

# New York State District Report Card Comprehensive Information Report

BEDS Code: 44-06-01-04-0000  
 Name: Goshen Central School District  
 Superintendent: Roy Reese

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	196	222	187
First	193	192	207
Second	220	203	200
Third	221	236	204
Fourth	209	230	245
Fifth	238	213	231
Sixth	210	254	210
Ungraded Elementary	10	0	0
Seventh	226	230	250
Eighth	218	242	219
Ninth	256	258	273
Tenth	196	236	234
Eleventh	186	172	197
Twelfth	199	181	176
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2778	2869	2833

## 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	61	2.2%	57	2.0%	58	2.0%
Black (Not Hispanic)	124	4.5%	125	4.4%	131	4.6%
Hispanic	206	7.4%	214	7.5%	220	7.8%
White (Not Hispanic)	2387	85.9%	2473	86.2%	2424	85.6%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	22	22	21
Common Branch	23	23	24
English Grade 8	21	23	20
Mathematics Grade 8	21	23	20
Science Grade 8	21	23	21
Social Studies Grade 8	22	23	20
English Grade 10	22	24	22
Mathematics Grade 10	20	18	21
Science Grade 10	21	21	22
Social Studies Grade 10	21	24	25

(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>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	47	1.7%	51	1.8%	36	1.3%
<b>Eligible for Free Lunch</b>	235	8.5%	228	8.0%	179	6.3%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		95.1%		96.6%		95.0%
<b>Student Suspensions</b>	61	2.3%	97	3.5%	96	3.4%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	3.8%	5.1%	3.5%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	218
Total Other Professional Staff	26
Total Paraprofessionals	43
Teaching Out of Certification*	5

\*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	162	107	66%	169	117	69%	154	97	63%
Students with Disabilities	14	1	7%	12	2	17%	11	2	18%
All Students	176	108	61%	181	119	66%	165	99	60%

\*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	81	68	0	5	7	4
Percent	49%	41%	0%	3%	4%	2%

## 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)
11	2	6	17

\*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.
<b>General-Education Students</b>	Dropped Out	4		23		16	1.9%
	Entered GED Program*	4		6		8	1.0%
	Total Noncompleters	8		29		24	2.9%
<b>Students with Disabilities</b>	Dropped Out	1		6		3	9.4%
	Entered GED Program*	0		0		1	3.1%
	Total Noncompleters	1		6		4	12.5%
<b>All Students</b>	Dropped Out	5	0.6%	29	3.4%	19	2.2%
	Entered GED Program*	4	0.5%	6	0.7%	9	1.0%
	Total Noncompleters	9	1.1%	35	4.1%	28	3.2%

\*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	188	0	196
	Number of Students with Disabilities	15	0	23
	Number of All Students	203	0	219
	Percent of Enrollment	31%	0%	32%
9-12	Number of General-Education Students	664	772	799
	Number of Students with Disabilities	73	75	81
	Number of All Students	737	847	880
	Percent of Enrollment	88%	100%	100%

## 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; completer 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	94	97%	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	95	92%	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	5	100%	14	50%	16	31%
Science	1	#	1	#	4	#
Reading	1	#	3	#	6	50%
Writing	1	#	1	#	3	#
Global Studies	3	#	3	#	11	36%
U.S. Hist & Gov't	2	#	3	#	8	75%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	17	76%	14	86%	3	#
Science	6	33%	2	#	3	#
Reading	9	100%	13	54%	4	#
Writing	1	#	12	67%	0	0%
Global Studies	7	57%	12	25%	8	38%
U.S. Hist & Gov't	4	#	9	33%	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	174	172	200	10	14	12
Number Scoring 55-100	155	166	191	4	13	7
Number Scoring 65-100	140	148	177	4	8	3
Number Scoring 85-100	72	77	98	0	3	0
Percentage of Tested Scoring 55-100	89%	97%	95%	40%	93%	58%
Percentage of Tested Scoring 65-100	80%	86%	89%	40%	57%	25%
Percentage of Tested Scoring 85-100	41%	45%	49%	0%	21%	0%
<b>Mathematics A</b>						
Number Tested	208	179	22	16	3	1
Number Scoring 55-100	168	154	17	7	#	#
Number Scoring 65-100	138	125	14	6	#	#
Number Scoring 85-100	38	47	1	0	#	#
Percentage of Tested Scoring 55-100	81%	86%	77%	44%	#	#
Percentage of Tested Scoring 65-100	66%	70%	64%	38%	#	#
Percentage of Tested Scoring 85-100	18%	26%	5%	0%	#	#
<b>Mathematics B</b>						
Number Tested	0	0	48	0	0	1
Number Scoring 55-100	0	0	44	0	0	#
Number Scoring 65-100	0	0	37	0	0	#
Number Scoring 85-100	0	0	20	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	92%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	77%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	42%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	188	213	212	17	11	2
Number Scoring 55-100	177	195	205	12	6	#
Number Scoring 65-100	152	182	192	10	5	#
Number Scoring 85-100	38	76	83	0	0	#
Percentage of Tested Scoring 55-100	94%	92%	97%	71%	55%	#
Percentage of Tested Scoring 65-100	81%	85%	91%	59%	45%	#
Percentage of Tested Scoring 85-100	20%	36%	39%	0%	0%	#
<b>U.S. History and Government</b>						
Number Tested	185	180	195	13	13	8
Number Scoring 55-100	177	176	191	9	12	8
Number Scoring 65-100	166	166	182	8	9	7
Number Scoring 85-100	69	81	104	2	1	1
Percentage of Tested Scoring 55-100	96%	98%	98%	69%	92%	100%
Percentage of Tested Scoring 65-100	90%	92%	93%	62%	69%	88%
Percentage of Tested Scoring 85-100	37%	45%	53%	15%	8%	12%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	205	225	235	15	11	1
Number Scoring 55-100	192	209	230	13	8	#
Number Scoring 65-100	184	192	220	12	5	#
Number Scoring 85-100	68	52	68	2	0	#
Percentage of Tested Scoring 55-100	94%	93%	98%	87%	73%	#
Percentage of Tested Scoring 65-100	90%	85%	94%	80%	45%	#
Percentage of Tested Scoring 85-100	33%	23%	29%	13%	0%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	169	157	147	5	2	0
Number Scoring 55-100	154	151	140	5	#	0
Number Scoring 65-100	141	137	135	5	#	0
Number Scoring 85-100	35	67	42	1	#	0
Percentage of Tested Scoring 55-100	91%	96%	95%	100%	#	0%
Percentage of Tested Scoring 65-100	83%	87%	92%	100%	#	0%
Percentage of Tested Scoring 85-100	21%	43%	29%	20%	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	116	118	99	2	4	1
Number Scoring 55-100	106	106	93	#	#	#
Number Scoring 65-100	70	70	69	#	#	#
Number Scoring 85-100	15	9	10	#	#	#
Percentage of Tested Scoring 55-100	91%	90%	94%	#	#	#
Percentage of Tested Scoring 65-100	60%	59%	70%	#	#	#
Percentage of Tested Scoring 85-100	13%	8%	10%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			23			1
Number Scoring 55-100			23			#
Number Scoring 65-100			22			#
Number Scoring 85-100			9			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			96%			#
Percentage of Tested Scoring 85-100			39%			#

\* 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
<b>Comprehensive French</b>						
Number Tested	50	42	35	0	0	0
Number Scoring 55-100	50	41	35	0	0	0
Number Scoring 65-100	45	41	35	0	0	0
Number Scoring 85-100	17	31	26	0	0	0
Percentage of Tested Scoring 55-100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	90%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	34%	74%	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	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%
<b>Comprehensive Spanish</b>						
Number Tested	73	96	121	1	1	0
Number Scoring 55-100	73	96	120	#	#	0
Number Scoring 65-100	73	95	113	#	#	0
Number Scoring 85-100	53	69	56	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	99%	#	#	0%
Percentage of Tested Scoring 65-100	100%	99%	93%	#	#	0%
Percentage of Tested Scoring 85-100	73%	72%	46%	#	#	0%
<b>Comprehensive Latin</b>						
Number Tested	7	9	11	0	1	0
Number Scoring 55-100	7	8	11	0	#	0
Number Scoring 65-100	7	8	11	0	#	0
Number Scoring 85-100	5	6	10	0	#	0
Percentage of Tested Scoring 55-100	100%	89%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	89%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	71%	67%	91%	0%	#	0%

(Form - H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	124	86	0	3	2	0
Number Scoring 55-100	80	58	0	#	#	0
Number Scoring 65-100	69	57	0	#	#	0
Number Scoring 85-100	33	25	0	#	#	0
Percentage of Tested Scoring 55-100	65%	67%	0%	#	#	0%
Percentage of Tested Scoring 65-100	56%	66%	0%	#	#	0%
Percentage of Tested Scoring 85-100	27%	29%	0%	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	1	#	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	0	0%

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
<b>Nov 2003</b>	General-Education Students	210	8%	6%	56%	31%
	Students with Disabilities	21	38%	29%	33%	0%
	All Students	231	10%	8%	54%	28%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	198	1%	36%	51%	13%
	Students with Disabilities	22	23%	64%	14%	0%
	All Students	220	3%	39%	47%	12%

(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
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	2	0	#	#	#	#
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	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	163	163	163	15	15	15	178	178	178
Number Scoring 55–64	9	7	7	0	2	1	9	9	8
Number Scoring 65–84	111	75	99	8	7	8	119	82	107
Number Scoring 85–100	37	78	52	0	1	2	37	79	54
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			18			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			10			0
Proficient (37-39)			8			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			18			0
Beginning (0-14)			4			0
Intermediate (15-24)			5			0
Advanced (25-32)			7			0
Proficient (33-35)			2			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			20			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			7			#
Proficient (37-39)			12			#
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			20			1
Beginning (0-14)			3			#
Intermediate (15-24)			5			#
Advanced (25-32)			11			#
Proficient (33-35)			1			#
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			6			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			2			#
Proficient (37-39)			4			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			6			1
Beginning (0-14)			1			#
Intermediate (15-24)			3			#
Advanced (25-32)			2			#
Proficient (33-35)			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 - K)

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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			4			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)