

# 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	2002-03	2003-04	2004-05
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	60	71	69
Tenth	83	65	60
Eleventh	66	70	67
Twelfth	64	64	64
Ungraded Secondary	0	0	0
Total K-12 Enrollment	273	270	260

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	0	0.0%	2	0.7%	2	0.8%
Black (Not Hispanic)	1	0.4%	1	0.4%	1	0.4%
Hispanic	2	0.7%	2	0.7%	2	0.8%
White (Not Hispanic)	270	98.9%	265	98.1%	255	98.1%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	20
Science Grade 8	0	22	15
Social Studies Grade 8	0	0	0
English Grade 10	19	14	15
Mathematics Grade 10	14	13	15
Science Grade 10	0	16	14
Social Studies Grade 10	19	15	16

(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>
51	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 higher 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>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	2	0.7%	2	0.7%	2	0.8%
<b>Eligible for Free Lunch</b>	27	9.9%	43	15.9%	112	43.1%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</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>		95.1%		94.9%		94.2%
<b>Student Suspensions</b>	10	3.1%	12	4.4%	22	8.2%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	4.0%	9.6%	23.1%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	109%	100%	98%

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	29
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 and Completers		2002–03	2003–04	2004–05
General-Education Students	Total Graduates*	56	53	58
	Regents Diplomas	37	47	58
	% Regents Diplomas	66%	89%	100%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			3%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	3	8	5
	Regents Diplomas	0	1	5
	% Regents Diplomas	0%	12%	100%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	2	2	0
All Students	Total Graduates*	59	61	63
	Regents Diplomas	37	48	63
	% Regents Diplomas	63%	79%	100%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			3%
	IEP Diplomas or Local Certificates	2	2	0

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001–02, students may earn a Regents diploma by passing (scoring 65–100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004–05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	19	34	0	0	5	0	0	0
	Percent	33%	59%	0%	0%	9%	0%	0%	0%
Students with Disabilities	Number	1	1	0	0	3	0	0	0
	Percent	20%	20%	0%	0%	60%	0%	0%	0%
All Students	Number	20	35	0	0	8	0	0	0
	Percent	32%	56%	0%	0%	13%	0%	0%	0%

## High School Noncompletion Rates

		2002–03		2003–04		2004–05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	4		4	1.7%	4	1.7%
	Entered GED Program*	4		2	0.9%	1	0.4%
	Total Noncompleters	8		6	2.6%	5	2.1%
Students with Disabilities	Dropped Out	0		3	8.3%	0	0.0%
	Entered GED Program*	0		1	2.8%	1	3.0%
	Total Noncompleters	0		4	11.1%	1	3.0%
All Students	Dropped Out	4	1.5%	7	2.6%	4	1.5%
	Entered GED Program*	4	1.5%	3	1.1%	2	0.7%
	Total Noncompleters	8	2.9%	10	3.7%	6	2.2%

\*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	2002-03	2003-04	2004-05
<b>K-1</b>	0%	0%	0%
<b>2-3</b>	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
<b>4-5</b>	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%
<b>6-8</b>	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%
<b>9-12</b>	Number of General-Education Students	0	163	217
	Number of Students with Disabilities	0	36	43
	Number of All Students	0	199	260
	Percent of Enrollment	0%	74%	100%

(Form – D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	80%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	3	#	0	0%
Science	1	#	2	#	1	#
Reading	1	#	1	#	1	#
Writing	1	#	1	#	1	#
Global Studies	0	0%	2	#	0	0%
U.S. Hist & Gov't	0	0%	2	#	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	83%	5	80%	4	#
Science	2	#	1	#	2	#
Reading	3	#	5	100%	0	0%
Writing	3	#	5	100%	0	0%
Global Studies	2	#	2	#	2	#
U.S. Hist & Gov't	2	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	78	74	63	12	5	5
Number Scoring 55-100	73	73	61	8	5	4
Number Scoring 65-100	66	64	51	4	4	1
Number Scoring 85-100	18	18	18	0	0	0
Percentage of Tested Scoring 55-100	94%	99%	97%	67%	100%	80%
Percentage of Tested Scoring 65-100	85%	86%	81%	33%	80%	20%
Percentage of Tested Scoring 85-100	23%	24%	29%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	94	83	67	8	3	2
Number Scoring 55-100	78	82	65	7	#	#
Number Scoring 65-100	64	82	64	4	#	#
Number Scoring 85-100	10	19	13	0	#	#
Percentage of Tested Scoring 55-100	83%	99%	97%	88%	#	#
Percentage of Tested Scoring 65-100	68%	99%	96%	50%	#	#
Percentage of Tested Scoring 85-100	11%	23%	19%	0%	#	#
<b>Mathematics B</b>						
Number Tested	0	32	40	0	0	1
Number Scoring 55-100	0	31	33	0	0	#
Number Scoring 65-100	0	28	32	0	0	#
Number Scoring 85-100	0	9	8	0	0	#
Percentage of Tested Scoring 55-100	0%	97%	82%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	88%	80%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	28%	20%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	76	61	73	8	6	7
Number Scoring 55-100	71	57	61	7	5	4
Number Scoring 65-100	64	51	52	6	4	1
Number Scoring 85-100	16	9	10	0	0	1
Percentage of Tested Scoring 55-100	93%	93%	84%	88%	83%	57%
Percentage of Tested Scoring 65-100	84%	84%	71%	75%	67%	14%
Percentage of Tested Scoring 85-100	21%	15%	14%	0%	0%	14%
<b>U.S. History and Government</b>						
Number Tested	66	66	53	10	5	3
Number Scoring 55-100	64	64	50	8	5	#
Number Scoring 65-100	63	61	49	8	4	#
Number Scoring 85-100	39	33	14	2	1	#
Percentage of Tested Scoring 55-100	97%	97%	94%	80%	100%	#
Percentage of Tested Scoring 65-100	95%	92%	92%	80%	80%	#
Percentage of Tested Scoring 85-100	59%	50%	26%	20%	20%	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	62	55	74	6	4	5
Number Scoring 55-100	60	54	69	6	#	4
Number Scoring 65-100	55	54	65	5	#	4
Number Scoring 85-100	5	10	17	0	#	0
Percentage of Tested Scoring 55-100	97%	98%	93%	100%	#	80%
Percentage of Tested Scoring 65-100	89%	98%	88%	83%	#	80%
Percentage of Tested Scoring 85-100	8%	18%	23%	0%	#	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	34	44	54	0	6	7
Number Scoring 55-100	33	43	52	0	6	6
Number Scoring 65-100	32	41	51	0	5	6
Number Scoring 85-100	15	12	13	0	0	1
Percentage of Tested Scoring 55-100	97%	98%	96%	0%	100%	86%
Percentage of Tested Scoring 65-100	94%	93%	94%	0%	83%	86%
Percentage of Tested Scoring 85-100	44%	27%	24%	0%	0%	14%
<b>Physical Setting/Chemistry</b>						
Number Tested	36	30	34	2	1	1
Number Scoring 55-100	31	30	30	#	#	#
Number Scoring 65-100	18	25	21	#	#	#
Number Scoring 85-100	4	2	5	#	#	#
Percentage of Tested Scoring 55-100	86%	100%	88%	#	#	#
Percentage of Tested Scoring 65-100	50%	83%	62%	#	#	#
Percentage of Tested Scoring 85-100	11%	7%	15%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested		12	10		1	0
Number Scoring 55-100		12	10		#	0
Number Scoring 65-100		11	10		#	0
Number Scoring 85-100		6	7		#	0
Percentage of Tested Scoring 55-100		100%	100%		#	0%
Percentage of Tested Scoring 65-100		92%	100%		#	0%
Percentage of Tested Scoring 85-100		50%	70%		#	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	14	17	13	0	1	0
Number Scoring 55-100	14	15	13	0	#	0
Number Scoring 65-100	14	15	13	0	#	0
Number Scoring 85-100	5	10	10	0	#	0
Percentage of Tested Scoring 55-100	100%	88%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	88%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	36%	59%	77%	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	25	12	24	1	0	0
Number Scoring 55-100	25	12	24	#	0	0
Number Scoring 65-100	24	12	22	#	0	0
Number Scoring 85-100	10	4	8	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	96%	100%	92%	#	0%	0%
Percentage of Tested Scoring 85-100	40%	33%	33%	#	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)



# New York State Alternate Assessments (NYSAA) 2004–05

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

## 2001 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	9	9	9	69	69	69
Number Scoring 55–64	1	1	0	1	0	0	2	1	0
Number Scoring 65–84	43	30	43	5	4	5	48	34	48
Number Scoring 85–100	15	27	16	0	1	1	15	28	17
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
<b>Listening and Speaking (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	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)