



# The New York State Accountability Report 2011-12

**DISTRICT:** WINDSOR CENTRAL SCHOOL  
DISTRICT  
**DISTRICT ID:** 031701060000  
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**Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.**

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

**More Information:**  
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# Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see [http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

## Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

## Standards for English Language Arts, Mathematics, and Science

**Participation:** In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

**Performance:** In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target.**" In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target.**"

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

## Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

# Elementary/Middle-Level ELA: AYP

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

**Adequate Yearly Progress:** In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level ELA: Participation

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

## Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	790	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	13	—
Hispanic or Latino	—	7	—
Asian or Native Hawaiian/Other Pacific Islander	—	13	—
White	✓	757	100%
Multiracial	—	0	—
Students With Disabilities	✓	106	100%
Limited English Proficient	—	1	—
Economically Disadvantaged	✓	345	100%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

# Elementary/Middle-Level ELA: Performance

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

## Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	759	165	146	146
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	12	—	—	—
Hispanic or Latino	—	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	13	—	—	—
White	✓	728	165	160	159
Multiracial	—	0	—	—	—
Students With Disabilities	✓	106†	114†	91	91
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	326	153	128	128

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:  $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$ .

# Elementary/Middle-Level ELA: Non-AYP Groups

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	790	100%
Not Black or African American	777	100%
Not Hispanic or Latino	783	100%
Not Asian or Native Hawaiian/Other Pacific Islander	777	100%
Not White	33	—
Not Multiracial	790	100%
General Education	684	100%
English Proficient	789	100%
Not Economically Disadvantaged	445	100%
Male	419	100%
Female	371	100%
Migrant	0	—
Not Migrant	790	100%

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	759	165
Not Black or African American	747	165
Not Hispanic or Latino	753	165
Not Asian or Native Hawaiian/Other Pacific Islander	746	165
Not White	31	168
Not Multiracial	759	165
General Education	660	173
English Proficient	758	165
Not Economically Disadvantaged	433	174
Male	400	163
Female	359	167
Migrant	0	—
Not Migrant	759	165

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Elementary/Middle-Level Math: AYP

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

**Adequate Yearly Progress:** In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level Math: Participation

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

## Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	791	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	13	—
Hispanic or Latino	—	7	—
Asian or Native Hawaiian/Other Pacific Islander	—	13	—
White	✓	758	100%
Multiracial	—	0	—
Students With Disabilities	✓	106	99%
Limited English Proficient	—	1	—
Economically Disadvantaged	✓	346	100%

- ✓ At least 95% of students enrolled during the test administration period were tested.
- ✗ Less than 95% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.



# Elementary/Middle-Level Math: Performance

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

## Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	758	179	160	160
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	12	—	—	—
Hispanic or Latino	—	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	13	—	—	—
White	✓	727	179	170	170
Multiracial	—	0	—	—	—
Students With Disabilities	✓	106†	143†	112	112
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	326	171	145	145

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:  $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$ .

# Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	791	100%
Not Black or African American	778	100%
Not Hispanic or Latino	784	100%
Not Asian or Native Hawaiian/Other Pacific Islander	778	100%
Not White	33	—
Not Multiracial	791	100%
General Education	685	100%
English Proficient	790	100%
Not Economically Disadvantaged	445	100%
Male	420	100%
Female	371	100%
Migrant	0	—
Not Migrant	791	100%

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	758	179
Not Black or African American	746	179
Not Hispanic or Latino	752	179
Not Asian or Native Hawaiian/Other Pacific Islander	745	179
Not White	31	181
Not Multiracial	758	179
General Education	659	184
English Proficient	757	179
Not Economically Disadvantaged	432	185
Male	400	181
Female	358	177
Migrant	0	—
Not Migrant	758	179

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Elementary/Middle-Level Science: AYP

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

**Adequate Yearly Progress:** In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

**All accountability groups met the participation and performance criteria (made AYP): YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level Science: Participation

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

## Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	270	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	4	—
Hispanic or Latino	—	5	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
White	✓	258	100%
Multiracial	—	0	—
Students With Disabilities	—	37	—
Limited English Proficient	—	0	—
Economically Disadvantaged	✓	103	99%

- ✓ At least 80% of students enrolled during the test administration period were tested.
- ✗ Less than 80% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

# Elementary/Middle-Level Science: Performance

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

## Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	261	196	172	172
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	4	—	—	—
Hispanic or Latino	—	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
White	✓	250	196	184	184
Multiracial	—	0	—	—	—
Students With Disabilities	✓	38†	179†	138	138
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	94	195	158	158

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $\frac{((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Progress Target:** A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

# Elementary/Middle-Level Science: Non-AYP Groups

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	270	100%
Not Black or African American	266	100%
Not Hispanic or Latino	265	100%
Not Asian or Native Hawaiian/Other Pacific Islander	267	100%
Not White	12	—
Not Multiracial	270	100%
General Education	233	100%
English Proficient	270	100%
Not Economically Disadvantaged	167	100%
Male	144	99%
Female	126	100%
Migrant	0	—
Not Migrant	270	100%

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	261	196
Not Black or African American	257	196
Not Hispanic or Latino	257	196
Not Asian or Native Hawaiian/Other Pacific Islander	258	196
Not White	11	—
Not Multiracial	261	196
General Education	227	199
English Proficient	261	196
Not Economically Disadvantaged	167	196
Male	136	196
Female	125	195
Migrant	0	—
Not Migrant	261	196

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Secondary-Level ELA: AYP

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

**Adequate Yearly Progress:** In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Secondary-Level ELA: Participation

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

## Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	130	99%
American Indian or Alaska Native	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
White	✓	127	99%
Multiracial	—	0	—
Students With Disabilities	—	11	—
Limited English Proficient	—	0	—
Economically Disadvantaged	—	30	—

- ✓ At least 95% of 12th graders were tested.
- ✗ Less than 95% of 12th graders were tested.
- There were fewer than 40 12th graders in the group.



# Secondary-Level ELA: Performance

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

## Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI $\geq$ EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	135	179	150	150
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✓	132	178	165	165
Multiracial	—	0	—	—	—
Students With Disabilities	—	15	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	35	157	125	125

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

**2008 Accountability Cohort:** The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

# Secondary-Level ELA: Non-AYP Groups

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	130	99%
Not Black or African American	129	99%
Not Hispanic or Latino	129	99%
Not Asian or Native Hawaiian/Other Pacific Islander	129	99%
Not White	3	—
Not Multiracial	130	99%
General Education	119	100%
English Proficient	130	99%
Not Economically Disadvantaged	100	100%
Male	66	98%
Female	64	100%
Migrant	0	—
Not Migrant	130	99%

— There were fewer than 40 12th graders in the group.

## Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	135	179
Not Black or African American	134	178
Not Hispanic or Latino	133	178
Not Asian or Native Hawaiian/Other Pacific Islander	135	179
Not White	3	—
Not Multiracial	135	179
General Education	120	188
English Proficient	135	179
Not Economically Disadvantaged	100	186
Male	70	169
Female	65	189
Migrant	0	—
Not Migrant	135	179

— There were fewer than 30 students in the cohort.

# Secondary-Level Math: AYP

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

**Adequate Yearly Progress:** In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Secondary-Level Math: Participation

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

## Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	130	99%
American Indian or Alaska Native	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
White	✓	127	99%
Multiracial	—	0	—
Students With Disabilities	—	11	—
Limited English Proficient	—	0	—
Economically Disadvantaged	—	30	—

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

# Secondary-Level Math: Performance

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

## Secondary-Level Math Performance Results

Student Group	PI $\geq$ EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	135	147	127	127
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✓	132	148	145	145
Multiracial	—	0	—	—	—
Students With Disabilities	—	15	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	35	117	99	99

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

**2008 Accountability Cohort:** The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

**Performance Index (PI):** A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

# Secondary-Level Math: Non-AYP Groups

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	130	99%
Not Black or African American	129	99%
Not Hispanic or Latino	129	99%
Not Asian or Native Hawaiian/Other Pacific Islander	129	99%
Not White	3	—
Not Multiracial	130	99%
General Education	119	100%
English Proficient	130	99%
Not Economically Disadvantaged	100	100%
Male	66	98%
Female	64	100%
Migrant	0	—
Not Migrant	130	99%

— There were fewer than 40 12th graders in the group.

## Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	135	147
Not Black or African American	134	147
Not Hispanic or Latino	133	148
Not Asian or Native Hawaiian/Other Pacific Islander	135	147
Not White	3	—
Not Multiracial	135	147
General Education	120	157
English Proficient	135	147
Not Economically Disadvantaged	100	158
Male	70	147
Female	65	148
Migrant	0	—
Not Migrant	135	147

— There were fewer than 30 students in the cohort.

# Unweighted Combined ELA and Math PIs

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

## Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160:  $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$ .

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	165	179	179	147	168
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	165	179	178	148	168
Multiracial	—	—	—	—	—
Students With Disabilities	114	143	—	—	129
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	153	171	157	117	150

— There was not enough students to determine a Performance Index.

# Graduation Rate: AYP

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

**Adequate Yearly Progress:** To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

## All accountability groups made AYP: **NO**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✗
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination



# Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **YES**

## Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	177	88%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	4	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—
White	✓	169	87%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	29	—	—	—
Limited English Proficient	—	1	—	—	—
Economically Disadvantaged	✓	56	82%	80%	77%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

## 2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

### Graduation Rate

The graduate rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

### Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

# Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **NO**

## Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	185	86%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✓	182	86%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✗	31	65%	80%	70%
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	50	82%	80%	76%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

## 2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

### Graduation Rate

The graduate rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

### Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$

# Graduation Rate: Non-AYP

DISTRICT: WINDSOR CENTRAL SCHOOL DISTRICT

DISTRICT ID: 031701060000

Graduation Rates for the following groups are **NOT** used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	177	88%	185	86%
Not Black or African American	173	87%	182	86%
Not Hispanic or Latino	177	88%	185	86%
Not Asian or Native Hawaiian/Other Pacific Islander	173	87%	185	86%
Not White	8	—	3	—
Not Multiracial	177	88%	185	86%
General Education	148	94%	154	90%
English Proficient	176	88%	185	86%
Not Economically Disadvantaged	121	90%	135	87%
Male	85	84%	107	84%
Female	92	91%	78	88%
Migrant	0	—	0	—
Not Migrant	177	88%	185	86%

— There were fewer than 30 students in the cohort.

## Graduation Rates for Select Diploma Types

### Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 36%, which exceeded the State average of 31%.

### Regents with CTE Endorsement

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 3%, which did not exceed the State average of 3%.