

# New York State District Report Card Comprehensive Information Report

BEDS Code: 26-11-01-06-0000

Name: Hilton Central School District

Superintendent: John W. Cooper

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	259	268	266
First	286	260	301
Second	314	283	277
Third	323	321	299
Fourth	349	334	337
Fifth	299	354	345
Sixth	347	303	365
Ungraded Elementary	53	51	54
Seventh	388	360	335
Eighth	394	385	375
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	4465	4377	4438

## 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	64	1.4%	57	1.3%	56	1.3%
Black (Not Hispanic)	77	1.7%	65	1.5%	72	1.6%
Hispanic	67	1.5%	51	1.2%	44	1.0%
White (Not Hispanic)	4257	95.3%	4204	96.0%	4266	96.1%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	16	16	17
Common Branch	22	21	22
English Grade 8	22	17	24
Mathematics Grade 8	20	20	24
Science Grade 8	21	20	21
Social Studies Grade 8	21	21	24
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
NA	NA

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	21	0.5%	44	1.0%	34	0.8%
Eligible for Free Lunch	333	7.9%	246	6.0%	341	8.2%

### 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		96.1%		96.0%		95.8%
Student Suspensions	100	2.2%	92	2.1%	84	1.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	5.9%	5.4%	6.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	359
Total Other Professional Staff	52
Total Paraprofessionals	107
Teaching Out of Certification*	22
Teachers with Temporary Licenses	1

\*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%	301	259	86%
Students with Disabilities	41	15	37%	48	22	46%	47	20	43%
All Students	310	213	69%	330	256	78%	348	279	80%

\*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	30
Percent	43%	43%	1%	1%	3%	9%

## 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)
47	20	3	50

\*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		27	
	Entered GED Program*			10		4	
	Total Noncompleters			19		31	
Students with Disabilities	Dropped Out			4		11	
	Entered GED Program*			1		3	
	Total Noncompleters			5		14	
All Students	Dropped Out	19	1.3%	13	0.9%	38	2.6%
	Entered GED Program*	26	1.8%	11	0.8%	7	0.5%
	Total Noncompleters	45	3.1%	24	1.6%	45	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%	17%
2-3		0%	16%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	83
	Number of Students with Disabilities		0	18
	Number of All Students		0	101
	Percent of Enrollment		0%	14%
6-8	Number of General-Education Students		656	65
	Number of Students with Disabilities		89	8
	Number of All Students		745	73
	Percent of Enrollment		71%	7%
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	100	97%	192	95%	112	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	269	98%	235	94%	223	98%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	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	12	83%	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%	7	86%	18	78%
Science	28	75%	14	79%	7	57%
Reading	21	95%	7	86%	18	61%
Writing	19	95%	9	78%	8	75%
Global Studies	15	60%	31	61%	24	75%
U.S. Hist & Gov't	15	40%	13	46%	15	87%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	358	384	358	56	54	61
Number Scoring 55–100	354	366	328	55	42	43
Number Scoring 65–100	325	321	298	37	32	28
Number Scoring 85–100	98	136	123	3	3	2
Percentage of Tested Scoring 55–100	99%	95%	92%	98%	78%	70%
Percentage of Tested Scoring 65–100	91%	84%	83%	66%	59%	46%
Percentage of Tested Scoring 85–100	27%	35%	34%	5%	6%	3%
<b>Mathematics A</b>						
Number Tested	0	1	405	0	1	53
Number Scoring 55–100	0	#	373	0	#	42
Number Scoring 65–100	0	#	346	0	#	35
Number Scoring 85–100	0	#	96	0	#	5
Percentage of Tested Scoring 55–100	0%	#	92%	0%	#	79%
Percentage of Tested Scoring 65–100	0%	#	85%	0%	#	66%
Percentage of Tested Scoring 85–100	0%	#	24%	0%	#	9%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	1	0	0	1
Number Scoring 55–100	0	0	#	0	0	#
Number Scoring 65–100	0	0	#	0	0	#
Number Scoring 85–100	0	0	#	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	411	355	431	52	58	52
Number Scoring 55–100	400	314	411	44	40	45
Number Scoring 65–100	371	277	381	37	23	38
Number Scoring 85–100	110	66	127	4	2	5
Percentage of Tested Scoring 55–100	97%	88%	95%	85%	69%	87%
Percentage of Tested Scoring 65–100	90%	78%	88%	71%	40%	73%
Percentage of Tested Scoring 85–100	27%	19%	29%	8%	3%	10%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	326	426	366	42	53	52
Number Scoring 55–100	292	396	354	31	40	48
Number Scoring 65–100	253	343	332	25	30	38
Number Scoring 85–100	93	79	148	3	3	11
Percentage of Tested Scoring 55–100	90%	93%	97%	74%	75%	92%
Percentage of Tested Scoring 65–100	78%	81%	91%	60%	57%	73%
Percentage of Tested Scoring 85–100	29%	19%	40%	7%	6%	21%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	384	328	411	43	50	48
Number Scoring 55–100	379	310	398	39	44	42
Number Scoring 65–100	377	305	388	37	41	33
Number Scoring 85–100	100	128	193	5	6	12
Percentage of Tested Scoring 55–100	99%	95%	97%	91%	88%	88%
Percentage of Tested Scoring 65–100	98%	93%	94%	86%	82%	69%
Percentage of Tested Scoring 85–100	26%	39%	47%	12%	12%	25%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	311	422	379	95	56	47
Number Scoring 55–100	286	403	353	84	48	40
Number Scoring 65–100	265	386	332	76	40	33
Number Scoring 85–100	124	196	153	57	6	4
Percentage of Tested Scoring 55–100	92%	95%	93%	88%	86%	85%
Percentage of Tested Scoring 65–100	85%	91%	88%	80%	71%	70%
Percentage of Tested Scoring 85–100	40%	46%	40%	60%	11%	9%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		255	173		13	10
Number Scoring 55–100		250	168		13	8
Number Scoring 65–100		224	139		11	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%		85%	60%
Percentage of Tested Scoring 85–100		12%	18%		8%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
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%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	172	147	205	2	7	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%	95%	98%	#	71%	#
Percentage of Tested Scoring 65–100	95%	90%	94%	#	71%	#
Percentage of Tested Scoring 85–100	56%	50%	47%	#	14%	#
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	390	411	1	21	42	1
Number Scoring 55–100	343	348	#	19	32	#
Number Scoring 65–100	302	320	#	17	29	#
Number Scoring 85–100	148	128	#	4	8	#
Percentage of Tested Scoring 55–100	88%	85%	#	90%	76%	#
Percentage of Tested Scoring 65–100	77%	78%	#	81%	69%	#
Percentage of Tested Scoring 85–100	38%	31%	#	19%	19%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	237	285	235	10	17	13
Number Scoring 55–100	214	273	206	9	16	9
Number Scoring 65–100	190	256	190	9	13	8
Number Scoring 85–100	94	139	95	3	4	2
Percentage of Tested Scoring 55–100	90%	96%	88%	90%	94%	69%
Percentage of Tested Scoring 65–100	80%	90%	81%	90%	76%	62%
Percentage of Tested Scoring 85–100	40%	49%	40%	30%	24%	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%	29	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
<b>Nov 2002</b>	General-Education Students	325	1%	4%	68%	27%
	Students with Disabilities	35	29%	26%	43%	3%
	All Students	360	4%	6%	65%	25%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	327	0%	20%	68%	12%
	Students with Disabilities	60	10%	48%	42%	0%
	All Students	387	2%	25%	64%	10%

(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
<b>Elementary Level</b>						
Social Studies	3	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	52	52	52	366	366	366
Number Scoring 55–64	4	14	0	8	3	3	12	17	3
Number Scoring 65–84	201	223	178	30	28	35	231	251	213
Number Scoring 85–100	107	69	136	3	3	8	110	72	144
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)