

# New York State School Report Card Comprehensive Information Report

BEDS Code: 50-04-02-06-0018

Grade Range : 9-12

Name: Ramapo High School

Principal: Steven Unger

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	400	410	436
Tenth	516	508	501
Eleventh	406	445	416
Twelfth	341	331	404
Ungraded Secondary	0	0	86
Total K-12 Enrollment	1663	1694	1843

## 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	198	11.9%	205	12.1%	227	12.3%
Black (Not Hispanic)	883	53.1%	971	57.3%	1122	60.9%
Hispanic	149	9.0%	151	8.9%	178	9.7%
White (Not Hispanic)	433	26.0%	367	21.7%	316	17.1%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	20	19
Mathematics Grade 10	24	21	23
Science Grade 10	22	21	20
Social Studies Grade 10	22	23	23

(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
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	300	18.0%	200	11.8%	177	9.6%
Eligible for Free Lunch	606	36.4%	676	39.9%	615	33.4%

### 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		94.2%		92.2%		93.5%
Student Suspensions	183	10.5%	141	8.5%	112	6.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.1%	9.9%	11.1%
Public Assistance	21-30%	21-30%	41-50%
Student Stability	94%	97%	90%

### Staff Counts

Staff	2002–2003
Total Teachers	134
Total Other Professional Staff	29
Total Paraprofessionals	NA
Teaching Out of Certification*	19
Teachers with Temporary Licenses	2

\*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	311	144	46%	276	141	51%	339	155	46%
Students with Disabilities	5	2	40%	11	0	0%	20	1	5%
All Students	316	146	46%	287	141	49%	359	156	43%

\*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	202	119	2	3	22	11
Percent	56%	33%	1%	1%	6%	3%

## 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)
20	1	7	27

\*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			142		75	
	Entered GED Program*			22		40	
	Total Noncompleters			164		115	
Students with Disabilities	Dropped Out			2		3	
	Entered GED Program*			0		3	
	Total Noncompleters			2		6	
All Students	Dropped Out	50	3.0%	144	8.5%	78	4.2%
	Entered GED Program*	36	2.2%	22	1.3%	43	2.3%
	Total Noncompleters	86	5.2%	166	9.8%	121	6.6%

\*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	355
	Number of Students with Disabilities		0	65
	Number of All Students		0	420
	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	0	0%	23	70%	38	82%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	51	47%	81	69%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	7	57%	7	57%

(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	48	83%	8	75%	6	33%
Science	13	31%	18	56%	6	67%
Reading	2	#	3	#	1	#
Writing	4	#	1	#	1	#
Global Studies	8	50%	6	67%	8	38%
U.S. Hist & Gov't	23	30%	11	73%	3	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	14	57%	21	43%
Science	39	49%	15	47%	17	24%
Reading	15	73%	15	67%	19	74%
Writing	15	93%	14	79%	16	75%
Global Studies	14	29%	13	31%	30	43%
U.S. Hist & Gov't	10	60%	6	50%	11	64%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	338	447	432	23	25	20
Number Scoring 55–100	283	360	342	19	16	5
Number Scoring 65–100	209	300	291	8	10	2
Number Scoring 85–100	74	138	110	2	2	0
Percentage of Tested Scoring 55–100	84%	81%	79%	83%	64%	25%
Percentage of Tested Scoring 65–100	62%	67%	67%	35%	40%	10%
Percentage of Tested Scoring 85–100	22%	31%	25%	9%	8%	0%
<b>Mathematics A</b>						
Number Tested	0	409	535	0	28	41
Number Scoring 55–100	0	236	315	0	3	12
Number Scoring 65–100	0	163	219	0	1	6
Number Scoring 85–100	0	45	29	0	0	1
Percentage of Tested Scoring 55–100	0%	58%	59%	0%	11%	29%
Percentage of Tested Scoring 65–100	0%	40%	41%	0%	4%	15%
Percentage of Tested Scoring 85–100	0%	11%	5%	0%	0%	2%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	142	0	0	1
Number Scoring 55–100	0	0	106	0	0	#
Number Scoring 65–100	0	0	71	0	0	#
Number Scoring 85–100	0	0	10	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	75%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	50%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	7%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	471	451	452	29	30	50
Number Scoring 55–100	420	358	353	18	12	25
Number Scoring 65–100	367	311	302	13	8	16
Number Scoring 85–100	107	67	83	2	0	2
Percentage of Tested Scoring 55–100	89%	79%	78%	62%	40%	50%
Percentage of Tested Scoring 65–100	78%	69%	67%	45%	27%	32%
Percentage of Tested Scoring 85–100	23%	15%	18%	7%	0%	4%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	257	447	393	20	24	20
Number Scoring 55–100	228	397	363	15	19	15
Number Scoring 65–100	209	334	326	14	13	10
Number Scoring 85–100	89	72	105	2	0	0
Percentage of Tested Scoring 55–100	89%	89%	92%	75%	79%	75%
Percentage of Tested Scoring 65–100	81%	75%	83%	70%	54%	50%
Percentage of Tested Scoring 85–100	35%	16%	27%	10%	0%	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	280	360	345	7	19	24
Number Scoring 55–100	274	324	323	7	13	22
Number Scoring 65–100	264	297	278	4	8	19
Number Scoring 85–100	58	73	55	0	0	2
Percentage of Tested Scoring 55–100	98%	90%	94%	100%	68%	92%
Percentage of Tested Scoring 65–100	94%	82%	81%	57%	42%	79%
Percentage of Tested Scoring 85–100	21%	20%	16%	0%	0%	8%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	305	301	441	31	22	48
Number Scoring 55–100	238	262	374	15	15	33
Number Scoring 65–100	188	237	312	6	11	23
Number Scoring 85–100	54	92	102	0	0	3
Percentage of Tested Scoring 55–100	78%	87%	85%	48%	68%	69%
Percentage of Tested Scoring 65–100	62%	79%	71%	19%	50%	48%
Percentage of Tested Scoring 85–100	18%	31%	23%	0%	0%	6%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		237	279		3	1
Number Scoring 55–100		194	244		#	#
Number Scoring 65–100		133	163		#	#
Number Scoring 85–100		10	24		#	#
Percentage of Tested Scoring 55–100		82%	87%		#	#
Percentage of Tested Scoring 65–100		56%	58%		#	#
Percentage of Tested Scoring 85–100		4%	9%		#	#
<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	93	76	63	0	0	1
Number Scoring 55–100	92	73	60	0	0	#
Number Scoring 65–100	91	69	56	0	0	#
Number Scoring 85–100	42	31	20	0	0	#
Percentage of Tested Scoring 55–100	99%	96%	95%	0%	0%	#
Percentage of Tested Scoring 65–100	98%	91%	89%	0%	0%	#
Percentage of Tested Scoring 85–100	45%	41%	32%	0%	0%	#
<b>Comprehensive Italian</b>						
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%	#
<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	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%
<b>Comprehensive Spanish</b>						
Number Tested	186	197	183	4	1	3
Number Scoring 55–100	176	181	176	#	#	#
Number Scoring 65–100	174	171	170	#	#	#
Number Scoring 85–100	85	80	88	#	#	#
Percentage of Tested Scoring 55–100	95%	92%	96%	#	#	#
Percentage of Tested Scoring 65–100	94%	87%	93%	#	#	#
Percentage of Tested Scoring 85–100	46%	41%	48%	#	#	#
<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	333	148	43	5	1	0
Number Scoring 55–100	258	88	19	4	#	0
Number Scoring 65–100	205	57	11	1	#	0
Number Scoring 85–100	67	10	1	0	#	0
Percentage of Tested Scoring 55–100	77%	59%	44%	80%	#	0%
Percentage of Tested Scoring 65–100	62%	39%	26%	20%	#	0%
Percentage of Tested Scoring 85–100	20%	7%	2%	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	208	255	97	4	3	2
Number Scoring 55–100	159	202	52	#	#	#
Number Scoring 65–100	127	178	41	#	#	#
Number Scoring 85–100	43	61	6	#	#	#
Percentage of Tested Scoring 55–100	76%	79%	54%	#	#	#
Percentage of Tested Scoring 65–100	61%	70%	42%	#	#	#
Percentage of Tested Scoring 85–100	21%	24%	6%	#	#	#

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	3	#	0	0%	1	#
Students with Disabilities	0	0%	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
<b>Nov 2002</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## 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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	10	0	0	0	0	10
Social Studies	10	0	0	0	0	10
Mathematics	10	0	0	0	0	10
Science	10	0	0	0	0	10

## 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	405	405	405	32	32	32	437	437	437
Number Scoring 55–64	28	36	45	7	6	10	35	42	55
Number Scoring 65–84	213	224	220	15	14	11	228	238	231
Number Scoring 85–100	101	69	73	1	0	1	102	69	74
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)