



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **WINDSOR CENTRAL SCHOOL
DISTRICT**

District ID **03-17-01-06-0000**

Superintendent **JASON ANDREWS**

Telephone **(607) 655-8216**

Grades **K-12**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

This section lists all schools in your district by 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.

District WINDSOR CENTRAL SCHOOL DISTRICT

District ID 03-17-01-06-0000

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	0
Kindergarten	117	154	124
Grade 1	136	113	149
Grade 2	129	128	125
Grade 3	134	132	137
Grade 4	140	126	137
Grade 5	135	131	132
Grade 6	142	142	140
Ungraded Elementary	0	2	0
Grade 7	166	145	155
Grade 8	175	164	143
Grade 9	172	195	185
Grade 10	152	138	158
Grade 11	143	148	136
Grade 12	138	133	136
Ungraded Secondary	0	0	0
Total K-12	1879	1851	1857

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	20	19	20
Grade 8			
English	21	20	20
Mathematics	21	20	19
Science	21	21	20
Social Studies	22	20	20
Grade 10			
English	20	17	21
Mathematics	17	18	23
Science	18	22	18
Social Studies	23	22	21

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District WINDSOR CENTRAL SCHOOL DISTRICT

District ID 03-17-01-06-0000

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	374	20%	465	25%	403	22%
Reduced-Price Lunch	176	9%	261	14%	215	12%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	7	0%	3	0%	4	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	1	0%	1	0%	1	0%
Black or African American	25	1%	27	1%	23	1%
Hispanic or Latino	7	0%	12	1%	12	1%
Asian or Native Hawaiian/Other Pacific Islander	14	1%	15	1%	22	1%
White	1832	97%	1796	97%	1797	97%
Multiracial**	N/A	N/A	0	0%	2	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	96%		96%		97%	
Student Suspensions	101	5%	89	5%	97	5%

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 WINDSOR CENTRAL SCHOOL DISTRICT

District ID 03-17-01-06-0000

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	142	133	150
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	1%	2%	1%
Percent with Fewer Than Three Years of Experience	4%	13%	15%
Percentage with Master's Degree Plus 30 Hours or Doctorate	6%	6%	9%
Total Number of Core Classes	562	350	399
Percent Not Taught by Highly Qualified Teachers	0%	1%	0%
Total Number of Classes	514	521	565
Percent Taught by Teachers Without Appropriate Certification	1%	3%	0%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	23%	17%	N/A
Turnover Rate of All Teachers	16%	14%	19%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	20	23	24
Total Paraprofessionals*	48	30	46
Assistant Principals	2	2	2
Principals	5	5	5

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

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

Staff Counts Information

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

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 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:

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

The 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

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.

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (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?

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	-	-		-	-	
Black or African American	-	-		-	-	
Hispanic or Latino	-	-		-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-		-	-	
White						
Multiracial						
Other Groups						
Students with Disabilities				-	-	
Limited English Proficient	-	-				
Economically Disadvantaged						
Student groups making AYP in each subject	4 of 4	4 of 4	1 of 1	3 of 3	3 of 3	1 of 1


AYP Status


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

Accountability Status Levels

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














Elementary/Middle-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2008–09)

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 elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (867:837)			100%		175	129	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (15:15)	—	—	—	—	—	—	—
Hispanic or Latino (9:6)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (7:7)	—	—	—	—	—	—	—
White (835:808)			100%		175	129	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (151:144)			100%		124	124	
Limited English Proficient ⁵ (1:1)	—	—	—	—	—	—	—
Economically Disadvantaged (353:335)			100%		159	127	
Final AYP Determination		4 of 4					

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

AYP Status

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














Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2008–09)

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 elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (874:838)			100%		187	98	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (16:15)	—	—	—	—	—	—	—
Hispanic or Latino (9:6)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (7:7)	—	—	—	—	—	—	—
White (841:809)			100%		187	98	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (153:143)			99%		146	93	
Limited English Proficient ⁵ (1:1)	—	—	—	—	—	—	—
Economically Disadvantaged (359:336)			100%		179	96	
Final AYP Determination		4 of 4					

NOTES

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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 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.

AYP Status

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











Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2008–09)

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		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
All Students (285:271)		Qualified		99%		193	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (3:3)		–	–	–	–	–	–	–
Hispanic or Latino (3:2)		–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (1:1)		–	–	–	–	–	–	–
White (278:265)		Qualified		99%		194	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (47:43)		Qualified		98%		181	100	
Limited English Proficient ⁴ (0:0)								
Economically Disadvantaged (100:93)		Qualified		99%		192	100	
Final AYP Determination		1 of 1						

NOTES




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

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 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.

AYP Status

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










Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2008–09)

Accountability Measures 3 of 3 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	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (134:136)			99%		182	156	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (1:1)	–	–	–	–	–	–	–
Hispanic or Latino (1:1)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (2:2)	–	–	–	–	–	–	–
White (130:132)			99%		182	156	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (12:18)	–	–	–	–	–	–	–
Limited English Proficient ⁴ (0:0)							
Economically Disadvantaged (33:38)		–	–		166	149	
Final AYP Determination		3 of 3					

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.

AYP Status

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










Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2008–09)

Accountability Measures 3 of 3 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	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (134:136)			99%		187	150	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (1:1)	–	–	–	–	–	–	–
Hispanic or Latino (1:1)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (2:2)	–	–	–	–	–	–	–
White (130:132)			99%		186	150	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (12:18)	–	–	–	–	–	–	–
Limited English Proficient ⁴ (0:0)							
Economically Disadvantaged (33:38)		–	–		168	143	
Final AYP Determination		3 of 3					

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.

AYP Status

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







Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2008–09)

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		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2007–08	2008–09
All Students (161)			82%	55%		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (1)						
Hispanic or Latino (2)						
Asian or Native Hawaiian/Other Pacific Islander (2)						
White (156)			82%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (30)			57%	55%		
Limited English Proficient ³ (0)						
Economically Disadvantaged (31)			84%	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.

3 School Accountability Status

District **WINDSOR CENTRAL SCHOOL DISTRICT**

District ID **03-17-01-06-0000**

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

Good Standing

3 schools identified 75% of total

A F PALMER ELEMENTARY SCHOOL / WINDSOR CENTRAL MIDDLE SCHOOL

C R WEEKS ELEMENTARY SCHOOL

FLOYD BELL ELEMENTARY SCHOOL

New York State Status

Good Standing

1 school identified 25% of total















WINDSOR CENTRAL HIGH SCHOOL



District WINDSOR CENTRAL SCHOOL DISTRICT

District ID 03-17-01-06-0000

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
	0%	50%	100%	
English Language Arts				
Grade 3	78%			138
Grade 4	74%			136
Grade 5	82%			138
Grade 6	80%			143
Grade 7	76%			157
Grade 8	71%			143
Mathematics				
Grade 3	92%			139
Grade 4	86%			140
Grade 5	85%			138
Grade 6	90%			146
Grade 7	94%			160
Grade 8	87%			141
Science				
Grade 4	94%			138
Grade 8	93%			142

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	78%			157
Mathematics	81%			157

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.

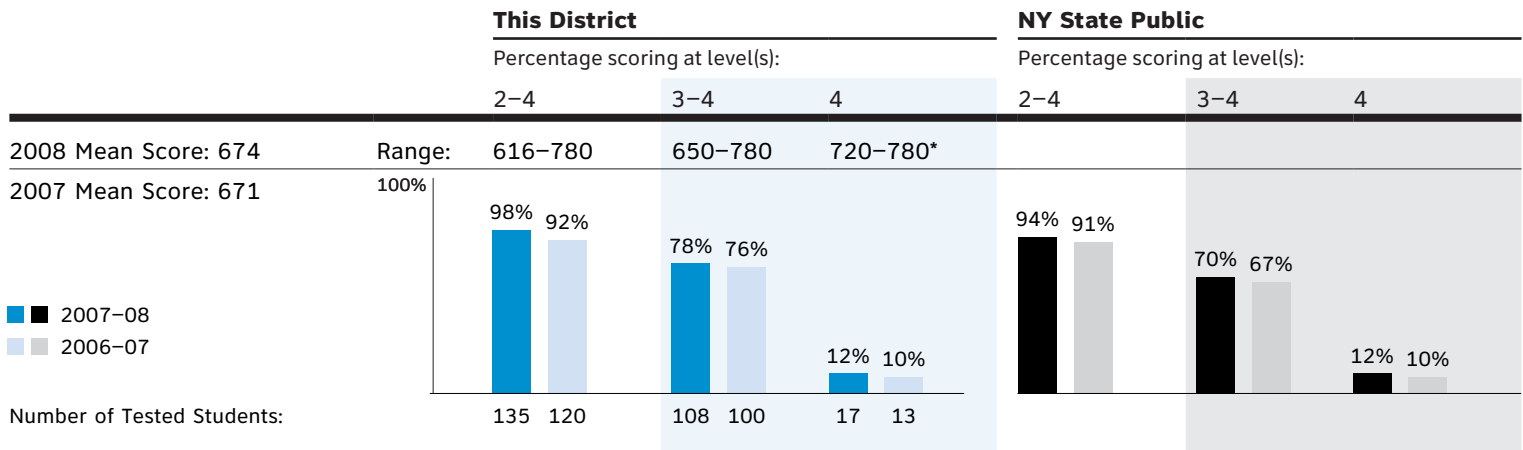
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	138	98%	78%	12%	131	92%	76%	10%
Female	63	97%	71%	13%	64	95%	81%	9%
Male	75	99%	84%	12%	67	88%	72%	10%
American Indian or Alaska Native								
Black or African American	1	-	-	-	2	-	-	-
Hispanic or Latino	3	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	133	98%	79%	13%	128	-	-	-
Multiracial								
Small Group Totals	5	100%	60%	0%	131	92%	76%	10%
General-Education Students	119	100%	84%	14%	110	97%	87%	12%
Students with Disabilities	19	84%	42%	0%	21	62%	19%	0%
English Proficient	137	-	-	-	130	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	63	95%	63%	8%	51	84%	63%	8%
Not Disadvantaged	75	100%	91%	16%	80	96%	85%	11%
Migrant								
Not Migrant	138	98%	78%	12%	131	92%	76%	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.

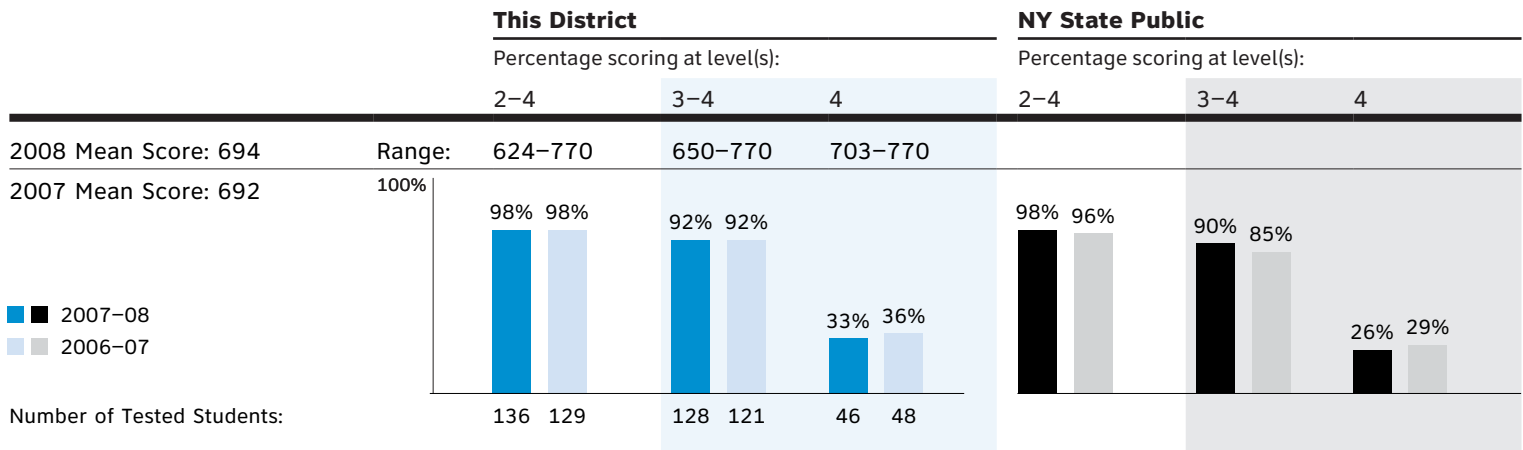
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	139	98%	92%	33%	132	98%	92%	36%
Female	63	97%	87%	32%	63	97%	95%	40%
Male	76	99%	96%	34%	69	99%	88%	33%
American Indian or Alaska Native								
Black or African American	1	-	-	-	2	-	-	-
Hispanic or Latino	3	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	134	98%	92%	34%	129	-	-	-
Multiracial								
Small Group Totals	5	100%	100%	0%	132	98%	92%	36%
General-Education Students	119	100%	97%	38%	111	100%	97%	40%
Students with Disabilities	20	85%	65%	5%	21	86%	62%	19%
English Proficient	138	-	-	-	131	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	64	95%	86%	23%	52	96%	85%	27%
Not Disadvantaged	75	100%	97%	41%	80	99%	96%	43%
Migrant								
Not Migrant	139	98%	92%	33%	132	98%	92%	36%

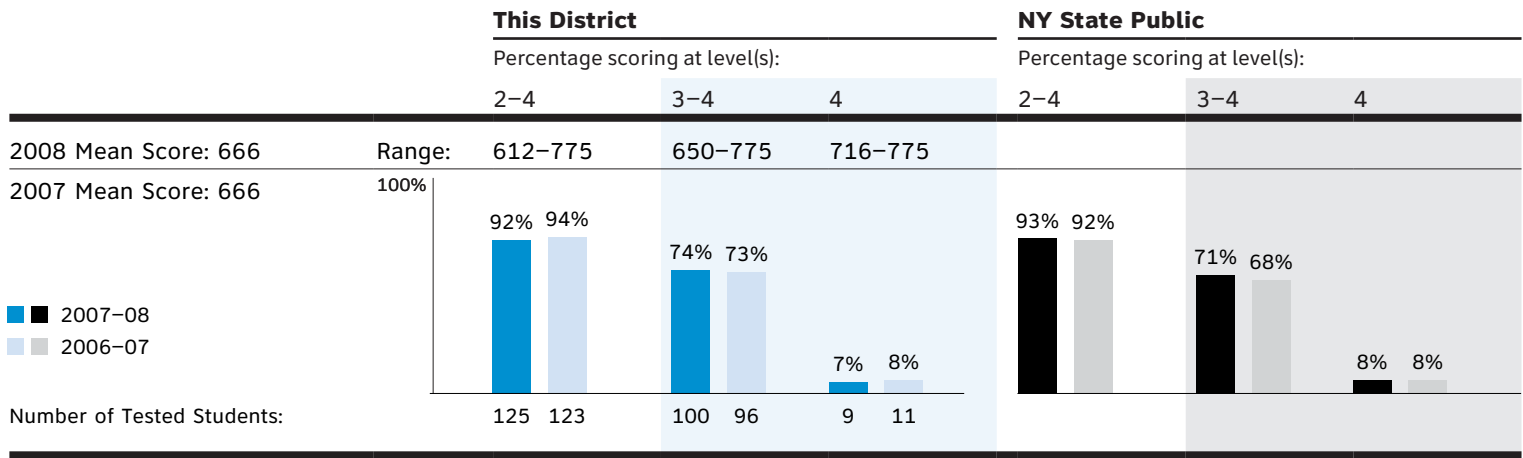
NOTES

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Other Assessments

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

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	136	92%	74%	7%	131	94%	73%	8%
Female	63	97%	79%	11%	56	98%	75%	11%
Male	73	88%	68%	3%	75	91%	72%	7%
American Indian or Alaska Native								
Black or African American	2	-	-	-	4	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	2	-	-	-
White	133	-	-	-	125	94%	74%	9%
Multiracial								
Small Group Totals	136	92%	74%	7%	6	83%	67%	0%
General-Education Students	111	99%	84%	8%	112	100%	82%	10%
Students with Disabilities	25	60%	28%	0%	19	58%	21%	0%
English Proficient	136	92%	74%	7%	131	94%	73%	8%
Limited English Proficient								
Economically Disadvantaged	55	85%	60%	4%	59	92%	71%	7%
Not Disadvantaged	81	96%	83%	9%	72	96%	75%	10%
Migrant								
Not Migrant	136	92%	74%	7%	131	94%	73%	8%

NOTES

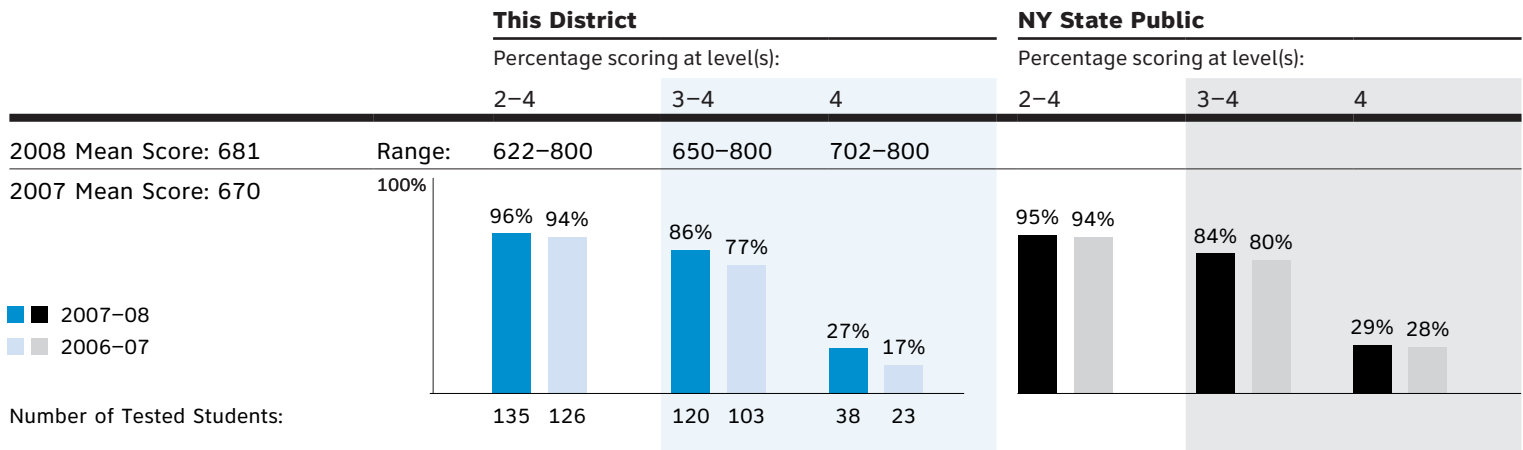
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	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.

This District's Results in Grade 4 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	140	96%	86%	27%	134	94%	77%	17%
Female	66	97%	86%	27%	56	98%	80%	14%
Male	74	96%	85%	27%	78	91%	74%	19%
American Indian or Alaska Native								
Black or African American	2	-	-	-	4	-	-	-
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	137	-	-	-	127	94%	77%	17%
Multiracial								
Small Group Totals	140	96%	86%	27%	7	86%	71%	14%
General-Education Students	115	100%	92%	32%	113	100%	86%	20%
Students with Disabilities	25	80%	56%	4%	21	62%	29%	0%
English Proficient	140	96%	86%	27%	134	94%	77%	17%
Limited English Proficient								
Economically Disadvantaged	57	95%	81%	19%	61	92%	67%	7%
Not Disadvantaged	83	98%	89%	33%	73	96%	85%	26%
Migrant								
Not Migrant	140	96%	86%	27%	134	94%	77%	17%

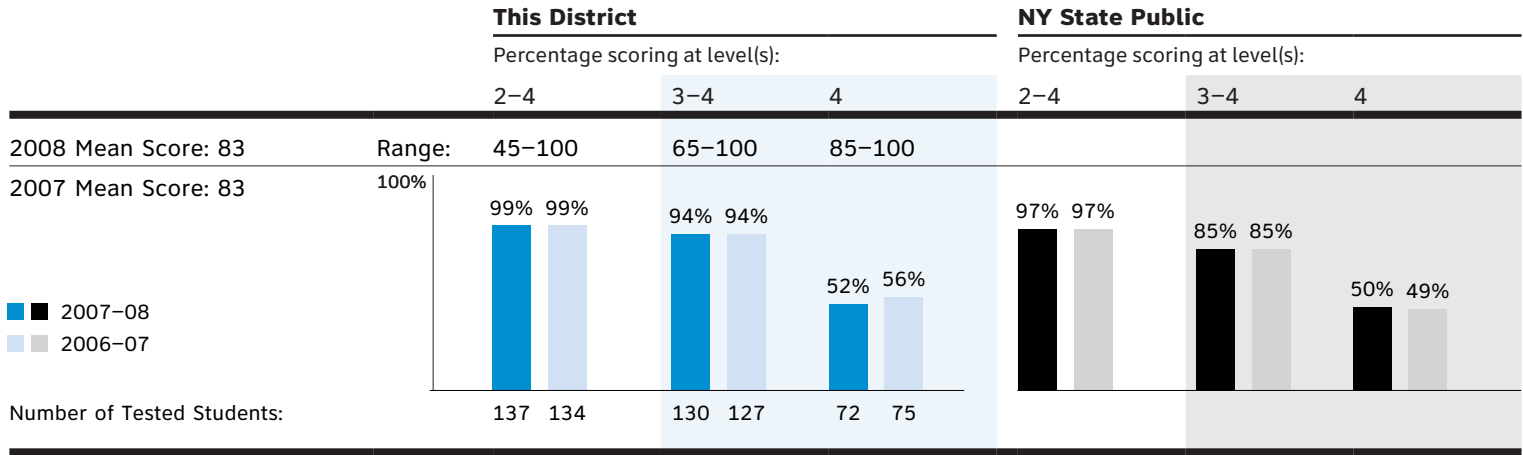
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	1	-	-	-

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	138	99%	94%	52%	135	99%	94%	56%
Female	65	98%	91%	55%	56	100%	95%	46%
Male	73	100%	97%	49%	79	99%	94%	62%
American Indian or Alaska Native								
Black or African American	2	-	-	-	4	-	-	-
Hispanic or Latino					1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	3	-	-	-
White	135	-	-	-	127	100%	94%	56%
Multiracial								
Small Group Totals	138	99%	94%	52%	8	88%	88%	50%
General-Education Students	114	100%	96%	62%	114	100%	97%	60%
Students with Disabilities	24	96%	83%	4%	21	95%	76%	33%
English Proficient	138	99%	94%	52%	135	99%	94%	56%
Limited English Proficient								
Economically Disadvantaged	55	98%	93%	42%	62	100%	92%	48%
Not Disadvantaged	83	100%	95%	59%	73	99%	96%	62%
Migrant								
Not Migrant	138	99%	94%	52%	135	99%	94%	56%

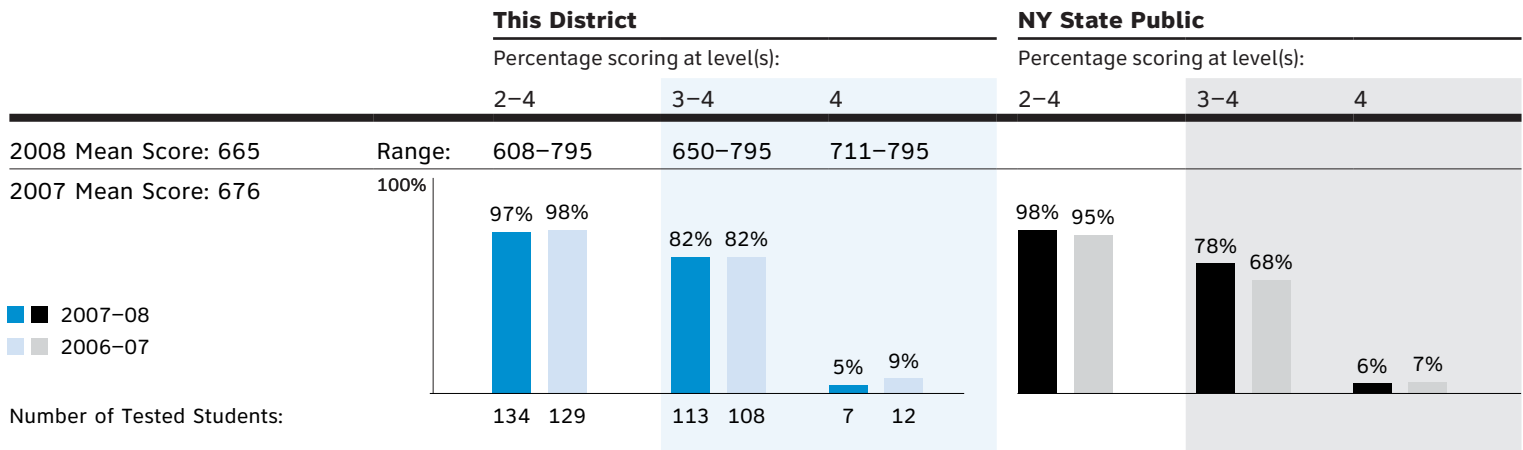
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	1	-	-	-

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	138	97%	82%	5%	132	98%	82%	9%
Female	57	100%	86%	9%	66	98%	79%	15%
Male	81	95%	79%	2%	66	97%	85%	3%
American Indian or Alaska Native					1	-	-	-
Black or African American	4	-	-	-	3	-	-	-
Hispanic or Latino	1	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	130	98%	83%	5%	127	98%	81%	9%
Multiracial								
Small Group Totals	8	88%	63%	0%	5	100%	100%	0%
General-Education Students	117	100%	88%	5%	108	100%	92%	10%
Students with Disabilities	21	81%	48%	5%	24	88%	38%	4%
English Proficient	138	97%	82%	5%	132	98%	82%	9%
Limited English Proficient								
Economically Disadvantaged	60	98%	73%	7%	55	95%	69%	5%
Not Disadvantaged	78	96%	88%	4%	77	100%	91%	12%
Migrant								
Not Migrant	138	97%	82%	5%	132	98%	82%	9%

NOTES

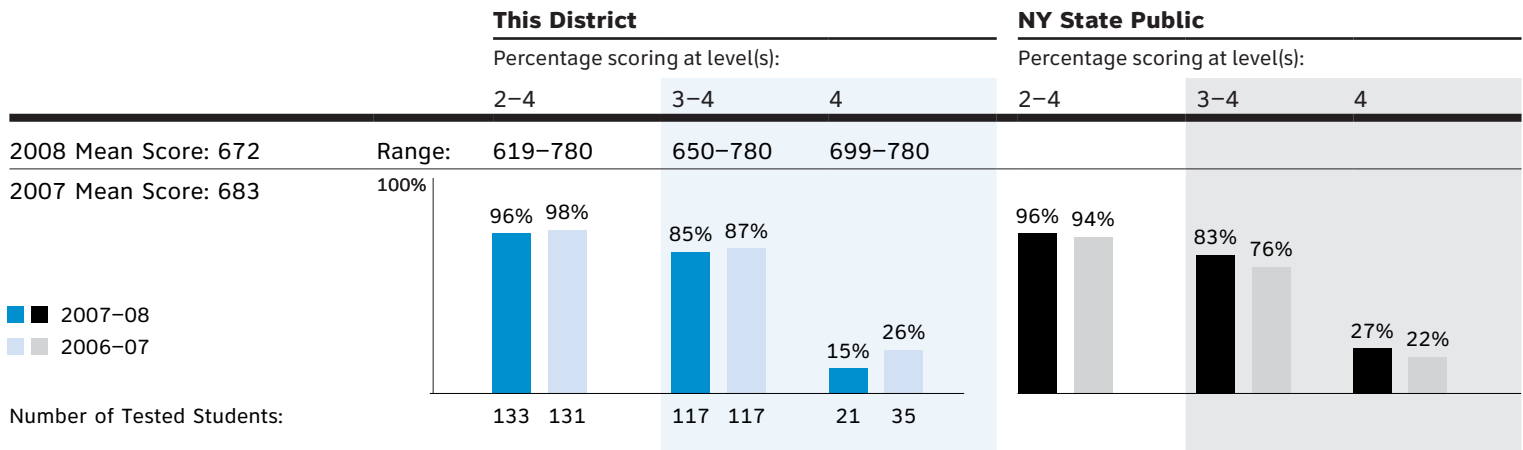
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	-	-	-	3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	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.

This District's Results in Grade 5 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	138	96%	85%	15%	134	98%	87%	26%
Female	57	100%	88%	18%	68	97%	85%	28%
Male	81	94%	83%	14%	66	98%	89%	24%
American Indian or Alaska Native					1	-	-	-
Black or African American	4	-	-	-	2	-	-	-
Hispanic or Latino	1	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	1	-	-	-
White	130	97%	85%	16%	129	98%	88%	27%
Multiracial								
Small Group Totals	8	88%	75%	0%	5	100%	80%	0%
General-Education Students	117	100%	93%	18%	109	100%	92%	31%
Students with Disabilities	21	76%	38%	0%	25	88%	68%	4%
English Proficient	138	96%	85%	15%	134	98%	87%	26%
Limited English Proficient								
Economically Disadvantaged	60	93%	82%	17%	56	95%	80%	11%
Not Disadvantaged	78	99%	87%	14%	78	100%	92%	37%
Migrant								
Not Migrant	138	96%	85%	15%	134	98%	87%	26%

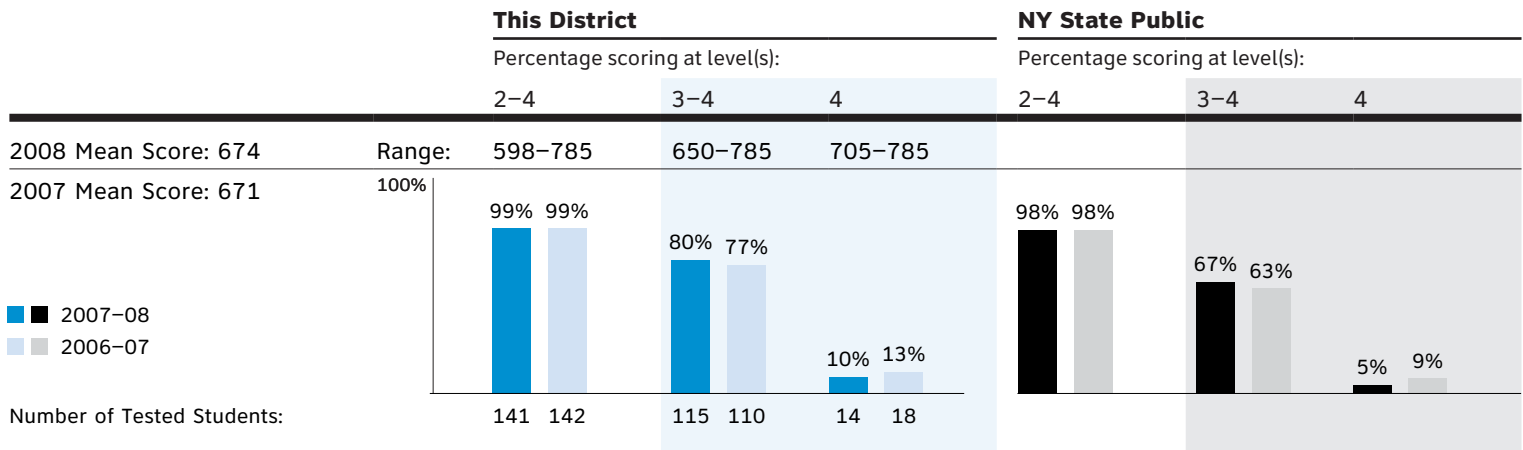
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	-	-	-	3	-	-	-

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	143	99%	80%	10%	143	99%	77%	13%
Female	69	99%	80%	14%	71	100%	76%	17%
Male	74	99%	81%	5%	72	99%	78%	8%
American Indian or Alaska Native	1	-	-	-				
Black or African American	3	-	-	-	3	-	-	-
Hispanic or Latino	1	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	137	99%	80%	10%	138	99%	77%	13%
Multiracial								
Small Group Totals	6	100%	100%	0%	5	100%	80%	0%
General-Education Students	117	100%	91%	12%	112	100%	88%	16%
Students with Disabilities	26	92%	35%	0%	31	97%	39%	0%
English Proficient	143	99%	80%	10%	143	99%	77%	13%
Limited English Proficient								
Economically Disadvantaged	65	97%	63%	3%	53	100%	62%	4%
Not Disadvantaged	78	100%	95%	15%	90	99%	86%	18%
Migrant								
Not Migrant	143	99%	80%	10%	143	99%	77%	13%

NOTES

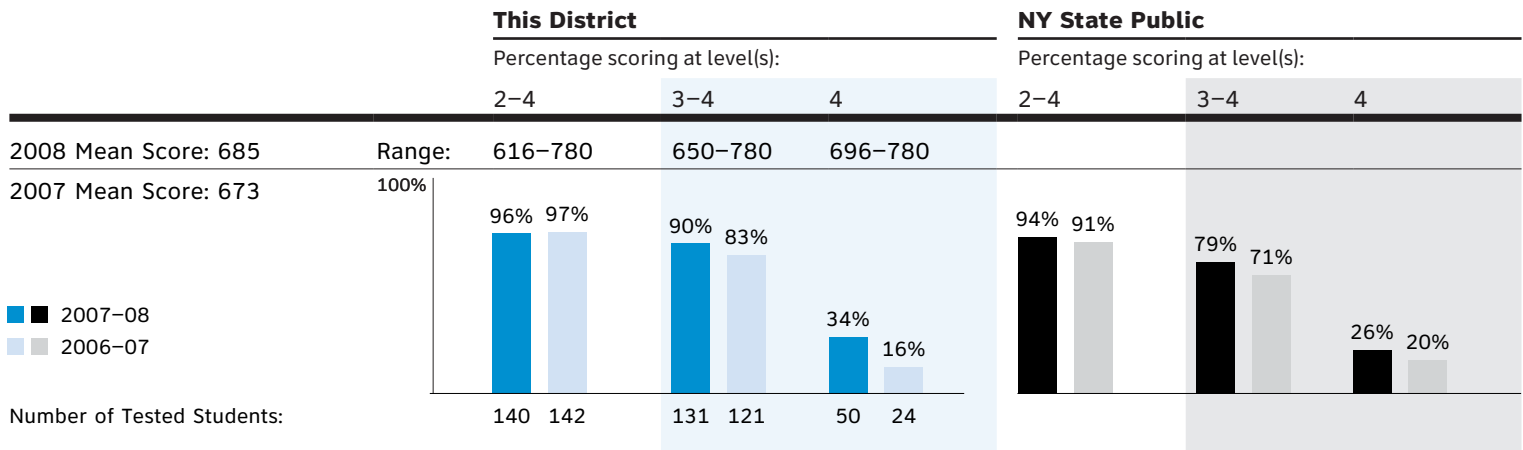
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

This District's Results in Grade 6 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	146	96%	90%	34%	146	97%	83%	16%
Female	71	94%	87%	38%	72	100%	86%	14%
Male	75	97%	92%	31%	74	95%	80%	19%
American Indian or Alaska Native	1	-	-	-				
Black or African American	3	-	-	-	3	-	-	-
Hispanic or Latino	1	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	140	96%	89%	34%	141	97%	83%	16%
Multiracial								
Small Group Totals	6	100%	100%	33%	5	100%	80%	20%
General-Education Students	119	100%	97%	41%	114	100%	90%	21%
Students with Disabilities	27	78%	56%	4%	32	88%	56%	0%
English Proficient	146	96%	90%	34%	146	97%	83%	16%
Limited English Proficient								
Economically Disadvantaged	67	93%	81%	16%	56	95%	75%	7%
Not Disadvantaged	79	99%	97%	49%	90	99%	88%	22%
Migrant								
Not Migrant	146	96%	90%	34%	146	97%	83%	16%

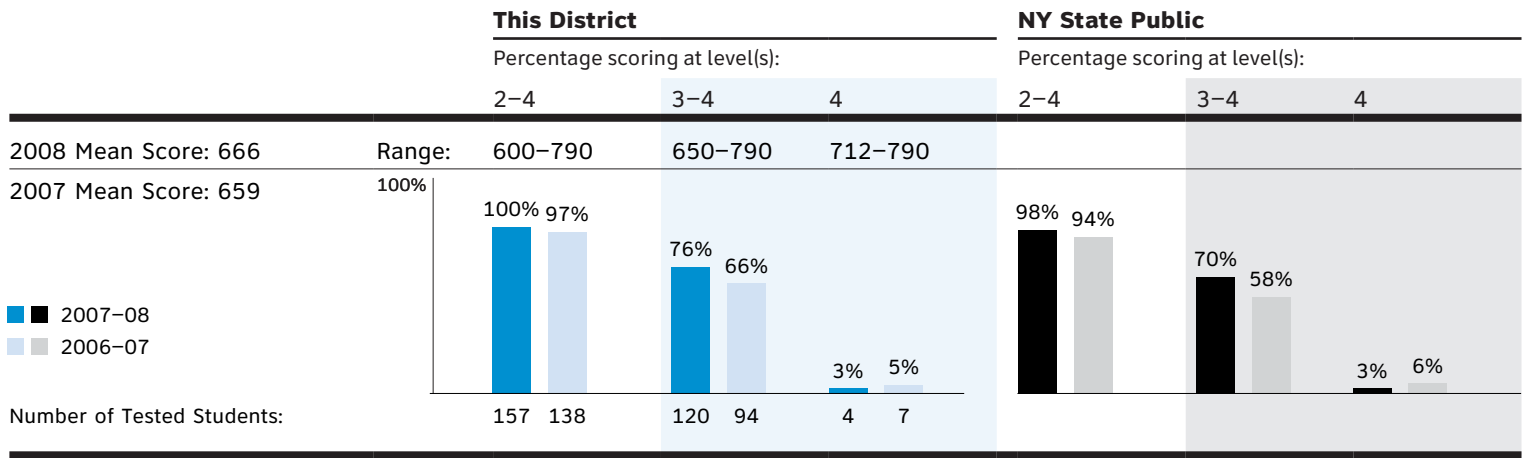
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	-	-	-	1	-	-	-

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	157	100%	76%	3%	142	97%	66%	5%
Female	76	100%	80%	4%	71	96%	70%	4%
Male	81	100%	73%	1%	71	99%	62%	6%
American Indian or Alaska Native								
Black or African American	3	-	-	-	2	-	-	-
Hispanic or Latino	1	-	-	-	4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	152	100%	76%	3%	136	97%	68%	5%
Multiracial								
Small Group Totals	5	100%	100%	0%	6	100%	33%	0%
General-Education Students	126	100%	89%	3%	121	98%	71%	6%
Students with Disabilities	31	100%	26%	0%	21	90%	38%	0%
English Proficient	157	100%	76%	3%	142	97%	66%	5%
Limited English Proficient								
Economically Disadvantaged	65	100%	58%	2%	46	98%	48%	4%
Not Disadvantaged	92	100%	89%	3%	96	97%	75%	5%
Migrant								
Not Migrant	157	100%	76%	3%	142	97%	66%	5%

NOTES

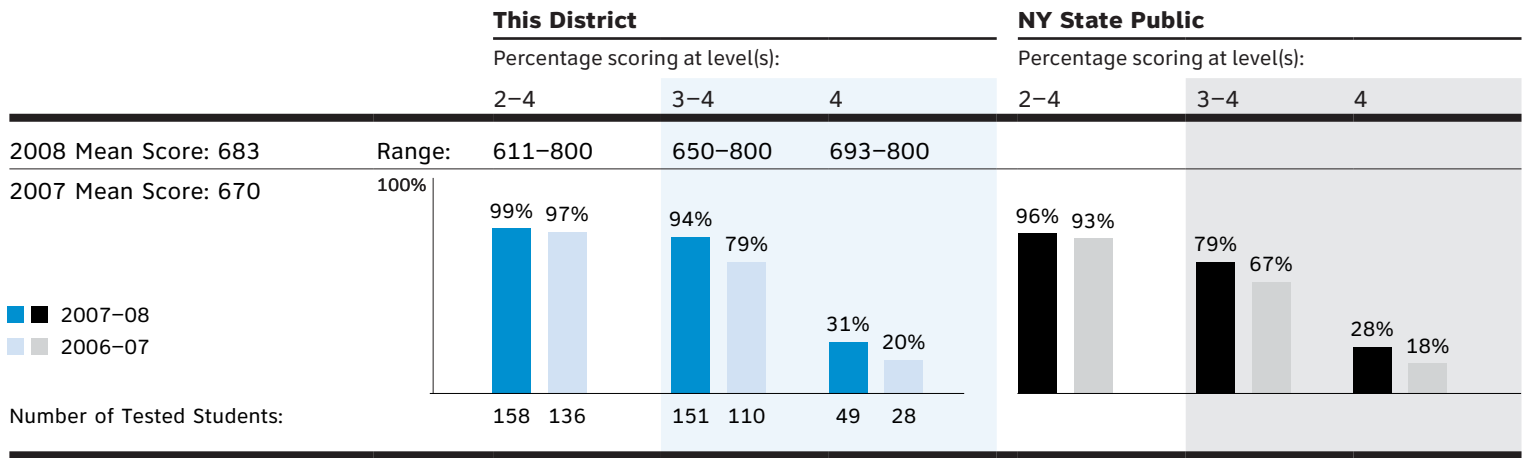
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	160	99%	94%	31%	140	97%	79%	20%
Female	77	100%	97%	34%	69	97%	77%	22%
Male	83	98%	92%	28%	71	97%	80%	18%
American Indian or Alaska Native								
Black or African American	4	-	-	-	2	-	-	-
Hispanic or Latino	1	-	-	-	4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	154	99%	95%	31%	134	97%	81%	21%
Multiracial								
Small Group Totals	6	83%	83%	17%	6	100%	33%	0%
General-Education Students	129	100%	98%	35%	119	100%	84%	23%
Students with Disabilities	31	94%	77%	13%	21	81%	48%	5%
English Proficient	160	99%	94%	31%	140	97%	79%	20%
Limited English Proficient								
Economically Disadvantaged	67	97%	90%	18%	44	95%	59%	11%
Not Disadvantaged	93	100%	98%	40%	96	98%	88%	24%
Migrant								
Not Migrant	160	99%	94%	31%	140	97%	79%	20%

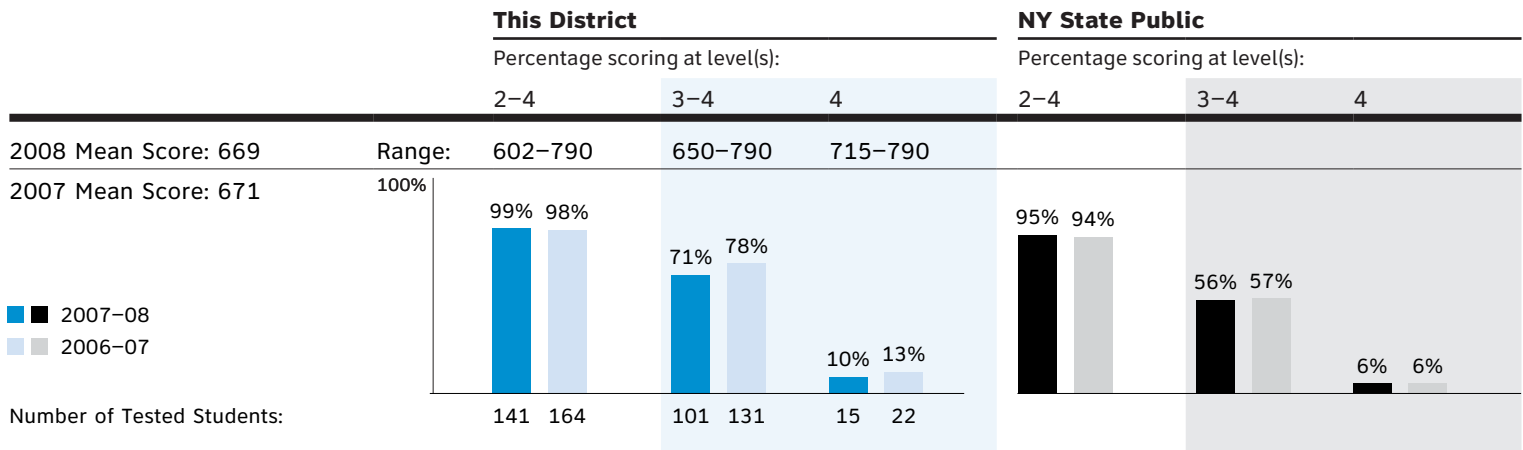
NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	-	-	-	0			

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	143	99%	71%	10%	168	98%	78%	13%
Female	74	99%	73%	12%	82	100%	89%	21%
Male	69	99%	68%	9%	86	95%	67%	6%
American Indian or Alaska Native								
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	3	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander					3	-	-	-
White	139	-	-	-	164	-	-	-
Multiracial								
Small Group Totals	143	99%	71%	10%	168	98%	78%	13%
General-Education Students	123	100%	78%	12%	143	100%	85%	15%
Students with Disabilities	20	90%	25%	0%	25	84%	40%	0%
English Proficient	143	99%	71%	10%	168	98%	78%	13%
Limited English Proficient								
Economically Disadvantaged	42	100%	48%	5%	48	98%	65%	0%
Not Disadvantaged	101	98%	80%	13%	120	98%	83%	18%
Migrant								
Not Migrant	143	99%	71%	10%	168	98%	78%	13%

NOTES

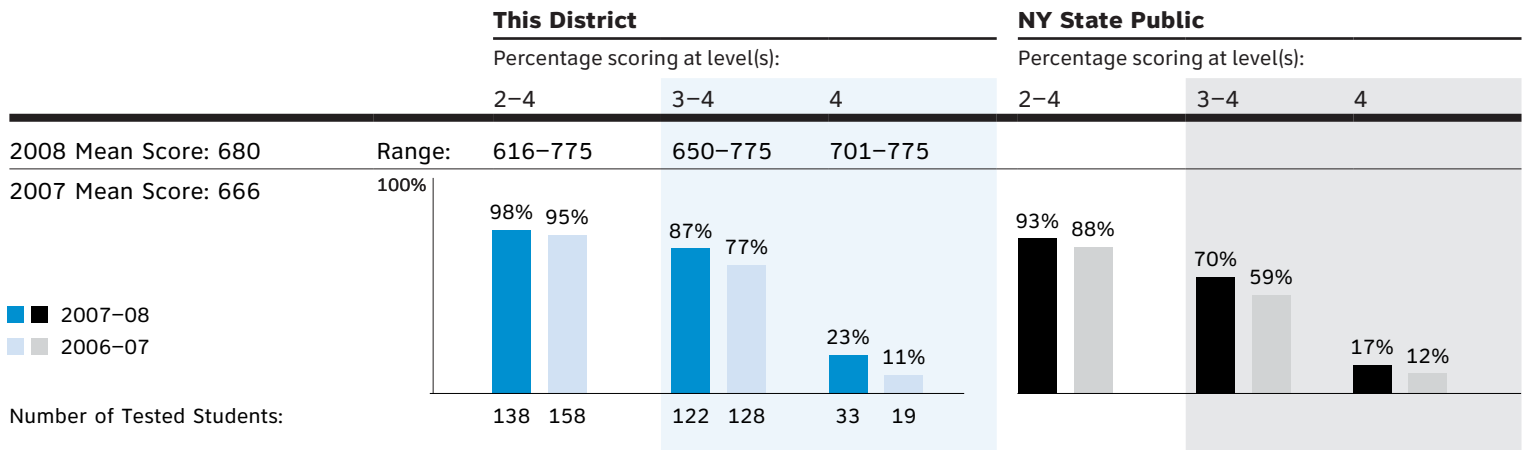
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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				1	-	-	-
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.

This District's Results in Grade 8 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	141	98%	87%	23%	166	95%	77%	11%
Female	73	96%	84%	19%	81	96%	81%	15%
Male	68	100%	90%	28%	85	94%	73%	8%
American Indian or Alaska Native								
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	3	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander					3	-	-	-
White	137	-	-	-	162	-	-	-
Multiracial								
Small Group Totals	141	98%	87%	23%	166	95%	77%	11%
General-Education Students	122	100%	91%	25%	142	99%	82%	13%
Students with Disabilities	19	84%	58%	11%	24	71%	50%	4%
English Proficient	141	98%	87%	23%	166	95%	77%	11%
Limited English Proficient								
Economically Disadvantaged	42	98%	74%	7%	48	94%	71%	8%
Not Disadvantaged	99	98%	92%	30%	118	96%	80%	13%
Migrant								
Not Migrant	141	98%	87%	23%	166	95%	77%	11%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				1	-	-	-

This District's Results in Grade 8 Science

This District

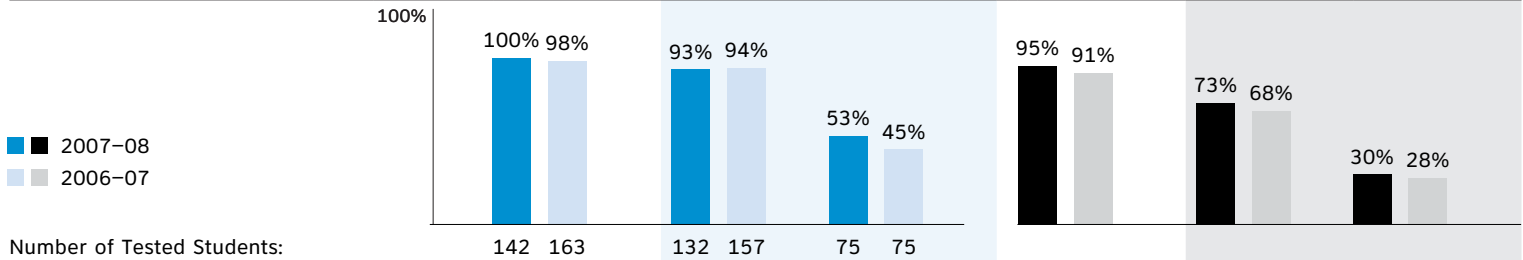
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of Tested Students:

142 163 132 157 75 75

Results by 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

	2007-08 School Year			2006-07 School Year				
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	142	100%	93%	53%	167	98%	94%	45%
Female	71	100%	90%	46%	81	99%	95%	51%
Male	71	100%	96%	59%	86	97%	93%	40%
American Indian or Alaska Native								
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	3	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander					3	-	-	-
White	138	-	-	-	163	-	-	-
Multiracial								
Small Group Totals	142	100%	93%	53%	167	98%	94%	45%
General-Education Students	122	100%	95%	57%	143	99%	99%	50%
Students with Disabilities	20	100%	80%	30%	24	88%	67%	13%
English Proficient	142	100%	93%	53%	167	98%	94%	45%
Limited English Proficient								
Economically Disadvantaged	43	100%	93%	30%	48	96%	92%	33%
Not Disadvantaged	99	100%	93%	63%	119	98%	95%	50%
Migrant								
Not Migrant	142	100%	93%	53%	167	98%	94%	45%

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

	2007-08 School Year	2006-07 School Year
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0	1
Regents Science	0	0

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

This District

Percentage scoring at level(s):

2-4

3-4

4

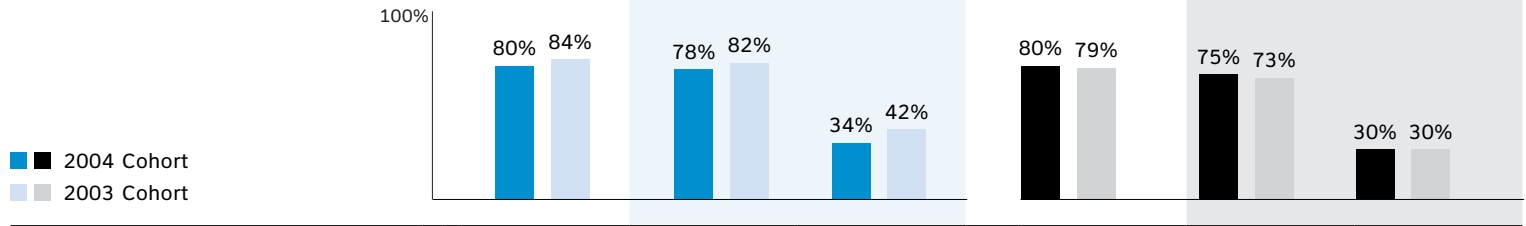
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

Number of Students Percentage scoring at level(s):

2-4 3-4 4

2003 Cohort**

Number of Students Percentage scoring at level(s):

2-4 3-4 4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	157	80%	78%	34%	161	84%	82%	42%
Female	84	83%	82%	44%	79	90%	87%	54%
Male	73	77%	74%	23%	82	79%	77%	29%
American Indian or Alaska Native								
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	153	-	-	-	156	85%	82%	42%
Multiracial								
Small Group Totals	157	80%	78%	34%	5	80%	80%	40%
General-Education Students	128	91%	91%	41%	130	91%	88%	49%
Students with Disabilities	29	31%	24%	3%	31	58%	55%	10%
English Proficient	157	80%	78%	34%	161	84%	82%	42%
Limited English Proficient								
Economically Disadvantaged	46	70%	70%	20%	32	81%	81%	28%
Not Disadvantaged	111	85%	82%	41%	129	85%	82%	45%
Migrant								
Not Migrant	157	80%	78%	34%				

NOTES

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Other Assessments

2004 Cohort

Number of Students Number scoring at level(s):

2-4 3-4 4

2003 Cohort

Number of Students Number scoring at level(s):

2-4 3-4 4

	2004 Cohort	2003 Cohort
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.

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

This District

Percentage scoring at level(s):

2-4

3-4

4

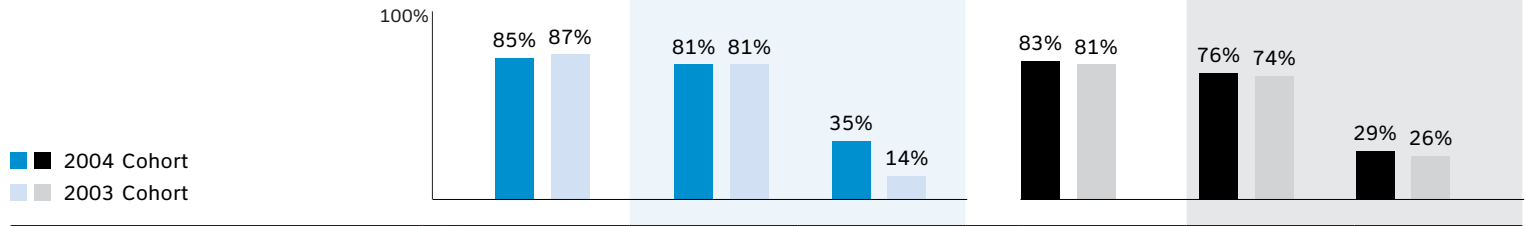
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

Number of Students | Percentage scoring at level(s):
2-4 | 3-4 | 4

2003 Cohort**

Number of Students | Percentage scoring at level(s):
2-4 | 3-4 | 4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	157	85%	81%	35%	161	87%	81%	14%
Female	84	88%	82%	33%	79	92%	89%	15%
Male	73	82%	79%	37%	82	82%	74%	12%
American Indian or Alaska Native								
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	1	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	2	-	-	-
White	153	-	-	-	156	87%	81%	12%
Multiracial								
Small Group Totals	157	85%	81%	35%	5	80%	80%	60%
General-Education Students	128	94%	91%	41%	130	93%	89%	16%
Students with Disabilities	29	48%	38%	7%	31	61%	48%	3%
English Proficient	157	85%	81%	35%	161	87%	81%	14%
Limited English Proficient								
Economically Disadvantaged	46	78%	70%	20%	32	84%	81%	9%
Not Disadvantaged	111	88%	86%	41%	129	88%	81%	15%
Migrant								
Not Migrant	157	85%	81%	35%				

NOTES

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Other Assessments

2004 Cohort

Number of Students | Number scoring at level(s):
2-4 | 3-4 | 4

2003 Cohort

Number of Students | Number scoring at level(s):
2-4 | 3-4 | 4

	2004 Cohort	2003 Cohort
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.



The New York State District Report Card

Comprehensive Information Report 2007 – 08

District **WINDSOR CENTRAL SCHOOL DISTRICT**

District ID **03-17-01-06-0000**

Superintendent **JASON ANDREWS**

Telephone **(607) 655-8216**

Grades **K-12**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2007-08	149	97%	95%	52%	126	99%	98%	59%	23	83%	78%	13%
	2006-07	143	96%	92%	39%	127	98%	96%	43%	16	75%	56%	13%
	2005-06	144	100%	96%	45%	125	100%	96%	50%	19	100%	95%	11%
Mathematics A	2007-08	176	99%	94%	40%	150	99%	95%	45%	26	100%	85%	12%
	2006-07	155	97%	89%	35%	130	100%	95%	40%	25	80%	56%	8%
	2005-06	148	97%	91%	43%	126	98%	94%	47%	22	86%	73%	23%
Mathematics B	2007-08	109	83%	67%	12%	107	—	—	—	2	—	—	—
	2006-07	112	87%	71%	9%	105	89%	73%	10%	7	57%	43%	0%
	2005-06	95	82%	62%	7%	95	82%	62%	7%	0			
Integrated Algebra	2007-08	120	99%	95%	23%	116	—	—	—	4	—	—	—
	2006-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2005-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History and Geography	2007-08	182	91%	85%	38%	155	94%	91%	43%	27	74%	52%	11%
	2006-07	158	91%	81%	33%	133	95%	85%	37%	25	64%	60%	12%
	2005-06	164	88%	78%	32%	139	92%	85%	35%	25	64%	40%	12%
U.S. History and Government	2007-08	137	99%	96%	76%	120	100%	98%	80%	17	94%	76%	47%
	2006-07	145	97%	92%	52%	126	99%	94%	56%	19	84%	74%	26%
	2005-06	149	96%	91%	54%	131	97%	92%	56%	18	89%	83%	39%
Living Environment	2007-08	143	97%	92%	43%	124	98%	95%	50%	19	89%	74%	0%
	2006-07	152	97%	93%	37%	129	98%	98%	40%	23	87%	70%	22%
	2005-06	145	98%	92%	33%	129	98%	96%	36%	16	94%	63%	13%
Physical Setting/Earth Science	2007-08	136	94%	86%	38%	126	96%	90%	40%	10	70%	40%	10%
	2006-07	139	90%	80%	26%	124	90%	81%	29%	15	87%	73%	0%
	2005-06	134	94%	82%	28%	125	95%	83%	29%	9	78%	67%	22%
Physical Setting/Chemistry	2007-08	98	97%	83%	13%	93	98%	85%	14%	5	80%	40%	0%
	2006-07	88	92%	67%	7%	85	—	—	—	3	—	—	—
	2005-06	86	86%	70%	12%	85	—	—	—	1	—	—	—
Physical Setting/Physics	2007-08	12	92%	75%	42%	11	—	—	—	1	—	—	—
	2006-07	16	100%	100%	19%	15	—	—	—	1	—	—	—
	2005-06	14	100%	86%	21%	14	100%	86%	21%	0			

NOTE

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Regents Exams in Languages Other Than English

District **WINDSOR CENTRAL SCHOOL DISTRICT**
 District ID **03-17-01-06-0000**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive French	2007-08	33	100%	97%	67%	31	—	—	—	2	—	—	—
	2006-07	32	100%	100%	63%	30	—	—	—	2	—	—	—
	2005-06	39	100%	97%	59%	37	—	—	—	2	—	—	—
Comprehensive German	2007-08	0				0				0			
	2006-07	0				0				0			
	2005-06	0				0				0			
Comprehensive Hebrew	2007-08	0				0				0			
	2006-07	0				0				0			
	2005-06	0				0				0			
Comprehensive Italian	2007-08	0				0				0			
	2006-07	0				0				0			
	2005-06	0				0				0			
Comprehensive Latin	2007-08	0				0				0			
	2006-07	0				0				0			
	2005-06	0				0				0			
Comprehensive Spanish	2007-08	64	98%	98%	41%	62	—	—	—	2	—	—	—
	2006-07	46	100%	100%	54%	45	—	—	—	1	—	—	—
	2005-06	48	100%	98%	40%	46	—	—	—	2	—	—	—

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Regents Competency Tests

District **WINDSOR CENTRAL SCHOOL DISTRICT**
 District ID **03-17-01-06-0000**

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2007-08	11	36%	0		11	36%
	2006-07	3	—	0		3	—
	2005-06	3	—	1	—	2	—
Science	2007-08	1	—	0		1	—
	2006-07	0		0		0	
	2005-06	2	—	0		2	—
Reading	2007-08	11	64%	1	—	10	—
	2006-07	5	40%	1	—	4	—
	2005-06	0		0		0	
Writing	2007-08	10	90%	0		10	90%
	2006-07	5	60%	1	—	4	—
	2005-06	0		0		0	
Global Studies	2007-08	11	64%	3	—	8	—
	2006-07	11	45%	1	—	10	—
	2005-06	8	75%	0		8	75%
U.S. History and Government	2007-08	2	—	0		2	—
	2006-07	4	—	1	—	3	—
	2005-06	1	—	1	—	0	

NOTE

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Second Language Proficiency Examinations

District **WINDSOR CENTRAL SCHOOL DISTRICT**
 District ID **03-17-01-06-0000**

Second Language Proficiency Examinations

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
French	2007-08	9	100%	8	—	1	—
	2006-07	0		0		0	
	2005-06	0		0		0	
German	2007-08	0		0		0	
	2006-07	0		0		0	
	2005-06	0		0		0	
Italian	2007-08	0		0		0	
	2006-07	0		0		0	
	2005-06	0		0		0	
Latin	2007-08	0		0		0	
	2006-07	0		0		0	
	2005-06	0		0		0	
Spanish	2007-08	17	100%	17	100%	0	
	2006-07	0		0		0	
	2005-06	0		0		0	

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English as a Second Language Achievement Test

District **WINDSOR CENTRAL SCHOOL DISTRICT**
 District ID **03-17-01-06-0000**

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

		All Students				General-Education Students				Students with Disabilities						
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K-1)	2007-08	1	-	-	-	-	1	-	-	-	-	0				
	2006-07	3	-	-	-	-	3	-	-	-	-	0				
	2005-06	2	-	-	-	-	2	-	-	-	-	0				
Reading and Writing (Grades K-1)	2007-08	1	-	-	-	-	1	-	-	-	-	0				
	2006-07	3	-	-	-	-	3	-	-	-	-	0				
	2005-06	2	-	-	-	-	2	-	-	-	-	0				
Listening and Speaking (Grades 2-4)	2007-08	3	-	-	-	-	3	-	-	-	-	0				
	2006-07	2	-	-	-	-	2	-	-	-	-	0				
	2005-06	3	-	-	-	-	2	-	-	-	-	1	-	-	-	-
Reading and Writing (Grades 2-4)	2007-08	3	-	-	-	-	3	-	-	-	-	0				
	2006-07	2	-	-	-	-	2	-	-	-	-	0				
	2005-06	3	-	-	-	-	2	-	-	-	-	1	-	-	-	-
Listening and Speaking (Grades 5-6)	2007-08	0					0					0				
	2006-07	0					0					0				
	2005-06	0					0					0				
Reading and Writing (Grades 5-6)	2007-08	0					0					0				
	2006-07	0					0					0				
	2005-06	0					0					0				
Listening and Speaking (Grades 7-8)	2007-08	0					0					0				
	2006-07	0					0					0				
	2005-06	0					0					0				
Reading and Writing (Grades 7-8)	2007-08	0					0					0				
	2006-07	0					0					0				
	2005-06	0					0					0				
Listening and Speaking (Grades 9-12)	2007-08	0					0					0				
	2006-07	0					0					0				
	2005-06	0					0					0				
Reading and Writing (Grades 9-12)	2007-08	0					0					0				
	2006-07	0					0					0				
	2005-06	0					0					0				

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Other Assessments

District **WINDSOR CENTRAL SCHOOL DISTRICT**
District ID **03-17-01-06-0000**

Elementary/Middle-Level Social Studies 2007–08

	All Students					General-Education Students					Students with Disabilities				
	Total Tested	Percentage of students scoring at level:				Total Tested	Percentage of students scoring at level:				Total Tested	Percentage of students scoring at level:			
		1	2	3	4		1	2	3	4		1	2	3	4
Elementary Level	137	2%	3%	67%	28%	117	0%	2%	66%	32%	20	15%	10%	75%	0%
Middle Level	144	1%	6%	49%	44%	124	0%	5%	47%	48%	20	5%	15%	60%	20%

2004 Total Cohort Performance on Regents Exams After Four Years

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55–64	65–84	85–100		55–64	65–84	85–100		55–64	65–84	85–100
Global History and Geography	157	6%	46%	32%	128	4%	52%	37%	29	14%	17%	10%
U.S. History and Government	157	1%	33%	47%	128	1%	36%	55%	29	3%	21%	14%
Science	157	5%	48%	33%	128	1%	52%	40%	29	24%	31%	3%

New York State Alternate Assessments (NYSAA) 2007–08

	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
Elementary Level					
Social Studies	1	—	—	—	—
Middle Level					
Social Studies	0	—	—	—	—
Secondary Level					
English Language Arts	1	—	—	—	—
Mathematics	1	—	—	—	—
Social Studies	1	—	—	—	—
Science	1	—	—	—	—

NOTE

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The New York State Alternate Assessment (NYSAA) is for students with severe cognitive disabilities. Results for students taking the NYSAA in English language arts, mathematics, and science at the elementary and middle levels are available in the *Accountability and Overview Report* part of *The New York State Report Card*.

High School Information

District **WINDSOR CENTRAL SCHOOL DISTRICT**
District ID **03-17-01-06-0000**

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2007-08	126		117		9	
	2006-07	135		116		19	
	2005-06	142		130		12	
Receiving a Regents Diploma	2007-08	116	92%	111	95%	5	56%
	2006-07	114	84%	104	90%	10	53%
	2005-06	131	92%	122	94%	9	75%
Receiving a Regents Diploma with Advanced Designation	2007-08	62	49%	61	52%	1	11%
	2006-07	56	41%	55	47%	1	5%
	2005-06	60	42%	60	46%	0	
Receiving an Individualized Education Program (IEP) Diploma	2007-08	8	N/A	0		8	N/A
	2006-07	6	N/A	0		6	N/A
	2005-06	4	N/A	1	N/A	3	N/A

NOTE Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Noncompleters

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2007-08	9	1%	9	1%	0	
	2006-07	7	1%	5	1%	2	1%
	2005-06	8	1%	4	1%	4	4%
Entered Approved High School Equivalency Preparation Program	2007-08	9	1%	4	1%	5	4%
	2006-07	10	1%	6	1%	4	3%
	2005-06	3	0%	1	0%	2	2%
Total Noncompleters	2007-08	18	2%	13	2%	5	4%
	2006-07	17	2%	11	2%	6	4%
	2005-06	11	2%	5	1%	6	5%

Post-secondary Plans of 2007-08 Graduates

	All Students		General-Education Students		Students with Disabilities	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College	36	27%	35	30%	1	6%
To 2-year College	69	51%	64	55%	5	29%
To Other Post-secondary	0		0		0	
To the Military	3	2%	2	2%	1	6%
To Employment	22	16%	14	12%	8	47%
To Adult Services	0		0		0	
To Other Known Plans	2	1%	0		2	12%
Plan Unknown	2	1%	2	2%	0	

More Information about the District

District **WINDSOR CENTRAL SCHOOL DISTRICT**
 District ID **03-17-01-06-0000**

Financial Information

2006–07 District-wide Total Expenditures per Pupil	\$15,325
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2006–07 NYS Public School Total Expenditures per Pupil	\$17,330
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2007–08 Estimated Percentage of Students from Families Receiving Public Assistance

NOTE

Expenditure data are available only at the district level.
 Public Assistance information is available only at the school level.

Career and Technical Education Programs (CTE Programs)

	This District		Statewide Average
	Number of Students	Percentage of Students	
All CTE Programs			
Completed the CTE Program	0		
Completed and Passed Regents Exams	0		
Completed and had Course Average of 75% or more	0		
Completed and Attained a HS Diploma or Equivalent	0		
Completed and Whose Status is Known	0		
Completed and Were Successfully Placed	0		
Nontraditional Programs			
Enrolled Members, Regardless of Gender, in 2007–08	0		
Enrolled Members of Historically Underrepresented Gender in 2007–08	0		
Completers, Regardless of Gender, as of June 2007	0		
Completers of Historically Underrepresented Gender as of June 2007	0		

Enrollment data are for the 2007–08 school year; completer data are as of June 2007.

The New York State School Report Card

Fiscal Accountability Supplement

for

Windsor Central School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. The regulations require that certain expenditure ratios for general education and special education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

2006-2007 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$15,029,330	\$4,713,566
	Pupils	1,878	319
	Expenditures Per Pupil	\$8,003	\$14,776
Similar District Group	Instructional Expenditures	\$7,343,898,196	\$2,631,098,828
	Pupils	851,975	115,956
	Expenditures Per Pupil	\$8,620	\$22,690
All Public Schools in NY State	Instructional Expenditures	\$26,085,780,736	\$9,685,884,288
	Pupils	2,750,202	405,309
	Expenditures Per Pupil	\$9,485	\$23,898
Similar District Group Description: Average Need/Resource Capacity			

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of pupils with disabilities in a general education setting.

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including both those classified as having disabilities and those not so classified. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures.

The pupil count for Special Education is a count of K-12 students with disabilities as of December 1, 2006 plus students for whom the district receives tuition from another district.

Expenditures Per Pupil is the simple arithmetic ratio of Instructional Expenditures to Pupils. The total cost of instruction for pupils with disabilities may include both general and special education expenditures. Special education services provided in the general education classroom may benefit students not classified as having disabilities.

District expenditures such as transportation, debt service, and district-wide administration are not included in these values. The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, and the School District Annual Financial Report (ST-3).

Similar District Groups are identified according to the Need-to-Resource-Capacity Index defined and used in the Annual Report to the Governor and Legislature on the Educational Status of the State's Schools.

The New York State School Report Card Information about Students with Disabilities for Windsor Central School District

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school district budget proposal. These regulations require that the percentage of students with disabilities receiving services outside of general classroom settings and the classification rate of students with disabilities for the district be reported and compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

Student Counts as of December 3, 2007	This District		Total of All Public School Districts
Student Placement -- Time Outside a Regular Classroom	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
20% or less	179	62.8%	56.7%
21% to 60%	36	12.6%	18.1%
More than 60%	69	24.2%	18.9%
Separate Settings	1	0.4%	4.4%
Other Settings	0	0.0%	1.8%

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on December 3, 2007. The percentages represent the amount of time students with disabilities are outside general education classrooms, regardless of the amount and cost of special education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

School-age Students with Disabilities Classification Rate

2007-08	This District *	Total of All Public School Districts *
Special Education Classification Rate	14.22%	12.6%

This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special education services. The denominator includes all school age students who reside in the district (in the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district).. Source data are drawn from the Student Information Reporting System (SIRS) and from the Basic Education Data System (BEDS).

**Property Tax Report Card
031701 - WINDSOR CSD**

**2008-2009 - Page 1
Official - as of 04/21/2009 01:17 PM**

Form Due - April 25, 2009

School District Contact Person:

School District Telephone Number:

	Budgeted 2008-09 (A)	Budgeted 2009-10 (B)	Percent Change (C)
Total Spending			%
Total School Tax Levy			%
Public School Enrollment			%
Consumer Price Index			%

	Actual 2008-09 (D)	Estimated 2009-10 (E)
Reserved Fund Balance		
Appropriated Fund Balance		
Unreserved, Unappropriated Fund Balance		
Unreserved, Unappropriated Fund Balance as a Percent of the Total Budget		%

Equalized Total Assessed Value 375,650,159

School District - 035001 Windsor

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	1	6,232	0.00
13100	CO - GENERALLY	RPTL 406(1)	3	380,580	0.10
13500	TOWN - GENERALLY	RPTL 406(1)	16	753,188	0.20
13510	TOWN - CEMETERY LAND	RPTL 446	5	36,522	0.01
13650	VG - GENERALLY	RPTL 406(1)	7	980,870	0.26
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	2	27,246	0.01
13800	SCHOOL DISTRICT	RPTL 408	6	45,340,914	12.07
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	1,385,242	0.37
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	311,739	0.08
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	25	7,895,652	2.10
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	1	98,551	0.03
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	673,710	0.18
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	3	546,667	0.15
25600	NONPROFIT HEALTH MAINTENANCE C	RPTL 486-a	1	30,435	0.01
26050	AGRICULTURAL SOCIETY	RPTL 450	1	50,725	0.01
26100	VETERANS ORGANIZATION	RPTL 452	1	58,406	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	4	555,942	0.15
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	11	146,377	0.04
41400	CLERGY	RPTL 460	3	6,522	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	3	66,667	0.02
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	74	2,642,972	0.70
41800	PERSONS AGE 65 OR OVER	RPTL 467	14	429,000	0.11
41806	PERSONS AGE 65 OR OVER	RPTL 467	53	1,131,078	0.30
41834	ENHANCED STAR	RPTL 425	404	24,573,577	6.54
41854	BASIC STAR 1999-2000	RPTL 425	1,401	49,013,087	13.05
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	1	36,232	0.01
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	26	1,455,016	0.39

Equalized Total Assessed Value 375,650,159

School District - 035001 Windsor

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	11	325,072	0.09
Total Exemptions Exclusive of System Exemptions:				138,633,148	36.90
Total System Exemptions:				325,072	0.09
Totals:				138,958,220	36.99

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

Equalized Total Assessed Value 308,432,971

School District - 035001 Windsor

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	3	220,750	0.07
13100	CO - GENERALLY	RPTL 406(1)	1	125	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	22	3,247,125	1.05
13800	SCHOOL DISTRICT	RPTL 408	2	4,954,000	1.61
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	15	37,960,719	12.31
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	9	3,590,750	1.16
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	5	474,500	0.15
26100	VETERANS ORGANIZATION	RPTL 462	1	68,750	0.02
28400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	3	649,375	0.21
41300	PARAPLEGIC VETS	RPTL 458(3)	1	111,125	0.04
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	2	28,160	0.01
41800	PERSONS AGE 65 OR OVER	RPTL 467	5	183,500	0.06
41804	PERSONS AGE 65 OR OVER	RPTL 467	33	657,675	0.21
41834	ENHANCED STAR	RPTL 425	262	15,792,063	5.12
41854	BASIC STAR 1999-2000	RPTL 425	729	24,985,350	8.10
47670	PROPERTY IMPRVMT IN EMPIRE ZO	RPTL 485-9	3	579,875	0.19
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	3	496,125	0.16
Total Exemptions Exclusive of System Exemptions:				93,503,841	30.32
Total System Exemptions:				496,125	0.16
Totals:				93,999,966	30.48

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

Equalized Total Assessed Value 19,083,002

School District - 095001 Windsor

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	2	23,641	0.12
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	111,111	0.58
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	35,461	0.19
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	1	5,910	0.03
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	3	117,187	0.61
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	40,189	0.21
41804	PERSONS AGE 65 OR OVER	RPTL 467	6	78,582	0.41
41834	ENHANCED STAR	RPTL 425	34	1,867,270	9.78
41854	BASIC STAR 1999-2000	RPTL 425	104	3,311,820	17.35
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	11,820	0.06

Total Exemptions Exclusive of System Exemptions: 154
 Total System Exemptions: 1
 Totals: 155

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

Equalized Total Assessed Value 13,469,670

School District - 035001 Windsor

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	693,325	5.15
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	2,915,507	21.64
41804	PERSONS AGE 65 OR OVER	RPTL 467	2	18,413	0.14
41834	ENHANCED STAR	RPTL 425	8	476,000	3.53
41854	BASIC STAR 1999-2000	RPTL 425	24	777,652	5.77
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	2	121,232	0.90
Total Exemptions Exclusive of System Exemptions:				5,002,129	37.14
Total System Exemptions:				0	0.00
Totals:				5,002,129	37.14

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

Salary: Administrative Compensation Information 2008-2009 - Page 1
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Submittal Form for Estimated Salaries in the Budget for the 2009-2010 School Year
(Form Due - May 11, 2009)

Sections 1608 and 1716 of the Education Law
(Please read the instructions and definitions before completing this form.)

Title	Salary	Employee Benefits	Other Remuneration
1.			
Associate, Assistant and Deputy Superintendents			
(Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)			
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Salary: Administrative Compensation Information 2008-2009 - Page 2
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Title	Salary	Employee Benefits	Other Remuneration
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Other Supervisory and Administrative Employees Scheduled to Receive \$118,000 or More in Salary

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