The New York State Report Card

2011–12

School **WILLIAM H GOLDING MIDDLE SCHOOL**
School ID **54-11-02-06-0004**
District **COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT**
Principal **F SCOTT MCDONALD**
Telephone **(518) 234-8368**
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

School **WILLIAM H GOLDING MIDDLE SCHOOL**
School ID **54-11-02-06-0004**

District **COBLESKILL-RICHMONDVILLE 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	169	132	131
Ungraded Elementary	0	0	2
Grade 7	183	177	139
Grade 8	161	177	165
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	5
Total K–12	513	486	442

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

	2009–10	2010–11	2011–12
Common Branch			
Grade 8			
English	23	21	24
Mathematics	23	23	23
Science	23	22	24
Social Studies	23	19	23
Grade 10			
English			
Mathematics			
Science			
Social Studies			

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

School **WILLIAM H GOLDING MIDDLE SCHOOL**
School ID **54-11-02-06-0004**

District **COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT**

Demographic Factors

	2009–10		2010–11		2011–12	
	#	%	#	%	#	%
Eligible for Free Lunch	76	15%	86	18%	125	28%
Reduced Price Lunch	57	11%	34	7%	44	10%
Limited English Proficient	1	0%	0	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	8	2%	9	2%	5	1%
Hispanic or Latino	11	2%	10	2%	15	3%
Asian or Native Hawaiian/Other Pacific Islander	3	1%	3	1%	7	2%
White	487	95%	460	95%	415	94%
Multiracial	4	1%	4	1%	0	0%

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

	2008–09		2009–10		2010–11	
	#	%	#	%	#	%
Annual Attendance Rate		95%		94%		95%
Student Suspensions	19	4%	11	2%	13	3%

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.

School **WILLIAM H GOLDING MIDDLE SCHOOL**
School ID **54-11-02-06-0004**

District **COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT**

Teacher Qualifications

	2009–10	2010–11	2011–12
Total Number of Teachers	47	41	33
Percent with No Valid Teaching Certificate	0%	2%	0%
Percent Teaching Out of Certification	4%	10%	0%
Percent with Fewer than Three Years of Experience	11%	10%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	11%	10%	12%
Total Number of Core Classes	134	126	94
Percent Not Taught by Highly Qualified Teachers in This School*	3%	4%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	3%	3%	3%
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	219	213	143
Percent Taught by Teachers Without Appropriate Certification	7%	7%	5%

*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	17%	40%	43%
Turnover Rate of All Teachers	9%	21%	29%

Staff Counts

	2009–10	2010–11	2011–12
Total Other Professional Staff	7	4	3
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 **WILLIAM H GOLDING MIDDLE SCHOOL**
School ID **54-11-02-06-0004**

District **COBLESKILL-RICHMONDVILLE 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 **WILLIAM H GOLDING MIDDLE SCHOOL**
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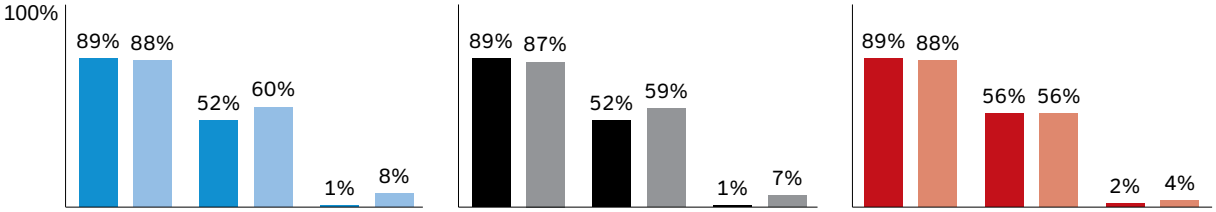
District **COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT**

Results in Grade 6 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
2012 Mean Score: 662 *Range:	644–785	662–785	694–785						
2011 Mean Score: 664									
2011–12	89%	52%	1%	89%	52%	1%	89%	56%	2%
2010–11	88%	60%	8%	87%	59%	7%	88%	56%	4%
Number of Tested Students:	101 116	59 79	1 10	101 118	59 80	1 10			



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	**113**	**89%**	**52%**	**1%**	**132**	**88%**	**60%**	**8%**
Female	59	92%	58%	2%	64	94%	67%	14%
Male	54	87%	46%	0%	68	82%	53%	1%
American Indian or Alaska Native								
Black or African American					2	–	–	–
Hispanic or Latino	5	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	106	91%	54%	1%	126	87%	60%	8%
Multiracial								
Small Group Totals	7	71%	29%	0%	6	100%	67%	0%
General-Education Students	104	95%	57%	1%	119	94%	66%	8%
Students with Disabilities	9	22%	0%	0%	13	31%	0%	0%
English Proficient	113	89%	52%	1%	132	88%	60%	8%
Limited English Proficient								
Economically Disadvantaged	48	77%	38%	0%	57	82%	47%	0%
Not Disadvantaged	65	98%	63%	2%	75	92%	69%	13%
Migrant								
Not Migrant	113	89%	52%	1%	132	88%	60%	8%

NOTES

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

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

Other Assessments

	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				1	–	–	–
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.

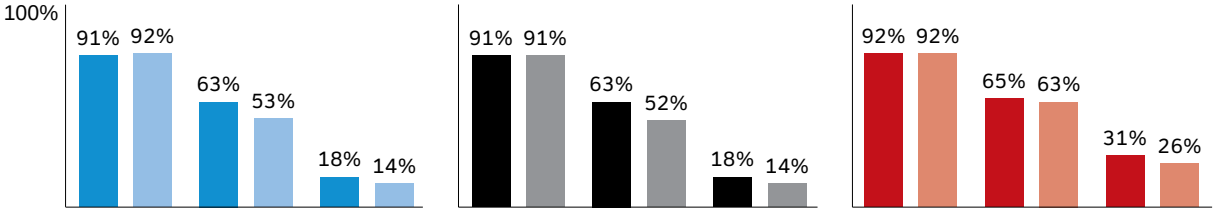
2 Student Performance

School **WILLIAM H GOLDING MIDDLE SCHOOL**
School ID **54-11-02-06-0004**

District **COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT**

Results in Grade 6 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
2012 Mean Score: 674 *Range:	640–780	674–780	700–780						
2011 Mean Score: 673									
Number of Tested Students:	112 122	78 70	22 18	112 124	78 71	22 19			



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	**123**	**91%**	**63%**	**18%**	**133**	**92%**	**53%**	**14%**
Female	66	91%	62%	20%	64	95%	59%	19%
Male	57	91%	65%	16%	69	88%	46%	9%
American Indian or Alaska Native								
Black or African American					2	–	–	–
Hispanic or Latino	5	–	–	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	1	–	–	–
White	115	91%	63%	19%	127	91%	54%	13%
Multiracial								
Small Group Totals	8	88%	63%	0%	6	100%	33%	17%
General-Education Students	114	96%	68%	19%	120	97%	58%	15%
Students with Disabilities	9	22%	0%	0%	13	46%	0%	0%
English Proficient	123	91%	63%	18%	133	92%	53%	14%
Limited English Proficient								
Economically Disadvantaged	52	87%	48%	12%	57	88%	40%	7%
Not Disadvantaged	71	94%	75%	23%	76	95%	62%	18%
Migrant								
Not Migrant	123	91%	63%	18%	133	92%	53%	14%

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Other Assessments

	2011–12 School Year				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
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				1	–	–	–

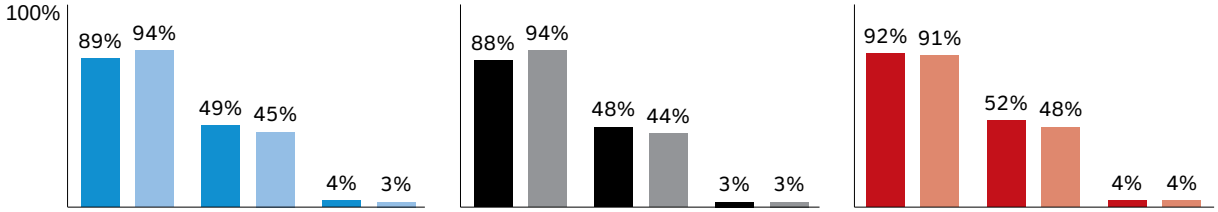
2 Student Performance

School **WILLIAM H GOLDING MIDDLE SCHOOL**
School ID **54-11-02-06-0004**

District **COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT**

Results in Grade 7 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
2012 Mean Score: 663 *Range:	642–790	665–790	698–790						
2011 Mean Score: 662									
2011–12	89%	49%	4%	88%	48%	3%	92%	52%	4%
2010–11	94%	45%	3%	94%	44%	3%	91%	48%	4%
Number of Tested Students:	125 162	69 77	5 5	127 164	69 77	5 5			



Results by Student Group

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
All Students	**141**	**89%**	**49%**	**4%**	**172**	**94%**	**45%**	**3%**
Female	68	96%	63%	4%	90	93%	52%	4%
Male	73	82%	36%	3%	82	95%	37%	1%
American Indian or Alaska Native								
Black or African American	1	–	–	–	4	–	–	–
Hispanic or Latino	3	–	–	–	6	83%	17%	0%
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	137	–	–	–	160	94%	46%	3%
Multiracial								
Small Group Totals	141	89%	49%	4%	6	100%	50%	0%
General-Education Students	124	96%	55%	4%	154	99%	49%	3%
Students with Disabilities	17	35%	6%	0%	18	50%	6%	0%
English Proficient	141	89%	49%	4%	172	94%	45%	3%
Limited English Proficient								
Economically Disadvantaged	69	83%	39%	1%	68	88%	28%	1%
Not Disadvantaged	72	94%	58%	6%	104	98%	56%	4%
Migrant								
Not Migrant	141	89%	49%	4%	172	94%	45%	3%

NOTES

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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
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	–	–	–	0			
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.

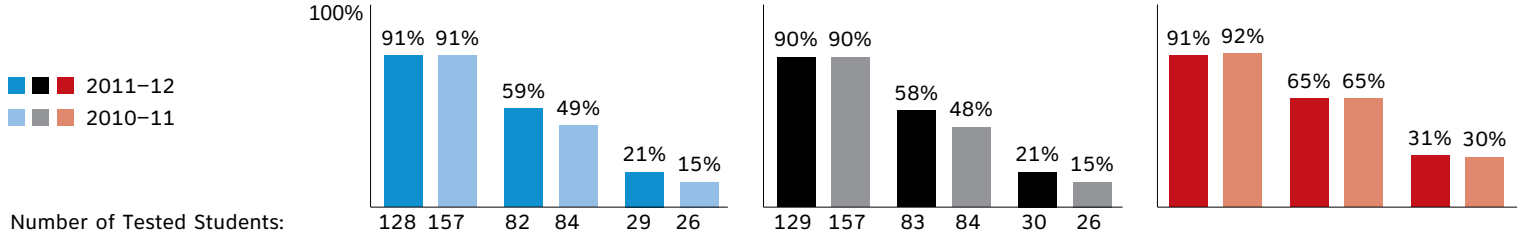
2 Student Performance

School **WILLIAM H GOLDING MIDDLE SCHOOL**
School ID **54-11-02-06-0004**

District **COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT**

Results in Grade 7 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
2012 Mean Score: 670 *Range:	639–800	670–800	694–800						
2011 Mean Score: 669									
Number of Tested Students:	128 157	82 84	29 26	129 157	83 84	30 26			



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	**140**	**91%**	**59%**	**21%**	**172**	**91%**	**49%**	**15%**
Female	67	96%	69%	22%	90	91%	49%	16%
Male	73	88%	49%	19%	82	91%	49%	15%
American Indian or Alaska Native								
Black or African American	1	–	–	–	4	–	–	–
Hispanic or Latino	3	–	–	–	6	83%	33%	17%
Asian or Native Hawaiian/Other Pacific Islander					2	–	–	–
White	136	–	–	–	160	92%	50%	15%
Multiracial								
Small Group Totals	140	91%	59%	21%	6	83%	33%	17%
General-Education Students	123	99%	67%	24%	154	96%	55%	17%
Students with Disabilities	17	35%	0%	0%	18	50%	0%	0%
English Proficient	140	91%	59%	21%	172	91%	49%	15%
Limited English Proficient								
Economically Disadvantaged	68	90%	44%	12%	68	90%	31%	4%
Not Disadvantaged	72	93%	72%	29%	104	92%	61%	22%
Migrant								
Not Migrant	140	91%	59%	21%	172	91%	49%	15%

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

	2011–12 School Year				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
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	–	–	–	0			

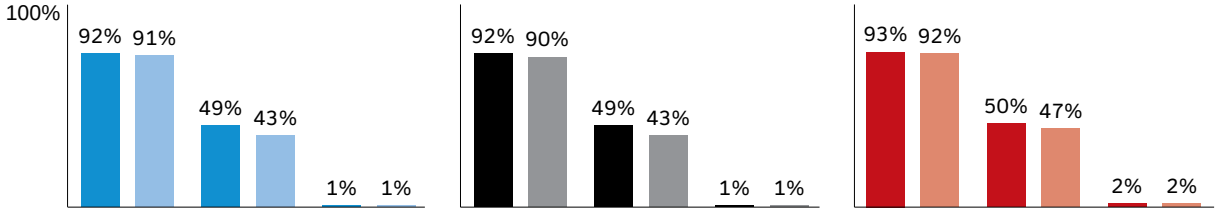
2 Student Performance

School **WILLIAM H GOLDING MIDDLE SCHOOL**
School ID **54-11-02-06-0004**

District **COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT**

Results in Grade 8 English Language Arts

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 656 *Range:	628–790	658–790	699–790						
2011 Mean Score: 654									
2011–12	92%	49%	1%	92%	49%	1%	93%	50%	2%
2010–11	91%	43%	1%	90%	43%	1%	92%	47%	2%
Number of Tested Students:	147 158	78 75	2 2	147 158	78 75	2 2			



Results by Student Group

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
All Students	**159**	**92%**	**49%**	**1%**	**174**	**91%**	**43%**	**1%**
Female	85	93%	53%	2%	78	94%	47%	3%
Male	74	92%	45%	0%	96	89%	40%	0%
American Indian or Alaska Native								
Black or African American	3	–	–	–	5	–	–	–
Hispanic or Latino	8	88%	38%	0%	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	146	92%	50%	1%	166	91%	43%	1%
Multiracial								
Small Group Totals	5	100%	40%	0%	8	88%	50%	0%
General-Education Students	144	98%	54%	1%	158	96%	46%	1%
Students with Disabilities	15	40%	0%	0%	16	44%	13%	0%
English Proficient	159	92%	49%	1%	174	91%	43%	1%
Limited English Proficient								
Economically Disadvantaged	59	86%	27%	0%	70	87%	33%	0%
Not Disadvantaged	100	96%	62%	2%	104	93%	50%	2%
Migrant					1	–	–	–
Not Migrant	159	92%	49%	1%	173	–	–	–

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

	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
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				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.

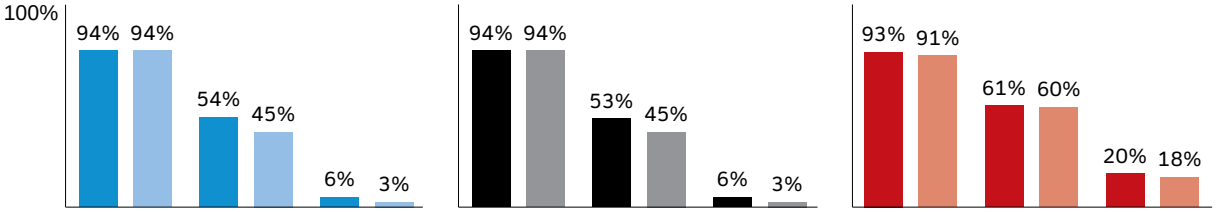
2 Student Performance

School **WILLIAM H GOLDING MIDDLE SCHOOL**
School ID **54-11-02-06-0004**

District **COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT**

Results in Grade 8 Mathematics

	This School			School District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 673 *Range:	639–775	674–775	704–775						
2011 Mean Score: 670									
Number of Tested Students:	147 164	84 78	9 5	148 164	84 78	9 5			



Results by Student Group

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
All Students	**157**	**94%**	**54%**	**6%**	**174**	**94%**	**45%**	**3%**
Female	83	94%	53%	7%	78	90%	44%	3%
Male	74	93%	54%	4%	96	98%	46%	3%
American Indian or Alaska Native								
Black or African American	3	–	–	–	5	–	–	–
Hispanic or Latino	8	75%	50%	13%	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	144	94%	54%	6%	166	94%	44%	3%
Multiracial								
Small Group Totals	5	100%	40%	0%	8	100%	63%	0%
General-Education Students	142	98%	58%	6%	158	96%	49%	3%
Students with Disabilities	15	53%	13%	0%	16	81%	6%	0%
English Proficient	157	94%	54%	6%	174	94%	45%	3%
Limited English Proficient								
Economically Disadvantaged	57	89%	28%	4%	70	94%	33%	4%
Not Disadvantaged	100	96%	68%	7%	104	94%	53%	2%
Migrant					1	–	–	–
Not Migrant	157	94%	54%	6%	173	–	–	–

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

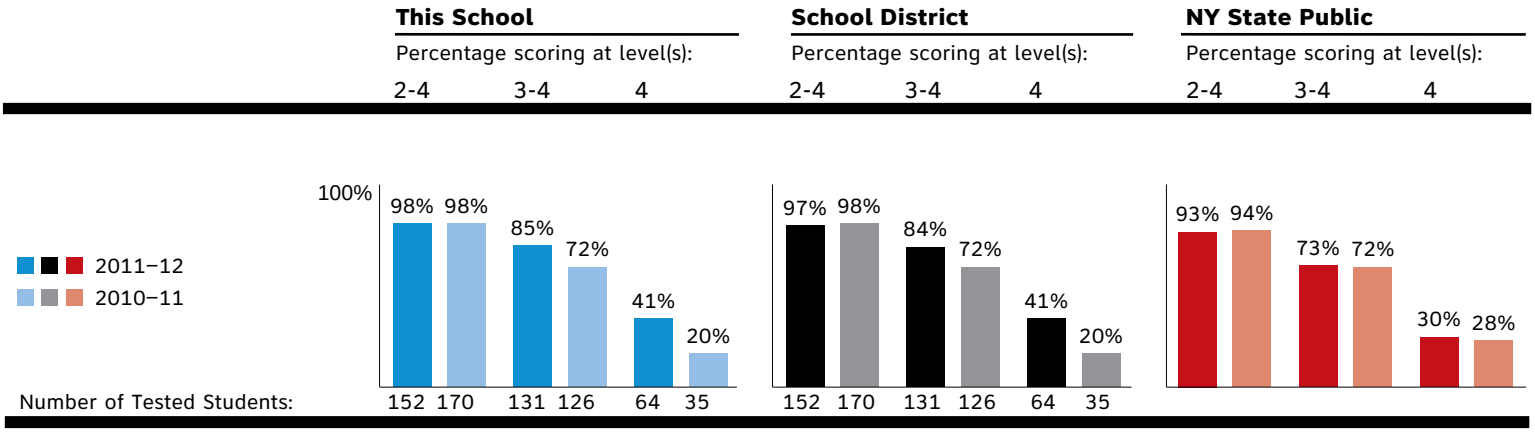
	2011–12 School Year Total Tested	Number scoring at level(s): 2–4	3–4	4	2010–11 School Year Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				3	–	–	–

2 Student Performance

School **WILLIAM H GOLDING MIDDLE SCHOOL**
School ID **54-11-02-06-0004**

District **COBLESKILL-RICHMONDVILLE CENTRAL SCHOOL DISTRICT**

Results in Grade 8 Science



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	**155**	**98%**	**85%**	**41%**	**174**	**98%**	**72%**	**20%**
Female	84	98%	81%	35%	78	97%	73%	21%
Male	71	99%	89%	49%	96	98%	72%	20%
American Indian or Alaska Native								
Black or African American	3	–	–	–	5	–	–	–
Hispanic or Latino	8	88%	63%	25%	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White	142	99%	85%	42%	166	98%	72%	20%
Multiracial								
Small Group Totals	5	100%	100%	40%	8	100%	75%	25%
General-Education Students	140	100%	91%	44%	158	100%	76%	22%
Students with Disabilities	15	80%	27%	13%	16	75%	38%	0%
English Proficient	155	98%	85%	41%	174	98%	72%	20%
Limited English Proficient								
Economically Disadvantaged	56	95%	70%	25%	70	99%	59%	11%
Not Disadvantaged	99	100%	93%	51%	104	97%	82%	26%
Migrant					1	–	–	–
Not Migrant	155	98%	85%	41%	173	–	–	–

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Other Assessments

	2011–12 School Year				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
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				3	–	–	–
Regents Science	0				0			

2 Student Performance

School **WILLIAM H GOLDING MIDDLE SCHOOL**
School ID **54-11-02-06-0004**

District **COBLESKILL-RICHMONDVILLE 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	25	100%	100%	64%	25	100%	100%	64%	0			
	2010–11	22	100%	100%	41%	22	100%	100%	41%	0			
	2009–10	24	100%	100%	50%	24	100%	100%	50%	0			
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	25	100%	100%	88%	25	100%	100%	88%	0			
	2010–11	20	100%	100%	80%	20	100%	100%	80%	0			
	2009–10	0				0				0			
Physical Setting/Earth Science	2011–12	0				0				0			
	2010–11	0				0				0			
	2009–10	24	100%	100%	79%	24	100%	100%	79%	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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