

New York State School Report Card

Comprehensive Information Report

BEDS Code: 13-17-01-06-0002
 Name: Red Hook Senior High School
 Principal: Roy Paisley

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	0
Eighth	0	0	0
Ninth	198	217	195
Tenth	171	194	208
Eleventh	160	166	192
Twelfth	148	149	154
Ungraded Secondary	0	0	0
Total K-12 Enrollment	677	726	749

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	19	2.8%	13	1.8%	23	3.1%
Black (Not Hispanic)	4	0.6%	7	1.0%	8	1.1%
Hispanic	18	2.7%	9	1.2%	25	3.3%
White (Not Hispanic)	636	93.9%	697	96.0%	693	92.5%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	27
Social Studies Grade 8	0	0	0
English Grade 10	24	25	22
Mathematics Grade 10	16	18	14
Science Grade 10	28	29	21
Social Studies Grade 10	23	23	23

(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
49	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 lower 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	9	1.3%	12	1.7%	18	2.4%
Eligible for Free Lunch	20	3.0%	46	6.3%	22	2.9%

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		94.6%		95.0%		95.4%
Student Suspensions	62	9.6%	54	8.0%	35	4.8%

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

	2002-03	2003-04	2004-05
Reduced Lunch	3.3%	4.6%	2.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	96%	97%

Staff Counts

Staff	2004-05
Total Teachers	57
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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
General-Education Students	Total Graduates*	135	136	131
	Regents Diplomas	135	98	120
	% Regents Diplomas	100%	72%	92%
	Regents Diplomas with Advanced Designation**			67
	% Regents Diplomas with Advanced Designation			51%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	8	4	7
	Regents Diplomas	8	0	5
	% Regents Diplomas	100%	0%	71%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	2	4
All Students	Total Graduates*	143	140	138
	Regents Diplomas	143	98	125
	% Regents Diplomas	100%	70%	91%
	Regents Diplomas with Advanced Designation**			67
	% Regents Diplomas with Advanced Designation			49%
	IEP Diplomas or Local Certificates	1	2	4

* 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
General-Education Students	Number	81	28	0	2	11	0	6	3
	Percent	62%	21%	0%	2%	8%	0%	5%	2%
Students with Disabilities	Number	2	4	0	0	0	0	1	0
	Percent	29%	57%	0%	0%	0%	0%	14%	0%
All Students	Number	83	32	0	2	11	0	7	3
	Percent	60%	23%	0%	1%	8%	0%	5%	2%

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.
General-Education Students	Dropped Out	11		6	1.0%	8	1.2%
	Entered GED Program*	5		9	1.4%	6	0.9%
	Total Noncompleters	16		15	2.4%	14	2.2%
Students with Disabilities	Dropped Out	3		2	1.9%	5	4.5%
	Entered GED Program*	1		2	1.9%	2	1.8%
	Total Noncompleters	4		4	3.7%	7	6.3%
All Students	Dropped Out	14	2.1%	8	1.1%	13	1.7%
	Entered GED Program*	6	0.9%	11	1.5%	8	1.1%
	Total Noncompleters	20	3.0%	19	2.6%	21	2.8%

*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)

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%	0	0%	1	#
German	0	0%	0	0%	1	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	29	72%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	0	0%	17	29%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	4	#
Science	0	0%	0	0%	14	57%
Reading	0	0%	0	0%	6	50%
Writing	0	0%	0	0%	6	83%
Global Studies	0	0%	2	#	6	17%
U.S. Hist & Gov't	0	0%	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	141	150	165	14	15	15
Number Scoring 55-100	135	150	161	11	15	14
Number Scoring 65-100	124	149	154	8	15	11
Number Scoring 85-100	71	94	79	1	3	0
Percentage of Tested Scoring 55-100	96%	100%	98%	79%	100%	93%
Percentage of Tested Scoring 65-100	88%	99%	93%	57%	100%	73%
Percentage of Tested Scoring 85-100	50%	63%	48%	7%	20%	0%
Mathematics A						
Number Tested	166	155	107	6	24	8
Number Scoring 55-100	157	154	102	5	24	4
Number Scoring 65-100	147	146	102	3	17	4
Number Scoring 85-100	70	62	59	0	0	0
Percentage of Tested Scoring 55-100	95%	99%	95%	83%	100%	50%
Percentage of Tested Scoring 65-100	89%	94%	95%	50%	71%	50%
Percentage of Tested Scoring 85-100	42%	40%	55%	0%	0%	0%
Mathematics B						
Number Tested	77	69	0	3	1	0
Number Scoring 55-100	77	69	0	#	#	0
Number Scoring 65-100	76	67	0	#	#	0
Number Scoring 85-100	32	46	0	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	0%	#	#	0%
Percentage of Tested Scoring 65-100	99%	97%	0%	#	#	0%
Percentage of Tested Scoring 85-100	42%	67%	0%	#	#	0%
Global History and Geography						
Number Tested	156	177	69	8	20	21
Number Scoring 55-100	151	169	64	7	18	18
Number Scoring 65-100	145	156	48	6	12	10
Number Scoring 85-100	85	88	4	1	1	0
Percentage of Tested Scoring 55-100	97%	95%	93%	88%	90%	86%
Percentage of Tested Scoring 65-100	93%	88%	70%	75%	60%	48%
Percentage of Tested Scoring 85-100	54%	50%	6%	12%	5%	0%
U.S. History and Government						
Number Tested	150	150	97	16	15	10
Number Scoring 55-100	146	145	91	13	14	8
Number Scoring 65-100	140	139	79	10	13	2
Number Scoring 85-100	91	92	56	4	3	0
Percentage of Tested Scoring 55-100	97%	97%	94%	81%	93%	80%
Percentage of Tested Scoring 65-100	93%	93%	81%	62%	87%	20%
Percentage of Tested Scoring 85-100	61%	61%	58%	25%	20%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	143	197	81	5	29	10
Number Scoring 55-100	142	193	80	5	27	10
Number Scoring 65-100	139	180	76	5	20	9
Number Scoring 85-100	62	78	19	0	0	4
Percentage of Tested Scoring 55-100	99%	98%	99%	100%	93%	100%
Percentage of Tested Scoring 65-100	97%	91%	94%	100%	69%	90%
Percentage of Tested Scoring 85-100	43%	40%	23%	0%	0%	40%
Physical Setting/Earth Science						
Number Tested	133	166	93	13	28	20
Number Scoring 55-100	126	155	81	11	22	14
Number Scoring 65-100	118	135	68	8	17	10
Number Scoring 85-100	41	35	12	0	2	0
Percentage of Tested Scoring 55-100	95%	93%	87%	85%	79%	70%
Percentage of Tested Scoring 65-100	89%	81%	73%	62%	61%	50%
Percentage of Tested Scoring 85-100	31%	21%	13%	0%	7%	0%
Physical Setting/Chemistry						
Number Tested	93	96	59	2	1	1
Number Scoring 55-100	92	94	58	#	#	#
Number Scoring 65-100	78	89	46	#	#	#
Number Scoring 85-100	15	24	6	#	#	#
Percentage of Tested Scoring 55-100	99%	98%	98%	#	#	#
Percentage of Tested Scoring 65-100	84%	93%	78%	#	#	#
Percentage of Tested Scoring 85-100	16%	25%	10%	#	#	#
Physical Setting/Physics						
Number Tested		33	0		0	0
Number Scoring 55-100		33	0		0	0
Number Scoring 65-100		31	0		0	0
Number Scoring 85-100		18	0		0	0
Percentage of Tested Scoring 55-100		100%	0%		0%	0%
Percentage of Tested Scoring 65-100		94%	0%		0%	0%
Percentage of Tested Scoring 85-100		55%	0%		0%	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
Comprehensive French						
Number Tested	29	29	32	0	0	1
Number Scoring 55-100	29	29	32	0	0	#
Number Scoring 65-100	29	29	32	0	0	#
Number Scoring 85-100	23	22	19	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	79%	76%	59%	0%	0%	#
Comprehensive Italian						
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 German						
Number Tested	12	16	19	0	0	1
Number Scoring 55-100	12	16	19	0	0	#
Number Scoring 65-100	12	16	19	0	0	#
Number Scoring 85-100	9	10	15	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	75%	62%	79%	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	60	53	84	0	0	0
Number Scoring 55-100	60	53	83	0	0	0
Number Scoring 65-100	60	53	83	0	0	0
Number Scoring 85-100	44	39	63	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	99%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	99%	0%	0%	0%
Percentage of Tested Scoring 85-100	73%	74%	75%	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)

New York State Alternate Assessments (NYSAA) 2004–05

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	140	140	140	12	12	12	152	152	152
Number Scoring 55–64	3	3	4	1	0	1	4	3	5
Number Scoring 65–84	47	42	63	2	3	3	49	45	66
Number Scoring 85–100	72	88	70	1	2	0	73	90	70
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
Listening and Speaking (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		5	9		1	1
Beginning		0	0		#	#
Intermediate		2	6		#	#
Advanced		3	2		#	#
Proficient		0	1		#	#
Reading and Writing (Grade 9–12)						
Number Tested		5	9		1	1
Beginning		0	0		#	#
Intermediate		3	1		#	#
Advanced		2	2		#	#
Proficient		0	6		#	#

*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)