

New York State School Report Card Comprehensive Information Report

BEDS Code: 12-17-01-04-0001
 Name: Stamford Central School
 Principal: Julie A. Mable

Grade Range : K-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	32	24	40
First	36	31	29
Second	36	35	34
Third	30	33	39
Fourth	45	29	31
Fifth	39	44	35
Sixth	39	38	43
Ungraded Elementary	0	0	0
Seventh	49	36	37
Eighth	34	47	40
Ninth	43	32	47
Tenth	35	40	38
Eleventh	31	32	41
Twelfth	38	32	24
Ungraded Secondary	0	0	0
Total K-12 Enrollment	487	453	478

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	4	0.8%	2	0.4%	5	1.0%
Black (Not Hispanic)	2	0.4%	2	0.4%	6	1.3%
Hispanic	6	1.2%	9	2.0%	4	0.8%
White (Not Hispanic)	475	97.5%	440	97.1%	463	96.9%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	16	13	20
Common Branch	19	17	17
English Grade 8	32	40	39
Mathematics Grade 8	17	21	24
Science Grade 8	22	23	20
Social Studies Grade 8	16	23	38
English Grade 10	20	15	18
Mathematics Grade 10	0	6	29
Science Grade 10	17	18	13
Social Studies Grade 10	16	20	36

(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 serve students from Kindergarten through Grade 12. Schoolwide measures like Attendance Rate are compared with all other schools in this group. Test results for schools in this group are compared with schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	0	0.0%	2	0.4%	0	0.0%
Eligible for Free Lunch	178	36.6%	170	37.5%	158	33.1%

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		96.5%		96.5%		94.7%
Student Suspensions	5	1.0%	3	0.6%	7	1.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	10.5%	12.1%	15.3%
Public Assistance	61-70%	61-70%	51-60%
Student Stability	95%	94%	92%

Staff Counts

Staff	2004-05
Total Teachers	43
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	5

*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*	30	24	20
	Regents Diplomas	25	24	19
	% Regents Diplomas	83%	100%	95%
	Regents Diplomas with Advanced Designation**			7
	% Regents Diplomas with Advanced Designation			35%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	3	3	1
	Regents Diplomas	2	2	1
	% Regents Diplomas	67%	67%	100%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	2	1
All Students	Total Graduates*	33	27	21
	Regents Diplomas	27	26	20
	% Regents Diplomas	82%	96%	95%
	Regents Diplomas with Advanced Designation**			7
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates	0	2	1

* 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	13	7	0	0	0	0	0	0
	Percent	65%	35%	0%	0%	0%	0%	0%	0%
Students with Disabilities	Number	1	0	0	0	0	0	0	0
	Percent	100%	0%	0%	0%	0%	0%	0%	0%
All Students	Number	14	7	0	0	0	0	0	0
	Percent	67%	33%	0%	0%	0%	0%	0%	0%

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	0		4	3.2%	0	0.0%
	Entered GED Program*	0		0	0.0%	7	4.8%
	Total Noncompleters	0		4	3.2%	7	4.8%
Students with Disabilities	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		0	0.0%	0	0.0%
All Students	Dropped Out	0	0.0%	4	3.0%	0	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	7	4.7%
	Total Noncompleters	0	0.0%	4	3.0%	7	4.7%

*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	22%	27%	100%
2-3	38%	37%	100%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	56
	Number of Students with Disabilities	0	0	10
	Number of All Students	0	0	66
	Percent of Enrollment	0%	0%	100%
6-8	Number of General-Education Students	0	2	99
	Number of Students with Disabilities	21	19	21
	Number of All Students	21	21	120
	Percent of Enrollment	17%	17%	100%
9-12	Number of General-Education Students	0	0	133
	Number of Students with Disabilities	25	25	17
	Number of All Students	25	25	150
	Percent of Enrollment	17%	18%	100%

(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%	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	6	83%	25	100%	7	86%

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

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(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	29	24	32	2	1	0
Number Scoring 55-100	29	24	32	#	#	0
Number Scoring 65-100	29	24	31	#	#	0
Number Scoring 85-100	13	8	10	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	100%	100%	97%	#	#	0%
Percentage of Tested Scoring 85-100	45%	33%	31%	#	#	0%
Mathematics A						
Number Tested	17	55	27	1	2	0
Number Scoring 55-100	10	54	27	#	#	0
Number Scoring 65-100	4	50	27	#	#	0
Number Scoring 85-100	0	5	6	#	#	0
Percentage of Tested Scoring 55-100	59%	98%	100%	#	#	0%
Percentage of Tested Scoring 65-100	24%	91%	100%	#	#	0%
Percentage of Tested Scoring 85-100	0%	9%	22%	#	#	0%
Mathematics B						
Number Tested	0	14	35	0	1	0
Number Scoring 55-100	0	7	17	0	#	0
Number Scoring 65-100	0	4	10	0	#	0
Number Scoring 85-100	0	0	2	0	#	0
Percentage of Tested Scoring 55-100	0%	50%	49%	0%	#	0%
Percentage of Tested Scoring 65-100	0%	29%	29%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	0%	6%	0%	#	0%
Global History and Geography						
Number Tested	28	43	37	1	1	0
Number Scoring 55-100	25	35	29	#	#	0
Number Scoring 65-100	23	31	27	#	#	0
Number Scoring 85-100	10	10	4	#	#	0
Percentage of Tested Scoring 55-100	89%	81%	78%	#	#	0%
Percentage of Tested Scoring 65-100	82%	72%	73%	#	#	0%
Percentage of Tested Scoring 85-100	36%	23%	11%	#	#	0%
U.S. History and Government						
Number Tested	31	26	34	2	1	0
Number Scoring 55-100	30	24	32	#	#	0
Number Scoring 65-100	30	24	28	#	#	0
Number Scoring 85-100	14	12	9	#	#	0
Percentage of Tested Scoring 55-100	97%	92%	94%	#	#	0%
Percentage of Tested Scoring 65-100	97%	92%	82%	#	#	0%
Percentage of Tested Scoring 85-100	45%	46%	26%	#	#	0%

(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	29	41	26	1	1	0
Number Scoring 55-100	28	39	25	#	#	0
Number Scoring 65-100	23	37	23	#	#	0
Number Scoring 85-100	6	7	5	#	#	0
Percentage of Tested Scoring 55-100	97%	95%	96%	#	#	0%
Percentage of Tested Scoring 65-100	79%	90%	88%	#	#	0%
Percentage of Tested Scoring 85-100	21%	17%	19%	#	#	0%
Physical Setting/Earth Science						
Number Tested	37	36	39	0	1	0
Number Scoring 55-100	36	33	33	0	#	0
Number Scoring 65-100	35	29	28	0	#	0
Number Scoring 85-100	7	9	10	0	#	0
Percentage of Tested Scoring 55-100	97%	92%	85%	0%	#	0%
Percentage of Tested Scoring 65-100	95%	81%	72%	0%	#	0%
Percentage of Tested Scoring 85-100	19%	25%	26%	0%	#	0%
Physical Setting/Chemistry						
Number Tested	20	20	20	1	0	0
Number Scoring 55-100	17	20	20	#	0	0
Number Scoring 65-100	12	15	15	#	0	0
Number Scoring 85-100	1	2	2	#	0	0
Percentage of Tested Scoring 55-100	85%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	60%	75%	75%	#	0%	0%
Percentage of Tested Scoring 85-100	5%	10%	10%	#	0%	0%
Physical Setting/Physics						
Number Tested		13	8		0	0
Number Scoring 55-100		11	8		0	0
Number Scoring 65-100		10	8		0	0
Number Scoring 85-100		0	4		0	0
Percentage of Tested Scoring 55-100		85%	100%		0%	0%
Percentage of Tested Scoring 65-100		77%	100%		0%	0%
Percentage of Tested Scoring 85-100		0%	50%		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	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 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	14	5	18	0	0	0
Number Scoring 55-100	14	5	17	0	0	0
Number Scoring 65-100	14	5	16	0	0	0
Number Scoring 85-100	11	4	8	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	94%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	89%	0%	0%	0%
Percentage of Tested Scoring 85-100	79%	80%	44%	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	29	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	33	12%	6%	48%	33%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	34	#	#	#	#
	Students with Disabilities	1	#	#	#	#
	All Students	35	9%	49%	40%	3%

(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	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

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	19	19	19	2	2	2	21	21	21
Number Scoring 55–64	#	#	#	#	#	#	0	0	0
Number Scoring 65–84	#	#	#	#	#	#	10	8	14
Number Scoring 85–100	#	#	#	#	#	#	10	12	6
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)