

# New York State School Report Card Comprehensive Information Report

BEDS Code: 66-01-02-06-0006

Grade Range : 9-12

Name: Fox Lane High School

Principal: Stephen Falcone

## 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	239	291	301
Tenth	250	254	302
Eleventh	261	238	240
Twelfth	210	275	223
Ungraded Secondary	18	16	39
Total K-12 Enrollment	978	1074	1105

## 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	46	4.7%	49	4.6%	44	4.0%
Black (Not Hispanic)	73	7.5%	84	7.8%	81	7.3%
Hispanic	150	15.3%	174	16.2%	194	17.6%
White (Not Hispanic)	709	72.5%	767	71.4%	786	71.1%

## 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	21	19	23
Mathematics Grade 10	19	21	19
Science Grade 10	23	22	14
Social Studies Grade 10	18	17	18

(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).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	108	11.0%	70	6.5%	60	5.4%
Eligible for Free Lunch	95	9.7%	77	7.2%	113	10.2%

### 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		95.8%		95.6%		95.4%
Student Suspensions	105	10.8%	106	10.8%	113	10.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.1%	3.2%	5.3%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	98%	95%	99%

### Staff Counts

Staff	2002–2003
Total Teachers	108
Total Other Professional Staff	17
Total Paraprofessionals	NA
Teaching Out of Certification*	6
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	193	120	62%	211	156	74%	189	144	76%
Students with Disabilities	12	2	17%	36	7	19%	25	9	36%
All Students	205	122	60%	247	163	66%	214	153	71%

\*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	181	18	0	1	9	5
Percent	85%	8%	0%	0%	4%	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)
25	9	5	30

\*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			80		4	
	Entered GED Program*			2		3	
	Total Noncompleters			82		7	
Students with Disabilities	Dropped Out			9		0	
	Entered GED Program*			0		1	
	Total Noncompleters			9		1	
All Students	Dropped Out	9	0.9%	89	8.3%	4	0.4%
	Entered GED Program*	5	0.5%	2	0.2%	4	0.4%
	Total Noncompleters	14	1.4%	91	8.5%	8	0.7%

\*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## Second Language Proficiency Examinations

### General-Education Students

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%

### 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	3	#	8	12%	17	24%
Science	1	#	5	0%	10	30%
Reading	0	0%	6	17%	6	0%
Writing	0	0%	6	83%	7	71%
Global Studies	3	#	4	#	10	0%
U.S. Hist & Gov't	5	20%	10	20%	7	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	89%	16	0%	33	30%
Science	7	43%	7	14%	27	30%
Reading	3	#	6	33%	11	9%
Writing	1	#	6	100%	11	73%
Global Studies	2	#	2	#	12	0%
U.S. Hist & Gov't	7	43%	8	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	264	203	234	33	21	28
Number Scoring 55–100	262	199	225	32	20	25
Number Scoring 65–100	247	189	220	26	17	23
Number Scoring 85–100	125	155	155	1	9	7
Percentage of Tested Scoring 55–100	99%	98%	96%	97%	95%	89%
Percentage of Tested Scoring 65–100	94%	93%	94%	79%	81%	82%
Percentage of Tested Scoring 85–100	47%	76%	66%	3%	43%	25%
<b>Mathematics A</b>						
Number Tested	262	99	287	46	9	35
Number Scoring 55–100	235	73	265	36	4	30
Number Scoring 65–100	204	57	249	20	2	25
Number Scoring 85–100	67	51	138	3	0	6
Percentage of Tested Scoring 55–100	90%	74%	92%	78%	44%	86%
Percentage of Tested Scoring 65–100	78%	58%	87%	43%	22%	71%
Percentage of Tested Scoring 85–100	26%	52%	48%	7%	0%	17%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	173	0	0	9
Number Scoring 55–100	0	0	149	0	0	7
Number Scoring 65–100	0	0	137	0	0	6
Number Scoring 85–100	0	0	48	0	0	1
Percentage of Tested Scoring 55–100	0%	0%	86%	0%	0%	78%
Percentage of Tested Scoring 65–100	0%	0%	79%	0%	0%	67%
Percentage of Tested Scoring 85–100	0%	0%	28%	0%	0%	11%
<b>Global History and Geography</b>						
Number Tested	219	222	264	24	27	36
Number Scoring 55–100	218	215	253	23	26	34
Number Scoring 65–100	216	211	248	22	26	33
Number Scoring 85–100	146	122	166	6	4	15
Percentage of Tested Scoring 55–100	100%	97%	96%	96%	96%	94%
Percentage of Tested Scoring 65–100	99%	95%	94%	92%	96%	92%
Percentage of Tested Scoring 85–100	67%	55%	63%	25%	15%	42%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	233	198	226	27	21	27
Number Scoring 55–100	225	195	222	24	19	27
Number Scoring 65–100	211	184	216	20	19	25
Number Scoring 85–100	128	80	141	5	2	10
Percentage of Tested Scoring 55–100	97%	98%	98%	89%	90%	100%
Percentage of Tested Scoring 65–100	91%	93%	96%	74%	90%	93%
Percentage of Tested Scoring 85–100	55%	40%	62%	19%	10%	37%

(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	195	221	241	24	21	30
Number Scoring 55–100	195	221	237	24	21	27
Number Scoring 65–100	191	221	232	23	21	25
Number Scoring 85–100	89	99	122	3	3	11
Percentage of Tested Scoring 55–100	100%	100%	98%	100%	100%	90%
Percentage of Tested Scoring 65–100	98%	100%	96%	96%	100%	83%
Percentage of Tested Scoring 85–100	46%	45%	51%	12%	14%	37%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	146	141	178	39	26	28
Number Scoring 55–100	130	137	175	28	26	27
Number Scoring 65–100	116	128	160	20	25	25
Number Scoring 85–100	30	37	66	1	6	4
Percentage of Tested Scoring 55–100	89%	97%	98%	72%	100%	96%
Percentage of Tested Scoring 65–100	79%	91%	90%	51%	96%	89%
Percentage of Tested Scoring 85–100	21%	26%	37%	3%	23%	14%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		165	158		13	7
Number Scoring 55–100		162	157		13	7
Number Scoring 65–100		142	137		8	7
Number Scoring 85–100		26	38		1	2
Percentage of Tested Scoring 55–100		98%	99%		100%	100%
Percentage of Tested Scoring 65–100		86%	87%		62%	100%
Percentage of Tested Scoring 85–100		16%	24%		8%	29%
<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	43	44	44	0	0	1
Number Scoring 55–100	43	44	44	0	0	#
Number Scoring 65–100	43	44	44	0	0	#
Number Scoring 85–100	38	18	37	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	88%	41%	84%	0%	0%	#
<b>Comprehensive Italian</b>						
Number Tested	0	28	36	0	0	1
Number Scoring 55–100	0	28	36	0	0	#
Number Scoring 65–100	0	28	36	0	0	#
Number Scoring 85–100	0	27	23	0	0	#
Percentage of Tested Scoring 55–100	0%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	96%	64%	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	157	124	134	2	2	4
Number Scoring 55–100	157	123	134	#	#	#
Number Scoring 65–100	156	123	134	#	#	#
Number Scoring 85–100	133	97	115	#	#	#
Percentage of Tested Scoring 55–100	100%	99%	100%	#	#	#
Percentage of Tested Scoring 65–100	99%	99%	100%	#	#	#
Percentage of Tested Scoring 85–100	85%	78%	86%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	33	22	30	0	1	0
Number Scoring 55–100	33	22	30	0	#	0
Number Scoring 65–100	33	22	30	0	#	0
Number Scoring 85–100	33	22	29	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	100%	100%	97%	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	59	378	0	9	35	0
Number Scoring 55–100	47	321	0	6	24	0
Number Scoring 65–100	40	284	0	4	15	0
Number Scoring 85–100	8	87	0	0	4	0
Percentage of Tested Scoring 55–100	80%	85%	0%	67%	69%	0%
Percentage of Tested Scoring 65–100	68%	75%	0%	44%	43%	0%
Percentage of Tested Scoring 85–100	14%	23%	0%	0%	11%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	265	0	1	13	0	0
Number Scoring 55–100	242	0	#	12	0	0
Number Scoring 65–100	211	0	#	11	0	0
Number Scoring 85–100	96	0	#	5	0	0
Percentage of Tested Scoring 55–100	91%	0%	#	92%	0%	0%
Percentage of Tested Scoring 65–100	80%	0%	#	85%	0%	0%
Percentage of Tested Scoring 85–100	36%	0%	#	38%	0%	0%

(Form – I)

# 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	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	210	210	210	28	28	28	238	238	238
Number Scoring 55–64	0	6	7	2	1	2	2	7	9
Number Scoring 65–84	52	88	81	12	17	15	64	105	96
Number Scoring 85–100	130	75	103	10	2	3	140	77	106
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)