

# New York State District Report Card Comprehensive Information Report

BEDS Code: 57-10-00-01-0000  
 Name: Corning City School District  
 Superintendent: Judith P. Staples

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	115	158	156
Kindergarten	386	372	403
First	435	388	384
Second	416	426	382
Third	411	404	444
Fourth	419	389	398
Fifth	426	402	392
Sixth	451	435	412
Ungraded Elementary	88	106	88
Seventh	416	437	444
Eighth	441	411	433
Ninth	495	453	483
Tenth	439	470	469
Eleventh	419	400	356
Twelfth	408	392	390
Ungraded Secondary	181	163	199
Total K-12 Enrollment	5831	5648	5677

## 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	131	2.2%	145	2.6%	150	2.6%
Black (Not Hispanic)	164	2.8%	197	3.5%	184	3.2%
Hispanic	47	0.8%	56	1.0%	43	0.8%
White (Not Hispanic)	5489	94.1%	5250	93.0%	5300	93.4%

## Average Class Size

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

(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>	34	0.6%	24	0.4%	25	0.4%
<b>Eligible for Free Lunch</b>	1352	23.2%	1283	22.7%	1426	25.1%

**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>		94.8%		94.4%		94.9%
<b>Student Suspensions</b>	91	1.6%	128	2.2%	125	2.2%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	8.1%	8.9%	7.4%
<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	423
Total Other Professional Staff	72
Total Paraprofessionals	126
Teaching Out of Certification*	10

\*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	326	218	67%	348	223	64%	348	240	69%
Students with Disabilities	32	1	3%	21	1	5%	25	1	4%
All Students	358	219	61%	369	224	61%	373	241	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	144	174	10	11	24	10
Percent	39%	47%	3%	3%	6%	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)
25	1	21	46

\*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.
<b>General-Education Students</b>	Dropped Out	49		37		24	1.5%
	Entered GED Program*	6		5		12	0.8%
	Total Noncompleters	55		42		36	2.3%
<b>Students with Disabilities</b>	Dropped Out	7		5		11	4.3%
	Entered GED Program*	0		2		3	1.2%
	Total Noncompleters	7		7		14	5.5%
<b>All Students</b>	Dropped Out	56	3.0%	42	2.3%	35	1.9%
	Entered GED Program*	6	0.3%	7	0.4%	15	0.8%
	Total Noncompleters	62	3.3%	49	2.7%	50	2.8%

\*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	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	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%
6-8	Number of General-Education Students	87	366	0
	Number of Students with Disabilities	0	45	0
	Number of All Students	87	411	0
	Percent of Enrollment	6%	30%	0%
9-12	Number of General-Education Students	0	231	741
	Number of Students with Disabilities	0	23	129
	Number of All Students	0	254	870
	Percent of Enrollment	0%	14%	48%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	203		
Completed and Passed Regents Exams	147	72%	77%
Completed and had Course Average of 75% or More	190	94%	81%
Completed and Attained a HS Diploma or Equivalent	200	99%	96%
Completed and Whose Status is Known	173		
Completed and Were Successfully Placed	156	90%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	12	44%	30%
Underrepresented Gender Members Who Completed	3	21%	19%

Enrollment data are for the 2003-2004 school year; completer 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	112	89%	115	93%	106	89%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	299	92%	273	90%	208	84%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	17%	4	#	9	67%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	17	47%	24	75%	29	34%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	20	40%	7	71%	4	#
Science	23	74%	3	#	1	#
Reading	7	86%	2	#	2	#
Writing	7	71%	2	#	3	#
Global Studies	4	#	6	50%	4	#
U.S. Hist & Gov't	8	25%	3	#	4	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	52	48%	85	69%	105	68%
Science	58	60%	74	46%	77	58%
Reading	23	96%	43	67%	36	75%
Writing	23	48%	47	36%	51	80%
Global Studies	6	33%	46	28%	60	25%
U.S. Hist & Gov't	4	#	30	63%	34	62%

(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	413	414	433	40	32	38
Number Scoring 55-100	372	372	395	17	17	16
Number Scoring 65-100	305	319	334	11	7	5
Number Scoring 85-100	128	143	148	1	1	0
Percentage of Tested Scoring 55-100	90%	90%	91%	42%	53%	42%
Percentage of Tested Scoring 65-100	74%	77%	77%	28%	22%	13%
Percentage of Tested Scoring 85-100	31%	35%	34%	3%	3%	0%
<b>Mathematics A</b>						
Number Tested	549	616	532	47	55	60
Number Scoring 55-100	359	431	502	5	8	36
Number Scoring 65-100	230	340	419	2	3	17
Number Scoring 85-100	74	56	96	0	0	1
Percentage of Tested Scoring 55-100	65%	70%	94%	11%	15%	60%
Percentage of Tested Scoring 65-100	42%	55%	79%	4%	5%	28%
Percentage of Tested Scoring 85-100	13%	9%	18%	0%	0%	2%
<b>Mathematics B</b>						
Number Tested	236	242	233	1	1	1
Number Scoring 55-100	213	210	207	#	#	#
Number Scoring 65-100	186	157	166	#	#	#
Number Scoring 85-100	50	20	53	#	#	#
Percentage of Tested Scoring 55-100	90%	87%	89%	#	#	#
Percentage of Tested Scoring 65-100	79%	65%	71%	#	#	#
Percentage of Tested Scoring 85-100	21%	8%	23%	#	#	#
<b>Global History and Geography</b>						
Number Tested	441	521	533	52	62	55
Number Scoring 55-100	380	415	436	26	22	23
Number Scoring 65-100	306	333	348	12	10	11
Number Scoring 85-100	91	117	139	1	0	0
Percentage of Tested Scoring 55-100	86%	80%	82%	50%	35%	42%
Percentage of Tested Scoring 65-100	69%	64%	65%	23%	16%	20%
Percentage of Tested Scoring 85-100	21%	22%	26%	2%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	425	447	430	42	55	33
Number Scoring 55-100	374	402	389	26	27	17
Number Scoring 65-100	303	360	342	15	20	8
Number Scoring 85-100	99	159	159	3	1	1
Percentage of Tested Scoring 55-100	88%	90%	90%	62%	49%	52%
Percentage of Tested Scoring 65-100	71%	81%	80%	36%	36%	24%
Percentage of Tested Scoring 85-100	23%	36%	37%	7%	2%	3%

(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	429	400	388	28	28	31
Number Scoring 55-100	407	383	381	22	19	28
Number Scoring 65-100	393	352	346	17	15	19
Number Scoring 85-100	152	126	143	2	1	1
Percentage of Tested Scoring 55-100	95%	96%	98%	79%	68%	90%
Percentage of Tested Scoring 65-100	92%	88%	89%	61%	54%	61%
Percentage of Tested Scoring 85-100	35%	32%	37%	7%	4%	3%
<b>Physical Setting/Earth Science</b>						
Number Tested	345	361	407	12	24	26
Number Scoring 55-100	307	311	358	7	13	22
Number Scoring 65-100	280	262	310	6	6	15
Number Scoring 85-100	117	101	110	0	0	2
Percentage of Tested Scoring 55-100	89%	86%	88%	58%	54%	85%
Percentage of Tested Scoring 65-100	81%	73%	76%	50%	25%	58%
Percentage of Tested Scoring 85-100	34%	28%	27%	0%	0%	8%
<b>Physical Setting/Chemistry</b>						
Number Tested	282	334	277	5	3	3
Number Scoring 55-100	260	308	257	3	#	#
Number Scoring 65-100	199	219	188	1	#	#
Number Scoring 85-100	41	44	44	1	#	#
Percentage of Tested Scoring 55-100	92%	92%	93%	60%	#	#
Percentage of Tested Scoring 65-100	71%	66%	68%	20%	#	#
Percentage of Tested Scoring 85-100	15%	13%	16%	20%	#	#
<b>Physical Setting/Physics</b>						
Number Tested			65			0
Number Scoring 55-100			59			0
Number Scoring 65-100			49			0
Number Scoring 85-100			14			0
Percentage of Tested Scoring 55-100			91%			0%
Percentage of Tested Scoring 65-100			75%			0%
Percentage of Tested Scoring 85-100			22%			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
<b>Comprehensive French</b>						
Number Tested	70	70	71	1	0	0
Number Scoring 55-100	69	69	71	#	0	0
Number Scoring 65-100	62	69	70	#	0	0
Number Scoring 85-100	17	43	46	#	0	0
Percentage of Tested Scoring 55-100	99%	99%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	89%	99%	99%	#	0%	0%
Percentage of Tested Scoring 85-100	24%	61%	65%	#	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	148	155	159	0	0	1
Number Scoring 55-100	147	153	157	0	0	#
Number Scoring 65-100	139	151	156	0	0	#
Number Scoring 85-100	77	64	74	0	0	#
Percentage of Tested Scoring 55-100	99%	99%	99%	0%	0%	#
Percentage of Tested Scoring 65-100	94%	97%	98%	0%	0%	#
Percentage of Tested Scoring 85-100	52%	41%	47%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</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%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	28	100%	28	96%	77	96%
Students with Disabilities	9	89%	6	67%	8	50%

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	348	3%	4%	67%	26%
	Students with Disabilities	61	41%	13%	43%	3%
	All Students	409	9%	6%	63%	23%

## 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	399	1%	29%	53%	17%
	Students with Disabilities	49	14%	69%	16%	0%
	All Students	448	2%	33%	49%	15%

(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	3	0	#	#	#	#
<b>Middle Level</b>						
Social Studies	1	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

## 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	340	340	340	50	50	50	390	390	390
Number Scoring 55–64	19	16	4	9	5	5	28	21	9
Number Scoring 65–84	216	143	171	11	9	17	227	152	188
Number Scoring 85–100	87	161	149	1	1	1	88	162	150
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			8			1
Beginning (0-18)			0			#
Intermediate (19-31)			1			#
Advanced (32-36)			3			#
Proficient (37-39)			4			#
<b>Reading and Writing (Grade K-1)</b>						
Number Tested			8			1
Beginning (0-14)			1			#
Intermediate (15-24)			1			#
Advanced (25-32)			3			#
Proficient (33-35)			3			#
<b>Listening and Speaking (Grade 2-4)</b>						
Number Tested			7			0
Beginning (0-18)			1			0
Intermediate (19-31)			2			0
Advanced (32-36)			0			0
Proficient (37-39)			4			0
<b>Reading and Writing (Grade 2-4)</b>						
Number Tested			7			0
Beginning (0-14)			1			0
Intermediate (15-24)			3			0
Advanced (25-32)			1			0
Proficient (33-35)			2			0
<b>Listening and Speaking (Grade 5-6)</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 5-6)</b>						
Number Tested			3			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			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			7			0
Beginning (0-18)			1			0
Intermediate (19-31)			3			0
Advanced (32-36)			1			0
Proficient (37-39)			2			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			7			0
Beginning (0-14)			0			0
Intermediate (15-24)			5			0
Advanced (25-32)			2			0
Proficient (33-35)			0			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)