

# New York State School Report Card Comprehensive Information Report

BEDS Code: 06-24-01-04-0001

Grade Range : PK-12

Name: Ripley Central School

Principal: Susan A. Hammond

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	18
Kindergarten	31	22	23
First	32	30	26
Second	25	34	28
Third	33	29	36
Fourth	38	30	29
Fifth	32	40	35
Sixth	35	33	40
Ungraded Elementary	0	0	0
Seventh	46	38	40
Eighth	30	43	34
Ninth	26	33	38
Tenth	29	28	31
Eleventh	26	33	25
Twelfth	29	28	28
Ungraded Secondary	0	1	0
Total K-12 Enrollment	412	422	413

## 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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	3	0.7%	2	0.5%	4	1.0%
Hispanic	9	2.2%	6	1.4%	7	1.7%
White (Not Hispanic)	400	97.1%	414	98.1%	402	97.3%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	16	22	23
Common Branch	17	17	16
English Grade 8	15	18	13
Mathematics Grade 8	15	34	30
Science Grade 8	15	18	17
Social Studies Grade 8	29	37	26
English Grade 10	15	14	18
Mathematics Grade 10	15	15	18
Science Grade 10	14	13	15
Social Studies Grade 10	30	13	16

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
64	All schools in this group serve students from Kindergarten through Grade 12. Assessment results and accountability measures for schools in this group are compared with similar schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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%	0	0.0%	0	0.0%
Eligible for Free Lunch	154	37.4%	140	33.2%	162	39.2%

### 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		94.5%		94.9%		95.1%
Student Suspensions	19	4.6%	4	1.0%	2	0.5%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	21.8%	22.3%	19.6%
Public Assistance	41-50%	21-30%	31-40%
Student Stability	93%	93%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	42
Total Other Professional Staff	8
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	20	8	40%	21	7	33%	22	8	36%
Students with Disabilities	6	0	0%	1	0	0%	4	1	25%
All Students	26	8	31%	22	7	32%	26	9	35%

\*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	3	6	6	4	6	1
Percent	12%	23%	23%	15%	23%	4%

## 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)
4	1	4	8

\*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		2	
	Entered GED Program*			0		2	
	Total Noncompleters			1		4	
Students with Disabilities	Dropped Out			2		1	
	Entered GED Program*			1		0	
	Total Noncompleters			3		1	
All Students	Dropped Out	6	5.5%	3	2.4%	3	2.5%
	Entered GED Program*	3	2.7%	1	0.8%	2	1.6%
	Total Noncompleters	9	8.2%	4	3.3%	5	4.1%

\*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%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	19	95%	33	85%	19	100%

### 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	1	#	1	#	2	#

(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	#	0	0%
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	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	3	#	2	#	4	#
Science	1	#	0	0%	5	100%
Reading	1	#	6	100%	1	#
Writing	0	0%	7	14%	1	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	27	30	25	2	6	2
Number Scoring 55–100	26	25	23	#	5	#
Number Scoring 65–100	23	18	19	#	3	#
Number Scoring 85–100	3	6	7	#	0	#
Percentage of Tested Scoring 55–100	96%	83%	92%	#	83%	#
Percentage of Tested Scoring 65–100	85%	60%	76%	#	50%	#
Percentage of Tested Scoring 85–100	11%	20%	28%	#	0%	#
<b>Mathematics A</b>						
Number Tested	0	17	35	0	1	7
Number Scoring 55–100	0	13	31	0	#	6
Number Scoring 65–100	0	11	27	0	#	6
Number Scoring 85–100	0	6	7	0	#	0
Percentage of Tested Scoring 55–100	0%	76%	89%	0%	#	86%
Percentage of Tested Scoring 65–100	0%	65%	77%	0%	#	86%
Percentage of Tested Scoring 85–100	0%	35%	20%	0%	#	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	26	26	27	5	2	7
Number Scoring 55–100	26	26	25	5	#	7
Number Scoring 65–100	24	26	23	5	#	6
Number Scoring 85–100	5	11	10	0	#	3
Percentage of Tested Scoring 55–100	100%	100%	93%	100%	#	100%
Percentage of Tested Scoring 65–100	92%	100%	85%	100%	#	86%
Percentage of Tested Scoring 85–100	19%	42%	37%	0%	#	43%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	22	33	23	1	6	2
Number Scoring 55–100	22	30	23	#	6	#
Number Scoring 65–100	18	21	23	#	3	#
Number Scoring 85–100	8	6	13	#	0	#
Percentage of Tested Scoring 55–100	100%	91%	100%	#	100%	#
Percentage of Tested Scoring 65–100	82%	64%	100%	#	50%	#
Percentage of Tested Scoring 85–100	36%	18%	57%	#	0%	#

(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	13	13	29	1	1	6
Number Scoring 55–100	13	13	24	#	#	5
Number Scoring 65–100	13	13	20	#	#	3
Number Scoring 85–100	7	6	4	#	#	1
Percentage of Tested Scoring 55–100	100%	100%	83%	#	#	83%
Percentage of Tested Scoring 65–100	100%	100%	69%	#	#	50%
Percentage of Tested Scoring 85–100	54%	46%	14%	#	#	17%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	26	31	33	5	6	8
Number Scoring 55–100	26	31	27	5	6	5
Number Scoring 65–100	25	30	23	4	6	2
Number Scoring 85–100	13	17	5	1	1	0
Percentage of Tested Scoring 55–100	100%	100%	82%	100%	100%	62%
Percentage of Tested Scoring 65–100	96%	97%	70%	80%	100%	25%
Percentage of Tested Scoring 85–100	50%	55%	15%	20%	17%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		9	8		1	1
Number Scoring 55–100		9	8		#	#
Number Scoring 65–100		8	8		#	#
Number Scoring 85–100		1	2		#	#
Percentage of Tested Scoring 55–100		100%	100%		#	#
Percentage of Tested Scoring 65–100		89%	100%		#	#
Percentage of Tested Scoring 85–100		11%	25%		#	#
<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	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 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	5	3	6	0	0	0
Number Scoring 55–100	5	#	6	0	0	0
Number Scoring 65–100	5	#	6	0	0	0
Number Scoring 85–100	4	#	3	0	0	0
Percentage of Tested Scoring 55–100	100%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	#	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	80%	#	50%	0%	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	10	13	0	0	1	0
Number Scoring 55–100	10	11	0	0	#	0
Number Scoring 65–100	10	10	0	0	#	0
Number Scoring 85–100	4	5	0	0	#	0
Percentage of Tested Scoring 55–100	100%	85%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	77%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	40%	38%	0%	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	10	7	9	0	0	2
Number Scoring 55–100	10	7	9	0	0	#
Number Scoring 65–100	10	7	9	0	0	#
Number Scoring 85–100	6	4	3	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	60%	57%	33%	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	23	100%	19	100%	22	95%
Students with Disabilities	5	100%	7	100%	7	71%

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	30	13%	20%	60%	7%
	Students with Disabilities	5	0%	60%	40%	0%
	All Students	35	11%	26%	57%	6%

### 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	23	0%	17%	70%	13%
	Students with Disabilities	10	10%	80%	10%	0%
	All Students	33	3%	36%	52%	9%

(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	24	24	24	7	7	7	31	31	31
Number Scoring 55–64	2	6	2	0	2	1	2	8	3
Number Scoring 65–84	15	11	12	4	2	3	19	13	15
Number Scoring 85–100	5	5	9	0	0	0	5	5	9
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)