

New York State District Report Card

Comprehensive Information Report

BEDS Code: 04-28-01-06-0000
 Name: Gowanda Central School District
 Superintendent: Charles J. Rinaldi

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	46
Kindergarten	102	109	110
First	88	95	104
Second	96	99	98
Third	112	98	104
Fourth	104	114	103
Fifth	116	111	114
Sixth	107	126	115
Ungraded Elementary	0	0	0
Seventh	139	117	127
Eighth	111	144	112
Ninth	139	144	176
Tenth	109	119	122
Eleventh	105	92	95
Twelfth	117	105	92
Ungraded Secondary	1	1	0
Total K-12 Enrollment	1446	1474	1472

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	406	28.1%	404	27.4%	419	28.5%
Black (Not Hispanic)	5	0.3%	5	0.3%	9	0.6%
Hispanic	11	0.8%	7	0.5%	3	0.2%
White (Not Hispanic)	1024	70.8%	1058	71.8%	1041	70.7%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	20	22	19
Common Branch	19	19	20
English Grade 8	20	22	22
Mathematics Grade 8	19	23	19
Science Grade 8	20	18	22
Social Studies Grade 8	20	0	22
English Grade 10	23	25	24
Mathematics Grade 10	10	9	17
Science Grade 10	23	13	22
Social Studies Grade 10	19	20	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
NA	NA

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	0	0.0%	1	0.1%	2	0.1%
Eligible for Free Lunch	456	31.5%	582	39.5%	447	30.4%

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		93.7%		93.8%		94.1%
Student Suspensions	7	0.7%	10	0.7%	0	0.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	18.2%	13.4%	13.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	120
Total Other Professional Staff	16
Total Paraprofessionals	32
Teaching Out of Certification*	4

*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	102	65	64%	88	64	73%	75	55	73%
Students with Disabilities	3	0	0%	4	1	25%	6	1	17%
All Students	105	65	62%	92	65	71%	81	56	69%

*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	31	35	0	6	8	1
Percent	38%	43%	0%	7%	10%	1%

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)
6	1	3	9

*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	13		8		30	6.8%
	Entered GED Program*	11		11		3	0.7%
	Total Noncompleters	24		19		33	7.5%
Students with Disabilities	Dropped Out	3		5		7	9.6%
	Entered GED Program*	0		4		1	1.4%
	Total Noncompleters	3		9		8	11.0%
All Students	Dropped Out	16	3.4%	13	2.8%	37	7.2%
	Entered GED Program*	11	2.3%	15	3.3%	4	0.8%
	Total Noncompleters	27	5.7%	28	6.1%	41	8.0%

*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	318	326	195
	Number of Students with Disabilities	39	61	50
	Number of All Students	357	387	245
	Percent of Enrollment	100%	100%	69%
9-12	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%

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; completion 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	15	87%	24	92%	16	88%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	54	67%	90	89%	69	70%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	8	50%	5	40%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	3	#	7	57%
Science	5	60%	3	#	6	33%
Reading	2	#	0	0%	2	#
Writing	2	#	0	0%	1	#
Global Studies	2	#	1	#	2	#
U.S. Hist & Gov't	2	#	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	32	72%	23	61%
Science	0	0%	17	53%	22	41%
Reading	2	#	6	67%	8	50%
Writing	1	#	2	#	2	#
Global Studies	0	0%	5	40%	5	20%
U.S. Hist & Gov't	1	#	6	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	120	91	112	4	7	7
Number Scoring 55–100	111	79	97	#	3	2
Number Scoring 65–100	97	60	86	#	2	1
Number Scoring 85–100	14	8	20	#	0	0
Percentage of Tested Scoring 55–100	93%	87%	87%	#	43%	29%
Percentage of Tested Scoring 65–100	81%	66%	77%	#	29%	14%
Percentage of Tested Scoring 85–100	12%	9%	18%	#	0%	0%
Mathematics A						
Number Tested	65	136	144	2	12	10
Number Scoring 55–100	29	97	138	#	2	8
Number Scoring 65–100	13	79	123	#	2	3
Number Scoring 85–100	2	8	25	#	0	0
Percentage of Tested Scoring 55–100	45%	71%	96%	#	17%	80%
Percentage of Tested Scoring 65–100	20%	58%	85%	#	17%	30%
Percentage of Tested Scoring 85–100	3%	6%	17%	#	0%	0%
Mathematics B						
Number Tested	0	0	31	0	0	0
Number Scoring 55–100	0	0	26	0	0	0
Number Scoring 65–100	0	0	19	0	0	0
Number Scoring 85–100	0	0	2	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	84%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	61%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	6%	0%	0%	0%
Global History and Geography						
Number Tested	108	114	113	1	6	5
Number Scoring 55–100	94	98	88	#	4	2
Number Scoring 65–100	82	89	72	#	3	2
Number Scoring 85–100	19	28	21	#	0	0
Percentage of Tested Scoring 55–100	87%	86%	78%	#	67%	40%
Percentage of Tested Scoring 65–100	76%	78%	64%	#	50%	40%
Percentage of Tested Scoring 85–100	18%	25%	19%	#	0%	0%
U.S. History and Government						
Number Tested	116	103	94	3	8	5
Number Scoring 55–100	108	99	89	#	7	5
Number Scoring 65–100	75	91	78	#	6	3
Number Scoring 85–100	19	33	36	#	3	1
Percentage of Tested Scoring 55–100	93%	96%	95%	#	88%	100%
Percentage of Tested Scoring 65–100	65%	88%	83%	#	75%	60%
Percentage of Tested Scoring 85–100	16%	32%	38%	#	38%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	100	80	84	0	3	3
Number Scoring 55–100	93	77	83	0	#	#
Number Scoring 65–100	89	74	78	0	#	#
Number Scoring 85–100	8	23	12	0	#	#
Percentage of Tested Scoring 55–100	93%	96%	99%	0%	#	#
Percentage of Tested Scoring 65–100	89%	93%	93%	0%	#	#
Percentage of Tested Scoring 85–100	8%	29%	14%	0%	#	#
Physical Setting/Earth Science						
Number Tested	104	108	146	0	4	10
Number Scoring 55–100	85	99	126	0	#	8
Number Scoring 65–100	74	90	96	0	#	5
Number Scoring 85–100	28	27	18	0	#	1
Percentage of Tested Scoring 55–100	82%	92%	86%	0%	#	80%
Percentage of Tested Scoring 65–100	71%	83%	66%	0%	#	50%
Percentage of Tested Scoring 85–100	27%	25%	12%	0%	#	10%
Physical Setting/Chemistry						
Number Tested	64	49	73	0	1	1
Number Scoring 55–100	62	49	70	0	#	#
Number Scoring 65–100	53	43	55	0	#	#
Number Scoring 85–100	5	17	4	0	#	#
Percentage of Tested Scoring 55–100	97%	100%	96%	0%	#	#
Percentage of Tested Scoring 65–100	83%	88%	75%	0%	#	#
Percentage of Tested Scoring 85–100	8%	35%	5%	0%	#	#
Physical Setting/Physics						
Number Tested			9			0
Number Scoring 55–100			8			0
Number Scoring 65–100			6			0
Number Scoring 85–100			1			0
Percentage of Tested Scoring 55–100			89%			0%
Percentage of Tested Scoring 65–100			67%			0%
Percentage of Tested Scoring 85–100			11%			0%

* 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
Comprehensive French						
Number Tested	13	11	18	0	0	0
Number Scoring 55–100	12	10	18	0	0	0
Number Scoring 65–100	11	10	18	0	0	0
Number Scoring 85–100	2	6	8	0	0	0
Percentage of Tested Scoring 55–100	92%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	85%	91%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	15%	55%	44%	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	42	33	37	0	2	0
Number Scoring 55–100	42	32	36	0	#	0
Number Scoring 65–100	40	31	32	0	#	0
Number Scoring 85–100	22	16	12	0	#	0
Percentage of Tested Scoring 55–100	100%	97%	97%	0%	#	0%
Percentage of Tested Scoring 65–100	95%	94%	86%	0%	#	0%
Percentage of Tested Scoring 85–100	52%	48%	32%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	59	40	2	0	0	0
Number Scoring 55–100	52	33	#	0	0	0
Number Scoring 65–100	45	30	#	0	0	0
Number Scoring 85–100	12	11	#	0	0	0
Percentage of Tested Scoring 55–100	88%	82%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	76%	75%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	20%	28%	#	0%	0%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	80	98%	50	98%	41	93%
Students with Disabilities	4	#	7	86%	7	29%

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
Nov 2003	General-Education Students	95	6%	4%	52%	38%
	Students with Disabilities	17	35%	18%	47%	0%
	All Students	112	11%	6%	51%	32%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	93	2%	33%	59%	5%
	Students with Disabilities	20	25%	75%	0%	0%
	All Students	113	6%	41%	49%	4%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	2	0	#	#	#	#
Secondary Level						
English Language Arts	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	82	82	82	13	13	13	95	95	95
Number Scoring 55–64	3	4	4	0	2	0	3	6	4
Number Scoring 65–84	53	42	46	4	3	5	57	45	51
Number Scoring 85–100	18	29	27	1	2	0	19	31	27
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
Listening and Speaking (Grade K-1)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 2-4)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 – K)

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
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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)