

New York State School Report Card Comprehensive Information Report

BEDS Code: 50-04-02-06-0018
 Name: Ramapo High School
 Principal: Jean Fields

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	436	469	573
Tenth	501	458	421
Eleventh	416	439	438
Twelfth	404	392	274
Ungraded Secondary	86	29	12
Total K-12 Enrollment	1843	1787	1718

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	227	12.3%	217	12.1%	198	11.5%
Black (Not Hispanic)	1122	60.9%	1124	62.9%	1096	63.8%
Hispanic	178	9.7%	183	10.2%	189	11.0%
White (Not Hispanic)	316	17.1%	263	14.7%	235	13.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	10	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	19	22	19
Mathematics Grade 10	23	22	20
Science Grade 10	20	20	24
Social Studies Grade 10	23	22	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	177	9.6%	155	8.7%	223	13.0%
Eligible for Free Lunch	615	33.4%	445	24.9%	547	31.8%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.5%		96.7%		91.9%
Student Suspensions	112	6.6%	101	5.5%	143	8.0%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	11.1%	7.7%	12.0%
Public Assistance	41-50%	31-40%	41-50%
Student Stability	90%	97%	98%

Staff Counts

Staff	2004-05
Total Teachers	145
Total Other Professional Staff	20
Total Paraprofessionals	NA
Teaching Out of Certification*	10

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	339	340	282
	Regents Diplomas	155	183	211
	% Regents Diplomas	46%	54%	75%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	20	19	28
	Regents Diplomas	1	0	7
	% Regents Diplomas	5%	0%	25%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	7	5	14
All Students	Total Graduates*	359	359	310
	Regents Diplomas	156	183	218
	% Regents Diplomas	43%	51%	70%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	7	5	14

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	180	87	1	2	2	0	0	10
	Percent	64%	31%	0%	1%	1%	0%	0%	4%
Students with Disabilities	Number	6	19	0	0	3	0	0	0
	Percent	21%	68%	0%	0%	11%	0%	0%	0%
All Students	Number	186	106	1	2	5	0	0	10
	Percent	60%	34%	0%	1%	2%	0%	0%	3%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	75		70	4.5%	71	4.6%
	Entered GED Program*	40		30	1.9%	12	0.8%
	Total Noncompleters	115		100	6.5%	83	5.4%
Students with Disabilities	Dropped Out	3		14	6.9%	12	5.8%
	Entered GED Program*	3		7	3.4%	3	1.4%
	Total Noncompleters	6		21	10.3%	15	7.2%
All Students	Dropped Out	78	4.2%	84	4.8%	83	4.8%
	Entered GED Program*	43	2.3%	37	2.1%	15	0.9%
	Total Noncompleters	121	6.6%	121	6.9%	98	5.6%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	355	675	1168
	Number of Students with Disabilities	65	25	117
	Number of All Students	420	700	1285
	Percent of Enrollment	23%	39%	75%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	38	82%	29	79%	19	84%
German	0	0%	0	0%	0	0%
Italian	1	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	81	69%	118	62%	66	70%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	1	#	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%	8	50%	7	29%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	33%	1	#	3	#
Science	6	67%	6	17%	2	#
Reading	1	#	1	#	1	#
Writing	1	#	2	#	3	#
Global Studies	8	38%	3	#	3	#
U.S. Hist & Gov't	3	#	2	#	4	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	43%	57	60%	74	49%
Science	17	24%	53	45%	68	43%
Reading	19	74%	3	#	15	67%
Writing	16	75%	17	88%	16	94%
Global Studies	30	43%	23	26%	17	53%
U.S. Hist & Gov't	11	64%	11	45%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	432	438	358	20	50	27
Number Scoring 55-100	342	394	320	5	34	15
Number Scoring 65-100	291	334	262	2	23	9
Number Scoring 85-100	110	103	105	0	2	0
Percentage of Tested Scoring 55-100	79%	90%	89%	25%	68%	56%
Percentage of Tested Scoring 65-100	67%	76%	73%	10%	46%	33%
Percentage of Tested Scoring 85-100	25%	24%	29%	0%	4%	0%
Mathematics A						
Number Tested	535	519	461	41	41	37
Number Scoring 55-100	315	475	428	12	25	23
Number Scoring 65-100	219	400	378	6	18	17
Number Scoring 85-100	29	72	59	1	2	0
Percentage of Tested Scoring 55-100	59%	92%	93%	29%	61%	62%
Percentage of Tested Scoring 65-100	41%	77%	82%	15%	44%	46%
Percentage of Tested Scoring 85-100	5%	14%	13%	2%	5%	0%
Mathematics B						
Number Tested	142	193	181	1	2	1
Number Scoring 55-100	106	128	114	#	#	#
Number Scoring 65-100	71	100	76	#	#	#
Number Scoring 85-100	10	28	12	#	#	#
Percentage of Tested Scoring 55-100	75%	66%	63%	#	#	#
Percentage of Tested Scoring 65-100	50%	52%	42%	#	#	#
Percentage of Tested Scoring 85-100	7%	15%	7%	#	#	#
Global History and Geography						
Number Tested	452	419	410	50	44	31
Number Scoring 55-100	353	355	358	25	26	20
Number Scoring 65-100	302	279	283	16	16	12
Number Scoring 85-100	83	91	102	2	1	2
Percentage of Tested Scoring 55-100	78%	85%	87%	50%	59%	65%
Percentage of Tested Scoring 65-100	67%	67%	69%	32%	36%	39%
Percentage of Tested Scoring 85-100	18%	22%	25%	4%	2%	6%
U.S. History and Government						
Number Tested	393	371	358	20	44	29
Number Scoring 55-100	363	327	292	15	26	9
Number Scoring 65-100	326	288	247	10	22	5
Number Scoring 85-100	105	106	88	0	3	0
Percentage of Tested Scoring 55-100	92%	88%	82%	75%	59%	31%
Percentage of Tested Scoring 65-100	83%	78%	69%	50%	50%	17%
Percentage of Tested Scoring 85-100	27%	29%	25%	0%	7%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	345	421	383	24	38	18
Number Scoring 55-100	323	379	350	22	30	15
Number Scoring 65-100	278	312	313	19	23	13
Number Scoring 85-100	55	65	59	2	1	1
Percentage of Tested Scoring 55-100	94%	90%	91%	92%	79%	83%
Percentage of Tested Scoring 65-100	81%	74%	82%	79%	61%	72%
Percentage of Tested Scoring 85-100	16%	15%	15%	8%	3%	6%
Physical Setting/Earth Science						
Number Tested	441	409	436	48	29	41
Number Scoring 55-100	374	354	350	33	16	24
Number Scoring 65-100	312	303	269	23	9	18
Number Scoring 85-100	102	86	77	3	1	1
Percentage of Tested Scoring 55-100	85%	87%	80%	69%	55%	59%
Percentage of Tested Scoring 65-100	71%	74%	62%	48%	31%	44%
Percentage of Tested Scoring 85-100	23%	21%	18%	6%	3%	2%
Physical Setting/Chemistry						
Number Tested	279	211	221	1	6	6
Number Scoring 55-100	244	189	196	#	6	5
Number Scoring 65-100	163	142	127	#	4	1
Number Scoring 85-100	24	21	27	#	1	0
Percentage of Tested Scoring 55-100	87%	90%	89%	#	100%	83%
Percentage of Tested Scoring 65-100	58%	67%	57%	#	67%	17%
Percentage of Tested Scoring 85-100	9%	10%	12%	#	17%	0%
Physical Setting/Physics						
Number Tested		112	92		0	0
Number Scoring 55-100		84	41		0	0
Number Scoring 65-100		63	33		0	0
Number Scoring 85-100		14	13		0	0
Percentage of Tested Scoring 55-100		75%	45%		0%	0%
Percentage of Tested Scoring 65-100		56%	36%		0%	0%
Percentage of Tested Scoring 85-100		12%	14%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	63	90	72	1	2	0
Number Scoring 55-100	60	84	72	#	#	0
Number Scoring 65-100	56	81	70	#	#	0
Number Scoring 85-100	20	38	30	#	#	0
Percentage of Tested Scoring 55-100	95%	93%	100%	#	#	0%
Percentage of Tested Scoring 65-100	89%	90%	97%	#	#	0%
Percentage of Tested Scoring 85-100	32%	42%	42%	#	#	0%
Comprehensive Italian						
Number Tested	11	1	0	1	0	0
Number Scoring 55-100	11	#	0	#	0	0
Number Scoring 65-100	11	#	0	#	0	0
Number Scoring 85-100	6	#	0	#	0	0
Percentage of Tested Scoring 55-100	100%	#	0%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	#	0%	#	0%	0%
Percentage of Tested Scoring 85-100	55%	#	0%	#	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	1	0	0	1	0
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	183	134	158	3	2	1
Number Scoring 55-100	176	132	156	#	#	#
Number Scoring 65-100	170	131	155	#	#	#
Number Scoring 85-100	88	73	92	#	#	#
Percentage of Tested Scoring 55-100	96%	99%	99%	#	#	#
Percentage of Tested Scoring 65-100	93%	98%	98%	#	#	#
Percentage of Tested Scoring 85-100	48%	54%	58%	#	#	#
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)

New York State Alternate Assessments (NYSAA) 2004–05

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	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	4	0	#	#	#	#

2001 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	315	315	315	49	49	49	364	364	364
Number Scoring 55–64	27	21	24	7	4	3	34	25	27
Number Scoring 65–84	176	155	176	13	15	27	189	170	203
Number Scoring 85–100	74	98	92	2	3	4	76	101	96
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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		0	143		0	1
Beginning		0	7		0	#
Intermediate		0	55		0	#
Advanced		0	45		0	#
Proficient		0	36		0	#
Reading and Writing (Grade 9–12)						
Number Tested		0	148		0	1
Beginning		0	18		0	#
Intermediate		0	64		0	#
Advanced		0	29		0	#
Proficient		0	37		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)