

New York State School Report Card Comprehensive Information Report

BEDS Code: 06-24-01-04-0001
 Name: Ripley Central School
 Principal: Susan A. Hammond

Grade Range : PK-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	18	18	18
Kindergarten	23	36	21
First	26	28	34
Second	28	20	22
Third	36	29	25
Fourth	29	37	32
Fifth	35	32	37
Sixth	40	37	29
Ungraded Elementary	0	0	0
Seventh	40	46	37
Eighth	34	37	32
Ninth	38	36	37
Tenth	31	41	34
Eleventh	25	28	36
Twelfth	28	23	28
Ungraded Secondary	0	0	0
Total K-12 Enrollment	413	430	404

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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	4	1.0%	4	0.9%	6	1.5%
Hispanic	7	1.7%	8	1.9%	9	2.2%
White (Not Hispanic)	402	97.3%	418	97.2%	389	96.3%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	23	18	11
Common Branch	16	15	15
English Grade 8	13	18	16
Mathematics Grade 8	30	34	16
Science Grade 8	17	18	16
Social Studies Grade 8	26	36	16
English Grade 10	18	18	19
Mathematics Grade 10	18	19	10
Science Grade 10	15	37	15
Social Studies Grade 10	16	19	18

(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. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.2%	0	0.0%
Eligible for Free Lunch	162	39.2%	172	40.0%	124	30.7%

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		95.1%		93.9%		94.3%
Student Suspensions	2	0.5%	3	0.7%	6	1.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	19.6%	18.4%	25.0%
Public Assistance	31-40%	21-30%	21-30%
Student Stability	100%	96%	96%

Staff Counts

Staff	2004-05
Total Teachers	44
Total Other Professional Staff	10
Total Paraprofessionals	NA
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	22	19	19
	Regents Diplomas	8	6	18
	% Regents Diplomas	36%	32%	95%
	Regents Diplomas with Advanced Designation**			8
	% Regents Diplomas with Advanced Designation			42%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	4	2	4
	Regents Diplomas	1	1	2
	% Regents Diplomas	25%	50%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	1	2
All Students	Total Graduates*	26	21	23
	Regents Diplomas	9	7	20
	% Regents Diplomas	35%	33%	87%
	Regents Diplomas with Advanced Designation**			8
	% Regents Diplomas with Advanced Designation			35%
	IEP Diplomas or Local Certificates	4	1	2

* 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	6	5	4	1	0	0	0	3
	Percent	32%	26%	21%	5%	0%	0%	0%	16%
Students with Disabilities	Number	0	0	0	3	1	0	0	0
	Percent	0%	0%	0%	75%	25%	0%	0%	0%
All Students	Number	6	5	4	4	1	0	0	3
	Percent	26%	22%	17%	17%	4%	0%	0%	13%

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	2		4	4.3%	0	0.0%
	Entered GED Program*	2		0	0.0%	1	1.0%
	Total Noncompleters	4		4	4.3%	1	1.0%
Students with Disabilities	Dropped Out	1		0	0.0%	1	2.7%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		0	0.0%	1	2.7%
All Students	Dropped Out	3	2.5%	4	3.3%	1	0.7%
	Entered GED Program*	2	1.6%	0	0.0%	1	0.7%
	Total Noncompleters	5	4.1%	4	3.3%	2	1.4%

*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%	100%
2-3	0%	0%	100%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	60
	Number of Students with Disabilities	0	0	9
	Number of All Students	0	0	69
	Percent of Enrollment	0%	0%	100%
6-8	Number of General-Education Students	0	0	61
	Number of Students with Disabilities	0	0	8
	Number of All Students	0	0	69
	Percent of Enrollment	0%	0%	70%
9-12	Number of General-Education Students	0	0	103
	Number of Students with Disabilities	0	0	32
	Number of All Students	0	0	135
	Percent of Enrollment	0%	0%	100%

(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	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	100%	27	81%	25	84%

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	2	#	0	0%	2	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	1	#	0	0%	0	0%
Reading	0	0%	1	#	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	8	100%	5	100%
Science	5	100%	6	33%	5	80%
Reading	1	#	7	71%	6	83%
Writing	1	#	6	83%	7	86%
Global Studies	1	#	5	40%	3	#
U.S. Hist & Gov't	0	0%	2	#	2	#

(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	25	29	34	2	7	3
Number Scoring 55-100	23	24	30	#	4	#
Number Scoring 65-100	19	19	27	#	2	#
Number Scoring 85-100	7	6	6	#	0	#
Percentage of Tested Scoring 55-100	92%	83%	88%	#	57%	#
Percentage of Tested Scoring 65-100	76%	66%	79%	#	29%	#
Percentage of Tested Scoring 85-100	28%	21%	18%	#	0%	#
Mathematics A						
Number Tested	35	37	31	7	6	4
Number Scoring 55-100	31	33	30	6	2	#
Number Scoring 65-100	27	29	27	6	0	#
Number Scoring 85-100	7	7	10	0	0	#
Percentage of Tested Scoring 55-100	89%	89%	97%	86%	33%	#
Percentage of Tested Scoring 65-100	77%	78%	87%	86%	0%	#
Percentage of Tested Scoring 85-100	20%	19%	32%	0%	0%	#
Mathematics B						
Number Tested	0	8	11	0	0	0
Number Scoring 55-100	0	8	10	0	0	0
Number Scoring 65-100	0	7	10	0	0	0
Number Scoring 85-100	0	6	2	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	91%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	88%	91%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	75%	18%	0%	0%	0%
Global History and Geography						
Number Tested	27	36	33	7	9	7
Number Scoring 55-100	25	33	32	7	6	7
Number Scoring 65-100	23	29	28	6	5	4
Number Scoring 85-100	10	14	12	3	2	0
Percentage of Tested Scoring 55-100	93%	92%	97%	100%	67%	100%
Percentage of Tested Scoring 65-100	85%	81%	85%	86%	56%	57%
Percentage of Tested Scoring 85-100	37%	39%	36%	43%	22%	0%
U.S. History and Government						
Number Tested	23	26	39	2	7	7
Number Scoring 55-100	23	26	32	#	7	3
Number Scoring 65-100	23	21	32	#	4	3
Number Scoring 85-100	13	14	16	#	1	0
Percentage of Tested Scoring 55-100	100%	100%	82%	#	100%	43%
Percentage of Tested Scoring 65-100	100%	81%	82%	#	57%	43%
Percentage of Tested Scoring 85-100	57%	54%	41%	#	14%	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	29	32	26	6	7	5
Number Scoring 55-100	24	30	26	5	5	5
Number Scoring 65-100	20	29	23	3	4	3
Number Scoring 85-100	4	5	7	1	1	0
Percentage of Tested Scoring 55-100	83%	94%	100%	83%	71%	100%
Percentage of Tested Scoring 65-100	69%	91%	88%	50%	57%	60%
Percentage of Tested Scoring 85-100	14%	16%	27%	17%	14%	0%
Physical Setting/Earth Science						
Number Tested	33	36	37	8	9	6
Number Scoring 55-100	27	31	31	5	5	5
Number Scoring 65-100	23	31	28	2	5	5
Number Scoring 85-100	5	9	6	0	2	0
Percentage of Tested Scoring 55-100	82%	86%	84%	62%	56%	83%
Percentage of Tested Scoring 65-100	70%	86%	76%	25%	56%	83%
Percentage of Tested Scoring 85-100	15%	25%	16%	0%	22%	0%
Physical Setting/Chemistry						
Number Tested	8	9	15	1	0	0
Number Scoring 55-100	8	9	15	#	0	0
Number Scoring 65-100	8	9	15	#	0	0
Number Scoring 85-100	2	6	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	25%	67%	20%	#	0%	0%
Physical Setting/Physics						
Number Tested		2	5		0	0
Number Scoring 55-100		#	5		0	0
Number Scoring 65-100		#	5		0	0
Number Scoring 85-100		#	3		0	0
Percentage of Tested Scoring 55-100		#	100%		0%	0%
Percentage of Tested Scoring 65-100		#	100%		0%	0%
Percentage of Tested Scoring 85-100		#	60%		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	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 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	6	10	7	0	0	0
Number Scoring 55-100	6	10	6	0	0	0
Number Scoring 65-100	6	10	6	0	0	0
Number Scoring 85-100	3	6	4	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	86%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	86%	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	60%	57%	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	31	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	35	23%	14%	57%	6%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	30	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	34	0%	38%	56%	6%

(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	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

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	20	20	20	9	9	9	29	29	29
Number Scoring 55–64	0	0	0	2	3	0	2	3	0
Number Scoring 65–84	10	5	5	2	3	4	12	8	9
Number Scoring 85–100	9	13	15	3	1	2	12	14	17
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)