

# New York State District Report Card Comprehensive Information Report

BEDS Code: 24-04-01-04-0000

Name: Geneseo Central School District

Superintendent: Dr. Jon G. Hunter

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	67	68	63
First	61	76	65
Second	85	67	73
Third	63	89	70
Fourth	74	71	87
Fifth	84	78	69
Sixth	81	89	77
Ungraded Elementary	0	0	0
Seventh	73	85	94
Eighth	58	75	82
Ninth	66	64	72
Tenth	87	64	62
Eleventh	69	85	64
Twelfth	94	72	88
Ungraded Secondary	0	0	0
Total K-12 Enrollment	962	983	966

## 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	12	1.2%	13	1.3%	13	1.3%
Black (Not Hispanic)	11	1.1%	10	1.0%	16	1.7%
Hispanic	18	1.9%	18	1.8%	25	2.6%
White (Not Hispanic)	921	95.7%	942	95.8%	912	94.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	15	17	16
Common Branch	17	18	17
English Grade 8	11	17	19
Mathematics Grade 8	14	18	19
Science Grade 8	10	15	15
Social Studies Grade 8	11	18	16
English Grade 10	16	12	14
Mathematics Grade 10	25	18	16
Science Grade 10	18	18	21
Social Studies Grade 10	21	17	15

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	1	0.1%	6	0.6%	8	0.8%
<b>Eligible for Free Lunch</b>	185	19.2%	195	19.8%	220	22.8%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.9%		94.6%		94.9%
<b>Student Suspensions</b>	39	4.0%	44	4.6%	18	1.8%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	3.5%	5.0%	4.7%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	95
Total Other Professional Staff	13
Total Paraprofessionals	35
Teaching Out of Certification*	6
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	79	51	65%	55	37	67%	66	52	79%
Students with Disabilities	2	0	0%	5	3	60%	12	3	25%
All Students	81	51	63%	60	40	67%	78	55	71%

\*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	41	23	0	5	7	2
Percent	53%	29%	0%	6%	9%	3%

## 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)
12	3	2	14

\*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			3		5	
	Entered GED Program*			3		1	
	Total Noncompleters			6		6	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			0		1	
	Total Noncompleters			0		3	
All Students	Dropped Out	8	2.5%	3	1.1%	7	2.4%
	Entered GED Program*	2	0.6%	3	1.1%	2	0.7%
	Total Noncompleters	10	3.2%	6	2.1%	9	3.1%

\*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		224	0
	Number of Students with Disabilities		25	0
	Number of All Students		249	0
	Percent of Enrollment		100%	0%
9–12	Number of General-Education Students		117	0
	Number of Students with Disabilities		12	0
	Number of All Students		129	0
	Percent of Enrollment		45%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	14	100%	23	96%	20	90%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	16	94%	32	97%	47	94%

### Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	3	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	4	#	1	#

(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	5	100%	4	#	6	83%
Science	0	0%	1	#	1	#
Reading	0	0%	1	#	2	#
Writing	0	0%	1	#	2	#
Global Studies	1	#	2	#	3	#
U.S. Hist & Gov't	3	#	2	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	6	83%	6	83%
Science	0	0%	2	#	1	#
Reading	0	0%	3	#	3	#
Writing	0	0%	3	#	5	100%
Global Studies	2	#	2	#	6	50%
U.S. Hist & Gov't	2	#	2	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	63	80	55	8	12	5
Number Scoring 55–100	60	77	53	8	10	5
Number Scoring 65–100	55	68	52	5	5	4
Number Scoring 85–100	24	40	37	1	1	2
Percentage of Tested Scoring 55–100	95%	96%	96%	100%	83%	100%
Percentage of Tested Scoring 65–100	87%	85%	95%	62%	42%	80%
Percentage of Tested Scoring 85–100	38%	50%	67%	12%	8%	40%
<b>Mathematics A</b>						
Number Tested	76	83	61	11	14	9
Number Scoring 55–100	66	64	51	6	6	5
Number Scoring 65–100	58	50	39	4	3	3
Number Scoring 85–100	28	18	11	0	0	0
Percentage of Tested Scoring 55–100	87%	77%	84%	55%	43%	56%
Percentage of Tested Scoring 65–100	76%	60%	64%	36%	21%	33%
Percentage of Tested Scoring 85–100	37%	22%	18%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	17	0	0	0
Number Scoring 55–100	0	0	17	0	0	0
Number Scoring 65–100	0	0	17	0	0	0
Number Scoring 85–100	0	0	4	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	24%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	77	62	62	8	7	11
Number Scoring 55–100	77	60	57	8	7	8
Number Scoring 65–100	72	57	53	6	6	5
Number Scoring 85–100	35	24	32	0	0	1
Percentage of Tested Scoring 55–100	100%	97%	92%	100%	100%	73%
Percentage of Tested Scoring 65–100	94%	92%	85%	75%	86%	45%
Percentage of Tested Scoring 85–100	45%	39%	52%	0%	0%	9%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	57	85	58	15	12	7
Number Scoring 55–100	52	81	58	12	10	7
Number Scoring 65–100	49	69	58	11	6	7
Number Scoring 85–100	27	32	40	2	3	2
Percentage of Tested Scoring 55–100	91%	95%	100%	80%	83%	100%
Percentage of Tested Scoring 65–100	86%	81%	100%	73%	50%	100%
Percentage of Tested Scoring 85–100	47%	38%	69%	13%	25%	29%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	53	53	62	0	6	9
Number Scoring 55–100	53	53	61	0	6	9
Number Scoring 65–100	53	53	61	0	6	9
Number Scoring 85–100	25	30	39	0	2	1
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	98%	0%	100%	100%
Percentage of Tested Scoring 85–100	47%	57%	63%	0%	33%	11%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	76	54	64	11	5	4
Number Scoring 55–100	71	53	62	10	4	#
Number Scoring 65–100	62	51	53	7	4	#
Number Scoring 85–100	31	29	33	0	1	#
Percentage of Tested Scoring 55–100	93%	98%	97%	91%	80%	#
Percentage of Tested Scoring 65–100	82%	94%	83%	64%	80%	#
Percentage of Tested Scoring 85–100	41%	54%	52%	0%	20%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		39	43		1	3
Number Scoring 55–100		39	43		#	#
Number Scoring 65–100		36	38		#	#
Number Scoring 85–100		10	12		#	#
Percentage of Tested Scoring 55–100		100%	100%		#	#
Percentage of Tested Scoring 65–100		92%	88%		#	#
Percentage of Tested Scoring 85–100		26%	28%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	22	21	15	2	0	0
Number Scoring 55–100	22	20	15	#	0	0
Number Scoring 65–100	21	20	15	#	0	0
Number Scoring 85–100	13	13	11	#	0	0
Percentage of Tested Scoring 55–100	100%	95%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	95%	95%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	59%	62%	73%	#	0%	0%
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	26	25	31	1	0	0
Number Scoring 55–100	26	25	31	#	0	0
Number Scoring 65–100	25	25	31	#	0	0
Number Scoring 85–100	20	15	29	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	96%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	77%	60%	94%	#	0%	0%
<b>Comprehensive Latin</b>						
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
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	0	2	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	0	1	0	0	0	0
Number Scoring 55–100	0	#	0	0	0	0
Number Scoring 65–100	0	#	0	0	0	0
Number Scoring 85–100	0	#	0	0	0	0
Percentage of Tested Scoring 55–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	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	4	#	9	0%	8	100%
Students with Disabilities	2	#	3	#	2	#

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
<b>Nov 2002</b>	General-Education Students	59	0%	5%	53%	42%
	Students with Disabilities	8	50%	25%	13%	13%
	All Students	67	6%	7%	48%	39%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	73	0%	8%	44%	48%
	Students with Disabilities	14	21%	36%	36%	7%
	All Students	87	3%	13%	43%	41%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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	63	63	63	12	12	12	75	75	75
Number Scoring 55–64	0	6	3	0	3	3	0	9	6
Number Scoring 65–84	1	30	30	1	3	6	2	33	36
Number Scoring 85–100	0	26	29	0	3	2	0	29	31
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)