

New York State School Report Card Comprehensive Information Report

BEDS Code: 66-04-09-02-0003
 Name: Alexander Hamilton High School
 Principal: Leonard V. Mecca

Grade Range : 7-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	64	84	75
Eighth	79	63	86
Ninth	83	82	70
Tenth	59	90	96
Eleventh	54	49	93
Twelfth	71	46	52
Ungraded Secondary	0	0	0
Total K-12 Enrollment	410	414	472

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	46	11.2%	53	12.8%	57	12.1%
Black (Not Hispanic)	170	41.5%	157	37.9%	179	37.9%
Hispanic	126	30.7%	127	30.7%	156	33.1%
White (Not Hispanic)	68	16.6%	77	18.6%	80	16.9%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	35	28	21
Mathematics Grade 8	15	18	16
Science Grade 8	0	18	17
Social Studies Grade 8	24	16	14
English Grade 10	29	21	20
Mathematics Grade 10	0	13	20
Science Grade 10	15	19	16
Social Studies Grade 10	21	25	20

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	31	7.6%	33	8.0%	36	7.6%
Eligible for Free Lunch	53	12.9%	51	12.3%	51	10.8%

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		93.3%		96.5%		94.8%
Student Suspensions	68	17.8%	81	19.8%	56	13.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	5.6%	6.5%	3.2%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	98%	100%

Staff Counts

Staff	2004-05
Total Teachers	44
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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*	40	52	33
	Regents Diplomas	17	21	22
	% Regents Diplomas	42%	40%	67%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	7	2	3
	Regents Diplomas	0	0	1
	% Regents Diplomas	0%	0%	33%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	3	1	1
All Students	Total Graduates*	47	54	36
	Regents Diplomas	17	21	23
	% Regents Diplomas	36%	39%	64%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	3	1	1

* 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	26	6	0	0	1	0	0	0
	Percent	79%	18%	0%	0%	3%	0%	0%	0%
Students with Disabilities	Number	0	3	0	0	0	0	0	0
	Percent	0%	100%	0%	0%	0%	0%	0%	0%
All Students	Number	26	9	0	0	1	0	0	0
	Percent	72%	25%	0%	0%	3%	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	2		2	0.8%	3	1.3%
	Entered GED Program*	0		0	0.0%	3	1.3%
	Total Noncompleters	2		2	0.8%	6	2.6%
Students with Disabilities	Dropped Out	0		1	2.4%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		1	2.4%	0	0.0%
All Students	Dropped Out	2	0.7%	3	1.0%	3	1.1%
	Entered GED Program*	0	0.0%	0	0.0%	3	1.1%
	Total Noncompleters	2	0.7%	3	1.0%	6	2.2%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	16	94%	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	41	93%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	4	#	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	#	0	0%	0	0%
Science	0	0%	1	#	0	0%
Reading	1	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

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

(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	50	47	61	4	3	4
Number Scoring 55-100	44	43	57	#	#	#
Number Scoring 65-100	37	43	48	#	#	#
Number Scoring 85-100	11	17	17	#	#	#
Percentage of Tested Scoring 55-100	88%	91%	93%	#	#	#
Percentage of Tested Scoring 65-100	74%	91%	79%	#	#	#
Percentage of Tested Scoring 85-100	22%	36%	28%	#	#	#
Mathematics A						
Number Tested	58	75	82	4	6	6
Number Scoring 55-100	41	71	77	#	6	5
Number Scoring 65-100	35	65	72	#	6	5
Number Scoring 85-100	6	18	21	#	0	1
Percentage of Tested Scoring 55-100	71%	95%	94%	#	100%	83%
Percentage of Tested Scoring 65-100	60%	87%	88%	#	100%	83%
Percentage of Tested Scoring 85-100	10%	24%	26%	#	0%	17%
Mathematics B						
Number Tested	12	23	26	0	0	0
Number Scoring 55-100	12	19	24	0	0	0
Number Scoring 65-100	9	15	17	0	0	0
Number Scoring 85-100	7	12	6	0	0	0
Percentage of Tested Scoring 55-100	100%	83%	92%	0%	0%	0%
Percentage of Tested Scoring 65-100	75%	65%	65%	0%	0%	0%
Percentage of Tested Scoring 85-100	58%	52%	23%	0%	0%	0%
Global History and Geography						
Number Tested	56	51	71	2	6	8
Number Scoring 55-100	40	39	64	#	4	7
Number Scoring 65-100	31	25	51	#	3	5
Number Scoring 85-100	9	5	9	#	0	0
Percentage of Tested Scoring 55-100	71%	76%	90%	#	67%	88%
Percentage of Tested Scoring 65-100	55%	49%	72%	#	50%	62%
Percentage of Tested Scoring 85-100	16%	10%	13%	#	0%	0%
U.S. History and Government						
Number Tested	46	44	67	6	1	4
Number Scoring 55-100	42	41	58	6	#	#
Number Scoring 65-100	38	32	49	6	#	#
Number Scoring 85-100	12	19	24	0	#	#
Percentage of Tested Scoring 55-100	91%	93%	87%	100%	#	#
Percentage of Tested Scoring 65-100	83%	73%	73%	100%	#	#
Percentage of Tested Scoring 85-100	26%	43%	36%	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	73	56	57	8	4	6
Number Scoring 55-100	59	53	56	6	#	6
Number Scoring 65-100	47	48	56	4	#	6
Number Scoring 85-100	8	6	13	0	#	1
Percentage of Tested Scoring 55-100	81%	95%	98%	75%	#	100%
Percentage of Tested Scoring 65-100	64%	86%	98%	50%	#	100%
Percentage of Tested Scoring 85-100	11%	11%	23%	0%	#	17%
Physical Setting/Earth Science						
Number Tested	40	36	26	0	1	1
Number Scoring 55-100	35	33	25	0	#	#
Number Scoring 65-100	32	26	25	0	#	#
Number Scoring 85-100	7	8	9	0	#	#
Percentage of Tested Scoring 55-100	88%	92%	96%	0%	#	#
Percentage of Tested Scoring 65-100	80%	72%	96%	0%	#	#
Percentage of Tested Scoring 85-100	17%	22%	35%	0%	#	#
Physical Setting/Chemistry						
Number Tested	34	26	31	0	0	0
Number Scoring 55-100	29	21	26	0	0	0
Number Scoring 65-100	23	16	23	0	0	0
Number Scoring 85-100	5	2	2	0	0	0
Percentage of Tested Scoring 55-100	85%	81%	84%	0%	0%	0%
Percentage of Tested Scoring 65-100	68%	62%	74%	0%	0%	0%
Percentage of Tested Scoring 85-100	15%	8%	6%	0%	0%	0%
Physical Setting/Physics						
Number Tested		11	13		0	0
Number Scoring 55-100		11	13		0	0
Number Scoring 65-100		10	12		0	0
Number Scoring 85-100		5	6		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		91%	92%		0%	0%
Percentage of Tested Scoring 85-100		45%	46%		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	14	10	14	0	0	1
Number Scoring 55-100	14	9	14	0	0	#
Number Scoring 65-100	14	9	14	0	0	#
Number Scoring 85-100	6	2	2	0	0	#
Percentage of Tested Scoring 55-100	100%	90%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	90%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	43%	20%	14%	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	27	27	30	0	0	0
Number Scoring 55-100	27	27	29	0	0	0
Number Scoring 65-100	26	27	28	0	0	0
Number Scoring 85-100	22	16	17	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	96%	100%	93%	0%	0%	0%
Percentage of Tested Scoring 85-100	81%	59%	57%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	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 2005	General-Education Students	69	1%	23%	62%	13%
	Students with Disabilities	6	0%	50%	50%	0%
	All Students	75	1%	25%	61%	12%

(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	37	37	37	1	1	1	38	38	38
Number Scoring 55–64	#	#	#	#	#	#	5	5	3
Number Scoring 65–84	#	#	#	#	#	#	22	11	26
Number Scoring 85–100	#	#	#	#	#	#	7	15	7
Approved Alternatives	#	#	#	#	#	#	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 7-8)						
Number Tested		13	7		0	0
Beginning		0	1		0	0
Intermediate		4	0		0	0
Advanced		4	4		0	0
Proficient		5	2		0	0
Reading and Writing (Grade 7-8)						
Number Tested		13	7		0	0
Beginning		1	1		0	0
Intermediate		9	2		0	0
Advanced		3	2		0	0
Proficient		0	2		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		22	19		0	0
Beginning		1	0		0	0
Intermediate		10	8		0	0
Advanced		5	6		0	0
Proficient		6	5		0	0
Reading and Writing (Grade 9-12)						
Number Tested		22	20		0	0
Beginning		2	0		0	0
Intermediate		6	7		0	0
Advanced		11	10		0	0
Proficient		3	3		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)