

# 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	2001-02	2002-03	2003-04
Pre-K	62	63	91
Kindergarten	383	400	428
First	393	379	399
Second	372	414	385
Third	414	362	409
Fourth	401	412	366
Fifth	416	403	417
Sixth	403	421	396
Ungraded Elementary	63	39	55
Seventh	378	397	415
Eighth	388	404	373
Ninth	459	419	425
Tenth	390	382	392
Eleventh	392	337	347
Twelfth	330	361	322
Ungraded Secondary	13	32	69
Total K-12 Enrollment	5195	5162	5198

## 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	97	1.9%	92	1.8%	88	1.7%
Black (Not Hispanic)	343	6.6%	356	6.9%	395	7.6%
Hispanic	436	8.4%	450	8.7%	468	9.0%
White (Not Hispanic)	4319	83.1%	4264	82.6%	4247	81.7%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	16	19
Common Branch	17	17	18
English Grade 8	16	17	17
Mathematics Grade 8	14	18	17
Science Grade 8	16	17	17
Social Studies Grade 8	16	17	17
English Grade 10	17	16	21
Mathematics Grade 10	18	19	14
Science Grade 10	19	14	20
Social Studies Grade 10	17	18	19

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	90	1.7%	103	2.0%	122	2.3%
<b>Eligible for Free Lunch</b>	2041	39.3%	2120	41.1%	2398	46.1%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.1%		95.4%		94.7%
<b>Student Suspensions</b>	346	6.6%	296	5.7%	426	8.3%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	8.8%	9.5%	9.2%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	491
Total Other Professional Staff	106
Total Paraprofessionals	144
Teaching Out of Certification*	18

\*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	260	254	98%	275	203	74%	286	212	74%
Students with Disabilities	18	2	11%	15	2	13%	7	1	14%
All Students	278	256	92%	290	205	71%	293	213	73%

\*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	74	145	0	10	22	42
Percent	25%	49%	0%	3%	8%	14%

## 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)
7	1	5	12

\*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.
<b>General-Education Students</b>	Dropped Out	84		42		89	6.5%
	Entered GED Program*	8		9		20	1.5%
	Total Noncompleters	92		51		109	8.0%
<b>Students with Disabilities</b>	Dropped Out	41		22		17	8.1%
	Entered GED Program*	2		8		3	1.4%
	Total Noncompleters	43		30		20	9.5%
<b>All Students</b>	Dropped Out	125	8.0%	64	4.2%	106	6.7%
	Entered GED Program*	10	0.6%	17	1.1%	23	1.5%
	Total Noncompleters	135	8.6%	81	5.3%	129	8.2%

\*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%	18%	0%
2-3	0%	17%	10%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	85	0
	Number of Students with Disabilities	0	3	0
	Number of All Students	0	88	0
	Percent of Enrollment	0%	11%	0%
6-8	Number of General-Education Students	120	0	0
	Number of Students with Disabilities	30	0	0
	Number of All Students	150	0	0
	Percent of Enrollment	13%	0%	0%
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	172		
Completed and Passed Regents Exams	151	88%	77%
Completed and had Course Average of 75% or More	150	87%	81%
Completed and Attained a HS Diploma or Equivalent	156	91%	96%
Completed and Whose Status is Known	164		
Completed and Were Successfully Placed	158	96%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	129	41%	30%
Underrepresented Gender Members Who Completed	24	28%	19%

Enrollment data are for the 2003-2004 school year; completer 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	55	91%	40	98%	55	95%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	193	92%	102	94%	245	86%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	12	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	11	45%	5	60%	8	25%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	100%	1	#	6	83%
Science	4	#	0	0%	7	71%
Reading	0	0%	0	0%	6	83%
Writing	2	#	1	#	5	100%
Global Studies	4	#	1	#	2	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	41	83%	17	71%	29	79%
Science	23	83%	10	40%	36	42%
Reading	0	0%	4	#	23	61%
Writing	15	73%	7	86%	26	96%
Global Studies	15	67%	15	13%	22	41%
U.S. Hist & Gov't	6	67%	16	69%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	327	146	312	21	11	22
Number Scoring 55-100	296	124	276	13	5	4
Number Scoring 65-100	260	105	253	11	2	2
Number Scoring 85-100	119	31	98	0	0	0
Percentage of Tested Scoring 55-100	91%	85%	88%	62%	45%	18%
Percentage of Tested Scoring 65-100	80%	72%	81%	52%	18%	9%
Percentage of Tested Scoring 85-100	36%	21%	31%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	409	388	355	23	14	23
Number Scoring 55-100	269	324	345	7	7	19
Number Scoring 65-100	210	260	319	3	4	15
Number Scoring 85-100	69	64	103	1	0	2
Percentage of Tested Scoring 55-100	66%	84%	97%	30%	50%	83%
Percentage of Tested Scoring 65-100	51%	67%	90%	13%	29%	65%
Percentage of Tested Scoring 85-100	17%	16%	29%	4%	0%	9%
<b>Mathematics B</b>						
Number Tested	0	33	97	0	0	0
Number Scoring 55-100	0	28	95	0	0	0
Number Scoring 65-100	0	23	91	0	0	0
Number Scoring 85-100	0	3	35	0	0	0
Percentage of Tested Scoring 55-100	0%	85%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	70%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	9%	36%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	362	78	363	31	17	38
Number Scoring 55-100	335	56	311	21	7	20
Number Scoring 65-100	276	46	265	9	4	13
Number Scoring 85-100	41	9	103	0	0	0
Percentage of Tested Scoring 55-100	93%	72%	86%	68%	41%	53%
Percentage of Tested Scoring 65-100	76%	59%	73%	29%	24%	34%
Percentage of Tested Scoring 85-100	11%	12%	28%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	334	156	286	22	14	22
Number Scoring 55-100	314	142	271	17	7	16
Number Scoring 65-100	275	127	240	12	5	9
Number Scoring 85-100	130	34	115	2	2	2
Percentage of Tested Scoring 55-100	94%	91%	95%	77%	50%	73%
Percentage of Tested Scoring 65-100	82%	81%	84%	55%	36%	41%
Percentage of Tested Scoring 85-100	39%	22%	40%	9%	14%	9%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	370	54	339	18	13	25
Number Scoring 55-100	356	44	310	14	9	15
Number Scoring 65-100	336	35	259	10	4	9
Number Scoring 85-100	69	7	54	2	0	0
Percentage of Tested Scoring 55-100	96%	81%	91%	78%	69%	60%
Percentage of Tested Scoring 65-100	91%	65%	76%	56%	31%	36%
Percentage of Tested Scoring 85-100	19%	13%	16%	11%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	368	51	316	20	2	22
Number Scoring 55-100	339	43	286	12	#	13
Number Scoring 65-100	290	34	260	8	#	10
Number Scoring 85-100	92	6	85	0	#	0
Percentage of Tested Scoring 55-100	92%	84%	91%	60%	#	59%
Percentage of Tested Scoring 65-100	79%	67%	82%	40%	#	45%
Percentage of Tested Scoring 85-100	25%	12%	27%	0%	#	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	150	74	135	1	1	0
Number Scoring 55-100	145	65	133	#	#	0
Number Scoring 65-100	122	47	119	#	#	0
Number Scoring 85-100	16	8	24	#	#	0
Percentage of Tested Scoring 55-100	97%	88%	99%	#	#	0%
Percentage of Tested Scoring 65-100	81%	64%	88%	#	#	0%
Percentage of Tested Scoring 85-100	11%	11%	18%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			11			0
Number Scoring 55-100			10			0
Number Scoring 65-100			9			0
Number Scoring 85-100			1			0
Percentage of Tested Scoring 55-100			91%			0%
Percentage of Tested Scoring 65-100			82%			0%
Percentage of Tested Scoring 85-100			9%			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
<b>Comprehensive French</b>						
Number Tested	44	5	31	0	0	0
Number Scoring 55-100	43	5	31	0	0	0
Number Scoring 65-100	41	5	31	0	0	0
Number Scoring 85-100	12	3	20	0	0	0
Percentage of Tested Scoring 55-100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	93%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	27%	60%	65%	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	7	0	0	1	0	0
Number Scoring 55-100	5	0	0	#	0	0
Number Scoring 65-100	5	0	0	#	0	0
Number Scoring 85-100	3	0	0	#	0	0
Percentage of Tested Scoring 55-100	71%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	71%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	43%	0%	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	174	28	166	2	1	2
Number Scoring 55-100	168	28	164	#	#	#
Number Scoring 65-100	163	25	157	#	#	#
Number Scoring 85-100	96	7	91	#	#	#
Percentage of Tested Scoring 55-100	97%	100%	99%	#	#	#
Percentage of Tested Scoring 65-100	94%	89%	95%	#	#	#
Percentage of Tested Scoring 85-100	55%	25%	55%	#	#	#
<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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	133	1	0	0	0	0
Number Scoring 55-100	132	#	0	0	0	0
Number Scoring 65-100	124	#	0	0	0	0
Number Scoring 85-100	80	#	0	0	0	0
Percentage of Tested Scoring 55-100	99%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	93%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	60%	#	0%	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	167	100%	67	97%	308	92%
Students with Disabilities	25	100%	13	69%	47	62%

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
<b>Nov 2003</b>	General-Education Students	358	25%	12%	55%	8%
	Students with Disabilities	57	68%	7%	25%	0%
	All Students	415	31%	11%	51%	7%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	325	4%	43%	46%	7%
	Students with Disabilities	59	39%	53%	8%	0%
	All Students	384	9%	44%	40%	6%

(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
<b>Elementary Level</b>						
Social Studies	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	3	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	294	294	294	26	26	26	320	320	320
Number Scoring 55–64	19	9	18	3	2	6	22	11	24
Number Scoring 65–84	218	144	176	3	3	4	221	147	180
Number Scoring 85–100	37	98	81	0	1	0	37	99	81
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
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			42			1
Beginning (0-18)			1			#
Intermediate (19-31)			8			#
Advanced (32-36)			17			#
Proficient (37-39)			16			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			42			1
Beginning (0-14)			10			#
Intermediate (15-24)			8			#
Advanced (25-32)			17			#
Proficient (33-35)			7			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			41			5
Beginning (0-18)			1			0
Intermediate (19-31)			5			0
Advanced (32-36)			11			4
Proficient (37-39)			24			1
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			41			5
Beginning (0-14)			15			4
Intermediate (15-24)			14			1
Advanced (25-32)			6			0
Proficient (33-35)			6			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			20			2
Beginning (0-18)			2			#
Intermediate (19-31)			1			#
Advanced (32-36)			9			#
Proficient (37-39)			8			#
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			21			3
Beginning (0-14)			4			#
Intermediate (15-24)			11			#
Advanced (25-32)			6			#
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
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			16			2
Beginning (0-18)			2			#
Intermediate (19-31)			3			#
Advanced (32-36)			7			#
Proficient (37-39)			4			#
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			17			2
Beginning (0-14)			1			#
Intermediate (15-24)			10			#
Advanced (25-32)			2			#
Proficient (33-35)			4			#
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			28			2
Beginning (0-18)			2			#
Intermediate (19-31)			8			#
Advanced (32-36)			10			#
Proficient (37-39)			8			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			28			2
Beginning (0-14)			3			#
Intermediate (15-24)			13			#
Advanced (25-32)			11			#
Proficient (33-35)			1			#

\*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)