

# 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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	198	216	223
First	235	202	220
Second	223	229	194
Third	203	229	228
Fourth	234	208	233
Fifth	236	228	211
Sixth	235	234	246
Ungraded Elementary	0	0	0
Seventh	240	239	238
Eighth	213	239	241
Ninth	212	206	243
Tenth	217	214	202
Eleventh	197	211	209
Twelfth	169	178	196
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2812	2833	2884

### Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	117	4.2%	115	4.1%	131	4.5%
Black (Not Hispanic)	108	3.8%	101	3.6%	116	4.0%
Hispanic	133	4.7%	154	5.4%	176	6.1%
White (Not Hispanic)	2454	87.3%	2463	86.9%	2461	85.3%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	21	18
Common Branch	21	21	21
English Grade 8	21	20	18
Mathematics Grade 8	18	23	22
Science Grade 8	19	23	23
Social Studies Grade 8	18	23	23
English Grade 10	20	18	19
Mathematics Grade 10	21	18	23
Science Grade 10	18	18	20
Social Studies Grade 10	21	20	18

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	36	1.3%	37	1.3%	47	1.6%
<b>Eligible for Free Lunch</b>	73	2.6%	92	3.3%	113	3.9%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		95.5%		95.1%		97.4%
<b>Student Suspensions</b>	96	3.5%	106	3.8%	107	3.8%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	1.9%	1.5%	1.6%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	245
Total Other Professional Staff	39
Total Paraprofessionals	70
Teaching Out of Certification*	1

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	140	112	80%	138	103	75%	155	120	77%
Students with Disabilities	36	6	17%	26	3	12%	18	7	39%
All Students	176	118	67%	164	106	65%	173	127	73%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	137	24	0	3	4	5
Percent	79%	14%	0%	2%	2%	3%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
18	7	2	20

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

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	1		4		14	1.9%
	Entered GED Program*	6		2		1	0.1%
	Total Noncompleters	7		6		15	2.0%
Students with Disabilities	Dropped Out	3		2		6	4.6%
	Entered GED Program*	4		0		1	0.8%
	Total Noncompleters	7		2		7	5.4%
All Students	Dropped Out	4	0.5%	6	0.7%	20	2.3%
	Entered GED Program*	10	1.3%	2	0.2%	2	0.2%
	Total Noncompleters	14	1.8%	8	1.0%	22	2.5%

\*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001–02	2002–03	2003–04
K–1	0%	0%	0%
2–3	0%	0%	0%

## Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
4–5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6–8	Number of General-Education Students	213	209	203
	Number of Students with Disabilities	27	25	38
	Number of All Students	240	234	241
	Percent of Enrollment	35%	33%	33%
9–12	Number of General-Education Students	0	672	673
	Number of Students with Disabilities	0	137	137
	Number of All Students	0	809	810
	Percent of Enrollment	0%	100%	95%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form – D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	20	95%	22	91%	22	91%
German	0	0%	0	0%	0	0%
Italian	26	88%	37	95%	44	98%
Latin	0	0%	0	0%	0	0%
Spanish	111	94%	55	93%	151	89%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	2	#	0	0%
German	0	0%	0	0%	0	0%
Italian	5	40%	1	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	14	79%	9	78%	1	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	5	100%	2	#
Science	1	#	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	1	#	2	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	2	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	94%	14	100%	9	78%
Science	4	#	1	#	0	0%
Reading	8	100%	12	100%	5	80%
Writing	8	100%	12	83%	0	0%
Global Studies	11	64%	11	27%	0	0%
U.S. Hist & Gov't	9	56%	8	88%	11	55%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive English</b>						
Number Tested	184	186	257	34	25	20
Number Scoring 55–100	175	176	249	26	18	15
Number Scoring 65–100	160	170	242	17	13	15
Number Scoring 85–100	76	115	176	2	3	1
Percentage of Tested Scoring 55–100	95%	95%	97%	76%	72%	75%
Percentage of Tested Scoring 65–100	87%	91%	94%	50%	52%	75%
Percentage of Tested Scoring 85–100	41%	62%	68%	6%	12%	5%
<b>Mathematics A</b>						
Number Tested	200	199	216	24	18	33
Number Scoring 55–100	156	165	211	13	10	29
Number Scoring 65–100	143	138	202	11	6	26
Number Scoring 85–100	74	41	76	2	1	6
Percentage of Tested Scoring 55–100	78%	83%	98%	54%	56%	88%
Percentage of Tested Scoring 65–100	71%	69%	94%	46%	33%	79%
Percentage of Tested Scoring 85–100	37%	21%	35%	8%	6%	18%
<b>Mathematics B</b>						
Number Tested	129	160	149	3	12	6
Number Scoring 55–100	118	120	130	#	5	5
Number Scoring 65–100	104	93	114	#	3	3
Number Scoring 85–100	16	21	45	#	0	1
Percentage of Tested Scoring 55–100	91%	75%	87%	#	42%	83%
Percentage of Tested Scoring 65–100	81%	58%	77%	#	25%	50%
Percentage of Tested Scoring 85–100	12%	13%	30%	#	0%	17%
<b>Global History and Geography</b>						
Number Tested	186	218	203	23	31	28
Number Scoring 55–100	177	200	194	18	24	24
Number Scoring 65–100	165	183	164	10	19	15
Number Scoring 85–100	55	72	60	1	2	1
Percentage of Tested Scoring 55–100	95%	92%	96%	78%	77%	86%
Percentage of Tested Scoring 65–100	89%	84%	81%	43%	61%	54%
Percentage of Tested Scoring 85–100	30%	33%	30%	4%	6%	4%
<b>U.S. History and Government</b>						
Number Tested	179	192	193	29	25	25
Number Scoring 55–100	170	186	177	25	22	17
Number Scoring 65–100	153	173	164	18	16	14
Number Scoring 85–100	63	93	85	2	2	3
Percentage of Tested Scoring 55–100	95%	97%	92%	86%	88%	68%
Percentage of Tested Scoring 65–100	85%	90%	85%	62%	64%	56%
Percentage of Tested Scoring 85–100	35%	48%	44%	7%	8%	12%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	167	186	185	19	24	20
Number Scoring 55–100	166	183	183	19	23	20
Number Scoring 65–100	165	176	183	18	19	20
Number Scoring 85–100	75	86	91	2	1	5
Percentage of Tested Scoring 55–100	99%	98%	99%	100%	96%	100%
Percentage of Tested Scoring 65–100	99%	95%	99%	95%	79%	100%
Percentage of Tested Scoring 85–100	45%	46%	49%	11%	4%	25%
<b>Physical Setting/Earth Science</b>						
Number Tested	145	155	166	26	22	27
Number Scoring 55–100	140	153	158	25	22	25
Number Scoring 65–100	127	145	145	19	18	22
Number Scoring 85–100	53	71	54	1	6	5
Percentage of Tested Scoring 55–100	97%	99%	95%	96%	100%	93%
Percentage of Tested Scoring 65–100	88%	94%	87%	73%	82%	81%
Percentage of Tested Scoring 85–100	37%	46%	33%	4%	27%	19%
<b>Physical Setting/Chemistry</b>						
Number Tested	80	122	115	3	5	5
Number Scoring 55–100	77	119	114	#	5	4
Number Scoring 65–100	68	98	92	#	4	2
Number Scoring 85–100	30	27	28	#	0	1
Percentage of Tested Scoring 55–100	96%	98%	99%	#	100%	80%
Percentage of Tested Scoring 65–100	85%	80%	80%	#	80%	40%
Percentage of Tested Scoring 85–100	38%	22%	24%	#	0%	20%
<b>Physical Setting/Physics</b>						
Number Tested			41			2
Number Scoring 55–100			37			#
Number Scoring 65–100			36			#
Number Scoring 85–100			14			#
Percentage of Tested Scoring 55–100			90%			#
Percentage of Tested Scoring 65–100			88%			#
Percentage of Tested Scoring 85–100			34%			#

\* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive French</b>						
Number Tested	23	35	19	1	1	0
Number Scoring 55–100	23	34	19	#	#	0
Number Scoring 65–100	22	34	19	#	#	0
Number Scoring 85–100	7	28	12	#	#	0
Percentage of Tested Scoring 55–100	100%	97%	100%	#	#	0%
Percentage of Tested Scoring 65–100	96%	97%	100%	#	#	0%
Percentage of Tested Scoring 85–100	30%	80%	63%	#	#	0%
<b>Comprehensive Italian</b>						
Number Tested	28	36	21	4	1	2
Number Scoring 55–100	27	36	21	#	#	#
Number Scoring 65–100	27	36	21	#	#	#
Number Scoring 85–100	13	27	14	#	#	#
Percentage of Tested Scoring 55–100	96%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	96%	100%	100%	#	#	#
Percentage of Tested Scoring 85–100	46%	75%	67%	#	#	#
<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	114	101	115	8	10	10
Number Scoring 55–100	109	101	113	6	10	10
Number Scoring 65–100	107	99	111	6	9	10
Number Scoring 85–100	75	58	61	3	3	4
Percentage of Tested Scoring 55–100	96%	100%	98%	75%	100%	100%
Percentage of Tested Scoring 65–100	94%	98%	97%	75%	90%	100%
Percentage of Tested Scoring 85–100	66%	57%	53%	38%	30%	40%
<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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	185	3%	3%	38%	57%
	Students with Disabilities	27	22%	19%	52%	7%
	All Students	212	5%	5%	40%	50%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	200	1%	30%	57%	13%
	Students with Disabilities	42	5%	71%	24%	0%
	All Students	242	1%	37%	51%	11%

(Form – I)

# New York State Alternate Assessments (NYSAA) 2003–04

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	#	#	#	#

## 2000 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	166	166	166	32	32	32	198	198	198
Number Scoring 55–64	2	4	0	5	5	0	7	9	0
Number Scoring 65–84	103	65	72	12	10	20	115	75	92
Number Scoring 85–100	56	91	89	1	2	2	57	93	91
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			16			0
Beginning (0-18)			0			0
Intermediate (19-31)			4			0
Advanced (32-36)			7			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			16			0
Beginning (0-14)			6			0
Intermediate (15-24)			2			0
Advanced (25-32)			5			0
Proficient (33-35)			3			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			14			0
Beginning (0-18)			0			0
Intermediate (19-31)			4			0
Advanced (32-36)			8			0
Proficient (37-39)			2			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			14			0
Beginning (0-14)			6			0
Intermediate (15-24)			3			0
Advanced (25-32)			2			0
Proficient (33-35)			3			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			6			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			2			0
Proficient (37-39)			2			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			6			0
Beginning (0-14)			3			0
Intermediate (15-24)			1			0
Advanced (25-32)			1			0
Proficient (33-35)			1			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

**New York State English as a Second Language Achievement Tests (NYSESLAT)\***

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			6			0
Beginning (0-18)			0			0
Intermediate (19-31)			1			0
Advanced (32-36)			3			0
Proficient (37-39)			2			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			6			0
Beginning (0-14)			0			0
Intermediate (15-24)			3			0
Advanced (25-32)			2			0
Proficient (33-35)			1			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			15			0
Beginning (0-18)			3			0
Intermediate (19-31)			4			0
Advanced (32-36)			4			0
Proficient (37-39)			4			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			15			0
Beginning (0-14)			1			0
Intermediate (15-24)			6			0
Advanced (25-32)			4			0
Proficient (33-35)			4			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)