

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	2002-03	2003-04	2004-05
Pre-K	48	48	49
Kindergarten	158	168	156
First	164	172	167
Second	179	168	159
Third	158	182	159
Fourth	145	165	175
Fifth	170	148	169
Sixth	188	189	158
Ungraded Elementary	0	0	0
Seventh	193	182	174
Eighth	191	184	186
Ninth	244	221	199
Tenth	194	208	182
Eleventh	160	178	199
Twelfth	184	172	178
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2328	2337	2261

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	19	0.8%	22	0.9%	18	0.8%
Black (Not Hispanic)	109	4.7%	107	4.6%	111	4.9%
Hispanic	68	2.9%	103	4.4%	101	4.5%
White (Not Hispanic)	2132	91.6%	2105	90.1%	2031	89.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	20	24	19
Common Branch	21	22	20
English Grade 8	22	20	16
Mathematics Grade 8	21	22	18
Science Grade 8	21	22	18
Social Studies Grade 8	22	21	18
English Grade 10	19	18	16
Mathematics Grade 10	21	17	18
Science Grade 10	24	16	22
Social Studies Grade 10	21	22	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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	19	0.8%	22	0.9%	22	1.0%
Eligible for Free Lunch	367	16.9%	523	22.4%	473	20.9%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.8%		94.1%		92.8%
Student Suspensions	106	4.5%	119	5.1%	157	6.7%

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

	2002-03	2003-04	2004-05
Reduced Lunch	6.6%	6.9%	8.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	225
Total Other Professional Staff	26
Total Paraprofessionals	76
Teaching Out of Certification*	2

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	133	134	142
	Regents Diplomas	95	80	133
	% Regents Diplomas	71%	60%	94%
	Regents Diplomas with Advanced Designation**			67
	% Regents Diplomas with Advanced Designation			47%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	22	10	4
	Regents Diplomas	5	1	1
	% Regents Diplomas	23%	10%	25%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	13	8	7
All Students	Total Graduates*	155	144	146
	Regents Diplomas	100	81	134
	% Regents Diplomas	65%	56%	92%
	Regents Diplomas with Advanced Designation**			67
	% Regents Diplomas with Advanced Designation			46%
	IEP Diplomas or Local Certificates	13	8	7

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	74	48	1	3	16	0	0	0
	Percent	52%	34%	1%	2%	11%	0%	0%	0%
Students with Disabilities	Number	0	3	0	0	1	0	0	0
	Percent	0%	75%	0%	0%	25%	0%	0%	0%
All Students	Number	74	51	1	3	17	0	0	0
	Percent	51%	35%	1%	2%	12%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	22		26	3.8%	15	2.3%
	Entered GED Program*	0		3	0.4%	3	0.5%
	Total Noncompleters	22		29	4.2%	18	2.8%
Students with Disabilities	Dropped Out	3		7	6.3%	11	8.5%
	Entered GED Program*	0		1	0.9%	0	0.0%
	Total Noncompleters	3		8	7.1%	11	8.5%
All Students	Dropped Out	25	3.2%	33	4.1%	26	3.3%
	Entered GED Program*	0	0.0%	4	0.5%	3	0.4%
	Total Noncompleters	25	3.2%	37	4.6%	29	3.7%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	476	461	417
	Number of Students with Disabilities	95	94	101
	Number of All Students	571	555	518
	Percent of Enrollment	100%	100%	100%
9-12	Number of General-Education Students	0	491	491
	Number of Students with Disabilities	0	67	67
	Number of All Students	0	558	558
	Percent of Enrollment	0%	72%	74%

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 2004-2005 school year; completion data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	38	92%	60	100%	49	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	118	92%	90	87%	119	83%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	83%	4	#	2	#
Science	2	#	3	#	3	#
Reading	6	100%	3	#	1	#
Writing	6	100%	3	#	1	#
Global Studies	2	#	5	40%	5	100%
U.S. Hist & Gov't	2	#	4	#	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	34	41%	35	77%	49	61%
Science	29	55%	43	67%	40	70%
Reading	20	80%	19	63%	30	80%
Writing	21	81%	13	85%	29	97%
Global Studies	14	29%	24	46%	23	30%
U.S. Hist & Gov't	10	40%	20	15%	15	67%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	174	178	189	24	9	17
Number Scoring 55-100	153	165	174	12	4	12
Number Scoring 65-100	137	149	157	10	3	5
Number Scoring 85-100	52	75	55	0	1	0
Percentage of Tested Scoring 55-100	88%	93%	92%	50%	44%	71%
Percentage of Tested Scoring 65-100	79%	84%	83%	42%	33%	29%
Percentage of Tested Scoring 85-100	30%	42%	29%	0%	11%	0%
Mathematics A						
Number Tested	195	160	191	8	13	19
Number Scoring 55-100	161	152	188	2	6	17
Number Scoring 65-100	133	142	179	2	4	11
Number Scoring 85-100	42	50	69	0	0	1
Percentage of Tested Scoring 55-100	83%	95%	98%	25%	46%	89%
Percentage of Tested Scoring 65-100	68%	89%	94%	25%	31%	58%
Percentage of Tested Scoring 85-100	22%	31%	36%	0%	0%	5%
Mathematics B						
Number Tested	1	51	81	1	0	0
Number Scoring 55-100	#	48	72	#	0	0
Number Scoring 65-100	#	47	56	#	0	0
Number Scoring 85-100	#	19	10	#	0	0
Percentage of Tested Scoring 55-100	#	94%	89%	#	0%	0%
Percentage of Tested Scoring 65-100	#	92%	69%	#	0%	0%
Percentage of Tested Scoring 85-100	#	37%	12%	#	0%	0%
Global History and Geography						
Number Tested	199	212	223	16	23	30
Number Scoring 55-100	170	171	193	4	8	18
Number Scoring 65-100	147	148	173	3	4	14
Number Scoring 85-100	60	48	39	1	1	1
Percentage of Tested Scoring 55-100	85%	81%	87%	25%	35%	60%
Percentage of Tested Scoring 65-100	74%	70%	78%	19%	17%	47%
Percentage of Tested Scoring 85-100	30%	23%	17%	6%	4%	3%
U.S. History and Government						
Number Tested	173	164	200	18	6	17
Number Scoring 55-100	167	150	171	15	2	6
Number Scoring 65-100	153	142	159	11	2	3
Number Scoring 85-100	61	62	78	1	0	0
Percentage of Tested Scoring 55-100	97%	91%	85%	83%	33%	35%
Percentage of Tested Scoring 65-100	88%	87%	80%	61%	33%	18%
Percentage of Tested Scoring 85-100	35%	38%	39%	6%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	219	241	213	22	21	33
Number Scoring 55-100	199	219	188	15	15	23
Number Scoring 65-100	170	192	173	9	11	18
Number Scoring 85-100	38	34	35	1	0	1
Percentage of Tested Scoring 55-100	91%	91%	88%	68%	71%	70%
Percentage of Tested Scoring 65-100	78%	80%	81%	41%	52%	55%
Percentage of Tested Scoring 85-100	17%	14%	16%	5%	0%	3%
Physical Setting/Earth Science						
Number Tested	134	109	141	6	11	18
Number Scoring 55-100	117	85	127	2	5	13
Number Scoring 65-100	104	61	110	2	3	9
Number Scoring 85-100	21	8	38	1	0	1
Percentage of Tested Scoring 55-100	87%	78%	90%	33%	45%	72%
Percentage of Tested Scoring 65-100	78%	56%	78%	33%	27%	50%
Percentage of Tested Scoring 85-100	16%	7%	27%	17%	0%	6%
Physical Setting/Chemistry						
Number Tested	96	103	113	0	0	0
Number Scoring 55-100	89	93	109	0	0	0
Number Scoring 65-100	61	58	92	0	0	0
Number Scoring 85-100	8	7	20	0	0	0
Percentage of Tested Scoring 55-100	93%	90%	96%	0%	0%	0%
Percentage of Tested Scoring 65-100	64%	56%	81%	0%	0%	0%
Percentage of Tested Scoring 85-100	8%	7%	18%	0%	0%	0%
Physical Setting/Physics						
Number Tested		39	33		0	0
Number Scoring 55-100		37	33		0	0
Number Scoring 65-100		34	32		0	0
Number Scoring 85-100		6	20		0	0
Percentage of Tested Scoring 55-100		95%	100%		0%	0%
Percentage of Tested Scoring 65-100		87%	97%		0%	0%
Percentage of Tested Scoring 85-100		15%	61%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	19	24	26	0	0	0
Number Scoring 55-100	18	24	26	0	0	0
Number Scoring 65-100	18	23	26	0	0	0
Number Scoring 85-100	9	11	13	0	0	0
Percentage of Tested Scoring 55-100	95%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	47%	46%	50%	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	53	53	71	0	0	0
Number Scoring 55-100	53	53	71	0	0	0
Number Scoring 65-100	53	52	71	0	0	0
Number Scoring 85-100	41	46	55	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	77%	87%	77%	0%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	140	0%	8%	56%	36%
	Students with Disabilities	31	32%	23%	42%	3%
	All Students	171	6%	11%	53%	30%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	160	0%	16%	69%	14%
	Students with Disabilities	31	13%	55%	32%	0%
	All Students	191	2%	23%	63%	12%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	1	0	#	#	#	#
Middle Level						
Social Studies	3	0	#	#	#	#
Secondary Level						
English Language Arts	3	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	0	#	#	#	#

2001 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	150	150	150	16	16	16	166	166	166
Number Scoring 55–64	1	2	3	1	0	0	2	2	3
Number Scoring 65–84	83	74	85	0	0	3	83	74	88
Number Scoring 85–100	58	65	58	0	0	0	58	65	58
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		5	3		0	0
Beginning		1	#		0	0
Intermediate		0	#		0	0
Advanced		1	#		0	0
Proficient		3	#		0	0
Reading and Writing (Grade K-1)						
Number Tested		5	3		0	0
Beginning		1	#		0	0
Intermediate		0	#		0	0
Advanced		2	#		0	0
Proficient		2	#		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 2-4)						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		4	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		4	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		1	5		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	2		0	0
Proficient		#	3		0	0
Reading and Writing (Grade 7–8)						
Number Tested		1	5		0	0
Beginning		#	0		0	0
Intermediate		#	1		0	0
Advanced		#	1		0	0
Proficient		#	3		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		3	6		0	0
Beginning		#	0		0	0
Intermediate		#	3		0	0
Advanced		#	1		0	0
Proficient		#	2		0	0
Reading and Writing (Grade 9–12)						
Number Tested		4	6		0	0
Beginning		#	0		0	0
Intermediate		#	4		0	0
Advanced		#	0		0	0
Proficient		#	2		0	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)