

# New York State School Report Card Comprehensive Information Report

BEDS Code: 65-15-03-04-0003

Grade Range : 9-12

Name: Red Creek High School

Principal: Richard M. Stocker

## 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	92	94	102
Tenth	73	89	90
Eleventh	68	72	85
Twelfth	74	64	65
Ungraded Secondary	0	0	0
Total K-12 Enrollment	307	319	342

## 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	1	0.3%	2	0.6%	3	0.9%
Black (Not Hispanic)	3	1.0%	2	0.6%	1	0.3%
Hispanic	1	0.3%	1	0.3%	1	0.3%
White (Not Hispanic)	302	98.4%	314	98.4%	337	98.5%

## 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	0	0
Social Studies Grade 8	0	0	0
English Grade 10	21	18	15
Mathematics Grade 10	0	0	20
Science Grade 10	17	16	12
Social Studies Grade 10	16	20	21

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle 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	1	0.3%	0	0.0%	0	0.0%
Eligible for Free Lunch	56	18.2%	67	21.0%	79	23.1%

### 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%		94.3%		93.9%
Student Suspensions	18	3.5%	15	4.9%	10	3.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.5%	5.3%	7.9%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	85%	100%	97%

### Staff Counts

Staff	2002–2003
Total Teachers	29
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	53	37	70%	47	31	66%	53	34	64%
Students with Disabilities	1	0	0%	8	4	50%	4	0	0%
All Students	54	37	69%	55	35	64%	57	34	60%

\*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	24	18	1	5	7	2
Percent	42%	32%	2%	9%	12%	4%

## 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)
4	0	6	10

\*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			6		8	
	Entered GED Program*			6		5	
	Total Noncompleters			12		13	
Students with Disabilities	Dropped Out			2		4	
	Entered GED Program*			2		0	
	Total Noncompleters			4		4	
All Students	Dropped Out	25	8.1%	8	2.5%	12	3.5%
	Entered GED Program*	10	3.3%	8	2.5%	5	1.5%
	Total Noncompleters	35	11.4%	16	5.0%	17	5.0%

\*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		25	58
	Number of All Students		25	58
	Percent of Enrollment		8%	17%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	5	100%	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	3	#	10	90%	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%	1	#	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%	0	0%
Science	0	0%	0	0%	1	#
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	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	3	#	14	64%
Science	1	#	1	#	3	#
Reading	0	0%	0	0%	8	50%
Writing	0	0%	0	0%	8	25%
Global Studies	1	#	0	0%	5	80%
U.S. Hist & Gov't	0	0%	0	0%	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	59	63	80	7	5	8
Number Scoring 55–100	59	61	76	7	3	7
Number Scoring 65–100	53	49	65	3	1	3
Number Scoring 85–100	25	19	28	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	95%	100%	60%	88%
Percentage of Tested Scoring 65–100	90%	78%	81%	43%	20%	38%
Percentage of Tested Scoring 85–100	42%	30%	35%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	2	59	96	1	7	8
Number Scoring 55–100	#	34	81	#	3	4
Number Scoring 65–100	#	27	70	#	2	3
Number Scoring 85–100	#	2	17	#	0	1
Percentage of Tested Scoring 55–100	#	58%	84%	#	43%	50%
Percentage of Tested Scoring 65–100	#	46%	73%	#	29%	38%
Percentage of Tested Scoring 85–100	#	3%	18%	#	0%	12%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	30	0	0	0
Number Scoring 55–100	0	0	29	0	0	0
Number Scoring 65–100	0	0	28	0	0	0
Number Scoring 85–100	0	0	12	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	97%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	40%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	69	81	91	6	7	8
Number Scoring 55–100	64	80	84	6	7	5
Number Scoring 65–100	51	71	78	1	4	4
Number Scoring 85–100	13	24	29	0	0	0
Percentage of Tested Scoring 55–100	93%	99%	92%	100%	100%	62%
Percentage of Tested Scoring 65–100	74%	88%	86%	17%	57%	50%
Percentage of Tested Scoring 85–100	19%	30%	32%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	20	63	83	6	6	8
Number Scoring 55–100	16	59	78	3	6	7
Number Scoring 65–100	13	55	75	1	3	7
Number Scoring 85–100	4	22	20	0	0	1
Percentage of Tested Scoring 55–100	80%	94%	94%	50%	100%	88%
Percentage of Tested Scoring 65–100	65%	87%	90%	17%	50%	88%
Percentage of Tested Scoring 85–100	20%	35%	24%	0%	0%	12%

(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	34	112	125	2	12	11
Number Scoring 55–100	33	110	125	#	12	11
Number Scoring 65–100	32	107	123	#	10	10
Number Scoring 85–100	9	35	53	#	1	1
Percentage of Tested Scoring 55–100	97%	98%	100%	#	100%	100%
Percentage of Tested Scoring 65–100	94%	96%	98%	#	83%	91%
Percentage of Tested Scoring 85–100	26%	31%	42%	#	8%	9%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	32	35	29	3	0	1
Number Scoring 55–100	28	35	29	#	0	#
Number Scoring 65–100	23	34	29	#	0	#
Number Scoring 85–100	5	16	23	#	0	#
Percentage of Tested Scoring 55–100	88%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	72%	97%	100%	#	0%	#
Percentage of Tested Scoring 85–100	16%	46%	79%	#	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		23	44		0	1
Number Scoring 55–100		20	43		0	#
Number Scoring 65–100		12	34		0	#
Number Scoring 85–100		2	9		0	#
Percentage of Tested Scoring 55–100		87%	98%		0%	#
Percentage of Tested Scoring 65–100		52%	77%		0%	#
Percentage of Tested Scoring 85–100		9%	20%		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	12	14	15	0	0	0
Number Scoring 55–100	12	14	15	0	0	0
Number Scoring 65–100	12	14	15	0	0	0
Number Scoring 85–100	12	6	8	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	100%	43%	53%	0%	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	20	21	20	0	0	0
Number Scoring 55–100	20	21	20	0	0	0
Number Scoring 65–100	20	21	20	0	0	0
Number Scoring 85–100	20	12	11	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	100%	57%	55%	0%	0%	0%
<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	62	70	1	4	2	0
Number Scoring 55–100	60	66	#	#	#	0
Number Scoring 65–100	58	62	#	#	#	0
Number Scoring 85–100	37	27	#	#	#	0
Percentage of Tested Scoring 55–100	97%	94%	#	#	#	0%
Percentage of Tested Scoring 65–100	94%	89%	#	#	#	0%
Percentage of Tested Scoring 85–100	60%	39%	#	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	43	39	22	0	1	0
Number Scoring 55–100	43	38	22	0	#	0
Number Scoring 65–100	42	38	21	0	#	0
Number Scoring 85–100	27	28	16	0	#	0
Percentage of Tested Scoring 55–100	100%	97%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	98%	97%	95%	0%	#	0%
Percentage of Tested Scoring 85–100	63%	72%	73%	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	19	100%	20	100%	19	79%
Students with Disabilities	2	#	1	#	4	#

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	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 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%

(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	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

## 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	54	54	54	9	9	9	63	63	63
Number Scoring 55–64	4	1	5	3	1	1	7	2	6
Number Scoring 65–84	32	29	27	0	3	2	32	32	29
Number Scoring 85–100	14	20	13	0	0	0	14	20	13
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)