



The New York State Report Card 2011–12

School **WILLIAM FLOYD HIGH SCHOOL**
School ID **58-02-32-03-0002**
District **WILLIAM FLOYD UNION FREE
SCHOOL DISTRICT**
Principal **BARBARA BUTLER**
Telephone **(631) 874-1660**
Grades **9-12, US**

The New York State 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 school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or 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 supports.

This report includes:

1 Profile

This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

2 Student Performance

This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

3 Student Outcomes

This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:

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

1 Profile

School **WILLIAM FLOYD HIGH SCHOOL**
School ID **58-02-32-03-0002**

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	730	719	651
Grade 10	773	734	717
Grade 11	775	762	722
Grade 12	898	853	790
Ungraded Secondary	44	49	48
Total K-12	3220	3117	2928

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	25	27	24
Mathematics	26	27	24
Science	21		22
Social Studies	26	27	26

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 school's and 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 school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

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.

1 Profile

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District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	829	26%	879	28%	471	16%
Reduced Price Lunch	189	6%	178	6%	173	6%
Limited English Proficient	57	2%	64	2%	50	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	16	0%	25	1%	30	1%
Black or African American	441	14%	436	14%	406	14%
Hispanic or Latino	543	17%	519	17%	536	18%
Asian or Native Hawaiian/Other Pacific Islander	65	2%	68	2%	78	3%
White	2155	67%	2068	66%	1862	64%
Multiracial	0	0%	1	0%	16	1%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		90%		89%		89%
Student Suspensions	1179	36%	550	17%	516	17%

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.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was 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 the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

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.

1 Profile

School **WILLIAM FLOYD HIGH SCHOOL**
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District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	208	196	179
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer than Three Years of Experience	4%	3%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	50%	54%	59%
Total Number of Core Classes	840	723	693
Percent Not Taught by Highly Qualified Teachers in This School*	1%	1%	1%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	1%	1%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	991	933	839
Percent Taught by Teachers Without Appropriate Certification	2%	1%	2%

*Not available at the district or statewide level.

**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	21%	26%	32%
Turnover Rate of All Teachers	10%	14%	12%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	27	19	29
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	8	6	6
Principals	2	2	1

*Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

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.

2 Student Performance

School **WILLIAM FLOYD HIGH SCHOOL**
School ID **58-02-32-03-0002**

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

New York State English as a Second Language Achievement Tests (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Secondary-Level Cohorts

A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

2 Student Performance

School **WILLIAM FLOYD HIGH SCHOOL**
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District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

Results in Grade 8 English Language Arts

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

*Range:



Number of Tested Students:

Results by Student Group

	2011-12 School Year			2010-11 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								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

The – symbol indicates that data for a group of students have 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.

* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 *Accountability and Overview Reports*.

Other Assessments	2011-12 School Year			2010-11 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	4	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

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District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

Results in Grade 8 Mathematics

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

*Range:



Number of Tested Students:

Results by Student Group

	2011-12 School Year			2010-11 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								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

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Other Assessments

	2011-12 School Year			2010-11 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	4	-	-	-	0			

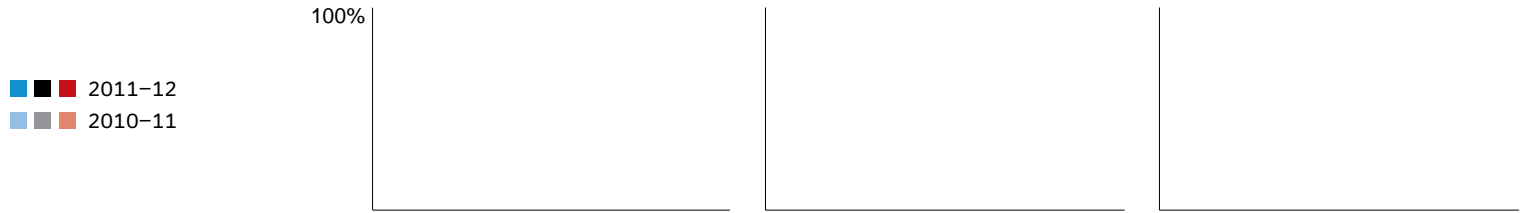
2 Student Performance

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District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

Results in Grade 8 Science

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4



Results by Student Group

	2011-12 School Year			2010-11 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								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

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Other Assessments

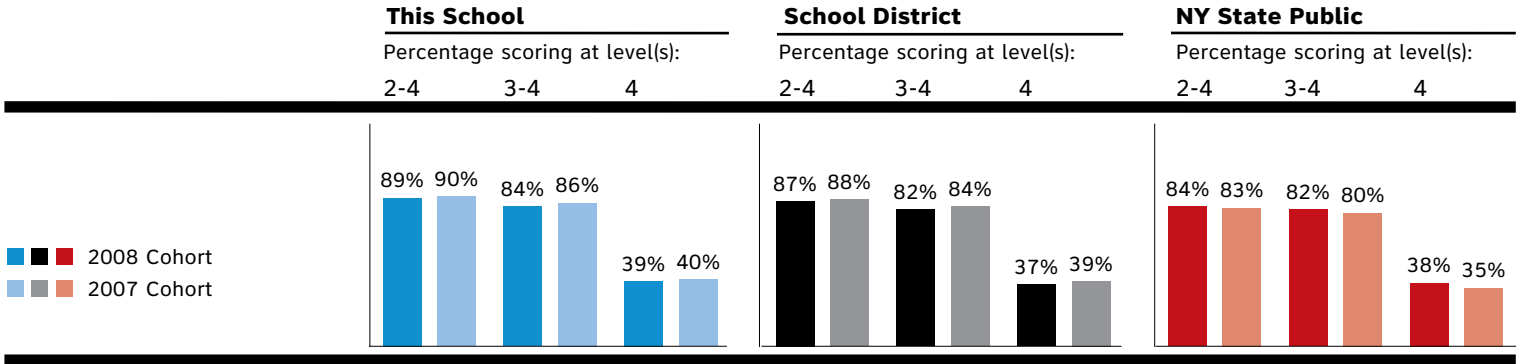
	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	0			
Regents Science	0				0			

2 Student Performance

School **WILLIAM FLOYD HIGH SCHOOL**
 School ID **58-02-32-03-0002**

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction



Results by Student Group	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	735	89%	84%	39%	747	90%	86%	40%
Female	337	92%	88%	44%	358	91%	89%	50%
Male	398	87%	81%	34%	389	90%	84%	31%
American Indian or Alaska Native	11	-	-	-	3	-	-	-
Black or African American	104	83%	70%	17%	87	80%	75%	25%
Hispanic or Latino	122	84%	81%	24%	117	91%	83%	30%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	94%	44%	14	-	-	-
White	479	91%	88%	47%	526	92%	89%	45%
Multiracial	3	-	-	-				
Small Group Totals	14	86%	79%	21%	17	88%	82%	41%
General-Education Students	676	92%	88%	42%	680	94%	92%	44%
Students with Disabilities	59	56%	41%	5%	67	51%	31%	0%
English Proficient	726	90%	85%	39%	738	91%	87%	41%
Limited English Proficient	9	33%	11%	0%	9	67%	56%	0%
Economically Disadvantaged	303	85%	78%	27%	245	87%	80%	28%
Not Disadvantaged	432	92%	89%	47%	502	92%	89%	46%
Migrant								
Not Migrant	735	89%	84%	39%	747	90%	86%	40%

NOTES

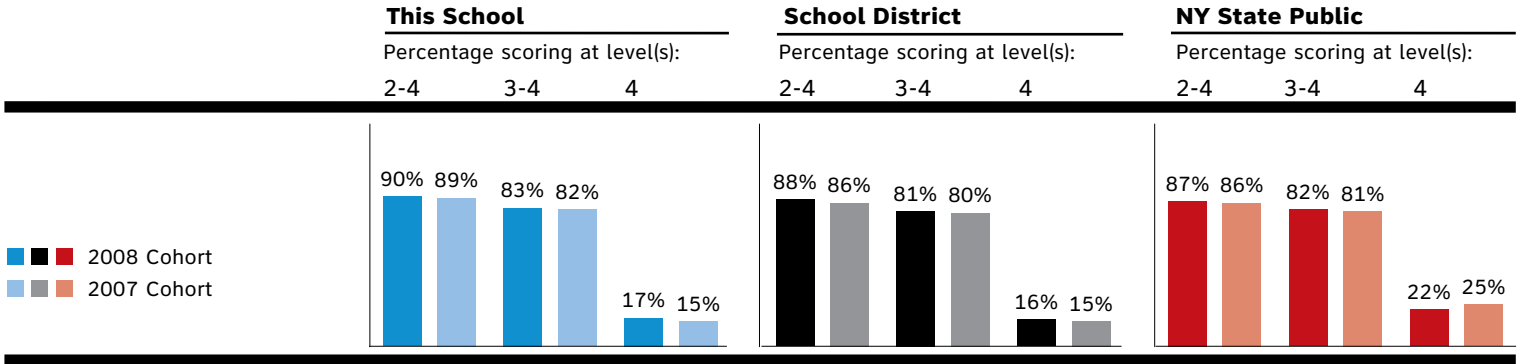
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2 Student Performance

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District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group	2008 Cohort			2007 Cohort				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	735	90%	83%	17%	747	89%	82%	15%
Female	337	93%	86%	15%	358	92%	86%	18%
Male	398	88%	80%	19%	389	86%	78%	13%
American Indian or Alaska Native	11	-	-	-	3	-	-	-
Black or African American	104	83%	66%	8%	87	77%	68%	10%
Hispanic or Latino	122	86%	75%	12%	117	85%	74%	9%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	94%	38%	14	-	-	-
White	479	93%	88%	20%	526	91%	86%	17%
Multiracial	3	-	-	-				
Small Group Totals	14	86%	71%	14%	17	88%	82%	24%
General-Education Students	676	94%	88%	18%	680	94%	88%	17%
Students with Disabilities	59	54%	27%	0%	67	34%	16%	0%
English Proficient	726	91%	83%	17%	738	89%	82%	16%
Limited English Proficient	9	44%	33%	0%	9	78%	56%	0%
Economically Disadvantaged	303	86%	73%	12%	245	84%	74%	10%
Not Disadvantaged	432	94%	90%	21%	502	91%	86%	18%
Migrant								
Not Migrant	735	90%	83%	17%	747	89%	82%	15%

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District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	735	6%	49%	30%	676	5%	50%	33%	59	19%	31%	2%
U.S. History and Government	735	3%	31%	48%	676	2%	32%	52%	59	14%	29%	7%
Science	735	4%	51%	33%	676	2%	52%	35%	59	17%	37%	5%

New York State Alternate Assessments (NYSAA) 2011-12

	All Students				
	Total Tested	Number of students scoring at Level:			
Secondary Level		1	2	3	4
English Language Arts	8	0	0	0	8
Mathematics	8	0	0	0	8
Social Studies	8	0	0	0	8
Science	8	0	0	0	8

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2 Student Performance

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District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	777	93%	87%	47%	689	96%	91%	52%	88	73%	51%	3%
	2010-11	808	93%	84%	36%	710	95%	88%	41%	98	77%	53%	5%
	2009-10	851	89%	82%	35%	732	95%	90%	41%	119	52%	33%	0%
Integrated Algebra	2011-12	520	74%	40%	1%	378	81%	48%	1%	142	55%	20%	0%
	2010-11	635	68%	42%	0%	473	75%	50%	0%	162	49%	19%	0%
	2009-10	754	66%	41%	1%	550	75%	49%	1%	204	43%	19%	0%
Geometry	2011-12	590	87%	72%	14%	578	88%	72%	14%	12	58%	58%	0%
	2010-11	642	79%	61%	7%	632	79%	61%	7%	10	80%	70%	10%
	2009-10	821	88%	66%	8%	809	89%	66%	8%	12	42%	25%	0%
Algebra 2/Trigonometry	2011-12	381	81%	58%	14%	377	—	—	—	4	—	—	—
	2010-11	522	75%	57%	11%	519	—	—	—	3	—	—	—
	2009-10	476	55%	39%	14%	473	—	—	—	3	—	—	—
Global History and Geography	2011-12	924	75%	62%	19%	779	82%	70%	22%	145	40%	22%	3%
	2010-11	887	79%	65%	18%	767	84%	73%	20%	120	43%	15%	2%
	2009-10	947	78%	64%	24%	808	84%	71%	28%	139	42%	27%	3%
U.S. History and Government	2011-12	765	92%	86%	46%	683	95%	91%	49%	82	70%	50%	13%
	2010-11	684	94%	88%	52%	616	97%	93%	57%	68	65%	44%	12%
	2009-10	750	95%	89%	55%	666	97%	94%	61%	84	79%	57%	11%
Living Environment	2011-12	364	79%	60%	17%	269	87%	70%	22%	95	56%	34%	3%
	2010-11	396	85%	69%	23%	307	92%	78%	29%	89	62%	42%	6%
	2009-10	898	89%	77%	24%	743	96%	87%	29%	155	59%	32%	3%
Physical Setting/Earth Science	2011-12	733	78%	62%	19%	644	83%	67%	21%	89	48%	28%	3%
	2010-11	779	81%	59%	12%	672	86%	64%	14%	107	50%	22%	4%
	2009-10	807	81%	68%	20%	735	84%	71%	22%	72	50%	33%	1%
Physical Setting/Chemistry	2011-12	311	94%	77%	14%	307	—	—	—	4	—	—	—
	2010-11	589	93%	74%	11%	588	—	—	—	1	—	—	—
	2009-10	273	95%	69%	3%	272	—	—	—	1	—	—	—
Physical Setting/Physics	2011-12	169	92%	78%	28%	169	92%	78%	28%	0			
	2010-11	104	86%	73%	22%	104	86%	73%	22%	0			
	2009-10	93	88%	75%	19%	93	88%	75%	19%	0			

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2 Student Performance

School **WILLIAM FLOYD HIGH SCHOOL**
 School ID **58-02-32-03-0002**

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	51	25%	6	33%	45	24%
	2010-11	120	37%	8	75%	112	34%
	2009-10	149	36%	12	42%	137	36%
Science	2011-12	65	32%	5	60%	60	30%
	2010-11	100	34%	5	60%	95	33%
	2009-10	158	30%	9	44%	149	29%
Reading	2011-12	67	39%	6	83%	61	34%
	2010-11	64	52%	7	71%	57	49%
	2009-10	52	44%	3	—	49	—
Writing	2011-12	54	70%	4	—	50	—
	2010-11	54	65%	8	63%	46	65%
	2009-10	40	78%	4	—	36	—
Global Studies	2011-12	124	32%	16	44%	108	31%
	2010-11	92	28%	7	57%	85	26%
	2009-10	88	28%	13	62%	75	23%
U.S. History and Government	2011-12	63	40%	12	42%	51	39%
	2010-11	54	39%	8	38%	46	39%
	2009-10	42	43%	6	33%	36	44%

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2 Student Performance

School **WILLIAM FLOYD HIGH SCHOOL**
School ID **58-02-32-03-0002**

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students				General-Education Students				Students with Disabilities							
		Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:			Total Tested	Percent of students scoring in each performance level:						
			Begin.	Interm.	Adv.		Prof.	Begin.	Interm.		Adv.	Prof.	Begin.	Interm.	Adv.	Prof.	
Listening and Speaking (Grades K-1)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Reading and Writing (Grades K-1)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Listening and Speaking (Grades 2-4)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Reading and Writing (Grades 2-4)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Listening and Speaking (Grades 5-6)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Reading and Writing (Grades 5-6)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Listening and Speaking (Grades 7-8)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Reading and Writing (Grades 7-8)	2011-12	0				0				0							
	2010-11	0				0				0							
	2009-10	0				0				0							
Listening and Speaking (Grades 9-12)	2011-12	50	10%	16%	26%	48%	45	9%	18%	24%	49%	5	20%	0%	40%	40%	
	2010-11	51	8%	25%	24%	43%	48	—	—	—	—	3	—	—	—	—	
	2009-10	56	7%	18%	25%	50%	51	6%	18%	27%	49%	5	20%	20%	0%	60%	
Reading and Writing (Grades 9-12)	2011-12	50	12%	50%	22%	16%	45	13%	51%	20%	16%	5	0%	40%	40%	20%	
	2010-11	51	14%	49%	20%	18%	48	—	—	—	—	3	—	—	—	—	
	2009-10	56	9%	59%	20%	13%	51	8%	59%	20%	14%	5	20%	60%	20%	0%	

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3 Student Outcomes

School **WILLIAM FLOYD HIGH SCHOOL**
School ID **58-02-32-03-0002**

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011-12	598		560		38	
	2010-11	657		624		33	
	2009-10	685		642		43	
Receiving a Regents Diploma	2011-12	540	90%	530	95%	10	26%
	2010-11	561	85%	554	89%	7	21%
	2009-10	552	81%	539	84%	13	30%
Receiving a Regents Diploma with Advanced Designation	2011-12	206	34%	206	37%	0	0%
	2010-11	195	30%	195	31%	0	0%
	2009-10	204	30%	203	32%	1	2%
Receiving an Individualized Education Program (IEP) Diploma	2011-12	10	N/A	0		10	N/A
	2010-11	5	N/A	0		5	N/A
	2009-10	9	N/A	0		9	N/A

NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2011-12	76	3%	60	2%	16	5%
	2010-11	88	3%	75	3%	13	3%
	2009-10	82	3%	64	2%	18	4%
Entered Approved High School Equivalency Preparation Program	2011-12	0	0%	0	0%	0	0%
	2010-11	0	0%	0	0%	0	0%
	2009-10	0	0%	0	0%	0	0%
Total Non-completers	2011-12	76	3%	60	2%	16	5%
	2010-11	88	3%	75	3%	13	3%
	2009-10	82	3%	64	2%	18	4%

Post-secondary Plans of 2011-12 Completers

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College	189	31%	186	33%	3	6%
To 2-year College	256	42%	239	43%	17	35%
To Other Post-secondary	0	0%	0	0%	0	0%
To the Military	27	4%	26	5%	1	2%
To Employment	38	6%	32	6%	6	13%
To Adult Services	2	0%	0	0%	2	4%
To Other Known Plans	21	3%	13	2%	8	17%
Plan Unknown	75	12%	64	11%	11	23%