

New York State School Report Card Comprehensive Information Report

BEDS Code: 06-17-00-01-0013
 Name: Jamestown High School
 Principal: Joseph Yelich

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	459	419	425
Tenth	390	382	392
Eleventh	392	337	347
Twelfth	330	361	322
Ungraded Secondary	0	29	25
Total K-12 Enrollment	1571	1528	1511

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	27	1.7%	23	1.5%	20	1.3%
Black (Not Hispanic)	78	5.0%	75	4.9%	72	4.8%
Hispanic	119	7.6%	113	7.4%	110	7.3%
White (Not Hispanic)	1347	85.7%	1317	86.2%	1309	86.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
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

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
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

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	24	1.5%	23	1.5%	28	1.9%
Eligible for Free Lunch	413	26.3%	455	29.8%	515	34.1%

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		93.0%		94.0%		93.0%
Student Suspensions	188	12.1%	194	12.4%	259	17.0%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.8%	7.5%	7.4%
Public Assistance	11-20%	11-20%	31-40%
Student Stability	96%	96%	82%

Staff Counts

Staff	2003-04
Total Teachers	136
Total Other Professional Staff	15
Total Paraprofessionals	NA
Teaching Out of Certification*	9

*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	246	242	98%	271	203	75%	285	212	74%
Students with Disabilities	17	2	12%	15	2	13%	7	1	14%
All Students	263	244	93%	286	205	72%	292	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	41
Percent	25%	50%	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	4	11

*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	78		33		88	6.6%
	Entered GED Program*	8		5		19	1.4%
	Total Noncompleters	86		38		107	8.1%
Students with Disabilities	Dropped Out	40		20		17	8.8%
	Entered GED Program*	2		6		3	1.5%
	Total Noncompleters	42		26		20	10.3%
All Students	Dropped Out	118	7.5%	53	3.5%	105	6.9%
	Entered GED Program*	10	0.6%	11	0.7%	22	1.4%
	Total Noncompleters	128	8.1%	64	4.2%	127	8.4%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	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	1	#	0	0%	0	0%

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	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	100%	1	#	6	83%
Science	3	#	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	40	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
Comprehensive English						
Number Tested	324	145	312	20	11	22
Number Scoring 55-100	293	123	276	12	5	4
Number Scoring 65-100	258	105	253	10	2	2
Number Scoring 85-100	118	31	98	0	0	0
Percentage of Tested Scoring 55-100	90%	85%	88%	60%	45%	18%
Percentage of Tested Scoring 65-100	80%	72%	81%	50%	18%	9%
Percentage of Tested Scoring 85-100	36%	21%	31%	0%	0%	0%
Mathematics A						
Number Tested	398	376	354	23	14	23
Number Scoring 55-100	265	316	344	7	7	19
Number Scoring 65-100	207	255	318	3	4	15
Number Scoring 85-100	69	64	103	1	0	2
Percentage of Tested Scoring 55-100	67%	84%	97%	30%	50%	83%
Percentage of Tested Scoring 65-100	52%	68%	90%	13%	29%	65%
Percentage of Tested Scoring 85-100	17%	17%	29%	4%	0%	9%
Mathematics 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%
Global History and Geography						
Number Tested	349	77	363	30	17	38
Number Scoring 55-100	326	55	311	20	7	20
Number Scoring 65-100	270	45	265	8	4	13
Number Scoring 85-100	41	9	103	0	0	0
Percentage of Tested Scoring 55-100	93%	71%	86%	67%	41%	53%
Percentage of Tested Scoring 65-100	77%	58%	73%	27%	24%	34%
Percentage of Tested Scoring 85-100	12%	12%	28%	0%	0%	0%
U.S. History and Government						
Number Tested	329	155	286	22	14	22
Number Scoring 55-100	310	141	271	17	7	16
Number Scoring 65-100	273	126	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	83%	81%	84%	55%	36%	41%
Percentage of Tested Scoring 85-100	40%	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
Living Environment						
Number Tested	365	54	339	18	13	25
Number Scoring 55-100	352	44	310	14	9	15
Number Scoring 65-100	332	35	259	10	4	9
Number Scoring 85-100	68	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%
Physical Setting/Earth Science						
Number Tested	363	51	316	20	2	22
Number Scoring 55-100	336	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	93%	84%	91%	60%	#	59%
Percentage of Tested Scoring 65-100	80%	67%	82%	40%	#	45%
Percentage of Tested Scoring 85-100	25%	12%	27%	0%	#	0%
Physical Setting/Chemistry						
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%
Physical Setting/Physics						
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
Comprehensive French						
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%
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	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%
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	173	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%	#	#	#
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	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	158	100%	67	97%	308	92%
Students with Disabilities	24	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
Nov 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	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	278	278	278	24	24	24	302	302	302
Number Scoring 55–64	19	9	17	3	2	6	22	11	23
Number Scoring 65–84	212	143	172	3	3	4	215	146	176
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
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			25			2
Beginning (0-18)			1			#
Intermediate (19-31)			7			#
Advanced (32-36)			9			#
Proficient (37-39)			8			#
Reading and Writing (Grade 9-12)						
Number Tested			25			2
Beginning (0-14)			2			#
Intermediate (15-24)			11			#
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)