



The New York State Report Card 2011–12

School **WASHINGTONVILLE MIDDLE SCHOOL**
School ID **44-01-02-06-0004**
District **WASHINGTONVILLE CENTRAL
SCHOOL DISTRICT**
Principal **TERESA THOMPSON**
Telephone **(845) 497-4000**
Grades **6-8, UE, 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 **WASHINGTONVILLE MIDDLE SCHOOL**
School ID **44-01-02-06-0004**

District **WASHINGTONVILLE 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	0	0	0
Grade 6	377	329	328
Ungraded Elementary	0	0	1
Grade 7	363	367	336
Grade 8	353	365	377
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	1
Total K-12	1093	1061	1043

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	22	21	25
Grade 8			
English	21	24	24
Mathematics	25	23	24
Science	23	23	24
Social Studies	25	24	25
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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Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	141	13%	139	13%	133	13%
Reduced Price Lunch	71	6%	81	8%	82	8%
Limited English Proficient	1	0%	4	0%	5	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	4	0%	1	0%
Black or African American	66	6%	69	7%	63	6%
Hispanic or Latino	141	13%	155	15%	172	16%
Asian or Native Hawaiian/Other Pacific Islander	35	3%	31	3%	35	3%
White	848	78%	802	76%	769	74%
Multiracial	0	0%	0	0%	3	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	18	2%	18	2%	11	1%

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 **WASHINGTONVILLE MIDDLE SCHOOL**
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Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	93	84	82
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	3%	2%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	22%	27%	26%
Total Number of Core Classes	333	240	239
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	440	346	323
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	13%	30%	40%
Turnover Rate of All Teachers	7%	17%	8%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	9	9	11
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	2	2	2
Principals	1	1	1

*Not available at the school level.

District **WASHINGTONVILLE CENTRAL SCHOOL DISTRICT**

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 **WASHINGTONVILLE MIDDLE SCHOOL**
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District **WASHINGTONVILLE 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

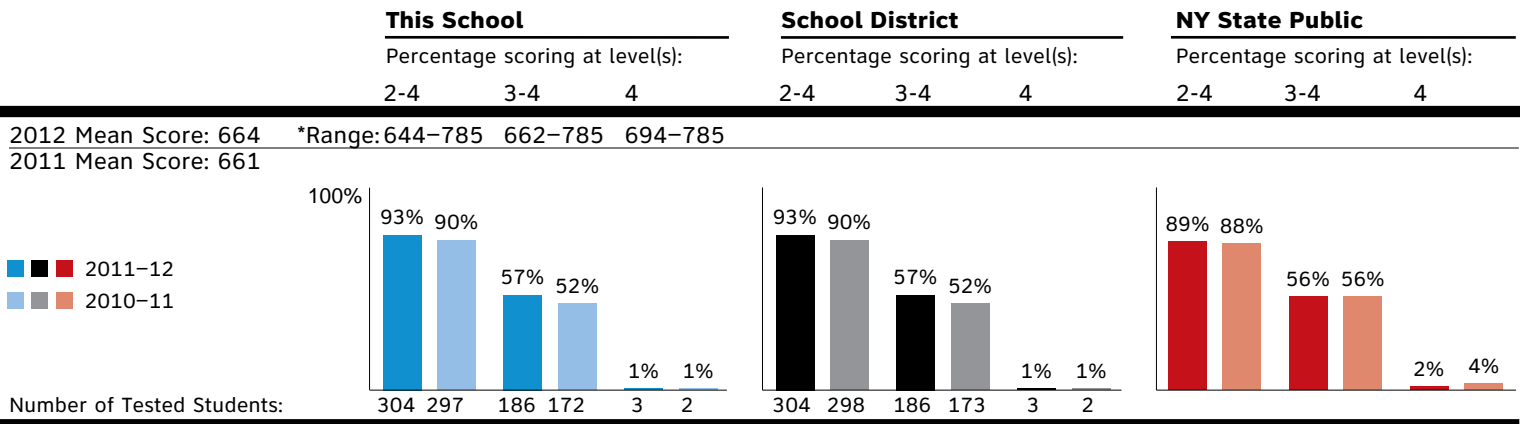
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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 **WASHINGTONVILLE MIDDLE SCHOOL**
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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	326	93%	57%	1%	331	90%	52%	1%
Female	157	97%	64%	1%	171	93%	60%	1%
Male	169	90%	51%	1%	160	86%	44%	0%
American Indian or Alaska Native					1	–	–	–
Black or African American	15	–	–	–	23	91%	43%	0%
Hispanic or Latino	54	93%	56%	2%	59	90%	41%	0%
Asian or Native Hawaiian/Other Pacific Islander	16	88%	63%	0%	9	–	–	–
White	240	93%	57%	0%	238	89%	54%	0%
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	16	100%	63%	6%	11	100%	82%	9%
General-Education Students	300	95%	61%	1%	293	95%	58%	1%
Students with Disabilities	26	77%	15%	0%	38	47%	8%	0%
English Proficient	323	–	–	–	329	–	–	–
Limited English Proficient	3	–	–	–	2	–	–	–
Economically Disadvantaged	67	90%	43%	0%	69	81%	26%	0%
Not Disadvantaged	259	94%	61%	1%	262	92%	59%	1%
Migrant								
Not Migrant	326	93%	57%	1%	331	90%	52%	1%

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

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	0	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	0	N/A	N/A	N/A

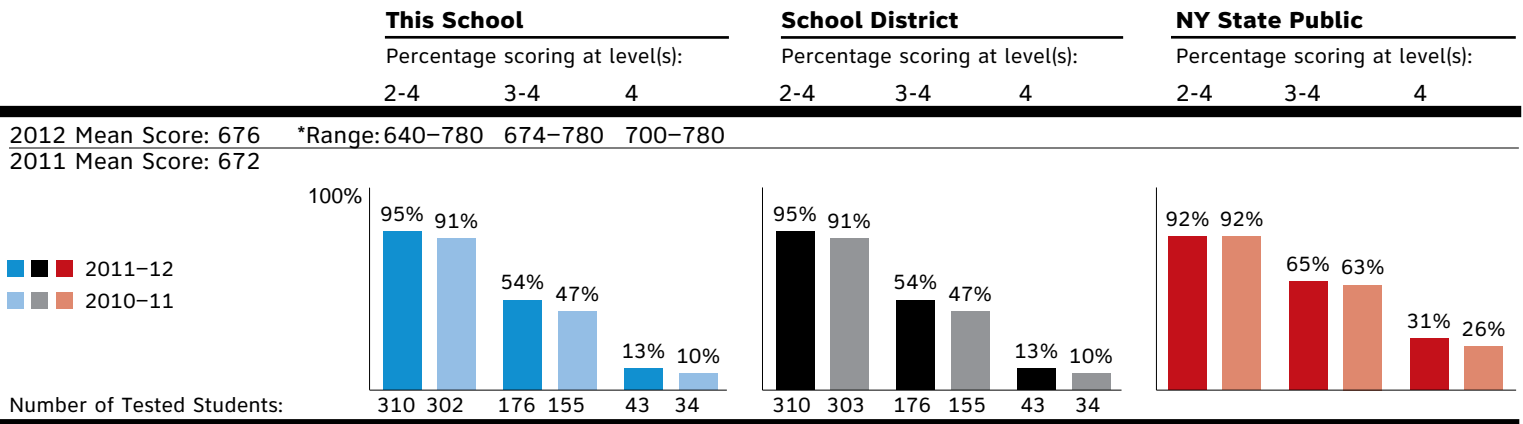
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **WASHINGTONVILLE MIDDLE SCHOOL**
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District **WASHINGTONVILLE 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	325	95%	54%	13%	331	91%	47%	10%
Female	156	97%	54%	12%	171	92%	47%	8%
Male	169	94%	54%	14%	160	90%	47%	13%
American Indian or Alaska Native					1	–	–	–
Black or African American	15	–	–	–	23	91%	35%	0%
Hispanic or Latino	55	96%	51%	7%	59	93%	29%	8%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	75%	19%	9	–	–	–
White	238	95%	54%	15%	238	90%	51%	11%
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	16	94%	50%	6%	11	100%	82%	36%
General-Education Students	299	97%	57%	14%	293	96%	51%	11%
Students with Disabilities	26	77%	19%	0%	38	55%	13%	3%
English Proficient	322	–	–	–	329	–	–	–
Limited English Proficient	3	–	–	–	2	–	–	–
Economically Disadvantaged	68	91%	37%	9%	69	87%	26%	6%
Not Disadvantaged	257	96%	59%	14%	262	92%	52%	11%
Migrant								
Not Migrant	325	95%	54%	13%	331	91%	47%	10%

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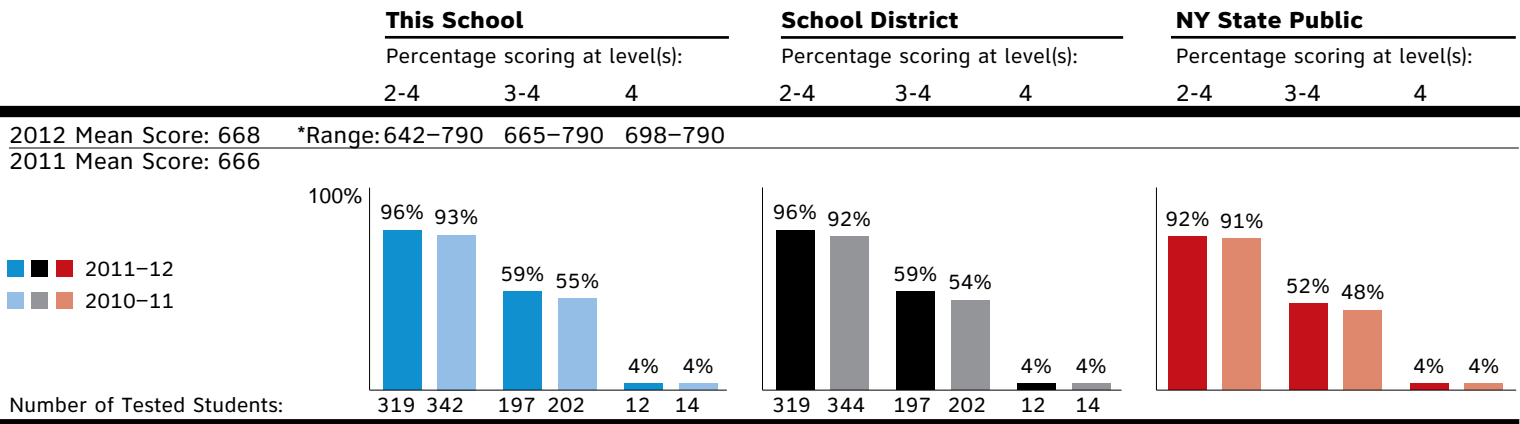
Other Assessments	2011-12 School Year				2010-11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				0			

2 Student Performance

School **WASHINGTONVILLE MIDDLE SCHOOL**
School ID **44-01-02-06-0004**

District **WASHINGTONVILLE 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	333	96%	59%	4%	369	93%	55%	4%
Female	175	99%	68%	4%	186	96%	61%	5%
Male	158	92%	49%	3%	183	90%	49%	2%
American Indian or Alaska Native	1	–	–	–				
Black or African American	23	100%	52%	4%	22	95%	32%	0%
Hispanic or Latino	61	93%	44%	0%	56	89%	46%	0%
Asian or Native Hawaiian/Other Pacific Islander	9	–	–	–	11	100%	73%	18%
White	239	96%	62%	4%	280	93%	58%	4%
Multiracial								
Small Group Totals	10	100%	90%	10%				
General-Education Students	297	98%	65%	4%	330	98%	60%	4%
Students with Disabilities	36	75%	8%	0%	39	49%	8%	0%
English Proficient	331	–	–	–	368	–	–	–
Limited English Proficient	2	–	–	–	1	–	–	–
Economically Disadvantaged	72	94%	38%	0%	79	91%	38%	1%
Not Disadvantaged	261	96%	65%	5%	290	93%	59%	4%
Migrant								
Not Migrant	333	96%	59%	4%	369	93%	55%	4%

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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 7 Equivalent	0				3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	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 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

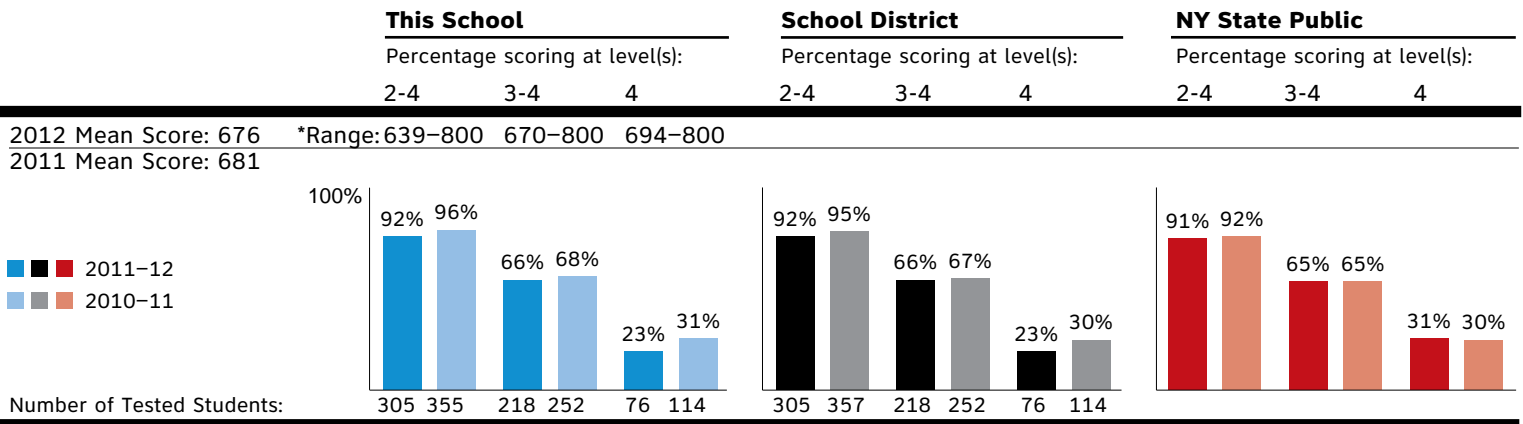
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **WASHINGTONVILLE MIDDLE SCHOOL**
School ID **44-01-02-06-0004**

District **WASHINGTONVILLE 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): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	331	92%	66%	23%	369	96%	68%	31%
Female	174	93%	66%	19%	186	97%	69%	26%
Male	157	91%	66%	27%	183	96%	68%	36%
American Indian or Alaska Native	1	–	–	–				
Black or African American	23	96%	52%	9%	22	95%	50%	23%
Hispanic or Latino	61	93%	56%	11%	56	96%	63%	25%
Asian or Native Hawaiian/Other Pacific Islander	9	–	–	–	11	100%	82%	55%
White	237	91%	68%	25%	280	96%	70%	32%
Multiracial								
Small Group Totals	10	100%	100%	70%				
General-Education Students	295	97%	73%	25%	330	99%	74%	34%
Students with Disabilities	36	56%	11%	3%	39	72%	21%	8%
English Proficient	329	–	–	–	368	–	–	–
Limited English Proficient	2	–	–	–	1	–	–	–
Economically Disadvantaged	70	86%	50%	10%	79	92%	51%	20%
Not Disadvantaged	261	94%	70%	26%	290	97%	73%	34%
Migrant								
Not Migrant	331	92%	66%	23%	369	96%	68%	31%

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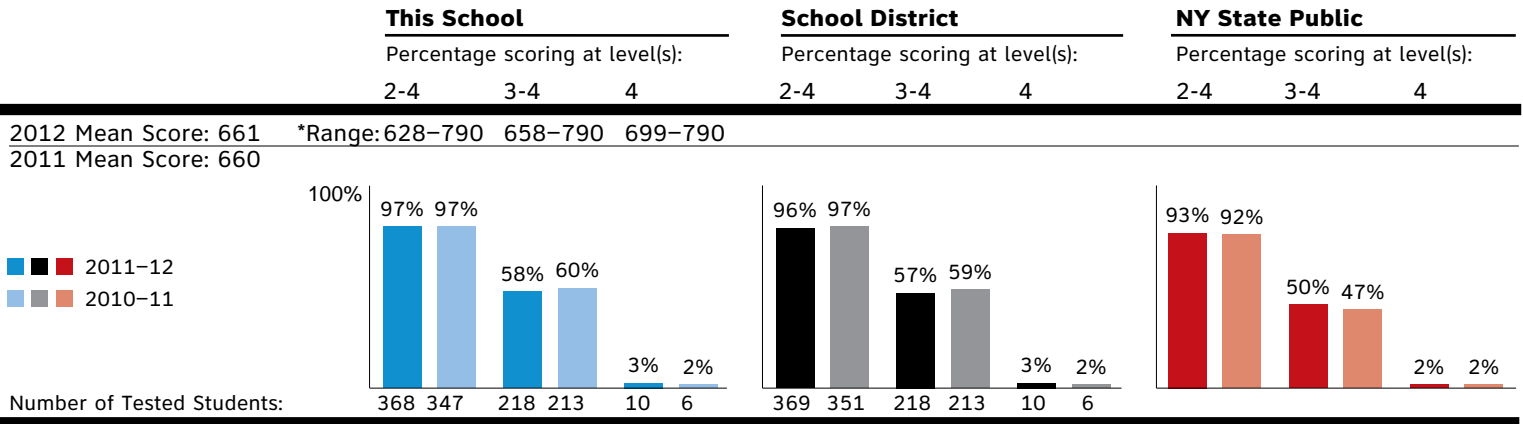
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				3	–	–	–

2 Student Performance

School **WASHINGTONVILLE MIDDLE SCHOOL**
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District **WASHINGTONVILLE 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	379	97%	58%	3%	356	97%	60%	2%
Female	185	99%	65%	5%	169	98%	67%	2%
Male	194	95%	51%	0%	187	97%	53%	1%
American Indian or Alaska Native					2	–	–	–
Black or African American	26	100%	42%	0%	24	88%	33%	0%
Hispanic or Latino	59	97%	54%	0%	49	100%	57%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	–	–	–	12	–	–	–
White	283	97%	59%	3%	268	98%	63%	1%
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	11	100%	82%	9%	15	100%	60%	13%
General-Education Students	342	99%	63%	3%	326	100%	65%	2%
Students with Disabilities	37	76%	3%	0%	30	70%	7%	0%
English Proficient	378	–	–	–	355	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	87	99%	45%	0%	81	98%	41%	0%
Not Disadvantaged	292	97%	61%	3%	275	97%	65%	2%
Migrant								
Not Migrant	379	97%	58%	3%	356	97%	60%	2%

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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	3	–	–	–	2	–	–	–
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

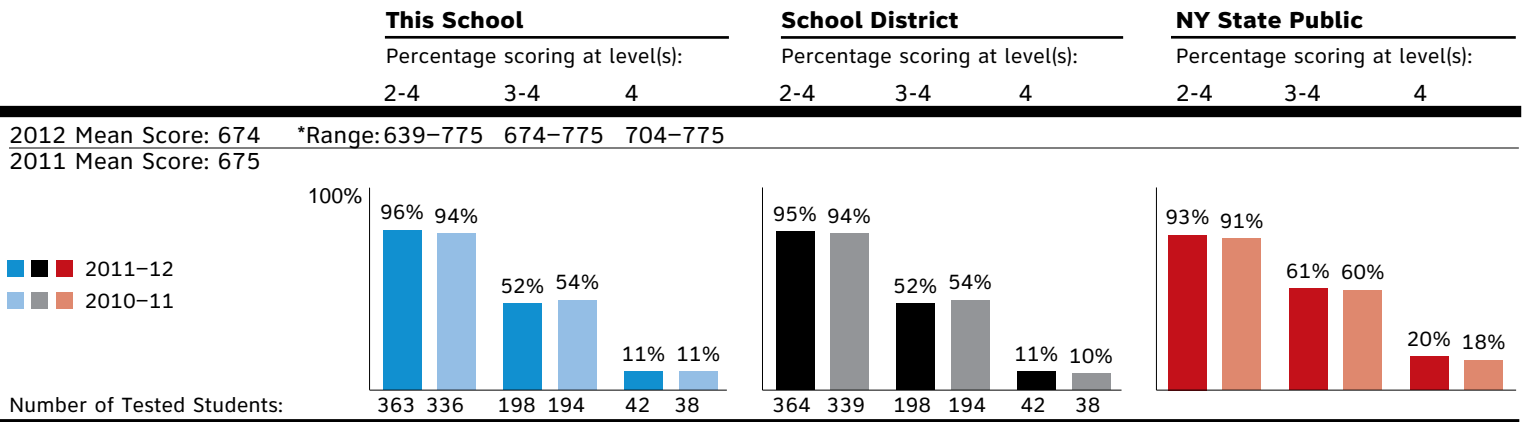
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **WASHINGTONVILLE MIDDLE SCHOOL**
School ID **44-01-02-06-0004**

District **WASHINGTONVILLE 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	379	96%	52%	11%	357	94%	54%	11%
Female	185	96%	50%	12%	170	94%	55%	8%
Male	194	95%	55%	10%	187	95%	53%	13%
American Indian or Alaska Native					2	–	–	–
Black or African American	26	100%	31%	8%	24	88%	21%	4%
Hispanic or Latino	59	98%	49%	8%	49	86%	51%	10%
Asian or Native Hawaiian/Other Pacific Islander	10	–	–	–	12	–	–	–
White	283	95%	54%	11%	269	96%	57%	10%
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	11	100%	73%	36%	15	100%	67%	27%
General-Education Students	342	98%	56%	12%	327	98%	58%	12%
Students with Disabilities	37	73%	14%	0%	30	57%	10%	0%
English Proficient	378	–	–	–	356	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	87	93%	43%	5%	81	94%	41%	5%
Not Disadvantaged	292	97%	55%	13%	276	94%	58%	12%
Migrant								
Not Migrant	379	96%	52%	11%	357	94%	54%	11%

NOTES

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* 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

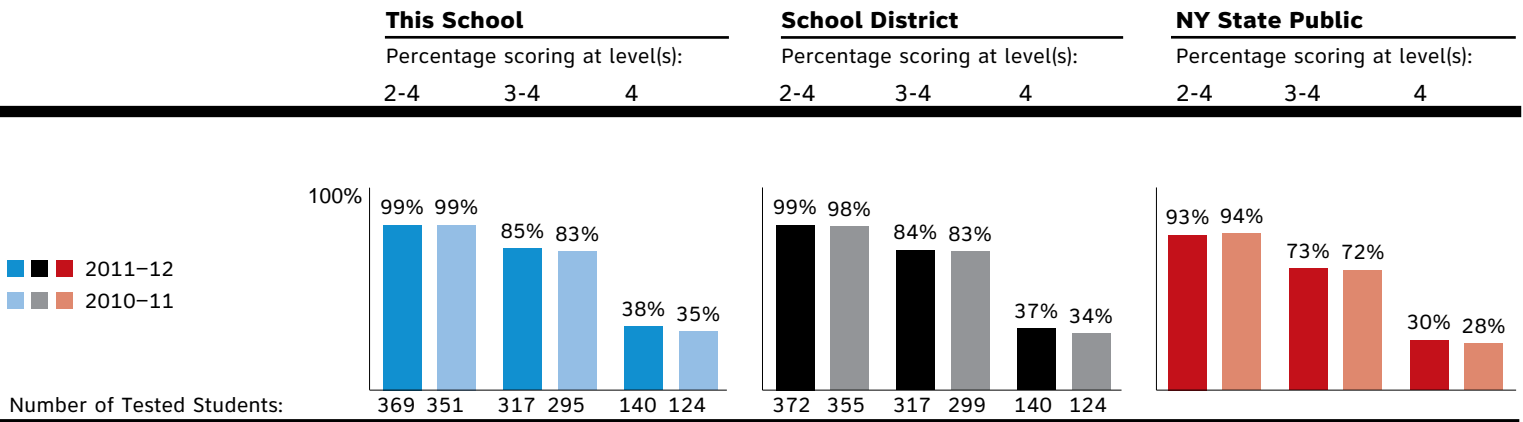
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	–	–	–	2	–	–	–

2 Student Performance

School **WASHINGTONVILLE MIDDLE SCHOOL**
School ID **44-01-02-06-0004**

District **WASHINGTONVILLE CENTRAL SCHOOL DISTRICT**

Results in Grade 8 Science



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	242	99%	77%	10%	281	98%	78%	19%
Female	112	98%	76%	5%	133	98%	74%	16%
Male	130	99%	78%	13%	148	98%	82%	22%
American Indian or Alaska Native					2	–	–	–
Black or African American	20	100%	50%	0%	23	91%	57%	0%
Hispanic or Latino	42	95%	69%	2%	38	97%	68%	16%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	8	–	–	–
White	175	99%	82%	13%	210	99%	83%	21%
Multiracial	1	–	–	–				
Small Group Totals	5	100%	80%	0%	10	100%	60%	20%
General-Education Students	206	100%	81%	11%	251	99%	82%	21%
Students with Disabilities	36	94%	56%	3%	30	90%	47%	0%
English Proficient	241	–	–	–	280	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	69	99%	70%	12%	73	97%	68%	8%
Not Disadvantaged	173	99%	80%	9%	208	99%	82%	23%
Migrant								
Not Migrant	242	99%	77%	10%	281	98%	78%	19%

NOTES

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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	3	–	–	–	2	–	–	–
Regents Science	130	130	130	117	75	75	75	71

2 Student Performance

School **WASHINGTONVILLE MIDDLE SCHOOL**
School ID **44-01-02-06-0004**

District **WASHINGTONVILLE CENTRAL 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	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Integrated Algebra	2011-12	122	100%	100%	52%	122	100%	100%	52%	0			
	2010-11	75	100%	100%	61%	75	100%	100%	61%	0			
	2009-10	71	100%	100%	69%	70	—	—	—	1	—	—	—
Geometry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Algebra 2/Trigonometry	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				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	130	100%	100%	90%	130	100%	100%	90%	0			
	2010-11	75	100%	100%	95%	75	100%	100%	95%	0			
	2009-10	70	100%	100%	97%	69	—	—	—	1	—	—	—
Physical Setting/Earth Science	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				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 **WASHINGTONVILLE MIDDLE SCHOOL**
School ID **44-01-02-06-0004**

District **WASHINGTONVILLE 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	2	–	–	–	–	2	–	–	–	–	0				
	2010–11	2	–	–	–	–	2	–	–	–	–	0				
	2009–10	1	–	–	–	–	1	–	–	–	–	0				
Reading and Writing (Grades 5–6)	2011–12	2	–	–	–	–	2	–	–	–	–	0				
	2010–11	2	–	–	–	–	2	–	–	–	–	0				
	2009–10	1	–	–	–	–	1	–	–	–	–	0				
Listening and Speaking (Grades 7–8)	2011–12	3	–	–	–	–	3	–	–	–	–	0				
	2010–11	2	–	–	–	–	2	–	–	–	–	0				
	2009–10	1	–	–	–	–	1	–	–	–	–	0				
Reading and Writing (Grades 7–8)	2011–12	3	–	–	–	–	3	–	–	–	–	0				
	2010–11	2	–	–	–	–	2	–	–	–	–	0				
	2009–10	1	–	–	–	–	1	–	–	–	–	0				
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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