

ROCKY POINT U.F.S.D.

2022/2023 Budget

Building Document

**BUDGET CODE
OVERVIEW**

**PROPOSED 2022/23
BUDGET DOCUMENT**

**FINANCIAL DATA
ASSESSMENT EXEMPTION
REPORT**

**CHAPTER 474 OF THE LAWS OF 1996
REQUIRED COMPENSATION
INFORMATION**

**NEW YORK STATE SCHOOL
REPORT CARDS**

ROCKY POINT UNION FREE SCHOOL DISTRICT

BUDGET CODE OVERVIEW

Section 36 of the General Municipal Law prescribes a 'Uniform System of Accounts for School Districts'. This system of accounts is designed to provide uniformity with respect to classification and summarization of data from the books of accounts.

CLASSIFICATION

A classification of accounts is the systematic arrangement of accounts based upon a definite scheme. The purpose in classifying accounts is to provide for recording financial information in such form that comparisons may be made with similar data for other periods and other school districts. The classification thus serves as the basis for accounting, budget preparation and execution, reporting both for administrative control purposes and to the general public, and the compilation of financial statistics on a state and national level.

CODING

Code numbers serve to identify accounts without reference to stated titles. In the classification of accounts, as prescribed by the State, code numbers serve to identify expenditure accounts by function and objects. School Districts have the flexibility of further expanding the object code format to provide more specific data in certain areas. In addition, to further enhance internal accountability, the School District has the discretion of adding location and/or program fields to the budget code.

FUNCTION

The term "function" has reference to the primary classification and description of expenditures as to purpose. It identifies groups of services aimed at accomplishing certain purposes or ends. Each function is composed of a group of related units. For example, "General Support" identifies the board of education, central administration, financial and other general support activities.

OBJECT

The term "object" has reference to the secondary classification and description of expenditures. It identifies expenditures by the article purchased or service obtained in order to carry out a function. The basic objects are Personnel Services, Equipment, Contractual and Supply Expenditures, Principal and Interest on Debt, Employee Benefits and Interfund Transfers.

The attached is a summary breakdown and explanation by main functional unit, and related units, that comprise the proposed budget in total.

ROCKY POINT UNION FREE SCHOOL DISTRICT

CHART OF APPROPRIATION ACCOUNTS FUNCTION CODE DESCRIPTION

SAMPLE: A.2110.500.03.3040

GENERAL SUPPORT

FUNCTION

ACCOUNT

	<i>Board of Education</i>
A.1010.	Board of Education
A.1040.	District Clerk
A.1060.	District Meeting
	<i>Central Administration</i>
A.1240.	Chief School Administrator
	<i>Finance</i>
A.1310.	Business Administration
A.1320.	Auditing
A.1325.	Treasurer
A.1345.	Purchasing
A.1380.	Fiscal Agent Fee
	<i>Staff</i>
A.1420.	Legal
A.1430.	Personnel
	<i>BOCES Services</i>
A.1480.	Public Information and Service
	<i>Central Services</i>
A.1620.	Operation of Plant
A.1621.	Maintenance of Plant
A.1670.	Central Printing and Mailing
A.1680.	Central Data Processing
	<i>Special Items</i>
A.1910.	Unallocated Insurance
A.1980.	MTA Payroll Tax
A.1981.	Administrative Charge - BOCES

ROCKY POINT UNION FREE SCHOOL DISTRICT

CHART OF APPROPRIATION ACCOUNTS FUNCTION CODE DESCRIPTION

SAMPLE: A.2110.500.03.3040

INSTRUCTION

FUNCTION

ACCOUNT

<u>FUNCTION</u>	<u>ACCOUNT</u>
	<i>Instruction Administration and Improvement</i>
A.2010.	Curriculum Development and Supervision
A.2020.	Supervision / Administration - Regular School
A.2060.	Curriculum Work
A.2070.	In-service Training
	<i>Teaching</i>
A.2110.	Regular School
A.2138.	Fine Arts/Music
A.2250.	Programs for Handicapped Children (Special Education)
A.2280.	Occupational Education
A.2310.	Remediation Program
A.2330.	Community Education
	<i>Instructional Media</i>
A.2610.	School Library and Audiovisual
A.2620.	Educational Television
A.2630.	Computer Assisted Instruction
	<i>Pupil Services</i>
	<i>Pupil/Personnel Services</i>
A.2805.	Attendance - Regular School
A.2810.	Guidance - Regular School
A.2815.	Health Services - Regular School
A.2820.	Psychological Services - Regular School
A.2825.	Social Work Services - Regular School
	<i>Pupil Activity Services</i>
A.2850.	Co-Curricular Activities
A.2855.	Interscholastic Athletics

ROCKY POINT UNION FREE SCHOOL DISTRICT

CHART OF APPROPRIATION ACCOUNTS FUNCTION CODE DESCRIPTION

SAMPLE: A.2110.500.03.3040

PUPIL TRANSPORTATION

FUNCTION

ACCOUNT

A.5510.	District Transportation Services
A.5540.	Contract Transportation
A.5581.	Transportation Services from BOCES

UNDISTRIBUTED

Employee Benefits

A.9010.	State Employee Retirement - ERS
A.9020.	State Teachers Retirement - TRS
A.9030.	Social Security
A.9040.	Workers Compensation
A.9045.	Life Insurance
A.9050.	Unemployment Insurance
A.9060.	Hospital, Medical and Dental Insurance

Debt Service

A.9760.	Tax Anticipation Notes
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Interfund Transfers

A.9901.	Transfer to Other Funds
A.9950.	Transfer to Capital Fund

ROCKY POINT UNION FREE SCHOOL DISTRICT

CHART OF APPROPRIATION ACCOUNTS

OBJECT CODE DESCRIPTION

The number to the right of the decimal point of each functional unit code indicates the object of expenditure. You will note that our budget coding structure maintains three digits as object codes. This serves to provide a more detailed expenditure classification for accountability purposes.

Basic Objects of Expenditure

- .15 Instructional Salaries
- .16 Non-instructional Salaries
- .2 Equipment and Other Capital Outlay
- .4 Contractual Expenditure
- .49 Services from BOCES
- .5 Materials and Supplies
- .6 Principal on Indebtedness
- .7 Interest on Indebtedness
- .8 Employee Benefits
- .9 Interfund Transfers

Special Objects of Expenditure

- A.2110.11 Teachers' Salaries, ½ Day K
 - .12 Teachers' Salaries, K - 6
 - .13 Teachers' Salaries, 7 - 12
 - .14 Substitute Teacher Salaries
 - .47 Tuition
 - .48 Textbooks/Workbooks

ROCKY POINT UNION FREE SCHOOL DISTRICT

CHART OF APPROPRIATION ACCOUNTS OBJECT CODE DESCRIPTION

SAMPLE: A.2110.500.03.3040

<u>OBJECT CODE</u>	<u>OBJECT DESCRIPTION</u>
.110.	Teachers' Salaries ½ Day K
.120.	Teachers' Salaries K - 6
.126.	Instructional Salaries
.127.	Long Term Subs K - 6
.128.	Horizontal Advance K - 6
.129.	Longevity
.130.	Teachers' Salaries 7 - 12
.131.	Classroom Coverage
.132.	Academic Intervention Services
.133.	Alternative Learning Center
.134.	Late Bird
.137.	Long Term Subs 7 - 12
.138.	Horizontal Advance 7 - 12
.139.	Home Teaching
.140.	Substitute Teachers' Salaries
.150.	Instructional Salaries - Other
.151.	Coordinator / Chairperson / Director Stipend
.152.	Detention / Lunch Duty
.153.	Summer School Salaries
.154.	Curriculum Work
.158.	Horizontal Advance
.159.	Insurance Buy-Back
.160.	Non-Instructional Salaries
.161.	Non-Instructional Overtime
.162.	Night Differential
.163.	Hourly Security Guards
.164.	Part-Time Non-Instructional Salaries
.166.	Non-Instructional Summer Salaries
.167.	Non-Instructional Teacher Monitor
.168.	Non-Instructional Teacher Aid
.169.	Insurance Buy-Back
.199.	Provision for Contractual Salaries
.200.	Equipment
.201.	Computer Equipment

ROCKY POINT UNION FREE SCHOOL DISTRICT

CHART OF APPROPRIATION ACCOUNTS

OBJECT CODE DESCRIPTION

SAMPLE: A.2110.500.03.3040

<u>OBJECT CODE</u>	<u>OBJECT DESCRIPTION</u>
.207.	Interscholastic Equipment
.208.	Instructional Equipment
.400.	Contractual Expense
.401.	Contract Transportation - Regular Runs
.402.	Late and Athletic Runs
.403.	Miscellaneous Runs
.404.	Special Projects
.405.	Building Lease
.406.	Transportation - Field Trips
.408.	Emergency and Unforeseen Repairs
.409.	Contract Health Services
.411.	Self Insurance - Student Accidents
.415.	Outside Printing
.416.	Natural Gas
.417.	Electric
.418.	Telephone
.419.	Fuel Oil
.420.	Water
.421.	Propane Gas
.424.	Insurance
.425.	Physicals
.428.	Postage
.429.	Legal Services
.430.	Miscellaneous
.433.	Official Fees
.435.	Graduation Related Expenses
.436.	Student Entry Fees

ROCKY POINT UNION FREE SCHOOL DISTRICT

CHART OF APPROPRIATION ACCOUNTS

OBJECT CODE DESCRIPTION

SAMPLE: A.2110.500.03.3040

<u>OBJECT CODE</u>	<u>OBJECT DESCRIPTION</u>
.439.	Student Related Services
.440.	Conference and Travel Expenses
.441.	Dues and Memberships
.442.	Copier Maintenance
.443.	Garbage Removal
.444.	Exterminator Fees
.445.	Copier Leases
.446.	Auditing Fees
.447.	Debt Issuance Expense - Fiscal Advisor
.448.	Paying Agents Fees
.449.	Voting Expenses
.450.	NYSPA Payments - Junior / Senior High School
.451.	NYSPA Payments - FJC and JAE
.460.	Instructional Software
.461.	Service Contracts
.462.	Services
.465.	Meeting Expense
.467.	Computer Repair
.470.	Tuition - Outside Placements
.472.	Tuition - Private Placements
.473.	Tuition - Related Placements
.480.	Textbooks / Workbooks
.485.	Library Books / Related Materials
.490.	BOCES Services
.500.	Supplies
.510.	Copier Paper and Supplies
.512.	A.V. / Media Supplies

ROCKY POINT UNION FREE SCHOOL DISTRICT

CHART OF APPROPRIATION ACCOUNTS

OBJECT CODE DESCRIPTION

SAMPLE: A.2110.500.03.3040

<u>OBJECT CODE</u>	<u>OBJECT DESCRIPTION</u>
.515.	Computer Supplies
.520.	Buildings and Grounds Materials
.521.	Custodial Supplies
.530.	Interscholastic Supplies
.560.	Uniforms
.571.	Gasoline/Oil/Tires
.600.	Principal on Bonds
.700.	Interest on Bonds
.701.	Interest on Tax Anticipation Notes
.801.	NYS Employees' Retirement
.802.	NYS Teachers' Retirement
.803.	Social Security
.805.	Workers' Compensation
.806.	Life Insurance
.807.	Unemployment Insurance
.808.	Empire Health Insurance
.809.	Medical / Dental Self Insurance
.810.	Medicare
.811.	Dental Insurance
.950.	Interfund Transfer
.960	Transfer to Debt Service

ROCKY POINT UNION FREE SCHOOL DISTRICT

CHART OF APPROPRIATION ACCOUNTS

LOCATION CODE DESCRIPTION

SAMPLE: **A.2110.500.03.3040**

<u>LOCATION</u>	<u>SCHOOL/AREA</u>	<u>ADMINISTRATOR</u>
.01.	Frank J. Carasiti Elementary	Mr. Jason Westerlund
.02.	Joseph A. Edgar Intermediate	Mr. Scott Bullis
.03.	Rocky Point High School	Mr. Jon Hart
.04.	District Wide	Mr. Christopher A. Van Cott
.05.	Administrative Computers	Mr. Aaron Factor
.06.	Rocky Point Middle School	Mr. James Moeller
.07.	Athletics – Chaperones	Mr. Charles Delargy
.75.	Instructional Computers	Mr. Aaron Factor
.90.	Debt Service	Mr. Christopher A. Van Cott
.95.	Employee Benefits	Ms. Susann Crossan
.99.	Employee Salaries	Mr. Christopher A. Van Cott

ROCKY POINT UNION FREE SCHOOL DISTRICT

CHART OF APPROPRIATION ACCOUNT

PROGRAM CODE DESCRIPTION

SAMPLE: **A.2110.500.03.3040**

<u>PROGRAM NO.</u>	<u>PROGRAM TITLE</u>
.0000	District Wide
.1001	Summer Drivers Education
.1002	Summer Community Education
.2000	Clubs
.2001	Fall Drivers Education
.2002	Fall Community Education
.2190	Student Physicals
.3001	Spring Drivers Education
.3002	Spring Community Education
.3040	Art
.3050	Business Education
.3060	English
.3070	School Newspaper
.3080	Foreign Language

.3085

English as a Second Language

CHART OF APPROPRIATION ACCOUNT

PROGRAM CODE DESCRIPTION

SAMPLE:

A.2110.500.03.3040

PROGRAM NO.

PROGRAM TITLE

.3090

Home & Careers

.3100

Technology

.3110

Math

.3120

Music

.3121

High School Musical Production

.3139

Physical Education

.3160

Science

.3161

Health Education

.3170

Social Studies

.3180

Speech

.3185

Cosmetology

.4000

District Wide

.5500

Music

.6000

Chaperones

2022 – 2023 Proposed Budget



www.rockypointschools.org

Rocky Point

UNION FREE SCHOOL DISTRICT



	Adopted 2021-22	Proposed 2022-23	Change %	Summarized Descriptions
ADMINISTRATIVE COMPONENT				
1010.... BOARD OF EDUCATION	12,150	12,150	0.0%	Training, dues, supplies, plaques for recognitions, etc.
1040.... DISTRICT CLERK	17,712	18,423	4.0%	Contractual obligations
1060.... DISTRICT MEETING	10,900	10,900	0.0%	Poll workers, voting machines, postage, mailings, etc. for annual budget vote
1240.... SCHOOL CHIEF ADMINISTRATOR	328,834	349,074	6.2%	Contractual obligations, supplies, dues, equipment related to the Office of the Superintendent of Schools
1310.... BUSINESS ADMINISTRATION	769,485	791,259	2.8%	Contractual obligations, supplies, dues, outsourced services, legal ads related to the Business Office
1320.... AUDITING	73,200	75,532	3.2%	Three levels of outside auditors - External, Internal & Claims
1325.... TREASURER	8,000	10,710	33.9%	Costs associated with debt issuances as needed; Bond Counsel services
1345.... PURCHASING	44,121	45,867	4.0%	Contractual obligations, cooperative purchasing consortiums
1380.... FISCAL AGENT FEE	10,000	11,730	17.3%	Fiscal Agent fees related to short & long-term borrowings and IRS disclosures
1420.... LEGAL	40,000	40,000	0.0%	Retainer and other expenses related to legal matters
1430.... PERSONNEL	488,404	521,667	6.8%	Contractual obligations, supplies, dues, outsourced services
1480.... PUBLIC INFORMATION AND SERVICES	39,278	40,151	2.2%	Outsourced public communication specialists
1670.... CENTRAL PRINTING AND MAILING	73,500	76,500	4.1%	Outsourced printing needs (i.e. budget materials, newsletters, etc.) and postage
1680.... CENTRAL DATA PROCESSING	941,401	1,118,606	18.8%	Outsourced services: eSchool, Connect Ed, NYS reporting, IT management, new Chromebook Insurance Program
1910.... UNALLOCATED INSURANCE	527,783	549,443	4.1%	Insurance coverages for Property, Cyber, Liability, Workers Compensation, crime, automobile, etc.
1981.... ADMINISTRATIVE CHARGE-BOCES	336,574	345,686	2.7%	BOCES participation costs
2010.... CURRICULUM DEVELOPMENT AND SUPERVISION	406,824	374,964	-7.8%	Contractual obligations, dues, professional development, testing materials and outsourced services
2020.... SUPERVISION-ADMINISTRATION	1,931,563	2,074,040	7.4%	Contractual obligations, dues, professional development, supplies and outsourced services
2060.... CURRICULUM WRITING	25,000	30,000	20.0%	Ongoing development of new and existing instructional programs
2250.... SPECIAL EDUCATION ADMINISTRATION	317,272	321,768	1.4%	Contractual obligations related to the Special Education Office
2855.... ATHLETICS ADMINISTRATION	191,365	193,152	0.9%	Contractual obligations related to the Athletics Office
9000..... EMPLOYEE BENEFITS	1,928,251	2,017,126	4.6%	Includes projected costs for medical (active & retired), dental, life, workers comp., payroll taxes, unemployment, etc.
	8,521,617	9,028,748	6.0%	

	Adopted 2021-22	Proposed 2022-23	Change %	Summarized Descriptions
PROGRAM COMPONENT				
1420.... LEGAL	35,000	35,000	0.0%	Retainer and other expenses related to legal matters (% associated with Instructional Matters)
2070.... INSERVICE TRAINING-INSTRUCTION	22,300	22,300	0.0%	District-Wide Staff development
2110.... TEACHING-REGULAR SCHOOL	25,171,236	24,589,943	-2.3%	Use of Federal Grants to defray contractual increases plus reclassification of staff to special education account codes
2138.... MUSIC & FINE ARTS	66,608	69,924	5.0%	Fine and performing arts, uniforms, instrument reconditioning, competitions, supplies
2250.... PROGRAMS FOR HANDICAPPED CHILDREN	14,087,458	14,878,983	5.6%	Contractual obligations, supplies, equipment, materials, services, tuitions, dues. Reclassed staff to Special Ed. Codes
2280.... OCCUPATIONAL EDUCATION	1,344,440	1,236,274	-8.0%	Career & Technical program tuitions; based on rolling average of attendees
2330.... COMMUNITY EDUCATION	126,700	137,700	8.7%	Community & driver's ed. programs; decrease due to reclassification of unrelated expenses to new section of budget
2610.... SCHOOL LIBRARY AND AUDIOVISUAL	622,432	636,719	2.3%	Contractual obligations, dues, supplies, books, audio/visual supplies, library automation system
2620.... EDUCATIONAL TELEVISION	18,097	23,661	30.7%	Video conferencing, database subscriptions
2630.... COMPUTER ASSISTED INSTRUCTION	306,805	277,769	-9.5%	IT equipment, device repairs, telephone charges, software subscriptions and licensing
2805.... ATTENDANCE-REGULAR SCHOOL	51,228	56,314	9.9%	Contractual obligations
2810.... GUIDANCE-REGULAR SCHOOL	1,446,549	1,492,078	3.1%	Contractual obligations, supplies, dues, guest speakers
2815.... HEALTH SERVICES-REGULAR SCHOOL	542,371	565,377	4.2%	Contractual obligations, supplies, PPE, health contracts for RP students attending nonpublic schools
2820.... PSYCHOLOGICAL SERVICES-REGULAR SCHOOL	270,927	349,690	29.1%	Contractual obligations, dues, supplies. Includes new hire (1) Psychologist to be shared by FJC & JAE.
2825.... SOCIAL WORK SERVICES-REGULAR SCHOOL	332,872	352,738	6.0%	Contractual obligations, dues, supplies
2850.... CO-CURRICULAR ACTIVITIES-REGULAR SCHOOL	425,371	436,125	2.5%	Student club advisers, chaperones for a variety of extracurricular activities
2855.... INTERSCHOLASTIC ATHLETICS-REGULAR SCHOOL	764,562	750,951	-1.8%	Coaches, official fees, entry fees, equipment, physicals, supplies
5510.... DISTRICT TRANSPORTATION SERVICES	41,583	42,812	3.0%	Contractual obligations and supplies
5540.... CONTRACT TRANSPORTATION *	5,395,935	6,009,157	11.4%	Buses, vans and matrons for home to/from school, events, sports, field trips, BOCES. Please see footnote below.
9000..... EMPLOYEE BENEFITS	16,398,091	17,197,965	4.9%	Includes projected costs for medical (active & retired), dental, life, unemployment, etc.
9991..... INTERFUND TRANSFER TO SCHOOL LUNCH FUND	1,000	1,000	0.0%	To write off student lunch debts deemed uncollectible
9901.... INTERFUND TRANSFER TO SPECIAL AID FUND	120,000	110,000	-8.3%	District portion of July & August special education program costs
	67,591,565	69,272,480	2.5%	

ROCKY POINT UFSD
 2022-23 Proposed Budget
 Three Part Line-by-Line Budget Format



	Adopted	Proposed		
	613,222			
CAPITAL COMPONENT	Adopted	Proposed	Change %	Summarized Descriptions
	<u>2021-22</u>	<u>2022-23</u>		
1620... OPERATION OF PLANT	4,766,532	4,749,451	-0.4%	Contractual obligations, outsourced services, supplies, equipment
1621... MAINTENANCE OF PLANT	934,938	1,041,070	11.4%	Utilities, fuel, electrical services, HVAC, plumbing, etc., environmental testing, fire inspections, equipment repairs
9760... TAX ANTICIPATION NOTES	112,500	70,000	-37.8%	Short-term borrowing for cash flow needs; plan to borrow less than years past due to healthy cash balances.
9000..... EMPLOYEE BENEFITS	1,494,699	1,550,081	3.7%	Includes projected costs for medical (active & retired), dental, life, unemployment, etc.
9901.... INTERFUND TRANSFER TO CAPITAL FUND **	233,712	162,635	-30.4%	To fund planned building improvements during the 2022-23 year; see project listing below
9901.... DEBT SERVICE ***	2,037,163	2,145,252	5.3%	Principal & Interest cost for approved Bond Issuances plus equipment financing costs; see below.
	<u>9,579,544</u>	<u>9,718,489</u>	<u>1.5%</u>	
GRAND TOTAL	<u>85,692,726</u>	<u>88,019,717</u>	<u>2.7%</u>	

* **2022-23 Transportation:**

The Rocky Point Board of Education is currently administering a Request for Proposal process to enter into a multi-year transportation contract to maximize efficiencies.
 Total 5-year estimated not-to-exceed cost = \$33,260,000. Approval from the community to enter into a 5-year multi-year contract is obtained with an affirmative vote on the proposed 2022-23 budget.

** **2022-23 Capital Projects with estimated costs:**

Burglar Alarm Replacements at FJC, JAE and the HS	109,140
Floor Tile Replacements at MS (10 classrooms)	53,495
Total	162,635

Included above as "Interfund Transfer to Capital Fund"

*** **2022-23 includes 3-Year Equipment Financing for:**

Copiers/Printer (12 units), Chromebooks (235 units) and Facilities Pay loader

The Principal and Interest associated with this borrowing is included above with "Debt Service"

THREE-PART BUDGET ANALYSIS (% of total)			
2022-23	Admin.	10.26%	Contains BOE, Central Office, B&G Dept., Administrative Functions, Auditing, Legal, Insurance & other mics. expenses
	Program	78.70%	Includes instructional staff & services including Special Education, A.I.S., Athletics, F.A.P.A. & Transportation
	Capital	11.04%	Primarily includes debt service and Buildings & Grounds
		100.00%	



What is the Capital Reserve Fund?

- Creation* This reserve was established by the community in May 2009 and amended in May 2013. Reserve expires 5/2023; will require return of unspent balance to General Fund at that time or a new voter-approved proposition to extend.
- Use of Reserve* May be used to fund the cost of any object or purpose for which bonds may be issued; i.e. construction projects and/or major equipment purchases.
- Funding Level* Has a maximum limit of \$10,000,000. Accumulation of funds into this reserve must cease at the earlier of reaching \$10M in transfers from year-end excess fund balance or 10 years.
- Funding* Voter approval is required to establish and fund this reserve. In accordance with the approved proposition, this reserve is funded entirely from excess fund balance.

Balance as of 6/30/2021 = \$4,508,031.11

May 17, 2022 Ballot to include Capital Reserve Fund Appropriation Request

Expenditures from the District's Capital reserve Fund will **not require any new taxes and will not increase the budget or the tax levy.**

Please see next page for proposed projects in an amount not-to-exceed \$2.5m to be funded by the Capital Reserve Fund if voter approved.

Recommended Capital Reserve Projects



- Replace older FJC playground & JAE playground with updated equipment & safety surfacing.
- Lighting upgrades at HS tennis courts & upper field.
- Create seating area at lower field & improve drainage.
- Installation of (6) pole lights at lower field.
 - Estimated not-to-exceed cost = **\$2,500,000**
 - Current Balance in Capital Reserve = \$4.1m
 - Voter approval required May 17, 2022

ROCKY POINT UFSD
 FUNDING PLAN
 BUDGET 2022-23



<u>Category</u>	<u>2021-22 Budget</u>	<u>2022-23 Proposed</u>	<u>Notes</u>
Tax Levy	52,483,059	53,608,209	2.14% Increase; under District's Allowable Tax Cap for second consecutive year
State Aid	29,546,357	30,883,044	Primarily due to large increase in Foundation Aid partially offset by lower building aid
Appropriated Fund Balance	2,079,419	2,050,473	Surplus funds at fiscal year-end to partially offset 2022-23 Tax Levy
<i>Reserve Appropriations:</i>			
Employers Retirement System	400,000	500,000	In line with District's Reserve Plan
Unemployment	50,000	20,000	In line with District's Reserve Plan
Employee Benefits Accrued Liability	200,000	200,000	In line with District's Reserve Plan
Worker's Compensation	200,000	0	In line with District's Reserve Plan
Debt Service	23,000	23,000	In line with District's Reserve Plan
Other Misc. Revenues	710,891	734,991	Interest, refunds, Medicaid reimbursements, PILOT, misc. billings, etc.
Total Funding Plan	85,692,726	88,019,717	2.72%
Total Expenditures	85,692,726	88,019,717	2.72%
Balanced Budget	0	0	Revenues = Expenses



ROCKY POINT UNION FREE SCHOOL DISTRICT

BUSINESS OFFICE

90 Rocky Point – Yaphank Road
Rocky Point, New York 11778

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Dr. Scott O'Brien
Superintendent of Schools

Christopher A. Van Cott
Assistant Superintendent for Business

Foundation Aid Plan 2022-23

As per the New York State Education Department, the 2021-22 enacted state budget included language stating that, for the 2021-22, **2022-23** and 2023-24 school years, each school district receiving a Foundation Aid increase of **more than ten percent** or \$10,000,000 must post to the district website prior to July 1 of each school year a plan by school year of how the funds will be utilized. The Rocky Point UFSD is required to comply due to its increase in Foundation Aid from 2021-22 to 2022-23, please see the chart below. The 2022-23 Foundation Aid figure reflected, is adjusted from the published amount due to what is called a “Deduction for the Local School District’s Share of Educational Costs for Certain Costs”; NYSEL §4401(8). An assessment is deducted from every school district for their portion of the educational costs for certain students under the care and custody of a State agency or with unique educational placements.

	<u>2021-22</u>	<u>2022-23</u>	<u>Chg \$</u>	<u>Chg %</u>
Foundation Aid	20,450,075	22,897,318	2,447,243	12.0%

This additional 2022-23 Foundation Aid allowed the District to offset higher health insurance premiums, mitigate the impact of inflation and to fund increased transportation costs while maintaining lower class sizes throughout all school buildings.

At this time, the District anticipates receiving a similar increase in 2023-24 Foundation Aid as received in 2022-23. If that comes to fruition, the District is planning to utilize those funds to development & implement a 9-period instructional day at the secondary level effective September 2023.

If there are any questions on the use of Foundation Aid, please contact Mr. Christopher A. Van Cott, Assistant Superintendent for Business at chrisvancott@rockypoint.k12.ny.us.

Property Tax Report Card
580209 - ROCKY POINT UFSD

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 Official - as of 04/08/2022 11:36 AM

****Please use Chrome or Firefox browsers when entering the Business Portal to complete the PTRC. Internet Explorer is NOT recommended.****

Note: Some data elements of the Property Tax Report Card have been revised or renamed to more closely follow the Property Tax Cap calculations districts complete on the Office of the State Comptroller website. Please see the Help text above for definitions. Additional guidance on the Property Tax Levy Limit is available on the Office of Educational Management Services website:
<http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2022-23 Budget Notice to: emscmgt@snyed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Notice: The Enacted Budget allows school districts to establish a reserve fund for NYS Teachers' Retirement System Contributions, effective immediately. This reserve, if applicable, should be reported in the Schedule of Reserves under 'Other Reserve' and with a description that says: "To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS)."

Form Due - April 25, 2022

Form Preparer Name: CHRISTOPHER VAN COTT
 Preparer's Telephone Number: 631-849-7564

Shaded Fields Will Calculate	Budgeted 2021-22 (A)	Proposed Budget 2022-23 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	85,692,726	88,019,717	2.72 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	52,483,059	53,608,209	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	52,483,059	53,608,209	2.14 %
F. Permissible Exclusions to the School Tax Levy Limit	156,089	818,337	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	52,795,092	53,422,564	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	52,326,970	52,789,872	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	468,122	632,692	
Public School Enrollment	2,830	2,798	-1.13 %
Consumer Price Index			4.7 %

¹ Include any prior year reserve for excess tax levy, including interest.

² Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

³ For 2022-23, includes any carryover from 2021-22 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2021-22 (D)	Estimated 2022-23 (E)
Adjusted Restricted Fund Balance	18,017,125	16,833,775
Assigned Appropriated Fund Balance	2,575,095	2,550,473
Adjusted Unrestricted Fund Balance	3,427,643	3,520,789
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/22 Actual Balance	6/30/22 Estimated Ending Balance	Intended Use of the Reserve in the 2022-23 School Year (Limit 200 Characters)**
--------------	--------------	-----------------------	------------------------	----------------------------------	---

Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital	CAPITAL	For the cost of any object or purpose for which bonds may be issued.	4,508,031	4,068,031	2500000
Repair	N/A	For the cost of repairs to capital improvements or equipment.	0	0	0
Workers Compensation	WORKERS COMP RESERVE	For self-insured Workers Compensation and benefits.	2,046,298	2,051,298	0
Unemployment Insurance	UNEMPLOYMENT RESERVE	For reimbursement to the State Unemployment Insurance Fund.	466,018	446,518	20000
Reserve for Tax Reduction	N/A	For the gradual use of the proceeds of the sale of school district real property.	0	0	0
Mandatory Reserve for Debt Service	DEBT SERVICE RESERVE	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	117,520	94,520	23000
Insurance	N/A	For liability, casualty, and other types of uninsured losses.	0	0	0
Property Loss	PROPERTY LOSS RESERVE	To cover property loss.	54,353	29,628	0

Liability + (add)	LIABILITY RESERVE	To cover incurred liability claims.	54,353	42,628	0
Tax Certiorari	N/A	For tax certiorari settlements.	0	0	0
Reserve for Insurance Recoveries	N/A	For unexpended proceeds of insurance recoveries at fiscal year end.	0	0	0
Employee Benefit Accrued Liability	EBAL RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	4,165,015	3,968,115	200000
Retirement Contribution	ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	4,807,202	4,310,202	500000
Reserve for Uncollected Taxes	N/A	For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.	0	0	0
Single Other Reserve	TRS SUB RESERVE	To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)	1,915,855	1,917,355	0

* **NYSED Reserve Guidance:**
http://www.p12.nysed.gov/mgt/serv/accounting/docs/reserve_funds.pdf

OSC Reserve Guidance: <http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservefunds>

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2022-23. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Rocky Point Union Free School District	Budget Adopted for the 2021-22 School Year	Budget Proposed for the 2022-23 School Year	Contingency Budget for the 2022-23 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$85,692,726	\$88,019,717	\$86,894,567
Increase/Decrease for the 2022-23 School Year		\$2,326,991	\$1,201,841
Percentage Increase/Decrease in Proposed Budget		2.72%	1.40%
Change in the Consumer Price Index		4.70%	
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$52,483,059	\$53,608,209	
B. Levy to Support Library Debt, if Applicable	\$0	\$0	
C. Levy for Non-Excludable Propositions, if Applicable	\$0	\$0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$0	\$0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$52,483,059	\$53,608,209	\$52,483,059
F. Permissible Exclusions to the School Tax Levy Limit	\$156,089	\$818,337	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$52,795,092	\$53,422,564	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E - B - F + D)	\$52,326,970	\$52,789,872	
I. Difference: (G - H); (Negative Value Requires 60.0% Voter Approval -	\$468,122	\$632,692	
Administrative Component	\$8,519,617	\$9,028,748	\$8,623,733
Program Component	\$67,593,565	\$69,272,480	\$69,257,480
Capital Component	\$9,579,544	\$9,718,489	\$9,013,354

* A defeated budget will further reduce the District's spending plan to align with regulations for operating under a contingency budget.

Separate proposition not included in the Total Budgeted Amount:	Description:	Amount:
Use of Capital Reserve Fund	To fund the retrofitting of LED lighting at the tennis courts & the upper turf field; installation of LED pole lighting at the lower turf field; construction of lower turf field seating & drainage improvements at the Middle/High Schools, replacement of the playground surface & equipment at Joseph A. Edgar and the replacement of the playground surface & equipment at Frank J. Carasiti and related site work.	Not-to-exceed \$2,500,000

STAR Class 1 savings = \$ 1,217

ESSA Financial Transparency Report - District Level Actual Expenditures 2020-2021

for ROCKY POINT UFSD

(Bedscore: 580209020000)


ESSA Financial Transparency Report - District Level Actual Expenditures 2020/2021

This form has been successfully submitted.

District Average Fringe Benefit

Complete the District Fringe Rate Benefit section below first. Record your District Average Fringe Rate then return to the Data Exchange homepage and begin filling out your school forms.

STOP once you have the District Average Fringe Rate and complete all school-level forms before finishing this district-level form.

	Amount Spent	Fringe Rate (%)
Total Employee Benefits in General Fund & Special Aid Fund	17,647,875	N/A
Other Post-Employment Benefits	2,577,607	N/A
Total Employee Benefits for Active Employees	15,070,268	N/A
Total Personal Service in General Fund & Special Aid Fund	40,291,899	N/A
District Average Fringe Rate 	N/A	37.40272455264518

School-Level Spending

Completion of each school-level form and one district-level form will satisfy the Federal Every Student Succeeds Act Financial Transparency reporting requirement. Complete guidance on these requirements, including a crosswalk from ST-3 codes to items on this report, is available at this website:

<http://www.nysed.gov/essa/financial-transparency> (<http://www.nysed.gov/essa/financial-transparency>)

School form data will be automatically aggregated to this district-level form within a few minutes once **all** school-level forms are completed, saved, **and** submitted. To make changes to entries A-D, J-K, or O-T, please return to the school forms, edit, save, **and** submit.

	Amount Spent
Instruction	
A1. Classroom Salaries	25,670,623.00
A2. Other Instructional Salaries	2,803,503.00
A3. Instructional Benefits	10,650,098.00
A4. Professional Development	5,081.00
A. Instruction Total	39,129,305.00
Administration	
B1. School Administrative Salaries	2,124,291.00
B2. School Administrative Benefits	794,544.00
B3. Other School Administrative Expenditures	8,868.00
B. Administration Total	2,927,703.00
All Other Spending	
C1. All Other Salaries	1,833,917.00
C2. All Other Benefits	685,936.00
C3. All Other Non-Personnel Expenditures	1,646,470.00
C. Total of All Other Spending	4,166,323.00
Total	
D. Total School Level	46,223,331.00

District Level Spending

* Amount Spent

Instruction

E1. Classroom Salaries	2,176,203
E2. Other Instructional Salaries	1,189,515
E3. Instructional Benefits	1,258,870
E4. Professional Development	0
E. Instruction Total	4,624,588

Administration

F1. Central Administrative Salaries	4,213,717
F2. Central Administrative Benefits	1,576,045
F3. Other Central Administrative Expenditures	90,113
F. Administration Total	5,879,875

All Other Spending

G1. All Other Salaries	240,339
G2. All Other Benefits	2,667,500
G3. All Other Non-Personnel Expenditures	11,343,631
G. Total of All Other Spending	14,251,470

Total

H. Total District Level	24,755,933
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Total District and School Spending

Amount Spent

I. Total District and School Level Spending	70,979,264
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School Level Local/State Spending

Amount Spent

Local/State Spending

J. Total Local/State 45,520,213.00

Federal Spending

K1. Federal Title I Part A 0.00

K2. Federal Title II Part A 0.00

K3. Federal Title III Part A 0.00

K4. Federal Title IV Part A 0.00

K5. IDEA 703,118.00

K6. All Other Federal 0.00

K7. Federal CARES/CRRSA/ARP 0.00

K. Total Federal Spending 703,118.00

Total

Total School Level 46,223,331.00

District Level Local/State Spending

Amount Spent

L. Total Local/State 24,129,175

M. Total Federal Spending 626,758

Total

Total District Level 24,755,933

Total District and School Local/State Spending

Amount Spent

N. Total District and School Level Spending 70,979,264

School-Level Program Detail Areas

School-Level Costs

Amount Spent

O. Special Education	9,799,158.00
P. ELL/MLL Services	0.00
Q. Pupil Services	4,249,389.00
R. Community Schools Programs	0.00
S. BOCES Services	1,253,315.00
T. Prekindergarten	0.00

District-Level Program Detail Areas

Central District Costs

* Amount Spent

U. Special Education	1,379,788
V. ELL/MLL Services	36,191
W. Pupil Services	2,038,761
X. Community Schools Programs	119,394
Y. BOCES Services	5,748,400
Z. Prekindergarten	0

Total District Expenditures and Exclusions

* Amount Spent

Exclusions

1. Transportation	4,568,572
2. Charter School Tuition	0
3. Other Tuition	1,490,109
4. Debt Service	69,375
5. Other	6,429,913
Total Exclusions	12,557,969

Expenditures

Total Expenditures 	83,537,233
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Reported ST-3 Value

The ST-3 value is updated from SAMS on the first weekday after the 1st and 15th of each month until November 15. From December through the close of the form, the ST-3 value is only updated on the first weekday after the 1st of the month.

Most recent ST-3

83537233.00

If total expenditures does not closely align to the ST-3 value, please provide a brief explanation here. For details on the account codes included in the ST-3, please see the guidance for this year.

Total of \$83,537,233 ties exactly to ST3 revision submitted on 12/15/21.



**ROCKY POINT UNION FREE SCHOOL DISTRICT
BUSINESS OFFICE**

90 Rocky Point – Yaphank Road
Rocky Point, New York 11778


Telephone: (631) 744-1600

Fax: (631) 849-7556

Dr. Scott O'Brien
Superintendent of Schools

Christopher A. Van Cott
Assistant Superintendent for Business

MEMORANDUM

FROM: Christopher A. Van Cott 
DATE: 4/12/2022
RE: 2022 Exemption Impact Report

Please find an email from the Assessor's Office informing the District its 2022 Exemption Impact Report will not be available until July 2022. As such, the 2021 Exemption Impact Report has been provided for your reference.

Van Cott, Christopher A.

To: Neil Manzella
Subject: RE: 2021 Annual Assessor Reports

From: Neil Manzella <nmanzella@brookhavenny.gov>
Sent: Friday, April 1, 2022 10:35 AM
To: Van Cott, Christopher A. <ChrisVancott@rockypoint.k12.ny.us>
Subject: 2021 Annual Assessor Reports

Dear Mr. Chris Van Cott,

I am reaching out to verify that you are still the proper contact to receive the annual tax calculation and impact report for the Rocky Point School District. If so, please reply a confirmation. If not, please forward this email to the proper contact.
These reports will be sent out in early July 2022.

Thank you in advance

Neil Manzella



**NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**

(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 07/09/2021

Taxing Jurisdiction: 4722

Fiscal Year Beginning: 2021

School District: 472209 ROCKY POINT UFSD 9

Total assessed value in taxing jurisdiction: 20,144,106

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
12100	New York State	RPTL 404(1)	7	304,645	1.51%
13500	Town	RPTL 406(1)	90	110,955	0.55%
13800	School	RPTL 408	3	2,005,625	9.96%
13890	Suffolk County Water	RPTL 412	5	6,490	0.03%
18020	Industrial Development Agency	RPTL 412-a	4	4,250	0.02%
21600	Parsonage	RPTL 462	1	2,780	0.01%
25110	Church - Religious	RPTL 420-a	5	93,725	0.47%
25120	Educational	RPTL 420-a	2	9,000	0.04%
25130	Charity	RPTL 420-a	10	36,810	0.18%
26100	Amercian Legion, VFW, DAR	RPTL 452	2	10,300	0.05%
26400	VOL FIRE-AMB DIST PROP	RPTL 464(2)	8	47,665	0.24%
28540	Mental Hostel	RPTL 422	2	11,370	0.06%
41120	VETERAN-NON COMBAT (CTS)	RPTL 458-A	1	148	0.00%
41124	VETERAN-NON COMBAT (S)	RPTL 458-A	225	20,940	0.10%
41130	VETERAN-COMBAT (CTS)	RPTL 458-A	5	592	0.00%
41134	VETERAN-COMBAT (S)	RPTL 458-A	190	29,405	0.15%
41140	DISABLED VETERAN (CTS)	RPTL 458-A	14	2,657	0.01%
41144	DISABLED VETERAN (S)	RPTL 458-A	56	15,263	0.08%
41164	VETERAN-COLD WAR	RPTL 458-B	52	3,224	0.02%
41170	VETERAN-COLD WAR DISABLED	RPTL 458-B	2	321	0.00%
41174	VETERAN-COLD WAR DISABLED	RPTL 458-B	3	693	0.00%
41400	Clergy	RPTL 460	7	10,975	0.05%
41690	Vol Fire & Ambulance	RPTL466c,d,e,f,g ,h&i	69	17,836	0.09%
41800	Senior	RPTL 467	105	98,912	0.49%
41804	Senior (Sch)	RPTL 467	45	41,882	0.21%
41834	Star Enhanced	RPTL 425	568	523,571	2.60%
41854	STAR BASIC	RPTL 425	2580	1,042,514	5.18%
41930	Limited Income Disability	RPTL 459-c	12	13,648	0.07%
48660	Housing Development Fund Co	P H F I L 577,654-a	2	3,200	0.02%
Totals:			4075	4,469,396	22.19%

Salary: Administrative Compensation Information
580209 - ROCKY POINT UFSD

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Form Due May 9, 2022

2022-2023 Salary Threshold =
\$150,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2022-2023.

If you will be sharing a Superintendent, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to EMSCMGTS@nysed.gov indicating the title of the staff persons(s) as well as the other district(s) involved in the cost-sharing.

The salaries, benefits and other compensation reported in the form should reflect only the financial support or commitment that your district will be making. They should **not** reflect the total amounts budgeted to be paid by all participating districts over the school year.

Report Estimated Salaries in the Budget for the 2022-2023 School Year

Sections 1608 and 1716 of the Education Law
(Please read the instructions and definitions before completing this form.)

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	254,153	58,257	18,200

Please list the district or districts with which you will be sharing a superintendent (if applicable):

Associate, Assistant and Deputy Superintendents
(Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)

2.	ASSISTANT SUPERINTENDENT	232,257	72,437	6,500
3.	ASSISTANT SUPERINTENDENT FOR BUSINESS	225,375	54,549	6,500
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Salary: Administrative Compensation Information
580209 - ROCKY POINT UFSD

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	Title	Salary	Employee Benefits	Other Remuneration
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Salary: Administrative Compensation Information
580209 - ROCKY POINT UFSD

2021-2022 Claim Year - Page 3
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Other Supervisory and Administrative Employees Scheduled to Receive \$150,000 or More in Salary

71.	EXEC DIRECTOR OF CURRICULUM, TECH. & INNOV	180,250
72.	EXECUTIVE DIRECTOR OF PUPIL PERSONNEL	200,192
73.	DIRECTOR OF HUMANITIES	186,996
74.	DIRECTOR OF SPECIAL EDUCATION	203,214
75.	DIRECTOR OF ATHLETICS, PHYS ED, HEALTH & INT	193,152
76.	HS PRINCIPAL	162,562
77.	MS PRINCIPAL	187,620
78.	ELEMENTARY PRINCIPAL	158,858
79.	ELEMENTARY ASSISTANT PRINCIPAL	169,537
80.	HS ASSISTANT PRINCIPAL	187,380
81.	DISTRICT TREASURER	153,847
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Salary: Administrative Compensation Information
580209 - ROCKY POINT UFSD

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Salary: Administrative Compensation Information 2021-2022 - Page 5
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ROCKY POINT UFSD - NEW YORK STATE REPORT CARD [2020 - 21]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (58.87 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Black or African American	Good Standing
Hispanic or Latino	Good Standing
Multiracial	Good Standing
White	Good Standing
English Language Learners	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	1,718	217	12.6%
Asian or Native Hawaiian/Other Pacific Islander	22	—	—
Black or African American	27	—	—
Hispanic or Latino	331	63	19%
Multiracial	59	12	20.3%
White	1,279	133	10.4%
English Language Learners	108	32	29.6%
Students with Disabilities	374	60	16%
Economically Disadvantaged	623	131	21%

SECONDARY STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Hispanic or Latino	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

SECONDARY GRADUATION RATE

Accountability graduation rate data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	243	230	94.7%
	5-Year	266	255	95.9%
	6-Year	278	270	97.1%
American Indian or Alaska Native	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	4	—	—
	5-Year	7	—	—
	6-Year	7	—	—
Black or African American	4-Year	5	—	—
	5-Year	6	—	—
	6-Year	9	—	—
Hispanic or Latino	4-Year	56*	42	75%
	5-Year	31	26	83.9%
	6-Year	30	25	83.3%
Multiracial	4-Year	7	—	—
	5-Year	3	—	—
	6-Year	0	—	—
White	4-Year	211	205	97.2%
	5-Year	227	222	97.8%
	6-Year	240	237	98.8%
English Language Learners	4-Year	13	—	—
	5-Year	14	—	—
	6-Year	11	—	—
Students with Disabilities	4-Year	38	35	92.1%
	5-Year	46	41	89.1%
	6-Year			

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
	6-Year	46	44	95.7%
Economically Disadvantaged	4-Year	75	64	85.3%
	5-Year	81	73	90.1%
	6-Year	84	79	94%

*Not enough students were in this subgroup in the current reporting year, so data for the current and the previous reporting year were combined.

SECONDARY CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

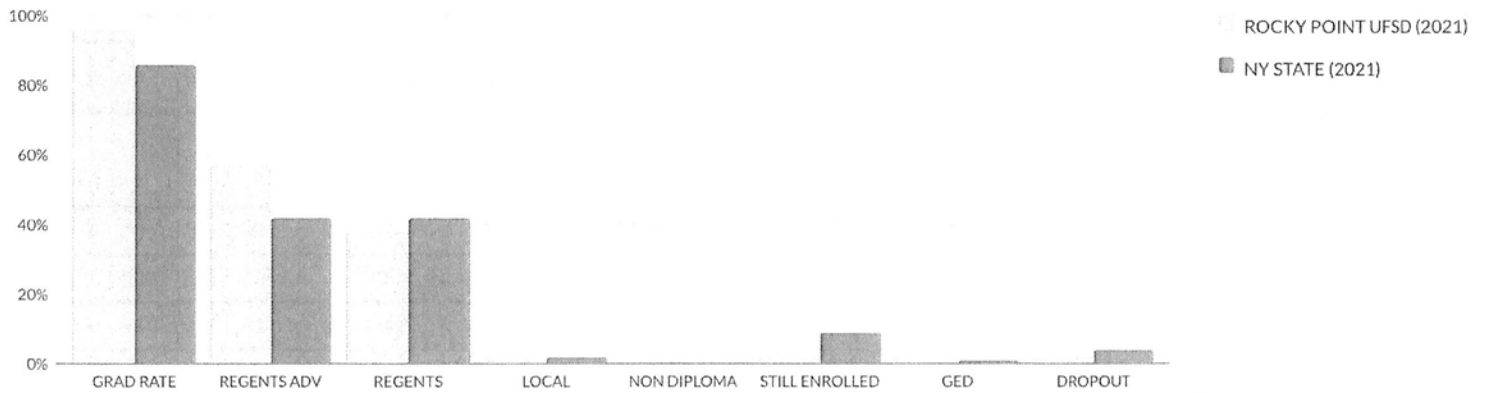
Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	964	135	14%
Asian or Native Hawaiian/Other Pacific Islander	18	—	—
Black or African American	18	—	—
Hispanic or Latino	132	30	22.7%
Multiracial	23	—	—
White	773	98	12.7%
English Language Learners	28	—	—
Students with Disabilities	164	48	29.3%
Economically Disadvantaged	302	80	26.5%

ROCKY POINT UFSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2021

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	255	245	96%	145	57%	98	38%	2	1%	0	0%	4	2%	0	0%	6	2%
Female	131	126	96%	78	60%	48	37%	0	0%	0	0%	0	0%	0	0%	5	4%
Male	124	119	96%	67	54%	50	40%	2	2%	0	0%	4	3%	0	0%	1	1%
General Education Students	211	207	98%	143	68%	64	30%	0	0%	0	0%	1	0%	0	0%	3	1%
Students with Disabilities	44	38	86%	2	5%	34	77%	2	5%	0	0%	3	7%	0	0%	3	7%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	7	5	71%	3	43%	2	29%	0	0%	0	0%	2	29%	0	0%	0	0%
Hispanic or Latino	28	26	93%	11	39%	14	50%	1	4%	0	0%	0	0%	0	0%	2	7%
White	213	207	97%	124	58%	82	38%	1	0%	0	0%	2	1%	0	0%	4	2%
Multiracial	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	85	78	92%	39	46%	39	46%	0	0%	0	0%	2	2%	0	0%	5	6%
Not Economically Disadvantaged	170	167	98%	106	62%	59	35%	2	1%	0	0%	2	1%	0	0%	1	1%
English Language Learner	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	253	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	254	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Homeless	10	10	100%	5	50%	5	50%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	245	235	96%	140	57%	93	38%	2	1%	0	0%	4	2%	0	0%	6	2%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	255	245	96%	145	57%	98	38%	2	1%	0	0%	4	2%	0	0%	6	2%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	255	245	96%	145	57%	98	38%	2	1%	0	0%	4	2%	0	0%	6	2%

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ROCKY POINT UFSD GRADUATION PATHWAYS DATA 2021

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	245	244	100%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
Female	126	126	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	119	118	99%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%
General Education Students	207	206	100%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
Students with Disabilities	38	38	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	26	26	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	207	206	100%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
Multiracial	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	78	78	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Economically Disadvantaged	167	166	99%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	244	243	100%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	245	244	100%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
Homeless	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	235	234	100%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	245	244	100%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	245	244	100%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%

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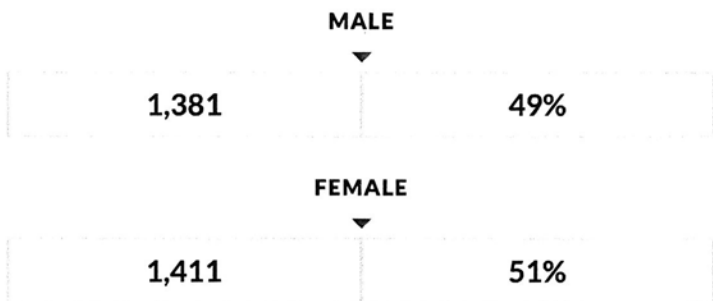
THIS DOCUMENT WAS CREATED ON: MARCH 29, 2022, 11:39 AM EST

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

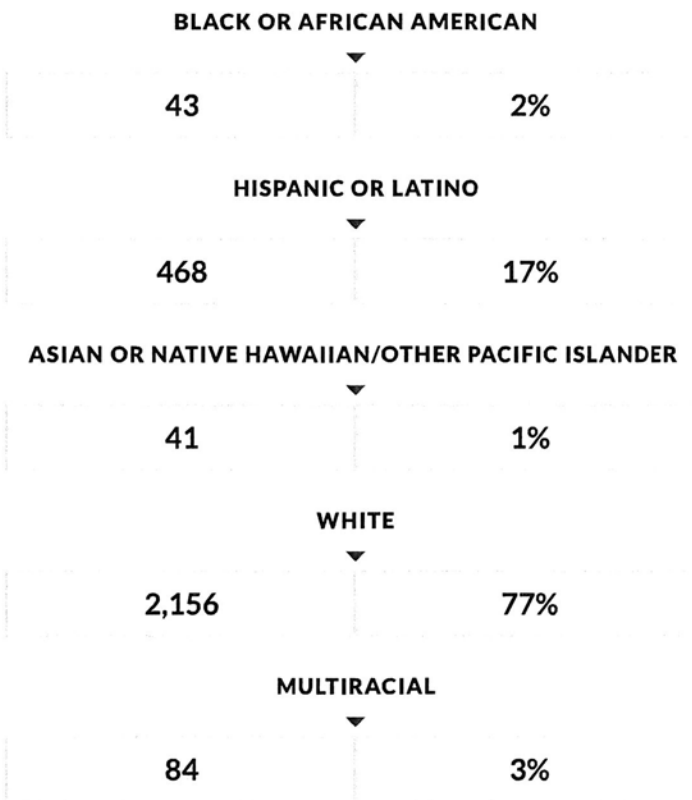
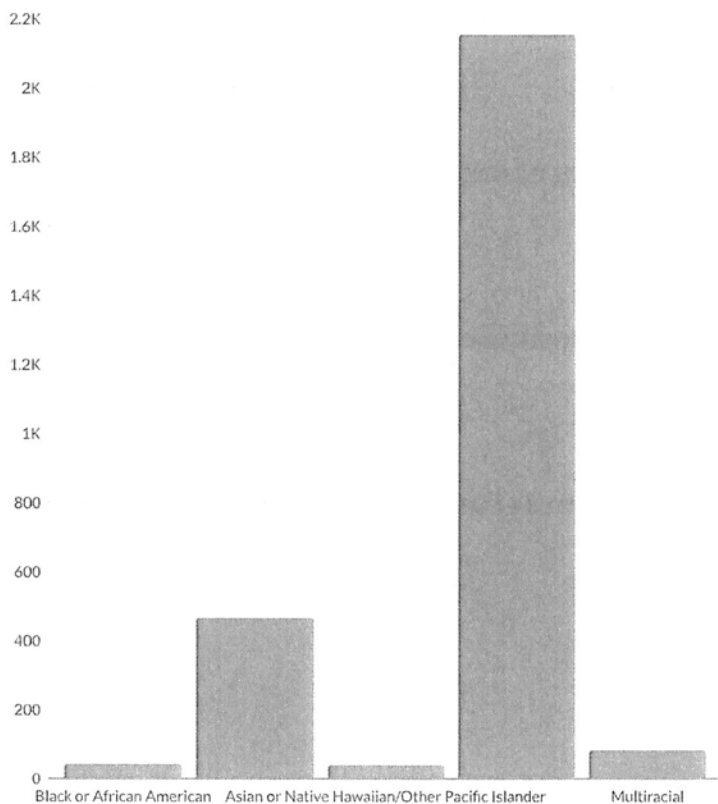
ROCKY POINT UFSD ENROLLMENT (2020 - 21)

K-12 Enrollment: 2,792

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

128 5%

MIGRANT

— —

STUDENTS WITH DISABILITIES

522 19%

HOMELESS

20 1%

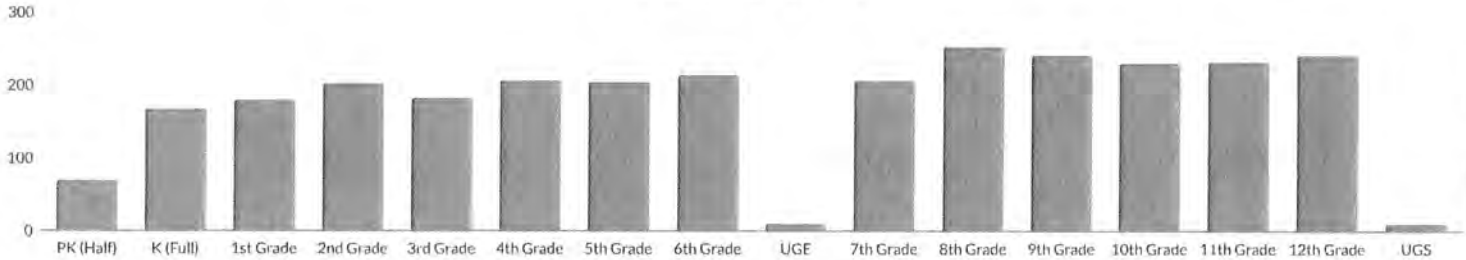
ECONOMICALLY DISADVANTAGED

951 34%

PARENT IN ARMED FORCES

5 0%

ENROLLMENT BY GRADE



PRE-K (HALF DAY)

70 2%

K (FULL DAY)

168 6%

1ST GRADE

180 6%

2ND GRADE

203 7%

3RD GRADE

183 6%

4TH GRADE

207 7%

5TH GRADE

205 7%

6TH GRADE

215 8%

UNGRADED ELEMENTARY

11 0%

7TH GRADE

207 7%

8TH GRADE

254 9%

9TH GRADE

242 8%

10TH GRADE

231 8%

11TH GRADE

233 8%

12TH GRADE

242 8%

UNGRADED SECONDARY

11 0%

ROCKY POINT UFSD GRADES 3-8 ELA ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

[Assessment Data - Glossary of Terms](#) | [Assessment Data - Business Rules](#)

2021 English Language Arts Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	183	100%	68	37%	115	63%
Female	81	44%	27	33%	54	67%
Male	102	56%	41	40%	61	60%
General Education Students	151	83%	59	39%	92	61%
Students with Disabilities	32	17%	9	28%	23	72%
Asian or Native Hawaiian/Other Pacific Islander	3	2%	0	0%	3	100%
Black or African American	2	1%	0	0%	2	100%
Hispanic or Latino	35	19%	12	34%	23	66%
White	141	77%	54	38%	87	62%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Multiracial	2	1%	2	100%	0	0%
Economically Disadvantaged	68	37%	30	44%	38	56%
Not Economically Disadvantaged	115	63%	38	33%	77	67%
English Language Learner	15	8%	3	20%	12	80%
Non-English Language Learner	168	92%	65	39%	103	61%
Not in Foster Care	183	100%	68	37%	115	63%
Homeless	5	3%	4	80%	1	20%
Not Homeless	178	97%	64	36%	114	64%
Not Migrant	183	100%	68	37%	115	63%
Parent in Armed Forces	1	1%	1	100%	0	0%
Parent Not in Armed Forces	182	99%	67	37%	115	63%

2021 English Language Arts Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	217	100%	57	26%	160	74%
Female	109	50%	27	25%	82	75%
Male	108	50%	30	28%	78	72%
General Education Students	178	82%	48	27%	130	73%
Students with Disabilities	39	18%	9	23%	30	77%
Asian or Native Hawaiian/Other Pacific Islander	5	2%	5	100%	0	0%
Black or African American	5	2%	2	40%	3	60%
Hispanic or Latino	41	19%	8	20%	33	80%
White	161	74%	41	25%	120	75%
Multiracial	5	2%	1	20%	4	80%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Economically Disadvantaged	82	38%	19	23%	63	77%
Not Economically Disadvantaged	135	62%	38	28%	97	72%
English Language Learner	10	5%	4	40%	6	60%
Non-English Language Learner	207	95%	53	26%	154	74%
Not in Foster Care	217	100%	57	26%	160	74%
Homeless	4	2%	1	25%	3	75%
Not Homeless	213	98%	56	26%	157	74%
Not Migrant	217	100%	57	26%	160	74%
Parent in Armed Forces	2	1%	0	0%	2	100%
Parent Not in Armed Forces	215	99%	57	27%	158	73%

2021 English Language Arts Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	214	100%	53	25%	161	75%
Female	103	48%	27	26%	76	74%
Male	111	52%	26	23%	85	77%
General Education Students	166	78%	44	27%	122	73%
Students with Disabilities	48	22%	9	19%	39	81%
Asian or Native Hawaiian/Other Pacific Islander	2	1%	1	50%	1	50%
Black or African American	4	2%	3	75%	1	25%
Hispanic or Latino	47	22%	16	34%	31	66%
White	152	71%	31	20%	121	80%
Multiracial	9	4%	2	22%	7	78%
Economically Disadvantaged	71	33%	15	21%	56	79%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not Economically Disadvantaged	143	67%	38	27%	105	73%
English Language Learner	10	5%	1	10%	9	90%
Non-English Language Learner	204	95%	52	25%	152	75%
Not in Foster Care	214	100%	53	25%	161	75%
Homeless	5	2%	1	20%	4	80%
Not Homeless	209	98%	52	25%	157	75%
Not Migrant	214	100%	53	25%	161	75%
Parent in Armed Forces	1	0%	1	100%	0	0%
Parent Not in Armed Forces	213	100%	52	24%	161	76%

2021 English Language Arts Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	223	100%	44	20%	179	80%
Female	127	57%	26	20%	101	80%
Male	96	43%	18	19%	78	81%
General Education Students	162	73%	34	21%	128	79%
Students with Disabilities	61	27%	10	16%	51	84%
Asian or Native Hawaiian/Other Pacific Islander	2	1%	1	50%	1	50%
Black or African American	4	2%	1	25%	3	75%
Hispanic or Latino	43	19%	10	23%	33	77%
White	164	74%	29	18%	135	82%
Multiracial	10	4%	3	30%	7	70%
Economically Disadvantaged	83	37%	11	13%	72	87%
Not Economically Disadvantaged	140	63%	33	24%	107	76%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
English Language Learner	15	7%	1	7%	14	93%
Non-English Language Learner	208	93%	43	21%	165	79%
Not in Foster Care	223	100%	44	20%	179	80%
Homeless	6	3%	0	0%	6	100%
Not Homeless	217	97%	44	20%	173	80%
Not Migrant	223	100%	44	20%	179	80%
Parent Not in Armed Forces	223	100%	44	20%	179	80%

2021 English Language Arts Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	211	100%	18	9%	193	91%
Female	117	55%	8	7%	109	93%
Male	94	45%	10	11%	84	89%
General Education Students	163	77%	11	7%	152	93%
Students with Disabilities	48	23%	7	15%	41	85%
Asian or Native Hawaiian/Other Pacific Islander	4	2%	0	0%	4	100%
Black or African American	4	2%	0	0%	4	100%
Hispanic or Latino	40	19%	5	13%	35	88%
White	155	73%	10	6%	145	94%
Multiracial	8	4%	3	38%	5	63%
Economically Disadvantaged	80	38%	4	5%	76	95%
Not Economically Disadvantaged	131	62%	14	11%	117	89%
English Language Learner	5	2%	1	20%	4	80%
Non-English Language Learner	206	98%	17	8%	189	92%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not in Foster Care	211	100%	18	9%	193	91%
Homeless	5	2%	0	0%	5	100%
Not Homeless	206	98%	18	9%	188	91%
Not Migrant	211	100%	18	9%	193	91%
Parent Not in Armed Forces	211	100%	18	9%	193	91%

2021 English Language Arts Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	257	100%	38	15%	219	85%
Female	126	49%	22	17%	104	83%
Male	131	51%	16	12%	115	88%
General Education Students	207	81%	33	16%	174	84%
Students with Disabilities	50	19%	5	10%	45	90%
Asian or Native Hawaiian/Other Pacific Islander	5	2%	2	40%	3	60%
Black or African American	3	1%	1	33%	2	67%
Hispanic or Latino	28	11%	7	25%	21	75%
White	213	83%	27	13%	186	87%
Multiracial	8	3%	1	13%	7	88%
Economically Disadvantaged	84	33%	12	14%	72	86%
Not Economically Disadvantaged	173	67%	26	15%	147	85%
English Language Learner	5	2%	3	60%	2	40%
Non-English Language Learner	252	98%	35	14%	217	86%
Not in Foster Care	257	100%	38	15%	219	85%
Homeless	2	1%	1	50%	1	50%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not Homeless	255	99%	37	15%	218	85%
Not Migrant	257	100%	38	15%	219	85%
Parent Not in Armed Forces	257	100%	38	15%	219	85%

2021 English Language Arts Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	68	8	12%	17	25%	28	41%	15	22%	43	63%
Female	27	1	4%	6	22%	15	56%	5	19%	20	74%
Male	41	7	17%	11	27%	13	32%	10	24%	23	56%
General Education Students	59	4	7%	12	20%	28	47%	15	25%	43	73%
Students with Disabilities	9	4	44%	5	56%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	12	—	—	—	—	—	—	—	—	—	—
White	54	3	6%	13	24%	25	46%	13	24%	38	70%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	30	6	20%	9	30%	10	33%	5	17%	15	50%
Not Economically Disadvantaged	38	2	5%	8	21%	18	47%	10	26%	28	74%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Non-English Language Learner	65	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	68	8	12%	17	25%	28	41%	15	22%	43	63%
Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	64	—	—	—	—	—	—	—	—	—	—
Not Migrant	68	8	12%	17	25%	28	41%	15	22%	43	63%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	67	—	—	—	—	—	—	—	—	—	—

2021 English Language Arts Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	57	5	9%	10	18%	19	33%	23	40%	42	74%
Female	27	2	7%	4	15%	8	30%	13	48%	21	78%
Male	30	3	10%	6	20%	11	37%	10	33%	21	70%
General Education Students	48	2	4%	8	17%	16	33%	22	46%	38	79%
Students with Disabilities	9	3	33%	2	22%	3	33%	1	11%	4	44%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	3	38%	2	25%	1	13%	2	25%	3	38%
White	41	1	2%	6	15%	17	41%	17	41%	34	83%
Multiracial	1	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Economically Disadvantaged	19	4	21%	4	21%	4	21%	7	37%	11	58%
Not Economically Disadvantaged	38	1	3%	6	16%	15	39%	16	42%	31	82%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	53	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	57	5	9%	10	18%	19	33%	23	40%	42	74%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	56	—	—	—	—	—	—	—	—	—	—
Not Migrant	57	5	9%	10	18%	19	33%	23	40%	42	74%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	57	5	9%	10	18%	19	33%	23	40%	42	74%

2021 English Language Arts Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	53	12	23%	14	26%	12	23%	15	28%	27	51%
Female	27	7	26%	8	30%	3	11%	9	33%	12	44%
Male	26	5	19%	6	23%	9	35%	6	23%	15	58%
General Education Students	44	7	16%	10	23%	12	27%	15	34%	27	61%
Students with Disabilities	9	5	56%	4	44%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	4	25%	2	13%	3	19%	7	44%	10	63%
White	31	8	26%	10	32%	6	19%	7	23%	13	42%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	15	6	40%	3	20%	2	13%	4	27%	6	40%
Not Economically Disadvantaged	38	6	16%	11	29%	10	26%	11	29%	21	55%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	52	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	53	12	23%	14	26%	12	23%	15	28%	27	51%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	52	—	—	—	—	—	—	—	—	—	—
Not Migrant	53	12	23%	14	26%	12	23%	15	28%	27	51%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	52	—	—	—	—	—	—	—	—	—	—

2021 English Language Arts Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	44	5	11%	7	16%	17	39%	15	34%	32	73%
Female	26	0	0%	3	12%	13	50%	10	38%	23	88%
Male	18	5	28%	4	22%	4	22%	5	28%	9	50%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
General Education Students	34	1	3%	5	15%	14	41%	14	41%	28	82%
Students with Disabilities	10	4	40%	2	20%	3	30%	1	10%	4	40%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	2	20%	1	10%	1	10%	6	60%	7	70%
White	29	1	3%	4	14%	15	52%	9	31%	24	83%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	11	4	36%	3	27%	2	18%	2	18%	4	36%
Not Economically Disadvantaged	33	1	3%	4	12%	15	45%	13	39%	28	85%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	43	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	44	5	11%	7	16%	17	39%	15	34%	32	73%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	44	5	11%	7	16%	17	39%	15	34%	32	73%
Not Migrant	44	5	11%	7	16%	17	39%	15	34%	32	73%
Parent Not in Armed Forces	44	5	11%	7	16%	17	39%	15	34%	32	73%

2021 English Language Arts Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested	Level 2 Tested	Level 3 Tested	Level 4 Tested	L3-4 Tested (Proficient)
		Count	Count	Count	Count	Count

Subgroup	Total Tested	Count Level 1		Count Level 2		Count Level 3		Count Level 4		Count Level 5 (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	18	6	33%	3	17%	5	28%	4	22%	9	50%
Female	8	2	25%	0	0%	3	38%	3	38%	6	75%
Male	10	4	40%	3	30%	2	20%	1	10%	3	30%
General Education Students	11	2	18%	1	9%	4	36%	4	36%	8	73%
Students with Disabilities	7	4	57%	2	29%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—
White	10	2	20%	2	20%	2	20%	4	40%	6	60%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	14	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	17	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	18	6	33%	3	17%	5	28%	4	22%	9	50%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	18	6	33%	3	17%	5	28%	4	22%	9	50%
Not Migrant	18	6	33%	3	17%	5	28%	4	22%	9	50%
Parent Not in Armed Forces	18	6	33%	3	17%	5	28%	4	22%	9	50%

2021 English Language Arts Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	38	1	3%	12	32%	8	21%	17	45%	25	66%
Female	22	1	5%	5	23%	5	23%	11	50%	16	73%
Male	16	0	0%	7	44%	3	19%	6	38%	9	56%
General Education Students	33	1	3%	8	24%	8	24%	16	48%	24	73%
Students with Disabilities	5	0	0%	4	80%	0	0%	1	20%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	0	0%	2	29%	1	14%	4	57%	5	71%
White	27	1	4%	8	30%	6	22%	12	44%	18	67%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	12	0	0%	4	33%	4	33%	4	33%	8	67%
Not Economically Disadvantaged	26	1	4%	8	31%	4	15%	13	50%	17	65%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	35	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	38	1	3%	12	32%	8	21%	17	45%	25	66%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	37	–	–	–	–	–	–	–	–	–	–
Not Migrant	38	1	3%	12	32%	8	21%	17	45%	25	66%
Parent Not in Armed Forces	38	1	3%	12	32%	8	21%	17	45%	25	66%

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ROCKY POINT UFSD GRADES 3-8 MATHEMATICS ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

2021 Mathematics Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	183	100%	69	38%	114	62%
Female	81	44%	26	32%	55	68%
Male	102	56%	43	42%	59	58%
General Education Students	151	83%	59	39%	92	61%
Students with Disabilities	32	17%	10	31%	22	69%
Asian or Native Hawaiian/Other Pacific Islander	3	2%	0	0%	3	100%
Black or African American	2	1%	0	0%	2	100%
Hispanic or Latino	35	19%	15	43%	20	57%
White	141	77%	52	37%	89	63%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Multiracial	2	1%	2	100%	0	0%
Economically Disadvantaged	68	37%	31	46%	37	54%
Not Economically Disadvantaged	115	63%	38	33%	77	67%
English Language Learner	15	8%	5	33%	10	67%
Non-English Language Learner	168	92%	64	38%	104	62%
Not in Foster Care	183	100%	69	38%	114	62%
Homeless	5	3%	3	60%	2	40%
Not Homeless	178	97%	66	37%	112	63%
Not Migrant	183	100%	69	38%	114	62%
Parent in Armed Forces	1	1%	1	100%	0	0%
Parent Not in Armed Forces	182	99%	68	37%	114	63%

2021 Mathematics Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	218	100%	60	28%	158	72%
Female	110	50%	31	28%	79	72%
Male	108	50%	29	27%	79	73%
General Education Students	179	82%	49	27%	130	73%
Students with Disabilities	39	18%	11	28%	28	72%
Asian or Native Hawaiian/Other Pacific Islander	5	2%	5	100%	0	0%
Black or African American	5	2%	2	40%	3	60%
Hispanic or Latino	41	19%	12	29%	29	71%
White	162	74%	40	25%	122	75%
Multiracial	5	2%	1	20%	4	80%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Economically Disadvantaged	83	38%	20	24%	63	76%
Not Economically Disadvantaged	135	62%	40	30%	95	70%
English Language Learner	10	5%	5	50%	5	50%
Non-English Language Learner	208	95%	55	26%	153	74%
Not in Foster Care	218	100%	60	28%	158	72%
Homeless	4	2%	1	25%	3	75%
Not Homeless	214	98%	59	28%	155	72%
Not Migrant	218	100%	60	28%	158	72%
Parent in Armed Forces	2	1%	0	0%	2	100%
Parent Not in Armed Forces	216	99%	60	28%	156	72%

2021 Mathematics Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	214	100%	52	24%	162	76%
Female	103	48%	24	23%	79	77%
Male	111	52%	28	25%	83	75%
General Education Students	166	78%	45	27%	121	73%
Students with Disabilities	48	22%	7	15%	41	85%
Asian or Native Hawaiian/Other Pacific Islander	2	1%	1	50%	1	50%
Black or African American	4	2%	2	50%	2	50%
Hispanic or Latino	47	22%	14	30%	33	70%
White	152	71%	33	22%	119	78%
Multiracial	9	4%	2	22%	7	78%
Economically Disadvantaged	71	33%	11	15%	60	85%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not Economically Disadvantaged	143	67%	41	29%	102	71%
English Language Learner	10	5%	1	10%	9	90%
Non-English Language Learner	204	95%	51	25%	153	75%
Not in Foster Care	214	100%	52	24%	162	76%
Homeless	5	2%	0	0%	5	100%
Not Homeless	209	98%	52	25%	157	75%
Not Migrant	214	100%	52	24%	162	76%
Parent in Armed Forces	1	0%	1	100%	0	0%
Parent Not in Armed Forces	213	100%	51	24%	162	76%

2021 Mathematics Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	223	100%	46	21%	177	79%
Female	127	57%	23	18%	104	82%
Male	96	43%	23	24%	73	76%
General Education Students	162	73%	36	22%	126	78%
Students with Disabilities	61	27%	10	16%	51	84%
Asian or Native Hawaiian/Other Pacific Islander	2	1%	1	50%	1	50%
Black or African American	4	2%	1	25%	3	75%
Hispanic or Latino	43	19%	11	26%	32	74%
White	164	74%	31	19%	133	81%
Multiracial	10	4%	2	20%	8	80%
Economically Disadvantaged	83	37%	11	13%	72	87%
Not Economically Disadvantaged	140	63%	35	25%	105	75%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
English Language Learner	15	7%	2	13%	13	87%
Non-English Language Learner	208	93%	44	21%	164	79%
Not in Foster Care	223	100%	46	21%	177	79%
Homeless	6	3%	0	0%	6	100%
Not Homeless	217	97%	46	21%	171	79%
Not Migrant	223	100%	46	21%	177	79%
Parent Not in Armed Forces	223	100%	46	21%	177	79%

2021 Mathematics Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	212	100%	21	10%	191	90%
Female	118	56%	10	8%	108	92%
Male	94	44%	11	12%	83	88%
General Education Students	163	77%	15	9%	148	91%
Students with Disabilities	49	23%	6	12%	43	88%
Asian or Native Hawaiian/Other Pacific Islander	4	2%	0	0%	4	100%
Black or African American	4	2%	0	0%	4	100%
Hispanic or Latino	40	19%	6	15%	34	85%
White	156	74%	12	8%	144	92%
Multiracial	8	4%	3	38%	5	63%
Economically Disadvantaged	80	38%	6	8%	74	93%
Not Economically Disadvantaged	132	62%	15	11%	117	89%
English Language Learner	5	2%	1	20%	4	80%
Non-English Language Learner	207	98%	20	10%	187	90%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not in Foster Care	212	100%	21	10%	191	90%
Homeless	5	2%	0	0%	5	100%
Not Homeless	207	98%	21	10%	186	90%
Not Migrant	212	100%	21	10%	191	90%
Parent Not in Armed Forces	212	100%	21	10%	191	90%

2021 Mathematics Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	256	100%	18	7%	238	93%
Female	126	49%	10	8%	116	92%
Male	130	51%	8	6%	122	94%
General Education Students	206	80%	14	7%	192	93%
Students with Disabilities	50	20%	4	8%	46	92%
Asian or Native Hawaiian/Other Pacific Islander	5	2%	0	0%	5	100%
Black or African American	3	1%	1	33%	2	67%
Hispanic or Latino	28	11%	5	18%	23	82%
White	213	83%	12	6%	201	94%
Multiracial	7	3%	0	0%	7	100%
Economically Disadvantaged	83	32%	7	8%	76	92%
Not Economically Disadvantaged	173	68%	11	6%	162	94%
English Language Learner	5	2%	2	40%	3	60%
Non-English Language Learner	251	98%	16	6%	235	94%
Not in Foster Care	256	100%	18	7%	238	93%
Homeless	2	1%	0	0%	2	100%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not Homeless	254	99%	18	7%	236	93%
Not Migrant	256	100%	18	7%	238	93%
Parent Not in Armed Forces	256	100%	18	7%	238	93%

2021 Mathematics Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	69	21	30%	16	23%	23	33%	9	13%	32	46%
Female	26	8	31%	5	19%	10	38%	3	12%	13	50%
Male	43	13	30%	11	26%	13	30%	6	14%	19	44%
General Education Students	59	14	24%	14	24%	22	37%	9	15%	31	53%
Students with Disabilities	10	7	70%	2	20%	1	10%	0	0%	1	10%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	15	—	—	—	—	—	—	—	—	—	—
White	52	10	19%	14	27%	21	40%	7	13%	28	54%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	31	15	48%	6	19%	8	26%	2	6%	10	32%
Not Economically Disadvantaged	38	6	16%	10	26%	15	39%	7	18%	22	58%
English Language Learner	5	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Economically Disadvantaged	20	5	25%	7	35%	6	30%	2	10%	8	40%
Not Economically Disadvantaged	40	5	13%	7	18%	14	35%	14	35%	28	70%
English Language Learner	5	3	60%	2	40%	0	0%	0	0%	0	0%
Non-English Language Learner	55	7	13%	12	22%	20	36%	16	29%	36	65%
Not in Foster Care	60	10	17%	14	23%	20	33%	16	27%	36	60%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	59	—	—	—	—	—	—	—	—	—	—
Not Migrant	60	10	17%	14	23%	20	33%	16	27%	36	60%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	60	10	17%	14	23%	20	33%	16	27%	36	60%

2021 Mathematics Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	52	23	44%	10	19%	11	21%	8	15%	19	37%
Female	24	12	50%	6	25%	3	13%	3	13%	6	25%
Male	28	11	39%	4	14%	8	29%	5	18%	13	46%
General Education Students	45	18	40%	10	22%	10	22%	7	16%	17	38%
Students with Disabilities	7	5	71%	0	0%	1	14%	1	14%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	9	64%	1	7%	1	7%	3	21%	4	29%
White	33	12	36%	8	24%	8	24%	5	15%	13	39%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	11	9	82%	1	9%	0	0%	1	9%	1	9%
Not Economically Disadvantaged	41	14	34%	9	22%	11	27%	7	17%	18	44%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	51	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	52	23	44%	10	19%	11	21%	8	15%	19	37%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	52	23	44%	10	19%	11	21%	8	15%	19	37%
Not Migrant	52	23	44%	10	19%	11	21%	8	15%	19	37%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	51	—	—	—	—	—	—	—	—	—	—

2021 Mathematics Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	46	16	35%	12	26%	13	28%	5	11%	18	39%
Female	23	6	26%	8	35%	8	35%	1	4%	9	39%
Male	23	10	43%	4	17%	5	22%	4	17%	9	39%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
General Education Students	36	8	22%	11	31%	13	36%	4	11%	17	47%
Students with Disabilities	10	8	80%	1	10%	0	0%	1	10%	1	10%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	4	36%	3	27%	4	36%	0	0%	4	36%
White	31	9	29%	9	29%	8	26%	5	16%	13	42%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	11	7	64%	2	18%	2	18%	0	0%	2	18%
Not Economically Disadvantaged	35	9	26%	10	29%	11	31%	5	14%	16	46%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	44	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	46	16	35%	12	26%	13	28%	5	11%	18	39%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	46	16	35%	12	26%	13	28%	5	11%	18	39%
Not Migrant	46	16	35%	12	26%	13	28%	5	11%	18	39%
Parent Not in Armed Forces	46	16	35%	12	26%	13	28%	5	11%	18	39%

2021 Mathematics Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%

Subgroup	Total Tested	Count Level 1 Tested		Count Level 2 Tested		Count Level 3 Tested		Count Level 4 Tested		Count Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	21	6	29%	5	24%	6	29%	4	19%	10	48%
Female	10	3	30%	2	20%	3	30%	2	20%	5	50%
Male	11	3	27%	3	27%	3	27%	2	18%	5	45%
General Education Students	15	1	7%	4	27%	6	40%	4	27%	10	67%
Students with Disabilities	6	5	83%	1	17%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	6	—	—	—	—	—	—	—	—	—	—
White	12	2	17%	3	25%	4	33%	3	25%	7	58%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	6	4	67%	1	17%	1	17%	0	0%	1	17%
Not Economically Disadvantaged	15	2	13%	4	27%	5	33%	4	27%	9	60%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	20	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	21	6	29%	5	24%	6	29%	4	19%	10	48%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	21	6	29%	5	24%	6	29%	4	19%	10	48%
Not Migrant	21	6	29%	5	24%	6	29%	4	19%	10	48%
Parent Not in Armed Forces	21	6	29%	5	24%	6	29%	4	19%	10	48%

2021 Mathematics Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	18	11	61%	7	39%	0	0%	0	0%	0	0%
Female	10	6	60%	4	40%	0	0%	0	0%	0	0%
Male	8	5	63%	3	38%	0	0%	0	0%	0	0%
General Education Students	14	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—
White	12	8	67%	4	33%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	7	4	57%	3	43%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	11	7	64%	4	36%	0	0%	0	0%	0	0%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	16	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	18	11	61%	7	39%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	18	11	61%	7	39%	0	0%	0	0%	0	0%
Not Migrant	18	11	61%	7	39%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	18	11	61%	7	39%	0	0%	0	0%	0	0%

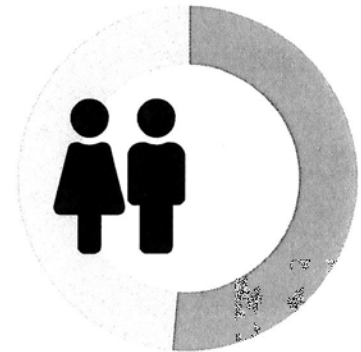
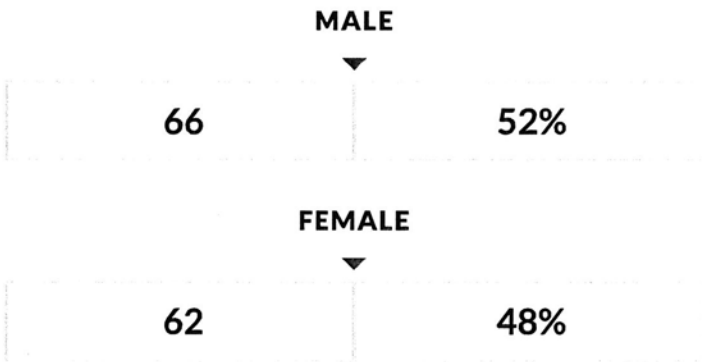
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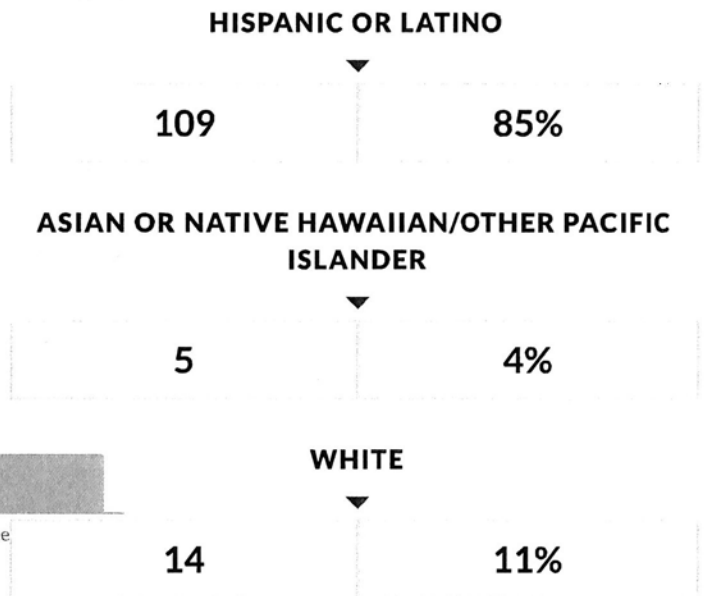
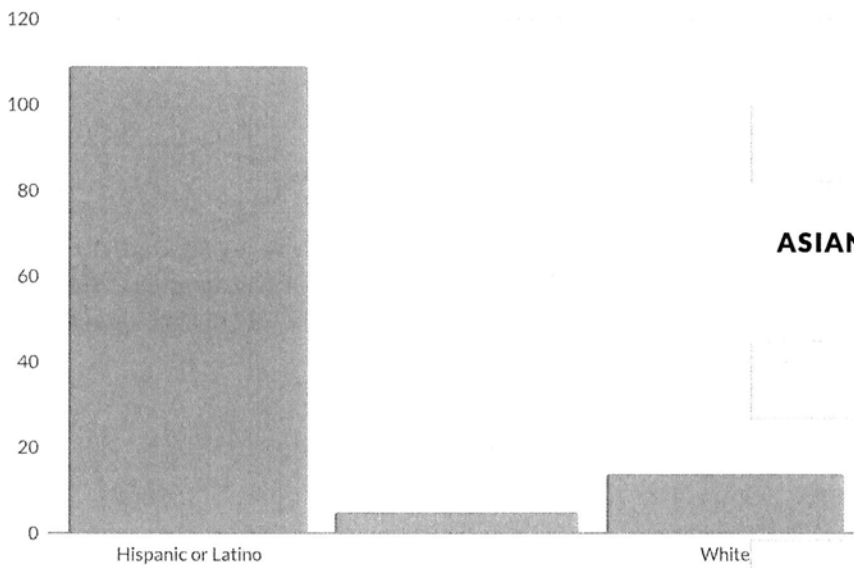
ROCKY POINT UFSD ENGLISH LANGUAGE LEARNERS ENROLLMENT (2020 - 21)

K-12 ELL Enrollment: 128
K-12 Former ELL Enrollment: 12

ELL ENROLLMENT BY GENDER



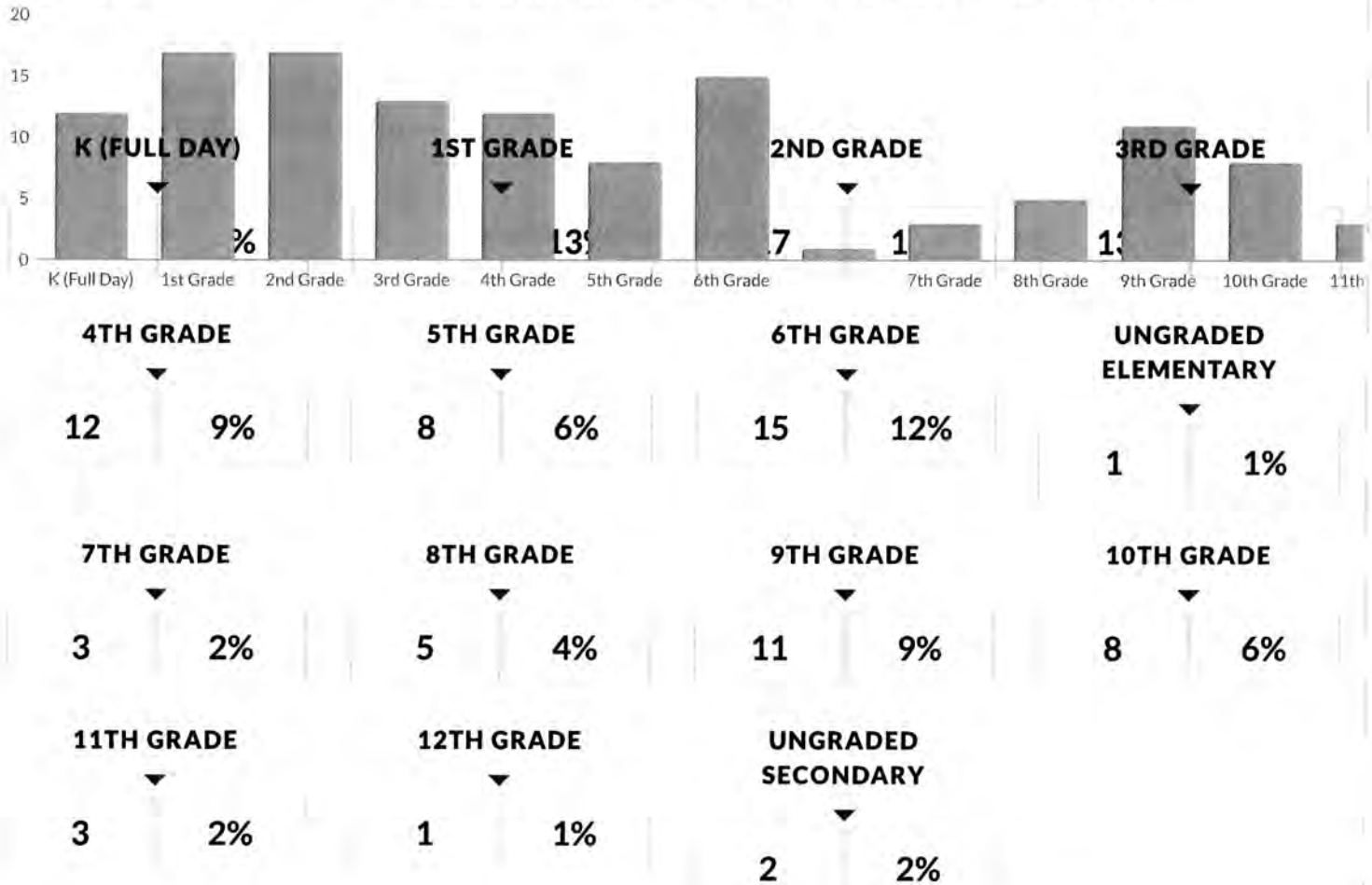
ELL ENROLLMENT BY ETHNICITY



OTHER GROUPS



ELL ENROLLMENT BY GRADE



Data used to generate the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs tables differs from the rest of the report. Students included in the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs were those students who were identified as ELL during the school year. The rest of the report includes students who were ELL as of BEDS day.

HOME LANGUAGES

- 1 Spanish
- 2 English
- 3 Turkish
- 4 Russian
- 5 Japanese

ENGLISH LANGUAGE LEARNERS BREAKDOWN

NEWCOMERS

DEVELOPING

LONG TERM

SIFE

73

40

32

2

ENGLISH LANGUAGE LEARNERS PROGRAMS

ENGLISH AS A NEW LANGUAGE



144

**ONE WAY/ TWO WAY DUAL
LANGUAGE PROGRAM**



0

**TRANSITIONAL BILINGUAL
EDUCATION PROGRAM**



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FRANK J CARASITI ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

[Section 1003 School Improvement Funds Data \(58.87 kilobytes\)](#)

For information on the use of Title I School Improvement funds, see:

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Hispanic or Latino	Good Standing
White	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	400	61	15.3%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—
Black or African American	6	—	—
Hispanic or Latino	91	21	23.1%
Multiracial	14	—	—
White	286	32	11.2%
English Language Learners	36	10	27.8%
Students with Disabilities	93	21	22.6%
Economically Disadvantaged	146	37	25.3%

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)

National Assessment of Education Progress (NAEP) are reported for statewide (New York State) and national results only. District- and school-level results are not reported for NAEP.

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34%	31%	26%	8%	24%	40%	29%	8%
Students with Disabilities	73%	18%	7%	1%	61%	30%	7%	2%
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21%	27%	34%	17%	8%	23%	43%	26%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	53%	31%	14%	2%	43%	40%	16%	1%
Hispanic or Latino	45%	32%	19%	4%	33%	45%	19%	2%
White	24%	32%	33%	11%	14%	39%	38%	9%
Multiracial	24%	23%	35%	18%	15%	42%	31%	12%
English Language Learners	78%	17%	4%	*	51%	40%	8%	1%
Economically Disadvantaged	49%	31%	17%	3%	33%	43%	21%	3%

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	4%	34%	32%	22%	11%
Students with Disabilities	58%	31%	10%	1%	72%	22%	5%	2%
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21%	33%	36%	10%	15%	25%	29%	31%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	43%	38%	17%	1%	55%	30%	12%	3%
Hispanic or Latino	41%	38%	19%	2%	49%	35%	14%	3%
White	20%	39%	35%	6%	23%	33%	29%	15%
Multiracial	*	*	*	*	*	*	*	*
English Language Learners	83%	16%	1%	*	88%	10%	2%	*
Economically Disadvantaged	40%	38%	20%	2%	47%	32%	16%	5%

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	89%	89%	84%	85%
Students with Disabilities	87%	87%	92%	95%
English Language Learners	89%	90%	88%	90%

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35%	31%	26%	9%	20%	40%	32%	9%
Students with Disabilities	70%	18%	9%	2%	51%	33%	14%	3%
American Indian or Alaska Native	50%	30%	17%	3%	32%	43%	22%	4%
Asian	18%	25%	35%	22%	7%	23%	41%	29%
Native Hawaiian/Other Pacific Islander	45%	31%	20%	4%	30%	40%	24%	5%
Black or African American	53%	30%	15%	3%	35%	45%	18%	2%
Hispanic or Latino	46%	31%	19%	4%	27%	45%	24%	3%
White	24%	31%	32%	12%	12%	36%	40%	12%
Multiracial	28%	32%	29%	11%	17%	40%	34%	10%
English Language Learners	65%	25%	8%	1%	41%	43%	15%	1%
Economically Disadvantaged	48%	31%	18%	3%	29%	45%	23%	3%

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	28%	39%	29%	4%	32%	35%	23%	10%
Students with Disabilities	64%	27%	8%	1%	68%	23%	7%	2%
American Indian or Alaska Native	40%	41%	19%	1%	48%	37%	13%	3%
Asian	13%	30%	43%	13%	12%	24%	31%	33%
Native Hawaiian/Other Pacific Islander	38%	38%	23%	2%	47%	34%	15%	4%
Black or African American	47%	39%	14%	1%	54%	33%	11%	2%
Hispanic or Latino	38%	40%	20%	1%	43%	37%	16%	3%
White	19%	39%	36%	5%	21%	36%	30%	13%
Multiracial	24%	40%	31%	5%	28%	36%	25%	11%
English Language Learners	73%	24%	3%	*	73%	22%	4%	1%
Economically Disadvantaged	40%	40%	18%	1%	46%	36%	15%	3%

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	93%	93%	91%	92%
Students with Disabilities	89%	90%	90%	92%
English Language Learners	94%	95%	92%	93%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the CRDC homepage.

[CRDC Data \(22.42 megabytes\)](#)

[CRDC Glossary and Guide](#)

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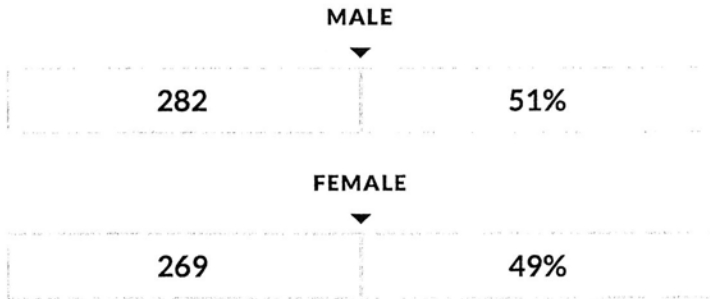
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2020-21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

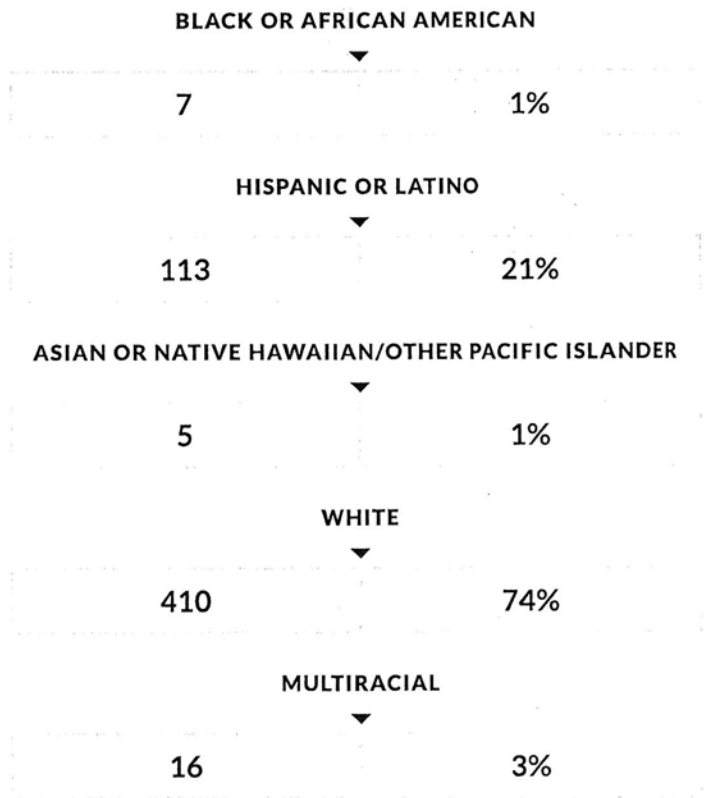
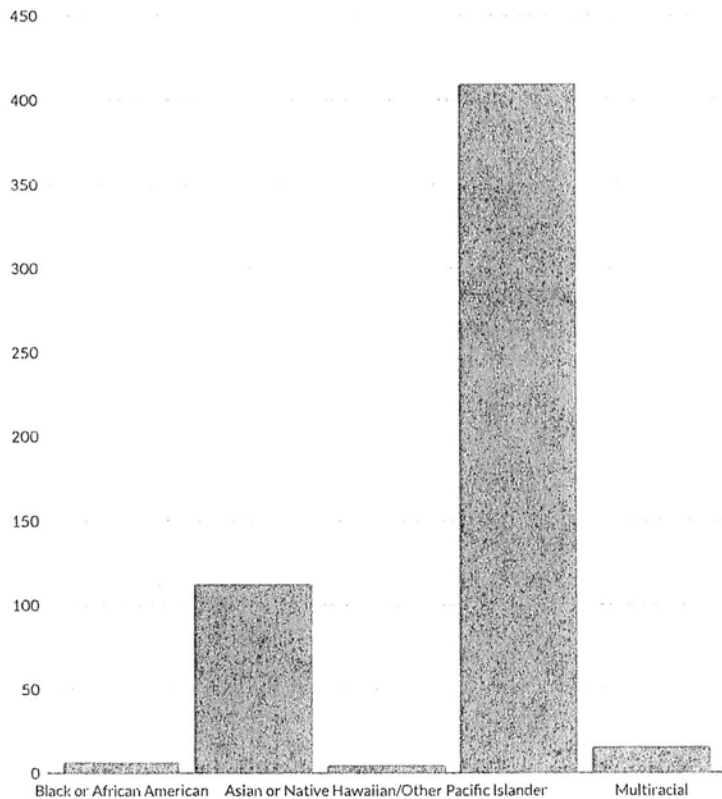
FRANK J CARASITI ELEMENTARY SCHOOL ENROLLMENT (2020 - 21)

K-12 Enrollment: 551

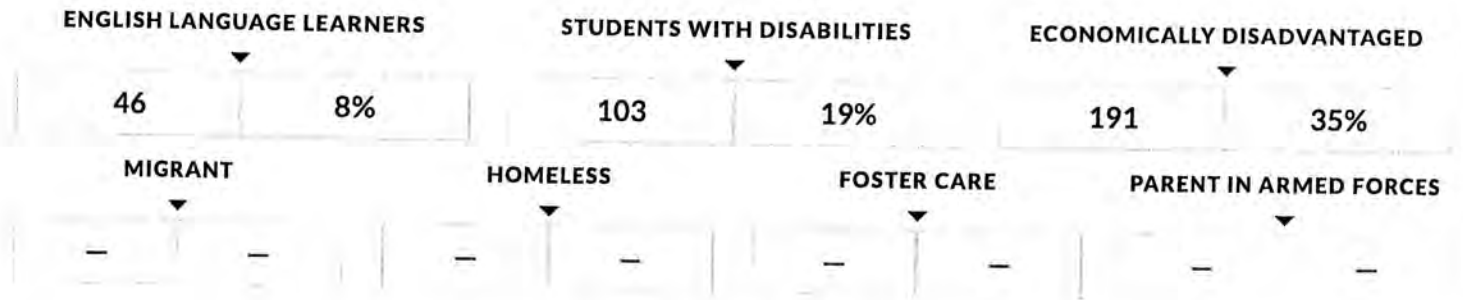
ENROLLMENT BY GENDER



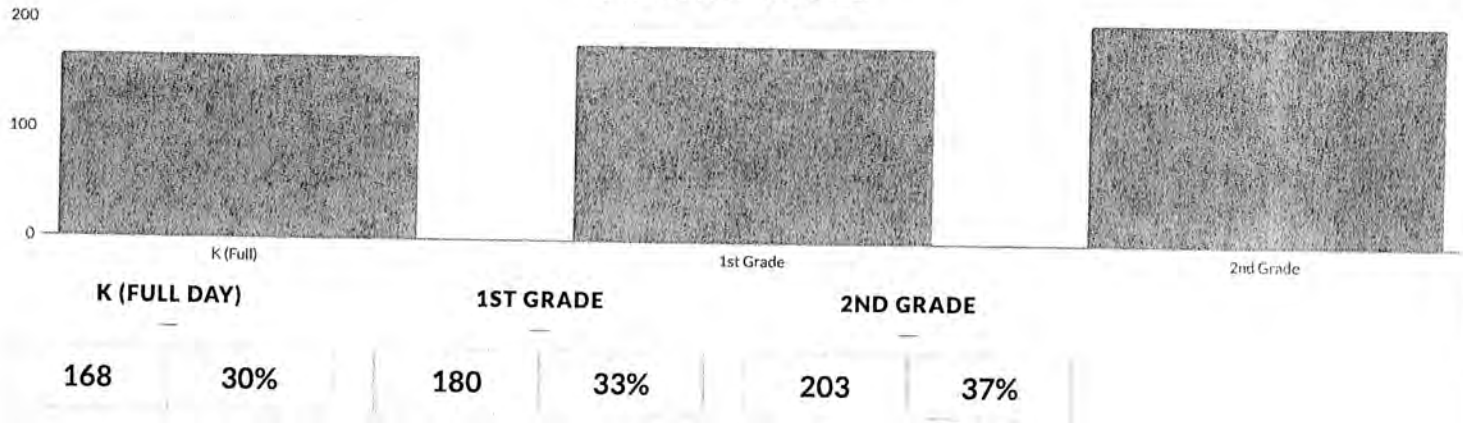
ENROLLMENT BY ETHNICITY



OTHER GROUPS



ENROLLMENT BY GRADE



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JOSEPH A EDGAR INTERMEDIATE SCH - NEW YORK STATE REPORT CARD [2020 - 21]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

[Section 1003 School Improvement Funds Data \(58.87 kilobytes\)](#)

For information on the use of Title I School Improvement funds, see:

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Black or African American	Good Standing
Hispanic or Latino	Good Standing
Multiracial	Good Standing
White	Good Standing
English Language Learners	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Parent Not in Armed Forces	1	100%	0	0%	1	100%

2021 English Language Arts Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	218	100%	42	19%	176	81%
Female	126	58%	26	21%	100	79%
Male	92	42%	16	17%	76	83%
General Education Students	162	74%	34	21%	128	79%
Students with Disabilities	56	26%	8	14%	48	86%
Asian or Native Hawaiian/Other Pacific Islander	2	1%	1	50%	1	50%
Black or African American	4	2%	1	25%	3	75%
Hispanic or Latino	41	19%	8	20%	33	80%
White	161	74%	29	18%	132	82%
Multiracial	10	5%	3	30%	7	70%
Economically Disadvantaged	80	37%	9	11%	71	89%
Not Economically Disadvantaged	138	63%	33	24%	105	76%
English Language Learner	15	7%	1	7%	14	93%
Non-English Language Learner	203	93%	41	20%	162	80%
Not in Foster Care	218	100%	42	19%	176	81%
Homeless	6	3%	0	0%	6	100%
Not Homeless	212	97%	42	20%	170	80%
Not Migrant	218	100%	42	19%	176	81%
Parent Not in Armed Forces	218	100%	42	19%	176	81%

2021 English Language Arts Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	206	100%	17	8%	189	92%
Female	116	56%	8	7%	108	93%
Male	90	44%	9	10%	81	90%
General Education Students	163	79%	11	7%	152	93%
Students with Disabilities	43	21%	6	14%	37	86%
Asian or Native Hawaiian/Other Pacific Islander	3	1%	0	0%	3	100%
Black or African American	3	1%	0	0%	3	100%
Hispanic or Latino	38	18%	4	11%	34	89%
White	154	75%	10	6%	144	94%
Multiracial	8	4%	3	38%	5	63%
Economically Disadvantaged	79	38%	4	5%	75	95%
Not Economically Disadvantaged	127	62%	13	10%	114	90%
English Language Learner	5	2%	1	20%	4	80%
Non-English Language Learner	201	98%	16	8%	185	92%
Not in Foster Care	206	100%	17	8%	189	92%
Homeless	5	2%	0	0%	5	100%
Not Homeless	201	98%	17	8%	184	92%
Not Migrant	206	100%	17	8%	189	92%
Parent Not in Armed Forces	206	100%	17	8%	189	92%

2021 English Language Arts Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	254	100%	36	14%	218	86%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Female	126	50%	22	17%	104	83%
Male	128	50%	14	11%	114	89%
General Education Students	207	81%	33	16%	174	84%
Students with Disabilities	47	19%	3	6%	44	94%
Asian or Native Hawaiian/Other Pacific Islander	5	2%	2	40%	3	60%
Black or African American	3	1%	1	33%	2	67%
Hispanic or Latino	28	11%	7	25%	21	75%
White	210	83%	25	12%	185	88%
Multiracial	8	3%	1	13%	7	88%
Economically Disadvantaged	83	33%	11	13%	72	87%
Not Economically Disadvantaged	171	67%	25	15%	146	85%
English Language Learner	5	2%	3	60%	2	40%
Non-English Language Learner	249	98%	33	13%	216	87%
Not in Foster Care	254	100%	36	14%	218	86%
Homeless	2	1%	1	50%	1	50%
Not Homeless	252	99%	35	14%	217	86%
Not Migrant	254	100%	36	14%	218	86%
Parent Not in Armed Forces	254	100%	36	14%	218	86%

2021 English Language Arts Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	0	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%

2021 English Language Arts Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	42	4	10%	6	14%	17	40%	15	36%	32	76%
Female	26	0	0%	3	12%	13	50%	10	38%	23	88%
Male	16	4	25%	3	19%	4	25%	5	31%	9	56%
General Education Students	34	1	3%	5	15%	14	41%	14	41%	28	82%
Students with Disabilities	8	3	38%	1	13%	3	38%	1	13%	4	50%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	1	13%	0	0%	1	13%	6	75%	7	88%
White	29	1	3%	4	14%	15	52%	9	31%	24	83%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	9	3	33%	2	22%	2	22%	2	22%	4	44%
Not Economically Disadvantaged	33	1	3%	4	12%	15	45%	13	39%	28	85%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	41	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	42	4	10%	6	14%	17	40%	15	36%	32	76%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	42	4	10%	6	14%	17	40%	15	36%	32	76%
Not Migrant	42	4	10%	6	14%	17	40%	15	36%	32	76%
Parent Not in Armed Forces	42	4	10%	6	14%	17	40%	15	36%	32	76%

2021 English Language Arts Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	17	5	29%	3	18%	5	29%	4	24%	9	53%
Female	8	2	25%	0	0%	3	38%	3	38%	6	75%
Male	9	3	33%	3	33%	2	22%	1	11%	3	33%
General Education Students	11	2	18%	1	9%	4	36%	4	36%	8	73%
Students with Disabilities	6	3	50%	2	33%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—
White	10	2	20%	2	20%	2	20%	4	40%	6	60%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	13	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	16	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	17	5	29%	3	18%	5	29%	4	24%	9	53%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	17	5	29%	3	18%	5	29%	4	24%	9	53%
Not Migrant	17	5	29%	3	18%	5	29%	4	24%	9	53%
Parent Not in Armed Forces	17	5	29%	3	18%	5	29%	4	24%	9	53%

2021 English Language Arts Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	36	1	3%	10	28%	8	22%	17	47%	25	69%
Female	22	1	5%	5	23%	5	23%	11	50%	16	73%
Male	14	0	0%	5	36%	3	21%	6	43%	9	64%
General Education Students	33	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	0	0%	2	29%	1	14%	4	57%	5	71%
White	25	1	4%	6	24%	6	24%	12	48%	18	72%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	11	0	0%	3	27%	4	36%	4	36%	8	73%
Not Economically Disadvantaged	25	1	4%	7	28%	4	16%	13	52%	17	68%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	33	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	36	1	3%	10	28%	8	22%	17	47%	25	69%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	35	—	—	—	—	—	—	—	—	—	—
Not Migrant	36	1	3%	10	28%	8	22%	17	47%	25	69%
Parent Not in Armed Forces	36	1	3%	10	28%	8	22%	17	47%	25	69%

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ROCKY POINT MIDDLE SCHOOL GRADES 3-8 MATHEMATICS ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

[Assessment Data - Glossary of Terms](#) | [Assessment Data - Business Rules](#)

2021 Mathematics Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	1	100%	0	0%	1	100%
Male	1	100%	0	0%	1	100%
Students with Disabilities	1	100%	0	0%	1	100%
White	1	100%	0	0%	1	100%
Economically Disadvantaged	1	100%	0	0%	1	100%
Non-English Language Learner	1	100%	0	0%	1	100%
Not in Foster Care	1	100%	0	0%	1	100%
Not Homeless	1	100%	0	0%	1	100%
Not Migrant	1	100%	0	0%	1	100%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Parent Not in Armed Forces	1	100%	0	0%	1	100%

2021 Mathematics Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	218	100%	43	20%	175	80%
Female	126	58%	23	18%	103	82%
Male	92	42%	20	22%	72	78%
General Education Students	162	74%	36	22%	126	78%
Students with Disabilities	56	26%	7	13%	49	88%
Asian or Native Hawaiian/Other Pacific Islander	2	1%	1	50%	1	50%
Black or African American	4	2%	1	25%	3	75%
Hispanic or Latino	41	19%	9	22%	32	78%
White	161	74%	30	19%	131	81%
Multiracial	10	5%	2	20%	8	80%
Economically Disadvantaged	80	37%	9	11%	71	89%
Not Economically Disadvantaged	138	63%	34	25%	104	75%
English Language Learner	15	7%	2	13%	13	87%
Non-English Language Learner	203	93%	41	20%	162	80%
Not in Foster Care	218	100%	43	20%	175	80%
Homeless	6	3%	0	0%	6	100%
Not Homeless	212	97%	43	20%	169	80%
Not Migrant	218	100%	43	20%	175	80%
Parent Not in Armed Forces	218	100%	43	20%	175	80%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Female	126	50%	10	8%	116	92%
Male	127	50%	6	5%	121	95%
General Education Students	206	81%	14	7%	192	93%
Students with Disabilities	47	19%	2	4%	45	96%
Asian or Native Hawaiian/Other Pacific Islander	5	2%	0	0%	5	100%
Black or African American	3	1%	1	33%	2	67%
Hispanic or Latino	28	11%	5	18%	23	82%
White	210	83%	10	5%	200	95%
Multiracial	7	3%	0	0%	7	100%
Economically Disadvantaged	82	32%	6	7%	76	93%
Not Economically Disadvantaged	171	68%	10	6%	161	94%
English Language Learner	5	2%	2	40%	3	60%
Non-English Language Learner	248	98%	14	6%	234	94%
Not in Foster Care	253	100%	16	6%	237	94%
Homeless	2	1%	0	0%	2	100%
Not Homeless	251	99%	16	6%	235	94%
Not Migrant	253	100%	16	6%	237	94%
Parent Not in Armed Forces	253	100%	16	6%	237	94%

2021 Mathematics Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	0	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%

2021 Mathematics Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	43	13	30%	12	28%	13	30%	5	12%	18	42%
Female	23	6	26%	8	35%	8	35%	1	4%	9	39%
Male	20	7	35%	4	20%	5	25%	4	20%	9	45%
General Education Students	36	8	22%	11	31%	13	36%	4	11%	17	47%
Students with Disabilities	7	5	71%	1	14%	0	0%	1	14%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	2	22%	3	33%	4	44%	0	0%	4	44%
White	30	8	27%	9	30%	8	27%	5	17%	13	43%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	9	5	56%	2	22%	2	22%	0	0%	2	22%
Not Economically Disadvantaged	34	8	24%	10	29%	11	32%	5	15%	16	47%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	41	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	43	13	30%	12	28%	13	30%	5	12%	18	42%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	43	13	30%	12	28%	13	30%	5	12%	18	42%
Not Migrant	43	13	30%	12	28%	13	30%	5	12%	18	42%
Parent Not in Armed Forces	43	13	30%	12	28%	13	30%	5	12%	18	42%

2021 Mathematics Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	20	5	25%	5	25%	6	30%	4	20%	10	50%
Female	10	3	30%	2	20%	3	30%	2	20%	5	50%
Male	10	2	20%	3	30%	3	30%	2	20%	5	50%
General Education Students	15	1	7%	4	27%	6	40%	4	27%	10	67%
Students with Disabilities	5	4	80%	1	20%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—
White	12	2	17%	3	25%	4	33%	3	25%	7	58%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	6	4	67%	1	17%	1	17%	0	0%	1	17%
Not Economically Disadvantaged	14	1	7%	4	29%	5	36%	4	29%	9	64%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	19	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	20	5	25%	5	25%	6	30%	4	20%	10	50%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	20	5	25%	5	25%	6	30%	4	20%	10	50%
Not Migrant	20	5	25%	5	25%	6	30%	4	20%	10	50%
Parent Not in Armed Forces	20	5	25%	5	25%	6	30%	4	20%	10	50%

2021 Mathematics Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	16	9	56%	7	44%	0	0%	0	0%	0	0%
Female	10	6	60%	4	40%	0	0%	0	0%	0	0%
Male	6	3	50%	3	50%	0	0%	0	0%	0	0%
General Education Students	14	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—
White	10	6	60%	4	40%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	6	3	50%	3	50%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	10	6	60%	4	40%	0	0%	0	0%	0	0%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	14	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	16	9	56%	7	44%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	16	9	56%	7	44%	0	0%	0	0%	0	0%
Not Migrant	16	9	56%	7	44%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	16	9	56%	7	44%	0	0%	0	0%	0	0%

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ROCKY POINT HIGH SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (58.87 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

SECONDARY STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Hispanic or Latino	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

SECONDARY GRADUATION RATE

Accountability graduation rate data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	241	229	95%
	5-Year	262	255	97.3%
	6-Year	270	264	97.8%
American Indian or Alaska Native	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	4	—	—
	5-Year	7	—	—
	6-Year	7	—	—
Black or African American	4-Year	5	—	—
	5-Year	5	—	—
	6-Year	6	—	—
Hispanic or Latino	4-Year	55*	42	76.4%
	5-Year	31	26	83.9%
	6-Year	30	25	83.3%
Multiracial	4-Year	7	—	—
	5-Year	3	—	—
	6-Year	0	—	—
White	4-Year	209	204	97.6%
	5-Year	223	222	99.6%
	6-Year	233	232	99.6%
English Language Learners	4-Year	12	—	—
	5-Year	14	—	—
	6-Year	11	—	—
Students with Disabilities	4-Year	36	34	94.4%
	5-Year	42	41	97.6%

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
	6-Year	42	41	97.6%
Economically Disadvantaged	4-Year	75	64	85.3%
	5-Year	80	73	91.3%
	6-Year	82	77	93.9%

*Not enough students were in this subgroup in the current reporting year, so data for the current and the previous reporting year were combined.

SECONDARY CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

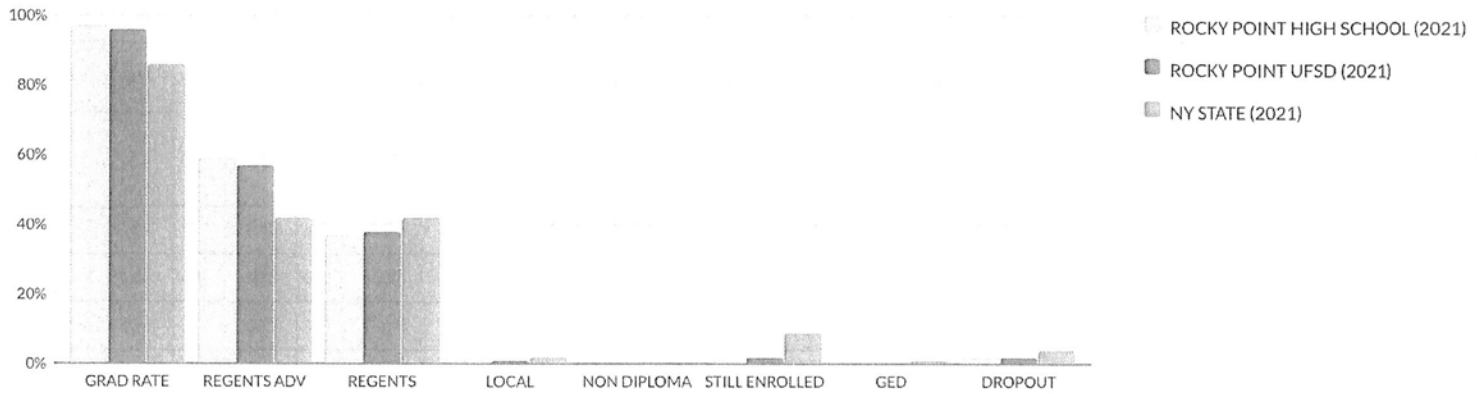
Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	963	135	14%
Asian or Native Hawaiian/Other Pacific Islander	18	—	—
Black or African American	18	—	—
Hispanic or Latino	131	30	22.9%
Multiracial	23	—	—
White	773	98	12.7%
English Language Learners	28	—	—
Students with Disabilities	163	48	29.4%
Economically Disadvantaged	302	80	26.5%

ROCKY POINT HIGH SCHOOL GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2021

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	247	239	97%	145	59%	92	37%	2	1%	0	0%	2	1%	0	0%	6	2%
Female	128	123	96%	78	61%	45	35%	0	0%	0	0%	0	0%	0	0%	5	4%
Male	119	116	97%	67	56%	47	39%	2	2%	0	0%	2	2%	0	0%	1	1%
General Education Students	211	207	98%	143	68%	64	30%	0	0%	0	0%	1	0%	0	0%	3	1%
Students with Disabilities	36	32	89%	2	6%	28	78%	2	6%	0	0%	1	3%	0	0%	3	8%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	6	5	83%	3	50%	2	33%	0	0%	0	0%	1	17%	0	0%	0	0%
Hispanic or Latino	27	25	93%	11	41%	13	48%	1	4%	0	0%	0	0%	0	0%	2	7%
White	207	202	98%	124	60%	77	37%	1	0%	0	0%	1	0%	0	0%	4	2%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	81	75	93%	39	48%	36	44%	0	0%	0	0%	1	1%	0	0%	5	6%
Not Economically Disadvantaged	166	164	99%	106	64%	56	34%	2	1%	0	0%	1	1%	0	0%	1	1%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	245	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	247	239	97%	145	59%	92	37%	2	1%	0	0%	2	1%	0	0%	6	2%
Homeless	8	8	100%	5	63%	3	38%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	239	231	97%	140	59%	89	37%	2	1%	0	0%	2	1%	0	0%	6	3%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	247	239	97%	145	59%	92	37%	2	1%	0	0%	2	1%	0	0%	6	2%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	247	239	97%	145	59%	92	37%	2	1%	0	0%	2	1%	0	0%	6	2%

ROCKY POINT HIGH SCHOOL GRADUATION PATHWAYS DATA 2021

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	239	238	100%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
Female	123	123	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	116	115	99%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%
General Education Students	207	206	100%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
Students with Disabilities	32	32	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	25	25	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	202	201	100%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
Multiracial	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	75	75	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Economically Disadvantaged	164	163	99%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	238	237	100%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	239	238	100%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
Homeless	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	231	230	100%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	239	238	100%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	239	238	100%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%

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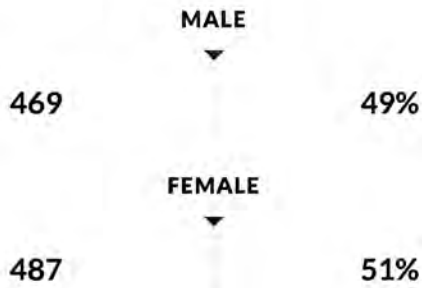
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

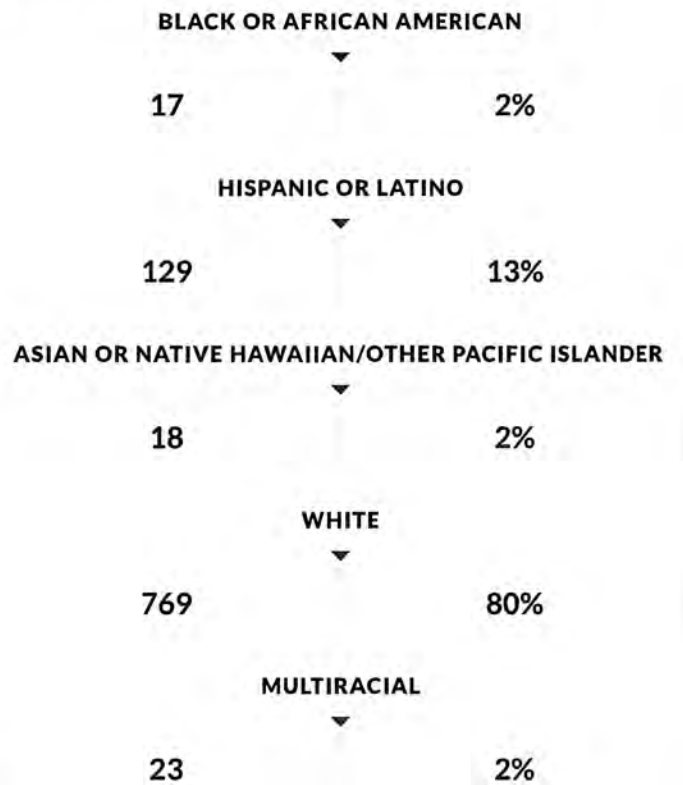
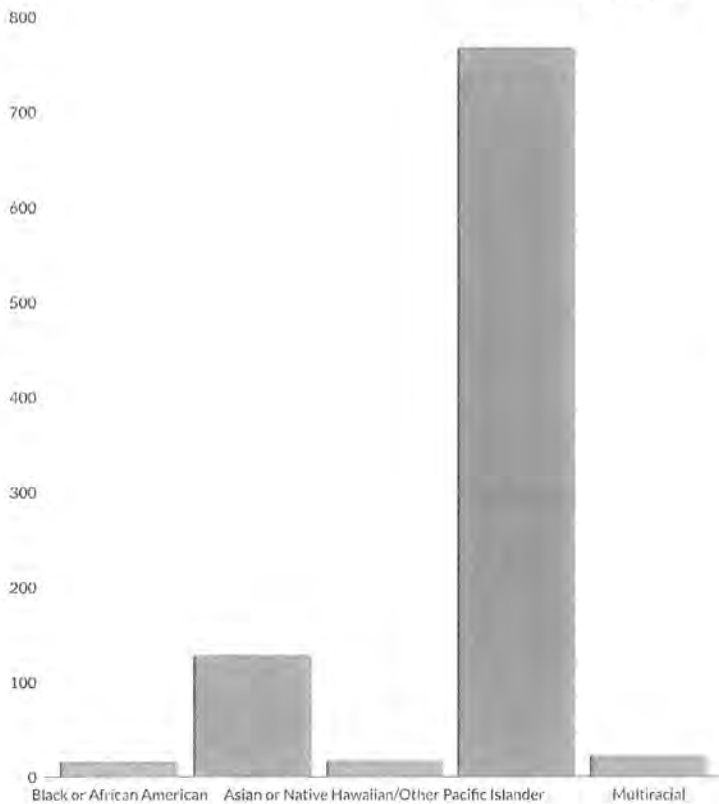
ROCKY POINT HIGH SCHOOL ENROLLMENT (2020 - 21)

K-12 Enrollment: 956

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

25 3%

MIGRANT

— —

STUDENTS WITH DISABILITIES

155 16%

HOMELESS

7 1%

FOSTER CARE

— —

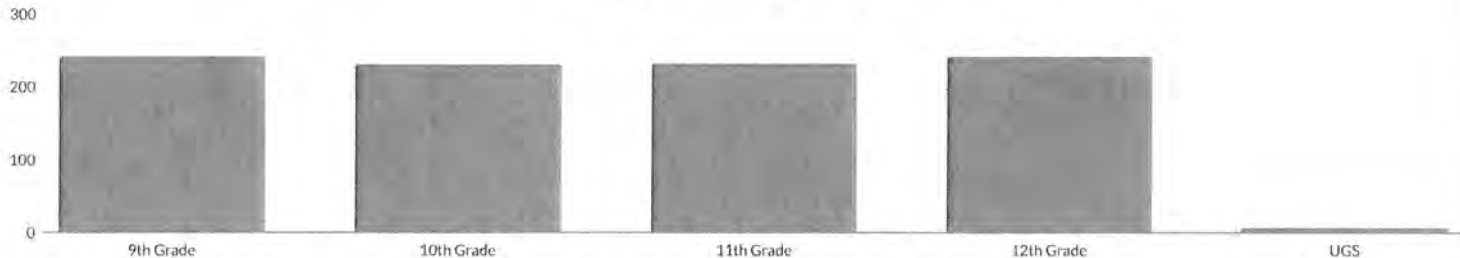
ECONOMICALLY DISADVANTAGED

298 31%

PARENT IN ARMED FORCES

— —

ENROLLMENT BY GRADE



9TH GRADE

242 25%

10TH GRADE

231 24%

11TH GRADE

233 24%

12TH GRADE

242 25%

UNGRADED SECONDARY

8 1%

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