THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: Full Board

FROM: Jean C. Stevens

SUBJECT: Roosevelt Union Free School District

DATE: May 18, 2006

STRATEGIC GOAL: Goals 1 and 2

AUTHORIZATION(S):

SUMMARY

Issue for Discussion

What questions do Board members wish to discuss with the Roosevelt School Board Members and Superintendent of Schools at the May meeting?

Reason(s) for Consideration

Required by State statute.

Proposed Handling

This question will come before the full Board on May 22, 2006.

Procedural History

Periodically, the Board of Regents requests a report on the status of the Roosevelt Union Free School District, for which the New York State Education Department supplies oversight as required by State statute. In May, Mr. Edward McCormick, Roosevelt School Board Chairperson; Dr. Laval Wilson, Mr. Carl DeHaney, Members of the Board of Education; and Mr. Ronald Ross, Superintendent of Schools, will present a report to the Board on the educational progress of the Roosevelt Union Free School District.

Background Information

Roosevelt Union Free School District is the only New York State take-over school district. On April 12, 2002, Chapter 33 of the Laws of 2002 was enacted into law authorizing the removal of the Board of Education (BOE) of the Roosevelt Union Free School District and the appointment of an interim board by the Commissioner of Education.

Section 1 of the statute authorizes the Commissioner of Education to appoint and supervise the superintendent of schools; he may disapprove the appointments of assistant or associate superintendents, building principals and other school administrators in accordance with contractual agreements, while ensuring stability in governance and administration of the school district. Furthermore, the Commissioner exercises fiscal control as well as educational program oversight. The interim BOE must provide a five-year education plan with annual updates and a five-year financial stabilization plan for the district, which shall ensure that revenues and expenditures are in balance. The interim BOE must also provide the Board of Regents with periodic updates of the educational progress of the school district.

Mr. Ronald O. Ross has served as Roosevelt Union Free School District Superintendent of Schools since July 1, 2004. Mr. Ross has appointed several new administrators at the district level as well as new principals for the high school and middle school. Principals for the four elementary buildings, which have always been in good standing, remain the same.

The following materials are attached:

Attachment A: Technical Assistance Provided by the NYS Education Department and Regional Networks, 2005-2006

Attachment B: Superintendent's Report at the District Level

Attachment C: Superintendent's Report at the School Level

Attachment D: 2003-2005 Student Performance Data

Recommendation

Board members should identify the questions or issues they would like to discuss with the Roosevelt School Board Members and Superintendent of Schools.

Timetable for Implementation

The Department will provide periodic reports to the Board of Regents on the status of the Roosevelt Union Free School District.

Technical Assistance Provided by the NYS Education Department and Regional Networks, 2005 – 2006

The following provides a brief summary of the technical assistance provided to the Roosevelt Union Free School District during the 2005 – 2006 school year.

I. <u>Monthly Meetings: NYS Education Department (NYSED) Leadership and Roosevelt Administrative Cabinet</u>

NYSED initiated a practice of monthly meetings with Superintendent Ross and his administrative cabinet. NYSED participants include management level representatives of the Commissioner, and NYSED staff representing school improvement (general education and special education), finance and budgeting, and facilities planning. Agenda items focus on instruction in ELA and mathematics for general education and special education students, high school completion, fiscal and budgetary matters, construction progress, data management, and plans required by law or regulation. The monthly meeting in August 2005 included representatives of the Board of Education (BOE), and it is the intention to include the BOE again in August 2006. The meeting in January 2006 was preceded by a visit to district buildings, including the newly completed Centennial School and the high school and middle school. Monthly meetings, along with regular site visits by SED staff, provide the opportunity for NYSED leadership to be well informed about the needs and progress of the district.

II. <u>High School Completion Initiative</u>

The NYS High School Initiative began in January 2005 by identifying schools based on graduation rate data and the proportion of students taking three or fewer Regents exams in four years. Based on that information, the State Education Department launched a series of "Destination Diploma" forums for the purpose of creating a community of professional practice among school districts, including the Roosevelt Union Free School District, that have been struggling with these issues.

To supplement the quantitative data the State Education Department collects from these schools, a Department team has been established to collect qualitative information from a 20% sampling of focus high schools, including Roosevelt High School. In order to gain a better understanding of the issues that impact student completion rates, the following areas are being studied:

- Culture and Climate Perceptions
- Communication

- Middle to High School Transition
- Academic Programs
- English Language Learners
- Students with Disabilities
- Targeted Intervention/Academic Intervention Services
- Professional Development
- Resources/Support
- Parent Involvement/Partnerships/Community-Based Organizations (CBOs)
- School Safety
- Graduation Information

On May 17, an SED team visited Roosevelt High School to conduct focus groups, informal discussions, individual interviews, and observations of the school climate during a "walk through." The SED team spoke with parents, students, teachers, staff and administrators to gather their perceptions about the high school as they experience it. Any parent, teacher or student surveys administered during this or the prior school year and any relevant documentation the State Education Department has collected on the district/school (including SURR reports, Destination Diploma Goals, and the High School Review Form which includes statistical information about certified teachers, numbers of students attending after school programs and number of suspensions) was reviewed and will supplement the information collected during the visit. The aggregate data from all visits will be analyzed, helping to inform both the State Education Department and the Board of Regents for policy implications.

III.   Roosevelt Facilities Plan as of April 2006

The Roosevelt voters approved a total of $208.5 million on two bond propositions on June 15, 2004. Approximately 50% of the total authorized amount is under contract.

The total work consists of demolition and replacement of three elementary schools on the same sites, the construction of a new middle school on newly acquired property from Nassau County and the Town of Hempstead, and the partial demolition and full rehabilitation of the existing junior/senior high school into a senior high school.

The new Centennial Elementary School was completed on time and on budget, and was occupied in September 2005. This was a major milestone successfully reached, as the original Roosevelt legislation of 2002 required the first facility to be occupied in September 2005.

The next phase consists of the construction of both the new middle school and Washington Rose Elementary School. Both schools have been bid, contracts have been awarded, and both facilities are currently under construction.

It is anticipated that Washington Rose will be completed on time and on budget with occupancy scheduled for January 2007 after students return from the holiday break.

The middle school is currently more than one year behind the original schedule due to several issues surrounding the two parcels that constitute the site for the new middle school. The first issue was land acquisition. The portion of land held by the Town of Hempstead was subject to a lawsuit resulting in delays beyond the district's control. Secondly, as excavation for middle school footings and foundations has progressed, significant refuse and debris has been unearthed on the Nassau County parcel in addition to the contamination that was previously identified during design. The district is working with the Nassau County Executive, Mr. Thomas R. Suozzi, in an effort to hold the County responsible for the significant additional cleanup costs associated with this debris. The original middle school budget must be closely managed to accommodate bid day construction costs, and cannot support potentially several million dollars in additional cleanup costs. It is expected that the occupancy of the new school may be delayed until September 2008.

The design for the replacement of Ulysses Bias Elementary School and renovated high school are nearing completion. Ulysses Bias will be bid and constructed according to the master schedule. Significant portions of the high school renovation must wait until junior high school students vacate sections of the building. Several small high school projects such as boiler replacement and elevator replacement have already begun in an effort to ensure continued operation of the high school until it is fully renovated.

Architectural and engineering staff from the Office of Facilities Planning (OFP) regularly visit the district to review construction progress and to consult with architects, engineers, and construction managers on issues regarding the capital program. Staff has coordinated as necessary with other State and County agencies such as the State Department of Environmental Conservation, State Department of Health, and County Department of Health to help resolve construction issues.

Site visits are conducted approximately once per month, and numerous phone conversations and emails ensure that staff are fully aware of construction activities. The district's construction manager and owner's representative provide regular reports to OFP staff.

IV.   Roosevelt Financial Condition

The community has approved its budgets for the past three years and has enabled the district to undertake an ambitious program to renovate and replace capital facilities. The district's spending per pupil is slightly above average for a Nassau County district. However, on May 16, 2006, the budget proposed by the Roosevelt School District for 2006-07 was defeated (215 votes in support, 393 votes opposed). The school district plans to re-introduce the same budget and is optimistic that it will pass once community members are made aware of the ramifications in regard to staffing and service provision. On the basis of the most recent State Aid data, the district's Approved Operating Expense per pupil is roughly $14,000 – 17th out of the 56 districts in Nassau County. In contrast, the district's tax effort presents a mixed picture. Its equalized tax rate is only 36th out of 56 districts. This low ranking, however, appears to reflect Roosevelt's relative lack of a commercial tax base. If residential levy is compared to

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income, in order to assess local property taxpayer burden, Roosevelt's effort is high, ranking 9th out of 56 districts.

Despite this progress, the district remains heavily dependent on special State Aid. It will need to continue to work aggressively to improve its financial posture so that it will be in a viable position when those special provisions are phased out.

V.   Audit

The Office of Audit Services (OAS) has completed an audit of the Roosevelt Union Free School District (see Attachment E). The scope of the audit included a review of internal controls in the areas of governance (the control environment) and planning, accounting and reporting, revenue and cash management, purchasing and expenditures, facilities and equipment, student services, and student-related data. In addition, OAS reviewed how the district used its IDEA funds.

The district agreed to the 62 recommendations made in the report. Follow-up at the district verified that Roosevelt has implemented 33 recommendations, has partially implemented 6 recommendations, and is still working on implementing the remaining 23 recommendations. Progress in completing the 29 recommendations which have not yet been fully implemented will be formally tracked during scheduled monthly meetings of SED Senior Managers with Superintendent Ross and members of his administrative cabinet. For example:

- Roosevelt has implemented recommendations in the areas of governance and planning including establishing an audit committee; in accounting and reporting by realigning the duties and responsibilities of Roosevelt's new full-time treasurer; in the area of purchasing and expenditures by preparing written hiring procedures; and in the area of student-related data by ensuring staff are adequately trained to record and report data.

- Roosevelt also partially implemented recommendations in the area of revenue and cash management by identifying bank accounts that should be closed and instituting an accounts receivable process; and in the area of purchasing and expenditures by establishing a policy for the use of district credit cards.

- Improvements were also recommended in the governance and planning areas of budget oversight and administration, and purchasing and expenditures. Roosevelt will continue to build staff capacity to implement certain of these recommendations to improve its operations.

- The final report contains Roosevelt's complete response.

VI.   Data Management

In May 2006, OAS and EMSC conducted a site visit in order to complete a comprehensive review of student data related to the determination of high school student cohorts for 2000 and 2001. These data impact the calculation of high school completion rates (see page 25), and the calculation of percentages of student cohorts successfully completing Regents examinations in Comprehensive English (see page 23) and mathematics (see page 24).

VII.   Bilingual Education

Nassau BOCES Bilingual Education Technical Assistance Center (BETAC) has provided technical assistance to the Roosevelt School District as follows:

- Reviewed CR Part 154 and Title III annual applications to report status of education for Limited English Proficient (LEP) students. When approved, the district receives funding for LEP students.

- Provided information about the New York State English as a Second Language Achievement Test (NYSESLAT), including information about administration, scoring, and interpretation of scores for LEP student placement.

- Conducted a professional development workshop with the Bilingual Special Education Training and Resource Center (SETRC) on February 8, 2006 on *Addressing Culturally and Linguistically Diverse Students With and Without Disabilities.*

- Coordinated with VESID/Long Island Regional Office of Special Education Quality Assurance (SEQA) on special education issues affecting LEP students.

- Assisted the district's guidance department with scheduling and placement of LEP students.

- Responded to inquiries from the Roosevelt ESL/Bilingual Coordinator regarding LEP student issues, as needed.

VIII. Special Education

The VESID/Long Island Regional Office of SEQA, in collaboration with EMSC and its Long Island network partners - SETRC, Regional School Support Center (RSSC), Student Support Services Center, Long Island Transition Site and Hofstra University Graduate School of Education – continues to provide focused and cohesive technical assistance to address identified compliance issues and to improve performance against special education Key Performance Indicators (KPIs).

As a result of the ongoing efforts of the Quality Assurance Focused Review in the area of Least Restrictive Environment, technical assistance and training has focused on the following priority areas:

- Functional Behavioral Assessments (FBAs) and Behavior Improvement Plans (BIPs) for students where behavior interferes with positive academic outcomes.

- Evaluation Procedures for students with disabilities to ensure relevant information and a variety of assessment tools and strategies to enable students to participate and progress in the general education curriculum.

- Increased participation of students with disabilities in general education settings including extracurricular activities and access to the general education curriculum.

- Effective pre-referral strategies, including differentiated instruction, curriculum modifications, and behavioral supports to maintain at-risk students in general education classrooms.

Workshops combined with job-embedded training have proved to be an effective combination to improve teachers' and clinicians' skills and to improve outcomes for students with disabilities. SEQA and technical assistance providers have seen: a) systemic improvements in the quality and completion of Individualized Education Programs (IEPs); b) greater use of positive behavioral interventions; c) improved instructional strategies; and d) planning for the return of significant numbers of students with disabilities, currently in separate private school and BOCES placements, to their home schools, as construction is completed and new school buildings come on-line.

Staff development to address the above included, but was not limited to, the following:

- The Roosevelt Middle School team has received training, arranged through SETRC, on positive behavior strategies including technical assistance in the area of FBAs and BIPs. The Roosevelt team included special education and general education teachers, administrators, and clinicians.

- SETRC bilingual training provided to Roosevelt clinicians on culturally sensitive evaluations.

- Regional School Support Center and the School Improvement Grant (SIG) team provided classroom embedded support to teachers in self-contained special education classes to increase understanding and skills to provide differentiated instruction and improve student literacy.

- SETRC provided training and technical assistance concerning IDEA and its implications for Committee on Pre-School Special Education (CPSE) and Committee on Special Education (CSE) operations.

- The Long Island Transition Coordination Site provided training and technical assistance to the newly appointed Transition Coordinator in Roosevelt. The district has received a grant through the Transition Site for $2,500 to help students with disabilities explore career options and receive additional vocational assessments.

- Through the use of IDEA funds, the district conducted a Summer 2005 Institute for teachers and clinicians. Topics included: "Writing Behavioral Plan for Children with Challenging Behaviors," "Person Centered Transition Series," "Multi-sensory Approaches to Language Acquisition through Orton Gillingham," and "How to Reach and Teach Students in the Inclusive Classroom."

IX.   Technology

The Roosevelt School District subscribes to the following student data services from Nassau BOCES: Census, ClearTrack Special Education Service, Data Warehousing, Test Scoring of Science and Social Studies, Mandated Test Scoring, STEP and NYS Reporting. The district does not use Nassau BOCES for PowerSchool support.

Roosevelt moved from The Part 200 to the web-based ClearTrack Special Education system in the fall 2004. ClearTrack is fully implemented. Some teachers recently started accessing the system online to enter goals and objectives, levels of performance and progress notes and reports. ClearTrack student IDs are now in sync with PowerSchool Student Management System IDs.

Roosevelt joined the Nassau BOCES Data Warehousing Service in the fall 2005. The district has been slow to submit data because it was moving to a new student system on its own. Nassau BOCES staff pulled 2005 mathematics and ELA data from Test Scoring scanning files from the district, to populate the Data Warehouse. Nassau BOCES staff has planned basic Data Warehouse training in the district for May 5, 2006, which will be followed up with data analysis support in the coming months.

The Nassau BOCES Test Scoring coordinator reports that there has been a great improvement in Roosevelt's data quality.

Nassau BOCES supports Finance Manager for Roosevelt. Since February 2005, there has been on-going phone support. Roosevelt has needed aggressive training and is now on its second payroll person in that time period.

BOCES staff has made nine, on-site visits to do Finance Manager training and help with various problems. BOCES staff has also spent a great deal of time showing Roosevelt how to equate how much to pay a teacher using the Swaim method, as well as teaching them how to get Employee Retirement System (ERS) and Teacher Retirement System (TRS) information for retirees. Roosevelt staff was also educated on how to clean up the Pennies Report, so that all the contracts will pay out correctly in June.

Recently, a BOCES staff member met with Mr. Ronald Ross to review Finance Manager Software security. Mr. Ross was provided with a report that showed every person who

had been on the system and all the permissions each of them had. Access to the system was updated according to Mr. Ross's directives.

X.   Governance

Under Chapter 33 of the Laws of 2002, the New York State Board of Regents must appoint an interim board for the Roosevelt Union Free School District. A total of five board members must be appointed, at least three of whom must be residents of the district and no more than two of whom may be non-residents. At the present time, the composition of the Board is fully in compliance with the law. The terms of the members are staggered, with one ending each year, 2006 – 2010. The term of the Board president, Mr. Edward McCormick, ends June 30, 2006, and the Board of Regents must act to reappoint or replace this position.

At the August 2005 SED meeting with the Roosevelt administrative cabinet and Board of Education representatives, the Department provided the Board and its attorney with a chart outlining the requirements of any Board of Education under school law, as well as the unique requirements of the Roosevelt Board of Education under Chapter 33 of the Laws of 2002. It is expected that the Board will function in accordance with the stated requirements and will regularly assess its compliance with these requirements. It is anticipated that SED will meet annually in August with the Board of Education to discuss issues of mutual interest and/or concern.

A master calendar that reflects required actions by the Roosevelt Board of Education, the district and/or NYSED is updated and reviewed each month to ensure that work related to plans and applications, finance and budget, construction, and other key activities is completed on a timely basis.

Superintendent's Report at the District Level (as provided by Ronald Ross)

Priorities	What Has Been Done?	What Will Be Done Next?
Improve the Learning Environment and Ensure Safety and Order	• Improved classroom instruction through in-classroom coaching by district employed K-12 coordinators for math, science, ELA, languages other than English, physical education and health, career development, instructional technology and special education. Coordinators team together, as well as work independently, in all classrooms, overseeing program and instruction. All coordinators work with Assistant Superintendent for Curriculum and Instruction. • Hired two Nassau County detectives and 23 security guards who are Roosevelt community members trained in NYC Police Department methods. Respect and understanding of youth is paramount. • Secured every building. • Established separate space within high school building for Grade 9 Academy, and established school community "rules." • Replaced the high school and middle school principals and required a focus on classroom instruction and order/organization.	• Continue focus first on high quality teaching and learning, the best way to improve outcomes for all students. • Expand coordinators to include social studies and the arts. • Provide ongoing training of security force. • Create student committee to inform and guide discipline of student body.

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Priorities	What Has Been Done?	What Will Be Done Next?
	• Convened Safe Schools Against Violence in Education Act (SAVE) committee to discuss suspensions and process for disciplining students, including electronic entering and monitoring of violent incidents for accurate reporting.	
Improve Academic Performance	• Raised expectations for all students, including, for example: - "No pass, no play" for student athletes; - AP English Literature, Spanish Language, and French Language courses; - Replaced low level electives with solid, credit bearing courses; - Chinese instruction in the first grade, to enhance critical thinking; - 2nd & 3rd place chess champions in Nassau County; - Robotics program; - Moot Court Program; - Jason Program; - MST in Grade 6 to prepare for middle level assessment; • Emphasized balanced literacy for elementary schools, and use of test data from BOCES to inform teaching; • Provided extra support for struggling students;	• Add AP Spanish Literature, English Literature and Composition for Grades 11 and 12, Studio Art, US History. • Add Music Theory course to prepare for AP Music Theory in following year. • Continue high quality programs. • Resist packaged intervention programs, focusing instead on strong teaching practices and learning opportunities. • Create a better Academic Intervention Services (AIS) program in the high school. • Use results of Grade 3-8 testing to identify specific needs and interventions during summer 2006 with site-based planning teams.

Priorities	What Has Been Done?	What Will Be Done Next?
	• Attended to specific needs of special education students through consultant model and inclusion model classrooms; and • Expanded ESL program and personnel.	
Improve Instruction	• Focused on ELA and mathematics in the middle school and high school with in-class coaching and review of materials and resources. • Developed School Curriculum Councils in each school for a district curriculum mapping project. • Provided professional development workshops for teachers in all content areas.	• Continue to focus on strengths and weaknesses of instruction through in-class coaching. • Continue curriculum mapping project, initially horizontally and ultimately vertically. • Select and purchase texts as needed. • Provide focused professional development in every content area as determined by coaches and school teams.
Evaluate Performance	• Observed all administrative staff on an ongoing basis and communicated daily regarding operation of facilities, programs, issues and all school district concerns. • Communicated daily/weekly/as needed with principals in all buildings. • Recruited teachers and administrators who focus on quality teaching and learning, and counseled those whose weaknesses are detrimental to student learning.	• Continue constant observation and dialogue with administrative and instructional staff. • Establish a succession planning process for district administrators. • Continue to recruit teachers and administrators who focus on quality teaching and learning, and counsel those whose weaknesses are detrimental to student learning.
Guarantee District Financial Integrity	• Replaced the business official. • Encouraged SED audits to assist in determining what needs to be corrected.	• Restructure the business office staffing and practices.

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Priorities	What Has Been Done?	What Will Be Done Next?
Improving Facilities	• Attended to every facet of construction of four new buildings and one reconstructed building by meeting regularly with Project Manager and architects, etc. • Maintained and altered existing facilities only as needed for safety for the duration.	• Continue to maintain safe structures while advancing new facilities.
Provide Leadership	• Met regularly with cabinet, principals, community members, Board of Education, County and local organizations and officials; communicated with Commissioner and SED. • Communicated vision and mission via web-page and school newspaper, as well as local TV and radio. • Implemented "My Learning Plan," a web-based method for teachers to manage their own professional growth.	• Provide leadership for the Board, preparing for eventual reinstatement of a locally elected Board.

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Superintendent's Report at the School Level (as provided by Ronald Ross)

ELEMENTARY SCHOOLS

Strands for Analyzing Success	What Has Been Done?	What Will Be Done Next?
Curriculum/Instruction	• Removed ineffective curriculum and infused balanced literacy and best practices in all content areas. • Partnered with Hofstra for Math, Science, Technology (MST) in Grade 3. • Hired a MST specialist for Grade 6. • Connected Nassau BOCES and Roosevelt for the Jason Program (expeditionary learning). • Identified coaches for mathematics and literacy – Pre-k through Grade 6. • Worked closely with ESL and special education to ensure a coordinated effort with curriculum and instruction efforts. • Provided professional development in areas including: differentiated instruction, technology, literacy practices, and math practices. • Met regularly with coordinators and specialists regarding testing, assessments, changing report card, book and workbook selection, etc. • Chess champions!	• Continue best practices in all areas. • Partner with Adelphi University for professional development field work in elementary schools. • Provide individual instructional technology coaching.

Strands for Analyzing Success	What Has Been Done?	What Will Be Done Next?
	• Provided Chinese instruction in Grade 1.	
Use of School Data	• Joined Nassau BOCES Data Warehouse. • Provided principals with electronic BEDS collection and input. • PowerSchool demographic data is in place. • Teachers take attendance electronically.	• Input medical data into PowerSchool in summer 2006. • Train all staff in Data Warehouse use for instruction.
Learning Environment		• Second new school will be ready in December and movement of two buildings into one will occur. • Third new building project to begin.

MIDDLE SCHOOL

Strands for Analyzing Success	What Has Been Done?	What Will Be Done Next?
Curriculum/Instruction	• Investigated literacy practices and supplied coaching via a district coordinator, and supplied books to students and booklists to Roosevelt Public Library. • Provided coaching in mathematics classrooms. • Provided coaching and materials in science classrooms. • Established Moot Court for Grades 7 and 8.	• Expand Moot Court to a law-related program selection. • Begin science robotics club to prepare for high school. • Replace mathematics coaching position.
Use of School Data	• Joined Nassau BOCES Data Warehouse. • Electronic BEDS collection and input available for all principals.	• Input medical data into PowerSchool in summer 2006. • Train all staff in Data Warehouse use for instruction.

Strands for Analyzing Success	What Has Been Done?	What Will Be Done Next?
	• PowerSchool demographic data is in place. • Teachers take attendance electronically.	
Learning Environment	• Appointed new principal as instructional leader. • Began staffing changes. • Implemented successful coaching in ELA and science. • Math, Science, Technology Project (MSTP) provided enrichment. • Initiated spirit of organization and unity.	• Begin new school construction. • Further strengthen staffing and leadership. • Partner with Adelphi for comprehensive support for teaming. • Install new phone system – both for teachers and electronic attendance to call home automatically.

SENIOR HIGH SCHOOL

Strands for Analyzing Success	What Has Been Done?	What Will Be Done Next?
Curriculum/Instruction	• Established AP English and Spanish classes. • Created a Grade 9 Academy. • Redistributed teachers according to strengths. • Examined courses for quality. • Focused on college and career preparation.	• Increase AP course selections. • Continue practices of analyzing data to inform instruction.
Use of School Data	• Established clean data entry system with PowerSchool. • Currently investigating every student record with guidance department for accuracy (continuing).	• Expand PowerSchool grading and e-mailing between parents and teachers. • Continue investigating every student record with guidance department for accuracy.

| Strands for Analyzing Success	What Has Been Done?	What Will Be Done Next?
	• Used YouthServices.Net and ClearTrack to track programming and inform instruction.	• Thoroughly investigate all test score submissions and maintain data management system – expand it to include BEDS data and ClearTrack.
Ensuring High School Completion	• Provided AIS and tutoring for struggling students (continuing). • Investigated test results, attendance data, etc. to determine specific needs for each student (continuing).	• Continue to provide AIS and tutoring for struggling students. • Continue investigating test results, attendance data, etc. to determine specific needs for each student.
Learning Environment	• Began a review of Breaking Ranks II as a means to bring staff together to focus on student achievement.	• Continue a review of Breaking Ranks II as a means to bring staff together to focus on achievement.

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2003 – 2005 Student Performance Data

The elementary grades have consistently reached the targeted Annual Yearly Progress (AYP) in English Language Arts (ELA) and mathematics. The middle school has also made AYP in ELA and mathematics for 2004-05. However, the high school did not make AYP in ELA and mathematics for any of the accountability sub-groups during 2004-05. The tables below show the student performance at the elementary, middle and high school levels in ELA and mathematics. Also included are graphs depicting comparisons between the district and rest of State public schools.

Elementary Level – English Language Arts

Performance at This District	Number of Students					Mean Score
	Level 1 455-602	Level 2 603-644	Level 3 645-691	Level 4 692-800	Total Tested	
Feb. 2003	9	55	88	57	209	666
Feb. 2004	7	68	128	35	238	660
Feb. 2005	6	23	96	45	170	676

Roosevelt Elementary ELA Compared with Rest of State Public Schools
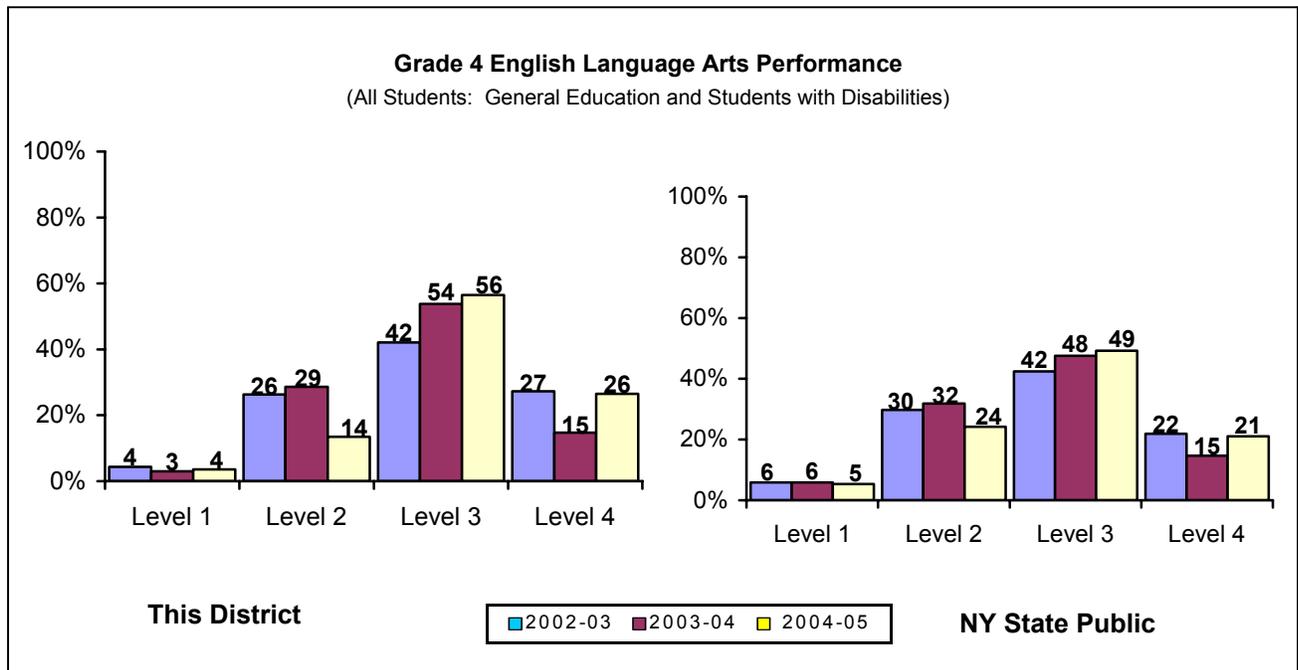
Percentages less than 0.51 will appear as zero because of rounding.

Elementary Level – Mathematics

Performance at This District	Number of Students					Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810	Total Tested	
May 2003	5	44	115	67	231	660
May 2004	4	45	145	44	238	657
May 2005	6	30	93	69	198	669

Roosevelt Middle Level Mathematics Compared with Rest of State Public Schools

Grade 4 Mathematics Performance
(All Students: General Education and Students with Disabilities)

This District | NY State Public

2002-03 ■ 2003-04 □ 2004-05

Percentages less than 0.51 will appear as zero because of rounding.

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Middle Level – English Language Arts

Performance at This District	Number of Students					Mean Score
	Level 1 527-659	Level 2 660-698	Level 3 699-737	Level 4 738-830	Total Tested	Mean Score
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	Mean Score
Jan. 2003	44	109	24	6	183	675
Jan. 2004	49	106	25	3	183	675
Jan. 2005	34	108	30	0	172	674

Roosevelt Middle Level ELA Compared with Rest of State Public Schools

Grade 8 English Language Arts Performance
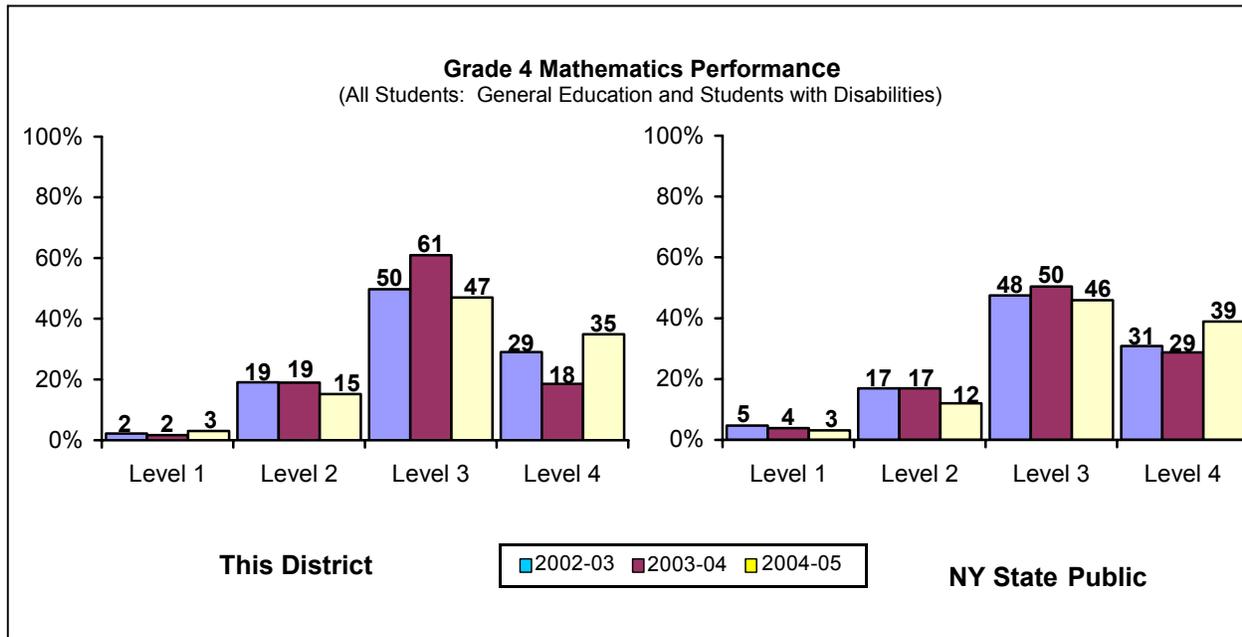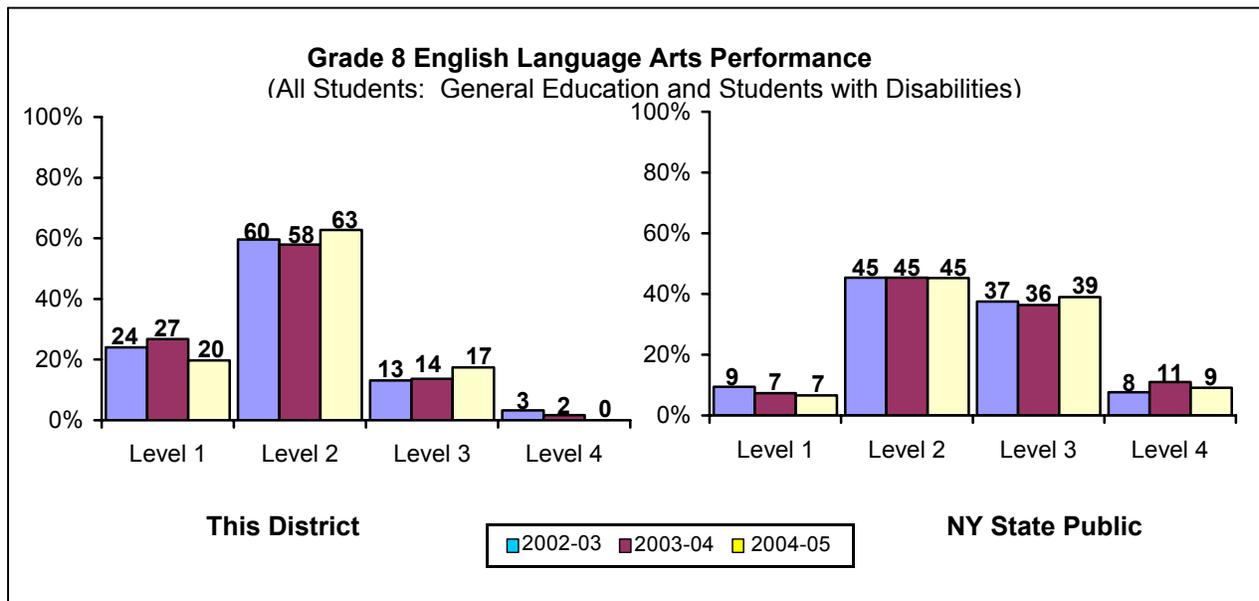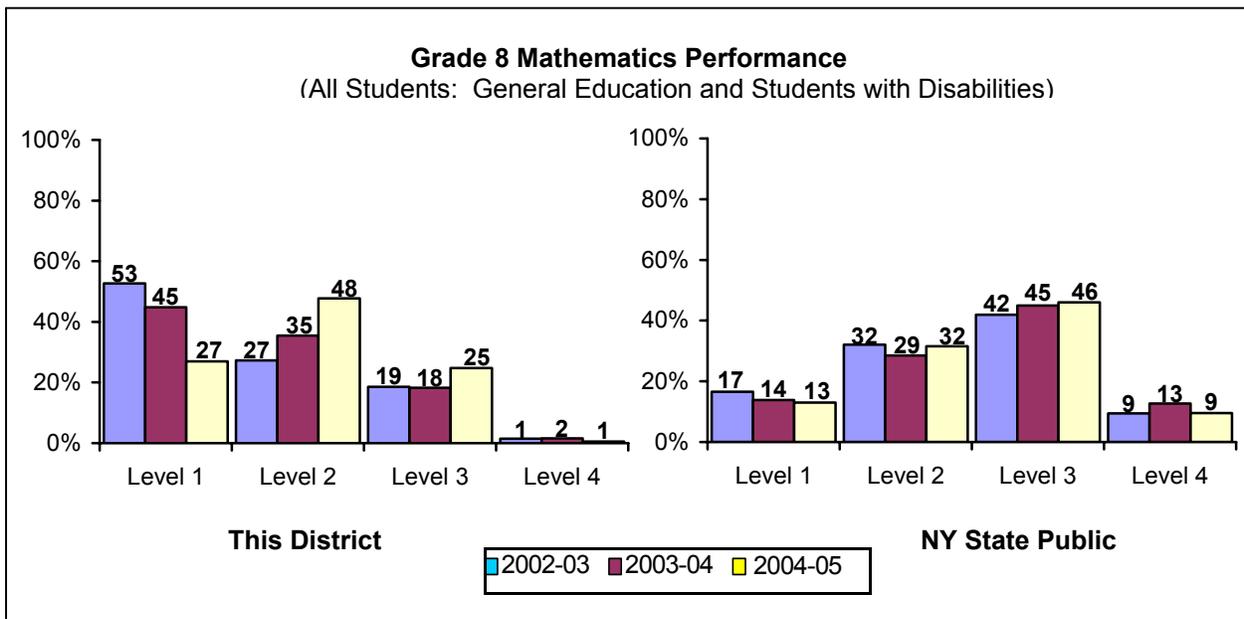(All Students: General Education and Students with Disabilities)

Percentages less than 0.51 will appear as zero because of rounding.

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Middle Level – Mathematics

Performance at This District	Number of Students					Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882	Total Tested	
May 2003	108	56	38	3	205	678
May 2004	86	68	35	3	192	679
May 2005	48	85	44	1	178	697

Roosevelt Middle Level Mathematics Compared with Rest of State Public Schools

Grade 8 Mathematics Performance
(All Students: General Education and Students with Disabilities)

This District

	Level 1	Level 2	Level 3	Level 4
2002-03	53	27	19	1
2003-04	45	35	18	2
2004-05	27	48	25	1

NY State Public

	Level 1	Level 2	Level 3	Level 4
2002-03	17	32	42	9
2003-04	14	29	45	13
2004-05	13	32	46	9

Legend: ■ 2002-03 ■ 2003-04 □ 2004-05

Percentages less than 0.51 will appear as zero because of rounding.

High School – English Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1999, 2000, and 2001 district accountability student cohorts, four years after entering Grade 9, in meeting the graduation assessment requirement in English. In the graph, students passing approved alternatives to this examination are counted as scoring in the 65 to 84 range. Regents Competency Test results are not included in the graph. The data in these tables and charts present student cohort performance as of June 30th of the fourth year after first entering grade 9.
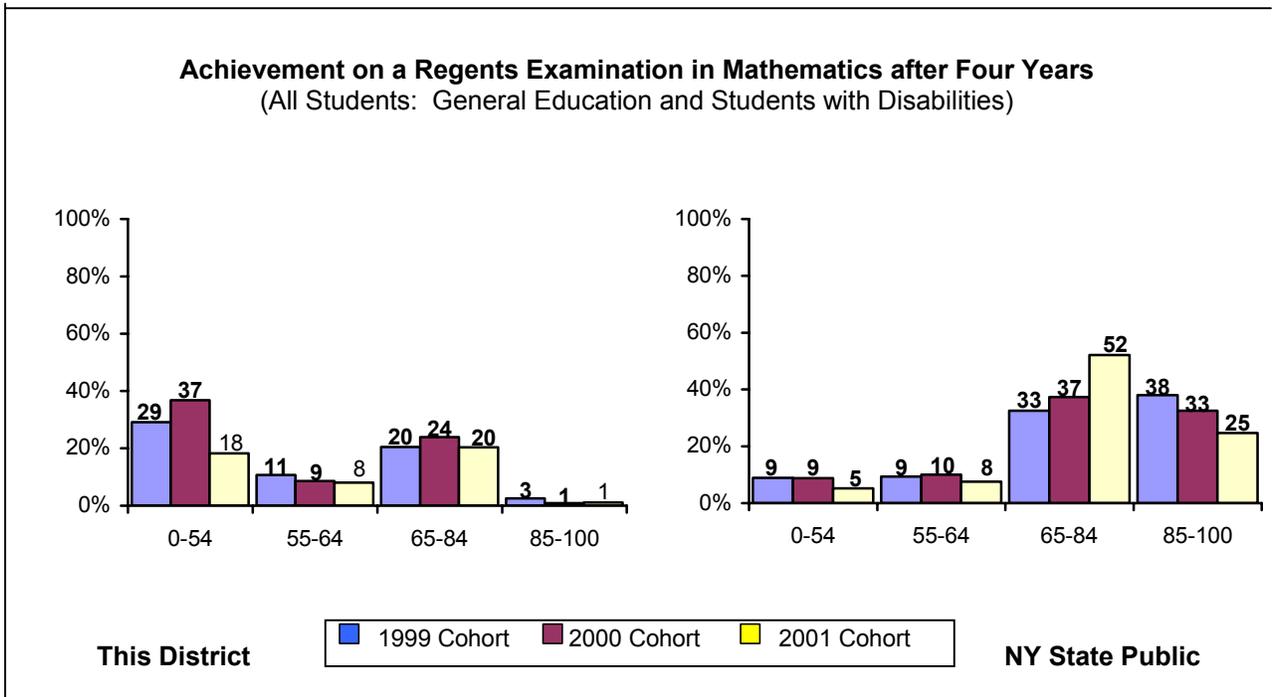

Achievement on the Regents Examination in Comprehensive English after Four Years
(All Students: General Education and Students with Disabilities)

This District — **NY State Public**

Legend: 1999 Cohort, 2000 Cohort, 2001 Cohort

Percentages less than 0.51 will appear as zero because of rounding.
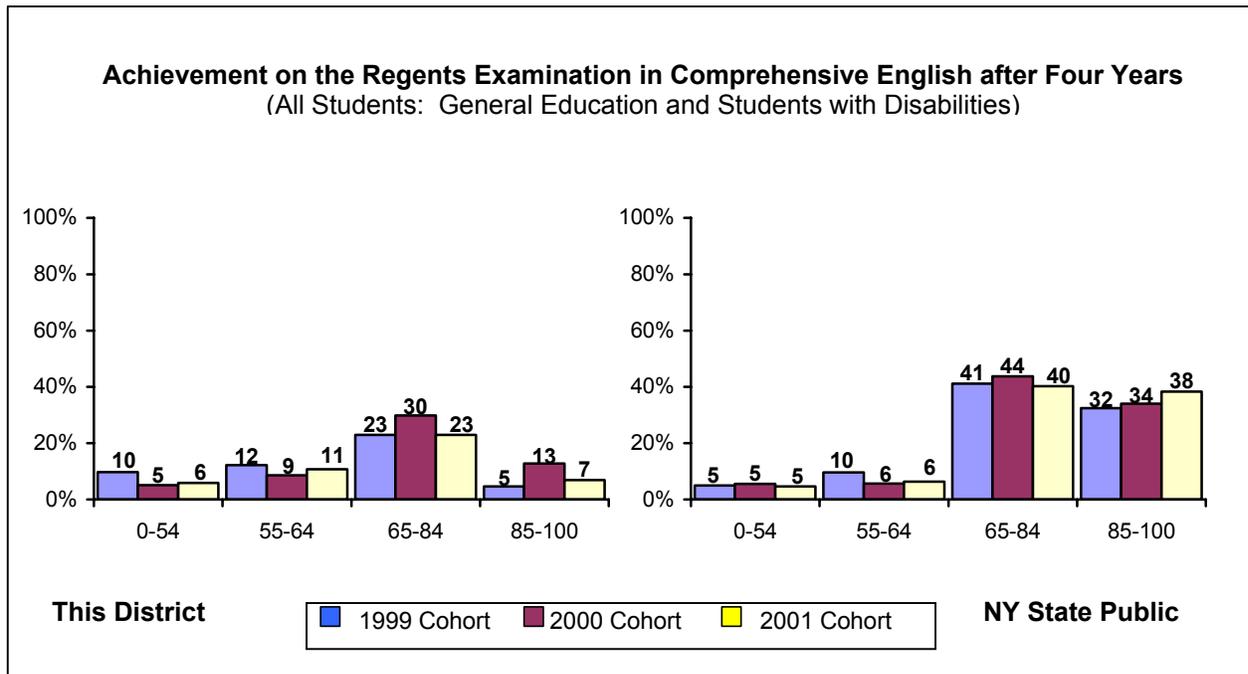
English Graduation Requirement Achievement after Four Years of High School						
	Cohort* Members All Students	Highest Score Between 0-54	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score between 85 and 100	Approved Alternative Credit
1999 Cohort	196	19	24	45	9	0
2000 Cohort	117	6	10	35	15	0
2001 Cohort	187	11	20	43	13	0

*Accountability Cohort for English Language Arts and mathematics.

High School Mathematics Achievement after Four Years of Instruction

The graphs and tables below present performance of the school district's 1999, 2000, and 2001 student cohorts, four years after entering Grade 9, in meeting the graduation assessment requirement in mathematics. In the graph, students passing approved alternatives to these examinations are counted as scoring in the 65 to 84 range. RCT results are not included in the graph. The data in these tables and charts present student cohort performance as of June 30th of the fourth year after first entering grade 9.

Achievement on a Regents Examination in Mathematics after Four Years
(All Students: General Education and Students with Disabilities)

This District · 1999 Cohort · 2000 Cohort · 2001 Cohort · **NY State Public**

Percentages less than 0.51 will appear as zero because of rounding.

Mathematics Graduation Requirement Achievement after Four Years of High School						
	Cohort* Members All Students	Highest Score Between 0-54	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score between 85 and 100	Approved Alternative Credit
1999 Cohort	196	57	21	40	5	0
2000 Cohort	117	43	10	28	1	0
2001 Cohort	187	34	15	38	2	0

*Accountability Cohort for English Language Arts and mathematics.

Completion Rates

The Percentages of All Students, General-Education Students and Students with Disabilities in the 2001 Cohort by Outcomes as of June 30, 2005 after Four Years of Education at Roosevelt High School.

Category	Total Cohort** Enrollment	Regents/ Local Diploma	IEP Diploma	Still Enrolled	Transferred to GED	Dropped Out
All Students	221	43.4%	0.5%	26.7%	1.8%	27.6%
General Education	199	42.7%	0.0%	26.1%	1.5%	29.6%
Students with Disabilities	22	50.0%	4.5%	31.8%	4.5%	9.1%

The Percentages of All Students, General-Education Students and Students with Disabilities in the 2000 Cohort by Outcomes as of June 30, 2005 after Five Years of Education at Roosevelt High School.

Category	Total Cohort** Enrollment	Regents/ Local Diploma	IEP Diploma	Still Enrolled	Transferred to GED	Dropped Out
All Students	200	53.0%	3.0%	9.5%	1.0%	33.5%
General Education	177	54.2%	0.0%	9.6%	1.1%	35.0%
Students with Disabilities	23	43.5%	26.1%	8.7%	0.0%	21.7%

**The Total Cohort is used to determine statewide graduation rate and identify low-performing schools. It includes more students than the Accountability Cohort.