

# New York State District Report Card

## Comprehensive Information Report

BEDS Code: 66-04-04-03-0000

Name: Hastings-On-Hudson Union Free School District

Superintendent: John J. Russell

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	122	108	113
First	117	129	110
Second	108	118	130
Third	142	117	113
Fourth	136	146	120
Fifth	113	138	142
Sixth	153	126	142
Ungraded Elementary	0	0	0
Seventh	131	157	129
Eighth	127	127	155
Ninth	142	129	130
Tenth	128	144	120
Eleventh	105	133	137
Twelfth	78	102	129
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1602	1674	1670

### 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	109	6.8%	100	6.0%	119	7.1%
Black (Not Hispanic)	52	3.2%	50	3.0%	46	2.8%
Hispanic	79	4.9%	89	5.3%	98	5.9%
White (Not Hispanic)	1362	85.0%	1435	85.7%	1407	84.3%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	18	19
Common Branch	20	20	20
English Grade 8	19	22	25
Mathematics Grade 8	20	21	21
Science Grade 8	19	22	22
Social Studies Grade 8	21	22	22
English Grade 10	18	22	17
Mathematics Grade 10	13	24	20
Science Grade 10	0	28	22
Social Studies Grade 10	19	21	16

(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>	34	2.1%	35	2.1%	36	2.2%
<b>Eligible for Free Lunch</b>	28	1.8%	38	2.3%	38	2.3%

**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>		96.3%		96.2%		96.0%
<b>Student Suspensions</b>	18	1.1%	25	1.6%	25	1.5%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	0.0%	0.0%	0.0%
<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	157
Total Other Professional Staff	25
Total Paraprofessionals	32
Teaching Out of Certification*	7

\*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	74	57	77%	96	77	80%	111	111	100%
Students with Disabilities	0	0	0%	0	0	0%	2	2	100%
All Students	74	57	77%	96	77	80%	113	113	100%

\*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	99	2	0	1	1	10
Percent	88%	2%	0%	1%	1%	9%

## 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)
2	2	1	3

\*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		1		1	0.2%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	1		1		1	0.2%
Students with Disabilities	Dropped Out	0		0		1	2.3%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		1	2.3%
All Students	Dropped Out	1	0.2%	1	0.2%	2	0.4%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	1	0.2%	1	0.2%	2	0.4%

\*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9–12	Number of General-Education Students	421	465	471
	Number of Students with Disabilities	32	42	44
	Number of All Students	453	507	515
	Percent of Enrollment	100%	100%	100%

## 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	38	95%	52	100%	62	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	59	98%	65	100%	71	99%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	2	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	80%	1	#	7	100%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	3	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

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

(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	98	132	141	0	0	12
Number Scoring 55–100	97	128	136	0	0	8
Number Scoring 65–100	97	125	133	0	0	6
Number Scoring 85–100	79	106	109	0	0	2
Percentage of Tested Scoring 55–100	99%	97%	96%	0%	0%	67%
Percentage of Tested Scoring 65–100	99%	95%	94%	0%	0%	50%
Percentage of Tested Scoring 85–100	81%	80%	77%	0%	0%	17%
<b>Mathematics A</b>						
Number Tested	92	123	150	0	8	7
Number Scoring 55–100	87	115	148	0	8	6
Number Scoring 65–100	79	97	144	0	7	6
Number Scoring 85–100	50	25	72	0	0	1
Percentage of Tested Scoring 55–100	95%	93%	99%	0%	100%	86%
Percentage of Tested Scoring 65–100	86%	79%	96%	0%	88%	86%
Percentage of Tested Scoring 85–100	54%	20%	48%	0%	0%	14%
<b>Mathematics B</b>						
Number Tested	0	112	128	0	0	5
Number Scoring 55–100	0	109	119	0	0	3
Number Scoring 65–100	0	101	107	0	0	3
Number Scoring 85–100	0	41	37	0	0	1
Percentage of Tested Scoring 55–100	0%	97%	93%	0%	0%	60%
Percentage of Tested Scoring 65–100	0%	90%	84%	0%	0%	60%
Percentage of Tested Scoring 85–100	0%	37%	29%	0%	0%	20%
<b>Global History and Geography</b>						
Number Tested	128	139	129	0	0	13
Number Scoring 55–100	124	135	125	0	0	11
Number Scoring 65–100	123	133	122	0	0	11
Number Scoring 85–100	74	87	84	0	0	3
Percentage of Tested Scoring 55–100	97%	97%	97%	0%	0%	85%
Percentage of Tested Scoring 65–100	96%	96%	95%	0%	0%	85%
Percentage of Tested Scoring 85–100	58%	63%	65%	0%	0%	23%
<b>U.S. History and Government</b>						
Number Tested	98	128	136	0	0	13
Number Scoring 55–100	98	128	133	0	0	10
Number Scoring 65–100	97	126	129	0	0	8
Number Scoring 85–100	50	92	86	0	0	1
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	0%	77%
Percentage of Tested Scoring 65–100	99%	98%	95%	0%	0%	62%
Percentage of Tested Scoring 85–100	51%	72%	63%	0%	0%	8%

(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	139	134	183	0	1	11
Number Scoring 55–100	138	131	182	0	#	10
Number Scoring 65–100	137	126	178	0	#	9
Number Scoring 85–100	68	72	102	0	#	0
Percentage of Tested Scoring 55–100	99%	98%	99%	0%	#	91%
Percentage of Tested Scoring 65–100	99%	94%	97%	0%	#	82%
Percentage of Tested Scoring 85–100	49%	54%	56%	0%	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	123	129	119	1	10	6
Number Scoring 55–100	123	128	119	#	10	6
Number Scoring 65–100	122	127	118	#	10	6
Number Scoring 85–100	104	93	65	#	6	1
Percentage of Tested Scoring 55–100	100%	99%	100%	#	100%	100%
Percentage of Tested Scoring 65–100	99%	98%	99%	#	100%	100%
Percentage of Tested Scoring 85–100	85%	72%	55%	#	60%	17%
<b>Physical Setting/Chemistry</b>						
Number Tested	119	122	127	0	0	6
Number Scoring 55–100	114	118	118	0	0	4
Number Scoring 65–100	94	97	111	0	0	4
Number Scoring 85–100	21	19	24	0	0	0
Percentage of Tested Scoring 55–100	96%	97%	93%	0%	0%	67%
Percentage of Tested Scoring 65–100	79%	80%	87%	0%	0%	67%
Percentage of Tested Scoring 85–100	18%	16%	19%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			30			0
Number Scoring 55–100			28			0
Number Scoring 65–100			22			0
Number Scoring 85–100			5			0
Percentage of Tested Scoring 55–100			93%			0%
Percentage of Tested Scoring 65–100			73%			0%
Percentage of Tested Scoring 85–100			17%			0%

\* 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	29	54	41	0	0	0
Number Scoring 55–100	29	54	41	0	0	0
Number Scoring 65–100	29	54	41	0	0	0
Number Scoring 85–100	19	35	35	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	66%	65%	85%	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 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 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	70	71	66	0	0	1
Number Scoring 55–100	70	71	65	0	0	#
Number Scoring 65–100	70	71	65	0	0	#
Number Scoring 85–100	51	55	57	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	98%	0%	0%	#
Percentage of Tested Scoring 85–100	73%	77%	86%	0%	0%	#
<b>Comprehensive Latin</b>						
Number Tested	0	14	7	0	0	0
Number Scoring 55–100	0	14	7	0	0	0
Number Scoring 65–100	0	14	7	0	0	0
Number Scoring 85–100	0	13	7	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	93%	100%	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	139	60	1	0	0	0
Number Scoring 55–100	137	57	#	0	0	0
Number Scoring 65–100	135	55	#	0	0	0
Number Scoring 85–100	108	47	#	0	0	0
Percentage of Tested Scoring 55–100	99%	95%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	92%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	78%	78%	#	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%	1	#
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	121	2%	3%	42%	53%
	Students with Disabilities	21	5%	10%	76%	10%
	All Students	142	2%	4%	47%	46%

## 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	102	1%	14%	69%	17%
	Students with Disabilities	8	0%	75%	25%	0%
	All Students	110	1%	18%	65%	15%

(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	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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

## 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	117	117	117	5	5	5	122	122	122
Number Scoring 55–64	1	2	1	0	0	0	1	2	1
Number Scoring 65–84	38	26	24	4	3	3	42	29	27
Number Scoring 85–100	74	88	91	0	1	1	74	89	92
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			10			2
Beginning (0-18)			0			#
Intermediate (19-31)			4			#
Advanced (32-36)			4			#
Proficient (37-39)			2			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			10			2
Beginning (0-14)			2			#
Intermediate (15-24)			4			#
Advanced (25-32)			4			#
Proficient (33-35)			0			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			12			2
Beginning (0-18)			0			#
Intermediate (19-31)			3			#
Advanced (32-36)			6			#
Proficient (37-39)			3			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			12			2
Beginning (0-14)			1			#
Intermediate (15-24)			4			#
Advanced (25-32)			5			#
Proficient (33-35)			2			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<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)			5			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			7			0
Beginning (0-14)			0			0
Intermediate (15-24)			4			0
Advanced (25-32)			3			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)