

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-23-00-01-0043
 Name: Roosevelt High School
 Principal: Jade Sharp

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	453	653	656
Tenth	444	395	467
Eleventh	309	221	242
Twelfth	262	217	213
Ungraded Secondary	165	145	149
Total K-12 Enrollment	1633	1631	1727

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	61	3.7%	72	4.4%	67	3.9%
Black (Not Hispanic)	589	36.1%	574	35.2%	598	34.6%
Hispanic	800	49.0%	831	51.0%	912	52.8%
White (Not Hispanic)	183	11.2%	154	9.4%	150	8.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	26	22	24
Mathematics Grade 10	26	27	21
Science Grade 10	23	21	17
Social Studies Grade 10	26	23	25

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	342	20.9%	327	20.1%	327	18.9%
Eligible for Free Lunch	1119	68.5%	1161	71.2%	1240	71.8%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		82.3%		79.9%		79.9%
Student Suspensions	327	21.6%	388	23.8%	436	26.7%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	2.5%	2.8%	3.5%
Public Assistance	71-80%	71-80%	71-80%
Student Stability	81%	86%	87%

Staff Counts

Staff	2004-05
Total Teachers	118
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	4

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	159	192	195
	Regents Diplomas	12	14	62
	% Regents Diplomas	8%	7%	32%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			1%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	14	24	22
	Regents Diplomas	0	0	2
	% Regents Diplomas	0%	0%	9%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	8	6	9
All Students	Total Graduates*	173	216	217
	Regents Diplomas	12	14	64
	% Regents Diplomas	7%	6%	29%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			1%
	IEP Diplomas or Local Certificates	8	6	9

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	63	93	0	4	18	0	0	17
	Percent	32%	48%	0%	2%	9%	0%	0%	9%
Students with Disabilities	Number	6	10	0	1	4	0	1	0
	Percent	27%	45%	0%	5%	18%	0%	5%	0%
All Students	Number	69	103	0	5	22	0	1	17
	Percent	32%	47%	0%	2%	10%	0%	0%	8%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	78		76	5.6%	101	7.2%
	Entered GED Program*	82		78	5.7%	82	5.9%
	Total Noncompleters	160		154	11.3%	183	13.1%
Students with Disabilities	Dropped Out	12		13	5.3%	28	13.0%
	Entered GED Program*	12		9	3.6%	14	6.5%
	Total Noncompleters	24		22	8.9%	42	19.4%
All Students	Dropped Out	90	5.5%	89	5.5%	129	8.0%
	Entered GED Program*	94	5.8%	87	5.4%	96	5.9%
	Total Noncompleters	184	11.3%	176	10.9%	225	13.9%

*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	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	4	#	0	0%
Science	13	46%	4	#	0	0%
Reading	3	#	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	2	#	2	#	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	97	36%	87	36%	92	34%
Science	93	16%	93	30%	117	22%
Reading	53	42%	15	60%	66	58%
Writing	48	44%	5	40%	59	54%
Global Studies	51	18%	51	10%	52	38%
U.S. Hist & Gov't	32	9%	26	19%	40	45%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	333	341	362	32	29	35
Number Scoring 55-100	190	242	271	9	7	14
Number Scoring 65-100	145	141	189	3	5	8
Number Scoring 85-100	25	16	12	1	0	0
Percentage of Tested Scoring 55-100	57%	71%	75%	28%	24%	40%
Percentage of Tested Scoring 65-100	44%	41%	52%	9%	17%	23%
Percentage of Tested Scoring 85-100	8%	5%	3%	3%	0%	0%
Mathematics A						
Number Tested	411	402	402	37	41	30
Number Scoring 55-100	170	331	323	6	15	15
Number Scoring 65-100	94	214	216	3	3	10
Number Scoring 85-100	7	13	29	1	0	2
Percentage of Tested Scoring 55-100	41%	82%	80%	16%	37%	50%
Percentage of Tested Scoring 65-100	23%	53%	54%	8%	7%	33%
Percentage of Tested Scoring 85-100	2%	3%	7%	3%	0%	7%
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	310	335	357	35	32	27
Number Scoring 55-100	204	237	230	13	14	10
Number Scoring 65-100	162	175	127	8	9	6
Number Scoring 85-100	26	18	15	1	1	1
Percentage of Tested Scoring 55-100	66%	71%	64%	37%	44%	37%
Percentage of Tested Scoring 65-100	52%	52%	36%	23%	28%	22%
Percentage of Tested Scoring 85-100	8%	5%	4%	3%	3%	4%
U.S. History and Government						
Number Tested	278	249	330	26	23	36
Number Scoring 55-100	246	167	233	18	11	9
Number Scoring 65-100	211	115	145	14	7	6
Number Scoring 85-100	35	20	33	1	1	0
Percentage of Tested Scoring 55-100	88%	67%	71%	69%	48%	25%
Percentage of Tested Scoring 65-100	76%	46%	44%	54%	30%	17%
Percentage of Tested Scoring 85-100	13%	8%	10%	4%	4%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	380	296	319	33	28	24
Number Scoring 55-100	237	178	198	14	6	6
Number Scoring 65-100	168	101	114	9	5	1
Number Scoring 85-100	3	2	6	0	0	0
Percentage of Tested Scoring 55-100	62%	60%	62%	42%	21%	25%
Percentage of Tested Scoring 65-100	44%	34%	36%	27%	18%	4%
Percentage of Tested Scoring 85-100	1%	1%	2%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	123	160	115	11	14	7
Number Scoring 55-100	78	82	51	7	8	5
Number Scoring 65-100	53	38	30	4	2	3
Number Scoring 85-100	10	3	2	1	0	0
Percentage of Tested Scoring 55-100	63%	51%	44%	64%	57%	71%
Percentage of Tested Scoring 65-100	43%	24%	26%	36%	14%	43%
Percentage of Tested Scoring 85-100	8%	2%	2%	9%	0%	0%
Physical Setting/Chemistry						
Number Tested	49	41	55	0	2	1
Number Scoring 55-100	21	22	25	0	#	#
Number Scoring 65-100	12	7	13	0	#	#
Number Scoring 85-100	1	2	2	0	#	#
Percentage of Tested Scoring 55-100	43%	54%	45%	0%	#	#
Percentage of Tested Scoring 65-100	24%	17%	24%	0%	#	#
Percentage of Tested Scoring 85-100	2%	5%	4%	0%	#	#
Physical Setting/Physics						
Number Tested		17	19		1	0
Number Scoring 55-100		13	8		#	0
Number Scoring 65-100		9	8		#	0
Number Scoring 85-100		3	2		#	0
Percentage of Tested Scoring 55-100		76%	42%		#	0%
Percentage of Tested Scoring 65-100		53%	42%		#	0%
Percentage of Tested Scoring 85-100		18%	11%		#	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	10	4	0	0	0	0
Number Scoring 55-100	9	#	0	0	0	0
Number Scoring 65-100	6	#	0	0	0	0
Number Scoring 85-100	3	#	0	0	0	0
Percentage of Tested Scoring 55-100	90%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	60%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	30%	#	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	7	3	4	0	0	0
Number Scoring 55-100	7	#	#	0	0	0
Number Scoring 65-100	7	#	#	0	0	0
Number Scoring 85-100	1	#	#	0	0	0
Percentage of Tested Scoring 55-100	100%	#	#	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	#	#	0%	0%	0%
Percentage of Tested Scoring 85-100	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	38	36	31	0	1	0
Number Scoring 55-100	33	30	29	0	#	0
Number Scoring 65-100	32	29	29	0	#	0
Number Scoring 85-100	20	27	24	0	#	0
Percentage of Tested Scoring 55-100	87%	83%	94%	0%	#	0%
Percentage of Tested Scoring 65-100	84%	81%	94%	0%	#	0%
Percentage of Tested Scoring 85-100	53%	75%	77%	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)

New York State Alternate Assessments (NYSAA) 2004–05

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	2	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

2001 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	216	216	216	32	32	32	248	248	248
Number Scoring 55–64	29	42	44	5	5	6	34	47	50
Number Scoring 65–84	95	79	98	3	6	3	98	85	101
Number Scoring 85–100	18	14	8	1	1	1	19	15	9
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		250	265		0	9
Beginning		49	31		0	2
Intermediate		85	117		0	2
Advanced		62	80		0	5
Proficient		54	37		0	0
Reading and Writing (Grade 9-12)						
Number Tested		253	267		1	9
Beginning		66	35		#	5
Intermediate		100	128		#	3
Advanced		82	69		#	1
Proficient		5	35		#	0

*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)