

# New York State School Report Card Comprehensive Information Report

BEDS Code: 51-11-01-06-0005

Grade Range : 6-12

Name: Gouverneur Junior-Senior High School

Principal: John J. Dixon

## 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	45	49	47
Ungraded Elementary	0	0	0
Seventh	149	141	144
Eighth	136	138	138
Ninth	167	141	143
Tenth	147	133	133
Eleventh	124	125	127
Twelfth	102	125	127
Ungraded Secondary	0	0	11
Total K-12 Enrollment	870	852	870

## 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	5	0.6%	2	0.2%	2	0.2%
Black (Not Hispanic)	4	0.5%	2	0.2%	6	0.7%
Hispanic	8	0.9%	6	0.7%	6	0.7%
White (Not Hispanic)	853	98.0%	842	98.8%	856	98.4%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	20	17	15
Mathematics Grade 8	20	18	18
Science Grade 8	19	17	18
Social Studies Grade 8	20	18	18
English Grade 10	26	27	21
Mathematics Grade 10	22	27	28
Science Grade 10	20	0	15
Social Studies Grade 10	25	15	21

(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
47	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 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	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	240	27.6%	208	24.4%	199	22.9%

### 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		94.1%		93.9%		94.0%
Student Suspensions	110	12.4%	78	9.0%	104	12.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.5%	11.2%	8.8%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	91%	97%	94%

### Staff Counts

Staff	2002–2003
Total Teachers	57
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	5
Teachers with Temporary Licenses	3

\*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	89	45	51%	114	65	57%	108	69	64%
Students with Disabilities	6	3	50%	5	1	20%	7	0	0%
All Students	95	48	51%	119	66	55%	115	69	60%

\*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	41	43	0	5	21	5
Percent	36%	37%	0%	4%	18%	4%

## 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)
7	0	6	13

\*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			13		9	
	Entered GED Program*			13		8	
	Total Noncompleters			26		17	
Students with Disabilities	Dropped Out			2		6	
	Entered GED Program*			6		2	
	Total Noncompleters			8		8	
All Students	Dropped Out	19	3.5%	15	2.9%	15	2.8%
	Entered GED Program*	18	3.3%	19	3.6%	10	1.9%
	Total Noncompleters	37	6.9%	34	6.5%	25	4.7%

\*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	15	93%	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%	0	0%	0	0%

### 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%	0	0%	0	0%

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

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	40%	6	50%	6	83%
Science	4	#	3	#	4	#
Reading	5	80%	3	#	7	100%
Writing	4	#	2	#	7	100%
Global Studies	1	#	3	#	4	#
U.S. Hist & Gov't	4	#	2	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	130	135	132	9	12	7
Number Scoring 55–100	125	128	118	5	7	2
Number Scoring 65–100	104	113	108	3	3	1
Number Scoring 85–100	24	44	50	0	0	0
Percentage of Tested Scoring 55–100	96%	95%	89%	56%	58%	29%
Percentage of Tested Scoring 65–100	80%	84%	82%	33%	25%	14%
Percentage of Tested Scoring 85–100	18%	33%	38%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	52	148	196	9	5	8
Number Scoring 55–100	22	82	160	3	0	5
Number Scoring 65–100	7	61	125	0	0	3
Number Scoring 85–100	0	24	29	0	0	0
Percentage of Tested Scoring 55–100	42%	55%	82%	33%	0%	62%
Percentage of Tested Scoring 65–100	13%	41%	64%	0%	0%	38%
Percentage of Tested Scoring 85–100	0%	16%	15%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	168	134	150	12	9	9
Number Scoring 55–100	159	128	129	10	8	7
Number Scoring 65–100	120	114	121	5	6	6
Number Scoring 85–100	28	22	40	1	0	1
Percentage of Tested Scoring 55–100	95%	96%	86%	83%	89%	78%
Percentage of Tested Scoring 65–100	71%	85%	81%	42%	67%	67%
Percentage of Tested Scoring 85–100	17%	16%	27%	8%	0%	11%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	90	136	140	7	10	8
Number Scoring 55–100	74	125	128	4	7	6
Number Scoring 65–100	61	104	121	2	2	4
Number Scoring 85–100	32	38	54	0	0	1
Percentage of Tested Scoring 55–100	82%	92%	91%	57%	70%	75%
Percentage of Tested Scoring 65–100	68%	76%	86%	29%	20%	50%
Percentage of Tested Scoring 85–100	36%	28%	39%	0%	0%	12%

(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	64	135	128	3	5	1
Number Scoring 55–100	64	135	126	#	5	#
Number Scoring 65–100	63	133	124	#	5	#
Number Scoring 85–100	25	36	58	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	98%	#	100%	#
Percentage of Tested Scoring 65–100	98%	99%	97%	#	100%	#
Percentage of Tested Scoring 85–100	39%	27%	45%	#	0%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	82	113	116	8	9	4
Number Scoring 55–100	72	111	108	5	8	#
Number Scoring 65–100	63	97	97	4	5	#
Number Scoring 85–100	24	55	44	0	1	#
Percentage of Tested Scoring 55–100	88%	98%	93%	62%	89%	#
Percentage of Tested Scoring 65–100	77%	86%	84%	50%	56%	#
Percentage of Tested Scoring 85–100	29%	49%	38%	0%	11%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		45	96		1	1
Number Scoring 55–100		38	84		#	#
Number Scoring 65–100		21	64		#	#
Number Scoring 85–100		0	8		#	#
Percentage of Tested Scoring 55–100		84%	88%		#	#
Percentage of Tested Scoring 65–100		47%	67%		#	#
Percentage of Tested Scoring 85–100		0%	8%		#	#
<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	8	2	12	0	0	0
Number Scoring 55–100	8	#	12	0	0	0
Number Scoring 65–100	8	#	11	0	0	0
Number Scoring 85–100	3	#	8	0	0	0
Percentage of Tested Scoring 55–100	100%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	#	92%	0%	0%	0%
Percentage of Tested Scoring 85–100	38%	#	67%	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	59	68	64	0	2	0
Number Scoring 55–100	57	62	64	0	#	0
Number Scoring 65–100	55	56	59	0	#	0
Number Scoring 85–100	25	33	25	0	#	0
Percentage of Tested Scoring 55–100	97%	91%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	93%	82%	92%	0%	#	0%
Percentage of Tested Scoring 85–100	42%	49%	39%	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	151	34	1	7	1	0
Number Scoring 55–100	109	26	#	2	#	0
Number Scoring 65–100	89	21	#	2	#	0
Number Scoring 85–100	30	4	#	0	#	0
Percentage of Tested Scoring 55–100	72%	76%	#	29%	#	0%
Percentage of Tested Scoring 65–100	59%	62%	#	29%	#	0%
Percentage of Tested Scoring 85–100	20%	12%	#	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	64	89	17	1	1	0
Number Scoring 55–100	55	70	15	#	#	0
Number Scoring 65–100	47	65	15	#	#	0
Number Scoring 85–100	11	20	4	#	#	0
Percentage of Tested Scoring 55–100	86%	79%	88%	#	#	0%
Percentage of Tested Scoring 65–100	73%	73%	88%	#	#	0%
Percentage of Tested Scoring 85–100	17%	22%	24%	#	#	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	98	97%	68	99%	70	87%
Students with Disabilities	10	100%	6	67%	11	82%

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	119	1%	40%	44%	15%
	Students with Disabilities	24	4%	83%	13%	0%
	All Students	143	1%	48%	38%	13%

(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	116	116	116	12	12	12	128	128	128
Number Scoring 55–64	9	4	8	2	5	4	11	9	12
Number Scoring 65–84	82	75	65	7	3	5	89	78	70
Number Scoring 85–100	25	34	42	0	0	0	25	34	42
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)