

# 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	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	316	311	317
Tenth	306	306	289
Eleventh	287	280	299
Twelfth	243	294	285
Ungraded Secondary	49	116	0
Total K-12 Enrollment	1201	1307	1190

## 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	48	4.0%	49	3.7%	45	3.8%
Black (Not Hispanic)	468	39.0%	576	44.1%	541	45.5%
Hispanic	152	12.7%	161	12.3%	141	11.8%
White (Not Hispanic)	533	44.4%	521	39.9%	463	38.9%

## 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	26	26	29
Mathematics Grade 10	0	23	25
Science Grade 10	28	30	27
Social Studies Grade 10	26	29	31

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	38	3.2%	25	1.9%	32	2.7%
Eligible for Free Lunch	414	34.5%	604	46.2%	514	43.2%

### 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		88.0%		90.1%		89.7%
Student Suspensions	156	13.1%	182	15.2%	49	3.7%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.8%	11.3%	12.1%
Public Assistance	71-80%	71-80%	41-50%
Student Stability	100%	100%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	79
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	NA
Teachers with Temporary Licenses	NA

\*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	0	0	0%	174	36	21%	208	65	31%
Students with Disabilities	0	0	0%	6	0	0%	17	0	0%
All Students	0	0	0%	180	36	20%	225	65	29%

\*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	89	72	2	9	46	7
Percent	40%	32%	1%	4%	20%	3%

## 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)
17	0	6	23

\*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			45		66	
	Entered GED Program*			8		5	
	Total Noncompleters			53		71	
Students with Disabilities	Dropped Out			1		8	
	Entered GED Program*			0		2	
	Total Noncompleters			1		10	
All Students	Dropped Out	0	0.0%	46	3.5%	74	6.2%
	Entered GED Program*	0	0.0%	8	0.6%	7	0.6%
	Total Noncompleters	0	0.0%	54	4.1%	81	6.8%

\*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	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	26	62%	34	76%	38	68%
German	0	0%	0	0%	0	0%
Italian	11	36%	16	44%	35	71%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	123	64%	168	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%	1	#
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%	11	45%

(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	1	#	0	0%	0	0%
Science	4	#	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	19	26%	0	0%	2	#

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	25	100%	0	0%	1	#
Science	25	80%	0	0%	0	0%
Reading	14	64%	0	0%	0	0%
Writing	18	67%	0	0%	0	0%
Global Studies	1	#	0	0%	1	#
U.S. Hist & Gov't	4	#	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	226	196	252	11	0	15
Number Scoring 55–100	221	176	211	10	0	10
Number Scoring 65–100	214	134	142	9	0	4
Number Scoring 85–100	4	15	10	0	0	0
Percentage of Tested Scoring 55–100	98%	90%	84%	91%	0%	67%
Percentage of Tested Scoring 65–100	95%	68%	56%	82%	0%	27%
Percentage of Tested Scoring 85–100	2%	8%	4%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	420	19	413	28	0	19
Number Scoring 55–100	227	8	149	8	0	2
Number Scoring 65–100	83	2	48	3	0	0
Number Scoring 85–100	2	0	0	0	0	0
Percentage of Tested Scoring 55–100	54%	42%	36%	29%	0%	11%
Percentage of Tested Scoring 65–100	20%	11%	12%	11%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	3	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%
<b>Global History and Geography</b>						
Number Tested	290	235	336	17	0	38
Number Scoring 55–100	271	212	267	15	0	22
Number Scoring 65–100	205	168	219	11	0	17
Number Scoring 85–100	9	13	19	0	0	0
Percentage of Tested Scoring 55–100	93%	90%	79%	88%	0%	58%
Percentage of Tested Scoring 65–100	71%	71%	65%	65%	0%	45%
Percentage of Tested Scoring 85–100	3%	6%	6%	0%	0%	0%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	290	249	227	15	2	15
Number Scoring 55–100	247	231	222	9	#	12
Number Scoring 65–100	162	172	203	4	#	10
Number Scoring 85–100	21	15	51	0	#	0
Percentage of Tested Scoring 55–100	85%	93%	98%	60%	#	80%
Percentage of Tested Scoring 65–100	56%	69%	89%	27%	#	67%
Percentage of Tested Scoring 85–100	7%	6%	22%	0%	#	0%

(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	441	344	332	43	1	51
Number Scoring 55–100	355	290	264	21	#	31
Number Scoring 65–100	242	266	187	8	#	16
Number Scoring 85–100	3	6	5	0	#	0
Percentage of Tested Scoring 55–100	80%	84%	80%	49%	#	61%
Percentage of Tested Scoring 65–100	55%	77%	56%	19%	#	31%
Percentage of Tested Scoring 85–100	1%	2%	2%	0%	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	321	322	304	25	1	28
Number Scoring 55–100	229	249	247	17	#	16
Number Scoring 65–100	144	150	183	9	#	12
Number Scoring 85–100	9	4	13	0	#	1
Percentage of Tested Scoring 55–100	71%	77%	81%	68%	#	57%
Percentage of Tested Scoring 65–100	45%	47%	60%	36%	#	43%
Percentage of Tested Scoring 85–100	3%	1%	4%	0%	#	4%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		180	93		0	5
Number Scoring 55–100		117	51		0	0
Number Scoring 65–100		33	12		0	0
Number Scoring 85–100		1	0		0	0
Percentage of Tested Scoring 55–100		65%	55%		0%	0%
Percentage of Tested Scoring 65–100		18%	13%		0%	0%
Percentage of Tested Scoring 85–100		1%	0%		0%	0%
<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	11	1	0	0	0	0
Number Scoring 55–100	11	#	0	0	0	0
Number Scoring 65–100	10	#	0	0	0	0
Number Scoring 85–100	2	#	0	0	0	0
Percentage of Tested Scoring 55–100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	18%	#	0%	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	2	6	17	0	0	2
Number Scoring 55–100	#	6	17	0	0	#
Number Scoring 65–100	#	6	17	0	0	#
Number Scoring 85–100	#	4	14	0	0	#
Percentage of Tested Scoring 55–100	#	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	#	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	#	67%	82%	0%	0%	#
<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)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	72	100%	117	96%	74	96%
Students with Disabilities	7	100%	0	0%	7	57%

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	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

## 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	227	227	227	19	19	19	246	246	246
Number Scoring 55–64	42	51	54	4	3	6	46	54	60
Number Scoring 65–84	159	134	148	12	9	11	171	143	159
Number Scoring 85–100	7	15	13	0	0	0	7	15	13
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)