



# The Courier

The Geneva  
School  
newsletter  
OCTOBER 2005

## October 2005

**Oct 3:** Picture Retake Day; Hearing & Speech/Language Screening (Grades K4 - 2); Sally Foster/Entertainment Deadline

**Oct 10:** GPA Meeting ~ 7:00 p.m. in the Music Room

**Oct 11:** New Parent Dinner ~ 6:45 p.m. at Leu Gardens

**Oct 12:** PSAT/NMSQT Testing for students in grades 10 & 11 ~ 7:45 a.m. at Aloma Baptist Church

**Oct 13 - 14:** NO SCHOOL - Fall Break

**Oct 20:** Geneva's College Night - 7:00 p.m.

**Oct 21:** End of First Marking Period

**Oct 24:** Student Holiday/Teacher Workday

**Oct. 25:** Gloucester Cathedral Choir ~ 7:00 p.m. at the Cathedral Church of St. Luke

**Oct 28:** All Saints Day Celebrated; Report Cards Sent Home

## Moms in Touch

Led by Julie Tressler, a group of dedicated moms meets every Monday at 8:15 AM for approximately one hour to pray for The Geneva School students, parents, teachers, staff and Board. Come as you are to the Grammar School library after you drop off your children.

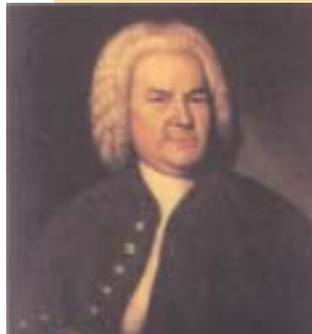
## THE GENEVA SCHOOL

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## The Geneva School Auction 2006 Announced!

by Larry Loftis, Director of Development

Geneva's Annual Spring Auction is in the works! The auction is Geneva's largest fund-raiser and last year netted over \$260,000. Our sights for 2006 have been set even higher - we hope to net \$400,000 through sponsorship and auction sales! This exciting event will be held March 4, 2006 at the Expo Center downtown (across from the T.D. Waterhouse Centre). We are pleased to announce that Jill Kahli is our Auction Chair. Jill is a Geneva parent, a certified public accountant, and was



J.S. Bach

actively involved in the successful 2005 auction. If you would like to be involved in the auction as a volunteer, donor, or prayer warrior, please email Jill at [jkahli@aol.com](mailto:jkahli@aol.com).

Our theme for this year's auction, "Bach to the Future," was a collaboration of ideas from the Geneva family. Jill and I decided early on that we wanted to make

this year's auction a little more "upscale" (pun intended!). We also

wanted to showcase the artistry of our Geneva students a bit more. Having heard a Geneva orchestra perform once earlier this year, I envisioned having them perform at the auction, just before dinner. Knowing the Rhetoric Choir's repertoire and musical ability, I proposed that they, too, should be featured.

I asked Michael Miller if the choir and orchestra could do that and if they had the ability to perform some lively Chamber music, perhaps something like Vivaldi's "Four Seasons." He confirmed that they could, and that they had already been working on Vivaldi and several Bach pieces.

Sensing an emerging artistic motif, I asked faculty members to suggest a clever auction theme. Mr. Miller, never lacking in witty (some would say "wacky") responses, came up with "Bid 'till you're Baroque." Not surprisingly, Mrs. Wayne quipped that it should be "Bring your Monet." Not to be outdone, however, Mr. Eatmon suggested "Bach to the Future." While the Dean's

*Continued on page 2.....*

*Auction 2006 continued.....*

suggestion may have been tongue-in-cheek, the title fits the Geneva philosophy and auction perfectly.

Johann Sebastian Bach (1685-1750), the famous Baroque composer, was not only a great musician, he was also a devout Christian and a quite capable lay theologian. Steeped deeply in the Reformed tradition, Bach often signed his music sheets "S.D.G." Rather than seeking personal fame, Bach's desire was "Soli Deo Gloria" - "to God alone be the glory." J. S. Bach, then, may be a suitable sextant for measuring our own spiritual journey, and an apposite harbor from which to launch our 2006 auction.

Our reference to "the future," of course, refers to Geneva's

students. Indeed, Michael and Wendy Miller teach our students about Bach, but the rest of the faculty also instructs them how to adopt Bach's godly worldview as their own. Most importantly, The Geneva School prepares our students to take Bach and Christian classicism "into the future" - into their college training and vocations, into the marketplace and community, and into their families and children.

As we prepare for the 2006 auction, keep in mind the meaning and significance of our theme. The Geneva School is training up students to be virtuous scholars who can impact our culture and give a credible profession of faith, now and into the future, all for the glory of God.

S.D.G.

## **Success in Advanced Placement Exams**

A number of Geneva students deserve to be recognized for their performance on the 2005 Advanced Placement tests. Three students were granted specific titles for their achievements: Trevor Swanson earned the rank of AP SCHOLAR for his scores in Calculus, English Language, and English Literature. Casey Vaughn was designated an AP SCHOLAR WITH HONOR for her work in Calculus, English Language, and English Literature. Jenna Conklin was singled out for recognition as an AP SCHOLAR WITH DISTINCTION. She earned the highest grade possible in Calculus, English Literature, and Physics; and honor grades in French and English Language.

Other students with solid, passing scores are the following: in English Language, Jen Lopdrup, Liz Schutz and Christalyn Steers; in English Literature, Austin Huggins, Jen Lopdrup, Hanna Ludwig, and Amanda McPhail; and in Calculus and Physics, Kyle Lewis.

Still other Geneva students passed the tests with honors: in English Language, Melissa Stevens; and in English Literature, Liz Schutz and Christalyn Steers.

Due largely to the work of both Mr. and Mrs. King, our students have historically scored very well in AP English Literature and English Language. Mrs. King is one of a small number of AP English graders. Each summer she reads and grades these exams from students all over the world. We are honored to have Mrs. King on our faculty as she brings a wealth of experience and wisdom into the classroom, preparing our students for these AP exams.

Similar results are now being seen in AP Physics and Calculus. Mr. Jain has done an exemplary job in advancing our results over the last two years.

Four out of the five students who took AP Physics last year passed the exam. This gives us an 80% pass rate for those in the class, up from 75% the previous year. In addition this represented 50% of the entire senior class. Moreover, this was the first year a student scored a perfect 5 on AP Physics and that was achieved by the one junior in the class, Jenna Conklin. The class's average score was 3.2. This was only Geneva's second year teaching AP Physics. Mr. Jain's main priority for this year is to focus on the middling students so that their grades are not simply passing, but exemplary.

In AP Calculus four of the five students who took the exam earned passing scores. This again represented an 80% pass rate for those in the class and reflected 50% of the senior class. Two students passed the BC exam, which is equivalent to two semesters of college calculus, and two students received credit for the AB exam which is equivalent to one semester of college calculus. Additionally, it should be noted that this was twice the number of students who had passed the test ever before. This was also the first year a perfect score in BC calculus was achieved (by Jenna Conklin).

Congratulations to these students! May they serve as an encouragement to those who will take AP tests in the years ahead.

## ***Congratulations to Jenna Conklin: Named National Merit Scholarship Semifinalist***

We are pleased to announce that Miss Jenna Conklin, a senior at The Geneva School, has been named a National Merit Scholarship Semifinalist.

This is a great honor for Jenna and her family, for it is no small thing to be recognized as a Semifinalist.

The National Merit Scholarship Program is an annual academic competition for recognition and college undergraduate scholarships. Out of approximately 1.3 million students in nearly 21,000 U.S. high schools, some 50,000 high school seniors are commended based on their academic abilities and accomplishments.

The National Merit Program uses the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) as the entry vehicle and initial screen. Not only is Jenna one of the highest scorers on this national test, she did so well that she is recognized as one of 16,000 Semifinalists who have an opportunity to continue in the scholarship competition. She is now in the running for recognition as a Finalist.



When asked how it feels to be recognized as one of the top high school students in the country, Jenna expressed that she was very honored and truly delighted at being named a Semifinalist, and she made it a point to place the results in God's hands. This year marks Jenna's 5th year at Geneva, having joined us in the 8th grade. This remarkable student and young woman brings to our school an eagerness for learning. When she is not at school or studying, she may be found reading a book, writing, playing music, or watching movies (often dubbed over in French). Jenna is currently teaching herself Portuguese, reading through *The Chronicles of Narnia* in French, and helping a local writer and speaker with administrative details.

At this point in the year no decisions have been made regarding where she will attend college, but she is looking into Furman, Middlebury, Hamilton, and Houghton among others, and she likely will major in either Linguistics or Creative Writing and minor in Music.

## ***Mapping Success for Geneva Students***

In order to enhance the educational journey of Geneva's students, we have begun the process of curriculum mapping, initially in the Grammar School. Top public and private schools across the nation are employing this cutting edge method of recording and analyzing curriculum. Curriculum mapping is a multiple-step process of collecting and sharing content, skills, assessments and methodologies being employed over the course of a school year. Therefore it provides a comprehensive overview of what is actually happening in the classroom. The maps contain a more detailed exposition of the curriculum than is currently provided by the Curriculum Guide. This process requires and promotes communication within and across grade levels and encourages collaboration in educational decision-making. Dr. Heidi Hayes Jacobs, developer of curriculum mapping in the 1990's, recognizes

the immense value of this level of communication among educators. She states, "If teachers have no working knowledge of what students study in previous years, how can teachers build upon student learning? Likewise, if teachers have no insight into the curriculum in later grades, how can they prepare learners for future classes?" How true! Although the mapping may take several years to fully implement, we believe that students will begin to benefit greatly from this project as early as this fall.

Robin Candeto will coordinate the collaborative effort of the faculty by leading them through the mapping process with web-based software specifically designed for curriculum mapping. These resources, however, will be customized so that the unique distinctives of classical, Christian education will be represented in our maps.

# BALANCE

## *A Report on The Geneva School's Budget*

by John Riley

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I have enjoyed serving on the Board of Governors of The Geneva School for the past three years. When I was asked to join, I was also asked to sit on the Audit Committee and head up the fund-raising effort. Over the past 18 years, I have run my own companies, and I know that keeping a tight rein on the financial aspects of the business is of critical importance. So when I caught my first glimpse of the books of Geneva, I was pleased to see all of the discipline, reporting and accountability that I expect in my own business. Elizabeth Yawn and Sharon Leigh do a remarkable job of tracking the details and keeping us informed.

Each month the Audit Committee meets and reviews the numbers, checks them against the budget, and reports the results back to the full Board. At the end of each year, we have an outside audit conducted by an independent firm. However, the most grueling part of the work is the annual budget process, now well underway for the 2006-2007 school year which will begin next July.

There are three important parts of the School's budget: income generated by tuition, the expenses to pay our faculty and run the School, and the amount of fund-raising needed to balance the two. Every non-profit I have ever been affiliated with, from the YMCA to Campus Crusade, relies on a well-coordinated fund-raising effort. I was told when I volunteered at Geneva that running the financial side of a private school was challenging for an established institution, let alone a young and rapidly-growing one.

Last year was a success in my eyes. Income came in on budget, expense under budget, and fund-raising exceeded the gap. It would be ideal if every year income exceeded need, but that is not the reality. That is why those surpluses, when they occur, are responsibly put into a reserve so we can handle any unexpected hiccups from year to year.

As a Board member, I get many questions. A common one is, "How do we balance growth with finances?" I can tell you that it is a difficult question we deal with every day. The Geneva School is a great school, but it is not half of what it is to become. We have visions of a campus with state-of-the-art athletic facilities, a Dialectic and Rhetoric School at full capacity, and fine arts with no rival. Our goal is to continue to equip our students with the skills to compete with any other student for the best college and the best career, yet give them that distinct advantage that comes from being a Geneva student: to know and appreciate all that is "good, true, and beautiful." What does that mean? It means that our students will not just test well, they will THINK well. They will have an appreciation for what is important. They will love God! They will be able to have a conversation with an adult which will leave that person in awe.

Yet to achieve our vision of the future, we must grow. And to do this we must invest. Every Orlando private school operates at a deficit and must raise money. As a young and growing school, our task is even greater. We have, each year, four primary means of meeting fund-raising objectives: The Geneva School Spring Auction, Flight for Education, Calendar Year-end Giving, and School Year-end Giving (the latter two are matched by a foundation and several individuals). The Auction is the centerpiece and provides the most funds, yet all are of equal importance. Please continue to invest in your children's unique education by participating in any or all of these efforts.

I can tell you, with both of my precious daughters attending The Geneva School since Kindergarten, I am excited about what the future holds. We are truly creating that special "city on a hill." Of course, there are growing pains, yet no endeavor that has significance or success is without them. I look forward to seeing my children graduate with the life advantage of having a Geneva education, and for that, I look forward to serving on the Board for many years to come.



Our school's vision and values statements speak of becoming an educational institution of cultural gravitas and being dedicated to the pursuit of aesthetic beauty. Realizing this vision and embracing these values requires a life-long commitment and needs to be pursued in the spirit of *semper reformanda*. However, there are milestones that offer us assurance that we are on the right path toward fulfilling our goals, and when we reach these milestones it is only fitting that we should celebrate. We are pleased to announce that we have reached one of those milestones, and in the words of Wayne Campbell, it's time to "party on, dude."

The milestone of which we speak is the release of The Geneva School's first recording. "In the Beginning..." is a compilation of choral works prepared by The Rhetoric Choir and recorded in May, 2005. Mastering of the recording was recently completed and the final phase of duplication and packaging will be completed in the next few weeks. CDs will be available for purchase by the end of October.

Throughout the recording process our sound engineer, Michael Morgan, made numerous comments to us about the quality of sound and musicianship that he was hearing. However, nothing could have prepared us for the excellence we heard in the final master. This is an outstanding work and it should bring all of us a great measure of pride and satisfaction to hear it and say, "These are Geneva students."

Our hope is to do this kind of project every few years and to include more ensembles on future recordings. But there is a financial side to this kind of endeavor, and it is important that we make this CD project financially solvent. In order to do so, we have set a goal of selling 400 copies. We would love to see every Geneva family with a copy of this recording, not only because it would cover the cost of the project, but because it would enable you to become an ambassador of our school's cultural life. Every time you play that recording for someone or offer one as a gift, you will be helping to get word out about the good culture that is being created and enjoyed at our school.

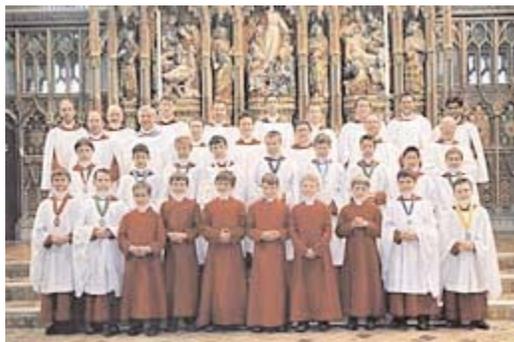
If you would like to hear a sample of the choir's recording, please visit the school web site. CDs will be available by the end of October and can be purchased at the front desk for \$15. We will be sure to let you know when they arrive. In the meantime, make a list of family and friends who might enjoy receiving one as a gift.

Soli Deo Gloria

## ***Choral Concert by the Gloucester Cathedral Choir, England***

Tuesday, October 25 ~ Cathedral Church of St. Luke at 7:30 PM

We are pleased to announce that The Geneva School is co-sponsoring a choral concert by the Choir of Men and Boys of Gloucester Cathedral, England. This outstanding choir will be performing at the Cathedral Church of St. Luke (located at 130 N. Magnolia Avenue in downtown Orlando) Tuesday, October 25, 7:30 PM. This concert is part of St. Luke's flagship concert series, provided free of charge to the Central Florida community. Please mark this event on your family calendar and plan to enjoy an evening of music in the great choral tradition of the Anglican Church.



In addition to your presence at the concert, you can further support this event by assisting with home-stays for the members of the choir. If you have two or more separate beds available and would be interested in hosting, please contact Michael Miller at school (mjmill@genevaschool.org or ext. 210). The choir is in need of accommodation the evenings of October 24 - 27. Michael would be very pleased to

answer any questions you will have about your hosting responsibilities.

# Grammar School SAT Scores

*“An exceptional education with extraordinary results”*

In considering any achievement test, it is important to remember the objectives of The Geneva School and the limitations of the test. We aim to produce virtuous scholars who think critically, speak persuasively, and write with skill, yet the Stanford Achievement Test (SAT) measures none of these abilities. It is purely a limited number of multiple-choice questions which reflect a selected portion of the content of nationally-used public school textbooks. These questions are not based on any standard of curricular importance, and the test is not designed to be a comprehensive measure of the content learned: the main purpose

of the SAT is to sort and rank students on a bell curve for purposes of comparison. For example, vocabulary scores are based on a very limited number of words (as few as 20), chosen not because they are words every student in a particular grade should know, but because they help to sort students into those who know and those who don't, and therefore

help create a bell curve in which students are ranked. Because of these limitations, by recommendation of the test's creators, the SAT cannot be used as a factor in determining promotion or retention.

Yet these scores do serve a purpose and can be beneficial in determining where we fall nationally in comparison to other schools. If analyzed in light of an understanding of the limitations of the test, SAT scores are one benchmark which can point out areas of curricular strength and weakness so that they may be addressed. After reviewing SAT scores from past years and also analyzing our student's daily work, we decided to adjust our Spelling, Grammar, Science and Reading Comprehension curricula in the 2004-2005 academic year. Significant increases were recorded in these scores across the grades on the 2005 SAT. But it is important to remember that SAT scores are just one benchmark for our students and should be considered over the long term and not short term. Often lower scores in a subtest in one grade go back up within one to two years. We must make informed decisions and consider many factors in deciding where we may need adjustment and where our purposes are simply different from the test's.

Examine the table displayed below. To have a composite score of 89% for the complete battery of tests for the entire Grammar School is extraordinary, particularly given the added fact of the curricula disconnect mentioned previously. This means that our average student outperforms 89% of other students in the U.S. Few schools, even those using the curricula upon which the test is based, can boast of such high composite scores for their students. It is also important to remember that Geneva does not screen for aptitude (sometimes referred to as I.Q.) in the admissions process. One would

expect the SAT composite scores to reflect this, but they do not. Though our composite *aptitude* scores are in the average range,\* our *achievement* composite scores are in the high range. Thus we can lay claim to the phrase "an exceptional education for every child with extraordinary results."

\* Based on Geneva's 2001 Otis-Lennon Aptitude Test composite score.

## GRAMMAR SCHOOL SAT COMPOSITE TEST SCORES

	2002	2003	2004	2005
<b>Enrollment in Grades 1 - 6</b>	111	126	157	213
<b>Basic Battery Composite</b>	89	88	89	90
<b>Complete Battery Composite</b>	88	87	88	89

*Composite scores represent the averaged scores of every student in every grade 1-6. The Basic Battery score does not include the Science and Social Studies subtests. The Complete Battery Composite score include all subtests.*

## Looking to the Future

The SAT we have been using, the SAT 9, was first distributed in 1996. It has served its purpose for us, but we are now ready to move forward. Although the SAT 10 came out in 2003, we have chosen not to switch to it, as it is essentially the same test as the SAT 9 with minor modifications. Like many other members of the Association of Classical and Christian Schools, we desire to use a more challenging student assessment which more closely aligns with our aims. We have researched the achievement tests on the market and have chosen to pilot the ERB Comprehensive Testing Program in selected grades for this academic year. This test was created by the Educational Records Bureau for high quality private and public schools which contain a large majority of college-bound students who typically achieve beyond state standards and norms as Geneva clearly has done. There is also a Writing Assessment Program which we can employ to assess our writing achievement.

Please look for a more in depth explanation of the ERB comprehensive testing program in the next issue of *The Courier*.

## Geneva's Parking Predicament

The Geneva administration and Board are working diligently with the planning and zoning commission at the City of Casselberry to determine the feasibility of once again using the grassy lot adjacent to U-Haul for overflow parking needs.

In the meantime an increased number of Geneva's faculty and staff are parking at Aloma Baptist Church during the day. A shuttle service is used mornings and afternoons to transport staff back and forth. On days when we anticipate an increased number of parents on campus, we will require that even more faculty and staff park at Aloma Baptist Church. If you ever have the opportunity, please express your gratitude to



the staff and congregation of Aloma Baptist Church for their generous spirit of cooperation and assistance to us.

We know that these parking difficulties take a toll not only on the faculty and staff but also on parents. We very much appreciate our parent volunteers and are very grateful for your continued patience and flexibility during this trying time!

**Traffic Light Improved:** A special word of thanks is due to Geneva parent Sophie Langley, who was recently able to use her influence to improve our traffic light cycle. Our turning lanes have now been given more time in the morning and afternoon.

### A Class to Watch

Mrs. King recently shared with parents at the Dialectic and Rhetoric Open House that our current French II class is unique: it is her first class in nearly 40 years of teaching where every student in the class is maintaining an "A" average. *Felicitations!* Kudos also to Mrs. Newkirk, their outstanding French I teacher from last year.

### Looking ahead to this year's out-of-town field trips

Grade	Field Trip
5th	Williamsburg in the spring
6th	Washington DC in the spring
7th	Geology/Earth Science Trip with Mr. Thompson in November
8th & 9th	Boston in the spring
10th - 12th	New York in the spring

Students in grades 5 - 12 are given the opportunity to participate in extended out-of-town field trips. The purpose of these trips is to give students the opportunity to experience learning in a different manner and in a different environment from that which is available in the classroom. Students also benefit from extended periods away with faculty, administrators and fellow students, while learning responsibility and building closer relationships.

As the School continues to grow and it is less possible to combine multiple grades on every trip, it will be necessary to make alterations to the Field Trip calendar. Therefore, for the next few years the schedule will reflect new destinations that are still in keeping with our curriculum content and school objectives. Hello New York, Montreal, Athens, Rome, and Florence!

## ***The Geneva School College Night - Oct. 20***

**For those families with students in grades 10 - 12, please mark your calendar for 7:00 p.m. on October 20.** While it is highly recommended that all 10th - 12th grade students and their parents plan to attend, it is particularly important that all 11th grade students and their parents attend. Information will be presented from both a private and state school admissions perspective. This information will address, but not be limited to, the following topics: the role of the admissions counselor; the admissions process (including early action, early decision, regular and rolling admissions, deferred entrance); who makes the decision for admission; finding the right school to meet your needs; campus visitations/tours; the college essay; extracurricular activities; the perspective of standardized test scores (SAT vs. ACT, SAT II) and GPA; selecting a major/double majors (looking into specific departments/programs); need-based vs. merit scholarships; the common application; the honors program; AP credit; CLEP; housing-dorms/resident options; letters of recommendation; freshman advisement; meeting deadlines.

## ***Geneva Parent Association***

Monday, October 20  
7:00 p.m. in the Music Room

**Brainstorm with us Geneva's  
recruitment strategies**

The Geneva School Drama Troupe will perform  
Thorton Wilder's Pulitzer Prize winning play

## ***Our Town***

**Friday, November 11th  
Park Maitland Auditorium.**

Please come out and support the dramatic arts at Geneva. Also needed are volunteers to help with making costumes, staging, and make-up. If you can help, please contact Brian Shriner (Geneva's Drama Teacher) at [bgshriner@genevaschool.org](mailto:bgshriner@genevaschool.org).

## **The Geneva School**

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