

New York State School Report Card Comprehensive Information Report

BEDS Code: 12-17-02-04-0001
 Name: South Kortright Central School
 Principal: John J. Bonhotal

Grade Range : K-12

Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	25	27	26
First	16	20	31
Second	20	19	23
Third	27	24	19
Fourth	26	22	25
Fifth	26	26	26
Sixth	26	29	31
Ungraded Elementary	0	0	0
Seventh	32	27	34
Eighth	34	33	30
Ninth	37	35	30
Tenth	29	36	33
Eleventh	24	30	32
Twelfth	38	26	27
Ungraded Secondary	0	0	0
Total K-12 Enrollment	360	354	367

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	9	2.5%	9	2.5%	4	1.1%
Black (Not Hispanic)	3	0.8%	1	0.3%	3	0.8%
Hispanic	9	2.5%	10	2.8%	7	1.9%
White (Not Hispanic)	339	94.2%	334	94.4%	353	96.2%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	13	14	13
Common Branch	14	13	15
English Grade 8	17	17	17
Mathematics Grade 8	17	15	15
Science Grade 8	18	17	13
Social Studies Grade 8	17	15	35
English Grade 10	11	15	9
Mathematics Grade 10	9	14	16
Science Grade 10	15	17	15
Social Studies Grade 10	16	16	17

(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%	0	0.0%	0	0.0%
Eligible for Free Lunch	121	33.6%	100	28.3%	149	40.6%

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		94.9%		94.9%		95.1%
Student Suspensions	21	5.9%	34	9.4%	34	9.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	14.4%	19.5%	13.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	89%	85%	100%

Staff Counts

Staff	2004-05
Total Teachers	39
Total Other Professional Staff	5
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
General-Education Students	Total Graduates*	28	17	19
	Regents Diplomas	15	10	13
	% Regents Diplomas	54%	59%	68%
	Regents Diplomas with Advanced Designation**			7
	% Regents Diplomas with Advanced Designation			37%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	3	3	5
	Regents Diplomas	0	0	2
	% Regents Diplomas	0%	0%	40%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	1	1	0
All Students	Total Graduates*	31	20	24
	Regents Diplomas	15	10	15
	% Regents Diplomas	48%	50%	62%
	Regents Diplomas with Advanced Designation**			7
	% Regents Diplomas with Advanced Designation			29%
	IEP Diplomas or Local Certificates	1	1	0

* 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	7	8	0	0	4	0	0	0
	Percent	37%	42%	0%	0%	21%	0%	0%	0%
Students with Disabilities	Number	0	5	0	0	0	0	0	0
	Percent	0%	100%	0%	0%	0%	0%	0%	0%
All Students	Number	7	13	0	0	4	0	0	0
	Percent	29%	54%	0%	0%	17%	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	1		0	0.0%	0	0.0%
	Entered GED Program*	4		3	3.1%	1	1.0%
	Total Noncompleters	5		3	3.1%	1	1.0%
Students with Disabilities	Dropped Out	1		0	0.0%	0	0.0%
	Entered GED Program*	1		1	3.4%	0	0.0%
	Total Noncompleters	2		1	3.4%	0	0.0%
All Students	Dropped Out	2	1.6%	0	0.0%	0	0.0%
	Entered GED Program*	5	3.9%	4	3.2%	1	0.8%
	Total Noncompleters	7	5.5%	4	3.2%	1	0.8%

*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	23	22	21
	Number of Students with Disabilities	3	4	5
	Number of All Students	26	26	26
	Percent of Enrollment	50%	54%	51%
6-8	Number of General-Education Students	74	72	79
	Number of Students with Disabilities	18	17	16
	Number of All Students	92	89	95
	Percent of Enrollment	100%	100%	100%
9-12	Number of General-Education Students	101	96	96
	Number of Students with Disabilities	27	31	25
	Number of All Students	128	127	121
	Percent of Enrollment	100%	100%	99%

(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	13	100%	0	0%	10	100%

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	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	0	0%	0	0%	0	0%
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	0	0%	0	0%	2	#
Science	0	0%	0	0%	1	#
Reading	0	0%	0	0%	4	#
Writing	0	0%	0	0%	5	100%
Global Studies	1	#	1	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	3	#

(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	19	26	30	1	5	5
Number Scoring 55-100	18	25	27	#	4	2
Number Scoring 65-100	17	23	25	#	3	2
Number Scoring 85-100	9	9	12	#	0	0
Percentage of Tested Scoring 55-100	95%	96%	90%	#	80%	40%
Percentage of Tested Scoring 65-100	89%	88%	83%	#	60%	40%
Percentage of Tested Scoring 85-100	47%	35%	40%	#	0%	0%
Mathematics A						
Number Tested	21	39	43	5	6	5
Number Scoring 55-100	19	38	42	5	6	5
Number Scoring 65-100	17	37	40	5	5	4
Number Scoring 85-100	7	10	18	0	0	0
Percentage of Tested Scoring 55-100	90%	97%	98%	100%	100%	100%
Percentage of Tested Scoring 65-100	81%	95%	93%	100%	83%	80%
Percentage of Tested Scoring 85-100	33%	26%	42%	0%	0%	0%
Mathematics B						
Number Tested	8	10	0	0	0	0
Number Scoring 55-100	5	10	0	0	0	0
Number Scoring 65-100	5	10	0	0	0	0
Number Scoring 85-100	2	4	0	0	0	0
Percentage of Tested Scoring 55-100	62%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	62%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	25%	40%	0%	0%	0%	0%
Global History and Geography						
Number Tested	29	31	30	5	7	6
Number Scoring 55-100	28	29	28	4	5	6
Number Scoring 65-100	28	25	26	4	3	6
Number Scoring 85-100	8	9	4	1	0	0
Percentage of Tested Scoring 55-100	97%	94%	93%	80%	71%	100%
Percentage of Tested Scoring 65-100	97%	81%	87%	80%	43%	100%
Percentage of Tested Scoring 85-100	28%	29%	13%	20%	0%	0%
U.S. History and Government						
Number Tested	22	30	33	2	6	6
Number Scoring 55-100	22	29	30	#	5	3
Number Scoring 65-100	21	26	26	#	5	2
Number Scoring 85-100	9	12	17	#	1	1
Percentage of Tested Scoring 55-100	100%	97%	91%	#	83%	50%
Percentage of Tested Scoring 65-100	95%	87%	79%	#	83%	33%
Percentage of Tested Scoring 85-100	41%	40%	52%	#	17%	17%

(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	30	30	32	5	6	7
Number Scoring 55-100	30	30	31	5	6	7
Number Scoring 65-100	29	30	31	5	6	7
Number Scoring 85-100	8	5	4	1	0	0
Percentage of Tested Scoring 55-100	100%	100%	97%	100%	100%	100%
Percentage of Tested Scoring 65-100	97%	100%	97%	100%	100%	100%
Percentage of Tested Scoring 85-100	27%	17%	12%	20%	0%	0%
Physical Setting/Earth Science						
Number Tested	31	18	25	5	2	6
Number Scoring 55-100	30	18	24	5	#	5
Number Scoring 65-100	27	13	21	4	#	5
Number Scoring 85-100	9	3	6	0	#	0
Percentage of Tested Scoring 55-100	97%	100%	96%	100%	#	83%
Percentage of Tested Scoring 65-100	87%	72%	84%	80%	#	83%
Percentage of Tested Scoring 85-100	29%	17%	24%	0%	#	0%
Physical Setting/Chemistry						
Number Tested	17	1	20	0	0	0
Number Scoring 55-100	16	#	18	0	0	0
Number Scoring 65-100	13	#	15	0	0	0
Number Scoring 85-100	2	#	3	0	0	0
Percentage of Tested Scoring 55-100	94%	#	90%	0%	0%	0%
Percentage of Tested Scoring 65-100	76%	#	75%	0%	0%	0%
Percentage of Tested Scoring 85-100	12%	#	15%	0%	0%	0%
Physical Setting/Physics						
Number Tested		12	0		0	0
Number Scoring 55-100		12	0		0	0
Number Scoring 65-100		11	0		0	0
Number Scoring 85-100		5	0		0	0
Percentage of Tested Scoring 55-100		100%	0%		0%	0%
Percentage of Tested Scoring 65-100		92%	0%		0%	0%
Percentage of Tested Scoring 85-100		42%	0%		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	9	10	20	0	0	0
Number Scoring 55-100	9	10	20	0	0	0
Number Scoring 65-100	9	10	20	0	0	0
Number Scoring 85-100	5	7	12	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	56%	70%	60%	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	21	0%	0%	57%	43%
	Students with Disabilities	7	43%	29%	0%	29%
	All Students	28	11%	7%	43%	39%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	22	0%	18%	68%	14%
	Students with Disabilities	6	0%	67%	17%	17%
	All Students	28	0%	29%	57%	14%

(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	5	5	5	24	24	24
Number Scoring 55–64	0	3	0	0	0	0	0	3	0
Number Scoring 65–84	13	7	10	3	3	4	16	10	14
Number Scoring 85–100	6	9	9	1	1	1	7	10	10
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)