

New York State School Report Card Comprehensive Information Report

BEDS Code: 26-11-01-06-0004

Grade Range : 9-12

Name: Hilton High School

Principal: David Dimbleby

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	383	398	388
Tenth	402	345	385
Eleventh	337	370	345
Twelfth	331	345	366
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1453	1458	1484

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	31	2.1%	22	1.5%	20	1.3%
Black (Not Hispanic)	24	1.7%	21	1.4%	21	1.4%
Hispanic	30	2.1%	24	1.6%	11	0.7%
White (Not Hispanic)	1368	94.2%	1391	95.4%	1432	96.5%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	25	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	21	20	21
Mathematics Grade 10	23	24	18
Science Grade 10	26	23	24
Social Studies Grade 10	22	22	22

(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	0	0.0%	2	0.1%	2	0.1%
Eligible for Free Lunch	91	6.3%	52	3.6%	96	6.5%

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		94.3%		95.3%		94.8%
Student Suspensions	26	1.8%	78	5.4%	47	3.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.5%	4.3%	5.8%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	99%	98%

Staff Counts

Staff	2002–2003
Total Teachers	114
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	12
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	269	198	74%	282	234	83%	299	257	86%
Students with Disabilities	41	15	37%	46	21	46%	41	20	49%
All Students	310	213	69%	328	255	78%	340	277	81%

*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	151	150	3	5	9	22
Percent	44%	44%	1%	1%	3%	6%

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)
41	20	2	43

*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			9		26	
	Entered GED Program*			10		4	
	Total Noncompleters			19		30	
Students with Disabilities	Dropped Out			2		11	
	Entered GED Program*			1		3	
	Total Noncompleters			3		14	
All Students	Dropped Out	19	1.3%	11	0.8%	37	2.5%
	Entered GED Program*	26	1.8%	11	0.8%	7	0.5%
	Total Noncompleters	45	3.1%	22	1.5%	44	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	14	86%	84	92%	6	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	16	69%	19	79%	18	94%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	2	#	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	7	100%	0	0%	4	#
Science	6	33%	1	#	0	0%
Reading	1	#	2	#	0	0%
Writing	2	#	1	#	0	0%
Global Studies	2	#	5	80%	0	0%
U.S. Hist & Gov't	6	50%	6	83%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	48	92%	6	83%	17	76%
Science	28	75%	12	83%	6	50%
Reading	21	95%	4	#	16	62%
Writing	19	95%	4	#	6	83%
Global Studies	15	60%	29	62%	18	72%
U.S. Hist & Gov't	15	40%	11	55%	9	89%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	355	376	356	56	46	59
Number Scoring 55–100	351	361	327	55	37	42
Number Scoring 65–100	322	319	298	37	30	28
Number Scoring 85–100	98	136	123	3	3	2
Percentage of Tested Scoring 55–100	99%	96%	92%	98%	80%	71%
Percentage of Tested Scoring 65–100	91%	85%	84%	66%	65%	47%
Percentage of Tested Scoring 85–100	28%	36%	35%	5%	7%	3%
Mathematics A						
Number Tested	0	0	405	0	0	53
Number Scoring 55–100	0	0	373	0	0	42
Number Scoring 65–100	0	0	346	0	0	35
Number Scoring 85–100	0	0	96	0	0	5
Percentage of Tested Scoring 55–100	0%	0%	92%	0%	0%	79%
Percentage of Tested Scoring 65–100	0%	0%	85%	0%	0%	66%
Percentage of Tested Scoring 85–100	0%	0%	24%	0%	0%	9%
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	403	349	428	45	52	49
Number Scoring 55–100	395	311	408	40	37	42
Number Scoring 65–100	367	276	380	34	22	37
Number Scoring 85–100	109	66	127	4	2	5
Percentage of Tested Scoring 55–100	98%	89%	95%	89%	71%	86%
Percentage of Tested Scoring 65–100	91%	79%	89%	76%	42%	76%
Percentage of Tested Scoring 85–100	27%	19%	30%	9%	4%	10%
U.S. History and Government (first administered June 2001)						
Number Tested	323	419	364	42	46	50
Number Scoring 55–100	289	393	352	31	37	46
Number Scoring 65–100	250	341	331	25	28	37
Number Scoring 85–100	92	79	148	3	3	11
Percentage of Tested Scoring 55–100	89%	94%	97%	74%	80%	92%
Percentage of Tested Scoring 65–100	77%	81%	91%	60%	61%	74%
Percentage of Tested Scoring 85–100	28%	19%	41%	7%	7%	22%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	381	324	407	42	46	44
Number Scoring 55–100	377	306	395	39	40	39
Number Scoring 65–100	375	301	387	37	37	32
Number Scoring 85–100	100	127	193	5	5	12
Percentage of Tested Scoring 55–100	99%	94%	97%	93%	87%	89%
Percentage of Tested Scoring 65–100	98%	93%	95%	88%	80%	73%
Percentage of Tested Scoring 85–100	26%	39%	47%	12%	11%	27%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	245	365	310	41	53	47
Number Scoring 55–100	221	348	284	31	47	40
Number Scoring 65–100	202	331	263	25	39	33
Number Scoring 85–100	73	147	89	6	5	4
Percentage of Tested Scoring 55–100	90%	95%	92%	76%	89%	85%
Percentage of Tested Scoring 65–100	82%	91%	85%	61%	74%	70%
Percentage of Tested Scoring 85–100	30%	40%	29%	15%	9%	9%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		254	173		12	10
Number Scoring 55–100		249	168		12	8
Number Scoring 65–100		223	139		10	6
Number Scoring 85–100		31	32		1	0
Percentage of Tested Scoring 55–100		98%	97%		100%	80%
Percentage of Tested Scoring 65–100		88%	80%		83%	60%
Percentage of Tested Scoring 85–100		12%	18%		8%	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	69	58	59	2	0	0
Number Scoring 55–100	68	55	58	#	0	0
Number Scoring 65–100	64	50	56	#	0	0
Number Scoring 85–100	25	14	33	#	0	0
Percentage of Tested Scoring 55–100	99%	95%	98%	#	0%	0%
Percentage of Tested Scoring 65–100	93%	86%	95%	#	0%	0%
Percentage of Tested Scoring 85–100	36%	24%	56%	#	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	1	0	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 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	172	146	205	2	6	3
Number Scoring 55–100	171	140	201	#	5	#
Number Scoring 65–100	164	133	193	#	5	#
Number Scoring 85–100	96	74	96	#	1	#
Percentage of Tested Scoring 55–100	99%	96%	98%	#	83%	#
Percentage of Tested Scoring 65–100	95%	91%	94%	#	83%	#
Percentage of Tested Scoring 85–100	56%	51%	47%	#	17%	#
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	386	411	0	20	42	0
Number Scoring 55–100	339	348	0	18	32	0
Number Scoring 65–100	298	320	0	16	29	0
Number Scoring 85–100	146	128	0	4	8	0
Percentage of Tested Scoring 55–100	88%	85%	0%	90%	76%	0%
Percentage of Tested Scoring 65–100	77%	78%	0%	80%	69%	0%
Percentage of Tested Scoring 85–100	38%	31%	0%	20%	19%	0%
Sequential Mathematics, Course III						
Number Tested	236	284	235	9	16	13
Number Scoring 55–100	213	272	206	8	15	9
Number Scoring 65–100	189	255	190	8	12	8
Number Scoring 85–100	94	139	95	3	4	2
Percentage of Tested Scoring 55–100	90%	96%	88%	89%	94%	69%
Percentage of Tested Scoring 65–100	80%	90%	81%	89%	75%	62%
Percentage of Tested Scoring 85–100	40%	49%	40%	33%	25%	15%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	144	99%	156	99%	132	91%
Students with Disabilities	48	100%	38	97%	28	79%

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	314	314	314	43	43	43	357	357	357
Number Scoring 55–64	4	14	0	7	3	2	11	17	2
Number Scoring 65–84	201	223	178	28	25	34	229	248	212
Number Scoring 85–100	107	69	136	3	3	6	110	72	142
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)