

New York State District Report Card Comprehensive Information Report

BEDS Code: 06-02-01-06-0000
 Name: Southwestern Central School District At Jamestown
 Superintendent: Robert S. Guiffreda

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	112	103	131
First	103	115	105
Second	129	110	111
Third	102	133	114
Fourth	113	108	132
Fifth	165	124	115
Sixth	155	171	132
Ungraded Elementary	14	0	0
Seventh	135	154	169
Eighth	135	135	153
Ninth	169	132	139
Tenth	159	167	135
Eleventh	137	154	169
Twelfth	136	132	147
Ungraded Secondary	15	0	0
Total K-12 Enrollment	1779	1738	1752

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	28	1.6%	33	1.9%	39	2.2%
Black (Not Hispanic)	12	0.7%	12	0.7%	19	1.1%
Hispanic	13	0.7%	12	0.7%	12	0.7%
White (Not Hispanic)	1726	97.0%	1681	96.7%	1682	96.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	17	17
Common Branch	20	20	21
English Grade 8	18	18	21
Mathematics Grade 8	19	18	21
Science Grade 8	19	20	20
Social Studies Grade 8	18	18	19
English Grade 10	23	19	20
Mathematics Grade 10	19	20	17
Science Grade 10	10	20	20
Social Studies Grade 10	20	26	20

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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%	3	0.2%
Eligible for Free Lunch	222	12.5%	174	10.0%	275	15.7%

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		95.3%		95.1%		95.2%
Student Suspensions	55	3.0%	60	3.4%	56	3.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.8%	5.0%	7.2%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	136
Total Other Professional Staff	18
Total Paraprofessionals	31
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 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	127	82	65%	119	86	72%	128	99	77%
Students with Disabilities	5	1	20%	7	2	29%	4	0	0%
All Students	132	83	63%	126	88	70%	132	99	75%

*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	43	60	6	5	6	12
Percent	33%	45%	5%	4%	5%	9%

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)
4	0	5	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	25		30		8	1.5%
	Entered GED Program*	1		1		1	0.2%
	Total Noncompleters	26		31		9	1.7%
Students with Disabilities	Dropped Out	4		2		1	2.3%
	Entered GED Program*	0		3		0	0.0%
	Total Noncompleters	4		5		1	2.3%
All Students	Dropped Out	29	4.7%	32	5.5%	9	1.6%
	Entered GED Program*	1	0.2%	4	0.7%	1	0.2%
	Total Noncompleters	30	4.9%	36	6.2%	10	1.7%

*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	590	122	300
	Number of Students with Disabilities	15	11	24
	Number of All Students	605	133	324
	Percent of Enrollment	99%	23%	55%

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	0	0%	0	0%	24	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	1	#
Spanish	0	0%	0	0%	83	86%

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%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	3	#

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	14	86%	10	90%
Science	0	0%	13	92%	14	79%
Reading	0	0%	5	100%	3	#
Writing	0	0%	6	100%	5	80%
Global Studies	0	0%	3	#	2	#
U.S. Hist & Gov't	0	0%	1	#	2	#

(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	132	140	161	5	6	7
Number Scoring 55-100	127	132	152	3	3	3
Number Scoring 65-100	108	123	150	3	0	3
Number Scoring 85-100	35	65	83	0	0	0
Percentage of Tested Scoring 55-100	96%	94%	94%	60%	50%	43%
Percentage of Tested Scoring 65-100	82%	88%	93%	60%	0%	43%
Percentage of Tested Scoring 85-100	27%	46%	52%	0%	0%	0%
Mathematics A						
Number Tested	32	143	129	0	9	7
Number Scoring 55-100	28	125	128	0	7	7
Number Scoring 65-100	19	109	126	0	5	7
Number Scoring 85-100	5	32	32	0	0	0
Percentage of Tested Scoring 55-100	88%	87%	99%	0%	78%	100%
Percentage of Tested Scoring 65-100	59%	76%	98%	0%	56%	100%
Percentage of Tested Scoring 85-100	16%	22%	25%	0%	0%	0%
Mathematics B						
Number Tested	0	21	75	0	0	1
Number Scoring 55-100	0	21	63	0	0	#
Number Scoring 65-100	0	20	52	0	0	#
Number Scoring 85-100	0	5	14	0	0	#
Percentage of Tested Scoring 55-100	0%	100%	84%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	95%	69%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	24%	19%	0%	0%	#
Global History and Geography						
Number Tested	149	157	146	7	9	10
Number Scoring 55-100	140	150	138	5	9	9
Number Scoring 65-100	121	133	124	2	9	7
Number Scoring 85-100	43	44	48	0	1	0
Percentage of Tested Scoring 55-100	94%	96%	95%	71%	100%	90%
Percentage of Tested Scoring 65-100	81%	85%	85%	29%	100%	70%
Percentage of Tested Scoring 85-100	29%	28%	33%	0%	11%	0%
U.S. History and Government						
Number Tested	133	142	156	6	6	7
Number Scoring 55-100	131	138	152	6	5	6
Number Scoring 65-100	118	133	149	4	5	6
Number Scoring 85-100	50	84	85	2	1	1
Percentage of Tested Scoring 55-100	98%	97%	97%	100%	83%	86%
Percentage of Tested Scoring 65-100	89%	94%	96%	67%	83%	86%
Percentage of Tested Scoring 85-100	38%	59%	54%	33%	17%	14%

(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	140	116	110	0	3	8
Number Scoring 55-100	140	115	108	0	#	7
Number Scoring 65-100	138	115	107	0	#	7
Number Scoring 85-100	71	36	36	0	#	0
Percentage of Tested Scoring 55-100	100%	99%	98%	0%	#	88%
Percentage of Tested Scoring 65-100	99%	99%	97%	0%	#	88%
Percentage of Tested Scoring 85-100	51%	31%	33%	0%	#	0%
Physical Setting/Earth Science						
Number Tested	114	99	105	9	12	0
Number Scoring 55-100	112	95	101	9	10	0
Number Scoring 65-100	111	91	94	9	9	0
Number Scoring 85-100	33	28	26	0	0	0
Percentage of Tested Scoring 55-100	98%	96%	96%	100%	83%	0%
Percentage of Tested Scoring 65-100	97%	92%	90%	100%	75%	0%
Percentage of Tested Scoring 85-100	29%	28%	25%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	99	107	92	2	0	1
Number Scoring 55-100	96	102	89	#	0	#
Number Scoring 65-100	77	90	61	#	0	#
Number Scoring 85-100	14	23	9	#	0	#
Percentage of Tested Scoring 55-100	97%	95%	97%	#	0%	#
Percentage of Tested Scoring 65-100	78%	84%	66%	#	0%	#
Percentage of Tested Scoring 85-100	14%	21%	10%	#	0%	#
Physical Setting/Physics						
Number Tested			76			0
Number Scoring 55-100			74			0
Number Scoring 65-100			71			0
Number Scoring 85-100			22			0
Percentage of Tested Scoring 55-100			97%			0%
Percentage of Tested Scoring 65-100			93%			0%
Percentage of Tested Scoring 85-100			29%			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	23	33	18	0	0	0
Number Scoring 55-100	23	33	18	0	0	0
Number Scoring 65-100	20	33	18	0	0	0
Number Scoring 85-100	5	15	10	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	87%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	22%	45%	56%	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	73	42	79	1	0	0
Number Scoring 55-100	72	42	79	#	0	0
Number Scoring 65-100	72	42	77	#	0	0
Number Scoring 85-100	48	24	39	#	0	0
Percentage of Tested Scoring 55-100	99%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	99%	100%	97%	#	0%	0%
Percentage of Tested Scoring 85-100	66%	57%	49%	#	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	79	92	3	1	0	0
Number Scoring 55-100	73	88	#	#	0	0
Number Scoring 65-100	69	84	#	#	0	0
Number Scoring 85-100	38	40	#	#	0	0
Percentage of Tested Scoring 55-100	92%	96%	#	#	0%	0%
Percentage of Tested Scoring 65-100	87%	91%	#	#	0%	0%
Percentage of Tested Scoring 85-100	48%	43%	#	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	53	91%	52	96%
Students with Disabilities	0	0%	7	86%	6	100%

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	107	6%	4%	64%	27%
	Students with Disabilities	6	100%	0%	0%	0%
	All Students	113	11%	4%	60%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	133	0%	32%	48%	20%
	Students with Disabilities	16	31%	50%	19%	0%
	All Students	149	3%	34%	45%	17%

(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	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	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	136	136	136	7	7	7	143	143	143
Number Scoring 55–64	7	0	1	2	0	0	9	0	1
Number Scoring 65–84	78	46	66	2	3	6	80	49	72
Number Scoring 85–100	43	80	65	0	1	0	43	81	65
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			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 K-1)						
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 2-4)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 2-4)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 5-6)						
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 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			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)