

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-02-03-06-0000

Name: Hendrick Hudson Central School District

Superintendent: Joan Thompson

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	239	198	216
First	226	235	202
Second	211	223	229
Third	236	203	229
Fourth	232	234	208
Fifth	232	236	228
Sixth	241	235	234
Ungraded Elementary	0	0	0
Seventh	214	240	239
Eighth	218	213	239
Ninth	227	212	206
Tenth	202	217	214
Eleventh	172	197	211
Twelfth	128	169	178
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2778	2812	2833

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	119	4.3%	117	4.2%	115	4.1%
Black (Not Hispanic)	114	4.1%	108	3.8%	101	3.6%
Hispanic	130	4.7%	133	4.7%	154	5.4%
White (Not Hispanic)	2415	86.9%	2454	87.3%	2463	86.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	18	21
Common Branch	21	21	21
English Grade 8	20	21	20
Mathematics Grade 8	20	18	23
Science Grade 8	20	19	23
Social Studies Grade 8	18	18	23
English Grade 10	20	20	18
Mathematics Grade 10	20	21	18
Science Grade 10	20	18	18
Social Studies Grade 10	24	21	20

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

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	27	1.0%	36	1.3%	37	1.3%
Eligible for Free Lunch	80	2.9%	73	2.6%	92	3.3%

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		95.9%		95.5%		95.1%
Student Suspensions	65	2.4%	96	3.5%	106	3.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.4%	1.8%	1.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	240
Total Other Professional Staff	42
Total Paraprofessionals	81
Teaching Out of Certification*	4
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	104	81	78%	140	112	80%	138	103	75%
Students with Disabilities	24	0	0%	36	6	17%	26	3	12%
All Students	128	81	63%	176	118	67%	164	106	65%

*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	123	23	1	3	7	7
Percent	75%	14%	1%	2%	4%	4%

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)
26	3	1	27

*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			1		4	
	Entered GED Program*			6		2	
	Total Noncompleters			7		6	
Students with Disabilities	Dropped Out			3		2	
	Entered GED Program*			4		0	
	Total Noncompleters			7		2	
All Students	Dropped Out	3	0.4%	4	0.5%	6	0.7%
	Entered GED Program*	9	1.2%	10	1.3%	2	0.2%
	Total Noncompleters	12	1.6%	14	1.8%	8	1.0%

*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		213	209
	Number of Students with Disabilities		27	25
	Number of All Students		240	234
	Percent of Enrollment		35%	33%
9-12	Number of General-Education Students		0	672
	Number of Students with Disabilities		0	137
	Number of All Students		0	809
	Percent of Enrollment		0%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	53	98%	20	95%	22	91%
German	0	0%	0	0%	0	0%
Italian	47	72%	26	88%	37	95%
Latin	0	0%	0	0%	0	0%
Spanish	113	97%	111	94%	55	93%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	2	#	2	#
German	0	0%	0	0%	0	0%
Italian	5	60%	5	40%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	18	50%	14	79%	9	78%

(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%	2	#	5	100%
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	16	94%	14	100%
Science	1	#	4	#	1	#
Reading	17	94%	8	100%	12	100%
Writing	17	100%	8	100%	12	83%
Global Studies	2	#	11	64%	11	27%
U.S. Hist & Gov't	8	62%	9	56%	8	88%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	154	184	186	18	34	25
Number Scoring 55–100	152	175	176	17	26	18
Number Scoring 65–100	139	160	170	10	17	13
Number Scoring 85–100	44	76	115	0	2	3
Percentage of Tested Scoring 55–100	99%	95%	95%	94%	76%	72%
Percentage of Tested Scoring 65–100	90%	87%	91%	56%	50%	52%
Percentage of Tested Scoring 85–100	29%	41%	62%	0%	6%	12%
Mathematics A						
Number Tested	194	200	199	33	24	18
Number Scoring 55–100	172	156	165	22	13	10
Number Scoring 65–100	155	143	138	17	11	6
Number Scoring 85–100	63	74	41	2	2	1
Percentage of Tested Scoring 55–100	89%	78%	83%	67%	54%	56%
Percentage of Tested Scoring 65–100	80%	71%	69%	52%	46%	33%
Percentage of Tested Scoring 85–100	32%	37%	21%	6%	8%	6%
Mathematics B (first administered June 2001)						
Number Tested	0	129	160	0	3	12
Number Scoring 55–100	0	118	120	0	#	5
Number Scoring 65–100	0	104	93	0	#	3
Number Scoring 85–100	0	16	21	0	#	0
Percentage of Tested Scoring 55–100	0%	91%	75%	0%	#	42%
Percentage of Tested Scoring 65–100	0%	81%	58%	0%	#	25%
Percentage of Tested Scoring 85–100	0%	12%	13%	0%	#	0%
Global History and Geography						
Number Tested	177	186	218	33	23	31
Number Scoring 55–100	174	177	200	31	18	24
Number Scoring 65–100	167	165	183	25	10	19
Number Scoring 85–100	89	55	72	1	1	2
Percentage of Tested Scoring 55–100	98%	95%	92%	94%	78%	77%
Percentage of Tested Scoring 65–100	94%	89%	84%	76%	43%	61%
Percentage of Tested Scoring 85–100	50%	30%	33%	3%	4%	6%
U.S. History and Government (first administered June 2001)						
Number Tested	180	179	192	44	29	25
Number Scoring 55–100	168	170	186	36	25	22
Number Scoring 65–100	150	153	173	23	18	16
Number Scoring 85–100	102	63	93	7	2	2
Percentage of Tested Scoring 55–100	93%	95%	97%	82%	86%	88%
Percentage of Tested Scoring 65–100	83%	85%	90%	52%	62%	64%
Percentage of Tested Scoring 85–100	57%	35%	48%	16%	7%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	177	167	186	36	19	24
Number Scoring 55–100	175	166	183	34	19	23
Number Scoring 65–100	174	165	176	33	18	19
Number Scoring 85–100	57	75	86	2	2	1
Percentage of Tested Scoring 55–100	99%	99%	98%	94%	100%	96%
Percentage of Tested Scoring 65–100	98%	99%	95%	92%	95%	79%
Percentage of Tested Scoring 85–100	32%	45%	46%	6%	11%	4%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	152	145	155	28	26	22
Number Scoring 55–100	138	140	153	22	25	22
Number Scoring 65–100	122	127	145	17	19	18
Number Scoring 85–100	34	53	71	4	1	6
Percentage of Tested Scoring 55–100	91%	97%	99%	79%	96%	100%
Percentage of Tested Scoring 65–100	80%	88%	94%	61%	73%	82%
Percentage of Tested Scoring 85–100	22%	37%	46%	14%	4%	27%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		80	122		3	5
Number Scoring 55–100		77	119		#	5
Number Scoring 65–100		68	98		#	4
Number Scoring 85–100		30	27		#	0
Percentage of Tested Scoring 55–100		96%	98%		#	100%
Percentage of Tested Scoring 65–100		85%	80%		#	80%
Percentage of Tested Scoring 85–100		38%	22%		#	0%
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	16	23	35	0	1	1
Number Scoring 55–100	16	23	34	0	#	#
Number Scoring 65–100	16	22	34	0	#	#
Number Scoring 85–100	8	7	28	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	#	#
Percentage of Tested Scoring 65–100	100%	96%	97%	0%	#	#
Percentage of Tested Scoring 85–100	50%	30%	80%	0%	#	#
Comprehensive Italian						
Number Tested	17	28	36	0	4	1
Number Scoring 55–100	17	27	36	0	#	#
Number Scoring 65–100	17	27	36	0	#	#
Number Scoring 85–100	15	13	27	0	#	#
Percentage of Tested Scoring 55–100	100%	96%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	96%	100%	0%	#	#
Percentage of Tested Scoring 85–100	88%	46%	75%	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	96	114	101	5	8	10
Number Scoring 55–100	95	109	101	5	6	10
Number Scoring 65–100	95	107	99	5	6	9
Number Scoring 85–100	61	75	58	1	3	3
Percentage of Tested Scoring 55–100	99%	96%	100%	100%	75%	100%
Percentage of Tested Scoring 65–100	99%	94%	98%	100%	75%	90%
Percentage of Tested Scoring 85–100	64%	66%	57%	20%	38%	30%
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	22	0	0	7	0	0
Number Scoring 55–100	14	0	0	6	0	0
Number Scoring 65–100	10	0	0	4	0	0
Number Scoring 85–100	2	0	0	2	0	0
Percentage of Tested Scoring 55–100	64%	0%	0%	86%	0%	0%
Percentage of Tested Scoring 65–100	45%	0%	0%	57%	0%	0%
Percentage of Tested Scoring 85–100	9%	0%	0%	29%	0%	0%
Sequential Mathematics, Course III						
Number Tested	122	0	0	3	0	0
Number Scoring 55–100	117	0	0	#	0	0
Number Scoring 65–100	111	0	0	#	0	0
Number Scoring 85–100	57	0	0	#	0	0
Percentage of Tested Scoring 55–100	96%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	91%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	47%	0%	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	0	0%	0	0%	0	0%
Students with Disabilities	1	#	0	0%	0	0%

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	210	1%	3%	59%	37%
	Students with Disabilities	19	5%	5%	84%	5%
	All Students	229	1%	3%	61%	34%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	204	1%	23%	67%	9%
	Students with Disabilities	28	11%	54%	32%	4%
	All Students	232	2%	27%	63%	9%

(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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	140	140	140	28	28	28	168	168	168
Number Scoring 55–64	1	5	3	2	4	2	3	9	5
Number Scoring 65–84	51	73	75	17	14	18	68	87	93
Number Scoring 85–100	86	59	60	3	2	3	89	61	63
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)