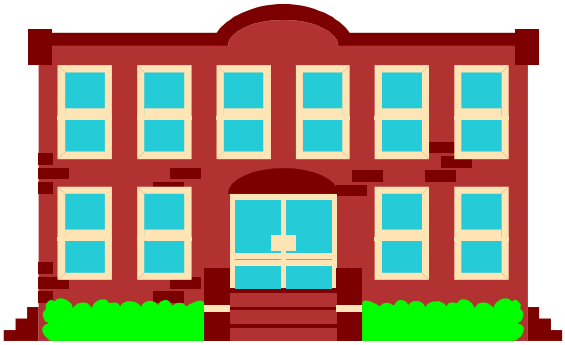
101300-01-0001

The New York State School Report Card
for
Hudson High School
in
Hudson City School District

An Overview of Academic Performance



February 2000

The University of the State of New York
The State Education Department

March 6, 2000

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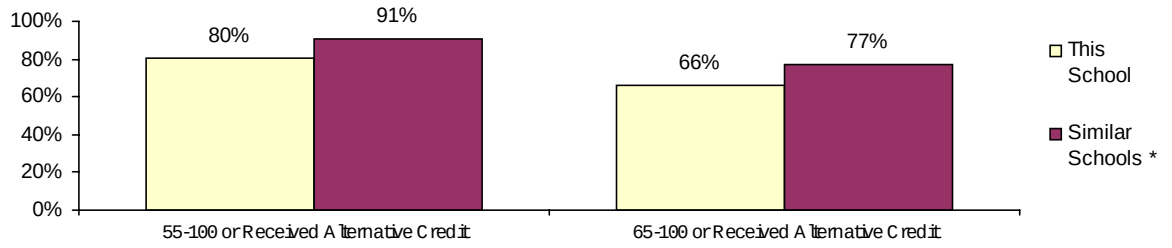
Cohort Performance

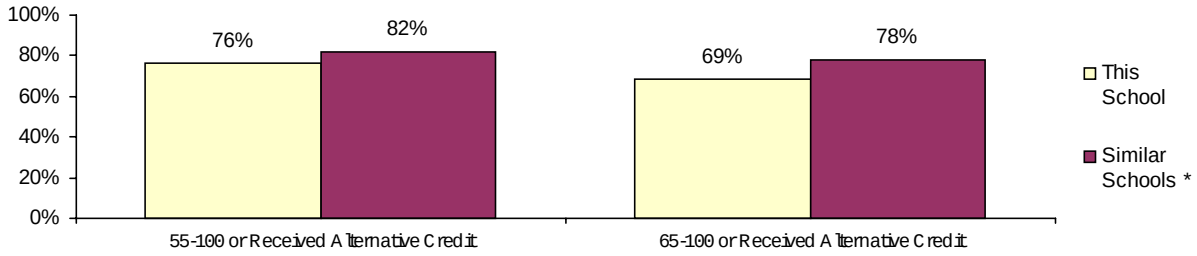
This cohort includes all students enrolled in this school in June 1999 who first entered grade 9 in September 1996. General education students in this cohort must pass the Regents English examination to earn a high school diploma.[1] Special education students who do not pass the Regents English examination may meet this graduation requirement by passing the Regents Competency Tests in both reading and writing. Students in this cohort are not required to pass a Regents mathematics examination to earn a local diploma.

Performance for Regents English or Approved Alternative
(All General Education Students)



Counts of Students	General Education	Special Education	All Students
September 1996 Grade 9 First-Time Students	122	10	132
Students Tested	112	6	118
Students with High Score From 55 To 100	98	5	103
Students with High Score From 65 To 100	81	3	84
Received Credit For An Approved Alternative Assessment	0	0	0

Performance for Regents Mathematics or Approved Alternative
(All General Education Students)



Counts of Students	General Education	Special Education	All Students
September 1996 Grade 9 First-Time Students	122	10	132
Students Tested	108	7	115
Students with High Score From 55 To 100	93	6	99
Students with High Score From 65 To 100	84	6	90
Received Credit For An Approved Alternative Assessment	0	0	0

* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the School Profile page of this report. Further explanation is available at http://www.emsc.nysed.gov/repcrd2000/similar.html.

[1] Students who score 55 to 64 may earn a local diploma with the approval of the local school board. Only the highest score of each student is counted, regardless of how many times or in which years the student may have taken the examination.

\# To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "General Education" category.

School Profile

Principal: Ms. Carol Boyce				Phone: (518)828-4360
Organization 1998-99	School Staff[1] (both full- and part-time)			
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
9-12	618	51	4	16

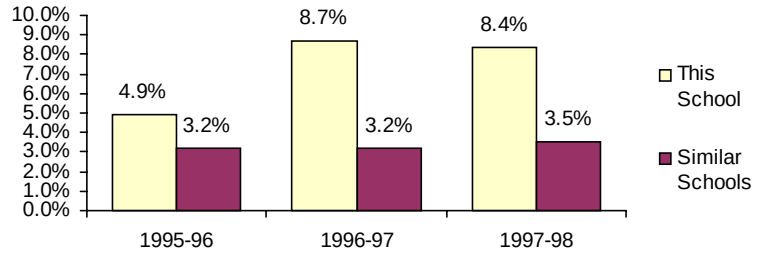
1997-98 School District-wide Total Expenditure per Pupil	$11,000

Student Enrollment			
Grade Level	October 1998	Grade Level	October 1998
Pre-Kindergarten	0	Grade 7	0
Kindergarten	0	Grade 8	0
Grade 1	0	Grade 9	182
Grade 2	0	Grade 10	178
Grade 3	0	Grade 11	121
Grade 4	0	Grade 12	106
Grade 5	0	Ungraded Elementary with Disabilities	0
Grade 6	0	Ungraded Secondary with Disabilities	31

Student Demographics Used To Determine Similar School Groups	1996-97		1997-98		1998-99	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	11	1.2%	20	3.3%	14	2.3%
Eligible For Free Lunch	342	36.2%	143	23.5%	141	22.8%

Similar Schools Group	This school is in Similar Schools Group 47. All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

Dropout Rate



A dropout is any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.

[1] Some district-employed staff serve in more than one school. These shared people are not reported here.

School Accountability Measures

The Regents expect schools to meet or exceed 90 percent on each benchmark shown here. Regulations require school districts to develop and implement local assistance plans (LAP) to bring every public school up to these levels. These plans must include activities to improve the performance of all students, including students with disabilities. LAP for district public schools are available for public review at the district office.

All students continuously enrolled from October until the date of State testing at this school are included in these measures. Students with disabilities are included[1]. Also, schools with fewer than 20 students in a grade may combine results for three consecutive years to reduce the impact of small-population variability. Local school officials have this information.

English Language Arts Performance of Students in Grades 4 and 8 for 1998-99

	Continuously Enrolled Students Required To Take State ELA Tests		English Language Learners Reported Using Alternative Measure		Benchmark Percentage
	Tested	At Or Above Level 2 In English Language Arts	English Language Proficiency Below Effective Participation Level	Making Satisfactory Progress	
	(a)	(b)	(c)	(d)	(b+d)/(a+c)
Grade 4					NA
Grade 8					NA

Mathematics Performance of Students in Grades 4 and 8 for 1998-99

	Continuously Enrolled Students		Benchmark Percentage
	Tested	At Or Above Level 2 In Math	
	(a)	(b)	(b/a)
Grade 4			NA
Grade 8			NA

Demonstrated Competency of Students in Grade 11 for 1998-99

Competency Area	Grade 11 Enrollment June 1999	Regents Level (higher)	RCT Level (lower)	Benchmark Percentage[2]
	(a)	(b)	(c)	(b+c)/a
Reading	125	88	26	91%
Writing	125	88	26	91%
Mathematics	125	84	21	84%

[1] All students with disabilities who are enrolled in this school are included in these measures along with general education students, regardless of classroom environment and level of special education services. These calculations match those used to identify the schools farthest from State standards [potential schools under registration review (SURR)] and Title I schools that are making adequate yearly progress.

[2] The State data system does not separate these Grade 11 results based on duration of enrollment. Some schools with high mobility grade 11 populations may not have their LAP status correctly identified in this report. These numbers are, however, indicative of performance in all schools.

To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a grade tested or enrolled. If fewer than five English language learners were reported (English Language Arts Performance table), the counts are replaced by the pound character (#).