

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	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	21	18	25
First	25	17	16
Second	26	23	20
Third	28	27	27
Fourth	24	26	26
Fifth	31	27	26
Sixth	35	27	26
Ungraded Elementary	0	0	0
Seventh	31	34	32
Eighth	28	33	34
Ninth	29	30	37
Tenth	34	30	29
Eleventh	28	30	24
Twelfth	29	33	38
Ungraded Secondary	0	0	0
Total K-12 Enrollment	369	355	360

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	6	1.6%	10	2.8%	9	2.5%
Black (Not Hispanic)	6	1.6%	4	1.1%	3	0.8%
Hispanic	9	2.4%	8	2.3%	9	2.5%
White (Not Hispanic)	348	94.3%	333	93.8%	339	94.2%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	12	18	13
Common Branch	16	11	14
English Grade 8	15	16	17
Mathematics Grade 8	11	16	17
Science Grade 8	28	32	18
Social Studies Grade 8	14	16	17
English Grade 10	16	13	11
Mathematics Grade 10	18	13	9
Science Grade 10	32	14	15
Social Studies Grade 10	15	15	16

(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. Assessment results and accountability measures for schools in this group are compared with similar 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	116	31.4%	105	29.6%	121	33.6%

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		95.3%		94.6%		94.9%
Student Suspensions	16	4.2%	10	2.7%	21	5.9%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	13.0%	18.0%	14.4%
Public Assistance	21-30%	11-20%	1-10%
Student Stability	0%	88%	89%

Staff Counts

Staff	2002–2003
Total Teachers	39
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	20	13	65%	26	13	50%	28	15	54%
Students with Disabilities	2	1	50%	4	1	25%	3	0	0%
All Students	22	14	64%	30	14	47%	31	15	48%

*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	14	11	0	0	6	0
Percent	45%	35%	0%	0%	19%	0%

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)
3	0	1	4

*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			5		1	
	Entered GED Program*			0		4	
	Total Noncompleters			5		5	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		1	
	Total Noncompleters			0		2	
All Students	Dropped Out	0	0.0%	5	4.1%	2	1.6%
	Entered GED Program*	2	1.7%	0	0.0%	5	3.9%
	Total Noncompleters	2	1.7%	5	4.1%	7	5.5%

*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	23
	Number of Students with Disabilities		0	3
	Number of All Students		0	26
	Percent of Enrollment		0%	50%
6-8	Number of General-Education Students		0	74
	Number of Students with Disabilities		0	18
	Number of All Students		0	92
	Percent of Enrollment		0%	100%
9-12	Number of General-Education Students		0	101
	Number of Students with Disabilities		0	27
	Number of All Students		0	128
	Percent of Enrollment		0%	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%	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	10	100%	0	0%	13	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%

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

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	0	0%
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%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	31	34	19	3	5	1
Number Scoring 55–100	31	34	18	#	5	#
Number Scoring 65–100	27	32	17	#	5	#
Number Scoring 85–100	11	12	9	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	95%	#	100%	#
Percentage of Tested Scoring 65–100	87%	94%	89%	#	100%	#
Percentage of Tested Scoring 85–100	35%	35%	47%	#	0%	#
Mathematics A						
Number Tested	43	30	21	11	3	5
Number Scoring 55–100	36	28	19	10	#	5
Number Scoring 65–100	32	22	17	10	#	5
Number Scoring 85–100	10	10	7	0	#	0
Percentage of Tested Scoring 55–100	84%	93%	90%	91%	#	100%
Percentage of Tested Scoring 65–100	74%	73%	81%	91%	#	100%
Percentage of Tested Scoring 85–100	23%	33%	33%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	6	8	0	0	0
Number Scoring 55–100	0	6	5	0	0	0
Number Scoring 65–100	0	6	5	0	0	0
Number Scoring 85–100	0	2	2	0	0	0
Percentage of Tested Scoring 55–100	0%	100%	62%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	100%	62%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	33%	25%	0%	0%	0%
Global History and Geography						
Number Tested	32	22	29	3	1	5
Number Scoring 55–100	32	22	28	#	#	4
Number Scoring 65–100	27	22	28	#	#	4
Number Scoring 85–100	7	8	8	#	#	1
Percentage of Tested Scoring 55–100	100%	100%	97%	#	#	80%
Percentage of Tested Scoring 65–100	84%	100%	97%	#	#	80%
Percentage of Tested Scoring 85–100	22%	36%	28%	#	#	20%
U.S. History and Government (first administered June 2001)						
Number Tested	15	32	22	3	4	2
Number Scoring 55–100	15	32	22	#	#	#
Number Scoring 65–100	8	29	21	#	#	#
Number Scoring 85–100	4	11	9	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	53%	91%	95%	#	#	#
Percentage of Tested Scoring 85–100	27%	34%	41%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	31	21	30	3	1	5
Number Scoring 55–100	31	21	30	#	#	5
Number Scoring 65–100	31	21	29	#	#	5
Number Scoring 85–100	6	8	8	#	#	1
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65–100	100%	100%	97%	#	#	100%
Percentage of Tested Scoring 85–100	19%	38%	27%	#	#	20%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	26	26	31	2	5	5
Number Scoring 55–100	24	25	30	#	5	5
Number Scoring 65–100	22	21	27	#	5	4
Number Scoring 85–100	7	9	9	#	1	0
Percentage of Tested Scoring 55–100	92%	96%	97%	#	100%	100%
Percentage of Tested Scoring 65–100	85%	81%	87%	#	100%	80%
Percentage of Tested Scoring 85–100	27%	35%	29%	#	20%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		0	17		0	0
Number Scoring 55–100		0	16		0	0
Number Scoring 65–100		0	13		0	0
Number Scoring 85–100		0	2		0	0
Percentage of Tested Scoring 55–100		0%	94%		0%	0%
Percentage of Tested Scoring 65–100		0%	76%		0%	0%
Percentage of Tested Scoring 85–100		0%	12%		0%	0%
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	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	15	15	9	0	0	0
Number Scoring 55–100	15	15	9	0	0	0
Number Scoring 65–100	15	15	9	0	0	0
Number Scoring 85–100	8	7	5	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	53%	47%	56%	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)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	2	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	4	9	0	0	0	0
Number Scoring 55–100	#	9	0	0	0	0
Number Scoring 65–100	#	9	0	0	0	0
Number Scoring 85–100	#	6	0	0	0	0
Percentage of Tested Scoring 55–100	#	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	67%	0%	0%	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	12	100%	6	100%	9	89%
Students with Disabilities	0	0%	1	#	1	#

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	24	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	26	0%	4%	54%	42%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	31	3%	16%	68%	13%
	Students with Disabilities	6	0%	17%	83%	0%
	All Students	37	3%	16%	70%	11%

(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	26	26	26	4	4	4	30	30	30
Number Scoring 55–64	#	#	#	#	#	#	4	4	1
Number Scoring 65–84	#	#	#	#	#	#	20	16	23
Number Scoring 85–100	#	#	#	#	#	#	5	9	5
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)