

New York State School Report Card Comprehensive Information Report

BEDS Code: 54-08-01-04-0001
 Name: Gilboa Conesville Central School
 Principal: Lisa Slutzky

Grade Range : K-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	34	30	32
First	22	38	32
Second	26	18	34
Third	30	24	23
Fourth	24	28	24
Fifth	28	26	32
Sixth	30	25	24
Ungraded Elementary	2	3	6
Seventh	23	31	37
Eighth	37	25	35
Ninth	30	39	28
Tenth	32	25	28
Eleventh	28	28	23
Twelfth	34	23	31
Ungraded Secondary	8	0	4
Total K-12 Enrollment	388	363	393

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	2	0.5%	2	0.6%	2	0.5%
Black (Not Hispanic)	7	1.8%	8	2.2%	6	1.5%
Hispanic	4	1.0%	3	0.8%	10	2.5%
White (Not Hispanic)	375	96.6%	350	96.4%	375	95.4%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	15	16
Common Branch	15	15	15
English Grade 8	18	12	15
Mathematics Grade 8	18	14	14
Science Grade 8	18	13	18
Social Studies Grade 8	18	13	15
English Grade 10	14	12	14
Mathematics Grade 10	15	9	16
Science Grade 10	16	15	13
Social Studies Grade 10	15	12	14

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high 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. Assessment results and accountability measures for schools in this group are compared with similar 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.3%	0	0.0%
Eligible for Free Lunch	95	24.5%	95	26.2%	83	21.1%

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		96.5%		94.1%		94.7%
Student Suspensions	5	1.4%	4	1.0%	11	3.0%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	14.9%	16.3%	14.8%
Public Assistance	51-60%	11-20%	1-10%
Student Stability	100%	100%	94%

Staff Counts

Staff	2002–2003
Total Teachers	43
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	8
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	27	12	44%	21	12	57%	22	10	45%
Students with Disabilities	3	0	0%	0	0	0%	5	0	0%
All Students	30	12	40%	21	12	57%	27	10	37%

*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	3	16	0	0	8	0
Percent	11%	59%	0%	0%	30%	0%

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)
5	0	4	9

*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			1	0.9%	0	0.0%
	Entered GED Program*			1	0.9%	0	0.0%
	Total Noncompleters			2	1.7%	0	0.0%
Students with Disabilities	Dropped Out			0	0.0%	0	0.0%
	Entered GED Program*			0	0.0%	0	0.0%
	Total Noncompleters			0	0.0%	0	0.0%
All Students	Dropped Out	4	3.1%	1	0.9%	0	0.0%
	Entered GED Program*	2	1.5%	1	0.9%	0	0.0%
	Total Noncompleters	6	4.6%	2	1.7%	0	0.0%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	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%

Second Language Proficiency Examinations

General-Education Students

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%	16	69%	22	91%

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%	3	0%	3	100%

(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	1	100%	0	0%	0	0%
Science	1	100%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	0%	0	0%	0	0%
U.S. Hist & Gov't	7	71%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	100%	3	100%	1	100%
Science	2	100%	4	100%	3	100%
Reading	0	0%	1	100%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	3	33%	3	67%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	100%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	27	23	26	1	3	2
Number Scoring 55–100	27	21	23	1	3	2
Number Scoring 65–100	25	20	19	0	3	0
Number Scoring 85–100	10	8	5	0	0	0
Percentage of Tested Scoring 55–100	100%	91%	88%	100%	100%	100%
Percentage of Tested Scoring 65–100	93%	87%	73%	0%	100%	0%
Percentage of Tested Scoring 85–100	37%	35%	19%	0%	0%	0%
Mathematics A						
Number Tested	0	4	34	0	1	0
Number Scoring 55–100	0	2	31	0	1	0
Number Scoring 65–100	0	1	25	0	1	0
Number Scoring 85–100	0	0	8	0	0	0
Percentage of Tested Scoring 55–100	0%	50%	91%	0%	100%	0%
Percentage of Tested Scoring 65–100	0%	25%	74%	0%	100%	0%
Percentage of Tested Scoring 85–100	0%	0%	24%	0%	0%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	26	24	30	3	1	0
Number Scoring 55–100	25	23	27	3	1	0
Number Scoring 65–100	20	21	27	3	1	0
Number Scoring 85–100	4	4	9	0	0	0
Percentage of Tested Scoring 55–100	96%	96%	90%	100%	100%	0%
Percentage of Tested Scoring 65–100	77%	88%	90%	100%	100%	0%
Percentage of Tested Scoring 85–100	15%	17%	30%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	27	23	28	1	4	1
Number Scoring 55–100	25	22	26	1	4	1
Number Scoring 65–100	22	16	23	0	4	1
Number Scoring 85–100	11	4	6	0	1	0
Percentage of Tested Scoring 55–100	93%	96%	93%	100%	100%	100%
Percentage of Tested Scoring 65–100	81%	70%	82%	0%	100%	100%
Percentage of Tested Scoring 85–100	41%	17%	21%	0%	25%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	30	26	21	3	0	5
Number Scoring 55–100	30	26	21	3	0	5
Number Scoring 65–100	27	26	17	3	0	3
Number Scoring 85–100	1	5	1	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	0%	100%
Percentage of Tested Scoring 65–100	90%	100%	81%	100%	0%	60%
Percentage of Tested Scoring 85–100	3%	19%	5%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	2	6	12	0	0	0
Number Scoring 55–100	2	6	12	0	0	0
Number Scoring 65–100	2	6	12	0	0	0
Number Scoring 85–100	0	1	3	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	0%	17%	25%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		16	26		0	0
Number Scoring 55–100		16	23		0	0
Number Scoring 65–100		13	17		0	0
Number Scoring 85–100		1	3		0	0
Percentage of Tested Scoring 55–100		100%	88%		0%	0%
Percentage of Tested Scoring 65–100		81%	65%		0%	0%
Percentage of Tested Scoring 85–100		6%	12%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
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
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	1	0	0	0	0	0
Number Scoring 55–100	1	0	0	0	0	0
Number Scoring 65–100	1	0	0	0	0	0
Number Scoring 85–100	1	0	0	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	100%	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	10	10	0	0	0
Number Scoring 55–100	10	10	10	0	0	0
Number Scoring 65–100	10	10	10	0	0	0
Number Scoring 85–100	8	5	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	80%	50%	80%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	16	16	1	0	0	0
Number Scoring 55–100	16	13	0	0	0	0
Number Scoring 65–100	16	13	0	0	0	0
Number Scoring 85–100	9	11	0	0	0	0
Percentage of Tested Scoring 55–100	100%	81%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	81%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	56%	69%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	11	8	10	0	0	0
Number Scoring 55–100	8	5	9	0	0	0
Number Scoring 65–100	7	5	8	0	0	0
Number Scoring 85–100	2	1	4	0	0	0
Percentage of Tested Scoring 55–100	73%	62%	90%	0%	0%	0%
Percentage of Tested Scoring 65–100	64%	62%	80%	0%	0%	0%
Percentage of Tested Scoring 85–100	18%	12%	40%	0%	0%	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	11	100%	2	100%	12	100%
Students with Disabilities	3	100%	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
Nov 2002	General-Education Students	29	0%	17%	62%	21%
	Students with Disabilities	3	0%	33%	33%	33%
	All Students	32	0%	19%	59%	22%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	22	0%	27%	59%	14%
	Students with Disabilities	13	15%	69%	15%	0%
	All Students	35	6%	43%	43%	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
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

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	20	20	20	5	5	5	25	25	25
Number Scoring 55–64	2	4	4	0	0	1	2	4	5
Number Scoring 65–84	14	12	12	2	1	1	16	13	13
Number Scoring 85–100	4	4	3	0	1	0	4	5	3
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)