

# New York State District Report Card Comprehensive Information Report

BEDS Code: 58-02-09-02-0000

Name: Rocky Point Union Free School District

Superintendent: Mr. James Gerardi

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	273	244	314
First	296	286	281
Second	276	286	294
Third	304	269	292
Fourth	291	301	273
Fifth	287	298	299
Sixth	273	298	310
Ungraded Elementary	15	61	32
Seventh	257	284	309
Eighth	255	263	278
Ninth	274	268	277
Tenth	227	244	255
Eleventh	180	217	219
Twelfth	148	181	208
Ungraded Secondary	26	24	15
Total K-12 Enrollment	3382	3524	3656

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	22	0.7%	33	0.9%	28	0.8%
Black (Not Hispanic)	27	0.8%	46	1.3%	45	1.2%
Hispanic	74	2.2%	80	2.3%	90	2.5%
White (Not Hispanic)	3259	96.4%	3365	95.5%	3493	95.5%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	18	19	23
Common Branch	25	25	25
English Grade 8	25	28	25
Mathematics Grade 8	22	25	25
Science Grade 8	24	24	24
Social Studies Grade 8	23	26	24
English Grade 10	26	26	23
Mathematics Grade 10	21	24	22
Science Grade 10	21	22	24
Social Studies Grade 10	26	27	26

(Form – A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	27	0.8%	35	1.0%	28	0.8%
Eligible for Free Lunch	156	5.0%	180	5.5%	183	5.0%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.6%		93.8%		93.9%
Student Suspensions	114	3.4%	155	4.6%	76	2.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.9%	2.7%	3.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	251
Total Other Professional Staff	43
Total Paraprofessionals	76
Teaching Out of Certification*	3
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	133	78	59%	153	102	67%	181	128	71%
Students with Disabilities	12	2	17%	7	0	0%	11	1	9%
All Students	145	80	55%	160	102	64%	192	129	67%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	96	76	1	1	15	3
Percent	50%	40%	1%	1%	8%	2%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
11	1	3	14

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			0		0	
	Entered GED Program*			27		29	
	Total Noncompleters			27		29	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			2		8	
	Total Noncompleters			2		8	
All Students	Dropped Out	27	3.2%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	29	3.1%	37	3.8%
	Total Noncompleters	27	3.2%	29	3.1%	37	3.8%

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

(Form – C)

# Career Development and Occupational Studies (CDOS)

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

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

## Students Developing a Career Plan, 4-12

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

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	45	100%	39	97%	32	97%
German	27	93%	25	72%	42	93%
Italian	67	70%	78	96%	77	92%
Latin	0	0%	0	0%	0	0%
Spanish	112	92%	78	92%	146	94%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	3	#
German	3	#	3	#	1	#
Italian	5	0%	2	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	9	33%	7	57%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	1	#
Science	0	0%	0	0%	0	0%
Reading	1	#	2	#	0	0%
Writing	0	0%	3	#	0	0%
Global Studies	4	#	0	0%	0	0%
U.S. Hist & Gov't	17	82%	3	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	75%	6	100%	9	100%
Science	14	43%	3	#	10	70%
Reading	3	#	1	#	0	0%
Writing	4	#	2	#	0	0%
Global Studies	10	40%	10	40%	10	80%
U.S. Hist & Gov't	5	60%	7	57%	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	178	206	227	13	14	23
Number Scoring 55–100	171	195	209	11	11	15
Number Scoring 65–100	155	177	194	5	7	9
Number Scoring 85–100	70	98	85	0	0	1
Percentage of Tested Scoring 55–100	96%	95%	92%	85%	79%	65%
Percentage of Tested Scoring 65–100	87%	86%	85%	38%	50%	39%
Percentage of Tested Scoring 85–100	39%	48%	37%	0%	0%	4%
<b>Mathematics A</b>						
Number Tested	0	192	293	0	13	29
Number Scoring 55–100	0	180	255	0	9	15
Number Scoring 65–100	0	161	223	0	6	13
Number Scoring 85–100	0	67	47	0	0	0
Percentage of Tested Scoring 55–100	0%	94%	87%	0%	69%	52%
Percentage of Tested Scoring 65–100	0%	84%	76%	0%	46%	45%
Percentage of Tested Scoring 85–100	0%	35%	16%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	246	194	251	16	27	25
Number Scoring 55–100	235	183	229	11	21	14
Number Scoring 65–100	216	164	214	7	14	12
Number Scoring 85–100	113	46	97	2	2	0
Percentage of Tested Scoring 55–100	96%	94%	91%	69%	78%	56%
Percentage of Tested Scoring 65–100	88%	85%	85%	44%	52%	48%
Percentage of Tested Scoring 85–100	46%	24%	39%	12%	7%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	188	211	234	18	15	26
Number Scoring 55–100	159	200	226	7	11	23
Number Scoring 65–100	141	176	215	4	5	21
Number Scoring 85–100	81	84	97	2	2	3
Percentage of Tested Scoring 55–100	85%	95%	97%	39%	73%	88%
Percentage of Tested Scoring 65–100	75%	83%	92%	22%	33%	81%
Percentage of Tested Scoring 85–100	43%	40%	41%	11%	13%	12%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	222	206	269	13	21	25
Number Scoring 55–100	219	201	262	12	20	22
Number Scoring 65–100	208	196	248	6	17	19
Number Scoring 85–100	47	32	74	0	1	2
Percentage of Tested Scoring 55–100	99%	98%	97%	92%	95%	88%
Percentage of Tested Scoring 65–100	94%	95%	92%	46%	81%	76%
Percentage of Tested Scoring 85–100	21%	16%	28%	0%	5%	8%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	175	192	221	6	14	18
Number Scoring 55–100	164	175	205	3	10	14
Number Scoring 65–100	154	163	198	3	10	13
Number Scoring 85–100	60	58	76	0	1	1
Percentage of Tested Scoring 55–100	94%	91%	93%	50%	71%	78%
Percentage of Tested Scoring 65–100	88%	85%	90%	50%	71%	72%
Percentage of Tested Scoring 85–100	34%	30%	34%	0%	7%	6%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		88	156		0	5
Number Scoring 55–100		87	134		0	3
Number Scoring 65–100		60	93		0	3
Number Scoring 85–100		1	19		0	1
Percentage of Tested Scoring 55–100		99%	86%		0%	60%
Percentage of Tested Scoring 65–100		68%	60%		0%	60%
Percentage of Tested Scoring 85–100		1%	12%		0%	20%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

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

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	29	34	34	0	0	1
Number Scoring 55–100	29	34	33	0	0	#
Number Scoring 65–100	29	30	33	0	0	#
Number Scoring 85–100	10	9	15	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	88%	97%	0%	0%	#
Percentage of Tested Scoring 85–100	34%	26%	44%	0%	0%	#
<b>Comprehensive Italian</b>						
Number Tested	28	28	36	0	0	0
Number Scoring 55–100	28	28	36	0	0	0
Number Scoring 65–100	28	27	36	0	0	0
Number Scoring 85–100	18	15	16	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	96%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	64%	54%	44%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	16	27	17	0	0	0
Number Scoring 55–100	16	27	17	0	0	0
Number Scoring 65–100	16	25	17	0	0	0
Number Scoring 85–100	13	15	7	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	81%	56%	41%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	66	61	87	0	1	3
Number Scoring 55–100	66	61	86	0	#	#
Number Scoring 65–100	64	58	84	0	#	#
Number Scoring 85–100	38	33	44	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	99%	0%	#	#
Percentage of Tested Scoring 65–100	97%	95%	97%	0%	#	#
Percentage of Tested Scoring 85–100	58%	54%	51%	0%	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	183	27	7	4	2	2
Number Scoring 55–100	163	22	4	#	#	#
Number Scoring 65–100	146	17	3	#	#	#
Number Scoring 85–100	58	2	0	#	#	#
Percentage of Tested Scoring 55–100	89%	81%	57%	#	#	#
Percentage of Tested Scoring 65–100	80%	63%	43%	#	#	#
Percentage of Tested Scoring 85–100	32%	7%	0%	#	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	109	109	136	0	0	4
Number Scoring 55–100	107	106	97	0	0	#
Number Scoring 65–100	105	100	83	0	0	#
Number Scoring 85–100	72	56	33	0	0	#
Percentage of Tested Scoring 55–100	98%	97%	71%	0%	0%	#
Percentage of Tested Scoring 65–100	96%	92%	61%	0%	0%	#
Percentage of Tested Scoring 85–100	66%	51%	24%	0%	0%	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	30	100%	44	0%	54	93%
Students with Disabilities	3	#	13	0%	13	69%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	259	2%	9%	72%	17%
	Students with Disabilities	41	20%	29%	49%	2%
	All Students	300	4%	12%	69%	15%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	238	1%	17%	62%	20%
	Students with Disabilities	43	5%	77%	19%	0%
	All Students	281	2%	26%	55%	17%

(Form – J)

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

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	0	1	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	0	1	#	#	#	#

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	184	184	184	21	21	21	205	205	205
Number Scoring 55–64	3	10	10	1	4	4	4	14	14
Number Scoring 65–84	65	87	87	9	4	5	74	91	92
Number Scoring 85–100	111	83	80	2	1	1	113	84	81
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)