

New York State School Report Card Comprehensive Information Report

BEDS Code: 57-10-00-01-0017
 Name: Corning-Painted Post East High School
 Principal: Joseph Tobia

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	251	224	214
Tenth	211	230	220
Eleventh	169	189	165
Twelfth	197	165	175
Ungraded Secondary	61	53	61
Total K-12 Enrollment	889	861	835

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	21	2.4%	16	1.9%	18	2.2%
Black (Not Hispanic)	21	2.4%	24	2.8%	20	2.4%
Hispanic	12	1.3%	11	1.3%	1	0.1%
White (Not Hispanic)	835	93.9%	810	94.1%	796	95.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
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	27
Mathematics Grade 10	24	22	21
Science Grade 10	23	23	22
Social Studies Grade 10	25	22	26

(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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	4	0.5%
Eligible for Free Lunch	154	17.3%	145	16.8%	165	19.8%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.2%		94.3%		95.0%
Student Suspensions	5	0.6%	18	2.0%	32	3.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.2%	8.1%	6.4%
Public Assistance	21-30%	21-30%	11-20%
Student Stability	100%	93%	100%

Staff Counts

Staff	2003-04
Total Teachers	53
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	1

*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	145	106	73%	150	91	61%	155	110	71%
Students with Disabilities	14	1	7%	9	1	11%	7	0	0%
All Students	159	107	67%	159	92	58%	162	110	68%

*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	82	66	0	3	6	5
Percent	51%	41%	0%	2%	4%	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)
7	0	12	19

*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	22		21		8	1.1%
	Entered GED Program*	1		3		9	1.3%
	Total Noncompleters	23		24		17	2.4%
Students with Disabilities	Dropped Out	1		1		4	3.2%
	Entered GED Program*	0		1		1	0.8%
	Total Noncompleters	1		2		5	3.9%
All Students	Dropped Out	23	2.6%	22	2.6%	12	1.4%
	Entered GED Program*	1	0.1%	4	0.5%	10	1.2%
	Total Noncompleters	24	2.7%	26	3.0%	22	2.7%

*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	0	706
	Number of Students with Disabilities	0	0	129
	Number of All Students	0	0	835
	Percent of Enrollment	0%	0%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

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	21	86%	21	76%	10	80%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	90	86%	88	89%	29	83%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	2	#	5	80%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	40%	13	92%	18	44%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	38%	4	#	0	0%
Science	19	74%	1	#	0	0%
Reading	6	83%	1	#	0	0%
Writing	5	60%	1	#	0	0%
Global Studies	4	#	0	0%	1	#
U.S. Hist & Gov't	6	33%	0	0%	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	22	41%	43	77%	49	63%
Science	20	50%	47	49%	29	45%
Reading	7	100%	23	61%	16	69%
Writing	8	63%	25	20%	23	65%
Global Studies	2	#	16	13%	25	16%
U.S. Hist & Gov't	3	#	14	64%	13	23%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	185	207	184	17	17	12
Number Scoring 55-100	162	185	171	4	8	6
Number Scoring 65-100	131	156	147	2	5	1
Number Scoring 85-100	50	77	75	0	0	0
Percentage of Tested Scoring 55-100	88%	89%	93%	24%	47%	50%
Percentage of Tested Scoring 65-100	71%	75%	80%	12%	29%	8%
Percentage of Tested Scoring 85-100	27%	37%	41%	0%	0%	0%
Mathematics A						
Number Tested	248	280	222	20	21	27
Number Scoring 55-100	158	196	210	2	2	17
Number Scoring 65-100	106	160	178	1	1	9
Number Scoring 85-100	30	26	34	0	0	0
Percentage of Tested Scoring 55-100	64%	70%	95%	10%	10%	63%
Percentage of Tested Scoring 65-100	43%	57%	80%	5%	5%	33%
Percentage of Tested Scoring 85-100	12%	9%	15%	0%	0%	0%
Mathematics B						
Number Tested	114	121	113	1	0	0
Number Scoring 55-100	105	100	102	#	0	0
Number Scoring 65-100	97	77	79	#	0	0
Number Scoring 85-100	29	8	20	#	0	0
Percentage of Tested Scoring 55-100	92%	83%	90%	#	0%	0%
Percentage of Tested Scoring 65-100	85%	64%	70%	#	0%	0%
Percentage of Tested Scoring 85-100	25%	7%	18%	#	0%	0%
Global History and Geography						
Number Tested	190	233	218	14	23	23
Number Scoring 55-100	168	187	184	7	8	14
Number Scoring 65-100	145	154	150	4	4	7
Number Scoring 85-100	44	56	69	0	0	0
Percentage of Tested Scoring 55-100	88%	80%	84%	50%	35%	61%
Percentage of Tested Scoring 65-100	76%	66%	69%	29%	17%	30%
Percentage of Tested Scoring 85-100	23%	24%	32%	0%	0%	0%
U.S. History and Government						
Number Tested	181	204	179	16	23	9
Number Scoring 55-100	160	187	162	9	13	3
Number Scoring 65-100	131	169	145	3	10	2
Number Scoring 85-100	48	88	70	1	0	1
Percentage of Tested Scoring 55-100	88%	92%	91%	56%	57%	33%
Percentage of Tested Scoring 65-100	72%	83%	81%	19%	43%	22%
Percentage of Tested Scoring 85-100	27%	43%	39%	6%	0%	11%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	179	195	163	4	17	14
Number Scoring 55-100	171	184	162	#	9	13
Number Scoring 65-100	168	171	151	#	7	9
Number Scoring 85-100	92	79	76	#	1	1
Percentage of Tested Scoring 55-100	96%	94%	99%	#	53%	93%
Percentage of Tested Scoring 65-100	94%	88%	93%	#	41%	64%
Percentage of Tested Scoring 85-100	51%	41%	47%	#	6%	7%
Physical Setting/Earth Science						
Number Tested	122	115	130	11	21	20
Number Scoring 55-100	97	86	118	6	11	18
Number Scoring 65-100	87	71	98	5	6	13
Number Scoring 85-100	17	16	15	0	0	2
Percentage of Tested Scoring 55-100	80%	75%	91%	55%	52%	90%
Percentage of Tested Scoring 65-100	71%	62%	75%	45%	29%	65%
Percentage of Tested Scoring 85-100	14%	14%	12%	0%	0%	10%
Physical Setting/Chemistry						
Number Tested	143	172	113	4	0	0
Number Scoring 55-100	130	160	109	#	0	0
Number Scoring 65-100	98	102	86	#	0	0
Number Scoring 85-100	16	19	23	#	0	0
Percentage of Tested Scoring 55-100	91%	93%	96%	#	0%	0%
Percentage of Tested Scoring 65-100	69%	59%	76%	#	0%	0%
Percentage of Tested Scoring 85-100	11%	11%	20%	#	0%	0%
Physical Setting/Physics						
Number Tested			28			0
Number Scoring 55-100			26			0
Number Scoring 65-100			21			0
Number Scoring 85-100			4			0
Percentage of Tested Scoring 55-100			93%			0%
Percentage of Tested Scoring 65-100			75%			0%
Percentage of Tested Scoring 85-100			14%			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
Comprehensive French						
Number Tested	19	34	30	0	0	0
Number Scoring 55-100	19	34	30	0	0	0
Number Scoring 65-100	19	34	30	0	0	0
Number Scoring 85-100	9	22	17	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	47%	65%	57%	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	66	84	93	0	0	1
Number Scoring 55-100	66	82	92	0	0	#
Number Scoring 65-100	66	82	91	0	0	#
Number Scoring 85-100	38	29	37	0	0	#
Percentage of Tested Scoring 55-100	100%	98%	99%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	98%	98%	0%	0%	#
Percentage of Tested Scoring 85-100	58%	35%	40%	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
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	12	100%	25	96%	40	95%
Students with Disabilities	0	0%	5	60%	2	#

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
Nov 2003	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 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
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

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	153	153	153	17	17	17	170	170	170
Number Scoring 55–64	4	6	1	2	1	0	6	7	1
Number Scoring 65–84	93	53	61	1	4	5	94	57	66
Number Scoring 85–100	46	88	85	0	0	0	46	88	85
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
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			6			0
Beginning (0-18)			1			0
Intermediate (19-31)			3			0
Advanced (32-36)			1			0
Proficient (37-39)			1			0
Reading and Writing (Grade 9-12)						
Number Tested			6			0
Beginning (0-14)			0			0
Intermediate (15-24)			5			0
Advanced (25-32)			1			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)