



The New York State Report Card 2011–12

District **HUDSON FALLS CENTRAL SCHOOL
DISTRICT**
District ID **64-13-01-06-0000**
Superintendent **MARK DOODY**
Telephone **(518) 747-2121**
Grades **PK-12, UE, US**
Need/Resource
Capacity Category **High Need/Resource Rural
Districts**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

This report includes:

- 1 Profile**
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

1 Profile

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	72	108	108
Kindergarten	165	187	186
Grade 1	169	181	182
Grade 2	175	171	183
Grade 3	184	179	166
Grade 4	166	186	181
Grade 5	161	177	184
Grade 6	149	173	177
Ungraded Elementary	2	1	3
Grade 7	156	157	171
Grade 8	169	154	157
Grade 9	214	201	179
Grade 10	160	168	166
Grade 11	148	156	158
Grade 12	156	150	149
Ungraded Secondary	18	12	13
Total K-12	2192	2253	2255

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	21	22	21
Grade 8			
English	19	18	21
Mathematics	17	16	18
Science	18	17	22
Social Studies	18	18	21
Grade 10			
English	22	20	19
Mathematics	15	18	20
Science	21	18	
Social Studies	22	21	24

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

1 Profile

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	769	35%	924	41%	811	36%
Reduced Price Lunch	278	13%	310	14%	283	13%
Limited English Proficient	7	0%	6	0%	9	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	6	0%	7	0%	3	0%
Black or African American	36	2%	57	3%	32	1%
Hispanic or Latino	26	1%	9	0%	45	2%
Asian or Native Hawaiian/Other Pacific Islander	9	0%	12	1%	10	0%
White	2115	96%	2168	96%	2117	94%
Multiracial	0	0%	0	0%	48	2%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	142	6%	190	9%	126	6%

District ID **64-13-01-06-0000**

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 Profile

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	180	180	176
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	2%	0%	0%
Percent with Fewer than Three Years of Experience	5%	3%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	12%	12%	12%
Total Number of Core Classes	430	442	439
Percent Not Taught by Highly Qualified Teachers in This School*	N/A	N/A	N/A
Percent Not Taught by Highly Qualified Teachers in This District**	2%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	586	604	566
Percent Taught by Teachers Without Appropriate Certification	2%	0%	1%

*Not available at the district or statewide level.

**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	15%	16%	29%
Turnover Rate of All Teachers	11%	8%	12%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	18	21	21
Total Paraprofessionals*	80	82	75
Assistant Principals	2	4	3
Principals	4	2	4

*Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSS process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

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

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Secondary-Level Cohorts

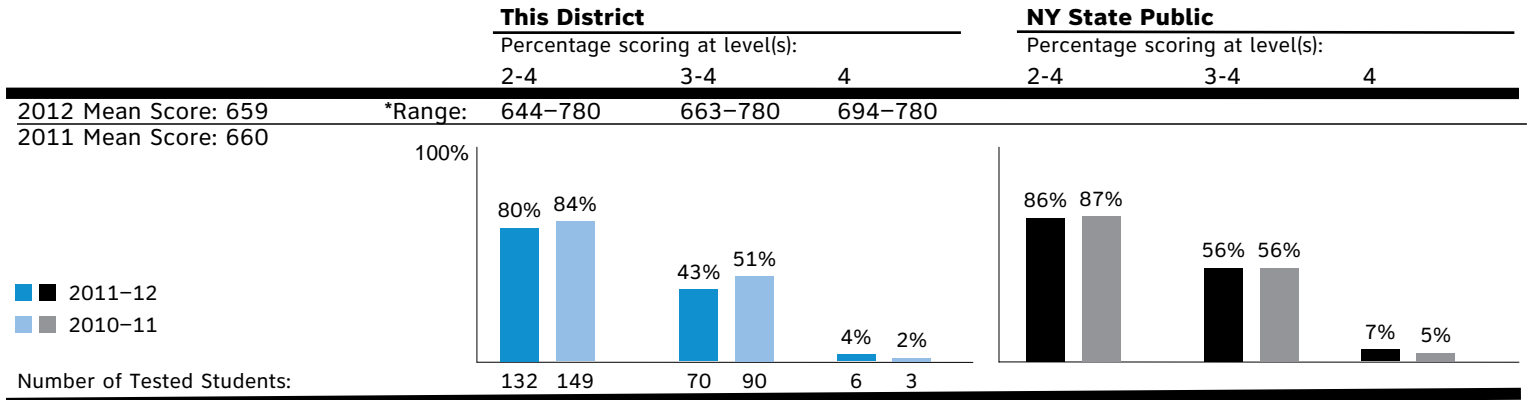
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

2 Student Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Results in Grade 3 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	164	80%	43%	4%	178	84%	51%	2%
Female	83	75%	40%	4%	83	81%	47%	2%
Male	81	86%	46%	4%	95	86%	54%	1%
American Indian or Alaska Native	2	–	–	–	4	–	–	–
Black or African American	2	–	–	–	4	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	157	80%	41%	3%	167	84%	49%	2%
White	2	–	–	–	3	–	–	–
Multiracial	7	86%	71%	14%	11	82%	73%	0%
Small Group Totals	131	92%	50%	5%	153	91%	57%	2%
General-Education Students	33	36%	12%	0%	25	40%	12%	0%
Students with Disabilities	164	80%	43%	4%	178	84%	51%	2%
English Proficient								
Limited English Proficient	86	76%	36%	0%	95	81%	40%	1%
Economically Disadvantaged	78	86%	50%	8%	83	87%	63%	2%
Not Disadvantaged								
Migrant	164	80%	43%	4%	178	84%	51%	2%
Not Migrant								

NOTES

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.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

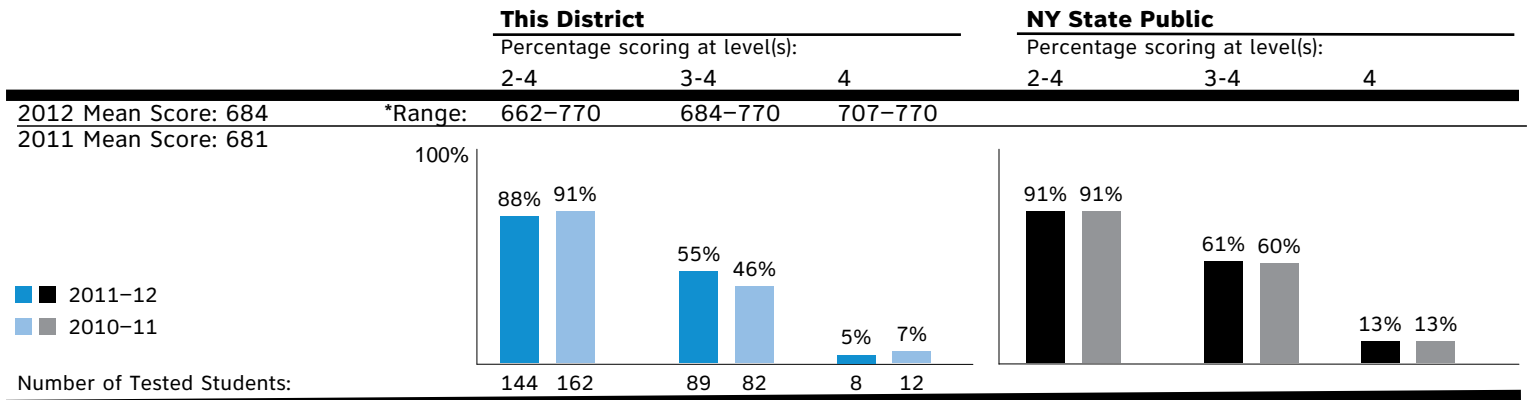
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Results in Grade 3 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	163	88%	55%	5%	179	91%	46%	7%
Female	83	82%	46%	2%	84	87%	39%	4%
Male	80	95%	64%	8%	95	94%	52%	9%
American Indian or Alaska Native								
Black or African American	2	–	–	–	4	–	–	–
Hispanic or Latino	2	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	156	88%	53%	4%	168	90%	45%	7%
Multiracial	2	–	–	–	3	–	–	–
Small Group Totals	7	86%	86%	14%	11	100%	64%	0%
General-Education Students	130	97%	62%	5%	153	95%	52%	8%
Students with Disabilities	33	55%	24%	6%	26	62%	12%	0%
English Proficient	163	88%	55%	5%	179	91%	46%	7%
Limited English Proficient								
Economically Disadvantaged	85	87%	45%	1%	96	88%	40%	2%
Not Disadvantaged	78	90%	65%	9%	83	94%	53%	12%
Migrant								
Not Migrant	163	88%	55%	5%	179	91%	46%	7%

NOTES

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Other Assessments

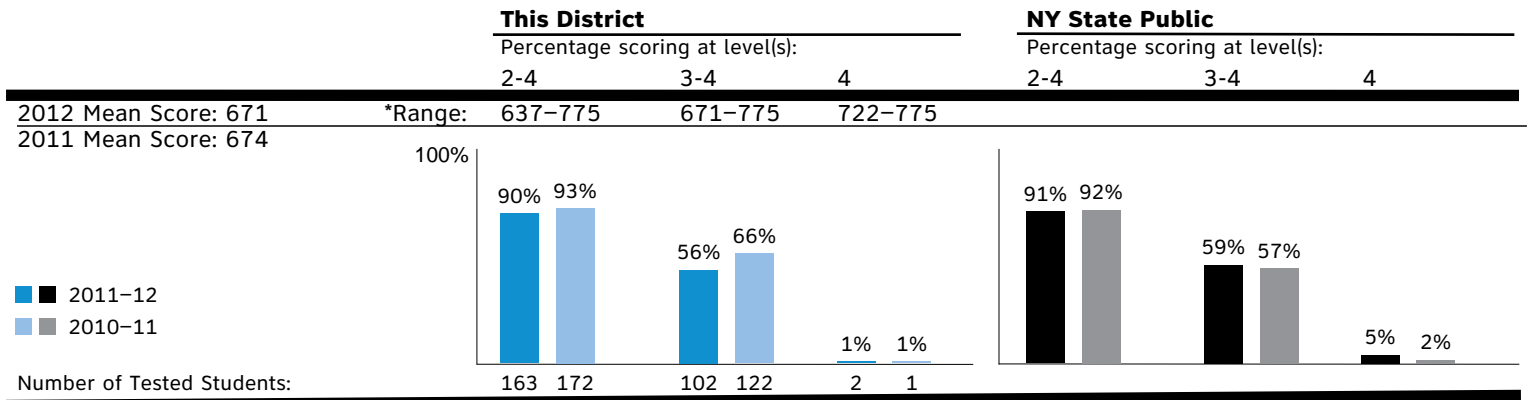
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	–	–	–	1	–	–	–

2 Student Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Results in Grade 4 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	182	90%	56%	1%	184	93%	66%	1%
Female	86	90%	56%	1%	91	98%	73%	1%
Male	96	90%	56%	1%	93	89%	60%	0%
American Indian or Alaska Native								
Black or African American	4	–	–	–	5	80%	20%	0%
Hispanic or Latino	3	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	172	90%	55%	1%	171	94%	67%	1%
Multiracial	3	–	–	–	5	–	–	–
Small Group Totals	10	80%	70%	0%	8	100%	88%	0%
General-Education Students	159	97%	64%	1%	164	97%	72%	1%
Students with Disabilities	23	39%	0%	0%	20	65%	20%	0%
English Proficient	182	90%	56%	1%	183	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	94	85%	45%	0%	81	91%	51%	0%
Not Disadvantaged	88	94%	68%	2%	103	95%	79%	1%
Migrant	1	–	–	–				
Not Migrant	181	–	–	–	184	93%	66%	1%

NOTES

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Other Assessments

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

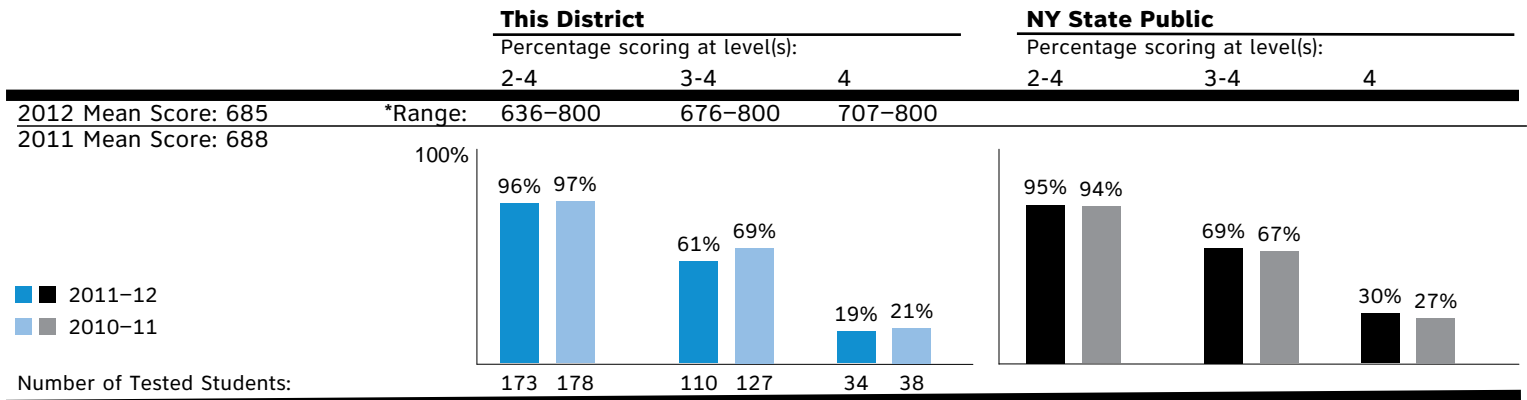
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Results in Grade 4 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	181	96%	61%	19%	184	97%	69%	21%
Female	86	95%	56%	12%	91	100%	68%	16%
Male	95	96%	65%	25%	93	94%	70%	25%
American Indian or Alaska Native	4	–	–	–	5	–	–	–
Black or African American	3	–	–	–	1	–	–	–
Hispanic or Latino	3	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	171	95%	61%	19%	171	97%	70%	21%
White	3	–	–	–	5	100%	60%	0%
Multiracial	10	100%	50%	10%	8	88%	50%	25%
Small Group Totals	158	99%	68%	22%	164	99%	76%	23%
General-Education Students	23	74%	13%	0%	20	80%	15%	5%
Students with Disabilities	181	96%	61%	19%	183	–	–	–
English Proficient	1	–	–	–	1	–	–	–
Limited English Proficient	93	92%	57%	8%	81	95%	59%	15%
Economically Disadvantaged	88	99%	65%	31%	103	98%	77%	25%
Not Disadvantaged	1	–	–	–	184	97%	69%	21%
Migrant	180	–	–	–				
Not Migrant								

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Other Assessments

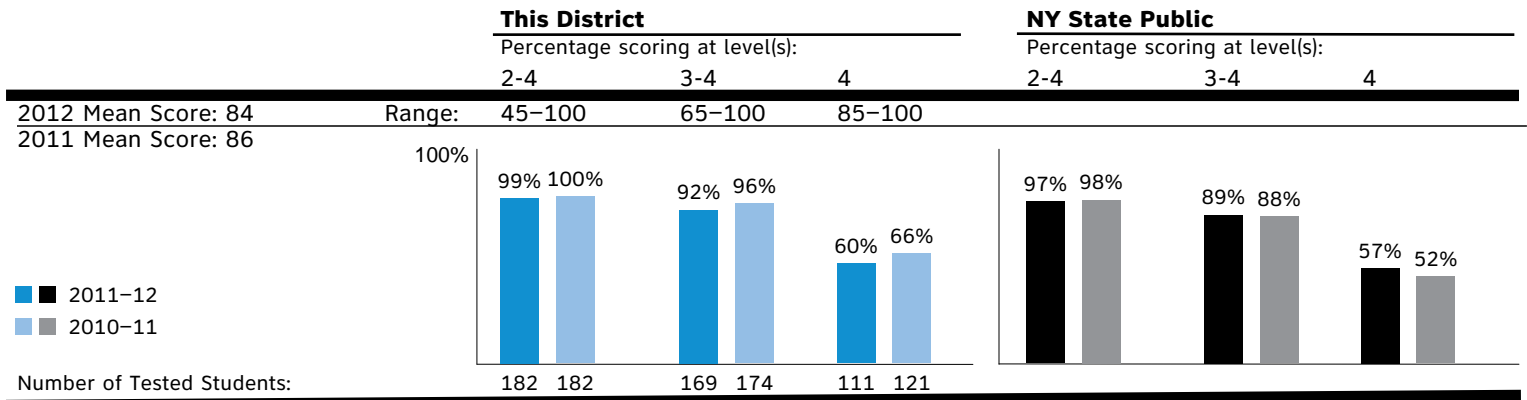
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	–	–	–	0	–	–	–

2 Student Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Results in Grade 4 Science



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	184	99%	92%	60%	182	100%	96%	66%
Female	86	99%	92%	55%	90	100%	97%	62%
Male	98	99%	92%	65%	92	100%	95%	71%
American Indian or Alaska Native	4	-	-	-	5	-	-	-
Black or African American	3	-	-	-	1	-	-	-
Hispanic or Latino	3	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	173	99%	92%	61%	169	100%	96%	67%
White	4	-	-	-	5	100%	100%	80%
Multiracial	11	100%	91%	55%	8	100%	75%	50%
Small Group Totals	160	100%	96%	67%	163	100%	98%	71%
General-Education Students	24	92%	67%	17%	19	100%	79%	32%
Students with Disabilities	184	99%	92%	60%	181	-	-	-
English Proficient	1	-	-	-	1	-	-	-
Limited English Proficient	96	98%	90%	49%	80	100%	94%	55%
Economically Disadvantaged	88	100%	94%	73%	102	100%	97%	75%
Not Disadvantaged	1	-	-	-	182	100%	96%	66%
Migrant	183	-	-	-				
Not Migrant								

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Other Assessments

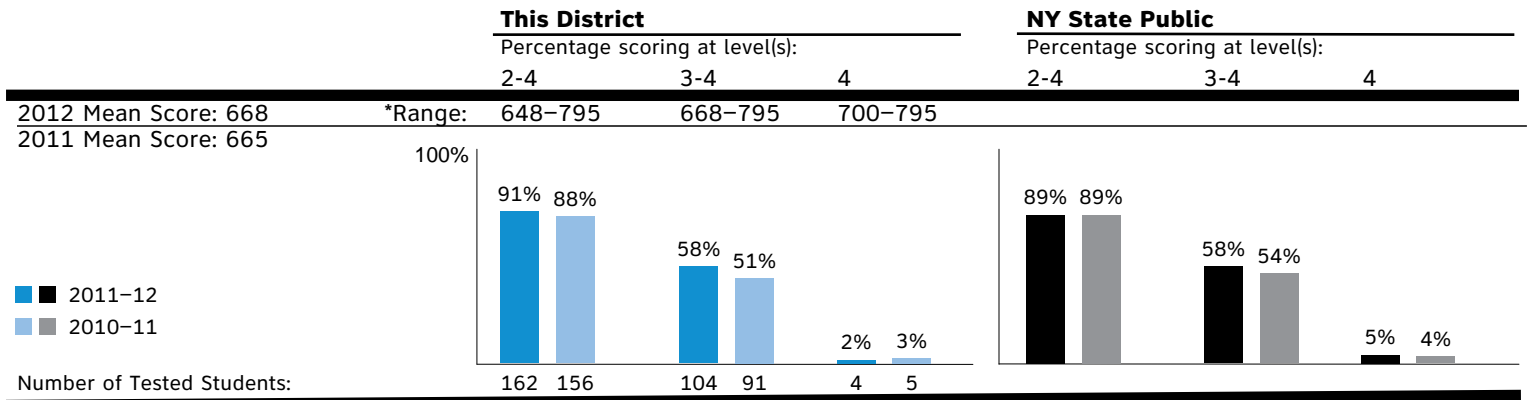
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	0	-	-	-

2 Student Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Results in Grade 5 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	179	91%	58%	2%	177	88%	51%	3%
Female	90	91%	63%	3%	103	88%	50%	4%
Male	89	90%	53%	1%	74	88%	53%	1%
American Indian or Alaska Native								
Black or African American	4	–	–	–	4	–	–	–
Hispanic or Latino	2	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	165	91%	58%	2%	170	88%	51%	3%
Multiracial	6	100%	67%	0%	1	–	–	–
Small Group Totals	8	75%	50%	13%	7	86%	71%	0%
General-Education Students	160	94%	62%	3%	147	97%	61%	3%
Students with Disabilities	19	63%	26%	0%	30	43%	3%	0%
English Proficient	179	91%	58%	2%	177	88%	51%	3%
Limited English Proficient								
Economically Disadvantaged	77	86%	43%	3%	96	81%	40%	3%
Not Disadvantaged	102	94%	70%	2%	81	96%	65%	2%
Migrant								
Not Migrant	179	91%	58%	2%	177	88%	51%	3%

NOTES

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* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	1	N/A	N/A	N/A	0	N/A	N/A	N/A

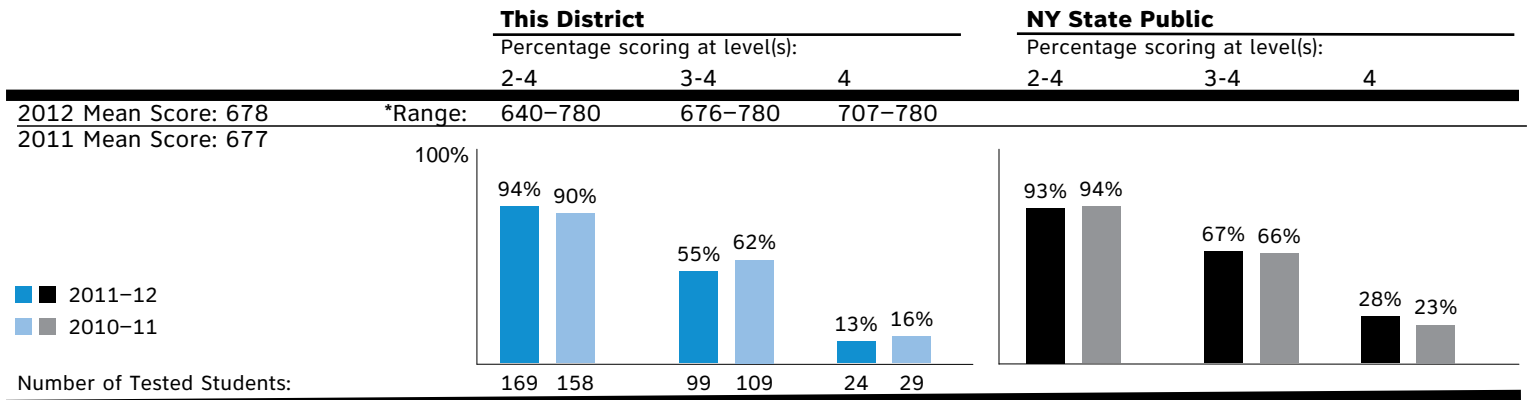
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Results in Grade 5 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	180	94%	55%	13%	176	90%	62%	16%
Female	91	93%	49%	14%	102	90%	62%	13%
Male	89	94%	61%	12%	74	89%	62%	22%
American Indian or Alaska Native	4	–	–	–	4	–	–	–
Black or African American	3	–	–	–	2	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	165	95%	56%	14%	169	90%	61%	16%
White	6	100%	17%	0%	1	–	–	–
Multiracial	9	78%	56%	11%	7	86%	86%	29%
Small Group Totals	161	98%	61%	14%	147	98%	72%	20%
General-Education Students	19	58%	5%	5%	29	48%	10%	0%
Students with Disabilities	179	–	–	–	176	90%	62%	16%
English Proficient	1	–	–	–	–	–	–	–
Limited English Proficient	77	94%	48%	8%	95	85%	49%	11%
Economically Disadvantaged	103	94%	60%	17%	81	95%	77%	23%
Not Disadvantaged								
Migrant	180	94%	55%	13%	176	90%	62%	16%
Not Migrant								

NOTES

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* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 *Accountability and Overview Reports*.

Other Assessments

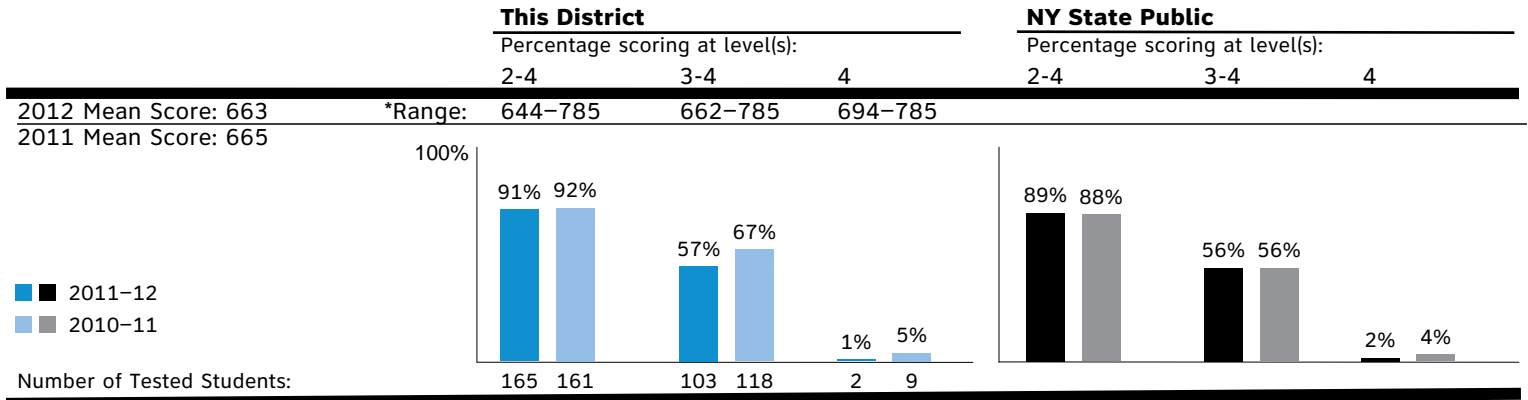
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	2	–	–	–	1	–	–	–

2 Student Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Results in Grade 6 English Language Arts



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	181	91%	57%	1%	175	92%	67%	5%
Female	106	94%	58%	1%	81	94%	72%	4%
Male	75	87%	55%	1%	94	90%	64%	6%
American Indian or Alaska Native								
Black or African American	5	–	–	–	3	–	–	–
Hispanic or Latino	3	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	172	91%	57%	1%	166	92%	67%	4%
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	9	89%	56%	0%	9	89%	67%	22%
General-Education Students	149	98%	66%	1%	151	97%	74%	6%
Students with Disabilities	32	59%	13%	0%	24	58%	25%	0%
English Proficient	181	91%	57%	1%	175	92%	67%	5%
Limited English Proficient								
Economically Disadvantaged	93	86%	43%	1%	85	88%	56%	5%
Not Disadvantaged	88	97%	72%	1%	90	96%	78%	6%
Migrant	1	–	–	–				
Not Migrant	180	–	–	–	175	92%	67%	5%

NOTES

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* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments

	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

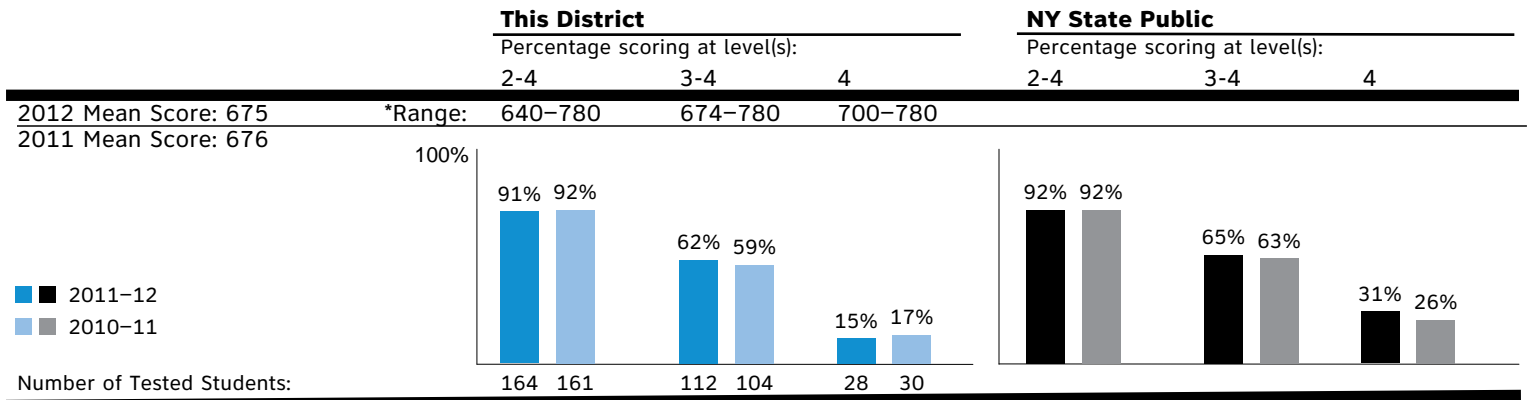
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Results in Grade 6 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	181	91%	62%	15%	175	92%	59%	17%
Female	106	91%	64%	16%	81	91%	58%	9%
Male	75	91%	59%	15%	94	93%	61%	24%
American Indian or Alaska Native	5	–	–	–	3	–	–	–
Black or African American	3	–	–	–	3	–	–	–
Hispanic or Latino	3	–	–	–	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	172	91%	63%	16%	166	92%	58%	17%
White	1	–	–	–	1	–	–	–
Multiracial	9	89%	44%	11%	9	89%	78%	11%
Small Group Totals	149	98%	72%	19%	151	99%	67%	19%
General-Education Students	32	56%	13%	0%	24	50%	13%	4%
Students with Disabilities	181	91%	62%	15%	175	92%	59%	17%
English Proficient								
Limited English Proficient	93	86%	48%	9%	85	89%	44%	11%
Economically Disadvantaged	88	95%	76%	23%	90	94%	74%	23%
Not Disadvantaged	1	–	–	–	175	92%	59%	17%
Migrant	180	–	–	–				
Not Migrant								

NOTES

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Other Assessments

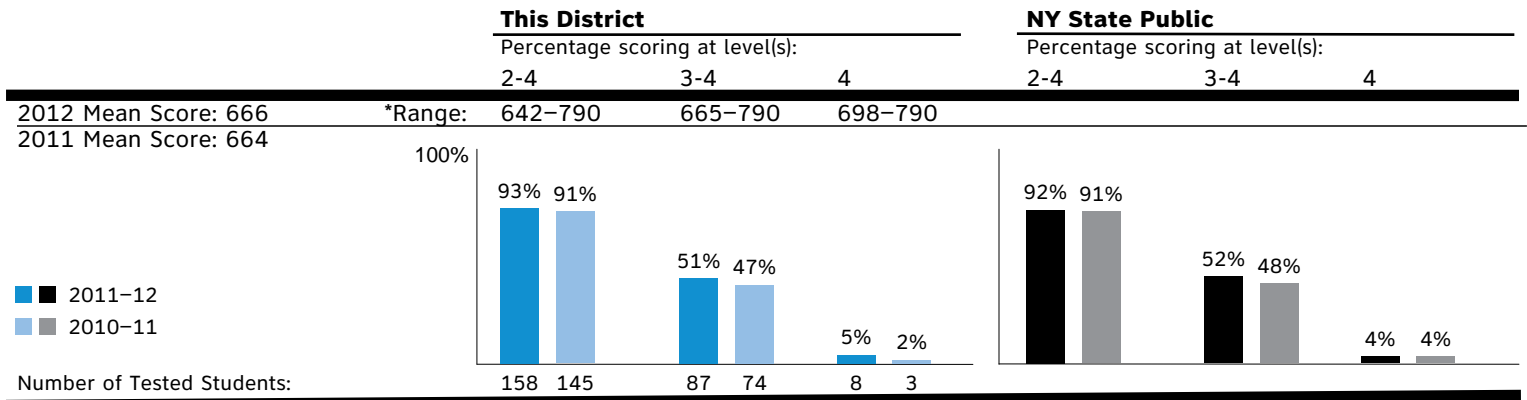
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	–	–	–	1	–	–	–

2 Student Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Results in Grade 7 English Language Arts



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	169	93%	51%	5%	159	91%	47%	2%
Female	79	96%	59%	3%	80	95%	50%	4%
Male	90	91%	44%	7%	79	87%	43%	0%
American Indian or Alaska Native								
Black or African American	3	–	–	–	4	–	–	–
Hispanic or Latino	3	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	2	–	–	–
White	160	93%	52%	4%	148	93%	49%	2%
Multiracial	1	–	–	–	4	–	–	–
Small Group Totals	9	100%	44%	11%	11	73%	18%	0%
General-Education Students	146	99%	57%	5%	129	98%	57%	2%
Students with Disabilities	23	61%	17%	0%	30	63%	3%	0%
English Proficient	169	93%	51%	5%	158	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	69	93%	43%	3%	64	84%	36%	2%
Not Disadvantaged	100	94%	57%	6%	95	96%	54%	2%
Migrant								
Not Migrant	169	93%	51%	5%	159	91%	47%	2%

NOTES

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.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

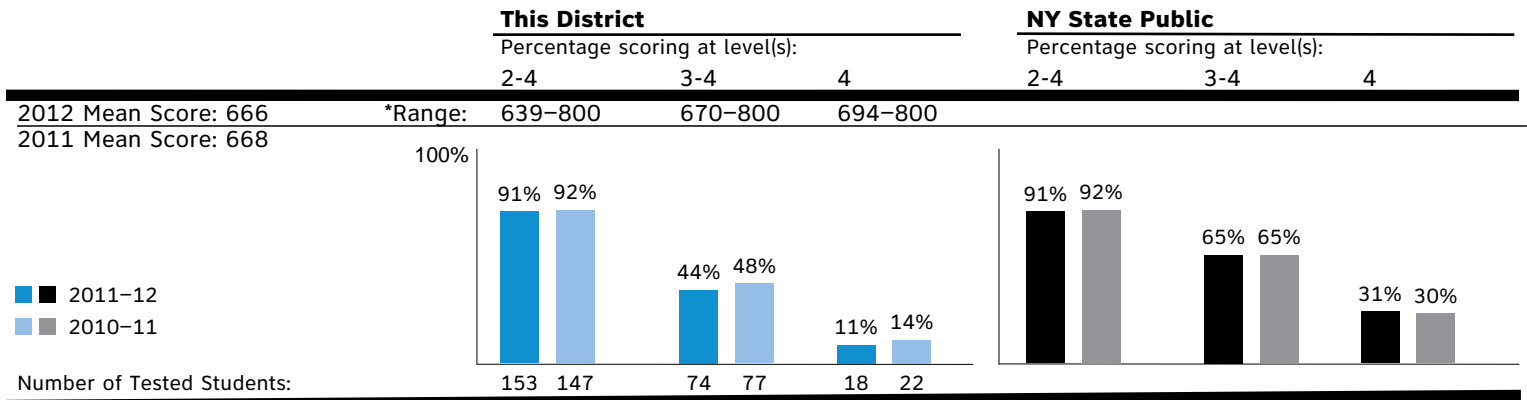
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Results in Grade 7 Mathematics



Results by Student Group

	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	169	91%	44%	11%	159	92%	48%	14%
Female	79	91%	38%	5%	80	94%	48%	14%
Male	90	90%	49%	16%	79	91%	49%	14%
American Indian or Alaska Native								
Black or African American	3	–	–	–	4	–	–	–
Hispanic or Latino	3	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	2	–	–	–
White	160	90%	44%	11%	148	93%	51%	14%
Multiracial	1	–	–	–	4	–	–	–
Small Group Totals	9	100%	44%	0%	11	82%	18%	9%
General-Education Students	146	98%	50%	12%	129	98%	58%	16%
Students with Disabilities	23	43%	4%	4%	30	67%	7%	3%
English Proficient	169	91%	44%	11%	158	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	69	90%	33%	4%	64	89%	36%	8%
Not Disadvantaged	100	91%	51%	15%	95	95%	57%	18%
Migrant								
Not Migrant	169	91%	44%	11%	159	92%	48%	14%

NOTES

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Other Assessments

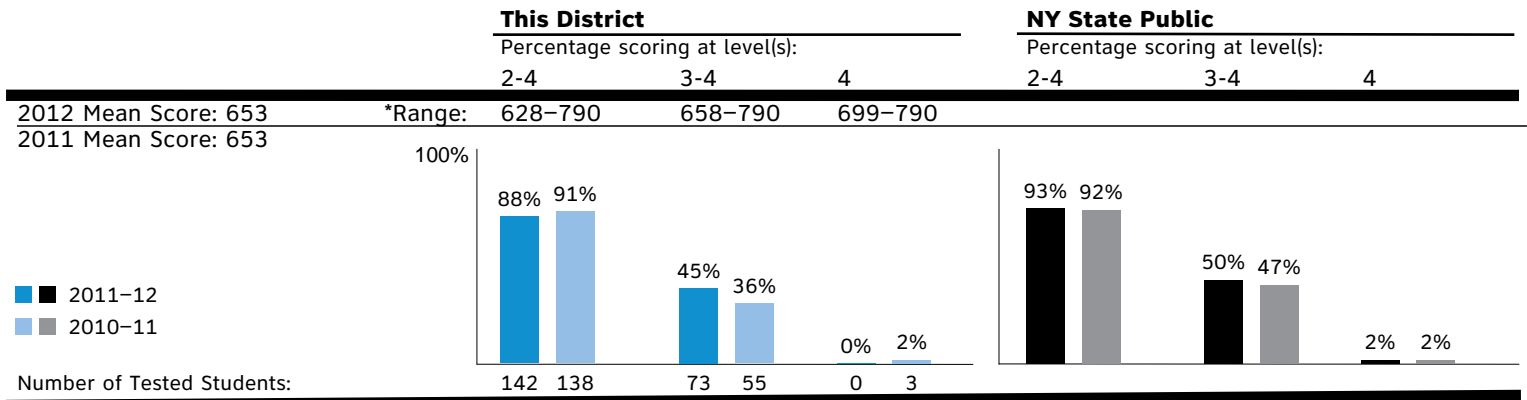
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	–	–	–	2	–	–	–

2 Student Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Results in Grade 8 English Language Arts



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	161	88%	45%	0%	151	91%	36%	2%
Female	77	92%	49%	0%	74	95%	46%	3%
Male	84	85%	42%	0%	77	88%	27%	1%
American Indian or Alaska Native								
Black or African American	3	–	–	–	1	–	–	–
Hispanic or Latino	3	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	149	89%	46%	0%	148	–	–	–
Multiracial	4	–	–	–				
Small Group Totals	12	83%	33%	0%	151	91%	36%	2%
General-Education Students	129	96%	56%	0%	122	98%	45%	2%
Students with Disabilities	32	56%	3%	0%	29	66%	0%	0%
English Proficient	160	–	–	–	151	91%	36%	2%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	61	82%	33%	0%	71	86%	24%	1%
Not Disadvantaged	100	92%	53%	0%	80	96%	48%	3%
Migrant	1	–	–	–				
Not Migrant	160	–	–	–	151	91%	36%	2%

NOTES

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Other Assessments

	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

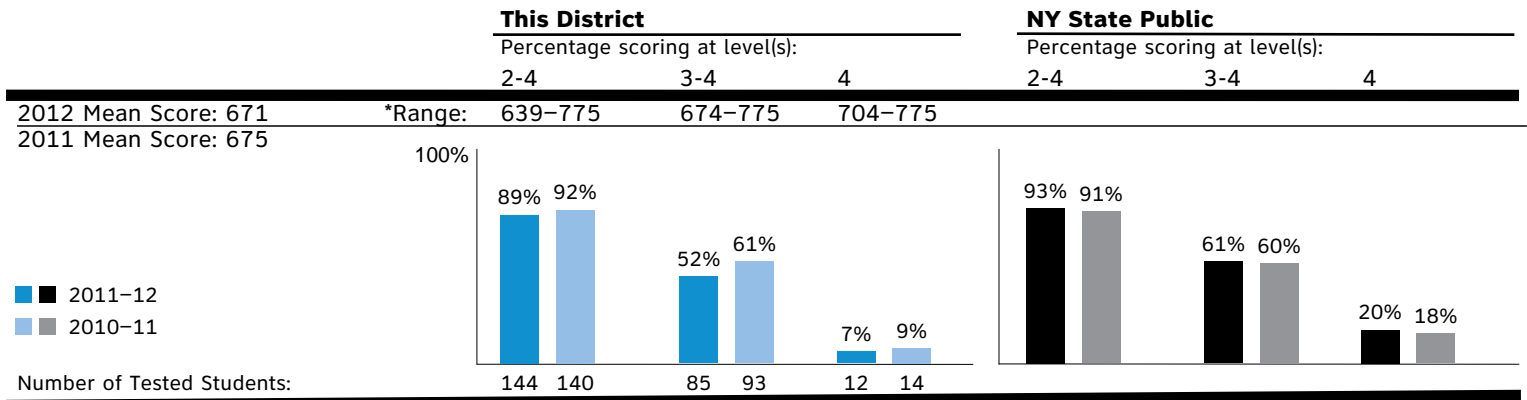
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Results in Grade 8 Mathematics



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	162	89%	52%	7%	153	92%	61%	9%
Female	78	90%	50%	9%	74	92%	58%	9%
Male	84	88%	55%	6%	79	91%	63%	9%
American Indian or Alaska Native	4	-	-	-	1	-	-	-
Black or African American	3	-	-	-	1	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	149	89%	55%	8%	150	-	-	-
White	4	-	-	-	153	92%	61%	9%
Multiracial	13	92%	23%	0%	123	99%	68%	11%
Small Group Totals	32	56%	19%	3%	30	60%	30%	0%
General-Education Students	161	-	-	-	153	92%	61%	9%
Students with Disabilities	1	-	-	-	71	86%	46%	8%
English Proficient	62	84%	39%	5%	82	96%	73%	10%
Limited English Proficient	100	92%	61%	9%	1	-	-	-
Economically Disadvantaged	161	-	-	-	153	92%	61%	9%
Not Disadvantaged	1	-	-	-	153	92%	61%	9%
Migrant	161	-	-	-	153	92%	61%	9%
Not Migrant	1	-	-	-	153	92%	61%	9%

NOTES

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* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other Assessments

	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	-	-	-	1	-	-	-

2 Student Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Results in Grade 8 Science

This District

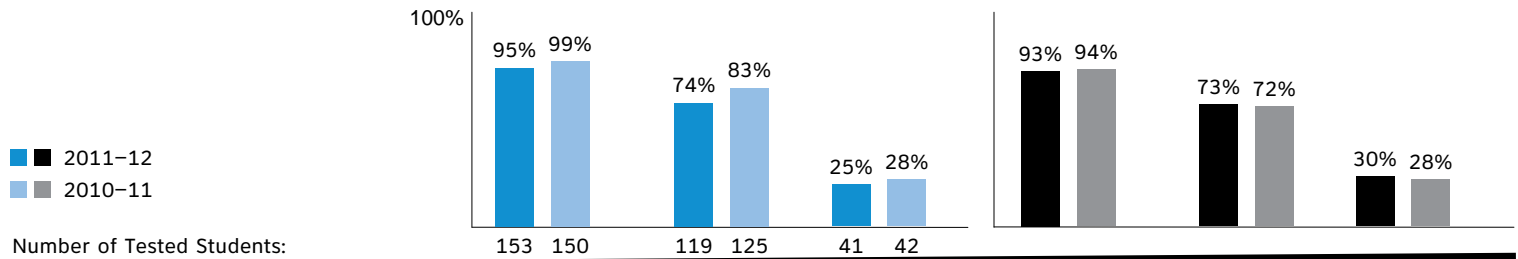
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2011-12 School Year

2010-11 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	138	94%	70%	21%	129	99%	80%	25%
Female	65	95%	72%	14%	63	98%	76%	22%
Male	73	93%	67%	27%	66	100%	83%	27%
American Indian or Alaska Native	4	–	–	–	1	–	–	–
Black or African American	3	–	–	–	1	–	–	–
Hispanic or Latino	1	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	126	95%	72%	22%	126	–	–	–
White	4	–	–	–	129	99%	80%	25%
Multiracial	12	83%	42%	8%	101	100%	87%	32%
Small Group Totals	31	77%	39%	6%	28	96%	54%	0%
General-Education Students	137	–	–	–	129	99%	80%	25%
Students with Disabilities	1	–	–	–	65	100%	74%	23%
English Proficient	55	93%	60%	13%	64	98%	86%	27%
Limited English Proficient	83	95%	76%	27%				
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant	138	94%	70%	21%	129	99%	80%	25%

NOTES

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.

Other Assessments

2011-12 School Year

2010-11 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	–	–	–	1	–	–	–
Regents Science	23	23	23	12	22	22	22	10

2 Student Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Statewide 2010–11 Results on the National Assessment of Educational Progress (NAEP)

	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4 Reading	32%	33%	26%	9%
Grade 8 Reading	24%	41%	31%	4%
Grade 4 Mathematics	20%	44%	31%	5%
Grade 8 Mathematics	30%	40%	23%	7%

NOTES

*Reporting standards not met.

**Rounds to 0.

Statewide 2010–11 NAEP Participation Rates for LEP Students and Students with Disabilities

	Participation Rate
Grade 4 Reading	
Limited English Proficient	84%
Students with Disabilities	85%
Grade 8 Reading	
Limited English Proficient	77%
Students with Disabilities	84%
Grade 4 Mathematics	
Limited English Proficient	91%
Students with Disabilities	90%
Grade 8 Mathematics	
Limited English Proficient	92%
Students with Disabilities	91%

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. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results.

2 Student Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction

This District

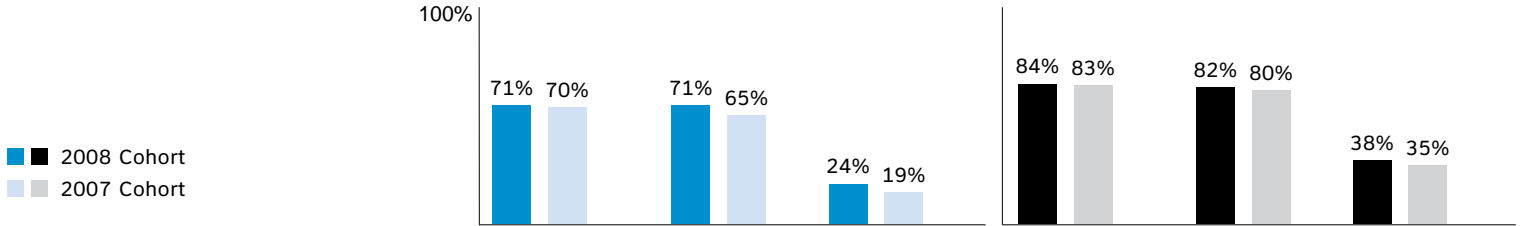
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s): 2–4 3–4 4			Number of Students	Percentage scoring at level(s): 2–4 3–4 4		
All Students	191	71%	71%	24%	185	70%	65%	19%
Female	105	77%	77%	27%	84	87%	82%	33%
Male	86	64%	64%	20%	101	55%	51%	7%
American Indian or Alaska Native								
Black or African American	1	–	–	–	5	–	–	–
Hispanic or Latino	2	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	185	71%	71%	24%	176	70%	66%	19%
Multiracial	3	–	–	–				
Small Group Totals	6	83%	83%	17%	9	56%	44%	22%
General-Education Students	163	78%	78%	28%	148	79%	77%	24%
Students with Disabilities	28	32%	32%	0%	37	32%	19%	0%
English Proficient	191	71%	71%	24%	185	70%	65%	19%
Limited English Proficient								
Economically Disadvantaged	76	66%	66%	14%	51	69%	65%	16%
Not Disadvantaged	115	75%	75%	30%	134	70%	66%	20%
Migrant								
Not Migrant	191	71%	71%	24%	185	70%	65%	19%

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2 Student Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

This District

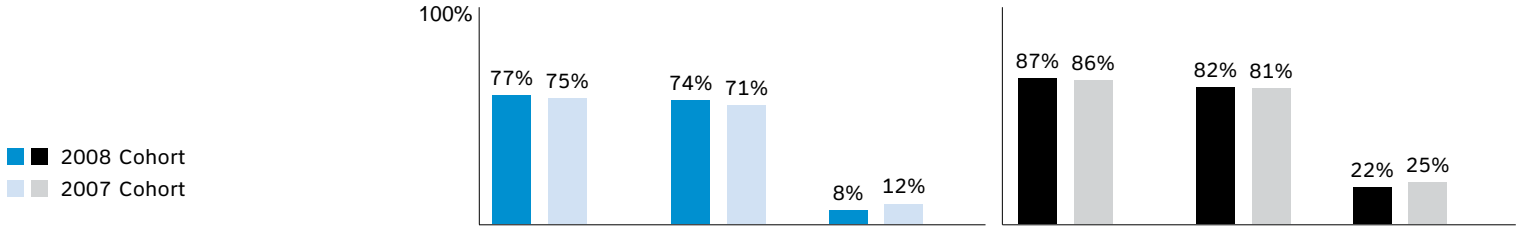
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s): 2–4 3–4 4			Number of Students	Percentage scoring at level(s): 2–4 3–4 4		
All Students	191	77%	74%	8%	185	75%	71%	12%
Female	105	81%	77%	8%	84	88%	88%	13%
Male	86	73%	71%	8%	101	64%	57%	11%
American Indian or Alaska Native								
Black or African American	1	–	–	–	5	–	–	–
Hispanic or Latino	2	–	–	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White	185	77%	74%	8%	176	76%	72%	13%
Multiracial	3	–	–	–				
Small Group Totals	6	83%	83%	17%	9	67%	56%	0%
General-Education Students	163	85%	82%	9%	148	86%	83%	15%
Students with Disabilities	28	36%	29%	0%	37	32%	24%	0%
English Proficient	191	77%	74%	8%	185	75%	71%	12%
Limited English Proficient								
Economically Disadvantaged	76	72%	67%	7%	51	73%	69%	8%
Not Disadvantaged	115	81%	79%	9%	134	76%	72%	13%
Migrant								
Not Migrant	191	77%	74%	8%	185	75%	71%	12%

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2 Student Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	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	191	4%	53%	17%	163	4%	59%	20%	28	7%	21%	0%
U.S. History and Government	191	3%	42%	26%	163	2%	47%	29%	28	7%	18%	4%
Science	191	3%	52%	27%	163	1%	57%	29%	28	11%	25%	11%

New York State Alternate Assessments (NYSAA) 2011-12

		All Students				
		Total Tested	Number of students scoring at Level:			
Secondary Level			1	2	3	4
English Language Arts	2		—	—	—	—
Mathematics	2		—	—	—	—
Social Studies	2		—	—	—	—
Science	2		—	—	—	—

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2 Student Performance

District **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

District ID **64-13-01-06-0000**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	166	93%	81%	19%	152	96%	85%	21%	14	64%	43%	0%
	2010-11	174	98%	91%	26%	156	98%	92%	29%	18	100%	78%	0%
	2009-10	164	91%	81%	22%	148	95%	88%	24%	16	56%	19%	0%
Integrated Algebra	2011-12	180	85%	62%	11%	163	89%	65%	11%	17	47%	29%	6%
	2010-11	254	91%	73%	7%	227	93%	76%	7%	27	74%	52%	0%
	2009-10	278	89%	77%	4%	255	90%	78%	4%	23	78%	65%	0%
Geometry	2011-12	139	91%	72%	8%	135	—	—	—	4	—	—	—
	2010-11	143	87%	63%	5%	139	—	—	—	4	—	—	—
	2009-10	134	82%	52%	4%	131	—	—	—	3	—	—	—
Algebra 2/Trigonometry	2011-12	107	70%	43%	7%	107	70%	43%	7%	0	—	—	—
	2010-11	90	52%	36%	4%	90	52%	36%	4%	0	—	—	—
	2009-10	58	72%	57%	17%	58	72%	57%	17%	0	—	—	—
Global History and Geography	2011-12	221	79%	57%	14%	201	84%	62%	16%	20	35%	10%	0%
	2010-11	213	85%	73%	11%	196	85%	74%	12%	17	82%	59%	0%
	2009-10	188	76%	58%	13%	170	76%	60%	15%	18	67%	39%	0%
U.S. History and Government	2011-12	177	91%	76%	27%	163	91%	78%	28%	14	86%	50%	14%
	2010-11	173	93%	77%	29%	157	95%	80%	31%	16	75%	50%	19%
	2009-10	163	89%	78%	23%	147	90%	82%	26%	16	75%	38%	0%
Living Environment	2011-12	245	97%	89%	29%	223	98%	93%	32%	22	91%	55%	0%
	2010-11	156	99%	94%	21%	142	100%	94%	20%	14	93%	93%	36%
	2009-10	160	97%	89%	24%	149	98%	91%	26%	11	82%	73%	9%
Physical Setting/Earth Science	2011-12	62	95%	79%	40%	56	98%	82%	45%	6	67%	50%	0%
	2010-11	183	80%	65%	16%	162	85%	70%	19%	21	43%	24%	0%
	2009-10	193	87%	73%	21%	177	89%	76%	22%	16	63%	38%	6%
Physical Setting/Chemistry	2011-12	81	89%	60%	6%	81	89%	60%	6%	0	—	—	—
	2010-11	88	93%	77%	7%	86	—	—	—	2	—	—	—
	2009-10	69	90%	77%	17%	67	—	—	—	2	—	—	—
Physical Setting/Physics	2011-12	44	77%	57%	14%	44	77%	57%	14%	0	—	—	—
	2010-11	44	89%	70%	27%	43	—	—	—	1	—	—	—
	2009-10	48	96%	90%	27%	48	96%	90%	27%	0	—	—	—

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2 Student Performance

District HUDSON FALLS CENTRAL SCHOOL DISTRICT

District ID 64-13-01-06-0000

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	13	15%	1	—	12	—
	2010-11	14	29%	2	—	12	—
	2009-10	10	60%	1	—	9	—
Science	2011-12	4	—	0	—	4	—
	2010-11	1	—	0	—	1	—
	2009-10	1	—	1	—	0	—
Reading	2011-12	11	18%	0	—	11	18%
	2010-11	6	100%	2	—	4	—
	2009-10	3	—	0	—	3	—
Writing	2011-12	9	0%	0	—	9	0%
	2010-11	9	56%	2	—	7	—
	2009-10	4	—	0	—	4	—
Global Studies	2011-12	5	0%	1	—	4	—
	2010-11	1	—	1	—	0	—
	2009-10	6	17%	1	—	5	—
U.S. History and Government	2011-12	0	—	0	—	0	—
	2010-11	8	38%	1	—	7	—
	2009-10	6	17%	1	—	5	—

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2 Student Performance

District HUDSON FALLS CENTRAL SCHOOL DISTRICT

District ID 64-13-01-06-0000

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

		All Students					General-Education Students					Students with Disabilities				
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K-1)	2011-12	6	0%	0%	83%	17%	5	—	—	—	—	1	—	—	—	—
	2010-11	4	—	—	—	—	3	—	—	—	—	1	—	—	—	—
	2009-10	4	—	—	—	—	4	—	—	—	—	0	—	—	—	—
Reading and Writing (Grades K-1)	2011-12	6	0%	33%	50%	17%	5	—	—	—	—	1	—	—	—	—
	2010-11	4	—	—	—	—	3	—	—	—	—	1	—	—	—	—
	2009-10	4	—	—	—	—	4	—	—	—	—	0	—	—	—	—
Listening and Speaking (Grades 2-4)	2011-12	2	—	—	—	—	2	—	—	—	—	0	—	—	—	—
	2010-11	1	—	—	—	—	1	—	—	—	—	0	—	—	—	—
	2009-10	2	—	—	—	—	2	—	—	—	—	0	—	—	—	—
Reading and Writing (Grades 2-4)	2011-12	2	—	—	—	—	2	—	—	—	—	0	—	—	—	—
	2010-11	1	—	—	—	—	1	—	—	—	—	0	—	—	—	—
	2009-10	2	—	—	—	—	2	—	—	—	—	0	—	—	—	—
Listening and Speaking (Grades 5-6)	2011-12	1	—	—	—	—	1	—	—	—	—	0	—	—	—	—
	2010-11	0	—	—	—	—	0	—	—	—	—	0	—	—	—	—
	2009-10	2	—	—	—	—	2	—	—	—	—	0	—	—	—	—
Reading and Writing (Grades 5-6)	2011-12	1	—	—	—	—	1	—	—	—	—	0	—	—	—	—
	2010-11	0	—	—	—	—	0	—	—	—	—	0	—	—	—	—
	2009-10	2	—	—	—	—	2	—	—	—	—	0	—	—	—	—
Listening and Speaking (Grades 7-8)	2011-12	1	—	—	—	—	1	—	—	—	—	0	—	—	—	—
	2010-11	1	—	—	—	—	1	—	—	—	—	0	—	—	—	—
	2009-10	0	—	—	—	—	0	—	—	—	—	0	—	—	—	—
Reading and Writing (Grades 7-8)	2011-12	1	—	—	—	—	1	—	—	—	—	0	—	—	—	—
	2010-11	1	—	—	—	—	1	—	—	—	—	0	—	—	—	—
	2009-10	0	—	—	—	—	0	—	—	—	—	0	—	—	—	—
Listening and Speaking (Grades 9-12)	2011-12	0	—	—	—	—	0	—	—	—	—	0	—	—	—	—
	2010-11	0	—	—	—	—	0	—	—	—	—	0	—	—	—	—
	2009-10	0	—	—	—	—	0	—	—	—	—	0	—	—	—	—
Reading and Writing (Grades 9-12)	2011-12	0	—	—	—	—	0	—	—	—	—	0	—	—	—	—
	2010-11	0	—	—	—	—	0	—	—	—	—	0	—	—	—	—
	2009-10	0	—	—	—	—	0	—	—	—	—	0	—	—	—	—

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3 Student Outcomes

District HUDSON FALLS CENTRAL SCHOOL DISTRICT

District ID 64-13-01-06-0000

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011-12	141		131		10	
	2010-11	123		112		11	
	2009-10	142		135		7	
Receiving a Regents Diploma	2011-12	134	95%	128	98%	6	60%
	2010-11	106	86%	103	92%	3	27%
	2009-10	123	87%	122	90%	1	14%
Receiving a Regents Diploma with Advanced Designation	2011-12	37	26%	37	28%	0	0%
	2010-11	40	33%	40	36%	0	0%
	2009-10	41	29%	41	30%	0	0%
Receiving an Individualized Education Program (IEP) Diploma	2011-12	13	N/A	0		13	N/A
	2010-11	11	N/A	0		11	N/A
	2009-10	11	N/A	0		11	N/A

NOTE

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

High School Non-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
Dropped Out	2011-12	16	2%	10	2%	6	5%
	2010-11	22	3%	10	1%	12	8%
	2009-10	8	1%	7	1%	1	1%
Entered Approved High School Equivalency Preparation Program	2011-12	5	1%	4	1%	1	1%
	2010-11	36	4%	31	4%	5	3%
	2009-10	24	3%	19	3%	5	4%
Total Non-completers	2011-12	21	3%	14	2%	7	6%
	2010-11	58	7%	41	6%	17	11%
	2009-10	32	4%	26	3%	6	4%

Post-secondary Plans of 2011-12 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	28	18%	28	21%	0	0%
To 2-year College	74	48%	68	52%	6	26%
To Other Post-secondary	1	1%	1	1%	0	0%
To the Military	6	4%	6	5%	0	0%
To Employment	44	29%	27	21%	17	74%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	0	0%	0	0%	0	0%
Plan Unknown	1	1%	1	1%	0	0%