

# 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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	35	32	24
First	37	36	31
Second	29	36	35
Third	40	30	33
Fourth	37	45	29
Fifth	35	39	44
Sixth	34	39	38
Ungraded Elementary	0	0	0
Seventh	40	49	36
Eighth	48	34	47
Ninth	32	43	32
Tenth	38	35	40
Eleventh	36	31	32
Twelfth	47	38	32
Ungraded Secondary	0	0	0
Total K-12 Enrollment	488	487	453

## 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	1	0.2%	4	0.8%	2	0.4%
Black (Not Hispanic)	4	0.8%	2	0.4%	2	0.4%
Hispanic	4	0.8%	6	1.2%	9	2.0%
White (Not Hispanic)	479	98.2%	475	97.5%	440	97.1%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	16	13
Common Branch	18	19	17
English Grade 8	0	32	40
Mathematics Grade 8	40	17	21
Science Grade 8	20	22	23
Social Studies Grade 8	17	16	23
English Grade 10	17	20	15
Mathematics Grade 10	13	0	6
Science Grade 10	16	17	18
Social Studies Grade 10	17	16	20

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	2	0.4%
Eligible for Free Lunch	123	25.2%	178	36.6%	170	37.5%

### 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		96.5%		96.5%		96.5%
Student Suspensions	1	0.2%	5	1.0%	3	0.6%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	19.7%	10.5%	12.1%
Public Assistance	51-60%	61-70%	61-70%
Student Stability	100%	95%	94%

### Staff Counts

Staff	2003-04
Total Teachers	42
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	6

\*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	35	21	60%	30	25	83%	24	24	100%
Students with Disabilities	1	1	100%	3	2	67%	3	2	67%
All Students	36	22	61%	33	27	82%	27	26	96%

\*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	15	12	0	0	0	0
Percent	56%	44%	0%	0%	0%	0%

## 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)
3	2	2	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	3		0		4	3.2%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	4		0		4	3.2%
Students with Disabilities	Dropped Out	0		0		0	0.0%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		0		0	0.0%
All Students	Dropped Out	3	2.0%	0	0.0%	4	3.0%
	Entered GED Program*	1	0.7%	0	0.0%	0	0.0%
	Total Noncompleters	4	2.6%	0	0.0%	4	3.0%

\*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	21%	22%	27%
2-3	33%	38%	37%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	5	0	0
	Number of Students with Disabilities	15	0	0
	Number of All Students	20	0	0
	Percent of Enrollment	28%	0%	0%
6-8	Number of General-Education Students	5	0	2
	Number of Students with Disabilities	35	21	19
	Number of All Students	40	21	21
	Percent of Enrollment	33%	17%	17%
9-12	Number of General-Education Students	70	0	0
	Number of Students with Disabilities	10	25	25
	Number of All Students	80	25	25
	Percent of Enrollment	52%	17%	18%

## 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	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%	6	83%	25	100%

## Students with Disabilities

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	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	33	29	24	3	2	1
Number Scoring 55-100	33	29	24	#	#	#
Number Scoring 65-100	24	29	24	#	#	#
Number Scoring 85-100	9	13	8	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	73%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	27%	45%	33%	#	#	#
<b>Mathematics A</b>						
Number Tested	0	17	55	0	1	2
Number Scoring 55-100	0	10	54	0	#	#
Number Scoring 65-100	0	4	50	0	#	#
Number Scoring 85-100	0	0	5	0	#	#
Percentage of Tested Scoring 55-100	0%	59%	98%	0%	#	#
Percentage of Tested Scoring 65-100	0%	24%	91%	0%	#	#
Percentage of Tested Scoring 85-100	0%	0%	9%	0%	#	#
<b>Mathematics B</b>						
Number Tested	0	0	14	0	0	1
Number Scoring 55-100	0	0	7	0	0	#
Number Scoring 65-100	0	0	4	0	0	#
Number Scoring 85-100	0	0	0	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	50%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	29%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	34	28	43	3	1	1
Number Scoring 55-100	32	25	35	#	#	#
Number Scoring 65-100	26	23	31	#	#	#
Number Scoring 85-100	9	10	10	#	#	#
Percentage of Tested Scoring 55-100	94%	89%	81%	#	#	#
Percentage of Tested Scoring 65-100	76%	82%	72%	#	#	#
Percentage of Tested Scoring 85-100	26%	36%	23%	#	#	#
<b>U.S. History and Government</b>						
Number Tested	34	31	26	3	2	1
Number Scoring 55-100	34	30	24	#	#	#
Number Scoring 65-100	33	30	24	#	#	#
Number Scoring 85-100	13	14	12	#	#	#
Percentage of Tested Scoring 55-100	100%	97%	92%	#	#	#
Percentage of Tested Scoring 65-100	97%	97%	92%	#	#	#
Percentage of Tested Scoring 85-100	38%	45%	46%	#	#	#

(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	30	29	41	1	1	1
Number Scoring 55-100	30	28	39	#	#	#
Number Scoring 65-100	28	23	37	#	#	#
Number Scoring 85-100	11	6	7	#	#	#
Percentage of Tested Scoring 55-100	100%	97%	95%	#	#	#
Percentage of Tested Scoring 65-100	93%	79%	90%	#	#	#
Percentage of Tested Scoring 85-100	37%	21%	17%	#	#	#
<b>Physical Setting/Earth Science</b>						
Number Tested	31	37	36	5	0	1
Number Scoring 55-100	29	36	33	3	0	#
Number Scoring 65-100	27	35	29	2	0	#
Number Scoring 85-100	9	7	9	0	0	#
Percentage of Tested Scoring 55-100	94%	97%	92%	60%	0%	#
Percentage of Tested Scoring 65-100	87%	95%	81%	40%	0%	#
Percentage of Tested Scoring 85-100	29%	19%	25%	0%	0%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	13	20	20	0	1	0
Number Scoring 55-100	12	17	20	0	#	0
Number Scoring 65-100	7	12	15	0	#	0
Number Scoring 85-100	0	1	2	0	#	0
Percentage of Tested Scoring 55-100	92%	85%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	54%	60%	75%	0%	#	0%
Percentage of Tested Scoring 85-100	0%	5%	10%	0%	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			13			0
Number Scoring 55-100			11			0
Number Scoring 65-100			10			0
Number Scoring 85-100			0			0
Percentage of Tested Scoring 55-100			85%			0%
Percentage of Tested Scoring 65-100			77%			0%
Percentage of Tested Scoring 85-100			0%			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	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 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	0	14	5	0	0	0
Number Scoring 55-100	0	14	5	0	0	0
Number Scoring 65-100	0	14	5	0	0	0
Number Scoring 85-100	0	11	4	0	0	0
Percentage of Tested Scoring 55-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	79%	80%	0%	0%	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	21	21	2	1	1	0
Number Scoring 55-100	15	12	#	#	#	0
Number Scoring 65-100	11	10	#	#	#	0
Number Scoring 85-100	2	4	#	#	#	0
Percentage of Tested Scoring 55-100	71%	57%	#	#	#	0%
Percentage of Tested Scoring 65-100	52%	48%	#	#	#	0%
Percentage of Tested Scoring 85-100	10%	19%	#	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	4	#	16	94%
Students with Disabilities	0	0%	1	#	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	34	12%	6%	56%	26%
	Students with Disabilities	10	60%	10%	30%	0%
	All Students	44	23%	7%	50%	20%

## 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	35	3%	40%	54%	3%
	Students with Disabilities	10	0%	90%	10%	0%
	All Students	45	2%	51%	44%	2%

(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	31	31	31	4	4	4	35	35	35
Number Scoring 55–64	#	#	#	#	#	#	6	0	1
Number Scoring 65–84	#	#	#	#	#	#	16	18	15
Number Scoring 85–100	#	#	#	#	#	#	9	12	15
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)