

New York State School Report Card Comprehensive Information Report

BEDS Code: 59-05-01-06-0002
 Name: Fallsburg Junior Senior High School
 Principal: Mona L. Bogan

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	146	108	0
Ungraded Elementary	0	0	0
Seventh	131	156	107
Eighth	112	138	146
Ninth	108	124	138
Tenth	111	95	103
Eleventh	84	94	77
Twelfth	80	82	80
Ungraded Secondary	0	0	0
Total K-12 Enrollment	772	797	651

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	1.0%	9	1.1%	11	1.7%
Black (Not Hispanic)	157	20.3%	124	15.6%	105	16.1%
Hispanic	132	17.1%	151	18.9%	126	19.4%
White (Not Hispanic)	475	61.5%	513	64.4%	409	62.8%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	25	21
Mathematics Grade 8	21	25	22
Science Grade 8	21	25	23
Social Studies Grade 8	22	25	23
English Grade 10	17	18	17
Mathematics Grade 10	18	16	22
Science Grade 10	24	18	19
Social Studies Grade 10	20	18	17

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
48	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the higher 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	24	3.1%	23	2.9%	29	4.5%
Eligible for Free Lunch	238	30.8%	293	36.8%	267	41.0%

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		92.9%		95.6%		93.2%
Student Suspensions	155	21.8%	141	18.3%	172	21.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	9.8%	12.2%	7.8%
Public Assistance	51-60%	1-10%	51-60%
Student Stability	86%	94%	96%

Staff Counts

Staff	2004-05
Total Teachers	59
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	5

*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*	56	63	59
	Regents Diplomas	33	37	42
	% Regents Diplomas	59%	59%	71%
	Regents Diplomas with Advanced Designation**			17
	% Regents Diplomas with Advanced Designation			29%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	5	4	2
	Regents Diplomas	2	0	0
	% Regents Diplomas	40%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	2	1
All Students	Total Graduates*	61	67	61
	Regents Diplomas	35	37	42
	% Regents Diplomas	57%	55%	69%
	Regents Diplomas with Advanced Designation**			17
	% Regents Diplomas with Advanced Designation			28%
	IEP Diplomas or Local Certificates	4	2	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	25	26	1	1	6	0	0	0
	Percent	42%	44%	2%	2%	10%	0%	0%	0%
Students with Disabilities	Number	0	1	0	0	1	0	0	0
	Percent	0%	50%	0%	0%	50%	0%	0%	0%
All Students	Number	25	27	1	1	7	0	0	0
	Percent	41%	44%	2%	2%	11%	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	10		12	3.5%	20	6.1%
	Entered GED Program*	11		22	6.5%	2	0.6%
	Total Noncompleters	21		34	10.0%	22	6.7%
Students with Disabilities	Dropped Out	2		1	1.6%	7	10.6%
	Entered GED Program*	0		4	6.6%	3	4.5%
	Total Noncompleters	2		5	8.2%	10	15.2%
All Students	Dropped Out	12	3.1%	13	3.3%	27	6.9%
	Entered GED Program*	11	2.9%	26	6.5%	5	1.3%
	Total Noncompleters	23	6.0%	39	9.8%	32	8.1%

*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	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	389	341	221
	Number of Students with Disabilities	0	61	32
	Number of All Students	389	402	253
	Percent of Enrollment	100%	100%	100%
9-12	Number of General-Education Students	383	332	341
	Number of Students with Disabilities	0	47	57
	Number of All Students	383	379	398
	Percent of Enrollment	100%	96%	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	0	0%	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	71	92%	83	72%	96	79%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	3	#	3	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	92%	3	#	2	#
Science	2	#	1	#	1	#
Reading	4	#	0	0%	0	0%
Writing	4	#	0	0%	0	0%
Global Studies	6	50%	3	#	3	#
U.S. Hist & Gov't	5	80%	0	0%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	2	#	0	0%
Science	1	#	2	#	3	#
Reading	2	#	0	0%	0	0%
Writing	2	#	0	0%	0	0%
Global Studies	5	60%	5	20%	10	30%
U.S. Hist & Gov't	4	#	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	60	67	69	3	4	7
Number Scoring 55-100	56	59	67	#	#	7
Number Scoring 65-100	55	50	56	#	#	4
Number Scoring 85-100	13	16	21	#	#	0
Percentage of Tested Scoring 55-100	93%	88%	97%	#	#	100%
Percentage of Tested Scoring 65-100	92%	75%	81%	#	#	57%
Percentage of Tested Scoring 85-100	22%	24%	30%	#	#	0%
Mathematics A						
Number Tested	81	106	66	8	11	0
Number Scoring 55-100	43	99	65	2	9	0
Number Scoring 65-100	28	87	63	1	5	0
Number Scoring 85-100	2	11	12	0	0	0
Percentage of Tested Scoring 55-100	53%	93%	98%	25%	82%	0%
Percentage of Tested Scoring 65-100	35%	82%	95%	12%	45%	0%
Percentage of Tested Scoring 85-100	2%	10%	18%	0%	0%	0%
Mathematics B						
Number Tested	42	40	36	0	0	0
Number Scoring 55-100	23	31	24	0	0	0
Number Scoring 65-100	13	19	15	0	0	0
Number Scoring 85-100	1	4	1	0	0	0
Percentage of Tested Scoring 55-100	55%	78%	67%	0%	0%	0%
Percentage of Tested Scoring 65-100	31%	47%	42%	0%	0%	0%
Percentage of Tested Scoring 85-100	2%	10%	3%	0%	0%	0%
Global History and Geography						
Number Tested	86	84	89	5	6	4
Number Scoring 55-100	65	67	77	2	6	#
Number Scoring 65-100	54	46	62	0	2	#
Number Scoring 85-100	13	10	20	0	0	#
Percentage of Tested Scoring 55-100	76%	80%	87%	40%	100%	#
Percentage of Tested Scoring 65-100	63%	55%	70%	0%	33%	#
Percentage of Tested Scoring 85-100	15%	12%	22%	0%	0%	#
U.S. History and Government						
Number Tested	83	71	76	6	3	9
Number Scoring 55-100	78	67	64	4	#	6
Number Scoring 65-100	68	56	49	3	#	4
Number Scoring 85-100	19	18	17	1	#	0
Percentage of Tested Scoring 55-100	94%	94%	84%	67%	#	67%
Percentage of Tested Scoring 65-100	82%	79%	64%	50%	#	44%
Percentage of Tested Scoring 85-100	23%	25%	22%	17%	#	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	26	98	119	4	10	9
Number Scoring 55-100	25	85	100	#	7	6
Number Scoring 65-100	21	73	88	#	5	4
Number Scoring 85-100	2	17	19	#	0	0
Percentage of Tested Scoring 55-100	96%	87%	84%	#	70%	67%
Percentage of Tested Scoring 65-100	81%	74%	74%	#	50%	44%
Percentage of Tested Scoring 85-100	8%	17%	16%	#	0%	0%
Physical Setting/Earth Science						
Number Tested	36	37	35	1	1	0
Number Scoring 55-100	36	36	35	#	#	0
Number Scoring 65-100	31	32	33	#	#	0
Number Scoring 85-100	9	7	7	#	#	0
Percentage of Tested Scoring 55-100	100%	97%	100%	#	#	0%
Percentage of Tested Scoring 65-100	86%	86%	94%	#	#	0%
Percentage of Tested Scoring 85-100	25%	19%	20%	#	#	0%
Physical Setting/Chemistry						
Number Tested	35	44	36	0	2	0
Number Scoring 55-100	33	38	33	0	#	0
Number Scoring 65-100	27	31	24	0	#	0
Number Scoring 85-100	3	3	2	0	#	0
Percentage of Tested Scoring 55-100	94%	86%	92%	0%	#	0%
Percentage of Tested Scoring 65-100	77%	70%	67%	0%	#	0%
Percentage of Tested Scoring 85-100	9%	7%	6%	0%	#	0%
Physical Setting/Physics						
Number Tested		15	0		0	0
Number Scoring 55-100		13	0		0	0
Number Scoring 65-100		10	0		0	0
Number Scoring 85-100		1	0		0	0
Percentage of Tested Scoring 55-100		87%	0%		0%	0%
Percentage of Tested Scoring 65-100		67%	0%		0%	0%
Percentage of Tested Scoring 85-100		7%	0%		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	5	4	0	0	0	0
Number Scoring 55-100	5	#	0	0	0	0
Number Scoring 65-100	5	#	0	0	0	0
Number Scoring 85-100	2	#	0	0	0	0
Percentage of Tested Scoring 55-100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	40%	#	0%	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	33	37	37	1	0	0
Number Scoring 55-100	33	37	36	#	0	0
Number Scoring 65-100	31	36	35	#	0	0
Number Scoring 85-100	14	17	16	#	0	0
Percentage of Tested Scoring 55-100	100%	100%	97%	#	0%	0%
Percentage of Tested Scoring 65-100	94%	97%	95%	#	0%	0%
Percentage of Tested Scoring 85-100	42%	46%	43%	#	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	118	8%	34%	53%	6%
	Students with Disabilities	20	40%	45%	15%	0%
	All Students	138	12%	36%	47%	5%

(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	63	63	63	7	7	7	70	70	70
Number Scoring 55–64	6	11	5	2	0	0	8	11	5
Number Scoring 65–84	34	31	36	1	3	4	35	34	40
Number Scoring 85–100	12	16	20	0	0	0	12	16	20
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		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 2-4)						
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 5-6)						
Number Tested		4	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		4	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		12	13		0	1
Beginning		3	4		0	#
Intermediate		1	3		0	#
Advanced		6	6		0	#
Proficient		2	0		0	#
Reading and Writing (Grade 7-8)						
Number Tested		12	13		0	1
Beginning		3	3		0	#
Intermediate		6	5		0	#
Advanced		2	4		0	#
Proficient		1	1		0	#
Listening and Speaking (Grade 9-12)						
Number Tested		10	13		0	0
Beginning		3	1		0	0
Intermediate		6	9		0	0
Advanced		1	2		0	0
Proficient		0	1		0	0
Reading and Writing (Grade 9-12)						
Number Tested		10	13		0	0
Beginning		6	3		0	0
Intermediate		4	7		0	0
Advanced		0	3		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)