

# New York State District Report Card Comprehensive Information Report

BEDS Code: 19-14-01-04-0000  
 Name: Windham-Ashland-Jewett Central School District  
 Superintendent: John Wiktorko

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	29	30	31
First	33	41	31
Second	38	34	28
Third	44	35	36
Fourth	31	45	35
Fifth	32	29	37
Sixth	54	33	30
Ungraded Elementary	0	0	0
Seventh	38	54	39
Eighth	48	40	52
Ninth	36	39	35
Tenth	41	34	47
Eleventh	52	41	30
Twelfth	32	57	37
Ungraded Secondary	0	0	0
Total K-12 Enrollment	508	512	468

## 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	8	1.6%	7	1.4%	3	0.6%
Black (Not Hispanic)	4	0.8%	9	1.8%	4	0.9%
Hispanic	14	2.8%	19	3.7%	9	1.9%
White (Not Hispanic)	482	94.9%	477	93.2%	452	96.6%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	15	15	16
Common Branch	16	16	16
English Grade 8	18	20	17
Mathematics Grade 8	21	0	11
Science Grade 8	22	5	17
Social Studies Grade 8	15	38	17
English Grade 10	19	14	15
Mathematics Grade 10	0	8	10
Science Grade 10	7	2	11
Social Studies Grade 10	20	16	11

(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
NA	NA

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	5	1.0%	5	1.0%	0	0.0%
Eligible for Free Lunch	96	18.9%	111	21.7%	88	18.8%

### 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		95.4%		95.3%		93.4%
Student Suspensions	46	8.6%	54	10.6%	42	8.2%

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

	2002-03	2003-04	2004-05
Reduced Lunch	8.3%	6.5%	4.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2004-05
Total Teachers	52
Total Other Professional Staff	4
Total Paraprofessionals	20
Teaching Out of Certification*	2

\*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
<b>General-Education Students</b>	Total Graduates*	23	44	30
	Regents Diplomas	23	40	28
	% Regents Diplomas	100%	91%	93%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			7%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	5	3	5
	Regents Diplomas	5	1	2
	% Regents Diplomas	100%	33%	40%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	3	4
<b>All Students</b>	Total Graduates*	28	47	35
	Regents Diplomas	28	41	30
	% Regents Diplomas	100%	87%	86%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			6%
	IEP Diplomas or Local Certificates	1	3	4

\* 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
<b>General-Education Students</b>	<b>Number</b>	21	6	0	1	2	0	0	0
	<b>Percent</b>	70%	20%	0%	3%	7%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	1	2	0	0	2	0	0	0
	<b>Percent</b>	20%	40%	0%	0%	40%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	22	8	0	1	4	0	0	0
	<b>Percent</b>	63%	23%	0%	3%	11%	0%	0%	0%

## 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.
<b>General-Education Students</b>	Dropped Out	1		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	3	2.6%
	Total Noncompleters	1		0	0.0%	3	2.6%
<b>Students with Disabilities</b>	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	0		2	6.3%	0	0.0%
	Total Noncompleters	0		2	6.3%	0	0.0%
<b>All Students</b>	Dropped Out	1	0.6%	0	0.0%	0	0.0%
	Entered GED Program*	0	0.0%	2	1.1%	3	2.1%
	Total Noncompleters	1	0.6%	2	1.1%	3	2.1%

\*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)

# 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	57
	Number of Students with Disabilities	0	0	15
	Number of All Students	0	0	72
	Percent of Enrollment	0%	0%	100%
6-8	Number of General-Education Students	0	0	101
	Number of Students with Disabilities	0	0	20
	Number of All Students	0	0	121
	Percent of Enrollment	0%	0%	100%
9-12	Number of General-Education Students	0	0	115
	Number of Students with Disabilities	0	0	34
	Number of All Students	0	0	149
	Percent of Enrollment	0%	0%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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	20	95%	24	100%	22	86%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	18	94%	5	100%	18	100%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	0	0%	1	#
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	1	#	4	#	2	#
Science	0	0%	0	0%	1	#
Reading	0	0%	2	#	1	#
Writing	0	0%	1	#	1	#
Global Studies	1	#	2	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	7	100%	5	100%
Science	2	#	6	83%	7	100%
Reading	1	#	6	33%	6	100%
Writing	1	#	6	100%	5	100%
Global Studies	3	#	7	57%	8	88%
U.S. Hist & Gov't	0	0%	0	0%	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	49	36	24	4	3	6
Number Scoring 55-100	48	33	14	#	#	0
Number Scoring 65-100	47	29	12	#	#	0
Number Scoring 85-100	24	13	2	#	#	0
Percentage of Tested Scoring 55-100	98%	92%	58%	#	#	0%
Percentage of Tested Scoring 65-100	96%	81%	50%	#	#	0%
Percentage of Tested Scoring 85-100	49%	36%	8%	#	#	0%
<b>Mathematics A</b>						
Number Tested	26	50	42	2	10	8
Number Scoring 55-100	15	43	38	#	4	7
Number Scoring 65-100	7	38	33	#	3	4
Number Scoring 85-100	1	6	7	#	0	0
Percentage of Tested Scoring 55-100	58%	86%	90%	#	40%	88%
Percentage of Tested Scoring 65-100	27%	76%	79%	#	30%	50%
Percentage of Tested Scoring 85-100	4%	12%	17%	#	0%	0%
<b>Mathematics B</b>						
Number Tested	0	2	14	0	0	0
Number Scoring 55-100	0	#	9	0	0	0
Number Scoring 65-100	0	#	9	0	0	0
Number Scoring 85-100	0	#	0	0	0	0
Percentage of Tested Scoring 55-100	0%	#	64%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	64%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	42	38	37	6	8	1
Number Scoring 55-100	36	22	33	4	2	#
Number Scoring 65-100	31	19	29	3	2	#
Number Scoring 85-100	13	3	10	0	0	#
Percentage of Tested Scoring 55-100	86%	58%	89%	67%	25%	#
Percentage of Tested Scoring 65-100	74%	50%	78%	50%	25%	#
Percentage of Tested Scoring 85-100	31%	8%	27%	0%	0%	#
<b>U.S. History and Government</b>						
Number Tested	50	35	28	3	5	6
Number Scoring 55-100	49	32	20	#	4	4
Number Scoring 65-100	42	26	17	#	3	2
Number Scoring 85-100	14	10	7	#	0	0
Percentage of Tested Scoring 55-100	98%	91%	71%	#	80%	67%
Percentage of Tested Scoring 65-100	84%	74%	61%	#	60%	33%
Percentage of Tested Scoring 85-100	28%	29%	25%	#	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	26	21	29	4	2	1
Number Scoring 55-100	25	20	27	#	#	#
Number Scoring 65-100	24	18	27	#	#	#
Number Scoring 85-100	8	7	15	#	#	#
Percentage of Tested Scoring 55-100	96%	95%	93%	#	#	#
Percentage of Tested Scoring 65-100	92%	86%	93%	#	#	#
Percentage of Tested Scoring 85-100	31%	33%	52%	#	#	#
<b>Physical Setting/Earth Science</b>						
Number Tested	23	47	37	0	7	7
Number Scoring 55-100	22	41	34	0	4	5
Number Scoring 65-100	19	37	28	0	4	4
Number Scoring 85-100	8	13	7	0	0	0
Percentage of Tested Scoring 55-100	96%	87%	92%	0%	57%	71%
Percentage of Tested Scoring 65-100	83%	79%	76%	0%	57%	57%
Percentage of Tested Scoring 85-100	35%	28%	19%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	14	13	3	0	0	0
Number Scoring 55-100	11	13	#	0	0	0
Number Scoring 65-100	10	8	#	0	0	0
Number Scoring 85-100	2	0	#	0	0	0
Percentage of Tested Scoring 55-100	79%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	71%	62%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	14%	0%	#	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		8	4		0	0
Number Scoring 55-100		8	#		0	0
Number Scoring 65-100		8	#		0	0
Number Scoring 85-100		3	#		0	0
Percentage of Tested Scoring 55-100		100%	#		0%	0%
Percentage of Tested Scoring 65-100		100%	#		0%	0%
Percentage of Tested Scoring 85-100		38%	#		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
<b>Comprehensive French</b>						
Number Tested	15	6	10	0	0	0
Number Scoring 55-100	15	6	9	0	0	0
Number Scoring 65-100	14	6	9	0	0	0
Number Scoring 85-100	7	0	4	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	90%	0%	0%	0%
Percentage of Tested Scoring 65-100	93%	100%	90%	0%	0%	0%
Percentage of Tested Scoring 85-100	47%	0%	40%	0%	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	6	8	10	1	0	1
Number Scoring 55-100	5	7	8	#	0	#
Number Scoring 65-100	5	7	8	#	0	#
Number Scoring 85-100	4	4	3	#	0	#
Percentage of Tested Scoring 55-100	83%	88%	80%	#	0%	#
Percentage of Tested Scoring 65-100	83%	88%	80%	#	0%	#
Percentage of Tested Scoring 85-100	67%	50%	30%	#	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)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	30	3%	7%	57%	33%
	Students with Disabilities	8	25%	13%	63%	0%
	All Students	38	8%	8%	58%	26%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	42	5%	38%	48%	10%
	Students with Disabilities	8	0%	88%	13%	0%
	All Students	50	4%	46%	42%	8%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

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

### 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	29	29	29	8	8	8	37	37	37
Number Scoring 55–64	3	0	1	1	1	2	4	1	3
Number Scoring 65–84	11	17	13	2	3	1	13	20	14
Number Scoring 85–100	13	10	14	0	0	1	13	10	15
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		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 - K)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		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)