

New York State School Report Card Comprehensive Information Report

BEDS Code: 65-15-03-04-0003
 Name: Red Creek High School
 Principal: Richard M. Stocker

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	94	102	100
Tenth	89	90	108
Eleventh	72	85	88
Twelfth	64	65	78
Ungraded Secondary	0	0	0
Total K-12 Enrollment	319	342	374

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	2	0.6%	3	0.9%	4	1.1%
Black (Not Hispanic)	2	0.6%	1	0.3%	1	0.3%
Hispanic	1	0.3%	1	0.3%	2	0.5%
White (Not Hispanic)	314	98.4%	337	98.5%	367	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	0
Social Studies Grade 8	0	0	0
English Grade 10	18	15	14
Mathematics Grade 10	0	20	15
Science Grade 10	16	12	22
Social Studies Grade 10	20	21	8

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	67	21.0%	79	23.1%	86	23.0%

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%		93.9%		95.0%
Student Suspensions	15	4.9%	10	3.1%	43	12.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	5.3%	7.9%	8.8%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	100%	97%	76%

Staff Counts

Staff	2003-04
Total Teachers	30
Total Other Professional Staff	5
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	47	31	66%	53	34	64%	63	43	68%
Students with Disabilities	8	4	50%	4	0	0%	6	1	17%
All Students	55	35	64%	57	34	60%	69	44	64%

*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	22	31	1	3	8	4
Percent	32%	45%	1%	4%	12%	6%

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)
6	1	1	7

*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	6		8		10	3.1%
	Entered GED Program*	6		5		1	0.3%
	Total Noncompleters	12		13		11	3.4%
Students with Disabilities	Dropped Out	2		4		4	7.3%
	Entered GED Program*	2		0		2	3.6%
	Total Noncompleters	4		4		6	10.9%
All Students	Dropped Out	8	2.5%	12	3.5%	14	3.7%
	Entered GED Program*	8	2.5%	5	1.5%	3	0.8%
	Total Noncompleters	16	5.0%	17	5.0%	17	4.5%

*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	0
	Number of Students with Disabilities	25	58	59
	Number of All Students	25	58	59
	Percent of Enrollment	8%	17%	16%

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%	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	10	90%	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	1	#	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%	0	0%	0	0%
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
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	3	#	14	64%	0	0%
Science	1	#	3	#	1	#
Reading	0	0%	8	50%	0	0%
Writing	0	0%	8	25%	0	0%
Global Studies	0	0%	5	80%	1	#
U.S. Hist & Gov't	0	0%	3	#	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	63	80	75	5	8	4
Number Scoring 55-100	61	76	72	3	7	#
Number Scoring 65-100	49	65	64	1	3	#
Number Scoring 85-100	19	28	37	0	0	#
Percentage of Tested Scoring 55-100	97%	95%	96%	60%	88%	#
Percentage of Tested Scoring 65-100	78%	81%	85%	20%	38%	#
Percentage of Tested Scoring 85-100	30%	35%	49%	0%	0%	#
Mathematics A						
Number Tested	59	96	90	7	8	13
Number Scoring 55-100	34	81	89	3	4	12
Number Scoring 65-100	27	70	87	2	3	10
Number Scoring 85-100	2	17	42	0	1	1
Percentage of Tested Scoring 55-100	58%	84%	99%	43%	50%	92%
Percentage of Tested Scoring 65-100	46%	73%	97%	29%	38%	77%
Percentage of Tested Scoring 85-100	3%	18%	47%	0%	12%	8%
Mathematics B						
Number Tested	0	30	23	0	0	0
Number Scoring 55-100	0	29	18	0	0	0
Number Scoring 65-100	0	28	17	0	0	0
Number Scoring 85-100	0	12	4	0	0	0
Percentage of Tested Scoring 55-100	0%	97%	78%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	93%	74%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	40%	17%	0%	0%	0%
Global History and Geography						
Number Tested	81	91	87	7	8	10
Number Scoring 55-100	80	84	81	7	5	8
Number Scoring 65-100	71	78	77	4	4	7
Number Scoring 85-100	24	29	33	0	0	1
Percentage of Tested Scoring 55-100	99%	92%	93%	100%	62%	80%
Percentage of Tested Scoring 65-100	88%	86%	89%	57%	50%	70%
Percentage of Tested Scoring 85-100	30%	32%	38%	0%	0%	10%
U.S. History and Government						
Number Tested	63	83	79	6	8	6
Number Scoring 55-100	59	78	72	6	7	5
Number Scoring 65-100	55	75	69	3	7	4
Number Scoring 85-100	22	20	34	0	1	0
Percentage of Tested Scoring 55-100	94%	94%	91%	100%	88%	83%
Percentage of Tested Scoring 65-100	87%	90%	87%	50%	88%	67%
Percentage of Tested Scoring 85-100	35%	24%	43%	0%	12%	0%

(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	112	125	86	12	11	10
Number Scoring 55-100	110	125	84	12	11	10
Number Scoring 65-100	107	123	83	10	10	10
Number Scoring 85-100	35	53	23	1	1	0
Percentage of Tested Scoring 55-100	98%	100%	98%	100%	100%	100%
Percentage of Tested Scoring 65-100	96%	98%	97%	83%	91%	100%
Percentage of Tested Scoring 85-100	31%	42%	27%	8%	9%	0%
Physical Setting/Earth Science						
Number Tested	35	29	55	0	1	2
Number Scoring 55-100	35	29	50	0	#	#
Number Scoring 65-100	34	29	42	0	#	#
Number Scoring 85-100	16	23	14	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	91%	0%	#	#
Percentage of Tested Scoring 65-100	97%	100%	76%	0%	#	#
Percentage of Tested Scoring 85-100	46%	79%	25%	0%	#	#
Physical Setting/Chemistry						
Number Tested	23	44	50	0	1	0
Number Scoring 55-100	20	43	48	0	#	0
Number Scoring 65-100	12	34	40	0	#	0
Number Scoring 85-100	2	9	2	0	#	0
Percentage of Tested Scoring 55-100	87%	98%	96%	0%	#	0%
Percentage of Tested Scoring 65-100	52%	77%	80%	0%	#	0%
Percentage of Tested Scoring 85-100	9%	20%	4%	0%	#	0%
Physical Setting/Physics						
Number Tested			16			1
Number Scoring 55-100			16			#
Number Scoring 65-100			15			#
Number Scoring 85-100			1			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			94%			#
Percentage of Tested Scoring 85-100			6%			#

* 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	14	15	25	0	0	0
Number Scoring 55-100	14	15	24	0	0	0
Number Scoring 65-100	14	15	18	0	0	0
Number Scoring 85-100	6	8	3	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	72%	0%	0%	0%
Percentage of Tested Scoring 85-100	43%	53%	12%	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	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	21	20	27	0	0	0
Number Scoring 55-100	21	20	27	0	0	0
Number Scoring 65-100	21	20	26	0	0	0
Number Scoring 85-100	12	11	14	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	57%	55%	52%	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	39	22	0	1	0	0
Number Scoring 55-100	38	22	0	#	0	0
Number Scoring 65-100	38	21	0	#	0	0
Number Scoring 85-100	28	16	0	#	0	0
Percentage of Tested Scoring 55-100	97%	100%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	97%	95%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	72%	73%	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	20	100%	19	79%	12	100%
Students with Disabilities	1	#	4	#	2	#

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	63	63	63	9	9	9	72	72	72
Number Scoring 55–64	2	1	0	2	0	1	4	1	1
Number Scoring 65–84	37	41	37	4	3	2	41	44	39
Number Scoring 85–100	22	19	23	0	1	1	22	20	24
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)