

New York State School Report Card Comprehensive Information Report

BEDS Code: 43-07-00-01-0006

Grade Range : 9-12

Name: Geneva High School

Principal: Michael Simon

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	0	0	0
Eighth	0	0	0
Ninth	235	228	256
Tenth	186	208	191
Eleventh	175	175	180
Twelfth	174	178	161
Ungraded Secondary	0	0	46
Total K-12 Enrollment	770	789	834

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	13	1.7%	11	1.4%	10	1.2%
Black (Not Hispanic)	88	11.4%	99	12.5%	110	13.2%
Hispanic	46	6.0%	55	7.0%	75	9.0%
White (Not Hispanic)	623	80.9%	624	79.1%	639	76.6%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	16	18
Social Studies Grade 8	0	0	0
English Grade 10	15	16	15
Mathematics Grade 10	22	20	15
Science Grade 10	13	16	15
Social Studies Grade 10	16	18	19

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
44	All schools in this group are secondary level schools in urban or suburban 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	17	2.2%	12	1.5%	14	1.7%
Eligible for Free Lunch	127	16.5%	147	18.6%	178	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		90.3%		92.1%		91.7%
Student Suspensions	66	8.9%	85	11.0%	81	10.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.0%	5.1%	8.4%
Public Assistance	21-30%	21-30%	41-50%
Student Stability	95%	98%	100%

Staff Counts

Staff	2002–2003
Total Teachers	64
Total Other Professional Staff	7
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	130	22	17%	134	98	73%	125	103	82%
Students with Disabilities	12	3	25%	15	6	40%	13	0	0%
All Students	142	25	18%	149	104	70%	138	103	75%

*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	71	46	4	3	13	1
Percent	51%	33%	3%	2%	9%	1%

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)
13	0	9	22

*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			18		21	
	Entered GED Program*			18		15	
	Total Noncompleters			36		36	
Students with Disabilities	Dropped Out			1		7	
	Entered GED Program*			0		4	
	Total Noncompleters			1		11	
All Students	Dropped Out	38	4.9%	19	2.4%	28	3.4%
	Entered GED Program*	18	2.3%	18	2.3%	19	2.3%
	Total Noncompleters	56	7.3%	37	4.7%	47	5.6%

*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	192
	Number of Students with Disabilities		0	72
	Number of All Students		0	264
	Percent of Enrollment		0%	32%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(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	0	0%	0	0%	1	#
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	3	#	0	0%	1	#
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	62%	6	100%	3	#
Science	6	83%	9	56%	6	83%
Reading	1	#	8	88%	3	#
Writing	5	100%	9	89%	4	#
Global Studies	5	20%	4	#	7	100%
U.S. Hist & Gov't	6	50%	7	86%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	175	170	185	16	14	31
Number Scoring 55–100	165	159	177	14	9	27
Number Scoring 65–100	156	148	169	13	5	23
Number Scoring 85–100	36	69	75	2	0	2
Percentage of Tested Scoring 55–100	94%	94%	96%	88%	64%	87%
Percentage of Tested Scoring 65–100	89%	87%	91%	81%	36%	74%
Percentage of Tested Scoring 85–100	21%	41%	41%	12%	0%	6%
Mathematics A						
Number Tested	0	15	70	0	9	13
Number Scoring 55–100	0	10	49	0	5	10
Number Scoring 65–100	0	4	30	0	3	7
Number Scoring 85–100	0	0	2	0	0	2
Percentage of Tested Scoring 55–100	0%	67%	70%	0%	56%	77%
Percentage of Tested Scoring 65–100	0%	27%	43%	0%	33%	54%
Percentage of Tested Scoring 85–100	0%	0%	3%	0%	0%	15%
Mathematics B (first administered June 2001)						
Number Tested	18	0	0	7	0	0
Number Scoring 55–100	13	0	0	5	0	0
Number Scoring 65–100	10	0	0	4	0	0
Number Scoring 85–100	3	0	0	2	0	0
Percentage of Tested Scoring 55–100	72%	0%	0%	71%	0%	0%
Percentage of Tested Scoring 65–100	56%	0%	0%	57%	0%	0%
Percentage of Tested Scoring 85–100	17%	0%	0%	29%	0%	0%
Global History and Geography						
Number Tested	164	174	196	9	33	39
Number Scoring 55–100	160	163	185	8	28	34
Number Scoring 65–100	150	140	174	6	16	29
Number Scoring 85–100	73	45	81	0	1	4
Percentage of Tested Scoring 55–100	98%	94%	94%	89%	85%	87%
Percentage of Tested Scoring 65–100	91%	80%	89%	67%	48%	74%
Percentage of Tested Scoring 85–100	45%	26%	41%	0%	3%	10%
U.S. History and Government (first administered June 2001)						
Number Tested	165	159	174	16	15	28
Number Scoring 55–100	146	153	170	12	10	26
Number Scoring 65–100	134	134	167	8	4	24
Number Scoring 85–100	61	59	92	3	0	6
Percentage of Tested Scoring 55–100	88%	96%	98%	75%	67%	93%
Percentage of Tested Scoring 65–100	81%	84%	96%	50%	27%	86%
Percentage of Tested Scoring 85–100	37%	37%	53%	19%	0%	21%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	119	139	114	4	14	10
Number Scoring 55–100	118	139	114	#	14	10
Number Scoring 65–100	118	138	114	#	14	10
Number Scoring 85–100	38	51	41	#	2	1
Percentage of Tested Scoring 55–100	99%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65–100	99%	99%	100%	#	100%	100%
Percentage of Tested Scoring 85–100	32%	37%	36%	#	14%	10%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	161	157	183	26	38	37
Number Scoring 55–100	144	147	165	22	31	33
Number Scoring 65–100	132	137	149	16	26	27
Number Scoring 85–100	58	53	60	3	3	4
Percentage of Tested Scoring 55–100	89%	94%	90%	85%	82%	89%
Percentage of Tested Scoring 65–100	82%	87%	81%	62%	68%	73%
Percentage of Tested Scoring 85–100	36%	34%	33%	12%	8%	11%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		85	137		0	5
Number Scoring 55–100		85	133		0	5
Number Scoring 65–100		58	102		0	4
Number Scoring 85–100		6	30		0	0
Percentage of Tested Scoring 55–100		100%	97%		0%	100%
Percentage of Tested Scoring 65–100		68%	74%		0%	80%
Percentage of Tested Scoring 85–100		7%	22%		0%	0%
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	40	47	36	0	1	3
Number Scoring 55–100	40	47	36	0	#	#
Number Scoring 65–100	39	45	36	0	#	#
Number Scoring 85–100	26	14	24	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	97%	96%	100%	0%	#	#
Percentage of Tested Scoring 85–100	65%	30%	67%	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	79	75	70	3	5	1
Number Scoring 55–100	79	74	69	#	5	#
Number Scoring 65–100	75	73	68	#	5	#
Number Scoring 85–100	47	48	42	#	1	#
Percentage of Tested Scoring 55–100	100%	99%	99%	#	100%	#
Percentage of Tested Scoring 65–100	95%	97%	97%	#	100%	#
Percentage of Tested Scoring 85–100	59%	64%	60%	#	20%	#
Comprehensive Latin						
Number Tested	7	0	6	0	0	0
Number Scoring 55–100	7	0	6	0	0	0
Number Scoring 65–100	7	0	6	0	0	0
Number Scoring 85–100	7	0	5	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	100%	0%	83%	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	132	166	122	4	13	10
Number Scoring 55–100	117	158	114	#	12	8
Number Scoring 65–100	104	144	94	#	10	6
Number Scoring 85–100	57	51	22	#	0	0
Percentage of Tested Scoring 55–100	89%	95%	93%	#	92%	80%
Percentage of Tested Scoring 65–100	79%	87%	77%	#	77%	60%
Percentage of Tested Scoring 85–100	43%	31%	18%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	113	86	125	2	2	7
Number Scoring 55–100	109	86	123	#	#	7
Number Scoring 65–100	107	81	120	#	#	7
Number Scoring 85–100	53	52	69	#	#	2
Percentage of Tested Scoring 55–100	96%	100%	98%	#	#	100%
Percentage of Tested Scoring 65–100	95%	94%	96%	#	#	100%
Percentage of Tested Scoring 85–100	47%	60%	55%	#	#	29%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	57	100%	54	94%	40	93%
Students with Disabilities	20	85%	17	94%	23	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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	137	137	137	28	28	28	165	165	165
Number Scoring 55–64	3	4	1	3	6	2	6	10	3
Number Scoring 65–84	56	67	73	9	3	7	65	70	80
Number Scoring 85–100	71	58	54	0	0	0	71	58	54
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)