

# New York State District Report Card Comprehensive Information Report

BEDS Code: 44-03-01-06-0000  
 Name: Cornwall Central School District  
 Superintendent: Timothy J. Rehm

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	164	161	150
First	210	226	214
Second	237	218	225
Third	223	246	227
Fourth	231	225	254
Fifth	256	240	233
Sixth	251	268	243
Ungraded Elementary	0	0	31
Seventh	210	255	280
Eighth	244	232	265
Ninth	244	268	279
Tenth	217	233	265
Eleventh	214	211	217
Twelfth	199	200	210
Ungraded Secondary	0	0	0
Total K-12 Enrollment	2900	2983	3093

## 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	51	1.8%	55	1.8%	74	2.4%
Black (Not Hispanic)	63	2.2%	88	3.0%	92	3.0%
Hispanic	171	5.9%	203	6.8%	208	6.7%
White (Not Hispanic)	2615	90.2%	2637	88.4%	2719	87.9%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	21	19	22
Common Branch	25	24	21
English Grade 8	22	22	25
Mathematics Grade 8	19	27	26
Science Grade 8	22	24	26
Social Studies Grade 8	26	22	26
English Grade 10	20	23	20
Mathematics Grade 10	19	19	19
Science Grade 10	19	25	20
Social Studies Grade 10	21	21	20

(Form - A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

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

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	11	0.4%	10	0.3%	16	0.5%
<b>Eligible for Free Lunch</b>	119	4.4%	112	4.0%	112	3.8%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		94.7%		94.6%		94.6%
<b>Student Suspensions</b>	130	4.6%	75	2.6%	124	4.2%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	2.5%	2.7%	2.9%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	223
Total Other Professional Staff	48
Total Paraprofessionals	62
Teaching Out of Certification*	9

\*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	188	148	79%	184	144	78%	188	148	79%
Students with Disabilities	10	1	10%	13	7	54%	14	8	57%
All Students	198	149	75%	197	151	77%	202	156	77%

\*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	126	50	2	3	15	6
Percent	62%	25%	1%	1%	7%	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)
14	8	4	18

\*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	15		11		13	1.5%
	Entered GED Program*	2		2		2	0.2%
	Total Noncompleters	17		13		15	1.7%
Students with Disabilities	Dropped Out	1		2		3	3.6%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	2		2		3	3.6%
All Students	Dropped Out	16	1.8%	13	1.4%	16	1.7%
	Entered GED Program*	3	0.3%	2	0.2%	2	0.2%
	Total Noncompleters	19	2.2%	15	1.6%	18	1.9%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	76	97%	53	96%	70	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	150	89%	182	95%	182	88%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	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	3	#	3	#	2	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	13	100%	1	#
Science	2	#	2	#	3	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	2	#
Global Studies	0	0%	0	0%	1	#
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	5	80%	6	100%	12	92%
Science	12	67%	11	55%	10	80%
Reading	14	93%	7	71%	1	#
Writing	1	#	10	70%	0	0%
Global Studies	2	#	10	90%	0	0%
U.S. Hist & Gov't	5	60%	1	#	2	#

(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	217	220	223	16	26	15
Number Scoring 55-100	206	212	221	14	22	15
Number Scoring 65-100	190	195	210	10	18	14
Number Scoring 85-100	99	104	125	4	3	3
Percentage of Tested Scoring 55-100	95%	96%	99%	88%	85%	100%
Percentage of Tested Scoring 65-100	88%	89%	94%	62%	69%	93%
Percentage of Tested Scoring 85-100	46%	47%	56%	25%	12%	20%
<b>Mathematics A</b>						
Number Tested	243	282	265	15	20	15
Number Scoring 55-100	205	256	262	12	17	14
Number Scoring 65-100	166	231	250	10	16	13
Number Scoring 85-100	66	65	66	1	5	0
Percentage of Tested Scoring 55-100	84%	91%	99%	80%	85%	93%
Percentage of Tested Scoring 65-100	68%	82%	94%	67%	80%	87%
Percentage of Tested Scoring 85-100	27%	23%	25%	7%	25%	0%
<b>Mathematics B</b>						
Number Tested	0	1	39	0	1	1
Number Scoring 55-100	0	#	39	0	#	#
Number Scoring 65-100	0	#	39	0	#	#
Number Scoring 85-100	0	#	30	0	#	#
Percentage of Tested Scoring 55-100	0%	#	100%	0%	#	#
Percentage of Tested Scoring 65-100	0%	#	100%	0%	#	#
Percentage of Tested Scoring 85-100	0%	#	77%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	209	233	253	13	22	16
Number Scoring 55-100	206	225	240	13	19	14
Number Scoring 65-100	197	213	231	11	17	11
Number Scoring 85-100	90	117	120	1	6	6
Percentage of Tested Scoring 55-100	99%	97%	95%	100%	86%	88%
Percentage of Tested Scoring 65-100	94%	91%	91%	85%	77%	69%
Percentage of Tested Scoring 85-100	43%	50%	47%	8%	27%	38%
<b>U.S. History and Government</b>						
Number Tested	217	198	224	17	14	16
Number Scoring 55-100	213	197	223	14	13	16
Number Scoring 65-100	197	195	218	11	12	15
Number Scoring 85-100	81	119	132	1	2	6
Percentage of Tested Scoring 55-100	98%	99%	100%	82%	93%	100%
Percentage of Tested Scoring 65-100	91%	98%	97%	65%	86%	94%
Percentage of Tested Scoring 85-100	37%	60%	59%	6%	14%	38%

(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	197	215	211	12	13	9
Number Scoring 55-100	196	203	209	12	13	9
Number Scoring 65-100	190	198	201	11	13	9
Number Scoring 85-100	79	72	52	4	2	1
Percentage of Tested Scoring 55-100	99%	94%	99%	100%	100%	100%
Percentage of Tested Scoring 65-100	96%	92%	95%	92%	100%	100%
Percentage of Tested Scoring 85-100	40%	33%	25%	33%	15%	11%
<b>Physical Setting/Earth Science</b>						
Number Tested	254	270	298	18	25	23
Number Scoring 55-100	231	246	271	15	18	15
Number Scoring 65-100	197	218	240	8	17	13
Number Scoring 85-100	80	80	80	1	1	0
Percentage of Tested Scoring 55-100	91%	91%	91%	83%	72%	65%
Percentage of Tested Scoring 65-100	78%	81%	81%	44%	68%	57%
Percentage of Tested Scoring 85-100	31%	30%	27%	6%	4%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	123	136	143	2	3	3
Number Scoring 55-100	122	135	143	#	#	#
Number Scoring 65-100	101	115	129	#	#	#
Number Scoring 85-100	29	20	25	#	#	#
Percentage of Tested Scoring 55-100	99%	99%	100%	#	#	#
Percentage of Tested Scoring 65-100	82%	85%	90%	#	#	#
Percentage of Tested Scoring 85-100	24%	15%	17%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested			54			2
Number Scoring 55-100			52			#
Number Scoring 65-100			46			#
Number Scoring 85-100			9			#
Percentage of Tested Scoring 55-100			96%			#
Percentage of Tested Scoring 65-100			85%			#
Percentage of Tested Scoring 85-100			17%			#

\* 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	67	70	72	1	0	2
Number Scoring 55-100	65	70	72	#	0	#
Number Scoring 65-100	61	70	71	#	0	#
Number Scoring 85-100	28	48	56	#	0	#
Percentage of Tested Scoring 55-100	97%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	91%	100%	99%	#	0%	#
Percentage of Tested Scoring 85-100	42%	69%	78%	#	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	98	111	127	0	6	4
Number Scoring 55-100	97	109	127	0	6	#
Number Scoring 65-100	94	106	126	0	5	#
Number Scoring 85-100	49	64	75	0	1	#
Percentage of Tested Scoring 55-100	99%	98%	100%	0%	100%	#
Percentage of Tested Scoring 65-100	96%	95%	99%	0%	83%	#
Percentage of Tested Scoring 85-100	50%	58%	59%	0%	17%	#
<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	123	121	0	1	2	0
Number Scoring 55-100	119	110	0	#	#	0
Number Scoring 65-100	115	104	0	#	#	0
Number Scoring 85-100	72	45	0	#	#	0
Percentage of Tested Scoring 55-100	97%	91%	0%	#	#	0%
Percentage of Tested Scoring 65-100	93%	86%	0%	#	#	0%
Percentage of Tested Scoring 85-100	59%	37%	0%	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	51	100%	37	95%	28	96%
Students with Disabilities	9	100%	7	86%	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
<b>Nov 2003</b>	General-Education Students	213	1%	3%	46%	49%
	Students with Disabilities	17	24%	29%	41%	6%
	All Students	230	3%	5%	46%	46%

## 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	244	0%	36%	55%	9%
	Students with Disabilities	25	16%	60%	24%	0%
	All Students	269	1%	38%	52%	9%

(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	1	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	1	#	#	#	#
<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	180	180	180	13	13	13	193	193	193
Number Scoring 55–64	5	1	6	0	1	0	5	2	6
Number Scoring 65–84	83	56	77	10	9	8	93	65	85
Number Scoring 85–100	86	115	89	1	2	3	87	117	92
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade K-1)</b>						
Number Tested			6			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			2			0
Proficient (37-39)			2			0
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			6			0
Beginning (0-14)			2			0
Intermediate (15-24)			0			0
Advanced (25-32)			4			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 5-6)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 5-6)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)