

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	2000–2001	2001–2002	2002–2003
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	214	213	228
Tenth	154	187	172
Eleventh	148	157	163
Twelfth	167	145	149
Ungraded Secondary	49	39	43
Total K-12 Enrollment	732	741	755

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	5	0.7%	6	0.8%	5	0.7%
Black (Not Hispanic)	5	0.7%	5	0.7%	5	0.7%
Hispanic	2	0.3%	2	0.3%	1	0.1%
White (Not Hispanic)	720	98.4%	728	98.2%	744	98.5%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	21	22
Mathematics Grade 10	21	19	23
Science Grade 10	13	22	20
Social Studies Grade 10	21	21	20

(Form – A)

District Need to Resource Capacity Category

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

Similar School Group and Description

Similar School Group	Description
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.

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).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.1%	1	0.1%
Eligible for Free Lunch	120	16.4%	127	17.1%	211	28.0%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.5%		92.5%		92.0%
Student Suspensions	52	7.7%	66	9.0%	124	16.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.4%	9.2%	18.5%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	98%	99%	98%

Staff Counts

Staff	2002–2003
Total Teachers	55
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	3
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*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	145	64	44%	128	69	54%	124	52	42%
Students with Disabilities	16	3	19%	0	0	0%	10	1	10%
All Students	161	67	42%	128	69	54%	134	53	40%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	34	61	6	5	27	1
Percent	25%	46%	4%	4%	20%	1%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
10	1	7	17

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			6		5	
	Entered GED Program*			8		25	
	Total Noncompleters			14		30	
Students with Disabilities	Dropped Out			4		3	
	Entered GED Program*			0		1	
	Total Noncompleters			4		4	
All Students	Dropped Out	18	2.5%	10	1.4%	8	1.1%
	Entered GED Program*	8	1.1%	8	1.1%	26	3.4%
	Total Noncompleters	26	3.6%	18	2.4%	34	4.5%

*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)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	14
	Number of All Students		0	14
	Percent of Enrollment		0%	2%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	2	#

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	2	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	100%	0	0%	0	0%
Science	9	44%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	6	50%	0	0%	1	#
U.S. Hist & Gov't	2	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	164	145	152	29	8	9
Number Scoring 55–100	164	141	148	29	8	9
Number Scoring 65–100	145	124	133	19	7	6
Number Scoring 85–100	42	52	39	3	1	2
Percentage of Tested Scoring 55–100	100%	97%	97%	100%	100%	100%
Percentage of Tested Scoring 65–100	88%	86%	88%	66%	88%	67%
Percentage of Tested Scoring 85–100	26%	36%	26%	10%	12%	22%
Mathematics A						
Number Tested	161	137	197	27	2	8
Number Scoring 55–100	112	112	183	4	#	4
Number Scoring 65–100	81	85	155	2	#	3
Number Scoring 85–100	21	19	39	0	#	1
Percentage of Tested Scoring 55–100	70%	82%	93%	15%	#	50%
Percentage of Tested Scoring 65–100	50%	62%	79%	7%	#	38%
Percentage of Tested Scoring 85–100	13%	14%	20%	0%	#	12%
Mathematics B (first administered June 2001)						
Number Tested	0	70	110	0	0	1
Number Scoring 55–100	0	45	48	0	0	#
Number Scoring 65–100	0	30	30	0	0	#
Number Scoring 85–100	0	4	1	0	0	#
Percentage of Tested Scoring 55–100	0%	64%	44%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	43%	27%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	6%	1%	0%	0%	#
Global History and Geography						
Number Tested	178	171	208	25	10	8
Number Scoring 55–100	171	139	167	22	8	4
Number Scoring 65–100	160	110	145	18	7	4
Number Scoring 85–100	43	20	52	2	0	1
Percentage of Tested Scoring 55–100	96%	81%	80%	88%	80%	50%
Percentage of Tested Scoring 65–100	90%	64%	70%	72%	70%	50%
Percentage of Tested Scoring 85–100	24%	12%	25%	8%	0%	12%
U.S. History and Government (first administered June 2001)						
Number Tested	147	150	160	23	9	9
Number Scoring 55–100	132	143	153	17	7	9
Number Scoring 65–100	125	125	144	14	4	9
Number Scoring 85–100	70	47	73	4	2	3
Percentage of Tested Scoring 55–100	90%	95%	96%	74%	78%	100%
Percentage of Tested Scoring 65–100	85%	83%	90%	61%	44%	100%
Percentage of Tested Scoring 85–100	48%	31%	46%	17%	22%	33%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	141	164	151	23	8	6
Number Scoring 55–100	139	150	148	21	8	5
Number Scoring 65–100	134	137	141	18	6	5
Number Scoring 85–100	15	22	36	0	0	0
Percentage of Tested Scoring 55–100	99%	91%	98%	91%	100%	83%
Percentage of Tested Scoring 65–100	95%	84%	93%	78%	75%	83%
Percentage of Tested Scoring 85–100	11%	13%	24%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	203	32	212	21	3	2
Number Scoring 55–100	181	23	184	15	#	#
Number Scoring 65–100	143	19	171	5	#	#
Number Scoring 85–100	42	5	56	0	#	#
Percentage of Tested Scoring 55–100	89%	72%	87%	71%	#	#
Percentage of Tested Scoring 65–100	70%	59%	81%	24%	#	#
Percentage of Tested Scoring 85–100	21%	16%	26%	0%	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		84	92		2	2
Number Scoring 55–100		69	75		#	#
Number Scoring 65–100		55	49		#	#
Number Scoring 85–100		3	4		#	#
Percentage of Tested Scoring 55–100		82%	82%		#	#
Percentage of Tested Scoring 65–100		65%	53%		#	#
Percentage of Tested Scoring 85–100		4%	4%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	41	43	36	0	0	0
Number Scoring 55–100	38	41	36	0	0	0
Number Scoring 65–100	31	38	35	0	0	0
Number Scoring 85–100	3	8	20	0	0	0
Percentage of Tested Scoring 55–100	93%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	76%	88%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	7%	19%	56%	0%	0%	0%
Comprehensive Italian						
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 Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
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 Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
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 Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	51	54	44	1	0	0
Number Scoring 55–100	49	49	39	#	0	0
Number Scoring 65–100	44	46	35	#	0	0
Number Scoring 85–100	11	14	17	#	0	0
Percentage of Tested Scoring 55–100	96%	91%	89%	#	0%	0%
Percentage of Tested Scoring 65–100	86%	85%	80%	#	0%	0%
Percentage of Tested Scoring 85–100	22%	26%	39%	#	0%	0%
Comprehensive Latin						
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 Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	48	1	0	3	0	0
Number Scoring 55–100	32	#	0	#	0	0
Number Scoring 65–100	30	#	0	#	0	0
Number Scoring 85–100	5	#	0	#	0	0
Percentage of Tested Scoring 55–100	67%	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	62%	#	0%	#	0%	0%
Percentage of Tested Scoring 85–100	10%	#	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	94	20	0	2	0	0
Number Scoring 55–100	76	17	0	#	0	0
Number Scoring 65–100	63	16	0	#	0	0
Number Scoring 85–100	23	6	0	#	0	0
Percentage of Tested Scoring 55–100	81%	85%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	67%	80%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	24%	30%	0%	#	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	29	100%	33	97%	23	70%
Students with Disabilities	19	95%	1	#	1	#

On school reports, 2000–2001 and 2001–2002 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 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	131	131	131	14	14	14	145	145	145
Number Scoring 55–64	9	12	6	1	2	1	10	14	7
Number Scoring 65–84	73	67	85	6	3	6	79	70	91
Number Scoring 85–100	43	44	37	1	2	1	44	46	38
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)