

New York State School Report Card Comprehensive Information Report

BEDS Code: 03-17-01-06-0007
 Name: Windsor Central High School
 Principal: Jason Van Fossen

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	182	179	172
Tenth	137	169	139
Eleventh	151	134	155
Twelfth	142	154	125
Ungraded Secondary	7	9	13
Total K-12 Enrollment	619	645	604

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	6	1.0%	8	1.2%	9	1.5%
Black (Not Hispanic)	2	0.3%	4	0.6%	6	1.0%
Hispanic	1	0.2%	2	0.3%	2	0.3%
White (Not Hispanic)	610	98.5%	631	97.8%	587	97.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	19	21	22
Mathematics Grade 10	22	21	19
Science Grade 10	17	19	20
Social Studies Grade 10	21	25	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.2%	0	0.0%
Eligible for Free Lunch	133	21.5%	187	29.0%	124	20.5%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.2%		94.0%		92.8%
Student Suspensions	49	8.3%	59	9.5%	113	17.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	8.2%	7.9%	9.9%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	100%	97%	99%

Staff Counts

Staff	2004-05
Total Teachers	44
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	114	142	107
	Regents Diplomas	79	83	91
	% Regents Diplomas	69%	58%	85%
	Regents Diplomas with Advanced Designation**			51
	% Regents Diplomas with Advanced Designation			48%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	18	2	4
	Regents Diplomas	1	0	2
	% Regents Diplomas	6%	0%	50%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			25%
	IEP Diplomas or Local Certificates	2	2	3
All Students	Total Graduates*	132	144	111
	Regents Diplomas	80	83	93
	% Regents Diplomas	61%	58%	84%
	Regents Diplomas with Advanced Designation**			52
	% Regents Diplomas with Advanced Designation			47%
	IEP Diplomas or Local Certificates	2	2	3

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	34	59	0	1	12	0	0	1
	Percent	32%	55%	0%	1%	11%	0%	0%	1%
Students with Disabilities	Number	1	2	1	0	0	0	0	0
	Percent	25%	50%	25%	0%	0%	0%	0%	0%
All Students	Number	35	61	1	1	12	0	0	1
	Percent	32%	55%	1%	1%	11%	0%	0%	1%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	20		20	3.4%	15	2.8%
	Entered GED Program*	0		0	0.0%	3	0.6%
	Total Noncompleters	20		20	3.4%	18	3.4%
Students with Disabilities	Dropped Out	2		2	3.6%	3	3.8%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	2		2	3.6%	3	3.8%
All Students	Dropped Out	22	3.6%	22	3.4%	18	3.0%
	Entered GED Program*	0	0.0%	0	0.0%	3	0.5%
	Total Noncompleters	22	3.6%	22	3.4%	21	3.4%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	308	303	596
	Number of Students with Disabilities	20	19	49
	Number of All Students	328	322	645
	Percent of Enrollment	53%	50%	107%

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	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%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	100%	0	0%	1	#
Science	0	0%	0	0%	0	0%
Reading	3	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	2	#	0	0%
U.S. Hist & Gov't	0	0%	3	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	150	131	156	9	4	19
Number Scoring 55-100	146	127	152	6	#	16
Number Scoring 65-100	137	113	140	5	#	8
Number Scoring 85-100	66	45	68	2	#	1
Percentage of Tested Scoring 55-100	97%	97%	97%	67%	#	84%
Percentage of Tested Scoring 65-100	91%	86%	90%	56%	#	42%
Percentage of Tested Scoring 85-100	44%	34%	44%	22%	#	5%
Mathematics A						
Number Tested	159	163	158	8	14	20
Number Scoring 55-100	123	161	157	3	14	19
Number Scoring 65-100	100	148	143	3	10	12
Number Scoring 85-100	15	26	32	0	2	1
Percentage of Tested Scoring 55-100	77%	99%	99%	38%	100%	95%
Percentage of Tested Scoring 65-100	63%	91%	91%	38%	71%	60%
Percentage of Tested Scoring 85-100	9%	16%	20%	0%	14%	5%
Mathematics B						
Number Tested	0	76	78	0	1	1
Number Scoring 55-100	0	57	60	0	#	#
Number Scoring 65-100	0	42	43	0	#	#
Number Scoring 85-100	0	12	2	0	#	#
Percentage of Tested Scoring 55-100	0%	75%	77%	0%	#	#
Percentage of Tested Scoring 65-100	0%	55%	55%	0%	#	#
Percentage of Tested Scoring 85-100	0%	16%	3%	0%	#	#
Global History and Geography						
Number Tested	146	164	150	8	14	22
Number Scoring 55-100	141	156	142	7	13	19
Number Scoring 65-100	131	141	131	7	10	17
Number Scoring 85-100	57	60	56	1	3	3
Percentage of Tested Scoring 55-100	97%	95%	95%	88%	93%	86%
Percentage of Tested Scoring 65-100	90%	86%	87%	88%	71%	77%
Percentage of Tested Scoring 85-100	39%	37%	37%	12%	21%	14%
U.S. History and Government						
Number Tested	154	139	161	9	7	14
Number Scoring 55-100	150	126	148	9	4	12
Number Scoring 65-100	140	109	136	9	3	11
Number Scoring 85-100	47	52	78	0	0	5
Percentage of Tested Scoring 55-100	97%	91%	92%	100%	57%	86%
Percentage of Tested Scoring 65-100	91%	78%	84%	100%	43%	79%
Percentage of Tested Scoring 85-100	31%	37%	48%	0%	0%	36%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	142	152	147	7	14	25
Number Scoring 55-100	142	150	144	7	14	22
Number Scoring 65-100	139	142	137	7	12	19
Number Scoring 85-100	44	49	44	0	1	2
Percentage of Tested Scoring 55-100	100%	99%	98%	100%	100%	88%
Percentage of Tested Scoring 65-100	98%	93%	93%	100%	86%	76%
Percentage of Tested Scoring 85-100	31%	32%	30%	0%	7%	8%
Physical Setting/Earth Science						
Number Tested	137	146	148	1	10	14
Number Scoring 55-100	130	133	137	#	7	11
Number Scoring 65-100	115	114	119	#	4	8
Number Scoring 85-100	45	32	41	#	0	1
Percentage of Tested Scoring 55-100	95%	91%	93%	#	70%	79%
Percentage of Tested Scoring 65-100	84%	78%	80%	#	40%	57%
Percentage of Tested Scoring 85-100	33%	22%	28%	#	0%	7%
Physical Setting/Chemistry						
Number Tested	85	115	91	2	2	0
Number Scoring 55-100	72	104	78	#	#	0
Number Scoring 65-100	36	71	55	#	#	0
Number Scoring 85-100	0	7	9	#	#	0
Percentage of Tested Scoring 55-100	85%	90%	86%	#	#	0%
Percentage of Tested Scoring 65-100	42%	62%	60%	#	#	0%
Percentage of Tested Scoring 85-100	0%	6%	10%	#	#	0%
Physical Setting/Physics						
Number Tested		17	23		0	0
Number Scoring 55-100		15	23		0	0
Number Scoring 65-100		14	21		0	0
Number Scoring 85-100		1	4		0	0
Percentage of Tested Scoring 55-100		88%	100%		0%	0%
Percentage of Tested Scoring 65-100		82%	91%		0%	0%
Percentage of Tested Scoring 85-100		6%	17%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	38	26	27	2	0	0
Number Scoring 55-100	37	26	26	#	0	0
Number Scoring 65-100	37	26	24	#	0	0
Number Scoring 85-100	18	15	14	#	0	0
Percentage of Tested Scoring 55-100	97%	100%	96%	#	0%	0%
Percentage of Tested Scoring 65-100	97%	100%	89%	#	0%	0%
Percentage of Tested Scoring 85-100	47%	58%	52%	#	0%	0%
Comprehensive Italian						
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%
Comprehensive German						
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%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	61	51	52	0	0	1
Number Scoring 55-100	61	51	52	0	0	#
Number Scoring 65-100	61	50	51	0	0	#
Number Scoring 85-100	37	24	31	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	98%	98%	0%	0%	#
Percentage of Tested Scoring 85-100	61%	47%	60%	0%	0%	#
Comprehensive Latin						
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)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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

2001 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	120	120	120	6	6	6	126	126	126
Number Scoring 55–64	3	11	1	1	1	0	4	12	1
Number Scoring 65–84	60	48	67	3	2	6	63	50	73
Number Scoring 85–100	52	54	49	1	0	0	53	54	49
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)