

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	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	0	0	6

(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

	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		95.0%		95.0%		96.8%
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	21-30%	11-20%	21-30%
Student Stability	100%	100%	100%

Staff Counts

Staff	2004-05
Total Teachers	52
Total Other Professional Staff	4
Total Paraprofessionals	NA
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
General-Education Students	Total Graduates*	23	42	29
	Regents Diplomas	23	40	27
	% Regents Diplomas	100%	95%	93%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			7%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	4	3	5
	Regents Diplomas	4	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
All Students	Total Graduates*	27	45	34
	Regents Diplomas	27	41	29
	% Regents Diplomas	100%	91%	85%
	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
General-Education Students	Number	21	6	0	1	1	0	0	0
	Percent	72%	21%	0%	3%	3%	0%	0%	0%
Students with Disabilities	Number	1	2	0	0	2	0	0	0
	Percent	20%	40%	0%	0%	40%	0%	0%	0%
All Students	Number	22	8	0	1	3	0	0	0
	Percent	65%	24%	0%	3%	9%	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.
General-Education Students	Dropped Out	1		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	3	2.7%
	Total Noncompleters	1		0	0.0%	3	2.7%
Students with Disabilities	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%
All Students	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%

(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	0	0%	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
Comprehensive English						
Number Tested	47	36	22	3	3	6
Number Scoring 55-100	47	33	12	#	#	0
Number Scoring 65-100	46	29	11	#	#	0
Number Scoring 85-100	24	13	2	#	#	0
Percentage of Tested Scoring 55-100	100%	92%	55%	#	#	0%
Percentage of Tested Scoring 65-100	98%	81%	50%	#	#	0%
Percentage of Tested Scoring 85-100	51%	36%	9%	#	#	0%
Mathematics A						
Number Tested	24	47	41	2	10	8
Number Scoring 55-100	14	40	38	#	4	7
Number Scoring 65-100	7	35	33	#	3	4
Number Scoring 85-100	1	6	7	#	0	0
Percentage of Tested Scoring 55-100	58%	85%	93%	#	40%	88%
Percentage of Tested Scoring 65-100	29%	74%	80%	#	30%	50%
Percentage of Tested Scoring 85-100	4%	13%	17%	#	0%	0%
Mathematics 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%
Global History and Geography						
Number Tested	38	33	35	4	8	1
Number Scoring 55-100	35	19	32	#	2	#
Number Scoring 65-100	30	17	28	#	2	#
Number Scoring 85-100	13	3	10	#	0	#
Percentage of Tested Scoring 55-100	92%	58%	91%	#	25%	#
Percentage of Tested Scoring 65-100	79%	52%	80%	#	25%	#
Percentage of Tested Scoring 85-100	34%	9%	29%	#	0%	#
U.S. History and Government						
Number Tested	47	34	25	3	5	6
Number Scoring 55-100	47	31	19	#	4	4
Number Scoring 65-100	41	26	16	#	3	2
Number Scoring 85-100	14	10	7	#	0	0
Percentage of Tested Scoring 55-100	100%	91%	76%	#	80%	67%
Percentage of Tested Scoring 65-100	87%	76%	64%	#	60%	33%
Percentage of Tested Scoring 85-100	30%	29%	28%	#	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	21	20	28	2	2	1
Number Scoring 55-100	20	19	27	#	#	#
Number Scoring 65-100	20	18	27	#	#	#
Number Scoring 85-100	6	7	15	#	#	#
Percentage of Tested Scoring 55-100	95%	95%	96%	#	#	#
Percentage of Tested Scoring 65-100	95%	90%	96%	#	#	#
Percentage of Tested Scoring 85-100	29%	35%	54%	#	#	#
Physical Setting/Earth Science						
Number Tested	22	42	37	0	7	7
Number Scoring 55-100	21	37	34	0	4	5
Number Scoring 65-100	19	34	28	0	4	4
Number Scoring 85-100	8	12	7	0	0	0
Percentage of Tested Scoring 55-100	95%	88%	92%	0%	57%	71%
Percentage of Tested Scoring 65-100	86%	81%	76%	0%	57%	57%
Percentage of Tested Scoring 85-100	36%	29%	19%	0%	0%	0%
Physical Setting/Chemistry						
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%
Physical Setting/Physics						
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
Comprehensive French						
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%
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	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%	#
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	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
June 2005	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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	27	27	27	8	8	8	35	35	35
Number Scoring 55–64	3	0	1	1	1	2	4	1	3
Number Scoring 65–84	10	16	12	2	3	1	12	19	13
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
Listening and Speaking (Grade K-1)						
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
Reading and Writing (Grade K-1)						
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
Listening and Speaking (Grade 2-4)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 2-4)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 5-6)						
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
Listening and Speaking (Grade 7-8)						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 7-8)						
Number Tested		1	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 9-12)						
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
Reading and Writing (Grade 9-12)						
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)