

New York State District Report Card Comprehensive Information Report

BEDS Code: 64-13-01-06-0000
 Name: Hudson Falls Central School District
 Superintendent: Mark E. Doody

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	157	139	153
First	181	151	143
Second	188	188	173
Third	165	189	191
Fourth	163	153	189
Fifth	180	167	155
Sixth	183	181	183
Ungraded Elementary	63	57	61
Seventh	184	182	200
Eighth	200	176	185
Ninth	213	228	198
Tenth	187	172	199
Eleventh	157	163	160
Twelfth	145	149	160
Ungraded Secondary	61	66	68
Total K-12 Enrollment	2427	2361	2418

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	9	0.4%	10	0.4%	5	0.2%
Black (Not Hispanic)	23	0.9%	28	1.2%	29	1.2%
Hispanic	8	0.3%	2	0.1%	0	0.0%
White (Not Hispanic)	2387	98.4%	2321	98.3%	2384	98.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	17	19
Common Branch	21	21	21
English Grade 8	22	21	19
Mathematics Grade 8	22	21	22
Science Grade 8	22	21	21
Social Studies Grade 8	22	21	21
English Grade 10	21	22	25
Mathematics Grade 10	19	23	22
Science Grade 10	22	20	20
Social Studies Grade 10	21	20	23

(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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.1%	1	0.0%	2	0.1%
Eligible for Free Lunch	644	26.5%	688	29.1%	686	28.4%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.5%		94.3%		93.9%
Student Suspensions	162	6.6%	199	8.2%	198	8.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	10.6%	14.3%	10.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	166
Total Other Professional Staff	32
Total Paraprofessionals	80
Teaching Out of Certification*	1

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	128	69	54%	124	52	42%	138	52	38%
Students with Disabilities	0	0	0%	10	1	10%	13	0	0%
All Students	128	69	54%	134	53	40%	151	52	34%

*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	33	75	3	12	26	2
Percent	22%	50%	2%	8%	17%	1%

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)
13	0	8	21

*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	8		5		17	2.6%
	Entered GED Program*	8		25		11	1.7%
	Total Noncompleters	16		30		28	4.3%
Students with Disabilities	Dropped Out	4		3		8	6.5%
	Entered GED Program*	0		1		2	1.6%
	Total Noncompleters	4		4		10	8.1%
All Students	Dropped Out	12	1.6%	8	1.1%	25	3.2%
	Entered GED Program*	8	1.1%	26	3.4%	13	1.7%
	Total Noncompleters	20	2.7%	34	4.5%	38	4.9%

*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	0	0	0
	Number of Students with Disabilities	0	14	15
	Number of All Students	0	14	15
	Percent of Enrollment	0%	2%	2%

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; completer 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	0	0%	0	0%	67	75%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	2	#	93	46%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	9	78%
Science	0	0%	0	0%	2	#
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%	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%	8	100%
Science	0	0%	0	0%	8	88%
Reading	0	0%	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	2	#	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	145	152	173	8	9	13
Number Scoring 55-100	141	148	172	8	9	13
Number Scoring 65-100	124	133	155	7	6	9
Number Scoring 85-100	52	39	56	1	2	1
Percentage of Tested Scoring 55-100	97%	97%	99%	100%	100%	100%
Percentage of Tested Scoring 65-100	86%	88%	90%	88%	67%	69%
Percentage of Tested Scoring 85-100	36%	26%	32%	12%	22%	8%
Mathematics A						
Number Tested	139	197	215	2	8	16
Number Scoring 55-100	113	183	206	#	4	11
Number Scoring 65-100	85	155	189	#	3	8
Number Scoring 85-100	19	39	30	#	1	1
Percentage of Tested Scoring 55-100	81%	93%	96%	#	50%	69%
Percentage of Tested Scoring 65-100	61%	79%	88%	#	38%	50%
Percentage of Tested Scoring 85-100	14%	20%	14%	#	12%	6%
Mathematics B						
Number Tested	70	110	108	0	1	2
Number Scoring 55-100	45	48	66	0	#	#
Number Scoring 65-100	30	30	45	0	#	#
Number Scoring 85-100	4	1	3	0	#	#
Percentage of Tested Scoring 55-100	64%	44%	61%	0%	#	#
Percentage of Tested Scoring 65-100	43%	27%	42%	0%	#	#
Percentage of Tested Scoring 85-100	6%	1%	3%	0%	#	#
Global History and Geography						
Number Tested	174	208	214	11	8	24
Number Scoring 55-100	140	167	185	8	4	19
Number Scoring 65-100	111	145	161	7	4	12
Number Scoring 85-100	20	52	49	0	1	3
Percentage of Tested Scoring 55-100	80%	80%	86%	73%	50%	79%
Percentage of Tested Scoring 65-100	64%	70%	75%	64%	50%	50%
Percentage of Tested Scoring 85-100	11%	25%	23%	0%	12%	12%
U.S. History and Government						
Number Tested	152	160	158	9	9	14
Number Scoring 55-100	145	153	146	7	9	12
Number Scoring 65-100	125	144	135	4	9	12
Number Scoring 85-100	47	73	70	2	3	2
Percentage of Tested Scoring 55-100	95%	96%	92%	78%	100%	86%
Percentage of Tested Scoring 65-100	82%	90%	85%	44%	100%	86%
Percentage of Tested Scoring 85-100	31%	46%	44%	22%	33%	14%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	166	151	197	8	6	24
Number Scoring 55-100	152	148	174	8	5	19
Number Scoring 65-100	138	141	155	6	5	13
Number Scoring 85-100	22	36	28	0	0	1
Percentage of Tested Scoring 55-100	92%	98%	88%	100%	83%	79%
Percentage of Tested Scoring 65-100	83%	93%	79%	75%	83%	54%
Percentage of Tested Scoring 85-100	13%	24%	14%	0%	0%	4%
Physical Setting/Earth Science						
Number Tested	33	212	167	4	2	12
Number Scoring 55-100	24	184	131	#	#	10
Number Scoring 65-100	19	171	102	#	#	7
Number Scoring 85-100	5	56	23	#	#	1
Percentage of Tested Scoring 55-100	73%	87%	78%	#	#	83%
Percentage of Tested Scoring 65-100	58%	81%	61%	#	#	58%
Percentage of Tested Scoring 85-100	15%	26%	14%	#	#	8%
Physical Setting/Chemistry						
Number Tested	84	92	100	2	2	2
Number Scoring 55-100	69	75	90	#	#	#
Number Scoring 65-100	55	49	76	#	#	#
Number Scoring 85-100	3	4	8	#	#	#
Percentage of Tested Scoring 55-100	82%	82%	90%	#	#	#
Percentage of Tested Scoring 65-100	65%	53%	76%	#	#	#
Percentage of Tested Scoring 85-100	4%	4%	8%	#	#	#
Physical Setting/Physics						
Number Tested			11			0
Number Scoring 55-100			9			0
Number Scoring 65-100			4			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			82%			0%
Percentage of Tested Scoring 65-100			36%			0%
Percentage of Tested Scoring 85-100			0%			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
Comprehensive French						
Number Tested	43	36	47	0	0	1
Number Scoring 55-100	41	36	43	0	0	#
Number Scoring 65-100	38	35	43	0	0	#
Number Scoring 85-100	8	20	17	0	0	#
Percentage of Tested Scoring 55-100	95%	100%	91%	0%	0%	#
Percentage of Tested Scoring 65-100	88%	97%	91%	0%	0%	#
Percentage of Tested Scoring 85-100	19%	56%	36%	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	54	44	50	0	0	1
Number Scoring 55-100	49	39	48	0	0	#
Number Scoring 65-100	46	35	48	0	0	#
Number Scoring 85-100	14	17	30	0	0	#
Percentage of Tested Scoring 55-100	91%	89%	96%	0%	0%	#
Percentage of Tested Scoring 65-100	85%	80%	96%	0%	0%	#
Percentage of Tested Scoring 85-100	26%	39%	60%	0%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	20	0	0	0	0	0
Number Scoring 55-100	17	0	0	0	0	0
Number Scoring 65-100	16	0	0	0	0	0
Number Scoring 85-100	6	0	0	0	0	0
Percentage of Tested Scoring 55-100	85%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	80%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	30%	0%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	36	97%	23	70%	2	#
Students with Disabilities	3	#	1	#	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
Nov 2003	General-Education Students	142	1%	5%	57%	37%
	Students with Disabilities	31	10%	3%	71%	16%
	All Students	173	3%	5%	60%	33%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	173	0%	37%	53%	10%
	Students with Disabilities	28	7%	79%	14%	0%
	All Students	201	1%	43%	47%	9%

(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
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

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	155	155	155	25	25	25	180	180	180
Number Scoring 55–64	10	7	11	2	0	3	12	7	14
Number Scoring 65–84	115	67	116	8	5	9	123	72	125
Number Scoring 85–100	25	71	27	0	3	0	25	74	27
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
Listening and Speaking (Grade K-1)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade K-1)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			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)