

New York State School Report Card

Comprehensive Information Report

BEDS Code: 12-07-01-04-0001
 Name: Franklin Central School
 Principal: Julie Lambiaso

Grade Range : PK-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	15	18	15
Kindergarten	21	24	27
First	22	21	16
Second	25	22	23
Third	23	24	23
Fourth	18	21	21
Fifth	16	19	19
Sixth	19	15	20
Ungraded Elementary	0	0	3
Seventh	22	21	15
Eighth	39	18	20
Ninth	35	39	16
Tenth	38	28	34
Eleventh	28	36	26
Twelfth	30	29	36
Ungraded Secondary	0	0	13
Total K-12 Enrollment	336	317	312

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	1	0.3%	1	0.3%	2	0.6%
Black (Not Hispanic)	4	1.2%	2	0.6%	5	1.6%
Hispanic	1	0.3%	0	0.0%	1	0.3%
White (Not Hispanic)	330	98.2%	314	99.1%	304	97.4%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	11	13	13
Common Branch	16	15	16
English Grade 8	38	14	20
Mathematics Grade 8	12	17	10
Science Grade 8	20	17	0
Social Studies Grade 8	20	17	20
English Grade 10	34	30	31
Mathematics Grade 10	0	23	6
Science Grade 10	37	14	33
Social Studies Grade 10	18	14	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	86	25.6%	96	30.3%	79	25.3%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.7%		94.2%		94.7%
Student Suspensions	23	6.4%	8	2.4%	7	2.2%

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

	2002-03	2003-04	2004-05
Reduced Lunch	14.9%	9.8%	9.9%
Public Assistance	31-40%	31-40%	41-50%
Student Stability	100%	90%	97%

Staff Counts

Staff	2004-05
Total Teachers	37
Total Other Professional Staff	8
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	27	25	30
	Regents Diplomas	8	5	21
	% Regents Diplomas	30%	20%	70%
	Regents Diplomas with Advanced Designation**			5
	% Regents Diplomas with Advanced Designation			17%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	3	2	4
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	2
All Students	Total Graduates*	30	27	34
	Regents Diplomas	8	5	21
	% Regents Diplomas	27%	19%	62%
	Regents Diplomas with Advanced Designation**			5
	% Regents Diplomas with Advanced Designation			15%
	IEP Diplomas or Local Certificates	0	0	2

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	11	15	1	0	3	0	0	0
	Percent	37%	50%	3%	0%	10%	0%	0%	0%
Students with Disabilities	Number	0	1	0	0	3	0	0	0
	Percent	0%	25%	0%	0%	75%	0%	0%	0%
All Students	Number	11	16	1	0	6	0	0	0
	Percent	32%	47%	3%	0%	18%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	1		0	0.0%	0	0.0%
	Entered GED Program*	0		1	0.9%	2	2.2%
	Total Noncompleters	1		1	0.9%	2	2.2%
Students with Disabilities	Dropped Out	0		1	4.3%	1	4.5%
	Entered GED Program*	0		1	4.3%	0	0.0%
	Total Noncompleters	0		2	8.7%	1	4.5%
All Students	Dropped Out	1	0.8%	1	0.7%	1	0.9%
	Entered GED Program*	0	0.0%	2	1.5%	2	1.8%
	Total Noncompleters	1	0.8%	3	2.2%	3	2.7%

*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	2002-03		2003-04		2004-05	
	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%	16	94%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	0	0%
Science	2	#	2	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	8	88%	1	#
Science	8	38%	5	80%	1	#
Reading	0	0%	5	100%	0	0%
Writing	4	#	5	100%	0	0%
Global Studies	3	#	1	#	3	#
U.S. Hist & Gov't	2	#	2	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	29	33	29	3	1	7
Number Scoring 55-100	25	31	28	#	#	7
Number Scoring 65-100	24	26	24	#	#	5
Number Scoring 85-100	9	11	16	#	#	0
Percentage of Tested Scoring 55-100	86%	94%	97%	#	#	100%
Percentage of Tested Scoring 65-100	83%	79%	83%	#	#	71%
Percentage of Tested Scoring 85-100	31%	33%	55%	#	#	0%
Mathematics A						
Number Tested	38	37	23	4	4	5
Number Scoring 55-100	28	36	21	#	#	5
Number Scoring 65-100	22	28	14	#	#	3
Number Scoring 85-100	7	8	1	#	#	0
Percentage of Tested Scoring 55-100	74%	97%	91%	#	#	100%
Percentage of Tested Scoring 65-100	58%	76%	61%	#	#	60%
Percentage of Tested Scoring 85-100	18%	22%	4%	#	#	0%
Mathematics B						
Number Tested	24	34	14	2	0	0
Number Scoring 55-100	9	16	9	#	0	0
Number Scoring 65-100	5	9	6	#	0	0
Number Scoring 85-100	0	0	0	#	0	0
Percentage of Tested Scoring 55-100	38%	47%	64%	#	0%	0%
Percentage of Tested Scoring 65-100	21%	26%	43%	#	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	#	0%	0%
Global History and Geography						
Number Tested	38	29	30	6	1	6
Number Scoring 55-100	30	24	26	3	#	5
Number Scoring 65-100	29	20	21	3	#	3
Number Scoring 85-100	8	14	5	0	#	0
Percentage of Tested Scoring 55-100	79%	83%	87%	50%	#	83%
Percentage of Tested Scoring 65-100	76%	69%	70%	50%	#	50%
Percentage of Tested Scoring 85-100	21%	48%	17%	0%	#	0%
U.S. History and Government						
Number Tested	28	37	27	3	5	4
Number Scoring 55-100	28	34	25	#	3	#
Number Scoring 65-100	23	31	24	#	2	#
Number Scoring 85-100	9	19	16	#	2	#
Percentage of Tested Scoring 55-100	100%	92%	93%	#	60%	#
Percentage of Tested Scoring 65-100	82%	84%	89%	#	40%	#
Percentage of Tested Scoring 85-100	32%	51%	59%	#	40%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	34	27	29	5	3	4
Number Scoring 55-100	33	27	28	4	#	#
Number Scoring 65-100	29	23	24	2	#	#
Number Scoring 85-100	9	13	5	1	#	#
Percentage of Tested Scoring 55-100	97%	100%	97%	80%	#	#
Percentage of Tested Scoring 65-100	85%	85%	83%	40%	#	#
Percentage of Tested Scoring 85-100	26%	48%	17%	20%	#	#
Physical Setting/Earth Science						
Number Tested	31	38	15	2	6	2
Number Scoring 55-100	24	29	15	#	3	#
Number Scoring 65-100	18	20	12	#	2	#
Number Scoring 85-100	10	2	4	#	0	#
Percentage of Tested Scoring 55-100	77%	76%	100%	#	50%	#
Percentage of Tested Scoring 65-100	58%	53%	80%	#	33%	#
Percentage of Tested Scoring 85-100	32%	5%	27%	#	0%	#
Physical Setting/Chemistry						
Number Tested	13	19	13	0	1	0
Number Scoring 55-100	13	19	12	0	#	0
Number Scoring 65-100	12	13	9	0	#	0
Number Scoring 85-100	1	3	4	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	92%	0%	#	0%
Percentage of Tested Scoring 65-100	92%	68%	69%	0%	#	0%
Percentage of Tested Scoring 85-100	8%	16%	31%	0%	#	0%
Physical Setting/Physics						
Number Tested		6	7		0	0
Number Scoring 55-100		6	7		0	0
Number Scoring 65-100		5	7		0	0
Number Scoring 85-100		1	2		0	0
Percentage of Tested Scoring 55-100		100%	100%		0%	0%
Percentage of Tested Scoring 65-100		83%	100%		0%	0%
Percentage of Tested Scoring 85-100		17%	29%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
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	4	17	9	0	0	0
Number Scoring 55-100	#	17	9	0	0	0
Number Scoring 65-100	#	17	9	0	0	0
Number Scoring 85-100	#	9	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	#	53%	100%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	18	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	19	5%	11%	58%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	16	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	18	0%	17%	67%	17%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	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

2001 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	27	27	27	8	8	8	35	35	35
Number Scoring 55–64	0	2	1	0	1	2	0	3	3
Number Scoring 65–84	18	9	17	2	0	1	20	9	18
Number Scoring 85–100	8	16	9	0	2	1	8	18	10
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)