

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 26-11-01-06-0004  
 Name: Hilton High School  
 Principal: David Dimpleby

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	398	388	369
Tenth	345	385	385
Eleventh	370	345	385
Twelfth	345	366	337
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1458	1484	1476

### 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	22	1.5%	20	1.3%	18	1.2%
Black (Not Hispanic)	21	1.4%	21	1.4%	27	1.8%
Hispanic	24	1.6%	11	0.7%	9	0.6%
White (Not Hispanic)	1391	95.4%	1432	96.5%	1422	96.3%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	25	0	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	20	21	23
Mathematics Grade 10	24	18	19
Science Grade 10	23	24	20
Social Studies Grade 10	22	22	21

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	2	0.1%	2	0.1%	5	0.3%
<b>Eligible for Free Lunch</b>	52	3.6%	96	6.5%	98	6.6%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.3%		94.8%		95.2%
<b>Student Suspensions</b>	78	5.4%	47	3.2%	40	2.7%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	4.3%	5.8%	5.0%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	99%	98%	98%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	118
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	6

\*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	282	234	83%	299	257	86%	257	219	85%
Students with Disabilities	46	21	46%	41	20	49%	41	23	56%
All Students	328	255	78%	340	277	81%	298	242	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 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	123	130	5	8	11	21
Percent	41%	44%	2%	3%	4%	7%

## 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)
41	23	2	43

\*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	9		26		10	0.8%
	Entered GED Program*	10		4		11	0.8%
	Total Noncompleters	19		30		21	1.6%
Students with Disabilities	Dropped Out	2		11		3	2.1%
	Entered GED Program*	1		3		4	2.8%
	Total Noncompleters	3		14		7	4.9%
All Students	Dropped Out	11	0.8%	37	2.5%	13	0.9%
	Entered GED Program*	11	0.8%	7	0.5%	15	1.0%
	Total Noncompleters	22	1.5%	44	3.0%	28	1.9%

\*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)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	0	1277
	Number of Students with Disabilities	0	0	199
	Number of All Students	0	0	1476
	Percent of Enrollment	0%	0%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	84	92%	6	100%	10	90%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	19	79%	18	94%	20	90%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	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	2	#	1	#	1	#

# 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%	4	#	1	#
Science	1	#	0	0%	3	#
Reading	2	#	0	0%	7	86%
Writing	1	#	0	0%	5	100%
Global Studies	5	80%	0	0%	4	#
U.S. Hist & Gov't	6	83%	1	#	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	17	76%	0	0%
Science	12	83%	6	50%	3	#
Reading	4	#	16	63%	13	92%
Writing	4	#	6	83%	15	93%
Global Studies	29	62%	18	72%	5	40%
U.S. Hist & Gov't	11	55%	9	89%	7	71%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive English</b>						
Number Tested	376	356	395	46	59	45
Number Scoring 55–100	361	327	382	37	42	39
Number Scoring 65–100	319	298	369	30	28	33
Number Scoring 85–100	136	123	194	3	2	8
Percentage of Tested Scoring 55–100	96%	92%	97%	80%	71%	87%
Percentage of Tested Scoring 65–100	85%	84%	93%	65%	47%	73%
Percentage of Tested Scoring 85–100	36%	35%	49%	7%	3%	18%
<b>Mathematics A</b>						
Number Tested	0	405	409	0	53	41
Number Scoring 55–100	0	373	405	0	42	39
Number Scoring 65–100	0	346	396	0	35	35
Number Scoring 85–100	0	96	166	0	5	8
Percentage of Tested Scoring 55–100	0%	92%	99%	0%	79%	95%
Percentage of Tested Scoring 65–100	0%	85%	97%	0%	66%	85%
Percentage of Tested Scoring 85–100	0%	24%	41%	0%	9%	20%
<b>Mathematics B</b>						
Number Tested	0	0	270	0	0	13
Number Scoring 55–100	0	0	216	0	0	7
Number Scoring 65–100	0	0	171	0	0	5
Number Scoring 85–100	0	0	45	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	80%	0%	0%	54%
Percentage of Tested Scoring 65–100	0%	0%	63%	0%	0%	38%
Percentage of Tested Scoring 85–100	0%	0%	17%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	349	428	401	52	49	47
Number Scoring 55–100	311	408	368	37	42	31
Number Scoring 65–100	276	380	338	22	37	25
Number Scoring 85–100	66	127	123	2	5	4
Percentage of Tested Scoring 55–100	89%	95%	92%	71%	86%	66%
Percentage of Tested Scoring 65–100	79%	89%	84%	42%	76%	53%
Percentage of Tested Scoring 85–100	19%	30%	31%	4%	10%	9%
<b>U.S. History and Government</b>						
Number Tested	419	364	392	46	50	44
Number Scoring 55–100	393	352	381	37	46	39
Number Scoring 65–100	341	331	363	28	37	35
Number Scoring 85–100	79	148	181	3	11	11
Percentage of Tested Scoring 55–100	94%	97%	97%	80%	92%	89%
Percentage of Tested Scoring 65–100	81%	91%	93%	61%	74%	80%
Percentage of Tested Scoring 85–100	19%	41%	46%	7%	22%	25%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	324	407	373	46	44	42
Number Scoring 55–100	306	395	363	40	39	40
Number Scoring 65–100	301	387	352	37	32	34
Number Scoring 85–100	127	193	148	5	12	1
Percentage of Tested Scoring 55–100	94%	97%	97%	87%	89%	95%
Percentage of Tested Scoring 65–100	93%	95%	94%	80%	73%	81%
Percentage of Tested Scoring 85–100	39%	47%	40%	11%	27%	2%
<b>Physical Setting/Earth Science</b>						
Number Tested	365	310	326	53	47	11
Number Scoring 55–100	348	284	291	47	40	7
Number Scoring 65–100	331	263	264	39	33	4
Number Scoring 85–100	147	89	81	5	4	1
Percentage of Tested Scoring 55–100	95%	92%	89%	89%	85%	64%
Percentage of Tested Scoring 65–100	91%	85%	81%	74%	70%	36%
Percentage of Tested Scoring 85–100	40%	29%	25%	9%	9%	9%
<b>Physical Setting/Chemistry</b>						
Number Tested	254	173	256	12	10	13
Number Scoring 55–100	249	168	231	12	8	10
Number Scoring 65–100	223	139	187	10	6	6
Number Scoring 85–100	31	32	29	1	0	1
Percentage of Tested Scoring 55–100	98%	97%	90%	100%	80%	77%
Percentage of Tested Scoring 65–100	88%	80%	73%	83%	60%	46%
Percentage of Tested Scoring 85–100	12%	18%	11%	8%	0%	8%
<b>Physical Setting/Physics</b>						
Number Tested			120			4
Number Scoring 55–100			116			#
Number Scoring 65–100			108			#
Number Scoring 85–100			36			#
Percentage of Tested Scoring 55–100			97%			#
Percentage of Tested Scoring 65–100			90%			#
Percentage of Tested Scoring 85–100			30%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	58	59	71	0	0	1
Number Scoring 55–100	55	58	70	0	0	#
Number Scoring 65–100	50	56	70	0	0	#
Number Scoring 85–100	14	33	45	0	0	#
Percentage of Tested Scoring 55–100	95%	98%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	86%	95%	99%	0%	0%	#
Percentage of Tested Scoring 85–100	24%	56%	63%	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	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 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	146	205	164	6	3	4
Number Scoring 55–100	140	201	162	5	#	#
Number Scoring 65–100	133	193	157	5	#	#
Number Scoring 85–100	74	96	87	1	#	#
Percentage of Tested Scoring 55–100	96%	98%	99%	83%	#	#
Percentage of Tested Scoring 65–100	91%	94%	96%	83%	#	#
Percentage of Tested Scoring 85–100	51%	47%	53%	17%	#	#
<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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	284	235	2	16	13	1
Number Scoring 55–100	272	206	#	15	9	#
Number Scoring 65–100	255	190	#	12	8	#
Number Scoring 85–100	139	95	#	4	2	#
Percentage of Tested Scoring 55–100	96%	88%	#	94%	69%	#
Percentage of Tested Scoring 65–100	90%	81%	#	75%	62%	#
Percentage of Tested Scoring 85–100	49%	40%	#	25%	15%	#

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	156	99%	132	91%	135	99%
Students with Disabilities	38	97%	28	79%	23	87%

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
<b>Nov 2003</b>	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
<b>June 2004</b>	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

	Count of Students					
Test	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	264	264	264	57	57	57	321	321	321
Number Scoring 55–64	9	5	3	8	6	7	17	11	10
Number Scoring 65–84	187	123	125	29	27	35	216	150	160
Number Scoring 85–100	60	127	132	4	12	9	64	139	141
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			7			0
Beginning (0-18)			2			0
Intermediate (19-31)			1			0
Advanced (32-36)			0			0
Proficient (37-39)			4			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			7			0
Beginning (0-14)			3			0
Intermediate (15-24)			1			0
Advanced (25-32)			2			0
Proficient (33-35)			1			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)