

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	2001-02	2002-03	2003-04
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	189	198	217
Tenth	172	171	194
Eleventh	158	160	166
Twelfth	128	148	149
Ungraded Secondary	0	0	0
Total K-12 Enrollment	647	677	726

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	17	2.6%	19	2.8%	13	1.8%
Black (Not Hispanic)	4	0.6%	4	0.6%	7	1.0%
Hispanic	18	2.8%	18	2.7%	9	1.2%
White (Not Hispanic)	608	94.0%	636	93.9%	697	96.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	27	0	0
Social Studies Grade 8	0	0	0
English Grade 10	28	24	25
Mathematics Grade 10	21	16	18
Science Grade 10	20	28	29
Social Studies Grade 10	24	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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.6%	9	1.3%	12	1.7%
Eligible for Free Lunch	44	6.8%	20	3.0%	46	6.3%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.4%		94.6%		95.0%
Student Suspensions	51	7.5%	62	9.6%	54	8.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.8%	3.3%	4.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	100%	96%

Staff Counts

Staff	2003-04
Total Teachers	57
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	126	86	68%	135	135	100%	136	98	72%
Students with Disabilities	0	0	0%	8	8	100%	4	0	0%
All Students	126	86	68%	143	143	100%	140	98	70%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	75	48	0	4	6	7
Percent	54%	34%	0%	3%	4%	5%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
4	0	2	6

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	14		11		6	1.0%
	Entered GED Program*	8		5		9	1.4%
	Total Noncompleters	22		16		15	2.4%
Students with Disabilities	Dropped Out	0		3		2	1.9%
	Entered GED Program*	0		1		2	1.9%
	Total Noncompleters	0		4		4	3.7%
All Students	Dropped Out	14	2.2%	14	2.1%	8	1.1%
	Entered GED Program*	8	1.2%	6	0.9%	11	1.5%
	Total Noncompleters	22	3.4%	20	3.0%	19	2.6%

*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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	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	23	52%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	2	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	147	141	150	0	14	15
Number Scoring 55-100	145	135	150	0	11	15
Number Scoring 65-100	130	124	149	0	8	15
Number Scoring 85-100	75	71	94	0	1	3
Percentage of Tested Scoring 55-100	99%	96%	100%	0%	79%	100%
Percentage of Tested Scoring 65-100	88%	88%	99%	0%	57%	100%
Percentage of Tested Scoring 85-100	51%	50%	63%	0%	7%	20%
Mathematics A						
Number Tested	151	166	155	0	6	24
Number Scoring 55-100	129	157	154	0	5	24
Number Scoring 65-100	118	147	146	0	3	17
Number Scoring 85-100	72	70	62	0	0	0
Percentage of Tested Scoring 55-100	85%	95%	99%	0%	83%	100%
Percentage of Tested Scoring 65-100	78%	89%	94%	0%	50%	71%
Percentage of Tested Scoring 85-100	48%	42%	40%	0%	0%	0%
Mathematics B						
Number Tested	0	77	69	0	3	1
Number Scoring 55-100	0	77	69	0	#	#
Number Scoring 65-100	0	76	67	0	#	#
Number Scoring 85-100	0	32	46	0	#	#
Percentage of Tested Scoring 55-100	0%	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	0%	99%	97%	0%	#	#
Percentage of Tested Scoring 85-100	0%	42%	67%	0%	#	#
Global History and Geography						
Number Tested	165	156	177	0	8	20
Number Scoring 55-100	159	151	169	0	7	18
Number Scoring 65-100	142	145	156	0	6	12
Number Scoring 85-100	46	85	88	0	1	1
Percentage of Tested Scoring 55-100	96%	97%	95%	0%	88%	90%
Percentage of Tested Scoring 65-100	86%	93%	88%	0%	75%	60%
Percentage of Tested Scoring 85-100	28%	54%	50%	0%	12%	5%
U.S. History and Government						
Number Tested	151	150	150	0	16	15
Number Scoring 55-100	145	146	145	0	13	14
Number Scoring 65-100	122	140	139	0	10	13
Number Scoring 85-100	42	91	92	0	4	3
Percentage of Tested Scoring 55-100	96%	97%	97%	0%	81%	93%
Percentage of Tested Scoring 65-100	81%	93%	93%	0%	62%	87%
Percentage of Tested Scoring 85-100	28%	61%	61%	0%	25%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	158	143	197	0	5	29
Number Scoring 55–100	150	142	193	0	5	27
Number Scoring 65–100	148	139	180	0	5	20
Number Scoring 85–100	76	62	78	0	0	0
Percentage of Tested Scoring 55–100	95%	99%	98%	0%	100%	93%
Percentage of Tested Scoring 65–100	94%	97%	91%	0%	100%	69%
Percentage of Tested Scoring 85–100	48%	43%	40%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	102	133	166	0	13	28
Number Scoring 55–100	100	126	155	0	11	22
Number Scoring 65–100	92	118	135	0	8	17
Number Scoring 85–100	25	41	35	0	0	2
Percentage of Tested Scoring 55–100	98%	95%	93%	0%	85%	79%
Percentage of Tested Scoring 65–100	90%	89%	81%	0%	62%	61%
Percentage of Tested Scoring 85–100	25%	31%	21%	0%	0%	7%
Physical Setting/Chemistry						
Number Tested	73	93	96	0	2	1
Number Scoring 55–100	70	92	94	0	#	#
Number Scoring 65–100	54	78	89	0	#	#
Number Scoring 85–100	10	15	24	0	#	#
Percentage of Tested Scoring 55–100	96%	99%	98%	0%	#	#
Percentage of Tested Scoring 65–100	74%	84%	93%	0%	#	#
Percentage of Tested Scoring 85–100	14%	16%	25%	0%	#	#
Physical Setting/Physics						
Number Tested			33			0
Number Scoring 55–100			33			0
Number Scoring 65–100			31			0
Number Scoring 85–100			18			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			94%			0%
Percentage of Tested Scoring 85–100			55%			0%

* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive French						
Number Tested	30	29	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	16	23	22	0	0	0
Percentage of Tested Scoring 55–100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	53%	79%	76%	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	13	12	16	0	0	0
Number Scoring 55–100	13	12	16	0	0	0
Number Scoring 65–100	13	12	16	0	0	0
Number Scoring 85–100	10	9	10	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	77%	75%	62%	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	66	60	53	0	0	0
Number Scoring 55–100	66	60	53	0	0	0
Number Scoring 65–100	66	60	53	0	0	0
Number Scoring 85–100	52	44	39	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	79%	73%	74%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	71	0	0	0	0	0
Number Scoring 55–100	66	0	0	0	0	0
Number Scoring 65–100	64	0	0	0	0	0
Number Scoring 85–100	42	0	0	0	0	0
Percentage of Tested Scoring 55–100	93%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	90%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	59%	0%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	14	86%	22	100%	0	0%
Students with Disabilities	0	0%	2	#	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	137	137	137	7	7	7	144	144	144
Number Scoring 55–64	8	6	0	0	1	0	8	7	0
Number Scoring 65–84	81	39	61	3	2	4	84	41	65
Number Scoring 85–100	42	87	71	0	2	0	42	89	71
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			5			1
Beginning (0-18)			0			#
Intermediate (19-31)			2			#
Advanced (32-36)			3			#
Proficient (37-39)			0			#
Reading and Writing (Grade 9-12)						
Number Tested			5			1
Beginning (0-14)			0			#
Intermediate (15-24)			3			#
Advanced (25-32)			2			#
Proficient (33-35)			0			#

*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)