

New York State School Report Card Comprehensive Information Report

BEDS Code: 16-15-01-06-0014
 Name: Franklin Academy High School
 Principal: Donald Merrick

Grade Range : 9-12

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	216	231	237
Tenth	234	199	233
Eleventh	201	217	183
Twelfth	180	200	202
Ungraded Secondary	0	0	0
Total K-12 Enrollment	831	847	855

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	9	1.1%	8	0.9%	6	0.7%
Black (Not Hispanic)	5	0.6%	6	0.7%	3	0.4%
Hispanic	6	0.7%	5	0.6%	4	0.5%
White (Not Hispanic)	811	97.6%	828	97.8%	842	98.5%

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	19	17	20
Mathematics Grade 10	21	12	16
Science Grade 10	16	16	16
Social Studies Grade 10	17	16	20

(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
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	255	30.7%	184	21.7%	251	29.4%

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		94.6%		96.4%		94.5%
Student Suspensions	71	8.1%	68	8.2%	64	7.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.1%	9.3%	11.2%
Public Assistance	31-40%	21-30%	21-30%
Student Stability	98%	92%	99%

Staff Counts

Staff	2002–2003
Total Teachers	67
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	147	83	56%	186	97	52%	190	98	52%
Students with Disabilities	16	1	6%	2	1	50%	3	0	0%
All Students	163	84	52%	188	98	52%	193	98	51%

*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	57	97	0	10	24	5
Percent	30%	50%	0%	5%	12%	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)
3	0	6	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			10		18	
	Entered GED Program*			6		34	
	Total Noncompleters			16		52	
Students with Disabilities	Dropped Out			1		7	
	Entered GED Program*			0		10	
	Total Noncompleters			1		17	
All Students	Dropped Out	14	1.7%	11	1.3%	25	2.9%
	Entered GED Program*	32	3.9%	6	0.7%	44	5.1%
	Total Noncompleters	46	5.5%	17	2.0%	69	8.1%

*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%	1	#	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	#	3	#	0	0%
Science	1	#	0	0%	0	0%
Reading	1	#	1	#	0	0%
Writing	2	#	1	#	0	0%
Global Studies	2	#	2	#	0	0%
U.S. Hist & Gov't	10	80%	0	0%	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	39	90%	5	80%	4	#
Science	24	75%	5	100%	2	#
Reading	13	69%	0	0%	1	#
Writing	12	92%	2	#	2	#
Global Studies	5	40%	6	67%	7	57%
U.S. Hist & Gov't	5	40%	5	20%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	302	209	153	32	21	16
Number Scoring 55–100	297	203	149	32	18	16
Number Scoring 65–100	271	187	130	25	14	11
Number Scoring 85–100	65	80	62	0	3	2
Percentage of Tested Scoring 55–100	98%	97%	97%	100%	86%	100%
Percentage of Tested Scoring 65–100	90%	89%	85%	78%	67%	69%
Percentage of Tested Scoring 85–100	22%	38%	41%	0%	14%	12%
Mathematics A						
Number Tested	0	125	197	0	5	11
Number Scoring 55–100	0	114	144	0	4	5
Number Scoring 65–100	0	92	122	0	3	4
Number Scoring 85–100	0	29	33	0	1	0
Percentage of Tested Scoring 55–100	0%	91%	73%	0%	80%	45%
Percentage of Tested Scoring 65–100	0%	74%	62%	0%	60%	36%
Percentage of Tested Scoring 85–100	0%	23%	17%	0%	20%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	3	81	0	2	4
Number Scoring 55–100	0	#	48	0	#	#
Number Scoring 65–100	0	#	32	0	#	#
Number Scoring 85–100	0	#	2	0	#	#
Percentage of Tested Scoring 55–100	0%	#	59%	0%	#	#
Percentage of Tested Scoring 65–100	0%	#	40%	0%	#	#
Percentage of Tested Scoring 85–100	0%	#	2%	0%	#	#
Global History and Geography						
Number Tested	223	189	211	22	17	19
Number Scoring 55–100	217	182	192	22	12	16
Number Scoring 65–100	186	158	172	16	11	11
Number Scoring 85–100	40	38	50	1	1	1
Percentage of Tested Scoring 55–100	97%	96%	91%	100%	71%	84%
Percentage of Tested Scoring 65–100	83%	84%	82%	73%	65%	58%
Percentage of Tested Scoring 85–100	18%	20%	24%	5%	6%	5%
U.S. History and Government (first administered June 2001)						
Number Tested	190	217	163	17	20	16
Number Scoring 55–100	180	204	152	17	15	12
Number Scoring 65–100	159	157	144	14	8	12
Number Scoring 85–100	75	46	52	2	0	0
Percentage of Tested Scoring 55–100	95%	94%	93%	100%	75%	75%
Percentage of Tested Scoring 65–100	84%	72%	88%	82%	40%	75%
Percentage of Tested Scoring 85–100	39%	21%	32%	12%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	199	170	189	25	9	17
Number Scoring 55–100	198	168	184	24	8	16
Number Scoring 65–100	187	161	159	19	7	10
Number Scoring 85–100	35	52	47	2	1	1
Percentage of Tested Scoring 55–100	99%	99%	97%	96%	89%	94%
Percentage of Tested Scoring 65–100	94%	95%	84%	76%	78%	59%
Percentage of Tested Scoring 85–100	18%	31%	25%	8%	11%	6%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	134	136	119	7	2	5
Number Scoring 55–100	122	135	115	6	#	5
Number Scoring 65–100	113	127	104	5	#	5
Number Scoring 85–100	32	39	26	1	#	0
Percentage of Tested Scoring 55–100	91%	99%	97%	86%	#	100%
Percentage of Tested Scoring 65–100	84%	93%	87%	71%	#	100%
Percentage of Tested Scoring 85–100	24%	29%	22%	14%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		85	114		1	4
Number Scoring 55–100		81	106		#	#
Number Scoring 65–100		47	77		#	#
Number Scoring 85–100		6	12		#	#
Percentage of Tested Scoring 55–100		95%	93%		#	#
Percentage of Tested Scoring 65–100		55%	68%		#	#
Percentage of Tested Scoring 85–100		7%	11%		#	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	55	3	41	2	0	0
Number Scoring 55–100	55	#	41	#	0	0
Number Scoring 65–100	55	#	41	#	0	0
Number Scoring 85–100	17	#	17	#	0	0
Percentage of Tested Scoring 55–100	100%	#	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	#	100%	#	0%	0%
Percentage of Tested Scoring 85–100	31%	#	41%	#	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	77	73	92	4	0	2
Number Scoring 55–100	76	73	92	#	0	#
Number Scoring 65–100	76	73	90	#	0	#
Number Scoring 85–100	50	54	64	#	0	#
Percentage of Tested Scoring 55–100	99%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	99%	100%	98%	#	0%	#
Percentage of Tested Scoring 85–100	65%	74%	70%	#	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	167	64	10	5	4	1
Number Scoring 55–100	127	47	7	3	#	#
Number Scoring 65–100	100	37	4	2	#	#
Number Scoring 85–100	35	3	0	0	#	#
Percentage of Tested Scoring 55–100	76%	73%	70%	60%	#	#
Percentage of Tested Scoring 65–100	60%	58%	40%	40%	#	#
Percentage of Tested Scoring 85–100	21%	5%	0%	0%	#	#
Sequential Mathematics, Course III						
Number Tested	111	97	37	3	3	0
Number Scoring 55–100	101	77	19	#	#	0
Number Scoring 65–100	90	60	16	#	#	0
Number Scoring 85–100	40	22	0	#	#	0
Percentage of Tested Scoring 55–100	91%	79%	51%	#	#	0%
Percentage of Tested Scoring 65–100	81%	62%	43%	#	#	0%
Percentage of Tested Scoring 85–100	36%	23%	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	48	98%	63	98%	92	95%
Students with Disabilities	12	100%	20	85%	17	82%

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
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
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

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	201	201	201	11	11	11	212	212	212
Number Scoring 55–64	17	31	10	3	1	1	20	32	11
Number Scoring 65–84	137	116	137	2	2	3	139	118	140
Number Scoring 85–100	45	46	47	0	0	0	45	46	47
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)