DIPLOMA DISCONNECT

Thousands of high school students graduate every year.

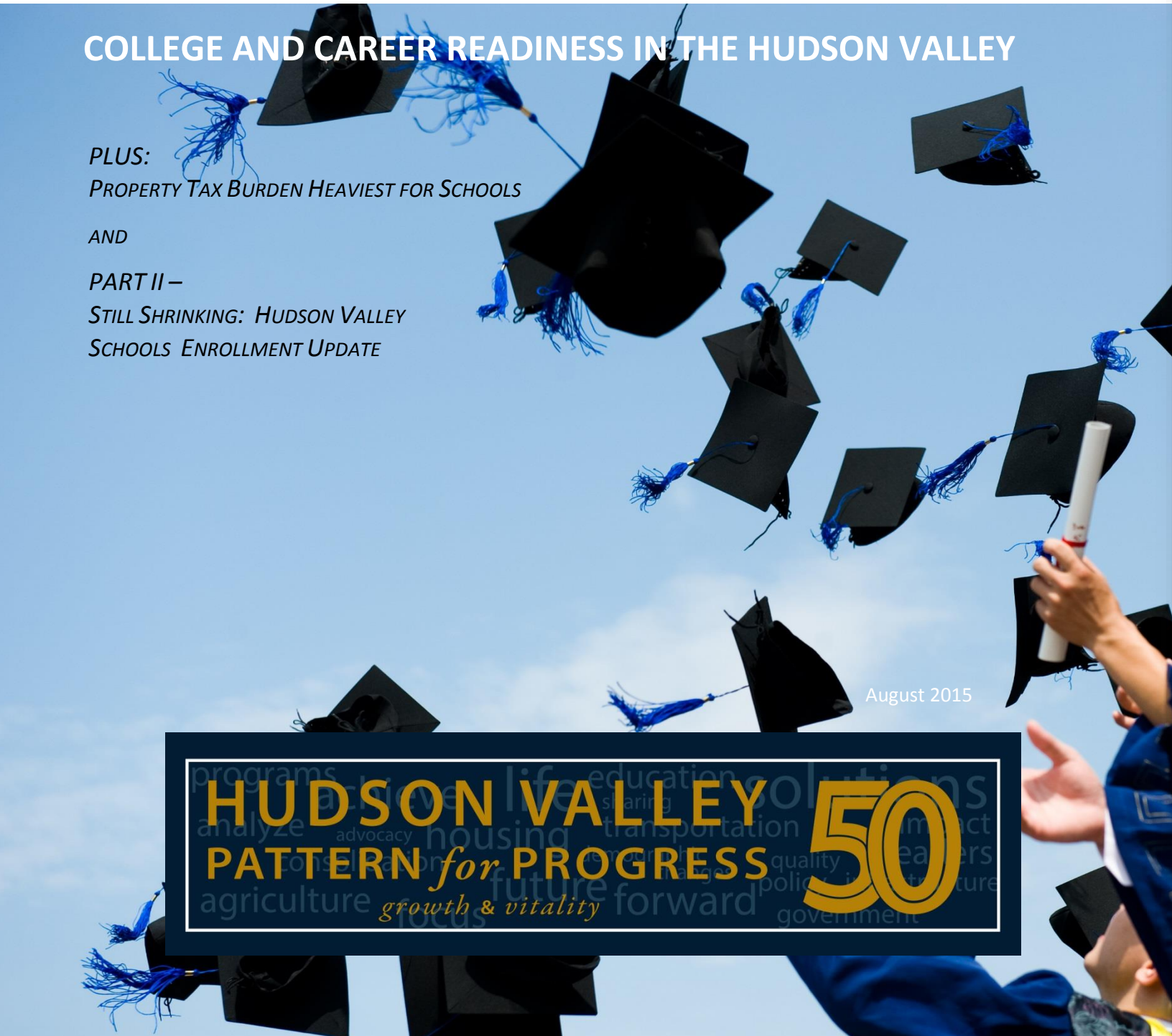
But are they prepared?

COLLEGE AND CAREER READINESS IN THE HUDSON VALLEY

PLUS:
PROPERTY TAX BURDEN HEAVIEST FOR SCHOOLS

AND

PART II –
STILL SHRINKING: HUDSON VALLEY SCHOOLS ENROLLMENT UPDATE



August 2015

HUDSON VALLEY PATTERN *for* PROGRESS 50
growth & vitality

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FOREWORD

Hudson Valley Pattern for Progress is a regional planning and policy organization that focuses on improving the quality of life of the Hudson Valley.

One area that has remained a challenge for us, as far as active participation by a broad base of stakeholders throughout the Valley, is looking at ways to improve education for K-12 or as it is now sometimes known, P-12. Clearly, teachers must be involved. School district administrators – absolutely. Parents, but not just when they have their children in school. We must elevate the involvement of others. Students. Business leaders. Nonprofits. Government. Residents who rely on an educated workforce. And others. While those involved in the actual service delivery are in the trenches every day, the future of education affects us all.

This is why Pattern for Progress has decided in its 50th year of service to the Valley to make education one of its major priorities. And we strongly believe that it is long past due that others enter this critical policy discussion.

Though no stranger to education issues, Pattern calls its new initiative "The Center for New Models in Education." More than ever, we need to strengthen the relationship between the service providers and the users of the service – most importantly the students and their families, business and industries, and the community at large.

It is increasingly clear that students must be confident the education they receive during the K-12 years can be translated into preparation for what comes after high school. They must know that when they enter college, they can hold their own – without remediation. Or, if students enter the business world they must have the skills that allow employers to say we have the best workforce right here. Students must know that their return on investment – the 13 years they spent and the college debt they will no doubt incur – has been worth it.

We can all agree that new and creative ways to improve the system are needed. To that end, we seek an open and lasting discussion. We welcome comments and ideas from *everyone* who has a stake – from the 80-year-old taxpayer who hopes to live out her days in her family home to Generation Z, an age cohort that has seen its entire existence influenced by technology.

If you are concerned with property taxes in the Hudson Valley, no city, county, town or any other service provider comes close to imposing the amount of taxes that are imposed by our schools. More than 60% of property taxes go to this critical service alone. Yet where is the diversity of voices? When people are concerned about policing policies or infrastructure, many voices can be heard. Yet when it comes to education, it would seem for decades only the voices of those directly involved in the service have been vocal. This can be no more. On the tax issue alone, we must ensure that our investment in this critical service is as fair as it can be, and that the "return on our investment" is as good as it can be.

Make your thoughts known. We only ask that this be done with civility. Demonizing service providers, users or anyone who has an idea does not help. We believe the overwhelming majority of stakeholders are well-intentioned and deserve calm, rational consideration. This conversation is too important to be done otherwise as it will be played out in front of the very stakeholders who will need to evaluate what is

happening – the students. We must set an example. Likewise, we would do well to include students whenever possible. During one of our recent presentations to a school board, we held our breath when the school board members finished their input and then turned to the student representative for her opinion. Cogent, thoughtful and helpful it was. When the tri-district school merger took place in Sullivan County, one of the most compelling reasons for the merger was the surveying of the students in the three districts. They overwhelmingly wanted it and today that district has a high school considered to be one of the best in the region.

As we have said, Pattern has been engaged in projects involving education for years: from the future of higher education in the Valley, to the impact of declining school enrollment, to how to repurpose a closed school building (30 elementary schools have closed since 1999), to the impact of housing on school districts and most recently to how districts can put time on school buses to better use. We have learned of great new models happening today throughout the Valley by both visiting schools and by maintaining an advisory committee of experts. Each innovation had one thing in common – they had to overcome initial skepticism and often vitriol. But we recognize that changes to a statewide $63 billion system do not come without many bumps and bruises along the way.

Today we offer this report on college and career readiness. It is a multi-faceted issue. Not just in education policy but in any policy area, we have learned people can look at the same data but draw different conclusions. We are sure that the same will hold true for the data and recommendations in this report.

Nonetheless, our main takeaways from this report are these:

1. Graduation rates alone can be a misleading measure of success.
2. Poverty and achievement are significantly correlated.
3. Spending alone doesn't seem to help.

What are your conclusions? What are your recommendations? Again, we welcome differing points of view – they are essential to the conversation. Feel free to email us your thoughts.

Many have cautioned us not to enter the discussion of making change in education, saying that we cannot "move the dial." But we say it is simply too important to the future of the Hudson Valley to not enter it – bruises and all.

Please join us.

Jonathan Drapkin

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Hudson Valley Pattern for Progress
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SUMMARY FINDINGS & RECOMMENDATIONS

Despite a high level of state and local investment, outcomes show that thousands of students graduate from public high schools with standardized test scores indicating they are underprepared for success in college or career. Policy choices are badly in need of revision if we are to improve upon outcomes.

Across the state, according to the most recent data available, 38% of students graduate prepared for success after four years of high school. In the Hudson Valley, a part of the state with greater wealth than many others, the rate remains below half; the data show that 44% are college and career ready. Much lower rates of college and career readiness can be found in many of the Hudson Valley's school districts.

While it is true that a lack of preparation for what comes after high school is closely correlated to poverty, it is also true that higher levels of spending, even in the poorest of districts, do not appear to address the problem directly. It is therefore important to examine specific ways in which schools approach their challenges when seeking to improve college and career readiness.

Our report concludes, on page 25, with a set of recommendations along the following topic areas:

1. ***Standardize the Definition of a High School Diploma.***
2. ***Work Toward Greater Alignment with Higher Education.***
3. ***Better Align College with Student Needs.***
4. ***Work Toward Alignment with Business and Industry.***
5. ***Close the Readiness Gap for All.***
6. ***Increase Student Time on Learning.***
7. ***Consider Altering School Start Times.***

DIPLOMA DISCONNECT

A Shift in the Conversation

As a nation, the conversation about public education has shifted from a focus on the quantity of high school graduates to the quality of them. A decade ago, the public was concerned about graduation rates and dropouts. Today, while those concerns persist, the public is increasingly aware that possession of a high school diploma in no way guarantees that the holder of that diploma is ready for either college or career.

The notion of college and career readiness has begun to define the way we view the return on our investment in public education. It has become clear that even when a high school posts a 100% graduation rate, if those graduates cannot succeed in college or a career, we have failed nonetheless.

In addition to an overriding concern with the success of students who attend and graduate from public schools, the public's stake in whether school spending is efficient and effective is substantial from a funding point of view, especially in New York state and in the Hudson Valley in particular, where investment in public schools is among the highest in the nation.

That level of investment can be seen in the state's overall spending on P-12 education (see Appendix A) – a $63 billion system – and it is the lead category of spending in the state budget.[1] In the June 2015 report released by the U.S. Census Bureau, New York ranked highest in the nation for per pupil spending, at $19,818.[2] In a related statistic, New York state is the nation's leader for overall amount of property taxes and within the state, north of New York City, the Hudson Valley has the distinction of being the region most heavily burdened by school taxes as derived from property taxes.

Thus, in the Hudson Valley, we are primarily concerned with ensuring that the public investment in public school education is reflected in better student outcomes.

[1] According to the New York State Division of the Budget, the top four spending categories in the fiscal year 2016 New York state budget of $94.3 billion are Education (31 percent, which includes a small portion for the Arts); Health (21 percent); All Other Categories, including general state charges and long-term debt service, (14 percent); and Higher Education (10 percent).

[2] U.S. Census Bureau. *2013 Annual Survey of School System Finances.* Figures in the Census report are for the 2013 fiscal year. New York State Spending per pupil has since climbed to $21,118.

FRAMING THE ISSUE OF COLLEGE AND CAREER READINESS

College and career readiness has rapidly become a national discussion. The Education Commission of the States (ECS), the organization that conducts research and advises governors and state legislatures regarding education policy trends, established a program to examine and track college and career readiness in public school systems across the nation. The October 2014 report, *Blueprint for College Readiness: A 50-State Policy Analysis*, was "designed to serve as a framework to help K-12 and higher education leaders conceptualize the multitude of education reform efforts underway in their states. It's based on the premise that K-12 and postsecondary collaboration is essential to building an aligned education pipeline and improving student outcomes."[3]

The ECS report goes on to explain: "The framework unites two driving forces in state and federal policymaking: 1) to improve the college and career readiness of graduating high school students and 2) to decrease remedial education and improve the rate of students who earn a degree or credential."[4]

Indeed, the National Center for Public Policy and Higher Education highlighted a stage-setting sense of urgency on the matter in its June 2010 report - at roughly the same time that the New York State Education Department began to publicly report its college and career readiness scoring:

> Every year in the United States, nearly 60% of first-year college students discover that, despite being fully eligible to attend college, they are not ready for postsecondary studies. After enrolling, these students learn that they must take remedial courses in English or mathematics, which do not earn college credits. This gap between college eligibility and college readiness has attracted much attention in the last decade, yet it persists unabated. While access to college remains a major challenge, states have been much more successful in getting students into college than in providing them with the knowledge and skills needed to complete certificates or degrees. Increasingly, it appears that states or postsecondary institutions may be enrolling students under false pretenses. Even those students who have done everything they were told to do to prepare for college find, often after they arrive, that their new institution has deemed them unprepared. Their high school diploma, college-preparatory curriculum, and high school exit examination scores did not ensure college readiness.[5]

In New York state, college and career readiness appeared publicly only five years ago as a new metric for achievement. In the most basic of terms, the measurement of college and career readiness is the measurement of students who will not need remediation when they enter college. Upon approval by the New York State Board of Regents, the reporting of college and career readiness as a standard metric was introduced with the graduating class of 2010. It is a measurement that has become more important in recent years.

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[3] Glancy, *Blueprint for College Readiness.*

[4] Glancy, *Blueprint for College Readiness.*

[5] "Beyond the Rhetoric: Improving College Readiness Through Coherent State Policy." (San Jose, CA: The National Center for Public Policy and Higher Education, June 2010). http://highereducation.org/reports/college_readiness/CollegeReadiness.pdf

Across the nation, the definition of college and career readiness varies. For the purpose of this report and in keeping with the most consistently used measurement at the state level for New York, college and career readiness is defined as attainment of a grade of 75 or greater on the English Regents exam and a grade of 80 or greater on a Math Regents exam, which correlates with success in first-year college courses.[6] In a parlance developed by the New York State Education Department, these two scores are called the Aspirational Performance Measure, or APM. This term and its acronym connote college and career readiness.

Across the state, there has been essentially no improvement in college and career readiness over the five years of measurement.

- College and career readiness as of June 2010 stood at 37% of the state's high school graduates
- College and career readiness as of June 2014 was at 38% (five years after the start of reporting these measurements)[7]

The examination of college and career readiness – like many measurement-based education reform movements – is controversial. Critics, for instance, question the basis of the measurement and the definition of college and career readiness. The Washington Post reflected the elements of the debate in, "Are American Students Grossly Unprepared for College?" [8]

While there are a number of ways in which agencies and researchers measure college and career readiness (SAT scores, for one), the Regents test performance measurement is one of the earliest used in New York state. Outcomes are based on actual grades and those grades are based on standardized examinations that far pre-date the standards-based reform movement of the past 25 years and its most recent iteration in the Common Core State Standards of the past 10 years. Unlike other much-debated aspects of the Common Core State Standards movement such as teacher evaluations and requirements tied to a new battery of tests, neither graduation nor the next step of college or career is a construct of the new standards. They are simply elements of the continuum.

In any discussion of college and career readiness, college remediation rates can be telling.

Nationally:

- More than 50 percent of students entering two-year colleges are placed in remedial classes.
- Nearly 20 percent of students entering four-year universities are placed in remedial classes.[9]

Less than one-quarter of remedial community college students ultimately complete college-level English and math courses. This is also true of a little more than one-third of remedial students at four-year

[6] "Graduation Rates: Students Who Started 9th Grade in 2006, 2007, 2008, 2009 and 2010." (Albany, NY: New York State Education Department, December 2014) http://www.p12.nysed.gov/irs/pressRelease/20141218/2010-CohortGradRate-12-17-14.pdf.

[7] "Graduation Rate Data." (Albany, NY: New York State Education Department, December 2014) http://www.p12.nysed.gov/irs/pressRelease/20140623/home.html. Accessed April 30, 2015 and thereafter

[8] Valerie Strauss, "Are American Students Grossly Unprepared for College?" with reference to blog by Carol Burris, *The Washington Post*, March 17, 2014.

[9] *Remediation: Higher Education's Bridge to Nowhere.* (Washington, DC: Complete College America, April 2012) http://www.completecollege.org/docs/CCA-Remediation-final.pdf

schools. In addition, fewer than 1 in 10 students who started in remediation graduate from community colleges within three years and little more than one-third complete bachelor's degrees in six years.[10] To some extent, this track record may be attributed to a misalignment of curricula between high school and college more than a failure to teach or to learn. Nonetheless, the need for remediation is of note.

In New York state:

- More than 50% of students in NYS two-year institutions of higher education are placed in at least one remedial course.
- More than 25% of students at all institutions and 12% of students at four-year institutions are placed in at least one remedial course.
- These rates have remained essentially unchanged over the six years – from 2004 to 2010 – that they were reported.[11]

In this report, Pattern for Progress examines college and career readiness in the 109 school districts in the Hudson Valley (i.e., those that have high schools and are not special act districts[12]). As a region and as a state, the measurement of college and career readiness presents an opportunity for a conversation about ways to close the gap between a high school diploma and preparation for what comes next. Many agree the conversation has become imperative as it is not simply about taxes and spending, nor is it about the performance of individual teachers. *Instead the conversation about college and career readiness is clearly about the system and whether the system provides meaningful opportunities to young adults as they seek a reasonable quality of life, the chance to better their lives and in some cases to climb out of poverty.*

[10] *Remediation: Higher Education's Bridge to Nowhere.*

[11] "SUNY and CUNY Reports on Remediation: Meeting of the Board of Regents." February 2013. http://www.regents.nysed.gov/meetings/2013Meetings/February2013/SUNYCUNYRemediationReports.pdf see also, http://usny.nysed.gov/docs/reform-agenda-hearing-testimony-nyc.pdf

[12] Pocantico Hills, Garrison, and Greenwood Lake districts offer education only through 8th grade. Special act districts serve special populations of students; there are 10 of these in the Hudson Valley. Kiryas Joel has become a district where the vast majority of students are found in pre-school; there is no high school data.

College and Career Readiness: How the Hudson Valley Fares

Given the relative wealth of the Hudson Valley to the rest of New York state and given the region's higher-than-average investment as it pertains to property taxes, the performance of Hudson Valley schools has some surprising results.

In New York state, there are 683 public school districts that provide high school. Of these, 109 are in the Hudson Valley.[13]

Of the 109 Hudson Valley districts, the most recent data (for students who graduated in June 2014 after four years in high school) show:

- In 35 Hudson Valley districts, college and career readiness is below the statewide rate. The statewide rate indicates that fewer than 4 in 10 high school grads (or 38%) are prepared for success in college and career.
- In 17 Hudson Valley districts, the graduation rate is below the statewide rate of 76%.
- The majority of Hudson Valley districts - 63 of them - have a graduation-to-readiness gap greater than the statewide rate (38 percentage points). All of the districts in Columbia and Greene counties have gaps bigger than the statewide result. In Orange County, 87% of the districts with high schools have gaps greater than the statewide result.
- As a whole, the Hudson Valley graduated 28,645 high school seniors in June 2014 (the most recent available aggregated data). A total of 44% percent of these, or 12,703 students, were college and career ready.
- That said, the Hudson Valley is home to some of the poorest school districts in the state – both urban and rural – and these have some of the lowest college and career readiness rates to be found in the state.

The graduation to college and career readiness gap can be seen as a "reality check." A district may think it has prepared a high percentage of its graduates, but the college and career readiness score indicates otherwise. In one high-gap example, the New Lebanon School District in Columbia County reports a 97% graduation rate, but its college and career readiness measurement indicates only 24% of the graduates are prepared for what comes after high school.

In the Hudson Valley region, as is the case throughout New York state, a low rate of college and career readiness correlates most strongly with a high degree of student poverty. Some of lowest-performing districts are located in rural areas with high poverty (the Fallsburg School District in rural Sullivan County shows a readiness rate of 17%; in Cairo-Durham in rural Greene County, it's 23%). However, to an even greater degree, low rates of college and career readiness occur in the region's cities. Mount

[13] In sum, there are 122 school districts in the Hudson Valley, of these, three are K-8 districts that do not provide high school: Garrison, Greenwood Lake and Pocantico Hills. The remaining 10 are special school districts serving special populations or special education students (a number of these also do not provide high school).

Vernon City School District, for instance, posts a 4% college and career readiness rate; in the Hudson City School District, it is 11%; in the Poughkeepsie City School District, the rate is 12%.
Last year, a state-wide examination of college and career readiness was generated through a nonprofit associated with the Yonkers City School District, by far the largest school district in the region and the only of the state's "Big Five" districts located in the Hudson Valley. The report, "College and Career Readiness in the New York State Public Schools," is closely focused on the impact of poverty on student outcomes, but its author, retired JP Morgan financial derivatives and asset manager Bud Kroll also gives an overview of the real-world basis for the interest in this metric:

> We use the phrase "college and career readiness" rather than simply "college readiness" because college is not the only post-secondary path to a fulfilling and productive career. Many rewarding and vital careers (and lives) do not necessarily require a two- or four-year college degree. However, as improvements in technology have eliminated many well-paying jobs that did not require a college degree, non-college based careers often require substantial skill sets that share many of the same characteristics as those necessary to gain access to college.[14]

The report, conducted on behalf of the nonprofit Yonkers Partners in Education (YPIE), is among the latest studies to point out that poverty far exceeds other variables in its correlation to achievement in college and career readiness. As the report succinctly points out, "as Free and Reduced Lunch rates rise, Math/ELA APM percentages fall."[15]

The report goes on to say:

> There is a high statistical correlation between each of the two readiness measures and student poverty (best measured by percentage of students eligible for free or reduced lunch) at both the school district and school building level. While three other variables (state and federal aid, student suspensions and low English proficiency) were also statistically meaningful, they were dwarfed by the statistical explanatory power of Free and Reduced [Price] Lunch." [16]

In a May 2015 interview by Pattern for Progress, Kroll underscored that while there is a high statistical correlation to poverty, low achievement is not caused by student poverty. His study, he says, opens the door to further dialog and discussion.

> What can we do with this information? We can use it to identify poverty as the critical coincident indicator of low college readiness at the district level and address it directly. The high correlation of student poverty clearly identifies it as a prime candidate for further work on causality ... [and] We can use it to recast the way we think about the achievement gap in our communities ... [and] We can use it to identify outlier districts that are achieving results significantly higher than their poverty levels might forecast, and examine them for best practices.[17]

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[14] Bernard (Bud) Kroll, *College and Career Readiness in the New York State Public Schools: The impact of poverty on student outcomes* (Yonkers, NY: Yonkers Partners in Education, May 2014)
[15] Kroll, *College and Career Readiness in the New York State Public Schools.*
[16] Kroll, *College and Career Readiness in the New York State Public Schools.*
[17] Kroll, *College and Career Readiness in the New York State Public Schools.*

To further support this finding, data from other Hudson Valley public school districts bears out the correlation between poverty and low achievement.

Of the Hudson Valley's 109 school districts, 19 of them (17%) are poorer than the statewide level of student poverty (according to the most commonly used measurement. i.e., those students eligible for free and reduced priced lunch, based on family income).

County	# of school districts	# of districts at or above 51 in the poverty index*	# of districts with a gap > 38 points*	% with a graduation rate < 76%*	college & career ready < 38%*
Columbia	6	2	6	1	5
Dutchess	13	1	9	3	6
Greene	6	0	6	1	2
Orange	15	3	13	2	4
Putnam	5	0	1	0	0
Rockland	8	1	3	1	1
Sullivan	8	4	5	3	5
Ulster	9	2	7	1	5
Westchester	39	6	13	5	7
Totals	**109**	**19**	**63**	**17**	**35**

** these thresholds are the statewide rates*

*** poverty rate is the percent of students eligible for free and reduced-price lunch*

High Poverty School Districts in the Hudson Valley Showing College and Career Readiness (CCR) with results for June 2014 Graduates						
County	School District	% CCR	Graduation Rate	Point Gap between Grad Rate and CCR	Needs Category	Poverty Index* 2014
Dutchess	Poughkeepsie	12%	57%	45	High(urban/suburban)	86%
Rockland	East Ramapo (Spring Valley)	14%	60%	46	High(urban/suburban)	80%
Westchester	Peekskill	17%	67%	50	High(urban/suburban)	76%
Orange	Middletown	20%	76%	56	High(urban/suburban)	75%
Westchester	Yonkers City	15%	69%	54	Large City School District	74%
Westchester	Mount Vernon	4%	48%	44	High(urban/suburban)	72%
Orange	Newburgh	17%	67%	50	High(urban/suburban)	67%
Columbia	Hudson	11%	71%	60	High (rural)	62%
Sullivan	Liberty	36%	67%	31	High (rural)	62%
Orange	Port Jervis	20%	75%	55	High (rural)	61%
Westchester	Port Chester-Rye	26%	74%	48	High(urban/suburban)	61%
Sullivan	Monticello	22%	65%	43	High (rural)	58%
Sullivan	Fallsburg	17%	65%	48	High (rural)	57%
Westchester	Tarrytown UFSD	39%	84%	45	Average	55%
Sullivan	Livingston Manor	26%	79%	53	High (rural)	53%
Ulster	Kingston	31%	76%	45	Average	53%
Westchester	Greenburgh	34%	93%	59	Average	53%
Ulster	Ellenville	22%	69%	47	High (rural)	51%
Columbia	Taconic Hills	32%	81%	49	Average	51%
NEW YORK STATE		38%	76%	38		51%

Data source: New York State Education Department. ** Based on students eligible for free and reduced price lunch*

The poverty index plays a heavy role in how the state views a school district's ability to provide an education. In measuring resources, the New York State Education Department divides school districts into categories defined by needs. This index is a measure of a district's ability to meet the needs of its students with local resources. Free and reduced price lunch eligibility along with the U.S. Census count of children in poverty creates part of this definition as does district wealth per pupil. This is dictated by property wealth per pupil (50%) and by income wealth per pupil (50%). The high needs categories are then further defined based on urban-suburban settings or rural. In addition to those categorized as high needs, four districts (Tarrytown, Kingston, Greenburgh and Taconic Hills) are categorized as average needs, but nonetheless have poverty levels higher than the state average and, for the purposes of this report, are included among the high poverty districts.

Within the Hudson Valley:

- One of the high poverty districts – Yonkers – is one of New York state's Big 5 districts (biggest cities, Buffalo, New York, Rochester, Syracuse and Yonkers), all of which have high needs to resources capacities. The Yonkers school district poverty index is 74.
- Seven of the high needs districts are considered rural. Four of these, a full 50% of the county's districts, are located in Sullivan County. They are Monticello, Liberty, Fallsburg and Livingston Manor. No other county has this high a percentage of high poverty districts.
- In all 19 of the high poverty districts, except one – Tarrytown and its Sleepy Hollow High School – college and career readiness falls below the statewide rate of 38%. In Tarrytown, 39% of grads were college and career ready. Despite high poverty, its college and career readiness is slightly above the statewide rate.

The gap between college and career readiness and graduation rate is troubling on a number of levels. It indicates that not only are students underprepared to succeed in college, they are in danger of dropping out and incurring long-term debt without a degree to show for it. Even those who remain in college but are assigned to remedial classes are incurring debt for those classes often without earning college credit for them. The argument can be made that college remedial classes teach material that should have been learned in a K-12 tax-supported public school setting; at the least, the question should be raised as to how these students graduated high school.

High School Snapshot – An Interview with Pattern for Progress

Wide Awake in Sleepy Hollow

Of the 19 high-poverty districts in the Hudson Valley, only one – Tarrytown's Sleepy Hollow High School – scored above the statewide rate in college and career readiness.

It's a good thing Carol Conklin-Spillane can speak quickly and multi-task. After all, on top of running the 897-student Sleepy Hollow High School, she is busy giving presentations and interviews to state and national associations for school principals, school boards and public education agencies. In addition, from time to time, she confers with local parents who, instead of sending their kids to the nearby upscale private schools, are considering a transfer to Conklin-Spillane's high poverty, ethnically diverse public school.

Principal Carol Conklin Spillane, shown with the master schedule at Sleepy Hollow High School.

For people seeking answers to the question of what works, Sleepy Hollow High School is producing answers with some degree of regularity. There are reasons for this. High school, says Conklin-Spillane, needs to be a "relevant bridge ... Our commitment is to make sure students are ready for what comes next."

Sleepy Hollow High School, with its 55% poverty rate and 57% Latino student body, has been named:

- A Breakthrough School (for collaboration and rigor - by the National Association of Secondary School Principals)
- A Model School (for principal leadership and dropout prevention - by the U.S. Department of Education)
- A Showcase School Benchmark School (for increasing its graduation rate - by the RMC Research Corp.) and
- A College Board Inspiration Award national finalist.

Those are just the tip of the accolades iceberg for Sleepy Hollow High. At least a dozen other awards and honors have been heaped upon the school in the past several years.

Hudson Valley Pattern for Progress visited with Ms. Conklin-Spillane at the school in June due to its above-average performance in college and career readiness despite its higher than average student poverty.

In a nutshell, that level of performance and many of the other high school's successes come down to a simple precept. "The magic?" she says, anticipating the question. "I'm a believer in personalization."

She expounds on this in her district's resume, a three-page profile that gives stats on the high school from attendance figures (it averaged 95.2% from 2009 to 2014) to graduation rates (averaging 95% including students who took longer than four years to get there or who earned a GED or IEP diploma). Beyond the stats, the profile lists achievement after achievement and 19 bullet points of highlights detailing how it is done.

At the top of the list is "Personalized learning environment" defined as one in which "all students are challenged and every student is connected to adult mentors through an advisory program and a comprehensive college and career counseling program." The Advanced Placement courses are open to all through an open enrollment policy and that 18 AP classes are offered as well as college-accredited courses through Mercy College, Syracuse University and the State University of New York. There is also the *Let's Get Ready* program that provides under-resourced students with intensive SAT preparation, college advising and role modeling. Community-based internships provide school-to-work transitions and a partnership with Pace University trains teachers in a specific high-standards-for-all students initiative. Also on the list: Block scheduling – the establishment of 90-minute classes which signaled a sea change in instruction at Sleepy Hollow High.

In college and career readiness, Sleepy Hollow High School scored 39%. That is one point above the state average. Its student poverty rate is 55%. That is four points higher than the state average.

"How could I transform the way teachers teach unless I caused them to do things differently," she says.

Conklin-Spillane has been in the role of principal at Sleepy Hollow for 22 years. When the special ed teacher took the helm at the age of 34, her mission, she was told by the hiring superintendent, was to stem white flight and reduce the shrinking middle class whose departure threatened what had become the fabric of Tarrytown and its environs. She had arrived in the mid-'90s just as General Motors was preparing to shut down its historic Tarrytown plant, taking 2,100 jobs and 49% of the town's tax revenue with it.

Now more than two decades later, Conklin-Spillane says she abandoned the idea of stemming white flight early on and instead embraced the influx of a more diverse, less well-off student body. She championed the changing nature of the community instead of resisting change.

"I will never apologize for who goes to school here," she says. Instead the school atmosphere is one of both celebration and rigor. And that has made all the difference. It's a difference evident from the day students enter the high school – if students were struggling in lower grades, she says, that history does not follow them here. And it's carried through to the emphasis on college or workplace prep that is reflected in the long list of high school programs connected to that preparation.

Conklin-Spillane is also committed to talking about her staff and her students much more than talking about herself. But she won't avoid a direct question. When asked if the success at Sleepy Hollow has anything to do with her and in particular, her 22 years at the helm – longevity that is nearly unheard of in today's rapid turn-over school world – she concedes that there is something to leadership and something to the way in which a consistent message and mission is delivered. And she does it with a fair bit of humor and charm.

"Sure," she says to the power of her 22 years. "I get to define the Kool-Aid. I force people to drink the Kool-Aid. I hire people who like the Kool-Aid. I celebrate the Kool-Aid."

Conklin-Spillane is well aware that she is breaking the mold on what observers might expect from a high school with her demographics stats – and that is something else she's not apologizing for. For her, it's a chance to challenge everybody else to do the same.

"If we can do it here, you can do it anywhere in the country."

Within the Hudson Valley, all 90 districts that are *not* high poverty are considered to have average or low needs when it comes to a district's capacity to meet the needs of its students with local resources. Despite the high correlation of poverty to districts with lower than average college and career readiness, districts that have higher wealth can still struggle in terms of college and career and graduation rate performance:

- 21 of the 90 low poverty districts scored at or below the statewide average in college and career readiness (i.e., 38% or fewer students are college and career ready). All 21 of these districts are considered to have average needs to resources – an anomaly that can be related to property wealth and personal income in districts.
- Four of the 90 low poverty, low-to-average needs districts show a graduation rate at or below the statewide average of 76%. These are Pine Plains (69%), Elmsford (72%), Hyde Park (73%) and Catskill (74%). All 4 of these districts are considered to have average needs to resources.
- Of the 90 lower poverty districts, the graduation to readiness gap is at or higher than the state average (38 percentage points) in more than half the districts, 46 of them.

Is There a Relationship between Per Pupil Expenditure and College and Career Readiness?

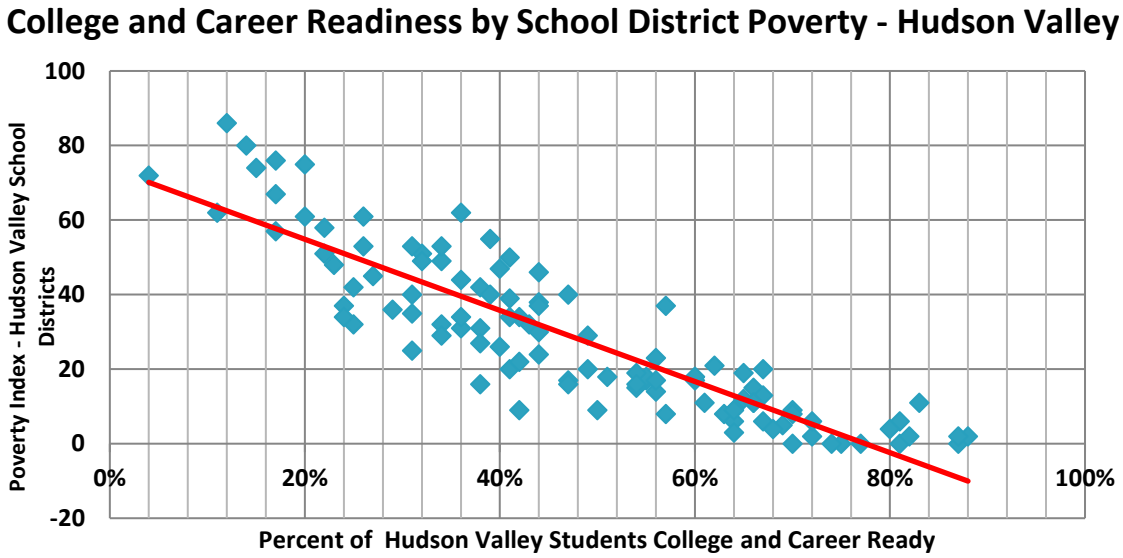
Research has demonstrated that poverty has a high correlation to college and career readiness rate in districts. One of the most often-cited measurements of resource input is school district spending, i.e., expenditure per pupil. Despite frequent calls for greater amounts of spending in order to address perceived needs in the public education system, there appears to be little if any relationship between college and career rates and per pupil expenditure. The lack of strong correlation instead points to the need to identify best practices within districts and schools that are attaining higher than average results in spite of high poverty and programs to aid in replicating those successes.

In the Hudson Valley:

- The districts that spend the least do not have the lowest readiness scores. Wappingers and Cornwall are the lowest spenders and each is above average in their college and career rate; Wappingers is at 47 and Cornwall is at 56.
- Of the 10 districts that spend the least per pupil, only four have readiness rates below the state average - Beacon (27%), Cairo-Durham (23%), Middletown (20%) and Wallkill (31%).
- Of the 10 districts that spend the most per pupil, eight have college and career readiness rates above the state average.
- In this group of 10 that spend the most, two districts – Fallsburg (17%) and Greenburgh (34%) – have readiness rates below the state average. One of these, Fallsburg, ranks the 6th lowest in the region in its readiness rate.

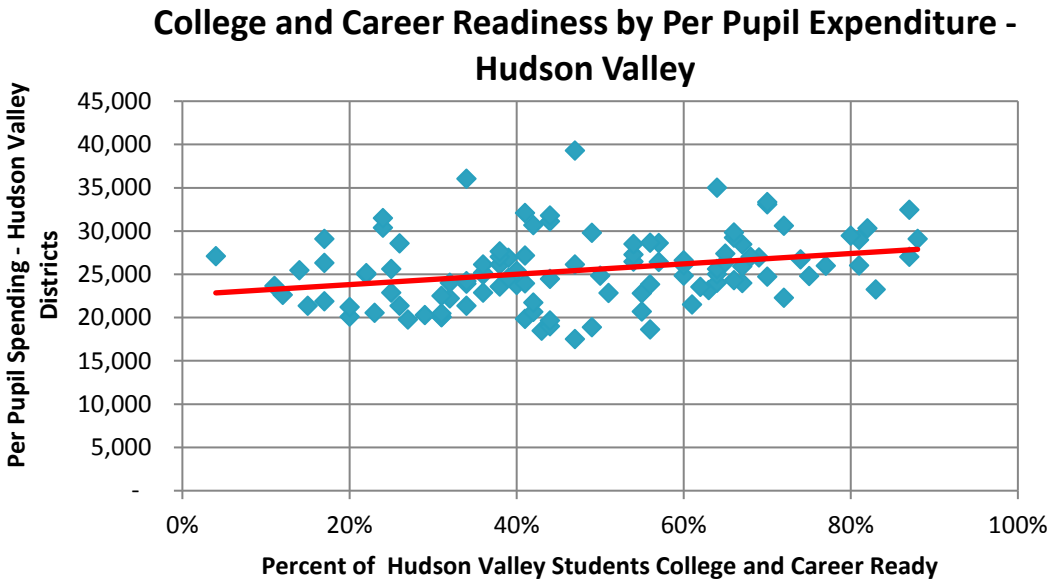
Correlation to Poverty, Not to Spending

Data from all 109 Hudson Valley school districts shows a high degree of negative correlation (- 0.887) between percentage of students in poverty and percent of students college and career ready. As in the Yonkers study of statewide results, the data show the higher the poverty, the lower the degree of college and career readiness.



Source: Hudson Valley Pattern for Progress using NYS Education Department data.

However, data on the same 109 Hudson Valley districts indicates very little correlation between spending per pupil and college and career readiness rate. This low degree of positive correlation (0.293) is shown below. In other words, higher degrees of spending show very little relationship to higher degrees of college and career readiness and vice versa.



Source: Hudson Valley Pattern for Progress using NYS Education Department data.

A weak correlation between spending and results can also be seen in a ranking of lowest spending and highest spending Hudson Valley school districts.

The arbitrary connection between readiness results and spending is also seen in a chart of spending "book ends," i.e. a list of Hudson Valley districts that spend the least and the greatest amounts per pupil.

The 12 Lowest Expenditures per Pupil in the Hudson Valley, with College and Career Readiness (CCR)with results for June 2014 Graduates

County	School District	Enrollment (2013)	% CCR	Graduation Rate	Point Gap between Grad Rate and CCR	Needs Category	Poverty Index* 2014	Expenditure Per Pupil (2013)
Dutchess	Wappingers	11,553	47%	87%	40	Average	17%	$17,528
Greene	Coxsackie-Athens	1,448	43%	90%	47	Average	32%	$18,502
Orange	Cornwall	3,361	56%	97%	41	Average	14%	$18,656
Columbia	Kinderhook	1,919	49%	88%	39	Average	29%	$18,895
Orange	Pine Bush	5,628	44%	84%	40	Average	38%	$18,993
Orange	Washingtonville	4,214	44%	93%	49	Average	24%	$19,662
Dutchess	Beacon	3,176	27%	77%	50	Average	45%	$19,776
Orange	Minisink Valley	4,230	41%	92%	51	Average	20%	$19,860
Ulster	Wallkill	3,155	31%	82%	51	Average	25%	$20,060
Ulster	Saugerties	2,806	31%	77%	46	Average	40%	$20,109
Orange	Middletown	7,604	20%	76%	56	High (urban/suburban)	75%	$20,130
Dutchess	Dover	1,493	29%	80%	51	Average	36%	$20,288
NEW YORK STATE		**2,759,698**	**38%**	**76%**	**38**		**51%**	**$21,812**

The 12 Highest Expenditures per Pupil in the Hudson Valley, with CCR

County	School District	Enrollment (2013)	% CCR	Graduation Rate	Point Gap between Grad Rate and CCR	Needs Category	Poverty Index* 2014	Expenditure Per Pupil (2013)
Westchester	Irvington	1,800	72%	95%	23	Low	6%	$30,607
Orange	Tuxedo	534	42%	94%	52	Low	9%	$30,703
Greene	Windham-Ashland-Jewett	352	44%	91%	47	Average	37%	$31,129
Columbia	New Lebanon	429	24%	97%	73	Average	34%	$31,508
Sullivan	Roscoe	278	44%	78%	34	Average	46%	$31,818
Greene	Hunter-Tannersville	396	41%	94%	53	Average	50%	$32,095
Westchester	Byram Hills	2,600	87%	99%	12	Low	2%	$32,465
Putnam	Haldane	888	70%	97%	27	Low	9%	$33,084
Westchester	North Salem	1,195	70%	98%	28	Low	8%	$33,339
Westchester	Katonah-Lewisboro	3,302	64%	99%	35	Low	3%	$35,033
Westchester	Greenburgh	1,802	34%	93%	59	Average	53%	$36,036
Ulster	Onteora	1,460	47%	85%	38	Average	40%	$39,299
NEW YORK STATE		**2,759,698**	**38%**	**76%**	**38**		**51%**	**$21,812**

Data source: New York State Education Department. ** Based on students eligible for free and reduced price lunch*

High spending is not highly correlated to a high rate of college and career readiness. High spending per pupil more readily points to small districts that do not have economies of scale. In addition, as has come into clearer focus recently, districts experiencing steep declines in student enrollment [See Part II, Enrollment] can also experience growing rates of spending per pupil. In cases of steeply declining enrollment, districts can continue to carry staffing and other costs even as numbers of students over which to spread those costs decrease. High spending per pupil can also point to high teacher salaries especially when there is small class size; high teacher salaries can often be tied to wealthy communities or to longevity of individual teachers and the overall instructional staff within the district.

The apparent Hudson Valley disconnect between spending and student outcomes aside, the jury is still very much out in the state and national discussion of the link between inputs and outcomes. For instance, the Albert Shanker Institute, a nonprofit endowed by the American Federation of Teachers union, in 2012 presented findings in a study by Rutgers University that "schooling resources which cost money, including class size reduction or higher teacher salaries, are positively associated with student outcomes." [18] An opposing point of view is reflected in a 2014 report from the CATO Institute, a research organization often described as conservative. In a long term state-by-state analysis, the report finds there is essentially no link between state education spending (which has been increasing dramatically) and the academic achievement of students as they are about to exit high school (which has generally stagnated or declined). [19]

The impact of spending alone does not appear to tell the whole story. The wide variety of results points to the notion that the way money is spent emerges as more important than the amount that is spent. This theory is supported by examining spending versus college and career readiness in the Hudson Valley. For instance, high-spending and "average-needs" Greenburgh has results somewhat similar to low-spending and high-poverty Middletown. Middletown's per pupil spending is $20,130. Greenburgh's is $36,036. There is a difference of $15,906 between the two districts, yet Greenburgh's readiness rate (34%) and Middletown's readiness rate (20%) are each below the statewide rate of 38%. An argument might be made that Greenburgh's higher spending is at the heart of a result that is 14 percentage points higher than Middletown's. However, in the same data set, there is low-spending Cornwall which shows a college and career readiness rate of 56% while spending $18,656 per pupil.

Results such as these point to factors much more nuanced than the idea that greater amounts of spending lead to higher rates of readiness. For an area of the state and nation that is concerned with the high rate of spending on public schools and a high rate of local tax dollars that go to education, these disparities are clearly worth further and deeper examination. New York State's spending, the highest in the nation, and widely varied results point to a need to examine the effectiveness of spending much more closely while at the same time examining the possibilities for replication of approaches that demonstrate efficient use of resources toward effective results.

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[18] Bruce D. Baker, *Revisiting the Age-Old Question: Does Money Matter in Education* (Washington, DC: The Albert Shanker Institute, 2012).
https://docs.google.com/viewerng/viewer?url=http://www.shankerinstitute.org/sites/shanker/files/doesmoneymatter_final.pdf

[19] Andrew J. Coulson. "State Education Trends: Academic Performance and Spending over the Past 40 Years" State Policy Analysis, 746 (Washington, DC: CATO Institute, March 18, 2014).

College and Career Readiness in the Hudson Valley

Charts on the following five pages list all Hudson Valley school districts and their college and career readiness rates, organized by county (Columbia, Dutchess, Greene, Orange, Putnam, Rockland, Sullivan, Ulster and Westchester). Also given are district enrollment, school district graduation rates, poverty rates and expenditures per pupil.

College and Career Readiness (CCR) by county with results for June 2014 Graduates								
County	School District	Enrollment (2013)	% CCR	Graduation Rate	Point Gap between Grad Rate and CCR	Needs Category	Poverty Index* 2014	Expenditure per Pupil (2013)
COLUMBIA	Hudson	1,882	11%	71%	60	High (rural)	62%	$23,655
	New Lebanon	429	24%	97%	73	Average	34%	$31,508
	Taconic Hills	1,503	32%	81%	49	Average	51%	$22,230
	Chatham	1,170	34%	92%	58	Average	29%	$23,929
	Germantown	552	36%	86%	50	Average	31%	$24,976
	Kinderhook	1,919	49%	88%	39	Average	29%	$18,895
DUTCHESS	Poughkeepsie	4,229	12%	57%	45	High (urban/ suburban)	86%	$22,639
	Hyde Park	3,708	25%	73%	48	Average	42%	$22,895
	Pine Plains	1,041	25%	69%	44	Average	32%	$25,626
	Beacon	3,176	27%	77%	50	Average	45%	$19,776
	Dover	1,493	29%	80%	51	Average	36%	$20,288
	Northeast	788	34%	91%	57	Average	49%	$24,235
	Millbrook	1,081	38%	89%	51	Low	16%	$27,040
	Wappingers	11,553	47%	87%	40	Average	17%	$17,528
	Pawling	1,303	54%	95%	41	Low	19%	$26,488
	Arlington	9,139	55%	89%	34	Average	17%	$20,720
	Red Hook	1,990	56%	89%	33	Average	17%	$23,871
	Rhinebeck	1,134	65%	86%	21	Average	12%	$27,410
	Spackenkill	1,517	65%	93%	28	Average	19%	$26,401
GREENE	Cairo-Durham	1,328	23%	79%	56	Average	48%	$20,559
	Catskill	1,624	32%	74%	42	Average	49%	$24,032
	Greenville	1,213	41%	86%	45	Average	34%	$23,963
	Hunter-Tannersville	396	41%	94%	53	Average	50%	$32,095
	Coxsackie-Athens	1,448	43%	90%	47	Average	32%	$18,502
	Windham-Ashland-Jewett	352	44%	91%	47	Average	37%	$31,129
NEW YORK STATE		**2,759,698**	**38%**	**76%**	**38**		**51%**	**$21,812**

Data source: New York State Education Department ** Based on students eligible for free and reduced price lunch*

Data Note: *Data comes from several different divisions within the New York State Education Department, including Information and Reporting Services, the Fiscal Analysis and Research Unit and the School Report Card.*

College and Career Readiness (CCR) by county with results for June 2014 Graduates								
County	School District	Enrollment (2013)	% CCR	Graduation Rate	Point Gap between Grad Rate and CCR	Needs Category	Poverty Index* 2014	Expenditure per Pupil (2013)
ORANGE	Newburgh	11,510	17%	67%	50	High (urban/ suburban)	67%	$21,878
	Middletown	7,604	20%	76%	56	High (urban/ suburban)	75%	$20,130
	Port Jervis	2,917	20%	75%	55	High (rural)	61%	$21,220
	Chester	1,067	34%	91%	57	Average	32%	$21,388
	Highland Falls	1,021	38%	88%	50	Average	31%	$26,163
	Minisink Valley	4,230	41%	92%	51	Average	20%	$19,860
	Valley Central (Montgomery)	4,238	42%	84%	42	Average	34%	$20,672
	Goshen	2,997	42%	85%	43	Average	22%	$21,740
	Tuxedo	534	42%	94%	52	Low	9%	$30,703
	Pine Bush	5,628	44%	84%	40	Average	38%	$18,993
	Washingtonville	4,214	44%	93%	49	Average	24%	$19,662
	Florida	857	51%	93%	42	Average	18%	$22,869
	Monroe-Woodbury	6,994	55%	91%	36	Average	18%	$22,800
	Cornwall	3,361	56%	97%	41	Average	14%	$18,656
	Warwick Valley	3,801	61%	94%	33	Low	11%	$21,526
PUTNAM	Putnam Valley	1,798	47%	90%	43	Low	16%	$26,153
	Mahopac	4,688	50%	87%	37	Low	9%	$24,866
	Brewster	3,302	60%	93%	33	Low	18%	$26,073
	Carmel	4,337	60%	92%	32	Average	18%	$26,640
	Haldane	888	70%	97%	27	Low	9%	$33,084
NEW YORK STATE		**2,759,698**	**38%**	**76%**	**38**		**51%**	**$21,812**

Data source: New York State Education Department. ** Based on students eligible for free and reduced price lunch*

College and Career Readiness (CCR) by county with results for June 2014 Graduates								
County	School District	Enrollment (2013)	% CCR	Graduation Rate	Point Gap between Grad Rate and CCR	Needs Category	Poverty Index* 2014	Expenditure per Pupil (2013)
ROCKLAND	East Ramapo (Spring Valley)	8,893	14%	60%	46	High (urban/ suburban)	80%	$25,483
	Nyack	3,111	40%	83%	43	Average	26%	$23,770
	Haverstraw-Stony Point (N. Rockland)	8,012	40%	82%	42	Average	47%	$25,390
	Clarkstown	8,828	63%	94%	31	Low	8%	$23,192
	South Orangetown	3,347	64%	92%	28	Low	9%	$25,611
	Nanuet	2,381	67%	95%	28	Low	13%	$28,473
	Pearl River	2,588	67%	90%	23	Low	6%	$23,991
	Ramapo (Suffern)	4,727	67%	94%	27	Low	20%	$25,932
SULLIVAN	Fallsburg	1,386	17%	65%	48	High	57%	$29,085
	Monticello	3,149	22%	65%	43	High	58%	$25,153
	Livingston Manor	515	26%	79%	53	High	53%	$28,592
	Eldred	630	36%	93%	57	Average	34%	$26,156
	Liberty	1,645	36%	67%	31	High	62%	$25,194
	Tri-Valley	1,088	38%	82%	44	Average	27%	$27,668
	Roscoe	278	44%	78%	34	Average	46%	$31,818
	Sullivan West	1,154	57%	85%	28	Average	37%	$28,625
ULSTER	Ellenville	1,768	22%	69%	47	High	51%	$24,987
	Highland	1,847	31%	83%	52	Average	35%	$20,506
	Kingston	6,651	31%	76%	45	Average	53%	$22,538
	Saugerties	2,806	31%	77%	46	Average	40%	$20,109
	Wallkill	3,155	31%	82%	51	Average	25%	$20,060
	Rondout Valley	2,078	41%	89%	48	Average	39%	$27,173
	Marlboro	1,982	44%	87%	43	Average	30%	$24,465
	Onteora	1,460	47%	85%	38	Average	40%	$39,299
	New Paltz	2,277	62%	90%	28	Average	21%	$23,561
NEW YORK STATE		**2,759,698**	**38%**	**76%**	**38**		**51%**	**$21,812**

Data source: New York State Education Department. ** Based on students eligible for free and reduced price lunch*

College and Career Readiness (CCR) by county with results for June 2014 Graduates								
County	School District	Enrollment (2013)	% CCR	Graduation Rate	Point Gap between Grad Rate and CCR	Needs Category	Poverty Index* 2014	Expenditure per Pupil (2013)
WESTCHESTER	Mount Vernon	1,953	4%	48%	44%	High (urban/ suburban)	72%	$27,116
	Yonkers City	26,521	15%	69%	54%	Large City	74%	$21,384
	Peekskill	3,268	17%	67%	50%	High (urban/ suburban)	76%	$26,334
	Elmsford	1002	24%	72%	48%	Average	37%	$30,381
	Port Chester-Rye	3,980	26%	74%	48%	High (urban/ suburban)	61%	$21,390
	Greenburgh	1,802	34%	93%	59%	Average	53%	$36,036
	New Rochelle	10,905	36%	80%	44%	Average	44%	$22,890
	Ossining	4,659	38%	78%	40%	Average	42%	$23,589
	Tarrytown UFSD	2,803	39%	84%	45%	Average	55%	$24,609
	White Plains	7,407	39%	84%	45%	Average	40%	$26,912
	Hendrick Hudson	2,424	49%	91%	42%	Low	20%	$29,789
	Dobbs Ferry	1,484	54%	95%	41%	Low	15%	$27,299
	Tuckahoe	1,081	54%	89%	35%	Low	16%	$28,519
	Bedford	4,423	56%	90%	34%	Low	23%	$28,666
	Mount Pleasant	8,778	57%	97%	40%	Low	8%	$26,429
	Lakeland	6,028	60%	94%	34%	Average	17%	$24,846
	Katonah-Lewisboro	3,302	64%	99%	35%	Low	3%	$35,033
	Pelham	2,831	64%	95%	31%	Low	9%	$24,027
	Somers	3,329	64%	97%	33%	Low	6%	$25,049
	Harrison	3,534	66%	97%	31%	Low	11%	$29,837
	Mamaroneck	5,167	66%	96%	30%	Low	15%	$24,319
	Valhalla	1,533	66%	97%	31%	Low	11%	$29,260
	Yorktown	3,472	68%	96%	28%	Low	4%	$27,041
	Hastings-On-Hudson	1,581	69%	96%	27%	Low	5%	$26,946
	Eastchester	3,179	70%	96%	26%	Low	0%	$24,737
	North Salem	1,195	70%	98%	28%	Low	8%	$33,339
	Irvington	1,800	72%	95%	23%	Low	6%	$30,607
	Rye	3,417	72%	94%	22%	Low	2%	$22,304
	Bronxville	1,711	74%	98%	24%	Low	0%	$26,725
	Croton-Harmon	1,722	75%	97%	22%	Low	0%	$24,809
	Edgemont	1,966	77%	99%	22%	Low	0%	$25,986
	Ardsley	2,008	80%	96%	16%	Low	4%	$29,476
	Pleasantville	1,765	81%	99%	18%	Low	6%	$26,020
	Scarsdale	4,941	81%	99%	18%	Low	0%	$28,983
	Briarcliff Manor	1,566	82%	100%	18%	Low	2%	$30.329
	Rye Neck	1,588	83%	94%	11%	Low	11%	$23,258
	Blind Brook-Rye	1,501	87%	99%	12%	Low	0%	$27,037
	Byram Hills	2,600	87%	99%	12%	Low	2%	$32,465
	Chappaqua	3,996	88%	98%	10%	Low	2%	$29,097
NEW YORK STATE		2,759,698	38%	76%	38%		51%	$21,812

*Data source: New York State Education Department * Based on students eligible for free and reduced price lunch*

RECOMMENDATIONS

1. Standardize the Definition of a High School Diploma. A high school diploma should reflect a universal standard of knowledge and skills. It is fair to say that, to the public, a high school diploma indicates a student has achieved a basic level of readiness for what comes next. However, even a rudimentary examination of graduation rates and college and career readiness rates within a given state or within one region indicates there is no universal standard. To graduate high school in New York state, a student must have earned 22 credits in courses ranging from science and English to physical education. That one high school, for instance, can report it graduates 97% of its students yet only 24% of these graduates are college and career ready demonstrates a disconnect between the value of the diploma and its definition. The disconnection is troubling across the state: While high schools report they graduate 76% of students, only 38% of these are prepared for post-graduation success. While the New York State Regents have said they intend to rectify this disparity, this has yet to happen.

2. Work Toward Alignment with Higher Education. According to the Education Commission of the States (ECS), of the 47 states with minimum high school graduation requirements, only six states have completely aligned their statewide minimum higher education admissions policies and 12 states have partially aligned their high school exit and postsecondary admission policies.[20] While New York state has long been part of the large group (the 47 with minimum high school graduation requirements), it is neither fully or partially aligned with minimum higher education admissions policies. A better aligned high school to college program may include:

- Requiring that all high schools offer Advanced Placement (AP) courses, concurrent enrollment courses, or early college experiences
- Recognizing that offering such courses is not enough. Attention must be paid to who has access and who is encouraged to enroll. Programs must address the notion that those who need these courses the most need a clear path to enroll and succeed
- Upgrading the number of and the professional development of guidance counselors in order to guide all students toward these goals
- Establishing mentoring programs that involve college-educated adult volunteers from the community as seen, for instance, in the Yonkers Partners in Education model[21]

3. Better Align College with Student Needs. While there is clearly a nationwide need to align colleges with student needs and with the needs of employers, any number of regions can test this concept through an increase in collaborative planning. The Hudson Valley's seven community colleges, for instance, may be able to make better use of the Hudson Valley Educational Consortium which enables the colleges to offer programs of study to students from consortium members in the valley. The consortium of

[20] Emmy Glancy, Mary Fulton, Lexi Anderson, Jennifer Dounay Zinth, Maria Millard and Brady Delander, *Blueprint for College Readiness* (Denver, CO: Education Commission of the States, October 2014) http://www.ecs.org/docs/BlueprintforCollegeReadiness.pdf.

[21] The nonprofit Yonkers Partners in Education (YPIE) maintains a YPIE Scholars Program that helps students to focus on success in high school by pairing 9th grade students with mentors called Graduation Coaches (volunteers from across Westchester who meet with students twice monthly throughout all four years of high school).

two-year colleges was formed in 2002 with the intent of meeting workforce needs, and now includes SUNY Orange, Ulster, Rockland, Dutchess and Sullivan Community College.

4. Work Toward Alignment with Business and Industry. New York State's recent success with P-TECH (Pathways in Technology Early College High School) highlights a means to partner with locally based business and industry in a way that is meaningful for students, colleges and businesses. Students in the Newburgh School District P-TECH, a partnership with IBM, in a recent site visit from Pattern for Progress staff, expressed a willingness to attend school in July and add an early-morning hour to their school schedules. To these students, the extra time [see recommendations 5 and 6] was the means to a better future. While the P-TECH program follows a specific "playbook," and is heavily supported with state funds, other programs can be designed as well. In addition, efforts to collect data on the workforce needs of the rapidly changing economy and the commensurate needs of business and industry should be ongoing. The current cry for more STEM curriculum is but one recent example of how the private sector can be very effective in informing educators as to what is needed. Another potential solution on this front is BOCES (Board of Cooperative Educational Services), an often-overlooked system of shared educational services that can provide sound examples of the bridge between public education and the needs of both students and business. In times past, BOCES suffered a perception issue when services were equated only with special education or with career and technical education programs for underperforming students. Programs for the most advanced students have gone far in changing those perceptions. One recent example of this was the Orange-Ulster BOCES New Visions Academy where students in disciplines such as health took part in a targeted curriculum and were assigned to shadow health-care professionals in various fields throughout the region. The program was cut in a funding decision. Other programs have survived but are too often disregarded or seen as costly for local districts that must pay the tuition.[22] Administrative costs of BOCES are shared by all component school districts and are based upon each district's enrollment. Districts then pay for the specific BOCES services they use.

5. Close the Gap for All. "The United States has grown more residentially segregated by income over the last four decades, meaning that schools have, in many places, become increasingly segregated by income as well."[23] The Hudson Valley, in many ways, is a leading example of "residential segregation," or what some are now calling "zip code disadvantage." As the Hudson Valley high school data presented in this report demonstrates, districts with high local wealth (i.e. "low needs" districts) reflect the shortest gaps between diploma and college and career readiness. Conversely, the poorest districts perform at the lowest levels and often have the greatest gaps. In general, these low performers are located in the extremes of geography – cities on the one hand and rural on the other.[24] To ensure greater equity, policymakers should consider how to identify best practices mechanisms which seek to ensure New York state's considerable public education resources are well spent. Systemic changes that address residential segregation might include:

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[22] Mark Jones, "Superintendent Perceptions of BOCES and Factors that Impact Decisions to Use BOCES Services," Sage Graduate School (Troy, NY: 2013) Abstract accessed August 20, 2015.

[23] Susan F. Reardon, "Faces of Poverty: The Widening Income Achievement Gap," Educational Leadership (Alexandria, VA: ASCD, May 2013) http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/The-Widening-Income-Achievement-Gap.aspx

[24] This plight, particularly as it reflected in cities and places with city-like characteristics, is under ongoing examination in the Urban Action Agenda, a multi-year Pattern for Progress research and engagement project.

- Further analysis of the relationship between poverty, level of school spending, manner of school spending and student outcomes is needed
- Greater attention and resources to the identification of best practices and to in-service training for teachers and administrators tied to those practices
- Greater incentives toward innovations that encourage schools to study best practices and then adjust them to the needs of their populations
- Establishment of programs to retain district leaders including principals and assistant principals when those leaders demonstrate replicable and meaningful results

6. Increase Student Time on Learning. Given the ongoing and little improved high school to college and career readiness gap, policymakers should proactively examine the well-researched connection between time spent in school, or on academics in and out of school, and should more actively consider changes in the amount and nature of time spent on academic pursuits. "Growing evidence suggests that more time in school ... may help to narrow academic achievement gaps—**if the added time is used effectively** [emphasis added]" [25]

- Expanding the School Day and Year: Boston-based The National Center on Time & Learning (NCTL) cites in a spring 2015 report[26] New York's Extended Learning Time Initiative. It's a program to expand school time by at least 300 hours annually, or 25 percent, in selected districts, with the aim of increasing student achievement. Two of the nine districts awarded grants are in the Hudson Valley – the Yonkers City School District, in Westchester County; and the East Ramapo Central School District, in Rockland County – a district under financial and other stresses. The grant program began in July 2014 ends in June 2016. While it is still too early to produce results, NCTL cites successful outcomes in other states with extended school day initiatives.

7. Consider Altering School Start Times. In addition to taking possible action to increase time spent on academics, the nature of the school day is also a discussion whose time has come into clearer focus very recently. Does starting the school day later have a beneficial effect on student performance? New evidence says it very well might. "Fewer than 1 in 5 middle and high schools in the U.S. began the school day at the recommended 8:30 AM start time or later during the 2011-2012 school year, according to data published [on August 6, 2015 by] the Centers for Disease Control ..." [27] The report also says too-early start times can keep students from getting the sleep they need for health, safety, and academic success citing also research by the American Academy of Pediatrics. While some school districts have begun to experiment with later start times, a deeper policy-oriented approach is needed as more and more evidence points to improved chances for student success.

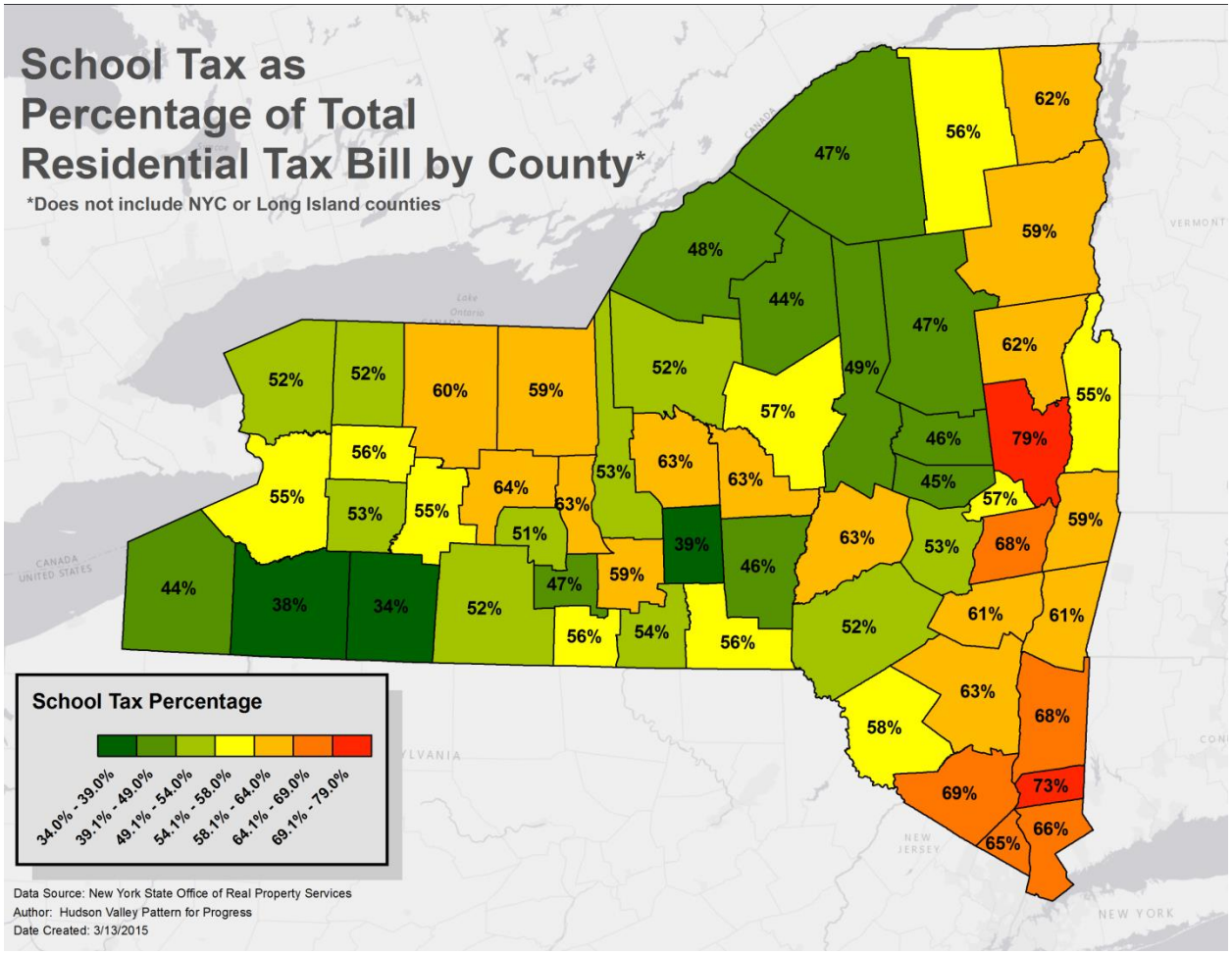
[25] Reardon, "Widening Income Achievement Gap."
[26] David Farbman, "Learning Time in America: Trends to Reform the American School Calendar – A Snapshot of Federal, State and Local Action." (Boston, MA: National Center on Time and Learning, Spring 2015) http://www.timeandlearning.org/sites/default/files/resources/learningtimeinamerica_2015_0.pdf
[27] Centers for Disease Control. "Most US Middle and High Schools Start the School Day Too Early." CDC Media Relations: Atlanta, GA. August 6, 2015.

APPENDIX A

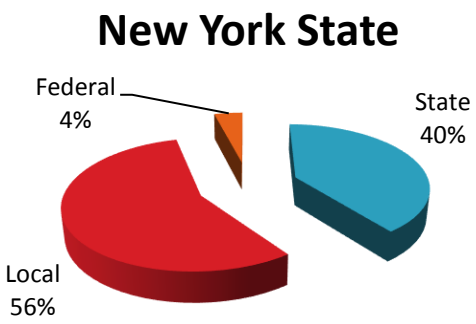
QUALITY OF EDUCATION & PROPERTY TAXES: A HUDSON VALLEY ISSUE

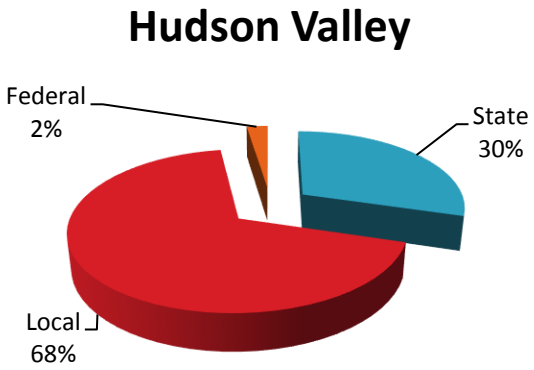
Since its inception in 1965, Hudson Valley Pattern for Progress has been concerned with the quality of life in the Hudson Valley. Part of that concern has been focused on local government efficiency and the impact of local taxes. The effects are significant in the Hudson Valley because the region is among the most heavily taxed in the nation.

In recent years, instead of looking at the efficiency issue through the lens of municipal government, Pattern for Progress began to shift its examination to the efficiency and effectiveness of public schools as they represent a far greater proportion of residential property taxes than town, county, city or village do. In addition concerns have risen over the quality of our workforce and what we are getting for our taxes.



Sources of Public School District Revenue 2013-14





Top 25 School Tax Burdens by County*

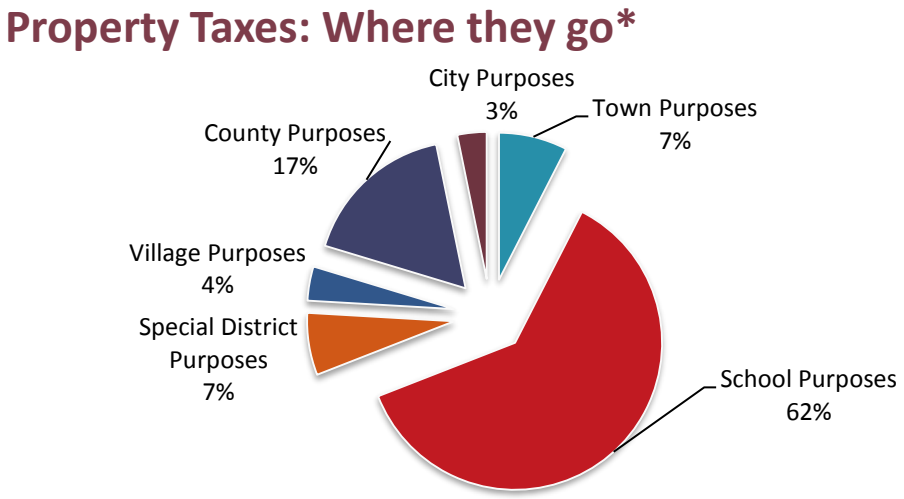
source: New York State Education Department

	Counties (*north of NYC)	% of Tax Bill to School Taxes		Counties (*north of NYC)	% of Tax Bill to School Taxes
1	Saratoga	79%	14	Clinton	62%
2	Putnam	73%	15	Warren	62%
3	Orange	69%	16	Greene	61%
4	Albany	68%	17	Columbia	61%
5	Dutchess	68%	18	Monroe	60%
6	Westchester	66%	19	Rensselaer	59%
7	Rockland	65%	20	Essex	59%
8	Ontario	64%	21	Tompkins	59%
9	Onondaga	63%	22	Wayne	59%
10	Madison	63%	23	Sullivan	58%
11	Seneca	63%	24	Oneida	57%
12	Ulster	63%	25	Schenectady	57%
13	Otsego	63%			

source: NYS Office of Real Property Tax Services, most recent year 2011. Includes only those counties north of New York City.

While the quality of education extends far beyond the issue of taxes, high taxes impact the well-being of the Hudson Valley in a variety of ways. As Pattern for Progress and many other organizations have pointed out, high taxes have a direct effect on the affordability of housing, on disposable income and on the overall cost of living in addition to mobility and equity in education. Taxes can be a major factor in whether young people, families and retirees choose to live in New York state and the Hudson Valley *and* whether they can afford to stay in this part of the nation. It also affects the region's ability to attract businesses and their employees.

Across New York state, school districts account for the largest share of the property tax [see pie chart, page 30]. For instance, in the fiscal year ending in 2009, local governments and school districts outside of New York City levied $28.87 billion in property taxes. Of that, 62 percent was levied by school districts and 17 percent by counties. The remaining 21 percent was divided among towns, special districts, cities and villages.[28] To be clear, more than 60% of the property tax went to fund one government service: education. Of course, property tax does not include the additional aid that school districts receive from the state and federal governments.



[28] "Property taxes," New York State Department of Taxation and Finance, last accessed July 6, 2015. accessed May 1, 2015. http://www.tax.ny.gov/pit/property/learn/proptax.htm

** based on the 2009 tax levy for all of New York State, excluding New York City*
source: New York State Department of Taxation and Finance

In New York state north of New York City, the school tax burden is heaviest in the Hudson Valley. Of the 55 counties north of NYC, five of the top 10 school tax burdens are found in Hudson Valley counties - Putnam, Orange, Dutchess, Westchester and Rockland. All nine counties in the Hudson Valley area served by Pattern for Progress appear in the top 25 when it comes to percentage of school tax burden.

Within the Hudson Valley region, the percentage of the annual tax payment that goes to schools hits a high of 73% in Putnam County, 69% in Orange, 68% in Dutchess and 66% in Westchester. In the most recent figures from the New York State Office of Real Property Tax Services, this equated to an average annual residential school tax bill such as $8,286 in Putnam County, for instance and $12,717 in Westchester County.

PART II: ENROLLMENT

AN UPDATE ON SCHOOLS AND THE HUDSON VALLEY'S DEMOGRAPHIC SHIFT

In School Enrollment Projection, Further Declines Expected

In the 2012 report, "Closed Schools, Open Minds," and the 2013 report, "The Empty Classroom Syndrome," Hudson Valley Pattern for Progress examined projections for public school districts in the Hudson Valley region – Columbia, Dutchess, Greene, Orange, Putnam, Rockland, Sullivan, Ulster and Westchester Counties.

The numbers predicted a sobering reality for more than half of the districts involved.

In May 2013, projections showed that in 82% of Hudson Valley districts, enrollments were expected to be either flat or in decline. Of the declining districts, half were predicted to shrink by 10% or more from their peak enrollments over the past 20 years. The declines became a driving factor in the closure of more than 30 public school buildings in the Hudson Valley since 1999.

Two years later, the picture has not brightened; in fact, projected declines from the peak enrollments are more dramatic. They are part of an overall trend of fewer children per household. In addition to the closure of school buildings ramifications are many. [29]

County	2013 enrollment*	projected gain / loss 2013 to 2023*
Columbia	7,150	-300
Dutchess	41,494	-3,722
Greene	6,085	-476
Orange	59,306	-3,774
Putnam	14,982	-1,188
Rockland	39,850	-382
Sullivan	9,855	109
Ulster	24,748	-1,024
Westchester	143,847	-1,137
Total	**344,813**	**-11,894**

*Source: Hudson Valley Pattern for Progress compilation using Cornell Program on Applied Demographics projections. *Cornell enrollments and projections do not use "ungraded students." i.e., special ed and other students not assigned to a grade*

HUDSON VALLEY SUMMARY

OVERALL THE NUMBER OF STUDENTS REGION WIDE IS PROJECTED TO DECLINE THROUGH 2023.

Biggest Projected Losses: 93 of the 112 Hudson Valley school districts are forecast to see losses. The 23 districts shown below are projected to lose 30% or more through 2023.

County	School Districts (with peak population since 1993)	Peak	2013	*2023 Projection*	*% change from peak to 2023 projection*
Greene	Windham-Ashland-Jewett CSD (1998)	556	328	*245*	*-56%*
Columbia	New Lebanon CSD (1998)	683	418	*328*	*-52%*
Sullivan	Livingston Manor CSD (1995)	768	428	*390*	*-49%*
Ulster	Onteora CSD (1998)	2,469	1,392	*1,262*	*-49%*
Orange	Highland Falls CSD (2002)	1,226	933	*678*	*-45%*
Dutchess	Pine Plains CSD (1994)	1,529	977	*880*	*-42%*
Greene	Hunter-Tannersville CSD (1997)	589	349	*346*	*-41%*

[29] Ramifications of the trend are broad. Declining populations of young people mean fewer school course offerings; fewer workers for the workforce; lower enrollment in colleges and universities; fewer volunteers joining services such as fire departments and ambulance corps; fewer people to shop in local stores and patronize local businesses; fewer people to share in the cost of government (by paying taxes and fees) are just some of the implications.

Orange	Tuxedo UFSD (2006)	655	504	*394*	*-40%*
Greene	Cairo-Durham CSD (2001)	1,825	1,277	*1,129*	*-38%*
Westchester	Katonah-Lewisboro UFSD (2002)	4,109	3,350	*2,544*	*-38%*
Orange	Greenwood Lake UFSD (1996)	809	536	*505*	*-38%*
Sullivan	Sullivan West CSD (1999)	1,755	1,134	*1,110*	*-37%*
Columbia	Chatham CSD (1997)	1,560	1,154	*1,000*	*-36%*
Dutchess	Red Hook CSD (2005)	2,328	1,951	*1,533*	*-34%*
Dutchess	Northeast CSD (1993)	1,065	747	*705*	*-34%*
Westchester	Pocantico Hills CSD (2004)	338	270	*225*	*-33%*
Ulster	Rondout Valley CSD (1998)	2,928	1,996	*1,950*	*-33%*
Sullivan	Roscoe CSD (1993)	368	246	*246*	*-33%*
Columbia	Germantown CSD (1997)	818	572	*548*	*-33%*
Westchester	North Salem CSD (2001)	1,414	1,160	*982*	*-31%*
Orange	Warwick Valley CSD (2003)	4,597	3,719	*3,206*	*-30%*
Columbia	Kinderhook CSD (1994)	2,440	2,013	*1,702*	*-30%*
Dutchess	Hyde Park CSD (2002)	4,584	3,652	*3,217*	*-30%*

Source: Hudson Valley Pattern for Progress compilation using Cornell Program on Applied Demographics projections.

Biggest Projected Gains: Only 17 of the 112 Hudson Valley school districts are forecast to see enrollment gains.

County	School Districts (with peak population since 1993)	Peak	2013	*2023 Projection*	*% change from peak to 2023 projection*
Rockland	Haverstraw-Stony Point CSD (2003)	8093	7,846	*8,139*	*1%*
Westchester	Elmsford UFSD (2009)	980	974	*990*	*1%*
Westchester	Peekskill City SD (2013)	3043	3,043	*3,086*	*1%*
Orange	Chester UFSD (2010)	1055	1,030	*1,071*	*2%*
Westchester	Dobbs Ferry UFSD (2009)	1471	1,471	*1,505*	*2%*
Westchester	New Rochelle CSD (2013)	10,555	10,555	*10,919*	*3%*
Westchester	Rye City SD (2013)	3,295	3,295	*3,459*	*5%*
Westchester	Mamaroneck UFSD (2013)	5,091	5,091	*5,364*	*5%*

Westchester	Yonkers City SD (2013)	24,638	24,638	*26,042*	*6%*
Westchester	White Plains CSD (2012)	7,015	7,007	*7,528*	*7%*
Westchester	Port Chester-Rye UFSD (2013)	4,375	4,375	*4,719*	*8%*
Westchester	Ossining UFSD (2013)	4,417	4,417	*4,780*	*8%*
Westchester	Rye Neck UFSD (2013)	1,578	1,578	*1,710*	*8%*
Westchester	Tuckahoe UFSD (2012)	1,066	1,042	*1,160*	*9%*
Westchester	Bronxville UFSD (2007)	1,682	1,682	*1,840*	*9%*
Orange	Middletown City SD (2013)	7,077	7,077	*7,907*	*12%*
Westchester	Tarrytown UFSD (2012-2013)	2,718	2,718	*3,061*	*13%*

Source: Hudson Valley Pattern for Progress compilation using Cornell Program on Applied Demographics projections.

Today, in 2015, enrollments are expected to be either flat or in decline in 85% of the Hudson Valley's districts (95 of 112). Of the flat or declining districts, 80% (76 of the 95) – or four out of every five – are predicted to see their enrollments shrink by 10% or more from their peak enrollments over the past 22 years (since 1993).

In the number of students on a regionwide basis, the Hudson Valley is projected to lose more than 12,000 public school (K-12) students over the next decade. More than half the loss will come from Orange and Dutchess counties; they are predicted to see a decline of more than 3,700 students each. Ulster and Putnam counties are expected to see a loss of more than 1,000 students each, as is Westchester. *Despite the trend, which is playing out in many areas across the state, overall spending on education has increased.*

Columbia, Dutchess, Greene Enrollment Projections in Hudson Valley Schools Through 2023*

County	School District (with peak population since 1993) as of May 2015	1993	Peak	2010	2013	2023 Projection	% change from peak to 2013 actual	% change from peak to 2023 projection
COLUMBIA	New Lebanon (1993)	655	683	470	418	328	-39%	-52%
	Chatham CSD (1997)	1,543	1,560	1,260	1,154	1,000	-26%	-36%
	Germantown CSD (1997)	738	818	584	553	548	-30%	-33%
	Kinderhook CSD (1994)	2,440	2,440	1,961	1,849	1,702	-18%	-30%
	Taconic Hills CSD (1999)	1,709	1,898	1,493	1,392	1,373	-27%	-28%
	Hudson City SD (1993)	2,394	2,394	1,880	1,784	1,899	-25%	-21%
	Columbia County Totals	**9,479**		**7,648**	**7,150**	**6,850**		
DUTCHESS	Pine Plains CSD (1994)	1,498	1,528	1,108	977	880	-36%	-42%
	Red Hook CSD (2005)	2,015	2,328	2,163	1,951	1,533	-16%	-34%
	Northeast CSD (1993)	1,065	1,065	771	747	705	-30%	-34%
	Hyde Park CSD (2002)	4,222	4,584	4,050	3,652	3,217	-20%	-30%
	Millbrook CSD (2008)	990	1,229	1,180	1,048	876	-15%	-29%

	Pawling CSD (2007)	1,134	1,462	1,354	1,246	1,063	-15%	-27%
	Arlington CSD (2005)	7,852	10,315	9,724	8,991	7,646	-13%	-26%
	Spackenkill UFSD (2003)	1,479	1,835	1,613	1,499	1,380	-18%	-25%
	Rhinebeck CSD (2000)	1,227	1,296	1,162	1,096	1,002	-15%	-23%
	Dover UFSD (2001)	1,592	1,815	1,560	1,437	1,407	-21%	-22%
	Beacon City SD (2004)	2,673	3,592	3,292	3,049	3,043	-15%	-15%
	Poughkeepsie City SD (2003)	3,412	4,647	4,448	4,214	3,994	-9%	-14%
	Wappingers CSD (2006)	10,737	12,501	12,314	11,587	11,026	-7%	-12%
	Dutchess County Totals	**39,896**		**44,739**	**41,494**	**37,772**		
GREENE	Windham-Ashland-Jewett CSD (1998)	492	556	394	328	245	-41%	-56%
	Hunter-Tannersville CSD (1997)	513	589	407	349	346	-41%	-41%
	Cairo- Durham CSD (2001)	1,504	1,825	1,433	1,277	1,129	-30%	-38%
	Coxsackie-Athens CSD (2002)	1,545	1,622	1,523	1,402	1,210	-14%	-25%
	Greenville CSD (2000)	1,263	1,434	1,236	1,182	1,135	-18%	-21%
	Catskill CSD (2003)	1,704	1,791	1,656	1,547	1,544	-14%	-14%
	Greene County Totals	7,021		6,649	6,085	5,609		

Source: Hudson Valley Pattern for Progress compilation using Cornell Program on Applied Demographics projections.

** Cornell enrollments and projections are based in large part on grade progression ratios and therefore do not use "ungraded students," i.e., special ed and other students not assigned to a grade. Figures do not include special act districts or districts that have had grade reconfigurations, for instance, Kiryas Joel.*

Orange & Putnam Enrollment Projections in Hudson Valley Schools Through 2023*

County	School District (with peak population since 1993) as of May 2015	1993	Peak	2010	2013	2023 Projection	% change from peak to 2013 actual	% change from peak to 2023 projection
ORANGE	Highland Falls CSD (2002)	1,043	1,226	1,019	933	678	-24%	-45%
	Tuxedo UFSD (2006)	439	655	623	504	394	-23%	-40%
	Greenwood Lake UFSD (1996)	699	809	547	536	505	-34%	-38%
	Warwick Valley CSD (2003)	3,388	4,597	4,166	3,719	3,206	-19%	-30%
	Minisink Valley CSD (2005)	3,571	4,680	4,419	3,986	3,370	-15%	-28%
	Washingtonville CSD (2002)	4,424	5,068	4,447	4,173	3,669	-18%	-28%
	Valley Central SD (2004)	4,404	5,215	4,790	4,302	3,809	-18%	-27%
	Port Jervis SD (1998)	3,444	3,513	2,953	2,747	2,574	-22%	-27%
	Pine Bush CSD (2007)	5,284	6,066	5,672	5,415	5,015	-11%	-17%
	Monroe-Woodbury CSD (2007)	5,275	7,503	7,374	6,906	6,366	-8%	-15%
	Newburgh City SD (2003)	10,488	12,004	11,190	10,963	10,287	-9%	-14%
	Florida UFSD (2003)	634	903	845	827	781	-8%	-14%
	Cornwall CSD (2010)	2,448	3,447	3,447	3,300	3,118	-4%	-10%
	Goshen CSD (2009)	2,333	2,961	2,942	2,888	2,782	-2%	-6%
	Chester UFSD (2010)	859	1,055	1,055	1,030	1,071	-2%	2%

	Middletown City SD (2013)	5,392	7,077	6,828	7,077	7,907	0	12%
	Orange County Totals	54,125		62,317	59,306	55,532		
PUTNAM	Mahopac CSD (2004)	4,028	5,369	4,922	4,603	3,944	-14%	-27%
	Brewster CSD (2003)	2,841	3,711	3,407	3,210	3,001	-14%	-19%
	Garrison UFSD (2005)	254	295	260	235	243	-20%	-18%
	Carmel CSD (2002)	4,360	4,956	4,581	4,306	4,134	-13%	-17%
	Putnam Valley CSD (2004)	1,208	1,939	1,819	1,759	1,670	-9%	-14%
	Haldane CSD (2009)	745	901	892	869	802	-4%	-11%
	Putnam County Totals	13,436		15,881	14,982	13,794		

*Source: Hudson Valley Pattern for Progress compilation using Cornell Program on Applied Demographics projections. * Cornell enrollments and projections are based in large part on grade progression ratios and therefore do not use "ungraded students," i.e., special ed and other students not assigned to a grade. Figures do not include special act districts or districts that have had grade reconfigurations, for instance, Kiryas Joel.*

Data Note: While projections are unavailable for the Kiryas Joel Village School District in Orange County, it can be noted that overall district enrollment, pre-K - 12, has climbed from 257 in 1993 to 628 in 2013. Beginning in 2008, the vast majority of student enrollment was in the pre-K category, a category not included in general K-12 enrollment counts. In 2013, 466 of the 628 students were enrolled in pre-K.

Rockland, Sullivan & Ulster Enrollment Projections in Hudson Valley Schools Through 2023*

County	School District (with peak population since 1993) as of May 2015	1993	Peak	2010	2013	2023 Projection	% change peak to 2013 actual	% change peak to 2023 projection
ROCKLAND	Clarkstown CSD (2006)	8,165	9,451	8,976	8,481	7,573	-10%	-20%
	South Orangetown CSD (2009)	2,385	3,462	3,434	3,263	2,925	-6%	-16%
	Ramapo CSD (Suffern) (2005)	3,765	4,725	4,699	4,465	4,301	-6%	-9%
	Pearl River UFSD (2009)	1,898	2,659	2,638	2,572	2,466	-3%	-7%
	Nyack UFSD (1995)	2,896	3,018	2,922	2,908	2,874	-4%	-5%
	Nanuet UFSD (2006)	1,657	2,303	2,283	2,222	2,199	-4%	-5%
	East Ramapo CSD (Spring Valley) (2001)	8,316	8,952	8,054	8,093	8,991	-10%	0
	Haverstraw- Stony Point CSD (2003)	6,628	8,093	7,882	7,846	8,139	-3%	1%
	Rockland County Totals	35,710		40,888	39,850	39,468		
SULLIVAN	Livingston Manor CSD (1995)	735	768	507	428	390	-44%	-49%
	Sullivan West CSD (1999)	1,755**	1,755	1,276	1,134	1,110	-35%	-37%
	Roscoe CSD (1993)	368	368	232	246	246	-33%	-33%
	Eldred CSD (1996)	685	779	647	618	572	-21%	-27%
	Monticello CSD (2009)***	3,551	3,226	3,226	2,971	2,919	-8%	-10%
	Fallsburg CSD (2006)	1,333	1,460	1,343	1,329	1,334	-9%	-9%
	Liberty CSD (1995)	1,763	1,866	1,498	1,546	1,726	-17%	-8%
	Tri-Valley CSD (2004)	1,126	1,245	1,126	1,072	1,156	-14%	-7%
	Sullivan County Totals	11,316		9,855	9,344	9,453		

ULSTER	Onteora CSD (1998)	2,140	2,469	1,531	1,392	1,262	-44%	-49%
	Rondout Valley CSD (1998)	2,649	2,928	2,214	1,996	1,950	-32%	-33%
	Saugerties CSD (1997)	3,225	3,357	2,947	2,723	2,374	-19%	-29%
	Kingston City SD (2001)	7,252	8,066	6,799	6,323	5,995	-22%	-26%
	Wallkill CSD (2006)	3,036	3,650	3,435	3,105	2,895	-15%	-21%
	Ellenville CSD (1994)	1,910	1,974	1,692	1,655	1,687	-16%	-15%
	New Paltz CSD (2000)	2,225	2,391	2,229	2,234	2,153	-7%	-10%
	Marlboro CSD (2005)	2,036	2,137	2,049	1,931	1,984	-10%	-7%
	Highland CSD (2005)	1,813	1,943	1,852	1,823	1,858	-6%	-4%
	Ulster County Totals	**26,286**		**24,748**	**23,182**	**22,158**		

*Source: Hudson Valley Pattern for Progress compilation using Cornell Program on Applied Demographics projections. * Cornell enrollments and projections are based in large part on grade progression ratios and therefore do not use "ungraded students," i.e., special ed and other students not assigned to a grade. Figures do not include special act districts or districts that have had grade reconfigurations, for instance, Kiryas Joel. ** Data is for 1999 enrollment, first year available. ***Monticello peak year data given is for 2009, data for 2010 unavailable.*

Westchester Enrollment Projections in Hudson Valley Schools Through 2023*

County	School District (with peak population since 1993) as of May 2015	1993	Peak	2010	2013	2023 Projection	% change peak to 2013 actual	% change peak to 2023 projection
WESTCHESTER	Katonah-Lewisboro UFSD (2002)	2,873	4,109	3,773	3,350	2,544	-18%	-38%
	Pocantino Hills CSD (2004)	289	338	280	270	225	-20%	-33%
	North Salem CSD (2001)	1,033	1,414	1,317	1,160	982	-18%	-31%
	Mount Vernon City SD (2002)	9,228	9,932	8,403	7,849	7,112	-21%	-28%
	Hendrick Hudson CSD (2004)	2,246	2,887	2,614	2,392	2,122	-17%	-26%
	Blind Brook-Rye UFSD (2008)	841	1,555	1,522	1,489	1,147	-4%	-26%
	Yorktown Central SD (2004)	3,363	4,227	3,792	3,508	3,181	-17%	-25%
	Briarcliff Manor UFSD (2005)	1,071	1,797	1,631	1,553	1,379	-14%	-23%
	Byram Hills CSD (2007)	1,879	2,818	2,714	2,576	2,224	-9%	-21%
	Valhalla UFSD (2010)	981	1,573	1,573	1,514	1,304	-4%	-17%
	Pleasantville UFSD (2008)	1,280	1,843	1,797	1,724	1,557	-6%	-16%
	Lakeland CSD (1999)	5,324	6,337	6,252	5,914	5,370	-7%	-15%
	Chappaqua CSD (2007)	3,014	4,245	4,106	3,972	3,611	-6%	-15%
	Irvington UFSD (2004)	1,206	1,998	1,799	1,768	1,726	-12%	-14%
	Greenburgh CSD (1995)	1,924	2,054	1,567	1,665	1,796	-19%	-13%
	Somers Central SD (2010)	2,054	3,447	3,447	3,309	3,041	-4%	-12%
	Mount Pleasant CSD (2008)	1,604	2,014	2,007	1,927	1,807	-4%	-10%
	Ardsley UFSD (2003)	1,646	2,229	1,983	1,964	2,011	-12%	-10%
	Edgemont UFSD (2009)	1,393	1,940	1,916	1,902	1,759	-2%	-9%
	Pelham UFSD (2011)	1,736	2,840	2,791	2,797	2,582	-2%	-9%
	Bedford CSD (2010)	2,953	4,339	4,339	4,259	4,050	-2%	-7%
	Croton-Harmon UFSD (2008)	1,133	1,760	1,726	1,698	1,679	-4%	-5%
	Scarsdale UFSD (2013)	3,702	4,781	4,753	4,781	4,650	0	-3%

	Hastings-On-Hudson UFSD (2003)	1,246	1,688	1,594	1,582	1,643	-6%	**-3%**
	Harrison CSD (2010)	2,449	3,535	3,535	3,511	3,515	-1%	**-1%**
	Eastchester UFSD (2013)	1,837	3,100	3,057	3,100	3,103	0	0
	Elmsford UFSD (2009)	624	980	939	974	990	**-1%**	1%
	Peekskill City SD (2013)	2,210	3,043	2,833	3,043	3,086	0	1%
	Dobbs Ferry UFSD (2013)	1,115	1,471	1,445	1,471	1,505	0	2%
	New Rochelle CSD (2013)	7,890	10,55	10,493	10,555	10,919	0	3%
	Rye City SD (2013)	1,933	3,295	3,164	3,295	3,459	0	5%
	Mamaroneck UFSD (2013)	3,661	5,091	5,022	5,091	5,364	0	5%
	Yonkers City SD (2013)	18,833	24,63	23,756	24,638	26,042	0	6%
	White Plains CSD (2012)	5,216	7,015	6,910	7,007	7,528	0	7%
	Port Chester-Rye UFSD (2013)	2,947	4,375	4,133	4,375	4,719	0	8%
	Ossining UFSD (2013)	3,186	4,417	4,203	4,417	4,780	0	8%
	Rye Neck UFSD (2013)	1,065	1,578	1,487	1,578	1,710	0	8%
	Tuckahoe UFSD (2012)	977	1,066	1,032	1,042	1,160	**-2%**	9%
	Bronxville UFSD (2013)	1,078	1,682	1,516	1,682	1,840	0	9%
	Tarrytown UFSD (2013)	1,799	2,718	2,626	2,718	3,061	0	13%
	Westchester County Totals	**110,839**		**143,847**	**143,420**	**142,283**		

*Source: Hudson Valley Pattern for Progress compilation using Cornell Program on Applied Demographics projections. * Cornell enrollments and projections are based in large part on grade progression ratios and therefore do not use "ungraded students," i.e., special ed and other students not assigned to a grade. Figures do not include special act districts or districts that have had grade reconfigurations, for instance, Kiryas Joel.*

HUDSON VALLEY **PATTERN** *for* **PROGRESS**

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