

The University of the State of New York  
The State Education Department



**ANALYSES BY STUDENT SUBGROUP OF SCHOOL  
PERFORMANCE IN ENGLISH LANGUAGE ARTS  
AND MATHEMATICS**  
for  
**East Ramapo Central School District (Spring Valley)**

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title 1 of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title 1 are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.” Beginning with this report card, New York State will report performance data by gender, disability status, racial/ethnic group, English proficiency status, migrant status, and income level. District reports do not show high school performance data by gender, racial/ethnic group, migrant status, or income level because data were available only from high schools that received Title 1 funding.

The purpose of the analyses on the following pages is to determine if students who perform below the standards in this district tend to fall into particular groups, such as minority students, English language learners, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction and student support services to remedy these performance gaps.

It is important that programmatic changes be based on valid and reliable data. If a district does not have 20 students in a group in a given year, the district should evaluate results for students in this group over a period of years to make programmatic decisions. To protect the privacy of students, the Department’s policy is never to publish data for groups with fewer than five students, nor to publish data that would allow readers to easily determine the performance of a group smaller than five. If the number of students in small group racial/ethnic groups exceeds four, the aggregate performance of students in these groups is shown in the last row (Small Group Totals) of Results by Race/Ethnicity.

# Elementary English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview of the New York State Report Card*.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0%	0%
Black	1	14	7	56	143	141	41	381	85%	48%
Hispanic	1	8	4	11	30	37	14	92	88%	55%
Asian or Pacific Islander	0	5	0	2	9	33	13	57	96%	81%
White	2	0	3	6	28	49	32	115	95%	70%
Total	4	27	14	75	210	260	100	645	88%	56%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	1	11	5	29	91	123	56	299	90%	60%
Male	3	16	9	46	119	137	44	346	87%	52%
Total	4	27	14	75	210	260	100	645	88%	56%
<b>Results by English Proficiency Status</b>										
English Proficient	4	0	14	73	201	256	100	630	88%	57%
Limited English Proficient	0	27	0	2	9	4	0	15	87%	27%
Total	4	27	14	75	210	260	100	645	88%	56%
<b>Results by Income Level</b>										
Economically Disadvantaged	2	5	5	51	103	108	22	284	82%	46%
Not Disadvantaged	2	22	9	24	107	152	78	361	93%	64%
Total	4	27	14	75	210	260	100	645	88%	56%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	4	27	14	75	210	260	100	645	88%	56%
Total	4	27	14	75	210	260	100	645	88%	56%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Elementary Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0%	0%
Black	1	10	13	76	127	122	50	375	80%	46%
Hispanic	1	1	3	11	29	44	16	100	89%	60%
Asian or Pacific Islander	0	4	0	0	6	23	28	57	100%	89%
White	2	0	2	6	19	53	39	117	95%	79%
Total	4	15	18	93	181	242	133	649	86%	58%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	1	5	10	34	82	122	60	298	89%	61%
Male	3	10	8	59	99	120	73	351	83%	55%
Total	4	15	18	93	181	242	133	649	86%	58%
<b>Results by English Proficiency Status</b>										
English Proficient	4	0	15	86	174	233	132	625	86%	58%
Limited English Proficient	0	15	3	7	7	9	1	24	71%	42%
Total	4	15	18	93	181	242	133	649	86%	58%
<b>Results by Income Level</b>										
Economically Disadvantaged	2	3	9	57	100	102	23	282	80%	44%
Not Disadvantaged	2	12	9	36	81	140	110	367	90%	68%
Total	4	15	18	93	181	242	133	649	86%	58%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	4	15	18	93	181	242	133	649	86%	58%
Total	4	15	18	93	181	242	133	649	86%	58%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Middle-Level English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	s	s	s	s	1	s	s
Black	2	37	28	113	181	79	9	382	70%	23%
Hispanic	2	9	4	s	s	s	s	44	s	s
Asian or Pacific Islander	0	8	1	5	21	23	9	58	91%	55%
White	1	3	10	13	67	56	19	155	92%	48%
Total	5	57	43	145	289	169	37	640	77%	32%
Small Group Totals (s)	2	9	4	14	20	11	0	45	69%	24%
<b>Results by Gender</b>										
Female	2	23	18	55	115	101	20	291	81%	42%
Male	3	34	25	90	174	68	17	349	74%	24%
Total	5	57	43	145	289	169	37	640	77%	32%
<b>Results by English Proficiency Status</b>										
English Proficient	5	0	41	144	286	168	37	635	77%	32%
Limited English Proficient	0	57	2	1	3	1	0	5	80%	20%
Total	5	57	43	145	289	169	37	640	77%	32%
<b>Results by Income Level</b>										
Economically Disadvantaged	3	23	20	86	145	45	6	282	70%	18%
Not Disadvantaged	2	34	23	59	144	124	31	358	84%	43%
Total	5	57	43	145	289	169	37	640	77%	32%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	5	57	43	145	289	169	37	640	77%	32%
Total	5	57	43	145	289	169	37	640	77%	32%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Middle-Level Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	0	s	s	s	s	1	s	s
Black	0	35	27	182	129	66	10	387	53%	20%
Hispanic	2	5	8	s	s	s	s	44	s	s
Asian or Pacific Islander	0	7	2	7	10	30	11	58	88%	71%
White	1	1	7	20	57	60	23	160	88%	52%
Total	3	48	44	222	218	165	45	650	66%	32%
Small Group Totals (s)	2	5	8	13	22	9	1	45	71%	22%
<b>Results by Gender</b>										
Female	2	16	21	94	104	77	20	295	68%	33%
Male	1	32	23	128	114	88	25	355	64%	32%
Total	3	48	44	222	218	165	45	650	66%	32%
<b>Results by English Proficiency Status</b>										
English Proficient	3	0	40	215	215	164	44	638	66%	33%
Limited English Proficient	0	48	4	7	3	1	1	12	42%	17%
Total	3	48	44	222	218	165	45	650	66%	32%
<b>Results by Income Level</b>										
Economically Disadvantaged	1	19	19	130	109	46	4	289	55%	17%
Not Disadvantaged	2	29	25	92	109	119	41	361	75%	44%
Total	3	48	44	222	218	165	45	650	66%	32%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	3	48	44	222	218	165	45	650	66%	32%
Total	3	48	44	222	218	165	45	650	66%	32%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# 1997 High School Cohort

General-education students who first entered ninth grade in 1997 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with local Board approval) may qualify for a local diploma by earning a score of 55-64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain Section 504 students may qualify for a local diploma by passing Regents competency tests. Data on this page are based on the *Special Regents Examination Report* for the 1997 Cohort.

## Performance on the English Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	585	91	411	0	86%
Students with Disabilities	46	9	22	1	70%
<b>Total</b>	631	100	433	1	85%
Results by English Language Proficiency					
English Proficient	594	89	422	1	86%
Limited English Proficient	37	11	11	0	59%
<b>Total</b>	631	100	433	1	85%

## Performance on the Mathematics Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	585	53	433	0	83%
Students with Disabilities	46	4	10	9	50%
<b>Total</b>	631	57	443	9	81%

## Students Not Counted in the Cohort

Student Group	First-Time Ninth-Graders in Fall 1997	Students in Cohort in June 2001	Students Eliminated after October 1999			
			Eligible for Alternate Assessment	ELL Students Entering US at 17 or over	Transferred to GED or Another High School	Died or Left the USA
<b>Total</b>		631	7	23	77	2