



# EAST RAMAPO CENTRAL SCHOOL DISTRICT

*Going All The Way Up And Beyond!*



**Update for the Board of Regents**

**February 11, 2019**

**Dr. Deborah Wortham, Superintendent**

**Charles Szuberla, Monitor**

**Dr. Denise Lowe, Monitor**

# 2017-18 Monitors' Report



- Culture shift in the District's mindset.
- Improvement on Grade 3-8 ELA and Math Assessments.
- Added 12 collaborative classes K-8; Added 12 collaborative classes 9-12 (total 24 classes in grades K-12).
- Increased ENL and bilingual classes from 73 to 79 (2015-16 - 54 Teachers).
- Increased Electives at the high schools (8 teachers).

# 2017-18 Monitors' Report



- Instituted teacher collaboration model at the high schools.
- Placed Academic Standards Facilitators at all levels.
- Continued expansion of arts and music (6 teachers).
- Summer academic programs for more than 1,100 students.

# 2017-18 Monitors' Report

- The unassigned fund balance as of June 30, 2018 stood at \$8,413,535.
- At the end of Fiscal Year 2017-18, the District added another \$244,853 (included above).
- January 2017 - the Office of the New York State Comptroller changed the District's Fiscal Stress Score level to No Designation.

# 2017-18 Monitors' Report



- External auditor issued an unqualified opinion for 2017-18 school year - financial statements are fairly and appropriately presented, without any exceptions, and in compliance with accounting standards.
- District settled teachers' contract. Expires June 30, 2021.
- Capital construction projects on-time and on-budget.

# Enrollment is Growing

## K-12 Enrollment

Subgroup	2015	2016	2017	Two Year Change
Prekindergarten (Half Day)	1,691	1,686	1,691	No Change
Prekindergarten (Full Day)	100	98	99	-1
K-12 Public	8,472	8,598	8,843	+371 (4.4%)
K-12 Nonpublic	23,834	24,579	26,526	+2,692 (11.3%)

# ★ Student Need is Increasing

## K-12 Enrollment by Subgroup

Subgroup	2015	2016	2017	Two Year Change
English Language Learners	29%	34%	37%	+8%
Students with Disabilities	21%	20%	21%	-
Economically Disadvantaged	87%	88%	89%	+2%

# Schools are Making Progress

School	2017	2018	2019
East Ramapo CSD	Focus	Focus	Targeted
Early Childhood Center	Good Standing	Good Standing	Good Standing
Eldorado	Focus	Focus	Good Standing
Elmwood	Focus	Good Standing	Good Standing
Fleetwood	Good Standing	Good Standing	Good Standing
Grandview	Focus	Focus	Good Standing
Hempstead	Good Standing	Good Standing	Good Standing
Kakiat	Good Standing	Good Standing	Good Standing
Limekiln	Good Standing	Good Standing	Good Standing
Margetts	Focus	Priority	Good Standing
Chestnut Ridge Middle School	Priority	Priority	Good Standing
Pomona Middle School	Focus	Focus	Good Standing
Ramapo High School	Focus	Focus	Targeted
Spring Valley High School	Focus	Focus	Targeted

# All Subgroups Are Making Progress

## 3-8 English Language Arts Proficiency

Subgroup	2016	2017	2018	Two Year Change
General Education	28%	28%	32%	+4%
Black or African American	21%	24%	31%	+10%
Hispanic or Latino	17%	18%	22%	+5%
White	35%	36%	40%	+5%
English Language Learners	2%	3%	5%	+3%
Students with Disabilities	2%	4%	6%	+4%

# All Subgroups Are Making Progress

## 3-8 Mathematics Proficiency

Subgroup	2016	2017	2018	Two Year Change
General Education	21%	23%	26%	+5%
Black or African American	15%	17%	21%	+6%
Hispanic or Latino	13%	16%	18%	+5%
White	31%	36%	39%	+8%
English Language Learners	2%	5%	6%	+4%
Students with Disabilities	2%	3%	5%	+3%

# High School Graduation Rates



## June Four-Year Rate

Subgroup	2017	2018	Change
General Education	59%	59%	-
Black or African American	75%	73%	-2%
Hispanic or Latino	37%	45%	+8%
White	44%	37%	-7%
English Language Learners	4%	15%	+11%
Students with Disabilities	43%	49%	+6%

# Extra Time Benefits Students

## Four and Five Year Graduation Rates 2013 Cohort

Subgroup	June 2017	Aug. 2017	June 2018	Change
General Education	59%	61%	66%	+7%
Black or African American	75%	77%	82%	+7%
Hispanic or Latino	37%	40%	45%	+8%
White	44%	44%	50%	+6%
English Language Learners	4%	6%	13%	+9%
Students with Disabilities	43%	45%	52%	+9%

# 202 Positions Added/Restored Since 2014

- 32 Elementary education teachers
- 44 Secondary teachers
- 19 Assistant principals/academic facilitators
- 29.5 Teachers of the arts
- 2 Special education teachers
- 34 Teaching assistants
- 9 Pupil personnel services teachers
- 2 Reading teachers
- 2 Physical education teachers

# ★ Staffing Increases Continued

- **12 Curricula Leads Posted (6 at each high school)**
- **10 Family Resource Coordinators Added**
- **Bus Drivers Restored**
  - 7 have/will return
  - 9 Retired
- .5 Nurse Coordinator Restored
- Transportation Administrator
  - 1 Restored
  - 1 Added
- **7 Teaching Assistants (Surplus/Model Change)**
- 11 Department Chairs (Pending Lead Teachers)
- 12 Bus Drivers (No Buses)

# ★ English Language Learners (ELLs)

## English as a New Language (ENL)

- All ELLs receive ENL instruction.
- Elementary students in a bilingual setting receive their ENL instruction with their classroom teacher.
- High school ELLs have class periods designated for ENL instruction taught by a teacher certified in English to Speakers of Other Languages.
- Number of periods of ENL instruction the student receives is based on his/her English language proficiency level.
- Students at the beginning stages of English proficiency receive both Integrated ENL and Stand-Alone instruction.
- Students at higher levels of proficiency receive only Integrated ENL instruction.

# ★ English Language Learners cont'd

## **Transitional Bilingual Education (TBE)**

- Offered in Kindergarten through 4<sup>th</sup> grade.
- 70% of instruction in Spanish and 30% in English during first year.
- Each year the percentage of English instruction increases, and instruction in Spanish decreases 10 percent.

## **One-Way Dual Language Bilingual Education**

- Provided for grades 9-12.
- Does not decrease instruction in Spanish every year.
- Science, Math, and Social Studies instruction in Spanish.
- Consistent instruction in a home language affords an opportunity to be successful on the Regents exams.
- Addresses the needs of students who enroll in the district at age 17 years or later by building on content knowledge in their home language.

# ★ **Advanced Courses**

## **2018 Advanced Placement (AP) Results**

- 148 students took AP courses
- 302 AP exams were taken
- 81 students had scores 3 or higher
- 54.7% of students had scores 3 or higher
- On average students took an average of two AP exams

## **2017-18 College Course Results**

- 96% of the 360 students took college courses passed the courses

Note: 2,693 students were enrolled in high school during the 2017-18 school year.

# Fine and Performing Arts

## New Programs

- 5-8<sup>th</sup> grade “Show Choir”
- 5<sup>th</sup> and 6<sup>th</sup> grade elementary marching band
- Middle School Spring Musical
- Summer Music Academy 400 students
- Winter Color Guard
- Winter percussion



# Fine and Performing Arts

## New Instructional Classes

- General Music /Chorus K-6<sup>th</sup> grade
- Art K – 6<sup>th</sup> grade
- Chorus 4<sup>th</sup>-6<sup>th</sup> grade

## New Resources

- 400 new musical instruments
- New Music Lab in Spring Valley High School
- New Marching band uniforms



# ★ **Extra Time and Extra Help**

- After School Academic Academies at all elementary schools
- Chestnut Ridge Middle School Rise Up Academy
- Extended Learning Time – Saturday Academy at Pomona Middle School
- My Brother's Keeper Saturday Academy Programs at Ramapo and Spring Valley High Schools

# Professional Development: K-8

- Quality Teaching for English Learners (QTEL)
- Standards-based curriculum:
  - EL Education and Eureka Math (Great Minds)
- Structured literacy program for intensive intervention:
  - Wilson Reading System

# ★ Professional Development: 9-12

Consistency in curriculum implementation:

- Rubicon Atlas
- Integrated NYSED curriculum modules for ELA and math teachers
- Science and Social Studies frameworks
- Job-embedded support
  - Social Studies
  - English Language Arts and Math

Graduation progress is monitored and used to inform professional development

# Current Environment

- Rapid growth of nonpublic students and associated transportation costs
- Large number of High School students enter the District over-age
- 2018-19 contingency budget \$4.3 million lower than the tax cap and will affect all future budgets
- Use of innovative fiscal and management practices to balance the budget
- Contingency budget falls most heavily on non-mandated programs
- Comptroller raised fiscal stress score to “Susceptible” in January 2019

# Way Forward

- Board members attend the District's professional development on creating a growth mindset
- Board of Education expands outreach to the community:
  - Strong public schools benefit everyone in the community
  - Use of funds for public and nonpublic students
  - District cannot survive on contingency budgets
- Monitors continue work with the District

# Recommendations

- Support continuation of the \$3 million legislative grant and requirement for monitors.
- Financially support efforts to ensure nonpublic schools meet the requirement to provide a substantially equivalent education.
- Require mandatory Governance and Fiscal Training for School Boards on a contingency budget.

# Recommendations cont'd

- Seek a change to the Prekindergarten State Aid formula to reflect that the program serves students from the entire community.
- Study a partial weighting for nonpublic students in the State Aid formula to address special education and health services costs.
- District should study and plan to install “no trespassing during school hours” signs at schools.

# ★ Thank You

## Questions/Review