

# 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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	139	153	187
First	151	143	151
Second	188	173	151
Third	189	191	165
Fourth	153	189	186
Fifth	167	155	198
Sixth	181	183	155
Ungraded Elementary	57	61	15
Seventh	182	200	182
Eighth	176	185	187
Ninth	228	198	202
Tenth	172	199	174
Eleventh	163	160	182
Twelfth	149	160	153
Ungraded Secondary	66	68	67
Total K-12 Enrollment	2361	2418	2355

## 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	10	0.4%	5	0.2%	3	0.1%
Black (Not Hispanic)	28	1.2%	29	1.2%	31	1.3%
Hispanic	2	0.1%	0	0.0%	9	0.4%
White (Not Hispanic)	2321	98.3%	2384	98.6%	2312	98.2%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	19	20
Common Branch	21	21	22
English Grade 8	21	19	19
Mathematics Grade 8	21	22	21
Science Grade 8	21	21	21
Social Studies Grade 8	21	21	23
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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.0%	2	0.1%	3	0.1%
Eligible for Free Lunch	688	29.1%	686	28.4%	743	31.6%

### 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		94.3%		93.9%		94.6%
Student Suspensions	199	8.2%	198	8.4%	177	7.3%

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

	2002-03	2003-04	2004-05
Reduced Lunch	14.3%	10.8%	13.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	175
Total Other Professional Staff	25
Total Paraprofessionals	84
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
<b>General-Education Students</b>	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			
<b>Students with Disabilities</b>	Total Graduates*	10	13	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
<b>All Students</b>	Total Graduates*	134	151	135
	Regents Diplomas	53	52	118
	% Regents Diplomas	40%	34%	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
<b>General-Education Students</b>	<b>Number</b>	38	60	1	3	24	0	0	0
	<b>Percent</b>	30%	48%	1%	2%	19%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	8	0	1	0	0	0	0
	<b>Percent</b>	0%	89%	0%	11%	0%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	38	68	1	4	24	0	0	0
	<b>Percent</b>	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.
<b>General-Education Students</b>	Dropped Out	5		17	2.6%	18	2.5%
	Entered GED Program*	25		11	1.7%	19	2.7%
	Total Noncompleters	30		28	4.3%	37	5.2%
<b>Students with Disabilities</b>	Dropped Out	3		8	6.5%	4	3.3%
	Entered GED Program*	1		2	1.6%	5	4.2%
	Total Noncompleters	4		10	8.1%	9	7.5%
<b>All Students</b>	Dropped Out	8	1.1%	25	3.2%	22	2.7%
	Entered GED Program*	26	3.4%	13	1.7%	24	2.9%
	Total Noncompleters	34	4.5%	38	4.9%	46	5.6%

\*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%

## 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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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%	57	72%
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%	102	86%

## 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	#	1	#	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
<b>Comprehensive English</b>						
Number Tested	152	173	184	9	13	16
Number Scoring 55-100	148	172	178	9	13	16
Number Scoring 65-100	133	155	148	6	9	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%	69%	50%
Percentage of Tested Scoring 85-100	26%	32%	23%	22%	8%	6%
<b>Mathematics A</b>						
Number Tested	197	215	153	8	16	17
Number Scoring 55-100	183	206	134	4	11	12
Number Scoring 65-100	155	189	105	3	8	3
Number Scoring 85-100	39	30	11	1	1	0
Percentage of Tested Scoring 55-100	93%	96%	88%	50%	69%	71%
Percentage of Tested Scoring 65-100	79%	88%	69%	38%	50%	18%
Percentage of Tested Scoring 85-100	20%	14%	7%	12%	6%	0%
<b>Mathematics B</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%	#	#	#
<b>Global History and Geography</b>						
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%
<b>U.S. History and Government</b>						
Number Tested	160	158	183	9	14	16
Number Scoring 55-100	153	146	166	9	12	13
Number Scoring 65-100	144	135	152	9	12	9
Number Scoring 85-100	73	70	75	3	2	4
Percentage of Tested Scoring 55-100	96%	92%	91%	100%	86%	81%
Percentage of Tested Scoring 65-100	90%	85%	83%	100%	86%	56%
Percentage of Tested Scoring 85-100	46%	44%	41%	33%	14%	25%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	151	197	180	6	24	18
Number Scoring 55-100	148	174	169	5	19	14
Number Scoring 65-100	141	155	153	5	13	11
Number Scoring 85-100	36	28	36	0	1	0
Percentage of Tested Scoring 55-100	98%	88%	94%	83%	79%	78%
Percentage of Tested Scoring 65-100	93%	79%	85%	83%	54%	61%
Percentage of Tested Scoring 85-100	24%	14%	20%	0%	4%	0%
<b>Physical Setting/Earth Science</b>						
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%
<b>Physical Setting/Chemistry</b>						
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%	#	#	#
<b>Physical Setting/Physics</b>						
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
<b>Comprehensive French</b>						
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%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	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%	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	179	4%	4%	56%	36%
	Students with Disabilities	20	30%	10%	50%	10%
	All Students	199	7%	5%	55%	33%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	157	0%	18%	59%	24%
	Students with Disabilities	34	3%	38%	50%	9%
	All Students	191	1%	21%	57%	21%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

### 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	20	20	20	166	166	166
Number Scoring 55–64	9	9	6	4	1	0	13	10	6
Number Scoring 65–84	81	58	101	4	10	9	85	68	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)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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)