

# 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	2001-02	2002-03	2003-04
Pre-K	0	0	16
Kindergarten	166	169	154
First	187	173	180
Second	180	164	150
Third	150	165	164
Fourth	152	155	166
Fifth	189	160	149
Sixth	180	143	165
Ungraded Elementary	81	56	51
Seventh	204	209	197
Eighth	198	177	187
Ninth	225	242	232
Tenth	177	167	151
Eleventh	127	122	125
Twelfth	127	148	127
Ungraded Secondary	37	6	17
Total K-12 Enrollment	2380	2256	2215

## 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	95	4.0%	91	4.0%	96	4.3%
Black (Not Hispanic)	565	23.7%	590	26.2%	572	25.8%
Hispanic	156	6.6%	154	6.8%	156	7.0%
White (Not Hispanic)	1564	65.7%	1421	63.0%	1391	62.8%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	19	17
Common Branch	22	21	20
English Grade 8	22	32	19
Mathematics Grade 8	24	19	18
Science Grade 8	20	0	18
Social Studies Grade 8	37	37	19
English Grade 10	23	23	18
Mathematics Grade 10	0	22	19
Science Grade 10	18	21	19
Social Studies Grade 10	22	18	17

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	112	4.7%	77	3.4%	106	4.8%
<b>Eligible for Free Lunch</b>	923	38.8%	763	33.8%	846	38.2%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		91.0%		93.3%		92.1%
<b>Student Suspensions</b>	293	12.2%	365	15.3%	368	16.3%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	9.5%	11.4%	11.0%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	208
Total Other Professional Staff	27
Total Paraprofessionals	84
Teaching Out of Certification*	8

\*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	84	46	55%	124	58	47%	93	42	45%
Students with Disabilities	6	0	0%	6	1	17%	9	0	0%
All Students	90	46	51%	130	59	45%	102	42	41%

\*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	56	0	5	7	1
Percent	32%	55%	0%	5%	7%	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)
9	0	9	18

\*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	16		35		33	6.1%
	Entered GED Program*	12		26		14	2.6%
	Total Noncompleters	28		61		47	8.7%
Students with Disabilities	Dropped Out	1		7		12	11.0%
	Entered GED Program*	1		2		2	1.8%
	Total Noncompleters	2		9		14	12.8%
All Students	Dropped Out	17	2.5%	42	6.1%	45	6.9%
	Entered GED Program*	13	1.9%	28	4.1%	16	2.5%
	Total Noncompleters	30	4.4%	70	10.2%	61	9.4%

\*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%	50%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	129	131
	Number of Students with Disabilities	15	31	25
	Number of All Students	15	160	156
	Percent of Enrollment	4%	48%	47%
6-8	Number of General-Education Students	0	423	475
	Number of Students with Disabilities	123	106	104
	Number of All Students	123	529	579
	Percent of Enrollment	20%	98%	100%
9-12	Number of General-Education Students	0	589	541
	Number of Students with Disabilities	72	90	96
	Number of All Students	72	679	637
	Percent of Enrollment	11%	99%	99%

## 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; completion 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%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	14	71%	33	88%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	117	79%	104	66%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	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%	5	80%	1	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	1	#	0	0%
Science	0	0%	2	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	3	#	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	56%	8	50%	10	90%
Science	21	24%	11	18%	10	80%
Reading	25	24%	16	31%	16	75%
Writing	14	43%	12	33%	14	86%
Global Studies	3	#	5	60%	7	71%
U.S. Hist & Gov't	23	26%	0	0%	5	80%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	112	124	147	4	8	12
Number Scoring 55-100	104	109	139	#	3	9
Number Scoring 65-100	91	106	119	#	3	4
Number Scoring 85-100	38	32	49	#	0	0
Percentage of Tested Scoring 55-100	93%	88%	95%	#	38%	75%
Percentage of Tested Scoring 65-100	81%	85%	81%	#	38%	33%
Percentage of Tested Scoring 85-100	34%	26%	33%	#	0%	0%
<b>Mathematics A</b>						
Number Tested	5	113	235	1	6	24
Number Scoring 55-100	1	89	217	#	2	19
Number Scoring 65-100	0	61	181	#	1	14
Number Scoring 85-100	0	9	32	#	0	0
Percentage of Tested Scoring 55-100	20%	79%	92%	#	33%	79%
Percentage of Tested Scoring 65-100	0%	54%	77%	#	17%	58%
Percentage of Tested Scoring 85-100	0%	8%	14%	#	0%	0%
<b>Mathematics B</b>						
Number Tested	0	0	29	0	0	0
Number Scoring 55-100	0	0	25	0	0	0
Number Scoring 65-100	0	0	22	0	0	0
Number Scoring 85-100	0	0	8	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	86%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	76%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	28%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	141	180	166	9	14	11
Number Scoring 55-100	119	132	147	5	2	7
Number Scoring 65-100	87	111	124	1	0	6
Number Scoring 85-100	19	35	56	0	0	1
Percentage of Tested Scoring 55-100	84%	73%	89%	56%	14%	64%
Percentage of Tested Scoring 65-100	62%	62%	75%	11%	0%	55%
Percentage of Tested Scoring 85-100	13%	19%	34%	0%	0%	9%
<b>U.S. History and Government</b>						
Number Tested	134	139	137	7	8	11
Number Scoring 55-100	119	132	117	3	8	5
Number Scoring 65-100	85	111	106	1	3	4
Number Scoring 85-100	20	44	50	0	0	0
Percentage of Tested Scoring 55-100	89%	95%	85%	43%	100%	45%
Percentage of Tested Scoring 65-100	63%	80%	77%	14%	38%	36%
Percentage of Tested Scoring 85-100	15%	32%	36%	0%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	116	87	121	8	0	5
Number Scoring 55-100	115	86	119	7	0	5
Number Scoring 65-100	108	82	110	5	0	3
Number Scoring 85-100	16	28	28	0	0	0
Percentage of Tested Scoring 55-100	99%	99%	98%	88%	0%	100%
Percentage of Tested Scoring 65-100	93%	94%	91%	62%	0%	60%
Percentage of Tested Scoring 85-100	14%	32%	23%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	107	212	178	5	14	20
Number Scoring 55-100	94	162	130	1	7	11
Number Scoring 65-100	81	132	95	0	5	5
Number Scoring 85-100	20	34	18	0	0	0
Percentage of Tested Scoring 55-100	88%	76%	73%	20%	50%	55%
Percentage of Tested Scoring 65-100	76%	62%	53%	0%	36%	25%
Percentage of Tested Scoring 85-100	19%	16%	10%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	56	65	55	2	1	1
Number Scoring 55-100	52	58	53	#	#	#
Number Scoring 65-100	37	48	46	#	#	#
Number Scoring 85-100	3	5	3	#	#	#
Percentage of Tested Scoring 55-100	93%	89%	96%	#	#	#
Percentage of Tested Scoring 65-100	66%	74%	84%	#	#	#
Percentage of Tested Scoring 85-100	5%	8%	5%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			17			0
Number Scoring 55-100			15			0
Number Scoring 65-100			15			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			88%			0%
Percentage of Tested Scoring 65-100			88%			0%
Percentage of Tested Scoring 85-100			18%			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
<b>Comprehensive French</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 Italian</b>						
Number Tested	19	13	24	0	0	0
Number Scoring 55-100	19	12	24	0	0	0
Number Scoring 65-100	19	12	24	0	0	0
Number Scoring 85-100	4	3	15	0	0	0
Percentage of Tested Scoring 55-100	100%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	21%	23%	62%	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	61	59	46	0	0	2
Number Scoring 55-100	61	59	45	0	0	#
Number Scoring 65-100	61	58	44	0	0	#
Number Scoring 85-100	23	33	30	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	98%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	98%	96%	0%	0%	#
Percentage of Tested Scoring 85-100	38%	56%	65%	0%	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)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	41	58	4	1	2	0
Number Scoring 55-100	36	53	#	#	#	0
Number Scoring 65-100	33	46	#	#	#	0
Number Scoring 85-100	12	24	#	#	#	0
Percentage of Tested Scoring 55-100	88%	91%	#	#	#	0%
Percentage of Tested Scoring 65-100	80%	79%	#	#	#	0%
Percentage of Tested Scoring 85-100	29%	41%	#	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	16	100%	28	100%	33	73%
Students with Disabilities	2	#	11	82%	9	78%

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
<b>Nov 2003</b>	General-Education Students	133	14%	11%	54%	21%
	Students with Disabilities	15	33%	20%	47%	0%
	All Students	148	16%	12%	53%	19%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	157	7%	41%	41%	11%
	Students with Disabilities	19	37%	63%	0%	0%
	All Students	176	10%	43%	36%	10%

(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
<b>Elementary Level</b>						
Social Studies	2	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	2	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

## 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	110	110	110	21	21	21	131	131	131
Number Scoring 55–64	14	7	1	3	3	3	17	10	4
Number Scoring 65–84	63	47	72	2	2	4	65	49	76
Number Scoring 85–100	20	40	24	0	0	0	20	40	24
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			28			1
Beginning (0-18)			0			#
Intermediate (19-31)			7			#
Advanced (32-36)			14			#
Proficient (37-39)			7			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			28			1
Beginning (0-14)			3			#
Intermediate (15-24)			10			#
Advanced (25-32)			12			#
Proficient (33-35)			3			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			34			1
Beginning (0-18)			1			#
Intermediate (19-31)			4			#
Advanced (32-36)			5			#
Proficient (37-39)			24			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			34			1
Beginning (0-14)			6			#
Intermediate (15-24)			11			#
Advanced (25-32)			9			#
Proficient (33-35)			8			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			9			0
Beginning (0-18)			1			0
Intermediate (19-31)			1			0
Advanced (32-36)			3			0
Proficient (37-39)			4			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			9			0
Beginning (0-14)			3			0
Intermediate (15-24)			1			0
Advanced (25-32)			5			0
Proficient (33-35)			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)

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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			10			1
Beginning (0-18)			2			#
Intermediate (19-31)			1			#
Advanced (32-36)			2			#
Proficient (37-39)			5			#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			10			1
Beginning (0-14)			1			#
Intermediate (15-24)			4			#
Advanced (25-32)			4			#
Proficient (33-35)			1			#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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 - L)