

# Table of Contents

## BUDGET SUMMARIES

### NEW YORK STATE REQUIRED SUPPLEMENTAL REPORTS

- 5) DISTRICT REPORT CARD (K-12) FOR SOUTHAMPTON UFSD
  - Accountability Status based on 2020-21 Data
- 6) NEW YORK STATE 2020-21 REPORT CARD FOR SOUTHAMPTON ELEMENTARY SCHOOL
  - 2021-22 Accountability Status Report based on 2020-21 Data
  - 2020-21 Enrollment Report
  - Grades 3-4 ELA Assessment Data
  - Grades 3-4 Math Assessment Data
- 7) SCHOOL REPORT CARD FOR SOUTHAMPTON INTERMEDIATE SCHOOL
  - 2021-22 Accountability Status and Report Card based on 2020-21 Data
  - Grades 5-8 ELA Assessment Data
  - Grades 5-8 Math Assessment Data
- 8) SCHOOL REPORT CARD FOR SOUTHAMPTON HIGH SCHOOL
  - 2021-22 Accountability and Report Card based on 2020-21 Data
  - Graduation Rate Data
- 9) ESSA – Every Student Succeeds Act – Financial Transparency Report 2020-2021 with Glossary
- 10) SCHOOL PROPERTY TAX REPORT CARD FOR SOUTHAMPTON UFSD
- 11) ADMINISTRATIVE COMPENSATION DISCLOSURE STATEMENT FOR SOUTHAMPTON UFSD
- 12) LOCAL GOVERNMENT EXEMPTION IMPACT REPORT

## SOUTHAMPTON 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.

## TARGET DISTRICT

### 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
American Indian or Alaska Native	Targeted Support and Improvement
Black or African American	Targeted Support and Improvement
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	754	207	27.5%
American Indian or Alaska Native	66	39	59.1%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—
Black or African American	15	—	—
Hispanic or Latino	337	101	30%
Multiracial	11	—	—
White	317	61	19.2%
English Language Learners	205	57	27.8%
Students with Disabilities	123	50	40.7%
Economically Disadvantaged	398	137	34.4%

### 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
American Indian or Alaska Native	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Black or African American	Good Standing
Hispanic or Latino	Good Standing
White	Good Standing
English Language Learners	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	172	153	89%
	5-Year	159	139	87.4%
	6-Year	181	162	89.5%
American Indian or Alaska Native	4-Year	19	—	—
	5-Year	14	—	—
	6-Year	13	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	12	—	—
	5-Year	10	—	—
	6-Year	11	—	—
Black or African American	4-Year	14	—	—
	5-Year	16	—	—
	6-Year	12	—	—
Hispanic or Latino	4-Year	69	55	79.7%
	5-Year	66	54	81.8%
	6-Year	71	59	83.1%
Multiracial	4-Year	2	—	—
	5-Year	1	—	—
	6-Year	0	—	—
White	4-Year	79	76	96.2%
	5-Year	70	66	94.3%
	6-Year	92	86	93.5%
English Language Learners	4-Year	43*	20	46.5%
	5-Year	47*	30	63.8%
	6-Year	38*	21	55.3%
Students with Disabilities	4-Year	40*	27	67.5%
	5-Year	47*	35	74.5%
	6-Year			

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
	6-Year	46*	37	80.4%
Economically Disadvantaged	4-Year	66	54	81.8%
	5-Year	63	53	84.1%
	6-Year	77	64	83.1%

\*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	606	165	27.2%
American Indian or Alaska Native	33	10	30.3%
Asian or Native Hawaiian/Other Pacific Islander	15	—	—
Black or African American	15	—	—
Hispanic or Latino	257	90	35%
Multiracial	1	—	—
White	285	58	20.4%
English Language Learners	87	33	37.9%
Students with Disabilities	95	41	43.2%
Economically Disadvantaged	292	106	36.3%

## SOUTHAMPTON 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:

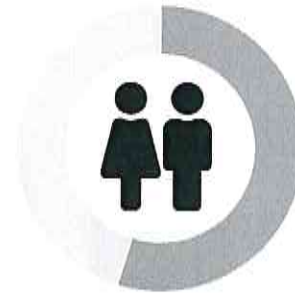
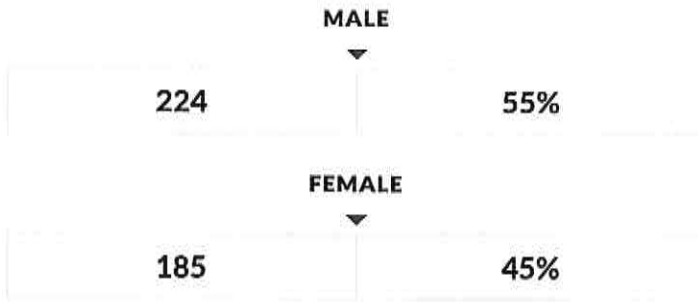
- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA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

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.

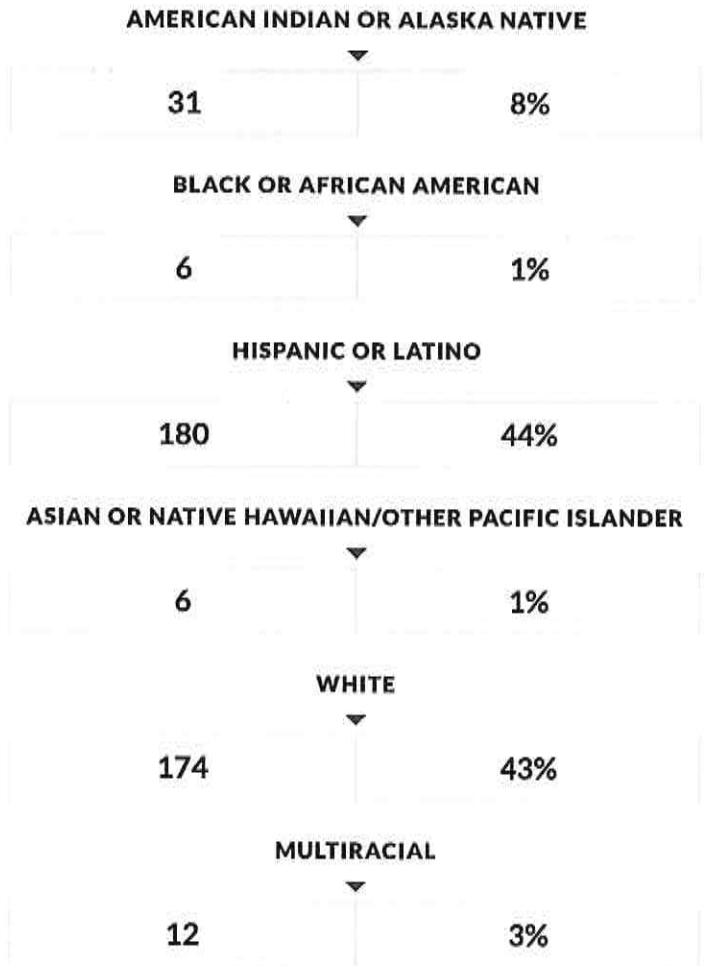
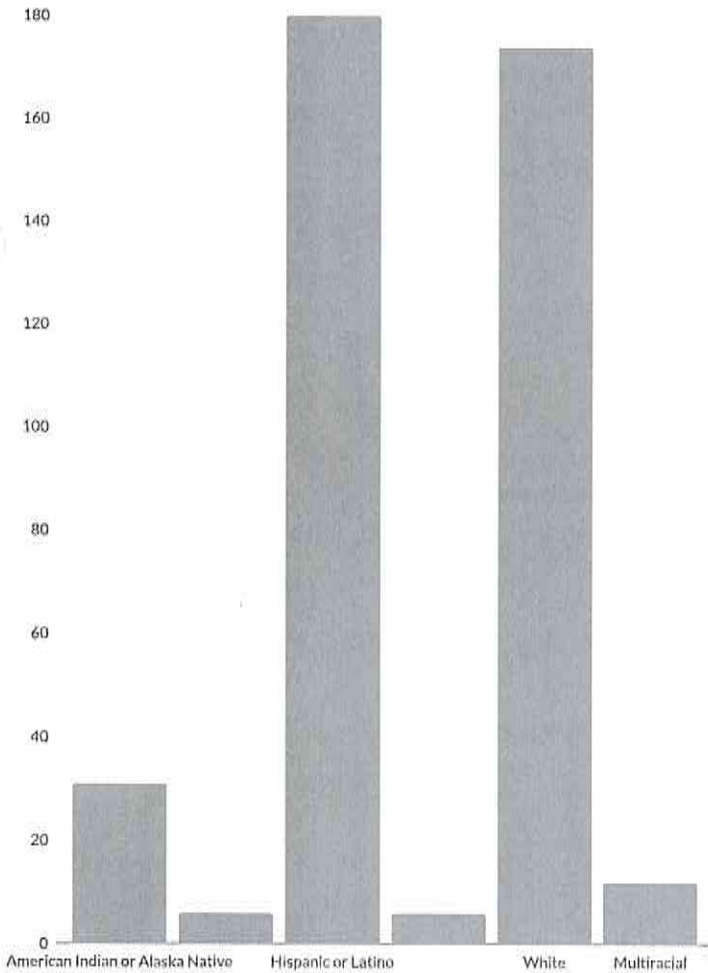
### SOUTHAMPTON ELEMENTARY SCHOOL ENROLLMENT (2020 - 21)

K-12 Enrollment: 409

#### ENROLLMENT BY GENDER



#### ENROLLMENT BY ETHNICITY





**OTHER GROUPS**

**ENGLISH LANGUAGE LEARNERS**

**132**      **32%**

**MIGRANT**

—      —

**STUDENTS WITH DISABILITIES**

**56**      **14%**

**HOMELESS**

**6**      **1%**

**FOSTER CARE**

—      —

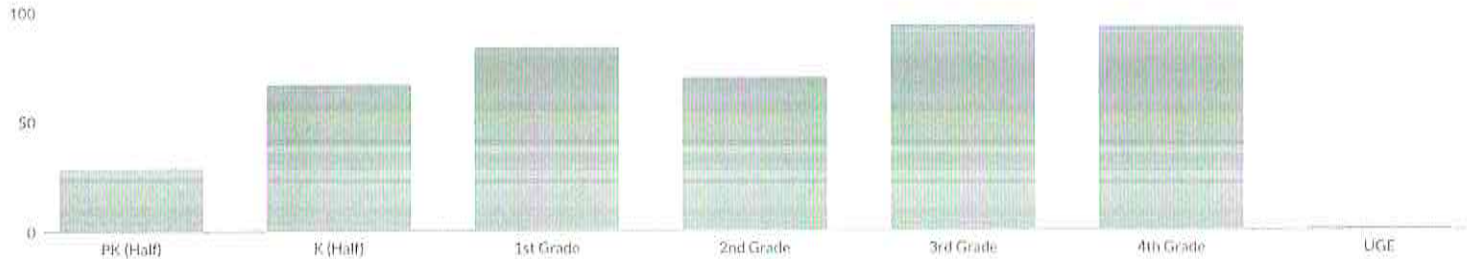
**ECONOMICALLY DISADVANTAGED**

**226**      **55%**

**PARENT IN ARMED FORCES**

—      —

**ENROLLMENT BY GRADE**



**PRE-K (HALF DAY)**

**29**      **7%**

**K (HALF DAY)**

**67**      **15%**

**1ST GRADE**

**84**      **19%**

**2ND GRADE**

**70**      **16%**

**3RD GRADE**

**94**      **21%**

**4TH GRADE**

**93**      **21%**

**UNGRADED ELEMENTARY**

**1**      **0%**

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 21, 2022, 11:41 AM EST

### SOUTHAMPTON ELEMENTARY SCHOOL 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	94	100%	70	74%	24	26%
Female	49	52%	40	82%	9	18%
Male	45	48%	30	67%	15	33%
General Education Students	83	88%	65	78%	18	22%
Students with Disabilities	11	12%	5	45%	6	55%
American Indian or Alaska Native	9	10%	4	44%	5	56%
Asian or Native Hawaiian/Other Pacific Islander	1	1%	0	0%	1	100%
Black or African American	2	2%	1	50%	1	50%
Hispanic or Latino	45	48%	37	82%	8	18%
White	35	37%	28	80%	7	20%
Multiracial	2	2%	0	0%	2	100%
Economically Disadvantaged	51	54%	41	80%	10	20%
Not Economically Disadvantaged	43	46%	29	67%	14	33%
English Language Learner	33	35%	28	85%	5	15%
Non-English Language Learner	61	65%	42	69%	19	31%
Not in Foster Care	94	100%	70	74%	24	26%
Homeless	1	1%	1	100%	0	0%
Not Homeless	93	99%	69	74%	24	26%
Not Migrant	94	100%	70	74%	24	26%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Parent Not in Armed Forces	94	100%	70	74%	24	26%

### 2021 English Language Arts Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	91	100%	62	68%	29	32%
Female	38	42%	23	61%	15	39%
Male	53	58%	39	74%	14	26%
General Education Students	82	90%	56	68%	26	32%
Students with Disabilities	9	10%	6	67%	3	33%
American Indian or Alaska Native	5	5%	4	80%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	1	1%	0	0%	1	100%
Black or African American	1	1%	1	100%	0	0%
Hispanic or Latino	34	37%	24	71%	10	29%
White	47	52%	32	68%	15	32%
Multiracial	3	3%	1	33%	2	67%
Economically Disadvantaged	40	44%	28	70%	12	30%
Not Economically Disadvantaged	51	56%	34	67%	17	33%
English Language Learner	27	30%	18	67%	9	33%
Non-English Language Learner	64	70%	44	69%	20	31%
Not in Foster Care	91	100%	62	68%	29	32%
Homeless	1	1%	1	100%	0	0%
Not Homeless	90	99%	61	68%	29	32%
Not Migrant	91	100%	62	68%	29	32%
Parent Not in Armed Forces	91	100%	62	68%	29	32%

### 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	70	9	13%	23	33%	22	31%	16	23%	38	54%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Female	40	5	13%	12	30%	13	33%	10	25%	23	58%
Male	30	4	13%	11	37%	9	30%	6	20%	15	50%
General Education Students	65	7	11%	20	31%	22	34%	16	25%	38	58%
Students with Disabilities	5	2	40%	3	60%	0	0%	0	0%	0	0%
American Indian or Alaska Native	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	37	5	14%	14	38%	14	38%	4	11%	18	49%
White	28	2	7%	7	25%	7	25%	12	43%	19	68%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	41	6	15%	17	41%	13	32%	5	12%	18	44%
Not Economically Disadvantaged	29	3	10%	6	21%	9	31%	11	38%	20	69%
English Language Learner	28	5	18%	9	32%	12	43%	2	7%	14	50%
Non-English Language Learner	42	4	10%	14	33%	10	24%	14	33%	24	57%
Not in Foster Care	70	9	13%	23	33%	22	31%	16	23%	38	54%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	69	—	—	—	—	—	—	—	—	—	—
Not Migrant	70	9	13%	23	33%	22	31%	16	23%	38	54%
Parent Not in Armed Forces	70	9	13%	23	33%	22	31%	16	23%	38	54%

### 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	62	8	13%	15	24%	17	27%	22	35%	39	63%
Female	23	3	13%	6	26%	7	30%	7	30%	14	61%
Male	39	5	13%	9	23%	10	26%	15	38%	25	64%
General Education Students	56	7	13%	13	23%	17	30%	19	34%	36	64%
Students with Disabilities	6	1	17%	2	33%	0	0%	3	50%	3	50%
American Indian or Alaska Native	4	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
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	24	6	25%	7	29%	9	38%	2	8%	11	46%
White	32	2	6%	7	22%	6	19%	17	53%	23	72%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	28	5	18%	9	32%	9	32%	5	18%	14	50%
Not Economically Disadvantaged	34	3	9%	6	18%	8	24%	17	50%	25	74%
English Language Learner	18	6	33%	6	33%	6	33%	0	0%	6	33%
Non-English Language Learner	44	2	5%	9	20%	11	25%	22	50%	33	75%
Not in Foster Care	62	8	13%	15	24%	17	27%	22	35%	39	63%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	61	—	—	—	—	—	—	—	—	—	—
Not Migrant	62	8	13%	15	24%	17	27%	22	35%	39	63%
Parent Not in Armed Forces	62	8	13%	15	24%	17	27%	22	35%	39	63%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 21, 2022, 11:42 AM EST

### SOUTHAMPTON ELEMENTARY 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 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	94	100%	66	70%	28	30%
Female	49	52%	37	76%	12	24%
Male	45	48%	29	64%	16	36%
General Education Students	83	88%	61	73%	22	27%
Students with Disabilities	11	12%	5	45%	6	55%
American Indian or Alaska Native	9	10%	4	44%	5	56%
Asian or Native Hawaiian/Other Pacific Islander	1	1%	0	0%	1	100%
Black or African American	2	2%	0	0%	2	100%
Hispanic or Latino	45	48%	36	80%	9	20%
White	35	37%	26	74%	9	26%
Multiracial	2	2%	0	0%	2	100%
Economically Disadvantaged	51	54%	38	75%	13	25%
Not Economically Disadvantaged	43	46%	28	65%	15	35%
English Language Learner	33	35%	28	85%	5	15%
Non-English Language Learner	61	65%	38	62%	23	38%
Not in Foster Care	94	100%	66	70%	28	30%
Homeless	1	1%	1	100%	0	0%
Not Homeless	93	99%	65	70%	28	30%
Not Migrant	94	100%	66	70%	28	30%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Parent Not in Armed Forces	94	100%	66	70%	28	30%

### 2021 Mathematics Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	91	100%	64	70%	27	30%
Female	38	42%	25	66%	13	34%
Male	53	58%	39	74%	14	26%
General Education Students	82	90%	58	71%	24	29%
Students with Disabilities	9	10%	6	67%	3	33%
American Indian or Alaska Native	5	5%	4	80%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	1	1%	1	100%	0	0%
Black or African American	1	1%	1	100%	0	0%
Hispanic or Latino	34	37%	24	71%	10	29%
White	47	52%	33	70%	14	30%
Multiracial	3	3%	1	33%	2	67%
Economically Disadvantaged	40	44%	29	73%	11	28%
Not Economically Disadvantaged	51	56%	35	69%	16	31%
English Language Learner	27	30%	18	67%	9	33%
Non-English Language Learner	64	70%	46	72%	18	28%
Not in Foster Care	91	100%	64	70%	27	30%
Homeless	1	1%	0	0%	1	100%
Not Homeless	90	99%	64	71%	26	29%
Not Migrant	91	100%	64	70%	27	30%
Parent Not in Armed Forces	91	100%	64	70%	27	30%

### 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	66	20	30%	19	29%	22	33%	5	8%	27	41%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Female	37	9	24%	13	35%	13	35%	2	5%	15	41%
Male	29	11	38%	6	21%	9	31%	3	10%	12	41%
General Education Students	61	17	28%	18	30%	21	34%	5	8%	26	43%
Students with Disabilities	5	3	60%	1	20%	1	20%	0	0%	1	20%
American Indian or Alaska Native	4	—	—	—	—	—	—	—	—	—	—
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	36	13	36%	12	33%	10	28%	1	3%	11	31%
White	26	3	12%	7	27%	12	46%	4	15%	16	62%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	38	17	45%	10	26%	11	29%	0	0%	11	29%
Not Economically Disadvantaged	28	3	11%	9	32%	11	39%	5	18%	16	57%
English Language Learner	28	10	36%	10	36%	8	29%	0	0%	8	29%
Non-English Language Learner	38	10	26%	9	24%	14	37%	5	13%	19	50%
Not in Foster Care	66	20	30%	19	29%	22	33%	5	8%	27	41%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	65	—	—	—	—	—	—	—	—	—	—
Not Migrant	66	20	30%	19	29%	22	33%	5	8%	27	41%
Parent Not in Armed Forces	66	20	30%	19	29%	22	33%	5	8%	27	41%

### 2021 Mathematics 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	64	13	20%	22	34%	19	30%	10	16%	29	45%
Female	25	8	32%	9	36%	2	8%	6	24%	8	32%
Male	39	5	13%	13	33%	17	44%	4	10%	21	54%
General Education Students	58	11	19%	20	34%	18	31%	9	16%	27	47%
Students with Disabilities	6	2	33%	2	33%	1	17%	1	17%	2	33%
American Indian or Alaska Native	4	—	—	—	—	—	—	—	—	—	—



Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	10	42%	9	38%	2	8%	3	13%	5	21%
White	33	2	6%	11	33%	13	39%	7	21%	20	61%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	29	11	38%	13	45%	3	10%	2	7%	5	17%
Not Economically Disadvantaged	35	2	6%	9	26%	16	46%	8	23%	24	69%
English Language Learner	18	9	50%	7	39%	1	6%	1	6%	2	11%
Non-English Language Learner	46	4	9%	15	33%	18	39%	9	20%	27	59%
Not in Foster Care	64	13	20%	22	34%	19	30%	10	16%	29	45%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	64	13	20%	22	34%	19	30%	10	16%	29	45%
Not Migrant	64	13	20%	22	34%	19	30%	10	16%	29	45%
Parent Not in Armed Forces	64	13	20%	22	34%	19	30%	10	16%	29	45%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 21, 2022, 11:46 AM EST

## SOUTHAMPTON INTERMEDIATE 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.

## TARGETED SUPPORT AND IMPROVEMENT

### 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

## SOUTHAMPTON INTERMEDIATE 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.

### 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
American Indian or Alaska Native	Targeted Support and Improvement
Black or African American	Good Standing
Hispanic or Latino	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	402	149	37.1%
American Indian or Alaska Native	38	27	71.1%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—
Black or African American	9	—	—
Hispanic or Latino	177	73	41.2%
Multiracial	3	—	—
White	172	45	26.2%
English Language Learners	88	37	42%
Students with Disabilities	76	42	55.3%
Economically Disadvantaged	207	96	46.4%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 21, 2022, 11:50 AM EST

### SOUTHAMPTON INTERMEDIATE SCHOOL 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 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	96	100%	56	58%	40	42%
Female	51	53%	28	55%	23	45%
Male	45	47%	28	62%	17	38%
General Education Students	77	80%	47	61%	30	39%
Students with Disabilities	19	20%	9	47%	10	53%
American Indian or Alaska Native	6	6%	3	50%	3	50%
Asian or Native Hawaiian/Other Pacific Islander	2	2%	1	50%	1	50%
Black or African American	1	1%	0	0%	1	100%
Hispanic or Latino	54	56%	36	67%	18	33%
White	32	33%	15	47%	17	53%
Multiracial	1	1%	1	100%	0	0%
Economically Disadvantaged	59	61%	39	66%	20	34%
Not Economically Disadvantaged	37	39%	17	46%	20	54%
English Language Learner	33	34%	23	70%	10	30%
Non-English Language Learner	63	66%	33	52%	30	48%
Not in Foster Care	96	100%	56	58%	40	42%
Homeless	6	6%	6	100%	0	0%
Not Homeless	90	94%	50	56%	40	44%
Not Migrant	96	100%	56	58%	40	42%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Parent Not in Armed Forces	96	100%	56	58%	40	42%

### 2021 English Language Arts Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	88	100%	53	60%	35	40%
Female	38	43%	24	63%	14	37%
Male	50	57%	29	58%	21	42%
General Education Students	72	82%	44	61%	28	39%
Students with Disabilities	16	18%	9	56%	7	44%
American Indian or Alaska Native	6	7%	3	50%	3	50%
Black or African American	4	5%	3	75%	1	25%
Hispanic or Latino	37	42%	27	73%	10	27%
White	40	45%	20	50%	20	50%
Multiracial	1	1%	0	0%	1	100%
Economically Disadvantaged	39	44%	23	59%	16	41%
Not Economically Disadvantaged	49	56%	30	61%	19	39%
English Language Learner	25	28%	20	80%	5	20%
Non-English Language Learner	63	72%	33	52%	30	48%
Not in Foster Care	88	100%	53	60%	35	40%
Homeless	1	1%	0	0%	1	100%
Not Homeless	87	99%	53	61%	34	39%
Not Migrant	88	100%	53	60%	35	40%
Parent Not in Armed Forces	88	100%	53	60%	35	40%

### 2021 English Language Arts Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	80	100%	42	53%	38	48%
Female	41	51%	20	49%	21	51%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Male	39	49%	22	56%	17	44%
General Education Students	69	86%	36	52%	33	48%
Students with Disabilities	11	14%	6	55%	5	45%
American Indian or Alaska Native	8	10%	2	25%	6	75%
Hispanic or Latino	37	46%	24	65%	13	35%
White	34	43%	16	47%	18	53%
Multiracial	1	1%	0	0%	1	100%
Economically Disadvantaged	35	44%	17	49%	18	51%
Not Economically Disadvantaged	45	56%	25	56%	20	44%
English Language Learner	10	13%	6	60%	4	40%
Non-English Language Learner	70	88%	36	51%	34	49%
Not in Foster Care	80	100%	42	53%	38	48%
Homeless	1	1%	0	0%	1	100%
Not Homeless	79	99%	42	53%	37	47%
Not Migrant	80	100%	42	53%	38	48%
Parent Not in Armed Forces	80	100%	42	53%	38	48%

### 2021 English Language Arts Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	126	100%	43	34%	83	66%
Female	59	47%	21	36%	38	64%
Male	67	53%	22	33%	45	67%
General Education Students	98	78%	33	34%	65	66%
Students with Disabilities	28	22%	10	36%	18	64%
American Indian or Alaska Native	17	13%	3	18%	14	82%
Asian or Native Hawaiian/Other Pacific Islander	1	1%	0	0%	1	100%
Black or African American	4	3%	2	50%	2	50%
Hispanic or Latino	43	34%	16	37%	27	63%
White	61	48%	22	36%	39	64%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Economically Disadvantaged	67	53%	25	37%	42	63%
Not Economically Disadvantaged	59	47%	18	31%	41	69%
English Language Learner	14	11%	5	36%	9	64%
Non-English Language Learner	112	89%	38	34%	74	66%
Not in Foster Care	126	100%	43	34%	83	66%
Homeless	5	4%	4	80%	1	20%
Not Homeless	121	96%	39	32%	82	68%
Not Migrant	126	100%	43	34%	83	66%
Parent Not in Armed Forces	126	100%	43	34%	83	66%

### 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	56	23	41%	18	32%	5	9%	10	18%	15	27%
Female	28	11	39%	9	32%	4	14%	4	14%	8	29%
Male	28	12	43%	9	32%	1	4%	6	21%	7	25%
General Education Students	47	18	38%	15	32%	5	11%	9	19%	14	30%
Students with Disabilities	9	5	56%	3	33%	0	0%	1	11%	1	11%
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	36	19	53%	10	28%	3	8%	4	11%	7	19%
White	15	3	20%	5	33%	2	13%	5	33%	7	47%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	39	21	54%	10	26%	3	8%	5	13%	8	21%
Not Economically Disadvantaged	17	2	12%	8	47%	2	12%	5	29%	7	41%
English Language Learner	23	16	70%	5	22%	2	9%	0	0%	2	9%
Non-English Language Learner	33	7	21%	13	39%	3	9%	10	30%	13	39%
Not in Foster Care	56	23	41%	18	32%	5	9%	10	18%	15	27%



Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Homeless	6	4	67%	2	33%	0	0%	0	0%	0	0%
Not Homeless	50	19	38%	16	32%	5	10%	10	20%	15	30%
Not Migrant	56	23	41%	18	32%	5	9%	10	18%	15	27%
Parent Not in Armed Forces	56	23	41%	18	32%	5	9%	10	18%	15	27%

### 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	53	16	30%	10	19%	15	28%	12	23%	27	51%
Female	24	9	38%	2	8%	6	25%	7	29%	13	54%
Male	29	7	24%	8	28%	9	31%	5	17%	14	48%
General Education Students	44	12	27%	7	16%	14	32%	11	25%	25	57%
Students with Disabilities	9	4	44%	3	33%	1	11%	1	11%	2	22%
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	12	44%	6	22%	7	26%	2	7%	9	33%
White	20	3	15%	1	5%	8	40%	8	40%	16	80%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	23	10	43%	6	26%	7	30%	0	0%	7	30%
Not Economically Disadvantaged	30	6	20%	4	13%	8	27%	12	40%	20	67%
English Language Learner	20	12	60%	4	20%	4	20%	0	0%	4	20%
Non-English Language Learner	33	4	12%	6	18%	11	33%	12	36%	23	70%
Not in Foster Care	53	16	30%	10	19%	15	28%	12	23%	27	51%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	53	16	30%	10	19%	15	28%	12	23%	27	51%
Not Migrant	53	16	30%	10	19%	15	28%	12	23%	27	51%
Parent Not in Armed Forces	53	16	30%	10	19%	15	28%	12	23%	27	51%

### 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	42	9	21%	9	21%	17	40%	7	17%	24	57%
Female	20	5	25%	3	15%	9	45%	3	15%	12	60%
Male	22	4	18%	6	27%	8	36%	4	18%	12	55%
General Education Students	36	7	19%	6	17%	16	44%	7	19%	23	64%
Students with Disabilities	6	2	33%	3	50%	1	17%	0	0%	1	17%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	8	33%	5	21%	8	33%	3	13%	11	46%
White	16	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	17	5	29%	3	18%	6	35%	3	18%	9	53%
Not Economically Disadvantaged	25	4	16%	6	24%	11	44%	4	16%	15	60%
English Language Learner	6	4	67%	2	33%	0	0%	0	0%	0	0%
Non-English Language Learner	36	5	14%	7	19%	17	47%	7	19%	24	67%
Not in Foster Care	42	9	21%	9	21%	17	40%	7	17%	24	57%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	42	9	21%	9	21%	17	40%	7	17%	24	57%
Not Migrant	42	9	21%	9	21%	17	40%	7	17%	24	57%
Parent Not in Armed Forces	42	9	21%	9	21%	17	40%	7	17%	24	57%

### 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	43	9	21%	9	21%	14	33%	11	26%	25	58%
Female	21	2	10%	5	24%	10	48%	4	19%	14	67%
Male	22	7	32%	4	18%	4	18%	7	32%	11	50%
General Education Students	33	4	12%	9	27%	10	30%	10	30%	20	61%
Students with Disabilities	10	5	50%	0	0%	4	40%	1	10%	5	50%
American Indian or Alaska Native	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	%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	6	38%	5	31%	5	31%	0	0%	5	31%
White	22	2	9%	2	9%	8	36%	10	45%	18	82%
Economically Disadvantaged	25	5	20%	8	32%	10	40%	2	8%	12	48%
Not Economically Disadvantaged	18	4	22%	1	6%	4	22%	9	50%	13	72%
English Language Learner	5	4	80%	1	20%	0	0%	0	0%	0	0%
Non-English Language Learner	38	5	13%	8	21%	14	37%	11	29%	25	66%
Not in Foster Care	43	9	21%	9	21%	14	33%	11	26%	25	58%
Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	39	—	—	—	—	—	—	—	—	—	—
Not Migrant	43	9	21%	9	21%	14	33%	11	26%	25	58%
Parent Not in Armed Forces	43	9	21%	9	21%	14	33%	11	26%	25	58%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 21, 2022, 11:51 AM EST

### SOUTHAMPTON INTERMEDIATE 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	96	100%	49	51%	47	49%
Female	51	53%	24	47%	27	53%
Male	45	47%	25	56%	20	44%
General Education Students	77	80%	42	55%	35	45%
Students with Disabilities	19	20%	7	37%	12	63%
American Indian or Alaska Native	6	6%	2	33%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	2	2%	1	50%	1	50%
Black or African American	1	1%	0	0%	1	100%
Hispanic or Latino	54	56%	34	63%	20	37%
White	32	33%	12	38%	20	63%
Multiracial	1	1%	0	0%	1	100%
Economically Disadvantaged	59	61%	34	58%	25	42%
Not Economically Disadvantaged	37	39%	15	41%	22	59%
English Language Learner	33	34%	23	70%	10	30%
Non-English Language Learner	63	66%	26	41%	37	59%
Not in Foster Care	96	100%	49	51%	47	49%
Homeless	6	6%	4	67%	2	33%
Not Homeless	90	94%	45	50%	45	50%
Not Migrant	96	100%	49	51%	47	49%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Parent Not in Armed Forces	96	100%	49	51%	47	49%

### 2021 Mathematics Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	87	100%	54	62%	33	38%
Female	37	43%	25	68%	12	32%
Male	50	57%	29	58%	21	42%
General Education Students	71	82%	44	62%	27	38%
Students with Disabilities	16	18%	10	63%	6	38%
American Indian or Alaska Native	6	7%	3	50%	3	50%
Black or African American	4	5%	4	100%	0	0%
Hispanic or Latino	37	43%	23	62%	14	38%
White	39	45%	24	62%	15	38%
Multiracial	1	1%	0	0%	1	100%
Economically Disadvantaged	39	45%	20	51%	19	49%
Not Economically Disadvantaged	48	55%	34	71%	14	29%
English Language Learner	25	29%	16	64%	9	36%
Non-English Language Learner	62	71%	38	61%	24	39%
Not in Foster Care	87	100%	54	62%	33	38%
Homeless	1	1%	0	0%	1	100%
Not Homeless	86	99%	54	63%	32	37%
Not Migrant	87	100%	54	62%	33	38%
Parent Not in Armed Forces	87	100%	54	62%	33	38%

### 2021 Mathematics Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	80	100%	47	59%	33	41%
Female	41	51%	21	51%	20	49%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Male	39	49%	26	67%	13	33%
General Education Students	69	86%	40	58%	29	42%
Students with Disabilities	11	14%	7	64%	4	36%
American Indian or Alaska Native	8	10%	3	38%	5	63%
Hispanic or Latino	37	46%	27	73%	10	27%
White	34	43%	17	50%	17	50%
Multiracial	1	1%	0	0%	1	100%
Economically Disadvantaged	35	44%	21	60%	14	40%
Not Economically Disadvantaged	45	56%	26	58%	19	42%
English Language Learner	10	13%	7	70%	3	30%
Non-English Language Learner	70	88%	40	57%	30	43%
Not in Foster Care	80	100%	47	59%	33	41%
Homeless	1	1%	0	0%	1	100%
Not Homeless	79	99%	47	59%	32	41%
Not Migrant	80	100%	47	59%	33	41%
Parent Not in Armed Forces	80	100%	47	59%	33	41%

### 2021 Mathematics Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	126	100%	51	40%	75	60%
Female	59	47%	16	27%	43	73%
Male	67	53%	35	52%	32	48%
General Education Students	98	78%	39	40%	59	60%
Students with Disabilities	28	22%	12	43%	16	57%
American Indian or Alaska Native	17	13%	3	18%	14	82%
Asian or Native Hawaiian/Other Pacific Islander	1	1%	0	0%	1	100%
Black or African American	4	3%	2	50%	2	50%
Hispanic or Latino	43	34%	24	56%	19	44%
White	61	48%	22	36%	39	64%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Economically Disadvantaged	67	53%	30	45%	37	55%
Not Economically Disadvantaged	59	47%	21	36%	38	64%
English Language Learner	14	11%	10	71%	4	29%
Non-English Language Learner	112	89%	41	37%	71	63%
Not in Foster Care	126	100%	51	40%	75	60%
Homeless	5	4%	4	80%	1	20%
Not Homeless	121	96%	47	39%	74	61%
Not Migrant	126	100%	51	40%	75	60%
Parent Not in Armed Forces	126	100%	51	40%	75	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	49	21	43%	13	27%	6	12%	9	18%	15	31%
Female	24	12	50%	7	29%	2	8%	3	13%	5	21%
Male	25	9	36%	6	24%	4	16%	6	24%	10	40%
General Education Students	42	16	38%	12	29%	6	14%	8	19%	14	33%
Students with Disabilities	7	5	71%	1	14%	0	0%	1	14%	1	14%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	34	18	53%	9	26%	2	6%	5	15%	7	21%
White	12	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	34	18	53%	10	29%	2	6%	4	12%	6	18%
Not Economically Disadvantaged	15	3	20%	3	20%	4	27%	5	33%	9	60%
English Language Learner	23	15	65%	6	26%	2	9%	0	0%	2	9%
Non-English Language Learner	26	6	23%	7	27%	4	15%	9	35%	13	50%
Not in Foster Care	49	21	43%	13	27%	6	12%	9	18%	15	31%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	45	—	—	—	—	—	—	—	—	—	—
Not Migrant	49	21	43%	13	27%	6	12%	9	18%	15	31%
Parent Not in Armed Forces	49	21	43%	13	27%	6	12%	9	18%	15	31%

### 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	54	26	48%	12	22%	12	22%	4	7%	16	30%
Female	25	12	48%	6	24%	6	24%	1	4%	7	28%
Male	29	14	48%	6	21%	6	21%	3	10%	9	31%
General Education Students	44	18	41%	12	27%	10	23%	4	9%	14	32%
Students with Disabilities	10	8	80%	0	0%	2	20%	0	0%	2	20%
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	14	61%	7	30%	1	4%	1	4%	2	9%
White	24	7	29%	4	17%	10	42%	3	13%	13	54%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	20	14	70%	6	30%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	34	12	35%	6	18%	12	35%	4	12%	16	47%
English Language Learner	16	13	81%	3	19%	0	0%	0	0%	0	0%
Non-English Language Learner	38	13	34%	9	24%	12	32%	4	11%	16	42%
Not in Foster Care	54	26	48%	12	22%	12	22%	4	7%	16	30%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	54	26	48%	12	22%	12	22%	4	7%	16	30%
Not Migrant	54	26	48%	12	22%	12	22%	4	7%	16	30%
Parent Not in Armed Forces	54	26	48%	12	22%	12	22%	4	7%	16	30%

### 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	47	17	36%	18	38%	8	17%	4	9%	12	26%
Female	21	9	43%	8	38%	3	14%	1	5%	4	19%
Male	26	8	31%	10	38%	5	19%	3	12%	8	31%
General Education Students	40	12	30%	16	40%	8	20%	4	10%	12	30%
Students with Disabilities	7	5	71%	2	29%	0	0%	0	0%	0	0%
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	12	44%	11	41%	4	15%	0	0%	4	15%
White	17	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	21	9	43%	8	38%	3	14%	1	5%	4	19%
Not Economically Disadvantaged	26	8	31%	10	38%	5	19%	3	12%	8	31%
English Language Learner	7	6	86%	1	14%	0	0%	0	0%	0	0%
Non-English Language Learner	40	11	28%	17	43%	8	20%	4	10%	12	30%
Not in Foster Care	47	17	36%	18	38%	8	17%	4	9%	12	26%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	47	17	36%	18	38%	8	17%	4	9%	12	26%
Not Migrant	47	17	36%	18	38%	8	17%	4	9%	12	26%
Parent Not in Armed Forces	47	17	36%	18	38%	8	17%	4	9%	12	26%

### 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	51	21	41%	22	43%	4	8%	4	8%	8	16%
Female	16	6	38%	8	50%	1	6%	1	6%	2	13%
Male	35	15	43%	14	40%	3	9%	3	9%	6	17%
General Education Students	39	16	41%	16	41%	4	10%	3	8%	7	18%
Students with Disabilities	12	5	42%	6	50%	0	0%	1	8%	1	8%
American Indian or Alaska Native	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	%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	15	63%	8	33%	1	4%	0	0%	1	4%
White	22	4	18%	11	50%	3	14%	4	18%	7	32%
Economically Disadvantaged	30	16	53%	12	40%	1	3%	1	3%	2	7%
Not Economically Disadvantaged	21	5	24%	10	48%	3	14%	3	14%	6	29%
English Language Learner	10	6	60%	3	30%	1	10%	0	0%	1	10%
Non-English Language Learner	41	15	37%	19	46%	3	7%	4	10%	7	17%
Not in Foster Care	51	21	41%	22	43%	4	8%	4	8%	8	16%
Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	47	—	—	—	—	—	—	—	—	—	—
Not Migrant	51	21	41%	22	43%	4	8%	4	8%	8	16%
Parent Not in Armed Forces	51	21	41%	22	43%	4	8%	4	8%	8	16%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 21, 2022, 11:52 AM EST

## SOUTHAMPTON 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

## SOUTHAMPTON 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.

### 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
American Indian or Alaska Native	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Black or African American	Good Standing
Hispanic or Latino	Good Standing
White	Good Standing
English Language Learners	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

## 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	606	165	27.2%
American Indian or Alaska Native	33	10	30.3%
Asian or Native Hawaiian/Other Pacific Islander	15	—	—
Black or African American	15	—	—
Hispanic or Latino	257	90	35%
Multiracial	1	—	—
White	285	58	20.4%
English Language Learners	87	33	37.9%
Students with Disabilities	95	41	43.2%
Economically Disadvantaged	292	106	36.3%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

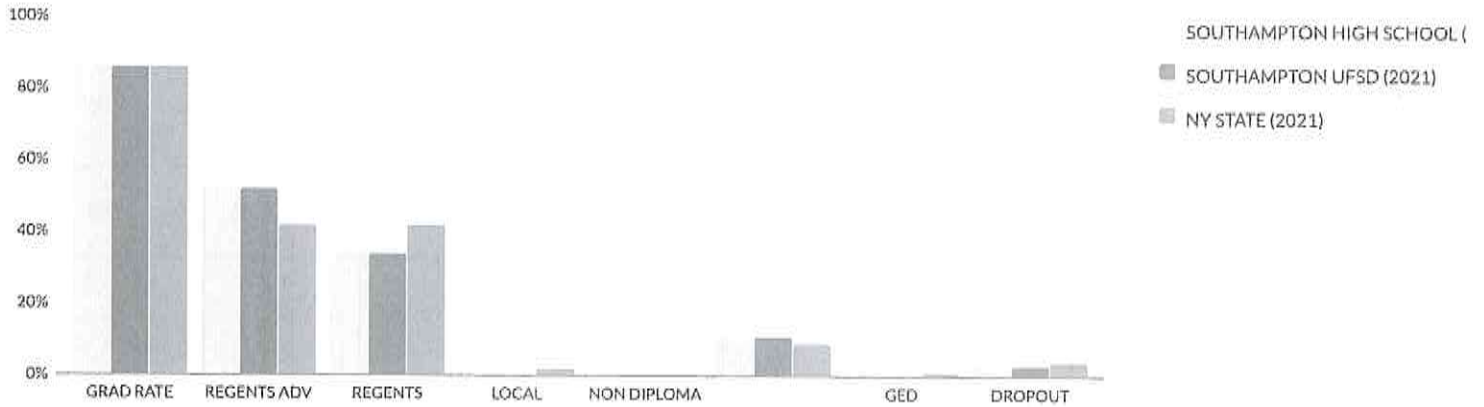
THIS DOCUMENT WAS CREATED ON: APRIL 21, 2022, 11:58 AM EST

### SOUTHAMPTON 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		DR
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students	163	140	86%	84	52%	56	34%	0	0%	0	0%	18	11%	0	0%	5
Female	86	76	88%	45	52%	31	36%	0	0%	0	0%	9	10%	0	0%	1
Male	77	64	83%	39	51%	25	32%	0	0%	0	0%	9	12%	0	0%	4
General Education Students	147	128	87%	82	56%	46	31%	0	0%	0	0%	14	10%	0	0%	5
Students with Disabilities	16	12	75%	2	13%	10	63%	0	0%	0	0%	4	25%	0	0%	0
American Indian or Alaska Native	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	8	100%	7	88%	1	13%	0	0%	0	0%	0	0%	0	0%	0
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	66	51	77%	21	32%	30	45%	0	0%	0	0%	10	15%	0	0%	5
White	78	72	92%	55	71%	17	22%	0	0%	0	0%	6	8%	0	0%	0
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Economically Disadvantaged	76	57	75%	25	33%	32	42%	0	0%	0	0%	16	21%	0	0%	3
Not Economically Disadvantaged	87	83	95%	59	68%	24	28%	0	0%	0	0%	2	2%	0	0%	2
English Language Learner	19	7	37%	0	0%	7	37%	0	0%	0	0%	9	47%	0	0%	3
Non-English Language Learner	144	133	92%	84	58%	49	34%	0	0%	0	0%	9	6%	0	0%	2
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not in Foster Care	163	140	86%	84	52%	56	34%	0	0%	0	0%	18	11%	0	0%	5
Homeless	5	3	60%	1	20%	2	40%	0	0%	0	0%	2	40%	0	0%	0
Not Homeless	158	137	87%	83	53%	54	34%	0	0%	0	0%	16	10%	0	0%	5

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPPED
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Migrant	163	140	86%	84	52%	56	34%	0	0%	0	0%	18	11%	0	0%	5
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Parent Not in Armed Forces	163	140	86%	84	52%	56	34%	0	0%	0	0%	18	11%	0	0%	5

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 21, 2022, 11:59 AM EST



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

for SOUTHAMPTON UFSD

(Bedcode: 580906030000)

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 (%)
<b>Total Employee Benefits in General Fund &amp; Special Aid Fund</b>	15,576,943.55	N/A
<b>Other Post-Employment Benefits</b>	1,182,408.17	N/A
<b>Total Employee Benefits for Active Employees</b>	14,394,535.38	N/A
<b>Total Personal Service in General Fund &amp; Special Aid Fund</b>	38,906,091.73	N/A
<b>District Average Fringe Rate ?</b>	N/A	36.99815309102500

## 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
<b>Instruction</b>	
<b>A1. Classroom Salaries</b>	22,824,059.26
<b>A2. Other Instructional Salaries</b>	2,352,253.49
<b>A3. Instructional Benefits</b>	9,314,770.73
<b>A4. Professional Development</b>	0.00
<b>A. Instruction Total</b>	34,491,083.48
<b>Administration</b>	
<b>B1. School Administrative Salaries</b>	2,067,802.92
<b>B2. School Administrative Benefits</b>	765,048.89
<b>B3. Other School Administrative Expenditures</b>	508,755.77
<b>B. Administration Total</b>	3,341,607.58
<b>All Other Spending</b>	
<b>C1. All Other Salaries</b>	1,605,819.22
<b>C2. All Other Benefits</b>	594,123.45
<b>C3. All Other Non-Personnel Expenditures</b>	3,334,841.01
<b>C. Total of All Other Spending</b>	5,534,783.68
<b>Total</b>	
<b>D. Total School Level</b>	43,367,474.74

## District Level Spending

	* Amount Spent
<b>Instruction</b>	
<b>E1. Classroom Salaries</b>	0
<b>E2. Other Instructional Salaries</b>	680,155.02
<b>E3. Instructional Benefits</b>	251,644.80
<b>E4. Professional Development</b>	37,579.49
<b>E. Instruction Total</b>	969,379.31
<b>Administration</b>	
<b>F1. Central Administrative Salaries</b>	4,996,717.30
<b>F2. Central Administrative Benefits</b>	1,848,693.12
<b>F3. Other Central Administrative Expenditures</b>	197,580.13
<b>F. Administration Total</b>	7,042,990.55
<b>All Other Spending</b>	
<b>G1. All Other Salaries</b>	58,617
<b>G2. All Other Benefits</b>	1,204,095.38
<b>G3. All Other Non-Personnel Expenditures</b>	5,471,484.90
<b>G. Total of All Other Spending</b>	6,734,197.28
<b>Total</b>	
<b>H. Total District Level</b>	14,746,567.14

## Total District and School Spending

	Amount Spent
<b>I. Total District and School Level Spending</b>	58,114,041.88

### School Level Local/State Spending

	Amount Spent
<b>Local/State Spending</b>	
<b>J. Total Local/State</b>	<b>43,367,474.74</b>
<b>Federal Spending</b>	
<b>K1. Federal Title I Part A</b>	<b>0.00</b>
<b>K2. Federal Title II Part A</b>	<b>0.00</b>
<b>K3. Federal Title III Part A</b>	<b>0.00</b>
<b>K4. Federal Title IV Part A</b>	<b>0.00</b>
<b>K5. IDEA</b>	<b>0.00</b>
<b>K6. All Other Federal</b>	<b>0.00</b>
<b>K7. Federal CARES/CRRSA/ARP</b>	<b>0.00</b>
<b>K. Total Federal Spending</b>	<b>0.00</b>
<b>Total</b>	
<b>Total School Level</b>	<b>43,367,474.74</b>

### District Level Local/State Spending

	Amount Spent
<b>L. Total Local/State</b>	<b>14,746,567.14</b>
<b>M. Total Federal Spending</b>	<b>0</b>
<b>Total</b>	
<b>Total District Level</b>	<b>14,746,567.14</b>

### Total District and School Local/State Spending

	Amount Spent
<b>N. Total District and School Level Spending</b>	<b>58,114,041.88</b>

## School-Level Program Detail Areas

### School-Level Costs


	<b>Amount Spent</b>
<b>O. Special Education</b>	<b>7,818,472.45</b>
<b>P. ELL/MLL Services</b>	<b>0.00</b>
<b>Q. Pupil Services</b>	<b>2,898,196.62</b>
<b>R. Community Schools Programs</b>	<b>0.00</b>
<b>S. BOCES Services</b>	<b>45,854.60</b>
<b>T. Prekindergarten</b>	<b>400,084.05</b>

## District-Level Program Detail Areas

### Central District Costs

	<b>* Amount Spent</b>
<b>U. Special Education</b>	<b>0</b>
<b>V. ELL/MLL Services</b>	<b>0</b>
<b>W. Pupil Services</b>	<b>2,179,398.90</b>
<b>X. Community Schools Programs</b>	<b>0</b>
<b>Y. BOCES Services</b>	<b>836,669.55</b>
<b>Z. Prekindergarten</b>	<b>0</b>

## Total District Expenditures and Exclusions

	* Amount Spent
<b>Exclusions</b>	
<b>1. Transportation</b>	3,969,899.57
<b>2. Charter School Tuition</b>	0
<b>3. Other Tuition</b>	475,536.81
<b>4. Debt Service</b>	4,225,949.47
<b>5. Other</b>	466,203.33
<b>Total Exclusions</b>	9,137,589.18
<b>Expenditures</b>	
<b>Total Expenditures</b> 	67,251,631.06

## 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

72328609.00

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.

*No response provided.*

# GLOSSARY OF TERMS - ESSA FINANCIAL TRANSPARENCY DATA

## District Ability to Raise Local Funds

A school district's ability to raise local funds is classified as significantly more, slightly more, slightly less, or significantly less than the statewide average.

## District Student Needs

Student needs in a school district are classified as significantly higher, slightly higher, slightly lower, or significantly lower than the statewide average.

## Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

## English Language Learners

English Language Learners (ELLs) are those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

- **Newcomers** - ELL students receiving ELL services through an ELL program for a duration of less than or equal to 3 years
- **Developing** - ELL students receiving ELL services through an ELL program for a duration of 4 to 6 years
- **Long Term** - ELL students receiving ELL services through an ELL program for a duration greater than or equal to 7 years
- **SIFE** - Students identified as having Inconsistent/Interrupted Formal Education.

- English Language Learners who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and
- upon initial enrollment in such schools are two or more years below grade level in literacy in their home language; and/or
- are two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the United States (the 50 States and the District of Columbia).

## Needs Resource Capacity Categories

The need/resource capacity index, a measure of a district's ability to meet the needs of its students with local resources.

## Race and Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

## Spending Per Pupil: New York State

The average spending per pupil for all districts and charter schools across the state.



## Spending Per Pupil: This County

The average spending per pupil for all districts and charter schools in the county.

## Spending Per Pupil: This District

The average spending per pupil for all students in the school district. For charter schools, the value for the district of location is displayed.

## Spending Per Pupil: This School

The average spending per pupil in the school , including a proportional share of central expenditures.

## Student Needs

Student needs in a school district or charter school are classified as significantly higher, slightly higher, slightly lower, or significantly lower than the statewide average.

## Student-to-Teacher Ratio

The ratio of enrollment to the number of classroom teachers in the school or district.

## Students with Disabilities

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

## Teachers with 21+ Years of Experience %

The proportion of classroom teachers with 21 or more years of experience.

## Teachers with 4-20 Years of Experience %

The proportion of classroom teachers with between 4 and 20 years of experience.

## **Teachers with Fewer than 4 years of Experience %**

The proportion of classroom teachers with fewer than four years of experience.

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 26, 2022, 8:50 AM EST

Property Tax Report Card  
580906 - SOUTHAMPTON UFSD

2021-2022 - Page 1  
Official - as of 04/25/2022 07:42 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: emscmgts@nysed.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:   
Preparer's Telephone Number:

<u>Shaded Fields Will Calculate</u>	Budgeted 2021-22 (A)	Proposed Budget 2022-23 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	73,999,900	74,990,000	1.34 %
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	60,683,686	61,317,249	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	750,000	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	59,933,686	61,317,249	2.31 %
F. Permissible Exclusions to the School Tax Levy Limit	3,433,461	3,175,841	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	60,640,842	58,141,408	
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)	57,250,225	58,141,408	
I. Difference: (G-H);(negative value requires 60.0% voter approval) <sup>2</sup>	3,390,617	0	
Public School Enrollment	707,156	0	-100.00 %
Consumer Price Index			4.7 %

<sup>1</sup> Include any prior year reserve for excess tax levy, including interest.

<sup>2</sup> 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.

<sup>3</sup> 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	23,986,216	24,000,000
Assigned Appropriated Fund Balance	750,000	500,000
Adjusted Unrestricted Fund Balance	4,818,922	2,500,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	6.51 %	3.33 %

**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	2027 10-YEAR CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	3,901,719	3,902,000	If approved by the voters on May 17, \$1,480 million will be used for various capital projects
Capital	CAPITAL RESERVE FOR PROPERTY ACQUISITION	For the cost of any object or purpose for which bonds may be issued.	9,017,835	9,070,335	Pending Voters approval on May 17, \$4.9 million will be used to purchase a building for the District Office
Capital	CAPITAL RESERVE FOR BUS FLEET REPLACEMENT	For the cost of any object or purpose for which bonds may be issued.	1,106,966	1,107,000	Approximately \$250,000 will be used to purchase two large buses
Capital	2017 10-YEAR CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	4,098	0	Remaining balances will be transferred into the 2027 10-year Capital Reserve
Repair	REPAIR RESERVE	For the cost of repairs to capital improvements or equipment.	1,894,214	1,900,000	To be used as needed
Workers Compensation	WORKERS COMPENSATION RESERVE	For self-insured Workers Compensation and benefits.	406,171	206,200	\$200,000 was approved to be transferred to the GF toward 2021-22 WC expenses
Unemployment Insurance	UNEMPLOYMENT INSURANCE RESERVE	For reimbursement to the State Unemployment Insurance Fund.	198,819	198,900	N/A
Reserve for Tax Reduction		For the gradual use of the proceeds of			

the sale of school district real property.

Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.	<input type="text"/>	<input type="text"/>	
Insurance	INSURANCE RESERVE	For liability, casualty, and other types of uninsured losses.	213,988	214,000	To pay for legally binding settlements
Property Loss + (add)		To cover property loss.	<input type="text"/>	<input type="text"/>	
Liability		To cover incurred liability claims.	<input type="text"/>	<input type="text"/>	
Tax Certiorari		For tax certiorari settlements.	<input type="text"/>	<input type="text"/>	
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.	<input type="text"/>	<input type="text"/>	
Employee Benefit Accrued Liability	ACCRUED COMPENSATED ABSENCES	For accrued 'employee benefits' due to employees upon termination of service.	5,204,779	5,205,000	Approximately \$500,000 will be allocated towards retiring employee's payouts
Retirement Contribution	ERS AND TRS RESERVES	For employer retirement contributions to the State and Local Employees' Retirement System.	2,037,627	2,038,000	Not anticipated
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.	<input type="text"/>	<input type="text"/>	
Single Other Reserve + (add)			<input type="text"/>	<input type="text"/>	

\* **NYSED Reserve Guidance:**  
[http://www.p12.nysed.gov/mgt/serv/accounting/docs/reserve\\_funds.pdf](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.**

Salary: Administrative Compensation Information  
580906 - SOUTHAMPTON UFSD

2021-2022 - Page 1  
Official - as of 04/25/2022 08:23 AM

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](mailto: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	248,349	63,473	10,644

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 FOR BUSINESS	219,392	41,591	9,823
3. ASSISTANT SUPERINTENDENT FOR PUPIL PERSON	208,613	60,489	9,611
4. PRINCIPAL - HIGH SCHOOL	195,780	38,819	3,950
5. EXECUTIVE DIRECTOR OF TECHNOLOGY	190,592	58,373	9,256
6. DIRECTOR OF PHYSICAL EDUCATION AND WELLNE	172,818	56,286	2,950
7. PRINCIPAL - ELEMENTARY SCHOOL	162,400	34,890	3,950
8. DIRECTOR OF FACILITIES	159,863	35,097	3,541
9. COORDINATOR	159,164	54,683	3,950
10. DIRECTOR OF ENL	157,325	39,215	3,950
11. PRINCIPAL - INTERMEDIATE SCHOOL	152,250	37,950	3,950
12. ASSISTANT PRINCIPAL - HIGH SCHOOL	152,250	37,950	3,950
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
31.			
32.			
33.			
34.			
35.			



**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)

RP-495 (9/08)

Date: March 28, 2022

Taxing Jurisdiction: Southampton UFSD

Fiscal Year Beginning: July 1, 2021

Total equalized value in taxing jurisdiction: 28,848,881,472

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	NYS	RPTL 404 (1)	14	149,817,400	0.52%
12350	Pub. Auth. State	RPTL 412			
13100	County Owned	RPTL 406 (1)	274	210,632,700	0.73%
13500	Town Owned	RPTL 406 (1)	442	345,093,962	1.20%
13510	Town Cemetery Land	RPTL 446	1	157,900	0.00%
13650	Village Owned	RPTL 406 (1)	89	218,535,740	0.76%
13800	School District	RPTL 408	5	66,457,200	0.23%
13890	Mun. Pub. Auth.	RPTL 412	7	6,896,000	0.02%
14000	Public Authority Local	RPTL 412	13	126,363,170	0.44%
14100	USA Gen.	RPTL 400	5	16,832,600	0.06%
14300	Indian Reservation	RPTL 454	1	-	
18080	Town Housing Auth.	Section 52			
18020	Municipal Indust. Dev.	RPTL 412-A	-		0.00%
19950	Mun. Railroad	RPTL 456	13	12,027,100	0.04%
21600	Clergy Resid.	RPTL 462	8	10,850,700	0.04%
25110	Nonprof. Corp.	RPTL 420-A	21	48,291,400	0.17%
25120	Nonprof. Corp. Educ.	RPTL 420-A	3	31,268,800	0.11%
25130	Nonprof. Corp. Char.	RPTL 420-A	6	4,858,285	0.02%
25210	Nonprof. Corp-hosp.	RPTL 420-A	9	78,981,100	0.27%
25300	Nonprof. Corp. US	RPTL 420-B	35	132,802,587	0.46%
26250	Historical Society	RPTL 444 & NC	3	6,676,600	0.02%
26400	Inc. Vol. Fire Dept.	RPTL 464 (2)	11	10,141,100	0.04%
27350	Cemetery	RPTL 446	8	23,375,100	0.08%
28540	Nonprof. Co-hostels	RPTL 422			
41124	Veterans Alternative	RPTL 458	189	2,268,000	0.01%
41134	Veterans Alternative Combat	RPTL 458	121	2,418,600	0.01%
41144	Veterans Disability	RPTL 458	33	1,293,675	0.00%
41164	Veterans Cold War	RPTL 458	16	192,000	0.00%
41174	Veterans Cold War	RPTL 458	2	80,000	0.00%
41300	Vets Paraplegic	RPTL 458 (3)			
41400	Clergy	RPTL 460	9	13,500	0.00%
41640	Volunteer Fire/Amb	RPTL 466 C	98	10,679,280	0.04%
41644	Volunteer Fire/Amb	RPTL 466 C	28	3,198,340	0.01%
41700	Agricultural Bldg.	RPTL 483	2	4,793,600	0.02%
41720	Agric. Dist. Cty.	AG. Mkts L 305	146	22,411,084	0.08%
41730	Ag. Individual	AG. Mkts L 306	29	3,185,524	0.01%
41800	AGED 65	RPTL 467	76	33,901,410	0.12%
41804	AGED 65	RPTL 467	66	32,570,809	0.11%
41834	STAR Enhanced	RPTL 425	314	37,888,120	0.13%
41854	STAR Basic	RPTL 425	799	41,220,410	0.14%
41864	STAR Basic	RPTL 425			
41900	Phys. Disabled	RPTL 459	2	361,695	0.00%
41904	Phys. Disabled	RPTL 459			
41930	Disabled w/Lmt. Inc	RPTL 459 C	4	1,150,150	0.00%
41934	Disabled w/Lmt. Inc	RPTL 459 C	3	1,105,400	0.00%
44210	Home Improvement	RPTL 421-F			0.00%
49500	Solar or Wind Energy Sys	RPTL 487	40	1,256,352	0.00%
<b>Totals</b>			<b>2,945</b>	<b>1,700,047,393</b>	<b>5.89%</b>

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: \$ \_\_\_\_\_  
(details contained on RP-495-PILOT)