

# New York State School Report Card Comprehensive Information Report

BEDS Code: 06-11-01-04-0007

Grade Range : 9-12

Name: Falconer High School

Principal: Charles Nebral

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	0	0	0
Eighth	0	0	0
Ninth	134	107	124
Tenth	110	123	119
Eleventh	138	101	118
Twelfth	109	116	100
Ungraded Secondary	0	0	0
Total K-12 Enrollment	491	447	461

## 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	2	0.4%	2	0.4%	4	0.9%
Black (Not Hispanic)	4	0.8%	3	0.7%	5	1.1%
Hispanic	1	0.2%	0	0.0%	1	0.2%
White (Not Hispanic)	484	98.6%	442	98.9%	451	97.8%

## Average Class Size

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

(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

	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	39	7.9%	46	10.3%	50	10.9%

### 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		96.8%		95.1%		95.0%
Student Suspensions	34	7.0%	27	5.5%	35	7.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.5%	11.0%	8.0%
Public Assistance	11-20%	21-30%	11-20%
Student Stability	94%	98%	92%

### Staff Counts

Staff	2002–2003
Total Teachers	23
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	97	53	55%	97	67	69%	86	53	62%
Students with Disabilities	4	0	0%	6	1	17%	3	0	0%
All Students	101	53	52%	103	68	66%	89	53	60%

\*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	21	43	9	3	13	0
Percent	24%	48%	10%	3%	15%	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)
3	0	0	3

\*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			8		19	
	Entered GED Program*			10		8	
	Total Noncompleters			18		27	
Students with Disabilities	Dropped Out			0		3	
	Entered GED Program*			0		1	
	Total Noncompleters			0		4	
All Students	Dropped Out	11	2.2%	8	1.8%	22	4.8%
	Entered GED Program*	14	2.9%	10	2.2%	9	2.0%
	Total Noncompleters	25	5.1%	18	4.0%	31	6.7%

\*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		447	417
	Number of Students with Disabilities		0	44
	Number of All Students		447	461
	Percent of Enrollment		100%	100%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	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%	2	#	1	#

### 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	2	#	0	0%	5	80%
Science	3	#	1	#	0	0%
Reading	0	0%	2	#	3	#
Writing	0	0%	3	#	2	#
Global Studies	5	40%	0	0%	1	#
U.S. Hist & Gov't	8	75%	1	#	3	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	89%	7	43%	22	64%
Science	9	78%	1	#	8	50%
Reading	1	#	3	#	14	79%
Writing	2	#	4	#	13	92%
Global Studies	8	50%	1	#	4	#
U.S. Hist & Gov't	3	#	1	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	120	100	104	9	5	5
Number Scoring 55–100	117	93	100	7	4	4
Number Scoring 65–100	107	85	96	6	3	3
Number Scoring 85–100	18	31	29	0	0	0
Percentage of Tested Scoring 55–100	97%	93%	96%	78%	80%	80%
Percentage of Tested Scoring 65–100	89%	85%	92%	67%	60%	60%
Percentage of Tested Scoring 85–100	15%	31%	28%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	28	153	124	0	8	7
Number Scoring 55–100	4	94	110	0	2	6
Number Scoring 65–100	1	73	95	0	1	4
Number Scoring 85–100	0	14	39	0	0	0
Percentage of Tested Scoring 55–100	14%	61%	89%	0%	25%	86%
Percentage of Tested Scoring 65–100	4%	48%	77%	0%	12%	57%
Percentage of Tested Scoring 85–100	0%	9%	31%	0%	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	121	135	120	12	8	8
Number Scoring 55–100	116	125	106	10	5	6
Number Scoring 65–100	95	107	99	6	4	5
Number Scoring 85–100	15	28	42	0	0	0
Percentage of Tested Scoring 55–100	96%	93%	88%	83%	62%	75%
Percentage of Tested Scoring 65–100	79%	79%	82%	50%	50%	62%
Percentage of Tested Scoring 85–100	12%	21%	35%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	115	114	113	8	5	6
Number Scoring 55–100	101	108	109	6	4	5
Number Scoring 65–100	90	97	101	5	4	4
Number Scoring 85–100	47	19	42	3	1	1
Percentage of Tested Scoring 55–100	88%	95%	96%	75%	80%	83%
Percentage of Tested Scoring 65–100	78%	85%	89%	62%	80%	67%
Percentage of Tested Scoring 85–100	41%	17%	37%	38%	20%	17%

(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	98	110	103	6	7	7
Number Scoring 55–100	98	110	103	6	7	7
Number Scoring 65–100	95	108	102	5	7	7
Number Scoring 85–100	11	55	35	0	1	0
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	97%	98%	99%	83%	100%	100%
Percentage of Tested Scoring 85–100	11%	50%	34%	0%	14%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	129	122	129	10	6	13
Number Scoring 55–100	115	114	110	6	6	7
Number Scoring 65–100	98	97	95	4	3	3
Number Scoring 85–100	35	20	38	1	0	0
Percentage of Tested Scoring 55–100	89%	93%	85%	60%	100%	54%
Percentage of Tested Scoring 65–100	76%	80%	74%	40%	50%	23%
Percentage of Tested Scoring 85–100	27%	16%	29%	10%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		50	48		0	0
Number Scoring 55–100		50	44		0	0
Number Scoring 65–100		45	29		0	0
Number Scoring 85–100		6	4		0	0
Percentage of Tested Scoring 55–100		100%	92%		0%	0%
Percentage of Tested Scoring 65–100		90%	60%		0%	0%
Percentage of Tested Scoring 85–100		12%	8%		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	15	17	8	0	0	0
Number Scoring 55–100	14	17	8	0	0	0
Number Scoring 65–100	14	16	8	0	0	0
Number Scoring 85–100	3	1	4	0	0	0
Percentage of Tested Scoring 55–100	93%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	20%	6%	50%	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	44	52	61	0	0	0
Number Scoring 55–100	44	51	61	0	0	0
Number Scoring 65–100	38	49	59	0	0	0
Number Scoring 85–100	19	25	31	0	0	0
Percentage of Tested Scoring 55–100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	86%	94%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	43%	48%	51%	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	85	113	1	3	2	0
Number Scoring 55–100	78	93	#	#	#	0
Number Scoring 65–100	74	79	#	#	#	0
Number Scoring 85–100	19	22	#	#	#	0
Percentage of Tested Scoring 55–100	92%	82%	#	#	#	0%
Percentage of Tested Scoring 65–100	87%	70%	#	#	#	0%
Percentage of Tested Scoring 85–100	22%	19%	#	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	58	53	58	0	1	0
Number Scoring 55–100	57	50	46	0	#	0
Number Scoring 65–100	56	47	38	0	#	0
Number Scoring 85–100	34	26	17	0	#	0
Percentage of Tested Scoring 55–100	98%	94%	79%	0%	#	0%
Percentage of Tested Scoring 65–100	97%	89%	66%	0%	#	0%
Percentage of Tested Scoring 85–100	59%	49%	29%	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	55	100%	75	99%	86	94%
Students with Disabilities	6	50%	8	100%	14	43%

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	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
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	92	92	92	3	3	3	95	95	95
Number Scoring 55–64	#	#	#	#	#	#	6	9	0
Number Scoring 65–84	#	#	#	#	#	#	66	59	76
Number Scoring 85–100	#	#	#	#	#	#	16	19	17
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)