

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-04-03-03-0008  
 Name: Roslyn High School  
 Principal: Kevin Scanlon

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	226	261	276
Tenth	220	227	269
Eleventh	209	220	226
Twelfth	204	207	213
Ungraded Secondary	0	0	0
Total K-12 Enrollment	859	915	984

## 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	78	9.1%	70	7.7%	83	8.4%
Black (Not Hispanic)	42	4.9%	45	4.9%	51	5.2%
Hispanic	41	4.8%	42	4.6%	47	4.8%
White (Not Hispanic)	698	81.3%	758	82.8%	803	81.6%

## 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	23	22	23
Mathematics Grade 10	20	21	19
Science Grade 10	0	21	20
Social Studies Grade 10	23	23	18

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
54	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. 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	19	2.2%	18	2.0%	31	3.2%
Eligible for Free Lunch	87	10.1%	48	5.3%	68	6.9%

### 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		94.1%		98.0%		99.8%
Student Suspensions	44	5.3%	36	4.2%	35	3.8%

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

	2002-03	2003-04	2004-05
Reduced Lunch	4.0%	4.2%	5.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	100%	96%

### Staff Counts

Staff	2004-05
Total Teachers	84
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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
<b>General-Education Students</b>	Total Graduates*	189	199	195
	Regents Diplomas	168	171	193
	% Regents Diplomas	89%	86%	99%
	Regents Diplomas with Advanced Designation**			165
	% Regents Diplomas with Advanced Designation			85%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	9	20	13
	Regents Diplomas	4	7	10
	% Regents Diplomas	44%	35%	77%
	Regents Diplomas with Advanced Designation**			3
	% Regents Diplomas with Advanced Designation			23%
	IEP Diplomas or Local Certificates	0	0	2
<b>All Students</b>	Total Graduates*	198	219	208
	Regents Diplomas	172	178	203
	% Regents Diplomas	87%	81%	98%
	Regents Diplomas with Advanced Designation**			168
	% Regents Diplomas with Advanced Designation			81%
	IEP Diplomas or Local Certificates	0	0	2

\* 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
<b>General-Education Students</b>	<b>Number</b>	175	20	0	0	0	0	0	0
	<b>Percent</b>	90%	10%	0%	0%	0%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	8	3	1	0	0	0	1	0
	<b>Percent</b>	62%	23%	8%	0%	0%	0%	8%	0%
<b>All Students</b>	<b>Number</b>	183	23	1	0	0	0	1	0
	<b>Percent</b>	88%	11%	0%	0%	0%	0%	0%	0%

## 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.
<b>General-Education Students</b>	Dropped Out	0		30	3.3%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		30	3.3%	0	0.0%
<b>Students with Disabilities</b>	Dropped Out	0		3	2.8%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		3	2.8%	0	0.0%
<b>All Students</b>	Dropped Out	0	0.0%	33	3.3%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	33	3.3%	0	0.0%

\*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	2	#	0	0%	29	100%
German	0	0%	0	0%	0	0%
Italian	17	100%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	10	100%	0	0%	35	91%

## 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	12	100%	0	0%	3	#

# Regents Competency Tests

## General-Education Students

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

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	11	73%	3	#
Science	1	#	4	#	16	0%
Reading	3	#	1	#	2	#
Writing	3	#	1	#	2	#
Global Studies	1	#	5	40%	3	#
U.S. Hist & Gov't	0	0%	2	#	0	0%

(Form - E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	0	212	214	0	12	24
Number Scoring 55-100	0	208	210	0	11	21
Number Scoring 65-100	0	205	206	0	10	18
Number Scoring 85-100	0	136	134	0	3	3
Percentage of Tested Scoring 55-100	0%	98%	98%	0%	92%	88%
Percentage of Tested Scoring 65-100	0%	97%	96%	0%	83%	75%
Percentage of Tested Scoring 85-100	0%	64%	63%	0%	25%	12%
<b>Mathematics A</b>						
Number Tested	190	116	246	10	22	16
Number Scoring 55-100	189	112	244	9	19	15
Number Scoring 65-100	185	108	239	7	16	13
Number Scoring 85-100	144	35	150	0	1	4
Percentage of Tested Scoring 55-100	99%	97%	99%	90%	86%	94%
Percentage of Tested Scoring 65-100	97%	93%	97%	70%	73%	81%
Percentage of Tested Scoring 85-100	76%	30%	61%	0%	5%	25%
<b>Mathematics B</b>						
Number Tested	0	209	233	0	5	16
Number Scoring 55-100	0	197	217	0	3	11
Number Scoring 65-100	0	178	196	0	2	7
Number Scoring 85-100	0	101	96	0	0	2
Percentage of Tested Scoring 55-100	0%	94%	93%	0%	60%	69%
Percentage of Tested Scoring 65-100	0%	85%	84%	0%	40%	44%
Percentage of Tested Scoring 85-100	0%	48%	41%	0%	0%	12%
<b>Global History and Geography</b>						
Number Tested	206	220	268	11	27	21
Number Scoring 55-100	202	214	263	10	23	19
Number Scoring 65-100	199	209	260	10	20	16
Number Scoring 85-100	157	174	205	2	8	5
Percentage of Tested Scoring 55-100	98%	97%	98%	91%	85%	90%
Percentage of Tested Scoring 65-100	97%	95%	97%	91%	74%	76%
Percentage of Tested Scoring 85-100	76%	79%	76%	18%	30%	24%
<b>U.S. History and Government</b>						
Number Tested	183	216	212	20	12	22
Number Scoring 55-100	181	215	212	18	12	22
Number Scoring 65-100	180	213	212	17	11	22
Number Scoring 85-100	145	188	177	8	5	11
Percentage of Tested Scoring 55-100	99%	100%	100%	90%	100%	100%
Percentage of Tested Scoring 65-100	98%	99%	100%	85%	92%	100%
Percentage of Tested Scoring 85-100	79%	87%	83%	40%	42%	50%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	205	241	272	9	23	21
Number Scoring 55-100	202	236	271	9	20	20
Number Scoring 65-100	198	230	267	8	16	16
Number Scoring 85-100	104	136	164	1	1	5
Percentage of Tested Scoring 55-100	99%	98%	100%	100%	87%	95%
Percentage of Tested Scoring 65-100	97%	95%	98%	89%	70%	76%
Percentage of Tested Scoring 85-100	51%	56%	60%	11%	4%	24%
<b>Physical Setting/Earth Science</b>						
Number Tested	111	142	145	28	21	18
Number Scoring 55-100	105	132	141	24	13	15
Number Scoring 65-100	103	121	131	22	9	10
Number Scoring 85-100	64	45	61	8	2	3
Percentage of Tested Scoring 55-100	95%	93%	97%	86%	62%	83%
Percentage of Tested Scoring 65-100	93%	85%	90%	79%	43%	56%
Percentage of Tested Scoring 85-100	58%	32%	42%	29%	10%	17%
<b>Physical Setting/Chemistry</b>						
Number Tested	155	184	213	4	3	7
Number Scoring 55-100	148	183	208	#	#	6
Number Scoring 65-100	135	165	198	#	#	6
Number Scoring 85-100	45	56	73	#	#	0
Percentage of Tested Scoring 55-100	95%	99%	98%	#	#	86%
Percentage of Tested Scoring 65-100	87%	90%	93%	#	#	86%
Percentage of Tested Scoring 85-100	29%	30%	34%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested		69	121		1	2
Number Scoring 55-100		62	118		#	#
Number Scoring 65-100		55	106		#	#
Number Scoring 85-100		20	50		#	#
Percentage of Tested Scoring 55-100		90%	98%		#	#
Percentage of Tested Scoring 65-100		80%	88%		#	#
Percentage of Tested Scoring 85-100		29%	41%		#	#

\* 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
<b>Comprehensive French</b>						
Number Tested	1	54	35	0	0	0
Number Scoring 55-100	#	54	35	0	0	0
Number Scoring 65-100	#	54	35	0	0	0
Number Scoring 85-100	#	37	29	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	#	69%	83%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	2	0	4	0	0	0
Number Scoring 55-100	#	0	#	0	0	0
Number Scoring 65-100	#	0	#	0	0	0
Number Scoring 85-100	#	0	#	0	0	0
Percentage of Tested Scoring 55-100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	#	0%	#	0%	0%	0%
<b>Comprehensive German</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%
<b>Comprehensive Hebrew</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%
<b>Comprehensive Spanish</b>						
Number Tested	2	125	112	0	1	4
Number Scoring 55-100	#	125	112	0	#	#
Number Scoring 65-100	#	125	111	0	#	#
Number Scoring 85-100	#	106	91	0	#	#
Percentage of Tested Scoring 55-100	#	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	#	100%	99%	0%	#	#
Percentage of Tested Scoring 85-100	#	85%	81%	0%	#	#
<b>Comprehensive Latin</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%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	196	196	196	16	16	16	212	212	212
Number Scoring 55–64	1	0	0	2	1	1	3	1	1
Number Scoring 65–84	35	19	50	7	7	7	42	26	57
Number Scoring 85–100	159	177	146	4	5	4	163	182	150
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
<b>Listening and Speaking (Grade 7-8)</b>						
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
<b>Reading and Writing (Grade 7-8)</b>						
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
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		19	0		0	0
Beginning		2	0		0	0
Intermediate		1	0		0	0
Advanced		7	0		0	0
Proficient		9	0		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		19	0		0	0
Beginning		3	0		0	0
Intermediate		1	0		0	0
Advanced		12	0		0	0
Proficient		3	0		0	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)