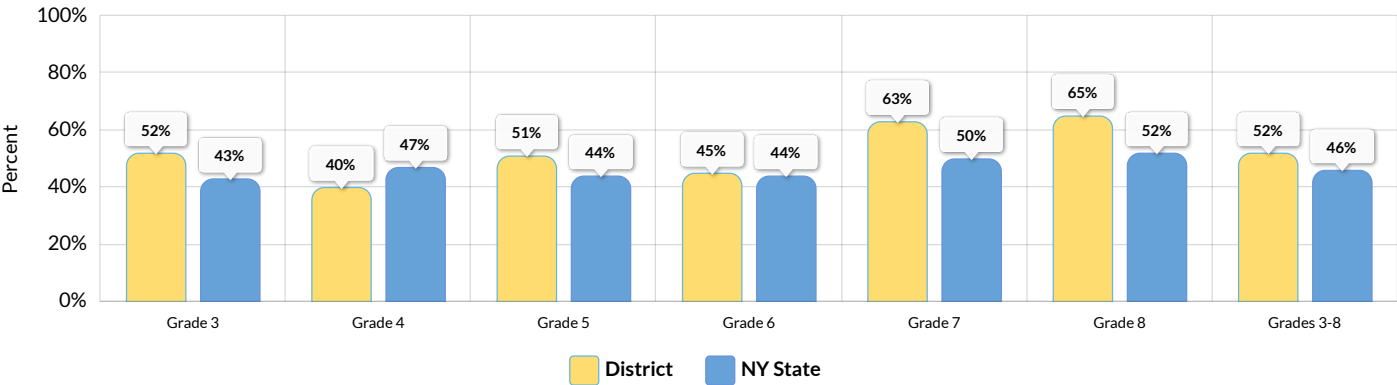
The New York State Report Card is an important part of the Board of Regents’ effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school’s or district’s strengths and weaknesses can be used to improve instruction and services to 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 (2023-24)

SUMMARY RESULTS



Percent Scoring Proficient by Grade

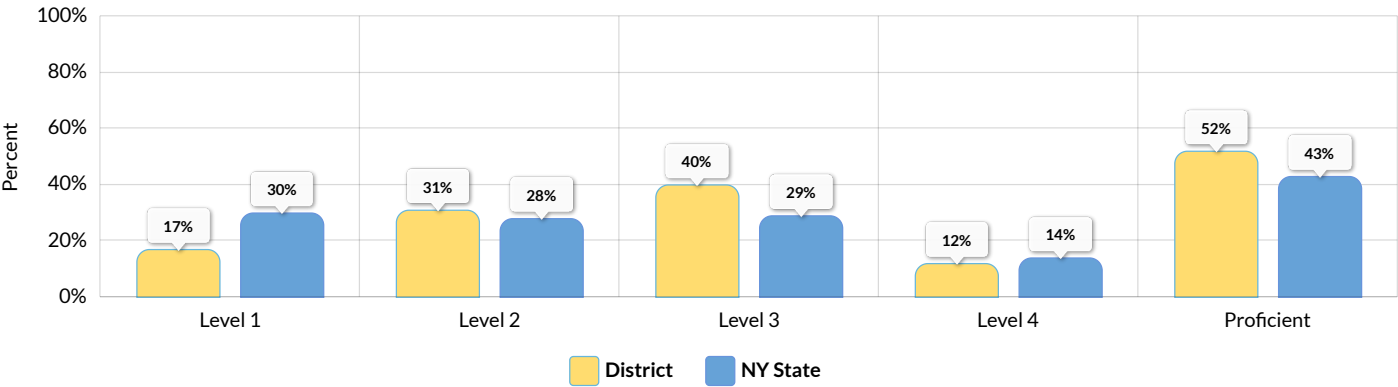


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	213	25	12%	188	88%	32	17%	58	31%	75	40%	23	12%	98	52%
Grade 4	183	27	15%	156	85%	38	24%	56	36%	47	30%	15	10%	62	40%
Grade 5	177	21	12%	156	88%	19	12%	58	37%	62	40%	17	11%	79	51%
Grade 6	188	36	19%	152	81%	28	18%	56	37%	46	30%	22	14%	68	45%
Grade 7	186	63	34%	123	66%	12	10%	33	27%	54	44%	24	20%	78	63%
Grade 8	201	62	31%	139	69%	16	12%	33	24%	46	33%	44	32%	90	65%
Grades 3-8	1,148	234	20%	914	80%	145	16%	294	32%	330	36%	145	16%	475	52%

GRADE 3 ELA RESULTS



Percent Scoring at Levels for All Students

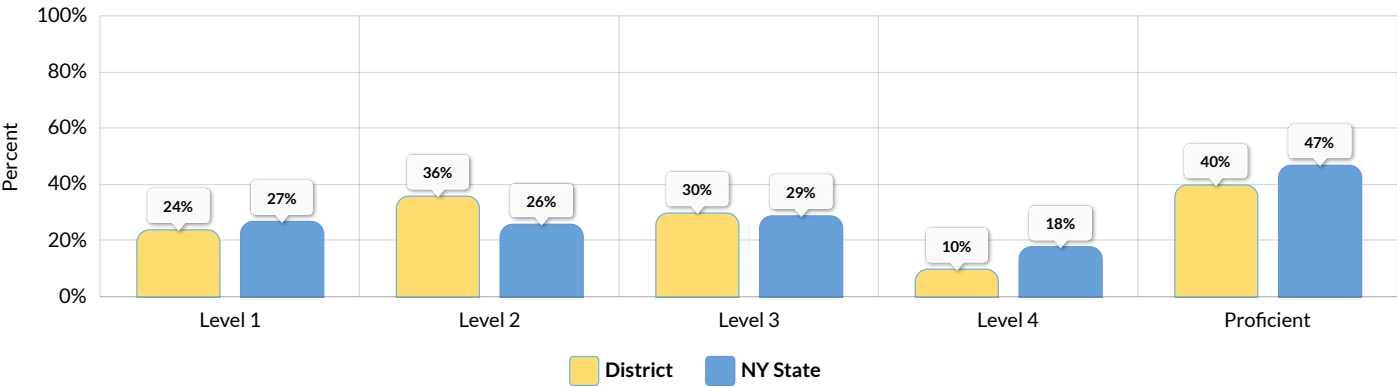


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	213	25	12%	188	88%	32	17%	58	31%	75	40%	23	12%	98	52%
Female	94	12	13%	82	87%	11	13%	24	29%	35	43%	12	15%	47	57%
Male	119	13	11%	106	89%	21	20%	34	32%	40	38%	11	10%	51	48%
General Education Students	167	11	7%	156	93%	16	10%	47	30%	70	45%	23	15%	93	60%
Students with Disabilities	46	14	30%	32	70%	16	50%	11	34%	5	16%	0	0%	5	16%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	38	6	16%	32	84%	12	38%	9	28%	8	25%	3	9%	11	34%
White	155	16	10%	139	90%	16	12%	45	32%	59	42%	19	14%	78	56%
Multiracial	11	2	18%	9	82%	1	11%	2	22%	6	67%	0	0%	6	67%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	3	38%	2	25%	2	25%	1	13%	3	38%
Economically Disadvantaged	28	1	4%	27	96%	8	30%	11	41%	6	22%	2	7%	8	30%
Not Economically Disadvantaged	185	24	13%	161	87%	24	15%	47	29%	69	43%	21	13%	90	56%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	210	24	11%	186	89%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	213	25	12%	188	88%	32	17%	58	31%	75	40%	23	12%	98	52%
Not Homeless	213	25	12%	188	88%	32	17%	58	31%	75	40%	23	12%	98	52%
Not Migrant	213	25	12%	188	88%	32	17%	58	31%	75	40%	23	12%	98	52%
Parent Not in Armed Forces	213	25	12%	188	88%	32	17%	58	31%	75	40%	23	12%	98	52%

GRADE 4 ELA RESULTS



Percent Scoring at Levels for All Students



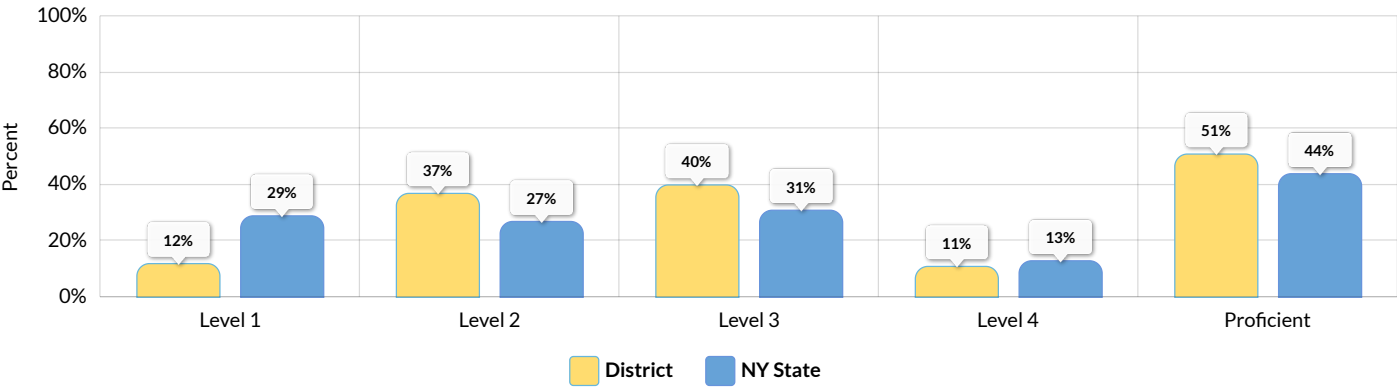
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	183	27	15%	156	85%	38	24%	56	36%	47	30%	15	10%	62	40%
Female	86	10	12%	76	88%	18	24%	29	38%	22	29%	7	9%	29	38%
Male	97	17	18%	80	82%	20	25%	27	34%	25	31%	8	10%	33	41%
General Education Students	143	19	13%	124	87%	31	25%	41	33%	37	30%	15	12%	52	42%
Students with Disabilities	40	8	20%	32	80%	7	22%	15	47%	10	31%	0	0%	10	31%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	31	6	19%	25	81%	9	36%	10	40%	6	24%	0	0%	6	24%
White	137	18	13%	119	87%	26	22%	44	37%	36	30%	13	11%	49	41%
Multiracial	9	3	33%	6	67%	1	17%	1	17%	2	33%	2	33%	4	67%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	2	33%	1	17%	3	50%	0	0%	3	50%
Economically Disadvantaged	26	5	19%	21	81%	9	43%	9	43%	3	14%	0	0%	3	14%
Not Economically Disadvantaged	157	22	14%	135	86%	29	21%	47	35%	44	33%	15	11%	59	44%
English Language Learner	7	2	29%	5	71%	5	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	176	25	14%	151	86%	33	22%	56	37%	47	31%	15	10%	62	41%
Not in Foster Care	183	27	15%	156	85%	38	24%	56	36%	47	30%	15	10%	62	40%
Not Homeless	183	27	15%	156	85%	38	24%	56	36%	47	30%	15	10%	62	40%
Not Migrant	183	27	15%	156	85%	38	24%	56	36%	47	30%	15	10%	62	40%
Parent Not in Armed Forces	183	27	15%	156	85%	38	24%	56	36%	47	30%	15	10%	62	40%



GRADE 5 ELA RESULTS



Percent Scoring at Levels for All Students

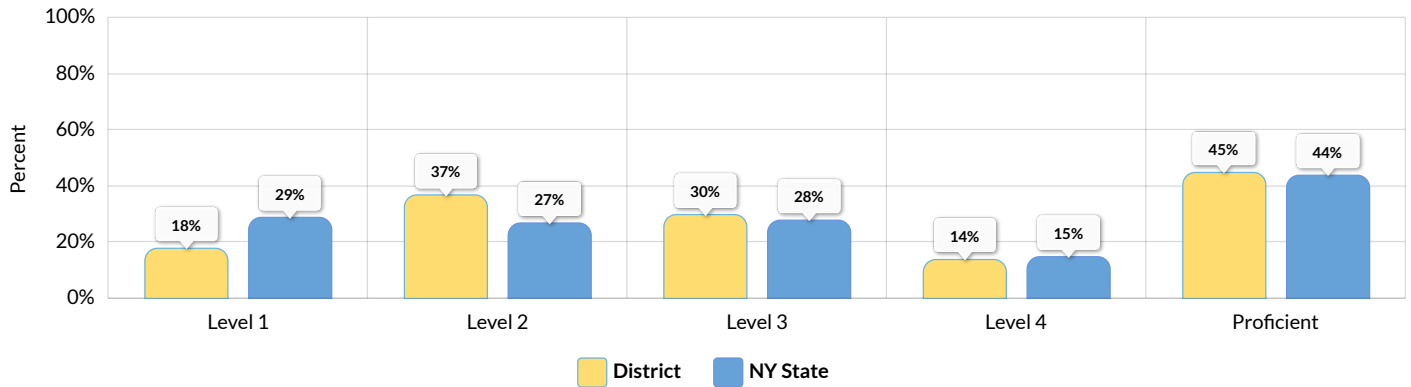


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	177	21	12%	156	88%	19	12%	58	37%	62	40%	17	11%	79	51%
Female	90	7	8%	83	92%	5	6%	28	34%	38	46%	12	14%	50	60%
Male	87	14	16%	73	84%	14	19%	30	41%	24	33%	5	7%	29	40%
General Education Students	139	15	11%	124	89%	8	6%	40	32%	59	48%	17	14%	76	61%
Students with Disabilities	38	6	16%	32	84%	11	34%	18	56%	3	9%	0	0%	3	9%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	1	4%	27	96%	7	26%	12	44%	5	19%	3	11%	8	30%
White	139	19	14%	120	86%	10	8%	45	38%	53	44%	12	10%	65	54%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	2	22%	1	11%	4	44%	2	22%	6	67%
Economically Disadvantaged	25	5	20%	20	80%	8	40%	7	35%	4	20%	1	5%	5	25%
Not Economically Disadvantaged	152	16	11%	136	89%	11	8%	51	38%	58	43%	16	12%	74	54%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	174	21	12%	153	88%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	177	21	12%	156	88%	19	12%	58	37%	62	40%	17	11%	79	51%
Not Homeless	177	21	12%	156	88%	19	12%	58	37%	62	40%	17	11%	79	51%
Not Migrant	177	21	12%	156	88%	19	12%	58	37%	62	40%	17	11%	79	51%
Parent Not in Armed Forces	177	21	12%	156	88%	19	12%	58	37%	62	40%	17	11%	79	51%

## GRADE 6 ELA RESULTS



Percent Scoring at Levels for All Students

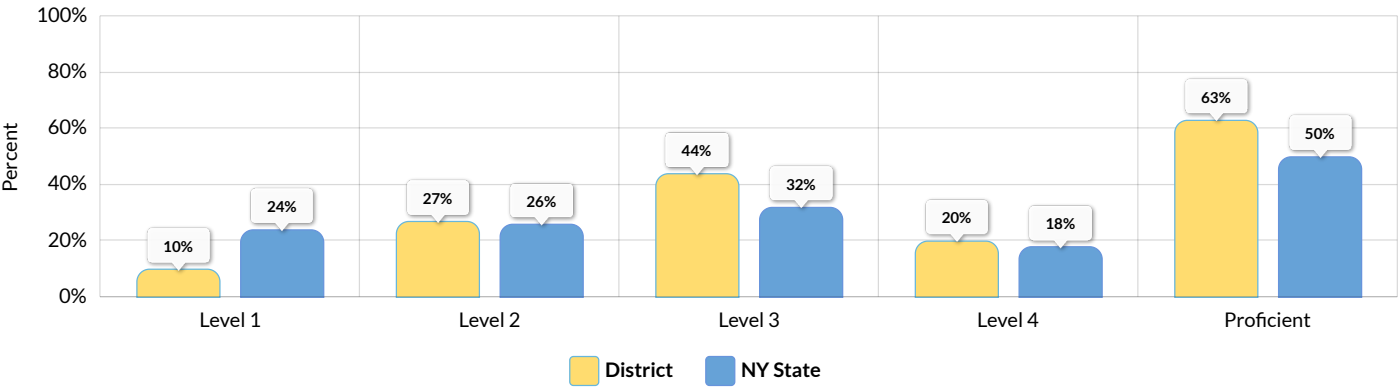


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	188	36	19%	152	81%	28	18%	56	37%	46	30%	22	14%	68	45%
Female	94	11	12%	83	88%	14	17%	27	33%	25	30%	17	20%	42	51%
Male	94	25	27%	69	73%	14	20%	29	42%	21	30%	5	7%	26	38%
General Education Students	145	20	14%	125	86%	11	9%	49	39%	43	34%	22	18%	65	52%
Students with Disabilities	43	16	37%	27	63%	17	63%	7	26%	3	11%	0	0%	3	11%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	0	0%	1	20%	2	40%	2	40%	4	80%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	30	3	10%	27	90%	7	26%	13	48%	5	19%	2	7%	7	26%
White	142	29	20%	113	80%	20	18%	39	35%	36	32%	18	16%	54	48%
Multiracial	10	3	30%	7	70%	1	14%	3	43%	3	43%	0	0%	3	43%
Economically Disadvantaged	24	6	25%	18	75%	6	33%	9	50%	3	17%	0	0%	3	17%
Not Economically Disadvantaged	164	30	18%	134	82%	22	16%	47	35%	43	32%	22	16%	65	49%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	187	36	19%	151	81%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	188	36	19%	152	81%	28	18%	56	37%	46	30%	22	14%	68	45%
Not Homeless	188	36	19%	152	81%	28	18%	56	37%	46	30%	22	14%	68	45%
Not Migrant	188	36	19%	152	81%	28	18%	56	37%	46	30%	22	14%	68	45%
Parent Not in Armed Forces	188	36	19%	152	81%	28	18%	56	37%	46	30%	22	14%	68	45%

GRADE 7 ELA RESULTS



Percent Scoring at Levels for All Students

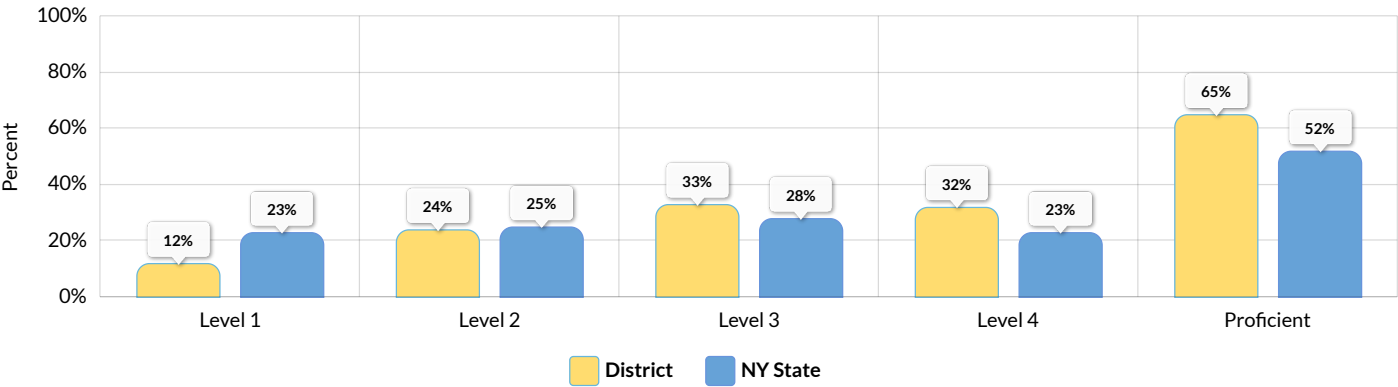


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	186	63	34%	123	66%	12	10%	33	27%	54	44%	24	20%	78	63%
Female	102	30	29%	72	71%	8	11%	21	29%	33	46%	10	14%	43	60%
Male	84	33	39%	51	61%	4	8%	12	24%	21	41%	14	27%	35	69%
General Education Students	148	41	28%	107	72%	7	7%	26	24%	51	48%	23	21%	74	69%
Students with Disabilities	38	22	58%	16	42%	5	31%	7	44%	3	19%	1	6%	4	25%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	31	9	29%	22	71%	2	9%	4	18%	12	55%	4	18%	16	73%
White	144	52	36%	92	64%	10	11%	26	28%	40	43%	16	17%	56	61%
Multiracial	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	2	18%	9	82%	0	0%	3	33%	2	22%	4	44%	6	67%
Economically Disadvantaged	27	11	41%	16	59%	2	13%	7	44%	5	31%	2	13%	7	44%
Not Economically Disadvantaged	159	52	33%	107	67%	10	9%	26	24%	49	46%	22	21%	71	66%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	185	62	34%	123	66%	12	10%	33	27%	54	44%	24	20%	78	63%
Not in Foster Care	186	63	34%	123	66%	12	10%	33	27%	54	44%	24	20%	78	63%
Not Homeless	186	63	34%	123	66%	12	10%	33	27%	54	44%	24	20%	78	63%
Not Migrant	186	63	34%	123	66%	12	10%	33	27%	54	44%	24	20%	78	63%
Parent Not in Armed Forces	186	63	34%	123	66%	12	10%	33	27%	54	44%	24	20%	78	63%

GRADE 8 ELA RESULTS



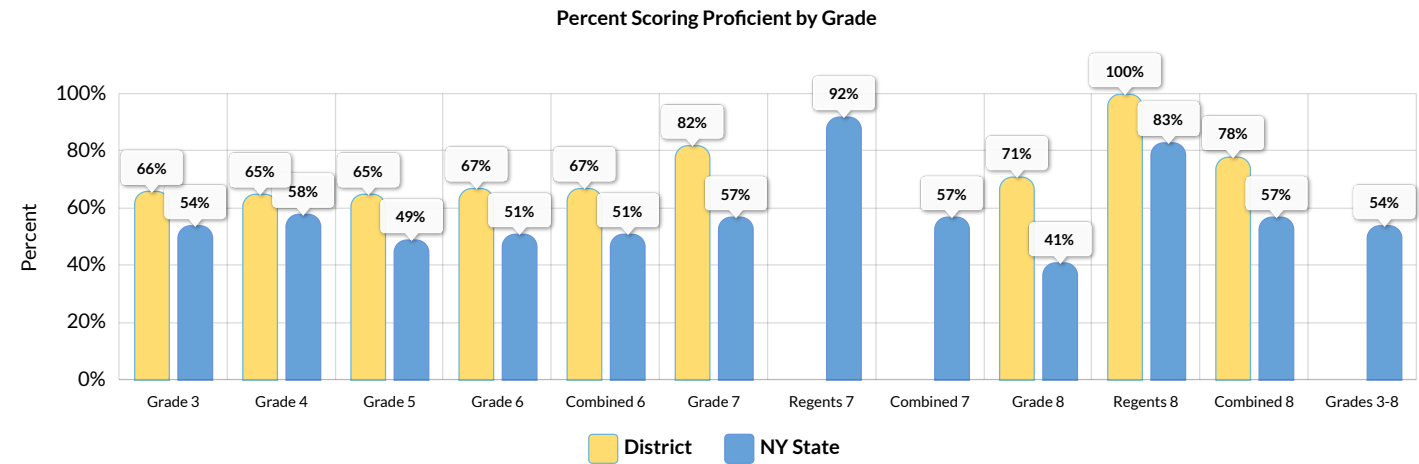
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	201	62	31%	139	69%	16	12%	33	24%	46	33%	44	32%	90	65%
Female	96	27	28%	69	72%	5	7%	14	20%	22	32%	28	41%	50	72%
Male	105	35	33%	70	67%	11	16%	19	27%	24	34%	16	23%	40	57%
General Education Students	163	38	23%	125	77%	8	6%	30	24%	44	35%	43	34%	87	70%
Students with Disabilities	38	24	63%	14	37%	8	57%	3	21%	2	14%	1	7%	3	21%
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	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	37	17	46%	20	54%	3	15%	4	20%	12	60%	1	5%	13	65%
White	147	43	29%	104	71%	12	12%	28	27%	31	30%	33	32%	64	62%
Multiracial	7	1	14%	6	86%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	0	0%	1	14%	2	29%	4	57%	6	86%
Economically Disadvantaged	27	13	48%	14	52%	5	36%	1	7%	4	29%	4	29%	8	57%
Not Economically Disadvantaged	174	49	28%	125	72%	11	9%	32	26%	42	34%	40	32%	82	66%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	199	62	31%	137	69%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	201	62	31%	139	69%	16	12%	33	24%	46	33%	44	32%	90	65%
Not Homeless	201	62	31%	139	69%	16	12%	33	24%	46	33%	44	32%	90	65%
Not Migrant	201	62	31%	139	69%	16	12%	33	24%	46	33%	44	32%	90	65%
Parent Not in Armed Forces	201	62	31%	139	69%	16	12%	33	24%	46	33%	44	32%	90	65%

GRADES 3-8 MATHEMATICS RESULTS (2023-24)

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	213	28	13%	185	87%	14	8%	48	26%	107	58%	16	9%	123	66%
Grade 4	183	30	16%	153	84%	12	8%	41	27%	73	48%	27	18%	100	65%
Grade 5	177	22	12%	155	88%	21	14%	33	21%	67	43%	34	22%	101	65%
Grade 6	188	49	26%	139	74%	7	5%	39	28%	59	42%	34	24%	93	67%
Combined 6	188	49	26%	139	74%	7	5%	39	28%	59	42%	34	24%	93	67%
Grade 7	186	67	36%	119	64%	7	6%	14	12%	53	45%	45	38%	98	82%
Regents 7	—	—	—	3	2%	—	—	—	—	—	—	—	—	—	—
Combined 7	186	64	34%	122	66%	—	—	—	—	—	—	—	—	—	—
Grade 8	201	105	52%	96	48%	14	15%	14	15%	57	59%	11	11%	68	71%
Regents 8	—	—	—	30	15%	0	0%	0	0%	0	0%	30	100%	30	100%
Combined 8	201	75	37%	126	63%	14	11%	14	11%	57	45%	41	33%	98	78%
Grades 3-8	1,148	268	23%	880	77%	—	—	—	—	—	—	—	—	—	—

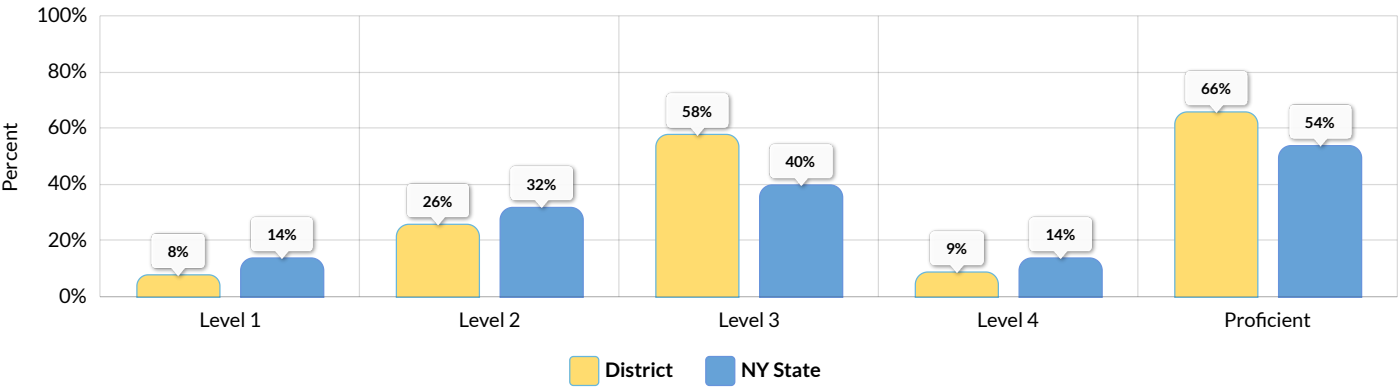
See report card Glossary and Guide for criteria used to include students in this table.



GRADE 3 MATH RESULTS



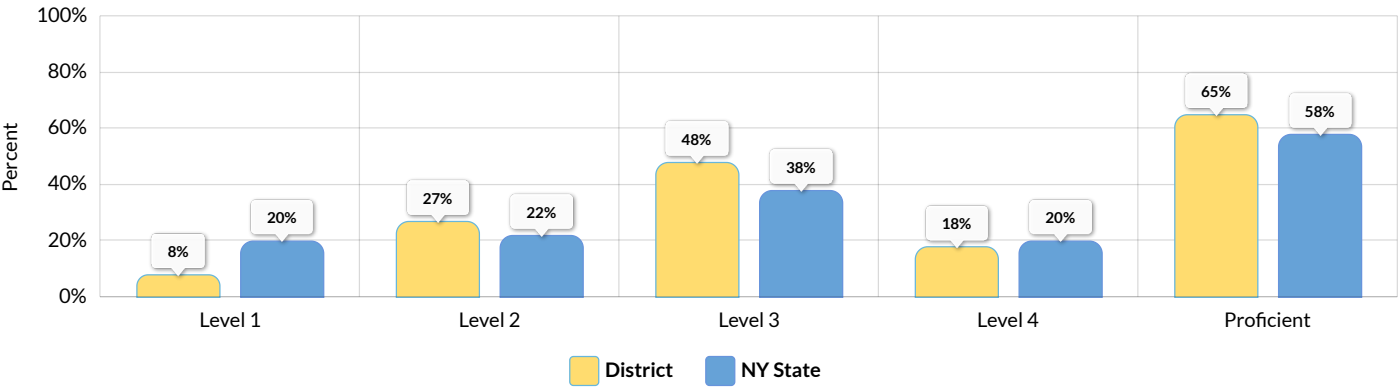
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	213	28	13%	185	87%	14	8%	48	26%	107	58%	16	9%	123	66%
Female	94	14	15%	80	85%	6	8%	22	28%	47	59%	5	6%	52	65%
Male	119	14	12%	105	88%	8	8%	26	25%	60	57%	11	10%	71	68%
General Education Students	167	13	8%	154	92%	3	2%	38	25%	97	63%	16	10%	113	73%
Students with Disabilities	46	15	33%	31	67%	11	35%	10	32%	10	32%	0	0%	10	32%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	38	8	21%	30	79%	8	27%	7	23%	14	47%	1	3%	15	50%
White	155	18	12%	137	88%	3	2%	36	26%	84	61%	14	10%	98	72%
Multiracial	11	2	18%	9	82%	0	0%	4	44%	4	44%	1	11%	5	56%
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	3	33%	1	11%	5	56%	0	0%	5	56%
Economically Disadvantaged	28	2	7%	26	93%	9	35%	5	19%	9	35%	3	12%	12	46%
Not Economically Disadvantaged	185	26	14%	159	86%	5	3%	43	27%	98	62%	13	8%	111	70%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	210	27	13%	183	87%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	213	28	13%	185	87%	14	8%	48	26%	107	58%	16	9%	123	66%
Not Homeless	213	28	13%	185	87%	14	8%	48	26%	107	58%	16	9%	123	66%
Not Migrant	213	28	13%	185	87%	14	8%	48	26%	107	58%	16	9%	123	66%
Parent Not in Armed Forces	213	28	13%	185	87%	14	8%	48	26%	107	58%	16	9%	123	66%

GRADE 4 MATH RESULTS

Percent Scoring at Levels for All Students

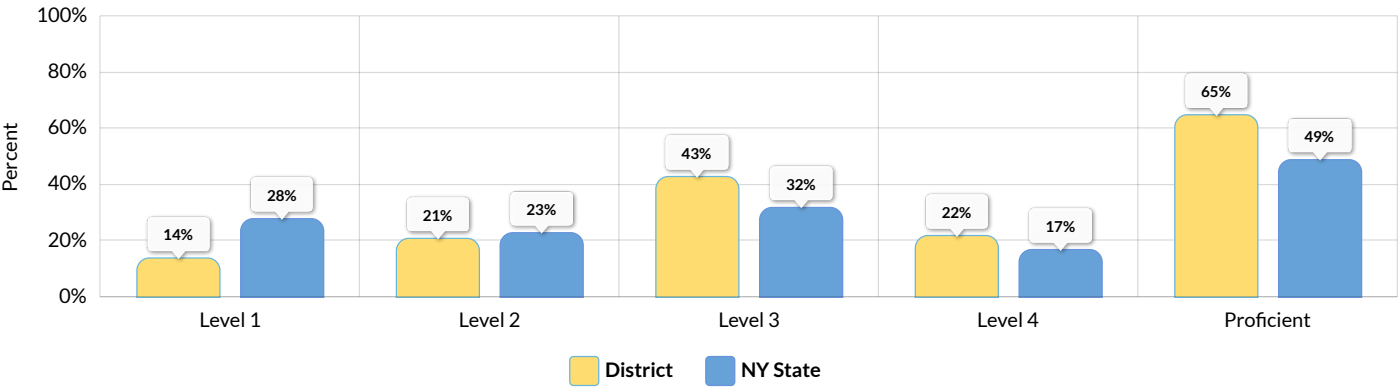


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	183	30	16%	153	84%	12	8%	41	27%	73	48%	27	18%	100	65%
Female	86	13	15%	73	85%	6	8%	21	29%	35	48%	11	15%	46	63%
Male	97	17	18%	80	82%	6	8%	20	25%	38	48%	16	20%	54	68%
General Education Students	143	21	15%	122	85%	4	3%	32	26%	62	51%	24	20%	86	70%
Students with Disabilities	40	9	23%	31	78%	8	26%	9	29%	11	35%	3	10%	14	45%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	31	6	19%	25	81%	3	12%	10	40%	11	44%	1	4%	12	48%
White	137	21	15%	116	85%	9	8%	28	24%	55	47%	24	21%	79	68%
Multiracial	9	3	33%	6	67%	0	0%	1	17%	4	67%	1	17%	5	83%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	2	33%	3	50%	1	17%	4	67%
Economically Disadvantaged	26	5	19%	21	81%	4	19%	8	38%	9	43%	0	0%	9	43%
Not Economically Disadvantaged	157	25	16%	132	84%	8	6%	33	25%	64	48%	27	20%	91	69%
English Language Learner	7	1	14%	6	86%	2	33%	3	50%	1	17%	0	0%	1	17%
Non-English Language Learner	176	29	16%	147	84%	10	7%	38	26%	72	49%	27	18%	99	67%
Not in Foster Care	183	30	16%	153	84%	12	8%	41	27%	73	48%	27	18%	100	65%
Not Homeless	183	30	16%	153	84%	12	8%	41	27%	73	48%	27	18%	100	65%
Not Migrant	183	30	16%	153	84%	12	8%	41	27%	73	48%	27	18%	100	65%
Parent Not in Armed Forces	183	30	16%	153	84%	12	8%	41	27%	73	48%	27	18%	100	65%

GRADE 5 MATH RESULTS



Percent Scoring at Levels for All Students

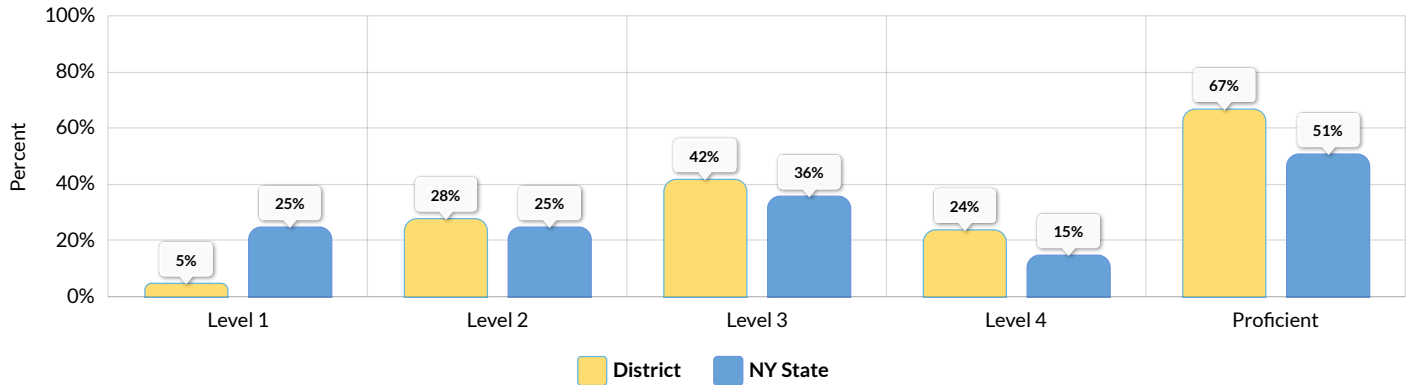


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	177	22	12%	155	88%	21	14%	33	21%	67	43%	34	22%	101	65%
Female	90	9	10%	81	90%	16	20%	14	17%	36	44%	15	19%	51	63%
Male	87	13	15%	74	85%	5	7%	19	26%	31	42%	19	26%	50	68%
General Education Students	139	14	10%	125	90%	8	6%	24	19%	62	50%	31	25%	93	74%
Students with Disabilities	38	8	21%	30	79%	13	43%	9	30%	5	17%	3	10%	8	27%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	2	7%	26	93%	4	15%	9	35%	9	35%	4	15%	13	50%
White	139	19	14%	120	86%	16	13%	23	19%	56	47%	25	21%	81	68%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	1	11%	1	11%	2	22%	5	56%	7	78%
Economically Disadvantaged	25	8	32%	17	68%	4	24%	4	24%	8	47%	1	6%	9	53%
Not Economically Disadvantaged	152	14	9%	138	91%	17	12%	29	21%	59	43%	33	24%	92	67%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	174	21	12%	153	88%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	177	22	12%	155	88%	21	14%	33	21%	67	43%	34	22%	101	65%
Not Homeless	177	22	12%	155	88%	21	14%	33	21%	67	43%	34	22%	101	65%
Not Migrant	177	22	12%	155	88%	21	14%	33	21%	67	43%	34	22%	101	65%
Parent Not in Armed Forces	177	22	12%	155	88%	21	14%	33	21%	67	43%	34	22%	101	65%

## GRADE 6 MATH RESULTS



Percent Scoring at Levels for All Students

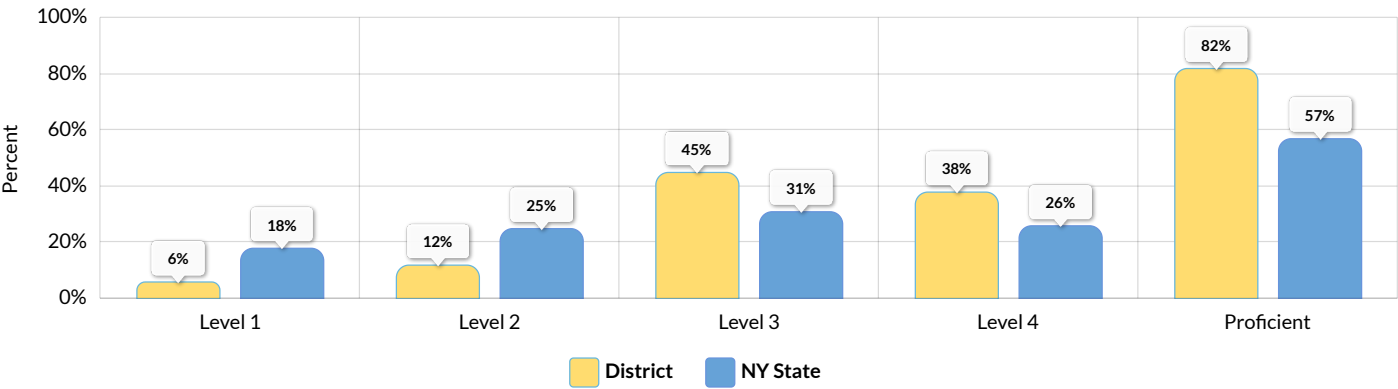


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	188	49	26%	139	74%	7	5%	39	28%	59	42%	34	24%	93	67%
Female	94	20	21%	74	79%	5	7%	19	26%	31	42%	19	26%	50	68%
Male	94	29	31%	65	69%	2	3%	20	31%	28	43%	15	23%	43	66%
General Education Students	145	26	18%	119	82%	2	2%	30	25%	53	45%	34	29%	87	73%
Students with Disabilities	43	23	53%	20	47%	5	25%	9	45%	6	30%	0	0%	6	30%
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	30	9	30%	21	70%	2	10%	6	29%	11	52%	2	10%	13	62%
White	142	36	25%	106	75%	5	5%	29	27%	43	41%	29	27%	72	68%
Multiracial	10	3	30%	7	70%	0	0%	3	43%	2	29%	2	29%	4	57%
Economically Disadvantaged	24	10	42%	14	58%	2	14%	5	36%	6	43%	1	7%	7	50%
Not Economically Disadvantaged	164	39	24%	125	76%	5	4%	34	27%	53	42%	33	26%	86	69%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	187	49	26%	138	74%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	188	49	26%	139	74%	7	5%	39	28%	59	42%	34	24%	93	67%
Not Homeless	188	49	26%	139	74%	7	5%	39	28%	59	42%	34	24%	93	67%
Not Migrant	188	49	26%	139	74%	7	5%	39	28%	59	42%	34	24%	93	67%
Parent Not in Armed Forces	188	49	26%	139	74%	7	5%	39	28%	59	42%	34	24%	93	67%

GRADE 7 MATH RESULTS



Percent Scoring at Levels for All Students



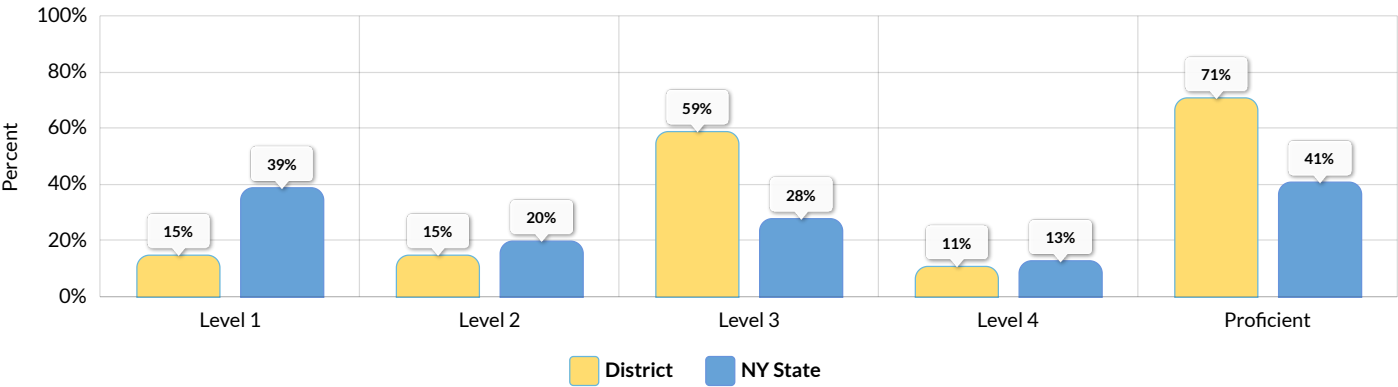


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	186	67	36%	119	64%	7	6%	14	12%	53	45%	45	38%	98	82%
Female	102	36	35%	66	65%	3	5%	7	11%	36	55%	20	30%	56	85%
Male	84	31	37%	53	63%	4	8%	7	13%	17	32%	25	47%	42	79%
General Education Students	148	43	29%	105	71%	5	5%	10	10%	47	45%	43	41%	90	86%
Students with Disabilities	38	24	63%	14	37%	2	14%	4	29%	6	43%	2	14%	8	57%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	31	10	32%	21	68%	1	5%	4	19%	8	38%	8	38%	16	76%
White	144	55	38%	89	62%	6	7%	7	8%	43	48%	33	37%	76	85%
Multiracial	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	2	18%	9	82%	0	0%	3	33%	2	22%	4	44%	6	67%
Economically Disadvantaged	27	9	33%	18	67%	2	11%	4	22%	9	50%	3	17%	12	67%
Not Economically Disadvantaged	159	58	36%	101	64%	5	5%	10	10%	44	44%	42	42%	86	85%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	185	67	36%	118	64%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	186	67	36%	119	64%	7	6%	14	12%	53	45%	45	38%	98	82%
Not Homeless	186	67	36%	119	64%	7	6%	14	12%	53	45%	45	38%	98	82%
Not Migrant	186	67	36%	119	64%	7	6%	14	12%	53	45%	45	38%	98	82%
Parent Not in Armed Forces	186	67	36%	119	64%	7	6%	14	12%	53	45%	45	38%	98	82%

GRADE 8 MATH 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	105	52%	96	48%	14	15%	14	15%	57	59%	11	11%	68	71%
Female	96	48	50%	48	50%	8	17%	6	13%	28	58%	6	13%	34	71%
Male	105	57	54%	48	46%	6	13%	8	17%	29	60%	5	10%	34	71%
General Education Students	163	76	47%	87	53%	7	8%	13	15%	56	64%	11	13%	67	77%
Students with Disabilities	38	29	76%	9	24%	7	78%	1	11%	1	11%	0	0%	1	11%
Asian or Native Hawaiian/Other Pacific Islander	9	6	67%	3	33%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	37	20	54%	17	46%	4	24%	1	6%	9	53%	3	18%	12	71%
White	147	73	50%	74	50%	10	14%	13	18%	45	61%	6	8%	51	69%
Multiracial	7	5	71%	2	29%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	16	11	69%	5	31%	0	0%	0	0%	3	60%	2	40%	5	100%
Economically Disadvantaged	27	19	70%	8	30%	2	25%	0	0%	6	75%	0	0%	6	75%
Not Economically Disadvantaged	174	86	49%	88	51%	12	14%	14	16%	51	58%	11	13%	62	70%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	199	105	53%	94	47%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	201	105	52%	96	48%	14	15%	14	15%	57	59%	11	11%	68	71%
Not Homeless	201	105	52%	96	48%	14	15%	14	15%	57	59%	11	11%	68	71%
Not Migrant	201	105	52%	96	48%	14	15%	14	15%	57	59%	11	11%	68	71%
Parent Not in Armed Forces	201	105	52%	96	48%	14	15%	14	15%	57	59%	11	11%	68	71%

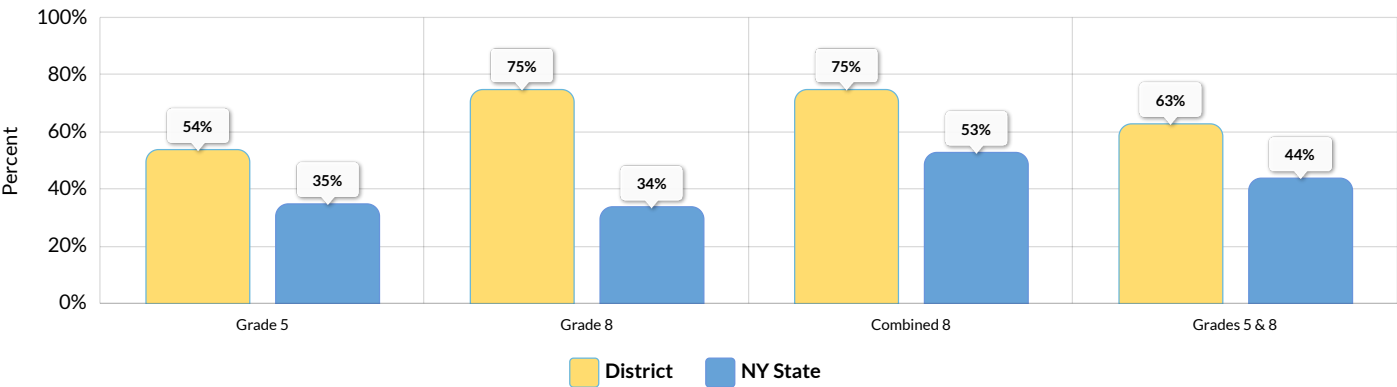
GRADES 5 & 8 SCIENCE RESULTS (2023-24)

The results of the 2023-24 Grades 5 and 8 Science tests represent student achievement on the new NYS P-12 Science 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



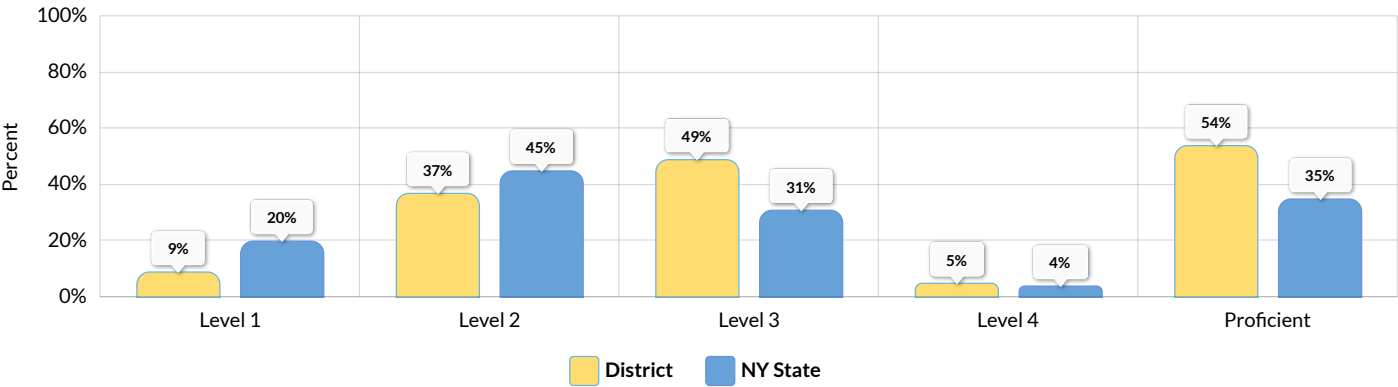
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	177	33	19%	144	81%	13	9%	53	37%	71	49%	7	5%	78	54%
Grade 8	201	83	41%	118	59%	6	5%	24	20%	68	58%	20	17%	88	75%
Combined 8	201	83	41%	118	59%	6	5%	24	20%	68	58%	20	17%	88	75%
Grades 5 & 8	378	116	31%	262	69%	19	7%	77	29%	139	53%	27	10%	166	63%

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

GRADE 5 SCIENCE RESULTS



Percent Scoring at Levels for All Students

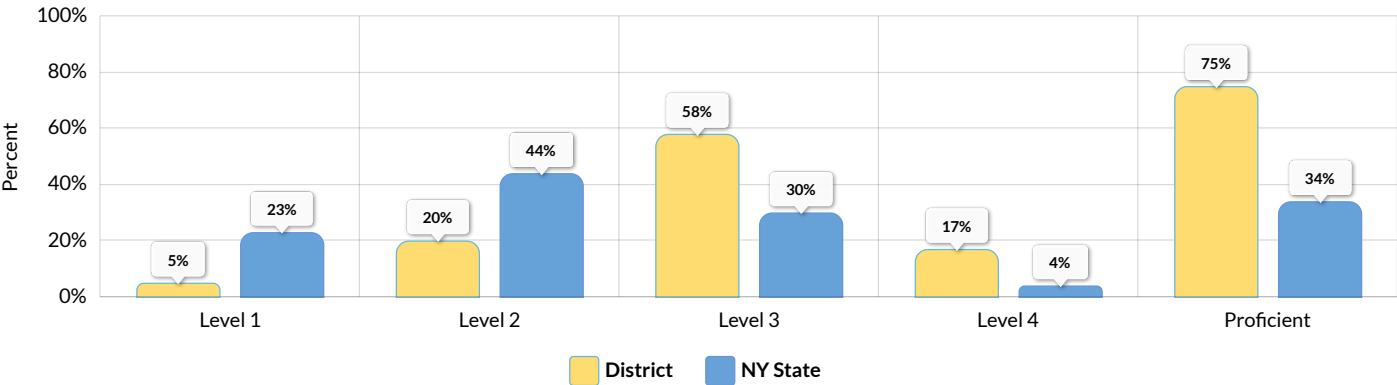


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	177	33	19%	144	81%	13	9%	53	37%	71	49%	7	5%	78	54%
Female	90	15	17%	75	83%	5	7%	32	43%	35	47%	3	4%	38	51%
Male	87	18	21%	69	79%	8	12%	21	30%	36	52%	4	6%	40	58%
General Education Students	139	23	17%	116	83%	5	4%	39	34%	65	56%	7	6%	72	62%
Students with Disabilities	38	10	26%	28	74%	8	29%	14	50%	6	21%	0	0%	6	21%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	2	7%	26	93%	4	15%	14	54%	8	31%	0	0%	8	31%
White	139	30	22%	109	78%	8	7%	38	35%	57	52%	6	6%	63	58%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	1	11%	1	11%	6	67%	1	11%	7	78%
Economically Disadvantaged	25	8	32%	17	68%	4	24%	11	65%	2	12%	0	0%	2	12%
Not Economically Disadvantaged	152	25	16%	127	84%	9	7%	42	33%	69	54%	7	6%	76	60%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	174	32	18%	142	82%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	177	33	19%	144	81%	13	9%	53	37%	71	49%	7	5%	78	54%
Not Homeless	177	33	19%	144	81%	13	9%	53	37%	71	49%	7	5%	78	54%
Not Migrant	177	33	19%	144	81%	13	9%	53	37%	71	49%	7	5%	78	54%
Parent Not in Armed Forces	177	33	19%	144	81%	13	9%	53	37%	71	49%	7	5%	78	54%

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	83	41%	118	59%	6	5%	24	20%	68	58%	20	17%	88	75%
Female	96	40	42%	56	58%	1	2%	11	20%	31	55%	13	23%	44	79%
Male	105	43	41%	62	59%	5	8%	13	21%	37	60%	7	11%	44	71%
General Education Students	163	55	34%	108	66%	3	3%	19	18%	66	61%	20	19%	86	80%
Students with Disabilities	38	28	74%	10	26%	3	30%	5	50%	2	20%	0	0%	2	20%
Asian or Native Hawaiian/Other Pacific Islander	9	2	22%	7	78%	0	0%	1	14%	3	43%	3	43%	6	86%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	37	22	59%	15	41%	2	13%	5	33%	7	47%	1	7%	8	53%
White	147	57	39%	90	61%	4	4%	18	20%	55	61%	13	14%	68	76%
Multiracial	7	2	29%	5	71%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	27	16	59%	11	41%	0	0%	5	45%	5	45%	1	9%	6	55%
Not Economically Disadvantaged	174	67	39%	107	61%	6	6%	19	18%	63	59%	19	18%	82	77%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	199	83	42%	116	58%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	201	83	41%	118	59%	6	5%	24	20%	68	58%	20	17%	88	75%
Not Homeless	201	83	41%	118	59%	6	5%	24	20%	68	58%	20	17%	88	75%
Not Migrant	201	83	41%	118	59%	6	5%	24	20%	68	58%	20	17%	88	75%
Parent Not in Armed Forces	201	83	41%	118	59%	6	5%	24	20%	68	58%	20	17%	88	75%



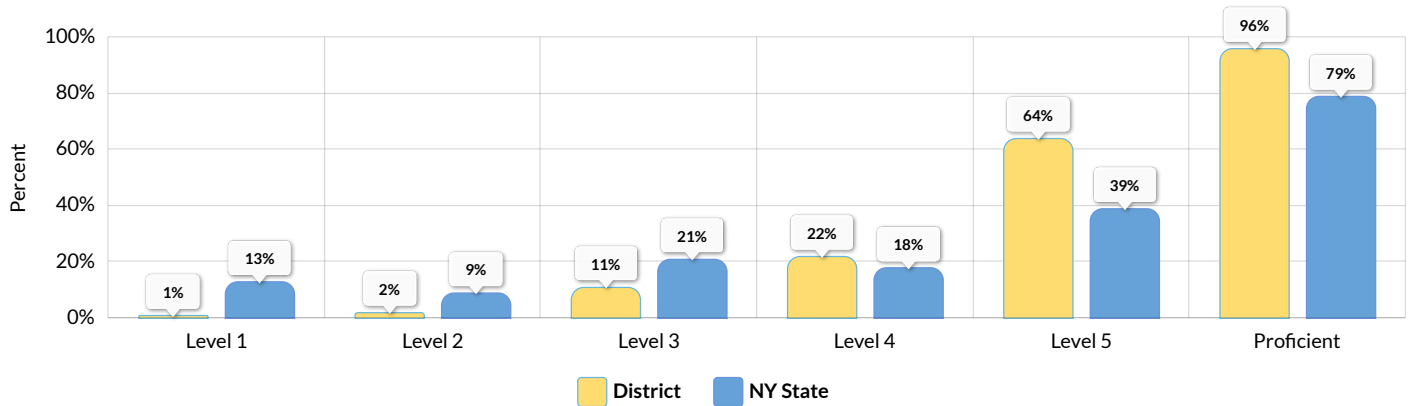
## **ANNUAL REGENTS EXAMINATIONS (2023 - 24)**

Annual Regents examination results are those administered in August, January, and June of the reporting year.

## ANNUAL REGENTS EXAMINATION IN ELA (2023-24)



Percent Scoring at Levels for All Students

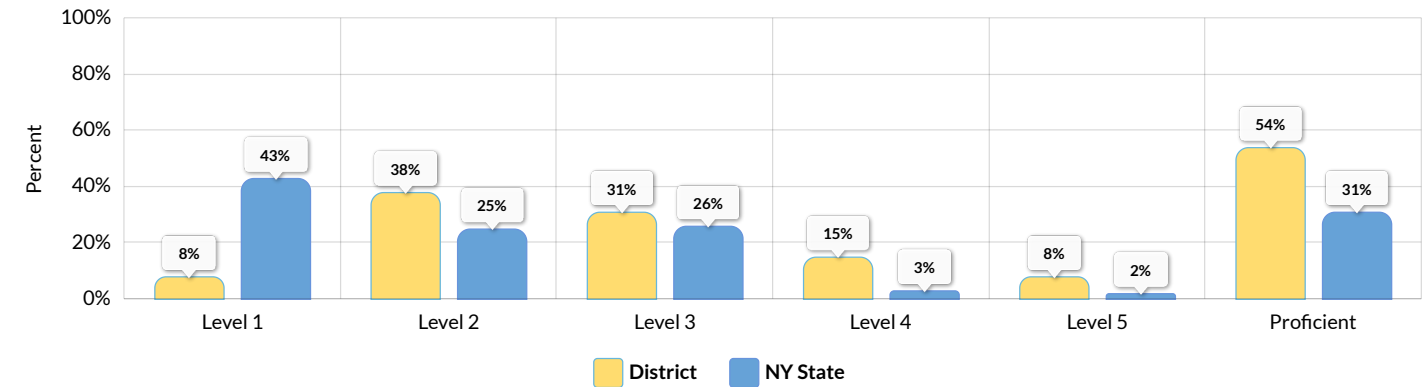


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	253	3	1%	6	2%	28	11%	55	22%	161	64%	244	96%
Female	130	2	2%	3	2%	8	6%	26	20%	91	70%	125	96%
Male	123	1	1%	3	2%	20	16%	29	24%	70	57%	119	97%
General Education Students	200	1	1%	2	1%	10	5%	38	19%	149	75%	197	99%
Students with Disabilities	53	2	4%	4	8%	18	34%	17	32%	12	23%	47	89%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	1	13%	0	0%	7	88%	8	100%
Black or African American	5	0	0%	1	20%	2	40%	0	0%	2	40%	4	80%
Hispanic or Latino	27	1	4%	1	4%	1	4%	4	15%	20	74%	25	93%
White	206	2	1%	4	2%	22	11%	48	23%	130	63%	200	97%
Multiracial	7	0	0%	0	0%	2	29%	3	43%	2	29%	7	100%
Economically Disadvantaged	34	2	6%	3	9%	5	15%	9	26%	15	44%	29	85%
Not Economically Disadvantaged	219	1	0%	3	1%	23	11%	46	21%	146	67%	215	98%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	249	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	253	3	1%	6	2%	28	11%	55	22%	161	64%	244	96%
Not Homeless	253	3	1%	6	2%	28	11%	55	22%	161	64%	244	96%
Not Migrant	253	3	1%	6	2%	28	11%	55	22%	161	64%	244	96%
Parent Not in Armed Forces	253	3	1%	6	2%	28	11%	55	22%	161	64%	244	96%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (AUGUST 2023 & JANUARY 2024)



Percent Scoring at Levels for All Students

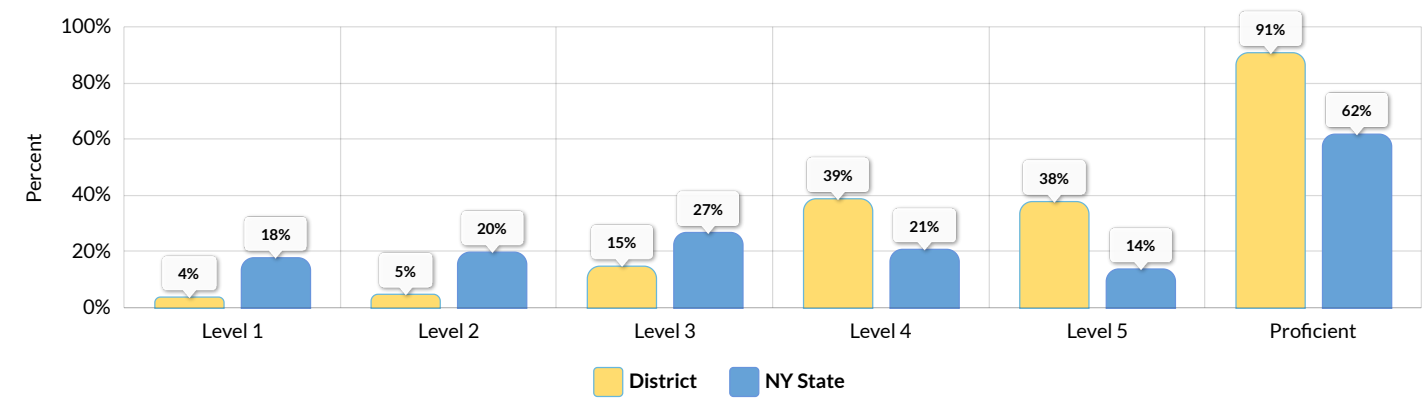


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	13	1	8%	5	38%	4	31%	2	15%	1	8%	7	54%
Female	8	1	13%	4	50%	1	13%	1	13%	1	13%	3	38%
Male	5	0	0%	1	20%	3	60%	1	20%	0	0%	4	80%
General Education Students	6	0	0%	2	33%	1	17%	2	33%	1	17%	4	67%
Students with Disabilities	7	1	14%	3	43%	3	43%	0	0%	0	0%	3	43%
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—
White	9	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	1	8%	5	38%	4	31%	2	15%	1	8%	7	54%
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	10	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	11	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	13	1	8%	5	38%	4	31%	2	15%	1	8%	7	54%
Not Homeless	13	1	8%	5	38%	4	31%	2	15%	1	8%	7	54%
Not Migrant	13	1	8%	5	38%	4	31%	2	15%	1	8%	7	54%
Parent Not in Armed Forces	13	1	8%	5	38%	4	31%	2	15%	1	8%	7	54%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (JUNE 2024)



Percent Scoring at Levels for All Students

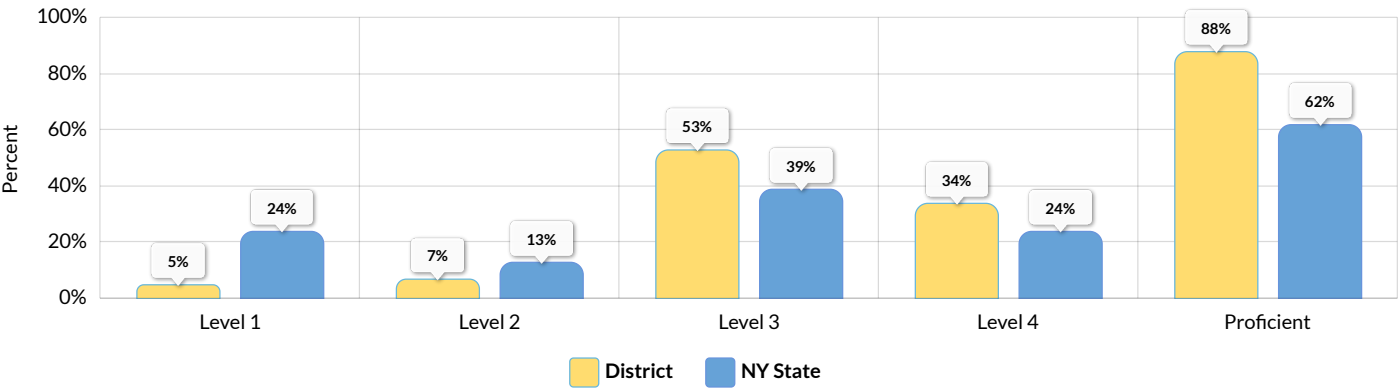


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	200	8	4%	10	5%	30	15%	77	39%	75	38%	182	91%
Female	98	3	3%	5	5%	17	17%	35	36%	38	39%	90	92%
Male	102	5	5%	5	5%	13	13%	42	41%	37	36%	92	90%
General Education Students	164	1	1%	4	2%	20	12%	66	40%	73	45%	159	97%
Students with Disabilities	36	7	19%	6	17%	10	28%	11	31%	2	6%	23	64%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	2	25%	2	25%	4	50%	8	100%
Black or African American	5	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	1	5%	0	0%	8	40%	8	40%	3	15%	19	95%
White	160	5	3%	8	5%	19	12%	66	41%	62	39%	147	92%
Multiracial	6	0	0%	2	33%	0	0%	1	17%	3	50%	4	67%
Small Group Total: Race & Ethnicity	6	2	33%	0	0%	1	17%	0	0%	3	50%	4	67%
Economically Disadvantaged	27	4	15%	4	15%	4	15%	9	33%	6	22%	19	70%
Not Economically Disadvantaged	173	4	2%	6	3%	26	15%	68	39%	69	40%	163	94%
Non-English Language Learner	200	8	4%	10	5%	30	15%	77	39%	75	38%	182	91%
Not in Foster Care	200	8	4%	10	5%	30	15%	77	39%	75	38%	182	91%
Not Homeless	200	8	4%	10	5%	30	15%	77	39%	75	38%	182	91%
Not Migrant	200	8	4%	10	5%	30	15%	77	39%	75	38%	182	91%
Parent Not in Armed Forces	200	8	4%	10	5%	30	15%	77	39%	75	38%	182	91%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2023-24)



Percent Scoring at Levels for All Students

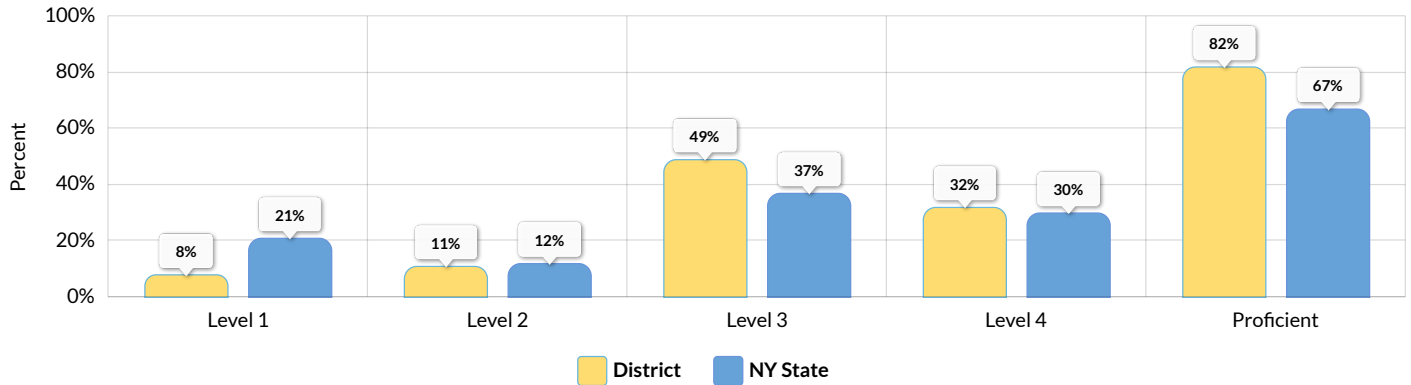


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	221	11	5%	16	7%	118	53%	76	34%	194	88%
Female	95	3	3%	9	9%	47	49%	36	38%	83	87%
Male	126	8	6%	7	6%	71	56%	40	32%	111	88%
General Education Students	177	2	1%	10	6%	93	53%	72	41%	165	93%
Students with Disabilities	44	9	20%	6	14%	25	57%	4	9%	29	66%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	4	44%	5	56%	9	100%
Black or African American	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	3	11%	2	7%	17	61%	6	21%	23	82%
White	172	5	3%	13	8%	95	55%	59	34%	154	90%
Multiracial	6	1	17%	1	17%	1	17%	3	50%	4	67%
Small Group Total: Race & Ethnicity	6	2	33%	0	0%	1	17%	3	50%	4	67%
Economically Disadvantaged	32	5	16%	7	22%	17	53%	3	9%	20	63%
Not Economically Disadvantaged	189	6	3%	9	5%	101	53%	73	39%	174	92%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	220	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	221	11	5%	16	7%	118	53%	76	34%	194	88%
Not Homeless	221	11	5%	16	7%	118	53%	76	34%	194	88%
Not Migrant	221	11	5%	16	7%	118	53%	76	34%	194	88%
Parent Not in Armed Forces	221	11	5%	16	7%	118	53%	76	34%	194	88%

## ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2023-24)



Percent Scoring at Levels for All Students

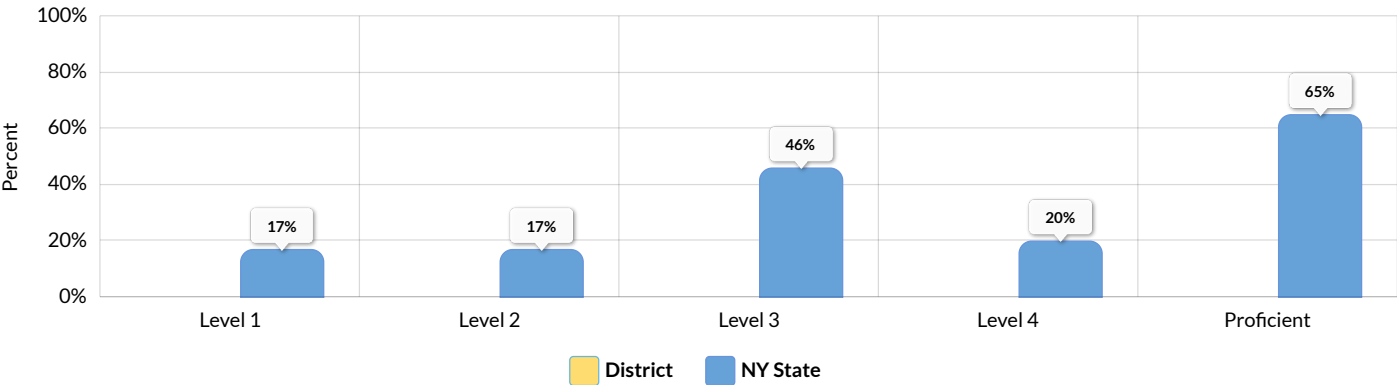


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	65	5	8%	7	11%	32	49%	21	32%	53	82%
Female	26	1	4%	5	19%	16	62%	4	15%	20	77%
Male	39	4	10%	2	5%	16	41%	17	44%	33	85%
General Education Students	38	2	5%	2	5%	17	45%	17	45%	34	89%
Students with Disabilities	27	3	11%	5	19%	15	56%	4	15%	19	70%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	—	—	—	—	—	—	—	—	—	—
White	48	4	8%	4	8%	24	50%	16	33%	40	83%
Small Group Total: Race & Ethnicity	17	1	6%	3	18%	8	47%	5	29%	13	76%
Economically Disadvantaged	14	1	7%	4	29%	6	43%	3	21%	9	64%
Not Economically Disadvantaged	51	4	8%	3	6%	26	51%	18	35%	44	86%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	64	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	65	5	8%	7	11%	32	49%	21	32%	53	82%
Not Homeless	65	5	8%	7	11%	32	49%	21	32%	53	82%
Not Migrant	65	5	8%	7	11%	32	49%	21	32%	53	82%
Parent Not in Armed Forces	65	5	8%	7	11%	32	49%	21	32%	53	82%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2023-24)



Percent Scoring at Levels for All Students



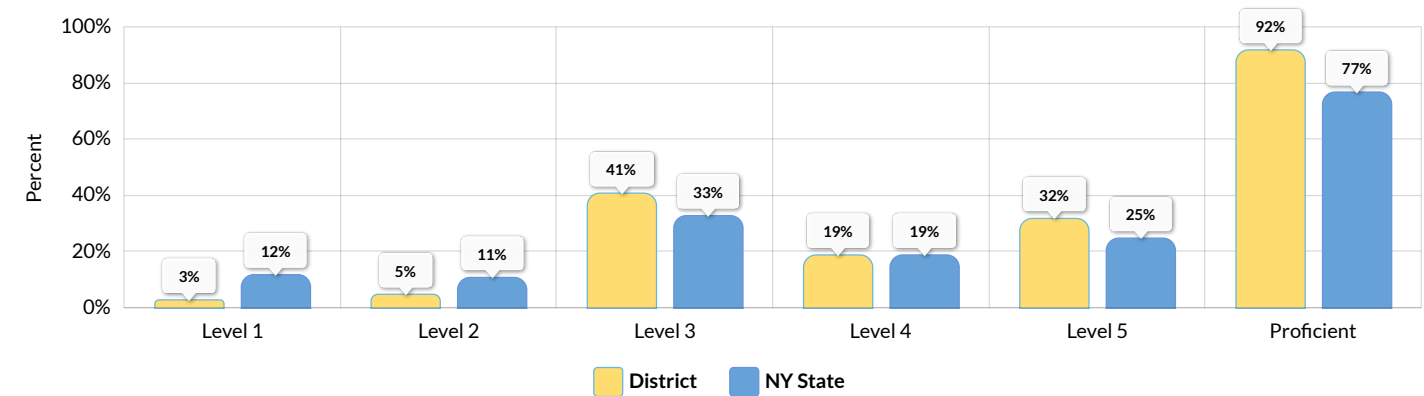
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	2	—	—	—	—	—	—	—	—	—	—
Female	1	—	—	—	—	—	—	—	—	—	—
Male	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	2	—	—	—	—	—	—	—	—	—	—
General Education Students	2	—	—	—	—	—	—	—	—	—	—
White	2	—	—	—	—	—	—	—	—	—	—
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 (2023-24)



Percent Scoring at Levels for All Students

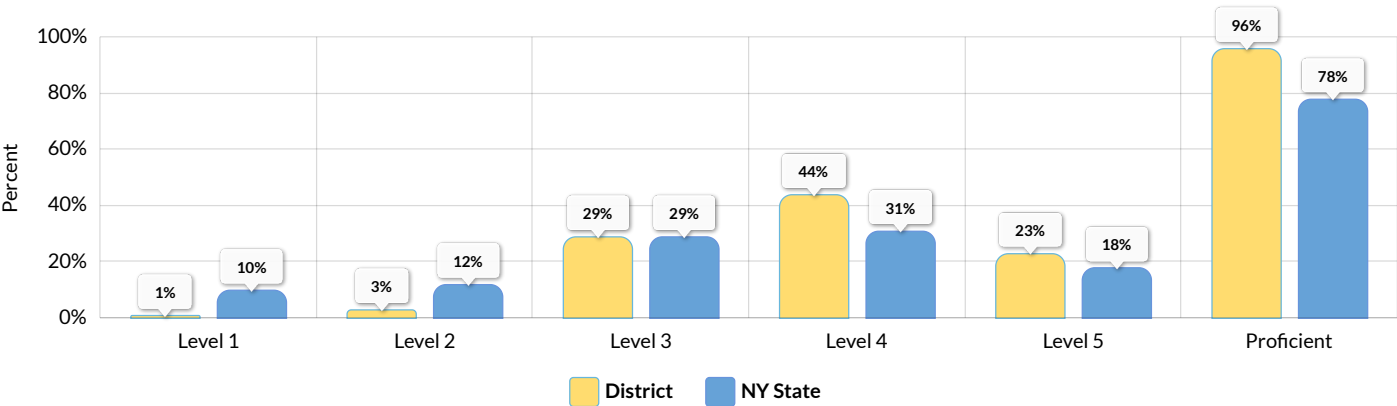


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	216	6	3%	11	5%	88	41%	41	19%	70	32%	199	92%
Female	98	1	1%	5	5%	44	45%	19	19%	29	30%	92	94%
Male	118	5	4%	6	5%	44	37%	22	19%	41	35%	107	91%
General Education Students	175	0	0%	8	5%	64	37%	38	22%	65	37%	167	95%
Students with Disabilities	41	6	15%	3	7%	24	59%	3	7%	5	12%	32	78%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	3	33%	0	0%	6	67%	9	100%
Black or African American	5	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	34	1	3%	4	12%	16	47%	9	26%	4	12%	29	85%
White	166	5	3%	6	4%	66	40%	31	19%	58	35%	155	93%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	1	14%	3	43%	1	14%	2	29%	6	86%
Economically Disadvantaged	33	1	3%	3	9%	19	58%	5	15%	5	15%	29	88%
Not Economically Disadvantaged	183	5	3%	8	4%	69	38%	36	20%	65	36%	170	93%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	213	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	216	6	3%	11	5%	88	41%	41	19%	70	32%	199	92%
Not Homeless	216	6	3%	11	5%	88	41%	41	19%	70	32%	199	92%
Not Migrant	216	6	3%	11	5%	88	41%	41	19%	70	32%	199	92%
Parent Not in Armed Forces	216	6	3%	11	5%	88	41%	41	19%	70	32%	199	92%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2023-24)



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	241	2	1%	8	3%	69	29%	107	44%	55	23%	231	96%
Female	126	1	1%	5	4%	35	28%	52	41%	33	26%	120	95%
Male	115	1	1%	3	3%	34	30%	55	48%	22	19%	111	97%
General Education Students	192	1	1%	2	1%	45	23%	92	48%	52	27%	189	98%
Students with Disabilities	49	1	2%	6	12%	24	49%	15	31%	3	6%	42	86%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	0	0%	0	0%	1	14%	6	86%	7	100%
Black or African American	5	0	0%	0	0%	2	40%	2	40%	1	20%	5	100%
Hispanic or Latino	25	0	0%	2	8%	10	40%	11	44%	2	8%	23	92%
White	199	2	1%	6	3%	55	28%	92	46%	44	22%	191	96%
Multiracial	5	0	0%	0	0%	2	40%	1	20%	2	40%	5	100%
Economically Disadvantaged	27	0	0%	3	11%	13	48%	8	30%	3	11%	24	89%
Not Economically Disadvantaged	214	2	1%	5	2%	56	26%	99	46%	52	24%	207	97%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	239	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	241	2	1%	8	3%	69	29%	107	44%	55	23%	231	96%
Not Homeless	241	2	1%	8	3%	69	29%	107	44%	55	23%	231	96%
Not Migrant	241	2	1%	8	3%	69	29%	107	44%	55	23%	231	96%
Parent Not in Armed Forces	241	2	1%	8	3%	69	29%	107	44%	55	23%	231	96%

## TOTAL COHORT REGENTS EXAMINATION RESULTS

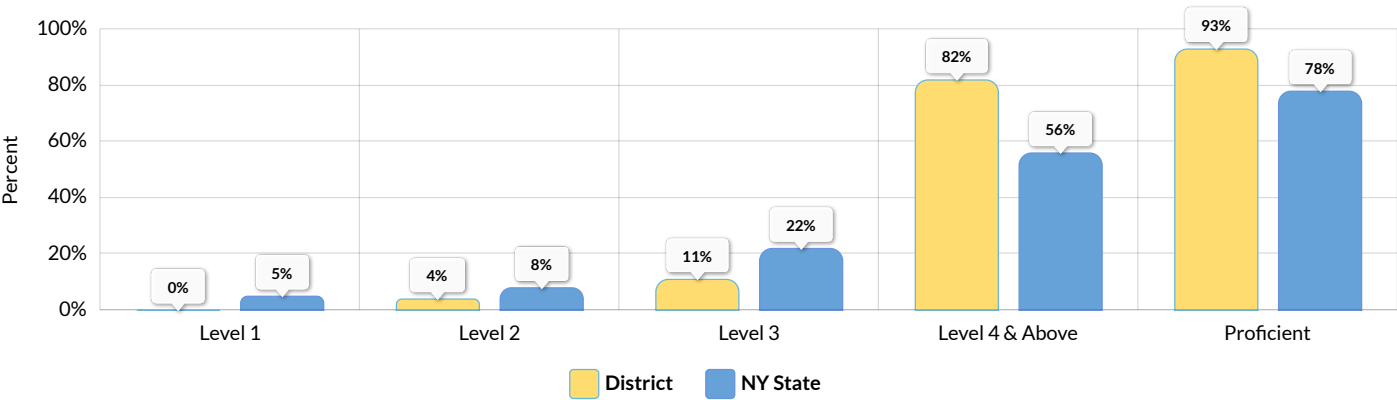
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

2020 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	257	7	3%	250	97%	1	0%	9	4%	29	11%	211	82%	240	93%
Female	113	3	—	110	—	—	—	—	—	—	—	—	—	—	—
Male	143	4	3%	139	97%	0	0%	7	5%	22	15%	110	77%	132	92%
Non-Binary	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	114	3	3%	111	97%	1	1%	2	2%	7	6%	101	89%	108	95%
General Education Students	212	3	1%	209	99%	0	0%	2	1%	17	8%	190	90%	207	98%
Students with Disabilities	45	4	9%	41	91%	1	2%	7	16%	12	27%	21	47%	33	73%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	1	13%	0	0%	7	88%	7	88%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	2	8%	22	92%	0	0%	1	4%	1	4%	20	83%	21	88%
White	216	4	2%	212	98%	1	0%	7	3%	27	13%	177	82%	204	94%
Multiracial	8	1	—	7	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	0	0%	0	0%	1	11%	7	78%	8	89%
Economically Disadvantaged	29	4	14%	25	86%	0	0%	1	3%	5	17%	19	66%	24	83%
Not Economically Disadvantaged	228	3	1%	225	99%	1	0%	8	4%	24	11%	192	84%	216	95%
English Language Learner	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	253	6	—	247	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	257	7	3%	250	97%	1	0%	9	4%	29	11%	211	82%	240	93%
Not Homeless	257	7	3%	250	97%	1	0%	9	4%	29	11%	211	82%	240	93%
Not Migrant	257	7	3%	250	97%	1	0%	9	4%	29	11%	211	82%	240	93%
Parent Not in Armed Forces	257	7	3%	250	97%	1	0%	9	4%	29	11%	211	82%	240	93%

## 2020 TOTAL COHORT EXEMPTIONS IN ELA

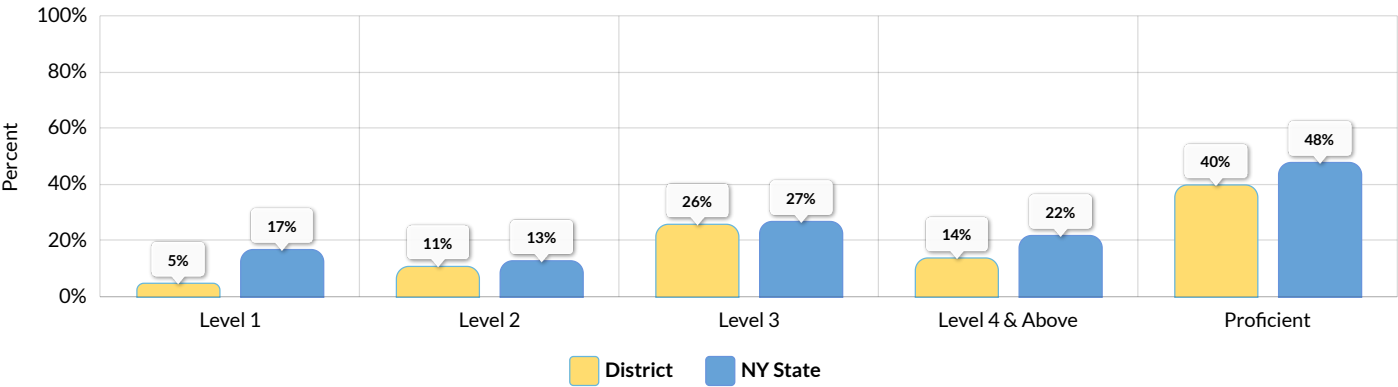
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	1	1	100	0	0
Male	1	1	100	0	0
General Education Students	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	1	1	100	0	0
Not in Foster Care	1	1	100	0	0
Not Homeless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

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

2020 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	257	115	45%	142	55%	12	5%	28	11%	66	26%	36	14%	102	40%
Female	113	52	—	61	—	—	—	—	—	—	—	—	—	—	—
Male	143	63	44%	80	56%	8	6%	16	11%	31	22%	25	17%	56	39%
Non-Binary	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	114	52	46%	62	54%	4	4%	12	11%	35	31%	11	10%	46	40%
General Education Students	212	98	46%	114	54%	7	3%	12	6%	60	28%	35	17%	95	45%
Students with Disabilities	45	17	38%	28	62%	5	11%	16	36%	6	13%	1	2%	7	16%
Asian or Native Hawaiian/Other Pacific Islander	8	3	38%	5	63%	0	0%	0	0%	1	13%	4	50%	5	63%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	13	54%	11	46%	1	4%	2	8%	7	29%	1	4%	8	33%
White	216	96	44%	120	56%	11	5%	26	12%	53	25%	30	14%	83	38%
Multiracial	8	3	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	3	33%	6	67%	0	0%	0	0%	5	56%	1	11%	6	67%
Economically Disadvantaged	29	13	45%	16	55%	2	7%	2	7%	11	38%	1	3%	12	41%
Not Economically Disadvantaged	228	102	45%	126	55%	10	4%	26	11%	55	24%	35	15%	90	39%
English Language Learner	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	253	115	—	138	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	257	115	45%	142	55%	12	5%	28	11%	66	26%	36	14%	102	40%
Not Homeless	257	115	45%	142	55%	12	5%	28	11%	66	26%	36	14%	102	40%
Not Migrant	257	115	45%	142	55%	12	5%	28	11%	66	26%	36	14%	102	40%
Parent Not in Armed Forces	257	115	45%	142	55%	12	5%	28	11%	66	26%	36	14%	102	40%

## 2020 TOTAL COHORT EXEMPTIONS IN MATH



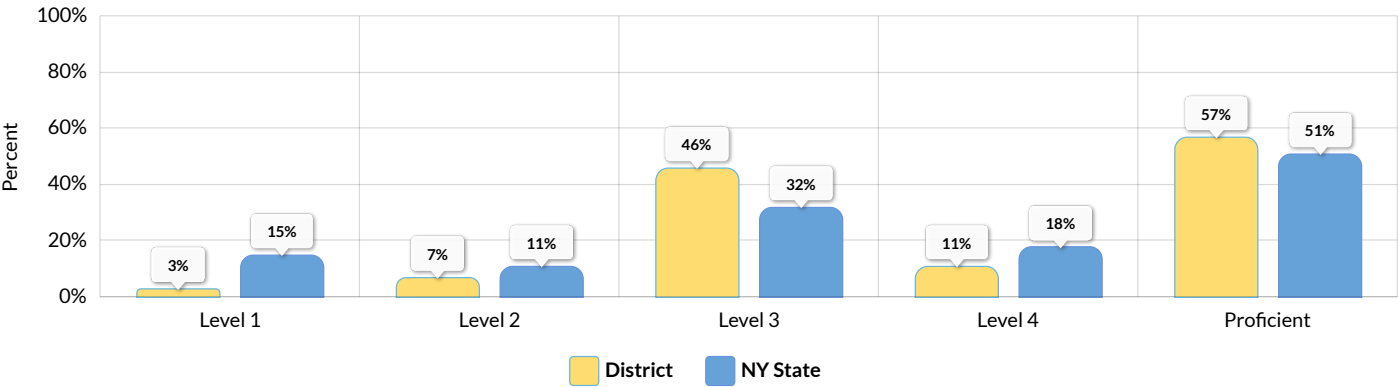
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	233	110	47	123	53
Female	105	49	47	56	53
Male	127	61	48	66	52
Non-Binary	1	0	0	1	100
General Education Students	206	97	47	109	53
Students with Disabilities	27	13	48	14	52
Asian or Native Hawaiian/Other Pacific Islander	8	3	38	5	63
Black or African American	1	0	0	1	100
Hispanic or Latino	20	12	60	8	40
White	198	93	47	105	53
Multiracial	6	2	33	4	67
Economically Disadvantaged	22	10	45	12	55
Not Economically Disadvantaged	211	100	47	111	53
English Language Learner	1	0	0	1	100
Non-English Language Learner	232	110	47	122	53
Not in Foster Care	233	110	47	123	53
Not Homeless	233	110	47	123	53
Not Migrant	233	110	47	123	53
Parent Not in Armed Forces	233	110	47	123	53

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

2020 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	257	84	33%	173	67%	8	3%	19	7%	119	46%	27	11%	146	57%
Female	113	38	—	75	—	—	—	—	—	—	—	—	—	—	—
Male	143	45	31%	98	69%	5	3%	10	7%	67	47%	16	11%	83	58%
Non-Binary	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	114	39	34%	75	66%	3	3%	9	8%	52	46%	11	10%	63	55%
General Education Students	212	74	35%	138	65%	2	1%	10	5%	101	48%	25	12%	126	59%
Students with Disabilities	45	10	22%	35	78%	6	13%	9	20%	18	40%	2	4%	20	44%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	0	0%	0	0%	4	50%	3	38%	7	88%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	11	46%	13	54%	0	0%	0	0%	11	46%	2	8%	13	54%
White	216	71	33%	145	67%	8	4%	18	8%	98	45%	21	10%	119	55%
Multiracial	8	1	—	7	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	0	0%	1	11%	6	67%	1	11%	7	78%
Economically Disadvantaged	29	12	41%	17	59%	1	3%	2	7%	12	41%	2	7%	14	48%
Not Economically Disadvantaged	228	72	32%	156	68%	7	3%	17	7%	107	47%	25	11%	132	58%
English Language Learner	4	2	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	253	82	—	171	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	257	84	33%	173	67%	8	3%	19	7%	119	46%	27	11%	146	57%
Not Homeless	257	84	33%	173	67%	8	3%	19	7%	119	46%	27	11%	146	57%
Not Migrant	257	84	33%	173	67%	8	3%	19	7%	119	46%	27	11%	146	57%
Parent Not in Armed Forces	257	84	33%	173	67%	8	3%	19	7%	119	46%	27	11%	146	57%

## 2020 TOTAL COHORT EXEMPTIONS IN SCIENCE

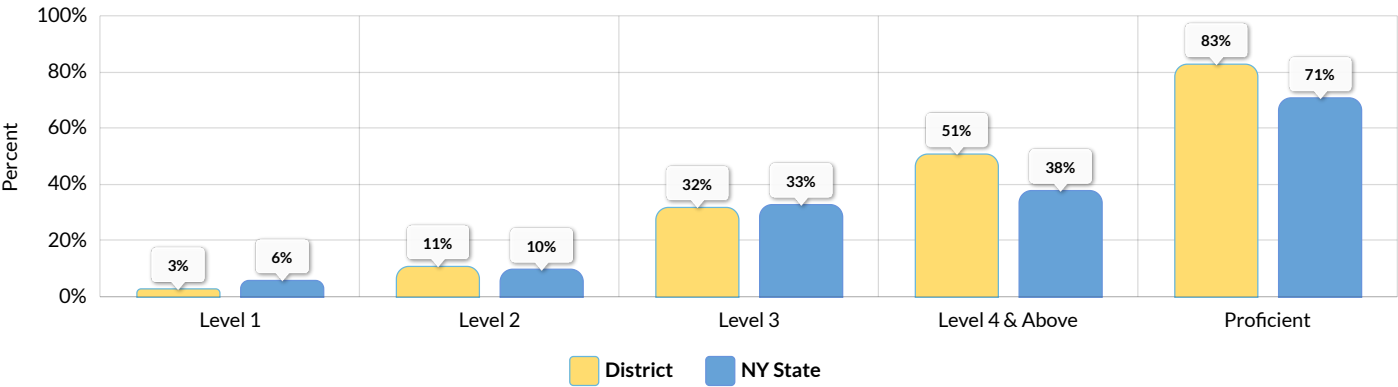
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	243	78	32	165	68
Female	109	35	32	74	68
Male	133	42	32	91	68
Non-Binary	1	1	100	0	0
General Education Students	206	72	35	134	65
Students with Disabilities	37	6	16	31	84
Asian or Native Hawaiian/Other Pacific Islander	7	1	14	6	86
Black or African American	1	0	0	1	100
Hispanic or Latino	19	10	53	9	47
White	210	67	32	143	68
Multiracial	6	0	0	6	100
Economically Disadvantaged	23	9	39	14	61
Not Economically Disadvantaged	220	69	31	151	69
English Language Learner	1	1	100	0	0
Non-English Language Learner	242	77	32	165	68
Not in Foster Care	243	78	32	165	68
Not Homeless	243	78	32	165	68
Not Migrant	243	78	32	165	68
Parent Not in Armed Forces	243	78	32	165	68

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

2020 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	257	7	3%	250	97%	8	3%	29	11%	82	32%	131	51%	213	83%
Female	113	4	—	109	—	—	—	—	—	—	—	—	—	—	—
Male	143	3	2%	140	98%	4	3%	19	13%	40	28%	77	54%	117	82%
Non-Binary	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	114	4	4%	110	96%	4	4%	10	9%	42	37%	54	47%	96	84%
General Education Students	212	3	1%	209	99%	0	0%	14	7%	68	32%	127	60%	195	92%
Students with Disabilities	45	4	9%	41	91%	8	18%	15	33%	14	31%	4	9%	18	40%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	1	13%	1	13%	6	75%	7	88%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	1	4%	23	96%	2	8%	3	13%	7	29%	11	46%	18	75%
White	216	5	2%	211	98%	6	3%	23	11%	71	33%	111	51%	182	84%
Multiracial	8	1	—	7	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	0	0%	2	22%	3	33%	3	33%	6	67%
Economically Disadvantaged	29	4	14%	25	86%	3	10%	4	14%	8	28%	10	34%	18	62%
Not Economically Disadvantaged	228	3	1%	225	99%	5	2%	25	11%	74	32%	121	53%	195	86%
English Language Learner	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	253	6	—	247	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	257	7	3%	250	97%	8	3%	29	11%	82	32%	131	51%	213	83%
Not Homeless	257	7	3%	250	97%	8	3%	29	11%	82	32%	131	51%	213	83%
Not Migrant	257	7	3%	250	97%	8	3%	29	11%	82	32%	131	51%	213	83%
Parent Not in Armed Forces	257	7	3%	250	97%	8	3%	29	11%	82	32%	131	51%	213	83%

## 2020 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

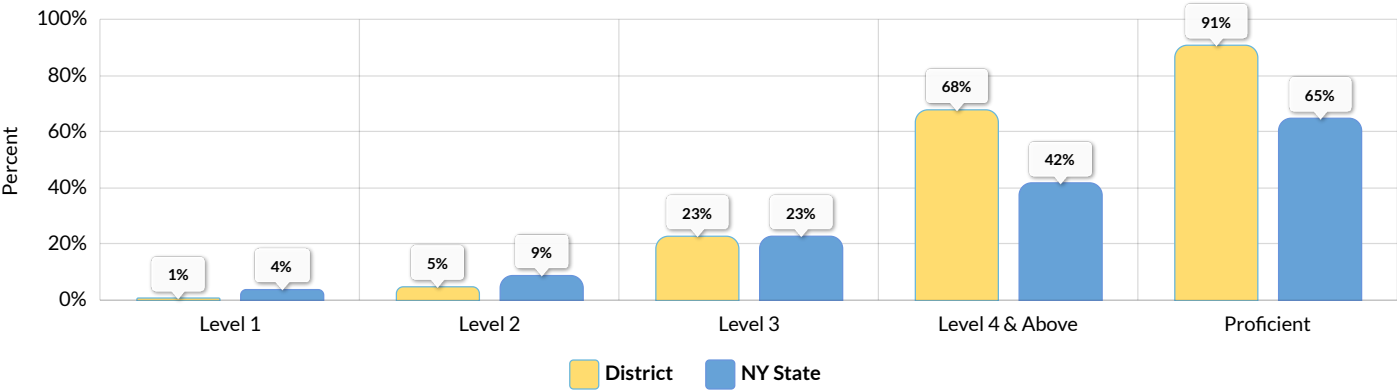
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	2	0	0	2	100
Male	2	0	0	2	100
General Education Students	2	0	0	2	100
Hispanic or Latino	2	0	0	2	100
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged	1	0	0	1	100
English Language Learner	1	0	0	1	100
Non-English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

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

2020 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	257	9	4%	248	96%	2	1%	13	5%	59	23%	174	68%	233	91%
Female	113	4	—	109	—	—	—	—	—	—	—	—	—	—	—
Male	143	5	3%	138	97%	1	1%	7	5%	29	20%	101	71%	130	91%
Non-Binary	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	114	4	4%	110	96%	1	1%	6	5%	30	26%	73	64%	103	90%
General Education Students	212	4	2%	208	98%	0	0%	2	1%	44	21%	162	76%	206	97%
Students with Disabilities	45	5	11%	40	89%	2	4%	11	24%	15	33%	12	27%	27	60%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	0	0%	2	25%	6	75%	8	100%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	2	8%	22	92%	1	4%	1	4%	9	38%	11	46%	20	83%
White	216	5	2%	211	98%	1	0%	12	6%	47	22%	151	70%	198	92%
Multiracial	8	2	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	0	0%	0	0%	1	11%	6	67%	7	78%
Economically Disadvantaged	29	5	17%	24	83%	1	3%	4	14%	9	31%	10	34%	19	66%
Not Economically Disadvantaged	228	4	2%	224	98%	1	0%	9	4%	50	22%	164	72%	214	94%
English Language Learner	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	253	8	—	245	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	257	9	4%	248	96%	2	1%	13	5%	59	23%	174	68%	233	91%
Not Homeless	257	9	4%	248	96%	2	1%	13	5%	59	23%	174	68%	233	91%
Not Migrant	257	9	4%	248	96%	2	1%	13	5%	59	23%	174	68%	233	91%
Parent Not in Armed Forces	257	9	4%	248	96%	2	1%	13	5%	59	23%	174	68%	233	91%

## 2020 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

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

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 (2023-24)

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	16	0	0%	16	100%	1	6%	0	0%	4	25%	9	56%	2	13%
Grade 1	5	0	0%	5	100%	0	0%	1	20%	2	40%	2	40%	0	0%
Grade 2	11	0	0%	11	100%	0	0%	1	9%	3	27%	7	64%	0	0%
Grade 3	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 4	7	0	0%	7	100%	0	0%	0	0%	3	43%	3	43%	1	14%
Grade 5	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 6	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 7	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 10	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 12	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—

## NEW YORK STATE ALTERNATE ASSESSMENT (2023-24)

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 5 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Science	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	18	13	72%	5	28%	1	20%	1	20%	3	60%	0	0%	3	60%
Secondary-Level Math	18	13	72%	5	28%	1	20%	0	0%	4	80%	0	0%	4	80%
Secondary-Level Science	18	13	72%	5	28%	0	0%	2	40%	3	60%	0	0%	3	60%

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

## NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2024)

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

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	41%	28%	22%	9%	28%	36%	29%	8%
Students with Disabilities	73%	18%	8%	1%	63%	28%	7%	2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	26%	25%	30%	19%	14%	26%	40%	20%
Black	55%	29%	13%	3%	44%	39%	15%	2%
Hispanic	51%	27%	16%	6%	39%	38%	20%	3%
White	32%	31%	26%	11%	19%	35%	36%	10%
Two or more races	39%	23%	25%	14%	12%	40%	33%	14%
English Language Learners	79%	17%	3%	0%	59%	29%	12%	1%
Economically Disadvantaged	52%	28%	16%	5%	39%	37%	20%	3%

### NEW YORK STATE NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35%	34%	26%	5%	42%	31%	18%	8%
Students with Disabilities	65%	25%	10%	1%	73%	19%	6%	2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	17%	32%	38%	13%	19%	24%	30%	27%
Black	42%	37%	19%	2%	56%	28%	13%	2%
Hispanic	47%	32%	19%	2%	59%	29%	10%	2%
White	28%	36%	30%	7%	29%	36%	25%	10%
Two or more races	*	*	*	*	45%	32%	17%	6%
English Language Learners	85%	10%	4%	1%	83%	13%	4%	1%
Economically Disadvantaged	44%	34%	19%	3%	54%	29%	14%	4%

\*Reporting standards not met.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	89%	89%	79%	81%
Students with Disabilities	85%	91%	87%	93%
English Language Learners	83%	84%	78%	90%

Note: Group values may not sum to 100% due to rounding.

NATIONAL NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	41%	29%	22%	8%	24%	36%	31%	9%
Students with Disabilities	72%	18%	8%	1%	53%	31%	13%	3%
American Indian/Alaska Native	59%	26%	13%	3%	43%	37%	18%	2%
Asian/Pacific Islander	23%	26%	31%	20%	12%	24%	39%	25%
Black	57%	27%	13%	3%	41%	40%	17%	2%
Hispanic	52%	27%	16%	4%	34%	39%	23%	4%
White	30%	31%	28%	11%	14%	35%	39%	12%
Two or more races	37%	29%	24%	10%	20%	36%	33%	11%
English Language Learners	71%	21%	7%	1%	48%	36%	14%	2%
Economically Disadvantaged	53%	28%	16%	4%	35%	40%	22%	3%

**NATIONAL NAEP GRADE 8**

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34%	37%	25%	4%	41%	32%	19%	8%
Students with Disabilities	67%	25%	8%	1%	75%	18%	5%	2%
American Indian/Alaska Native	45%	38%	16%	1%	60%	29%	9%	3%
Asian/Pacific Islander	17%	30%	40%	13%	18%	26%	28%	29%
Black	48%	36%	15%	1%	63%	27%	8%	2%
Hispanic	45%	36%	17%	1%	55%	30%	12%	2%
White	25%	39%	32%	5%	28%	36%	27%	10%
Two or more races	30%	36%	30%	4%	38%	33%	20%	9%
English Language Learners	71%	25%	5%	0%	77%	18%	4%	1%
Economically Disadvantaged	46%	37%	16%	1%	55%	31%	12%	3%

\*Reporting standards not met.

**NATIONAL NAEP PARTICIPATION RATES**

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	88%	89%
Students with Disabilities	89%	90%	89%	90%
English Language Learners	92%	93%	91%	92%

Note: Group values may not sum to 100% due to rounding.

**STAFF QUALIFICATIONS (2023-24)**  
**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	262	27	10%	4	2	50%
STATEWIDE	215,701	40,882	19%	5,023	1,789	36%
STATEWIDE HIGH-POVERTY SCHOOLS	48,060	12,707	26%	1,254	512	41%
STATEWIDE LOW-POVERTY SCHOOLS	63,145	8,190	13%	1,229	344	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	258	0	0%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%



### TOTAL COHORT GRADUATION RATE (2023-24)

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	257	249	97%	0	0%	248	96%	1	0%	1	0%	4	2%	0	0%	3	1%
Female	113	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Male	143	140	98%	0	0%	140	98%	0	0%	0	0%	2	1%	0	0%	1	1%
Non-binary	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	212	210	99%	0	0%	210	99%	0	0%	0	0%	1	0%	0	0%	1	0%
Students with Disabilities	45	39	87%	0	0%	38	84%	1	2%	1	2%	3	7%	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	8	8	100%	0	0%	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	22	92%	0	0%	21	88%	1	4%	0	0%	0	0%	0	0%	2	8%
White	216	211	98%	0	0%	211	98%	0	0%	1	0%	4	2%	0	0%	0	0%
Multiracial	8	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	29	24	83%	0	0%	23	79%	1	3%	1	3%	1	3%	0	0%	3	10%
Not Economically Disadvantaged	228	225	99%	0	0%	225	99%	0	0%	0	0%	3	1%	0	0%	0	0%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	253	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	257	249	97%	0	0%	248	96%	1	0%	1	0%	4	2%	0	0%	3	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	257	249	97%	0	0%	248	96%	1	0%	1	0%	4	2%	0	0%	3	1%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	257	249	97%	0	0%	248	96%	1	0%	1	0%	4	2%	0	0%	3	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	257	249	97%	0	0%	248	96%	1	0%	1	0%	4	2%	0	0%	3	1%

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# SOMERS CSD

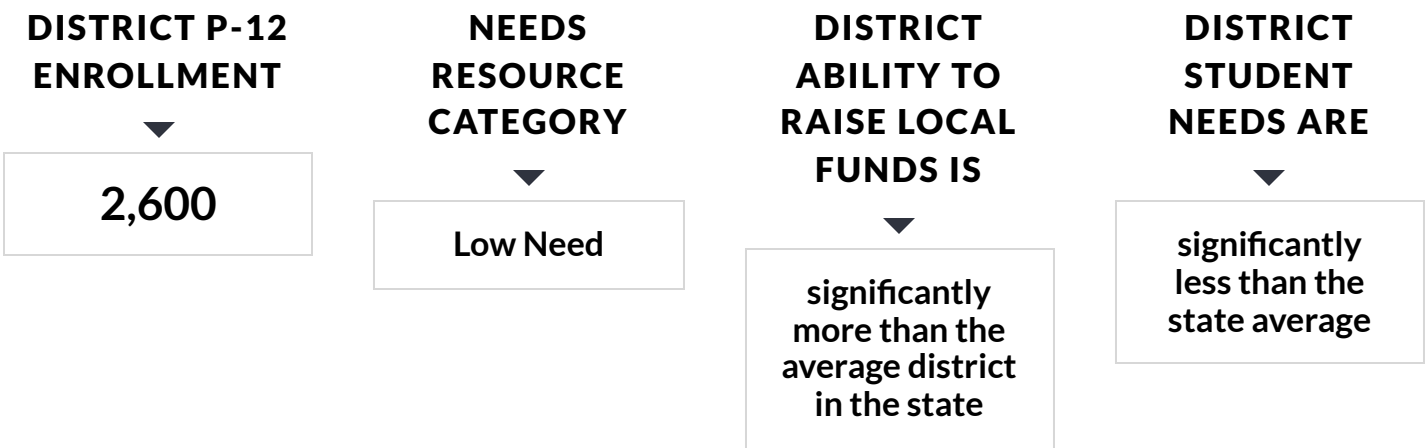
## 2022-23 School Year Financial Transparency Report

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	2,600
Economically Disadvantaged	10%
Students with Disabilities	20%
English Language Learners	1%
» Race/Ethnicity	

Staffing Profile	SOMERS CSD
Student-to-Teacher Ratio	10
Teachers with Fewer than 4 years of Experience %	14%
Teachers with 4-20 Years of Experience %	38%
Teachers with 21+ Years of Experience %	49%

# Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$33,632.00	\$29,798.98	\$26,857.07

## 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)	\$20,273.43

Report View One Per Pupil Expenditure Categories	SOMERS CSD
» B. Administration (B1 + B2 + B3)	\$1,570.98
» C. All Other Spending (C1 + C2 + C3)	\$2,997.02
D. Total School Level (A + B + C)	\$24,841.43
» E. Central Instruction (E1 + E2 + E3 + E4)	\$638.25
» F. Central Administration (F1 + F2 + F3)	\$2,501.11
» G. All Other Central Spending (G1 + G2 + G3)	\$5,651.03
H. Total Central Costs	\$8,790.39
I. Total Spending (D + H)	\$33,631.82

## 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	\$24,434.44
» K. Total School Level Federal Spending	\$406.99
L. Total Central Level Local/State Spending	\$8,790.39
M. Total Central Level Federal Spending	\$0.00
N. Total Spending (J + K + L + M)	\$33,631.82

# 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	\$5,455,053.57
2. Charter School Tuition	\$0.00
3. Other Tuition	\$1,987,558.93

Excluded Expenditures	SOMERS CSD
4. Debt Service	\$5,977,202.26
5. Other	\$14,458,790.96
Percent Excluded from Total	24%
Total Expenditures	\$115,321,334.00

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**Tuesday, May 20, 2025 - 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 15, 2025  
8:30 a.m. to 3:30 p.m.

Wednesday, May 14, 2025  
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 15, 2025 at 3:30 p.m.  
in order to vote on Tuesday, May 20, 2025.*