

# New York State School Report Card Comprehensive Information Report

BEDS Code: 13-08-01-06-0007

Grade Range : 9-12

Name: Franklin D. Roosevelt Senior High School

Principal: Julie Linton

## 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	362	378	384
Tenth	366	358	352
Eleventh	289	308	311
Twelfth	271	301	315
Ungraded Secondary	28	32	41
Total K-12 Enrollment	1316	1377	1403

## 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	20	1.5%	18	1.3%	18	1.3%
Black (Not Hispanic)	108	8.2%	129	9.4%	137	9.8%
Hispanic	32	2.4%	34	2.5%	37	2.6%
White (Not Hispanic)	1156	87.8%	1196	86.9%	1211	86.3%

## 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	20	17	24
Mathematics Grade 10	21	18	0
Science Grade 10	24	22	23
Social Studies Grade 10	20	22	22

(Form - A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle 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	16	1.2%	27	2.0%	6	0.4%
Eligible for Free Lunch	89	6.8%	98	7.1%	116	8.3%

### 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		91.3%		92.4%		89.4%
Student Suspensions	173	13.1%	243	18.5%	178	12.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.4%	4.1%	3.4%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	95%	97%	99%

### Staff Counts

Staff	2002–2003
Total Teachers	96
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	222	142	64%	253	136	54%	269	172	64%
Students with Disabilities	21	2	10%	0	0	0%	20	2	10%
All Students	243	144	59%	253	136	54%	289	174	60%

\*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	112	135	0	8	19	15
Percent	39%	47%	0%	3%	7%	5%

## 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)
20	2	6	26

\*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			49		30	
	Entered GED Program*			14		27	
	Total Noncompleters			63		57	
Students with Disabilities	Dropped Out			0		6	
	Entered GED Program*			0		4	
	Total Noncompleters			0		10	
All Students	Dropped Out	24	1.8%	49	3.6%	36	2.6%
	Entered GED Program*	0	0.0%	14	1.0%	31	2.2%
	Total Noncompleters	24	1.8%	63	4.6%	67	4.8%

\*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	12
	Number of Students with Disabilities		0	12
	Number of All Students		0	24
	Percent of Enrollment		0%	2%

## 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%	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%	1	#

### 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	0	0%	0	0%	0	0%

(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%	10	90%	4	#
Science	6	67%	7	86%	0	0%
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	0	0%
Global Studies	8	38%	8	38%	2	#
U.S. Hist & Gov't	2	#	2	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	90%	0	0%	17	94%
Science	8	50%	1	#	9	56%
Reading	10	70%	0	0%	13	92%
Writing	10	70%	0	0%	11	100%
Global Studies	2	#	0	0%	12	92%
U.S. Hist & Gov't	4	#	1	#	9	56%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	302	314	344	25	0	35
Number Scoring 55–100	296	301	300	22	0	13
Number Scoring 65–100	277	284	275	20	0	5
Number Scoring 85–100	115	178	155	0	0	1
Percentage of Tested Scoring 55–100	98%	96%	87%	88%	0%	37%
Percentage of Tested Scoring 65–100	92%	90%	80%	80%	0%	14%
Percentage of Tested Scoring 85–100	38%	57%	45%	0%	0%	3%
<b>Mathematics A</b>						
Number Tested	0	314	373	0	0	44
Number Scoring 55–100	0	192	259	0	0	20
Number Scoring 65–100	0	144	193	0	0	14
Number Scoring 85–100	0	42	14	0	0	0
Percentage of Tested Scoring 55–100	0%	61%	69%	0%	0%	45%
Percentage of Tested Scoring 65–100	0%	46%	52%	0%	0%	32%
Percentage of Tested Scoring 85–100	0%	13%	4%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	111	0	177	23	0	0
Number Scoring 55–100	75	0	141	19	0	0
Number Scoring 65–100	43	0	118	10	0	0
Number Scoring 85–100	0	0	30	0	0	0
Percentage of Tested Scoring 55–100	68%	0%	80%	83%	0%	0%
Percentage of Tested Scoring 65–100	39%	0%	67%	43%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	17%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	324	349	365	41	0	41
Number Scoring 55–100	313	316	312	34	0	27
Number Scoring 65–100	287	280	283	24	0	21
Number Scoring 85–100	92	75	121	2	0	2
Percentage of Tested Scoring 55–100	97%	91%	85%	83%	0%	66%
Percentage of Tested Scoring 65–100	89%	80%	78%	59%	0%	51%
Percentage of Tested Scoring 85–100	28%	21%	33%	5%	0%	5%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	279	336	352	24	2	40
Number Scoring 55–100	258	315	333	18	#	33
Number Scoring 65–100	232	284	317	11	#	26
Number Scoring 85–100	120	125	175	2	#	2
Percentage of Tested Scoring 55–100	92%	94%	95%	75%	#	82%
Percentage of Tested Scoring 65–100	83%	85%	90%	46%	#	65%
Percentage of Tested Scoring 85–100	43%	37%	50%	8%	#	5%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	271	253	299	7	0	22
Number Scoring 55–100	266	244	277	5	0	16
Number Scoring 65–100	262	239	268	5	0	13
Number Scoring 85–100	76	84	95	0	0	1
Percentage of Tested Scoring 55–100	98%	96%	93%	71%	0%	73%
Percentage of Tested Scoring 65–100	97%	94%	90%	71%	0%	59%
Percentage of Tested Scoring 85–100	28%	33%	32%	0%	0%	5%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	198	271	269	18	0	19
Number Scoring 55–100	185	231	231	17	0	12
Number Scoring 65–100	166	209	208	13	0	9
Number Scoring 85–100	42	38	56	0	0	2
Percentage of Tested Scoring 55–100	93%	85%	86%	94%	0%	63%
Percentage of Tested Scoring 65–100	84%	77%	77%	72%	0%	47%
Percentage of Tested Scoring 85–100	21%	14%	21%	0%	0%	11%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		199	194		0	1
Number Scoring 55–100		188	175		0	#
Number Scoring 65–100		141	123		0	#
Number Scoring 85–100		14	21		0	#
Percentage of Tested Scoring 55–100		94%	90%		0%	#
Percentage of Tested Scoring 65–100		71%	63%		0%	#
Percentage of Tested Scoring 85–100		7%	11%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	74	44	80	0	0	1
Number Scoring 55–100	74	44	78	0	0	#
Number Scoring 65–100	72	42	78	0	0	#
Number Scoring 85–100	42	16	44	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	97%	95%	97%	0%	0%	#
Percentage of Tested Scoring 85–100	57%	36%	55%	0%	0%	#
<b>Comprehensive Italian</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 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	108	123	99	0	0	0
Number Scoring 55–100	107	122	95	0	0	0
Number Scoring 65–100	106	116	94	0	0	0
Number Scoring 85–100	66	59	47	0	0	0
Percentage of Tested Scoring 55–100	99%	99%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	98%	94%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	61%	48%	47%	0%	0%	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)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	310	284	190	1	0	4
Number Scoring 55–100	225	210	171	#	0	#
Number Scoring 65–100	181	187	145	#	0	#
Number Scoring 85–100	49	52	42	#	0	#
Percentage of Tested Scoring 55–100	73%	74%	90%	#	0%	#
Percentage of Tested Scoring 65–100	58%	66%	76%	#	0%	#
Percentage of Tested Scoring 85–100	16%	18%	22%	#	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	142	213	0	2	0	0
Number Scoring 55–100	116	187	0	#	0	0
Number Scoring 65–100	102	177	0	#	0	0
Number Scoring 85–100	41	99	0	#	0	0
Percentage of Tested Scoring 55–100	82%	88%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	72%	83%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	29%	46%	0%	#	0%	0%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	2	#	27	89%	12	92%
Students with Disabilities	2	#	2	#	10	100%

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
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</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 – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 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	290	290	290	24	24	24	314	314	314
Number Scoring 55–64	10	11	11	5	5	2	15	16	13
Number Scoring 65–84	168	127	165	14	13	14	182	140	179
Number Scoring 85–100	89	120	95	1	0	1	90	120	96
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)