

# New York State District Report Card Comprehensive Information Report

BEDS Code: 18-02-02-04-0000

Name: Alexander Central School District

Superintendent: Mr. Dick L. Young

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	79	80	66
First	73	78	70
Second	74	73	77
Third	78	72	73
Fourth	77	83	73
Fifth	100	79	82
Sixth	86	106	84
Ungraded Elementary	0	0	0
Seventh	86	74	106
Eighth	99	88	73
Ninth	77	104	93
Tenth	88	74	94
Eleventh	70	88	70
Twelfth	87	72	85
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1074	1071	1046

## 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	0	0.0%	2	0.2%	2	0.2%
Black (Not Hispanic)	3	0.3%	4	0.4%	6	0.6%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	1071	99.7%	1065	99.4%	1038	99.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	21	17
Common Branch	19	21	20
English Grade 8	22	22	24
Mathematics Grade 8	18	21	19
Science Grade 8	19	23	24
Social Studies Grade 8	19	23	26
English Grade 10	20	20	26
Mathematics Grade 10	13	17	20
Science Grade 10	0	14	20
Social Studies Grade 10	19	22	25

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	1	0.1%
Eligible for Free Lunch	170	15.8%	96	9.0%	129	12.3%

### 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		96.5%		96.3%		96.1%
Student Suspensions	88	8.1%	53	4.9%	37	3.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.7%	8.1%	9.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	82
Total Other Professional Staff	17
Total Paraprofessionals	26
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

\*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	76	43	57%	55	30	55%	72	45	62%
Students with Disabilities	3	0	0%	4	1	25%	7	0	0%
All Students	79	43	54%	59	31	53%	79	45	57%

\*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	47	3	4	8	0
Percent	22%	59%	4%	5%	10%	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)
7	0	1	8

\*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			4		10	
	Entered GED Program*			0		2	
	Total Noncompleters			4		12	
Students with Disabilities	Dropped Out			3		2	
	Entered GED Program*			0		1	
	Total Noncompleters			3		3	
All Students	Dropped Out	10	3.1%	7	2.1%	12	3.5%
	Entered GED Program*	18	5.6%	0	0.0%	3	0.9%
	Total Noncompleters	28	8.7%	7	2.1%	15	4.4%

\*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		0	230
	Number of Students with Disabilities		0	33
	Number of All Students		0	263
	Percent of Enrollment		0%	100%
9-12	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%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	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%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	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%

(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	0	0%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	4	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	1	#	0	0%	4	#
Reading	0	0%	5	80%	1	#
Writing	0	0%	5	100%	0	0%
Global Studies	3	#	1	#	2	#
U.S. Hist & Gov't	2	#	6	67%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	73	77	65	2	10	3
Number Scoring 55–100	73	72	61	#	6	#
Number Scoring 65–100	65	68	59	#	5	#
Number Scoring 85–100	17	29	29	#	0	#
Percentage of Tested Scoring 55–100	100%	94%	94%	#	60%	#
Percentage of Tested Scoring 65–100	89%	88%	91%	#	50%	#
Percentage of Tested Scoring 85–100	23%	38%	45%	#	0%	#
<b>Mathematics A</b>						
Number Tested	0	28	56	0	1	0
Number Scoring 55–100	0	24	50	0	#	0
Number Scoring 65–100	0	22	47	0	#	0
Number Scoring 85–100	0	9	19	0	#	0
Percentage of Tested Scoring 55–100	0%	86%	89%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	79%	84%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	32%	34%	0%	#	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	80	72	99	8	5	6
Number Scoring 55–100	79	69	96	7	5	4
Number Scoring 65–100	73	56	87	7	4	3
Number Scoring 85–100	23	13	25	0	0	0
Percentage of Tested Scoring 55–100	99%	96%	97%	88%	100%	67%
Percentage of Tested Scoring 65–100	91%	78%	88%	88%	80%	50%
Percentage of Tested Scoring 85–100	29%	18%	25%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	45	76	74	6	9	8
Number Scoring 55–100	41	72	73	4	7	7
Number Scoring 65–100	36	61	69	4	3	5
Number Scoring 85–100	21	15	23	1	0	0
Percentage of Tested Scoring 55–100	91%	95%	99%	67%	78%	88%
Percentage of Tested Scoring 65–100	80%	80%	93%	67%	33%	62%
Percentage of Tested Scoring 85–100	47%	20%	31%	17%	0%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	72	114	94	4	9	10
Number Scoring 55–100	70	106	91	#	7	8
Number Scoring 65–100	66	102	86	#	6	6
Number Scoring 85–100	12	15	22	#	0	1
Percentage of Tested Scoring 55–100	97%	93%	97%	#	78%	80%
Percentage of Tested Scoring 65–100	92%	89%	91%	#	67%	60%
Percentage of Tested Scoring 85–100	17%	13%	23%	#	0%	10%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	54	57	72	10	0	3
Number Scoring 55–100	52	53	72	8	0	#
Number Scoring 65–100	50	50	64	8	0	#
Number Scoring 85–100	16	13	22	2	0	#
Percentage of Tested Scoring 55–100	96%	93%	100%	80%	0%	#
Percentage of Tested Scoring 65–100	93%	88%	89%	80%	0%	#
Percentage of Tested Scoring 85–100	30%	23%	31%	20%	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		21	18		0	0
Number Scoring 55–100		21	18		0	0
Number Scoring 65–100		20	17		0	0
Number Scoring 85–100		9	4		0	0
Percentage of Tested Scoring 55–100		100%	100%		0%	0%
Percentage of Tested Scoring 65–100		95%	94%		0%	0%
Percentage of Tested Scoring 85–100		43%	22%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	4	17	26	0	0	0
Number Scoring 55–100	#	17	24	0	0	0
Number Scoring 65–100	#	16	21	0	0	0
Number Scoring 85–100	#	5	10	0	0	0
Percentage of Tested Scoring 55–100	#	100%	92%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	94%	81%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	29%	38%	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	10	26	21	0	0	0
Number Scoring 55–100	10	26	21	0	0	0
Number Scoring 65–100	10	26	21	0	0	0
Number Scoring 85–100	6	16	16	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	60%	62%	76%	0%	0%	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)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	53	65	22	1	5	1
Number Scoring 55–100	50	42	16	#	3	#
Number Scoring 65–100	47	31	12	#	3	#
Number Scoring 85–100	28	11	0	#	0	#
Percentage of Tested Scoring 55–100	94%	65%	73%	#	60%	#
Percentage of Tested Scoring 65–100	89%	48%	55%	#	60%	#
Percentage of Tested Scoring 85–100	53%	17%	0%	#	0%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	37	45	49	0	0	2
Number Scoring 55–100	32	38	43	0	0	#
Number Scoring 65–100	26	36	38	0	0	#
Number Scoring 85–100	12	22	21	0	0	#
Percentage of Tested Scoring 55–100	86%	84%	88%	0%	0%	#
Percentage of Tested Scoring 65–100	70%	80%	78%	0%	0%	#
Percentage of Tested Scoring 85–100	32%	49%	43%	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	16	100%	33	3%	20	95%
Students with Disabilities	3	#	6	0%	2	#

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
<b>Nov 2002</b>	General-Education Students	67	0%	3%	75%	22%
	Students with Disabilities	14	36%	7%	57%	0%
	All Students	81	6%	4%	72%	19%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	65	0%	35%	58%	6%
	Students with Disabilities	8	50%	50%	0%	0%
	All Students	73	5%	37%	52%	5%

(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
<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

## 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	72	72	72	0	0	0	72	72	72
Number Scoring 55–64	0	1	1	0	0	0	0	1	1
Number Scoring 65–84	42	44	46	0	0	0	42	44	46
Number Scoring 85–100	28	24	24	0	0	0	28	24	24
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)