

New York State School Report Card Comprehensive Information Report

BEDS Code: 49-05-01-06-0003
 Name: Hoosick Falls High School
 Principal: Robert P. Johnson

Grade Range : 7-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	103
Eighth	0	0	111
Ninth	118	115	118
Tenth	103	103	99
Eleventh	96	98	96
Twelfth	100	95	92
Ungraded Secondary	0	0	6
Total K-12 Enrollment	417	411	625

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	1	0.2%	0	0.0%	4	0.6%
Black (Not Hispanic)	2	0.5%	3	0.7%	9	1.4%
Hispanic	2	0.5%	3	0.7%	0	0.0%
White (Not Hispanic)	412	98.8%	405	98.5%	612	97.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	22
Mathematics Grade 8	0	0	20
Science Grade 8	0	0	22
Social Studies Grade 8	0	0	22
English Grade 10	19	14	17
Mathematics Grade 10	11	11	20
Science Grade 10	0	16	12
Social Studies Grade 10	19	20	0

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
51	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	48	11.5%	47	11.4%	124	19.8%

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		95.9%		94.0%		94.9%
Student Suspensions	12	2.8%	26	6.2%	51	12.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.2%	6.6%	7.2%
Public Assistance	21-30%	31-40%	31-40%
Student Stability	100%	97%	99%

Staff Counts

Staff	2002–2003
Total Teachers	51
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

*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	80	77	96%	69	53	77%	85	57	67%
Students with Disabilities	11	0	0%	11	1	9%	7	1	14%
All Students	91	77	85%	80	54	68%	92	58	63%

*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	45	26	2	4	2	13
Percent	49%	28%	2%	4%	2%	14%

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)
7	1	0	7

*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			21		22	
	Entered GED Program*			0		1	
	Total Noncompleters			21		23	
Students with Disabilities	Dropped Out			12		5	
	Entered GED Program*			0		0	
	Total Noncompleters			12		5	
All Students	Dropped Out	15	3.6%	33	8.0%	27	6.6%
	Entered GED Program*	0	0.0%	0	0.0%	1	0.2%
	Total Noncompleters	15	3.6%	33	8.0%	28	6.8%

*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		32	0
	Number of Students with Disabilities		0	0
	Number of All Students		32	0
	Percent of Enrollment		8%	0%

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%	10	90%	12	33%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	11	64%	58	95%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	3	#	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%	1	#

(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	4	#	0	0%	0	0%
Science	1	#	0	0%	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	1	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	100%	3	#	0	0%
Science	16	0%	0	0%	5	40%
Reading	0	0%	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	6	17%	0	0%	0	0%
U.S. Hist & Gov't	4	#	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	89	85	88	12	6	9
Number Scoring 55–100	86	84	81	10	5	6
Number Scoring 65–100	71	75	72	2	3	3
Number Scoring 85–100	12	33	12	0	0	0
Percentage of Tested Scoring 55–100	97%	99%	92%	83%	83%	67%
Percentage of Tested Scoring 65–100	80%	88%	82%	17%	50%	33%
Percentage of Tested Scoring 85–100	13%	39%	14%	0%	0%	0%
Mathematics A						
Number Tested	9	34	82	1	6	7
Number Scoring 55–100	2	26	76	#	5	5
Number Scoring 65–100	2	24	70	#	4	5
Number Scoring 85–100	0	5	22	#	1	0
Percentage of Tested Scoring 55–100	22%	76%	93%	#	83%	71%
Percentage of Tested Scoring 65–100	22%	71%	85%	#	67%	71%
Percentage of Tested Scoring 85–100	0%	15%	27%	#	17%	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	98	98	88	6	12	10
Number Scoring 55–100	94	95	83	5	11	10
Number Scoring 65–100	92	86	77	4	10	9
Number Scoring 85–100	26	24	19	0	2	1
Percentage of Tested Scoring 55–100	96%	97%	94%	83%	92%	100%
Percentage of Tested Scoring 65–100	94%	88%	88%	67%	83%	90%
Percentage of Tested Scoring 85–100	27%	24%	22%	0%	17%	10%
U.S. History and Government (first administered June 2001)						
Number Tested	91	90	91	13	5	8
Number Scoring 55–100	79	89	90	11	5	8
Number Scoring 65–100	62	79	87	4	4	7
Number Scoring 85–100	25	31	44	2	0	2
Percentage of Tested Scoring 55–100	87%	99%	99%	85%	100%	100%
Percentage of Tested Scoring 65–100	68%	88%	96%	31%	80%	88%
Percentage of Tested Scoring 85–100	27%	34%	48%	15%	0%	25%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	100	72	68	8	2	4
Number Scoring 55–100	98	72	68	7	#	#
Number Scoring 65–100	95	72	66	5	#	#
Number Scoring 85–100	16	32	17	0	#	#
Percentage of Tested Scoring 55–100	98%	100%	100%	88%	#	#
Percentage of Tested Scoring 65–100	95%	100%	97%	62%	#	#
Percentage of Tested Scoring 85–100	16%	44%	25%	0%	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	74	73	69	1	9	8
Number Scoring 55–100	73	69	61	#	7	7
Number Scoring 65–100	62	61	53	#	6	5
Number Scoring 85–100	24	11	13	#	0	1
Percentage of Tested Scoring 55–100	99%	95%	88%	#	78%	88%
Percentage of Tested Scoring 65–100	84%	84%	77%	#	67%	62%
Percentage of Tested Scoring 85–100	32%	15%	19%	#	0%	12%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		55	67		1	1
Number Scoring 55–100		54	58		#	#
Number Scoring 65–100		42	43		#	#
Number Scoring 85–100		9	4		#	#
Percentage of Tested Scoring 55–100		98%	87%		#	#
Percentage of Tested Scoring 65–100		76%	64%		#	#
Percentage of Tested Scoring 85–100		16%	6%		#	#
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	34	18	25	0	0	0
Number Scoring 55–100	34	18	24	0	0	0
Number Scoring 65–100	34	17	24	0	0	0
Number Scoring 85–100	8	6	13	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	94%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	24%	33%	52%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	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	42	52	25	0	1	0
Number Scoring 55–100	42	51	25	0	#	0
Number Scoring 65–100	42	51	22	0	#	0
Number Scoring 85–100	24	17	5	0	#	0
Percentage of Tested Scoring 55–100	100%	98%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	98%	88%	0%	#	0%
Percentage of Tested Scoring 85–100	57%	33%	20%	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	100	61	0	1	0	0
Number Scoring 55–100	90	57	0	#	0	0
Number Scoring 65–100	79	53	0	#	0	0
Number Scoring 85–100	38	23	0	#	0	0
Percentage of Tested Scoring 55–100	90%	93%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	79%	87%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	38%	38%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	49	61	48	0	0	1
Number Scoring 55–100	47	60	47	0	0	#
Number Scoring 65–100	46	59	41	0	0	#
Number Scoring 85–100	24	36	19	0	0	#
Percentage of Tested Scoring 55–100	96%	98%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	94%	97%	85%	0%	0%	#
Percentage of Tested Scoring 85–100	49%	59%	40%	0%	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	9	89%	16	100%	10	90%
Students with Disabilities	5	80%	5	100%	5	100%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	86	1%	34%	60%	5%
	Students with Disabilities	14	14%	64%	21%	0%
	All Students	100	3%	38%	55%	4%

(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	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

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	81	81	81	7	7	7	88	88	88
Number Scoring 55–64	0	9	3	1	1	1	1	10	4
Number Scoring 65–84	50	41	49	5	4	2	55	45	51
Number Scoring 85–100	22	26	26	0	0	0	22	26	26
Approved Alternatives	2	0	0	0	0	0	2	0	0

(Form – K)