

New York State School Report Card Comprehensive Information Report

BEDS Code: 26-16-00-01-0062
 Name: Benjamin Franklin High School
 Principal: Kim Dyce

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	207	45	5
Tenth	204	117	30
Eleventh	118	131	92
Twelfth	90	68	76
Ungraded Secondary	155	93	53
Total K-12 Enrollment	774	454	256

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	33	4.3%	22	4.8%	16	6.3%
Black (Not Hispanic)	491	63.4%	294	64.8%	173	67.6%
Hispanic	139	18.0%	91	20.0%	44	17.2%
White (Not Hispanic)	111	14.3%	47	10.4%	23	9.0%

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	20	0	0
Science Grade 8	0	0	28
Social Studies Grade 8	0	0	0
English Grade 10	29	20	0
Mathematics Grade 10	26	19	0
Science Grade 10	20	0	0
Social Studies Grade 10	26	30	31

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

Similar School Group and Description

Similar School Group	Description
42	All schools in this group are secondary level schools in large cities other than New York City. The schools in this group are in the higher 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	158	20.4%	62	13.7%	43	16.8%
Eligible for Free Lunch	280	36.2%	322	70.9%	258	0.0%

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		76.5%		76.5%		80.4%
Student Suspensions	425	43.7%	319	41.2%	94	20.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.1%	9.9%	3.5%
Public Assistance	51-60%	91-100%	81-90%
Student Stability	87%	84%	91%

Staff Counts

Staff	2002–2003
Total Teachers	27
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	7
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	83	7	8%	91	5	5%	117	9	8%
Students with Disabilities	13	0	0%	8	0	0%	7	0	0%
All Students	96	7	7%	99	5	5%	124	9	7%

*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	33	69	1	5	10	6
Percent	27%	56%	1%	4%	8%	5%

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)
7	0	13	20

*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			22		18	
	Entered GED Program*			43		33	
	Total Noncompleters			65		51	
Students with Disabilities	Dropped Out			25		21	
	Entered GED Program*			13		11	
	Total Noncompleters			38		32	
All Students	Dropped Out	146	18.9%	47	10.4%	39	15.2%
	Entered GED Program*	98	12.7%	56	12.3%	44	17.2%
	Total Noncompleters	244	31.5%	103	22.7%	83	32.4%

*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)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	5	60%	1	#
Science	23	61%	31	87%	4	#
Reading	0	0%	4	#	0	0%
Writing	0	0%	5	100%	0	0%
Global Studies	20	65%	3	#	0	0%
U.S. Hist & Gov't	29	66%	4	#	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	62%	6	83%	7	57%
Science	9	0%	3	#	9	56%
Reading	2	#	3	#	7	71%
Writing	0	0%	3	#	9	33%
Global Studies	15	47%	3	#	0	0%
U.S. Hist & Gov't	10	60%	1	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	102	182	66	7	1	11
Number Scoring 55–100	90	145	39	5	#	4
Number Scoring 65–100	58	81	15	2	#	2
Number Scoring 85–100	7	11	2	0	#	0
Percentage of Tested Scoring 55–100	88%	80%	59%	71%	#	36%
Percentage of Tested Scoring 65–100	57%	45%	23%	29%	#	18%
Percentage of Tested Scoring 85–100	7%	6%	3%	0%	#	0%
Mathematics A						
Number Tested	0	0	72	0	0	6
Number Scoring 55–100	0	0	41	0	0	2
Number Scoring 65–100	0	0	23	0	0	2
Number Scoring 85–100	0	0	1	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	57%	0%	0%	33%
Percentage of Tested Scoring 65–100	0%	0%	32%	0%	0%	33%
Percentage of Tested Scoring 85–100	0%	0%	1%	0%	0%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	192	85	24	16	4	3
Number Scoring 55–100	155	78	24	8	#	#
Number Scoring 65–100	120	48	24	4	#	#
Number Scoring 85–100	9	0	6	0	#	#
Percentage of Tested Scoring 55–100	81%	92%	100%	50%	#	#
Percentage of Tested Scoring 65–100	62%	56%	100%	25%	#	#
Percentage of Tested Scoring 85–100	5%	0%	25%	0%	#	#
U.S. History and Government (first administered June 2001)						
Number Tested	135	207	31	11	4	3
Number Scoring 55–100	85	183	28	7	#	#
Number Scoring 65–100	54	120	24	4	#	#
Number Scoring 85–100	5	7	6	0	#	#
Percentage of Tested Scoring 55–100	63%	88%	90%	64%	#	#
Percentage of Tested Scoring 65–100	40%	58%	77%	36%	#	#
Percentage of Tested Scoring 85–100	4%	3%	19%	0%	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	85	59	1	9	1	0
Number Scoring 55–100	67	56	#	7	#	0
Number Scoring 65–100	41	45	#	4	#	0
Number Scoring 85–100	0	0	#	0	#	0
Percentage of Tested Scoring 55–100	79%	95%	#	78%	#	0%
Percentage of Tested Scoring 65–100	48%	76%	#	44%	#	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	16	2	28	1	0	2
Number Scoring 55–100	9	#	10	#	0	#
Number Scoring 65–100	8	#	5	#	0	#
Number Scoring 85–100	1	#	0	#	0	#
Percentage of Tested Scoring 55–100	56%	#	36%	#	0%	#
Percentage of Tested Scoring 65–100	50%	#	18%	#	0%	#
Percentage of Tested Scoring 85–100	6%	#	0%	#	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		9	3		0	0
Number Scoring 55–100		2	#		0	0
Number Scoring 65–100		0	#		0	0
Number Scoring 85–100		0	#		0	0
Percentage of Tested Scoring 55–100		22%	#		0%	0%
Percentage of Tested Scoring 65–100		0%	#		0%	0%
Percentage of Tested Scoring 85–100		0%	#		0%	0%
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	8	7	0	1	0	0
Number Scoring 55–100	6	2	0	#	0	0
Number Scoring 65–100	6	0	0	#	0	0
Number Scoring 85–100	2	0	0	#	0	0
Percentage of Tested Scoring 55–100	75%	29%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	75%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	25%	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	56	46	9	1	1	0
Number Scoring 55–100	56	43	9	#	#	0
Number Scoring 65–100	53	40	8	#	#	0
Number Scoring 85–100	24	21	2	#	#	0
Percentage of Tested Scoring 55–100	100%	93%	100%	#	#	0%
Percentage of Tested Scoring 65–100	95%	87%	89%	#	#	0%
Percentage of Tested Scoring 85–100	43%	46%	22%	#	#	0%
Comprehensive Latin						
Number Tested	0	9	0	0	0	0
Number Scoring 55–100	0	6	0	0	0	0
Number Scoring 65–100	0	5	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	67%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	56%	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	106	40	16	6	1	0
Number Scoring 55–100	41	12	9	0	#	0
Number Scoring 65–100	21	6	8	0	#	0
Number Scoring 85–100	1	1	1	0	#	0
Percentage of Tested Scoring 55–100	39%	30%	56%	0%	#	0%
Percentage of Tested Scoring 65–100	20%	15%	50%	0%	#	0%
Percentage of Tested Scoring 85–100	1%	3%	6%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	14	15	21	1	0	0
Number Scoring 55–100	6	12	14	#	0	0
Number Scoring 65–100	4	12	10	#	0	0
Number Scoring 85–100	1	2	3	#	0	0
Percentage of Tested Scoring 55–100	43%	80%	67%	#	0%	0%
Percentage of Tested Scoring 65–100	29%	80%	48%	#	0%	0%
Percentage of Tested Scoring 85–100	7%	13%	14%	#	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	24	96%	35	97%	10	90%
Students with Disabilities	3	#	2	#	2	#

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	126	126	126	27	27	27	153	153	153
Number Scoring 55–64	20	30	23	3	4	3	23	34	26
Number Scoring 65–84	89	81	78	5	3	2	94	84	80
Number Scoring 85–100	7	4	1	0	0	0	7	4	1
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)