

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	32	31	23
First	32	31	29
Second	34	33	32
Third	23	33	33
Fourth	24	21	32
Fifth	32	24	20
Sixth	24	31	21
Ungraded Elementary	6	5	7
Seventh	37	27	34
Eighth	35	37	25
Ninth	28	35	36
Tenth	28	27	28
Eleventh	23	29	24
Twelfth	31	22	29
Ungraded Secondary	4	10	6
Total K-12 Enrollment	393	396	379

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	2	0.5%	1	0.3%	0	0.0%
Black (Not Hispanic)	6	1.5%	7	1.8%	6	1.6%
Hispanic	10	2.5%	3	0.8%	5	1.3%
White (Not Hispanic)	375	95.4%	385	97.2%	368	97.1%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	16	12
Common Branch	15	16	17
English Grade 8	15	18	12
Mathematics Grade 8	14	18	13
Science Grade 8	18	35	24
Social Studies Grade 8	15	19	13
English Grade 10	14	12	14
Mathematics Grade 10	16	16	8
Science Grade 10	13	14	15
Social Studies Grade 10	14	13	11

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	83	21.1%	102	25.8%	93	24.5%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.7%		94.5%		95.1%
Student Suspensions	11	3.0%	25	6.4%	18	4.6%

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

	2002-03	2003-04	2004-05
Reduced Lunch	14.8%	13.1%	11.1%
Public Assistance	1-10%	1-10%	11-20%
Student Stability	94%	100%	100%

Staff Counts

Staff	2004-05
Total Teachers	42
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	6

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	22	21	26
	Regents Diplomas	10	12	22
	% Regents Diplomas	45%	57%	85%
	Regents Diplomas with Advanced Designation**			11
	% Regents Diplomas with Advanced Designation			42%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	5	1	0
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	0	2
All Students	Total Graduates*	27	22	26
	Regents Diplomas	10	12	22
	% Regents Diplomas	37%	55%	85%
	Regents Diplomas with Advanced Designation**			11
	% Regents Diplomas with Advanced Designation			42%
	IEP Diplomas or Local Certificates	4	0	2

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	14	8	0	1	3	0	0	0
	Percent	54%	31%	0%	4%	12%	0%	0%	0%
Students with Disabilities	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%
All Students	Number	14	8	0	1	3	0	0	0
	Percent	54%	31%	0%	4%	12%	0%	0%	0%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		0	0.0%	2	2.2%
	Entered GED Program*	0		1	1.1%	2	2.2%
	Total Noncompleters	0		1	1.1%	4	4.5%
Students with Disabilities	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		0	0.0%	0	0.0%
All Students	Dropped Out	0	0.0%	0	0.0%	2	1.7%
	Entered GED Program*	0	0.0%	1	0.9%	2	1.7%
	Total Noncompleters	0	0.0%	1	0.9%	4	3.4%

*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	2002-03		2003-04		2004-05	
	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	22	91%	32	88%	18	94%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	#	2	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	9	67%	6	83%
Science	3	#	5	60%	3	#
Reading	0	0%	1	#	1	#
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	1	#	3	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	26	31	27	2	2	6
Number Scoring 55-100	23	31	27	#	#	6
Number Scoring 65-100	19	29	25	#	#	4
Number Scoring 85-100	5	18	9	#	#	0
Percentage of Tested Scoring 55-100	88%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	73%	94%	93%	#	#	67%
Percentage of Tested Scoring 85-100	19%	58%	33%	#	#	0%
Mathematics A						
Number Tested	34	27	19	0	4	4
Number Scoring 55-100	31	26	18	0	#	#
Number Scoring 65-100	25	20	17	0	#	#
Number Scoring 85-100	8	5	5	0	#	#
Percentage of Tested Scoring 55-100	91%	96%	95%	0%	#	#
Percentage of Tested Scoring 65-100	74%	74%	89%	0%	#	#
Percentage of Tested Scoring 85-100	24%	19%	26%	0%	#	#
Mathematics B						
Number Tested	0	18	22	0	0	0
Number Scoring 55-100	0	14	8	0	0	0
Number Scoring 65-100	0	10	7	0	0	0
Number Scoring 85-100	0	4	1	0	0	0
Percentage of Tested Scoring 55-100	0%	78%	36%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	56%	32%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	22%	5%	0%	0%	0%
Global History and Geography						
Number Tested	30	25	27	0	4	10
Number Scoring 55-100	27	22	20	0	#	5
Number Scoring 65-100	27	20	14	0	#	1
Number Scoring 85-100	9	2	6	0	#	0
Percentage of Tested Scoring 55-100	90%	88%	74%	0%	#	50%
Percentage of Tested Scoring 65-100	90%	80%	52%	0%	#	10%
Percentage of Tested Scoring 85-100	30%	8%	22%	0%	#	0%
U.S. History and Government						
Number Tested	28	27	24	1	0	7
Number Scoring 55-100	26	27	24	#	0	7
Number Scoring 65-100	23	25	23	#	0	6
Number Scoring 85-100	6	12	9	#	0	1
Percentage of Tested Scoring 55-100	93%	100%	100%	#	0%	100%
Percentage of Tested Scoring 65-100	82%	93%	96%	#	0%	86%
Percentage of Tested Scoring 85-100	21%	44%	38%	#	0%	14%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	21	33	37	5	13	8
Number Scoring 55-100	21	27	29	5	7	4
Number Scoring 65-100	17	20	24	3	4	4
Number Scoring 85-100	1	6	2	0	0	0
Percentage of Tested Scoring 55-100	100%	82%	78%	100%	54%	50%
Percentage of Tested Scoring 65-100	81%	61%	65%	60%	31%	50%
Percentage of Tested Scoring 85-100	5%	18%	5%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	12	18	10	0	0	0
Number Scoring 55-100	12	18	10	0	0	0
Number Scoring 65-100	12	18	10	0	0	0
Number Scoring 85-100	3	8	4	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	25%	44%	40%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	26	18	13	0	1	0
Number Scoring 55-100	23	18	13	0	#	0
Number Scoring 65-100	17	10	11	0	#	0
Number Scoring 85-100	3	0	0	0	#	0
Percentage of Tested Scoring 55-100	88%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	65%	56%	85%	0%	#	0%
Percentage of Tested Scoring 85-100	12%	0%	0%	0%	#	0%
Physical Setting/Physics						
Number Tested		0	6		0	0
Number Scoring 55-100		0	6		0	0
Number Scoring 65-100		0	6		0	0
Number Scoring 85-100		0	1		0	0
Percentage of Tested Scoring 55-100		0%	100%		0%	0%
Percentage of Tested Scoring 65-100		0%	100%		0%	0%
Percentage of Tested Scoring 85-100		0%	17%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
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%
Comprehensive Italian						
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%
Comprehensive German						
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%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	10	14	15	0	0	0
Number Scoring 55-100	10	14	15	0	0	0
Number Scoring 65-100	10	14	15	0	0	0
Number Scoring 85-100	8	10	11	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	80%	71%	73%	0%	0%	0%
Comprehensive Latin						
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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	18	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	20	5%	10%	50%	35%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	16	0%	25%	75%	0%
	Students with Disabilities	9	11%	78%	11%	0%
	All Students	25	4%	44%	52%	0%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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

2001 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	27	27	27	3	3	3	30	30	30
Number Scoring 55–64	#	#	#	#	#	#	1	1	1
Number Scoring 65–84	#	#	#	#	#	#	20	15	20
Number Scoring 85–100	#	#	#	#	#	#	8	13	8
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)