

# New York State District Report Card Comprehensive Information Report

BEDS Code: 44-06-01-04-0000

Name: Goshen Central School District

Superintendent: James T. Langlois

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	190	196	222
First	224	193	192
Second	214	220	203
Third	188	221	236
Fourth	216	209	230
Fifth	215	238	213
Sixth	216	210	254
Ungraded Elementary	0	10	0
Seventh	214	226	230
Eighth	220	218	242
Ninth	226	256	258
Tenth	205	196	236
Eleventh	181	186	172
Twelfth	151	199	181
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2660	2778	2869

## 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	54	2.0%	61	2.2%	57	2.0%
Black (Not Hispanic)	115	4.3%	124	4.5%	125	4.4%
Hispanic	196	7.4%	206	7.4%	214	7.5%
White (Not Hispanic)	2295	86.3%	2387	85.9%	2473	86.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	20	22	22
Common Branch	23	23	23
English Grade 8	21	21	23
Mathematics Grade 8	21	21	23
Science Grade 8	23	21	23
Social Studies Grade 8	22	22	23
English Grade 10	20	22	24
Mathematics Grade 10	15	20	18
Science Grade 10	19	21	21
Social Studies Grade 10	22	21	24

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	38	1.4%	47	1.7%	51	1.8%
Eligible for Free Lunch	158	5.9%	235	8.5%	228	8.0%

### 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		95.2%		95.1%		96.6%
Student Suspensions	93	3.6%	61	2.3%	97	3.5%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.9%	3.8%	5.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	224
Total Other Professional Staff	28
Total Paraprofessionals	51
Teaching Out of Certification*	7
Teachers with Temporary Licenses	1

\*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	139	80	58%	162	107	66%	169	117	69%
Students with Disabilities	11	1	9%	14	1	7%	12	2	17%
All Students	150	81	54%	176	108	61%	181	119	66%

\*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	96	63	1	3	14	4
Percent	53%	35%	1%	2%	8%	2%

## 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	2	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			4		23	
	Entered GED Program*			4		6	
	Total Noncompleters			8		29	
Students with Disabilities	Dropped Out			1		6	
	Entered GED Program*			0		0	
	Total Noncompleters			1		6	
All Students	Dropped Out	9	1.2%	5	0.6%	29	3.4%
	Entered GED Program*	10	1.3%	4	0.5%	6	0.7%
	Total Noncompleters	19	2.5%	9	1.1%	35	4.1%

\*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		188	0
	Number of Students with Disabilities		15	0
	Number of All Students		203	0
	Percent of Enrollment		31%	0%
9-12	Number of General-Education Students		664	772
	Number of Students with Disabilities		73	75
	Number of All Students		737	847
	Percent of Enrollment		88%	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	52	96%	94	97%	0	0%
German	1	#	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	122	85%	95	92%	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	2	#	5	100%	14	50%
Science	2	#	1	#	1	#
Reading	1	#	1	#	3	#
Writing	1	#	1	#	1	#
Global Studies	3	#	3	#	3	#
U.S. Hist & Gov't	4	#	2	#	3	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	17	76%	14	86%
Science	0	0%	6	33%	2	#
Reading	2	#	9	100%	13	54%
Writing	3	#	1	#	12	67%
Global Studies	1	#	7	57%	12	25%
U.S. Hist & Gov't	4	#	4	#	9	33%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	177	174	172	11	10	14
Number Scoring 55–100	171	155	166	9	4	13
Number Scoring 65–100	157	140	148	5	4	8
Number Scoring 85–100	53	72	77	0	0	3
Percentage of Tested Scoring 55–100	97%	89%	97%	82%	40%	93%
Percentage of Tested Scoring 65–100	89%	80%	86%	45%	40%	57%
Percentage of Tested Scoring 85–100	30%	41%	45%	0%	0%	21%
<b>Mathematics A</b>						
Number Tested	186	208	179	5	16	3
Number Scoring 55–100	167	168	154	2	7	#
Number Scoring 65–100	143	138	125	0	6	#
Number Scoring 85–100	31	38	47	0	0	#
Percentage of Tested Scoring 55–100	90%	81%	86%	40%	44%	#
Percentage of Tested Scoring 65–100	77%	66%	70%	0%	38%	#
Percentage of Tested Scoring 85–100	17%	18%	26%	0%	0%	#
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	184	188	213	10	17	11
Number Scoring 55–100	177	177	195	10	12	6
Number Scoring 65–100	163	152	182	7	10	5
Number Scoring 85–100	66	38	76	2	0	0
Percentage of Tested Scoring 55–100	96%	94%	92%	100%	71%	55%
Percentage of Tested Scoring 65–100	89%	81%	85%	70%	59%	45%
Percentage of Tested Scoring 85–100	36%	20%	36%	20%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	183	185	180	15	13	13
Number Scoring 55–100	168	177	176	11	9	12
Number Scoring 65–100	161	166	166	10	8	9
Number Scoring 85–100	89	69	81	1	2	1
Percentage of Tested Scoring 55–100	92%	96%	98%	73%	69%	92%
Percentage of Tested Scoring 65–100	88%	90%	92%	67%	62%	69%
Percentage of Tested Scoring 85–100	49%	37%	45%	7%	15%	8%

(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	186	205	225	13	15	11
Number Scoring 55–100	186	192	209	13	13	8
Number Scoring 65–100	178	184	192	11	12	5
Number Scoring 85–100	49	68	52	2	2	0
Percentage of Tested Scoring 55–100	100%	94%	93%	100%	87%	73%
Percentage of Tested Scoring 65–100	96%	90%	85%	85%	80%	45%
Percentage of Tested Scoring 85–100	26%	33%	23%	15%	13%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	136	169	157	1	5	2
Number Scoring 55–100	129	154	151	#	5	#
Number Scoring 65–100	125	141	137	#	5	#
Number Scoring 85–100	51	35	67	#	1	#
Percentage of Tested Scoring 55–100	95%	91%	96%	#	100%	#
Percentage of Tested Scoring 65–100	92%	83%	87%	#	100%	#
Percentage of Tested Scoring 85–100	38%	21%	43%	#	20%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		116	118		2	4
Number Scoring 55–100		106	106		#	#
Number Scoring 65–100		70	70		#	#
Number Scoring 85–100		15	9		#	#
Percentage of Tested Scoring 55–100		91%	90%		#	#
Percentage of Tested Scoring 65–100		60%	59%		#	#
Percentage of Tested Scoring 85–100		13%	8%		#	#
<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	39	50	42	0	0	0
Number Scoring 55–100	38	50	41	0	0	0
Number Scoring 65–100	38	45	41	0	0	0
Number Scoring 85–100	20	17	31	0	0	0
Percentage of Tested Scoring 55–100	97%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	90%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	51%	34%	74%	0%	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	1	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>Comprehensive Spanish</b>						
Number Tested	82	73	96	0	1	1
Number Scoring 55–100	82	73	96	0	#	#
Number Scoring 65–100	81	73	95	0	#	#
Number Scoring 85–100	51	53	69	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	99%	100%	99%	0%	#	#
Percentage of Tested Scoring 85–100	62%	73%	72%	0%	#	#
<b>Comprehensive Latin</b>						
Number Tested	8	7	9	0	0	1
Number Scoring 55–100	8	7	8	0	0	#
Number Scoring 65–100	8	7	8	0	0	#
Number Scoring 85–100	8	5	6	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	89%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	89%	0%	0%	#
Percentage of Tested Scoring 85–100	100%	71%	67%	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	36	2	0	1	0	0
Number Scoring 55–100	31	#	0	#	0	0
Number Scoring 65–100	27	#	0	#	0	0
Number Scoring 85–100	6	#	0	#	0	0
Percentage of Tested Scoring 55–100	86%	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	75%	#	0%	#	0%	0%
Percentage of Tested Scoring 85–100	17%	#	0%	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	117	124	86	0	3	2
Number Scoring 55–100	101	80	58	0	#	#
Number Scoring 65–100	95	69	57	0	#	#
Number Scoring 85–100	41	33	25	0	#	#
Percentage of Tested Scoring 55–100	86%	65%	67%	0%	#	#
Percentage of Tested Scoring 65–100	81%	56%	66%	0%	#	#
Percentage of Tested Scoring 85–100	35%	27%	29%	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	0	0%	1	#	0	0%
Students with Disabilities	0	0%	0	0%	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
<b>Nov 2002</b>	General-Education Students	198	2%	9%	69%	21%
	Students with Disabilities	13	0%	31%	69%	0%
	All Students	211	1%	10%	69%	19%

### 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	215	1%	21%	68%	10%
	Students with Disabilities	26	27%	35%	38%	0%
	All Students	241	4%	22%	65%	9%

(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	167	167	167	7	7	7	174	174	174
Number Scoring 55–64	11	10	3	2	2	1	13	12	4
Number Scoring 65–84	86	83	92	4	3	4	90	86	96
Number Scoring 85–100	64	69	66	1	1	1	65	70	67
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)