

# New York State District Report Card Comprehensive Information Report

BEDS Code: 04-11-01-04-0000

Name: Franklinville Central School District

Superintendent: Terence M. Dolan

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	30	30	47
Kindergarten	54	65	57
First	55	58	65
Second	65	62	62
Third	63	61	59
Fourth	72	67	63
Fifth	83	67	58
Sixth	63	86	66
Ungraded Elementary	24	28	36
Seventh	74	71	92
Eighth	88	83	78
Ninth	95	106	84
Tenth	76	92	83
Eleventh	62	64	84
Twelfth	57	76	77
Ungraded Secondary	35	0	0
Total K-12 Enrollment	966	986	964

## 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	7	0.7%	7	0.7%	8	0.8%
Black (Not Hispanic)	1	0.1%	2	0.2%	0	0.0%
Hispanic	2	0.2%	8	0.8%	3	0.3%
White (Not Hispanic)	956	99.0%	969	98.3%	953	98.9%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	14	16	14
Common Branch	17	17	17
English Grade 8	0	21	18
Mathematics Grade 8	15	16	15
Science Grade 8	20	16	15
Social Studies Grade 8	22	20	20
English Grade 10	0	19	20
Mathematics Grade 10	0	19	13
Science Grade 10	18	17	19
Social Studies Grade 10	14	18	15

(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	1	0.1%	0	0.0%	0	0.0%
Eligible for Free Lunch	364	37.7%	347	35.2%	354	36.7%

### 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		95.1%		94.8%		94.8%
Student Suspensions	60	6.0%	48	5.0%	70	7.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	15.1%	14.0%	18.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	78
Total Other Professional Staff	11
Total Paraprofessionals	20
Teaching Out of Certification*	2
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	49	27	55%	51	43	84%	54	37	69%
Students with Disabilities	2	0	0%	1	0	0%	4	1	25%
All Students	51	27	53%	52	43	83%	58	38	66%

\*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	23	21	0	9	3	2
Percent	40%	36%	0%	16%	5%	3%

## 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)
4	1	5	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			14		20	
	Entered GED Program*			3		4	
	Total Noncompleters			17		24	
Students with Disabilities	Dropped Out			2		10	
	Entered GED Program*			0		0	
	Total Noncompleters			2		10	
All Students	Dropped Out	9	2.9%	16	4.7%	30	9.1%
	Entered GED Program*	0	0.0%	3	0.9%	4	1.2%
	Total Noncompleters	9	2.9%	19	5.6%	34	10.4%

\*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	134
	Number of Students with Disabilities		0	36
	Number of All Students		0	170
	Percent of Enrollment		0%	70%
9-12	Number of General-Education Students		0	273
	Number of Students with Disabilities		0	55
	Number of All Students		0	328
	Percent of Enrollment		0%	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	1	#	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%	8	88%	1	#
Science	0	0%	3	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	3	#	0	0%
U.S. Hist & Gov't	0	0%	2	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	5	60%
Science	5	40%	0	0%	9	11%
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	0	0%	5	40%
U.S. Hist & Gov't	0	0%	0	0%	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	81	61	80	5	1	10
Number Scoring 55–100	79	58	68	4	#	5
Number Scoring 65–100	59	57	58	1	#	3
Number Scoring 85–100	16	21	17	0	#	0
Percentage of Tested Scoring 55–100	98%	95%	85%	80%	#	50%
Percentage of Tested Scoring 65–100	73%	93%	72%	20%	#	30%
Percentage of Tested Scoring 85–100	20%	34%	21%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	0	0	76	0	0	9
Number Scoring 55–100	0	0	64	0	0	6
Number Scoring 65–100	0	0	52	0	0	3
Number Scoring 85–100	0	0	10	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	84%	0%	0%	67%
Percentage of Tested Scoring 65–100	0%	0%	68%	0%	0%	33%
Percentage of Tested Scoring 85–100	0%	0%	13%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	67	26	0	0	0
Number Scoring 55–100	0	41	23	0	0	0
Number Scoring 65–100	0	26	22	0	0	0
Number Scoring 85–100	0	2	2	0	0	0
Percentage of Tested Scoring 55–100	0%	61%	88%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	39%	85%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	3%	8%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	70	72	93	6	2	11
Number Scoring 55–100	67	61	73	5	#	5
Number Scoring 65–100	62	56	64	4	#	4
Number Scoring 85–100	21	14	18	0	#	0
Percentage of Tested Scoring 55–100	96%	85%	78%	83%	#	45%
Percentage of Tested Scoring 65–100	89%	78%	69%	67%	#	36%
Percentage of Tested Scoring 85–100	30%	19%	19%	0%	#	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	63	58	71	4	1	4
Number Scoring 55–100	55	56	68	#	#	#
Number Scoring 65–100	49	49	63	#	#	#
Number Scoring 85–100	22	16	31	#	#	#
Percentage of Tested Scoring 55–100	87%	97%	96%	#	#	#
Percentage of Tested Scoring 65–100	78%	84%	89%	#	#	#
Percentage of Tested Scoring 85–100	35%	28%	44%	#	#	#

(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	60	68	64	4	0	5
Number Scoring 55–100	60	63	64	#	0	5
Number Scoring 65–100	57	59	61	#	0	4
Number Scoring 85–100	15	15	23	#	0	1
Percentage of Tested Scoring 55–100	100%	93%	100%	#	0%	100%
Percentage of Tested Scoring 65–100	95%	87%	95%	#	0%	80%
Percentage of Tested Scoring 85–100	25%	22%	36%	#	0%	20%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	73	95	73	11	1	9
Number Scoring 55–100	59	76	67	3	#	5
Number Scoring 65–100	53	68	54	3	#	4
Number Scoring 85–100	15	18	11	0	#	0
Percentage of Tested Scoring 55–100	81%	80%	92%	27%	#	56%
Percentage of Tested Scoring 65–100	73%	72%	74%	27%	#	44%
Percentage of Tested Scoring 85–100	21%	19%	15%	0%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		40	49		1	1
Number Scoring 55–100		40	46		#	#
Number Scoring 65–100		30	35		#	#
Number Scoring 85–100		5	4		#	#
Percentage of Tested Scoring 55–100		100%	94%		#	#
Percentage of Tested Scoring 65–100		75%	71%		#	#
Percentage of Tested Scoring 85–100		12%	8%		#	#
<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	7	11	0	1	0
Number Scoring 55–100	12	7	10	0	#	0
Number Scoring 65–100	12	7	9	0	#	0
Number Scoring 85–100	6	2	3	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	91%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	82%	0%	#	0%
Percentage of Tested Scoring 85–100	50%	29%	27%	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	9	11	9	0	0	0
Number Scoring 55–100	9	11	9	0	0	0
Number Scoring 65–100	7	11	9	0	0	0
Number Scoring 85–100	5	10	2	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	78%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	56%	91%	22%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	0	0	8	0	0	0
Number Scoring 55–100	0	0	8	0	0	0
Number Scoring 65–100	0	0	8	0	0	0
Number Scoring 85–100	0	0	1	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	12%	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	94	75	0	6	0	0
Number Scoring 55–100	65	49	0	5	0	0
Number Scoring 65–100	53	32	0	4	0	0
Number Scoring 85–100	15	2	0	0	0	0
Percentage of Tested Scoring 55–100	69%	65%	0%	83%	0%	0%
Percentage of Tested Scoring 65–100	56%	43%	0%	67%	0%	0%
Percentage of Tested Scoring 85–100	16%	3%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	52	29	36	4	0	0
Number Scoring 55–100	41	25	30	#	0	0
Number Scoring 65–100	36	22	27	#	0	0
Number Scoring 85–100	16	12	3	#	0	0
Percentage of Tested Scoring 55–100	79%	86%	83%	#	0%	0%
Percentage of Tested Scoring 65–100	69%	76%	75%	#	0%	0%
Percentage of Tested Scoring 85–100	31%	41%	8%	#	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	44	98%	58	97%	53	81%
Students with Disabilities	20	40%	1	#	13	31%

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	50	2%	14%	82%	2%
	Students with Disabilities	13	46%	23%	31%	0%
	All Students	63	11%	16%	71%	2%

## 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	60	0%	52%	43%	5%
	Students with Disabilities	13	15%	85%	0%	0%
	All Students	73	3%	58%	36%	4%

(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	64	64	64	9	9	9	73	73	73
Number Scoring 55–64	3	5	2	3	1	2	6	6	4
Number Scoring 65–84	36	29	41	4	1	3	40	30	44
Number Scoring 85–100	21	20	18	0	1	1	21	21	19
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)