

# New York State School Report Card Comprehensive Information Report

BEDS Code: 66-23-00-01-0043  
 Name: Roosevelt High School  
 Principal: William Moore

Grade Range : 9-12

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	577	564	453
Tenth	377	344	444
Eleventh	252	209	309
Twelfth	263	217	262
Ungraded Secondary	180	180	165
Total K-12 Enrollment	1649	1514	1633

## 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	79	4.8%	70	4.6%	61	3.7%
Black (Not Hispanic)	579	35.1%	554	36.6%	589	36.1%
Hispanic	725	44.0%	674	44.5%	800	49.0%
White (Not Hispanic)	266	16.1%	216	14.3%	183	11.2%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	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	25	23	26
Mathematics Grade 10	23	22	26
Science Grade 10	19	17	23
Social Studies Grade 10	28	24	26

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
42	All schools in this group are secondary level schools in large cities other than New York City. The schools in this group are in the higher 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	313	19.0%	265	17.5%	342	20.9%
Eligible for Free Lunch	1086	65.9%	1004	66.3%	1119	68.5%

### 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		80.0%		80.5%		82.3%
Student Suspensions	330	19.0%	393	23.8%	327	21.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.6%	2.8%	2.5%
Public Assistance	61-70%	61-70%	71-80%
Student Stability	89%	88%	81%

### Staff Counts

Staff	2002–2003
Total Teachers	121
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	9
Teachers with Temporary Licenses	6

\*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	266	36	14%	108	14	13%	159	12	8%
Students with Disabilities	19	0	0%	17	0	0%	14	0	0%
All Students	285	36	13%	125	14	11%	173	12	7%

\*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	65	33	2	2	44	27
Percent	38%	19%	1%	1%	25%	16%

## 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)
14	0	8	22

\*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			78		78	
	Entered GED Program*			74		82	
	Total Noncompleters			152		160	
Students with Disabilities	Dropped Out			28		12	
	Entered GED Program*			12		12	
	Total Noncompleters			40		24	
All Students	Dropped Out	56	3.4%	106	7.0%	90	5.5%
	Entered GED Program*	43	2.6%	86	5.7%	94	5.8%
	Total Noncompleters	99	6.0%	192	12.7%	184	11.3%

\*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	0	0%	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	0	0%	0	0%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	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	0	0%	0	0%	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%	5	60%	4	#
Science	0	0%	61	61%	13	46%
Reading	0	0%	3	#	3	#
Writing	0	0%	4	#	2	#
Global Studies	0	0%	6	67%	2	#
U.S. Hist & Gov't	0	0%	4	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	87	30%	97	36%
Science	0	0%	99	27%	93	16%
Reading	0	0%	45	47%	53	42%
Writing	0	0%	45	56%	48	44%
Global Studies	0	0%	53	43%	51	18%
U.S. Hist & Gov't	0	0%	31	68%	32	9%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	370	224	333	29	26	32
Number Scoring 55–100	263	143	190	4	2	9
Number Scoring 65–100	151	96	145	3	0	3
Number Scoring 85–100	12	11	25	0	0	1
Percentage of Tested Scoring 55–100	71%	64%	57%	14%	8%	28%
Percentage of Tested Scoring 65–100	41%	43%	44%	10%	0%	9%
Percentage of Tested Scoring 85–100	3%	5%	8%	0%	0%	3%
<b>Mathematics A</b>						
Number Tested	116	216	411	25	9	37
Number Scoring 55–100	19	84	170	0	2	6
Number Scoring 65–100	10	37	94	0	0	3
Number Scoring 85–100	0	0	7	0	0	1
Percentage of Tested Scoring 55–100	16%	39%	41%	0%	22%	16%
Percentage of Tested Scoring 65–100	9%	17%	23%	0%	0%	8%
Percentage of Tested Scoring 85–100	0%	0%	2%	0%	0%	3%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	274	246	310	25	12	35
Number Scoring 55–100	214	205	204	4	7	13
Number Scoring 65–100	155	161	162	1	6	8
Number Scoring 85–100	26	19	26	0	0	1
Percentage of Tested Scoring 55–100	78%	83%	66%	16%	58%	37%
Percentage of Tested Scoring 65–100	57%	65%	52%	4%	50%	23%
Percentage of Tested Scoring 85–100	9%	8%	8%	0%	0%	3%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	267	233	278	9	12	26
Number Scoring 55–100	182	193	246	0	7	18
Number Scoring 65–100	112	113	211	0	4	14
Number Scoring 85–100	21	10	35	0	0	1
Percentage of Tested Scoring 55–100	68%	83%	88%	0%	58%	69%
Percentage of Tested Scoring 65–100	42%	48%	76%	0%	33%	54%
Percentage of Tested Scoring 85–100	8%	4%	13%	0%	0%	4%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	217	268	380	13	14	33
Number Scoring 55–100	148	201	237	1	8	14
Number Scoring 65–100	98	155	168	1	6	9
Number Scoring 85–100	3	4	3	0	0	0
Percentage of Tested Scoring 55–100	68%	75%	62%	8%	57%	42%
Percentage of Tested Scoring 65–100	45%	58%	44%	8%	43%	27%
Percentage of Tested Scoring 85–100	1%	1%	1%	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	73	63	123	0	5	11
Number Scoring 55–100	36	33	78	0	2	7
Number Scoring 65–100	24	17	53	0	1	4
Number Scoring 85–100	2	2	10	0	0	1
Percentage of Tested Scoring 55–100	49%	52%	63%	0%	40%	64%
Percentage of Tested Scoring 65–100	33%	27%	43%	0%	20%	36%
Percentage of Tested Scoring 85–100	3%	3%	8%	0%	0%	9%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		46	49		0	0
Number Scoring 55–100		24	21		0	0
Number Scoring 65–100		7	12		0	0
Number Scoring 85–100		0	1		0	0
Percentage of Tested Scoring 55–100		52%	43%		0%	0%
Percentage of Tested Scoring 65–100		15%	24%		0%	0%
Percentage of Tested Scoring 85–100		0%	2%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	8	10	10	0	0	0
Number Scoring 55–100	4	4	9	0	0	0
Number Scoring 65–100	4	2	6	0	0	0
Number Scoring 85–100	1	0	3	0	0	0
Percentage of Tested Scoring 55–100	50%	40%	90%	0%	0%	0%
Percentage of Tested Scoring 65–100	50%	20%	60%	0%	0%	0%
Percentage of Tested Scoring 85–100	12%	0%	30%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	11	7	7	0	0	0
Number Scoring 55–100	11	7	7	0	0	0
Number Scoring 65–100	11	7	7	0	0	0
Number Scoring 85–100	9	4	1	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	82%	57%	14%	0%	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	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 Spanish</b>						
Number Tested	38	37	38	0	0	0
Number Scoring 55–100	35	36	33	0	0	0
Number Scoring 65–100	34	35	32	0	0	0
Number Scoring 85–100	27	23	20	0	0	0
Percentage of Tested Scoring 55–100	92%	97%	87%	0%	0%	0%
Percentage of Tested Scoring 65–100	89%	95%	84%	0%	0%	0%
Percentage of Tested Scoring 85–100	71%	62%	53%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	2	0	0	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%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	96	58	8	0	0	0
Number Scoring 55–100	45	28	7	0	0	0
Number Scoring 65–100	37	22	7	0	0	0
Number Scoring 85–100	5	2	0	0	0	0
Percentage of Tested Scoring 55–100	47%	48%	88%	0%	0%	0%
Percentage of Tested Scoring 65–100	39%	38%	88%	0%	0%	0%
Percentage of Tested Scoring 85–100	5%	3%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	52	31	49	0	1	0
Number Scoring 55–100	19	23	21	0	#	0
Number Scoring 65–100	11	21	13	0	#	0
Number Scoring 85–100	2	2	2	0	#	0
Percentage of Tested Scoring 55–100	37%	74%	43%	0%	#	0%
Percentage of Tested Scoring 65–100	21%	68%	27%	0%	#	0%
Percentage of Tested Scoring 85–100	4%	6%	4%	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	0	0%	0	0%	3	#
Students with Disabilities	0	0%	0	0%	0	0%

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
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	198	198	198	15	15	15	213	213	213
Number Scoring 55–64	35	43	38	1	4	1	36	47	39
Number Scoring 65–84	89	84	81	3	3	3	92	87	84
Number Scoring 85–100	24	13	10	0	0	0	24	13	10
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)