

New York State School Report Card

Comprehensive Information Report

BEDS Code: 12-07-01-04-0001
 Name: Franklin Central School
 Principal: David R. Whipple

Grade Range : PK-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	13	15	18
Kindergarten	21	21	24
First	23	22	21
Second	32	25	22
Third	24	23	24
Fourth	19	18	21
Fifth	22	16	19
Sixth	20	19	15
Ungraded Elementary	0	0	0
Seventh	36	22	21
Eighth	38	39	18
Ninth	39	35	39
Tenth	31	38	28
Eleventh	28	28	36
Twelfth	28	30	29
Ungraded Secondary	0	0	0
Total K-12 Enrollment	361	336	317

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	0	0.0%	1	0.3%	1	0.3%
Black (Not Hispanic)	4	1.1%	4	1.2%	2	0.6%
Hispanic	0	0.0%	1	0.3%	0	0.0%
White (Not Hispanic)	357	98.9%	330	98.2%	314	99.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	11	11	13
Common Branch	18	16	15
English Grade 8	36	38	14
Mathematics Grade 8	15	12	17
Science Grade 8	19	20	17
Social Studies Grade 8	19	20	17
English Grade 10	29	34	30
Mathematics Grade 10	0	0	23
Science Grade 10	19	37	14
Social Studies Grade 10	13	18	14

(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
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	93	25.8%	86	25.6%	96	30.3%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.8%		94.7%		94.2%
Student Suspensions	19	5.5%	23	6.4%	8	2.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	14.7%	14.9%	9.8%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	100%	100%	90%

Staff Counts

Staff	2003-04
Total Teachers	39
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	4

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	23	9	39%	27	8	30%	25	5	20%
Students with Disabilities	4	0	0%	3	0	0%	2	0	0%
All Students	27	9	33%	30	8	27%	27	5	19%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	6	15	1	1	4	0
Percent	22%	56%	4%	4%	15%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
2	0	0	2

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	5		1		0	0.0%
	Entered GED Program*	0		0		1	0.9%
	Total Noncompleters	5		1		1	0.9%
Students with Disabilities	Dropped Out	2		0		1	4.3%
	Entered GED Program*	0		0		1	4.3%
	Total Noncompleters	2		0		2	8.7%
All Students	Dropped Out	7	5.6%	1	0.8%	1	0.7%
	Entered GED Program*	0	0.0%	0	0.0%	2	1.5%
	Total Noncompleters	7	5.6%	1	0.8%	3	2.2%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	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%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	2	#
Science	0	0%	2	#	2	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	2	#
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	3	#	8	88%
Science	3	#	8	38%	5	80%
Reading	2	#	0	0%	5	100%
Writing	2	#	4	#	5	100%
Global Studies	0	0%	3	#	1	#
U.S. Hist & Gov't	3	#	2	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	27	29	33	2	3	1
Number Scoring 55–100	26	25	31	#	#	#
Number Scoring 65–100	24	24	26	#	#	#
Number Scoring 85–100	6	9	11	#	#	#
Percentage of Tested Scoring 55–100	96%	86%	94%	#	#	#
Percentage of Tested Scoring 65–100	89%	83%	79%	#	#	#
Percentage of Tested Scoring 85–100	22%	31%	33%	#	#	#
Mathematics A						
Number Tested	27	38	37	1	4	4
Number Scoring 55–100	22	28	36	#	#	#
Number Scoring 65–100	20	22	28	#	#	#
Number Scoring 85–100	5	7	8	#	#	#
Percentage of Tested Scoring 55–100	81%	74%	97%	#	#	#
Percentage of Tested Scoring 65–100	74%	58%	76%	#	#	#
Percentage of Tested Scoring 85–100	19%	18%	22%	#	#	#
Mathematics B						
Number Tested	9	24	34	0	2	0
Number Scoring 55–100	8	9	16	0	#	0
Number Scoring 65–100	7	5	9	0	#	0
Number Scoring 85–100	0	0	0	0	#	0
Percentage of Tested Scoring 55–100	89%	38%	47%	0%	#	0%
Percentage of Tested Scoring 65–100	78%	21%	26%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	#	0%
Global History and Geography						
Number Tested	21	38	29	0	6	1
Number Scoring 55–100	21	30	24	0	3	#
Number Scoring 65–100	20	29	20	0	3	#
Number Scoring 85–100	3	8	14	0	0	#
Percentage of Tested Scoring 55–100	100%	79%	83%	0%	50%	#
Percentage of Tested Scoring 65–100	95%	76%	69%	0%	50%	#
Percentage of Tested Scoring 85–100	14%	21%	48%	0%	0%	#
U.S. History and Government						
Number Tested	26	28	37	1	3	5
Number Scoring 55–100	26	28	34	#	#	3
Number Scoring 65–100	23	23	31	#	#	2
Number Scoring 85–100	6	9	19	#	#	2
Percentage of Tested Scoring 55–100	100%	100%	92%	#	#	60%
Percentage of Tested Scoring 65–100	88%	82%	84%	#	#	40%
Percentage of Tested Scoring 85–100	23%	32%	51%	#	#	40%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	20	34	27	1	5	3
Number Scoring 55–100	20	33	27	#	4	#
Number Scoring 65–100	20	29	23	#	2	#
Number Scoring 85–100	7	9	13	#	1	#
Percentage of Tested Scoring 55–100	100%	97%	100%	#	80%	#
Percentage of Tested Scoring 65–100	100%	85%	85%	#	40%	#
Percentage of Tested Scoring 85–100	35%	26%	48%	#	20%	#
Physical Setting/Earth Science						
Number Tested	36	31	38	4	2	6
Number Scoring 55–100	33	24	29	#	#	3
Number Scoring 65–100	27	18	20	#	#	2
Number Scoring 85–100	5	10	2	#	#	0
Percentage of Tested Scoring 55–100	92%	77%	76%	#	#	50%
Percentage of Tested Scoring 65–100	75%	58%	53%	#	#	33%
Percentage of Tested Scoring 85–100	14%	32%	5%	#	#	0%
Physical Setting/Chemistry						
Number Tested	18	13	19	1	0	1
Number Scoring 55–100	14	13	19	#	0	#
Number Scoring 65–100	12	12	13	#	0	#
Number Scoring 85–100	3	1	3	#	0	#
Percentage of Tested Scoring 55–100	78%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	67%	92%	68%	#	0%	#
Percentage of Tested Scoring 85–100	17%	8%	16%	#	0%	#
Physical Setting/Physics						
Number Tested			6			0
Number Scoring 55–100			6			0
Number Scoring 65–100			5			0
Number Scoring 85–100			1			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			83%			0%
Percentage of Tested Scoring 85–100			17%			0%

* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive French						
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%
Comprehensive Italian						
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%
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 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%
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 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%
Comprehensive Spanish						
Number Tested	12	4	17	0	0	0
Number Scoring 55–100	12	#	17	0	0	0
Number Scoring 65–100	12	#	17	0	0	0
Number Scoring 85–100	4	#	9	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	33%	#	53%	0%	0%	0%
Comprehensive Latin						
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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
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%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	17	100%	20	80%	33	94%
Students with Disabilities	1	#	4	#	4	#

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	17	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	20	10%	0%	65%	25%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	15	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	17	0%	18%	82%	0%

(Form – I)

New York State Alternate Assessments (NYSAA) 2003–04

	Count of Students					
Test	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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

2000 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	22	22	22	5	5	5	27	27	27
Number Scoring 55–64	2	2	0	0	0	1	2	2	1
Number Scoring 65–84	17	11	13	1	1	1	18	12	14
Number Scoring 85–100	3	9	9	0	0	0	3	9	9
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)