

# New York State School Report Card Comprehensive Information Report

BEDS Code: 11-02-00-01-0011  
 Name: Cortland Junior-Senior High School  
 Principal: Steve Woodard

Grade Range : 7-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	246	239	234
Eighth	234	236	243
Ninth	262	249	279
Tenth	202	217	220
Eleventh	174	179	194
Twelfth	177	176	174
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1295	1296	1344

## 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	13	1.0%	13	1.0%	11	0.8%
Black (Not Hispanic)	33	2.5%	32	2.5%	40	3.0%
Hispanic	13	1.0%	13	1.0%	11	0.8%
White (Not Hispanic)	1236	95.4%	1238	95.5%	1282	95.4%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	21	19	20
Mathematics Grade 8	18	20	21
Science Grade 8	21	21	22
Social Studies Grade 8	21	22	23
English Grade 10	20	20	21
Mathematics Grade 10	19	19	19
Science Grade 10	16	18	22
Social Studies Grade 10	22	22	16

(Form - A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

Similar School Group	Description
43	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.3%	4	0.3%	5	0.4%
Eligible for Free Lunch	230	17.8%	295	22.8%	207	15.4%

### 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		93.5%		93.6%		94.0%
Student Suspensions	122	9.3%	133	10.3%	123	9.5%

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

	2002-03	2003-04	2004-05
Reduced Lunch	5.9%	7.1%	5.4%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	95%	97%	97%

### Staff Counts

Staff	2004-05
Total Teachers	107
Total Other Professional Staff	19
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*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
<b>General-Education Students</b>	Total Graduates*	146	150	137
	Regents Diplomas	92	91	116
	% Regents Diplomas	63%	61%	85%
	Regents Diplomas with Advanced Designation**			62
	% Regents Diplomas with Advanced Designation			45%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	9	8	6
	Regents Diplomas	2	1	3
	% Regents Diplomas	22%	12%	50%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	3	2	13
<b>All Students</b>	Total Graduates*	155	158	143
	Regents Diplomas	94	92	119
	% Regents Diplomas	61%	58%	83%
	Regents Diplomas with Advanced Designation**			62
	% Regents Diplomas with Advanced Designation			43%
	IEP Diplomas or Local Certificates	3	2	13

\* 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
<b>General-Education Students</b>	<b>Number</b>	66	56	1	2	11	0	1	0
	<b>Percent</b>	48%	41%	1%	1%	8%	0%	1%	0%
<b>Students with Disabilities</b>	<b>Number</b>	1	0	0	0	4	0	1	0
	<b>Percent</b>	17%	0%	0%	0%	67%	0%	17%	0%
<b>All Students</b>	<b>Number</b>	67	56	1	2	15	0	2	0
	<b>Percent</b>	47%	39%	1%	1%	10%	0%	1%	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.
<b>General-Education Students</b>	Dropped Out	17		12	1.7%	17	2.3%
	Entered GED Program*	4		6	0.8%	9	1.2%
	Total Noncompleters	21		18	2.5%	26	3.6%
<b>Students with Disabilities</b>	Dropped Out	10		8	7.3%	7	5.1%
	Entered GED Program*	0		0	0.0%	2	1.4%
	Total Noncompleters	10		8	7.3%	9	6.5%
<b>All Students</b>	Dropped Out	27	3.3%	20	2.4%	24	2.8%
	Entered GED Program*	4	0.5%	6	0.7%	11	1.3%
	Total Noncompleters	31	3.8%	26	3.1%	35	4.0%

\*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	386	373	384
	Number of Students with Disabilities	94	102	93
	Number of All Students	480	475	477
	Percent of Enrollment	100%	100%	100%
9-12	Number of General-Education Students	680	698	704
	Number of Students with Disabilities	135	126	159
	Number of All Students	815	824	863
	Percent of Enrollment	100%	100%	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	69	96%	59	98%	58	88%
German	15	67%	10	80%	10	90%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	120	93%	136	79%	100	89%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	8	88%	3	#
German	1	#	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	6	100%	11	64%	14	100%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	60%	7	100%	3	#
Science	0	0%	6	83%	0	0%
Reading	4	#	1	#	0	0%
Writing	3	#	1	#	0	0%
Global Studies	3	#	2	#	3	#
U.S. Hist & Gov't	2	#	1	#	3	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	21	52%	23	83%	14	71%
Science	6	67%	16	69%	5	60%
Reading	3	#	4	#	2	#
Writing	3	#	3	#	2	#
Global Studies	11	45%	8	38%	6	17%
U.S. Hist & Gov't	3	#	2	#	12	67%

(Form - E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	179	166	177	14	14	17
Number Scoring 55-100	170	161	167	10	10	11
Number Scoring 65-100	151	149	148	5	6	4
Number Scoring 85-100	58	69	67	1	0	1
Percentage of Tested Scoring 55-100	95%	97%	94%	71%	71%	65%
Percentage of Tested Scoring 65-100	84%	90%	84%	36%	43%	24%
Percentage of Tested Scoring 85-100	32%	42%	38%	7%	0%	6%
<b>Mathematics A</b>						
Number Tested	187	193	212	11	10	19
Number Scoring 55-100	158	189	209	6	9	18
Number Scoring 65-100	142	171	204	3	5	17
Number Scoring 85-100	45	51	54	1	1	0
Percentage of Tested Scoring 55-100	84%	98%	99%	55%	90%	95%
Percentage of Tested Scoring 65-100	76%	89%	96%	27%	50%	89%
Percentage of Tested Scoring 85-100	24%	26%	25%	9%	10%	0%
<b>Mathematics B</b>						
Number Tested	0	0	14	0	0	0
Number Scoring 55-100	0	0	9	0	0	0
Number Scoring 65-100	0	0	5	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	64%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	36%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	198	218	216	21	22	26
Number Scoring 55-100	184	190	190	14	13	22
Number Scoring 65-100	162	172	153	12	6	17
Number Scoring 85-100	53	77	52	0	1	3
Percentage of Tested Scoring 55-100	93%	87%	88%	67%	59%	85%
Percentage of Tested Scoring 65-100	82%	79%	71%	57%	27%	65%
Percentage of Tested Scoring 85-100	27%	35%	24%	0%	5%	12%
<b>U.S. History and Government</b>						
Number Tested	174	159	187	11	11	20
Number Scoring 55-100	173	156	165	11	11	8
Number Scoring 65-100	166	152	155	9	10	7
Number Scoring 85-100	89	76	86	1	2	5
Percentage of Tested Scoring 55-100	99%	98%	88%	100%	100%	40%
Percentage of Tested Scoring 65-100	95%	96%	83%	82%	91%	35%
Percentage of Tested Scoring 85-100	51%	48%	46%	9%	18%	25%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	142	187	303	5	18	46
Number Scoring 55-100	141	183	279	5	17	39
Number Scoring 65-100	141	173	250	5	12	25
Number Scoring 85-100	43	54	86	0	1	4
Percentage of Tested Scoring 55-100	99%	98%	92%	100%	94%	85%
Percentage of Tested Scoring 65-100	99%	93%	83%	100%	67%	54%
Percentage of Tested Scoring 85-100	30%	29%	28%	0%	6%	9%
<b>Physical Setting/Earth Science</b>						
Number Tested	233	221	117	30	31	9
Number Scoring 55-100	190	194	110	14	21	7
Number Scoring 65-100	174	167	96	10	16	4
Number Scoring 85-100	61	56	42	0	3	0
Percentage of Tested Scoring 55-100	82%	88%	94%	47%	68%	78%
Percentage of Tested Scoring 65-100	75%	76%	82%	33%	52%	44%
Percentage of Tested Scoring 85-100	26%	25%	36%	0%	10%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	109	89	81	0	0	1
Number Scoring 55-100	106	88	81	0	0	#
Number Scoring 65-100	78	73	68	0	0	#
Number Scoring 85-100	15	18	25	0	0	#
Percentage of Tested Scoring 55-100	97%	99%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	72%	82%	84%	0%	0%	#
Percentage of Tested Scoring 85-100	14%	20%	31%	0%	0%	#
<b>Physical Setting/Physics</b>						
Number Tested		48	46		0	0
Number Scoring 55-100		46	45		0	0
Number Scoring 65-100		45	42		0	0
Number Scoring 85-100		18	14		0	0
Percentage of Tested Scoring 55-100		96%	98%		0%	0%
Percentage of Tested Scoring 65-100		94%	91%		0%	0%
Percentage of Tested Scoring 85-100		38%	30%		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
<b>Comprehensive French</b>						
Number Tested	22	30	36	0	0	0
Number Scoring 55-100	22	30	36	0	0	0
Number Scoring 65-100	21	30	36	0	0	0
Number Scoring 85-100	11	26	19	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%	87%	53%	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	4	6	8	0	1	0
Number Scoring 55-100	#	6	8	0	#	0
Number Scoring 65-100	#	6	8	0	#	0
Number Scoring 85-100	#	3	6	0	#	0
Percentage of Tested Scoring 55-100	#	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	#	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	#	50%	75%	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	67	62	60	0	0	1
Number Scoring 55-100	67	62	59	0	0	#
Number Scoring 65-100	66	62	58	0	0	#
Number Scoring 85-100	41	36	40	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	98%	0%	0%	#
Percentage of Tested Scoring 65-100	99%	100%	97%	0%	0%	#
Percentage of Tested Scoring 85-100	61%	58%	67%	0%	0%	#
<b>Comprehensive Latin</b>						
Number Tested	8	10	16	0	0	0
Number Scoring 55-100	8	10	16	0	0	0
Number Scoring 65-100	8	10	16	0	0	0
Number Scoring 85-100	7	7	11	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	88%	70%	69%	0%	0%	0%

(Form – H)

## Elementary-Level Social Studies

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>Nov 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>June 2005</b>	General-Education Students	191	1%	15%	68%	16%
	Students with Disabilities	43	9%	65%	26%	0%
	All Students	234	3%	24%	60%	13%

(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
<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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	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	153	153	153	18	18	18	171	171	171
Number Scoring 55–64	5	2	4	2	1	0	7	3	4
Number Scoring 65–84	85	62	80	7	3	9	92	65	89
Number Scoring 85–100	51	75	64	0	3	1	51	78	65
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		1	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		1	3		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		4	4		1	1
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		4	4		1	1
Beginning		#	#		#	#
Intermediate		#	#		#	#
Advanced		#	#		#	#
Proficient		#	#		#	#

\*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)