

# New York State School Report Card Comprehensive Information Report

BEDS Code : 64-13-01-06-0001  
 Name : Hudson Falls High School  
 Principal: C J Herbert

Grade Range : 9-12

## Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	178	214	213
Tenth	153	154	187
Eleventh	174	148	157
Twelfth	132	167	145
Ungraded Secondary	42	49	39
Total K-12 Enrollment	679	732	741

## Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	6	0.9%	5	0.7%	6	0.8%
Black (Not Hispanic)	8	1.2%	5	0.7%	5	0.7%
Hispanic	3	0.4%	2	0.3%	2	0.3%
White (Not Hispanic)	662	97.5%	720	98.4%	728	98.2%

## Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	0	0.0%	1	0.1%

## Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	19	19	21
Mathematics Grade 10	23	21	19
Science Grade 10	20	13	22
Social Studies Grade 10	18	21	21

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
46	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 lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

**Attendance and Suspension**

	<b>1998–1999</b>		<b>1999–2000</b>		<b>2000–2001</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		92.3%		92.5%		92.5%
<b>Student Suspensions</b>	55	8.2%	52	7.7%	66	9.0%

**Student Socioeconomic and Stability Indicators  
(Percent of Enrollment)**

	<b>1999–2000</b>	<b>2000–2001</b>	<b>2001–2002</b>
<b>Free Lunch</b>	17.5%	16.4%	17.1%
<b>Reduced Lunch</b>	7.8%	9.4%	9.2%
<b>Public Assistance</b>	11-20%	11-20%	11-20%
<b>Student Stability</b>	98%	98%	99%

**Staff Counts**

<b>Staff</b>	<b>2001–2002</b>
Total Teachers	54
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching out of Certification*	2
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	102	52	51%	145	64	44%	128	69	54%
Students with Disabilities	15	1	7%	16	3	19%	0	0	0%
All Students	117	53	45%	161	67	42%	128	69	54%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

## Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	31	67	2	3	0	25
Percent	24%	52%	2%	2%	0%	20%

## Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
0	0	9	9

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					6	0.8%
	Entered GED Program*					8	1.1%
	Total Noncompleters					14	1.9%
Students with Disabilities	Dropped Out					4	0.5%
	Entered GED Program*					0	0.0%
	Total Noncompleters					4	0.5%
All Students	Dropped Out	13	1.9%	18	2.5%	10	1.4%
	Entered GED Program*	12	1.8%	8	1.1%	8	1.1%
	Total Noncompleters	25	3.7%	26	3.6%	18	2.4%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Regents Competency Tests

## General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	7	86%	2	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	7	57%	2	#	0	0%
U.S. Hist & Gov't	8	88%	1	#	0	0%

## Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	57%	19	100%	0	0%
Science	6	50%	9	44%	0	0%
Reading	1	100%	0	0%	0	0%
Writing	1	100%	0	0%	0	0%
Global Studies	8	0%	6	50%	0	0%
U.S. Hist & Gov't	2	100%	2	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Comprehensive English</b>						
Number Tested	165	164	145	22	29	8
Number Scoring 55–100	159	164	141	21	29	8
Number Scoring 65–100	127	145	124	13	19	7
Number Scoring 85–100	15	42	52	0	3	1
Percentage of Tested Scoring 55–100	96%	100%	97%	95%	100%	100%
Percentage of Tested Scoring 65–100	77%	88%	86%	59%	66%	88%
Percentage of Tested Scoring 85–100	9%	26%	36%	0%	10%	12%
<b>Sequential Mathematics, Course I (last administered January 2002)</b>						
Number Tested	130	46	0	28	7	0
Number Scoring 55–100	92	37	0	18	4	0
Number Scoring 65–100	71	31	0	8	2	0
Number Scoring 85–100	11	3	0	2	0	0
Percentage of Tested Scoring 55–100	71%	80%	0%	64%	57%	0%
Percentage of Tested Scoring 65–100	55%	67%	0%	29%	29%	0%
Percentage of Tested Scoring 85–100	8%	7%	0%	7%	0%	0%
<b>Mathematics A</b>						
Number Tested	0	161	137	0	27	2
Number Scoring 55–100	0	112	112	0	4	#
Number Scoring 65–100	0	81	85	0	2	#
Number Scoring 85–100	0	21	19	0	0	#
Percentage of Tested Scoring 55–100	0%	70%	82%	0%	15%	#
Percentage of Tested Scoring 65–100	0%	50%	62%	0%	7%	#
Percentage of Tested Scoring 85–100	0%	13%	14%	0%	0%	#
<b>Global Studies (last administered January 2000)</b>						
Number Tested	0			0		
Number Scoring 55–100	0			0		
Number Scoring 65–100	0			0		
Number Scoring 85–100	0			0		
Percentage of Tested Scoring 55–100	0%			0%		
Percentage of Tested Scoring 65–100	0%			0%		
Percentage of Tested Scoring 85–100	0%			0%		
<b>Global History and Geography (first administered June 2000)</b>						
Number Tested	176	178	171	26	25	10
Number Scoring 55–100	156	171	139	17	22	8
Number Scoring 65–100	123	160	110	11	18	7
Number Scoring 85–100	49	43	20	2	2	0
Percentage of Tested Scoring 55–100	89%	96%	81%	65%	88%	80%
Percentage of Tested Scoring 65–100	70%	90%	64%	42%	72%	70%
Percentage of Tested Scoring 85–100	28%	24%	12%	8%	8%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>U.S. History and Government (last administered January 2001)</b>						
Number Tested	162	6		17	0	
Number Scoring 55–100	143	6		14	0	
Number Scoring 65–100	124	6		12	0	
Number Scoring 85–100	42	0		3	0	
Percentage of Tested Scoring 55–100	88%	100%		82%	0%	
Percentage of Tested Scoring 65–100	77%	100%		71%	0%	
Percentage of Tested Scoring 85–100	26%	0%		18%	0%	
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested		147	150		23	9
Number Scoring 55–100		132	143		17	7
Number Scoring 65–100		125	125		14	4
Number Scoring 85–100		70	47		4	2
Percentage of Tested Scoring 55–100		90%	95%		74%	78%
Percentage of Tested Scoring 65–100		85%	83%		61%	44%
Percentage of Tested Scoring 85–100		48%	31%		17%	22%
<b>Living Environment (first administered June 2001)</b>						
Number Tested		141	164		23	8
Number Scoring 55–100		139	150		21	8
Number Scoring 65–100		134	137		18	6
Number Scoring 85–100		15	22		0	0
Percentage of Tested Scoring 55–100		99%	91%		91%	100%
Percentage of Tested Scoring 65–100		95%	84%		78%	75%
Percentage of Tested Scoring 85–100		11%	13%		0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested		203	32		21	3
Number Scoring 55–100		181	23		15	#
Number Scoring 65–100		143	19		5	#
Number Scoring 85–100		42	5		0	#
Percentage of Tested Scoring 55–100		89%	72%		71%	#
Percentage of Tested Scoring 65–100		70%	59%		24%	#
Percentage of Tested Scoring 85–100		21%	16%		0%	#

(Form – G)

# Average Grade Enrollment

## All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	174	148	163	122	152
2001	208	152	140	156	164
2002	228	193	150	143	179

\*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

## Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	32	26	23	15	24
2001	26	28	20	18	23
2002	9	13	13	1	9

\*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	152	164	179	24	23	9
<b>Comprehensive French</b>						
Number Tested	47	41	43	0	0	0
Number Scoring 55–100	45	38	41	0	0	0
Number Scoring 65–100	42	31	38	0	0	0
Number Scoring 85–100	12	3	8	0	0	0
Percentage of AGE Tested	31%	25%	24%	0%	0%	0%
Percentage of AGE Scoring 55–100	30%	23%	23%	0%	0%	0%
Percentage of AGE Scoring 65–100	28%	19%	21%	0%	0%	0%
Percentage of AGE Scoring 85–100	8%	2%	4%	0%	0%	0%
Percentage of Tested Scoring 65–100	89%	76%	88%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

## Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	152	164	179	24	23	9
<b>Comprehensive Spanish</b>						
Number Tested	58	51	54	1	1	0
Number Scoring 55–100	57	49	49	#	#	0
Number Scoring 65–100	54	44	46	#	#	0
Number Scoring 85–100	17	11	14	#	#	0
Percentage of AGE Tested	38%	31%	30%	#	#	0%
Percentage of AGE Scoring 55–100	38%	30%	27%	#	#	0%
Percentage of AGE Scoring 65–100	36%	27%	26%	#	#	0%
Percentage of AGE Scoring 85–100	11%	7%	8%	#	#	0%
Percentage of Tested Scoring 65–100	93%	86%	85%	#	#	0%
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

## Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	152	164	179	24	23	9
<b>Sequential Mathematics, Course II</b>						
Number Tested	127	48	1	8	3	0
Number Scoring 55–100	91	32	#	3	#	0
Number Scoring 65–100	65	30	#	2	#	0
Number Scoring 85–100	26	5	#	0	#	0
Percentage of AGE Tested	84%	29%	#	33%	#	0%
Percentage of AGE Scoring 55–100	60%	20%	#	12%	#	0%
Percentage of AGE Scoring 65–100	43%	18%	#	8%	#	0%
Percentage of AGE Scoring 85–100	17%	3%	#	0%	#	0%
Percentage of Tested Scoring 65–100	51%	62%	#	25%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	100	94	20	4	2	0
Number Scoring 55–100	79	76	17	#	#	0
Number Scoring 65–100	67	63	16	#	#	0
Number Scoring 85–100	23	23	6	#	#	0
Percentage of AGE Tested	66%	57%	11%	#	#	0%
Percentage of AGE Scoring 55–100	52%	46%	9%	#	#	0%
Percentage of AGE Scoring 65–100	44%	38%	9%	#	#	0%
Percentage of AGE Scoring 85–100	15%	14%	3%	#	#	0%
Percentage of Tested Scoring 65–100	67%	67%	80%	#	#	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested		0	70		0	0
Number Scoring 55–100		0	45		0	0
Number Scoring 65–100		0	30		0	0
Number Scoring 85–100		0	4		0	0
Percentage of AGE Tested		0%	39%		0%	0%
Percentage of AGE Scoring 55–100		0%	25%		0%	0%
Percentage of AGE Scoring 65–100		0%	17%		0%	0%
Percentage of AGE Scoring 85–100		0%	2%		0%	0%
Percentage of Tested Scoring 65–100		0%	43%		0%	0%

(Form – K)

# Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
<b>Average Grade Enrollment (AGE)</b>	152	164	179	24	23	9
<b>Physics (last administered January 2002)</b>						
Number Tested	42	48	0	1	1	0
Number Scoring 55–100	34	41	0	#	#	0
Number Scoring 65–100	32	35	0	#	#	0
Number Scoring 85–100	4	6	0	#	#	0
Percentage of AGE Tested	28%	29%	0%	#	#	0%
Percentage of AGE Scoring 55–100	22%	25%	0%	#	#	0%
Percentage of AGE Scoring 65–100	21%	21%	0%	#	#	0%
Percentage of AGE Scoring 85–100	3%	4%	0%	#	#	0%
Percentage of Tested Scoring 65–100	76%	73%	0%	#	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested			84			2
Number Scoring 55–100			69			#
Number Scoring 65–100			55			#
Number Scoring 85–100			3			#
Percentage of AGE Tested			47%			#
Percentage of AGE Scoring 55–100			39%			#
Percentage of AGE Scoring 65–100			31%			#
Percentage of AGE Scoring 85–100			2%			#
Percentage of Tested Scoring 65–100			65%			#
<b>Physical Setting/Physics (first administered June 2002)</b>						
Number Tested			54			0
Number Scoring 55–100			29			0
Number Scoring 65–100			24			0
Number Scoring 85–100			3			0
Percentage of AGE Tested			30%			0%
Percentage of AGE Scoring 55–100			16%			0%
Percentage of AGE Scoring 65–100			13%			0%
Percentage of AGE Scoring 85–100			2%			0%
Percentage of Tested Scoring 65–100			44%			0%

(Form – M)

# Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	39	97%	29	100%	33	97%
Students with Disabilities	25	92%	19	95%	1	#

On school reports, 1999–2000 and 2000–2001 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 1999–2000, 2000–2001, and 2001–2002 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2001</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2002</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – N)

# New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
<b>Middle Level</b>						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

## 1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	128	128	3	3	131	131
Number Scoring 55–64	#	#	#	#	13	7
Number Scoring 65–84	#	#	#	#	66	43
Number Scoring 85–100	#	#	#	#	48	70
Approved Alternatives	#	#	#	#	0	0

## 1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	132	15	147
Number Scoring 55–64	7	1	8
Number Scoring 65–84	89	6	95
Number Scoring 85–100	32	1	33
Approved Alternatives	0	0	0

(Form – O)