

New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-09-03-0000

Name: Freeport Union Free School District

Superintendent: Dr. Eric L. Eversley

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	339	315	316
Kindergarten	475	434	401
First	555	506	522
Second	539	554	523
Third	575	530	533
Fourth	533	560	514
Fifth	597	553	564
Sixth	584	580	562
Ungraded Elementary	28	9	11
Seventh	607	604	563
Eighth	554	559	579
Ninth	634	676	740
Tenth	481	505	624
Eleventh	440	509	457
Twelfth	372	315	342
Ungraded Secondary	357	0	0
Total K-12 Enrollment	7331	6894	6935

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	104	1.4%	104	1.5%	110	1.6%
Black (Not Hispanic)	3063	41.8%	2845	41.3%	2896	41.8%
Hispanic	3043	41.5%	3005	43.6%	3094	44.6%
White (Not Hispanic)	1121	15.3%	940	13.6%	835	12.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	22	21	19
Common Branch	23	22	22
English Grade 8	25	21	20
Mathematics Grade 8	24	23	21
Science Grade 8	24	23	20
Social Studies Grade 8	22	21	19
English Grade 10	19	20	24
Mathematics Grade 10	19	16	19
Science Grade 10	22	24	20
Social Studies Grade 10	21	21	22

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high 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	1284	16.7%	1235	17.1%	994	13.7%
Eligible for Free Lunch	1913	27.7%	1932	29.7%	2196	33.3%

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		93.9%		92.7%		95.4%
Student Suspensions	688	9.7%	720	9.8%	936	13.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.9%	5.6%	8.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	548
Total Other Professional Staff	79
Total Paraprofessionals	165
Teaching Out of Certification*	3
Teachers with Temporary Licenses	1

*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	395	171	43%	279	141	51%	335	163	49%
Students with Disabilities	9	0	0%	2	0	0%	18	0	0%
All Students	404	171	42%	281	141	50%	353	163	46%

*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	128	142	9	7	58	9
Percent	36%	40%	3%	2%	16%	3%

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)
18	0	4	22

*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			114		100	
	Entered GED Program*			5		12	
	Total Noncompleters			119		112	
Students with Disabilities	Dropped Out			17		8	
	Entered GED Program*			4		1	
	Total Noncompleters			21		9	
All Students	Dropped Out	46	2.0%	131	6.5%	108	5.0%
	Entered GED Program*	14	0.6%	9	0.4%	13	0.6%
	Total Noncompleters	60	2.6%	140	7.0%	121	5.6%

*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		50	0
	Number of Students with Disabilities		0	50
	Number of All Students		50	50
	Percent of Enrollment		4%	5%
6-8	Number of General-Education Students		1101	1028
	Number of Students with Disabilities		119	174
	Number of All Students		1220	1202
	Percent of Enrollment		70%	70%
9-12	Number of General-Education Students		606	611
	Number of Students with Disabilities		70	83
	Number of All Students		676	694
	Percent of Enrollment		34%	32%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	69	81%	70	93%	49	96%
German	0	0%	0	0%	0	0%
Italian	28	96%	18	56%	12	100%
Latin	0	0%	0	0%	0	0%
Spanish	372	80%	366	75%	340	90%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	47	36%

(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	10	40%	7	100%	4	#
Science	46	35%	44	77%	11	82%
Reading	4	#	0	0%	0	0%
Writing	6	83%	3	#	0	0%
Global Studies	19	32%	5	80%	1	#
U.S. Hist & Gov't	53	40%	5	80%	7	57%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	69%	10	40%	25	48%
Science	14	50%	30	40%	28	50%
Reading	8	50%	9	67%	15	47%
Writing	9	100%	8	62%	4	#
Global Studies	8	38%	12	25%	11	18%
U.S. Hist & Gov't	14	64%	2	#	18	61%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	463	542	557	33	27	37
Number Scoring 55–100	354	424	418	18	13	18
Number Scoring 65–100	268	311	336	13	5	11
Number Scoring 85–100	59	83	89	0	0	1
Percentage of Tested Scoring 55–100	76%	78%	75%	55%	48%	49%
Percentage of Tested Scoring 65–100	58%	57%	60%	39%	19%	30%
Percentage of Tested Scoring 85–100	13%	15%	16%	0%	0%	3%
Mathematics A						
Number Tested	435	415	668	21	6	33
Number Scoring 55–100	192	274	489	7	1	7
Number Scoring 65–100	97	185	361	3	0	6
Number Scoring 85–100	2	44	43	0	0	1
Percentage of Tested Scoring 55–100	44%	66%	73%	33%	17%	21%
Percentage of Tested Scoring 65–100	22%	45%	54%	14%	0%	18%
Percentage of Tested Scoring 85–100	0%	11%	6%	0%	0%	3%
Mathematics B (first administered June 2001)						
Number Tested	0	48	69	0	0	0
Number Scoring 55–100	0	29	38	0	0	0
Number Scoring 65–100	0	15	24	0	0	0
Number Scoring 85–100	0	2	0	0	0	0
Percentage of Tested Scoring 55–100	0%	60%	55%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	31%	35%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	4%	0%	0%	0%	0%
Global History and Geography						
Number Tested	498	526	642	30	33	53
Number Scoring 55–100	450	433	485	23	18	25
Number Scoring 65–100	391	339	409	14	13	18
Number Scoring 85–100	102	81	105	0	1	1
Percentage of Tested Scoring 55–100	90%	82%	76%	77%	55%	47%
Percentage of Tested Scoring 65–100	79%	64%	64%	47%	39%	34%
Percentage of Tested Scoring 85–100	20%	15%	16%	0%	3%	2%
U.S. History and Government (first administered June 2001)						
Number Tested	412	539	582	23	25	38
Number Scoring 55–100	294	418	519	13	6	26
Number Scoring 65–100	239	309	456	6	3	19
Number Scoring 85–100	82	79	155	1	1	2
Percentage of Tested Scoring 55–100	71%	78%	89%	57%	24%	68%
Percentage of Tested Scoring 65–100	58%	57%	78%	26%	12%	50%
Percentage of Tested Scoring 85–100	20%	15%	27%	4%	4%	5%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	684	714	691	14	66	77
Number Scoring 55–100	592	632	528	10	42	34
Number Scoring 65–100	494	534	403	7	26	21
Number Scoring 85–100	59	75	63	0	0	1
Percentage of Tested Scoring 55–100	87%	89%	76%	71%	64%	44%
Percentage of Tested Scoring 65–100	72%	75%	58%	50%	39%	27%
Percentage of Tested Scoring 85–100	9%	11%	9%	0%	0%	1%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	358	492	581	13	25	47
Number Scoring 55–100	248	402	454	2	16	18
Number Scoring 65–100	205	330	373	1	9	11
Number Scoring 85–100	60	67	102	0	0	3
Percentage of Tested Scoring 55–100	69%	82%	78%	15%	64%	38%
Percentage of Tested Scoring 65–100	57%	67%	64%	8%	36%	23%
Percentage of Tested Scoring 85–100	17%	14%	18%	0%	0%	6%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		225	267		1	1
Number Scoring 55–100		165	232		#	#
Number Scoring 65–100		99	174		#	#
Number Scoring 85–100		9	14		#	#
Percentage of Tested Scoring 55–100		73%	87%		#	#
Percentage of Tested Scoring 65–100		44%	65%		#	#
Percentage of Tested Scoring 85–100		4%	5%		#	#
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	35	31	40	0	0	0
Number Scoring 55–100	35	31	40	0	0	0
Number Scoring 65–100	35	30	40	0	0	0
Number Scoring 85–100	13	16	17	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	37%	52%	42%	0%	0%	0%
Comprehensive Italian						
Number Tested	22	31	26	0	0	0
Number Scoring 55–100	22	31	25	0	0	0
Number Scoring 65–100	22	30	24	0	0	0
Number Scoring 85–100	19	23	14	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	97%	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	86%	74%	54%	0%	0%	0%
Comprehensive German						
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 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	424	358	408	3	3	5
Number Scoring 55–100	345	307	369	#	#	0
Number Scoring 65–100	305	259	330	#	#	0
Number Scoring 85–100	185	129	192	#	#	0
Percentage of Tested Scoring 55–100	81%	86%	90%	#	#	0%
Percentage of Tested Scoring 65–100	72%	72%	81%	#	#	0%
Percentage of Tested Scoring 85–100	44%	36%	47%	#	#	0%
Comprehensive Latin						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	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	169	84	22	4	2	0
Number Scoring 55–100	115	51	12	#	#	0
Number Scoring 65–100	97	43	6	#	#	0
Number Scoring 85–100	42	17	3	#	#	0
Percentage of Tested Scoring 55–100	68%	61%	55%	#	#	0%
Percentage of Tested Scoring 65–100	57%	51%	27%	#	#	0%
Percentage of Tested Scoring 85–100	25%	20%	14%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	219	118	49	6	0	1
Number Scoring 55–100	162	105	37	4	0	#
Number Scoring 65–100	132	96	34	3	0	#
Number Scoring 85–100	37	52	8	0	0	#
Percentage of Tested Scoring 55–100	74%	89%	76%	67%	0%	#
Percentage of Tested Scoring 65–100	60%	81%	69%	50%	0%	#
Percentage of Tested Scoring 85–100	17%	44%	16%	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	216	99%	197	94%	96	83%
Students with Disabilities	14	71%	17	59%	13	62%

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	516	17%	19%	55%	9%
	Students with Disabilities	8	38%	25%	38%	0%
	All Students	524	18%	19%	55%	9%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	464	3%	58%	34%	4%
	Students with Disabilities	56	18%	64%	16%	2%
	All Students	520	5%	59%	33%	4%

(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	455	455	455	41	41	41	496	496	496
Number Scoring 55–64	40	54	41	2	3	3	42	57	44
Number Scoring 65–84	250	236	249	11	10	6	261	246	255
Number Scoring 85–100	98	66	75	1	2	0	99	68	75
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)