

# New York State District Report Card Comprehensive Information Report

BEDS Code: 06-17-00-01-0000

Name: Jamestown City School District

Superintendent: Raymond J. Fashano

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	40	62	63
Kindergarten	407	383	400
First	376	393	379
Second	425	372	414
Third	392	414	362
Fourth	417	401	412
Fifth	408	416	403
Sixth	396	403	421
Ungraded Elementary	64	63	39
Seventh	396	378	397
Eighth	420	388	404
Ninth	439	459	419
Tenth	425	390	382
Eleventh	352	392	337
Twelfth	337	330	361
Ungraded Secondary	0	13	32
Total K-12 Enrollment	5254	5195	5162

## 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	87	1.7%	97	1.9%	92	1.8%
Black (Not Hispanic)	381	7.3%	343	6.6%	356	6.9%
Hispanic	452	8.6%	436	8.4%	450	8.7%
White (Not Hispanic)	4334	82.5%	4319	83.1%	4264	82.6%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	16	16
Common Branch	17	17	17
English Grade 8	18	16	17
Mathematics Grade 8	19	14	18
Science Grade 8	19	16	17
Social Studies Grade 8	17	16	17
English Grade 10	16	17	16
Mathematics Grade 10	17	18	19
Science Grade 10	19	19	14
Social Studies Grade 10	13	17	18

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	190	3.6%	90	1.7%	103	2.0%
Eligible for Free Lunch	2025	38.5%	2041	39.3%	2120	41.1%

### 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		94.8%		95.1%		95.4%
Student Suspensions	234	4.4%	346	6.6%	296	5.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.9%	8.8%	9.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	497
Total Other Professional Staff	94
Total Paraprofessionals	173
Teaching Out of Certification*	35
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	261	163	62%	260	254	98%	275	203	74%
Students with Disabilities	10	1	10%	18	2	11%	15	2	13%
All Students	271	164	61%	278	256	92%	290	205	71%

\*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	84	154	7	9	16	20
Percent	29%	53%	2%	3%	6%	7%

## 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)
15	2	16	31

\*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			84		42	
	Entered GED Program*			8		9	
	Total Noncompleters			92		51	
Students with Disabilities	Dropped Out			41		22	
	Entered GED Program*			2		8	
	Total Noncompleters			43		30	
All Students	Dropped Out	95	6.1%	125	8.0%	64	4.2%
	Entered GED Program*	35	2.3%	10	0.6%	17	1.1%
	Total Noncompleters	130	8.4%	135	8.6%	81	5.3%

\*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%	18%
2-3		0%	17%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	85
	Number of Students with Disabilities		0	3
	Number of All Students		0	88
	Percent of Enrollment		0%	11%
6-8	Number of General-Education Students		120	0
	Number of Students with Disabilities		30	0
	Number of All Students		150	0
	Percent of Enrollment		13%	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	63	98%	55	91%	40	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	266	86%	193	92%	102	94%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	12	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	24	50%	11	45%	5	60%

(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%	12	100%	1	#
Science	16	94%	4	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	2	#	1	#
Global Studies	16	50%	4	#	1	#
U.S. Hist & Gov't	25	76%	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	27	74%	41	83%	17	71%
Science	17	47%	23	83%	10	40%
Reading	6	67%	0	0%	4	#
Writing	8	62%	15	73%	7	86%
Global Studies	25	24%	15	67%	15	13%
U.S. Hist & Gov't	7	43%	6	67%	16	69%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	333	327	146	24	21	11
Number Scoring 55–100	290	296	124	11	13	5
Number Scoring 65–100	236	260	105	3	11	2
Number Scoring 85–100	29	119	31	0	0	0
Percentage of Tested Scoring 55–100	87%	91%	85%	46%	62%	45%
Percentage of Tested Scoring 65–100	71%	80%	72%	12%	52%	18%
Percentage of Tested Scoring 85–100	9%	36%	21%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	434	409	388	33	23	14
Number Scoring 55–100	321	269	324	8	7	7
Number Scoring 65–100	257	210	260	5	3	4
Number Scoring 85–100	90	69	64	1	1	0
Percentage of Tested Scoring 55–100	74%	66%	84%	24%	30%	50%
Percentage of Tested Scoring 65–100	59%	51%	67%	15%	13%	29%
Percentage of Tested Scoring 85–100	21%	17%	16%	3%	4%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	33	0	0	0
Number Scoring 55–100	0	0	28	0	0	0
Number Scoring 65–100	0	0	23	0	0	0
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	85%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	70%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	9%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	464	362	78	59	31	17
Number Scoring 55–100	425	335	56	44	21	7
Number Scoring 65–100	356	276	46	37	9	4
Number Scoring 85–100	119	41	9	22	0	0
Percentage of Tested Scoring 55–100	92%	93%	72%	75%	68%	41%
Percentage of Tested Scoring 65–100	77%	76%	59%	63%	29%	24%
Percentage of Tested Scoring 85–100	26%	11%	12%	37%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	175	334	156	13	22	14
Number Scoring 55–100	164	314	142	8	17	7
Number Scoring 65–100	152	275	127	7	12	5
Number Scoring 85–100	92	130	34	1	2	2
Percentage of Tested Scoring 55–100	94%	94%	91%	62%	77%	50%
Percentage of Tested Scoring 65–100	87%	82%	81%	54%	55%	36%
Percentage of Tested Scoring 85–100	53%	39%	22%	8%	9%	14%

(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	360	370	54	27	18	13
Number Scoring 55–100	338	356	44	16	14	9
Number Scoring 65–100	297	336	35	9	10	4
Number Scoring 85–100	66	69	7	0	2	0
Percentage of Tested Scoring 55–100	94%	96%	81%	59%	78%	69%
Percentage of Tested Scoring 65–100	82%	91%	65%	33%	56%	31%
Percentage of Tested Scoring 85–100	18%	19%	13%	0%	11%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	363	368	51	23	20	2
Number Scoring 55–100	311	339	43	15	12	#
Number Scoring 65–100	264	290	34	9	8	#
Number Scoring 85–100	72	92	6	3	0	#
Percentage of Tested Scoring 55–100	86%	92%	84%	65%	60%	#
Percentage of Tested Scoring 65–100	73%	79%	67%	39%	40%	#
Percentage of Tested Scoring 85–100	20%	25%	12%	13%	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		150	74		1	1
Number Scoring 55–100		145	65		#	#
Number Scoring 65–100		122	47		#	#
Number Scoring 85–100		16	8		#	#
Percentage of Tested Scoring 55–100		97%	88%		#	#
Percentage of Tested Scoring 65–100		81%	64%		#	#
Percentage of Tested Scoring 85–100		11%	11%		#	#
<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	53	44	5	0	0	0
Number Scoring 55–100	52	43	5	0	0	0
Number Scoring 65–100	50	41	5	0	0	0
Number Scoring 85–100	28	12	3	0	0	0
Percentage of Tested Scoring 55–100	98%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	53%	27%	60%	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	7	0	0	1	0
Number Scoring 55–100	0	5	0	0	#	0
Number Scoring 65–100	0	5	0	0	#	0
Number Scoring 85–100	0	3	0	0	#	0
Percentage of Tested Scoring 55–100	0%	71%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	71%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	43%	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	198	174	28	2	2	1
Number Scoring 55–100	197	168	28	#	#	#
Number Scoring 65–100	190	163	25	#	#	#
Number Scoring 85–100	103	96	7	#	#	#
Percentage of Tested Scoring 55–100	99%	97%	100%	#	#	#
Percentage of Tested Scoring 65–100	96%	94%	89%	#	#	#
Percentage of Tested Scoring 85–100	52%	55%	25%	#	#	#
<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	39	0	0	0	0	0
Number Scoring 55–100	30	0	0	0	0	0
Number Scoring 65–100	23	0	0	0	0	0
Number Scoring 85–100	6	0	0	0	0	0
Percentage of Tested Scoring 55–100	77%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	59%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	15%	0%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	162	133	1	0	0	0
Number Scoring 55–100	158	132	#	0	0	0
Number Scoring 65–100	151	124	#	0	0	0
Number Scoring 85–100	63	80	#	0	0	0
Percentage of Tested Scoring 55–100	98%	99%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	93%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	39%	60%	#	0%	0%	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	126	95%	167	100%	67	97%
Students with Disabilities	25	84%	25	100%	13	69%

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	347	12%	22%	58%	8%
	Students with Disabilities	55	47%	29%	24%	0%
	All Students	402	17%	23%	53%	7%

### 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	346	1%	38%	51%	10%
	Students with Disabilities	53	28%	62%	9%	0%
	All Students	399	5%	41%	45%	8%

(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	2	0	#	#	#	#
Social Studies	2	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	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	310	310	310	29	29	29	339	339	339
Number Scoring 55–64	23	26	14	5	2	4	28	28	18
Number Scoring 65–84	175	126	189	10	7	9	185	133	198
Number Scoring 85–100	89	126	84	1	2	1	90	128	85
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)