

# New York State School Report Card Comprehensive Information Report

BEDS Code: 04-28-01-06-0006

Grade Range : 9-12

Name: Gowanda High School

Principal: Richard Kazmark

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	117	0	0
Eighth	118	0	0
Ninth	143	139	144
Tenth	115	109	119
Eleventh	120	105	92
Twelfth	90	117	105
Ungraded Secondary	1	1	1
Total K-12 Enrollment	704	471	461

## 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	185	26.3%	112	23.8%	111	24.1%
Black (Not Hispanic)	5	0.7%	1	0.2%	1	0.2%
Hispanic	1	0.1%	0	0.0%	0	0.0%
White (Not Hispanic)	513	72.9%	358	76.0%	349	75.7%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	16	0	0
Mathematics Grade 8	15	0	0
Science Grade 8	19	0	3
Social Studies Grade 8	18	0	0
English Grade 10	18	23	25
Mathematics Grade 10	0	10	9
Science Grade 10	29	23	13
Social Studies Grade 10	17	19	19

(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
48	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the higher range of student needs for secondary level schools in these districts.

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%	0	0.0%	0	0.0%
Eligible for Free Lunch	185	26.3%	108	22.9%	142	30.8%

### 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		92.4%		92.1%		91.7%
Student Suspensions	5	0.7%	0	0.0%	1	0.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.5%	11.0%	12.4%
Public Assistance	21-30%	1-10%	1-10%
Student Stability	92%	85%	93%

### Staff Counts

Staff	2002–2003
Total Teachers	44
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	0
Teachers with Temporary Licenses	0

\*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	74	41	55%	102	65	64%	88	64	73%
Students with Disabilities	8	0	0%	3	0	0%	4	1	25%
All Students	82	41	50%	105	65	62%	92	65	71%

\*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	48	22	3	6	13	0
Percent	52%	24%	3%	7%	14%	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)
4	1	4	8

\*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			12		8	
	Entered GED Program*			11		10	
	Total Noncompleters			23		18	
Students with Disabilities	Dropped Out			2		3	
	Entered GED Program*			0		4	
	Total Noncompleters			2		7	
All Students	Dropped Out	18	3.8%	14	3.0%	11	2.4%
	Entered GED Program*	7	1.5%	11	2.3%	14	3.0%
	Total Noncompleters	25	5.3%	25	5.3%	25	5.4%

\*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	12	75%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	49	84%	6	17%	25	92%

### 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	2	#	0	0%	3	#

(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	0	0%	4	#	3	#
Science	2	#	5	60%	3	#
Reading	0	0%	2	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	2	#	2	#	1	#
U.S. Hist & Gov't	6	33%	2	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	0	0%	31	71%
Science	6	33%	0	0%	16	56%
Reading	2	#	1	#	6	67%
Writing	2	#	1	#	2	#
Global Studies	5	0%	0	0%	5	40%
U.S. Hist & Gov't	3	#	1	#	6	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	118	119	87	11	3	7
Number Scoring 55–100	109	110	77	8	#	3
Number Scoring 65–100	86	96	58	1	#	2
Number Scoring 85–100	21	14	8	0	#	0
Percentage of Tested Scoring 55–100	92%	92%	89%	73%	#	43%
Percentage of Tested Scoring 65–100	73%	81%	67%	9%	#	29%
Percentage of Tested Scoring 85–100	18%	12%	9%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	0	65	132	0	2	12
Number Scoring 55–100	0	29	96	0	#	2
Number Scoring 65–100	0	13	78	0	#	2
Number Scoring 85–100	0	2	8	0	#	0
Percentage of Tested Scoring 55–100	0%	45%	73%	0%	#	17%
Percentage of Tested Scoring 65–100	0%	20%	59%	0%	#	17%
Percentage of Tested Scoring 85–100	0%	3%	6%	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	119	105	110	9	1	6
Number Scoring 55–100	112	93	96	6	#	4
Number Scoring 65–100	99	81	88	2	#	3
Number Scoring 85–100	18	19	28	1	#	0
Percentage of Tested Scoring 55–100	94%	89%	87%	67%	#	67%
Percentage of Tested Scoring 65–100	83%	77%	80%	22%	#	50%
Percentage of Tested Scoring 85–100	15%	18%	25%	11%	#	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	115	115	100	9	2	8
Number Scoring 55–100	102	107	97	6	#	7
Number Scoring 65–100	84	75	89	3	#	6
Number Scoring 85–100	34	19	33	0	#	3
Percentage of Tested Scoring 55–100	89%	93%	97%	67%	#	88%
Percentage of Tested Scoring 65–100	73%	65%	89%	33%	#	75%
Percentage of Tested Scoring 85–100	30%	17%	33%	0%	#	38%

(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	120	100	76	7	0	3
Number Scoring 55–100	107	93	74	3	0	#
Number Scoring 65–100	99	89	71	2	0	#
Number Scoring 85–100	7	8	22	0	0	#
Percentage of Tested Scoring 55–100	89%	93%	97%	43%	0%	#
Percentage of Tested Scoring 65–100	82%	89%	93%	29%	0%	#
Percentage of Tested Scoring 85–100	6%	8%	29%	0%	0%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	91	100	106	5	0	4
Number Scoring 55–100	79	84	98	4	0	#
Number Scoring 65–100	72	74	90	2	0	#
Number Scoring 85–100	23	28	27	0	0	#
Percentage of Tested Scoring 55–100	87%	84%	92%	80%	0%	#
Percentage of Tested Scoring 65–100	79%	74%	85%	40%	0%	#
Percentage of Tested Scoring 85–100	25%	28%	25%	0%	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		64	49		0	1
Number Scoring 55–100		62	49		0	#
Number Scoring 65–100		53	43		0	#
Number Scoring 85–100		5	17		0	#
Percentage of Tested Scoring 55–100		97%	100%		0%	#
Percentage of Tested Scoring 65–100		83%	88%		0%	#
Percentage of Tested Scoring 85–100		8%	35%		0%	#
<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	12	13	11	0	0	0
Number Scoring 55–100	11	12	10	0	0	0
Number Scoring 65–100	11	11	10	0	0	0
Number Scoring 85–100	5	2	6	0	0	0
Percentage of Tested Scoring 55–100	92%	92%	91%	0%	0%	0%
Percentage of Tested Scoring 65–100	92%	85%	91%	0%	0%	0%
Percentage of Tested Scoring 85–100	42%	15%	55%	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	54	42	33	0	0	2
Number Scoring 55–100	53	42	32	0	0	#
Number Scoring 65–100	48	40	31	0	0	#
Number Scoring 85–100	16	22	16	0	0	#
Percentage of Tested Scoring 55–100	98%	100%	97%	0%	0%	#
Percentage of Tested Scoring 65–100	89%	95%	94%	0%	0%	#
Percentage of Tested Scoring 85–100	30%	52%	48%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	97	75	3	2	0	0
Number Scoring 55–100	78	59	#	#	0	0
Number Scoring 65–100	65	56	#	#	0	0
Number Scoring 85–100	18	16	#	#	0	0
Percentage of Tested Scoring 55–100	80%	79%	#	#	0%	0%
Percentage of Tested Scoring 65–100	67%	75%	#	#	0%	0%
Percentage of Tested Scoring 85–100	19%	21%	#	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	58	59	40	0	0	0
Number Scoring 55–100	48	52	33	0	0	0
Number Scoring 65–100	43	45	30	0	0	0
Number Scoring 85–100	14	12	11	0	0	0
Percentage of Tested Scoring 55–100	83%	88%	82%	0%	0%	0%
Percentage of Tested Scoring 65–100	74%	76%	75%	0%	0%	0%
Percentage of Tested Scoring 85–100	24%	20%	28%	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	59	98%	80	98%	48	98%
Students with Disabilities	6	83%	4	#	7	86%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## 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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	92	92	92	5	5	5	97	97	97
Number Scoring 55–64	1	17	1	2	0	1	3	17	2
Number Scoring 65–84	72	55	71	0	1	2	72	56	73
Number Scoring 85–100	17	17	18	2	1	0	19	18	18
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)