

# New York State District Report Card Comprehensive Information Report

BEDS Code: 02-16-01-04-0000

Name: Friendship Central School District

Superintendent: Charles H. Tyo, Jr.

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	30	24	25
Kindergarten	28	29	30
First	24	29	23
Second	31	24	25
Third	25	30	19
Fourth	20	26	30
Fifth	18	27	25
Sixth	27	29	25
Ungraded Elementary	0	0	0
Seventh	26	41	24
Eighth	27	28	29
Ninth	16	26	27
Tenth	28	17	24
Eleventh	32	26	19
Twelfth	11	27	25
Ungraded Secondary	14	0	0
Total K-12 Enrollment	327	359	325

## 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	0.6%	1	0.3%	1	0.3%
Black (Not Hispanic)	9	2.8%	13	3.6%	9	2.8%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	316	96.6%	345	96.1%	315	96.9%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	14	15	15
Common Branch	15	14	12
English Grade 8	27	14	15
Mathematics Grade 8	26	14	30
Science Grade 8	27	14	15
Social Studies Grade 8	27	28	0
English Grade 10	13	19	12
Mathematics Grade 10	0	0	12
Science Grade 10	13	15	19
Social Studies Grade 10	14	15	12

(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
NA	NA

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	153	46.8%	129	35.9%	146	44.9%

### 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		96.3%		95.5%		96.0%
Student Suspensions	28	8.3%	31	9.5%	25	7.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	17.1%	15.0%	15.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	40
Total Other Professional Staff	8
Total Paraprofessionals	8
Teaching Out of Certification*	9
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	10	4	40%	19	4	21%	20	11	55%
Students with Disabilities	0	0	0%	3	0	0%	3	0	0%
All Students	10	4	40%	22	4	18%	23	11	48%

\*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	2	12	0	4	5	0
Percent	9%	52%	0%	17%	22%	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	1	4

\*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			0		0	
	Entered GED Program*			0		3	
	Total Noncompleters			0		3	
Students with Disabilities	Dropped Out			2		2	
	Entered GED Program*			0		0	
	Total Noncompleters			2		2	
All Students	Dropped Out	3	3.1%	2	2.1%	2	2.1%
	Entered GED Program*	0	0.0%	0	0.0%	3	3.2%
	Total Noncompleters	3	3.1%	2	2.1%	5	5.3%

\*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		88%	100%
2-3		100%	100%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		33	36
	Number of Students with Disabilities		10	14
	Number of All Students		43	50
	Percent of Enrollment		81%	91%
6-8	Number of General-Education Students		39	63
	Number of Students with Disabilities		15	13
	Number of All Students		54	76
	Percent of Enrollment		55%	97%
9-12	Number of General-Education Students		44	79
	Number of Students with Disabilities		9	16
	Number of All Students		53	95
	Percent of Enrollment		55%	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	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	0	0%	0	0%	1	#
Science	1	#	1	#	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	1	#	1	#	2	#
U.S. Hist & Gov't	2	#	1	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	8	50%
Science	3	#	0	0%	4	#
Reading	2	#	2	#	4	#
Writing	2	#	1	#	3	#
Global Studies	6	50%	2	#	8	38%
U.S. Hist & Gov't	4	#	2	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	31	28	23	5	4	4
Number Scoring 55–100	26	25	9	3	#	#
Number Scoring 65–100	22	22	6	2	#	#
Number Scoring 85–100	1	3	0	0	#	#
Percentage of Tested Scoring 55–100	84%	89%	39%	60%	#	#
Percentage of Tested Scoring 65–100	71%	79%	26%	40%	#	#
Percentage of Tested Scoring 85–100	3%	11%	0%	0%	#	#
<b>Mathematics A</b>						
Number Tested	23	14	32	2	0	6
Number Scoring 55–100	18	9	23	#	0	3
Number Scoring 65–100	15	9	16	#	0	3
Number Scoring 85–100	3	0	1	#	0	0
Percentage of Tested Scoring 55–100	78%	64%	72%	#	0%	50%
Percentage of Tested Scoring 65–100	65%	64%	50%	#	0%	50%
Percentage of Tested Scoring 85–100	13%	0%	3%	#	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	40	21	25	6	0	4
Number Scoring 55–100	37	19	17	4	0	#
Number Scoring 65–100	27	16	15	2	0	#
Number Scoring 85–100	3	0	4	0	0	#
Percentage of Tested Scoring 55–100	93%	90%	68%	67%	0%	#
Percentage of Tested Scoring 65–100	68%	76%	60%	33%	0%	#
Percentage of Tested Scoring 85–100	7%	0%	16%	0%	0%	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	27	33	25	4	5	1
Number Scoring 55–100	19	21	21	#	0	#
Number Scoring 65–100	13	18	18	#	0	#
Number Scoring 85–100	2	1	2	#	0	#
Percentage of Tested Scoring 55–100	70%	64%	84%	#	0%	#
Percentage of Tested Scoring 65–100	48%	55%	72%	#	0%	#
Percentage of Tested Scoring 85–100	7%	3%	8%	#	0%	#

(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	26	41	25	2	5	3
Number Scoring 55–100	26	40	21	#	4	#
Number Scoring 65–100	22	37	14	#	4	#
Number Scoring 85–100	3	2	1	#	1	#
Percentage of Tested Scoring 55–100	100%	98%	84%	#	80%	#
Percentage of Tested Scoring 65–100	85%	90%	56%	#	80%	#
Percentage of Tested Scoring 85–100	12%	5%	4%	#	20%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	22	3	23	2	0	6
Number Scoring 55–100	16	#	18	#	0	3
Number Scoring 65–100	13	#	16	#	0	3
Number Scoring 85–100	1	#	1	#	0	0
Percentage of Tested Scoring 55–100	73%	#	78%	#	0%	50%
Percentage of Tested Scoring 65–100	59%	#	70%	#	0%	50%
Percentage of Tested Scoring 85–100	5%	#	4%	#	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		0	17		0	0
Number Scoring 55–100		0	9		0	0
Number Scoring 65–100		0	4		0	0
Number Scoring 85–100		0	0		0	0
Percentage of Tested Scoring 55–100		0%	53%		0%	0%
Percentage of Tested Scoring 65–100		0%	24%		0%	0%
Percentage of Tested Scoring 85–100		0%	0%		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	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 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	5	11	3	0	0	0
Number Scoring 55–100	5	11	#	0	0	0
Number Scoring 65–100	5	11	#	0	0	0
Number Scoring 85–100	4	4	#	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	80%	36%	#	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	4	1	1	0	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 Tested Scoring 55–100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	#	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	#	#	#	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	6	0	0	0	0	0
Number Scoring 55–100	6	0	0	0	0	0
Number Scoring 65–100	5	0	0	0	0	0
Number Scoring 85–100	1	0	0	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	83%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	17%	0%	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	23	100%	17	100%	19	95%
Students with Disabilities	2	#	0	0%	6	50%

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	18	6%	39%	50%	6%
	Students with Disabilities	6	33%	50%	17%	0%
	All Students	24	13%	42%	42%	4%

### 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	24	0%	42%	42%	17%
	Students with Disabilities	9	11%	67%	22%	0%
	All Students	33	3%	48%	36%	12%

(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	1	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	19	19	19	1	1	1	20	20	20
Number Scoring 55–64	#	#	#	#	#	#	1	1	1
Number Scoring 65–84	#	#	#	#	#	#	16	16	16
Number Scoring 85–100	#	#	#	#	#	#	3	1	3
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)