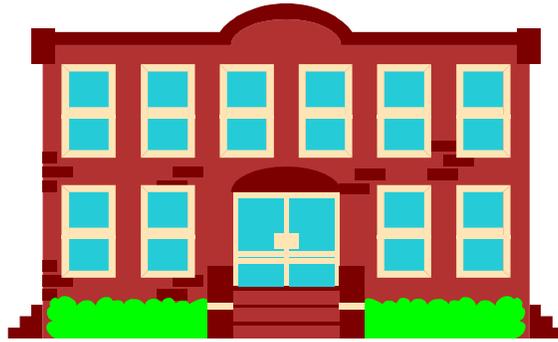


140600-01-0101

The New York State School Report Card
for
Burgard Vocational High School
in
Buffalo City School District

An Overview of Academic Performance



March 2002



The University of the State of New York
The State Education Department

March 25, 2002

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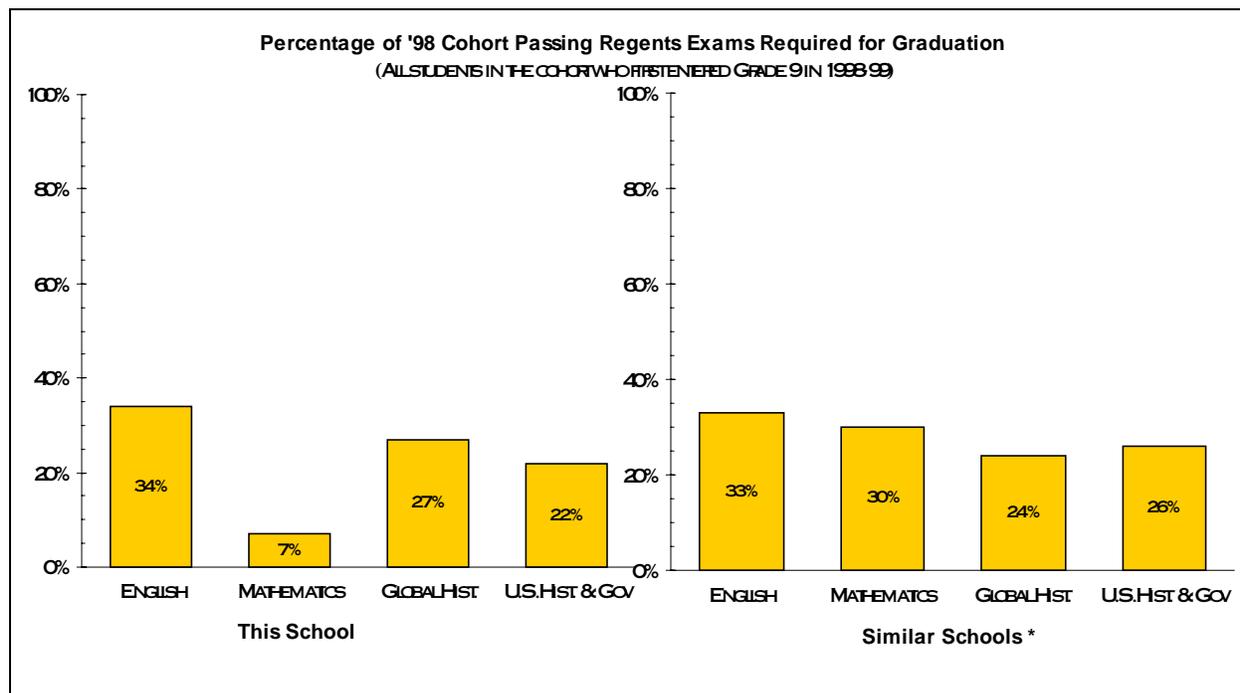
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High School Achievement - After Three Years of Instruction

This section presents the success of students in this school on Regents examinations required for graduation. Passing is defined as scoring 65 or higher, or earning approved alternative credit. Students who earn credit through component retesting are counted as if they scored in range 55 to 64 or in range 65 to 84 as determined by the results of the component retest. This page presents information about students who first entered grade 9 in 1998-99, displaying results after three years. Safety-net provisions of the graduation requirements allow some students to earn credit for graduation by alternative means. The percentage of students meeting their personal graduation requirements after four years is presented elsewhere in this report as a school accountability measure.



| Requirement | Student Category | Students in Cohort | Highest Score ¹ From 55 To 64 | Highest Score ¹ From 65 To 84 | Highest Score ¹ From 85 To 100 | Approved Alternative Credit |
|---|--------------------------|--------------------|--|--|---|-----------------------------|
| English (after 3 years) | General Education | 58 | 11 | 23 | 0 | 0 |
| | Students w/ Disabilities | 9 | 0 | 0 | 0 | 0 |
| | All Students | 67 | 11 | 23 | 0 | 0 |
| Mathematics (after 3 years) | General Education | 58 | 9 | 4 | 0 | 1 |
| | Students w/ Disabilities | 9 | 0 | 0 | 0 | 0 |
| | All Students | 67 | 9 | 4 | 0 | 1 |
| Global History (after 3 years) | General Education | 58 | 35 | 18 | 0 | 0 |
| | Students w/ Disabilities | 9 | 0 | 0 | 0 | 0 |
| | All Students | 67 | 35 | 18 | 0 | 0 |
| U.S. Hist. & Gov. (after 3 years) | General Education | 58 | 14 | 14 | 1 | 0 |
| | Students w/ Disabilities | 9 | 0 | 0 | 0 | 0 |
| | All Students | 67 | 14 | 14 | 1 | 0 |

* Similar Schools are schools grouped by district and student demographic characteristics. Further explanation is available at <http://www.emsc.nysed.gov/repord2002/similar.html>.

1 Cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations.

2 Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "General-Education" category.

School Profile

| | | | |
|---------------------------------|--------------------|--|------------------------------|
| Principal: Mr. Thomas Kopera | | Phone: (716)838-7544 | |
| Organization 2000-01 | | School Staff ¹ (both full- and part-time) | |
| Grade Range | Student Enrollment | Count of Teachers | Count of Other Professionals |
| 9-12 | 427 | 41 | 7 |

| | |
|---|----------|
| 1999-00 School District-wide Total Expenditure per Pupil | \$11,742 |
|---|----------|

| Student Enrollment | | | |
|---------------------------|--------------|---------------------------------------|--------------|
| Grade Level | October 2000 | Grade Level | October 2000 |
| Pre-Kindergarten | 0 | Grade 7 | 0 |
| Kindergarten | 0 | Grade 8 | 0 |
| Grade 1 | 0 | Grade 9 | 188 |
| Grade 2 | 0 | Grade 10 | 71 |
| Grade 3 | 0 | Grade 11 | 77 |
| Grade 4 | 0 | Grade 12 | 69 |
| Grade 5 | 0 | Ungraded Elementary with Disabilities | 0 |
| Grade 6 | 0 | Ungraded Secondary with Disabilities | 22 |

| Student Demographics Used To Determine Similar School Groups | 1998-99 | | 1999-2000 | | 2000-01 | |
|---|---------|---------|-----------|---------|---------|---------|
| | Count | Percent | Count | Percent | Count | Percent |
| English Language Learners | 0 | 0.0% | 0 | 0.0% | 14 | 3.3% |
| Eligible For Free Lunch | 371 | 77.0% | 256 | 56.4% | 331 | 77.5% |

| | |
|------------------------------|--|
| Similar Schools Group | This school is in Similar Schools Group 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. |
|------------------------------|--|

¹ Some district-employed staff serve in more than one school. These shared people are not reported here.

System of Accountability for Student Success (SASS)

This section presents this school's results relative to Commissioner's standards for school performance. To raise performance, the Commissioner has established State standards for schools for each school year through 2002-03.

Schools are expected to meet or exceed the Commissioner's standards. School districts must develop and implement local assistance plans (LAP) to bring every public school up to these levels. Schools that fall below a standard are assigned adequate yearly progress (AYP) targets. This school-specific program of attainable goals is intended to allow schools below standard to "compete against themselves" by showing adequate progress towards closing the gap between their baseline performance and the State standard.

A Performance Index is used to assess school performance relative to elementary- and middle-level State standards for English language arts and for mathematics. The Performance Index credits each school for the students demonstrating some of the Learning Standards (Level 2) and for the students demonstrating all of the assessed Learning Standards (Level 3 and Level 4). Students at the higher levels contribute more to the Performance Index than do Level 2 students. Level 1 performance earns no credit. As a guide to understanding, the Performance Index may be understood as the sum of the percentage of students performing at or above Level 2 plus the percentage of students performing at or above Level 3.

More information about this school accountability program is available from the State Education Department Web site (<http://www.emsc.nysed.gov/repcrd2002>). There you can find the rules for which students' results are included in the Performance Index, for how the performance of English language learners is included, for how the baseline numbers are calculated, for accountability for very small schools, and for when and how adequate yearly progress targets are assigned. Please note that Performance Index is only presented for schools that reported 20 or more continuously enrolled students' results. For this purpose continuously enrolled is defined as being enrolled in the school from October through the date of the State assessment.

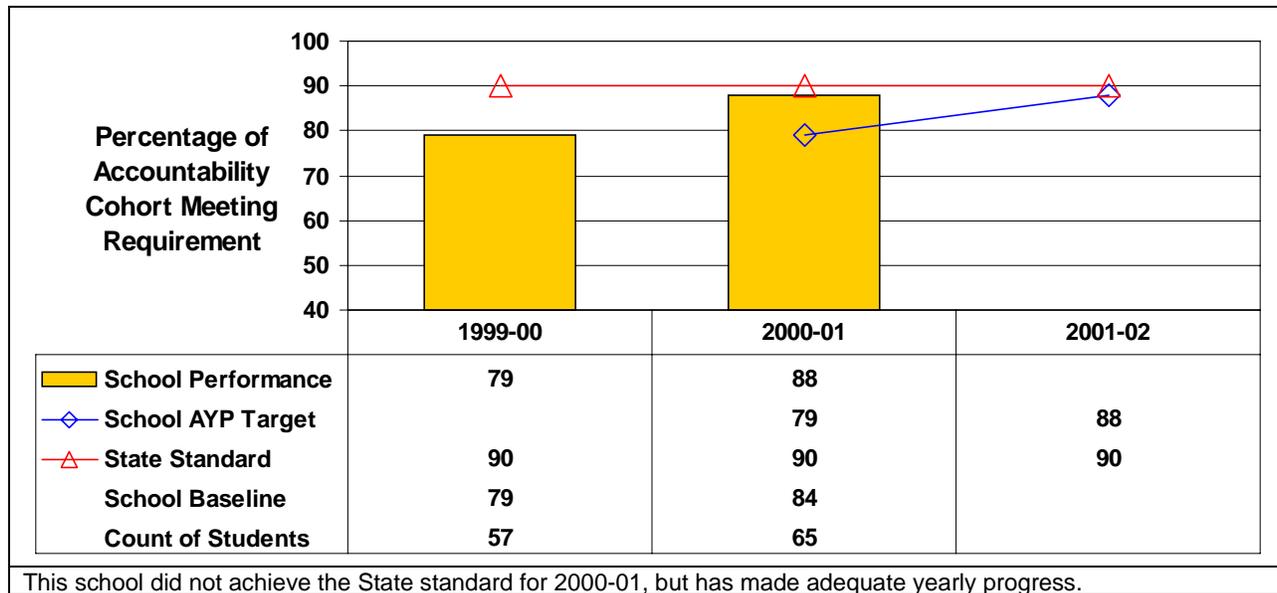
The Commissioner has decided that until there is a State plan to meet the requirements of the Federal "No Child Left Behind" legislation he will not establish a State SASS standard for the 2003-04 school year for the elementary- and middle-level State assessments for English language arts and for mathematics. Therefore, no AYP targets are computed for the 2003-04 school year at this time. Schools that met a State standard in 1999-00 but performed below the State standard in 2000-01 are assigned AYP targets for the 2001-02 and 2002-03 school years. These AYP targets are determined using the 2002-03 State SASS standard Performance Index value of 150. Schools that performed below a State standard in 1999-00 were previously assigned AYP targets for 2001-02 and 2002-03, while schools that met State standards in 2000-01 are not assigned AYP targets.

Secondary-Level School Performance

At the high school level, school performance is assessed based on the accumulated performance of students in the most recent four-year cohort. The Commissioner's standard is that 90 percent of the cohort meet graduation requirements for English and mathematics. Schools below these standards are assigned Adequate Yearly Progress (AYP) targets. Because of the increasing graduation requirements, maintaining current rates of achievement is considered AYP for the next year. After the requirements are fully "phased-in," there will be increasing AYP targets.

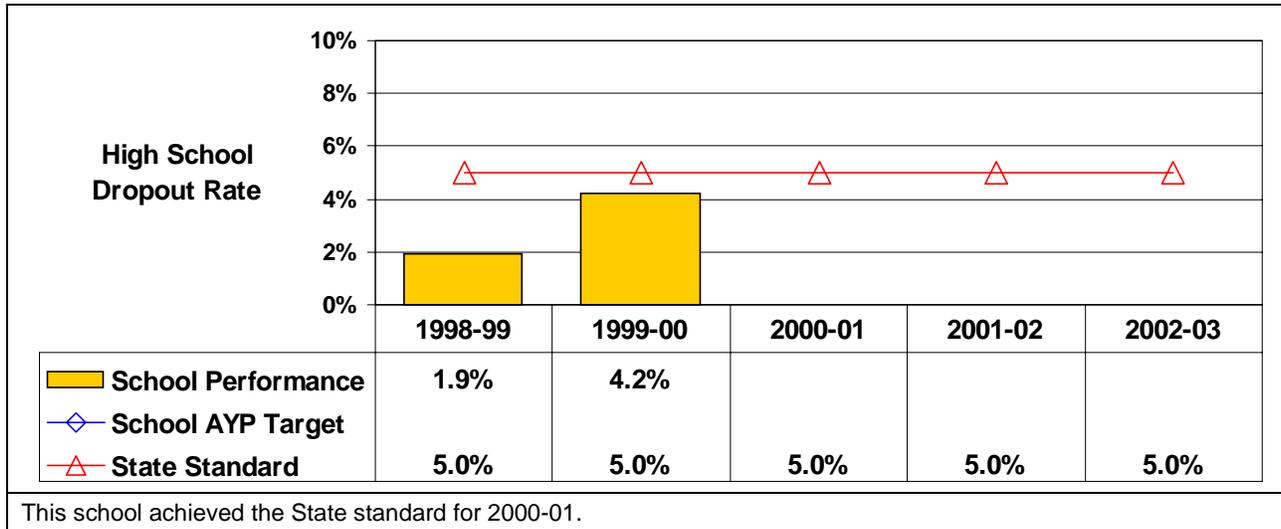
For this year, the cohort is defined as all students who first entered grade 9 in 1997-98, who entered a NY State school before October 1999 and who were enrolled at this school for the time from June 19, 2000 through June 16, 2001. Commissioner's Regulations allow certain students to be excluded from the cohort.

English Graduation Requirement Performance of High School Cohort After Four Years



High School Dropout Rate

A dropout is any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.



School Under Registration Review (SURR)

This school is presently identified as a School Under Registration Review (SURR). Commissioner's Regulations require the Commissioner to annually place under Registration Review those schools that are determined to be farthest from State standards and most in need of improvement. The Commissioner establishes a timeline by which each SURR must meet performance targets in its area(s) of identification. A school that meets these targets may be removed from registration review, except that in the school's first year of identification the school must not only achieve its performance targets, but also meet all State standards in its area(s) of identification to be removed from registration review. The Commissioner may recommend that the Board of Regents revoke the registration of the school. Revocation of registration will prevent the school from further operation as a public school. When circumstances warrant, the Commissioner may extend the time frame for a school to make the required progress.

When a school is identified for registration review, a team of experts visits the school and prepares a report. Each district develops a Corrective Action Plan and each school develops a Comprehensive Education Plan to address the recommendations contained in the report. Both the State Education Department and the local school district provide additional support and resources to assist the school to improve.

For each area of identification, the required SURR performance program supercedes the SASS targets that otherwise apply to schools that perform below State standards. The following charts display all performance areas of SURR identification for this school for the period from 2000-2001 to the end of the target timeline, including the year for which the school was identified, the subsequent history of measured performance, and the minimum and target levels established for the school.

Mathematics Performance

| High School Mathematics Measured by the Annual Cohort | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|
| School Year | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 |
| Target PI | NA | 64 | 64* | 64 | 64 |
| Measured PI | 38 | - | - | - | - |
| Minimum PI | NA | 51 | 51 | 51 | 51 |
| This school was identified for SURR during the 2001-2002 school year. This school was given SURR performance targets on this criteria based upon its 2000-2001 school year performance. Target performance must be met by 2004-2005. * To be considered for removal for registration in the year of a school's SURR identification, the school must achieve the State standard on the criteria for which it was identified. | | | | | |