



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **WILLIAM FLOYD UNION FREE
SCHOOL DISTRICT**

District ID **580232030000**

Superintendent **PAUL CASCIANO**

Telephone **(631) 874-1201**

Grades **K-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003-04	2004-05	2005-06
Pre-K	0	0	0
Kindergarten	669	692	725
Grade 1	657	667	749
Grade 2	743	661	700
Grade 3	764	748	664
Grade 4	764	766	742
Grade 5	819	773	753
Grade 6	889	842	777
Ungraded Elementary	47	108	30
Grade 7	910	814	815
Grade 8	913	860	813
Grade 9	854	880	865
Grade 10	827	815	836
Grade 11	806	829	878
Grade 12	687	659	650
Ungraded Secondary	27	77	57
Total K-12	10376	10191	10054

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	24	25	25
Grade 8			
English	27	27	26
Mathematics	26	27	25
Science	26	27	25
Social Studies	27	27	26
Grade 10			
English	24	27	25
Mathematics	28	27	24
Science	27	26	24
Social Studies	28	28	27

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District WILLIAM FLOYD UNION FREE SCHOOL DISTRICT

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	3196	31%	2581	25%	2824	28%
Reduced-Price Lunch	1331	13%	1104	11%	926	9%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	163	2%	222	2%	245	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	22	0%	46	0%	56	1%
Black or African American	903	9%	1029	10%	1084	11%
Hispanic or Latino	1566	15%	1458	14%	1507	15%
Asian or Native Hawaiian/Other Pacific Islander	157	2%	172	2%	173	2%
White	7728	74%	7486	73%	7234	72%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		94%		93%		92%
Student Suspensions	1001	N/A	1073	10%	1022	10%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1991	2133	2741
Percent Not Taught by Highly Qualified Teachers	3%	4%	1%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	5	6	1
Percent with No Valid Teaching Certificate	1%	1%	0%
Individuals Teaching Out of Certification			
Number of Teachers	13	17	9
Percentage of Total	2%	3%	1%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	43%	44%	46%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	639	656	645
Total Other Professional Staff	75	82	79
Total Paraprofessionals*	236	244	227
Assistant Principals	19	20	20
Principals	9	8	9

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner’s Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State’s learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group’s PI not to be considered significantly different from the AMO for that subject. If an accountability group’s PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year’s performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005\text{--}06 \text{ PI} + (200 - \text{the } 2005\text{--}06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target’s proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES

2005–06

YES

2006–07

YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American	✓	✓	–	✗	✗	–
Hispanic or Latino	✓	✓	–	✓	✓	–
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	–	–	–	–
White	✓	✓	–	✓	✓	–
Other Groups						
Students with Disabilities	✓ ^{SH}	✓	–	✗	✗	–
Limited English Proficient	✓	✓	–	–	–	–
Economically Disadvantaged	✓	✓	–	✓	✓	–
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 4 of 6	✗ 4 of 6	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status


Accountability Status Levels

- | Federal | State |
|--------------------------------|--|
| Good Standing ▲ | Good Standing ■ |
| Improvement (Year 1) ▲ | Requiring Academic Progress (Year 1) ■ |
| Improvement (Year 2) ▲ | Requiring Academic Progress (Year 2) ■ |
| Improvement (Year 3) ▲ | Requiring Academic Progress (Year 3) ■ |
| Improvement (Year 4) ▲ | Requiring Academic Progress (Year 4) ■ |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**


























Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 8 of 8 Student groups making AYP in English Language Arts
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (4603:4326)			96%		159	120	
Ethnicity							
American Indian or Alaska Native (25:24)	–	–	–	–	–	–	–
Black or African American (534:490)			98%		131	117	
Hispanic or Latino (737:686)			97%		151	118	
Asian or Native Hawaiian/Other Pacific Islander (81:73)			98%		181	111	
White (3226:3053)			96%		164	120	
Other Groups							
Students with Disabilities ⁴ (735:690)			97%		101	118	95 111
Limited English Proficient (99:84)			97%		143	111	
Economically Disadvantaged (1624:1502)			97%		144	119	
Final AYP Determination	 8 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**


























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 8 of 8 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (4600:4376)			99%		155	84	
Ethnicity							
American Indian or Alaska Native (24:24)	–	–	–	–	–	–	–
Black or African American (536:466)			97%		126	81	
Hispanic or Latino (740:684)			98%		143	82	
Asian or Native Hawaiian/Other Pacific Islander (81:75)			100%		188	75	
White (3219:3127)			99%		162	84	
Other Groups							
Students with Disabilities ⁴ (730:679)			97%		100	82	
Limited English Proficient (99:85)			99%		115	75	
Economically Disadvantaged (1629:1484)			98%		141	83	
Final AYP Determination	 8 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Science
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (1534:1442)		Qualified		98%		186	100	
Ethnicity								
American Indian or Alaska Native (6:6)	–	–	–	–	–	–	–	–
Black or African American (171:146)		Qualified		94%		166	100	
Hispanic or Latino (244:217)		Qualified		97%		178	100	
Asian or Native Hawaiian/Other Pacific Islander (23:22)	–	–	–	–	–	–	–	–
White (1090:1051)		Qualified		99%		190	100	
Other Groups								
Students with Disabilities (224:206)		Qualified		95%		161	100	
Limited English Proficient (31:24)	–	–	–	–	–	–	–	–
Economically Disadvantaged (497:445)		Qualified		96%		180	100	
Final AYP Determination	 1 of 1							

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

Secondary-Level English Language Arts




















Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 4 of 6 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (1257:637)			97%		166	150		
Ethnicity								
American Indian or Alaska Native (2:1)	–	–	–	–	–	–	–	
Black or African American (120:59)			94%		127	141	141 134	
Hispanic or Latino (137:74)			96%		161	143		
Asian or Native Hawaiian/Other Pacific Islander (15:14)	–	–	–	–	–	–	–	
White (967:489)			97%		170	149		
Other Groups								
Students with Disabilities (129:90)			83%		77	144	113 [‡] 89	
Limited English Proficient (9:9)	–	–	–	–	–	–	–	
Economically Disadvantaged (105:103)			96%		165	144		
Final AYP Determination		4 of 6						

NOTES


- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- [‡] This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

Secondary-Level Mathematics




















Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 4 of 6 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
(12th Graders: 2002 Cohort) ¹							
All Students (656:637)			95%		169	142	
Ethnicity							
American Indian or Alaska Native (2:1)	–	–	–	–	–	–	–
Black or African American (120:59)			93%		134	133	
Hispanic or Latino (71:74)			96%		168	135	
Asian or Native Hawaiian/Other Pacific Islander (15:14)	–	–	–	–	–	–	–
White (505:489)			95%		173	141	
Other Groups							
Students with Disabilities (129:90)			82%		91	136	114 [‡] 102
Limited English Proficient (9:9)	–	–	–	–	–	–	–
Economically Disadvantaged (181:103)			96%		166	136	
Final AYP Determination	 4 of 6						

NOTES

- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**









Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (647)			75%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (55)			56%	55%		
Hispanic or Latino (67)			72%	55%		
Asian or Native Hawaiian/Other Pacific Islander (14)	–		–	–	–	–
White (511)			77%	55%		
Other Groups						
Students with Disabilities (71)			44%	55%	53%	45%
Limited English Proficient (7)	–		–	–	–	–
Economically Disadvantaged (77)			69%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

Good Standing

6 schools identified 75% of total

JOHN S. HOBART ELEMENTARY SCHOOL
MORICHES ELEMENTARY SCHOOL
NATHANIEL WOODHULL ELEMENTARY SCHOOL
TANGIER SMITH ELEMENTARY SCHOOL
WILLIAM FLOYD ELEMENTARY SCHOOL
WILLIAM FLOYD MIDDLE SCHOOL

Improvement (Year1)

1 school identified 13% of total

WILLIAM PACA MIDDLE SCHOOL

Requiring Academic Progress (Year 2)

1 school identified 13% of total

WILLIAM FLOYD HIGH SCHOOL

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	66%			638
Grade 4	75%			687
Grade 5	77%			722
Grade 6	67%			765
Grade 7	58%			803
Grade 8	48%			661

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	76%			659
Grade 4	81%			693
Grade 5	73%			740
Grade 6	53%			782
Grade 7	57%			794
Grade 8	52%			797

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	94%			696
Grade 8	80%			786

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	65%			789
Mathematics	67%			789

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	62%			789

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

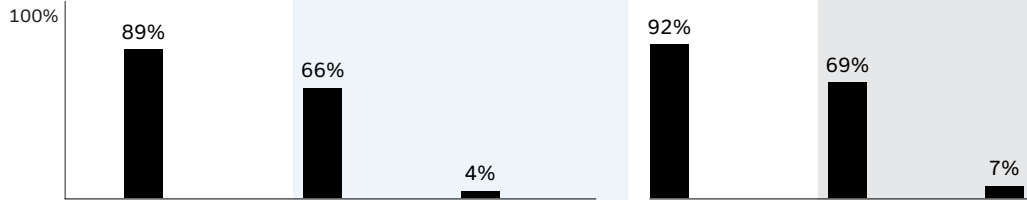
High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 662	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	571	418	26	92%	69%	7%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	638	89%	66%	4%				
Female	319	94%	71%	6%				
Male	319	85%	60%	2%				
American Indian or Alaska Native	8	100%	63%	13%				
Black or African American	79	84%	51%	0%				
Hispanic or Latino	91	87%	60%	4%				
Asian or Native Hawaiian/Other Pacific Islander	13	100%	92%	0%				
White	447	91%	68%	5%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	536	94%	72%	5%				
Students with Disabilities	102	68%	29%	1%				
English Proficient	634	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	238	83%	58%	2%				
Not Disadvantaged	400	94%	70%	6%				
Migrant								
Not Migrant	638	89%	66%	4%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

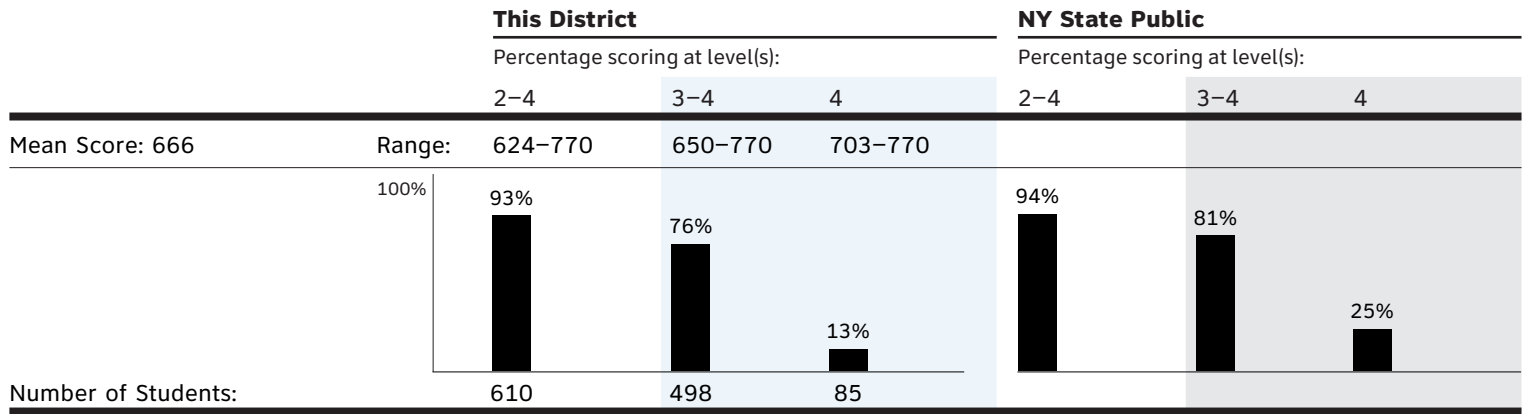
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	14	14	14	12	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	23	11	8	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	659	93%	76%	13%				
Female	330	94%	76%	13%				
Male	329	91%	75%	13%				
American Indian or Alaska Native	9	89%	78%	33%				
Black or African American	79	82%	58%	8%				
Hispanic or Latino	110	94%	69%	9%				
Asian or Native Hawaiian/Other Pacific Islander	16	100%	100%	19%				
White	445	94%	79%	14%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	555	95%	82%	15%				
Students with Disabilities	104	78%	43%	3%				
English Proficient	631	92%	76%	13%				
Limited English Proficient	28	96%	68%	7%				
Economically Disadvantaged	258	91%	68%	8%				
Not Disadvantaged	401	93%	80%	16%				
Migrant								
Not Migrant	659	93%	76%	13%				

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

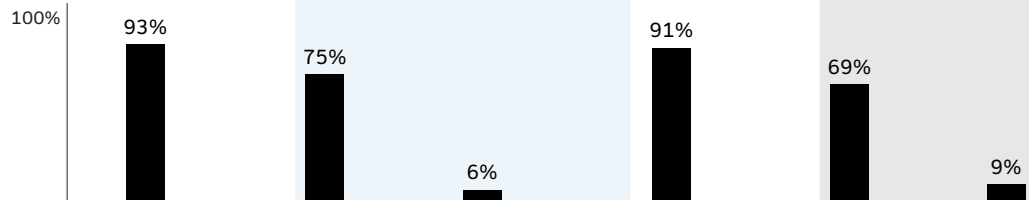
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	14	14	12	11	This test was not given in 2004-05.			

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 668	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	636	513	42			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	687	93%	75%	6%				
Female	326	98%	81%	9%				
Male	361	88%	69%	3%				
American Indian or Alaska Native	5	80%	60%	0%				
Black or African American	78	87%	62%	5%				
Hispanic or Latino	93	92%	72%	2%				
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	29%				
White	504	93%	77%	7%				
Small Group Totals								
General-Education Students	588	97%	81%	7%				
Students with Disabilities	99	65%	35%	0%				
English Proficient	686	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	250	88%	66%	4%				
Not Disadvantaged	437	95%	79%	7%				
Migrant								
Not Migrant	687	93%	75%	6%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

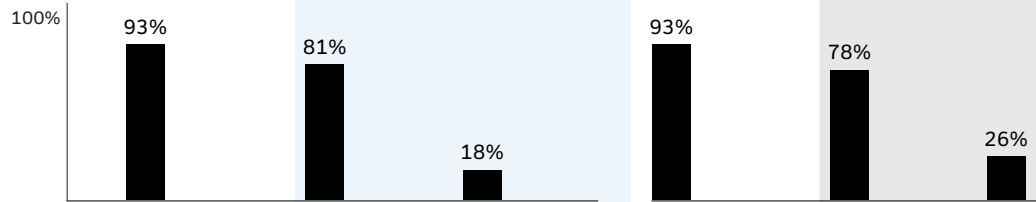
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	10	10	10	10	6	6	6	6
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	13	13	9	N/A	9	5	5	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 674	622-800	650-800	702-800			
Range:	622-800	650-800	702-800			
Number of Students:	644	558	124	644	558	124



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	693	93%	81%	18%				
Female	328	96%	84%	16%				
Male	365	90%	77%	19%				
American Indian or Alaska Native	5	80%	80%	20%				
Black or African American	75	85%	65%	11%				
Hispanic or Latino	103	91%	73%	13%				
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	14%				
White	503	94%	84%	20%				
Small Group Totals								
General-Education Students	592	97%	87%	21%				
Students with Disabilities	101	70%	42%	2%				
English Proficient	678	93%	81%	18%				
Limited English Proficient	15	87%	40%	0%				
Economically Disadvantaged	252	88%	73%	11%				
Not Disadvantaged	441	96%	85%	22%				
Migrant								
Not Migrant	693	93%	81%	18%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

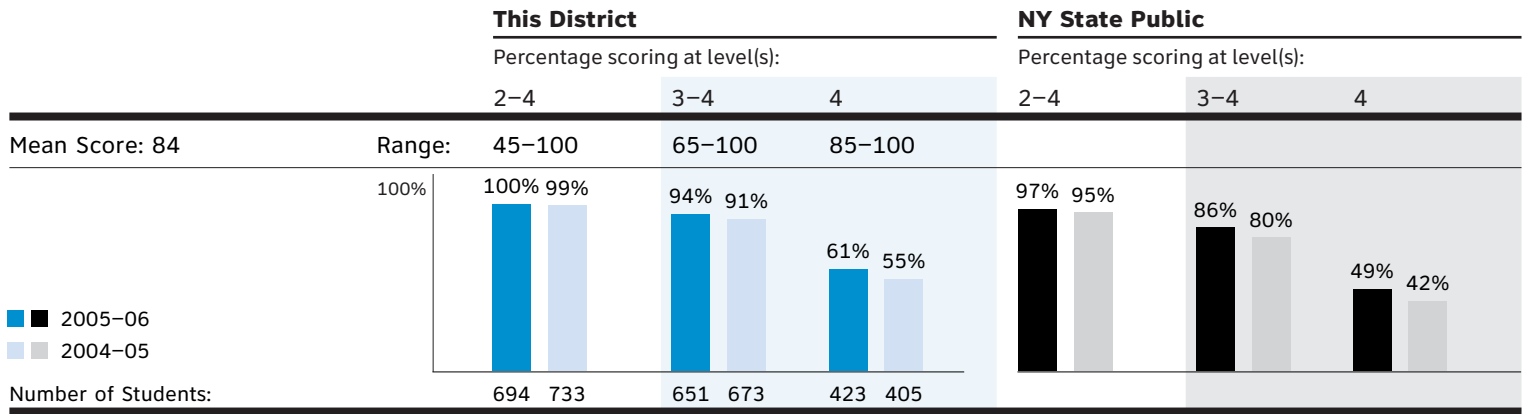
The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	10	10	10	10	7	7	6	5

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	696	100%	94%	61%	743	99%	91%	55%
Female	328	100%	94%	64%	373	98%	89%	54%
Male	368	99%	93%	58%	370	99%	92%	55%
American Indian or Alaska Native	5	100%	100%	60%	8	100%	88%	38%
Black or African American	75	97%	85%	44%	67	100%	72%	37%
Hispanic or Latino	105	100%	86%	53%	120	98%	88%	48%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	71%	18	100%	100%	50%
White	504	100%	96%	65%	530	98%	93%	59%
Small Group Totals								
General-Education Students	596	100%	96%	66%	645	99%	92%	59%
Students with Disabilities	100	99%	76%	31%	98	95%	84%	23%
English Proficient	680	100%	94%	62%	732	99%	91%	55%
Limited English Proficient	16	100%	56%	25%	11	91%	64%	18%
Economically Disadvantaged	253	100%	89%	49%	256	98%	85%	43%
Not Disadvantaged	443	100%	96%	67%	487	99%	94%	60%
Migrant								
Not Migrant	696	100%	94%	61%	743	99%	91%	55%

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

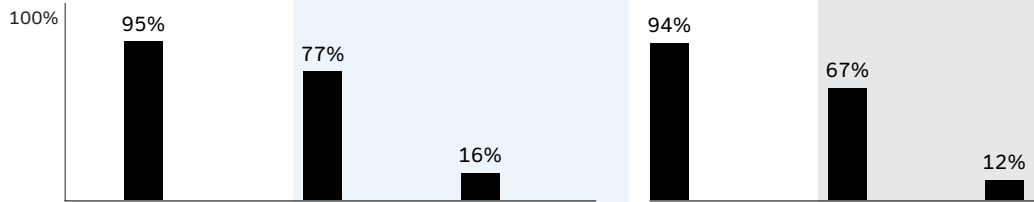
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	10	10	10	8	7	7	6	5

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 671	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	689	558	112			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	722	95%	77%	16%				
Female	364	96%	82%	18%				
Male	358	95%	72%	13%				
American Indian or Alaska Native	5	100%	100%	0%				
Black or African American	75	83%	55%	8%				
Hispanic or Latino	112	95%	72%	12%				
Asian or Native Hawaiian/Other Pacific Islander	15	100%	80%	13%				
White	515	97%	81%	18%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	618	98%	83%	18%				
Students with Disabilities	104	78%	46%	1%				
English Proficient	722	95%	77%	16%				
Limited English Proficient								
Economically Disadvantaged	273	91%	66%	9%				
Not Disadvantaged	449	98%	84%	19%				
Migrant								
Not Migrant	722	95%	77%	16%				

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

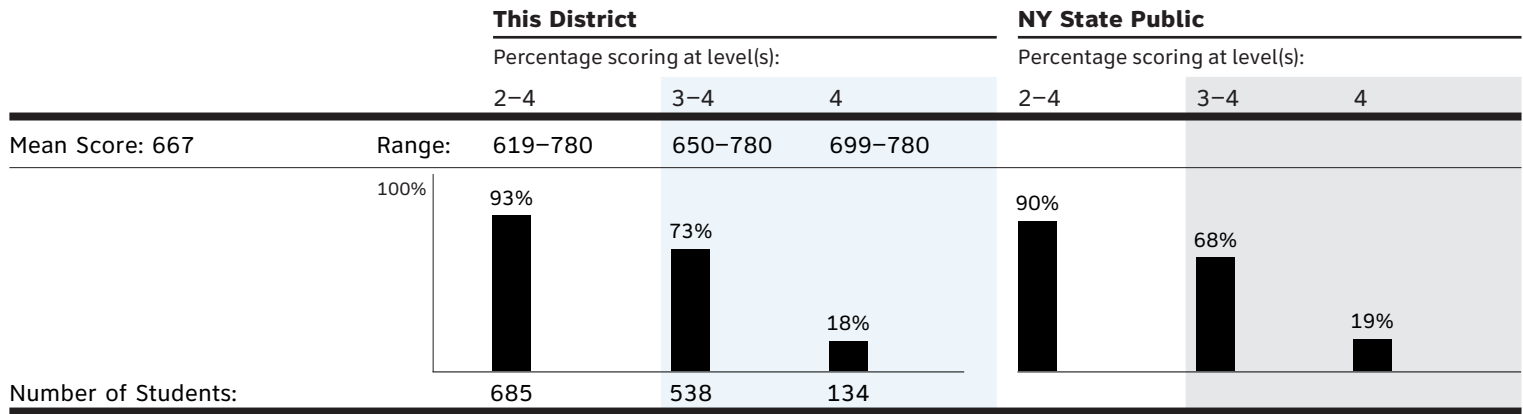
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	11	10	10	10	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	18	16	12	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	740	93%	73%	18%				
Female	376	94%	75%	18%				
Male	364	91%	71%	18%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	78	78%	51%	6%				
Hispanic or Latino	126	90%	65%	9%				
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-				
White	516	95%	77%	22%	This test was not given in 2004-05.			
Small Group Totals	20	100%	85%	25%				
General-Education Students	634	96%	79%	21%				
Students with Disabilities	106	71%	35%	2%				
English Proficient	723	93%	74%	18%				
Limited English Proficient	17	65%	35%	6%				
Economically Disadvantaged	290	88%	63%	12%				
Not Disadvantaged	450	96%	79%	22%				
Migrant								
Not Migrant	740	93%	73%	18%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

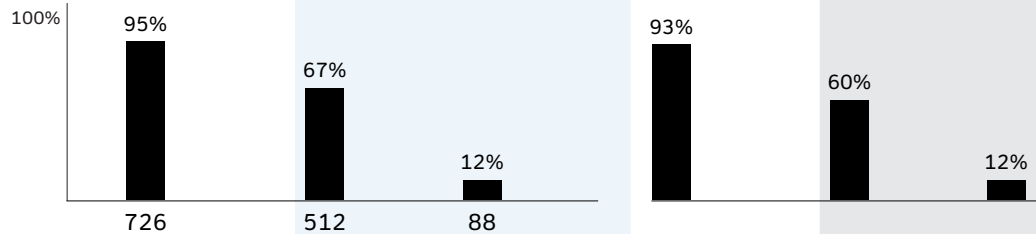
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	11	10	10	7	This test was not given in 2004-05.			

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 661	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	726	512	88			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	765	95%	67%	12%				
Female	362	96%	70%	15%				
Male	403	94%	64%	8%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	101	87%	43%	4%				
Hispanic or Latino	117	93%	57%	3%				
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-				
White	535	97%	73%	14%	This test was not given in 2004-05.			
Small Group Totals	12	92%	75%	25%				
General-Education Students	642	98%	75%	14%				
Students with Disabilities	123	76%	25%	1%				
English Proficient	765	95%	67%	12%				
Limited English Proficient								
Economically Disadvantaged	283	91%	52%	6%				
Not Disadvantaged	482	97%	76%	15%				
Migrant								
Not Migrant	765	95%	67%	12%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

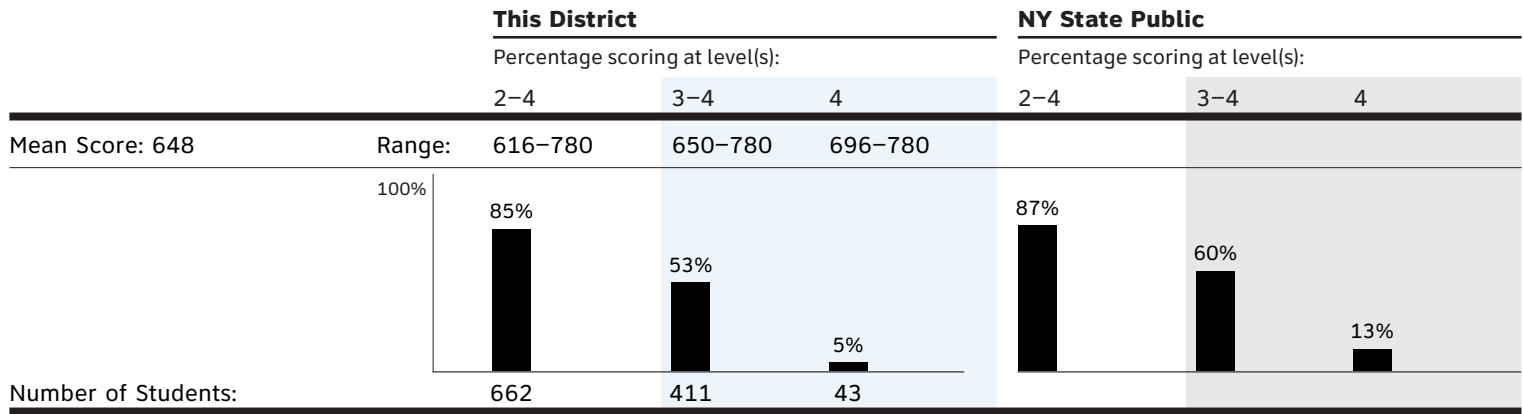
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	16	16	16	13	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	14	13	12	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	782	85%	53%	5%				
Female	368	84%	51%	4%				
Male	414	86%	54%	7%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	102	69%	31%	3%				
Hispanic or Latino	126	77%	41%	4%				
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-				
White	537	89%	59%	6%	This test was not given in 2004-05.			
Small Group Totals	17	94%	59%	18%				
General-Education Students	656	90%	60%	6%				
Students with Disabilities	126	56%	16%	1%				
English Proficient	767	85%	53%	6%				
Limited English Proficient	15	60%	7%	0%				
Economically Disadvantaged	295	74%	37%	4%				
Not Disadvantaged	487	91%	62%	6%				
Migrant								
Not Migrant	782	85%	53%	5%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

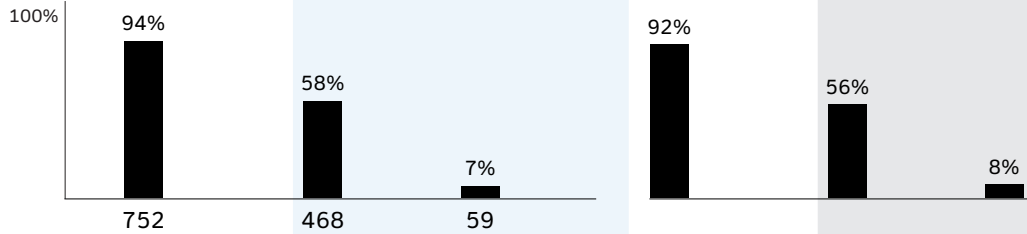
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	16	15	15	13	This test was not given in 2004-05.			

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 654	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	752	468	59	92%	56%	8%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	803	94%	58%	7%				
Female	391	95%	64%	10%				
Male	412	92%	53%	5%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	94	87%	41%	4%				
Hispanic or Latino	114	91%	54%	4%				
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-				
White	583	95%	61%	8%	This test was not given in 2004-05.			
Small Group Totals	12	100%	83%	25%				
General-Education Students	704	97%	65%	8%				
Students with Disabilities	99	68%	11%	0%				
English Proficient	800	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	255	91%	44%	4%				
Not Disadvantaged	548	95%	65%	9%				
Migrant								
Not Migrant	803	94%	58%	7%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	17	16	14	12	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	4	-	-	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 652	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
Number of Students:	713	455	67			

Performance Level	This District (%)	NY State Public (%)
2-4	90%	87%
3-4	57%	56%
4	8%	12%

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	794	90%	57%	8%				
Female	391	89%	59%	8%				
Male	403	90%	56%	9%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	90	80%	42%	2%				
Hispanic or Latino	114	87%	50%	4%				
Asian or Native Hawaiian/Other Pacific Islander	11	-	-	-				
White	577	92%	60%	10%	This test was not given in 2004-05.			
Small Group Totals	13	100%	85%	8%				
General-Education Students	697	93%	63%	10%				
Students with Disabilities	97	64%	13%	0%				
English Proficient	787	90%	58%	9%				
Limited English Proficient	7	71%	0%	0%				
Economically Disadvantaged	251	84%	49%	3%				
Not Disadvantaged	543	92%	61%	11%				
Migrant								
Not Migrant	794	90%	57%	8%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

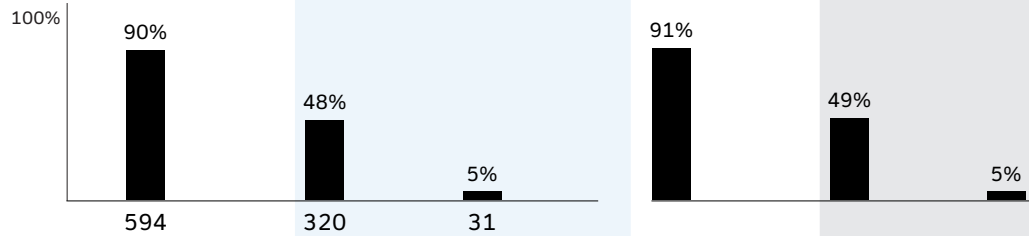
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	18	17	14	13	This test was not given in 2004-05.			

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 649	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	594	320	31	91%	49%	5%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	661	90%	48%	5%				
Female	293	95%	58%	6%				
Male	368	86%	41%	4%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	84	71%	23%	1%				
Hispanic or Latino	109	90%	42%	1%				
Asian or Native Hawaiian/Other Pacific Islander	14	-	-	-				
White	453	93%	54%	6%				
Small Group Totals	15	100%	73%	7%				
General-Education Students	561	97%	56%	6%				
Students with Disabilities	100	52%	7%	0%				
English Proficient	660	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	198	82%	33%	2%				
Not Disadvantaged	463	93%	55%	6%				
Migrant								
Not Migrant	661	90%	48%	5%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

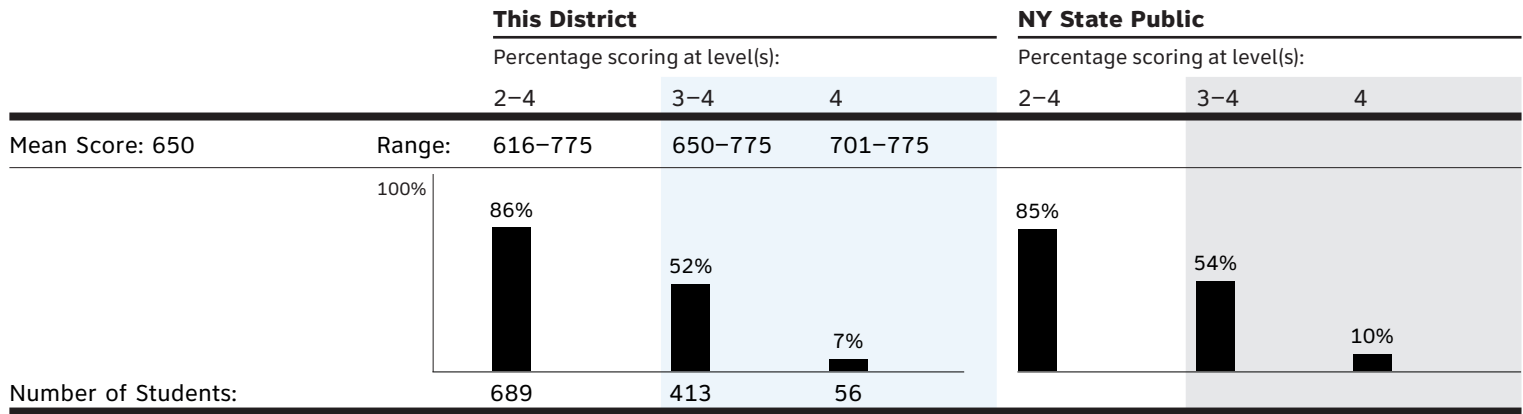
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	12	12	11	10	13	12	12	12
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	13	12	10	N/A	13	11	11	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	797	86%	52%	7%				
Female	358	90%	56%	6%				
Male	439	83%	48%	8%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	83	65%	27%	1%				
Hispanic or Latino	133	80%	40%	3%				
Asian or Native Hawaiian/Other Pacific Islander	17	-	-	-				
White	563	91%	57%	8%				
Small Group Totals	18	94%	83%	22%				
General-Education Students	701	91%	58%	8%				
Students with Disabilities	96	53%	8%	0%				
English Proficient	783	87%	52%	7%				
Limited English Proficient	14	79%	21%	0%				
Economically Disadvantaged	225	79%	36%	4%				
Not Disadvantaged	572	90%	58%	8%				
Migrant								
Not Migrant	797	86%	52%	7%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

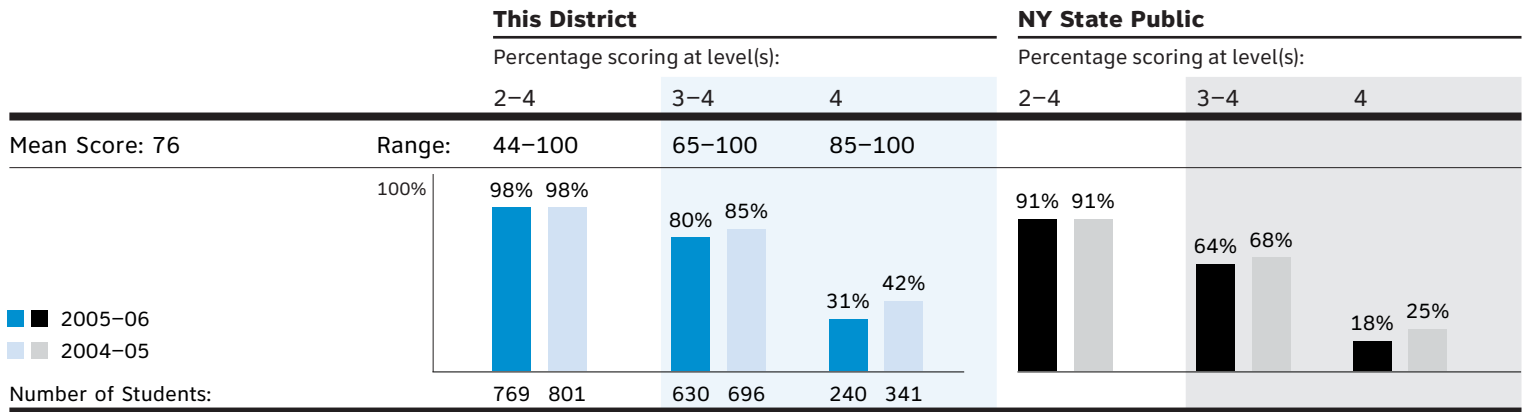
The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	12	11	10	10	12	11	10	10

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	786	98%	80%	31%	821	98%	85%	42%
Female	351	99%	81%	28%	417	99%	84%	41%
Male	435	97%	79%	33%	404	97%	85%	42%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	80	90%	54%	9%	70	94%	71%	19%
Hispanic or Latino	128	98%	70%	20%	111	96%	80%	30%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	13	-	-	-
White	561	99%	86%	35%	625	98%	88%	46%
Small Group Totals	17	100%	88%	59%	15	100%	67%	40%
General-Education Students	694	99%	85%	34%	729	99%	89%	46%
Students with Disabilities	92	91%	43%	5%	92	88%	52%	4%
English Proficient	772	98%	81%	31%	809	98%	86%	42%
Limited English Proficient	14	86%	36%	0%	12	75%	33%	8%
Economically Disadvantaged	218	96%	69%	19%	196	97%	78%	30%
Not Disadvantaged	568	99%	85%	35%	625	98%	87%	45%
Migrant								
Not Migrant	786	98%	80%	31%	821	98%	85%	42%

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	12	11	10	10	12	11	10	10
Regents Science	0				0			

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

Percentage scoring at level(s):

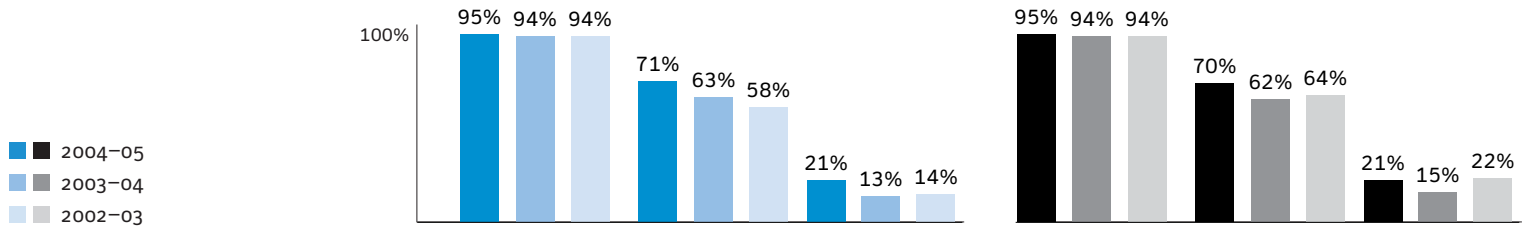
2-4 3-4 4

Range: 603-800 645-800 692-800

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	35	179	379	156	749	665
Feb 2004	45	237	370	101	753	656
Feb 2003	53	290	365	114	822	652

Grade 8

This School

Percentage scoring at level(s):

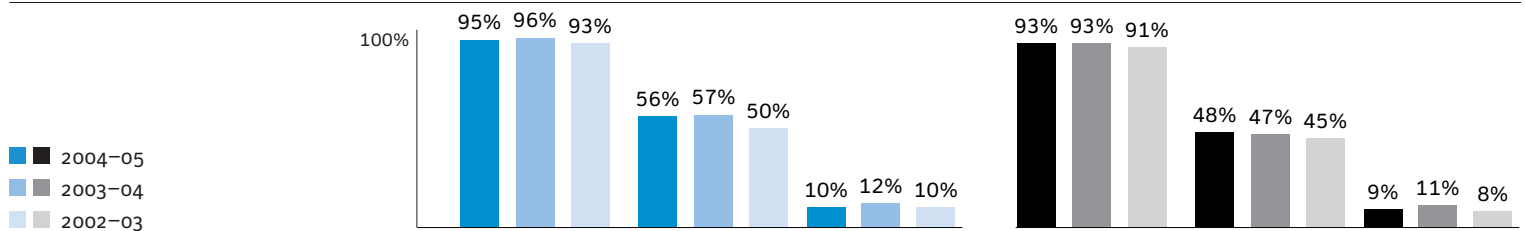
2-4 3-4 4

Range: 658-830 697-830 737-830

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	40	329	393	85	847	701
Jan 2004	34	340	387	100	861	704
Jan 2003	55	346	320	78	799	698

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

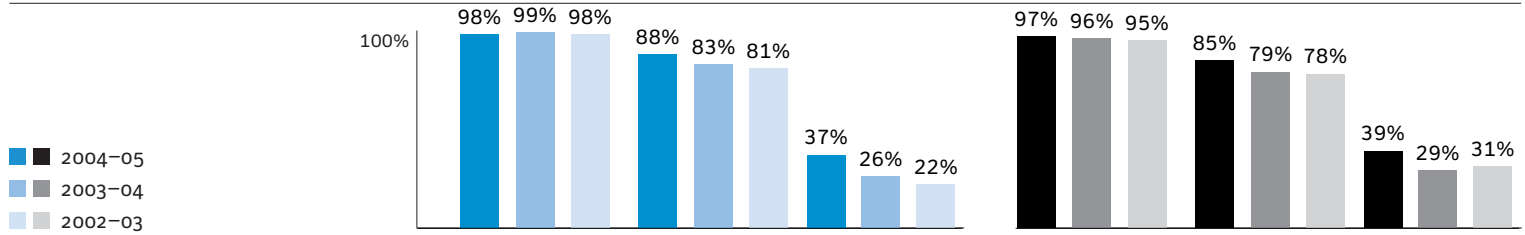
Percentage scoring at level(s):

2-4 3-4 4
Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	12	78	383	280	753	671
May 2004	9	120	432	193	754	661
May 2003	19	136	484	182	821	658

Grade 8

This School

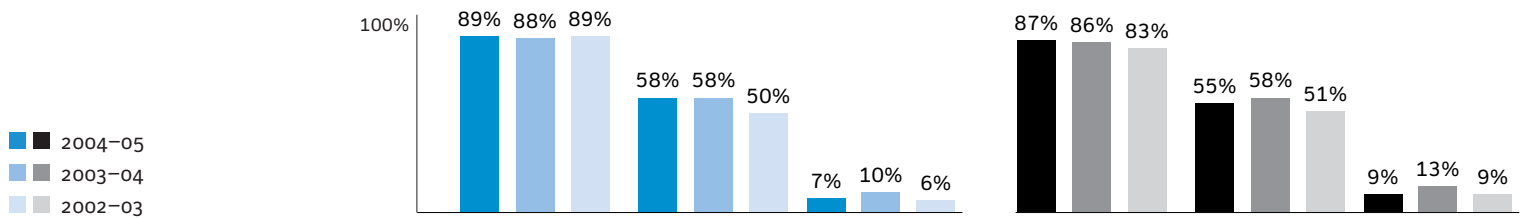
Percentage scoring at level(s):

2-4 3-4 4
Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	98	265	442	63	868	720
May 2004	106	258	418	86	868	717
May 2003	91	316	357	45	809	712

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

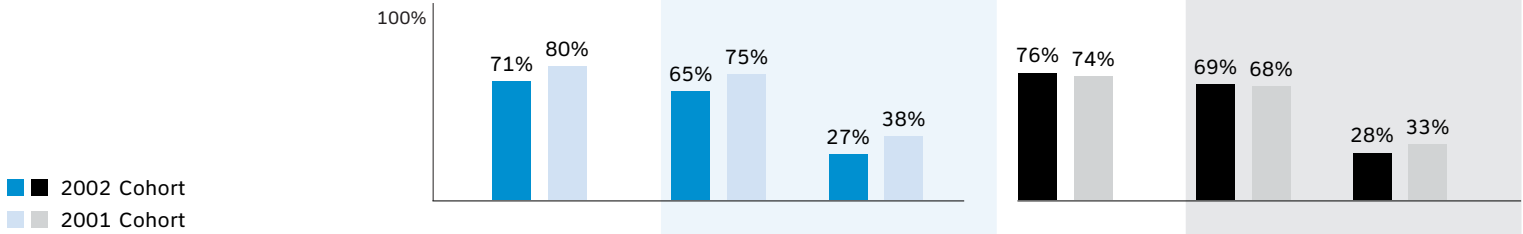
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	789	71%	65%	27%	738	80%	75%	38%
Female	374	73%	69%	33%	360	83%	79%	43%
Male	415	69%	61%	21%	378	76%	70%	32%
American Indian or Alaska Native	2	-	-	-				
Black or African American	78	55%	47%	12%	78	71%	62%	17%
Hispanic or Latino	99	65%	60%	17%	80	76%	71%	31%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	18	89%	83%	61%
White	594	73%	67%	30%	562	81%	77%	41%
Small Group Totals	18	94%	83%	44%				
General-Education Students	684	77%	71%	31%	646	85%	81%	43%
Students with Disabilities	105	32%	21%	3%	92	38%	27%	1%
English Proficient	775	71%	65%	27%	729	80%	75%	38%
Limited English Proficient	14	57%	29%	0%	9	56%	56%	0%
Economically Disadvantaged	142	63%	58%	13%				
Not Disadvantaged	647	72%	66%	30%				
Migrant								
Not Migrant	789	71%	65%	27%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSA): High School Equivalent	3	3

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

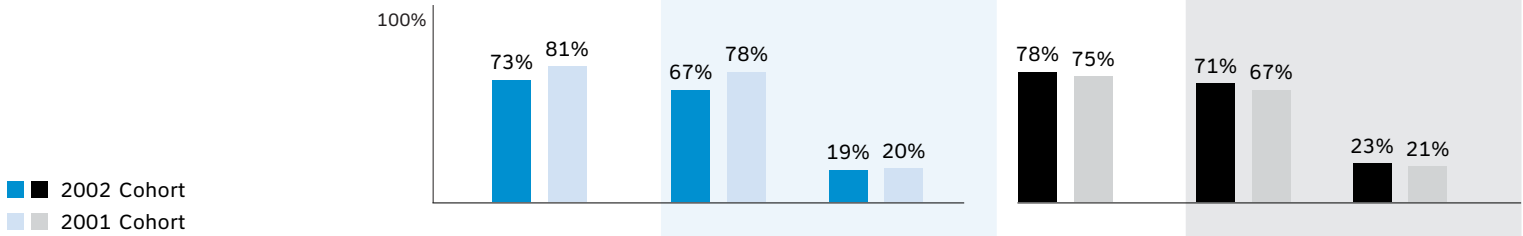
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	789	73%	67%	19%	738	81%	78%	20%
Female	374	74%	69%	18%	360	84%	80%	20%
Male	415	71%	65%	20%	378	79%	76%	20%
American Indian or Alaska Native	2	-	-	-				
Black or African American	78	59%	50%	8%	78	69%	63%	9%
Hispanic or Latino	99	67%	61%	15%	80	85%	81%	20%
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-	18	83%	78%	39%
White	594	75%	70%	20%	562	83%	80%	21%
Small Group Totals	18	94%	94%	50%				
General-Education Students	684	78%	74%	22%	646	88%	85%	22%
Students with Disabilities	105	36%	20%	1%	92	38%	26%	4%
English Proficient	775	73%	67%	19%	729	82%	78%	20%
Limited English Proficient	14	57%	50%	14%	9	56%	44%	11%
Economically Disadvantaged	142	65%	56%	8%				
Not Disadvantaged	647	74%	70%	21%				
Migrant								
Not Migrant	789	73%	67%	19%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	3	2

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

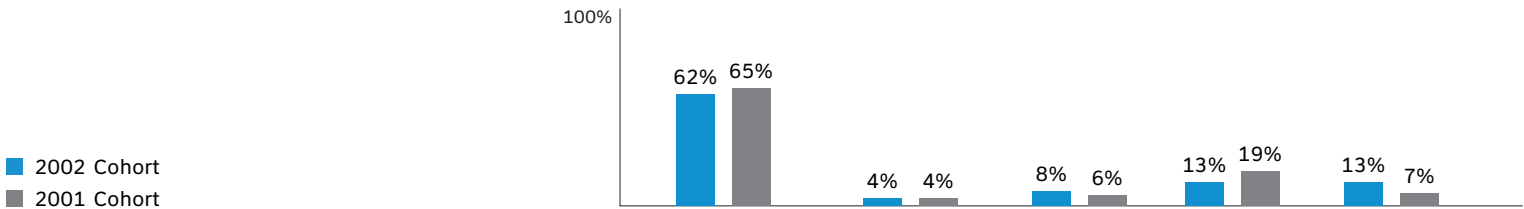
District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	789	62%	4%	8%	13%	13%
	2001	738	65%	4%	6%	19%	7%
Female	2002	374	66%	4%	7%	9%	14%
	2001	360	70%	4%	6%	14%	6%
Male	2002	415	59%	3%	9%	17%	12%
	2001	378	61%	3%	6%	22%	8%
American Indian or Alaska Native	2002	2	–	–	–	–	–
Black or African American	2002	78	50%	9%	9%	12%	21%
	2001	78	46%	5%	6%	35%	8%
Hispanic or Latino	2002	99	57%	4%	5%	15%	19%
	2001	80	63%	3%	6%	19%	10%
Asian or Native Hawaiian/Other Pacific Islander	2002	16	–	–	–	–	–
White	2002	594	64%	3%	9%	13%	11%
	2001	562	68%	4%	6%	16%	6%
Small Group Totals	2002	18	83%	0%	0%	11%	6%
General-Education Students	2002	684	67%	0%	9%	12%	12%
	2001	646	69%	0%	6%	18%	7%
Students with Disabilities	2002	105	32%	29%	3%	21%	15%
	2001	92	36%	28%	5%	25%	5%
English Proficient	2002	775	63%	4%	8%	13%	12%
	2001	729	65%	4%	6%	18%	7%
Limited English Proficient	2002	14	43%	0%	0%	21%	36%
	2001	9	44%	0%	0%	44%	11%
Economically Disadvantaged	2002	142	48%	8%	13%	19%	12%
	2001	142	48%	8%	13%	19%	12%
Not Disadvantaged	2002	647	65%	3%	7%	12%	13%
	2001	647	65%	3%	7%	12%	13%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	789	62%	4%	8%	13%	13%

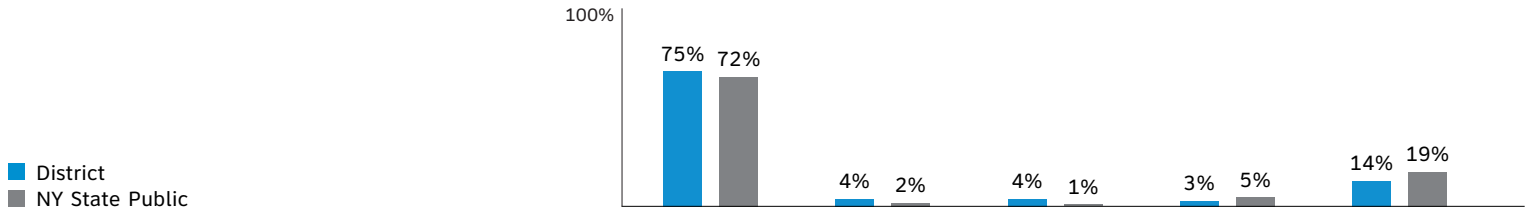
NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	716	75%	4%	4%	3%	14%
Female	342	79%	3%	4%	3%	11%
Male	374	71%	4%	5%	4%	16%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	72	61%	3%	4%	10%	22%
Hispanic or Latino	76	71%	3%	7%	3%	17%
Asian or Native Hawaiian/Other Pacific Islander	17	82%	0%	0%	0%	18%
White	551	77%	4%	4%	3%	12%
Small Group Totals						
General-Education Students	632	78%	0%	4%	3%	14%
Students with Disabilities	84	52%	27%	4%	5%	12%
English Proficient	707	75%	4%	4%	4%	14%
Limited English Proficient	9	67%	11%	11%	0%	11%
Economically Disadvantaged	91	73%	4%	2%	4%	16%
Not Disadvantaged	625	76%	4%	4%	3%	13%
Migrant	1	-	-	-	-	-
Not Migrant	715	-	-	-	-	-

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.