

New York State District Report Card Comprehensive Information Report

BEDS Code: 64-07-01-04-0000
 Name: Granville Central School District
 Superintendent: Daniel A. Teplesky

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	94	81	92
First	96	99	84
Second	102	100	96
Third	102	102	105
Fourth	112	100	98
Fifth	126	114	100
Sixth	129	118	115
Ungraded Elementary	13	0	0
Seventh	110	141	147
Eighth	146	135	140
Ninth	149	147	147
Tenth	106	131	132
Eleventh	98	98	117
Twelfth	88	103	102
Ungraded Secondary	26	6	1
Total K-12 Enrollment	1497	1475	1476

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	6	0.4%	10	0.7%	8	0.5%
Black (Not Hispanic)	7	0.5%	10	0.7%	8	0.5%
Hispanic	1	0.1%	6	0.4%	3	0.2%
White (Not Hispanic)	1483	99.1%	1449	98.2%	1457	98.7%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	15	16	18
Common Branch	19	20	19
English Grade 8	20	18	20
Mathematics Grade 8	19	19	19
Science Grade 8	23	19	20
Social Studies Grade 8	25	21	18
English Grade 10	21	20	20
Mathematics Grade 10	17	19	19
Science Grade 10	20	21	22
Social Studies Grade 10	21	23	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
NA	NA

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%	0	0.0%
Eligible for Free Lunch	365	24.4%	375	25.4%	354	24.0%

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		95.6%		96.7%		97.4%
Student Suspensions	129	8.8%	144	9.6%	124	8.4%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	10.8%	10.9%	11.0%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	124
Total Other Professional Staff	18
Total Paraprofessionals	45
Teaching Out of Certification*	3

*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*	81	76	91
	Regents Diplomas	38	45	83
	% Regents Diplomas	47%	59%	91%
	Regents Diplomas with Advanced Designation**			18
	% Regents Diplomas with Advanced Designation			20%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	1	11	3
	Regents Diplomas	0	3	3
	% Regents Diplomas	0%	27%	100%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	7	15	9
All Students	Total Graduates*	82	87	94
	Regents Diplomas	38	48	86
	% Regents Diplomas	46%	55%	91%
	Regents Diplomas with Advanced Designation**			18
	% Regents Diplomas with Advanced Designation			19%
	IEP Diplomas or Local Certificates	7	15	9

* 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	38	24	7	8	6	2	6	0
	Percent	42%	26%	8%	9%	7%	2%	7%	0%
Students with Disabilities	Number	0	1	1	0	1	0	0	0
	Percent	0%	33%	33%	0%	33%	0%	0%	0%
All Students	Number	38	25	8	8	7	2	6	0
	Percent	40%	27%	9%	9%	7%	2%	6%	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	13		10	2.4%	5	1.1%
	Entered GED Program*	0		0	0.0%	2	0.5%
	Total Noncompleters	13		10	2.4%	7	1.6%
Students with Disabilities	Dropped Out	5		9	8.7%	7	6.6%
	Entered GED Program*	0		0	0.0%	1	0.9%
	Total Noncompleters	5		9	8.7%	8	7.5%
All Students	Dropped Out	18	3.9%	19	3.7%	12	2.2%
	Entered GED Program*	0	0.0%	0	0.0%	3	0.6%
	Total Noncompleters	18	3.9%	19	3.7%	15	2.8%

*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	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	340	0	419
	Number of Students with Disabilities	101	0	105
	Number of All Students	441	0	524
	Percent of Enrollment	96%	0%	105%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	56	82%	47	87%	30	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	61	98%	71	93%	68	93%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	5	80%	2	#	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	5	40%	4	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	2	#	0	0%
Science	1	#	1	#	1	#
Reading	6	83%	0	0%	0	0%
Writing	5	80%	1	#	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	1	#

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	23	57%	24	75%
Science	1	#	0	0%	3	#
Reading	16	69%	17	35%	3	#
Writing	12	67%	16	25%	3	#
Global Studies	8	38%	8	50%	2	#
U.S. Hist & Gov't	3	#	5	60%	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	93	137	132	12	19	26
Number Scoring 55-100	64	124	112	2	9	8
Number Scoring 65-100	53	108	103	2	7	6
Number Scoring 85-100	16	38	36	0	0	1
Percentage of Tested Scoring 55-100	69%	91%	85%	17%	47%	31%
Percentage of Tested Scoring 65-100	57%	79%	78%	17%	37%	23%
Percentage of Tested Scoring 85-100	17%	28%	27%	0%	0%	4%
Mathematics A						
Number Tested	141	153	138	8	18	14
Number Scoring 55-100	123	143	125	7	11	7
Number Scoring 65-100	91	131	106	2	8	5
Number Scoring 85-100	16	32	24	0	0	0
Percentage of Tested Scoring 55-100	87%	93%	91%	88%	61%	50%
Percentage of Tested Scoring 65-100	65%	86%	77%	25%	44%	36%
Percentage of Tested Scoring 85-100	11%	21%	17%	0%	0%	0%
Mathematics B						
Number Tested	23	30	42	0	0	1
Number Scoring 55-100	22	29	41	0	0	#
Number Scoring 65-100	18	24	40	0	0	#
Number Scoring 85-100	3	8	11	0	0	#
Percentage of Tested Scoring 55-100	96%	97%	98%	0%	0%	#
Percentage of Tested Scoring 65-100	78%	80%	95%	0%	0%	#
Percentage of Tested Scoring 85-100	13%	27%	26%	0%	0%	#
Global History and Geography						
Number Tested	107	129	136	11	13	12
Number Scoring 55-100	96	123	130	4	9	9
Number Scoring 65-100	82	111	125	3	6	7
Number Scoring 85-100	29	43	40	0	0	0
Percentage of Tested Scoring 55-100	90%	95%	96%	36%	69%	75%
Percentage of Tested Scoring 65-100	77%	86%	92%	27%	46%	58%
Percentage of Tested Scoring 85-100	27%	33%	29%	0%	0%	0%
U.S. History and Government						
Number Tested	91	97	111	10	9	11
Number Scoring 55-100	88	92	104	8	6	10
Number Scoring 65-100	86	89	92	7	5	8
Number Scoring 85-100	38	44	54	1	0	1
Percentage of Tested Scoring 55-100	97%	95%	94%	80%	67%	91%
Percentage of Tested Scoring 65-100	95%	92%	83%	70%	56%	73%
Percentage of Tested Scoring 85-100	42%	45%	49%	10%	0%	9%

(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	120	162	102	7	19	6
Number Scoring 55-100	118	154	95	6	13	5
Number Scoring 65-100	110	144	83	6	9	5
Number Scoring 85-100	22	40	20	0	0	0
Percentage of Tested Scoring 55-100	98%	95%	93%	86%	68%	83%
Percentage of Tested Scoring 65-100	92%	89%	81%	86%	47%	83%
Percentage of Tested Scoring 85-100	18%	25%	20%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	75	115	136	3	8	19
Number Scoring 55-100	73	103	129	#	5	17
Number Scoring 65-100	68	87	106	#	2	13
Number Scoring 85-100	25	20	35	#	0	2
Percentage of Tested Scoring 55-100	97%	90%	95%	#	62%	89%
Percentage of Tested Scoring 65-100	91%	76%	78%	#	25%	68%
Percentage of Tested Scoring 85-100	33%	17%	26%	#	0%	11%
Physical Setting/Chemistry						
Number Tested	43	64	77	3	2	2
Number Scoring 55-100	39	55	75	#	#	#
Number Scoring 65-100	34	34	67	#	#	#
Number Scoring 85-100	4	4	10	#	#	#
Percentage of Tested Scoring 55-100	91%	86%	97%	#	#	#
Percentage of Tested Scoring 65-100	79%	53%	87%	#	#	#
Percentage of Tested Scoring 85-100	9%	6%	13%	#	#	#
Physical Setting/Physics						
Number Tested		10	11		0	0
Number Scoring 55-100		8	8		0	0
Number Scoring 65-100		5	5		0	0
Number Scoring 85-100		0	3		0	0
Percentage of Tested Scoring 55-100		80%	73%		0%	0%
Percentage of Tested Scoring 65-100		50%	45%		0%	0%
Percentage of Tested Scoring 85-100		0%	27%		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	16	14	25	0	0	2
Number Scoring 55-100	16	14	25	0	0	#
Number Scoring 65-100	16	14	25	0	0	#
Number Scoring 85-100	9	6	19	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	56%	43%	76%	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	29	19	37	0	0	0
Number Scoring 55-100	29	19	37	0	0	0
Number Scoring 65-100	29	19	37	0	0	0
Number Scoring 85-100	15	10	31	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	52%	53%	84%	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	85	11%	6%	40%	44%
	Students with Disabilities	15	47%	20%	33%	0%
	All Students	100	16%	8%	39%	37%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	122	0%	28%	57%	15%
	Students with Disabilities	23	17%	43%	39%	0%
	All Students	145	3%	30%	54%	12%

(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	89	89	89	15	15	15	104	104	104
Number Scoring 55–64	1	2	0	1	0	1	2	2	1
Number Scoring 65–84	54	42	56	3	4	3	57	46	59
Number Scoring 85–100	30	43	30	0	0	0	30	43	30
Approved Alternatives	0	0	0	0	0	0	0	0	0

(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 K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 2-4)						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 2-4)						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	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 - K)