The New York State District Report Card

Accountability and Overview Report 2006 – 07

District **WEST SENECA CENTRAL SCHOOL DISTRICT**
District ID **14-28-01-06-0000**
Superintendent **JEAN KOVACH**
Telephone **(716) 677-3101**
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.

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.

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

District **WEST SENECA CENTRAL SCHOOL DISTRICT**

District ID **14-28-01-06-0000**

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	493	554	525
Grade 1	527	478	551
Grade 2	508	546	483
Grade 3	556	518	535
Grade 4	530	558	519
Grade 5	554	532	568
Grade 6	566	572	535
Ungraded Elementary	2	21	20
Grade 7	640	587	601
Grade 8	644	626	584
Grade 9	706	637	666
Grade 10	640	705	640
Grade 11	594	625	686
Grade 12	639	578	602
Ungraded Secondary	16	63	74
Total K–12	7615	7600	7589

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

	2004–05	2005–06	2006–07
Common Branch	22	23	23
Grade 8			
English	20	20	21
Mathematics	20	20	21
Science	22	21	22
Social Studies	21	22	22
Grade 10			
English	22	23	23
Mathematics	20	23	22
Science	20	21	20
Social Studies	19	22	22

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.

District **WEST SENECA CENTRAL SCHOOL DISTRICT**

District ID **14-28-01-06-0000**

Demographic Factors

	2004–05		2005–06		2006–07	
	#	%	#	%	#	%
Eligible for Free Lunch	1063	14%	1128	15%	1125	15%
Reduced-Price Lunch	672	9%	791	10%	811	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	35	0%	68	1%	46	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	22	0%	30	0%	32	0%
Black or African American	114	1%	127	2%	134	2%
Hispanic or Latino	98	1%	116	2%	137	2%
Asian or Native Hawaiian/Other Pacific Islander	60	1%	60	1%	61	1%
White	7321	96%	7267	96%	7224	95%
Multiracial**	N/A	N/A	N/A	N/A	1	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		94%		94%		94%
Student Suspensions	459	6%	401	5%	205	3%

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.

District **WEST SENECA CENTRAL SCHOOL DISTRICT**

District ID **14-28-01-06-0000**

Teacher Qualifications

	2004–05	2005–06	2006–07
Total Number of Teachers	572	561	485
Percent with No Valid Teaching Certificate	0%	0%	1%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer Than Three Years of Experience	11%	9%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	8%	7%	7%
Total Number of Core Classes*	N/A	2093	1309
Percent Not Taught by Highly Qualified Teachers	N/A	0%	2%
Total Number of Classes	2008	2038	2063
Percent Taught by Teachers Without Appropriate Certification	1%	1%	1%

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

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

	2003–04	2004–05	2005–06
Turnover Rate of Teachers with Fewer than Five Years of Experience	14%	18%	17%
Turnover Rate of All Teachers	18%	17%	14%

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

	2004–05	2005–06	2006–07
Total Other Professional Staff	42	43	42
Total Paraprofessionals*	147	143	144
Assistant Principals	6	5	6
Principals	12	12	12

* Not available at the school level.

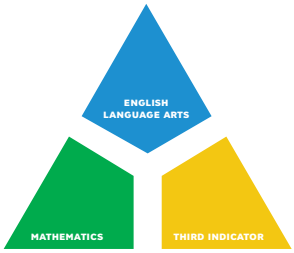
Staff Counts Information

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.

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

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 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

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

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

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 PI + (200 – the 2005–06 PI) × 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.

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

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)	**New York State Status** (Applies to New York State districts)
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 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 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 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 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 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 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 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 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.	**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.

2 District Accountability

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

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?

	Elementary/Middle Level			Secondary Level		
Student Groups	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	✔ 7 of 7	✔ 7 of 7	✔ 1 of 1	✔ 4 of 4	✔ 4 of 4	✔ 1 of 1

AYP Status

- ✔ Made AYP
- ✔SH 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

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2007–08)	^	Good Standing
Accountability Measures	7 of 7	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 Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2006–07	Safe Harbor Target 2007–08
All Students (3378:3347)	✔	✔	100%	✔	176	120		
Ethnicity								
American Indian or Alaska Native (17:16)	–	–	–	–	–	–		–
Black or African American (52:47)	✔	✔	100%	✔	143	108		
Hispanic or Latino (66:66)	✔	✔	100%	✔	164	110		
Asian or Native Hawaiian/Other Pacific Islander (33:32)	✔	–	–	✔	184	105		
White (3210:3186)	✔	✔	100%	✔	177	120		
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (437:428)	✔	✔	99%	✔	124	117		
Limited English Proficient[5] (9:8)	–	–	–	–	–	–		–
Economically Disadvantaged (917:903)	✔	✔	100%	✔	164	118		
Final AYP Determination	✔ 7 of 7							

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

✔SH Made AYP Using Safe Harbor Target

✘ Did Not Make AYP

— Insufficient Number of Students to Determine AYP Status

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2007–08)	^	Good Standing
Accountability Measures	7 of 7	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 Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2006–07	Safe Harbor Target 2007–08
All Students (3368:3327)	✔	✔	100%	✔	184	84		
Ethnicity								
American Indian or Alaska Native (16:14)	–	–	–	–	–	–		–
Black or African American (51:44)	✔	✔	96%	✔	152	71		
Hispanic or Latino (63:63)	✔	✔	100%	✔	181	74		
Asian or Native Hawaiian/Other Pacific Islander (33:33)	✔	–	–	✔	194	69		
White (3205:3173)	✔	✔	100%	✔	184	84		
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (432:419)	✔	✔	99%	✔	140	81		
Limited English Proficient[5] (9:9)	–	–	–	–	–	–		–
Economically Disadvantaged (916:896)	✔	✔	100%	✔	174	82		
Final AYP Determination	✔ 7 of 7							

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

✔SH Made AYP Using Safe Harbor Target

✘ Did Not Make AYP

— Insufficient Number of Students to Determine AYP Status

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

Elementary/Middle-Level Science

Accountability Status for This Subject (2007–08)	^	Good Standing
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 Status	AYP Safe Harbor Qualification	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives State Standard	Progress Target 2006–07	Progress Target 2007–08
All Students (1116:1098)	✔	Qualified	✔	99%	✔	192	100		
Ethnicity									
American Indian or Alaska Native (8:6)		–	–	–	–	–	–		–
Black or African American (17:16)		–	–	–	–	–	–		–
Hispanic or Latino (25:25)		–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (15:15)		–	–	–	–	–	–		–
White (1051:1036)		Qualified	✔	100%	✔	193	100		
Multiracial (0:0)									
Other Groups									
Students with Disabilities (138:134)		Qualified	✔	99%	✔	161	100		
Limited English Proficient[4] (3:3)		–	–	–	–	–	–		–
Economically Disadvantaged (309:300)		Qualified	✔	99%	✔	187	100		
Final AYP Determination	✔ 1 of 1								

AYP Status

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

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.

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

Secondary-Level English Language Arts

Accountability Status for This Subject (2007–08)	^	Good Standing
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 secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2003 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2006–07	Safe Harbor Target 2007–08
All Students (582:577)	✔	✔	100%	✔	195	154		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (5:5)	–	–	–	–	–	–		–
Hispanic or Latino (5:5)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (2:2)	–	–	–	–	–	–		–
White (570:565)	✔	✔	100%	✔	195	154		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (68:77)	✔	✔	100%	✔	168	148		
Limited English Proficient[4] (2:2)	–	–	–	–	–	–		–
Economically Disadvantaged (90:92)	✔	✔	100%	✔	189	149		
Final AYP Determination	✔ 4 of 4							

AYP Status

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

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.

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

Secondary-Level Mathematics

Accountability Status for This Subject (2007–08)	^	Good Standing
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 secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2003 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2006–07	Safe Harbor Target 2007–08
All Students (582:577)	✔	✔	100%	✔	195	147		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (5:5)	–	–	–	–	–	–		–
Hispanic or Latino (5:5)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (2:2)	–	–	–	–	–	–		–
White (570:565)	✔	✔	100%	✔	196	147		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (68:77)	✔	✔	100%	✔	169	141		
Limited English Proficient[4] (2:2)	–	–	–	–	–	–		–
Economically Disadvantaged (90:92)	✔	✔	100%	✔	191	142		
Final AYP Determination	✔ 4 of 4							

AYP Status

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

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.

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

Graduation Rate

Accountability Status for This Indicator (2007–08)	^	Good Standing
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 AYP	Graduation Met Criterion	Graduation Graduation Rate[2]	Objectives State Standard	Progress Target 2006–07	Progress Target 2007–08
All Students (564)	✔	✔	91%	55%		
Ethnicity						
American Indian or Alaska Native (6)		–	–	–		
Black or African American (8)		–	–	–		
Hispanic or Latino (9)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (5)		–	–	–		
White (536)		✔	91%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (82)		✔	66%	55%		
Limited English Proficient[3] (2)		–	–	–		
Economically Disadvantaged (102)		✔	79%	55%		
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.

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

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	New York State Status
Good Standing	**Good Standing**
6 schools identified 50% of total	6 schools identified 50% of total
ALLENDALE ELEMENTARY SCHOOL	ALTERNATIVE LEARNING CENTER
EAST ELEMENTARY SCHOOL	CLINTON ELEMENTARY SCHOOL
NORTHWOOD ELEMENTARY SCHOOL	EAST MIDDLE SCHOOL
POTTERS ROAD SCHOOL	WEST ELEMENTARY SCHOOL
WEST MIDDLE SCHOOL	WEST SENECA EAST SENIOR HIGH SCHOOL
WINCHESTER ELEMENTARY SCHOOL	WEST SENECA WEST SENIOR HIGH SCHOOL

District **WEST SENECA CENTRAL SCHOOL DISTRICT**

District ID **14-28-01-06-0000**

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
English Language Arts		
Grade 3	83%	514
Grade 4	77%	509
Grade 5	79%	561
Grade 6	75%	536
Grade 7	73%	598
Grade 8	75%	583
Mathematics		
Grade 3	96%	513
Grade 4	88%	509
Grade 5	80%	560
Grade 6	84%	533
Grade 7	86%	595
Grade 8	80%	580
Science		
Grade 4	94%	505
Grade 8	92%	582

	Percentage of students that scored at or above Level 3	2003 Total Cohort
Secondary Level		
English	89%	642
Mathematics	91%	642

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

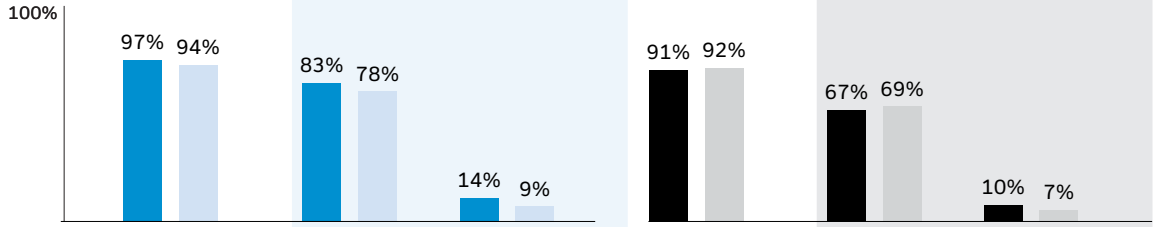
This is a school district with average student needs in relation to district resource capacity.

4 Overview of District Performance

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

This District's Results in Grade 3 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 681	Range:	616–780	650–780	730–780			
2006 Mean Score: 678							
Number of Tested Students:		497 485	427 399	72 44			



Results by Student Group

	2006–07 School Year				2005–06 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	**514**	**97%**	**83%**	**14%**	**514**	**94%**	**78%**	**9%**
Female	240	99%	88%	15%	258	95%	84%	11%
Male	274	95%	79%	13%	256	93%	71%	6%
American Indian or Alaska Native	1	–	–	–	4	–	–	–
Black or African American	6	–	–	–	15	100%	60%	0%
Hispanic or Latino	10	90%	60%	0%	13	100%	77%	15%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	7	–	–	–
White	494	97%	84%	15%	475	94%	78%	9%
Multiracial								
Small Group Totals	10	90%	80%	0%	11	100%	82%	9%
General-Education Students	468	99%	89%	15%	446	99%	86%	10%
Students with Disabilities	46	70%	26%	2%	68	62%	24%	0%
English Proficient	511	–	–	–	514	94%	78%	9%
Limited English Proficient	3	–	–	–				
Economically Disadvantaged	141	91%	71%	10%	152	91%	65%	3%
Not Disadvantaged	373	99%	88%	16%	362	96%	83%	11%
Migrant								
Not Migrant	514	97%	83%	14%	514	94%	78%	9%

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): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	13	13	13	12	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

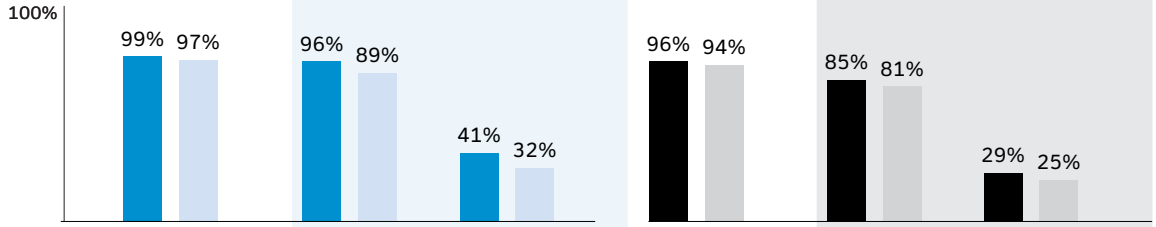
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

This District's Results in Grade 3 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 698	Range:	624–770	650–770	703–770			
2006 Mean Score: 686							
Number of Tested Students:		507 491	493 451	208 163			



Results by Student Group

	2006–07 School Year				2005–06 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	**513**	**99%**	**96%**	**41%**	**508**	**97%**	**89%**	**32%**
Female	241	100%	95%	41%	255	97%	90%	33%
Male	272	98%	97%	40%	253	96%	88%	31%
American Indian or Alaska Native	1	–	–	–	4	–	–	–
Black or African American	6	–	–	–	15	87%	73%	0%
Hispanic or Latino	9	100%	89%	33%	14	100%	93%	21%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	7	–	–	–
White	494	99%	96%	40%	468	97%	89%	34%
Multiracial								
Small Group Totals	10	90%	90%	60%	11	100%	100%	27%
General-Education Students	467	100%	98%	44%	440	100%	95%	37%
Students with Disabilities	46	87%	76%	7%	68	78%	46%	1%
English Proficient	510	–	–	–	507	–	–	–
Limited English Proficient	3	–	–	–	1	–	–	–
Economically Disadvantaged	142	96%	92%	28%	152	93%	79%	22%
Not Disadvantaged	371	100%	98%	45%	356	98%	93%	36%
Migrant								
Not Migrant	513	99%	96%	41%	508	97%	89%	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

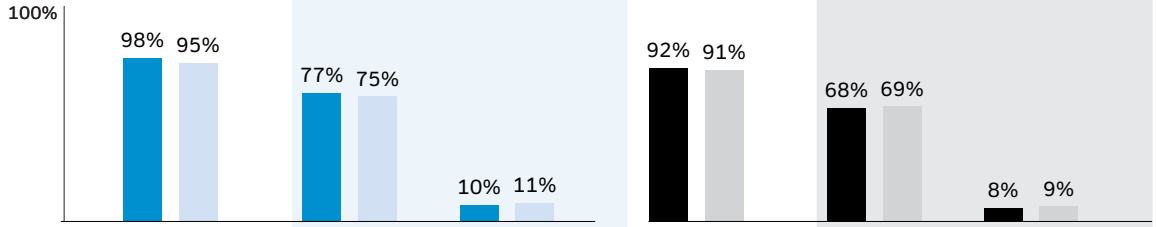
	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	12	12	12	12	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

This District's Results in Grade 4 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 674	Range:	612–775	650–775	716–775			
2006 Mean Score: 672							
Number of Tested Students:		497 531	394 422	51 61			



Results by Student Group

	2006–07 School Year				2005–06 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	**509**	**98%**	**77%**	**10%**	**559**	**95%**	**75%**	**11%**
Female	260	98%	81%	13%	275	96%	78%	14%
Male	249	97%	74%	7%	284	94%	73%	8%
American Indian or Alaska Native	4	–	–	–	2	–	–	–
Black or African American	13	100%	54%	0%	11	91%	45%	0%
Hispanic or Latino	14	93%	71%	14%	9	100%	56%	11%
Asian or Native Hawaiian/Other Pacific Islander	7	–	–	–	5	–	–	–
White	471	98%	78%	10%	532	95%	77%	11%
Multiracial								
Small Group Totals	11	100%	82%	9%	7	100%	57%	14%
General-Education Students	455	99%	83%	11%	487	99%	83%	13%
Students with Disabilities	54	83%	28%	2%	72	71%	25%	0%
English Proficient	508	–	–	–	559	95%	75%	11%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	139	96%	67%	5%	169	91%	59%	6%
Not Disadvantaged	370	98%	81%	12%	390	97%	83%	13%
Migrant								
Not Migrant	509	98%	77%	10%	559	95%	75%	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): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	12	12	12	12	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	1	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.

4 Overview of District Performance

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

This District's Results in Grade 4 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 684	Range:	622–800	650–800	702–800			
2006 Mean Score: 678							
2006–07		97%	88%	28%	94%	80%	28%
2005–06		95%	83%	25%	93%	78%	26%
Number of Tested Students:		496 538	448 469	145 140			

Results by Student Group

	2006–07 School Year				2005–06 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	**509**	**97%**	**88%**	**28%**	**564**	**95%**	**83%**	**25%**
Female	261	97%	89%	31%	276	96%	83%	23%
Male	248	98%	88%	26%	288	95%	84%	26%
American Indian or Alaska Native	4	–	–	–	2	–	–	–
Black or African American	12	92%	67%	0%	12	67%	42%	8%
Hispanic or Latino	13	100%	100%	23%	9	78%	67%	22%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	5	–	–	–
White	472	97%	88%	29%	536	96%	84%	25%
Multiracial								
Small Group Totals	12	100%	92%	42%	7	100%	86%	29%
General-Education Students	456	99%	92%	32%	493	98%	89%	28%
Students with Disabilities	53	83%	57%	0%	71	76%	41%	3%
English Proficient	507	–	–	–	564	95%	83%	25%
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	139	94%	80%	20%	173	91%	69%	19%
Not Disadvantaged	370	99%	91%	32%	391	97%	89%	27%
Migrant								
Not Migrant	509	97%	88%	28%	564	95%	83%	25%

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.

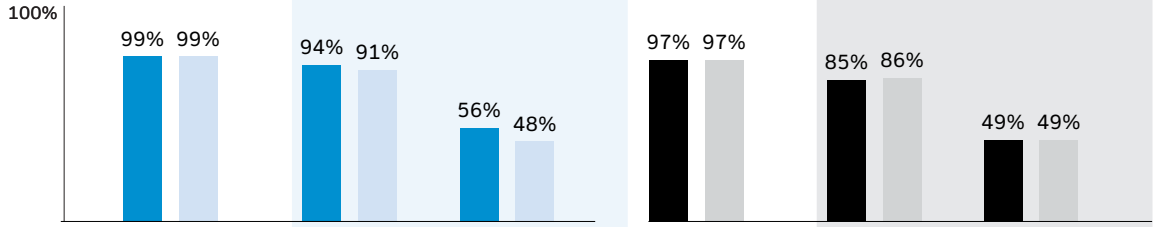
Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	12	12	12	11	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

This District's Results in Grade 4 Science

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 83	Range:	45–100	65–100	85–100			
2006 Mean Score: 82							
2006–07		99%	94%	56%	97%	85%	49%
2005–06		99%	91%	48%	97%	86%	49%
Number of Tested Students:		499 553	473 512	282 266			



Results by Student Group

	2006–07 School Year				2005–06 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	**505**	**99%**	**94%**	**56%**	**560**	**99%**	**91%**	**48%**
Female	258	99%	95%	59%	275	99%	92%	46%
Male	247	99%	92%	53%	285	99%	91%	49%
American Indian or Alaska Native	4	–	–	–	2	–	–	–
Black or African American	13	85%	69%	8%	10	90%	80%	10%
Hispanic or Latino	13	100%	92%	46%	8	88%	75%	38%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	5	–	–	–
White	467	99%	94%	58%	535	99%	92%	48%
Multiracial								
Small Group Totals	12	100%	92%	50%	7	100%	86%	43%
General-Education Students	451	100%	97%	61%	492	100%	95%	51%
Students with Disabilities	54	89%	63%	15%	68	93%	66%	19%
English Proficient	503	–	–	–	560	99%	91%	48%
Limited English Proficient	2	–	–	–				
Economically Disadvantaged	140	99%	88%	41%	169	98%	85%	31%
Not Disadvantaged	365	99%	96%	62%	391	99%	94%	55%
Migrant								
Not Migrant	505	99%	94%	56%	560	99%	91%	48%

NOTES
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Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	12	12	12	12	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

This District's Results in Grade 5 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 672	Range:	608–795	650–795	711–795			
2006 Mean Score: 671							
2006–07		98%	79%	7%	95%	68%	7%
2005–06		97%	78%	16%	94%	67%	12%
Number of Tested Students:		552 519	444 415	39 83			

Results by Student Group

	2006–07 School Year				2005–06 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	**561**	**98%**	**79%**	**7%**	**535**	**97%**	**78%**	**16%**
Female	275	99%	79%	8%	266	97%	76%	14%
Male	286	98%	79%	6%	269	97%	79%	17%
American Indian or Alaska Native	2	–	–	–	2	–	–	–
Black or African American	10	90%	40%	0%	10	80%	30%	10%
Hispanic or Latino	8	100%	63%	13%	9	100%	67%	22%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	4	–	–	–
White	535	99%	80%	7%	510	97%	79%	15%
Multiracial								
Small Group Totals	8	100%	75%	0%	6	100%	50%	17%
General-Education Students	500	100%	85%	8%	479	99%	83%	17%
Students with Disabilities	61	89%	33%	0%	56	77%	29%	2%
English Proficient	560	–	–	–	535	97%	78%	16%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	155	98%	72%	3%	144	95%	67%	8%
Not Disadvantaged	406	99%	82%	9%	391	98%	81%	18%
Migrant								
Not Migrant	561	98%	79%	7%	535	97%	78%	16%

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): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	8	8	8	7	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

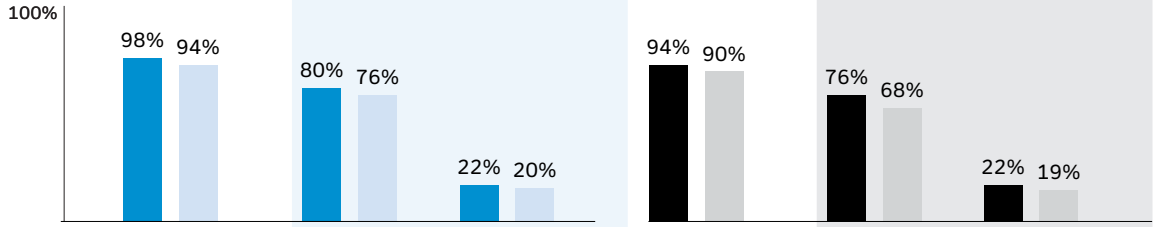
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

This District's Results in Grade 5 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 675	Range:	619–780	650–780	699–780			
2006 Mean Score: 671							
Number of Tested Students:		547 504	448 405	121 107			



Results by Student Group

	2006–07 School Year				2005–06 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	**560**	**98%**	**80%**	**22%**	**535**	**94%**	**76%**	**20%**
Female	275	98%	80%	20%	264	94%	73%	17%
Male	285	98%	80%	23%	271	95%	78%	23%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	10	80%	50%	10%	8	63%	38%	0%
Hispanic or Latino	7	100%	71%	29%	9	100%	78%	0%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	5	–	–	–
White	536	98%	81%	22%	511	95%	77%	21%
Multiracial								
Small Group Totals	7	100%	86%	14%	7	57%	57%	14%
General-Education Students	499	99%	85%	24%	479	97%	82%	22%
Students with Disabilities	61	87%	38%	3%	56	70%	25%	0%
English Proficient	559	–	–	–	534	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	155	98%	73%	12%	144	90%	67%	12%
Not Disadvantaged	405	98%	83%	25%	391	96%	79%	23%
Migrant								
Not Migrant	560	98%	80%	22%	535	94%	76%	20%

NOTES
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Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	8	8	8	8	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

This District's Results in Grade 6 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 669	Range:	598–785	650–785	705–785			
2006 Mean Score: 669							
2006–07		99%	75%	11%	98%	63%	9%
2005–06		98%	76%	15%	93%	60%	12%
Number of Tested Students:		532 563	403 434	61 84			

Results by Student Group

	2006–07 School Year				2005–06 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	**536**	**99%**	**75%**	**11%**	**574**	**98%**	**76%**	**15%**
Female	266	100%	77%	14%	292	99%	80%	18%
Male	270	99%	73%	9%	282	98%	71%	11%
American Indian or Alaska Native	2	–	–	–	2	–	–	–
Black or African American	6	–	–	–	14	100%	36%	0%
Hispanic or Latino	6	100%	100%	0%	15	100%	73%	13%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	5	–	–	–
White	521	99%	75%	12%	538	98%	76%	15%
Multiracial								
Small Group Totals	9	89%	44%	11%	7	100%	100%	14%
General-Education Students	479	100%	82%	13%	492	100%	84%	17%
Students with Disabilities	57	93%	16%	0%	82	88%	24%	1%
English Proficient	536	99%	75%	11%	573	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	134	100%	66%	6%	169	97%	64%	8%
Not Disadvantaged	402	99%	78%	13%	405	99%	80%	17%
Migrant								
Not Migrant	536	99%	75%	11%	574	98%	76%	15%

NOTES
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Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	11	11	11	10	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.

4 Overview of District Performance

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

This District's Results in Grade 6 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 682	Range:	616–780	650–780	696–780			
2006 Mean Score: 665							
2006–07		97%	84%	29%	91%	71%	20%
2005–06		93%	69%	16%	87%	60%	13%
Number of Tested Students:		519 534	447 396	154 89			

Results by Student Group

	2006–07 School Year				2005–06 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	**533**	**97%**	**84%**	**29%**	**573**	**93%**	**69%**	**16%**
Female	262	95%	81%	29%	291	96%	68%	13%
Male	271	99%	86%	28%	282	91%	70%	18%
American Indian or Alaska Native	2	–	–	–	2	–	–	–
Black or African American	5	–	–	–	13	69%	38%	0%
Hispanic or Latino	6	100%	83%	0%	15	93%	60%	20%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	6	–	–	–
White	519	97%	85%	29%	537	94%	70%	16%
Multiracial								
Small Group Totals	8	88%	38%	13%	8	88%	63%	25%
General-Education Students	477	99%	88%	32%	491	99%	77%	18%
Students with Disabilities	56	84%	46%	2%	82	60%	21%	2%
English Proficient	533	97%	84%	29%	571	–	–	–
Limited English Proficient					2	–	–	–
Economically Disadvantaged	134	97%	77%	18%	170	85%	56%	9%
Not Disadvantaged	399	97%	86%	33%	403	97%	74%	18%
Migrant								
Not Migrant	533	97%	84%	29%	573	93%	69%	16%

NOTES
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Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	11	11	11	10	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

This District's Results in Grade 7 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 667	Range:	600–790	650–790	712–790			
2006 Mean Score: 667							
2006–07		98%	73%	9%	94%	58%	6%
2005–06		97%	71%	13%	92%	56%	8%
Number of Tested Students:		585 575	438 420	52 76			

Results by Student Group

	2006–07 School Year				2005–06 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	**598**	**98%**	**73%**	**9%**	**590**	**97%**	**71%**	**13%**
Female	305	98%	80%	10%	305	98%	76%	13%
Male	293	97%	66%	7%	285	96%	66%	13%
American Indian or Alaska Native	4	–	–	–	4	–	–	–
Black or African American	11	91%	36%	0%	5	–	–	–
Hispanic or Latino	15	100%	73%	13%	10	100%	80%	0%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	7	100%	57%	14%
White	562	98%	74%	9%	564	97%	72%	13%
Multiracial								
Small Group Totals	10	90%	60%	10%	9	100%	22%	0%
General-Education Students	514	100%	82%	10%	513	100%	80%	15%
Students with Disabilities	84	87%	19%	4%	77	83%	16%	0%
English Proficient	597	–	–	–	590	97%	71%	13%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	163	94%	61%	6%	161	94%	53%	7%
Not Disadvantaged	435	99%	78%	10%	429	99%	78%	15%
Migrant								
Not Migrant	598	98%	73%	9%	590	97%	71%	13%

NOTES
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Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	14	14	14	12	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

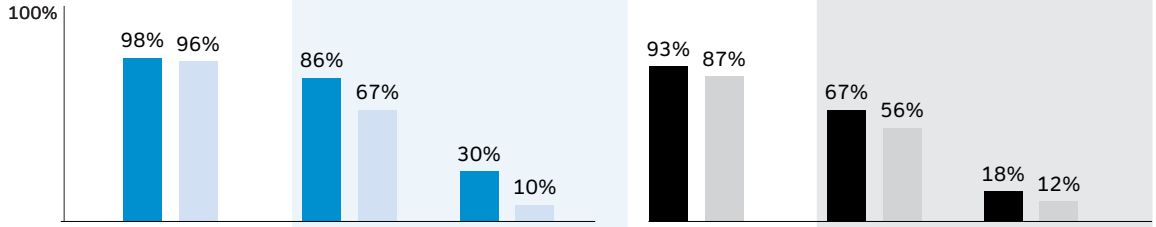
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

This District's Results in Grade 7 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 679	Range:	611–800	650–800	693–800			
2006 Mean Score: 660							
Number of Tested Students:		583 563	514 390	176 60			



Results by Student Group

	2006–07 School Year				2005–06 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	**595**	**98%**	**86%**	**30%**	**586**	**96%**	**67%**	**10%**
Female	305	98%	88%	30%	306	97%	67%	11%
Male	290	98%	84%	29%	280	95%	66%	10%
American Indian or Alaska Native	4	–	–	–	4	–	–	–
Black or African American	10	90%	70%	0%	4	–	–	–
Hispanic or Latino	15	100%	87%	13%	10	90%	70%	10%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	7	100%	100%	0%
White	560	98%	87%	31%	561	96%	66%	10%
Multiracial								
Small Group Totals	10	100%	80%	30%	8	88%	50%	13%
General-Education Students	512	100%	95%	34%	512	99%	74%	12%
Students with Disabilities	83	86%	36%	5%	74	77%	16%	0%
English Proficient	594	–	–	–	586	96%	67%	10%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	161	95%	75%	18%	159	94%	52%	7%
Not Disadvantaged	434	99%	91%	34%	427	97%	72%	11%
Migrant								
Not Migrant	595	98%	86%	30%	586	96%	67%	10%

NOTES
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Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	14	14	13	12	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

4 Overview of District Performance

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

This District's Results in Grade 8 English Language Arts

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 668	Range:	602–790	650–790	715–790			
2006 Mean Score: 660							
2006–07		99%	75%	7%	94%	57%	6%
2005–06		97%	64%	5%	91%	49%	5%
Number of Tested Students:		575 609	435 402	40 34			

Results by Student Group

	2006–07 School Year				2005–06 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	**583**	**99%**	**75%**	**7%**	**627**	**97%**	**64%**	**5%**
Female	311	99%	81%	8%	284	99%	71%	7%
Male	272	98%	67%	6%	343	96%	58%	4%
American Indian or Alaska Native	3	–	–	–				
Black or African American	4	–	–	–	8	75%	50%	0%
Hispanic or Latino	12	92%	50%	0%	7	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	7	100%	71%	0%	3	–	–	–
White	557	99%	76%	7%	609	98%	65%	6%
Multiracial								
Small Group Totals	7	100%	43%	0%	10	90%	50%	0%
General-Education Students	520	100%	81%	8%	538	100%	71%	6%
Students with Disabilities	63	90%	24%	0%	89	81%	21%	0%
English Proficient	582	–	–	–	627	97%	64%	5%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	159	97%	65%	1%	162	93%	49%	2%
Not Disadvantaged	424	99%	78%	9%	465	99%	69%	6%
Migrant								
Not Migrant	583	99%	75%	7%	627	97%	64%	5%

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

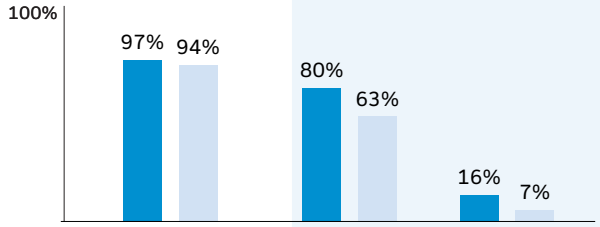
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

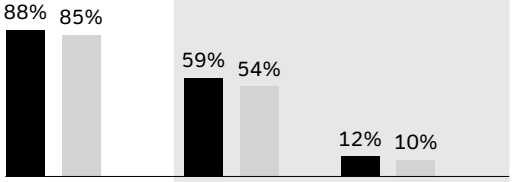
4 Overview of District Performance

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

This District's Results in Grade 8 Mathematics

		This District			NY State Public		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 672	Range:	616–775	650–775	701–775			
2006 Mean Score: 656							
Number of Tested Students:		564 593	464 397	91 44			





Results by Student Group

	2006–07 School Year				2005–06 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	**580**	**97%**	**80%**	**16%**	**630**	**94%**	**63%**	**7%**
Female	310	97%	82%	15%	288	96%	66%	8%
Male	270	97%	78%	17%	342	92%	61%	6%
American Indian or Alaska Native	3	–	–	–				
Black or African American	4	–	–	–	8	88%	63%	0%
Hispanic or Latino	12	83%	67%	0%	7	71%	29%	29%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	43%	6	100%	67%	33%
White	554	98%	80%	16%	609	94%	63%	7%
Multiracial								
Small Group Totals	7	86%	71%	14%				
General-Education Students	521	99%	87%	17%	542	99%	71%	8%
Students with Disabilities	59	78%	20%	0%	88	66%	16%	0%
English Proficient	579	–	–	–	626	–	–	–
Limited English Proficient	1	–	–	–	4	–	–	–
Economically Disadvantaged	157	95%	68%	11%	164	89%	47%	4%
Not Disadvantaged	423	98%	85%	17%	466	96%	69%	8%
Migrant								
Not Migrant	580	97%	80%	16%	630	94%	63%	7%

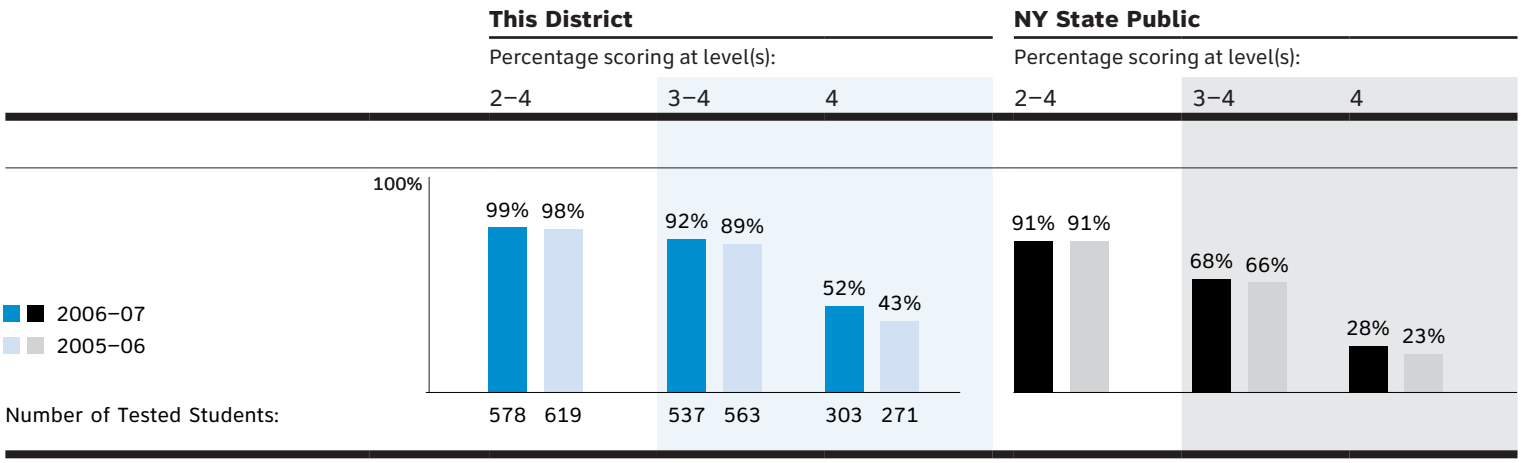
NOTES
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	11	11	11	10	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

This District's Results in Grade 8 Science



Results by Student Group

	2006–07 School Year				2005–06 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	**582**	**99%**	**92%**	**52%**	**632**	**98%**	**89%**	**43%**
Female	312	100%	90%	51%	286	99%	87%	38%
Male	270	99%	94%	54%	346	97%	90%	47%
American Indian or Alaska Native	3	–	–	–				
Black or African American	4	–	–	–	8	88%	63%	38%
Hispanic or Latino	12	92%	75%	25%	7	71%	57%	29%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	29%	6	100%	67%	0%
White	556	99%	93%	53%	611	98%	90%	44%
Multiracial								
Small Group Totals	7	100%	71%	29%				
General-Education Students	523	100%	96%	58%	543	99%	95%	48%
Students with Disabilities	59	95%	61%	3%	89	90%	53%	9%
English Proficient	581	–	–	–	628	–	–	–
Limited English Proficient	1	–	–	–	4	–	–	–
Economically Disadvantaged	157	99%	88%	39%	164	96%	79%	27%
Not Disadvantaged	425	100%	94%	57%	468	99%	93%	49%
Migrant								
Not Migrant	582	99%	92%	52%	632	98%	89%	43%

NOTES
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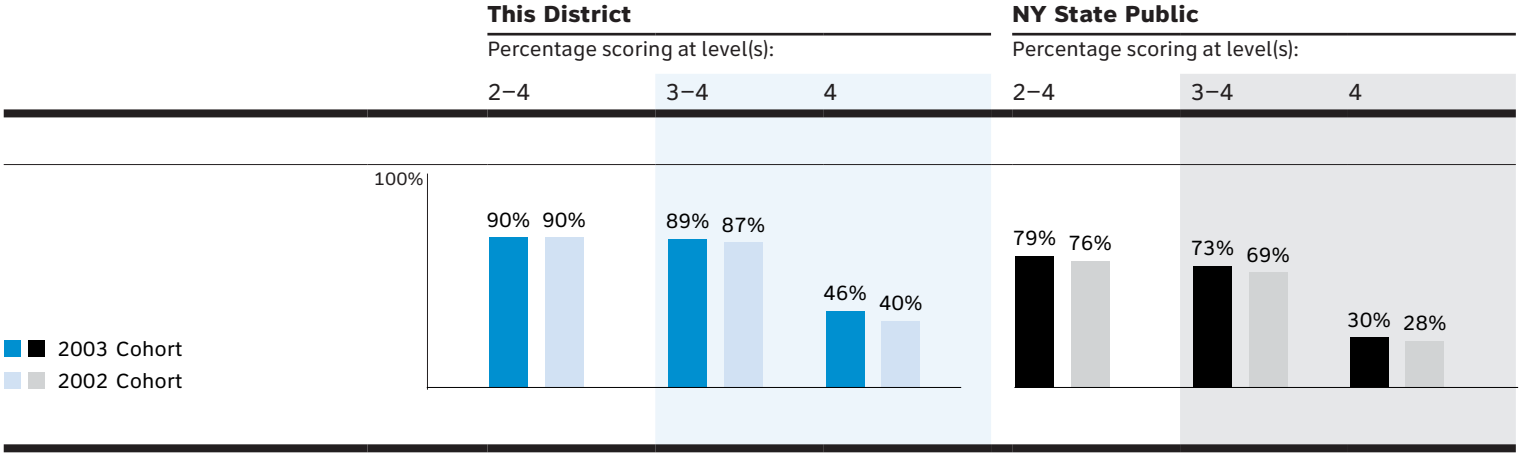
Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	11	11	11	11	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			

4 Overview of District Performance

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

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): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**642**	**90%**	**89%**	**46%**	**602**	**90%**	**87%**	**40%**
Female	317	91%	90%	56%	311	95%	93%	48%
Male	325	88%	87%	37%	291	84%	81%	31%
American Indian or Alaska Native	2	–	–	–	7	86%	71%	14%
Black or African American	7	71%	71%	14%	9	67%	67%	11%
Hispanic or Latino	5	100%	100%	20%	10	90%	80%	30%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	5	100%	100%	40%
White	625	90%	89%	47%	571	90%	88%	41%
Multiracial								
Small Group Totals	5	40%	40%	20%				
General-Education Students	544	94%	94%	53%	514	95%	94%	46%
Students with Disabilities	98	64%	60%	8%	88	61%	49%	6%
English Proficient	639	–	–	–	600	–	–	–
Limited English Proficient	3	–	–	–	2	–	–	–
Economically Disadvantaged	110	83%	80%	34%	107	81%	75%	28%
Not Disadvantaged	532	91%	91%	49%	495	92%	90%	42%
Migrant								
Not Migrant					602	90%	87%	40%

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Other Assessments

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

* 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.

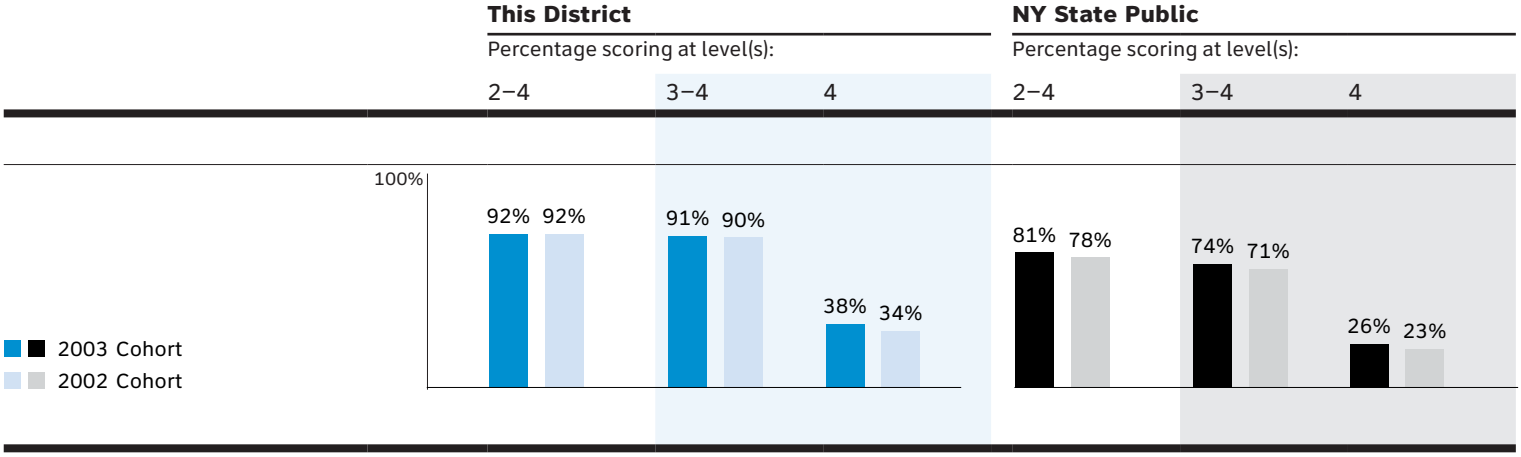
** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

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

4 Overview of District Performance

District **WEST SENECA CENTRAL SCHOOL DISTRICT** District ID **14-28-01-06-0000**

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



Results by Student Group

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Hispanic or Latino	5	100%	100%	40%	10	80%	80%	30%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	5	100%	100%	20%
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Students with Disabilities	98	70%	62%	11%	88	66%	55%	9%
English Proficient	639	–	–	–	600	–	–	–
Limited English Proficient	3	–	–	–	2	–	–	–
Economically Disadvantaged	110	87%	85%	27%	107	89%	80%	18%
Not Disadvantaged	532	93%	92%	41%	495	93%	92%	37%
Migrant								
Not Migrant					602	92%	90%	34%

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Other Assessments

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

* 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.

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