

# State Test Reports and Building Progress Towards Targets

February 10, 2026



**HUDSON**  
CITY SCHOOL DISTRICT

Claverack : Ghent : Greenport : Hudson : Livingston : Stockport : Taghkanic

# Why was our district identified?

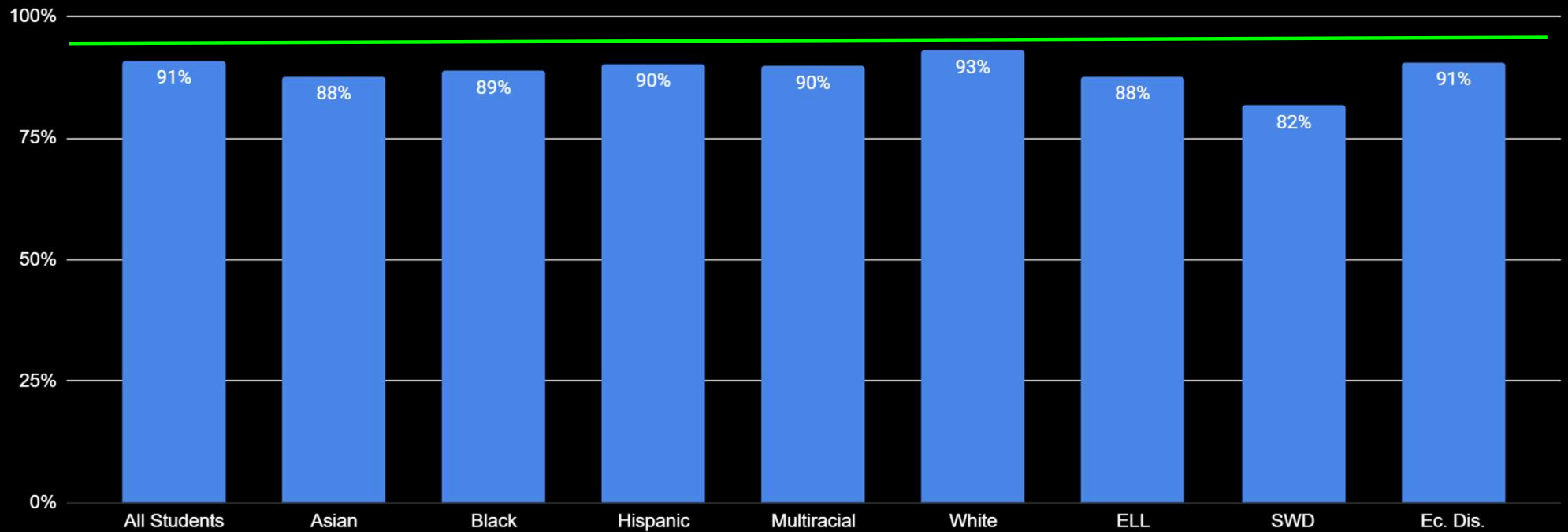
## NYSED Identification Reasons:

- Schools identified as CSI (Comprehensive Support and Improvement), ATSI (Additional Targeted Support and Improvement), or TSI (Targeted Support and Improvement) based on:
  - Academic Achievement (State Test Scores)
  - Graduation rates
  - English Language Proficiency Progress
  - Chronic Absenteeism Rates

School	Identification	Reason
Montgomery C. Smith Elementary School	<a href="#">ATSI</a>	Academic performance of Hispanic and Multiracial students
Hudson Junior High School	<a href="#">TSI</a>	Academic performance of Hispanic students
Hudson Senior High School	LSI	Academic performance of Black and Hispanic students

# 3-8 Testing Participation by Subgroup

ELA



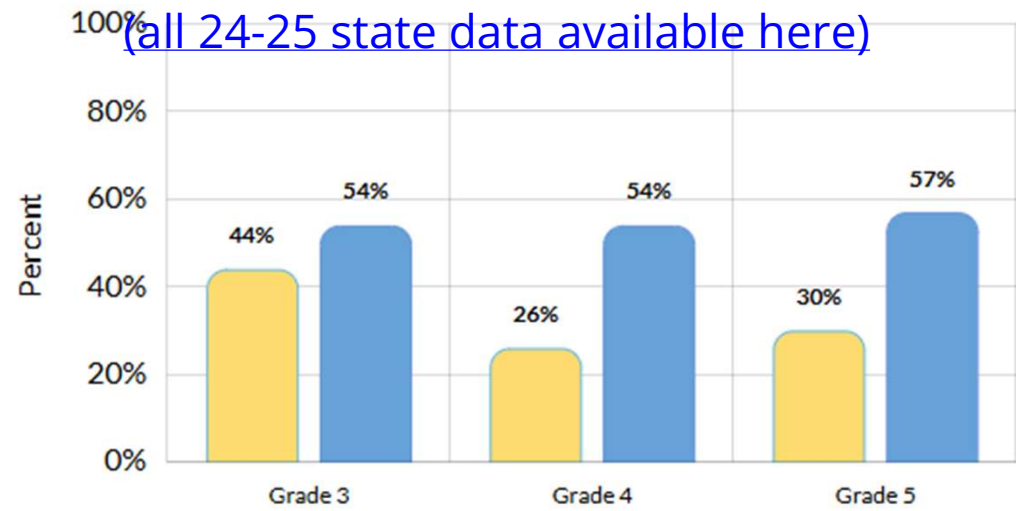
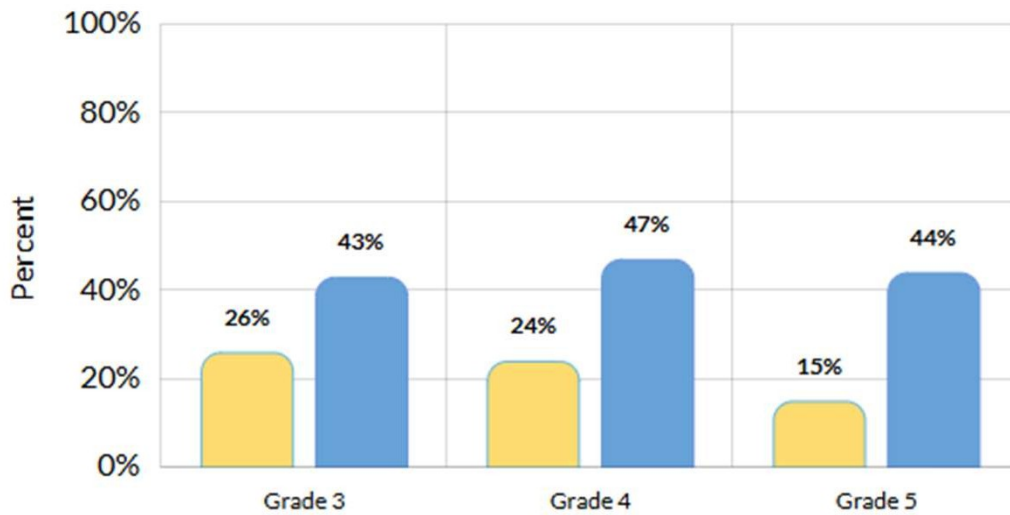
\*state calculations based on USDE requirement of 95% of students tested

# State Test Data MCSES, ELA, 23-24 vs. 24-25

Percentage Proficient (score of 3 or 4 out of 4)

23-24

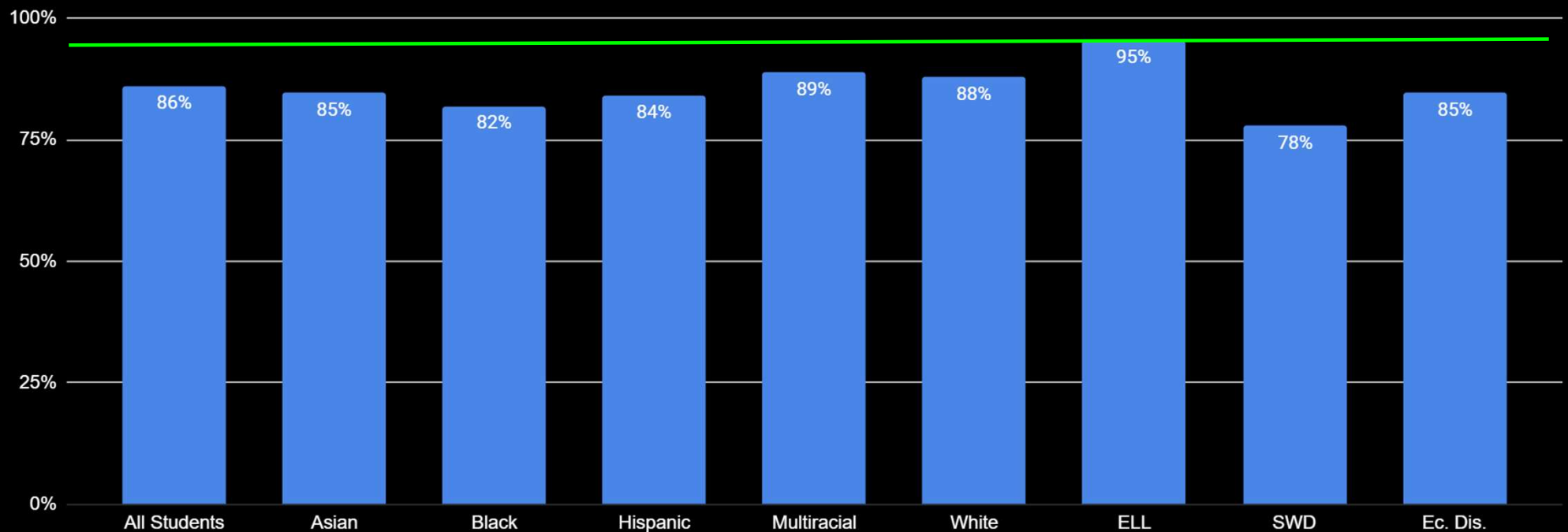
24-25



District NY State

# 3-8 Testing Participation by Subgroup

## Math

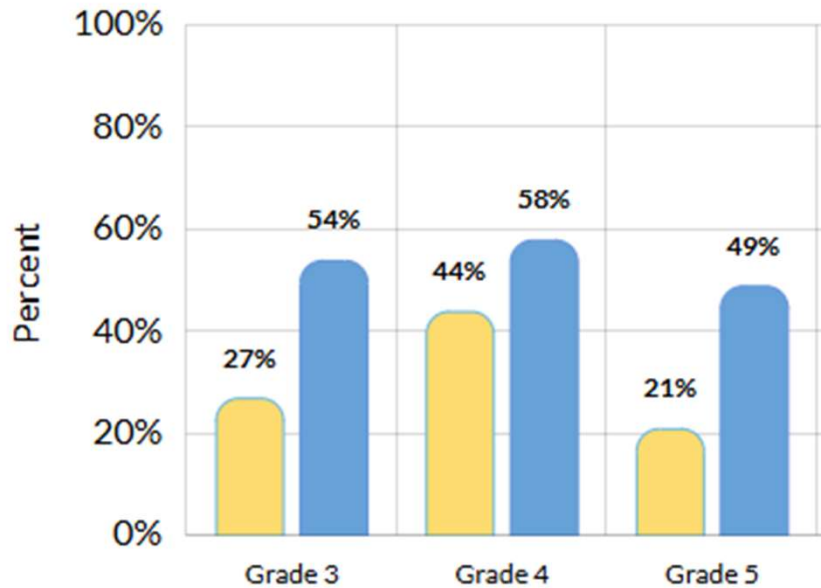


\*state calculations based on USDE requirement of 95% of students tested

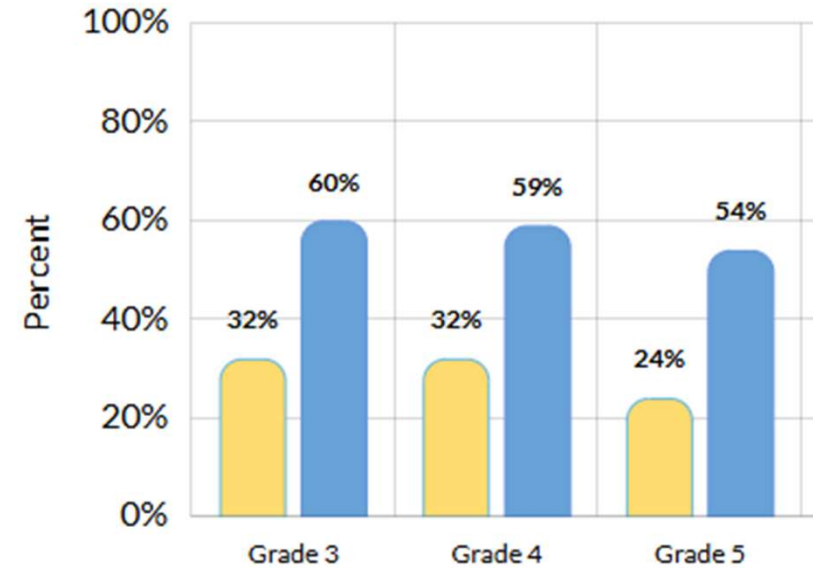
# State Test Data MCSES, Math, 23-24 vs. 24-25

Percentage Proficient (score of 3 or 4 out of 4)

23-24



24-25



District NY State



# MCSES Indicators

Subgroup	Weighted Average Performance	Core Subject Performance	Growth*	English Language Proficiency	Attendance
<b>All Students</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>
English Language Learners	2	2	1	1	4
Economically Disadvantaged	2	2	1	1	2
Multiracial	1	1	1	-	2
Students w/ Disabilities	2	2	1	-	2
Asian	2	2	1	-	2
Black	2	2	1	-	3
Hispanic	1	1	1	2	2
White	2	2	1	-	3

# M C Smith Priorities for 25-26



1. Increase attendance by 5%



2. Increase ELA and Math scores by 5%



3. Align instruction to focus on the standards using data

# M C Smith Priorities for 25-26



1. Increase attendance by 5%

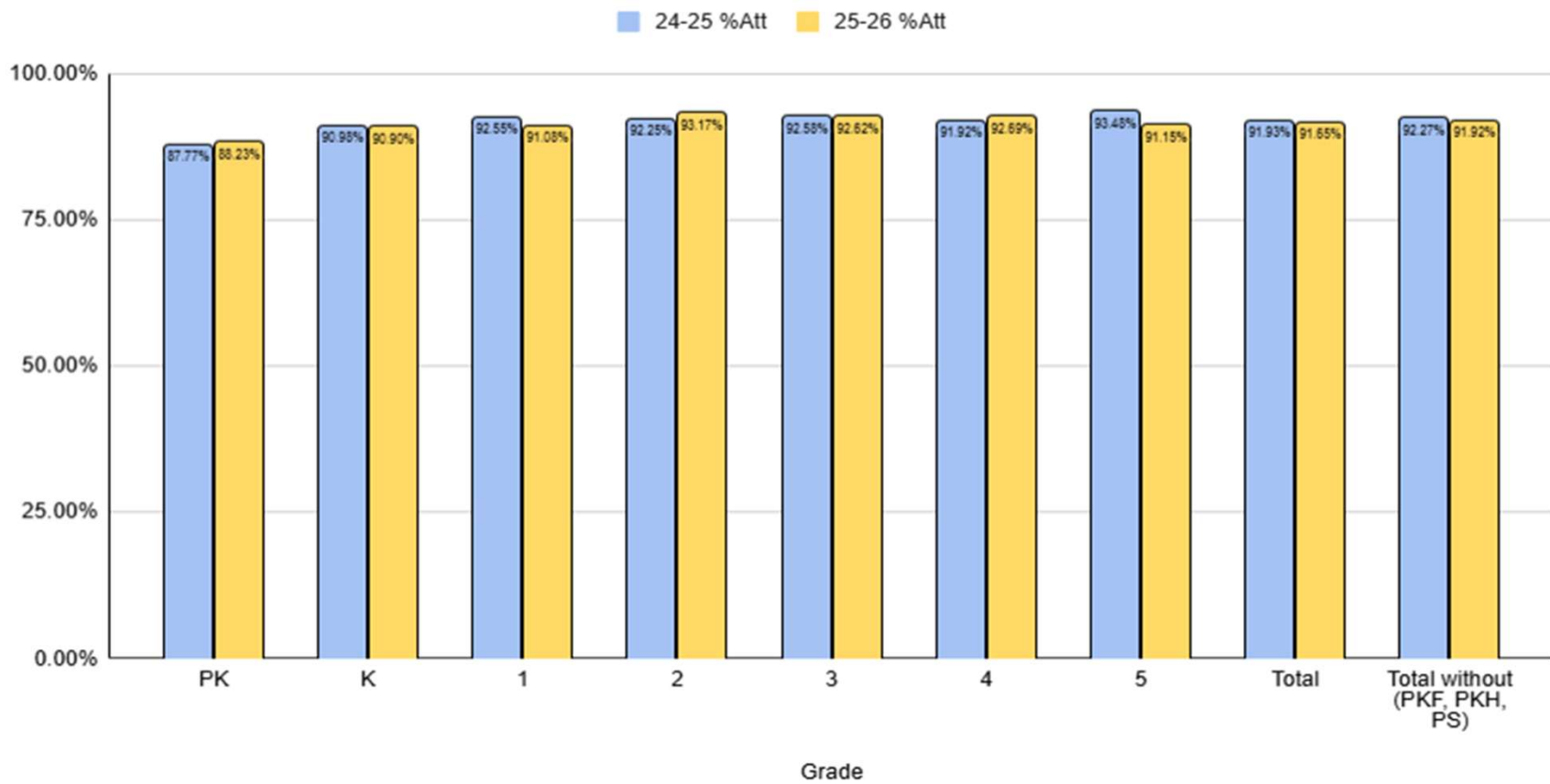
As of 3/9/2026

2024-2025 Chronic 27.6

2025-2026 Chronic 27.4

# M C Smith Priorities for 25-26

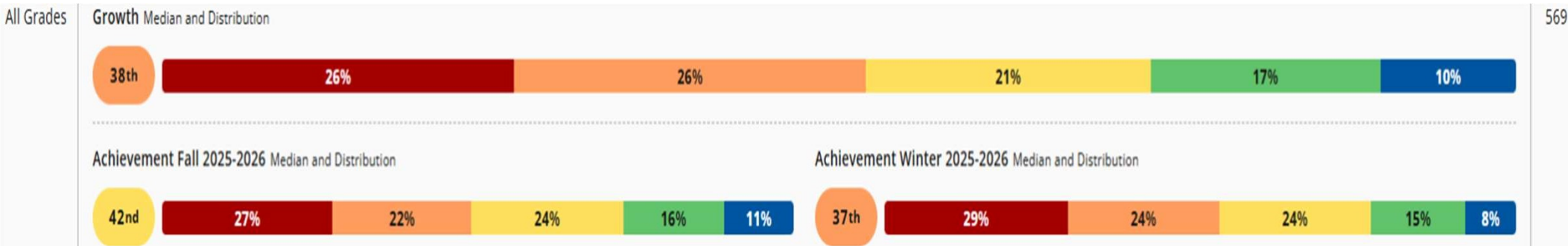
24-25 vs. 25-26 Attendance Percentages



# M C Smith Priorities for 25-26



2. Increase Math scores by 5%

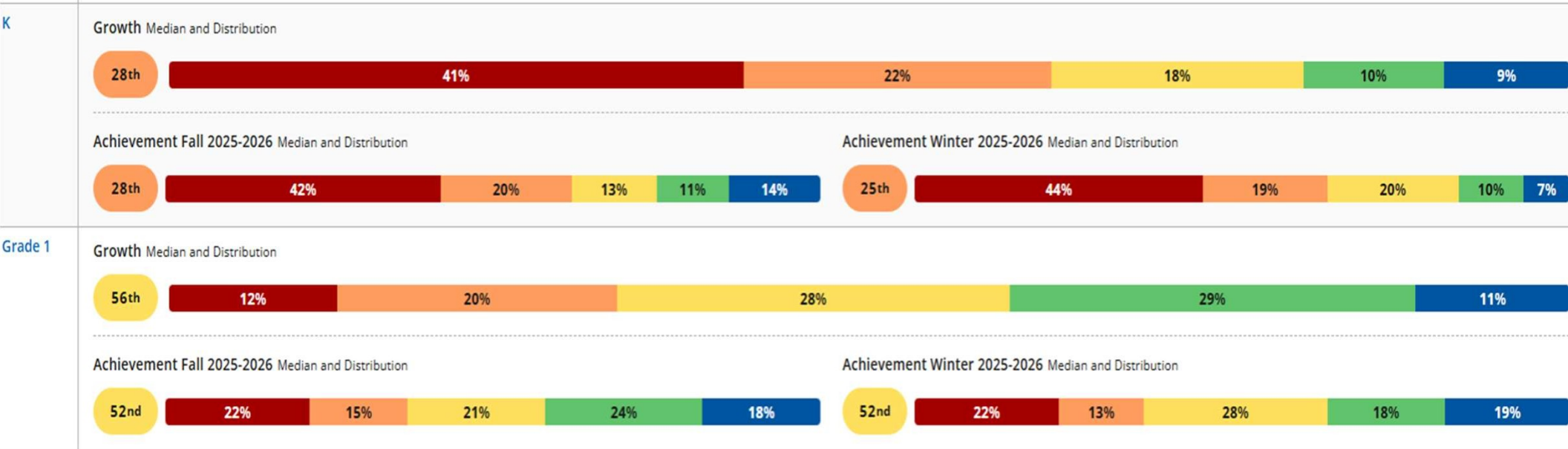


Red (<20th), Orange (21st–40th), Yellow (41st–60th), Green (61st–80th), and Blue (>80th)

# M C Smith Priorities for 25-26



## 2. Increase Math scores by 5%

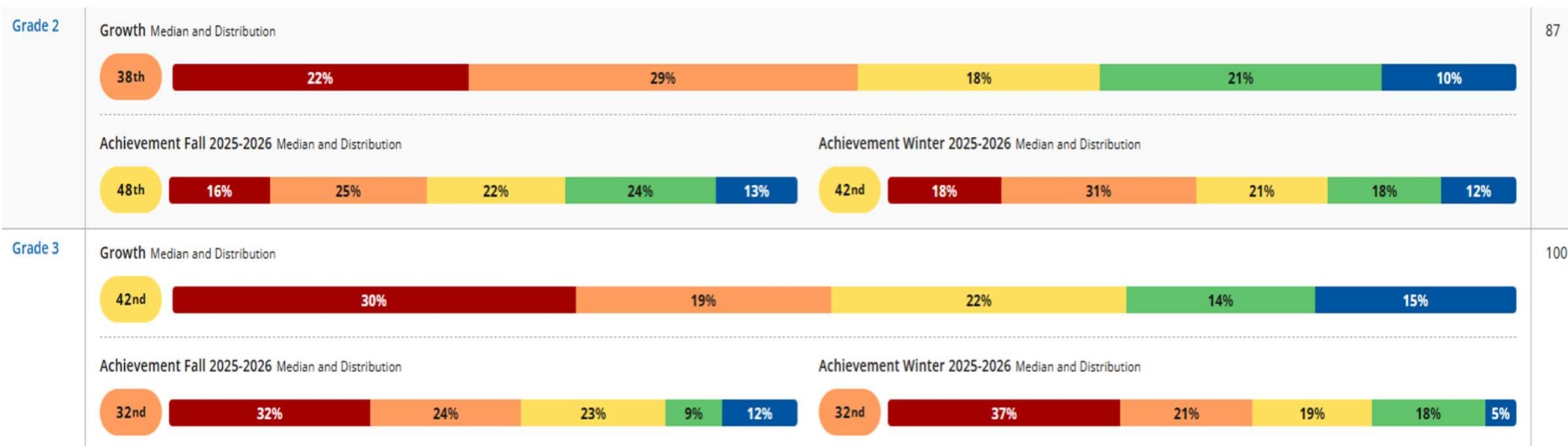


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# M C Smith Priorities for 25-26



## 2. Increase Math scores by 5%



Red (<20th), Orange (21st-40th), Yellow (41st-60th), Green (61st-80th), and Blue (>80th)

# M C Smith Priorities for 25-26



## 2. Increase Math scores by 5%

Grade 4

Growth Median and Distribution

93



Achievement Fall 2025-2026 Median and Distribution

Achievement Winter 2025-2026 Median and Distribution



Grade 5

Growth Median and Distribution

110



Achievement Fall 2025-2026 Median and Distribution

Achievement Winter 2025-2026 Median and Distribution



Red (<20th), Orange (21st-40th), Yellow (41st-60th), Green (61st-80th), and Blue (>80th)

# M C Smith Priorities for 25-26



2. Increase Math scores by 5% Multiracial students

Grade		Number of Students <sup>i</sup>
All Grades	<p><b>Growth</b> Median and Distribution</p> <p><b>Achievement Fall 2025-2026</b> Median and Distribution</p> <p><b>Achievement Winter 2025-2026</b> Median and Distribution</p>	93

Red (<20th), Orange (21st–40th), Yellow (41st–60th), Green (61st–80th), and Blue (>80th)

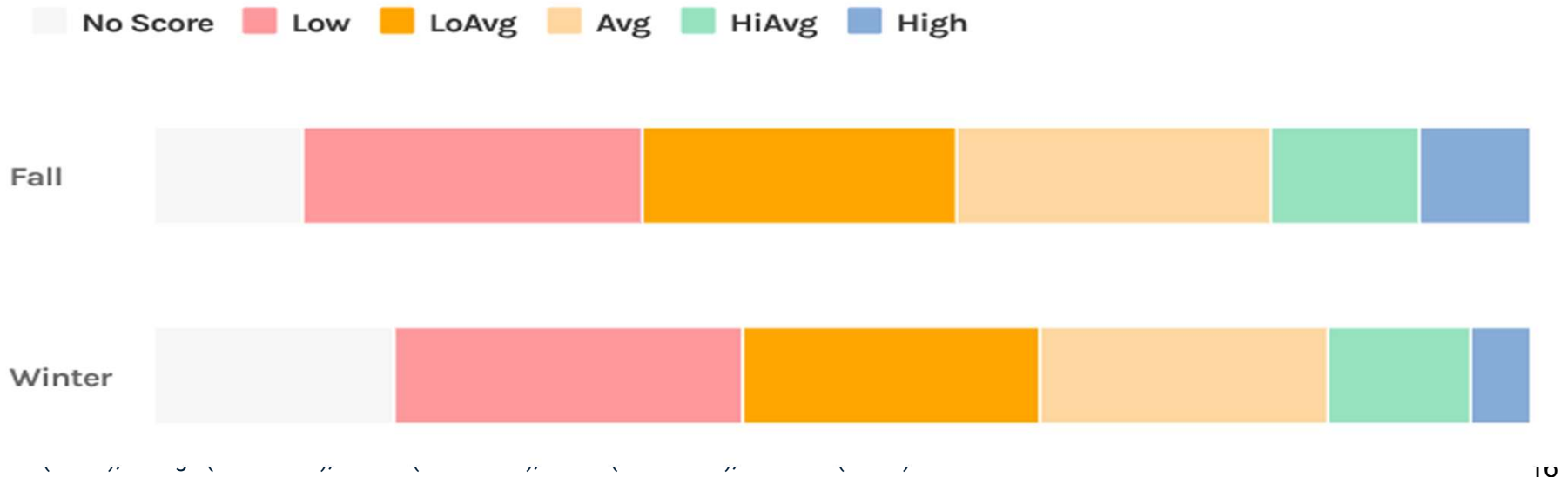
# M C Smith Priorities for 25-26



2. Increase Math scores by 5% Hispanic students

## Monitor Cohort Performance Across Windows

Check for positive student performance gains across the school year



# M C Smith Priorities for 25-26



2. Increase ELA scores by 5%

School Profile

## Growth and Achievement Overview

Montgomery C. Smith Elementary School | Reading

Grade		Number of Students
All Grades	<p><b>Growth</b> Median and Distribution</p> <p><b>Achievement Fall 2025-2026</b> Median and Distribution</p> <p><b>Achievement Winter 2025-2026</b> Median and Distribution</p>	575

Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

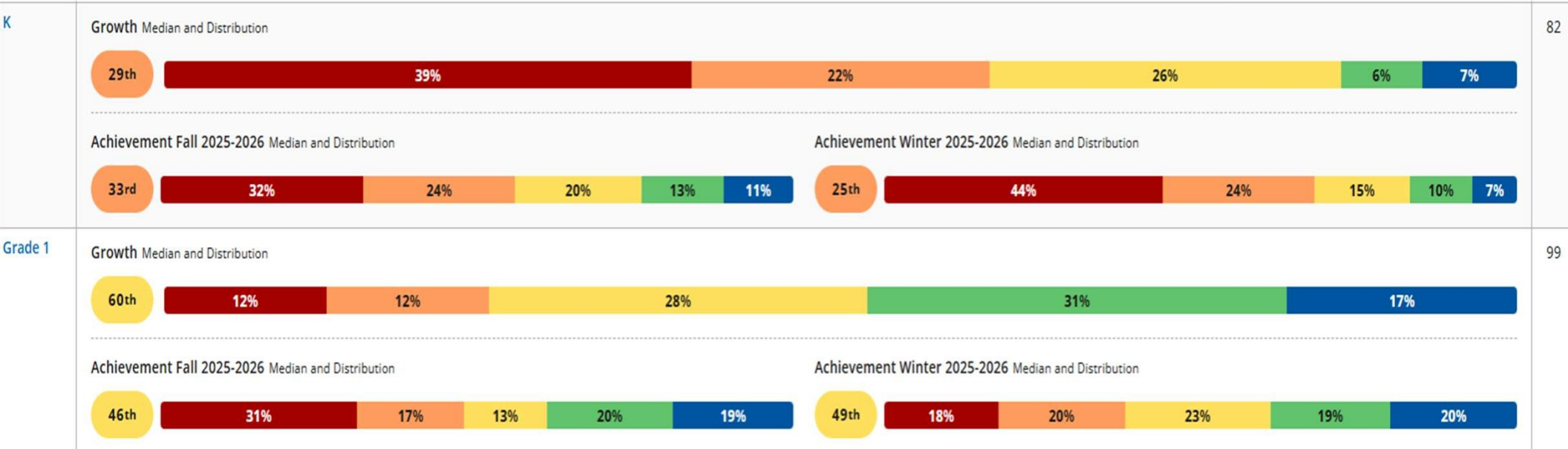
Rostered Spring 2025-2026  
Tested Fall 2025-2026 - Winter 2025-2026

Red (<20th), Orange (21st–40th), Yellow (41st–60th), Green (61st–80th), and Blue (>80th)

# M C Smith Priorities for 25-26



2. Increase ELA scores by 5%

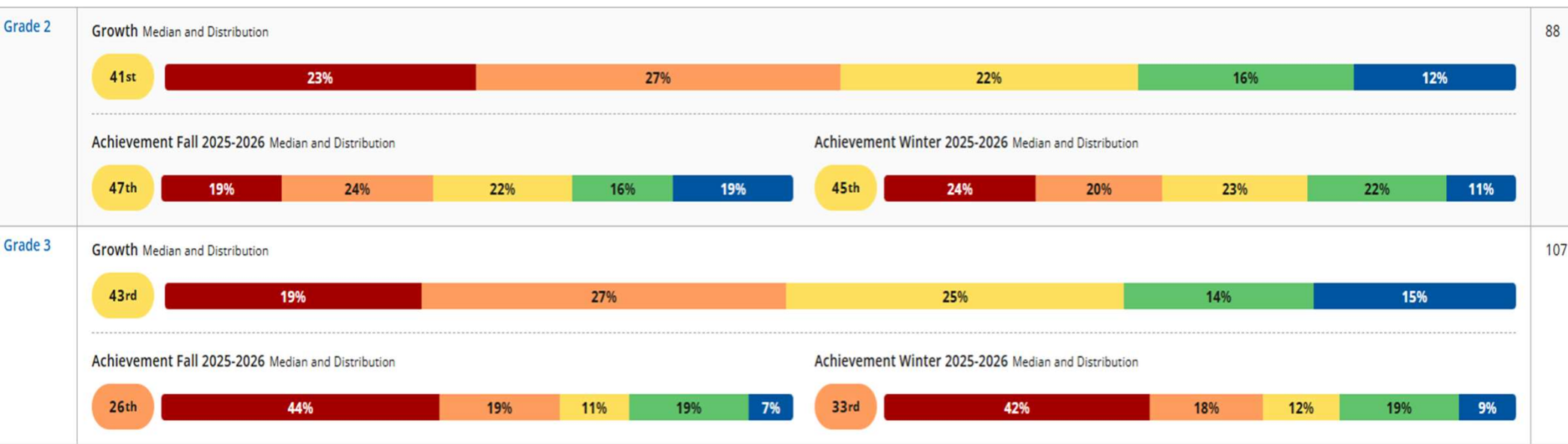


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# M C Smith Priorities for 25-26



## 2. Increase ELA scores by 5%

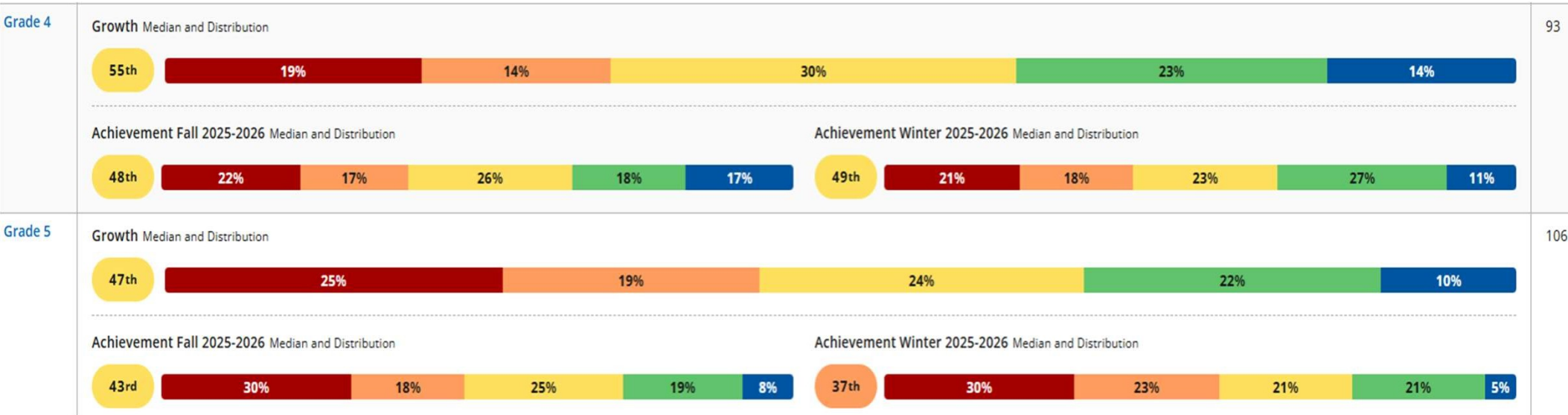


Red (<20th), Orange (21st-40th), Yellow (41st-60th), Green (61st-80th), and Blue (>80th)

# M C Smith Priorities for 25-26



2. Increase ELA scores by 5%



Red (<20th), Orange (21st-40th), Yellow (41st-60th), Green (61st-80th), and Blue (>80th)

# M C Smith Priorities for 25-26



## 2. Increase ELA scores by 5% Multiracial students

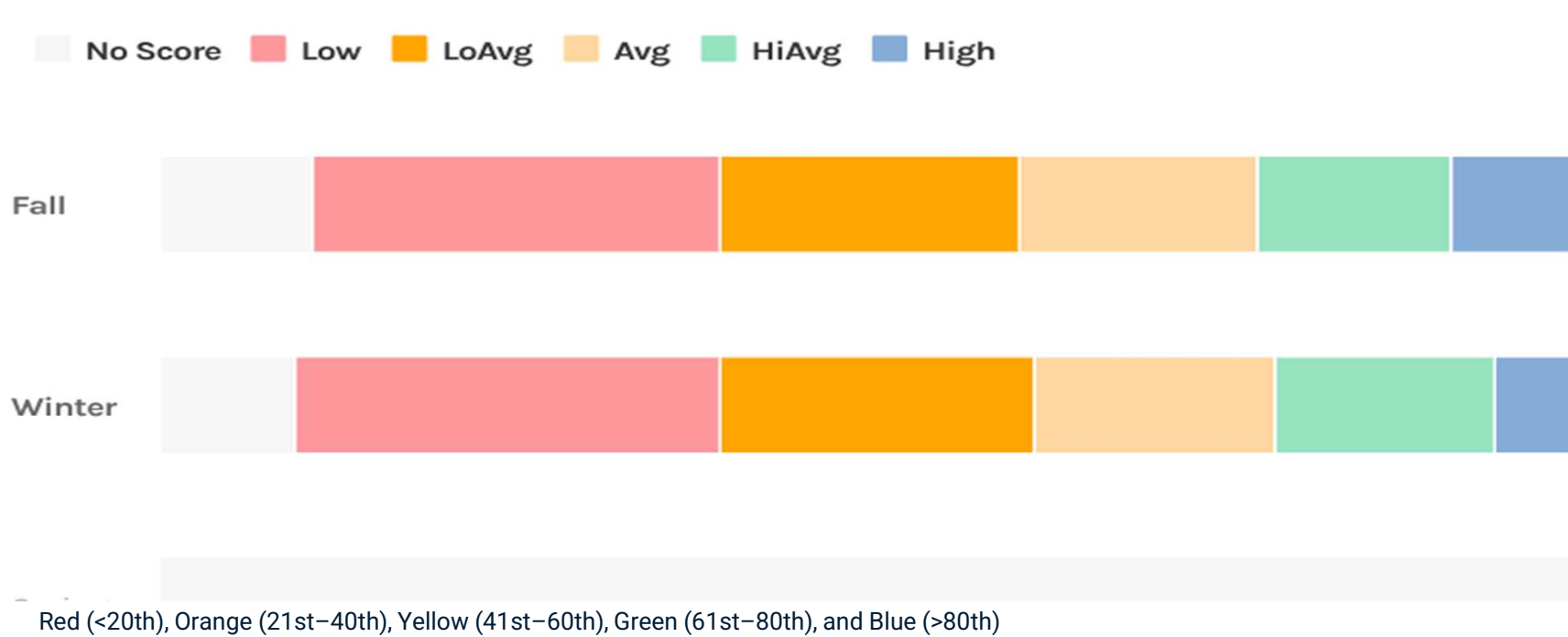
Grade		Number of Students <i>i</i>
All Grades	<p><b>Growth Median and Distribution</b></p> <p><b>Achievement Fall 2025-2026 Median and Distribution</b></p> <p><b>Achievement Winter 2025-2026 Median and Distribution</b></p>	94
<p>Percentiles Key ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● &gt;80<sup>th</sup></p>		Rostered Spring 2025-2026

Red (<20th), Orange (21st–40th), Yellow (41st–60th), Green (61st–80th), and Blue (>80th)

# M C Smith Priorities for 25-26



2. Increase ELA scores by 5% Hispanic data



# M C Smith Priorities for 25-26

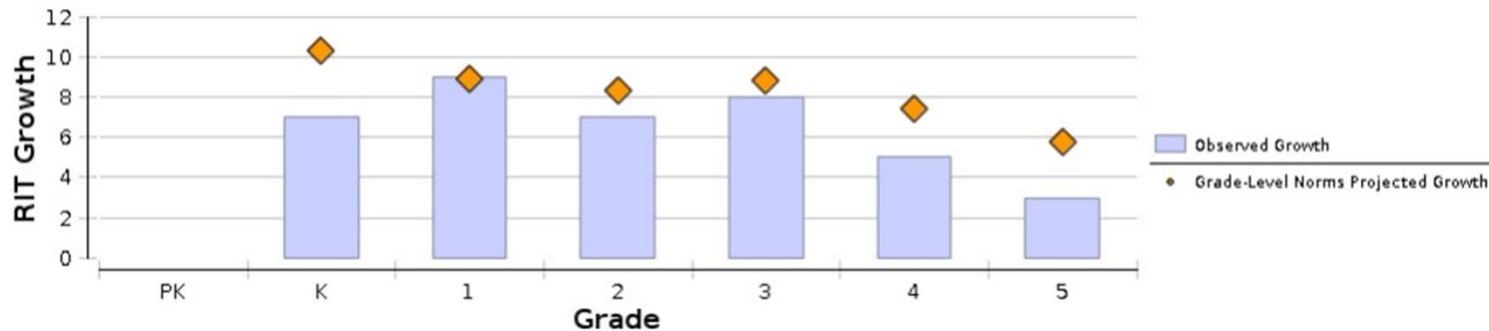


## 2. Increase ELA and Math scores by 5%

Math: Math K-12

Grade (Winter 2026)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2025			Winter 2026			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	81	136.1	11.8	16	142.6	12.9	7	7	0.8	10.3	-1.19	12	81	25	31	28
1	98	158.9	13.2	46	167.9	14.6	47	9	0.6	8.9	0.03	51	98	58	59	56
2	87	171.9	12.9	42	178.6	12.8	35	7	0.7	8.3	-0.47	32	87	38	44	38
3	100	176.4	15.4	15	183.9	15.5	14	8	0.7	8.9	-0.35	36	100	44	44	42
4	93	193.4	15.2	34	198.5	16.0	27	5	0.5	7.4	-0.46	32	93	34	37	35
5	110	198.3	11.7	16	201.7	11.3	14	3	0.6	5.7	-0.46	32	110	34	31	35

Math: Math K-12



# M C Smith Priorities for 25-26



2. Increase ELA and Math scores by 5%

Language Arts:  
Reading

Grade (Winter 2026)	Total Number of Growth Events‡	Comparison Periods							Growth Evaluated Against							
		Fall 2025			Winter 2026			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	82	135.1	9.5	24	139.2	11.2	8	4	0.8	8.3	-1.31	9	82	21	26	29
1	99	154.3	16.1	44	163.2	16.8	55	9	0.8	7.1	0.56	71	99	62	63	60
2	88	168.9	17.1	44	173.8	15.6	36	5	0.9	6.5	-0.43	33	88	35	40	41
3	107	175.7	17.9	15	181.2	18.2	17	6	0.8	5.8	-0.07	47	107	47	44	43
4	93	194.0	16.3	44	197.4	15.0	44	3	0.8	3.5	-0.04	49	93	50	54	55
5	106	197.8	15.7	26	200.0	14.1	26	2	0.7	3.1	-0.22	41	106	48	45	47

Language Arts: Reading



# M C Smith Priorities for 25-26



## 3. Align instruction to focus on the standards using data

- Teachers utilize MTSS instructional time to apply interventions for individual personal student growth
- Teachers are utilizing NWEA, Fastbridge, Lexia and classroom assessments to create small groups and implement instruction on targeted needs
- Extended Learning Time instructional support is beginning after school to offer academic support for our underperforming students
- Analyzing 24-25 NYS assessment data and using that data to hone instructional practices by aligning the standards with CKLA and Eureka Math Squared

# M C Smith Priorities for 25-26



## 3. Align instruction to focus on the standards using data

- During PLC meetings teachers are analyzing the NWEA data to inform their instruction in ELA, Writing, Math, Science, and Social Studies
- Teachers have moved lessons within units to ensure targeted instruction prior to NYS assessments
- Teachers have created class and student writing rubrics that align to NYS standards and utilize them to instruct and confer with students during writing and individualized writing conferences
- Teachers have created motivational incentives to inspire students to increase independent reading and writing such as reading competitions and writing challenges

# M C Smith Priorities for 25-26



So what things are actually happening?

- PreK is utilizing the Dial R to screen students in the beginning of the year and are planning to pilot the Circles program to progress monitor their interventions in ELA
- Kindergarten teachers aligned their science curriculum and NYS standards with CKLA for kindergarten to ensure transference and total encompassing of the standards
- First and second grade teachers created writing rubrics for their students based on NYS writing standards; these rubrics are utilized and shared with students to illustrate their understanding
- Second grade teachers have moved lessons to ensure proper progression of math scaffolding of lessons by standard

# M C Smith Priorities for 25-26



So what things are actually happening?

- Third grade teachers have mapped curriculum and reorganized lessons; discussed the integration of social studies and the use of ThinkTec to assist with the genre of assessment preparation
- Fourth grade teachers redesigned the order of lessons in CKLA after realizing those standards were heavily tested and the lessons came after the NYS ELA assessment
- Fifth grade teachers have made the decision to as a team to go to a singular teaching model instead of dyads, developed differentiated work for students discussed how to meet the rigor of NYS standards within the scope we are given

# M C Smith Priorities for 25-26



So what things are actually happening?

- To target our Hispanic population we are focusing on vocabulary, reading comprehension strategies, writing daily for at least 15 minutes and independent reading for at least 15 minutes daily.
- We ensure our Hispanic students participate in our ELT
- We are hosting a RULER night to share our SEL program with our families
- We include community tables in our large gym during report card conference nights as well as Back to School night
- We make sure to have translators available during our parent meetings



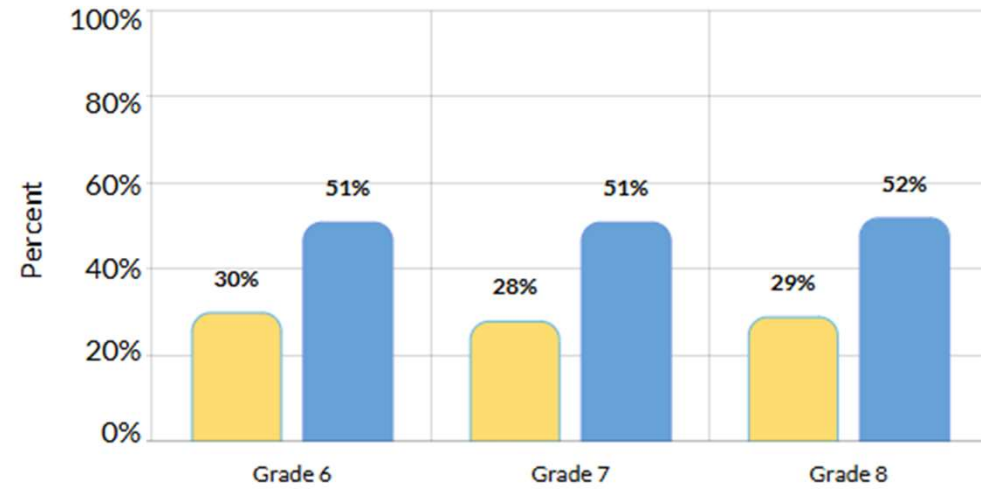
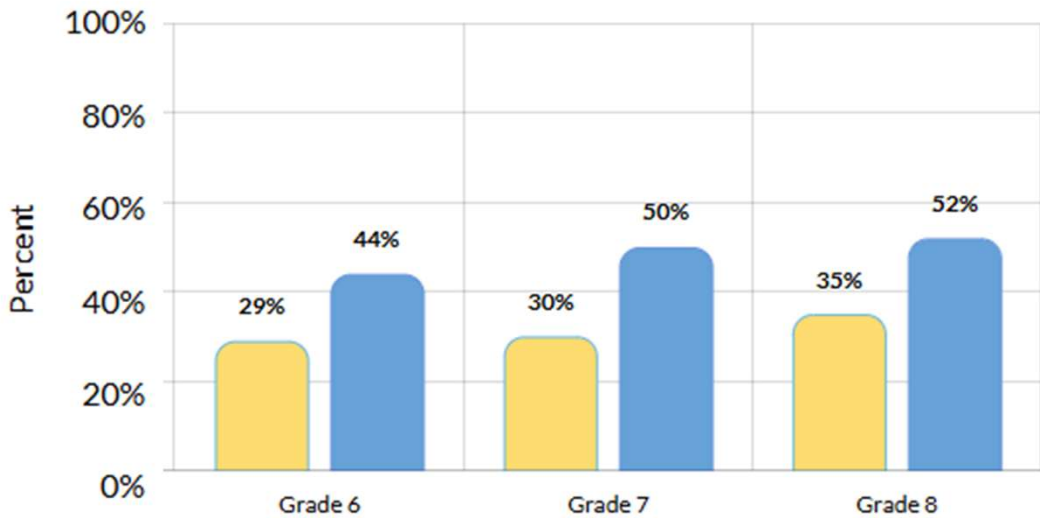
# HJHS Indicators

Subgroup	Weighted Average Performance	Core Subject Performance	Growth*	English Language Proficiency	Attendance
<b>All Students</b>	<b>1</b>	<b>1</b>	2	4	2
English Language Learners	2	2	3	4	4
Economically Disadvantaged	<b>1</b>	<b>1</b>	2	4	2
Multiracial	2	2	2	-	2
Students w/ Disabilities	2	2	<b>1</b>	-	2
Asian	2	2	4	-	4
Black	<b>1</b>	<b>1</b>	2	-	2
<b>Hispanic</b>	<b>1</b>	<b>1</b>	2	-	2
White	2	2	2	-	2

# State Test Data JHS, ELA, 23-24 vs. 24-25

Percentage Proficient (score of 3 or 4 out of 4)  
**23-24**

**24-25**



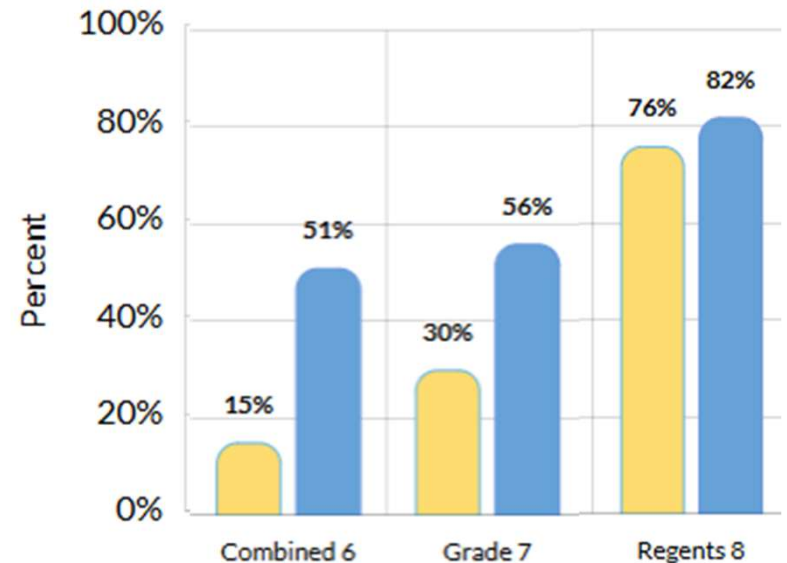
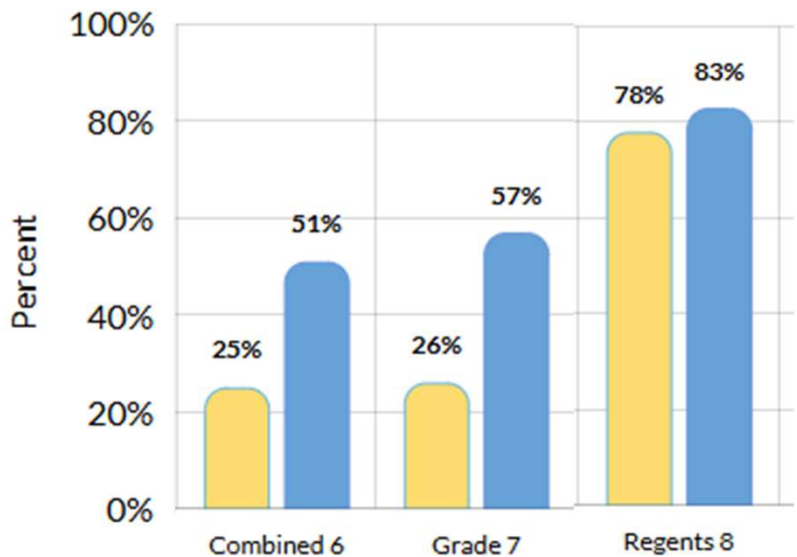
District NY State

# State Test Data JHS, Math, 23-24 vs. 24-25

Percentage Proficient (score of 3 or 4 out of 4)

23-24

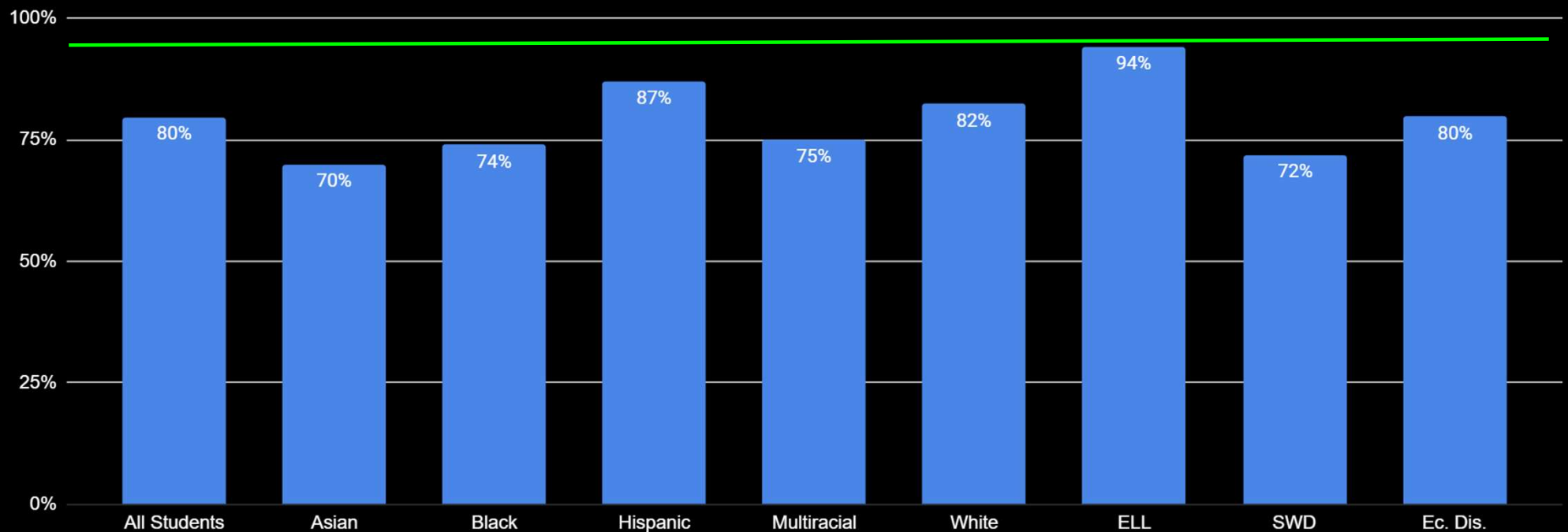
24-25



District NY State

# 5&8 Testing Participation by Subgroup

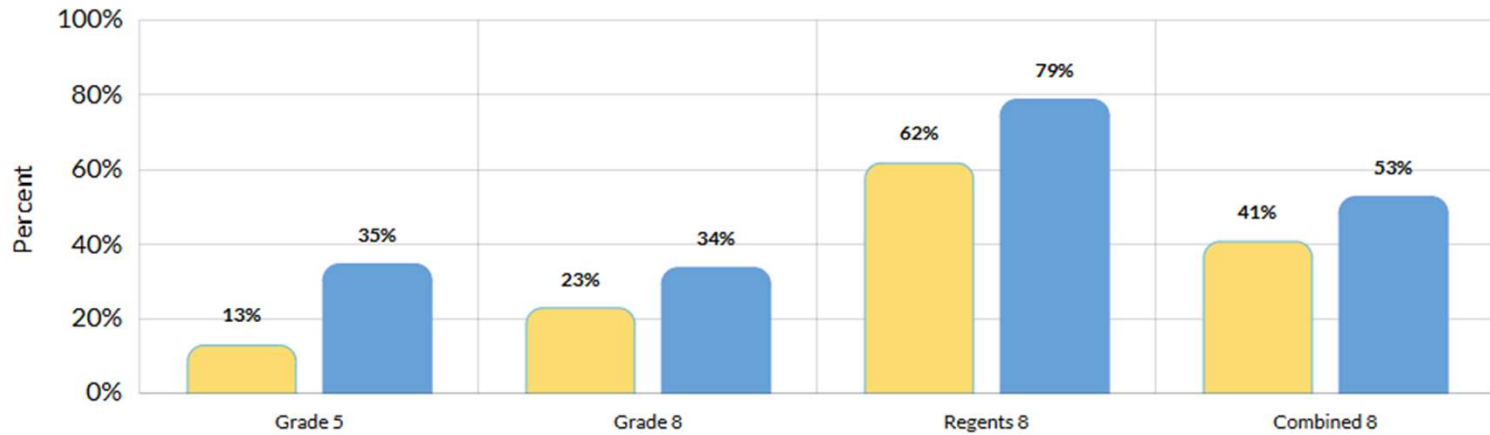
## Science



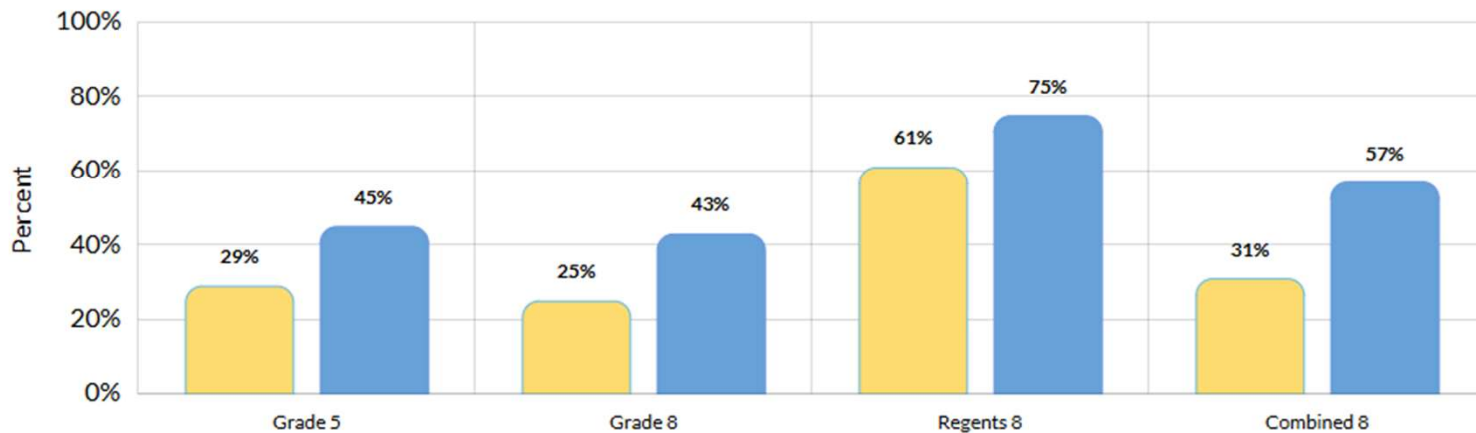
\*state calculations based on USDE requirement of 95% of students tested

# State Test Data Grade 5 and 8 Science 23-24 vs. 24-25

23-  
24



24-  
25



District NY State

# Junior High School Priorities for 25-26



1. Decrease chronic absenteeism by 17 students (5%)



2. Grow student proficiency in each subject on the 6th-8th grade annual state assessments by 5%



3. Improve school climate and culture as indicated by a 5% decrease in referrals for “uncooperative behaviors”\*

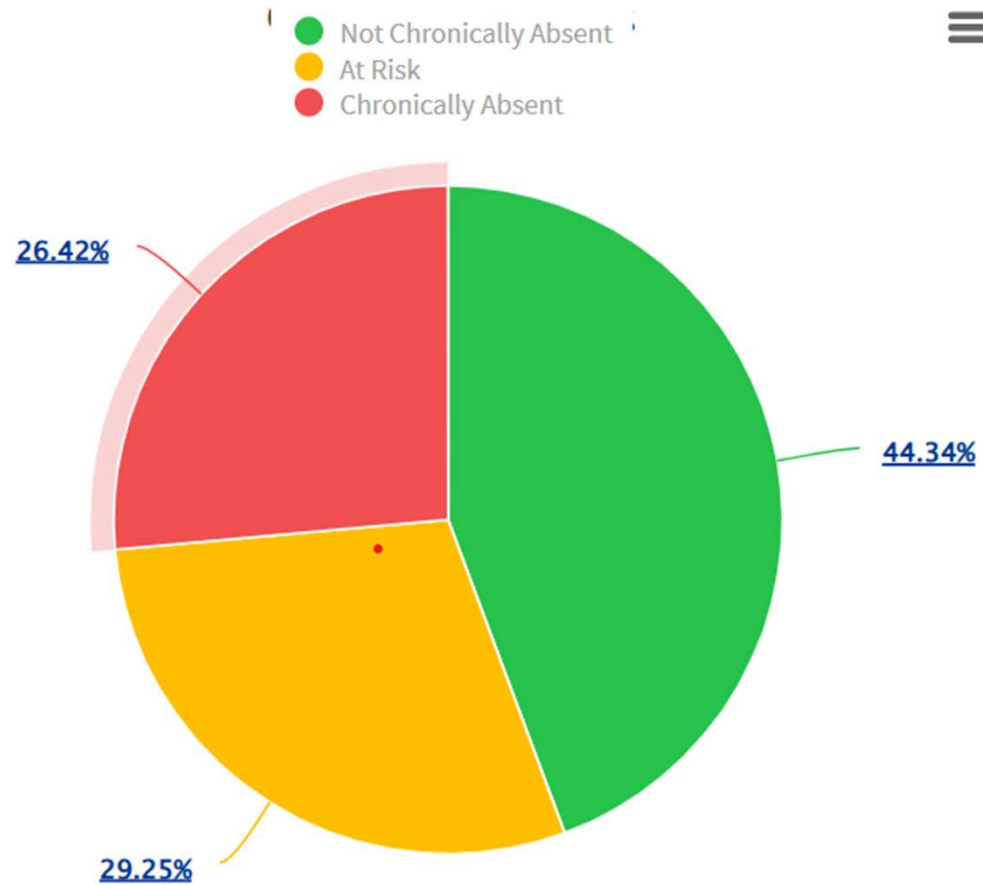
# Junior High School Priorities for 25-26



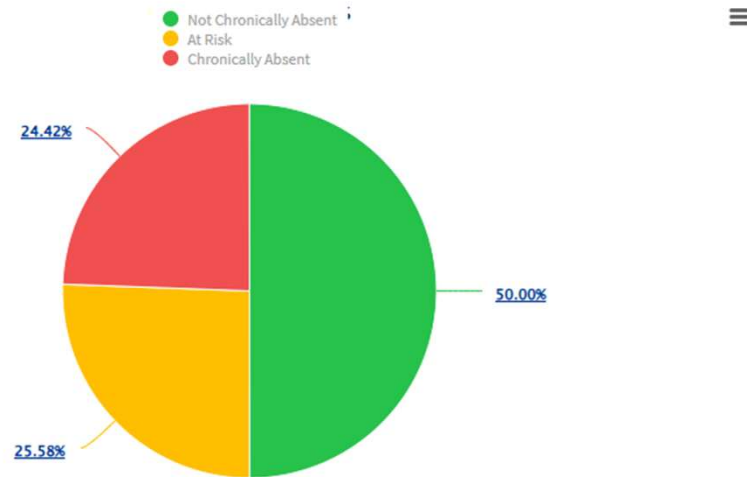
1. Decrease chronic absenteeism by 17 students (5%)

- Host weekly attendance meetings with support staff
- Attend monthly District Attendance Task Force meetings with community members
- Work with Attendance Monitor to visit families and reach out to community organizations to support students in coming to school.

# Chronically Absent JHS 2025-26



# Chronically Absent JHS 2024-25



# Average Daily Attendance 2024-25 VS 25-26



# Junior High School Priorities for 25-26

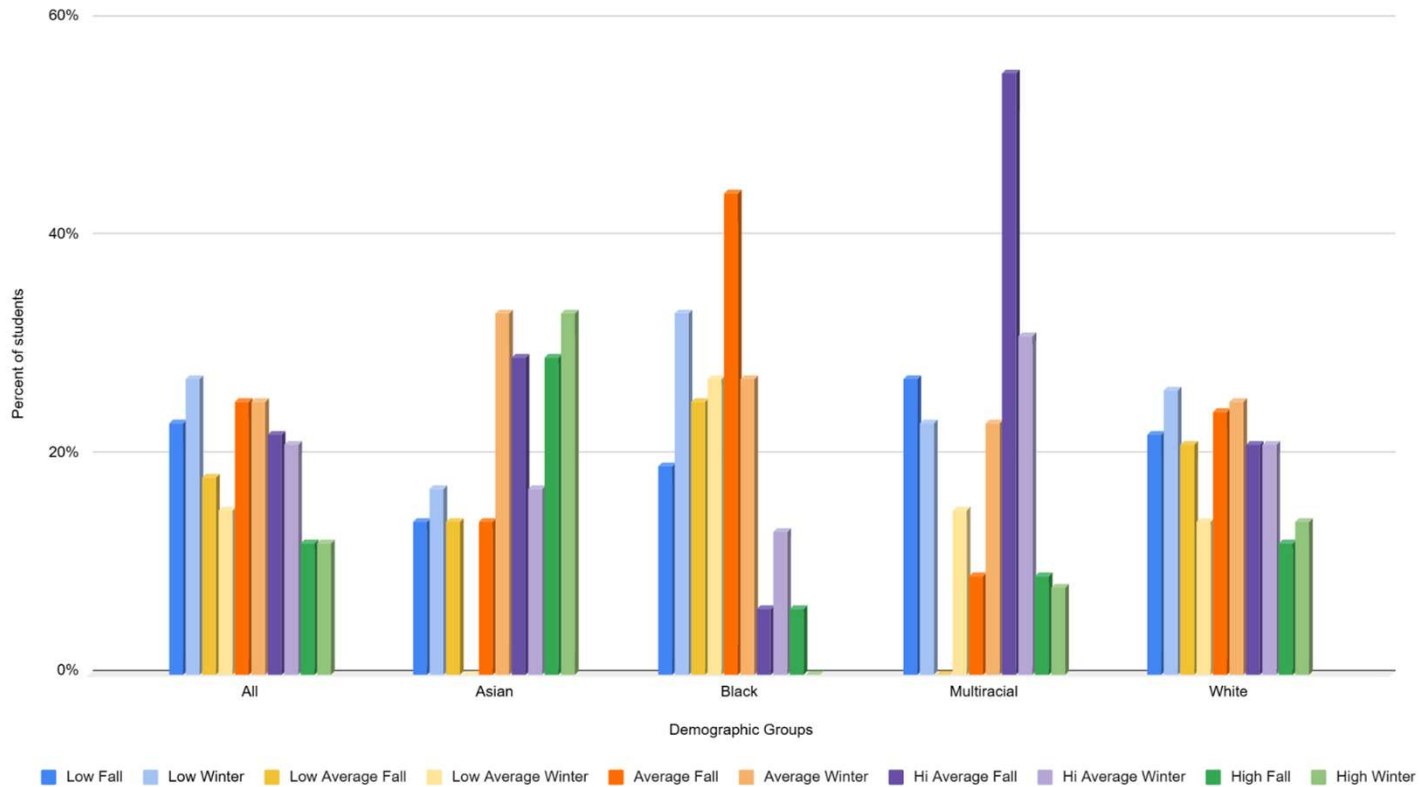


2. Grow student proficiency in each subject on the 6th-8th grade annual state assessments by 5%

- Use NWEA screening tool to identify areas of need/areas of growth and use the results to enhance instruction
- Offer high-quality tier I instruction in Math and ELA
- Increase number of students receiving tier 2 and 3 instruction
- Create a positive culture around assessments and academic effort

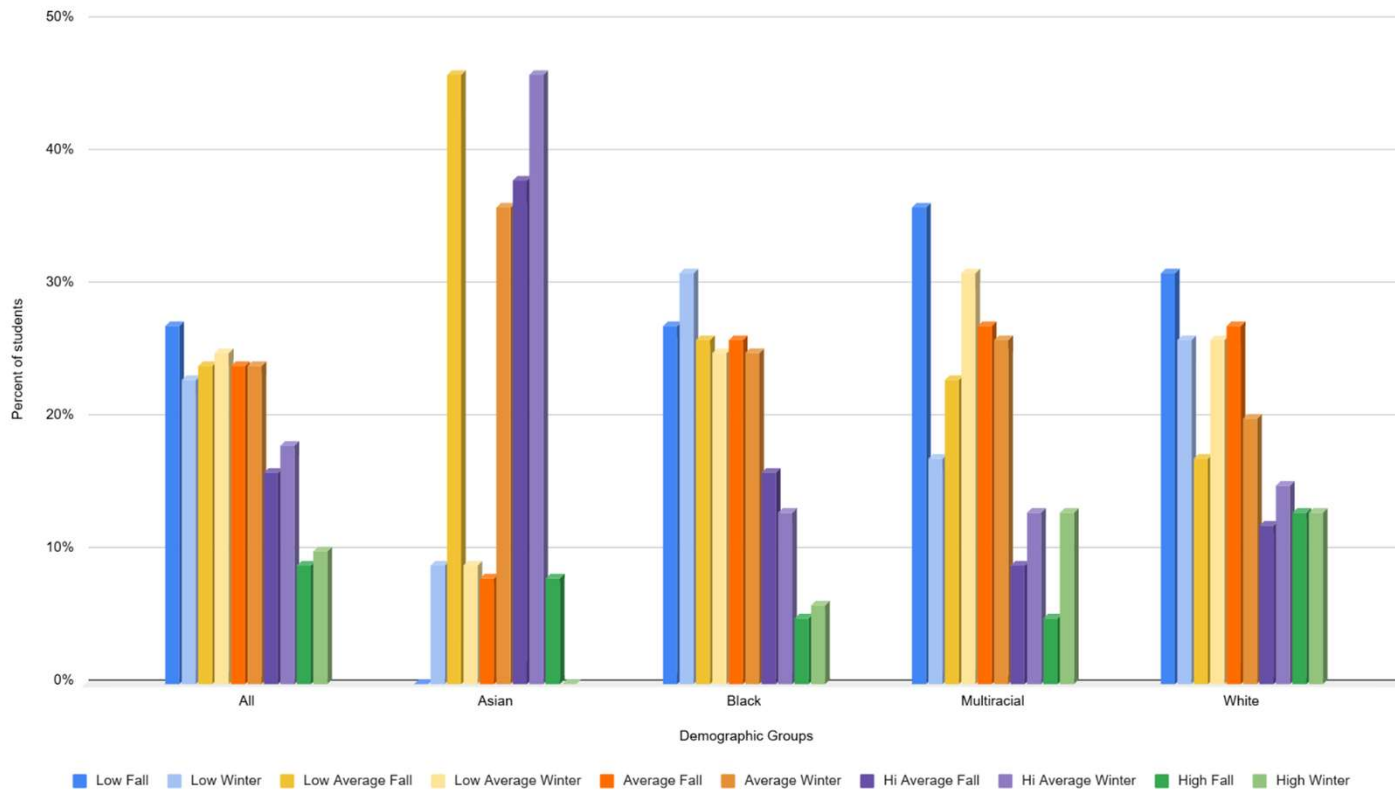
# NWEA Data JHS ELA-Grade 6

6th Grade NWEA Map Reading

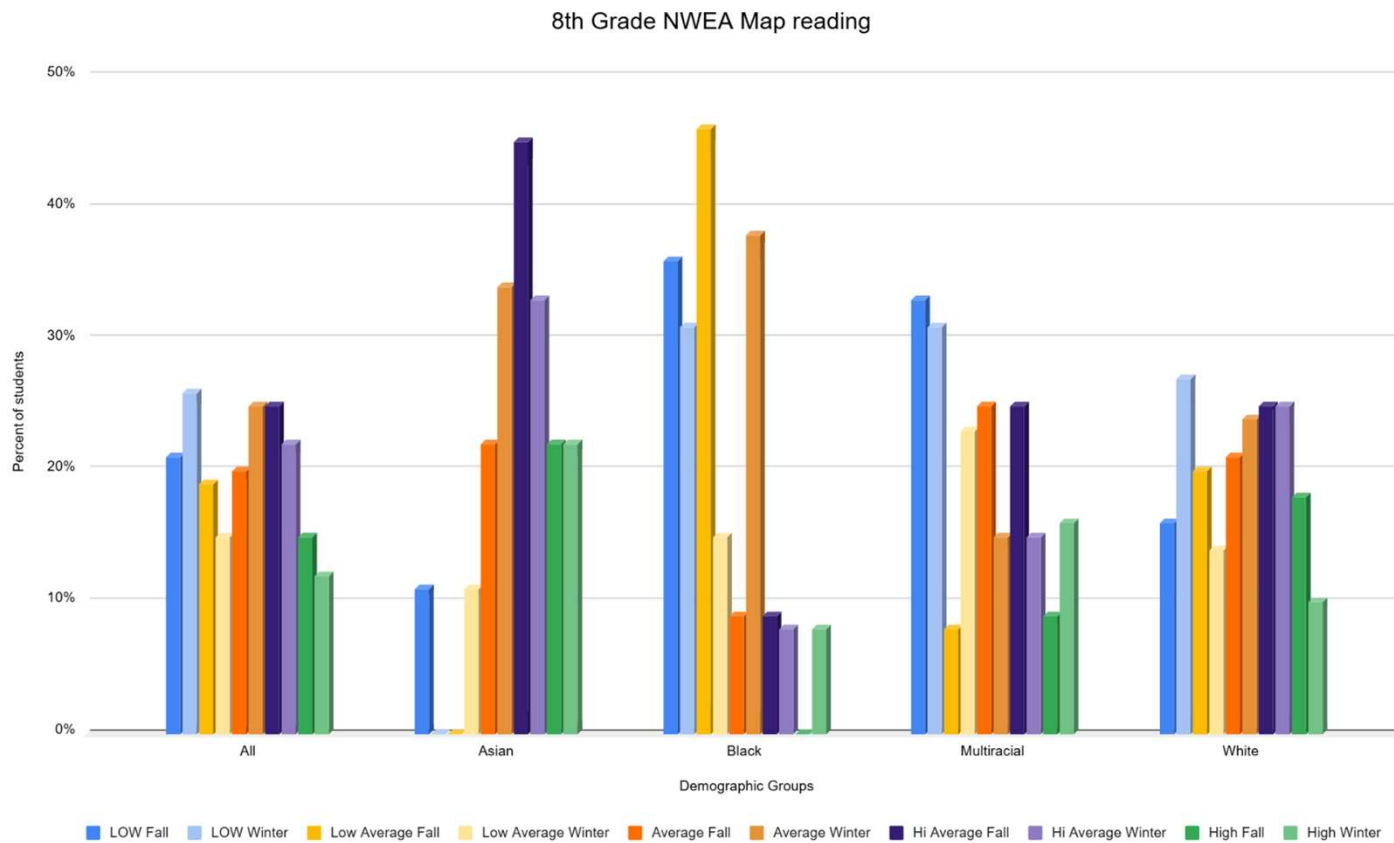


# NWEA Data JHS ELA-Grade 7

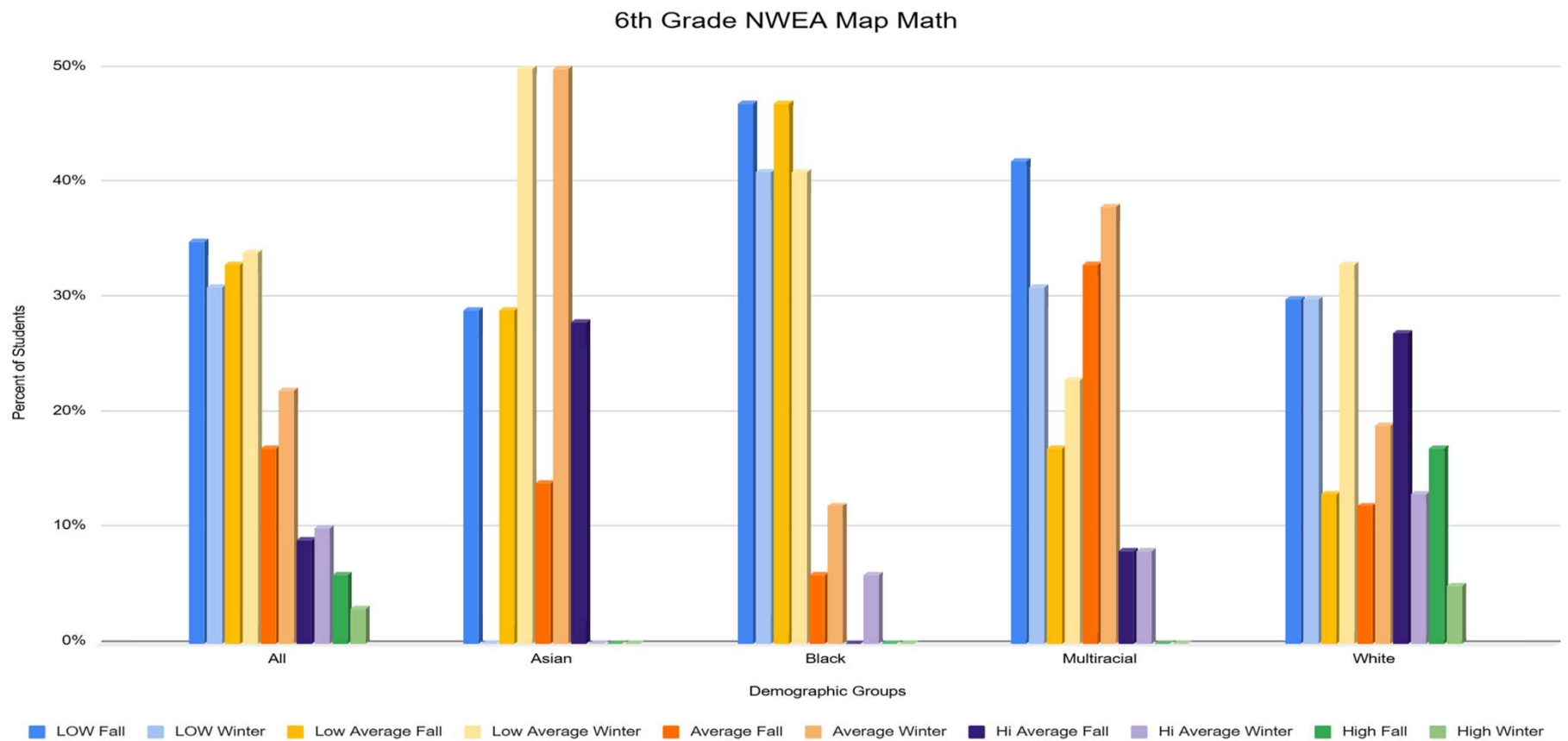
7th Grade NWEA Map Reading



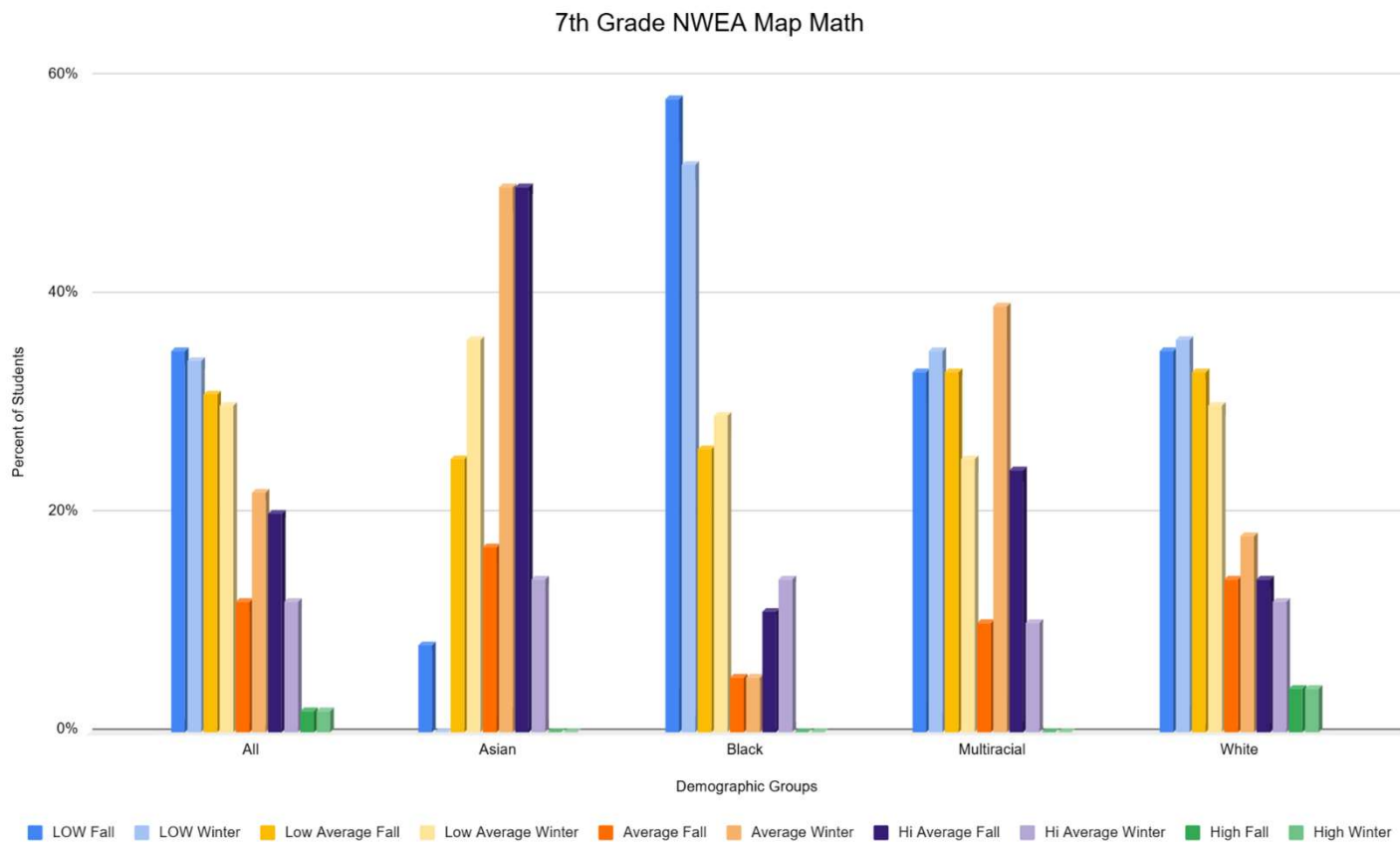
# NWEA Data JHS ELA-Grade 8



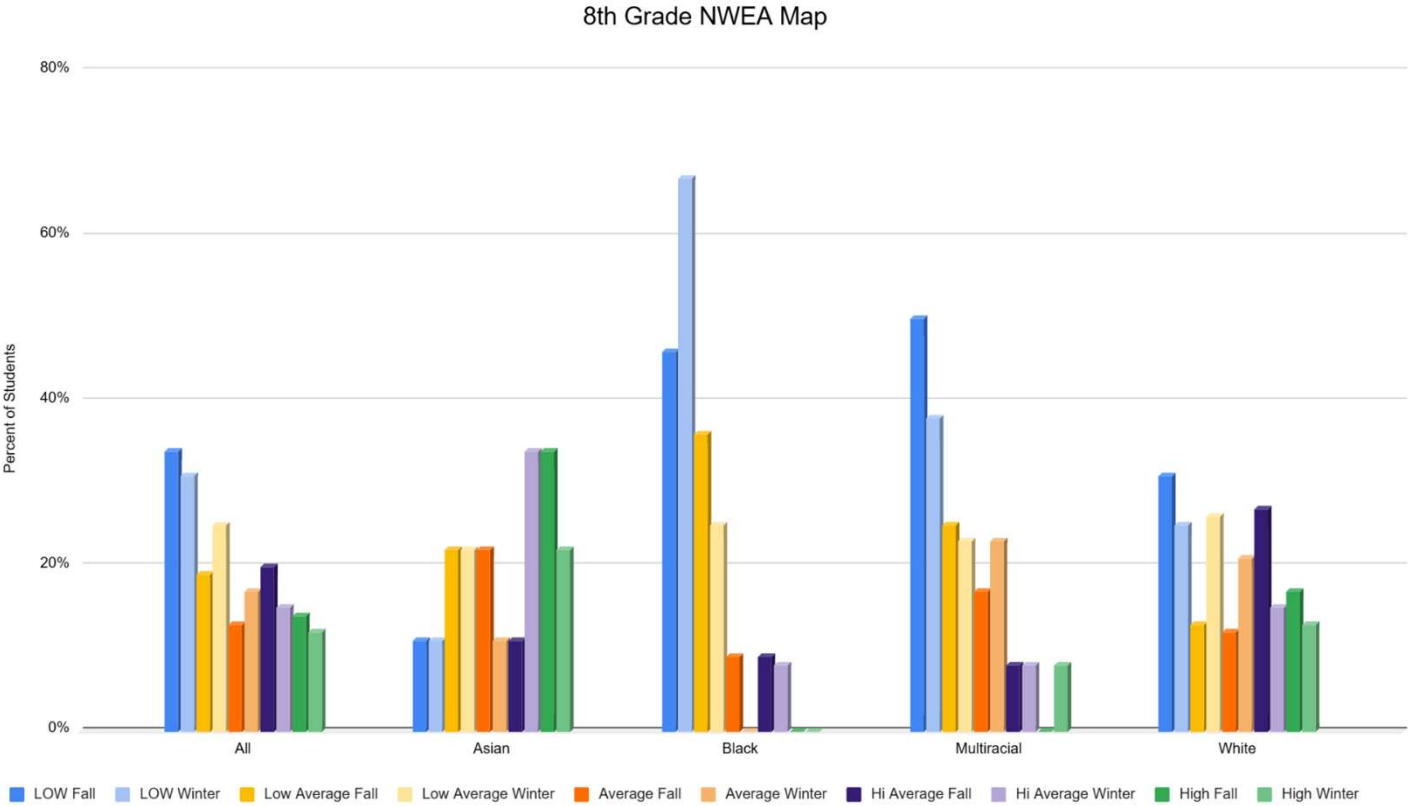
# NWEA Data JHS Math- Grade 6



# NWEA Data JHS Math-Grade 7



# NWEA Data JHS Math-Grade 8



# NWEA DATA

***After the ELA NWEA MOY assessment it has been determined that 39 % of 6th grade, 51 % of our 7th grade and 41 % of our 8th grade have shown growth from the BOY assessment to the MOY assessment. The data is still being analyzed for Math.***

# Junior High School Priorities for 25-26



3. Improve school climate and culture as indicated by a 5% decrease in referrals for “uncooperative behaviors”\*

- Implement all aspects of RULER SEL program with staff
- Ensure 100% of teachers are displaying Mood Meters in their classrooms
- Train more staff on restorative practices

# Junior High School Priorities for 25-26



3. Improve school climate and culture as indicated by a 5% decrease in referrals for “uncooperative behaviors”\*

Class disruptions- 251

Disrespect - 126

Insubordination- 166

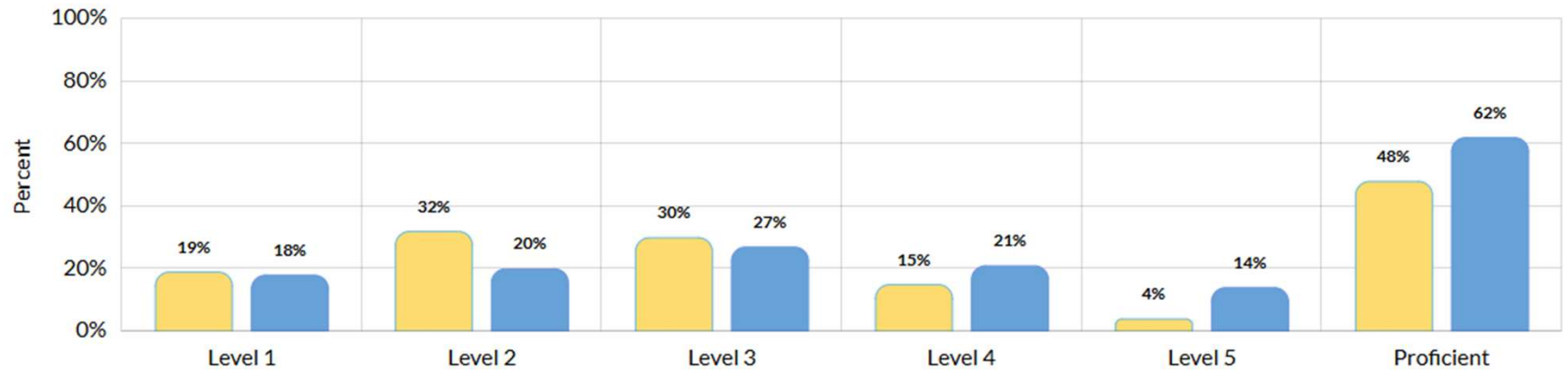
Increase of .5% from same time last year

# Next Steps for the JHS

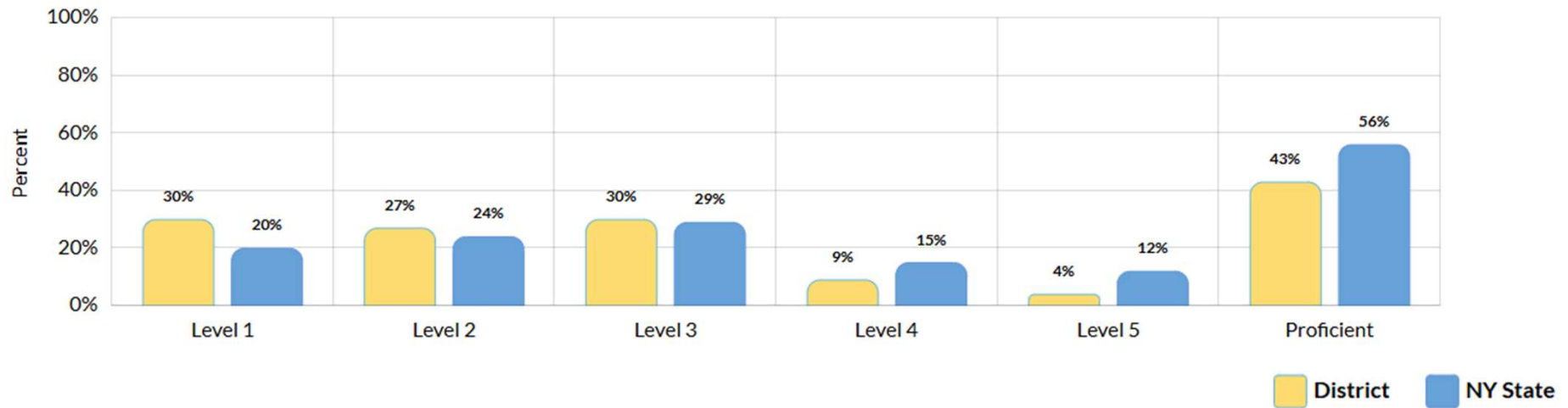
- Fine tune our processes
  - Multi-Tiered System of Support (MTSS)
  - School Comprehensive Educational Plan (SCEP)
  - Professional Learning Communities (PLC's)
- **Analyze disaggregated assessment data** by subject, grade level, and student subgroup to identify specific skill gaps, then use findings to adjust curriculum pacing guides and instructional priorities by the end of September.
- **Disaggregate referral data monthly** by location, time of day, teacher, and student demographics to identify patterns, then deploy targeted supports (e.g., increased supervision during transition periods, check-in/check-out for repeat referrers) where and when they are most needed.
- **Establish an early warning and outreach system** by the 10th absence (or 5th unexcused), a designated staff member (counselor, social worker, or administrator) contacts the family directly to identify barriers and co-create an attendance improvement plan.

# State Test Data SHS, Algebra, 23-24 vs. 24-25

23-  
24

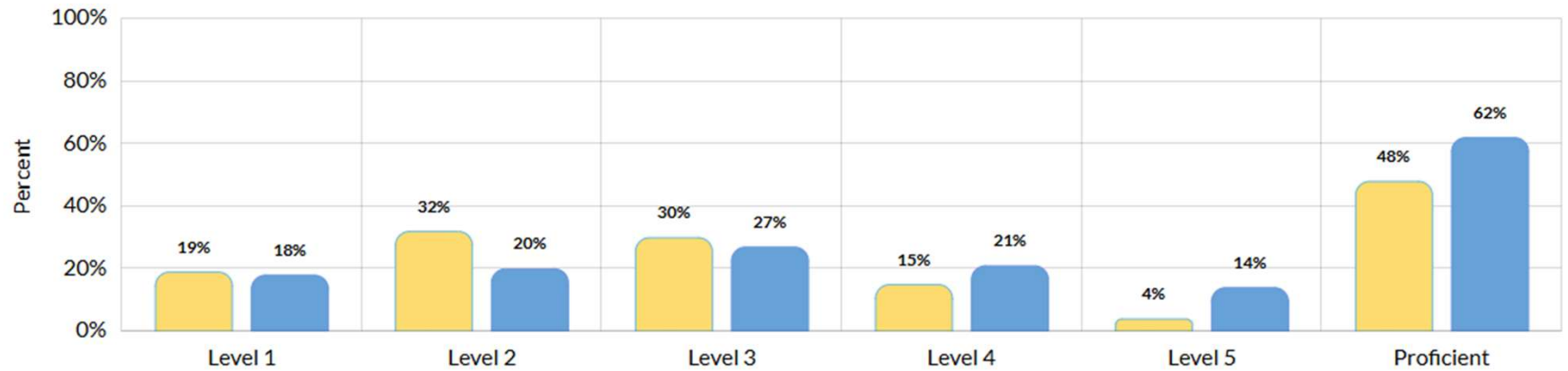


24-  
25

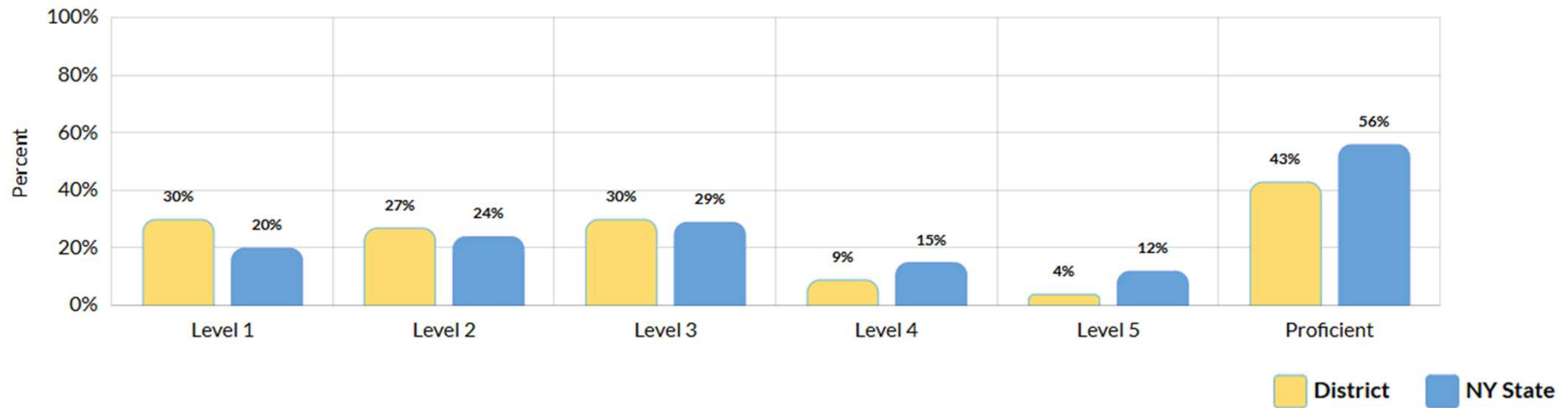


# State Test Data SHS, Algebra, 23-24 vs. 24-25

23-  
24

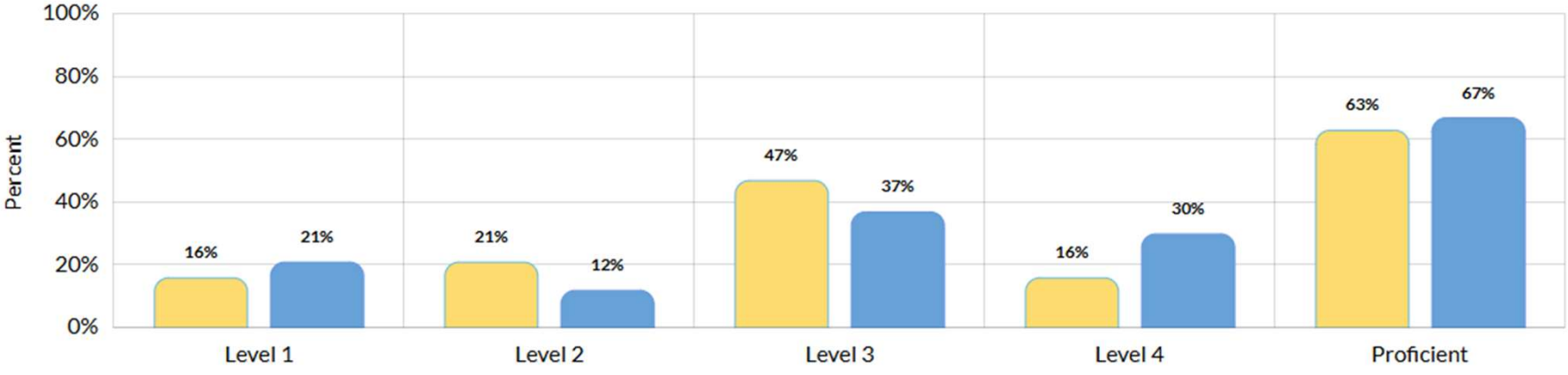


24-  
25

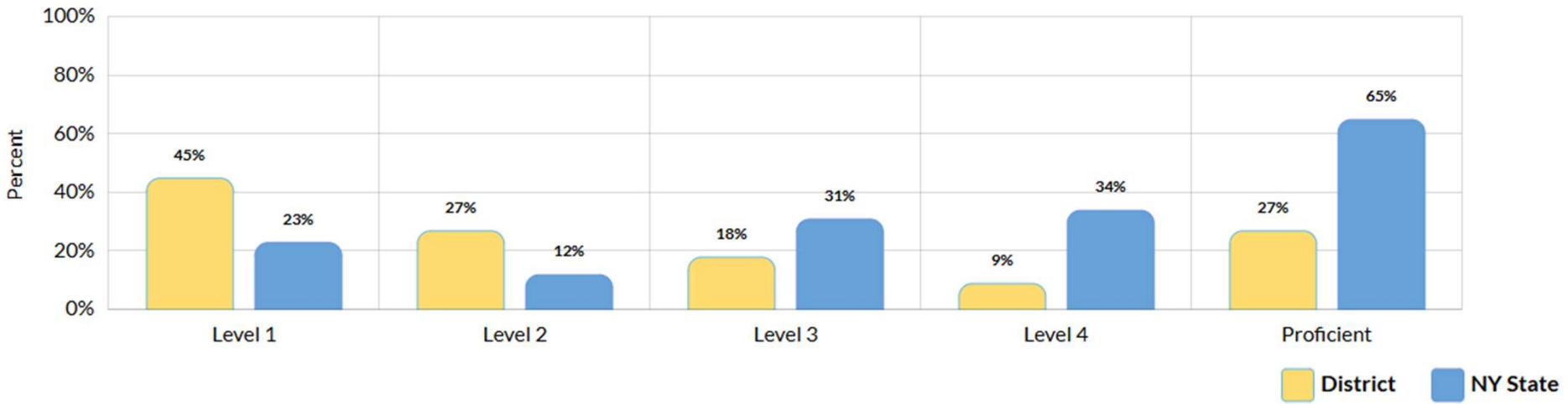


# State Test Data SHS, Earth Science, 23-24 vs. 24-25

23-24

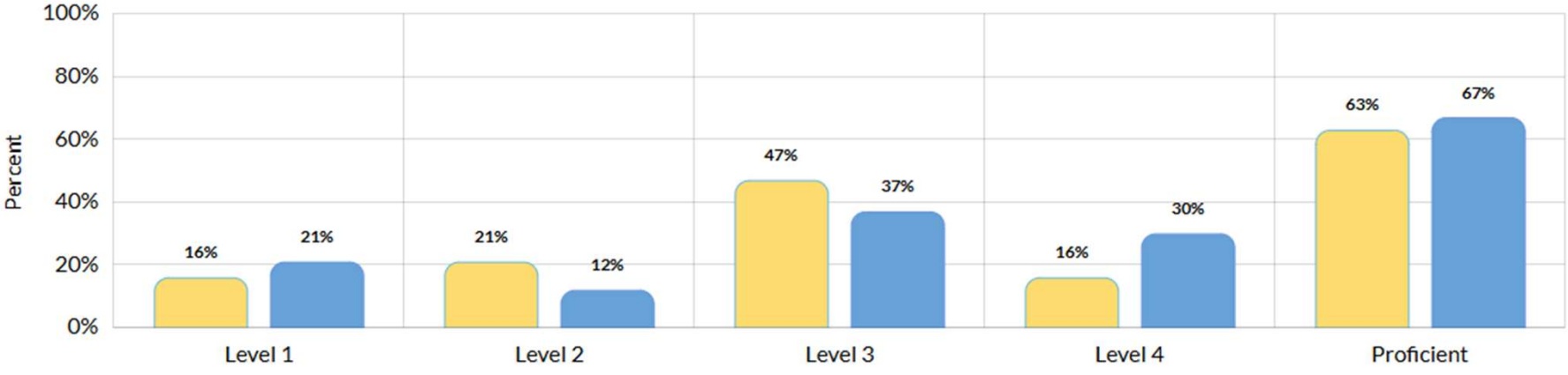


24-25

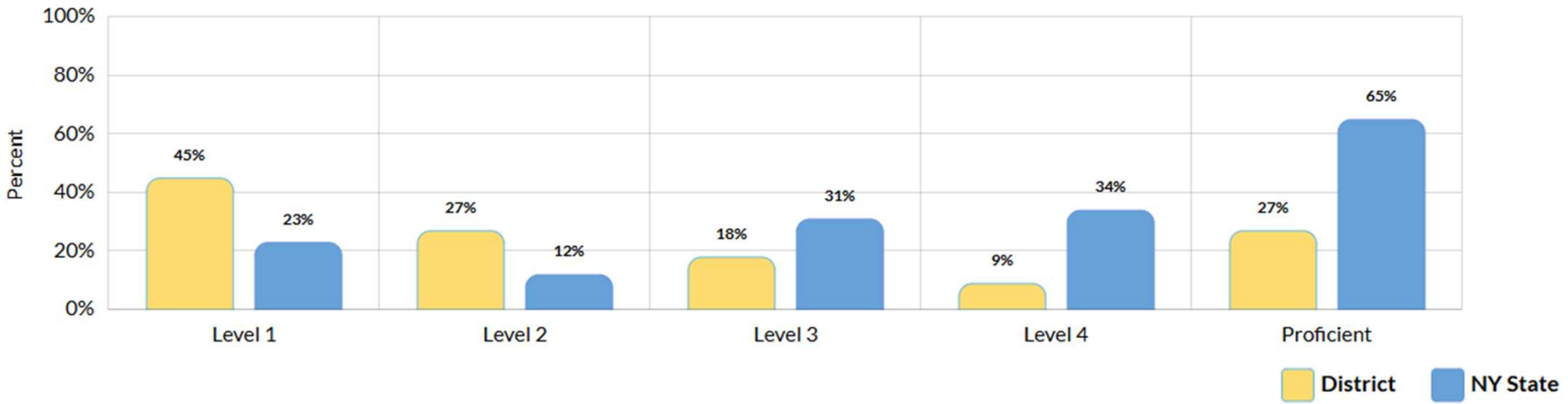


# State Test Data SHS, Earth Science, 23-24 vs. 24-25

23-24



24-25

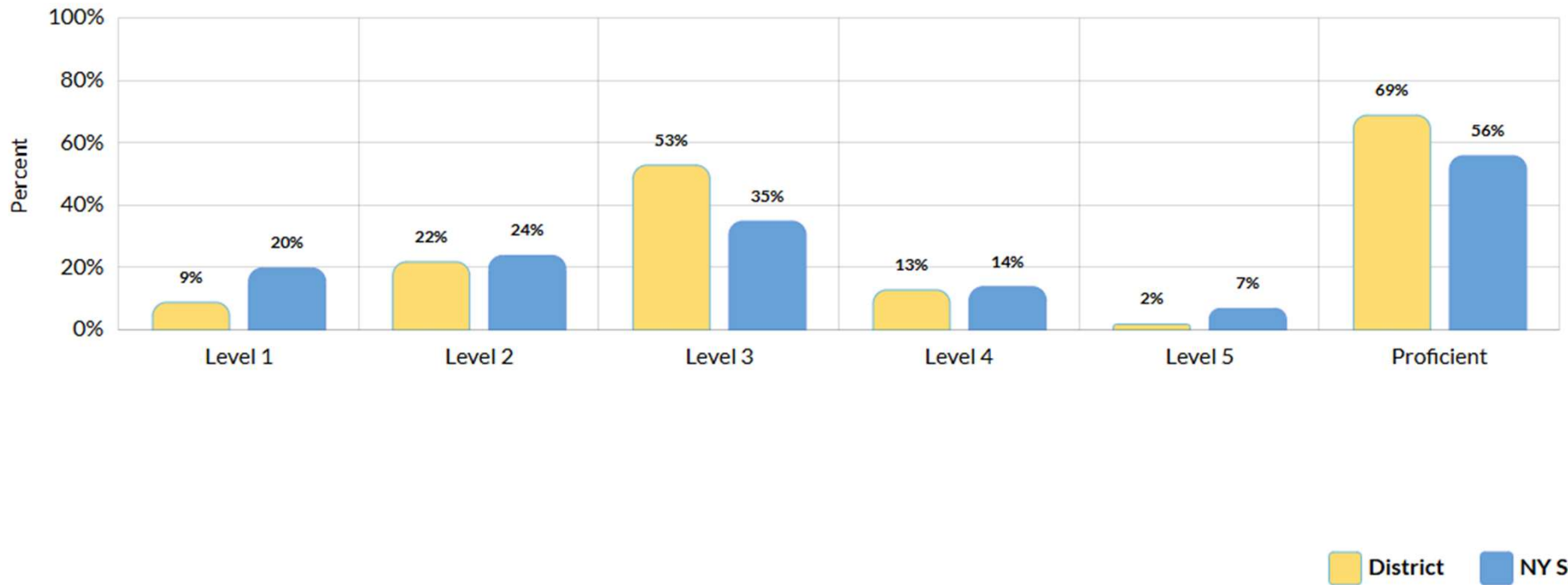


# State Test Data SHS, New Earth Science, 23-24 vs. 24-25

(First year for this test administration)

ANNUAL REGENTS EXAMINATION IN EARTH AND SPACE SCIENCES (JUNE 2025)

Percent Scoring at Levels for All Students



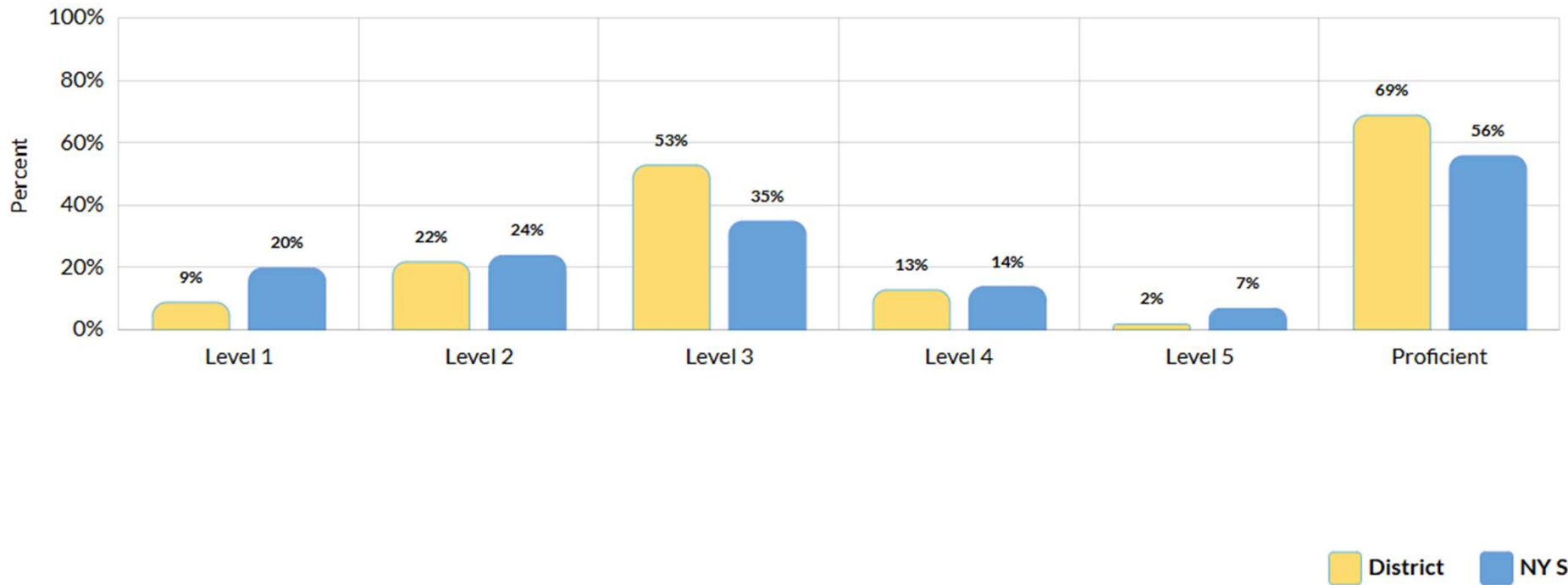
24-  
25

# State Test Data SHS, New Earth Science, 23-24 vs. 24-25

(First year for this test administration)

ANNUAL REGENTS EXAMINATION IN EARTH AND SPACE SCIENCES (JUNE 2025)

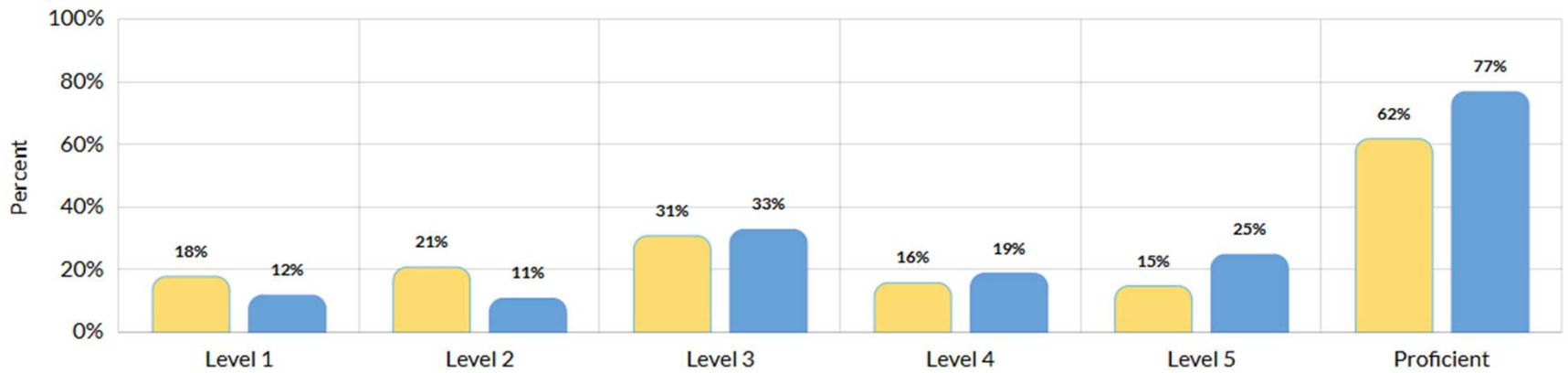
Percent Scoring at Levels for All Students



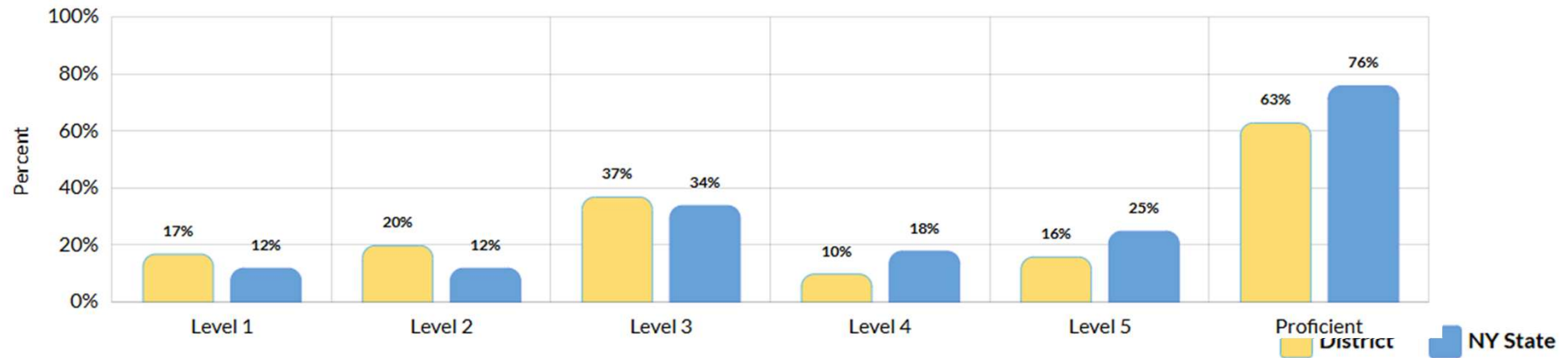
24-  
25

# State Test Data SHS, Global History, 23-24 vs. 24-25

23-  
24

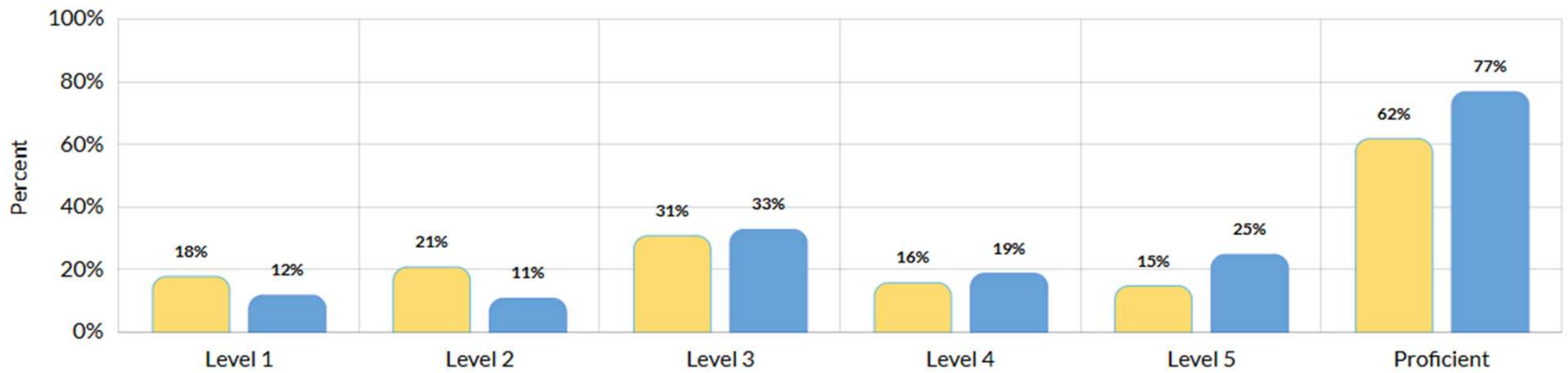


24-  
25  
GH II

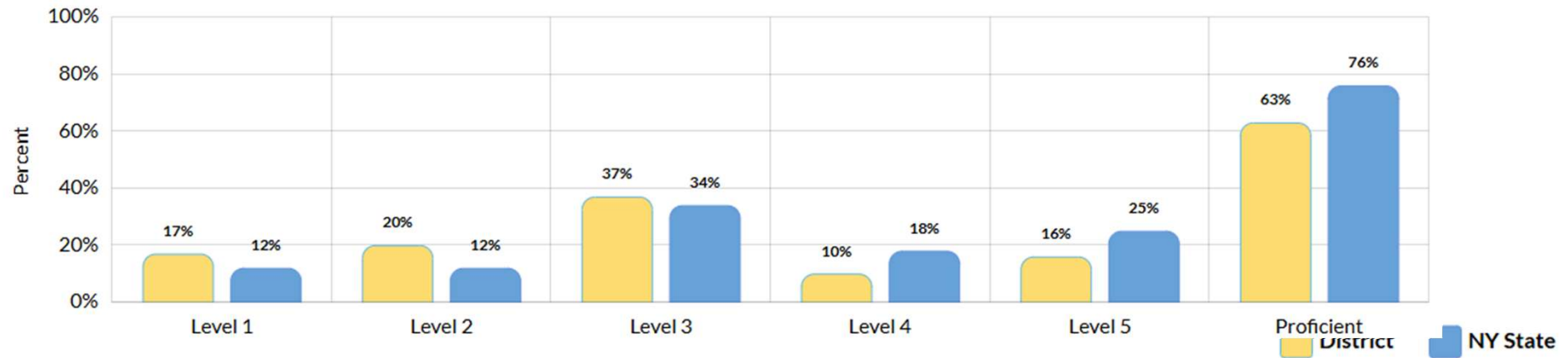


# State Test Data SHS, Global History, 23-24 vs. 24-25

23-  
24

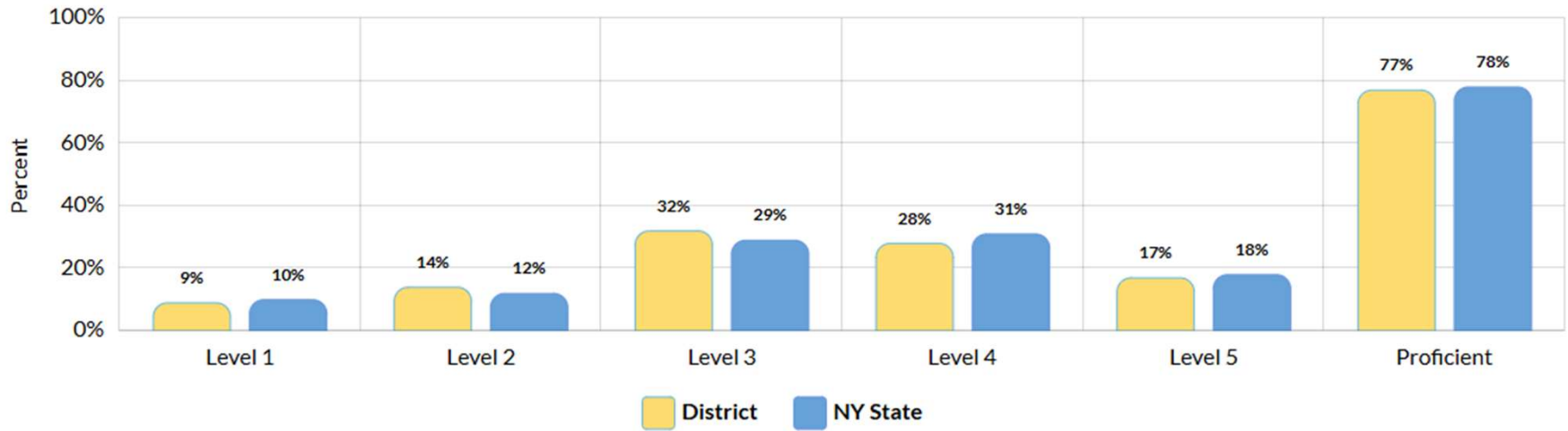


24-  
25  
GH II

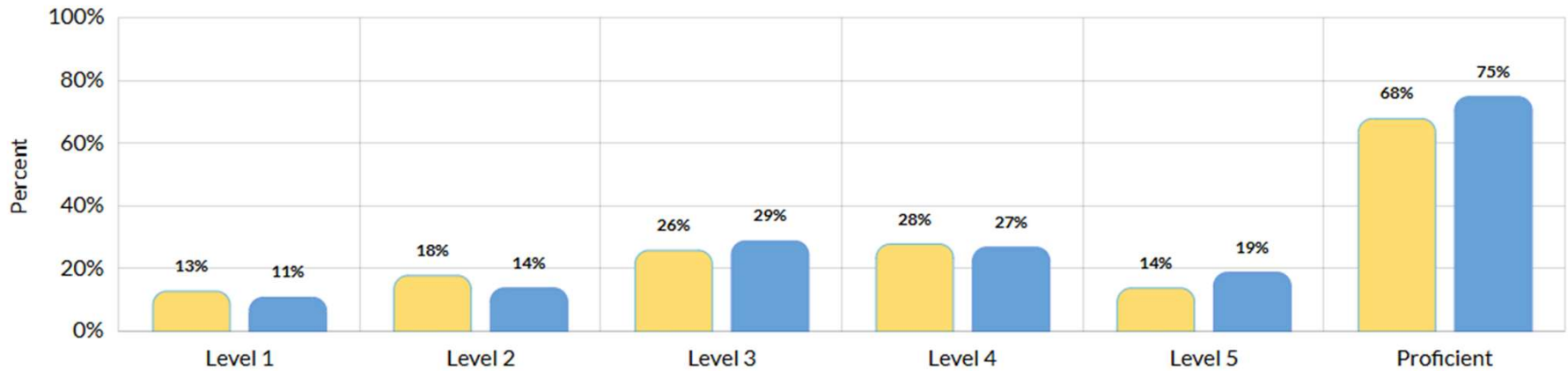


# State Test Data SHS, US History & Govt., 23-24 vs. 24-25

23-  
24

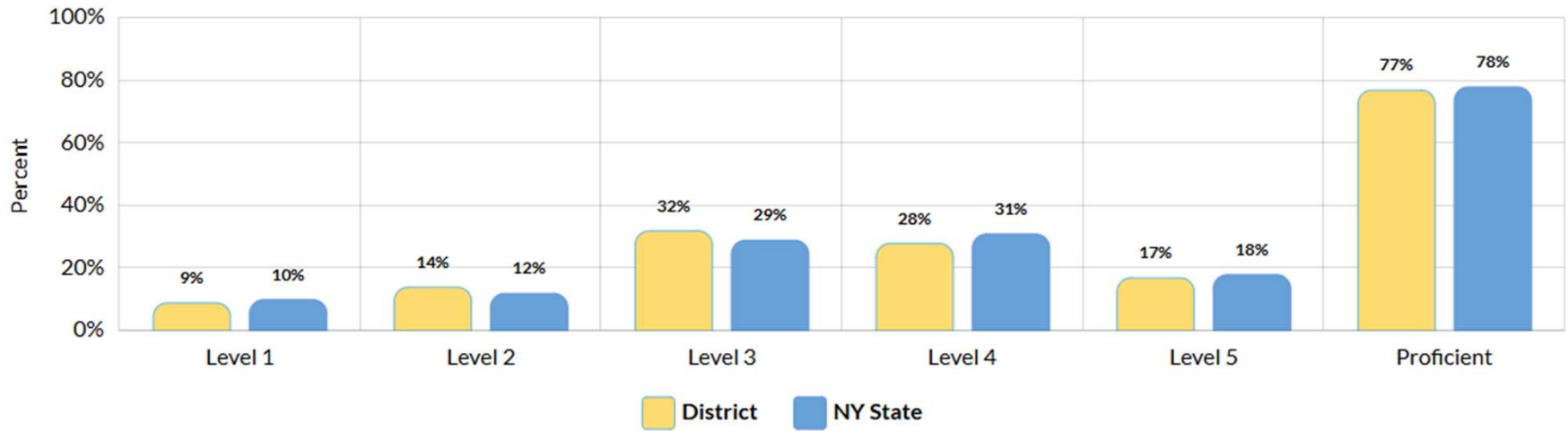


24-  
25

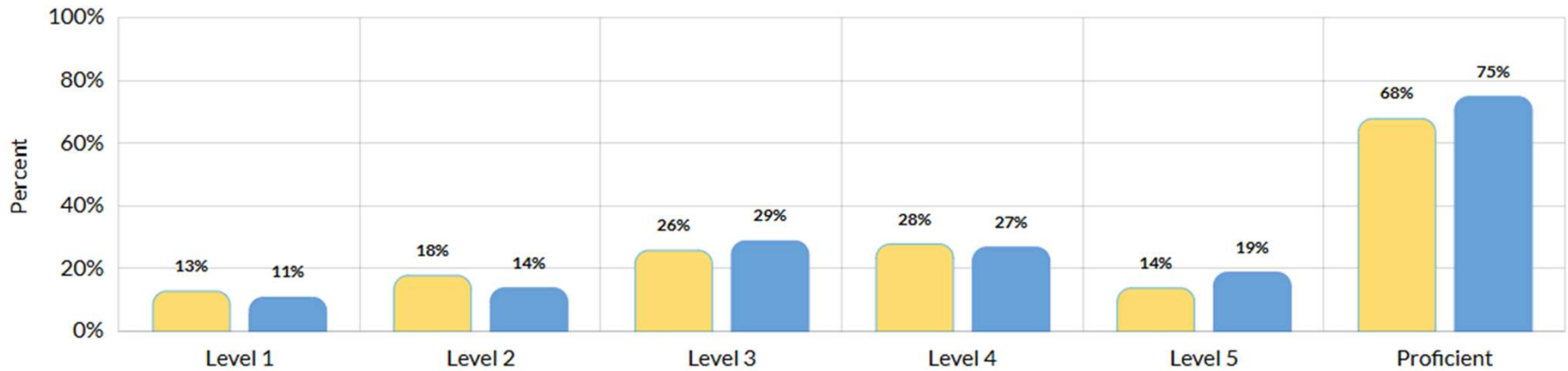


# State Test Data SHS, US History & Govt., 23-24 vs. 24-25

23-  
24

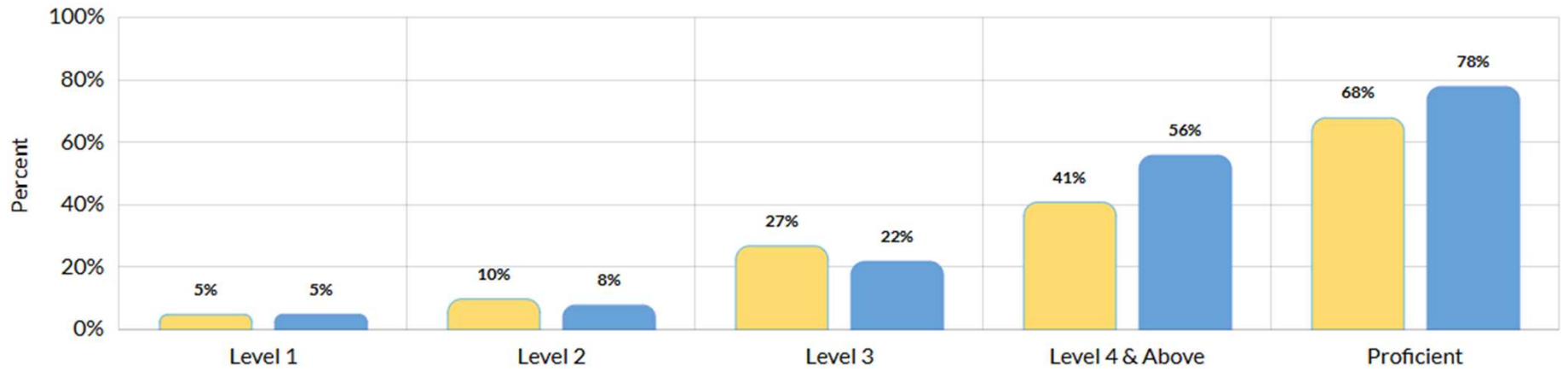


24-  
25

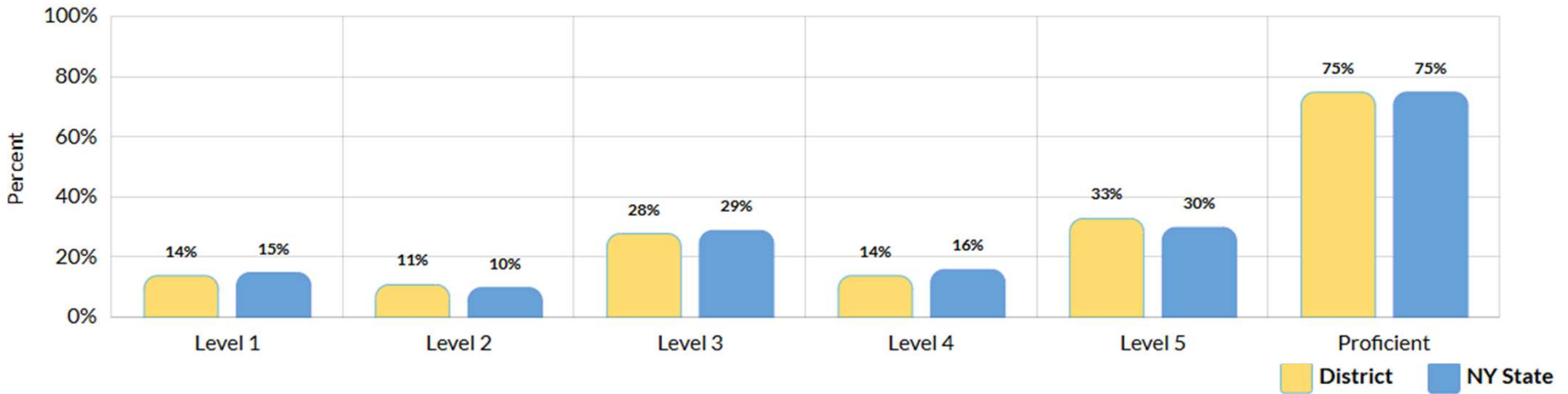


# State Test Data SHS, ELA, 23-24 vs. 24-25

23-  
24

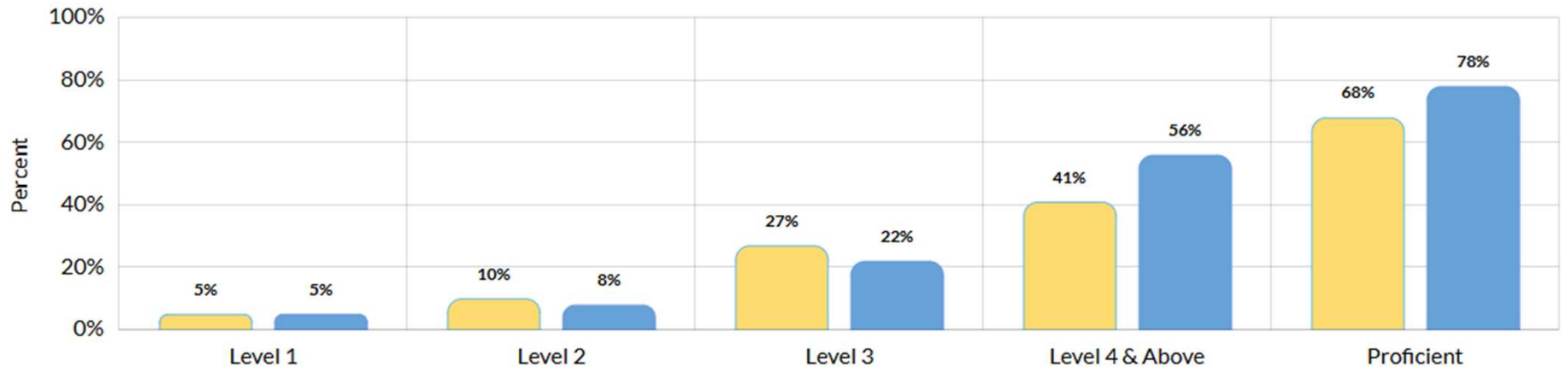


24-  
25

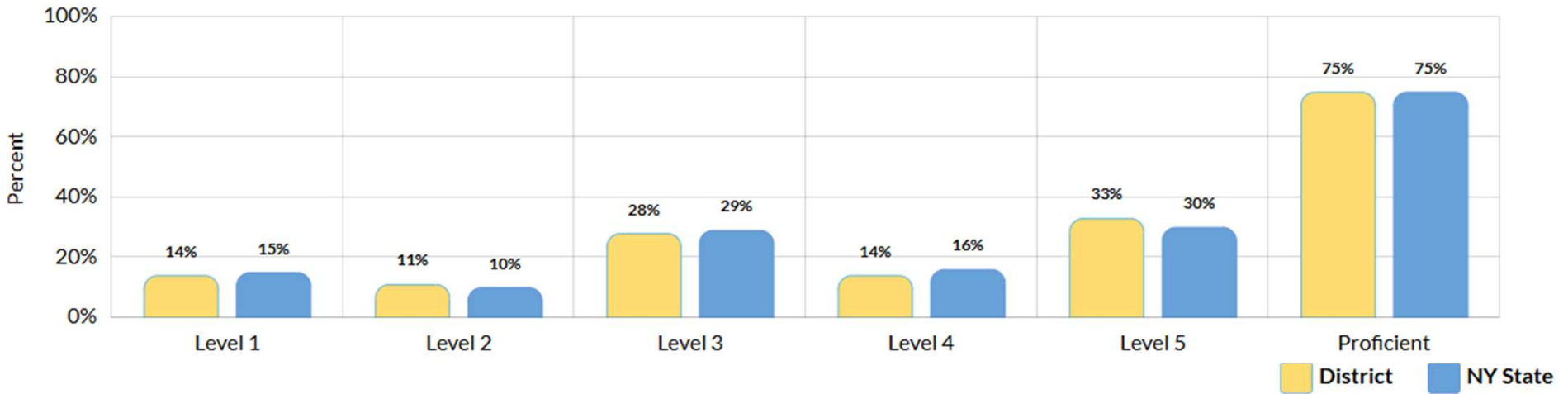


# State Test Data SHS, ELA, 23-24 vs. 24-25

23-  
24



24-  
25



# HSHS Indicators



Subgroup	Weighted Average Performance	Core Subject Performance	English Language Proficiency	Attendance	Graduation Rate	CCCR*
<b>All Students</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
English Language Learners	3		2	3	-	-
Economically Disadvantaged	2	3	-	2	2	2
Multiracial	2	3	-	2	-	-
Students w/Disabilities	2	2	-	2	-	2
Asian	4	4	-	3	-	-
<b>Black</b>	<b>2</b>	2	-	2	<b>1</b>	<b>1</b>
<b>Hispanic</b>	<b>2</b>	3	-	2	<b>1</b>	<b>1</b>
	2	2	-	2	2	2

# High School Priorities for 25-26



1. Reduce Chronic Absenteeism



2. Increase Graduation Rate



3. Improve Academic Performance and Test Scores



4. To Strengthen a Restorative School Culture

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# High School Priorities for 25-26



## 1. Reduce Chronic Absenteeism 5%

- Reduce from 35% to 30%
- Currently 33.2%

# High School Priorities for 25-26



1. Reduce Chronic Absenteeism 5%  
Daily Attendance

**2024-25**

**2025-26**

9th - 88.7%

9th - 88.6%

10th - 90.1%

10th - 89%

11th - 92%

11th - 90%

12th - 91.8%

12th - 88.4%

# High School Priorities for 25-26



## 2. Increase Graduation Rate 5%

- Credit recovery and academic support
- “On-track-to graduate” monitoring
- Parent communication and home visits

# 4 Year Graduation Rate - 2021 Cohort



Subgroup	Grad Rate	Regents w/Advanced Designation	Regents Diploma	Local & IEP Diplomas/ Commencement Credentials	Still Enrolled	Dropout
<b>All Students</b>	<b>67%</b>	<b>19%</b>	<b>45%</b>	<b>5%</b>	<b>16%</b>	<b>16%</b>
Asian	85%	69%	15%	0%	15%	0%
Black	54%	4%	50%	0%	33%	13%
Hispanic	50%	4%	46%	0%	13%	38%
Multiracial	64%	21%	43%	0%	14%	21%
White	77%	19%	49%	11%	11%	9%
English Language Learner	22%	0%	22%	0%	33%	44%
Students with Disabilities	40%	0%	20%	24%	36%	20%
Economically Disadvantaged	63%	17%	41%	6%	19%	17%

# Graduation Rate

**21 - 22 Graduation Rate = 83%** (5% still enrolled and 10% dropped out)

**22 - 23 Graduation Rate = 77%** (10% still enrolled and 11% dropped out)

**23 - 24 Graduation Rate = 74%** (13% still enrolled and 13% dropped out)

**24 - 25 Graduation Rate = 67%** (16% still enrolled and 16% dropped out)

**25-26 Graduation Rate - There are currently 76 % of students on track to graduate** (17% still enrolled and 7 % dropped out)

# High School Priorities for 25-26



## 3. Improve Academic Performance and Test Scores

Improve passed courses by 5% by end of school year.

- 2024-25 end of 2nd quarter passing rate was 80.7%
- 2025-26 end of 2nd quarter passing rate was 82.9%
- Increase of 2.7%

# High School Priorities for 25-26



## 3. Improve Academic Performance and Test Scores

Improve Regents Passing Rates by 10%

Targeted Regents Review assigned if students:

- Have a course average below 70
- Previously scored below 65 on a Regents
- Teacher recommendation

# High School Priorities for 25-26



## 3. Improve Academic Performance and Test Scores

Targeted Regents Review Will Focus On:

- Most frequently tested standards
- Constructed response writing
- Multiple choice strategy
- Regents vocabulary

# High School Priorities for 25-26



## 4. To Strengthen a Restorative School Culture

- Two family/community restorative circles (Attendance logs)
- Complete 4 circles during the 2025-26 school year
- Little behind on this goal.



## **Questions & Discussion**