

# 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	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	18	25	27
First	17	16	20
Second	23	20	19
Third	27	27	24
Fourth	26	26	22
Fifth	27	26	26
Sixth	27	26	29
Ungraded Elementary	0	0	0
Seventh	34	32	27
Eighth	33	34	33
Ninth	30	37	35
Tenth	30	29	36
Eleventh	30	24	30
Twelfth	33	38	26
Ungraded Secondary	0	0	0
Total K-12 Enrollment	355	360	354

## 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	10	2.8%	9	2.5%	9	2.5%
Black (Not Hispanic)	4	1.1%	3	0.8%	1	0.3%
Hispanic	8	2.3%	9	2.5%	10	2.8%
White (Not Hispanic)	333	93.8%	339	94.2%	334	94.4%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	18	13	14
Common Branch	11	14	13
English Grade 8	16	17	17
Mathematics Grade 8	16	17	15
Science Grade 8	32	18	17
Social Studies Grade 8	16	17	15
English Grade 10	13	11	15
Mathematics Grade 10	13	9	14
Science Grade 10	14	15	17
Social Studies Grade 10	15	16	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. 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	105	29.6%	121	33.6%	100	28.3%

### Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.6%		94.9%		94.9%
Student Suspensions	10	2.7%	21	5.9%	34	9.4%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	18.0%	14.4%	19.5%
Public Assistance	11-20%	1-10%	1-10%
Student Stability	88%	89%	85%

### Staff Counts

Staff	2003-04
Total Teachers	40
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 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	26	13	50%	28	15	54%	17	10	59%
Students with Disabilities	4	1	25%	3	0	0%	3	0	0%
All Students	30	14	47%	31	15	48%	20	10	50%

\*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	9	4	2	1	3	1
Percent	45%	20%	10%	5%	15%	5%

## 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)
3	0	1	4

\*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	5		1		0	0.0%
	Entered GED Program*	0		4		3	3.1%
	Total Noncompleters	5		5		3	3.1%
Students with Disabilities	Dropped Out	0		1		0	0.0%
	Entered GED Program*	0		1		1	3.4%
	Total Noncompleters	0		2		1	3.4%
All Students	Dropped Out	5	4.1%	2	1.6%	0	0.0%
	Entered GED Program*	0	0.0%	5	3.9%	4	3.2%
	Total Noncompleters	5	4.1%	7	5.5%	4	3.2%

\*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	23	22
	Number of Students with Disabilities	0	3	4
	Number of All Students	0	26	26
	Percent of Enrollment	0%	50%	54%
6-8	Number of General-Education Students	0	74	72
	Number of Students with Disabilities	0	18	17
	Number of All Students	0	92	89
	Percent of Enrollment	0%	100%	100%
9-12	Number of General-Education Students	0	101	96
	Number of Students with Disabilities	0	27	31
	Number of All Students	0	128	127
	Percent of Enrollment	0%	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; completer 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	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%	13	100%	0	0%

## Students with Disabilities

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

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	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%	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(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	34	19	26	5	1	5
Number Scoring 55-100	34	18	25	5	#	4
Number Scoring 65-100	32	17	23	5	#	3
Number Scoring 85-100	12	9	9	0	#	0
Percentage of Tested Scoring 55-100	100%	95%	96%	100%	#	80%
Percentage of Tested Scoring 65-100	94%	89%	88%	100%	#	60%
Percentage of Tested Scoring 85-100	35%	47%	35%	0%	#	0%
<b>Mathematics A</b>						
Number Tested	30	21	39	3	5	6
Number Scoring 55-100	28	19	38	#	5	6
Number Scoring 65-100	22	17	37	#	5	5
Number Scoring 85-100	10	7	10	#	0	0
Percentage of Tested Scoring 55-100	93%	90%	97%	#	100%	100%
Percentage of Tested Scoring 65-100	73%	81%	95%	#	100%	83%
Percentage of Tested Scoring 85-100	33%	33%	26%	#	0%	0%
<b>Mathematics B</b>						
Number Tested	6	8	10	0	0	0
Number Scoring 55-100	6	5	10	0	0	0
Number Scoring 65-100	6	5	10	0	0	0
Number Scoring 85-100	2	2	4	0	0	0
Percentage of Tested Scoring 55-100	100%	62%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	62%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	33%	25%	40%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	22	29	31	1	5	7
Number Scoring 55-100	22	28	29	#	4	5
Number Scoring 65-100	22	28	25	#	4	3
Number Scoring 85-100	8	8	9	#	1	0
Percentage of Tested Scoring 55-100	100%	97%	94%	#	80%	71%
Percentage of Tested Scoring 65-100	100%	97%	81%	#	80%	43%
Percentage of Tested Scoring 85-100	36%	28%	29%	#	20%	0%
<b>U.S. History and Government</b>						
Number Tested	32	22	30	4	2	6
Number Scoring 55-100	32	22	29	#	#	5
Number Scoring 65-100	29	21	26	#	#	5
Number Scoring 85-100	11	9	12	#	#	1
Percentage of Tested Scoring 55-100	100%	100%	97%	#	#	83%
Percentage of Tested Scoring 65-100	91%	95%	87%	#	#	83%
Percentage of Tested Scoring 85-100	34%	41%	40%	#	#	17%

(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	21	30	30	1	5	6
Number Scoring 55-100	21	30	30	#	5	6
Number Scoring 65-100	21	29	30	#	5	6
Number Scoring 85-100	8	8	5	#	1	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	100%	97%	100%	#	100%	100%
Percentage of Tested Scoring 85-100	38%	27%	17%	#	20%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	26	31	18	5	5	2
Number Scoring 55-100	25	30	18	5	5	#
Number Scoring 65-100	21	27	13	5	4	#
Number Scoring 85-100	9	9	3	1	0	#
Percentage of Tested Scoring 55-100	96%	97%	100%	100%	100%	#
Percentage of Tested Scoring 65-100	81%	87%	72%	100%	80%	#
Percentage of Tested Scoring 85-100	35%	29%	17%	20%	0%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	0	17	1	0	0	0
Number Scoring 55-100	0	16	#	0	0	0
Number Scoring 65-100	0	13	#	0	0	0
Number Scoring 85-100	0	2	#	0	0	0
Percentage of Tested Scoring 55-100	0%	94%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	76%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	12%	#	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested			12			0
Number Scoring 55-100			12			0
Number Scoring 65-100			11			0
Number Scoring 85-100			5			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			92%			0%
Percentage of Tested Scoring 85-100			42%			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	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 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	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 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	15	9	10	0	0	0
Number Scoring 55-100	15	9	10	0	0	0
Number Scoring 65-100	15	9	10	0	0	0
Number Scoring 85-100	7	5	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	47%	56%	70%	0%	0%	0%
<b>Comprehensive Latin</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%

(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	9	0	0	0	0	0
Number Scoring 55-100	9	0	0	0	0	0
Number Scoring 65-100	9	0	0	0	0	0
Number Scoring 85-100	6	0	0	0	0	0
Percentage of Tested Scoring 55-100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	67%	0%	0%	0%	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	6	100%	9	89%	5	100%
Students with Disabilities	1	#	1	#	1	#

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	21	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	25	0%	0%	56%	44%

## 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	25	0%	40%	44%	16%
	Students with Disabilities	5	0%	60%	40%	0%
	All Students	30	0%	43%	43%	13%

(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	0	0	0	0	0
<b>Secondary Level</b>						
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

## 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	17	17	17	3	3	3	20	20	20
Number Scoring 55–64	#	#	#	#	#	#	0	0	0
Number Scoring 65–84	#	#	#	#	#	#	11	10	10
Number Scoring 85–100	#	#	#	#	#	#	7	8	8
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – J)