

New York State School Report Card

Comprehensive Information Report

BEDS Code: 14-06-00-01-0098
 Name: Mckinley Vocational High School
 Principal: Crystal Barton

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	311	317	299
Tenth	306	289	298
Eleventh	280	299	272
Twelfth	294	285	251
Ungraded Secondary	116	0	0
Total K-12 Enrollment	1307	1190	1120

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	49	3.7%	45	3.8%	35	3.1%
Black (Not Hispanic)	576	44.1%	541	45.5%	520	46.4%
Hispanic	161	12.3%	141	11.8%	132	11.8%
White (Not Hispanic)	521	39.9%	463	38.9%	433	38.7%

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	26	29	29
Mathematics Grade 10	23	25	21
Science Grade 10	30	27	22
Social Studies Grade 10	29	31	29

(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
42	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 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	25	1.9%	32	2.7%	26	2.3%
Eligible for Free Lunch	604	46.2%	514	43.2%	662	59.1%

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		90.1%		89.7%		88.8%
Student Suspensions	182	15.2%	49	3.8%	278	23.4%

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

	2001-02	2002-03	2003-04
Reduced Lunch	11.3%	12.1%	15.6%
Public Assistance	71-80%	41-50%	41-50%
Student Stability	100%	100%	100%

Staff Counts

Staff	2003-04
Total Teachers	77
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	11

*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	174	36	21%	208	65	31%	199	71	36%
Students with Disabilities	6	0	0%	17	0	0%	15	1	7%
All Students	180	36	20%	225	65	29%	214	72	34%

*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	88	81	1	7	32	5
Percent	41%	38%	0%	3%	15%	2%

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)
15	1	8	23

*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	45		66		24	2.4%
	Entered GED Program*	8		5		11	1.1%
	Total Noncompleters	53		71		35	3.5%
Students with Disabilities	Dropped Out	1		8		5	3.5%
	Entered GED Program*	0		2		2	1.4%
	Total Noncompleters	1		10		7	4.9%
All Students	Dropped Out	46	3.5%	74	6.2%	29	2.6%
	Entered GED Program*	8	0.6%	7	0.6%	13	1.1%
	Total Noncompleters	54	4.1%	81	6.8%	42	3.7%

*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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	34	76%	38	68%	1	#
German	0	0%	0	0%	0	0%
Italian	16	44%	35	71%	38	71%
Latin	0	0%	0	0%	0	0%
Spanish	123	64%	168	78%	153	62%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	1	#	2	#
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	11	45%	10	50%

Regents Competency Tests

General-Education Students

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

Students with Disabilities

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

(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	196	252	312	0	15	30
Number Scoring 55–100	176	211	281	0	10	25
Number Scoring 65–100	134	142	217	0	4	17
Number Scoring 85–100	15	10	20	0	0	0
Percentage of Tested Scoring 55–100	90%	84%	90%	0%	67%	83%
Percentage of Tested Scoring 65–100	68%	56%	70%	0%	27%	57%
Percentage of Tested Scoring 85–100	8%	4%	6%	0%	0%	0%
Mathematics A						
Number Tested	19	413	372	0	19	30
Number Scoring 55–100	8	149	333	0	2	20
Number Scoring 65–100	2	48	205	0	0	12
Number Scoring 85–100	0	0	3	0	0	1
Percentage of Tested Scoring 55–100	42%	36%	90%	0%	11%	67%
Percentage of Tested Scoring 65–100	11%	12%	55%	0%	0%	40%
Percentage of Tested Scoring 85–100	0%	0%	1%	0%	0%	3%
Mathematics B						
Number Tested	0	3	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%
Global History and Geography						
Number Tested	235	336	316	0	38	36
Number Scoring 55–100	212	267	300	0	22	30
Number Scoring 65–100	168	219	230	0	17	16
Number Scoring 85–100	13	19	41	0	0	1
Percentage of Tested Scoring 55–100	90%	79%	95%	0%	58%	83%
Percentage of Tested Scoring 65–100	71%	65%	73%	0%	45%	44%
Percentage of Tested Scoring 85–100	6%	6%	13%	0%	0%	3%
U.S. History and Government						
Number Tested	249	227	261	2	15	21
Number Scoring 55–100	231	222	256	#	12	20
Number Scoring 65–100	172	203	242	#	10	16
Number Scoring 85–100	15	51	77	#	0	4
Percentage of Tested Scoring 55–100	93%	98%	98%	#	80%	95%
Percentage of Tested Scoring 65–100	69%	89%	93%	#	67%	76%
Percentage of Tested Scoring 85–100	6%	22%	30%	#	0%	19%

(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	344	332	327	1	51	46
Number Scoring 55–100	290	264	303	#	31	34
Number Scoring 65–100	266	187	236	#	16	25
Number Scoring 85–100	6	5	13	#	0	0
Percentage of Tested Scoring 55–100	84%	80%	93%	#	61%	74%
Percentage of Tested Scoring 65–100	77%	56%	72%	#	31%	54%
Percentage of Tested Scoring 85–100	2%	2%	4%	#	0%	0%
Physical Setting/Earth Science						
Number Tested	322	304	313	1	28	39
Number Scoring 55–100	249	247	270	#	16	33
Number Scoring 65–100	150	183	180	#	12	18
Number Scoring 85–100	4	13	10	#	1	0
Percentage of Tested Scoring 55–100	77%	81%	86%	#	57%	85%
Percentage of Tested Scoring 65–100	47%	60%	58%	#	43%	46%
Percentage of Tested Scoring 85–100	1%	4%	3%	#	4%	0%
Physical Setting/Chemistry						
Number Tested	180	93	172	0	5	7
Number Scoring 55–100	117	51	146	0	0	7
Number Scoring 65–100	33	12	78	0	0	3
Number Scoring 85–100	1	0	3	0	0	0
Percentage of Tested Scoring 55–100	65%	55%	85%	0%	0%	100%
Percentage of Tested Scoring 65–100	18%	13%	45%	0%	0%	43%
Percentage of Tested Scoring 85–100	1%	0%	2%	0%	0%	0%
Physical Setting/Physics						
Number Tested			0			0
Number Scoring 55–100			0			0
Number Scoring 65–100			0			0
Number Scoring 85–100			0			0
Percentage of Tested Scoring 55–100			0%			0%
Percentage of Tested Scoring 65–100			0%			0%
Percentage of Tested Scoring 85–100			0%			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	1	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%
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	6	17	27	0	2	2
Number Scoring 55–100	6	17	27	0	#	#
Number Scoring 65–100	6	17	27	0	#	#
Number Scoring 85–100	4	14	18	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	67%	82%	67%	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	117	96%	74	96%	256	91%
Students with Disabilities	0	0%	7	57%	36	69%

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

	Count of Students					
Test	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	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	3	0	#	#	#	#
Science	3	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	221	221	221	23	23	23	244	244	244
Number Scoring 55–64	19	4	27	2	1	2	21	5	29
Number Scoring 65–84	170	146	184	8	8	14	178	154	198
Number Scoring 85–100	13	50	6	0	0	0	13	50	6
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			28			3
Beginning (0-18)			0			#
Intermediate (19-31)			3			#
Advanced (32-36)			13			#
Proficient (37-39)			12			#
Reading and Writing (Grade 9-12)						
Number Tested			28			3
Beginning (0-14)			0			#
Intermediate (15-24)			7			#
Advanced (25-32)			18			#
Proficient (33-35)			3			#

*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)