



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **FREEPORT UNION FREE SCHOOL  
DISTRICT**

District ID **280209030000**

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Grades **PK-12, UE**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: [RPTCARD@mail.nysed.gov](mailto:RPTCARD@mail.nysed.gov)

## Use this report to:

### **1 Get District Profile information.**

This section shows comprehensive data relevant to this district's learning environment.

### **2 Review District Accountability Status.**

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

### **3 View School Accountability Status.**

This section lists all schools in your district by 2006–07 accountability status.

### **4 Review an Overview of District Performance.**

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2003-04	2004-05	2005-06
Pre-K	295	282	302
Kindergarten	414	369	404
Grade 1	469	494	455
Grade 2	517	443	477
Grade 3	511	512	437
Grade 4	499	479	508
Grade 5	532	518	465
Grade 6	567	514	472
Ungraded Elementary	10	15	14
Grade 7	562	545	507
Grade 8	566	539	526
Grade 9	737	704	729
Grade 10	600	625	602
Grade 11	490	519	472
Grade 12	377	393	447
Ungraded Secondary	0	0	0
<b>Total K-12</b>	<b>6851</b>	<b>6669</b>	<b>6515</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	21	21	19
<b>Grade 8</b>			
English	22	16	18
Mathematics	22	19	18
Science	23	20	19
Social Studies	21	18	17
<b>Grade 10</b>			
English	22	21	22
Mathematics	24	22	20
Science	27	25	26
Social Studies	23	22	23

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	2097	31%	2131	32%	1837	28%
Reduced-Price Lunch	492	7%	544	8%	506	8%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	1203	18%	1172	18%	1050	16%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	4	0%	8	0%	12	0%
Black or African American	2788	41%	2661	40%	2599	40%
Hispanic or Latino	3191	47%	3255	49%	3191	49%
Asian or Native Hawaiian/Other Pacific Islander	87	1%	72	1%	102	2%
White	781	11%	673	10%	611	9%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		93%
Student Suspensions	641	N/A	597	9%	733	11%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **FREEPORT UNION FREE SCHOOL DISTRICT**

## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	1359	1365	1944
Percent Not Taught by Highly Qualified Teachers	1%	1%	0%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	7	2	0
Percent with No Valid Teaching Certificate	1%	0%	0%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	16	5	0
Percentage of Total	3%	1%	0%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>	28%	31%	34%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	554	545	555
Total Other Professional Staff	65	75	62
Total Paraprofessionals*	171	170	177
Assistant Principals	13	13	13
Principals	8	8	8

\* Not available at the school level.

## Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

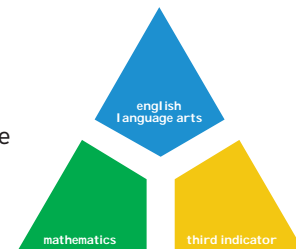
## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: [www.emsc.nysed.gov/irts/accountability/home.shtml](http://www.emsc.nysed.gov/irts/accountability/home.shtml).



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

### Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Cohort\ Members]$$

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

### Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

### Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005-06\ PI + (200 - the\ 2005-06\ PI) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

### Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

## Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: [www.emsc.nysed.gov/irts/school-accountability/about.shtml](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

### Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

#### ▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

#### ▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

#### ■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

#### ■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

#### ■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

#### ■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.



District **FREEPORT UNION FREE SCHOOL DISTRICT**

## Summary

### Overall Accountability Status (2006–07)

#### Improvement (Year 2)

##### Elementary/Middle Level

ELA Improvement (Year 2)

Math Good Standing

Science Good Standing

##### Secondary Level

ELA Improvement (Year 2)

Math Good Standing

Graduation Rate Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2004–05

2005–06

2006–07

YES

YES

YES

### On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓ <sup>SH</sup>	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American	✓	✓	–	✓	✓	–
Hispanic or Latino	✓	✓	–	✗	✓	–
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	–	–	–	–
White	✓	✓	–	✓	✓	–
<b>Other Groups</b>						
Students with Disabilities	✗	✗	–	✗	✗	–
Limited English Proficient	✓	✓	–	✓ <sup>SH</sup>	✓ <sup>SH</sup>	–
Economically Disadvantaged	✓	✓	–	✓	✓	–
<b>Student groups making AYP in each subject</b>	✗ 7 of 8	✗ 7 of 8	✓ 1 of 1	✗ 5 of 7	✗ 6 of 7	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels

##### Federal

- Good Standing
- Improvement (Year 1)
- Improvement (Year 2)
- Improvement (Year 3)
- Improvement (Year 4)
- Improvement (Year 5 & Above)

##### State

- Good Standing
- Requiring Academic Progress (Year 1)
- Requiring Academic Progress (Year 2)
- Requiring Academic Progress (Year 3)
- Requiring Academic Progress (Year 4)
- Requiring Academic Progress (Year 5 & Above)



## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2006–07)



Improvement (Year 2)

### Accountability Measures

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Student groups making AYP in English Language Arts



Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 3) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 2) in 2007-08. [207]

### How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
<b>All Students</b> (2976:2807)	✓	✓	98%	✓	157	120		
<b>Ethnicity</b>								
American Indian or Alaska Native (6:6)	–	–	–	–	–	–		–
Black or African American (1240:1175)	✓	✓	98%	✓	158	119		
Hispanic or Latino (1441:1357)	✓	✓	97%	✓	152	119		
Asian or Native Hawaiian/Other Pacific Islander (50:40)	✓	✓	98%	✓	165	107		
White (239:229)	✓	✓	98%	✓	180	115		
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (462:323)	✗	✗	93%	✓ <sup>SH</sup>	105	116	80	115
Limited English Proficient (430:376)	✓	✓	97%	✓	151	116		
Economically Disadvantaged (1293:1255)	✓	✓	98%	✓	149	119		
<b>Final AYP Determination</b>	✗ 7 of 8							

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

## Elementary/Middle-Level Mathematics

### Accountability Status for This Subject (2006–07)



Good Standing

### Accountability Measures

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Student groups making AYP in Mathematics



Did not make AYP

### Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

### How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06      2006–07
<b>All Students</b> (2972:2771)	✓	✓	97%	✓	160	84	
<b>Ethnicity</b>							
American Indian or Alaska Native (6:5)	–	–	–	–	–	–	–
Black or African American (1239:1150)	✓	✓	97%	✓	159	83	
Hispanic or Latino (1438:1351)	✓	✓	98%	✓	158	83	
Asian or Native Hawaiian/Other Pacific Islander (49:40)	✓	✓	100%	✓	168	71	
White (240:225)	✓	✓	96%	✓	180	79	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (471:316)	✗	✗	92%	✓	134	80	
Limited English Proficient (422:379)	✓	✓	98%	✓	151	80	
Economically Disadvantaged (1299:1255)	✓	✓	98%	✓	155	83	
<b>Final AYP Determination</b>	✗ 7 of 8						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.


<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.


‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status

- ✓ Made AYP
- ✓SH Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Science  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]




### How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (1047:986)		Qualified		97%		171	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (2:2)		–	–	–	–	–	–	–
Black or African American (432:406)		Qualified		97%		171	100	
Hispanic or Latino (509:481)		Qualified		96%		167	100	
Asian or Native Hawaiian/Other Pacific Islander (20:17)		–	–	–	–	–	–	–
White (84:80)		Qualified		98%		191	100	
<b>Other Groups</b>								
Students with Disabilities (130:112)		Qualified		88%		167	100	
Limited English Proficient (153:142)		Qualified		98%		146	100	
Economically Disadvantaged (463:451)		Qualified		97%		166	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

- <sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- <sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- <sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

## Secondary-Level English Language Arts

### Accountability Status for This Subject (2006–07)



Improvement (Year 2)

### Accountability Measures

5 of 7

Student groups making AYP in English Language Arts



Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 3) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 2) in 2007-08. [207]

### How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	2006–07
<b>All Students</b> (515:513)	✓ <sup>SH</sup>	✓	99%	✓ <sup>SH</sup>	148	149	148	153
<b>Ethnicity</b>								
American Indian or Alaska Native (1:0)	–	–	–	–	–	–	–	–
Black or African American (227:224)	✓	✓	98%	✓	154	147		
Hispanic or Latino (215:215)	✗	✓	99%	✗	131	146	133	138
Asian or Native Hawaiian/Other Pacific Islander (10:12)	–	–	–	–	–	–	–	–
White (62:62)	✓	✓	98%	✓	176	142		
<b>Other Groups</b>								
Students with Disabilities (39:43)	✗	–	–	✗	60	139	89	74
Limited English Proficient (45:45)	✓ <sup>SH</sup>	✓	98%	✓ <sup>SH</sup>	84	140	66	96
Economically Disadvantaged (106:131)	✓	✓	100%	✓	148	145		
<b>Final AYP Determination</b>	✗ 5 of 7							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

## Secondary-Level Mathematics

### Accountability Status for This Subject (2006–07)



Good Standing

### Accountability Measures

6 of 7

Student groups making AYP in Mathematics



Did not make AYP

### Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

### How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
<b>All Students</b> (515:513)	✓	✓	98%	✓	155	141		
<b>Ethnicity</b>								
American Indian or Alaska Native (1:0)	–	–	–	–	–	–	–	–
Black or African American (227:224)	✓	✓	98%	✓	164	139		
Hispanic or Latino (215:215)	✓	✓	99%	✓	139	138		
Asian or Native Hawaiian/Other Pacific Islander (10:12)	–	–	–	–	–	–	–	–
White (62:62)	✓	✓	98%	✓	173	134		
<b>Other Groups</b>								
Students with Disabilities (39:43)	✗	–	–	✗	95	131	99	106
Limited English Proficient (45:45)	✓ <sup>SH</sup>	✓	98%	✓ <sup>SH</sup>	113	132	95	122
Economically Disadvantaged (106:131)	✓	✓	100%	✓	158	137		
<b>Final AYP Determination</b>	✗ 6 of 7							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status



Made AYP



Made AYP Using Safe Harbor Target





Did Not Make AYP



Insufficient Number of Students to Determine AYP Status










## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Graduation Rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (494)			67%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (2)		–	–	–	– –
Black or African American (210)			72%	55%	
Hispanic or Latino (215)			59%	55%	
Asian or Native Hawaiian/Other Pacific Islander (5)		–	–	–	– –
White (62)			79%	55%	
<b>Other Groups</b>					
Students with Disabilities (59)			47%	55%	40% 48%
Limited English Proficient (46)			33%	55%	25% 34%
Economically Disadvantaged (86)			74%	55%	
<b>Final AYP Determination</b>	 1 of 1				

#### NOTES

<sup>1</sup> Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

<sup>2</sup> Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.





3

# School Accountability Status

District **FREEPORT UNION FREE SCHOOL DISTRICT**

## 2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.







Federal Title I Status	New York State Status
<div> <b>Good Standing</b></div> <div>5 schools identified 63% of total</div> <div>ARCHER STREET SCHOOL</div> <div>BAYVIEW AVENUE SCHOOL</div> <div>COLUMBUS AVENUE SCHOOL</div> <div>LEO F. GIBLYN SCHOOL</div> <div>NEW VISIONS ELEMENTARY SCHOOL</div>	
<div><div> <b>Improvement (Year 2)</b></div><div>1 school identified 13% of total</div><div>CAROLINE G. ATKINSON SCHOOL</div></div> <div><div> <b>Planning for Restructuring</b></div><div>1 school identified 13% of total</div><div>JOHN W. DODD MIDDLE SCHOOL</div></div>	
	<div><div> <b>Requiring Academic Progress (Year 4)</b></div><div>1 school identified 13% of total</div><div>FREEPORT HIGH SCHOOL</div></div>



District **FREPORT UNION FREE SCHOOL DISTRICT**

## Summary of 2005–06 District Performance



Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	87%			358
Grade 4	84%			444
Grade 5	54%			404
Grade 6	60%			418
Grade 7	44%			453
Grade 8	53%			466


### Mathematics

Grade 3	93%		443
Grade 4	94%		509
Grade 5	58%		456
Grade 6	60%		444
Grade 7	45%		494
Grade 8	51%		507

### Science

Grade 4	96%		505
Grade 8	48%		406

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	63%			542
Mathematics	73%			542

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	59%			542

## About the Performance Level Descriptors

### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

## How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

In this section, this district's performance is compared with that of public schools statewide.

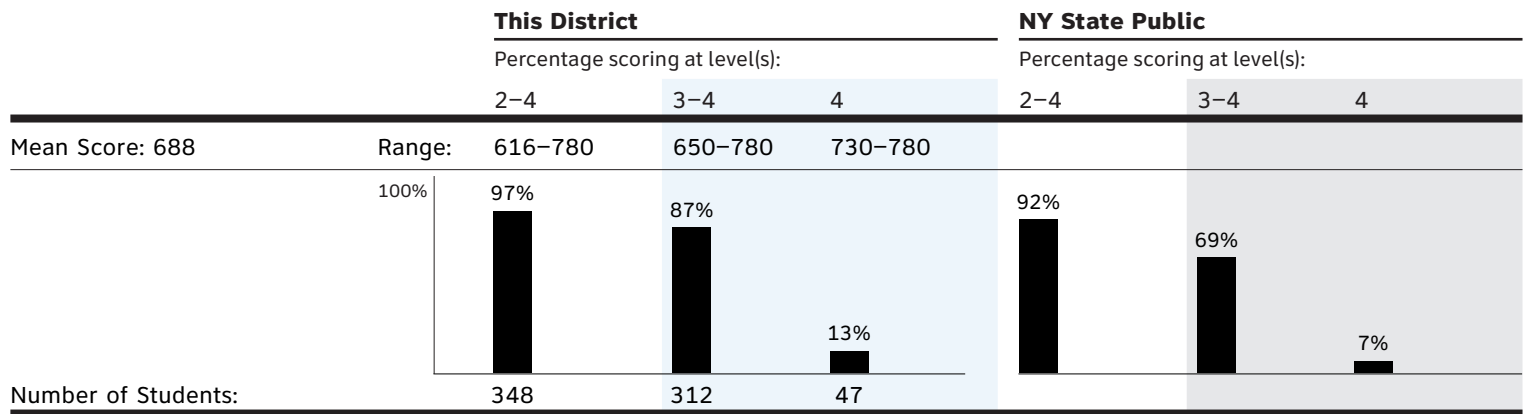
## This District's N/RC Category:

### High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

District **FREEPORT UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 3 English Language Arts



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>358</b>	<b>97%</b>	<b>87%</b>	<b>13%</b>				
Female	175	98%	88%	15%				
Male	183	97%	86%	11%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	164	98%	88%	12%				
Hispanic or Latino	153	98%	86%	12%				
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—				
White	37	—	—	—				
Small Group Totals	41	93%	88%	22%				
General-Education Students	326	98%	90%	14%				
Students with Disabilities	32	84%	59%	6%				
English Proficient	332	97%	86%	12%				
Limited English Proficient	26	100%	96%	27%				
Economically Disadvantaged	157	99%	84%	10%				
Not Disadvantaged	201	96%	90%	16%				
Migrant								
Not Migrant	358	97%	87%	13%				

This test was not given in 2004-05.

### NOTES

The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

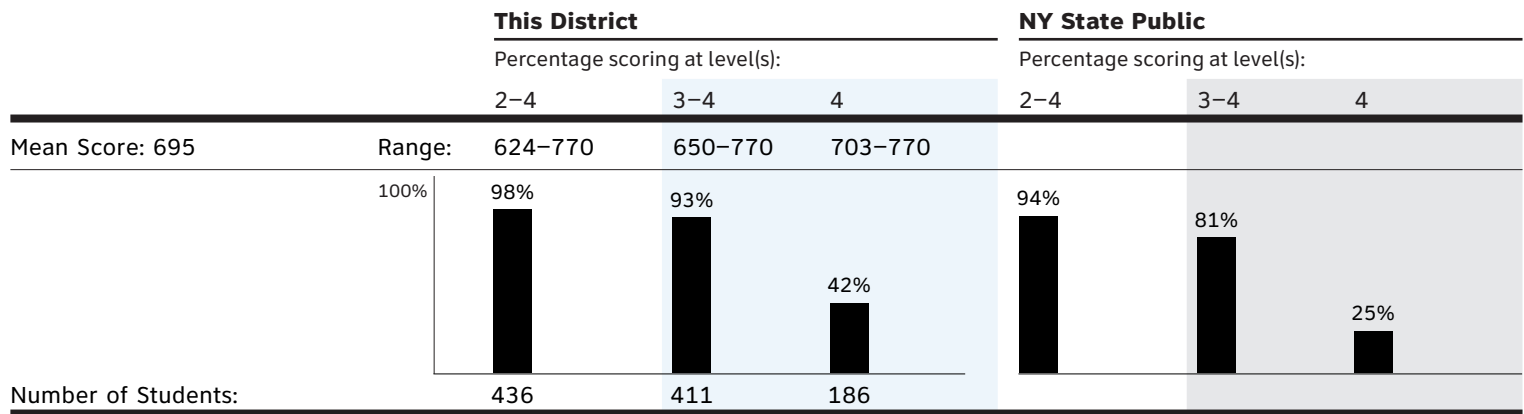
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	8	8	7	4				
New York State English as a Second Language Achievement Test (NYSESLAT): <sup>†</sup> Grade 3	80	48	42	N/A	N/A	N/A	N/A	N/A

<sup>†</sup> Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **FREEPORT UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>443</b>	<b>98%</b>	<b>93%</b>	<b>42%</b>				
Female	216	99%	93%	42%				
Male	227	98%	93%	42%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	164	99%	94%	43%				
Hispanic or Latino	236	98%	92%	39%				
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—				
White	37	97%	97%	57%				
Small Group Totals	6	100%	50%	50%				
General-Education Students	396	98%	95%	44%				
Students with Disabilities	47	98%	74%	26%				
English Proficient	340	99%	94%	44%				
Limited English Proficient	103	97%	89%	34%				
Economically Disadvantaged	207	100%	94%	41%				
Not Disadvantaged	236	97%	92%	43%				
Migrant								
Not Migrant	443	98%	93%	42%				

This test was not given in 2004-05.

### NOTES

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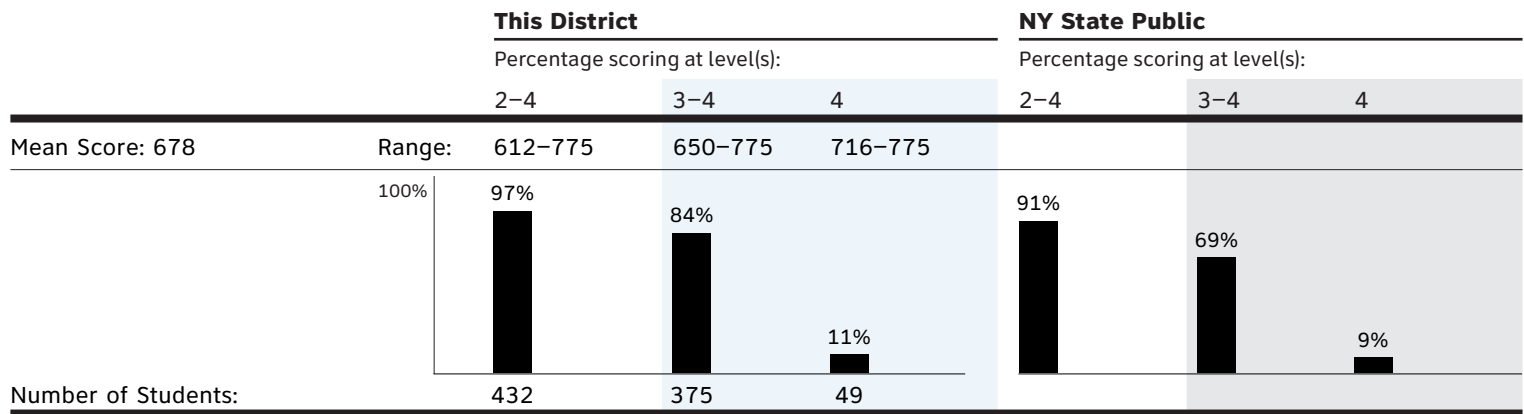
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	8	8	7	4				

This test was not given in 2004-05.

District **FREEPORT UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 4 English Language Arts



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>444</b>	<b>97%</b>	<b>84%</b>	<b>11%</b>				
Female	223	99%	87%	14%				
Male	221	96%	81%	8%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	220	97%	82%	9%				
Hispanic or Latino	180	98%	86%	12%				
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—				
White	38	97%	87%	16%				
Small Group Totals	6	100%	100%	33%				
General-Education Students	390	99%	90%	12%				
Students with Disabilities	54	83%	46%	2%				
English Proficient	416	97%	85%	10%				
Limited English Proficient	28	100%	75%	21%				
Economically Disadvantaged	183	98%	85%	8%				
Not Disadvantaged	261	97%	84%	13%				
Migrant								
Not Migrant	444	97%	84%	11%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

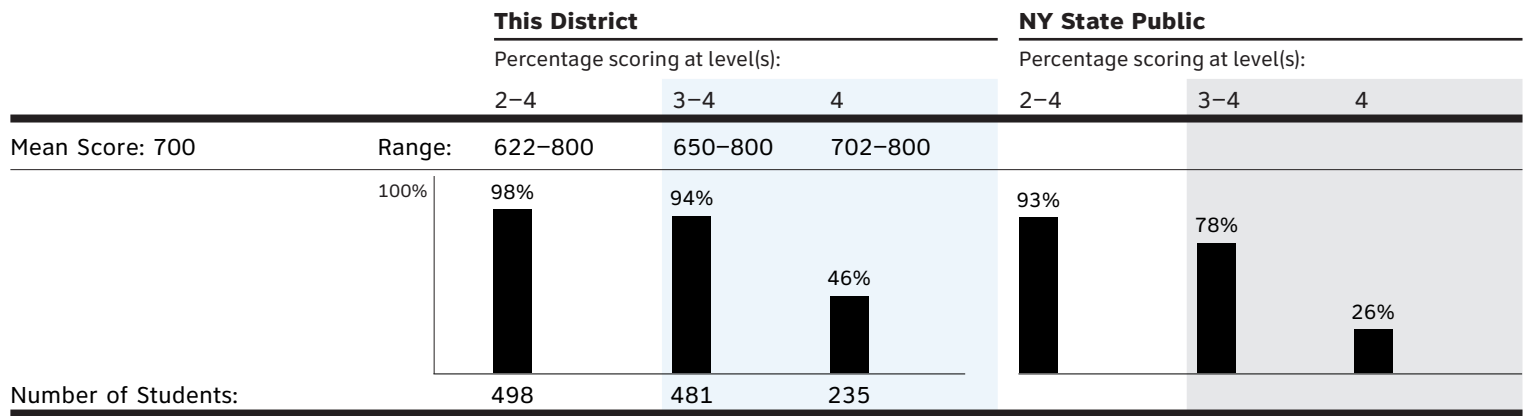
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	5	4	0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	71	62	54	N/A	84	48	32	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **FREEPORT UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>509</b>	<b>98%</b>	<b>94%</b>	<b>46%</b>				
Female	242	99%	96%	46%				
Male	267	97%	93%	46%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	212	100%	97%	43%				
Hispanic or Latino	250	96%	92%	43%				
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—				
White	38	97%	97%	79%				
Small Group Totals	9	100%	100%	78%				
General-Education Students	446	99%	96%	49%				
Students with Disabilities	63	90%	86%	27%				
English Proficient	408	99%	97%	50%				
Limited English Proficient	101	92%	83%	29%				
Economically Disadvantaged	228	97%	94%	42%				
Not Disadvantaged	281	98%	95%	50%				
Migrant								
Not Migrant	509	98%	94%	46%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

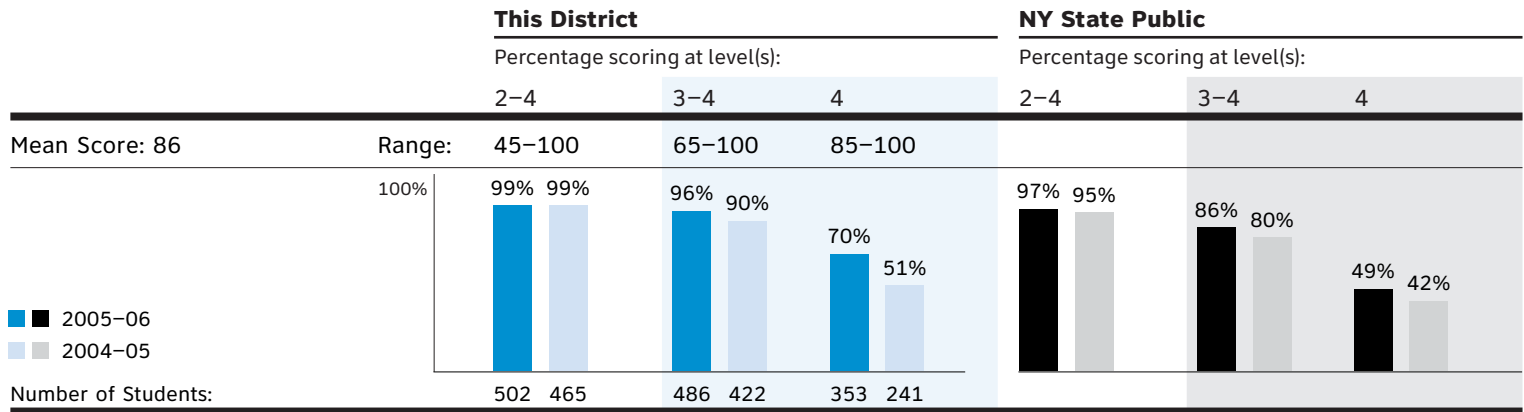
The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	4	3	0			

District **FREEPORT UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 4 Science



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>505</b>	<b>99%</b>	<b>96%</b>	<b>70%</b>	<b>470</b>	<b>99%</b>	<b>90%</b>	<b>51%</b>
Female	240	100%	98%	70%	237	100%	90%	49%
Male	265	99%	95%	70%	233	98%	89%	54%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	211	100%	98%	74%	186	99%	96%	59%
Hispanic or Latino	246	99%	95%	63%	239	98%	83%	39%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	6	—	—	—
White	39	100%	97%	85%	38	100%	100%	87%
Small Group Totals	9	100%	100%	89%	7	100%	100%	71%
General-Education Students	443	100%	96%	71%	429	99%	90%	53%
Students with Disabilities	62	98%	97%	61%	41	95%	88%	37%
English Proficient	404	100%	99%	77%	370	99%	95%	62%
Limited English Proficient	101	97%	87%	43%	100	97%	70%	13%
Economically Disadvantaged	225	99%	97%	67%	234	100%	90%	41%
Not Disadvantaged	280	100%	96%	73%	236	98%	89%	62%
Migrant								
Not Migrant	505	99%	96%	70%	470	99%	90%	51%

### NOTES

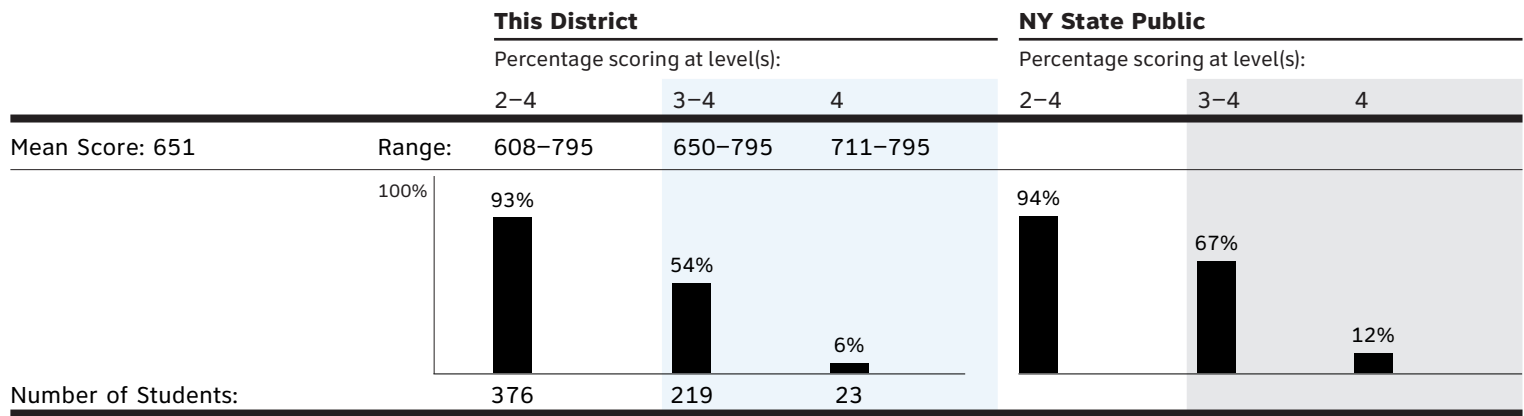
The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	5	2	0			

District **FREEPORT UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 5 English Language Arts



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>404</b>	<b>93%</b>	<b>54%</b>	<b>6%</b>				
Female	220	96%	59%	5%				
Male	184	90%	48%	7%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	190	93%	54%	5%				
Hispanic or Latino	179	92%	48%	3%				
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—				
White	26	100%	96%	27%				
Small Group Totals	9	100%	56%	11%				
General-Education Students	362	96%	60%	6%				
Students with Disabilities	42	67%	7%	0%				
English Proficient	377	94%	56%	6%				
Limited English Proficient	27	85%	22%	0%				
Economically Disadvantaged	203	89%	41%	2%				
Not Disadvantaged	201	97%	67%	9%				
Migrant								
Not Migrant	404	93%	54%	6%				

This test was not given in 2004-05.

### NOTES

The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

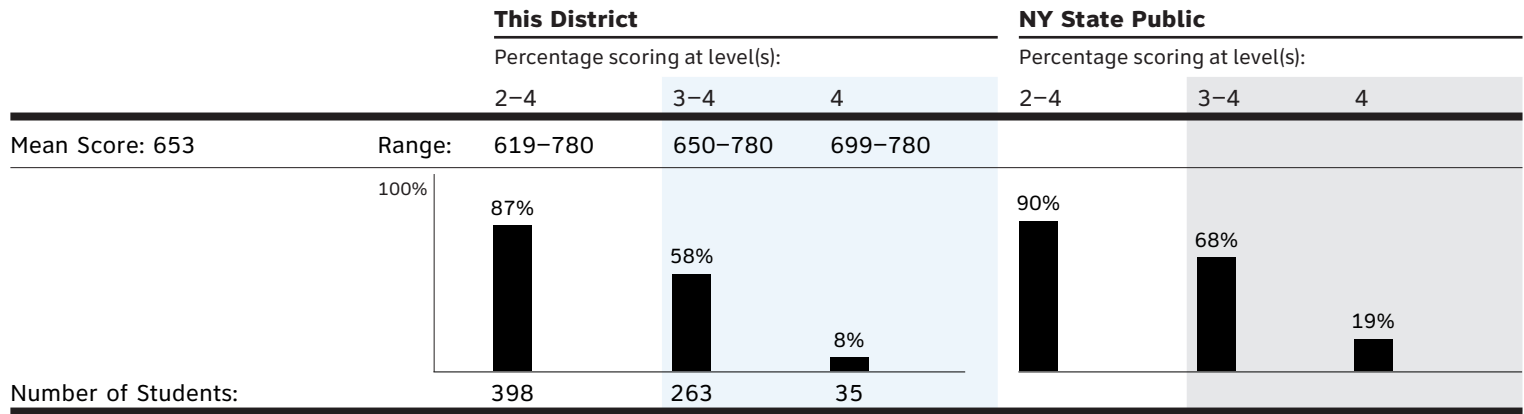
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	—	—	—				
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	41	33	29	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.



District **FREEPORT UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>456</b>	<b>87%</b>	<b>58%</b>	<b>8%</b>				
Female	240	90%	60%	6%				
Male	216	85%	55%	9%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	195	89%	54%	7%				
Hispanic or Latino	224	85%	56%	6%				
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—				
White	26	100%	92%	31%				
Small Group Totals	11	82%	64%	0%				
General-Education Students	407	91%	60%	8%				
Students with Disabilities	49	59%	35%	2%				
English Proficient	389	91%	62%	9%				
Limited English Proficient	67	67%	30%	0%				
Economically Disadvantaged	226	85%	50%	5%				
Not Disadvantaged	230	90%	65%	10%				
Migrant								
Not Migrant	456	87%	58%	8%				

This test was not given in 2004-05.

### NOTES

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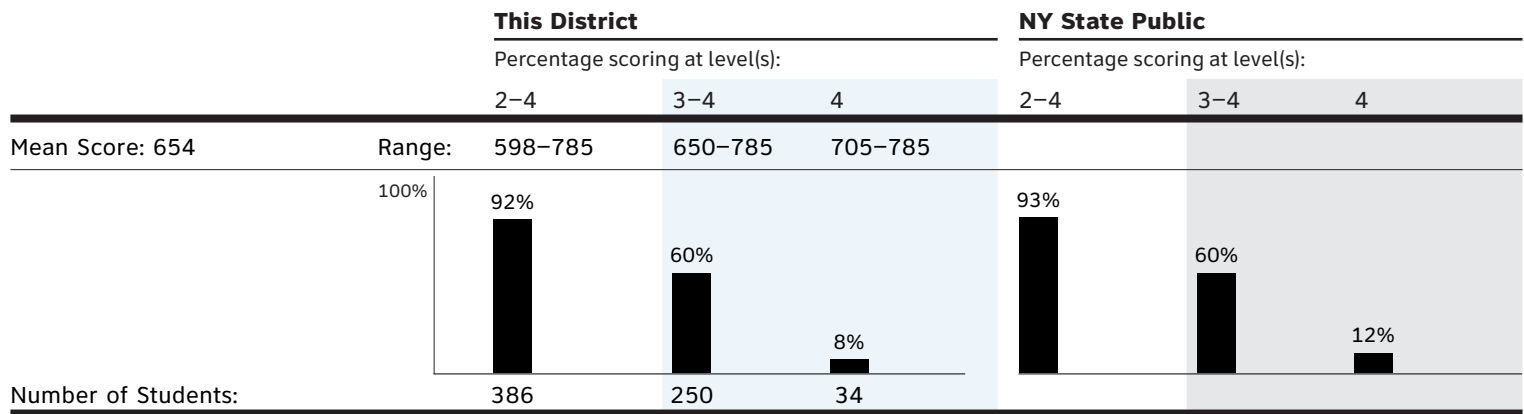
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	3	—	—	—				

This test was not given in 2004-05.

District **FREEPORT UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 6 English Language Arts



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>418</b>	<b>92%</b>	<b>60%</b>	<b>8%</b>				
Female	221	95%	62%	11%				
Male	197	90%	57%	5%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	195	93%	62%	10%				
Hispanic or Latino	169	91%	52%	4%				
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—				
White	48	94%	77%	15%	This test was not given in 2004-05.			
Small Group Totals	6	100%	67%	17%				
General-Education Students	368	96%	65%	9%				
Students with Disabilities	50	62%	24%	0%				
English Proficient	413	92%	60%	8%				
Limited English Proficient	5	100%	60%	0%				
Economically Disadvantaged	156	87%	51%	4%				
Not Disadvantaged	262	95%	65%	11%				
Migrant								
Not Migrant	418	92%	60%	8%				

### NOTES

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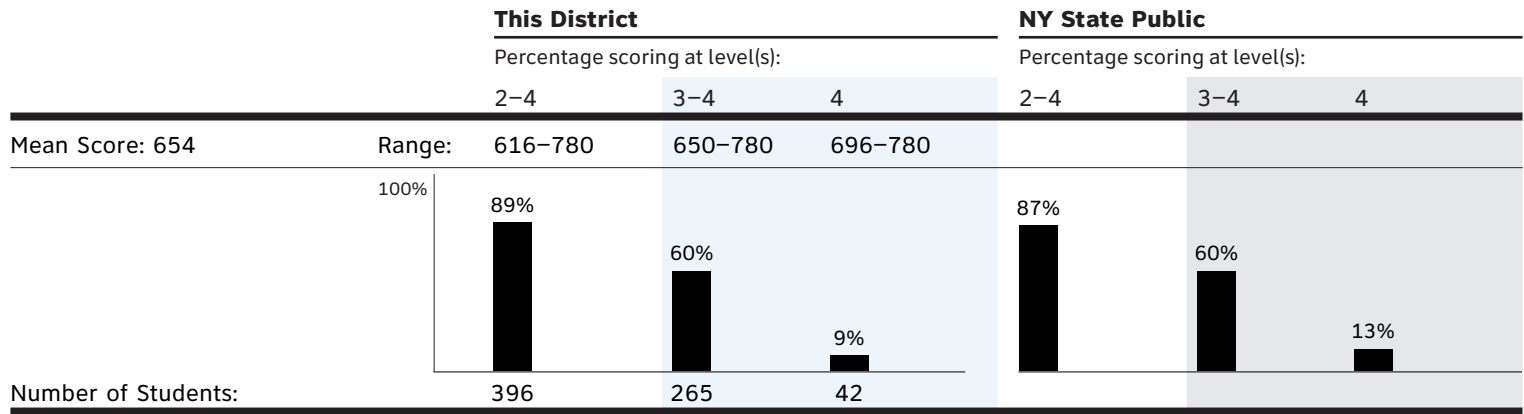
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	8	8	8	8	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	36	32	31	N/A				
					N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **FREEPORT UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 6 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>444</b>	<b>89%</b>	<b>60%</b>	<b>9%</b>				
Female	232	90%	60%	9%				
Male	212	89%	59%	9%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	191	89%	61%	12%				
Hispanic or Latino	200	88%	55%	6%				
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—				
White	46	96%	74%	17%	This test was not given in 2004-05.			
Small Group Totals	7	100%	71%	0%				
General-Education Students	394	92%	63%	10%				
Students with Disabilities	50	70%	34%	4%				
English Proficient	402	91%	61%	10%				
Limited English Proficient	42	76%	45%	2%				
Economically Disadvantaged	174	85%	55%	6%				
Not Disadvantaged	270	92%	63%	11%				
Migrant								
Not Migrant	444	89%	60%	9%				

### NOTES

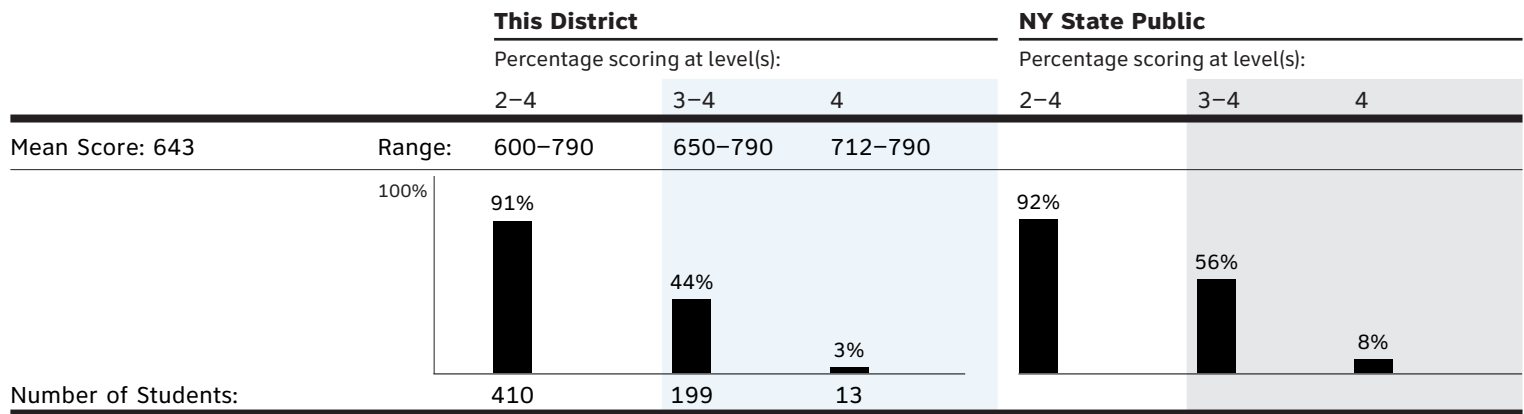
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	8	8	8	5	This test was not given in 2004-05.			

District **FREEPORT UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 7 English Language Arts



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>453</b>	<b>91%</b>	<b>44%</b>	<b>3%</b>				
Female	208	96%	53%	5%				
Male	245	86%	36%	1%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	221	91%	47%	4%				
Hispanic or Latino	188	88%	36%	2%				
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—				
White	38	100%	66%	0%	This test was not given in 2004-05.			
Small Group Totals	6	83%	33%	17%				
General-Education Students	409	94%	48%	3%				
Students with Disabilities	44	61%	9%	0%				
English Proficient	448	91%	44%	3%				
Limited English Proficient	5	80%	20%	0%				
Economically Disadvantaged	172	87%	37%	1%				
Not Disadvantaged	281	93%	48%	4%				
Migrant								
Not Migrant	453	91%	44%	3%				

### NOTES

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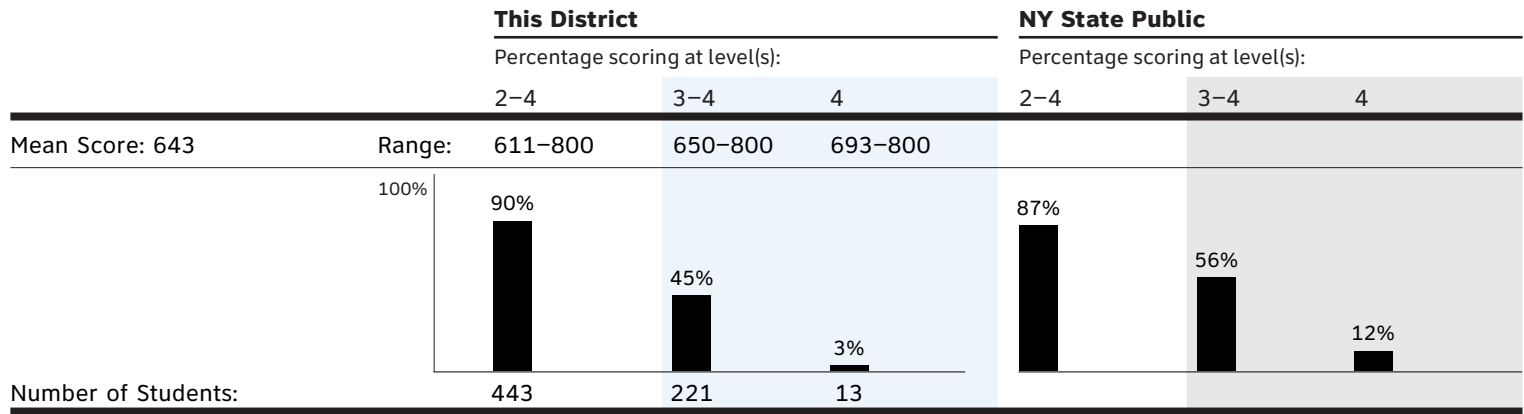
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	9	9	8	7	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): <sup>†</sup> Grade 7	50	39	36	N/A	N/A	N/A	N/A	N/A

<sup>†</sup> Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **FREEPORT UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>494</b>	<b>90%</b>	<b>45%</b>	<b>3%</b>				
Female	225	90%	46%	3%				
Male	269	90%	44%	3%				
American Indian or Alaska Native								
Black or African American	222	88%	43%	2%				
Hispanic or Latino	227	90%	42%	2%				
Asian or Native Hawaiian/Other Pacific Islander	8	75%	50%	0%				
White	37	100%	70%	11%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	451	91%	47%	3%				
Students with Disabilities	43	77%	26%	0%				
English Proficient	443	91%	47%	3%				
Limited English Proficient	51	80%	25%	2%				
Economically Disadvantaged	196	92%	41%	2%				
Not Disadvantaged	298	88%	47%	3%				
Migrant								
Not Migrant	494	90%	45%	3%				

### NOTES

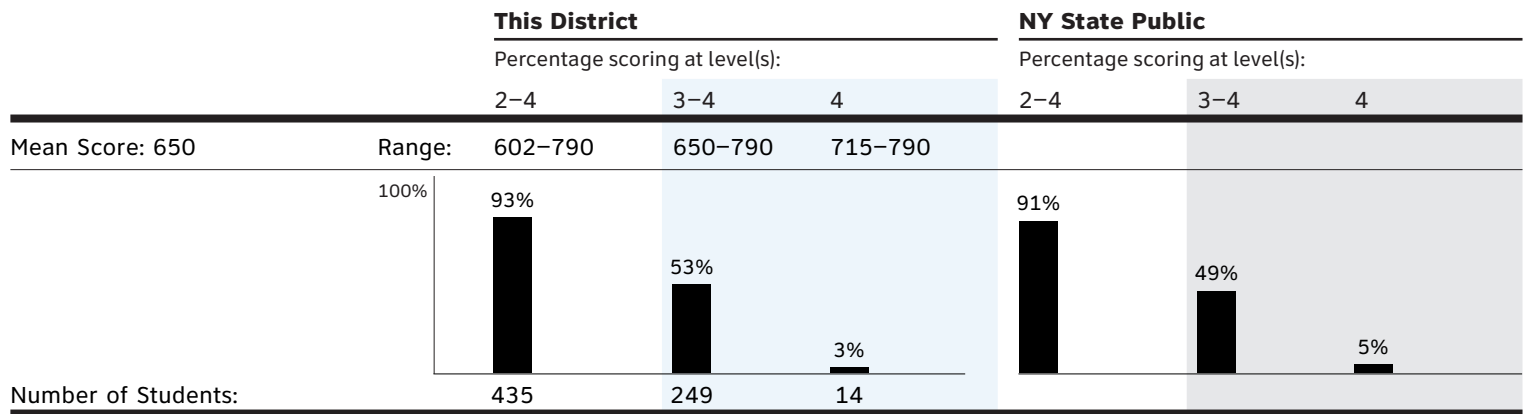
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	9	9	8	4	This test was not given in 2004-05.			

District **FREEPORT UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 8 English Language Arts



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>466</b>	<b>93%</b>	<b>53%</b>	<b>3%</b>				
Female	217	98%	64%	6%				
Male	249	90%	45%	0%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	208	93%	50%	2%				
Hispanic or Latino	207	92%	51%	3%				
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—				
White	39	100%	77%	10%				
Small Group Totals	12	100%	75%	0%				
General-Education Students	420	95%	57%	3%				
Students with Disabilities	46	76%	20%	0%				
English Proficient	461	94%	54%	3%				
Limited English Proficient	5	60%	40%	0%				
Economically Disadvantaged	205	90%	47%	1%				
Not Disadvantaged	261	96%	59%	4%				
Migrant								
Not Migrant	466	93%	53%	3%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

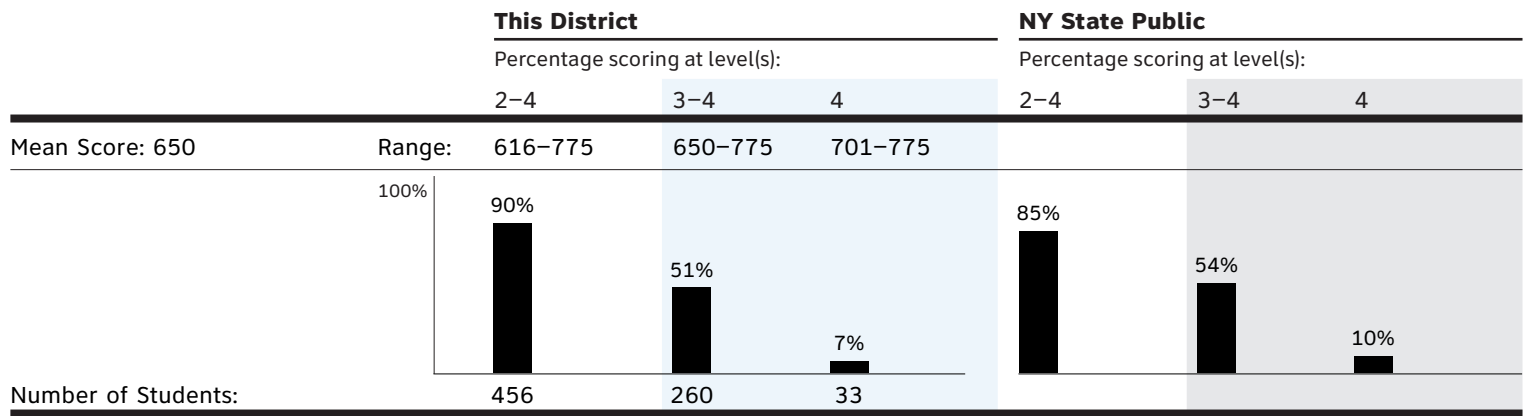
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	4	3	0			
New York State English as a Second Language Achievement Test (NYSESLAT): <sup>†</sup> Grade 8	44	32	25	N/A	49	33	22	N/A

<sup>†</sup> Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **FREEPORT UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>507</b>	<b>90%</b>	<b>51%</b>	<b>7%</b>				
Female	236	94%	53%	7%				
Male	271	87%	50%	6%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	208	90%	50%	3%				
Hispanic or Latino	246	89%	49%	5%				
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—				
White	40	95%	70%	28%				
Small Group Totals	13	100%	62%	15%				
General-Education Students	461	92%	54%	7%				
Students with Disabilities	46	74%	28%	0%				
English Proficient	457	91%	53%	7%				
Limited English Proficient	50	82%	38%	0%				
Economically Disadvantaged	230	88%	43%	4%				
Not Disadvantaged	277	92%	58%	8%				
Migrant								
Not Migrant	507	90%	51%	7%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

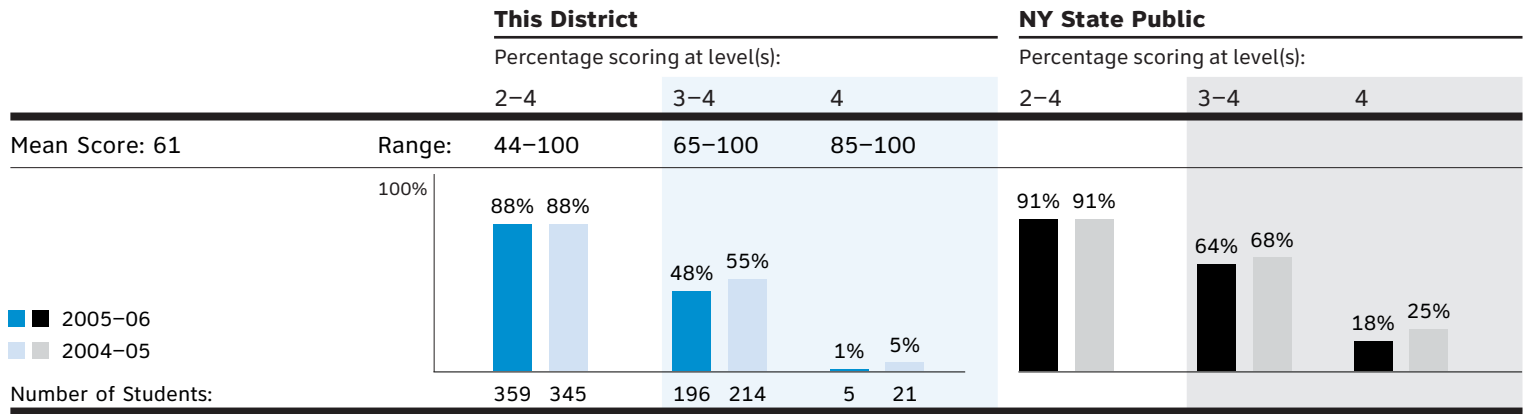
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	4	3	0			



District **FREEPORT UNION FREE SCHOOL DISTRICT**

## This District's Results in Grade 8 Science



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>406</b>	<b>88%</b>	<b>48%</b>	<b>1%</b>	<b>391</b>	<b>88%</b>	<b>55%</b>	<b>5%</b>
Female	179	93%	45%	0%	184	88%	53%	5%
Male	227	85%	51%	2%	207	88%	56%	6%
American Indian or Alaska Native								
Black or African American	171	92%	46%	0%	147	93%	56%	5%
Hispanic or Latino	206	84%	45%	1%	208	85%	50%	5%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	78%	0%	5	100%	100%	20%
White	20	100%	85%	10%	31	87%	71%	6%
Small Group Totals								
General-Education Students	360	89%	49%	1%	345	90%	57%	6%
Students with Disabilities	46	85%	41%	0%	46	78%	39%	2%
English Proficient	357	93%	54%	1%	339	94%	62%	6%
Limited English Proficient	49	53%	6%	0%	52	48%	10%	2%
Economically Disadvantaged	202	87%	45%	0%	182	84%	46%	4%
Not Disadvantaged	204	90%	51%	2%	209	92%	62%	7%
Migrant								
Not Migrant	406	88%	48%	1%	391	88%	55%	5%

### NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	4	3	0			
Regents Science	94	88	80	25	87	86	77	30

District **FREEPORT UNION FREE SCHOOL DISTRICT**

## Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

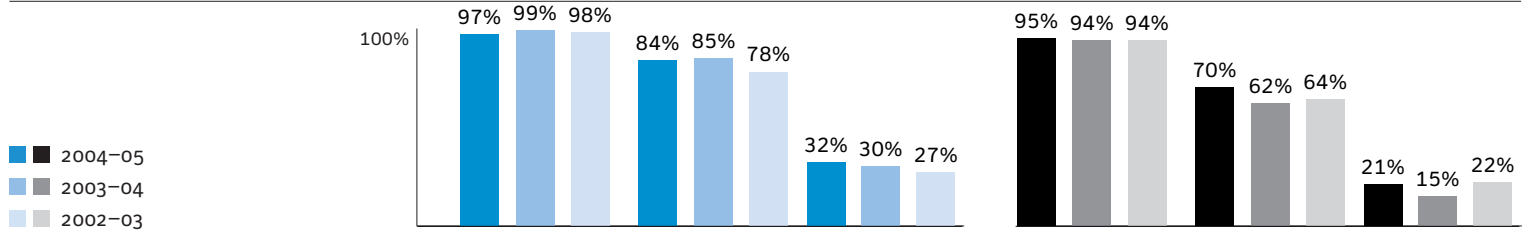
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	11	49	202	125	387	681
Feb 2004	4	60	224	125	413	678
Feb 2003	10	82	209	109	410	668

### Grade 8

#### This School

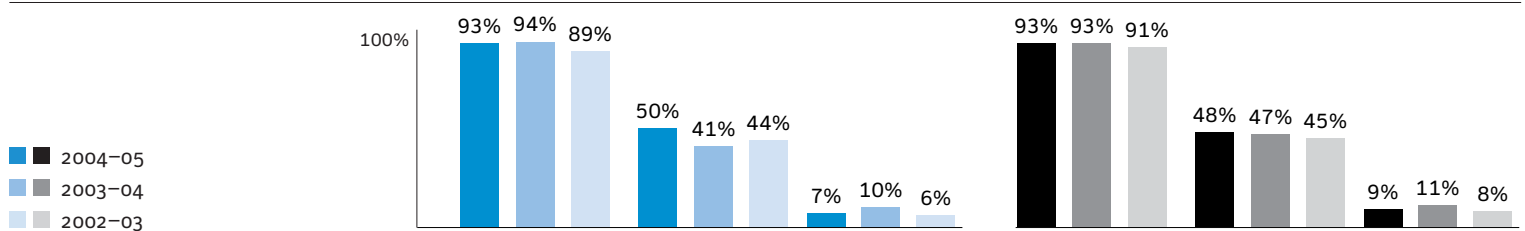
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	31	204	204	35	474	697
Jan 2004	31	277	167	51	526	697
Jan 2003	56	221	192	29	498	690

District **FREEPORT UNION FREE SCHOOL DISTRICT**

## Previous Years' Results for Mathematics

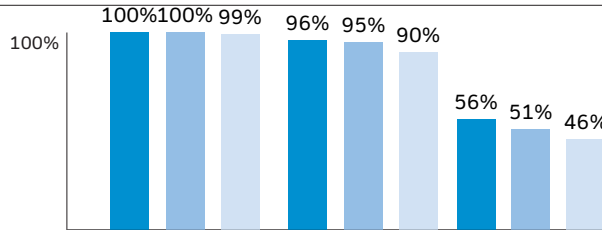
Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

Percentage scoring at level(s):

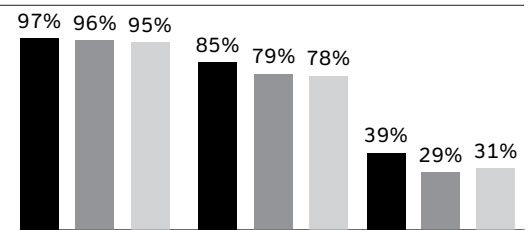
2-4      3-4      4  
Range: 602-810      637-810      678-810



#### NY State Public

Percentage scoring at level(s):

2-4      3-4      4



#### Number of students scoring at each performance level:

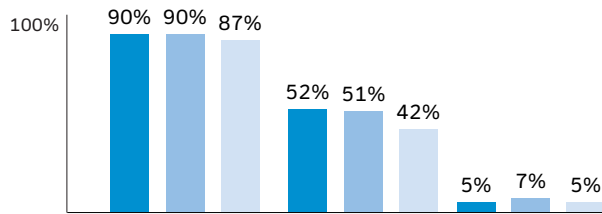
Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	2	18	186	262	468	687
May 2004	2	25	218	260	505	682
May 2003	6	44	226	235	511	675

### Grade 8

#### This School

Percentage scoring at level(s):

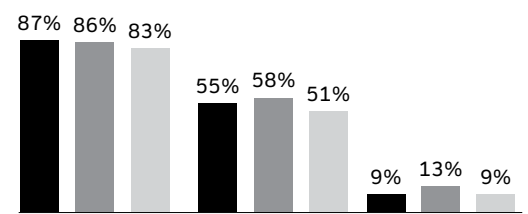
2-4      3-4      4  
Range: 681-882      716-882      760-882



#### NY State Public

Percentage scoring at level(s):

2-4      3-4      4

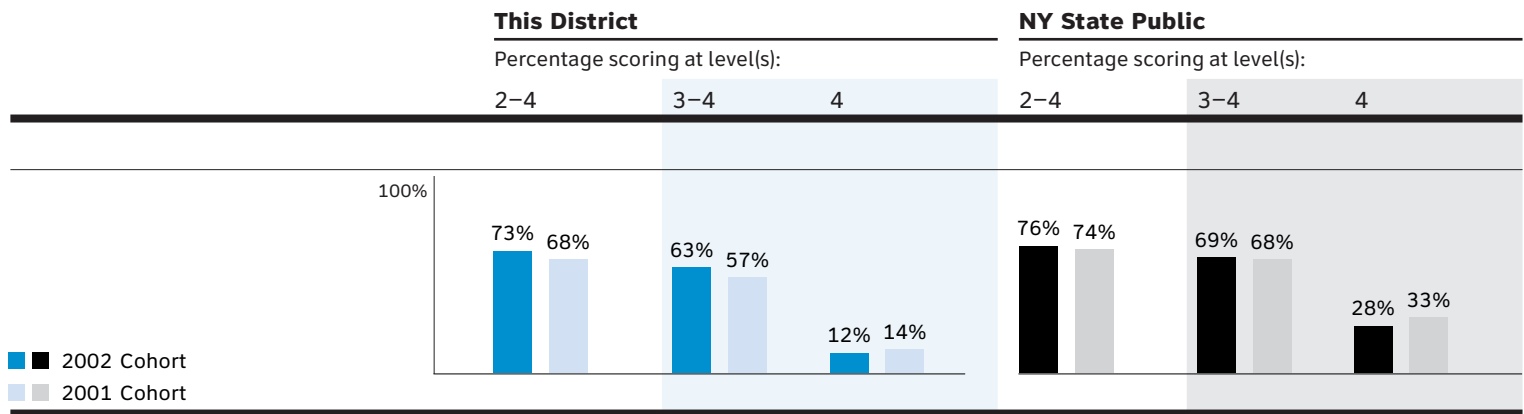


#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	54	201	245	28	528	714
May 2004	57	219	245	38	559	714
May 2003	75	248	206	27	556	707

District **FREEPORT UNION FREE SCHOOL DISTRICT**

## This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction



## Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>542</b>	<b>73%</b>	<b>63%</b>	<b>12%</b>	<b>571</b>	<b>68%</b>	<b>57%</b>	<b>14%</b>
Female	277	77%	64%	14%	283	75%	66%	19%
Male	265	69%	63%	11%	288	61%	49%	9%
American Indian or Alaska Native					2	—	—	—
Black or African American	231	79%	69%	13%	244	72%	61%	11%
Hispanic or Latino	234	64%	52%	7%	251	61%	48%	9%
Asian or Native Hawaiian/Other Pacific Islander	13	85%	77%	54%	5	—	—	—
White	64	84%	84%	22%	69	77%	75%	35%
Small Group Totals					7	71%	71%	57%
General-Education Students	497	77%	68%	13%	505	71%	62%	15%
Students with Disabilities	45	31%	11%	0%	66	38%	21%	2%
English Proficient	490	77%	68%	13%	514	71%	62%	15%
Limited English Proficient	52	44%	21%	0%	57	35%	16%	4%
Economically Disadvantaged	132	75%	62%	8%				
Not Disadvantaged	410	73%	64%	14%				
Migrant								
Not Migrant	542	73%	63%	12%				

### NOTES

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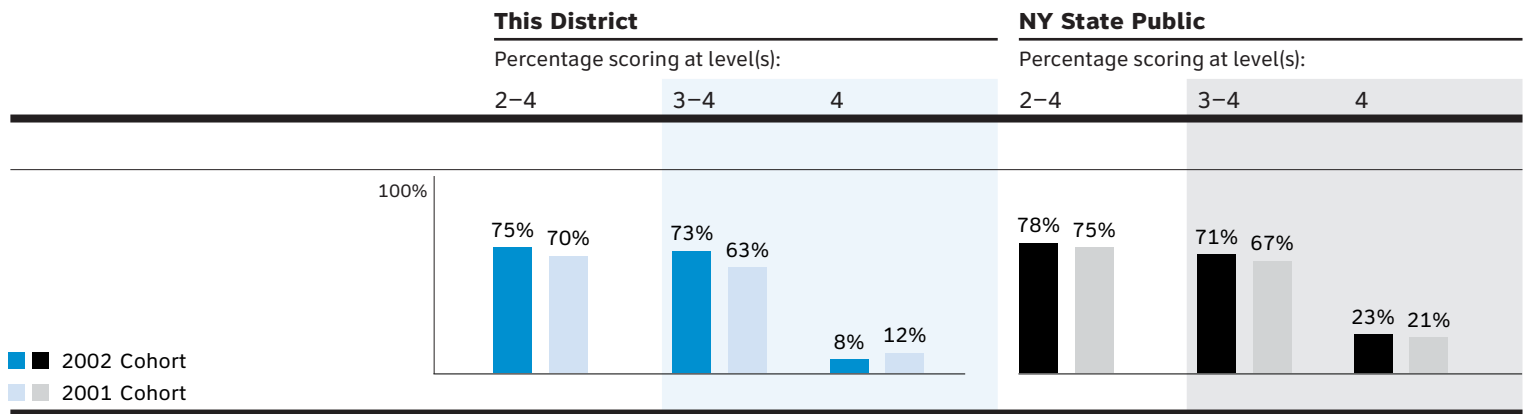
## Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	0				3	—	—	—

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **FREEPORT UNION FREE SCHOOL DISTRICT**

## This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



## Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>542</b>	<b>75%</b>	<b>73%</b>	<b>8%</b>	<b>571</b>	<b>70%</b>	<b>63%</b>	<b>12%</b>
Female	277	77%	75%	8%	283	78%	71%	17%
Male	265	73%	70%	9%	288	61%	55%	8%
American Indian or Alaska Native					2	—	—	—
Black or African American	231	82%	80%	5%	244	73%	64%	9%
Hispanic or Latino	234	66%	62%	7%	251	65%	58%	8%
Asian or Native Hawaiian/Other Pacific Islander	13	85%	85%	46%	5	—	—	—
White	64	83%	83%	20%	69	77%	72%	36%
Small Group Totals					7	71%	71%	57%
General-Education Students	497	78%	76%	9%	505	73%	68%	14%
Students with Disabilities	45	47%	33%	0%	66	41%	26%	2%
English Proficient	490	78%	76%	9%	514	72%	65%	13%
Limited English Proficient	52	48%	46%	0%	57	46%	40%	2%
Economically Disadvantaged	132	80%	77%	5%				
Not Disadvantaged	410	74%	71%	10%				
Migrant								
Not Migrant	542	75%	73%	8%				

### NOTES

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## Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	1	—	—	—	4	—	—	—

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

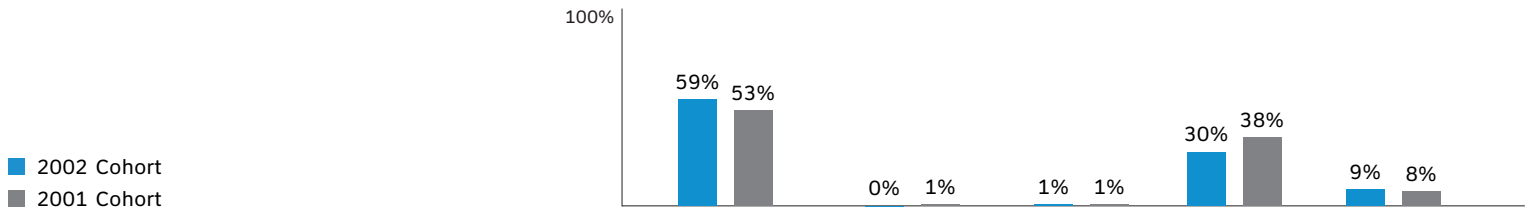
District **FREPORT UNION FREE SCHOOL DISTRICT**

## Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

## Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>2002</b>	<b>542</b>	<b>59%</b>	<b>0%</b>	<b>1%</b>	<b>30%</b>	<b>9%</b>
	<b>2001</b>	<b>571</b>	<b>53%</b>	<b>1%</b>	<b>1%</b>	<b>38%</b>	<b>8%</b>
Female	2002	277	65%	0%	1%	24%	9%
	2001	283	61%	1%	1%	33%	5%
Male	2002	265	53%	0%	1%	37%	9%
	2001	288	44%	1%	2%	43%	10%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	2	—	—	—	—	—
Black or African American	2002	231	65%	0%	1%	28%	5%
	2001	244	56%	1%	2%	34%	7%
Hispanic or Latino	2002	234	49%	0%	0%	37%	13%
	2001	251	45%	0%	0%	46%	9%
Asian or Native Hawaiian/Other Pacific Islander	2002	13	69%	0%	0%	23%	8%
	2001	5	—	—	—	—	—
White	2002	64	73%	0%	3%	14%	9%
	2001	69	70%	3%	1%	23%	3%
Small Group Totals	2001	7	57%	0%	0%	29%	14%
General-Education Students	2002	497	61%	0%	1%	30%	9%
	2001	505	55%	0%	1%	36%	8%
Students with Disabilities	2002	45	42%	4%	4%	36%	13%
	2001	66	33%	6%	0%	55%	6%
English Proficient	2002	490	62%	0%	1%	29%	7%
	2001	514	56%	1%	1%	36%	6%
Limited English Proficient	2002	52	33%	0%	0%	40%	27%
	2001	57	23%	0%	0%	58%	19%
Economically Disadvantaged	2002	132	55%	0%	1%	39%	5%
Not Disadvantaged	2002	410	61%	0%	1%	27%	10%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	542	59%	0%	1%	30%	9%

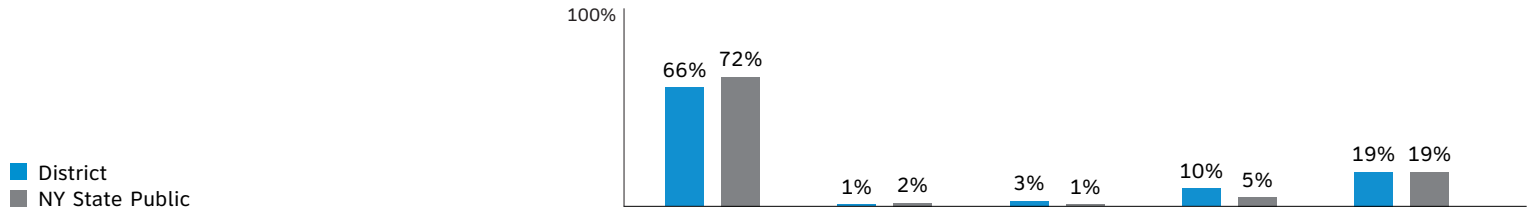
### NOTES

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District **FREEPORT UNION FREE SCHOOL DISTRICT**

## Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>560</b>	<b>66%</b>	<b>1%</b>	<b>3%</b>	<b>10%</b>	<b>19%</b>
Female	274	75%	1%	3%	6%	14%
Male	286	58%	1%	3%	14%	24%
American Indian or Alaska Native	2	—	—	—	—	—
Black or African American	233	72%	1%	3%	9%	15%
Hispanic or Latino	255	57%	1%	2%	14%	26%
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—
White	64	83%	3%	5%	3%	6%
Small Group Totals	8	75%	0%	13%	0%	13%
General-Education Students	496	68%	0%	3%	10%	19%
Students with Disabilities	64	53%	11%	2%	13%	22%
English Proficient	499	70%	1%	3%	9%	16%
Limited English Proficient	61	36%	0%	3%	18%	43%
Economically Disadvantaged	103	74%	3%	0%	12%	12%
Not Disadvantaged	457	65%	1%	4%	10%	21%
Migrant	1	—	—	—	—	—
Not Migrant	559	—	—	—	—	—

### NOTES

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