

New York State School Report Card Comprehensive Information Report

BEDS Code: 50-04-02-06-0018
 Name: Ramapo High School
 Principal: Joseph Farmer

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	410	436	469
Tenth	508	501	458
Eleventh	445	416	439
Twelfth	331	404	392
Ungraded Secondary	0	86	29
Total K-12 Enrollment	1694	1843	1787

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	205	12.1%	227	12.3%	217	12.1%
Black (Not Hispanic)	971	57.3%	1122	60.9%	1124	62.9%
Hispanic	151	8.9%	178	9.7%	183	10.2%
White (Not Hispanic)	367	21.7%	316	17.1%	263	14.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	10
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	20	19	22
Mathematics Grade 10	21	23	22
Science Grade 10	21	20	20
Social Studies Grade 10	23	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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	200	11.8%	177	9.6%	155	8.7%
Eligible for Free Lunch	676	39.9%	615	33.4%	445	24.9%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.2%		93.5%		96.7%
Student Suspensions	141	8.5%	112	6.6%	101	5.5%

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

	2001-02	2002-03	2003-04
Reduced Lunch	9.9%	11.1%	7.7%
Public Assistance	21-30%	41-50%	31-40%
Student Stability	97%	90%	97%

Staff Counts

Staff	2003-04
Total Teachers	141
Total Other Professional Staff	29
Total Paraprofessionals	NA
Teaching Out of Certification*	7

*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	276	141	51%	339	155	46%	340	183	54%
Students with Disabilities	11	0	0%	20	1	5%	19	0	0%
All Students	287	141	49%	359	156	43%	359	183	51%

*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	217	120	2	3	13	4
Percent	60%	33%	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)
19	0	5	24

*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.
General-Education Students	Dropped Out	142		75		70	4.5%
	Entered GED Program*	22		40		30	1.9%
	Total Noncompleters	164		115		100	6.5%
Students with Disabilities	Dropped Out	2		3		14	6.9%
	Entered GED Program*	0		3		7	3.4%
	Total Noncompleters	2		6		21	10.3%
All Students	Dropped Out	144	8.5%	78	4.2%	84	4.8%
	Entered GED Program*	22	1.3%	43	2.3%	37	2.1%
	Total Noncompleters	166	9.8%	121	6.6%	121	6.9%

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

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	355	675
	Number of Students with Disabilities	0	65	25
	Number of All Students	0	420	700
	Percent of Enrollment	0%	23%	39%

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; completion 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	23	70%	38	82%	29	79%
German	0	0%	0	0%	0	0%
Italian	0	0%	1	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	51	47%	81	69%	118	62%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	3	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	7	57%	7	57%	8	50%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	75%	6	33%	1	#
Science	18	56%	6	67%	6	17%
Reading	3	#	1	#	1	#
Writing	1	#	1	#	2	#
Global Studies	6	67%	8	38%	3	#
U.S. Hist & Gov't	11	73%	3	#	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	57%	21	43%	57	60%
Science	15	47%	17	24%	53	45%
Reading	15	67%	19	74%	3	#
Writing	14	79%	16	75%	17	88%
Global Studies	13	31%	30	43%	23	26%
U.S. Hist & Gov't	6	50%	11	64%	11	45%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	447	432	438	25	20	50
Number Scoring 55-100	360	342	394	16	5	34
Number Scoring 65-100	300	291	334	10	2	23
Number Scoring 85-100	138	110	103	2	0	2
Percentage of Tested Scoring 55-100	81%	79%	90%	64%	25%	68%
Percentage of Tested Scoring 65-100	67%	67%	76%	40%	10%	46%
Percentage of Tested Scoring 85-100	31%	25%	24%	8%	0%	4%
Mathematics A						
Number Tested	409	535	519	28	41	41
Number Scoring 55-100	236	315	475	3	12	25
Number Scoring 65-100	163	219	400	1	6	18
Number Scoring 85-100	45	29	72	0	1	2
Percentage of Tested Scoring 55-100	58%	59%	92%	11%	29%	61%
Percentage of Tested Scoring 65-100	40%	41%	77%	4%	15%	44%
Percentage of Tested Scoring 85-100	11%	5%	14%	0%	2%	5%
Mathematics B						
Number Tested	0	142	193	0	1	2
Number Scoring 55-100	0	106	128	0	#	#
Number Scoring 65-100	0	71	100	0	#	#
Number Scoring 85-100	0	10	28	0	#	#
Percentage of Tested Scoring 55-100	0%	75%	66%	0%	#	#
Percentage of Tested Scoring 65-100	0%	50%	52%	0%	#	#
Percentage of Tested Scoring 85-100	0%	7%	15%	0%	#	#
Global History and Geography						
Number Tested	451	452	419	30	50	44
Number Scoring 55-100	358	353	355	12	25	26
Number Scoring 65-100	311	302	279	8	16	16
Number Scoring 85-100	67	83	91	0	2	1
Percentage of Tested Scoring 55-100	79%	78%	85%	40%	50%	59%
Percentage of Tested Scoring 65-100	69%	67%	67%	27%	32%	36%
Percentage of Tested Scoring 85-100	15%	18%	22%	0%	4%	2%
U.S. History and Government						
Number Tested	447	393	371	24	20	44
Number Scoring 55-100	397	363	327	19	15	26
Number Scoring 65-100	334	326	288	13	10	22
Number Scoring 85-100	72	105	106	0	0	3
Percentage of Tested Scoring 55-100	89%	92%	88%	79%	75%	59%
Percentage of Tested Scoring 65-100	75%	83%	78%	54%	50%	50%
Percentage of Tested Scoring 85-100	16%	27%	29%	0%	0%	7%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	360	345	421	19	24	38
Number Scoring 55-100	324	323	379	13	22	30
Number Scoring 65-100	297	278	312	8	19	23
Number Scoring 85-100	73	55	65	0	2	1
Percentage of Tested Scoring 55-100	90%	94%	90%	68%	92%	79%
Percentage of Tested Scoring 65-100	82%	81%	74%	42%	79%	61%
Percentage of Tested Scoring 85-100	20%	16%	15%	0%	8%	3%
Physical Setting/Earth Science						
Number Tested	301	441	409	22	48	29
Number Scoring 55-100	262	374	354	15	33	16
Number Scoring 65-100	237	312	303	11	23	9
Number Scoring 85-100	92	102	86	0	3	1
Percentage of Tested Scoring 55-100	87%	85%	87%	68%	69%	55%
Percentage of Tested Scoring 65-100	79%	71%	74%	50%	48%	31%
Percentage of Tested Scoring 85-100	31%	23%	21%	0%	6%	3%
Physical Setting/Chemistry						
Number Tested	237	279	211	3	1	6
Number Scoring 55-100	194	244	189	#	#	6
Number Scoring 65-100	133	163	142	#	#	4
Number Scoring 85-100	10	24	21	#	#	1
Percentage of Tested Scoring 55-100	82%	87%	90%	#	#	100%
Percentage of Tested Scoring 65-100	56%	58%	67%	#	#	67%
Percentage of Tested Scoring 85-100	4%	9%	10%	#	#	17%
Physical Setting/Physics						
Number Tested			112			0
Number Scoring 55-100			84			0
Number Scoring 65-100			63			0
Number Scoring 85-100			14			0
Percentage of Tested Scoring 55-100			75%			0%
Percentage of Tested Scoring 65-100			56%			0%
Percentage of Tested Scoring 85-100			12%			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
Comprehensive French						
Number Tested	76	63	90	0	1	2
Number Scoring 55-100	73	60	84	0	#	#
Number Scoring 65-100	69	56	81	0	#	#
Number Scoring 85-100	31	20	38	0	#	#
Percentage of Tested Scoring 55-100	96%	95%	93%	0%	#	#
Percentage of Tested Scoring 65-100	91%	89%	90%	0%	#	#
Percentage of Tested Scoring 85-100	41%	32%	42%	0%	#	#
Comprehensive Italian						
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%
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	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%	#
Comprehensive Spanish						
Number Tested	197	183	134	1	3	2
Number Scoring 55-100	181	176	132	#	#	#
Number Scoring 65-100	171	170	131	#	#	#
Number Scoring 85-100	80	88	73	#	#	#
Percentage of Tested Scoring 55-100	92%	96%	99%	#	#	#
Percentage of Tested Scoring 65-100	87%	93%	98%	#	#	#
Percentage of Tested Scoring 85-100	41%	48%	54%	#	#	#
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	255	97	10	3	2	0
Number Scoring 55-100	202	52	3	#	#	0
Number Scoring 65-100	178	41	2	#	#	0
Number Scoring 85-100	61	6	1	#	#	0
Percentage of Tested Scoring 55-100	79%	54%	30%	#	#	0%
Percentage of Tested Scoring 65-100	70%	42%	20%	#	#	0%
Percentage of Tested Scoring 85-100	24%	6%	10%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	1	#	10	100%
Students with Disabilities	0	0%	0	0%	4	#

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
Nov 2003	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
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
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	1	1	#	#	#	#
Social Studies	1	1	#	#	#	#
Mathematics	1	1	#	#	#	#
Science	1	1	#	#	#	#

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	332	332	332	24	24	24	356	356	356
Number Scoring 55–64	22	19	16	2	1	3	24	20	19
Number Scoring 65–84	214	175	205	11	10	9	225	185	214
Number Scoring 85–100	69	107	93	0	0	0	69	107	93
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)