

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-09-02-0002

Grade Range : 9-12

Name: Rocky Point High School

Principal: William B. Caulfield

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	257	284	0
Eighth	255	263	0
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	1367	1481	974

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	8	0.6%	18	1.2%	15	1.5%
Black (Not Hispanic)	6	0.4%	22	1.5%	20	2.1%
Hispanic	34	2.5%	40	2.7%	41	4.2%
White (Not Hispanic)	1319	96.5%	1401	94.6%	898	92.2%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	25	28	0
Mathematics Grade 8	22	25	0
Science Grade 8	24	24	0
Social Studies Grade 8	23	26	0
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
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

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

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	10	0.7%	12	0.8%	4	0.4%
Eligible for Free Lunch	59	4.3%	55	3.7%	31	3.2%

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		92.9%		92.8%		92.7%
Student Suspensions	111	8.5%	145	10.6%	71	4.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.8%	1.9%	2.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	1%	96%	100%

Staff Counts

Staff	2002–2003
Total Teachers	56
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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%	6	0	0%	10	0	0%
All Students	145	80	55%	159	102	64%	191	128	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	14	3
Percent	50%	40%	1%	1%	7%	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)
10	0	3	13

*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	25	3.0%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	29	3.1%	37	3.8%
	Total Noncompleters	25	3.0%	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%	9	89%
German	27	93%	25	72%	15	93%
Italian	67	70%	78	96%	26	92%
Latin	0	0%	0	0%	0	0%
Spanish	112	92%	78	92%	40	95%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	2	#
German	3	#	3	#	1	#
Italian	5	0%	2	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	9	33%	5	40%

(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	7	71%	6	100%	7	100%
Science	10	30%	3	#	7	57%
Reading	2	#	1	#	0	0%
Writing	3	#	2	#	0	0%
Global Studies	6	17%	10	40%	9	78%
U.S. Hist & Gov't	3	#	7	57%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	178	205	226	13	13	22
Number Scoring 55–100	171	194	208	11	10	14
Number Scoring 65–100	155	176	193	5	6	8
Number Scoring 85–100	70	98	84	0	0	0
Percentage of Tested Scoring 55–100	96%	95%	92%	85%	77%	64%
Percentage of Tested Scoring 65–100	87%	86%	85%	38%	46%	36%
Percentage of Tested Scoring 85–100	39%	48%	37%	0%	0%	0%
Mathematics A						
Number Tested	0	192	292	0	13	28
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%	54%
Percentage of Tested Scoring 65–100	0%	84%	76%	0%	46%	46%
Percentage of Tested Scoring 85–100	0%	35%	16%	0%	0%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	244	194	247	14	27	21
Number Scoring 55–100	235	183	226	11	21	11
Number Scoring 65–100	216	164	212	7	14	10
Number Scoring 85–100	113	46	97	2	2	0
Percentage of Tested Scoring 55–100	96%	94%	91%	79%	78%	52%
Percentage of Tested Scoring 65–100	89%	85%	86%	50%	52%	48%
Percentage of Tested Scoring 85–100	46%	24%	39%	14%	7%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	186	210	234	16	14	26
Number Scoring 55–100	158	199	226	6	10	23
Number Scoring 65–100	141	175	215	4	4	21
Number Scoring 85–100	81	83	97	2	1	3
Percentage of Tested Scoring 55–100	85%	95%	97%	38%	71%	88%
Percentage of Tested Scoring 65–100	76%	83%	92%	25%	29%	81%
Percentage of Tested Scoring 85–100	44%	40%	41%	12%	7%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	222	205	269	13	20	25
Number Scoring 55–100	219	200	262	12	19	22
Number Scoring 65–100	208	195	248	6	16	19
Number Scoring 85–100	47	31	74	0	0	2
Percentage of Tested Scoring 55–100	99%	98%	97%	92%	95%	88%
Percentage of Tested Scoring 65–100	94%	95%	92%	46%	80%	76%
Percentage of Tested Scoring 85–100	21%	15%	28%	0%	0%	8%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	175	192	181	6	14	15
Number Scoring 55–100	164	175	166	3	10	12
Number Scoring 65–100	154	163	159	3	10	11
Number Scoring 85–100	60	58	47	0	1	1
Percentage of Tested Scoring 55–100	94%	91%	92%	50%	71%	80%
Percentage of Tested Scoring 65–100	88%	85%	88%	50%	71%	73%
Percentage of Tested Scoring 85–100	34%	30%	26%	0%	7%	7%
Physical Setting/Chemistry (first administered June 2002)						
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%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
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%	#
Comprehensive Italian						
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%
Comprehensive German						
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%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
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%	#	#
Comprehensive Latin						
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
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	182	26	6	3	1	1
Number Scoring 55–100	163	21	4	#	#	#
Number Scoring 65–100	146	16	3	#	#	#
Number Scoring 85–100	58	1	0	#	#	#
Percentage of Tested Scoring 55–100	90%	81%	67%	#	#	#
Percentage of Tested Scoring 65–100	80%	62%	50%	#	#	#
Percentage of Tested Scoring 85–100	32%	4%	0%	#	#	#
Sequential Mathematics, Course III						
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%	12	67%

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
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	184	184	184	19	19	19	203	203	203
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)