

# New York State School Report Card Comprehensive Information Report

BEDS Code: 66-02-03-06-0005

Grade Range : 9-12

Name: Hendrick Hudson High School

Principal: Keith Schenker

## 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	227	212	206
Tenth	202	217	214
Eleventh	172	197	211
Twelfth	128	169	178
Ungraded Secondary	0	0	0
Total K-12 Enrollment	729	795	809

## 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	29	4.0%	39	4.9%	32	4.0%
Black (Not Hispanic)	27	3.7%	26	3.3%	24	3.0%
Hispanic	37	5.1%	45	5.7%	40	4.9%
White (Not Hispanic)	636	87.2%	685	86.2%	713	88.1%

## 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	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
53	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. 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	14	1.9%	7	0.9%	12	1.5%
Eligible for Free Lunch	10	1.4%	9	1.1%	19	2.4%

### 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		94.3%		94.1%		94.0%
Student Suspensions	41	5.9%	42	5.8%	68	8.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.0%	1.0%	0.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	96%	95%

### Staff Counts

Staff	2002–2003
Total Teachers	72
Total Other Professional Staff	11
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\*

	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		1	
	Entered GED Program*			4		0	
	Total Noncompleters			7		1	
All Students	Dropped Out	2	0.3%	4	0.5%	5	0.6%
	Entered GED Program*	9	1.2%	10	1.3%	2	0.2%
	Total Noncompleters	11	1.5%	14	1.8%	7	0.9%

\*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	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	11	100%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	4	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	17	94%	0	0%	0	0%

### 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	3	#	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%	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
<b>Comprehensive English</b>						
Number Tested	151	184	186	15	34	25
Number Scoring 55–100	149	175	176	14	26	18
Number Scoring 65–100	137	160	170	8	17	13
Number Scoring 85–100	44	76	115	0	2	3
Percentage of Tested Scoring 55–100	99%	95%	95%	93%	76%	72%
Percentage of Tested Scoring 65–100	91%	87%	91%	53%	50%	52%
Percentage of Tested Scoring 85–100	29%	41%	62%	0%	6%	12%
<b>Mathematics A</b>						
Number Tested	193	199	197	32	24	17
Number Scoring 55–100	171	155	164	21	13	10
Number Scoring 65–100	154	142	137	16	11	6
Number Scoring 85–100	63	73	40	2	2	1
Percentage of Tested Scoring 55–100	89%	78%	83%	66%	54%	59%
Percentage of Tested Scoring 65–100	80%	71%	70%	50%	46%	35%
Percentage of Tested Scoring 85–100	33%	37%	20%	6%	8%	6%
<b>Mathematics B (first administered June 2001)</b>						
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%
<b>Global History and Geography</b>						
Number Tested	176	186	218	32	23	31
Number Scoring 55–100	173	177	200	30	18	24
Number Scoring 65–100	166	165	183	24	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%	75%	43%	61%
Percentage of Tested Scoring 85–100	51%	30%	33%	3%	4%	6%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	177	179	192	41	29	25
Number Scoring 55–100	165	170	186	33	25	22
Number Scoring 65–100	149	153	173	22	18	16
Number Scoring 85–100	102	63	93	7	2	2
Percentage of Tested Scoring 55–100	93%	95%	97%	80%	86%	88%
Percentage of Tested Scoring 65–100	84%	85%	90%	54%	62%	64%
Percentage of Tested Scoring 85–100	58%	35%	48%	17%	7%	8%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
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%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
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%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
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%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
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%	#	#
<b>Comprehensive Italian</b>						
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%	#	#
<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 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%
<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 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%
<b>Comprehensive Spanish</b>						
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%
<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 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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	21	0	0	6	0	0
Number Scoring 55–100	13	0	0	5	0	0
Number Scoring 65–100	9	0	0	3	0	0
Number Scoring 85–100	1	0	0	1	0	0
Percentage of Tested Scoring 55–100	62%	0%	0%	83%	0%	0%
Percentage of Tested Scoring 65–100	43%	0%	0%	50%	0%	0%
Percentage of Tested Scoring 85–100	5%	0%	0%	17%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	121	0	0	2	0	0
Number Scoring 55–100	116	0	0	#	0	0
Number Scoring 65–100	110	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
<b>Nov 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%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</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 – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	139	139	139	28	28	28	167	167	167
Number Scoring 55–64	1	5	2	2	4	2	3	9	4
Number Scoring 65–84	51	72	75	17	14	18	68	86	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)