

New York State School Report Card Comprehensive Information Report

BEDS Code: 04-28-01-06-0006
 Name: Gowanda High School
 Principal: Kimberly Moritz

Grade Range : 9-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	144	176	134
Tenth	119	122	161
Eleventh	92	95	93
Twelfth	105	92	106
Ungraded Secondary	1	0	0
Total K-12 Enrollment	461	485	494

Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	111	24.1%	125	25.8%	136	27.5%
Black (Not Hispanic)	1	0.2%	1	0.2%	3	0.6%
Hispanic	0	0.0%	0	0.0%	0	0.0%
White (Not Hispanic)	349	75.7%	359	74.0%	355	71.9%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	3	0	0
Social Studies Grade 8	0	0	0
English Grade 10	25	24	20
Mathematics Grade 10	9	17	12
Science Grade 10	13	22	22
Social Studies Grade 10	19	21	22

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.2%	0	0.0%
Eligible for Free Lunch	142	30.8%	105	21.7%	140	28.3%

Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.7%		92.5%		94.2%
Student Suspensions	1	0.2%	0	0.0%	1	0.2%

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

	2002-03	2003-04	2004-05
Reduced Lunch	12.4%	12.6%	13.6%
Public Assistance	1-10%	11-20%	11-20%
Student Stability	93%	96%	91%

Staff Counts

Staff	2004-05
Total Teachers	45
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	0

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

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	88	73	80
	Regents Diplomas	64	55	68
	% Regents Diplomas	73%	75%	85%
	Regents Diplomas with Advanced Designation**			26
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	4	6	5
	Regents Diplomas	1	1	2
	% Regents Diplomas	25%	17%	40%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	4	2	0
All Students	Total Graduates*	92	79	85
	Regents Diplomas	65	56	70
	% Regents Diplomas	71%	71%	82%
	Regents Diplomas with Advanced Designation**			26
	% Regents Diplomas with Advanced Designation			31%
	IEP Diplomas or Local Certificates	4	2	0

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	31	36	2	2	9	0	0	0
	Percent	39%	45%	3%	3%	11%	0%	0%	0%
Students with Disabilities	Number	0	2	0	1	1	0	0	1
	Percent	0%	40%	0%	20%	20%	0%	0%	20%
All Students	Number	31	38	2	3	10	0	0	1
	Percent	36%	45%	2%	4%	12%	0%	0%	1%

High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	8		26	6.2%	19	4.5%
	Entered GED Program*	10		1	0.2%	0	0.0%
	Total Noncompleters	18		27	6.5%	19	4.5%
Students with Disabilities	Dropped Out	3		7	11.1%	5	7.4%
	Entered GED Program*	4		1	1.6%	0	0.0%
	Total Noncompleters	7		8	12.7%	5	7.4%
All Students	Dropped Out	11	2.4%	33	6.9%	24	4.9%
	Entered GED Program*	14	3.0%	2	0.4%	0	0.0%
	Total Noncompleters	25	5.4%	35	7.3%	24	4.9%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	0	0	88
	Number of Students with Disabilities	0	0	19
	Number of All Students	0	0	107
	Percent of Enrollment	0%	0%	22%

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	25	92%	9	56%	21	95%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	3	#	1	#	2	#

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	7	57%	4	#
Science	3	#	4	#	2	#
Reading	0	0%	1	#	1	#
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	1	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	31	71%	21	62%	18	44%
Science	16	56%	20	40%	10	60%
Reading	6	67%	8	50%	7	43%
Writing	2	#	2	#	4	#
Global Studies	5	40%	4	#	7	0%
U.S. Hist & Gov't	6	0%	0	0%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	87	110	102	7	7	11
Number Scoring 55-100	77	96	83	3	2	1
Number Scoring 65-100	58	85	69	2	1	1
Number Scoring 85-100	8	20	13	0	0	0
Percentage of Tested Scoring 55-100	89%	87%	81%	43%	29%	9%
Percentage of Tested Scoring 65-100	67%	77%	68%	29%	14%	9%
Percentage of Tested Scoring 85-100	9%	18%	13%	0%	0%	0%
Mathematics A						
Number Tested	132	144	144	12	10	11
Number Scoring 55-100	96	138	137	2	8	9
Number Scoring 65-100	78	123	119	2	3	5
Number Scoring 85-100	8	25	18	0	0	0
Percentage of Tested Scoring 55-100	73%	96%	95%	17%	80%	82%
Percentage of Tested Scoring 65-100	59%	85%	83%	17%	30%	45%
Percentage of Tested Scoring 85-100	6%	17%	12%	0%	0%	0%
Mathematics B						
Number Tested	0	31	48	0	0	0
Number Scoring 55-100	0	26	31	0	0	0
Number Scoring 65-100	0	19	20	0	0	0
Number Scoring 85-100	0	2	2	0	0	0
Percentage of Tested Scoring 55-100	0%	84%	65%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	61%	42%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	6%	4%	0%	0%	0%
Global History and Geography						
Number Tested	110	109	158	6	4	18
Number Scoring 55-100	96	87	117	4	#	3
Number Scoring 65-100	88	71	94	3	#	2
Number Scoring 85-100	28	21	25	0	#	1
Percentage of Tested Scoring 55-100	87%	80%	74%	67%	#	17%
Percentage of Tested Scoring 65-100	80%	65%	59%	50%	#	11%
Percentage of Tested Scoring 85-100	25%	19%	16%	0%	#	6%
U.S. History and Government						
Number Tested	100	92	87	8	5	4
Number Scoring 55-100	97	88	76	7	5	#
Number Scoring 65-100	89	77	66	6	3	#
Number Scoring 85-100	33	36	26	3	1	#
Percentage of Tested Scoring 55-100	97%	96%	87%	88%	100%	#
Percentage of Tested Scoring 65-100	89%	84%	76%	75%	60%	#
Percentage of Tested Scoring 85-100	33%	39%	30%	38%	20%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	76	80	104	3	2	5
Number Scoring 55-100	74	79	102	#	#	4
Number Scoring 65-100	71	75	88	#	#	2
Number Scoring 85-100	22	12	20	#	#	1
Percentage of Tested Scoring 55-100	97%	99%	98%	#	#	80%
Percentage of Tested Scoring 65-100	93%	94%	85%	#	#	40%
Percentage of Tested Scoring 85-100	29%	15%	19%	#	#	20%
Physical Setting/Earth Science						
Number Tested	106	145	138	4	10	19
Number Scoring 55-100	98	126	113	#	8	11
Number Scoring 65-100	90	96	79	#	5	4
Number Scoring 85-100	27	18	14	#	1	0
Percentage of Tested Scoring 55-100	92%	87%	82%	#	80%	58%
Percentage of Tested Scoring 65-100	85%	66%	57%	#	50%	21%
Percentage of Tested Scoring 85-100	25%	12%	10%	#	10%	0%
Physical Setting/Chemistry						
Number Tested	49	73	87	1	1	0
Number Scoring 55-100	49	70	82	#	#	0
Number Scoring 65-100	43	55	56	#	#	0
Number Scoring 85-100	17	4	7	#	#	0
Percentage of Tested Scoring 55-100	100%	96%	94%	#	#	0%
Percentage of Tested Scoring 65-100	88%	75%	64%	#	#	0%
Percentage of Tested Scoring 85-100	35%	5%	8%	#	#	0%
Physical Setting/Physics						
Number Tested		9	17		0	0
Number Scoring 55-100		8	14		0	0
Number Scoring 65-100		6	8		0	0
Number Scoring 85-100		1	0		0	0
Percentage of Tested Scoring 55-100		89%	82%		0%	0%
Percentage of Tested Scoring 65-100		67%	47%		0%	0%
Percentage of Tested Scoring 85-100		11%	0%		0%	0%

* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive French						
Number Tested	11	18	21	0	0	0
Number Scoring 55-100	10	18	21	0	0	0
Number Scoring 65-100	10	18	20	0	0	0
Number Scoring 85-100	6	8	12	0	0	0
Percentage of Tested Scoring 55-100	91%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	91%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 85-100	55%	44%	57%	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	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	33	37	60	2	0	1
Number Scoring 55-100	32	36	60	#	0	#
Number Scoring 65-100	31	32	58	#	0	#
Number Scoring 85-100	16	12	33	#	0	#
Percentage of Tested Scoring 55-100	97%	97%	100%	#	0%	#
Percentage of Tested Scoring 65-100	94%	86%	97%	#	0%	#
Percentage of Tested Scoring 85-100	48%	32%	55%	#	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)

New York State Alternate Assessments (NYSAA) 2004–05

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

2001 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	96	96	96	11	11	11	107	107	107
Number Scoring 55–64	8	8	3	1	0	0	9	8	3
Number Scoring 65–84	46	39	50	4	3	3	50	42	53
Number Scoring 85–100	28	34	33	0	0	1	28	34	34
Approved Alternatives	1	0	0	0	0	0	1	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 7–8)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade 9–12)						
Number Tested		1	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0

*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)