

New York State District Report Card Comprehensive Information Report

BEDS Code: 06-02-01-06-0000
 Name: Southwestern Central School District At Jamestown
 Superintendent: Daniel A. George

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	36
Kindergarten	103	131	104
First	115	105	131
Second	110	111	108
Third	133	114	106
Fourth	108	132	118
Fifth	124	115	129
Sixth	171	132	115
Ungraded Elementary	0	0	0
Seventh	154	169	137
Eighth	135	153	154
Ninth	132	139	150
Tenth	167	135	134
Eleventh	154	169	126
Twelfth	132	147	159
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1738	1752	1671

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	33	1.9%	39	2.2%	37	2.2%
Black (Not Hispanic)	12	0.7%	19	1.1%	24	1.4%
Hispanic	12	0.7%	12	0.7%	20	1.2%
White (Not Hispanic)	1681	96.7%	1682	96.0%	1590	95.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	17	17	17
Common Branch	20	21	20
English Grade 8	18	21	18
Mathematics Grade 8	18	21	17
Science Grade 8	20	20	21
Social Studies Grade 8	18	19	17
English Grade 10	19	20	21
Mathematics Grade 10	20	17	20
Science Grade 10	20	20	18
Social Studies Grade 10	26	20	19

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	3	0.2%	4	0.2%
Eligible for Free Lunch	174	10.0%	275	15.7%	284	17.0%

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		95.1%		95.2%		94.9%
Student Suspensions	60	3.4%	56	3.2%	68	3.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	5.0%	7.2%	5.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	144
Total Other Professional Staff	22
Total Paraprofessionals	35
Teaching Out of Certification*	2

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	119	128	139
	Regents Diplomas	86	99	133
	% Regents Diplomas	72%	77%	96%
	Regents Diplomas with Advanced Designation**			61
	% Regents Diplomas with Advanced Designation			44%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	7	4	9
	Regents Diplomas	2	0	2
	% Regents Diplomas	29%	0%	22%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	3	5	3
All Students	Total Graduates*	126	132	148
	Regents Diplomas	88	99	135
	% Regents Diplomas	70%	75%	91%
	Regents Diplomas with Advanced Designation**			61
	% Regents Diplomas with Advanced Designation			41%
	IEP Diplomas or Local Certificates	3	5	3

* 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
General-Education Students	Number	56	51	5	4	9	0	3	11
	Percent	40%	37%	4%	3%	6%	0%	2%	8%
Students with Disabilities	Number	0	4	1	0	3	0	0	1
	Percent	0%	44%	11%	0%	33%	0%	0%	11%
All Students	Number	56	55	6	4	12	0	3	12
	Percent	38%	37%	4%	3%	8%	0%	2%	8%

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.
General-Education Students	Dropped Out	30		8	1.5%	6	1.1%
	Entered GED Program*	1		1	0.2%	1	0.2%
	Total Noncompleters	31		9	1.7%	7	1.3%
Students with Disabilities	Dropped Out	2		1	2.3%	3	4.6%
	Entered GED Program*	3		0	0.0%	2	3.1%
	Total Noncompleters	5		1	2.3%	5	7.7%
All Students	Dropped Out	32	5.5%	9	1.6%	9	1.5%
	Entered GED Program*	4	0.7%	1	0.2%	3	0.5%
	Total Noncompleters	36	6.2%	10	1.7%	12	2.0%

*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
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	167
	Number of Students with Disabilities	0	0	10
	Number of All Students	0	0	177
	Percent of Enrollment	0%	0%	44%
9-12	Number of General-Education Students	122	300	68
	Number of Students with Disabilities	11	24	7
	Number of All Students	133	324	75
	Percent of Enrollment	23%	55%	13%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2004-2005 school year; completer data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(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%	24	100%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	0	0%	83	86%	7	71%

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%	3	#	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	2	#	2	#	0	0%
Science	1	#	0	0%	0	0%
Reading	2	#	0	0%	0	0%
Writing	1	#	1	#	0	0%
Global Studies	2	#	1	#	1	#
U.S. Hist & Gov't	2	#	2	#	0	0%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	86%	10	90%	11	91%
Science	13	92%	14	79%	8	75%
Reading	5	100%	3	#	5	100%
Writing	6	100%	5	80%	5	100%
Global Studies	3	#	2	#	1	#
U.S. Hist & Gov't	1	#	2	#	3	#

(Form - E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	140	161	119	6	7	9
Number Scoring 55-100	132	152	113	3	3	8
Number Scoring 65-100	123	150	109	0	3	7
Number Scoring 85-100	65	83	44	0	0	0
Percentage of Tested Scoring 55-100	94%	94%	95%	50%	43%	89%
Percentage of Tested Scoring 65-100	88%	93%	92%	0%	43%	78%
Percentage of Tested Scoring 85-100	46%	52%	37%	0%	0%	0%
Mathematics A						
Number Tested	143	129	128	9	7	4
Number Scoring 55-100	125	128	123	7	7	#
Number Scoring 65-100	109	126	120	5	7	#
Number Scoring 85-100	32	32	62	0	0	#
Percentage of Tested Scoring 55-100	87%	99%	96%	78%	100%	#
Percentage of Tested Scoring 65-100	76%	98%	94%	56%	100%	#
Percentage of Tested Scoring 85-100	22%	25%	48%	0%	0%	#
Mathematics B						
Number Tested	21	75	86	0	1	1
Number Scoring 55-100	21	63	63	0	#	#
Number Scoring 65-100	20	52	54	0	#	#
Number Scoring 85-100	5	14	18	0	#	#
Percentage of Tested Scoring 55-100	100%	84%	73%	0%	#	#
Percentage of Tested Scoring 65-100	95%	69%	63%	0%	#	#
Percentage of Tested Scoring 85-100	24%	19%	21%	0%	#	#
Global History and Geography						
Number Tested	157	146	141	9	10	7
Number Scoring 55-100	150	138	130	9	9	6
Number Scoring 65-100	133	124	127	9	7	6
Number Scoring 85-100	44	48	49	1	0	0
Percentage of Tested Scoring 55-100	96%	95%	92%	100%	90%	86%
Percentage of Tested Scoring 65-100	85%	85%	90%	100%	70%	86%
Percentage of Tested Scoring 85-100	28%	33%	35%	11%	0%	0%
U.S. History and Government						
Number Tested	142	156	119	6	7	8
Number Scoring 55-100	138	152	114	5	6	7
Number Scoring 65-100	133	149	112	5	6	7
Number Scoring 85-100	84	85	71	1	1	1
Percentage of Tested Scoring 55-100	97%	97%	96%	83%	86%	88%
Percentage of Tested Scoring 65-100	94%	96%	94%	83%	86%	88%
Percentage of Tested Scoring 85-100	59%	54%	60%	17%	14%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	116	110	155	3	8	13
Number Scoring 55-100	115	108	152	#	7	12
Number Scoring 65-100	115	107	149	#	7	12
Number Scoring 85-100	36	36	76	#	0	1
Percentage of Tested Scoring 55-100	99%	98%	98%	#	88%	92%
Percentage of Tested Scoring 65-100	99%	97%	96%	#	88%	92%
Percentage of Tested Scoring 85-100	31%	33%	49%	#	0%	8%
Physical Setting/Earth Science						
Number Tested	99	105	120	12	0	6
Number Scoring 55-100	95	101	112	10	0	6
Number Scoring 65-100	91	94	97	9	0	3
Number Scoring 85-100	28	26	25	0	0	0
Percentage of Tested Scoring 55-100	96%	96%	93%	83%	0%	100%
Percentage of Tested Scoring 65-100	92%	90%	81%	75%	0%	50%
Percentage of Tested Scoring 85-100	28%	25%	21%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	107	92	89	0	1	1
Number Scoring 55-100	102	89	85	0	#	#
Number Scoring 65-100	90	61	68	0	#	#
Number Scoring 85-100	23	9	11	0	#	#
Percentage of Tested Scoring 55-100	95%	97%	96%	0%	#	#
Percentage of Tested Scoring 65-100	84%	66%	76%	0%	#	#
Percentage of Tested Scoring 85-100	21%	10%	12%	0%	#	#
Physical Setting/Physics						
Number Tested		76	54		0	0
Number Scoring 55-100		74	53		0	0
Number Scoring 65-100		71	51		0	0
Number Scoring 85-100		22	28		0	0
Percentage of Tested Scoring 55-100		97%	98%		0%	0%
Percentage of Tested Scoring 65-100		93%	94%		0%	0%
Percentage of Tested Scoring 85-100		29%	52%		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
Comprehensive French						
Number Tested	33	18	12	0	0	0
Number Scoring 55-100	33	18	12	0	0	0
Number Scoring 65-100	33	18	12	0	0	0
Number Scoring 85-100	15	10	12	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	45%	56%	100%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	42	79	55	0	0	0
Number Scoring 55-100	42	79	54	0	0	0
Number Scoring 65-100	42	77	54	0	0	0
Number Scoring 85-100	24	39	37	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	97%	98%	0%	0%	0%
Percentage of Tested Scoring 85-100	57%	49%	67%	0%	0%	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	121	4%	4%	55%	37%
	Students with Disabilities	10	50%	20%	30%	0%
	All Students	131	8%	5%	53%	34%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	146	0%	18%	61%	21%
	Students with Disabilities	11	18%	36%	45%	0%
	All Students	157	1%	20%	60%	19%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

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	140	140	140	11	11	11	151	151	151
Number Scoring 55–64	1	2	0	0	0	0	1	2	0
Number Scoring 65–84	88	54	68	6	5	7	94	59	75
Number Scoring 85–100	46	80	69	0	1	0	46	81	69
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Listening and Speaking (Grade K-1)						
Number Tested		0	3		0	1
Beginning		0	#		0	#
Intermediate		0	#		0	#
Advanced		0	#		0	#
Proficient		0	#		0	#
Reading and Writing (Grade K-1)						
Number Tested		0	3		0	1
Beginning		0	#		0	#
Intermediate		0	#		0	#
Advanced		0	#		0	#
Proficient		0	#		0	#
Listening and Speaking (Grade 2-4)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 2-4)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 5-6)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0
Reading and Writing (Grade 5-6)						
Number Tested		0	1		0	0
Beginning		0	#		0	0
Intermediate		0	#		0	0
Advanced		0	#		0	0
Proficient		0	#		0	0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)