

# New York State School Report Card Comprehensive Information Report

BEDS Code: 59-05-01-06-0002  
 Name: Fallsburg Middle School-High School  
 Principal: Jacqueline O'Malley

Grade Range : 6-12

## 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	116	146
Ungraded Elementary	0	0	0
Seventh	124	124	131
Eighth	111	95	112
Ninth	103	127	108
Tenth	90	97	111
Eleventh	81	68	84
Twelfth	72	82	80
Ungraded Secondary	11	1	0
Total K-12 Enrollment	592	710	772

## 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	6	1.0%	10	1.4%	8	1.0%
Black (Not Hispanic)	120	20.3%	139	19.6%	157	20.3%
Hispanic	90	15.2%	117	16.5%	132	17.1%
White (Not Hispanic)	376	63.5%	444	62.5%	475	61.5%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	19	21
Mathematics Grade 8	21	20	21
Science Grade 8	21	20	21
Social Studies Grade 8	22	16	22
English Grade 10	17	17	17
Mathematics Grade 10	19	20	18
Science Grade 10	18	14	24
Social Studies Grade 10	20	18	20

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	19	2.7%	24	3.1%
Eligible for Free Lunch	209	35.3%	245	34.5%	238	30.8%

### 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		94.0%		93.3%		92.9%
Student Suspensions	107	18.9%	147	24.8%	155	21.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.0%	11.1%	9.8%
Public Assistance	51-60%	51-60%	51-60%
Student Stability	97%	99%	86%

### Staff Counts

Staff	2002–2003
Total Teachers	67
Total Other Professional Staff	9
Total Paraprofessionals	NA
Teaching Out of Certification*	6
Teachers with Temporary Licenses	1

\*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	48	21	44%	70	37	53%	56	33	59%
Students with Disabilities	5	0	0%	2	0	0%	5	2	40%
All Students	53	21	40%	72	37	51%	61	35	57%

\*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	26	25	1	2	6	1
Percent	43%	41%	2%	3%	10%	2%

## 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)
5	2	4	9

\*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			3		10	
	Entered GED Program*			2		11	
	Total Noncompleters			5		21	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			0		0	
	Total Noncompleters			0		2	
All Students	Dropped Out	6	1.7%	3	0.8%	12	3.1%
	Entered GED Program*	20	5.7%	2	0.5%	11	2.9%
	Total Noncompleters	26	7.4%	5	1.3%	23	6.0%

\*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		335	389
	Number of Students with Disabilities		0	0
	Number of All Students		335	389
	Percent of Enrollment		100%	100%
9-12	Number of General-Education Students		374	383
	Number of Students with Disabilities		0	0
	Number of All Students		374	383
	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	10	90%	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	66	74%	0	0%	71	92%

### 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	16	50%	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	0	0%	2	#	13	92%
Science	1	#	0	0%	2	#
Reading	0	0%	1	#	4	#
Writing	0	0%	1	#	4	#
Global Studies	0	0%	0	0%	6	50%
U.S. Hist & Gov't	0	0%	0	0%	5	80%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	2	#	6	100%
Science	6	33%	1	#	1	#
Reading	9	100%	0	0%	2	#
Writing	9	100%	0	0%	2	#
Global Studies	2	#	0	0%	5	60%
U.S. Hist & Gov't	3	#	1	#	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	79	79	60	8	4	3
Number Scoring 55–100	78	76	56	7	#	#
Number Scoring 65–100	70	67	55	3	#	#
Number Scoring 85–100	16	27	13	0	#	#
Percentage of Tested Scoring 55–100	99%	96%	93%	88%	#	#
Percentage of Tested Scoring 65–100	89%	85%	92%	38%	#	#
Percentage of Tested Scoring 85–100	20%	34%	22%	0%	#	#
<b>Mathematics A</b>						
Number Tested	34	54	81	0	0	8
Number Scoring 55–100	31	49	43	0	0	2
Number Scoring 65–100	29	45	28	0	0	1
Number Scoring 85–100	9	17	2	0	0	0
Percentage of Tested Scoring 55–100	91%	91%	53%	0%	0%	25%
Percentage of Tested Scoring 65–100	85%	83%	35%	0%	0%	12%
Percentage of Tested Scoring 85–100	26%	31%	2%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	17	42	0	0	0
Number Scoring 55–100	0	14	23	0	0	0
Number Scoring 65–100	0	12	13	0	0	0
Number Scoring 85–100	0	2	1	0	0	0
Percentage of Tested Scoring 55–100	0%	82%	55%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	71%	31%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	12%	2%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	75	69	86	5	7	5
Number Scoring 55–100	72	68	65	5	7	2
Number Scoring 65–100	64	56	54	3	1	0
Number Scoring 85–100	13	10	13	0	0	0
Percentage of Tested Scoring 55–100	96%	99%	76%	100%	100%	40%
Percentage of Tested Scoring 65–100	85%	81%	63%	60%	14%	0%
Percentage of Tested Scoring 85–100	17%	14%	15%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	80	51	83	9	3	6
Number Scoring 55–100	71	45	78	6	#	4
Number Scoring 65–100	53	33	68	1	#	3
Number Scoring 85–100	18	9	19	0	#	1
Percentage of Tested Scoring 55–100	89%	88%	94%	67%	#	67%
Percentage of Tested Scoring 65–100	66%	65%	82%	11%	#	50%
Percentage of Tested Scoring 85–100	23%	18%	23%	0%	#	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	93	85	26	6	6	4
Number Scoring 55–100	89	84	25	4	6	#
Number Scoring 65–100	80	76	21	1	4	#
Number Scoring 85–100	13	19	2	0	0	#
Percentage of Tested Scoring 55–100	96%	99%	96%	67%	100%	#
Percentage of Tested Scoring 65–100	86%	89%	81%	17%	67%	#
Percentage of Tested Scoring 85–100	14%	22%	8%	0%	0%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	51	46	36	1	1	1
Number Scoring 55–100	51	46	36	#	#	#
Number Scoring 65–100	47	44	31	#	#	#
Number Scoring 85–100	23	15	9	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	92%	96%	86%	#	#	#
Percentage of Tested Scoring 85–100	45%	33%	25%	#	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		44	35		1	0
Number Scoring 55–100		42	33		#	0
Number Scoring 65–100		29	27		#	0
Number Scoring 85–100		2	3		#	0
Percentage of Tested Scoring 55–100		95%	94%		#	0%
Percentage of Tested Scoring 65–100		66%	77%		#	0%
Percentage of Tested Scoring 85–100		5%	9%		#	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	12	21	5	0	0	0
Number Scoring 55–100	12	21	5	0	0	0
Number Scoring 65–100	11	20	5	0	0	0
Number Scoring 85–100	7	7	2	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	58%	33%	40%	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	36	56	33	0	1	1
Number Scoring 55–100	36	55	33	0	#	#
Number Scoring 65–100	36	53	31	0	#	#
Number Scoring 85–100	24	23	14	0	#	#
Percentage of Tested Scoring 55–100	100%	98%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	95%	94%	0%	#	#
Percentage of Tested Scoring 85–100	67%	41%	42%	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	67	7	0	0	0	0
Number Scoring 55–100	50	5	0	0	0	0
Number Scoring 65–100	39	5	0	0	0	0
Number Scoring 85–100	15	1	0	0	0	0
Percentage of Tested Scoring 55–100	75%	71%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	58%	71%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	22%	14%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	46	12	0	0	1	0
Number Scoring 55–100	29	5	0	0	#	0
Number Scoring 65–100	25	5	0	0	#	0
Number Scoring 85–100	8	0	0	0	#	0
Percentage of Tested Scoring 55–100	63%	42%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	54%	42%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	17%	0%	0%	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	33	100%	0	0%	0	0%
Students with Disabilities	14	50%	0	0%	0	0%

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	92	7%	55%	37%	1%
	Students with Disabilities	18	33%	56%	11%	0%
	All Students	110	11%	55%	33%	1%

(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	69	69	69	10	10	10	79	79	79
Number Scoring 55–64	6	10	8	2	1	3	8	11	11
Number Scoring 65–84	39	36	45	3	1	2	42	37	47
Number Scoring 85–100	12	11	5	0	0	0	12	11	5
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)