

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	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	0	0	0
Ninth	317	299	340
Tenth	289	298	279
Eleventh	299	272	284
Twelfth	285	251	268
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1190	1120	1171

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	45	3.8%	35	3.1%	43	3.7%
Black (Not Hispanic)	541	45.5%	520	46.4%	549	46.9%
Hispanic	141	11.8%	132	11.8%	152	13.0%
White (Not Hispanic)	463	38.9%	433	38.7%	427	36.5%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	29	29	25
Mathematics Grade 10	25	21	23
Science Grade 10	27	22	31
Social Studies Grade 10	31	29	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
41	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 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	32	2.7%	26	2.3%	28	2.4%
Eligible for Free Lunch	514	43.2%	662	59.1%	625	53.4%

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		89.7%		88.8%		88.5%
Student Suspensions	49	3.8%	278	23.4%	301	26.9%

Student Socioeconomic and Stability Indicators

(Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	12.1%	15.6%	11.4%
Public Assistance	41-50%	41-50%	41-50%
Student Stability	100%	100%	100%

Staff Counts

Staff	2004-05
Total Teachers	75
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	10

*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
General-Education Students	Total Graduates*	208	199	199
	Regents Diplomas	65	71	115
	% Regents Diplomas	31%	36%	58%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	17	15	24
	Regents Diplomas	0	1	5
	% Regents Diplomas	0%	7%	21%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	6	8	7
All Students	Total Graduates*	225	214	223
	Regents Diplomas	65	72	120
	% Regents Diplomas	29%	34%	54%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	6	8	7

* 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
General-Education Students	Number	79	78	4	4	29	0	3	2
	Percent	40%	39%	2%	2%	15%	0%	2%	1%
Students with Disabilities	Number	2	16	0	2	4	0	0	0
	Percent	8%	67%	0%	8%	17%	0%	0%	0%
All Students	Number	81	94	4	6	33	0	3	2
	Percent	36%	42%	2%	3%	15%	0%	1%	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.
General-Education Students	Dropped Out	66		24	2.4%	35	3.5%
	Entered GED Program*	5		11	1.1%	13	1.3%
	Total Noncompleters	71		35	3.5%	48	4.8%
Students with Disabilities	Dropped Out	8		5	3.5%	3	1.9%
	Entered GED Program*	2		2	1.4%	2	1.3%
	Total Noncompleters	10		7	4.9%	5	3.1%
All Students	Dropped Out	74	6.2%	29	2.6%	38	3.3%
	Entered GED Program*	7	0.6%	13	1.1%	15	1.3%
	Total Noncompleters	81	6.8%	42	3.7%	53	4.6%

*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)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	38	68%	1	#	24	58%
German	0	0%	0	0%	0	0%
Italian	35	71%	38	71%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	168	78%	153	62%	70	60%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	7	57%
German	0	0%	0	0%	0	0%
Italian	1	#	2	#	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	11	45%	10	50%	8	63%

Regents Competency Tests

General-Education Students

Test	2002-03		2003-04		2004-05	
	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	0	0%	0	0%	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

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

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	252	312	190	15	30	25
Number Scoring 55-100	211	281	178	10	25	18
Number Scoring 65-100	142	217	144	4	17	8
Number Scoring 85-100	10	20	22	0	0	1
Percentage of Tested Scoring 55-100	84%	90%	94%	67%	83%	72%
Percentage of Tested Scoring 65-100	56%	70%	76%	27%	57%	32%
Percentage of Tested Scoring 85-100	4%	6%	12%	0%	0%	4%
Mathematics A						
Number Tested	413	372	241	19	30	26
Number Scoring 55-100	149	333	201	2	20	13
Number Scoring 65-100	48	205	135	0	12	3
Number Scoring 85-100	0	3	14	0	1	0
Percentage of Tested Scoring 55-100	36%	90%	83%	11%	67%	50%
Percentage of Tested Scoring 65-100	12%	55%	56%	0%	40%	12%
Percentage of Tested Scoring 85-100	0%	1%	6%	0%	3%	0%
Mathematics B						
Number Tested	3	0	9	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	336	316	191	38	36	29
Number Scoring 55-100	267	300	174	22	30	21
Number Scoring 65-100	219	230	136	17	16	17
Number Scoring 85-100	19	41	14	0	1	1
Percentage of Tested Scoring 55-100	79%	95%	91%	58%	83%	72%
Percentage of Tested Scoring 65-100	65%	73%	71%	45%	44%	59%
Percentage of Tested Scoring 85-100	6%	13%	7%	0%	3%	3%
U.S. History and Government						
Number Tested	227	261	244	15	21	25
Number Scoring 55-100	222	256	231	12	20	24
Number Scoring 65-100	203	242	218	10	16	23
Number Scoring 85-100	51	77	90	0	4	8
Percentage of Tested Scoring 55-100	98%	98%	95%	80%	95%	96%
Percentage of Tested Scoring 65-100	89%	93%	89%	67%	76%	92%
Percentage of Tested Scoring 85-100	22%	30%	37%	0%	19%	32%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	332	327	331	51	46	51
Number Scoring 55-100	264	303	266	31	34	32
Number Scoring 65-100	187	236	176	16	25	10
Number Scoring 85-100	5	13	7	0	0	0
Percentage of Tested Scoring 55-100	80%	93%	80%	61%	74%	63%
Percentage of Tested Scoring 65-100	56%	72%	53%	31%	54%	20%
Percentage of Tested Scoring 85-100	2%	4%	2%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	304	313	294	28	39	35
Number Scoring 55-100	247	270	213	16	33	20
Number Scoring 65-100	183	180	130	12	18	13
Number Scoring 85-100	13	10	11	1	0	1
Percentage of Tested Scoring 55-100	81%	86%	72%	57%	85%	57%
Percentage of Tested Scoring 65-100	60%	58%	44%	43%	46%	37%
Percentage of Tested Scoring 85-100	4%	3%	4%	4%	0%	3%
Physical Setting/Chemistry						
Number Tested	93	172	158	5	7	7
Number Scoring 55-100	51	146	109	0	7	3
Number Scoring 65-100	12	78	40	0	3	1
Number Scoring 85-100	0	3	1	0	0	0
Percentage of Tested Scoring 55-100	55%	85%	69%	0%	100%	43%
Percentage of Tested Scoring 65-100	13%	45%	25%	0%	43%	14%
Percentage of Tested Scoring 85-100	0%	2%	1%	0%	0%	0%
Physical Setting/Physics						
Number Tested		0	3		0	0
Number Scoring 55-100		0	#		0	0
Number Scoring 65-100		0	#		0	0
Number Scoring 85-100		0	#		0	0
Percentage of Tested Scoring 55-100		0%	#		0%	0%
Percentage of Tested Scoring 65-100		0%	#		0%	0%
Percentage of Tested Scoring 85-100		0%	#		0%	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
Comprehensive French						
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 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	17	27	18	2	2	0
Number Scoring 55-100	17	27	17	#	#	0
Number Scoring 65-100	17	27	17	#	#	0
Number Scoring 85-100	14	18	13	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	94%	#	#	0%
Percentage of Tested Scoring 65-100	100%	100%	94%	#	#	0%
Percentage of Tested Scoring 85-100	82%	67%	72%	#	#	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)

New York State Alternate Assessments (NYSAA) 2004–05

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	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	217	217	217	36	36	36	253	253	253
Number Scoring 55–64	22	6	3	8	3	3	30	9	6
Number Scoring 65–84	167	122	196	17	12	25	184	134	221
Number Scoring 85–100	19	72	14	1	7	0	20	79	14
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
Listening and Speaking (Grade 7-8)						
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
Reading and Writing (Grade 7-8)						
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
Listening and Speaking (Grade 9-12)						
Number Tested		28	22		3	1
Beginning		0	0		#	#
Intermediate		3	4		#	#
Advanced		13	8		#	#
Proficient		12	10		#	#
Reading and Writing (Grade 9-12)						
Number Tested		28	22		3	1
Beginning		0	0		#	#
Intermediate		7	3		#	#
Advanced		18	9		#	#
Proficient		3	10		#	#

*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)