

New York State School Report Card Comprehensive Information Report

BEDS Code : 12-17-01-04-0001
 Name : Stamford Central School
 Principal: Gregory Sanik

Grade Range : K-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	28	37	35
First	33	28	37
Second	39	39	29
Third	35	33	40
Fourth	33	38	37
Fifth	34	34	35
Sixth	40	34	34
Ungraded Elementary	0	0	0
Seventh	35	50	40
Eighth	37	30	48
Ninth	45	36	32
Tenth	43	39	38
Eleventh	42	44	36
Twelfth	45	39	47
Ungraded Secondary	0	0	0
Total K-12 Enrollment	489	481	488

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	1	0.2%	5	1.0%	1	0.2%
Black (Not Hispanic)	0	0.0%	6	1.2%	4	0.8%
Hispanic	2	0.4%	4	0.8%	4	0.8%
White (Not Hispanic)	486	99.4%	466	96.9%	479	98.2%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	0	0.0%	0	0.0%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	13	19	18
Common Branch	18	17	18
English Grade 8	33	17	0
Mathematics Grade 8	8	5	40
Science Grade 8	15	19	20
Social Studies Grade 8	18	17	17
English Grade 10	23	19	17
Mathematics Grade 10	0	17	13
Science Grade 10	22	24	16
Social Studies Grade 10	0	19	17

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
64	All schools in this group are elementary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower range of student needs for elementary 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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.5%		95.2%		96.5%
Student Suspensions	2	0.4%	3	0.6%	1	0.2%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	31.9%	24.7%	25.2%
Reduced Lunch	9.2%	20.0%	19.7%
Public Assistance	21-30%	21-30%	51-60%
Student Stability	89%	90%	100%

Staff Counts

Staff	2001–2002
Total Teachers	42
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching out of Certification*	9
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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	40	33	82%	30	22	73%	35	21	60%
Students with Disabilities	2	1	50%	6	1	17%	1	1	100%
All Students	42	34	81%	36	23	64%	36	22	61%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	24	9	1	2	0	0
Percent	67%	25%	3%	6%	0%	0%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
1	1	0	1

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					3	2.0%
	Entered GED Program*					1	0.7%
	Total Noncompleters					4	2.6%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	1	0.6%	0	0.0%	3	2.0%
	Entered GED Program*	1	0.6%	0	0.0%	1	0.7%
	Total Noncompleters	2	1.1%	0	0.0%	4	2.6%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	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	24	100%	25	88%	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	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	1	#	0	0%	0	0%

(Form – D)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	2	#	2	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	3	#	0	0%	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	100%	0	0%	0	0%
Science	1	100%	0	0%	0	0%
Reading	3	67%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	3	67%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	35	41	33	4	3	3
Number Scoring 55–100	34	41	33	#	#	#
Number Scoring 65–100	30	39	24	#	#	#
Number Scoring 85–100	5	14	9	#	#	#
Percentage of Tested Scoring 55–100	97%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	86%	95%	73%	#	#	#
Percentage of Tested Scoring 85–100	14%	34%	27%	#	#	#
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	40	39	0	3	6	0
Number Scoring 55–100	32	36	0	#	4	0
Number Scoring 65–100	27	27	0	#	4	0
Number Scoring 85–100	12	5	0	#	0	0
Percentage of Tested Scoring 55–100	80%	92%	0%	#	67%	0%
Percentage of Tested Scoring 65–100	68%	69%	0%	#	67%	0%
Percentage of Tested Scoring 85–100	30%	13%	0%	#	0%	0%
Mathematics A						
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%
Global Studies (last administered January 2000)						
Number Tested	2			0		
Number Scoring 55–100	#			0		
Number Scoring 65–100	#			0		
Number Scoring 85–100	#			0		
Percentage of Tested Scoring 55–100	#			0%		
Percentage of Tested Scoring 65–100	#			0%		
Percentage of Tested Scoring 85–100	#			0%		
Global History and Geography (first administered June 2000)						
Number Tested	47	42	34	3	6	3
Number Scoring 55–100	45	39	32	#	5	#
Number Scoring 65–100	33	38	26	#	4	#
Number Scoring 85–100	11	12	9	#	0	#
Percentage of Tested Scoring 55–100	96%	93%	94%	#	83%	#
Percentage of Tested Scoring 65–100	70%	90%	76%	#	67%	#
Percentage of Tested Scoring 85–100	23%	29%	26%	#	0%	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	34	1		3	0	
Number Scoring 55–100	33	#		#	0	
Number Scoring 65–100	33	#		#	0	
Number Scoring 85–100	11	#		#	0	
Percentage of Tested Scoring 55–100	97%	#		#	0%	
Percentage of Tested Scoring 65–100	97%	#		#	0%	
Percentage of Tested Scoring 85–100	32%	#		#	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		40	34		3	3
Number Scoring 55–100		40	34		#	#
Number Scoring 65–100		35	33		#	#
Number Scoring 85–100		17	13		#	#
Percentage of Tested Scoring 55–100		100%	100%		#	#
Percentage of Tested Scoring 65–100		88%	97%		#	#
Percentage of Tested Scoring 85–100		42%	38%		#	#
Living Environment (first administered June 2001)						
Number Tested		38	30		5	1
Number Scoring 55–100		38	30		5	#
Number Scoring 65–100		36	28		3	#
Number Scoring 85–100		2	11		0	#
Percentage of Tested Scoring 55–100		100%	100%		100%	#
Percentage of Tested Scoring 65–100		95%	93%		60%	#
Percentage of Tested Scoring 85–100		5%	37%		0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		32	31		1	5
Number Scoring 55–100		31	29		#	3
Number Scoring 65–100		27	27		#	2
Number Scoring 85–100		12	9		#	0
Percentage of Tested Scoring 55–100		97%	94%		#	60%
Percentage of Tested Scoring 65–100		84%	87%		#	40%
Percentage of Tested Scoring 85–100		38%	29%		#	0%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	40	45	40	44	42
2001	35	38	45	36	39
2002	39	41	37	48	41

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	8	5	10	3	7
2001	5	5	6	6	6
2002	5	6	3	4	5

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	42	39	41	7	6	5
Comprehensive Spanish						
Number Tested	21	23	0	1	0	0
Number Scoring 55–100	21	23	0	#	0	0
Number Scoring 65–100	21	23	0	#	0	0
Number Scoring 85–100	14	16	0	#	0	0
Percentage of AGE Tested	50%	59%	0%	#	0%	0%
Percentage of AGE Scoring 55–100	50%	59%	0%	#	0%	0%
Percentage of AGE Scoring 65–100	50%	59%	0%	#	0%	0%
Percentage of AGE Scoring 85–100	33%	41%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	42	39	41	7	6	5
Sequential Mathematics, Course II						
Number Tested	34	40	24	1	3	3
Number Scoring 55–100	31	30	17	#	#	#
Number Scoring 65–100	28	23	15	#	#	#
Number Scoring 85–100	12	7	6	#	#	#
Percentage of AGE Tested	81%	103%	59%	#	#	#
Percentage of AGE Scoring 55–100	74%	77%	41%	#	#	#
Percentage of AGE Scoring 65–100	67%	59%	37%	#	#	#
Percentage of AGE Scoring 85–100	29%	18%	15%	#	#	#
Percentage of Tested Scoring 65–100	82%	57%	62%	#	#	#
Sequential Mathematics, Course III						
Number Tested	17	23	21	0	1	1
Number Scoring 55–100	14	18	15	0	#	#
Number Scoring 65–100	11	14	11	0	#	#
Number Scoring 85–100	6	7	2	0	#	#
Percentage of AGE Tested	40%	59%	51%	0%	#	#
Percentage of AGE Scoring 55–100	33%	46%	37%	0%	#	#
Percentage of AGE Scoring 65–100	26%	36%	27%	0%	#	#
Percentage of AGE Scoring 85–100	14%	18%	5%	0%	#	#
Percentage of Tested Scoring 65–100	65%	61%	52%	0%	#	#
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	42	39	41	7	6	5
Earth Science (last administered January 2001)						
Number Tested	0	3		0	0	
Number Scoring 55–100	0	#		0	0	
Number Scoring 65–100	0	#		0	0	
Number Scoring 85–100	0	#		0	0	
Percentage of AGE Tested	0%	#		0%	0%	
Percentage of AGE Scoring 55–100	0%	#		0%	0%	
Percentage of AGE Scoring 65–100	0%	#		0%	0%	
Percentage of AGE Scoring 85–100	0%	#		0%	0%	
Percentage of Tested Scoring 65–100	0%	#		0%	0%	
Biology (last administered January 2001)						
Number Tested	42	5		2	0	
Number Scoring 55–100	35	5		#	0	
Number Scoring 65–100	23	5		#	0	
Number Scoring 85–100	5	0		#	0	
Percentage of AGE Tested	100%	13%		#	0%	
Percentage of AGE Scoring 55–100	83%	13%		#	0%	
Percentage of AGE Scoring 65–100	55%	13%		#	0%	
Percentage of AGE Scoring 85–100	12%	0%		#	0%	
Percentage of Tested Scoring 65–100	55%	100%		#	0%	
Chemistry (last administered January 2002)						
Number Tested	22	24	0	1	2	0
Number Scoring 55–100	18	19	0	#	#	0
Number Scoring 65–100	13	15	0	#	#	0
Number Scoring 85–100	3	4	0	#	#	0
Percentage of AGE Tested	52%	62%	0%	#	#	0%
Percentage of AGE Scoring 55–100	43%	49%	0%	#	#	0%
Percentage of AGE Scoring 65–100	31%	38%	0%	#	#	0%
Percentage of AGE Scoring 85–100	7%	10%	0%	#	#	0%
Percentage of Tested Scoring 65–100	59%	62%	0%	#	#	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	42	39	41	7	6	5
Physics (last administered January 2002)						
Number Tested	16	8	0	0	1	0
Number Scoring 55–100	16	7	0	0	#	0
Number Scoring 65–100	14	6	0	0	#	0
Number Scoring 85–100	5	1	0	0	#	0
Percentage of AGE Tested	38%	21%	0%	0%	#	0%
Percentage of AGE Scoring 55–100	38%	18%	0%	0%	#	0%
Percentage of AGE Scoring 65–100	33%	15%	0%	0%	#	0%
Percentage of AGE Scoring 85–100	12%	3%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	88%	75%	0%	0%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			13			0
Number Scoring 55–100			12			0
Number Scoring 65–100			7			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			32%			0%
Percentage of AGE Scoring 55–100			29%			0%
Percentage of AGE Scoring 65–100			17%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			54%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			14			0
Number Scoring 55–100			10			0
Number Scoring 65–100			6			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			34%			0%
Percentage of AGE Scoring 55–100			24%			0%
Percentage of AGE Scoring 65–100			15%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			43%			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	19	100%	19	100%	0	0%
Students with Disabilities	2	#	3	#	0	0%

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	General-Education Students	31	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	34	3%	0%	71%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	37	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	40	0%	28%	65%	8%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	38	38	6	6	44	44
Number Scoring 55–64	6	3	0	0	6	3
Number Scoring 65–84	21	16	3	3	24	19
Number Scoring 85–100	11	17	0	0	11	17
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	32	2	34
Number Scoring 55–64	#	#	1
Number Scoring 65–84	#	#	24
Number Scoring 85–100	#	#	8
Approved Alternatives	#	#	0

(Form – O)