



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **GORHAM-MIDDLESEX CENTRAL
SCHOOL DISTRICT (MARCUS
WHITMAN)**

District ID **43-09-01-06-0000**

Superintendent **MICHAEL CHIRCO**

Telephone **(585) 554-4848**

Grades **K-12, UE, US**

This District's Report Card

The New York State District 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 the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school 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 intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2007–08 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2004-05	2005-06	2006-07
Pre-K	0	0	0
Kindergarten	71	104	85
Grade 1	93	75	108
Grade 2	111	95	78
Grade 3	101	113	95
Grade 4	102	99	114
Grade 5	132	107	97
Grade 6	125	133	105
Ungraded Elementary	0	0	0
Grade 7	137	133	133
Grade 8	149	144	132
Grade 9	150	155	145
Grade 10	112	142	152
Grade 11	137	112	129
Grade 12	96	131	121
Ungraded Secondary	0	0	0
Total K-12	1516	1543	1494

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	20	20	18
Grade 8			
English	21	19	17
Mathematics	19	17	16
Science	21	20	22
Social Studies	22	19	18
Grade 10			
English	20	19	18
Mathematics	23	20	18
Science	20	21	21
Social Studies	18	24	18

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 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 district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

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.

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	312	21%	357	23%	332	22%
Reduced-Price Lunch	176	12%	207	13%	179	12%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	1	0%	0	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	7	0%	8	1%	10	1%
Black or African American	14	1%	20	1%	26	2%
Hispanic or Latino	14	1%	13	1%	18	1%
Asian or Native Hawaiian/Other Pacific Islander	12	1%	12	1%	11	1%
White	1469	97%	1490	97%	1429	96%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate	93%		95%		96%	
Student Suspensions	97	6%	110	7%	68	4%

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. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were 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 schools were open during the school year. *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.

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	136	143	139
Percent with No Valid Teaching Certificate	1%	3%	1%
Percent Teaching Out of Certification	4%	6%	2%
Percent with Fewer Than Three Years of Experience	7%	3%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	10%	10%	12%
Total Number of Core Classes*	N/A	505	341
Percent Not Taught by Highly Qualified Teachers	N/A	8%	2%
Total Number of Classes	464	472	503
Percent Taught by Teachers Without Appropriate Certification	4%	7%	3%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	14%	10%	7%
Turnover Rate of All Teachers	7%	7%	11%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	5	15	13
Total Paraprofessionals*	55	58	65
Assistant Principals	0	0	0
Principals	4	4	4

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on 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. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

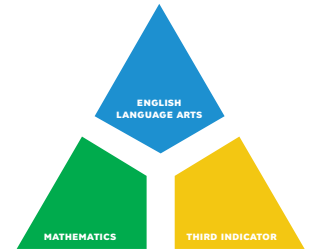
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2006–07 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2002 graduation-rate cohort earning a local diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMO's for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2006–07 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2007–08)

Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005–06	2006–07	2007–08
YES	YES	YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
	All Students					
Ethnicity						
American Indian or Alaska Native	—	—				
Black or African American	—	—				
Hispanic or Latino	—	—				
Asian or Native Hawaiian/Other Pacific Islander	—	—				
White						
Multiracial						
Other Groups						
Students with Disabilities				—	—	
Limited English Proficient						
Economically Disadvantaged				—	—	
Student groups making AYP in each subject	4 of 4	4 of 4	1 of 1	2 of 2	2 of 2	1 of 1


AYP Status

- Made AYP
- Made AYP Using Safe Harbor Target
- Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

- | Federal | State |
|---------------------------------------|--|
| Good Standing | Good Standing |
| Improvement (Year 1) | Requiring Academic Progress (Year 1) |
| Improvement (Year 2) | Requiring Academic Progress (Year 2) |
| Improvement (Year 3) | Requiring Academic Progress (Year 3) |
| Improvement (Year 4) | Requiring Academic Progress (Year 4) |
| Improvement (Year 5 & Above) | Requiring Academic Progress (Year 5 & Above) |
| Pending – Requires Special Evaluation | |














Elementary/Middle-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2007-08)

Accountability Measures 4 of 4 Student groups making AYP in English Language Arts
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (694:672)			99%		157	118	
Ethnicity							
American Indian or Alaska Native (6:6)	—	—	—	—	—	—	—
Black or African American (11:11)	—	—	—	—	—	—	—
Hispanic or Latino (8:8)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (5:5)	—	—	—	—	—	—	—
White (664:642)			99%		158	118	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (273:127)			95%		88	113	97 99
Limited English Proficient ⁵ (0:0)							
Economically Disadvantaged (281:266)			99%		141	115	
Final AYP Determination	 4 of 4						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.




³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.


⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status














Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007-08)

Accountability Measures 4 of 4 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (695:673)			100%		174	82	
Ethnicity							
American Indian or Alaska Native (6:6)	—	—	—	—	—	—	—
Black or African American (11:11)	—	—	—	—	—	—	—
Hispanic or Latino (8:8)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (5:5)	—	—	—	—	—	—	—
White (665:643)			100%		175	82	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (137:133)			100%		117	77	
Limited English Proficient ⁵ (0:0)	—	—	—	—	—	—	—
Economically Disadvantaged (281:267)			100%		164	79	
Final AYP Determination	 4 of 4						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.




³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.


⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status











Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2007–08)

Accountability Measures 1 of 1 Student groups making AYP in Science
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [201]




How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006–07 2007–08
All Students (249:234)		Qualified		99%		194	100	
Ethnicity								
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—	—
Black or African American (4:4)	—	—	—	—	—	—	—	—
Hispanic or Latino (4:4)	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (2:2)	—	—	—	—	—	—	—	—
White (237:222)		Qualified		99%		194	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (46:42)		Qualified		100%		176	100	
Limited English Proficient ⁴ (0:0)								
Economically Disadvantaged (103:98)		Qualified		100%		188	100	
Final AYP Determination		1 of 1						


NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and performance indices.
- ⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status








Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2007–08)

Accountability Measures 2 of 2 Student groups making AYP in English Language Arts
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (118:117)			99%		185	149	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (1:1)	–	–	–	–	–	–	–
Hispanic or Latino (2:2)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (2:2)	–	–	–	–	–	–	–
White (113:112)			99%		184	149	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (6:9)	–	–	–	–	–	–	–
Limited English Proficient ⁴ (0:0)							
Economically Disadvantaged (23:21)	–	–	–	–	–	–	–
Final AYP Determination	 2 of 2						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).




² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.


⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status








Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007–08)

Accountability Measures 2 of 2 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (118:117)			98%		185	142	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (1:1)	–	–	–	–	–	–	–
Hispanic or Latino (2:2)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (2:2)	–	–	–	–	–	–	–
White (113:112)			98%		185	142	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (6:9)	–	–	–	–	–	–	–
Limited English Proficient ⁴ (0:0)							
Economically Disadvantaged (23:21)	–	–	–	–	–	–	–
Final AYP Determination	 2 of 2						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).




² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.


⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status





Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2007–08)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (123)			88%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (2)		–	–	–		
Hispanic or Latino (1)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (0)						
White (120)			88%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (18)		–	–	–		
Limited English Proficient ³ (0)						
Economically Disadvantaged (28)		–	–	–		
Final AYP Determination	 1 of 1					

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2002 cohort that earned a local or Regents diploma by August 31, 2006.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **GORHAM-MIDDLESEX CENTRAL SCHOOL DISTRICT (MARCUS WHITMAN)**District ID **43-09-01-06-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status

Good Standing

3 schools identified 75% of total

GORHAM ELEMENTARY SCHOOL

MARCUS WHITMAN HIGH SCHOOL

MIDDLESEX VALLEY ELEMENTARY SCHOOL

New York State Status

Good Standing

1 school identified 25% of total

MARCUS WHITMAN MIDDLE SCHOOL

Summary of 2006–07 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	52%			98
Grade 4	60%			112
Grade 5	65%			95
Grade 6	64%			107
Grade 7	66%			134
Grade 8	64%			135
Mathematics				
Grade 3	78%			99
Grade 4	79%			115
Grade 5	79%			99
Grade 6	80%			108
Grade 7	67%			135
Grade 8	88%			133
Science				
Grade 4	95%			113
Grade 8	93%			134

	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
Secondary Level				
English	83%			132
Mathematics	86%			132

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

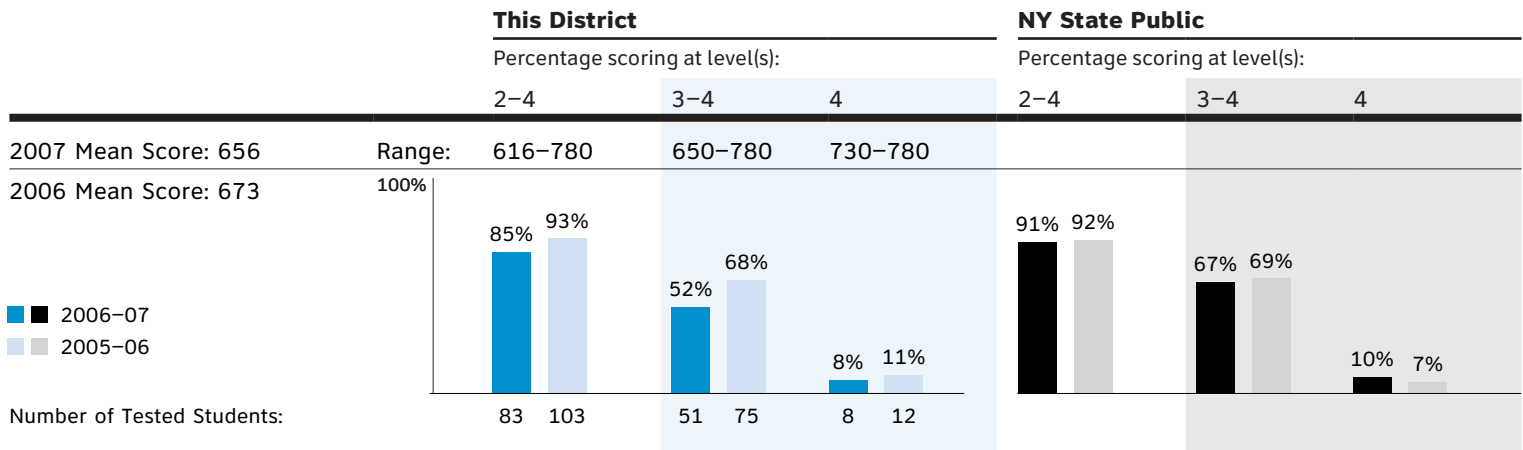
This District's N/RC Category:

Average Need Districts

This is a school district with average student needs in relation to district resource capacity.

District **GORHAM-MIDDLESEX CENTRAL SCHOOL DISTRICT (MARCUS WHITMAN)** District ID **43-09-01-06-0000**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	98	85%	52%	8%	111	93%	68%	11%
Female	51	78%	45%	8%	58	93%	66%	14%
Male	47	91%	60%	9%	53	92%	70%	8%
American Indian or Alaska Native	1	-	-	-				
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino					2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					2	-	-	-
White	96	-	-	-	106	92%	68%	10%
Multiracial								
Small Group Totals	98	85%	52%	8%	5	100%	60%	20%
General-Education Students	75	95%	65%	11%	87	100%	80%	14%
Students with Disabilities	23	52%	9%	0%	24	67%	21%	0%
English Proficient	98	85%	52%	8%	111	93%	68%	11%
Limited English Proficient								
Economically Disadvantaged	43	74%	44%	5%	51	86%	53%	2%
Not Disadvantaged	55	93%	58%	11%	60	98%	80%	18%
Migrant								
Not Migrant	98	85%	52%	8%	111	93%	68%	11%

NOTES

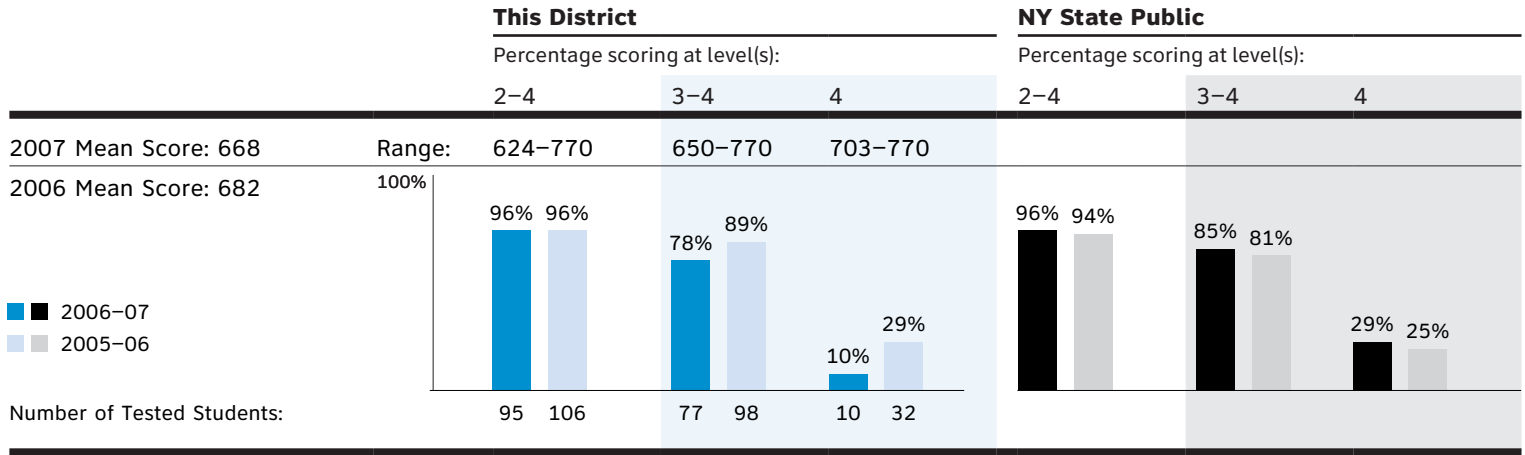
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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 3 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	N/A	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.

This District's Results in Grade 3 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	99	96%	78%	10%	110	96%	89%	29%
Female	50	96%	78%	8%	57	98%	91%	28%
Male	49	96%	78%	12%	53	94%	87%	30%
American Indian or Alaska Native	1	-	-	-	-	-	-	-
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	-	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	2	-	-	-
White	97	-	-	-	106	-	-	-
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	99	96%	78%	10%	110	96%	89%	29%
General-Education Students	74	100%	89%	14%	88	99%	92%	35%
Students with Disabilities	25	84%	44%	0%	22	86%	77%	5%
English Proficient	99	96%	78%	10%	110	96%	89%	29%
Limited English Proficient	-	-	-	-	-	-	-	-
Economically Disadvantaged	45	96%	69%	7%	48	94%	79%	17%
Not Disadvantaged	54	96%	85%	13%	62	98%	97%	39%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	99	96%	78%	10%	110	96%	89%	29%

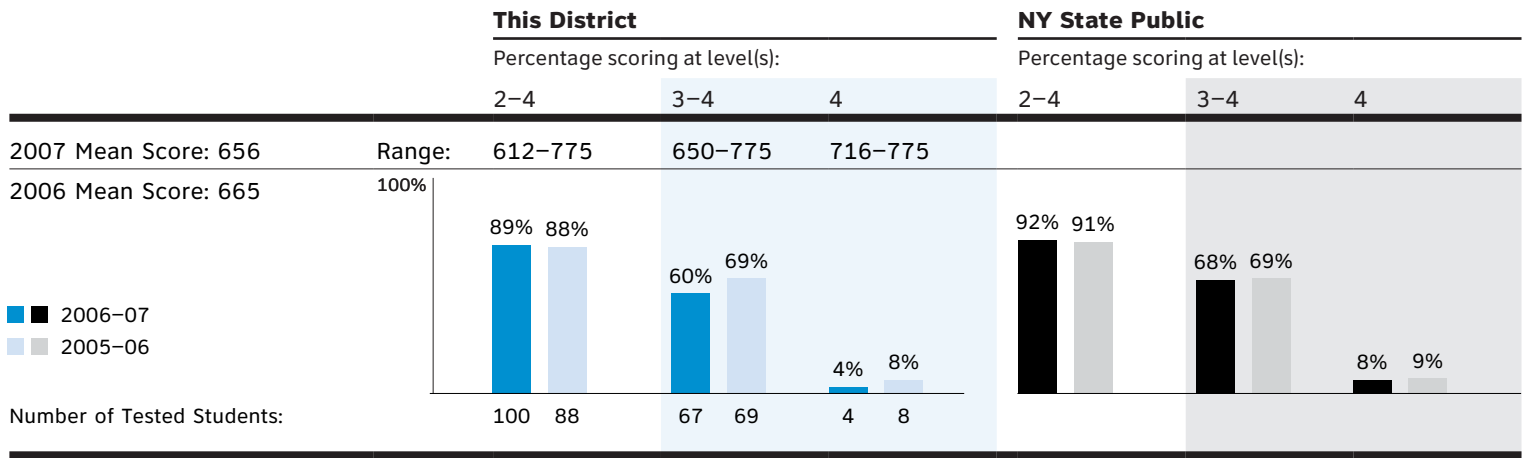
NOTES
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Other Assessments

	2006-07 School Year			2005-06 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 3 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

District **GORHAM-MIDDLESEX CENTRAL SCHOOL DISTRICT (MARCUS WHITMAN)** District ID **43-09-01-06-0000**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	112	89%	60%	4%	100	88%	69%	8%
Female	54	93%	69%	6%	50	90%	80%	14%
Male	58	86%	52%	2%	50	86%	58%	2%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino					1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	108	-	-	-	95	88%	69%	8%
Multiracial								
Small Group Totals	112	89%	60%	4%	5	80%	60%	0%
General-Education Students	89	100%	74%	4%	79	100%	85%	10%
Students with Disabilities	23	48%	4%	0%	21	43%	10%	0%
English Proficient	112	89%	60%	4%	100	88%	69%	8%
Limited English Proficient								
Economically Disadvantaged	49	86%	39%	2%	40	85%	65%	8%
Not Disadvantaged	63	92%	76%	5%	60	90%	72%	8%
Migrant								
Not Migrant	112	89%	60%	4%	100	88%	69%	8%

NOTES

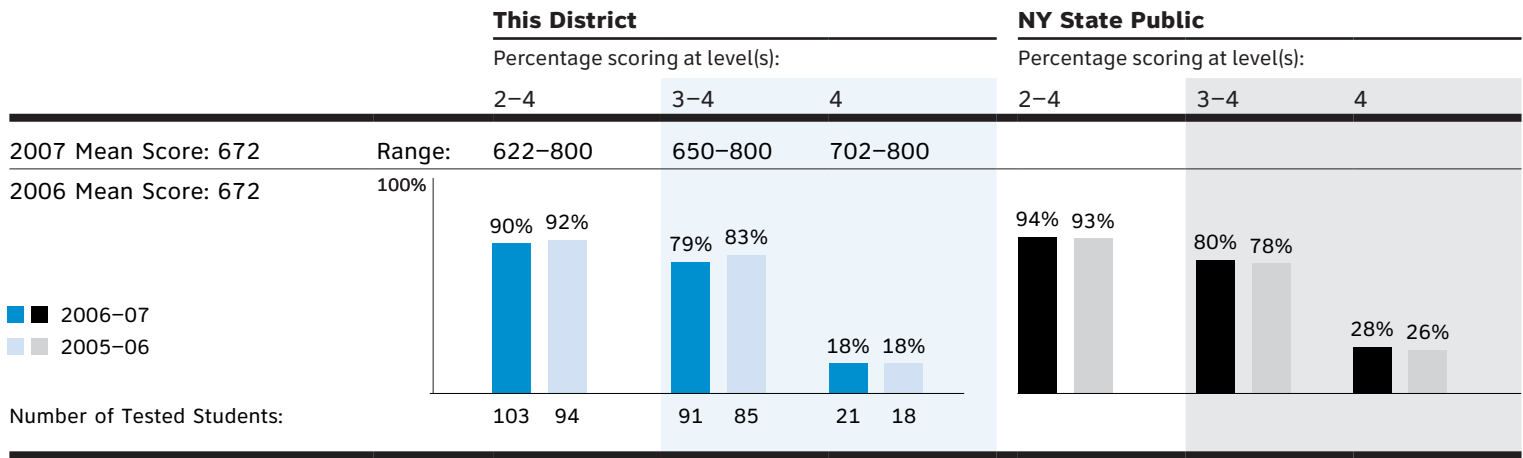
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Other Assessments

	2006-07 School Year				2005-06 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 4 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	N/A	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.

This District's Results in Grade 4 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	115	90%	79%	18%	102	92%	83%	18%
Female	54	96%	85%	22%	51	92%	88%	18%
Male	61	84%	74%	15%	51	92%	78%	18%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino					1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	111	-	-	-	97	92%	84%	19%
Multiracial								
Small Group Totals	115	90%	79%	18%	5	100%	80%	0%
General-Education Students	89	98%	90%	22%	80	100%	95%	23%
Students with Disabilities	26	62%	42%	4%	22	64%	41%	0%
English Proficient	115	90%	79%	18%	102	92%	83%	18%
Limited English Proficient								
Economically Disadvantaged	50	84%	68%	14%	42	88%	86%	14%
Not Disadvantaged	65	94%	88%	22%	60	95%	82%	20%
Migrant								
Not Migrant	115	90%	79%	18%	102	92%	83%	18%

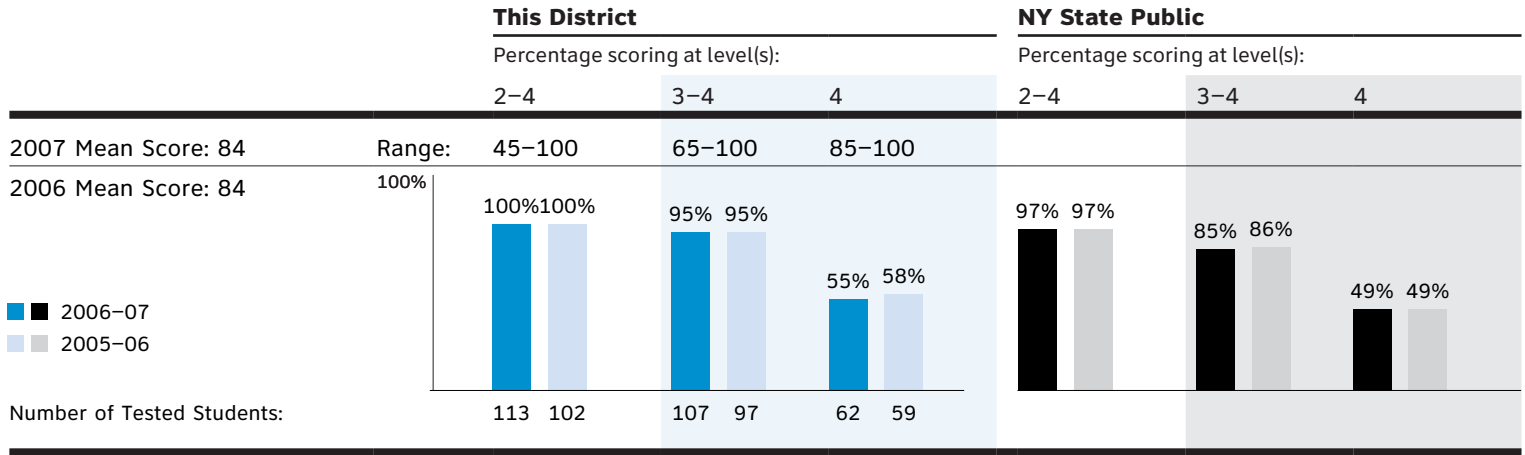
NOTES

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.

Other Assessments

	2006-07 School Year			2005-06 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 4 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

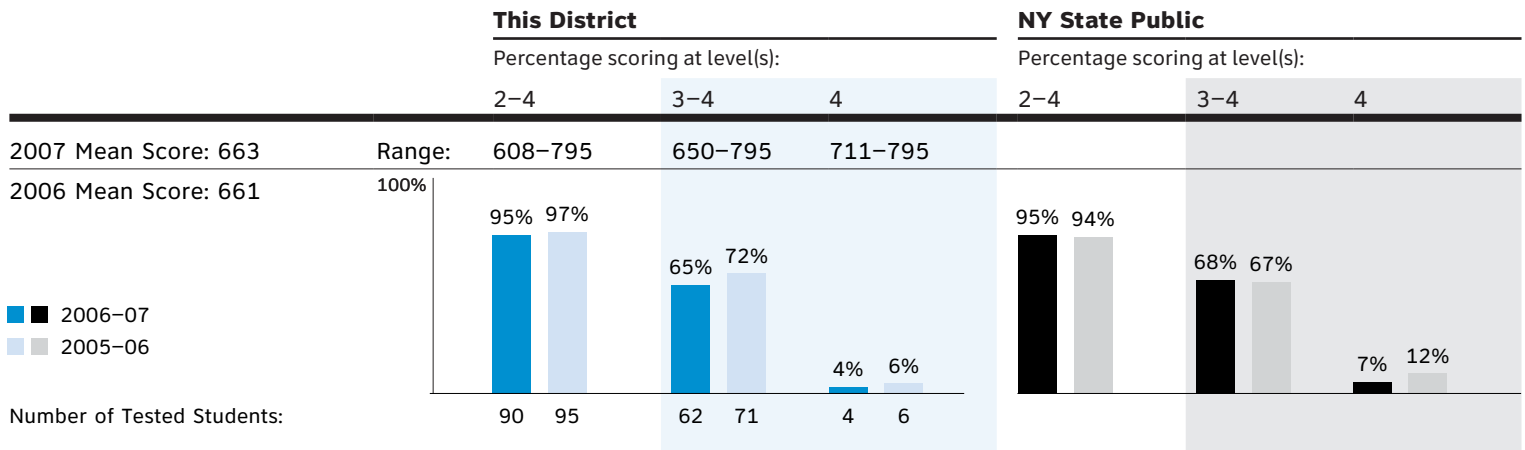
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	113	100%	95%	55%	102	100%	95%	58%
Female	53	100%	96%	58%	51	100%	92%	59%
Male	60	100%	93%	52%	51	100%	98%	57%
American Indian or Alaska Native	1	-	-	-	3	-	-	-
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino					1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	109	-	-	-	97	100%	95%	59%
Multiracial								
Small Group Totals	113	100%	95%	55%	5	100%	100%	40%
General-Education Students	87	100%	97%	63%	79	100%	100%	67%
Students with Disabilities	26	100%	88%	27%	23	100%	78%	26%
English Proficient	113	100%	95%	55%	102	100%	95%	58%
Limited English Proficient								
Economically Disadvantaged	48	100%	90%	42%	42	100%	93%	52%
Not Disadvantaged	65	100%	98%	65%	60	100%	97%	62%
Migrant								
Not Migrant	113	100%	95%	55%	102	100%	95%	58%

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.

Other Assessments

	2006-07 School Year			2005-06 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 4 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	95	95%	65%	4%	98	97%	72%	6%
Female	48	98%	75%	4%	45	93%	73%	7%
Male	47	91%	55%	4%	53	100%	72%	6%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	2	-	-	-				
Hispanic or Latino	1	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	90	94%	66%	4%	96	-	-	-
Multiracial								
Small Group Totals	5	100%	60%	0%	98	97%	72%	6%
General-Education Students	76	100%	78%	5%	83	100%	81%	7%
Students with Disabilities	19	74%	16%	0%	15	80%	27%	0%
English Proficient	95	95%	65%	4%	98	97%	72%	6%
Limited English Proficient								
Economically Disadvantaged	38	97%	66%	0%	41	93%	59%	2%
Not Disadvantaged	57	93%	65%	7%	57	100%	82%	9%
Migrant								
Not Migrant	95	95%	65%	4%	98	97%	72%	6%

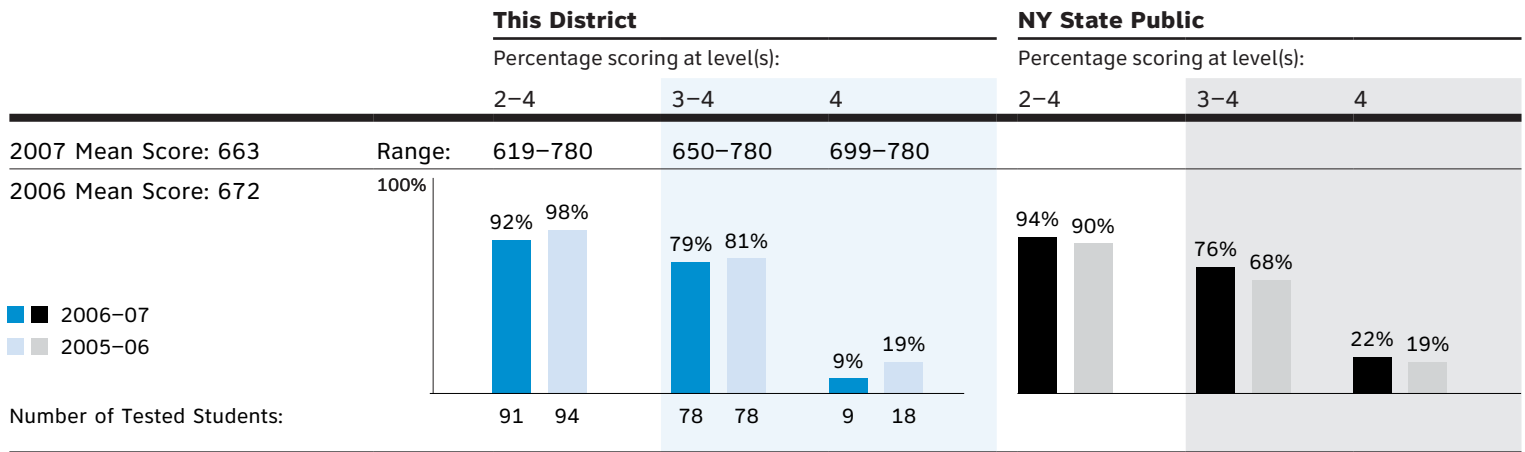
NOTES
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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 5 Equivalent	2	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	N/A	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.

This District's Results in Grade 5 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	99	92%	79%	9%	96	98%	81%	19%
Female	49	94%	86%	6%	44	98%	75%	18%
Male	50	90%	72%	12%	52	98%	87%	19%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	2	-	-	-				
Hispanic or Latino	1	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander								
White	94	91%	79%	10%	94	-	-	-
Multiracial								
Small Group Totals	5	100%	80%	0%	96	98%	81%	19%
General-Education Students	76	100%	93%	12%	83	100%	88%	19%
Students with Disabilities	23	65%	30%	0%	13	85%	38%	15%
English Proficient	99	92%	79%	9%	96	98%	81%	19%
Limited English Proficient								
Economically Disadvantaged	40	90%	78%	8%	39	97%	72%	5%
Not Disadvantaged	59	93%	80%	10%	57	98%	88%	28%
Migrant								
Not Migrant	99	92%	79%	9%	96	98%	81%	19%

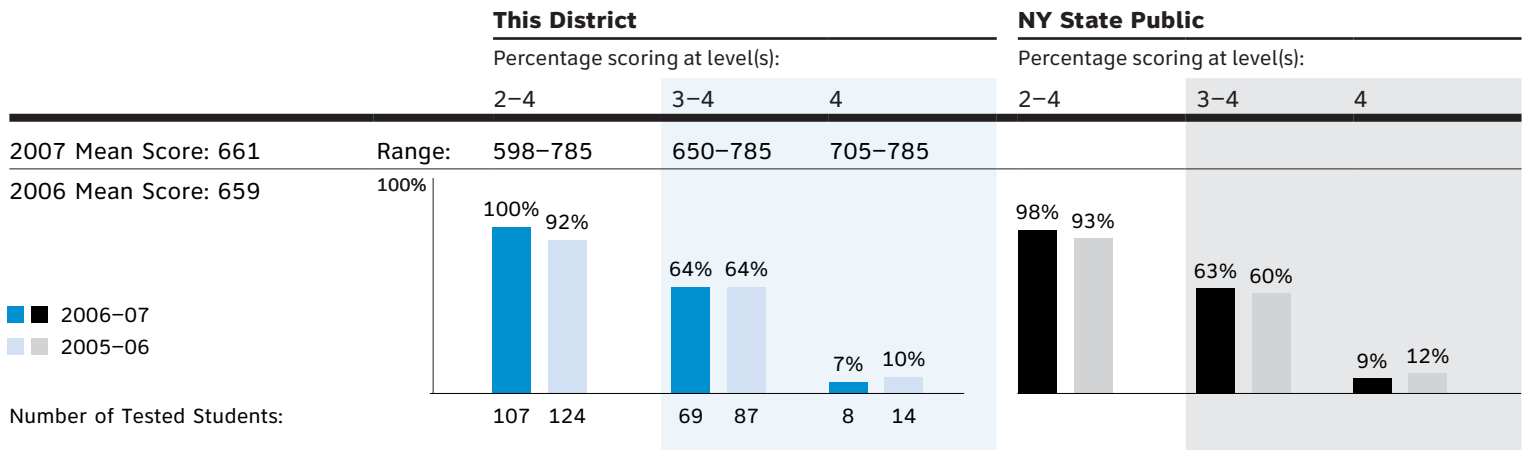
NOTES
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Other Assessments

	2006-07 School Year			2005-06 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 5 Equivalent	2	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

District **GORHAM-MIDDLESEX CENTRAL SCHOOL DISTRICT (MARCUS WHITMAN)** District ID **43-09-01-06-0000**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	107	100%	64%	7%	135	92%	64%	10%
Female	53	100%	62%	11%	65	95%	71%	15%
Male	54	100%	67%	4%	70	89%	59%	6%
American Indian or Alaska Native					1	-	-	-
Black or African American								
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					3	-	-	-
White	105	-	-	-	130	92%	65%	11%
Multiracial								
Small Group Totals	107	100%	64%	7%	5	100%	60%	0%
General-Education Students	86	100%	76%	9%	110	98%	75%	13%
Students with Disabilities	21	100%	19%	0%	25	64%	20%	0%
English Proficient	107	100%	64%	7%	135	92%	64%	10%
Limited English Proficient								
Economically Disadvantaged	44	100%	55%	0%	49	90%	47%	4%
Not Disadvantaged	63	100%	71%	13%	86	93%	74%	14%
Migrant					1	-	-	-
Not Migrant	107	100%	64%	7%	134	-	-	-

NOTES

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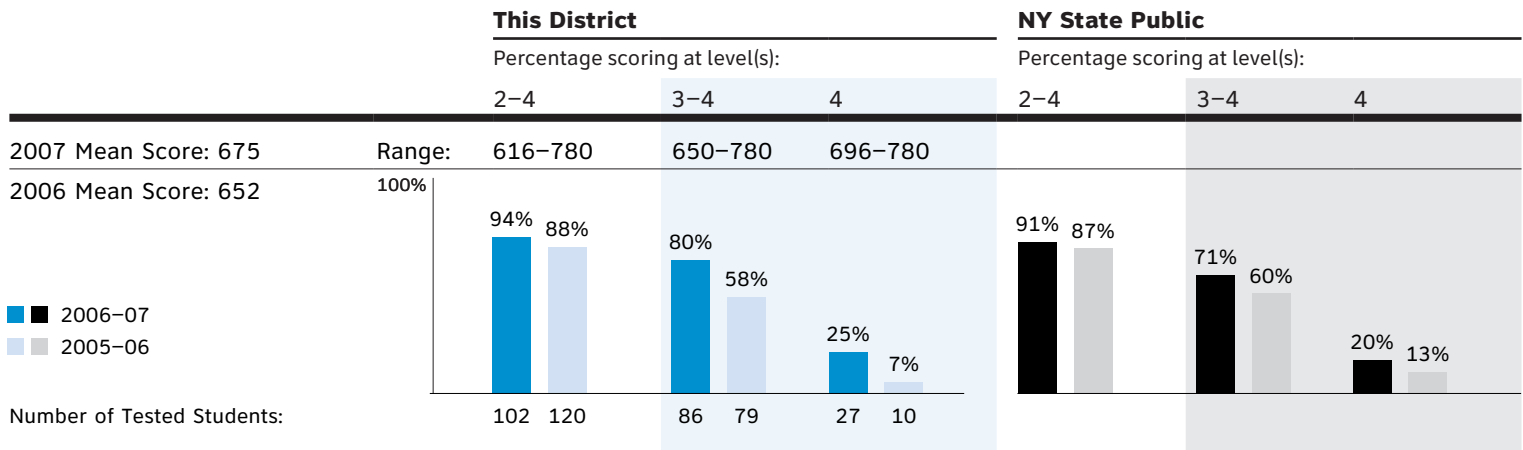
Other Assessments

	2006-07 School Year				2005-06 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 6 Equivalent	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	N/A	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.

District **GORHAM-MIDDLESEX CENTRAL SCHOOL DISTRICT (MARCUS WHITMAN)** District ID **43-09-01-06-0000**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	108	94%	80%	25%	136	88%	58%	7%
Female	53	91%	74%	23%	65	94%	65%	8%
Male	55	98%	85%	27%	71	83%	52%	7%
American Indian or Alaska Native					1	-	-	-
Black or African American								
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					3	-	-	-
White	106	-	-	-	131	88%	57%	8%
Multiracial								
Small Group Totals	108	94%	80%	25%	5	100%	80%	0%
General-Education Students	87	100%	92%	29%	110	95%	67%	8%
Students with Disabilities	21	71%	29%	10%	26	62%	19%	4%
English Proficient	108	94%	80%	25%	136	88%	58%	7%
Limited English Proficient								
Economically Disadvantaged	44	91%	68%	7%	49	88%	53%	2%
Not Disadvantaged	64	97%	88%	38%	87	89%	61%	10%
Migrant					1	-	-	-
Not Migrant	108	94%	80%	25%	135	-	-	-

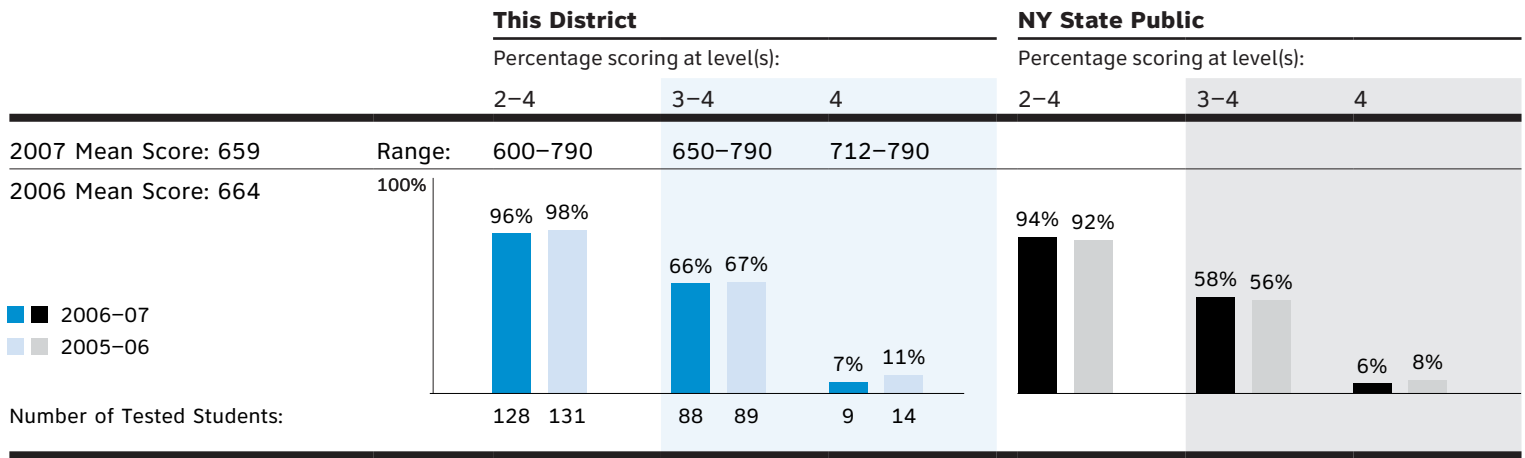
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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 6 Equivalent	1	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	134	96%	66%	7%	133	98%	67%	11%
Female	67	97%	75%	10%	62	98%	76%	16%
Male	67	94%	57%	3%	71	99%	59%	6%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	3	-	-	-	3	-	-	-
Hispanic or Latino	1	-	-	-	4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	126	95%	67%	7%	125	98%	68%	10%
Multiracial								
Small Group Totals	8	100%	50%	0%	8	100%	50%	13%
General-Education Students	117	100%	74%	8%	114	100%	75%	12%
Students with Disabilities	17	65%	6%	0%	19	89%	16%	0%
English Proficient	134	96%	66%	7%	133	98%	67%	11%
Limited English Proficient								
Economically Disadvantaged	46	93%	48%	2%	50	98%	54%	4%
Not Disadvantaged	88	97%	75%	9%	83	99%	75%	14%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	133	-	-	-	132	-	-	-

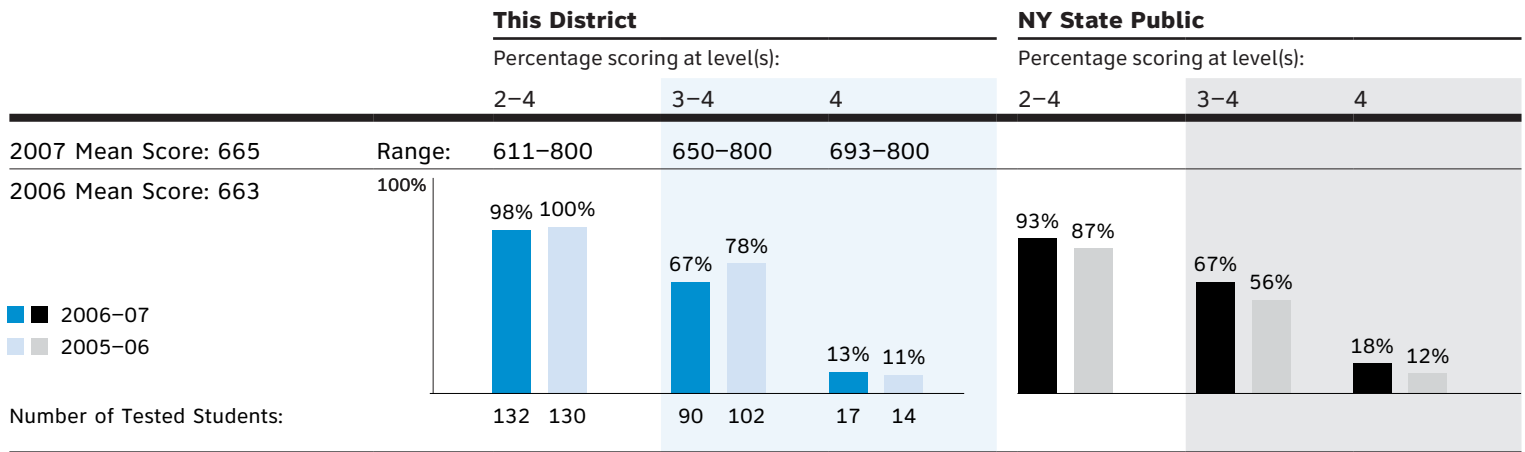
NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	2	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	N/A	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.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	135	98%	67%	13%	130	100%	78%	11%
Female	67	99%	75%	16%	60	100%	77%	13%
Male	68	97%	59%	9%	70	100%	80%	9%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	3	-	-	-	3	-	-	-
Hispanic or Latino	1	-	-	-	4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	127	98%	67%	13%	122	100%	80%	11%
Multiracial								
Small Group Totals	8	100%	63%	0%	8	100%	63%	0%
General-Education Students	118	100%	73%	14%	113	100%	83%	12%
Students with Disabilities	17	82%	24%	0%	17	100%	47%	0%
English Proficient	135	98%	67%	13%	130	100%	78%	11%
Limited English Proficient								
Economically Disadvantaged	46	96%	57%	0%	48	100%	65%	2%
Not Disadvantaged	89	99%	72%	19%	82	100%	87%	16%
Migrant	1	-	-	-	1	-	-	-
Not Migrant	134	-	-	-	129	-	-	-

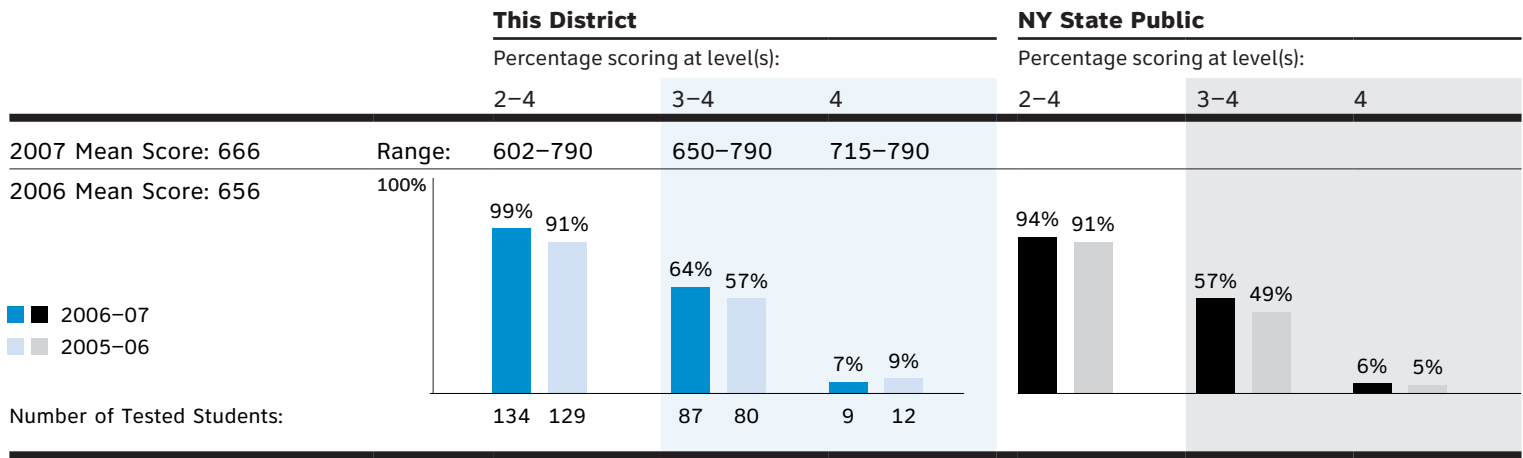
NOTES
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Other Assessments

	2006-07 School Year			2005-06 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	2	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

District **GORHAM-MIDDLESEX CENTRAL SCHOOL DISTRICT (MARCUS WHITMAN)** District ID **43-09-01-06-0000**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	135	99%	64%	7%	141	91%	57%	9%
Female	68	99%	75%	6%	70	91%	60%	14%
Male	67	100%	54%	7%	71	92%	54%	3%
American Indian or Alaska Native	1	-	-	-				
Black or African American	4	-	-	-	3	-	-	-
Hispanic or Latino	4	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander					3	-	-	-
White	126	99%	67%	6%	135	91%	56%	8%
Multiracial								
Small Group Totals	9	100%	33%	11%	6	100%	67%	17%
General-Education Students	114	100%	74%	8%	120	97%	65%	10%
Students with Disabilities	21	95%	14%	0%	21	62%	10%	0%
English Proficient	135	99%	64%	7%	141	91%	57%	9%
Limited English Proficient								
Economically Disadvantaged	57	98%	47%	5%	48	85%	40%	2%
Not Disadvantaged	78	100%	77%	8%	93	95%	66%	12%
Migrant								
Not Migrant	135	99%	64%	7%	141	91%	57%	9%

NOTES

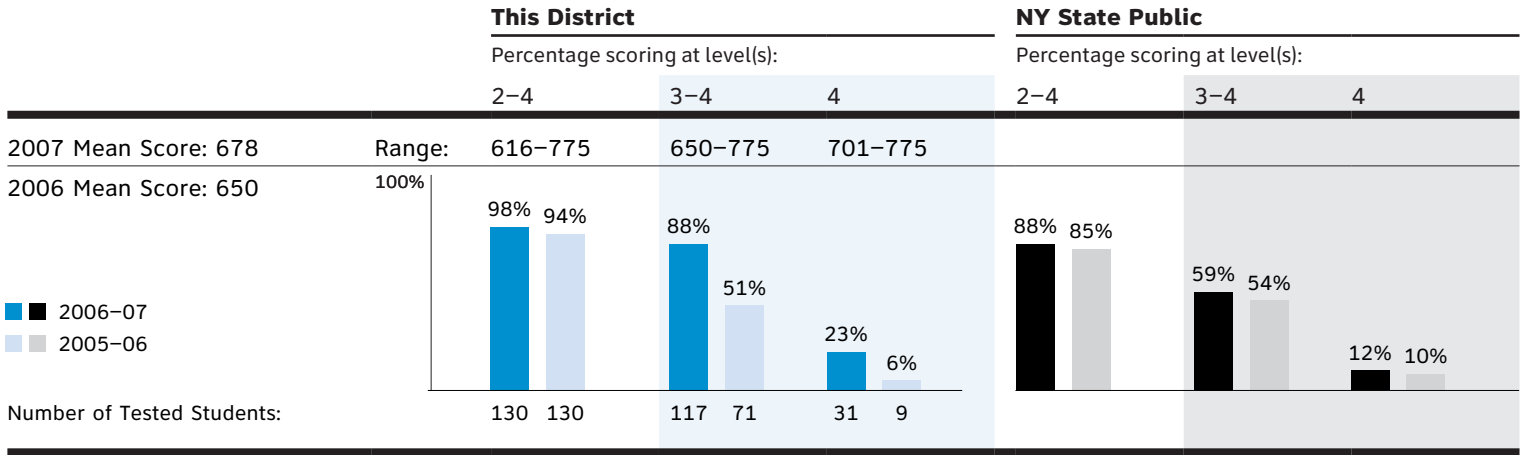
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Other Assessments

	2006-07 School Year				2005-06 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	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	N/A	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.

This District's Results in Grade 8 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	133	98%	88%	23%	139	94%	51%	6%
Female	68	99%	93%	26%	68	93%	49%	6%
Male	65	97%	83%	20%	71	94%	54%	7%
American Indian or Alaska Native	1	-	-	-	-	-	-	-
Black or African American	4	-	-	-	2	-	-	-
Hispanic or Latino	4	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					3	-	-	-
White	124	98%	90%	24%	134	93%	51%	7%
Multiracial								
Small Group Totals	9	100%	56%	11%	5	100%	60%	0%
General-Education Students	113	100%	93%	27%	118	96%	57%	8%
Students with Disabilities	20	85%	60%	5%	21	81%	19%	0%
English Proficient	133	98%	88%	23%	139	94%	51%	6%
Limited English Proficient								
Economically Disadvantaged	56	96%	80%	13%	45	89%	31%	7%
Not Disadvantaged	77	99%	94%	31%	94	96%	61%	6%
Migrant								
Not Migrant	133	98%	88%	23%	139	94%	51%	6%

NOTES
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Other Assessments

	2006-07 School Year			2005-06 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	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science

This District

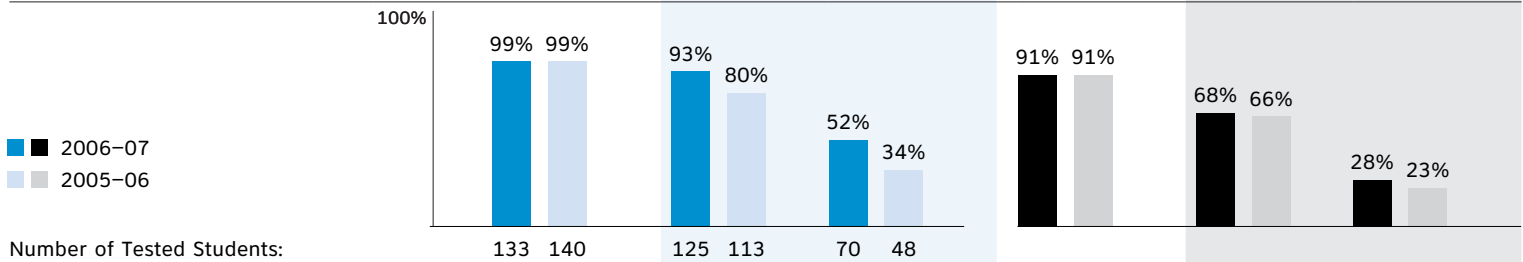
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2006-07 School Year

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

2005-06 School Year

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

	2006-07 School Year				2005-06 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	134	99%	93%	52%	119	99%	76%	23%
Female	69	99%	93%	49%	57	98%	72%	14%
Male	65	100%	94%	55%	62	100%	81%	31%
American Indian or Alaska Native	1	-	-	-				
Black or African American	3	-	-	-	3	-	-	-
Hispanic or Latino	4	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander					2	-	-	-
White	126	99%	94%	53%	114	99%	75%	21%
Multiracial								
Small Group Totals	8	100%	88%	38%	5	100%	100%	60%
General-Education Students	114	100%	97%	58%	98	100%	80%	24%
Students with Disabilities	20	95%	70%	20%	21	95%	62%	14%
English Proficient	134	99%	93%	52%	119	99%	76%	23%
Limited English Proficient								
Economically Disadvantaged	55	98%	87%	36%	43	98%	74%	16%
Not Disadvantaged	79	100%	97%	63%	76	100%	78%	26%
Migrant								
Not Migrant	134	99%	93%	52%	119	99%	76%	23%

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.

Other Assessments

2006-07 School Year

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

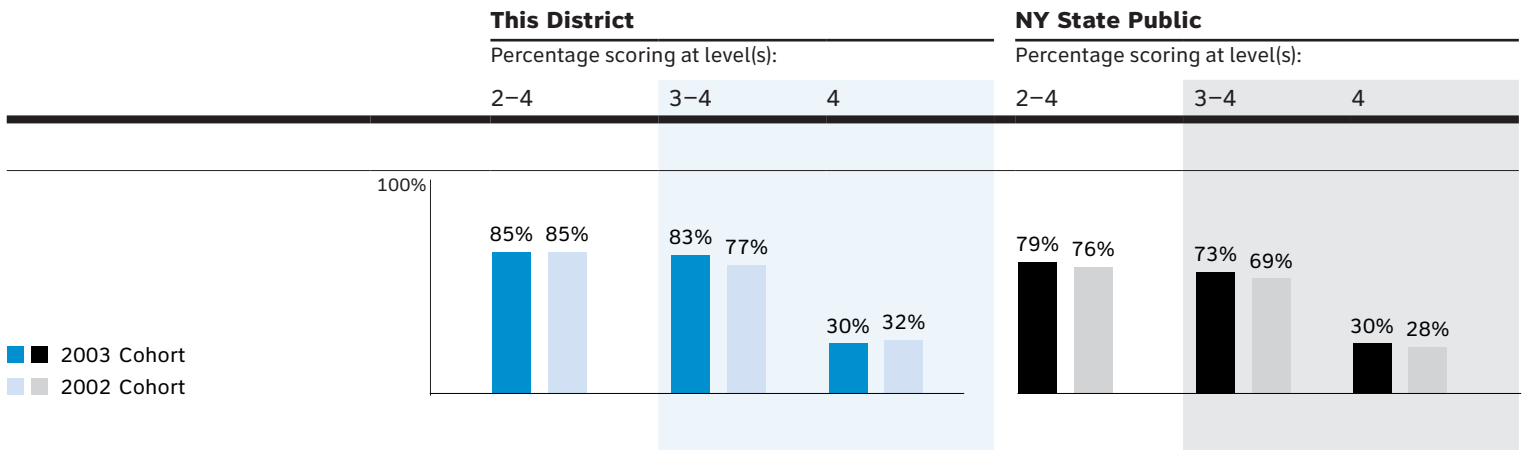
2005-06 School Year

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

	2006-07 School Year	2005-06 School Year
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.
Regents Science	0	22 22 22 21

District **GORHAM-MIDDLESEX CENTRAL SCHOOL DISTRICT (MARCUS WHITMAN)** District ID **43-09-01-06-0000**

This District's Total Cohort* Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	132	85%	83%	30%	126	85%	77%	32%
Female	60	90%	90%	37%	65	83%	75%	34%
Male	72	81%	78%	25%	61	87%	79%	30%
American Indian or Alaska Native								
Black or African American	1	-	-	-	2	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	127	84%	83%	30%	123	-	-	-
Multiracial								
Small Group Totals	5	100%	100%	40%	126	85%	77%	32%
General-Education Students	119	92%	91%	34%	110	92%	85%	36%
Students with Disabilities	13	15%	15%	0%	16	38%	19%	0%
English Proficient	132	85%	83%	30%	126	85%	77%	32%
Limited English Proficient								
Economically Disadvantaged	26	77%	77%	15%	24	71%	58%	4%
Not Disadvantaged	106	87%	85%	34%	102	88%	81%	38%
Migrant								
Not Migrant					126	85%	77%	32%

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.

Other Assessments

	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				1	-	-	-

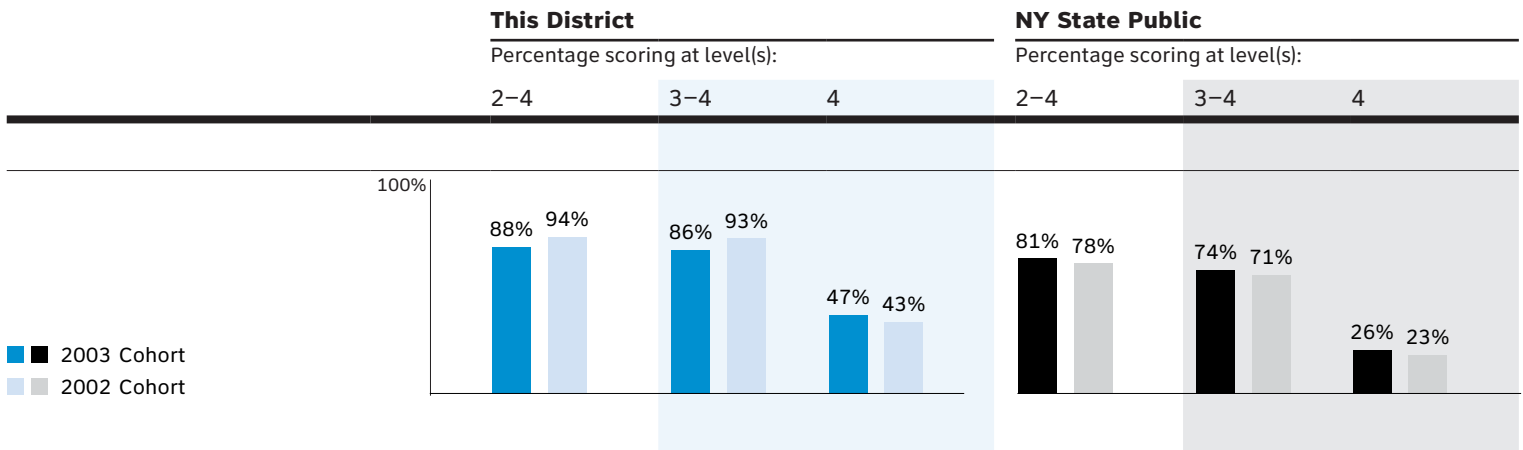
* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

District **GORHAM-MIDDLESEX CENTRAL SCHOOL DISTRICT (MARCUS WHITMAN)** District ID **43-09-01-06-0000**

This District's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	132	88%	86%	47%	126	94%	93%	43%
Female	60	93%	92%	53%	65	92%	91%	35%
Male	72	83%	81%	42%	61	95%	95%	51%
American Indian or Alaska Native								
Black or African American	1	-	-	-	2	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	127	87%	85%	47%	123	-	-	-
Multiracial								
Small Group Totals	5	100%	100%	40%	126	94%	93%	43%
General-Education Students	119	95%	93%	52%	110	97%	96%	47%
Students with Disabilities	13	23%	15%	0%	16	69%	69%	13%
English Proficient	132	88%	86%	47%	126	94%	93%	43%
Limited English Proficient								
Economically Disadvantaged	26	77%	77%	46%	24	88%	88%	29%
Not Disadvantaged	106	91%	88%	47%	102	95%	94%	46%
Migrant								
Not Migrant					126	94%	93%	43%

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.

Other Assessments

	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				1	-	-	-

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.