

New York State School Report Card Comprehensive Information Report

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

Grade Range : 9-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
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	374	207	45
Tenth	155	204	117
Eleventh	164	118	131
Twelfth	110	90	68
Ungraded Secondary	170	155	93
Total K-12 Enrollment	973	774	454

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	39	4.0%	33	4.3%	22	4.8%
Black (Not Hispanic)	612	62.9%	491	63.4%	294	64.8%
Hispanic	194	19.9%	139	18.0%	91	20.0%
White (Not Hispanic)	128	13.2%	111	14.3%	47	10.4%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
145	14.9%	158	20.4%	62	13.7%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	20	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	26	29	20
Mathematics Grade 10	26	26	19
Science Grade 10	21	20	0
Social Studies Grade 10	27	26	30

(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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		76.5%		76.5%		76.5%
Student Suspensions	412	42.1%	425	43.7%	319	41.2%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	41.6%	36.2%	70.9%
Reduced Lunch	5.1%	4.1%	9.9%
Public Assistance	61-70%	51-60%	91-100%
Student Stability	91%	87%	84%

Staff Counts

Staff	2001–2002
Total Teachers	55
Total Other Professional Staff	17
Total Paraprofessionals	NA
Teaching out of Certification*	13
Teachers with Temporary Licenses	1

*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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	125	3	2%	83	7	8%	91	5	5%
Students with Disabilities	9	0	0%	13	0	0%	8	0	0%
All Students	134	3	2%	96	7	7%	99	5	5%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	11	57	3	5	2	21
Percent	11%	58%	3%	5%	2%	21%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
8	0	14	22

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					22	4.8%
	Entered GED Program*					43	9.5%
	Total Noncompleters					65	14.3%
Students with Disabilities	Dropped Out					25	5.5%
	Entered GED Program*					13	2.9%
	Total Noncompleters					38	8.4%
All Students	Dropped Out	81	8.3%	146	18.9%	47	10.4%
	Entered GED Program*	79	8.1%	98	12.7%	56	12.3%
	Total Noncompleters	160	16.4%	244	31.5%	103	22.7%

*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)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	92%	5	80%	5	60%
Science	36	78%	23	61%	31	87%
Reading	0	0%	0	0%	4	#
Writing	1	#	0	0%	5	100%
Global Studies	39	62%	20	65%	3	#
U.S. Hist & Gov't	53	66%	29	66%	4	#

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	82%	8	62%	6	83%
Science	14	36%	9	0%	3	#
Reading	0	0%	2	#	3	#
Writing	3	100%	0	0%	3	#
Global Studies	27	26%	15	47%	3	#
U.S. Hist & Gov't	18	44%	10	60%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	119	102	182	7	7	1
Number Scoring 55–100	101	90	145	6	5	#
Number Scoring 65–100	49	58	81	1	2	#
Number Scoring 85–100	1	7	11	0	0	#
Percentage of Tested Scoring 55–100	85%	88%	80%	86%	71%	#
Percentage of Tested Scoring 65–100	41%	57%	45%	14%	29%	#
Percentage of Tested Scoring 85–100	1%	7%	6%	0%	0%	#
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	163	140	62	12	9	4
Number Scoring 55–100	77	58	24	3	3	#
Number Scoring 65–100	50	37	18	2	2	#
Number Scoring 85–100	8	7	0	0	0	#
Percentage of Tested Scoring 55–100	47%	41%	39%	25%	33%	#
Percentage of Tested Scoring 65–100	31%	26%	29%	17%	22%	#
Percentage of Tested Scoring 85–100	5%	5%	0%	0%	0%	#
Mathematics A						
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 Studies (last administered January 2000)						
Number Tested	95			6		
Number Scoring 55–100	61			4		
Number Scoring 65–100	51			3		
Number Scoring 85–100	15			0		
Percentage of Tested Scoring 55–100	64%			67%		
Percentage of Tested Scoring 65–100	54%			50%		
Percentage of Tested Scoring 85–100	16%			0%		
Global History and Geography (first administered June 2000)						
Number Tested	0	192	85	0	16	4
Number Scoring 55–100	0	155	78	0	8	#
Number Scoring 65–100	0	120	48	0	4	#
Number Scoring 85–100	0	9	0	0	0	#
Percentage of Tested Scoring 55–100	0%	81%	92%	0%	50%	#
Percentage of Tested Scoring 65–100	0%	62%	56%	0%	25%	#
Percentage of Tested Scoring 85–100	0%	5%	0%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	87	0		9	0	
Number Scoring 55–100	53	0		5	0	
Number Scoring 65–100	26	0		0	0	
Number Scoring 85–100	0	0		0	0	
Percentage of Tested Scoring 55–100	61%	0%		56%	0%	
Percentage of Tested Scoring 65–100	30%	0%		0%	0%	
Percentage of Tested Scoring 85–100	0%	0%		0%	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		135	207		11	4
Number Scoring 55–100		85	183		7	#
Number Scoring 65–100		54	120		4	#
Number Scoring 85–100		5	7		0	#
Percentage of Tested Scoring 55–100		63%	88%		64%	#
Percentage of Tested Scoring 65–100		40%	58%		36%	#
Percentage of Tested Scoring 85–100		4%	3%		0%	#
Living Environment (first administered June 2001)						
Number Tested		85	59		9	1
Number Scoring 55–100		67	56		7	#
Number Scoring 65–100		41	45		4	#
Number Scoring 85–100		0	0		0	#
Percentage of Tested Scoring 55–100		79%	95%		78%	#
Percentage of Tested Scoring 65–100		48%	76%		44%	#
Percentage of Tested Scoring 85–100		0%	0%		0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		16	2		1	0
Number Scoring 55–100		9	#		#	0
Number Scoring 65–100		8	#		#	0
Number Scoring 85–100		1	#		#	0
Percentage of Tested Scoring 55–100		56%	#		#	0%
Percentage of Tested Scoring 65–100		50%	#		#	0%
Percentage of Tested Scoring 85–100		6%	#		#	0%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	423	173	168	134	225
2001	323	384	199	166	268
2002	40	99	149	97	96

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	76	37	39	40	48
2001	35	105	41	43	56
2002	8	5	4	16	8

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	225	268	96	48	56	8
Comprehensive French						
Number Tested	3	8	7	0	1	0
Number Scoring 55–100	#	6	2	0	#	0
Number Scoring 65–100	#	6	0	0	#	0
Number Scoring 85–100	#	2	0	0	#	0
Percentage of AGE Tested	#	3%	7%	0%	#	0%
Percentage of AGE Scoring 55–100	#	2%	2%	0%	#	0%
Percentage of AGE Scoring 65–100	#	2%	0%	0%	#	0%
Percentage of AGE Scoring 85–100	#	1%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	#	75%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	225	268	96	48	56	8
Comprehensive Spanish						
Number Tested	34	56	46	1	1	1
Number Scoring 55–100	30	56	43	#	#	#
Number Scoring 65–100	25	53	40	#	#	#
Number Scoring 85–100	12	24	21	#	#	#
Percentage of AGE Tested	15%	21%	48%	#	#	#
Percentage of AGE Scoring 55–100	13%	21%	45%	#	#	#
Percentage of AGE Scoring 65–100	11%	20%	42%	#	#	#
Percentage of AGE Scoring 85–100	5%	9%	22%	#	#	#
Percentage of Tested Scoring 65–100	74%	95%	87%	#	#	#
Comprehensive Latin						
Number Tested	10	0	9	0	0	0
Number Scoring 55–100	10	0	6	0	0	0
Number Scoring 65–100	10	0	5	0	0	0
Number Scoring 85–100	5	0	0	0	0	0
Percentage of AGE Tested	4%	0%	9%	0%	0%	0%
Percentage of AGE Scoring 55–100	4%	0%	6%	0%	0%	0%
Percentage of AGE Scoring 65–100	4%	0%	5%	0%	0%	0%
Percentage of AGE Scoring 85–100	2%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	56%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	225	268	96	48	56	8
Sequential Mathematics, Course II						
Number Tested	51	106	40	2	6	1
Number Scoring 55–100	28	41	12	#	0	#
Number Scoring 65–100	21	21	6	#	0	#
Number Scoring 85–100	0	1	1	#	0	#
Percentage of AGE Tested	23%	40%	42%	#	11%	#
Percentage of AGE Scoring 55–100	12%	15%	12%	#	0%	#
Percentage of AGE Scoring 65–100	9%	8%	6%	#	0%	#
Percentage of AGE Scoring 85–100	0%	0%	1%	#	0%	#
Percentage of Tested Scoring 65–100	41%	20%	15%	#	0%	#
Sequential Mathematics, Course III						
Number Tested	16	14	15	0	1	0
Number Scoring 55–100	11	6	12	0	#	0
Number Scoring 65–100	6	4	12	0	#	0
Number Scoring 85–100	2	1	2	0	#	0
Percentage of AGE Tested	7%	5%	16%	0%	#	0%
Percentage of AGE Scoring 55–100	5%	2%	12%	0%	#	0%
Percentage of AGE Scoring 65–100	3%	1%	12%	0%	#	0%
Percentage of AGE Scoring 85–100	1%	0%	2%	0%	#	0%
Percentage of Tested Scoring 65–100	38%	29%	80%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	225	268	96	48	56	8
Earth Science (last administered January 2001)						
Number Tested	17	0		0	0	
Number Scoring 55–100	8	0		0	0	
Number Scoring 65–100	3	0		0	0	
Number Scoring 85–100	0	0		0	0	
Percentage of AGE Tested	8%	0%		0%	0%	
Percentage of AGE Scoring 55–100	4%	0%		0%	0%	
Percentage of AGE Scoring 65–100	1%	0%		0%	0%	
Percentage of AGE Scoring 85–100	0%	0%		0%	0%	
Percentage of Tested Scoring 65–100	18%	0%		0%	0%	
Biology (last administered January 2001)						
Number Tested	103	88		7	9	
Number Scoring 55–100	49	70		2	7	
Number Scoring 65–100	37	44		2	4	
Number Scoring 85–100	3	1		0	0	
Percentage of AGE Tested	46%	33%		15%	16%	
Percentage of AGE Scoring 55–100	22%	26%		4%	12%	
Percentage of AGE Scoring 65–100	16%	16%		4%	7%	
Percentage of AGE Scoring 85–100	1%	0%		0%	0%	
Percentage of Tested Scoring 65–100	36%	50%		29%	44%	
Chemistry (last administered January 2002)						
Number Tested	29	58	0	2	2	0
Number Scoring 55–100	13	39	0	#	#	0
Number Scoring 65–100	6	23	0	#	#	0
Number Scoring 85–100	0	0	0	#	#	0
Percentage of AGE Tested	13%	22%	0%	#	#	0%
Percentage of AGE Scoring 55–100	6%	15%	0%	#	#	0%
Percentage of AGE Scoring 65–100	3%	9%	0%	#	#	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	#	#	0%
Percentage of Tested Scoring 65–100	21%	40%	0%	#	#	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	225	268	96	48	56	8
Physics (last administered January 2002)						
Number Tested	17	12	0	0	1	0
Number Scoring 55–100	9	8	0	0	#	0
Number Scoring 65–100	5	5	0	0	#	0
Number Scoring 85–100	1	0	0	0	#	0
Percentage of AGE Tested	8%	4%	0%	0%	#	0%
Percentage of AGE Scoring 55–100	4%	3%	0%	0%	#	0%
Percentage of AGE Scoring 65–100	2%	2%	0%	0%	#	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	29%	42%	0%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			9			0
Number Scoring 55–100			2			0
Number Scoring 65–100			0			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			9%			0%
Percentage of AGE Scoring 55–100			2%			0%
Percentage of AGE Scoring 65–100			0%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			0%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			15			0
Number Scoring 55–100			0			0
Number Scoring 65–100			0			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			16%			0%
Percentage of AGE Scoring 55–100			0%			0%
Percentage of AGE Scoring 65–100			0%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			0%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	43	77%	24	96%	35	97%
Students with Disabilities	2	#	3	#	2	#

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	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 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	83	83	17	17	100	100
Number Scoring 55–64	21	20	0	1	21	21
Number Scoring 65–84	32	38	3	2	35	40
Number Scoring 85–100	11	4	0	0	11	4
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	181	9	190
Number Scoring 55–64	32	1	33
Number Scoring 65–84	91	0	91
Number Scoring 85–100	1	0	1
Approved Alternatives	0	0	0

(Form – O)