

New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-32-03-0002
 Name: William Floyd High School
 Principal: Robert Feeney

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	766	831	854
Tenth	735	765	827
Eleventh	690	765	806
Twelfth	551	611	687
Ungraded Secondary	27	42	17
Total K-12 Enrollment	2769	3014	3191

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	47	1.7%	51	1.7%	52	1.6%
Black (Not Hispanic)	203	7.3%	257	8.5%	287	9.0%
Hispanic	306	11.1%	361	12.0%	413	12.9%
White (Not Hispanic)	2213	79.9%	2345	77.8%	2439	76.4%

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	25	23	24
Mathematics Grade 10	23	21	28
Science Grade 10	26	23	27
Social Studies Grade 10	26	25	28

(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	25	0.9%	49	1.6%	41	1.3%
Eligible for Free Lunch	748	27.0%	844	28.0%	890	27.9%

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		93.0%		93.3%		92.8%
Student Suspensions	499	18.4%	476	17.2%	578	19.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	8.9%	10.0%	10.0%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	93%	93%	95%

Staff Counts

Staff	2003-04
Total Teachers	183
Total Other Professional Staff	31
Total Paraprofessionals	NA
Teaching Out of Certification*	5

*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	426	284	67%	438	295	67%	516	307	59%
Students with Disabilities	29	3	10%	25	4	16%	52	6	12%
All Students	455	287	63%	463	299	65%	568	313	55%

*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	208	231	12	16	95	6
Percent	37%	41%	2%	3%	17%	1%

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)
52	6	16	68

*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	9		26		80	2.7%
	Entered GED Program*	4		15		30	1.0%
	Total Noncompleters	13		41		110	3.7%
Students with Disabilities	Dropped Out	4		8		10	5.8%
	Entered GED Program*	0		2		0	0.0%
	Total Noncompleters	4		10		10	5.8%
All Students	Dropped Out	13	0.5%	34	1.1%	90	2.8%
	Entered GED Program*	4	0.1%	17	0.6%	30	0.9%
	Total Noncompleters	17	0.6%	51	1.7%	120	3.8%

*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	363	213	277
	Number of Students with Disabilities	19	11	3
	Number of All Students	382	224	280
	Percent of Enrollment	14%	7%	9%

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%	48	92%	40	90%
German	0	0%	0	0%	0	0%
Italian	126	79%	147	91%	142	84%
Latin	0	0%	0	0%	0	0%
Spanish	328	75%	330	94%	269	78%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	0	0%
German	0	0%	0	0%	0	0%
Italian	9	56%	2	#	1	#
Latin	0	0%	0	0%	0	0%
Spanish	20	35%	1	#	1	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	23	52%	11	64%	92	47%
Science	12	83%	8	38%	105	37%
Reading	2	#	1	#	6	50%
Writing	2	#	1	#	6	100%
Global Studies	11	73%	7	57%	33	48%
U.S. Hist & Gov't	3	#	0	0%	6	67%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	92	65%	16	56%	33	73%
Science	20	50%	11	9%	23	26%
Reading	21	76%	7	71%	26	81%
Writing	25	64%	6	83%	35	94%
Global Studies	42	57%	14	36%	20	25%
U.S. Hist & Gov't	23	70%	4	#	19	74%

(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	554	550	610	32	57	31
Number Scoring 55-100	543	521	573	26	39	20
Number Scoring 65-100	521	495	537	21	32	15
Number Scoring 85-100	205	301	273	4	8	3
Percentage of Tested Scoring 55-100	98%	95%	94%	81%	68%	65%
Percentage of Tested Scoring 65-100	94%	90%	88%	66%	56%	48%
Percentage of Tested Scoring 85-100	37%	55%	45%	12%	14%	10%
Mathematics A						
Number Tested	683	756	669	83	59	20
Number Scoring 55-100	508	643	641	21	26	16
Number Scoring 65-100	405	547	592	12	16	11
Number Scoring 85-100	100	76	141	0	2	0
Percentage of Tested Scoring 55-100	74%	85%	96%	25%	44%	80%
Percentage of Tested Scoring 65-100	59%	72%	88%	14%	27%	55%
Percentage of Tested Scoring 85-100	15%	10%	21%	0%	3%	0%
Mathematics B						
Number Tested	259	279	492	3	0	9
Number Scoring 55-100	232	220	441	#	0	9
Number Scoring 65-100	193	181	408	#	0	7
Number Scoring 85-100	19	19	98	#	0	1
Percentage of Tested Scoring 55-100	90%	79%	90%	#	0%	100%
Percentage of Tested Scoring 65-100	75%	65%	83%	#	0%	78%
Percentage of Tested Scoring 85-100	7%	7%	20%	#	0%	11%
Global History and Geography						
Number Tested	687	633	663	72	48	15
Number Scoring 55-100	590	554	584	44	31	8
Number Scoring 65-100	501	512	527	21	26	7
Number Scoring 85-100	87	175	176	2	2	0
Percentage of Tested Scoring 55-100	86%	88%	88%	61%	65%	53%
Percentage of Tested Scoring 65-100	73%	81%	79%	29%	54%	47%
Percentage of Tested Scoring 85-100	13%	28%	27%	3%	4%	0%
U.S. History and Government						
Number Tested	571	571	589	40	55	45
Number Scoring 55-100	536	549	558	27	42	33
Number Scoring 65-100	480	530	535	17	34	27
Number Scoring 85-100	158	243	280	2	4	4
Percentage of Tested Scoring 55-100	94%	96%	95%	68%	76%	73%
Percentage of Tested Scoring 65-100	84%	93%	91%	42%	62%	60%
Percentage of Tested Scoring 85-100	28%	43%	48%	5%	7%	9%

(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	495	521	612	57	50	7
Number Scoring 55-100	480	505	592	49	41	5
Number Scoring 65-100	467	487	572	40	36	5
Number Scoring 85-100	98	140	185	2	0	0
Percentage of Tested Scoring 55-100	97%	97%	97%	86%	82%	71%
Percentage of Tested Scoring 65-100	94%	93%	93%	70%	72%	71%
Percentage of Tested Scoring 85-100	20%	27%	30%	4%	0%	0%
Physical Setting/Earth Science						
Number Tested	580	531	631	13	4	5
Number Scoring 55-100	542	493	539	11	#	3
Number Scoring 65-100	477	442	450	6	#	1
Number Scoring 85-100	166	175	114	1	#	0
Percentage of Tested Scoring 55-100	93%	93%	85%	85%	#	60%
Percentage of Tested Scoring 65-100	82%	83%	71%	46%	#	20%
Percentage of Tested Scoring 85-100	29%	33%	18%	8%	#	0%
Physical Setting/Chemistry						
Number Tested	325	292	348	3	2	1
Number Scoring 55-100	308	253	339	#	#	#
Number Scoring 65-100	207	189	281	#	#	#
Number Scoring 85-100	11	35	59	#	#	#
Percentage of Tested Scoring 55-100	95%	87%	97%	#	#	#
Percentage of Tested Scoring 65-100	64%	65%	81%	#	#	#
Percentage of Tested Scoring 85-100	3%	12%	17%	#	#	#
Physical Setting/Physics						
Number Tested			48			0
Number Scoring 55-100			47			0
Number Scoring 65-100			42			0
Number Scoring 85-100			8			0
Percentage of Tested Scoring 55-100			98%			0%
Percentage of Tested Scoring 65-100			88%			0%
Percentage of Tested Scoring 85-100			17%			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	13	30	31	1	0	0
Number Scoring 55-100	13	30	31	#	0	0
Number Scoring 65-100	13	30	30	#	0	0
Number Scoring 85-100	3	15	20	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	97%	#	0%	0%
Percentage of Tested Scoring 85-100	23%	50%	65%	#	0%	0%
Comprehensive Italian						
Number Tested	74	63	85	0	2	1
Number Scoring 55-100	72	63	83	0	#	#
Number Scoring 65-100	71	63	83	0	#	#
Number Scoring 85-100	29	34	58	0	#	#
Percentage of Tested Scoring 55-100	97%	100%	98%	0%	#	#
Percentage of Tested Scoring 65-100	96%	100%	98%	0%	#	#
Percentage of Tested Scoring 85-100	39%	54%	68%	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	207	190	177	3	2	2
Number Scoring 55-100	179	189	169	#	#	#
Number Scoring 65-100	173	189	168	#	#	#
Number Scoring 85-100	77	107	118	#	#	#
Percentage of Tested Scoring 55-100	86%	99%	95%	#	#	#
Percentage of Tested Scoring 65-100	84%	99%	95%	#	#	#
Percentage of Tested Scoring 85-100	37%	56%	67%	#	#	#
Comprehensive Latin						
Number Tested	0	0	1	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	36	2	0	1	0	0
Number Scoring 55-100	23	#	0	#	0	0
Number Scoring 65-100	17	#	0	#	0	0
Number Scoring 85-100	3	#	0	#	0	0
Percentage of Tested Scoring 55-100	64%	#	0%	#	0%	0%
Percentage of Tested Scoring 65-100	47%	#	0%	#	0%	0%
Percentage of Tested Scoring 85-100	8%	#	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	229	100%	108	99%	150	100%
Students with Disabilities	34	97%	25	96%	16	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	2	2	#	#	#	#
Secondary Level						
English Language Arts	7	1	0	0	4	3
Social Studies	2	1	#	#	#	#
Mathematics	6	2	0	0	5	1
Science	1	2	#	#	#	#

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	516	516	516	78	78	78	594	594	594
Number Scoring 55–64	26	9	3	18	6	10	44	15	13
Number Scoring 65–84	386	236	322	22	33	39	408	269	361
Number Scoring 85–100	84	232	173	2	3	3	86	235	176
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)