

New York State District Report Card Comprehensive Information Report

BEDS Code: 10-13-00-01-0000
 Name: Hudson City School District
 Superintendent: James B. Clarke Jr.

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	179	166	169
First	185	187	173
Second	152	180	164
Third	168	150	165
Fourth	186	152	155
Fifth	183	189	160
Sixth	186	180	143
Ungraded Elementary	75	81	56
Seventh	223	204	209
Eighth	190	198	177
Ninth	208	225	242
Tenth	165	177	167
Eleventh	109	127	122
Twelfth	147	127	148
Ungraded Secondary	50	37	6
Total K-12 Enrollment	2406	2380	2256

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	74	3.1%	95	4.0%	91	4.0%
Black (Not Hispanic)	538	22.4%	565	23.7%	590	26.2%
Hispanic	137	5.7%	156	6.6%	154	6.8%
White (Not Hispanic)	1657	68.9%	1564	65.7%	1421	63.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	17	19
Common Branch	22	22	21
English Grade 8	18	22	32
Mathematics Grade 8	21	24	19
Science Grade 8	21	20	0
Social Studies Grade 8	18	37	37
English Grade 10	21	23	23
Mathematics Grade 10	18	0	22
Science Grade 10	19	18	21
Social Studies Grade 10	21	22	18

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	96	4.0%	112	4.7%	77	3.4%
Eligible for Free Lunch	942	39.2%	923	38.8%	763	33.8%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.6%		91.0%		93.3%
Student Suspensions	254	10.6%	293	12.2%	365	15.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.2%	9.5%	11.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	196
Total Other Professional Staff	23
Total Paraprofessionals	82
Teaching Out of Certification*	8
Teachers with Temporary Licenses	1

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	102	42	41%	84	46	55%	124	58	47%
Students with Disabilities	2	0	0%	6	0	0%	6	1	17%
All Students	104	42	40%	90	46	51%	130	59	45%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	42	61	4	7	15	1
Percent	32%	47%	3%	5%	12%	1%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
6	1	17	23

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			16		35	
	Entered GED Program*			12		26	
	Total Noncompleters			28		61	
Students with Disabilities	Dropped Out			1		7	
	Entered GED Program*			1		2	
	Total Noncompleters			2		9	
All Students	Dropped Out	43	6.5%	17	2.5%	42	6.1%
	Entered GED Program*	32	4.8%	13	1.9%	28	4.1%
	Total Noncompleters	75	11.3%	30	4.4%	70	10.2%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	129
	Number of Students with Disabilities		15	31
	Number of All Students		15	160
	Percent of Enrollment		4%	48%
6-8	Number of General-Education Students		0	423
	Number of Students with Disabilities		123	106
	Number of All Students		123	529
	Percent of Enrollment		20%	98%
9-12	Number of General-Education Students		0	589
	Number of Students with Disabilities		72	90
	Number of All Students		72	679
	Percent of Enrollment		11%	99%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	54	56%	0	0%	14	71%
Latin	0	0%	0	0%	0	0%
Spanish	238	81%	0	0%	117	79%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	2	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	7	29%	0	0%	5	80%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	1	#
Science	11	91%	0	0%	2	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	0	0%	3	#
U.S. Hist & Gov't	5	80%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	16	56%	8	50%
Science	5	40%	21	24%	11	18%
Reading	6	83%	25	24%	16	31%
Writing	6	100%	14	43%	12	33%
Global Studies	3	#	3	#	5	60%
U.S. Hist & Gov't	3	#	23	26%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	138	112	124	9	4	8
Number Scoring 55–100	134	104	109	7	#	3
Number Scoring 65–100	115	91	106	6	#	3
Number Scoring 85–100	30	38	32	1	#	0
Percentage of Tested Scoring 55–100	97%	93%	88%	78%	#	38%
Percentage of Tested Scoring 65–100	83%	81%	85%	67%	#	38%
Percentage of Tested Scoring 85–100	22%	34%	26%	11%	#	0%
Mathematics A						
Number Tested	0	5	113	0	1	6
Number Scoring 55–100	0	1	89	0	#	2
Number Scoring 65–100	0	0	61	0	#	1
Number Scoring 85–100	0	0	9	0	#	0
Percentage of Tested Scoring 55–100	0%	20%	79%	0%	#	33%
Percentage of Tested Scoring 65–100	0%	0%	54%	0%	#	17%
Percentage of Tested Scoring 85–100	0%	0%	8%	0%	#	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	198	141	180	13	9	14
Number Scoring 55–100	184	119	132	8	5	2
Number Scoring 65–100	156	87	111	4	1	0
Number Scoring 85–100	35	19	35	1	0	0
Percentage of Tested Scoring 55–100	93%	84%	73%	62%	56%	14%
Percentage of Tested Scoring 65–100	79%	62%	62%	31%	11%	0%
Percentage of Tested Scoring 85–100	18%	13%	19%	8%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	111	134	139	8	7	8
Number Scoring 55–100	98	119	132	6	3	8
Number Scoring 65–100	87	85	111	4	1	3
Number Scoring 85–100	29	20	44	1	0	0
Percentage of Tested Scoring 55–100	88%	89%	95%	75%	43%	100%
Percentage of Tested Scoring 65–100	78%	63%	80%	50%	14%	38%
Percentage of Tested Scoring 85–100	26%	15%	32%	12%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	126	116	87	2	8	0
Number Scoring 55–100	118	115	86	#	7	0
Number Scoring 65–100	108	108	82	#	5	0
Number Scoring 85–100	9	16	28	#	0	0
Percentage of Tested Scoring 55–100	94%	99%	99%	#	88%	0%
Percentage of Tested Scoring 65–100	86%	93%	94%	#	62%	0%
Percentage of Tested Scoring 85–100	7%	14%	32%	#	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	107	107	212	3	5	14
Number Scoring 55–100	94	94	162	#	1	7
Number Scoring 65–100	82	81	132	#	0	5
Number Scoring 85–100	20	20	34	#	0	0
Percentage of Tested Scoring 55–100	88%	88%	76%	#	20%	50%
Percentage of Tested Scoring 65–100	77%	76%	62%	#	0%	36%
Percentage of Tested Scoring 85–100	19%	19%	16%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		56	65		2	1
Number Scoring 55–100		52	58		#	#
Number Scoring 65–100		37	48		#	#
Number Scoring 85–100		3	5		#	#
Percentage of Tested Scoring 55–100		93%	89%		#	#
Percentage of Tested Scoring 65–100		66%	74%		#	#
Percentage of Tested Scoring 85–100		5%	8%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
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 Italian						
Number Tested	35	19	13	0	0	0
Number Scoring 55–100	35	19	12	0	0	0
Number Scoring 65–100	35	19	12	0	0	0
Number Scoring 85–100	13	4	3	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	37%	21%	23%	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	58	61	59	0	0	0
Number Scoring 55–100	52	61	59	0	0	0
Number Scoring 65–100	46	61	58	0	0	0
Number Scoring 85–100	18	23	33	0	0	0
Percentage of Tested Scoring 55–100	90%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	79%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	31%	38%	56%	0%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	131	100	29	4	4	1
Number Scoring 55–100	98	84	19	#	#	#
Number Scoring 65–100	77	70	15	#	#	#
Number Scoring 85–100	22	22	2	#	#	#
Percentage of Tested Scoring 55–100	75%	84%	66%	#	#	#
Percentage of Tested Scoring 65–100	59%	70%	52%	#	#	#
Percentage of Tested Scoring 85–100	17%	22%	7%	#	#	#
Sequential Mathematics, Course III						
Number Tested	79	41	58	0	1	2
Number Scoring 55–100	65	36	53	0	#	#
Number Scoring 65–100	59	33	46	0	#	#
Number Scoring 85–100	28	12	24	0	#	#
Percentage of Tested Scoring 55–100	82%	88%	91%	0%	#	#
Percentage of Tested Scoring 65–100	75%	80%	79%	0%	#	#
Percentage of Tested Scoring 85–100	35%	29%	41%	0%	#	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	54	94%	16	100%	28	100%
Students with Disabilities	5	100%	2	#	11	82%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	125	14%	21%	58%	7%
	Students with Disabilities	39	31%	41%	28%	0%
	All Students	164	18%	26%	51%	5%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	140	3%	43%	48%	6%
	Students with Disabilities	18	17%	72%	11%	0%
	All Students	158	4%	46%	44%	6%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	1	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

1999 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	132	132	132	18	18	18	150	150	150
Number Scoring 55–64	13	22	5	1	3	0	14	25	5
Number Scoring 65–84	70	68	96	2	2	4	72	70	100
Number Scoring 85–100	35	22	14	1	0	0	36	22	14
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)