

New York State School Report Card Comprehensive Information Report

BEDS Code: 59-05-01-06-0002
 Name: Fallsburg Junior Senior High School
 Principal: Albert Larson

Grade Range : 6-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	116	146	108
Ungraded Elementary	0	0	0
Seventh	124	131	156
Eighth	95	112	138
Ninth	127	108	124
Tenth	97	111	95
Eleventh	68	84	94
Twelfth	82	80	82
Ungraded Secondary	1	0	0
Total K-12 Enrollment	710	772	797

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	10	1.4%	8	1.0%	9	1.1%
Black (Not Hispanic)	139	19.6%	157	20.3%	124	15.6%
Hispanic	117	16.5%	132	17.1%	151	18.9%
White (Not Hispanic)	444	62.5%	475	61.5%	513	64.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	19	21	25
Mathematics Grade 8	20	21	25
Science Grade 8	20	21	25
Social Studies Grade 8	16	22	25
English Grade 10	17	17	18
Mathematics Grade 10	20	18	16
Science Grade 10	14	24	18
Social Studies Grade 10	18	20	18

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	19	2.7%	24	3.1%	23	2.9%
Eligible for Free Lunch	245	34.5%	238	30.8%	293	36.8%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.3%		92.9%		95.6%
Student Suspensions	147	24.8%	155	21.8%	141	18.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	11.1%	9.8%	12.2%
Public Assistance	51-60%	51-60%	1-10%
Student Stability	99%	86%	94%

Staff Counts

Staff	2003-04
Total Teachers	68
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	4

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	70	37	53%	56	33	59%	63	37	59%
Students with Disabilities	2	0	0%	5	2	40%	4	0	0%
All Students	72	37	51%	61	35	57%	67	37	55%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	26	27	0	3	11	0
Percent	39%	40%	0%	4%	16%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
4	0	2	6

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	3		10		12	3.5%
	Entered GED Program*	2		11		22	6.5%
	Total Noncompleters	5		21		34	10.0%
Students with Disabilities	Dropped Out	0		2		1	1.6%
	Entered GED Program*	0		0		4	6.6%
	Total Noncompleters	0		2		5	8.2%
All Students	Dropped Out	3	0.8%	12	3.1%	13	3.3%
	Entered GED Program*	2	0.5%	11	2.9%	26	6.5%
	Total Noncompleters	5	1.3%	23	6.0%	39	9.8%

*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	335	389	341
	Number of Students with Disabilities	0	0	61
	Number of All Students	335	389	402
	Percent of Enrollment	100%	100%	100%
9-12	Number of General-Education Students	374	383	332
	Number of Students with Disabilities	0	0	47
	Number of All Students	374	383	379
	Percent of Enrollment	100%	100%	96%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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%	71	92%	83	72%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	3	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	13	92%	3	#
Science	0	0%	2	#	1	#
Reading	1	#	4	#	0	0%
Writing	1	#	4	#	0	0%
Global Studies	0	0%	6	50%	3	#
U.S. Hist & Gov't	0	0%	5	80%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	6	100%	2	#
Science	1	#	1	#	2	#
Reading	0	0%	2	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	5	60%	5	20%
U.S. Hist & Gov't	1	#	4	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	79	60	67	4	3	4
Number Scoring 55-100	76	56	59	#	#	#
Number Scoring 65-100	67	55	50	#	#	#
Number Scoring 85-100	27	13	16	#	#	#
Percentage of Tested Scoring 55-100	96%	93%	88%	#	#	#
Percentage of Tested Scoring 65-100	85%	92%	75%	#	#	#
Percentage of Tested Scoring 85-100	34%	22%	24%	#	#	#
Mathematics A						
Number Tested	54	81	106	0	8	11
Number Scoring 55-100	49	43	99	0	2	9
Number Scoring 65-100	45	28	87	0	1	5
Number Scoring 85-100	17	2	11	0	0	0
Percentage of Tested Scoring 55-100	91%	53%	93%	0%	25%	82%
Percentage of Tested Scoring 65-100	83%	35%	82%	0%	12%	45%
Percentage of Tested Scoring 85-100	31%	2%	10%	0%	0%	0%
Mathematics B						
Number Tested	17	42	40	0	0	0
Number Scoring 55-100	14	23	31	0	0	0
Number Scoring 65-100	12	13	19	0	0	0
Number Scoring 85-100	2	1	4	0	0	0
Percentage of Tested Scoring 55-100	82%	55%	78%	0%	0%	0%
Percentage of Tested Scoring 65-100	71%	31%	47%	0%	0%	0%
Percentage of Tested Scoring 85-100	12%	2%	10%	0%	0%	0%
Global History and Geography						
Number Tested	69	86	84	7	5	6
Number Scoring 55-100	68	65	67	7	2	6
Number Scoring 65-100	56	54	46	1	0	2
Number Scoring 85-100	10	13	10	0	0	0
Percentage of Tested Scoring 55-100	99%	76%	80%	100%	40%	100%
Percentage of Tested Scoring 65-100	81%	63%	55%	14%	0%	33%
Percentage of Tested Scoring 85-100	14%	15%	12%	0%	0%	0%
U.S. History and Government						
Number Tested	51	83	71	3	6	3
Number Scoring 55-100	45	78	67	#	4	#
Number Scoring 65-100	33	68	56	#	3	#
Number Scoring 85-100	9	19	18	#	1	#
Percentage of Tested Scoring 55-100	88%	94%	94%	#	67%	#
Percentage of Tested Scoring 65-100	65%	82%	79%	#	50%	#
Percentage of Tested Scoring 85-100	18%	23%	25%	#	17%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	85	26	98	6	4	10
Number Scoring 55-100	84	25	85	6	#	7
Number Scoring 65-100	76	21	73	4	#	5
Number Scoring 85-100	19	2	17	0	#	0
Percentage of Tested Scoring 55-100	99%	96%	87%	100%	#	70%
Percentage of Tested Scoring 65-100	89%	81%	74%	67%	#	50%
Percentage of Tested Scoring 85-100	22%	8%	17%	0%	#	0%
Physical Setting/Earth Science						
Number Tested	46	36	37	1	1	1
Number Scoring 55-100	46	36	36	#	#	#
Number Scoring 65-100	44	31	32	#	#	#
Number Scoring 85-100	15	9	7	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	97%	#	#	#
Percentage of Tested Scoring 65-100	96%	86%	86%	#	#	#
Percentage of Tested Scoring 85-100	33%	25%	19%	#	#	#
Physical Setting/Chemistry						
Number Tested	44	35	44	1	0	2
Number Scoring 55-100	42	33	38	#	0	#
Number Scoring 65-100	29	27	31	#	0	#
Number Scoring 85-100	2	3	3	#	0	#
Percentage of Tested Scoring 55-100	95%	94%	86%	#	0%	#
Percentage of Tested Scoring 65-100	66%	77%	70%	#	0%	#
Percentage of Tested Scoring 85-100	5%	9%	7%	#	0%	#
Physical Setting/Physics						
Number Tested			15			0
Number Scoring 55-100			13			0
Number Scoring 65-100			10			0
Number Scoring 85-100			1			0
Percentage of Tested Scoring 55-100			87%			0%
Percentage of Tested Scoring 65-100			67%			0%
Percentage of Tested Scoring 85-100			7%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	21	5	4	0	0	0
Number Scoring 55-100	21	5	#	0	0	0
Number Scoring 65-100	20	5	#	0	0	0
Number Scoring 85-100	7	2	#	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	95%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	40%	#	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	56	33	37	1	1	0
Number Scoring 55-100	55	33	37	#	#	0
Number Scoring 65-100	53	31	36	#	#	0
Number Scoring 85-100	23	14	17	#	#	0
Percentage of Tested Scoring 55-100	98%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	95%	94%	97%	#	#	0%
Percentage of Tested Scoring 85-100	41%	42%	46%	#	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	12	0	0	1	0	0
Number Scoring 55-100	5	0	0	#	0	0
Number Scoring 65-100	5	0	0	#	0	0
Number Scoring 85-100	0	0	0	#	0	0
Percentage of Tested Scoring 55-100	42%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	42%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	13	92%
Students with Disabilities	0	0%	0	0%	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	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 2004	General-Education Students	98	5%	61%	32%	2%
	Students with Disabilities	19	58%	42%	0%	0%
	All Students	117	14%	58%	26%	2%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	68	68	68	11	11	11	79	79	79
Number Scoring 55–64	2	0	1	3	0	0	5	0	1
Number Scoring 65–84	43	32	37	2	3	4	45	35	41
Number Scoring 85–100	9	17	18	0	1	0	9	18	18
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade K-1)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 2-4)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			12			0
Beginning (0-18)			3			0
Intermediate (19-31)			1			0
Advanced (32-36)			6			0
Proficient (37-39)			2			0
Reading and Writing (Grade 7-8)						
Number Tested			12			0
Beginning (0-14)			3			0
Intermediate (15-24)			6			0
Advanced (25-32)			2			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 9-12)						
Number Tested			10			0
Beginning (0-18)			3			0
Intermediate (19-31)			6			0
Advanced (32-36)			1			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			10			0
Beginning (0-14)			6			0
Intermediate (15-24)			4			0
Advanced (25-32)			0			0
Proficient (33-35)			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)