

New York State District Report Card Comprehensive Information Report

BEDS Code: 43-07-00-01-0000
 Name: Geneva City School District
 Superintendent: Larry Pederson

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	177	188	183
First	193	172	182
Second	193	200	165
Third	222	188	196
Fourth	182	220	193
Fifth	179	190	228
Sixth	250	185	183
Ungraded Elementary	0	0	0
Seventh	216	238	180
Eighth	222	210	220
Ninth	228	256	221
Tenth	208	191	198
Eleventh	175	180	181
Twelfth	178	161	175
Ungraded Secondary	0	46	29
Total K-12 Enrollment	2623	2625	2534

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	42	1.6%	36	1.4%	43	1.7%
Black (Not Hispanic)	491	18.7%	501	19.1%	492	19.4%
Hispanic	249	9.5%	285	10.9%	267	10.5%
White (Not Hispanic)	1841	70.2%	1803	68.7%	1732	68.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	19	20
Common Branch	17	20	19
English Grade 8	20	19	20
Mathematics Grade 8	21	20	20
Science Grade 8	19	20	20
Social Studies Grade 8	21	20	21
English Grade 10	16	15	19
Mathematics Grade 10	20	15	20
Science Grade 10	16	15	18
Social Studies Grade 10	18	19	18

(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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	106	4.0%	71	2.7%	83	3.3%
Eligible for Free Lunch	911	34.7%	934	35.6%	894	35.3%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.0%		93.8%		94.1%
Student Suspensions	208	7.9%	169	6.4%	166	6.3%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	6.9%	9.5%	9.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	230
Total Other Professional Staff	30
Total Paraprofessionals	90
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 Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	134	98	73%	125	103	82%	137	114	83%
Students with Disabilities	15	6	40%	13	0	0%	26	14	54%
All Students	149	104	70%	138	103	75%	163	128	79%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	80	39	4	10	11	19
Percent	49%	24%	2%	6%	7%	12%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
26	14	9	35

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	18		21		22	3.1%
	Entered GED Program*	18		15		15	2.1%
	Total Noncompleters	36		36		37	5.3%
Students with Disabilities	Dropped Out	2		7		12	7.2%
	Entered GED Program*	0		4		4	2.4%
	Total Noncompleters	2		11		16	9.6%
All Students	Dropped Out	20	2.5%	28	3.4%	34	3.9%
	Entered GED Program*	18	2.3%	19	2.3%	19	2.2%
	Total Noncompleters	38	4.8%	47	5.6%	53	6.1%

*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	2001-02	2002-03	2003-04
K-1	0%	50%	0%
2-3	0%	51%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	158	0
	Number of Students with Disabilities	0	42	0
	Number of All Students	0	200	0
	Percent of Enrollment	0%	49%	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	0	192	187
	Number of Students with Disabilities	0	72	57
	Number of All Students	0	264	244
	Percent of Enrollment	0%	32%	31%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	13		
Completed and Passed Regents Exams	10	77%	77%
Completed and had Course Average of 75% or More	10	77%	81%
Completed and Attained a HS Diploma or Equivalent	10	77%	96%
Completed and Whose Status is Known	13		
Completed and Were Successfully Placed	11	85%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	23	47%	30%
Underrepresented Gender Members Who Completed	6	46%	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	60	77%	68	82%	59	86%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	6	100%	8	100%	19	100%
Spanish	88	83%	77	90%	80	88%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	50%	3	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	11	64%	6	100%	7	57%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	1	#
Science	0	0%	1	#	10	40%
Reading	0	0%	1	#	2	#
Writing	0	0%	1	#	1	#
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	3	#	1	#
Science	9	56%	6	83%	8	63%
Reading	8	88%	3	#	4	#
Writing	9	89%	4	#	5	100%
Global Studies	4	#	7	100%	4	#
U.S. Hist & Gov't	7	86%	3	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	170	185	171	14	31	27
Number Scoring 55-100	159	177	167	9	27	24
Number Scoring 65-100	148	169	158	5	23	21
Number Scoring 85-100	69	75	73	0	2	4
Percentage of Tested Scoring 55-100	94%	96%	98%	64%	87%	89%
Percentage of Tested Scoring 65-100	87%	91%	92%	36%	74%	78%
Percentage of Tested Scoring 85-100	41%	41%	43%	0%	6%	15%
Mathematics A						
Number Tested	15	70	190	9	13	27
Number Scoring 55-100	10	49	190	5	10	27
Number Scoring 65-100	4	30	184	3	7	26
Number Scoring 85-100	0	2	50	0	2	5
Percentage of Tested Scoring 55-100	67%	70%	100%	56%	77%	100%
Percentage of Tested Scoring 65-100	27%	43%	97%	33%	54%	96%
Percentage of Tested Scoring 85-100	0%	3%	26%	0%	15%	19%
Mathematics B						
Number Tested	0	0	6	0	0	1
Number Scoring 55-100	0	0	6	0	0	#
Number Scoring 65-100	0	0	4	0	0	#
Number Scoring 85-100	0	0	0	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	67%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	#
Global History and Geography						
Number Tested	174	196	198	33	39	29
Number Scoring 55-100	163	185	181	28	34	22
Number Scoring 65-100	140	174	168	16	29	19
Number Scoring 85-100	45	81	70	1	4	4
Percentage of Tested Scoring 55-100	94%	94%	91%	85%	87%	76%
Percentage of Tested Scoring 65-100	80%	89%	85%	48%	74%	66%
Percentage of Tested Scoring 85-100	26%	41%	35%	3%	10%	14%
U.S. History and Government						
Number Tested	159	174	166	15	28	28
Number Scoring 55-100	153	170	159	10	26	26
Number Scoring 65-100	134	167	154	4	24	23
Number Scoring 85-100	59	92	88	0	6	5
Percentage of Tested Scoring 55-100	96%	98%	96%	67%	93%	93%
Percentage of Tested Scoring 65-100	84%	96%	93%	27%	86%	82%
Percentage of Tested Scoring 85-100	37%	53%	53%	0%	21%	18%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	139	114	157	14	10	21
Number Scoring 55-100	139	114	156	14	10	20
Number Scoring 65-100	138	114	153	14	10	19
Number Scoring 85-100	51	41	52	2	1	1
Percentage of Tested Scoring 55-100	100%	100%	99%	100%	100%	95%
Percentage of Tested Scoring 65-100	99%	100%	97%	100%	100%	90%
Percentage of Tested Scoring 85-100	37%	36%	33%	14%	10%	5%
Physical Setting/Earth Science						
Number Tested	173	200	195	38	37	20
Number Scoring 55-100	163	182	170	31	33	14
Number Scoring 65-100	153	166	156	26	27	13
Number Scoring 85-100	63	77	53	3	4	1
Percentage of Tested Scoring 55-100	94%	91%	87%	82%	89%	70%
Percentage of Tested Scoring 65-100	88%	83%	80%	68%	73%	65%
Percentage of Tested Scoring 85-100	36%	39%	27%	8%	11%	5%
Physical Setting/Chemistry						
Number Tested	85	137	93	0	5	5
Number Scoring 55-100	85	133	92	0	5	5
Number Scoring 65-100	58	102	74	0	4	2
Number Scoring 85-100	6	30	12	0	0	0
Percentage of Tested Scoring 55-100	100%	97%	99%	0%	100%	100%
Percentage of Tested Scoring 65-100	68%	74%	80%	0%	80%	40%
Percentage of Tested Scoring 85-100	7%	22%	13%	0%	0%	0%
Physical Setting/Physics						
Number Tested			73			1
Number Scoring 55-100			72			#
Number Scoring 65-100			71			#
Number Scoring 85-100			33			#
Percentage of Tested Scoring 55-100			99%			#
Percentage of Tested Scoring 65-100			97%			#
Percentage of Tested Scoring 85-100			45%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	47	36	31	1	3	0
Number Scoring 55-100	47	36	30	#	#	0
Number Scoring 65-100	45	36	30	#	#	0
Number Scoring 85-100	14	24	18	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	97%	#	#	0%
Percentage of Tested Scoring 65-100	96%	100%	97%	#	#	0%
Percentage of Tested Scoring 85-100	30%	67%	58%	#	#	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	75	70	64	5	1	1
Number Scoring 55-100	74	69	62	5	#	#
Number Scoring 65-100	73	68	61	5	#	#
Number Scoring 85-100	48	42	38	1	#	#
Percentage of Tested Scoring 55-100	99%	99%	97%	100%	#	#
Percentage of Tested Scoring 65-100	97%	97%	95%	100%	#	#
Percentage of Tested Scoring 85-100	64%	60%	59%	20%	#	#
Comprehensive Latin						
Number Tested	0	6	5	0	0	0
Number Scoring 55-100	0	6	5	0	0	0
Number Scoring 65-100	0	6	5	0	0	0
Number Scoring 85-100	0	5	5	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	83%	100%	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	86	125	64	2	7	0
Number Scoring 55-100	86	123	58	#	7	0
Number Scoring 65-100	81	120	54	#	7	0
Number Scoring 85-100	52	69	18	#	2	0
Percentage of Tested Scoring 55-100	100%	98%	91%	#	100%	0%
Percentage of Tested Scoring 65-100	94%	96%	84%	#	100%	0%
Percentage of Tested Scoring 85-100	60%	55%	28%	#	29%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	54	94%	40	93%	30	87%
Students with Disabilities	17	94%	23	83%	13	69%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	190	6%	5%	59%	31%
	Students with Disabilities	41	22%	15%	61%	2%
	All Students	231	9%	6%	59%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	171	3%	54%	36%	7%
	Students with Disabilities	43	26%	53%	21%	0%
	All Students	214	7%	54%	33%	6%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	3	0	#	#	#	#
Middle Level						
Social Studies	5	0	0	1	1	3
Secondary Level						
English Language Arts	5	0	0	0	1	4
Social Studies	5	0	0	2	0	3
Mathematics	5	0	0	1	0	4
Science	5	0	0	0	4	1

2000 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	147	147	147	44	44	44	191	191	191
Number Scoring 55–64	0	1	2	5	1	1	5	2	3
Number Scoring 65–84	85	50	66	18	19	21	103	69	87
Number Scoring 85–100	49	85	71	2	6	4	51	91	75
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			18			4
Beginning (0-18)			1			#
Intermediate (19-31)			5			#
Advanced (32-36)			7			#
Proficient (37-39)			5			#
Reading and Writing (Grade K-1)						
Number Tested			18			4
Beginning (0-14)			11			#
Intermediate (15-24)			3			#
Advanced (25-32)			4			#
Proficient (33-35)			0			#
Listening and Speaking (Grade 2-4)						
Number Tested			22			3
Beginning (0-18)			1			#
Intermediate (19-31)			3			#
Advanced (32-36)			9			#
Proficient (37-39)			9			#
Reading and Writing (Grade 2-4)						
Number Tested			22			3
Beginning (0-14)			5			#
Intermediate (15-24)			12			#
Advanced (25-32)			5			#
Proficient (33-35)			0			#
Listening and Speaking (Grade 5-6)						
Number Tested			13			5
Beginning (0-18)			1			1
Intermediate (19-31)			1			0
Advanced (32-36)			5			3
Proficient (37-39)			6			1
Reading and Writing (Grade 5-6)						
Number Tested			13			5
Beginning (0-14)			5			3
Intermediate (15-24)			4			2
Advanced (25-32)			3			0
Proficient (33-35)			1			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)

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

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			11			2
Beginning (0-18)			1			#
Intermediate (19-31)			1			#
Advanced (32-36)			2			#
Proficient (37-39)			7			#
Reading and Writing (Grade 7-8)						
Number Tested			11			2
Beginning (0-14)			1			#
Intermediate (15-24)			5			#
Advanced (25-32)			5			#
Proficient (33-35)			0			#
Listening and Speaking (Grade 9-12)						
Number Tested			17			0
Beginning (0-18)			3			0
Intermediate (19-31)			7			0
Advanced (32-36)			5			0
Proficient (37-39)			2			0
Reading and Writing (Grade 9-12)						
Number Tested			17			0
Beginning (0-14)			5			0
Intermediate (15-24)			5			0
Advanced (25-32)			6			0
Proficient (33-35)			1			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 - L)