010402-06-0000

The New York State School District Report Card for Ravena-Coeymans-Selkirk Central School District

An Overview of Academic Performance

March 2002

The University of the State of New York
The State Education Department

March 22, 2002

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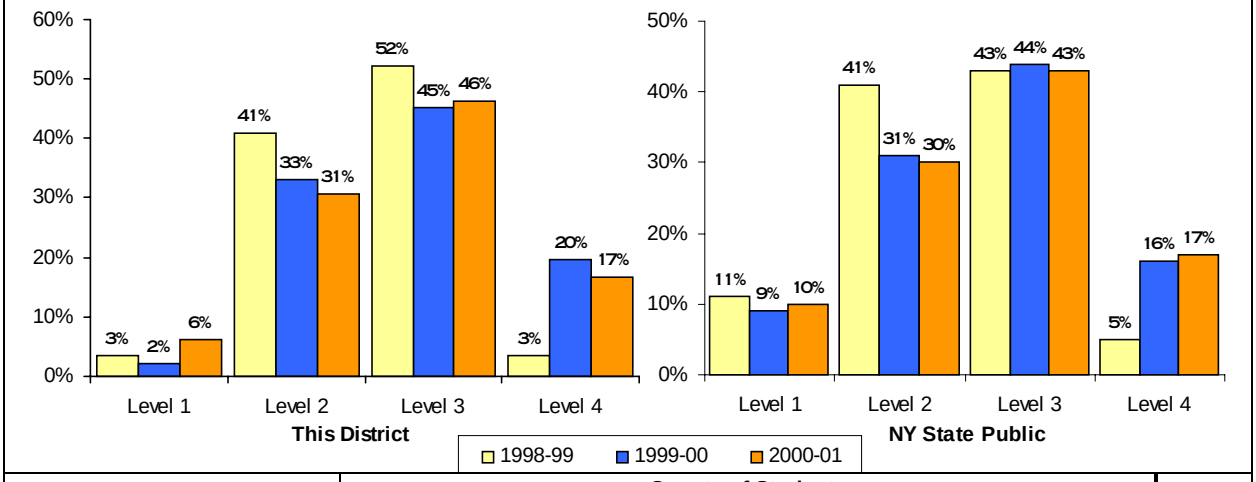
Elementary Level

English Language Arts



Performance at This District		Counts of Students								Mean Score
		Not Tested			Tested					
		AA[1]	ELL[2]	Absent[3]	Level 1	Level 2	Level 3	Level 4	Total	
Jan 1999	General Education		0	0	6	70	100	7	183	649
	Students with Disabilities	0	0	0	1	14	7	0	22	637
	All Students	**0**	**0**	**0**	**7**	**84**	**107**	**7**	**205**	**648**
Jan 2000	General Education		0	3	0	43	72	35	150	668
	Students with Disabilities	7	0	2	4	16	9	0	29	630
	All Students	**7**	**0**	**5**	**4**	**59**	**81**	**35**	**179**	**662**
Jan 2001	General Education		0	5	8	44	74	30	156	661
	Students with Disabilities	0	0	10	3	11	9	0	23	639
	All Students	**0**	**0**	**15**	**11**	**55**	**83**	**30**	**179**	**658**

Grade 4 English Language Arts Levels – Listening, Reading, and Writing Standards

Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination. All students scoring from **692 to 800** are in this level.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination. All students scoring from **645 to 691** are in this level.
Level 2	These students **need extra help** to meet the standards and pass the Regents examination. All students scoring from **603 to 644** are in this level.
Level 1	These students have **serious academic deficiencies**. All students scoring from **455 to 602** are in this level.

Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
January 2001	0	0

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

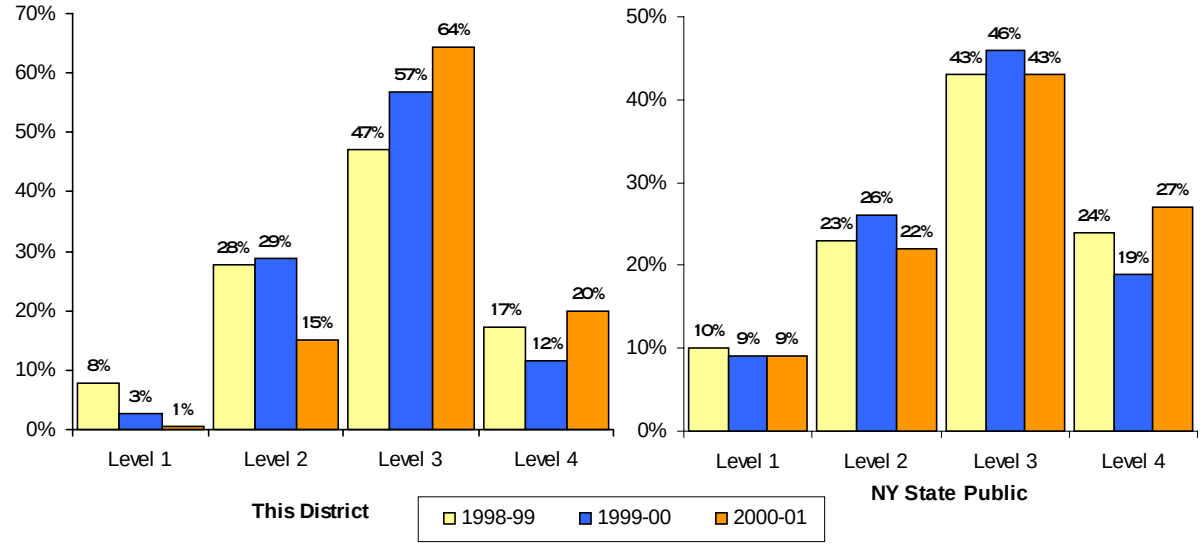
2 These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.

3 These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Elementary Level

Mathematics



Performance at This District		Counts of Students								Mean Score
		Not Tested			Tested					
		AA[1]	ELL[2]	Absent[3]	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	1	11	47	88	35	181	651
	Students with Disabilities	2	0	0	5	9	7	0	21	617
	All Students	**2**	**0**	**1**	**16**	**56**	**95**	**35**	**202**	**647**
May 2000	General Education		0	0	1	40	90	21	152	652
	Students with Disabilities	7	0	2	4	12	13	0	29	631
	All Students	**7**	**0**	**2**	**5**	**52**	**103**	**21**	**181**	**649**
May 2001	General Education		0	0	1	24	99	34	158	662
	Students with Disabilities	8	0	0	0	3	17	2	22	657
	All Students	**8**	**0**	**0**	**1**	**27**	**116**	**36**	**180**	**661**

Grade 4 Mathematics Levels – Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination. All students scoring from **678 to 810** are in this level.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination. All students scoring from **637 to 677** are in this level.
Level 2	These students **need extra help** to meet the standards and pass the Regents examination. All students scoring from **602 to 636** are in this level.
Level 1	These students have **serious academic deficiencies**. All students scoring from **448 to 601** are in this level.

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of this mathematics assessment.

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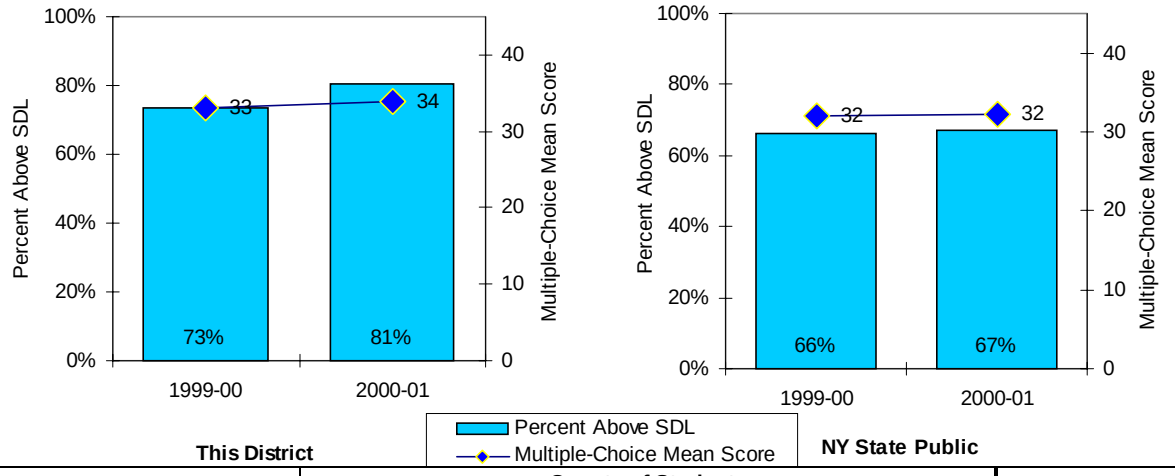
Elementary Level

Science

Grade 4 Science Performance

(All Students: General Education and Students with Disabilities)



Performance at This District		Counts of Students: Not Tested AA[1]	Not Tested ELL[2]	Not Tested Absent[3]	Multiple-Choice Test Component: Tested	Multiple-Choice Test Component: Above SDL	Performance Component: Tested	School Mean Scores: Mult.-Choice	School Mean Scores: Perfor-mance
May 2000	General Education		0	0	153	123	153	34	33
	Students with Disabilities	7	0	2	28	10	28	27	33
	All Students	**7**	**0**	**2**	**181**	**133**	**181**	**33**	**33**
May 2001	General Education		0	0	158	129	157	34	35
	Students with Disabilities	0	0	0	22	16	22	35	38
	All Students	**0**	**0**	**0**	**180**	**145**	**179**	**34**	**36**

Grade 4 Science – Knowledge, Reasoning, and Problem-Solving Standards

Multiple-Choice Test Component	This component is 45 multiple-choice questions based upon the New York State *Elementary Science Syllabus*, and referenced to the New York State *Learning Standards for Mathematics, Science and Technology* (Elementary Level). Of the 45 questions, 17 reference Physical Setting; 17 reference Living Environment; 8 reference Scientific Inquiry; and 3 reference Mathematics.
State Designated Level (SDL)	Students who correctly answer fewer than 30 of the 45 questions of the Multiple-Choice Test Component must receive academic intervention services (AIS) in the following term of instruction.
Performance Component	This component involves performance of hands-on tasks at 5 stations. The stations are named *Liquids*, *Grouping Objects, Ball and Ramp Game*, *Magnetic and Electrical Testing*, and *Unknown Object*. All tested students work at the *Ball and Ramp Game*. Approximately half the students work on *Liquids* and *Grouping Objects* and the other half work on *Magnetic and Electrical Testing* and *Unknown Object*. Schools use a statistically randomized procedure to assign students to these stations.
School Mean Scores	For the multiple-choice test component, this is the average number of correct answers for students tested. If all tested students answered all questions correctly, this score would be 45. For the performance component, the mean scores for the stations are added together to arrive at the school mean score. If all tested students received perfect scores, this score would be 49.

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but did not complete any part of this science assessment.

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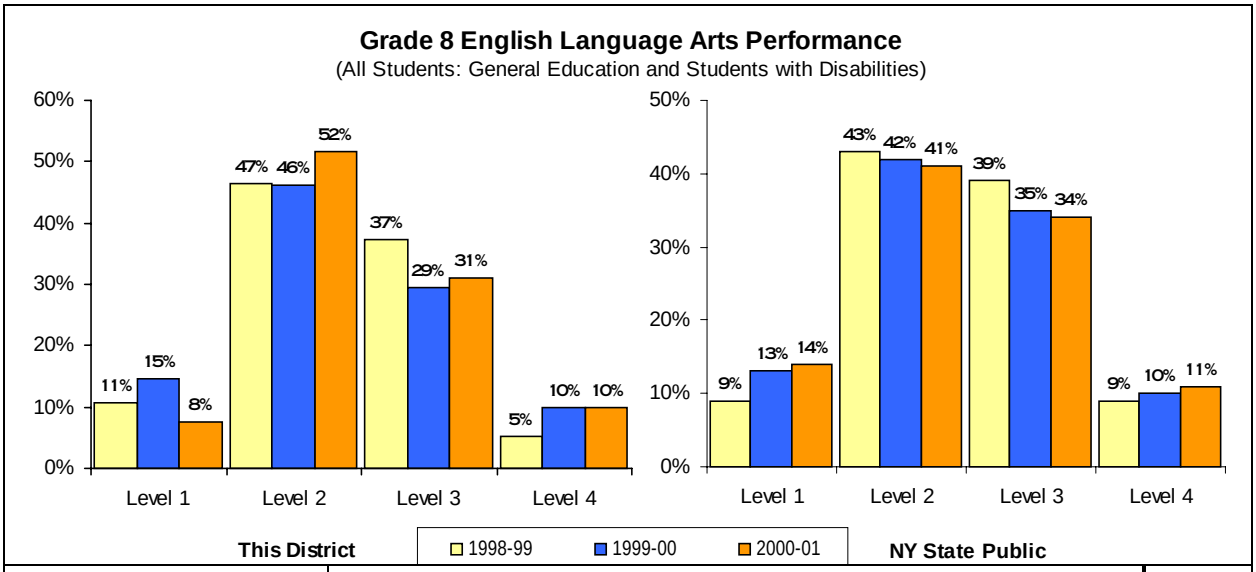
Middle Level

English Language Arts



Performance at This District		Counts of Students								Mean Score
		Not Tested			Tested					
		AA[1]	ELL[2]	Absent	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	2	9	72	68	10	159	700
	Students with Disabilities	0	0	0	11	15	2	0	28	671
	All Students	**0**	**0**	**2**	**20**	**87**	**70**	**10**	**187**	**696**
May 2000	General Education		0	2	14	82	54	18	168	701
	Students with Disabilities	0	0	1	13	3	0	0	16	654
	All Students	**0**	**0**	**3**	**27**	**85**	**54**	**18**	**184**	**697**
May 2001	General Education		0	4	7	85	57	18	167	702
	Students with Disabilities	3	0	0	7	10	0	0	17	661
	All Students	**3**	**0**	**4**	**14**	**95**	**57**	**18**	**184**	**698**

Grade 8 English Language Arts Levels – Listening, Reading, and Writing Standards

Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination. All students scoring from **739 to 830** are in this level.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination. All students scoring from **701 to 738** are in this level.
Level 2	These students **need extra help** to meet the standards and pass the Regents examination. All students scoring from **662 to 700** are in this level.
Level 1	These students have **serious academic deficiencies**. All students scoring from **527 to 661** are in this level.

Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 8 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
June 2001	0	0

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take the grade 8 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.

3 These students were enrolled at the time of testing but were not present to complete some part of the ELA assessment.

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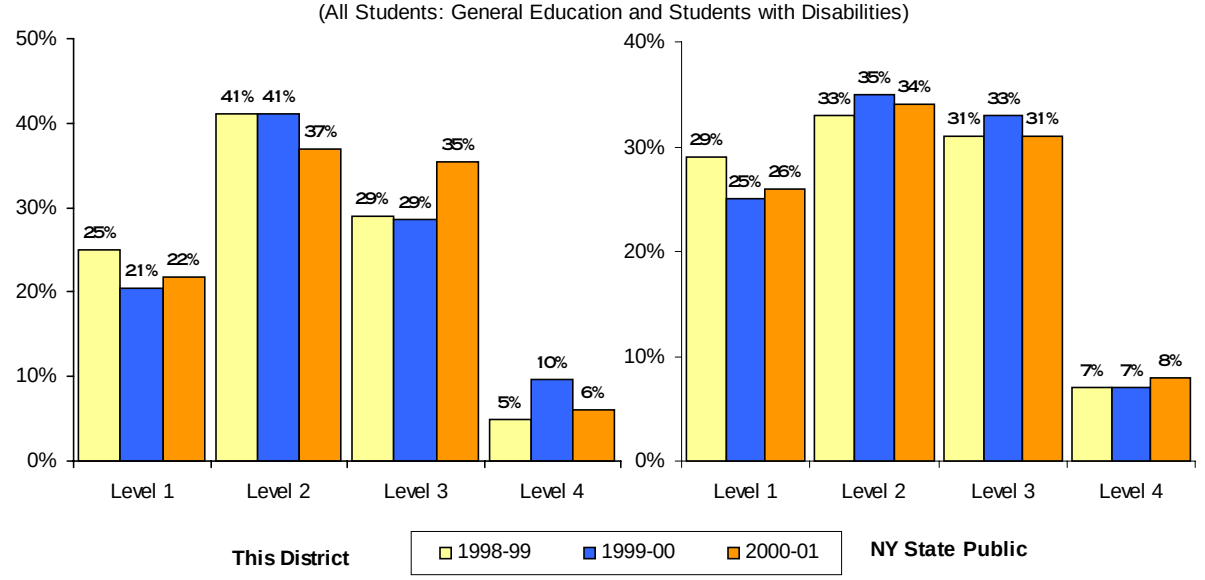
Middle Level

Mathematics



Performance at This District		Counts of Students								Mean Score
		Not Tested			Tested					
		AA[1]	ELL[2]	Absent[3]	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		0	3	30	70	51	9	160	709
	Students with Disabilities	4	0	0	15	4	1	0	20	652
	All Students	**4**	**0**	**3**	**45**	**74**	**52**	**9**	**180**	**702**
May 2000	General Education		0	2	23	74	53	18	168	713
	Students with Disabilities	0	0	0	15	2	0	0	17	655
	All Students	**0**	**0**	**2**	**38**	**76**	**53**	**18**	**185**	**707**
May 2001	General Education		0	3	29	65	63	11	168	711
	Students with Disabilities	4	0	0	11	3	2	0	16	670
	All Students	**4**	**0**	**3**	**40**	**68**	**65**	**11**	**184**	**707**

Grade 8 Mathematics Levels – Knowledge, Reasoning, and Problem-Solving Standards

Level 4	These students **exceed the standards** and are moving toward high performance on the Regents examination. All students scoring from **760 to 882** are in this level.
Level 3	These students **meet the standards** and, with continued steady growth, should pass the Regents examination. All students scoring from **716 to 759** are in this level.
Level 2	These students **need extra help** to meet the standards and pass the Regents examination. All students scoring from **681 to 715** are in this level.
Level 1	These students have **serious academic deficiencies**. All students scoring from **517 to 680** are in this level.

* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the **School** Profile page of this report. Further explanation is available at http://www.emsc.nysed.gov/repcrd2002/similar.html

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of the mathematics assessment.

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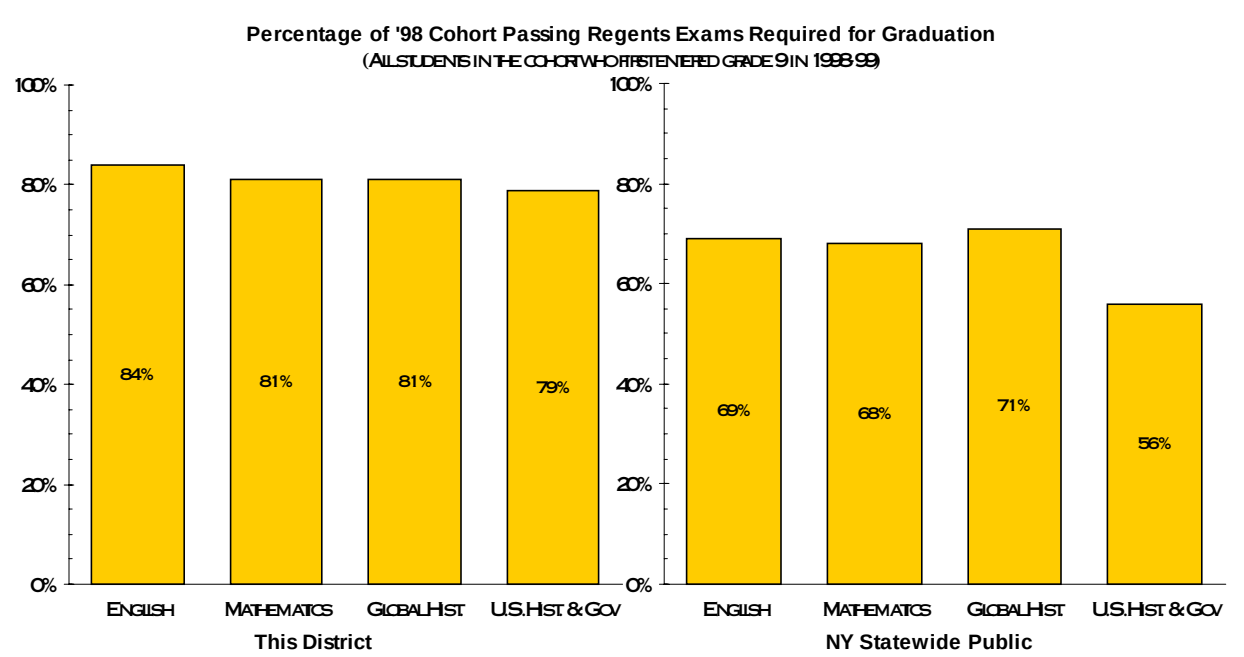
High School Achievement – After Three Years of Instruction

This section presents the success of students on Regents examinations required for graduation. Passing is defined as scoring 65 or higher, or earning approved alternative credit. Students who earn credit through component retesting are counted as if they scored in range 55 to 64 or in range 65 to 84 as determined by the results of the component retest. This page presents information about students who first entered grade 9 in 1998-99, displaying results for these students after three years. Safety-net provisions of the graduation requirements allow some students to earn credit for graduation by alternative means. The percentage of students meeting their personal graduation requirements after four years is presented elsewhere in this report as a school accountability measure.



Requirement	Student Category	Students in Cohort [1]	Highest Score[2] From 55 To 64	Highest Score[2] From 65 To 84	Highest Score[2] From 85 To 100	Approved Alternative Credit
English (after 3 years)	General Education	142	6	66	64	0
	Students w/ Disabilities	19	7	5	0	0
	All Students	**161**	**13**	**71**	**64**	**0**
Mathematics (after 3 years)	General Education	142	13	53	70	0
	Students w/ Disabilities	19	6	6	1	0
	All Students	**161**	**19**	**59**	**71**	**0**
Global History (after 3 years)	General Education	142	6	70	55	0
	Students w/ Disabilities	19	2	5	0	0
	All Students	**161**	**8**	**75**	**55**	**0**
U.S. Hist. & Gov. (after 3 years)	General Education	142	9	61	61	0
	Students w/ Disabilities	19	8	4	1	0
	All Students	**161**	**17**	**65**	**62**	**0**

[1] Cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations.

[2] Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "All Students" category.

School District Profile

Superintendent: Mr. Robert E. Drake				Phone: (518)756-5201
Organization 2000-01		School District Staff[1] (both full- and part-time)		
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
K-12	2,349	202	34	156

1999-00 School District Total Expenditure per Pupil	$12,188
1999-00 NY State Public Schools Total Expenditure per Pupil	$11,040

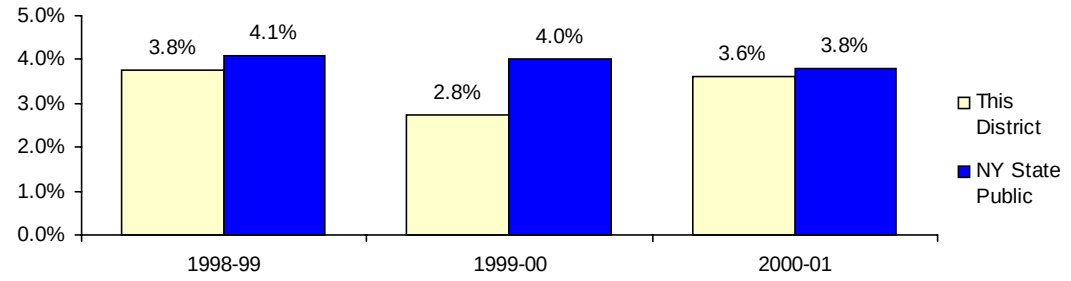
Student Enrollment

Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	50	Grade 7	212
Kindergarten	175	Grade 8	195
Grade 1	153	Grade 9	203
Grade 2	148	Grade 10	192
Grade 3	170	Grade 11	182
Grade 4	191	Grade 12	146
Grade 5	184	Ungraded Elementary with Disabilities	0
Grade 6	198	Ungraded Secondary with Disabilities	0

Student Demographics	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	10	0.4%	9	0.4%	7	0.3%
Eligible For Free Lunch	474	21.0%	522	23.9%	409	18.8%

Need to Resource Capacity (N/RC) Group	The State Education Department assigns each school district to a comparison group based on student demographics and the resource capacity of the district. This district is in N/RC Group 5. This district has average needs relative to local resource capacity.

Dropout Rate



A dropout is any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.

[1] Some district-employed staff serve in more than one school. These shared people are included in counts reported here.