

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-08-03-0000

Name: Roosevelt Union Free School District

Superintendent: Mr. Horace Williams

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	144	144	144
Kindergarten	262	241	235
First	305	252	220
Second	286	310	219
Third	295	253	274
Fourth	255	292	237
Fifth	240	254	255
Sixth	254	242	234
Ungraded Elementary	95	41	16
Seventh	207	257	166
Eighth	182	213	201
Ninth	207	264	235
Tenth	157	188	161
Eleventh	171	151	126
Twelfth	121	113	80
Ungraded Secondary	105	104	137
Total K-12 Enrollment	3142	3175	2796

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	1	0.0%	1	0.0%	1	0.0%
Black (Not Hispanic)	2798	89.1%	2788	87.8%	2379	85.1%
Hispanic	339	10.8%	381	12.0%	413	14.8%
White (Not Hispanic)	4	0.1%	5	0.2%	3	0.1%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	21	23
Common Branch	22	22	21
English Grade 8	23	26	26
Mathematics Grade 8	28	20	26
Science Grade 8	29	26	27
Social Studies Grade 8	28	29	0
English Grade 10	28	25	18
Mathematics Grade 10	14	29	21
Science Grade 10	16	11	0
Social Studies Grade 10	20	26	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
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	289	8.8%	295	8.9%	304	10.3%
Eligible for Free Lunch	1704	54.2%	2862	90.1%	2586	92.5%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		90.9%		95.4%		93.6%
Student Suspensions	317	10.9%	284	9.0%	405	12.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.6%	2.8%	2.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	240
Total Other Professional Staff	38
Total Paraprofessionals	79
Teaching Out of Certification*	11
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	0	0	0%	86	10	12%	73	13	18%
Students with Disabilities	0	0	0%	0	0	0%	7	0	0%
All Students	0	0	0%	86	10	12%	80	13	16%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	29	38	0	5	4	4
Percent	36%	47%	0%	6%	5%	5%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
7	0	8	15

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			90		21	
	Entered GED Program*			31		0	
	Total Noncompleters			121		21	
Students with Disabilities	Dropped Out			7		1	
	Entered GED Program*			3		0	
	Total Noncompleters			10		1	
All Students	Dropped Out	0	0.0%	97	12.5%	22	3.2%
	Entered GED Program*	0	0.0%	34	4.4%	0	0.0%
	Total Noncompleters	0	0.0%	131	16.8%	22	3.2%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	39	33%	17	53%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	2	#	0	0%
Spanish	72	56%	89	58%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	5	40%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	3	#
Science	23	43%	21	90%	3	#
Reading	0	0%	2	#	3	#
Writing	0	0%	1	#	3	#
Global Studies	8	88%	2	#	0	0%
U.S. Hist & Gov't	17	35%	4	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	80%	8	88%	10	90%
Science	17	0%	7	86%	17	41%
Reading	12	17%	3	#	9	78%
Writing	13	15%	2	#	6	50%
Global Studies	12	17%	7	29%	3	#
U.S. Hist & Gov't	12	50%	1	#	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	88	110	91	8	4	5
Number Scoring 55–100	70	85	71	1	#	1
Number Scoring 65–100	55	55	54	1	#	0
Number Scoring 85–100	7	7	17	0	#	0
Percentage of Tested Scoring 55–100	80%	77%	78%	12%	#	20%
Percentage of Tested Scoring 65–100	62%	50%	59%	12%	#	0%
Percentage of Tested Scoring 85–100	8%	6%	19%	0%	#	0%
Mathematics A						
Number Tested	0	92	154	0	6	7
Number Scoring 55–100	0	20	41	0	0	0
Number Scoring 65–100	0	8	16	0	0	0
Number Scoring 85–100	0	2	1	0	0	0
Percentage of Tested Scoring 55–100	0%	22%	27%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	9%	10%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	2%	1%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
Global History and Geography						
Number Tested	152	111	138	9	10	7
Number Scoring 55–100	108	71	75	4	3	1
Number Scoring 65–100	64	54	55	2	3	1
Number Scoring 85–100	1	2	4	0	0	0
Percentage of Tested Scoring 55–100	71%	64%	54%	44%	30%	14%
Percentage of Tested Scoring 65–100	42%	49%	40%	22%	30%	14%
Percentage of Tested Scoring 85–100	1%	2%	3%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	114	141	112	5	11	12
Number Scoring 55–100	54	100	87	2	5	7
Number Scoring 65–100	36	52	57	2	2	5
Number Scoring 85–100	5	3	6	0	0	0
Percentage of Tested Scoring 55–100	47%	71%	78%	40%	45%	58%
Percentage of Tested Scoring 65–100	32%	37%	51%	40%	18%	42%
Percentage of Tested Scoring 85–100	4%	2%	5%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	131	183	195	3	11	23
Number Scoring 55–100	82	145	117	#	5	4
Number Scoring 65–100	62	110	64	#	3	1
Number Scoring 85–100	0	1	2	#	0	0
Percentage of Tested Scoring 55–100	63%	79%	60%	#	45%	17%
Percentage of Tested Scoring 65–100	47%	60%	33%	#	27%	4%
Percentage of Tested Scoring 85–100	0%	1%	1%	#	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	23	83	57	2	1	2
Number Scoring 55–100	2	45	29	#	#	#
Number Scoring 65–100	0	25	17	#	#	#
Number Scoring 85–100	0	0	0	#	#	#
Percentage of Tested Scoring 55–100	9%	54%	51%	#	#	#
Percentage of Tested Scoring 65–100	0%	30%	30%	#	#	#
Percentage of Tested Scoring 85–100	0%	0%	0%	#	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		43	46		0	0
Number Scoring 55–100		32	32		0	0
Number Scoring 65–100		17	14		0	0
Number Scoring 85–100		0	0		0	0
Percentage of Tested Scoring 55–100		74%	70%		0%	0%
Percentage of Tested Scoring 65–100		40%	30%		0%	0%
Percentage of Tested Scoring 85–100		0%	0%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	24	10	19	0	0	0
Number Scoring 55–100	21	8	17	0	0	0
Number Scoring 65–100	18	8	12	0	0	0
Number Scoring 85–100	1	1	1	0	0	0
Percentage of Tested Scoring 55–100	88%	80%	89%	0%	0%	0%
Percentage of Tested Scoring 65–100	75%	80%	63%	0%	0%	0%
Percentage of Tested Scoring 85–100	4%	10%	5%	0%	0%	0%
Comprehensive Italian						
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 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	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 Spanish						
Number Tested	25	31	60	1	0	0
Number Scoring 55–100	14	18	50	#	0	0
Number Scoring 65–100	11	15	45	#	0	0
Number Scoring 85–100	6	7	16	#	0	0
Percentage of Tested Scoring 55–100	56%	58%	83%	#	0%	0%
Percentage of Tested Scoring 65–100	44%	48%	75%	#	0%	0%
Percentage of Tested Scoring 85–100	24%	23%	27%	#	0%	0%
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	74	65	14	1	1	0
Number Scoring 55–100	24	21	5	#	#	0
Number Scoring 65–100	17	12	2	#	#	0
Number Scoring 85–100	3	1	0	#	#	0
Percentage of Tested Scoring 55–100	32%	32%	36%	#	#	0%
Percentage of Tested Scoring 65–100	23%	18%	14%	#	#	0%
Percentage of Tested Scoring 85–100	4%	2%	0%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	16	16	14	0	0	0
Number Scoring 55–100	6	4	6	0	0	0
Number Scoring 65–100	5	4	5	0	0	0
Number Scoring 85–100	1	2	0	0	0	0
Percentage of Tested Scoring 55–100	38%	25%	43%	0%	0%	0%
Percentage of Tested Scoring 65–100	31%	25%	36%	0%	0%	0%
Percentage of Tested Scoring 85–100	6%	12%	0%	0%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	177	77%	65	92%	64	86%
Students with Disabilities	3	#	0	0%	1	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	234	8%	11%	71%	11%
	Students with Disabilities	13	0%	15%	85%	0%
	All Students	247	7%	11%	72%	10%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	193	19%	52%	29%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	193	19%	52%	29%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 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	174	174	174	22	22	22	196	196	196
Number Scoring 55–64	27	33	28	1	0	1	28	33	29
Number Scoring 65–84	71	45	61	3	4	0	74	49	61
Number Scoring 85–100	2	5	3	0	0	0	2	5	3
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)