

New York State School Report Card Comprehensive Information Report

BEDS Code: 19-14-01-04-0001
 Name: Windham Ashland Central School
 Principal: Mark Lybolt

Grade Range : K-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	37	29	30
First	38	33	41
Second	46	38	34
Third	31	44	35
Fourth	35	31	45
Fifth	54	32	29
Sixth	44	54	33
Ungraded Elementary	0	0	0
Seventh	48	38	54
Eighth	47	48	40
Ninth	40	36	39
Tenth	51	41	34
Eleventh	31	52	41
Twelfth	35	32	57
Ungraded Secondary	0	0	0
Total K-12 Enrollment	537	508	512

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	6	1.1%	8	1.6%	7	1.4%
Black (Not Hispanic)	6	1.1%	4	0.8%	9	1.8%
Hispanic	7	1.3%	14	2.8%	19	3.7%
White (Not Hispanic)	518	96.5%	482	94.9%	477	93.2%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	15	15
Common Branch	18	16	16
English Grade 8	15	18	20
Mathematics Grade 8	0	21	0
Science Grade 8	14	22	5
Social Studies Grade 8	20	15	38
English Grade 10	24	19	14
Mathematics Grade 10	20	0	8
Science Grade 10	18	7	2
Social Studies Grade 10	24	0	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. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	3	0.6%	5	1.0%	5	1.0%
Eligible for Free Lunch	113	21.0%	96	18.9%	111	21.7%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.0%		95.0%		95.0%
Student Suspensions	44	8.1%	46	8.6%	54	10.6%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	6.2%	8.3%	6.5%
Public Assistance	21-30%	21-30%	11-20%
Student Stability	97%	100%	100%

Staff Counts

Staff	2003-04
Total Teachers	51
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	5

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	36	30	83%	23	23	100%	42	40	95%
Students with Disabilities	0	0	0%	4	4	100%	3	1	33%
All Students	36	30	83%	27	27	100%	45	41	91%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	32	7	0	0	6	0
Percent	71%	16%	0%	0%	13%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
3	1	3	6

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		1		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		1		0	0.0%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		2	6.3%
	Total Noncompleters	0		0		2	6.3%
All Students	Dropped Out	0	0.0%	1	0.6%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	2	1.1%
	Total Noncompleters	0	0.0%	1	0.6%	2	1.1%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	11	91%	20	95%	24	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	14	93%	18	94%	5	100%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	4	#	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	4	#
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	7	100%
Science	0	0%	0	0%	6	83%
Reading	0	0%	1	#	6	33%
Writing	0	0%	1	#	6	100%
Global Studies	0	0%	3	#	7	57%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	26	47	36	0	3	3
Number Scoring 55-100	26	47	33	0	#	#
Number Scoring 65-100	25	46	29	0	#	#
Number Scoring 85-100	14	24	13	0	#	#
Percentage of Tested Scoring 55-100	100%	100%	92%	0%	#	#
Percentage of Tested Scoring 65-100	96%	98%	81%	0%	#	#
Percentage of Tested Scoring 85-100	54%	51%	36%	0%	#	#
Mathematics A						
Number Tested	2	24	47	0	2	10
Number Scoring 55-100	#	14	40	0	#	4
Number Scoring 65-100	#	7	35	0	#	3
Number Scoring 85-100	#	1	6	0	#	0
Percentage of Tested Scoring 55-100	#	58%	85%	0%	#	40%
Percentage of Tested Scoring 65-100	#	29%	74%	0%	#	30%
Percentage of Tested Scoring 85-100	#	4%	13%	0%	#	0%
Mathematics B						
Number Tested	0	0	2	0	0	0
Number Scoring 55-100	0	0	#	0	0	0
Number Scoring 65-100	0	0	#	0	0	0
Number Scoring 85-100	0	0	#	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	#	0%	0%	0%
Global History and Geography						
Number Tested	45	38	33	0	4	8
Number Scoring 55-100	44	35	19	0	#	2
Number Scoring 65-100	40	30	17	0	#	2
Number Scoring 85-100	11	13	3	0	#	0
Percentage of Tested Scoring 55-100	98%	92%	58%	0%	#	25%
Percentage of Tested Scoring 65-100	89%	79%	52%	0%	#	25%
Percentage of Tested Scoring 85-100	24%	34%	9%	0%	#	0%
U.S. History and Government						
Number Tested	25	47	34	0	3	5
Number Scoring 55-100	24	47	31	0	#	4
Number Scoring 65-100	24	41	26	0	#	3
Number Scoring 85-100	5	14	10	0	#	0
Percentage of Tested Scoring 55-100	96%	100%	91%	0%	#	80%
Percentage of Tested Scoring 65-100	96%	87%	76%	0%	#	60%
Percentage of Tested Scoring 85-100	20%	30%	29%	0%	#	0%

(Form - F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	28	21	20	0	2	2
Number Scoring 55-100	28	20	19	0	#	#
Number Scoring 65-100	28	20	18	0	#	#
Number Scoring 85-100	16	6	7	0	#	#
Percentage of Tested Scoring 55-100	100%	95%	95%	0%	#	#
Percentage of Tested Scoring 65-100	100%	95%	90%	0%	#	#
Percentage of Tested Scoring 85-100	57%	29%	35%	0%	#	#
Physical Setting/Earth Science						
Number Tested	32	22	42	0	0	7
Number Scoring 55-100	28	21	37	0	0	4
Number Scoring 65-100	22	19	34	0	0	4
Number Scoring 85-100	6	8	12	0	0	0
Percentage of Tested Scoring 55-100	88%	95%	88%	0%	0%	57%
Percentage of Tested Scoring 65-100	69%	86%	81%	0%	0%	57%
Percentage of Tested Scoring 85-100	19%	36%	29%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	16	14	13	0	0	0
Number Scoring 55-100	16	11	13	0	0	0
Number Scoring 65-100	14	10	8	0	0	0
Number Scoring 85-100	3	2	0	0	0	0
Percentage of Tested Scoring 55-100	100%	79%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	88%	71%	62%	0%	0%	0%
Percentage of Tested Scoring 85-100	19%	14%	0%	0%	0%	0%
Physical Setting/Physics						
Number Tested			8			0
Number Scoring 55-100			8			0
Number Scoring 65-100			8			0
Number Scoring 85-100			3			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			100%			0%
Percentage of Tested Scoring 85-100			38%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	19	15	6	0	0	0
Number Scoring 55-100	18	15	6	0	0	0
Number Scoring 65-100	15	14	6	0	0	0
Number Scoring 85-100	5	7	0	0	0	0
Percentage of Tested Scoring 55-100	95%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	79%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	26%	47%	0%	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	16	6	8	0	1	0
Number Scoring 55-100	16	5	7	0	#	0
Number Scoring 65-100	16	5	7	0	#	0
Number Scoring 85-100	10	4	4	0	#	0
Percentage of Tested Scoring 55-100	100%	83%	88%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	83%	88%	0%	#	0%
Percentage of Tested Scoring 85-100	62%	67%	50%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	18	9	7	0	0	0
Number Scoring 55-100	18	3	1	0	0	0
Number Scoring 65-100	14	2	1	0	0	0
Number Scoring 85-100	9	1	0	0	0	0
Percentage of Tested Scoring 55-100	100%	33%	14%	0%	0%	0%
Percentage of Tested Scoring 65-100	78%	22%	14%	0%	0%	0%
Percentage of Tested Scoring 85-100	50%	11%	0%	0%	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	10	100%	26	100%	5	80%
Students with Disabilities	0	0%	4	#	5	100%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	28	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	29	3%	21%	66%	10%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	29	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	33	0%	52%	45%	3%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	43	43	43	3	3	3	46	46	46
Number Scoring 55–64	#	#	#	#	#	#	2	6	1
Number Scoring 65–84	#	#	#	#	#	#	30	26	21
Number Scoring 85–100	#	#	#	#	#	#	9	13	22
Approved Alternatives	#	#	#	#	#	#	1	1	0

(Form – J)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade K-1)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)