



# The New York State Report Card 2011–12

School **WILLIAM PACA MIDDLE SCHOOL**  
School ID **58-02-32-03-0012**  
District **WILLIAM FLOYD UNION FREE  
SCHOOL DISTRICT**  
Principal **EDWARD PLAIA**  
Telephone **(631) 874-1415**  
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](mailto:dataquest@mail.nysed.gov)

# 1 Profile

School **WILLIAM PACA MIDDLE SCHOOL**  
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District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

## Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	306	310	325
Ungraded Elementary	6	2	4
Grade 7	302	333	314
Grade 8	292	318	327
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	8	8
<b>Total K-12</b>	<b>906</b>	<b>971</b>	<b>978</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>			
<b>Grade 8</b>			
English	19	23	25
Mathematics	18	23	24
Science	21	25	27
Social Studies	20	25	26
<b>Grade 10</b>			
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

School **WILLIAM PACA MIDDLE SCHOOL**  
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## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	308	34%	379	39%	246	25%
Reduced Price Lunch	72	8%	58	6%	47	5%
Limited English Proficient	10	1%	18	2%	14	1%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	7	1%	6	1%	5	1%
Black or African American	131	14%	164	17%	168	17%
Hispanic or Latino	135	15%	143	15%	157	16%
Asian or Native Hawaiian/Other Pacific Islander	21	2%	21	2%	20	2%
White	612	68%	637	66%	617	63%
Multiracial	0	0%	0	0%	11	1%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		93%
Student Suspensions	53	6%	8	1%	139	14%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

## Attendance and Suspensions Information

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

*Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

# 1 Profile

School **WILLIAM PACA MIDDLE SCHOOL**  
School ID **58-02-32-03-0012**

## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	79	68	64
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	11%	6%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	53%	63%	70%
<b>Total Number of Core Classes</b>	321	261	256
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	1%	1%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
<b>Total Number of Classes</b>	394	327	322
Percent Taught by Teachers Without Appropriate Certification	0%	0%	6%

\*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	18%	47%	30%
Turnover Rate of All Teachers	11%	22%	15%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	6	5	0
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	3	2	2
Principals	1	1	1

\*Not available at the school level.

District **WILLIAM FLOYD UNION FREE 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 **WILLIAM PACA MIDDLE SCHOOL**  
School ID **58-02-32-03-0012**

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

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

### **New York State Testing Program (NYSTP) Assessments**

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

#### **English Language Arts**

##### **Level 1: Below Standard**

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

##### **Level 2: Meets Basic Standard**

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

##### **Level 3: Meets Proficiency Standard**

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

##### **Level 4: Exceeds Proficiency Standard**

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

#### **Mathematics**

##### **Level 1: Below Standard**

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

##### **Level 2: Meets Basic Standard**

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

##### **Level 3: Meets Proficiency Standard**

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

##### **Level 4: Exceeds Proficiency Standard**

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

### **New York State Alternate Assessment (NYSAA)**

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

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

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

### **Secondary-Level Cohorts**

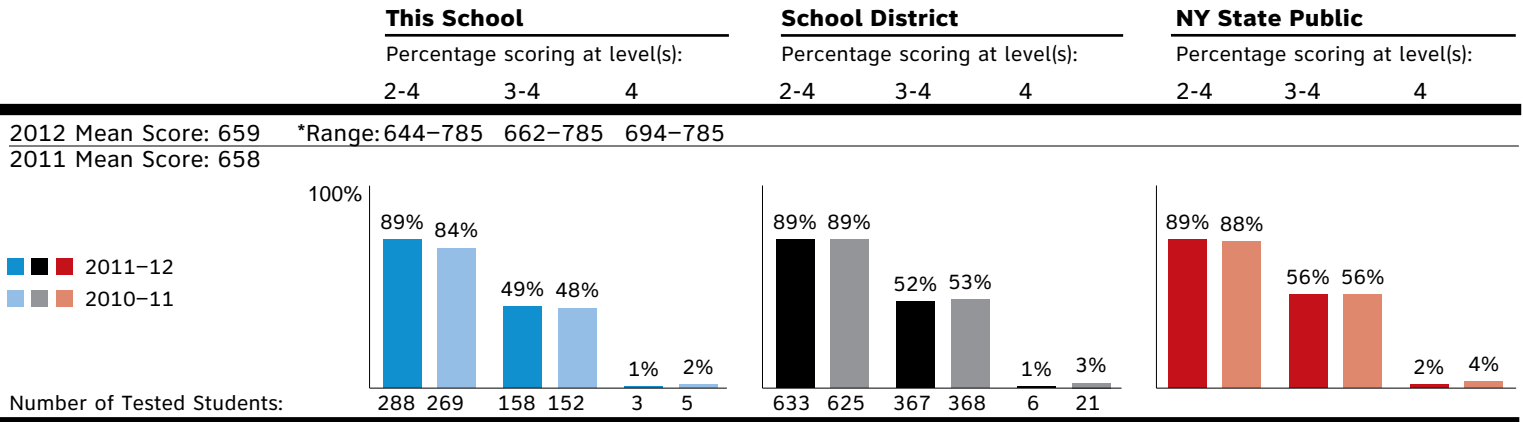
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded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

# 2 Student Performance

School **WILLIAM PACA 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	325	89%	49%	1%	320	84%	48%	2%
Female	162	92%	54%	1%	154	85%	53%	1%
Male	163	85%	44%	1%	166	83%	42%	2%
American Indian or Alaska Native	2	–	–	–	2	–	–	–
Black or African American	53	79%	23%	0%	58	76%	38%	2%
Hispanic or Latino	63	92%	46%	2%	50	78%	40%	0%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	5	–	–	–
White	197	91%	57%	1%	204	88%	51%	2%
Multiracial	6	50%	17%	0%	1	–	–	–
Small Group Totals	6	83%	67%	0%	8	88%	63%	0%
General-Education Students	294	94%	54%	1%	269	90%	55%	2%
Students with Disabilities	31	42%	0%	0%	51	53%	8%	0%
English Proficient	320	89%	49%	1%	316	–	–	–
Limited English Proficient	5	60%	0%	0%	4	–	–	–
Economically Disadvantaged	182	85%	36%	1%	175	79%	41%	1%
Not Disadvantaged	143	93%	64%	1%	145	90%	55%	2%
Migrant					1	–	–	–
Not Migrant	325	89%	49%	1%	319	–	–	–

### 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 6 Equivalent	3	–	–	–	3	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	1	N/A	N/A	N/A

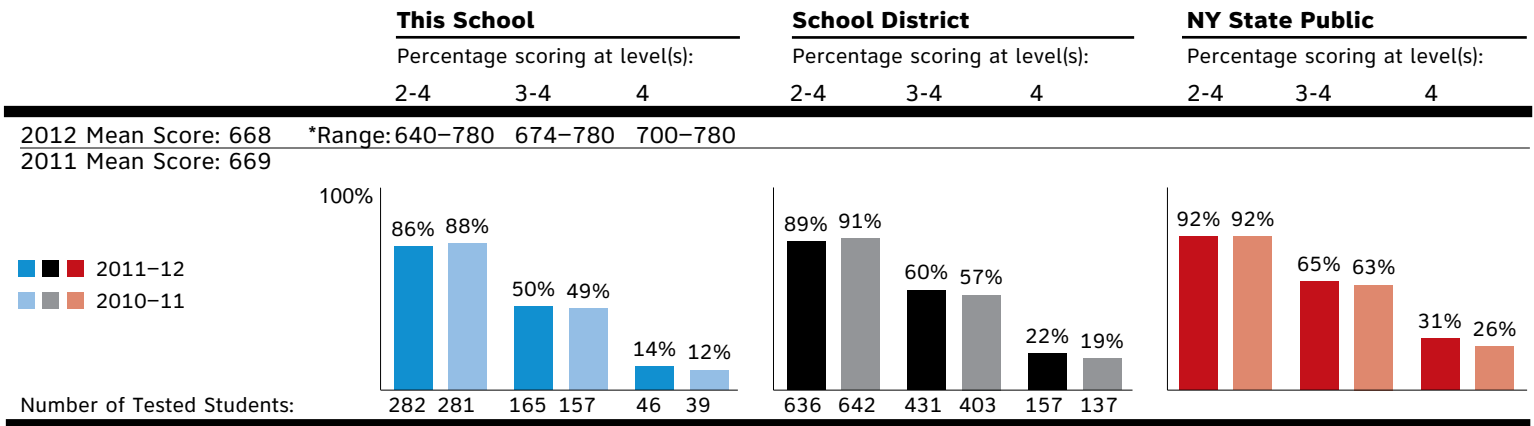
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

School **WILLIAM PACA MIDDLE SCHOOL**  
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District **WILLIAM FLOYD UNION FREE 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	327	86%	50%	14%	320	88%	49%	12%
Female	164	90%	55%	15%	154	87%	51%	12%
Male	163	82%	45%	13%	166	89%	47%	12%
American Indian or Alaska Native	2	–	–	–	2	–	–	–
Black or African American	55	76%	29%	4%	58	79%	38%	7%
Hispanic or Latino	63	94%	54%	14%	49	88%	37%	2%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	5	–	–	–
White	197	87%	56%	17%	205	90%	54%	15%
Multiracial	6	67%	17%	0%	1	–	–	–
Small Group Totals	6	83%	67%	33%	8	88%	75%	50%
General-Education Students	294	90%	55%	16%	270	94%	56%	14%
Students with Disabilities	33	48%	6%	0%	50	54%	14%	2%
English Proficient	322	87%	51%	14%	315	89%	50%	12%
Limited English Proficient	5	60%	0%	0%	5	40%	0%	0%
Economically Disadvantaged	184	83%	44%	8%	174	83%	41%	9%
Not Disadvantaged	143	91%	59%	22%	146	93%	59%	16%
Migrant					1	–	–	–
Not Migrant	327	86%	50%	14%	319	–	–	–

### 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 6 Equivalent	3	–	–	–	3	–	–	–

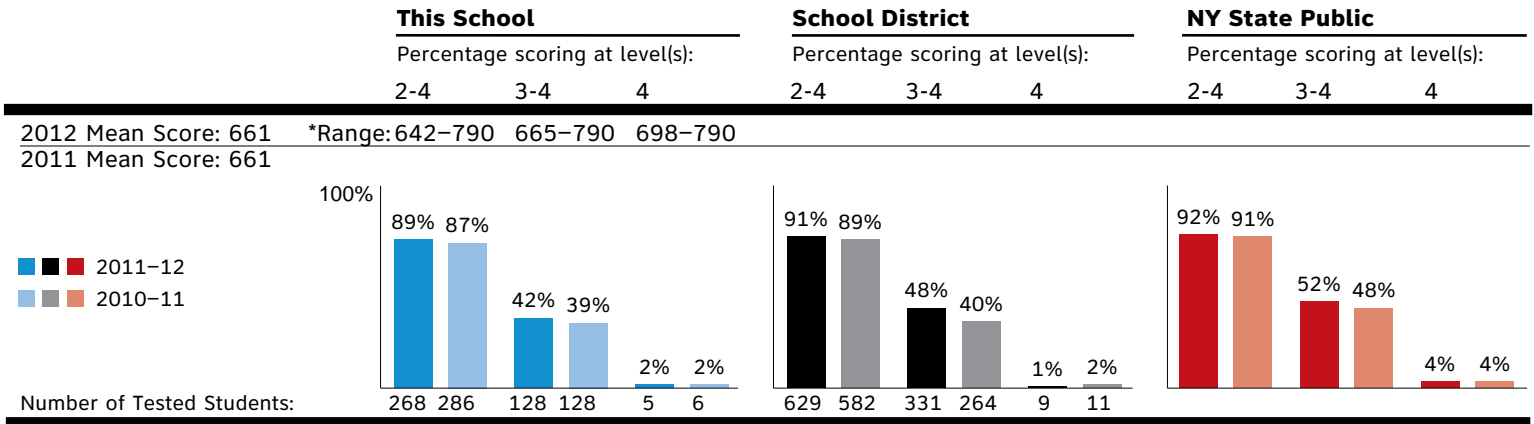


# 2 Student Performance

School **WILLIAM PACA MIDDLE SCHOOL**  
School ID **58-02-32-03-0012**

District **WILLIAM FLOYD UNION FREE 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	302	89%	42%	2%	329	87%	39%	2%
Female	154	90%	51%	1%	161	91%	44%	2%
Male	148	88%	33%	3%	168	83%	34%	2%
American Indian or Alaska Native	2	–	–	–	1	–	–	–
Black or African American	52	85%	25%	2%	54	70%	17%	0%
Hispanic or Latino	42	86%	33%	0%	52	77%	31%	0%
Asian or Native Hawaiian/Other Pacific Islander	5	80%	80%	0%	10	–	–	–
White	198	91%	47%	2%	210	94%	46%	3%
Multiracial	3	–	–	–	2	–	–	–
Small Group Totals	5	80%	60%	0%	13	85%	54%	0%
General-Education Students	262	95%	49%	2%	284	94%	45%	2%
Students with Disabilities	40	50%	0%	0%	45	44%	2%	0%
English Proficient	300	–	–	–	322	88%	40%	2%
Limited English Proficient	2	–	–	–	7	29%	0%	0%
Economically Disadvantaged	172	89%	38%	0%	172	83%	26%	0%
Not Disadvantaged	130	88%	48%	4%	157	92%	53%	4%
Migrant	1	–	–	–				
Not Migrant	301	–	–	–	329	87%	39%	2%

### NOTES

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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	5	5	5	5	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.

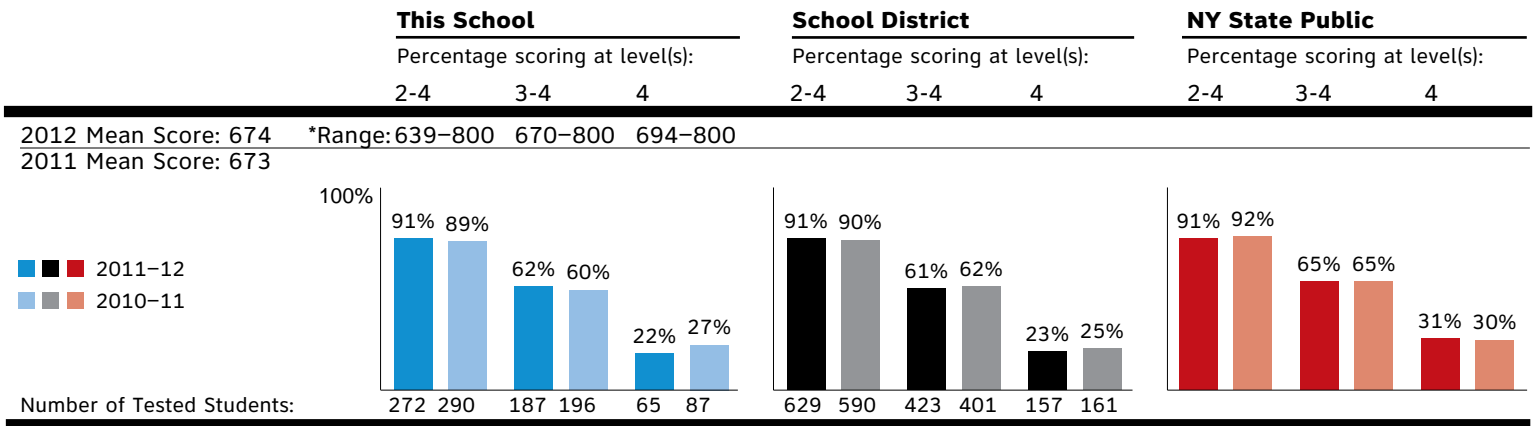


# 2 Student Performance

School **WILLIAM PACA MIDDLE SCHOOL**  
School ID **58-02-32-03-0012**

District **WILLIAM FLOYD UNION FREE 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	300	91%	62%	22%	327	89%	60%	27%
Female	151	91%	62%	26%	160	88%	60%	23%
Male	149	91%	63%	17%	167	89%	60%	30%
American Indian or Alaska Native	2	–	–	–	1	–	–	–
Black or African American	52	83%	48%	17%	53	70%	30%	4%
Hispanic or Latino	41	88%	59%	10%	52	81%	52%	23%
Asian or Native Hawaiian/Other Pacific Islander	5	80%	80%	80%	10	–	–	–
White	197	93%	66%	24%	209	95%	68%	32%
Multiracial	3	–	–	–	2	–	–	–
Small Group Totals	5	100%	60%	0%	13	100%	77%	46%
General-Education Students	260	95%	69%	25%	283	93%	67%	30%
Students with Disabilities	40	63%	20%	0%	44	59%	14%	2%
English Proficient	298	–	–	–	320	90%	61%	27%
Limited English Proficient	2	–	–	–	7	43%	29%	0%
Economically Disadvantaged	170	89%	56%	18%	171	83%	49%	16%
Not Disadvantaged	130	93%	70%	26%	156	95%	72%	38%
Migrant	1	–	–	–				
Not Migrant	299	–	–	–	327	89%	60%	27%

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### Other

### Assessments

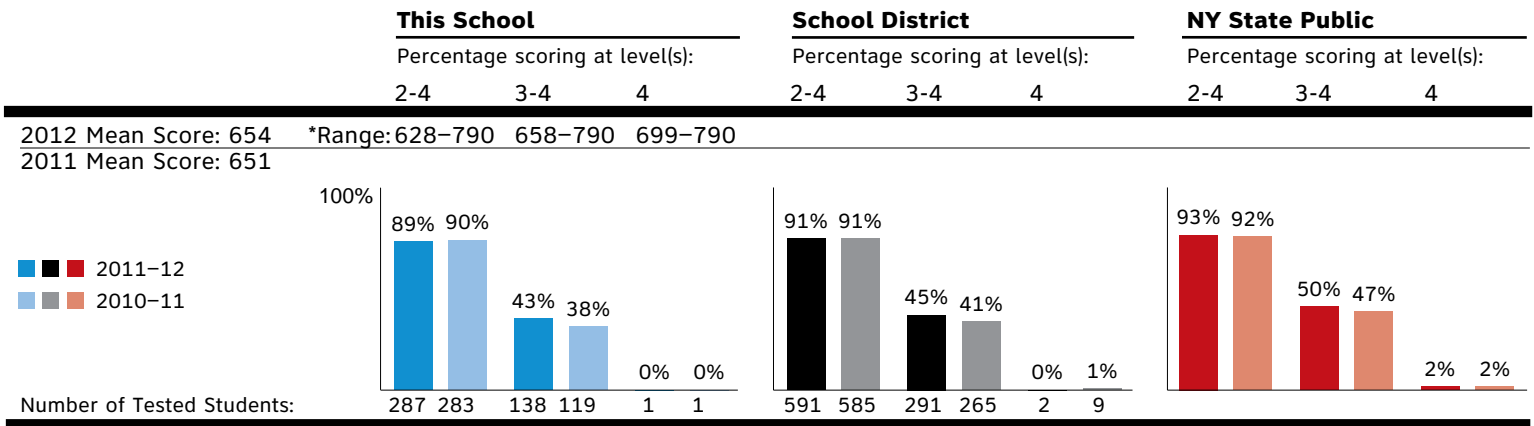
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	5	5	5	5	3	–	–	–

# 2 Student Performance

School **WILLIAM PACA MIDDLE SCHOOL**  
School ID **58-02-32-03-0012**

District **WILLIAM FLOYD UNION FREE 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	324	89%	43%	0%	315	90%	38%	0%
Female	155	92%	48%	1%	157	92%	39%	1%
Male	169	85%	38%	0%	158	87%	36%	0%
American Indian or Alaska Native	1	–	–	–	4	–	–	–
Black or African American	58	78%	14%	0%	53	85%	15%	0%
Hispanic or Latino	55	85%	36%	0%	58	88%	40%	0%
Asian or Native Hawaiian/Other Pacific Islander	10	80%	60%	0%	8	–	–	–
White	195	93%	52%	1%	192	92%	42%	1%
Multiracial	5	–	–	–				
Small Group Totals	6	83%	33%	0%	12	92%	58%	0%
General-Education Students	275	94%	49%	0%	267	95%	43%	0%
Students with Disabilities	49	57%	4%	0%	48	60%	10%	0%
English Proficient	317	90%	44%	0%	313	–	–	–
Limited English Proficient	7	29%	0%	0%	2	–	–	–
Economically Disadvantaged	177	85%	31%	0%	166	84%	32%	1%
Not Disadvantaged	147	93%	57%	1%	149	96%	44%	0%
Migrant	1	–	–	–				
Not Migrant	323	–	–	–	315	90%	38%	0%

### NOTES

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Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	3	–	–	–	1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	2	N/A	N/A	N/A

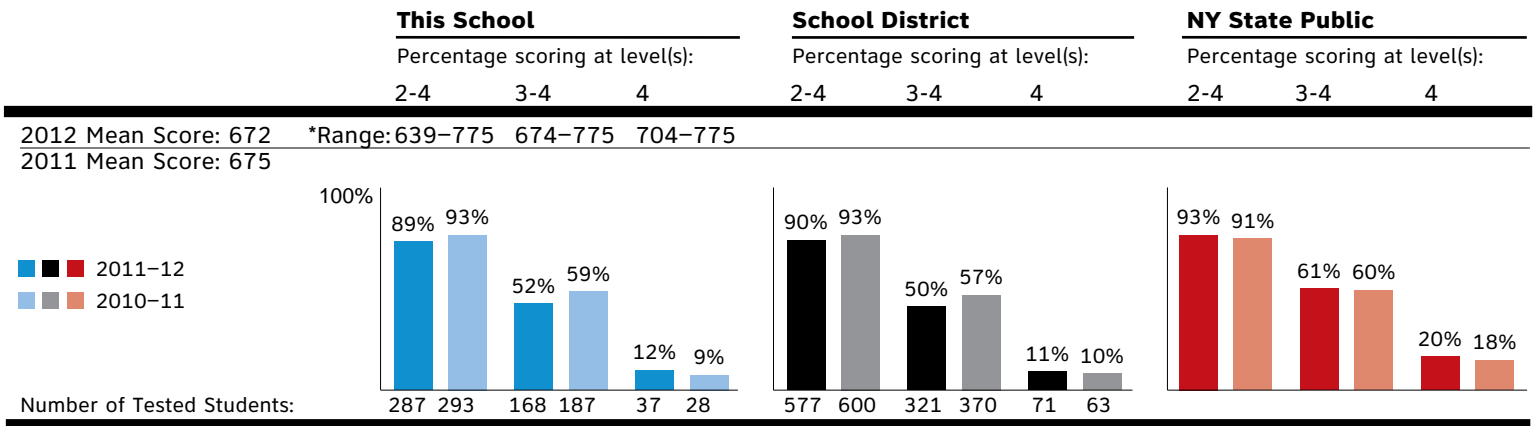
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## 2 Student Performance

School **WILLIAM PACA MIDDLE SCHOOL**  
School ID **58-02-32-03-0012**

District **WILLIAM FLOYD UNION FREE 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	321	89%	52%	12%	316	93%	59%	9%
Female	154	90%	53%	9%	155	95%	61%	10%
Male	167	89%	52%	14%	161	91%	58%	8%
American Indian or Alaska Native	1	–	–	–	4	–	–	–
Black or African American	56	80%	20%	2%	51	94%	41%	0%
Hispanic or Latino	53	74%	43%	8%	57	93%	58%	11%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	90%	40%	10	–	–	–
White	195	96%	64%	14%	194	92%	64%	10%
Multiracial	6	–	–	–				
Small Group Totals	7	86%	14%	0%	14	93%	57%	21%
General-Education Students	272	93%	60%	14%	268	96%	66%	10%
Students with Disabilities	49	67%	10%	0%	48	77%	23%	0%
English Proficient	314	90%	53%	12%	312	–	–	–
Limited English Proficient	7	43%	29%	0%	4	–	–	–
Economically Disadvantaged	173	84%	39%	6%	164	91%	50%	7%
Not Disadvantaged	148	95%	68%	18%	152	95%	69%	11%
Migrant	1	–	–	–				
Not Migrant	320	–	–	–	316	93%	59%	9%

#### 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	–	–	–	1	–	–	–

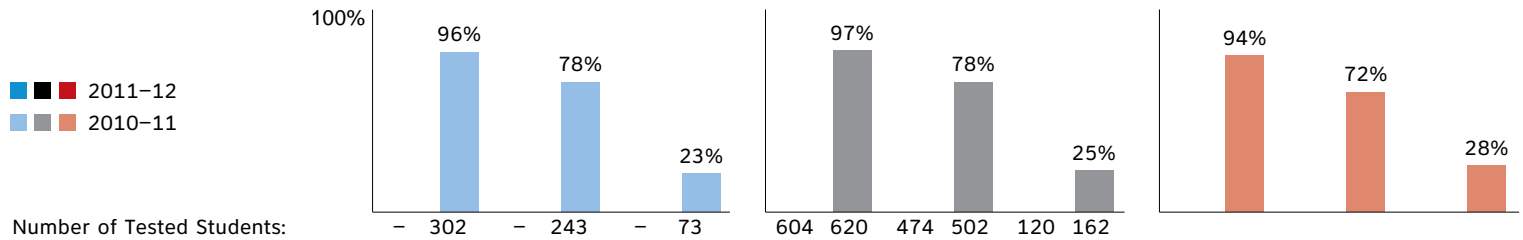
## 2 Student Performance

School **WILLIAM PACA MIDDLE SCHOOL**  
School ID **58-02-32-03-0012**

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

### Results in Grade 8 Science

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



#### Results by Student Group

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	315	95%	74%	19%	308	97%	78%	23%
Female	147	96%	75%	19%	153	98%	75%	22%
Male	168	93%	74%	19%	155	96%	81%	25%
American Indian or Alaska Native	1	–	–	–	4	–	–	–
Black or African American	54	83%	52%	6%	51	96%	59%	4%
Hispanic or Latino	55	89%	64%	11%	56	96%	79%	23%
Asian or Native Hawaiian/Other Pacific Islander	10	100%	80%	50%	10	–	–	–
White	190	99%	84%	24%	187	98%	82%	28%
Multiracial	5	–	–	–				
Small Group Totals	6	83%	67%	0%	14	93%	86%	36%
General-Education Students	268	97%	82%	22%	260	99%	85%	27%
Students with Disabilities	47	83%	30%	0%	48	88%	38%	4%
English Proficient	308	95%	76%	19%	304	–	–	–
Limited English Proficient	7	57%	14%	0%	4	–	–	–
Economically Disadvantaged	168	91%	64%	12%	158	96%	72%	15%
Not Disadvantaged	147	99%	86%	27%	150	98%	85%	33%
Migrant	1	–	–	–				
Not Migrant	314	–	–	–	308	97%	78%	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 8 Equivalent	3	–	–	–	1	–	–	–
Regents Science	3	–	–	–	5	3	3	1

## 2 Student Performance

School **WILLIAM PACA MIDDLE SCHOOL**  
School ID **58-02-32-03-0012**

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

### Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	0				0				0			
	2010-11	0				0				0			
	2009-10	0				0				0			
Integrated Algebra	2011-12	240	95%	88%	19%	234	96%	88%	20%	6	67%	50%	0%
	2010-11	274	92%	83%	13%	255	93%	85%	14%	19	79%	58%	0%
	2009-10	255	91%	84%	18%	239	93%	86%	19%	16	69%	56%	13%
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	214	96%	87%	24%	200	97%	89%	26%	14	79%	57%	0%
	2010-11	249	96%	88%	26%	230	96%	89%	28%	19	89%	79%	0%
	2009-10	229	94%	89%	33%	212	95%	91%	34%	17	88%	71%	18%
Physical Setting/Earth Science	2011-12	46	100%	100%	76%	45	—	—	—	1	—	—	—
	2010-11	25	100%	100%	72%	25	100%	100%	72%	0			
	2009-10	26	100%	100%	77%	26	100%	100%	77%	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 **WILLIAM PACA MIDDLE SCHOOL**  
School ID **58-02-32-03-0012**

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

### Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	23	30%	1	—	22	—
Science	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	25	32%	0		25	32%
Reading	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	
Writing	2011-12	0		0		0	
	2010-11	0		0		0	
	2009-10	0		0		0	
Global Studies	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	

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## 2 Student Performance

School **WILLIAM PACA MIDDLE SCHOOL**  
School ID **58-02-32-03-0012**

District **WILLIAM FLOYD UNION FREE SCHOOL DISTRICT**

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

		All Students					General-Education Students					Students with Disabilities				
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 5–6)	2011–12	5	0%	0%	20%	80%	3	–	–	–	–	2	–	–	–	–
	2010–11	4	–	–	–	–	4	–	–	–	–	0	–	–	–	–
	2009–10	7	29%	0%	43%	29%	6	–	–	–	–	1	–	–	–	–
Reading and Writing (Grades 5–6)	2011–12	5	0%	0%	80%	20%	3	–	–	–	–	2	–	–	–	–
	2010–11	4	–	–	–	–	4	–	–	–	–	0	–	–	–	–
	2009–10	7	43%	14%	43%	0%	6	–	–	–	–	1	–	–	–	–
Listening and Speaking (Grades 7–8)	2011–12	9	0%	11%	33%	56%	8	–	–	–	–	1	–	–	–	–
	2010–11	12	0%	17%	42%	42%	10	–	–	–	–	2	–	–	–	–
	2009–10	10	10%	30%	10%	50%	9	–	–	–	–	1	–	–	–	–
Reading and Writing (Grades 7–8)	2011–12	9	22%	44%	33%	0%	8	–	–	–	–	1	–	–	–	–
	2010–11	12	33%	17%	42%	8%	10	–	–	–	–	2	–	–	–	–
	2009–10	10	40%	10%	20%	30%	9	–	–	–	–	1	–	–	–	–
Listening and Speaking (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 9–12)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				

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