

New York State District Report Card Comprehensive Information Report

BEDS Code: 50-04-02-06-0000

Name: East Ramapo Central School District (Spring Valley)

Superintendent: Mr. Jason P. Friedman

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	178	192	192
Kindergarten	598	594	599
First	590	636	633
Second	669	596	612
Third	590	702	641
Fourth	646	608	640
Fifth	688	649	592
Sixth	710	733	686
Ungraded Elementary	136	145	130
Seventh	754	775	750
Eighth	740	687	748
Ninth	705	731	739
Tenth	819	844	834
Eleventh	739	748	754
Twelfth	642	649	676
Ungraded Secondary	2	62	136
Total K-12 Enrollment	9028	9159	9170

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	887	9.8%	902	9.8%	914	10.0%
Black (Not Hispanic)	5251	58.2%	5439	59.4%	5522	60.2%
Hispanic	1062	11.8%	1198	13.1%	1271	13.9%
White (Not Hispanic)	1828	20.2%	1620	17.7%	1463	16.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	18	20
Common Branch	19	18	18
English Grade 8	20	20	20
Mathematics Grade 8	20	24	22
Science Grade 8	22	20	20
Social Studies Grade 8	22	21	21
English Grade 10	22	19	19
Mathematics Grade 10	23	20	23
Science Grade 10	22	22	21
Social Studies Grade 10	22	23	22

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	738	8.0%	768	8.2%	708	7.6%
Eligible for Free Lunch	4074	48.3%	3217	37.6%	3645	42.5%

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		92.8%		91.7%		93.5%
Student Suspensions	642	7.1%	578	6.4%	481	5.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.9%	15.8%	14.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	723
Total Other Professional Staff	153
Total Paraprofessionals	141
Teaching Out of Certification*	80
Teachers with Temporary Licenses	6

*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	518	211	41%	509	213	42%	532	213	40%
Students with Disabilities	17	5	29%	17	0	0%	31	2	6%
All Students	535	216	40%	526	213	40%	563	215	38%

*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	292	211	2	4	22	32
Percent	52%	37%	0%	1%	4%	6%

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)
31	2	10	41

*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			213		118	
	Entered GED Program*			36		54	
	Total Noncompleters			249		172	
Students with Disabilities	Dropped Out			2		4	
	Entered GED Program*			0		4	
	Total Noncompleters			2		8	
All Students	Dropped Out	84	2.9%	215	7.2%	122	3.9%
	Entered GED Program*	37	1.3%	36	1.2%	58	1.9%
	Total Noncompleters	121	4.2%	251	8.4%	180	5.8%

*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		95%	96%
2-3		9%	55%

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		1220	1166
	Number of Students with Disabilities		158	231
	Number of All Students		1378	1397
	Percent of Enrollment		62%	62%
9-12	Number of General-Education Students		0	528
	Number of Students with Disabilities		0	177
	Number of All Students		0	705
	Percent of Enrollment		0%	23%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	85	91%	111	88%	155	90%
German	0	0%	0	0%	0	0%
Italian	18	83%	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	252	88%	320	78%	464	87%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	4	#	7	57%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	80%	8	50%	17	76%

(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	51	84%	14	71%	8	50%
Science	42	38%	45	58%	13	69%
Reading	2	#	3	#	1	#
Writing	4	#	2	#	1	#
Global Studies	37	46%	8	62%	8	38%
U.S. Hist & Gov't	55	22%	14	64%	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	64%	32	44%	42	60%
Science	61	33%	34	41%	35	54%
Reading	15	73%	15	67%	19	74%
Writing	20	95%	21	81%	18	72%
Global Studies	42	62%	27	41%	43	40%
U.S. Hist & Gov't	23	70%	11	45%	12	67%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	637	702	690	35	42	38
Number Scoring 55–100	571	585	579	29	26	20
Number Scoring 65–100	448	482	510	16	16	14
Number Scoring 85–100	144	220	198	3	3	2
Percentage of Tested Scoring 55–100	90%	83%	84%	83%	62%	53%
Percentage of Tested Scoring 65–100	70%	69%	74%	46%	38%	37%
Percentage of Tested Scoring 85–100	23%	31%	29%	9%	7%	5%
Mathematics A						
Number Tested	0	697	871	0	45	64
Number Scoring 55–100	0	382	533	0	7	22
Number Scoring 65–100	0	264	363	0	2	8
Number Scoring 85–100	0	80	53	0	0	1
Percentage of Tested Scoring 55–100	0%	55%	61%	0%	16%	34%
Percentage of Tested Scoring 65–100	0%	38%	42%	0%	4%	12%
Percentage of Tested Scoring 85–100	0%	11%	6%	0%	0%	2%
Mathematics B (first administered June 2001)						
Number Tested	0	0	290	0	0	6
Number Scoring 55–100	0	0	178	0	0	2
Number Scoring 65–100	0	0	126	0	0	1
Number Scoring 85–100	0	0	13	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	61%	0%	0%	33%
Percentage of Tested Scoring 65–100	0%	0%	43%	0%	0%	17%
Percentage of Tested Scoring 85–100	0%	0%	4%	0%	0%	0%
Global History and Geography						
Number Tested	703	779	760	53	54	70
Number Scoring 55–100	637	619	616	38	24	40
Number Scoring 65–100	557	518	526	23	15	28
Number Scoring 85–100	161	92	153	4	1	3
Percentage of Tested Scoring 55–100	91%	79%	81%	72%	44%	57%
Percentage of Tested Scoring 65–100	79%	66%	69%	43%	28%	40%
Percentage of Tested Scoring 85–100	23%	12%	20%	8%	2%	4%
U.S. History and Government (first administered June 2001)						
Number Tested	500	742	660	28	40	38
Number Scoring 55–100	427	659	609	21	31	31
Number Scoring 65–100	373	548	545	20	23	21
Number Scoring 85–100	148	115	181	3	1	2
Percentage of Tested Scoring 55–100	85%	89%	92%	75%	78%	82%
Percentage of Tested Scoring 65–100	75%	74%	83%	71%	57%	55%
Percentage of Tested Scoring 85–100	30%	15%	27%	11%	3%	5%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	480	614	559	13	36	32
Number Scoring 55–100	463	561	520	12	30	29
Number Scoring 65–100	431	516	454	8	23	24
Number Scoring 85–100	73	124	103	0	0	3
Percentage of Tested Scoring 55–100	96%	91%	93%	92%	83%	91%
Percentage of Tested Scoring 65–100	90%	84%	81%	62%	64%	75%
Percentage of Tested Scoring 85–100	15%	20%	18%	0%	0%	9%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	547	525	775	47	36	74
Number Scoring 55–100	415	437	644	25	23	50
Number Scoring 65–100	328	378	515	13	15	32
Number Scoring 85–100	95	130	141	1	0	3
Percentage of Tested Scoring 55–100	76%	83%	83%	53%	64%	68%
Percentage of Tested Scoring 65–100	60%	72%	66%	28%	42%	43%
Percentage of Tested Scoring 85–100	17%	25%	18%	2%	0%	4%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		384	467		4	7
Number Scoring 55–100		297	362		#	2
Number Scoring 65–100		177	226		#	2
Number Scoring 85–100		11	29		#	1
Percentage of Tested Scoring 55–100		77%	78%		#	29%
Percentage of Tested Scoring 65–100		46%	48%		#	29%
Percentage of Tested Scoring 85–100		3%	6%		#	14%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	139	131	114	0	1	2
Number Scoring 55–100	136	125	110	0	#	#
Number Scoring 65–100	132	117	104	0	#	#
Number Scoring 85–100	55	55	53	0	#	#
Percentage of Tested Scoring 55–100	98%	95%	96%	0%	#	#
Percentage of Tested Scoring 65–100	95%	89%	91%	0%	#	#
Percentage of Tested Scoring 85–100	40%	42%	46%	0%	#	#
Comprehensive Italian						
Number Tested	11	8	11	0	0	1
Number Scoring 55–100	11	7	11	0	0	#
Number Scoring 65–100	11	7	11	0	0	#
Number Scoring 85–100	6	4	6	0	0	#
Percentage of Tested Scoring 55–100	100%	88%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	88%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	55%	50%	55%	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	1	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	312	330	303	7	3	5
Number Scoring 55–100	285	308	293	7	#	4
Number Scoring 65–100	274	295	284	7	#	4
Number Scoring 85–100	143	160	172	3	#	1
Percentage of Tested Scoring 55–100	91%	93%	97%	100%	#	80%
Percentage of Tested Scoring 65–100	88%	89%	94%	100%	#	80%
Percentage of Tested Scoring 85–100	46%	48%	57%	43%	#	20%
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	568	281	60	13	5	0
Number Scoring 55–100	393	146	23	6	3	0
Number Scoring 65–100	307	99	14	2	3	0
Number Scoring 85–100	101	14	1	0	0	0
Percentage of Tested Scoring 55–100	69%	52%	38%	46%	60%	0%
Percentage of Tested Scoring 65–100	54%	35%	23%	15%	60%	0%
Percentage of Tested Scoring 85–100	18%	5%	2%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	386	426	138	5	6	4
Number Scoring 55–100	268	329	83	4	4	#
Number Scoring 65–100	212	272	62	3	4	#
Number Scoring 85–100	73	91	7	0	0	#
Percentage of Tested Scoring 55–100	69%	77%	60%	80%	67%	#
Percentage of Tested Scoring 65–100	55%	64%	45%	60%	67%	#
Percentage of Tested Scoring 85–100	19%	21%	5%	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	18	100%	1	#	1	#
Students with Disabilities	4	#	0	0%	0	0%

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
Nov 2002	General-Education Students	514	10%	18%	62%	11%
	Students with Disabilities	92	42%	35%	23%	0%
	All Students	606	15%	20%	56%	9%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	642	4%	50%	42%	5%
	Students with Disabilities	95	29%	59%	11%	1%
	All Students	737	7%	51%	38%	4%

(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
Elementary Level						
Social Studies	4	0	#	#	#	#
Middle Level						
Social Studies	6	1	0	0	0	6
Secondary Level						
English Language Arts	14	0	0	0	0	14
Social Studies	14	0	0	0	0	14
Mathematics	14	0	0	0	0	14
Science	14	0	0	0	0	14

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	652	652	652	54	54	54	706	706	706
Number Scoring 55–64	51	62	65	9	9	13	60	71	78
Number Scoring 65–84	330	344	351	28	24	20	358	368	371
Number Scoring 85–100	154	106	103	2	1	1	156	107	104
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)