



# The New York State Accountability Report 2011-12

<b>SCHOOL:</b>	<b>GRANVILLE JUNIOR-SENIOR HIGH SCHOOL</b>
<b>SCHOOL ID:</b>	<b>640701040003</b>
<b>DISTRICT:</b>	<b>GRANVILLE CENTRAL SCHOOL DISTRICT</b>
<b>DISTRICT ID:</b>	<b>640701040000</b>
<b>PRINCIPAL:</b>	<b>JAMES DONNELLY</b>
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**Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.**

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

**More Information:**  
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# Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see [http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

## Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

## Standards for English Language Arts, Mathematics, and Science

**Participation:** In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

**Performance:** In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target.**" In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target.**"

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

## Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

# Elementary/Middle-Level ELA: AYP

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003  
DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

**Adequate Yearly Progress:** In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level ELA: Participation

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003

DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

## Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	227	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	✓	225	100%
Multiracial	—	0	—
Students With Disabilities	✓	43	100%
Limited English Proficient	—	0	—
Economically Disadvantaged	✓	95	100%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

# Elementary/Middle-Level ELA: Performance

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003

DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

## Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	214	145	142	139
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✓	212	145	156	138
Multiracial	—	0	—	—	—
Students With Disabilities	✓	38	95	85	79
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	90	137	124	124

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:  $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$ .

# Elementary/Middle-Level ELA: Non-AYP Groups

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003

DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	227	100%
Not Black or African American	226	100%
Not Hispanic or Latino	226	100%
Not Asian or Native Hawaiian/Other Pacific Islander	227	100%
Not White	2	—
Not Multiracial	227	100%
General Education	184	99%
English Proficient	227	100%
Not Economically Disadvantaged	132	99%
Male	125	99%
Female	102	100%
Migrant	0	—
Not Migrant	227	100%

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	214	145
Not Black or African American	213	146
Not Hispanic or Latino	213	145
Not Asian or Native Hawaiian/Other Pacific Islander	214	145
Not White	2	—
Not Multiracial	214	145
General Education	176	156
English Proficient	214	145
Not Economically Disadvantaged	124	152
Male	118	142
Female	96	150
Migrant	0	—
Not Migrant	214	145

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Elementary/Middle-Level Math: AYP

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003  
DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

**Adequate Yearly Progress:** In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): NO**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✗
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level Math: Participation

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003

DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

## Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	226	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	✓	224	100%
Multiracial	—	0	—
Students With Disabilities	✓	43	98%
Limited English Proficient	—	0	—
Economically Disadvantaged	✓	94	100%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.



# Elementary/Middle-Level Math: Performance

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003

DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

## Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	214	143	156	143
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✗	212	142	166	144
Multiracial	—	0	—	—	—
Students With Disabilities	✓	38	100	106	92
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	89	137	140	137

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:  $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$ .

# Elementary/Middle-Level Math: Non-AYP Groups

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003

DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	226	100%
Not Black or African American	225	100%
Not Hispanic or Latino	225	100%
Not Asian or Native Hawaiian/Other Pacific Islander	226	100%
Not White	2	—
Not Multiracial	226	100%
General Education	183	100%
English Proficient	226	100%
Not Economically Disadvantaged	132	99%
Male	125	100%
Female	101	99%
Migrant	0	—
Not Migrant	226	100%

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	214	143
Not Black or African American	213	143
Not Hispanic or Latino	213	142
Not Asian or Native Hawaiian/Other Pacific Islander	214	143
Not White	2	—
Not Multiracial	214	143
General Education	176	152
English Proficient	214	143
Not Economically Disadvantaged	125	146
Male	119	141
Female	95	144
Migrant	0	—
Not Migrant	214	143

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Elementary/Middle-Level Science: AYP

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003  
DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

**Adequate Yearly Progress:** In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

**All accountability groups met the participation and performance criteria (made AYP): YES**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

# Elementary/Middle-Level Science: Participation

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003

DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

## Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	110	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	✓	108	100%
Multiracial	—	0	—
Students With Disabilities	—	17	—
Limited English Proficient	—	0	—
Economically Disadvantaged	✓	43	100%

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

### Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

# Elementary/Middle-Level Science: Performance

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003

DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

## Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI $\geq$ EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	103	183	169	169
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✓	101	182	181	181
Multiracial	—	0	—	—	—
Students With Disabilities	—	14	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	41	188	153	153

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

**BEDS Day (Basic Educational Data System Day):** BEDS Day is the first Wednesday in October of the school year.

**Performance Index (PI):** A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $\frac{((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Progress Target:** A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

# Elementary/Middle-Level Science: Non-AYP Groups

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003

DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	110	100%
Not Black or African American	109	100%
Not Hispanic or Latino	109	100%
Not Asian or Native Hawaiian/Other Pacific Islander	110	100%
Not White	2	—
Not Multiracial	110	100%
General Education	93	100%
English Proficient	110	100%
Not Economically Disadvantaged	67	100%
Male	58	100%
Female	52	100%
Migrant	0	—
Not Migrant	110	100%

— There were fewer than 40 students enrolled during the test administration period.

## Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	103	183
Not Black or African American	102	182
Not Hispanic or Latino	102	182
Not Asian or Native Hawaiian/Other Pacific Islander	103	183
Not White	2	—
Not Multiracial	103	183
General Education	89	193
English Proficient	103	183
Not Economically Disadvantaged	62	179
Male	55	184
Female	48	181
Migrant	0	—
Not Migrant	103	183

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

# Secondary-Level ELA: AYP

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003  
DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

**Adequate Yearly Progress:** In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): NO**

Student Group	Made AYP
All Students	X
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	X
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

# Secondary-Level ELA: Participation

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003  
DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

## Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	106	99%
American Indian or Alaska Native	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
White	✓	105	99%
Multiracial	—	0	—
Students With Disabilities	—	15	—
Limited English Proficient	—	0	—
Economically Disadvantaged	✓	46	98%

- ✓ At least 95% of 12th graders were tested.
- ✗ Less than 95% of 12th graders were tested.
- There were fewer than 40 12th graders in the group.



# Secondary-Level ELA: Performance

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003

DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

## Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI $\geq$ EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	108	134	149	149
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	0	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	X	107	134	164	157
Multiracial	—	0	—	—	—
Students With Disabilities	—	20	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	X	50	110	128	128

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

X Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

**2008 Accountability Cohort:** The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

**Performance Index (PI):** A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

# Secondary-Level ELA: Non-AYP Groups

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003

DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	106	99%
Not Black or African American	106	99%
Not Hispanic or Latino	106	99%
Not Asian or Native Hawaiian/Other Pacific Islander	105	99%
Not White	1	—
Not Multiracial	106	99%
General Education	91	99%
English Proficient	106	99%
Not Economically Disadvantaged	60	100%
Male	47	98%
Female	59	100%
Migrant	0	—
Not Migrant	106	99%

— There were fewer than 40 12th graders in the group.

## Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	108	134
Not Black or African American	108	134
Not Hispanic or Latino	108	134
Not Asian or Native Hawaiian/Other Pacific Islander	107	134
Not White	1	—
Not Multiracial	108	134
General Education	88	153
English Proficient	108	134
Not Economically Disadvantaged	58	155
Male	49	133
Female	59	136
Migrant	0	—
Not Migrant	108	134

— There were fewer than 30 students in the cohort.

# Secondary-Level Math: AYP

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003  
DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

**Adequate Yearly Progress:** In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

**Participation:** To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

**Performance:** To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

**All accountability groups met the participation and performance criteria (made AYP): NO**

Student Group	Made AYP
All Students	X
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	X
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

# Secondary-Level Math: Participation

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003  
DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

## Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	106	100%
American Indian or Alaska Native	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
White	✓	105	100%
Multiracial	—	0	—
Students With Disabilities	—	15	—
Limited English Proficient	—	0	—
Economically Disadvantaged	✓	46	100%

- ✓ At least 95% of 12th graders were tested.
- ✗ Less than 95% of 12th graders were tested.
- There were fewer than 40 12th graders in the group.

# Secondary-Level Math: Performance

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003

DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

## Secondary-Level Math Performance Results

Student Group	PI $\geq$ EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	108	116	126	126
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	0	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	X	107	116	144	132
Multiracial	—	0	—	—	—
Students With Disabilities	—	20	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	X	50	98	102	102

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

X Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

**2008 Accountability Cohort:** The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

**Performance Index (PI):** A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:  $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$

**Effective Annual Measurable Objective (EAMO):** The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

**Safe Harbor Target:** Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:  $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

# Secondary-Level Math: Non-AYP Groups

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003

DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

Participation and performance for the following groups are *NOT* used to determine AYP.

## Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	106	100%
Not Black or African American	106	100%
Not Hispanic or Latino	106	100%
Not Asian or Native Hawaiian/Other Pacific Islander	105	100%
Not White	1	—
Not Multiracial	106	100%
General Education	91	100%
English Proficient	106	100%
Not Economically Disadvantaged	60	100%
Male	47	100%
Female	59	100%
Migrant	0	—
Not Migrant	106	100%

— There were fewer than 40 12th graders in the group.

## Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	108	116
Not Black or African American	108	116
Not Hispanic or Latino	108	116
Not Asian or Native Hawaiian/Other Pacific Islander	107	116
Not White	1	—
Not Multiracial	108	116
General Education	88	130
English Proficient	108	116
Not Economically Disadvantaged	58	131
Male	49	120
Female	59	112
Migrant	0	—
Not Migrant	108	116

— There were fewer than 30 students in the cohort.

# Unweighted Combined ELA and Math PIs

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003

DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

## Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160:  $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$ .

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	145	143	134	116	135
American Indian or Alaska Native	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	145	142	134	116	134
Multiracial	—	—	—	—	—
Students With Disabilities	95	100	—	—	98
Limited English Proficient	—	—	—	—	—
Economically Disadvantaged	137	137	110	98	121

— There was not enough students to determine a Performance Index.

# Graduation Rate: AYP

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003  
DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

**Adequate Yearly Progress:** To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

## All accountability groups made AYP: YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination



# Graduation Rate: 4-Year Graduation-Rate Total Cohort

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003

DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **YES**

## Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	122	85%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	0	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	✓	121	85%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	—	20	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	41	71%	80%	69%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

## 2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

### Graduation Rate

The graduation rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

### Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

# Graduation Rate: 5-Year Graduation-Rate Total Cohort

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003

DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **YES**

## Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	134	84%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	2	—	—	—
Hispanic or Latino	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
White	✓	131	83%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	—	18	—	—	—
Limited English Proficient	—	0	—	—	—
Economically Disadvantaged	✓	31	81%	80%	79%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

## 2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

### Graduation Rate

The graduation rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

### Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$

# Graduation Rate: Non-AYP

SCHOOL: GRANVILLE JUNIOR-SENIOR HIGH SCHOOL

SCHOOL ID: 640701040003

DISTRICT: GRANVILLE CENTRAL SCHOOL DISTRICT

Graduation Rates for the following groups are **NOT** used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	122	85%	134	84%
Not Black or African American	122	85%	132	83%
Not Hispanic or Latino	122	85%	134	84%
Not Asian or Native Hawaiian/Other Pacific Islander	122	85%	133	83%
Not White	1	—	3	—
Not Multiracial	121	85%	134	84%
General Education	102	91%	116	87%
English Proficient	122	85%	134	84%
Not Economically Disadvantaged	81	93%	103	84%
Male	64	88%	70	83%
Female	58	83%	64	84%
Migrant	0	—	1	—
Not Migrant	122	85%	133	84%

— There were fewer than 30 students in the cohort.

## Graduation Rates for Select Diploma Types

### Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 21%, which did not exceed the State average of 31%.

### Regents with CTE Endorsement

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 8%, which exceeded the State average of 3%.