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The New York State School Report Card
for
Roosevelt High School
in
Roosevelt Union Free School District

An Overview of Academic Performance



March 2002



The University of the State of New York
The State Education Department

March 26, 2002

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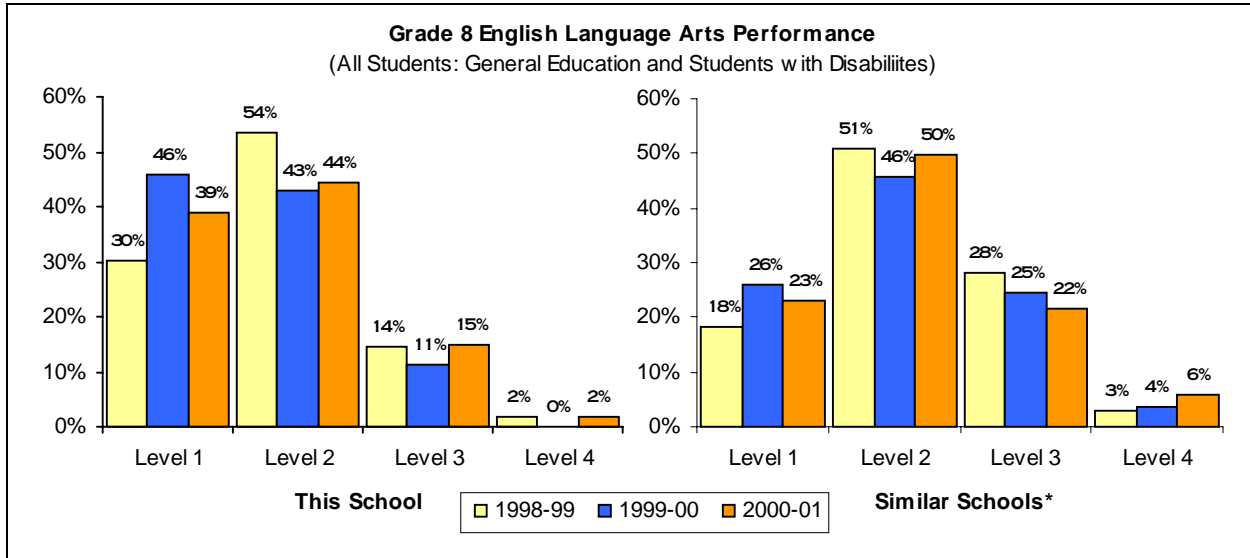
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Middle Level English Language Arts



Performance at This School		Counts of Students								Mean Score
		Not Tested			Tested					
		AA ¹	ELL ²	Absent	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		3	17	34	81	22	3	140	679
	Students with Disabilities	0	0	6	12	1	0	0	13	638
	All Students	0	3	23	46	82	22	3	153	676
May 2000	General Education		7	19	68	72	19	0	159	667
	Students with Disabilities	0	0	2	9	0	0	0	9	627
	All Students	0	7	21	77	72	19	0	168	665
May 2001	General Education		0	1	55	72	24	3	154	672
	Students with Disabilities	0	0	0	8	0	0	0	8	620
	All Students	0	0	1	63	72	24	3	162	670

Grade 8 English Language Arts Levels - Listening, Reading, and Writing Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 739 to 830 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 701 to 738 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 662 to 700 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 527 to 661 are in this level.

Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 8 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
June 2001	0	0

* Similar Schools are schools grouped by district and student demographic characteristics. Further explanation is available at <http://www.emsc.nysed.gov/repcrd2002/similar.html>.

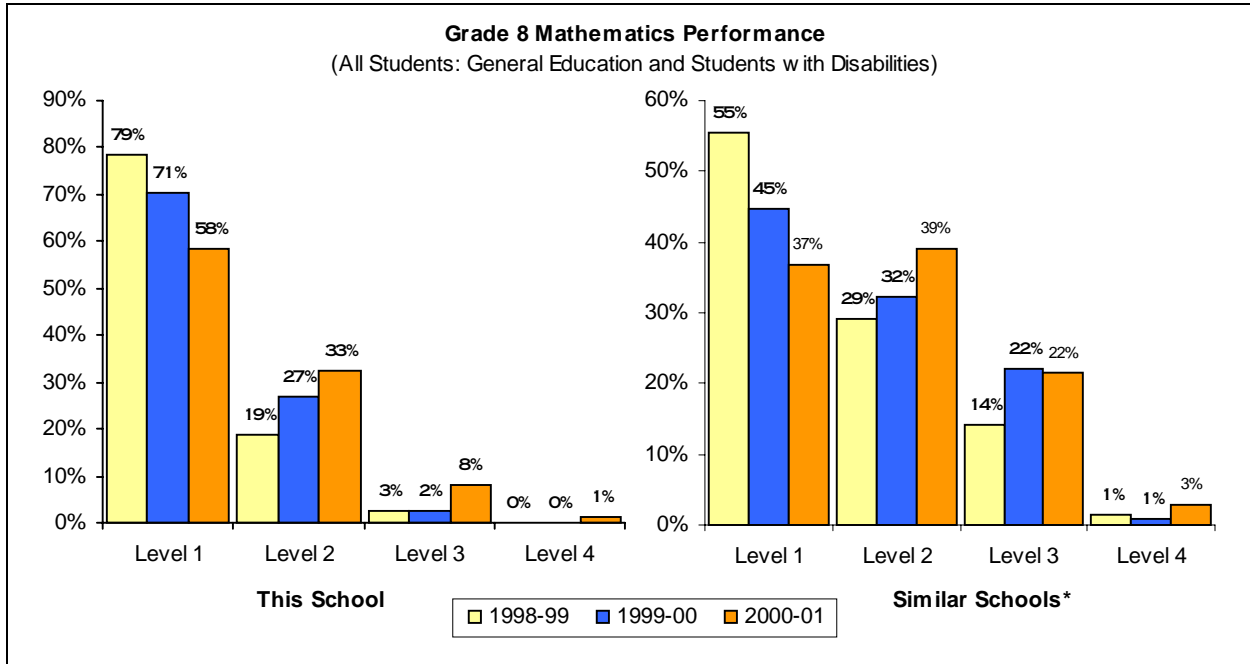
1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take the grade 8 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.

3 These students were enrolled at the time of testing but were not present to complete some part of the ELA assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Middle Level Mathematics



Performance at This School		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education		0	16	110	30	4	0	144	660
	Students with Disabilities	0	0	4	15	0	0	0	15	620
	All Students	0	0	20	125	30	4	0	159	656
May 2000	General Education		3	21	111	46	4	0	161	660
	Students with Disabilities	0	0	2	9	0	0	0	9	612
	All Students	0	3	23	120	46	4	0	170	658
May 2001	General Education		0	8	88	53	13	2	156	671
	Students with Disabilities	0	0	0	7	0	0	0	7	589
	All Students	0	0	8	95	53	13	2	163	668

Grade 8 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 760 to 882 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 716 to 759 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 681 to 715 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 517 to 680 are in this level.

* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the **School Profile** page of this report. Further explanation is available at <http://www.emsc.nysed.gov/reprcd2002/similar.html>

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

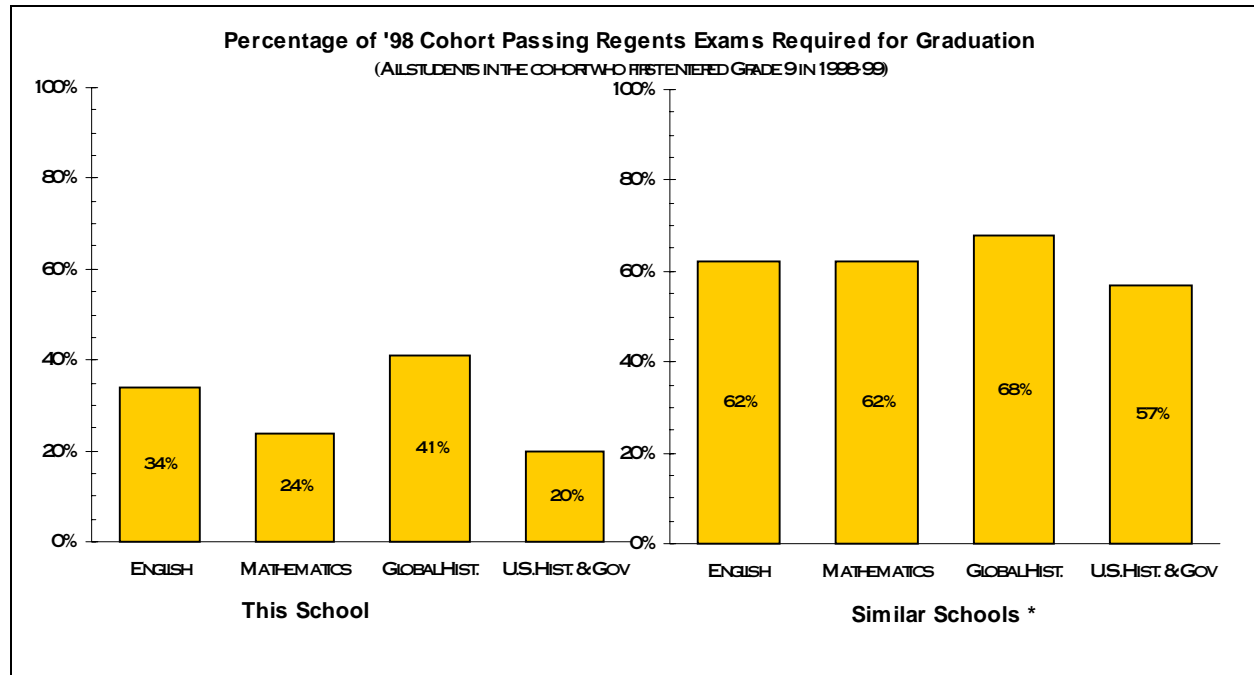
2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of the mathematics assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

High School Achievement - After Three Years of Instruction

This section presents the success of students in this school on Regents examinations required for graduation. Passing is defined as scoring 65 or higher, or earning approved alternative credit. Students who earn credit through component retesting are counted as if they scored in range 55 to 64 or in range 65 to 84 as determined by the results of the component retest. This page presents information about students who first entered grade 9 in 1998-99, displaying results after three years. Safety-net provisions of the graduation requirements allow some students to earn credit for graduation by alternative means. The percentage of students meeting their personal graduation requirements after four years is presented elsewhere in this report as a school accountability measure.



Requirement	Student Category	Students in Cohort	Highest Score ¹ From 55 To 64	Highest Score ¹ From 65 To 84	Highest Score ¹ From 85 To 100	Approved Alternative Credit
English (after 3 years)	General Education	134	15	47	5	0
	Students w/ Disabilities	18	0	0	0	0
	All Students	152	15	47	5	0
Mathematics (after 3 years)	General Education	134	18	32	4	0
	Students w/ Disabilities	18	0	0	0	0
	All Students	152	18	32	4	0
Global History (after 3 years)	General Education	134	20	53	7	0
	Students w/ Disabilities	18	1	2	0	0
	All Students	152	21	55	7	0
U.S. Hist. & Gov. (after 3 years)	General Education	134	14	25	4	0
	Students w/ Disabilities	18	0	1	0	0
	All Students	152	14	26	4	0

* Similar Schools are schools grouped by district and student demographic characteristics. Further explanation is available at <http://www.emsc.nysed.gov/repcrd2002/similar.html>.

¹ Cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations.

² Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "General-Education" category.

School Profile

Principal: Mr. Basir Mchawi		Phone: (516)867-8667	
Organization 2000-01		School Staff ¹ (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
7-12	1,150	86	18

1999-00 School District-wide Total Expenditure per Pupil	\$10,320
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Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	207
Kindergarten	0	Grade 8	182
Grade 1	0	Grade 9	207
Grade 2	0	Grade 10	157
Grade 3	0	Grade 11	171
Grade 4	0	Grade 12	121
Grade 5	0	Ungraded Elementary with Disabilities	0
Grade 6	0	Ungraded Secondary with Disabilities	105

Student Demographics Used To Determine Similar School Groups	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	41	3.9%	43	4.4%	53	4.6%
Eligible For Free Lunch	361	34.0%	317	32.1%	317	27.6%

Similar Schools Group	This school is in Similar Schools Group 44. 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 middle range of student needs for secondary level schools in these districts.
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¹ Some district-employed staff serve in more than one school. These shared people are not reported here.

System of Accountability for Student Success (SASS)

This section presents this school's results relative to Commissioner's standards for school performance. To raise performance, the Commissioner has established State standards for schools for each school year through 2002-03.

Schools are expected to meet or exceed the Commissioner's standards. School districts must develop and implement local assistance plans (LAP) to bring every public school up to these levels. Schools that fall below a standard are assigned adequate yearly progress (AYP) targets. This school-specific program of attainable goals is intended to allow schools below standard to "compete against themselves" by showing adequate progress towards closing the gap between their baseline performance and the State standard.

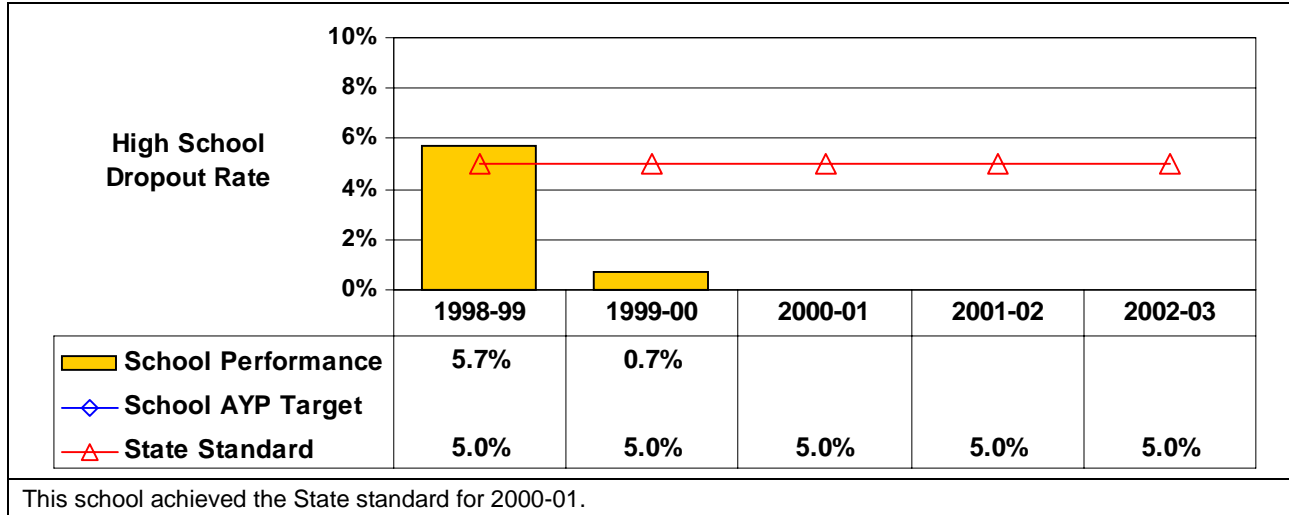
A Performance Index is used to assess school performance relative to elementary- and middle-level State standards for English language arts and for mathematics. The Performance Index credits each school for the students demonstrating some of the Learning Standards (Level 2) and for the students demonstrating all of the assessed Learning Standards (Level 3 and Level 4). Students at the higher levels contribute more to the Performance Index than do Level 2 students. Level 1 performance earns no credit. As a guide to understanding, the Performance Index may be understood as the sum of the percentage of students performing at or above Level 2 plus the percentage of students performing at or above Level 3.

More information about this school accountability program is available from the State Education Department Web site (<http://www.emsc.nysed.gov/repcrd2002>). There you can find the rules for which students' results are included in the Performance Index, for how the performance of English language learners is included, for how the baseline numbers are calculated, for accountability for very small schools, and for when and how adequate yearly progress targets are assigned. Please note that Performance Index is only presented for schools that reported 20 or more continuously enrolled students' results. For this purpose continuously enrolled is defined as being enrolled in the school from October through the date of the State assessment.

The Commissioner has decided that until there is a State plan to meet the requirements of the Federal "No Child Left Behind" legislation he will not establish a State SASS standard for the 2003-04 school year for the elementary- and middle-level State assessments for English language arts and for mathematics. Therefore, no AYP targets are computed for the 2003-04 school year at this time. Schools that met a State standard in 1999-00 but performed below the State standard in 2000-01 are assigned AYP targets for the 2001-02 and 2002-03 school years. These AYP targets are determined using the 2002-03 State SASS standard Performance Index value of 150. Schools that performed below a State standard in 1999-00 were previously assigned AYP targets for 2001-02 and 2002-03, while schools that met State standards in 2000-01 are not assigned AYP targets.

High School Dropout Rate

A dropout is any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.



School Under Registration Review (SURR)

This school is presently identified as a School Under Registration Review (SURR). Commissioner's Regulations require the Commissioner to annually place under Registration Review those schools that are determined to be farthest from State standards and most in need of improvement. The Commissioner establishes a timeline by which each SURR must meet performance targets in its area(s) of identification. A school that meets these targets may be removed from registration review, except that in the school's first year of identification the school must not only achieve its performance targets, but also meet all State standards in its area(s) of identification to be removed from registration review. The Commissioner may recommend that the Board of Regents revoke the registration of the school. Revocation of registration will prevent the school from further operation as a public school. When circumstances warrant, the Commissioner may extend the time frame for a school to make the required progress.

When a school is identified for registration review, a team of experts visits the school and prepares a report. Each district develops a Corrective Action Plan and each school develops a Comprehensive Education Plan to address the recommendations contained in the report. Both the State Education Department and the local school district provide additional support and resources to assist the school to improve.

For each area of identification, the required SURR performance program supercedes the SASS targets that otherwise apply to schools that perform below State standards. The following charts display all performance areas of SURR identification for this school for the period from 1999-2000 to the end of the target timeline, including the year for which the school was identified, the subsequent history of measured performance, and the minimum and target levels established for the school.

English Language Arts Performance

Middle-Level ELA Measured by the Grade 8 ELA Performance Index (PI)					
School Year	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Target PI	NA	98	TBD	TBD	TBD
Measured PI	63	80	-	-	-
Minimum PI	NA	78	TBD	TBD	TBD
<p>This school was identified for SURR during the 1990-1991 school year. With the enactment of special legislation in 1995 that placed the entire district under Corrective Action, SURR targets were temporarily suspended. The Commissioner established targets for the 2000-2001 school year in anticipation of the expiration of the special legislation. The status of the school for the year 2001-2002 and beyond had not yet been determined at the time of publication of these report cards.</p> <p>* To be considered for removal for registration in the year of a school's SURR identification, the school must achieve the State standard on the criteria for which it was identified.</p>					

High School ELA Measured by the Annual Cohort					
School Year	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Target PI	NA	75	TBD	TBD	TBD
Measured PI	69	64	-	-	-
Minimum PI	NA	55	TBD	TBD	TBD
<p>This school was identified for SURR during the 1990-1991 school year. With the enactment of special legislation in 1995 that placed the entire district under Corrective Action, SURR targets were temporarily suspended. The Commissioner established targets for the 2000-2001 school year in anticipation of the expiration of the special legislation. The status of the school for the year 2001-2002 and beyond had not yet been determined at the time of publication of these report cards.</p> <p>* To be considered for removal for registration in the year of a school's SURR identification, the school must achieve the State standard on the criteria for which it was identified.</p>					

Mathematics Performance

Middle-Level Mathematics Measured by the Grade 8 Math Performance Index (PI)					
School Year	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Target PI	NA	65	TBD	TBD	TBD
Measured PI	31	52	-	-	-
Minimum PI	NA	45	TBD	TBD	TBD
<p>This school was identified for SURR during the 1990-1991 school year. With the enactment of special legislation in 1995 that placed the entire district under Corrective Action, SURR targets were temporarily suspended. The Commissioner established targets for the 2000-2001 school year in anticipation of the expiration of the special legislation. The status of the school for the year 2001-2002 and beyond had not yet been determined at the time of publication of these report cards.</p> <p>* To be considered for removal for registration in the year of a school's SURR identification, the school must achieve the State standard on the criteria for which it was identified.</p>					

High School Mathematics Measured by the Annual Cohort					
School Year	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Target PI	NA	75	TBD	TBD	TBD
Measured PI	71	68	-	-	-
Minimum PI	NA	55	TBD	TBD	TBD
<p>This school was identified for SURR during the 1990-1991 school year. With the enactment of special legislation in 1995 that placed the entire district under Corrective Action, SURR targets were temporarily suspended. The Commissioner established targets for the 2000-2001 school year in anticipation of the expiration of the special legislation. The status of the school for the year 2001-2002 and beyond had not yet been determined at the time of publication of these report cards.</p> <p>* To be considered for removal for registration in the year of a school's SURR identification, the school must achieve the State standard on the criteria for which it was identified.</p>					