

# New York State District Report Card

## Comprehensive Information Report

BEDS Code: 11-02-00-01-0000  
 Name: Cortland City School District  
 Superintendent: John Lutz

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	240	234	255
First	214	224	206
Second	222	211	208
Third	211	212	216
Fourth	198	205	224
Fifth	208	196	209
Sixth	209	202	206
Ungraded Elementary	35	26	27
Seventh	252	246	239
Eighth	224	234	236
Ninth	243	262	249
Tenth	216	202	217
Eleventh	191	174	179
Twelfth	193	177	176
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2856	2805	2847

### 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	31	1.1%	26	0.9%	26	0.9%
Black (Not Hispanic)	97	3.4%	113	4.0%	112	3.9%
Hispanic	38	1.3%	36	1.3%	49	1.7%
White (Not Hispanic)	2690	94.2%	2630	93.8%	2660	93.4%

### Average Class Size

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

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
NA	NA

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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	35	1.2%	21	0.8%	21	0.7%
<b>Eligible for Free Lunch</b>	701	24.5%	718	25.6%	824	28.9%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.9%		92.9%		94.9%
<b>Student Suspensions</b>	184	6.4%	155	5.4%	178	6.4%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	7.3%	6.8%	8.9%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	246
Total Other Professional Staff	35
Total Paraprofessionals	79
Teaching Out of Certification*	1

\*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	166	105	63%	146	92	63%	150	91	61%
Students with Disabilities	14	0	0%	9	2	22%	8	1	12%
All Students	180	105	58%	155	94	61%	158	92	58%

\*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	77	62	0	0	15	4
Percent	49%	39%	0%	0%	9%	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)
8	1	2	10

\*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	28		17		14	1.9%
	Entered GED Program*	2		4		6	0.8%
	Total Noncompleters	30		21		20	2.7%
Students with Disabilities	Dropped Out	7		10		8	7.3%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	7		10		8	7.3%
All Students	Dropped Out	35	4.2%	27	3.3%	22	2.6%
	Entered GED Program*	2	0.2%	4	0.5%	6	0.7%
	Total Noncompleters	37	4.4%	31	3.8%	28	3.3%

\*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	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6–8	Number of General-Education Students	376	386	373
	Number of Students with Disabilities	100	94	102
	Number of All Students	476	480	475
	Percent of Enrollment	69%	70%	69%
9–12	Number of General-Education Students	696	680	698
	Number of Students with Disabilities	147	135	126
	Number of All Students	843	815	824
	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; completion 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	53	92%	69	96%	59	98%
German	9	89%	15	67%	10	80%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	126	89%	120	93%	136	79%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	8	88%
German	1	#	1	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	6	100%	11	64%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	5	60%	8	100%
Science	3	#	0	0%	6	83%
Reading	0	0%	4	#	1	#
Writing	0	0%	3	#	1	#
Global Studies	1	#	3	#	2	#
U.S. Hist & Gov't	1	#	2	#	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	31	68%	21	52%	23	83%
Science	19	58%	6	67%	16	69%
Reading	2	#	3	#	4	#
Writing	2	#	3	#	3	#
Global Studies	7	57%	11	45%	8	38%
U.S. Hist & Gov't	4	#	3	#	2	#

(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	180	179	166	13	14	14
Number Scoring 55–100	166	170	161	9	10	10
Number Scoring 65–100	145	151	149	2	5	6
Number Scoring 85–100	67	58	69	0	1	0
Percentage of Tested Scoring 55–100	92%	95%	97%	69%	71%	71%
Percentage of Tested Scoring 65–100	81%	84%	90%	15%	36%	43%
Percentage of Tested Scoring 85–100	37%	32%	42%	0%	7%	0%
<b>Mathematics A</b>						
Number Tested	10	187	194	0	11	10
Number Scoring 55–100	4	158	189	0	6	9
Number Scoring 65–100	2	142	171	0	3	5
Number Scoring 85–100	0	45	51	0	1	1
Percentage of Tested Scoring 55–100	40%	84%	97%	0%	55%	90%
Percentage of Tested Scoring 65–100	20%	76%	88%	0%	27%	50%
Percentage of Tested Scoring 85–100	0%	24%	26%	0%	9%	10%
<b>Mathematics B</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>Global History and Geography</b>						
Number Tested	173	198	219	11	21	22
Number Scoring 55–100	159	184	190	9	14	13
Number Scoring 65–100	138	162	172	4	12	6
Number Scoring 85–100	41	53	77	0	0	1
Percentage of Tested Scoring 55–100	92%	93%	87%	82%	67%	59%
Percentage of Tested Scoring 65–100	80%	82%	79%	36%	57%	27%
Percentage of Tested Scoring 85–100	24%	27%	35%	0%	0%	5%
<b>U.S. History and Government</b>						
Number Tested	172	174	159	12	11	11
Number Scoring 55–100	157	173	156	5	11	11
Number Scoring 65–100	137	166	152	3	9	10
Number Scoring 85–100	50	89	76	0	1	2
Percentage of Tested Scoring 55–100	91%	99%	98%	42%	100%	100%
Percentage of Tested Scoring 65–100	80%	95%	96%	25%	82%	91%
Percentage of Tested Scoring 85–100	29%	51%	48%	0%	9%	18%

(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	138	142	187	3	5	18
Number Scoring 55–100	138	141	183	#	5	17
Number Scoring 65–100	138	141	173	#	5	12
Number Scoring 85–100	49	43	54	#	0	1
Percentage of Tested Scoring 55–100	100%	99%	98%	#	100%	94%
Percentage of Tested Scoring 65–100	100%	99%	93%	#	100%	67%
Percentage of Tested Scoring 85–100	36%	30%	29%	#	0%	6%
<b>Physical Setting/Earth Science</b>						
Number Tested	213	233	221	32	30	31
Number Scoring 55–100	195	190	194	23	14	21
Number Scoring 65–100	173	174	167	15	10	16
Number Scoring 85–100	59	61	56	0	0	3
Percentage of Tested Scoring 55–100	92%	82%	88%	72%	47%	68%
Percentage of Tested Scoring 65–100	81%	75%	76%	47%	33%	52%
Percentage of Tested Scoring 85–100	28%	26%	25%	0%	0%	10%
<b>Physical Setting/Chemistry</b>						
Number Tested	97	109	89	1	0	0
Number Scoring 55–100	89	106	88	#	0	0
Number Scoring 65–100	64	78	73	#	0	0
Number Scoring 85–100	8	15	18	#	0	0
Percentage of Tested Scoring 55–100	92%	97%	99%	#	0%	0%
Percentage of Tested Scoring 65–100	66%	72%	82%	#	0%	0%
Percentage of Tested Scoring 85–100	8%	14%	20%	#	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			48			0
Number Scoring 55–100			46			0
Number Scoring 65–100			45			0
Number Scoring 85–100			18			0
Percentage of Tested Scoring 55–100			96%			0%
Percentage of Tested Scoring 65–100			94%			0%
Percentage of Tested Scoring 85–100			38%			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	24	22	30	0	0	0
Number Scoring 55–100	24	22	30	0	0	0
Number Scoring 65–100	23	21	30	0	0	0
Number Scoring 85–100	13	11	26	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	96%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	54%	50%	87%	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	3	4	6	0	0	1
Number Scoring 55–100	#	#	6	0	0	#
Number Scoring 65–100	#	#	6	0	0	#
Number Scoring 85–100	#	#	3	0	0	#
Percentage of Tested Scoring 55–100	#	#	100%	0%	0%	#
Percentage of Tested Scoring 65–100	#	#	100%	0%	0%	#
Percentage of Tested Scoring 85–100	#	#	50%	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	78	67	62	0	0	0
Number Scoring 55–100	76	67	62	0	0	0
Number Scoring 65–100	74	66	62	0	0	0
Number Scoring 85–100	42	41	36	0	0	0
Percentage of Tested Scoring 55–100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	99%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	54%	61%	58%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	6	8	10	0	0	0
Number Scoring 55–100	6	8	10	0	0	0
Number Scoring 65–100	6	8	10	0	0	0
Number Scoring 85–100	4	7	7	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	67%	88%	70%	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	100	97	13	1	1	0
Number Scoring 55–100	87	81	7	#	#	0
Number Scoring 65–100	84	79	3	#	#	0
Number Scoring 85–100	39	31	1	#	#	0
Percentage of Tested Scoring 55–100	87%	84%	54%	#	#	0%
Percentage of Tested Scoring 65–100	84%	81%	23%	#	#	0%
Percentage of Tested Scoring 85–100	39%	32%	8%	#	#	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	53	98%	57	93%	60	92%
Students with Disabilities	15	93%	19	37%	17	71%

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	166	4%	5%	60%	31%
	Students with Disabilities	46	26%	15%	57%	2%
	All Students	212	8%	7%	59%	25%

## 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	191	2%	35%	53%	11%
	Students with Disabilities	46	11%	74%	13%	2%
	All Students	237	3%	42%	45%	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	1	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	1	1	#	#	#	#
Social Studies	0	1	0	0	0	0
Mathematics	3	1	#	#	#	#
Science	3	1	#	#	#	#

## 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	156	156	156	12	12	12	168	168	168
Number Scoring 55–64	7	3	5	4	1	1	11	4	6
Number Scoring 65–84	101	61	77	2	6	6	103	67	83
Number Scoring 85–100	40	80	71	0	0	0	40	80	71
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 K-1)</b>						
Number Tested			9			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			6			0
Proficient (37-39)			1			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			9			0
Beginning (0-14)			1			0
Intermediate (15-24)			4			0
Advanced (25-32)			1			0
Proficient (33-35)			3			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			11			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			4			0
Proficient (37-39)			5			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			11			0
Beginning (0-14)			0			0
Intermediate (15-24)			4			0
Advanced (25-32)			5			0
Proficient (33-35)			2			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			4			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			4			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 – K)

**New York State English as a Second Language Achievement Tests (NYSESLAT)\***

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Listening and Speaking (Grade 7-8)</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 7-8)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			4			1
Beginning (0-18)			#			#
Intermediate (19-31)			#			#
Advanced (32-36)			#			#
Proficient (37-39)			#			#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			4			1
Beginning (0-14)			#			#
Intermediate (15-24)			#			#
Advanced (25-32)			#			#
Proficient (33-35)			#			#

\*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)