

New York State School Report Card Comprehensive Information Report

BEDS Code: 26-16-00-01-0084
 Name: Global Media Arts Hs At Franklin
 Principal: Dennis Francione

Grade Range : 7-11

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	72	93
Eighth	0	0	58
Ninth	0	111	87
Tenth	0	55	96
Eleventh	0	0	47
Twelfth	0	0	0
Ungraded Secondary	0	20	0
Total K-12 Enrollment	0	258	381

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	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%	3	1.2%	1	0.3%
Black (Not Hispanic)	0	0.0%	185	71.7%	276	72.4%
Hispanic	0	0.0%	45	17.4%	71	18.6%
White (Not Hispanic)	0	0.0%	25	9.7%	33	8.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	25
Mathematics Grade 8	0	0	26
Science Grade 8	0	0	33
Social Studies Grade 8	0	0	31
English Grade 10	0	30	29
Mathematics Grade 10	0	33	30
Science Grade 10	0	30	32
Social Studies Grade 10	0	37	23

(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
41	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 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	4	1.1%
Eligible for Free Lunch	0	0.0%	127	49.2%	202	53.0%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		0.0%		0.0%		88.2%
Student Suspensions	0	0.0%	0	0.0%	59	22.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	0.0%	5.4%	5.5%
Public Assistance	0%	31-40%	51-60%
Student Stability	0%	0%	77%

Staff Counts

Staff	2004-05
Total Teachers	26
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	0	0	0
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	0	0	0
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	0
All Students	Total Graduates*	0	0	0
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	0

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%
Students with Disabilities	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%
All Students	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		8	4.7%	13	6.7%
	Entered GED Program*	0		3	1.8%	18	9.2%
	Total Noncompleters	0		11	6.5%	31	15.9%
Students with Disabilities	Dropped Out	0		2	11.1%	1	2.9%
	Entered GED Program*	0		0	0.0%	4	11.4%
	Total Noncompleters	0		2	11.1%	5	14.3%
All Students	Dropped Out	0	0.0%	10	5.3%	14	6.1%
	Entered GED Program*	0	0.0%	3	1.6%	22	9.6%
	Total Noncompleters	0	0.0%	13	7.0%	36	15.7%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	72	150
	Number of Students with Disabilities	0	6	0
	Number of All Students	0	78	150
	Percent of Enrollment	0%	100%	99%
9-12	Number of General-Education Students	0	166	192
	Number of Students with Disabilities	0	14	38
	Number of All Students	0	180	230
	Percent of Enrollment	0%	100%	100%

(Form - D)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	0	0	53	0	0	3
Number Scoring 55-100	0	0	45	0	0	#
Number Scoring 65-100	0	0	36	0	0	#
Number Scoring 85-100	0	0	9	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	85%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	68%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	17%	0%	0%	#
Mathematics A						
Number Tested	0	1	45	0	0	2
Number Scoring 55-100	0	#	38	0	0	#
Number Scoring 65-100	0	#	23	0	0	#
Number Scoring 85-100	0	#	1	0	0	#
Percentage of Tested Scoring 55-100	0%	#	84%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	#	51%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	#	2%	0%	0%	#
Mathematics 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%
Global History and Geography						
Number Tested	0	73	70	0	5	5
Number Scoring 55-100	0	47	41	0	2	2
Number Scoring 65-100	0	35	24	0	1	1
Number Scoring 85-100	0	1	1	0	0	0
Percentage of Tested Scoring 55-100	0%	64%	59%	0%	40%	40%
Percentage of Tested Scoring 65-100	0%	48%	34%	0%	20%	20%
Percentage of Tested Scoring 85-100	0%	1%	1%	0%	0%	0%
U.S. History and Government						
Number Tested	0	0	53	0	0	4
Number Scoring 55-100	0	0	34	0	0	#
Number Scoring 65-100	0	0	15	0	0	#
Number Scoring 85-100	0	0	1	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	64%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	28%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	2%	0%	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	0	40	35	0	1	0
Number Scoring 55-100	0	26	22	0	#	0
Number Scoring 65-100	0	16	9	0	#	0
Number Scoring 85-100	0	0	0	0	#	0
Percentage of Tested Scoring 55-100	0%	65%	63%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	40%	26%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	#	0%
Physical Setting/Earth Science						
Number Tested	0	78	49	0	5	0
Number Scoring 55-100	0	13	9	0	0	0
Number Scoring 65-100	0	2	3	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	17%	18%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	3%	6%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	0	0	21	0	0	1
Number Scoring 55-100	0	0	5	0	0	#
Number Scoring 65-100	0	0	2	0	0	#
Number Scoring 85-100	0	0	0	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	24%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	10%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	#
Physical Setting/Physics						
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 Tested Scoring 55-100		0%	0%		0%	0%
Percentage of Tested Scoring 65-100		0%	0%		0%	0%
Percentage of Tested Scoring 85-100		0%	0%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
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 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	0	4	0	0	0	0
Number Scoring 55-100	0	#	0	0	0	0
Number Scoring 65-100	0	#	0	0	0	0
Number Scoring 85-100	0	#	0	0	0	0
Percentage of Tested Scoring 55-100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	0%	0%	0%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	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 2005	General-Education Students	52	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	56	2%	80%	18%	0%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	1	1	1	1	1	1	2	2	2
Number Scoring 55–64	#	#	#	#	#	#	#	#	#
Number Scoring 65–84	#	#	#	#	#	#	#	#	#
Number Scoring 85–100	#	#	#	#	#	#	#	#	#
Approved Alternatives	#	#	#	#	#	#	#	#	#

(Form – J)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade 7-8)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 7-8)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 9-12)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 9-12)						
Number Tested		2	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	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)