

# New York State School Report Card Comprehensive Information Report

BEDS Code: 57-10-00-01-0017

Grade Range : 9-12

Name: Corning-Painted Post East High School

Principal: Edward Robinson

## 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	217	251	224
Tenth	189	211	230
Eleventh	192	169	189
Twelfth	166	197	165
Ungraded Secondary	63	61	53
Total K-12 Enrollment	827	889	861

## 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	13	1.6%	21	2.4%	16	1.9%
Black (Not Hispanic)	21	2.5%	21	2.4%	24	2.8%
Hispanic	6	0.7%	12	1.3%	11	1.3%
White (Not Hispanic)	787	95.2%	835	93.9%	810	94.1%

## 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	23	23	23
Mathematics Grade 10	19	24	22
Science Grade 10	20	23	23
Social Studies Grade 10	21	25	22

(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
51	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 higher 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	105	12.7%	154	17.3%	145	16.8%

### 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		95.6%		94.2%		94.3%
Student Suspensions	19	2.2%	5	0.6%	18	2.0%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.7%	6.2%	8.1%
Public Assistance	11-20%	21-30%	21-30%
Student Stability	98%	100%	93%

### Staff Counts

Staff	2002–2003
Total Teachers	59
Total Other Professional Staff	7
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	145	96	66%	145	106	73%	150	91	61%
Students with Disabilities	6	0	0%	14	1	7%	9	1	11%
All Students	151	96	64%	159	107	67%	159	92	58%

\*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	69	61	1	7	12	9
Percent	43%	38%	1%	4%	8%	6%

## 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	1	15	24

\*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			22		21	
	Entered GED Program*			1		3	
	Total Noncompleters			23		24	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			0		1	
	Total Noncompleters			1		2	
All Students	Dropped Out	42	5.1%	23	2.6%	22	2.6%
	Entered GED Program*	0	0.0%	1	0.1%	4	0.5%
	Total Noncompleters	42	5.1%	24	2.7%	26	3.0%

\*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	0	0%	21	86%	21	76%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	90	86%	88	89%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	5	40%	13	92%

(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	10	70%	13	38%	4	#
Science	13	62%	19	74%	1	#
Reading	5	100%	6	83%	1	#
Writing	8	100%	5	60%	1	#
Global Studies	6	33%	4	#	0	0%
U.S. Hist & Gov't	10	80%	6	33%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	28	64%	22	41%	43	77%
Science	20	55%	20	50%	47	49%
Reading	11	82%	7	100%	23	61%
Writing	12	83%	8	62%	25	20%
Global Studies	3	#	2	#	16	12%
U.S. Hist & Gov't	6	17%	3	#	14	64%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	196	185	207	13	17	17
Number Scoring 55–100	183	162	185	7	4	8
Number Scoring 65–100	161	131	156	4	2	5
Number Scoring 85–100	58	50	77	0	0	0
Percentage of Tested Scoring 55–100	93%	88%	89%	54%	24%	47%
Percentage of Tested Scoring 65–100	82%	71%	75%	31%	12%	29%
Percentage of Tested Scoring 85–100	30%	27%	37%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	315	248	280	27	20	21
Number Scoring 55–100	229	158	196	6	2	2
Number Scoring 65–100	175	106	160	0	1	1
Number Scoring 85–100	43	30	26	0	0	0
Percentage of Tested Scoring 55–100	73%	64%	70%	22%	10%	10%
Percentage of Tested Scoring 65–100	56%	43%	57%	0%	5%	5%
Percentage of Tested Scoring 85–100	14%	12%	9%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	4	114	121	0	1	0
Number Scoring 55–100	#	105	100	0	#	0
Number Scoring 65–100	#	97	77	0	#	0
Number Scoring 85–100	#	29	8	0	#	0
Percentage of Tested Scoring 55–100	#	92%	83%	0%	#	0%
Percentage of Tested Scoring 65–100	#	85%	64%	0%	#	0%
Percentage of Tested Scoring 85–100	#	25%	7%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	184	190	233	19	14	23
Number Scoring 55–100	176	168	187	13	7	8
Number Scoring 65–100	148	145	154	8	4	4
Number Scoring 85–100	51	44	56	0	0	0
Percentage of Tested Scoring 55–100	96%	88%	80%	68%	50%	35%
Percentage of Tested Scoring 65–100	80%	76%	66%	42%	29%	17%
Percentage of Tested Scoring 85–100	28%	23%	24%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	193	181	204	10	16	23
Number Scoring 55–100	169	160	187	0	9	13
Number Scoring 65–100	153	131	169	0	3	10
Number Scoring 85–100	82	48	88	0	1	0
Percentage of Tested Scoring 55–100	88%	88%	92%	0%	56%	57%
Percentage of Tested Scoring 65–100	79%	72%	83%	0%	19%	43%
Percentage of Tested Scoring 85–100	42%	27%	43%	0%	6%	0%

(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	178	179	195	11	4	17
Number Scoring 55–100	178	171	184	11	#	9
Number Scoring 65–100	174	168	171	11	#	7
Number Scoring 85–100	63	92	79	0	#	1
Percentage of Tested Scoring 55–100	100%	96%	94%	100%	#	53%
Percentage of Tested Scoring 65–100	98%	94%	88%	100%	#	41%
Percentage of Tested Scoring 85–100	35%	51%	41%	0%	#	6%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	105	122	115	3	11	21
Number Scoring 55–100	97	97	86	#	6	11
Number Scoring 65–100	87	87	71	#	5	6
Number Scoring 85–100	35	17	16	#	0	0
Percentage of Tested Scoring 55–100	92%	80%	75%	#	55%	52%
Percentage of Tested Scoring 65–100	83%	71%	62%	#	45%	29%
Percentage of Tested Scoring 85–100	33%	14%	14%	#	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		143	172		4	0
Number Scoring 55–100		130	160		#	0
Number Scoring 65–100		98	102		#	0
Number Scoring 85–100		16	19		#	0
Percentage of Tested Scoring 55–100		91%	93%		#	0%
Percentage of Tested Scoring 65–100		69%	59%		#	0%
Percentage of Tested Scoring 85–100		11%	11%		#	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	31	19	34	0	0	0
Number Scoring 55–100	31	19	34	0	0	0
Number Scoring 65–100	31	19	34	0	0	0
Number Scoring 85–100	15	9	22	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	48%	47%	65%	0%	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	69	66	84	0	0	0
Number Scoring 55–100	69	66	82	0	0	0
Number Scoring 65–100	69	66	82	0	0	0
Number Scoring 85–100	47	38	29	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	68%	58%	35%	0%	0%	0%
<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	1	0	0	0	0	0
Number Scoring 55–100	#	0	0	0	0	0
Number Scoring 65–100	#	0	0	0	0	0
Number Scoring 85–100	#	0	0	0	0	0
Percentage of Tested Scoring 55–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	#	0%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	14	1	0	0	0	0
Number Scoring 55–100	9	#	0	0	0	0
Number Scoring 65–100	6	#	0	0	0	0
Number Scoring 85–100	1	#	0	0	0	0
Percentage of Tested Scoring 55–100	64%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	43%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	7%	#	0%	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	36	100%	12	100%	25	96%
Students with Disabilities	4	#	0	0%	5	60%

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	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
<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	156	156	156	23	23	23	179	179	179
Number Scoring 55–64	14	16	1	6	2	4	20	18	5
Number Scoring 65–84	76	73	85	5	6	5	81	79	90
Number Scoring 85–100	46	43	54	0	0	0	46	43	54
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)