

The University of the State of New York
The State Education Department



**ANALYSES BY STUDENT SUBGROUP OF SCHOOL
PERFORMANCE IN ENGLISH LANGUAGE ARTS
AND MATHEMATICS**
for
Freeport Union Free School District

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title 1 of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title 1 are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.” Beginning with this report card, New York State will report performance data by gender, disability status, racial/ethnic group, English proficiency status, migrant status, and income level. District reports do not show high school performance data by gender, racial/ethnic group, migrant status, or income level because data were available only from high schools that received Title 1 funding.

The purpose of the analyses on the following pages is to determine if students who perform below the standards in this district tend to fall into particular groups, such as minority students, English language learners, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction and student support services to remedy these performance gaps.

It is important that programmatic changes be based on valid and reliable data. If a district does not have 20 students in a group in a given year, the district should evaluate results for students in this group over a period of years to make programmatic decisions. To protect the privacy of students, the Department’s policy is never to publish data for groups with fewer than five students, nor to publish data that would allow readers to easily determine the performance of a group smaller than five. If the number of students in small group racial/ethnic groups exceeds four, the aggregate performance of students in these groups is shown in the last row (Small Group Totals) of Results by Race/Ethnicity.

Elementary English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0%	0%
Black	2	3	0	26	61	87	32	206	87%	58%
Hispanic	2	61	0	16	50	83	21	170	91%	61%
Asian or Pacific Islander	0	0	0	0	3	8	2	13	100%	77%
White	1	1	0	3	10	47	25	85	96%	85%
Total	5	65	0	45	124	225	80	474	91%	64%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
Results by Gender										
Female	2	33	0	14	51	118	47	230	94%	72%
Male	3	32	0	31	73	107	33	244	87%	57%
Total	5	65	0	45	124	225	80	474	91%	64%
Results by English Proficiency Status										
English Proficient	5	0	0	41	115	214	78	448	91%	65%
Limited English Proficient	0	65	0	4	9	11	2	26	85%	50%
Total	5	65	0	45	124	225	80	474	91%	64%
Results by Income Level										
Economically Disadvantaged	0	52	0	17	60	103	23	203	92%	62%
Not Disadvantaged	5	13	0	28	64	122	57	271	90%	66%
Total	5	65	0	45	124	225	80	474	91%	64%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	5	65	0	45	124	225	80	474	91%	64%
Total	5	65	0	45	124	225	80	474	91%	64%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Elementary Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0%	0%
Black	1	0	2	10	55	80	60	205	95%	68%
Hispanic	1	0	2	17	58	111	43	229	93%	67%
Asian or Pacific Islander	0	0	0	0	1	5	7	13	100%	92%
White	1	1	0	3	1	28	50	82	96%	95%
Total	3	1	4	30	115	224	160	529	94%	73%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
Results by Gender										
Female	2	0	3	14	46	106	91	257	95%	77%
Male	1	1	1	16	69	118	69	272	94%	69%
Total	3	1	4	30	115	224	160	529	94%	73%
Results by English Proficiency Status										
English Proficient	3	0	3	18	78	190	154	440	96%	78%
Limited English Proficient	0	1	1	12	37	34	6	89	87%	45%
Total	3	1	4	30	115	224	160	529	94%	73%
Results by Income Level										
Economically Disadvantaged	0	1	2	13	69	119	51	252	95%	67%
Not Disadvantaged	3	0	2	17	46	105	109	277	94%	77%
Total	3	1	4	30	115	224	160	529	94%	73%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	3	1	4	30	115	224	160	529	94%	73%
Total	3	1	4	30	115	224	160	529	94%	73%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Middle-Level English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0%	0%
Black	3	1	10	58	119	47	10	234	75%	24%
Hispanic	2	46	5	46	94	42	4	186	75%	25%
Asian or Pacific Islander	0	0	0	s	s	s	s	4	s	s
White	0	0	3	s	s	s	s	70	s	s
Total	5	47	18	108	237	118	31	494	78%	30%
Small Group Totals (s)	0	0	3	4	24	29	17	74	95%	62%
Results by Gender										
Female	2	23	9	37	109	71	23	240	85%	39%
Male	3	24	9	71	128	47	8	254	72%	22%
Total	5	47	18	108	237	118	31	494	78%	30%
Results by English Proficiency Status										
English Proficient	5	0	18	108	237	118	31	494	78%	30%
Limited English Proficient	0	47	0	0	0	0	0	0	0%	0%
Total	5	47	18	108	237	118	31	494	78%	30%
Results by Income Level										
Economically Disadvantaged	5	35	7	54	96	28	4	182	70%	18%
Not Disadvantaged	0	12	11	54	141	90	27	312	83%	38%
Total	5	47	18	108	237	118	31	494	78%	30%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	5	47	18	108	237	118	31	494	78%	30%
Total	5	47	18	108	237	118	31	494	78%	30%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Middle-Level Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0%	0%
Black	3	0	10	105	101	25	4	235	55%	12%
Hispanic	2	0	8	117	87	24	1	229	49%	11%
Asian or Pacific Islander	0	0	0	s	s	s	s	4	s	s
White	0	0	4	s	s	s	s	69	s	s
Total	5	0	22	229	214	82	12	537	57%	18%
Small Group Totals (s)	0	0	4	7	26	33	7	73	90%	55%
Results by Gender										
Female	2	0	10	103	102	49	8	262	61%	22%
Male	3	0	12	126	112	33	4	275	54%	13%
Total	5	0	22	229	214	82	12	537	57%	18%
Results by English Proficiency Status										
English Proficient	5	0	22	185	211	82	12	490	62%	19%
Limited English Proficient	0	0	0	44	3	0	0	47	6%	0%
Total	5	0	22	229	214	82	12	537	57%	18%
Results by Income Level										
Economically Disadvantaged	5	0	8	119	83	12	2	216	45%	6%
Not Disadvantaged	0	0	14	110	131	70	10	321	66%	25%
Total	5	0	22	229	214	82	12	537	57%	18%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	5	0	22	229	214	82	12	537	57%	18%
Total	5	0	22	229	214	82	12	537	57%	18%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

1997 High School Cohort

General-education students who first entered ninth grade in 1997 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with local Board approval) may qualify for a local diploma by earning a score of 55-64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain Section 504 students may qualify for a local diploma by passing Regents competency tests. Data on this page are based on the *Special Regents Examination Report* for the 1997 Cohort.

Performance on the English Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	400	54	285	0	85%
Students with Disabilities	21	3	3	5	52%
Total	421	57	288	5	83%
Results by English Language Proficiency					
English Proficient	417	s	s	s	s
Limited English Proficient	4	s	s	s	s
Total	421	57	288	5	83%

Performance on the Mathematics Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	400	66	255	1	81%
Students with Disabilities	21	2	3	6	52%
Total	421	68	258	7	79%

Students Not Counted in the Cohort

Student Group	First-Time Ninth-Graders in Fall 1997	Students in Cohort in June 2001	Students Eliminated after October 1999			
			Eligible for Alternate Assessment	ELL Students Entering US at 17 or over	Transferred to GED or Another High School	Died or Left the USA
Total	556	421	1	0	34	0