

# New York State School Report Card Comprehensive Information Report

BEDS Code: 11-02-00-01-0011

Grade Range : 7-12

Name: Cortland Junior-Senior High School

Principal: William Doughty

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	235	252	246
Eighth	237	224	234
Ninth	227	243	262
Tenth	233	216	202
Eleventh	190	191	174
Twelfth	174	193	177
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1296	1319	1295

## 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	20	1.5%	15	1.1%	13	1.0%
Black (Not Hispanic)	30	2.3%	29	2.2%	33	2.5%
Hispanic	8	0.6%	13	1.0%	13	1.0%
White (Not Hispanic)	1238	95.5%	1262	95.7%	1236	95.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	17	21
Mathematics Grade 8	15	17	18
Science Grade 8	22	20	21
Social Studies Grade 8	20	20	21
English Grade 10	19	19	20
Mathematics Grade 10	20	25	19
Science Grade 10	21	19	16
Social Studies Grade 10	21	24	22

(Form – A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	27	2.1%	13	1.0%	4	0.3%
<b>Eligible for Free Lunch</b>	216	16.7%	186	14.1%	230	17.8%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		93.5%		93.4%		93.5%
<b>Student Suspensions</b>	135	10.7%	128	9.9%	122	9.2%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	5.8%	5.8%	5.9%
<b>Public Assistance</b>	21-30%	21-30%	21-30%
<b>Student Stability</b>	99%	98%	95%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	107
Total Other Professional Staff	20
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	144	86	60%	166	105	63%	146	92	63%
Students with Disabilities	13	1	8%	14	0	0%	9	2	22%
All Students	157	87	55%	180	105	58%	155	94	61%

\*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	82	60	1	2	4	6
Percent	53%	39%	1%	1%	3%	4%

## 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)
9	2	3	12

\*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			28		17	
	Entered GED Program*			2		4	
	Total Noncompleters			30		21	
Students with Disabilities	Dropped Out			7		10	
	Entered GED Program*			0		0	
	Total Noncompleters			7		10	
All Students	Dropped Out	29	3.5%	35	4.2%	27	3.3%
	Entered GED Program*	3	0.4%	2	0.2%	4	0.5%
	Total Noncompleters	32	3.9%	37	4.4%	31	3.8%

\*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6–8	Number of General-Education Students		376	386
	Number of Students with Disabilities		100	94
	Number of All Students		476	480
	Percent of Enrollment		100%	100%
9–12	Number of General-Education Students		696	680
	Number of Students with Disabilities		147	135
	Number of All Students		843	815
	Percent of Enrollment		100%	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	40	95%	53	92%	69	96%
German	0	0%	9	89%	15	67%
Italian	16	50%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	107	91%	126	89%	120	93%

### Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	2	#
German	0	0%	1	#	1	#
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	1	#	6	100%

(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%	4	#	5	60%
Science	0	0%	3	#	0	0%
Reading	0	0%	0	0%	4	#
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	1	#	3	#
U.S. Hist & Gov't	0	0%	1	#	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	60%	31	68%	21	52%
Science	4	#	19	58%	6	67%
Reading	0	0%	2	#	3	#
Writing	0	0%	2	#	3	#
Global Studies	2	#	7	57%	11	45%
U.S. Hist & Gov't	0	0%	4	#	3	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	174	180	179	11	13	14
Number Scoring 55–100	171	166	170	10	9	10
Number Scoring 65–100	162	145	151	6	2	5
Number Scoring 85–100	57	67	58	0	0	1
Percentage of Tested Scoring 55–100	98%	92%	95%	91%	69%	71%
Percentage of Tested Scoring 65–100	93%	81%	84%	55%	15%	36%
Percentage of Tested Scoring 85–100	33%	37%	32%	0%	0%	7%
<b>Mathematics A</b>						
Number Tested	0	10	187	0	0	11
Number Scoring 55–100	0	4	158	0	0	6
Number Scoring 65–100	0	2	142	0	0	3
Number Scoring 85–100	0	0	45	0	0	1
Percentage of Tested Scoring 55–100	0%	40%	84%	0%	0%	55%
Percentage of Tested Scoring 65–100	0%	20%	76%	0%	0%	27%
Percentage of Tested Scoring 85–100	0%	0%	24%	0%	0%	9%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	199	173	198	19	11	21
Number Scoring 55–100	193	159	184	16	9	14
Number Scoring 65–100	174	138	162	11	4	12
Number Scoring 85–100	62	41	53	1	0	0
Percentage of Tested Scoring 55–100	97%	92%	93%	84%	82%	67%
Percentage of Tested Scoring 65–100	87%	80%	82%	58%	36%	57%
Percentage of Tested Scoring 85–100	31%	24%	27%	5%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	171	172	174	11	12	11
Number Scoring 55–100	164	157	173	10	5	11
Number Scoring 65–100	146	137	166	5	3	9
Number Scoring 85–100	69	50	89	0	0	1
Percentage of Tested Scoring 55–100	96%	91%	99%	91%	42%	100%
Percentage of Tested Scoring 65–100	85%	80%	95%	45%	25%	82%
Percentage of Tested Scoring 85–100	40%	29%	51%	0%	0%	9%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	159	138	142	8	3	5
Number Scoring 55–100	158	138	141	8	#	5
Number Scoring 65–100	154	138	141	7	#	5
Number Scoring 85–100	46	49	43	1	#	0
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	#	100%
Percentage of Tested Scoring 65–100	97%	100%	99%	88%	#	100%
Percentage of Tested Scoring 85–100	29%	36%	30%	12%	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	189	213	233	17	32	30
Number Scoring 55–100	173	195	190	12	23	14
Number Scoring 65–100	163	173	174	10	15	10
Number Scoring 85–100	64	59	61	0	0	0
Percentage of Tested Scoring 55–100	92%	92%	82%	71%	72%	47%
Percentage of Tested Scoring 65–100	86%	81%	75%	59%	47%	33%
Percentage of Tested Scoring 85–100	34%	28%	26%	0%	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		97	109		1	0
Number Scoring 55–100		89	106		#	0
Number Scoring 65–100		64	78		#	0
Number Scoring 85–100		8	15		#	0
Percentage of Tested Scoring 55–100		92%	97%		#	0%
Percentage of Tested Scoring 65–100		66%	72%		#	0%
Percentage of Tested Scoring 85–100		8%	14%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	55	24	22	1	0	0
Number Scoring 55–100	54	24	22	#	0	0
Number Scoring 65–100	54	23	21	#	0	0
Number Scoring 85–100	33	13	11	#	0	0
Percentage of Tested Scoring 55–100	98%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	98%	96%	95%	#	0%	0%
Percentage of Tested Scoring 85–100	60%	54%	50%	#	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	5	3	4	0	0	0
Number Scoring 55–100	5	#	#	0	0	0
Number Scoring 65–100	5	#	#	0	0	0
Number Scoring 85–100	3	#	#	0	0	0
Percentage of Tested Scoring 55–100	100%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	60%	#	#	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	65	78	67	0	0	0
Number Scoring 55–100	64	76	67	0	0	0
Number Scoring 65–100	61	74	66	0	0	0
Number Scoring 85–100	38	42	41	0	0	0
Percentage of Tested Scoring 55–100	98%	97%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	95%	99%	0%	0%	0%
Percentage of Tested Scoring 85–100	58%	54%	61%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	9	6	8	0	0	0
Number Scoring 55–100	9	6	8	0	0	0
Number Scoring 65–100	9	6	8	0	0	0
Number Scoring 85–100	7	4	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	78%	67%	88%	0%	0%	0%

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	155	132	49	3	3	1
Number Scoring 55–100	138	106	42	#	#	#
Number Scoring 65–100	123	95	33	#	#	#
Number Scoring 85–100	54	32	7	#	#	#
Percentage of Tested Scoring 55–100	89%	80%	86%	#	#	#
Percentage of Tested Scoring 65–100	79%	72%	67%	#	#	#
Percentage of Tested Scoring 85–100	35%	24%	14%	#	#	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	87	100	97	0	1	1
Number Scoring 55–100	71	87	81	0	#	#
Number Scoring 65–100	66	84	79	0	#	#
Number Scoring 85–100	33	39	31	0	#	#
Percentage of Tested Scoring 55–100	82%	87%	84%	0%	#	#
Percentage of Tested Scoring 65–100	76%	84%	81%	0%	#	#
Percentage of Tested Scoring 85–100	38%	39%	32%	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	41	100%	53	98%	57	93%
Students with Disabilities	9	89%	15	93%	19	37%

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
<b>Nov 2002</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

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	185	0%	32%	58%	9%
	Students with Disabilities	41	7%	61%	32%	0%
	All Students	226	1%	38%	54%	8%

(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
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	1	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

## 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	158	158	158	14	14	14	172	172	172
Number Scoring 55–64	9	11	8	1	3	1	10	14	9
Number Scoring 65–84	79	83	89	8	3	5	87	86	94
Number Scoring 85–100	60	50	56	0	0	0	60	50	56
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)