

# 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	2000–2001	2001–2002	2002–2003
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	717	766	831
Tenth	706	735	765
Eleventh	694	690	765
Twelfth	544	551	611
Ungraded Secondary	52	27	42
Total K-12 Enrollment	2713	2769	3014

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	37	1.4%	47	1.7%	51	1.7%
Black (Not Hispanic)	179	6.6%	203	7.3%	257	8.5%
Hispanic	310	11.4%	306	11.1%	361	12.0%
White (Not Hispanic)	2187	80.6%	2213	79.9%	2345	77.8%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	25	23
Mathematics Grade 10	25	23	21
Science Grade 10	24	26	23
Social Studies Grade 10	25	26	25

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	29	1.1%	25	0.9%	49	1.6%
Eligible for Free Lunch	761	28.1%	748	27.0%	844	28.0%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.8%		93.0%		93.3%
Student Suspensions	454	17.0%	499	18.4%	476	17.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	8.8%	8.8%	10.0%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	88%	93%	93%

### Staff Counts

Staff	2002–2003
Total Teachers	177
Total Other Professional Staff	30
Total Paraprofessionals	NA
Teaching Out of Certification*	9
Teachers with Temporary Licenses	1

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	423	256	61%	426	284	67%	438	295	67%
Students with Disabilities	32	3	9%	29	3	10%	25	4	16%
All Students	455	259	57%	455	287	63%	463	299	65%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	226	146	13	18	41	19
Percent	49%	32%	3%	4%	9%	4%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
25	4	15	40

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			9		26	
	Entered GED Program*			4		15	
	Total Noncompleters			13		41	
Students with Disabilities	Dropped Out			4		8	
	Entered GED Program*			0		2	
	Total Noncompleters			4		10	
All Students	Dropped Out	99	3.6%	13	0.5%	34	1.1%
	Entered GED Program*	102	3.8%	4	0.1%	17	0.6%
	Total Noncompleters	201	7.4%	17	0.6%	51	1.7%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		363	213
	Number of Students with Disabilities		19	11
	Number of All Students		382	224
	Percent of Enrollment		14%	7%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	32	94%	0	0%	48	92%
German	0	0%	0	0%	0	0%
Italian	117	67%	126	79%	147	91%
Latin	0	0%	0	0%	0	0%
Spanish	320	82%	328	75%	330	94%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	7	29%	9	56%	2	#
Latin	0	0%	0	0%	0	0%
Spanish	15	47%	20	35%	1	#

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	23	52%	11	64%
Science	21	71%	12	83%	8	38%
Reading	3	#	2	#	1	#
Writing	3	#	2	#	1	#
Global Studies	6	50%	11	73%	7	57%
U.S. Hist & Gov't	11	91%	3	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	52	69%	92	65%	16	56%
Science	69	38%	20	50%	11	9%
Reading	44	70%	21	76%	7	71%
Writing	44	61%	25	64%	6	83%
Global Studies	66	6%	42	57%	14	36%
U.S. Hist & Gov't	45	31%	23	70%	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	561	554	550	33	32	57
Number Scoring 55–100	527	543	521	13	26	39
Number Scoring 65–100	478	521	495	1	21	32
Number Scoring 85–100	129	205	301	0	4	8
Percentage of Tested Scoring 55–100	94%	98%	95%	39%	81%	68%
Percentage of Tested Scoring 65–100	85%	94%	90%	3%	66%	56%
Percentage of Tested Scoring 85–100	23%	37%	55%	0%	12%	14%
<b>Mathematics A</b>						
Number Tested	477	683	756	43	83	59
Number Scoring 55–100	374	508	643	11	21	26
Number Scoring 65–100	339	405	547	7	12	16
Number Scoring 85–100	111	100	76	1	0	2
Percentage of Tested Scoring 55–100	78%	74%	85%	26%	25%	44%
Percentage of Tested Scoring 65–100	71%	59%	72%	16%	14%	27%
Percentage of Tested Scoring 85–100	23%	15%	10%	2%	0%	3%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	259	279	0	3	0
Number Scoring 55–100	0	232	220	0	#	0
Number Scoring 65–100	0	193	181	0	#	0
Number Scoring 85–100	0	19	19	0	#	0
Percentage of Tested Scoring 55–100	0%	90%	79%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	75%	65%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	7%	7%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	673	687	633	25	72	48
Number Scoring 55–100	610	590	554	10	44	31
Number Scoring 65–100	532	501	512	5	21	26
Number Scoring 85–100	147	87	175	1	2	2
Percentage of Tested Scoring 55–100	91%	86%	88%	40%	61%	65%
Percentage of Tested Scoring 65–100	79%	73%	81%	20%	29%	54%
Percentage of Tested Scoring 85–100	22%	13%	28%	4%	3%	4%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	533	571	571	29	40	55
Number Scoring 55–100	457	536	549	6	27	42
Number Scoring 65–100	416	480	530	3	17	34
Number Scoring 85–100	161	158	243	0	2	4
Percentage of Tested Scoring 55–100	86%	94%	96%	21%	68%	76%
Percentage of Tested Scoring 65–100	78%	84%	93%	10%	42%	62%
Percentage of Tested Scoring 85–100	30%	28%	43%	0%	5%	7%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	524	495	521	31	57	50
Number Scoring 55–100	512	480	505	25	49	41
Number Scoring 65–100	496	467	487	19	40	36
Number Scoring 85–100	95	98	140	0	2	0
Percentage of Tested Scoring 55–100	98%	97%	97%	81%	86%	82%
Percentage of Tested Scoring 65–100	95%	94%	93%	61%	70%	72%
Percentage of Tested Scoring 85–100	18%	20%	27%	0%	4%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	424	580	531	11	13	4
Number Scoring 55–100	384	542	493	9	11	#
Number Scoring 65–100	317	477	442	6	6	#
Number Scoring 85–100	80	166	175	0	1	#
Percentage of Tested Scoring 55–100	91%	93%	93%	82%	85%	#
Percentage of Tested Scoring 65–100	75%	82%	83%	55%	46%	#
Percentage of Tested Scoring 85–100	19%	29%	33%	0%	8%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		325	292		3	2
Number Scoring 55–100		308	253		#	#
Number Scoring 65–100		207	189		#	#
Number Scoring 85–100		11	35		#	#
Percentage of Tested Scoring 55–100		95%	87%		#	#
Percentage of Tested Scoring 65–100		64%	65%		#	#
Percentage of Tested Scoring 85–100		3%	12%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	50	13	30	0	1	0
Number Scoring 55–100	50	13	30	0	#	0
Number Scoring 65–100	48	13	30	0	#	0
Number Scoring 85–100	20	3	15	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	96%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	40%	23%	50%	0%	#	0%
<b>Comprehensive Italian</b>						
Number Tested	59	74	63	4	0	2
Number Scoring 55–100	59	72	63	#	0	#
Number Scoring 65–100	58	71	63	#	0	#
Number Scoring 85–100	29	29	34	#	0	#
Percentage of Tested Scoring 55–100	100%	97%	100%	#	0%	#
Percentage of Tested Scoring 65–100	98%	96%	100%	#	0%	#
Percentage of Tested Scoring 85–100	49%	39%	54%	#	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	204	207	190	2	3	2
Number Scoring 55–100	201	179	189	#	#	#
Number Scoring 65–100	198	173	189	#	#	#
Number Scoring 85–100	112	77	107	#	#	#
Percentage of Tested Scoring 55–100	99%	86%	99%	#	#	#
Percentage of Tested Scoring 65–100	97%	84%	99%	#	#	#
Percentage of Tested Scoring 85–100	55%	37%	56%	#	#	#
<b>Comprehensive Latin</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%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	219	56	6	6	1	1
Number Scoring 55–100	131	15	0	6	#	#
Number Scoring 65–100	91	12	0	5	#	#
Number Scoring 85–100	8	0	0	0	#	#
Percentage of Tested Scoring 55–100	60%	27%	0%	100%	#	#
Percentage of Tested Scoring 65–100	42%	21%	0%	83%	#	#
Percentage of Tested Scoring 85–100	4%	0%	0%	0%	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	343	36	2	3	1	0
Number Scoring 55–100	303	23	#	#	#	0
Number Scoring 65–100	287	17	#	#	#	0
Number Scoring 85–100	132	3	#	#	#	0
Percentage of Tested Scoring 55–100	88%	64%	#	#	#	0%
Percentage of Tested Scoring 65–100	84%	47%	#	#	#	0%
Percentage of Tested Scoring 85–100	38%	8%	#	#	#	0%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	203	99%	229	100%	108	99%
Students with Disabilities	34	97%	34	97%	25	96%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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

## 1999 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	532	532	532	57	57	57	589	589	589
Number Scoring 55–64	35	31	14	12	7	7	47	38	21
Number Scoring 65–84	330	305	339	17	17	21	347	322	360
Number Scoring 85–100	136	154	149	3	3	2	139	157	151
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – K)