

# New York State School Report Card Comprehensive Information Report

BEDS Code: 01-04-02-06-0001  
 Name: Ravena Senior High School  
 Principal: Peter Schultz

Grade Range : 9-12

## 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	203	215	244
Tenth	192	177	194
Eleventh	182	180	160
Twelfth	146	189	184
Ungraded Secondary	0	0	0
Total K-12 Enrollment	723	761	782

## 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	11	1.5%	1	0.1%	8	1.0%
Black (Not Hispanic)	25	3.5%	23	3.0%	30	3.8%
Hispanic	23	3.2%	15	2.0%	34	4.3%
White (Not Hispanic)	664	91.8%	722	94.9%	710	90.8%

## 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	19
Mathematics Grade 10	26	22	21
Science Grade 10	20	23	24
Social Studies Grade 10	14	17	21

(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	3	0.4%	8	1.1%	12	1.5%
Eligible for Free Lunch	68	9.4%	96	12.6%	93	11.9%

### 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		91.8%		91.5%		91.0%
Student Suspensions	74	10.2%	70	9.7%	62	8.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.7%	5.5%	4.7%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	100%	94%	90%

### Staff Counts

Staff	2002–2003
Total Teachers	66
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	1

\*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	111	65	59%	144	100	69%	133	95	71%
Students with Disabilities	14	0	0%	23	3	13%	22	5	23%
All Students	125	65	52%	167	103	62%	155	100	65%

\*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	70	51	5	5	21	3
Percent	45%	33%	3%	3%	14%	2%

## 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)
22	5	13	35

\*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			7		22	
	Entered GED Program*			2		0	
	Total Noncompleters			9		22	
Students with Disabilities	Dropped Out			5		3	
	Entered GED Program*			1		0	
	Total Noncompleters			6		3	
All Students	Dropped Out	24	3.3%	12	1.6%	25	3.2%
	Entered GED Program*	9	1.2%	3	0.4%	0	0.0%
	Total Noncompleters	33	4.6%	15	2.0%	25	3.2%

\*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		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	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%	2	#	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%	0	0%	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%	1	#	12	83%
Science	1	#	0	0%	2	#
Reading	0	0%	0	0%	6	100%
Writing	18	89%	0	0%	6	100%
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	0	0%	1	#	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	27	74%	35	69%	34	41%
Science	6	33%	16	56%	29	55%
Reading	22	86%	18	100%	20	80%
Writing	7	100%	18	100%	21	81%
Global Studies	14	7%	4	#	14	29%
U.S. Hist & Gov't	11	64%	2	#	10	40%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	189	154	174	16	20	24
Number Scoring 55–100	175	143	153	12	13	12
Number Scoring 65–100	155	126	137	7	5	10
Number Scoring 85–100	69	58	52	0	1	0
Percentage of Tested Scoring 55–100	93%	93%	88%	75%	65%	50%
Percentage of Tested Scoring 65–100	82%	82%	79%	44%	25%	42%
Percentage of Tested Scoring 85–100	37%	38%	30%	0%	5%	0%
<b>Mathematics A</b>						
Number Tested	189	183	195	16	17	8
Number Scoring 55–100	141	135	161	3	3	2
Number Scoring 65–100	114	103	133	1	1	2
Number Scoring 85–100	41	45	42	1	0	0
Percentage of Tested Scoring 55–100	75%	74%	83%	19%	18%	25%
Percentage of Tested Scoring 65–100	60%	56%	68%	6%	6%	25%
Percentage of Tested Scoring 85–100	22%	25%	22%	6%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	1	0	0	1
Number Scoring 55–100	0	0	#	0	0	#
Number Scoring 65–100	0	0	#	0	0	#
Number Scoring 85–100	0	0	#	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	205	157	199	28	15	16
Number Scoring 55–100	197	138	170	23	9	4
Number Scoring 65–100	183	117	147	19	4	3
Number Scoring 85–100	60	39	60	2	0	1
Percentage of Tested Scoring 55–100	96%	88%	85%	82%	60%	25%
Percentage of Tested Scoring 65–100	89%	75%	74%	68%	27%	19%
Percentage of Tested Scoring 85–100	29%	25%	30%	7%	0%	6%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	168	156	173	17	19	18
Number Scoring 55–100	157	150	167	13	17	15
Number Scoring 65–100	135	123	153	8	11	11
Number Scoring 85–100	67	40	61	1	2	1
Percentage of Tested Scoring 55–100	93%	96%	97%	76%	89%	83%
Percentage of Tested Scoring 65–100	80%	79%	88%	47%	58%	61%
Percentage of Tested Scoring 85–100	40%	26%	35%	6%	11%	6%

(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	132	193	219	6	10	22
Number Scoring 55–100	132	190	199	6	9	15
Number Scoring 65–100	127	172	170	5	7	9
Number Scoring 85–100	29	51	38	1	0	1
Percentage of Tested Scoring 55–100	100%	98%	91%	100%	90%	68%
Percentage of Tested Scoring 65–100	96%	89%	78%	83%	70%	41%
Percentage of Tested Scoring 85–100	22%	26%	17%	17%	0%	5%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	183	117	134	14	18	6
Number Scoring 55–100	169	87	117	10	7	2
Number Scoring 65–100	157	68	104	10	3	2
Number Scoring 85–100	53	19	21	0	0	1
Percentage of Tested Scoring 55–100	92%	74%	87%	71%	39%	33%
Percentage of Tested Scoring 65–100	86%	58%	78%	71%	17%	33%
Percentage of Tested Scoring 85–100	29%	16%	16%	0%	0%	17%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		93	96		2	0
Number Scoring 55–100		90	89		#	0
Number Scoring 65–100		70	61		#	0
Number Scoring 85–100		12	8		#	0
Percentage of Tested Scoring 55–100		97%	93%		#	0%
Percentage of Tested Scoring 65–100		75%	64%		#	0%
Percentage of Tested Scoring 85–100		13%	8%		#	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	38	25	19	0	0	0
Number Scoring 55–100	38	25	18	0	0	0
Number Scoring 65–100	38	23	18	0	0	0
Number Scoring 85–100	19	6	9	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	92%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	24%	47%	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	40	52	53	0	1	0
Number Scoring 55–100	40	52	53	0	#	0
Number Scoring 65–100	40	52	53	0	#	0
Number Scoring 85–100	31	41	41	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	78%	79%	77%	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	38	0	0	0	0	0
Number Scoring 55–100	27	0	0	0	0	0
Number Scoring 65–100	20	0	0	0	0	0
Number Scoring 85–100	1	0	0	0	0	0
Percentage of Tested Scoring 55–100	71%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	53%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	3%	0%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	115	91	96	0	7	1
Number Scoring 55–100	92	73	78	0	4	#
Number Scoring 65–100	73	60	69	0	3	#
Number Scoring 85–100	31	22	29	0	0	#
Percentage of Tested Scoring 55–100	80%	80%	81%	0%	57%	#
Percentage of Tested Scoring 65–100	63%	66%	72%	0%	43%	#
Percentage of Tested Scoring 85–100	27%	24%	30%	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	70	84%	28	100%	18	100%
Students with Disabilities	3	#	4	#	3	#

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	144	144	144	40	40	40	184	184	184
Number Scoring 55–64	4	17	5	4	7	3	8	24	8
Number Scoring 65–84	80	82	92	14	12	13	94	94	105
Number Scoring 85–100	53	38	38	2	2	3	55	40	41
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)