

New York State School Report Card Comprehensive Information Report

BEDS Code: 02-07-02-04-0003
 Name: Genesee Valley High School
 Principal: Mary Van Etten

Grade Range : 9-12

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	67	68	54
Tenth	54	59	65
Eleventh	51	50	51
Twelfth	45	44	51
Ungraded Secondary	0	0	0
Total K-12 Enrollment	217	221	221

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	0	0.0%	1	0.5%	2	0.9%
Black (Not Hispanic)	0	0.0%	1	0.5%	3	1.4%
Hispanic	0	0.0%	1	0.5%	0	0.0%
White (Not Hispanic)	217	100.0%	218	98.6%	216	97.7%

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	10	16	22
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	14	18	15
Mathematics Grade 10	14	18	17
Science Grade 10	21	24	16
Social Studies Grade 10	0	0	0

(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
47	All schools in this group are secondary level schools in rural 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	60	27.7%	48	21.7%	45	20.4%

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		86.4%		95.3%		95.7%
Student Suspensions	17	4.7%	18	8.3%	13	5.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	12.4%	12.2%	8.1%
Public Assistance	31-40%	31-40%	31-40%
Student Stability	100%	98%	100%

Staff Counts

Staff	2002–2003
Total Teachers	23
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	39	26	67%	34	15	44%	0	0	0%
Students with Disabilities	1	1	100%	3	0	0%	0	0	0%
All Students	40	27	68%	37	15	41%	0	0	0%

*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	0	0	0	0	0	0
Percent	0%	0%	0%	0%	0%	0%

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)
0	0	0	0

*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			19		1	
	Entered GED Program*			2		0	
	Total Noncompleters			21		1	
Students with Disabilities	Dropped Out			4		0	
	Entered GED Program*			0		1	
	Total Noncompleters			4		1	
All Students	Dropped Out	29	13.4%	23	10.4%	1	0.5%
	Entered GED Program*	3	1.4%	2	0.9%	1	0.5%
	Total Noncompleters	32	14.7%	25	11.3%	2	0.9%

*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		191	194
	Number of Students with Disabilities		30	27
	Number of All Students		221	221
	Percent of Enrollment		100%	100%

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%	1	#
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%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	4	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	8	12%	0	0%	2	#
Writing	8	12%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	36	52	50	3	6	2
Number Scoring 55–100	36	47	47	#	3	#
Number Scoring 65–100	31	33	41	#	1	#
Number Scoring 85–100	7	9	10	#	0	#
Percentage of Tested Scoring 55–100	100%	90%	94%	#	50%	#
Percentage of Tested Scoring 65–100	86%	63%	82%	#	17%	#
Percentage of Tested Scoring 85–100	19%	17%	20%	#	0%	#
Mathematics A						
Number Tested	16	24	69	0	4	3
Number Scoring 55–100	11	14	62	0	#	#
Number Scoring 65–100	8	5	51	0	#	#
Number Scoring 85–100	0	0	16	0	#	#
Percentage of Tested Scoring 55–100	69%	58%	90%	0%	#	#
Percentage of Tested Scoring 65–100	50%	21%	74%	0%	#	#
Percentage of Tested Scoring 85–100	0%	0%	23%	0%	#	#
Mathematics B (first administered June 2001)						
Number Tested	0	31	31	0	0	0
Number Scoring 55–100	0	31	22	0	0	0
Number Scoring 65–100	0	31	18	0	0	0
Number Scoring 85–100	0	10	1	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	71%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	58%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	32%	3%	0%	0%	0%
Global History and Geography						
Number Tested	49	53	65	4	3	4
Number Scoring 55–100	48	53	63	#	#	#
Number Scoring 65–100	43	45	63	#	#	#
Number Scoring 85–100	13	9	29	#	#	#
Percentage of Tested Scoring 55–100	98%	100%	97%	#	#	#
Percentage of Tested Scoring 65–100	88%	85%	97%	#	#	#
Percentage of Tested Scoring 85–100	27%	17%	45%	#	#	#
U.S. History and Government (first administered June 2001)						
Number Tested	36	51	48	3	3	2
Number Scoring 55–100	33	51	48	#	#	#
Number Scoring 65–100	31	38	47	#	#	#
Number Scoring 85–100	17	22	32	#	#	#
Percentage of Tested Scoring 55–100	92%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	86%	75%	98%	#	#	#
Percentage of Tested Scoring 85–100	47%	43%	67%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	37	43	64	3	3	3
Number Scoring 55–100	37	43	64	#	#	#
Number Scoring 65–100	34	41	64	#	#	#
Number Scoring 85–100	6	8	17	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	92%	95%	100%	#	#	#
Percentage of Tested Scoring 85–100	16%	19%	27%	#	#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	51	62	5	2	3	0
Number Scoring 55–100	47	61	5	#	#	0
Number Scoring 65–100	44	56	4	#	#	0
Number Scoring 85–100	15	22	3	#	#	0
Percentage of Tested Scoring 55–100	92%	98%	100%	#	#	0%
Percentage of Tested Scoring 65–100	86%	90%	80%	#	#	0%
Percentage of Tested Scoring 85–100	29%	35%	60%	#	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		20	22		0	0
Number Scoring 55–100		19	22		0	0
Number Scoring 65–100		14	16		0	0
Number Scoring 85–100		3	2		0	0
Percentage of Tested Scoring 55–100		95%	100%		0%	0%
Percentage of Tested Scoring 65–100		70%	73%		0%	0%
Percentage of Tested Scoring 85–100		15%	9%		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	5	17	18	0	0	0
Number Scoring 55–100	5	17	18	0	0	0
Number Scoring 65–100	5	17	18	0	0	0
Number Scoring 85–100	4	11	13	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	80%	65%	72%	0%	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	9	14	26	0	0	0
Number Scoring 55–100	9	14	26	0	0	0
Number Scoring 65–100	9	14	26	0	0	0
Number Scoring 85–100	8	12	22	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	89%	86%	85%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	39	4	0	3	0	0
Number Scoring 55–100	28	#	0	#	0	0
Number Scoring 65–100	25	#	0	#	0	0
Number Scoring 85–100	11	#	0	#	0	0
Percentage of Tested Scoring 55–100	72%	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	64%	#	0%	#	0%	0%
Percentage of Tested Scoring 85–100	28%	#	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	21	22	0	0	0	0
Number Scoring 55–100	19	19	0	0	0	0
Number Scoring 65–100	18	18	0	0	0	0
Number Scoring 85–100	11	13	0	0	0	0
Percentage of Tested Scoring 55–100	90%	86%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	86%	82%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	52%	59%	0%	0%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	37	92%	33	100%	2	#
Students with Disabilities	3	#	9	89%	0	0%

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	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

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	45	45	45	5	5	5	50	50	50
Number Scoring 55–64	4	9	2	1	2	1	5	11	3
Number Scoring 65–84	27	13	26	2	1	2	29	14	28
Number Scoring 85–100	13	22	17	0	0	0	13	22	17
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)