The New York State District Report Card

Accountability and Overview Report 2007 – 08

District **WEST SENECA CENTRAL SCHOOL DISTRICT**
District ID **14-28-01-06-0000**
Superintendent **JEAN KOVACH**
Telephone **(716) 677-3101**
Grades **PK-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 2008–09 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

	2005–06	2006–07	2007–08
Pre-K	0	0	30
Kindergarten	554	525	548
Grade 1	478	551	508
Grade 2	546	483	531
Grade 3	518	535	474
Grade 4	558	519	520
Grade 5	532	568	516
Grade 6	572	535	549
Ungraded Elementary	21	20	55
Grade 7	587	601	536
Grade 8	626	584	596
Grade 9	637	666	581
Grade 10	705	640	654
Grade 11	625	686	618
Grade 12	578	602	660
Ungraded Secondary	63	74	80
Total K–12	7600	7589	7426

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

	2005–06	2006–07	2007–08
Common Branch	23	23	23
Grade 8			
English	20	21	21
Mathematics	20	21	20
Science	21	22	20
Social Studies	22	22	21
Grade 10			
English	23	23	23
Mathematics	23	22	20
Science	21	20	21
Social Studies	22	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

	2005–06		2006–07		2007–08	
	#	%	#	%	#	%
Eligible for Free Lunch	1128	15%	1125	15%	961	13%
Reduced-Price Lunch	791	10%	811	11%	712	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	68	1%	46	1%	26	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	30	0%	32	0%	33	0%
Black or African American	127	2%	134	2%	130	2%
Hispanic or Latino	116	2%	137	2%	150	2%
Asian or Native Hawaiian/Other Pacific Islander	60	1%	61	1%	69	1%
White	7267	96%	7224	95%	7030	95%
Multiracial**	N/A	N/A	1	0%	14	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004–05		2005–06		2006–07	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	401	5%	205	3%	254	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

	2005–06	2006–07	2007–08
Total Number of Teachers	561	485	561
Percent with No Valid Teaching Certificate	0%	1%	0%
Percent Teaching Out of Certification	1%	1%	1%
Percent with Fewer Than Three Years of Experience	9%	8%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	7%	7%	6%
Total Number of Core Classes	2093	1309	1451
Percent Not Taught by Highly Qualified Teachers	0%	2%	1%
Total Number of Classes	2038	2063	2016
Percent Taught by Teachers Without Appropriate Certification	1%	1%	1%

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

	2004–05	2005–06	2006–07
Turnover Rate of Teachers with Fewer than Five Years of Experience	18%	17%	18%
Turnover Rate of All Teachers	17%	14%	15%

Teacher Turnover Rate Information

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

Staff Counts

	2005–06	2006–07	2007–08
Total Other Professional Staff	43	42	41
Total Paraprofessionals*	143	144	142
Assistant Principals	5	6	5
Principals	12	12	12

* Not available at the school level.

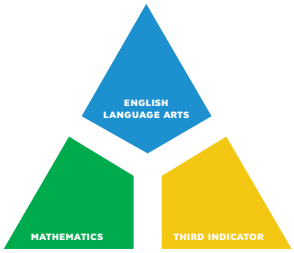
Staff Counts Information

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 2007–08, 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 2007–08 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 2004 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 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 Total 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 2007–08 safe harbor targets were calculated using the following equation:

2006–07 PI + (200 – the 2006–07 PI) × 0.10

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, 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 (2008–09)

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

2006–07	2007–08	2008–09
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	✔ 6 of 6	✔ 6 of 6	✔ 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 (2008–09)	^	Good Standing
Accountability Measures	6 of 6	Student groups making AYP in English language arts
	✔	Made AYP
Prospective Status		This district will be in good standing in 2009-10. [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 2007–08	Safe Harbor Target 2008–09
All Students (3261:3218)	✔	✔	100%	✔	182	131		
Ethnicity								
American Indian or Alaska Native (16:16)	–	–	–	–	–	–		–
Black or African American (64:60)	✔	✔	98%	✔	162	121		
Hispanic or Latino (71:67)	✔	✔	99%	✔	173	121		
Asian or Native Hawaiian/Other Pacific Islander (27:25)	–	–	–	–	–	–		–
White (3079:3048)	✔	✔	100%	✔	182	131		
Multiracial (4:2)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities[4] (417:402)	✔	✔	99%	✔	136	128		
Limited English Proficient[5] (11:7)	–	–	–	–	–	–		–
Economically Disadvantaged (853:832)	✔	✔	100%	✔	173	129		
Final AYP Determination	✔ 6 of 6							

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 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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.

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

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2008–09)	^	Good Standing
Accountability Measures	6 of 6	Student groups making AYP in mathematics
	✔	Made AYP
Prospective Status		This district will be in good standing in 2009-10. [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 2007–08	Safe Harbor Target 2008–09
All Students (3261:3200)	✔	✔	100%	✔	191	100		
Ethnicity								
American Indian or Alaska Native (17:16)	–	–	–	–	–	–		–
Black or African American (66:60)	✔	✔	100%	✔	177	90		
Hispanic or Latino (69:64)	✔	✔	100%	✔	184	90		
Asian or Native Hawaiian/Other Pacific Islander (28:25)	–	–	–	–	–	–		–
White (3075:3033)	✔	✔	100%	✔	192	100		
Multiracial (6:2)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities[4] (418:399)	✔	✔	99%	✔	158	96		
Limited English Proficient[5] (11:7)	–	–	–	–	–	–		–
Economically Disadvantaged (858:821)	✔	✔	100%	✔	186	98		
Final AYP Determination	✔ 6 of 6							

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 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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.

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

Elementary/Middle-Level Science

Accountability Status for This Subject (2008–09)	^	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 2009-10. [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 2007–08	Progress Target 2008–09
All Students (1144:1112)	✔	Qualified	✔	100%	✔	194	100		
Ethnicity									
American Indian or Alaska Native (5:5)		–	–	–	–	–	–		–
Black or African American (23:20)		–	–	–	–	–	–		–
Hispanic or Latino (22:20)		–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (11:10)		–	–	–	–	–	–		–
White (1079:1056)		Qualified	✔	100%	✔	194	100		
Multiracial (4:1)		–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (158:149)		Qualified	✔	99%	✔	175	100		
Limited English Proficient[4] (5:3)		–	–	–	–	–	–		–
Economically Disadvantaged (299:278)		Qualified	✔	100%	✔	191	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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 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 (2008–09)	^	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 2009-10. [201]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2004 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 2007–08	Safe Harbor Target 2008–09
All Students (637:635)	✔	✔	100%	✔	196	161		
Ethnicity								
American Indian or Alaska Native (2:2)	–	–	–	–	–	–		–
Black or African American (8:10)	–	–	–	–	–	–		–
Hispanic or Latino (7:6)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (4:4)	–	–	–	–	–	–		–
White (616:613)	✔	✔	100%	✔	196	161		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (72:80)	✔	✔	99%	✔	184	154		
Limited English Proficient[4] (0:0)								
Economically Disadvantaged (92:87)	✔	✔	100%	✔	197	154		
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 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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 (2008–09)	^	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 2009-10. [201]

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

Student Group (12th Graders: 2004 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 2007–08	Safe Harbor Target 2008–09
All Students (637:635)	✔	✔	100%	✔	195	155		
Ethnicity								
American Indian or Alaska Native (2:2)	–	–	–	–	–	–		–
Black or African American (8:10)	–	–	–	–	–	–		–
Hispanic or Latino (7:6)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (4:4)	–	–	–	–	–	–		–
White (616:613)	✔	✔	100%	✔	195	155		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (72:80)	✔	✔	99%	✔	176	148		
Limited English Proficient[4] (0:0)								
Economically Disadvantaged (92:87)	✔	✔	100%	✔	195	148		
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 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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 (2008–09)	^	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 2009-10. [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 2007–08	Progress Target 2008–09
All Students (641)	✔	✔	85%	55%		
Ethnicity						
American Indian or Alaska Native (2)		–	–	–		
Black or African American (7)		–	–	–		
Hispanic or Latino (5)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (3)		–	–	–		
White (624)		✔	86%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (93)		✔	62%	55%		
Limited English Proficient[3] (3)		–	–	–		
Economically Disadvantaged (103)		✔	81%	55%		
Final AYP Determination	✔ 1 of 1					

NOTES

1 Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

2 Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

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 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (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**

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 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
CLINTON ELEMENTARY SCHOOL	ALLENDALE ELEMENTARY SCHOOL
EAST ELEMENTARY SCHOOL	ALTERNATIVE LEARNING CENTER
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 2007–08 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%	474
Grade 4	84%	514
Grade 5	85%	514
Grade 6	82%	550
Grade 7	85%	531
Grade 8	75%	596
Mathematics		
Grade 3	97%	471
Grade 4	94%	517
Grade 5	91%	515
Grade 6	90%	552
Grade 7	92%	532
Grade 8	89%	596
Science		
Grade 4	94%	516
Grade 8	92%	505

	Percentage of students that scored at or above Level 3	2004 Total Cohort
Secondary Level		
English	88%	709
Mathematics	90%	709

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
2008 Mean Score: 681	Range:	616–780	650–780	720–780*			
2007 Mean Score: 681							
2007–08		99%	83%	20%	94%	70%	12%
2006–07		97%	83%	14%	91%	67%	10%
Number of Tested Students:		468 497	395 427	93 72			

Results by Student Group

	2007–08 School Year				2006–07 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	**474**	**99%**	**83%**	**20%**	**514**	**97%**	**83%**	**14%**
Female	231	100%	86%	21%	240	99%	88%	15%
Male	243	98%	81%	19%	274	95%	79%	13%
American Indian or Alaska Native	2	–	–	–	1	–	–	–
Black or African American	12	–	–	–	6	–	–	–
Hispanic or Latino	17	94%	65%	12%	10	90%	60%	0%
Asian or Native Hawaiian/Other Pacific Islander					3	–	–	–
White	443	99%	84%	20%	494	97%	84%	15%
Multiracial								
Small Group Totals	14	100%	71%	7%	10	90%	80%	0%
General-Education Students	429	100%	88%	21%	468	99%	89%	15%
Students with Disabilities	45	89%	38%	2%	46	70%	26%	2%
English Proficient	471	–	–	–	511	–	–	–
Limited English Proficient	3	–	–	–	3	–	–	–
Economically Disadvantaged	131	100%	76%	14%	141	91%	71%	10%
Not Disadvantaged	343	98%	86%	22%	373	99%	88%	16%
Migrant								
Not Migrant	474	99%	83%	20%	514	97%	83%	14%

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.

* Level 4 range is for 2007–08 only. The 2006–07 range is 730–780.

Other Assessments

	2007–08 School Year				2006–07 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	10	10	10	9	13	13	13	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

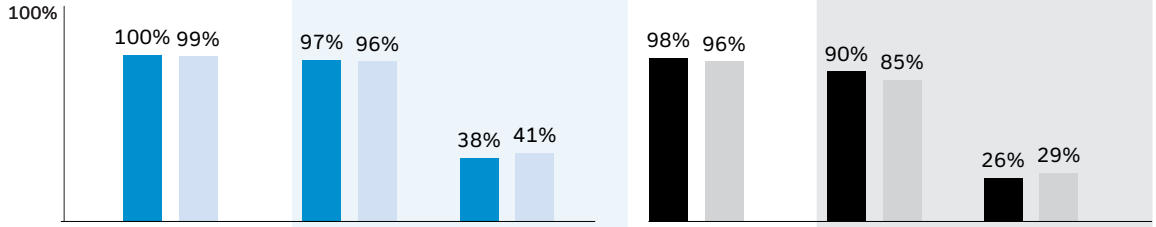
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

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
2008 Mean Score: 701	Range:	624–770	650–770	703–770			
2007 Mean Score: 698							
Number of Tested Students:		470 507	455 493	181 208			



Results by Student Group

	2007–08 School Year				2006–07 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	**471**	**100%**	**97%**	**38%**	**513**	**99%**	**96%**	**41%**
Female	229	100%	97%	41%	241	100%	95%	41%
Male	242	100%	96%	36%	272	98%	97%	40%
American Indian or Alaska Native	2	–	–	–	1	–	–	–
Black or African American	12	–	–	–	6	–	–	–
Hispanic or Latino	17	94%	94%	18%	9	100%	89%	33%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	3	–	–	–
White	439	100%	97%	40%	494	99%	96%	40%
Multiracial								
Small Group Totals	15	100%	100%	20%	10	90%	90%	60%
General-Education Students	429	100%	99%	42%	467	100%	98%	44%
Students with Disabilities	42	98%	76%	5%	46	87%	76%	7%
English Proficient	468	–	–	–	510	–	–	–
Limited English Proficient	3	–	–	–	3	–	–	–
Economically Disadvantaged	129	100%	98%	28%	142	96%	92%	28%
Not Disadvantaged	342	100%	96%	42%	371	100%	98%	45%
Migrant								
Not Migrant	471	100%	97%	38%	513	99%	96%	41%

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

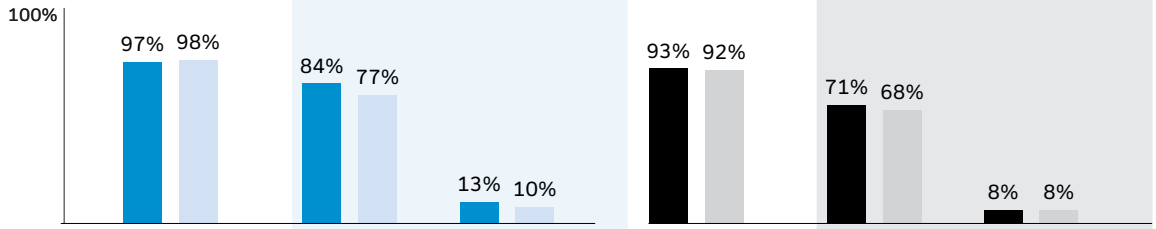
	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	11	11	11	9	12	12	12	12

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
2008 Mean Score: 679	Range:	612–775	650–775	716–775			
2007 Mean Score: 674							
Number of Tested Students:		498 497	430 394	66 51			



Results by Student Group

	2007–08 School Year				2006–07 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%**	**84%**	**13%**	**509**	**98%**	**77%**	**10%**
Female	238	99%	88%	18%	260	98%	81%	13%
Male	276	95%	80%	8%	249	97%	74%	7%
American Indian or Alaska Native	1	–	–	–	4	–	–	–
Black or African American	6	100%	100%	17%	13	100%	54%	0%
Hispanic or Latino	8	88%	88%	13%	14	93%	71%	14%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	7	–	–	–
White	492	97%	83%	12%	471	98%	78%	10%
Multiracial	2	–	–	–				
Small Group Totals	8	100%	88%	50%	11	100%	82%	9%
General-Education Students	473	100%	88%	14%	455	99%	83%	11%
Students with Disabilities	41	66%	37%	0%	54	83%	28%	2%
English Proficient	511	–	–	–	508	–	–	–
Limited English Proficient	3	–	–	–	1	–	–	–
Economically Disadvantaged	136	96%	74%	9%	139	96%	67%	5%
Not Disadvantaged	378	97%	87%	14%	370	98%	81%	12%
Migrant								
Not Migrant	514	97%	84%	13%	509	98%	77%	10%

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

	2007–08 School Year				2006–07 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	13	13	13	12	12	12	12	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	1	N/A	N/A	N/A

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

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
2008 Mean Score: 692	Range:	622–800	650–800	702–800			
2007 Mean Score: 684							
2007–08		98%	94%	35%	95%	84%	29%
2006–07		97%	88%	28%	94%	80%	28%
Number of Tested Students:		509 496	486 448	181 145			

Results by Student Group

	2007–08 School Year				2006–07 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	**517**	**98%**	**94%**	**35%**	**509**	**97%**	**88%**	**28%**
Female	240	99%	94%	35%	261	97%	89%	31%
Male	277	98%	94%	35%	248	98%	88%	26%
American Indian or Alaska Native	1	–	–	–	4	–	–	–
Black or African American	6	100%	100%	33%	12	92%	67%	0%
Hispanic or Latino	9	89%	78%	22%	13	100%	100%	23%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	8	–	–	–
White	493	99%	95%	35%	472	97%	88%	29%
Multiracial	3	–	–	–				
Small Group Totals	9	89%	78%	44%	12	100%	92%	42%
General-Education Students	475	100%	97%	38%	456	99%	92%	32%
Students with Disabilities	42	83%	64%	2%	53	83%	57%	0%
English Proficient	513	–	–	–	507	–	–	–
Limited English Proficient	4	–	–	–	2	–	–	–
Economically Disadvantaged	140	98%	89%	23%	139	94%	80%	20%
Not Disadvantaged	377	99%	96%	40%	370	99%	91%	32%
Migrant								
Not Migrant	517	98%	94%	35%	509	97%	88%	28%

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.

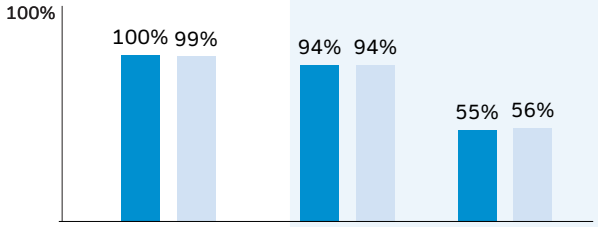
Other Assessments

	2007–08 School Year				2006–07 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	13	13	13	11	12	12	12	11

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
2008 Mean Score: 83	Range:	45–100	65–100	85–100			
2007 Mean Score: 83							
2007–08		100%	94%	55%	97%	85%	50%
2006–07		99%	94%	56%	97%	85%	49%
Number of Tested Students:		514 499	485 473	283 282			



Results by Student Group

	2007–08 School Year				2006–07 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	**516**	**100%**	**94%**	**55%**	**505**	**99%**	**94%**	**56%**
Female	238	100%	94%	54%	258	99%	95%	59%
Male	278	99%	94%	56%	247	99%	92%	53%
American Indian or Alaska Native	1	–	–	–	4	–	–	–
Black or African American	6	100%	83%	67%	13	85%	69%	8%
Hispanic or Latino	9	100%	100%	22%	13	100%	92%	46%
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	60%	8	–	–	–
White	491	100%	94%	55%	467	99%	94%	58%
Multiracial	4	–	–	–				
Small Group Totals	5	80%	80%	40%	12	100%	92%	50%
General-Education Students	473	100%	96%	58%	451	100%	97%	61%
Students with Disabilities	43	95%	72%	16%	54	89%	63%	15%
English Proficient	512	–	–	–	503	–	–	–
Limited English Proficient	4	–	–	–	2	–	–	–
Economically Disadvantaged	144	99%	91%	42%	140	99%	88%	41%
Not Disadvantaged	372	100%	95%	60%	365	99%	96%	62%
Migrant								
Not Migrant	516	100%	94%	55%	505	99%	94%	56%

NOTES
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Other Assessments

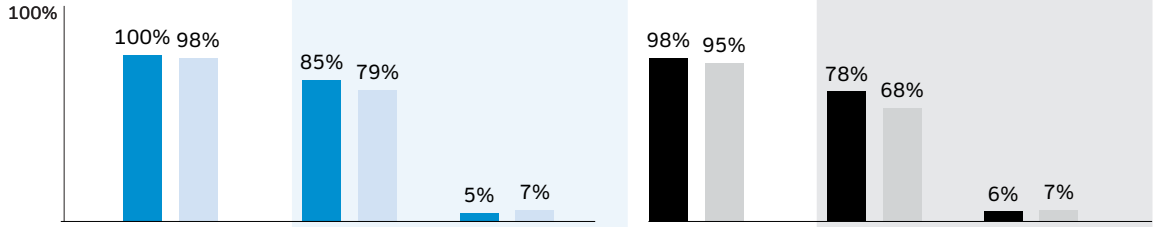
	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	13	13	13	13	12	12	12	12

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
2008 Mean Score: 671	Range:	608–795	650–795	711–795			
2007 Mean Score: 672							
Number of Tested Students:		514 552	435 444	25 39			



Results by Student Group

	2007–08 School Year				2006–07 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**	**100%**	**85%**	**5%**	**561**	**98%**	**79%**	**7%**
Female	266	100%	87%	5%	275	99%	79%	8%
Male	248	100%	82%	5%	286	98%	79%	6%
American Indian or Alaska Native	6	100%	50%	0%	2	–	–	–
Black or African American	13	100%	69%	0%	10	90%	40%	0%
Hispanic or Latino	14	100%	79%	7%	8	100%	63%	13%
Asian or Native Hawaiian/Other Pacific Islander	8	100%	88%	13%	6	–	–	–
White	473	100%	86%	5%	535	99%	80%	7%
Multiracial								
Small Group Totals					8	100%	75%	0%
General-Education Students	461	100%	90%	5%	500	100%	85%	8%
Students with Disabilities	53	100%	36%	0%	61	89%	33%	0%
English Proficient	513	–	–	–	560	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	141	100%	74%	4%	155	98%	72%	3%
Not Disadvantaged	373	100%	89%	5%	406	99%	82%	9%
Migrant								
Not Migrant	514	100%	85%	5%	561	98%	79%	7%

NOTES
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Other Assessments

	2007–08 School Year				2006–07 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	12	12	12	7	8	8	8	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	2	N/A	N/A	N/A	0	N/A	N/A	N/A

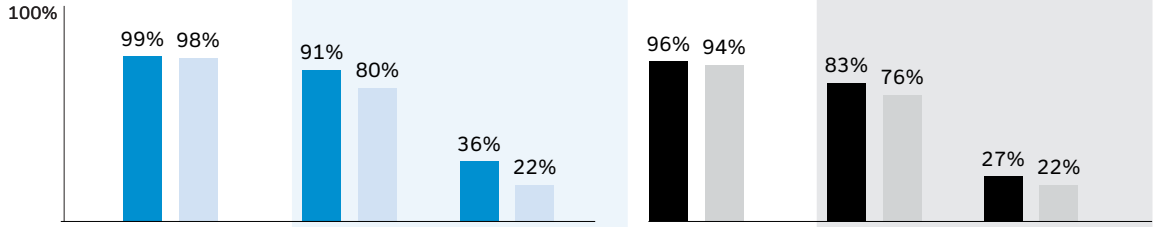
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

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
2008 Mean Score: 688	Range:	619–780	650–780	699–780			
2007 Mean Score: 675							
Number of Tested Students:		509 547	467 448	183 121			



Results by Student Group

	2007–08 School Year				2006–07 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	**515**	**99%**	**91%**	**36%**	**560**	**98%**	**80%**	**22%**
Female	265	99%	92%	33%	275	98%	80%	20%
Male	250	99%	89%	38%	285	98%	80%	23%
American Indian or Alaska Native	6	–	–	–	1	–	–	–
Black or African American	13	92%	62%	8%	10	80%	50%	10%
Hispanic or Latino	15	93%	93%	13%	7	100%	71%	29%
Asian or Native Hawaiian/Other Pacific Islander	9	100%	100%	78%	6	–	–	–
White	471	99%	92%	37%	536	98%	81%	22%
Multiracial	1	–	–	–				
Small Group Totals	7	100%	71%	14%	7	100%	86%	14%
General-Education Students	462	100%	95%	39%	499	99%	85%	24%
Students with Disabilities	53	92%	57%	4%	61	87%	38%	3%
English Proficient	512	–	–	–	559	–	–	–
Limited English Proficient	3	–	–	–	1	–	–	–
Economically Disadvantaged	140	97%	83%	24%	155	98%	73%	12%
Not Disadvantaged	375	99%	94%	40%	405	98%	83%	25%
Migrant								
Not Migrant	515	99%	91%	36%	560	98%	80%	22%

NOTES
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Other Assessments

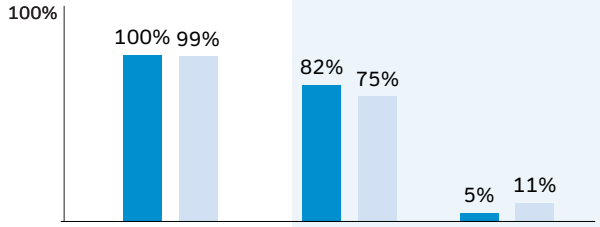
	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	12	12	12	9	8	8	8	8

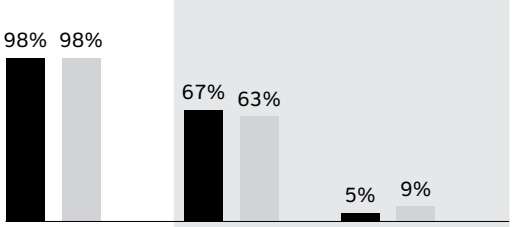
4 Overview of District Performance

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
2008 Mean Score: 669	Range:	598–785	650–785	705–785			
2007 Mean Score: 669							
2007–08		100%	82%	5%	98%	67%	5%
2006–07		99%	75%	11%	98%	63%	9%
Number of Tested Students:		549 532	453 403	28 61			





Results by Student Group

	2007–08 School Year				2006–07 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	**550**	**100%**	**82%**	**5%**	**536**	**99%**	**75%**	**11%**
Female	271	100%	84%	7%	266	100%	77%	14%
Male	279	100%	81%	3%	270	99%	73%	9%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	11	100%	55%	9%	6	–	–	–
Hispanic or Latino	6	–	–	–	6	100%	100%	0%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	14%	1	–	–	–
White	524	100%	83%	5%	521	99%	75%	12%
Multiracial	1	–	–	–				
Small Group Totals	8	100%	63%	13%	9	89%	44%	11%
General-Education Students	488	100%	88%	6%	479	100%	82%	13%
Students with Disabilities	62	98%	39%	0%	57	93%	16%	0%
English Proficient	550	100%	82%	5%	536	99%	75%	11%
Limited English Proficient								
Economically Disadvantaged	150	100%	73%	1%	134	100%	66%	6%
Not Disadvantaged	400	100%	86%	7%	402	99%	78%	13%
Migrant								
Not Migrant	550	100%	82%	5%	536	99%	75%	11%

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Other Assessments

	2007–08 School Year				2006–07 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	9	9	9	4	11	11	11	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

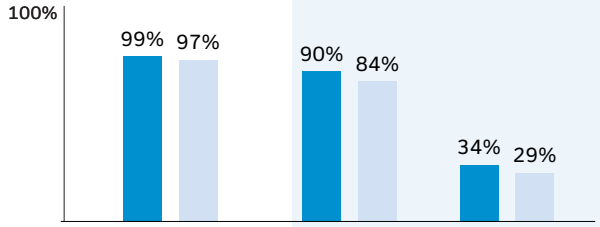
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

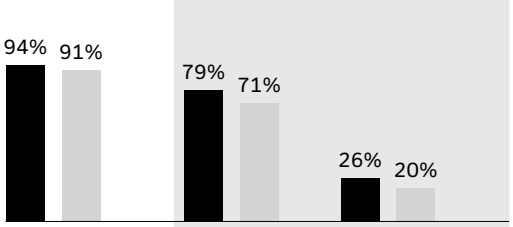
4 Overview of District Performance

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
2008 Mean Score: 685	Range:	616–780	650–780	696–780			
2007 Mean Score: 682							
Number of Tested Students:		544 519	498 447	187 154			





2007–08
2006–07

Results by Student Group

	2007–08 School Year				2006–07 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	**552**	**99%**	**90%**	**34%**	**533**	**97%**	**84%**	**29%**
Female	271	99%	92%	33%	262	95%	81%	29%
Male	281	98%	89%	35%	271	99%	86%	28%
American Indian or Alaska Native	2	–	–	–	2	–	–	–
Black or African American	11	100%	82%	9%	5	–	–	–
Hispanic or Latino	7	–	–	–	6	100%	83%	0%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	100%	43%	1	–	–	–
White	524	99%	91%	35%	519	97%	85%	29%
Multiracial	1	–	–	–				
Small Group Totals	10	90%	60%	10%	8	88%	38%	13%
General-Education Students	490	99%	94%	37%	477	99%	88%	32%
Students with Disabilities	62	92%	58%	8%	56	84%	46%	2%
English Proficient	552	99%	90%	34%	533	97%	84%	29%
Limited English Proficient								
Economically Disadvantaged	152	99%	85%	24%	134	97%	77%	18%
Not Disadvantaged	400	99%	92%	38%	399	97%	86%	33%
Migrant								
Not Migrant	552	99%	90%	34%	533	97%	84%	29%

NOTES
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Other Assessments

	2007–08 School Year				2006–07 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	9	9	9	9	11	11	11	10

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
2008 Mean Score: 671	Range:	600–790	650–790	712–790			
2007 Mean Score: 667							
2007–08		100%	85%	3%	98%	70%	3%
2006–07		98%	73%	9%	94%	58%	6%
Number of Tested Students:		531 585	449 438	14 52			

Results by Student Group

	2007–08 School Year				2006–07 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	**531**	**100%**	**85%**	**3%**	**598**	**98%**	**73%**	**9%**
Female	256	100%	88%	4%	305	98%	80%	10%
Male	275	100%	82%	1%	293	97%	66%	7%
American Indian or Alaska Native	2	–	–	–	4	–	–	–
Black or African American	7	–	–	–	11	91%	36%	0%
Hispanic or Latino	9	100%	67%	0%	15	100%	73%	13%
Asian or Native Hawaiian/Other Pacific Islander					6	–	–	–
White	512	100%	86%	3%	562	98%	74%	9%
Multiracial	1	–	–	–				
Small Group Totals	10	100%	50%	0%	10	90%	60%	10%
General-Education Students	473	100%	90%	3%	514	100%	82%	10%
Students with Disabilities	58	100%	36%	0%	84	87%	19%	4%
English Proficient	531	100%	85%	3%	597	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	123	100%	81%	0%	163	94%	61%	6%
Not Disadvantaged	408	100%	86%	3%	435	99%	78%	10%
Migrant								
Not Migrant	531	100%	85%	3%	598	98%	73%	9%

NOTES
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Other Assessments

	2007–08 School Year				2006–07 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	12	12	12	11	14	14	14	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

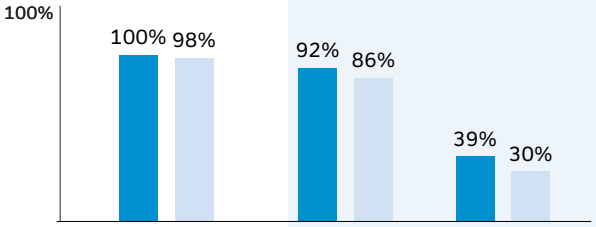
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

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
2008 Mean Score: 688	Range:	611–800	650–800	693–800			
2007 Mean Score: 679							
2007–08		100%	92%	39%	96%	79%	28%
2006–07		98%	86%	30%	93%	67%	18%
Number of Tested Students:		530 583	490 514	208 176			



Results by Student Group

	2007–08 School Year				2006–07 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	**532**	**100%**	**92%**	**39%**	**595**	**98%**	**86%**	**30%**
Female	257	100%	91%	37%	305	98%	88%	30%
Male	275	100%	93%	41%	290	98%	84%	29%
American Indian or Alaska Native	2	–	–	–	4	–	–	–
Black or African American	8	–	–	–	10	90%	70%	0%
Hispanic or Latino	8	100%	88%	38%	15	100%	87%	13%
Asian or Native Hawaiian/Other Pacific Islander					6	–	–	–
White	513	100%	93%	40%	560	98%	87%	31%
Multiracial	1	–	–	–				
Small Group Totals	11	100%	64%	18%	10	100%	80%	30%
General-Education Students	474	100%	96%	43%	512	100%	95%	34%
Students with Disabilities	58	97%	64%	7%	83	86%	36%	5%
English Proficient	532	100%	92%	39%	594	–	–	–
Limited English Proficient					1	–	–	–
Economically Disadvantaged	125	99%	83%	26%	161	95%	75%	18%
Not Disadvantaged	407	100%	95%	43%	434	99%	91%	34%
Migrant								
Not Migrant	532	100%	92%	39%	595	98%	86%	30%

NOTES
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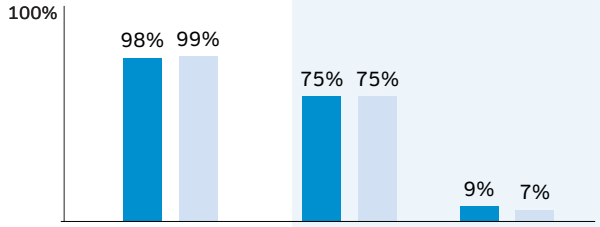
Other Assessments

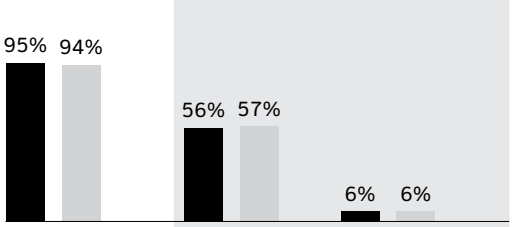
	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	12	12	12	10	14	14	13	12

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
2008 Mean Score: 670	Range:	602–790	650–790	715–790			
2007 Mean Score: 668							
2007–08		98%	75%	9%	95%	56%	6%
2006–07		99%	75%	7%	94%	57%	6%
Number of Tested Students:		586 575	449 435	51 40			





Results by Student Group

Student Group	2007–08 School Year: Total Tested	Percentage scoring at level(s): 2–4	3–4	4	2006–07 School Year: Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**596**	**98%**	**75%**	**9%**	**583**	**99%**	**75%**	**7%**
Female	308	99%	82%	11%	311	99%	81%	8%
Male	288	97%	68%	6%	272	98%	67%	6%
American Indian or Alaska Native	4	–	–	–	3	–	–	–
Black or African American	11	100%	45%	18%	4	–	–	–
Hispanic or Latino	14	100%	79%	0%	12	92%	50%	0%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	7	100%	71%	0%
White	561	98%	76%	9%	557	99%	76%	7%
Multiracial								
Small Group Totals	10	100%	70%	10%	7	100%	43%	0%
General-Education Students	514	100%	85%	10%	520	100%	81%	8%
Students with Disabilities	82	89%	17%	2%	63	90%	24%	0%
English Proficient	595	–	–	–	582	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	144	97%	58%	3%	159	97%	65%	1%
Not Disadvantaged	452	99%	81%	10%	424	99%	78%	9%
Migrant								
Not Migrant	596	98%	75%	9%	583	99%	75%	7%

NOTES
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Other Assessments

	2007–08 School Year: Total Tested	Number scoring at level(s): 2–4	3–4	4	2006–07 School Year: Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	16	16	15	15	11	11	11	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† 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
2008 Mean Score: 685	Range:	616–775	650–775	701–775			
2007 Mean Score: 672							
2007–08		98%	89%	30%	93%	70%	17%
2006–07		97%	80%	16%	88%	59%	12%
Number of Tested Students:		584 564	530 464	177 91			

Results by Student Group

	2007–08 School Year				2006–07 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	**596**	**98%**	**89%**	**30%**	**580**	**97%**	**80%**	**16%**
Female	308	99%	91%	31%	310	97%	82%	15%
Male	288	97%	87%	28%	270	97%	78%	17%
American Indian or Alaska Native	4	–	–	–	3	–	–	–
Black or African American	13	92%	62%	0%	4	–	–	–
Hispanic or Latino	13	92%	77%	23%	12	83%	67%	0%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	7	100%	100%	43%
White	560	98%	90%	30%	554	98%	80%	16%
Multiracial								
Small Group Totals	10	100%	90%	50%	7	86%	71%	14%
General-Education Students	512	100%	96%	33%	521	99%	87%	17%
Students with Disabilities	84	88%	44%	7%	59	78%	20%	0%
English Proficient	595	–	–	–	579	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	145	94%	79%	19%	157	95%	68%	11%
Not Disadvantaged	451	99%	92%	33%	423	98%	85%	17%
Migrant								
Not Migrant	596	98%	89%	30%	580	97%	80%	16%

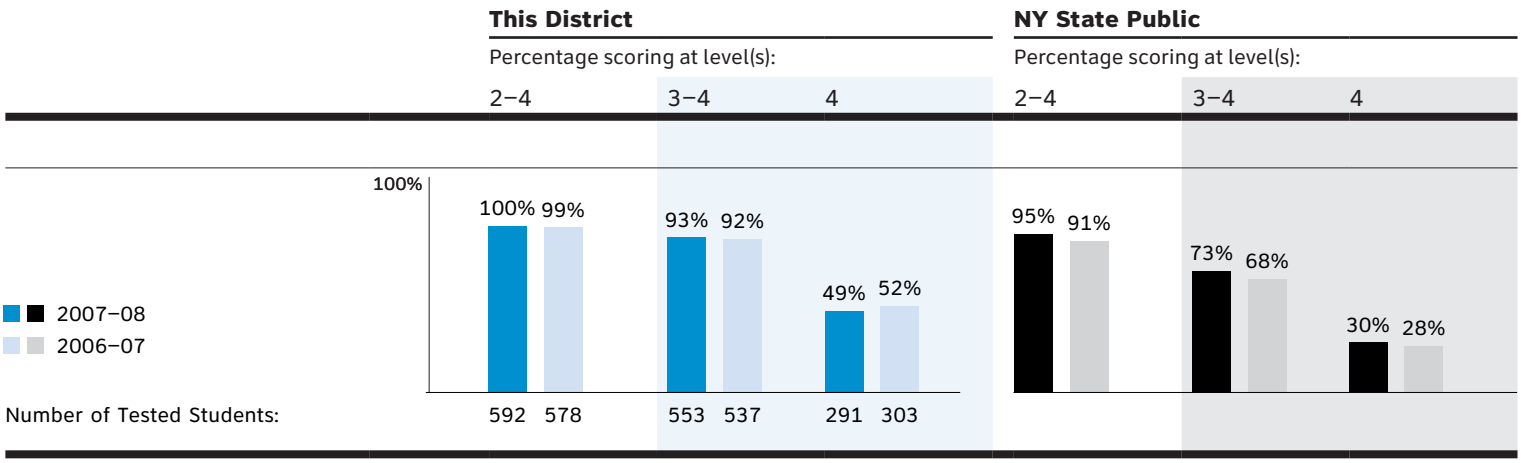
NOTES
The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2007–08 School Year				2006–07 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	16	14	13	13	11	11	11	10

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

	2007–08 School Year				2006–07 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**	**100%**	**92%**	**44%**	**582**	**99%**	**92%**	**52%**
Female	244	100%	91%	39%	312	100%	90%	51%
Male	261	100%	93%	48%	270	99%	94%	54%
American Indian or Alaska Native	4	–	–	–	3	–	–	–
Black or African American	14	100%	57%	7%	4	–	–	–
Hispanic or Latino	11	100%	91%	27%	12	92%	75%	25%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	7	100%	100%	29%
White	473	100%	93%	45%	556	99%	93%	53%
Multiracial								
Small Group Totals	7	100%	86%	43%	7	100%	71%	29%
General-Education Students	423	100%	97%	50%	523	100%	96%	58%
Students with Disabilities	82	99%	67%	12%	59	95%	61%	3%
English Proficient	504	–	–	–	581	–	–	–
Limited English Proficient	1	–	–	–	1	–	–	–
Economically Disadvantaged	136	99%	86%	32%	157	99%	88%	39%
Not Disadvantaged	369	100%	94%	48%	425	100%	94%	57%
Migrant								
Not Migrant	505	100%	92%	44%	582	99%	92%	52%

NOTES
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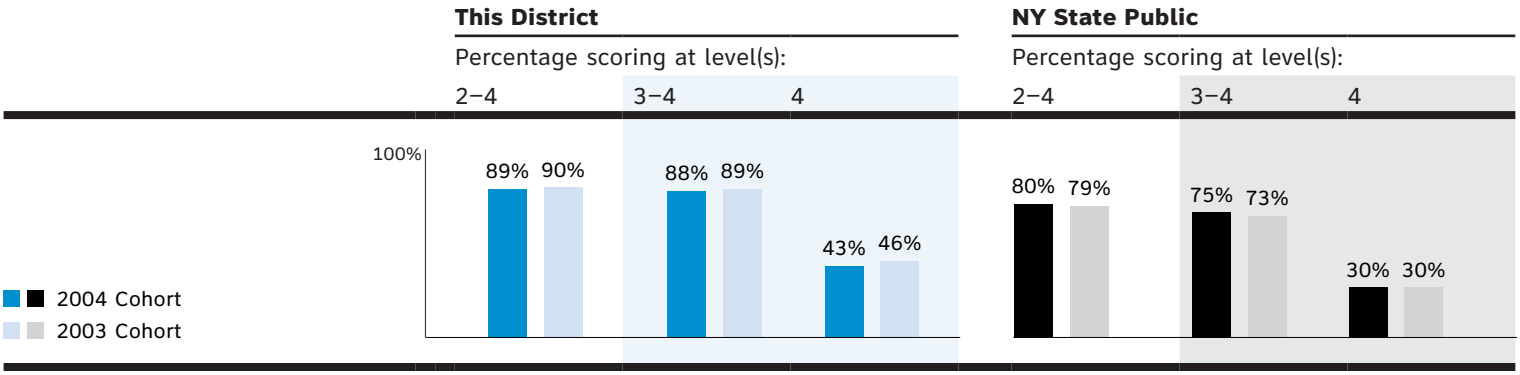
Other Assessments

	2007–08 School Year				2006–07 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	16	15	14	14	11	11	11	11
Regents Science	89	89	89	71	0			

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

	2004 Cohort				2003 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	**709**	**89%**	**88%**	**43%**	**642**	**90%**	**89%**	**46%**
Female	353	92%	91%	48%	317	91%	90%	56%
Male	356	87%	86%	38%	325	88%	87%	37%
American Indian or Alaska Native	2	–	–	–	2	–	–	–
Black or African American	16	56%	50%	25%	7	71%	71%	14%
Hispanic or Latino	7	86%	86%	29%	5	100%	100%	20%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	3	–	–	–
White	680	90%	89%	44%	625	90%	89%	47%
Multiracial								
Small Group Totals	6	100%	100%	50%	5	40%	40%	20%
General-Education Students	606	92%	92%	50%	544	94%	94%	53%
Students with Disabilities	103	71%	65%	1%	98	64%	60%	8%
English Proficient	709	89%	88%	43%	639	–	–	–
Limited English Proficient					3	–	–	–
Economically Disadvantaged	102	87%	87%	28%	110	83%	80%	34%
Not Disadvantaged	607	89%	88%	46%	532	91%	91%	49%
Migrant								
Not Migrant	709	89%	88%	43%				

NOTES
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Other Assessments

	2004 Cohort				2003 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				0			

* 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.

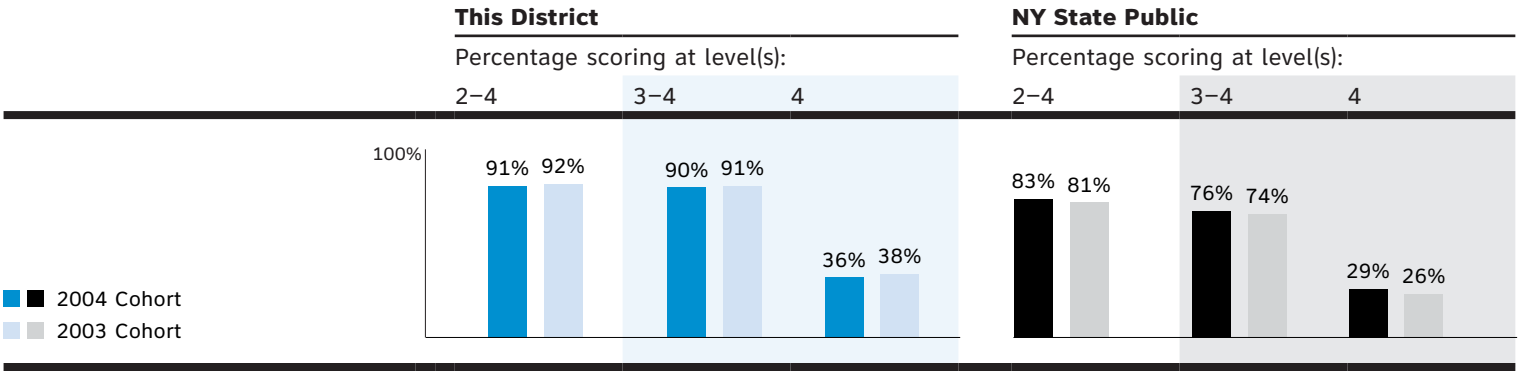
** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

*** 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

	2004 Cohort				2003 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	**709**	**91%**	**90%**	**36%**	**642**	**92%**	**91%**	**38%**
Female	353	94%	92%	39%	317	95%	93%	43%
Male	356	88%	87%	33%	325	90%	88%	34%
American Indian or Alaska Native	2	–	–	–	2	–	–	–
Black or African American	16	63%	50%	13%	7	71%	57%	0%
Hispanic or Latino	7	86%	86%	14%	5	100%	100%	40%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	3	–	–	–
White	680	92%	91%	37%	625	93%	91%	39%
Multiracial								
Small Group Totals	6	100%	83%	17%	5	40%	40%	20%
General-Education Students	606	95%	94%	42%	544	96%	96%	43%
Students with Disabilities	103	68%	63%	3%	98	70%	62%	11%
English Proficient	709	91%	90%	36%	639	–	–	–
Limited English Proficient					3	–	–	–
Economically Disadvantaged	102	90%	87%	28%	110	87%	85%	27%
Not Disadvantaged	607	91%	90%	37%	532	93%	92%	41%
Migrant								
Not Migrant	709	91%	90%	36%				

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Other Assessments

	2004 Cohort				2003 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				0			

* 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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