

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting on February 5, 2015 in the council chambers in the Municipal Office Building at 3 Primrose Street.

K. Alexander, Chair	J. Erardi
L. Roche, Vice Chair	L. Gejda
K. Hamilton, Secretary	R. Bienkowski
D. Leidlein	11 Staff
J. Vouros	8 Public
D. Freedman	1 Press
M. Ku	

Mr. Alexander called the meeting to order at 7:35 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Public Participation - none

Item 3 – Discussion and Possible Adoption of the 2015-2016 Budget

MOTION: Mrs. Roche moved to adopt the Superintendent's recommended budget for a total of \$72,399,186. Mr. Vouros seconded.

MOTION: Mrs. Ku moved to amend the Superintendent's recommended budget with the adjustments to a total of \$72,253,488. Mrs. Roche seconded.

Mr. Freedman asked to clarify the world language component for kindergarten.

Dr. Erardi said the world language program is a phase-in program starting in kindergarten and will be a 30-minute session once per week. The projection is that an additional grade would be added each year until we connect to our present program. There was a consideration for this language at Reed but we felt exposing a world language starting in kindergarten will allow a student exposure for up to 13 years. There will be a .5 teacher for the first year and an additional .5 for the second year.

Mr. Vouros said he and Mrs. Ku observed a kindergarten classroom in Southington where the Spanish teacher works with the kindergarten curriculum.

Mr. Freedman asked if a current teacher could teach these classes.

Dr. Erardi said there would be a problem with certification and having the background teaching kindergarten. The Spanish teacher will collaborate with the classroom teacher.

Mrs. Leidlein asked why Spanish was selected instead of Chinese.

Dr. Erardi said Spanish was chosen for kindergarten because it's the dominant language and has global attraction. We felt it offered connectivity to our present programs and sustainability. We couldn't offer both.

Ms. Hamilton asked why we didn't incorporate Spanish in sixth grade with students coming back from the magnet school. She also asked how the 30 minutes weekly fit into the schedule.

Dr. Erardi said kindergarten has more of a flexible schedule than Reed and the children learn well when they are very young. Reed would benefit too but we believed a kindergarten starting point was best. The class is 30 minutes but the language is reinforced during the week.

Mrs. Ku would love to see it for both kindergarten and sixth grade and also more than once a week. Research shows that younger children benefit in that early time frame. Starting kindergarten is important.

Mrs. Roche asked if we could start more than one grade level per year.

Dr. Erardi said having one per year is showing an increase in staff per year. If we double each year the oldest grade level would not have had the experience in kindergarten.

Mr. Alexander said the Board would expect a report on this program prior to next budget preparation.

Dr. Erardi said that would take place well in advance.

Ms. Hamilton didn't agree with Spanish in the elementary schools.

MOTION: Ms. Hamilton moved to amend the motion to remove the \$28,297 from the budget for the elementary world language teacher. There was no second to this motion.

Ms. Hamilton thought about the new academic officer position at the high school and was not in favor of it as there are tutors and centers there to help students.

MOTION: Ms. Hamilton moved to amend the motion to remove \$22,638 from the budget for the academic officer. Mr. Freedman seconded.

Dr. Erardi said this position is the highest priority for the high school. The .4 FTE person would report to the principal. This is an instructional assignment working with most complex students. Dr. Rodrigue identified a need for additional support due to practices mandated by the state. This position would offer assurance that there would be no child in need regarding instruction or with social and emotional needs.

Mr. Vouros said principals are also responsible for students that are tardy, missed a class, etc. and they have meetings with these children which takes additional time. This person would also be a help for the assistant principals.

Mr. Freedman asked if this position would continue as a .4 over the years or would it be full time at some point.

Dr. Erardi said the expectation would be a very definitive report to the Board. With the data we have now the high school will get smaller not larger so we're not sure if the need will be there in 5 years. The data given to the Board felt it was clearly in line with the student teacher ratio. We are still in the bottom third in the administrator to student ratio. The .4 position will do leadership activities and be able to evaluate.

Ms. Hamilton said the guidance department is a great help to students and parents and that position is also extremely important.

Mr. Freedman felt there are resources that help the students now and knows there needs to be continued support. He is not in full support of this position.

Mrs. Leidlein doesn't know how we can't support the top request from an administrator.

Mrs. Ku said this type of position has been requested by a number of administrators and we need to look at it.

Mr. Vouros stated in the past the request was for a full assistant principal which is more expensive.

Mr. Alexander said this is a requirement for our NEASC evaluation and he is in support.

Mrs. Roche was also in support of it.

Vote: 2 ayes, 5 nays (Mrs. Ku, Mr. Vouros, Mrs. Leidlein, Mrs. Roche, Mr. Alexander) Motion fails.

Mr. Freedman thought the bookkeeper/computer assistant position for continuing education could be done in the business office.

MOTION: Mr. Freedman moved to amend the motion to remove \$23,605 for the bookkeeper/computer assistant position in continuing education. Ms. Hamilton seconded.

Ms. Hamilton agreed that there was a lot of help in business office to do that work.

Dr. Erardi said this is an existing bookkeeper position that supports this program. It is housed at the high school with our adult education director. He was taken aback by the perception that there are voids in work in our business department. They are engaged with too much work and unprepared as to who could take that on and how it would be done. Our business office is not an office with additional hands.

Mrs. Ku said that without additional information she could not vote.

Dr. Erardi said this person does our advertising, is the intake person, and coordinates classes and instructors. The person works all year and is busiest at the onset of the summer school program.

Vote: 1 aye, 6 nays (Mrs. Ku, Mr. Vouros, Mrs. Leidlein, Ms. Hamilton, Mrs. Roche, Mr. Alexander) Motion fails.

Ms. Hamilton referred to the meeting with All-Star Transportation. They were unable to give us a formula on how they determine the number of buses for the district. Tier 1 dictates how many buses are required for 2,620 students. They input data into the computer and they look at the output. We could decrease the number of buses by two which totals \$136,100 in savings.

MOTION: Ms. Hamilton amended the motion to reduce regular education transportation by \$136,100. Mr. Freedman seconded.

Ms. Hamilton said most of the buses have more than their capacity. Ridership for the elementary schools and Reed is at 90%. Many high school students are dropped off or drive.

Mrs. Leidlein said that even though there may be less students on the buses the drivers still need to run the same routes. The fuel cost will not go away. Looking at the length of time students are on buses and the time it takes tier one in the afternoon she wants to make sure this will not impact those schedules. She was not in favor of voting without more information.

Mr. Bienkowski said All-Star saw this and does not agree. Routing is more involved than just the number of students as the location, time and distance have to be looked at. Opening a new school will be a massive job. They do the routing without cost to the district.

Dr. Erardi said it is important to share with the Board the requested information from All-Star. He has asked them for an update before March 1 of the present student ridership, requested that they correct the December report, and also asked what would happen if the Board wanted to reduce the fleet by two buses and if it would be prudent to do. We don't know the concerns

about ridership, length of the runs and on-time arrivals for school. We will have this by March 1. He is reluctant to make that decision tonight if it is not what might be best for students.

Ms. Roche said the finance committee should look at items like this. Two years ago students were getting to school late. This year it's all changed. We don't want to take the two buses away and have a problem. She was not in favor of voting tonight.

Mr. Freedman said we need to know what is best for the students and community and have the responsibility to ask questions.

Ms. Hamilton said they are responsible for the routing.

Mr. Bienkowski said the St. Rose problem was fixed this year because All-Star got the special education contract and they were able to take care of the St. Rose routes. The contract originally was just for vehicles. After we gave them the contract in April they said they would do the routing.

Mr. Alexander agreed that it was important to keep on top of every contract and number. He was not ready to support this and wanted to make sure we don't put ourselves in a bind until we have more information.

Vote: 1 aye, 6 nays (Mrs. Ku, Mr. Freedman, Mr. Vouros, Mrs. Leidlein, Mrs. Roche, Mr. Alexander) Motion fails.

Mrs. Roche thanked everyone for their hard work and time put into this budget and for Dr. Erardi for pulling everyone together. She fully supports this number and appreciates help from the staff, administrators and Board members.

Ms. Hamilton also thanked the staff for getting the budget to them early. Her reductions were out of concern for the cost of running the district.

Mr. Freedman agreed. The team worked together with administrators and appreciated them attending our meetings. This was a smoother integrated budget process thanks to the administrators, the public and the Board.

Mrs. Leidlein said it was one of the best budget books and thanked Mr. Bienkowski for the added detail. She thanked Dr. Erardi for coming to this district and bringing forward this budget which we should accept to move forward.

Mrs. Ku thanked the public for attending and Mr. Bienkowski for an incredible budget book. It is important to have the difficult conversation on what's in the budget.

Mr. Vouros thanked the Board for hiring Dr. Erardi who enabled us to go through this process in a civilized manner because of his leadership. He also thanked the audience and Kinga Walsh and Karyn Holden who will spearhead the votes to get the budget passed.

Mrs. Roche also thanked the PTAs for their leadership and help.

Mr. Alexander thanked Dr. Erardi specifically for this responsible budget. He did this knowing that we need new initiatives even with a declining enrollment. He also thanked his staff and administration. It is our dedicated responsibility to go through this budget and he appreciated everyone's efforts.

Vote on the amended budget amount of \$72,253,488:

Mrs. Ku – aye

Mrs. Freedman – aye

Mr. Vouros – aye

Mrs. Leidlein – aye

Ms. Hamilton – nay

Mrs. Roche – aye

Mr. Alexander – aye

Motion passes.

MOTION: Mrs. Leidlein moved that that Board of Education direct the business office to prepare the final budget and authorize the Director of Business to make any technical or arithmetical changes necessary. Mr. Vouros seconded. Motion passes unanimously.

Mr. Alexander thanked the Board for supporting Dr. Erardi's budget.

Item 4 – Public Participation

Carlen Gaines, 17 Bridge End Farm Lane, thanked the Board for putting forth this budget and was confident it will go through the first time.

Motion: Mrs. Roche moved to adjourn. Mr. Vouros seconded. Motion passes unanimously.

Item 5 - Adjournment

The meeting adjourned at 9:02 p.m.

Respectfully submitted:

Kathryn Hamilton
Secretary

Operational Plan for 2015-16

2014-15 Approved Budget		Cumulative Adjustment	Percent of Decrease	Balance	Remaining Increase	Percent Change
2015-16 Superintendent's Proposal	72,399,186	1,053,882				1.48%
<u>Adjustments</u>	0	0	0.00%	72,399,186	1,053,882	1.48%
- Diesel fuel - \$3.1449 to \$2.65 per gallon	(54,989)	(54,989)	-0.08%	72,344,197	998,893	1.40%
+ Worker's compensation plus 3% to 5%	10,144	(44,845)	-0.06%	72,354,341	1,009,037	1.41%
+ LAP policies plus 3% to 5%	7,782	(37,063)	-0.05%	72,362,123	1,016,819	1.43%
- Medical self-insurance	(67,120)	(104,183)	-0.15%	72,295,003	949,699	1.33%
- Dental insurance	(4,000)	(108,183)	-0.15%	72,291,003	945,699	1.33%
- AST buses (est)	(37,515)	(145,698)	-0.20%	72,253,488	908,184	1.27%
Total		(145,698)	-0.20%	72,253,488	908,184	1.27%

1-001-86-090-2000-0000	86	BENFTS	2000	MEDICAL INSURANCE	\$8,267,309.00	\$8,267,309.00	\$8,432,656.00	\$8,334,429.00	\$0.00	\$0.00	\$67,120.00	0.81%
1-001-86-090-2005-0000	86	BENFTS	2005	DENTAL CLAIMS	\$269,513.00	\$269,513.00	\$269,513.00	\$269,513.00	\$0.00	\$0.00	\$0.00	0.00%
1-001-86-090-2020-0000	86	BENFTS	2020	MEDICAL INS. PREMIUMS	\$55,167.00	\$37,167.00	\$42,071.00	\$42,071.00	\$0.00	\$0.00	\$4,904.00	13.19%
1-001-86-090-2030-0000	86	BENFTS	2030	ADMINISTRATION FEES	\$44,130.00	\$44,130.00	\$44,130.00	\$44,130.00	\$0.00	\$0.00	\$0.00	0.00%
1-001-86-090-2200-0000	86	BENFTS	2200	LIFE INSURANCE	\$87,337.00	\$87,337.00	\$87,337.00	\$87,337.00	\$0.00	\$0.00	\$0.00	0.00%
1-001-86-090-2410-0000	86	BENFTS	2410	FICA SYSTEM WIDE	\$716,874.00	\$716,874.00	\$705,328.00	\$705,328.00	\$0.00	\$0.00	-\$11,546.00	-1.62%
1-001-86-090-2420-0000	86	BENFTS	2420	MEDICARE SYSTEM WIDE	\$618,800.00	\$618,800.00	\$642,159.00	\$642,159.00	\$0.00	\$0.00	\$23,359.00	3.77%
1-001-86-090-2500-0000	86	BENFTS	2500	PENSION PLAN	\$441,667.00	\$441,667.00	\$501,329.00	\$501,329.00	\$0.00	\$0.00	\$59,662.00	13.50%
1-001-86-090-2600-0000	86	BENFTS	2600	UNEMPLOYMENT COMP.	\$57,000.00	\$57,000.00	\$57,000.00	\$57,000.00	\$0.00	\$0.00	\$0.00	0.00%
1-001-86-090-2700-0000	86	BENFTS	2700	WORKERS COMP.	\$484,987.00	\$484,987.00	\$491,873.00	\$491,873.00	\$0.00	\$0.00	\$6,886.00	1.41%
1-001-86-090-2800-0000	86	BENFTS	2800	EMPLOYEE ASSISTANCE	\$11,560.00	\$11,560.00	\$8,100.00	\$2,000.00	\$0.00	\$0.00	-\$9,560.00	-82.70%
1-001-86-090-2850-0000	86	BENFTS	2850	TUITION REIMBURSEMENT	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00	0.00%
1-001-86-090-2900-0000	86	BENFTS	2900	EARLY RETIREMENT	\$32,000.00	\$32,000.00	\$32,000.00	\$32,000.00	\$0.00	\$0.00	\$0.00	0.00%
1-001-86-090-2950-0000	86	BENFTS	2950	OTHER POST	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00	\$0.00	0.00%

NEW PROGRAM APPLICATION
Newtown Public Schools

The mission of the Newtown Public Schools, a partnership of students, families, educators and community, is to **INSPIRE EACH STUDENT TO EXCEL** in attaining and applying the knowledge, skills and attributes that lead to personal success while becoming a contributing member of a dynamic global community. We accomplish this by creating an unparalleled learning environment characterized by:

- *High expectations
- *Quality instruction
- *Continuous improvement
- *Civic responsibility

What will the program be called?

Kindergarten World Language: Introductory Spanish

Give a brief description of the program:

Kindergarten students in each elementary school will receive 30 minutes of weekly instruction in introductory Spanish following an immersion model. This instruction will be provided by a teacher certified in the target language and grade level. This program will be covered by a .5FTE position.

PLANNING

What is the documented need for the program?

Newtown is a school district committed to preparing students as informed citizens of a global community.

What research is available about the effectiveness of this program or others like it?

Second language study benefits understanding and security in community and society

- Research suggests that attitudes about other groups and peoples are formed by the age of ten and are often shaped between the ages of four and eight. Learning a language at a young age helps connect a child with another culture while they are still open-minded and have not yet begun to restrict their views of others whom they perceive to be different. (Curtain & Pesola 1988)
- The benefits of foreign language study last throughout one's lifetime. Recent research indicates that knowing two languages may help stave off age-related mental decline. Researchers compared monolingual to bilingual adults in a test of cognitive function, and bilingualism seemed to offer a protective benefit. (Bialystok 2004)
- The benefits to society are many. Americans fluent in other languages improve global communication, enhance our economic competitiveness abroad, and maintain our political and security interests. (Center for Applied Linguistics 2004)

Second language study enhances career opportunities

Studying a foreign language helps students understand English grammar better and improves their overall communication and problem-solving skills. Beyond the intellectual benefits, knowledge of a foreign language facilitates travel, enhances career opportunities, and enables one to learn more about different peoples and cultures. (National Research Council 2007)

In a survey of 581 alumni of The American Graduate School of International Management in Glendale, Arizona, most respondents said they had gained a competitive advantage from their knowledge of foreign languages and other cultures. They said that not only was language study often a critical factor in hiring decisions and in enhancing their career paths, it also provided personal fulfillment, mental discipline, and cultural enlightenment. (Grosse 2004)

In recent years, the U.S. government has expressed a need for fluent speakers of languages other than English, particularly in less commonly taught languages such as Arabic and Chinese (U.S. General Accounting Office 2002).

Students of foreign languages may have better career opportunities. (Carreira & Armengol 2001)

Second language study found to improve chances of college acceptance, achievement and attainment

- Students who were in “rigorous” programs in high school—that included three years of foreign language study—were likely to earn better grades in college and less likely to drop out. (Horn & Kojaku 2001)

- Graduating high school seniors with two or more years of foreign language study showed significant superiority in performance on achievement tests in English when compared with nonforeign language students. (Bastian 1980)

Second language study promotes cultural awareness and competency

In an age of global interdependence and an increasingly multicultural and multiethnic society, early foreign language study gives children unique insight into other cultures and builds their cultural competency skills in a way that no other discipline is able to do. “The age of ten is a crucial time in the development of attitudes toward nations and groups perceived as ‘other’ according to the research of Piaget, Lambert and others. At age 10, children are in the process of moving from egocentricity to reciprocity and information received before age 10 is eagerly received.” (Curtain & Dahlberg 2004)

“(E)xposure to a foreign language serves as a means of helping children to intercultural competence. The awareness of a global community can be enhanced when children have the opportunity to experience involvement with another culture through a foreign language.” (Curtain & Dahlberg 2004)

“The positive impact of cultural information is significantly enhanced when that information is experienced through foreign language and accompanied by experiences in culturally authentic situations.” (Curtain & Dahlberg 2004)

Experiences in learning a second language and learning another culture will facilitate teachers' interactions with their students' learning experience. Competent teachers understand that positive self-concept and positive identification with one's culture is the basis for academic success. (Lemberger 1990)

Foreign language learners are more tolerant of the differences among people. (Carpenter & Torney 1974)

How does the program align with the core beliefs of the Newtown Public Schools?

As stated in the mission statement of the Newtown Public Schools, district efforts will support the development of students in "...becoming a contributing member(s) of a dynamic global community. ...". This program also aligns with the goals and philosophy of the NICE program.

Who have you communicated with about the program and what are the responses? (ex. Building leadership team)

Elementary principals have been surveyed and support the program. The NHS World Language Department Chair is supportive and participated in a site visit to the Southington Public Schools program.

Was the program critiqued by a curriculum committee? What were their comments?

Newtown has demonstrated its support of similar programs by funding students at the AIS magnet school in Danbury. The NMS WL facilitator and NHS department chair have shown support of additional opportunities for students to acquire knowledge of and skills

Which staff and students will participate in the first year of the program? How will they be selected?

All kindergarten students will participate in the first year of the program. The teacher will be selected from a pool of qualified candidates through the district interview process.

What are the staffing implications?

This position will require a .5 FTE that is already included in the 2015-16 budget.

Do you anticipate that this will become a mandated program?

With BOE support, this program should become mandated.

When and how will the initial, start-up curriculum be written prior to initiation of the program?

Curriculum standards and scope and sequence will be identified in the summer prior to Fall 2015, if not sooner.

What is the plan for pre-implementation training and follow-up training?

What other costs are involved?

Elementary administrators and kindergarten teachers will be apprised of the program goals, ideally in the Spring of 2015. Instructional supplies will be needed including manipulatives, music, big books, representative materials, vocabulary materials, etc.

MEASURING EFFECTS

How will you measure the program effectiveness?

Student awareness, conversation and vocabulary/grammar will be several of the content and skills that will be measured. The WL teacher for this program will also identify additional areas for observation.

Who will use the information to decide if the program will be continued?

Members of the Board of Education and district administration will utilize the information to determine if the program will be continued.

When and how will the results be communicated to the Board?

The Board of Education will receive a progress report at the midyear and end of the first year.

CONTACT PERSON _____ **DATE** _____

Newtown Public Schools 2014-2015 Regular Ed Transportation Outline

44 units are used to transport the student body for in-town regular ed transportation including Saint Rose Parochial, Henry Abbott Tech, Danbury Magnet, Frasier Woods and Housatonic Valley Waldorf School. This is the amount of vehicles needed to service Newtown which is the fifth largest town in Connecticut covering an area of 60.38 square miles. Newtown Public Schools currently operates on a three tier schedule.

Tier 1

- Newtown High, Middle School, and Henry Abbott Tech
- Largest population
 - 1750 students for NHS
 - 832 students for NMS
 - 38 students for HAT
 - 2620 students.
- Tier 1 dictates how many buses are required
- Current equipment operating
 - 32 – 77passenger buses
 - 12 – 47passenger buses
- Maximum capacity for grades K to 6 sitting 3 to a seat is 3028
- Maximum capacity for grades 7 to 12 is 51passengers for the large buses and 31passengers for the medium buses sitting 2 to a seat is 2004 seats

Tier 2

- Reed Intermediate, St Rose Parochial, Frasier Woods and Housatonic Valley Waldorf School
- Population for this tier as of October 31, 2014 is 991students.
- Tier 2 is our lowest populated tier however we have a large area to cover in a limited amount of time.

Tier 3

- Hawley, Head O'Meadow, Middle Gate and Sandy Hook
- Population for this tier as of October 31, 2014 is 1390 students

Overview

Given the student population and current configuration of the tiers, we feel that 44 units is the minimum number of units needed to safely transport students. Once the bubble (class of 2020) passes through the high school or tiers are reconfigured it will most likely be possible to cut buses.

Respectfully submitted by Rich Dufour, Operations Supervisor, All-Star Transportation, Nov. 25, 2014.

Newtown Public Schools - School Bus Outline
2014-2015 School Year

Bus	Cap	Tier 1	Assigned	Time	Tier 2	Assigned	Time	Tier 3	Assigned	Time
1	77p	HS/MS	75	35	RIS	23	30	SHS	56	35
2	77p	HS/MS	77	30	RIS	17	25	SHS	33	35
3	77p	HS/MS	71	30	RIS	31	25	SHS	36	30
4	77p	HS/MS	69	30	RIS	24	25	SHS	34	35
5	77p	HS/MS	73	25	RIS	27	25	SHS	27	35
6	77p	HS/MS	83	25	RIS	28	25	MGS	41	35
7	77p	HS/MS	61	25	STR	27	40	MGS	38	30
8	77p	HS/MS	70	25	RIS/STR	35	30	HAW	51	35
9	77p	HS/MS	69	25	RIS/STR	40	30	HAW	55	30
10	77p	HS/MS	75	25	RIS	22	30	HAW	37	30
11	77p	HS/MS	64	25	RIS	20	35	HAW	19	30
12	77p	HS/MS	72	25	RIS	32	35	HOM	26	25
13	77p	HS/MS	64	35	RIS	20	35	HOM	39	25
14	77p	HS/MS	60	35	RIS	27	35	HOM	3	25
15	77p	HS/MS	63	35	RIS	11	35	HOM	44	25
16	77p	HS/MS	70	35	RIS	27	35	HOM	46	25
17	77p	HS/MS	58	35	RIS	24	35	HOM	34	25
18	77p	HS/MS	56	35	RIS	32	35	MGS	31	30
19	77p	HS/MS	64	35	RIS	23	35	MGS	57	35
20	77p	HS/MS	70	35	RIS/STR	30	30	MGS	41	25
21	77p	HS/MS	74	35	RIS	20	30	SHS	35	30
22	77p	HS/MS	74	35	HVWS	2	25	Tier 2 cont	Tier 2 cont	
23	77p	HS/MS	75	30	RIS/STR	16	25	MGS	39	25
24	77p	HS/MS	58	30	RIS	37	30	MGS	38	30
25	77p	HS/MS	71	30	RIS/STR	43	30	MGS	18	30

26	77p	HS/MS	77	35	STR am	13	25	SHS	54	25
27	77p	HS/MS	78	35	FWS	5	30	MGS	39	25
28	77p	HS/MS	75	35	HAT am	33	30	MGS	33	25
29	77p	HS/MS	53	35	FWS	4	30	Tier 2 cont	Tier 2 cont	
30	77p	HS/MS	73	45	RIS	21	25	HOM	54	30
31	77p	HS/MS	70	35				MAG	33	25
32	77p	HS/MS	70	45	STR am	11	25	HOM	30	25
33	47p	HS/MS	53	30	RIS	9	25	SHS	42	25
34	47p	HS/MS	47	25	RIS/STR	45	25	SHS	19	25
35	47p	HS/MS	38	25	RIS/STR	26	25	HAW	36	25
36	47p	HS/MS	38	25	RIS/STR	18	25	HAW	29	25
37	47p	HS/MS	39	30	RIS	18	30	HAW	31	35
38	47p	HS/MS	45	30	RIS	10	30	SHS	21	35
39	47p	HS/MS	45	30	RIS	21	30	HAW	24	30
40	47p	HS/MS	22	25	RIS	28	30	HAW	27	35
41	47p	HS/MS	47	30	STR	26	50	Tier 2 cont	Tier 2 cont	
42	47p	HS/MS	42	25	STR	29	50	Tier 2 cont	Tier 2 cont	
43	47p	HS/MS	40	30	STR	28	50	Tier 2 cont	Tier 2 cont	
44	47p	HS/MS	40	30	STR	24	50	Tier 2 cont	Tier 2 cont	

Bus #	Rated Capacity	Real Capacity for HS/MS	Tier 1	Assigned	% of Bus Assigned
40	47	31	HS/MS	22	71%
29	77	51	HS/MS	53	104%
18	77	51	HS/MS	56	110%
17	77	51	HS/MS	58	114%
24	77	51	HS/MS	58	114%
14	77	51	HS/MS	60	118%
7	77	51	HS/MS	61	120%
35	47	31	HS/MS	38	123%
36	47	31	HS/MS	38	123%
15	77	51	HS/MS	63	124%
11	77	51	HS/MS	64	125%
13	77	51	HS/MS	64	125%
19	77	51	HS/MS	64	125%
37	47	31	HS/MS	39	126%
43	47	31	HS/MS	40	129%
44	47	31	HS/MS	40	129%
4	77	51	HS/MS	69	135%
9	77	51	HS/MS	69	135%
42	47	31	HS/MS	42	135%
8	77	51	HS/MS	70	137%
16	77	51	HS/MS	70	137%
20	77	51	HS/MS	70	137%
31	77	51	HS/MS	70	137%
32	77	51	HS/MS	70	137%
3	77	51	HS/MS	71	139%
25	77	51	HS/MS	71	139%
12	77	51	HS/MS	72	141%
5	77	51	HS/MS	73	143%
30	77	51	HS/MS	73	143%
21	77	51	HS/MS	74	145%
22	77	51	HS/MS	74	145%
38	47	31	HS/MS	45	145%
39	47	31	HS/MS	45	145%
1	77	51	HS/MS	75	147%
10	77	51	HS/MS	75	147%
23	77	51	HS/MS	75	147%
28	77	51	HS/MS	75	147%
2	77	51	HS/MS	77	151%
26	77	51	HS/MS	77	151%
34	47	31	HS/MS	47	152%
41	47	31	HS/MS	47	152%
27	77	51	HS/MS	78	153%
6	77	51	HS/MS	83	163%
33	47	31	HS/MS	53	171%
		2004	Total Assigned	2708	135%

Per AllStar Report

NHS 1750
NMS 832
HAT 38
2620