



The New York State Report Card 2011–12

School **MEXICO MIDDLE SCHOOL**
School ID **46-09-01-06-0005**
District **MEXICO CENTRAL SCHOOL DISTRICT**
Principal **KIMBERLY HOLLIDAY**
Telephone **(315) 963-8400**
Grades **5-8, 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 **MEXICO MIDDLE SCHOOL**
School ID **46-09-01-06-0005**

District **MEXICO 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	181	173	152
Grade 6	184	173	168
Ungraded Elementary	0	0	9
Grade 7	156	180	176
Grade 8	166	154	193
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	14	2
Total K-12	687	694	700

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	18	22	23
Grade 8			
English	17	15	
Mathematics	19	15	27
Science	19	16	
Social Studies	19	16	
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	195	28%	241	35%	226	32%
Reduced Price Lunch	83	12%	86	12%	77	11%
Limited English Proficient	0	0%	0	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	2	0%	3	0%	3	0%
Black or African American	12	2%	11	2%	10	1%
Hispanic or Latino	5	1%	14	2%	14	2%
Asian or Native Hawaiian/Other Pacific Islander	2	0%	4	1%	3	0%
White	666	97%	645	93%	660	94%
Multiracial	0	0%	17	2%	10	1%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		95%		95%		96%
Student Suspensions	50	7%	40	6%	54	8%

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

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District **MEXICO CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	60	62	57
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	2%	2%
Percent with Fewer than Three Years of Experience	8%	8%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	3%	5%	4%
Total Number of Core Classes	158	134	79
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	1%
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	232	220	117
Percent Taught by Teachers Without Appropriate Certification	2%	0%	3%

*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	43%	0%	25%
Turnover Rate of All Teachers	19%	12%	13%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	6	6	5
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 **MEXICO MIDDLE SCHOOL**
School ID **46-09-01-06-0005**

District **MEXICO 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

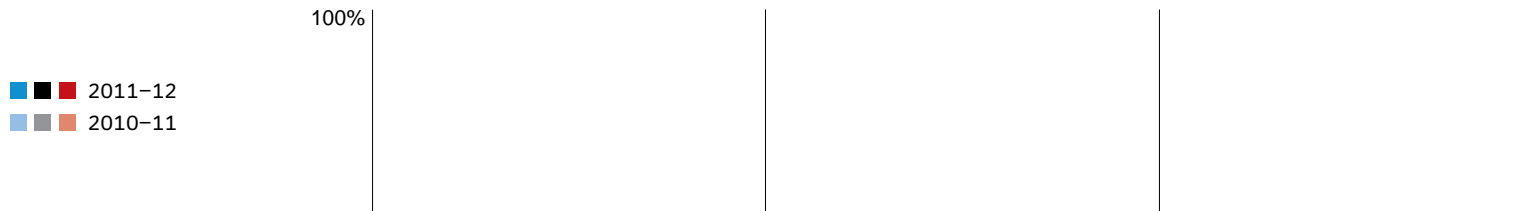
School **MEXICO MIDDLE SCHOOL**
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District **MEXICO CENTRAL SCHOOL DISTRICT**

Results in Grade 4 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

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								
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	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 4 Equivalent	2	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	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 4	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

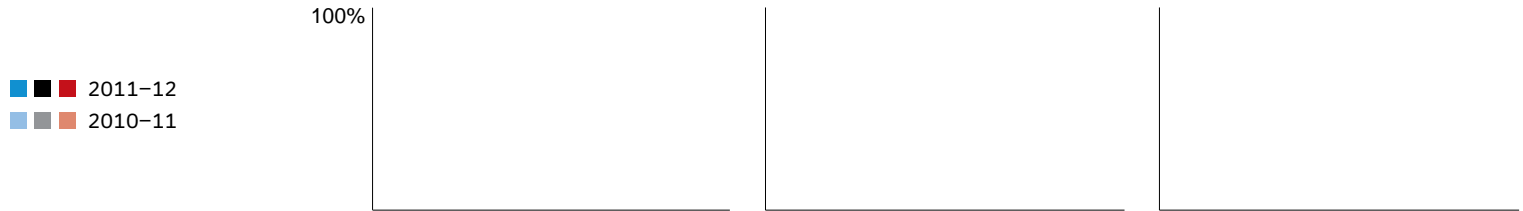
School **MEXICO MIDDLE SCHOOL**
School ID **46-09-01-06-0005**

District **MEXICO CENTRAL SCHOOL DISTRICT**

Results in Grade 4 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

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								
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

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 4 Equivalent	2	–	–	–	0			

2 Student Performance

School **MEXICO MIDDLE SCHOOL**
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District **MEXICO CENTRAL SCHOOL DISTRICT**

Results in Grade 4 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

Range:

100%

■ ■ ■ 2011-12
■ ■ ■ 2010-11

Number of Tested Students:

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								
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

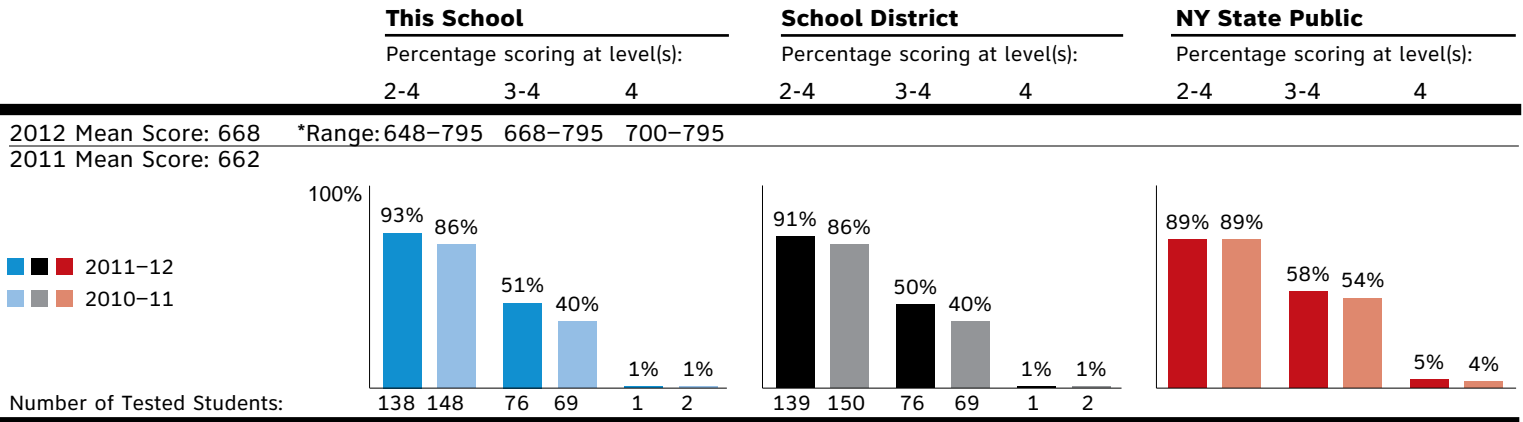
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	–	–	–	0			

2 Student Performance

School **MEXICO MIDDLE SCHOOL**
School ID **46-09-01-06-0005**

District **MEXICO 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	149	93%	51%	1%	172	86%	40%	1%
Female	71	92%	56%	0%	86	83%	43%	2%
Male	78	94%	46%	1%	86	90%	37%	0%
American Indian or Alaska Native	1	–	–	–				
Black or African American	2	–	–	–	4	–	–	–
Hispanic or Latino	2	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	143	92%	52%	1%	162	87%	41%	1%
Multiracial	1	–	–	–	3	–	–	–
Small Group Totals	6	100%	17%	0%	10	70%	20%	10%
General-Education Students	128	98%	59%	1%	137	96%	50%	1%
Students with Disabilities	21	57%	0%	0%	35	46%	3%	0%
English Proficient	149	93%	51%	1%	172	86%	40%	1%
Limited English Proficient								
Economically Disadvantaged	77	91%	44%	1%	77	77%	31%	0%
Not Disadvantaged	72	94%	58%	0%	95	94%	47%	2%
Migrant								
Not Migrant	149	93%	51%	1%	172	86%	40%	1%

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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	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	4	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	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 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

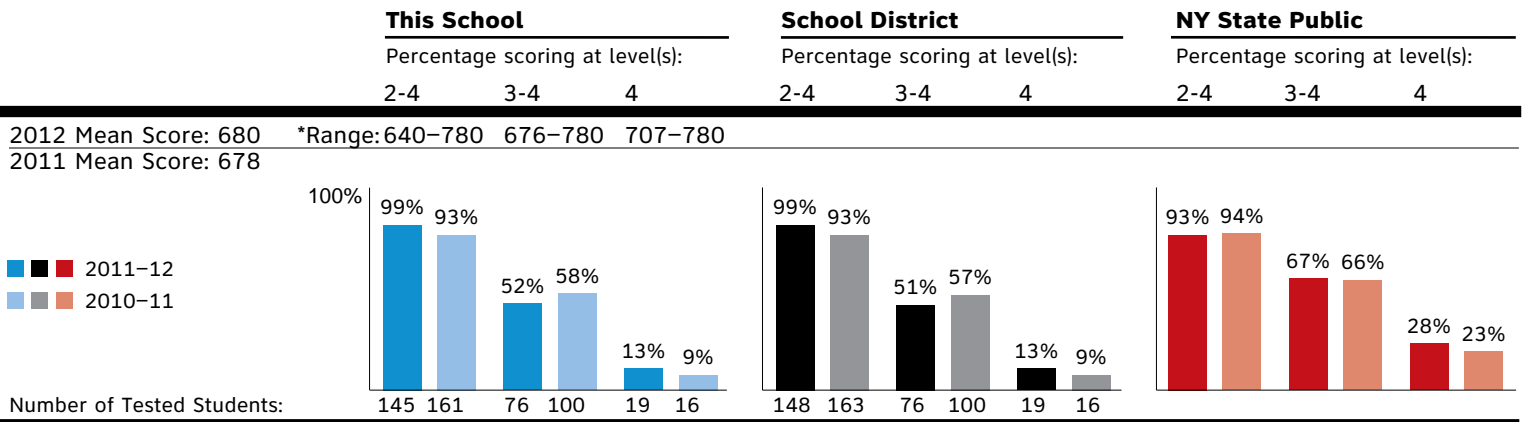
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **MEXICO MIDDLE SCHOOL**
School ID **46-09-01-06-0005**

District **MEXICO 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	147	99%	52%	13%	173	93%	58%	9%
Female	70	99%	56%	10%	86	91%	57%	7%
Male	77	99%	48%	16%	87	95%	59%	11%
American Indian or Alaska Native	1	–	–	–				
Black or African American	2	–	–	–	4	–	–	–
Hispanic or Latino	2	–	–	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	141	99%	53%	13%	163	94%	60%	10%
Multiracial	1	–	–	–	3	–	–	–
Small Group Totals	6	83%	17%	0%	10	80%	30%	0%
General-Education Students	126	100%	60%	15%	137	99%	69%	12%
Students with Disabilities	21	90%	5%	0%	36	69%	17%	0%
English Proficient	147	99%	52%	13%	173	93%	58%	9%
Limited English Proficient								
Economically Disadvantaged	77	97%	44%	6%	78	88%	47%	4%
Not Disadvantaged	70	100%	60%	20%	95	97%	66%	14%
Migrant								
Not Migrant	147	99%	52%	13%	173	93%	58%	9%

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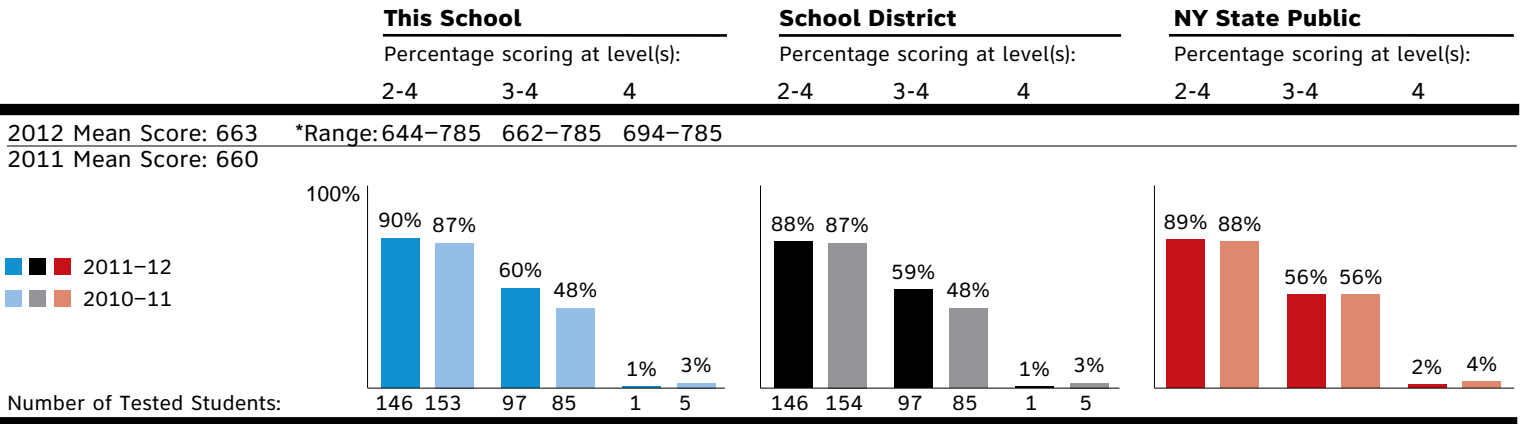
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	–	–	–	1	–	–	–

2 Student Performance

School **MEXICO MIDDLE SCHOOL**
School ID **46-09-01-06-0005**

District **MEXICO 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	163	90%	60%	1%	176	87%	48%	3%
Female	86	91%	65%	1%	90	88%	57%	4%
Male	77	88%	53%	0%	86	86%	40%	1%
American Indian or Alaska Native					1	–	–	–
Black or African American	2	–	–	–	3	–	–	–
Hispanic or Latino	3	–	–	–	7	100%	29%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	154	90%	59%	1%	160	87%	48%	3%
Multiracial	2	–	–	–	5	–	–	–
Small Group Totals	9	89%	67%	0%	9	78%	67%	0%
General-Education Students	134	96%	71%	1%	150	95%	55%	3%
Students with Disabilities	29	59%	7%	0%	26	42%	8%	0%
English Proficient	163	90%	60%	1%	176	87%	48%	3%
Limited English Proficient								
Economically Disadvantaged	73	81%	45%	0%	71	80%	34%	0%
Not Disadvantaged	90	97%	71%	1%	105	91%	58%	5%
Migrant								
Not Migrant	163	90%	60%	1%	176	87%	48%	3%

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 6 Equivalent	2	–	–	–	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

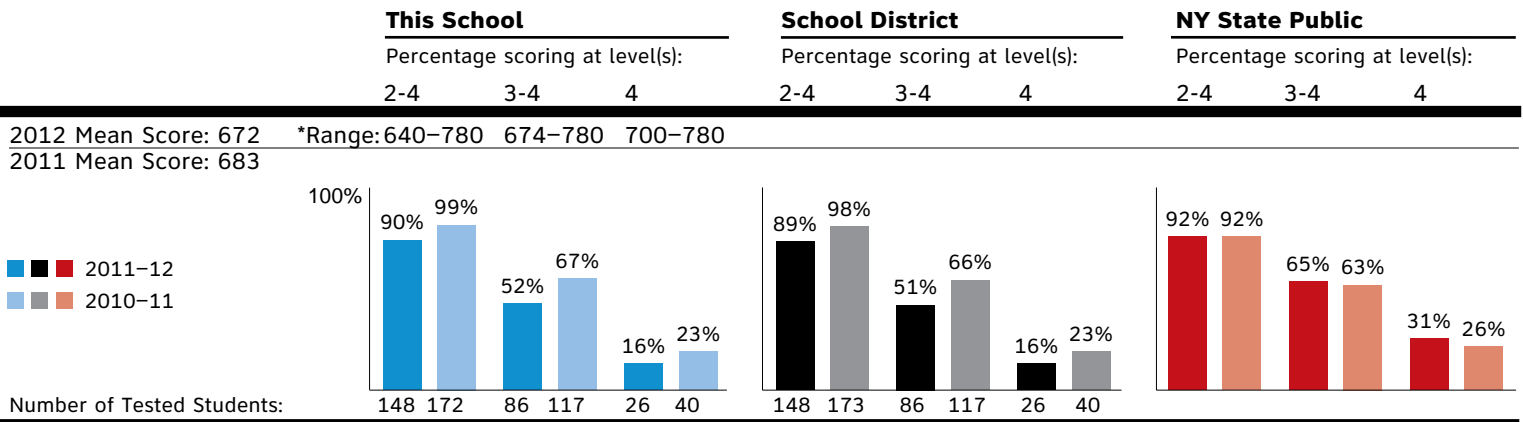
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **MEXICO MIDDLE SCHOOL**
School ID **46-09-01-06-0005**

District **MEXICO 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	165	90%	52%	16%	174	99%	67%	23%
Female	86	90%	58%	19%	89	99%	72%	28%
Male	79	90%	46%	13%	85	99%	62%	18%
American Indian or Alaska Native					1	–	–	–
Black or African American	2	–	–	–	3	–	–	–
Hispanic or Latino	3	–	–	–	7	100%	86%	14%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	156	90%	52%	16%	159	99%	66%	25%
Multiracial	2	–	–	–	4	–	–	–
Small Group Totals	9	89%	56%	11%	8	100%	75%	0%
General-Education Students	136	97%	63%	19%	150	100%	73%	26%
Students with Disabilities	29	55%	3%	0%	24	92%	29%	4%
English Proficient	165	90%	52%	16%	174	99%	67%	23%
Limited English Proficient								
Economically Disadvantaged	75	85%	37%	5%	70	99%	57%	16%
Not Disadvantaged	90	93%	64%	24%	104	99%	74%	28%
Migrant								
Not Migrant	165	90%	52%	16%	174	99%	67%	23%

NOTES

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Other

Assessments

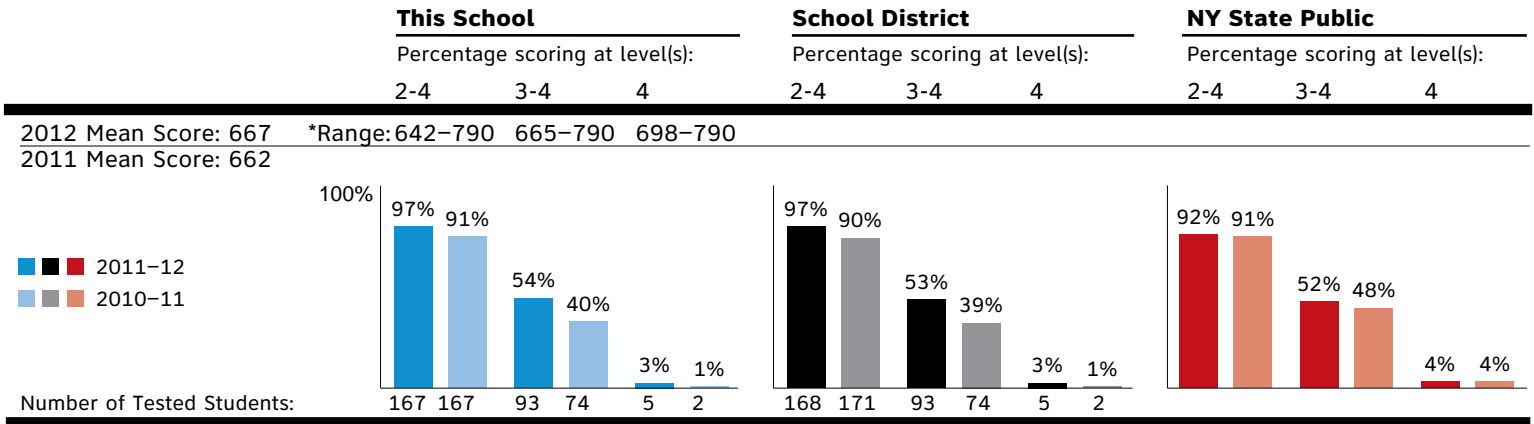
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	–	–	–	0			

2 Student Performance

School **MEXICO MIDDLE SCHOOL**
School ID **46-09-01-06-0005**

District **MEXICO CENTRAL SCHOOL DISTRICT**

Results in Grade 7 English Language Arts



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	172	97%	54%	3%	184	91%	40%	1%
Female	87	98%	62%	5%	94	89%	44%	2%
Male	85	96%	46%	1%	90	92%	37%	0%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	1	–	–	–	3	–	–	–
Hispanic or Latino	7	100%	57%	0%	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	158	97%	53%	3%	171	91%	40%	1%
Multiracial	5	–	–	–	3	–	–	–
Small Group Totals	7	100%	71%	0%	13	92%	38%	0%
General-Education Students	145	99%	63%	3%	151	98%	49%	1%
Students with Disabilities	27	85%	7%	0%	33	58%	0%	0%
English Proficient	172	97%	54%	3%	184	91%	40%	1%
Limited English Proficient								
Economically Disadvantaged	68	96%	41%	0%	72	85%	24%	0%
Not Disadvantaged	104	98%	63%	5%	112	95%	51%	2%
Migrant								
Not Migrant	172	97%	54%	3%	184	91%	40%	1%

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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 7 Equivalent	1	–	–	–	2	–	–	–
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

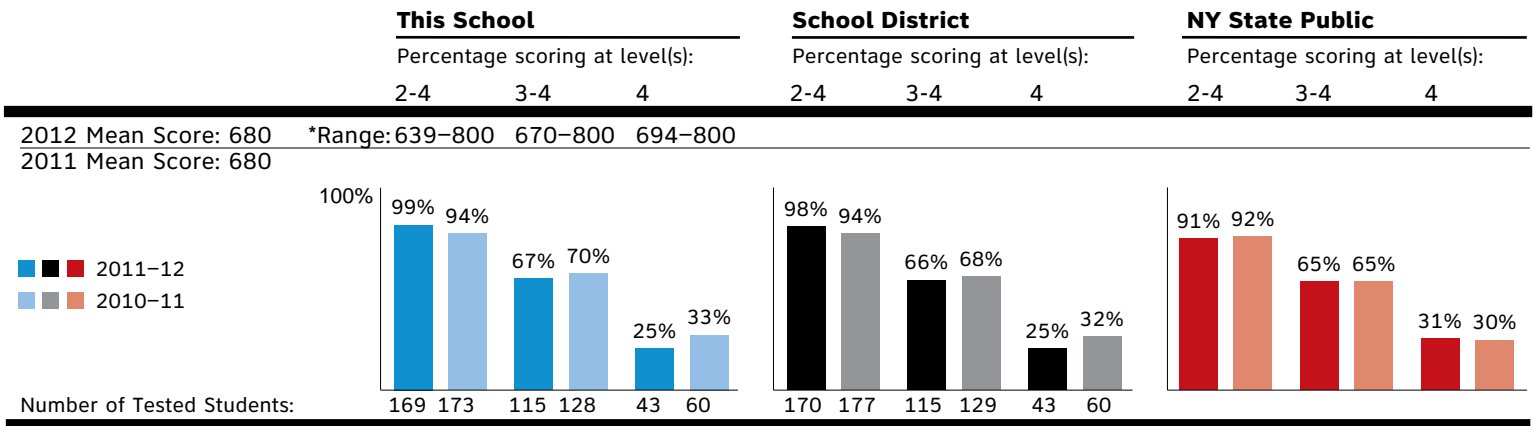
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **MEXICO MIDDLE SCHOOL**
School ID **46-09-01-06-0005**

District **MEXICO 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	171	99%	67%	25%	184	94%	70%	33%
Female	87	99%	74%	30%	94	94%	69%	29%
Male	84	99%	61%	20%	90	94%	70%	37%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	1	–	–	–	3	–	–	–
Hispanic or Latino	7	100%	71%	29%	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander					1	–	–	–
White	157	99%	66%	24%	171	95%	71%	33%
Multiracial	5	–	–	–	3	–	–	–
Small Group Totals	7	100%	86%	43%	13	77%	46%	23%
General-Education Students	144	99%	74%	29%	151	99%	81%	39%
Students with Disabilities	27	96%	30%	4%	33	70%	18%	3%
English Proficient	171	99%	67%	25%	184	94%	70%	33%
Limited English Proficient								
Economically Disadvantaged	68	99%	51%	21%	72	93%	61%	22%
Not Disadvantaged	103	99%	78%	28%	112	95%	75%	39%
Migrant								
Not Migrant	171	99%	67%	25%	184	94%	70%	33%

NOTES

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Other

Assessments

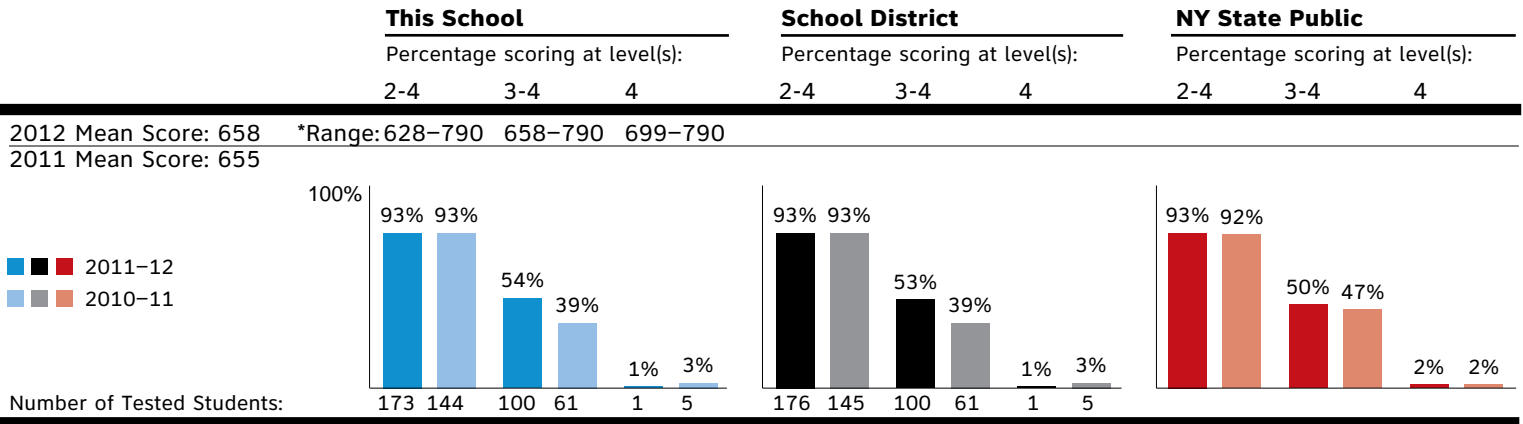
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	–	–	–	2	–	–	–

2 Student Performance

School **MEXICO MIDDLE SCHOOL**
School ID **46-09-01-06-0005**

District **MEXICO 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	186	93%	54%	1%	155	93%	39%	3%
Female	93	95%	56%	1%	88	93%	49%	6%
Male	93	91%	52%	0%	67	93%	27%	0%
American Indian or Alaska Native	1	–	–	–				
Black or African American	3	–	–	–	1	–	–	–
Hispanic or Latino	5	80%	80%	0%	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	174	93%	54%	1%	145	92%	39%	3%
Multiracial	2	–	–	–	6	–	–	–
Small Group Totals	7	100%	29%	0%	10	100%	50%	0%
General-Education Students	156	97%	63%	1%	135	96%	45%	4%
Students with Disabilities	30	70%	3%	0%	20	70%	0%	0%
English Proficient	186	93%	54%	1%	155	93%	39%	3%
Limited English Proficient								
Economically Disadvantaged	76	93%	39%	0%	58	84%	28%	2%
Not Disadvantaged	110	93%	64%	1%	97	98%	46%	4%
Migrant	1	–	–	–				
Not Migrant	185	–	–	–	155	93%	39%	3%

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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	2	–	–	–	3	–	–	–
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

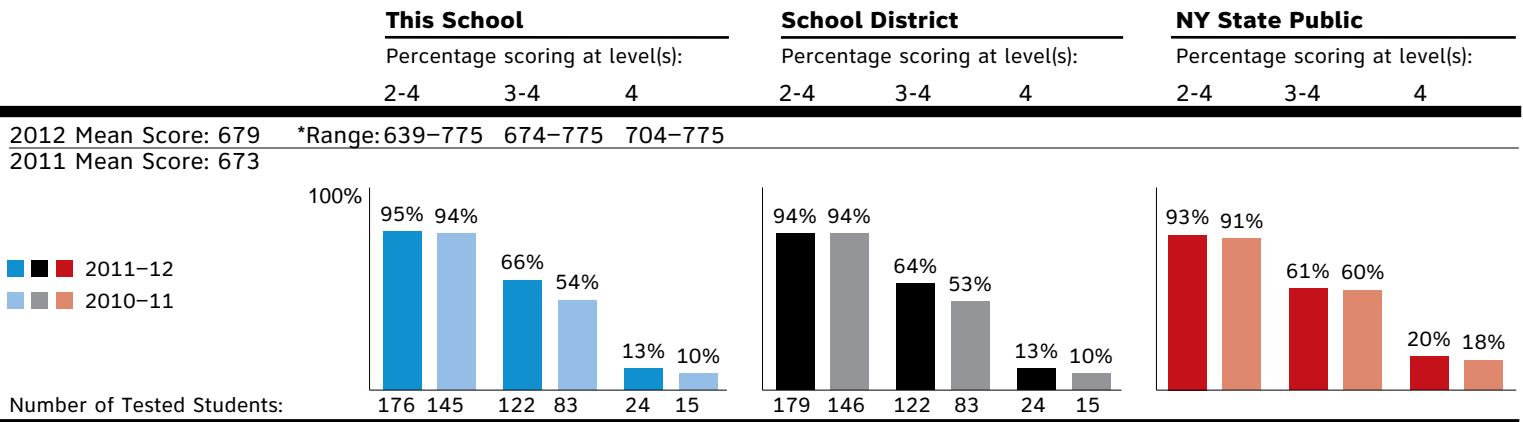
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **MEXICO MIDDLE SCHOOL**
School ID **46-09-01-06-0005**

District **MEXICO 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	186	95%	66%	13%	155	94%	54%	10%
Female	94	94%	66%	11%	88	94%	59%	11%
Male	92	96%	65%	15%	67	93%	46%	7%
American Indian or Alaska Native	1	–	–	–				
Black or African American	3	–	–	–	1	–	–	–
Hispanic or Latino	5	100%	60%	20%	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	174	94%	66%	13%	145	94%	54%	10%
Multiracial	2	–	–	–	6	–	–	–
Small Group Totals	7	100%	57%	14%	10	90%	50%	10%
General-Education Students	157	99%	72%	15%	135	96%	59%	11%
Students with Disabilities	29	72%	31%	3%	20	75%	15%	0%
English Proficient	186	95%	66%	13%	155	94%	54%	10%
Limited English Proficient								
Economically Disadvantaged	75	93%	59%	7%	58	88%	40%	9%
Not Disadvantaged	111	95%	70%	17%	97	97%	62%	10%
Migrant	1	–	–	–				
Not Migrant	185	–	–	–	155	94%	54%	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 8 Equivalent	2	–	–	–	3	–	–	–

2 Student Performance

School **MEXICO MIDDLE SCHOOL**
School ID **46-09-01-06-0005**

District **MEXICO CENTRAL SCHOOL DISTRICT**

Results in Grade 8 Science

This School

Percentage scoring at level(s):

2-4 3-4 4

School District

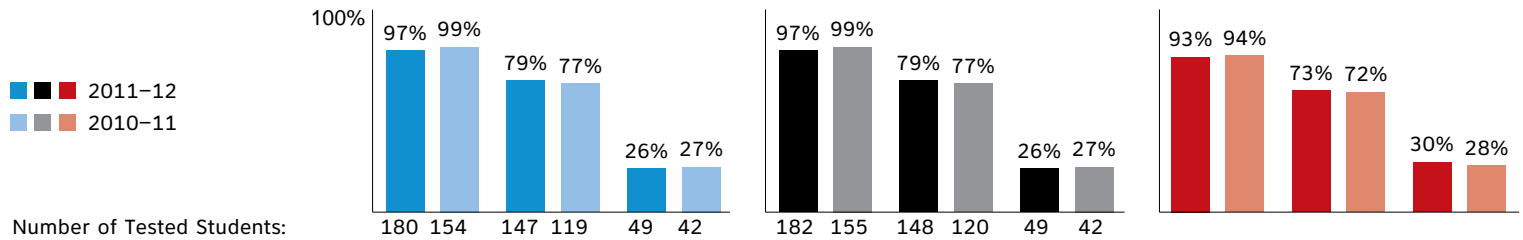
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2011-12 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

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	Total Tested	Percentage scoring at level(s): 2-4	3-4	4
All Students	185	97%	79%	26%	155	99%	77%	27%
Female	95	97%	78%	25%	88	100%	77%	32%
Male	90	98%	81%	28%	67	99%	76%	21%
American Indian or Alaska Native	1	—	—	—				
Black or African American	3	—	—	—	1	—	—	—
Hispanic or Latino	5	100%	80%	20%	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	1	—	—	—
White	172	97%	80%	27%	145	99%	76%	28%
Multiracial	3	—	—	—	6	—	—	—
Small Group Totals	8	100%	63%	13%	10	100%	90%	20%
General-Education Students	156	99%	88%	31%	135	100%	84%	31%
Students with Disabilities	29	90%	31%	0%	20	95%	25%	0%
English Proficient	185	97%	79%	26%	155	99%	77%	27%
Limited English Proficient								
Economically Disadvantaged	75	96%	72%	12%	58	98%	62%	17%
Not Disadvantaged	110	98%	85%	36%	97	100%	86%	33%
Migrant	1	—	—	—				
Not Migrant	184	—	—	—	155	99%	77%	27%

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Other Assessments

2011-12 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

2010-11 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

	Total Tested	Number scoring at level(s): 2-4	3-4	4	Total Tested	Number scoring at level(s): 2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2	—	—	—	3	—	—	—
Regents Science	0				0			

2 Student Performance

School **MEXICO MIDDLE SCHOOL**
School ID **46-09-01-06-0005**

District **MEXICO 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	28	100%	100%	82%	28	100%	100%	82%	0			
	2010–11	22	100%	100%	95%	22	100%	100%	95%	0			
	2009–10	22	100%	100%	73%	21	–	–	–	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	0				0				0			
	2010–11	0				0				0			
	2009–10	0				0				0			
Physical Setting/Earth Science	2011–12	27	100%	100%	63%	27	100%	100%	63%	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 **MEXICO MIDDLE SCHOOL**
School ID **46-09-01-06-0005**

District **MEXICO 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	0					0					0				
	2010–11	0					0					0				
	2009–10	1	–	–	–	–	0					1	–	–	–	–
Reading and Writing (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	1	–	–	–	–	0					1	–	–	–	–
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	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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