

# 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	2002-03	2003-04	2004-05
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	419	425	381
Tenth	382	392	362
Eleventh	337	347	355
Twelfth	361	322	351
Ungraded Secondary	29	25	53
Total K-12 Enrollment	1528	1511	1502

## 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	23	1.5%	20	1.3%	20	1.3%
Black (Not Hispanic)	75	4.9%	72	4.8%	86	5.7%
Hispanic	113	7.4%	110	7.3%	98	6.5%
White (Not Hispanic)	1317	86.2%	1309	86.6%	1298	86.4%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	16	21	17
Mathematics Grade 10	19	14	19
Science Grade 10	14	20	19
Social Studies Grade 10	18	19	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	23	1.5%	28	1.9%	52	3.5%
Eligible for Free Lunch	455	29.8%	515	34.1%	442	29.4%

### 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		94.0%		93.0%		93.0%
Student Suspensions	194	12.4%	259	17.0%	154	10.2%

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

	2002-03	2003-04	2004-05
Reduced Lunch	7.5%	7.4%	6.5%
Public Assistance	11-20%	31-40%	31-40%
Student Stability	96%	82%	87%

### Staff Counts

Staff	2004-05
Total Teachers	141
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	11

\*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
<b>General-Education Students</b>	Total Graduates*	271	285	303
	Regents Diplomas	203	212	243
	% Regents Diplomas	75%	74%	80%
	Regents Diplomas with Advanced Designation**			104
	% Regents Diplomas with Advanced Designation			34%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	15	7	5
	Regents Diplomas	2	1	2
	% Regents Diplomas	13%	14%	40%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	16	4	17
<b>All Students</b>	Total Graduates*	286	292	308
	Regents Diplomas	205	213	245
	% Regents Diplomas	72%	73%	80%
	Regents Diplomas with Advanced Designation**			104
	% Regents Diplomas with Advanced Designation			34%
	IEP Diplomas or Local Certificates	16	4	17

\* 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
<b>General-Education Students</b>	<b>Number</b>	114	141	7	11	13	0	0	17
	<b>Percent</b>	38%	47%	2%	4%	4%	0%	0%	6%
<b>Students with Disabilities</b>	<b>Number</b>	0	1	0	1	2	0	0	1
	<b>Percent</b>	0%	20%	0%	20%	40%	0%	0%	20%
<b>All Students</b>	<b>Number</b>	114	142	7	12	15	0	0	18
	<b>Percent</b>	37%	46%	2%	4%	5%	0%	0%	6%

## 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.
<b>General-Education Students</b>	Dropped Out	33		88	6.6%	60	4.6%
	Entered GED Program*	5		19	1.4%	33	2.5%
	Total Noncompleters	38		107	8.1%	93	7.1%
<b>Students with Disabilities</b>	Dropped Out	20		17	8.8%	19	10.1%
	Entered GED Program*	6		3	1.5%	9	4.8%
	Total Noncompleters	26		20	10.3%	28	14.8%
<b>All Students</b>	Dropped Out	53	3.5%	105	6.9%	79	5.3%
	Entered GED Program*	11	0.7%	22	1.4%	42	2.8%
	Total Noncompleters	64	4.2%	127	8.4%	121	8.1%

\*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
<b>4-5</b>	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%
<b>6-8</b>	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%
<b>9-12</b>	Number of General-Education Students	0	0	9
	Number of Students with Disabilities	0	0	2
	Number of All Students	0	0	11
	Percent of Enrollment	0%	0%	1%

(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	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%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	6	83%	5	80%
Science	0	0%	7	71%	6	83%
Reading	0	0%	6	83%	9	100%
Writing	1	#	5	100%	5	100%
Global Studies	1	#	2	#	6	50%
U.S. Hist & Gov't	0	0%	0	0%	10	80%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	17	71%	29	79%	56	36%
Science	10	40%	36	42%	54	37%
Reading	4	#	23	61%	27	33%
Writing	7	86%	26	96%	19	84%
Global Studies	15	13%	22	41%	30	10%
U.S. Hist & Gov't	16	69%	0	0%	21	29%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	145	312	333	11	22	23
Number Scoring 55-100	123	276	302	5	4	11
Number Scoring 65-100	105	253	248	2	2	1
Number Scoring 85-100	31	98	90	0	0	0
Percentage of Tested Scoring 55-100	85%	88%	91%	45%	18%	48%
Percentage of Tested Scoring 65-100	72%	81%	74%	18%	9%	4%
Percentage of Tested Scoring 85-100	21%	31%	27%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	376	354	364	14	23	30
Number Scoring 55-100	316	344	347	7	19	21
Number Scoring 65-100	255	318	315	4	15	13
Number Scoring 85-100	64	103	123	0	2	2
Percentage of Tested Scoring 55-100	84%	97%	95%	50%	83%	70%
Percentage of Tested Scoring 65-100	68%	90%	87%	29%	65%	43%
Percentage of Tested Scoring 85-100	17%	29%	34%	0%	9%	7%
<b>Mathematics B</b>						
Number Tested	33	97	110	0	0	0
Number Scoring 55-100	28	95	107	0	0	0
Number Scoring 65-100	23	91	99	0	0	0
Number Scoring 85-100	3	35	25	0	0	0
Percentage of Tested Scoring 55-100	85%	98%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	70%	94%	90%	0%	0%	0%
Percentage of Tested Scoring 85-100	9%	36%	23%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	77	363	371	17	38	34
Number Scoring 55-100	55	311	304	7	20	17
Number Scoring 65-100	45	265	250	4	13	10
Number Scoring 85-100	9	103	75	0	0	3
Percentage of Tested Scoring 55-100	71%	86%	82%	41%	53%	50%
Percentage of Tested Scoring 65-100	58%	73%	67%	24%	34%	29%
Percentage of Tested Scoring 85-100	12%	28%	20%	0%	0%	9%
<b>U.S. History and Government</b>						
Number Tested	155	286	296	14	22	21
Number Scoring 55-100	141	271	264	7	16	15
Number Scoring 65-100	126	240	236	5	9	12
Number Scoring 85-100	34	115	124	2	2	2
Percentage of Tested Scoring 55-100	91%	95%	89%	50%	73%	71%
Percentage of Tested Scoring 65-100	81%	84%	80%	36%	41%	57%
Percentage of Tested Scoring 85-100	22%	40%	42%	14%	9%	10%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	54	339	336	13	25	15
Number Scoring 55-100	44	310	318	9	15	13
Number Scoring 65-100	35	259	287	4	9	10
Number Scoring 85-100	7	54	92	0	0	1
Percentage of Tested Scoring 55-100	81%	91%	95%	69%	60%	87%
Percentage of Tested Scoring 65-100	65%	76%	85%	31%	36%	67%
Percentage of Tested Scoring 85-100	13%	16%	27%	0%	0%	7%
<b>Physical Setting/Earth Science</b>						
Number Tested	51	316	281	2	22	12
Number Scoring 55-100	43	286	261	#	13	9
Number Scoring 65-100	34	260	209	#	10	4
Number Scoring 85-100	6	85	68	#	0	1
Percentage of Tested Scoring 55-100	84%	91%	93%	#	59%	75%
Percentage of Tested Scoring 65-100	67%	82%	74%	#	45%	33%
Percentage of Tested Scoring 85-100	12%	27%	24%	#	0%	8%
<b>Physical Setting/Chemistry</b>						
Number Tested	74	135	139	1	0	0
Number Scoring 55-100	65	133	137	#	0	0
Number Scoring 65-100	47	119	123	#	0	0
Number Scoring 85-100	8	24	25	#	0	0
Percentage of Tested Scoring 55-100	88%	99%	99%	#	0%	0%
Percentage of Tested Scoring 65-100	64%	88%	88%	#	0%	0%
Percentage of Tested Scoring 85-100	11%	18%	18%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		11	28		0	0
Number Scoring 55-100		10	16		0	0
Number Scoring 65-100		9	12		0	0
Number Scoring 85-100		1	0		0	0
Percentage of Tested Scoring 55-100		91%	57%		0%	0%
Percentage of Tested Scoring 65-100		82%	43%		0%	0%
Percentage of Tested Scoring 85-100		9%	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
<b>Comprehensive French</b>						
Number Tested	5	31	44	0	0	0
Number Scoring 55-100	5	31	43	0	0	0
Number Scoring 65-100	5	31	43	0	0	0
Number Scoring 85-100	3	20	28	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 85-100	60%	65%	64%	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	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 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	28	166	155	1	2	2
Number Scoring 55-100	28	164	152	#	#	#
Number Scoring 65-100	25	157	149	#	#	#
Number Scoring 85-100	7	91	86	#	#	#
Percentage of Tested Scoring 55-100	100%	99%	98%	#	#	#
Percentage of Tested Scoring 65-100	89%	95%	96%	#	#	#
Percentage of Tested Scoring 85-100	25%	55%	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)

## New York State Alternate Assessments (NYSAA) 2004–05

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	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	4	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	302	302	302	19	19	19	321	321	321
Number Scoring 55–64	22	21	17	4	3	5	26	24	22
Number Scoring 65–84	157	111	169	4	2	3	161	113	172
Number Scoring 85–100	93	113	103	0	1	0	93	114	103
Approved Alternatives	0	8	0	0	0	0	0	8	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
<b>Listening and Speaking (Grade 7-8)</b>						
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
<b>Reading and Writing (Grade 7-8)</b>						
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
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		25	19		2	1
Beginning		1	0		#	#
Intermediate		7	8		#	#
Advanced		9	6		#	#
Proficient		8	5		#	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		25	21		2	1
Beginning		2	2		#	#
Intermediate		11	10		#	#
Advanced		11	4		#	#
Proficient		1	5		#	#

\*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)