

# New York State School Report Card Comprehensive Information Report

BEDS Code: 54-08-01-04-0001  
 Name: Gilboa Conesville Central School  
 Principal: Virginia Keegan

Grade Range : K-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	30	32	31
First	38	32	31
Second	18	34	33
Third	24	23	33
Fourth	28	24	21
Fifth	26	32	24
Sixth	25	24	31
Ungraded Elementary	3	6	5
Seventh	31	37	27
Eighth	25	35	37
Ninth	39	28	35
Tenth	25	28	27
Eleventh	28	23	29
Twelfth	23	31	22
Ungraded Secondary	0	4	10
Total K-12 Enrollment	363	393	396

## 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	2	0.6%	2	0.5%	1	0.3%
Black (Not Hispanic)	8	2.2%	6	1.5%	7	1.8%
Hispanic	3	0.8%	10	2.5%	3	0.8%
White (Not Hispanic)	350	96.4%	375	95.4%	385	97.2%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	15	16	16
Common Branch	15	15	16
English Grade 8	12	15	18
Mathematics Grade 8	14	14	18
Science Grade 8	13	18	35
Social Studies Grade 8	13	15	19
English Grade 10	12	14	12
Mathematics Grade 10	9	16	16
Science Grade 10	15	13	14
Social Studies Grade 10	12	14	13

(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
64	All schools in this group serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.3%	0	0.0%	0	0.0%
Eligible for Free Lunch	95	26.2%	83	21.1%	102	25.8%

### Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.1%		94.7%		94.5%
Student Suspensions	4	1.0%	11	3.0%	25	6.4%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	16.3%	14.8%	13.1%
Public Assistance	11-20%	1-10%	1-10%
Student Stability	100%	94%	100%

### Staff Counts

Staff	2003-04
Total Teachers	43
Total Other Professional Staff	4
Total Paraprofessionals	NA
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	21	12	57%	22	10	45%	21	12	57%
Students with Disabilities	0	0	0%	5	0	0%	1	0	0%
All Students	21	12	57%	27	10	37%	22	12	55%

\*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	7	9	3	1	2	0
Percent	32%	41%	14%	5%	9%	0%

## 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)
1	0	0	1

\*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.
General-Education Students	Dropped Out	1		0		0	0.0%
	Entered GED Program*	1		0		1	1.1%
	Total Noncompleters	2		0		1	1.1%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
All Students	Dropped Out	1	0.9%	0	0.0%	0	0.0%
	Entered GED Program*	1	0.9%	0	0.0%	1	0.9%
	Total Noncompleters	2	1.7%	0	0.0%	1	0.9%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

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	16	69%	22	91%	32	88%

## 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	3	#	3	#	3	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	1	#	9	67%
Science	4	#	3	#	5	60%
Reading	1	#	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	3	#	0	0%	1	#
U.S. Hist & Gov't	0	0%	1	#	0	0%

(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	23	26	31	3	2	2
Number Scoring 55-100	21	23	31	#	#	#
Number Scoring 65-100	20	19	29	#	#	#
Number Scoring 85-100	8	5	18	#	#	#
Percentage of Tested Scoring 55-100	91%	88%	100%	#	#	#
Percentage of Tested Scoring 65-100	87%	73%	94%	#	#	#
Percentage of Tested Scoring 85-100	35%	19%	58%	#	#	#
<b>Mathematics A</b>						
Number Tested	4	34	27	1	0	4
Number Scoring 55-100	#	31	26	#	0	#
Number Scoring 65-100	#	25	20	#	0	#
Number Scoring 85-100	#	8	5	#	0	#
Percentage of Tested Scoring 55-100	#	91%	96%	#	0%	#
Percentage of Tested Scoring 65-100	#	74%	74%	#	0%	#
Percentage of Tested Scoring 85-100	#	24%	19%	#	0%	#
<b>Mathematics B</b>						
Number Tested	0	0	18	0	0	0
Number Scoring 55-100	0	0	14	0	0	0
Number Scoring 65-100	0	0	10	0	0	0
Number Scoring 85-100	0	0	4	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	78%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	56%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	22%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	24	30	25	1	0	4
Number Scoring 55-100	23	27	22	#	0	#
Number Scoring 65-100	21	27	20	#	0	#
Number Scoring 85-100	4	9	2	#	0	#
Percentage of Tested Scoring 55-100	96%	90%	88%	#	0%	#
Percentage of Tested Scoring 65-100	88%	90%	80%	#	0%	#
Percentage of Tested Scoring 85-100	17%	30%	8%	#	0%	#
<b>U.S. History and Government</b>						
Number Tested	23	28	27	4	1	0
Number Scoring 55-100	22	26	27	#	#	0
Number Scoring 65-100	16	23	25	#	#	0
Number Scoring 85-100	4	6	12	#	#	0
Percentage of Tested Scoring 55-100	96%	93%	100%	#	#	0%
Percentage of Tested Scoring 65-100	70%	82%	93%	#	#	0%
Percentage of Tested Scoring 85-100	17%	21%	44%	#	#	0%

(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	26	21	33	0	5	13
Number Scoring 55-100	26	21	27	0	5	7
Number Scoring 65-100	26	17	20	0	3	4
Number Scoring 85-100	5	1	6	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	82%	0%	100%	54%
Percentage of Tested Scoring 65-100	100%	81%	61%	0%	60%	31%
Percentage of Tested Scoring 85-100	19%	5%	18%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	6	12	18	0	0	0
Number Scoring 55-100	6	12	18	0	0	0
Number Scoring 65-100	6	12	18	0	0	0
Number Scoring 85-100	1	3	8	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	17%	25%	44%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	16	26	18	0	0	1
Number Scoring 55-100	16	23	18	0	0	#
Number Scoring 65-100	13	17	10	0	0	#
Number Scoring 85-100	1	3	0	0	0	#
Percentage of Tested Scoring 55-100	100%	88%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	81%	65%	56%	0%	0%	#
Percentage of Tested Scoring 85-100	6%	12%	0%	0%	0%	#
<b>Physical Setting/Physics</b>						
Number Tested			0			0
Number Scoring 55-100			0			0
Number Scoring 65-100			0			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			0%			0%
Percentage of Tested Scoring 65-100			0%			0%
Percentage of Tested Scoring 85-100			0%			0%

\* 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	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 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	10	10	14	0	0	0
Number Scoring 55-100	10	10	14	0	0	0
Number Scoring 65-100	10	10	14	0	0	0
Number Scoring 85-100	5	8	10	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	50%	80%	71%	0%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	8	10	2	0	0	0
Number Scoring 55-100	5	9	#	0	0	0
Number Scoring 65-100	5	8	#	0	0	0
Number Scoring 85-100	1	4	#	0	0	0
Percentage of Tested Scoring 55-100	62%	90%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	62%	80%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	12%	40%	#	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	2	#	12	100%	6	100%
Students with Disabilities	0	0%	0	0%	1	#

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	22	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	24	4%	8%	63%	25%

## 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	29	0%	38%	45%	17%
	Students with Disabilities	5	0%	60%	40%	0%
	All Students	34	0%	41%	44%	15%

(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	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

## 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	22	22	22	1	1	1	23	23	23
Number Scoring 55–64	#	#	#	#	#	#	1	1	2
Number Scoring 65–84	#	#	#	#	#	#	18	15	16
Number Scoring 85–100	#	#	#	#	#	#	4	6	5
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)