

# New York State District Report Card Comprehensive Information Report

BEDS Code: 22-02-02-04-0000

Name: Alexandria Central School District

Superintendent: Ms. Myrajean Koster

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	40	48	38
First	53	47	59
Second	59	45	43
Third	53	60	50
Fourth	52	52	56
Fifth	53	55	54
Sixth	59	59	51
Ungraded Elementary	0	0	0
Seventh	53	62	60
Eighth	47	57	61
Ninth	60	47	60
Tenth	55	56	48
Eleventh	49	48	48
Twelfth	51	50	54
Ungraded Secondary	0	0	0
Total K-12 Enrollment	684	686	682

## 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	4	0.6%	4	0.6%	4	0.6%
Black (Not Hispanic)	4	0.6%	3	0.4%	4	0.6%
Hispanic	0	0.0%	1	0.1%	1	0.1%
White (Not Hispanic)	676	98.8%	678	98.8%	673	98.7%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	13	24	13
Common Branch	17	17	17
English Grade 8	15	19	20
Mathematics Grade 8	15	18	18
Science Grade 8	15	18	19
Social Studies Grade 8	18	20	19
English Grade 10	4	0	17
Mathematics Grade 10	15	15	15
Science Grade 10	0	0	11
Social Studies Grade 10	13	14	16

(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%	0	0.0%
Eligible for Free Lunch	136	20.8%	137	21.5%	150	22.0%

### 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		95.1%		95.4%		94.8%
Student Suspensions	27	3.9%	23	3.4%	29	4.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.4%	8.3%	10.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	57
Total Other Professional Staff	8
Total Paraprofessionals	9
Teaching Out of Certification*	4
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	47	33	70%	40	26	65%	42	27	64%
Students with Disabilities	2	0	0%	2	0	0%	6	0	0%
All Students	49	33	67%	42	26	62%	48	27	56%

\*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	20	3	3	5	0
Percent	35%	42%	6%	6%	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)
6	0	5	11

\*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			2		3	
	Entered GED Program*			0		0	
	Total Noncompleters			2		3	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	2	0.9%	3	1.5%	3	1.4%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	2	0.9%	3	1.5%	3	1.4%

\*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		28	0
	Number of Students with Disabilities		32	0
	Number of All Students		60	0
	Percent of Enrollment		30%	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	41	95%	41	95%	49	94%
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	1	#	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%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	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
Mathematics	0	0%	2	#	5	100%
Science	1	#	3	#	4	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	2	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	51	49	47	3	5	4
Number Scoring 55–100	51	46	43	#	3	#
Number Scoring 65–100	48	39	40	#	2	#
Number Scoring 85–100	12	17	17	#	0	#
Percentage of Tested Scoring 55–100	100%	94%	91%	#	60%	#
Percentage of Tested Scoring 65–100	94%	80%	85%	#	40%	#
Percentage of Tested Scoring 85–100	24%	35%	36%	#	0%	#
<b>Mathematics A</b>						
Number Tested	0	48	53	0	4	6
Number Scoring 55–100	0	43	40	0	#	1
Number Scoring 65–100	0	33	35	0	#	1
Number Scoring 85–100	0	8	9	0	#	0
Percentage of Tested Scoring 55–100	0%	90%	75%	0%	#	17%
Percentage of Tested Scoring 65–100	0%	69%	66%	0%	#	17%
Percentage of Tested Scoring 85–100	0%	17%	17%	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	49	53	48	6	6	6
Number Scoring 55–100	49	53	46	6	6	5
Number Scoring 65–100	48	51	43	6	6	2
Number Scoring 85–100	22	19	15	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	96%	100%	100%	83%
Percentage of Tested Scoring 65–100	98%	96%	90%	100%	100%	33%
Percentage of Tested Scoring 85–100	45%	36%	31%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	48	48	49	3	4	4
Number Scoring 55–100	47	47	49	#	#	#
Number Scoring 65–100	41	43	43	#	#	#
Number Scoring 85–100	18	17	21	#	#	#
Percentage of Tested Scoring 55–100	98%	98%	100%	#	#	#
Percentage of Tested Scoring 65–100	85%	90%	88%	#	#	#
Percentage of Tested Scoring 85–100	38%	35%	43%	#	#	#

(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	56	42	41	4	4	1
Number Scoring 55–100	56	42	41	#	#	#
Number Scoring 65–100	56	41	40	#	#	#
Number Scoring 85–100	19	16	13	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	100%	98%	98%	#	#	#
Percentage of Tested Scoring 85–100	34%	38%	32%	#	#	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	43	59	45	5	4	4
Number Scoring 55–100	36	59	43	4	#	#
Number Scoring 65–100	32	52	39	0	#	#
Number Scoring 85–100	15	20	21	0	#	#
Percentage of Tested Scoring 55–100	84%	100%	96%	80%	#	#
Percentage of Tested Scoring 65–100	74%	88%	87%	0%	#	#
Percentage of Tested Scoring 85–100	35%	34%	47%	0%	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		28	27		0	1
Number Scoring 55–100		27	27		0	#
Number Scoring 65–100		24	25		0	#
Number Scoring 85–100		4	2		0	#
Percentage of Tested Scoring 55–100		96%	100%		0%	#
Percentage of Tested Scoring 65–100		86%	93%		0%	#
Percentage of Tested Scoring 85–100		14%	7%		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	37	34	26	0	1	0
Number Scoring 55–100	37	34	26	0	#	0
Number Scoring 65–100	37	34	26	0	#	0
Number Scoring 85–100	24	17	16	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	65%	50%	62%	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	0	0	1	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%
<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	50	7	0	0	0	0
Number Scoring 55–100	38	4	0	0	0	0
Number Scoring 65–100	32	4	0	0	0	0
Number Scoring 85–100	18	1	0	0	0	0
Percentage of Tested Scoring 55–100	76%	57%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	64%	57%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	36%	14%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	28	29	36	0	0	1
Number Scoring 55–100	27	26	29	0	0	#
Number Scoring 65–100	25	25	26	0	0	#
Number Scoring 85–100	14	16	6	0	0	#
Percentage of Tested Scoring 55–100	96%	90%	81%	0%	0%	#
Percentage of Tested Scoring 65–100	89%	86%	72%	0%	0%	#
Percentage of Tested Scoring 85–100	50%	55%	17%	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	17	100%	7	100%	3	#
Students with Disabilities	4	#	4	#	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	47	2%	9%	66%	23%
	Students with Disabilities	8	25%	38%	38%	0%
	All Students	55	5%	13%	62%	20%

## 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	50	0%	16%	64%	20%
	Students with Disabilities	9	11%	67%	22%	0%
	All Students	59	2%	24%	58%	17%

(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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	42	42	42	11	11	11	53	53	53
Number Scoring 55–64	1	2	1	0	2	2	1	4	3
Number Scoring 65–84	17	21	20	6	3	4	23	24	24
Number Scoring 85–100	23	18	20	0	0	0	23	18	20
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)