

# New York State School Report Card Comprehensive Information Report

BEDS Code: 21-04-02-06-0001

Grade Range : 6-12

Name: Frankfort Schuyler Central High School

Principal: Donald Stankavage

## 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	85
Ungraded Elementary	0	0	4
Seventh	79	77	81
Eighth	85	81	74
Ninth	112	88	83
Tenth	79	97	82
Eleventh	79	75	93
Twelfth	80	80	73
Ungraded Secondary	0	0	9
Total K-12 Enrollment	514	498	584

## 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	0	0.0%	0	0.0%	0	0.0%
Black (Not Hispanic)	0	0.0%	0	0.0%	2	0.3%
Hispanic	2	0.4%	1	0.2%	5	0.9%
White (Not Hispanic)	512	99.6%	497	99.8%	577	98.8%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	19	18
Mathematics Grade 8	17	17	18
Science Grade 8	20	19	18
Social Studies Grade 8	20	19	18
English Grade 10	20	19	21
Mathematics Grade 10	0	0	0
Science Grade 10	21	18	18
Social Studies Grade 10	21	18	16

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. 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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	89	17.3%	61	12.3%	84	14.4%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.3%		93.6%		93.9%
<b>Student Suspensions</b>	26	4.6%	22	4.3%	12	2.4%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	6.2%	3.0%	4.4%
<b>Public Assistance</b>	11-20%	21-30%	11-20%
<b>Student Stability</b>	100%	100%	99%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	46
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	2

\*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	72	30	42%	72	43	60%	67	33	49%
Students with Disabilities	6	1	17%	0	0	0%	2	0	0%
All Students	78	31	40%	72	43	60%	69	33	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 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	24	39	0	2	4	0
Percent	35%	57%	0%	3%	6%	0%

## 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)
2	0	1	3

\*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			13		16	
	Entered GED Program*			0		0	
	Total Noncompleters			13		16	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	3	0.9%	13	3.8%	16	4.7%
	Entered GED Program*	3	0.9%	0	0.0%	0	0.0%
	Total Noncompleters	6	1.7%	13	3.8%	16	4.7%

\*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	15	100%	17	65%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	58	52%	58	41%	63	90%

### 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	2	#	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	0	0%	7	71%	2	#
Science	9	67%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	6	50%
U.S. Hist & Gov't	6	50%	2	#	1	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	100%	0	0%	5	80%
Science	0	0%	0	0%	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	1	#	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	77	71	87	1	1	2
Number Scoring 55–100	75	71	84	#	#	#
Number Scoring 65–100	67	61	81	#	#	#
Number Scoring 85–100	19	25	48	#	#	#
Percentage of Tested Scoring 55–100	97%	100%	97%	#	#	#
Percentage of Tested Scoring 65–100	87%	86%	93%	#	#	#
Percentage of Tested Scoring 85–100	25%	35%	55%	#	#	#
<b>Mathematics A</b>						
Number Tested	0	7	88	0	0	1
Number Scoring 55–100	0	3	50	0	0	#
Number Scoring 65–100	0	2	35	0	0	#
Number Scoring 85–100	0	0	4	0	0	#
Percentage of Tested Scoring 55–100	0%	43%	57%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	29%	40%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	5%	0%	0%	#
<b>Mathematics B (first administered June 2001)</b>						
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%
<b>Global History and Geography</b>						
Number Tested	81	86	71	4	1	0
Number Scoring 55–100	79	74	65	#	#	0
Number Scoring 65–100	67	74	57	#	#	0
Number Scoring 85–100	27	35	23	#	#	0
Percentage of Tested Scoring 55–100	98%	86%	92%	#	#	0%
Percentage of Tested Scoring 65–100	83%	86%	80%	#	#	0%
Percentage of Tested Scoring 85–100	33%	41%	32%	#	#	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	76	77	86	4	1	2
Number Scoring 55–100	75	72	78	#	#	#
Number Scoring 65–100	70	68	74	#	#	#
Number Scoring 85–100	39	32	44	#	#	#
Percentage of Tested Scoring 55–100	99%	94%	91%	#	#	#
Percentage of Tested Scoring 65–100	92%	88%	86%	#	#	#
Percentage of Tested Scoring 85–100	51%	42%	51%	#	#	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	93	98	81	7	0	6
Number Scoring 55–100	90	91	76	7	0	6
Number Scoring 65–100	79	88	71	7	0	5
Number Scoring 85–100	6	15	21	0	0	0
Percentage of Tested Scoring 55–100	97%	93%	94%	100%	0%	100%
Percentage of Tested Scoring 65–100	85%	90%	88%	100%	0%	83%
Percentage of Tested Scoring 85–100	6%	15%	26%	0%	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	75	57	75	2	1	0
Number Scoring 55–100	67	55	58	#	#	0
Number Scoring 65–100	57	48	52	#	#	0
Number Scoring 85–100	23	12	15	#	#	0
Percentage of Tested Scoring 55–100	89%	96%	77%	#	#	0%
Percentage of Tested Scoring 65–100	76%	84%	69%	#	#	0%
Percentage of Tested Scoring 85–100	31%	21%	20%	#	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		32	52		0	0
Number Scoring 55–100		31	48		0	0
Number Scoring 65–100		24	29		0	0
Number Scoring 85–100		3	9		0	0
Percentage of Tested Scoring 55–100		97%	92%		0%	0%
Percentage of Tested Scoring 65–100		75%	56%		0%	0%
Percentage of Tested Scoring 85–100		9%	17%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	32	19	8	0	0	0
Number Scoring 55–100	32	18	8	0	0	0
Number Scoring 65–100	31	18	8	0	0	0
Number Scoring 85–100	13	7	4	0	0	0
Percentage of Tested Scoring 55–100	100%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	41%	37%	50%	0%	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	63	30	23	0	0	0
Number Scoring 55–100	63	30	23	0	0	0
Number Scoring 65–100	59	29	23	0	0	0
Number Scoring 85–100	40	19	13	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	63%	63%	57%	0%	0%	0%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	76	59	20	2	0	0
Number Scoring 55–100	58	44	14	#	0	0
Number Scoring 65–100	43	36	10	#	0	0
Number Scoring 85–100	12	14	3	#	0	0
Percentage of Tested Scoring 55–100	76%	75%	70%	#	0%	0%
Percentage of Tested Scoring 65–100	57%	61%	50%	#	0%	0%
Percentage of Tested Scoring 85–100	16%	24%	15%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	40	36	41	0	0	0
Number Scoring 55–100	37	34	41	0	0	0
Number Scoring 65–100	33	32	41	0	0	0
Number Scoring 85–100	17	17	21	0	0	0
Percentage of Tested Scoring 55–100	93%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	82%	89%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	47%	51%	0%	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	25	100%	44	98%	25	92%
Students with Disabilities	9	100%	1	#	0	0%

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
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	63	0%	30%	63%	6%
	Students with Disabilities	9	11%	89%	0%	0%
	All Students	72	1%	38%	56%	6%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	1	0	#	#	#	#
<b>Secondary Level</b>						
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	75	75	75	3	3	3	78	78	78
Number Scoring 55–64	#	#	#	#	#	#	7	7	4
Number Scoring 65–84	#	#	#	#	#	#	36	30	49
Number Scoring 85–100	#	#	#	#	#	#	27	32	16
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)