

New York State School Report Card Comprehensive Information Report

BEDS Code: 57-10-00-01-0018
 Name: Corning-Painted Post West High School
 Principal: Michael Ginalski

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	244	229	269
Tenth	228	240	239
Eleventh	250	211	175
Twelfth	211	227	206
Ungraded Secondary	56	67	71
Total K-12 Enrollment	989	974	960

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	12	1.2%	26	2.7%	22	2.3%
Black (Not Hispanic)	4	0.4%	28	2.9%	18	1.9%
Hispanic	6	0.6%	14	1.4%	9	0.9%
White (Not Hispanic)	967	97.8%	906	93.0%	911	94.9%

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	22	22	23
Mathematics Grade 10	24	22	20
Science Grade 10	14	21	0
Social Studies Grade 10	22	24	24

(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	3	0.3%	2	0.2%	1	0.1%
Eligible for Free Lunch	136	13.8%	143	14.7%	168	17.5%

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		95.1%		95.2%		95.7%
Student Suspensions	6	0.6%	14	1.4%	26	2.7%

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

	2001-02	2002-03	2003-04
Reduced Lunch	6.4%	6.8%	5.8%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	97%	104%	97%

Staff Counts

Staff	2003-04
Total Teachers	68
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*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	181	112	62%	198	132	67%	177	117	66%
Students with Disabilities	18	0	0%	12	0	0%	18	1	6%
All Students	199	112	56%	210	132	63%	195	118	61%

*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	62	98	9	8	13	5
Percent	32%	50%	5%	4%	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)
18	1	9	27

*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	27		16		10	1.2%
	Entered GED Program*	5		2		3	0.4%
	Total Noncompleters	32		18		13	1.6%
Students with Disabilities	Dropped Out	6		4		7	5.4%
	Entered GED Program*	0		1		2	1.6%
	Total Noncompleters	6		5		9	7.0%
All Students	Dropped Out	33	3.3%	20	2.1%	17	1.8%
	Entered GED Program*	5	0.5%	3	0.3%	5	0.5%
	Total Noncompleters	38	3.8%	23	2.4%	22	2.3%

*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	231	0
	Number of Students with Disabilities	0	23	0
	Number of All Students	0	254	0
	Percent of Enrollment	0%	26%	0%

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	35	80%	46	93%	47	89%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	110	91%	100	83%	91	71%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	2	#	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	12	50%	10	50%	11	18%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	43%	3	#	4	#
Science	4	#	2	#	1	#
Reading	1	#	1	#	2	#
Writing	2	#	1	#	3	#
Global Studies	0	0%	6	50%	3	#
U.S. Hist & Gov't	2	#	3	#	3	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	30	53%	42	62%	56	71%
Science	38	66%	27	41%	48	67%
Reading	16	94%	20	75%	20	80%
Writing	15	40%	22	55%	28	93%
Global Studies	4	#	30	37%	35	31%
U.S. Hist & Gov't	1	#	16	63%	21	86%

(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	228	207	238	23	15	26
Number Scoring 55-100	210	187	213	13	9	10
Number Scoring 65-100	174	163	176	9	2	4
Number Scoring 85-100	78	66	72	1	1	0
Percentage of Tested Scoring 55-100	92%	90%	89%	57%	60%	38%
Percentage of Tested Scoring 65-100	76%	79%	74%	39%	13%	15%
Percentage of Tested Scoring 85-100	34%	32%	30%	4%	7%	0%
Mathematics A						
Number Tested	301	333	309	27	34	33
Number Scoring 55-100	201	232	291	3	6	19
Number Scoring 65-100	124	177	240	1	2	8
Number Scoring 85-100	44	28	62	0	0	1
Percentage of Tested Scoring 55-100	67%	70%	94%	11%	18%	58%
Percentage of Tested Scoring 65-100	41%	53%	78%	4%	6%	24%
Percentage of Tested Scoring 85-100	15%	8%	20%	0%	0%	3%
Mathematics B						
Number Tested	122	120	120	0	1	1
Number Scoring 55-100	108	109	105	0	#	#
Number Scoring 65-100	89	79	87	0	#	#
Number Scoring 85-100	21	11	33	0	#	#
Percentage of Tested Scoring 55-100	89%	91%	88%	0%	#	#
Percentage of Tested Scoring 65-100	73%	66%	72%	0%	#	#
Percentage of Tested Scoring 85-100	17%	9%	28%	0%	#	#
Global History and Geography						
Number Tested	251	288	299	38	39	32
Number Scoring 55-100	212	228	238	19	14	9
Number Scoring 65-100	161	179	184	8	6	4
Number Scoring 85-100	47	61	70	1	0	0
Percentage of Tested Scoring 55-100	84%	79%	80%	50%	36%	28%
Percentage of Tested Scoring 65-100	64%	62%	62%	21%	15%	12%
Percentage of Tested Scoring 85-100	19%	21%	23%	3%	0%	0%
U.S. History and Government						
Number Tested	244	243	240	26	32	24
Number Scoring 55-100	214	215	216	17	14	14
Number Scoring 65-100	172	191	187	12	10	6
Number Scoring 85-100	51	71	89	2	1	0
Percentage of Tested Scoring 55-100	88%	88%	90%	65%	44%	58%
Percentage of Tested Scoring 65-100	70%	79%	78%	46%	31%	25%
Percentage of Tested Scoring 85-100	21%	29%	37%	8%	3%	0%

(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	250	205	216	24	11	17
Number Scoring 55-100	236	199	210	18	10	15
Number Scoring 65-100	225	181	186	13	8	10
Number Scoring 85-100	60	47	66	2	0	0
Percentage of Tested Scoring 55-100	94%	97%	97%	75%	91%	88%
Percentage of Tested Scoring 65-100	90%	88%	86%	54%	73%	59%
Percentage of Tested Scoring 85-100	24%	23%	31%	8%	0%	0%
Physical Setting/Earth Science						
Number Tested	111	145	172	1	3	6
Number Scoring 55-100	98	124	136	#	#	4
Number Scoring 65-100	81	92	109	#	#	2
Number Scoring 85-100	16	15	19	#	#	0
Percentage of Tested Scoring 55-100	88%	86%	79%	#	#	67%
Percentage of Tested Scoring 65-100	73%	63%	63%	#	#	33%
Percentage of Tested Scoring 85-100	14%	10%	11%	#	#	0%
Physical Setting/Chemistry						
Number Tested	139	162	164	1	3	3
Number Scoring 55-100	130	148	148	#	#	#
Number Scoring 65-100	101	117	102	#	#	#
Number Scoring 85-100	25	25	21	#	#	#
Percentage of Tested Scoring 55-100	94%	91%	90%	#	#	#
Percentage of Tested Scoring 65-100	73%	72%	62%	#	#	#
Percentage of Tested Scoring 85-100	18%	15%	13%	#	#	#
Physical Setting/Physics						
Number Tested			37			0
Number Scoring 55-100			33			0
Number Scoring 65-100			28			0
Number Scoring 85-100			10			0
Percentage of Tested Scoring 55-100			89%			0%
Percentage of Tested Scoring 65-100			76%			0%
Percentage of Tested Scoring 85-100			27%			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	51	36	41	1	0	0
Number Scoring 55-100	50	35	41	#	0	0
Number Scoring 65-100	43	35	40	#	0	0
Number Scoring 85-100	8	21	29	#	0	0
Percentage of Tested Scoring 55-100	98%	97%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	84%	97%	98%	#	0%	0%
Percentage of Tested Scoring 85-100	16%	58%	71%	#	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	82	71	66	0	0	0
Number Scoring 55-100	81	71	65	0	0	0
Number Scoring 65-100	73	69	65	0	0	0
Number Scoring 85-100	39	35	37	0	0	0
Percentage of Tested Scoring 55-100	99%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 65-100	89%	97%	98%	0%	0%	0%
Percentage of Tested Scoring 85-100	48%	49%	56%	0%	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	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%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	16	100%	3	#	34	97%
Students with Disabilities	9	89%	1	#	6	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
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	169	169	169	32	32	32	201	201	201
Number Scoring 55–64	14	10	2	7	4	5	21	14	7
Number Scoring 65–84	106	78	97	10	5	12	116	83	109
Number Scoring 85–100	41	71	61	1	1	1	42	72	62
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			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			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)