

# New York State District Report Card Comprehensive Information Report

BEDS Code: 28-02-09-03-0000  
 Name: Freeport Union Free School District  
 Superintendent: Eric L. Eversley

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	315	316	295
Kindergarten	434	401	414
First	506	522	469
Second	554	523	517
Third	530	533	511
Fourth	560	514	499
Fifth	553	564	532
Sixth	580	562	567
Ungraded Elementary	9	11	10
Seventh	604	563	562
Eighth	559	579	566
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	6894	6935	6851

## 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	104	1.5%	110	1.6%	91	1.3%
Black (Not Hispanic)	2845	41.3%	2896	41.8%	2788	40.7%
Hispanic	3005	43.6%	3094	44.6%	3191	46.6%
White (Not Hispanic)	940	13.6%	835	12.0%	781	11.4%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	19	21
Common Branch	22	22	21
English Grade 8	21	20	22
Mathematics Grade 8	23	21	22
Science Grade 8	23	20	23
Social Studies Grade 8	21	19	21
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**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

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

**Student Demographics Used To Determine Similar Schools Group**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	1235	17.1%	994	13.7%	1203	16.8%
<b>Eligible for Free Lunch</b>	1932	29.7%	2196	33.3%	2097	32.2%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		92.7%		95.4%		93.5%
<b>Student Suspensions</b>	720	9.8%	936	13.6%	641	9.2%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	5.6%	8.3%	7.6%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	554
Total Other Professional Staff	86
Total Paraprofessionals	171
Teaching Out of Certification*	16

\*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	279	141	51%	335	163	49%	366	217	59%
Students with Disabilities	2	0	0%	18	0	0%	19	0	0%
All Students	281	141	50%	353	163	46%	385	217	56%

\*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	161	102	0	3	3	116
Percent	42%	26%	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)
19	0	9	28

\*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.
<b>General-Education Students</b>	Dropped Out	114		100		178	8.7%
	Entered GED Program*	5		12		3	0.1%
	Total Noncompleters	119		112		181	8.9%
<b>Students with Disabilities</b>	Dropped Out	17		8		21	7.3%
	Entered GED Program*	4		1		0	0.0%
	Total Noncompleters	21		9		21	7.3%
<b>All Students</b>	Dropped Out	131	6.5%	108	5.0%	199	8.5%
	Entered GED Program*	9	0.4%	13	0.6%	3	0.1%
	Total Noncompleters	140	7.0%	121	5.6%	202	8.7%

\*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	50	0	474
	Number of Students with Disabilities	0	50	58
	Number of All Students	50	50	532
	Percent of Enrollment	4%	5%	51%
6-8	Number of General-Education Students	1101	1028	523
	Number of Students with Disabilities	119	174	1172
	Number of All Students	1220	1202	1695
	Percent of Enrollment	70%	70%	100%
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; completion 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	70	93%	49	96%	45	98%
German	0	0%	0	0%	0	0%
Italian	18	56%	12	100%	23	100%
Latin	0	0%	0	0%	0	0%
Spanish	366	75%	340	90%	352	73%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	1	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	47	36%	46	41%

# 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%	4	#	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%	7	57%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	40%	25	48%	12	42%
Science	30	40%	28	50%	7	71%
Reading	9	67%	15	47%	0	0%
Writing	8	63%	4	#	0	0%
Global Studies	12	25%	11	18%	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
<b>Comprehensive English</b>						
Number Tested	542	557	451	27	37	46
Number Scoring 55-100	424	418	366	13	18	22
Number Scoring 65-100	311	336	307	5	11	14
Number Scoring 85-100	83	89	79	0	1	1
Percentage of Tested Scoring 55-100	78%	75%	81%	48%	49%	48%
Percentage of Tested Scoring 65-100	57%	60%	68%	19%	30%	30%
Percentage of Tested Scoring 85-100	15%	16%	18%	0%	3%	2%
<b>Mathematics A</b>						
Number Tested	415	668	553	6	33	43
Number Scoring 55-100	274	489	523	1	7	33
Number Scoring 65-100	185	361	477	0	6	21
Number Scoring 85-100	44	43	73	0	1	1
Percentage of Tested Scoring 55-100	66%	73%	95%	17%	21%	77%
Percentage of Tested Scoring 65-100	45%	54%	86%	0%	18%	49%
Percentage of Tested Scoring 85-100	11%	6%	13%	0%	3%	2%
<b>Mathematics B</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%
<b>Global History and Geography</b>						
Number Tested	526	642	633	33	53	65
Number Scoring 55-100	433	485	476	18	25	21
Number Scoring 65-100	339	409	378	13	18	12
Number Scoring 85-100	81	105	75	1	1	0
Percentage of Tested Scoring 55-100	82%	76%	75%	55%	47%	32%
Percentage of Tested Scoring 65-100	64%	64%	60%	39%	34%	18%
Percentage of Tested Scoring 85-100	15%	16%	12%	3%	2%	0%
<b>U.S. History and Government</b>						
Number Tested	539	582	413	25	38	32
Number Scoring 55-100	418	519	345	6	26	19
Number Scoring 65-100	309	456	290	3	19	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%	50%	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
<b>Living Environment</b>						
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%
<b>Physical Setting/Earth Science</b>						
Number Tested	492	581	515	25	47	47
Number Scoring 55-100	402	454	363	16	18	15
Number Scoring 65-100	330	373	311	9	11	10
Number Scoring 85-100	67	102	76	0	3	0
Percentage of Tested Scoring 55-100	82%	78%	70%	64%	38%	32%
Percentage of Tested Scoring 65-100	67%	64%	60%	36%	23%	21%
Percentage of Tested Scoring 85-100	14%	18%	15%	0%	6%	0%
<b>Physical Setting/Chemistry</b>						
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%	#	#	#
<b>Physical Setting/Physics</b>						
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
<b>Comprehensive French</b>						
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%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	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%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	118	49	0	0	1	0
Number Scoring 55-100	105	37	0	0	#	0
Number Scoring 65-100	96	34	0	0	#	0
Number Scoring 85-100	52	8	0	0	#	0
Percentage of Tested Scoring 55-100	89%	76%	0%	0%	#	0%
Percentage of Tested Scoring 65-100	81%	69%	0%	0%	#	0%
Percentage of Tested Scoring 85-100	44%	16%	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%	96	83%	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
<b>Nov 2003</b>	General-Education Students	451	15%	11%	55%	19%
	Students with Disabilities	52	40%	13%	40%	6%
	All Students	503	18%	11%	54%	17%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	498	8%	48%	39%	5%
	Students with Disabilities	53	11%	70%	19%	0%
	All Students	551	8%	50%	37%	5%

(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
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	8	0	0	0	2	6
Social Studies	8	0	0	1	0	7
Mathematics	8	0	0	0	5	3
Science	7	1	0	2	1	4

## 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	416	416	416	41	41	41	457	457	457
Number Scoring 55–64	23	14	15	3	4	4	26	18	19
Number Scoring 65–84	233	158	258	9	10	12	242	168	270
Number Scoring 85–100	77	141	86	1	0	0	78	141	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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			262			0
Beginning (0-18)			15			0
Intermediate (19-31)			54			0
Advanced (32-36)			117			0
Proficient (37-39)			76			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			267			0
Beginning (0-14)			47			0
Intermediate (15-24)			91			0
Advanced (25-32)			85			0
Proficient (33-35)			44			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			336			9
Beginning (0-18)			5			0
Intermediate (19-31)			47			0
Advanced (32-36)			103			4
Proficient (37-39)			181			5
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			340			9
Beginning (0-14)			46			0
Intermediate (15-24)			126			6
Advanced (25-32)			102			3
Proficient (33-35)			66			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			144			3
Beginning (0-18)			9			#
Intermediate (19-31)			15			#
Advanced (32-36)			15			#
Proficient (37-39)			105			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			144			3
Beginning (0-14)			25			#
Intermediate (15-24)			46			#
Advanced (25-32)			62			#
Proficient (33-35)			11			#

\*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 – K)

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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			93			0
Beginning (0-18)			22			0
Intermediate (19-31)			22			0
Advanced (32-36)			41			0
Proficient (37-39)			8			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			93			0
Beginning (0-14)			18			0
Intermediate (15-24)			39			0
Advanced (25-32)			31			0
Proficient (33-35)			5			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			182			0
Beginning (0-18)			45			0
Intermediate (19-31)			67			0
Advanced (32-36)			49			0
Proficient (37-39)			21			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			182			0
Beginning (0-14)			61			0
Intermediate (15-24)			84			0
Advanced (25-32)			34			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)