

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	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	29	21	18
First	24	25	17
Second	28	26	23
Third	21	28	27
Fourth	27	24	26
Fifth	32	31	27
Sixth	29	35	27
Ungraded Elementary	0	0	0
Seventh	26	31	34
Eighth	28	28	33
Ninth	33	29	30
Tenth	36	34	30
Eleventh	25	28	30
Twelfth	36	29	33
Ungraded Secondary	3	0	0
Total K-12 Enrollment	377	369	355

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	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%	6	1.6%	10	2.8%
Black (Not Hispanic)	4	1.1%	6	1.6%	4	1.1%
Hispanic	8	2.1%	9	2.4%	8	2.3%
White (Not Hispanic)	359	95.2%	348	94.3%	333	93.8%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
0	0.0%	0	0.0%	0	0.0%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	15	12	18
Common Branch	15	16	11
English Grade 8	14	15	16
Mathematics Grade 8	8	11	16
Science Grade 8	9	28	32
Social Studies Grade 8	13	14	16
English Grade 10	17	16	13
Mathematics Grade 10	9	18	13
Science Grade 10	19	32	14
Social Studies Grade 10	0	15	15

(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 are elementary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for elementary 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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.0%		95.3%		94.6%
Student Suspensions	15	4.2%	16	4.2%	10	2.7%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	35.5%	31.4%	29.6%
Reduced Lunch	16.5%	13.0%	18.0%
Public Assistance	11-20%	21-30%	11-20%
Student Stability	83%	0%	88%

Staff Counts

Staff	2001–2002
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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	26	11	42%	20	13	65%	26	13	50%
Students with Disabilities	3	0	0%	2	1	50%	4	1	25%
All Students	29	11	38%	22	14	64%	30	14	47%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	10	14	0	0	6	0
Percent	33%	47%	0%	0%	20%	0%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
4	1	2	6

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					5	4.1%
	Entered GED Program*					0	0.0%
	Total Noncompleters					5	4.1%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	0	0.0%	0	0.0%	5	4.1%
	Entered GED Program*	2	1.5%	2	1.7%	0	0.0%
	Total Noncompleters	2	1.5%	2	1.7%	5	4.1%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	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%	10	100%	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	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	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	3	#
Science	4	#	0	0%	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	0	0%	1	#
U.S. Hist & Gov't	0	0%	1	#	1	#

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	100%	1	#	2	#
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%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	24	31	34	2	3	5
Number Scoring 55–100	24	31	34	#	#	5
Number Scoring 65–100	22	27	32	#	#	5
Number Scoring 85–100	5	11	12	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65–100	92%	87%	94%	#	#	100%
Percentage of Tested Scoring 85–100	21%	35%	35%	#	#	0%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	29	0	4	2	0	1
Number Scoring 55–100	22	0	#	#	0	#
Number Scoring 65–100	18	0	#	#	0	#
Number Scoring 85–100	10	0	#	#	0	#
Percentage of Tested Scoring 55–100	76%	0%	#	#	0%	#
Percentage of Tested Scoring 65–100	62%	0%	#	#	0%	#
Percentage of Tested Scoring 85–100	34%	0%	#	#	0%	#
Mathematics A						
Number Tested	22	43	30	2	11	3
Number Scoring 55–100	19	36	28	#	10	#
Number Scoring 65–100	13	32	22	#	10	#
Number Scoring 85–100	2	10	10	#	0	#
Percentage of Tested Scoring 55–100	86%	84%	93%	#	91%	#
Percentage of Tested Scoring 65–100	59%	74%	73%	#	91%	#
Percentage of Tested Scoring 85–100	9%	23%	33%	#	0%	#
Global Studies (last administered January 2000)						
Number Tested	16			1		
Number Scoring 55–100	14			#		
Number Scoring 65–100	12			#		
Number Scoring 85–100	5			#		
Percentage of Tested Scoring 55–100	88%			#		
Percentage of Tested Scoring 65–100	75%			#		
Percentage of Tested Scoring 85–100	31%			#		
Global History and Geography (first administered June 2000)						
Number Tested	17	32	22	2	3	1
Number Scoring 55–100	17	32	22	#	#	#
Number Scoring 65–100	13	27	22	#	#	#
Number Scoring 85–100	8	7	8	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	76%	84%	100%	#	#	#
Percentage of Tested Scoring 85–100	47%	22%	36%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	29	16		2	0	
Number Scoring 55–100	28	15		#	0	
Number Scoring 65–100	27	14		#	0	
Number Scoring 85–100	7	6		#	0	
Percentage of Tested Scoring 55–100	97%	94%		#	0%	
Percentage of Tested Scoring 65–100	93%	88%		#	0%	
Percentage of Tested Scoring 85–100	24%	38%		#	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		15	32		3	4
Number Scoring 55–100		15	32		#	#
Number Scoring 65–100		8	29		#	#
Number Scoring 85–100		4	11		#	#
Percentage of Tested Scoring 55–100		100%	100%		#	#
Percentage of Tested Scoring 65–100		53%	91%		#	#
Percentage of Tested Scoring 85–100		27%	34%		#	#
Living Environment (first administered June 2001)						
Number Tested		31	21		3	1
Number Scoring 55–100		31	21		#	#
Number Scoring 65–100		31	21		#	#
Number Scoring 85–100		6	8		#	#
Percentage of Tested Scoring 55–100		100%	100%		#	#
Percentage of Tested Scoring 65–100		100%	100%		#	#
Percentage of Tested Scoring 85–100		19%	38%		#	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		26	26		2	5
Number Scoring 55–100		24	25		#	5
Number Scoring 65–100		22	21		#	5
Number Scoring 85–100		7	9		#	1
Percentage of Tested Scoring 55–100		92%	96%		#	100%
Percentage of Tested Scoring 65–100		85%	81%		#	100%
Percentage of Tested Scoring 85–100		27%	35%		#	20%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	33	34	26	29	31
2001	30	33	32	29	31
2002	33	24	31	33	30

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	4	3	5	7	5
2001	5	5	5	5	5
2002	6	2	4	6	5

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	31	31	30	5	5	5
Comprehensive Spanish						
Number Tested	19	15	15	1	0	0
Number Scoring 55–100	19	15	15	#	0	0
Number Scoring 65–100	19	15	15	#	0	0
Number Scoring 85–100	10	8	7	#	0	0
Percentage of AGE Tested	61%	48%	50%	#	0%	0%
Percentage of AGE Scoring 55–100	61%	48%	50%	#	0%	0%
Percentage of AGE Scoring 65–100	61%	48%	50%	#	0%	0%
Percentage of AGE Scoring 85–100	32%	26%	23%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	31	31	30	5	5	5
Sequential Mathematics, Course II						
Number Tested	16	2	0	0	0	0
Number Scoring 55–100	14	#	0	0	0	0
Number Scoring 65–100	14	#	0	0	0	0
Number Scoring 85–100	4	#	0	0	0	0
Percentage of AGE Tested	52%	#	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	45%	#	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	45%	#	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	13%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	#	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	21	4	9	0	0	0
Number Scoring 55–100	18	#	9	0	0	0
Number Scoring 65–100	16	#	9	0	0	0
Number Scoring 85–100	8	#	6	0	0	0
Percentage of AGE Tested	68%	#	30%	0%	0%	0%
Percentage of AGE Scoring 55–100	58%	#	30%	0%	0%	0%
Percentage of AGE Scoring 65–100	52%	#	30%	0%	0%	0%
Percentage of AGE Scoring 85–100	26%	#	20%	0%	0%	0%
Percentage of Tested Scoring 65–100	76%	#	100%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested		0	6		0	0
Number Scoring 55–100		0	6		0	0
Number Scoring 65–100		0	6		0	0
Number Scoring 85–100		0	2		0	0
Percentage of AGE Tested		0%	20%		0%	0%
Percentage of AGE Scoring 55–100		0%	20%		0%	0%
Percentage of AGE Scoring 65–100		0%	20%		0%	0%
Percentage of AGE Scoring 85–100		0%	7%		0%	0%
Percentage of Tested Scoring 65–100		0%	100%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	31	31	30	5	5	5
Earth Science (last administered January 2001)						
Number Tested	0	0		0	0	
Number Scoring 55–100	0	0		0	0	
Number Scoring 65–100	0	0		0	0	
Number Scoring 85–100	0	0		0	0	
Percentage of AGE Tested	0%	0%		0%	0%	
Percentage of AGE Scoring 55–100	0%	0%		0%	0%	
Percentage of AGE Scoring 65–100	0%	0%		0%	0%	
Percentage of AGE Scoring 85–100	0%	0%		0%	0%	
Percentage of Tested Scoring 65–100	0%	0%		0%	0%	
Biology (last administered January 2001)						
Number Tested	29	0		2	0	
Number Scoring 55–100	21	0		#	0	
Number Scoring 65–100	18	0		#	0	
Number Scoring 85–100	10	0		#	0	
Percentage of AGE Tested	94%	0%		#	0%	
Percentage of AGE Scoring 55–100	68%	0%		#	0%	
Percentage of AGE Scoring 65–100	58%	0%		#	0%	
Percentage of AGE Scoring 85–100	32%	0%		#	0%	
Percentage of Tested Scoring 65–100	62%	0%		#	0%	
Chemistry (last administered January 2002)						
Number Tested	0	19	0	0	0	0
Number Scoring 55–100	0	16	0	0	0	0
Number Scoring 65–100	0	14	0	0	0	0
Number Scoring 85–100	0	8	0	0	0	0
Percentage of AGE Tested	0%	61%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	52%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	45%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	26%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	74%	0%	0%	0%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	31	31	30	5	5	5
Physics (last administered January 2002)						
Number Tested	21	0	0	1	0	0
Number Scoring 55–100	20	0	0	#	0	0
Number Scoring 65–100	20	0	0	#	0	0
Number Scoring 85–100	6	0	0	#	0	0
Percentage of AGE Tested	68%	0%	0%	#	0%	0%
Percentage of AGE Scoring 55–100	65%	0%	0%	#	0%	0%
Percentage of AGE Scoring 65–100	65%	0%	0%	#	0%	0%
Percentage of AGE Scoring 85–100	19%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	95%	0%	0%	#	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			0			0
Number Scoring 55–100			0			0
Number Scoring 65–100			0			0
Number Scoring 85–100			0			0
Percentage of AGE Tested			0%			0%
Percentage of AGE Scoring 55–100			0%			0%
Percentage of AGE Scoring 65–100			0%			0%
Percentage of AGE Scoring 85–100			0%			0%
Percentage of Tested Scoring 65–100			0%			0%
Physical Setting/Physics (first administered June 2002)						
Number Tested			18			1
Number Scoring 55–100			15			#
Number Scoring 65–100			9			#
Number Scoring 85–100			1			#
Percentage of AGE Tested			60%			#
Percentage of AGE Scoring 55–100			50%			#
Percentage of AGE Scoring 65–100			30%			#
Percentage of AGE Scoring 85–100			3%			#
Percentage of Tested Scoring 65–100			50%			#

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	12	100%	6	100%
Students with Disabilities	0	0%	0	0%	1	#

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	General-Education Students	23	#	#	#	#
	Students with Disabilities	4	#	#	#	#
	All Students	27	0%	4%	52%	44%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	27	0%	0%	74%	26%
	Students with Disabilities	7	0%	0%	100%	0%
	All Students	34	0%	0%	79%	21%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	25	25	5	5	30	30
Number Scoring 55–64	4	5	1	3	5	8
Number Scoring 65–84	8	10	2	0	10	10
Number Scoring 85–100	12	9	0	0	12	9
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	27	4	31
Number Scoring 55–64	#	#	1
Number Scoring 65–84	#	#	23
Number Scoring 85–100	#	#	6
Approved Alternatives	#	#	0

(Form – O)