

# New York State School Report Card Comprehensive Information Report

BEDS Code: 42-18-00-01-0049  
 Name: George Fowler High School  
 Principal: Milagros Escalera

Grade Range : 9-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	446	481	396
Tenth	283	292	358
Eleventh	172	184	268
Twelfth	134	147	281
Ungraded Secondary	119	149	0
Total K-12 Enrollment	1154	1253	1303

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	51	4.4%	45	3.6%	78	6.0%
Black (Not Hispanic)	382	33.1%	450	35.9%	493	37.8%
Hispanic	160	13.9%	182	14.5%	230	17.7%
White (Not Hispanic)	561	48.6%	576	46.0%	502	38.5%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	25	26
Mathematics Grade 10	30	28	25
Science Grade 10	26	0	23
Social Studies Grade 10	26	26	24

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	77	6.7%	83	6.6%	0	0.0%
Eligible for Free Lunch	667	57.8%	707	56.4%	708	54.3%

### Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		90.2%		89.7%		87.5%
Student Suspensions	258	23.4%	151	13.1%	227	18.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	10.2%	8.9%	10.1%
Public Assistance	61-70%	61-70%	61-70%
Student Stability	87%	86%	75%

### Staff Counts

Staff	2003-04
Total Teachers	85
Total Other Professional Staff	14
Total Paraprofessionals	NA
Teaching Out of Certification*	5

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

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	100	45	45%	116	48	41%	7	2	29%
Students with Disabilities	3	3	100%	19	3	16%	1	0	0%
All Students	103	48	47%	135	51	38%	8	2	25%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	2	6	0	0	0	0
Percent	25%	75%	0%	0%	0%	0%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
1	0	0	1

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	17		35		45	3.7%
	Entered GED Program*	87		0		27	2.2%
	Total Noncompleters	104		35		72	5.9%
Students with Disabilities	Dropped Out	3		17		24	6.2%
	Entered GED Program*	26		0		8	2.1%
	Total Noncompleters	29		17		32	8.3%
All Students	Dropped Out	20	1.7%	52	4.2%	69	4.3%
	Entered GED Program*	113	9.8%	0	0.0%	35	2.2%
	Total Noncompleters	133	11.5%	52	4.2%	104	6.4%

\*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)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	911	955	0
	Number of Students with Disabilities	243	149	0
	Number of All Students	1154	1104	0
	Percent of Enrollment	100%	88%	0%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	10	100%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	10	80%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	139	54%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	2	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	21	33%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	5	80%	0	0%
Science	18	0%	4	#	0	0%
Reading	0	0%	2	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	3	#	3	#	4	#
U.S. Hist & Gov't	0	0%	1	#	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	59	0%	32	72%	40	53%
Science	60	0%	27	37%	29	21%
Reading	17	65%	14	50%	8	75%
Writing	15	87%	10	90%	12	92%
Global Studies	30	27%	21	48%	17	35%
U.S. Hist & Gov't	7	0%	29	41%	26	54%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	176	15	562	34	3	106
Number Scoring 55-100	127	5	485	15	#	81
Number Scoring 65-100	85	5	414	8	#	61
Number Scoring 85-100	18	0	85	1	#	3
Percentage of Tested Scoring 55-100	72%	33%	86%	44%	#	76%
Percentage of Tested Scoring 65-100	48%	33%	74%	24%	#	58%
Percentage of Tested Scoring 85-100	10%	0%	15%	3%	#	3%
<b>Mathematics A</b>						
Number Tested	200	33	185	43	7	50
Number Scoring 55-100	78	13	137	8	4	17
Number Scoring 65-100	39	7	99	4	2	12
Number Scoring 85-100	5	0	11	0	0	0
Percentage of Tested Scoring 55-100	39%	39%	74%	19%	57%	34%
Percentage of Tested Scoring 65-100	20%	21%	54%	9%	29%	24%
Percentage of Tested Scoring 85-100	3%	0%	6%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	58	40	0	6	5
Number Scoring 55-100	0	13	10	0	1	0
Number Scoring 65-100	0	6	8	0	1	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	22%	25%	0%	17%	0%
Percentage of Tested Scoring 65-100	0%	10%	20%	0%	17%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	281	294	295	65	66	50
Number Scoring 55-100	214	143	166	39	24	23
Number Scoring 65-100	121	98	99	15	16	14
Number Scoring 85-100	15	23	15	1	3	2
Percentage of Tested Scoring 55-100	76%	49%	56%	60%	36%	46%
Percentage of Tested Scoring 65-100	43%	33%	34%	23%	24%	28%
Percentage of Tested Scoring 85-100	5%	8%	5%	2%	5%	4%
<b>U.S. History and Government</b>						
Number Tested	180	216	217	31	47	38
Number Scoring 55-100	139	133	155	22	17	29
Number Scoring 65-100	88	89	104	12	10	19
Number Scoring 85-100	12	14	20	1	1	3
Percentage of Tested Scoring 55-100	77%	62%	71%	71%	36%	76%
Percentage of Tested Scoring 65-100	49%	41%	48%	39%	21%	50%
Percentage of Tested Scoring 85-100	7%	6%	9%	3%	2%	8%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	240	303	240	44	60	55
Number Scoring 55-100	223	243	196	36	44	38
Number Scoring 65-100	191	195	138	30	30	17
Number Scoring 85-100	35	20	15	4	1	0
Percentage of Tested Scoring 55-100	93%	80%	82%	82%	73%	69%
Percentage of Tested Scoring 65-100	80%	64%	57%	68%	50%	31%
Percentage of Tested Scoring 85-100	15%	7%	6%	9%	2%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	81	51	134	5	4	11
Number Scoring 55-100	63	39	94	2	#	6
Number Scoring 65-100	55	26	77	2	#	4
Number Scoring 85-100	14	4	14	0	#	0
Percentage of Tested Scoring 55-100	78%	76%	70%	40%	#	55%
Percentage of Tested Scoring 65-100	68%	51%	57%	40%	#	36%
Percentage of Tested Scoring 85-100	17%	8%	10%	0%	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	45	118	115	6	14	12
Number Scoring 55-100	30	68	69	3	6	6
Number Scoring 65-100	16	34	24	1	2	4
Number Scoring 85-100	1	2	2	0	0	0
Percentage of Tested Scoring 55-100	67%	58%	60%	50%	43%	50%
Percentage of Tested Scoring 65-100	36%	29%	21%	17%	14%	33%
Percentage of Tested Scoring 85-100	2%	2%	2%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			12			1
Number Scoring 55-100			9			#
Number Scoring 65-100			7			#
Number Scoring 85-100			2			#
Percentage of Tested Scoring 55-100			75%			#
Percentage of Tested Scoring 65-100			58%			#
Percentage of Tested Scoring 85-100			17%			#

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	8	0	0	1	0	0
Number Scoring 55-100	8	0	0	#	0	0
Number Scoring 65-100	8	0	0	#	0	0
Number Scoring 85-100	2	0	0	#	0	0
Percentage of Tested Scoring 55-100	100%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	25%	0%	0%	#	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	3	0	4	0	0	0
Number Scoring 55-100	#	0	#	0	0	0
Number Scoring 65-100	#	0	#	0	0	0
Number Scoring 85-100	#	0	#	0	0	0
Percentage of Tested Scoring 55-100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	#	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	42	0	28	1	0	2
Number Scoring 55-100	39	0	25	#	0	#
Number Scoring 65-100	36	0	22	#	0	#
Number Scoring 85-100	20	0	8	#	0	#
Percentage of Tested Scoring 55-100	93%	0%	89%	#	0%	#
Percentage of Tested Scoring 65-100	86%	0%	79%	#	0%	#
Percentage of Tested Scoring 85-100	48%	0%	29%	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	68	71	0	5	5	0
Number Scoring 55-100	44	44	0	5	3	0
Number Scoring 65-100	34	34	0	4	3	0
Number Scoring 85-100	5	8	0	1	1	0
Percentage of Tested Scoring 55-100	65%	62%	0%	100%	60%	0%
Percentage of Tested Scoring 65-100	50%	48%	0%	80%	60%	0%
Percentage of Tested Scoring 85-100	7%	11%	0%	20%	20%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	89	97%	0	0%	0	0%
Students with Disabilities	27	74%	0	0%	0	0%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	0	0	0	0	0	0

## 2000 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	139	139	139	49	49	49	188	188	188
Number Scoring 55–64	42	27	18	8	4	5	50	31	23
Number Scoring 65–84	69	63	84	10	12	18	79	75	102
Number Scoring 85–100	14	11	25	1	1	4	15	12	29
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			95			3
Beginning (0-18)			37			#
Intermediate (19-31)			27			#
Advanced (32-36)			8			#
Proficient (37-39)			23			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			95			3
Beginning (0-14)			53			#
Intermediate (15-24)			16			#
Advanced (25-32)			21			#
Proficient (33-35)			5			#

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)