

## ROSLYN 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

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

## GOOD STANDING

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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

Section 1003 School Improvement Funds Data (58.87 kilobytes)

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

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

### ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

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

### ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

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

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	1,958	233	11.9%
American Indian or Alaska Native	2	—	—
Asian or Native Hawaiian/Other Pacific Islander	424	18	4.2%
Black or African American	66	23	34.8%
Hispanic or Latino	166	27	16.3%
Multiracial	37	1	2.7%
White	1,263	164	13%
English Language Learners	141	17	12.1%
Students with Disabilities	207	41	19.8%
Economically Disadvantaged	271	53	19.6%

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

## SECONDARY GRADUATION RATE

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

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	276	272	98.6%
	5-Year	264	259	98.1%
	6-Year	254	251	98.8%
American Indian or Alaska Native	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	52	51	98.1%
	5-Year	53	51	96.2%
	6-Year	40	40	100%
Black or African American	4-Year	15	—	—
	5-Year	18	—	—
	6-Year	10	—	—
Hispanic or Latino	4-Year	42*	38	90.5%
	5-Year	37*	34	91.9%
	6-Year	39*	34	87.2%
Multiracial	4-Year	3	—	—
	5-Year	2	—	—
	6-Year	1	—	—
White	4-Year	191	191	100%
	5-Year	184	182	98.9%
	6-Year	184	183	99.5%
English Language Learners	4-Year	3	—	—
	5-Year	3	—	—
	6-Year	2	—	—
Students with Disabilities	4-Year	43*	35	81.4%
	5-Year	40*	36	90%
	6-Year	44*	37	84.1%
Economically Disadvantaged	4-Year	34	31	91.2%
	5-Year	38	36	94.7%
	6-Year	44	41	93.2%

\*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	1,016	199	19.6%
Asian or Native Hawaiian/Other Pacific Islander	184	16	8.7%
Black or African American	29	—	—
Hispanic or Latino	84	32	38.1%
Multiracial	6	—	—
White	713	140	19.6%
English Language Learners	31	6	19.4%
Students with Disabilities	103	32	31.1%
Economically Disadvantaged	146	34	23.3%

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

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

### NEW YORK STATE NAEP GRADE 4

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

**NEW YORK STATE NAEP GRADE 8**

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

\*There are not sufficient data for this subgroup.

**NEW YORK STATE NAEP PARTICIPATION RATES**

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

**NATIONAL NAEP GRADE 4**

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

**NATIONAL NAEP GRADE 8**

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

\*There are not sufficient data for this subgroup.

**NATIONAL NAEP PARTICIPATION RATES**

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



**TOTAL COHORT GRADUATION RATE (2020-21)**

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	232	225	97%	197	85%	28	12%	0	0%	0	0%	5	2%	0	0%	2	1%
Female	115	113	98%	101	88%	12	10%	0	0%	0	0%	2	2%	0	0%	0	0%
Male	117	112	96%	96	82%	16	14%	0	0%	0	0%	3	3%	0	0%	2	2%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	27	27	100%	25	93%	2	7%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26	23	88%	14	54%	9	35%	0	0%	0	0%	1	4%	0	0%	2	8%
White	171	168	98%	156	91%	12	7%	0	0%	0	0%	3	2%	0	0%	0	0%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	211	209	99%	191	91%	18	9%	0	0%	0	0%	1	0%	0	0%	1	0%
Students with Disabilities	21	16	76%	6	29%	10	48%	0	0%	0	0%	4	19%	0	0%	1	5%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	230	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	36	34	94%	21	58%	13	36%	0	0%	0	0%	1	3%	0	0%	1	3%
Not Economically Disadvantaged	196	191	97%	176	90%	15	8%	0	0%	0	0%	4	2%	0	0%	1	1%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	232	225	97%	197	85%	28	12%	0	0%	0	0%	5	2%	0	0%	2	1%

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	232	225	97%	197	85%	28	12%	0	0%	0	0%	5	2%	0	0%	2	1%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	232	225	97%	197	85%	28	12%	0	0%	0	0%	5	2%	0	0%	2	1%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	232	225	97%	197	85%	28	12%	0	0%	0	0%	5	2%	0	0%	2	1%

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

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

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

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### 2021-22 ACCOUNTABILITY STATUS

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### SECONDARY STATUSES BY SUBGROUP

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Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Black or African American	Good Standing
Hispanic or Latino	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

## SECONDARY GRADUATION RATE

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Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	272	270	99.3%
	5-Year	259	256	98.8%
	6-Year	252	249	98.8%
American Indian or Alaska Native	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	51	51	100%
	5-Year	53	51	96.2%
	6-Year	40	40	100%
Black or African American	4-Year	15	—	—
	5-Year	18	—	—
	6-Year	10	—	—
Hispanic or Latino	4-Year	41*	38	92.7%
	5-Year	37*	34	91.9%
	6-Year	39*	34	87.2%
Multiracial	4-Year	3	—	—
	5-Year	2	—	—
	6-Year	1	—	—
White	4-Year	189	189	100%
	5-Year	179	179	100%
	6-Year	182	181	99.5%
English Language Learners	4-Year	3	—	—
	5-Year	3	—	—
	6-Year	2	—	—
Students with Disabilities	4-Year	34*	30	88.2%
	5-Year	34*	32	94.1%
	6-Year	43*	36	83.7%
Economically Disadvantaged	4-Year	33	31	93.9%
	5-Year	38	36	94.7%
	6-Year	44	41	93.2%

\*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**

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**NEW YORK STATE NAEP GRADE 4**

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

**NEW YORK STATE NAEP GRADE 8**

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

\*There are not sufficient data for this subgroup.

**NEW YORK STATE NAEP PARTICIPATION RATES**

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

**NATIONAL NAEP GRADE 4**

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

**NATIONAL NAEP GRADE 8**

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American Indian or Alaska Native	40%	41%	19%	1%	48%	37%	13%	3%
Asian	13%	30%	43%	13%	12%	24%	31%	33%
Native Hawaiian/Other Pacific Islander	38%	38%	23%	2%	47%	34%	15%	4%
Black or African American	47%	39%	14%	1%	54%	33%	11%	2%
Hispanic or Latino	38%	40%	20%	1%	43%	37%	16%	3%
White	19%	39%	36%	5%	21%	36%	30%	13%
Multiracial	24%	40%	31%	5%	28%	36%	25%	11%
English Language Learners	73%	24%	3%	*	73%	22%	4%	1%
Economically Disadvantaged	40%	40%	18%	1%	46%	36%	15%	3%

\*There are not sufficient data for this subgroup.

**NATIONAL NAEP PARTICIPATION RATES**

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



**TOTAL COHORT GRADUATION RATE (2020-21)**

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	227	224	99%	197	87%	27	12%	0	0%	0	0%	2	1%	0	0%	1	0%
Female	113	113	100%	101	89%	12	11%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	114	111	97%	96	84%	15	13%	0	0%	0	0%	2	2%	0	0%	1	1%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	27	27	100%	25	93%	2	7%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	23	92%	14	56%	9	36%	0	0%	0	0%	1	4%	0	0%	1	4%
White	169	168	99%	156	92%	12	7%	0	0%	0	0%	1	1%	0	0%	0	0%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	211	209	99%	191	91%	18	9%	0	0%	0	0%	1	0%	0	0%	1	0%
Students with Disabilities	16	15	94%	6	38%	9	56%	0	0%	0	0%	1	6%	0	0%	0	0%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	225	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	33	33	100%	21	64%	12	36%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	194	191	98%	176	91%	15	8%	0	0%	0	0%	2	1%	0	0%	1	1%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	227	224	99%	197	87%	27	12%	0	0%	0	0%	2	1%	0	0%	1	0%

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	227	224	99%	197	87%	27	12%	0	0%	0	0%	2	1%	0	0%	1	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	227	224	99%	197	87%	27	12%	0	0%	0	0%	2	1%	0	0%	1	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	227	224	99%	197	87%	27	12%	0	0%	0	0%	2	1%	0	0%	1	0%

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

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

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

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## ROSLYN MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

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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

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

## GOOD STANDING

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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

Section 1003 School Improvement Funds Data (58.87 kilobytes)

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

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

**ELEMENTARY/MIDDLE STATUSES BY SUBGROUP**

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

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Black or African American	Good Standing
Hispanic or Latino	Good Standing
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	759	138	18.2%
American Indian or Alaska Native	1	—	—
Asian or Native Hawaiian/Other Pacific Islander	171	12	7%
Black or African American	29	—	—
Hispanic or Latino	62	14	22.6%
Multiracial	5	—	—
White	491	97	19.8%
English Language Learners	17	—	—
Students with Disabilities	68	24	35.3%
Economically Disadvantaged	108	30	27.8%

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

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

### NEW YORK STATE NAEP GRADE 4

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



## NEW YORK STATE NAEP GRADE 8

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

\*There are not sufficient data for this subgroup.

## NEW YORK STATE NAEP PARTICIPATION RATES

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

## NATIONAL NAEP GRADE 4

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

### NATIONAL NAEP GRADE 8

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

\*There are not sufficient data for this subgroup.

### NATIONAL NAEP PARTICIPATION RATES

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

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

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

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## ROSLYN HTS ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

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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

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

## GOOD STANDING

## SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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

Section 1003 School Improvement Funds Data (58.87 kilobytes)

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

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

## ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Hispanic or Latino	Good Standing
White	Good Standing
Economically Disadvantaged	Good Standing

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

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



Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	141	3	2.1%
Asian or Native Hawaiian/Other Pacific Islander	34	0	0%
Black or African American	3	—	—
Hispanic or Latino	16	—	—
Multiracial	8	—	—
White	80	3	3.8%
English Language Learners	11	—	—
Students with Disabilities	24	—	—
Economically Disadvantaged	22	—	—

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

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

### NEW YORK STATE NAEP GRADE 4

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

## NEW YORK STATE NAEP GRADE 8

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

\*There are not sufficient data for this subgroup.

## NEW YORK STATE NAEP PARTICIPATION RATES

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

**NATIONAL NAEP GRADE 4**

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

**NATIONAL NAEP GRADE 8**

	READING				MATH			
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American Indian or Alaska Native	40%	41%	19%	1%	48%	37%	13%	3%
Asian	13%	30%	43%	13%	12%	24%	31%	33%
Native Hawaiian/Other Pacific Islander	38%	38%	23%	2%	47%	34%	15%	4%
Black or African American	47%	39%	14%	1%	54%	33%	11%	2%
Hispanic or Latino	38%	40%	20%	1%	43%	37%	16%	3%
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**NATIONAL NAEP PARTICIPATION RATES**

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## HARBOR HILL SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

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### 2021-22 ACCOUNTABILITY STATUS

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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)

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

**ELEMENTARY/MIDDLE STATUSES BY SUBGROUP**

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

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
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	524	56	10.7%
Asian or Native Hawaiian/Other Pacific Islander	88	3	3.4%
Black or African American	11	—	—
Hispanic or Latino	28	—	—
Multiracial	10	—	—
White	387	47	12.1%
English Language Learners	14	—	—
Students with Disabilities	59	10	16.9%
Economically Disadvantaged	48	9	18.8%

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

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

### NEW YORK STATE NAEP GRADE 4

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

**NEW YORK STATE NAEP GRADE 8**

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

\*There are not sufficient data for this subgroup.

**NEW YORK STATE NAEP PARTICIPATION RATES**

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



**NATIONAL NAEP GRADE 4**

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

**NATIONAL NAEP GRADE 8**

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

\*There are not sufficient data for this subgroup.

**NATIONAL NAEP PARTICIPATION RATES**

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



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

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

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

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THIS DOCUMENT WAS CREATED ON: APRIL 13, 2022, 4:36 PM EST

## **EAST HILLS 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**

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

## **GOOD STANDING**

## SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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

Section 1003 School Improvement Funds Data (58.87 kilobytes)

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

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

## ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Black or African American	Good Standing
Hispanic or Latino	Good Standing
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	536	37	6.9%
American Indian or Alaska Native	1	—	—
Asian or Native Hawaiian/Other Pacific Islander	131	3	2.3%
Black or African American	23	—	—
Hispanic or Latino	61	10	16.4%
Multiracial	14	—	—
White	306	17	5.6%
English Language Learners	59	6	10.2%
Students with Disabilities	56	7	12.5%
Economically Disadvantaged	94	14	14.9%

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

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

### NEW YORK STATE NAEP GRADE 4

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



## NEW YORK STATE NAEP GRADE 8

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

\*There are not sufficient data for this subgroup.

## NEW YORK STATE NAEP PARTICIPATION RATES

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

**NATIONAL NAEP GRADE 4**

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

**NATIONAL NAEP GRADE 8**

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

\*There are not sufficient data for this subgroup.

**NATIONAL NAEP PARTICIPATION RATES**

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

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

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

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

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<b>Entity Name</b> ROSLYN UFSD <b>BEDS Code</b> 280403 <b>Claim Year</b> 2021-2022 <span style="float: right;">SET VALUES</span>	
Welcome Susan Warren (School Entity User)    CORE    04/13/2022 04:50 PM    Home   Issue Reporting   Help   Logout	
<div style="display: flex; justify-content: space-between;"> <span>Entity Info</span> <span>Forms</span> <span>Claim Verifications</span> <span>Activity Log</span> <span>Reports</span> </div>	

You Have Selected the 'Official' Data Area.  
The Data State of the form set is: "Clean"

[Print Legacy](#) | [Print Form](#) | [Print Blank](#) | [Print Text Only](#)

District Name: ROSLYN UFSD  
Contact Person: SUSAN WARREN

District Code: 280403  
Telephone: (516) 801-5036  
Tel Extension:

### Property Tax Report Card

\*\*\*\*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/mgt/serv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2022-23 Budget Notice to: [emscmgts@nysed.gov](mailto: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: SUSAN WARREN  
Preparer's Telephone Number: 516-801-5020

Shaded Fields Will Calculate	Budgeted 2021-22 (A)	Proposed Budget 2022-23 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	118,663,250	122,145,193	2.93 %
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	98,696,329	101,148,675	
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	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	98,696,329	101,148,675	2.48 %
F. Permissible Exclusions to the School Tax Levy Limit	3,995,411	3,659,811	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	95,160,755	98,683,373	
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)	94,700,918	97,488,864	
I. Difference: (G-H); (negative value requires 60.0% voter approval) <sup>2</sup>	459,837	1,194,509	
Public School Enrollment	3,197	3,315	3.69 %
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	27,908,325	28,000,000
Assigned Appropriated Fund Balance	700,000	700,000
Adjusted Unrestricted Fund Balance	4,723,771	4,850,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.98 %	3.97 %

### 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 + (add) - (delete)	2015 RESERVE	For the cost of any object or purpose for which bonds may be issued.	2,141,792	2,142,000	2,139,117 plan to move to capital fund
Capital + (add) - (delete)	2020 RESERVE	For the cost of any object or purpose for which bonds may be issued.	3,645,506	3,646,000	0
Capital + (add) - (delete)	2017 RESERVE	For the cost of any object or purpose for which bonds may be issued.	11,319,916	11,323,000	2,314,574 plan to move to capital fund
Repair	REPAIR	For the cost of repairs to capital improvements or equipment.	1,016,975	805,000	0
Workers Compensation	WORKERS COMP	For self-insured Workers Compensation and benefits.	58,717	59,000	0
Unemployment Insurance	UNEMPLOYMENT	For reimbursement to the State Unemployment Insurance Fund.	541,223	542,000	0
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.			
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			
Liability + (add)		To cover incurred liability claims.			
Tax Certiorari		For tax certiorari settlements.			
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EBALR	For accrued 'employee benefits' due to employees upon termination of service.	82,234	83,000	0
Retirement Contribution	ERS	For employer retirement contributions to the State and Local Employees' Retirement System.	7,484,657	7,487,000	1,800,000 to reduce tax levy
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve + (add)	NYS TRS	<input checked="" type="checkbox"/> Employer Contribution to NYS TRS	1,732,309	1,733,000	466,553 to reduce tax levy

\* 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.

Save

Reset

Save &amp; Ready



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### 3-Part Budget Report Fiscal Year 2023

		<u>Proposed</u>	<u>Adopted</u>	<u>Dollar Change</u>	<u>% Change</u>
		<u>Budget 22-23</u>	<u>Budget 21-22</u>		
<b>Administration</b>					
1010	Board Of Education	17,000	17,000	-	0.00%
1040	District Clerk	107,460	82,353	25,107	30.49%
1060	District Meeting	48,100	46,400	1,700	3.66%
1240	Chief School Administrator	306,218	386,445	(80,227)	-20.76%
1310	Business Administration	935,437	940,430	(4,993)	-0.53%
1320	Auditing	135,000	130,500	4,500	3.45%
1325	Treasurer	100,000	96,900	3,100	3.20%
1345	Purchasing	150,302	191,319	(41,017)	-21.44%
1420	Legal	628,000	581,000	47,000	8.09%
1430	Personnel	295,485	290,341	5,144	1.77%
1480	Public Information and Services	210,326	209,169	1,157	0.55%
1670	Central Printing & Mailing	375,707	374,671	1,036	0.28%
1680	Central Data Processing	2,165,593	2,193,717	(28,124)	-1.28%
1910	Unallocated Insurance	597,530	582,360	15,170	2.60%
1920	School Association Dues	20,625	20,575	50	0.24%
1981	BOCES Administrative Costs	479,198	465,240	13,958	3.00%
2010	Curriculum Devel and Suprvsn	747,526	606,105	141,421	23.33%
2020	Supervision-Regular School	5,055,163	4,869,672	185,491	3.81%
2060	Research, Planning & Evaluation	101,000	102,000	(1,000)	-0.98%
2070	Inservice Training-Instruction	95,500	155,500	(60,000)	-38.59%
9000	Employee Benefits	5,223,237	4,832,411	390,826	8.09%
<b>Total Administration</b>		<b>17,794,407</b>	<b>17,174,108</b>	<b>620,299</b>	<b>3.61%</b>
<b>Capital</b>					
1620	Operation of Plant	7,213,601	6,867,031	346,570	5.05%
1621	Maintenance of Plant	2,612,382	2,386,897	225,485	9.45%
1930	Judgments and Claims	267,478	164,648	102,830	62.45%
5510	District Transportation Services	100,000	150,000	(50,000)	-33.33%
9000	Employee Benefits	3,639,193	3,366,893	272,300	8.09%
9711	Serial Bonds-School Construction	2,252,844	4,018,144	(1,765,300)	-43.93%
9720	Statutory Bonds-Other (specify)	316,162	316,161	1	0.00%
9731	Bond Antic Notes-School Construction	395,475	258,371	137,104	53.06%
9760	Tax Anticipation Notes	50,000	50,000	-	0.00%
9785	Install Purch Debt-State Aided Hardware	48,845	97,690	(48,845)	-50.00%
9950	Transfer to Capital Fund	1,750,000	2,580,000	(830,000)	-32.17%
<b>Total Capital</b>		<b>18,645,980</b>	<b>20,255,835</b>	<b>(1,609,855)</b>	<b>-7.95%</b>
<b>Program</b>					
2110	Teaching-Regular School	32,205,861	31,102,476	1,103,385	3.55%
2250	Prg For Sdnts w/Disabil-Med Elgble	12,908,645	12,815,078	93,567	0.73%
2280	Occupational Education(Grades 9-12)	178,122	178,122	-	0.00%
2330	Teaching-Special Schools	507,203	515,341	(8,138)	-1.58%
2610	School Library & AV	803,012	799,666	3,346	0.42%
2630	Computer Assisted Instruction	1,683,093	1,549,502	133,591	8.62%
2810	Guidance-Regular School	1,914,838	1,952,325	(37,487)	-1.92%
2815	Health Svcs-Regular School	747,563	884,011	(136,448)	-15.44%
2820	Psychological Svcs-Reg Schl	983,966	943,019	40,947	4.34%
2825	Social Work Svcs-Regular School	567,193	559,965	7,228	1.29%
2850	Co-Curricular Activ-Reg Schl	831,537	791,486	40,051	5.06%
2855	Interscholastic Athletics-Reg Schl	1,523,258	1,511,707	11,551	0.76%
5510	District Transport Svcs-Med Elgble	4,306,371	4,140,256	166,115	4.01%
5530	Garage Building	14,000	14,000	-	0.00%
5540	Contract Transportation-Med Elgble	1,068,938	927,500	141,438	15.25%
5550	Public Transportation	200	200	-	0.00%
7140	Recreation	20,000	19,738	262	1.33%
9000	Employee Benefits	24,113,006	21,444,308	2,668,698	12.44%
9089	Other (specify)	228,000	206,000	22,000	10.68%
9901	Transfer to School Food Service Fund	650,000	450,000	200,000	44.44%
9901	Transfer to Special Aid Fund	450,000	428,607	21,393	4.99%
<b>Total Program</b>		<b>85,704,806</b>	<b>81,233,307</b>	<b>4,471,499</b>	<b>5.50%</b>

	<u>Proposed</u>	<u>Adopted</u>	<u>% of</u>	
	<u>Budget 22-23</u>	<u>Budget 21-22</u>	<u>Budget 22-23</u>	<u>Budget 21-22</u>
Total Administration	17,794,407	17,174,108	14.57%	14.47%
Total Capital	18,645,980	20,255,835	15.27%	17.07%
Total Program	85,704,806	81,233,307	70.17%	68.46%
<b>Total</b>	<b>122,145,193</b>	<b>118,663,250</b>		

<b>Entity Name</b>	ROSLYN UFSD	 
<b>BEDS Code</b>	280403	
<b>Claim Year</b>	2021-2022 <input type="button" value="SET VALUES"/>	
Welcome Susan Warren (School Entity User)    CORE    04/25/2022 12:21 PM    Home   Issue Reporting   Help   Logout		
<a href="#">Entity Info</a>   <a href="#">Forms</a>   <a href="#">Claim Verifications</a>   <a href="#">Activity Log</a>   <a href="#">Reports</a>		

You Have Selected the 'Official' Data Area.  
The Data State of the form set is: "Clean"

[Print Legacy](#) | [Print Form](#) | [Print Blank](#) | [Print Text Only](#)

District Name: ROSLYN UFSD  
Contact Person: SUSAN WARREN

District Code: 280403  
Telephone: (516) 801-5036  
Tel Extension:

### School Administrator Salary Disclosure Form

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	286,418	72,596	30,000
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	197,078	47,744	8,500
3. ASSISTANT SUPERINTENDENT	201,019	63,615	8,500
4. ASSISTANT SUPERINTENDENT	198,900	63,203	8,500
5. ASSISTANT TO THE SUPERINTENDENT	171,024	59,049	3,500
6. ASSISTANT TO THE SUPERINTENDENT	184,014	41,907	3,500
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## Other Supervisory and Administrative Employees Scheduled to Receive \$150,000 or More in Salary

71.	PRINCIPAL	233,077
72.	PRINCIPAL	172,380
73.	PRINCIPAL	206,510
74.	PRINCIPAL	183,855
75.	PRINCIPAL	186,572
76.	ASST PRINCIPAL	157,080
77.	ASST PRINCIPAL	180,116
78.	ASST PRINCIPAL	183,164
79.	ASST PRINCIPAL	197,523
80.	ASST PRINCIPAL	162,843
81.	ASST PRINCIPAL	172,868
82.	DIRECTOR	164,985
83.	DIRECTOR	182,528
84.	DIRECTOR	197,132
85.	DEPARTMENT CHAIRPERSON	170,831
86.	DEPARTMENT CHAIRPERSON	165,564
87.	DEPARTMENT CHAIRPERSON	154,527
88.	DEPARTMENT CHAIRPERSON	170,425
89.	DEPARTMENT CHAIRPERSON	170,533
90.	ASST DIRECTOR	174,090
91.		

# ROSLYN UFSD

## 2019-20 School Year Financial Transparency Report

The tables below display per pupil expenditures for charter schools, traditional public schools, as well as district averages that may be higher or lower than an individual school.

All amounts shown on this report (except exclusions) are per pupil of the entire school or district, unless otherwise noted.

| Business Rules

## Economic and Student Characteristics

**P-12  
ENROLLMENT**



**3,213**

**NEEDS  
RESOURCE  
CATEGORY**



**Low Need**

**DISTRICT  
ABILITY TO  
RAISE LOCAL  
FUNDS IS**



**significantly  
more than the  
average district  
in the state**

**STUDENT NEEDS  
ARE**



**significantly  
less than the  
state average**

## Student Demographics

Enrollment	ROSLYN UFSD
All Students	3,213
Economically Disadvantaged	14%
Students with Disabilities	10%
English Language Learners	3%
>> Race/Ethnicity	



Staffing Profile	ROSLYN UFSD
Student-to-Teacher Ratio	12
Teachers with Fewer than 4 years of Experience %	5%
Teachers with 4-20 Years of Experience %	48%
Teachers with 21+ Years of Experience %	47%

## Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$29,181.70	\$25,414.27	\$22,834.84

### Report View One: How Much is Being Spent on Instruction and Administration?

For traditional school districts, school level data (entries A through D) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the particular charter school only. Entries E through H reflect central expenditures.

Total spending (entry I) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

Report View One Per Pupil Expenditure Categories	ROSLYN UFSD
» A. Instruction (A1 + A2 + A3 + A4)	\$17,196.15
» B. Administration (B1 + B2 + B3)	\$1,934.15
» C. All Other Spending (C1 + C2 + C3)	\$1,578.23

Report View One Per Pupil Expenditure Categories	ROSLYN UFSD
D. Total School Level (A + B + C)	\$20,708.54
» E. Central Instruction (E1 + E2 + E3 + E4)	\$656.83
» F. Central Administration (F1 + F2 + F3)	\$3,140.79
» G. All Other Central Spending (G1 + G2 + G3)	\$4,675.54
H. Total Central Costs	\$8,473.16
I. Total Spending (D + H)	\$29,181.70

## Report View Two: How are the Local/State and Federal Funds Spent?

Report View Two presents the same expenditures reported in View One, but disaggregates that spending by local/state/federal/other revenue source.

For traditional school districts, school level data (entries J and K) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the charter school. Entries L and M reflect central expenditures.

Total spending (entry N) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

Report View Two Per Pupil Expenditure Categories	ROSLYN UFSD
J. Total School Level Local/State Spending	\$20,454.09
» K. Total School Level Federal Spending	\$254.45
L. Total Central Level Local/State Spending	\$8,473.16
M. Total Central Level Federal Spending	\$0.00
N. Total Spending (J + K + L + M)	\$29,181.70

## Detailed Spending: How Much is Spent Per Pupil in Selected Program Areas?

Program Area Details in entries O through Z represent subsets of spending in Report View One and Report View Two. Five program areas are broken out. To calculate per pupil expenditures P-12 enrollment is used for pupil services, community schools programs, and BOCES services. Enrollments for the program areas are used for special education, ELL services, and prekindergarten.

Entries O through T represent school level expenditures. For charter schools, data represents per pupil expenditures in each of category in the selected school. For traditional school districts, data under the district column represent the district average of all schools in each of these categories.

Entries U through Z represent central expenditures.

>>	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)

## Exclusions: What Other Spending is not Included in the Per Pupil Amounts Shown Above?

The final section represents total expenditures, with the following exclusions that were not included in the per pupil expenditure calculations above: transportation, tuition, debt service, and other.

“Other Exclusions” include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

Excluded Expenditures	ROSLYN UFSD
1. Transportation	\$5,243,130.32
2. Charter School Tuition	\$0.00
3. Other Tuition	\$1,414,805.06
4. Debt Service	\$4,864,375.04
5. Other	\$6,764,007.52
Percent Excluded from Total	16%
Total Expenditures	\$112,047,116.99





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

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

Date: 02/09/2022

Taxing Jurisdiction: 28

Fiscal Year Beginning: 2022

School District: 282203 Roslyn

Total equalized value in taxing jurisdiction: 6,629,436,700

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 - GENERALLY	RPTL 404(1)	16	1,881,300	0.03%
12350	PUBLIC AUTHORITY - STATE	RPTL 412	23	47,591,200	0.72%
13100	CO - GENERALLY	RPTL 406(1)	46	85,316,000	1.29%
13500	TOWN - GENERALLY	RPTL 406(1)	20	34,663,300	0.52%
13650	VG - GENERALLY	RPTL 406(1)	34	69,876,100	1.05%
13800	SCHOOL DISTRICT	RPTL 408	13	130,129,200	1.96%
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	20	18,456,600	0.28%
14110	USA - SPECIFIED USES	STATE L 54	1	1,032,300	0.02%
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	16	155,868,700	2.35%
18040	URBAN REN: OWNER-MUNICIPALITY	GEN MUNY 506	2	1,740,000	0.03%
18080	MUN HSNQ AUTH-FEDERAL/MUN AIDE	PUB HSNQ L 52(3)&(5)	1	456,100	0.01%
19950	MUNICIPAL RAILROAD	RPTL 456	13	3,726,900	0.06%
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	6	5,062,000	0.08%
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	2	2,981,000	0.04%
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	15	18,423,600	0.28%
26300	INTERDENOMINATIONAL CENTER	RPTL 430	26	77,088,300	1.16%
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	4	8,261,800	0.12%
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	4,061,600	0.06%
40120	Class one reassessment-Nassau	RPTL 485-B	5163	1,535,458,000	23.16%
41124	ALT VET-NON-COMBAT - SCHOOL	RPTL 458-A	164	4,764,700	0.07%
41134	ALT VET - COMBAT - SCHOOL	RPTL 458-A	89	4,154,100	0.06%
41144	ALT VET - DISABILITY - SCHOOL	RPTL 458-A	26	1,660,200	0.03%
41164	COLD WAR VETERAN - SCHOOL		21	411,300	0.01%
41400	CLERGY	RPTL 460	8	4,563,000	0.07%
41680	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c	49	3,461,300	0.05%
41800	PERSONS AGE 65 OR OVER	RPTL 467	59	12,871,100	0.19%
41834	ENHANCED STAR	RPTL 425	288	44,033,907	0.66%
41854	BASIC STAR	RPTL 425	1631	115,139,934	1.74%
41900	PHYSICALLY DISABLED	RPTL 459	5	261,000	0.00%
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	4	58,700	0.00%
44220	HOME IMPROVEMENTS NEW	RPTL 421-f	496	96,696,000	1.46%
48660	HOUSING DEVELOPMENT FUND CO	P H F I L	1	6,594,500	0.10%
		577,654-a			
<b>Totals:</b>			<b>8264</b>	<b>2,496,743,741</b>	<b>37.66%</b>