

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	2001-02	2002-03	2003-04
Pre-K	30	47	45
Kindergarten	65	57	54
First	58	65	64
Second	62	62	68
Third	61	59	60
Fourth	67	63	69
Fifth	67	58	78
Sixth	86	66	72
Ungraded Elementary	28	36	0
Seventh	71	92	84
Eighth	83	78	92
Ninth	106	84	80
Tenth	92	83	83
Eleventh	64	84	80
Twelfth	76	77	81
Ungraded Secondary	0	0	0
Total K-12 Enrollment	986	964	965

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	7	0.7%	8	0.8%	5	0.5%
Black (Not Hispanic)	2	0.2%	0	0.0%	2	0.2%
Hispanic	8	0.8%	3	0.3%	4	0.4%
White (Not Hispanic)	969	98.3%	953	98.9%	954	98.9%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	14	22
Common Branch	17	17	18
English Grade 8	21	18	19
Mathematics Grade 8	16	15	20
Science Grade 8	16	15	20
Social Studies Grade 8	20	20	22
English Grade 10	19	20	20
Mathematics Grade 10	19	13	17
Science Grade 10	17	19	18
Social Studies Grade 10	18	15	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
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

	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	347	35.2%	354	36.7%	346	35.9%

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%		94.8%		94.5%
Student Suspensions	48	5.0%	70	7.1%	77	8.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	14.0%	18.3%	13.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	77
Total Other Professional Staff	11
Total Paraprofessionals	20
Teaching Out of Certification*	2

*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	51	43	84%	54	37	69%	54	26	48%
Students with Disabilities	1	0	0%	4	1	25%	4	2	50%
All Students	52	43	83%	58	38	66%	58	28	48%

*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	17	25	3	8	4	1
Percent	29%	43%	5%	14%	7%	2%

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)
4	2	6	10

*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	14		20		19	6.9%
	Entered GED Program*	3		4		7	2.6%
	Total Noncompleters	17		24		26	9.5%
Students with Disabilities	Dropped Out	2		10		6	12.2%
	Entered GED Program*	0		0		1	2.0%
	Total Noncompleters	2		10		7	14.3%
All Students	Dropped Out	16	4.7%	30	9.1%	25	7.7%
	Entered GED Program*	3	0.9%	4	1.2%	8	2.5%
	Total Noncompleters	19	5.6%	34	10.4%	33	10.2%

*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)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K–3

Grades	2001–02	2002–03	2003–04
K–1	0%	0%	0%
2–3	0%	0%	0%

Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
4–5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6–8	Number of General-Education Students	0	134	73
	Number of Students with Disabilities	0	36	18
	Number of All Students	0	170	91
	Percent of Enrollment	0%	70%	37%
9–12	Number of General-Education Students	0	273	66
	Number of Students with Disabilities	0	55	14
	Number of All Students	0	328	80
	Percent of Enrollment	0%	100%	25%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	14		
Completed and Passed Regents Exams	12	86%	77%
Completed and had Course Average of 75% or More	14	100%	81%
Completed and Attained a HS Diploma or Equivalent	1	7%	96%
Completed and Whose Status is Known	13		
Completed and Were Successfully Placed	13	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	14	27%	30%
Underrepresented Gender Members Who Completed	8	57%	19%

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form – D)

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%	1	#

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	8	88%	1	#	0	0%
Science	3	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	5	60%	4	#
Science	0	0%	9	11%	3	#
Reading	0	0%	2	#	2	#
Writing	0	0%	1	#	2	#
Global Studies	0	0%	5	40%	3	#
U.S. Hist & Gov't	0	0%	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	61	80	78	1	10	7
Number Scoring 55–100	58	68	73	#	5	6
Number Scoring 65–100	57	58	65	#	3	5
Number Scoring 85–100	21	17	19	#	0	1
Percentage of Tested Scoring 55–100	95%	85%	94%	#	50%	86%
Percentage of Tested Scoring 65–100	93%	72%	83%	#	30%	71%
Percentage of Tested Scoring 85–100	34%	21%	24%	#	0%	14%
Mathematics A						
Number Tested	0	76	100	0	9	6
Number Scoring 55–100	0	64	99	0	6	6
Number Scoring 65–100	0	52	88	0	3	4
Number Scoring 85–100	0	10	21	0	0	0
Percentage of Tested Scoring 55–100	0%	84%	99%	0%	67%	100%
Percentage of Tested Scoring 65–100	0%	68%	88%	0%	33%	67%
Percentage of Tested Scoring 85–100	0%	13%	21%	0%	0%	0%
Mathematics B						
Number Tested	67	26	31	0	0	1
Number Scoring 55–100	41	23	25	0	0	#
Number Scoring 65–100	26	22	17	0	0	#
Number Scoring 85–100	2	2	2	0	0	#
Percentage of Tested Scoring 55–100	61%	88%	81%	0%	0%	#
Percentage of Tested Scoring 65–100	39%	85%	55%	0%	0%	#
Percentage of Tested Scoring 85–100	3%	8%	6%	0%	0%	#
Global History and Geography						
Number Tested	72	93	96	2	11	11
Number Scoring 55–100	61	73	81	#	5	5
Number Scoring 65–100	56	64	73	#	4	4
Number Scoring 85–100	14	18	14	#	0	0
Percentage of Tested Scoring 55–100	85%	78%	84%	#	45%	45%
Percentage of Tested Scoring 65–100	78%	69%	76%	#	36%	36%
Percentage of Tested Scoring 85–100	19%	19%	15%	#	0%	0%
U.S. History and Government						
Number Tested	58	71	70	1	4	7
Number Scoring 55–100	56	68	68	#	#	7
Number Scoring 65–100	49	63	64	#	#	4
Number Scoring 85–100	16	31	37	#	#	1
Percentage of Tested Scoring 55–100	97%	96%	97%	#	#	100%
Percentage of Tested Scoring 65–100	84%	89%	91%	#	#	57%
Percentage of Tested Scoring 85–100	28%	44%	53%	#	#	14%

(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	68	64	65	0	5	6
Number Scoring 55–100	63	64	65	0	5	6
Number Scoring 65–100	59	61	60	0	4	2
Number Scoring 85–100	15	23	11	0	1	0
Percentage of Tested Scoring 55–100	93%	100%	100%	0%	100%	100%
Percentage of Tested Scoring 65–100	87%	95%	92%	0%	80%	33%
Percentage of Tested Scoring 85–100	22%	36%	17%	0%	20%	0%
Physical Setting/Earth Science						
Number Tested	95	73	79	1	9	7
Number Scoring 55–100	76	67	74	#	5	7
Number Scoring 65–100	68	54	61	#	4	5
Number Scoring 85–100	18	11	12	#	0	0
Percentage of Tested Scoring 55–100	80%	92%	94%	#	56%	100%
Percentage of Tested Scoring 65–100	72%	74%	77%	#	44%	71%
Percentage of Tested Scoring 85–100	19%	15%	15%	#	0%	0%
Physical Setting/Chemistry						
Number Tested	40	49	39	1	1	1
Number Scoring 55–100	40	46	37	#	#	#
Number Scoring 65–100	30	35	30	#	#	#
Number Scoring 85–100	5	4	7	#	#	#
Percentage of Tested Scoring 55–100	100%	94%	95%	#	#	#
Percentage of Tested Scoring 65–100	75%	71%	77%	#	#	#
Percentage of Tested Scoring 85–100	12%	8%	18%	#	#	#
Physical Setting/Physics						
Number Tested			10			0
Number Scoring 55–100			10			0
Number Scoring 65–100			9			0
Number Scoring 85–100			1			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			90%			0%
Percentage of Tested Scoring 85–100			10%			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	7	11	8	1	0	0
Number Scoring 55–100	7	10	8	#	0	0
Number Scoring 65–100	7	9	8	#	0	0
Number Scoring 85–100	2	3	4	#	0	0
Percentage of Tested Scoring 55–100	100%	91%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	82%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	29%	27%	50%	#	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	11	9	15	0	0	1
Number Scoring 55–100	11	9	13	0	0	#
Number Scoring 65–100	11	9	13	0	0	#
Number Scoring 85–100	10	2	3	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	87%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	87%	0%	0%	#
Percentage of Tested Scoring 85–100	91%	22%	20%	0%	0%	#
Comprehensive Latin						
Number Tested	0	8	0	0	0	0
Number Scoring 55–100	0	8	0	0	0	0
Number Scoring 65–100	0	8	0	0	0	0
Number Scoring 85–100	0	1	0	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	12%	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	29	36	0	0	0	0
Number Scoring 55–100	25	30	0	0	0	0
Number Scoring 65–100	22	27	0	0	0	0
Number Scoring 85–100	12	3	0	0	0	0
Percentage of Tested Scoring 55–100	86%	83%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	76%	75%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	41%	8%	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	58	97%	53	81%	32	91%
Students with Disabilities	1	#	13	31%	12	50%

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	23	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	25	12%	0%	64%	24%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	73	1%	60%	33%	5%
	Students with Disabilities	17	41%	53%	6%	0%
	All Students	90	9%	59%	28%	4%

(Form – I)

New York State Alternate Assessments (NYSAA) 2003–04

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

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	61	61	61	19	19	19	80	80	80
Number Scoring 55–64	4	1	4	1	1	1	5	2	5
Number Scoring 65–84	42	27	35	3	3	6	45	30	41
Number Scoring 85–100	9	23	18	0	0	0	9	23	18
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade K-1)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)