

# New York State School Report Card Comprehensive Information Report

BEDS Code : 26-16-00-01-0043  
 Name : School 43-Theodore Roosevelt  
 Principal: Ms. Alma Campbell

Grade Range : K-6

## Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	79	58	78
First	93	93	73
Second	87	85	88
Third	98	87	79
Fourth	104	99	104
Fifth	88	102	95
Sixth	84	70	100
Ungraded Elementary	23	15	18
Seventh	0	0	0
Eighth	0	0	0
Ninth	0	0	0
Tenth	0	0	0
Eleventh	0	0	0
Twelfth	0	0	0
Ungraded Secondary	0	0	0
Total K-12 Enrollment	656	609	635

## Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	32	4.9%	32	5.3%	23	3.6%
Black (Not Hispanic)	284	43.3%	247	40.6%	283	44.6%
Hispanic	108	16.5%	106	17.4%	116	18.3%
White (Not Hispanic)	232	35.4%	224	36.8%	213	33.5%

## Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
22	3.4%	24	3.9%	24	3.8%

## Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	17	21
Common Branch	22	20	23
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	0	0	0
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	0	0

(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
5	All schools in this group are elementary level schools in large cities other than New York City. The schools in this group are in the middle range of student needs for elementary 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).

### Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.7%		93.5%		92.3%
Student Suspensions	35	5.5%	31	4.7%	44	7.2%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	68.8%	68.4%	68.0%
Reduced Lunch	14.0%	11.6%	12.6%
Public Assistance	81-90%	71-80%	51-60%
Student Stability	85%	83%	89%

### Staff Counts

Staff	2001–2002
Total Teachers	43
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching out of Certification*	4
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2001</b>	General-Education Students	89	2%	3%	75%	19%
	Students with Disabilities	6	0%	0%	33%	67%
	All Students	95	2%	3%	73%	22%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 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%

(Form – N)