

# New York State School Report Card Comprehensive Information Report

BEDS Code: 06-17-00-01-0013

Grade Range : 9-12

Name: Jamestown High School

Principal: Joseph Yelich

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	439	459	419
Tenth	425	390	382
Eleventh	352	392	337
Twelfth	337	330	361
Ungraded Secondary	0	0	29
Total K-12 Enrollment	1553	1571	1528

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	22	1.4%	27	1.7%	23	1.5%
Black (Not Hispanic)	80	5.2%	78	5.0%	75	4.9%
Hispanic	129	8.3%	119	7.6%	113	7.4%
White (Not Hispanic)	1322	85.1%	1347	85.7%	1317	86.2%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	16	17	16
Mathematics Grade 10	17	18	19
Science Grade 10	19	19	14
Social Studies Grade 10	13	17	18

(Form – A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

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

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

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	104	6.7%	24	1.5%	23	1.5%
Eligible for Free Lunch	321	20.7%	413	26.3%	455	29.8%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.0%		93.0%		94.0%
Student Suspensions	160	10.1%	188	12.1%	194	12.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.0%	6.8%	7.5%
Public Assistance	11-20%	11-20%	11-20%
Student Stability	97%	96%	96%

### Staff Counts

Staff	2002–2003
Total Teachers	137
Total Other Professional Staff	16
Total Paraprofessionals	NA
Teaching Out of Certification*	21
Teachers with Temporary Licenses	2

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	261	163	62%	246	242	98%	271	203	75%
Students with Disabilities	10	1	10%	17	2	12%	15	2	13%
All Students	271	164	61%	263	244	93%	286	205	72%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	84	154	7	9	16	16
Percent	29%	54%	2%	3%	6%	6%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
15	2	16	31

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			78		33	
	Entered GED Program*			8		5	
	Total Noncompleters			86		38	
Students with Disabilities	Dropped Out			40		20	
	Entered GED Program*			2		6	
	Total Noncompleters			42		26	
All Students	Dropped Out	95	6.1%	118	7.5%	53	3.5%
	Entered GED Program*	35	2.3%	10	0.6%	11	0.7%
	Total Noncompleters	130	8.4%	128	8.1%	64	4.2%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	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%	1	#	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	12	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	11	100%	1	#
Science	16	94%	3	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	2	#	1	#
Global Studies	16	50%	4	#	1	#
U.S. Hist & Gov't	25	76%	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	27	74%	40	82%	17	71%
Science	17	47%	23	83%	10	40%
Reading	6	67%	0	0%	4	#
Writing	8	62%	15	73%	7	86%
Global Studies	25	24%	15	67%	15	13%
U.S. Hist & Gov't	7	43%	6	67%	16	69%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	333	324	145	24	20	11
Number Scoring 55–100	290	293	123	11	12	5
Number Scoring 65–100	236	258	105	3	10	2
Number Scoring 85–100	29	118	31	0	0	0
Percentage of Tested Scoring 55–100	87%	90%	85%	46%	60%	45%
Percentage of Tested Scoring 65–100	71%	80%	72%	12%	50%	18%
Percentage of Tested Scoring 85–100	9%	36%	21%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	434	398	376	33	23	14
Number Scoring 55–100	321	265	316	8	7	7
Number Scoring 65–100	257	207	255	5	3	4
Number Scoring 85–100	90	69	64	1	1	0
Percentage of Tested Scoring 55–100	74%	67%	84%	24%	30%	50%
Percentage of Tested Scoring 65–100	59%	52%	68%	15%	13%	29%
Percentage of Tested Scoring 85–100	21%	17%	17%	3%	4%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	33	0	0	0
Number Scoring 55–100	0	0	28	0	0	0
Number Scoring 65–100	0	0	23	0	0	0
Number Scoring 85–100	0	0	3	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	85%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	70%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	9%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	464	349	77	59	30	17
Number Scoring 55–100	425	326	55	44	20	7
Number Scoring 65–100	356	270	45	37	8	4
Number Scoring 85–100	119	41	9	22	0	0
Percentage of Tested Scoring 55–100	92%	93%	71%	75%	67%	41%
Percentage of Tested Scoring 65–100	77%	77%	58%	63%	27%	24%
Percentage of Tested Scoring 85–100	26%	12%	12%	37%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	175	329	155	13	22	14
Number Scoring 55–100	164	310	141	8	17	7
Number Scoring 65–100	152	273	126	7	12	5
Number Scoring 85–100	92	130	34	1	2	2
Percentage of Tested Scoring 55–100	94%	94%	91%	62%	77%	50%
Percentage of Tested Scoring 65–100	87%	83%	81%	54%	55%	36%
Percentage of Tested Scoring 85–100	53%	40%	22%	8%	9%	14%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	360	365	54	27	18	13
Number Scoring 55–100	338	352	44	16	14	9
Number Scoring 65–100	297	332	35	9	10	4
Number Scoring 85–100	66	68	7	0	2	0
Percentage of Tested Scoring 55–100	94%	96%	81%	59%	78%	69%
Percentage of Tested Scoring 65–100	82%	91%	65%	33%	56%	31%
Percentage of Tested Scoring 85–100	18%	19%	13%	0%	11%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	363	363	51	23	20	2
Number Scoring 55–100	311	336	43	15	12	#
Number Scoring 65–100	264	290	34	9	8	#
Number Scoring 85–100	72	92	6	3	0	#
Percentage of Tested Scoring 55–100	86%	93%	84%	65%	60%	#
Percentage of Tested Scoring 65–100	73%	80%	67%	39%	40%	#
Percentage of Tested Scoring 85–100	20%	25%	12%	13%	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		150	74		1	1
Number Scoring 55–100		145	65		#	#
Number Scoring 65–100		122	47		#	#
Number Scoring 85–100		16	8		#	#
Percentage of Tested Scoring 55–100		97%	88%		#	#
Percentage of Tested Scoring 65–100		81%	64%		#	#
Percentage of Tested Scoring 85–100		11%	11%		#	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	53	44	5	0	0	0
Number Scoring 55–100	52	43	5	0	0	0
Number Scoring 65–100	50	41	5	0	0	0
Number Scoring 85–100	28	12	3	0	0	0
Percentage of Tested Scoring 55–100	98%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	53%	27%	60%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	7	0	0	1	0
Number Scoring 55–100	0	5	0	0	#	0
Number Scoring 65–100	0	5	0	0	#	0
Number Scoring 85–100	0	3	0	0	#	0
Percentage of Tested Scoring 55–100	0%	71%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	0%	71%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	0%	43%	0%	0%	#	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	198	173	28	2	2	1
Number Scoring 55–100	197	168	28	#	#	#
Number Scoring 65–100	190	163	25	#	#	#
Number Scoring 85–100	103	96	7	#	#	#
Percentage of Tested Scoring 55–100	99%	97%	100%	#	#	#
Percentage of Tested Scoring 65–100	96%	94%	89%	#	#	#
Percentage of Tested Scoring 85–100	52%	55%	25%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	39	0	0	0	0	0
Number Scoring 55–100	30	0	0	0	0	0
Number Scoring 65–100	23	0	0	0	0	0
Number Scoring 85–100	6	0	0	0	0	0
Percentage of Tested Scoring 55–100	77%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	59%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	15%	0%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	162	133	1	0	0	0
Number Scoring 55–100	158	132	#	0	0	0
Number Scoring 65–100	151	124	#	0	0	0
Number Scoring 85–100	63	80	#	0	0	0
Percentage of Tested Scoring 55–100	98%	99%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	93%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	39%	60%	#	0%	0%	0%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	126	95%	158	100%	67	97%
Students with Disabilities	25	84%	24	100%	13	69%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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

## 1999 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	293	293	293	29	29	29	322	322	322
Number Scoring 55–64	20	23	14	5	2	4	25	25	18
Number Scoring 65–84	170	123	184	10	7	9	180	130	193
Number Scoring 85–100	89	126	83	1	2	1	90	128	84
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)