



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **FREEPORT UNION FREE SCHOOL  
DISTRICT**

District ID **28-02-09-03-0000**

Superintendent **ERIC EVERSLEY**

Telephone **(516) 867-5205**

Grades **PK-12, UE, US**

## 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 2007–08 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

	2004-05	2005-06	2006-07
Pre-K	282	302	293
Kindergarten	369	404	424
Grade 1	494	455	494
Grade 2	443	477	454
Grade 3	512	437	466
Grade 4	479	508	452
Grade 5	518	465	506
Grade 6	514	472	463
Ungraded Elementary	15	14	6
Grade 7	545	507	462
Grade 8	539	526	492
Grade 9	704	729	659
Grade 10	625	602	605
Grade 11	519	472	550
Grade 12	393	447	284
Ungraded Secondary	0	0	3
<b>Total K-12</b>	6669	6515	6320

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	21	19	21
<b>Grade 8</b>			
English	16	18	16
Mathematics	19	18	18
Science	20	19	18
Social Studies	18	17	15
<b>Grade 10</b>			
English	21	22	22
Mathematics	22	20	21
Science	25	26	23
Social Studies	22	23	20

### 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.

District **FREEPORT UNION FREE SCHOOL DISTRICT**District ID **28-02-09-03-0000**

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	2131	32%	1837	28%	2365	37%
Reduced-Price Lunch	544	8%	506	8%	639	10%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	1172	18%	1050	16%	1147	18%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	8	0%	12	0%	13	0%
Black or African American	2661	40%	2599	40%	2470	39%
Hispanic or Latino	3255	49%	3191	49%	3141	50%
Asian or Native Hawaiian/Other Pacific Islander	72	1%	102	2%	122	2%
White	673	10%	611	9%	557	9%
Multiracial**	N/A	N/A	N/A	N/A	17	0%

\* Not available at the district level.

\*\* Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

## Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate	94%		93%		94%	
Student Suspensions	597	9%	733	11%	727	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**District ID **28-02-09-03-0000**

## Teacher Qualifications

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	543	537	539
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	0%	0%
Percent with Fewer Than Three Years of Experience	9%	9%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	34%	38%
<b>Total Number of Core Classes*</b>	N/A	1944	1422
Percent Not Taught by Highly Qualified Teachers	N/A	0%	0%
<b>Total Number of Classes</b>	1696	1693	1796
Percent Taught by Teachers Without Appropriate Certification	1%	0%	0%

\* Data for 2004-05 were not weighted, so are not shown.

## Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	15%	23%	17%
Turnover Rate of All Teachers	12%	14%	12%

## Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	75	62	76
Total Paraprofessionals*	170	177	182
Assistant Principals	13	13	13
Principals	8	8	8

\* Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## 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 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals 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 2006–07 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

### 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 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 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 for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMO's for each grade level 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).

### Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

### 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 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

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

$$100 \times \left[ \frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

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 2006–07 safe harbor targets were calculated using the following equation:

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

### Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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.

**Pending** – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

## Summary

### Overall Accountability Status (2007–08)

#### Improvement (Year 2)

ELA	Improvement (Year 2)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

### Title I Part A Funding

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

2005–06	2006–07	2007–08
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>	✓	✓	✓	✗	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	✓	✓	✓	✓
Hispanic or Latino	✓	✓	✓	✗	✓	✓
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓	—	—	—
White	✓	✓	✓	✓	✓	✓
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✓	✓	✓	✗	✗	✓
Limited English Proficient	✓	✓	✓	✗	✓ <sup>SH</sup>	✓
Economically Disadvantaged	✓	✓	✓	✗	✓	✓
<b>Student groups making AYP in each subject</b>	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 2 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	State
Good Standing	Good Standing
Improvement (Year 1)	Requiring Academic Progress (Year 1)
Improvement (Year 2)	Requiring Academic Progress (Year 2)
Improvement (Year 3)	Requiring Academic Progress (Year 3)
Improvement (Year 4)	Requiring Academic Progress (Year 4)
Improvement (Year 5 & Above)	Requiring Academic Progress (Year 5 & Above)
Pending – Requires Special Evaluation	



## Elementary/Middle-Level English Language Arts

### Accountability Status for This Subject (2007-08)



Improvement (Year 2)

### Accountability Measures

8 of 8

Student groups making AYP in English Language Arts



Made 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 2007-08, the district will be In Need of Improvement (Year 3) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [217]

### 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 2006-07	2007-08
<b>All Students</b> (2851:2726)	✓	✓	100%	✓	158	120		
<b>Ethnicity</b>								
American Indian or Alaska Native (8:7)	—	—	—	—	—	—		
Black or African American (1177:1139)	✓	✓	100%	✓	163	119		
Hispanic or Latino (1398:1322)	✓	✓	100%	✓	152	119		
Asian or Native Hawaiian/Other Pacific Islander (46:41)	✓	✓	100%	✓	129	107		
White (222:217)	✓	✓	100%	✓	180	114		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (394:383)	✓	✓	99%	✗	111	116	115	120
Limited English Proficient <sup>5</sup> (373:505)	✓	✓	100%	✓	133	117		
Economically Disadvantaged (1332:1285)	✓	✓	100%	✓	151	119		
<b>Final AYP Determination</b>	✓ 8 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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 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 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, 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.

<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; 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

## Elementary/Middle-Level Mathematics

### Accountability Status for This Subject (2007–08)



Good Standing

### Accountability Measures

8 of 8

Student groups making AYP in Mathematics



Made AYP

### Prospective Status

This district will be in good standing in 2008-09. [201]

### 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 2006–07 2007–08
<b>All Students</b> (2846:2740)	✓	✓	100%	✓	177	84	
<b>Ethnicity</b>							
American Indian or Alaska Native (8:6)	—	—	—	—	—	—	—
Black or African American (1174:1131)	✓	✓	100%	✓	174	83	
Hispanic or Latino (1401:1346)	✓	✓	100%	✓	179	83	
Asian or Native Hawaiian/Other Pacific Islander (46:45)	✓	✓	100%	✓	171	72	
White (217:212)	✓	✓	100%	✓	186	78	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (395:382)	✓	✓	99%	✓	148	80	
Limited English Proficient <sup>5</sup> (377:548)	✓	✓	100%	✓	177	81	
Economically Disadvantaged (1311:1290)	✓	✓	100%	✓	176	83	
<b>Final AYP Determination</b>	✓ 8 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, 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.

<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; 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

















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2007–08)**

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

**Prospective Status** This district will be in good standing in 2008-09. [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 2006–07 2007–08
<b>All Students</b> (940:898)		Qualified		99%		171	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)		–	–	–	–	–	–	–
Black or African American (396:373)		Qualified		98%		171	100	
Hispanic or Latino (454:439)		Qualified		100%		169	100	
Asian or Native Hawaiian/Other Pacific Islander (16:16)		–	–	–	–	–	–	–
White (73:69)		Qualified		99%		188	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (121:115)		Qualified		96%		162	100	
Limited English Proficient <sup>4</sup> (119:165)		Qualified		100%		159	100	
Economically Disadvantaged (433:424)		Qualified		99%		167	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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 districts with fewer than 30 continuously enrolled tested students in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and performance indices.

<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

#### 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 (2007–08)



Improvement (Year 2)

### Accountability Measures

2 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 2007-08, the district will be In Need of Improvement (Year 3) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [217]

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

Student Group (12th Graders: 2003 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	
							2006–07	2007–08
<b>All Students</b> (393:491)	<b>X</b>	<b>✓</b>	97%	<b>X</b>	147	154	153	152
<b>Ethnicity</b>								
American Indian or Alaska Native (1:3)	—	—	—	—	—	—	—	—
Black or African American (181:221)	<b>✓</b>	<b>✓</b>	97%	<b>✓</b>	155	152		
Hispanic or Latino (154:207)	<b>X</b>	<b>✓</b>	97%	<b>X</b>	129	151	138	136
Asian or Native Hawaiian/Other Pacific Islander (7:8)	—	—	—	—	—	—	—	—
White (51:52)	<b>✓</b>	<b>✓</b>	98%	<b>✓</b>	185	146		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (32:67)	<b>X</b>	—	—	<b>X</b>	96	147	74‡	106
Limited English Proficient <sup>4</sup> (14:47)	<b>X</b>	—	—	<b>X</b>	89	145	96	100
Economically Disadvantaged (118:193)	<b>X</b>	<b>✓</b>	99%	<b>X</b>	145	151	151	151
<b>Final AYP Determination</b>	<b>X</b> 2 of 7							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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

## Secondary-Level Mathematics

### Accountability Status for This Subject (2007–08)



Good Standing

### Accountability Measures

6 of 7

Student groups making AYP in Mathematics



Did not make AYP

### Prospective Status

This district will be in good standing in 2008-09. [201]

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

Student Group (12th Graders: 2003 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 2006–07      2007–08
<b>All Students</b> (393:491)	✓	✓	97%	✓	157	147	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:3)	—	—	—	—	—	—	—
Black or African American (181:221)	✓	✓	96%	✓	159	145	
Hispanic or Latino (154:207)	✓	✓	97%	✓	149	144	
Asian or Native Hawaiian/Other Pacific Islander (7:8)	—	—	—	—	—	—	—
White (51:52)	✓	✓	100%	✓	177	139	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (32:67)	✗	—	—	✗	112	140	106*      121
Limited English Proficient <sup>4</sup> (14:47)	✓ <sup>SH</sup>	—	—	✓ <sup>SH</sup>	126	138	122      133
Economically Disadvantaged (118:193)	✓	✓	97%	✓	159	144	
<b>Final AYP Determination</b>	✗ 6 of 7						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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**  
**(2007–08)**

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

**Prospective Status** This district will be in good standing in 2008-09. [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 2006–07 2007–08
<b>All Students</b> (509)			67%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (0)					
Black or African American (227)			70%	55%	
Hispanic or Latino (211)			58%	55%	
Asian or Native Hawaiian/Other Pacific Islander (11)	–	–	–	–	
White (60)			80%	55%	
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (53)			38%	55%	48% 39%
Limited English Proficient <sup>3</sup> (26)	–	–	–	–	
Economically Disadvantaged (134)			61%	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 2002 cohort that earned a local or Regents diploma by August 31, 2006.

<sup>3</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **FREEPORT UNION FREE SCHOOL DISTRICT**

District ID **28-02-09-03-0000**

## 2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

### Federal Title I Status

#### Good Standing

4 schools identified 50% of total

ARCHER STREET SCHOOL  
BAYVIEW AVENUE SCHOOL  
LEO F GIBLYN SCHOOL  
NEW VISIONS ELEMENTARY SCHOOL

#### Improvement (Year 2)

1 school identified 13% of total

CAROLINE G ATKINSON SCHOOL

#### Restructuring (Year 1)

1 school identified 13% of total

JOHN W DODD MIDDLE SCHOOL

### New York State Status

#### Good Standing

1 school identified 13% of total

COLUMBUS AVENUE SCHOOL

#### Requiring Academic Progress (Year 5)

1 school identified 13% of total







FREEPORT HIGH SCHOOL








District **FREEDPORT UNION FREE SCHOOL DISTRICT**District ID **28-02-09-03-0000**

## Summary of 2006–07 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	78%			447
Grade 4	80%			434
Grade 5	59%			496
Grade 6	47%			458
Grade 7	56%			443
Grade 8	58%			473

### Mathematics

Grade 3	94%		456
Grade 4	94%		438
Grade 5	79%		498
Grade 6	72%		476
Grade 7	79%		452
Grade 8	62%		487

### Science

Grade 4	93%		440
Grade 8	57%		478

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	61%			560
Mathematics	69%			560

## 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).

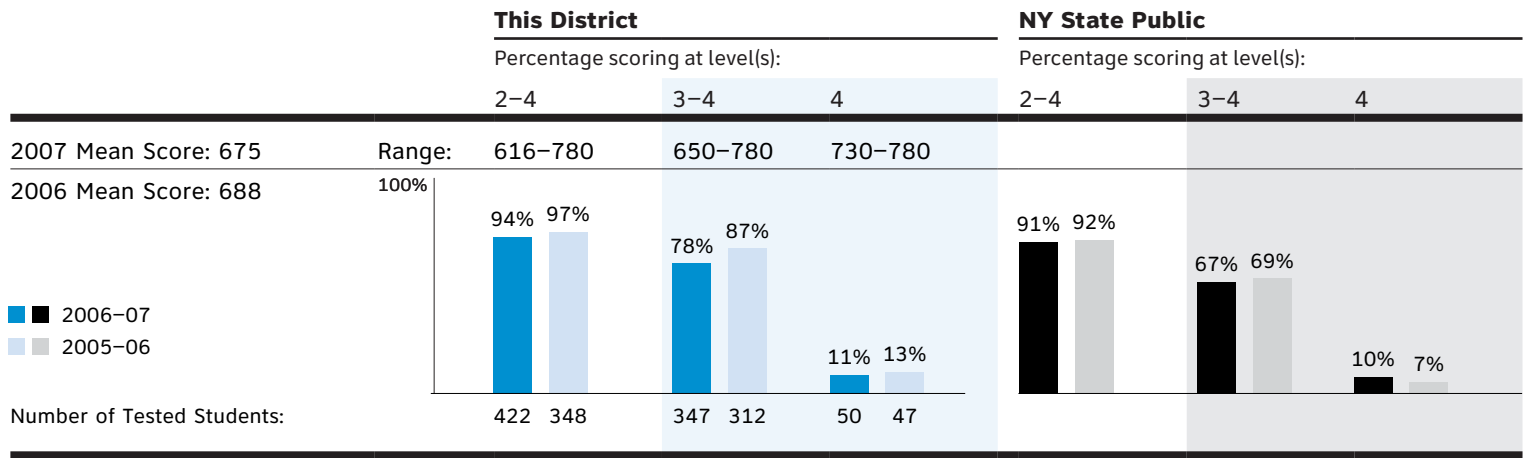
In this section, this district's performance is compared with that of public schools statewide.

## 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.

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



Results by Student Group	2006-07 School Year				2005-06 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>447</b>	<b>94%</b>	<b>78%</b>	<b>11%</b>	<b>358</b>	<b>97%</b>	<b>87%</b>	<b>13%</b>
Female	215	94%	83%	11%	175	98%	88%	15%
Male	232	94%	73%	11%	183	97%	86%	11%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	165	94%	81%	12%	164	98%	88%	12%
Hispanic or Latino	239	95%	74%	9%	153	98%	86%	12%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	3	—	—	—
White	39	—	—	—	37	—	—	—
Multiracial								
Small Group Totals	43	95%	88%	21%	41	93%	88%	22%
General-Education Students	390	97%	83%	13%	326	98%	90%	14%
Students with Disabilities	57	74%	40%	0%	32	84%	59%	6%
English Proficient	370	96%	83%	11%	332	97%	86%	12%
Limited English Proficient	77	86%	52%	13%	26	100%	96%	27%
Economically Disadvantaged	264	94%	73%	9%	157	99%	84%	10%
Not Disadvantaged	183	95%	85%	14%	201	96%	90%	16%
Migrant	1	—	—	—				
Not Migrant	446	—	—	—	358	97%	87%	13%

### NOTES

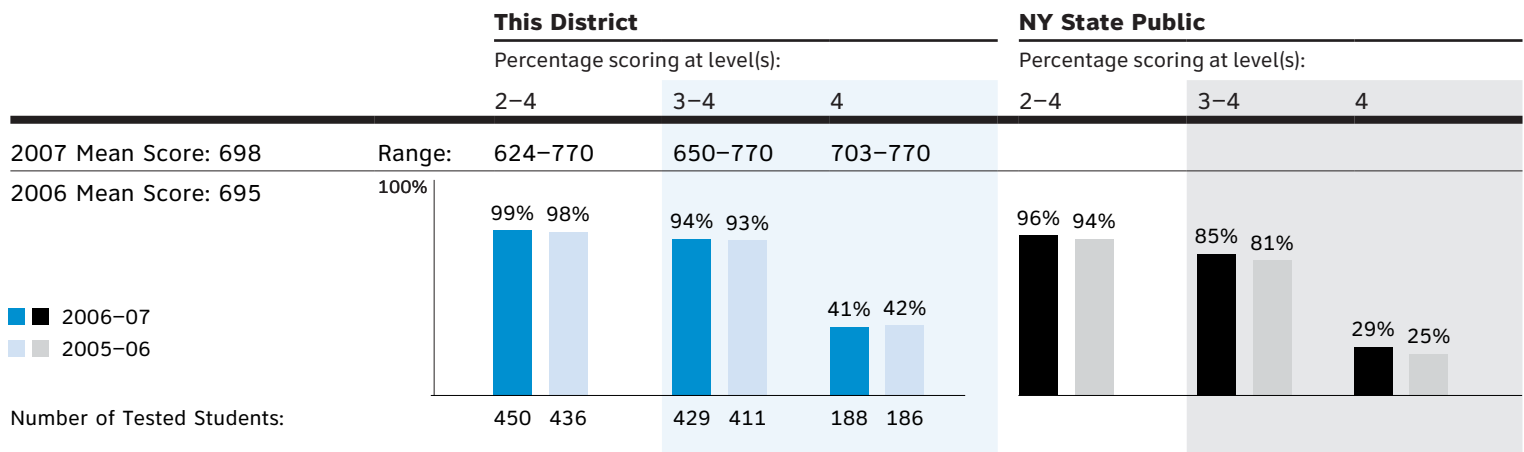
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2006-07 School Year				2005-06 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	9	9	6	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 3 Mathematics



Results by Student Group	2006-07 School Year				2005-06 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>99%</b>	<b>94%</b>	<b>41%</b>	<b>443</b>	<b>98%</b>	<b>93%</b>	<b>42%</b>
Female	220	99%	94%	42%	216	99%	93%	42%
Male	236	98%	94%	40%	227	98%	93%	42%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	166	98%	93%	42%	164	99%	94%	43%
Hispanic or Latino	248	99%	95%	38%	236	98%	92%	39%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	5	—	—	—
White	39	—	—	—	37	97%	97%	57%
Multiracial								
Small Group Totals	42	98%	95%	60%	6	100%	50%	50%
General-Education Students	400	100%	96%	44%	396	98%	95%	44%
Students with Disabilities	56	91%	80%	21%	47	98%	74%	26%
English Proficient	370	99%	95%	42%	340	99%	94%	44%
Limited English Proficient	86	99%	90%	36%	103	97%	89%	34%
Economically Disadvantaged	267	99%	94%	36%	207	100%	94%	41%
Not Disadvantaged	189	99%	94%	49%	236	97%	92%	43%
Migrant	1	—	—	—				
Not Migrant	455	—	—	—	443	98%	93%	42%

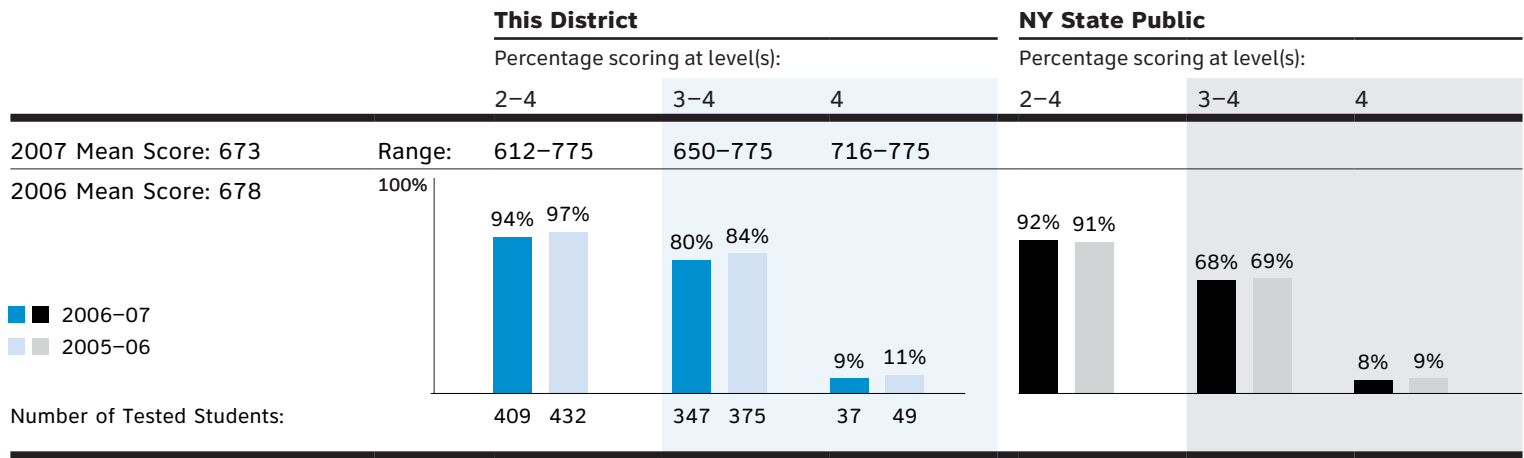
### NOTES

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## Other Assessments

	2006-07 School Year				2005-06 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	10	10	5	2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 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>434</b>	<b>94%</b>	<b>80%</b>	<b>9%</b>	<b>444</b>	<b>97%</b>	<b>84%</b>	<b>11%</b>
Female	209	96%	84%	10%	223	99%	87%	14%
Male	225	92%	76%	8%	221	96%	81%	8%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	164	97%	87%	8%	220	97%	82%	9%
Hispanic or Latino	228	92%	74%	7%	180	98%	86%	12%
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	5	—	—	—
White	35	100%	97%	20%	38	97%	87%	16%
Multiracial								
Small Group Totals	7	71%	29%	14%	6	100%	100%	33%
General-Education Students	380	98%	85%	10%	390	99%	90%	12%
Students with Disabilities	54	65%	44%	0%	54	83%	46%	2%
English Proficient	374	97%	86%	10%	416	97%	85%	10%
Limited English Proficient	60	78%	42%	2%	28	100%	75%	21%
Economically Disadvantaged	259	93%	75%	5%	183	98%	85%	8%
Not Disadvantaged	175	96%	87%	13%	261	97%	84%	13%
Migrant								
Not Migrant	434	94%	80%	9%	444	97%	84%	11%

#### NOTES

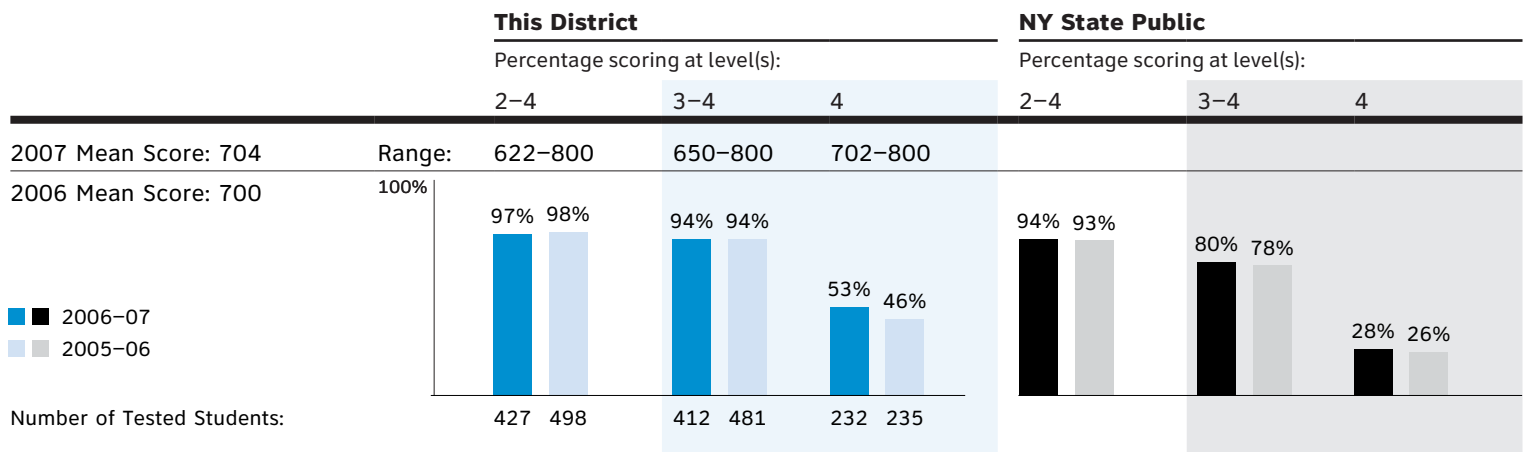
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### Other Assessments

	2006-07 School Year				2005-06 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	2	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	9	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 4 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 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>438</b>	<b>97%</b>	<b>94%</b>	<b>53%</b>	<b>509</b>	<b>98%</b>	<b>94%</b>	<b>46%</b>
Female	212	97%	93%	48%	242	99%	96%	46%
Male	226	98%	95%	58%	267	97%	93%	46%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	163	99%	96%	54%	212	100%	97%	43%
Hispanic or Latino	232	97%	93%	50%	250	96%	92%	43%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	8	—	—	—
White	34	100%	100%	74%	38	97%	97%	79%
Multiracial								
Small Group Totals	9	67%	67%	33%	9	100%	100%	78%
General-Education Students	386	99%	96%	55%	446	99%	96%	49%
Students with Disabilities	52	85%	81%	37%	63	90%	86%	27%
English Proficient	368	98%	96%	57%	408	99%	97%	50%
Limited English Proficient	70	93%	84%	33%	101	92%	83%	29%
Economically Disadvantaged	257	98%	94%	51%	228	97%	94%	42%
Not Disadvantaged	181	97%	94%	56%	281	98%	95%	50%
Migrant								
Not Migrant	438	97%	94%	53%	509	98%	94%	46%

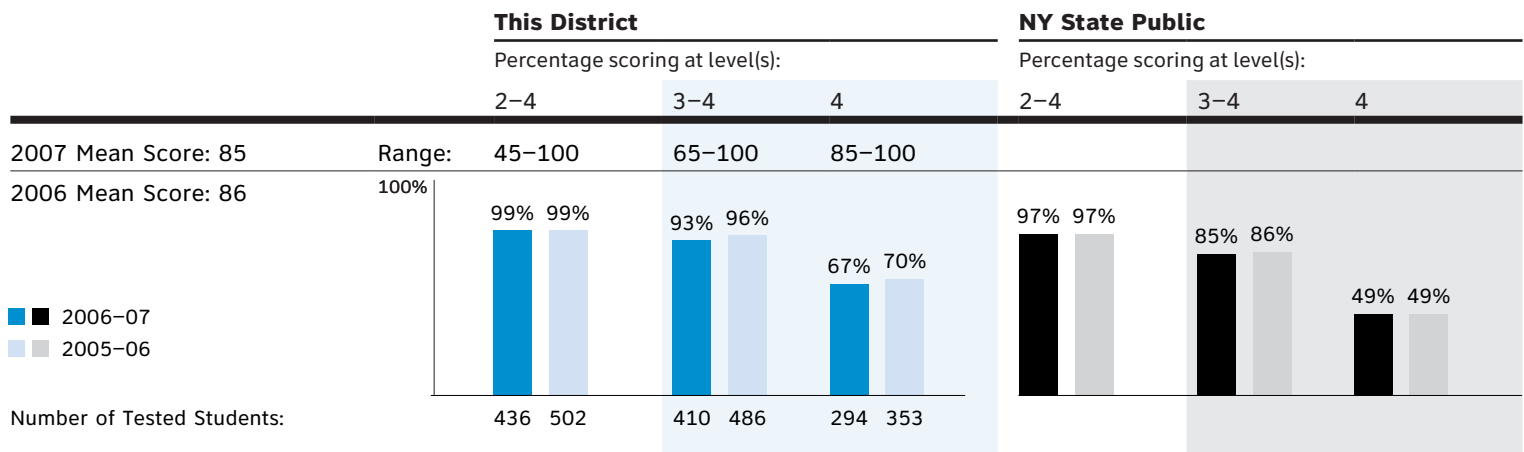
#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 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	3	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 4 Science



### Results by Student Group

	2006-07 School Year				2005-06 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>440</b>	<b>99%</b>	<b>93%</b>	<b>67%</b>	<b>505</b>	<b>99%</b>	<b>96%</b>	<b>70%</b>
Female	214	99%	92%	65%	240	100%	98%	70%
Male	226	99%	94%	68%	265	99%	95%	70%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	164	99%	97%	73%	211	100%	98%	74%
Hispanic or Latino	233	99%	91%	61%	246	99%	95%	63%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	8	—	—	—
White	34	100%	100%	88%	39	100%	97%	85%
Multiracial								
Small Group Totals	9	89%	56%	44%	9	100%	100%	89%
General-Education Students	388	99%	94%	69%	443	100%	96%	71%
Students with Disabilities	52	98%	85%	48%	62	98%	97%	61%
English Proficient	370	99%	96%	72%	404	100%	99%	77%
Limited English Proficient	70	97%	77%	37%	101	97%	87%	43%
Economically Disadvantaged	257	99%	94%	63%	225	99%	97%	67%
Not Disadvantaged	183	99%	92%	73%	280	100%	96%	73%
Migrant								
Not Migrant	440	99%	93%	67%	505	99%	96%	70%

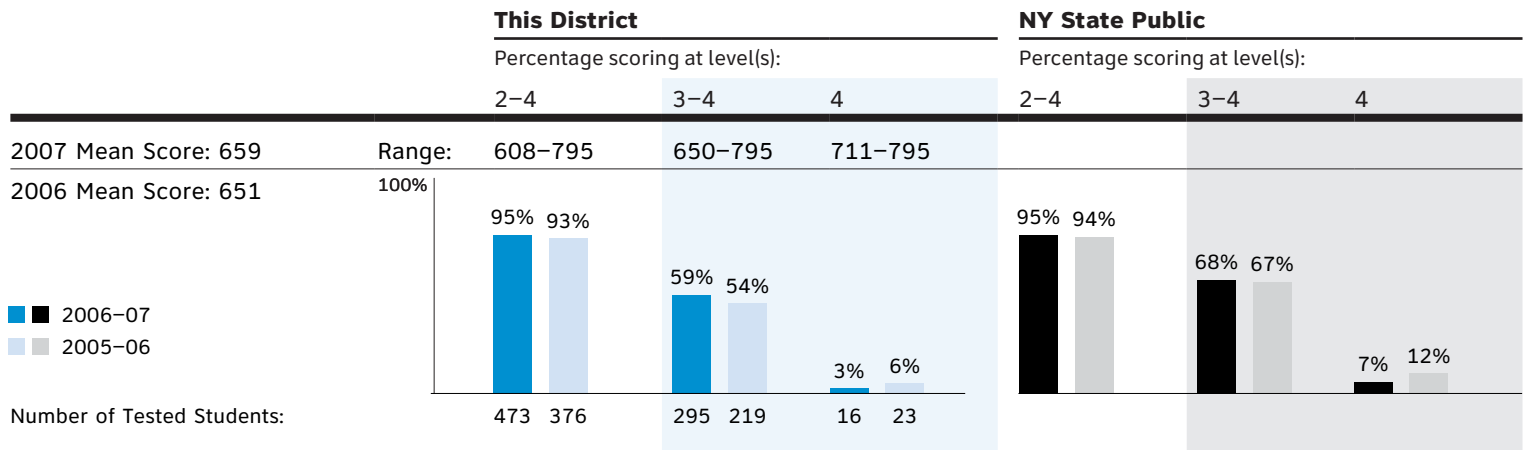
#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 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	3	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 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>496</b>	<b>95%</b>	<b>59%</b>	<b>3%</b>	<b>404</b>	<b>93%</b>	<b>54%</b>	<b>6%</b>
Female	240	97%	63%	5%	220	96%	59%	5%
Male	256	94%	56%	1%	184	90%	48%	7%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	217	96%	59%	4%	190	93%	54%	5%
Hispanic or Latino	234	94%	57%	2%	179	92%	48%	3%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	8	—	—	—
White	36	97%	75%	8%	26	100%	96%	27%
Multiracial								
Small Group Totals	9	100%	56%	0%	9	100%	56%	11%
General-Education Students	423	99%	66%	4%	362	96%	60%	6%
Students with Disabilities	73	75%	23%	0%	42	67%	7%	0%
English Proficient	441	97%	64%	4%	377	94%	56%	6%
Limited English Proficient	55	85%	25%	0%	27	85%	22%	0%
Economically Disadvantaged	278	94%	53%	1%	203	89%	41%	2%
Not Disadvantaged	218	97%	67%	6%	201	97%	67%	9%
Migrant								
Not Migrant	496	95%	59%	3%	404	93%	54%	6%

#### NOTES

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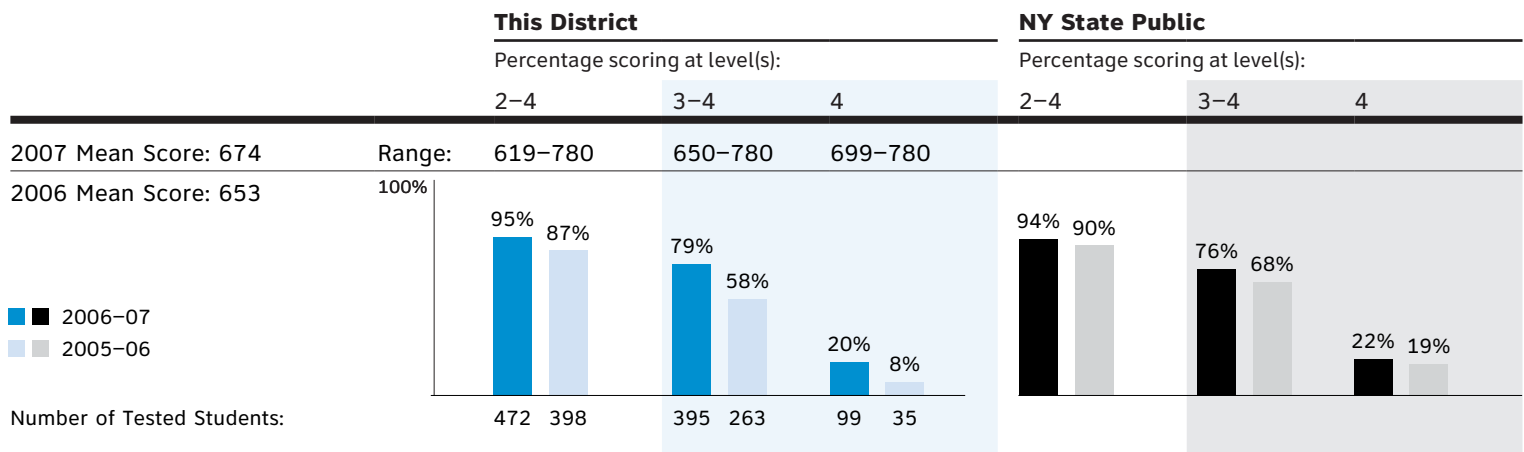
### Other Assessments

	2006-07 School Year				2005-06 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	6	6	6	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.



## This District's Results in Grade 5 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 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>498</b>	<b>95%</b>	<b>79%</b>	<b>20%</b>	<b>456</b>	<b>87%</b>	<b>58%</b>	<b>8%</b>
Female	240	98%	83%	19%	240	90%	60%	6%
Male	258	92%	76%	21%	216	85%	55%	9%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	214	95%	78%	21%	195	89%	54%	7%
Hispanic or Latino	239	95%	79%	15%	224	85%	56%	6%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	10	—	—	—
White	36	94%	86%	36%	26	100%	92%	31%
Multiracial								
Small Group Totals	9	100%	89%	67%	11	82%	64%	0%
General-Education Students	425	97%	85%	23%	407	91%	60%	8%
Students with Disabilities	73	82%	44%	3%	49	59%	35%	2%
English Proficient	437	96%	81%	22%	389	91%	62%	9%
Limited English Proficient	61	89%	67%	5%	67	67%	30%	0%
Economically Disadvantaged	275	95%	77%	15%	226	85%	50%	5%
Not Disadvantaged	223	95%	82%	26%	230	90%	65%	10%
Migrant								
Not Migrant	498	95%	79%	20%	456	87%	58%	8%

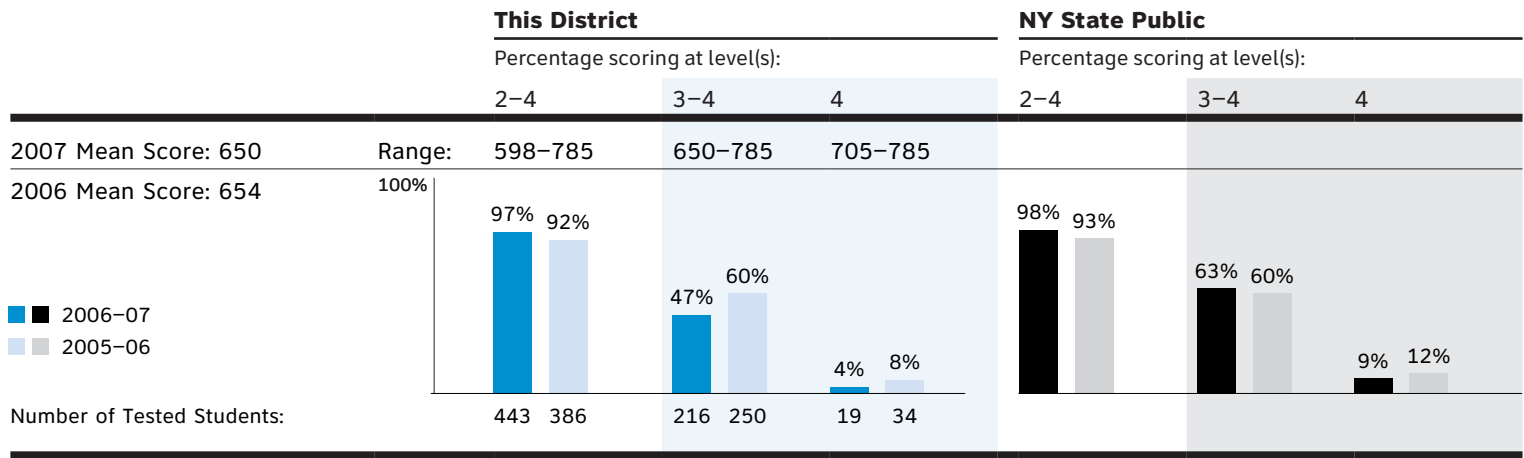
#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 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	6	6	6	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 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>458</b>	<b>97%</b>	<b>47%</b>	<b>4%</b>	<b>418</b>	<b>92%</b>	<b>60%</b>	<b>8%</b>
Female	236	98%	54%	6%	221	95%	62%	11%
Male	222	95%	40%	2%	197	90%	57%	5%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	198	98%	50%	5%	195	93%	62%	10%
Hispanic or Latino	223	96%	41%	2%	169	91%	52%	4%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	5	—	—	—
White	27	96%	85%	15%	48	94%	77%	15%
Multiracial								
Small Group Totals	10	100%	30%	0%	6	100%	67%	17%
General-Education Students	399	99%	53%	5%	368	96%	65%	9%
Students with Disabilities	59	83%	5%	0%	50	62%	24%	0%
English Proficient	406	98%	53%	5%	413	92%	60%	8%
Limited English Proficient	52	87%	4%	0%	5	100%	60%	0%
Economically Disadvantaged	271	96%	37%	1%	156	87%	51%	4%
Not Disadvantaged	187	97%	62%	8%	262	95%	65%	11%
Migrant								
Not Migrant	458	97%	47%	4%	418	92%	60%	8%

#### NOTES

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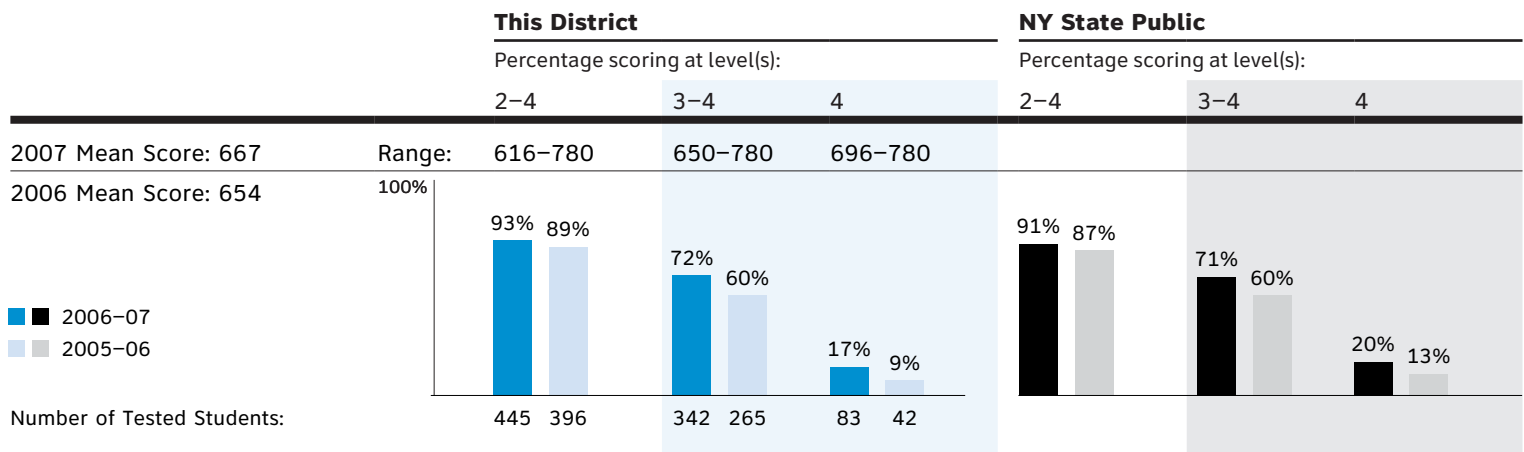
### Other Assessments

	2006-07 School Year				2005-06 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	5	4	3	1	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	13	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

District **FREEDPORT UNION FREE SCHOOL DISTRICT**District ID **28-02-09-03-0000**

## This District's Results in Grade 6 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 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>476</b>	<b>93%</b>	<b>72%</b>	<b>17%</b>	<b>444</b>	<b>89%</b>	<b>60%</b>	<b>9%</b>
Female	240	94%	73%	18%	232	90%	60%	9%
Male	236	93%	71%	17%	212	89%	59%	9%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	199	95%	70%	16%	191	89%	61%	12%
Hispanic or Latino	239	91%	71%	16%	200	88%	55%	6%
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-	6	-	-	-
White	26	96%	92%	42%	46	96%	74%	17%
Multiracial								
Small Group Totals	12	100%	75%	17%	7	100%	71%	0%
General-Education Students	412	95%	76%	20%	394	92%	63%	10%
Students with Disabilities	64	83%	44%	0%	50	70%	34%	4%
English Proficient	411	95%	74%	18%	402	91%	61%	10%
Limited English Proficient	65	82%	58%	11%	42	76%	45%	2%
Economically Disadvantaged	278	94%	69%	13%	174	85%	55%	6%
Not Disadvantaged	198	92%	76%	23%	270	92%	63%	11%
Migrant								
Not Migrant	476	93%	72%	17%	444	89%	60%	9%

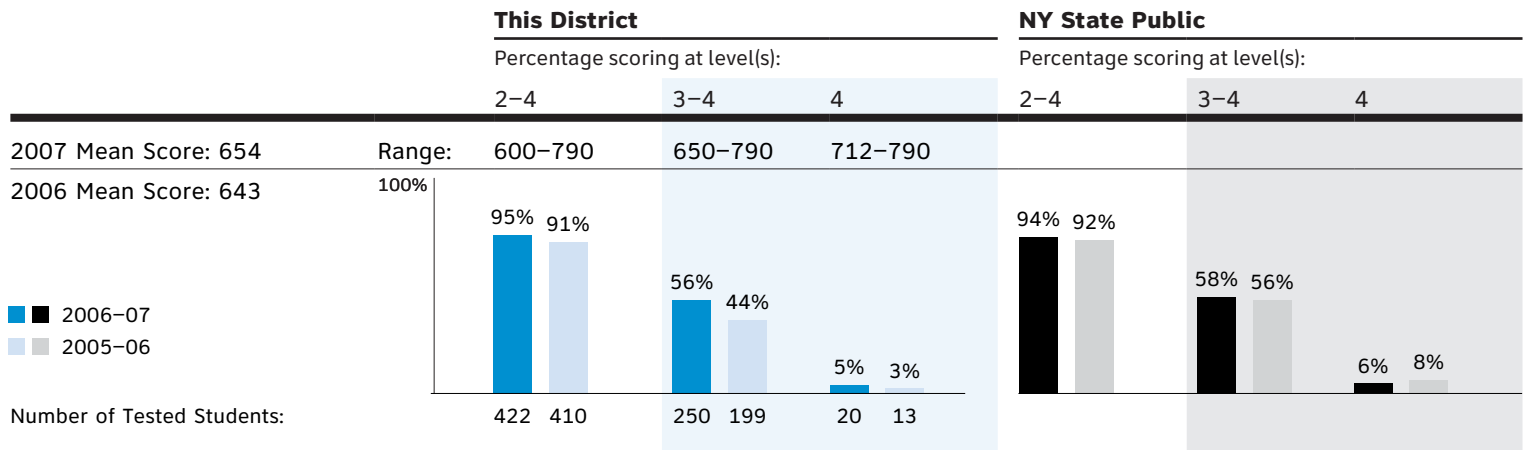
#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 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	5	5	4	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 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>95%</b>	<b>56%</b>	<b>5%</b>	<b>453</b>	<b>91%</b>	<b>44%</b>	<b>3%</b>
Female	225	95%	61%	6%	208	96%	53%	5%
Male	218	96%	52%	3%	245	86%	36%	1%
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Black or African American	189	99%	63%	6%	221	91%	47%	4%
Hispanic or Latino	200	92%	49%	3%	188	88%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	5	—	—	—
White	43	98%	72%	7%	38	100%	66%	0%
Multiracial								
Small Group Totals	11	82%	18%	0%	6	83%	33%	17%
General-Education Students	386	96%	61%	5%	409	94%	48%	3%
Students with Disabilities	57	89%	26%	2%	44	61%	9%	0%
English Proficient	410	98%	60%	5%	448	91%	44%	3%
Limited English Proficient	33	64%	15%	0%	5	80%	20%	0%
Economically Disadvantaged	226	95%	50%	3%	172	87%	37%	1%
Not Disadvantaged	217	96%	63%	6%	281	93%	48%	4%
Migrant								
Not Migrant	443	95%	56%	5%	453	91%	44%	3%

#### NOTES

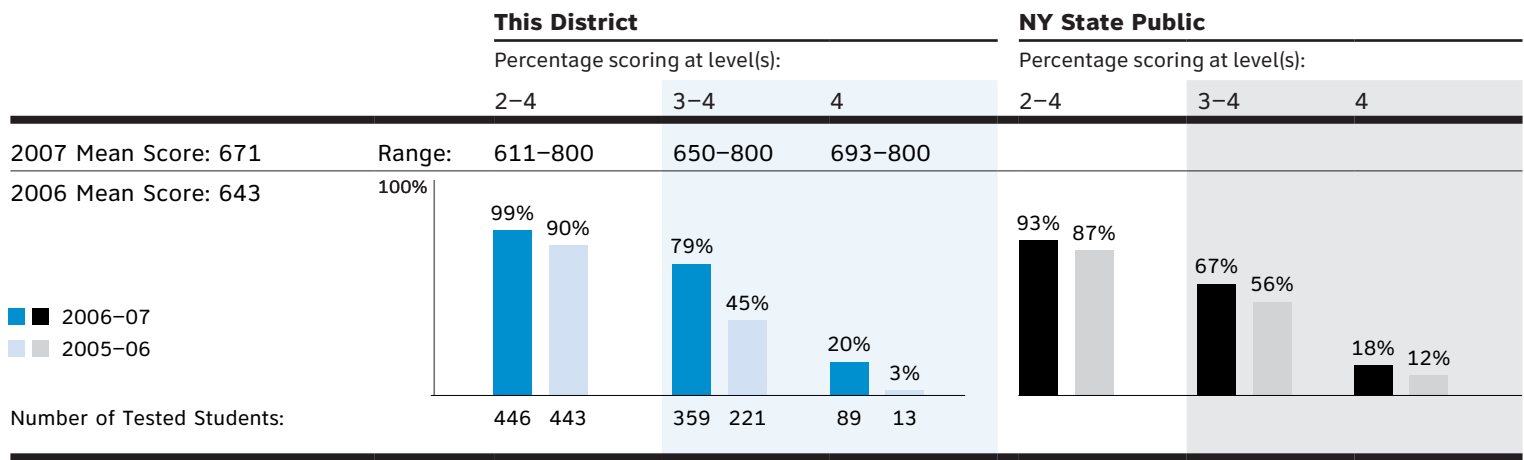
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### Other Assessments

	2006-07 School Year				2005-06 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	3	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 7 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 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>452</b>	<b>99%</b>	<b>79%</b>	<b>20%</b>	<b>494</b>	<b>90%</b>	<b>45%</b>	<b>3%</b>
Female	231	100%	81%	19%	225	90%	46%	3%
Male	221	98%	77%	21%	269	90%	44%	3%
American Indian or Alaska Native	2	—	—	—				
Black or African American	192	98%	78%	20%	222	88%	43%	2%
Hispanic or Latino	207	99%	80%	16%	227	90%	42%	2%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	8	75%	50%	0%
White	42	100%	86%	40%	37	100%	70%	11%
Multiracial								
Small Group Totals	11	91%	64%	0%				
General-Education Students	396	99%	82%	21%	451	91%	47%	3%
Students with Disabilities	56	96%	63%	9%	43	77%	26%	0%
English Proficient	407	99%	81%	21%	443	91%	47%	3%
Limited English Proficient	45	96%	67%	9%	51	80%	25%	2%
Economically Disadvantaged	228	99%	80%	15%	196	92%	41%	2%
Not Disadvantaged	224	98%	79%	24%	298	88%	47%	3%
Migrant								
Not Migrant	452	99%	79%	20%	494	90%	45%	3%

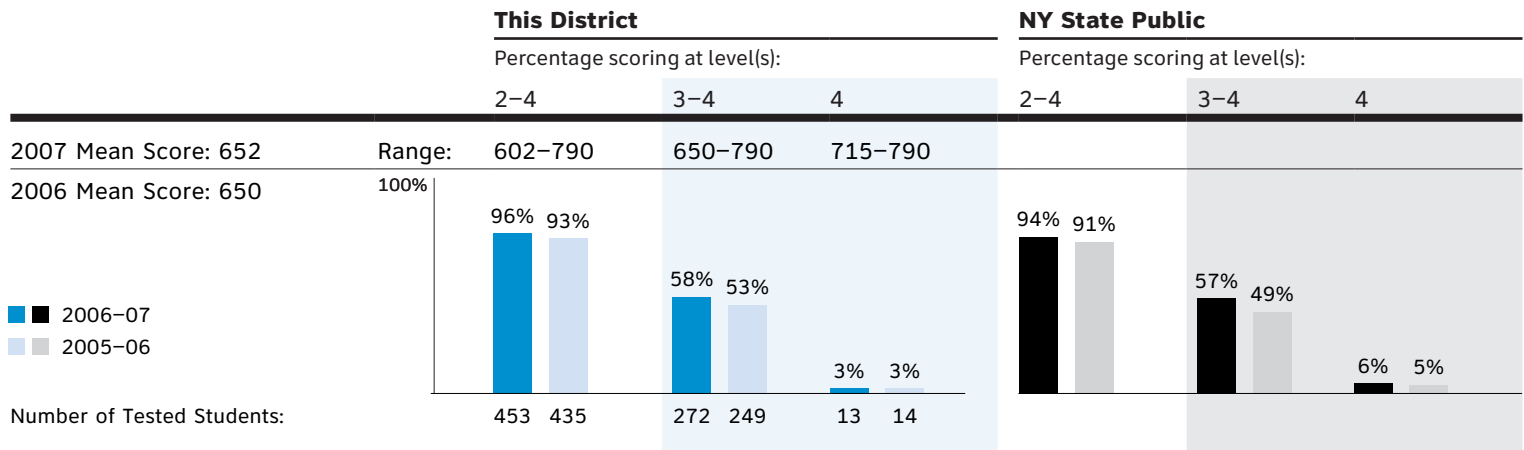
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### Other Assessments

	2006-07 School Year				2005-06 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	3	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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



### Results by Student Group

	2006-07 School Year				2005-06 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>473</b>	<b>96%</b>	<b>58%</b>	<b>3%</b>	<b>466</b>	<b>93%</b>	<b>53%</b>	<b>3%</b>
Female	219	96%	61%	5%	217	98%	64%	6%
Male	254	95%	54%	1%	249	90%	45%	0%
American Indian or Alaska Native					1	—	—	—
Black or African American	223	97%	60%	4%	208	93%	50%	2%
Hispanic or Latino	203	95%	53%	2%	207	92%	51%	3%
Asian or Native Hawaiian/Other Pacific Islander	8	88%	50%	0%	11	—	—	—
White	39	97%	72%	3%	39	100%	77%	10%
Multiracial								
Small Group Totals					12	100%	75%	0%
General-Education Students	418	97%	62%	3%	420	95%	57%	3%
Students with Disabilities	55	84%	22%	0%	46	76%	20%	0%
English Proficient	437	97%	61%	3%	461	94%	54%	3%
Limited English Proficient	36	81%	19%	0%	5	60%	40%	0%
Economically Disadvantaged	245	94%	49%	2%	205	90%	47%	1%
Not Disadvantaged	228	97%	67%	4%	261	96%	59%	4%
Migrant								
Not Migrant	473	96%	58%	3%	466	93%	53%	3%

#### NOTES

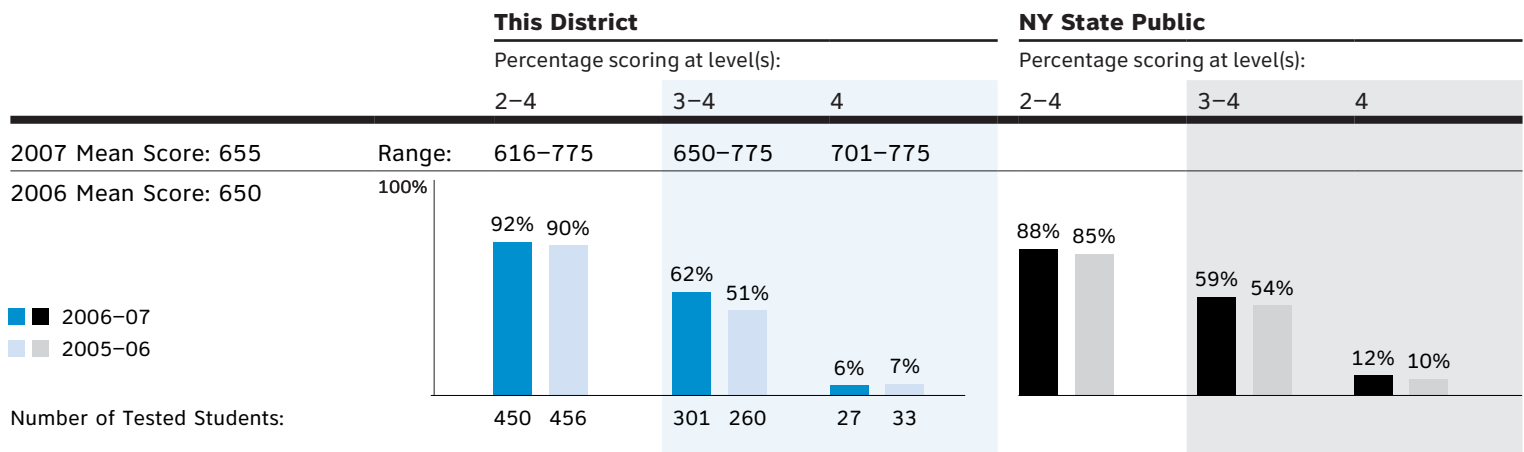
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 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	8	8	7	6	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 8 Mathematics



Results by Student Group	2006-07 School Year				2005-06 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>487</b>	<b>92%</b>	<b>62%</b>	<b>6%</b>	<b>507</b>	<b>90%</b>	<b>51%</b>	<b>7%</b>
Female	226	93%	67%	7%	236	94%	53%	7%
Male	261	92%	57%	5%	271	87%	50%	6%
American Indian or Alaska Native					1	—	—	—
Black or African American	225	90%	56%	4%	208	90%	50%	3%
Hispanic or Latino	217	95%	66%	5%	246	89%	49%	5%
Asian or Native Hawaiian/Other Pacific Islander	8	88%	63%	25%	12	—	—	—
White	37	95%	70%	16%	40	95%	70%	28%
Multiracial								
Small Group Totals					13	100%	62%	15%
General-Education Students	432	94%	65%	6%	461	92%	54%	7%
Students with Disabilities	55	82%	38%	5%	46	74%	28%	0%
English Proficient	437	92%	61%	5%	457	91%	53%	7%
Limited English Proficient	50	98%	66%	8%	50	82%	38%	0%
Economically Disadvantaged	251	94%	59%	4%	230	88%	43%	4%
Not Disadvantaged	236	91%	64%	7%	277	92%	58%	8%
Migrant								
Not Migrant	487	92%	62%	6%	507	90%	51%	7%

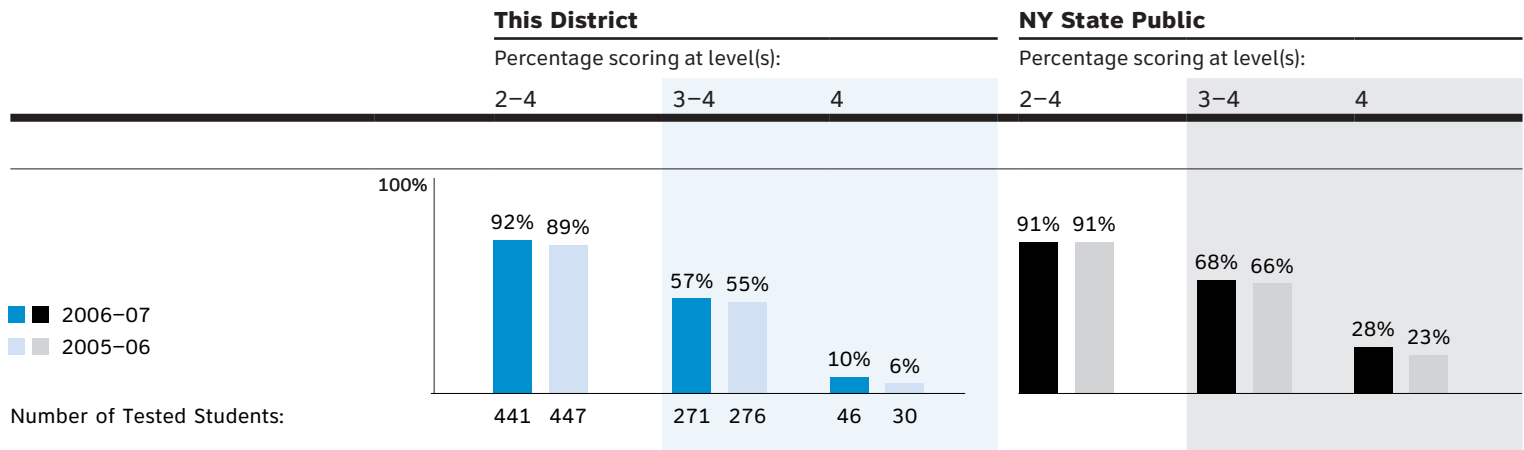
### NOTES

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Other Assessments	2006-07 School Year				2005-06 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	8	8	7	2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			



## This District's Results in Grade 8 Science



### Results by Student Group

	2006-07 School Year				2005-06 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>478</b>	<b>92%</b>	<b>57%</b>	<b>10%</b>	<b>406</b>	<b>88%</b>	<b>48%</b>	<b>1%</b>
Female	223	91%	51%	10%	179	93%	45%	0%
Male	255	93%	62%	9%	227	85%	51%	2%
American Indian or Alaska Native								
Black or African American	218	94%	56%	8%	171	92%	46%	0%
Hispanic or Latino	215	90%	54%	7%	206	84%	45%	1%
Asian or Native Hawaiian/Other Pacific Islander	8	88%	50%	38%	9	100%	78%	0%
White	37	97%	81%	30%	20	100%	85%	10%
Multiracial								
Small Group Totals								
General-Education Students	425	93%	58%	10%	360	89%	49%	1%
Students with Disabilities	53	89%	43%	4%	46	85%	41%	0%
English Proficient	429	94%	61%	10%	357	93%	54%	1%
Limited English Proficient	49	80%	20%	2%	49	53%	6%	0%
Economically Disadvantaged	245	91%	51%	6%	202	87%	45%	0%
Not Disadvantaged	233	94%	63%	13%	204	90%	51%	2%
Migrant								
Not Migrant	478	92%	57%	10%	406	88%	48%	1%

#### NOTES

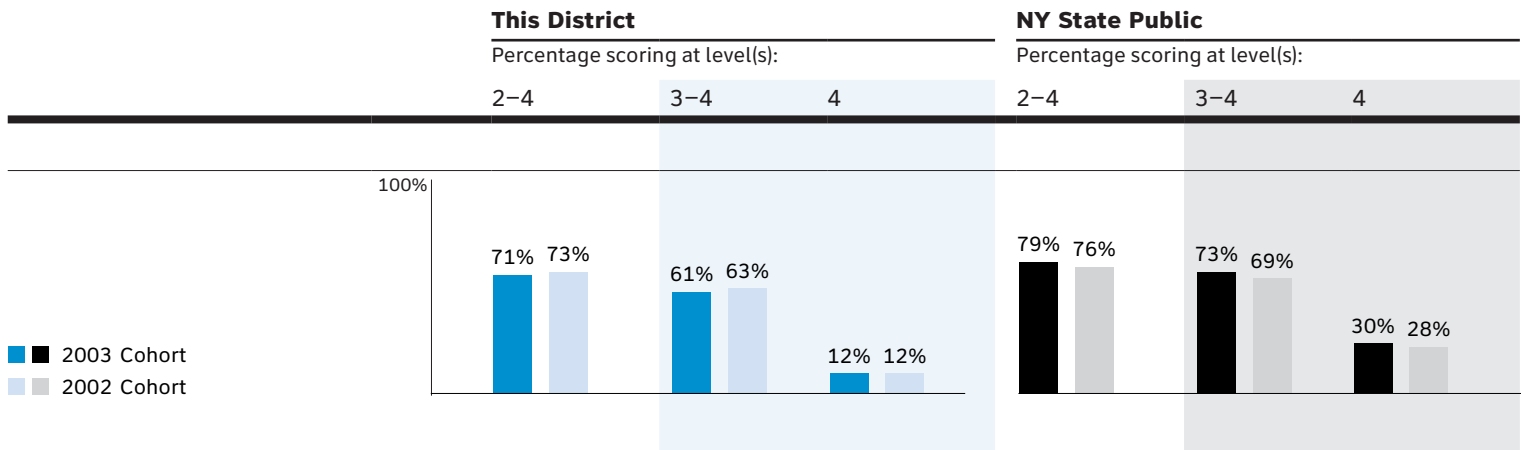
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 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	8	8	8	7	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				94	88	80	25

District **FREEPORT UNION FREE SCHOOL DISTRICT**District ID **28-02-09-03-0000**

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



### Results by Student Group

	2003 Cohort				2002 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>560</b>	<b>71%</b>	<b>61%</b>	<b>12%</b>	<b>542</b>	<b>73%</b>	<b>63%</b>	<b>12%</b>
Female	283	75%	64%	13%	277	77%	64%	14%
Male	277	67%	57%	12%	265	69%	63%	11%
American Indian or Alaska Native	2	–	–	–				
Black or African American	246	76%	64%	13%	231	79%	69%	13%
Hispanic or Latino	243	63%	52%	7%	234	64%	52%	7%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	13	85%	77%	54%
White	61	82%	80%	31%	64	84%	84%	22%
Multiracial								
Small Group Totals	10	80%	70%	10%				
General-Education Students	485	75%	66%	13%	497	77%	68%	13%
Students with Disabilities	75	43%	25%	4%	45	31%	11%	0%
English Proficient	510	73%	64%	13%	490	77%	68%	13%
Limited English Proficient	50	48%	24%	0%	52	44%	21%	0%
Economically Disadvantaged	207	75%	62%	9%	132	75%	62%	8%
Not Disadvantaged	353	69%	59%	14%	410	73%	64%	14%
Migrant								
Not Migrant					542	73%	63%	12%

#### NOTES

The – symbol indicates that data for a group of students have 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

	2003 Cohort				2002 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				0			

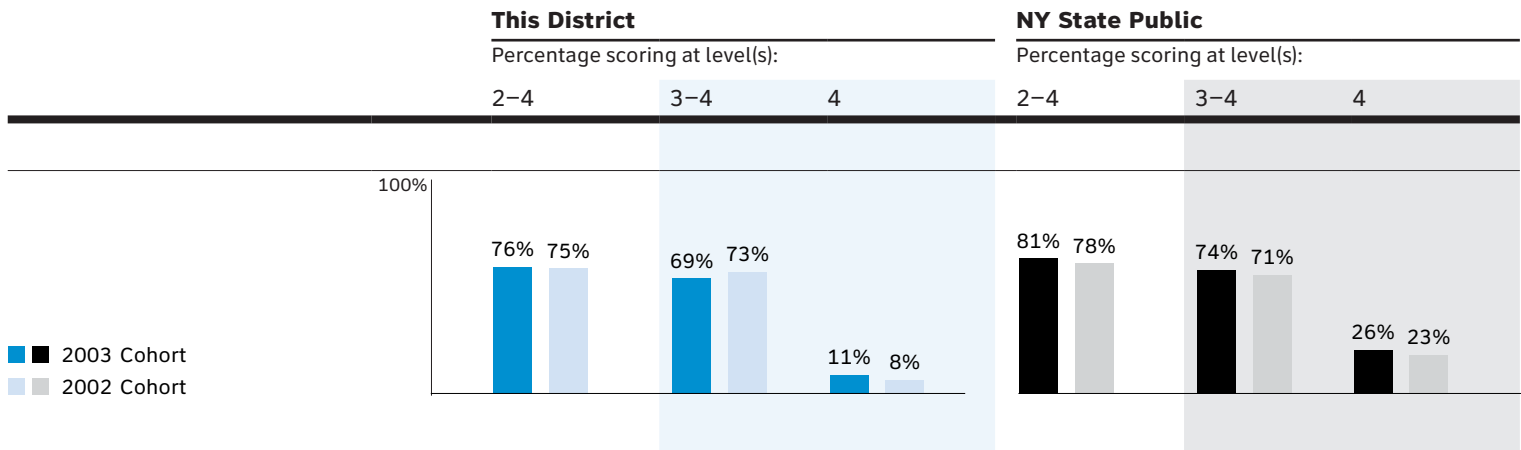
\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred 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.

\*\* 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

\*\*\* The majority of cohort members took an older version of the NYSAA, developed before 2007.

District **FREEPORT UNION FREE SCHOOL DISTRICT**District ID **28-02-09-03-0000**

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



### Results by Student Group

	2003 Cohort				2002 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>560</b>	<b>76%</b>	<b>69%</b>	<b>11%</b>	<b>542</b>	<b>75%</b>	<b>73%</b>	<b>8%</b>
Female	283	80%	74%	10%	277	77%	75%	8%
Male	277	73%	64%	12%	265	73%	70%	9%
American Indian or Alaska Native	2	—	—	—				
Black or African American	246	78%	70%	10%	231	82%	80%	5%
Hispanic or Latino	243	72%	64%	8%	234	66%	62%	7%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	13	85%	85%	46%
White	61	87%	84%	25%	64	83%	83%	20%
Multiracial								
Small Group Totals	10	90%	90%	30%				
General-Education Students	485	80%	74%	12%	497	78%	76%	9%
Students with Disabilities	75	55%	36%	4%	45	47%	33%	0%
English Proficient	510	78%	71%	12%	490	78%	76%	9%
Limited English Proficient	50	60%	50%	4%	52	48%	46%	0%
Economically Disadvantaged	207	81%	73%	10%	132	80%	77%	5%
Not Disadvantaged	353	74%	67%	12%	410	74%	71%	10%
Migrant								
Not Migrant					542	75%	73%	8%

#### NOTES

The — symbol indicates that data for a group of students have 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

	2003 Cohort				2002 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				1	—	—	—

\* 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.

\*\* 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

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