



The New York State School Report Card [2014 - 15]

NAME: FRANKLIN ACADEMY HIGH SCHOOL

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The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

Regents Examination Results (2014 - 15)

Results by Student Group	Comprehensive English				English Language Arts (Common Core)					
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at				
		55	65	85		Level 1	Level 2	Level 3	Level 4	Level 5
All Students	165	91	81	32	167	10	11	24	12	43
General Education	138	98	88	37	141	4	11	24	13	49
Students with Disabilities	27	56	41	7	26	42	15	23	8	12
American Indian or Alaska Native	2	—	—	—	1	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	3	—	—	—	—	—
Black or African American	2	—	—	—	2	—	—	—	—	—
Hispanic or Latino	1	—	—	—	1	—	—	—	—	—
White	157	90	80	32	160	9	12	23	13	44
Multiracial	0	0	0	0	0	0	0	0	0	0
Small Group Total	8	100	88	38	7	14	0	57	0	29
Female	72	90	83	38	71	13	7	20	15	45
Male	93	91	78	28	96	7	15	27	9	42
English Proficient	165	91	81	32	167	10	11	24	12	43
Limited English Proficient	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	72	82	67	15	75	17	12	28	9	33
Not Economically Disadvantaged	93	98	91	45	92	3	11	21	14	51
Migrant	0	0	0	0	0	0	0	0	0	0
Not Migrant	165	91	81	32	167	10	11	24	12	43

Regents Examination Results (2014 - 15)

Results by Student Group	Integrated Algebra				Geometry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	99	89	69	6	121	96	87	22
General Education	61	90	72	8	116	97	89	22
Students with Disabilities	38	87	63	3	5	60	40	20
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	1	—	—	—
Black or African American	1	—	—	—	2	—	—	—
Hispanic or Latino	1	—	—	—	1	—	—	—
White	95	—	—	—	116	97	87	21
Multiracial	0	0	0	0	1	—	—	—
Small Group Total	99	89	69	6	5	80	80	60
Female	51	90	71	8	63	98	87	25
Male	48	88	67	4	58	93	86	19
English Proficient	98	—	—	—	120	—	—	—
Limited English Proficient	1	—	—	—	1	—	—	—
Economically Disadvantaged	64	86	61	2	46	91	78	13
Not Economically Disadvantaged	35	94	83	14	75	99	92	28
Migrant	2	—	—	—	2	—	—	—
Not Migrant	97	—	—	—	119	—	—	—

Regents Examination Results (2014 - 15)

Results by Student Group	Algebra 2/Trigonometry				Algebra I (Common Core)					
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at				
		55	65	85		Level 1	Level 2	Level 3	Level 4	Level 5
All Students	80	86	79	26	117	22	32	40	5	0
General Education	79	—	—	—	92	12	33	49	7	0
Students with Disabilities	1	—	—	—	25	60	32	8	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	3	—	—	—	—	—
Black or African American	0	0	0	0	1	—	—	—	—	—
Hispanic or Latino	0	0	0	0	1	—	—	—	—	—
White	79	—	—	—	112	22	32	40	5	0
Multiracial	1	—	—	—	0	0	0	0	0	0
Small Group Total	80	86	79	26	5	20	40	40	0	0
Female	42	83	71	24	62	18	37	40	5	0
Male	38	89	87	29	55	27	27	40	5	0
English Proficient	80	86	79	26	116	—	—	—	—	—
Limited English Proficient	0	0	0	0	1	—	—	—	—	—
Economically Disadvantaged	15	93	80	33	59	24	41	32	3	0
Not Economically Disadvantaged	65	85	78	25	58	21	24	48	7	0
Migrant	0	0	0	0	2	—	—	—	—	—
Not Migrant	80	86	79	26	115	—	—	—	—	—

Regents Examination Results (2014 - 15)

Results by Student Group	Geometry (Common Core)						Global History and Geography			
	Total Tested	Percent of students scoring at					Total Tested	Percent of students scoring at or above		
		Level 1	Level 2	Level 3	Level 4	Level 5		55	65	85
All Students	112	12	27	48	9	4	239	69	53	15
General Education	108	—	—	—	—	—	192	80	63	18
Students with Disabilities	4	—	—	—	—	—	47	26	13	2
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	2	—	—	—
Black or African American	2	—	—	—	—	—	1	—	—	—
Hispanic or Latino	1	—	—	—	—	—	2	—	—	—
White	107	10	28	49	8	5	233	69	53	14
Multiracial	1	—	—	—	—	—	1	—	—	—
Small Group Total	5	40	0	40	20	0	6	67	50	33
Female	57	11	30	47	7	5	137	67	50	14
Male	55	13	24	49	11	4	102	72	56	16
English Proficient	111	—	—	—	—	—	237	—	—	—
Limited English Proficient	1	—	—	—	—	—	2	—	—	—
Economically Disadvantaged	40	18	25	53	3	3	122	60	43	8
Not Economically Disadvantaged	72	8	28	46	13	6	117	79	62	21
Migrant	2	—	—	—	—	—	4	—	—	—
Not Migrant	110	—	—	—	—	—	235	—	—	—

Regents Examination Results (2014 - 15)

Results by Student Group	U.S. History & Government			Living Environment				
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	189	85	72	23	139	94	88	30
General Education	158	90	77	27	126	94	88	33
Students with Disabilities	31	61	45	0	13	92	85	0
American Indian or Alaska Native	2	—	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	0	0	0	0
Black or African American	3	—	—	—	0	0	0	0
Hispanic or Latino	1	—	—	—	2	—	—	—
White	180	85	72	23	135	—	—	—
Multiracial	0	0	0	0	1	—	—	—
Small Group Total	9	89	78	11	139	94	88	30
Female	87	82	68	23	73	93	88	32
Male	102	88	75	23	66	94	88	29
English Proficient	189	85	72	23	137	—	—	—
Limited English Proficient	0	0	0	0	2	—	—	—
Economically Disadvantaged	88	76	57	16	69	88	80	17
Not Economically Disadvantaged	101	93	85	29	70	99	96	43
Migrant	0	0	0	0	3	—	—	—
Not Migrant	189	85	72	23	136	—	—	—

Regents Examination Results (2014 - 15)

Results by Student Group	Physical Setting/Earth Science				Physical Setting/Chemistry			
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	192	80	58	18	56	89	68	14
General Education	151	87	69	23	56	89	68	14
Students with Disabilities	41	54	20	2	0	0	0	0
American Indian or Alaska Native	1	—	—	—	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	2	—	—	—
Black or African American	2	—	—	—	0	0	0	0
Hispanic or Latino	1	—	—	—	0	0	0	0
White	184	79	59	18	54	—	—	—
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	8	88	50	13	56	89	68	14
Female	98	73	53	12	32	88	63	9
Male	94	86	64	24	24	92	75	21
English Proficient	191	—	—	—	56	89	68	14
Limited English Proficient	1	—	—	—	0	0	0	0
Economically Disadvantaged	94	71	49	9	11	73	45	9
Not Economically Disadvantaged	98	88	67	28	45	93	73	16
Migrant	5	80	60	0	0	0	0	0
Not Migrant	187	80	58	19	56	89	68	14

Regents Examination Results (2014 - 15)

Results by Student Group	Physical Setting/Physics			
	Total Tested	Percent of students scoring at or above		
		55	65	85
All Students	17	100	88	35
General Education	17	100	88	35
Students with Disabilities	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0
Black or African American	0	0	0	0
Hispanic or Latino	0	0	0	0
White	17	100	88	35
Multiracial	0	0	0	0
Small Group Total	0	0	0	0
Female	6	100	83	33
Male	11	100	91	36
English Proficient	17	100	88	35
Limited English Proficient	0	0	0	0
Economically Disadvantaged	4	—	—	—
Not Economically Disadvantaged	13	—	—	—
Migrant	0	0	0	0
Not Migrant	17	100	88	35

Glossary of Terms - Report Cards Data

2-YEAR	A postsecondary institution that offers programs of at least 2 but less than 4 years duration. This includes occupational and vocational schools with programs of at least 1800 hours and academic institutions with programs of less than 4 years. This does not include bachelor's degree-granting institutions where the baccalaureate program can be completed in 3 years.
4-YEAR/GRAD	A postsecondary institution that offers programs of at least 4 years duration or one that offers programs at or above the baccalaureate level. This includes schools that offer post baccalaureate certificates only or those that offer graduate programs only. This also includes free-standing medical, law or other first-professional schools.
Alternative High School Equivalency Preparation Program (AHSEPP)	A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Attendance Rate	Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.
Average Class Size	Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.
CUNY	City University of New York
Completers	Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).
Core Classes	Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.
Disability Status	Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.
Dropouts	Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Economically Disadvantaged	Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA),

Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

FTE	Full-Time Equivalent is calculated as follows: <ul style="list-style-type: none">• Undergraduates: Full-Time + 1/3 Part-Time• Graduates and First Professionals: Full-Time +.4* Part-Time
First-Professional	A student enrolled in any of the following degree programs: Chiropractic (D.C. or D.C.M.), Dentistry (D.D.S. or D.M.D.), Law (L.L.B., J.D.), Medicine (M.D.), Optometry (O.D.), Osteopathic Medicine (D.O.), Pharmacy (Pharm.D.), Podiatry (D.P.M., D.P., or Pod.D.), Theology (M.Div., M.H.L., B.D., or Ordination), Veterinary Medicine (D.V.M.), Audiology, (Au.D.), Nursing Practice (D.N.P.), and Physical Therapy (D.P.N.)
First-Time	An entering freshman who has never attended any college (or other postsecondary institution), aside from college credits earned in high school. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).
Free and Reduced-Price Lunch (FRPL)	Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.
Full-Time	Undergraduate: A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term. Graduate: A student enrolled for 9 or more semester credits, 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution. First-Professional: As defined by the institution.
Gender	Gender of the student being reported, as identified by the parent/guardian.
Grade Level	Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.
Graduate Student	A student who holds a bachelor's, first-professional degree, or equivalent, and is taking courses at the post baccalaureate level. These students may or may not be enrolled in graduate programs (not to include students in first-professional programs).
Graduates	Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.
High School Completers	High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).
Highly Qualified Teachers	To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as Highly Qualified if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered Highly Qualified if they meet all remaining criteria.

High-poverty and low-poverty schools used for highly qualified teacher categorization are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Independent

Is a private-not-for-profit institution.

Limited English Proficiency

Limited English proficient students are those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results. For more information about NAEP, see the National Center for Education Statistics web site at <http://nces.ed.gov/nationsreportcard/>.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only. Students identified by their district's Committee on Special Education as eligible to take the New York State Alternate Assessment (NYSAA) may use this assessment to fulfill the participation and performance criteria for elementary/middle- and secondary-level English language arts and mathematics and elementary/middle-level science for accountability.

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

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

New York State Testing Program (NYSTP)

The New York State Testing Program (NYSTP) assessments are administered annually in English language arts (ELA) and mathematics in grades 3 through 8.

Non-completers

Non-completers is the sum of dropouts and students who entered an Alternative High School Equivalency Preparation Program (AHSEPP). The number of enrolled students used as the denominator for determining the percentage of noncompleters is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Tests	reporting year. If a student takes the same RCT multiple times during the reporting year, only the highest score is included in the annual results.
Regents Examinations	Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in the annual results.
SUNY	State University of New York
Staff Counts	Principals and assistant principals include full- and part-time. Other professional staff include administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Paraprofessionals include full- and part-time supplementary school personnel.
Suspensions	Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Suspension data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.
Teacher Turnover Rate	Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teachers who in year one were reported as providing instruction in one building, but in year two were reported under the district code or another building within the same district are included in the turnover rate.
Total Cohort	A secondary-level total cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. For more detailed information on cohort definitions, see the SIRS Manual .