

# 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: Jason P. Friedman

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	192	192	191
Kindergarten	594	599	598
First	636	633	658
Second	596	612	610
Third	702	641	633
Fourth	608	640	631
Fifth	649	592	648
Sixth	733	686	624
Ungraded Elementary	145	130	64
Seventh	775	750	680
Eighth	687	748	736
Ninth	731	739	854
Tenth	844	834	757
Eleventh	748	754	767
Twelfth	649	676	690
Ungraded Secondary	62	136	47
Total K-12 Enrollment	9159	9170	8997

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	902	9.8%	914	10.0%	878	9.8%
Black (Not Hispanic)	5439	59.4%	5522	60.2%	5457	60.7%
Hispanic	1198	13.1%	1271	13.9%	1388	15.4%
White (Not Hispanic)	1620	17.7%	1463	16.0%	1274	14.2%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	20	18
Common Branch	18	18	18
English Grade 8	20	20	19
Mathematics Grade 8	24	22	20
Science Grade 8	20	20	21
Social Studies Grade 8	21	21	19
English Grade 10	19	19	21
Mathematics Grade 10	20	23	21
Science Grade 10	22	21	22
Social Studies Grade 10	23	22	21

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	768	8.2%	714	7.6%	711	7.8%
<b>Eligible for Free Lunch</b>	3217	37.6%	3645	42.5%	3472	41.4%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		91.7%		93.5%		94.4%
<b>Student Suspensions</b>	578	6.4%	481	5.3%	545	5.9%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	15.8%	14.6%	11.7%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	739
Total Other Professional Staff	165
Total Paraprofessionals	160
Teaching Out of Certification*	29

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

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	509	213	42%	532	213	40%	553	261	47%
Students with Disabilities	17	0	0%	31	2	6%	38	2	5%
All Students	526	213	40%	563	215	38%	591	263	45%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	336	213	4	7	24	7
Percent	57%	36%	1%	1%	4%	1%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
38	2	7	45

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	213		118		116	4.4%
	Entered GED Program*	36		54		57	2.1%
	Total Noncompleters	249		172		173	6.5%
<b>Students with Disabilities</b>	Dropped Out	2		4		21	5.1%
	Entered GED Program*	0		4		12	2.9%
	Total Noncompleters	2		8		33	8.0%
<b>All Students</b>	Dropped Out	215	7.2%	122	3.9%	137	4.5%
	Entered GED Program*	36	1.2%	58	1.9%	69	2.3%
	Total Noncompleters	251	8.4%	180	5.8%	206	6.7%

\*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	2001-02	2002-03	2003-04
K-1	95%	96%	89%
2-3	9%	55%	93%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	124
	Number of Students with Disabilities	0	0	11
	Number of All Students	0	0	135
	Percent of Enrollment	0%	0%	10%
6-8	Number of General-Education Students	1220	1166	1189
	Number of Students with Disabilities	158	231	149
	Number of All Students	1378	1397	1338
	Percent of Enrollment	62%	62%	65%
9-12	Number of General-Education Students	0	528	1610
	Number of Students with Disabilities	0	177	75
	Number of All Students	0	705	1685
	Percent of Enrollment	0%	23%	54%

## 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 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	111	88%	155	90%	118	89%
German	0	0%	0	0%	0	0%
Italian	0	0%	1	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	320	78%	464	87%	472	76%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	7	57%	3	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	8	50%	17	76%	20	50%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	71%	8	50%	2	#
Science	45	58%	13	69%	7	29%
Reading	3	#	1	#	1	#
Writing	2	#	1	#	4	#
Global Studies	8	63%	8	38%	3	#
U.S. Hist & Gov't	14	64%	3	#	5	60%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	32	44%	42	60%	78	58%
Science	34	41%	35	54%	74	50%
Reading	15	67%	19	74%	3	#
Writing	21	81%	18	72%	27	81%
Global Studies	27	41%	43	40%	24	29%
U.S. Hist & Gov't	11	45%	12	67%	18	50%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	702	690	685	42	38	69
Number Scoring 55-100	585	579	629	26	20	47
Number Scoring 65-100	482	510	550	16	14	33
Number Scoring 85-100	220	198	195	3	2	4
Percentage of Tested Scoring 55-100	83%	84%	92%	62%	53%	68%
Percentage of Tested Scoring 65-100	69%	74%	80%	38%	37%	48%
Percentage of Tested Scoring 85-100	31%	29%	28%	7%	5%	6%
<b>Mathematics A</b>						
Number Tested	697	871	802	45	64	62
Number Scoring 55-100	382	533	739	7	22	40
Number Scoring 65-100	264	363	623	2	8	28
Number Scoring 85-100	80	53	115	0	1	3
Percentage of Tested Scoring 55-100	55%	61%	92%	16%	34%	65%
Percentage of Tested Scoring 65-100	38%	42%	78%	4%	12%	45%
Percentage of Tested Scoring 85-100	11%	6%	14%	0%	2%	5%
<b>Mathematics B</b>						
Number Tested	0	290	323	0	6	6
Number Scoring 55-100	0	178	212	0	2	2
Number Scoring 65-100	0	126	166	0	1	1
Number Scoring 85-100	0	13	50	0	0	0
Percentage of Tested Scoring 55-100	0%	61%	66%	0%	33%	33%
Percentage of Tested Scoring 65-100	0%	43%	51%	0%	17%	17%
Percentage of Tested Scoring 85-100	0%	4%	15%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	779	760	706	54	70	61
Number Scoring 55-100	619	616	600	24	40	38
Number Scoring 65-100	518	526	479	15	28	23
Number Scoring 85-100	92	153	176	1	3	1
Percentage of Tested Scoring 55-100	79%	81%	85%	44%	57%	62%
Percentage of Tested Scoring 65-100	66%	69%	68%	28%	40%	38%
Percentage of Tested Scoring 85-100	12%	20%	25%	2%	4%	2%
<b>U.S. History and Government</b>						
Number Tested	742	660	615	40	38	62
Number Scoring 55-100	659	609	546	31	31	40
Number Scoring 65-100	548	545	469	23	21	31
Number Scoring 85-100	115	181	167	1	2	5
Percentage of Tested Scoring 55-100	89%	92%	89%	78%	82%	65%
Percentage of Tested Scoring 65-100	74%	83%	76%	57%	55%	50%
Percentage of Tested Scoring 85-100	15%	27%	27%	3%	5%	8%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	614	559	725	36	32	60
Number Scoring 55-100	561	520	668	30	29	48
Number Scoring 65-100	516	454	568	23	24	36
Number Scoring 85-100	124	103	134	0	3	2
Percentage of Tested Scoring 55-100	91%	93%	92%	83%	91%	80%
Percentage of Tested Scoring 65-100	84%	81%	78%	64%	75%	60%
Percentage of Tested Scoring 85-100	20%	18%	18%	0%	9%	3%
<b>Physical Setting/Earth Science</b>						
Number Tested	525	775	648	36	74	48
Number Scoring 55-100	437	644	540	23	50	28
Number Scoring 65-100	378	515	454	15	32	15
Number Scoring 85-100	130	141	123	0	3	3
Percentage of Tested Scoring 55-100	83%	83%	83%	64%	68%	58%
Percentage of Tested Scoring 65-100	72%	66%	70%	42%	43%	31%
Percentage of Tested Scoring 85-100	25%	18%	19%	0%	4%	6%
<b>Physical Setting/Chemistry</b>						
Number Tested	384	467	315	4	7	8
Number Scoring 55-100	297	362	280	#	2	7
Number Scoring 65-100	177	226	206	#	2	5
Number Scoring 85-100	11	29	34	#	1	1
Percentage of Tested Scoring 55-100	77%	78%	89%	#	29%	88%
Percentage of Tested Scoring 65-100	46%	48%	65%	#	29%	62%
Percentage of Tested Scoring 85-100	3%	6%	11%	#	14%	12%
<b>Physical Setting/Physics</b>						
Number Tested			162			0
Number Scoring 55-100			119			0
Number Scoring 65-100			88			0
Number Scoring 85-100			17			0
Percentage of Tested Scoring 55-100			73%			0%
Percentage of Tested Scoring 65-100			54%			0%
Percentage of Tested Scoring 85-100			10%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	131	114	120	1	2	2
Number Scoring 55-100	125	110	114	#	#	#
Number Scoring 65-100	117	104	110	#	#	#
Number Scoring 85-100	55	53	57	#	#	#
Percentage of Tested Scoring 55-100	95%	96%	95%	#	#	#
Percentage of Tested Scoring 65-100	89%	91%	92%	#	#	#
Percentage of Tested Scoring 85-100	42%	46%	47%	#	#	#
<b>Comprehensive Italian</b>						
Number Tested	8	11	1	0	1	0
Number Scoring 55-100	7	11	#	0	#	0
Number Scoring 65-100	7	11	#	0	#	0
Number Scoring 85-100	4	6	#	0	#	0
Percentage of Tested Scoring 55-100	88%	100%	#	0%	#	0%
Percentage of Tested Scoring 65-100	88%	100%	#	0%	#	0%
Percentage of Tested Scoring 85-100	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	0	0	1	0	0	1
Number Scoring 55-100	0	0	#	0	0	#
Number Scoring 65-100	0	0	#	0	0	#
Number Scoring 85-100	0	0	#	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	#	0%	0%	#
<b>Comprehensive Spanish</b>						
Number Tested	330	303	244	3	5	2
Number Scoring 55-100	308	293	240	#	4	#
Number Scoring 65-100	295	284	235	#	4	#
Number Scoring 85-100	160	172	130	#	1	#
Percentage of Tested Scoring 55-100	93%	97%	98%	#	80%	#
Percentage of Tested Scoring 65-100	89%	94%	96%	#	80%	#
Percentage of Tested Scoring 85-100	48%	57%	53%	#	20%	#
<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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	426	138	42	6	4	0
Number Scoring 55-100	329	83	24	4	#	0
Number Scoring 65-100	272	62	20	4	#	0
Number Scoring 85-100	91	7	9	0	#	0
Percentage of Tested Scoring 55-100	77%	60%	57%	67%	#	0%
Percentage of Tested Scoring 65-100	64%	45%	48%	67%	#	0%
Percentage of Tested Scoring 85-100	21%	5%	21%	0%	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	1	#	10	100%
Students with Disabilities	0	0%	0	0%	5	60%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	558	13%	9%	53%	25%
	Students with Disabilities	99	51%	19%	27%	3%
	All Students	657	19%	10%	49%	22%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	595	4%	54%	34%	8%
	Students with Disabilities	119	16%	71%	13%	0%
	All Students	714	6%	57%	31%	7%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	10	1	0	1	2	7
<b>Middle Level</b>						
Social Studies	7	2	0	0	1	6
<b>Secondary Level</b>						
English Language Arts	13	1	0	1	3	9
Social Studies	13	1	0	3	1	9
Mathematics	13	1	2	1	2	8
Science	13	1	0	1	4	8

## 2000 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	571	571	571	53	53	53	624	624	624
Number Scoring 55–64	35	39	34	5	6	6	40	45	40
Number Scoring 65–84	395	295	352	21	19	19	416	314	371
Number Scoring 85–100	91	177	148	1	2	1	92	179	149
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			84			3
Beginning (0-18)			11			#
Intermediate (19-31)			11			#
Advanced (32-36)			29			#
Proficient (37-39)			33			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			84			3
Beginning (0-14)			12			#
Intermediate (15-24)			22			#
Advanced (25-32)			44			#
Proficient (33-35)			6			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			200			5
Beginning (0-18)			17			0
Intermediate (19-31)			26			2
Advanced (32-36)			52			0
Proficient (37-39)			105			3
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			201			5
Beginning (0-14)			67			3
Intermediate (15-24)			90			2
Advanced (25-32)			34			0
Proficient (33-35)			10			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			111			5
Beginning (0-18)			9			0
Intermediate (19-31)			7			0
Advanced (32-36)			21			2
Proficient (37-39)			74			3
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			112			5
Beginning (0-14)			14			1
Intermediate (15-24)			42			3
Advanced (25-32)			49			1
Proficient (33-35)			7			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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			118			2
Beginning (0-18)			12			#
Intermediate (19-31)			16			#
Advanced (32-36)			44			#
Proficient (37-39)			46			#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			118			2
Beginning (0-14)			13			#
Intermediate (15-24)			55			#
Advanced (25-32)			37			#
Proficient (33-35)			13			#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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)