

New York State School Report Card Comprehensive Information Report

BEDS Code: 02-01-01-04-0002

Grade Range : 7-12

Name: Alfred-Almond Junior-Senior High School

Principal: Richard Calkins

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	51	59	61
Eighth	64	48	60
Ninth	64	63	54
Tenth	71	64	58
Eleventh	55	59	64
Twelfth	55	49	61
Ungraded Secondary	8	9	6
Total K-12 Enrollment	368	351	364

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	14	3.8%	10	2.8%	8	2.2%
Black (Not Hispanic)	4	1.1%	3	0.9%	3	0.8%
Hispanic	1	0.3%	1	0.3%	0	0.0%
White (Not Hispanic)	349	94.8%	337	96.0%	353	97.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	16
English Grade 8	22	17	21
Mathematics Grade 8	15	25	30
Science Grade 8	22	17	21
Social Studies Grade 8	21	15	20
English Grade 10	27	23	22
Mathematics Grade 10	25	16	15
Science Grade 10	21	19	25
Social Studies Grade 10	23	21	22

(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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	34	9.2%	29	8.3%	31	8.5%

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		94.8%		95.5%		95.1%
Student Suspensions	3	0.8%	2	0.5%	4	1.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.1%	6.6%	7.4%
Public Assistance	11-20%	11-20%	21-30%
Student Stability	100%	100%	95%

Staff Counts

Staff	2002–2003
Total Teachers	28
Total Other Professional Staff	1
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	41	24	59%	44	30	68%	58	46	79%
Students with Disabilities	5	1	20%	1	0	0%	2	0	0%
All Students	46	25	54%	45	30	67%	60	46	77%

*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	33	19	1	2	3	2
Percent	55%	32%	2%	3%	5%	3%

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)
2	0	1	3

*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		2	
	Entered GED Program*			11		7	
	Total Noncompleters			11		9	
Students with Disabilities	Dropped Out			3		0	
	Entered GED Program*			0		0	
	Total Noncompleters			3		0	
All Students	Dropped Out	4	1.6%	3	1.2%	2	0.8%
	Entered GED Program*	4	1.6%	11	4.6%	7	2.9%
	Total Noncompleters	8	3.2%	14	5.8%	9	3.7%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		15	0
	Number of Students with Disabilities		0	25
	Number of All Students		15	25
	Percent of Enrollment		14%	20%
9-12	Number of General-Education Students		216	216
	Number of Students with Disabilities		19	21
	Number of All Students		235	237
	Percent of Enrollment		97%	98%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	46	100%	32	100%	31	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	19	89%	21	100%	25	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	5	100%	0	0%	3	#
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%

(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%	0	0%	0	0%
Science	1	#	2	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	51	64	63	2	2	3
Number Scoring 55–100	50	63	61	#	#	#
Number Scoring 65–100	50	61	59	#	#	#
Number Scoring 85–100	22	35	36	#	#	#
Percentage of Tested Scoring 55–100	98%	98%	97%	#	#	#
Percentage of Tested Scoring 65–100	98%	95%	94%	#	#	#
Percentage of Tested Scoring 85–100	43%	55%	57%	#	#	#
Mathematics A						
Number Tested	0	24	56	0	0	2
Number Scoring 55–100	0	24	55	0	0	#
Number Scoring 65–100	0	23	52	0	0	#
Number Scoring 85–100	0	14	6	0	0	#
Percentage of Tested Scoring 55–100	0%	100%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	96%	93%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	58%	11%	0%	0%	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	21	0	0	0
Number Scoring 55–100	0	0	15	0	0	0
Number Scoring 65–100	0	0	12	0	0	0
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	71%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	57%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	14%	0%	0%	0%
Global History and Geography						
Number Tested	74	70	73	1	0	3
Number Scoring 55–100	72	67	70	#	0	#
Number Scoring 65–100	69	59	63	#	0	#
Number Scoring 85–100	24	23	20	#	0	#
Percentage of Tested Scoring 55–100	97%	96%	96%	#	0%	#
Percentage of Tested Scoring 65–100	93%	84%	86%	#	0%	#
Percentage of Tested Scoring 85–100	32%	33%	27%	#	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	52	69	65	0	2	3
Number Scoring 55–100	51	67	65	0	#	#
Number Scoring 65–100	44	65	65	0	#	#
Number Scoring 85–100	20	18	34	0	#	#
Percentage of Tested Scoring 55–100	98%	97%	100%	0%	#	#
Percentage of Tested Scoring 65–100	85%	94%	100%	0%	#	#
Percentage of Tested Scoring 85–100	38%	26%	52%	0%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	57	57	58	0	0	1
Number Scoring 55–100	56	57	58	0	0	#
Number Scoring 65–100	56	57	58	0	0	#
Number Scoring 85–100	10	36	25	0	0	#
Percentage of Tested Scoring 55–100	98%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	98%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	18%	63%	43%	0%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	64	57	42	4	0	2
Number Scoring 55–100	63	57	41	#	0	#
Number Scoring 65–100	62	57	41	#	0	#
Number Scoring 85–100	39	32	24	#	0	#
Percentage of Tested Scoring 55–100	98%	100%	98%	#	0%	#
Percentage of Tested Scoring 65–100	97%	100%	98%	#	0%	#
Percentage of Tested Scoring 85–100	61%	56%	57%	#	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		39	45		0	1
Number Scoring 55–100		39	44		0	#
Number Scoring 65–100		35	39		0	#
Number Scoring 85–100		9	13		0	#
Percentage of Tested Scoring 55–100		100%	98%		0%	#
Percentage of Tested Scoring 65–100		90%	87%		0%	#
Percentage of Tested Scoring 85–100		23%	29%		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	17	20	28	1	0	1
Number Scoring 55–100	17	20	28	#	0	#
Number Scoring 65–100	17	20	28	#	0	#
Number Scoring 85–100	14	13	27	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	82%	65%	96%	#	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	28	27	10	0	0	0
Number Scoring 55–100	28	27	10	0	0	0
Number Scoring 65–100	28	27	9	0	0	0
Number Scoring 85–100	20	21	6	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	90%	0%	0%	0%
Percentage of Tested Scoring 85–100	71%	78%	60%	0%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	81	38	8	3	2	0
Number Scoring 55–100	68	30	3	#	#	0
Number Scoring 65–100	59	19	2	#	#	0
Number Scoring 85–100	27	4	0	#	#	0
Percentage of Tested Scoring 55–100	84%	79%	38%	#	#	0%
Percentage of Tested Scoring 65–100	73%	50%	25%	#	#	0%
Percentage of Tested Scoring 85–100	33%	11%	0%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	55	53	17	1	0	0
Number Scoring 55–100	50	45	10	#	0	0
Number Scoring 65–100	46	42	10	#	0	0
Number Scoring 85–100	22	23	2	#	0	0
Percentage of Tested Scoring 55–100	91%	85%	59%	#	0%	0%
Percentage of Tested Scoring 65–100	84%	79%	59%	#	0%	0%
Percentage of Tested Scoring 85–100	40%	43%	12%	#	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	29	100%	36	100%	27	100%
Students with Disabilities	2	#	0	0%	7	71%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	50	0%	28%	68%	4%
	Students with Disabilities	5	0%	80%	20%	0%
	All Students	55	0%	33%	64%	4%

(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	58	58	58	2	2	2	60	60	60
Number Scoring 55–64	#	#	#	#	#	#	1	0	0
Number Scoring 65–84	#	#	#	#	#	#	35	41	24
Number Scoring 85–100	#	#	#	#	#	#	23	17	35
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)