

# New York State School Report Card Comprehensive Information Report

BEDS Code: 52-20-01-04-0003  
 Name: Stillwater Middle School High School  
 Principal: J. Monroe & B. Potter

Grade Range : 5-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	119	100
Sixth	95	113	118
Ungraded Elementary	0	0	0
Seventh	112	100	108
Eighth	110	109	95
Ninth	106	115	116
Tenth	90	105	117
Eleventh	101	92	103
Twelfth	82	91	80
Ungraded Secondary	0	0	0
Total K-12 Enrollment	696	844	837

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	6	0.9%	11	1.3%	11	1.3%
Black (Not Hispanic)	3	0.4%	3	0.4%	6	0.7%
Hispanic	2	0.3%	11	1.3%	11	1.3%
White (Not Hispanic)	685	98.4%	819	97.0%	809	96.7%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	23	16
English Grade 8	18	20	18
Mathematics Grade 8	22	17	19
Science Grade 8	22	22	20
Social Studies Grade 8	22	20	19
English Grade 10	20	21	24
Mathematics Grade 10	18	19	21
Science Grade 10	19	23	23
Social Studies Grade 10	23	21	25

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	2	0.2%	2	0.2%
Eligible for Free Lunch	50	7.2%	77	9.1%	57	6.8%

### Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.8%		95.1%		95.0%
Student Suspensions	78	11.0%	80	11.5%	68	8.1%

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

	2001-02	2002-03	2003-04
Reduced Lunch	1.4%	1.7%	2.4%
Public Assistance	1-10%	11-20%	1-10%
Student Stability	96%	99%	100%

### Staff Counts

Staff	2003-04
Total Teachers	67
Total Other Professional Staff	8
Total Paraprofessionals	NA
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 Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	78	51	65%	81	65	80%	71	54	76%
Students with Disabilities	2	0	0%	8	3	38%	5	2	40%
All Students	80	51	64%	89	68	76%	76	56	74%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	38	33	2	1	0	2
Percent	50%	43%	3%	1%	0%	3%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
5	2	0	5

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

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	4		4		4	1.0%
	Entered GED Program*	3		0		1	0.3%
	Total Noncompleters	7		4		5	1.3%
Students with Disabilities	Dropped Out	1		0		5	13.2%
	Entered GED Program*	0		0		3	7.9%
	Total Noncompleters	1		0		8	21.1%
All Students	Dropped Out	5	1.3%	4	1.0%	9	2.1%
	Entered GED Program*	3	0.8%	0	0.0%	4	0.9%
	Total Noncompleters	8	2.1%	4	1.0%	13	3.1%

\*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	104	100
	Number of Students with Disabilities	0	15	0
	Number of All Students	0	119	100
	Percent of Enrollment	0%	100%	100%
6-8	Number of General-Education Students	78	289	321
	Number of Students with Disabilities	32	33	0
	Number of All Students	110	322	321
	Percent of Enrollment	35%	100%	100%
9-12	Number of General-Education Students	344	360	416
	Number of Students with Disabilities	35	43	0
	Number of All Students	379	403	416
	Percent of Enrollment	100%	100%	100%

## 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 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	27	63%	42	83%	35	60%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	67	78%	86	94%	73	63%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	3	#	1	#	0	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	0	0%
Science	2	#	2	#	0	0%
Reading	0	0%	3	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	4	#	4	#
U.S. Hist & Gov't	0	0%	3	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	6	83%	4	#
Science	6	100%	11	91%	7	29%
Reading	1	#	8	75%	1	#
Writing	0	0%	4	#	2	#
Global Studies	0	0%	5	20%	6	33%
U.S. Hist & Gov't	0	0%	6	67%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	99	85	97	10	6	4
Number Scoring 55-100	95	79	96	8	5	#
Number Scoring 65-100	88	73	90	6	4	#
Number Scoring 85-100	47	28	32	0	0	#
Percentage of Tested Scoring 55-100	96%	93%	99%	80%	83%	#
Percentage of Tested Scoring 65-100	89%	86%	93%	60%	67%	#
Percentage of Tested Scoring 85-100	47%	33%	33%	0%	0%	#
<b>Mathematics A</b>						
Number Tested	100	117	140	9	6	7
Number Scoring 55-100	86	98	139	7	3	7
Number Scoring 65-100	80	90	135	6	3	6
Number Scoring 85-100	23	22	48	0	0	0
Percentage of Tested Scoring 55-100	86%	84%	99%	78%	50%	100%
Percentage of Tested Scoring 65-100	80%	77%	96%	67%	50%	86%
Percentage of Tested Scoring 85-100	23%	19%	34%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	0	39	0	0	0
Number Scoring 55-100	0	0	32	0	0	0
Number Scoring 65-100	0	0	28	0	0	0
Number Scoring 85-100	0	0	6	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	82%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	72%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	15%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	91	115	133	8	7	11
Number Scoring 55-100	82	88	113	7	4	6
Number Scoring 65-100	72	82	94	4	3	3
Number Scoring 85-100	14	15	24	0	0	0
Percentage of Tested Scoring 55-100	90%	77%	85%	88%	57%	55%
Percentage of Tested Scoring 65-100	79%	71%	71%	50%	43%	27%
Percentage of Tested Scoring 85-100	15%	13%	18%	0%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	109	81	94	10	6	5
Number Scoring 55-100	103	79	91	9	5	5
Number Scoring 65-100	96	74	86	6	3	5
Number Scoring 85-100	23	29	25	0	1	1
Percentage of Tested Scoring 55-100	94%	98%	97%	90%	83%	100%
Percentage of Tested Scoring 65-100	88%	91%	91%	60%	50%	100%
Percentage of Tested Scoring 85-100	21%	36%	27%	0%	17%	20%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	111	106	138	5	8	10
Number Scoring 55-100	109	103	133	5	7	9
Number Scoring 65-100	107	96	127	4	7	6
Number Scoring 85-100	18	25	21	0	0	0
Percentage of Tested Scoring 55-100	98%	97%	96%	100%	88%	90%
Percentage of Tested Scoring 65-100	96%	91%	92%	80%	88%	60%
Percentage of Tested Scoring 85-100	16%	24%	15%	0%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	77	101	99	6	3	3
Number Scoring 55-100	77	98	95	6	#	#
Number Scoring 65-100	73	89	90	6	#	#
Number Scoring 85-100	28	37	25	0	#	#
Percentage of Tested Scoring 55-100	100%	97%	96%	100%	#	#
Percentage of Tested Scoring 65-100	95%	88%	91%	100%	#	#
Percentage of Tested Scoring 85-100	36%	37%	25%	0%	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	79	71	63	2	2	0
Number Scoring 55-100	78	70	62	#	#	0
Number Scoring 65-100	65	59	57	#	#	0
Number Scoring 85-100	6	15	14	#	#	0
Percentage of Tested Scoring 55-100	99%	99%	98%	#	#	0%
Percentage of Tested Scoring 65-100	82%	83%	90%	#	#	0%
Percentage of Tested Scoring 85-100	8%	21%	22%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			28			0
Number Scoring 55-100			27			0
Number Scoring 65-100			24			0
Number Scoring 85-100			6			0
Percentage of Tested Scoring 55-100			96%			0%
Percentage of Tested Scoring 65-100			86%			0%
Percentage of Tested Scoring 85-100			21%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	21	19	35	0	0	0
Number Scoring 55-100	21	19	35	0	0	0
Number Scoring 65-100	21	19	33	0	0	0
Number Scoring 85-100	8	16	11	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	94%	0%	0%	0%
Percentage of Tested Scoring 85-100	38%	84%	31%	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	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	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	48	39	77	3	3	0
Number Scoring 55-100	48	39	77	#	#	0
Number Scoring 65-100	48	39	74	#	#	0
Number Scoring 85-100	27	25	50	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	100%	100%	96%	#	#	0%
Percentage of Tested Scoring 85-100	56%	64%	65%	#	#	0%
<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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	81	68	13	2	0	0
Number Scoring 55-100	73	48	7	#	0	0
Number Scoring 65-100	69	44	6	#	0	0
Number Scoring 85-100	39	15	1	#	0	0
Percentage of Tested Scoring 55-100	90%	71%	54%	#	0%	0%
Percentage of Tested Scoring 65-100	85%	65%	46%	#	0%	0%
Percentage of Tested Scoring 85-100	48%	22%	8%	#	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	42	98%	4	#	11	91%
Students with Disabilities	5	100%	5	100%	1	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	82	0%	4%	38%	59%
	Students with Disabilities	20	25%	20%	55%	0%
	All Students	102	5%	7%	41%	47%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	92	0%	43%	47%	10%
	Students with Disabilities	5	20%	40%	40%	0%
	All Students	97	1%	43%	46%	9%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 2000 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	72	72	72	7	7	7	79	79	79
Number Scoring 55–64	0	3	0	0	1	1	0	4	1
Number Scoring 65–84	56	39	41	4	4	4	60	43	45
Number Scoring 85–100	16	30	31	0	0	0	16	30	31
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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			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 - L)