

New York State School Report Card Comprehensive Information Report

BEDS Code: 42-18-00-01-0049
 Name: George Fowler High School
 Principal: Gregory Walker

Grade Range : 9-12

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	0	0	0
Eighth	0	0	0
Ninth	444	446	481
Tenth	251	283	292
Eleventh	174	172	184
Twelfth	107	134	147
Ungraded Secondary	125	119	149
Total K-12 Enrollment	1101	1154	1253

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	44	4.0%	51	4.4%	45	3.6%
Black (Not Hispanic)	348	31.6%	382	33.1%	450	35.9%
Hispanic	148	13.4%	160	13.9%	182	14.5%
White (Not Hispanic)	561	51.0%	561	48.6%	576	46.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	24	24	25
Mathematics Grade 10	26	30	28
Science Grade 10	25	26	0
Social Studies Grade 10	25	26	26

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

Similar School Group and Description

Similar School Group	Description
41	All schools in this group are secondary level schools in large cities other than New York City. The schools in this group are in the middle 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	53	4.8%	77	6.7%	83	6.6%
Eligible for Free Lunch	573	52.0%	667	57.8%	707	56.4%

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		89.1%		90.2%		89.7%
Student Suspensions	249	21.8%	258	23.4%	151	13.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.2%	10.2%	8.9%
Public Assistance	61-70%	61-70%	61-70%
Student Stability	100%	87%	86%

Staff Counts

Staff	2002–2003
Total Teachers	88
Total Other Professional Staff	15
Total Paraprofessionals	NA
Teaching Out of Certification*	10
Teachers with Temporary Licenses	2

*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	102	20	20%	100	45	45%	116	48	41%
Students with Disabilities	11	0	0%	3	3	100%	19	3	16%
All Students	113	20	18%	103	48	47%	135	51	38%

*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	58	48	2	7	20	0
Percent	43%	36%	1%	5%	15%	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)
19	3	15	34

*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			17		35	
	Entered GED Program*			87		0	
	Total Noncompleters			104		35	
Students with Disabilities	Dropped Out			3		17	
	Entered GED Program*			26		0	
	Total Noncompleters			29		17	
All Students	Dropped Out	52	4.7%	20	1.7%	52	4.2%
	Entered GED Program*	106	9.6%	113	9.8%	0	0.0%
	Total Noncompleters	158	14.4%	133	11.5%	52	4.2%

*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		911	955
	Number of Students with Disabilities		243	149
	Number of All Students		1154	1104
	Percent of Enrollment		100%	88%

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%	10	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	10	80%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	139	54%

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%	2	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	21	33%

(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	11	100%	3	#	5	80%
Science	47	38%	18	0%	4	#
Reading	2	#	0	0%	2	#
Writing	2	#	0	0%	2	#
Global Studies	21	29%	3	#	3	#
U.S. Hist & Gov't	46	50%	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	51	75%	59	0%	32	72%
Science	53	30%	60	0%	27	37%
Reading	14	57%	17	65%	14	50%
Writing	3	#	15	87%	10	90%
Global Studies	19	21%	30	27%	21	48%
U.S. Hist & Gov't	21	29%	7	0%	29	41%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	178	176	15	23	34	3
Number Scoring 55–100	145	127	5	13	15	#
Number Scoring 65–100	110	85	5	7	8	#
Number Scoring 85–100	10	18	0	0	1	#
Percentage of Tested Scoring 55–100	81%	72%	33%	57%	44%	#
Percentage of Tested Scoring 65–100	62%	48%	33%	30%	24%	#
Percentage of Tested Scoring 85–100	6%	10%	0%	0%	3%	#
Mathematics A						
Number Tested	87	200	33	16	43	7
Number Scoring 55–100	15	78	13	3	8	4
Number Scoring 65–100	4	39	7	0	4	2
Number Scoring 85–100	0	5	0	0	0	0
Percentage of Tested Scoring 55–100	17%	39%	39%	19%	19%	57%
Percentage of Tested Scoring 65–100	5%	20%	21%	0%	9%	29%
Percentage of Tested Scoring 85–100	0%	3%	0%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	58	0	0	6
Number Scoring 55–100	0	0	13	0	0	1
Number Scoring 65–100	0	0	6	0	0	1
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	22%	0%	0%	17%
Percentage of Tested Scoring 65–100	0%	0%	10%	0%	0%	17%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	300	281	294	55	65	66
Number Scoring 55–100	211	214	143	30	39	24
Number Scoring 65–100	136	121	98	17	15	16
Number Scoring 85–100	17	15	23	1	1	3
Percentage of Tested Scoring 55–100	70%	76%	49%	55%	60%	36%
Percentage of Tested Scoring 65–100	45%	43%	33%	31%	23%	24%
Percentage of Tested Scoring 85–100	6%	5%	8%	2%	2%	5%
U.S. History and Government (first administered June 2001)						
Number Tested	119	180	216	18	31	47
Number Scoring 55–100	72	139	133	5	22	17
Number Scoring 65–100	58	88	89	4	12	10
Number Scoring 85–100	10	12	14	0	1	1
Percentage of Tested Scoring 55–100	61%	77%	62%	28%	71%	36%
Percentage of Tested Scoring 65–100	49%	49%	41%	22%	39%	21%
Percentage of Tested Scoring 85–100	8%	7%	6%	0%	3%	2%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	84	240	303	10	44	60
Number Scoring 55–100	74	223	243	8	36	44
Number Scoring 65–100	65	191	195	4	30	30
Number Scoring 85–100	7	35	20	1	4	1
Percentage of Tested Scoring 55–100	88%	93%	80%	80%	82%	73%
Percentage of Tested Scoring 65–100	77%	80%	64%	40%	68%	50%
Percentage of Tested Scoring 85–100	8%	15%	7%	10%	9%	2%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	41	81	51	2	5	4
Number Scoring 55–100	34	63	39	#	2	#
Number Scoring 65–100	28	55	26	#	2	#
Number Scoring 85–100	8	14	4	#	0	#
Percentage of Tested Scoring 55–100	83%	78%	76%	#	40%	#
Percentage of Tested Scoring 65–100	68%	68%	51%	#	40%	#
Percentage of Tested Scoring 85–100	20%	17%	8%	#	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		45	118		6	14
Number Scoring 55–100		30	68		3	6
Number Scoring 65–100		16	34		1	2
Number Scoring 85–100		1	2		0	0
Percentage of Tested Scoring 55–100		67%	58%		50%	43%
Percentage of Tested Scoring 65–100		36%	29%		17%	14%
Percentage of Tested Scoring 85–100		2%	2%		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	11	8	0	0	1	0
Number Scoring 55–100	11	8	0	0	#	0
Number Scoring 65–100	8	8	0	0	#	0
Number Scoring 85–100	1	2	0	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	73%	100%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	9%	25%	0%	0%	#	0%
Comprehensive Italian						
Number Tested	4	3	0	1	0	0
Number Scoring 55–100	#	#	0	#	0	0
Number Scoring 65–100	#	#	0	#	0	0
Number Scoring 85–100	#	#	0	#	0	0
Percentage of Tested Scoring 55–100	#	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	#	#	0%	#	0%	0%
Percentage of Tested Scoring 85–100	#	#	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	55	42	0	1	1	0
Number Scoring 55–100	48	39	0	#	#	0
Number Scoring 65–100	36	36	0	#	#	0
Number Scoring 85–100	16	20	0	#	#	0
Percentage of Tested Scoring 55–100	87%	93%	0%	#	#	0%
Percentage of Tested Scoring 65–100	65%	86%	0%	#	#	0%
Percentage of Tested Scoring 85–100	29%	48%	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	101	115	28	7	11	3
Number Scoring 55–100	65	67	19	3	6	#
Number Scoring 65–100	56	53	15	3	5	#
Number Scoring 85–100	17	12	1	1	1	#
Percentage of Tested Scoring 55–100	64%	58%	68%	43%	55%	#
Percentage of Tested Scoring 65–100	55%	46%	54%	43%	45%	#
Percentage of Tested Scoring 85–100	17%	10%	4%	14%	9%	#
Sequential Mathematics, Course III						
Number Tested	64	68	71	3	5	5
Number Scoring 55–100	55	44	44	#	5	3
Number Scoring 65–100	48	34	34	#	4	3
Number Scoring 85–100	13	5	8	#	1	1
Percentage of Tested Scoring 55–100	86%	65%	62%	#	100%	60%
Percentage of Tested Scoring 65–100	75%	50%	48%	#	80%	60%
Percentage of Tested Scoring 85–100	20%	7%	11%	#	20%	20%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	40	90%	89	97%	0	0%
Students with Disabilities	25	92%	27	74%	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	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
June 2003	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
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	5	1	0	0	0	5
Social Studies	5	1	0	1	0	4
Mathematics	5	1	0	0	1	4
Science	5	1	0	1	2	2

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	119	119	119	37	37	37	156	156	156
Number Scoring 55–64	19	19	23	12	5	5	31	24	28
Number Scoring 65–84	64	41	60	13	7	15	77	48	75
Number Scoring 85–100	16	5	18	1	0	1	17	5	19
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)