



The New York State Report Card 2011–12

School **TRANSIT MIDDLE SCHOOL**
School ID **14-02-03-06-0015**
District **WILLIAMSVILLE CENTRAL SCHOOL
DISTRICT**
Principal **DANIEL WALH**
Telephone **(716) 626-8700**
Grades **5-8**

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 **TRANSIT MIDDLE SCHOOL**
School ID **14-02-03-06-0015**

District **WILLIAMSVILLE CENTRAL 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	258	240	251
Grade 6	234	257	252
Ungraded Elementary	0	0	0
Grade 7	226	242	261
Grade 8	261	232	241
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K-12	979	971	1005

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	27	26	28
Grade 8			
English	23	22	23
Mathematics	23	22	22
Science	24	22	20
Social Studies	24	23	24
Grade 10			
English			
Mathematics			
Science			
Social Studies			

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 **WILLIAMSVILLE CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	54	6%	56	6%	51	5%
Reduced Price Lunch	43	4%	30	3%	25	2%
Limited English Proficient	14	1%	13	1%	18	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	9	1%	5	1%	5	0%
Black or African American	32	3%	28	3%	21	2%
Hispanic or Latino	10	1%	11	1%	27	3%
Asian or Native Hawaiian/Other Pacific Islander	122	12%	131	13%	143	14%
White	806	82%	796	82%	788	78%
Multiracial	0	0%	0	0%	21	2%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		97%		97%		97%
Student Suspensions	11	1%	4	0%	22	2%

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 **TRANSIT MIDDLE SCHOOL**
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District **WILLIAMSVILLE CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	78	77	71
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer than Three Years of Experience	1%	6%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	17%	16%	14%
Total Number of Core Classes	287	271	266
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
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	377	369	348
Percent Taught by Teachers Without Appropriate Certification	0%	0%	0%

*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	22%	0%	33%
Turnover Rate of All Teachers	8%	10%	18%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	7	7	7
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	1	1
Principals	1	1	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 **TRANSIT MIDDLE SCHOOL**
School ID **14-02-03-06-0015**

District **WILLIAMSVILLE CENTRAL 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

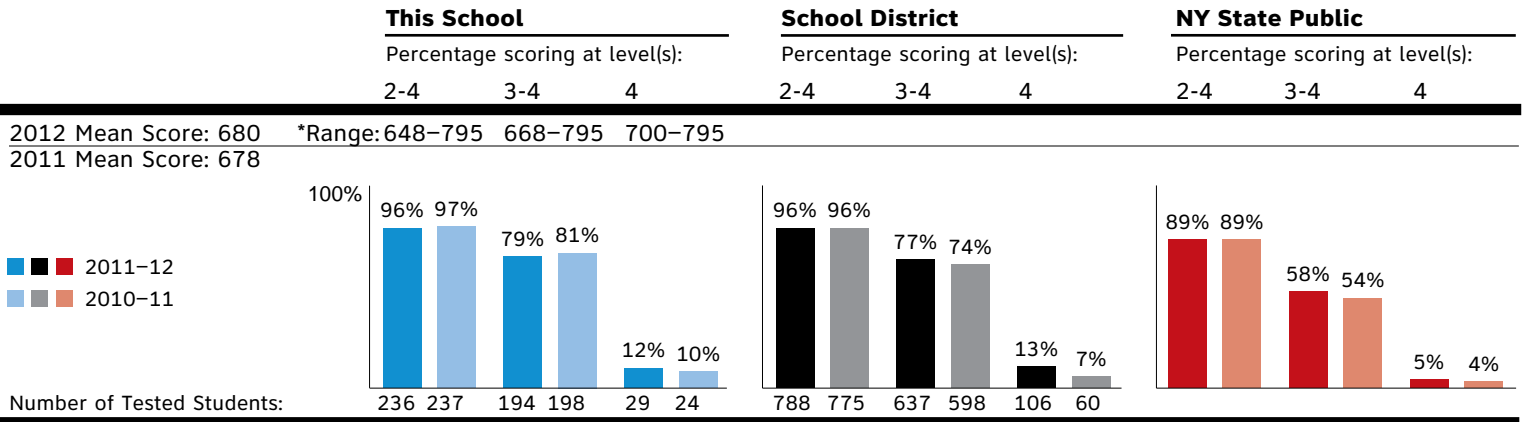
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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 **TRANSIT MIDDLE SCHOOL**
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District **WILLIAMSVILLE CENTRAL SCHOOL DISTRICT**

Results in Grade 5 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	247	96%	79%	12%	245	97%	81%	10%
Female	115	97%	81%	13%	117	97%	83%	9%
Male	132	95%	77%	11%	128	96%	79%	10%
American Indian or Alaska Native	3	–	–	–				
Black or African American	3	–	–	–	7	86%	57%	0%
Hispanic or Latino	7	86%	86%	14%	5	100%	80%	0%
Asian or Native Hawaiian/Other Pacific Islander	28	96%	82%	14%	45	98%	89%	18%
White	202	96%	79%	11%	179	97%	79%	7%
Multiracial	4	–	–	–	9	100%	89%	33%
Small Group Totals	10	90%	50%	10%				
General-Education Students	228	100%	84%	13%	225	99%	85%	11%
Students with Disabilities	19	47%	11%	0%	20	75%	30%	0%
English Proficient	241	96%	80%	12%	243	–	–	–
Limited English Proficient	6	67%	17%	0%	2	–	–	–
Economically Disadvantaged	22	86%	45%	0%	19	89%	74%	0%
Not Disadvantaged	225	96%	82%	13%	226	97%	81%	11%
Migrant								
Not Migrant	247	96%	79%	12%	245	97%	81%	10%

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	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	1	N/A	N/A	N/A	1	N/A	N/A	N/A

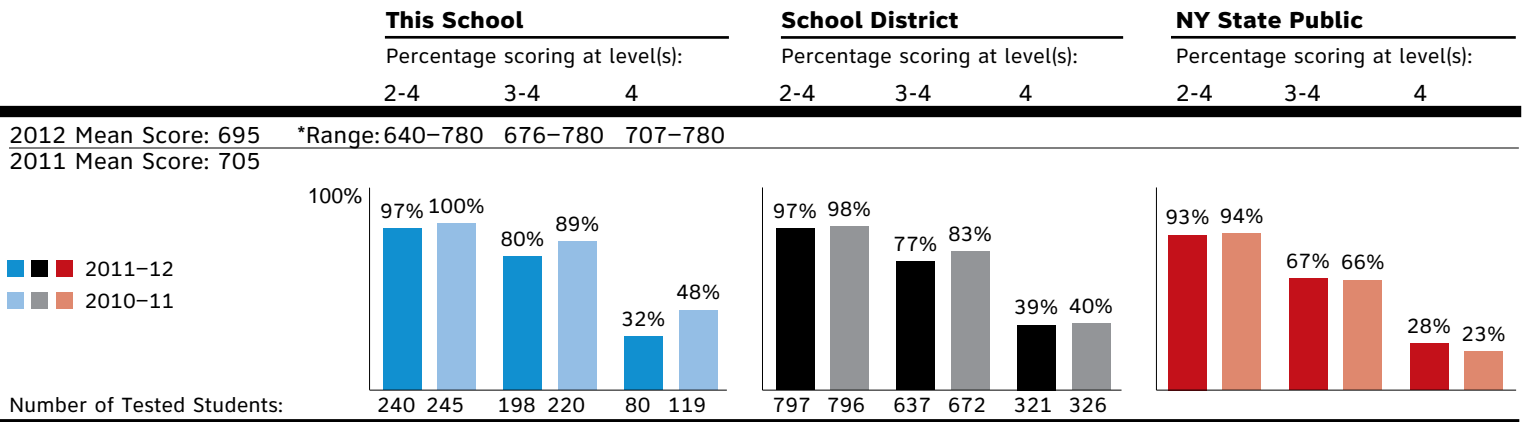
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **TRANSIT MIDDLE SCHOOL**
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District **WILLIAMSVILLE CENTRAL SCHOOL DISTRICT**

Results in Grade 5 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	248	97%	80%	32%	246	100%	89%	48%
Female	115	97%	78%	30%	117	100%	91%	43%
Male	133	96%	81%	35%	129	99%	88%	53%
American Indian or Alaska Native	3	–	–	–				
Black or African American	3	–	–	–	7	86%	43%	0%
Hispanic or Latino	7	100%	71%	29%	5	100%	100%	40%
Asian or Native Hawaiian/Other Pacific Islander	28	96%	89%	57%	46	100%	96%	78%
White	202	98%	80%	30%	179	100%	89%	44%
Multiracial	5	100%	80%	40%	9	100%	100%	33%
Small Group Totals	6	67%	33%	0%				
General-Education Students	229	100%	84%	35%	226	100%	94%	52%
Students with Disabilities	19	58%	26%	0%	20	95%	40%	5%
English Proficient	241	97%	80%	33%	243	–	–	–
Limited English Proficient	7	86%	57%	14%	3	–	–	–
Economically Disadvantaged	22	86%	41%	9%	19	100%	84%	42%
Not Disadvantaged	226	98%	84%	35%	227	100%	90%	49%
Migrant								
Not Migrant	248	97%	80%	32%	246	100%	89%	48%

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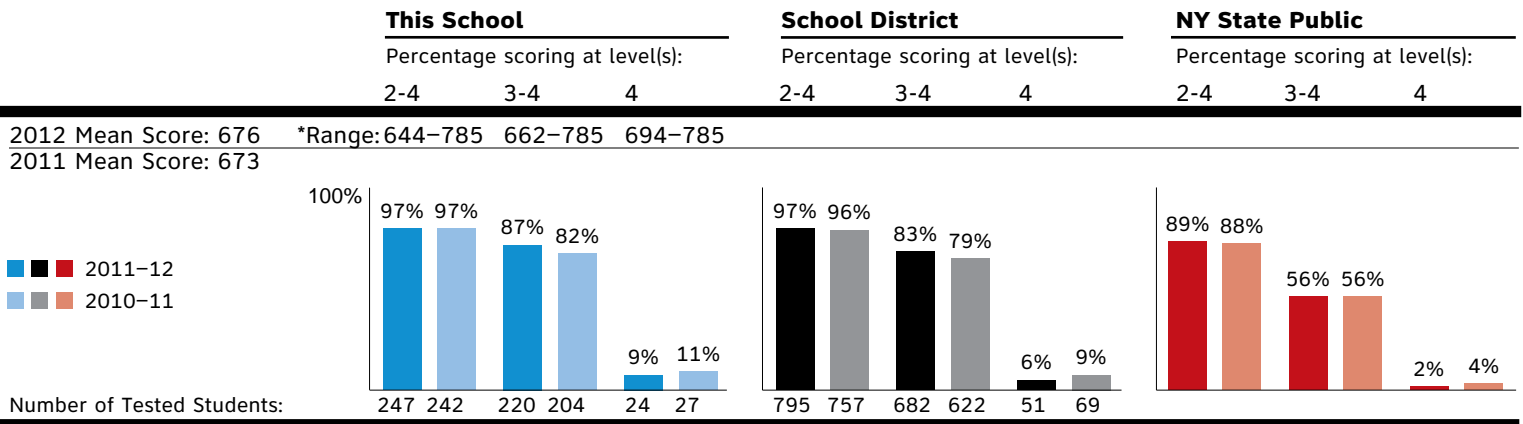
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			

2 Student Performance

School **TRANSIT MIDDLE SCHOOL**
School ID **14-02-03-06-0015**

District **WILLIAMSVILLE CENTRAL SCHOOL DISTRICT**

Results in Grade 6 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	254	97%	87%	9%	250	97%	82%	11%
Female	124	98%	90%	12%	131	99%	87%	15%
Male	130	96%	83%	7%	119	94%	76%	6%
American Indian or Alaska Native	1	–	–	–				
Black or African American	4	–	–	–	9	100%	78%	0%
Hispanic or Latino	5	100%	80%	0%	11	91%	82%	9%
Asian or Native Hawaiian/Other Pacific Islander	50	96%	86%	16%	30	97%	90%	20%
White	188	97%	86%	8%	193	97%	80%	9%
Multiracial	6	100%	100%	17%	7	100%	86%	29%
Small Group Totals	5	100%	100%	0%				
General-Education Students	231	99%	93%	10%	222	100%	90%	12%
Students with Disabilities	23	83%	26%	0%	28	75%	18%	0%
English Proficient	250	–	–	–	248	–	–	–
Limited English Proficient	4	–	–	–	2	–	–	–
Economically Disadvantaged	18	78%	61%	6%	23	78%	65%	4%
Not Disadvantaged	236	99%	89%	10%	227	99%	83%	11%
Migrant								
Not Migrant	254	97%	87%	9%	250	97%	82%	11%

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Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	2	N/A	N/A	N/A

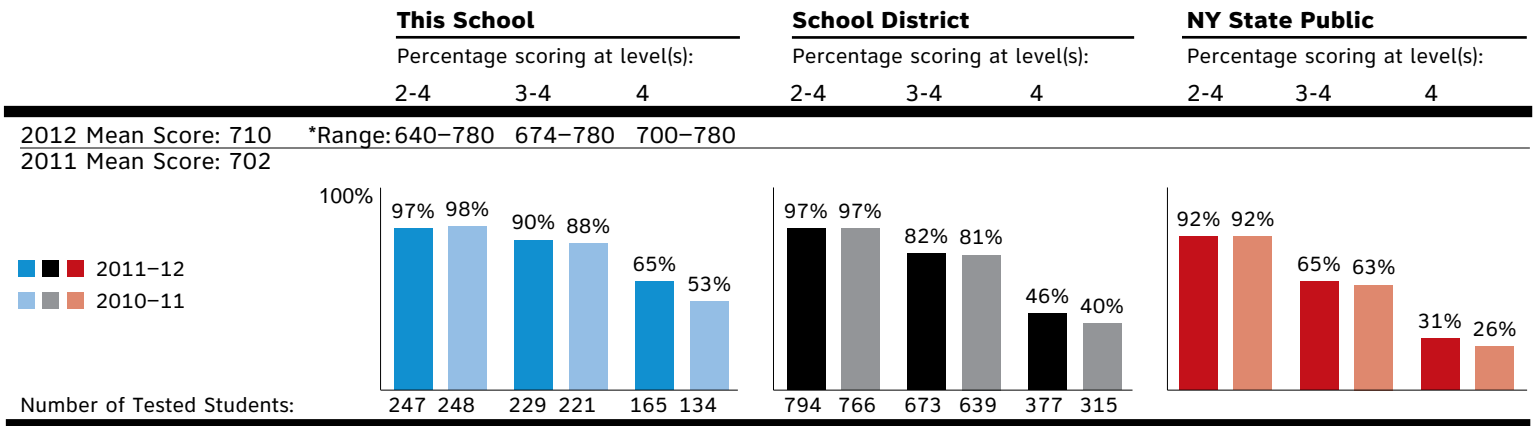
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **TRANSIT MIDDLE SCHOOL**
School ID **14-02-03-06-0015**

District **WILLIAMSVILLE CENTRAL SCHOOL DISTRICT**

Results in Grade 6 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	254	97%	90%	65%	252	98%	88%	53%
Female	124	98%	91%	63%	132	98%	89%	56%
Male	130	97%	89%	67%	120	98%	86%	50%
American Indian or Alaska Native	1	–	–	–				
Black or African American	4	–	–	–	9	100%	67%	33%
Hispanic or Latino	5	100%	80%	60%	11	100%	73%	36%
Asian or Native Hawaiian/Other Pacific Islander	50	98%	96%	90%	31	97%	97%	81%
White	188	97%	88%	59%	194	98%	88%	50%
Multiracial	6	100%	100%	83%	7	100%	86%	71%
Small Group Totals	5	100%	100%	40%				
General-Education Students	231	100%	95%	71%	224	100%	94%	59%
Students with Disabilities	23	74%	39%	9%	28	89%	36%	4%
English Proficient	250	–	–	–	248	–	–	–
Limited English Proficient	4	–	–	–	4	–	–	–
Economically Disadvantaged	18	89%	67%	44%	23	96%	65%	43%
Not Disadvantaged	236	98%	92%	67%	229	99%	90%	54%
Migrant								
Not Migrant	254	97%	90%	65%	252	98%	88%	53%

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Other

Assessments

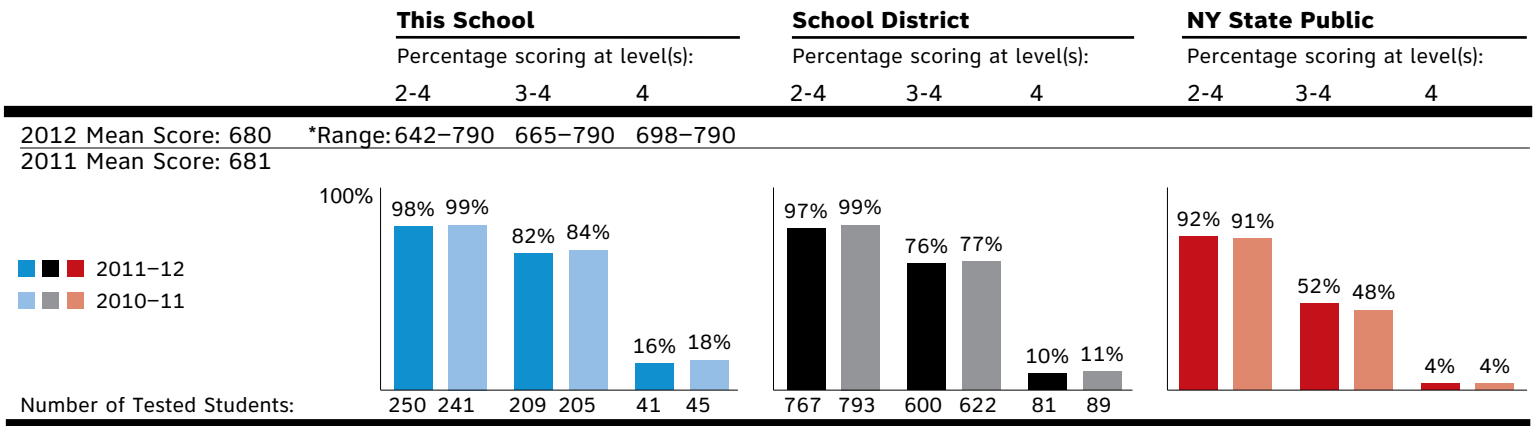
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			

2 Student Performance

School **TRANSIT MIDDLE SCHOOL**
School ID **14-02-03-06-0015**

District **WILLIAMSVILLE CENTRAL SCHOOL DISTRICT**

Results in Grade 7 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	254	98%	82%	16%	244	99%	84%	18%
Female	132	98%	88%	20%	124	100%	88%	22%
Male	122	98%	76%	12%	120	98%	80%	15%
American Indian or Alaska Native					1	–	–	–
Black or African American	7	100%	86%	0%	6	100%	83%	0%
Hispanic or Latino	11	91%	73%	18%	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	31	97%	94%	42%	29	97%	83%	21%
White	198	99%	80%	13%	200	99%	85%	18%
Multiracial	7	100%	100%	14%	5	–	–	–
Small Group Totals					9	100%	78%	33%
General-Education Students	229	100%	88%	18%	220	99%	91%	20%
Students with Disabilities	25	88%	32%	0%	24	96%	17%	0%
English Proficient	252	–	–	–	239	100%	85%	19%
Limited English Proficient	2	–	–	–	5	60%	20%	0%
Economically Disadvantaged	24	92%	54%	13%	21	90%	52%	0%
Not Disadvantaged	230	99%	85%	17%	223	100%	87%	20%
Migrant								
Not Migrant	254	98%	82%	16%	244	99%	84%	18%

NOTES

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Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	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 7	2	N/A	N/A	N/A	0	N/A	N/A	N/A

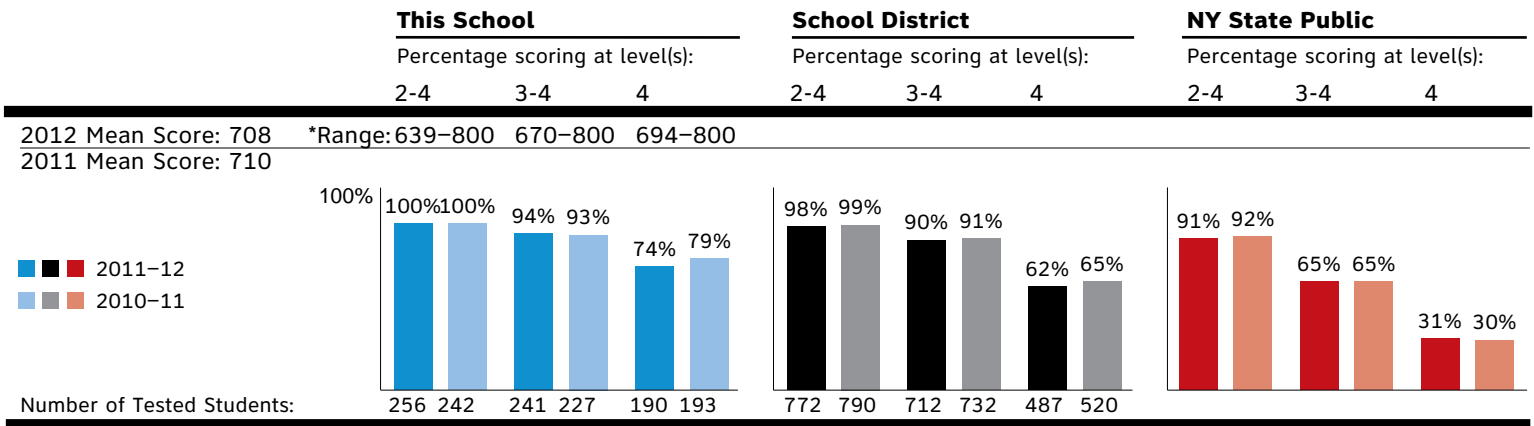
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **TRANSIT MIDDLE SCHOOL**
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District **WILLIAMSVILLE CENTRAL SCHOOL DISTRICT**

Results in Grade 7 Mathematics



Results by Student Group

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	257	100%	94%	74%	243	100%	93%	79%
Female	134	100%	94%	77%	123	100%	96%	80%
Male	123	99%	93%	71%	120	99%	91%	79%
American Indian or Alaska Native					1	–	–	–
Black or African American	7	100%	86%	43%	6	100%	83%	83%
Hispanic or Latino	11	100%	91%	64%	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	32	97%	94%	91%	29	100%	90%	83%
White	199	100%	94%	73%	199	99%	94%	78%
Multiracial	8	100%	88%	63%	5	–	–	–
Small Group Totals					9	100%	100%	100%
General-Education Students	232	100%	97%	80%	219	100%	99%	87%
Students with Disabilities	25	100%	60%	20%	24	96%	46%	13%
English Proficient	253	–	–	–	238	100%	95%	81%
Limited English Proficient	4	–	–	–	5	100%	20%	20%
Economically Disadvantaged	24	96%	67%	42%	21	100%	76%	43%
Not Disadvantaged	233	100%	97%	77%	222	100%	95%	83%
Migrant								
Not Migrant	257	100%	94%	74%	243	100%	93%	79%

NOTES

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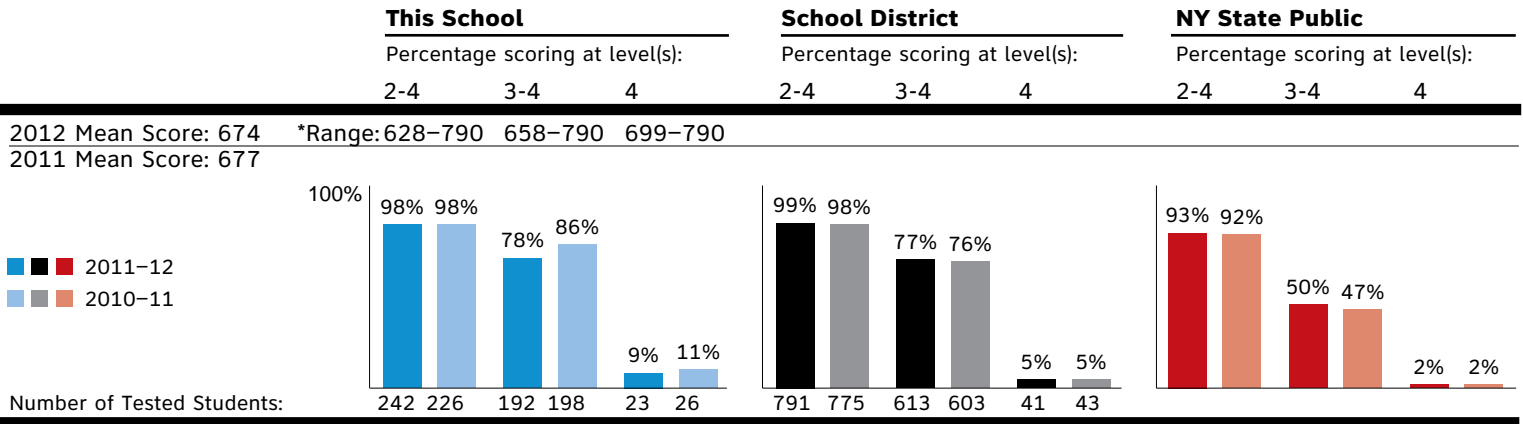
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			

2 Student Performance

School **TRANSIT MIDDLE SCHOOL**
School ID **14-02-03-06-0015**

District **WILLIAMSVILLE CENTRAL SCHOOL DISTRICT**

Results in Grade 8 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	246	98%	78%	9%	230	98%	86%	11%
Female	125	99%	84%	15%	111	98%	92%	16%
Male	121	98%	72%	3%	119	98%	81%	7%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	8	100%	75%	13%	4	–	–	–
Hispanic or Latino	4	–	–	–	5	100%	40%	0%
Asian or Native Hawaiian/Other Pacific Islander	29	97%	86%	24%	29	100%	93%	24%
White	198	98%	77%	6%	187	98%	87%	10%
Multiracial	6	100%	67%	33%	4	–	–	–
Small Group Totals	5	100%	80%	20%	9	100%	67%	11%
General-Education Students	222	99%	84%	10%	208	100%	92%	13%
Students with Disabilities	24	92%	21%	0%	22	86%	27%	0%
English Proficient	243	–	–	–	227	–	–	–
Limited English Proficient	3	–	–	–	3	–	–	–
Economically Disadvantaged	19	89%	37%	5%	19	89%	68%	5%
Not Disadvantaged	227	99%	81%	10%	211	99%	88%	12%
Migrant								
Not Migrant	246	98%	78%	9%	230	98%	86%	11%

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Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	1	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	1	N/A	N/A	N/A

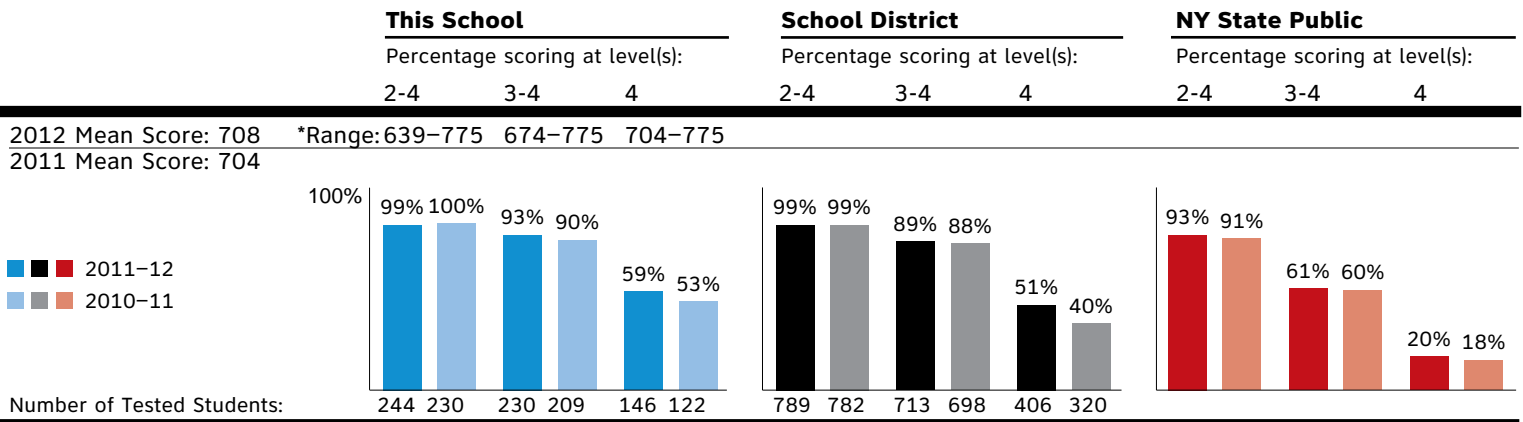
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **TRANSIT MIDDLE SCHOOL**
School ID **14-02-03-06-0015**

District **WILLIAMSVILLE CENTRAL SCHOOL DISTRICT**

Results in Grade 8 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	246	99%	93%	59%	231	100%	90%	53%
Female	125	100%	98%	60%	111	100%	92%	57%
Male	121	98%	89%	59%	120	99%	89%	49%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	8	100%	100%	50%	4	–	–	–
Hispanic or Latino	4	–	–	–	5	100%	40%	0%
Asian or Native Hawaiian/Other Pacific Islander	29	97%	86%	79%	30	97%	97%	73%
White	198	99%	94%	57%	187	100%	91%	52%
Multiracial	6	100%	100%	67%	4	–	–	–
Small Group Totals	5	100%	100%	60%	9	100%	89%	33%
General-Education Students	222	100%	98%	65%	209	100%	96%	57%
Students with Disabilities	24	96%	50%	8%	22	100%	41%	9%
English Proficient	243	–	–	–	227	–	–	–
Limited English Proficient	3	–	–	–	4	–	–	–
Economically Disadvantaged	19	95%	79%	11%	20	95%	60%	20%
Not Disadvantaged	227	100%	95%	63%	211	100%	93%	56%
Migrant								
Not Migrant	246	99%	93%	59%	231	100%	90%	53%

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

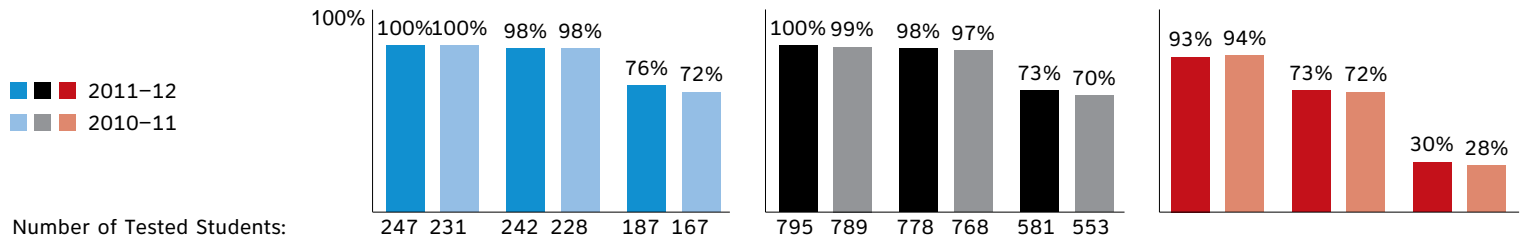
2 Student Performance

School **TRANSIT MIDDLE SCHOOL**
School ID **14-02-03-06-0015**

District **WILLIAMSVILLE CENTRAL 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

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	133	100%	96%	59%	130	99%	97%	57%
Female	67	100%	97%	58%	60	98%	95%	52%
Male	66	100%	95%	59%	70	100%	99%	61%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	7	100%	100%	57%	3	–	–	–
Hispanic or Latino	2	–	–	–	5	100%	100%	40%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	80%	40%	12	100%	92%	50%
White	111	100%	97%	60%	107	99%	97%	59%
Multiracial	2	–	–	–	2	–	–	–
Small Group Totals	5	100%	100%	60%	6	100%	100%	50%
General-Education Students	109	100%	98%	67%	108	99%	97%	65%
Students with Disabilities	24	100%	88%	21%	22	100%	95%	18%
English Proficient	130	–	–	–	126	–	–	–
Limited English Proficient	3	–	–	–	4	–	–	–
Economically Disadvantaged	19	100%	89%	21%	18	100%	89%	39%
Not Disadvantaged	114	100%	97%	65%	112	99%	98%	60%
Migrant								
Not Migrant	133	100%	96%	59%	130	99%	97%	57%

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Other Assessments

Other Assessments	2011-12 School Year				2010-11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
Regents Science	114	114	114	109	102	102	102	93

2 Student Performance

School **TRANSIT MIDDLE SCHOOL**
School ID **14-02-03-06-0015**

District **WILLIAMSVILLE CENTRAL SCHOOL DISTRICT**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total	Percentage of students			Total	Percentage of students			Total	Percentage of students		
		Tested	scoring at or above:			Tested	scoring at or above:			Tested	scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Integrated Algebra	2011-12	99	100%	100%	96%	99	100%	100%	96%	0			
	2010-11	96	100%	100%	96%	96	100%	100%	96%	0			
	2009-10	134	100%	100%	89%	133	—	—	—	1	—	—	—
Geometry	2011-12	4	—	—	—	4	—	—	—	0	—	—	—
	2010-11	2	—	—	—	2	—	—	—	0	—	—	—
	2009-10	1	—	—	—	1	—	—	—	0	—	—	—
Algebra 2/Trigonometry	2011-12	1	—	—	—	1	—	—	—	0	—	—	—
	2010-11	0				0				0			
	2009-10	1	—	—	—	1	—	—	—	0	—	—	—
Global History and Geography	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
U.S. History and Government	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Living Environment	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Earth Science	2011-12	114	100%	100%	96%	114	100%	100%	96%	0			
	2010-11	102	100%	100%	91%	102	100%	100%	91%	0			
	2009-10	104	100%	100%	91%	104	100%	100%	91%	0			
Physical Setting/Chemistry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Physical Setting/Physics	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			

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2 Student Performance

School **TRANSIT MIDDLE SCHOOL**
School ID **14-02-03-06-0015**

District **WILLIAMSVILLE CENTRAL 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	11	0%	36%	18%	45%	10	–	–	–	–	1	–	–	–	–
	2010–11	7	14%	29%	43%	14%	6	–	–	–	–	1	–	–	–	–
	2009–10	10	10%	20%	10%	60%	7	–	–	–	–	3	–	–	–	–
Reading and Writing (Grades 5–6)	2011–12	11	36%	0%	0%	64%	10	–	–	–	–	1	–	–	–	–
	2010–11	7	29%	14%	57%	0%	6	–	–	–	–	1	–	–	–	–
	2009–10	10	20%	10%	30%	40%	7	–	–	–	–	3	–	–	–	–
Listening and Speaking (Grades 7–8)	2011–12	7	0%	29%	43%	29%	5	–	–	–	–	2	–	–	–	–
	2010–11	8	13%	0%	25%	63%	5	–	–	–	–	3	–	–	–	–
	2009–10	6	0%	0%	0%	100%	5	–	–	–	–	1	–	–	–	–
Reading and Writing (Grades 7–8)	2011–12	7	29%	29%	14%	29%	5	–	–	–	–	2	–	–	–	–
	2010–11	8	25%	13%	25%	38%	5	–	–	–	–	3	–	–	–	–
	2009–10	6	0%	33%	17%	50%	5	–	–	–	–	1	–	–	–	–
Listening and Speaking (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				

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