

New York State School Report Card Comprehensive Information Report

BEDS Code: 52-20-01-04-0003

Grade Range : 5-12

Name: Stillwater Middle School High School

Principal: J. Monroe & B. Potter

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	119
Sixth	106	95	113
Ungraded Elementary	0	0	0
Seventh	115	112	100
Eighth	105	110	109
Ninth	100	106	115
Tenth	113	90	105
Eleventh	89	101	92
Twelfth	84	82	91
Ungraded Secondary	0	0	0
Total K-12 Enrollment	712	696	844

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	4	0.6%	6	0.9%	11	1.3%
Black (Not Hispanic)	5	0.7%	3	0.4%	3	0.4%
Hispanic	2	0.3%	2	0.3%	11	1.3%
White (Not Hispanic)	701	98.5%	685	98.4%	819	97.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	27	0	23
English Grade 8	17	18	20
Mathematics Grade 8	15	22	17
Science Grade 8	21	22	22
Social Studies Grade 8	20	22	20
English Grade 10	22	20	21
Mathematics Grade 10	20	18	19
Science Grade 10	21	19	23
Social Studies Grade 10	23	23	21

(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
50	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 middle 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	0	0.0%	1	0.1%	2	0.2%
Eligible for Free Lunch	51	7.2%	50	7.2%	77	9.1%

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		94.4%		94.8%		95.1%
Student Suspensions	51	7.5%	78	11.0%	80	11.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.2%	1.4%	1.7%
Public Assistance	1-10%	1-10%	11-20%
Student Stability	95%	96%	99%

Staff Counts

Staff	2002–2003
Total Teachers	66
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	2
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	71	43	61%	78	51	65%	81	65	80%
Students with Disabilities	8	3	38%	2	0	0%	8	3	38%
All Students	79	46	58%	80	51	64%	89	68	76%

*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	42	36	1	4	5	1
Percent	47%	40%	1%	4%	6%	1%

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)
8	3	1	9

*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			4		4	
	Entered GED Program*			3		0	
	Total Noncompleters			7		4	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	12	3.1%	5	1.3%	4	1.0%
	Entered GED Program*	8	2.1%	3	0.8%	0	0.0%
	Total Noncompleters	20	5.2%	8	2.1%	4	1.0%

*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	104
	Number of Students with Disabilities		0	15
	Number of All Students		0	119
	Percent of Enrollment		0%	100%
6-8	Number of General-Education Students		78	289
	Number of Students with Disabilities		32	33
	Number of All Students		110	322
	Percent of Enrollment		35%	100%
9-12	Number of General-Education Students		344	360
	Number of Students with Disabilities		35	43
	Number of All Students		379	403
	Percent of Enrollment		100%	100%

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%	27	63%	42	83%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	67	78%	86	94%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	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%	3	#	1	#

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

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	1	#	6	83%
Science	6	83%	6	100%	11	91%
Reading	3	#	1	#	8	75%
Writing	3	#	0	0%	4	#
Global Studies	2	#	0	0%	5	20%
U.S. Hist & Gov't	1	#	0	0%	6	67%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	92	99	85	4	10	6
Number Scoring 55–100	92	95	79	#	8	5
Number Scoring 65–100	82	88	73	#	6	4
Number Scoring 85–100	30	47	28	#	0	0
Percentage of Tested Scoring 55–100	100%	96%	93%	#	80%	83%
Percentage of Tested Scoring 65–100	89%	89%	86%	#	60%	67%
Percentage of Tested Scoring 85–100	33%	47%	33%	#	0%	0%
Mathematics A						
Number Tested	105	100	117	14	9	6
Number Scoring 55–100	92	86	98	6	7	3
Number Scoring 65–100	86	80	90	3	6	3
Number Scoring 85–100	40	23	22	0	0	0
Percentage of Tested Scoring 55–100	88%	86%	84%	43%	78%	50%
Percentage of Tested Scoring 65–100	82%	80%	77%	21%	67%	50%
Percentage of Tested Scoring 85–100	38%	23%	19%	0%	0%	0%
Mathematics B (first administered June 2001)						
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 History and Geography						
Number Tested	115	91	115	10	8	7
Number Scoring 55–100	110	82	88	8	7	4
Number Scoring 65–100	105	72	82	7	4	3
Number Scoring 85–100	31	14	15	1	0	0
Percentage of Tested Scoring 55–100	96%	90%	77%	80%	88%	57%
Percentage of Tested Scoring 65–100	91%	79%	71%	70%	50%	43%
Percentage of Tested Scoring 85–100	27%	15%	13%	10%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	78	109	81	2	10	6
Number Scoring 55–100	68	103	79	#	9	5
Number Scoring 65–100	58	96	74	#	6	3
Number Scoring 85–100	15	23	29	#	0	1
Percentage of Tested Scoring 55–100	87%	94%	98%	#	90%	83%
Percentage of Tested Scoring 65–100	74%	88%	91%	#	60%	50%
Percentage of Tested Scoring 85–100	19%	21%	36%	#	0%	17%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	82	111	106	6	5	8
Number Scoring 55–100	81	109	103	6	5	7
Number Scoring 65–100	71	107	96	3	4	7
Number Scoring 85–100	9	18	25	0	0	0
Percentage of Tested Scoring 55–100	99%	98%	97%	100%	100%	88%
Percentage of Tested Scoring 65–100	87%	96%	91%	50%	80%	88%
Percentage of Tested Scoring 85–100	11%	16%	24%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	87	77	101	4	6	3
Number Scoring 55–100	87	77	98	#	6	#
Number Scoring 65–100	82	73	89	#	6	#
Number Scoring 85–100	44	28	37	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	97%	#	100%	#
Percentage of Tested Scoring 65–100	94%	95%	88%	#	100%	#
Percentage of Tested Scoring 85–100	51%	36%	37%	#	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		79	71		2	2
Number Scoring 55–100		78	70		#	#
Number Scoring 65–100		65	59		#	#
Number Scoring 85–100		6	15		#	#
Percentage of Tested Scoring 55–100		99%	99%		#	#
Percentage of Tested Scoring 65–100		82%	83%		#	#
Percentage of Tested Scoring 85–100		8%	21%		#	#
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	22	21	19	0	0	0
Number Scoring 55–100	22	21	19	0	0	0
Number Scoring 65–100	21	21	19	0	0	0
Number Scoring 85–100	11	8	16	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	50%	38%	84%	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	55	48	39	0	3	3
Number Scoring 55–100	53	48	39	0	#	#
Number Scoring 65–100	50	48	39	0	#	#
Number Scoring 85–100	15	27	25	0	#	#
Percentage of Tested Scoring 55–100	96%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	91%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	27%	56%	64%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	18	1	0	2	0	0
Number Scoring 55–100	9	#	0	#	0	0
Number Scoring 65–100	9	#	0	#	0	0
Number Scoring 85–100	1	#	0	#	0	0
Percentage of Tested Scoring 55–100	50%	#	0%	#	0%	0%
Percentage of Tested Scoring 65–100	50%	#	0%	#	0%	0%
Percentage of Tested Scoring 85–100	6%	#	0%	#	0%	0%
Sequential Mathematics, Course III						
Number Tested	68	81	68	0	2	0
Number Scoring 55–100	62	73	48	0	#	0
Number Scoring 65–100	56	69	44	0	#	0
Number Scoring 85–100	28	39	15	0	#	0
Percentage of Tested Scoring 55–100	91%	90%	71%	0%	#	0%
Percentage of Tested Scoring 65–100	82%	85%	65%	0%	#	0%
Percentage of Tested Scoring 85–100	41%	48%	22%	0%	#	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	29	97%	42	98%	4	#
Students with Disabilities	5	100%	5	100%	5	100%

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
Nov 2002	General-Education Students	104	1%	7%	63%	29%
	Students with Disabilities	15	27%	20%	47%	7%
	All Students	119	4%	8%	61%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	101	0%	21%	73%	6%
	Students with Disabilities	11	18%	55%	27%	0%
	All Students	112	2%	24%	69%	5%

(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
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

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	82	82	82	9	9	9	91	91	91
Number Scoring 55–64	3	2	3	1	2	3	4	4	6
Number Scoring 65–84	49	59	33	7	5	3	56	64	36
Number Scoring 85–100	29	20	46	0	0	1	29	20	47
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)