

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	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	0	0	0
Eighth	0	0	0
Ninth	564	453	653
Tenth	344	444	395
Eleventh	209	309	221
Twelfth	217	262	217
Ungraded Secondary	180	165	145
Total K-12 Enrollment	1514	1633	1631

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	70	4.6%	61	3.7%	72	4.4%
Black (Not Hispanic)	554	36.6%	589	36.1%	574	35.2%
Hispanic	674	44.5%	800	49.0%	831	51.0%
White (Not Hispanic)	216	14.3%	183	11.2%	154	9.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	23	26	22
Mathematics Grade 10	22	26	27
Science Grade 10	17	23	21
Social Studies Grade 10	24	26	23

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	265	17.5%	342	20.9%	327	20.1%
Eligible for Free Lunch	1004	66.3%	1119	68.5%	1161	71.2%

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		80.5%		82.3%		79.9%
Student Suspensions	393	23.8%	327	21.6%	388	23.8%

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

	2001-02	2002-03	2003-04
Reduced Lunch	2.8%	2.5%	2.8%
Public Assistance	61-70%	71-80%	71-80%
Student Stability	88%	81%	86%

Staff Counts

Staff	2003-04
Total Teachers	124
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*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	108	14	13%	159	12	8%	192	14	7%
Students with Disabilities	17	0	0%	14	0	0%	24	0	0%
All Students	125	14	11%	173	12	7%	216	14	6%

*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	41	92	0	2	81	0
Percent	19%	43%	0%	1%	38%	0%

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)
24	0	6	30

*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	78		78		76	5.6%
	Entered GED Program*	74		82		78	5.7%
	Total Noncompleters	152		160		154	11.3%
Students with Disabilities	Dropped Out	28		12		13	5.3%
	Entered GED Program*	12		12		9	3.6%
	Total Noncompleters	40		24		22	8.9%
All Students	Dropped Out	106	7.0%	90	5.5%	89	5.5%
	Entered GED Program*	86	5.7%	94	5.8%	87	5.4%
	Total Noncompleters	192	12.7%	184	11.3%	176	10.9%

*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	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	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	0	0%	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	5	60%	4	#	4	#
Science	61	61%	13	46%	4	#
Reading	3	#	3	#	0	0%
Writing	4	#	2	#	0	0%
Global Studies	6	67%	2	#	2	#
U.S. Hist & Gov't	4	#	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	87	30%	97	36%	87	36%
Science	99	27%	93	16%	93	30%
Reading	45	47%	53	42%	15	60%
Writing	45	56%	48	44%	5	40%
Global Studies	53	43%	51	18%	51	10%
U.S. Hist & Gov't	31	68%	32	9%	26	19%

(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	224	333	341	26	32	29
Number Scoring 55-100	143	190	242	2	9	7
Number Scoring 65-100	96	145	141	0	3	5
Number Scoring 85-100	11	25	16	0	1	0
Percentage of Tested Scoring 55-100	64%	57%	71%	8%	28%	24%
Percentage of Tested Scoring 65-100	43%	44%	41%	0%	9%	17%
Percentage of Tested Scoring 85-100	5%	8%	5%	0%	3%	0%
Mathematics A						
Number Tested	216	411	402	9	37	41
Number Scoring 55-100	84	170	331	2	6	15
Number Scoring 65-100	37	94	214	0	3	3
Number Scoring 85-100	0	7	13	0	1	0
Percentage of Tested Scoring 55-100	39%	41%	82%	22%	16%	37%
Percentage of Tested Scoring 65-100	17%	23%	53%	0%	8%	7%
Percentage of Tested Scoring 85-100	0%	2%	3%	0%	3%	0%
Mathematics 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%
Global History and Geography						
Number Tested	246	310	335	12	35	32
Number Scoring 55-100	205	204	237	7	13	14
Number Scoring 65-100	161	162	175	6	8	9
Number Scoring 85-100	19	26	18	0	1	1
Percentage of Tested Scoring 55-100	83%	66%	71%	58%	37%	44%
Percentage of Tested Scoring 65-100	65%	52%	52%	50%	23%	28%
Percentage of Tested Scoring 85-100	8%	8%	5%	0%	3%	3%
U.S. History and Government						
Number Tested	233	278	249	12	26	23
Number Scoring 55-100	193	246	167	7	18	11
Number Scoring 65-100	113	211	115	4	14	7
Number Scoring 85-100	10	35	20	0	1	1
Percentage of Tested Scoring 55-100	83%	88%	67%	58%	69%	48%
Percentage of Tested Scoring 65-100	48%	76%	46%	33%	54%	30%
Percentage of Tested Scoring 85-100	4%	13%	8%	0%	4%	4%

(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	268	380	296	14	33	28
Number Scoring 55-100	201	237	178	8	14	6
Number Scoring 65-100	155	168	101	6	9	5
Number Scoring 85-100	4	3	2	0	0	0
Percentage of Tested Scoring 55-100	75%	62%	60%	57%	42%	21%
Percentage of Tested Scoring 65-100	58%	44%	34%	43%	27%	18%
Percentage of Tested Scoring 85-100	1%	1%	1%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	63	123	160	5	11	14
Number Scoring 55-100	33	78	82	2	7	8
Number Scoring 65-100	17	53	38	1	4	2
Number Scoring 85-100	2	10	3	0	1	0
Percentage of Tested Scoring 55-100	52%	63%	51%	40%	64%	57%
Percentage of Tested Scoring 65-100	27%	43%	24%	20%	36%	14%
Percentage of Tested Scoring 85-100	3%	8%	2%	0%	9%	0%
Physical Setting/Chemistry						
Number Tested	46	49	41	0	0	2
Number Scoring 55-100	24	21	22	0	0	#
Number Scoring 65-100	7	12	7	0	0	#
Number Scoring 85-100	0	1	2	0	0	#
Percentage of Tested Scoring 55-100	52%	43%	54%	0%	0%	#
Percentage of Tested Scoring 65-100	15%	24%	17%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	2%	5%	0%	0%	#
Physical Setting/Physics						
Number Tested			17			1
Number Scoring 55-100			13			#
Number Scoring 65-100			9			#
Number Scoring 85-100			3			#
Percentage of Tested Scoring 55-100			76%			#
Percentage of Tested Scoring 65-100			53%			#
Percentage of Tested Scoring 85-100			18%			#

* 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	10	4	0	0	0
Number Scoring 55-100	4	9	#	0	0	0
Number Scoring 65-100	2	6	#	0	0	0
Number Scoring 85-100	0	3	#	0	0	0
Percentage of Tested Scoring 55-100	40%	90%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	20%	60%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	30%	#	0%	0%	0%
Comprehensive Italian						
Number Tested	7	7	3	0	0	0
Number Scoring 55-100	7	7	#	0	0	0
Number Scoring 65-100	7	7	#	0	0	0
Number Scoring 85-100	4	1	#	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	57%	14%	#	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	37	38	36	0	0	1
Number Scoring 55-100	36	33	30	0	0	#
Number Scoring 65-100	35	32	29	0	0	#
Number Scoring 85-100	23	20	27	0	0	#
Percentage of Tested Scoring 55-100	97%	87%	83%	0%	0%	#
Percentage of Tested Scoring 65-100	95%	84%	81%	0%	0%	#
Percentage of Tested Scoring 85-100	62%	53%	75%	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	31	49	4	1	0	0
Number Scoring 55-100	23	21	#	#	0	0
Number Scoring 65-100	21	13	#	#	0	0
Number Scoring 85-100	2	2	#	#	0	0
Percentage of Tested Scoring 55-100	74%	43%	#	#	0%	0%
Percentage of Tested Scoring 65-100	68%	27%	#	#	0%	0%
Percentage of Tested Scoring 85-100	6%	4%	#	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	3	#	0	0%
Students with Disabilities	0	0%	0	0%	0	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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	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	207	207	207	31	31	31	238	238	238
Number Scoring 55–64	19	16	33	3	0	2	22	16	35
Number Scoring 65–84	101	91	107	8	8	5	109	99	112
Number Scoring 85–100	19	26	5	0	0	0	19	26	5
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			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			250			0
Beginning (0-18)			49			0
Intermediate (19-31)			85			0
Advanced (32-36)			62			0
Proficient (37-39)			54			0
Reading and Writing (Grade 9-12)						
Number Tested			253			1
Beginning (0-14)			66			#
Intermediate (15-24)			100			#
Advanced (25-32)			82			#
Proficient (33-35)			5			#

*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)