

New York State District Report Card

Comprehensive Information Report

BEDS Code: 52-04-01-04-0000
 Name: Corinth Central School District
 Superintendent: Matthew F. Breitenbach

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	101	72	102
First	93	85	79
Second	81	100	86
Third	102	86	105
Fourth	96	98	85
Fifth	90	105	105
Sixth	111	101	99
Ungraded Elementary	7	16	0
Seventh	111	120	117
Eighth	88	109	107
Ninth	98	86	111
Tenth	108	97	83
Eleventh	100	91	92
Twelfth	86	95	83
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1272	1261	1254

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	8	0.6%	16	1.3%	17	1.4%
Black (Not Hispanic)	5	0.4%	11	0.9%	9	0.7%
Hispanic	2	0.2%	4	0.3%	10	0.8%
White (Not Hispanic)	1257	98.8%	1230	97.5%	1218	97.1%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	18	20
Common Branch	19	18	17
English Grade 8	0	0	0
Mathematics Grade 8	16	18	17
Science Grade 8	0	0	0
Social Studies Grade 8	0	20	0
English Grade 10	0	20	18
Mathematics Grade 10	22	18	12
Science Grade 10	21	22	0
Social Studies Grade 10	18	25	18

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

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	1	0.1%	0	0.0%	0	0.0%
Eligible for Free Lunch	242	19.0%	276	21.9%	326	26.0%

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%		94.6%		96.9%
Student Suspensions	78	6.1%	88	6.9%	91	7.2%

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

	2001-02	2002-03	2003-04
Reduced Lunch	8.0%	10.5%	9.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	108
Total Other Professional Staff	12
Total Paraprofessionals	40
Teaching Out of Certification*	1

*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	65	35	54%	74	34	46%	70	49	70%
Students with Disabilities	9	1	11%	12	0	0%	8	2	25%
All Students	74	36	49%	86	34	40%	78	51	65%

*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	21	35	0	7	13	2
Percent	27%	45%	0%	9%	17%	3%

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)
8	2	4	12

*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	4		3		4	1.2%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	5		3		4	1.2%
Students with Disabilities	Dropped Out	1		0		1	1.5%
	Entered GED Program*	2		0		3	4.5%
	Total Noncompleters	3		0		4	6.1%
All Students	Dropped Out	5	1.3%	3	0.8%	5	1.3%
	Entered GED Program*	3	0.8%	0	0.0%	3	0.8%
	Total Noncompleters	8	2.0%	3	0.8%	8	2.1%

*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	99%	0%	0%
2–3	99%	0%	0%

Students Developing a Career Plan, 4–12

Grades		2001–02	2002–03	2003–04
4–5	Number of General-Education Students	89	0	0
	Number of Students with Disabilities	7	0	0
	Number of All Students	96	0	0
	Percent of Enrollment	51%	0%	0%
6–8	Number of General-Education Students	176	203	188
	Number of Students with Disabilities	23	26	36
	Number of All Students	199	229	224
	Percent of Enrollment	64%	69%	69%
9–12	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	26		
Completed and Passed Regents Exams	25	96%	77%
Completed and had Course Average of 75% or More	24	92%	81%
Completed and Attained a HS Diploma or Equivalent	25	96%	96%
Completed and Whose Status is Known	24		
Completed and Were Successfully Placed	24	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled			30%
Underrepresented Gender Members Who Completed			19%

Enrollment data are for the 2003-2004 school year; completion 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	34	88%	30	93%	37	92%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	42	88%	35	100%	54	93%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	4	#	0	0%	4	#

Regents Competency Tests

General-Education Students

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

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	8	88%	4	#
Science	1	#	2	#	5	80%
Reading	5	100%	5	100%	7	86%
Writing	11	91%	9	89%	7	100%
Global Studies	4	#	3	#	5	60%
U.S. Hist & Gov't	4	#	9	78%	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Comprehensive English						
Number Tested	86	83	87	12	7	8
Number Scoring 55–100	77	81	84	9	7	5
Number Scoring 65–100	66	78	78	6	7	4
Number Scoring 85–100	15	31	31	0	1	0
Percentage of Tested Scoring 55–100	90%	98%	97%	75%	100%	62%
Percentage of Tested Scoring 65–100	77%	94%	90%	50%	100%	50%
Percentage of Tested Scoring 85–100	17%	37%	36%	0%	14%	0%
Mathematics A						
Number Tested	81	65	97	8	5	6
Number Scoring 55–100	54	60	94	6	4	3
Number Scoring 65–100	39	54	86	4	4	2
Number Scoring 85–100	6	23	32	1	0	0
Percentage of Tested Scoring 55–100	67%	92%	97%	75%	80%	50%
Percentage of Tested Scoring 65–100	48%	83%	89%	50%	80%	33%
Percentage of Tested Scoring 85–100	7%	35%	33%	12%	0%	0%
Mathematics B						
Number Tested	0	0	16	0	0	1
Number Scoring 55–100	0	0	16	0	0	#
Number Scoring 65–100	0	0	15	0	0	#
Number Scoring 85–100	0	0	6	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	94%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	38%	0%	0%	#
Global History and Geography						
Number Tested	97	81	88	9	8	10
Number Scoring 55–100	91	73	82	9	7	8
Number Scoring 65–100	77	65	68	6	6	7
Number Scoring 85–100	13	18	20	0	0	0
Percentage of Tested Scoring 55–100	94%	90%	93%	100%	88%	80%
Percentage of Tested Scoring 65–100	79%	80%	77%	67%	75%	70%
Percentage of Tested Scoring 85–100	13%	22%	23%	0%	0%	0%
U.S. History and Government						
Number Tested	90	89	85	10	12	8
Number Scoring 55–100	79	86	79	6	10	4
Number Scoring 65–100	62	75	71	4	5	4
Number Scoring 85–100	16	30	27	1	0	1
Percentage of Tested Scoring 55–100	88%	97%	93%	60%	83%	50%
Percentage of Tested Scoring 65–100	69%	84%	84%	40%	42%	50%
Percentage of Tested Scoring 85–100	18%	34%	32%	10%	0%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Living Environment						
Number Tested	123	62	82	10	4	9
Number Scoring 55–100	114	57	76	9	#	7
Number Scoring 65–100	106	55	68	7	#	4
Number Scoring 85–100	16	9	5	0	#	0
Percentage of Tested Scoring 55–100	93%	92%	93%	90%	#	78%
Percentage of Tested Scoring 65–100	86%	89%	83%	70%	#	44%
Percentage of Tested Scoring 85–100	13%	15%	6%	0%	#	0%
Physical Setting/Earth Science						
Number Tested	42	71	93	5	3	7
Number Scoring 55–100	36	69	89	4	#	6
Number Scoring 65–100	32	64	74	4	#	3
Number Scoring 85–100	4	24	28	0	#	1
Percentage of Tested Scoring 55–100	86%	97%	96%	80%	#	86%
Percentage of Tested Scoring 65–100	76%	90%	80%	80%	#	43%
Percentage of Tested Scoring 85–100	10%	34%	30%	0%	#	14%
Physical Setting/Chemistry						
Number Tested	37	38	24	0	1	2
Number Scoring 55–100	35	38	24	0	#	#
Number Scoring 65–100	24	29	21	0	#	#
Number Scoring 85–100	0	2	4	0	#	#
Percentage of Tested Scoring 55–100	95%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	65%	76%	88%	0%	#	#
Percentage of Tested Scoring 85–100	0%	5%	17%	0%	#	#
Physical Setting/Physics						
Number Tested			11			0
Number Scoring 55–100			11			0
Number Scoring 65–100			11			0
Number Scoring 85–100			4			0
Percentage of Tested Scoring 55–100			100%			0%
Percentage of Tested Scoring 65–100			100%			0%
Percentage of Tested Scoring 85–100			36%			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
Comprehensive French						
Number Tested	20	26	15	0	0	0
Number Scoring 55–100	19	26	15	0	0	0
Number Scoring 65–100	17	26	15	0	0	0
Number Scoring 85–100	5	12	11	0	0	0
Percentage of Tested Scoring 55–100	95%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	85%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	25%	46%	73%	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	19	22	26	0	0	1
Number Scoring 55–100	19	22	26	0	0	#
Number Scoring 65–100	19	21	26	0	0	#
Number Scoring 85–100	7	11	18	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	95%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	37%	50%	69%	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		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	33	41	16	0	0	0
Number Scoring 55–100	32	39	7	0	0	0
Number Scoring 65–100	31	34	6	0	0	0
Number Scoring 85–100	17	10	3	0	0	0
Percentage of Tested Scoring 55–100	97%	95%	44%	0%	0%	0%
Percentage of Tested Scoring 65–100	94%	83%	38%	0%	0%	0%
Percentage of Tested Scoring 85–100	52%	24%	19%	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	23	100%	26	96%	31	100%
Students with Disabilities	10	90%	12	100%	4	#

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
Nov 2003	General-Education Students	90	6%	12%	64%	18%
	Students with Disabilities	10	80%	0%	20%	0%
	All Students	100	13%	11%	60%	16%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	88	1%	22%	58%	19%
	Students with Disabilities	17	24%	65%	12%	0%
	All Students	105	5%	29%	50%	16%

(Form – I)

New York State Alternate Assessments (NYSAA)

2003–04

	Count of Students					
Test	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	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	4	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	78	78	78	12	12	12	90	90	90
Number Scoring 55–64	8	2	3	3	3	2	11	5	5
Number Scoring 65–84	52	37	38	8	4	5	60	41	43
Number Scoring 85–100	10	29	32	0	0	2	10	29	34
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)