

New York State School Report Card Comprehensive Information Report

BEDS Code: 42-18-00-01-0033
 Name: Corcoran High School
 Principal: Brian Nolan

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	483	512	392
Tenth	330	313	378
Eleventh	270	274	305
Twelfth	198	204	366
Ungraded Secondary	129	134	0
Total K-12 Enrollment	1410	1437	1441

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	15	1.1%	19	1.3%	23	1.6%
Black (Not Hispanic)	751	53.3%	805	56.0%	872	60.5%
Hispanic	24	1.7%	32	2.2%	45	3.1%
White (Not Hispanic)	620	44.0%	581	40.4%	501	34.8%

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	21	24	25
Mathematics Grade 10	24	29	23
Science Grade 10	0	27	28
Social Studies Grade 10	23	22	22

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

Similar School Group and Description

Similar School Group	Description
40	All schools in this group are secondary level schools in large cities other than New York City. 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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	481	34.1%	540	37.6%	531	36.9%

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		88.7%		89.2%		90.2%
Student Suspensions	283	19.6%	294	20.9%	273	19.0%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	9.3%	9.0%	9.9%
Public Assistance	41-50%	31-40%	51-60%
Student Stability	95%	95%	66%

Staff Counts

Staff	2003-04
Total Teachers	97
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	9

*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	161	61	38%	190	71	37%	6	0	0%
Students with Disabilities	5	5	100%	24	4	17%	2	0	0%
All Students	166	66	40%	214	75	35%	8	0	0%

*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	1	7	0	0	0	0
Percent	12%	88%	0%	0%	0%	0%

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)
2	0	4	6

*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	31		38		49	4.0%
	Entered GED Program*	53		0		27	2.2%
	Total Noncompleters	84		38		76	6.2%
Students with Disabilities	Dropped Out	14		16		8	2.3%
	Entered GED Program*	13		0		4	1.2%
	Total Noncompleters	27		16		12	3.5%
All Students	Dropped Out	45	3.2%	54	3.8%	57	3.6%
	Entered GED Program*	66	4.7%	0	0.0%	31	2.0%
	Total Noncompleters	111	7.9%	54	3.8%	88	5.6%

*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	1169	0
	Number of Students with Disabilities	0	134	0
	Number of All Students	0	1303	0
	Percent of Enrollment	0%	91%	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	0	0%	8	75%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	4	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	401	78%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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%	1	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	34	74%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	2	#	3	#
Science	7	0%	2	#	3	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	3	#
Global Studies	1	#	3	#	6	17%
U.S. Hist & Gov't	3	#	3	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	29	10%	49	61%	44	61%
Science	19	0%	38	63%	38	45%
Reading	3	#	6	17%	13	31%
Writing	12	67%	2	#	14	71%
Global Studies	18	17%	30	47%	31	32%
U.S. Hist & Gov't	5	40%	9	67%	11	45%

(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	275	275	294	31	27	49
Number Scoring 55-100	242	229	252	28	18	34
Number Scoring 65-100	187	202	201	17	12	21
Number Scoring 85-100	54	86	89	1	3	6
Percentage of Tested Scoring 55-100	88%	83%	86%	90%	67%	69%
Percentage of Tested Scoring 65-100	68%	73%	68%	55%	44%	43%
Percentage of Tested Scoring 85-100	20%	31%	30%	3%	11%	12%
Mathematics A						
Number Tested	136	15	409	19	1	63
Number Scoring 55-100	16	10	296	0	#	39
Number Scoring 65-100	6	4	172	0	#	20
Number Scoring 85-100	0	0	12	0	#	2
Percentage of Tested Scoring 55-100	12%	67%	72%	0%	#	62%
Percentage of Tested Scoring 65-100	4%	27%	42%	0%	#	32%
Percentage of Tested Scoring 85-100	0%	0%	3%	0%	#	3%
Mathematics B						
Number Tested	0	4	19	0	2	1
Number Scoring 55-100	0	#	9	0	#	#
Number Scoring 65-100	0	#	8	0	#	#
Number Scoring 85-100	0	#	0	0	#	#
Percentage of Tested Scoring 55-100	0%	#	47%	0%	#	#
Percentage of Tested Scoring 65-100	0%	#	42%	0%	#	#
Percentage of Tested Scoring 85-100	0%	#	0%	0%	#	#
Global History and Geography						
Number Tested	358	375	381	39	64	65
Number Scoring 55-100	271	175	252	22	31	37
Number Scoring 65-100	182	131	170	14	17	25
Number Scoring 85-100	42	25	34	2	1	1
Percentage of Tested Scoring 55-100	76%	47%	66%	56%	48%	57%
Percentage of Tested Scoring 65-100	51%	35%	45%	36%	27%	38%
Percentage of Tested Scoring 85-100	12%	7%	9%	5%	2%	2%
U.S. History and Government						
Number Tested	249	312	291	24	28	47
Number Scoring 55-100	196	242	196	20	19	29
Number Scoring 65-100	139	197	135	11	13	18
Number Scoring 85-100	19	52	40	0	3	5
Percentage of Tested Scoring 55-100	79%	78%	67%	83%	68%	62%
Percentage of Tested Scoring 65-100	56%	63%	46%	46%	46%	38%
Percentage of Tested Scoring 85-100	8%	17%	14%	0%	11%	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	369	414	419	42	65	103
Number Scoring 55-100	349	297	282	39	45	52
Number Scoring 65-100	311	236	182	31	29	30
Number Scoring 85-100	86	48	30	4	1	0
Percentage of Tested Scoring 55-100	95%	72%	67%	93%	69%	50%
Percentage of Tested Scoring 65-100	84%	57%	43%	74%	45%	29%
Percentage of Tested Scoring 85-100	23%	12%	7%	10%	2%	0%
Physical Setting/Earth Science						
Number Tested	147	219	238	4	22	32
Number Scoring 55-100	132	122	140	#	10	14
Number Scoring 65-100	112	102	101	#	8	9
Number Scoring 85-100	17	22	17	#	0	1
Percentage of Tested Scoring 55-100	90%	56%	59%	#	45%	44%
Percentage of Tested Scoring 65-100	76%	47%	42%	#	36%	28%
Percentage of Tested Scoring 85-100	12%	10%	7%	#	0%	3%
Physical Setting/Chemistry						
Number Tested	154	218	134	6	7	5
Number Scoring 55-100	106	115	102	2	3	2
Number Scoring 65-100	55	64	57	2	2	2
Number Scoring 85-100	5	9	7	0	1	0
Percentage of Tested Scoring 55-100	69%	53%	76%	33%	43%	40%
Percentage of Tested Scoring 65-100	36%	29%	43%	33%	29%	40%
Percentage of Tested Scoring 85-100	3%	4%	5%	0%	14%	0%
Physical Setting/Physics						
Number Tested			63			3
Number Scoring 55-100			53			#
Number Scoring 65-100			44			#
Number Scoring 85-100			6			#
Percentage of Tested Scoring 55-100			84%			#
Percentage of Tested Scoring 65-100			70%			#
Percentage of Tested Scoring 85-100			10%			#

* 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	29	0	0	2	0	0
Number Scoring 55-100	27	0	0	#	0	0
Number Scoring 65-100	22	0	0	#	0	0
Number Scoring 85-100	10	0	0	#	0	0
Percentage of Tested Scoring 55-100	93%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	76%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	34%	0%	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	190	0	206	6	0	17
Number Scoring 55-100	169	0	168	4	0	14
Number Scoring 65-100	148	0	133	3	0	3
Number Scoring 85-100	55	0	39	0	0	2
Percentage of Tested Scoring 55-100	89%	0%	82%	67%	0%	82%
Percentage of Tested Scoring 65-100	78%	0%	65%	50%	0%	18%
Percentage of Tested Scoring 85-100	29%	0%	19%	0%	0%	12%
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	140	146	0	6	4	0
Number Scoring 55-100	94	80	0	6	#	0
Number Scoring 65-100	79	64	0	5	#	0
Number Scoring 85-100	30	9	0	1	#	0
Percentage of Tested Scoring 55-100	67%	55%	0%	100%	#	0%
Percentage of Tested Scoring 65-100	56%	44%	0%	83%	#	0%
Percentage of Tested Scoring 85-100	21%	6%	0%	17%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	42	83%	0	0%	0	0%
Students with Disabilities	20	70%	0	0%	0	0%

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	5	0	0	0	2	3
Social Studies	5	0	0	2	1	2
Mathematics	5	0	0	1	0	4
Science	5	0	0	1	0	4

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	234	234	234	46	46	46	280	280	280
Number Scoring 55–64	44	36	17	9	4	5	53	40	22
Number Scoring 65–84	123	120	125	9	10	16	132	130	141
Number Scoring 85–100	37	46	75	2	5	3	39	51	78
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)