

# New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-09-03-0007

Grade Range : 9-12

Name: Freeport High School

Principal: Michael Courtney

## 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	0	0	0
Eighth	0	0	0
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	2284	2005	2163

## 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	20	0.9%	25	1.2%	35	1.6%
Black (Not Hispanic)	995	43.6%	874	43.6%	952	44.0%
Hispanic	843	36.9%	792	39.5%	873	40.4%
White (Not Hispanic)	426	18.7%	314	15.7%	303	14.0%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
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
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the middle 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	121	5.3%	183	9.1%	164	7.6%
Eligible for Free Lunch	232	10.2%	470	23.4%	628	29.0%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.3%		90.3%		91.7%
Student Suspensions	361	17.3%	336	14.7%	540	26.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.3%	5.4%	7.3%
Public Assistance	41-50%	41-50%	41-50%
Student Stability	98%	98%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	153
Total Other Professional Staff	23
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	395	171	43%	278	141	51%	335	163	49%
Students with Disabilities	9	0	0%	2	0	0%	13	0	0%
All Students	404	171	42%	280	141	50%	348	163	47%

\*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	139	9	7	56	9
Percent	37%	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)
13	0	2	15

\*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			105		99	
	Entered GED Program*			4		12	
	Total Noncompleters			109		111	
Students with Disabilities	Dropped Out			15		6	
	Entered GED Program*			3		1	
	Total Noncompleters			18		7	
All Students	Dropped Out	35	1.5%	120	6.0%	105	4.9%
	Entered GED Program*	0	0.0%	7	0.3%	13	0.6%
	Total Noncompleters	35	1.5%	127	6.3%	118	5.5%

\*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		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	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	29	69%	0	0%	1	#

### Students with Disabilities

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

(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%	3	#
Science	46	35%	44	77%	11	82%
Reading	4	#	0	0%	0	0%
Writing	6	83%	3	#	0	0%
Global Studies	18	28%	5	80%	1	#
U.S. Hist & Gov't	53	40%	5	80%	6	50%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	58%	10	40%	24	46%
Science	13	54%	29	38%	28	50%
Reading	8	50%	8	62%	15	47%
Writing	9	100%	7	57%	4	#
Global Studies	8	38%	11	18%	10	10%
U.S. Hist & Gov't	13	62%	2	#	18	61%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	462	540	556	32	26	37
Number Scoring 55–100	353	423	418	17	12	18
Number Scoring 65–100	267	310	336	12	4	11
Number Scoring 85–100	59	83	89	0	0	1
Percentage of Tested Scoring 55–100	76%	78%	75%	53%	46%	49%
Percentage of Tested Scoring 65–100	58%	57%	60%	38%	15%	30%
Percentage of Tested Scoring 85–100	13%	15%	16%	0%	0%	3%
<b>Mathematics A</b>						
Number Tested	435	377	608	21	6	31
Number Scoring 55–100	192	236	432	7	1	7
Number Scoring 65–100	97	147	306	3	0	6
Number Scoring 85–100	2	15	15	0	0	1
Percentage of Tested Scoring 55–100	44%	63%	71%	33%	17%	23%
Percentage of Tested Scoring 65–100	22%	39%	50%	14%	0%	19%
Percentage of Tested Scoring 85–100	0%	4%	2%	0%	0%	3%
<b>Mathematics B (first administered June 2001)</b>						
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%
<b>Global History and Geography</b>						
Number Tested	495	525	640	28	33	52
Number Scoring 55–100	448	432	484	22	18	24
Number Scoring 65–100	390	338	408	14	13	17
Number Scoring 85–100	102	81	105	0	1	1
Percentage of Tested Scoring 55–100	91%	82%	76%	79%	55%	46%
Percentage of Tested Scoring 65–100	79%	64%	64%	50%	39%	33%
Percentage of Tested Scoring 85–100	21%	15%	16%	0%	3%	2%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	411	539	580	22	25	37
Number Scoring 55–100	293	418	518	12	6	25
Number Scoring 65–100	239	309	455	6	3	18
Number Scoring 85–100	82	79	155	1	1	2
Percentage of Tested Scoring 55–100	71%	78%	89%	55%	24%	68%
Percentage of Tested Scoring 65–100	58%	57%	78%	27%	12%	49%
Percentage of Tested Scoring 85–100	20%	15%	27%	5%	4%	5%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	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%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	290	388	485	13	25	45
Number Scoring 55–100	180	301	360	2	16	17
Number Scoring 65–100	137	232	280	1	9	10
Number Scoring 85–100	21	24	41	0	0	2
Percentage of Tested Scoring 55–100	62%	78%	74%	15%	64%	38%
Percentage of Tested Scoring 65–100	47%	60%	58%	8%	36%	22%
Percentage of Tested Scoring 85–100	7%	6%	8%	0%	0%	4%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
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%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

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

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	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%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	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%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	124	84	22	4	2	0
Number Scoring 55–100	82	51	12	#	#	0
Number Scoring 65–100	66	43	6	#	#	0
Number Scoring 85–100	26	17	3	#	#	0
Percentage of Tested Scoring 55–100	66%	61%	55%	#	#	0%
Percentage of Tested Scoring 65–100	53%	51%	27%	#	#	0%
Percentage of Tested Scoring 85–100	21%	20%	14%	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	219	118	48	6	0	0
Number Scoring 55–100	162	105	36	4	0	0
Number Scoring 65–100	132	96	33	3	0	0
Number Scoring 85–100	37	52	8	0	0	0
Percentage of Tested Scoring 55–100	74%	89%	75%	67%	0%	0%
Percentage of Tested Scoring 65–100	60%	81%	69%	50%	0%	0%
Percentage of Tested Scoring 85–100	17%	44%	17%	0%	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%	95	84%
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
<b>Nov 2002</b>	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
<b>June 2003</b>	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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	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	439	439	439	29	29	29	468	468	468
Number Scoring 55–64	37	53	40	2	3	3	39	56	43
Number Scoring 65–84	241	232	243	10	9	5	251	241	248
Number Scoring 85–100	98	66	75	0	2	0	98	68	75
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)