

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-02-32-03-0000
 Name: William Floyd Union Free School District
 Superintendent: Richard J. Hawkins

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	619	669	692
First	766	657	667
Second	779	743	661
Third	763	764	748
Fourth	824	764	766
Fifth	853	819	773
Sixth	894	889	842
Ungraded Elementary	36	47	108
Seventh	887	910	814
Eighth	826	913	860
Ninth	831	854	880
Tenth	765	827	815
Eleventh	765	806	829
Twelfth	611	687	659
Ungraded Secondary	48	27	77
Total K-12 Enrollment	10267	10376	10191

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	203	2.0%	179	1.7%	218	2.1%
Black (Not Hispanic)	832	8.1%	903	8.7%	1029	10.1%
Hispanic	1352	13.2%	1566	15.1%	1458	14.3%
White (Not Hispanic)	7880	76.8%	7728	74.5%	7486	73.5%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	24	24
Common Branch	23	24	25
English Grade 8	25	27	27
Mathematics Grade 8	24	26	27
Science Grade 8	25	26	27
Social Studies Grade 8	24	27	27
English Grade 10	23	24	27
Mathematics Grade 10	21	28	27
Science Grade 10	23	27	26
Social Studies Grade 10	25	28	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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	163	1.6%	163	1.6%	222	2.2%
Eligible for Free Lunch	3241	33.6%	3196	30.8%	2581	25.3%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.5%		93.5%		92.9%
Student Suspensions	962	9.6%	1001	9.8%	1073	10.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	14.0%	12.8%	10.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	656
Total Other Professional Staff	110
Total Paraprofessionals	244
Teaching Out of Certification*	17

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	438	516	493
	Regents Diplomas	295	307	419
	% Regents Diplomas	67%	59%	85%
	Regents Diplomas with Advanced Designation**			233
	% Regents Diplomas with Advanced Designation			47%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	25	52	40
	Regents Diplomas	4	6	13
	% Regents Diplomas	16%	12%	33%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			5%
	IEP Diplomas or Local Certificates	15	16	38
All Students	Total Graduates*	463	568	533
	Regents Diplomas	299	313	432
	% Regents Diplomas	65%	55%	81%
	Regents Diplomas with Advanced Designation**			235
	% Regents Diplomas with Advanced Designation			44%
	IEP Diplomas or Local Certificates	15	16	38

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	237	175	12	11	47	3	5	3
	Percent	48%	35%	2%	2%	10%	1%	1%	1%
Students with Disabilities	Number	3	18	2	1	13	2	0	1
	Percent	7%	45%	5%	3%	33%	5%	0%	3%
All Students	Number	240	193	14	12	60	5	5	4
	Percent	45%	36%	3%	2%	11%	1%	1%	1%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	26		80	2.7%	82	2.9%
	Entered GED Program*	15		30	1.0%	71	2.5%
	Total Noncompleters	41		110	3.7%	153	5.3%
Students with Disabilities	Dropped Out	8		10	5.8%	8	2.7%
	Entered GED Program*	2		0	0.0%	5	1.7%
	Total Noncompleters	10		10	5.8%	13	4.3%
All Students	Dropped Out	34	1.1%	90	2.8%	90	2.8%
	Entered GED Program*	17	0.6%	30	0.9%	76	2.4%
	Total Noncompleters	51	1.7%	120	3.8%	166	5.2%

*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	2002-03	2003-04	2004-05
K-1	0%	47%	63%
2-3	0%	47%	61%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	687	839
	Number of Students with Disabilities	0	60	121
	Number of All Students	0	747	960
	Percent of Enrollment	0%	47%	61%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	208
	Number of All Students	0	0	208
	Percent of Enrollment	0%	0%	8%
9-12	Number of General-Education Students	213	277	240
	Number of Students with Disabilities	11	3	60
	Number of All Students	224	280	300
	Percent of Enrollment	7%	9%	9%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	374		
Completed and Passed Regents Exams	374	100%	80%
Completed and had Course Average of 75% or More	346	93%	82%
Completed and Attained a HS Diploma or Equivalent	373	100%	96%
Completed and Whose Status is Known	370		
Completed and Were Successfully Placed	370	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	64	13%	25%
Underrepresented Gender Members Who Completed	13	20%	19%

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	48	92%	40	90%	5	100%
German	0	0%	0	0%	0	0%
Italian	147	91%	142	84%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	330	94%	269	78%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	2	#	1	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	1	#	0	0%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	64%	92	47%	4	#
Science	8	38%	105	37%	4	#
Reading	1	#	6	50%	1	#
Writing	1	#	6	100%	1	#
Global Studies	7	57%	33	48%	0	0%
U.S. Hist & Gov't	0	0%	6	67%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	56%	33	73%	119	42%
Science	11	9%	23	26%	111	23%
Reading	7	71%	26	81%	62	44%
Writing	6	83%	35	94%	59	69%
Global Studies	14	36%	20	25%	36	11%
U.S. Hist & Gov't	4	#	19	74%	33	64%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	550	610	583	57	31	63
Number Scoring 55-100	521	573	557	39	20	40
Number Scoring 65-100	495	537	507	32	15	24
Number Scoring 85-100	301	273	212	8	3	3
Percentage of Tested Scoring 55-100	95%	94%	96%	68%	65%	63%
Percentage of Tested Scoring 65-100	90%	88%	87%	56%	48%	38%
Percentage of Tested Scoring 85-100	55%	45%	36%	14%	10%	5%
Mathematics A						
Number Tested	756	669	609	59	20	28
Number Scoring 55-100	643	641	583	26	16	19
Number Scoring 65-100	547	592	548	16	11	12
Number Scoring 85-100	76	141	99	2	0	0
Percentage of Tested Scoring 55-100	85%	96%	96%	44%	80%	68%
Percentage of Tested Scoring 65-100	72%	88%	90%	27%	55%	43%
Percentage of Tested Scoring 85-100	10%	21%	16%	3%	0%	0%
Mathematics B						
Number Tested	279	492	332	0	9	3
Number Scoring 55-100	220	441	277	0	9	#
Number Scoring 65-100	181	408	228	0	7	#
Number Scoring 85-100	19	98	39	0	1	#
Percentage of Tested Scoring 55-100	79%	90%	83%	0%	100%	#
Percentage of Tested Scoring 65-100	65%	83%	69%	0%	78%	#
Percentage of Tested Scoring 85-100	7%	20%	12%	0%	11%	#
Global History and Geography						
Number Tested	633	663	657	48	15	40
Number Scoring 55-100	554	584	586	31	8	24
Number Scoring 65-100	512	527	509	26	7	16
Number Scoring 85-100	175	176	123	2	0	0
Percentage of Tested Scoring 55-100	88%	88%	89%	65%	53%	60%
Percentage of Tested Scoring 65-100	81%	79%	77%	54%	47%	40%
Percentage of Tested Scoring 85-100	28%	27%	19%	4%	0%	0%
U.S. History and Government						
Number Tested	571	589	515	55	45	19
Number Scoring 55-100	549	558	493	42	33	14
Number Scoring 65-100	530	535	467	34	27	12
Number Scoring 85-100	243	280	263	4	4	2
Percentage of Tested Scoring 55-100	96%	95%	96%	76%	73%	74%
Percentage of Tested Scoring 65-100	93%	91%	91%	62%	60%	63%
Percentage of Tested Scoring 85-100	43%	48%	51%	7%	9%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	521	612	508	50	7	20
Number Scoring 55-100	505	592	495	41	5	16
Number Scoring 65-100	487	572	467	36	5	11
Number Scoring 85-100	140	185	98	0	0	0
Percentage of Tested Scoring 55-100	97%	97%	97%	82%	71%	80%
Percentage of Tested Scoring 65-100	93%	93%	92%	72%	71%	55%
Percentage of Tested Scoring 85-100	27%	30%	19%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	531	631	469	4	5	6
Number Scoring 55-100	493	539	414	#	3	5
Number Scoring 65-100	442	450	341	#	1	4
Number Scoring 85-100	175	114	96	#	0	1
Percentage of Tested Scoring 55-100	93%	85%	88%	#	60%	83%
Percentage of Tested Scoring 65-100	83%	71%	73%	#	20%	67%
Percentage of Tested Scoring 85-100	33%	18%	20%	#	0%	17%
Physical Setting/Chemistry						
Number Tested	292	348	291	2	1	1
Number Scoring 55-100	253	339	271	#	#	#
Number Scoring 65-100	189	281	192	#	#	#
Number Scoring 85-100	35	59	13	#	#	#
Percentage of Tested Scoring 55-100	87%	97%	93%	#	#	#
Percentage of Tested Scoring 65-100	65%	81%	66%	#	#	#
Percentage of Tested Scoring 85-100	12%	17%	4%	#	#	#
Physical Setting/Physics						
Number Tested		48	103		0	2
Number Scoring 55-100		47	99		0	#
Number Scoring 65-100		42	89		0	#
Number Scoring 85-100		8	24		0	#
Percentage of Tested Scoring 55-100		98%	96%		0%	#
Percentage of Tested Scoring 65-100		88%	86%		0%	#
Percentage of Tested Scoring 85-100		17%	23%		0%	#

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	30	31	1	0	0	0
Number Scoring 55-100	30	31	#	0	0	0
Number Scoring 65-100	30	30	#	0	0	0
Number Scoring 85-100	15	20	#	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	97%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	65%	#	0%	0%	0%
Comprehensive Italian						
Number Tested	63	85	0	2	1	0
Number Scoring 55-100	63	83	0	#	#	0
Number Scoring 65-100	63	83	0	#	#	0
Number Scoring 85-100	34	58	0	#	#	0
Percentage of Tested Scoring 55-100	100%	98%	0%	#	#	0%
Percentage of Tested Scoring 65-100	100%	98%	0%	#	#	0%
Percentage of Tested Scoring 85-100	54%	68%	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	190	177	13	2	2	0
Number Scoring 55-100	189	169	9	#	#	0
Number Scoring 65-100	189	168	9	#	#	0
Number Scoring 85-100	107	118	8	#	#	0
Percentage of Tested Scoring 55-100	99%	95%	69%	#	#	0%
Percentage of Tested Scoring 65-100	99%	95%	69%	#	#	0%
Percentage of Tested Scoring 85-100	56%	67%	62%	#	#	0%
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	648	4%	3%	49%	44%
	Students with Disabilities	129	22%	18%	45%	15%
	All Students	777	7%	6%	48%	39%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	749	1%	14%	64%	21%
	Students with Disabilities	97	8%	57%	34%	1%
	All Students	846	2%	19%	61%	18%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	6	2	0	0	1	5
Middle Level						
Social Studies	12	3	1	0	1	10
Secondary Level						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	0	#	#	#	#

2001 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	555	555	555	73	73	73	628	628	628
Number Scoring 55–64	33	11	7	6	8	5	39	19	12
Number Scoring 65–84	304	200	296	27	19	33	331	219	329
Number Scoring 85–100	186	276	234	1	4	2	187	280	236
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		67	78		0	1
Beginning		2	3		0	#
Intermediate		12	15		0	#
Advanced		31	35		0	#
Proficient		22	25		0	#
Reading and Writing (Grade K-1)						
Number Tested		67	78		0	1
Beginning		11	24		0	#
Intermediate		24	37		0	#
Advanced		22	15		0	#
Proficient		10	2		0	#
Listening and Speaking (Grade 2-4)						
Number Tested		46	55		1	2
Beginning		6	1		#	#
Intermediate		3	5		#	#
Advanced		17	24		#	#
Proficient		20	25		#	#
Reading and Writing (Grade 2-4)						
Number Tested		46	55		1	2
Beginning		13	4		#	#
Intermediate		21	15		#	#
Advanced		9	24		#	#
Proficient		3	12		#	#
Listening and Speaking (Grade 5-6)						
Number Tested		23	28		1	2
Beginning		4	4		#	#
Intermediate		6	7		#	#
Advanced		2	11		#	#
Proficient		11	6		#	#
Reading and Writing (Grade 5-6)						
Number Tested		23	27		1	2
Beginning		8	6		#	#
Intermediate		4	9		#	#
Advanced		10	8		#	#
Proficient		1	4		#	#

*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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		29	24		0	0
Beginning		7	3		0	0
Intermediate		2	3		0	0
Advanced		14	8		0	0
Proficient		6	10		0	0
Reading and Writing (Grade 7-8)						
Number Tested		29	24		0	0
Beginning		9	5		0	0
Intermediate		5	3		0	0
Advanced		13	9		0	0
Proficient		2	7		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		0	43		0	4
Beginning		0	1		0	#
Intermediate		0	20		0	#
Advanced		0	16		0	#
Proficient		0	6		0	#
Reading and Writing (Grade 9-12)						
Number Tested		0	43		0	4
Beginning		0	5		0	#
Intermediate		0	19		0	#
Advanced		0	10		0	#
Proficient		0	9		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)