

# 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	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	232	244	229
Tenth	247	228	240
Eleventh	207	250	211
Twelfth	199	211	227
Ungraded Secondary	78	56	67
Total K-12 Enrollment	963	989	974

## 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	1.3%	12	1.2%	26	2.7%
Black (Not Hispanic)	16	1.7%	4	0.4%	28	2.9%
Hispanic	10	1.0%	6	0.6%	14	1.4%
White (Not Hispanic)	924	96.0%	967	97.8%	906	93.0%

## 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	22	22
Mathematics Grade 10	22	24	22
Science Grade 10	24	14	21
Social Studies Grade 10	22	22	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
50	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 middle 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%	3	0.3%	2	0.2%
Eligible for Free Lunch	110	11.4%	136	13.8%	143	14.7%

### 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		96.6%		95.1%		95.2%
Student Suspensions	5	0.5%	6	0.6%	14	1.4%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.3%	6.4%	6.8%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	87%	97%	104%

### Staff Counts

Staff	2002–2003
Total Teachers	68
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	7
Teachers with Temporary Licenses	0

\*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	171	103	60%	181	112	62%	198	132	67%
Students with Disabilities	5	0	0%	18	0	0%	12	0	0%
All Students	176	103	59%	199	112	56%	210	132	63%

\*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	82	92	3	4	17	12
Percent	39%	44%	1%	2%	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)
12	0	13	25

\*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			27		16	
	Entered GED Program*			5		2	
	Total Noncompleters			32		18	
Students with Disabilities	Dropped Out			6		4	
	Entered GED Program*			0		1	
	Total Noncompleters			6		5	
All Students	Dropped Out	33	3.4%	33	3.3%	20	2.1%
	Entered GED Program*	11	1.1%	5	0.5%	3	0.3%
	Total Noncompleters	44	4.6%	38	3.8%	23	2.4%

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

## 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%	35	80%	46	93%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	110	91%	100	83%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	4	#	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%	12	50%	10	50%

(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	0	0%	7	43%	3	#
Science	0	0%	4	#	2	#
Reading	0	0%	1	#	1	#
Writing	0	0%	2	#	1	#
Global Studies	5	100%	0	0%	6	50%
U.S. Hist & Gov't	1	#	2	#	3	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	51	45%	30	53%	42	62%
Science	37	38%	38	66%	27	41%
Reading	17	76%	16	94%	20	75%
Writing	15	87%	15	40%	22	55%
Global Studies	16	12%	4	#	30	37%
U.S. Hist & Gov't	10	40%	1	#	16	62%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	219	228	207	16	23	15
Number Scoring 55–100	206	210	187	13	13	9
Number Scoring 65–100	177	174	163	6	9	2
Number Scoring 85–100	53	78	66	0	1	1
Percentage of Tested Scoring 55–100	94%	92%	90%	81%	57%	60%
Percentage of Tested Scoring 65–100	81%	76%	79%	38%	39%	13%
Percentage of Tested Scoring 85–100	24%	34%	32%	0%	4%	7%
<b>Mathematics A</b>						
Number Tested	369	301	333	24	27	34
Number Scoring 55–100	270	201	232	10	3	6
Number Scoring 65–100	193	124	177	6	1	2
Number Scoring 85–100	36	44	28	1	0	0
Percentage of Tested Scoring 55–100	73%	67%	70%	42%	11%	18%
Percentage of Tested Scoring 65–100	52%	41%	53%	25%	4%	6%
Percentage of Tested Scoring 85–100	10%	15%	8%	4%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	122	120	0	0	1
Number Scoring 55–100	0	108	109	0	0	#
Number Scoring 65–100	0	89	79	0	0	#
Number Scoring 85–100	0	21	11	0	0	#
Percentage of Tested Scoring 55–100	0%	89%	91%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	73%	66%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	17%	9%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	298	251	288	27	38	39
Number Scoring 55–100	283	212	228	19	19	14
Number Scoring 65–100	242	161	179	10	8	6
Number Scoring 85–100	72	47	61	0	1	0
Percentage of Tested Scoring 55–100	95%	84%	79%	70%	50%	36%
Percentage of Tested Scoring 65–100	81%	64%	62%	37%	21%	15%
Percentage of Tested Scoring 85–100	24%	19%	21%	0%	3%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	197	244	243	3	26	32
Number Scoring 55–100	176	214	215	#	17	14
Number Scoring 65–100	154	172	191	#	12	10
Number Scoring 85–100	65	51	71	#	2	1
Percentage of Tested Scoring 55–100	89%	88%	88%	#	65%	44%
Percentage of Tested Scoring 65–100	78%	70%	79%	#	46%	31%
Percentage of Tested Scoring 85–100	33%	21%	29%	#	8%	3%

(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	227	250	205	2	24	11
Number Scoring 55–100	225	236	199	#	18	10
Number Scoring 65–100	208	225	181	#	13	8
Number Scoring 85–100	46	60	47	#	2	0
Percentage of Tested Scoring 55–100	99%	94%	97%	#	75%	91%
Percentage of Tested Scoring 65–100	92%	90%	88%	#	54%	73%
Percentage of Tested Scoring 85–100	20%	24%	23%	#	8%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	124	111	145	4	1	3
Number Scoring 55–100	104	98	124	#	#	#
Number Scoring 65–100	85	81	92	#	#	#
Number Scoring 85–100	22	16	15	#	#	#
Percentage of Tested Scoring 55–100	84%	88%	86%	#	#	#
Percentage of Tested Scoring 65–100	69%	73%	63%	#	#	#
Percentage of Tested Scoring 85–100	18%	14%	10%	#	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		139	162		1	3
Number Scoring 55–100		130	148		#	#
Number Scoring 65–100		101	117		#	#
Number Scoring 85–100		25	25		#	#
Percentage of Tested Scoring 55–100		94%	91%		#	#
Percentage of Tested Scoring 65–100		73%	72%		#	#
Percentage of Tested Scoring 85–100		18%	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	32	51	36	0	1	0
Number Scoring 55–100	32	50	35	0	#	0
Number Scoring 65–100	32	43	35	0	#	0
Number Scoring 85–100	20	8	21	0	#	0
Percentage of Tested Scoring 55–100	100%	98%	97%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	84%	97%	0%	#	0%
Percentage of Tested Scoring 85–100	62%	16%	58%	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	91	82	71	0	0	0
Number Scoring 55–100	91	81	71	0	0	0
Number Scoring 65–100	88	73	69	0	0	0
Number Scoring 85–100	51	39	35	0	0	0
Percentage of Tested Scoring 55–100	100%	99%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	89%	97%	0%	0%	0%
Percentage of Tested Scoring 85–100	56%	48%	49%	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	0	1	0	0	1	0
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>Sequential Mathematics, Course III</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 – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	52	98%	16	100%	3	#
Students with Disabilities	3	#	9	89%	1	#

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	208	208	208	30	30	30	238	238	238
Number Scoring 55–64	13	19	7	3	2	2	16	21	9
Number Scoring 65–84	116	120	133	12	9	7	128	129	140
Number Scoring 85–100	62	49	52	1	1	2	63	50	54
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)