

New York State School Report Card Comprehensive Information Report

BEDS Code: 43-11-01-04-0002
 Name: Red Jacket High School
 Principal: Timothy Benjamin

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	90	60	71
Tenth	91	83	65
Eleventh	73	66	70
Twelfth	68	64	64
Ungraded Secondary	0	0	0
Total K-12 Enrollment	322	273	270

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	4	1.2%	0	0.0%	2	0.7%
Black (Not Hispanic)	1	0.3%	1	0.4%	1	0.4%
Hispanic	0	0.0%	2	0.7%	2	0.7%
White (Not Hispanic)	317	98.4%	270	98.9%	265	98.1%

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	0	0	22
Social Studies Grade 8	0	0	0
English Grade 10	19	19	14
Mathematics Grade 10	17	14	13
Science Grade 10	13	0	16
Social Studies Grade 10	18	19	15

(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
50	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 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.3%	2	0.7%	2	0.7%
Eligible for Free Lunch	36	11.2%	27	9.9%	43	15.9%

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		94.3%		95.1%		94.9%
Student Suspensions	4	1.4%	10	3.1%	12	4.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	3.7%	4.0%	9.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	90%	109%	100%

Staff Counts

Staff	2003-04
Total Teachers	21
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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	57	45	79%	56	37	66%	53	47	89%
Students with Disabilities	4	0	0%	3	0	0%	8	1	12%
All Students	61	45	74%	59	37	63%	61	48	79%

*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	27	29	0	1	4	0
Percent	44%	48%	0%	2%	7%	0%

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)
8	1	2	10

*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	1		4		4	1.7%
	Entered GED Program*	0		4		2	0.9%
	Total Noncompleters	1		8		6	2.6%
Students with Disabilities	Dropped Out	3		0		3	8.3%
	Entered GED Program*	0		0		1	2.8%
	Total Noncompleters	3		0		4	11.1%
All Students	Dropped Out	4	1.2%	4	1.5%	7	2.6%
	Entered GED Program*	0	0.0%	4	1.5%	3	1.1%
	Total Noncompleters	4	1.2%	8	2.9%	10	3.7%

*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	14	0	163
	Number of Students with Disabilities	8	0	36
	Number of All Students	22	0	199
	Percent of Enrollment	7%	0%	74%

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; completer 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	0	0%	1	#	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%	10	80%	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%	1	#	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	2	#	4	#	3	#
Science	0	0%	1	#	2	#
Reading	1	#	1	#	1	#
Writing	1	#	1	#	1	#
Global Studies	1	#	0	0%	2	#
U.S. Hist & Gov't	0	0%	0	0%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	56%	12	83%	5	80%
Science	5	60%	2	#	1	#
Reading	2	#	3	#	5	100%
Writing	2	#	3	#	5	100%
Global Studies	1	#	2	#	2	#
U.S. Hist & Gov't	1	#	2	#	0	0%

(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	67	78	74	6	12	5
Number Scoring 55-100	60	73	73	3	8	5
Number Scoring 65-100	39	66	64	1	4	4
Number Scoring 85-100	14	18	18	0	0	0
Percentage of Tested Scoring 55-100	90%	94%	99%	50%	67%	100%
Percentage of Tested Scoring 65-100	58%	85%	86%	17%	33%	80%
Percentage of Tested Scoring 85-100	21%	23%	24%	0%	0%	0%
Mathematics A						
Number Tested	88	94	83	11	8	3
Number Scoring 55-100	66	78	82	5	7	#
Number Scoring 65-100	48	64	82	5	4	#
Number Scoring 85-100	15	10	19	1	0	#
Percentage of Tested Scoring 55-100	75%	83%	99%	45%	88%	#
Percentage of Tested Scoring 65-100	55%	68%	99%	45%	50%	#
Percentage of Tested Scoring 85-100	17%	11%	23%	9%	0%	#
Mathematics B						
Number Tested	0	0	32	0	0	0
Number Scoring 55-100	0	0	31	0	0	0
Number Scoring 65-100	0	0	28	0	0	0
Number Scoring 85-100	0	0	9	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	88%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	28%	0%	0%	0%
Global History and Geography						
Number Tested	75	76	61	10	8	6
Number Scoring 55-100	72	71	57	9	7	5
Number Scoring 65-100	66	64	51	9	6	4
Number Scoring 85-100	22	16	9	0	0	0
Percentage of Tested Scoring 55-100	96%	93%	93%	90%	88%	83%
Percentage of Tested Scoring 65-100	88%	84%	84%	90%	75%	67%
Percentage of Tested Scoring 85-100	29%	21%	15%	0%	0%	0%
U.S. History and Government						
Number Tested	68	66	66	4	10	5
Number Scoring 55-100	65	64	64	#	8	5
Number Scoring 65-100	55	63	61	#	8	4
Number Scoring 85-100	9	39	33	#	2	1
Percentage of Tested Scoring 55-100	96%	97%	97%	#	80%	100%
Percentage of Tested Scoring 65-100	81%	95%	92%	#	80%	80%
Percentage of Tested Scoring 85-100	13%	59%	50%	#	20%	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	67	62	55	9	6	4
Number Scoring 55-100	62	60	54	6	6	#
Number Scoring 65-100	61	55	54	5	5	#
Number Scoring 85-100	11	5	10	0	0	#
Percentage of Tested Scoring 55-100	93%	97%	98%	67%	100%	#
Percentage of Tested Scoring 65-100	91%	89%	98%	56%	83%	#
Percentage of Tested Scoring 85-100	16%	8%	18%	0%	0%	#
Physical Setting/Earth Science						
Number Tested	59	34	44	7	0	6
Number Scoring 55-100	57	33	43	5	0	6
Number Scoring 65-100	50	32	41	4	0	5
Number Scoring 85-100	8	15	12	0	0	0
Percentage of Tested Scoring 55-100	97%	97%	98%	71%	0%	100%
Percentage of Tested Scoring 65-100	85%	94%	93%	57%	0%	83%
Percentage of Tested Scoring 85-100	14%	44%	27%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	31	36	30	1	2	1
Number Scoring 55-100	27	31	30	#	#	#
Number Scoring 65-100	21	18	25	#	#	#
Number Scoring 85-100	4	4	2	#	#	#
Percentage of Tested Scoring 55-100	87%	86%	100%	#	#	#
Percentage of Tested Scoring 65-100	68%	50%	83%	#	#	#
Percentage of Tested Scoring 85-100	13%	11%	7%	#	#	#
Physical Setting/Physics						
Number Tested			12			1
Number Scoring 55-100			12			#
Number Scoring 65-100			11			#
Number Scoring 85-100			6			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			92%			#
Percentage of Tested Scoring 85-100			50%			#

* 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	28	14	17	1	0	1
Number Scoring 55-100	22	14	15	#	0	#
Number Scoring 65-100	19	14	15	#	0	#
Number Scoring 85-100	6	5	10	#	0	#
Percentage of Tested Scoring 55-100	79%	100%	88%	#	0%	#
Percentage of Tested Scoring 65-100	68%	100%	88%	#	0%	#
Percentage of Tested Scoring 85-100	21%	36%	59%	#	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	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 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	32	25	12	0	1	0
Number Scoring 55-100	31	25	12	0	#	0
Number Scoring 65-100	28	24	12	0	#	0
Number Scoring 85-100	15	10	4	0	#	0
Percentage of Tested Scoring 55-100	97%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	88%	96%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	47%	40%	33%	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	36	35	0	0	1	0
Number Scoring 55-100	33	34	0	0	#	0
Number Scoring 65-100	32	33	0	0	#	0
Number Scoring 85-100	17	17	0	0	#	0
Percentage of Tested Scoring 55-100	92%	97%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	89%	94%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	47%	49%	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	52	98%	21	95%	8	100%
Students with Disabilities	9	78%	1	#	1	#

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	60	60	60	8	8	8	68	68	68
Number Scoring 55–64	2	1	1	0	0	1	2	1	2
Number Scoring 65–84	36	15	36	6	5	3	42	20	39
Number Scoring 85–100	20	40	21	0	2	0	20	42	21
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			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
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)