

New York State School Report Card Comprehensive Information Report

BEDS Code: 52-04-01-04-0007

Grade Range : 9-12

Name: Corinth High School

Principal: Sue Ellen Perkins

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	0	0	0
Eighth	0	0	0
Ninth	106	98	86
Tenth	102	108	97
Eleventh	92	100	91
Twelfth	88	86	95
Ungraded Secondary	0	0	0
Total K-12 Enrollment	388	392	369

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	4	1.0%	4	1.0%	4	1.1%
Black (Not Hispanic)	1	0.3%	2	0.5%	1	0.3%
Hispanic	1	0.3%	0	0.0%	0	0.0%
White (Not Hispanic)	382	98.5%	386	98.5%	364	98.6%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	16	0	20
Mathematics Grade 10	0	22	18
Science Grade 10	0	21	22
Social Studies Grade 10	20	18	25

(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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle 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

	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	27	7.0%	38	9.7%	38	10.3%

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		93.3%		92.8%		91.4%
Student Suspensions	43	10.9%	31	8.0%	47	12.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.1%	4.9%	4.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	92%	95%

Staff Counts

Staff	2002–2003
Total Teachers	33
Total Other Professional Staff	2
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	74	36	49%	65	35	54%	74	34	46%
Students with Disabilities	1	0	0%	9	1	11%	11	0	0%
All Students	75	36	48%	74	36	49%	85	34	40%

*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	16	48	4	5	1	11
Percent	19%	56%	5%	6%	1%	13%

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)
11	0	1	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			4		3	
	Entered GED Program*			1		0	
	Total Noncompleters			5		3	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			1		0	
	Total Noncompleters			2		0	
All Students	Dropped Out	7	1.8%	5	1.3%	3	0.8%
	Entered GED Program*	5	1.3%	2	0.5%	0	0.0%
	Total Noncompleters	12	3.1%	7	1.8%	3	0.8%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	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%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	44	100%	34	88%	30	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	52	100%	42	88%	35	100%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	4	#	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%	1	#	2	#
Science	0	0%	1	#	0	0%
Reading	0	0%	2	#	1	#
Writing	0	0%	1	#	2	#
Global Studies	1	#	3	#	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	11	100%	5	100%	8	88%
Science	4	#	1	#	2	#
Reading	1	#	5	100%	5	100%
Writing	7	71%	11	91%	9	89%
Global Studies	6	67%	4	#	3	#
U.S. Hist & Gov't	0	0%	4	#	9	78%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	68	86	83	9	12	7
Number Scoring 55–100	68	77	81	9	9	7
Number Scoring 65–100	63	66	78	6	6	7
Number Scoring 85–100	25	15	31	0	0	1
Percentage of Tested Scoring 55–100	100%	90%	98%	100%	75%	100%
Percentage of Tested Scoring 65–100	93%	77%	94%	67%	50%	100%
Percentage of Tested Scoring 85–100	37%	17%	37%	0%	0%	14%
Mathematics A						
Number Tested	77	81	65	17	8	5
Number Scoring 55–100	35	54	60	2	6	4
Number Scoring 65–100	19	39	54	0	4	4
Number Scoring 85–100	2	6	23	0	1	0
Percentage of Tested Scoring 55–100	45%	67%	92%	12%	75%	80%
Percentage of Tested Scoring 65–100	25%	48%	83%	0%	50%	80%
Percentage of Tested Scoring 85–100	3%	7%	35%	0%	12%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	94	97	81	13	9	8
Number Scoring 55–100	87	91	73	10	9	7
Number Scoring 65–100	59	77	65	6	6	6
Number Scoring 85–100	9	13	18	1	0	0
Percentage of Tested Scoring 55–100	93%	94%	90%	77%	100%	88%
Percentage of Tested Scoring 65–100	63%	79%	80%	46%	67%	75%
Percentage of Tested Scoring 85–100	10%	13%	22%	8%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	30	90	88	7	10	11
Number Scoring 55–100	26	79	85	7	6	9
Number Scoring 65–100	19	62	75	4	4	5
Number Scoring 85–100	3	16	30	1	1	0
Percentage of Tested Scoring 55–100	87%	88%	97%	100%	60%	82%
Percentage of Tested Scoring 65–100	63%	69%	85%	57%	40%	45%
Percentage of Tested Scoring 85–100	10%	18%	34%	14%	10%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	32	123	62	6	10	4
Number Scoring 55–100	31	114	57	5	9	#
Number Scoring 65–100	27	106	55	3	7	#
Number Scoring 85–100	0	16	9	0	0	#
Percentage of Tested Scoring 55–100	97%	93%	92%	83%	90%	#
Percentage of Tested Scoring 65–100	84%	86%	89%	50%	70%	#
Percentage of Tested Scoring 85–100	0%	13%	15%	0%	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	42	42	71	2	5	3
Number Scoring 55–100	42	36	69	#	4	#
Number Scoring 65–100	41	32	64	#	4	#
Number Scoring 85–100	25	4	24	#	0	#
Percentage of Tested Scoring 55–100	100%	86%	97%	#	80%	#
Percentage of Tested Scoring 65–100	98%	76%	90%	#	80%	#
Percentage of Tested Scoring 85–100	60%	10%	34%	#	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		37	38		0	1
Number Scoring 55–100		35	38		0	#
Number Scoring 65–100		24	29		0	#
Number Scoring 85–100		0	2		0	#
Percentage of Tested Scoring 55–100		95%	100%		0%	#
Percentage of Tested Scoring 65–100		65%	76%		0%	#
Percentage of Tested Scoring 85–100		0%	5%		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	25	20	26	0	0	0
Number Scoring 55–100	25	19	26	0	0	0
Number Scoring 65–100	25	17	26	0	0	0
Number Scoring 85–100	14	5	12	0	0	0
Percentage of Tested Scoring 55–100	100%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	85%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	56%	25%	46%	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	19	22	0	0	0
Number Scoring 55–100	19	19	22	0	0	0
Number Scoring 65–100	19	19	21	0	0	0
Number Scoring 85–100	16	7	11	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	95%	0%	0%	0%
Percentage of Tested Scoring 85–100	84%	37%	50%	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	52	34	0	0	1	0
Number Scoring 55–100	41	31	0	0	#	0
Number Scoring 65–100	39	25	0	0	#	0
Number Scoring 85–100	9	9	0	0	#	0
Percentage of Tested Scoring 55–100	79%	91%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	75%	74%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	17%	26%	0%	0%	#	0%
Sequential Mathematics, Course III						
Number Tested	32	33	41	0	0	0
Number Scoring 55–100	29	32	39	0	0	0
Number Scoring 65–100	25	31	34	0	0	0
Number Scoring 85–100	5	17	10	0	0	0
Percentage of Tested Scoring 55–100	91%	97%	95%	0%	0%	0%
Percentage of Tested Scoring 65–100	78%	94%	83%	0%	0%	0%
Percentage of Tested Scoring 85–100	16%	52%	24%	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	20	100%	23	100%	26	96%
Students with Disabilities	3	#	10	90%	12	100%

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	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
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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	80	80	80	13	13	13	93	93	93
Number Scoring 55–64	6	16	8	3	4	3	9	20	11
Number Scoring 65–84	40	41	51	6	3	6	46	44	57
Number Scoring 85–100	7	15	13	0	1	0	7	16	13
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)