

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-04-03-03-0008

Grade Range : 9-12

Name: Roslyn High School

Principal: Jayson Stoller

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	202	213	226
Tenth	209	200	220
Eleventh	214	203	209
Twelfth	190	209	204
Ungraded Secondary	0	0	0
Total K-12 Enrollment	815	825	859

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	74	9.1%	86	10.4%	78	9.1%
Black (Not Hispanic)	43	5.3%	43	5.2%	42	4.9%
Hispanic	37	4.5%	42	5.1%	41	4.8%
White (Not Hispanic)	661	81.1%	654	79.3%	698	81.3%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
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	22	19	23
Mathematics Grade 10	22	23	20
Science Grade 10	17	20	0
Social Studies Grade 10	22	22	23

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	11	1.4%	21	2.5%	19	2.2%
Eligible for Free Lunch	36	4.4%	56	6.8%	87	10.1%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.0%		94.1%		94.1%
Student Suspensions	14	1.7%	20	2.5%	44	5.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.0%	1.9%	4.0%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	99%	100%

Staff Counts

Staff	2002–2003
Total Teachers	78
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	203	173	85%	208	208	100%	189	168	89%
Students with Disabilities	16	1	6%	1	1	100%	9	4	44%
All Students	219	174	79%	209	209	100%	198	172	87%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	179	19	0	0	0	0
Percent	90%	10%	0%	0%	0%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
9	4	0	9

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	0	0.0%	1	0.1%	0	0.0%
	Entered GED Program*	1	0.1%	0	0.0%	0	0.0%
	Total Noncompleters	1	0.1%	1	0.1%	0	0.0%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	3	#	0	0%	17	100%
Latin	0	0%	0	0%	0	0%
Spanish	17	94%	0	0%	10	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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	1	#	0	0%	12	100%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	1	#
Science	0	0%	6	67%	0	0%
Reading	1	#	6	100%	1	#
Writing	2	#	6	100%	1	#
Global Studies	2	#	3	#	1	#
U.S. Hist & Gov't	5	100%	9	67%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	100%	1	#	1	#
Science	10	40%	6	83%	1	#
Reading	1	#	0	0%	3	#
Writing	1	#	0	0%	3	#
Global Studies	5	40%	6	83%	1	#
U.S. Hist & Gov't	10	30%	5	80%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	204	193	0	15	8	0
Number Scoring 55–100	198	188	0	10	5	0
Number Scoring 65–100	187	180	0	4	4	0
Number Scoring 85–100	113	108	0	0	1	0
Percentage of Tested Scoring 55–100	97%	97%	0%	67%	62%	0%
Percentage of Tested Scoring 65–100	92%	93%	0%	27%	50%	0%
Percentage of Tested Scoring 85–100	55%	56%	0%	0%	12%	0%
Mathematics A						
Number Tested	0	0	190	0	0	10
Number Scoring 55–100	0	0	189	0	0	9
Number Scoring 65–100	0	0	185	0	0	7
Number Scoring 85–100	0	0	144	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	99%	0%	0%	90%
Percentage of Tested Scoring 65–100	0%	0%	97%	0%	0%	70%
Percentage of Tested Scoring 85–100	0%	0%	76%	0%	0%	0%
Mathematics B (first administered June 2001)						
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	119	194	206	10	16	11
Number Scoring 55–100	117	191	202	8	15	10
Number Scoring 65–100	116	186	199	7	14	10
Number Scoring 85–100	83	121	157	3	4	2
Percentage of Tested Scoring 55–100	98%	98%	98%	80%	94%	91%
Percentage of Tested Scoring 65–100	97%	96%	97%	70%	88%	91%
Percentage of Tested Scoring 85–100	70%	62%	76%	30%	25%	18%
U.S. History and Government (first administered June 2001)						
Number Tested	196	204	183	16	8	20
Number Scoring 55–100	183	203	181	6	7	18
Number Scoring 65–100	171	199	180	4	5	17
Number Scoring 85–100	115	137	145	1	2	8
Percentage of Tested Scoring 55–100	93%	100%	99%	38%	88%	90%
Percentage of Tested Scoring 65–100	87%	98%	98%	25%	62%	85%
Percentage of Tested Scoring 85–100	59%	67%	79%	6%	25%	40%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	179	106	205	10	12	9
Number Scoring 55–100	179	106	202	10	12	9
Number Scoring 65–100	178	106	198	10	12	8
Number Scoring 85–100	76	34	104	1	0	1
Percentage of Tested Scoring 55–100	100%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	100%	97%	100%	100%	89%
Percentage of Tested Scoring 85–100	42%	32%	51%	10%	0%	11%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	88	118	111	16	12	28
Number Scoring 55–100	87	114	105	15	10	24
Number Scoring 65–100	85	112	103	13	9	22
Number Scoring 85–100	45	63	64	2	2	8
Percentage of Tested Scoring 55–100	99%	97%	95%	94%	83%	86%
Percentage of Tested Scoring 65–100	97%	95%	93%	81%	75%	79%
Percentage of Tested Scoring 85–100	51%	53%	58%	12%	17%	29%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		155	155		1	4
Number Scoring 55–100		153	148		#	#
Number Scoring 65–100		132	135		#	#
Number Scoring 85–100		26	45		#	#
Percentage of Tested Scoring 55–100		99%	95%		#	#
Percentage of Tested Scoring 65–100		85%	87%		#	#
Percentage of Tested Scoring 85–100		17%	29%		#	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	30	36	1	0	0	0
Number Scoring 55–100	30	36	#	0	0	0
Number Scoring 65–100	30	36	#	0	0	0
Number Scoring 85–100	25	20	#	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	83%	56%	#	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	2	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	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	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	144	124	2	1	0	0
Number Scoring 55–100	143	124	#	#	0	0
Number Scoring 65–100	143	124	#	#	0	0
Number Scoring 85–100	127	96	#	#	0	0
Percentage of Tested Scoring 55–100	99%	100%	#	#	0%	0%
Percentage of Tested Scoring 65–100	99%	100%	#	#	0%	0%
Percentage of Tested Scoring 85–100	88%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	176	186	29	8	13	5
Number Scoring 55–100	166	165	21	6	10	2
Number Scoring 65–100	157	155	18	2	8	1
Number Scoring 85–100	109	100	5	0	3	1
Percentage of Tested Scoring 55–100	94%	89%	72%	75%	77%	40%
Percentage of Tested Scoring 65–100	89%	83%	62%	25%	62%	20%
Percentage of Tested Scoring 85–100	62%	54%	17%	0%	23%	20%
Sequential Mathematics, Course III						
Number Tested	172	172	174	2	4	9
Number Scoring 55–100	158	154	156	#	#	7
Number Scoring 65–100	153	147	151	#	#	7
Number Scoring 85–100	103	99	91	#	#	1
Percentage of Tested Scoring 55–100	92%	90%	90%	#	#	78%
Percentage of Tested Scoring 65–100	89%	85%	87%	#	#	78%
Percentage of Tested Scoring 85–100	60%	58%	52%	#	#	11%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

On school reports, 2000–2001 and 2001–2002 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 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	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 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	190	190	190	10	10	10	200	200	200
Number Scoring 55–64	0	2	0	1	2	1	1	4	1
Number Scoring 65–84	27	53	53	4	2	4	31	55	57
Number Scoring 85–100	153	130	132	2	2	0	155	132	132
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)