

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-08-03-0005
 Name: Roosevelt High School
 Principal: Fayth Vaughn-Shavuo

Grade Range : 7-12

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	257	166	172
Eighth	213	201	193
Ninth	264	235	247
Tenth	188	161	198
Eleventh	151	126	126
Twelfth	113	80	118
Ungraded Secondary	104	137	80
Total K-12 Enrollment	1290	1106	1134

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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	1239	96.0%	1029	93.0%	1023	90.2%
Hispanic	51	4.0%	77	7.0%	103	9.1%
White (Not Hispanic)	0	0.0%	0	0.0%	8	0.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	26	26	21
Mathematics Grade 8	22	26	21
Science Grade 8	26	27	20
Social Studies Grade 8	29	0	21
English Grade 10	25	18	28
Mathematics Grade 10	29	21	15
Science Grade 10	11	0	16
Social Studies Grade 10	26	22	25

(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
45	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 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	57	4.4%	83	7.5%	80	7.1%
Eligible for Free Lunch	1186	91.9%	1106	100.0%	1134	100.0%

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		89.7%		87.0%		84.2%
Student Suspensions	175	15.2%	294	22.8%	176	15.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	0.0%	0.0%	0.0%
Public Assistance	21-30%	71-80%	41-50%
Student Stability	86%	100%	58%

Staff Counts

Staff	2003-04
Total Teachers	114
Total Other Professional Staff	15
Total Paraprofessionals	NA
Teaching Out of Certification*	3

*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	86	10	12%	73	13	18%	106	26	25%
Students with Disabilities	0	0	0%	7	0	0%	14	0	0%
All Students	86	10	12%	80	13	16%	120	26	22%

*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	8	68	0	2	22	20
Percent	7%	57%	0%	2%	18%	17%

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)
14	0	8	22

*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	90		21		116	17.1%
	Entered GED Program*	31		0		5	0.7%
	Total Noncompleters	121		21		121	17.8%
Students with Disabilities	Dropped Out	5		1		3	4.0%
	Entered GED Program*	3		0		1	1.3%
	Total Noncompleters	8		1		4	5.3%
All Students	Dropped Out	95	12.2%	22	3.2%	119	15.8%
	Entered GED Program*	34	4.4%	0	0.0%	6	0.8%
	Total Noncompleters	129	16.6%	22	3.2%	125	16.6%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	17	53%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	2	#	0	0%	0	0%
Spanish	89	58%	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	5	40%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	3	#	11	73%
Science	21	90%	3	#	8	13%
Reading	2	#	3	#	1	#
Writing	1	#	3	#	1	#
Global Studies	2	#	0	0%	3	#
U.S. Hist & Gov't	4	#	1	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	88%	10	90%	30	53%
Science	7	86%	17	41%	27	41%
Reading	3	#	9	78%	3	#
Writing	2	#	6	50%	4	#
Global Studies	7	29%	3	#	12	33%
U.S. Hist & Gov't	1	#	4	#	10	20%

(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	110	91	87	4	5	3
Number Scoring 55-100	85	71	72	#	1	#
Number Scoring 65-100	55	54	60	#	0	#
Number Scoring 85-100	7	17	13	#	0	#
Percentage of Tested Scoring 55-100	77%	78%	83%	#	20%	#
Percentage of Tested Scoring 65-100	50%	59%	69%	#	0%	#
Percentage of Tested Scoring 85-100	6%	19%	15%	#	0%	#
Mathematics A						
Number Tested	92	154	151	6	7	11
Number Scoring 55-100	20	41	117	0	0	3
Number Scoring 65-100	8	16	77	0	0	2
Number Scoring 85-100	2	1	7	0	0	0
Percentage of Tested Scoring 55-100	22%	27%	77%	0%	0%	27%
Percentage of Tested Scoring 65-100	9%	10%	51%	0%	0%	18%
Percentage of Tested Scoring 85-100	2%	1%	5%	0%	0%	0%
Mathematics B						
Number Tested	0	1	6	0	0	0
Number Scoring 55-100	0	#	1	0	0	0
Number Scoring 65-100	0	#	1	0	0	0
Number Scoring 85-100	0	#	0	0	0	0
Percentage of Tested Scoring 55-100	0%	#	17%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	17%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	0%	0%	0%	0%
Global History and Geography						
Number Tested	111	137	177	10	7	11
Number Scoring 55-100	71	75	99	3	1	1
Number Scoring 65-100	54	55	53	3	1	1
Number Scoring 85-100	2	4	8	0	0	0
Percentage of Tested Scoring 55-100	64%	55%	56%	30%	14%	9%
Percentage of Tested Scoring 65-100	49%	40%	30%	30%	14%	9%
Percentage of Tested Scoring 85-100	2%	3%	5%	0%	0%	0%
U.S. History and Government						
Number Tested	141	112	120	11	12	9
Number Scoring 55-100	100	87	63	5	7	1
Number Scoring 65-100	52	57	43	2	5	1
Number Scoring 85-100	3	6	4	0	0	0
Percentage of Tested Scoring 55-100	71%	78%	53%	45%	58%	11%
Percentage of Tested Scoring 65-100	37%	51%	36%	18%	42%	11%
Percentage of Tested Scoring 85-100	2%	5%	3%	0%	0%	0%

(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	183	195	199	11	23	13
Number Scoring 55-100	145	117	116	5	4	2
Number Scoring 65-100	110	64	71	3	1	2
Number Scoring 85-100	1	2	1	0	0	0
Percentage of Tested Scoring 55-100	79%	60%	58%	45%	17%	15%
Percentage of Tested Scoring 65-100	60%	33%	36%	27%	4%	15%
Percentage of Tested Scoring 85-100	1%	1%	1%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	83	57	43	1	2	4
Number Scoring 55-100	45	29	21	#	#	#
Number Scoring 65-100	25	17	15	#	#	#
Number Scoring 85-100	0	0	0	#	#	#
Percentage of Tested Scoring 55-100	54%	51%	49%	#	#	#
Percentage of Tested Scoring 65-100	30%	30%	35%	#	#	#
Percentage of Tested Scoring 85-100	0%	0%	0%	#	#	#
Physical Setting/Chemistry						
Number Tested	43	46	37	0	0	0
Number Scoring 55-100	32	32	20	0	0	0
Number Scoring 65-100	17	14	9	0	0	0
Number Scoring 85-100	0	0	2	0	0	0
Percentage of Tested Scoring 55-100	74%	70%	54%	0%	0%	0%
Percentage of Tested Scoring 65-100	40%	30%	24%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	5%	0%	0%	0%
Physical Setting/Physics						
Number Tested			16			0
Number Scoring 55-100			13			0
Number Scoring 65-100			10			0
Number Scoring 85-100			2			0
Percentage of Tested Scoring 55-100			81%			0%
Percentage of Tested Scoring 65-100			62%			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	10	19	13	0	0	0
Number Scoring 55-100	8	17	12	0	0	0
Number Scoring 65-100	8	12	10	0	0	0
Number Scoring 85-100	1	1	2	0	0	0
Percentage of Tested Scoring 55-100	80%	89%	92%	0%	0%	0%
Percentage of Tested Scoring 65-100	80%	63%	77%	0%	0%	0%
Percentage of Tested Scoring 85-100	10%	5%	15%	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	31	60	52	0	0	3
Number Scoring 55-100	18	50	48	0	0	#
Number Scoring 65-100	15	45	45	0	0	#
Number Scoring 85-100	7	16	11	0	0	#
Percentage of Tested Scoring 55-100	58%	83%	92%	0%	0%	#
Percentage of Tested Scoring 65-100	48%	75%	87%	0%	0%	#
Percentage of Tested Scoring 85-100	23%	27%	21%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	16	14	0	0	0	0
Number Scoring 55-100	4	6	0	0	0	0
Number Scoring 65-100	4	5	0	0	0	0
Number Scoring 85-100	2	0	0	0	0	0
Percentage of Tested Scoring 55-100	25%	43%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	25%	36%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	12%	0%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	65	92%	63	86%	112	47%
Students with Disabilities	0	0%	1	#	5	0%

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	162	20%	65%	14%	0%
	Students with Disabilities	15	47%	53%	0%	0%
	All Students	177	23%	64%	13%	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	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

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	98	98	98	19	19	19	117	117	117
Number Scoring 55–64	9	15	16	0	2	0	9	17	16
Number Scoring 65–84	48	38	57	1	2	4	49	40	61
Number Scoring 85–100	2	5	0	0	0	0	2	5	0
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			39			2
Beginning (0-18)			8			#
Intermediate (19-31)			8			#
Advanced (32-36)			15			#
Proficient (37-39)			8			#
Reading and Writing (Grade 7-8)						
Number Tested			39			2
Beginning (0-14)			12			#
Intermediate (15-24)			14			#
Advanced (25-32)			11			#
Proficient (33-35)			2			#
Listening and Speaking (Grade 9-12)						
Number Tested			44			2
Beginning (0-18)			10			#
Intermediate (19-31)			15			#
Advanced (32-36)			11			#
Proficient (37-39)			8			#
Reading and Writing (Grade 9-12)						
Number Tested			44			2
Beginning (0-14)			10			#
Intermediate (15-24)			23			#
Advanced (25-32)			10			#
Proficient (33-35)			1			#

*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)