

New York State School Report Card Comprehensive Information Report

BEDS Code: 19-14-01-04-0001

Grade Range : K-12

Name: Windham Ashland Central School

Principal: Scott Paterson

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	39	37	29
First	50	38	33
Second	30	46	38
Third	34	31	44
Fourth	56	35	31
Fifth	41	54	32
Sixth	42	44	54
Ungraded Elementary	0	0	0
Seventh	46	48	38
Eighth	46	47	48
Ninth	51	40	36
Tenth	33	51	41
Eleventh	38	31	52
Twelfth	36	35	32
Ungraded Secondary	0	0	0
Total K-12 Enrollment	542	537	508

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	3	0.6%	6	1.1%	8	1.6%
Black (Not Hispanic)	6	1.1%	6	1.1%	4	0.8%
Hispanic	10	1.8%	7	1.3%	14	2.8%
White (Not Hispanic)	523	96.5%	518	96.5%	482	94.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	19	15
Common Branch	18	18	16
English Grade 8	13	15	18
Mathematics Grade 8	32	0	21
Science Grade 8	15	14	22
Social Studies Grade 8	21	20	15
English Grade 10	15	24	19
Mathematics Grade 10	0	20	0
Science Grade 10	13	18	7
Social Studies Grade 10	11	24	0

(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
64	All schools in this group serve students from Kindergarten through Grade 12. Assessment results and accountability measures for schools in this group are compared with similar schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	3	0.5%	3	0.6%	5	1.0%
Eligible for Free Lunch	110	20.3%	113	21.0%	96	18.9%

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		96.0%		95.0%		95.0%
Student Suspensions	29	5.3%	44	8.1%	46	8.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.6%	6.1%	8.3%
Public Assistance	11-20%	21-30%	21-30%
Student Stability	97%	97%	100%

Staff Counts

Staff	2002–2003
Total Teachers	48
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	5
Teachers with Temporary Licenses	1

*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	30	17	57%	36	30	83%	23	23	100%
Students with Disabilities	2	0	0%	0	0	0%	4	4	100%
All Students	32	17	53%	36	30	83%	27	27	100%

*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	17	6	0	2	2	0
Percent	63%	22%	0%	7%	7%	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)
4	4	1	5

*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			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	2	1.3%	0	0.0%	1	0.6%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	2	1.3%	0	0.0%	1	0.6%

*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		-13	0
	Number of Students with Disabilities		13	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		111	0
	Number of Students with Disabilities		24	0
	Number of All Students		135	0
	Percent of Enrollment		97%	0%
9–12	Number of General-Education Students		129	0
	Number of Students with Disabilities		27	0
	Number of All Students		156	0
	Percent of Enrollment		99%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	23	96%	11	91%	20	95%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	9	100%	14	93%	18	94%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	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	0	0%	2	#	1	#
Science	4	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	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
Mathematics	4	#	0	0%	1	#
Science	3	#	0	0%	0	0%
Reading	4	#	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	0	0%	3	#
U.S. Hist & Gov't	2	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	31	26	47	4	0	3
Number Scoring 55–100	31	26	47	#	0	#
Number Scoring 65–100	28	25	46	#	0	#
Number Scoring 85–100	7	14	24	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	90%	96%	98%	#	0%	#
Percentage of Tested Scoring 85–100	23%	54%	51%	#	0%	#
Mathematics A						
Number Tested	0	2	24	0	0	2
Number Scoring 55–100	0	#	14	0	0	#
Number Scoring 65–100	0	#	7	0	0	#
Number Scoring 85–100	0	#	1	0	0	#
Percentage of Tested Scoring 55–100	0%	#	58%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	#	29%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	#	4%	0%	0%	#
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	27	45	38	4	0	4
Number Scoring 55–100	27	44	35	#	0	#
Number Scoring 65–100	27	40	30	#	0	#
Number Scoring 85–100	11	11	13	#	0	#
Percentage of Tested Scoring 55–100	100%	98%	92%	#	0%	#
Percentage of Tested Scoring 65–100	100%	89%	79%	#	0%	#
Percentage of Tested Scoring 85–100	41%	24%	34%	#	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	30	25	47	4	0	3
Number Scoring 55–100	30	24	47	#	0	#
Number Scoring 65–100	28	24	41	#	0	#
Number Scoring 85–100	15	5	14	#	0	#
Percentage of Tested Scoring 55–100	100%	96%	100%	#	0%	#
Percentage of Tested Scoring 65–100	93%	96%	87%	#	0%	#
Percentage of Tested Scoring 85–100	50%	20%	30%	#	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	32	28	21	4	0	2
Number Scoring 55–100	32	28	20	#	0	#
Number Scoring 65–100	32	28	20	#	0	#
Number Scoring 85–100	18	16	6	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	95%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	95%	#	0%	#
Percentage of Tested Scoring 85–100	56%	57%	29%	#	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	39	32	22	2	0	0
Number Scoring 55–100	39	28	21	#	0	0
Number Scoring 65–100	34	22	19	#	0	0
Number Scoring 85–100	14	6	8	#	0	0
Percentage of Tested Scoring 55–100	100%	88%	95%	#	0%	0%
Percentage of Tested Scoring 65–100	87%	69%	86%	#	0%	0%
Percentage of Tested Scoring 85–100	36%	19%	36%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		16	14		0	0
Number Scoring 55–100		16	11		0	0
Number Scoring 65–100		14	10		0	0
Number Scoring 85–100		3	2		0	0
Percentage of Tested Scoring 55–100		100%	79%		0%	0%
Percentage of Tested Scoring 65–100		88%	71%		0%	0%
Percentage of Tested Scoring 85–100		19%	14%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	13	19	15	0	0	0
Number Scoring 55–100	13	18	15	0	0	0
Number Scoring 65–100	12	15	14	0	0	0
Number Scoring 85–100	9	5	7	0	0	0
Percentage of Tested Scoring 55–100	100%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	79%	93%	0%	0%	0%
Percentage of Tested Scoring 85–100	69%	26%	47%	0%	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	15	16	6	1	0	1
Number Scoring 55–100	15	16	5	#	0	#
Number Scoring 65–100	15	16	5	#	0	#
Number Scoring 85–100	3	10	4	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	83%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	83%	#	0%	#
Percentage of Tested Scoring 85–100	20%	62%	67%	#	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	32	36	0	2	0	0
Number Scoring 55–100	28	29	0	#	0	0
Number Scoring 65–100	23	22	0	#	0	0
Number Scoring 85–100	9	5	0	#	0	0
Percentage of Tested Scoring 55–100	88%	81%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	72%	61%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	28%	14%	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	26	18	9	0	0	0
Number Scoring 55–100	26	18	3	0	0	0
Number Scoring 65–100	25	14	2	0	0	0
Number Scoring 85–100	11	9	1	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	33%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	78%	22%	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	50%	11%	0%	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	6	100%	10	100%	26	100%
Students with Disabilities	2	#	0	0%	4	#

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
Nov 2002	General-Education Students	29	17%	10%	62%	10%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	29	17%	10%	62%	10%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	45	0%	47%	47%	7%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	45	0%	47%	47%	7%

(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
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

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	26	26	26	5	5	5	31	31	31
Number Scoring 55–64	0	0	1	0	0	0	0	0	1
Number Scoring 65–84	13	16	11	2	3	3	15	19	14
Number Scoring 85–100	11	6	13	1	0	0	12	6	13
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)