

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	2002-03	2003-04	2004-05
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	228	198	202
Tenth	172	199	174
Eleventh	163	160	182
Twelfth	149	160	153
Ungraded Secondary	43	43	40
Total K-12 Enrollment	755	760	751

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	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%	2	0.3%	1	0.1%
Black (Not Hispanic)	5	0.7%	2	0.3%	4	0.5%
Hispanic	1	0.1%	0	0.0%	4	0.5%
White (Not Hispanic)	744	98.5%	756	99.5%	742	98.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	22	25	23
Mathematics Grade 10	23	22	21
Science Grade 10	20	20	24
Social Studies Grade 10	20	23	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
48	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 higher 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	1	0.1%	0	0.0%
Eligible for Free Lunch	211	28.0%	152	20.0%	275	36.6%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.0%		91.2%		92.4%
Student Suspensions	124	16.7%	115	15.2%	79	10.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	18.5%	8.4%	17.4%
Public Assistance	11-20%	11-20%	21-30%
Student Stability	98%	99%	99%

Staff Counts

Staff	2004-05
Total Teachers	55
Total Other Professional Staff	6
Total Paraprofessionals	NA
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	124	138	126
	Regents Diplomas	52	52	115
	% Regents Diplomas	42%	38%	91%
	Regents Diplomas with Advanced Designation**			27
	% Regents Diplomas with Advanced Designation			21%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	10	12	9
	Regents Diplomas	1	0	3
	% Regents Diplomas	10%	0%	33%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	7	8	5
All Students	Total Graduates*	134	150	135
	Regents Diplomas	53	52	118
	% Regents Diplomas	40%	35%	87%
	Regents Diplomas with Advanced Designation**			27
	% Regents Diplomas with Advanced Designation			20%
	IEP Diplomas or Local Certificates	7	8	5

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	38	60	1	3	24	0	0	0
	Percent	30%	48%	1%	2%	19%	0%	0%	0%
Students with Disabilities	Number	0	8	0	1	0	0	0	0
	Percent	0%	89%	0%	11%	0%	0%	0%	0%
All Students	Number	38	68	1	4	24	0	0	0
	Percent	28%	50%	1%	3%	18%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	5		17	2.6%	18	2.5%
	Entered GED Program*	25		11	1.7%	18	2.5%
	Total Noncompleters	30		28	4.3%	36	5.1%
Students with Disabilities	Dropped Out	3		8	6.8%	3	2.8%
	Entered GED Program*	1		2	1.7%	5	4.6%
	Total Noncompleters	4		10	8.5%	8	7.3%
All Students	Dropped Out	8	1.1%	25	3.3%	21	2.6%
	Entered GED Program*	26	3.4%	13	1.7%	23	2.8%
	Total Noncompleters	34	4.5%	38	5.0%	44	5.4%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	0	0	0
	Number of Students with Disabilities	14	15	0
	Number of All Students	14	15	0
	Percent of Enrollment	2%	2%	0%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	67	75%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	93	46%	8	100%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	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%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	9	78%	1	#
Science	0	0%	2	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	2	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	8	100%	11	100%
Science	0	0%	8	88%	9	89%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	6	0%
U.S. Hist & Gov't	0	0%	1	#	3	#

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	152	172	184	9	12	16
Number Scoring 55-100	148	171	178	9	12	16
Number Scoring 65-100	133	154	148	6	8	8
Number Scoring 85-100	39	56	43	2	1	1
Percentage of Tested Scoring 55-100	97%	99%	97%	100%	100%	100%
Percentage of Tested Scoring 65-100	88%	90%	80%	67%	67%	50%
Percentage of Tested Scoring 85-100	26%	33%	23%	22%	8%	6%
Mathematics A						
Number Tested	197	214	153	8	15	17
Number Scoring 55-100	183	205	134	4	10	12
Number Scoring 65-100	155	188	105	3	7	3
Number Scoring 85-100	39	30	11	1	1	0
Percentage of Tested Scoring 55-100	93%	96%	88%	50%	67%	71%
Percentage of Tested Scoring 65-100	79%	88%	69%	38%	47%	18%
Percentage of Tested Scoring 85-100	20%	14%	7%	12%	7%	0%
Mathematics B						
Number Tested	110	108	121	1	2	1
Number Scoring 55-100	48	66	56	#	#	#
Number Scoring 65-100	30	45	29	#	#	#
Number Scoring 85-100	1	3	3	#	#	#
Percentage of Tested Scoring 55-100	44%	61%	46%	#	#	#
Percentage of Tested Scoring 65-100	27%	42%	24%	#	#	#
Percentage of Tested Scoring 85-100	1%	3%	2%	#	#	#
Global History and Geography						
Number Tested	208	214	189	8	24	20
Number Scoring 55-100	167	185	164	4	19	15
Number Scoring 65-100	145	161	130	4	12	9
Number Scoring 85-100	52	49	37	1	3	1
Percentage of Tested Scoring 55-100	80%	86%	87%	50%	79%	75%
Percentage of Tested Scoring 65-100	70%	75%	69%	50%	50%	45%
Percentage of Tested Scoring 85-100	25%	23%	20%	12%	12%	5%
U.S. History and Government						
Number Tested	160	157	183	9	13	16
Number Scoring 55-100	153	145	166	9	11	13
Number Scoring 65-100	144	134	152	9	11	9
Number Scoring 85-100	73	70	75	3	2	4
Percentage of Tested Scoring 55-100	96%	92%	91%	100%	85%	81%
Percentage of Tested Scoring 65-100	90%	85%	83%	100%	85%	56%
Percentage of Tested Scoring 85-100	46%	45%	41%	33%	15%	25%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	151	197	156	6	24	18
Number Scoring 55-100	148	174	145	5	19	14
Number Scoring 65-100	141	155	129	5	13	11
Number Scoring 85-100	36	28	28	0	1	0
Percentage of Tested Scoring 55-100	98%	88%	93%	83%	79%	78%
Percentage of Tested Scoring 65-100	93%	79%	83%	83%	54%	61%
Percentage of Tested Scoring 85-100	24%	14%	18%	0%	4%	0%
Physical Setting/Earth Science						
Number Tested	212	167	174	2	12	6
Number Scoring 55-100	184	131	162	#	10	6
Number Scoring 65-100	171	102	129	#	7	5
Number Scoring 85-100	56	23	26	#	1	0
Percentage of Tested Scoring 55-100	87%	78%	93%	#	83%	100%
Percentage of Tested Scoring 65-100	81%	61%	74%	#	58%	83%
Percentage of Tested Scoring 85-100	26%	14%	15%	#	8%	0%
Physical Setting/Chemistry						
Number Tested	92	100	87	2	2	2
Number Scoring 55-100	75	90	72	#	#	#
Number Scoring 65-100	49	76	57	#	#	#
Number Scoring 85-100	4	8	8	#	#	#
Percentage of Tested Scoring 55-100	82%	90%	83%	#	#	#
Percentage of Tested Scoring 65-100	53%	76%	66%	#	#	#
Percentage of Tested Scoring 85-100	4%	8%	9%	#	#	#
Physical Setting/Physics						
Number Tested		11	37		0	1
Number Scoring 55-100		9	34		0	#
Number Scoring 65-100		4	30		0	#
Number Scoring 85-100		0	9		0	#
Percentage of Tested Scoring 55-100		82%	92%		0%	#
Percentage of Tested Scoring 65-100		36%	81%		0%	#
Percentage of Tested Scoring 85-100		0%	24%		0%	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	36	47	30	0	1	0
Number Scoring 55-100	36	43	30	0	#	0
Number Scoring 65-100	35	43	29	0	#	0
Number Scoring 85-100	20	17	10	0	#	0
Percentage of Tested Scoring 55-100	100%	91%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	97%	91%	97%	0%	#	0%
Percentage of Tested Scoring 85-100	56%	36%	33%	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	44	50	38	0	1	1
Number Scoring 55-100	39	48	38	0	#	#
Number Scoring 65-100	35	48	38	0	#	#
Number Scoring 85-100	17	30	19	0	#	#
Percentage of Tested Scoring 55-100	89%	96%	100%	0%	#	#
Percentage of Tested Scoring 65-100	80%	96%	100%	0%	#	#
Percentage of Tested Scoring 85-100	39%	60%	50%	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)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	146	146	146	17	17	17	163	163	163
Number Scoring 55–64	9	9	6	4	1	0	13	10	6
Number Scoring 65–84	81	58	101	4	9	9	85	67	110
Number Scoring 85–100	48	70	35	2	1	1	50	71	36
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)