

New York State School Report Card Comprehensive Information Report

BEDS Code: 43-11-01-04-0002

Grade Range : 9-12

Name: Red Jacket High School

Principal: Timothy Benjamin

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	91	90	60
Tenth	71	91	83
Eleventh	64	73	66
Twelfth	64	68	64
Ungraded Secondary	0	0	0
Total K-12 Enrollment	290	322	273

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	2	0.7%	4	1.2%	0	0.0%
Black (Not Hispanic)	1	0.3%	1	0.3%	1	0.4%
Hispanic	1	0.3%	0	0.0%	2	0.7%
White (Not Hispanic)	286	98.6%	317	98.4%	270	98.9%

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	12	19	19
Mathematics Grade 10	19	17	14
Science Grade 10	5	13	0
Social Studies Grade 10	17	18	19

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.3%	2	0.7%
Eligible for Free Lunch	32	11.0%	36	11.2%	27	9.9%

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		93.6%		94.3%		95.1%
Student Suspensions	21	7.2%	4	1.4%	10	3.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.8%	3.7%	4.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	90%	109%

Staff Counts

Staff	2002–2003
Total Teachers	20
Total Other Professional Staff	4
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	57	42	74%	57	45	79%	56	37	66%
Students with Disabilities	1	0	0%	4	0	0%	3	0	0%
All Students	58	42	72%	61	45	74%	59	37	63%

*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	17	35	1	3	3	0
Percent	29%	59%	2%	5%	5%	0%

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)
3	0	2	5

*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			1		4	
	Entered GED Program*			0		4	
	Total Noncompleters			1		8	
Students with Disabilities	Dropped Out			3		0	
	Entered GED Program*			0		0	
	Total Noncompleters			3		0	
All Students	Dropped Out	10	3.4%	4	1.2%	4	1.5%
	Entered GED Program*	0	0.0%	0	0.0%	4	1.5%
	Total Noncompleters	10	3.4%	4	1.2%	8	2.9%

*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		14	0
	Number of Students with Disabilities		8	0
	Number of All Students		22	0
	Percent of Enrollment		7%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	10	80%

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%	0	0%	1	#

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

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	15	73%	9	56%	12	83%
Science	7	14%	5	60%	2	#
Reading	0	0%	2	#	3	#
Writing	0	0%	2	#	3	#
Global Studies	3	#	1	#	2	#
U.S. Hist & Gov't	3	#	1	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	67	67	78	3	6	12
Number Scoring 55–100	64	60	73	#	3	8
Number Scoring 65–100	55	39	66	#	1	4
Number Scoring 85–100	16	14	18	#	0	0
Percentage of Tested Scoring 55–100	96%	90%	94%	#	50%	67%
Percentage of Tested Scoring 65–100	82%	58%	85%	#	17%	33%
Percentage of Tested Scoring 85–100	24%	21%	23%	#	0%	0%
Mathematics A						
Number Tested	46	88	94	0	11	8
Number Scoring 55–100	39	66	78	0	5	7
Number Scoring 65–100	34	48	64	0	5	4
Number Scoring 85–100	16	15	10	0	1	0
Percentage of Tested Scoring 55–100	85%	75%	83%	0%	45%	88%
Percentage of Tested Scoring 65–100	74%	55%	68%	0%	45%	50%
Percentage of Tested Scoring 85–100	35%	17%	11%	0%	9%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	71	75	76	6	10	8
Number Scoring 55–100	66	72	71	4	9	7
Number Scoring 65–100	58	66	64	4	9	6
Number Scoring 85–100	17	22	16	0	0	0
Percentage of Tested Scoring 55–100	93%	96%	93%	67%	90%	88%
Percentage of Tested Scoring 65–100	82%	88%	84%	67%	90%	75%
Percentage of Tested Scoring 85–100	24%	29%	21%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	58	68	66	5	4	10
Number Scoring 55–100	56	65	64	4	#	8
Number Scoring 65–100	51	55	63	4	#	8
Number Scoring 85–100	27	9	39	0	#	2
Percentage of Tested Scoring 55–100	97%	96%	97%	80%	#	80%
Percentage of Tested Scoring 65–100	88%	81%	95%	80%	#	80%
Percentage of Tested Scoring 85–100	47%	13%	59%	0%	#	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	82	67	62	15	9	6
Number Scoring 55–100	79	62	60	12	6	6
Number Scoring 65–100	71	61	55	8	5	5
Number Scoring 85–100	11	11	5	0	0	0
Percentage of Tested Scoring 55–100	96%	93%	97%	80%	67%	100%
Percentage of Tested Scoring 65–100	87%	91%	89%	53%	56%	83%
Percentage of Tested Scoring 85–100	13%	16%	8%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	43	59	34	5	7	0
Number Scoring 55–100	41	57	33	4	5	0
Number Scoring 65–100	37	50	32	4	4	0
Number Scoring 85–100	11	8	15	0	0	0
Percentage of Tested Scoring 55–100	95%	97%	97%	80%	71%	0%
Percentage of Tested Scoring 65–100	86%	85%	94%	80%	57%	0%
Percentage of Tested Scoring 85–100	26%	14%	44%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		31	36		1	2
Number Scoring 55–100		27	31		#	#
Number Scoring 65–100		21	18		#	#
Number Scoring 85–100		4	4		#	#
Percentage of Tested Scoring 55–100		87%	86%		#	#
Percentage of Tested Scoring 65–100		68%	50%		#	#
Percentage of Tested Scoring 85–100		13%	11%		#	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	23	28	14	0	1	0
Number Scoring 55–100	23	22	14	0	#	0
Number Scoring 65–100	20	19	14	0	#	0
Number Scoring 85–100	3	6	5	0	#	0
Percentage of Tested Scoring 55–100	100%	79%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	87%	68%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	13%	21%	36%	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	20	32	25	1	0	1
Number Scoring 55–100	20	31	25	#	0	#
Number Scoring 65–100	20	28	24	#	0	#
Number Scoring 85–100	9	15	10	#	0	#
Percentage of Tested Scoring 55–100	100%	97%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	88%	96%	#	0%	#
Percentage of Tested Scoring 85–100	45%	47%	40%	#	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	1	5	3	0	0	0
Number Scoring 55–100	#	4	#	0	0	0
Number Scoring 65–100	#	1	#	0	0	0
Number Scoring 85–100	#	0	#	0	0	0
Percentage of Tested Scoring 55–100	#	80%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	#	20%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	#	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	50	36	35	0	0	1
Number Scoring 55–100	48	33	34	0	0	#
Number Scoring 65–100	41	32	33	0	0	#
Number Scoring 85–100	12	17	17	0	0	#
Percentage of Tested Scoring 55–100	96%	92%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	82%	89%	94%	0%	0%	#
Percentage of Tested Scoring 85–100	24%	47%	49%	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%	52	98%	21	95%
Students with Disabilities	11	91%	9	78%	1	#

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
Nov 2002	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 2003	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
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

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	52	52	52	7	7	7	59	59	59
Number Scoring 55–64	0	4	0	2	0	2	2	4	2
Number Scoring 65–84	35	39	42	3	3	0	38	42	42
Number Scoring 85–100	17	9	10	0	0	0	17	9	10
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)