

New York State School Report Card Comprehensive Information Report

BEDS Code : 66-01-02-06-0006
 Name : Fox Lane High School
 Principal: Dr. Stephen Falcone

Grade Range : 9-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
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	251	239	291
Tenth	276	250	254
Eleventh	210	261	238
Twelfth	225	210	275
Ungraded Secondary	15	18	16
Total K-12 Enrollment	977	978	1074

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	48	4.9%	46	4.7%	49	4.6%
Black (Not Hispanic)	72	7.4%	73	7.5%	84	7.8%
Hispanic	135	13.8%	150	15.3%	174	16.2%
White (Not Hispanic)	722	73.9%	709	72.5%	767	71.4%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
66	6.8%	108	11.0%	70	6.5%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
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	22	21	19
Mathematics Grade 10	20	19	21
Science Grade 10	25	23	22
Social Studies Grade 10	19	18	17

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
54	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. 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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.2%		95.8%		95.6%
Student Suspensions	66	7.1%	105	10.8%	106	10.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	1999–2000	2000–2001	2001–2002
Free Lunch	8.5%	9.7%	7.2%
Reduced Lunch	2.1%	4.1%	3.2%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	93%	98%	95%

Staff Counts

Staff	2001–2002
Total Teachers	103
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching out of Certification*	13
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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	205	141	69%	193	120	62%	211	156	74%
Students with Disabilities	15	1	7%	12	2	17%	36	7	19%
All Students	220	142	65%	205	122	60%	247	163	66%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	194	37	1	2	13	0
Percent	79%	15%	0%	1%	5%	0%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
36	7	7	43

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					80	7.4%
	Entered GED Program*					2	0.2%
	Total Noncompleters					82	7.6%
Students with Disabilities	Dropped Out					9	0.8%
	Entered GED Program*					0	0.0%
	Total Noncompleters					9	0.8%
All Students	Dropped Out	19	1.9%	9	0.9%	89	8.3%
	Entered GED Program*	3	0.3%	5	0.5%	2	0.2%
	Total Noncompleters	22	2.3%	14	1.4%	91	8.5%

*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)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	77%	3	#	8	12%
Science	29	59%	1	#	5	0%
Reading	1	#	0	0%	6	17%
Writing	3	#	0	0%	6	83%
Global Studies	6	17%	3	#	4	#
U.S. Hist & Gov't	12	67%	5	20%	10	20%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	60%	19	89%	16	0%
Science	15	53%	7	43%	7	14%
Reading	4	75%	3	#	6	33%
Writing	5	100%	1	#	6	100%
Global Studies	6	50%	2	#	2	#
U.S. Hist & Gov't	10	30%	7	43%	8	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	204	264	203	22	33	21
Number Scoring 55–100	203	262	199	21	32	20
Number Scoring 65–100	185	247	189	15	26	17
Number Scoring 85–100	65	125	155	0	1	9
Percentage of Tested Scoring 55–100	100%	99%	98%	95%	97%	95%
Percentage of Tested Scoring 65–100	91%	94%	93%	68%	79%	81%
Percentage of Tested Scoring 85–100	32%	47%	76%	0%	3%	43%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	44	15	0	12	8	0
Number Scoring 55–100	33	5	0	9	2	0
Number Scoring 65–100	28	4	0	8	2	0
Number Scoring 85–100	4	2	0	1	1	0
Percentage of Tested Scoring 55–100	75%	33%	0%	75%	25%	0%
Percentage of Tested Scoring 65–100	64%	27%	0%	67%	25%	0%
Percentage of Tested Scoring 85–100	9%	13%	0%	8%	12%	0%
Mathematics A						
Number Tested	0	262	99	0	46	9
Number Scoring 55–100	0	235	73	0	36	4
Number Scoring 65–100	0	204	57	0	20	2
Number Scoring 85–100	0	67	51	0	3	0
Percentage of Tested Scoring 55–100	0%	90%	74%	0%	78%	44%
Percentage of Tested Scoring 65–100	0%	78%	58%	0%	43%	22%
Percentage of Tested Scoring 85–100	0%	26%	52%	0%	7%	0%
Global Studies (last administered January 2000)						
Number Tested	237			23		
Number Scoring 55–100	236			23		
Number Scoring 65–100	223			17		
Number Scoring 85–100	137			4		
Percentage of Tested Scoring 55–100	100%			100%		
Percentage of Tested Scoring 65–100	94%			74%		
Percentage of Tested Scoring 85–100	58%			17%		
Global History and Geography (first administered June 2000)						
Number Tested	0	219	222	0	24	27
Number Scoring 55–100	0	218	215	0	23	26
Number Scoring 65–100	0	216	211	0	22	26
Number Scoring 85–100	0	146	122	0	6	4
Percentage of Tested Scoring 55–100	0%	100%	97%	0%	96%	96%
Percentage of Tested Scoring 65–100	0%	99%	95%	0%	92%	96%
Percentage of Tested Scoring 85–100	0%	67%	55%	0%	25%	15%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	201	22		14	3	
Number Scoring 55–100	189	19		9	#	
Number Scoring 65–100	166	13		6	#	
Number Scoring 85–100	76	2		1	#	
Percentage of Tested Scoring 55–100	94%	86%		64%	#	
Percentage of Tested Scoring 65–100	83%	59%		43%	#	
Percentage of Tested Scoring 85–100	38%	9%		7%	#	
U.S. History and Government (first administered June 2001)						
Number Tested		233	198		27	21
Number Scoring 55–100		225	195		24	19
Number Scoring 65–100		211	184		20	19
Number Scoring 85–100		128	80		5	2
Percentage of Tested Scoring 55–100		97%	98%		89%	90%
Percentage of Tested Scoring 65–100		91%	93%		74%	90%
Percentage of Tested Scoring 85–100		55%	40%		19%	10%
Living Environment (first administered June 2001)						
Number Tested		195	221		24	21
Number Scoring 55–100		195	221		24	21
Number Scoring 65–100		191	221		23	21
Number Scoring 85–100		89	99		3	3
Percentage of Tested Scoring 55–100		100%	100%		100%	100%
Percentage of Tested Scoring 65–100		98%	100%		96%	100%
Percentage of Tested Scoring 85–100		46%	45%		12%	14%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		146	141		39	26
Number Scoring 55–100		130	137		28	26
Number Scoring 65–100		116	128		20	25
Number Scoring 85–100		30	37		1	6
Percentage of Tested Scoring 55–100		89%	97%		72%	100%
Percentage of Tested Scoring 65–100		79%	91%		51%	96%
Percentage of Tested Scoring 85–100		21%	26%		3%	23%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	256	278	205	232	243
2001	253	254	262	207	244
2002	314	261	231	273	270

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	50	48	38	27	41
2001	40	33	39	19	33
2002	44	43	29	47	41

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	243	244	270	41	33	41
Comprehensive French						
Number Tested	57	43	44	0	0	0
Number Scoring 55–100	57	43	44	0	0	0
Number Scoring 65–100	57	43	44	0	0	0
Number Scoring 85–100	45	38	18	0	0	0
Percentage of AGE Tested	23%	18%	16%	0%	0%	0%
Percentage of AGE Scoring 55–100	23%	18%	16%	0%	0%	0%
Percentage of AGE Scoring 65–100	23%	18%	16%	0%	0%	0%
Percentage of AGE Scoring 85–100	19%	16%	7%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	28	0	0	0
Number Scoring 55–100	0	0	28	0	0	0
Number Scoring 65–100	0	0	28	0	0	0
Number Scoring 85–100	0	0	27	0	0	0
Percentage of AGE Tested	0%	0%	10%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	10%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	10%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	10%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	243	244	270	41	33	41
Comprehensive Spanish						
Number Tested	119	157	124	0	2	2
Number Scoring 55–100	119	157	123	0	#	#
Number Scoring 65–100	118	156	123	0	#	#
Number Scoring 85–100	77	133	97	0	#	#
Percentage of AGE Tested	49%	64%	46%	0%	#	#
Percentage of AGE Scoring 55–100	49%	64%	46%	0%	#	#
Percentage of AGE Scoring 65–100	49%	64%	46%	0%	#	#
Percentage of AGE Scoring 85–100	32%	55%	36%	0%	#	#
Percentage of Tested Scoring 65–100	99%	99%	99%	0%	#	#
Comprehensive Latin						
Number Tested	36	33	22	0	0	1
Number Scoring 55–100	36	33	22	0	0	#
Number Scoring 65–100	36	33	22	0	0	#
Number Scoring 85–100	36	33	22	0	0	#
Percentage of AGE Tested	15%	14%	8%	0%	0%	#
Percentage of AGE Scoring 55–100	15%	14%	8%	0%	0%	#
Percentage of AGE Scoring 65–100	15%	14%	8%	0%	0%	#
Percentage of AGE Scoring 85–100	15%	14%	8%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	243	244	270	41	33	41
Sequential Mathematics, Course II						
Number Tested	259	59	378	29	9	35
Number Scoring 55–100	193	47	321	17	6	24
Number Scoring 65–100	174	40	284	13	4	15
Number Scoring 85–100	75	8	87	4	0	4
Percentage of AGE Tested	107%	24%	140%	71%	27%	85%
Percentage of AGE Scoring 55–100	79%	19%	119%	41%	18%	59%
Percentage of AGE Scoring 65–100	72%	16%	105%	32%	12%	37%
Percentage of AGE Scoring 85–100	31%	3%	32%	10%	0%	10%
Percentage of Tested Scoring 65–100	67%	68%	75%	45%	44%	43%
Sequential Mathematics, Course III						
Number Tested	169	265	0	14	13	0
Number Scoring 55–100	155	242	0	13	12	0
Number Scoring 65–100	147	211	0	10	11	0
Number Scoring 85–100	90	96	0	3	5	0
Percentage of AGE Tested	70%	109%	0%	34%	39%	0%
Percentage of AGE Scoring 55–100	64%	99%	0%	32%	36%	0%
Percentage of AGE Scoring 65–100	60%	86%	0%	24%	33%	0%
Percentage of AGE Scoring 85–100	37%	39%	0%	7%	15%	0%
Percentage of Tested Scoring 65–100	87%	80%	0%	71%	85%	0%
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	243	244	270	41	33	41
Earth Science (last administered January 2001)						
Number Tested	0	1		0	0	
Number Scoring 55–100	0	#		0	0	
Number Scoring 65–100	0	#		0	0	
Number Scoring 85–100	0	#		0	0	
Percentage of AGE Tested	0%	#		0%	0%	
Percentage of AGE Scoring 55–100	0%	#		0%	0%	
Percentage of AGE Scoring 65–100	0%	#		0%	0%	
Percentage of AGE Scoring 85–100	0%	#		0%	0%	
Percentage of Tested Scoring 65–100	0%	#		0%	0%	
Biology (last administered January 2001)						
Number Tested	206	5		20	2	
Number Scoring 55–100	202	5		17	#	
Number Scoring 65–100	190	4		11	#	
Number Scoring 85–100	88	0		0	#	
Percentage of AGE Tested	85%	2%		49%	#	
Percentage of AGE Scoring 55–100	83%	2%		41%	#	
Percentage of AGE Scoring 65–100	78%	2%		27%	#	
Percentage of AGE Scoring 85–100	36%	0%		0%	#	
Percentage of Tested Scoring 65–100	92%	80%		55%	#	
Chemistry (last administered January 2002)						
Number Tested	163	174	0	7	9	0
Number Scoring 55–100	160	172	0	5	8	0
Number Scoring 65–100	155	157	0	5	7	0
Number Scoring 85–100	75	67	0	2	0	0
Percentage of AGE Tested	67%	71%	0%	17%	27%	0%
Percentage of AGE Scoring 55–100	66%	70%	0%	12%	24%	0%
Percentage of AGE Scoring 65–100	64%	64%	0%	12%	21%	0%
Percentage of AGE Scoring 85–100	31%	27%	0%	5%	0%	0%
Percentage of Tested Scoring 65–100	95%	90%	0%	71%	78%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	243	244	270	41	33	41
Physics (last administered January 2002)						
Number Tested	105	103	0	15	8	0
Number Scoring 55–100	103	102	0	15	7	0
Number Scoring 65–100	93	95	0	14	5	0
Number Scoring 85–100	34	42	0	2	1	0
Percentage of AGE Tested	43%	42%	0%	37%	24%	0%
Percentage of AGE Scoring 55–100	42%	42%	0%	37%	21%	0%
Percentage of AGE Scoring 65–100	38%	39%	0%	34%	15%	0%
Percentage of AGE Scoring 85–100	14%	17%	0%	5%	3%	0%
Percentage of Tested Scoring 65–100	89%	92%	0%	93%	62%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			165			13
Number Scoring 55–100			162			13
Number Scoring 65–100			142			8
Number Scoring 85–100			26			1
Percentage of AGE Tested			61%			32%
Percentage of AGE Scoring 55–100			60%			32%
Percentage of AGE Scoring 65–100			53%			20%
Percentage of AGE Scoring 85–100			10%			2%
Percentage of Tested Scoring 65–100			86%			62%
Physical Setting/Physics (first administered June 2002)						
Number Tested			108			7
Number Scoring 55–100			88			3
Number Scoring 65–100			71			1
Number Scoring 85–100			17			0
Percentage of AGE Tested			40%			17%
Percentage of AGE Scoring 55–100			33%			7%
Percentage of AGE Scoring 65–100			26%			2%
Percentage of AGE Scoring 85–100			6%			0%
Percentage of Tested Scoring 65–100			66%			14%

(Form – M)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	210	210	43	43	253	253
Number Scoring 55–64	5	6	8	5	13	11
Number Scoring 65–84	60	72	24	17	84	89
Number Scoring 85–100	130	114	4	7	134	121
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	220	30	250
Number Scoring 55–64	6	2	8
Number Scoring 65–84	84	15	99
Number Scoring 85–100	102	3	105
Approved Alternatives	0	0	0

(Form – O)