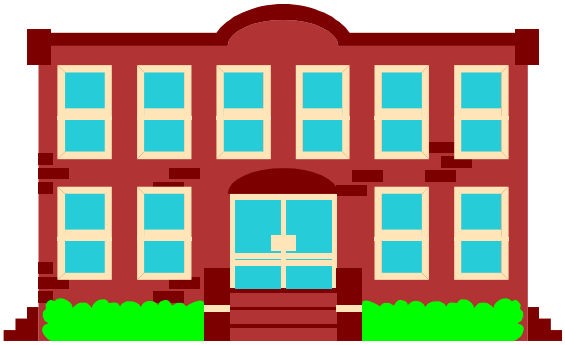
101300-01-0001

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

An Overview of Academic Performance



February 2001

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

March 16, 2001

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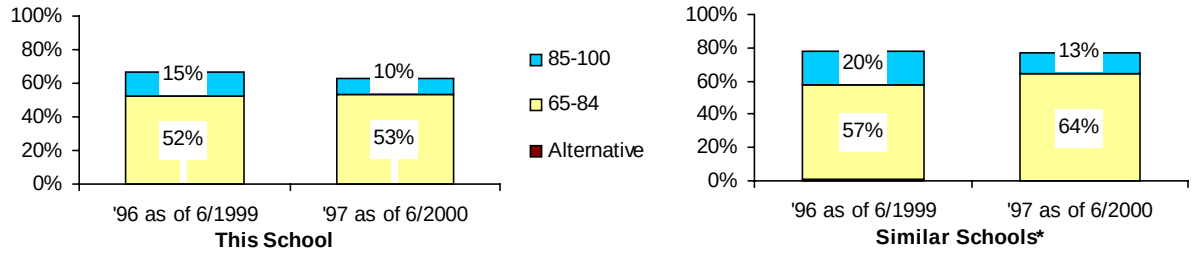
Cohort Performance

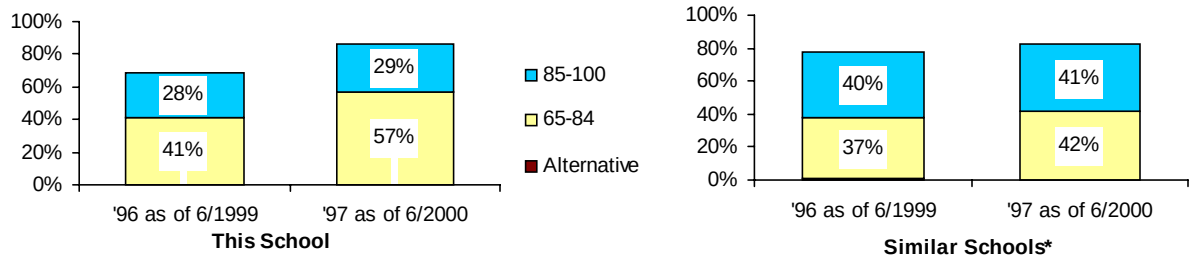
This section presents the success of students in this school on Regents examinations after three years of high school. The first block presents information about success on the Regents examination in comprehensive English. The second block presents information about success on any Regents examination in mathematics. A cohort[1] is identified by the year in which the member students first entered grade 9.

Performance for Regents English
(All General Education Students)



Counts of Students		Cohort[1] Membership	Highest Score[2] From 55 To 64	Highest Score[2] From 65 To 84	Highest Score[2] From 85 To 100	Credit For An Approved Alternative Assessment
1996 Cohort[1]	**General Education**	**122**	**17**	**63**	**18**	**0**
	Special Education	10	2	3	0	0
	All Students	132	19	66	18	0
1997 Cohort[1]	**General Education**	**133**	**19**	**70**	**13**	**0**
	Special Education	10	0	2	0	0
	All Students	143	19	72	13	0

Performance for Regents Mathematics
(All General Education Students)



Counts of Students		Cohort[1] Membership	Highest Score[2] From 55 To 64	Highest Score[2] From 65 To 84	Highest Score[2] From 85 To 100	Credit For An Approved Alternative Assessment
1996 Cohort[1]	**General Education**	**122**	**9**	**50**	**34**	**0**
	Special Education	10	0	6	0	0
	All Students	132	9	56	34	0
1997 Cohort[1]	**General Education**	**133**	**6**	**76**	**38**	**0**
	Special Education	10	0	7	1	0
	All Students	143	6	83	39	0

* Similar Schools are schools grouped by district and student demographic characteristics. Further explanation is available at http://www.emsc.nysed.gov/repcrd2001/similar.html.

[1] The cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations as of July 2000.

[2] Only the highest score of each student is counted, regardless of how many times 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 1999-2000		School Staff[1] (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
9-12	627	57	5

1998-99 School District-wide Total Expenditure per Pupil	$12,739

Student Enrollment			
Grade Level	October 1999	Grade Level	October 1999
Pre-Kindergarten	0	Grade 7	0
Kindergarten	0	Grade 8	0
Grade 1	0	Grade 9	216
Grade 2	0	Grade 10	151
Grade 3	0	Grade 11	138
Grade 4	0	Grade 12	117
Grade 5	0	Ungraded Elementary with Disabilities	0
Grade 6	0	Ungraded Secondary with Disabilities	5

Student Demographics Used To Determine Similar School Groups	1997-98		1998-99		1999-2000	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	20	3.3%	14	2.3%	12	1.9%
Eligible For Free Lunch	143	23.5%	141	22.8%	182	29.0%

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.

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

System of Accountability for Student Success (SASS)

This section presents this school's results relative to Commissioner's standards for school performance. To raise performance, the Commissioner has established State standards for schools for each school year through 2002-2003. Each fall the Commissioner will announce State performance standards for schools for one additional school year.

Schools are expected to meet or exceed the Commissioner's standards. School districts must develop and implement local assistance plans (LAP) to bring every public school up to these levels. Schools that fall below a standard are assigned adequate yearly progress (AYP) targets. This school-specific program of attainable goals is intended to allow schools below standard to "compete against themselves" by showing adequate progress towards closing the gap between their baseline performance and the State standard.

A Performance Index is used to assess school performance relative to elementary- and middle-level State standards for English language arts and for mathematics. The Performance Index credits each school for the students demonstrating some of the Learning Standards (Level 2) and for the students demonstrating all of the assessed Learning Standards (Level 3 and Level 4). Students at the higher levels contribute more to the Performance Index than do Level 2 students. Level 1 performance gives no credit. In its simplest form, the Performance Index is the sum of the percentage of students performing at or above Level 2 plus the percentage of students performing at or above Level 3.

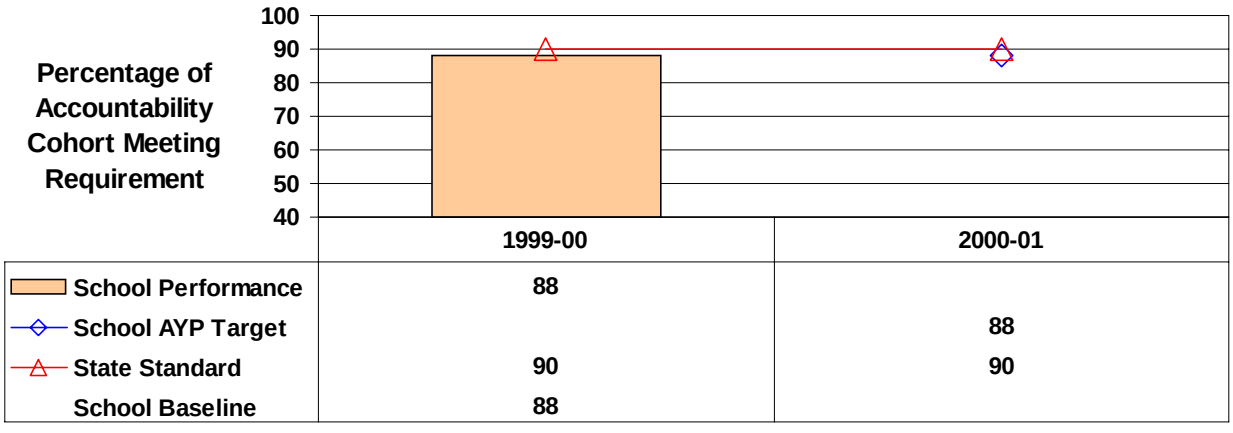
More information about these accountability statistics is available at the State Education Department Web site (http://www.emsc.nysed.gov/repcrd2001). There you can find the rules for which students' results are included in the Performance Index, for how the performance of English language learners is included, for how the baseline numbers are calculated, for accountability for very small schools, and for when and how adequate yearly progress targets are assigned.

Secondary-Level School Performance

At the high school level, school performance is assessed based on the accumulated performance of students in the most recent four-year cohort. The Commissioner's standard is that 90 percent of the cohort meet graduation requirements for English and mathematics. Schools below these standards are assigned Adequate Yearly Progress (AYP) targets. Because of the increasing graduation requirements, maintaining current rates of achievement is considered AYP for the next year. After the requirements are fully "phased-in," there will be increasing AYP targets.

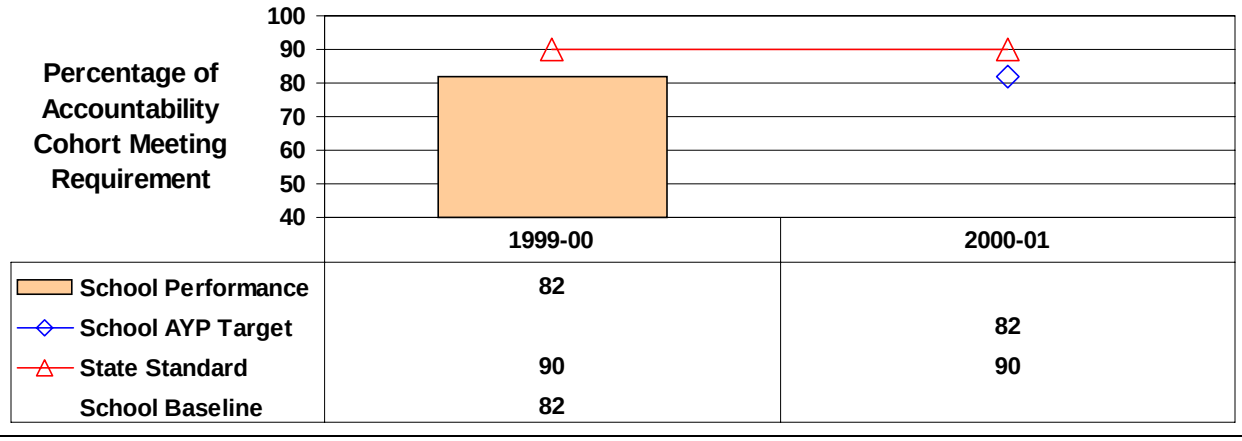
For this year, the cohort is defined as all students who first entered grade 9 in 1996-97, who entered a NY State school before October 1998 and who were enrolled at this school for the time from June 19, 1999 through June 16, 2000. Commissioner's Regulations allow certain students to be excluded from the cohort.

English Graduation Requirement Performance of High School Cohort After Four Years



This school did not achieve the State standard. The 1999-00 school performance measure is based on results for 130 students.

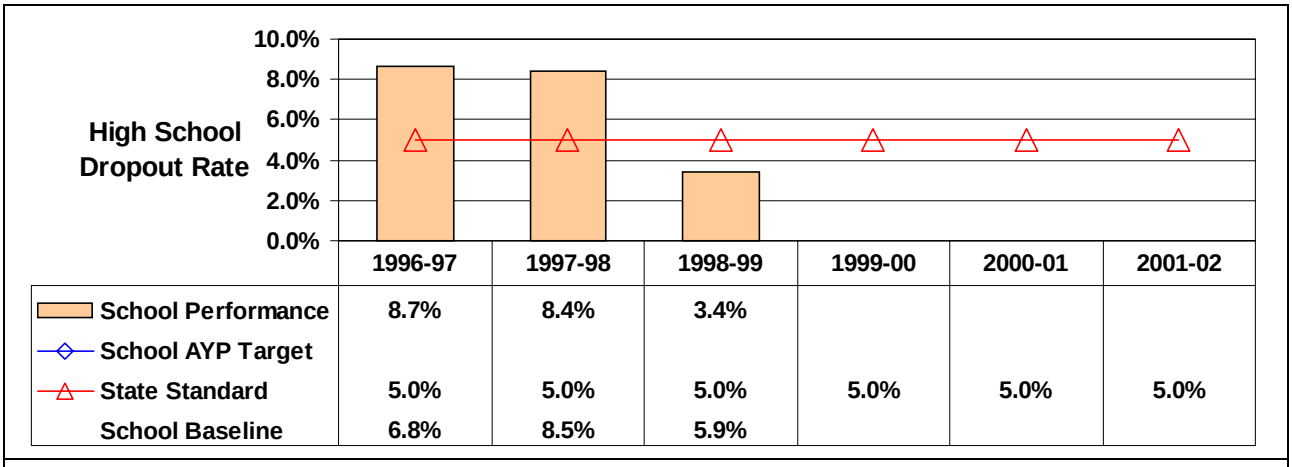
Mathematics Graduation Requirement Performance of High School Cohort After Four Years



This school did not achieve the State standard. The 1999-00 school performance measure is based on results for 130 students.

High School 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.



This school achieved the State standard.