

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	2002-03	2003-04	2004-05
Pre-K	0	46	0
Kindergarten	109	110	108
First	95	104	97
Second	99	98	107
Third	98	104	99
Fourth	114	103	108
Fifth	111	114	108
Sixth	126	115	114
Ungraded Elementary	0	0	0
Seventh	117	127	126
Eighth	144	112	118
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	1474	1472	1479

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	404	27.4%	419	28.5%	414	28.0%
Black (Not Hispanic)	5	0.3%	9	0.6%	8	0.5%
Hispanic	7	0.5%	3	0.2%	4	0.3%
White (Not Hispanic)	1058	71.8%	1041	70.7%	1053	71.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	22	19	18
Common Branch	19	20	22
English Grade 8	22	22	22
Mathematics Grade 8	23	19	20
Science Grade 8	18	22	24
Social Studies Grade 8	0	22	24
English Grade 10	25	24	20
Mathematics Grade 10	9	17	12
Science Grade 10	13	22	22
Social Studies Grade 10	20	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
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	2	0.1%	4	0.3%
Eligible for Free Lunch	582	39.5%	447	30.4%	515	34.8%

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		93.8%		94.1%		94.2%
Student Suspensions	10	0.7%	0	0.0%	1	0.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	13.4%	13.1%	15.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	121
Total Other Professional Staff	18
Total Paraprofessionals	19
Teaching Out of Certification*	2

*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	75	80
	Regents Diplomas	64	55	68
	% Regents Diplomas	73%	73%	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	5	3	2
All Students	Total Graduates*	92	81	85
	Regents Diplomas	65	56	70
	% Regents Diplomas	71%	69%	82%
	Regents Diplomas with Advanced Designation**			26
	% Regents Diplomas with Advanced Designation			31%
	IEP Diplomas or Local Certificates	5	3	2

* 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		30	6.8%	21	4.9%
	Entered GED Program*	11		3	0.7%	0	0.0%
	Total Noncompleters	19		33	7.5%	21	4.9%
Students with Disabilities	Dropped Out	5		7	9.6%	7	8.3%
	Entered GED Program*	4		1	1.4%	0	0.0%
	Total Noncompleters	9		8	11.0%	7	8.3%
All Students	Dropped Out	13	2.8%	37	7.2%	28	5.4%
	Entered GED Program*	15	3.3%	4	0.8%	0	0.0%
	Total Noncompleters	28	6.1%	41	8.0%	28	5.4%

*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	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	326	195	200
	Number of Students with Disabilities	61	50	50
	Number of All Students	387	245	250
	Percent of Enrollment	100%	69%	70%
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%

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 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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	24	92%	16	88%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	90	89%	69	70%	100	90%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	2	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	8	50%	5	40%	3	#

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	#	6	33%	2	#
Reading	0	0%	2	#	1	#
Writing	0	0%	1	#	0	0%
Global Studies	1	#	2	#	2	#
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	32	72%	23	61%	20	45%
Science	17	53%	22	41%	10	60%
Reading	6	67%	8	50%	8	50%
Writing	2	#	2	#	5	80%
Global Studies	5	40%	5	20%	8	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	91	112	104	7	7	12
Number Scoring 55-100	79	97	83	3	2	1
Number Scoring 65-100	60	86	69	2	1	1
Number Scoring 85-100	8	20	13	0	0	0
Percentage of Tested Scoring 55-100	87%	87%	80%	43%	29%	8%
Percentage of Tested Scoring 65-100	66%	77%	66%	29%	14%	8%
Percentage of Tested Scoring 85-100	9%	18%	12%	0%	0%	0%
Mathematics A						
Number Tested	136	144	146	12	10	12
Number Scoring 55-100	97	138	138	2	8	9
Number Scoring 65-100	79	123	119	2	3	5
Number Scoring 85-100	8	25	18	0	0	0
Percentage of Tested Scoring 55-100	71%	96%	95%	17%	80%	75%
Percentage of Tested Scoring 65-100	58%	85%	82%	17%	30%	42%
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	114	113	160	6	5	18
Number Scoring 55-100	98	88	117	4	2	3
Number Scoring 65-100	89	72	94	3	2	2
Number Scoring 85-100	28	21	25	0	0	1
Percentage of Tested Scoring 55-100	86%	78%	73%	67%	40%	17%
Percentage of Tested Scoring 65-100	78%	64%	59%	50%	40%	11%
Percentage of Tested Scoring 85-100	25%	19%	16%	0%	0%	6%
U.S. History and Government						
Number Tested	103	94	88	8	5	4
Number Scoring 55-100	99	89	76	7	5	#
Number Scoring 65-100	91	78	66	6	3	#
Number Scoring 85-100	33	36	26	3	1	#
Percentage of Tested Scoring 55-100	96%	95%	86%	88%	100%	#
Percentage of Tested Scoring 65-100	88%	83%	75%	75%	60%	#
Percentage of Tested Scoring 85-100	32%	38%	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	80	84	105	3	3	5
Number Scoring 55-100	77	83	103	#	#	4
Number Scoring 65-100	74	78	89	#	#	2
Number Scoring 85-100	23	12	20	#	#	1
Percentage of Tested Scoring 55-100	96%	99%	98%	#	#	80%
Percentage of Tested Scoring 65-100	93%	93%	85%	#	#	40%
Percentage of Tested Scoring 85-100	29%	14%	19%	#	#	20%
Physical Setting/Earth Science						
Number Tested	108	146	140	4	10	19
Number Scoring 55-100	99	126	114	#	8	11
Number Scoring 65-100	90	96	80	#	5	4
Number Scoring 85-100	27	18	14	#	1	0
Percentage of Tested Scoring 55-100	92%	86%	81%	#	80%	58%
Percentage of Tested Scoring 65-100	83%	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	90	2%	8%	63%	27%
	Students with Disabilities	20	35%	20%	40%	5%
	All Students	110	8%	10%	59%	23%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	109	2%	26%	65%	7%
	Students with Disabilities	15	13%	80%	7%	0%
	All Students	124	3%	32%	58%	6%

(Form – I)

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	1	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	16	16	16	112	112	112
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 K-1)						
Number Tested		3	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Reading and Writing (Grade K-1)						
Number Tested		3	0		0	0
Beginning		#	0		0	0
Intermediate		#	0		0	0
Advanced		#	0		0	0
Proficient		#	0		0	0
Listening and Speaking (Grade 2-4)						
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 2-4)						
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 5-6)						
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 5-6)						
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 - K)

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)