

New York State School Report Card Comprehensive Information Report

BEDS Code: 64-07-01-04-0003
 Name: Granville Junior-Senior High School
 Principal: Daryl Hammond

Grade Range : 7-12

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	0
Ungraded Elementary	0	0	0
Seventh	160	147	110
Eighth	123	145	146
Ninth	114	122	149
Tenth	95	102	106
Eleventh	92	81	98
Twelfth	92	88	88
Ungraded Secondary	35	27	26
Total K-12 Enrollment	711	712	723

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	5	0.7%	5	0.7%	2	0.3%
Black (Not Hispanic)	3	0.4%	3	0.4%	2	0.3%
Hispanic	2	0.3%	2	0.3%	0	0.0%
White (Not Hispanic)	701	98.6%	702	98.6%	719	99.4%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	22	20
Mathematics Grade 8	21	19	19
Science Grade 8	23	22	23
Social Studies Grade 8	21	22	25
English Grade 10	18	4	21
Mathematics Grade 10	22	17	17
Science Grade 10	19	19	20
Social Studies Grade 10	21	19	21

(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
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	125	17.6%	118	16.6%	154	21.3%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.8%		93.8%		95.8%
Student Suspensions	88	13.1%	155	21.8%	116	16.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.7%	9.6%	9.1%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	99%	99%	98%

Staff Counts

Staff	2002–2003
Total Teachers	60
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	0

*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	79	31	39%	72	35	49%	81	38	47%
Students with Disabilities	3	0	0%	5	1	20%	1	0	0%
All Students	82	31	38%	77	36	47%	82	38	46%

*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	82	0	0	0	0	0
Percent	100%	0%	0%	0%	0%	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)
1	0	7	8

*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			11		13	
	Entered GED Program*			1		0	
	Total Noncompleters			12		13	
Students with Disabilities	Dropped Out			3		5	
	Entered GED Program*			0		0	
	Total Noncompleters			3		5	
All Students	Dropped Out	6	1.5%	14	3.4%	18	3.9%
	Entered GED Program*	0	0.0%	1	0.2%	0	0.0%
	Total Noncompleters	6	1.5%	15	3.7%	18	3.9%

*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	340
	Number of Students with Disabilities		0	101
	Number of All Students		0	441
	Percent of Enrollment		0%	96%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	33	97%	57	82%	56	82%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	50	92%	41	83%	61	98%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	5	80%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	4	#	4	#

(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	10	100%	3	#	3	#
Science	3	#	1	#	1	#
Reading	0	0%	0	0%	6	83%
Writing	0	0%	0	0%	5	80%
Global Studies	1	#	1	#	1	#
U.S. Hist & Gov't	4	#	0	0%	2	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	90%	36	94%	3	#
Science	2	#	4	#	1	#
Reading	2	#	3	#	16	69%
Writing	0	0%	4	#	12	67%
Global Studies	0	0%	4	#	8	38%
U.S. Hist & Gov't	2	#	3	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	84	81	93	6	8	12
Number Scoring 55–100	81	73	64	3	7	2
Number Scoring 65–100	77	63	53	3	3	2
Number Scoring 85–100	28	22	16	0	0	0
Percentage of Tested Scoring 55–100	96%	90%	69%	50%	88%	17%
Percentage of Tested Scoring 65–100	92%	78%	57%	50%	38%	17%
Percentage of Tested Scoring 85–100	33%	27%	17%	0%	0%	0%
Mathematics A						
Number Tested	0	77	141	0	12	8
Number Scoring 55–100	0	38	123	0	2	7
Number Scoring 65–100	0	29	91	0	1	2
Number Scoring 85–100	0	9	16	0	0	0
Percentage of Tested Scoring 55–100	0%	49%	87%	0%	17%	88%
Percentage of Tested Scoring 65–100	0%	38%	65%	0%	8%	25%
Percentage of Tested Scoring 85–100	0%	12%	11%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	23	0	0	0
Number Scoring 55–100	0	0	22	0	0	0
Number Scoring 65–100	0	0	18	0	0	0
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	78%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	13%	0%	0%	0%
Global History and Geography						
Number Tested	94	98	107	8	19	11
Number Scoring 55–100	94	90	96	8	14	4
Number Scoring 65–100	87	86	82	5	12	3
Number Scoring 85–100	35	15	29	0	1	0
Percentage of Tested Scoring 55–100	100%	92%	90%	100%	74%	36%
Percentage of Tested Scoring 65–100	93%	88%	77%	62%	63%	27%
Percentage of Tested Scoring 85–100	37%	15%	27%	0%	5%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	84	91	91	5	14	10
Number Scoring 55–100	80	80	88	2	7	8
Number Scoring 65–100	67	68	86	1	5	7
Number Scoring 85–100	37	27	38	0	2	1
Percentage of Tested Scoring 55–100	95%	88%	97%	40%	50%	80%
Percentage of Tested Scoring 65–100	80%	75%	95%	20%	36%	70%
Percentage of Tested Scoring 85–100	44%	30%	42%	0%	14%	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	83	111	120	7	12	7
Number Scoring 55–100	81	106	118	6	11	6
Number Scoring 65–100	77	100	110	4	9	6
Number Scoring 85–100	8	21	22	0	0	0
Percentage of Tested Scoring 55–100	98%	95%	98%	86%	92%	86%
Percentage of Tested Scoring 65–100	93%	90%	92%	57%	75%	86%
Percentage of Tested Scoring 85–100	10%	19%	18%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	60	59	75	2	4	3
Number Scoring 55–100	58	57	73	#	#	#
Number Scoring 65–100	56	52	68	#	#	#
Number Scoring 85–100	29	20	25	#	#	#
Percentage of Tested Scoring 55–100	97%	97%	97%	#	#	#
Percentage of Tested Scoring 65–100	93%	88%	91%	#	#	#
Percentage of Tested Scoring 85–100	48%	34%	33%	#	#	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		41	43		1	3
Number Scoring 55–100		39	39		#	#
Number Scoring 65–100		34	34		#	#
Number Scoring 85–100		6	4		#	#
Percentage of Tested Scoring 55–100		95%	91%		#	#
Percentage of Tested Scoring 65–100		83%	79%		#	#
Percentage of Tested Scoring 85–100		15%	9%		#	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	22	12	16	0	0	0
Number Scoring 55–100	22	12	16	0	0	0
Number Scoring 65–100	22	12	16	0	0	0
Number Scoring 85–100	8	4	9	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	36%	33%	56%	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	23	31	29	1	0	0
Number Scoring 55–100	23	31	29	#	0	0
Number Scoring 65–100	23	31	29	#	0	0
Number Scoring 85–100	14	16	15	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	61%	52%	52%	#	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	75	40	7	0	3	0
Number Scoring 55–100	64	27	4	0	#	0
Number Scoring 65–100	51	16	0	0	#	0
Number Scoring 85–100	16	4	0	0	#	0
Percentage of Tested Scoring 55–100	85%	68%	57%	0%	#	0%
Percentage of Tested Scoring 65–100	68%	40%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	21%	10%	0%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	42	41	8	1	0	0
Number Scoring 55–100	41	38	7	#	0	0
Number Scoring 65–100	38	33	5	#	0	0
Number Scoring 85–100	17	21	2	#	0	0
Percentage of Tested Scoring 55–100	98%	93%	88%	#	0%	0%
Percentage of Tested Scoring 65–100	90%	80%	62%	#	0%	0%
Percentage of Tested Scoring 85–100	40%	51%	25%	#	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	46	98%	44	98%	42	93%
Students with Disabilities	18	83%	8	88%	6	83%

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
Nov 2002	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 2003	General-Education Students	129	5%	42%	49%	5%
	Students with Disabilities	29	31%	62%	7%	0%
	All Students	158	9%	46%	41%	4%

(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
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

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	80	80	80	14	14	14	94	94	94
Number Scoring 55–64	2	4	3	0	0	0	2	4	3
Number Scoring 65–84	42	41	39	1	2	1	43	43	40
Number Scoring 85–100	35	27	32	0	0	0	35	27	32
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)