

# New York State School Report Card Comprehensive Information Report

BEDS Code: 42-04-11-06-0006  
 Name: Jamesville-Dewitt High School  
 Principal: Paul Gasparini

Grade Range : 9-12

## 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	247	222	218
Tenth	213	223	215
Eleventh	194	204	223
Twelfth	191	198	199
Ungraded Secondary	0	0	0
Total K-12 Enrollment	845	847	855

## 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	37	4.4%	42	5.0%	34	4.0%
Black (Not Hispanic)	54	6.4%	53	6.3%	60	7.0%
Hispanic	5	0.6%	5	0.6%	4	0.5%
White (Not Hispanic)	749	88.6%	747	88.2%	757	88.5%

## 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	18	19	23
Mathematics Grade 10	20	17	19
Science Grade 10	20	20	23
Social Studies Grade 10	20	20	22

(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
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower 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	13	1.5%	7	0.8%	10	1.2%
Eligible for Free Lunch	38	4.5%	57	6.7%	37	4.3%

### 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		93.7%		94.6%		93.2%
Student Suspensions	61	7.2%	84	9.9%	100	11.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.8%	2.0%	1.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	98%	95%	99%

### Staff Counts

Staff	2002–2003
Total Teachers	76
Total Other Professional Staff	10
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	0

\*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	168	133	79%	169	130	77%	189	161	85%
Students with Disabilities	14	6	43%	10	2	20%	14	3	21%
All Students	182	139	76%	179	132	74%	203	164	81%

\*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	145	46	0	2	3	7
Percent	71%	23%	0%	1%	1%	3%

## 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)
14	3	4	18

\*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			5		7	
	Entered GED Program*			3		2	
	Total Noncompleters			8		9	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		1	
	Total Noncompleters			1		1	
All Students	Dropped Out	6	0.7%	6	0.7%	7	0.8%
	Entered GED Program*	4	0.5%	3	0.4%	3	0.4%
	Total Noncompleters	10	1.2%	9	1.1%	10	1.2%

\*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%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	13	92%

### Students with Disabilities

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

(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	4	#	1	#	1	#
Science	1	#	1	#	0	0%
Reading	1	#	2	#	0	0%
Writing	0	0%	3	#	0	0%
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	4	#	4	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	23	83%	8	62%	16	94%
Science	4	#	2	#	7	86%
Reading	14	100%	13	92%	7	100%
Writing	8	88%	13	92%	8	88%
Global Studies	5	20%	6	50%	1	#
U.S. Hist & Gov't	2	#	1	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	208	203	212	17	10	24
Number Scoring 55–100	200	199	203	13	9	16
Number Scoring 65–100	186	185	198	8	5	14
Number Scoring 85–100	79	110	96	3	0	2
Percentage of Tested Scoring 55–100	96%	98%	96%	76%	90%	67%
Percentage of Tested Scoring 65–100	89%	91%	93%	47%	50%	58%
Percentage of Tested Scoring 85–100	38%	54%	45%	18%	0%	8%
<b>Mathematics A</b>						
Number Tested	0	190	226	0	15	23
Number Scoring 55–100	0	181	218	0	12	19
Number Scoring 65–100	0	173	205	0	10	16
Number Scoring 85–100	0	100	92	0	2	4
Percentage of Tested Scoring 55–100	0%	95%	96%	0%	80%	83%
Percentage of Tested Scoring 65–100	0%	91%	91%	0%	67%	70%
Percentage of Tested Scoring 85–100	0%	53%	41%	0%	13%	17%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	146	0	0	10
Number Scoring 55–100	0	0	121	0	0	7
Number Scoring 65–100	0	0	108	0	0	5
Number Scoring 85–100	0	0	41	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	83%	0%	0%	70%
Percentage of Tested Scoring 65–100	0%	0%	74%	0%	0%	50%
Percentage of Tested Scoring 85–100	0%	0%	28%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	220	220	216	16	26	18
Number Scoring 55–100	212	211	212	13	22	17
Number Scoring 65–100	194	199	204	8	18	16
Number Scoring 85–100	116	107	118	2	5	6
Percentage of Tested Scoring 55–100	96%	96%	98%	81%	85%	94%
Percentage of Tested Scoring 65–100	88%	90%	94%	50%	69%	89%
Percentage of Tested Scoring 85–100	53%	49%	55%	12%	19%	33%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	186	208	205	17	14	21
Number Scoring 55–100	179	202	204	14	13	21
Number Scoring 65–100	161	186	197	7	7	20
Number Scoring 85–100	109	108	137	3	2	9
Percentage of Tested Scoring 55–100	96%	97%	100%	82%	93%	100%
Percentage of Tested Scoring 65–100	87%	89%	96%	41%	50%	95%
Percentage of Tested Scoring 85–100	59%	52%	67%	18%	14%	43%

(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	190	204	195	12	20	13
Number Scoring 55–100	188	203	192	12	20	11
Number Scoring 65–100	180	203	189	9	20	10
Number Scoring 85–100	83	115	109	0	4	3
Percentage of Tested Scoring 55–100	99%	100%	98%	100%	100%	85%
Percentage of Tested Scoring 65–100	95%	100%	97%	75%	100%	77%
Percentage of Tested Scoring 85–100	44%	56%	56%	0%	20%	23%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	221	197	209	18	16	27
Number Scoring 55–100	217	194	201	16	14	22
Number Scoring 65–100	211	194	192	14	14	19
Number Scoring 85–100	144	141	124	7	7	5
Percentage of Tested Scoring 55–100	98%	98%	96%	89%	88%	81%
Percentage of Tested Scoring 65–100	95%	98%	92%	78%	88%	70%
Percentage of Tested Scoring 85–100	65%	72%	59%	39%	44%	19%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		167	169		1	10
Number Scoring 55–100		161	166		#	10
Number Scoring 65–100		144	144		#	7
Number Scoring 85–100		54	52		#	1
Percentage of Tested Scoring 55–100		96%	98%		#	100%
Percentage of Tested Scoring 65–100		86%	85%		#	70%
Percentage of Tested Scoring 85–100		32%	31%		#	10%
<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	41	59	65	1	0	3
Number Scoring 55–100	41	59	65	#	0	#
Number Scoring 65–100	41	58	65	#	0	#
Number Scoring 85–100	37	33	51	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	98%	100%	#	0%	#
Percentage of Tested Scoring 85–100	90%	56%	78%	#	0%	#
<b>Comprehensive Italian</b>						
Number Tested	0	0	1	0	0	0
Number Scoring 55–100	0	0	#	0	0	0
Number Scoring 65–100	0	0	#	0	0	0
Number Scoring 85–100	0	0	#	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	11	0	0	0	0	0
Number Scoring 55–100	11	0	0	0	0	0
Number Scoring 65–100	11	0	0	0	0	0
Number Scoring 85–100	10	0	0	0	0	0
Percentage of Tested Scoring 55–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	91%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	105	85	104	3	2	1
Number Scoring 55–100	104	84	104	#	#	#
Number Scoring 65–100	104	84	100	#	#	#
Number Scoring 85–100	82	57	81	#	#	#
Percentage of Tested Scoring 55–100	99%	99%	100%	#	#	#
Percentage of Tested Scoring 65–100	99%	99%	96%	#	#	#
Percentage of Tested Scoring 85–100	78%	67%	78%	#	#	#
<b>Comprehensive Latin</b>						
Number Tested	8	4	6	0	0	0
Number Scoring 55–100	7	#	6	0	0	0
Number Scoring 65–100	7	#	6	0	0	0
Number Scoring 85–100	2	#	1	0	0	0
Percentage of Tested Scoring 55–100	88%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	#	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	25%	#	17%	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	213	50	22	5	3	2
Number Scoring 55–100	183	37	12	3	#	#
Number Scoring 65–100	171	29	7	2	#	#
Number Scoring 85–100	99	4	1	0	#	#
Percentage of Tested Scoring 55–100	86%	74%	55%	60%	#	#
Percentage of Tested Scoring 65–100	80%	58%	32%	40%	#	#
Percentage of Tested Scoring 85–100	46%	8%	5%	0%	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	148	181	46	2	0	3
Number Scoring 55–100	124	159	22	#	0	#
Number Scoring 65–100	112	149	19	#	0	#
Number Scoring 85–100	60	95	1	#	0	#
Percentage of Tested Scoring 55–100	84%	88%	48%	#	0%	#
Percentage of Tested Scoring 65–100	76%	82%	41%	#	0%	#
Percentage of Tested Scoring 85–100	41%	52%	2%	#	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	7	100%	9	100%	3	#
Students with Disabilities	1	#	4	#	2	#

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	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	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	183	183	183	13	13	13	196	196	196
Number Scoring 55–64	5	4	3	5	5	2	10	9	5
Number Scoring 65–84	62	71	71	4	3	5	66	74	76
Number Scoring 85–100	114	105	108	2	2	2	116	107	110
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)