

New York State District Report Card Comprehensive Information Report

BEDS Code: 01-04-02-06-0000
 Name: Ravena-Coeymans-Selkirk Central School District
 Superintendent: Vicki Wright

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	48	48	48
Kindergarten	165	158	168
First	172	164	172
Second	163	179	168
Third	144	158	182
Fourth	166	145	165
Fifth	187	170	148
Sixth	180	188	189
Ungraded Elementary	0	0	0
Seventh	195	193	182
Eighth	203	191	184
Ninth	215	244	221
Tenth	177	194	208
Eleventh	180	160	178
Twelfth	189	184	172
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2336	2328	2337

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	11	0.5%	19	0.8%	22	0.9%
Black (Not Hispanic)	82	3.5%	109	4.7%	107	4.6%
Hispanic	53	2.3%	68	2.9%	103	4.4%
White (Not Hispanic)	2190	93.8%	2132	91.6%	2105	90.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	20	24
Common Branch	20	21	22
English Grade 8	24	22	20
Mathematics Grade 8	23	21	22
Science Grade 8	22	21	22
Social Studies Grade 8	20	22	21
English Grade 10	18	19	18
Mathematics Grade 10	22	21	17
Science Grade 10	23	24	16
Social Studies Grade 10	17	21	22

(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
NA	NA

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	13	0.6%	19	0.8%	22	0.9%
Eligible for Free Lunch	435	20.0%	367	16.9%	523	22.4%

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		94.0%		93.8%		94.1%
Student Suspensions	100	4.3%	106	4.5%	119	5.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.3%	6.6%	6.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	208
Total Other Professional Staff	29
Total Paraprofessionals	106
Teaching Out of Certification*	1

*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	144	100	69%	133	95	71%	134	80	60%
Students with Disabilities	23	3	13%	22	5	23%	10	1	10%
All Students	167	103	62%	155	100	65%	144	81	56%

*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	49	57	7	0	31	0
Percent	34%	40%	5%	0%	22%	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)
10	1	8	18

*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	7		22		26	3.8%
	Entered GED Program*	2		0		3	0.4%
	Total Noncompleters	9		22		29	4.2%
Students with Disabilities	Dropped Out	5		3		7	6.3%
	Entered GED Program*	1		0		1	0.9%
	Total Noncompleters	6		3		8	7.1%
All Students	Dropped Out	12	1.6%	25	3.2%	33	4.1%
	Entered GED Program*	3	0.4%	0	0.0%	4	0.5%
	Total Noncompleters	15	2.0%	25	3.2%	37	4.6%

*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	578	476	461
	Number of Students with Disabilities	0	95	94
	Number of All Students	578	571	555
	Percent of Enrollment	100%	100%	100%
9-12	Number of General-Education Students	0	0	491
	Number of Students with Disabilities	0	0	67
	Number of All Students	0	0	558
	Percent of Enrollment	0%	0%	72%

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; completion 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	37	100%	38	92%	60	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	117	95%	118	92%	90	87%

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%	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	1	#	12	83%	4	#
Science	0	0%	2	#	3	#
Reading	0	0%	6	100%	3	#
Writing	0	0%	6	100%	3	#
Global Studies	1	#	2	#	5	40%
U.S. Hist & Gov't	1	#	2	#	4	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	35	69%	34	41%	35	77%
Science	16	56%	29	55%	43	67%
Reading	18	100%	20	80%	19	63%
Writing	18	100%	21	81%	13	85%
Global Studies	4	#	14	29%	24	46%
U.S. Hist & Gov't	2	#	10	40%	20	15%

(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	154	174	178	20	24	9
Number Scoring 55-100	143	153	165	13	12	4
Number Scoring 65-100	126	137	149	5	10	3
Number Scoring 85-100	58	52	75	1	0	1
Percentage of Tested Scoring 55-100	93%	88%	93%	65%	50%	44%
Percentage of Tested Scoring 65-100	82%	79%	84%	25%	42%	33%
Percentage of Tested Scoring 85-100	38%	30%	42%	5%	0%	11%
Mathematics A						
Number Tested	183	195	160	17	8	13
Number Scoring 55-100	135	161	152	3	2	6
Number Scoring 65-100	103	133	142	1	2	4
Number Scoring 85-100	45	42	50	0	0	0
Percentage of Tested Scoring 55-100	74%	83%	95%	18%	25%	46%
Percentage of Tested Scoring 65-100	56%	68%	89%	6%	25%	31%
Percentage of Tested Scoring 85-100	25%	22%	31%	0%	0%	0%
Mathematics B						
Number Tested	0	1	51	0	1	0
Number Scoring 55-100	0	#	48	0	#	0
Number Scoring 65-100	0	#	47	0	#	0
Number Scoring 85-100	0	#	19	0	#	0
Percentage of Tested Scoring 55-100	0%	#	94%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	#	92%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	#	37%	0%	#	0%
Global History and Geography						
Number Tested	157	199	212	15	16	23
Number Scoring 55-100	138	170	171	9	4	8
Number Scoring 65-100	117	147	148	4	3	4
Number Scoring 85-100	39	60	48	0	1	1
Percentage of Tested Scoring 55-100	88%	85%	81%	60%	25%	35%
Percentage of Tested Scoring 65-100	75%	74%	70%	27%	19%	17%
Percentage of Tested Scoring 85-100	25%	30%	23%	0%	6%	4%
U.S. History and Government						
Number Tested	156	173	164	19	18	6
Number Scoring 55-100	150	167	150	17	15	2
Number Scoring 65-100	123	153	142	11	11	2
Number Scoring 85-100	40	61	62	2	1	0
Percentage of Tested Scoring 55-100	96%	97%	91%	89%	83%	33%
Percentage of Tested Scoring 65-100	79%	88%	87%	58%	61%	33%
Percentage of Tested Scoring 85-100	26%	35%	38%	11%	6%	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	193	219	241	10	22	21
Number Scoring 55-100	190	199	219	9	15	15
Number Scoring 65-100	172	170	192	7	9	11
Number Scoring 85-100	51	38	34	0	1	0
Percentage of Tested Scoring 55-100	98%	91%	91%	90%	68%	71%
Percentage of Tested Scoring 65-100	89%	78%	80%	70%	41%	52%
Percentage of Tested Scoring 85-100	26%	17%	14%	0%	5%	0%
Physical Setting/Earth Science						
Number Tested	136	134	109	18	6	11
Number Scoring 55-100	106	117	85	7	2	5
Number Scoring 65-100	87	104	61	3	2	3
Number Scoring 85-100	34	21	8	0	1	0
Percentage of Tested Scoring 55-100	78%	87%	78%	39%	33%	45%
Percentage of Tested Scoring 65-100	64%	78%	56%	17%	33%	27%
Percentage of Tested Scoring 85-100	25%	16%	7%	0%	17%	0%
Physical Setting/Chemistry						
Number Tested	93	96	103	2	0	0
Number Scoring 55-100	90	89	93	#	0	0
Number Scoring 65-100	70	61	58	#	0	0
Number Scoring 85-100	12	8	7	#	0	0
Percentage of Tested Scoring 55-100	97%	93%	90%	#	0%	0%
Percentage of Tested Scoring 65-100	75%	64%	56%	#	0%	0%
Percentage of Tested Scoring 85-100	13%	8%	7%	#	0%	0%
Physical Setting/Physics						
Number Tested			39			0
Number Scoring 55-100			37			0
Number Scoring 65-100			34			0
Number Scoring 85-100			6			0
Percentage of Tested Scoring 55-100			95%			0%
Percentage of Tested Scoring 65-100			87%			0%
Percentage of Tested Scoring 85-100			15%			0%

* 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	25	19	24	0	0	0
Number Scoring 55-100	25	18	24	0	0	0
Number Scoring 65-100	23	18	23	0	0	0
Number Scoring 85-100	6	9	11	0	0	0
Percentage of Tested Scoring 55-100	100%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	95%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	24%	47%	46%	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	52	53	53	1	0	0
Number Scoring 55-100	52	53	53	#	0	0
Number Scoring 65-100	52	53	52	#	0	0
Number Scoring 85-100	41	41	46	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	98%	#	0%	0%
Percentage of Tested Scoring 85-100	79%	77%	87%	#	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	91	96	14	7	1	0
Number Scoring 55-100	73	78	6	4	#	0
Number Scoring 65-100	60	69	5	3	#	0
Number Scoring 85-100	22	29	0	0	#	0
Percentage of Tested Scoring 55-100	80%	81%	43%	57%	#	0%
Percentage of Tested Scoring 65-100	66%	72%	36%	43%	#	0%
Percentage of Tested Scoring 85-100	24%	30%	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	28	100%	18	100%	14	100%
Students with Disabilities	4	#	3	#	4	#

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	120	7%	8%	58%	28%
	Students with Disabilities	27	11%	15%	74%	0%
	All Students	147	7%	9%	61%	22%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	146	1%	38%	55%	6%
	Students with Disabilities	40	18%	63%	18%	3%
	All Students	186	4%	43%	47%	5%

(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	144	144	144	22	22	22	166	166	166
Number Scoring 55–64	3	3	7	5	3	3	8	6	10
Number Scoring 65–84	87	74	79	3	8	5	90	82	84
Number Scoring 85–100	41	56	48	1	1	3	42	57	51
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 K-1)						
Number Tested			5			0
Beginning (0-18)			1			0
Intermediate (19-31)			0			0
Advanced (32-36)			1			0
Proficient (37-39)			3			0
Reading and Writing (Grade K-1)						
Number Tested			5			0
Beginning (0-14)			1			0
Intermediate (15-24)			0			0
Advanced (25-32)			2			0
Proficient (33-35)			2			0
Listening and Speaking (Grade 2-4)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			4			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 - K)

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			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			3			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			4			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)