



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **JAMESTOWN CITY SCHOOL
DISTRICT**
District ID **061700010000**
Superintendent **RAYMOND FASHANO**
Telephone **(716) 483-4420**
Grades **PK-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

- 1 Get District Profile information.**
This section shows comprehensive data relevant to this district's learning environment.
- 2 Review District Accountability Status.**
This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.
- 3 View School Accountability Status.**
This section lists all schools in your district by 2006–07 accountability status.
- 4 Review an Overview of District Performance.**
This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **JAMESTOWN CITY SCHOOL DISTRICT**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003-04	2004-05	2005-06
Pre-K	91	86	81
Kindergarten	428	413	407
Grade 1	399	403	394
Grade 2	385	381	394
Grade 3	409	372	357
Grade 4	366	386	358
Grade 5	417	399	377
Grade 6	396	385	363
Ungraded Elementary	55	98	68
Grade 7	415	397	363
Grade 8	373	385	353
Grade 9	425	381	430
Grade 10	392	362	372
Grade 11	347	355	356
Grade 12	322	351	339
Ungraded Secondary	69	116	84
Total K-12	5198	5184	5015

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	18	18	18
Grade 8			
English	17	19	18
Mathematics	17	19	18
Science	17	19	18
Social Studies	17	19	18
Grade 10			
English	21	17	17
Mathematics	14	19	17
Science	20	19	20
Social Studies	19	19	19

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District JAMESTOWN CITY SCHOOL DISTRICT

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	2398	46%	2501	48%	2357	47%
Reduced-Price Lunch	477	9%	474	9%	557	11%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	122	2%	166	3%	114	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	52	1%	65	1%	71	1%
Black or African American	395	8%	393	8%	390	8%
Hispanic or Latino	468	9%	479	9%	500	10%
Asian or Native Hawaiian/Other Pacific Islander	36	1%	33	1%	20	0%
White	4247	82%	4214	81%	4034	80%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		95%		96%		94%
Student Suspensions	426	N/A	398	8%	408	8%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District JAMESTOWN CITY SCHOOL DISTRICT

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1310	1329	1728
Percent Not Taught by Highly Qualified Teachers	4%	5%	2%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	13	6	2
Percent with No Valid Teaching Certificate	3%	1%	0%
Individuals Teaching Out of Certification			
Number of Teachers	18	21	8
Percentage of Total	4%	5%	2%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	7%	7%	7%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	491	433	445
Total Other Professional Staff	90	87	85
Total Paraprofessionals*	144	134	145
Assistant Principals	6	6	6
Principals	10	10	10

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

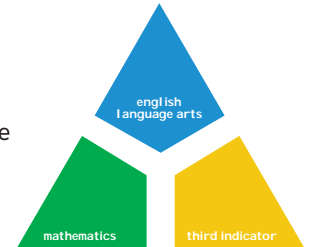
Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005\text{--}06 \text{ PI} + (200 - \text{the } 2005\text{--}06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

District **JAMESTOWN CITY SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

2005–06

2006–07

YES

YES

YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	✓ ^{SH}	✓	–	–	–	–
Black or African American	✓	✓	–	–	–	–
Hispanic or Latino	✗	✓	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–
White	✓	✓	–	✓	✓	–
Other Groups						
Students with Disabilities	✗	✗	–	✗	✗	–
Limited English Proficient	✗	✓ ^{SH}	–	–	–	–
Economically Disadvantaged	✗	✓	–	✗	✓	–
Student groups making AYP in each subject	✗ 4 of 8	✗ 7 of 8	✓ 1 of 1	✗ 2 of 4	✗ 3 of 4	✓ 1 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status


Accountability Status Levels

- | Federal | State |
|--------------------------------|--|
| Good Standing ▲ | Good Standing ■ |
| Improvement (Year 1) ▲ | Requiring Academic Progress (Year 1) ■ |
| Improvement (Year 2) ▲ | Requiring Academic Progress (Year 2) ■ |
| Improvement (Year 3) ▲ | Requiring Academic Progress (Year 3) ■ |
| Improvement (Year 4) ▲ | Requiring Academic Progress (Year 4) ■ |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |

District JAMESTOWN CITY SCHOOL DISTRICT

Elementary/Middle-Level English Language Arts


























Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 4 of 8 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (2272:2178)			98%		138	120	
Ethnicity							
American Indian or Alaska Native (64:39)	 SH		95%	 SH	90	106	20 101
Black or African American (194:185)			97%		130	114	
Hispanic or Latino (328:228)			94%		116	115	
Asian or Native Hawaiian/Other Pacific Islander (12:11)	–	–	–	–	–	–	–
White (1767:1715)			99%		143	119	
Other Groups							
Students with Disabilities ⁴ (475:329)			92%		52	116	80 67
Limited English Proficient (79:48)			94%		117	108	
Economically Disadvantaged (1412:1335)			97%		118	119	119 126
Final AYP Determination	 4 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.




² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.


‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  SH Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **JAMESTOWN CITY SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics


























Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 7 of 8 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (2277:2148)			98%		144	84		
Ethnicity								
American Indian or Alaska Native (43:40)			95%		100	71		
Black or African American (192:184)			98%		136	78		
Hispanic or Latino (253:228)			95%		109	79		
Asian or Native Hawaiian/Other Pacific Islander (12:11)	–	–	–	–	–	–	–	
White (1777:1685)			99%		150	83		
Other Groups								
Students with Disabilities ⁴ (472:318)			91%		63	80	71 77	
Limited English Proficient (57:53)			96%		68	73	20 81	
Economically Disadvantaged (1417:1308)			97%		126	83		
Final AYP Determination		7 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.




² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.


‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **JAMESTOWN CITY SCHOOL DISTRICT**















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Science
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (758:627)		Qualified		89%		175	100	
Ethnicity								
American Indian or Alaska Native (16:15)	–	–	–	–	–	–	–	–
Black or African American (56:49)		Qualified		89%		169	100	
Hispanic or Latino (88:74)		Qualified		94%		157	100	
Asian or Native Hawaiian/Other Pacific Islander (3:2)	–	–	–	–	–	–	–	–
White (595:487)		Qualified		88%		179	100	
Other Groups								
Students with Disabilities (119:91)		Qualified		83%		138	100	
Limited English Proficient (20:17)	–	–	–	–	–	–	–	–
Economically Disadvantaged (473:408)		Qualified		95%		167	100	
Final AYP Determination		1 of 1						




NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.


³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **JAMESTOWN CITY SCHOOL DISTRICT**

Secondary-Level English Language Arts













Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 2 of 4 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (324:307)			98%		168	148		
Ethnicity								
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–	–
Black or African American (10:9)	–	–	–	–	–	–	–	–
Hispanic or Latino (20:17)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (2:2)	–	–	–	–	–	–	–	–
White (289:276)			98%		171	147		
Other Groups								
Students with Disabilities (37:34)		–	–		56	137	71	70
Limited English Proficient (6:5)	–	–	–	–	–	–	–	–
Economically Disadvantaged (104:102)			98%		133	144	144	140
Final AYP Determination		2 of 4						

NOTES




¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.


‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **JAMESTOWN CITY SCHOOL DISTRICT**

Secondary-Level Mathematics













Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 3 of 4 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]




How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (324:307)			98%		180	140		
Ethnicity								
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–	–
Black or African American (10:9)	–	–	–	–	–	–	–	–
Hispanic or Latino (20:17)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (2:2)	–	–	–	–	–	–	–	–
White (289:276)			98%		182	139		
Other Groups								
Students with Disabilities (37:34)		–	–		79	129	87	91
Limited English Proficient (6:5)	–	–	–	–	–	–	–	–
Economically Disadvantaged (104:102)			99%		159	136		
Final AYP Determination		3 of 4						

NOTES


- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **JAMESTOWN CITY SCHOOL DISTRICT**






Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives	
	AYP	Met Criterion		State Standard	Progress Target
				2005–06	2006–07
All Students (343)			81%	55%	
Ethnicity					
American Indian or Alaska Native (1)	–	–	–	–	–
Black or African American (13)	–	–	–	–	–
Hispanic or Latino (24)	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (3)	–	–	–	–	–
White (302)			83%	55%	
Other Groups					
Students with Disabilities (25)	–	–	–	–	–
Limited English Proficient (7)	–	–	–	–	–
Economically Disadvantaged (88)			76%	55%	
Final AYP Determination	 1 of 1				

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **JAMESTOWN CITY SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

Good Standing

9 schools identified 90% of total

CARLYLE C. RING ELEMENTARY SCHOOL
CLINTON V. BUSH ELEMENTARY SCHOOL
JEFFERSON MIDDLE SCHOOL
LINCOLN ELEMENTARY SCHOOL
MILTON J. FLETCHER ELEMENTARY SCHOOL
PERSELL MIDDLE SCHOOL
ROVILLUS R. ROGERS ELEMENTARY SCHOOL
SAMUEL G. LOVE ELEMENTARY SCHOOL
WASHINGTON MIDDLE SCHOOL

Requiring Academic Progress (Year 2)

1 school identified 10% of total

JAMESTOWN HIGH SCHOOL

District **JAMESTOWN CITY SCHOOL DISTRICT**

Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	61%			347
Grade 4	52%			353
Grade 5	49%			365
Grade 6	49%			368
Grade 7	52%			381
Grade 8	47%			359

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	78%			356
Grade 4	66%			365
Grade 5	44%			379
Grade 6	50%			369
Grade 7	55%			377
Grade 8	56%			369

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	83%			361
Grade 8	74%			304

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	65%			367
Mathematics	75%			367

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	72%			367

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

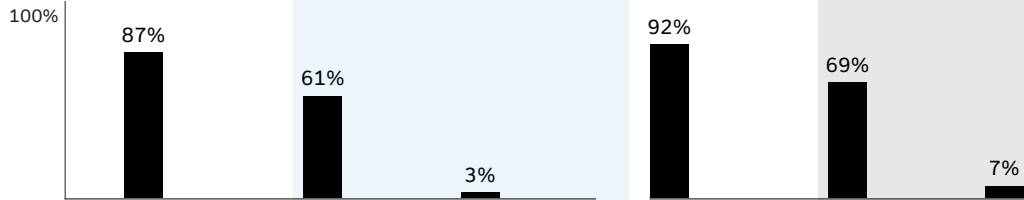
High Need/Resource Urban-Suburban Districts

This is an urban or suburban school district with high student needs in relation to district resource capacity.

District **JAMESTOWN CITY SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 659	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	303	211	11	92%	69%	7%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	347	87%	61%	3%				
Female	166	89%	62%	5%				
Male	181	86%	60%	2%				
American Indian or Alaska Native	5	-	-	-				
Black or African American	41	85%	63%	2%				
Hispanic or Latino	26	92%	54%	4%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	273	87%	62%	3%	This test was not given in 2004-05.			
Small Group Totals	7	86%	29%	0%				
General-Education Students	306	95%	68%	4%				
Students with Disabilities	41	29%	10%	0%				
English Proficient	346	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	230	82%	50%	2%				
Not Disadvantaged	117	97%	83%	6%				
Migrant								
Not Migrant	347	87%	61%	3%				

NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

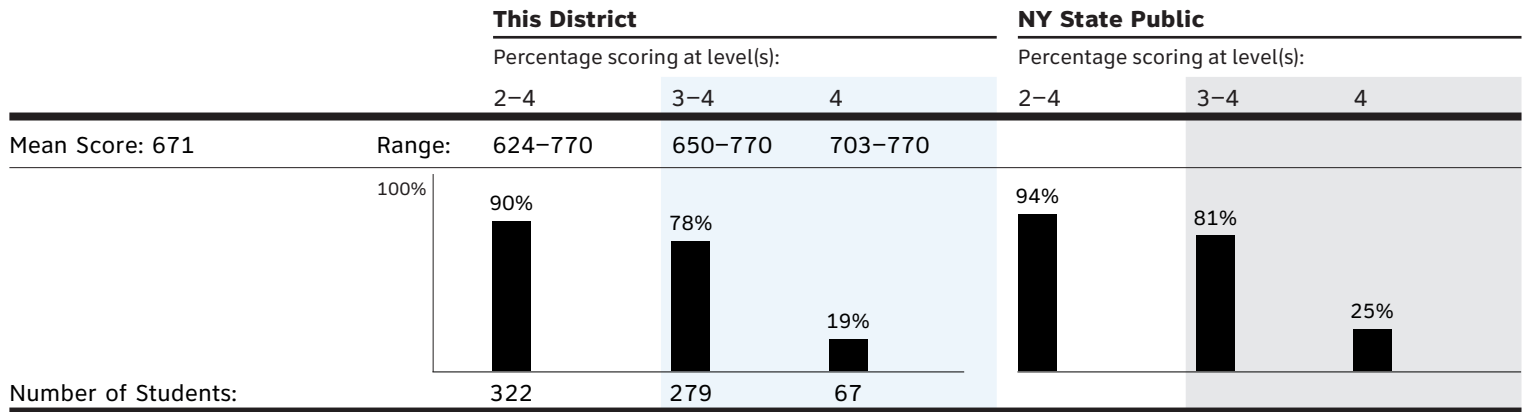
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	10	7	7	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **JAMESTOWN CITY SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	356	90%	78%	19%				
Female	166	89%	78%	17%				
Male	190	92%	79%	20%				
American Indian or Alaska Native	5	-	-	-				
Black or African American	42	83%	76%	17%				
Hispanic or Latino	36	83%	61%	17%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	271	92%	82%	20%	This test was not given in 2004-05.			
Small Group Totals	7	100%	43%	0%				
General-Education Students	313	95%	84%	21%				
Students with Disabilities	43	58%	37%	0%				
English Proficient	346	92%	80%	19%				
Limited English Proficient	10	50%	20%	0%				
Economically Disadvantaged	238	86%	71%	13%				
Not Disadvantaged	118	99%	93%	30%				
Migrant								
Not Migrant	356	90%	78%	19%				

NOTES

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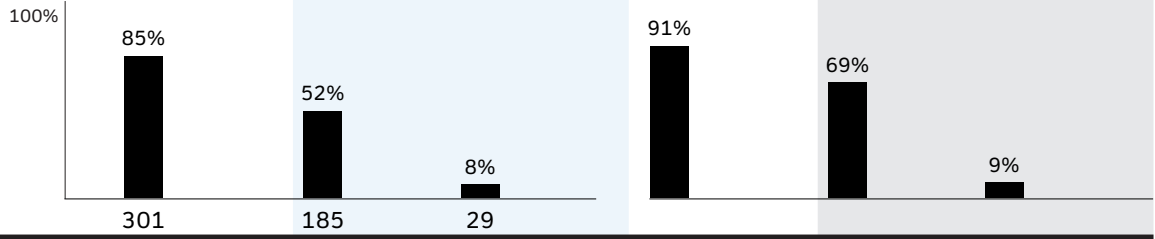
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	-	-	-	This test was not given in 2004-05.			

District **JAMESTOWN CITY SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 656	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	301	185	29	91%	69%	9%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	353	85%	52%	8%				
Female	174	86%	54%	10%				
Male	179	85%	51%	6%				
American Indian or Alaska Native	10	-	-	-				
Black or African American	31	87%	52%	0%				
Hispanic or Latino	35	86%	46%	3%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	275	87%	55%	10%				
Small Group Totals	12	50%	17%	8%				
General-Education Students	301	92%	61%	10%				
Students with Disabilities	52	48%	4%	0%				
English Proficient	352	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	241	81%	43%	3%				
Not Disadvantaged	112	95%	73%	19%				
Migrant	1	-	-	-				
Not Migrant	352	-	-	-				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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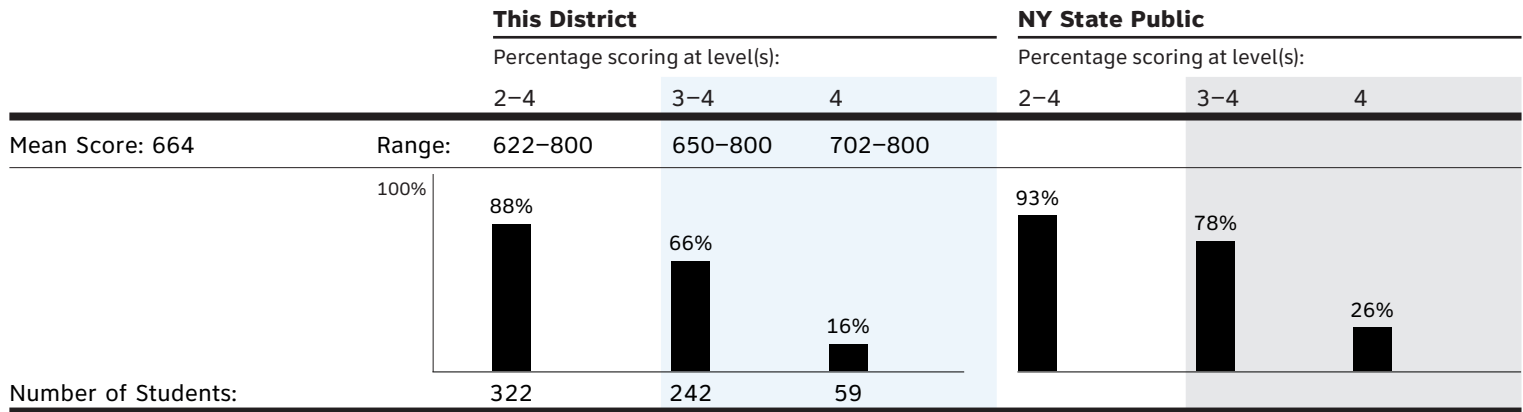
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	12	9	8	N/A	14	11	10	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **JAMESTOWN CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	365	88%	66%	16%				
Female	179	90%	63%	15%				
Male	186	87%	70%	17%				
American Indian or Alaska Native	10	-	-	-				
Black or African American	30	90%	63%	3%				
Hispanic or Latino	47	83%	47%	2%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	276	90%	71%	20%				
Small Group Totals	12	67%	42%	17%				
General-Education Students	310	96%	74%	19%				
Students with Disabilities	55	45%	24%	0%				
English Proficient	352	89%	68%	17%				
Limited English Proficient	13	77%	31%	0%				
Economically Disadvantaged	253	86%	58%	8%				
Not Disadvantaged	112	94%	84%	36%				
Migrant	1	-	-	-				
Not Migrant	364	-	-	-				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

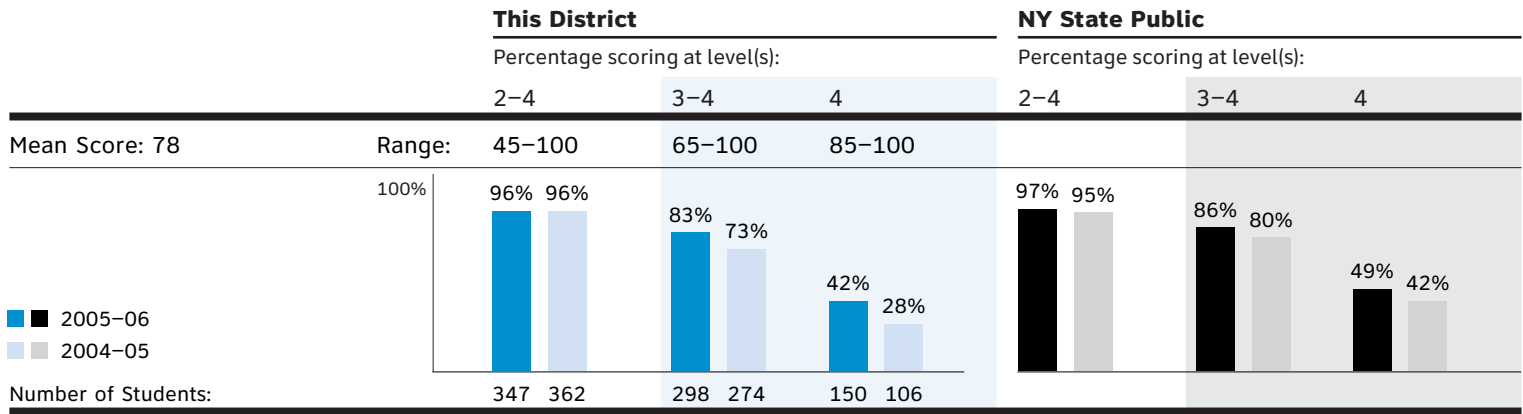
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	1	-	-	-

District **JAMESTOWN CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	361	96%	83%	42%	376	96%	73%	28%
Female	178	96%	84%	40%	199	97%	71%	24%
Male	183	96%	81%	43%	177	95%	75%	33%
American Indian or Alaska Native	10	-	-	-	9	-	-	-
Black or African American	31	97%	77%	19%	26	92%	77%	35%
Hispanic or Latino	45	96%	67%	22%	38	95%	58%	13%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	273	96%	86%	48%	302	97%	75%	30%
Small Group Totals	12	92%	67%	25%	10	100%	50%	20%
General-Education Students	312	98%	87%	48%	332	97%	76%	32%
Students with Disabilities	49	84%	57%	2%	44	93%	52%	2%
English Proficient	349	96%	84%	43%	361	96%	74%	29%
Limited English Proficient	12	100%	50%	0%	15	93%	40%	0%
Economically Disadvantaged	250	94%	78%	32%	248	95%	68%	20%
Not Disadvantaged	111	100%	93%	64%	128	98%	83%	45%
Migrant	1	-	-	-				
Not Migrant	360	-	-	-	376	96%	73%	28%

NOTES

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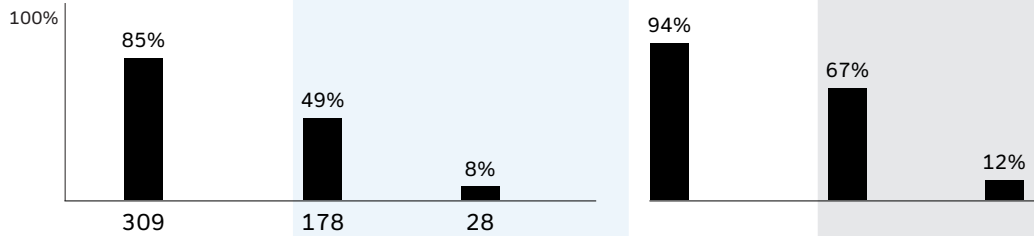
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	1	-	-	-

District **JAMESTOWN CITY SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 645	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	309	178	28	94%	67%	12%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	365	85%	49%	8%				
Female	191	85%	45%	7%				
Male	174	84%	53%	8%				
American Indian or Alaska Native	11	-	-	-				
Black or African American	34	68%	44%	0%				
Hispanic or Latino	30	80%	27%	0%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	288	86%	52%	10%	This test was not given in 2004-05.			
Small Group Totals	13	100%	46%	0%				
General-Education Students	311	93%	56%	9%				
Students with Disabilities	54	35%	6%	0%				
English Proficient	364	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	227	78%	34%	2%				
Not Disadvantaged	138	96%	72%	17%				
Migrant	1	-	-	-				
Not Migrant	364	-	-	-				

NOTES

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Other Assessments

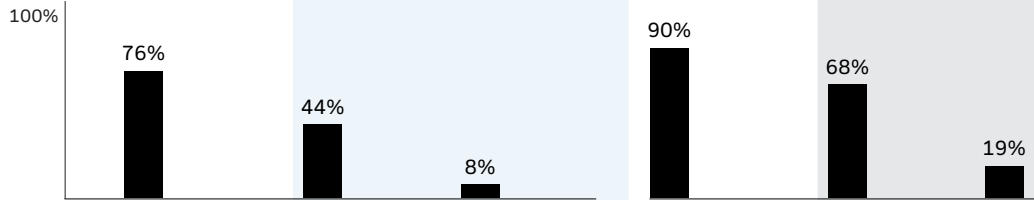
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	6	6	5	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **JAMESTOWN CITY SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 642	619-780	650-780	699-780			
Range:						
	287	166	29	90%	68%	19%



Number of Students:

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	379	76%	44%	8%				
Female	196	73%	40%	8%				
Male	183	78%	48%	8%				
American Indian or Alaska Native	11	-	-	-				
Black or African American	35	63%	26%	0%				
Hispanic or Latino	39	62%	23%	3%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	292	79%	49%	10%	This test was not given in 2004-05.			
Small Group Totals	13	85%	38%	0%				
General-Education Students	322	84%	51%	9%				
Students with Disabilities	57	32%	5%	0%				
English Proficient	370	76%	44%	8%				
Limited English Proficient	9	44%	22%	0%				
Economically Disadvantaged	241	68%	28%	2%				
Not Disadvantaged	138	88%	71%	17%				
Migrant	2	-	-	-				
Not Migrant	377	-	-	-				

NOTES

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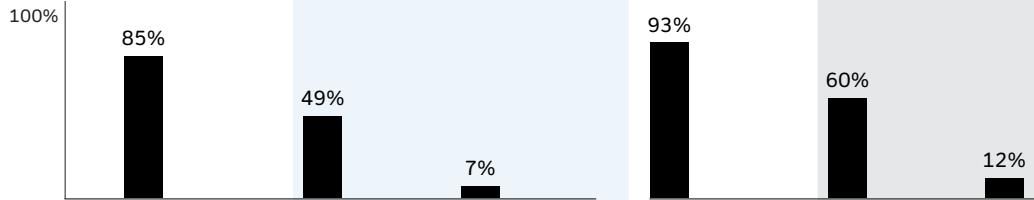
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	-	-	-	This test was not given in 2004-05.			

District **JAMESTOWN CITY SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 644	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	314	179	27	93%	60%	12%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	368	85%	49%	7%				
Female	182	88%	52%	10%				
Male	186	83%	45%	4%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	29	83%	34%	3%				
Hispanic or Latino	45	76%	22%	2%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	287	87%	54%	9%	This test was not given in 2004-05.			
Small Group Totals	7	86%	57%	0%				
General-Education Students	308	94%	57%	9%				
Students with Disabilities	60	40%	3%	0%				
English Proficient	363	86%	49%	7%				
Limited English Proficient	5	40%	0%	0%				
Economically Disadvantaged	222	78%	32%	2%				
Not Disadvantaged	146	96%	74%	16%				
Migrant	5	100%	40%	0%				
Not Migrant	363	85%	49%	7%				

NOTES

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Other Assessments

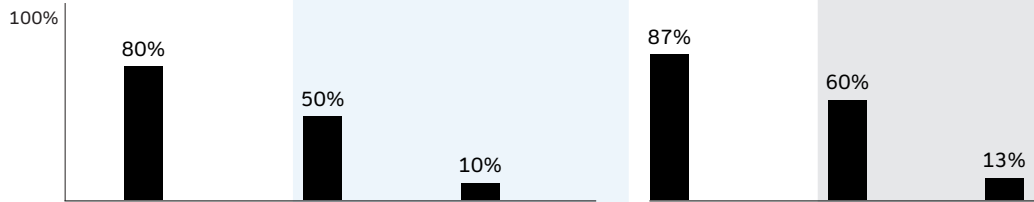
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	3	-	-	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **JAMESTOWN CITY SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 646	616-780	650-780	696-780			
Range:	616-780	650-780	696-780			
Number of Students:	297	185	38	297	185	38



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	369	80%	50%	10%				
Female	182	82%	51%	11%				
Male	187	79%	50%	10%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	28	82%	39%	4%				
Hispanic or Latino	48	63%	25%	4%				
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-				
White	286	83%	55%	12%	This test was not given in 2004-05.			
Small Group Totals	7	86%	57%	0%				
General-Education Students	309	90%	59%	12%				
Students with Disabilities	60	33%	5%	2%				
English Proficient	359	82%	51%	11%				
Limited English Proficient	10	40%	10%	0%				
Economically Disadvantaged	225	72%	36%	4%				
Not Disadvantaged	144	93%	73%	21%				
Migrant	4	-	-	-				
Not Migrant	365	-	-	-				

NOTES

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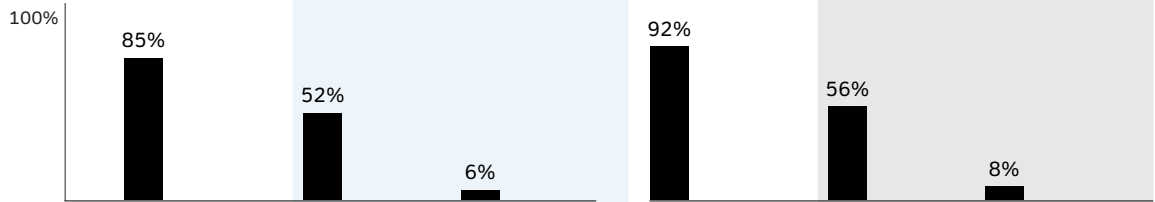
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	4	-	-	-	This test was not given in 2004-05.			

District **JAMESTOWN CITY SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 644	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	324	197	22	92%	56%	8%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	381	85%	52%	6%				
Female	176	88%	49%	4%				
Male	205	82%	54%	7%				
American Indian or Alaska Native	7	-	-	-				
Black or African American	29	76%	38%	0%				
Hispanic or Latino	30	70%	27%	0%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	313	88%	56%	7%	This test was not given in 2004-05.			
Small Group Totals	9	67%	22%	0%				
General-Education Students	326	93%	60%	7%				
Students with Disabilities	55	40%	5%	0%				
English Proficient	378	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	212	77%	35%	2%				
Not Disadvantaged	169	95%	72%	11%				
Migrant	3	-	-	-				
Not Migrant	378	-	-	-				

NOTES

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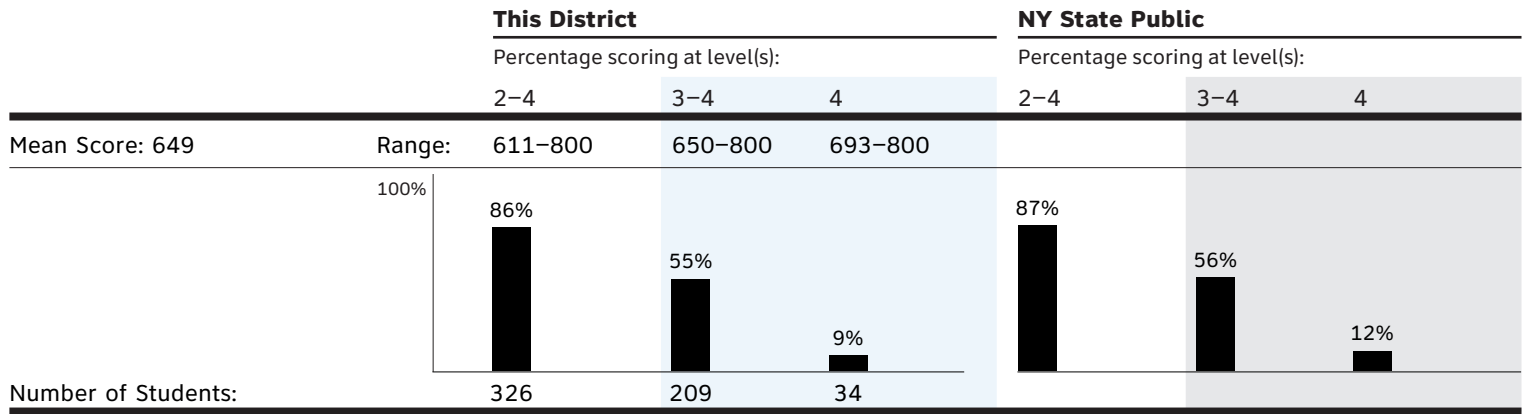
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	4	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	2	-	-	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **JAMESTOWN CITY SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	377	86%	55%	9%				
Female	175	88%	53%	6%				
Male	202	85%	57%	11%				
American Indian or Alaska Native	6	-	-	-				
Black or African American	29	90%	41%	3%				
Hispanic or Latino	30	73%	27%	0%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	310	88%	60%	10%	This test was not given in 2004-05.			
Small Group Totals	8	75%	38%	13%				
General-Education Students	324	94%	63%	10%				
Students with Disabilities	53	38%	11%	0%				
English Proficient	372	88%	56%	9%				
Limited English Proficient	5	0%	0%	0%				
Economically Disadvantaged	209	78%	43%	2%				
Not Disadvantaged	168	96%	71%	18%				
Migrant	2	-	-	-				
Not Migrant	375	-	-	-				

NOTES

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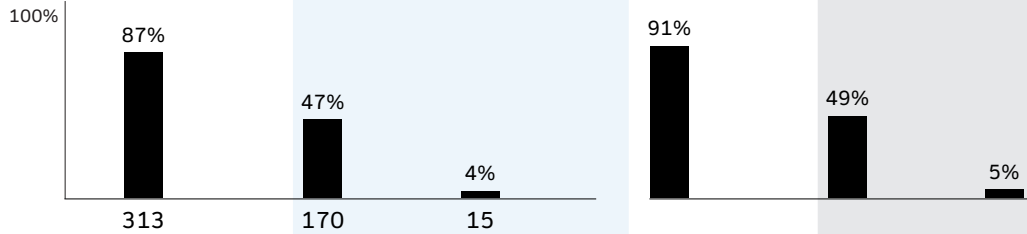
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	4	-	-	-	This test was not given in 2004-05.			

District **JAMESTOWN CITY SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 646	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	313	170	15	91%	49%	5%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	359	87%	47%	4%				
Female	180	92%	57%	4%				
Male	179	83%	37%	4%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	23	87%	48%	0%				
Hispanic or Latino	35	80%	23%	0%				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	296	88%	51%	5%				
Small Group Totals	5	100%	20%	0%				
General-Education Students	315	95%	54%	5%				
Students with Disabilities	44	34%	2%	0%				
English Proficient	355	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	191	79%	28%	0%				
Not Disadvantaged	168	96%	70%	9%				
Migrant	1	-	-	-				
Not Migrant	358	-	-	-				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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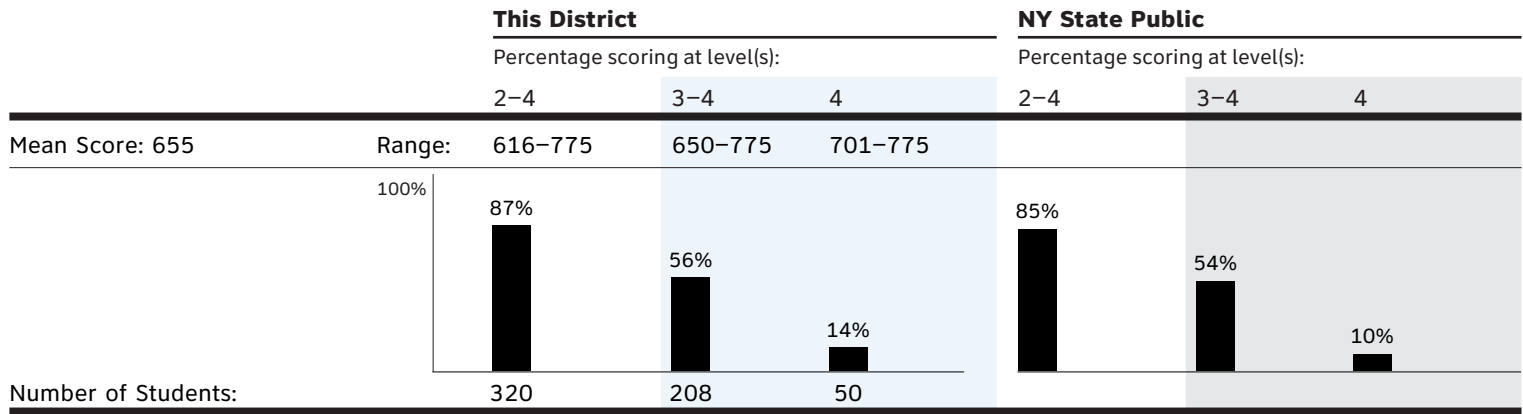
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	5	5	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	2	-	-	N/A	6	2	2	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **JAMESTOWN CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	369	87%	56%	14%				
Female	189	89%	62%	15%				
Male	180	84%	51%	12%				
American Indian or Alaska Native	5	-	-	-				
Black or African American	23	87%	57%	0%				
Hispanic or Latino	38	89%	26%	0%				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	302	86%	61%	17%				
Small Group Totals	6	100%	17%	0%				
General-Education Students	324	94%	63%	15%				
Students with Disabilities	45	36%	9%	0%				
English Proficient	362	87%	57%	14%				
Limited English Proficient	7	86%	0%	0%				
Economically Disadvantaged	200	80%	37%	2%				
Not Disadvantaged	169	95%	80%	28%				
Migrant	2	-	-	-				
Not Migrant	367	-	-	-				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

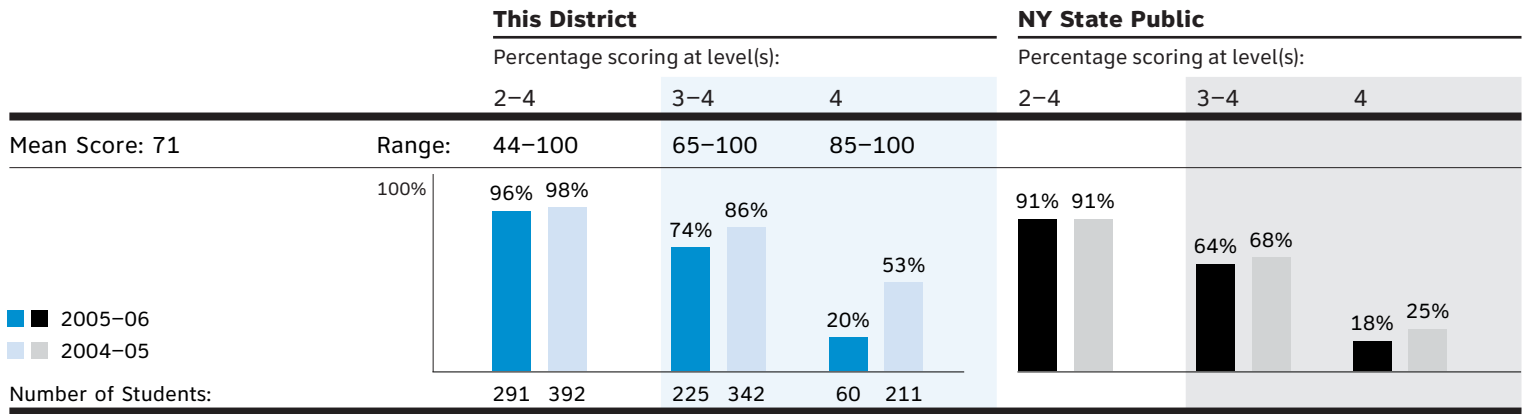
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	1	-	-	-

District **JAMESTOWN CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	304	96%	74%	20%	398	98%	86%	53%
Female	152	99%	74%	17%	195	99%	83%	51%
Male	152	93%	74%	22%	203	98%	89%	55%
American Indian or Alaska Native	6	-	-	-	10	-	-	-
Black or African American	19	100%	63%	5%	22	95%	73%	36%
Hispanic or Latino	36	92%	56%	6%	24	96%	58%	13%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	1	-	-	-
White	242	96%	78%	24%	341	99%	89%	57%
Small Group Totals	7	86%	71%	0%	11	100%	91%	36%
General-Education Students	262	97%	79%	22%	349	99%	91%	60%
Students with Disabilities	42	86%	40%	5%	49	92%	53%	6%
English Proficient	299	96%	75%	20%	392	99%	86%	54%
Limited English Proficient	5	100%	20%	0%	6	83%	50%	0%
Economically Disadvantaged	190	94%	66%	13%	184	97%	73%	34%
Not Disadvantaged	114	99%	87%	32%	214	100%	97%	70%
Migrant	1	-	-	-	3	-	-	-
Not Migrant	303	-	-	-	395	-	-	-

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	4	-	-	-	1	-	-	-
Regents Science	0	-	-	-	0	-	-	-

District **JAMESTOWN CITY SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

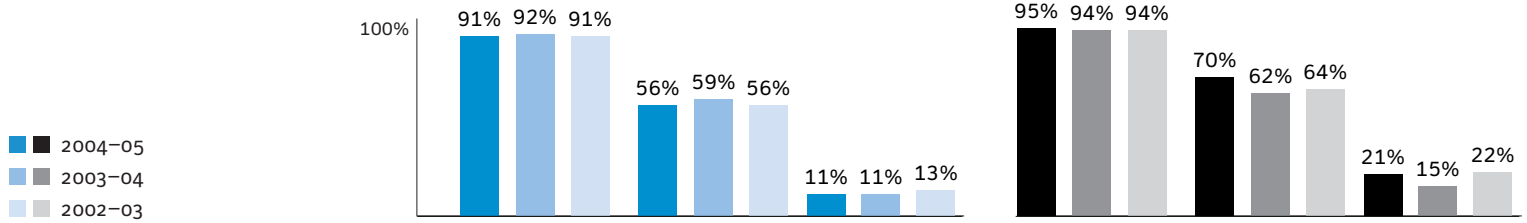
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	32	129	169	40	370	652
Feb 2004	29	124	175	42	370	651
Feb 2003	38	140	175	55	408	649

Grade 8

This School

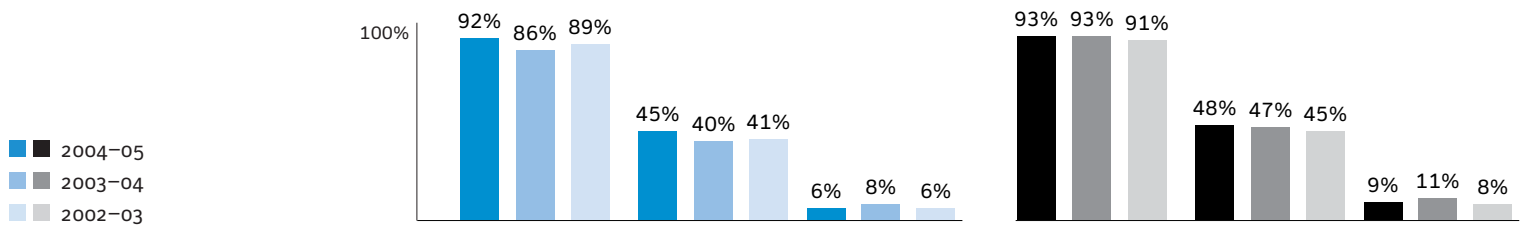
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	32	197	164	23	416	694
Jan 2004	52	177	122	32	383	694
Jan 2003	42	189	138	24	393	692

District **JAMESTOWN CITY SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

Percentage scoring at level(s):

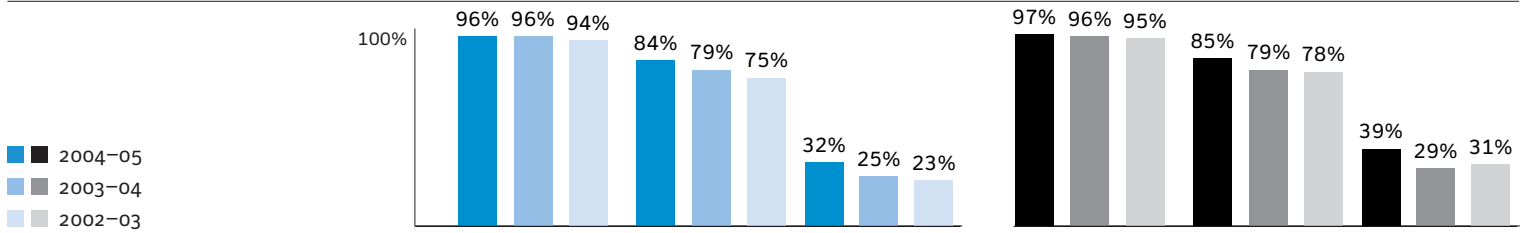
2-4 3-4 4

Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	16	45	197	119	377	664
May 2004	16	66	210	95	387	658
May 2003	24	79	220	94	417	654

Grade 8

This School

Percentage scoring at level(s):

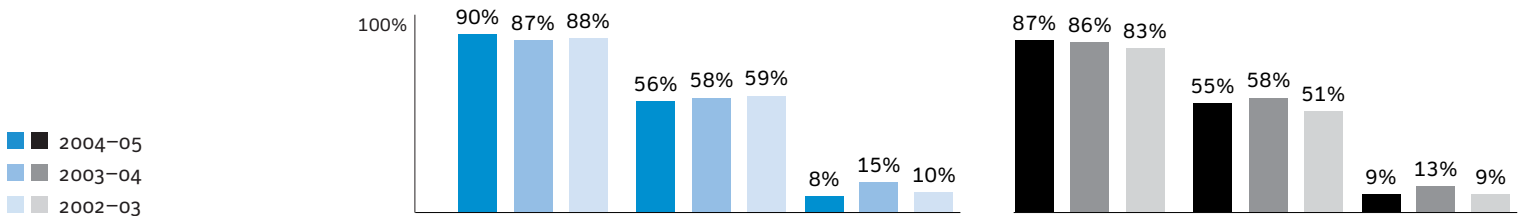
2-4 3-4 4

Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	41	136	193	33	403	718
May 2004	52	113	170	57	392	719
May 2003	48	117	197	41	403	718

District **JAMESTOWN CITY SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

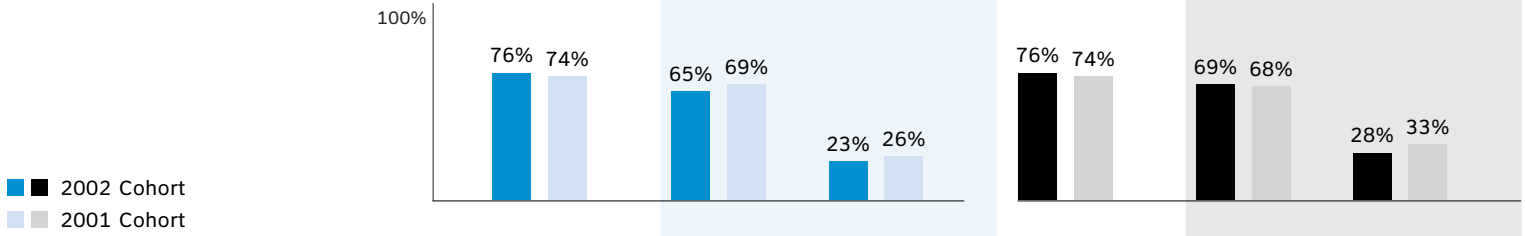
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	367	76%	65%	23%	372	74%	69%	26%
Female	183	79%	70%	31%	179	75%	72%	29%
Male	184	72%	60%	16%	193	74%	66%	24%
American Indian or Alaska Native	4	–	–	–				
Black or African American	13	69%	54%	15%	17	–	–	–
Hispanic or Latino	23	61%	26%	4%	27	59%	44%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	4	–	–	–
White	325	77%	68%	26%	324	77%	72%	29%
Small Group Totals	6	67%	67%	0%	21	57%	52%	14%
General-Education Students	313	86%	76%	27%	346	79%	74%	28%
Students with Disabilities	54	15%	4%	0%	26	12%	4%	0%
English Proficient	361	76%	66%	24%	363	75%	70%	27%
Limited English Proficient	6	67%	17%	0%	9	56%	22%	0%
Economically Disadvantaged	117	66%	46%	7%				
Not Disadvantaged	250	80%	74%	31%				
Migrant	6	50%	33%	0%				
Not Migrant	361	76%	66%	24%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	1	1

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **JAMESTOWN CITY SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

This District

Percentage scoring at level(s):

2-4

3-4

4

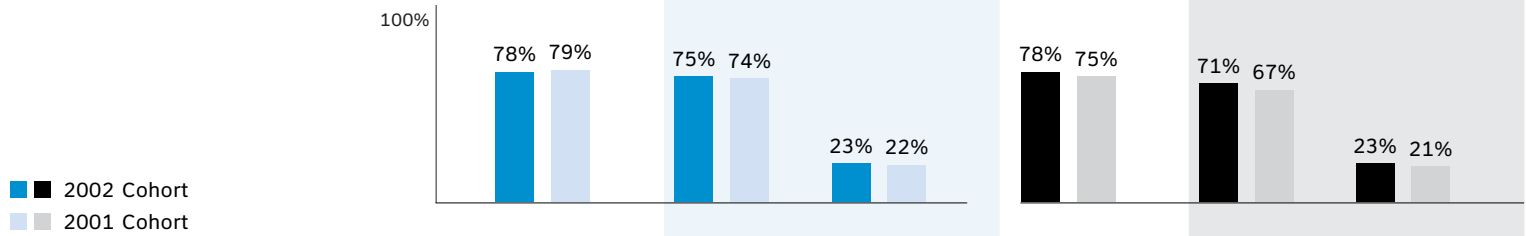
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	367	78%	75%	23%	372	79%	74%	22%
Female	183	81%	79%	23%	179	79%	73%	18%
Male	184	75%	70%	24%	193	80%	75%	24%
American Indian or Alaska Native	4	–	–	–				
Black or African American	13	69%	69%	15%	17	–	–	–
Hispanic or Latino	23	57%	43%	4%	27	59%	41%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	4	–	–	–
White	325	80%	77%	25%	324	82%	77%	24%
Small Group Totals	6	100%	83%	33%	21	67%	62%	10%
General-Education Students	313	88%	85%	27%	346	84%	79%	23%
Students with Disabilities	54	22%	15%	0%	26	15%	4%	0%
English Proficient	361	78%	75%	24%	363	79%	74%	22%
Limited English Proficient	6	83%	33%	0%	9	78%	67%	11%
Economically Disadvantaged	117	70%	64%	9%				
Not Disadvantaged	250	82%	80%	30%				
Migrant	6	50%	50%	0%				
Not Migrant	361	79%	75%	24%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	1	1

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

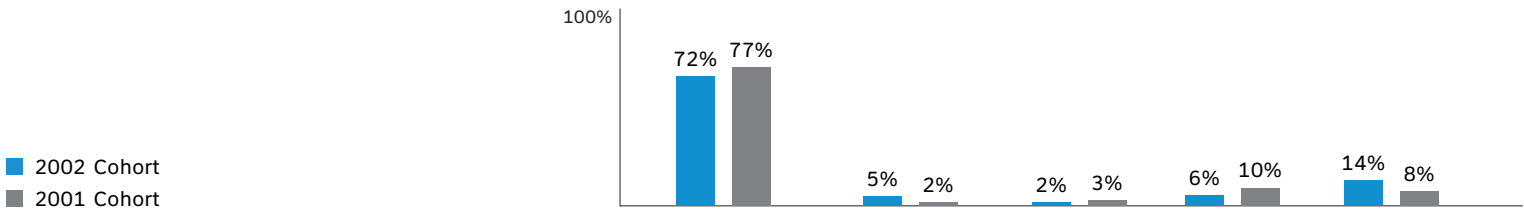
District **JAMESTOWN CITY SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	367	72%	5%	2%	6%	14%
	2001	372	77%	2%	3%	10%	8%
Female	2002	183	76%	4%	3%	7%	10%
	2001	179	78%	2%	3%	8%	8%
Male	2002	184	68%	6%	2%	5%	18%
	2001	193	75%	2%	4%	11%	8%
American Indian or Alaska Native	2002	4	–	–	–	–	–
Black or African American	2002	13	62%	8%	8%	8%	15%
	2001	17	–	–	–	–	–
Hispanic or Latino	2002	23	39%	9%	0%	26%	26%
	2001	27	52%	0%	7%	22%	19%
Asian or Native Hawaiian/Other Pacific Islander	2002	2	–	–	–	–	–
White	2002	325	74%	5%	2%	5%	14%
	2001	324	79%	2%	2%	9%	7%
Small Group Totals	2002	6	100%	0%	0%	0%	0%
	2001	21	71%	0%	14%	5%	10%
General-Education Students	2002	313	81%	0%	3%	5%	11%
	2001	346	82%	0%	3%	8%	7%
Students with Disabilities	2002	54	24%	33%	0%	9%	33%
	2001	26	8%	27%	8%	38%	19%
English Proficient	2002	361	73%	5%	2%	5%	15%
	2001	363	77%	2%	3%	10%	8%
Limited English Proficient	2002	6	33%	17%	0%	50%	0%
	2001	9	56%	0%	11%	22%	11%
Economically Disadvantaged	2002	117	60%	13%	0%	12%	15%
	2001	117	60%	13%	0%	12%	15%
Not Disadvantaged	2002	250	78%	1%	4%	3%	14%
	2001	250	78%	1%	4%	3%	14%
Migrant	2002	6	33%	17%	0%	0%	50%
	2001	6	33%	17%	0%	0%	50%
Not Migrant	2002	361	73%	5%	2%	6%	14%
	2001	361	73%	5%	2%	6%	14%

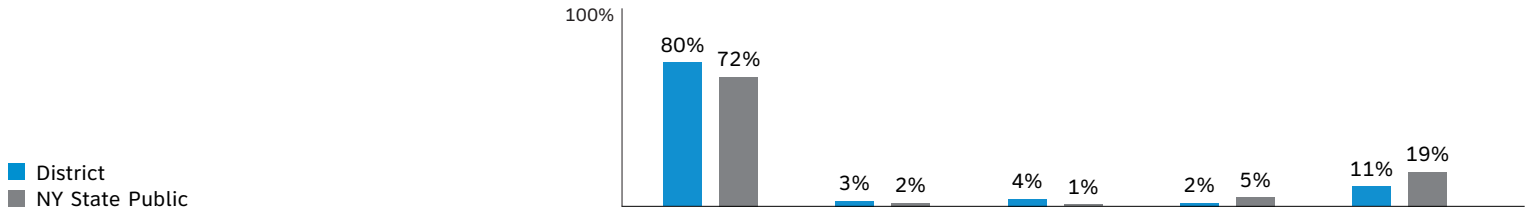
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District **JAMESTOWN CITY SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	377	80%	3%	4%	2%	11%
Female	178	80%	2%	3%	1%	13%
Male	199	80%	4%	5%	3%	10%
American Indian or Alaska Native	1	–	–	–	–	–
Black or African American	15	67%	0%	13%	7%	13%
Hispanic or Latino	28	61%	0%	11%	7%	21%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–
White	329	82%	3%	3%	1%	11%
Small Group Totals	5	80%	0%	20%	0%	0%
General-Education Students	348	85%	0%	4%	1%	10%
Students with Disabilities	29	21%	38%	7%	7%	28%
English Proficient	369	80%	3%	4%	1%	12%
Limited English Proficient	8	63%	0%	13%	25%	0%
Economically Disadvantaged	98	79%	8%	1%	6%	6%
Not Disadvantaged	279	80%	1%	5%	0%	13%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	377	80%	3%	4%	2%	11%

NOTES

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