

# New York State School Report Card Comprehensive Information Report

BEDS Code: 42-18-00-01-0033

Grade Range : 9-12

Name: Corcoran High School

Principal: Brian Nolan

## 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	520	483	512
Tenth	341	330	313
Eleventh	273	270	274
Twelfth	204	198	204
Ungraded Secondary	109	129	134
Total K-12 Enrollment	1447	1410	1437

## 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	12	0.8%	15	1.1%	19	1.3%
Black (Not Hispanic)	756	52.2%	751	53.3%	805	56.0%
Hispanic	19	1.3%	24	1.7%	32	2.2%
White (Not Hispanic)	660	45.6%	620	44.0%	581	40.4%

## 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	24	21	24
Mathematics Grade 10	24	24	29
Science Grade 10	23	0	27
Social Studies Grade 10	21	23	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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	488	33.7%	481	34.1%	540	37.6%

### 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		88.9%		88.7%		89.2%
Student Suspensions	193	14.0%	283	19.6%	294	20.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	7.5%	9.3%	9.0%
Public Assistance	41-50%	41-50%	31-40%
Student Stability	100%	95%	95%

### Staff Counts

Staff	2002–2003
Total Teachers	101
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	8
Teachers with Temporary Licenses	2

\*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	167	54	32%	161	61	38%	190	71	37%
Students with Disabilities	19	0	0%	5	5	100%	24	4	17%
All Students	186	54	29%	166	66	40%	214	75	35%

\*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	104	93	0	5	12	0
Percent	49%	43%	0%	2%	6%	0%

## 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)
24	4	16	40

\*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			31		38	
	Entered GED Program*			53		0	
	Total Noncompleters			84		38	
Students with Disabilities	Dropped Out			14		16	
	Entered GED Program*			13		0	
	Total Noncompleters			27		16	
All Students	Dropped Out	70	4.8%	45	3.2%	54	3.8%
	Entered GED Program*	42	2.9%	66	4.7%	0	0.0%
	Total Noncompleters	112	7.7%	111	7.9%	54	3.8%

\*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	1169
	Number of Students with Disabilities		0	134
	Number of All Students		0	1303
	Percent of Enrollment		0%	91%

## 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%	0	0%	8	75%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	4	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	401	78%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	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%	1	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	34	74%

(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	3	#	3	#	2	#
Science	26	62%	7	0%	2	#
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	24	25%	1	#	3	#
U.S. Hist & Gov't	28	39%	3	#	3	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	18	50%	29	10%	49	61%
Science	35	40%	19	0%	38	63%
Reading	2	#	3	#	6	17%
Writing	3	#	12	67%	2	#
Global Studies	9	56%	18	17%	30	47%
U.S. Hist & Gov't	8	62%	5	40%	9	67%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	268	275	275	31	31	27
Number Scoring 55–100	244	242	229	25	28	18
Number Scoring 65–100	179	187	202	15	17	12
Number Scoring 85–100	14	54	86	1	1	3
Percentage of Tested Scoring 55–100	91%	88%	83%	81%	90%	67%
Percentage of Tested Scoring 65–100	67%	68%	73%	48%	55%	44%
Percentage of Tested Scoring 85–100	5%	20%	31%	3%	3%	11%
<b>Mathematics A</b>						
Number Tested	110	136	15	16	19	1
Number Scoring 55–100	12	16	10	0	0	#
Number Scoring 65–100	1	6	4	0	0	#
Number Scoring 85–100	0	0	0	0	0	#
Percentage of Tested Scoring 55–100	11%	12%	67%	0%	0%	#
Percentage of Tested Scoring 65–100	1%	4%	27%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	#
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	4	0	0	2
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>Global History and Geography</b>						
Number Tested	380	358	375	54	39	64
Number Scoring 55–100	285	271	175	27	22	31
Number Scoring 65–100	216	182	131	18	14	17
Number Scoring 85–100	40	42	25	1	2	1
Percentage of Tested Scoring 55–100	75%	76%	47%	50%	56%	48%
Percentage of Tested Scoring 65–100	57%	51%	35%	33%	36%	27%
Percentage of Tested Scoring 85–100	11%	12%	7%	2%	5%	2%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	242	249	312	25	24	28
Number Scoring 55–100	185	196	242	22	20	19
Number Scoring 65–100	144	139	197	20	11	13
Number Scoring 85–100	44	19	52	7	0	3
Percentage of Tested Scoring 55–100	76%	79%	78%	88%	83%	68%
Percentage of Tested Scoring 65–100	60%	56%	63%	80%	46%	46%
Percentage of Tested Scoring 85–100	18%	8%	17%	28%	0%	11%

(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	287	369	414	31	42	65
Number Scoring 55–100	249	349	297	28	39	45
Number Scoring 65–100	218	311	236	25	31	29
Number Scoring 85–100	55	86	48	2	4	1
Percentage of Tested Scoring 55–100	87%	95%	72%	90%	93%	69%
Percentage of Tested Scoring 65–100	76%	84%	57%	81%	74%	45%
Percentage of Tested Scoring 85–100	19%	23%	12%	6%	10%	2%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	196	147	219	9	4	22
Number Scoring 55–100	127	132	122	5	#	10
Number Scoring 65–100	109	112	102	5	#	8
Number Scoring 85–100	43	17	22	1	#	0
Percentage of Tested Scoring 55–100	65%	90%	56%	56%	#	45%
Percentage of Tested Scoring 65–100	56%	76%	47%	56%	#	36%
Percentage of Tested Scoring 85–100	22%	12%	10%	11%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		154	218		6	7
Number Scoring 55–100		106	115		2	3
Number Scoring 65–100		55	64		2	2
Number Scoring 85–100		5	9		0	1
Percentage of Tested Scoring 55–100		69%	53%		33%	43%
Percentage of Tested Scoring 65–100		36%	29%		33%	29%
Percentage of Tested Scoring 85–100		3%	4%		0%	14%
<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	27	29	0	0	2	0
Number Scoring 55–100	19	27	0	0	#	0
Number Scoring 65–100	18	22	0	0	#	0
Number Scoring 85–100	5	10	0	0	#	0
Percentage of Tested Scoring 55–100	70%	93%	0%	0%	#	0%
Percentage of Tested Scoring 65–100	67%	76%	0%	0%	#	0%
Percentage of Tested Scoring 85–100	19%	34%	0%	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	232	190	0	16	6	0
Number Scoring 55–100	206	169	0	10	4	0
Number Scoring 65–100	183	148	0	5	3	0
Number Scoring 85–100	70	55	0	1	0	0
Percentage of Tested Scoring 55–100	89%	89%	0%	62%	67%	0%
Percentage of Tested Scoring 65–100	79%	78%	0%	31%	50%	0%
Percentage of Tested Scoring 85–100	30%	29%	0%	6%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	4	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%

(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	274	255	31	8	13	1
Number Scoring 55–100	124	103	31	4	5	#
Number Scoring 65–100	103	70	14	2	3	#
Number Scoring 85–100	32	18	1	0	1	#
Percentage of Tested Scoring 55–100	45%	40%	100%	50%	38%	#
Percentage of Tested Scoring 65–100	38%	27%	45%	25%	23%	#
Percentage of Tested Scoring 85–100	12%	7%	3%	0%	8%	#
<b>Sequential Mathematics, Course III</b>						
Number Tested	144	140	146	7	6	4
Number Scoring 55–100	81	94	80	4	6	#
Number Scoring 65–100	64	79	64	2	5	#
Number Scoring 85–100	19	30	9	1	1	#
Percentage of Tested Scoring 55–100	56%	67%	55%	57%	100%	#
Percentage of Tested Scoring 65–100	44%	56%	44%	29%	83%	#
Percentage of Tested Scoring 85–100	13%	21%	6%	14%	17%	#

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	127	84%	42	83%	0	0%
Students with Disabilities	24	75%	20	70%	0	0%

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	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	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	235	235	235	47	47	47	282	282	282
Number Scoring 55–64	35	41	13	8	8	4	43	49	17
Number Scoring 65–84	131	97	137	12	8	17	143	105	154
Number Scoring 85–100	36	20	55	1	0	2	37	20	57
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)