

# New York State School Report Card Comprehensive Information Report

BEDS Code: 44-03-01-06-0003

Grade Range : 8-12

Name: Cornwall Central High School

Principal: Michael Brooks

## 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	232	244	232
Ninth	238	244	268
Tenth	227	217	233
Eleventh	234	214	211
Twelfth	181	199	200
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1112	1118	1144

## 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	22	2.0%	16	1.4%	16	1.4%
Black (Not Hispanic)	23	2.1%	24	2.1%	31	2.7%
Hispanic	57	5.1%	60	5.4%	81	7.1%
White (Not Hispanic)	1010	90.8%	1018	91.1%	1016	88.8%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	22	22
Mathematics Grade 8	27	19	27
Science Grade 8	23	22	24
Social Studies Grade 8	22	26	22
English Grade 10	24	20	23
Mathematics Grade 10	21	19	19
Science Grade 10	20	19	25
Social Studies Grade 10	23	21	21

(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
49	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 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.1%	2	0.2%	2	0.2%
Eligible for Free Lunch	45	4.1%	42	3.8%	39	3.4%

### 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		94.0%		93.7%		94.1%
Student Suspensions	152	14.0%	87	7.8%	44	3.9%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.5%	2.3%	2.3%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	99%	99%

### Staff Counts

Staff	2002–2003
Total Teachers	80
Total Other Professional Staff	13
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	1

\*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	182	117	64%	188	148	79%	184	144	78%
Students with Disabilities	6	1	17%	10	1	10%	13	7	54%
All Students	188	118	63%	198	149	75%	197	151	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 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	115	53	7	4	14	4
Percent	58%	27%	4%	2%	7%	2%

## 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)
13	7	0	13

\*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			15		11	
	Entered GED Program*			2		2	
	Total Noncompleters			17		13	
Students with Disabilities	Dropped Out			1		2	
	Entered GED Program*			1		0	
	Total Noncompleters			2		2	
All Students	Dropped Out	11	1.3%	16	1.8%	13	1.4%
	Entered GED Program*	1	0.1%	3	0.3%	2	0.2%
	Total Noncompleters	12	1.4%	19	2.2%	15	1.6%

\*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		10	0
	Number of Students with Disabilities		2	0
	Number of All Students		12	0
	Percent of Enrollment		1%	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	37	92%	76	97%	53	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	163	92%	150	89%	182	95%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	3	#	3	#

(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	6	83%	2	#	13	100%
Science	6	83%	2	#	2	#
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	2	#	0	0%	0	0%
U.S. Hist & Gov't	6	100%	1	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	5	80%	6	100%
Science	11	27%	12	67%	11	55%
Reading	21	76%	14	93%	7	71%
Writing	19	100%	1	#	10	70%
Global Studies	2	#	2	#	10	90%
U.S. Hist & Gov't	3	#	5	60%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	218	217	220	13	16	26
Number Scoring 55–100	215	206	212	11	14	22
Number Scoring 65–100	203	190	195	5	10	18
Number Scoring 85–100	84	99	104	2	4	3
Percentage of Tested Scoring 55–100	99%	95%	96%	85%	88%	85%
Percentage of Tested Scoring 65–100	93%	88%	89%	38%	62%	69%
Percentage of Tested Scoring 85–100	39%	46%	47%	15%	25%	12%
<b>Mathematics A</b>						
Number Tested	248	243	282	15	15	20
Number Scoring 55–100	196	205	256	11	12	17
Number Scoring 65–100	155	166	231	9	10	16
Number Scoring 85–100	29	66	65	2	1	5
Percentage of Tested Scoring 55–100	79%	84%	91%	73%	80%	85%
Percentage of Tested Scoring 65–100	62%	68%	82%	60%	67%	80%
Percentage of Tested Scoring 85–100	12%	27%	23%	13%	7%	25%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	1	0	0	1
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 Tested Scoring 55–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	#	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	#	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	233	209	233	9	13	22
Number Scoring 55–100	230	206	225	9	13	19
Number Scoring 65–100	217	197	213	8	11	17
Number Scoring 85–100	96	90	117	0	1	6
Percentage of Tested Scoring 55–100	99%	99%	97%	100%	100%	86%
Percentage of Tested Scoring 65–100	93%	94%	91%	89%	85%	77%
Percentage of Tested Scoring 85–100	41%	43%	50%	0%	8%	27%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	209	217	198	14	17	14
Number Scoring 55–100	203	213	197	11	14	13
Number Scoring 65–100	194	197	195	9	11	12
Number Scoring 85–100	109	81	119	3	1	2
Percentage of Tested Scoring 55–100	97%	98%	99%	79%	82%	93%
Percentage of Tested Scoring 65–100	93%	91%	98%	64%	65%	86%
Percentage of Tested Scoring 85–100	52%	37%	60%	21%	6%	14%

(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	197	197	215	7	12	13
Number Scoring 55–100	194	196	203	7	12	13
Number Scoring 65–100	194	190	198	7	11	13
Number Scoring 85–100	57	79	72	0	4	2
Percentage of Tested Scoring 55–100	98%	99%	94%	100%	100%	100%
Percentage of Tested Scoring 65–100	98%	96%	92%	100%	92%	100%
Percentage of Tested Scoring 85–100	29%	40%	33%	0%	33%	15%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	211	254	270	1	18	25
Number Scoring 55–100	191	231	246	#	15	18
Number Scoring 65–100	174	197	218	#	8	17
Number Scoring 85–100	74	80	80	#	1	1
Percentage of Tested Scoring 55–100	91%	91%	91%	#	83%	72%
Percentage of Tested Scoring 65–100	82%	78%	81%	#	44%	68%
Percentage of Tested Scoring 85–100	35%	31%	30%	#	6%	4%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		123	136		2	3
Number Scoring 55–100		122	135		#	#
Number Scoring 65–100		101	115		#	#
Number Scoring 85–100		29	20		#	#
Percentage of Tested Scoring 55–100		99%	99%		#	#
Percentage of Tested Scoring 65–100		82%	85%		#	#
Percentage of Tested Scoring 85–100		24%	15%		#	#
<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	64	67	70	0	1	0
Number Scoring 55–100	63	65	70	0	#	0
Number Scoring 65–100	61	61	70	0	#	0
Number Scoring 85–100	38	28	48	0	#	0
Percentage of Tested Scoring 55–100	98%	97%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	95%	91%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	59%	42%	69%	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	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	54	98	111	0	0	6
Number Scoring 55–100	54	97	109	0	0	6
Number Scoring 65–100	54	94	106	0	0	5
Number Scoring 85–100	40	49	64	0	0	1
Percentage of Tested Scoring 55–100	100%	99%	98%	0%	0%	100%
Percentage of Tested Scoring 65–100	100%	96%	95%	0%	0%	83%
Percentage of Tested Scoring 85–100	74%	50%	58%	0%	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	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	45	0	0	0	0	0
Number Scoring 55–100	25	0	0	0	0	0
Number Scoring 65–100	18	0	0	0	0	0
Number Scoring 85–100	1	0	0	0	0	0
Percentage of Tested Scoring 55–100	56%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	40%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	2%	0%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	121	123	121	0	1	2
Number Scoring 55–100	115	119	110	0	#	#
Number Scoring 65–100	109	115	104	0	#	#
Number Scoring 85–100	65	72	45	0	#	#
Percentage of Tested Scoring 55–100	95%	97%	91%	0%	#	#
Percentage of Tested Scoring 65–100	90%	93%	86%	0%	#	#
Percentage of Tested Scoring 85–100	54%	59%	37%	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	69	93%	51	100%	37	95%
Students with Disabilities	13	85%	9	100%	7	86%

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	210	1%	20%	69%	10%
	Students with Disabilities	12	8%	58%	33%	0%
	All Students	222	1%	22%	67%	10%

(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	0	0	0	0	0	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	197	197	197	13	13	13	210	210	210
Number Scoring 55–64	3	9	8	2	2	0	5	11	8
Number Scoring 65–84	97	101	111	11	10	7	108	111	118
Number Scoring 85–100	92	79	68	0	1	3	92	80	71
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)