

# New York State School Report Card Comprehensive Information Report

BEDS Code: 11-03-04-04-0002  
 Name: Mcgraw High School  
 Principal: Patricia Plata

Grade Range : 7-12

## 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	49	53	58
Eighth	59	43	49
Ninth	62	60	47
Tenth	48	55	55
Eleventh	53	44	46
Twelfth	47	49	49
Ungraded Secondary	0	0	0
Total K-12 Enrollment	318	304	304

## 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	1	0.3%	1	0.3%	0	0.0%
Black (Not Hispanic)	5	1.6%	3	1.0%	5	1.6%
Hispanic	1	0.3%	0	0.0%	3	1.0%
White (Not Hispanic)	311	97.8%	300	98.7%	296	97.4%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	18	12	12
Mathematics Grade 8	16	11	13
Science Grade 8	15	12	12
Social Studies Grade 8	19	13	21
English Grade 10	16	17	18
Mathematics Grade 10	21	17	16
Science Grade 10	0	18	14
Social Studies Grade 10	0	17	18

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	58	18.2%	66	21.7%	59	19.4%

### 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		94.1%		95.2%		95.2%
Student Suspensions	27	8.6%	26	8.2%	24	7.9%

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

	2002-03	2003-04	2004-05
Reduced Lunch	8.5%	12.2%	11.2%
Public Assistance	11-20%	31-40%	31-40%
Student Stability	94%	100%	90%

### Staff Counts

Staff	2004-05
Total Teachers	29
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*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
<b>General-Education Students</b>	Total Graduates*	38	40	36
	Regents Diplomas	25	31	31
	% Regents Diplomas	66%	78%	86%
	Regents Diplomas with Advanced Designation**			8
	% Regents Diplomas with Advanced Designation			22%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	4	3	1
	Regents Diplomas	1	0	0
	% Regents Diplomas	25%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	5	0	2
<b>All Students</b>	Total Graduates*	42	43	37
	Regents Diplomas	26	31	31
	% Regents Diplomas	62%	72%	84%
	Regents Diplomas with Advanced Designation**			8
	% Regents Diplomas with Advanced Designation			22%
	IEP Diplomas or Local Certificates	5	0	2

\* 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
<b>General-Education Students</b>	<b>Number</b>	13	18	0	0	5	0	0	0
	<b>Percent</b>	36%	50%	0%	0%	14%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	0	0	0	0	0	0	1	0
	<b>Percent</b>	0%	0%	0%	0%	0%	0%	100%	0%
<b>All Students</b>	<b>Number</b>	13	18	0	0	5	0	1	0
	<b>Percent</b>	35%	49%	0%	0%	14%	0%	3%	0%

## 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.
<b>General-Education Students</b>	Dropped Out	1		1	0.6%	0	0.0%
	Entered GED Program*	2		7	4.0%	0	0.0%
	Total Noncompleters	3		8	4.5%	0	0.0%
<b>Students with Disabilities</b>	Dropped Out	1		2	7.1%	0	0.0%
	Entered GED Program*	7		2	7.1%	0	0.0%
	Total Noncompleters	8		4	14.3%	0	0.0%
<b>All Students</b>	Dropped Out	2	1.0%	3	1.5%	0	0.0%
	Entered GED Program*	9	4.3%	9	4.4%	0	0.0%
	Total Noncompleters	11	5.2%	12	5.9%	0	0.0%

\*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	21	95%	13	100%	23	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	22	100%	34	97%	9	89%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

# 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%	1	#
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%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

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	2	#	0	0%	2	#
U.S. Hist & Gov't	0	0%	1	#	0	0%

(Form - E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	38	54	43	2	3	1
Number Scoring 55-100	31	51	43	#	#	#
Number Scoring 65-100	23	49	40	#	#	#
Number Scoring 85-100	5	23	16	#	#	#
Percentage of Tested Scoring 55-100	82%	94%	100%	#	#	#
Percentage of Tested Scoring 65-100	61%	91%	93%	#	#	#
Percentage of Tested Scoring 85-100	13%	43%	37%	#	#	#
<b>Mathematics A</b>						
Number Tested	39	47	44	2	2	5
Number Scoring 55-100	39	47	44	#	#	5
Number Scoring 65-100	30	43	42	#	#	5
Number Scoring 85-100	1	7	16	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	77%	91%	95%	#	#	100%
Percentage of Tested Scoring 85-100	3%	15%	36%	#	#	0%
<b>Mathematics B</b>						
Number Tested	0	21	22	0	0	0
Number Scoring 55-100	0	5	18	0	0	0
Number Scoring 65-100	0	4	16	0	0	0
Number Scoring 85-100	0	1	0	0	0	0
Percentage of Tested Scoring 55-100	0%	24%	82%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	19%	73%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	5%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	52	51	50	3	2	6
Number Scoring 55-100	44	47	46	#	#	4
Number Scoring 65-100	43	41	42	#	#	3
Number Scoring 85-100	21	17	17	#	#	1
Percentage of Tested Scoring 55-100	85%	92%	92%	#	#	67%
Percentage of Tested Scoring 65-100	83%	80%	84%	#	#	50%
Percentage of Tested Scoring 85-100	40%	33%	34%	#	#	17%
<b>U.S. History and Government</b>						
Number Tested	48	43	41	3	3	1
Number Scoring 55-100	47	41	39	#	#	#
Number Scoring 65-100	46	39	36	#	#	#
Number Scoring 85-100	20	28	19	#	#	#
Percentage of Tested Scoring 55-100	98%	95%	95%	#	#	#
Percentage of Tested Scoring 65-100	96%	91%	88%	#	#	#
Percentage of Tested Scoring 85-100	42%	65%	46%	#	#	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	38	41	31	2	0	2
Number Scoring 55-100	38	41	31	#	0	#
Number Scoring 65-100	38	41	31	#	0	#
Number Scoring 85-100	21	22	22	#	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	55%	54%	71%	#	0%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	37	43	30	1	3	2
Number Scoring 55-100	34	42	30	#	#	#
Number Scoring 65-100	29	36	26	#	#	#
Number Scoring 85-100	8	14	12	#	#	#
Percentage of Tested Scoring 55-100	92%	98%	100%	#	#	#
Percentage of Tested Scoring 65-100	78%	84%	87%	#	#	#
Percentage of Tested Scoring 85-100	22%	33%	40%	#	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	20	14	16	0	0	0
Number Scoring 55-100	19	14	16	0	0	0
Number Scoring 65-100	17	13	16	0	0	0
Number Scoring 85-100	6	2	8	0	0	0
Percentage of Tested Scoring 55-100	95%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	85%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	30%	14%	50%	0%	0%	0%
<b>Physical Setting/Physics</b>						
Number Tested		1	7		0	0
Number Scoring 55-100		#	7		0	0
Number Scoring 65-100		#	6		0	0
Number Scoring 85-100		#	2		0	0
Percentage of Tested Scoring 55-100		#	100%		0%	0%
Percentage of Tested Scoring 65-100		#	86%		0%	0%
Percentage of Tested Scoring 85-100		#	29%		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
<b>Comprehensive French</b>						
Number Tested	1	15	10	0	0	0
Number Scoring 55-100	#	15	10	0	0	0
Number Scoring 65-100	#	15	10	0	0	0
Number Scoring 85-100	#	13	9	0	0	0
Percentage of Tested Scoring 55-100	#	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	87%	90%	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	12	8	11	0	0	0
Number Scoring 55-100	12	8	11	0	0	0
Number Scoring 65-100	11	8	11	0	0	0
Number Scoring 85-100	9	7	11	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	92%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	75%	88%	100%	0%	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)

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</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 2005</b>	General-Education Students	28	0%	18%	71%	11%
	Students with Disabilities	16	31%	56%	13%	0%
	All Students	44	11%	32%	50%	7%

(Form – I)



## New York State Alternate Assessments (NYSAA) 2004–05

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

### 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	40	40	40	5	5	5	45	45	45
Number Scoring 55–64	1	3	0	1	0	0	2	3	0
Number Scoring 65–84	15	10	9	1	1	3	16	11	12
Number Scoring 85–100	21	26	28	0	1	0	21	27	28
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)