

New York State School Report Card Comprehensive Information Report

BEDS Code: 43-07-00-01-0006
 Name: Geneva High School
 Principal: Ann Goldfarb

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	228	256	221
Tenth	208	191	198
Eleventh	175	180	181
Twelfth	178	161	175
Ungraded Secondary	0	46	29
Total K-12 Enrollment	789	834	804

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	11	1.4%	10	1.2%	13	1.6%
Black (Not Hispanic)	99	12.5%	110	13.2%	118	14.7%
Hispanic	55	7.0%	75	9.0%	72	9.0%
White (Not Hispanic)	624	79.1%	639	76.6%	601	74.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	16	18	0
Social Studies Grade 8	0	0	0
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
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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	12	1.5%	14	1.7%	21	2.6%
Eligible for Free Lunch	147	18.6%	178	21.3%	199	24.8%

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		92.1%		91.7%		93.3%
Student Suspensions	85	11.0%	81	10.3%	100	12.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	5.1%	8.4%	7.0%
Public Assistance	21-30%	41-50%	31-40%
Student Stability	98%	100%	98%

Staff Counts

Staff	2003-04
Total Teachers	61
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*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	8	34

*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	1		7		12	7.7%
	Entered GED Program*	0		4		4	2.6%
	Total Noncompleters	1		11		16	10.3%
All Students	Dropped Out	19	2.4%	28	3.4%	34	4.0%
	Entered GED Program*	18	2.3%	19	2.3%	19	2.2%
	Total Noncompleters	37	4.7%	47	5.6%	53	6.2%

*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%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	0	192	187
	Number of Students with Disabilities	0	72	57
	Number of All Students	0	264	244
	Percent of Enrollment	0%	32%	30%

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 2003-2004 school year; completion 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	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	2001-02		2002-03		2003-04	
	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%

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	188	9	13	27
Number Scoring 55-100	10	49	188	5	10	27
Number Scoring 65-100	4	30	182	3	7	26
Number Scoring 85-100	0	2	48	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	157	183	183	38	37	20
Number Scoring 55-100	147	165	158	31	33	14
Number Scoring 65-100	137	149	144	26	27	13
Number Scoring 85-100	53	60	42	3	4	1
Percentage of Tested Scoring 55-100	94%	90%	86%	82%	89%	70%
Percentage of Tested Scoring 65-100	87%	81%	79%	68%	73%	65%
Percentage of Tested Scoring 85-100	34%	33%	23%	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	63	2	7	0
Number Scoring 55-100	86	123	57	#	7	0
Number Scoring 65-100	81	120	53	#	7	0
Number Scoring 85-100	52	69	17	#	2	0
Percentage of Tested Scoring 55-100	100%	98%	90%	#	100%	0%
Percentage of Tested Scoring 65-100	94%	96%	84%	#	100%	0%
Percentage of Tested Scoring 85-100	60%	55%	27%	#	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	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	0	#	#	#	#

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	41	41	41	188	188	188
Number Scoring 55–64	0	1	2	4	1	1	4	2	3
Number Scoring 65–84	85	50	66	18	19	21	103	69	87
Number Scoring 85–100	49	85	71	2	6	3	51	91	74
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 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			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)