

# New York State School Report Card Comprehensive Information Report

BEDS Code: 03-17-01-06-0007

Grade Range : 9-12

Name: Windsor Central High School

Principal: Jeannette Greene

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	177	160	182
Tenth	156	160	137
Eleventh	143	144	151
Twelfth	131	126	142
Ungraded Secondary	29	4	7
Total K-12 Enrollment	636	594	619

## Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	5	0.8%	8	1.3%	6	1.0%
Black (Not Hispanic)	4	0.6%	3	0.5%	2	0.3%
Hispanic	1	0.2%	0	0.0%	1	0.2%
White (Not Hispanic)	626	98.4%	583	98.1%	610	98.5%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	19	19
Mathematics Grade 10	20	17	22
Science Grade 10	19	14	17
Social Studies Grade 10	22	19	21

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
51	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	117	18.4%	125	21.0%	133	21.5%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.6%		93.4%		93.2%
Student Suspensions	103	17.0%	72	11.3%	49	8.3%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	10.8%	8.2%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	92%	100%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	55
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	109	49	45%	101	74	73%	114	79	69%
Students with Disabilities	10	0	0%	9	2	22%	18	1	6%
All Students	119	49	41%	110	76	69%	132	80	61%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	36	66	2	7	21	0
Percent	27%	50%	2%	5%	16%	0%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
18	1	2	20

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			20		20	
	Entered GED Program*			0		0	
	Total Noncompleters			20		20	
Students with Disabilities	Dropped Out			2		2	
	Entered GED Program*			0		0	
	Total Noncompleters			2		2	
All Students	Dropped Out	18	2.8%	22	3.7%	22	3.6%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	18	2.8%	22	3.7%	22	3.6%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		292	308
	Number of Students with Disabilities		14	20
	Number of All Students		306	328
	Percent of Enrollment		52%	53%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	0	0%	6	100%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	7	57%	1	#	0	0%
U.S. Hist & Gov't	9	89%	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	75%	11	82%	8	100%
Science	8	62%	4	#	0	0%
Reading	7	29%	1	#	3	#
Writing	8	100%	1	#	0	0%
Global Studies	7	86%	3	#	1	#
U.S. Hist & Gov't	0	0%	1	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	161	132	150	16	18	9
Number Scoring 55–100	153	128	146	11	17	6
Number Scoring 65–100	134	115	137	9	16	5
Number Scoring 85–100	35	51	66	0	1	2
Percentage of Tested Scoring 55–100	95%	97%	97%	69%	94%	67%
Percentage of Tested Scoring 65–100	83%	87%	91%	56%	89%	56%
Percentage of Tested Scoring 85–100	22%	39%	44%	0%	6%	22%
<b>Mathematics A</b>						
Number Tested	74	79	159	12	14	8
Number Scoring 55–100	33	38	123	4	1	3
Number Scoring 65–100	12	15	100	1	0	3
Number Scoring 85–100	0	2	15	0	0	0
Percentage of Tested Scoring 55–100	45%	48%	77%	33%	7%	38%
Percentage of Tested Scoring 65–100	16%	19%	63%	8%	0%	38%
Percentage of Tested Scoring 85–100	0%	3%	9%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	143	147	146	16	8	8
Number Scoring 55–100	142	142	141	15	6	7
Number Scoring 65–100	132	135	131	14	5	7
Number Scoring 85–100	45	49	57	0	0	1
Percentage of Tested Scoring 55–100	99%	97%	97%	94%	75%	88%
Percentage of Tested Scoring 65–100	92%	92%	90%	88%	62%	88%
Percentage of Tested Scoring 85–100	31%	33%	39%	0%	0%	12%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	134	141	154	6	19	9
Number Scoring 55–100	126	136	150	6	18	9
Number Scoring 65–100	108	122	140	5	15	9
Number Scoring 85–100	48	37	47	1	0	0
Percentage of Tested Scoring 55–100	94%	96%	97%	100%	95%	100%
Percentage of Tested Scoring 65–100	81%	87%	91%	83%	79%	100%
Percentage of Tested Scoring 85–100	36%	26%	31%	17%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	151	140	142	15	7	7
Number Scoring 55–100	148	139	142	15	6	7
Number Scoring 65–100	145	139	139	14	6	7
Number Scoring 85–100	42	48	44	0	1	0
Percentage of Tested Scoring 55–100	98%	99%	100%	100%	86%	100%
Percentage of Tested Scoring 65–100	96%	99%	98%	93%	86%	100%
Percentage of Tested Scoring 85–100	28%	34%	31%	0%	14%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	99	122	137	1	4	1
Number Scoring 55–100	97	116	130	#	#	#
Number Scoring 65–100	87	106	115	#	#	#
Number Scoring 85–100	36	35	45	#	#	#
Percentage of Tested Scoring 55–100	98%	95%	95%	#	#	#
Percentage of Tested Scoring 65–100	88%	87%	84%	#	#	#
Percentage of Tested Scoring 85–100	36%	29%	33%	#	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		104	85		5	2
Number Scoring 55–100		103	72		4	#
Number Scoring 65–100		83	36		1	#
Number Scoring 85–100		23	0		0	#
Percentage of Tested Scoring 55–100		99%	85%		80%	#
Percentage of Tested Scoring 65–100		80%	42%		20%	#
Percentage of Tested Scoring 85–100		22%	0%		0%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	42	50	38	0	5	2
Number Scoring 55–100	41	48	37	0	4	#
Number Scoring 65–100	39	40	37	0	2	#
Number Scoring 85–100	10	2	18	0	0	#
Percentage of Tested Scoring 55–100	98%	96%	97%	0%	80%	#
Percentage of Tested Scoring 65–100	93%	80%	97%	0%	40%	#
Percentage of Tested Scoring 85–100	24%	4%	47%	0%	0%	#
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	56	51	61	2	0	0
Number Scoring 55–100	56	51	61	#	0	0
Number Scoring 65–100	56	51	61	#	0	0
Number Scoring 85–100	31	33	37	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	55%	65%	61%	#	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	143	113	10	4	6	0
Number Scoring 55–100	121	98	7	#	5	0
Number Scoring 65–100	107	88	6	#	5	0
Number Scoring 85–100	33	27	1	#	2	0
Percentage of Tested Scoring 55–100	85%	87%	70%	#	83%	0%
Percentage of Tested Scoring 65–100	75%	78%	60%	#	83%	0%
Percentage of Tested Scoring 85–100	23%	24%	10%	#	33%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	83	113	109	0	0	4
Number Scoring 55–100	68	94	97	0	0	#
Number Scoring 65–100	66	79	86	0	0	#
Number Scoring 85–100	30	31	27	0	0	#
Percentage of Tested Scoring 55–100	82%	83%	89%	0%	0%	#
Percentage of Tested Scoring 65–100	80%	70%	79%	0%	0%	#
Percentage of Tested Scoring 85–100	36%	27%	25%	0%	0%	#

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	33	100%	30	100%	25	88%
Students with Disabilities	6	100%	7	100%	3	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	128	128	128	19	19	19	147	147	147
Number Scoring 55–64	4	10	1	2	2	1	6	12	2
Number Scoring 65–84	66	69	78	15	14	13	81	83	91
Number Scoring 85–100	44	36	44	0	0	2	44	36	46
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)