

# New York State School Report Card Comprehensive Information Report

BEDS Code: 44-03-01-06-0003  
 Name: Cornwall Central High School  
 Principal: Michael Brooks

Grade Range : 9-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
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	232	0	0
Ninth	268	279	303
Tenth	233	265	279
Eleventh	211	217	237
Twelfth	200	210	225
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1144	971	1044

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	16	1.4%	18	1.9%	18	1.7%
Black (Not Hispanic)	31	2.7%	35	3.6%	37	3.5%
Hispanic	81	7.1%	71	7.3%	95	9.1%
White (Not Hispanic)	1016	88.8%	847	87.2%	894	85.6%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	22	0	0
Mathematics Grade 8	27	0	0
Science Grade 8	24	0	0
Social Studies Grade 8	22	27	26
English Grade 10	23	20	24
Mathematics Grade 10	19	19	23
Science Grade 10	25	20	25
Social Studies Grade 10	21	20	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
49	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 lower 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.2%	1	0.1%	2	0.2%
Eligible for Free Lunch	39	3.4%	34	3.5%	41	3.9%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.1%		92.7%		93.7%
Student Suspensions	44	3.9%	103	9.0%	57	5.9%

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

	2002-03	2003-04	2004-05
Reduced Lunch	2.3%	2.5%	2.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	98%	97%

### Staff Counts

Staff	2004-05
Total Teachers	74
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	4

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	184	188	204
	Regents Diplomas	144	148	193
	% Regents Diplomas	78%	79%	95%
	Regents Diplomas with Advanced Designation**			99
	% Regents Diplomas with Advanced Designation			49%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	13	14	15
	Regents Diplomas	7	8	12
	% Regents Diplomas	54%	57%	80%
	Regents Diplomas with Advanced Designation**			5
	% Regents Diplomas with Advanced Designation			33%
	IEP Diplomas or Local Certificates	0	4	0
<b>All Students</b>	Total Graduates*	197	202	219
	Regents Diplomas	151	156	205
	% Regents Diplomas	77%	77%	94%
	Regents Diplomas with Advanced Designation**			104
	% Regents Diplomas with Advanced Designation			47%
	IEP Diplomas or Local Certificates	0	4	0

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	123	46	4	1	10	0	19	1
	<b>Percent</b>	60%	23%	2%	0%	5%	0%	9%	0%
<b>Students with Disabilities</b>	<b>Number</b>	9	3	0	0	1	0	1	1
	<b>Percent</b>	60%	20%	0%	0%	7%	0%	7%	7%
<b>All Students</b>	<b>Number</b>	132	49	4	1	11	0	20	2
	<b>Percent</b>	60%	22%	2%	0%	5%	0%	9%	1%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	11		13	1.5%	9	1.0%
	Entered GED Program*	2		2	0.2%	3	0.3%
	Total Noncompleters	13		15	1.7%	12	1.3%
<b>Students with Disabilities</b>	Dropped Out	2		3	3.7%	5	5.5%
	Entered GED Program*	0		0	0.0%	1	1.1%
	Total Noncompleters	2		3	3.7%	6	6.6%
<b>All Students</b>	Dropped Out	13	1.4%	16	1.7%	14	1.4%
	Entered GED Program*	2	0.2%	2	0.2%	4	0.4%
	Total Noncompleters	15	1.6%	18	1.9%	18	1.8%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	53	96%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	182	95%	30	63%	35	86%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	2	#	5	100%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	100%	1	#	1	#
Science	2	#	3	#	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	2	#	0	0%
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	12	92%	8	100%
Science	11	55%	10	80%	11	36%
Reading	7	71%	1	#	4	#
Writing	10	70%	0	0%	4	#
Global Studies	10	90%	0	0%	1	#
U.S. Hist & Gov't	1	#	2	#	1	#

(Form - E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	220	223	254	26	15	21
Number Scoring 55-100	212	221	250	22	15	18
Number Scoring 65-100	195	210	238	18	14	15
Number Scoring 85-100	104	125	122	3	3	2
Percentage of Tested Scoring 55-100	96%	99%	98%	85%	100%	86%
Percentage of Tested Scoring 65-100	89%	94%	94%	69%	93%	71%
Percentage of Tested Scoring 85-100	47%	56%	48%	12%	20%	10%
<b>Mathematics A</b>						
Number Tested	282	265	258	20	15	17
Number Scoring 55-100	256	262	245	17	14	9
Number Scoring 65-100	231	250	235	16	13	7
Number Scoring 85-100	65	66	66	5	0	1
Percentage of Tested Scoring 55-100	91%	99%	95%	85%	93%	53%
Percentage of Tested Scoring 65-100	82%	94%	91%	80%	87%	41%
Percentage of Tested Scoring 85-100	23%	25%	26%	25%	0%	6%
<b>Mathematics B</b>						
Number Tested	1	39	243	1	1	6
Number Scoring 55-100	#	39	212	#	#	5
Number Scoring 65-100	#	39	185	#	#	4
Number Scoring 85-100	#	30	43	#	#	0
Percentage of Tested Scoring 55-100	#	100%	87%	#	#	83%
Percentage of Tested Scoring 65-100	#	100%	76%	#	#	67%
Percentage of Tested Scoring 85-100	#	77%	18%	#	#	0%
<b>Global History and Geography</b>						
Number Tested	233	253	259	22	16	21
Number Scoring 55-100	225	240	245	19	14	18
Number Scoring 65-100	213	231	235	17	11	15
Number Scoring 85-100	117	120	106	6	6	5
Percentage of Tested Scoring 55-100	97%	95%	95%	86%	88%	86%
Percentage of Tested Scoring 65-100	91%	91%	91%	77%	69%	71%
Percentage of Tested Scoring 85-100	50%	47%	41%	27%	38%	24%
<b>U.S. History and Government</b>						
Number Tested	198	224	251	14	16	17
Number Scoring 55-100	197	223	245	13	16	16
Number Scoring 65-100	195	218	242	12	15	16
Number Scoring 85-100	119	132	145	2	6	8
Percentage of Tested Scoring 55-100	99%	100%	98%	93%	100%	94%
Percentage of Tested Scoring 65-100	98%	97%	96%	86%	94%	94%
Percentage of Tested Scoring 85-100	60%	59%	58%	14%	38%	47%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	215	210	262	13	8	11
Number Scoring 55-100	203	208	257	13	8	8
Number Scoring 65-100	198	200	248	13	8	8
Number Scoring 85-100	72	51	93	2	0	1
Percentage of Tested Scoring 55-100	94%	99%	98%	100%	100%	73%
Percentage of Tested Scoring 65-100	92%	95%	95%	100%	100%	73%
Percentage of Tested Scoring 85-100	33%	24%	35%	15%	0%	9%
<b>Physical Setting/Earth Science</b>						
Number Tested	270	237	228	25	23	20
Number Scoring 55-100	246	210	217	18	15	17
Number Scoring 65-100	218	179	187	17	13	14
Number Scoring 85-100	80	43	66	1	0	1
Percentage of Tested Scoring 55-100	91%	89%	95%	72%	65%	85%
Percentage of Tested Scoring 65-100	81%	76%	82%	68%	57%	70%
Percentage of Tested Scoring 85-100	30%	18%	29%	4%	0%	5%
<b>Physical Setting/Chemistry</b>						
Number Tested	136	143	120	3	3	2
Number Scoring 55-100	135	143	115	#	#	#
Number Scoring 65-100	115	129	100	#	#	#
Number Scoring 85-100	20	25	30	#	#	#
Percentage of Tested Scoring 55-100	99%	100%	96%	#	#	#
Percentage of Tested Scoring 65-100	85%	90%	83%	#	#	#
Percentage of Tested Scoring 85-100	15%	17%	25%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested		54	66		2	0
Number Scoring 55-100		52	62		#	0
Number Scoring 65-100		46	53		#	0
Number Scoring 85-100		9	22		#	0
Percentage of Tested Scoring 55-100		96%	94%		#	0%
Percentage of Tested Scoring 65-100		85%	80%		#	0%
Percentage of Tested Scoring 85-100		17%	33%		#	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	70	71	53	0	1	0
Number Scoring 55-100	70	71	53	0	#	0
Number Scoring 65-100	70	70	53	0	#	0
Number Scoring 85-100	48	55	33	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	99%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	69%	77%	62%	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	111	125	135	6	4	4
Number Scoring 55-100	109	125	133	6	#	#
Number Scoring 65-100	106	124	132	5	#	#
Number Scoring 85-100	64	74	78	1	#	#
Percentage of Tested Scoring 55-100	98%	100%	99%	100%	#	#
Percentage of Tested Scoring 65-100	95%	99%	98%	83%	#	#
Percentage of Tested Scoring 85-100	58%	59%	58%	17%	#	#
<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)

## New York State Alternate Assessments (NYSAA) 2004–05

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

### 2001 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	205	205	205	19	19	19	224	224	224
Number Scoring 55–64	8	0	4	2	2	1	10	2	5
Number Scoring 65–84	84	72	119	10	9	12	94	81	131
Number Scoring 85–100	111	128	79	5	6	3	116	134	82
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		2	2		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		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)