

New York State School Report Card Comprehensive Information Report

BEDS Code: 13-17-01-06-0002

Grade Range : 9-12

Name: Red Hook Senior High School

Principal: Roy Paisley

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	0
Eighth	0	0	0
Ninth	180	189	198
Tenth	172	172	171
Eleventh	158	158	160
Twelfth	167	128	148
Ungraded Secondary	0	0	0
Total K-12 Enrollment	677	647	677

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	15	2.2%	17	2.6%	19	2.8%
Black (Not Hispanic)	10	1.5%	4	0.6%	4	0.6%
Hispanic	11	1.6%	18	2.8%	18	2.7%
White (Not Hispanic)	641	94.7%	608	94.0%	636	93.9%

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	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	27	0
Social Studies Grade 8	0	0	0
English Grade 10	23	28	24
Mathematics Grade 10	22	21	16
Science Grade 10	17	20	28
Social Studies Grade 10	25	24	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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.3%	4	0.6%	9	1.3%
Eligible for Free Lunch	21	3.1%	44	6.8%	20	2.9%

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		94.5%		93.4%		94.6%
Student Suspensions	28	4.5%	51	7.5%	62	9.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.2%	2.8%	3.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	89%	97%	100%

Staff Counts

Staff	2002–2003
Total Teachers	54
Total Other Professional Staff	7
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	142	88	62%	126	86	68%	135	135	100%
Students with Disabilities	4	0	0%	0	0	0%	8	8	100%
All Students	146	88	60%	126	86	68%	143	143	100%

*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	64	52	0	4	1	22
Percent	45%	36%	0%	3%	1%	15%

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)
8	8	1	9

*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			14		11	
	Entered GED Program*			8		5	
	Total Noncompleters			22		16	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			0		1	
	Total Noncompleters			0		4	
All Students	Dropped Out	16	2.4%	14	2.2%	14	2.1%
	Entered GED Program*	8	1.2%	8	1.2%	6	0.9%
	Total Noncompleters	24	3.5%	22	3.4%	20	3.0%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	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%	3	#	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%	23	52%	0	0%

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	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(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%	0	0%	1	#
Science	3	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	4	#	0	0%	0	0%

Students with Disabilities

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	136	147	141	6	0	14
Number Scoring 55–100	136	145	135	6	0	11
Number Scoring 65–100	125	130	124	3	0	8
Number Scoring 85–100	63	75	71	0	0	1
Percentage of Tested Scoring 55–100	100%	99%	96%	100%	0%	79%
Percentage of Tested Scoring 65–100	92%	88%	88%	50%	0%	57%
Percentage of Tested Scoring 85–100	46%	51%	50%	0%	0%	7%
Mathematics A						
Number Tested	0	151	166	0	0	6
Number Scoring 55–100	0	129	157	0	0	5
Number Scoring 65–100	0	118	147	0	0	3
Number Scoring 85–100	0	72	70	0	0	0
Percentage of Tested Scoring 55–100	0%	85%	95%	0%	0%	83%
Percentage of Tested Scoring 65–100	0%	78%	89%	0%	0%	50%
Percentage of Tested Scoring 85–100	0%	48%	42%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	77	0	0	3
Number Scoring 55–100	0	0	77	0	0	#
Number Scoring 65–100	0	0	76	0	0	#
Number Scoring 85–100	0	0	32	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	99%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	42%	0%	0%	#
Global History and Geography						
Number Tested	148	165	156	11	0	8
Number Scoring 55–100	144	159	151	9	0	7
Number Scoring 65–100	137	142	145	8	0	6
Number Scoring 85–100	50	46	85	0	0	1
Percentage of Tested Scoring 55–100	97%	96%	97%	82%	0%	88%
Percentage of Tested Scoring 65–100	93%	86%	93%	73%	0%	75%
Percentage of Tested Scoring 85–100	34%	28%	54%	0%	0%	12%
U.S. History and Government (first administered June 2001)						
Number Tested	139	151	150	7	0	16
Number Scoring 55–100	128	145	146	5	0	13
Number Scoring 65–100	112	122	140	5	0	10
Number Scoring 85–100	54	42	91	1	0	4
Percentage of Tested Scoring 55–100	92%	96%	97%	71%	0%	81%
Percentage of Tested Scoring 65–100	81%	81%	93%	71%	0%	62%
Percentage of Tested Scoring 85–100	39%	28%	61%	14%	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	101	158	143	1	0	5
Number Scoring 55–100	101	150	142	#	0	5
Number Scoring 65–100	99	148	139	#	0	5
Number Scoring 85–100	40	76	62	#	0	0
Percentage of Tested Scoring 55–100	100%	95%	99%	#	0%	100%
Percentage of Tested Scoring 65–100	98%	94%	97%	#	0%	100%
Percentage of Tested Scoring 85–100	40%	48%	43%	#	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	135	102	133	12	0	13
Number Scoring 55–100	132	100	126	11	0	11
Number Scoring 65–100	119	92	118	11	0	8
Number Scoring 85–100	43	25	41	3	0	0
Percentage of Tested Scoring 55–100	98%	98%	95%	92%	0%	85%
Percentage of Tested Scoring 65–100	88%	90%	89%	92%	0%	62%
Percentage of Tested Scoring 85–100	32%	25%	31%	25%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		73	93		0	2
Number Scoring 55–100		70	92		0	#
Number Scoring 65–100		54	78		0	#
Number Scoring 85–100		10	15		0	#
Percentage of Tested Scoring 55–100		96%	99%		0%	#
Percentage of Tested Scoring 65–100		74%	84%		0%	#
Percentage of Tested Scoring 85–100		14%	16%		0%	#
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	29	30	29	0	0	0
Number Scoring 55–100	29	29	29	0	0	0
Number Scoring 65–100	29	29	29	0	0	0
Number Scoring 85–100	12	16	23	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	41%	53%	79%	0%	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	11	13	12	0	0	0
Number Scoring 55–100	11	13	12	0	0	0
Number Scoring 65–100	11	13	12	0	0	0
Number Scoring 85–100	8	10	9	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	73%	77%	75%	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	56	66	60	0	0	0
Number Scoring 55–100	56	66	60	0	0	0
Number Scoring 65–100	55	66	60	0	0	0
Number Scoring 85–100	37	52	44	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	66%	79%	73%	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	94	21	0	2	0	0
Number Scoring 55–100	87	10	0	#	0	0
Number Scoring 65–100	78	6	0	#	0	0
Number Scoring 85–100	34	0	0	#	0	0
Percentage of Tested Scoring 55–100	93%	48%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	83%	29%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	36%	0%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	90	71	0	0	0	0
Number Scoring 55–100	86	66	0	0	0	0
Number Scoring 65–100	85	64	0	0	0	0
Number Scoring 85–100	47	42	0	0	0	0
Percentage of Tested Scoring 55–100	96%	93%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	90%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	52%	59%	0%	0%	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	25	100%	14	86%	22	100%
Students with Disabilities	5	100%	0	0%	2	#

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

(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	135	135	135	7	7	7	142	142	142
Number Scoring 55–64	5	17	5	1	0	0	6	17	5
Number Scoring 65–84	74	70	74	2	3	3	76	73	77
Number Scoring 85–100	49	37	45	0	0	0	49	37	45
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)