

The New York State District Report Card

District HENDRICK HUDSON CENTRAL SCHOOL DISTRICT District ID 66-02-03-06-0000 Superintendent DANIEL MCCANN Telephone (914) 257-5100 Grades K-12, US

Comprehensive Information Report 2009 – 10

Regents Exams

Regents Exams		All Stu	dents			Genera	al-Educat	ion Stud	ents	Students with Disabilities				
		Total	Percentag	e of studer	nts	Total	Percentag	e of studer	nts	Total	Percentage of students			
		Tested	scoring at	or above:		Tested	scoring at	or above:		Tested	scoring at	or above:		
			55	65	85		55	65	85		55	65	85	
Comprehensive English	2009–10	210	96%	95%	60%	186	99%	99%	67%	24	71%	63%	8%	
	2008–09	178	99%	98%	56%	161	99%	99%	60%	17	94%	88%	18%	
	2007-08	217	98%	95%	62%	194	99%	97%	69%	23	87%	74%	4%	
Mathematics B	2009–10	14	79%	43%	14%	14	79%	43%	14%	0				
	2008–09	159	85%	75%	29%	158	-	-	-	1	-	-	-	
	2007-08	143	91%	83%	38%	142	-	_	-	1	-	_	-	
Integrated Algebra	2009–10	271	92%	82%	20%	218	94%	88%	25%	53	83%	60%	0%	
	2008–09	274	96%	91%	19%	245	98%	94%	22%	29	79%	62%	0%	
	2007-08	181	99%	95%	30%	176	99%	95%	30%	5	100%	100%	40%	
Geometry	2009–10	241	94%	77%	18%	225	97%	82%	20%	16	44%	13%	0%	
	2008–09	192	90%	78%	31%	185	90%	79%	32%	7	71%	43%	14%	
	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Trigonometry	2009–10	144	82%	75%	29%	140	-	-	-	4	-	-	-	
	2008–09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	2007-08	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Global History	2009–10	255	89%	81%	45%	222	94%	87%	51%	33	58%	39%	9%	
and Geography	2008–09	237	89%	80%	37%	205	92%	85%	41%	32	75%	47%	6%	
	2007-08	268	93%	83%	44%	244	93%	84%	48%	24	88%	71%	4%	
U.S. History	2009–10	215	99%	96%	69%	192	100%	98%	76%	23	91%	78%	13%	
and Government	2008–09	243	98%	90%	55%	223	98%	91%	60%	20	95%	80%	5%	
	2007-08	229	97%	94%	65%	206	99%	96%	71%	23	83%	74%	13%	
Living Environment	2009-10	211	96%	93%	46%	182	99%	98%	52%	29	79%	66%	7%	
	2008–09	235	97%	90%	40%	201	98%	94%	46%	34	91%	68%	6%	
	2007-08	317	96%	88%	43%	290	97%	92%	47%	27	81%	52%	4%	
Physical Setting/	2009–10	205	91%	83%	41%	191	92%	85%	44%	14	71%	57%	0%	
Earth Science	2008–09	246	92%	81%	33%	222	94%	84%	36%	24	79%	54%	4%	
	2007-08	197	92%	84%	40%	177	93%	85%	41%	20	85%	75%	30%	
Physical Setting/Chemistry	2009–10	189	96%	87%	25%	188	-	-	-	1	-	_	-	
	2008–09	128	94%	82%	27%	124	-	_	_	4	-	_	-	
	2007-08	191	92%	74%	14%	187	-	-	_	4	_	_	-	
Physical Setting/Physics	2009–10	79	84%	71%	24%	79	84%	71%	24%	0				
	2008–09	132	89%	83%	21%	131	-	-	-	1	-	-	-	
	2007-08	70	89%	77%	19%	70	89%	77%	19%	0				

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students,

Regents Exams

		All Stu	All Students				al-Educ	ation St	udents	Students with Disabilities				
		Total		age of stu		Total	Percenta	ige of stud	lents	Total	Percentag	,		
		Tested	scoring a	at or abov	e:	Tested	scoring a	at or abov	e:	Tested	scoring a	t or above	3:	
			55	65	85		55	65	85		55	65	85	
Comprehensive French	2009–10	16	100%	100%	88%	16	100%	100%	88%	0				
	2008–09	18	100%	100%	83%	18	100%	100%	83%	0				
	2007-08	21	100%	95%	76%	21	100%	95%	76%	0				
Comprehensive German	2009–10	0				0				0				
	2008–09	0				0				0				
	2007-08	0				0				0				
Comprehensive Hebrew	2009–10	0				0				0				
	2008–09	0				0				0				
	2007-08	0				0				0				
Comprehensive Italian	2009–10	47	100%	100%	77%	47	100%	100%	77%	0				
	2008–09	39	100%	100%	77%	38	-	-	-	1	-	-	-	
	2007-08	38	100%	100%	79%	38	100%	100%	79%	0				
Comprehensive Latin	2009–10	0				0				0				
	2008–09	0				0				0				
	2007-08	0				0				0				
Comprehensive Spanish	2009–10	116	99%	92%	47%	113	_	-	_	3	-	_	-	
	2008–09	91	100%	98%	66%	88	-	-	-	3	-	-	-	
	2007-08	122	98%	94%	68%	120	-	_	-	2	-	-	-	

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Regents Competency Tests

		All Students	5	General-Ed	ucation Students	Students with Disabilities		
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:	
Mathematics	2009–10	2	-	0		2	-	
	2008-09	2	_	0		2	_	
	2007-08	9	89%	0		9	89%	
Science	2009–10	1	-	0		1	-	
	2008–09	0		0		0		
	2007-08	2	-	0		2	-	
Reading	2009–10	5	20%	0		5	20%	
	2008–09	2	-	0		2	-	
	2007-08	7	57%	0		7	57%	
Writing	2009–10	4	-	0		4	-	
	2008–09	2	-	0		2	-	
	2007-08	7	71%	0		7	71%	
Global Studies	2009–10	10	40%	0		10	40%	
	2008–09	14	43%	0		14	43%	
	2007-08	7	43%	0		7	43%	
U.S. History	2009–10	2	-	0		2	-	
and Government	2008–09	2	-	0		2	-	
	2007-08	4	-	0		4	-	

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Second Language Proficiency Examinations

		All Student	5	General-Ed	ucation Students	ts Students with Disabilities			
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:		
French	2009–10	31	94%	30	-	1	-		
	2008–09	34	97%	34	97%	0			
	2007-08	21	100%	21	100%	0			
German	2009–10	0		0		0			
	2008–09	0		0		0			
	2007–08	0		0		0			
Italian	2009–10	62	100%	61	-	1	-		
	2008–09	52	90%	49	-	3	-		
	2007-08	56	96%	56	96%	0			
Latin	2009–10	0		0		0			
	2008–09	0		0		0			
	2007-08	0		0		0			
Spanish	2009–10	86	94%	79	94%	7	100%		
	2008–09	114	87%	103	89%	11	64%		
	2007-08	146	95%	132	95%	14	86%		

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New York State English as a Second Language Achievement Test (NYSESLAT)

	All Students					General-Education Students				nts	Students with Disabilities				
	Total Tested				5	Total Tested				5	Total Tested				5
I		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
2009–10	31	0%	3%	26%	71%	30	-	_	-	_	1	-	-	-	_
2008–09	17	0%	6%	71%	24%	16	-	_	-	_	1	-	-	-	_
2007-08	13	0%	46%	54%	0%	11	-	_	_	_	2	-	_	-	-
2009–10	31	6%	35%	35%	23%	30	-	_	_	_	1	-	_	-	_
2008–09	17	24%	59%	6%	12%	16	-	_	_	_	1	-	_	-	-
2007-08	13	54%	38%	8%	0%	11	-	_	_	_	2	-	_	_	_
2009–10	19	0%	5%	42%	53%	11	0%	9%	36%	55%	8	0%	0%	50%	50%
2008–09	25	8%	0%	48%	44%	18	11%	0%	39%	50%	7	0%	0%	71%	29%
2007-08	16	0%	6%	56%	38%	12	_	_	_	_	4	_	_	_	_
2009–10	19	11%	37%	32%	21%	11	9%	18%	36%	36%	8	13%	63%	25%	0%
2008–09	25	12%	28%	48%	12%	18	17%	22%	44%	17%	7	0%	43%	57%	0%
2007-08	16	13%	44%	38%	6%	12	_	_	_	_	4	_	_	_	_
2009–10	10	0%	20%	30%	50%	7	_	_	_	_	3	_	_	_	_
2008–09	12	25%	0%	42%	33%	10	_	_	_	_	2	_	_	_	_
2007-08	13	8%	8%	54%	31%	9	_	_	_	_	4	_	_	_	_
2009–10	10	10%	20%	30%	40%	7	_	_	_	_	3	_	_	_	_
2008–09	12	25%	0%	50%	25%	10	_	_	_	_	2	_	_	_	_
2007-08	13	15%	31%	31%	23%	9	_	_	_	_	4	_	_	_	_
2009–10	10	0%	30%	30%	40%	8	_	_	_	_	2	_	_	_	_
2008–09	7	0%	29%	43%	29%	4	_	_	_	_	3	_	_	_	_
2007-08	4	_	_	_	_	4	_	_	_	_	0				
2009–10	10	30%	40%	20%	10%	8	-	_	_	_	2	-	_	_	_
2008–09	7	29%	43%	0%	29%	4	_	_	_	_	3	_	_	_	_
2007-08	4	_	_	_	_	4	_	_	_	_	0				
2009-10	11	9%	18%	9%	64%	11	9%	18%	9%	64%	0				
2008-09	18	17%	22%	11%	50%	18	17%	22%	11%	50%	0				
2007-08	20	0%	65%	15%	20%	20	0%	65%	15%	20%	0				
-	11	18%	18%	9%	55%	11	18%	18%	9%	55%	0				
2008-09	18	22%	33%	33%	11%	18	22%	33%	33%	11%	0				
-	20	0%	55%	10%	35%	20	0%	55%	10%	35%	0				
	2008–09 2007–08 2009–10 2008–09 2007–08 2009–10 2008–09 2007–08 2009–10 2008–09 2007–08 2009–10 2008–09 2007–08 2009–10 2008–09 2007–08 2009–10 2008–09 2007–08 2009–10 2008–09 2007–08 2009–10	Total Tested 2009-10 31 2007-08 13 2009-10 31 2009-10 31 2009-10 13 2009-10 13 2009-10 19 2007-08 16 2009-10 19 2009-10 19 2009-10 19 2007-08 16 2009-10 10 2007-08 13 2007-08 12 2007-08 13 2007-08 13 2007-08 13 2007-08 13 2007-08 13 2007-08 13 2007-08 13 2007-08 13 2007-08 13 2007-08 13 2007-08 13 2007-08 14 2007-08 14 2007-08 14 2007-08 14 2007-08 14	TotalPercent Tested2009-1031Begin.2008-09170%2007-08130%2009-10316%2009-101124%2007-081354%2009-10190%2009-10190%2009-101911%2009-101911%2009-101911%2009-101010%2009-101010%2009-101010%2009-101010%2009-101010%2009-101010%2009-101010%2009-101010%2009-101030%2009-101030%2009-101030%2009-101030%2009-10119%2009-10119%2009-10111%2009-10111%2009-10111%2009-10111%2009-10111%2009-10111%2009-10111%2009-10111%2009-10111%2009-10111%2009-10111%2009-10111%2009-10181%2009-10181%2009-10181%2009-10181%2009-10181% <td>Total TestedParcent struct in each struct in each struct BeginInterm2009-10310%3%2007-08130%46%2009-10316%35%2009-101124%59%2009-10190%5%2009-10190%5%2009-10190%37%2009-101911%37%2009-101911%37%2009-101010%20%2009-101130%44%2009-101010%20%2009-101010%20%2009-101130%40%2009-101010%30%2009-101010%30%2009-101010%30%2009-101010%30%2009-101030%40%2009-101030%40%2009-101030%40%2009-101130%40%2009-101130%40%2009-101130%40%2009-101130%40%2009-101130%40%2009-101130%40%2009-101130%40%2009-101130%40%2009-101130%40%2009-101130%40%2009-101130%40%<td< td=""><td>Total TestedPercent-stude-studies incart-structures incart-structures incart-structures incart-structures incart-structures incart-structures incart-structures2009-10310%3%26%2007-08130%46%54%2009-10316%35%6%2009-10316%38%48%2009-101024%59%6%2009-10116%5%42%2009-10100%5%48%2009-101137%32%2009-101137%32%2009-101137%32%2009-101137%32%2009-101137%32%2009-101113%31%2009-10113%30%2009-101110%30%2009-101110%31%2009-101110%31%2009-101130%30%2009-101130%30%2009-101130%30%2009-101130%30%2009-101130%43%2009-101130%43%2009-101130%43%2009-101130%30%2009-101130%43%2009-101130%43%2009-101130%43%2009-101130%43%</td><td>IndiaPercent-Ferrier</td><td>Total TestedPercent of subservationsTotal restTotal restTotal rest2009-10310%3%26%71%302008-09170%6%71%24%162007-08130%46%54%0%112009-10316%35%35%23%302008-091724%59%6%12%162007-081354%38%36%44%182007-081354%38%48%44%182007-08160%6%56%38%112008-09258%0%48%44%182007-081613%44%38%6%112008-092512%28%30%50%12%2009-10100%20%30%50%102009-101010%20%30%40%112008-091225%0%30%40%102007-081315%31%31%23%102007-08100%30%30%40%38%2007-081315%31%31%20%42007-081020%30%40%38%42007-081020%30%40%20%42007-081415%11%30%40%3<tr <td="">20%</tr></td><td>Total TestedPercent restedTurnValue restedTurnProf. restedRestedRested2009-10310%3%26%71%302007-08130%46%54%0%1162009-10316%35%35%23%302009-10316%5%42%53%1162009-101354%38%8%0%1112009-101354%5%42%53%1162007-08135%5%42%53%1160%2007-08160%56%38%11611%2007-081613%44%38%11611%2007-081613%26%36%12%1162007-081613%26%36%12%16%2007-081613%26%36%100102007-081113%26%30%10%16%2007-081115%31%31%10%16%2007-081115%31%31%26%11%16%2007-081115%31%31%10%16%16%2007-081115%31%31%10%16%16%2007-081115%31%10%16%16%16%2007-0811<td< td=""><td>Total TestedPercent structureTotal reactPercent structureName react2009-0010100%5%36%110</br></br></br></br></br></br></br></br></br></br></br></br></br></br></br></td></td<><td>Indial Percent students surverse Indial Percent students surverse Indial Percent students surverse 2009-10 31 0% 3% 26% 71% 300 - 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NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students,

Statewide 2008–09 Results on the National Assessment of Educational Progress (NAEP)

	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4 Reading	29%	35%	27%	9%
Grade 8 Reading	25%	41%	30%	3%
Grade 4 Mathematics	17%	43%	35%	5%
Grade 8 Mathematics	27%	39%	26%	8%

Statewide 2008–09 NAEP Participation Rates for LEP Students and Students with Disabilities

	Participation Rate
Grade 4 Reading	
Limited English Proficient	78%
Students with Disabilities	69%
Grade 8 Reading	
Limited English Proficient	53%
Students with Disabilities	61%
Grade 4 Mathematics	
Limited English Proficient	90%
Students with Disabilities	88%
Grade 8 Mathematics	
Limited English Proficient	80%
Students with Disabilities	82%

NOTE

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States.

Elementary/Middle-Level Social Studies 2009–10

	All St	All Students					al-Educ	Stude	nts	Students with Disabilities						
		Percenta scoring a	5				Total Percentage of student Tested scoring at level:				Total Percentage of students Tested scoring at level:					
		1	2	3	4		1	2	3	4		1	2	3	4	
Elementary Level	225	3%	5%	46%	45%	191	1%	2%	45%	52%	34	15%	26%	53%	6%	
Middle Level	197	0%	8%	35%	57%	173	0%	4%	33%	63%	24	0%	38%	50%	13%	

2006 Total Cohort Performance on Regents Exams After Four Years

	All S	tudents			Ge	General-Education Students				 Students with Disabilities				
	Cohort Enrollment	Percentage of Substitution Students scoring: 55–64 65–84 85–100				Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:				
		55-64	65-84	85-100			55-64	65-84	85-100		55-64	65-84	85-100	
Global History and Geography	232	5%	39%	51%	20	4	4%	37%	58%	28	7%	54%	4%	
U.S. History and Government	232	2%	34%	57%	20	4	1%	32%	65%	28	7%	50%	4%	
Science	232	1%	46%	48%	20	4	1%	44%	54%	28	4%	61%	4%	

New York State Alternate Assessments (NYSAA) 2009–10

	All Students										
	Total Tested	al Number of students scoring ted at Level:									
		1	2	3	4						
Elementary Level											
Social Studies	0										
Middle Level											
Social Studies	2	-	-	-	-						
Secondary Level											
English Language Arts	4	-	-	-	_						
Mathematics	4	-	-	-	-						
Social Studies	4	-	-	-	-						
Science	4	-	-	-	-						

All Studente

The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the Accountability and Overview Report part of The New York State Report Card.

NOTE

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

High School Completers

		All Students		General-Educa		Students with	h Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	
Total Graduates	2009–10	219		200		19		
	2008–09	221		197		24		
	2007-08	202		177		25		
Receiving a Regents Diploma	2009–10	205	94%	194	97%	11	58%	
	2008–09	190	86%	178	90%	12	50%	
	2007–08	169	84%	162	92%	7	28%	
Receiving a Regents Diploma	2009–10	116	53%	116	58%	0	0%	
with Advanced Designation	2008–09	117	53%	117	59%	0	0%	
	2007-08	84	42%	83	47%	1	4%	
Receiving an	2009–10	2	N/A	0		2	N/A	
Individualized Education	2008–09	3	N/A	0		3	N/A	
Program (IEP) Diploma	2007-08	6	N/A	0		6	N/A	

NOTE Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Noncompleters

		All Students		General-Educa	ation Students	Students with Disabilities		
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students	
Dropped Out	2009–10	11	1%	9	1%	2	1%	
	2008–09	4	0%	3	0%	1	1%	
	2007-08	12	1%	6	1%	6	4%	
Entered Approved High	2009–10	6	1%	3	0%	3	2%	
School Equivalency	2008–09	9	1%	6	1%	3	2%	
Preparation Program	2007-08	1	0%	0	0%	1	1%	
Total Noncompleters	2009–10	17	1%	12	1%	5	3%	
	2008–09	13	1%	9	1%	4	2%	
	2007-08	13	1%	6	1%	7	4%	

Post-secondary Plans of 2009–10 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College	155	70%	149	75%	6	29%
To 2-year College	57	26%	48	24%	9	43%
To Other Post-secondary	0	0%	0	0%	0	0%
To the Military	2	1%	1	1%	1	5%
To Employment	5	2%	1	1%	4	19%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	2	1%	1	1%	1	5%
Plan Unknown	0	0%	0	0%	0	0%

Career and Technical Education Programs (CTE Programs)

	This Distric	This District		
	Number of Students	Percentage of Students	Statewide Average	
All CTE Programs				
Completed the CTE Program	17			
Completed and Passed Regents Exams	11	65%	76%	
Completed and had Course Average of 75% or more				
Completed and Attained a HS Diploma or Equivalent	14	82%	78%	
Completed and Whose Status is Known				
Completed and Were Successfully Placed				
Iontraditional Programs				
Enrolled Members, Regardless of Gender, in 2009–10	32			
Enrolled Members of Historically Underrepresented Gender in 2009–10	19	59%	49%	
Completers, Regardless of Gender, as of June 2009	8	•••••••••••••••••••••••	••••	
Completers of Historically Underrepresented Gender as of June 2009	4	50%	48%	

Enrollment data are for the 2009–10 school year; completer data are as of June 2009.