

Highland Falls-Fort Montgomery C.S.D.
2025-2026 Proposed Budget

APPENDICES

Budget Vote: May 20, 2025, 6AM – 9PM
Highland Falls Intermediate School

Highland Falls-Fort Montgomery C.S.D.
2025-2026 Proposed Budget

**APPENDIX A:
NEW YORK STATE REPORT CARD DATA**

The New York State Report Cards provide enrollment, demographic, attendance, suspension, dropout, teacher assessment, accountability, graduation rate, post-graduate plan, and fiscal data for public and charter schools, districts, and the State.

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

The New York State School Report Card for Highland Fall-Fort Montgomery C.S.D. and district schools can be found on the following pages.

Please note, the information provided is the 2023-2024 report, which is the most recent one available from the NY State Education Department.

HIGHLAND FALLS CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

The link below provides a list of all Local Education Agencies and public schools that received Section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (72.97 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 – Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	2	2	3	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	2	3	—	3
Hispanic or Latino	2	2	3	2
Multiracial	2	2	—	—
White	3	3	—	3
English Language Learner	2	2	3	2
Students with Disabilities	2	2	—	2
Economically Disadvantaged	2	2	3	3

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	283	132.3	2
	Math	280	125	
	Combined	563	128.7	
Asian or Native Hawaiian/Other Pacific Islander	ELA	6	216.7	—
	Math	6	183.3	
	Combined	12	—	
Black or African American	ELA	32	132.8	2
	Math	32	131.3	
	Combined	64	132	
Hispanic or Latino	ELA	96	100.5	2
	Math	96	86.5	
	Combined	192	93.5	
Multiracial	ELA	16	134.4	2
	Math	14	110.7	
	Combined	30	123.3	
White	ELA	133	151.1	3
	Math	132	150.4	
	Combined	265	150.8	
English Language Learner	ELA	30	65	2
	Math	30	78.3	
	Combined	60	71.7	
Students with Disabilities	ELA	72	64.6	2
	Math	70	55.7	
	Combined	142	60.2	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	154	110.7	2
	Math	152	105.9	
	Combined	306	108.3	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	320	117	2
	Math	319	109.7	
	Combined	639	113.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	185.7	—
	Math	7	157.1	
	Combined	14	—	
Black or African American	ELA	37	114.9	3
	Math	36	116.7	
	Combined	73	115.8	
Hispanic or Latino	ELA	105	91.9	2
	Math	105	79	
	Combined	210	85.5	
Multiracial	ELA	19	113.2	2
	Math	19	81.6	
	Combined	38	97.4	
White	ELA	152	132.2	3
	Math	152	130.6	
	Combined	304	131.4	
English Language Learner	ELA	36	54.2	2
	Math	36	65.3	
	Combined	72	59.7	
Students with Disabilities	ELA	100	46.5	2
	Math	100	39	
	Combined	200	42.8	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	182	93.7	2
	Math	181	89	
	Combined	363	91.3	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	46	45%	47%	1.0	3
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	39	44%	44%	1	3
Multiracial	0	—	—	—	—
White	7	—	—	—	—
English Language Learner	46	45%	47%	1.0	3
Students with Disabilities	15	—	—	—	—
Economically Disadvantaged	43	45%	48%	1.1	3

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	444	102	23%	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—
Black or African American	48	10	20.8%	3
Hispanic or Latino	154	44	28.6%	2
Multiracial	25	—	—	—
White	207	39	18.8%	3
English Language Learner	54	16	29.6%	2
Students with Disabilities	113	31	27.4%	2
Economically Disadvantaged	255	69	27.1%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	344	83.4%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	X	41	82.9%
Hispanic or Latino	X	114	85.1%
Multiracial	—	20	—
White	X	162	82.7%
English Language Learner	—	33	—
Students with Disabilities	X	106	68.9%
Economically Disadvantaged	X	197	79.7%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	343	83.4%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	X	40	85%
Hispanic or Latino	X	114	86%
Multiracial	—	20	—
White	X	162	82.7%
English Language Learner	—	33	—
Students with Disabilities	X	106	67%
Economically Disadvantaged	X	196	79.6%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	3	2	—	3
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
Black or African American	1	2	—	—	3
Hispanic or Latino	2	2	1	—	2
Multiracial	—	—	—	—	—
White	4	4	3	—	4
English Language Learner	—	—	—	—	—
Students with Disabilities	2	3	2	—	2
Economically Disadvantaged	3	3	2	—	3

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	113	188.1	156	3
	Math	71	121.1		
	Science	85	160		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	—	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Black or African American	ELA	12	175	93.4	1
	Math	6	33.3		
	Science	9	61.1		
Hispanic or Latino	ELA	26	157.7	120.2	2
	Math	13	73.1		
	Science	16	134.4		
Multiracial	ELA	8	156.3	—	—
	Math	6	158.3		
	Science	7	157.1		
White	ELA	65	210.8	181.6	4
	Math	44	147.7		
	Science	52	188.5		
English Language Learner	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Students with Disabilities	ELA	17	105.9	85.8	2
	Math	11	63.6		
	Science	9	88.9		
Economically Disadvantaged	ELA	29	155.2	125.3	3
	Math	16	93.8		
	Science	20	127.5		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	121	175.6	122.7	3
	Math	115	74.8		
	Science	118	115.3		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	—	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Black or African American	ELA	12	175	85	2
	Math	11	18.2		
	Science	11	50		
Hispanic or Latino	ELA	30	136.7	83.4	2
	Math	25	38		
	Science	30	71.7		
Multiracial	ELA	8	156.3	—	—
	Math	8	118.8		
	Science	8	137.5		
White	ELA	69	198.6	145.8	4
	Math	69	94.2		
	Science	68	144.1		
English Language Learner	ELA	5	90	—	—
	Math	5	50		
	Science	5	50		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Students with Disabilities	ELA	19	94.7	61.9	3
	Math	18	38.9		
	Science	17	47.1		
Economically Disadvantaged	ELA	32	140.6	92.7	3
	Math	29	51.7		
	Science	31	82.3		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	124	107	86.3%	88.2%	2
	5-year	107	96	89.7%		
	6-year	130	115	88.5%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	3	—	—		
Black or African American	4-year	14	—	—	—	—
	5-year	7	—	—		
	6-year	8	—	—		
Hispanic or Latino	4-year	29	21	72.4%	77.9%	1
	5-year	23	19	82.6%		
	6-year	28	22	78.6%		
Multiracial	4-year	7	—	—	—	—
	5-year	6	—	—		
	6-year	4	—	—		
White	4-year	73	66	90.4%	92.7%	3
	5-year	70	67	95.7%		
	6-year	87	80	92%		

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
English Language Learner	4-year	10	—	—	—	—
	5-year	2	—	—		
	6-year	2	—	—		
Students with Disabilities	4-year	21	15	71.4%	67%	2
	5-year	16	10	62.5%		
	6-year	13	—	—		
Economically Disadvantaged	4-year	40	30	75%	81.1%	2
	5-year	26	—	—		
	6-year	31	27	87.1%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	13	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	13	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	13	—	—	—	—
Students with Disabilities	4	—	—	—	—
Economically Disadvantaged	11	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	448	88	19.6%	3
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—
Black or African American	41	8	19.5%	3
Hispanic or Latino	125	38	30.4%	2
Multiracial	16	—	—	—
White	259	39	15.1%	4
English Language Learner	28	—	—	—
Students with Disabilities	62	23	37.1%	2
Economically Disadvantaged	144	44	30.6%	3

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	123	94.3%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	12	—
Hispanic or Latino	—	31	—
Multiracial	—	8	—
White	✓	70	95.7%
English Language Learner	—	2	—
Students with Disabilities	—	20	—
Economically Disadvantaged	—	33	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	118	61%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	12	—
Hispanic or Latino	—	26	—
Multiracial	—	8	—
White	X	70	62.9%
English Language Learner	—	2	—
Students with Disabilities	—	20	—
Economically Disadvantaged	—	31	—

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FORT MONTGOMERY ELEMENTARY - NEW YORK STATE REPORT CARD [2023 - 24]

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2024-25 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2023-24 DATA

For information about how 2024-25 accountability statuses and support models were determined, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2024-25 Accountability Statuses Based on 2023-24 Results.

LOCAL SUPPORT AND IMPROVEMENT

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2023-24)

The link below provides a list of all Local Education Agencies and public schools that received Section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (74.01 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2023-24 Title I School Improvement Grant 1003 (Basic)
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- 2023-24 Title I School Improvement Grant 1003 Targeted Support for Long-term Identified Schools Grant
- 2024 Title I School Improvement Grant 1003 (Planning)
- 2024 Title I School Improvement Grant 1003 Supplemental Support
- 2024 Title I School Improvement Grant 1003 Resource Allocation Review (RAR) Pilot
- 2020-24 NYSIP-PLC Phase III

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	2	2	—	2
Hispanic or Latino	2	2	—	2
White	3	3	—	2
Economically Disadvantaged	2	3	—	2

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	42	102.4	2
	Math	39	130.8	
	Combined	81	116	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	16	90.6	2
	Math	14	117.9	
	Combined	30	103.3	
Multiracial	ELA	4	—	—
	Math	3	—	
	Combined	7	—	
White	ELA	19	118.4	3
	Math	19	150	
	Combined	38	134.2	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Students with Disabilities	ELA	11	68.2	—
	Math	10	115	
	Combined	21	—	
Economically Disadvantaged	ELA	22	102.3	2
	Math	20	122.5	
	Combined	42	111.9	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	42	102.4	2
	Math	41	124.4	
	Combined	83	113.3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	16	90.6	2
	Math	15	110	
	Combined	31	100	
Multiracial	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
White	ELA	19	118.4	3
	Math	19	150	
	Combined	38	134.2	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Students with Disabilities	ELA	11	68.2	—
	Math	11	104.5	
	Combined	22	—	
Economically Disadvantaged	ELA	22	102.3	3
	Math	21	116.7	
	Combined	43	109.3	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	14	—	—	—	—
Hispanic or Latino	10	—	—	—	—
White	4	—	—	—	—
English Language Learner	14	—	—	—	—
Students with Disabilities	5	—	—	—	—
Economically Disadvantaged	12	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	116	32	27.6%	2
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—
Black or African American	18	—	—	—
Hispanic or Latino	44	15	34.1%	2
Multiracial	6	—	—	—
White	44	12	27.3%	2
English Language Learner	18	—	—	—
Students with Disabilities	25	—	—	—
Economically Disadvantaged	73	22	30.1%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	43	97.7%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	2	—
Hispanic or Latino	—	16	—
Multiracial	—	4	—
White	—	20	—
English Language Learner	—	2	—
Students with Disabilities	—	12	—
Economically Disadvantaged	—	22	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	43	90.7%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	2	—
Hispanic or Latino	—	16	—
Multiracial	—	4	—
White	—	20	—
English Language Learner	—	2	—
Students with Disabilities	—	12	—
Economically Disadvantaged	—	22	—

HIGHLAND FALLS INTERMEDIATE SCHOOL - NEW YORK STATE REPORT CARD [2023 - 24]

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ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	2	—	2
Black or African American	2	2	—	3
Hispanic or Latino	2	2	—	2
Multiracial	3	3	—	—
White	3	3	—	3
English Language Learner	4	3	—	2
Students with Disabilities	2	3	—	3
Economically Disadvantaged	3	3	—	3

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	254	127.8	3
	Math	260	138.5	
	Combined	514	133.2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	214.3	—
	Math	7	200	
	Combined	14	—	
Black or African American	ELA	21	114.3	2
	Math	23	93.5	
	Combined	44	103.4	
Hispanic or Latino	ELA	88	104	2
	Math	91	118.1	
	Combined	179	111.2	
Multiracial	ELA	19	144.7	3
	Math	15	146.7	
	Combined	34	145.6	
White	ELA	119	139.9	3
	Math	124	157.3	
	Combined	243	148.8	
English Language Learner	ELA	30	95	4
	Math	29	129.3	
	Combined	59	111.9	
Students with Disabilities	ELA	68	69.1	2
	Math	65	71.5	
	Combined	133	70.3	
Economically Disadvantaged	ELA	140	114.3	3
	Math	146	124.3	
	Combined	286	119.4	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	284	114.3	2
	Math	284	126.8	
	Combined	568	120.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	214.3	—
	Math	7	200	
	Combined	14	—	
Black or African American	ELA	24	100	2
	Math	24	89.6	
	Combined	48	94.8	
Hispanic or Latino	ELA	97	94.3	2
	Math	97	110.8	
	Combined	194	102.6	
Multiracial	ELA	20	137.5	3
	Math	20	110	
	Combined	40	123.8	
White	ELA	137	121.5	3
	Math	137	142.3	
	Combined	274	131.9	
English Language Learner	ELA	33	86.4	3
	Math	33	113.6	
	Combined	66	100	
Students with Disabilities	ELA	79	59.5	3
	Math	79	58.9	
	Combined	158	59.2	
Economically Disadvantaged	ELA	162	98.8	3
	Math	162	112	
	Combined	324	105.4	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	21	—	—	—	—
Hispanic or Latino	18	—	—	—	—
White	3	—	—	—	—
English Language Learner	21	—	—	—	—
Students with Disabilities	5	—	—	—	—
Economically Disadvantaged	21	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	336	78	23.2%	2
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—
Black or African American	34	6	17.6%	3
Hispanic or Latino	124	39	31.5%	2
Multiracial	22	—	—	—
White	149	27	18.1%	3
English Language Learner	45	16	35.6%	2
Students with Disabilities	91	24	26.4%	3
Economically Disadvantaged	192	50	26%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	314	84.1%
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	29	—
Hispanic or Latino	X	112	83.9%
Multiracial	—	21	—
White	X	145	82.8%
English Language Learner	—	29	—
Students with Disabilities	X	86	82.6%
Economically Disadvantaged	X	178	82.6%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	315	87.6%
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	29	—
Hispanic or Latino	X	113	90.3%
Multiracial	—	21	—
White	X	145	86.2%
English Language Learner	—	29	—
Students with Disabilities	X	86	79.1%
Economically Disadvantaged	X	180	86.7%

JAMES I O'NEILL HIGH SCHOOL - NEW YORK STATE REPORT CARD [2023 - 24]

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

2024-25 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2023-24 DATA

For information about how 2024-25 accountability statuses and support models were determined, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2024-25 Accountability Statuses Based on 2023-24 Results.

LOCAL SUPPORT AND IMPROVEMENT

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2023-24)

The link below provides a list of all Local Education Agencies and public schools that received Section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (74.01 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2023-24 Title I School Improvement Grant 1003 (Basic)
- 2023-24 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2023-24 Title I School Improvement Grant 1003 High School Redesign (HSR) Continuation Grant
- 2023-24 Title I School Improvement Grant 1003 Targeted Support for Long-term Identified Schools Grant
- 2024 Title I School Improvement Grant 1003 (Planning)
- 2024 Title I School Improvement Grant 1003 Supplemental Support
- 2024 Title I School Improvement Grant 1003 Resource Allocation Review (RAR) Pilot
- 2020-24 NYSIP-PLC Phase III

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	3	3	—	3
Black or African American	2	2	—	—	3
Hispanic or Latino	2	2	2	—	3
White	3	3	3	—	3
English Language Learner	—	—	—	—	4
Students with Disabilities	2	2	2	—	3
Economically Disadvantaged	2	3	2	—	3

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	88	179	142.9	3
	Math	74	98.6		
	Science	86	155.2		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Black or African American	ELA	10	170	129	2
	Math	9	77.8		
	Science	9	144.4		
Hispanic or Latino	ELA	22	131.8	105.2	2
	Math	17	64.7		
	Science	23	126.1		
Multiracial	ELA	4	—	—	—
	Math	2	—		
	Science	4	—		
White	ELA	51	198	158.7	3
	Math	45	112.2		
	Science	49	169.4		
English Language Learner	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Students with Disabilities	ELA	14	75	56.1	2
	Math	12	29.2		
	Science	14	67.9		
Economically Disadvantaged	ELA	30	143.3	114.3	2
	Math	26	71.2		
	Science	31	135.5		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	95	165.8	126.1	3
	Math	95	76.8		
	Science	95	140.5		
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Black or African American	ELA	11	154.5	111.3	2
	Math	11	63.6		
	Science	11	118.2		
Hispanic or Latino	ELA	24	120.8	92.7	2
	Math	24	45.8		
	Science	24	120.8		
Multiracial	ELA	6	133.3	—	—
	Math	6	33.3		
	Science	6	100		
White	ELA	52	194.2	149.1	3
	Math	52	97.1		
	Science	52	159.6		
English Language Learner	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Students with Disabilities	ELA	15	70	50.8	2
	Math	15	23.3		
	Science	15	63.3		
Economically Disadvantaged	ELA	32	134.4	104.9	3
	Math	32	57.8		
	Science	32	131.3		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	114	108	94.7%	93%	3
	5-year	115	105	91.3%		
	6-year	102	95	93.1%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
Black or African American	4-year	12	—	—	—	—
	5-year	11	—	—		
	6-year	6	—	—		
Hispanic or Latino	4-year	29	26	89.7%	85.7%	2
	5-year	26	20	76.9%		
	6-year	21	19	90.5%		
Multiracial	4-year	6	—	—	—	—
	5-year	6	—	—		
	6-year	6	—	—		
White	4-year	65	64	98.5%	96.7%	3
	5-year	71	67	94.4%		
	6-year	68	66	97.1%		
English Language Learner	4-year	1	—	—	—	—
	5-year	10	—	—		
	6-year	2	—	—		
Students with Disabilities	4-year	15	12	80%	80%	2
	5-year	12	—	—		
	6-year	11	—	—		

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
Economically Disadvantaged	4-year	31	27	87.1%	85.2%	2
	5-year	36	30	83.3%		
	6-year	23	—	—		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	16	—	—	—	—
Hispanic or Latino	14	—	—	—	—
White	2	—	—	—	—
English Language Learner	16	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	15	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	449	108	24.1%	3
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—
Black or African American	37	10	27%	3
Hispanic or Latino	129	36	27.9%	3
Multiracial	17	—	—	—
White	259	56	21.6%	3
English Language Learner	40	8	20%	4
Students with Disabilities	69	23	33.3%	3
Economically Disadvantaged	163	51	31.3%	3

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	95	94.7%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	11	—
Hispanic or Latino	—	24	—
Multiracial	—	6	—
White	✓	52	100%
English Language Learner	—	1	—
Students with Disabilities	—	15	—
Economically Disadvantaged	—	31	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	93	78.5%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	10	—
Hispanic or Latino	—	24	—
Multiracial	—	6	—
White	X	51	88.2%
English Language Learner	—	1	—
Students with Disabilities	—	14	—
Economically Disadvantaged	—	30	—

Highland Falls-Fort Montgomery C.S.D.
2025-2026 Proposed Budget

APPENDIX B:
FISCAL ACCOUNTABILITY SUPPLEMENT INFORMATION

New York State Education Law and the Commissioner's Regulations require that certain expenditure ratios for general education and special education students be reported and compared with ratios for similar districts and all public schools.

The Fiscal Accountability Supplement can be found on the following pages

Please note, the information provided is the 2023-2024 report, which is the most recent one available from the NY State Education Department.

Budget Vote: May 20, 2025, 6AM – 9PM
Highland Falls Intermediate School

HIGHLAND FALLS CSD

2021-22 School Year Financial Transparency Report

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

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

| Business Rules

Economic and Student Characteristics

DISTRICT P-12 ENROLLMENT



987

NEEDS RESOURCE CATEGORY



Average Need

DISTRICT ABILITY TO RAISE LOCAL FUNDS IS



significantly less
than the average
district in the state

DISTRICT STUDENT NEEDS ARE



moderately less
than the state
average

Student Demographics

Enrollment	HIGHLAND FALLS CSD
All Students	949
Economically Disadvantaged	42%
Students with Disabilities	18%
English Language Learners	7%
» Race/Ethnicity	

Staffing Profile	HIGHLAND FALLS CSD
Student-to-Teacher Ratio	10
Teachers with Fewer than 4 years of Experience %	13%
Teachers with 4-20 Years of Experience %	66%

Staffing Profile	HIGHLAND FALLS CSD
Teachers with 21+ Years of Experience %	21%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$25,584.00	\$23,610.45	\$25,870.33

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

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

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

School Cost(A-D) Central Cost(E-H) Combined Cost(I)

Report View One Per Pupil Expenditure Categories	HIGHLAND FALLS CSD
✕ A. Instruction (A1 + A2 + A3 + A4)	
A1. Classroom Salaries	\$9,466.85
A2. Other Instructional Salaries	\$1,375.71
A3. Instructional Benefits	\$3,813.79
A4. Professional Development	\$43.40
GROUP A TOTAL	\$14,699.75
✕ B. Administration (B1 + B2 + B3)	
B1. School Administrative Salaries	\$927.42
B2. School Administrative Benefits	\$326.21

Report View One Per Pupil Expenditure Categories	HIGHLAND FALLS CSD
B3. Other School Administrative Expenditures	\$27.36
GROUP B TOTAL	\$1,280.99
✕ C. All Other Spending (C1 + C2 + C3)	
C1. All Other Salaries	\$723.84
C2. All Other Benefits	\$254.60
C3. All Other Non-personnel Expenditures	\$1,136.60
GROUP C TOTAL	\$2,115.04
D. Total School Level (A + B + C)	\$18,095.78
✕ E. Central Instruction (E1 + E2 + E3 + E4)	
E1. Classroom Salaries	\$0.00
E2. Other Instructional Salaries	\$345.69
E3. Instructional Benefits	\$121.59
E4. Professional Development	\$38.47
GROUP E TOTAL	\$505.76
✕ F. Central Administration (F1 + F2 + F3)	
F1. Central Administrative Salaries	\$1,840.60
F2. Central Administrative Benefits	\$647.42
F3. Other Central Administrative Costs	\$57.43
GROUP F TOTAL	\$2,545.44
✕ G. All Other Central Spending (G1 + G2 + G3)	
G1. All Other Salaries	\$0.00
G2. All Other Benefits	\$1,183.81
G3. All Other Non-personnel Costs	\$3,253.43
GROUP G TOTAL	\$4,437.24
H. Total Central Costs	\$7,488.44
I. Total Spending (D + H)	\$25,584.22

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

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

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

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

School Cost(Pre-J—K)	Central Cost(Pre-L—M)	Combined Cost(N)
Report View Two Per Pupil Expenditure Categories		HIGHLAND FALLS CSD
J. Total School Level Local/State Spending		\$16,860.17
✕ K. Total School Level Federal Spending		
K1. Federal Title I Part A		\$167.89
K2. Federal Title II Part A		\$0.00
K3. Federal Title III Part A		\$0.00
K4. Federal Title IV Part A		\$10.67
K5. IDEA		\$258.59
K6. All Other Federal		\$145.37
K7. Federal CARES/CCRRSA/ARP		\$653.09
GROUP K TOTAL		\$1,235.61
L. Total Central Level Local/State Spending		\$7,437.55
M. Total Central Level Federal Spending		\$50.89
N. Total Spending (J + K + L + M)		\$25,584.22

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

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

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

Entries U through Z represent central expenditures.

School Cost(O-T) Central Cost(U-Z)

⌵	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)
School Level	HIGHLAND FALLS CSD
O. Special Education	\$10,677.41
P. ELL/MLL Services	\$0.00
Q. Pupil Services	\$1,655.51
R. Community Schools Programs	\$0.00
S. BOCES Services	\$696.95
T. Prekindergarten	\$9,198.97
Central Level	
U. Special Education	\$0.00
V. ELL/MLL Services	\$0.00
W. Pupil Services	\$740.87
X. Community Schools Programs	\$0.00
Y. BOCES Services	\$1,180.41
Z. Prekindergarten	\$0.00

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

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

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

Excluded Expenditures	HIGHLAND FALLS CSD
1. Transportation	\$2,633,004.90
2. Charter School Tuition	\$0.00
3. Other Tuition	\$1,114,903.01
4. Debt Service	\$1,973,898.78
5. Other	\$5,084,047.90
Percent Excluded from Total	30%
Total Expenditures	\$36,057,481.00

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**APPENDIX C:
TAX EXEMPTION REPORTING REQUIREMENT INFORMATION**

Chapter 258 of the Laws of 2008 added Section 495 to the Real Property Tax Law requiring counties, cities, towns, villages and school districts to attach to their tentative/preliminary budgets an exemption report. The measure is effective October 5, 2008 and applies to budgets for fiscal years commencing on and after that date.

The new exemption reports will provide taxpayers, policy makers, media and the general public with greater transparency on property tax exemptions and their effect on overall property taxes.

Exemptions are reductions in property taxes granted to certain groups of property owners (e.g., non-profits, seniors, veterans) and are paid for by increases in property taxes on all other taxpayers (except for the STAR exemption, which is funded directly by New York State). The new exemption reports will show, for each type of exemption, how much of the local property tax base has been removed from taxation.

This report can be found on the following pages

School District - 333601 Highland Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	5	1,578,201	0.30
13650	VG - GENERALLY	RPTL 406(1)	12	11,138,568	2.12
13800	SCHOOL DISTRICT	RPTL 408	3	9,774,390	1.86
14100	USA - GENERALLY	RPTL 400(1)	7	19,059,451	3.62
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	4	1,874,086	0.36
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	2	1,368,902	0.26
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	6	9,219,284	1.75
26100	VETERANS ORGANIZATION	RPTL 452	2	843,750	0.16
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	921,494	0.18
29350	TRUSTEES - HOSP, LIB, PLAYGROU	RPTL 438	2	1,302,439	0.25
41400	CLERGY	RPTL 460	2	4,574	0.00
41690	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	5	15,860	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	2	321,646	0.06
41804	PERSONS AGE 65 OR OVER	RPTL 467	4	368,498	0.07
41834	ENHANCED STAR	RPTL 425	97	11,092,920	2.11
41854	BASIC STAR 1999-2000	RPTL 425	243	10,262,437	1.95
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	1,261,938	0.24
Total Exemptions Exclusive of System Exemptions:					15.29
Total System Exemptions:			399	80,408,438	0.00
Totals:			399	80,408,438	15.29

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

Equalized Total Assessed Value 779,443,511					
Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
School District - 333601 Highland Central					
13500	TOWN - GENERALLY	RPTL 406(1)	8	1,290,398	0.17
13800	SCHOOL DISTRICT	RPTL 408	2	13,435,518	1.72
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	2	4,491,311	0.58
14100	USA - GENERALLY	RPTL 400(1)	162	409,146,038	52.49
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	3	2,042,684	0.26
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	7	21,643,903	2.78
29350	TRUSTEES - HOSP, LIB, PLAYGROU	RPTL 438	1	345,884	0.04
41690	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	4	12,688	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	5	692,682	0.09
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	168,704	0.02
41834	ENHANCED STAR	RPTL 425	55	6,278,946	0.81
41854	BASIC STAR 1999-2000	RPTL 425	144	6,100,272	0.78
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	675,180	0.09

Total Exemptions Exclusive of System Exemptions:	395	466,324,208	59.83
Total System Exemptions:	0	0	0.00
Totals:	395	466,324,208	59.83

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

School District - 333601 Highland Central					
Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
14110	USA - SPECIFIED USES	STATE L 54	1	3,234,276	100.00
Total Exemptions Exclusive of System Exemptions:					
Total System Exemptions:			1	3,234,276	100.00
Totals:			0	0	0.00
			1	3,234,276	100.00
Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.					

Amount, if any, attributable to payments in lieu of taxes: _____