

## SCSSA

**President**  
Dr. Charles T. Russo  
East Moriches UFSD

**President-Elect**  
Mr. Lars Clemensen  
Hampton Bays UFSD

**Vice President**  
Dr. Kenneth Bossert  
Elwood UFSD

**Treasurer**  
Ms. Eva J. Demyen  
Deer Park UFSD

**Secretary**  
Ms. Bernadette M. Burns  
West Islip UFSD

**Past President**  
Mrs. Susan A. Schnebel  
Islip UFSD

### Cluster Leaders

**Islip Cluster**  
Ms. Bernadette Burns  
West Islip UFSD

**Brookhaven/Riverhead Cluster**  
Ms. Nancy Carney  
Riverhead CSD

**East End South Cluster**  
Dr. Ronald M. Masera  
Remsenburg-Speonk UFSD

**East End North Cluster**  
Dr. Anne Smith  
Mattituck-Cutchogue UFSD

**Huntington/Smithtown Cluster**  
Dr. James Grossane  
Smithtown CSD

**Babylon Cluster**  
Dr. Yiendhy Farrelly  
West Babylon UFSD

**Executive Director**  
Mr. Gary D. Bixhorn  
scssaexecdirector@gmail.com

### Legislative Committee

**Co-Chairpersons**  
Dr. Julie Davis Lutz  
Eastern Suffolk BOCES

Dr. Walter F. Schartner  
Sayville UFSD

**Babylon Cluster**  
Ms. Eva J. Demyen  
Deer Park UFSD

**Brookhaven/Riverhead Cluster**  
Ms. Nancy Carney  
Riverhead CSD

Dr. Roberta A. Gerold  
Middle Country CSD

**East End Cluster**  
Mrs. Cynthia Stachowski  
Little Flower UFSD

Dr. Ronald M. Masera  
Remsenburg-Speonk UFSD

**Huntington/Smithtown Cluster**  
Dr. David P. Bennardo  
South Huntington UFSD

Dr. Kenneth Bossert  
Elwood UFSD

Dr. Donald A. James  
Commack UFSD

**Islip Cluster**  
Ms. Bernadette M. Burns  
West Islip UFSD

Visit the SCSSA website at [www.suffolksuperintendents.org](http://www.suffolksuperintendents.org).

## NCCSS

**President**  
Dr. Joseph S. Famularo  
Bellmore UFSD

**President-Elect**  
Mr. David Flatley  
Carle Place UFSD

**Vice President**  
Dr. Michael P. Nagler  
Mineola UFSD

**Treasurer**  
Mr. John Lorentz  
Farmingdale UFSD

**Secretary**  
Dr. Nicholas A. Stirling  
Valley Stream UFSD Thirty

**Past President**  
Dr. Lorna R. Lewis  
Plainview-Old Bethpage CSD

**Northeast Quadrant Leader**  
Dr. Thomas Rogers  
Syosset CSD

**Northwest Quadrant Leader**  
Mr. Robert Katulak  
New Hyde Park-Garden City Park UFSD

**Southeast Quadrant Leader**  
Mr. Brian L. Conboy  
Seaford UFSD

**Southwest Quadrant Leader**  
Mrs. Lisa J. Ruiz  
East Rockaway UFSD

**Executive Director**  
Dr. James J. Tolle  
71 Dogwood Avenue  
Malverne, NY 11565  
JimTolle@aol.com

### Legislative Committee

**Co-Chairpersons**  
Dr. Joseph S. Famularo  
Bellmore UFSD

Mr. John Lorentz  
Farmingdale UFSD

Dr. Shari L. Camhi  
Baldwin UFSD

Dr. Robert R. Dillon  
Nassau BOCES

Ms. Constance D. Evelyn  
Valley Stream UFSD Thirteen

Dr. Bill Heidenreich  
Valley Stream CHSD

Dr. William H. Johnson  
Rockville Centre UFSD

Dr. Kishore Kuncham  
Freeport UFSD

Dr. Mary A. Lagnado  
Westbury UFSD

Mr. Patrick Manley  
Franklin Square UFSD

Dr. Ralph Marino, Jr.  
Hewlett-Woodmere UFSD

Dr. Tonie McDonald  
Levittown UFSD

Mrs. Maria Rianna  
Glen Cove CSD

Mrs. Patricia Sullivan-Kriss  
West Hempstead UFSD

Mrs. Marie Testa  
North Bellmore UFSD

Dr. James J. Tolle  
Executive Director

Mr. David Weiss  
Long Beach Public Schools

Visit the NCCSS website at [www.nassausuperintendents.org](http://www.nassausuperintendents.org).



**Supporting  
At-Risk  
Students**

**Predictable  
and  
Equitable  
School Funding**

**Teacher and  
Principal  
Evaluations –  
APPR**

# LEGISLATIVE *Priorities* 2016-2017

## Supporting At-Risk Students

During the past several years, the number of students who have enrolled in Long Island schools and have been identified as at-risk students has markedly increased. The number of students who are English language learners, Students with Interrupted Formal Education, unaccompanied minors, students with disabilities, and economically disadvantaged has significantly increased in grades K-12. Furthermore, many of these students require additional academic support.

There have also been changes to the types of services districts are mandated to provide to these at-risk student groups. Districts need the flexibility to individualize the path for success for all at-risk students. Many of these mandates have not been supported with funding to cover the costs of implementation.

## Predictable and Equitable School Funding

Long Island public schools are funded using a combination of federal and state funding and local taxes. An unpredictable methodology for allocating aid to school districts across the state and shifting demographics has, in some cases, forced school districts and regions within the state to compete for their fair share. Equitable school funding has also become an important political topic among local and state legislators.

After years of state aid to schools being withheld to help close New York State's own budget gap (Gap Elimination Adjustment), legislation was implemented this past year to eliminate the GEA. The tax levy cap legislation was also implemented several years ago to help control the increasing tax burden felt by homeowners. School districts are now working under a tax levy cap of 2 percent *or the rate of inflation, whichever is less*. For the 2016-17 fiscal year, that translated into a tax levy cap of 0.12 percent. This places a limit on the amount of money that can be raised through local taxes and makes it difficult for school districts to plan ahead because of the fluctuating nature of a tax levy cap tied to inflation.

After significant advocacy, education received an unprecedented 6 percent increase in state aid allocations for the 2016-17 school year. It was a needed assistance for school districts across Long Island and throughout New York State. With the GEA eliminated and the tax cap legislation now in existence, the conversation turns to the need to restructure an outdated formula to ensure that school districts receive the state funding needed in a manner that allows them to plan ahead and equitably service all students.

## 2016-17 IMPORTANT FAST FACTS ABOUT SCHOOL FINANCES

### Long Island's Increasingly Diverse Demographic and Economic Profile

- Forty Long Island school districts, enrolling 47 percent of the region's students, fall below the state's average in terms of income and property wealth (CWR <1.0).
- According to federal guidelines, more than 35 percent of the students enrolled in Long Island school districts qualify for free or reduced-price lunch. This is an increase of 2 percent over last year. The total increase over the past 10 years is 16.3 percent, with 10.7 percent of that increase occurring in the past five years.
- Long Island's least wealthy districts served a higher percentage of English language learners (21.3 percent) than Long Island as a whole (7.0 percent). As a group, they served the highest percentage of English language learners in the state, excluding New York City.
- Long Island has seen a 22.4 percent increase in English language learners since 2007-08, which is an increase of 14.9 percent in Nassau and 28.5 percent in Suffolk.

### Historical State Aid Allocations

- Long Island enrolls 16.2 percent of the state's students, but receives only 12.4 percent of school aid. Enrollment source: 2016-17 Legislative State Aid runs TAFPU. (TAFPU is based on Average Daily Membership (ADM) including dual enrollment plus additional weightings for: students with disabilities, including dual enrolled SWD at 1.41; summer school at 0.12; and declassification pupils at 0.50.)
- Between 2010 and 2016, state aid to Long Island school districts was reduced by more than \$1.3 billion due to the Gap Elimination Adjustment, with almost 60 percent of that coming from Long Island's low-wealth school districts. The impact of this loss still lingers in compounded form.
- Thirteen Long Island school districts received less in state aid (without building aid) in 2016-17 than they received in 2008-09.

- Only 12 percent of the region's students are enrolled in the region's 33 "high-wealth" (CWR >2.0) school districts. These school districts received 3.6 percent of the state aid allocated to Long Island.
- State aid dollars have less purchasing power on Long Island than in any other region in the state. The purchasing power of \$1,000 in the lowest cost regions (North Country and Mohawk Valley) is the equivalent of \$702 on Long Island/NYC.

### Foundation Aid

- Foundation Aid comprises nearly 70 percent of all New York State school aid.
- If the Foundation Aid Formula had been fully funded, Long Island schools would have received an additional \$5.2 billion in Foundation Aid over the past 10 years.
- Long Island's Foundation Aid as a percentage of total Long Island aid is 4.5 percent lower than that of the state as a whole.
- Long Island's lowest-wealth school districts, which educate nearly one-half of Long Island's students, would have received an additional \$3.8 billion if the Foundation Aid had been fully funded since the 2007-08 school year.
- The total of Foundation Aid owed per pupil since 2007-08 is 7.5 times greater in low-wealth school districts than in high-wealth school districts.
- In 2016-17, Long Island's low-wealth school districts received 30 percent less Foundation Aid than if they had been fully funded. Statewide, the reduction was only 18 percent.

#### Data Sources:

- 2016-17 Property Tax Report Cards – NYSED Office of Management Services
- 2016-17 Combined Wealth Ratios – NYSED OMS – State Aid Unit – Data Unit – Note: No CWR is reported by NYSED for Little Flower, New Suffolk, Sagaponack and Wainscott School Districts.
- 2007-08 through 2016-17 Legislative State Aid Runs – NYSED State Aid Office
- Foundation Aid History – Questar III – State Aid and Financial Planning Services
- NYSED Child Nutrition Management System

# Teacher and Principal Evaluations – Annual Professional Performance Review Plan

After years of diligently working to implement changes to the system for evaluating teachers and principals, much has been learned. School districts have implemented numerous versions of legislation, each making changes to the requirements. There has been a great deal of confusion, and school districts have received considerable criticism from communities regarding the requirements, mostly in relation to connecting student assessment scores to teacher evaluations. Due to poor and misguided timing, we have lived through a failed implementation of new standards and new evaluations even after tremendous effort. This has resulted in parents opting their children out of state testing in unprecedented numbers, jeopardizing aid to school districts that have less than a 95 percent participation rate in the state tests.

As educational leaders, school administrators know there is a lesson in everything. During the past few years, we have learned that to restore order and effectively educate students, we need to delink student assessment data from teacher and principal evaluations. Students' scores on standardized tests were never meant to be a component in teacher evaluations. They were designed to be accountability measures for individual schools and school districts. School administrators know that reliable

assessment results are needed to improve education. Research speaks to the importance of results from multiple assessments that reflect a student's learning. The ability to obtain meaningful student assessment data will only happen when students' scores are permanently delinked from teacher and principal evaluations. Evaluation systems will vary from district to district based on curriculum, district initiatives, and student characteristics. There is not and never will be a one-size-fits-all system. It is vital that we return local control to school districts to determine how their annual professional performance review system will be structured and implemented.

**Based on these lessons, superintendents support the following:**

- Develop a meaningful connection between student assessment and educator evaluation.
- Return the responsibility of evaluating teachers and principals to local control.
- Eliminate the potential fiscal penalty for not meeting the 95 percent student participation rate in assessments.
- Provide flexibility for APPR evaluation specifics, by removing statewide scoring bands and placing the control of APPR specifics with the local school district.

# Predictable and Equitable School Funding (continued)

The Foundation Aid Formula was enacted in 2007 to comply with the Court of Appeals Campaign for Fiscal Equity ruling. The state committed \$5.5 billion in aid to be phased in by 2011. Funding was to be distributed to school districts based on student need factors including poverty, English language learner status, the number of students with disabilities, as well as the local level of poverty or wealth based on income or property values.

The Foundation Aid Formula replaced more than 30 existing categorical aids in order to create an equalized and transparent funding stream. The four-year phase-in was instituted to provide enough resources.

The Foundation Aid Formula's implementation has been substantially delayed. The amount of aid owed to Long Island school districts since 2007-08 is \$5.2 billion when comparing the full amount due under the agreed-upon formula and the funding actually paid to date.

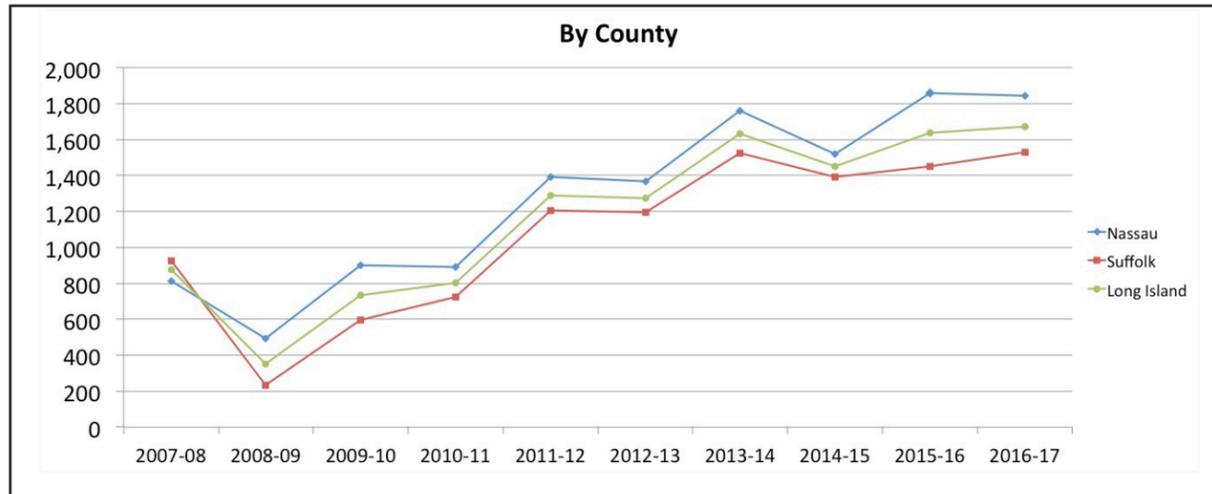
Needs and resources have shifted on Long Island since the Foundation Aid Formula was enacted. Districts are struggling to meet the increased costs due to the state's mandates related to at-risk students. Long Island's demographic and economic profile has changed. School districts are working under a tax levy cap. Some districts have increased enrollments, while enrollment in other districts has decreased. Some districts have increased numbers of at-risk students, including English language learners. All of this complicates the equitable distribution of necessary funding,

and requires thoughtful and expert revamping of the Foundation Aid Formula in a way that supports all students in our Long Island school districts.

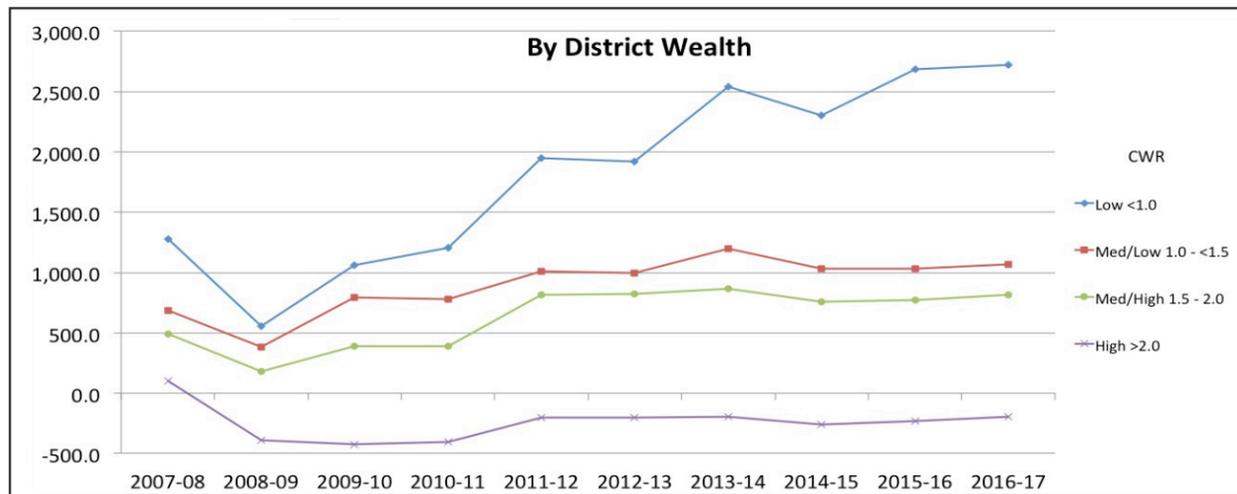
In an effort to ensure that school funding offers stability and sustainability for student success, Long Island superintendents support the following:

- New York State's school finance system must offset variations in a community's ability to pay for education from local sources.
- Any new formula needs to account for regional costs.
- State aid should be consistently distributed using uniformly applied formulas with built-in annual adjustments.
- Aid to Long Island must move closer to an equitable share of state funding.
- New operating aid formulas should include stable measures of wealth and students' needs.
- School districts should be held harmless regarding Foundation Aid Formula allocations.
- The 2 percent tax levy cap should be a true 2 percent.
- The tax levy cap should include the following exemptions:
  - o Increases in enrollment
  - o New unfunded mandates
  - o New property tax exemptions given to taxpayers

# FOUNDATION AID OWED PER PUPIL HISTORY



	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Nassau</b>	<b>813</b>	<b>493</b>	<b>902</b>	<b>893</b>	<b>1,391</b>	<b>1,365</b>	<b>1,760</b>	<b>1,522</b>	<b>1,860</b>	<b>1,842</b>
<b>Suffolk</b>	<b>926</b>	<b>234</b>	<b>597</b>	<b>724</b>	<b>1,203</b>	<b>1,194</b>	<b>1,524</b>	<b>1,390</b>	<b>1,449</b>	<b>1,530</b>
<b>Long Island</b>	<b>875</b>	<b>352</b>	<b>735</b>	<b>801</b>	<b>1,289</b>	<b>1,272</b>	<b>1,631</b>	<b>1,450</b>	<b>1,636</b>	<b>1,672</b>

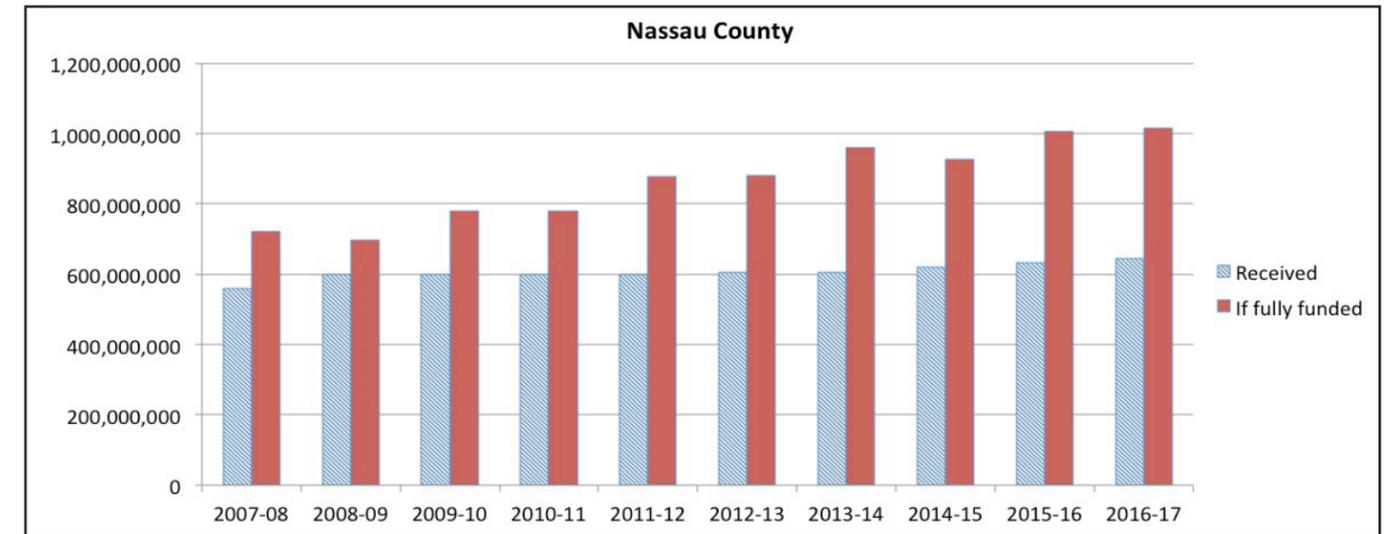


Wealth	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>High&gt;2.0</b>	<b>98</b>	<b>-392</b>	<b>-423</b>	<b>-407</b>	<b>-199</b>	<b>-204</b>	<b>-197</b>	<b>-262</b>	<b>-232</b>	<b>-198</b>
<b>Med/High</b>	<b>494</b>	<b>179</b>	<b>390</b>	<b>392</b>	<b>819</b>	<b>826</b>	<b>864</b>	<b>760</b>	<b>774</b>	<b>819</b>
<b>Med/Low</b>	<b>686</b>	<b>384</b>	<b>792</b>	<b>778</b>	<b>1,008</b>	<b>998</b>	<b>1,201</b>	<b>1,036</b>	<b>1,036</b>	<b>1,072</b>
<b>Low</b>	<b>1,276</b>	<b>555</b>	<b>1,064</b>	<b>1,208</b>	<b>1,948</b>	<b>1,918</b>	<b>2,538</b>	<b>2,300</b>	<b>2,684</b>	<b>2,718</b>

# FOUNDATION AID

## NASSAU COUNTY

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	TOTAL
<b>Received</b>	<b>558,947,288</b>	<b>598,503,736</b>	<b>598,554,686</b>	<b>598,939,067</b>	<b>598,941,483</b>	<b>604,652,585</b>	<b>606,398,175</b>	<b>621,545,010</b>	<b>632,232,810</b>	<b>644,158,695</b>	<b>6,062,873,535</b>
<b>If fully funded</b>	<b>722,710,261</b>	<b>697,707,247</b>	<b>780,159,344</b>	<b>778,789,543</b>	<b>879,035,201</b>	<b>879,618,541</b>	<b>960,887,919</b>	<b>928,042,421</b>	<b>1,006,762,925</b>	<b>1,015,050,547</b>	<b>8,648,763,949</b>
<b>Difference</b>	<b>-163,762,973</b>	<b>-99,203,511</b>	<b>-181,604,658</b>	<b>-179,850,476</b>	<b>-280,093,718</b>	<b>-274,965,956</b>	<b>-354,489,744</b>	<b>-306,497,411</b>	<b>-374,530,115</b>	<b>-370,891,852</b>	<b>-2,585,890,414</b>



## SUFFOLK COUNTY

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	TOTAL
<b>Received</b>	<b>1,145,445,950</b>	<b>1,196,258,077</b>	<b>1,197,742,958</b>	<b>1,197,825,014</b>	<b>1,198,355,314</b>	<b>1,207,089,864</b>	<b>1,210,693,134</b>	<b>1,230,841,025</b>	<b>1,244,269,295</b>	<b>1,259,908,830</b>	<b>12,088,429,461</b>
<b>If fully funded</b>	<b>1,369,005,170</b>	<b>1,252,842,261</b>	<b>1,341,766,618</b>	<b>1,372,540,296</b>	<b>1,488,809,464</b>	<b>1,495,310,087</b>	<b>1,578,449,433</b>	<b>1,566,422,565</b>	<b>1,594,088,493</b>	<b>1,629,300,499</b>	<b>14,688,534,886</b>
<b>Difference</b>	<b>-223,559,220</b>	<b>-56,584,184</b>	<b>-144,023,660</b>	<b>-174,715,282</b>	<b>-290,454,150</b>	<b>-288,220,223</b>	<b>-367,756,299</b>	<b>-335,581,540</b>	<b>-349,819,198</b>	<b>-369,391,669</b>	<b>-2,600,105,425</b>

