SOMERS CENTRAL SCHOOL DISTRICT
Proposed Annual School Budget

2026-2027

Forward in Excellence

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Somers Central School District
2026-2027 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 Collective Commitments

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

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 2026-2027 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 2.31%.

Budget to Budget

The 2026-2027 budget will increase by 2.23% or $2,530,200 and the estimated tax rate increase is 2.38%.

Revenues

Budget to budget, our State Aid increased by $329,594. There is an increase in Foundation Aid, BOCES aid, and Excess Cost Aid but a decrease in Transportation Aid and Building Aid. Our reliance on reserves and fund balance increased by $84,642 or 5.01% over the current school year.

Staffing Changes

Student enrollment continues to decrease in the 2026-2027 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.

In the 2026-2027 school year, the World Language experience will start at the third grade in Somers Intermediate School. Due to declining enrollment, there will be a reduction to the teaching staff within the World Language department.

Due to declining enrollment, there will be a reduction of one homeroom section at Somers Intermediate School and one homeroom section at Primrose Elementary School for the 2026-2027 school year. This reduction still allows for class size to be consistent with previous trends.

The SIS ALP teacher will continue to coordinate and provide services across SIS and SMS in 2026-2027. The MYP Coordinator will also continue to support grades 6-10 across SMS and SHS.

At the secondary level, .6 staffing will be reallocated from the SHS Student Life Coordinator to the Special Education department, due to declining enrollment at SHS but continued need for special services.

Educational Initiatives

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

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

- Secondary Science requires 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 New York State Science Learning Standards focus on three dimensions that are needed to provide students with a high-quality science education. At this important transition period, it is critical that we continue to engage secondary science 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.

- We continue to explore ways for both teachers and students to harness the power of technology as a learning tool while building critical 21st-century competencies in research, communication, collaboration, and critical thinking. Students in grades K-12 continue to have access to personalized technology. This budget will support the purchase of replacement devices for those that have reached their intended lifespan. K-12 building technology teams will also continue to integrate the NYS K-12 Computer Science and Digital Fluency standards throughout subject areas as appropriate for the developmental levels. SCSD recognizes the transformative potential of artificial intelligence (AI) in enhancing teaching and learning. Our district embraces AI as a tool for responsible innovation, equitable access, and student-centered learning, while upholding values of academic integrity, digital citizenship, and personalized instruction.

- 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.

- The importance of building a strong foundation in literacy cannot be overemphasized. The elementary schools will continue implementation of the core programs Heggerty, Fundations® (K-3 core reading element), and *Wit & Wisdom*. Teachers will continue their robust professional learning in literacy with *Wit & Wisdom* trainers in the 2026-2027 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 2026-2027.

- 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-9. In grades K-8, the DIBELS assessment tool was added to the student performance data to track students' progress in reading fluency. Aimsweb will also continue to be used for AIS math progress monitoring in grades K-8. Professional learning on the tool *IXL* will continue in 2026-2027 and implications for the district's MTSS structures will continue to be examined and refined.

- In Mathematics, the 2025-2026 school year brought a continued focus on best practices through the lens of the NYSED Numeracy Briefs. District math teacher leaders and interventionists engaged in a careful review of the briefs through the support of the PNW BOCES Coordinator of

Mathematics and Data. The 2026-2027 school budget will support continued professional learning on best practices in mathematics instruction and an analysis of existing programs.

- 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, this work expanded as elementary school counselors received training on the elementary version of this program, DBT Steps E. During the 2026-2027 school year, the K-12 counseling team will collaborate to create greater consistency in language and skill development across the grades.

- The 2026-2027 school budget will continue to support the district's 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. 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 2026-2027 budget:

    - Application of the NYS Portrait of a Graduate guidelines and expectations across grades K-12
    - Continued training on the data mining, warehousing, and visualization software, *LinkIt*, to make student learning data more accessible to faculty and staff.
    - Partnership with the Tri-States Consortium to examine teacher professional learning and implementation of Executive Functioning supports for students.
    - Summer curriculum development time providing 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 to 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 9.59% to approximately 8.24%, a decrease of $554,401. The New York State Employees' Retirement System has increased their composite contribution rate from 16.5% to 17.6%, an increase of $322,128.

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

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

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

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

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

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

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

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

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

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

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

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

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

5. What if voters reject the proposed tax levy?

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

Somers Central School District
2026-2027 Budget Planning Calendar

Sept.-March	• Budget Development Process ongoing	Superintendent Administrative Staff
Tues., Oct. 21	• Budget Calendar adopted by Board of Education – 7 p.m. SMS Library	Board of Education
Tues., Dec. 9	• 2026-2027 Budget Preview – 7 p.m. SMS Library	Board of Education Superintendent
Tues., Jan. 20	• 2026-2027 Budget Planning Session – 7 p.m. SMS Library	Superintendent
Tues., Feb. 10	• 2026-2027 Budget Planning Session – 7 p.m. SMS Library	Superintendent
Mon., Mar. 2	• 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. 17	• 2026-2027 Budget Planning Session – 7 p.m. SMS Library	Superintendent
Mon., Apr. 20	• Nominating Petitions for BOE Candidates and First Statement of Expenditures due on or before 4/20/26	BOE Candidates & District Clerk
Tues., Apr. 21	• Budget Adoption/Budget Summary – 7 p.m. SMS Library • Property Tax Report Card sent to SED and newspaper within 24 hours of Budget Adoption, but no later than Monday, Apr. 27	Board of Education Superintendent Asst. Supt. for Business & Operations
Fri., April 24	• Military Ballots to be distributed	District Clerk
Tues., April 28	• Absentee Ballots mailed to permanently disabled. District Clerk to maintain list of names of all individuals provided absentee ballots.	District Clerk
Tues., April 28	• 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 5	• Public Budget Hearing – 7 p.m. SMS Library	Board of Education
Fri., May 8	• Budget Notice/Trunkline mailed	Asst. Supt. for Business & Operations
Tues., May 12	• Last day Absentee Ballots and Early Mail Ballots may be requested to be mailed to absentee and early mail voters	District Clerk
Weds., May 13	• Voter Registration: • District Clerk's Office – SMS, 250 Route 202 – 4-8 p.m.	District Clerk
Thurs., May 14	• Last day voters can register at District Clerk's Office • List of persons to whom Absentee and Early Mail Ballots were issued to be available • 2nd Statement of Expenditures due on or before 5/14/26	District Clerk BOE Candidates
Tues., May 19	• Public Budget Vote/Trustee Election • Somers Middle School Gymnasium – 7 a.m. to 9 p.m. • Absentee and Early Mail Ballots due by 5 p.m.	District Clerk
Mon., June 8	• 3rd Statement of Expenditures due on or before 6/8/26	BOE Candidates

Legal Notices Publishing Dates (District Clerk)

Public Hearing and Budget Vote	
1st	Thursday, April 2
2nd	Thursday, April 9
3rd	Thursday, April 23
4th	Thursday, May 7

TAX RATE ANALYSIS	2025-2026 BUDGET	2026-2027 PROPOSED	$ CHANGE	% CHANGE
School District Budget	113,477,113	116,007,313	2,530,200	2.23%
Use of Appropriated Fund Balance	1,250,000	1,250,000		
Use of Retirement Reserve + Debt Service Transfer	538,256	622,898		
Payment in Lieu of Taxes (PILOT)	116,613	120,111		
Revenues from Sources Other Than Local Property Taxes or Reserves	20,124,337	20,453,294		
Tax Levy	91,447,907	93,561,010	2,113,103	2.31%
Estimated Assessed Valuation of Property	475,660,436	475,500,000	(160,436)	-0.03%
Tax Rate/$1,000 Assessed Valuation	192.19	196.76	4.57	2.38%

2026-2027 PROPERTY TAX REPORT CARD	2025-2026 BUDGET	2026-2027 PROPOSED	$ CHANGE	% CHANGE
Total Budgeted Amount	113,477,113	116,007,313	2,530,200	2.23%
A. Proposed Tax Levy to Support the Total Budgeted Amount	91,447,907	93,561,010	2,113,103	2.31%
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)	91,447,907	93,561,010		
F. Permissible Exclusions to the School Tax Levy Limit	5,604,092	5,740,309		
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	85,843,815	87,820,701		
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)	85,843,815	87,820,701		
I. Difference: (G-H); (negative value requires 60.0% voter approval)	0	0		
Public School Enrollment	2,437	2,444		
Consumer Price Index	2.95%	2.63%		

(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 2026-2027, includes any carryover from 2025-2026 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

FUND BALANCE	ACTUAL 2025-2026	2026-2027 PROPOSED
Adjusted Restricted Fund Balance	14,732,097	15,093,333
Assigned Appropriated Fund Balance	1,250,000	1,250,000
Adjusted Unrestricted Fund Balance	4,539,085	4,640,293
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

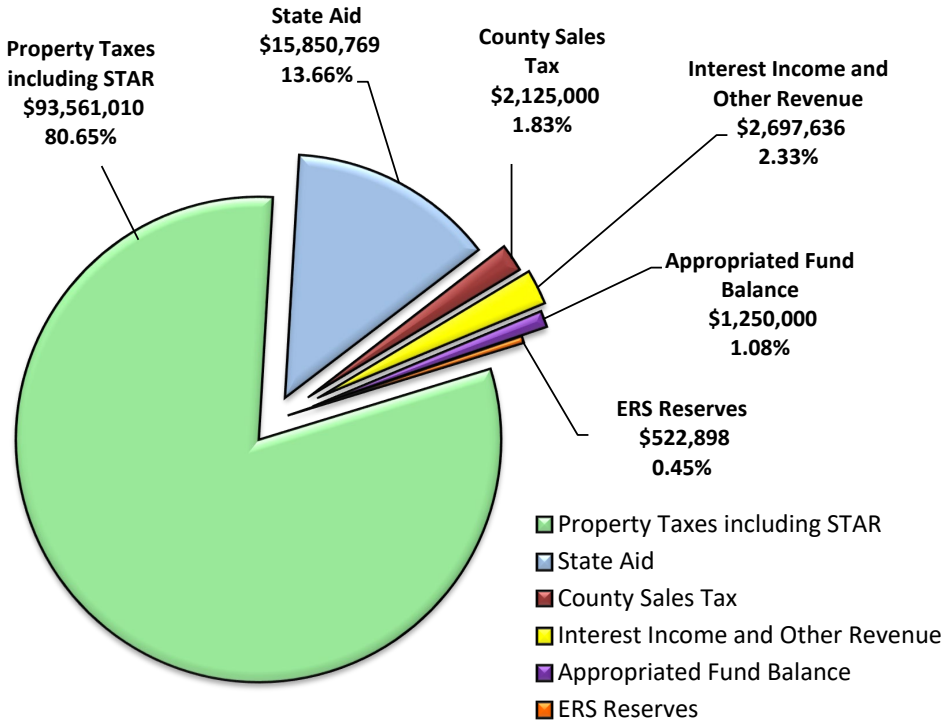
SCHEDULE OF RESERVES	ACTUAL 3/31/26	2026-2027 PROPOSED	INTENDED USE OF RESERVE IN 2025-2026
Capital Reserve - to pay the cost of any object or purpose for which bonds may be issued	1,977,257	2,046,461	To fund facility upgrades
Reserve for Tax Certiorari - to establish a reserve fund for tax certiorari settlements	8,073,728	8,356,309	To fund any tax certiorari settlements
Employee Benefit Liability Reserve - for the payment of accrued employee benefits due to employees upon termination of service	234,028	242,219	To fund vacation day payments to those separating from service
Reserve for Retirement Contributions - to fund employer retirement contributions to the State/Local Employees' Retirement System	1,486,766	1,515,915	To offset payments to NYS ERS
Reserve for Retirement Contributions - to fund employer retirement contributions to the NYS Teachers' Retirement System	2,095,115	2,168,444	To offset payments to NYS TRS

Somers Central School District

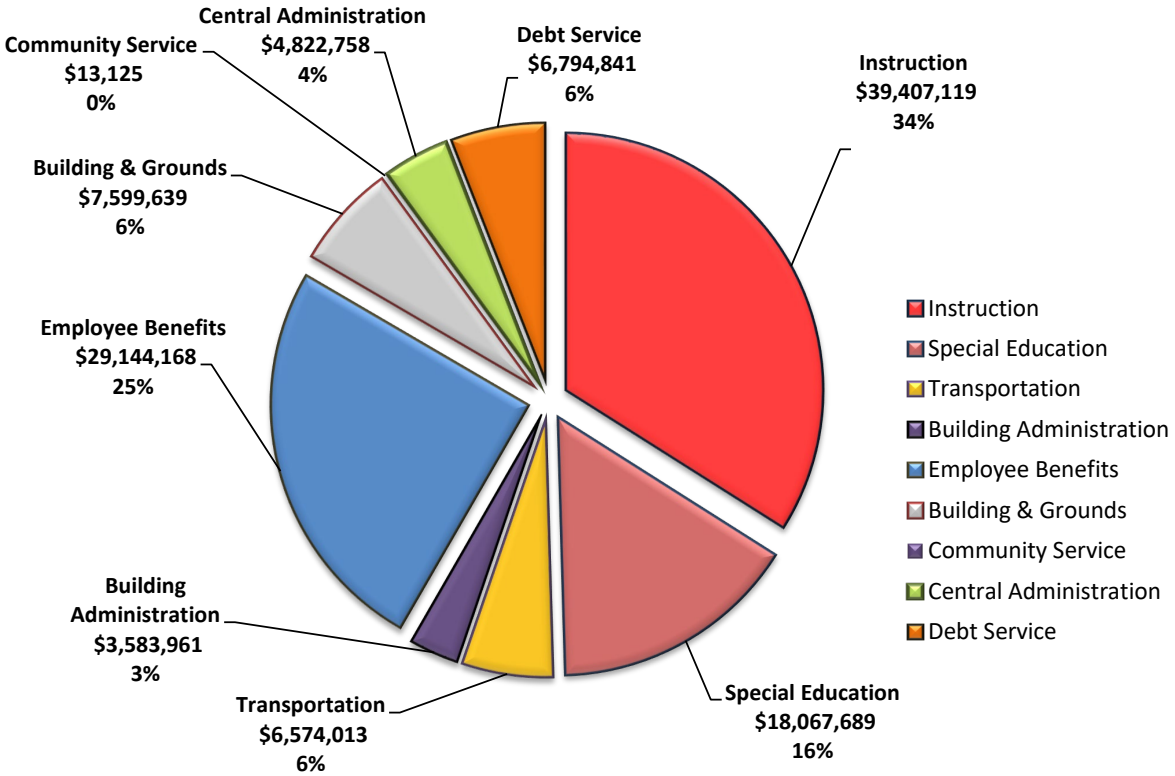
Property Tax Cap Calculation under Chapter 97 of the Laws of 2011
(This analysis calculates the allowable tax levy for 2026-2027 school year)

Real Property Tax Levy Fiscal Year Ending June 30, 2026	$	91,447,907
(times) Tax Base Growth Factor (Rate from ORPS)		1.0028
		91,703,961
		91,703,961
(add) PILOTs Receivable FYE June 30, 2026		116,613
		91,820,574
2025-2026 Exemptions (Prior Year)		
(subtract) Capital Tax Levy (Debt Service & Lease Purchase)		6,978,329
(less) Capital Tax Levy (less Building Aid)		1,374,237
(Net) Capital Tax Levy (Debt Service less Building Aid)		5,604,092
Prior Year Adjusted Tax Levy	$	86,216,482
Prior Year Adjusted Tax Levy		86,216,482
(times) Allowable Levy Growth Factor (lesser of 2% or CPI)		2.00%
		1,724,330
		87,940,812
(subtract) 2026-2027 PILOT		120,111
		87,820,701
(add) Available carryover		0
Total Levy Limit Before Adjustments and Exclusions	$	87,820,701
(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		6,986,084
(less) Capital Tax Levy (Building Aid)		1,245,775
Total Exclusions		5,740,309
Total Tax Levy Limit for 2026-2027	$	93,561,010
Proposed Tax Levy for 2026-2027	$	93,561,010
Increase in Tax Levy	$	2,113,103
Tax Levy Percentage Increase		2.311%

2026-2027
Anticipated Revenue



Anticipated Expenses



General Fund Revenues				
	2023/2024 ACTUAL	2024/2025 ACTUAL	2025/2026 BUDGET	2026-2027 PROPOSED
REVENUES -- LOCAL SOURCES				
Tuition (including Other Districts and Summer Regents)	39,858	108,250	77,230	170,000
Health Services	714,215	730,964	710,500	718,213
TOTAL CHARGES FOR SERVICES	**754,073**	**839,214**	**787,730**	**888,213**
USE OF MONEY & PROPERTY				
Interest & Earnings	1,845,982	1,632,504	1,075,000	900,000
Rental - Facility Use, Classrooms	227,724	189,899	211,410	216,490
TOTAL USE OF MONEY & PROPERTY	**2,073,706**	**1,822,403**	**1,286,410**	**1,116,490**
MISCELLANEOUS				
Refund for BOCES Services	187,757	236,229	107,247	137,247
Refund of Prior Year's Expense	133,140	211,891	135,000	145,000
Miscellaneous (CPSE, IB Fees, PSATs, Tots & Teens)	166,245	168,170	132,275	108,575
Sale of Equipment/Excess Materials	1,009	27,478	1,500	1,500
Insurance Recoveries & Other Compensation for Loss	43,579	19,423	12,500	12,500
Gifts & Donations	0	1,000	0	0
Somers Education Foundation/PTA	39,677	62,278	18,000	33,000
E-Rate Refunds	280,006	71,828	30,000	35,000
Interfund Revenue	0	197	0	0
TOTAL MISCELLANEOUS	**851,413**	**798,494**	**436,522**	**472,822**
NON-PROPERTY TAXES				
Westchester County Sales Tax	**2,197,758**	**2,144,105**	**2,100,000**	**2,125,000**
STATE & FEDERAL SOURCES				
State Aid	15,227,440	15,486,903	15,471,175	15,800,769
Medicaid Reimbursement	62,680	99,243	42,500	50,000
TOTAL REVENUES -- STATE & FEDERAL SOURCES	**15,290,120**	**15,586,146**	**15,513,675**	**15,850,769**
OTHER REVENUE				
Interfund Transfer for Debt Service	100,000	100,000	100,000	100,000
Payment in Lieu of Taxes (PILOT)	109,919	113,216	116,613	120,111
Appropriated Fund Balance	0	0	1,250,000	1,250,000
Appropriated Fund Balance - Retirement System Reserve	0	0	438,256	522,898
TOTAL OTHER	**209,919**	**213,216**	**1,904,869**	**1,993,009**
TOTAL NON-PROPERTY REVENUES including Reserves	**21,376,988**	**21,403,578**	**22,029,206**	**22,446,303**
PROPERTY TAX LEVY (including STAR)	86,715,081	89,106,722	91,447,907	93,561,010
TOTAL REVENUES	**108,092,069**	**110,510,300**	**113,477,113**	**116,007,313**

2026-2027 PROPOSED BUDGET

ADMINISTRATIVE, PROGRAM AND CAPITAL COMPONENTS

		ADMINISTRATIVE	PROGRAM	CAPITAL	TOTAL
1010	Board of Education	56,316			56,316
1040	District Clerk	35,138			35,138
1060	District Meeting	30,452			30,452
1240	Chief School Administrator	421,144			421,144
1310	Business Administration	1,049,322			1,049,322
1320	Auditing	69,700			69,700
1420	Legal Services	119,750			119,750
1430	Personnel Services	628,233			628,233
1480	Public Information	189,165			189,165
1620	Buildings, Grounds, Maintenance			7,399,639	7,399,639
1670	Printing and Mailing	63,476			63,476
1910	Unallocated Insurance	612,269			612,269
1920	School Association Dues	18,200			18,200
1964	Refund on Real Property Tax			7,500	7,500
1981	BOCES Administrative Charges	595,088			595,088
1983	BOCES Capital Expenses	91,247			91,247
2010	Curriculum, Development & Supervision	835,758			835,758
2020	Supervision Regular School	3,154,857			3,154,857
2070	Staff Development	429,104			429,104
2110	Regular School		29,488,011		29,488,011
2250	Programs for Students with Disabilities		17,737,689		17,737,689
2280	Occupational Education		825,822		825,822
2330	Special Schools		4,200		4,200
2610	School Library & Audio Visual		722,485		722,485
2620	Educational Television		34,600		34,600
2630	Computer Asst. Instruction		2,342,735		2,342,735
2810	Guidance Services		2,411,514		2,411,514
2815	Health Services		782,115		782,115
2820	Psychological Services		886,637		886,637
2825	Social Workers		216,285		216,285
2850	Co-Curricular Activities		405,621		405,621
2855	Interscholastic Athletics		1,287,094		1,287,094
5500	Pupil Transportation		6,574,013		6,574,013
8060	Civic Activities		13,125		13,125
9000	Employee Benefits	2,914,654	24,455,565	1,773,949	29,144,168
9711	Debt Service			4,850,475	4,850,475
9731	Bond Anticipation Note			207,500	207,500
9785	Installment Purchase			975,002	975,002
9789	Other Debt			761,864	761,864
9900	Transfer to Special Aid Fund, Capital Fund		330,000	200,000	530,000
TOTAL		**11,313,873**	**88,517,511**	**16,175,929**	**116,007,313**
		9.75%	76.30%	13.94%	100.00%

ADMINISTRATIVE / ADMINISTRATIVE + PROGRAM = 11.33%

ADMINISTRATIVE / TOTAL BUDGET = 9.75%

2026-2027 CONTINGENT BUDGET ADMINISTRATIVE, PROGRAM AND CAPITAL COMPONENTS					
		ADMINISTRATIVE	PROGRAM	CAPITAL	TOTAL
1010	Board of Education	56,316			56,316
1040	District Clerk	35,138			35,138
1060	District Meeting	30,452			30,452
1240	Chief School Administrator	416,267			416,267
1310	Business Administration	1,031,354			1,031,354
1320	Auditing	69,700			69,700
1420	Legal Services	119,750			119,750
1430	Personnel Services	619,135			619,135
1480	Public Information	189,165			189,165
1620	Buildings, Grounds, Maintenance			7,087,739	7,087,739
1670	Printing & Mailing	63,476			63,476
1910	Unallocated Insurance	455,709			455,709
1920	School Association Dues	18,200			18,200
1964	Refund on Real Property Tax			7,500	7,500
1981	BOCES Administrative Charges	595,088			595,088
1983	BOCES Capital Expenses	91,247			91,247
2010	Curriculum, Development & Supervision	834,758			834,758
2020	Supervision Regular School	2,887,157			2,887,157
2070	Staff Development	429,104			429,104
2110	Regular School		28,736,028		28,736,028
2250	Programs for Handicapped Children		17,737,689		17,737,689
2280	Occupational Education		825,822		825,822
2330	Special Schools		4,200		4,200
2610	School Library & Audio Visual		722,485		722,485
2620	Educational Television		34,600		34,600
2630	Computer Asst. Instruction		2,312,735		2,312,735
2810	Guidance Services		2,288,514		2,288,514
2815	Health Services		782,115		782,115
2820	Psychological Services		886,637		886,637
2825	Social Worker Services		216,285		216,285
2850	Co-Curricular Activities		405,621		405,621
2855	Interscholastic Athletics		1,241,094		1,241,094
5500	Pupil Transportation		6,574,013		6,574,013
8060	Civic Activities		0		0
9000	Employee Benefits	2,907,984	24,082,343	1,773,949	28,764,276
9711	Debt Service			4,850,475	4,850,475
9760	Bond Anticipation Note			207,500	207,500
9785	Installment Purchase			975,002	975,002
9789	Other Debt			761,864	761,864
9900	Transfer to Special Aid Fund, Capital Fund		330,000	200,000	530,000
TOTAL		**10,850,000**	**87,180,181**	**15,864,029**	**113,894,210**

For the contingent budget, a reduction of $2,113,103 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**
26-27	116,007,313	2.23%	196.763428	2.38%	15,850,769	2.17%	475,500,000	-0.05%
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%
Past Five-Year Average								
	109,501,382	3.55%	186.903698	2.65%	15,013,741	6.17%	476,300,579	-0.14%
Past Ten-Year Average								
	101,291,331	2.94%	176.640072	2.24%	12,776,794	4.82%	476,863,470	0.06%
Past Fifteen-Year Average								
	95,803,864	2.48%	168.850654	2.25%	11,379,503	5.38%	477,149,526	-0.23%

*Estimated Tax Increase

**Averages include proposed 2026-2027 budget figures.

	GENERAL FUND APPROPRIATIONS	23/24 ACTUAL	24/25 ACTUAL	25/26 BUDGET	**26/27 PROPOSED**
GENERAL SUPPORT					
	BOARD OF EDUCATION (1010) - These accounts describe the operating expenses of the Board.				
400	The cost to videotape the BOE meetings is budgeted here along with the costs for Board Docs, policy manual updates and BOCES services.	70,302	77,388	50,630	51,016
450	General office supplies, law books, service awards.	3,800	3,400	5,100	5,300
	BOARD OF EDUCATION	74,102	80,788	55,730	56,316
	DISTRICT CLERK (1040)				
100	This is the salary for District Clerk to Board of Education.	30,999	30,209	32,543	33,512
400	Cost of workshops, mileage expenditures to attend workshops.	508	1,219	1,020	1,626
450	General office supplies.	115	0	0	0
	DISTRICT CLERK	31,623	31,428	33,563	35,138
	DISTRICT MEETING (1060)				
100	This code is for expenditures for voting poll workers.	3,047	2,982	3,445	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.	28,475	13,697	24,800	26,007
450	General office supplies.	640	787	1,000	1,000
	DISTRICT MEETING	32,162	17,466	29,245	30,452
	TOTAL BOARD OF EDUCATION	137,887	129,681	118,538	121,906
	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.	378,342	381,423	385,347	396,889
200	Equipment.	4,041	0	3,000	2,000
400	Service agreements and conference expenses, association dues and professional material.	24,915	16,068	16,700	17,000
450	Stationery, office supplies and periodicals.	9,254	2,884	8,250	5,255
	CHIEF SCHOOL ADMINISTRATOR	416,551	400,375	413,297	421,144
	BUSINESS ADMINISTRATION (1310)				

	GENERAL FUND APPROPRIATIONS	23/24 ACTUAL	24/25 ACTUAL	25/26 BUDGET	**26/27 PROPOSED**
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.	691,275	741,265	781,942	806,533
200	Non-educational equipment.	1,263	0	4,800	5,000
400	Included here are costs associated with prorated rental of the copy machine, maintenance contracts and Ed-Data bidding services. Also included are funds for consultant services, BOCES services -- State Aid Planning, Safety/Risk Management, nVision software package. (BOCES costs $152,773)	396,281	247,346	244,507	231,864
450	Stationery and general office supplies such as accounting checks, facilities use forms, etc.	3,426	2,599	5,925	5,925
	BUSINESS ADMINISTRATION	1,092,245	991,210	1,037,174	1,049,322
	AUDITING (1320)	67,980	66,480	68,000	69,700
400	Charged to this account are all expenditures incurred for the annual independent audit conducted by an outside auditing firm ($38,500) as required by Education Law, funds to cover the mandated internal auditor work ($15,200) and claims auditing ($16,000).				
	LEGAL SERVICES (1420)	68,571	54,107	119,750	119,750
	Included here are monies for legal services.				
	PERSONNEL SERVICES (1430)				
100	Included here are salaries for the Assistant Superintendent for Human Resources and Student Services as well as clerical positions.	467,131	456,671	474,085	520,324
200	Non-educational equipment.	410	802	2,000	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 ($81,309).	62,037	80,787	86,088	100,859
450	General office supplies.	4,962	3,757	4,650	5,050
	PERSONNEL SERVICES	534,540	542,017	566,823	628,233
	PUBLIC INFORMATION SERVICES (1480)				
100	Included here are salaries for the Public Realtions Coordinator	0	0	0	100,205

	GENERAL FUND APPROPRIATIONS	23/24 ACTUAL	24/25 ACTUAL	25/26 BUDGET	**26/27 PROPOSED**
400	Expenditures incurred to provide the community with on-line information, web hosting costs, e-newsletters, informational videos are charged here. 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, and videos. Costs also include website overhaul and webmaster services to update and maintain website content.	214,221	173,976	163,000	88,960
	PUBLIC INFORMATION SERVICES (1480)	214,221	173,976	163,000	189,165
	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.	2,442,932	2,485,335	2,857,706	2,776,498
200	Funds to cover replacement of equipment.	105,704	20,843	95,573	115,000
400	Included are the costs for building repairs, boiler cleaning, fire extinguisher service, fire inspections, inspections of playground equipment, septic tank cleaning, structural inspections, EPA permits, elevator maintenance inspections, intrusion alarm systems, HVAC services, pest control services, and water testing. Other costs included are for equipment rental, staff development, and safety and security costs. Also included is the cost of four School Resource Officers ($708,067).	2,071,310	2,116,131	2,257,743	2,465,598
422	Refuse Removal/Recycling	46,846	47,627	48,738	49,713
423	Fuel Oil	607,471	489,323	682,500	703,500
424	Propane	1,257	2,533	8,000	8,000
425	Electricity	866,076	880,206	825,000	850,000
426	Telephone	2,613	2,948	5,000	5,000
427	Sewer Charges	16,307	17,977	17,800	20,000
450	Supplies: office, software, general cleaning, floor, electrical, fuel, plumbing, hardware, uniforms, and grounds supplies.	262,995	263,812	392,780	406,330
	OPERATIONS & MAINTENANCE	6,423,510	6,326,734	7,190,840	7,399,639
	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.	25,540	28,500	29,436	30,676
400	Costs included here are for postage, PO boxes, postage machine rental, and for the printing and mailing of the annual budget newsletter.	24,318	26,603	30,566	31,700
450	Gasoline, fuel and supplies for the District courier.	452	100	1,100	1,100
	CENTRAL PRINTING & MAILING	50,310	55,203	61,102	63,476
	UNALLOCATED INSURANCE (1910)	405,955	452,884	538,842	612,269

	GENERAL FUND APPROPRIATIONS	23/24 ACTUAL	24/25 ACTUAL	25/26 BUDGET	**26/27 PROPOSED**
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)	16,189	16,556	17,600	18,200
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)	1,142,851	19,863	7,500	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)	662,774	677,289	680,535	686,335
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 61.2% and is the District's share of rentals, administrative and instructional services.				
	TOTAL GENERAL SUPPORT (Account #1010-1989)	**11,233,584**	**9,906,376**	**10,983,001**	**11,386,639**
	INSTRUCTION				
	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.	1,195,919	766,715	774,581	813,302
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.	338,794	423,312	350,679	355,560
450	Office supplies, workshop supplies, reference, subscriptions, and instructional assessment software.	84,191	61,284	77,740	94,000
	CURRICULUM DEVELOPMENT & SUPPORT	1,618,903	1,251,311	1,205,000	1,264,862

	GENERAL FUND APPROPRIATIONS	23/24 ACTUAL	24/25 ACTUAL	25/26 BUDGET	**26/27 PROPOSED**
	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.	2,989,366	2,670,981	2,717,770	2,931,637
200	Non-instructional office equipment.	6,448	3,046	5,140	5,400
400	Mileage, workshops, maintenance agreements, equipment rental costs including copier costs for all schools are included in this category.	99,098	86,382	127,794	129,495
450	Building office needs including stationery, duplicating supplies, periodicals, and general office supplies.	71,960	63,498	84,293	88,325
	SUPERVISION - REGULAR SCHOOL	3,166,872	2,823,907	2,934,997	3,154,857
	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.	27,242,544	27,017,366	27,724,582	28,070,224
200	These monies are budgeted for the purchase of equipment for the instructional program.	80,981	16,027	68,100	72,532
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 $397,315)	511,964	574,158	824,491	812,949
450	Included here are expenditures for all classroom supplies, periodicals, professional journals, and other teaching materials.	315,061	313,345	321,308	334,427
480	Textbooks.	325,078	182,392	179,860	197,879
	TEACHING - REGULAR SCHOOL (2110)	28,475,628	28,103,288	29,118,341	29,488,011
	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.	9,644,644	10,277,065	10,743,537	10,980,776
200	Assistive Technology equipment such as auditory training devices, digital hearing aids, sound field systems for hearing impaired, hearing and sight augmentation devices.	26,275	8,233	20,300	9,600

	GENERAL FUND APPROPRIATIONS	23/24 ACTUAL	24/25 ACTUAL	25/26 BUDGET	**26/27 PROPOSED**
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 32 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.	5,526,235	6,425,746	6,908,876	6,688,356
450	Supplies and software.	43,251	32,621	52,574	58,457
480	Textbooks.	41	276	500	500
	PROGRAMS FOR DISABLED CHILDREN	15,240,446	16,693,942	17,725,787	17,737,689
	OCCUPATIONAL EDUCATION (2280)				
100	This category reflects salary for a Technology teacher.	259,724	137,798	182,124	193,632
400	Costs associated with BOCES for high school occupational education students ($621,000) and Project Lead the Way.	782,797	706,067	551,115	625,070
450	Supplies.	5,948	7,542	7,120	7,120
	OCCUPATIONAL EDUCATION	1,048,469	851,408	740,359	825,822
	SUMMER INSTRUCTIONAL PROGRAMS (2330)	1,213	0	4,200	4,200
	Costs for Summer Regents Examinations				
	SCHOOL LIBRARY/AUDIO-VISUAL EQUIPMENT (2610)				
100	Included are salaries for librarians and library clerks.	591,997	606,012	637,476	634,014
400	Conferences and memberships are included here.	377	384	945	974
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.	84,937	70,170	73,082	87,497
	SCHOOL LIBRARY/AUDIO-VISUAL EQUIPMENT	677,311	676,566	711,503	722,485
	EDUCATIONAL TELEVISION (2620)				
200	Included here are the costs of equipment.	2,587	0	2,600	2,600
400	Included here are contractual costs.	25,898	27,383	30,000	31,000
450	Supplies.	1,249	0	1,000	1,000
	EDUCATIONAL TELEVISION	29,734	27,383	33,600	34,600
	COMPUTER-ASSISTED INSTRUCTION (2630)				
100	Included here are the costs for the Manager of Technology and Learning Systems, a database assistant and a secretary, as well as summer and/or night work.	154,222	220,427	319,260	358,603

	GENERAL FUND APPROPRIATIONS	23/24 ACTUAL	24/25 ACTUAL	25/26 BUDGET	**26/27 PROPOSED**
200	Technology equipment expenditures are included here.	49,627	54,385	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 ($108,745), and BOCES services ($409,267).	1,330,256	1,605,964	1,655,314	1,676,470
450	Supplies such as cables, toner, repair parts - Smart Boards projector bulbs, instructional software.	224,558	256,943	263,458	252,662
	COMPUTER-ASSISTED INSTRUCTION	1,758,663	2,137,719	2,293,032	2,342,735
	GUIDANCE (2810)				
100	Recorded here are all salary expenditures for the Director of Guidance, certified guidance counselors, clerical staff and associated summer work.	1,943,143	2,064,292	2,148,850	2,176,676
200	Equipment.	0	0	2,000	0
400	Contractual expenses - substance abuse counselor, college and career programs and conferences.	133,854	128,408	187,084	219,771
450	Office supplies, publications, reference materials, software.	13,143	10,018	17,423	15,067
	GUIDANCE	2,090,141	2,202,718	2,355,357	2,411,514
	HEALTH SERVICES (2815)				
100	Herein are salaries for school nurses, health aides, associated summer work, athletic physicals, and substitute pay.	489,932	523,621	558,407	599,620
200	Non-education equipment replacement.	0	3,550	0	0
400	Dues, training expenses and the fee paid to the school physician. Section 903 of the Education Law requires physical examinations for all students in Grades 1, 3, 7, 11 and for students prior to their participation in interscholastic sports. Also charged to this account are health services for students attending private or parochial school ($120,000).	147,329	150,782	168,437	176,872
450	Supplies. Bandages, ice packs, epipens, antiseptics, tissues.	4,419	5,600	5,433	5,623
	HEALTH SERVICES	641,680	683,552	732,277	782,115
	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.	1,008,786	1,084,416	1,137,106	1,097,172
400	Conferences and membership dues.	660	1,670	4,845	5,150
450	Supplies.	390	131	372	600
	PSYCHOLOGICAL/SOCIAL WORKER SERVICES	1,009,836	1,086,217	1,142,323	1,102,922

	GENERAL FUND APPROPRIATIONS	23/24 ACTUAL	24/25 ACTUAL	25/26 BUDGET	**26/27 PROPOSED**
	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.	366,046	308,535	341,936	350,439
400	Costs include membership, entry fees (Mock Trial, Model UN, Youth to Youth, Math and Physics competitions, play rentals, etc.).	22,354	22,164	29,213	28,280
450	Supplies.	11,732	20,243	23,600	26,902
	CO-CURRICULAR ACTIVITIES	400,132	350,942	394,749	405,621
	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 ($651,034) and additional duty pay such as games supervision, timers, etc. ($145,386)	650,219	686,504	765,916	811,420
200	Equipment.	16,331	35,407	22,000	10,000
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. ($328,749)	321,235	339,502	376,572	393,218
450	Included here are uniforms, balls, field marking supplies, medical supplies, award certificates, etc.	65,881	63,855	65,051	72,456
	ATHLETICS	1,053,666	1,125,268	1,229,539	1,287,094
	TOTAL INSTRUCTION (Account #2010-2855)	**57,212,695**	**58,014,219**	**60,621,064**	**61,564,527**
	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.	604,726	551,541	671,755	733,240
400	This charge consists of equipment repair, telephone, memberships and dues.	6,973	7,019	8,030	17,930
450	Costs herein cover stationery, forms, and general office supplies.	230	142	2,250	2,250
	PUPIL TRANSPORTATION	611,928	558,702	682,035	753,420
400	GARAGE BUILDING (5530) Included here are costs associated with repairs/upkeep of the bus garage.	26,228	65,129	9,543	10,169

	GENERAL FUND APPROPRIATIONS	23/24 ACTUAL	24/25 ACTUAL	25/26 BUDGET	**26/27 PROPOSED**
	CONTRACT TRANSPORTATION (5540)				
400	This category accounts for the cost of hiring private contractors to transport our children to and from school. The District entered into a 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. Fuel costs are purchased from through NYS Contract by the district. ($331,836). The amount indicated is a projection of these services. Also, athletic ($328,749), building and co-curricular trips ($62,953) are accounted for here.	4,908,746	5,077,755	5,635,080	5,810,424
	CONTRACT TRANSPORTATION	4,908,746	**5,077,755**	5,635,080	5,810,424
	TOTAL TRANSPORTATION (Account #5510-5540)	**5,546,902**	**5,701,586**	**6,326,658**	**6,574,013**
	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
	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 17.6%.	959,218	1,262,115	1,350,854	1,672,982
	TEACHERS' RETIREMENT SYSTEM (9020)				
	The Constitution of New York State requires membership in the Teachers' Retirement system be mandatory for all certified personnel. Contributions to the system must be made by the employer. The amount of contribution is based on the gross salaries paid at a projected rate of 8.24%.	4,114,460	4,262,186	4,191,924	3,637,523
	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 $184,500 in 2026.	3,893,699	3,873,454	4,140,304	4,219,001
	WORKERS' COMPENSATION (9040)				
	The District currently is a member of the Putnam/Northern Westchester Insurance Cooperative, a self-insurance plan for Workers' Compensation coverage.	201,565	191,782	274,050	284,782
	UNEMPLOYMENT INSURANCE (9050)				

GENERAL FUND APPROPRIATIONS	23/24 ACTUAL	24/25 ACTUAL	25/26 BUDGET	**26/27 PROPOSED**
This account covers the District's potential liability for unemployment claims approved by Unemployment.	0	0	20,000	20,000
HOSPITAL & MEDICAL (9060) Through negotiated contract agreements with the representative bargaining units for District employees, this insurance is provided for full-time employees and retirees of the District. The District has two health insurance plans, the P/NW Consortium, whose projected increase is 5.0%, and the Empire Plan, whose projected increase is 12%. Employee contributions to the cost of health insurance range between 14.25% to 18.75%.	14,928,465	15,502,259	17,200,983	18,270,713
LIFE, DENTAL, VISION, WELFARE, BENEFITS, INCENTIVE (9070, 9089)	929,203	927,688	1,049,382	1,039,167
TOTAL EMPLOYEE BENEFITS	**25,026,609**	**26,019,483**	**28,227,497**	**29,144,168**
UNDISTRIBUTED EXPENSES (9700, 9900)				
DEBT SERVICE - CONSTRUCTION BONDS (9710, 9711, 9724) This amount represents principal and interest payments on the following bonds:	4,827,171	4,851,378	4,846,404	4,850,475
1. 2006 Districtwide Alterations-Additions Phase 1 borrowing ($7,375,000) ---------- P/I cost $465,392 2. 2006 Districtwide Alterations-Additions Phase 2 borrowing ($18,200,000) ---------- P/I cost $1,297,730 3. 2007 Districtwide Alterations-Additions Phase 3 borrowing ($23,519,953) ---------- P/I cost $1,638,400 4. 2019 Districtwide Alterations-Additions borrowing ($13,600,000) ---------- P/I cost $887,425 5. 2020 Districtwide Safety/Security Alterations-Additions borrowing ($6,985,000) ---------- P/I cost $561,528 4,850,475				
BOND ANTICIPATION NOTE (9731)	0	0	207,500	207,500
$63.9M Capital Project. Work includes infrastructure and academic learning environment upgrades.				
INSTALLMENT PURCHASES (9785) Expenditures in this code are for lease/purchase of technology equipment. $325,000 is included for the lease/purchase of new equipment.	850,000	975,000	975,002	975,002
OTHER DEBT (9789) Expenditures in this code are for the Energy Performance Contract.	761,862	761,862	761,862	761,864
TRANSFER TO SPECIAL AID FUND (9901)	331,318	312,599	315,000	330,000
TRANSFER TO CAPITAL FUND (9950)	200,000	200,000	200,000	200,000
TOTAL UNDISTRIBUTED EXPENSES	**6,970,352**	**7,100,839**	**7,305,768**	**7,324,841**

UNDISTRIBUTED EXPENSE EXPLANATION:

The Undistributed Expense portion of the 2026-2027 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, the water treatment system at SHS, and any additional health and safety project, or any additional project identified in the Building Condition Survey/Comprehensive Plan.

GENERAL FUND APPROPRIATIONS	23/24 ACTUAL	24/25 ACTUAL	25/26 BUDGET	**26/27 PROPOSED**
The District has included in the 2026-2027 budget $325,000 for the lease purchase of technology equipment. This is the 27th year of the District utilizing this means of purchasing technology equipment.				
TOTAL GENERAL FUND APPROPRIATIONS	**105,990,141**	**106,742,503**	**113,477,113**	**116,007,313**

Budget Terminology

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

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

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

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

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

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

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

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

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

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.

Budget Terminology

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

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

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

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

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

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

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

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

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

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

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 2026-2027

(Salaries and Benefit Cost of Superintendent and Assistant Superintendents)

(Salaries of Other Administrators Compensated At Over $179,000)

TITLE	SALARY	FRINGE BENEFITS	OTHER
Superintendent of Schools	$ 275,000	$ 54,384	$ 13,600
Assistant Superintendent for Business and Operations	$ 254,100	$ 52,084	$ 5,150
Assistant Superintendent for Human Resources and Student Services	$ 219,750	$ 48,632	$ 5,100

Director of Pupil Personnel Services	$ 193,000
Director of Learning Seconday	$ 185,575
Director of Learning Elementary	$ 204,024
Director of Guidance	$ 203,692
Elementary School Principal	$ 223,327
Intermediate School Principal	$ 186,140
Middle School Principal	$ 182,319
High School Principal	$ 208,686

New York State School Administrator Salary Disclosure :Educational Management:NYSED

Exemption Impact Report

Assessment Year: 2025

County: WESTCHESTER
SWIS Code: 555200

School Value Report (555201)

Municipality: Somers
Total Assessed Val: 524,660,192
Uniform Percentage: 8.85

Equalized Total Assessed Value = 5,928,363,751

Exempt Code	Description	Statutory Authority	# of Exempts	Total Equalized Value of EX	% of Value Exempted
10100	CTY OWNED	RPTL 410	1	28,550,282	0.48
12350	PUB AUT ST	RPTL 412 & Pub Auth L	30	2,435,593	0.04
13100	CTY OWNED	RPTL 406(1)	37	41,999,435	0.71
13500	TWN WTHIN	RPTL 406(1)	58	16,179,661	0.27
13800	SCHOOL DIS	RPTL 408	8	122,099,435	2.06
13850	BOCES	RPTL 408	3	80,867,796	1.36
13870	SPEC DIST	RPTL 410	15	1,417,514	0.02
14110	US PROP	State L 54	1	461,581	0.01
14200	FOR GOV'T	RPTL 418	1	403,389	0.01
21600	RELIG CORP	RPTL 462	1	728,248	0.01
25110	CONST PROT	RPTL 420-a	6	12,058,192	0.20
25120	NP CORP ED	RPTL 420-a	10	155,879,096	2.63
25230	NPC M/M IM	RPTL 420-a	1	1,344,632	0.02
25300	NON-PROFIT	RPTL 420-b	5	2,821,468	0.05
26400	INC VOL FR	RPTL 464(2)	8	4,872,881	0.08
27350	CEMETERIES	RPTL 446	7	1,611,299	0.03
41120	WAR VET	RPTL 458-a	340	4,080,000	0.07
41124	WAR VET	RPTL 458-a	2	24,000	0.00
41130	COMBAT VET	RPTL 458-a	198	3,960,000	0.07
41140	DISABL VET	RPTL 458-a	111	3,967,084	0.07
41400	CLERGY	RPTL 460	2	33,898	0.00
41630	VOL FIRE & AMB		51	3,551,841	0.06
41700	FARM BLDG	RPTL 483	1	59,887	0.00
41720	AG MKT 305	Ag-Mkts L 305	24	16,441,401	0.28
41730	AGRIC	Ag-Mkts L 306	9	3,568,440	0.06
41800	SENIOR LOW INC	RPTL 467	65	12,835,389	0.22
41806	SENIOR - TS	RPTL 467	77	6,935,220	0.12
41834	ENH STAR	RPTL 425	816	187,628,429	3.16
41854	BAS STAR	RPTL 425	1,375	114,651,378	1.93
41930	DISABILITY	RPTL 459-c	4	898,576	0.02
41936	DISABILITY - TS	RPTL 459-c	2	864,576	0.01
42130	FARM LABOR CAMP	RPTL 483-d	2	572,881	0.01
47450	FOREST LAN	RPTL 480	1	275,706	0.00
48660	PHFL Sec 577(1)	PHFL 577(3)	3	19,942,372	0.34
	Total Exemptions (No System EX's)		**3,275**	**854,021,580**	**14.41**
	Total Exemptions (with System EX's)		**3,275**	**854,021,580**	**14.41**

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.

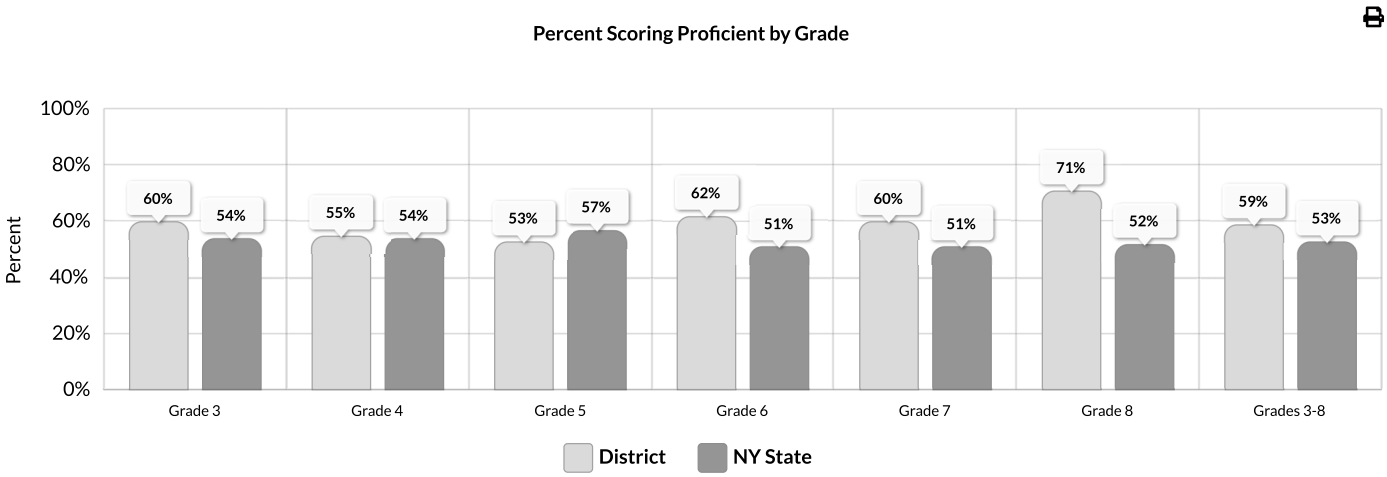
Amount, if any, attributable to payments in lieu of taxes: $19,942,372

SOMERS CSD - NEW YORK STATE REPORT CARD [2024 - 25]

The New York State Report Card plays a critical role in the Board of Regents' ongoing efforts to promote educational equity and improve outcomes for all students. By offering valuable insights into school and district performance, the report card helps guide instructional improvements and enhances services for students. It provides essential public information on staff, students, and key performance metrics, in accordance with the Every Student Succeeds Act (ESSA). At its core, New York State's ESSA plan is designed to create interconnected strategies that support districts and schools, ensuring every student has the opportunity to succeed. New York State is committed to fostering a culture of continuous improvement, where data from the report card is integrated with local data elements to support decisions and actions to address challenges and celebrate progress. This commitment ensures that all students—regardless of their background, location, or circumstances—are given the tools and resources to thrive.

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2024-25)

SUMMARY RESULTS

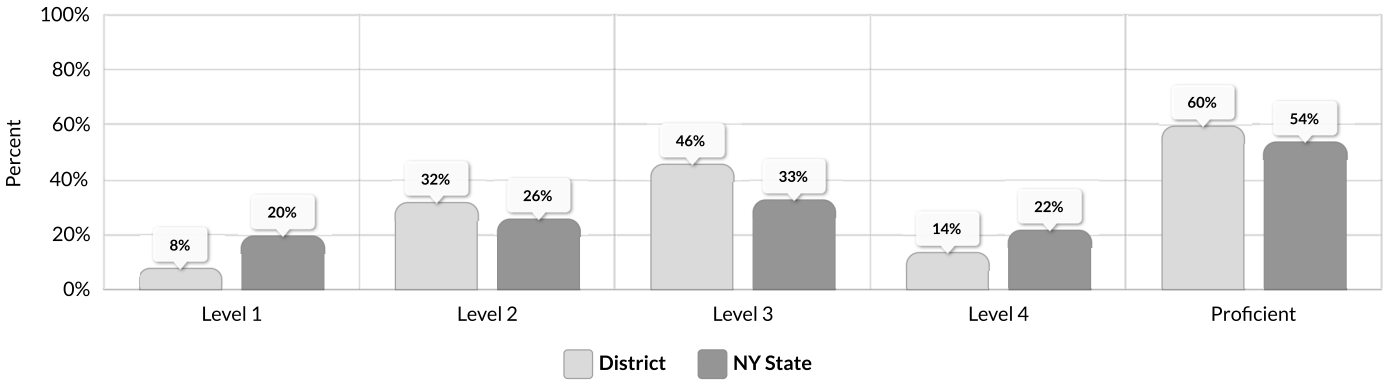


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	175	18	10%	157	90%	13	8%	50	32%	72	46%	22	14%	94	60%
Grade 4	214	29	14%	185	86%	14	8%	69	37%	75	41%	27	15%	102	55%
Grade 5	185	29	16%	156	84%	15	10%	58	37%	62	40%	21	13%	83	53%
Grade 6	190	52	27%	138	73%	15	11%	37	27%	60	43%	26	19%	86	62%
Grade 7	188	53	28%	135	72%	12	9%	42	31%	48	36%	33	24%	81	60%
Grade 8	186	79	42%	107	58%	11	10%	20	19%	42	39%	34	32%	76	71%
Grades 3-8	1,138	260	23%	878	77%	80	9%	276	31%	359	41%	163	19%	522	59%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 3 ELA RESULTS

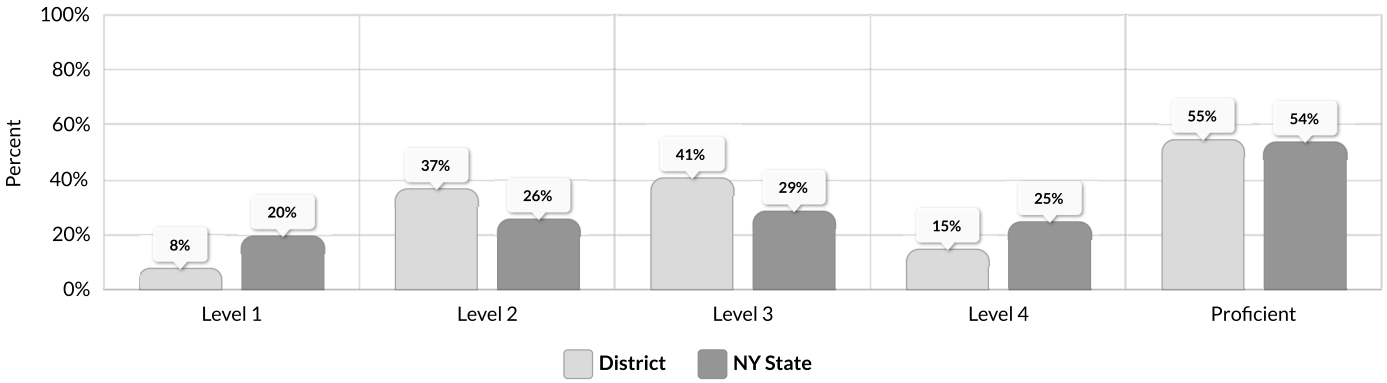
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	175	18	10%	157	90%	13	8%	50	32%	72	46%	22	14%	94	60%
Female	100	13	13%	87	87%	4	5%	27	31%	44	51%	12	14%	56	64%
Male	75	5	7%	70	93%	9	13%	23	33%	28	40%	10	14%	38	54%
General Education Students	132	6	5%	126	95%	3	2%	37	29%	64	51%	22	17%	86	68%
Students with Disabilities	43	12	28%	31	72%	10	32%	13	42%	8	26%	0	0%	8	26%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	38	5	13%	33	87%	4	12%	10	30%	15	45%	4	12%	19	58%
White	123	11	9%	112	91%	6	5%	37	33%	52	46%	17	15%	69	62%
Multiracial	7	1	14%	6	86%	2	33%	2	33%	1	17%	1	17%	2	33%
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	1	17%	1	17%	4	67%	0	0%	4	67%
Economically Disadvantaged	34	6	18%	28	82%	5	18%	11	39%	12	43%	0	0%	12	43%
Not Economically Disadvantaged	141	12	9%	129	91%	8	6%	39	30%	60	47%	22	17%	82	64%
English Language Learner	13	1	8%	12	92%	2	17%	8	67%	2	17%	0	0%	2	17%
Non-English Language Learner	162	17	10%	145	90%	11	8%	42	29%	70	48%	22	15%	92	63%
Not in Foster Care	175	18	10%	157	90%	13	8%	50	32%	72	46%	22	14%	94	60%
Not Homeless	175	18	10%	157	90%	13	8%	50	32%	72	46%	22	14%	94	60%
Not Migrant	175	18	10%	157	90%	13	8%	50	32%	72	46%	22	14%	94	60%
Parent Not in Armed Forces	175	18	10%	157	90%	13	8%	50	32%	72	46%	22	14%	94	60%

GRADE 4 ELA RESULTS

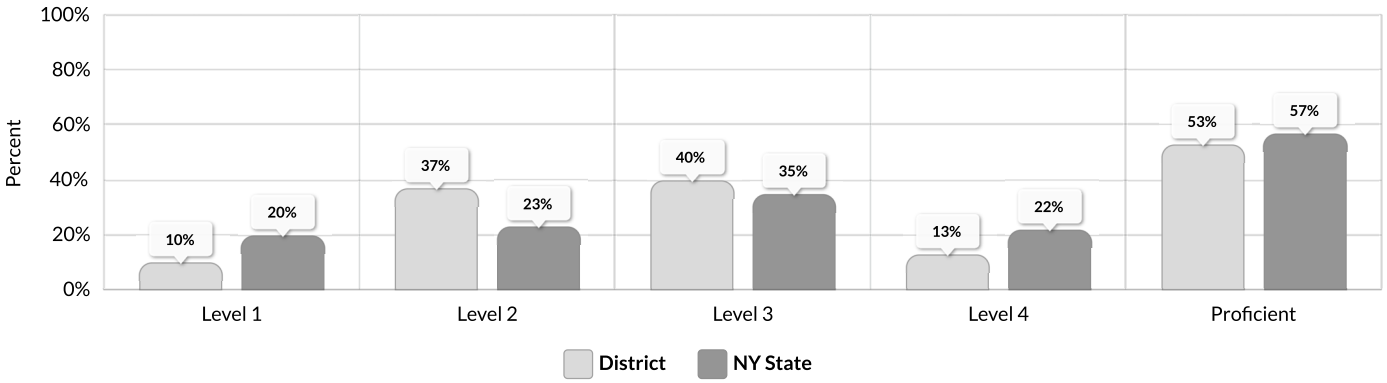
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	214	29	14%	185	86%	14	8%	69	37%	75	41%	27	15%	102	55%
Female	95	16	17%	79	83%	5	6%	24	30%	36	46%	14	18%	50	63%
Male	119	13	11%	106	89%	9	8%	45	42%	39	37%	13	12%	52	49%
General Education Students	168	12	7%	156	93%	6	4%	54	35%	69	44%	27	17%	96	62%
Students with Disabilities	46	17	37%	29	63%	8	28%	15	52%	6	21%	0	0%	6	21%
Asian or Native Hawaiian/Other Pacific Islander	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Black or African American	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	41	8	20%	33	80%	5	15%	15	45%	11	33%	2	6%	13	39%
White	153	17	11%	136	89%	5	4%	50	37%	58	43%	23	17%	81	60%
Multiracial	11	1	9%	10	91%	2	20%	3	30%	5	50%	0	0%	5	50%
Small Group Total: Race & Ethnicity	9	3	33%	6	67%	2	33%	1	17%	1	17%	2	33%	3	50%
Economically Disadvantaged	35	8	23%	27	77%	7	26%	9	33%	7	26%	4	15%	11	41%
Not Economically Disadvantaged	179	21	12%	158	88%	7	4%	60	38%	68	43%	23	15%	91	58%
English Language Learner	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	209	24	11%	185	89%	14	8%	69	37%	75	41%	27	15%	102	55%
Not in Foster Care	214	29	14%	185	86%	14	8%	69	37%	75	41%	27	15%	102	55%
Not Homeless	214	29	14%	185	86%	14	8%	69	37%	75	41%	27	15%	102	55%
Not Migrant	214	29	14%	185	86%	14	8%	69	37%	75	41%	27	15%	102	55%
Parent Not in Armed Forces	214	29	14%	185	86%	14	8%	69	37%	75	41%	27	15%	102	55%

GRADE 5 ELA RESULTS

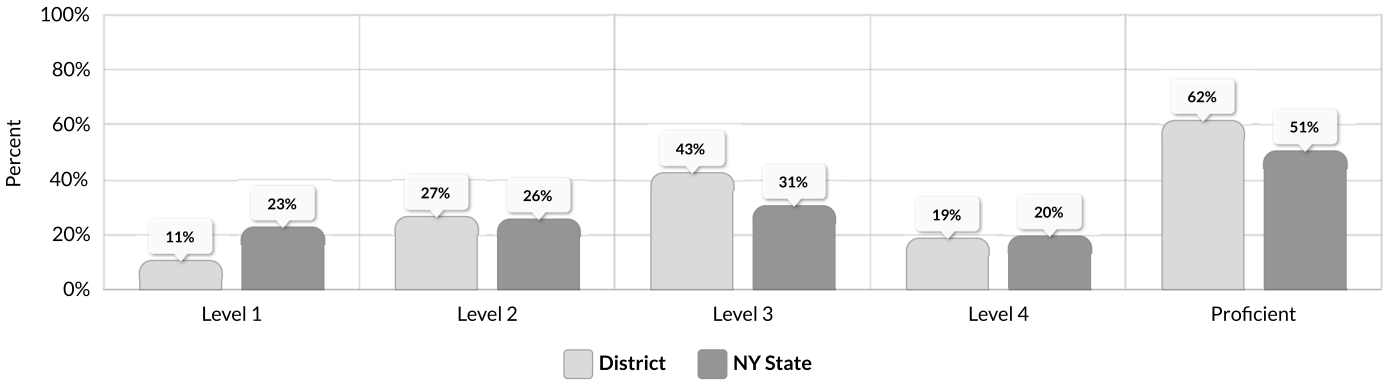
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	185	29	16%	156	84%	15	10%	58	37%	62	40%	21	13%	83	53%
Female	88	16	18%	72	82%	4	6%	29	40%	28	39%	11	15%	39	54%
Male	97	13	13%	84	87%	11	13%	29	35%	34	40%	10	12%	44	52%
General Education Students	143	18	13%	125	87%	9	7%	44	35%	54	43%	18	14%	72	58%
Students with Disabilities	42	11	26%	31	74%	6	19%	14	45%	8	26%	3	10%	11	35%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	33	7	21%	26	79%	3	12%	13	50%	6	23%	4	15%	10	38%
White	135	20	15%	115	85%	12	10%	39	34%	50	43%	14	12%	64	56%
Multiracial	10	2	20%	8	80%	0	0%	3	38%	4	50%	1	13%	5	63%
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	3	43%	2	29%	2	29%	4	57%
Economically Disadvantaged	28	7	25%	21	75%	4	19%	11	52%	5	24%	1	5%	6	29%
Not Economically Disadvantaged	157	22	14%	135	86%	11	8%	47	35%	57	42%	20	15%	77	57%
English Language Learner	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	180	27	15%	153	85%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	185	29	16%	156	84%	15	10%	58	37%	62	40%	21	13%	83	53%
Not Homeless	185	29	16%	156	84%	15	10%	58	37%	62	40%	21	13%	83	53%
Not Migrant	185	29	16%	156	84%	15	10%	58	37%	62	40%	21	13%	83	53%
Parent Not in Armed Forces	185	29	16%	156	84%	15	10%	58	37%	62	40%	21	13%	83	53%

GRADE 6 ELA RESULTS

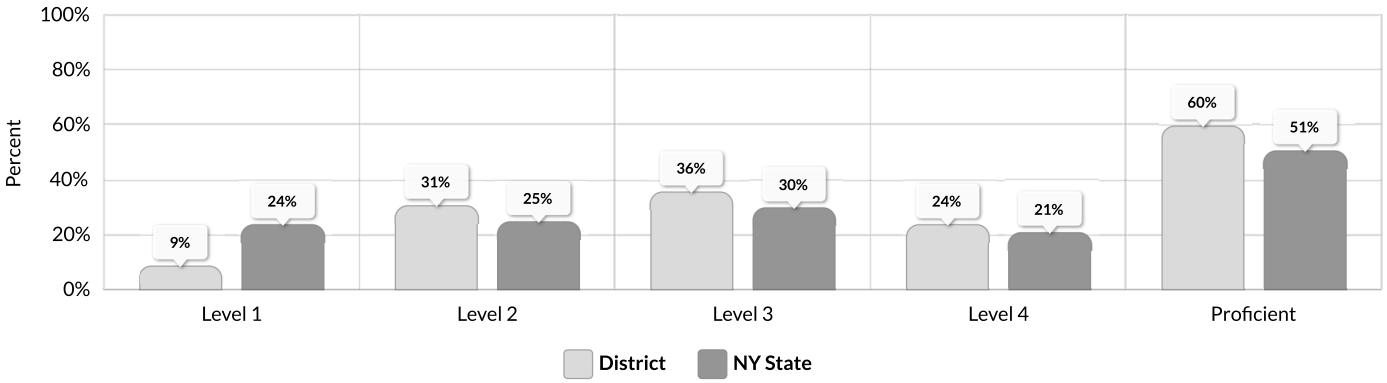
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	190	52	27%	138	73%	15	11%	37	27%	60	43%	26	19%	86	62%
Female	92	22	24%	70	76%	5	7%	17	24%	31	44%	17	24%	48	69%
Male	98	30	31%	68	69%	10	15%	20	29%	29	43%	9	13%	38	56%
General Education Students	148	27	18%	121	82%	7	6%	30	25%	59	49%	25	21%	84	69%
Students with Disabilities	42	25	60%	17	40%	8	47%	7	41%	1	6%	1	6%	2	12%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	31	4	13%	27	87%	3	11%	10	37%	9	33%	5	19%	14	52%
White	146	45	31%	101	69%	12	12%	25	25%	48	48%	16	16%	64	63%
Multiracial	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	3	23%	10	77%	0	0%	2	20%	3	30%	5	50%	8	80%
Economically Disadvantaged	26	13	50%	13	50%	3	23%	3	23%	6	46%	1	8%	7	54%
Not Economically Disadvantaged	164	39	24%	125	76%	12	10%	34	27%	54	43%	25	20%	79	63%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	189	51	27%	138	73%	15	11%	37	27%	60	43%	26	19%	86	62%
Not in Foster Care	190	52	27%	138	73%	15	11%	37	27%	60	43%	26	19%	86	62%
Not Homeless	190	52	27%	138	73%	15	11%	37	27%	60	43%	26	19%	86	62%
Not Migrant	190	52	27%	138	73%	15	11%	37	27%	60	43%	26	19%	86	62%
Parent Not in Armed Forces	190	52	27%	138	73%	15	11%	37	27%	60	43%	26	19%	86	62%

GRADE 7 ELA RESULTS

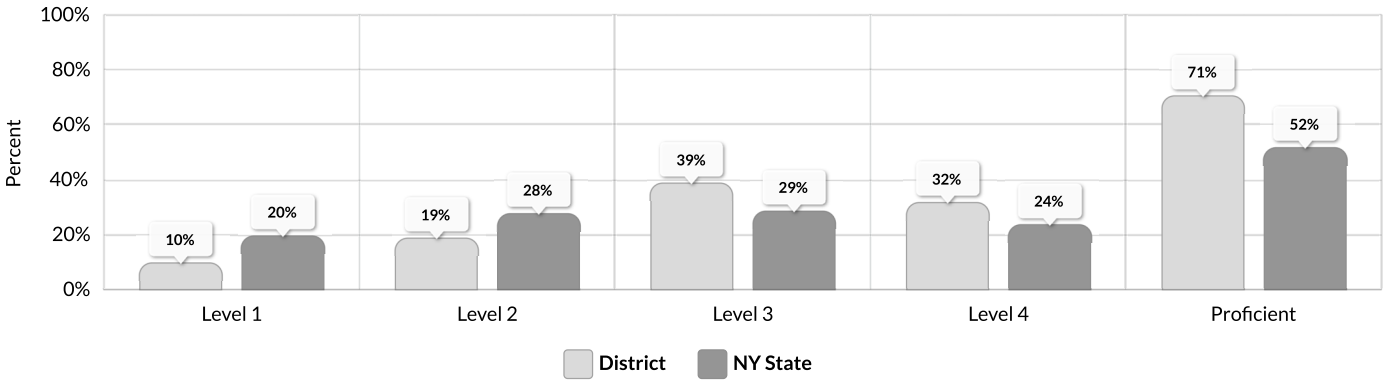
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	188	53	28%	135	72%	12	9%	42	31%	48	36%	33	24%	81	60%
Female	94	19	20%	75	80%	5	7%	21	28%	30	40%	19	25%	49	65%
Male	94	34	36%	60	64%	7	12%	21	35%	18	30%	14	23%	32	53%
General Education Students	149	31	21%	118	79%	5	4%	35	30%	45	38%	33	28%	78	66%
Students with Disabilities	39	22	56%	17	44%	7	41%	7	41%	3	18%	0	0%	3	18%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	0	0%	1	17%	2	33%	3	50%	5	83%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	29	8	28%	21	72%	4	19%	8	38%	8	38%	1	5%	9	43%
White	142	41	29%	101	71%	8	8%	30	30%	36	36%	27	27%	63	62%
Multiracial	9	2	22%	7	78%	0	0%	3	43%	2	29%	2	29%	4	57%
Economically Disadvantaged	30	11	37%	19	63%	4	21%	7	37%	5	26%	3	16%	8	42%
Not Economically Disadvantaged	158	42	27%	116	73%	8	7%	35	30%	43	37%	30	26%	73	63%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	187	53	28%	134	72%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	188	53	28%	135	72%	12	9%	42	31%	48	36%	33	24%	81	60%
Not Homeless	188	53	28%	135	72%	12	9%	42	31%	48	36%	33	24%	81	60%
Not Migrant	188	53	28%	135	72%	12	9%	42	31%	48	36%	33	24%	81	60%
Parent Not in Armed Forces	188	53	28%	135	72%	12	9%	42	31%	48	36%	33	24%	81	60%

GRADE 8 ELA RESULTS

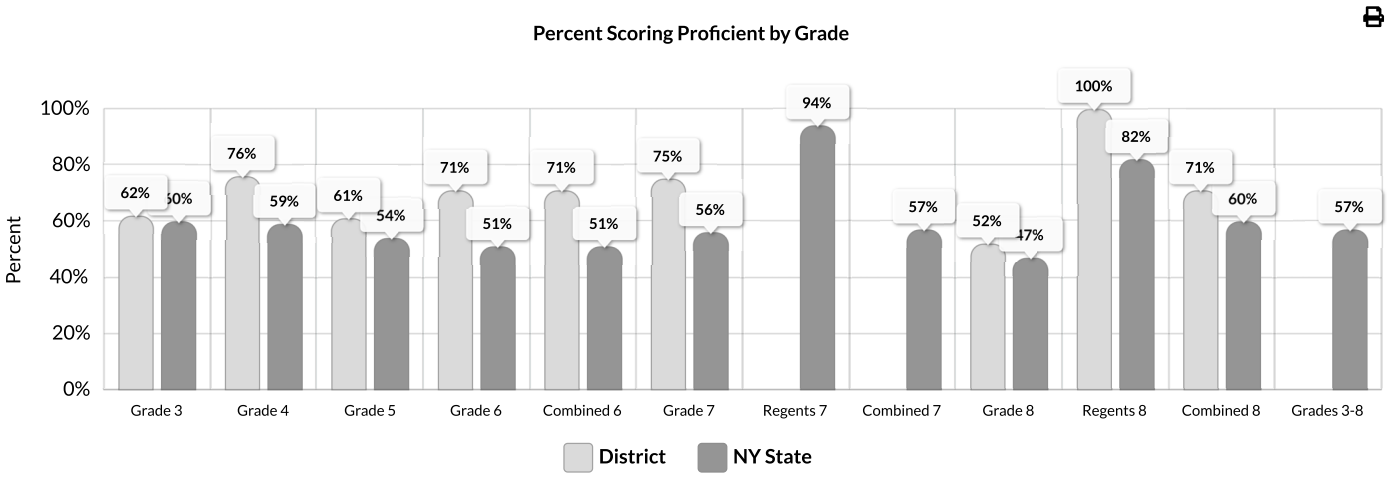
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	186	79	42%	107	58%	11	10%	20	19%	42	39%	34	32%	76	71%
Female	103	42	41%	61	59%	7	11%	12	20%	24	39%	18	30%	42	69%
Male	83	37	45%	46	55%	4	9%	8	17%	18	39%	16	35%	34	74%
General Education Students	150	57	38%	93	62%	8	9%	14	15%	37	40%	34	37%	71	76%
Students with Disabilities	36	22	61%	14	39%	3	21%	6	43%	5	36%	0	0%	5	36%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	–	–	–	–	–	–	–	–	–	–
Black or African American	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	31	15	48%	16	52%	1	6%	2	13%	9	56%	4	25%	13	81%
White	142	61	43%	81	57%	8	10%	17	21%	31	38%	25	31%	56	69%
Multiracial	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	3	23%	10	77%	2	20%	1	10%	2	20%	5	50%	7	70%
Economically Disadvantaged	29	15	52%	14	48%	5	36%	1	7%	6	43%	2	14%	8	57%
Not Economically Disadvantaged	157	64	41%	93	59%	6	6%	19	20%	36	39%	32	34%	68	73%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	185	79	43%	106	57%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	186	79	42%	107	58%	11	10%	20	19%	42	39%	34	32%	76	71%
Not Homeless	186	79	42%	107	58%	11	10%	20	19%	42	39%	34	32%	76	71%
Not Migrant	186	79	42%	107	58%	11	10%	20	19%	42	39%	34	32%	76	71%
Parent Not in Armed Forces	186	79	42%	107	58%	11	10%	20	19%	42	39%	34	32%	76	71%

GRADES 3-8 MATHEMATICS RESULTS (2024-25)

SUMMARY RESULTS

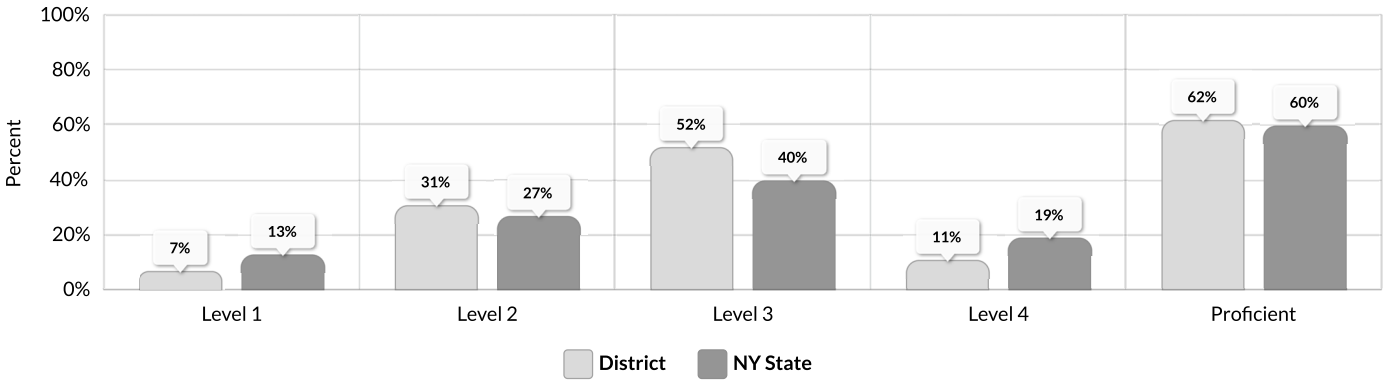


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	175	18	10%	157	90%	11	7%	48	31%	81	52%	17	11%	98	62%
Grade 4	214	26	12%	188	88%	11	6%	34	18%	104	55%	39	21%	143	76%
Grade 5	185	28	15%	157	85%	19	12%	42	27%	73	46%	23	15%	96	61%
Grade 6	190	42	22%	148	78%	14	9%	29	20%	85	57%	20	14%	105	71%
Combined 6	190	42	22%	148	78%	14	9%	29	20%	85	57%	20	14%	105	71%
Grade 7	188	54	29%	134	71%	5	4%	29	22%	57	43%	43	32%	100	75%
Regents 7	–	–	–	4	2%	–	–	–	–	–	–	–	–	–	–
Combined 7	188	50	27%	138	73%	–	–	–	–	–	–	–	–	–	–
Grade 8	186	115	62%	71	38%	18	25%	16	23%	32	45%	5	7%	37	52%
Regents 8	–	–	–	47	25%	0	0%	0	0%	0	0%	47	100%	47	100%
Combined 8	186	68	37%	118	63%	18	15%	16	14%	32	27%	52	44%	84	71%
Grades 3-8	1,138	232	20%	906	80%	–	–	–	–	–	–	–	–	–	–

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "–" dash).

GRADE 3 MATH RESULTS

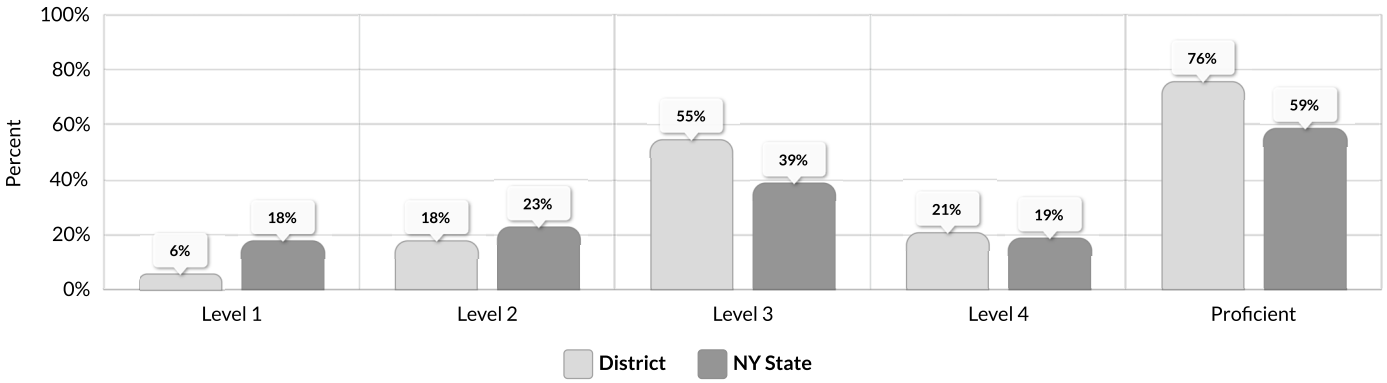
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	175	18	10%	157	90%	11	7%	48	31%	81	52%	17	11%	98	62%
Female	100	13	13%	87	87%	5	6%	30	34%	45	52%	7	8%	52	60%
Male	75	5	7%	70	93%	6	9%	18	26%	36	51%	10	14%	46	66%
General Education Students	132	7	5%	125	95%	5	4%	30	24%	74	59%	16	13%	90	72%
Students with Disabilities	43	11	26%	32	74%	6	19%	18	56%	7	22%	1	3%	8	25%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	38	4	11%	34	89%	4	12%	13	38%	13	38%	4	12%	17	50%
White	123	12	10%	111	90%	7	6%	28	25%	63	57%	13	12%	76	68%
Multiracial	7	1	14%	6	86%	0	0%	3	50%	3	50%	0	0%	3	50%
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	4	67%	2	33%	0	0%	2	33%
Economically Disadvantaged	34	5	15%	29	85%	6	21%	16	55%	6	21%	1	3%	7	24%
Not Economically Disadvantaged	141	13	9%	128	91%	5	4%	32	25%	75	59%	16	13%	91	71%
English Language Learner	13	1	8%	12	92%	2	17%	8	67%	2	17%	0	0%	2	17%
Non-English Language Learner	162	17	10%	145	90%	9	6%	40	28%	79	54%	17	12%	96	66%
Not in Foster Care	175	18	10%	157	90%	11	7%	48	31%	81	52%	17	11%	98	62%
Not Homeless	175	18	10%	157	90%	11	7%	48	31%	81	52%	17	11%	98	62%
Not Migrant	175	18	10%	157	90%	11	7%	48	31%	81	52%	17	11%	98	62%
Parent Not in Armed Forces	175	18	10%	157	90%	11	7%	48	31%	81	52%	17	11%	98	62%

GRADE 4 MATH RESULTS

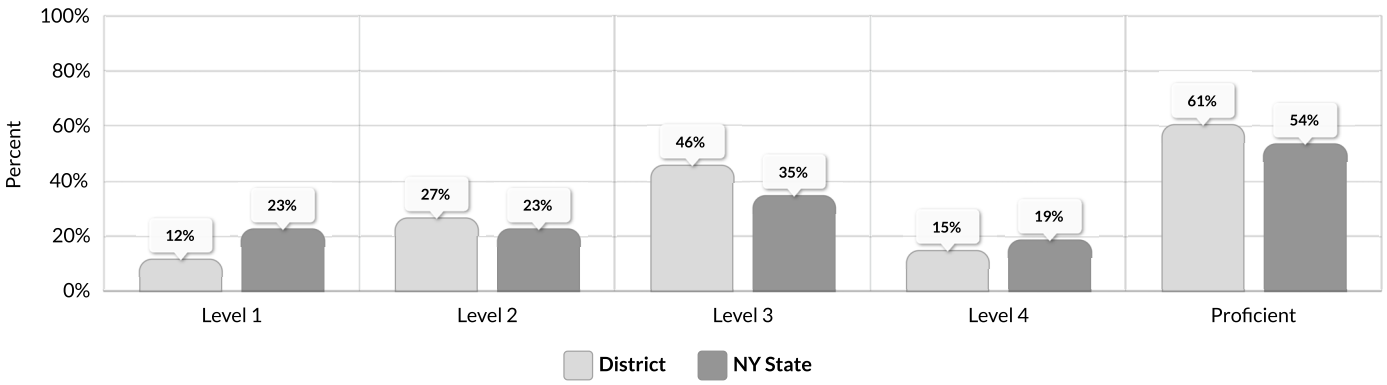
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	214	26	12%	188	88%	11	6%	34	18%	104	55%	39	21%	143	76%
Female	95	14	15%	81	85%	4	5%	19	23%	43	53%	15	19%	58	72%
Male	119	12	10%	107	90%	7	7%	15	14%	61	57%	24	22%	85	79%
General Education Students	168	10	6%	158	94%	0	0%	24	15%	95	60%	39	25%	134	85%
Students with Disabilities	46	16	35%	30	65%	11	37%	10	33%	9	30%	0	0%	9	30%
Asian or Native Hawaiian/Other Pacific Islander	6	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Black or African American	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	41	8	20%	33	80%	4	12%	10	30%	17	52%	2	6%	19	58%
White	153	14	9%	139	91%	4	3%	23	17%	77	55%	35	25%	112	81%
Multiracial	11	1	9%	10	91%	1	10%	1	10%	6	60%	2	20%	8	80%
Small Group Total: Race & Ethnicity	9	3	33%	6	67%	2	33%	0	0%	4	67%	0	0%	4	67%
Economically Disadvantaged	35	8	23%	27	77%	5	19%	4	15%	13	48%	5	19%	18	67%
Not Economically Disadvantaged	179	18	10%	161	90%	6	4%	30	19%	91	57%	34	21%	125	78%
English Language Learner	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	209	21	10%	188	90%	11	6%	34	18%	104	55%	39	21%	143	76%
Not in Foster Care	214	26	12%	188	88%	11	6%	34	18%	104	55%	39	21%	143	76%
Not Homeless	214	26	12%	188	88%	11	6%	34	18%	104	55%	39	21%	143	76%
Not Migrant	214	26	12%	188	88%	11	6%	34	18%	104	55%	39	21%	143	76%
Parent Not in Armed Forces	214	26	12%	188	88%	11	6%	34	18%	104	55%	39	21%	143	76%

GRADE 5 MATH RESULTS

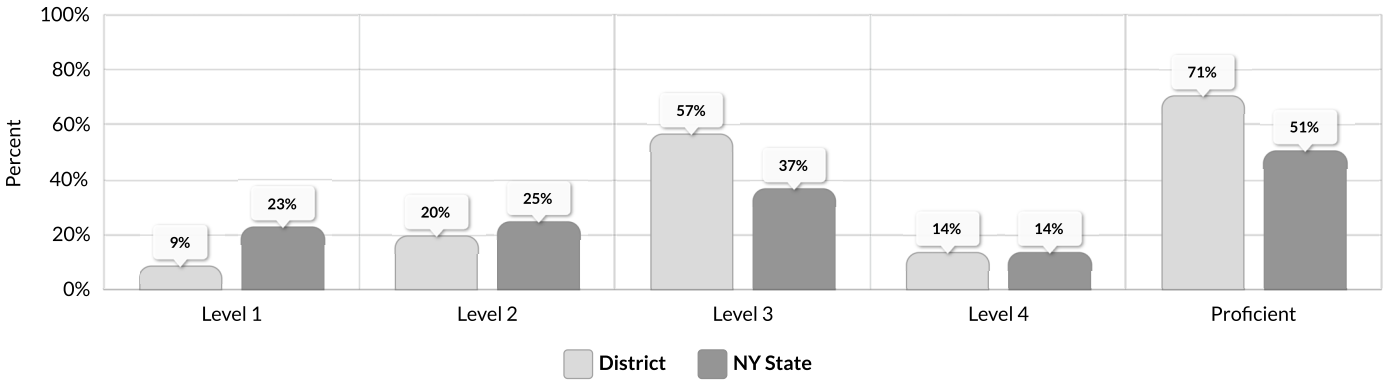
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	185	28	15%	157	85%	19	12%	42	27%	73	46%	23	15%	96	61%
Female	88	18	20%	70	80%	6	9%	23	33%	30	43%	11	16%	41	59%
Male	97	10	10%	87	90%	13	15%	19	22%	43	49%	12	14%	55	63%
General Education Students	143	16	11%	127	89%	10	8%	34	27%	61	48%	22	17%	83	65%
Students with Disabilities	42	12	29%	30	71%	9	30%	8	27%	12	40%	1	3%	13	43%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	33	6	18%	27	82%	5	19%	7	26%	12	44%	3	11%	15	56%
White	135	21	16%	114	84%	11	10%	32	28%	51	45%	20	18%	71	62%
Multiracial	10	1	10%	9	90%	1	11%	0	0%	8	89%	0	0%	8	89%
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	2	29%	3	43%	2	29%	0	0%	2	29%
Economically Disadvantaged	28	5	18%	23	82%	9	39%	5	22%	9	39%	0	0%	9	39%
Not Economically Disadvantaged	157	23	15%	134	85%	10	7%	37	28%	64	48%	23	17%	87	65%
English Language Learner	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	180	27	15%	153	85%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	185	28	15%	157	85%	19	12%	42	27%	73	46%	23	15%	96	61%
Not Homeless	185	28	15%	157	85%	19	12%	42	27%	73	46%	23	15%	96	61%
Not Migrant	185	28	15%	157	85%	19	12%	42	27%	73	46%	23	15%	96	61%
Parent Not in Armed Forces	185	28	15%	157	85%	19	12%	42	27%	73	46%	23	15%	96	61%

GRADE 6 MATH RESULTS

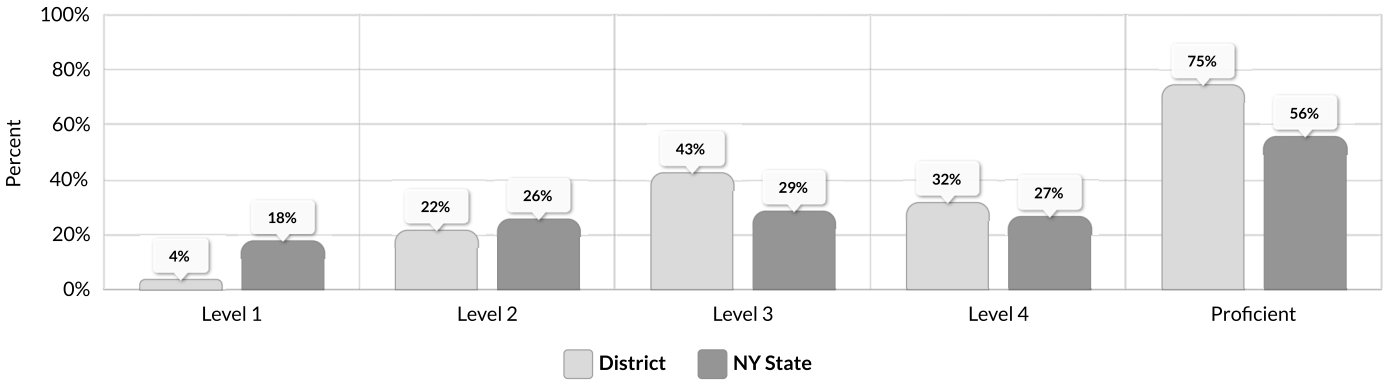
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	190	42	22%	148	78%	14	9%	29	20%	85	57%	20	14%	105	71%
Female	92	23	25%	69	75%	8	12%	11	16%	41	59%	9	13%	50	72%
Male	98	19	19%	79	81%	6	8%	18	23%	44	56%	11	14%	55	70%
General Education Students	148	27	18%	121	82%	6	5%	20	17%	77	64%	18	15%	95	79%
Students with Disabilities	42	15	36%	27	64%	8	30%	9	33%	8	30%	2	7%	10	37%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	7	100%	2	29%	1	14%	1	14%	3	43%	4	57%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	31	4	13%	27	87%	5	19%	7	26%	12	44%	3	11%	15	56%
White	146	37	25%	109	75%	6	6%	21	19%	69	63%	13	12%	82	75%
Multiracial	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	1	20%	0	0%	3	60%	1	20%	4	80%
Economically Disadvantaged	26	8	31%	18	69%	3	17%	6	33%	9	50%	0	0%	9	50%
Not Economically Disadvantaged	164	34	21%	130	79%	11	8%	23	18%	76	58%	20	15%	96	74%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	189	42	22%	147	78%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	190	42	22%	148	78%	14	9%	29	20%	85	57%	20	14%	105	71%
Not Homeless	190	42	22%	148	78%	14	9%	29	20%	85	57%	20	14%	105	71%
Not Migrant	190	42	22%	148	78%	14	9%	29	20%	85	57%	20	14%	105	71%
Parent Not in Armed Forces	190	42	22%	148	78%	14	9%	29	20%	85	57%	20	14%	105	71%

GRADE 7 MATH RESULTS

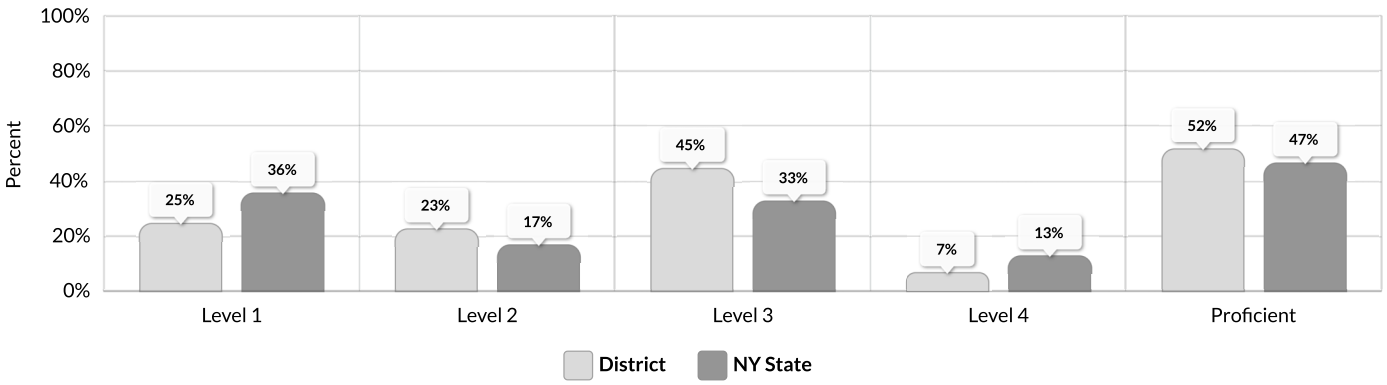
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	188	54	29%	134	71%	5	4%	29	22%	57	43%	43	32%	100	75%
Female	94	19	20%	75	80%	5	7%	15	20%	32	43%	23	31%	55	73%
Male	94	35	37%	59	63%	0	0%	14	24%	25	42%	20	34%	45	76%
General Education Students	149	36	24%	113	76%	0	0%	16	14%	54	48%	43	38%	97	86%
Students with Disabilities	39	18	46%	21	54%	5	24%	13	62%	3	14%	0	0%	3	14%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	0	0%	1	20%	3	60%	1	20%	4	80%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	29	8	28%	21	72%	3	14%	4	19%	10	48%	4	19%	14	67%
White	142	42	30%	100	70%	2	2%	22	22%	39	39%	37	37%	76	76%
Multiracial	9	1	11%	8	89%	0	0%	2	25%	5	63%	1	13%	6	75%
Economically Disadvantaged	30	13	43%	17	57%	2	12%	3	18%	8	47%	4	24%	12	71%
Not Economically Disadvantaged	158	41	26%	117	74%	3	3%	26	22%	49	42%	39	33%	88	75%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	187	54	29%	133	71%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	188	54	29%	134	71%	5	4%	29	22%	57	43%	43	32%	100	75%
Not Homeless	188	54	29%	134	71%	5	4%	29	22%	57	43%	43	32%	100	75%
Not Migrant	188	54	29%	134	71%	5	4%	29	22%	57	43%	43	32%	100	75%
Parent Not in Armed Forces	188	54	29%	134	71%	5	4%	29	22%	57	43%	43	32%	100	75%

GRADE 8 MATH RESULTS

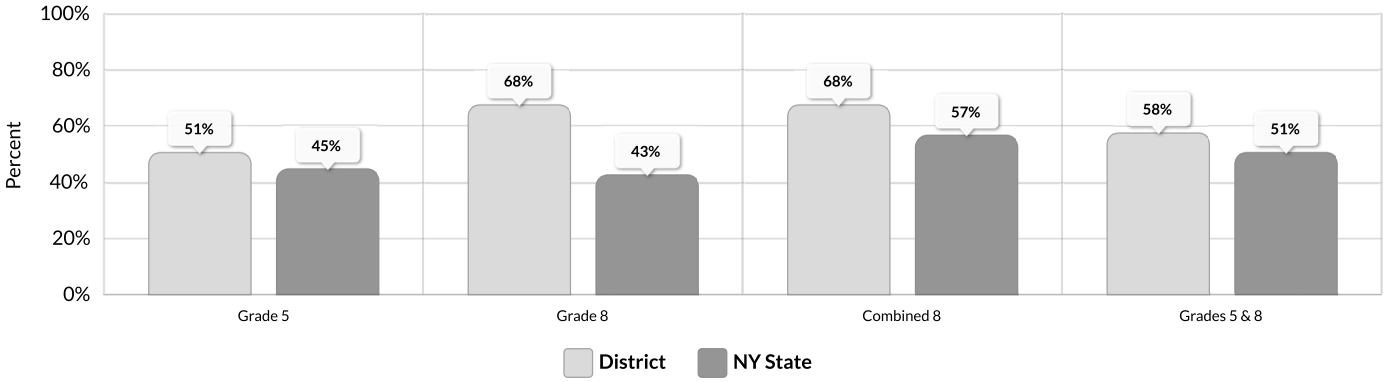
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	186	115	62%	71	38%	18	25%	16	23%	32	45%	5	7%	37	52%
Female	103	60	58%	43	42%	11	26%	11	26%	17	40%	4	9%	21	49%
Male	83	55	66%	28	34%	7	25%	5	18%	15	54%	1	4%	16	57%
General Education Students	150	95	63%	55	37%	11	20%	11	20%	28	51%	5	9%	33	60%
Students with Disabilities	36	20	56%	16	44%	7	44%	5	31%	4	25%	0	0%	4	25%
Asian or Native Hawaiian/Other Pacific Islander	8	5	63%	3	38%	–	–	–	–	–	–	–	–	–	–
Black or African American	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	31	18	58%	13	42%	3	23%	3	23%	7	54%	0	0%	7	54%
White	142	90	63%	52	37%	13	25%	12	23%	23	44%	4	8%	27	52%
Multiracial	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	7	54%	6	46%	2	33%	1	17%	2	33%	1	17%	3	50%
Economically Disadvantaged	29	16	55%	13	45%	4	31%	4	31%	4	31%	1	8%	5	38%
Not Economically Disadvantaged	157	99	63%	58	37%	14	24%	12	21%	28	48%	4	7%	32	55%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	185	115	62%	70	38%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	186	115	62%	71	38%	18	25%	16	23%	32	45%	5	7%	37	52%
Not Homeless	186	115	62%	71	38%	18	25%	16	23%	32	45%	5	7%	37	52%
Not Migrant	186	115	62%	71	38%	18	25%	16	23%	32	45%	5	7%	37	52%
Parent Not in Armed Forces	186	115	62%	71	38%	18	25%	16	23%	32	45%	5	7%	37	52%

GRADES 5 & 8 SCIENCE RESULTS (2024-25)

SUMMARY RESULTS

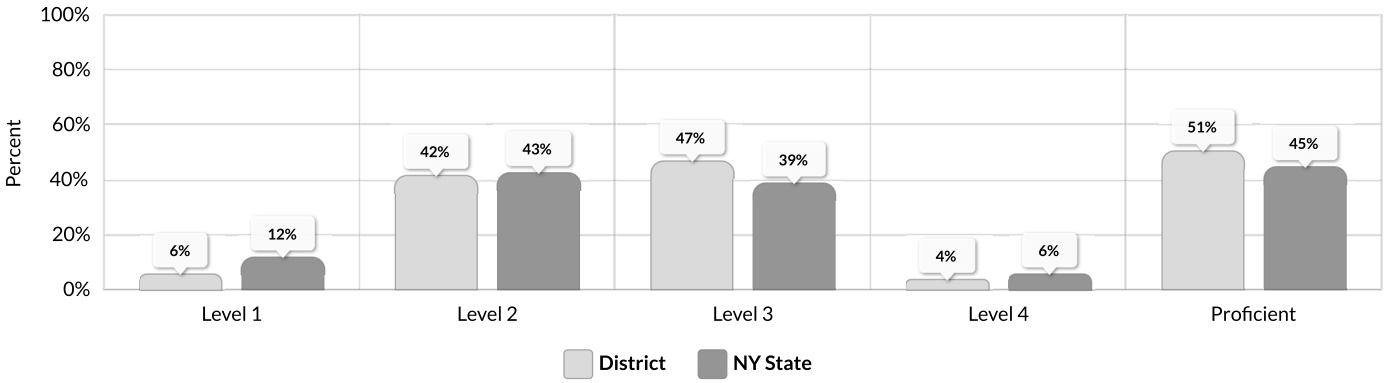


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	185	29	16%	156	84%	10	6%	66	42%	73	47%	7	4%	80	51%
Grade 8	186	77	41%	109	59%	6	6%	29	27%	51	47%	23	21%	74	68%
Combined 8	186	77	41%	109	59%	6	6%	29	27%	51	47%	23	21%	74	68%
Grades 5 & 8	371	106	29%	265	71%	16	6%	95	36%	124	47%	30	11%	154	58%

See report card Glossary and Guide for criteria used to include students in this table, as well as business rules for suppressions (displayed as "—" dash).

GRADE 5 SCIENCE RESULTS

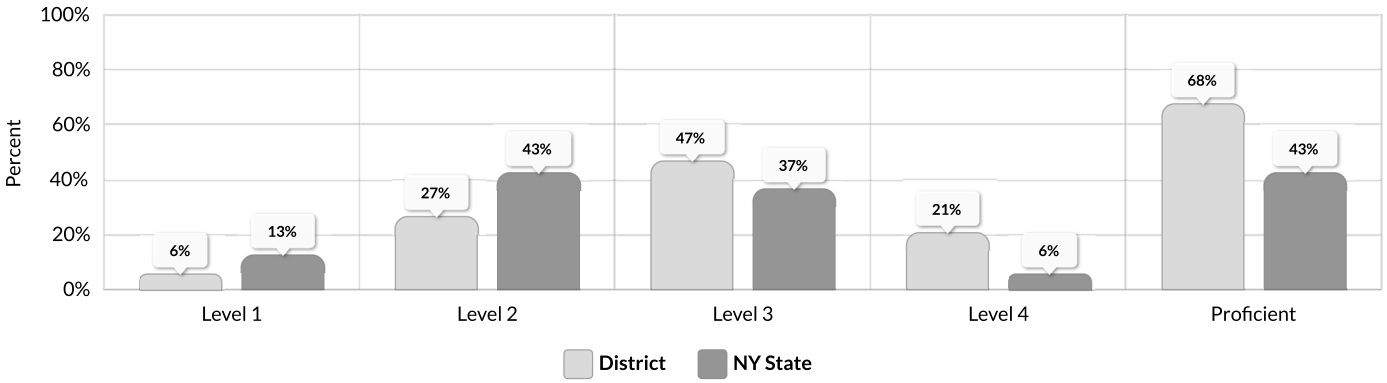
Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	185	29	16%	156	84%	10	6%	66	42%	73	47%	7	4%	80	51%
Female	88	19	22%	69	78%	3	4%	33	48%	29	42%	4	6%	33	48%
Male	97	10	10%	87	90%	7	8%	33	38%	44	51%	3	3%	47	54%
General Education Students	143	18	13%	125	87%	8	6%	50	40%	61	49%	6	5%	67	54%
Students with Disabilities	42	11	26%	31	74%	2	6%	16	52%	12	39%	1	3%	13	42%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	33	8	24%	25	76%	2	8%	13	52%	10	40%	0	0%	10	40%
White	135	19	14%	116	86%	8	7%	47	41%	55	47%	6	5%	61	53%
Multiracial	10	2	20%	8	80%	0	0%	2	25%	6	75%	0	0%	6	75%
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	0	0%	4	57%	2	29%	1	14%	3	43%
Economically Disadvantaged	28	5	18%	23	82%	2	9%	12	52%	9	39%	0	0%	9	39%
Not Economically Disadvantaged	157	24	15%	133	85%	8	6%	54	41%	64	48%	7	5%	71	53%
English Language Learner	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	180	28	16%	152	84%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	185	29	16%	156	84%	10	6%	66	42%	73	47%	7	4%	80	51%
Not Homeless	185	29	16%	156	84%	10	6%	66	42%	73	47%	7	4%	80	51%
Not Migrant	185	29	16%	156	84%	10	6%	66	42%	73	47%	7	4%	80	51%
Parent Not in Armed Forces	185	29	16%	156	84%	10	6%	66	42%	73	47%	7	4%	80	51%

GRADE 8 SCIENCE RESULTS

Percent Scoring at Levels for All Students

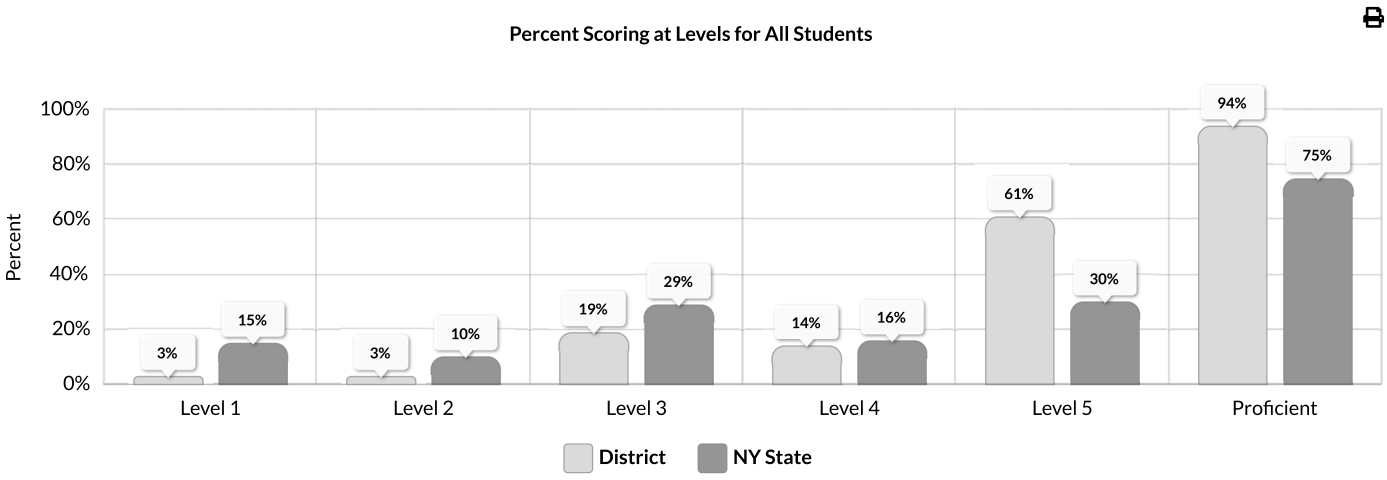


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	186	77	41%	109	59%	6	6%	29	27%	51	47%	23	21%	74	68%
Female	103	46	45%	57	55%	3	5%	20	35%	26	46%	8	14%	34	60%
Male	83	31	37%	52	63%	3	6%	9	17%	25	48%	15	29%	40	77%
General Education Students	150	58	39%	92	61%	3	3%	21	23%	47	51%	21	23%	68	74%
Students with Disabilities	36	19	53%	17	47%	3	18%	8	47%	4	24%	2	12%	6	35%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	–	–	–	–	–	–	–	–	–	–
Black or African American	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	31	16	52%	15	48%	0	0%	5	33%	4	27%	6	40%	10	67%
White	142	58	41%	84	59%	5	6%	22	26%	45	54%	12	14%	57	68%
Multiracial	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	13	3	23%	10	77%	1	10%	2	20%	2	20%	5	50%	7	70%
Economically Disadvantaged	29	13	45%	16	55%	0	0%	8	50%	8	50%	0	0%	8	50%
Not Economically Disadvantaged	157	64	41%	93	59%	6	6%	21	23%	43	46%	23	25%	66	71%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	185	77	42%	108	58%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	186	77	41%	109	59%	6	6%	29	27%	51	47%	23	21%	74	68%
Not Homeless	186	77	41%	109	59%	6	6%	29	27%	51	47%	23	21%	74	68%
Not Migrant	186	77	41%	109	59%	6	6%	29	27%	51	47%	23	21%	74	68%
Parent Not in Armed Forces	186	77	41%	109	59%	6	6%	29	27%	51	47%	23	21%	74	68%

ANNUAL REGENTS EXAMINATIONS (2024 - 25)

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

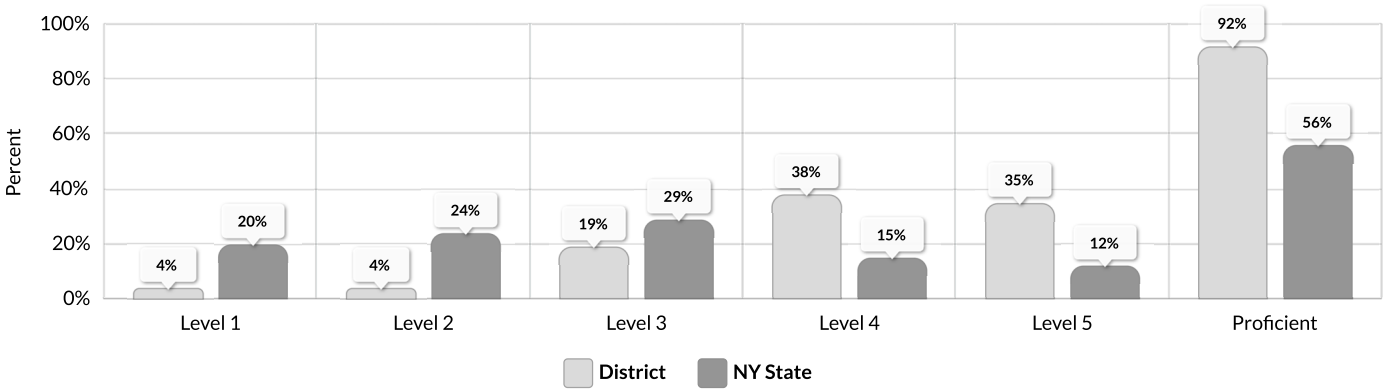
ANNUAL REGENTS EXAMINATION IN ELA (2024-25)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	220	7	3%	6	3%	41	19%	31	14%	135	61%	207	94%
Female	102	2	2%	3	3%	18	18%	12	12%	67	66%	97	95%
Male	118	5	4%	3	3%	23	19%	19	16%	68	58%	110	93%
General Education Students	180	3	2%	2	1%	28	16%	24	13%	123	68%	175	97%
Students with Disabilities	40	4	10%	4	10%	13	33%	7	18%	12	30%	32	80%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	0	0%	3	30%	1	10%	6	60%	10	100%
Black or African American	6	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	37	2	5%	0	0%	13	35%	3	8%	19	51%	35	95%
White	165	5	3%	6	4%	24	15%	23	14%	107	65%	154	93%
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	1	13%	4	50%	3	38%	8	100%
Economically Disadvantaged	31	1	3%	0	0%	14	45%	5	16%	11	35%	30	97%
Not Economically Disadvantaged	189	6	3%	6	3%	27	14%	26	14%	124	66%	177	94%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	217	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	220	7	3%	6	3%	41	19%	31	14%	135	61%	207	94%
Not Homeless	220	7	3%	6	3%	41	19%	31	14%	135	61%	207	94%
Not Migrant	220	7	3%	6	3%	41	19%	31	14%	135	61%	207	94%
Parent Not in Armed Forces	220	7	3%	6	3%	41	19%	31	14%	135	61%	207	94%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)

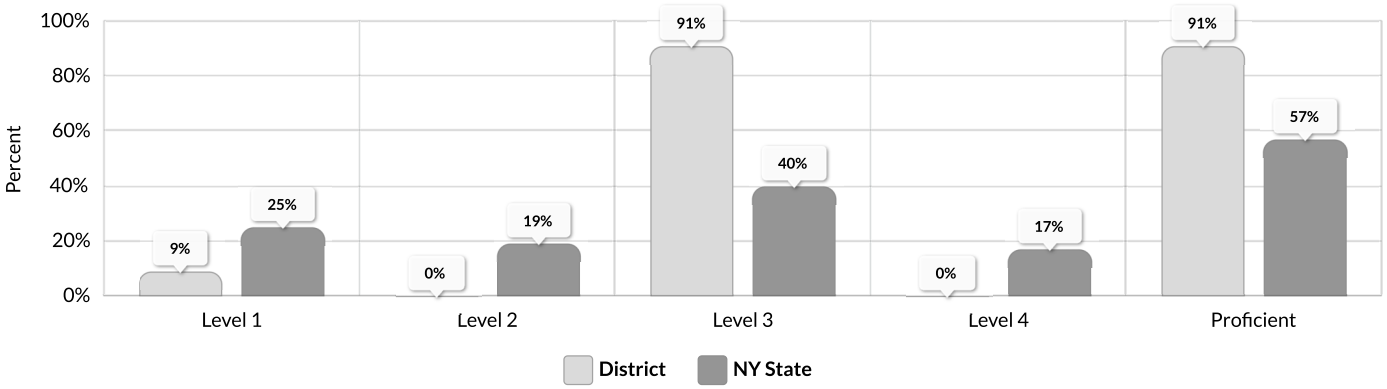
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	206	8	4%	8	4%	40	19%	78	38%	72	35%	190	92%
Female	97	2	2%	2	2%	17	18%	40	41%	36	37%	93	96%
Male	109	6	6%	6	6%	23	21%	38	35%	36	33%	97	89%
General Education Students	173	0	0%	4	2%	25	14%	75	43%	69	40%	169	98%
Students with Disabilities	33	8	24%	4	12%	15	45%	3	9%	3	9%	21	64%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	0	0%	3	38%	5	63%	8	100%
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	38	1	3%	3	8%	10	26%	11	29%	13	34%	34	89%
White	155	7	5%	5	3%	28	18%	62	40%	53	34%	143	92%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	2	40%	2	40%	1	20%	5	100%
Economically Disadvantaged	29	2	7%	1	3%	10	34%	10	34%	6	21%	26	90%
Not Economically Disadvantaged	177	6	3%	7	4%	30	17%	68	38%	66	37%	164	93%
Non-English Language Learner	206	8	4%	8	4%	40	19%	78	38%	72	35%	190	92%
Not in Foster Care	206	8	4%	8	4%	40	19%	78	38%	72	35%	190	92%
Not Homeless	206	8	4%	8	4%	40	19%	78	38%	72	35%	190	92%
Not Migrant	206	8	4%	8	4%	40	19%	78	38%	72	35%	190	92%
Parent Not in Armed Forces	206	8	4%	8	4%	40	19%	78	38%	72	35%	190	92%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2024-25)

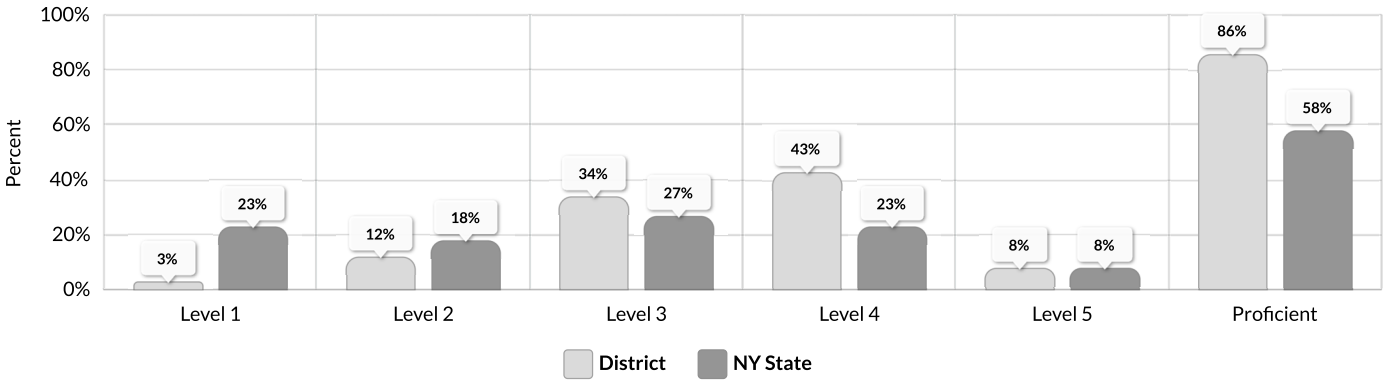
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	11	1	9%	0	0%	10	91%	0	0%	10	91%
Female	4	–	–	–	–	–	–	–	–	–	–
Male	7	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	11	1	9%	0	0%	10	91%	0	0%	10	91%
General Education Students	4	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	7	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	9	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	1	9%	0	0%	10	91%	0	0%	10	91%
Economically Disadvantaged	3	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	8	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	11	1	9%	0	0%	10	91%	0	0%	10	91%
Not in Foster Care	11	1	9%	0	0%	10	91%	0	0%	10	91%
Not Homeless	11	1	9%	0	0%	10	91%	0	0%	10	91%
Not Migrant	11	1	9%	0	0%	10	91%	0	0%	10	91%
Parent Not in Armed Forces	11	1	9%	0	0%	10	91%	0	0%	10	91%

ANNUAL REGENTS EXAMINATION IN LIFE SCIENCE: BIOLOGY (JUNE 2025)

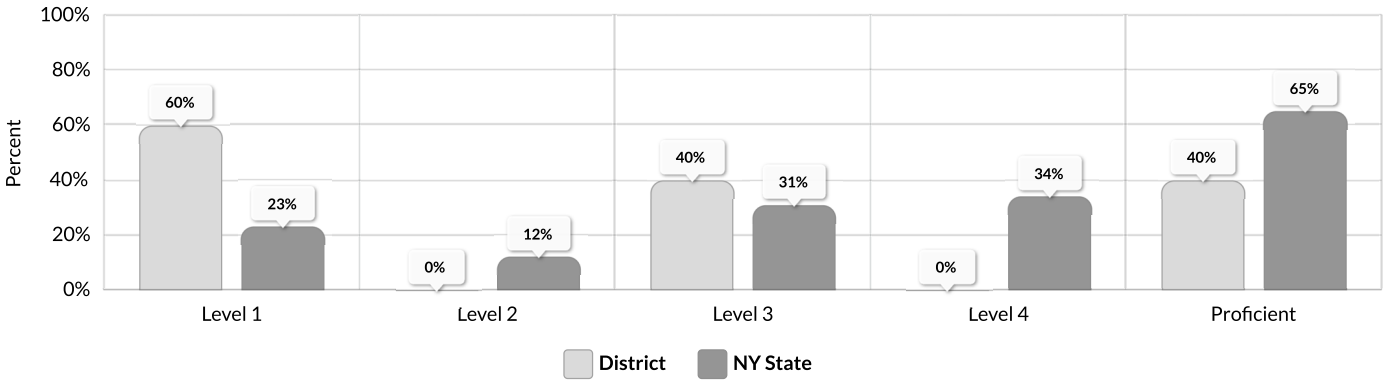
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	173	5	3%	20	12%	59	34%	75	43%	14	8%	148	86%
Female	82	2	2%	10	12%	25	30%	41	50%	4	5%	70	85%
Male	91	3	3%	10	11%	34	37%	34	37%	10	11%	78	86%
General Education Students	141	2	1%	9	6%	50	35%	68	48%	12	9%	130	92%
Students with Disabilities	32	3	9%	11	34%	9	28%	7	22%	2	6%	18	56%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	0	0%	1	14%	4	57%	2	29%	7	100%
Black or African American	3	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	31	1	3%	2	6%	15	48%	12	39%	1	3%	28	90%
White	128	4	3%	17	13%	42	33%	54	42%	11	9%	107	84%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	1	14%	1	14%	5	71%	0	0%	6	86%
Economically Disadvantaged	25	3	12%	3	12%	12	48%	7	28%	0	0%	19	76%
Not Economically Disadvantaged	148	2	1%	17	11%	47	32%	68	46%	14	9%	129	87%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	171	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	173	5	3%	20	12%	59	34%	75	43%	14	8%	148	86%
Not Homeless	173	5	3%	20	12%	59	34%	75	43%	14	8%	148	86%
Not Migrant	173	5	3%	20	12%	59	34%	75	43%	14	8%	148	86%
Parent Not in Armed Forces	173	5	3%	20	12%	59	34%	75	43%	14	8%	148	86%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2024-25)

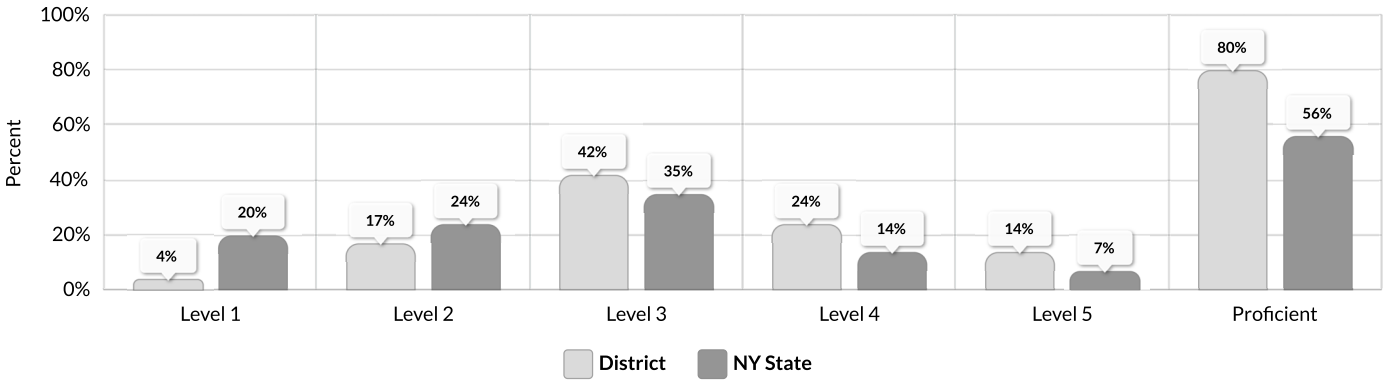
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	5	3	60%	0	0%	2	40%	0	0%	2	40%
Female	1	–	–	–	–	–	–	–	–	–	–
Male	4	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	5	3	60%	0	0%	2	40%	0	0%	2	40%
General Education Students	1	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	4	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
White	4	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	3	60%	0	0%	2	40%	0	0%	2	40%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	4	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	5	3	60%	0	0%	2	40%	0	0%	2	40%
Not in Foster Care	5	3	60%	0	0%	2	40%	0	0%	2	40%
Not Homeless	5	3	60%	0	0%	2	40%	0	0%	2	40%
Not Migrant	5	3	60%	0	0%	2	40%	0	0%	2	40%
Parent Not in Armed Forces	5	3	60%	0	0%	2	40%	0	0%	2	40%

ANNUAL REGENTS EXAMINATION IN EARTH AND SPACE SCIENCES (JUNE 2025)

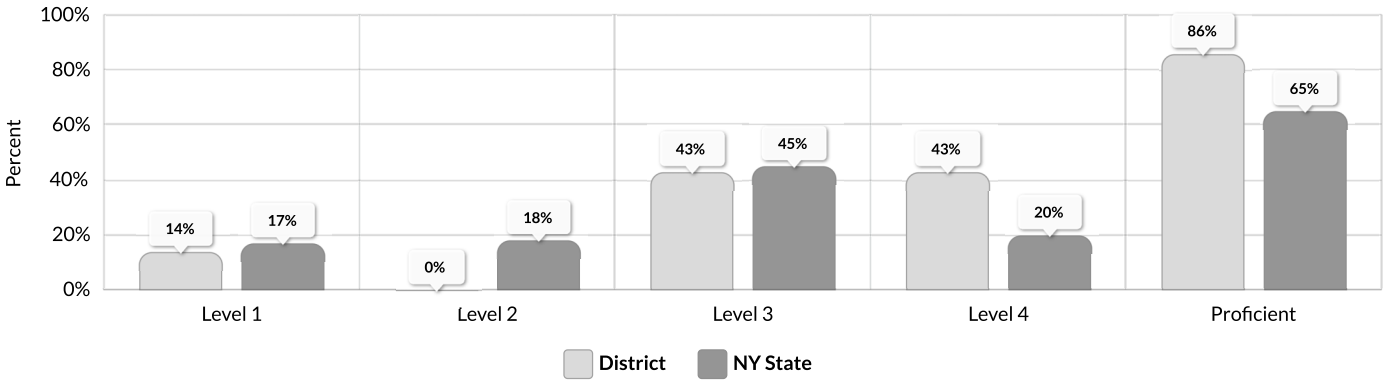
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	108	4	4%	18	17%	45	42%	26	24%	15	14%	86	80%
Female	45	2	4%	6	13%	19	42%	10	22%	8	18%	37	82%
Male	63	2	3%	12	19%	26	41%	16	25%	7	11%	49	78%
General Education Students	79	0	0%	7	9%	33	42%	24	30%	15	19%	72	91%
Students with Disabilities	29	4	14%	11	38%	12	41%	2	7%	0	0%	14	48%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	20	0	0%	5	25%	11	55%	2	10%	2	10%	15	75%
White	78	3	4%	13	17%	32	41%	19	24%	11	14%	62	79%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	1	10%	0	0%	2	20%	5	50%	2	20%	9	90%
Economically Disadvantaged	18	0	0%	2	11%	7	39%	4	22%	5	28%	16	89%
Not Economically Disadvantaged	90	4	4%	16	18%	38	42%	22	24%	10	11%	70	78%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	107	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	108	4	4%	18	17%	45	42%	26	24%	15	14%	86	80%
Not Homeless	108	4	4%	18	17%	45	42%	26	24%	15	14%	86	80%
Not Migrant	108	4	4%	18	17%	45	42%	26	24%	15	14%	86	80%
Parent Not in Armed Forces	108	4	4%	18	17%	45	42%	26	24%	15	14%	86	80%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2024-25)

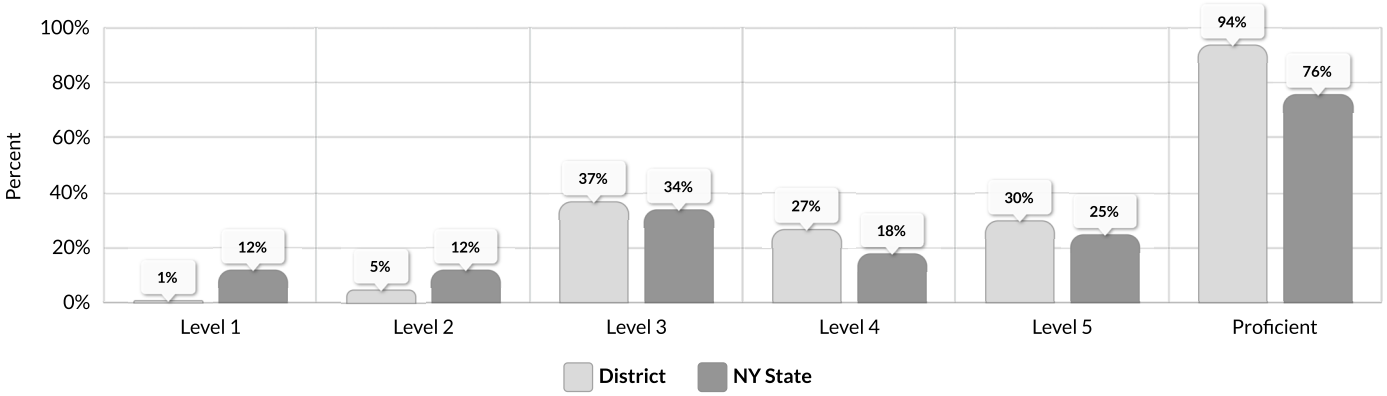
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	7	1	14%	0	0%	3	43%	3	43%	6	86%
Female	5	–	–	–	–	–	–	–	–	–	–
Male	2	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	7	1	14%	0	0%	3	43%	3	43%	6	86%
General Education Students	7	1	14%	0	0%	3	43%	3	43%	6	86%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
White	6	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	0	0%	3	43%	3	43%	6	86%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	6	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	7	1	14%	0	0%	3	43%	3	43%	6	86%
Not in Foster Care	7	1	14%	0	0%	3	43%	3	43%	6	86%
Not Homeless	7	1	14%	0	0%	3	43%	3	43%	6	86%
Not Migrant	7	1	14%	0	0%	3	43%	3	43%	6	86%
Parent Not in Armed Forces	7	1	14%	0	0%	3	43%	3	43%	6	86%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2024-25)

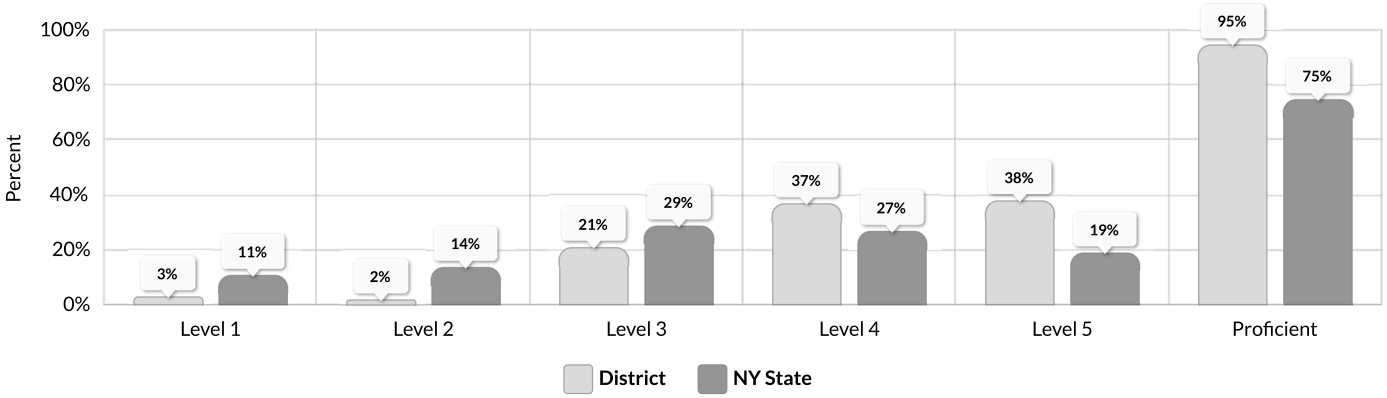
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	214	2	1%	10	5%	80	37%	58	27%	64	30%	202	94%
Female	98	1	1%	3	3%	38	39%	22	22%	34	35%	94	96%
Male	116	1	1%	7	6%	42	36%	36	31%	30	26%	108	93%
General Education Students	168	2	1%	3	2%	59	35%	49	29%	55	33%	163	97%
Students with Disabilities	46	0	0%	7	15%	21	46%	9	20%	9	20%	39	85%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	1	8%	1	8%	3	25%	7	58%	11	92%
Black or African American	4	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	25	0	0%	3	12%	16	64%	4	16%	2	8%	22	88%
White	168	2	1%	5	3%	61	36%	50	30%	50	30%	161	96%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	1	11%	2	22%	1	11%	5	56%	8	89%
Economically Disadvantaged	24	0	0%	4	17%	12	50%	4	17%	4	17%	20	83%
Not Economically Disadvantaged	190	2	1%	6	3%	68	36%	54	28%	60	32%	182	96%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	213	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	214	2	1%	10	5%	80	37%	58	27%	64	30%	202	94%
Not Homeless	214	2	1%	10	5%	80	37%	58	27%	64	30%	202	94%
Not Migrant	214	2	1%	10	5%	80	37%	58	27%	64	30%	202	94%
Parent Not in Armed Forces	214	2	1%	10	5%	80	37%	58	27%	64	30%	202	94%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (2024-25)

Percent Scoring at Levels for All Students



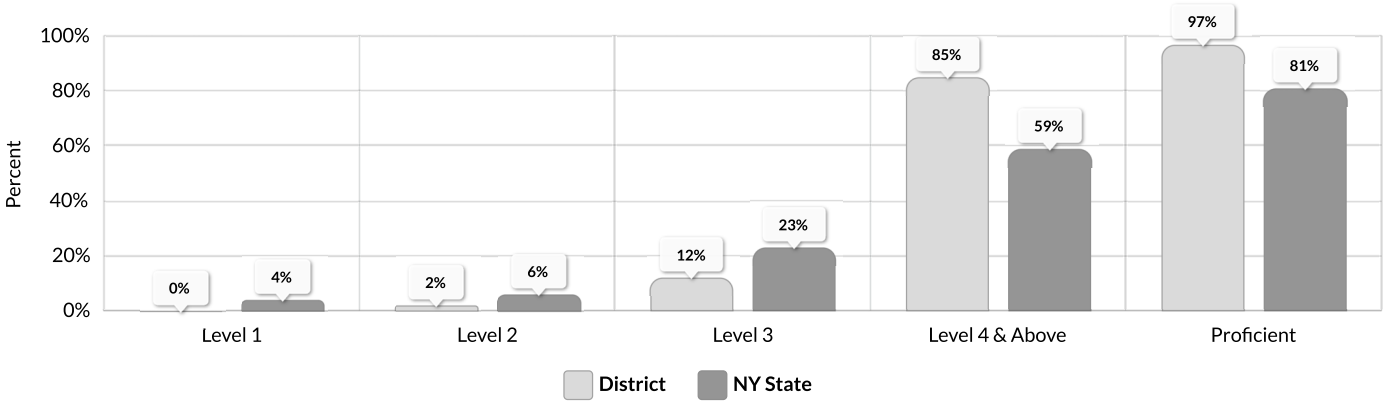
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	219	6	3%	4	2%	46	21%	80	37%	83	38%	209	95%
Female	100	1	1%	3	3%	20	20%	37	37%	39	39%	96	96%
Male	119	5	4%	1	1%	26	22%	43	36%	44	37%	113	95%
General Education Students	180	1	1%	3	2%	27	15%	73	41%	76	42%	176	98%
Students with Disabilities	39	5	13%	1	3%	19	49%	7	18%	7	18%	33	85%
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	0	0%	1	9%	5	45%	5	45%	11	100%
Black or African American	4	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	37	0	0%	1	3%	13	35%	15	41%	8	22%	36	97%
White	165	6	4%	3	2%	29	18%	59	36%	68	41%	156	95%
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	3	50%	1	17%	2	33%	6	100%
Economically Disadvantaged	32	0	0%	2	6%	16	50%	7	22%	7	22%	30	94%
Not Economically Disadvantaged	187	6	3%	2	1%	30	16%	73	39%	76	41%	179	96%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	217	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	219	6	3%	4	2%	46	21%	80	37%	83	38%	209	95%
Not Homeless	219	6	3%	4	2%	46	21%	80	37%	83	38%	209	95%
Not Migrant	219	6	3%	4	2%	46	21%	80	37%	83	38%	209	95%
Parent Not in Armed Forces	219	6	3%	4	2%	46	21%	80	37%	83	38%	209	95%

TOTAL COHORT REGENTS EXAMINATION RESULTS

A High School Cohort consists of all students reported with a first date of entry into Grade 9 anywhere as of a reporting year (July 1 – June 30). Ungraded students not reported with a first date of entry into Grade 9 are included in the cohort of the reporting year in which they turn 17 years of age. Results are reported four years after these students first enter grade 9.

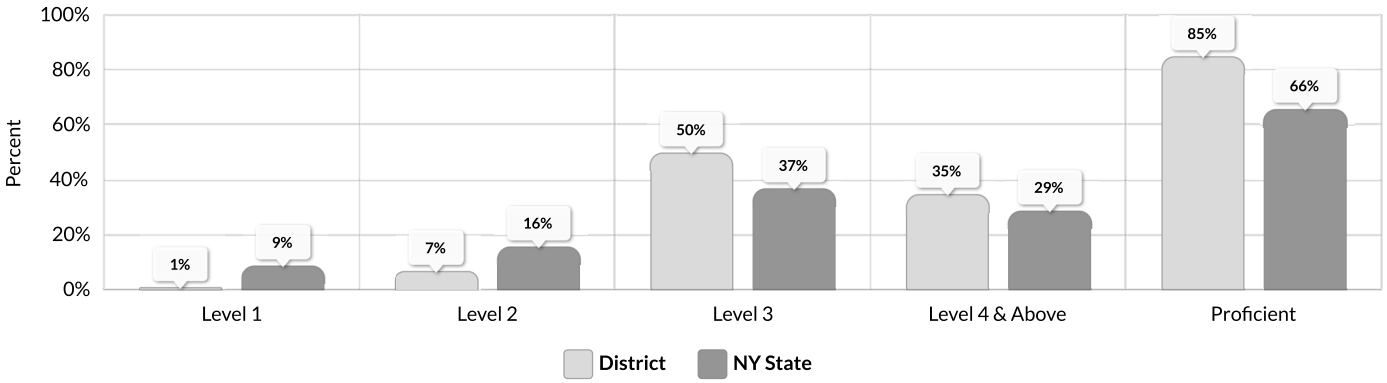
Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination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

2021 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	243	3	1%	240	99%	0	0%	5	2%	29	12%	206	85%	235	97%
Female	126	0	0%	126	100%	0	0%	3	2%	11	9%	112	89%	123	98%
Male	117	3	3%	114	97%	0	0%	2	2%	18	15%	94	80%	112	96%
General Education Students	204	1	0%	203	100%	0	0%	1	0%	14	7%	188	92%	202	99%
Students with Disabilities	39	2	5%	37	95%	0	0%	4	10%	15	38%	18	46%	33	85%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	0	0%	1	13%	7	88%	8	100%
Black or African American	5	0	–	5	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	26	3	12%	23	88%	0	0%	1	4%	2	8%	20	77%	22	85%
White	200	0	0%	200	100%	0	0%	4	2%	22	11%	174	87%	196	98%
Multiracial	4	0	–	4	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	0	0%	4	44%	5	56%	9	100%
Economically Disadvantaged	31	0	0%	31	100%	0	0%	1	3%	9	29%	21	68%	30	97%
Not Economically Disadvantaged	212	3	1%	209	99%	0	0%	4	2%	20	9%	185	87%	205	97%
English Language Learner	2	1	–	1	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	241	2	–	239	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	243	3	1%	240	99%	0	0%	5	2%	29	12%	206	85%	235	97%
Not Homeless	243	3	1%	240	99%	0	0%	5	2%	29	12%	206	85%	235	97%
Not Migrant	243	3	1%	240	99%	0	0%	5	2%	29	12%	206	85%	235	97%
Parent Not in Armed Forces	243	3	1%	240	99%	0	0%	5	2%	29	12%	206	85%	235	97%

2021 TOTAL COHORT REGENTS IN MATH



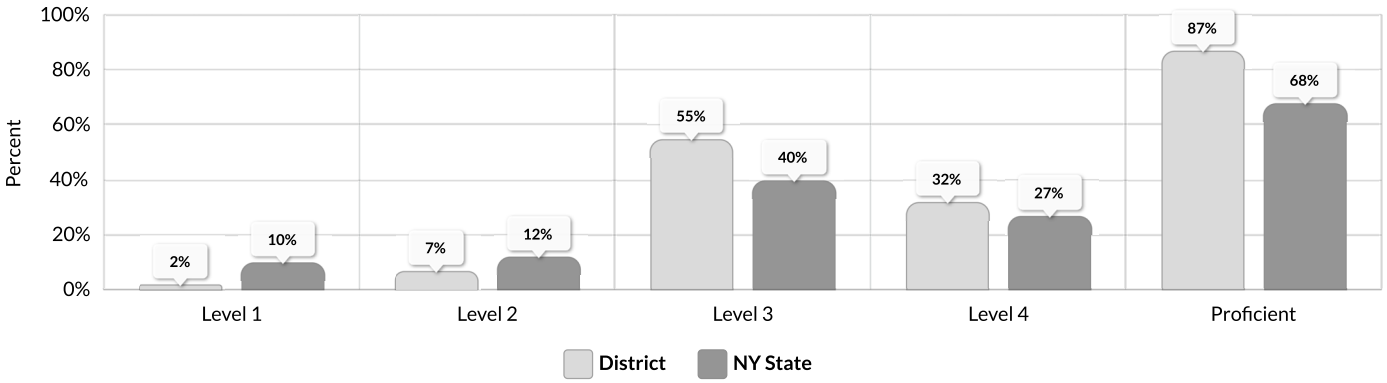
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	243	18	7%	225	93%	3	1%	16	7%	122	50%	84	35%	206	85%
Female	126	7	6%	119	94%	1	1%	7	6%	61	48%	50	40%	111	88%
Male	117	11	9%	106	91%	2	2%	9	8%	61	52%	34	29%	95	81%
General Education Students	204	15	7%	189	93%	2	1%	4	2%	104	51%	79	39%	183	90%
Students with Disabilities	39	3	8%	36	92%	1	3%	12	31%	18	46%	5	13%	23	59%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	0	0%	1	13%	3	38%	3	38%	6	75%
Black or African American	5	0	–	5	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	26	4	15%	22	85%	1	4%	3	12%	10	38%	8	31%	18	69%
White	200	13	7%	187	94%	1	1%	12	6%	103	52%	71	36%	174	87%
Multiracial	4	0	–	4	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	1	11%	0	0%	6	67%	2	22%	8	89%
Economically Disadvantaged	31	1	3%	30	97%	2	6%	3	10%	16	52%	9	29%	25	81%
Not Economically Disadvantaged	212	17	8%	195	92%	1	0%	13	6%	106	50%	75	35%	181	85%
English Language Learner	2	1	–	1	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	241	17	–	224	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	243	18	7%	225	93%	3	1%	16	7%	122	50%	84	35%	206	85%
Not Homeless	243	18	7%	225	93%	3	1%	16	7%	122	50%	84	35%	206	85%
Not Migrant	243	18	7%	225	93%	3	1%	16	7%	122	50%	84	35%	206	85%
Parent Not in Armed Forces	243	18	7%	225	93%	3	1%	16	7%	122	50%	84	35%	206	85%

2021 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	92	15	16	77	84
Female	41	7	17	34	83
Male	51	8	16	43	84
General Education Students	91	15	16	76	84
Students with Disabilities	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	5	1	20	4	80
Black or African American	2	0	0	2	100
Hispanic or Latino	6	2	33	4	67
White	77	12	16	65	84
Multiracial	2	0	0	2	100
Economically Disadvantaged	8	1	13	7	88
Not Economically Disadvantaged	84	14	17	70	83
Non-English Language Learner	92	15	16	77	84
Not in Foster Care	92	15	16	77	84
Not Homeless	92	15	16	77	84
Not Migrant	92	15	16	77	84
Parent Not in Armed Forces	92	15	16	77	84

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

2021 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	243	8	3%	235	97%	6	2%	17	7%	134	55%	78	32%	212	87%
Female	126	2	2%	124	98%	2	2%	7	6%	75	60%	40	32%	115	91%
Male	117	6	5%	111	95%	4	3%	10	9%	59	50%	38	32%	97	83%
General Education Students	204	5	2%	199	98%	3	1%	10	5%	110	54%	76	37%	186	91%
Students with Disabilities	39	3	8%	36	92%	3	8%	7	18%	24	62%	2	5%	26	67%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	1	13%	0	0%	0	0%	7	88%	7	88%
Black or African American	5	0	–	5	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	26	3	12%	23	88%	1	4%	2	8%	16	62%	4	15%	20	77%
White	200	5	3%	195	98%	3	2%	15	8%	112	56%	65	33%	177	89%
Multiracial	4	0	–	4	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	1	11%	0	0%	6	67%	2	22%	8	89%
Economically Disadvantaged	31	0	0%	31	100%	0	0%	3	10%	18	58%	10	32%	28	90%
Not Economically Disadvantaged	212	8	4%	204	96%	6	3%	14	7%	116	55%	68	32%	184	87%
English Language Learner	2	1	–	1	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	241	7	–	234	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	243	8	3%	235	97%	6	2%	17	7%	134	55%	78	32%	212	87%
Not Homeless	243	8	3%	235	97%	6	2%	17	7%	134	55%	78	32%	212	87%
Not Migrant	243	8	3%	235	97%	6	2%	17	7%	134	55%	78	32%	212	87%
Parent Not in Armed Forces	243	8	3%	235	97%	6	2%	17	7%	134	55%	78	32%	212	87%

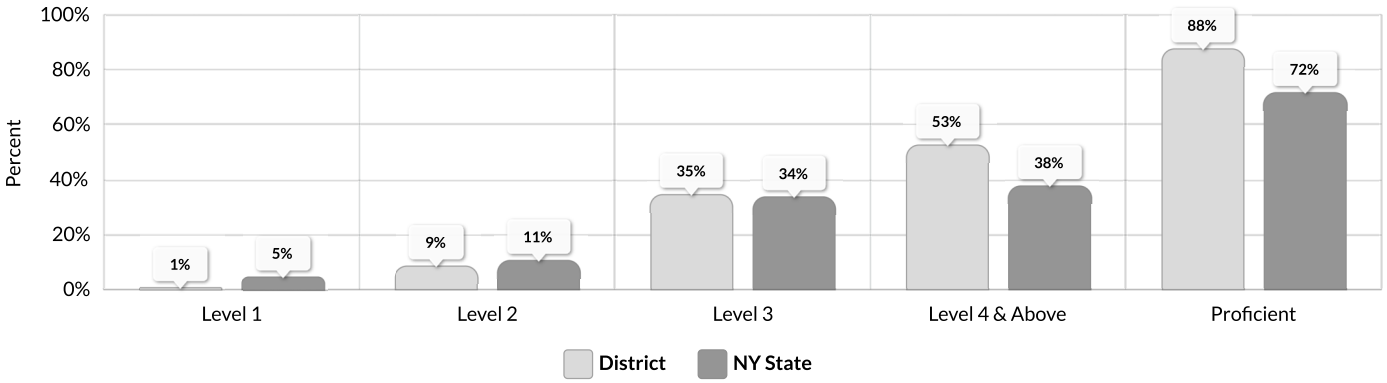
2021 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	123	7	6	116	94
Female	61	2	3	59	97
Male	62	5	8	57	92
General Education Students	116	5	4	111	96
Students with Disabilities	7	2	29	5	71
Asian or Native Hawaiian/Other Pacific Islander	5	0	0	5	100
Black or African American	2	0	0	2	100
Hispanic or Latino	13	2	15	11	85
White	101	5	5	96	95
Multiracial	2	0	0	2	100
Economically Disadvantaged	10	0	0	10	100
Not Economically Disadvantaged	113	7	6	106	94
English Language Learner	1	0	0	1	100
Non-English Language Learner	122	7	6	115	94
Not in Foster Care	123	7	6	116	94
Not Homeless	123	7	6	116	94
Not Migrant	123	7	6	116	94
Parent Not in Armed Forces	123	7	6	116	94

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

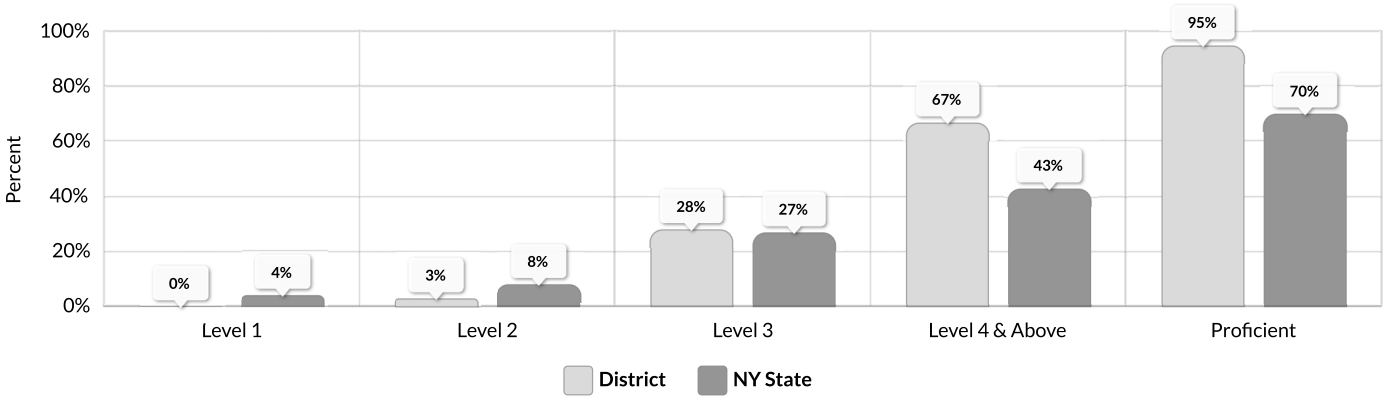
2021 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY

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	243	4	2%	239	98%	3	1%	21	9%	85	35%	130	53%	215	88%
Female	126	1	1%	125	99%	1	1%	7	6%	52	41%	65	52%	117	93%
Male	117	3	3%	114	97%	2	2%	14	12%	33	28%	65	56%	98	84%
General Education Students	204	2	1%	202	99%	1	0%	7	3%	72	35%	122	60%	194	95%
Students with Disabilities	39	2	5%	37	95%	2	5%	14	36%	13	33%	8	21%	21	54%
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	5	0	–	5	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	26	3	12%	23	88%	0	0%	1	4%	8	31%	14	54%	22	85%
White	200	1	1%	199	100%	3	2%	18	9%	73	37%	105	53%	178	89%
Multiracial	4	0	–	4	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	1	11%	4	44%	4	44%	8	89%
Economically Disadvantaged	31	0	0%	31	100%	0	0%	5	16%	11	35%	15	48%	26	84%
Not Economically Disadvantaged	212	4	2%	208	98%	3	1%	16	8%	74	35%	115	54%	189	89%
English Language Learner	2	1	–	1	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	241	3	–	238	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	243	4	2%	239	98%	3	1%	21	9%	85	35%	130	53%	215	88%
Not Homeless	243	4	2%	239	98%	3	1%	21	9%	85	35%	130	53%	215	88%
Not Migrant	243	4	2%	239	98%	3	1%	21	9%	85	35%	130	53%	215	88%
Parent Not in Armed Forces	243	4	2%	239	98%	3	1%	21	9%	85	35%	130	53%	215	88%

2021 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	243	5	2%	238	98%	1	0%	7	3%	68	28%	162	67%	230	95%
Female	126	2	2%	124	98%	0	0%	4	3%	35	28%	85	67%	120	95%
Male	117	3	3%	114	97%	1	1%	3	3%	33	28%	77	66%	110	94%
General Education Students	204	3	1%	201	99%	0	0%	2	1%	50	25%	149	73%	199	98%
Students with Disabilities	39	2	5%	37	95%	1	3%	5	13%	18	46%	13	33%	31	79%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	0	0%	0	0%	8	100%	8	100%
Black or African American	5	0	–	5	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	26	3	12%	23	88%	0	0%	1	4%	10	38%	12	46%	22	85%
White	200	2	1%	198	99%	1	1%	6	3%	55	28%	136	68%	191	96%
Multiracial	4	0	–	4	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	0	0%	3	33%	6	67%	9	100%
Economically Disadvantaged	31	1	3%	30	97%	0	0%	2	6%	14	45%	14	45%	28	90%
Not Economically Disadvantaged	212	4	2%	208	98%	1	0%	5	2%	54	25%	148	70%	202	95%
English Language Learner	2	1	–	1	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	241	4	–	237	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	243	5	2%	238	98%	1	0%	7	3%	68	28%	162	67%	230	95%
Not Homeless	243	5	2%	238	98%	1	0%	7	3%	68	28%	162	67%	230	95%
Not Migrant	243	5	2%	238	98%	1	0%	7	3%	68	28%	162	67%	230	95%
Parent Not in Armed Forces	243	5	2%	238	98%	1	0%	7	3%	68	28%	162	67%	230	95%

2021 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

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

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 (2024-25)

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	5	0	0%	5	100%	0	0%	3	60%	0	0%	2	40%	0	0%
Grade 1	16	1	6%	15	94%	0	0%	2	13%	9	60%	4	27%	0	0%
Grade 2	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Grade 3	13	0	0%	13	100%	1	8%	0	0%	3	23%	7	54%	2	15%
Grade 4	5	0	0%	5	100%	2	40%	0	0%	2	40%	1	20%	0	0%
Grade 5	5	0	0%	5	100%	0	0%	0	0%	0	0%	4	80%	1	20%
Grade 6	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 7	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 9	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 11	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 12	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–

NEW YORK STATE ALTERNATE ASSESSMENT (2024-25)

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 3 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 3 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 4 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 4 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Science	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 ELA	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Grade 6 Math	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Grade 7 ELA	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 Math	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	15	14	93%	1	7%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	15	14	93%	1	7%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	15	14	93%	1	7%	–	–	–	–	–	–	–	–	–	–

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%

*There are not sufficient data for this subgroup.

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

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%

*There are not sufficient data for this subgroup.

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

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%

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%

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

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%

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

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%

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SOMERS CSD

2023-24 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

Comparison: How do per pupil expenditures compare?

P-12 ENROLLMENT	THIS SCHOOL	DISTRICT OR DISTRICT OF LOCATION
2,523	N/A	$37,909.96

How Much is Being Spent on Instruction and Administration?

For school districts, entries 1 through 13 represent the average per pupil expenditures for all schools in the district. For schools (including charter schools), entries 1 through 13 represent the per pupil expenditures attributable to the school.

Total spending (entry 13) represents all non-excluded per pupil expenditures.

Current Operation Expenditures	SOMERS CSD
1. Instruction	$21,934.06
2. Support Services, Pupils	$1,595.92
3. Support Services, Instructional Staff	$989.68
4. Support Services, General Admin	$306.47
5. Support Services, School Admin	$1,686.79
6. Support Services, Operation and Maintenance of Plant	$2,984.70
7. Support Services, Student Transportation	$2,361.73
8. Business/Central/Other Support Services	$1,377.52
9. Food services	$554.40
10. Enterprise operations	$0.00
11. Other	$0.00
12. Districtwide Current Operations (expenditures attributable to the school that are not reported separately in the categories described above)	$4,118.68

Current Operation Expenditures	SOMERS CSD
13. Total Expenditures	$37,909.96

Detailed Spending: How Much is Spent Per Pupil for Special Education and General Education?

The Special Education Detail below is a subset of spending. To calculate per pupil expenditures, enrollment for special education is used. The expenditure value reflects school and central level expenditures. For charter schools, data represents per pupil expenditures in the selected school.

The General Education Detail below reflects Total District Expenditures less Special Education Expenditures. To calculate per pupil expenditures, district PK-12 enrollment is used. Excluded expenditures are not included in Total Expenditures.

School and District Level Expenditures	SOMERS CSD
Special Education	$25,725.38
General Education	$32,781.20

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: 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(1-3 & Percent Excluded from Total) Combined Cost(Total Expenditures)

Excluded Expenditures	SOMERS CSD
1. Charter School Tuition	$0.00
2. Debt Service	$6,439,033.26
3. Other	$11,768,544.69
Percent Excluded from Total	16%
Total Expenditures and Exclusions	$113,854,404.94

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Tuesday, May 19, 2026 - 7:00 a.m. to 9:00 p.m.

SOMERS MIDDLE SCHOOL GYM
250 Route 202
Somers, NY 10589

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

Every Day School is Open until Thursday, May 14, 2026
8:30 a.m. to 3:30 p.m.

Wednesday, May 13, 2026
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 14, 2026 at 3:30 p.m.
in order to vote on Tuesday, May 19, 2026.