

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-02-09-03-0007
 Name: Freeport High School
 Principal: Michael Courtney

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	676	740	737
Tenth	505	624	600
Eleventh	509	457	490
Twelfth	315	342	377
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2005	2163	2204

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	25	1.2%	35	1.6%	37	1.7%
Black (Not Hispanic)	874	43.6%	952	44.0%	963	43.7%
Hispanic	792	39.5%	873	40.4%	933	42.3%
White (Not Hispanic)	314	15.7%	303	14.0%	271	12.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	24	22
Mathematics Grade 10	16	19	24
Science Grade 10	24	20	27
Social Studies Grade 10	21	22	23

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	183	9.1%	164	7.6%	194	8.8%
Eligible for Free Lunch	470	23.4%	628	29.0%	443	20.1%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		90.3%		91.7%		91.7%
Student Suspensions	336	14.7%	540	26.9%	339	15.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	5.4%	7.3%	4.4%
Public Assistance	41-50%	41-50%	41-50%
Student Stability	98%	100%	94%

Staff Counts

Staff	2003-04
Total Teachers	151
Total Other Professional Staff	25
Total Paraprofessionals	NA
Teaching Out of Certification*	7

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	278	141	51%	335	163	49%	366	217	59%
Students with Disabilities	2	0	0%	13	0	0%	15	0	0%
All Students	280	141	50%	348	163	47%	381	217	57%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	159	101	0	2	3	116
Percent	42%	27%	0%	1%	1%	30%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
15	0	4	19

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	105		99		178	8.7%
	Entered GED Program*	4		12		3	0.1%
	Total Noncompleters	109		111		181	8.9%
Students with Disabilities	Dropped Out	15		6		19	8.7%
	Entered GED Program*	3		1		0	0.0%
	Total Noncompleters	18		7		19	8.7%
All Students	Dropped Out	120	6.0%	105	4.9%	197	8.7%
	Entered GED Program*	7	0.3%	13	0.6%	3	0.1%
	Total Noncompleters	127	6.3%	118	5.5%	200	8.9%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K–3

Grades	2001–02	2002–03	2003–04
K–1	0%	0%	0%
2–3	0%	0%	0%

Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
4–5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6–8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9–12	Number of General-Education Students	606	611	980
	Number of Students with Disabilities	70	83	120
	Number of All Students	676	694	1100
	Percent of Enrollment	34%	32%	50%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	1	#	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	3	#	0	0%
Science	44	77%	11	82%	1	#
Reading	0	0%	0	0%	0	0%
Writing	3	#	0	0%	0	0%
Global Studies	5	80%	1	#	1	#
U.S. Hist & Gov't	5	80%	6	50%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	40%	24	46%	10	30%
Science	29	38%	28	50%	6	67%
Reading	8	63%	15	47%	0	0%
Writing	7	57%	4	#	0	0%
Global Studies	11	18%	10	10%	8	50%
U.S. Hist & Gov't	2	#	18	61%	5	40%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	540	556	450	26	37	45
Number Scoring 55-100	423	418	365	12	18	21
Number Scoring 65-100	310	336	306	4	11	13
Number Scoring 85-100	83	89	79	0	1	1
Percentage of Tested Scoring 55-100	78%	75%	81%	46%	49%	47%
Percentage of Tested Scoring 65-100	57%	60%	68%	15%	30%	29%
Percentage of Tested Scoring 85-100	15%	16%	18%	0%	3%	2%
Mathematics A						
Number Tested	377	608	490	6	31	43
Number Scoring 55-100	236	432	460	1	7	33
Number Scoring 65-100	147	306	414	0	6	21
Number Scoring 85-100	15	15	39	0	1	1
Percentage of Tested Scoring 55-100	63%	71%	94%	17%	23%	77%
Percentage of Tested Scoring 65-100	39%	50%	84%	0%	19%	49%
Percentage of Tested Scoring 85-100	4%	2%	8%	0%	3%	2%
Mathematics B						
Number Tested	48	69	95	0	0	0
Number Scoring 55-100	29	38	78	0	0	0
Number Scoring 65-100	15	24	61	0	0	0
Number Scoring 85-100	2	0	8	0	0	0
Percentage of Tested Scoring 55-100	60%	55%	82%	0%	0%	0%
Percentage of Tested Scoring 65-100	31%	35%	64%	0%	0%	0%
Percentage of Tested Scoring 85-100	4%	0%	8%	0%	0%	0%
Global History and Geography						
Number Tested	525	640	633	33	52	65
Number Scoring 55-100	432	484	476	18	24	21
Number Scoring 65-100	338	408	378	13	17	12
Number Scoring 85-100	81	105	75	1	1	0
Percentage of Tested Scoring 55-100	82%	76%	75%	55%	46%	32%
Percentage of Tested Scoring 65-100	64%	64%	60%	39%	33%	18%
Percentage of Tested Scoring 85-100	15%	16%	12%	3%	2%	0%
U.S. History and Government						
Number Tested	539	580	413	25	37	32
Number Scoring 55-100	418	518	345	6	25	19
Number Scoring 65-100	309	455	290	3	18	14
Number Scoring 85-100	79	155	124	1	2	2
Percentage of Tested Scoring 55-100	78%	89%	84%	24%	68%	59%
Percentage of Tested Scoring 65-100	57%	78%	70%	12%	49%	44%
Percentage of Tested Scoring 85-100	15%	27%	30%	4%	5%	6%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	714	691	594	66	77	59
Number Scoring 55-100	632	528	416	42	34	18
Number Scoring 65-100	534	403	331	26	21	12
Number Scoring 85-100	75	63	49	0	1	3
Percentage of Tested Scoring 55-100	89%	76%	70%	64%	44%	31%
Percentage of Tested Scoring 65-100	75%	58%	56%	39%	27%	20%
Percentage of Tested Scoring 85-100	11%	9%	8%	0%	1%	5%
Physical Setting/Earth Science						
Number Tested	388	485	418	25	45	47
Number Scoring 55-100	301	360	267	16	17	15
Number Scoring 65-100	232	280	220	9	10	10
Number Scoring 85-100	24	41	31	0	2	0
Percentage of Tested Scoring 55-100	78%	74%	64%	64%	38%	32%
Percentage of Tested Scoring 65-100	60%	58%	53%	36%	22%	21%
Percentage of Tested Scoring 85-100	6%	8%	7%	0%	4%	0%
Physical Setting/Chemistry						
Number Tested	225	267	258	1	1	2
Number Scoring 55-100	165	232	231	#	#	#
Number Scoring 65-100	99	174	169	#	#	#
Number Scoring 85-100	9	14	8	#	#	#
Percentage of Tested Scoring 55-100	73%	87%	90%	#	#	#
Percentage of Tested Scoring 65-100	44%	65%	66%	#	#	#
Percentage of Tested Scoring 85-100	4%	5%	3%	#	#	#
Physical Setting/Physics						
Number Tested			58			0
Number Scoring 55-100			51			0
Number Scoring 65-100			46			0
Number Scoring 85-100			9			0
Percentage of Tested Scoring 55-100			88%			0%
Percentage of Tested Scoring 65-100			79%			0%
Percentage of Tested Scoring 85-100			16%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	31	40	42	0	0	0
Number Scoring 55-100	31	40	40	0	0	0
Number Scoring 65-100	30	40	38	0	0	0
Number Scoring 85-100	16	17	13	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	100%	90%	0%	0%	0%
Percentage of Tested Scoring 85-100	52%	42%	31%	0%	0%	0%
Comprehensive Italian						
Number Tested	31	26	8	0	0	0
Number Scoring 55-100	31	25	7	0	0	0
Number Scoring 65-100	30	24	7	0	0	0
Number Scoring 85-100	23	14	4	0	0	0
Percentage of Tested Scoring 55-100	100%	96%	88%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	92%	88%	0%	0%	0%
Percentage of Tested Scoring 85-100	74%	54%	50%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	358	408	376	3	5	10
Number Scoring 55-100	307	369	301	#	0	7
Number Scoring 65-100	259	330	261	#	0	5
Number Scoring 85-100	129	192	144	#	0	2
Percentage of Tested Scoring 55-100	86%	90%	80%	#	0%	70%
Percentage of Tested Scoring 65-100	72%	81%	69%	#	0%	50%
Percentage of Tested Scoring 85-100	36%	47%	38%	#	0%	20%
Comprehensive Latin						
Number Tested	0	1	0	0	0	0
Number Scoring 55-100	0	#	0	0	0	0
Number Scoring 65-100	0	#	0	0	0	0
Number Scoring 85-100	0	#	0	0	0	0
Percentage of Tested Scoring 55-100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	0%	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	118	48	0	0	0	0
Number Scoring 55-100	105	36	0	0	0	0
Number Scoring 65-100	96	33	0	0	0	0
Number Scoring 85-100	52	8	0	0	0	0
Percentage of Tested Scoring 55-100	89%	75%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	81%	69%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	44%	17%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	197	94%	95	84%	77	95%
Students with Disabilities	17	59%	13	62%	5	100%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	380	380	380	24	24	24	404	404	404
Number Scoring 55–64	18	14	11	3	4	4	21	18	15
Number Scoring 65–84	219	152	237	8	9	10	227	161	247
Number Scoring 85–100	76	139	86	1	0	0	77	139	86
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			174			0
Beginning (0-18)			44			0
Intermediate (19-31)			63			0
Advanced (32-36)			49			0
Proficient (37-39)			18			0
Reading and Writing (Grade 9-12)						
Number Tested			174			0
Beginning (0-14)			60			0
Intermediate (15-24)			79			0
Advanced (25-32)			32			0
Proficient (33-35)			3			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)